

**HOME LANGUAGE: THSIVENDA  
TRACKER  
&  
PROGRAMME OF ASSESSMENT  
GRADE 1  
TERM 2 2020**

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## 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 1 TERM 2 WEEKS 1 & 2

## Theme: Khonani

| WEEK 1    |  |                |
|-----------|--|----------------|
| 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: Ndeme, thoni, takalela.</li> <li>• Rhyme / Song</li> </ul>         |                |
| Monday    | Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Number writing</li> </ul>   |                |
| Monday    | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Khonani dza 'A'</li> </ul>   |                |
| Monday    | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Olani tshifanyiso tsha khonani ine na i funesa.</li> </ul>  |                |
| Monday    | Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 1</li> </ul>   |                |
| Tuesday   | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /k/</li> </ul>   |                |
| Tuesday   | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• K, k</li> </ul>  |                |
| Tuesday   | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Khonani dza 'A'</li> </ul>   |                |
| Tuesday   | Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 1</li> </ul>   |                |
| Wednesday | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: piringedzea, sinyusa, sinyuwa</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: /p/</li> </ul>   |                |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• P, p</li> </ul>  |                |
| Wednesday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Olani tshifanyiso tsha khonani yanu, nwalani tshithu tshithihi tshine na tshi funesa ngae</li> </ul>        |                |
| Wednesday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 1</li> </ul>   |                |

|          |             |   |  |
|----------|-------------|---|--|
| Thursday | Activity 1: | Phonemic Awareness & Phonics<br>• Segmenting and blending   |  |
| Thursday | Activity 2: | Shared Reading: Second Read<br>• Big Book: Khonani dza 'A'  |  |
| Thursday | Activity 3: | Group Guided Reading<br>• Groups _____<br>• Worksheet 1   |  |
| Friday   | Activity 1: | Oral Activities<br>• Theme Vocabulary: luga, u sa luga, hangwela<br>• Rhyme / Song<br>• Discussion of the shared reading text |  |
| Friday   | Activity 2: | Phonemic Awareness & Phonics<br>• Word find   |  |
| Friday   | Activity 3: | Shared Reading: Post Read<br>• Big Book: Khonani dza 'A'<br>• Oral recount from the story                                     |  |
| Friday   | Activity 4: | Group Guided Reading<br>• Groups _____<br>• Worksheet 1   |  |
| Friday   | Activity 5: | End of week review  |  |

## WEEK 2

| Day     | CAPS content, concepts, skills  | Date completed |
|---------|---|----------------|
| Monday  | Activity 1: Oral Activities<br>• Introduce the Theme<br>• Theme Vocabulary: a zwo ngo ɔwelea, ntsa, kholomo ya ɔaka<br>• Rhyme / Song |                |
| Monday  | Activity 2: Handwriting<br>• Revision activity: sounds and words  |                |
| Monday  | Activity 3: Shared Reading: Pre-Read<br>• Big Book: Kholomo na Buka   |                |
| Monday  | Activity 4: Writing: Plan and Draft<br>• Olani tshifanyiso tsha tshithu tshavhuɔi tshine na nga itela khonani yaɔu.                   |                |
| Monday  | Activity 5: Group Guided Reading<br>• Groups _____<br>• Worksheet 2   |                |
| Tuesday | Activity 1: Phonemic Awareness & Phonics<br>• Introduce new sounds and words: /n/   |                |
| Tuesday | Activity 2: Handwriting: Write new letter(s) / words / sentences<br>• N, n  |                |

