Grade 2

ENGLISH

First Additional Language

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

2030 NDP

Read to Lead
A Reading Nation is a Leading Nation

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SACE

Term 2 Management Document

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SACE
South African Council for Educators
Towards Excellence in Education

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Introduction

Dear Grade 1-3 EFAL Teachers,

We hope that you are enjoying the use of this structured learning programme (SLP), and that you are seeing the benefits in your learners' performance.

Remember that it takes time and effort to master the core methodologies and to improve your pacing – the key is not to give up.

Please continue to look after the resources that have been given to you, and to expand the range of reading texts in your classroom library.

Best wishes for the term ahead,
The PSRIP Team

Guidelines for the PSRIP EFAL SLP

This structured learning programme is designed to teach EFAL at foundation phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the Recovery ATPs.

It is important to fully understand the concepts embedded in this approach.

Structured Learning Programme

- A structured learning programme provides day-by-day **lesson plans**, together with all the **required resources**.
- For this FP EFAL programme, a **routine** has been designed to teach each component of language in a 3-4 hour weekly cycle.
- Within this routine, selected pedagogies, or '**core methodologies**' have been included to teach different aspects of literacy and language. These core methodologies are used over and over, in every cycle. This allows teachers to become experts in the delivery of these lessons, and to focus on the content. It also helps learners to focus on the content, once they understand the structure of each lesson.
- Content is developed around a **theme**, and each theme runs for two-weeks. Themes are aligned to the DBE Recovery ATPs.
- As per policy, the programme's lessons and resources are **text-based, communicative, integrated** and **process orientated**.
- In addition, the programme is designed to support the development of **decoding, fluency and comprehension skills** in a structured, explicit manner.

Term 2 Tracker

Week 1: We have feelings!		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce sound and words /ee/	
Monday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 1 • Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read • Big Book: Dintle visits Dumi	
Tuesday	Activity 2: Writing I feel happy when: 1. 2.	
Tuesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 1 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /ee/	
Wednesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 1 • Group 3	
Thursday	Activity 1: Shared Reading: Read One • Big Book: Dintle visits Dumi	
Thursday	Activity 2: Writing I feel grumpy when: 1. 2.	
Thursday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 1 • Group 4	

Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics • Beginning sound /ee/ • Letter swap • Informal assessment	
Friday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 1 • Group 5	

Week 2: We have feelings!		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce sound and words /cr/	
Monday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 2 • Group 1	
Tuesday	Activity 1: Shared Reading: Read Two • Big Book: Dintle visits Dumi	
Tuesday	Activity 2: Writing I have mixed feelings when… I felt both…	
Tuesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 2 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /cr/	
Wednesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 2 • Group 3	

Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) • Big Book: Dintle visits Dumi	
Thursday	Activity 2: Writing I felt… But I also felt…	
Thursday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 2 • Group 4	
Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics • Beginning sound /cr/ • Letter swap • Informal assessment	
Friday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 2 • Group 5	

Theme Reflection: We have feelings!	
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?	
SMT Comment	
SMT name and signature	**Date**

Week 3: Making mistakes		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce sound and words /ng/	
Monday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 3 • Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read • Big Book: Jabu scrambles eggs	
Tuesday	Activity 2: Writing One time, I… Then…	
Tuesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 3 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /ng/	
Wednesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 3 • Group 3	
Thursday	Activity 1: Shared Reading: Read One • Big Book: Jabu scrambles eggs	
Thursday	Activity 2: Writing I felt… I learned…	
Thursday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 3 • Group 4	

Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics • Beginning sound /ng/ • Letter swap	
Friday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 3 • Group 5	

Week 4: Making mistakes		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce sound and words /br/	
Monday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 4 • Group 1	
Tuesday	Activity 1: Shared Reading: Read Two • Big Book: Jabu scrambles eggs	
Tuesday	Activity 2: Writing In the story, Jabu… Then…	
Tuesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 4 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /br/	
Wednesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 4 • Group 3	

Thursday	Activity 1: Shared Reading: Post-Read (Act out the story) • Big Book: Jabu scrambles eggs	
Thursday	Activity 2: Writing I think that Jabu… I think he should…	
Thursday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 4 • Group 4	
Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics • Beginning sound /br/ • Letter swap • Informal assessment	
Friday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 4 • Group 5	

Theme Reflection: Making mistakes	
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?	
SMT Comment	
SMT name and signature	**Date**

