

**HOME LANGUAGE: ENGLISH
TRACKER
&
PROGRAMME OF ASSESSMENT
GRADE 1
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 1 TERM 1 WEEKS 3&4

Theme: We go to school

WEEK 3		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: happy, calm, anxious • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revision activity: First sound of name & surname 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Ben goes to school 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Draw a picture showing how you feel at school today 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /a/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • A, a 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Ben goes to school 	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: chase, follow, surprised • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /s/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • S, s 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Draw a picture showing a new friend you have made at school 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	

Thursday	Activity 1:	Phonemic Awareness & Phonics • Revise the sounds: /a/ /s/	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: Ben goes to school	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 3	
Friday	Activity 1:	Oral Activities • Theme Vocabulary: direction, left, right • Rhyme / Song • Discussion of the shared reading text	
Friday	Activity 2:	Phonemic Awareness & Phonics • Revise the sounds: /a/ /s/	
Friday	Activity 3:	Shared Reading: Post Read • Big Book: Ben goes to school • Oral summary of the story	
Friday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 3	
Friday	Activity 5:	End of week review	

WEEK 4

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce the Theme • Theme Vocabulary: stationery, remind, connection • Rhyme / Song	
Monday	Activity 2: Handwriting • Revision activity: a, s	
Monday	Activity 3: Shared Reading: Pre-Read • Big Book: Olwethu's first day	
Monday	Activity 4: Writing: Plan and Draft • Draw a picture showing your favourite activity at school	
Monday	Activity 5: Group Guided Reading • Groups _____ • Worksheet 4	
Tuesday	Activity 1: Phonemic Awareness & Phonics • Introduce new sounds and words: /t/	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences • T, t	
Tuesday	Activity 3: Shared Reading: First Read • Big Book: Olwethu's first day	
Tuesday	Activity 4: Group Guided Reading • Groups _____ • Worksheet 4	

Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: holidays, activity, usually • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /p/ 	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • P, p 	
Wednesday	Activity 4:	Writing: Plan and Draft <ul style="list-style-type: none"> • Draw a picture showing something you want to learn about this year at school 	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending 	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Olwethu's first day 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: backpack, heavy, light • Rhyme / Song • Discussion of the shared reading text 	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Word Find 	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: Olwethu's first day • Oral recount from the story 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	
Friday	Activity 5:	End of week review	

Theme Reflection: WE GO TO SCHOOL

What went well this cycle?

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

GRADE 1 TERM 1 WEEKS 5&6

Theme: My family

WEEK 5		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: family, relative, relationship • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Bongzi waits 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Draw and label a picture of you and your family 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /i/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • l, i 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Bongzi waits 	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: distracted, arrival, backyard • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /n/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • N, n 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Draw and label a picture of something you do to be helpful at home 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 	

Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending 	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Bonggi waits 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: helpful, visit, visitor • Rhyme / Song • Discussion of the shared reading text 	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending 	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: Bonggi waits • Oral recount from the story 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 	
Friday	Activity 5:	End of week review	
WEEK 6			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: umbilical cord, born, tradition • Rhyme / Song 	
Monday	Activity 2:	Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3:	Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Tseko's new baby 	
Monday	Activity 4:	Writing: Plan and Draft <ul style="list-style-type: none"> • Draw and label a picture about a time someone in your family taught you something new 	
Monday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	

Tuesday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> Introduce new sounds and words: /m/ 	
Tuesday	Activity 2:	Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> M, m 	
Tuesday	Activity 3:	Shared Reading: First Read <ul style="list-style-type: none"> Big Book: Tseko's new baby 	
Tuesday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 6 	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> Theme Vocabulary: practise, wrap, tight Rhyme / Song Creative Storytelling 	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> Introduce new sounds and words: /d/ 	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> D, d 	
Wednesday	Activity 4:	Writing: Plan and Draft <ul style="list-style-type: none"> Draw and label a picture of a special family tradition 	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 6 	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> Segmenting and blending 	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> Big Book: Tseko's new baby 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 6 	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> Theme Vocabulary: strong, weak, neck Rhyme / Song Discussion of the shared reading text 	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> Word Find 	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> Big Book: Tseko's new baby Illustrate the text 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 6 	
Friday	Activity 5:	End of week review	

Theme Reflection: MY FAMILY

What went well this cycle?