|           |             |  |  |
|-----------|-------------|--|--|
| Tuesday   | Activity 3: | Shared Reading: First Read<br>• Big Book: Kholomo na Buka  |  |
| Tuesday   | Activity 4: | Group Guided Reading<br>• Groups _____<br>• Worksheet 2  |  |
| Wednesday | Activity 1: | Oral Activities<br>• Theme Vocabulary: fula, vhumvumvu, khamphani.<br>• Rhyme / Song<br>• Creative Storytelling  |  |
| Wednesday | Activity 2: | Phonemic Awareness & Phonics<br>• Introduce new sounds and words: /ŋ/  |  |
| Wednesday | Activity 3: | Handwriting: Write new letter(s) / words / sentences<br>• N, n   |  |
| Wednesday | Activity 4: | Writing: Plan and Draft<br>• Olani tshifanyiso tsha vhukonani vhu songo<br>dowealeho   |  |
| Wednesday | Activity 5: | Group Guided Reading<br>• Groups _____<br>• Worksheet 2  |  |
| Thursday  | Activity 1: | Phonemic Awareness & Phonics<br>• Segmenting and blending  |  |
| Thursday  | Activity 2: | Shared Reading: Second Read<br>• Big Book: Kholomo na Buka   |  |
| Thursday  | Activity 3: | Group Guided Reading<br>• Groups _____<br>• Worksheet 2  |  |
| Friday    | Activity 1: | Oral Activities<br>• Theme Vocabulary: dowelea, a zwo ngo<br>dowealeho, a thi tendi maṭo anga<br>• Rhyme / Song<br>• Discussion of the shared reading text |  |
| Friday    | Activity 2: | Phonemic Awareness & Phonics<br>• Word Find  |  |
| Friday    | Activity 3: | Shared Reading: Post Read<br>• Big Book: Kholomo na Buka<br>• Illustrate the text  |  |
| Friday    | Activity 4: | Group Guided Reading<br>• Groups _____<br>• Worksheet 2  |  |
| Friday    | Activity 5: | End of week review   |  |

**Theme Reflection: KHONANI**

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|--|--|
| <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 2 WEEKS 3 & 4

## Theme: U țavha zwimela

| 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: țavha, mavu, mbeu</li> <li>• Rhyme / Song</li> </ul>   |                |
| Monday    | Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>  |                |
| Monday    | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Kupambo kutswuku</li> </ul>  |                |
| Monday    | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Nwalani nga zwine na tama u țavha ngadeni yaņu</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: /s/</li> </ul>   |                |
| Tuesday   | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• S, s</li> </ul>  |                |
| Tuesday   | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Kupambo kutswuku</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: Kuya, baka, goroi</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: /t/</li> </ul>   |                |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• T, t</li> </ul>  |                |
| Wednesday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Nwalani uri ni nga thusisa hani phambo tswuku u wana goroi</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>Segmenting and blending</li> </ul>   |                       |
| Thursday      | Activity 2: Shared Reading: Second Read   |                       |
|               | <ul style="list-style-type: none"> <li>Big Book: Kupambo kutswuku</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: bvafha, mushumi wa biko, lutange</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: Kupambo kutswuku</li> <li>Illustrate the text</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  |                       |
| <b>WEEK 4</b> |   |                       |
| <b>Day</b>    | <b>CAPS content, concepts, skills</b>   | <b>Date completed</b> |
| Monday        | Activity 1: Oral Activities   |                       |
|               | <ul style="list-style-type: none"> <li>Introduce the Theme</li> <li>Theme Vocabulary: mbeu, pfushi, zwimela, zwalulula</li> <li>Rhyme / Song</li> </ul>                   |                       |
| Monday        | Activity 2: Handwriting   |                       |
|               | <ul style="list-style-type: none"> <li>Revise sounds and words previously taught</li> </ul>   |                       |
| Monday        | Activity 3: Shared Reading: Pre-Read  |                       |
|               | <ul style="list-style-type: none"> <li>Big Book: Khwezi u wana lusudu</li> </ul>  |                       |
| Monday        | Activity 4: Writing: Plan and Draft   |                       |
|               | <ul style="list-style-type: none"> <li>Nwalani nga zwithu zwa ndeme zwine ra zwi thoga, zwine na zwimela zwa zwi thoga</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: /w/</li> </ul>   |                       |
| Tuesday       | Activity 2: Handwriting: Write new letter(s) / words / sentences  |                       |
|               | <ul style="list-style-type: none"> <li>W, w</li> </ul>  |                       |
| Tuesday       | Activity 3: Shared Reading: First Read  |                       |
|               | <ul style="list-style-type: none"> <li>Big Book: Khwezi u wana lusudu</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: leaho, mutshelo, miroho</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: /x/</li> </ul>   |  |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• X, x</li> </ul>  |  |
| Wednesday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Olani tshifanyiso ni sumbedze zwe na guda nga u țavha zwimela</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>• Segmenting and blending</li> </ul>   |  |
| Thursday  | Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Khwezi u wana lusuđu</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: tshila, midzi, fhasi ha mavu.</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: Khwezi u wana lusuđu</li> <li>• Illustrate the text</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: U TAVHA ZWIMELA**

|  |  |
|--|--|
| <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 2 WEEKS 5 & 6

