

**PSRIP**  
**MANAGEMENT DOCUMENT**  
**TERM 4 2021**  
**GRADE 1**

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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:					
1. Say or sing 8 new rhymes or songs 2. Answer the question of the day 3. Discuss the shared reading story 4. Help to summarise the shared reading story 5. Recount part of the shared reading story 6. Dramatise the shared reading story 7. Talk about their writing					
<b>Vocabulary</b>					
Learners should be able to understand and use some of the following theme vocabulary:					
problem	solve	creative	idea	paint	paintbrush
lose	find	stare	art	artist	children
fingers	leaf	leaves	bottle cap	different	buy
think	try	wise	argue	shout	mine
tree	mango	mangoes	shade	cut	wood
root	branch	half	fair	unfair	save
own	owner	belong	tricky	change	taller
smarter	kinder	boys	men	girls	women
supposed	to	ignore	cry	feelings	important
cry	free	sofa	comfortable	uncomfortable	happy
unhappy	season	winter	summer	spring	autumn
jacket	cold	fluffy	freezing	fit	tight
short	grow	confused	fight	stolen	thief
drawer	put on	take off	year	history	past
present	future	neighbour	neighbourhood	busy	quiet
tailor	barbershop	tram	mosque	synagogue	leave
destroy	bulldozer	force	memory	remember	forget
home	Ramadan	koekies	biscuit	tradition	fast
hungry	share	struggle	measures	ingredients	knead

dough	ring	sparkle	sparkly	terrible	gasp
pass down	grandmother	disappear	rainbow	sky	colours
rainbow	raindrop	magic	curious	sun	shine
storm	scientist	laptop	computer	research	information
try	appear	great -grandmother			

**READING & VIEWING**  
**Phonemic Awareness and Phonics**  
Learners should be able to identify and say the following sounds:

-ss-	j	qu	v	w	x
y					

**Phonic Decoding**  
Learners should be able to decode the following words:

mass	sass	lass	miss	kiss	hiss
jog	job	jig	jam	jug	jet
quit	quill	quack	quick	quip	vet
van	vet	wag	wig	wet	wit
wall	will	fox	box	fix	six
wax	fax	yes	yet	yes	yuck
yum	yip				

**Sight & High Frequency Word Recognition**  
Learners should be able to read the following words by sight:

can't	find	but	it	tree	mine
no	that	grow	every	day	very
does	not	too	small	family	special
your	about	mother	her	bakes	Friday
love	loves	learn	just		

## **Comprehension**

Learners should be able to:

1. Make predictions about a text after doing a 'picture walk'
2. Monitor their own understanding of a text
3. Recall details from a text
4. Identify the main idea in a text
5. Sequence events from a story
6. Visualise, make connections, make inferences, make evaluations, and wonder about the text
7. Summarise and retell the text

## **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	Whose mango tree?
2			The paintbrush
3	We grow and change	We grow and change	Peter grows up
4			The jacket is mine!
5	Our living history	Our living history	My grandfather's story
6			Ramadan koekies
7	Science is fun!	Science is fun!	The first vaccine
8			Uthingo the rainbow girl
9	Consolidation and revision	Consolidation and 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: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The paintbrush</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /a/ /h/ /t/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	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>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The paintbrush</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /-ss/</li> <li>• Introduce new words</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: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The paintbrush</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /ck/ /-ss/</li> </ul>	
Thursday	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>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: The paintbrush</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• I could not find...</li> <li>• So I...</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: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: The paintbrush</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /-ss/</li> </ul>	

### Week 2: 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: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Whose mango tree?</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /ss/ /a/ /i/ /ck/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	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>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Whose mango tree?</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /j/</li> <li>• Introduce new words</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: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Whose mango tree?</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /ss/ /j/</li> </ul>	

Thursday	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>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Whose mango tree?</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• I needed help when...</li> <li>• ...helped me solve the problem.</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: Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> <li>• Big Book: Whose mango tree?</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /j/</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: We grow and change

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: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Peter grows up</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /e/ /ss/ /ck/ /j/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	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>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Peter grows up</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /qu/</li> <li>• Introduce new words</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: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Peter grows up</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /j/ /qu/</li> </ul>	
Thursday	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>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Peter grows up</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• I feel happy and free when I...</li> <li>• My...helps me feel happy and free!</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: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Peter grows up</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /qu/</li> </ul>	

