

**HOME LANGUAGE: ENGLISH
TRACKER
&
PROGRAMME OF ASSESSMENT
GRADE 3
TERM 2 2020**

Contents

Curriculum Coverage Term 2.....	3
WEEK 1.....	4
WEEK 2.....	5
Theme Reflection: PRACTICE MAKES PERFECT!.....	7
WEEK 3.....	8
WEEK 4.....	9
Theme Reflection: FAMILIES CARING FOR EACH OTHER.....	11
WEEK 5.....	12
WEEK 6.....	13
Theme Reflection: BULLYING.....	15
WEEK 7.....	16
WEEK 8.....	17
Theme Reflection: WE ARE WRITERS.....	19
WEEK 9.....	20
WEEK 10.....	21
Theme Reflection: THINGS THAT FRIGHTEN US.....	23
PROGRAMME OF ASSESSMENT.....	29

Curriculum Coverage Term 2

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 2 WEEKS 1 & 2

Theme: Practice makes perfect!

WEEK 1		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Practice, balance, wobble, shook • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise cursive, identify patterns in sentences 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Bheki's new bike 	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> • Write about a time you practiced in order to learn something new or improve at something. • Write a list 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /pl/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • pl 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Bheki's new bike 	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Determined, give up, embarrassed • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ur/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • ur 	
Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none"> • Write about a time you practiced in order to learn something new or improve at something • Use the writing frame 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 	

Thursday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> • Big Book: Bheki's new bike 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 1 	
Friday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: Succeed, fail, challenging • 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: Bheki's new bike • Written comprehension 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 1 	
Friday	Activity 5: End of week review	

WEEK 2

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Archer, accurate, accuracy, target • Rhyme / Song 	
Monday	Activity 2: Handwriting	
	<ul style="list-style-type: none"> • Revise cursive, change words from singular to plural 	
Monday	Activity 3: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> • Big Book: Li Jie, the fabulous and talented archer 	
Monday	Activity 4: Writing: Editing	
	<ul style="list-style-type: none"> • Write about a time you practiced in order to learn something new or improve at something. • Use the editing checklist 	
Monday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 2 	
Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Introduce new sounds and words: /sp/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive	
	<ul style="list-style-type: none"> • sp 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> • Big Book: Li Jie, the fabulous and talented archer 	
Tuesday	Activity 4: Group Guided Reading	

		<ul style="list-style-type: none"> • Groups _____ • Worksheet 2 	
Wednesday	Activity 1:	<p>Oral Activities</p> <ul style="list-style-type: none"> • Theme Vocabulary: Praise, persistence, arrogant • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2:	<p>Phonemic Awareness & Phonics</p> <ul style="list-style-type: none"> • Introduce new sounds and words: /ow/ 	
Wednesday	Activity 3:	<p>Handwriting: Write new letter(s) / words / sentences in cursive</p> <ul style="list-style-type: none"> • ow 	
Wednesday	Activity 4:	<p>Writing: Publishing and presenting</p> <ul style="list-style-type: none"> • Write about a time you practiced in order to learn something new or improve at something. • Use the writing frame 	
Wednesday	Activity 5:	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 	
Thursday	Activity 1:	<p>Phonemic Awareness & Phonics</p> <ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2:	<p>Shared Reading: Second Read</p> <ul style="list-style-type: none"> • Big Book: Li Jie, the fabulous and talented archer 	
Thursday	Activity 3:	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 	
Friday	Activity 1:	<p>Oral Activities</p> <ul style="list-style-type: none"> • Theme Vocabulary: Admire, admirer, folktale • Rhyme / Song • Discussion of the shared reading text 	
Friday	Activity 2:	<p>Phonemic Awareness & Phonics</p> <ul style="list-style-type: none"> • Word Find 	
Friday	Activity 3:	<p>Shared Reading: Post Read</p> <ul style="list-style-type: none"> • Big Book: Li Jie, the fabulous and talented archer • Oral recount from the story 	
Friday	Activity 4:	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 	
Friday	Activity 5:	<p>End of week review</p>	

Theme Reflection: PRACTICE MAKES PERFECT!

