

Grade 3

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 1

Management Document

ENGLISH

First Additional Language

Grade **3**

Management Document

Term 2

Edition 5, 2023



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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: Practice makes perfect		
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 /ea/	
Monday	Activity 3: Group Guided Reading - Class: Term 2 Worksheet 1 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Bheki's new bike	
Tuesday	Activity 2: Writing I wanted to learn... I practiced and practiced... It was...	
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 /ea/	
Wednesday	Activity 3: Group Guided Reading - Class: Term 2 Worksheet 1 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Bheki's new bike	
Thursday	Activity 2: Writing I kept on... Finally I felt...because...	
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 Word Find /ae/	
Friday	Activity 3: Language use Verbs	
Friday	Activity 4: Group Guided Reading - Class: Term 2 Worksheet 1 - Group 5	

Week 2: Practice makes perfect		
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 /sm/	
Monday	Activity 3: Group Guided Reading - Class: Term 2 Worksheet 2 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two Big Book: Bheki's new bike	
Tuesday	Activity 2: Writing Editing	
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 /sm/	
Wednesday	Activity 3: Group Guided Reading - Class: Term 2 Worksheet 2 - Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Written comprehension) • Big Book: Bheki's new bike	
Thursday	Activity 2:	Writing • Publishing & Presenting	
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 • Word Find /sm/	
Friday	Activity 3:	Language use • Present progressive tense	
Friday	Activity 4:	Group Guided Reading • Class: Term 2 Worksheet 2 • Group 5	

Theme Reflection: Practice makes perfect

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: Families caring for each other		
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 /a-e/	
Monday	Activity 3: Group Guided Reading - Class: Term 2 Worksheet 3 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Hot toast coming up!	
Tuesday	Activity 2: Writing Ways I care for people in my family	
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 /a-e/	
Wednesday	Activity 3: Group Guided Reading - Class: Term 2 Worksheet 3 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Hot toast coming up!	
Thursday	Activity 2: Writing Ways people in my family care for me	
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	
	Word Find /a-e/	
Friday	Activity 3: Language use	
	Countable and uncountable nouns	
Friday	Activity 4: Group Guided Reading	
	- Class: Term 2 Worksheet 3 - Group 5	

Week 4: Families caring for each other		
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 /i-e/	
Monday	Activity 3: Group Guided Reading	
	- Class: Term 2 Worksheet 4 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two	
	Big Book: Hot toast coming up!	
Tuesday	Activity 2: Writing	
	Editing	
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 /i-e/	
Wednesday	Activity 3: Group Guided Reading	
	- Class: Term 2 Worksheet 4 - Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Recount the story) • Big Book: Hot toast coming up!	
Thursday	Activity 2:	Writing • Publishing & Presenting	
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 • Word Find /i-e/	
Friday	Activity 3:	Language use • Countable and uncountable nouns • A few / a little • How many / how much	
Friday	Activity 4:	Group Guided Reading • Class: Term 2 Worksheet 4 • Group 5	

Theme Reflection: Families caring for each other

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: Bullying		
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 /o-e/	
Monday	Activity 3: Group Guided Reading - Class: Term 2 Worksheet 5 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Jojo's new school	
Tuesday	Activity 2: Writing Once there was... He/she... Then...	
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 /o-e/	
Wednesday	Activity 3: Group Guided Reading - Class: Term 2 Worksheet 5 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Jojo's new school	
Thursday	Activity 2: Writing He/she... Finally... And then...	
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 Word Find /o-e/	
Friday	Activity 3: Language use Adjectives	
Friday	Activity 4: Group Guided Reading - Class: Term 2 Worksheet 5 - Group 5	

Week 6: Bullying		
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 the sound and word /u-e/	
Monday	Activity 3: Group Guided Reading - Class: Term 2 Worksheet 6 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two Big Book: Jojo's new school	
Tuesday	Activity 2: Writing Editing	
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 /u-e/	
Wednesday	Activity 3: Group Guided Reading	

	• Class: Term 2 Worksheet 6 • Group	
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Thursday	Activity 1:	Shared Reading: Post-Read (Written comprehension) • Big Book: Jojo's new school	
Thursday	Activity 2:	Writing • Publishing & Presenting	
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 • Word fine /u-e/ • World wall	
Friday	Activity 3:	Language use • Comparative adjectives	
Friday	Activity 4:	Group Guided Reading • Class: Term 2 Worksheet 6 • Group 5	

Theme Reflection: Bullying	
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: We are writers		
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 /oi/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 7 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Mandu's secret diary	
Tuesday	Activity 2: Writing A paragraph is... You will need:... 1. First...	
Tuesday	Activity 3: Group Guided Reading - Class: Worksheet 7 - Group 3	
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 /oi/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 7 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Mandu's secret diary	
Thursday	Activity 2: Writing Second... Then... Finally...	