### Week 4: We grow and change

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: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The jacket is mine!</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /i/ /ck/ /qu/ /j/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	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>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The jacket is mine!</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /v/</li> <li>• Introduce new words</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: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The jacket is mine!</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /qu/ /v/</li> </ul>	

Thursday	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>	
Thursday	Activity 2: Shared Reading: Read Two	
	<ul style="list-style-type: none"> <li>• Big Book: The jacket is mine!</li> </ul>	
Thursday	Activity 3: Writing	
	<ul style="list-style-type: none"> <li>• I used to wear...</li> <li>• But then...</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: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> <li>• Big Book: The jacket is mine!</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Segmenting and blending /v/</li> </ul>	

### Theme Reflection: We grow and change

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: Our living history

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: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: My grandfather's story</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /ck/ /v/ /t/ /u/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	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>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book My grandfather's story</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /w/</li> <li>• Introduce new words</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: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: My grandfather's story</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /v/ /w/</li> </ul>	
Thursday	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>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: My grandfather's story</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• Things that I know about my family history:                             <ul style="list-style-type: none"> <li>○ I know that...</li> <li>○ I know that...</li> </ul> </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: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: My grandfather's story</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /w/</li> </ul>	

### Week 6: Our living history

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: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Ramadan koekies</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /b/ /h/ /u/ /w/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	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>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Ramadan koekies</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /x/</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: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Ramadan koekies</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /w/ /x/</li> </ul>	

Thursday	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>	
Thursday	Activity 2: Shared Reading: Read Two	
	<ul style="list-style-type: none"> <li>• Big Book: Ramadan koekies</li> </ul>	
Thursday	Activity 3: Writing	
	<ul style="list-style-type: none"> <li>• A tradition in my family is...</li> <li>• This tradition makes me feel...</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: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> <li>• Big Book: Ramadan koekies</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Segmenting and blending /x/</li> </ul>	

### Theme Reflection: Our living history

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: Science is fun!

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: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The first vaccine</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /j/ /qu-/ /-ss/ /v/ /w/ /x/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	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>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The first vaccine</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past words</li> <li>• Build a word with past sounds</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: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The first vaccine</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Conduct a formal or informal assessment of Term 4 Phonics</li> </ul>	
Thursday	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>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: The first vaccine</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• I want to invent...</li> <li>• I want it to...</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: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: The first vaccine</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Word Find</li> </ul>	

### Week 8: Science is fun!

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: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Uthingo the rainbow girl</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /h/ /o/ /x/ /f/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	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>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Uthingo the rainbow girl</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /y/</li> <li>• Introduce new words</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: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Uthingo the rainbow girl</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /x/ /y/</li> </ul>	

Thursday	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>	
Thursday	Activity 2: Shared Reading: Read Two	
	<ul style="list-style-type: none"> <li>• Big Book: Uthingo the rainbow girl</li> </ul>	
Thursday	Activity 3: Writing	
	<ul style="list-style-type: none"> <li>• I feel curious about: <ul style="list-style-type: none"> <li>○</li> <li>○</li> </ul> </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: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> <li>• Big Book: Uthingo the rainbow girl</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Segmenting and blending /y/</li> </ul>	

### Theme Reflection: Science is fun!

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



# 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				Writing	
	Sings simple songs and does action rhymes	Points to objects in the classroom or in a picture in response to teacher's instruction.	Identifies a person, animal or object from a simple oral description	Identifies different initial sounds in words.	Identifies some rhyming words in songs and rhymes.	Recognise plurals in words (-s and -es) orally	Listens to stories that are told or read.	After repeated readings, joins in choruses where appropriate.	Acts out the story using some of the dialogue.	Identifies objects in the pictures.	Draws a picture for a story that is told.	Copies a caption for a picture that he/she has drawn and reads back what is written
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												

**ASSESSMENT FOR LEARNING: CHECKLIST**

Learners' Names	Listening & Speaking			Phonics			Reading				Writing	
	Sings simple songs and does action rhymes	Points to objects in the classroom or in a picture in response to teacher's instruction.	Identifies a person, animal or object from a simple oral description	Identifies different initial sounds in words.	Identifies some rhyming words in songs and rhymes.	Recognise plurals in words (-s and -es) aurally	Listens to stories that are told or read.	After repeated readings, joins in choruses where appropriate.	Acts out the story using some of the dialogue.	Identifies objects in the pictures.	Draws a picture for a story that is told.	Copies a caption for a picture that he/she has drawn and reads back what is written
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												
26.												
27.												

