

**HOME LANGUAGE: AFRIKAANS  
TRACKER  
&  
PROGRAMME OF ASSESSMENT  
GRADE 3  
TERM 1 2020**

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# Curriculum Coverage Term 1

During the term, keep track of every lesson that you teach on the Tracker that follows. Then, at the end of the term, count the number of lessons completed, and fill in this table. Discuss your curriculum coverage with your HoD to see how you can improve in Term 2.

ACTIVITY	NUMBER OF LESSONS IN LESSON PLAN	NUMBER OF LESSONS TAUGHT
Oral Activities	24	
Phonemic Awareness and Phonics	32	
Shared Reading	32	
Handwriting	24	
Writing	16	
Group Guided Reading	40	

## Please remember to:

1. Get learners who finish their work quickly to complete an Extension Activity from the DBE Workbook.
2. Encourage learners to do as much independent reading as possible.

# GRADE 3 TERM 1 WEEKS 3&4

## Theme: Wat is 'n vriendskap?

WEEK 3		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: Red, betroubaar, eerlik</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise cursive, identify patterns in sentences</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Wendy Walvis tot die redding.</li> </ul>	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> <li>• Wat dink jy beteken dit om 'n goeie vriend te wees? Skryf 'n stel instruksies neer wat aan iemand vertel hoe om 'n goeie vriend te wees.</li> <li>• Write a list</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 3</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /st/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• st</li> </ul>	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Wendy Walvis tot die redding.</li> </ul>	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 3</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: belof, dreig, verdedig</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /oa/</li> </ul>	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• oa</li> </ul>	
Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none"> <li>• Wat dink jy beteken dit om 'n goeie vriend te wees? Skryf 'n stel instruksies neer wat aan iemand vertel hoe om 'n goeie vriend vir jou te wees.</li> <li>• Use the writing frame</li> </ul>	

Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 3</li> </ul>	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Letter swap</li> </ul>	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Wendy Walvis tot die redding.</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 3</li> </ul>	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: eienskap, avontuurlik, avontuurlik</li> <li>• Rhyme / Song</li> <li>• Discussion of the shared reading text</li> </ul>	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Word find</li> </ul>	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> <li>• Big Book: Wendy Walvis tot die redding.</li> <li>• Act out the story</li> </ul>	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 3</li> </ul>	
Friday	Activity 5:	End of week review	

#### WEEK 4

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: sandkasteel, grag, graaf</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise cursive, change words from singular to plural</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Mbuso's sandkasteel</li> </ul>	
Monday	Activity 4: Writing: Editing <ul style="list-style-type: none"> <li>• Wat dink jy beteken dit om 'n goeie vriend te wees? Skryf 'n stel instruksies wat iemand vertel hoe om 'n goeie vriend te wees.</li> <li>• Use the editing checklist</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 4</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /dr/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• dr</li> </ul>	

Tuesday	Activity 3:	Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Mbuso's sandkasteel</li> </ul>	
Tuesday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 4</li> </ul>	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: skaam, gesellig, ongeluk</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ee/</li> </ul>	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• ee</li> </ul>	
Wednesday	Activity 4:	Writing: Publishing and presenting <ul style="list-style-type: none"> <li>• Wat dink jy beteken dit om 'n goeie vriend te wees? Skryf 'n stel instruksies wat iemand vertel hoe om 'n goeie vriend te wees.</li> </ul>	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 4</li> </ul>	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Letter swap</li> </ul>	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Mbuso's sandkasteel</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 4</li> </ul>	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: bedagsaam, geduldig, vra om verskoning</li> <li>• Rhyme / Song</li> <li>• Discussion of the shared reading text</li> </ul>	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Word Find</li> </ul>	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> <li>• Big Book: Mbuso's sandkasteel</li> <li>• Oral recount from the story</li> </ul>	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 4</li> </ul>	
Friday	Activity 5:	End of week review	

**Theme Reflection: WAT IS 'N VRIENDSKAP?**

What went well this cycle?

What did not go well this cycle? How can you improve on this in the next cycle?

