

**PSRIP**  
**MANAGEMENT DOCUMENT**  
**TERM 4 2021**  
**GRADE 2**

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# Introduction

Dear EFAL teachers,

It is important to remember that prior to the Covid pandemic, reading had already been identified as one of the biggest challenges facing South African education.

The impact of school closures and rotational teaching is yet to be measured, but will no doubt prove to be significant.

Because of this, we urge every foundation phase teacher to do their utmost to ensure that learners:

- **Know the letter-sound relationships** (phonics) **for all the sounds in the programme**
- **Can segment and blend sounds to read and write words**
- **Can read many words with automaticity** (by sight)
- **Can read decodable texts** (the reading worksheets) **with reasonable fluency and accuracy**
- **Listen to as many of the big book stories as possible** (pre-read, first-read, second-read)
- **Know as many of the theme vocabulary words as possible**

We also urge you to please try your best to engage parents and guardians to assist in this matter.

Wishing you a productive and successful term – you can do this!

**The PSRIP team**

## Grade 1-3 EFAL Revised Routine for Rotational Teaching

- This revised routine is designed for schools that have implemented rotational teaching due to Covid.
- The routine assumes that learners only have ONE HOUR of EFAL per week.
- The revised routine is not ideal, but aim to cover the main components required for the acquisition of literacy and language, as per CAPS.
- The homework activities must be clearly explained to learners and then closely monitored.

### GRADE 1-3 EFAL REVISED ROUTINE

WEEK	Activity 1	Activity 2	Homework: Activity 3
WEEK 1	<b>Oral Activities:</b> 1.1 Teach vocabulary (week 1 words) 1.2 Sing the song 1.3 Do the week 1 questions of the day (x2)	<b>Phonics:</b> 2.1. Do the phonics activities using the sound and words for the week  <b>Decoding:</b> 2.2. Paired reading with teacher support (Grades 2-3)	Learners must take their Reading Worksheet home.  <b>Reading (Gr 2-3):</b> 3.1. Practice reading the worksheet aloud
WEEK	Activity 2	Activity 4	Homework: Activity 5
WEEK 2	<b>Phonics:</b> 2.1. Do the phonics activities using the sound and words for the week  <b>Decoding:</b> 2.2. Paired reading with teacher support (Grades 2-3)	<b>Shared Reading:</b> 4.1. Pre-Read 4.2. First Read  (Note: For Grade 1, only do the first story for the theme)	<b>Writing:</b> 5.1. Illustrate the big book story 5.2. Complete 1-2 sentences using a writing frame

## **Activity 1.1**

### **Teach Vocabulary**

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1. Use the methodology 'PATS' to teach new vocabulary.
2. PATS is an acronym for Point, Act, Tell and Say.
3. It is not always possible to do all four actions for each theme word – just do what is appropriate.
  - a. P - POINT to a picture or real item, if possible.
  - b. A - ACT out the theme word, if possible.
  - c. T - TELL learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
  - d. S - SAY the word in a sentence, and have the learners repeat the word after you.
4. Once you have taught the theme vocabulary for the week, display the words and illustrations on the display board.

## **Activity 1.2**

### **Sing the Song or Rhyme**

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1. The specific song, rhyme or finger play which you are to do with the learners is listed in the lesson plan.
2. Teach learners the words, action and tune as follows:
  - a. Sing or say the song or rhyme, and then explain the meaning of it to learners, using code-switching if necessary.
  - b. Sing or say the first line, and then let learners repeat after you.
  - c. Sing or say the second line, and then let learners repeat after you.
  - d. Sing or say the first two lines together, and then let learners repeat after you.
  - e. Continue on in this manner until you have taught learners the whole song or rhyme.
3. Always include appropriate actions with the song or rhyme.

## Activity 1.3

### Question of the Day

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- Prepare two 'questions of the day' for this activity – use the Monday and Wednesday questions from Week 1 of the theme.
- Divide the class into 4-6 groups. Give two groups a chance to answer a 'question of the day'.

#### Modelling:

1. Read the question out loud to the learners.
2. Point to and read the options from which learners may choose.
3. Explain which option you prefer.
4. Write your vote in the correct column by drawing an X.

#### Learners:

1. Give learners a few seconds to think about which option they will choose.
2. Call a group to come up to the chalkboard to write their answers onto the graph.
3. Learners line up at the chalkboard.
4. Learners draw their cross on the graph.
5. Once learners have added their response, they return quietly to their seats.
6. As learners answer on the graph, you should repeat their answers so that they hear their choices articulated, with the vocabulary words repeated many times. For example, encourage dialogue, such as:

*Teacher: Pretty, who do **you** have the most fun with?*

*Pretty: I have the most fun with my teacher.*

*Teacher: **She** has the most fun with her teacher.*

7. Once learners have added their response, they return quietly to their seats.

#### Discussing the question of the day:

1. Together with the learners count aloud the number of crosses in each column.
2. Write the total number at the bottom of each column.
3. Ask learners to identify which fruit was liked the most.
4. Ask individual learners the questions provided in the weekly lesson plans. You can help learners here by using modelling to answer the questions before you ask the learners. For example if the question is "Who do you have the most fun with?" You could say:
  - I have the most fun with my friends.

- I see that 6 learners have the most fun with their friends.
- If you have the most fun with your friends, raise your hand. (*Instruct learners to raise their hands*)
- Peter, who do you have the most fun with? (*Ask individual learners*)

## Activity 2.1

### Phonics

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Teach the sound and words for the week by completing the following activities:

#### INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard for learners to see. For example: **sh**
2. Say the sound and instruct learners to repeat the sound. Do this three times.
3. Say each word loudly and clearly as you show the flashcard. For example: **shop, ship, shed**
4. Ask learners to repeat each word after you.
5. Stick up the flashcards on the Phonics Display Board.

