

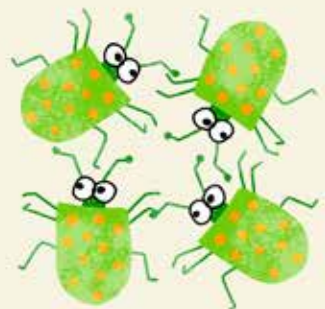
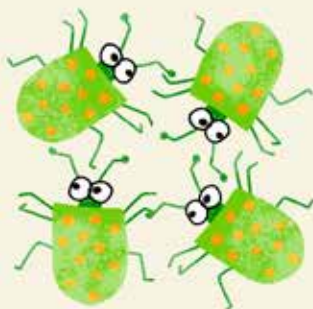
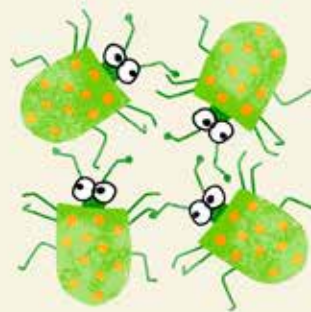
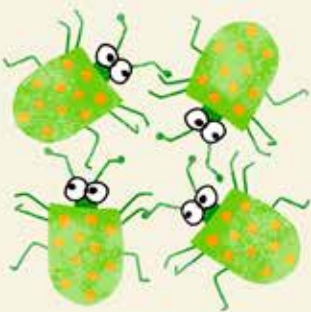
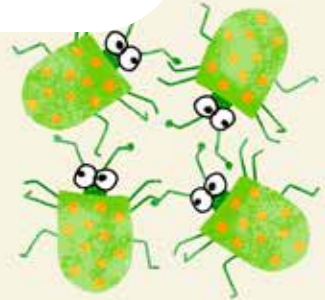
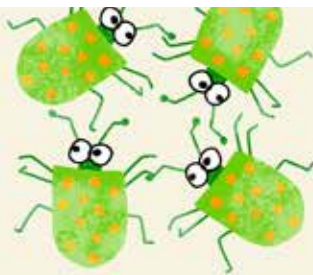
Assessment Booklet

GRADE
1

ENGLISH

HOME LANGUAGE

TERMS 1 & 2





Assessment Booklet

GRADE 1 | TERM 1 & 2

ENGLISH

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Oral Reading Fluency Testing: Overview

DBE Early Grade Reading Fluency Benchmarks

The DBE benchmarks clearly state the expected outcomes for the end of each academic year:

Language	By the end of Grade 1 all learners should be able to read at least:	By the end of Grade 2 all learners should be able to read at least:	By the end of Grade 3 all learners should be able to read at least:
isiNdebele HL	40 clspm	20 cwpm	35 cwpm
isiXhosa HL	40 clspm	20 cwpm	35 cwpm
isiZulu HL	40 clspm	20 cwpm	35 cwpm
Siswati HL	40 clspm	20 cwpm	35 cwpm
Sepedi HL	40 clspm	40 cwpm	60 cwpm
Sesotho HL	40 clspm	40 cwpm	60 cwpm
Setswana HL	40 clspm	40 cwpm	60 cwpm
Tshivenda HL	40 clspm	35 cwpm	55 cwpm
Xitsonga HL	40 clspm	30 cwpm	40 cwpm
Afrikaans HL	40 clspm	50 cwpm	80 cwpm
English HL	40 clspm	50 cwpm	70 cwpm
English FAL	n/a	30 cwpm	50 cwpm

clspm = correct letter sounds per minute / cwpm = correct words per minute

GRADE 1 | ORAL READING FLUENCY

The NHLRP supports the DBE goal to empower teachers to provide targeted support for learners in terms of reading. This support includes the following oral reading fluency tests for Grade 1:

Grade / Term	60 second letter sound knowledge	60 second word reading	60 / 180 second passage reading	oral comprehension questions
Grade 1 Term 1	1.1.A (15 sounds)	1.1.B (15 words)	n/a	n/a
Grade 1 Term 2	1.2.A (30 sounds)	1.2.B (30 words)	n/a	n/a
Grade 1 Term 3	1.3.A (45 sounds)	1.3.B (45 words)	1.3.C	1.3.D (4 questions)
Grade 1 Term 4	1.4.A (60 sounds)	1.4.B (60 words)	1.4.C	1.3.D (4 questions)

Preparing the Oral Reading Fluency Tests

1. Every term, you will receive two copies of each ORF test.
 - Teacher's copy – this includes the number of sounds or words per line.
 - Learner's copy – written in an appropriate font and font size.
2. Prepare for testing by laminating both copies of the test.
 - This allows you to write on the teacher's copy, then wipe it clean and re-use it.
 - It also protects the learner's copy, so that the same test can be used repeatedly.
3. Please note: Single-sided copies of the ORF tests are provided as part of the Flashcards pack.



NHLRP ORF Tests Understanding the naming protocol

1.1.A – indicates the **grade**

1.1.A – indicates the **term**

1.1.A – indicates the **test type**: sound reading

Administering the Oral Reading Fluency Tests

1. Settle the class with a written activity.
2. Call one learner at a time to read.
3. Give the learner the learner's copy of the text.
4. Set a timer for the specified time.
5. Tell the learner to read the text aloud until you say stop.
6. Tell the learner to skip sounds / words they cannot quickly read.
7. Start the timer and listen to the learner read.
8. On the teacher's laminated copy of the text, use a non-permanent marker to 'dot' each:
 - sound or word that the learner reads incorrectly
 - sound or word that the learner skips
 - sound or word that the learner takes longer than 5 seconds to read
9. After the specified time, tell the learner to stop, and make a note of the last sound or word that the learner read.
10. Test C, the passage reading tests, are designed for:
 - 60 second passage reading, and
 - 180 second passage reading
11. Use these tests as follows:
 - Administer Test C as usual for the first 60 seconds.
 - During the first 60 seconds, listen to the learner read aloud and make a dot on your copy of the test for every error made.
 - After 60 second, make a note of the last word the learner reads in 60 seconds.
 - Use this data as the result for Test C.
12. Then, allow the learner to continue reading the Test C passage for another 120 seconds, or until they have read the whole passage.
13. Next, use Test D to test the learner's oral comprehension.
 - Ask the learner each question and allow them to answer.
 - If they do not answer within 5-10 seconds, move to the next question.
 - If the learner did not finish reading the passage, only ask the questions that they may be able to answer.

