



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# **Planner & Tracker for Recovery ATP**

## **Home Language: English**



### **Grade 3 Term 1**



# Contents

<b>Introduction</b>	<b>1</b>
<b>Recovery ATP Requirements</b>	<b>2</b>
Home Language Skills	2
Home Language Content	2
Phonics and Group Guided Reading	2
Creating a Routine for Language Learning	5
Suggested Weekly Routine for FP HL	6
Suggested Activities for FP HL (that address ATP requirements)	7
<b>Phonics and Group Guided Reading</b>	<b>14</b>
<b>NECT Phonics Programme: HL English</b>	<b>15</b>
<b>Planner &amp; Tracker Framework</b>	<b>19</b>
Theme 1	20
Theme 2	22
Theme 3	24
Theme 4	26
<b>Programme of Assessment</b>	<b>28</b>
Checklist: FP Home Language	28
Assessment of Learning	29
Using the Rubrics	29
Conversion	30
Assessment of Learning: Scorecard	31
Grade 3 Term 1: Sample Formal Assessment Task	32



# Introduction

Dear Foundation Phase Teachers,

The COVID-19 Pandemic has left us with an enormous challenge in education. As we return to 'normal schooling', we all have to work smarter and harder to ensure that our system recovers.

This is most important in the foundation phase, where children learn the foundational skills of reading and writing. South Africa needs you to do your very best to equip your learners with these skills, so that they not only learn to read, but eventually will be able to 'read to learn'.

This document is designed to help you achieve this. By systematically working through this plan, we are confident that you can address the loss of teaching and learning time, and bring your learners to the level where they need to be.

We thank you in advance for the commitment, dedication and hard work that is required of you.

You are truly building our nation.

With very best wishes for the term ahead,

**The NECT HL Team**



# Recovery ATP Requirements

- There are 10 weeks in the DBE Term 1 Recovery ATP.
- The first 2–3 weeks in Grade 3 should be dedicated to baseline activities to ensure that all learners are ready for Grade 3.
- The next 7–8 weeks are divided into 3 or 4 learning cycles.
- In each 2-week cycle, all the components of language learning must be covered as follows, using the minimum time:

CAPS MINIMUM TIME ALLOCATION	GRADE 1	GRADE 2	GRADE 3
<b>Listening &amp; Speaking</b>	45 min	45 min	45 min
<b>Reading &amp; Phonics</b>	4 h 30 min	4 h 30 min	4 h 30 min
<b>Handwriting</b>	1 h	45 min	45 min
<b>Writing</b>	45 min	1 h	1 h
<b>TOTAL</b>	7 HOURS	7 HOURS	7 HOURS

## Home Language Skills

- The Recovery ATP for HL is structured to show teachers which skills they must build for each language component.
- It is important to note that every two weeks, the skills to be developed are mostly the same per component, so there is a lot of repetition in order to develop and consolidate skills.

## Home Language Content

- For every two-week cycle, teachers must choose a theme.
- This theme defines the content for that cycle.
- For instance, if the teacher chooses the theme '**We all go to school**', then all content must relate to this theme, including:
  - a The **vocabulary** that is taught, e.g.: **read; connect; compare; learn; China; third grade**, etc.
  - b The **rhymes or songs** that are taught, e.g.: **I love to read and write**
  - c The **shared reading story** that is read, e.g.: A story titled: **Third Grade in South Africa and China**
  - d The **writing activity** that learners must complete, e.g.: **Write 2 paragraphs about what learners do in South Africa and China.**

## Phonics and Group Guided Reading

- The only content that does not relate to the theme is the phonics and group guided reading programme.
- In order to learn to read, learners must be systematically taught the sounds of a language, and how to blend and segment these sounds.
- Then, they must practice reading words and stories using their phonic knowledge to sound out words.

**Let's see which skills and content are listed in the ATP for Grade 3 Term 1:**

SUMMARY OF THE RECOVERY ATP: GRADE 3 Term 1
<b>LISTENING AND SPEAKING</b>
<ol style="list-style-type: none"><li>1 Answers open and closed questions and justifies answer</li><li>2 Talks about personal experiences such as tells news</li><li>3 Expresses feelings or opinions about text and gives reasons</li><li>4 Listens without interrupting, showing respect for the speaker</li><li>5 Listens to complex sequence of instructions and responds appropriately</li><li>6 Uses appropriate language when speaking to friends and adults</li><li>7 Listens for the main idea and for detail in stories</li><li>8 Asks questions for clarification and comments on what was heard</li><li>9 Participates in discussions, asks questions, and shows sensitivity to the feelings of others</li></ol>
<b>PHONICS</b>
<p><b>Note to teacher:</b></p> <ul style="list-style-type: none"><li>• Ensure that you build up and break down words:<ul style="list-style-type: none"><li>• Aurally (phonemic awareness)</li><li>• Aurally and visually (phonics)</li></ul></li></ul>
<p><i>Baseline:</i></p> <ol style="list-style-type: none"><li>1 Identify letter-sound and letter-name relationships of all single letters</li><li>2 Identify and use all vowel and consonant digraphs taught in Grade 2</li><li>3 Recognises and uses rhyming words</li><li>4 Builds words using phonic sounds</li></ol> <p><i>Term 1:</i></p> <ol style="list-style-type: none"><li>1 Learns to spell 10 words a week taken from the phonic lessons and sight words</li><li>2 Builds 3, 4 and 5 letter words using the consonant and vowel digraphs taught this term</li><li>3 Recognises that some sounds are represented by a number of different spelling choices</li><li>4 Sorts letters and words into alphabetical order</li><li>5 Spells words correctly using phonic knowledge</li><li>6 Writes three short sentences dictated by teacher</li><li>7 <b>Recognises and reads:</b><ol style="list-style-type: none"><li>a The single sounds and the consonant and vowel digraphs taught in Grade 2</li><li>b Consonant digraphs: sh-, - sh, ch-, - ch, th-, - th and wh - (at the beginning and end of words)</li><li>c Vowel digraphs taught in Grade 2</li><li>d New consonant and vowel digraphs taught in Grade 3</li><li>e "Silent e" or split digraphs in words such as same, bite, note</li></ol></li></ol>
<b>HANDWRITING</b>
<ol style="list-style-type: none"><li>1 Uses handwriting tools effectively</li><li>2 Spaces words correctly in lines</li><li>3 Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing <i>The type of script will be informed by the school's handwriting policy or the provincial policy</i></li><li>1 Forms, or copies and writes in joined script or cursive writing:<ol style="list-style-type: none"><li>a Short words</li><li>b Short sentences</li><li>c All upper - and lower-case letters</li></ol></li></ol>

### GROUP GUIDED READING

#### **Notes to teacher:**

- *Place learners in same-ability reading groups.*
- *Select texts/books of the correct level for each group.*
- *Listen to each group member read as an individual and offer guidance as they read.*

- 1** Builds sight vocabulary
- 2** Reads both silently and out loud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- 3** Uses phonics, structural analysis and contextual decoding skills when reading
- 4** Uses self-correcting strategies when reading
- 5** Monitors self when reading
- 6** Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud

### INDEPENDENT READING

- 1** Reads independently: picture books, poetry cards, story books from the library or classroom reading corner

### SHARED READING

- 1** Reads big book or enlarged text as a whole class with teacher / Listens and follows as teacher reads book
- 2** Describes main character and main idea
- 3** Answers higher order questions before, during and after reading a shared text
- 4** Recognises inverted commas to show direct speech in written stories
- 5 Focus on:**
  - a** Concepts of print
  - b** Text features
  - c** Comprehension at a range of levels
  - d** Language Patterns



## WRITING

### Notes to teacher:

- Use shared writing activities to model the writing process (planning, drafting and publishing).
- Provide a writing frame to assist children to write their stories.

