

Grade 3

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 4

Management Document

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PSRIP

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Contents

Term 4 Tracker	3
Week 1: The importance of education	3
Week 2: The importance of education	4
Theme Reflection: The importance of education	5
Week 3: Feeling calm	6
Week 4: Feeling calm	7
Theme Reflection: Feeling calm	8
Week 5: Sadness	9
Week 6: Sadness	10
Theme Reflection: Sadness	11
Week 7: History	12
Week 8: History	13
Theme Reflection: History	14
Term 4 Programme of Assessment	15
Term 4 Assessment of Learning Tasks and Rubrics	24

Term 4 Tracker

Week 1: The importance of education		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics Introduce sound and words /au/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 1 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: A life without limits	
Tuesday	Activity 2: Writing - Dear _____, - Hi! We have been learning about... - Education is important because... - I think...	
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 - Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics Segmenting and blending /au/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 1 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: A life without limits	
Thursday	Activity 2: Writing 2 questions (Who, what, when, why, how?) - I want to know... - Love, _____	
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 - Practise Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics	
	Word Find /au/	
Friday	Activity 3: Language Use	
	Using joining words	
Friday	Activity 4: Group Guided Reading	
	- Class: Worksheet 1 - Group 5	

Week 2: The importance of education		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics	
	Introduce sound and words /igh/	
Monday	Activity 3: Group Guided Reading	
	- Class: Worksheet 2 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two	
	Big Book: A life without limits	
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 - Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	Segmenting and blending /igh/	
Wednesday	Activity 3: Group Guided Reading	
	- Class: Worksheet 2 - Group 3	

Thursday	Activity 1: Shared Reading: Post Read (Summarise)	
	• Big Book: A life without limits	
Thursday	Activity 2: Writing	
	• Publishing & Sharing	
Thursday	Activity 3: Group Guided Reading	
	• Class: Worksheet 2 • Group 4	
Friday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics	
	• Word Find /igh/	
Friday	Activity 3: Language Use	
	• Articles	
Friday	Activity 4: Group Guided Reading	
	• Class: Worksheet 2 • Group 5	

Theme Reflection: The importance of education

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: Feeling calm		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics Introduce sound and words /aw/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 3 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Zandile learns to meditate	
Tuesday	Activity 2: Writing - I want to learn how to... - I want to learn this because... - And...	
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 - Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics Segmenting and blending /aw/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 3 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Zandile learns to meditate	
Thursday	Activity 2: Writing - I think I could learn by... - Or maybe... - I think I will need... - I feel...about learning something new!	
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 - Practise Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics	
	Word Find /aw/	
Friday	Activity 3: Language Use	
	You and you're	
Friday	Activity 4: Group Guided Reading	
	- Class: Worksheet 3 - Group 5	

Week 4: Feeling calm		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics	
	Introduce sound and words /spr-/	
Monday	Activity 3: Group Guided Reading	
	- Class: Worksheet 4 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two	
	Big Book: Zandile learns to meditate	
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 - Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	Segmenting and blending /spr-/	
Wednesday	Activity 3: Group Guided Reading	
	- Class: Worksheet 4 - Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Summarise and visualise) • Big Book: Zandile learns to meditate	
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 • Practise Sight Words	
Friday	Activity 2:	Phonemic Awareness and Phonics • Word Find /spr-/	
Friday	Activity 3:	Language Use • Comparative adjectives	
Friday	Activity 4:	Group Guided Reading • Class: Worksheet 4 • Group 5	

Theme Reflection: Feeling calm	
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: Sadness		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics Introduce sound and words /kn/ and /wr/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 5 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Bantu feels sad	
Tuesday	Activity 2: Writing - When I felt sad...helped me feel better. - I felt sad because...(2-3 sentences)	
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 - Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics Segmenting and blending /kn/ and /wr/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 5 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Bantu feels sad	
Thursday	Activity 2: Writing - I felt a little bit better because... - He / she... - I felt...	
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 - Practise Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics	
	Word Find /kn/ and /wr/	
Friday	Activity 3: Language Use	
	Contractions	
Friday	Activity 4: Group Guided Reading	
	- Class: Worksheet 5 - Group 5	

