

Grade 3

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 1

Management Document

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Edition 5, 2023



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Introduction

Dear Grade 1-3 EFAL Teachers,

Welcome to the Primary School Reading Improvement Programme (PSRIP).

The PSRIP is a structured learning programme for EFAL. This means that a programme has been carefully designed for you to follow on a day-by-day basis as you teach EFAL to your learners. This includes lesson plans, resources, curriculum trackers and assessments.

Using a Structured Learning Programme (SLP) has many benefits for teachers and for learners. At first, it may seem a little overwhelming, but please keep trying. Once you are familiar with the routine and core methodologies, your pacing will improve and your life will definitely get easier!

Please look after the resources that you have been given.

Please also try to source a variety of reading resources for your learners and encourage them to do as much independent reading as possible.

Best wishes for the implementation of this programme,
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 1 Tracker

Note: In Term 1, the first 2 weeks are reserved for orientation and consolidation of previous learning.

Week 3: What is friendship?		
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 /bl/	
Monday	Activity 3: Group Guided Reading - Class: Term 1 Worksheet 3 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Wendy Whale to the rescue	
Tuesday	Activity 2: Writing Being a good friend means... I am a good friend because... I am also a good friend because...	
Tuesday	Activity 3: Group Guided Reading - Class: Term 1 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 /bl/	
Wednesday	Activity 3: Group Guided Reading - Class: Term 1 Worksheet 3 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Wendy Whale to the rescue	
Thursday	Activity 2: Writing I like when my friends... I also like when my friends.... Being a good friend is important because...	
Thursday	Activity 3: Group Guided Reading - Class: Term 1 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	
	• Word Find /bl/	
Friday	Activity 3: Language use	
	• Possessive nouns	
Friday	Activity 4: Group Guided Reading	
	• Class: Term 1 Worksheet 4 • Group 5	

Week 4: What is friendship?		
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 /y/	
Monday	Activity 3: Group Guided Reading	
	• Class: Term 1 Worksheet 4 • Group 1	
Tuesday	Activity 1: Shared Reading: Read Two	
	• Big Book: Wendy Whale to the rescue	
Tuesday	Activity 2: Writing	
	• Editing	
Tuesday	Activity 3: Group Guided Reading	
	• Class: Term 1 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 /y/	
Wednesday	Activity 3: Group Guided Reading	
	• Class: Term 1 Worksheet 4 • Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Act out the story) • Big Book: Wendy Whale to the rescue	
Thursday	Activity 2:	Writing • Publishing & Presenting	
Thursday	Activity 3:	Group Guided Reading • Class: Term 1 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 • Word Find /tr/ • Word Wall	
Friday	Activity 3:	Language use • Pronouns • Subject verb agreement	
Friday	Activity 4:	Group Guided Reading • Class: Term 1 Worksheet 4 • Group 5	

Theme Reflection: What is friendship?

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: Determination		
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 /pr/	
Monday	Activity 3: Group Guided Reading • Class: Term 1 Worksheet 5 • Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read • Big Book: Zodwa's new shoes	
Tuesday	Activity 2: Writing Things I am determined to do: 1. I am determined to...	
Tuesday	Activity 3: Group Guided Reading • Class: Term 1 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 /pr/	
Wednesday	Activity 3: Group Guided Reading • Class: Term 1 Worksheet 5 • Group 3	
Thursday	Activity 1: Shared Reading: Read One • Big Book: Zodwa's new shoes	
Thursday	Activity 2: Writing I am determined to... I will because... I will...	
Thursday	Activity 3: Group Guided Reading • Class: Term 1 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 - Word Find /-pr/ - Word Wall	
Friday	Activity 3: Language use Plural words	
Friday	Activity 4: Group Guided Reading - Class: Term 1 Worksheet 4 - Group 5	