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 2 WEEKS 3 & 4

Theme: Families caring for each other

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: Care, caring, puppet • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise cursive, singular to plural sentences 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Hot toast coming up 	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> • Write a fictional story about family members who care for each other • Make a mind-map 	
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: /nk/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • nk 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Hot toast coming up 	
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: Perform, distracted, focussed • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ou/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • ou 	
Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none"> • Write a fictional story about family members who care for each other • Use the writing frame 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	

Thursday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> • Big Book: Hot toast coming up 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	
Friday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: Froze, slice, toast • 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: Hot toast coming up • Oral recount of the story 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	
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"> • Introduce the Theme • Theme Vocabulary: Patient, patience, adventure • Rhyme / Song 	
Monday	Activity 2: Handwriting	
	<ul style="list-style-type: none"> • Revise cursive, change words from singular to plural 	
Monday	Activity 3: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> • Big Book: Candice and Carla's big adventure 	
Monday	Activity 4: Writing: Editing	
	<ul style="list-style-type: none"> • Write a fictional story about family members who care for each other • Use the editing checklist 	
Monday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	
Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Introduce new sounds and words: /th/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive	
	<ul style="list-style-type: none"> • th 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> • Big Book: Candice and Carla's big adventure 	
Tuesday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	

Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Successful, determined, instruct, instructions • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /or/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • or 	
Wednesday	Activity 4: Writing: Publishing and presenting <ul style="list-style-type: none"> • Write a fictional story about family members who care for each other 	
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"> • Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Candice and Carla's big adventure 	
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: Adventure, persistent, wobble, balance • 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: Candice and Carla's big adventure • Written comprehension 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	
Friday	Activity 5: End of week review	

Theme Reflection: FAMILIES CARING FOR EACH OTHER

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 2 WEEKS 5 & 6

Theme: Bullying

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: Ashamed, mutter, spectator Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> Revise cursive, singular to plural 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> Big Book: Jojo's new school 	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> Write a story about someone who is getting bullied. This can be based on a true story or can be a fictional story. Make a mind map 	
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: /sl/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> sl 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> Big Book: Jojo's new school 	
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: Cruel, spoilt, relieved Rhyme / Song Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> Introduce new sounds and words: /ay/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> ay 	
Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none"> Write a story about someone who is getting bullied. This can be based on a true story or can be a fictional story. Use the writing frame 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> Groups _____ 	

	<ul style="list-style-type: none"> Worksheet 5 	
Thursday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> Big Book: Jojo's new school 	
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: Dribble, score, talented 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: Jojo's new school Written comprehension 	
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: Foreigner, immigrant, language, accent Rhyme / Song 	
Monday	Activity 2: Handwriting: <ul style="list-style-type: none"> Revise cursive, change words from singular to plural 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> Big Book: Timeo helps his family 	
Monday	Activity 4: Writing: Editing <ul style="list-style-type: none"> Write a story about someone who is getting bullied. This can be based on a true story or can be a fictional story. Use the editing checklist 	
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: /b/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> bl 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> Big Book: Timeo helps his family 	
Tuesday	Activity 4: Group Guided Reading	

		<ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	
Wednesday	Activity 1:	<p>Oral Activities</p> <ul style="list-style-type: none"> • Theme Vocabulary: self-doubt, ignore, support • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2:	<p>Phonemic Awareness & Phonics</p> <ul style="list-style-type: none"> • Introduce new sounds and words: /a-e/ 	
Wednesday	Activity 3:	<p>Handwriting: Write new letter(s) / words / sentences in cursive</p> <ul style="list-style-type: none"> • a-e 	
Wednesday	Activity 4:	<p>Writing: Publishing and presenting</p> <ul style="list-style-type: none"> • Write a story about someone who is getting bullied. This can be based on a true story or can be a fictional story. 	
Wednesday	Activity 5:	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	
Thursday	Activity 1:	<p>Phonemic Awareness & Phonics</p> <ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2:	<p>Shared Reading: Second Read</p> <ul style="list-style-type: none"> • Big Book: Timeo helps his family 	
Thursday	Activity 3:	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	
Friday	Activity 1:	<p>Oral Activities</p> <ul style="list-style-type: none"> • Theme Vocabulary: Alone, lonely, support • Rhyme / Song • Discussion of the shared reading text 	
Friday	Activity 2:	<p>Phonemic Awareness & Phonics</p> <ul style="list-style-type: none"> • Word Find 	
Friday	Activity 3:	<p>Shared Reading: Post Read</p> <ul style="list-style-type: none"> • Big Book: Timeo helps his family • Oral recount from the story 	
Friday	Activity 4:	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	
Friday	Activity 5:	<p>End of week review</p>	