# GRADE 3 TERM 1 WEEKS 5&6

## Theme: Determinasie / Vasbeslote

WEEK 5		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: gedetermineerd, determinasie, bereik</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise cursive, identify patterns in sentences</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Zodwa se nuwe skoene</li> </ul>	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> <li>• Skryf oor 'n tyd wat jy gedetermineerd was om 'n doel te bereik!</li> <li>• Write a list</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 5</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /gr/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• gr</li> </ul>	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Zodwa se nuwe skoene</li> </ul>	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 5</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: talent, skenk, houding</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /oo/</li> </ul>	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• oo</li> </ul>	
Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none"> <li>• Skryf oor 'n tyd wat jy gedetermineerd was om 'n doel te bereik!</li> <li>• Use the writing frame</li> </ul>	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 5</li> </ul>	



Thursday	Activity 1:	Phonemic Awareness & Phonics • Letter swap	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: Zodwa se nuwe skoene	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 5	
Friday	Activity 1:	Oral Activities • Theme Vocabulary: doel, besluit, besluit • Rhyme / Song • Discussion of the shared reading text	
Friday	Activity 2:	Phonemic Awareness & Phonics • Word find	
Friday	Activity 3:	Shared Reading: Post Read • Big Book: Zodwa se nuwe skoene • Written comprehension	
Friday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 5	
Friday	Activity 5:	End of week review	

### WEEK 6

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce the Theme • Theme Vocabulary: besering, amputeer, siekte • Rhyme / Song	
Monday	Activity 2: Handwriting • Revise cursive, change words from singular to plural	
Monday	Activity 3: Shared Reading: Pre-Read • Big Book: Musa Motha: 'n baie spesiale danser	
Monday	Activity 4: Writing: Editing Skryf oor 'n keer wat jy gedetermineerd was om 'n doel te bereik! • Use the editing checklist	
Monday	Activity 5: Group Guided Reading • Groups _____ • Worksheet 6	
Tuesday	Activity 1: Phonemic Awareness & Phonics • Introduce new sounds and words: /sh/	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive • sh	

Tuesday	Activity 3:	Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Musa Motha: 'n baie spesiale danser</li> </ul>	
Tuesday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 6</li> </ul>	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: swartekrag, verontagsaam, aanpas</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /th/</li> </ul>	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• th</li> </ul>	
Wednesday	Activity 4:	Writing: Publishing and presenting <ul style="list-style-type: none"> <li>• Skryf oor 'n keer wat gedetermineer was om 'n doel te bereik!</li> </ul>	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 6</li> </ul>	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Letter swap</li> </ul>	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Musa Motha: 'n baie spesiale danser</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 6</li> </ul>	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: krukke, inspireer, vooroordele</li> <li>• Rhyme / Song</li> <li>• Discussion of the shared reading text</li> </ul>	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Word Find</li> </ul>	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> <li>• Big Book: Musa Motha: 'n baie spesiale danser</li> <li>• Written summary of the story</li> </ul>	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 6</li> </ul>	
Friday	Activity 5:	End of week review	

**Theme Reflection: DETERMINASIE / VASBESLOTE**

What went well this cycle?

What did not go well this cycle? How can you improve on this in the next cycle?

# GRADE 3 TERM 1 WEEKS 7&8

## Theme: Ek en my broers en susters

WEEK 7		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: ruïneer, vererg, broers en susters</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise cursive, identify patterns in sentences</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Beer kry 'n haarsny</li> </ul>	
Monday	Activity 4: Writing: Planning Skryf 'n paragraaf oor jou broers en susters. <ul style="list-style-type: none"> <li>• Make a mind map</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 7</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ch/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• ch</li> </ul>	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Beer kry 'n haarsny</li> </ul>	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 7</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: vertrou, reaksie, verwag</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /cr/</li> </ul>	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• cr</li> </ul>	
Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none"> <li>• Skryf 'n paragraaf oor jou broers en susters.</li> <li>• Use the writing frame</li> </ul>	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 7</li> </ul>	

Thursday	Activity 1:	Phonemic Awareness & Phonics • Letter swap	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: Beer kry 'n haarsny	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 7	
Friday	Activity 1:	Oral Activities • Theme Vocabulary: woedend, vrygewig, besitting • Rhyme / Song • Discussion of the shared reading text	
Friday	Activity 2:	Phonemic Awareness & Phonics • Word find	
Friday	Activity 3:	Shared Reading: Post Read • Big Book: Beer kry 'n haarsny • Written comprehension	
Friday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 7	
Friday	Activity 5:	End of week review	