Week 6: Determination		
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 /tch/ - Plural words	
Monday	Activity 3: Group Guided Reading - Class: Term 1 Worksheet 6 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two Big Book: Zodwa's new shoes	
Tuesday	Activity 2: Writing Editing	
Tuesday	Activity 3: Group Guided Reading - Class: Term 1 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 /tch/	
Wednesday	Activity 3: Group Guided Reading - Class: Term 1 Worksheet 6 - Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (written competition) • Big Book: Zodwa's new shoes	
Thursday	Activity 2:	Writing • Publishing & Presenting	
Thursday	Activity 3:	Group Guided Reading • Class: Term 1 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 • Word fine /tch/ • Word wall	
Friday	Activity 3:	Language use • Present and future tense	
Friday	Activity 4:	Group Guided Reading • Class: Term 1 Worksheet 4 • Group 5	

Theme Reflection: Determination	
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: Me and my siblings		
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 /er/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 7 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Ben gets a haircut	
Tuesday	Activity 2: Writing Things I like about my siblings 1.	
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 /er/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 7 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Ben gets a haircut	
Thursday	Activity 2: Writing Things I dislike about my siblings 1. ...	
Thursday	Activity 3: 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 - Word Find /er/ - Word Wall	
Friday	Activity 3: Language use There is / There are	
Friday	Activity 4: Group Guided Reading - Class: Term 1 Worksheet 4 - Group 5	

Week 8: Me and my siblings		
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 /ay/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 8 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two Big Book: Ben gets a haircut	
Tuesday	Activity 2: Writing Editing	
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 /ay/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 8 - Group 3	

Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) • Big Book: Ben gets a haircut	
Thursday	Activity 2: Writing Publishing & Presenting	
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 • Word Find /ay/ • Word Wall	
Friday	Activity 3: Language use • Present and Past Tense	
Friday	Activity 4: Group Guided Reading • Class: Term 1 Worksheet 4 • Group 5	

Theme Reflection: Me and my siblings	
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: Imagination		
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 /ar/ /en/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 9 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Jack and the beanstalk	
Tuesday	Activity 2: Writing Things I want to find at the top of a beanstalk 1. 2. 3.	
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 /ar/ /en/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 9 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Jack and the beanstalk	
Thursday	Activity 2: Writing Things I don't want to find at the top of a beanstalk 1. 2. 3.	
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 • Word Find /ar/ /en/ • Word Wall	
Friday	Activity 3: Language Use • Possessive pronouns: my, your, his, her, their, our	
Friday	Activity 4: Group Guided Reading • Class: Worksheet 9 • Group 5	

Week 10: Imagination		
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: Jack and the beanstalk	
Tuesday	Activity 2: Writing • Editing	
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 (Written comprehension) • Big Book: Jack and the beanstalk	
Thursday	Activity 2: Writing Publishing & Presenting	
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 3: Language Use • Their, there, they're	
Friday	Activity 4: Group Guided Reading • Class: Worksheet 10 • Group 5	

Theme Reflection: Imagination	
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 1 Programme of Assessment

As per the Recovery ATP, please complete the following assessments to **establish a baseline**, and then assessments **of learning**.

BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM																	
		Listening & Speaking			Phonics			Reading				Writing					
Implement in weeks:		1-3	1-3	1-3	1-3	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations) <u>Learner observations</u> ✓ exceed ▲ satisfied ● partially satisfied ✕ not yet satisfied		Continues to develop an oral (listening and speaking) vocabulary, using themes	Listens to and gives a simple recount.	Identifies and names object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel diagraphs	Builds up and breaks down words beginning with common consonant blends	Distinguishes between long and short vowel sounds	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story.	Puts jumbled sentence in the correct order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.
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BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM

		Listening & Speaking			Phonics			Reading				Writing					
Implement in weeks:		1-3	1-3	1-3	1-3	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6
Key (from observations) <u>Learner observations</u> ✓ exceed ▲ satisfied ● partially satisfied ✕ not yet satisfied		Continues to develop an oral (listening and speaking) vocabulary, using themes selected.	Listens to and gives a simple recount.	Identifies and names object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel diagraphs	Builds up and breaks down words beginning with common consonant blends	Distinguishes between long and short vowel sounds	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story.	Puts jumbled sentence in the correct order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.
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BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM

		Listening & Speaking			Phonics			Reading				Writing					
Implement in weeks:		1-3	1-3	1-3	1-3	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6
Key (from observations) <u>Learner observations</u> ✓ exceed ▲ satisfied ● partially satisfied ✕ not yet satisfied		Continues to develop an oral (listening and speaking) vocabulary, using themes selected.	Listens to and gives a simple recount.	Identifies and names object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel diagraphs	Builds up and breaks down words beginning with common consonant blends	Distinguishes between long and short vowel sounds	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story.	Puts jumbled sentence in the correct order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.
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BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM

		Listening & Speaking			Phonics			Reading				Writing					
Implement in weeks:		1-3	1-3	1-3	1-3	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6
Key (from observations) <u>Learner observations</u> ✓ exceed ▲ satisfied ● partially satisfied ✕ not yet satisfied		Continues to develop an oral (listening and speaking) vocabulary, using themes selected.	Listens to and gives a simple recount.	Identifies and names object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel diagraphs	Builds up and breaks down words beginning with common consonant blends	Distinguishes between long and short vowel sounds	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story.	Puts jumbled sentence in the correct order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.
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BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM

		Listening & Speaking			Phonics			Reading				Writing					
Implement in weeks:		1-3	1-3	1-3	1-3	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6
Key (from observations) <u>Learner observations</u> ✓ exceed ▲ satisfied ● partially satisfied ✕ not yet satisfied		Continues to develop an oral (listening and speaking) vocabulary, using themes selected.	Listens to and gives a simple recount.	Identifies and names object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel diagraphs	Builds up and breaks down words beginning with common consonant blends	Distinguishes between long and short vowel sounds	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story.	Puts jumbled sentence in the correct order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.
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ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics	Reading	Writing	Comments
		Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher.	Responds to simple questions after listening to a nonfiction text.	Total	Consonant diagraphs.	Answers simple oral questions about a story.	Writes a paragraph of 4-6 sentences.	
Date								
Score		7	7	14	8	5	12	
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10								
11								
12								
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ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics	Reading	Writing	Comments
		Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher.	Responds to simple questions after listening to a nonfiction text.	Total	Consonant diagraphs.	Answers simple oral questions about a story.	Writes a paragraph of 4-6 sentences.	
Date								
Score		7	7	14	8	5	12	
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics	Reading	Writing	Comments
		Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher.	Responds to simple questions after listening to a nonfiction text.	Total	Consonant diagraphs.	Answers simple oral questions about a story.	Writes a paragraph of 4-6 sentences.	
Date								
Score		7	7	14	8	5	12	
31								
32								
33								
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37								
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ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics	Reading	Writing	Comments
		Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher.	Responds to simple questions after listening to a nonfiction text.	Total	Consonant diagraphs.	Answers simple oral questions about a story.	Writes a paragraph of 4-6 sentences.	
Date								
Score		7	7	14	8	5	12	
46								
47								
48								
49								
50								
51								
52								
53								
54								
55								

Term 1 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	1. Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to instructions from the teacher. 2. Learners respond to a simple question after listening to a non-fiction text .			
IMPLEMENTATION	1. Week 7 or 8 when the learners are settled and writing. 2. Week 7 or 8 Oral: Daily question.			
ACTIVITY 1	1. Settle the class to complete a written activity. 2. Then, call individual learners to your desk. 3. Use a picture from the big book story for the week. 4. First, ask the learner to point to 2 items that you name. 5. Next, ask the learner to name 2 items that you point to.			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
ACTIVITY 2	1. Complete this during the oral daily question activity. 2. Follow the routine of calling one group per day to answer a theme-related question. 3. Ask learners a question about a non-fiction text – life skills topics will help. 4. Listen carefully as each learner answers the question.			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.