## Theme: Zwipuka

| 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: tshugulu, songo tsireledzea, mutswazwipuka</li> <li>• Rhyme / Song</li> </ul> |                |
| Monday    | Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>   |                |
| Monday    | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Madyambila Matswu a Munene</li> </ul>   |                |
| Monday    | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Nwalani nga phukha dza ḡaka dzine na tama u dzi vhona ḡakani</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: /v/</li> </ul>  |                |
| Tuesday   | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• V, v</li> </ul>   |                |
| Tuesday   | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Madyambila Matswu a Munene</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: paḡirola, tsireledza, bvelela</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: /y/</li> </ul>  |                |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• Y, y</li> </ul>   |                |
| Wednesday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Nwalani nga tshipuka tshine na ḡoḡa u tshi tsireledza</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  |  |
|          | <ul style="list-style-type: none"> <li>Segmenting and blending</li> </ul>   |  |
| Thursday | Activity 2: Shared Reading: Second Read   |  |
|          | <ul style="list-style-type: none"> <li>Big Book: Madyambila Matswu a Munene</li> </ul>  |  |
| Thursday | Activity 3: Group Guided Reading  |  |
|          | <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 5</li> </ul>   |  |
| Friday   | Activity 1: Oral Activities   |  |
|          | <ul style="list-style-type: none"> <li>Theme Vocabulary: zwi si mulayoni, hanganea, fholo</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>Segmenting and blending</li> </ul>   |  |
| Friday   | Activity 3: Shared Reading: Post Read   |  |
|          | <ul style="list-style-type: none"> <li>Big Book: Madyambila Matswu a Munene</li> <li>Illustrate the text</li> </ul>   |  |
| Friday   | Activity 4: Group Guided Reading  |  |
|          | <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 5</li> </ul>   |  |
| 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"> <li>Introduce the Theme</li> <li>Theme Vocabulary: ilama, ulu, u sa fushea, vhuthu</li> <li>Rhyme / Song</li> </ul> |                |
| Monday  | Activity 2: Handwriting  |                |
|         | <ul style="list-style-type: none"> <li>Revise sounds and words previously taught</li> </ul>  |                |
| Monday  | Activity 3: Shared Reading: Pre-Read   |                |
|         | <ul style="list-style-type: none"> <li>Big Book: Lima dzi dzulelani vhulugelegeni</li> </ul>   |                |
| Monday  | Activity 4: Writing: Plan and Draft  |                |
|         | <ul style="list-style-type: none"> <li>Nwalani nga phukha ine ya vha ya ndeme kha vhadzulapo.</li> </ul>   |                |
| Monday  | Activity 5: Group Guided Reading   |                |
|         | <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 6</li> </ul>  |                |
| Tuesday | Activity 1: Phonemic Awareness & Phonics   |                |
|         | <ul style="list-style-type: none"> <li>Introduce new sounds and words: /z/</li> </ul>  |                |
| Tuesday | Activity 2: Handwriting: Write new letter(s) / words / sentences   |                |
|         | <ul style="list-style-type: none"> <li>Z, z</li> </ul>   |                |
| Tuesday | Activity 3: Shared Reading: First Read   |                |
|         | <ul style="list-style-type: none"> <li>Big Book: Lima dzi dzulelani vhulugelegeni</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: vhutendatenda, shango ɔa n̄ha, govha</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: /r/</li> </ul>   |  |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• R, r</li> </ul>  |  |
| Wednesday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• N̄walani tshithu tshithihi tsha ndeme kha vhutshilo haṅu tshi bvaho kha tshipuka</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>• Segmenting and blending</li> </ul>   |  |
| Thursday  | Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: ɔima dzi dzulelani vbulugelegeni</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: vhadzulapo, naka, zwavhuḁi, zwi si zwavhuḁi</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: ɔima dzi dzulelani vbulugelegeni</li> <li>• Illustrate the text</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: ZWIPUKA**