### WEEK 8

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce the Theme • Theme Vocabulary: albino, perspektief, vererg, vooroordeel • Rhyme / Song	
Monday	Activity 2: Handwriting • Revise cursive, change words from singular to plural	
Monday	Activity 3: Shared Reading: Pre-Read • Big Book: Gaan speel Fanisa!	
Monday	Activity 4: Writing: Editing Skryf 'n paragraaf oor jou broers en susters. • Use the editing checklist	
Monday	Activity 5: Group Guided Reading • Groups _____ • Worksheet 8	
Tuesday	Activity 1: Phonemic Awareness & Phonics • Introduce new sounds and words: /oo/	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive • oo	
Tuesday	Activity 3: Shared Reading: First Read • Big Book: Gaan speel Fanisa!	
Tuesday	Activity 4: Group Guided Reading • Groups _____ • Worksheet 8	

Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: skuldig, ongemaklik, gemaklik</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ng/</li> </ul>	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• ng</li> </ul>	
Wednesday	Activity 4:	Writing: Publishing and presenting Skryf 'n paragraaf oor jou broers en susters.	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 8</li> </ul>	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Letter swap</li> </ul>	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Gaan speel Fanisa!</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 8</li> </ul>	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: alleen, klouerig, onafhanklik</li> <li>• Rhyme / Song</li> <li>• Discussion of the shared reading text</li> </ul>	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Word Find</li> </ul>	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> <li>• Big Book: Gaan speel Fanisa!</li> <li>• Oral recount from the story</li> </ul>	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 8</li> </ul>	
Friday	Activity 5:	End of week review	

**Theme Reflection: EK EN MY BROERS EN SUSTERS**

What went well this cycle?

What did not go well this cycle? How can you improve on this in the next cycle?

# GRADE 3 TERM 1 WEEKS 9&10

## Theme: Verbeelding

WEEK 9		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: verbeelding, werklike, voorgee / denkbeeldig</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise cursive, identify patterns in sentences</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Jan en die Boontjierank</li> </ul>	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> <li>• Skryf 'n paragraaf van ten minste 8 sinne om by te dra tot 'n klasboek getitel: Ons gebruik ons verbeeldings!</li> <li>• Make a mind map</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 9</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ar/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• ar</li> </ul>	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Jan en die Boontjierank</li> </ul>	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 9</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: boontjierank, reus, beïndruk</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /or/</li> </ul>	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> <li>• or</li> </ul>	



Wednesday	Activity 4:	Writing: Drafting <ul style="list-style-type: none"> <li>• Skryf 'n storie wat afspeel in 'n denkbeeldige plek. Gebruik jou verbeelding!</li> <li>• Use the writing frame</li> </ul>	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 9</li> </ul>	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Letter swap</li> </ul>	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Jan en die Boontjierank</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 9</li> </ul>	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: toorkuns, harp, gedierde</li> <li>• Rhyme / Song</li> <li>• Discussion of the shared reading text</li> </ul>	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Word find</li> </ul>	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> <li>• Big Book: Jan en die Boontjierank</li> <li>• Illustrate the text</li> </ul>	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 9</li> </ul>	
Friday	Activity 5:	End of week review	

### WEEK 10

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: skurk, fiksie, nie-fikse</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise cursive, change words from singular to plural</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Stacey se eerste boek</li> </ul>	
Monday	Activity 4: Writing: Editing <ul style="list-style-type: none"> <li>• Skryf 'n storie wat in 'n fiktiewe plek afspeel. Gebruik jou verbeelding!</li> <li>• Use the editing checklist</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 10</li> </ul>	

Tuesday	Activity 1:	Phonemic Awareness & Phonics • Introduce new sounds and words: /ur/	
Tuesday	Activity 2:	Handwriting: Write new letter(s) / words / sentences in cursive • ur	
Tuesday	Activity 3:	Shared Reading: First Read • Big Book: Stacey se eerste boek	
Tuesday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 10	
Wednesday	Activity 1:	Oral Activities • Theme Vocabulary: twyfel, selfvertroue, aktivis • Rhyme / Song • Creative Storytelling	
Wednesday	Activity 2:	Phonemic Awareness & Phonics • Introduce new sounds and words: /ir/	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences in cursive • ir	
Wednesday	Activity 4:	Writing: Publishing and presenting • Skryf 'n storie wat in 'n fiktiewe plek afspeel. Gebruik jou verbeelding!	
Wednesday	Activity 5:	Group Guided Reading • Groups _____ • Worksheet 10	
Thursday	Activity 1:	Phonemic Awareness & Phonics • Letter swap	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: Stacey se eerste boek	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 10	
Friday	Activity 1:	Oral Activities • Theme Vocabulary: publiseer, redakteur, straal • Rhyme / Song • Discussion of the shared reading text	
Friday	Activity 2:	Phonemic Awareness & Phonics • Word Find	
Friday	Activity 3:	Shared Reading: Post Read • Big Book: Stacey se eerste boek • Written summary of the story	
Friday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 10	
Friday	Activity 5:	End of week review	

**Theme Reflection: VERBEELDING**

What went well this cycle?