Week 6: Sadness		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics	
	Introduce the sound and word /oy/	
Monday	Activity 3: Group Guided Reading	
	- Class: Worksheet 6 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two	
	Big Book: Bantu feels sad	
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 - Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	Segmenting and blending /oy/	
Wednesday	Activity 3: Group Guided Reading	
	- Class: Worksheet 6 - Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Written comprehension) • Big Book: Bantu feels sad	
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 • Practise Sight Words	
Friday	Activity 2:	Phonemic Awareness and Phonics • Word find /oy/	
Friday	Activity 3:	Language Use • Contractions	
Friday	Activity 4:	Group Guided Reading • Class: Worksheet 6 • Group 5	

Theme Reflection: Sadness		
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: History		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics Revision and assessment	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 7 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: Shamiso's big trip	
Tuesday	Activity 2: Writing Things I have learned about history:	
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 - Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics Informal or formal assessment	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 7 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: Shamiso's big trip	
Thursday	Activity 2: Writing Things I have learned about history:	
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 - Practise Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics	
	Revision or assessment	
Friday	Activity 3: Language Use	
	Personal pronouns	
Friday	Activity 4: Group Guided Reading	
	- A Class: Worksheet 7 - Group 5	

Week 8: History		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics	
	Introduce sound and words /ead/	
Monday	Activity 3: Group Guided Reading	
	- Class: Worksheet 8 - Group 1	
Tuesday	Activity 1: Shared Reading: Read Two	
	Big Book: Shamiso's big trip	
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 - Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	Segmenting and blending /ead/	
Wednesday	Activity 3: Group Guided Reading	
	- Class: Worksheet 8 - Group 3	

Thursday	Activity 1: Shared Reading: Post-Read (Recount the story)	
	Big Book: Shamiso's big trip	
Thursday	Activity 2: Writing	
	Publishing and sharing	
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 - Practise Sight Words	
Friday	Activity 2: Phonemic Awareness and Phonics	
	Word Find /ead/	
Friday	Activity 3: Language Use	
	Contractions with 'not'	
Friday	Activity 4: Group Guided Reading	
	- Class: Worksheet 8 - Group 5	

Theme Reflection: History	
1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Term 4 Programme of Assessment

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

ASSESSMENT OF LEARNING: CHECKLIST								
Mark with ✓ or ✕		Listening & Speaking	Phonics	Reading		Writing	Language use	Comments
Learners' Names		Oral presentation: short talk about the picture or photograph / Theme poster in 4 – 5 sentences	Recognises vowel diagraphs: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed	Written comprehension: multiple choice questions & fill in the missing words. Sequence events in a story & recall literal questions	Sight words: Assess each learner individually on 70-80 sight words	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, plurals, nouns	
1.								
2.								
3.								
4.								
5.								
6.								
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8.								
9.								
10.								
11.								
12.								

ASSESSMENT OF LEARNING: CHECKLIST								
Mark with ✓ or ✕		Listening & Speaking	Phonics	Reading		Writing	Language use	Comments
Learners' Names		Oral presentation: short talk about the picture or photograph / Theme poster in 4 – 5 sentences	Recognises vowel diagraphs: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed	Written comprehension: multiple choice questions & fill in the missing words. Sequence events in a story & recall literal questions	Sight words: Assess each learner individually on 70-80 sight words	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, plurals, nouns	
13.								
14.								
15.								
16.								
17.								
18.								
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20.								
21.								
22.								
23.								
24.								
25.								
26.								

ASSESSMENT OF LEARNING: CHECKLIST								
Mark with ✓ or ✕		Listening & Speaking	Phonics	Reading		Writing	Language use	Comments
Learners' Names		Oral presentation: short talk about the picture or photograph / Theme poster in 4 – 5 sentences	Recognises vowel diagraphs: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed	Written comprehension: multiple choice questions & fill in the missing words. Sequence events in a story & recall literal questions	Sight words: Assess each learner individually on 70-80 sight words	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, plurals, nouns	
27.								
28.								
29.								
30.								
31.								
32.								
33.								
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36.								
37.								
38.								
39.								
40.								

ASSESSMENT OF LEARNING: CHECKLIST								
Mark with ✓ or ✕		Listening & Speaking	Phonics	Reading		Writing	Language use	Comments
Learners' Names		Oral presentation: short talk about the picture or photograph / Theme poster in 4 – 5 sentences	Recognises vowel diagraphs: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed	Written comprehension: multiple choice questions & fill in the missing words. Sequence events in a story & recall literal questions	Sight words: Assess each learner individually on 70-80 sight words	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, plurals, nouns	
41.								
42.								
43.								
44.								
45.								
46.								
47.								
48.								
49.								
50.								
51.								
52.								