Assessment of Oral Reading Fluency

Administering the tests

- 1 To administer the ORF:
 - Listen to a learner reading the text for the specified time.
 - Make a dot on your copy of the text every time the learner:
 - a Reads a sound or word incorrectly
 - b Skips a sound or word
 - c Takes longer than 5 seconds to read a sound or word
 - Stop the learner when the specified time is up.

When I say start, please read this text. If you cannot read a word, skip over it. When my cell phone beeps, stop reading.

Start.

My home I love my home.
I love with my mom,
dad and my brother. My
granny also lives with us.
We live in a ... white house.

She read the word 'love' instead of 'live'.

She could not read 'nice'.

Thank you, time is up.

5

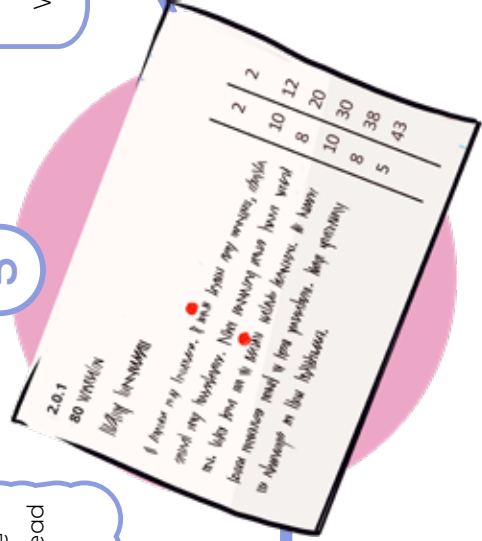
6

7

4

3

2

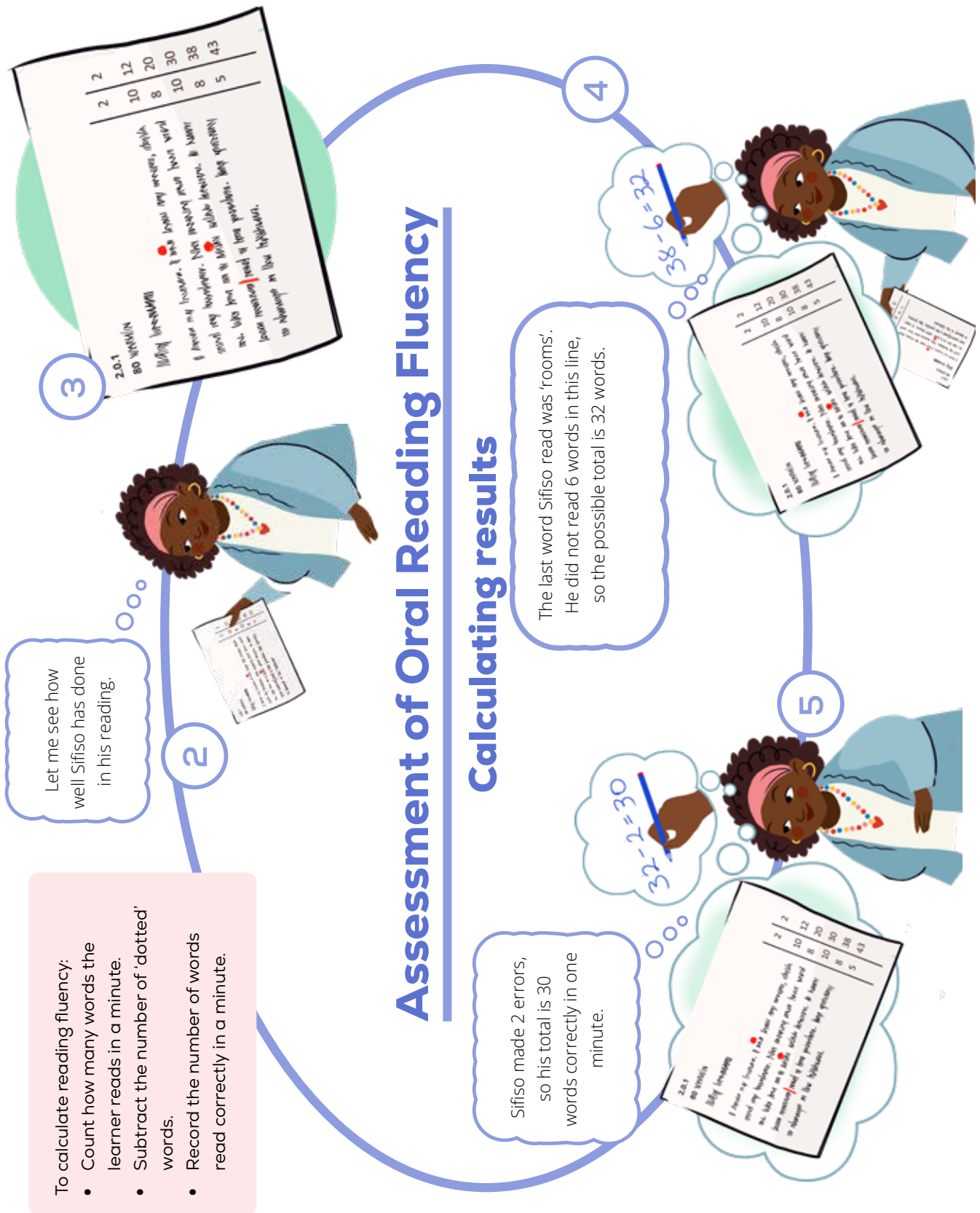


Calculating Reading Fluency

1. Work out the possible total for the learner.
 - See where the learner finished reading – take note of the accumulated total for that line
 - Subtract any sounds or words that the learner did not read in the last line
 - This is the possible total
2. Next, subtract the number of 'dotted' words from the possible total (words read incorrectly, skipped or taken too long to read). This gives you the learner's total.
3. Record the learner's total for the term.