#### SEGMENTING AND BLENDING (I DO)

1. Say the word, for example: **ship**
2. Segment the word into the individual sounds: **/sh/ - /i/ - /p/**
3. Say the beginning sound of the word: **/sh/**
4. Say the middle sound of the word: **/i/**
5. Say the end sound of the word: **/p/**
6. Write the word on the board: **ship**
7. Model pointing and blending the sounds to make a word: **/sh/ - /i/ - /p/ = ship**
8. Remind learners that in English, when **s** and **h** are together in a word they must be read together as one sound: **/sh/**
9. Repeat this with the word **shut**

### SEGMENTING AND BLENDING (WE DO)

1. Say the word **shell**
2. Ask learners: What is the first sound in the word? **/sh/**
3. Ask learners: What is the middle sound in the word? **/e/**
4. Ask learners: What is the last sound in the word? **/ll/**
5. Ask learners to segment the word into each individual sound: **/sh/ - /e/ - /ll/**
6. Write the word: **shell**
7. Instruct learners to blend the sounds in the word with you: **/sh/ - /e/ - /ll/ = shell**
8. Repeat this with the word **shock**

### SEGMENTING AND BLENDING (YOU DO)

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **sh- words**.
3. Instruct learners to write the numbers 1-8.
4. *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*
5. Say each of the following words. Instruct learners to write the word in their books.

ship	shop	shut	shed	shell	shack	shock	shall
------	------	------	------	-------	-------	-------	-------

6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.
7. Instruct learners to practise reading the phonic words for **homework**.

### BEGINNING SOUND

1. Model isolating the beginning sound for learners. Say:
  - /c/ - ash (cash)
  - /f/ - ash (flash)
2. Say another two words that begin with different sounds, like: mash and bash.
3. Ask learners to identify the word that begin /b/ - (bash).
4. Repeat with different pairs of words.



### LETTER SWAP

1. Say the word: rash
2. Identify the beginning sound. /r/ - ash. Ask what is left (-ash).
3. Swap the first sound and ask learners what word this makes. /tr/ -ash = trash
4. Do this orally and in writing.
5. Ask learners to think of other words that end the same (rhyme).

### INFORMAL ASSESSMENT

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **-ash words**.
3. Instruct learners to write numbers 1-4 and to write down the following words as you say them:

cash	flash	rash	trash
------	-------	------	-------

### WORD FIND

Write the table from the lesson plan on the chalkboard. For example:

sh	i	p
o	d	a
-ck	e	m

### MODEL

1. Remind learners of the sound of the week: **/sh/**
2. Review all of the sounds and blends on the chalkboard.
3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.
4. Show learners how to make a word using the target sound, like: **/sh/ - /e/ - /d/**
5. Remind learners they can make a word using any of the sounds – they do not need to use **/sh/**.
6. Show learners how to make another word, like: **/p/ - /i/ - /ck/**
7. Remind learners they can make words using the target sound, like **shed**, or words without the target sound, like **pick**.
4. Tell learners to open their exercise books and write the heading: **sh words**.
5. Instruct learners to begin writing.
6. Give learners 3 minutes to find and build as many words as they can.
7. Allow learners to correct their own work. Show learners how to build these words (and others):

## Activity 2.2

### Paired Reading with Teacher Support (Grades 2-3)

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1. Settle the class in mixed-ability pairs.
2. Every learner must have their exercise books and decodable Reading Worksheet.
3. **Icons remind the learners of what to do on each day:**
  - a. The mouth reminds learners to sound out words.
  - b. The eye reminds learners that they must read these words by sight.
  - c. The single child reminds learners to read on their own.
  - d. The two children remind learners to read with a partner.
  - e. The hand holding a pen reminds learners that they must draw or write.
4. Tell learners to support each other as they take turns to:
  - a. Sound out and read the phonic words
  - b. Sound out and read the sight words
  - c. Read the texts alone
  - d. Read the texts together
5. Explain that if one partner is 'stuck', the other partner must be patient. They must not just say the word, they must rather help their partner to sound out the word.
6. Briefly remind learners of the phonic sounds and words for the week.
7. Then, finally, read the sight words with learners, focussing on:
  - a. Saying all the sounds in the word
  - b. Blending the sounds together (and explaining if the sounds are pronounced in an irregular way)
  - c. Reading the word
  - d. Pointing out any significant sounds or sound patterns in the word
8. Tell the learners to work in pairs and to start reading.
9. As learners read, call different learners who need assistance to come and work with you. Work with these learners to build their decoding skills, by mastering sounds, blending and segmenting, and finally, oral reading fluency.

## Activity 3.1

### Homework: Practice reading the worksheet aloud (Grades 2-3)

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1. Tell learners to take home their reading worksheets.
2. Remind learners to care for these worksheets properly.
3. Explain that they must practice sounding out and reading the words and texts aloud.
4. If possible, they must read to an adult or older sibling who can help them if they get stuck.
5. Tell learners that this is very important homework.
6. *In addition, send home any other reading materials that you have available, including the DBE Workbook.*

## Activity 4.1

### Shared Reading: Pre-Read

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In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Explain to learners that they must not think of each picture on its own. They must think about how the pictures relate to each other. They must connect all the pictures to each other to try and work out what the entire story is about.
4. Show learners the cover of the story and read the title aloud.
5. Ask learners: What do you think will happen in this story?
6. Next, look at each picture in the story, and as you look, ask learners:
  - a. What do you see in this picture?
  - b. What do you think is happening here?
  - c. What do you think might happen next?
7. If learners forget to connect the different pictures, prompt them to do this. For example: 'Can you remember what this boy was doing in the last picture? What is he doing now? What do you think is happening?'
8. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
9. Thank learners for their predictions.