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|--|--|
| <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 2 WEEKS 7 & 8

## Theme: Mitambo

| 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: ndowendowe, fene, zwishumiswa</li> <li>• Rhyme / Song</li> </ul> |                |
| Monday    | Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>  |                |
| Monday    | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Siphelo na muhali wawe vha a țangana</li> </ul>  |                |
| Monday    | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Nwalani nga mutambo u ne na takalela u tamba</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 sound and words: /zw/</li> </ul>   |                |
| Tuesday   | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• Zw, zw</li> </ul>  |                |
| Tuesday   | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Siphelo na muhali wawe vha a țangana</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: khaphu, ngweņa, vhugweņa.</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 sound and words: /bv/</li> </ul>   |                |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• Bv, bv</li> </ul>  |                |
| Wednesday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Nwalani nga mutambi a ne na mu tama</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 <ul style="list-style-type: none"> <li>Segmenting and blending</li> </ul>   |                       |
| Thursday      | Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> <li>Big Book: Siphelo na muhali wawe vha a țangana</li> </ul>   |                       |
| Thursday      | Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 7</li> </ul>   |                       |
| Friday        | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>Theme Vocabulary: tama, ngweņa, kapuțeni.</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: Siphelo na muhali wawe vha a țangana</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 7</li> </ul>   |                       |
| Friday        | Activity 5: End of week review   |                       |
| <b>WEEK 8</b> |  |                       |
| <b>Day</b>    | <b>CAPS content, concepts, skills</b>  | <b>Date completed</b> |
| Monday        | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>Introduce the Theme</li> <li>Theme Vocabulary: sekwa, mulayo, kuvhanganya</li> <li>Rhyme / Song</li> </ul>                |                       |
| Monday        | Activity 2: Handwriting <ul style="list-style-type: none"> <li>Revise sounds and words previously taught</li> </ul>  |                       |
| Monday        | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>Big Book: Kha ri tambe bhathi</li> </ul>   |                       |
| Monday        | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>Ñwalani nga mulayo muthihi wa mutambo u ne na takalela u tamba.</li> </ul>  |                       |
| Monday        | Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 8</li> </ul>   |                       |
| Tuesday       | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>Introduce new sound and words: /nđ/</li> </ul>   |                       |
| Tuesday       | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>Nđ, nđ</li> </ul>  |                       |
| Tuesday       | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>Big Book: Kha ri tambe bhathi</li> </ul>   |                       |
| Tuesday       | Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 8</li> </ul>   |                       |

|           |   |  |
|-----------|---|--|
| Wednesday | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: tshiṭhopho, thawara, wisa, zwikoṭi.</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: /vh/</li> </ul>   |  |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• Vh, vh</li> </ul>   |  |
| Wednesday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Nwalani tshifanyiso tsha mutambo une na na ṭoḍa u guda u tamba</li> </ul>  |  |
| 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>• Segmenting and blending</li> </ul>  |  |
| Thursday  | Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Kha ri tambe bhathi</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: kora/nwisa, ṭaṭisa, ṭaṭisana</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: Kha ri tambe bhathi</li> <li>• Illustrate the text</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: MITAMBO**

|  |  |
|--|--|
| <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 2 WEEKS 9 & 10