The ORF benchmarks and tests are really useful. They give me a clear understanding of exactly what my learners need to achieve this year!





1

To calculate reading fluency:

- Count how many words the learner reads in a minute.
- Subtract the number of 'dotted' words.
- Record the number of words read correctly in a minute.

2

Let me see how well Sifiso has done in his reading.

3

4

The last word Sifiso read was 'rooms'. He did not read 6 words in this line, so the possible total is 32 words.

5

$$32 - 2 = 30$$

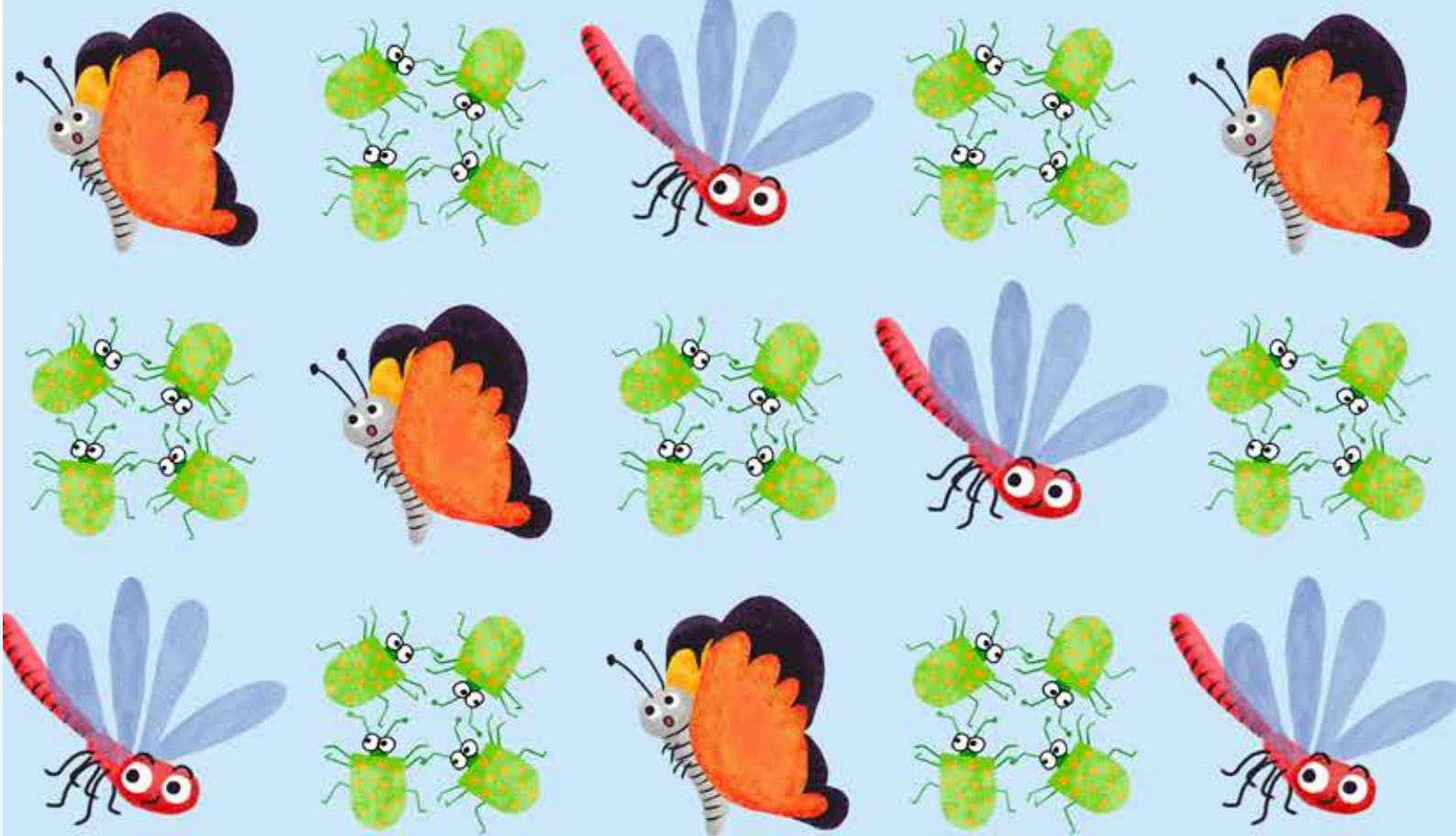
Sifiso made 2 errors, so his total is 30 words correctly in one minute.