- 1 Draws pictures and writes sentences to show understanding of a story
- 2 Builds own word bank and personal dictionary using initial letter of words
- 3 Sequences text by using words like “first”, “next” and “finally”
- 4 Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- 5 Contributes ideas, words and sentences for a class story (Shared Writing)
- 6 Uses a picture to choose a topic to write about
- 7 Talks to a partner to begin planning writing
- 8 Asks questions to help define the writing task
- 9 Completes writing tasks, including planning, drafting and publishing:
  - a Writes own news
  - b Writes at least one paragraph of eight sentences such as own news or creative story
  - c Writes instructions to a friend
  - d Writes and illustrates six to eight sentences on a topic to contribute to a book for the class
- 10 Identifies and uses language correctly, including:
  - a Uses a comma to write a list
  - b Correct punctuation: capital letters, full stops, question marks, commas, exclamation marks and inverted commas
  - c Uses subject-verb agreement correctly
  - d Uses present, past and future tense correctly

## Creating a Routine for Language Learning

- One of the best ways to ensure that you use the allocated time correctly and cover all the skills in the ATP, is to develop a routine for language learning.
- Below is a suggested weekly routine, that can be used for a two week cycle:
  - This routine uses the MINIMUM TIME for Home Language (7 hours)
  - This routine is standardised for use in all grades

## Suggested Weekly Routine for FP HL

DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: L&S	TIME: R&P	TIME: HW	TIME: W
Monday	LISTENING & SPEAKING	Oral activities	15 minutes	15 minutes			
	HANDWRITING	Informal assessment	15 minutes			15 minutes	
	READING & PHONICS	Shared reading	15 minutes		15 minutes		
Tuesday	WRITING	Shared and process writing	30 minutes				30 minutes
	READING & PHONICS	Group guided reading	30 minutes		30 minutes		
	READING & PHONICS	Teach new sound and words	15 minutes		15 minutes		
	HANDWRITING	Teach new letter and words	15 minutes			15 minutes	
	READING & PHONICS	Shared reading	15 minutes		15 minutes		
	READING & PHONICS	Group guided reading	30 minutes		30 minutes		
Wednesday	LISTENING & SPEAKING	Oral activities	15 minutes	15 minutes			
	READING & PHONICS	Teach new sound and words	15 minutes		15 minutes		
	HANDWRITING	Teach new letter and words	15 minutes			15 minutes	
	WRITING	Shared and process writing	30 minutes				30 minutes
	READING & PHONICS	Group guided reading	30 minutes		30 minutes		
	READING & PHONICS	Phonics practice	15 minutes		15 minutes		
Thursday	READING & PHONICS	Shared reading	15 minutes		15 minutes		
	READING & PHONICS	Group guided reading	30 minutes		30 minutes		
	LISTENING & SPEAKING	Oral activities	15 minutes	15 minutes			
	READING & PHONICS	Phonics practice	15 minutes		15 minutes		
Friday	READING & PHONICS	Shared reading	15 minutes		15 minutes		
	READING & PHONICS	Group guided reading	30 minutes		30 minutes		
	LISTENING & SPEAKING	Oral activities	15 minutes	15 minutes			
	READING & PHONICS	Phonics practice	15 minutes		15 minutes		
			<b>7 hours</b>	<b>45 minutes</b>	<b>4 hours</b> <b>30 minutes</b>	<b>45 minutes</b>	<b>1 hour</b>

Can you see that the time allocation for each component is correct?

## Suggested Activities for FP HL (that address ATP requirements)

- Because so many of the same skills must be developed, it can be a good idea to do the same or similar activities every week.
- This ensures that you cover all the skills required by the ATP.
- It also makes teaching and learning more efficient, because once you and the learners are familiar with the activities, less time is wasted on explanations.
- The plan below suggests regular activities that you can do every week to meet the requirements of the ATP.
- Where specific skills or content must be covered (according to the ATP) these are also included.
- Note: Teachers should use DBE Workbook activities whenever appropriate.