ASSESSMENT OF LEARNING: SCORESHEET							
Names of Learners		Listening & Speaking	Phonics	Reading		Writing	Language Use
		Gives a simple recount in 4-5 sentences on personal news	Written activity: Write word with vowel diagraphs and suffixes	Choose short reading passage of 70 - 80 words	Written comprehension	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	Punctuation, tenses, plurals, nouns
Date							
Score		5	10	5	10	5	5
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							

ASSESSMENT OF LEARNING: SCORESHEET							
Names of Learners		Listening & Speaking	Phonics	Reading		Writing	Language Use
		Gives a simple recount in 4-5 sentences on personal news	Written activity: Write word with vowel diagraphs and suffixes	Choose short reading passage of 70 - 80 words	Written comprehension	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	Punctuation, tenses, plurals, nouns
Date							
Score		5	10	5	10	5	5
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							

ASSESSMENT OF LEARNING: SCORESHEET							
Names of Learners		Listening & Speaking	Phonics	Reading		Writing	Language Use
		Gives a simple recount in 4-5 sentences on personal news	Written activity: Write word with vowel diagraphs and suffixes	Choose short reading passage of 70 - 80 words	Written comprehension	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	Punctuation, tenses, plurals, nouns
Date							
Score		5	10	5	10	5	5
29.							
30.							
31.							
32.							
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36.							
37.							
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42.							

ASSESSMENT OF LEARNING: SCORESHEET							
Names of Learners		Listening & Speaking	Phonics	Reading		Writing	Language Use
		Gives a simple recount in 4-5 sentences on personal news	Written activity: Write word with vowel diagraphs and suffixes	Choose short reading passage of 70 - 80 words	Written comprehension	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	Punctuation, tenses, plurals, nouns
Date							
Score		5	10	5	10	5	5
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	Language Use
		Gives a simple recount in 4-5 sentences on personal news	Written activity: Write word with vowel diagraphs and suffixes	Choose short reading passage of 70 - 80 words	Written comprehension	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	Punctuation, tenses, plurals, nouns
Date							
Score		5	10	5	10	5	5
57.							
58.							
59.							
60.							

Term 4 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	Using a frame, gives a simple recount of at least 3 to 4 sentences on personal news.			
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 some personal news.			
1	2	3	4	5
Using a frame, gives a simple recount of 1 sentence, with support.	Is able to give a simple recount in 2 sentences but not in FAL.	Is able to give a simple recount in 3 sentences in FAL.	Is able to give a simple recount in 4 sentences fluently in FAL.	Is able to give a simple recount in more than 4 sentences fluently using correct vocabulary in FAL.

PHONICS RUBRIC				
OBJECTIVE	Recognises vowel diagraphs: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed			
IMPLEMENTATION	Week 7 phonics lesson.			
ACTIVITY	1. Draw a Word Find table on the chalkboard, that includes vowel diagraphs and suffixes that have been taught. 2. Ask learners to work independently to build and write down as many words from the table as possible. 3. Give learners 10 minutes to complete the activity. 4. Collect learners' books to assess the activity.			
1	2	3	4	5
Able to build 1 to 2 words using vowel diagraphs and suffixes with prompting and help from the teacher.	Able to build 1 to 2 words using vowel diagraphs and suffixes.	Able to build 3 to 4 words using vowel diagraphs and suffixes.	Able to build 4 to 5 words using vowel diagraphs and suffixes.	Able to confidently build 4 to 5 words using vowel diagraphs and suffixes.

READING RUBRIC				
OBJECTIVE	Word recognition: 70-80 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 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 70 or more sight words correctly.

WRITING RUBRIC				
OBJECTIVE	Write at least 4 – 6 sentences on a familiar topic/picture using capital letters and full stops.			
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.			
1	2	3	4	5
With support, able to copy 1-2 sentences, but there are missing words.	Writes 2 short simple sentences, using a frame, with some errors.	Writes 2 – 4 short simple sentences with capital letters and full stops.	Writes 4 - 5 relevant sentences using correct punctuation, grammar, and spelling.	Writes 6 relevant sentences using correct punctuation, grammar, and spelling.



Other titles in this series



ENGLISH
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Term 1 Management Document



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Term 2 Management Document