Week 5: Being safe and responsible		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce sound and words /pl/	
Monday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 5 • Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read • Big Book: Duma and his friends get lost	
Tuesday	Activity 2: Writing I feel safe when: 1. 2.	
Tuesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 5 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /pl/	
Wednesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 5 • Group 3	
Thursday	Activity 1: Shared Reading: Read One • Big Book: Duma and his friends get lost	
Thursday	Activity 2: Writing I feel unsafe when: 1. 2.	
Thursday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 5 • Group 4	

Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics • Beginning sound /pl/ • Letter swap	
Friday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 5 • Group 5	

Week 6: Being safe and responsible		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce new sound and words /-nk/	
Monday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 6 • Group 1	
Tuesday	Activity 1: Shared Reading: Read Two • Big Book: Duma and his friends get lost	
Tuesday	Activity 2: Writing I am responsible when… I…	
Tuesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 6 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /-nk/	
Wednesday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 6 • Group 3	

Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) • Big Book: Duma and his friends get lost	
Thursday	Activity 2: Writing I feel… I also feel…	
Thursday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 6 • Group 4	
Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics • Beginning sound /-nk/ • Letter swap • Informal assessment	
Friday	Activity 3: Group Guided Reading • Class: Term 2 Worksheet 6 • Group 5	

Theme Reflection: Being safe and responsible	
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?	
SMT Comment	
SMT name and signature	**Date**

Week 7: Traditions		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce sound and words /sp/	
Monday	Activity 3: Group Guided Reading • Class: worksheet 7 • Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read • Big Book: My grandmother's story	
Tuesday	Activity 2: Writing I want to learn how to…just like my… He / she is…	
Tuesday	Activity 3: Group Guided Reading • Class: worksheet 7 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /sp/	
Wednesday	Activity 3: Group Guided Reading • Class: worksheet 7 • Group 3	
Thursday	Activity 1: Shared Reading: Read One • Big Book: My grandmother's story	
Thursday	Activity 2: Writing I want to learn this because… I hope…	
Thursday	Activity 3: Reading Group Guided Reading • Class: worksheet 7 • Group 4	

Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics • Beginning sound /sp/ • Letter swap • Informal assessment	
Friday	Activity 3: Group Guided Reading • Class: worksheet 7 • Group 5	

Week 8: Traditions		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce sound and words /oo/	
Monday	Activity 3: Group Guided Reading • Class: Worksheet 8 • Group 1	
Tuesday	Activity 1: Shared Reading: Read Two • Big Book: My grandmother's story	
Tuesday	Activity 2: Writing In my family we… We do this because…	
Tuesday	Activity 3: Group Guided Reading • Class: Worksheet 8 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /oo/	
Wednesday	Activity 3: Group Guided Reading • Class: Worksheet 8 • Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Act out the story) • Big Book: My grandmother's story	
Thursday	Activity 2:	Writing I also like when… I also like…	
Thursday	Activity 3:	Group Guided Reading • Class: Worksheet 8 • Group 4	
Friday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2:	Phonemic Awareness and Phonics • Beginning sound /oo/ • Letter swap • Informal assessment	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 8 • Group 5	

Theme Reflection: Traditions	
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?	
SMT Comment	
SMT name and signature	**Date**

Week 9: Fact or fiction?		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce sound and words /oo/ short sound	
Monday	Activity 3: Group Guided Reading • Class: Worksheet 9 • Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read • Big Book: Did you know?	
Tuesday	Activity 2: Writing Facts that I know 1. I know that… 2. I know that…	
Tuesday	Activity 3: Group Guided Reading • Class: Worksheet 9 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /oo/ short sound	
Wednesday	Activity 3: Group Guided Reading • Class: Worksheet 9 • Group 3	
Thursday	Activity 1: Shared Reading: Read One • Big Book: Did you know?	
Thursday	Activity 2: Writing Facts that I know 1. I want to know… 2. I want to know…	
Thursday	Activity 3: Group Guided Reading • Class: Worksheet 9 • Group 4	

Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics • Beginning sound /oo/ short sound • Letter swap • Informal assessment	
Friday	Activity 3: Group Guided Reading • Class: Worksheet 9 • Group 5	