What did not go well this cycle? How can you improve on this in the next cycle?

# Tracker for Group Guided Reading

**Please ensure that you do the following:**

## TERM 1 READING GROUPS

1. In the first two weeks of school, sort learners into group guided reading groups using the guidance given in the orientation programme.
2. Assign learners to same-ability groups and fill their names in on the table that follows.
3. Space has been allocated for 8 groups for teachers who have very large classes.
4. Ideally, try to have 5 groups, with no more than 8 learners per group.
5. There are 2 copies of table called TERM 1 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

## TERM 1 GROUP GUIDED READING TRACKER

1. Please write the group names in this table.
2. In the first column, list all the texts that you have access to. This includes sound and word cards, the DBE Workbook stories, and any graded readers that you may have.
3. As each group starts a new text, write the start date in this table.
4. Allow groups to progress at their own pace.

# Term 1 Reading Groups

Date								
Group number and name	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Reading day								
Group members' names								

<b>Date</b>								
<b>Group number and name</b>	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
<b>Reading day</b>								
<b>Group members' names</b>								







# PROGRAMME OF ASSESSMENT

In accordance with Section 4 of CAPS, assessment of **Foundation Phase HL** must be done **continuously** in an **integrated manner**, using **different tools**. Assessment must be done **for learning**, and **of learning**. This means that throughout the term, you should assess learners and keep records in different ways, for instance:

- Keeping notes in an **assessment note book**
- Using a **checklist**
- Giving **written feedback** in learners' books
- Use **rubrics** to assess specific skills, knowledge or competencies

You should **use these assessment records** to **inform the support or extension** that you give to different learners.

At the end of the term, you should **look at all the assessment records and notes** for each learner, as well as the learners' written work. Then, use your **professional judgement** to assign each learner a **rating from 1-7** for **each component of Home Language**.

***You may choose to use the following sample assessment plan, or to design your own assessment task, aligned to Section 4 of CAPS:***

**Tools required for the sample assessment plan:**

## **1. Assessment Note Book**

- Use an A4 book for this purpose. Cover and label the book, and include the words: Private and Confidential.
- Divide each page into two by ruling a line across the page.
- Label each half page with a learner's name and surname.
- Include the learner's date of birth.
- Use this book to keep a record of events in the learner's life that are relevant to their education. For example: *Repeated Gr 1 due to lack of phonic knowledge. Mother passed away in 2019, lives with aunt.*
- Remember to date each entry.
- Then, record any progress or issues that you notice during the course of the term. And remember, you can assess a learners' language skills in all subjects. Keep notes

in the Assessment Note Book, for example: *Still struggling to recognise the single phonemes taught. 21/03/2020.*

## **2. Assessment Checklist (sample included)**

- This programme includes an assessment checklist for the term.
- This includes the main skills, knowledge and competencies that learners should acquire over the course of the term.
- Use this checklist to informally assess learners over the course of the term.
- You may not manage to assess every item on the checklist for every learner, but do as much as you can, by observing learners during different lessons.

## **3. Assessment Rubrics (samples included)**

- Also included in this programme are rubrics designed to assess specific skills, knowledge and competencies.
- Use these tools during the course of the term to assess learners.
- Record the learners' results in the Assessment Note Book or on the Composite Recording Sheet.

## **4. Term 1 Composite Recording Sheet (sample included)**

- Use this form to record a final rating from 1-7 for each learner, for each component of Home Language.
- First, examine all learner records and results for each component, and then decide on a rating for each learner and fill it in on this sheet.
- Then, work out the overall rating for each learner, for the term.
- Do this by working out an average rating. If you feel this average rating needs to be adjusted up or down one level, use your professional judgement to do so.
- Remember that it is important to be able to justify the ratings you assign to each learner, based on the evidence that you accumulate throughout the term.