**ASSESSMENT FOR LEARNING: CHECKLIST**

Learners' Names	Listening & Speaking			Phonics			Reading				Writing	
	Sings simple songs and does action rhymes	Points to objects in the classroom or in a picture in response to teacher's instruction.	Identifies a person, animal or object from a simple oral description	Identifies different initial sounds in words.	Identifies some rhyming words in songs and rhymes.	Recognise plurals in words (-s and -es) orally	Listens to stories that are told or read.	After repeated readings, joins in choruses where appropriate.	Acts out the story using some of the dialogue.	Identifies objects in the pictures.	Draws a picture for a story that is told.	Copies a caption for a picture that he/she has drawn and reads back what is written
28.												
29.												
30.												
31.												
32.												
33.												
34.												
35.												
36.												
37.												
38.												
39.												
40.												
41.												
42.												

**ASSESSMENT FOR LEARNING: CHECKLIST**

Learners' Names	Listening & Speaking			Phonics			Reading				Writing	
	Sings simple songs and does action rhymes	Points to objects in the classroom or in a picture in response to teacher's instruction.	Identifies a person, animal or object from a simple oral description	Identifies different initial sounds in words.	Identifies some rhyming words in songs and rhymes.	Recognise plurals in words (-s and -es) aurally	Listens to stories that are told or read.	After repeated readings, joins in choruses where appropriate.	Acts out the story using some of the dialogue.	Identifies objects in the pictures.	Draws a picture for a story that is told.	Copies a caption for a picture that he/she has drawn and reads back what is written
43.												
44.												
45.												
46.												
47.												
48.												
49.												
50.												
51.												
52.												
53.												
54.												
55.												

**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners	Listening & Speaking		Phonics & Reading		Total	Comment
	Expresses self in simple ways.	Total	Answers simple literal questions about a story.	Joins in choruses after repeated readings of a text.		
<b>Date</b>						
<b>Score</b>	7	7	7	7	14	
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		Total	Comment
	Expresses self in simple ways.	Total	Answers simple literal questions about a story.	Joins in choruses after repeated readings of a text.		
<b>Date</b>						
<b>Score</b>	7	7	7	7	14	
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		Total	Comment
	Expresses self in simple ways.	Total	Answers simple literal questions about a story.	Joins in choruses after repeated readings of a text.		
<b>Date</b>						
<b>Score</b>	7	7	7	7	14	
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		Total	Comment
	Expresses self in simple ways.	Total	Answers simple literal questions about a story.	Joins in choruses after repeated readings of a text.		
<b>Date</b>						
<b>Score</b>	7	7	7	7	14	
46.						
47.						
48.						
49.						
50.						
51.						
52.						
53.						
54.						
55.						

## Term 4 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
<b>OBJECTIVE</b>	1. Expresses self in simple ways by using short phrases and vocabulary taught.			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 when the learners are settled and writing. 2. Week 7 or 8 when the learners are settled and writing.			
<b>ACTIVITY 1</b>	1. Settle the class to complete a written activity. 2. Then, call individual learners to your desk. 3. Ask the learner a simple question which allows them to give an opinion, for example: Tell me about the big book story that you liked best.			
1	2	3	4	5
The learner struggles to share 1-2 points about the story, using single words or phrases. Little or no story specific vocabulary is used.	The learner shares 2-3 points about the story, using phrases. Some story specific vocabulary is used.	The learner shares at least 3 points about the story, using short sentences. The learner has clearly retained much of the story specific vocabulary.	The learner shares at least 4 points about the story, using complete sentences.	The learner struggles to share 1-2 points about the story, using single words or phrases. Little or no story specific vocabulary is used.