Theme Reflection: BULLYING

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 2 WEEKS 7 & 8

Theme: We are writers

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: Detective, clue, diary • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise cursive, identify patterns in sentences 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Mandu's secret diary 	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> • Choose a story we have read this year to review • Write a list 	
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: /wh/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • wh 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Mandu's secret diary 	
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: Investigate, investigation, suspicious • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /y/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • y 	
Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none"> • Choose a story we have read this year to review • Use the writing frame 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 	

Thursday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> • Big Book: Mandu's secret diary 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 7 	
Friday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: Print, cursive, message • 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: Mandu's secret diary • Oral recount from the story 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 7 	
Friday	Activity 5: End of week review	

WEEK 8

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Invent, invention, technology • Rhyme / Song 	
Monday	Activity 2: Handwriting	
	<ul style="list-style-type: none"> • Revise cursive, change words from singular to plural 	
Monday	Activity 3: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> • Big Book: The world's first writers 	
Monday	Activity 4: Writing: Editing	
	<ul style="list-style-type: none"> • Choose a story we have read this year to review • Use the editing checklist 	
Monday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	
Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Introduce new sounds and words: /pr/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive	
	<ul style="list-style-type: none"> • pr 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> • Big Book: The world's first writers 	
Tuesday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	

Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Temple, worship, scribe, record • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /igh/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • igh 	
Wednesday	Activity 4: Writing: Publishing and presenting <ul style="list-style-type: none"> • Choose a story we have read this year to review 	
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"> • Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: The world's first writers 	
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: Tally, tablet, clay • 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: The world's first writers • Written comprehension 	
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 ARE WRITERS

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 2 WEEKS 9 & 10

Theme: Things that frighten us

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: Reaction, dream, nightmare, monster • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Singular to plural sentences 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: There's a monster in my cupboard 	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> • Write about a time you felt frightened • Make a list 	
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: /nk/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • nk 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: There's a monster in my cupboard 	
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: Terrified, tiptoe, scratch, slam • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ou/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • ou 	
Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none"> • Write about a time you felt frightened • Use the writing frame 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	

Thursday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> • Big Book: There's a monster in my cupboard 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	
Friday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: Shaky, shriek, sudden, suddenly • 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: There's a monster in my cupboard • Illustrate the text 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	
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"> • Introduce the Theme • Theme Vocabulary: Attack, blood, bloody • Rhyme / Song 	
Monday	Activity 2: Handwriting	
	<ul style="list-style-type: none"> • Revise cursive writing 	
Monday	Activity 3: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> • Big Book: Dolphins to the rescue 	
Monday	Activity 4: Writing: Editing	
	<ul style="list-style-type: none"> • Write about a time you felt frightened • Use the editing checklist 	
Monday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	
Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Introduce new sounds and words: /sl/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive	
	<ul style="list-style-type: none"> • sl 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> • Big Book: Dolphins to the rescue 	
Tuesday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	

Wednesday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: Suspense, surrounded, panic, frantically • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Introduce new sounds and words: /ay/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive	
	<ul style="list-style-type: none"> • ay 	
Wednesday	Activity 4: Writing: Publishing and presenting	
	<ul style="list-style-type: none"> • Write about a time you felt frightened 	
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"> • Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> • Big Book: Dolphins to the rescue 	
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: Surface, shock, sigh, sigh of relief • 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: Dolphins to the rescue • Written summary of the story 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	
Friday	Activity 5: End of week review	

Theme Reflection: THINGS THAT FRIGHTEN US

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 2 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 2 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

TERM 2 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.

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								

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: *Happy, well-adjusted child. Good parental support. No developmental problems. 22/01/2020.*
- 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: *Has mastered all phonemes for home language. Uses syllabification and phonics knowledge to decode unknown words quickly and effectively. 05/06/2020.*

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.
- Many of these observations will be fulfilled by implementing the assessment rubrics provided. (see below)

3. Assessment Rubrics (samples included)

- Also included in this programme are rubrics designed to assess specific skills, knowledge and competencies, that are developed in Grade 3 Term 2.
- Use these tools during the course of the term to assess learners.
- Record the learners' results in the Assessment Note Book.