## Activity 4.2

### Shared Reading: First Read

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In the First Read, we first build comprehension skills by reading and explaining the story to learners. We also model how to think about the story. Before reading, tell the class what you are going to do. Say something like: *'Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story. This means that as I read, I will make a movie of the story in my mind.'*

1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
2. Where necessary, stop and explain a word or phrase to learners.
3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
4. At the end of each page you will see two coloured blocks, labelled First Read and Second Read.
5. Once you have read the page to learners, pause and show that you are thinking by saying what is in the block. By doing this, you are modelling how to *think about the story*. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
6. On the last page of the story, there are a few questions in the First and Second Read blocks.
7. Ask different learners to answer the questions.
8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

## Activity 5.1

### Homework: Writing: Illustrate the Shared Reading Text

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1. Explain to learners that whilst they are at home, they must also do some writing.
2. Explain that for the first activity, they must illustrate and label the shared reading text.
  - a. This means that they must draw a picture showing something that happened in the story.
  - b. Then, they must label 1-3 things in the picture.

## Activity 5.2

### Homework: Writing: Write Sentences

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1. For the second writing task, learners must complete a number of sentences using a writing frame.
  - a. Use the writing frame in the lesson plan to give you ideas of what to do – you may have to adapt this.
  - b. Then, write the writing frame on the chalkboard for learners to copy down into their exercise books.
    - For Grade 1 learners, make them complete 1 short sentence.
    - For Grade 2 learners, make them complete 2 short sentences.
    - For Grade 3 learners, make them complete 3 sentences.
2. Remind learners of the writing strategies they can use to complete the sentences. For example: count the words in each sentence, and draw a line for each word.

# Term 4 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
<b>LISTENING &amp; SPEAKING</b>					
Learners should be able to:					
<ol style="list-style-type: none"> <li>1. Say or sing 8 new rhymes or songs</li> <li>2. Answer the question of the day</li> <li>3. Discuss the shared reading story</li> <li>4. Help to summarise the shared reading story</li> <li>5. Recount part of the shared reading story</li> <li>6. Dramatise the shared reading story</li> <li>7. Talk about their writing</li> </ol>					
<b>Vocabulary</b>					
Learners should be able to understand and use some of the following theme vocabulary:					
problem	solve	fix	maths	hang	wall
important	confident	ruin	classroom	rip	gone
happy	happier	happiest	smile	listen	listener
front	back	sorry	furious	terrible	respect
history	past	statue	famous	king	queen
kingdom	throne	warrior	war	protect	fight
leader	meeting	powerful	fierce	trade	trader
money	market	Nigeria	ancestor	strength	role model
mirror	reflection	appearance	look	beautiful	pretty
ugly	call	dirty	clean	rubbish	hole
speak up	proud	tease	stop	small	big
size	fit	skinny	thin	fat	body
social media	post	video	photograph	Earth	plastic
internet	save	speech	convince	expert	climate
heat up	destroy	destroying	article	speech	flyer
protest	rally	Facebook	Instagram	Twitter	Sweden

<b>READING &amp; VIEWING</b>					
<b>Phonemic Awareness and Phonics</b>					
Learners should be able to identify and say the following sounds:					
th-	-th	-or-	st-	ou	-nd-
sw-					
<b>Phonic Decoding</b>					
Learners should be able to decode the following words:					
thin	think	thud	throat	thing	thick
thank	three	with	bath	path	moth
broth	cloth	sloth	fork	corn	pork
horn	sort	fort	short	sport	stop
storm	stuck	stick	stack	stain	stud
stool	out	shout	pout	snout	mouse
house	cloud	loud	pound	sound	ground
found	hand	band	grand	swing	swish
sweep	sweet	swoop	swop	swim	swell
<b>Sight &amp; High Frequency Word Recognition</b>					
Learners should be able to read the following words by sight:					
this	then	helping	school	turn	thought
weekend	story	when	choir	passed	asked
who's	until	before	young	other	how
saw	raise	break	mean	remember	wonder
help	idea	sounds	tell	what	happen
easy	brain	differently	people	difficult	energy
save	about	gift	fight		
<b>Comprehension</b>					
Learners should be able to:					
<ol style="list-style-type: none"> <li>1. Make predictions about a text after doing a 'picture walk'</li> <li>2. Monitor their own understanding of a text</li> <li>3. Recall details from a text</li> <li>4. Identify the main idea in a text</li> <li>5. Sequence events from a story</li> <li>6. Visualise, make connections, make inferences, make evaluations, and wonder about the text</li> <li>7. Summarise and retell the text</li> </ol>					

**WRITING**

Learners should be able to:

1. Plan and draft their own writing
2. Be able to draw a relevant picture to show meaning
3. Use taught phonics and word recognition to write partial or complete words as labels
4. Use a writing frame to draft or complete short sentences



## Term 4 2021 ATP / PSRIP alignment

Week	DBE ATP Theme	PSRIP Theme	PSRIP Big Book Story
1	Solving problems	Solving problems	The ruined classroom
2			
3	Historical figures	Historical figures	The warrior queen
4			
5	Bullying and appearance	Bullying and appearance	Zweli speaks up
6			
7	Using technology for good!	Using technology for good!	Greta Thunberg: A climate change hero!
8			
9	Consolidation & revision	Consolidation & revision	
10			

### Week 1: Solving problems

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /th-/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 1</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The ruined classroom</li> </ul>	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> <li>• One time, I felt angry because ....</li> </ul>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 1</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /th-/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 1</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The ruined classroom</li> </ul>	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> <li>• I solved the problem by ....</li> <li>• It worked/didn't work because ....</li> </ul>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 1</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	

Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound /th-/</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 1</li> <li>• Group 5</li> </ul>	

<b>Week 2: Solving problems</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /-th/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 2</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: The ruined classroom</li> </ul>	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> <li>• In the story ....</li> <li>• Zweli feels ....</li> </ul>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 2</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /-th/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 2</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Post Read (Illustrate and summarise) <ul style="list-style-type: none"> <li>• Big Book: The ruined classroom</li> </ul>	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> <li>• If my story got ripped from the wall I would feel ....</li> <li>• I think I would ....</li> </ul>	

Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 2</li> <li>• Group 4</li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound /-th/</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 2</li> <li>• Group 5</li> </ul>	