<b>READING &amp; PHONICS RUBRIC</b>				
<b>OBJECTIVE</b>	<ol style="list-style-type: none"> <li>1. Clap out the syllables in 4 familiar words</li> <li>2. Listens and responds to a story that is told or read</li> <li>3. Joins in choruses after repeated readings of a text</li> </ol>			
<b>IMPLEMENTATION</b>	<ol style="list-style-type: none"> <li>1. Week 7 Phonics</li> <li>2. Week 8 when learners are busy with a writing task</li> <li>3. Week 8 Shared Reading</li> </ol>			
<b>ACTIVITY 1</b>	<ol style="list-style-type: none"> <li>1. During week 7 phonics lessons, go around the room and spend a few minutes with different groups of learners.</li> <li>2. Ask each learner to clap out 4 words into syllables.</li> <li>3. Listen carefully as learners respond.</li> </ol>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Unable to clap out syllables without the support of the teacher	Attempts to clap out syllables for 1 of 4 words, but misses syllables	Attempts to clap out the syllables for 2 of 4 words, but misses 1 syllable	Able to independently and correctly clap out syllables for 3 of 4 words	Claps out the syllables for 4 words independently, correctly and confidently
<b>ACTIVITY 2</b>	<ol style="list-style-type: none"> <li>1. During week 8 shared reading, take note of how learners engage with and listen to the story.</li> <li>2. Then, when learners are settled and busy with a writing activity, go around the classroom and ask individual learners 5 questions about the story.</li> <li>3. Listen carefully as learners respond.</li> </ol>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Learner is able to respond to 1 simple question with support.	Learner is able to respond to 2 of the 5 questions.	Learner is able to respond to 3 – 4 of the 5 questions.	Learner is able to respond to all 5 questions confidently and without hesitation.	Learner is able to respond to 1 simple question with support.