Week 10: Fact or fiction?		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Revision	
Monday	Activity 3: Group Guided Reading • Class: Worksheet 10 • Group 1	
Tuesday	Activity 1: Shared Reading: Read Two • Big Book: Did you know?	
Tuesday	Activity 2: Writing I like learning about… I think this is interesting because…	
Tuesday	Activity 3: Group Guided Reading • Class: Worksheet 10 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Revision	
Wednesday	Activity 3: Group Guided Reading • Class: Worksheet 10 • Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Recount the story) • Big Book: Did you know?	
Thursday	Activity 2:	Writing I want to learn more about… One thing I want to know is…	
Thursday	Activity 3:	Group Guided Reading • Class: Worksheet 10 • Group 4	
Friday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2:	Phonemic Awareness and Phonics • Revision	
Friday	Activity 4:	Group Guided Reading • Class: Worksheet 10 • Group 5	

Theme Reflection: Fact or fiction?	
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?	
SMT Comment	
SMT name and signature	**Date**

Term 2 Programme of Assessment

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

ASSESSMENT FOR LEARNING: CHECKLIST										
Mark with ✓ or ✗		**Listening & Speaking**		**Phonics**			**Reading**	**Writing**	**Comments**	
Learners' Names		Demonstrates understanding of the oral vocabulary: points/ actions	Answers simple questions	Matches initial sounds with pictures and words	Crosses out or circles the odd word in a word family, e.g.: hat, cat, bat, mat, cot	Writes two words using sounds learnt, e.g.: -at, ot, -it, ut, et	Recognises and reads 40 – 50 sight words	Writes three sentences using punctuation		
1										
2										
3										
4										
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6										
7										
8										
9										
10										

ASSESSMENT FOR LEARNING: CHECKLIST										
Mark with ✓ or ✗		Listening & Speaking		Phonics			Reading	Writing	Comments	
Learners' Names		Demonstrates understanding of the oral vocabulary: points/ actions	Answers simple questions	Matches initial sounds with pictures and words	Crosses out or circles the odd word in a word family, e.g.: hat, cat, bat, mat, cot	Writes two words using sounds learnt, e.g.: -at, ot, -it, ut, et	Recognises and reads 40 – 50 sight words	Writes three sentences using punctuation		
11										
12										
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20										
21										
22										
23										
24										
25										

ASSESSMENT FOR LEARNING: CHECKLIST										
Mark with ✓ or ✗		Listening & Speaking		Phonics			Reading	Writing	Comments	
Learners' Names		Demonstrates understanding of the oral vocabulary: points/ actions	Answers simple questions	Matches initial sounds with pictures and words	Crosses out or circles the odd word in a word family, e.g.: hat, cat, bat, mat, cot	Writes two words using sounds learnt, e.g.: -at, ot, -it, ut, et	Recognises and reads 40 – 50 sight words	Writes three sentences using punctuation		
26										
27										
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39										
40										

ASSESSMENT FOR LEARNING: CHECKLIST										
Mark with ✓ or ✗		Listening & Speaking		Phonics			Reading	Writing	Comments	
Learners' Names		Demonstrates understanding of the oral vocabulary: points/ actions	Answers simple questions	Matches initial sounds with pictures and words	Crosses out or circles the odd word in a word family, e.g.: hat, cat, bat, mat, cot	Writes two words using sounds learnt, e.g.: -at, ot, -it, ut, et	Recognises and reads 40 – 50 sight words	Writes three sentences using punctuation		
41										
42										
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55										

ASSESSMENT OF LEARNING: SCORESHEET						
Names of Learners		**Listening & Speaking**	**Phonics**	**Reading**	**Writing**	**Comment**
		Gives a simple recount in 2-3 sentences about a school event	Identifies letter-sound relationships of all single sounds (at least 4 vowels and 15 consonants)	Oral reading text: 30-40 words	Writes short simple sentences with phonic sounds and sight words learnt	
Date						
Score		**5**	**5**	**5**	**5**	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

ASSESSMENT OF LEARNING: SCORESHEET						
Names of Learners		**Listening & Speaking**	**Phonics**	**Reading**	**Writing**	**Comment**
		Gives a simple recount in 2-3 sentences about a school event	Identifies letter-sound relationships of all single sounds (at least 4 vowels and 15 consonants)	Oral reading text: 30-40 words	Writes short simple sentences with phonic sounds and sight words learnt	
Date						
Score		**5**	**5**	**5**	**5**	
16						
17						
18						
19						
20						
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22						
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27						
28						
29						
30						