### Theme Reflection: Solving problems

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

### Week 3: Historical figures

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /-or-/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 3</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The warrior queen</li> </ul>	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> <li>• Things I think I know about history:</li> <li>• 1.</li> <li>• 2.</li> </ul>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 3</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /-or-/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 3</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The warrior queen</li> </ul>	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> <li>• Questions I have about history:</li> <li>• 1.</li> <li>• 2.</li> </ul>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 3</li> <li>• Group 4</li> </ul>	

Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound /-or-/</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 3</li> <li>• Group 5</li> </ul>	

<b>Week 4: Historical figures</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /st-/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: The warrior queen</li> </ul>	
Tuesday	Activity 2: Writing In the story .... I learned that ....	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /st-/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 3</li> </ul>	

Thursday	Activity 1:	Shared Reading: Post-Read (Oral recount) <ul style="list-style-type: none"> <li>• Big Book: The warrior queen</li> </ul>	
Thursday	Activity 2:	Writing <ul style="list-style-type: none"> <li>• I liked when ....</li> <li>• I think Queen Amina is a role model because ....</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 4</li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound /st-/  </li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 5</li> </ul>	

### Theme Reflection: Historical figures

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Week 5: Bullying and appearance

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /ou/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 5</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Zweli speaks up</li> </ul>	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> <li>• This is _____. He/she is a bully</li> <li>• This is _____.</li> </ul>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 5</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /ou/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 5</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Zweli speaks up</li> </ul>	
Thursday	Activity 2: Writing <p>The bully said '_____.'</p> <p>He/she feels _____.</p>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 5</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	



Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Sound /ou/</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 5</li> <li>• Group 5</li> </ul>	

<b>Week 6: Bullying and appearance</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound and words /-nd/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 6</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Zweli speaks up</li> </ul>	
Tuesday	Activity 2: Writing Zweli felt .... He decided to ....	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 6</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /-nd/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 6</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Post-Read (Dramatise and summarise) <ul style="list-style-type: none"> <li>• Big Book: Zweli speaks up</li> </ul>	

Thursday	Activity 2:	Writing I think Zweli .... If I were Zweli , I ....	
Thursday	Activity 3:	Group Guided Reading • Class: Worksheet 6 • Group 4	
Friday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Friday	Activity 2:	Phonemic Awareness and Phonics • Beginning sound /-nd/ • Letter swap • Informal assessment	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 6 • Group 5	

### Theme Reflection: Bullying and appearance

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

### Week 7: Using technology for good!

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Revision of sounds</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 7</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Greta Thunberg: A climate change hero!</li> </ul>	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> <li>• I care about ....</li> <li>• I care about this because ....</li> </ul>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 7</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics Revision and informal assessment	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 7</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Greta Thunberg: A climate change hero!</li> </ul>	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> <li>• I want other people to know ....</li> <li>• I could use social media to ....</li> </ul>	
Thursday	Activity 3: Reading Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 7</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	

Friday	Activity 2: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> <li>• Formal or Informal assessment</li> </ul>	
Friday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Worksheet 7</li> <li>• Group 5</li> </ul>	

<b>Week 8: Using technology for good!</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Introduce sound and words /sw-/</li> </ul>	
Monday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two	
	<ul style="list-style-type: none"> <li>• Big Book: Greta Thunberg: A climate change hero!</li> </ul>	
Tuesday	Activity 2: Writing	
	<ul style="list-style-type: none"> <li>• Dear Greta,</li> <li>• Thank you for ....</li> <li>• I think you are amazing because ....</li> </ul>	
Tuesday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Segmenting and blending /sw/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Post-Read (Oral recount)	
	<ul style="list-style-type: none"> <li>• Big Book: Greta Thunberg: A climate change hero!</li> </ul>	
Thursday	Activity 2: Writing	
	<ul style="list-style-type: none"> <li>• You have taught me that ....</li> <li>• In the future, I want to ....</li> <li>• Thanks again,</li> <li>• _____.</li> </ul>	

Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 4</li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound /sw-/</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 5</li> </ul>	

### Theme Reflection: Using technology for good!

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

# Tracker for Group Guided Reading

Please ensure that you do the following:

## TERM 4 READING GROUPS

1. In the first two weeks of school, sort learners into group guided reading groups using the guidance given in the orientation programme.
2. Assign learners to same-ability groups and fill their names in on the table that follows.
3. Space has been allocated for 8 groups for teachers who have very large classes.
4. Ideally, try to have 5 groups, with no more than 8 learners per group.
5. There are 2 copies of table called TERM 4 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

## TERM 4 GROUP GUIDED READING TRACKER

1. Please write the group names in this table.
2. In the first column, list all the texts that you have access to. This includes sound and word cards, the DBE Workbook stories, and any graded readers that you may have.
3. As each group starts a new text, write the start date in this table.
4. Allow groups to progress at their own pace.

## Term 4 Reading Groups

Date	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Group number and name								
Reading day								
Group members' names								

Date								
Group number and name	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Reading day								
Group members' names								



**Term 4 Group Guided Reading Tracker**

Text	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8

Text	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8

# Term 4 Programme of Assessment

As per the 2021 ATP, please complete the following assessments for learning and of learning.

## ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking		Phonics	Reading	Comments
	Demonstrates understanding of some vocabulary	Answers simple questions about story text			
1.			Word building consonant blends and recognises vowel digraphs (oo, ee) at the beginning of words (fl, sl, gr, pl etc.)	Assess each learner choose a text which has at least 60-70 words and ask questions about the text	
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

**ASSESSMENT FOR LEARNING: CHECKLIST**

Mark with ✓ or ✕		Listening & Speaking		Phonics	Reading	Comments
Learners' Names		Demonstrates understanding of some vocabulary	Answers simple questions about story text	Word building consonant blends and recognises vowel digraphs (oo, ee) at the beginning of words (ff, sl, gr, pl etc.)	Assess each learner on oral reading choose a text which has at least 60-70 words and ask questions about the text	
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						

**ASSESSMENT FOR LEARNING: CHECKLIST**

Mark with ✓ or ✕		Listening & Speaking		Phonics	Reading	Comments
Learners' Names		Demonstrates understanding of some vocabulary	Answers simple questions about story text	Word building consonant blends and recognises vowel digraphs (oo, ee) at the beginning of words (fl, sl, gr, pl etc.)	Assess each learner on oral reading choose a text which has at least 60-70 words and ask questions about the text	
29.						
30.						
31.						
32.						
33.						
34.						
35.						
36.						
37.						
38.						
39.						
40.						
41.						
42.						
43.						

**ASSESSMENT FOR LEARNING: CHECKLIST**

Learners' Names	Listening & Speaking		Phonics	Reading	Comments
	Demonstrates understanding of some vocabulary	Answers simple questions about story text			
44.			Word building consonant blends and recognises vowel digraphs (oo,ee) at the beginning of words (fl, sl, gr, pl etc.)	Assess each learner choose a text which has at least 60-70 words and ask questions about the text	
45.					
46.					
47.					
48.					
49.					
50.					
51.					
52.					
53.					
54.					
55.					

**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Gives a simple recount in 3-4 sentences on personal news	Written activity: Write word with short vowels (ag, eg, ig, og, ug) and group common words into word families	Written comprehension: Choose short reading passage of 50-60 words	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	
<b>Date</b>						
<b>Score</b>		5	10	5	5	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Gives a simple recount in 3-4 sentences on personal news	Written activity: Write word with short vowels (ag, eg, ig, og, ug) and group common words into word families	Written comprehension: Choose short reading passage of 50-60 words	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	
<b>Date</b>						
<b>Score</b>		<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						



**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Gives a simple recount in 3-4 sentences on personal news	Written activity: Write word with short vowels (ag, eg, ig, og, ug) and group common words into word families	Written comprehension: Choose short reading passage of 50-60 words	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	
<b>Date</b>						
<b>Score</b>		<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	
31.						
32.						
33.						
34.						
35.						
36.						
37.						
38.						
39.						
40.						
41.						
42.						
43.						
44.						
45.						

**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Gives a simple recount in 3-4 sentences on personal news	Written activity: Write word with short vowels (ag, eg, ig, og, ug) and group common words into word families	Written comprehension: Choose short reading passage of 50-60 words	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	
<b>Date</b>						
<b>Score</b>		<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	
46.						
47.						
48.						
49.						
50.						
51.						
52.						
53.						
54.						
55.						
56.						
57.						
58.						
59.						
60.						

## Term 4 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
<b>OBJECTIVE</b>	Using a frame, gives a simple recount of at least 3 to 4 sentences on personal news.			
<b>IMPLEMENTATION</b>	Week 5 or 6 during group guided reading			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Settle the class to complete an independent reading activity.</li> <li>2. Then, call individual learners from a reading group to your desk.</li> <li>3. Ask learners to recount some personal news.</li> </ol>			
1	2	3	4	5
Using a frame, gives a simple recount of 1 sentence, with support.	Is able to give a simple recount in 2 sentences but not in FAL.	Is able to give a simple recount in 3 sentences in FAL.	Is able to give a simple recount in 4 sentences fluently in FAL.	Is able to give a simple recount in more than 4 sentences fluently using correct vocabulary in FAL.

PHONICS RUBRIC				
<b>OBJECTIVE</b>	Word building with consonant blends. Word building with vowel digraphs.			
<b>IMPLEMENTATION</b>	Week 7 phonics lesson.			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Draw a Word Find table on the chalkboard, that includes vowel digraphs and consonant blends that have been taught.</li> <li>2. Ask learners to work independently to build and write down as many words from the table as possible.</li> <li>3. Give learners 10 minutes to complete the activity.</li> <li>4. Collect learners' books to assess the activity.</li> </ol>			
1	2	3	4	5
Able to build 1 to 2 words using vowel digraphs and consonant blends with prompting and help from the teacher.	Able to build 1 to 2 words using vowel digraphs and consonant blends.	Able to build 3 to 4 words using vowel digraphs and consonant blends.	Able to build 4 to 5 words using vowel digraphs and consonant blends.	Able to confidently build 4 to 5 words using vowel digraphs and consonant blends.

READING RUBRIC				
<b>OBJECTIVE</b>	Oral reading text: 30-40 words			
<b>IMPLEMENTATION</b>	Week 7 or 8 during group guided reading			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Settle the class to complete an independent reading activity.</li> <li>2. Then, call individual learners from a reading group to your desk.</li> <li>3. Find a suitable text with at least 40 words in an appropriate graded reader or the DBE Workbook.</li> <li>4. Ask individual learners to read the text aloud.</li> <li>5. Ask learners 3 recall questions.</li> </ol>			
1	2	3	4	5
Reads from own book a text of 1-9 words with support from the teacher.	Reads word by word a text of 10 – 19 words and responds correctly to 1-2 questions.	Reads aloud from own book a text of 20 – 29 words and responds correctly to 3 questions.	Reads fluently from own book a text of 30 – 39 words and responds correctly to 3 questions.	Reads fluently from own book a text of 40 or more words and responds correctly to 3 questions.

WRITING RUBRIC				
<b>OBJECTIVE</b>	Write at least 3 sentences on a familiar topic/picture using capital letters and full stops.			
<b>IMPLEMENTATION</b>	Any of the writing lessons.			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Teach the writing lesson as usual.</li> <li>2. At the end of the week collect learners' books for assessment.</li> </ol>			
1	2	3	4	5
Writes one short simple sentence with some help and errors.	Writes two short simple sentences with some errors.	Writes three short simple sentences with some errors.	Writes three short simple sentences using capital letters and full stops.	Writes more than three short simple sentences, using capital letters and full stops.