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

GRADE 1 TERM 1 WEEKS 7&8

Theme: We play outside

WEEK 7		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: shade, sunshine, sweat • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: A very hot day 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Draw and label a picture of your favourite person / people to play outside with 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /o/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • O, o 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: A very hot day 	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: season, Spring, Summer • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /g/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • G, g 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Draw and label a picture of something you like to do outside on a hot day! 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 	

Thursday	Activity 1:	Phonemic Awareness & Phonics • Segmenting and blending	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: A very hot day	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 7	
Friday	Activity 1:	Oral Activities • Theme Vocabulary: Autumn, Winter, temperature • Rhyme / Song • Discussion of the shared reading text	
Friday	Activity 2:	Phonemic Awareness & Phonics • Segmenting and blending	
Friday	Activity 3:	Shared Reading: Post Read • Big Book: A very hot day • Illustrate the text	
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: drenched, bucket, pour • Rhyme / Song	
Monday	Activity 2: Handwriting • Revise sounds and words previously taught	
Monday	Activity 3: Shared Reading: Pre-Read • Big Book: Spring day splashes	
Monday	Activity 4: Writing: Plan and Draft • Draw and label a picture of the season you think is best for playing outside	
Monday	Activity 5: Group Guided Reading • Groups _____ • Worksheet 8	
Tuesday	Activity 1: Phonemic Awareness & Phonics • Introduce new sounds and words: /c/	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences • C, c	
Tuesday	Activity 3: Shared Reading: First Read • Big Book: Spring day splashes	
Tuesday	Activity 4: Group Guided Reading • Groups _____ • Worksheet 8	

Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: spade, sandcastle, wave • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /k/ 	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • K, k 	
Wednesday	Activity 4:	Writing: Plan and Draft <ul style="list-style-type: none"> • Draw and label a picture of something you love about nature 	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending 	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Spring day splashes 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: nature, playground, curious • Rhyme / Song • Discussion of the shared reading text 	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Word Find 	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: Spring day splashes • Illustrate the text 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	
Friday	Activity 5:	End of week review	

Theme Reflection: WE PLAY OUTSIDE

<p>What went well this cycle?</p>	
<p>What did not go well this cycle? How can you improve on this in the next cycle?</p>	

GRADE 1 TERM 1 WEEKS 9&10

Theme: We have feelings

WEEK 9		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: frustrated, forgetful, mistake • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Dan has a bad week 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Draw and label a picture of a time you felt sad 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /e/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • E, e 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Dan has a bad week 	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: trip, embarrassed, accident • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ck/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • CK, ck 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Draw and label a picture of a time you had a bad day, like Dan! 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	

Thursday	Activity 1:	Phonemic Awareness & Phonics • Segmenting and blending	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: Dan has a bad week	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 9	
Friday	Activity 1:	Oral Activities • Theme Vocabulary: clumsy, worried, grumpy • Rhyme / Song • Discussion of the shared reading text	
Friday	Activity 2:	Phonemic Awareness & Phonics • Segmenting and blending	
Friday	Activity 3:	Shared Reading: Post Read • Big Book: Dan has a bad week • Oral recount from the story	
Friday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 9	
Friday	Activity 5:	End of week review	

WEEK 10

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce the Theme • Theme Vocabulary: polite, rude, disappointed • Rhyme / Song	
Monday	Activity 2: Handwriting • Revise sounds and words previously taught	
Monday	Activity 3: Shared Reading: Pre-Read • Big Book: My name is Buhlebendalo	
Monday	Activity 4: Writing: Plan and Draft • Draw and label a picture of something that makes you feel scared	
Monday	Activity 5: Group Guided Reading • Groups _____ • Worksheet 10	
Tuesday	Activity 1: Phonemic Awareness & Phonics • Revise sounds and words previously taught	
Tuesday	Activity 2: Handwriting • Revise letters and words previously taught	
Tuesday	Activity 3: Shared Reading: First Read • Big Book: My name is Buhlebendalo	
Tuesday	Activity 4: Group Guided Reading • Groups _____ • Worksheet 10	

Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: kind, mean, tears • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Wednesday	Activity 3:	Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Wednesday	Activity 4:	Writing: Plan and Draft <ul style="list-style-type: none"> • Draw and label a picture of a time you felt disappointed 	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending 	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: My name is Buhlebendalo 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: scared, confused, angry • Rhyme / Song • Discussion of the shared reading text 	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Word Find 	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: My name is Buhlebendalo • Illustrate the text 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	
Friday	Activity 5:	End of week review	

Theme Reflection: WE HAVE FEELINGS

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								

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								

Term 1 Group Guided Reading Tracker

Text	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8

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
Listening & Speaking	Talks about personal experiences using own writing	Rubric Checklist
Phonics	Identifies letter-sound relationships of the sounds taught	Week 10 Monday Phonics Activity Checklist
Reading	Listens to and then retells part of a story	Rubric Checklist
Handwriting & Writing	Draws and labels a picture that conveys meaning	Rubric Checklist