ASSESSMENT OF LEARNING: SCORESHEET						
Names of Learners		**Listening & Speaking**	**Phonics**	**Reading**	**Writing**	**Comment**
		Gives a simple recount in 2-3 sentences about a school event	Identifies letter-sound relationships of all single sounds (at least 4 vowels and 15 consonants)	Oral reading text: 30-40 words	Writes short simple sentences with phonic sounds and sight words learnt	
Date						
Score		**5**	**5**	**5**	**5**	
31						
32						
33						
34						
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36						
37						
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39						
40						
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42						
43						
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45						

ASSESSMENT OF LEARNING: SCORESHEET						
Names of Learners		**Listening & Speaking**	**Phonics**	**Reading**	**Writing**	**Comment**
		Gives a simple recount in 2-3 sentences about a school event	Identifies letter-sound relationships of all single sounds (at least 4 vowels and 15 consonants)	Oral reading text: 30-40 words	Writes short simple sentences with phonic sounds and sight words learnt	
Date						
Score		**5**	**5**	**5**	**5**	
46						
47						
48						
49						
50						
51						
52						
53						
54						
55						

Term 2 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	Gives a simple recount in 2-3 sentences about a school event			
IMPLEMENTATION	Week 5 or 6 during group guided reading			
ACTIVITY	1. Settle the class to complete an independent reading activity. 2. Then, call individual learners from a reading group to your desk. 3. Ask learners to recount an event that recently took place at school.			
1	**2**	**3**	**4**	**5**
Repeats one sentence of a recount with the teacher.	Is able to give a simple recount in one sentence but in FAL.	Is able to give a simple recount in two sentences in FAL.	Is able to give a simple recount in three sentences fluently in FAL.	Is able to give a simple recount in more than three sentences fluently using correct vocabulary in FAL.

PHONICS RUBRIC				
OBJECTIVE	Identifies letter-sound relationships of all single sounds (at least 4 vowels and 15 consonants)			
IMPLEMENTATION	Week 7 or 8 whilst learners are busy with a written activity.			
ACTIVITY	1. Settle the class to complete a written activity. 2. Then, call individual learners to your desk. 3. Have letter cards for all 26 single sounds of the alphabet. 4. Show learners the sound cards in random order and see how many letters learners can say the correct sound for.			
1	**2**	**3**	**4**	**5**
Identifies letter-sounds of 1-9 individual letters correctly. Tends to confuse letter-sound relationships.	Identifies letter-sounds of 10-14 individual letters correctly.	Identifies letter-sounds of 15-19 individual letters correctly.	Identifies letter-sounds of 20-25 individual letters correctly.	Identifies letter-sounds of 26 individual letters correctly.

READING RUBRIC				
OBJECTIVE	Oral reading text: 30-40 words			
IMPLEMENTATION	Week 7 or 8 during Group Guided Reading			
ACTIVITY	1. Settle the class to complete an independent reading activity. 2. Then, call individual learners from a reading group to your desk. 3. Find a suitable text with at least 40 words in an appropriate graded reader or the DBE Workbook. 4. Ask individual learners to read the text aloud. 5. Ask learners 3 recall questions.			
1	**2**	**3**	**4**	**5**
Reads from own book a text of 1-9 words with support from the teacher.	Reads word by word a text of 10 – 19 words and responds correctly to 1-2 questions.	Reads aloud from own book a text of 20 – 29 words and responds correctly to 3 questions.	Reads fluently from own book a text of 30 – 39 words and responds correctly to 3 questions.	Reads fluently from own book a text of 40 or more words and responds correctly to 3 questions.

WRITING RUBRIC				
OBJECTIVE	Writes short simple sentences with phonic sounds and sight words learnt			
IMPLEMENTATION	Week 7 or 8 during writing lessons.			
ACTIVITY	1. Teach the writing lesson as usual. 2. At the end of the week collect learners' books for assessment.			
1	**2**	**3**	**4**	**5**
Copies one short simple sentence with phonic sounds with support.	Writes two short simple sentences using phonic sounds learnt.	Writes three short simple sentences using phonic sounds and sight words learnt.	Writes three short simple sentences using phonic sounds and sight words learnt, using capital letters and full stops.	Writes more than three short simple sentences using phonic sounds and sight words learnt, using capital letters and full stops.

Other titles in this series