## **DBE EFAL ATP 2021 Grade 1 Term 4**

# 2021 Annual Teaching Plan – Term 4: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 1

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	We grow and change	We grow and change	Our living history	Our living history	Science is fun	Science is fun	CONSOLIDATION AND REVISION	CONSOLIDATION AND REVISION																																																																																																
CAPS Topic	<ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/rhyme</li> <li>Then you do an open-ended question (question with no wrong answer)</li> <li>Vocabulary of the day and sight words</li> </ul>																																																																																																									
Core Concepts, Skills and Values	LISTENING AND SPEAKING																																																																																																									
Song/ Rhyme	<table border="1"> <thead> <tr> <th colspan="2">Greeting</th> <th colspan="2">Greeting</th> <th colspan="2">Greeting</th> <th colspan="2">Greeting</th> <th colspan="2">Greeting</th> <th colspan="2">Greeting</th> </tr> <tr> <th>Lyrics</th> <th>Actions</th> <th>Lyrics</th> <th>Actions</th> <th>Lyrics</th> <th>Actions</th> <th>Lyrics</th> <th>Actions</th> <th>Lyrics</th> <th>Actions</th> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Every problem has a solution</td> <td>Put your index finger in the air</td> <td>We all grow and change every day</td> <td>Clap twice</td> <td>We all grow and change every day</td> <td>Stand on your tiptoes and stretch your arms out in the air</td> <td>If you know your family history clap your hands</td> <td>Clap twice</td> <td>I love science something new</td> <td>Hug yourself</td> <td>Red, orange, yellow, green and blue</td> <td>-</td> </tr> <tr> <td>Big or small there's a resolution!</td> <td>Stretch your hands out wide, bring your hands together again</td> <td>We all grow and change every day</td> <td>Clap twice</td> <td>We all grow and change every day</td> <td>Use your thumbs to point backward</td> <td>If you know your family history clap your hands</td> <td>Clap twice</td> <td>I love science Oh don't you!</td> <td>Hug yourself Point at your friend</td> <td>Indigo, and you know, there is vio-let too!</td> <td>-</td> </tr> <tr> <td>We solve problems every day,</td> <td>--</td> <td>Whether you are short and small</td> <td>Bend down low</td> <td>That's life you know!</td> <td>--</td> <td>What do you know about history?</td> <td>Shrug your shoulders</td> <td>I love science</td> <td>Hug yourself</td> <td>It's a rainbow, it's a rainbow</td> <td>Draw a rainbow in the air</td> </tr> <tr> <td>What problem have you solved today?</td> <td>Turn and ask your partner</td> <td>Or the tallest of them all</td> <td>Stand on your tip toes</td> <td>Clothes I wore when I was small</td> <td>Pretend to put clothes on</td> <td>The world has changed, don't you know!</td> <td>Nod your head up and down</td> <td>Oh don't you!</td> <td>Point at your friend</td> <td>A beautiful rainbow in the sky</td> <td>Look up to the sky</td> </tr> <tr> <td></td> <td></td> <td>We will all grow and change every day!</td> <td>Clap twice</td> <td>Just don't fit me anymore</td> <td>Wave your index finger</td> <td></td> <td></td> <td></td> <td></td> <td>It's a rainbow, it's a rainbow</td> <td>Draw a rainbow in the air</td> </tr> <tr> <td></td> <td></td> <td>(Tune: If you're happy and you know it)</td> <td></td> <td>We grow and change every day</td> <td>--</td> <td></td> <td></td> <td></td> <td></td> <td>A beautiful rainbow in the sky!</td> <td>Look up to the sky</td> </tr> </tbody> </table>										Greeting		Greeting		Greeting		Greeting		Greeting		Greeting		Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Every problem has a solution	Put your index finger in the air	We all grow and change every day	Clap twice	We all grow and change every day	Stand on your tiptoes and stretch your arms out in the air	If you know your family history clap your hands	Clap twice	I love science something new	Hug yourself	Red, orange, yellow, green and blue	-	Big or small there's a resolution!	Stretch your hands out wide, bring your hands together again	We all grow and change every day	Clap twice	We all grow and change every day	Use your thumbs to point backward	If you know your family history clap your hands	Clap twice	I love science Oh don't you!	Hug yourself Point at your friend	Indigo, and you know, there is vio-let too!	-	We solve problems every day,	--	Whether you are short and small	Bend down low	That's life you know!	--	What do you know about history?	Shrug your shoulders	I love science	Hug yourself	It's a rainbow, it's a rainbow	Draw a rainbow in the air	What problem have you solved today?	Turn and ask your partner	Or the tallest of them all	Stand on your tip toes	Clothes I wore when I was small	Pretend to put clothes on	The world has changed, don't you know!	Nod your head up and down	Oh don't you!	Point at your friend	A beautiful rainbow in the sky	Look up to the sky			We will all grow and change every day!	Clap twice	Just don't fit me anymore	Wave your index finger					It's a rainbow, it's a rainbow	Draw a rainbow in the air			(Tune: If you're happy and you know it)		We grow and change every day	--					A beautiful rainbow in the sky!	Look up to the sky
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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>Question of the day</b>	Adapt the question to be related to your theme and vocabulary taught for the week, e.g. Have you solved a problem today? Questions from the Shared Reading story can be included.	Adapt the question to be related to your theme and vocabulary taught for the week, e.g. Who do you think is wise? Questions from the Shared Reading story can be included.	Adapt the question of the day according to the new vocabulary taught for that specific week, e.g. What can you do now that you could not do when you were a baby? (The answers should start with 'I can ...')	Adapt the question of the day according to the new vocabulary taught for the week, e.g. Which season do you like best? Questions from the Shared Reading story can be included.	Adapt the question of the day according to the new vocabulary taught for the week. Questions from the Shared Reading story can be included.	Adapt the question of the day according to the new vocabulary taught for that specific day. Questions from the Shared Reading story can be included.	Adapt the question of the day according to the new vocabulary taught for that specific day. Formal Assessment: Questions from the Shared Reading story can be included.	Adapt the question of the day according to the new vocabulary taught for that specific day.		
<b>Suggested Vocabulary</b> <b>The vocabulary taught will depend on the theme that is chosen.</b> <b>(Teach 4 words a day)</b>	problem, solve, creative, idea, paint, paintbrush, lose, find, stare, art, artist, children, fingers, leaf, leaves, bottle cap, different, buy, think, try	wise, argue, shout, mine, tree, mango, mangoes, shade, cut, wood, root, branch, half, fair, unfair, save, own, owner, belong, tricky	change, taller, smarter, kinder, boys, men, girls, women, supposed to, ignore, cry, feelings, important, free, sofa, comfortable, uncomfortable, happy, unhappy	season, winter, summer, spring, autumn, jacket, cold, fluffy, freezing, fit, tight, short, grow, confused, fight, stolen, thief, drawer, put on, take off, year	history, past, present, future, neighbour, neighbourhood, busy, quiet, tailor, barbershop, tram, mosque, synagogue, leave, destroy, bulldozer, force, memory, remember, forget, home	Ramadan, koekies, biscuit, tradition, fast (like when you don't eat for a whole day), hungry, share, struggle, measure, ingredients, knead, dough, ring, sparkle, sparkly, terrible, gasp, pass down, grandmother, great-grandmother	science, experiment, vaccine, disease, scientist, solve, problems, fun, body, try, inject, needle, virus, small, large, amount, test, dangerous, risk, protect	rainbow, sky, colours, rain, sunlight, rain, raindrop, magic, curious, sun, shine, storm, scientist, laptop, computer, research, information, try, appear, disappear	Revision and assessment <b>Oral description:</b> Play a language game – Riddles: I have 2 legs, wings and a beak. What am I? I am round and red. Sometimes, mom puts me in your lunchbox. What am I? Use pictures and learners describe the object in the picture to their friend/class. The friend/class guess what it is being described. Revision	
<b>Sight words</b>	can't, find, but, it	tree, mine, no, that	grow, every, day, very	does, not, too, small	family, special, your, about	mother, her, bakes, Friday	milk, cows, get, sick	love, loves, learn, just		
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Responds to simple greetings and farewells using phrases.</li> <li>Makes simple requests.</li> <li>Points to objects in the classroom or in a picture in response to teacher's instructions.</li> <li>Names some objects in a picture or in the classroom in response to teacher's questions.</li> <li>Responds physically to simple oral instructions.</li> <li>Responds to simple questions asked by the teacher.</li> <li>Understands and begins to use some simple language structures in context, e.g. the modal 'can': I can .....</li> <li>Identifies a person, animal or object from a simple oral description.</li> <li>Sings simple songs and does actions with guidance.</li> <li>Joins in action rhymes and songs, doing the actions.</li> <li>Plays language games.</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>READING</b>										
<b>In grade 1 we do Shared Reading only.</b>										
<b>Core Concepts, Skills and Values</b>	Pre read activity - Predict First read – Make inferences Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount a part of the story they liked most.)	Pre read activity - Predict First read – Make evaluations (evaluate what is read and be able to justify the evaluation). Wednesday: Story illustration Second read – Make inferences Post read activity (Learners act out the story.)	Pre read activity – Predict First read – Make connections (to own frame of reference) Wednesday: Story illustration Second read – Make connections Post read activity (Learners recount/act out the story.)	Pre read activity - Predict First read – Visualise Wednesday: Story illustration Second read – Visualise Post read activity (Learners recount the story)	Pre read activity - Predict First read – Search the text (finding simple details) Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount/act out the story)	Pre read activity - Predict First read – Make connections Wednesday: Story illustration Second read – Make Connections Post read activity (Learners recount/act out the story.)	Pre read activity - Predict First read – Make evaluations Wednesday: Story illustration Second read – Make evaluations Post read activity Formal Assessment: Learners answer questions about the story.	Pre read activity - Predict First read – Make inferences Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount the story.)	Pre read activity - Predict First read – Make inferences Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount the story.)	Pre read activity - Predict First read – Make inferences Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount the story.)
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Recognises some common words in our everyday environment.</li> <li>Develops emergent literacy, for example, concepts of print through the Shared Reading activity.</li> <li>Listens to the story or non-fiction text while following the teacher and looking at the pictures.</li> <li>Talks about the pictures using Home Language where necessary.</li> <li>Identifies objects in the pictures.</li> <li>Answers some simple questions with the support of the pictures.</li> <li>Learns some oral vocabulary.</li> <li>After repeated readings, joins in the choruses where appropriate.</li> <li>Acts out the story using some of the dialogue.</li> <li>Draws a picture capturing the main idea of the story or non-fiction text.</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>PHONICS</b>										
<b>Core Concepts, Skills and Values</b>	<p>Do revision of sounds taught in term 3 on the first two days.</p> <p><b>j-</b> <i>jog, jam, job, jug, jet</i></p> <p>Sound differentiation</p> <p>Rhyming words</p> <p>Clap out syllables in words: Own name and the names of peers.</p>	<p>Do revision of previously taught sounds and words.</p> <p><b>v-</b> <i>vet, van, vat</i></p> <p>Sound differentiation</p> <p>Clap out syllables in words: Words from the story</p>	<p>Do revision of previously taught sounds and words.</p> <p><b>w-</b> <i>wag, wig, wet, wit, wall, will, well</i></p> <p>Sound differentiation</p>	<p>Revise taught sounds and words.</p> <p><b>-x</b> <i>fox, box, fix, six, wax, fax</i></p> <p>Sound differentiation</p>	<p>Revise taught sounds and words.</p> <p><b>y-</b> <i>yes, yet, yes, yum, yip</i></p> <p>Sound differentiation</p> <p>Clap out syllables in words: Sight words</p>	<p>Revise taught sounds and words.</p> <p><b>-y</b> <i>my, cry, why, dry, fry, fly, sky</i></p> <p>Sound differentiation – initial sounds</p> <p>Rhyming words</p> <p>Clap out syllables in words: Sight words</p>	<p>Revise taught sounds and words from Week 1-6.</p> <p>Sound differentiation – initial sounds</p> <p>Plurals -s, -es. Show a picture of an object and ask learners to say the plural of the word. Repeat with other pictures.</p>	<p>Revise taught sounds and words.</p> <p>Sound differentiation – initial sounds</p> <p>Revise plurals</p> <p>Formal Assessment: Clap out syllables in words: Sight words</p>	<p>Revise taught sounds and words.</p> <p>Sound differentiation – initial sounds</p> <p>Rhyming words</p> <p>Revise plurals</p>	<p>Revise of all phonics taught this year.</p>
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Claps out syllables in familiar words.</li> <li>With the teacher's help, identifies some rhyming words in stories, songs and rhymes.</li> <li>Begins to identify different initial sounds in words.</li> <li>Recognises plurals ('s' and '-es) aurally.</li> </ul>									
<b>Date completed</b>										
<b>WRITING</b>										
<b>Remember to model the writing on the board first.....</b>										
<b>Core Concepts, Skills and Values</b>	<p><b>Writing frame:</b> I could not find ... So I ...</p>	<p><b>Writing frame:</b> I needed help when ... ... helped me solve the problem.</p>	<p><b>Writing frame:</b> I feel happy and free when I... My... helps me feel happy and free!</p>	<p><b>Writing frame:</b> I used to wear my ... Now it .....</p>	<p><b>Writing frame:</b> 1. I know that... 2. I know that...</p>	<p><b>Writing frame:</b> A tradition in my family is... This tradition makes me feel...</p>	<p><b>Writing frame:</b> I want to invent ... I want it to ...</p>	<p><b>Writing frame:</b> I feel curious about: 1. .... 2. ....</p>	<p><b>Writing frame:</b> Make a list of what you would like to buy for the holiday.</p>	<p><b>Writing frame:</b> This holiday, I am going to ..... Draw a picture</p>
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>With the help of the teacher, writes a caption for his/her drawing and reads back what is written.</li> <li>With the help of the teacher writes simple lists with headings.</li> </ul>									
<b>Date completed</b>										