Thursday	Activity 3: Group Guided Reading • Class: Worksheet 7 • Group 4	
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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 /oi/ - Word Wall	
Friday	Activity 3:	Language use 'a' vs 'an'	
Friday	Activity 3:	Group Guided Reading - A Class: Worksheet 7 - Group 5	

Week 8: We are writers		
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 /sc/ and /sk/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 8 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two Big Book: Mandu's secret diary	
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 /wh/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 8 - Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Recount the story) • Big Book: Mandu's secret diary	
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 /wh/ • Word Wall	
Friday	Activity 3:	Language use • Plural words	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 8 • Group 5	

Theme Reflection: We are writers	
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: Things that frighten us		
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 /sc/ and /sk/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 9 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: There's a monster in my cupboard	
Tuesday	Activity 2: Writing I am frightened of... It scares me because... Also, I...	
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 /sc/ and /sk/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 9 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: There's a monster in my cupboard	
Thursday	Activity 2: Writing When I feel scared... I can visualise... I wonder...	
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 /sc/ and /sk/ • Word Wall	
Friday	Activity 3:	Language use • Past progressive tense	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 9 • Group 5	

Week 10: Things that frighten us		
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: There's a monster in my cupboard	
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 (Summarise and illustrate the story) • Big Book: There's a monster in my cupboard	
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 • Present and future tense	
Friday	Activity 4:	Group Guided Reading • Class: Worksheet 10 • Group 5	

Theme Reflection: Things that frighten us	
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		Writing	Comments
Learners' Names		Demonstrates understanding of oral vocabulary	Listens to a non-fiction text and answers comprehension questions orally	Recognises silent /e/ in words	Distinguishes between long and short vowel sounds orally	With support, writes a simple set of instructions (3-4 instructions)	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking		Phonics		Writing	Comments
Learners' Names		Demonstrates understanding of oral vocabulary	Listens to a non-fiction text and answers comprehension questions orally	Recognises silent /e/ in words	Distinguishes between long and short vowel sounds orally	With support, writes a simple set of instructions (3-4 instructions)	
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking		Phonics		Writing	Comments
Learners' Names		Demonstrates understanding of oral vocabulary	Listens to a non-fiction text and answers comprehension questions orally	Recognises silent /e/ in words	Distinguishes between long and short vowel sounds orally	With support, writes a simple set of instructions (3-4 instructions)	
26							
27							
28							
29							
30							
31							
32							
33							
34							
35							
36							
37							
38							
39							
40							

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking		Phonics		Writing	Comments
Learners' Names		Demonstrates understanding of oral vocabulary	Listens to a non-fiction text and answers comprehension questions orally	Recognises silent /e/ in words	Distinguishes between long and short vowel sounds orally	With support, writes a simple set of instructions (3-4 instructions)	
41							
42							
43							
44							
45							
46							
47							
48							
49							
50							
51							
52							
53							
54							
55							

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Reading		Writing
		Gives a simple oral summary of 3-4 sentences of a non-fiction text	Phonics: written Uses consonant blends (ng, nk, ck, ch, cl). Recognises vowel diagraphs (ea, oo, oa)	Sight words: 60-70 words	Comprehension: written Choose a short reading passage of 70-80 words. Ask multiple choice questions, fill in the missing words, sequence events in a story	Language use Punctuation Tenses Plurals Nouns
Date						
Score		5	10	5	10	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
		Gives a simple oral summary of 3-4 sentences of a non-fiction text	Phonics: written Uses consonant blends (ng, nk, ck, ch, cl). Recognises vowel diagraphs (ea, oo, oa)	Sight words: 60-70 words	Comprehension: written Choose a short reading passage of 70-80 words. Ask multiple choice questions, fill in the missing words, sequence events in a story	Language use Punctuation Tenses Plurals Nouns
Date						
Score		5	10	5	10	5
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
		Gives a simple oral summary of 3-4 sentences of a non-fiction text	Phonics: written Uses consonant blends (ng, nk, ck, ch, cl). Recognises vowel diagraphs (ea, oo, oa)	Sight words: 60-70 words	Comprehension: written Choose a short reading passage of 70-80 words. Ask multiple choice questions, fill in the missing words, sequence events in a story	Language use Punctuation Tenses Plurals Nouns
Date						
Score		5	10	5	10	5
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Reading		Writing
		Gives a simple oral summary of 3-4 sentences of a non-fiction text	Phonics: written Uses consonant blends (ng, nk, ck, ch, cl). Recognises vowel digraphs (ea, oo, oa)	Sight words: 60-70 words	Comprehension: written Choose a short reading passage of 70-80 words. Ask multiple choice questions, fill in the missing words, sequence events in a story	Language use Punctuation Tenses Plurals Nouns
Date						
Score		5	10	5	10	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 oral summary in 3-4 sentences of a non-fiction text			
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 give a simple oral summary of a theme / topic / non-fiction text.			
1	2	3	4	5
Does a short talk on a theme / topic / non-fiction text after much practice and support.	Does a short talk to present a summary on a theme / topic / non-fiction text in one sentence.	Does a short talk to present a summary on a theme / topic / non-fiction text in two sentences.	Does a short talk to present a summary on a theme / topic / non-fiction text in three sentences.	Does a short talk to present a summary on a theme / topic / non-fiction text in four sentences.