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Monday	<b>LISTENING &amp; SPEAKING</b>	Oral activities	<ul style="list-style-type: none"> <li>• Introduce the theme</li> <li>• Teach 3 theme vocabulary words</li> <li>• Teach song or rhyme</li> <li>• Learners add words to their personal dictionaries</li> </ul>
	<b>HANDWRITING</b>	Informal assessment	<ul style="list-style-type: none"> <li>• Give an informal assessment to see if learners remember previously taught sounds and words</li> <li>• Ask learners to write 10 words taken from phonic lessons and sight words</li> <li>• Also check handwriting – joined script, letter formation, capitals, spacing</li> </ul>
	<b>READING &amp; PHONICS</b>	Shared reading PRE-READ	<ul style="list-style-type: none"> <li>• Pre-read</li> <li>• Show learners pictures from story</li> <li>• Ask them to say what is happening</li> <li>• Ask them to make predictions</li> </ul>
	<b>WRITING (Week 1 of cycle)</b>	Shared and process writing: PLANNING	<ul style="list-style-type: none"> <li>• Tell learners the writing topic</li> <li>• Tell learners the writing task that you have selected, e.g.:               <ul style="list-style-type: none"> <li><b>a</b> Writes own news</li> <li><b>b</b> Writes at least one paragraph of eight sentences such as own news or creative story</li> <li><b>c</b> Instructions to a friend</li> <li><b>d</b> Writes and illustrates six to eight sentences on a topic to contribute to a book for the class</li> </ul> </li> <li>• Teach learners the format of new writing genres before using them</li> <li>• Show learners how to PLAN their writing using different pre-writing strategies, e.g.:               <ul style="list-style-type: none"> <li><b>a</b> Talk to a partner</li> <li><b>b</b> Create a mind map</li> <li><b>c</b> Use a planning frame</li> </ul> </li> <li>• Tell learners to complete their own plans (no copying)</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Monday	<b>WRITING (Week 2 of cycle)</b>	Shared and process writing: EDITING	<ul style="list-style-type: none"> <li>• Write your draft on the board</li> <li>• Write an editing checklist on the board</li> <li>• Write an editing checklist on the board, including points about: <ul style="list-style-type: none"> <li><b>a</b> Commas to write a list</li> <li><b>b</b> Correct punctuation: capital letters, full stops, question marks, commas, exclamation marks and inverted commas</li> <li><b>c</b> Subject-verb agreement</li> <li><b>d</b> Present, past and future tense</li> </ul> </li> <li>• Show learners how to EDIT their writing using the checklist (shared writing)</li> <li>• Tell learners to read and edit their own writing or partner's writing and give feedback</li> </ul>
	<b>READING &amp; PHONICS</b>	Group guided reading 2 GROUPS X 15 MINS EACH	<ul style="list-style-type: none"> <li>• Settle the whole class with a phonics or reading activity (paired or independent reading)</li> <li>• Read from readers or DBE Workbook</li> <li>• Call a small group to work with you (same-ability group)</li> <li>• Revise phonic and sight words with group</li> <li>• Give the group a text at their level</li> <li>• Listen to each learner read individually</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Tuesday	<b>READING &amp; PHONICS</b>	Teach new sound and words	<ul style="list-style-type: none"> <li>• Work systematically through a phonics programme for your language</li> <li>• Teach learners to read a new sound</li> <li>• Teach them to read words that use the new sound and past sounds taught (decodable words)</li> <li>• Show them how to break down and build up words</li> <li>• Do appropriate DBE Workbook activities</li> </ul>
	<b>HANDWRITING</b>	Teach new letter and words	<ul style="list-style-type: none"> <li>• It is a good idea to match handwriting to phonics</li> <li>• Teach learners how to write the letter or sound they learnt (Grade 3 – joined script)</li> <li>• Teach learners how to write words and sentences that use the sound</li> <li>• Correct learners' pencil grip, posture, letter formation, spacing and size</li> <li>• Do appropriate DBE Workbook activities</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Tuesday	<b>READING &amp; PHONICS</b>	Shared reading FIRST READ	<ul style="list-style-type: none"> <li>• First read</li> <li>• Read the story to learners fluently and with expression</li> <li>• Stop to explain where necessary</li> <li>• Point out and explain language features, including: <ul style="list-style-type: none"> <li><b>a</b> Commas to write a list</li> <li><b>b</b> Correct punctuation: capital letters, full stops, question marks, commas, exclamation marks and inverted commas</li> <li><b>c</b> Subject-verb agreement</li> <li><b>d</b> Present, past and future tense</li> </ul> </li> <li>• After reading, ask the following kinds of questions: <ul style="list-style-type: none"> <li><b>a</b> Higher-order questions</li> </ul> </li> </ul>
	<b>READING &amp; PHONICS</b>	Group guided reading 2 GROUPS X 15 MINS EACH	<ul style="list-style-type: none"> <li>• Settle the whole class with a phonics or reading activity (paired or independent reading)</li> <li>• Read from readers or DBE Workbook</li> <li>• Call a small group to work with you (same-ability group)</li> <li>• Revise phonic and sight words with group</li> <li>• Give the group a text at their level</li> <li>• Listen to each learner read individually</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Wednesday	<b>LISTENING &amp; SPEAKING</b>	Oral activities	<ul style="list-style-type: none"> <li>• Teach 3 theme vocabulary words</li> <li>• Sing song or say rhyme</li> <li>• Do another oral activity, e.g.: <ul style="list-style-type: none"> <li><b>a</b> Suggest solutions to the problem in the text</li> <li><b>b</b> Creative Storytelling – Ask all learners to make up their own theme stories and to share with partner</li> </ul> </li> <li>• Learners add new words to their personal dictionaries</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Wednesday	<b>READING &amp; PHONICS</b>	Teach new sound and words	<ul style="list-style-type: none"> <li>• Work systematically through a phonics programme for your language</li> <li>• Teach learners to read a new sound</li> <li>• Teach them to read words that use the new sound and past sounds taught (decodable words)</li> <li>• Show them how to break down and build up words</li> <li>• Do appropriate DBE Workbook activities</li> </ul>
	<b>HANDWRITING</b>	Teach new letter and words	<ul style="list-style-type: none"> <li>• It is a good idea to match handwriting to phonics</li> <li>• Teach learners how to write the letter or sound they learnt (Grade 3 – joined script)</li> <li>• Teach learners how to write words and sentences that use the sound</li> <li>• Correct learners’ pencil grip, posture, letter formation, spacing and size</li> <li>• Do appropriate DBE Workbook activities</li> </ul>
	<b>WRITING (Week 1 of cycle)</b>	Shared and process writing DRAFTING	<ul style="list-style-type: none"> <li>• Remind learners of writing task</li> <li>• Write your plan on the board</li> <li>• Write a writing framework on the board</li> <li>• Show learners how to DRAFT their writing (shared writing)</li> <li>• Tell learners to use their plan and the framework to write their own drafts</li> </ul>
	<b>WRITING (Week 2 of cycle)</b>	Shared and process writing PUBLISHING AND PRESENTING	<ul style="list-style-type: none"> <li>• Remind learners of writing task</li> <li>• Write your draft with edits on the chalkboard</li> <li>• Go through the edits once again</li> <li>• Show learners how to PUBLISH your writing by rewriting neatly with no errors, and adding illustration</li> <li>• Tell learners to publish their own writing</li> <li>• Tell learners to share their writing with a partner – read to each other</li> </ul>
	<b>READING &amp; PHONICS</b>	Group guided reading 2 GROUPS X 15 MINS EACH	<ul style="list-style-type: none"> <li>• Settle the whole class with a phonics or reading activity (paired or independent reading)</li> <li>• Read from readers or DBE Workbook</li> <li>• Call a small group to work with you (same-ability group)</li> <li>• Revise phonic and sight words with group</li> <li>• Give the group a text at their level</li> <li>• Listen to each learner read individually</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Thursday	<b>READING &amp; PHONICS</b>	Phonics practice	<ul style="list-style-type: none"> <li>• Revise the two sounds taught on Tues and Wed</li> <li>• Do a phonics activity with class, e.g.: <ul style="list-style-type: none"> <li><b>a</b> Blend sounds together to make words</li> <li><b>b</b> Segment words into sounds</li> <li><b>c</b> Break words into syllables</li> <li><b>d</b> Break words into onset and rime</li> <li><b>e</b> Group words into common word families</li> <li><b>f</b> Do appropriate DBE Workbook activities</li> </ul> </li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Thursday	<b>READING &amp; PHONICS</b>	Shared reading SECOND READ	<ul style="list-style-type: none"> <li>• Second read</li> <li>• Read the story to learners with fluency and expression</li> <li>• After reading, ask questions including: <ul style="list-style-type: none"> <li><b>a</b> Sequence (what happened first, next, last)</li> <li><b>b</b> Opinion (did you like / what did you think about / etc) and justification of opinion</li> <li><b>c</b> Higher-order (including cause and effect)</li> </ul> </li> <li>• Ask learners to formulate their own questions about the text, and ask a partner</li> </ul>
	<b>READING &amp; PHONICS</b>	Group guided reading 2 GROUPS X 15 MINS EACH	<ul style="list-style-type: none"> <li>• Settle the whole class with a phonics or reading activity (paired or independent reading)</li> <li>• Read from readers or DBE Workbook</li> <li>• Call a small group to work with you (same-ability group)</li> <li>• Revise phonic and sight words with group</li> <li>• Give the group a text at their level</li> <li>• Listen to each learner read individually</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Friday	<b>LISTENING &amp; SPEAKING</b>	Oral activities	<ul style="list-style-type: none"> <li>• Teach 3 theme vocabulary words</li> <li>• Sing song or say rhyme</li> <li>• Do another oral activity, e.g.: <ul style="list-style-type: none"> <li><b>a</b> Put learners into groups to discuss the text, using a frame (I liked... / I did not like... / I think this text was written to ...)</li> <li><b>b</b> Creative Storytelling – Ask learners to work in groups to come up with a joint theme story</li> </ul> </li> <li>• Learners add new words to their personal dictionaries</li> </ul>
	<b>READING &amp; PHONICS</b>	Phonics practice	<ul style="list-style-type: none"> <li>• Revise the two sounds taught on Tues and Wed, as well as other sounds taught this term</li> <li>• Do a phonics activity with class, e.g.: <ul style="list-style-type: none"> <li><b>a</b> Blend sounds together to make words</li> <li><b>b</b> Segment words into sounds and syllables</li> <li><b>c</b> Build words using sounds – Word Find</li> <li><b>d</b> Write own sentences using phonic words</li> <li><b>e</b> Do appropriate DBE Workbook activities</li> </ul> </li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Friday	<b>READING &amp; PHONICS</b>	Shared reading POST-READ	<ul style="list-style-type: none"> <li>• Post-read</li> <li>• Do an activity to engage with the story on a deeper level, e.g.: <ul style="list-style-type: none"> <li><b>a</b> Recount the story with a partner – each partner tells part of the story in the correct sequence</li> <li><b>b</b> Summarise – each learners tells a partner what the story was about in 2–3 sentences</li> <li><b>c</b> Pretend to interview a character from the story</li> <li><b>d</b> Do an oral presentation on the story</li> <li><b>e</b> Tell the story using descriptive language, different gestures and facial expressions</li> <li><b>f</b> Expresses feelings and opinions about the text and gives reason</li> </ul> </li> <li>• Add words and definitions to dictionary</li> </ul>
	<b>READING &amp; PHONICS</b>	Group guided reading 2 GROUPS X 15 MINS EACH	<ul style="list-style-type: none"> <li>• Settle the whole class with a phonics or reading activity (paired or independent reading)</li> <li>• Read from readers or DBE Workbook</li> <li>• Call a small group to work with you (same-ability group)</li> <li>• Revise phonic and sight words with group</li> <li>• Give the group a text at their level</li> <li>• Listen to each learner read individually</li> </ul>