Recording ORF Results

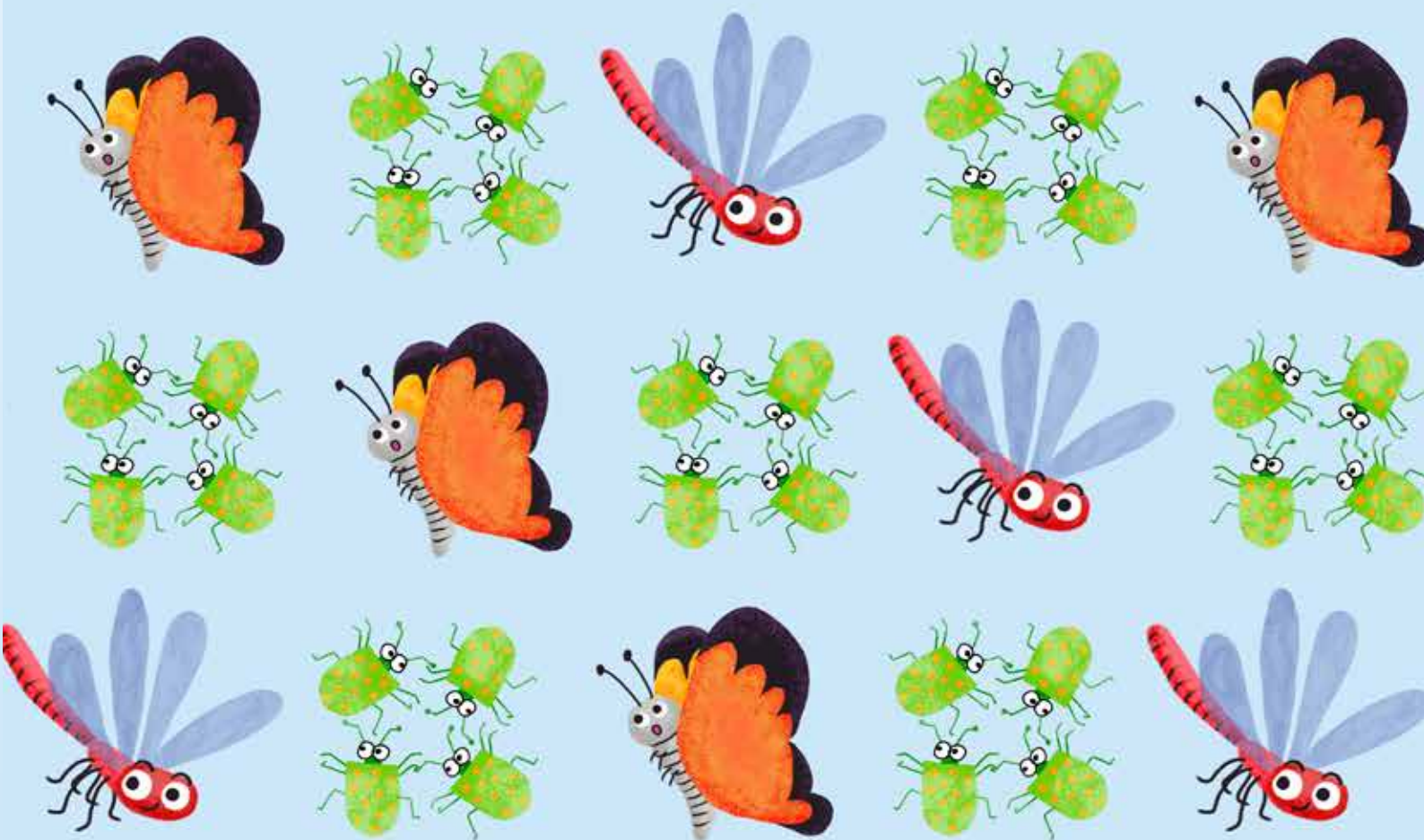
1. The programme includes *ORF Record Sheets*.
2. Digital copies of the NHLRP ORF Record Sheets are available on the NECT website.
3. Use these record sheets to record all ORF results throughout the year.

Using the Results Sheets and Analysis Forms

1. The programme also includes an *ORF Analysis Form* for each term.
2. This should be used to document learners' errors, for purposes of remediation.
 - Use this form throughout the testing process.
 - Make a mark in the relevant tally column every time a learner makes an error.
 - Once you have completed the testing, total up the tallies for each sound and word.
3. Prioritise the most frequently errors for remediation as follows:
 - **Sounds:** Reteach the sound to the whole class. Then, for the next few weeks, ensure that you include that sound in blending, segmenting and word building activities.
 - **Words:** Revise the sounds in the word with the whole class. Revise the skill of blending with the whole class. Call on individual learners to blend and segment words. For the next few weeks, focus on blending and word building activities.
 - **Passage reading:** Do repeated readings of that text as follows:
 - Read a text aloud to the class, as they follow along in their own books.
 - Read a text together with the class, modelling the pace and tone.
 - Call on different groups or learners to read a section of the text aloud.
 - For the next few weeks, continue to prioritise repeated readings of different texts.
 - **Oral comprehension:** Analyse the problem and provide remediation as follows:
 - If learners are not managing to read the whole passage, or they are struggling with many words: Continue to build decoding and fluency skills. Teach learners to read and blend sounds, practice blending and segmenting words, do repeated readings of texts.
 - If learners are not understanding the content of the passages: Focus on building vocabulary and background knowledge. Read as many stories to your class as possible.
 - If learners follow and understand the passage but cannot answer the questions: Focus on teaching comprehension skills during shared reading. Explain the meaning of the question. Show learners how to find the answer to a question. Give learners lots of practice in answering questions orally.
4. Use the results to update your group guided reading groups at the start of each term.
 - Place the learners with the highest scores together. These groups may be slightly bigger.
 - Place the learners with the lowest scores together. Try to keep these groups as small as possible.
5. Track each learner's results across the terms.
 - Take note of each learner's scores for the termly tests.
 - Take note of learners who are not progressing or who are regressing.
 - You will need to spend additional time with these learners, working at the correct level for remediation.
6. Take note of the class average score across terms. If you notice a lack of improvement or an overall drop in the class average, consider the following:
 - Think about lost or disrupted teaching time during the term. Remember to prioritise reading lessons going forward.