## Theme: ...zwiṭuku zwiraru

| 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: fhaṭa, zwishumiswa, kwhaṭha</li> <li>• Rhyme / Song</li> </ul>  |                |
| Monday    | Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>   |                |
| Monday    | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Zwiguludzwana zwiraru</li> </ul>  |                |
| Monday    | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Nwalani nga zwishumiswa zwine na nga shumisa u fhaṭa</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>• Revise previous sounds and words</li> </ul>   |                |
| Tuesday   | Activity 2: Handwriting: <ul style="list-style-type: none"> <li>• Revise previous sounds and words</li> </ul>   |                |
| Tuesday   | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Zwiguludzwana zwiraru</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: zwidina, daka, tsileledzea</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul> |                |
| Wednesday | Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Revise previous sounds and words</li> </ul>   |                |
| Wednesday | Activity 3: Handwriting: <ul style="list-style-type: none"> <li>• Revise previous sounds and words</li> </ul>   |                |
| Wednesday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Nwalani nga mubvumbedzwa ane na mu takalela kha tshiṭori tsha <i>Zwiguludzwana Zwiraru</i></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>Segmenting and blending</li> </ul>  |  |
| Thursday | Activity 2: Shared Reading: Second Read  |  |
|          | <ul style="list-style-type: none"> <li>Big Book: Zwiguludzwana zwiraru...</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: Gidimisa, tsireledzea, kuma</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: Zwiguludzwana zwiraru</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 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: mapfene maṭuku, buludoza, tshinyadza</li> <li>Rhyme / Song</li> </ul> |                |
| Monday  | Activity 2: Handwriting   |                |
|         | <ul style="list-style-type: none"> <li>Revise sounds and words previously taught</li> </ul>   |                |
| Monday  | Activity 3: Shared Reading: Pre-Read  |                |
|         | <ul style="list-style-type: none"> <li>Big Book: Mapfene maṭuku mararu</li> </ul>   |                |
| Monday  | Activity 4: Writing: Plan and Draft   |                |
|         | <ul style="list-style-type: none"> <li>Humbulani nga vhabvumbedzwa vhararu vhaṭuku na muthihi muhulu kha tshiṭori tshaṅu</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  |                |
|         | <ul style="list-style-type: none"> <li>Revise sounds and words previously taught</li> </ul>   |                |
| Tuesday | Activity 2: Handwriting   |                |
|         | <ul style="list-style-type: none"> <li>Revise letters and words previously taught</li> </ul>  |                |
| Tuesday | Activity 3: Shared Reading: First Read  |                |
|         | <ul style="list-style-type: none"> <li>Big Book: Mapfene maṭuku mararu</li> </ul>   |                |
| Tuesday | Activity 4: Group Guided Reading  |                |
|         | <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 10</li> </ul>  |                |

|           |  |  |
|-----------|--|--|
| Wednesday | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: Vhudzulo, hwetekana, kunakisa</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>                   |  |
| Wednesday | Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>   |  |
| Wednesday | Activity 3: Handwriting <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>  |  |
| Wednesday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Humbulani nga vhudzulo ha vhabvumbedzwa vhanu vhatuku vhararu</li> </ul>  |  |
| Wednesday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 10</li> </ul>  |  |
| Thursday  | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending</li> </ul>   |  |
| Thursday  | Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Mapfene matuku mararu</li> </ul>  |  |
| Thursday  | Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 10</li> </ul>  |  |
| Friday    | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: kondelela, nuhana, kombetshedza</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: Mapfene matuku mararu</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 10</li> </ul>  |  |
| Friday    | Activity 5: End of week review   |  |

**Theme Reflection: ...ZWIṬUKU ZWIRARU**

|  |  |
|--|--|
| <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> |  |

# 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.



## TERM 2 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  |         |         |         |         |         |         |         |         |





# 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 blends taught. 05/05/2020.*

## **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 1 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 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 2 HOME LANGUAGE ASSESSMENT TASK

| Language component               | Grade 1  | Assessment Tool                                    |
|----------------------------------|--|--|
| <b>Listening &amp; Speaking</b>  | Listens to story and answers questions   | Rubric<br>Checklist                                |
| <b>Phonics</b>                   | Identifies letter-sound relationships of the sounds taught<br>Builds words using taught phonemes | Test (see below for suggested format)<br>Checklist |
| <b>Reading</b>                   | Reads aloud from own text and answers questions  | Rubric<br>Checklist                                |
| <b>Handwriting &amp; Writing</b> | Writes a list and completes 1-2 sentences using a writing frame                                  | Rubric<br>Checklist                                |