<p><b>Extension activities</b></p>	<p>DBE workbook 2 pages 28, 29 Draw a picture of a problem you want to solve.</p>	<p>DBE workbook 2 pages 30, 31, 32 Ask your friend a question about a problem they have solved.</p>	<p>DBE workbook 2 pages 35, 36, 37 Draw a picture of you have changed since you were younger,</p>	<p>DBE workbook 2 pages 37, 38, 39, 40. Learners are familiar with the topic.</p>	<p>DBE workbook 2 pages 41, 42, 43 – 44 Draw a picture of your family.</p>	<p>DBE workbook 2 pages 46, 47, 48 Draw a picture of your family doing something special.</p>	<p>DBE workbook 2 pages: 50, 51-53, 54-55. Draw a picture of a science experiment.</p>	<p>DBE workbook 2 pages: 60-62, 63-64, 65, 67-68 Learners are familiar with the topic.</p>	<p>Complete the activities in the DBE Workbook Learners are familiar with the topic.</p>	<p>Learners are familiar with the topic.</p>
<p><b>Requisite Pre-Knowledge</b></p>	<p>Learners are familiar with the topic.</p>	<p>Learners are familiar with the topic.</p>	<p>Learners are familiar with the topic.</p>	<p>Learners are familiar with the topic.</p>	<p>Learners are familiar with the topic.</p>	<p>Learners are familiar with the topic.</p>	<p>Learners are familiar with the topic.</p>	<p>Learners are familiar with the topic.</p>	<p>Learners are familiar with the topic.</p>	<p>Learners are familiar with the topic.</p>
<p><b>Resources (other than textbook) to enhance learning</b></p>	<p>Big books Flash cards Pictures Posters Readers DBE Workbook 2</p>	<p>Big books Flash cards Pictures Posters Readers DBE Workbook 2</p>	<p>Big books Flash cards Pictures Posters Readers DBE Workbook 2</p>	<p>Big books Flash cards Pictures Posters Readers DBE Workbook 2</p>	<p>Big books Flash cards Pictures Posters Readers DBE Workbook 2</p>	<p>Big books Flash cards Pictures Posters Readers DBE Workbook 2</p>	<p>Big books Flash cards Pictures Posters Readers DBE Workbook 2</p>	<p>Big books Flash cards Pictures Posters Readers DBE Workbook 2</p>	<p>Big books Flash cards Pictures Posters Readers DBE Workbook 2</p>	<p>Big books Flash cards Pictures Posters Readers DBE Workbook 2</p>
<p><b>Assessment for learning (Informal Assessment)</b></p>	<p>The activities must be observed and assessed during daily lesson activities in Languages.                  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.                  This must be done informally and ongoing.                  Use a checklist for assessment for learning (Informal Assessment)</p>									