TERM 1





Term 1 ORF Tests

NHLRP ORF

Language: English

Test 1.1.A

Teacher's copy

15 sounds / 60 seconds

s	a	t	p	i	5
A	n	S	o	N	10
P	u	d	T	S	15

GRADE 1 | TERM 1 ORF TESTS

NHLRP ORF

Language: English

Test 1.1.A

Learner's copy

s	a	t	p	i
A	n	S	o	N
P	u	d	T	s

GRADE 1 | TERM 1 ORF TESTS**NHLRP ORF**

Language: English

Test 1.1.B

Teacher's copy

15 words / 60 seconds

sat	pan	is	it	pit	5
and	tip	sap	on	tin	10
the	I	sad	sun	nod	15

GRADE 1 | TERM 1 ORF TESTS

NHLRP ORF

Language: English

Test 1.1.B

Learner's copy

sat	pan	is	it	pit
and	tip	sap	on	tin
the	I	sad	sun	nod



Term 1 Analysis Form

NHLRP ORF

Language: English

Grade 1 Term 1

Analysis Form

Sounds 1.1.A	Error Tally	Total
s		
a		
t		
p		
i		
A		
n		
S		
o		
N		
p		
u		
d		
T		
s		
Words 1.1.B	Error Tally	Total
sat		
pan		
is		
it		
pit		
and		
tip		
sap		
on		
tin		
the		
I		
sad		
sun		
nod		



Programme Of Assessment

GRADE 1 TERM 1

The Revised ATP provides a model School Based Assessment (SBA) for every term. According to this, the following skills and concepts should be assessed in Term 1:

COMPONENT	TASK
 Listening & Speaking	Listens to a familiar story. Retells the story including all the main points.
 Phonics	Identifies the single sound relationship of some letters – vowels and consonants.
 Reading & Comprehension	Reads aloud from book at own level. Predicts the story by making use of pictures. Sequences 3 events in the correct order.
 Handwriting	Writes lower case letters correctly.
 Writing	Draws a picture to convey a message. Copies captions and sentences.

EXAMPLE ASSESSMENT TASKS

- These assessment tasks are designed to form part of the NHLRP.
- Where appropriate, the NHLRP ORF tests are included as part of the assessment programme.
- These assessment tasks may be used as is or adapted to suit District requirements.



Listening & Speaking

Listens to a familiar story.
Retells the story including all the main points.

Activity

- Do this towards the end of the term.
- Tell learners to think of their favourite story from the term.
- Explain that they are going to come and retell the story to you.

Criteria

Tell learners that when they tell the story, they must:

- Tell the story in the correct order: what happened first, next and last
- Say things once: do not repeat themselves
- Know what they are going to say: practice telling the story

Implementation

- Give learners a few minutes to think of their stories.
- Allow them to turn and talk and tell their story to a partner.
- Tell learners to draw a labelled picture of part of the story, as you listen to other learners.
- Call learners one-by-one to retell their favourite story.
- Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Structure and sequence	The learner tells random bits of the story in the incorrect sequence.	The learner tells some of the story in the correct sequence.	The learner tells most of the story in the correct sequence.	The learner tells the story in the correct sequence.
Fluency	The learner frequently pauses, hesitates and repeats words or phrases.	The learner sometimes pauses, hesitates and repeats words or phrases.	The learner tells the story with fluency, occasionally pauses, hesitates or repeats words or phrases.	The learner tells the story fluently and confidently, without pausing, hesitating or repeating words or phrases.



Phonics

Identifies the single sound relationship of some letters (vowels and consonants)

Activity

- Do this at the end of the term.
- Use NHLRP ORF Test: 1.1.A

Implementation

- Call learners one-by-one to complete the ORF test, as per instructions.
- Use the conversion table below to convert to a level.

Number of sounds read correctly	LEVEL
1 – 4	1
5 – 8	2
9 – 12	3
13 – 15	4



Reading

Reads aloud from book at own level.

Uses high frequency words and phonics to decode words.

Activity

- Do this at the end of the term.
- Use NHLRP ORF Test: 1.1.B

Implementation

- Call learners one-by-one to complete the ORF test, as per instructions.
- Use the conversion table below to convert to a level.

Number of words read correctly	LEVEL
1 – 4	1
5 – 8	2
9 – 12	3
13 – 15	4



Comprehension

Predicts a story by making use of pictures.

Sequences three events in the correct order.

Activity

- Do this throughout the term during the Wednesday Creative Storytelling lessons.
- Use the lessons provided in the NHLRP Teaching Plan.
- Use the NHLRP Term 1 Core Reader: Creative Storytelling Pictures (pages 5, 9, 20, 34)

Implementation

- As learners complete the activity, walk around and listen to each learner's response to the activity.
- Assess each learner using the rubric that follows.

GRADE 1 | PROGRAMME OF ASSESSMENT

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Alignment of story to picture	The learner struggles to predict a story based on the picture. An attempt is made to identify the characters or setting.	The learner attempts to align their story to the picture. The characters and/or setting are named and included. However, the series of events predicted lack logic or interest.	The learner aligns their story to the picture. The characters and setting are named and included, and a reasonable series of events is predicted.	The learner clearly aligns their story to the picture. The characters and setting are named and described, and a logical, interesting series of events is predicted.
Sequencing of events in story	The learner struggles to sequence any events in a logical order.	The learner sequences 1-2 events in a logical order.	The learner sequences 2-3 events in a logical order.	The learner sequences 3 or more events in a logical order.



Handwriting

Writes lower-case letters correctly

Activity

- Do this throughout the term during Handwriting lessons.
- Use the lessons provided in the NHLRP Teaching Plan.
- During lessons, walk around and observe learners' handwriting skills.
- Towards the end of the term go through learners' books to observe handwriting progress.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Lower-case letter formation	The learner often struggles to remember correct starting points and directions. Most lower-case letters are poorly or incorrectly formed.	The learner sometimes struggles to remember correct starting points and directions. Some lower-case letters are poorly or incorrectly formed.	The learner knows the correct starting points and directions. Lower-case letters are correctly formed but attention can be given to neatness.	The learner knows the correct starting points and directions. Lower-case letters are correctly and neatly formed.