## **DBE EFAL ATP 2021 Grade 2 Term 4**

## 2021 Annual Teaching Plan – Term 4: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 2

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Suggested Theme	Solving problems	Solving problems	Historical figures	Historical figures	Bullying and appearance	Bullying and appearance	Using technology for good	Using technology for good	CONSOLIDATION AND REVISION	CONSOLIDATION AND REVISION
CAPS Topic	LISTENING AND SPEAKING Done on Mondays, Wednesdays and Fridays <ul style="list-style-type: none"> <li>• Start with a greeting</li> <li>• Song/Rhyme</li> <li>• Open-ended question (Question with no wrong answer)</li> <li>• Vocabulary for the day, and the sight words.</li> </ul>									
Core Concepts, Skills and Values	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting

Term 4 47 days	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9	Week 10	
	LYRICS	ACTIONS	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions			
Song/ Rhyme	Every problem has a solution	Put your index finger in the air	I have a problem, and so do you	Point to yourself, and then to a friend	When the queen, goes marching in	March on the spot	History is his story	Point at a boy as you say 'his'	Everyone stand up tall and proud	Stand up tall	We can't have kids who say mean things	Shake your finger from side to side	Our world belongs to us	Spread your arms out wide	You can help save the world	Spread your arms out wide	Revise all the songs and rhymes learnt this term.	Week 9	Week 10
	Bg or small there's a resolution!	Stretch your hands out wide, bring your hands together again	Let's think together about what to do	Put your finger to your head, thinking	When the queen goes marching in	March on the spot	But not only his!	Shake your head and fold your arms	We're gonna stop bullying now!	Put your hand up like a stop sign	Or push and shove	Pretend to push and shove	Take good care of it we must!	Hug your fingers together	In the little things you do	Put your fingers together			
Question of the day	We solve problems every day.	--	Let's find the answers in good time	Point to your wrist, like you're wearing a watch	People stop and stare in wonder	Stop and open your eyes wide	It's also her story	Point at a girl as you say 'her'	Everyone march in place and sing	March in place	Or pinch and tease	Pretend to pinch and tease	There's something each of us can do	Point to everyone around you	It doesn't have to be a lot	Wave your index finger	Recounts personal news.	Week 9	Week 10
	What problem have you solved today?	Turn and ask your partner	So we can leave our problems behind!	Point behind yourself	When the king goes marching in	March on the spot	And your story	Point at someone as you say 'your'	Let's work together to stop bullying!	Hold hands with the people next to you	Let's be kind	Shake hands with a partner	To keep it great for me and you!	Point to yourself	Just give it all you've got!	Put your fist in the air			
Question of the day	Recounts personal news.				When the king goes marching in	March on the spot	And my story too!	Point at yourself as you say 'my'	Let's be kind	Hug a partner	SAY NO TO BULLIES!	Recounts personal news.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.
	Recounts personal news.				When the king goes marching in	March on the spot			Recounts personal news.			Formal Assessment: Recounts personal news.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.	Put a question on the board related to the theme and let a group answer.

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Suggested Vocabulary</b></p> <p>The vocabulary taught will depend on the theme that is chosen. (Teach 4 words a day)</p> <p><b>Sight words</b></p>	<p>problem, solve, fix, maths, hang, wall, important, confident, ruin, classroom, rip, gone</p>	<p>happy, happier, happiest, smile, listen, listener, front, back, sorry, furious, terrible, respect</p>	<p>history, past, statue, famous, king, queen, kingdom, throne, warrior, war, protect, fight</p>	<p>leader, meeting, powerful, fierce, trade, trader, money, market, ancestor, strength, role model</p>	<p>mirror, reflection, appearance, look, beautiful, pretty, ugly, call, dirty, clean, rubbish, hole</p>	<p>speak up, proud, tease, stop, small, big, size, fit, skinny, thin, fat, body</p>	<p>social media, post, video, photograph, Earth, plastic, internet, save, speech, convince, expert, climate</p>	<p>heat up, destroy, destroying, article, speech, flyer, protest, rally, Facebook, Instagram, Twitter</p>	<p>Revision and assessment</p> <p><b>Oral description:</b> Use pictures and learners describe the object in the picture to their friend/class. The friend/class guess what it is being described/ match the description with the picture.</p>	<p>Revision</p>
<p><b>Curriculum Coverage Tracking</b></p>	<p>this, then, helping, school, turn</p> <p>Teach the sight words using flashcards.</p> <p>Learners copy down the sight words into their personal dictionaries/word bank.</p> <p>Learners practice reading the sight words at home.</p>	<p>thought, weekend, story, when, choir</p>	<p>passed, asked, who's, until, before</p>	<p>young, other, how, saw, raise</p>	<p>break, mean, remember, wonder, help</p>	<p>idea, sounds, tell, what, happen</p>	<p>easy, brain, differently, people, difficult</p>	<p>energy, save, about, gift, fight</p>		
<p><b>Date completed</b></p>										
	<ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows and gives a short sequence of instructions.</li> <li>Understands and responds to simple questions.</li> <li>Make simple requests and statements.</li> <li>Identifies an object from a simple oral description.</li> <li>Talks about objects in a picture in response to teacher's instruction.</li> <li>Listens to and gives a simple recount.</li> <li>Memorises and performs simple poems, action rhymes and songs.</li> <li>Plays language games.</li> <li>Begins to develop understanding and ability to use simple language structures in context: use the verb 'to be' (e.g. <i>It is summer</i>), greater range of adjectives, and adverbs.</li> </ul>									



Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – GROUP GUIDED READING</b> <b>Mondays, Tuesdays, Wednesdays, Thursdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Use week 1 to establish whether learners are still in the correct reading group.</b> Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready. (One average, one easier, one more difficult. – DBE workbooks can be used or the EGRA tool.)</p> <p><b>Group 1:</b> This learner knows no or very few words. The learner does not seem to recognise letter-sound relationships.</p> <p><b>Group 2:</b> This learner knows just a few common words. He/she does not seem to recognise letter-sound relationships. This learner need a lot of help to read previously unseen words.</p> <p><b>Group 3:</b> This learner knows some common words. This learner needs help to decode previously unseen words.</p> <p><b>Group 4:</b> This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p> <p><b>Group 5:</b> This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.</p> <p><b>Week 2-10:</b></p> <ul style="list-style-type: none"> <li>• Listen to one group on a day while the rest of the class can do other activities, e.g. worksheets or work in the DBE workbook.</li> <li>• Select text appropriate for the group.</li> <li>• First revise the sight words of the week.</li> <li>• Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you.</li> <li>• Formal Assessment: Oral – Week 7</li> </ul>									
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.</li> <li>• Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</li> <li>• Reads with increasing fluency and expression.</li> <li>• Shows an understanding of punctuation when reading aloud.</li> <li>• Continues to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>									
<b>Date completed</b>										

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – SHARED READING Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	<b>Tuesday:</b> Pre Read <b>Thursday:</b> First Read (Search the text –recall details)	<b>Tuesday:</b> Second Read (Search the text –recall details) <b>Thursday:</b> Post Read (Story illustration)	<b>Tuesday:</b> Pre Read <b>Thursday:</b> First Read (Make evaluations)	<b>Tuesday:</b> Second Read (Make evaluations). <b>Thursday:</b> Post Read (Oral recount)	<b>Tuesday:</b> Pre Read <b>Thursday:</b> First Read (Making inferences)	<b>Tuesday:</b> Second Read (Making inferences) <b>Thursday:</b> Post Read (Dramatize/Act out)	<b>Tuesday:</b> Pre Read <b>Thursday:</b> First Read (Search the text – recall details)	<b>Tuesday – Second Read</b> (Search the text – recall details) <b>Thursday- Post Read</b> (Recount)	<b>Tuesday:</b> Pre Read <b>Thursday:</b> First Read	<b>Tuesday:</b> Second Read <b>Thursday:</b> Post Read
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster.</li> <li>• Understands and responds to instructions (e.g. learners point to objects in the picture/ name objects in the story).</li> <li>• Answers simple literal questions about the text with short answers.</li> <li>• Name some of the things in the picture in response to questions from the teacher.</li> <li>• Acts out the story, using some of the dialogue.</li> <li>• With help from the teacher, retells the story or gives a simple summary of the text.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>PHONICS Mondays, Wednesdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<b>fl-</b> fly, flash, flip, flap, flat	<b>sl-</b> sly, slot, sling, slow, slab	<b>cl-</b> cling, clap, cloth, clue, class <b>pl</b> plan, play, plum,	<b>br-</b> bring, brim, brown, break, brick <b>gr-</b> grow, grass, green, grab, gran, grid	<b>-oo-</b> book, room, boot, foot, tooth, cook, cool	<b>-ee</b> tree, bee, see, cheese, teeth, feet, greet, meet	Revision Formal Assessment	Distinguish aurally between sounds that are often confused, e.g. ship/sheep	Revision	Revision
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Groups common words into word families.</li> <li>• Builds up and breaks down simple words beginning with some consonant blends (e.g. fl-, sl-, cl-, pl-, br-, cr-, dr-, gr-, tr-)</li> <li>• Recognises vowel digraphs: -oo-, -ee</li> <li>• Distinguishes aurally between sounds that are often confused.</li> </ul>									
<b>Date completed</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4 47 days</b>											
<b>CAPS Topic</b>	<b>WRITING Tuesdays and Thursdays</b>										
<b>Core Concepts, Skills and Values</b>	<p><b>Tuesday:</b> One time, I felt angry because ... (2 sentences)</p> <p><b>Thursday:</b> I solved the problem by ... It worked because .....</p> <p><b>OR</b></p> <p>I didn't work because .....</p>	<p><b>Tuesday:</b> In the story ..... Zwell feels .....</p> <p><b>Thursday:</b> If my story got ripped from the wall, I would feel ..... I think I would .....</p>	<p><b>Tuesday:</b> Things I know about history: 1. .... 2. ....</p> <p><b>Thursday:</b> Questions I have about history: 1. .... 2. ....</p>	<p><b>Tuesday:</b> In the story ..... I learned that .....</p> <p><b>Thursday:</b> I liked when ... I think Queen Amina is a role model because .....</p>	<p><b>Tuesday:</b> This is ..... He/She is a bully.</p> <p><b>Thursday:</b> The bully said, ..... He/She feels .....</p>	<p><b>Tuesday:</b> Practical using word cards: Puts jumbled sentences in the correct order</p> <p><b>Thursday:</b> Copy the sentences that were practiced on Tuesday into the classroom book.</p>	<p><b>Tuesday:</b> Practical: Organise information in a simple graphic form, e.g. how many learners have a cell phone.</p> <p><b>Thursday:</b> Written: Complete the graph in the classroom book.</p>	<p><b>Tuesday:</b> Practical: Organise information on a graph (DBE Workbook 2, pg 47)</p> <p><b>Thursday:</b> Written: Complete the graph in the DBE Workbook.</p>	<p><b>Tuesday:</b> Shared Writing: What are we going to do this holiday?</p> <p><b>Thursday:</b> Copy/Write at least 3 sentences in the classroom book.</p>		
<b>Curriculum Coverage Tracking</b>	<p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language.</li> <li>• Writes sentences using words containing the phonic sounds and common sight words already taught.</li> <li>• Puts jumbled sentences in the correct order to make a paragraph and copies it.</li> <li>• Writes a paragraph of at least 3 sentences on a familiar topic.</li> <li>• Organises information in a simple graphic form (e.g. chart or time line).</li> </ul> <p><b>Language structures:</b></p> <ul style="list-style-type: none"> <li>• Uses some nouns and pronouns (I, you, he, she, it, etc.) when writing.</li> <li>• Uses simple present, present progressive and past tenses when writing.</li> <li>• Uses plurals of some familiar words when writing.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Writes familiar words and sentences from dictation.</li> <li>• Spells words correctly from memory.</li> <li>• Uses a children's dictionary where necessary.</li> <li>• Builds own word bank and personal dictionary.</li> </ul>										
<b>Date completed</b>											
<b>Extension activities</b>	<p>DBE workbook 2 pages 36, 36 – 37, 38. Draw and write about a problem you have solved.</p> <p>DBE workbook 2 pages 38, 41, 42 Draw and write about a time you got into a fight with a friend. How did you solve the problem?</p> <p>DBE workbook 2 pages 43, 43-44, 44 Draw and write about a historical figure that you know.</p> <p>DBE workbook 2 pages 45, 46, 47 Draw and write about what you think a king or queen would look like now.</p> <p>DBE workbook 2 pages 48, 49 (Word work), 49 (Let's write) Draw a portrait of yourself. Write sentences to describe how you look.</p> <p>DBE workbook 2 pages 50, 51, 52 Complete activity cards for phonics/comprehension/writing.</p> <p>DBE workbook 2 pages 53, 55, 56 Complete activity cards for phonics/comprehension/writing. Draw a picture of yourself using a computer or smart phone.</p> <p>DBE workbook 2 pages 61, 62, 63 Complete activity cards for phonics/comprehension/writing.</p> <p>Complete the activities in the DBE Workbook Complete activity cards for phonics/comprehension/writing.</p>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4 47 days</b>										
<b>Requisite Pre-Knowledge</b>	Knowledge of work done in grade 1. Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									
<b>Resources (other than textbook) to enhance learning</b>	Big books Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia									
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• This must be done informally and ongoing.</li> </ul>									
<b>SBA Assessment of learning (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• Rubrics, checklists and writing activities can be used.</li> <li>• Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul>									

