

Grade 3

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 3

Management Document

ENGLISH

First Additional Language

PSRIP

Grade **3**

Management Document

Term 3

Edition 5, 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Contents

Term 3 Tracker	3
Week 1: Compassion.....	3
Week 2: Compassion.....	4
Theme Reflection: Compassion	5
Week 3: Honesty	6
Week 4: Honesty	7
Theme Reflection: Honesty.....	8
Week 5: Solving problems	9
Week 6: Solving problems	10
Theme Reflection: Solving problems	11
Week 7: Learning new things.....	12
Week 8: Learning new things.....	13
Theme Reflection: Learning new things	14
Week 9: Identities	15
Week 10: Identities	16
Theme Reflection: Identities	17
Term 3 Programme of Assessment.....	18
Term 3 Assessment of Learning Tasks and Rubrics	26

Term 3 Tracker

Week 1: Compassion		
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 /-nch/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 1 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Khumo makes a new friend	
Tuesday	Activity 2: Writing - I showed compassion to.... - I saw that he/she felt.... - So I....	
Tuesday	Activity 3: Group Guided Reading - Class: 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 /-nch/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 1 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Khumo makes a new friend	
Thursday	Activity 2: Writing - I showed compassion because.... - I felt.... - He/she felt.... - Compassion is important because....	

Thursday	Activity 3: Group Guided Reading	
	• Class: 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 /-nch/	
Friday	Activity 3: Language Use	
	• Countable and uncountable nouns	
Friday	Activity 4: Group Guided Reading	
	• Class: Worksheet 1 • Group 5	

Week 2: Compassion		
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 /ow/	
Monday	Activity 3: Group Guided Reading	
	• Class: Worksheet 2 • Group 1	
Tuesday	Activity 1: Shared Reading: Read Two	
	• Big Book: Khumo makes a new friend	
Tuesday	Activity 2: Writing	
	• Editing	
Tuesday	Activity 3: Group Guided Reading	
	• Class: 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 /ow/	
Wednesday	Activity 3: Group Guided Reading	

		• Class: Worksheet 2 • Group 3	
Thursday	Activity 1:	Shared Reading: Post-Read (Written comprehension) • Big Book: Khumo makes a new friend	
Thursday	Activity 2:	Writing • Publishing & Sharing	
Thursday	Activity 3:	Group Guided Reading • Class: 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 /ow/	
Friday	Activity 3:	Language Use • Countable and uncountable nouns • Units of measurement	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 4 • Group 5	

Theme Reflection: Compassion

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: Honesty

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 /ow/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 3 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: The blue bracelet	
Tuesday	Activity 2: Writing - I once lied to.... - I lied about.... - I said.... even though....	
Tuesday	Activity 3: Group Guided Reading - Class: 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 /ow/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 3 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: The blue bracelet	
Thursday	Activity 2: Writing - I lied because.... - I felt.... - In the end....	
Thursday	Activity 3: Group Guided Reading - Class: 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 /ow/	
Friday	Activity 3: Language Use Adverbs (how)	
Friday	Activity 3: Group Guided Reading - Class: Worksheet 3 - Group 5	

Week 4: Honesty		
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 /-tch/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 4 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two Big Book: The blue bracelet	
Tuesday	Activity 2: Writing Editing	
Tuesday	Activity 3: Group Guided Reading - Class: 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 /-tch/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 4 - Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Summarise and visualise) • Big Book: The blue bracelet	
Thursday	Activity 2:	Writing Publishing and sharing	
Thursday	Activity 3:	Group Guided Reading • Class: 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 /-tch/	
Friday	Activity 3:	Language Use • Adverbs (When)	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 4 • Group 5	

Theme Reflection: Honesty	
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: Solving problems

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 /ew/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 5 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: William's brilliant windmill	
Tuesday	Activity 2: Writing - The problem was that.... - I wanted to solve this because.... - I decided....	
Tuesday	Activity 3: Group Guided Reading - Class: 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 /ew/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 5 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: William's brilliant windmill	
Thursday	Activity 2: Writing - First.... - Then.... - In the end....	
Thursday	Activity 3: Group Guided Reading - Class: 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 /ew/	
Friday	Activity 3: Language Use	
	Using joining words	
Friday	Activity 4: Group Guided Reading	
	- Class: Worksheet 5 - Group 5	