Writing

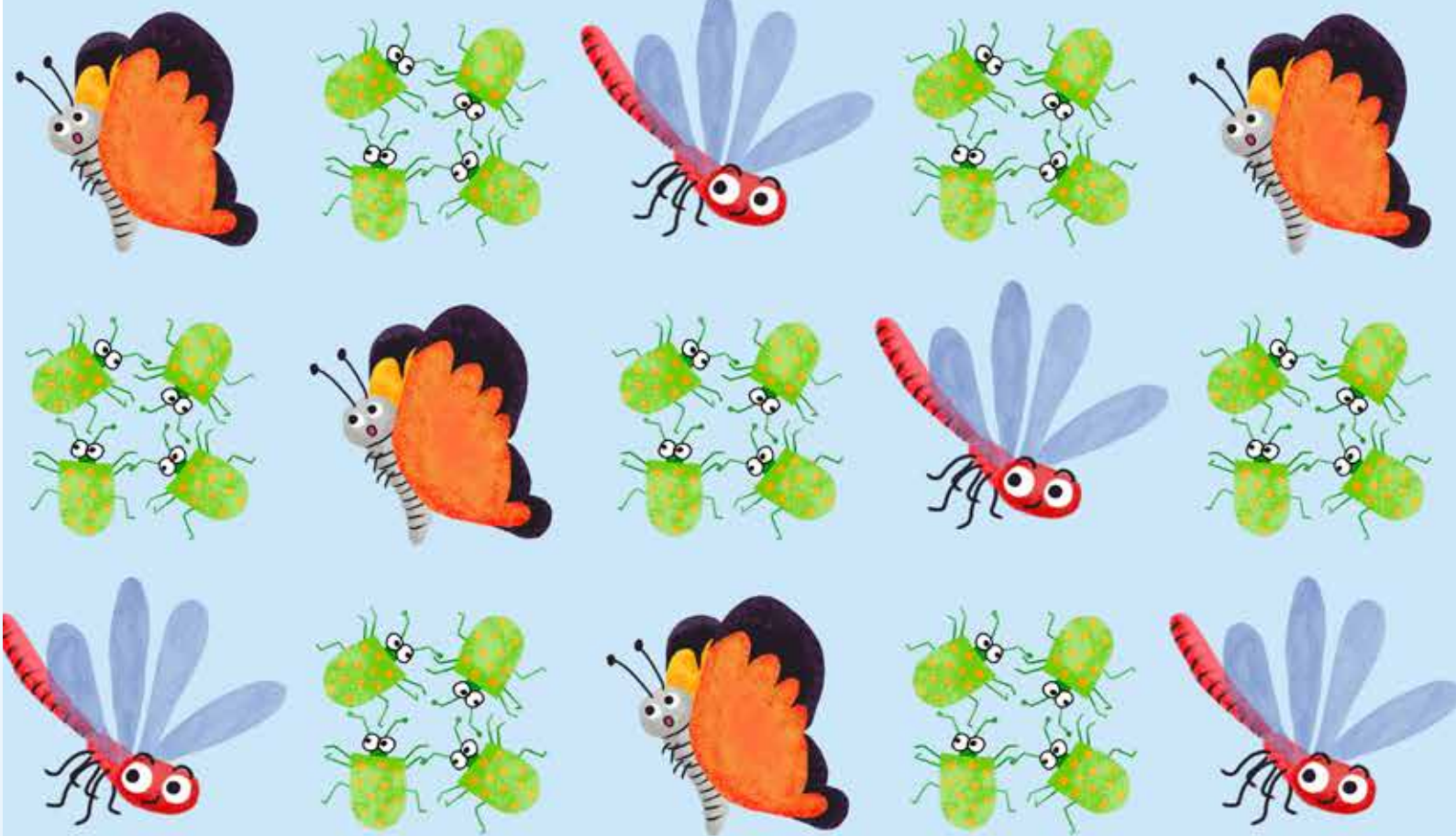
Draws a picture to convey a message.

Copies captions and sentences.