## 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>Expresses self in simple ways by using short phrases and vocabulary taught.</li> </ul>	Observation/ practical and Oral	Rubric	7	By week 9	
	<ul style="list-style-type: none"> <li>Sings simple songs and does action rhymes</li> <li>Points to objects in the classroom or in a picture in response to teacher's instruction.</li> <li>Identifies a person, animal or object from a simple oral description.</li> </ul>		Checklist	n/a		
<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						
Phonics	<ul style="list-style-type: none"> <li>Claps out syllables in words.</li> </ul>	Observation/ practical & Oral	Rubric	7	By week 9	
Oral	<ul style="list-style-type: none"> <li>Identifies different initial sounds in words.</li> <li>Identifies some rhyming words in songs and rhymes.</li> <li>Recognise plurals in words (-s and -es) orally</li> </ul>		Checklist	n/a		
<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. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading Oral/Practical	<ul style="list-style-type: none"> <li>Answers simple literal questions about a story.</li> <li>Listens to a story that is told or read.</li> <li>Joins in choruses after repeated readings of a text</li> <li>Acts out the story using some of the dialogue</li> <li>Identifies objects in the picture</li> </ul>	Observation & Oral/Practical	Rubric	7	By week 9	
			Checklist	n/a		
<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. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none"> <li>Draws a picture for a story that is told</li> <li>Copies a caption for a picture</li> </ul>	Written	Classwork book	n/a	By week 9	
<b>Teacher notes:</b> Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						