**Did you notice that within each component, routines are also used? See if you noticed that all the routines included:**

### **ORAL ACTIVITIES**

Monday: Introduce the theme, teach vocabulary, teach song or rhyme

Wednesday: Teach vocabulary, sing song or rhyme, do another activity

Friday: Teach vocabulary, sing song or rhyme, do another activity

### **PHONICS & HANDWRITING**

Monday: Give an informal assessment to check phonic knowledge and handwriting

Tuesday: Teach new sound and words; teach how to write letters and words

Wednesday: Teach new sound and words; teach how to write letters and words

Thursday: Do activity to practice using phonic sounds taught

Friday: Do activity to practice using phonic sounds taught

### **SHARED READING**

Monday: Pre-Read

Tuesday: First Read

Thursday: Second Read

Friday: Post-Read

### **WRITING**

Week 1 Monday: Planning

Week 1 Wednesday: Drafting

Week 2 Monday: Editing

Week 2 Wednesday: Publishing and Presenting

Does this make sense to you? What changes would you make?



# Phonics and Group Guided Reading



**As a foundation phase teacher, your most important responsibility is to ensure that all learners can read!**

**Some basic guidelines that you should follow to teach phonics are:**

- 1 Make sure that you have a complete phonics programme, that includes all the sounds for your language.**
  - The sounds taught in the NECT HL English Phonics programme are listed below – feel free to use this list or to use any other phonics programme specified by your province, district or school.
- 2 Work through your phonics programme systematically. For every sound:**
  - Make sure that learners can hear the sound, and identify the sound in words.
  - Teach learners the letter-sound relationship – what the sound looks like.
  - Practice blending the sound together with other known sounds to make words.
  - Read texts that include words that use the sound.
  - Revise all taught sounds regularly.

**Some basic guidelines that you should follow to teach reading are:**

- 1** Arrange learners into same-ability reading groups.
- 2** Call each group to read to you at least once per week.
- 3** With struggling readers, try to listen to them twice or three times per week.
- 4** Use a level appropriate text – with some groups, you may have to work on revising sounds and doing word building.
- 5** When working with a group, listen to every learner read as an individual.
- 6** Teach learners to always sound out unknown words – if a learner gets to a word they cannot read, help them sound it out. Do not skip it or call on another child to read the word.
- 7** During group guided reading times, put learners into pairs to complete reading activities together, whilst you are busy working with a small group.

# NECT Phonics Programme: HL English

- It is very important to systematically teach learners all the phonic sounds of a language.
- The sounds taught in the NECT HL English Phonics programme are listed below – feel free to use this as a guide.

**Please note:**

- The ATP for Grade 3 Term 1 specifies that learners should know:
  - The single sounds and the consonant and vowel digraphs taught in Grade 2
  - Consonant digraphs: sh-, – sh, ch-, – ch, th-, – th and wh – (at the beginning and end of words)
  - Vowel digraphs taught in Grade 2
  - “Silent e” or split digraphs in words such as same, bite, note
- Try to ensure that your learners know these sounds

ENGLISH PHONICS				CHECK
PHONIC SOUND	DECODABLE WORDS			
a				
s				
t	s-a-t = sat			
p	p-a-t = pat	s-a-p = sap	t-a-p = tap	
i	s-i-t = sit	p-i-t = pit	t-i-p = tip	
n	n-a-p = nap	p-i-n = pin	t-i-n = tin	
m	m-a-p = map	m-a-t = mat	m-a-n = man	
d	d-a-m = dam	d-a-d = dad	s-a-d = sad	
o	p-o-t = pot	m-o-p = mop	d-o-t = dot	
g (hard g)	g-o-t = got	p-i-g = pig	d-i-g = dig	
c (hard c)	c-a-t = cat	c-a-p = cap	c-a-n = can	
k	k-i-d = kid	k-i-t = kit	k-i-n = kin	
e	n-e-t = net	m-e-n = men	t-e-n = ten	
ck	k-i-ck = kick	s-i-ck = sick	s-o-ck = sock	
b	b-a-t = bat	b-i-t = bit	b-e-d = bed	
h	h-a-t = hat	h-e-n = hen	h-o-p = hop	
u	s-u-n = sun	b-u-g = bug	h-u-g = hug	
r	r-a-t = rat	r-u-n = run	r-e-d = red	
f	f-a-t = fat	f-i-n = fin	f-e-d = fed	
ff	c-u-ff = cuff	p-u-ff = puff	b-u-ff = buff	
l	l-i-p = lip	l-o-t = lot	l-i-ck = lick	
ll	b-a-ll = ball	c-a-ll = call	f-a-ll = fall	
ss	m-a-ss = mass	m-e-ss = mess	l-e-ss = less	

ENGLISH PHONICS				CHECK
PHONIC SOUND	DECODABLE WORDS			
j	j-u-g = jug	j-a-m = jam	j-e-t = jet	
qu	qu-i-t = quit	qu-i-ck = quick	qu-a-ck = quack	
v	v-a-n = van	v-e-t = vet	v-a-t = vat	
w	w-e-t = wet	w-i-n = win	w-i-g = wig	
x	b-o-x = box	f-o-x = fox	p-o-x = pox	
y	y-e-s = yes	y-e-t = yet	y-e-ll = yell	
z	z-a-p = zap	z-e-n = zen	z-i-p = zip	
ai	p-ai-n = pain	r-ai-l = rail	j-ai-l = jail	
tr	tr-ai-n = train	tr-i-p = trip	tr-a-p = trap	
st	st-o-p = stop	m-u-st = must	j-u-st = just	
oa	b-oa-t = boat	g-oa-t = goat	r-oa-d = road	
dr	dr-i-p = drip	dr-o-p = drop	dr-a-g = drag	
ee	t-r-ee = tree	s-ee-m = seem	qu-ee-n = queen	
gr	gr-a-b = grab	gr-i-n = grin	gr-oa-n = groan	
oo (long oo)	m-oo-n = moon	s-oo-n = soon	g-r-oo-m = groom	
sh-	sh-i-p = ship	sh-o-p = shop	sh-i-n = shin	
-sh	b-a-sh = bash	m-a-sh = mash	f-i-sh = fish	
th-	th-i-n = thin	th-i-ck = thick	th-u-d = thud	
-th	m-o-th = moth	b-a-th = bath	m-a-th = math	
ch-	ch-i-n = chin	ch-o-p = chop	ch-i-p = chip	
-ch	r-i-ch = rich	s-u-ch = such	m-u-ch = much	
cr	cr-i-b = crib	cr-a-b = crab	cr-a-ck = crack	
oo (short oo)	l-oo-k = look	b-oo-k = book	t-oo-k = took	
ng	r-i-ng = ring	w-i-ng = wing	s-o-ng = song	
ar	c-ar = car	f-ar = far	t-ar = tar	
br	br-a-g = brag	br-i-n-g = bring	br-a-t = brat	
or	f-or-k = fork	c-or-n = corn	h-or-n = horn	
pl	pl-o-t = plot	pl-a-n = plan	pl-u-g = plug	
ur	f-ur = fur	t-ur-n = turn	b-ur-n = burn	
sp	sp-o-t = spot	sp-i-t = spit	sp-i-n = spin	
ow	c-ow = cow	h-ow = how	n-ow = now	
nk	p-i-nk = pink	s-i-nk = sink	w-i-nk = wink	
ou	ou-t = out	sh-ou-t = shout	l-ou-d = loud	
th (hard sound)	th-a-t = that	th-e-n = then	th-i-s = this	
or	w-or-m = worm	w-or-d = word	w-or-k = work	
u-e	c-/u-e/-b = cube	c-/u-e/-t = cute	t-/u-e/-b = tube	