## ASSESSMENT: TERM 4

### PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> <li>Using a frame, gives a simple recount of at least 3 to 4 sentences on personal news.</li> <li>Demonstrates an understanding of some basic vocabulary.</li> <li>Answers simple literal questions about a story/text.</li> </ul>	Observation/ practical and Oral	Rubric	5	By week 9	
	<p><b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking</p>		Checklist	n/a		
Phonics Written	<ul style="list-style-type: none"> <li>Word building with consonant blends.</li> <li>Word building with vowel digraphs.</li> <li>Builds words with consonant blends.</li> <li>Builds words with vowel digraphs.</li> <li>Group the words into word families.</li> </ul>	Observation/ practical & Oral	Rubric	10	By week 9	
	<p><b>Teacher notes:</b> Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SASAMS you should have 1 scores (Written activity)</p>		Checklist	n/a		
Reading Written	Choose a short reading passage of 50 - 60 words (DBE Workbook or Reader)	Observation & Oral	Classwork book	5	By week 9	
	<p><b>Types of questions</b></p> <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Fill in the missing words (cloze procedure)</li> </ul>					
Reading Oral	<p><b>Group Guided Reading Sessions</b></p> <ul style="list-style-type: none"> <li>Assess each learner individually on recognition of 50-60 sight words (EGRA/DBE Workbook/Graded reader)</li> </ul>	Written	Classwork book	5 or depending on rubric used	By week 9	
	<p><b>Teacher notes:</b> Learners should be assessed on one oral reading activity in the Group Guided Reading session in Weeks 8. By Week 7 one written comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. For SASAMS you should have 1 score for Reading (written comprehension)</p>					
Writing	<ul style="list-style-type: none"> <li>Write at least 3 sentences on a familiar topic/picture using capital letters and full stops.</li> </ul>					
<p><b>Teacher notes:</b> By Week 7/8 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The scoring to be done according to the rubric. For SASAMS one score will be captured for writing.</p>						
<p><b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b></p>						

**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

FAL GRADE 2: TERM 4 Checklist						
Names of learners	Listening & Speaking		Phonics	Reading	Comment	Date
	Demonstrates an understanding of some basic vocabulary	Answers simple literal questions about story/text				
1			Word building consonant blends and recognises vowel digraphs (oo, ee) at the beginning of words (ff, sl, gr, pl, etc)	Assess each learner on oral reading words and ask questions about the text		
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

✓/x

**ASSESSMENT OF LEARNING: SCORESHEET**

FAL GRADE 2: TERM 4 Scores using rubrics					
	Listening & Speaking	Phonics	Reading	Writing	Comment
	Using a frame gives a simple recount of 3 to 4 sentences on personal news etc	Written activity: Write word with short vowels (ag, eg, ig, og, ug, and group common words into word families	Written comprehension Choose a short reading passage of 50 – 60 words : Types of questions: Multiple choice questions Fill in the missing words	Writes 3 sentences on a on a familiar topic/picture using capital letters and full stops	
	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	
	<b>Date</b>				
	<b>Score</b>				
	<b>Names of learners</b>				
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

**RUBRIC EXAMPLES:**

THE FOLLOWING RUBRICS ARE JUST EXAMPLES..... THE TEACHER IS ALLOWED TO USE HER OWN

<b>GRADE 2 RUBRIC : Term 4</b>					
<b>LISTENING AND SPEAKING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Using a frame, gives a simple recount of 3 to 4 sentences on personal news	Using a frame, gives a simple recount of 1 sentence with support	Using a frame, gives a simple recount of 2 sentences on personal news	Using a frame, gives a simple recount of 3 sentences on personal news	Using a frame, gives a simple recount of 4 sentences on personal news	Using a frame, gives a simple recount of 4 sentences and more on personal news
<b>WRITING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Writes 3 sentences on a on a familiar topic/picture using capital letters and full stops	Write a 1 word caption for the picture with support	Writes a 1 sentence of 3 words with support.	Writes 1 simple sentence about a picture independently	Writes 2 simple sentences about a picture using capital letters and full stops....	Writes 3 simple sentences about a picture using capital letters and full stops.