Week 6: Solving problems		
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 /ir/	
Monday	Activity 3: Group Guided Reading	
	- Class: Worksheet 6 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two	
	Big Book: William's brilliant windmill	
Tuesday	Activity 2: Writing	
	Editing	
Tuesday	Activity 3: Group Guided Reading	
	- Class: 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 /ir/	
Wednesday	Activity 3: Group Guided Reading	
	- Class: Worksheet 6 - Group	

Thursday	Activity 1:	Shared Reading: Post-Read (Written comprehension) • Big Book: William's brilliant windmill	
Thursday	Activity 2:	Writing • Publishing and sharing	
Thursday	Activity 3:	Group Guided Reading • Class: 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 /ir/	
Friday	Activity 3:	Language Use • Present and future tense	
Friday	Activity 4:	Group Guided Reading • Class: Worksheet 6 • Group 5	

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?	
SMT Comment	
SMT name and signature	Date

Week 7: Learning new things

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 and informal assessment	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 7 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Zandile uses the internet	
Tuesday	Activity 2: Writing - Questions I want to search on the internet: 1. 2. 3.	
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 Informal assessment	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 7 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Zandile uses the internet	
Thursday	Activity 2: Writing - Pictures I want to find on the internet: 1. 2. 3.	
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	
	Informal assessment	
Friday	Activity 3: Language Use	
	Is and are	
Friday	Activity 4: Group Guided Reading	
	- Class: Worksheet 7 - Group 5	

Week 8: Learning new things		
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 /str-/	
Monday	Activity 3: Group Guided Reading	
	- Class: Worksheet 8 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two	
	Big Book: Zandile uses the internet	
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 /str-/	
Wednesday	Activity 3: Group Guided Reading	
	- Class: Worksheet 8 - Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Recount the story) • Big Book: Zandile uses the internet	
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 /str/	
Friday	Activity 3:	Language Use • Descriptive adjectives	
Friday	Activity 4:	Group Guided Reading • Class: Worksheet 8 • Group 5	

Theme Reflection: Learning new things	
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: Identities

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 /ur-/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 9 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Trevor Noah, the chameleon	
Tuesday	Activity 2: Writing - Dear _____, - Hi! We have been learning about... - Something important about my identity... - 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 /ur-/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 9 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Trevor Noah, the chameleon	
Thursday	Activity 2: Writing 2 questions (Who, what, when, why, how?) - I hope... - Love, _____	
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 /ur-/	
Friday	Activity 3: Language Use	
	Common and proper nouns	
Friday	Activity 4: Group Guided Reading	
	- Class: Worksheet 9 - Group 5	

Week 10: Identities		
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 /scr-/	
Monday	Activity 3: Group Guided Reading	
	- Class: Worksheet 10 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two	
	Big Book: Trevor Noah, the chameleon	
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	
	Segmenting and blending /scr-/	
Wednesday	Activity 3: Group Guided Reading	
	- Class: Worksheet 10 - Group 3	

Thursday	Activity 1: Shared Reading	
	Big Book: Trevor Noah, the chameleon	
Thursday	Activity 2: Writing	
	Publishing and sharing	
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	
	Word Find /scr-/	
Friday	Activity 3: Language Use	
	Articles	
Friday	Activity 4: Group Guided Reading	
	- Class: Worksheet 10 - Group 5	

Theme Reflection: Identities		
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 3 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 vowel diagraphs ai, ay, oi, oy, ou	Recognises consonant blends/diagraphs str, scr, tch, nch, l, ss, ff, ow	Writes sentences in the past tense with some accuracy.	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

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 vowel diagraphs ai, ay, oi, oy, ou	Recognises consonant blends/diagraphs str, scr, tch, nch, l, ss, ff, ow	Writes sentences in the past tense with some accuracy.	
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							

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 vowel diagraphs ai, ay, oi, oy, ou	Recognises consonant blends/diagraphs str, scr, tch, nch, l, ss, ff, ow	Writes sentences in the past tense with some accuracy.	
28.							
29.							
30.							
31.							
32.							
33.							
34.							
35.							
36.							
37.							
38.							
39.							
40.							
41.							
42.							