ENGLISH PHONICS				CHECK
PHONIC SOUND	DECODABLE WORDS			
ay	s-l-ay = slay	s-t-ay = stay	p-l-ay = play	
bl	bl-ee-d = bleed	bl-oo-m = bloom	bl-u-sh = blush	
a-e	c-/a-e/-k = cake	t-/a-e/-k = take	b-/a-e/-k = bake	
wh	wh-e-n = when	wh-i-ch = which	wh-ee-l = wheel	
y (long I sound)	m-y = my	t-r-y = try	wh-y = why	
pr	pr-ay = pray	pr-i-ck = prick	pr-ee-n = preen	
igh	l-igh-t = light	h-igh = high	f-igh-t = fight	
sw	sw-i-n-g = swing	sw-i-m = swim	sw-o-p = swop	
i-e	k-i-te = kite	b-/i-e/-t = bite	h-/i-e/-k = hike	
str	str-i-n-g = string	str-ai-n = strain	str-o-n-g = strong	
i (long I)	t-i-g-er = tiger	b-l-i-n-d = blind	k-i-n-d = kind	
ea	ea-t = eat	s-ea-t = seat	m-ea-t = meat	
scr	scr-a-p = scrap	scr-ea-m = scream	scr-ee-n = screen	
tch	c-a-tch = catch	h-a-tch = hatch	m-a-tch = match	
y (long E)	f-i-sh-y = fishy	m-ea-t-y = meaty	s-m-e-ll-y = smelly	
ey (long E)	k-ey = key	d-o-n-k-ey = donkey	t-ur-k-ey = turkey	
age	c-age = cage	r-age = rage	p-age = page	
nch	l-u-nch = lunch	m-u-nch = munch	b-u-nch = bunch	
ow	s-l-ow = slow	b-l-ow = blow	b-ow = bow	
dge	e-dge = edge	l-e-dge = ledge	h-e-dge = hedge	
o-e	n-/o-e/-t = note	j-/o-e/-k = joke	r-/o-e/-p = rope	
kn	kn-ow = know	kn-ee = knee	kn-ee-l = kneel	
ir	b-ir-d = bird	sh-ir-t = shirt	b-ir-th = birth	
er	h-er = her	t-er-m = term	v-er-b = verb	
ue	g-l-ue = glue	c-l-ue = clue	s-ue = sue	
wr	wr-i-te = write	wr-o-te = wrote	wr-o-n-g = wrong	
ew	n-ew = new	n-ew-s = news	f-ew = few	
c (soft c)	c-i-t-y = city	c-e-n-t = cent	i-ce = ice	
g (soft g)	g-ia-nt = giant	g-er-m = germ	h-/u-e/-g = huge	
aw	y-aw-n = yawn	d-aw-n = dawn	l-aw-n = lawn	
au	Au-g-u-s-t = August	f-r-au-d = fraud	p-au-se = pause	
oi	c-oi-n = coin	oi-l = oil	s-oi-l = soil	
ph	ph-o-ne = phone	ph-o-t-o = photo	ph-a-se = phase	
oy	t-oy = toy	b-oy = boy	j-oy = joy	
or	f-or = for	f-or-k = fork	p-or-k = pork	
ead	br-ead = bread	h-ead = head	d-ead = dead	

ENGLISH PHONICS				CHECK
PHONIC SOUND	DECODABLE WORDS			
silent b	c-l-i-mb = climb	th-u-mb = thumb	c-o-mb = comb	
silent l	c-a-lm – calm	c-a-lf = calf	ch-a-lk = chalk	
silent k	kn-ee = knee	kn-ow = know	kn-o-t = knot	
silent w	wr-/i-e/-t = write	wr-o-ng = wrong	wh-o = who	
gh (ff)	l-au-gh = laugh	t-ou-gh = tough	e-n-ou-gh = enough	



## Planner & Tracker Framework

- You may choose to use the routine described in the previous section, or not.
- Regardless of the routine you choose to use, you must cover each component of language per week.
- Also remember to check the time allocation per component per week. See page 2
- Consult the summary of the Recovery ATP on page 3 for guidance.
- Use the tracker below to create a simple record of the work you do each week.

### DBE ATP

- Start with 2–3 weeks of orientation / baseline assessments.
- Thereafter, there are 4 x blank Planner and Trackers, that you may use to plan and track your curriculum coverage for the term.
- If you prefer, design your own routine and activities, just ensure that they are CAPS and ATP compliant.
- Then, create your own Planner and Tracker to keep track of your curriculum coverage for Term 1.

*Remember, the NECT Grade 1–3 Home Language structured learning programme is available for download from the website: [www.nect.org.za](http://www.nect.org.za)*

## Theme 1:

Activity	Week 1	Check	Week 2	Check
<b>ORAL</b>	VOCAB:		VOCAB:	
	SONG/RHYME:		SONG/RHYME:	
	OTHER ACTIVITIES:		OTHER ACTIVITIES:	
<b>PHONICS</b>	SOUNDS:		SOUNDS:	
	ACTIVITIES:		ACTIVITIES:	
<b>HANDWRITING</b>	SOUND/S, WORDS AND SENTENCES:		SOUND/S, WORDS AND SENTENCES:	



Activity	Week 1	Week 2	Check	Check
<b>SHARED READING</b>	TEXT:	TEXT:		
	COMPREHENSION QUESTIONS:	COMPREHENSION QUESTIONS:		
	POST-READ ACTIVITY:	POST-READ ACTIVITY:		
<b>WRITING</b>	TOPIC AND TASK:	TOPIC AND TASK:		
<b>GGR</b>	NOTES:	NOTES:		

## Theme 2:

Activity	Week 1	Check	Week 2	Check
<b>ORAL</b>	VOCAB:		VOCAB:	
	SONG/RHYME:		SONG/RHYME:	
	OTHER ACTIVITIES:		OTHER ACTIVITIES:	
<b>PHONICS</b>	SOUNDS:		SOUNDS:	
	ACTIVITIES:		ACTIVITIES:	
<b>HANDWRITING</b>	SOUND/S, WORDS AND SENTENCES:		SOUND/S, WORDS AND SENTENCES:	

Activity	Week 1	Week 2	Check	Check
<b>SHARED READING</b>	TEXT:	TEXT:		
	COMPREHENSION QUESTIONS:	COMPREHENSION QUESTIONS:		
	POST-READ ACTIVITY:	POST-READ ACTIVITY:		
<b>WRITING</b>	TOPIC AND TASK:	TOPIC AND TASK:		
<b>GGR</b>	NOTES:	NOTES:		