## QUICK GUIDE TO SAMPLE ASSESSMENT (SUMMARY)

1. Get the required **Assessment Tools** ready for the term: **Assessment Note Book; Checklist; Rubrics; and Composite Recording Sheet.**
2. **Read** the integrated **Assessment Task** for the term.
3. **Implement continuous assessment for learning and assessment of learning** throughout the term, **using all tools.**
4. At the end of the term, **examine all learner records and results** for each component, as well as the learners' written work, and decide on **ratings of 1-7.** Fill these in on the **Composite Record Sheet.**

## TERM 1 HOME LANGUAGE ASSESSMENT TASK

Language component	Grade 1	Assessment Tool
<b>Listening &amp; Speaking</b>	Listens for the main idea and details in a story and answers higher-order questions related to the story	Rubric Checklist
<b>Reading</b>	Reads aloud at own level	Rubric Checklist
<b>Handwriting &amp; Writing</b>	Writes at least one paragraph (eight sentences) using correct punctuation and tenses	Rubric Checklist

## Grade 3 Term 1 Checklist: Home Language

✓/x	Listening & Speaking				Phonics			Reading & Comprehension		Handwriting		Writing		
	Talks about personal experiences, expressing feelings and opinions	Listens to a complex sequence of instructions (at least 4) and responds	Listens for the main idea and for details in stories	Participates in discussions, asking questions and showing sensitivity to the	Identifies letter-sound relationships of all single	Identifies letter-sound relationships of other taught phonemes: (sh, ch, wh, th, oo, ee, ea, ai, oa, ay, silent	Builds up words using sounds learnt	Participates in shared reading to predict, listen to and discuss stories and characters	Answers higher order questions before, during and after reading a shared	Forms all upper and lower case letters correctly in joined script	Writes sentences legibly and correctly in both print and joined script or	Writes at least one paragraph (8 sentences)	Uses punctuation and past, present and future tenses correctly	Uses phonic knowledge and spelling rules to write unfamiliar words
<b>Date</b>														
<b>Names of learners</b>														
1														
2														
3														
4														
5														
6														

*Please note: This is an example. An actual checklist is included in the RESOURCE PACK. Please stick this into your Assessment Book, or file it in an Assessment File.*

## TERM 1 RUBRICS

LISTENING & SPEAKING RUBRIC					
<b>OBJECTIVE</b>	<b>Listens for the main idea and details in a story and answers higher-order questions related to the story</b>				
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>This can be done at any time from Week 5 to Week 8</li> <li>Do this on Fridays during the Oral Activity: Discussion of Shared Reading or on Fridays during the Shared Reading: Post Read activity</li> </ul>				
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>During the 'Discussion of Shared Reading Text' or the 'Shared Reading: Post-Read', call individual learners to answer some of the following kinds of questions about the text:               <p><b>Main idea</b></p> <ol style="list-style-type: none"> <li>What do you think the main idea of this story is? Why?                   <ul style="list-style-type: none"> <li>If prompting is required, provide the learner with two options to choose from, i.e.: Do you think the main idea is....or...?</li> </ul> </li> </ol> <p><b>Details</b></p> <ol style="list-style-type: none"> <li>Who..?</li> <li>What...?</li> <li>When...?</li> <li>How...?</li> <li>List...?</li> </ol> <p><b>Higher-order</b></p> <ol style="list-style-type: none"> <li>Do you think...?</li> <li>Can you make a connection to...</li> <li>What can you infer...</li> <li>If you were....</li> </ol> </li> </ul>				
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Details	The learner cannot correctly recall any details from the story.	The learner correctly recalls some details from the story, with some prompting.	The learner correctly recalls all details from the story, with some prompting.	The learner correctly recalls all details from the story without prompting.	The learner correctly identifies all details from the story quickly, fluently and accurately.
Main idea	The learner cannot identify the main idea of the text, even when given a choice of options.	The learner identifies the main idea of the text when given a choice of options.	The learner identifies the main idea of the text, but cannot justify the answer.	The learner identifies the main idea of the text, and can partially justify the answer.	The learner identifies the main idea of the text, and can fully justify the answer.
Higher-order questions	The learner cannot correctly answer a higher-order question about the text.	The learner correctly answers a higher-order question about the text with some support.	The learner correctly answers a higher-order question about the text, but cannot justify the answer.	The learner correctly answers a higher-order question about the text, and can partially justify the answer.	The learner correctly answers a higher-order question about the text, and can fully justify the answer.