4. Term 2 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 2 HOME LANGUAGE ASSESSMENT TASK

Language component	Grade 3	Assessment Tool
Listening & Speaking	Listens to a more complex text and participates in a discussion	Rubric Checklist
Phonics	Identifies letter-sound relationships of the sounds taught Builds words using taught phonemes	Test (see below for suggested format) Checklist
Reading	Reads aloud from own text and answers questions	Rubric Checklist
Handwriting & Writing	Writes 2 paragraphs of at least 10 sentences using a writing frame	Rubric Checklist

GRADE 3 TERM 2 SAMPLE CHECKLIST

Grade 3 Term 2 Checklist: Home Language																							
✓/x	Listening & Speaking					Phonics		Reading & Comprehension					H-Writing		Writing								
	Listens to complex texts and responds appropriately	Tells short story with plot and characters	Participates in discussions	Listens to texts and expresses feelings, giving reasons	Works out cause and effect	Recognises and reads all sounds taught, including blends	Build words using sounds taught	Uses visual clues to determine purpose of text	Reads aloud independently	Reads with increasing fluency and expression	Uses diagrams and illustrations to increase understanding of text	Uses phonics, syllables and sight / high frequency words when reading	Writes all lower and upper case letters in joined script or cursive correctly	Makes transition to using joined script or cursive in all writing	Writes a text review	Writes 2 paragraphs (10 sentences) on personal experiences	Uses correct grammar	Uses phonics knowledge and rules to write unknown words	Uses taught punctuation correctly	Keeps a diary	Uses parts of speech taught correctly	Writes a story of at least 10 sentences	Reads aloud and edits own writing
Date																							
Names of learners																							
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.

GRADE 3 TERM 2 SAMPLE RUBRICS AND TEST FORMAT

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	Listens to and engages with a more complex text to: <ul style="list-style-type: none"> • Identify the main idea • Answer open and closed questions • Express feelings about the text • Work out cause and effect 			
IMPLEMENTATION	<ul style="list-style-type: none"> • This can be done at any time from Week 2 to Week 7 • Do this on Fridays during the Oral Activity: Discussion of Shared Reading or on Fridays during the Shared Reading: Post Read activity 			
ACTIVITY	<ul style="list-style-type: none"> • During the ‘Discussion of Shared Reading Text’ or the ‘Shared Reading: Post-Read’, call individual learners to answer one or two of each of the following kinds of questions about the text: <ul style="list-style-type: none"> Main idea 1. What do you think the main idea of this story is? Why? <ul style="list-style-type: none"> ○ If prompting is required, provide the learner with two options to choose from, i.e.: Do you think the main idea is....or...? Details 2. Who..? 3. What...? 4. When...? 5. How...? Higher-order 6. Do you think...? Why? 7. Can you make a connection to...What? 8. If you were....what would you do? Why? Express feelings 9. How did it make you feel when...? Why? 10. Did you like it when...? Why or why not? Work out cause and effect 11. What happened as a result of.....? 12. What caused....to...? 			
RUBRIC	0-1	2-3	4-5	6-7
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 justify the answer.

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 identifies all details from the story quickly, fluently and accurately.
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 justify the answer.
Feelings	The learner struggled to express a feeling, or the feeling was not relevant to the text.	The learner expressed a reasonable feeling, but could not give reasons for that feeling.	The learner expressed a reasonable feeling and justified the feeling adequately.	The learner expressed a reasonable and original feeling and justified the feeling clearly.
Cause and effect	The learner could not answer the cause and effect question, even with teacher support.	The learner answered the cause and effect question with some support from the teacher.	The learner answered the cause and effect question independently and tried to explain the answer.	The learner answered the cause and effect question independently and clearly explained the answer.

PHONICS – SUGGESTED TEST FORMAT

1. Towards the end of the term, set up a test based on all the phonic sounds and words that learners have practiced in Term 2. Select the phonemes that learners tend to struggle with.
2. Tell learners to turn to a clean page and write the heading: Phonics Test
3. Next, show learners how to fold a page in their books in half, and to number from 1-10 in the margin, and from 11 – 20 in the middle of the page.
4. Explain to learners that you are going to call the number and then a sound or word. They must write the sound or word next to the correct number.
5. If learners do not know how to write a sound or word, they must draw a little line next to the number.
6. Train learners to be silent during tests, and not to look at anyone else's work.
7. Compile a list of 5-10 sounds and 10-15 words to call.
8. At the end of the test, collect the learners' books and mark the test.
9. Convert to a rating for the composite recording sheet as follows:

Mark out of 20	Rating
0-5	1
6-7	2
8-9	3
10-11	4
12-13	5
14-15	6
16-20	7

READING AND COMPREHENSION RUBRIC				
OBJECTIVE	<ul style="list-style-type: none"> • Reads aloud from own text • Reads with increasing expression and fluency • Uses phonics, syllabification and sight / high frequency words • Answers a variety of questions about the text 			
IMPLEMENTATION	<ul style="list-style-type: none"> • This can be done at any time from Week 6 to Week 8 • Do this during Group Guided Reading 			
ACTIVITY	During 'Group Guided Reading' listen to each learner in the group read independently. Ask each learner a few questions about the text. Mark them using the rubric below.			
RUBRIC	0-1	2-3	4-5	6-7
EXPRESSION	The learner reads in a stilted monotone, with no expression.	The learner reads in a fairly monotonous voice, with little expression.	The learner reads most of the text with some expression, only falling into a monotone from time to time.	The learner reads the entire text with suitable expression.
FLUENCY	The learner frequently hesitates while reading, sounds out words, and repeats words or phrases.	The learner reads with extended pauses or hesitations. The learner has 'rough spots' that are difficult to get through.	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.
DECODING SKILLS	The learner requires a lot of phonics support from the teacher to read an unknown word. The learner knows very few sight / high frequency words.	The learner tries to use phonics to read unknown words but needs support from the teacher. The learner knows some sight / high frequency words.	The learner uses phonics and syllabification to sound out unknown words, but occasionally needs help to blend the sounds into a word. The learner knows many sight / high frequency words.	The learner uses phonics and syllabification to sound out unknown words, and can usually blend the sounds into a word. The learner knows all taught sight / high frequency words.
COMPREHENSION	The learner struggles to answer a lower order question about the text. (What, when, who, etc.)	The learner answers a lower order question about the text, but cannot answer a higher order question about the text. (Why? If you were...? Do you think..?)	The learner answers a lower order question about the text. The learner answers a higher order question about the text with some support from the teacher.	The learner answers both lower and higher order questions about the text independently.

WRITING AND HANDWRITING RUBRIC				
OBJECTIVE	<p>The learner uses a writing frame and the writing process to:</p> <ul style="list-style-type: none"> • write 2 paragraphs of at least 10 lines <p>the learner uses:</p> <ul style="list-style-type: none"> • correct grammar • phonics knowledge and spelling rules • different parts of speech 			
IMPLEMENTATION	This can be done at any time during the term, using the writing tasks in the lesson plans.			
ACTIVITY	<ol style="list-style-type: none"> 1. Conduct the writing lessons as usual. 2. Collect learners' books at the end of the written lesson on Thursday. 3. Use the rubric below to mark learners' work. 			
RUBRIC	0-1	2-3	4-5	6-7
Idea	Idea is difficult to understand, or is not original.	Idea is understandable and original, although similar to teacher's.	Idea is personal and original.	Idea is personal, original, and creative.
Paragraphs	There is only 1 paragraph.	There are 2 paragraphs, with a total of 6 sentences.	There are 2 paragraphs, with a total of 7-8 sentences.	There are 2 paragraphs, with a total of 9 - 10 sentences.
Phonics and spelling knowledge	Uses beginning and / or end sounds to represent words.	Uses familiar words or repeats words. Writes some words phonetically.	Uses phonics knowledge and spelling rules effectively to write simple unknown words.	Uses phonics knowledge and spelling rules effectively to write more complex unknown words.
Grammar	7 or more grammar errors are made, including mistakes related to tense, sentence structure and punctuation.	5-6 grammar errors are made, including mistakes related to tense, sentence structure and punctuation.	3-4 grammar errors are made, including mistakes related to tense, sentence structure and punctuation.	2 or less grammar errors are made, including mistakes related to tense, sentence structure and punctuation.
Parts of speech	No additional parts of speech such as adjectives or adverbs are used.	1-2 additional parts of speech such as adjectives or adverbs are used.	3-4 additional parts of speech such as adjectives or adverbs are used. However these are commonly used words.	4 or more additional parts of speech such as adjectives or adverbs are used, including less-commonly used words.
Handwriting speed and accuracy	The learner writes slowly and laboriously, and makes many errors when coping.	The learner writes at an acceptable pace, but still makes a number of errors when copying.	The learner writes at a good pace. The learner occasionally makes mistakes when copying.	The learner writes neatly at a good pace and hardly ever makes a mistake when copying.

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

Please note: This is an example. An actual composite recording sheet 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