### Theme 3:

Activity	Week 1	Check	Week 2	Check
<b>ORAL</b>	VOCAB:		VOCAB:	
	SONG/RHYME:		SONG/RHYME:	
	OTHER ACTIVITIES:		OTHER ACTIVITIES:	
<b>PHONICS</b>	SOUNDS:		SOUNDS:	
	ACTIVITIES:		ACTIVITIES:	
<b>HANDWRITING</b>	SOUND/S, WORDS AND SENTENCES:		SOUND/S, WORDS AND SENTENCES:	

Activity	Week 1	Week 2	Check	Check
<b>SHARED READING</b>	TEXT:	TEXT:		
	COMPREHENSION QUESTIONS:	COMPREHENSION QUESTIONS:		
	POST-READ ACTIVITY:	POST-READ ACTIVITY:		
<b>WRITING</b>	TOPIC AND TASK:	TOPIC AND TASK:		
<b>GGR</b>	NOTES:	NOTES:		

## Theme 4:

Activity	Week 1	Check	Week 2	Check
<b>ORAL</b>	VOCAB:		VOCAB:	
	SONG/RHYME:		SONG/RHYME:	
	OTHER ACTIVITIES:		OTHER ACTIVITIES:	
<b>PHONICS</b>	SOUNDS:		SOUNDS:	
	ACTIVITIES:		ACTIVITIES:	
<b>HANDWRITING</b>	SOUND/S, WORDS AND SENTENCES:		SOUND/S, WORDS AND SENTENCES:	

Activity	Week 1	Week 2	Check	Check
<b>SHARED READING</b>	TEXT:	TEXT:		
	COMPREHENSION QUESTIONS:	COMPREHENSION QUESTIONS:		
	POST-READ ACTIVITY:	POST-READ ACTIVITY:		
<b>WRITING</b>	TOPIC AND TASK:	TOPIC AND TASK:		
<b>GGR</b>	NOTES:	NOTES:		



# Programme of Assessment

## Assessment for Learning

- The **checklist** that follows includes the **most important developmental literacy skills** for your learners to master over the phase.
- These are the **fundamental literacy skills** that **all learners must acquire** by the **end of Grade 3**.
- There is no quick and easy way to track ‘Assessment for Learning’, or ‘Formative Assessment’.
- To help you do this in a meaningful way, you may want to try the following:
  - a** Make an **assessment record book**, and keep it with you at all times.
  - b** This book must be marked CONFIDENTIAL.
  - c** In this book, **have a section for each learner**.
  - d** Throughout the day, **be aware of learners’ performances**, and **make notes of what you observe** in relation to these skills.
- Be particularly aware of **learners who are not making progress**, and **work with them** to address their challenges.

## Checklist: FP Home Language

<b>EXECUTIVE FUNCTION</b>	✓
Follows limits and expectations in the classroom	
Manages own emotions	
Works independently	
Works cooperatively in groups settings	
Focus on and completes tasks within a reasonable amount of time	
Remembers and connects past learning to new learning	
Establishes and maintains positive relationships	
Persists through challenges – does not give up	
<b>LISTENING &amp; SPEAKING</b>	✓
Develops and uses an increasingly complex vocabulary	
Follows directions	
Asks questions	
Answers questions appropriately, using increasingly complex sentences	
Uses appropriate conversational and communication skills	
<b>PHONEMIC AWARENESS &amp; PHONICS</b>	✓
Breaks down words into their individual sounds orally	
Blends sound together into words orally	
Recognises and reads all sounds taught (learns letter-sound connections)	
Builds and breaks down written words using sounds taught	
<b>READING</b>	✓
Always attempts to decode (sound out) new words using letter-sound knowledge	
Reads worksheet texts with increasing fluency and accuracy	



<b>COMPREHENSION</b>	
<i>In the Foundation Phase, these skills should be built during Shared Reading – when the teacher is reading complex texts out loud.</i>	
Shows curiosity and interest in shared reading stories	
Answers basic recall questions accurately	
Offers logical, substantiated opinions to ‘why’ questions	
Summarises the main events of stories read aloud	
Communicates the purpose or message of the stories read	
Remembers and connects previous stories read to new stories	
<b>HANDWRITING</b>	✓
Holds the pencil and writing instruments correctly – using a three finger grip	
Can form letters taught correctly and legibly	
Writes at a reasonable speed – can finish tasks in the allocated time	
<b>WRITING</b>	✓
Uses writing to communicate own ideas (does not copy)	
Writes independently (internalises and uses the writing strategies to complete writing tasks)	
Uses knowledge of letter-sound correspondences to write words (invented spelling)	
Reads own writing to peers	

## Assessment of Learning

- You may choose to **design your own FAT** (Formal Assessment Task) as per the guidance given in the **Revised Section 4 of CAPS**.
- Alternately, a **sample FAT for Term 1** is **included below**. You may use this FAT as is, or adapt it for use in your classroom.
- A ‘scorecard’ is included where you can fill in learners’ assessment results for each component.

## Using the Rubrics

- The rubrics that follow have four level descriptors.
- They also indicate a rating guide for each level.
- In addition, a mark has been allocated for each descriptor per criterion. This is indicated in the brackets next to the descriptor.
- You can use these features to assess your learners in different ways, according to the preference of your province or district. For example:
  - a You may choose to work out an average level or rating for the assessment activity.
  - b Or, you may choose to work out a mark for each learner.

### Example:

- a Peter’s teacher has put a cross for his achievement per criterion.
- b She sees that the crosses fall mostly in the LEVEL 2 / RATING 3–4 RANGE. But, he has one LEVEL 1 / RATING 1–2 score. So, she awards him a **Rating of 3**.
- c Then, she works out his score according to the marks for each criterion. He achieves a mark of 5 out of 14. When she divides by 2, he achieves **2.5**, which she rounds off to a **Rating of 3**.

RUBRIC	LEVEL 1 RATING 1–2	LEVEL 2 RATING 3–4	LEVEL 3 RATING 5–6	LEVEL 4 RATING 7
<b>CRITERION 1</b>	The learner tells random bits of the story in the incorrect sequence. (1)	The learner tells some of the story in the correct sequence, but includes too much or too little detail. (2) ✘	The learner tells most of the story in the correct sequence, but may include too much or too little detail. (3)	The learner tells the story in the correct sequence, with just enough detail to make the meaning clear. (4–5)
<b>CRITERION 2</b>	The learner frequently pauses, hesitates and repeats words or phrases. (1)	The learner sometimes pauses, hesitates and repeats words or phrases. (2) ✘	The learner tells the story with fluency, occasionally pauses, hesitates or repeats words or phrases. (3)	The learner tells the story fluently and confidently, without pausing, hesitating or repeating words or phrases. (4–5)
<b>CRITERION 3</b>	There is no variation to the tone or volume of voice, or the learner is inaudible. (1) ✘	The learner occasionally varies tone or volume of voice, but this is not always appropriate. (2)	The learner varies the tone or volume of voice when reading, with some effect. (3)	The learner varies the tone or volume of voice when reading, with great effect. (4)

## Conversion

- Convert a mark out of 14 to a rating of 1–7 by dividing by 2.