**GRADE 1 TERM 2 SAMPLE CHECKLIST**

| Grade 1 Term 2 Checklist: Home Language |                                   |   |                                   |                             |                               |   |                                  |  |  |   |   |  |                        |  |  |                                   |   |  |                                   |                                 |   |
|---|-----------------------------------|---|-----------------------------------|-----------------------------|-------------------------------|---|----------------------------------|--|--|---|---|--|------------------------|--|--|-----------------------------------|---|--|-----------------------------------|---------------------------------|---|
| ✓/x                                     | Listening & Speaking              |   |                                   |                             |                               | Phonics   |                                  | Reading & Comprehension                      |  |   |   | Handwriting                            |                        |  | Writing  |                                   |   |  |                                   |                                 |   |
|   | Tells news using correct sequence | Listens to story, draws picture to show understanding | Answers open and closed questions | Describes objects in detail | Identifies main idea in story | Identifies letter-sound relationships of the sounds taught, including most single letters | Builds words using sounds learnt | Uses pictures to predict what story is about | Discusses story, identifies main idea, main characters, etc. | Reads aloud independently from own book | Uses phonics, context clues and sight / high frequency words when reading | Answers a variety of questions on text | Holds pencil correctly | Forms at least 20 lower case letters correctly | Forms some frequently used capital letters correctly | Writes words with correct spacing | Draws a picture to convey a message, and adds a caption | Writes sentences using words that contain phonic sounds taught | Contributes ideas for class story | Writes one sentence of own news | Compiles a list according to instructions |
| Date                                    |                                   |   |                                   |                             |                               |   |                                  |  |  |   |   |  |                        |  |  |                                   |   |  |                                   |                                 |   |
| Names of learners                       |                                   |   |                                   |                             |                               |   |                                  |  |  |   |   |  |                        |  |  |                                   |   |  |                                   |                                 |   |
| 1                                       |                                   |   |                                   |                             |                               |   |                                  |  |  |   |   |  |                        |  |  |                                   |   |  |                                   |                                 |   |
| 2                                       |                                   |   |                                   |                             |                               |   |                                  |  |  |   |   |  |                        |  |  |                                   |   |  |                                   |                                 |   |



## GRADE 1 TERM 2 SAMPLE RUBRICS AND TEST FORMAT

| LISTENING & SPEAKING RUBRIC |   |  |  |   |
|-----------------------------|---|--|--|---|
| <b>OBJECTIVE</b>            | <b>Listens to and engages with a text to:</b> <ul style="list-style-type: none"> <li>• <b>Identify the main idea</b></li> <li>• <b>Answer open and closed questions</b></li> <li>• <b>Correctly sequence events</b></li> </ul>  |  |  |   |
| <b>IMPLEMENTATION</b>       | <ul style="list-style-type: none"> <li>• This can be done at any time from Week 2 to Week 7</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 one or two of each of the following kinds of questions about the text: <ul style="list-style-type: none"> <li><b>Main idea</b> <ol style="list-style-type: none"> <li>1. What is the story about?</li> <li>2. 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> </li> <li><b>Details</b> <ol style="list-style-type: none"> <li>3. Who..?</li> <li>4. What...?</li> <li>5. When...?</li> <li>6. How...?</li> </ol> </li> <li><b>Higher-order</b> <ol style="list-style-type: none"> <li>7. Do you think...? Why?</li> <li>8. Can you make a connection to...What?</li> <li>9. If you were....what would you do? Why?</li> </ol> </li> <li><b>Sequence</b> <ol style="list-style-type: none"> <li>10. What happened at the beginning of the story?</li> <li>11. What happened at the end of the story?</li> <li>12. What happened after ...?</li> </ol> </li> </ul> </li> </ul> |  |  |   |
| <b>RUBRIC</b>               | <b>0-1</b>  | <b>2-3</b>   | <b>4-5</b>   | <b>6-7</b>  |
| 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. |
| Sequence               | The learner cannot correct sequence events from the text.                   | The learner can correctly sequence events from the text with some support.              | The learner correctly sequences events from the text but takes some time.                            | The learner quickly and correctly sequences all events from the text.                             |