READING RUBRIC				
<b>OBJECTIVE</b>	<b>Reads aloud at own level</b>			
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>This can be done at any time from Week 5 to Week 8</li> <li>Do this during Group Guided Reading</li> </ul>			
<b>ACTIVITY</b>	During 'Group Guided Reading' listen to each learner in the group read independently and mark them using the rubric below			
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>VOLUME &amp; EXPRESSION</b>	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in parts of the text, but the reader does not always sound like they are talking to a friend.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>PHRASING</b>	The learner reads word-by-word in a monotone voice.	The learner reads in two or three word phrases, not adhering to punctuation, stress and intonation.	The learner reads with a mixture of run-on sentences, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	The learner reads with good phrasing; adhering to punctuation, stress and intonation.
<b>SMOOTHNESS</b>	The learner frequently hesitates while reading, sounds out words, and repeats words or phrases. The learner makes multiple attempts to read the same passage.	The learner reads with extended pauses or hesitations. The learner has 'rough spots' that are difficult for them to get through in the text.	The learner reads with occasional breaks in rhythm. The learner has difficulty with specific words and / or sentence structures.	The learner reads smoothly with some breaks. The learner is usually able to self-correct when reading difficult words and / or sentence structures.
<b>PACE</b>	The learner reads slowly and laboriously.	The learner reads moderately slowly.	The learner reads fast and slow throughout reading.	The learner reads at a conversational pace throughout the reading.

<b>WRITING &amp; HANDWRITING RUBRIC</b>				
<b>OBJECTIVE</b>	<b>Writes at least one paragraph (eight sentences) using correct punctuation and tenses</b>			
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>This can be done on the Wednesday of Week 6 or the Wednesday of Week 8 using the writing tasks in the lesson plans.</li> </ul>			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>Do the writing lesson as usual.</li> <li>Collect the learners' exercise books and mark the writing using the rubric that follows.</li> </ol>			
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Sentences	Writes 1-2 sentences on topic, or writes sentences that are not on topic.	Writes 3-4 sentences on topic.	Writes 5-6 sentences on topic.	Writes 7-8 sentences on topic.
Capitalisation	Uses uppercase and lowercase letters interchangeably.	Capitalises the first word inconsistently.	Capitalises the first word and the pronoun I consistently	Capitalises the first word, the pronoun I and names consistently.
Punctuation	Does not use punctuation.	Punctuation is used incorrectly and Inconsistently.	Punctuation is often used correctly, but is mostly limited to capital letters and full stops.	Punctuation is mostly used correctly and includes the use of commas, question and exclamation marks.
Spacing	No spacing between words.	Inconsistent spacing between words.	Mostly correct spacing between words.	Correct spacing between words.
Words	Sight words not spelled correctly. Does not use phonic knowledge to try and write unknown words.	A few sight words spelled correctly. Attempts to use phonic knowledge to write a few unknown words, but makes many errors.	Some sight words spelled correctly. Uses phonic knowledge to write many unknown words with only a few errors.	Most sight words spelled correctly. Uses phonic knowledge successfully to write unknown words correctly.
Ideas	Ideas are difficult to understand.	Ideas are generally understandable.	Ideas are personal and original.	Ideas are personal, original, and creative. Some relevant details included.
Handwriting	Handwriting is mostly print or illegible, and is slow and laborious.	Handwriting is mostly cursive or joined script and is fairly legible, but is slow.	Handwriting is cursive or joined script, is legible and written at a good pace.	Handwriting is cursive or joined script, is neat and legible, and is written at an excellent pace.

### Tracking of learner performance at the end of the term

The evidence gathered from both **Assessment for Learning and Assessment of Learning practices and situations** will be used to track and report on each learner's performance and progress at the end of the Term and year. The 7 point rating scale will be utilised for this purpose. Below is the composite recording sheet for tracking learner performance and progress.

Composite Recording Sheet: Home Language Grade 3 Term 1						
Learner	Language Components					
	Listening & Speaking	Phonics	Reading & Comprehension	Handwriting	Writing	Overall Performance
1						
2						

*Please note: This is an example. An actual checklist is included in the RESOURCE PACK. Please stick this into your Assessment Book, or file it in an Assessment File.*

CODES AND PERCENTAGES FOR RECORDING AND REPORTING GRADES R TO 3		
RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29