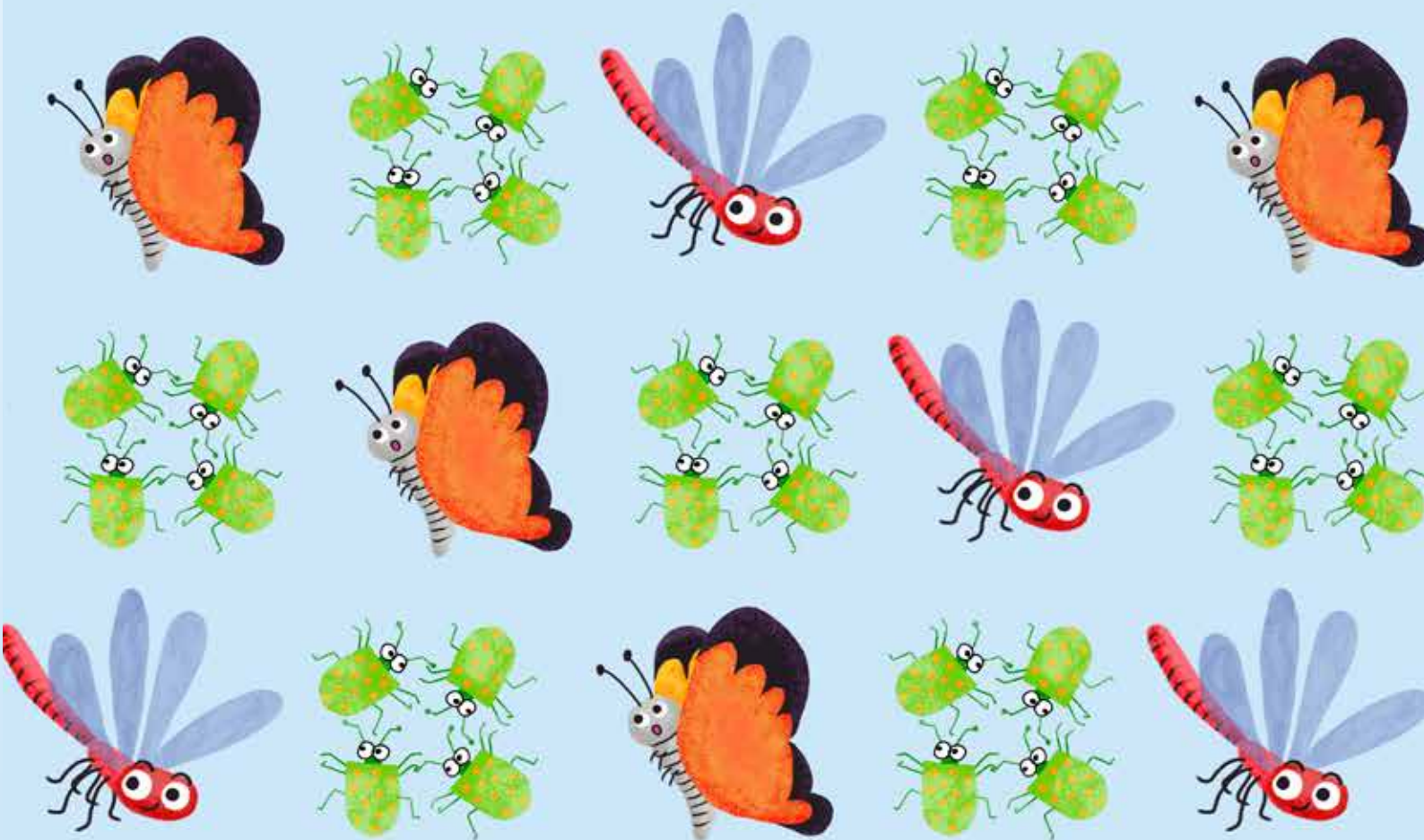
Activity

- Do this during the Writing lessons in Week 6, 7 or 8.
- Use the lessons provided in the NHLRP Teaching Plan.
- At the end of the Friday lesson collect learners' books for assessment.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Picture: clarity and originality	The picture is difficult to understand, or is not original – the teacher's example is copied.	The picture is understandable and original, although similar to the example.	The picture is easy to understand, personal and original.	The picture is easy to understand, personal, original, and creative.
Caption	The learner struggles to copy the caption frame, and does not complete the caption.	The learner copies the caption frame, but does not complete the caption, or makes many errors.	The learner copies the caption frame and completes the caption, but with an error.	The learner copies the caption frame and completes the caption correctly.



TERM 2



Term 2 ORF Tests

NHLRPORF Language: English Test 1.2.A Teacher's copy 30 sounds / 60 seconds											
a	i	e	g	p	n	B	F	D	t	10	
o	s	m	k	E	c	A	G	H	l	20	
A	E	I	F	d	K	N	r	b	f	30	

NHLRPORF Language: English Test 1.2.A Learner's copy									
a	i	e	g	p	n	B	F	D	t
o	s	m	k	E	c	A	G	H	l
A	E	I	F	d	K	N	r	b	f

NHLRP ORF										
Language: English										
Test 1.2.B										
Teacher's copy										
30 words/ 60 seconds										
pot	get	had	lit	if	kid	am	big	rot	net	10
picnic	madmen	past	madman	sand	got	hid	led	nip	fit	20
bad	pal	leg	not	sag	lip	bed	fat	am	tag	30

NHLRPORF Language: English Test 1.2.B Learner's copy									
pot	get	had	lit	if	kid	am	big	rot	net
picnic	madmen	past	madman	sand	got	hid	led	nip	fit
bad	pal	leg	not	sag	lip	bed	fat	am	tag



Term 2 Analysis Form

NHLRP ORF

Language: English

Grade 1 Term 2

Analysis Form

Sounds 1.2.A	Error Tally	Total
a		
i		
e		
g		
p		
n		
B		
F		
D		
t		
o		
s		
m		
k		
E		
c		
A		
G		
H		
I		
A		
E		
I		
F		
d		
K		
N		
r		
b		
f		

GRADE 1 | TERM 2 ANALYSIS FORM

NHLRP ORF

Language: English

Grade 1 Term 2

Analysis Form

Words 1.2.B	Error Tally	Total
pot		
get		
had		
lit		
if		
kid		
am		
big		
rot		
net		
picnic		
madmen		
past		
madman		
sand		
got		
hid		
led		
nip		
fit		
bad		
pal		
leg		
not		
sag		
lip		
bed		
fat		
am		
tag		



Programme of Assessment

GRADE 1 TERM 2

The current ATP provides a model School Based Assessment (SBA) for every term. According to this, the following skills and concepts should be assessed in Term 2:

COMPONENT	TASK
 Listening & Speaking	Listens to a familiar story. Retells the story. Identifies the main idea.
 Phonics	Identifies the single sound relationship of some letters – vowels and consonants.
 Reading & Comprehension	Reads aloud from book at own level. Uses high frequency words and phonics to decode words. Predicts the story by making use of pictures. Discusses the story identifying characters and the main idea.
 Handwriting	Writes lower case letters correctly.
 Writing	Writes words using sounds learnt. Contributes ideas to a class story.

EXAMPLE ASSESSMENT TASKS

- These assessment tasks are designed to form part of the NHLRP.
- Where appropriate, the NHLRP ORF tests are included as part of the assessment programme.
- These assessment tasks may be used as is or adapted to suit District requirements.



Listening & Speaking

Listens to a familiar story.
 Retells the story.
 Identifies the main idea.

Activity

- Do this throughout the term during Shared Reading.
- At the end of a lesson, call a few individual learners to your desk.
- Ask each learner to retell the story to you, and to then answer the following questions:
 - What do you think this story was about?
 - What did you learn from this story?

GRADE 1 | PROGRAMME OF ASSESSMENT

Criteria

Tell learners that when they tell the story, they must:

- Tell the story in the correct order: what happened first, next and last
- Say things once: do not repeat themselves
- Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Structure and sequence	The learner tells random bits of the story in the incorrect sequence.	The learner tells some of the story in the correct sequence.	The learner tells most of the story in the correct sequence.	The learner tells the story in the correct sequence.
Fluency	The learner frequently pauses, hesitates and repeats words or phrases.	The learner sometimes pauses, hesitates and repeats words or phrases.	The learner tells the story with fluency, occasionally pauses, hesitates or repeats words or phrases.	The learner tells the story fluently and confidently, without pausing, hesitating or repeating words or phrases.
Main idea identification	The learner cannot identify the main idea of the story, even with support from the teacher.	The learner identifies the main idea of the story with support from the teacher.	The learner identifies the main idea of the story, but with some hesitation.	The learner confidently identifies the main idea of the story.