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 vowel diagraphs ai, ay, oi, oy, ou	Recognises consonant blends/diagraphs str, scr, tch, nch, l, ss, ff, ow	Writes sentences in the past tense with some accuracy.	
43.							
44.							
45.							
46.							
47.							
48.							
49.							
50.							
51.							
52.							
53.							
54.							
55.							
56.							

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Reading		Writing
		Gives a short oral recount of a personal experience/event	Spelling test: word list of 15 words and 1-2 sentences dictation	Sight words: Assess each learner individually on 60 – 70 sight words	Oral reading: choose a text which has at least 60 – 70 words and ask questions about the text	Writes a personal recount of 5-6 sentences using capital letters and full stops.
Date						
Score		5	15	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
		Gives a short oral recount of a personal experience/event	Spelling test: word list of 15 words and 1-2 sentences dictation	Sight words: Assess each learner individually on 60 – 70 sight words	Oral reading: choose a text which has at least 60 – 70 words and ask questions about the text	Writes a personal recount of 5-6 sentences using capital letters and full stops.
Date						
Score		5	15	5	5	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 short oral recount of a personal experience/event	Spelling test: word list of 15 words and 1-2 sentences dictation	Sight words: Assess each learner individually on 60 – 70 sight words	Oral reading: choose a text which has at least 60 – 70 words and ask questions about the text	Writes a personal recount of 5-6 sentences using capital letters and full stops.
Date						
Score		5	15	5	5	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 short oral recount of a personal experience/event	Spelling test: word list of 15 words and 1-2 sentences dictation	Sight words: Assess each learner individually on 60 – 70 sight words	Oral reading: choose a text which has at least 60 – 70 words and ask questions about the text	Writes a personal recount of 5-6 sentences using capital letters and full stops.
Date						
Score		5	15	5	5	5
46.						
47.						
48.						
49.						
50.						
51.						
52.						
53.						
54.						
55.						
56.						
57.						
58.						
59.						
60.						

Term 3 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	Gives a short oral recount of a personal experience/event in 4 – 5 sentences.			
IMPLEMENTATION	Week 5 or 6 during group guided reading.			
ACTIVITY	- Settle the class to complete an independent reading activity. - Then, call individual learners from a reading group to your desk. - Ask learners to give a short oral recount of a personal experience/event.			
1	2	3	4	5
Does a short talk on a topic after much practice and support.	Using a frame, does a short oral recount on a topic in one sentence.	Using a frame, does a short oral recount on a topic in two or three sentences.	Does a short oral recount of 4 sentences on a personal experience/event.	Confidently does a short oral recount of 5 sentences on a personal experience/event.

READING RUBRIC				
OBJECTIVE	Word recognition: 70 - 80 sight words.			
IMPLEMENTATION	Week 7 or 8 during group guided reading.			
ACTIVITY	- Settle the class to complete an independent reading activity. - Then, call individual learners from a reading group to your desk. - Select an appropriate text with 70 words or more from a graded reader or the DBE Workbook. - Ask learners to read aloud from the text.			
1	2	3	4	5
Reads between 20 - 25 familiar sight words with teacher.	Recognises and reads 50 - 59 sight words correctly.	Recognises and reads 60 - 69 sight words correctly.	Recognises and reads 70 - 79 sight words correctly.	Recognises and reads 80 or more sight words correctly.

WRITING RUBRIC				
OBJECTIVE	Writes a personal recount of 5-6 sentences using capital letters and full stops.			
IMPLEMENTATION	Week 2 or 4 during writing lessons.			
ACTIVITY	1. Teach the writing lesson as usual (recount). 2. At the end of the week collect learners' books for assessment.			
1	2	3	4	5
Able to copy a sentence with support but there are 1-2 missing words.	Able to write one sentence on a familiar topic using a frame with some errors.	Able to write two-three sentences on a familiar topic using a frame.	Able to write five relevant sentences on a familiar topic using correct grammar, spelling, and punctuation.	Able to write six or more relevant sentences on a familiar topic using correct grammar, spelling, and punctuation.