**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

	LISTENING AND SPEAKING			PHONICS		READING			WRITING		COMMENT	
	Sings simple songs and does action rhymes	Points to objects in the classroom or in a picture in response to teacher's instruction.	Identifies a person, animal or object from a simple oral description	Identifies different initial sounds in words.	Identifies some rhyming words in songs and rhymes.	Recognise plurals in words (-s and -es) orally	Listens to stories that are told or read.	After repeated readings, joins in choruses where appropriate.	Acts out the story using some of the dialogue.	Identifies objects in the pictures.		Draws a picture for a story that is told.
Mark with x or -/												
Learner's names												

**ASSESSMENT OF LEARNING: SCORESHEET**

	LISTENING AND SPEAKING	PHONICS	READING	Comment
DATE				
SCORE	7	7	7	
NAMES OF LEARNERS				
1				
2				
3				
4				
5				

**RUBRIC EXAMPLES:****LISTENING & SPEAKING RUBRIC**

OBJECTIVE	Expresses self in simple ways.			
IMPLEMENTATION	Week 7 to 8 Orals: Daily question.			
ACTIVITY 1	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Ask the learner to recount part of his or her best big book story.	The learner struggles to share 1-2 points about the story, using single words or phrases. Little or no story specific vocabulary is used.	The learner shares 2-3 points about the story, using phrases. Some story specific vocabulary is used.	The learner shares at least 3 points about the story, using short sentences. The learner has clearly retained much of the story specific vocabulary.	The learner shares at least 4 points about the story, using complete sentences. The learner has clearly retained much of the story specific vocabulary.

**READING & PHONICS RUBRIC**

OBJECTIVE	1. Claps out syllables in words. 2. Answers simple literal questions about a story.			
IMPLEMENTATION	1. Week 7 to 8 Shared Reading 2. Week 7 to 8 phonics			
ACTIVITY 1: PHONICS	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Ask the learner to clap out the syllables of 2-3 words from the story	The learner does not understand the concept of syllables and claps incorrectly.	The learner claps out two or three syllable words correctly, but struggles with one syllable words.	The learner claps out one, two and three syllable words correctly.	The learner clearly understands the concept of syllables, and correctly claps out all words.
ACTIVITY 1: READING	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Ask 5 questions about a story during Shared Reading. Not all learners can be assessed in one day if the assessment is done orally – spread the assessment across 2 weeks. Learners can also be given a worksheet with pictures relevant to the story. Teacher asks the question and learners circle the correct pictures in answer to the questions.	Learner is able to respond to 1 simple question with support.	Learner is able to respond to 2 of the 5 questions.	Learner is able to respond to 3 – 4 of the 5 questions.	Learner is able to respond to all 5 questions confidently and without hesitation.