Grade 1 Term 1 Checklist: Home Language

✓/x		Listening & Speaking				Phonics		Reading & Comprehension		Handwriting		Writing	
		Sings songs and does actions	Recalls and uses theme vocabulary	Listens to stories and other texts with interest, and acts out parts	Participates in discussions, answers questions, listens to others and takes turns	Identifies letter-sound relationships of the sounds taught (a, s, t, p, l, n, m, d, o, g, c, k, e, ck)	Builds up short words using sounds learnt	Participates in shared reading to predict, listen to and discuss stories	Reads taught sight words and phonic words independently	Forms taught letters correctly	Copies and writes own name, words and short sentences	Draws a picture to convey a message	Labels pictures
Date													
Names of learners													
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					
OBJECTIVE	Talks about personal experiences using own writing				
IMPLEMENTATION	This can be done at any time from Week 6 onwards during the Monday or Wednesday Writing lessons.				
ACTIVITY	During Writing lessons as learners are busy with their writing, call individual learners to talk to you about their writing. Say: This week you are drawing a picture to show me...(whatever the task is – they all relate to personal experiences). Please tell me about your drawing.				
RUBRIC	1	2	3	4	5
Clarity and pacing	The learner needs full support to talk about the drawing. The learner hardly speaks at all or is very hesitant.	The learner needs quite a lot of support to talk about the drawing. The learners speak hesitantly with frequent pauses.	The learner needs some support to talk about the drawing. The learner speaks at a reasonable pace and only hesitates or pauses occasionally.	The learner speaks about the drawing without support. The learner speaks at a good pace and only hesitates once or twice.	The learner speaks about the drawing without support. The learner speaks at an excellent pace, without hesitation.
Sequencing	The learner shares only one or possible two thoughts, making sequence irrelevant.	The learner randomly shares thoughts with no regard to sequence.	The learner attempts to sequence thoughts in a meaningful order, but does make some errors.	The learner sequences thoughts in a meaningful order, making only one or possibly two errors.	The learner sequences thoughts in a meaningful order without any errors.
Vocabulary	The learner uses none of the new theme vocabulary.	The learner uses 1-2 new theme vocabulary word/s.	The learner uses 3 new theme vocabulary words.	The learner uses 4 new theme vocabulary words.	The learner uses 5 or more new theme vocabulary words.

READING RUBRIC				
OBJECTIVE	Listens to and then retells part of a story			
IMPLEMENTATION	<ul style="list-style-type: none"> This can be done at any time from Week 5 to Week 8 Do this on Fridays during the Oral Activity: Discussion of Shared Reading Text, or on Fridays during the Shared Reading: Post Read 			
ACTIVITY	During the 'Discussion of Shared Reading Text' ask individual learners to come and retell part of the story to you OR During the 'Post Read' ask individual learners to come and retell part of the story to you			
RUBRIC	1	2	3	4
Clarity and confidence	The learner needs full support to retell part of the story correctly. The learner speaks with no confidence.	The learner needs some support to retell part of the story correctly. The learner speaks with little confidence.	The learner needs minimal support to retell part of the story correctly. The learner speaks with some confidence.	The learner retells part of the story correctly without any support. The learner speaks clearly, confidently and with expression.
Recall	The learner struggles to correctly recall any details from the story.	The learner correctly recalls some details from the story.	The learner correctly recalls most details from the story.	The learner correctly recalls all details from the story.
Sequencing	The learner cannot sequence the events from the story correctly.	The learner sequences some events from the story correctly.	The learner sequences most events from the story correctly.	The learner sequences all events from the story correctly.

WRITING & HANDWRITING RUBRIC

OBJECTIVE	Draws and labels a picture that conveys meaning			
IMPLEMENTATION	<ul style="list-style-type: none"> This can be done at any time from Week 5 to Week 8, using the Monday or Wednesday writing tasks in the lesson plans. 			
ACTIVITY	<ol style="list-style-type: none"> Do the writing lessons as usual. Collect the learners' exercise books and mark the writing using the rubric that follows. 			
RUBRIC	1	2	3	4
Drawing	The learner's drawing is incomplete or unrecognisable.	The learner's drawing is incomplete and/or hard to recognise.	The learner's drawing is complete and mostly recognisable.	The learner's drawing is complete and mostly recognisable.
Use of space	The drawing is very small or badly placed on the page.	The drawing is either a good size or reasonably well placed on the page.	The drawing is both a good size and is reasonably well placed on the page.	The drawing uses all the available space to maximum effect.
Writing of labels	The learner does not attempt to write a label, or only writes one letter.	The learner attempts to write a label, but it is incomplete or incorrect.	The learner writes one label correctly.	The learner writes two or more labels correctly.
Letter formation	The learner writes slowly and makes many errors in letter formation.	The learner writes at a reasonable pace and makes some errors in letter formation.	The learner writes at a good pace and only makes the occasional error in letter formation.	The learner writes at an excellent pace and makes no errors in letter formation.

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 1 Term 1						
Learner	Language Components					
	Listening & Speaking	Phonics	Reading & Comprehension	Handwriting	Writing	Overall Performance
1						
2						

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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