## We hope you find this assessment guidance useful

- *It is important to remember that these assessment tasks and calculation methods are suggestions.*
- *Please defer to your province or district in terms of assessment requirements.*

Assessment of Learning: Scorecard						
Names of Learners	Listening & Speaking	Phonics	Reading & Comprehension	Handwriting	Writing	Overall
	Participates in discussions. Asks questions. Shows sensitivity to the feelings of others.	Makes words with consonant blends.	Reads aloud from book at own level. Uses sight words, phonics, contextual and structural analysis decoding skills. Reads with increasing fluency.	Copies and writes words and short sentences in joined script or cursive writing.	Writes 2 paragraphs of at least 8 sentences on a topic.	
<b>Assessment Activity Number</b>	<b>1.1</b>	<b>1.2</b>	<b>1.4</b>	<b>1.6</b>	<b>1.7</b>	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

## Grade 3 Term 1: Sample Formal Assessment Task

1.1: LISTENING & SPEAKING	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>Participates in discussions. Asks questions. Shows sensitivity to the feelings of others.</li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>This can be done at any time from week 5 – 8</li> <li>Do this on Fridays during the Oral Activity</li> <li>Or during the Shared Reading, Post-Read activity.</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>Place learners in small groups (3–4 learners).</li> <li>Write a discussion frame or list of questions on the board and explain it to learners.</li> <li>Tell learners to discuss each point. Explain that they should also ask each other questions about their points.</li> <li>Walk around and listen to 2–3 groups per lesson.</li> <li>Assess each learner using the rubric below.</li> </ul>

RUBRIC	LEVEL 1 RATING 1–2	LEVEL 2 RATING 3–4	LEVEL 3 RATING 5–6	LEVEL 4 RATING 7
<b>PARTICIPATES IN DISCUSSION</b>	The learner is quiet and/or distracted. The learner makes no attempt to engage in the group discussion. (1)	The learner is somewhat quiet and/or distracted. The learner makes little attempt to engage in the group discussion. (2)	The learner is mostly present and aware during the discussion. The learner makes a good attempt to engage in the group discussion. (3)	The learner is present and aware during the discussion. The learner fully engages in the group discussion. (4–5)
<b>ASKS QUESTIONS</b>	The learner makes no attempt to ask relevant or meaningful questions. Or, the learner is disruptive and asks irrelevant questions. (1)	The learner makes an attempt to ask questions, but they are not really relevant or meaningful. (2)	The learner ask questions that are mostly relevant. (3)	The learner ask questions that are relevant or meaningful. (4)
<b>SHOWS SENSITIVITY TO FEELINGS OF OTHERS</b>	The learner often demonstrates insensitive behaviour – interrupting or talking over others, not listening to others’ opinions, or responding to others with mean or insensitive comments. (1)	The learner sometimes demonstrates insensitive behaviour – interrupting or talking over others, not listening to others’ opinions, or responding to others with mean or insensitive comments. (2)	The learner usually demonstrates sensitive behaviour – listens to others’ opinions, responds to others with appropriate and/or sensitive comments. (3)	The learner demonstrates sensitive behaviour – listens to others’ opinions, responds to others with appropriate and/or sensitive comments. (4–5)

1.2: PHONICS																	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li><b>Makes words with consonant blends</b></li> </ul>																
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>Do this in Week 7 or 8, during a phonics lesson at the end of the week.</li> </ul>																
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>Draw a 'Word Find' table on the board of 16 sounds, including single sounds, vowel diagraphs and consonant blends that have been taught..</li> </ul> <table border="1" style="margin-left: 40px;"> <tbody> <tr> <td>a</td> <td>e</td> <td>i</td> <td>m</td> </tr> <tr> <td>s</td> <td>t</td> <td>d</td> <td>ee</td> </tr> <tr> <td>oo</td> <td>ea</td> <td>br</td> <td>ck</td> </tr> <tr> <td>cl</td> <td>cr</td> <td>th</td> <td>bl</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Show learners how to build a word using letters from the table, for example: bl – oo – d</li> <li>Tell learners that they must build 12 words.</li> <li>Give learners 5 minutes to do this. Collect their books and mark and count the number of words that have been built correctly.</li> <li>Assess each learner using the rubric below.</li> </ul>	a	e	i	m	s	t	d	ee	oo	ea	br	ck	cl	cr	th	bl
a	e	i	m														
s	t	d	ee														
oo	ea	br	ck														
cl	cr	th	bl														

<b>RUBRIC</b>	<b>LEVEL 1 RATING 1–2</b>	<b>LEVEL 2 RATING 3–4</b>	<b>LEVEL 3 RATING 5–6</b>	<b>LEVEL 4 RATING 7</b>
<b>MAKES WORDS WITH CONSONANT BLENDS</b>	The learner built between 0–3 words correctly. (1–2)	The learner built between 4–6 words correctly. (3 – 4)	The learner built between 7–9 words correctly. (5 – 6)	The learner built between 10–12 words correctly. (7)

1.3: PHONICS	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>Sorts words into alphabetical order.</li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>Do this in Week 7 or 8, during a phonics lesson at the end of the week.</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>Write a list of 12 short words on the board, starting with different letters of the alphabet. E.g.:               <ol style="list-style-type: none"> <li>1 dog</li> <li>2 cat</li> <li>3 boy</li> <li>4 sweet</li> <li>5 pen</li> <li>6 rat</li> <li>7 apple</li> <li>8 ox</li> <li>9 zebra</li> <li>10 tea</li> <li>11 gift</li> <li>12 man</li> </ol> </li> <li>Tell learners to sort the words into alphabetical order, and write them in their books from 1–12.</li> <li>Explain that they should do this by working through the letters of the alphabet – first look if there is a word starting with ‘a’ and write it down, and so on.</li> <li>Collect their books and mark and count the number of words that have been correctly placed into alphabetical order. E.g.:               <ol style="list-style-type: none"> <li>1 apple</li> <li>2 boy</li> <li>3 cat</li> <li>4 dog</li> <li>5 gift</li> <li>6 man</li> <li>7 ox</li> <li>8 pen</li> <li>9 rat</li> <li>10 sweet</li> <li>11 tea</li> <li>12 zebra</li> </ol> </li> <li>Assess each learner using the rubric below.</li> </ul>

RUBRIC	LEVEL 1 RATING 1–2	LEVEL 2 RATING 3–4	LEVEL 3 RATING 5–6	LEVEL 4 RATING 7
<b>PLACES WORDS IN ALPHABETICAL ORDER</b>	The learner places 0–3 words correctly. (1–2)	The learner places 4–6 words correctly. (3–4)	The learner places 7–9 words correctly. (5–6)	The learner places 10–12 words correctly. (7)

1.4: READING	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• <b>Reads aloud from book at own level.</b></li> <li>• <b>Uses sight words, phonics, contextual and structural analysis decoding skills.</b></li> <li>• <b>Reads with increasing fluency.</b></li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>• This can be done at any time from Week 6 to Week 8</li> <li>• Do this during Group Guided Reading</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>• During 'Group Guided Reading' call each member of the group to come and read to you individually.</li> <li>• Ask the learner to read aloud from a level appropriate text. Ensure that the text includes decodable words.</li> <li>• Ask the learner what was easier for them, and where they struggled. Ask them how they felt about their reading.</li> <li>• Assess each learner using the rubric below.</li> </ul>