### 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 been taught in Term 2. You may also want to include a few sounds and words from the Term 1 programme.
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 10 sounds and 10 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      |

| <b>READING AND COMPREHENSION RUBRIC</b> |  |  |   |   |
|---|--|--|---|---|
| <b>OBJECTIVE</b>                        | <ul style="list-style-type: none"> <li>• <b>Reads aloud from own text</b></li> <li>• <b>Uses phonics and sight / high frequency words</b></li> <li>• <b>Answers a variety of questions about the text</b></li> </ul> |  |   |   |
| <b>IMPLEMENTATION</b>                   | <ul style="list-style-type: none"> <li>• This can be done at any time from Week 6 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. Ask each learner a few questions about the text. Mark them using the rubric below.   |  |   |   |
| <b>RUBRIC</b>                           | <b>0-1</b>   | <b>2-3</b>   | <b>4-5</b>  | <b>6-7</b>  |
| <b>FLUENCY</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>DECODING SKILLS</b>                  | The learner does not attempt to read unknown words. The learner requires a lot of phonics support from the teacher to read an unknown word. The learner knows no or very few sight / high frequency words.           | The learner attempts to read unknown words, but struggles. The learner tries to use phonics but needs support from the teacher. The learner knows some sight / high frequency words. | The learner uses phonics to sound out unknown words, but sometimes needs help to blend the sounds into a word. The learner knows many sight / high frequency words. | The learner uses phonics to sound out unknown words, and can usually blend the sounds into a word. The learner knows all taught sight / high frequency words. |
| <b>COMPREHENSION</b>                    | 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 RUBRIC               |   |   |  |  |
|------------------------------|---|---|--|--|
| <b>OBJECTIVE</b>             | <b>The learner uses a writing frame to:</b> <ul style="list-style-type: none"> <li>• <b>write a list</b></li> <li>• <b>complete a sentence or sentences</b></li> </ul>  |   |  |  |
| <b>IMPLEMENTATION</b>        | This can be done at any time during the term, using the writing tasks in the lesson plans.  |   |  |  |
| <b>ACTIVITY</b>              | <ol style="list-style-type: none"> <li>1. Conduct the writing lessons as usual.</li> <li>2. Collect learners' books at the end of the written lesson on Thursday.</li> <li>3. Use the rubric below to mark learners' work.</li> </ol> |   |  |  |
| <b>RUBRIC</b>                | <b>0-1</b>  | <b>2-3</b>  | <b>4-5</b>   | <b>6-7</b>   |
| Idea                         | Idea is difficult to understand, or is not original – the teacher's example is copied.  | Idea is understandable and original, although similar to teacher's example. | Idea is personal and original.   | Idea is personal, original, and creative. Some relevant details included.                                    |
| List                         | the format of the list is incorrect or the list is incomplete.  | The format of the list is correct, but the list is incomplete.              | The format of the list is correct and the list is complete. However, not all items on the list are original or relevant. | The format of the list is correct and the list is complete. All items on the list are original and relevant. |
| Sentence/s                   | The sentence is incomplete or is copied from the teacher's example.   | The sentence is complete and original, but contains errors.                 | One correct and original sentence is written.  | Two correct and original sentences are written.  |
| Phonics knowledge            | Uses beginning sounds to represent words.   | Uses beginning and end sounds to represent words.                           | Uses familiar words or repeats words. Writes some words phonetically.  | Uses familiar words correctly. Attempts to use some new words. New words are spelled phonetically.           |
| Sight / high frequency words | Sight / high frequency words not spelled correctly.   | A few sight / high frequency words spelled correctly.                       | Some sight / high frequency words spelled correctly.   | Most sight / high frequency words spelled correctly.   |
| Lower case letter formation  | Fewer than 15 lower case letters are correctly formed.  | Fewer than 20 lower case letters are correctly formed.                      | At least 20 lower case letters are correctly formed.   | More than 20 lower case letters are correctly and neatly formed.   |
| Upper case letter formation  | Does not use any upper case letters, or uses one or two upper case letters but they are incorrectly formed.   | Uses a few upper case letters but they are sometimes incorrectly formed.    | Uses most taught upper case letters. These letters are mostly correctly formed.  | Correctly forms and uses most taught upper case letters.   |

### 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 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     |