Phonics

Identifies the single sound relationship of some letters (vowels and consonants).

Activity

- Do this at the end of the term.
- Use NHLRP ORF Test: 1.2.A

Implementation

- Call learners one-by-one to complete the ORF test, as per instructions.
- Use the conversion table below to convert to a level.

Number of sounds read correctly	LEVEL
1 - 8	1
9 - 15	2
16 - 23	3
24 - 30	4



Reading

Reads aloud from book at own level.

Uses high frequency words and phonics to decode words.

Activity

- Do this at the end of the term.
- Use NHLRP ORF Test: 1.1.B

Implementation

- Call learners one-by-one to complete the ORF test, as per instructions.
- Use the conversion table below to convert to a level.

Number of words read correctly	LEVEL
1 – 4	1
9 – 15	2
16 – 23	3
24 – 30	4



Comprehension

Predicts a story by making use of pictures.

Discusses a story identifying characters and the main idea.

Activity 1

- Do this throughout the term during the Wednesday Creative Storytelling lessons.
- Use the lessons provided in the NHLRP Teaching Plan.
- Use the NHLRP Term 2 Core Reader: Creative Storytelling Pictures (pages 50, 64, 78 or 92).

Implementation

- As learners complete the activity, walk around and listen to each learner's response to the activity.
- Assess each learner using the rubric that follows.

GRADE 1 | PROGRAMME OF ASSESSMENT

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Alignment of story to picture	The learner struggles to predict a story based on the picture. An attempt is made to identify the characters or setting.	The learner attempts to align their story to the picture. The characters and/or setting are named and included. However, the series of events predicted lack logic or interest.	The learner aligns their story to the picture. The characters and setting are named and included, and a reasonable series of events is predicted.	The learner clearly aligns their story to the picture. The characters and setting are named and described, and a logical, interesting series of events is predicted.

Activity 2

- Do this the term during Shared Reading.
- At the end of a lesson, call a few individual learners to your desk.
- Ask each learner the following questions:
 - a. Who are the main characters in the story? Give their names or describe them.
 - b. What do you think this story was about?
 - c. What did you learn from this story?
- Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Character identification	The learner struggles to identify or describe any of the characters.	The learner identifies or describes some of the characters.	The learner identifies all characters, but with some hesitation.	The learner confidently identifies all characters.
Main idea identification	The learner cannot identify the main idea of the story, even with support from the teacher.	The learner identifies the main idea of the story with support from the teacher.	The learner identifies the main idea of the story, but with some hesitation.	The learner confidently identifies the main idea of the story.



Handwriting

Writes lower-case letters correctly.

Activity

- Do this throughout the term during Handwriting lessons.
- Use the lessons provided in the NHLRP Teaching Plan.
- During lessons, walk around and observe learners' handwriting skills.
- Towards the end of the term go through learners' books to observe handwriting progress.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Lower-case letter formation	The learner often struggles to remember correct starting points and directions. Most lower-case letters are poorly or incorrectly formed.	The learner sometimes struggles to remember correct starting points and directions. Some lower-case letters are poorly or incorrectly formed.	The learner knows the correct starting points and directions. Lower-case letters are correctly formed but attention can be given to neatness.	The learner knows the correct starting points and directions. Lower-case letters are correctly and neatly formed.



Writing

Writes words using sounds learnt.
Contributes ideas to a class story.

Activity 1

- In Weeks 2-7 on Fridays, learners complete a Word Build activity using sounds in the Core Reader, pages: 53, 67, 75, 81 and 89.
- At the end of the Friday lessons collect learners' books for assessment.
- Assess learners using the rubric that follows.

GRADE 1 | PROGRAMME OF ASSESSMENT

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Number of correct words built each week	On average, the learner builds 0 - 3 words each week. There is no real increase in the number of words over time.	On average, the learner builds between 4 - 6 words per week. There is some increase in the number of words over time.	On average, the learner builds between 6 - 8 words per week. There is some increase in the number of words over time.	On average, the learner builds 7 or more words per week. There is a clear increase in the number of words over time.
Complexity of words built	The learner builds short, simple words using familiar phonemes. There are multiple errors or incomplete words.	The learner builds short, simple words using familiar phonemes. There are a few errors or incomplete words.	The learner builds simple and complex words using both familiar and new phonemes. There are some errors or incomplete words.	The learner builds simple and complex words using both familiar and new phonemes. The learner seldom makes an error.

Activity 2

- Do this during the Wednesday Writing lessons in Weeks 5, 6 or 7.
- Use the lessons provided in the NHLRP Teaching Plan.
- Take note of learners' contributions during the planning stage of the lessons.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Contribution of ideas to class story	The learner is hesitant to volunteer ideas. When asked directly, most ideas are limited in clarity and / or originality.	The learner is eager to contribute ideas and is sometimes overbearing. Some of the learner's ideas are a repetition of previous ideas or are limited in originality.	The learner is well-socialised and contributes ideas without being overbearing. Some of the learner's ideas may be limited in originality or unclear.	The learner is well-socialised and contributes ideas without being overbearing. The learner's ideas are mostly original and clear.

GRADE 1 | GRADE 1 ORF RECORD SHEETS**NHLRP ORF**

Language: English

Grade 1

ORF Record Sheet: Word Reading

[illegible]

GRADE 1 | GRADE 1 ORF RECORD SHEETS**NHLRP ORF**

Language: English

Grade 1

ORF Record Sheet: Passage Reading & Oral Comprehension

[illegible]



NHLRP | National Home Language Reading Programme “