PHONICS TASK	
OBJECTIVE	Uses consonant blends (ng, nk, ck, ch, cl). Recognises vowel diagraphs (ea, oo, oa).
IMPLEMENTATION	Week 7 or 8 during a phonics lesson.
ACTIVITY	1. Settle the class with their exercise books. 2. Tell them to prepare for a spelling test by numbering 1-5 in the margin, and 6-10 down the centre of the page. 3. Call out the following ten words, one at a time. 4. Learners must write the words down next to the corresponding number. 5. Learners must work in silence and as individuals. 6. Collect learners' books and allocate a mark from 0 – 10, by scoring 1 mark for every word that is correctly spelled. Spelling words: (award 1 mark each) 1. <i>sing</i> 2. <i>wink</i> 3. <i>kick</i> 4. <i>chip</i> 5. <i>clap</i> 6. <i>team</i> 7. <i>moon</i> 8. <i>boat</i> 9. <i>lunch</i> 10. <i>book</i>

READING RUBRIC				
OBJECTIVE	Word recognition: 60-70 sight 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. Select an appropriate text with 70 words or more from a graded reader or the DBE Workbook. 4. Ask learners to read aloud from the text.			
1	2	3	4	5
Reads up to 39 familiar sight words with teacher.	Recognises and reads 40 – 49 sight words correctly.	Recognises and reads 50 - 59 sight words correctly.	Recognises and reads 60 - 69 sight words correctly.	Recognises and reads 70 or more sight words correctly.

COMPREHENSION TASK	
OBJECTIVE	Choose a short reading passage of 70-80 words. Ask multiple choice questions, fill in the missing words, sequence events in a story
IMPLEMENTATION	During Friday shared reading in week 8 – post read activity.
ACTIVITY	• Settle learners with their pens or pencils. • Hand out a copy of the post-read activity below to each learner. • Tell the learners to write their names on the paper. • Read through the questions ONLY and explain that learners must read the story to find the answers. • Tell learners to write the answers in the correct spaces. • Give learners 15 minutes to complete the activity. • Collect the papers and award a mark from 1 – 10 to each learner.

Name: _____

Read the story then answer the questions

Mandu's Secret Diary

Mandu has a secret diary. Mandu wrote in her diary every day. She hid her diary under her bed. One day Mandu and her friend Anna came home. The diary was dirty. Did Thabo read the diary with his dirty fingers? But Thabo could not read. The diary had a long blonde hair on it. Did Anna read the diary with her blonde hair? No! Mandu and Anna hid to see who it was. It was the dog! The dog Zola was playing with the diary in the garden!

1. Where did Mandu hide her diary? (1)

- a. At school
- b. Under her bed
- c. In the garden

2. Who took Mandu's diary? (1)

- a. Zola
- b. Thabo
- c. Anna

3. What was on the diary? (1)

- a. Blonde hair
- b. Dirt
- c. Blonde hair and dirt

4. Fill in the missing words: (4)

Every day, _____ wrote in her _____.

One day, the diary was _____. It had a _____ hair on it.

5. What happened first, second and third? (3)

Write a number 1, 2 or 3 next to the sentences to show when they happened.

Mandu found a blonde hair on the diary. _____

Mandu and Anna came home. _____

Mandu put the diary under the bed. _____

WRITING RUBRIC				
OBJECTIVE	Check the learner's proficiency in using written language correctly; Punctuation; Tenses; Plurals nouns			
IMPLEMENTATION	Week 8 during writing lessons.			
ACTIVITY	1. Teach the writing lesson as usual. 2. At the end of the week collect learners' books for assessment. 3. Look through the learners' written exercises to evaluate their use of language in context when writing.			
1	2	3	4	5
The learner does not use punctuation where required, and capital letters and full stops are often missing.	The learner uses punctuation inconsistently, and often forgets to add capital letters and full stops.	The learner usually uses capital letters and full stops correctly, but does not use other forms of punctuation.	The learner uses capital letters and full stops correctly. The learner uses some commas, exclamation marks and question marks, with some mistakes.	The learner uses capital letters, full stops, commas, exclamation marks and question marks correctly.
The learner writes in present tense only, and syntax is not always correct.	The learner attempts to write in present and past tense as required, but with some syntactical errors.	The learner attempts to write in present, past and future tense as required, but with some syntactical errors.	The learner writes in present, past and future tense as required, with few syntactical errors.	The learner writes in present, past and future tense as required, with hardly any syntactical errors.
The learner has little understanding of plural nouns, and usually writes only the form provided.	The learner attempts to write the plural form of the noun, but makes frequent mistakes.	The learner mostly uses the correct plural form of the noun but with some spelling mistakes.	The learner uses the correct plural form of the noun, with occasional spelling mistakes.	The learner knows the plural form of nouns and spells them correctly.