PHONICS RUBRIC				
OBJECTIVE	Recognises and makes words with consonant diagraphs.			
IMPLEMENTATION	Week 8 or 9 phonics			
ACTIVITY	- Tell learners to do this in their exercise books. - Tell learners to number from 1-10. - They must listen carefully and write the answer next to the correct number. - Write the first sound in shirt - Write the first sound in chip - Write the first sound in when - Write the last sound in with - Write the last sound in rich - Putt the sounds together and write the word sh-o-p - Put the sounds together and write the word th-i-n - Put the sounds together and write the word w-a-sh - Put the sounds together and write the work ch-o-p - Put the sounds together and write the word f-i-sh.			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	The learner shows limited understanding of beginning and ending sounds.	The learner shows an understanding of the beginning sounds but struggles with the ending sounds.	The learner shows some understanding of beginning and ending sounds.	The learner shows good understanding of beginning and ending sounds.
	The learner shows limited understanding of blending consonant diagraphs.	The learner attempts to blend sounds to form words. Makes some guesses using one or two of the consonant diagraphs.	The learner shows some understanding of blending sounds including consonant diagraphs to make words.	The learner is able to blend sounds, including consonant diagraphs together to make words.

READING RUBRIC				
OBJECTIVE	Reads text with teacher and engages in discussion.			
IMPLEMENTATION	During group guided reading from Week 7 onwards.			
ACTIVITY	• Call a group to the carpet and tell them they are going to talk about a big book story from a previous week. • Remind them of the story and show them the pictures once again. • Ask questions like: 1. What is the title of the story? 2. Why do you think it has this title? What is it about? 3. Who are the characters in the story? 4. Which character do you like? Why? 5. Which character don't you like? Why? 6. What is the problem in the story? 7. What did you learn from this story? As learners answer, listen carefully to them and ensure they all have a chance to answer.			
1	2	3	4	5
The learner does not show understanding of the story. The learner needs support from the teacher to say anything about the story.	The learner attempts to talk about the story. The learner struggles to use relevant vocabulary and sentence structures.	The learner can engage with some of the questions about the story. The learner uses some of the relevant vocabulary and sentence structures.	The learner can engage with most of the questions about the story. The learner uses relevant vocabulary and sentence structures.	The learner can engage with all of the questions about the story. The learner uses relevant vocabulary and sentence structures fluently and confidently.

WRITING RUBRIC				
OBJECTIVE	The learner uses a story frame to complete a paragraph of 4-6 related sentences			
IMPLEMENTATION	This can be done from Weeks 7 - 9			
ACTIVITY 1	1. Conduct the writing lessons as usual. 2. Collect the learner books at the end of the week for assessment.			
	1	2	3	4
Content	The learner's response is totally not relevant to the topic. The learner repeats the same sentence structures over and over.	The learner's response is relevant to the topic. The learner includes a few details. The learner mostly uses the same sentence structures.	The learner's response is interesting and relevant to the topic. The learner includes some details. The learner uses mostly correct sentence structures.	The learner's response is interesting and exceeds expectations. The learner includes some details. The learner uses correct sentence structures.
Organisation	The paragraph includes some parts of a beginning, middle and end. Many ideas seem to be missing. The ideas are not connected.	The paragraph includes a beginning, middle and end but the ideas are not totally connected.	The paragraph is organised, including a beginning, middle and end. The ideas are connected.	The paragraph is well organised, including a beginning, middle and end. The ideas are well connected. The paragraph flows well.
Editing and Language	The learner has a basic and limited vocabulary. The learner does not use the new grammar taught. The learner attempts to edit their own work and to correct grammar, spelling and punctuation but there are many errors remaining.	The learner uses a few new vocabulary words and attempts to use the new grammar taught. The learner edits their own work to correct their grammar, spelling and punctuation but there are still some errors.	The learner uses some new vocabulary words and uses the new grammar taught. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses a lot of new vocabulary words and correctly uses the new grammar taught. The learner successfully edits their own work to correct grammar, spelling and punctuation.