<b>RUBRIC</b>	<b>LEVEL 1 RATING 1-2</b>	<b>LEVEL 2 RATING 3-4</b>	<b>LEVEL 3 RATING 5-6</b>	<b>LEVEL 4 RATING 7</b>
<b>FLUENCY</b>	The learner frequently hesitates while reading, is silent when coming to unknown words or skips over unknown words, and repeats words or phrases. (1-2)	The learner reads with extended pauses or hesitations. The learner has 'rough spots' that are difficult to get through. (3-4)	The learner reads with occasional breaks in rhythm. The learner has difficulty with specific words and / or sentence structures. (5-6)	The learner reads smoothly with some breaks. The learner is able to self-correct when reading difficult words and / or sentence structures. (7)
<b>DECODING SKILLS</b>	The learner requires a lot of phonics support from the teacher to read an unknown word. The learner struggles to break words down into syllables or sounds. The learner knows very few sight / high frequency words. (1-2)	The learner tries to use phonics to read unknown words but needs support from the teacher. The learner can break words into syllables or sounds with support from the teacher. The learner knows some sight / high frequency words. (3-4)	The learner uses phonics and syllabification to sound out unknown words, but occasionally needs help to blend the sounds into a word. The learner knows many sight / high frequency words. (5-6)	The learner uses phonics and syllabification to sound out unknown words, and can usually blend the sounds into a word. The learner knows all taught sight / high frequency words. (7)

<b>1.5: COMPREHENSION</b>	
<b>OBJECTIVE</b>	<p><b>Listens to and engages with a text to:</b></p> <ul style="list-style-type: none"> <li>• Answer literal questions about the details of the text</li> <li>• Make predictions</li> <li>• Answer open questions about the text</li> <li>• Sequence text events correctly</li> <li>• Makes evaluations</li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>• This can be done at any time from Week 4 to Week 7</li> <li>• Do this on Fridays during the Oral Activity: Discussion of Shared Reading or on Fridays during the Shared Reading: Post Read activity</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>• Use the Big Book story from the previous week.</li> <li>• Settle the class to complete the task.</li> <li>• Then, call individual learners to your desk to complete the assessment.</li> <li>• Ask learners to answer 1–2 of each of the following kinds of questions about the text: <ul style="list-style-type: none"> <li><b>Literal Questions about Details</b></li> <li><b>1</b> Who..?</li> <li><b>2</b> What...?</li> <li><b>3</b> When...?</li> <li><b>4</b> How...?</li> <li><b>5</b> Where...?</li> <li>Open Questions</li> <li><b>1</b> Why do you think...?</li> <li><b>2</b> Can you make a connection to...?</li> <li><b>3</b> If you were....what would you do? Why?</li> <li><b>Make predictions</b></li> <li><b>1</b> What do you think will happen next? Why?</li> <li><b>2</b> How do you think the story will end? Why?</li> <li><b>Sequence</b></li> <li><b>1</b> What happened at the beginning of the story?</li> <li><b>2</b> What happened at the end of the story?</li> <li><b>3</b> What happened after ...?</li> <li><b>4</b> What happened first: ...or...?</li> <li><b>Inferences</b></li> <li><b>1</b> What can you infer about....from....?</li> <li><b>2</b> How do you think....?</li> <li><b>3</b> Why do you think...?</li> <li><b>Evaluations</b></li> <li><b>1</b> Do you think this was the right thing to do? Why or why not?</li> <li><b>2</b> Do you think this was the wrong thing to do? Why or why not?</li> <li><b>3</b> Can you make an evaluation about (the character's) actions?</li> </ul> </li> <li>• Assess each learner using the following rubric.</li> </ul>



<b>RUBRIC</b>	<b>LEVEL 1 RATING 1-2</b>	<b>LEVEL 2 RATING 3-4</b>	<b>LEVEL 3 RATING 5-6</b>	<b>LEVEL 4 RATING 7</b>
<b>LITERAL QUESTIONS ABOUT DETAILS</b>	The learner can correctly recall one detail from the story. (1)	The learner correctly recalls some details from the story, with some prompting. (2)	The learner correctly recalls all details from the story, with some prompting. (3)	The learner correctly identifies all details from the story quickly, fluently and accurately. (4)
<b>PREDICTIONS</b>	The learner struggles to make a reasonable prediction, and cannot justify the answer. (1)	The learner makes a reasonable prediction, and can justify the answer. (2)		
<b>SEQUENCE</b>	The learner struggles to correctly sequence events from the text, even with support. (1)	The learner can correctly sequence events from the text with some support. (2)	The learner correctly sequences events from the text but takes some time. (3)	The learner quickly and correctly sequences all events from the text. (4)
<b>INFERENCE</b>	The learner struggles to make an inference about a character or event from the story, even with support. (1)	The learner makes a reasonable inference about a character or event from the story without support. (2)		
<b>EVALUATIONS</b>	The learner struggles to make an evaluation about a character or event from the story, even with support. (1)	The learner makes a reasonable evaluation about a character or event from the story without support. (2)		

1.6: HANDWRITING	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• <b>Copies and writes words and short sentences in joined script or cursive writing paying attention to correct letter formation and spacing.</b></li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>• Do this using the handwriting lessons for Weeks 5–6 or Weeks 7–8.</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>• Conduct the handwriting lessons as usual.</li> <li>• As learners copy from the board, walk around and make observations.</li> <li>• Collect learners' books at the end of the lesson.</li> <li>• Assess each learner's handwriting using the rubric below.</li> </ul>

<b>RUBRIC</b>	<b>LEVEL 1 RATING 1–2</b>	<b>LEVEL 2 RATING 3–4</b>	<b>LEVEL 3 RATING 5–6</b>	<b>LEVEL 4 RATING 7</b>
<b>HANDWRITING</b>	The learner struggles to write neatly and accurately in joined script or cursive. The handwriting is inconsistent in size, letter formation is often incorrect, and spacing is irregular. (1–2)	The learner sometimes struggles to write neatly and accurately in joined script or cursive. The handwriting may be inconsistent in size, letter formation is sometimes incorrect, or spacing may be irregular. (3–4)	The learner mostly writes neatly and accurately in joined script or cursive. The handwriting is usually consistent in size, letter formation is mostly correct, and spacing is regular. (5–6)	The learner writes neatly and accurately in joined script or cursive. The handwriting is consistent in size, letter formation is correct, and spacing is regular. (7)

<b>1.7: WRITING</b>	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>Writes 2 paragraphs of 8 sentences on a topic.</li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>Do this with the Wednesday writing lesson, in week 6 or 8.</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>Conduct the writing lessons as usual.</li> <li>Collect learners' books at the end of the writing cycle.</li> <li>Assess each learner's handwriting and writing using the rubric below.</li> </ul>

<b>RUBRIC</b>	<b>LEVEL 1 RATING 1-2</b>	<b>LEVEL 2 RATING 3-4</b>	<b>LEVEL 3 RATING 5-6</b>	<b>LEVEL 4 RATING 7</b>
<b>WRITING: ORIGINALITY</b>	The idea is difficult to understand, not all sentences relate to the topic. Or the idea is not original – the teacher's example is copied. (1)	The idea is understandable and original, although similar to the example. Most sentences relate to the topic. (2)	The idea is personal and original. All sentences relate to the topic. (3)	The idea is personal, original, and creative. All sentences clearly relate to the topic. (4-5)
<b>WRITING: LENGTH AND STRUCTURE</b>	The learner has written fewer than 3 correct sentences. The sentences are not correctly structured into 2 paragraphs. (1)	The learner has written 3-4 correct sentences. The sentences are not correctly structured into 2 paragraphs. (2)	The learner has written 5-6 correct sentences. The sentences are correctly structured into 2 paragraphs. (3)	The learner has written 7 or more correct sentences. The sentences are correctly structured into 2 paragraphs. (4-5)
<b>WRITING: PUNCTUATION</b>	The learner struggles to use capital letters and full stops consistently and correctly, even with support. (1)	The learner uses capital letters and full stops correctly, but struggles with other punctuation. (2)	The learner uses all taught punctuation adequately, but makes occasional mistakes. (3)	The learner uses all taught punctuation correctly and seldom makes mistakes. (4)

