

ENGLISH

First Additional Language

Grade **2**

Management Document

Term 1

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basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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Introduction

Dear Grade 1-3 EFAL Teachers,

Welcome to the Primary School Reading Improvement Programme (PSRIP).

The PSRIP is a Structured Learning Programme (SLP) for EFAL. This means that a programme has been carefully designed for you to follow on a day-by-day basis as you teach EFAL to your learners. This includes lesson plans, resources, curriculum trackers and assessments.

Using a Structured Learning Programme (SLP) has many benefits for teachers and for learners. At first, it may seem a little overwhelming, but please keep trying. Once you are familiar with the routine and core methodologies, your pacing will improve, and your life will definitely get easier!

Please look after the resources that you have been given.

Please also try to source a variety of reading resources for your learners and encourage them to do as much independent reading as possible.

Best wishes for the implementation of this programme,

The PSRIP Team

Guidelines for the PSRIP EFAL SLP

This structured learning programme is designed to teach EFAL at foundation phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the Recovery ATPs.

It is important to fully understand the concepts embedded in this approach.

Structured Learning Programme

- A structured learning programme provides day-by-day **lesson plans**, together with all the **required resources**.
- For this FP EFAL programme, a **routine** has been designed to teach each component of language in a 3-4 hour weekly cycle.
- Within this routine, selected pedagogies, or '**core methodologies**' have been included to teach different aspects of literacy and language. These core methodologies are used over and over, in every cycle. This allows teachers to become experts in the delivery of these lessons, and to focus on the content. It also helps learners to focus on the content, once they understand the structure of each lesson.
- Content is developed around a **theme**, and each theme runs for two-weeks. Themes are aligned to the DBE Recovery ATPs.
- As per policy, the programme's lessons and resources are **text-based, communicative, integrated** and **process orientated**.
- In addition, the programme is designed to support the development of **decoding, fluency and comprehension skills** in a structured, explicit manner.

Term 1 Tracker

Note: In Term 1, the first 2 weeks are reserved for orientation and consolidation of previous learning.

Week 3: Celebrating birthdays		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ai/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 3 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: A forgotten birthday 	
Tuesday	Activity 2: Writing Surprise! It's a...!	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 3 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ai/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 3 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: A forgotten birthday 	
Thursday	Activity 2: Writing Wow! Thank you...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 3 • Group 4 	

Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Beginning sound • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Term 1 Worksheet 3 • Group 5 	

Week 4: Celebrating birthdays		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Introduce sound and words /tr/ 	
Monday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Term 1 Worksheet 4 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two	
	<ul style="list-style-type: none"> • Big Book: A forgotten birthday 	
Tuesday	Activity 2: Writing	
	Things I wish for when I blow out my candles: 1. I wish for...	
Tuesday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Term 1 Worksheet 4 • Group 2 	
Wednesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Segmenting and blending /tr/ 	
Wednesday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Term 1 Worksheet 4 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Recount the story)	

		<ul style="list-style-type: none"> • Big Book: A forgotten birthday 	
Thursday	Activity 2:	Writing 2. I wish for... 3. I wish for...	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 4 • Group 4 	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /tr/ 	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 4 • Group 5 	

Theme Reflection: Celebrating birthdays

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 5: Getting around

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /-st/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 5 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Chuck the truck 	
Tuesday	Activity 2: Writing I want to drive a...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 5 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /-st/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 5 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Chuck the truck 	
Thursday	Activity 2: Writing I will go...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 5 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practice Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> Beginning sound Letter swap Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> Class: Term 1 Worksheet 5 Group 5 	

Week 6: Getting around

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practice Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> Introduce the /-oa/ sound and words 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> Class: Term 1 Worksheet 6 Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> Big Book: Chuck the truck 	
Tuesday	Activity 2: Writing I am a...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> Class: Term 1 Worksheet 6 Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practice Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> Segmenting and blending /oa/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> Class: Term 1 Worksheet 6 Group 3 	

Thursday	Activity 1: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> • Big Book: Chuck the truck 	
Thursday	Activity 2: Writing	
	<ul style="list-style-type: none"> • I am... 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Term 1 Worksheet 6 • Group 4 	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Beginning sound • Letter swap 	
Friday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Term 1 Worksheet 6 • Group 5 	

Theme Reflection: Getting around

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 7: Helping our friends

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /dr/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 7 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Jane's flat tyre 	
Tuesday	Activity 2: Writing My friend is... He /	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 7 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /dr/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 7 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Jane's flat tyre 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • We like to... 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 7 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /dr/ • Word Wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 7 • Group 5 	

Week 8: Helping our friends		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /-ie/ and /s/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Jane's flat tyre 	
Tuesday	Activity 2: Writing I helped my friend... I felt...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ie/ and /s/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	

Thursday	Activity 1: Shared Reading: Post-Read (Act out the story)	
	<ul style="list-style-type: none"> • Big Book: Jane's flat tyre 	
Thursday	Activity 2: Writing	
	My friend felt...	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 8 • Group 4 	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Beginning sound /ie/ and /-s/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 8 • Group 5 	

Theme Reflection: Helping our friends

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 9: Setting goals

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /gr/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Marie saves up 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • I will set a goal! • My goal is to improve my... • I am setting this goal because... 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /gr/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Marie saves up 	
Thursday	Activity 2: Writing To achieve this goal, I will...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning word /gr/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 5 	

Week 10: Setting goals

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise past sounds 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Marie saves up 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • My goals: <ol style="list-style-type: none"> 1. 2. 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise words 	

Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Summarise and illustrate the story) <ul style="list-style-type: none"> • Big Book: Marie saves up 	
Thursday	Activity 2: Writing 3.	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 4 	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Revision 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 5 	

Theme Reflection: Setting goals

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Term 1 Programme of Assessment

As per the Recovery ATP, please complete the following assessments to **establish a baseline**, and then assessments **of learning**.

BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM															
	Listening & Speaking				Phonics			Reading				Writing		Comments	
Implement in weeks:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations) <u>Learner observations</u> ✓ exceed ▲ satisfied ● partially satisfied ✖ not yet satisfied	Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball	Can identify an animal, person or object after listening to a simple oral description	Can respond to basic greeting	Can respond to a simple oral instruction	Can identify beginning sounds of words	Can identify rhyming words	Can segment sentences into individual words	Claps of syllables in familiar words	Listens to a story and answers simple questions about the story	Identifies an animal in a story	Can point to objects in an illustration	Recognises 20-30 familiar words	Completes a writing frame using own answers	Writes a simple list	
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM

	Listening & Speaking				Phonics			Reading				Writing		Comments	
Implement in weeks:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations)	<p>Learner observations</p> <p>✓ exceed</p> <p>▲ satisfied</p> <p>● partially satisfied</p> <p>* not yet satisfied</p>														
	Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball	Can identify an animal, person or object after listening to a simple oral description	Can respond to basic greeting	Can respond to a simple oral instruction	Can identify beginning sounds of words	Can identify rhyming words	Can segment sentences into individual words	Claps of syllables in familiar words	Listens to a story and answers simple questions about the story	Identifies an animal in a story	Can point to objects in an illustration	Recognises 20-30 familiar words	Completes a writing frame using own answers	Writes a simple list	
11															
12															
13															
14															
15															
16															
17															
18															
19															
20															
21															
22															

BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM

	Listening & Speaking				Phonics			Reading				Writing		Comments	
Implement in weeks:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations)	<p>Learner observations</p> <p>✓ exceed</p> <p>▲ satisfied</p> <p>● partially satisfied</p> <p>* not yet satisfied</p>														
	Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball	Can identify an animal, person or object after listening to a simple oral description	Can respond to basic greeting	Can respond to a simple oral instruction	Can identify beginning sounds of words	Can identify rhyming words	Can segment sentences into individual words	Claps of syllables in familiar words	Listens to a story and answers simple questions about the story	Identifies an animal in a story	Can point to objects in an illustration	Recognises 20-30 familiar words	Completes a writing frame using own answers	Writes a simple list	
23															
24															
25															
26															
27															
28															
29															
30															
31															
32															
33															
34															

BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM

	Listening & Speaking				Phonics			Reading				Writing		Comments	
Implement in weeks:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations) Learner observations ✓ exceed ▲ satisfied ● partially satisfied ✖ not yet satisfied	Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball	Can identify an animal, person or object after listening to a simple oral description	Can respond to basic greeting	Can respond to a simple oral instruction	Can identify beginning sounds of words	Can identify rhyming words	Can segment sentences into individual words	Claps of syllables in familiar words	Listens to a story and answers simple questions about the story	Identifies an animal in a story	Can point to objects in an illustration	Recognises 20-30 familiar words	Completes a writing frame using own answers	Writes a simple list	
35															
36															
37															
38															
39															
40															
41															
42															
43															
44															
45															
46															

BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM

	Listening & Speaking				Phonics			Reading				Writing		Comments														
Implement in weeks:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6														
Key (from observations)	<p><u>Learner observations</u></p> <p>✓ exceed</p> <p>▲ satisfied</p> <p>● partially satisfied</p> <p>* not yet satisfied</p>																											
Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball																Can identify an animal, person or object after listening to a simple oral description	Can respond to basic greeting	Can respond to a simple oral instruction	Can identify beginning sounds of words	Can identify rhyming words	Can segment sentences into individual words	Claps of syllables in familiar words	Listens to a story and answers simple questions about the story	Identifies an animal in a story	Can point to objects in an illustration	Recognises 20-30 familiar words	Completes a writing frame using own answers	Writes a simple list
Can identify an animal, person or object after listening to a simple oral description																												
Can respond to basic greeting																												
Can respond to a simple oral instruction																												
Can identify beginning sounds of words																												
Can identify rhyming words																												
Can segment sentences into individual words																												
Claps of syllables in familiar words																												
Listens to a story and answers simple questions about the story																												
Identifies an animal in a story																												
Can point to objects in an illustration																												
Recognises 20-30 familiar words																												
Completes a writing frame using own answers																												
Writes a simple list																												
47																												
48																												
49																												
50																												
51																												
52																												
53																												
54																												
55																												

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics & Reading			Writing	Comments
		Points to and names objects in the classroom or in a picture	Responds physically to simple oral instructions	Total	Reproduces sound patterns using environmental sounds	Answers simple oral questions about a story	Total	Draws a picture for a story that is told and writes two sentences	
Date									
Score		7	7	14	7	7	14	32	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics & Reading			Writing	Comments
		Points to and names objects in the classroom or in a picture	Responds physically to simple oral instructions	Total	Reproduces sound patterns using environmental sounds	Answers simple oral questions about a story	Total	Draws a picture for a story that is told and writes two sentences	
Date									
Score		7	7	14	7	7	14	32	
16									
17									
18									
19									
20									
21									
22									
23									
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ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics & Reading			Writing	Comments
		Points to and names objects in the classroom or in a picture	Responds physically to simple oral instructions	Total	Reproduces sound patterns using environmental sounds	Answers simple oral questions about a story	Total	Draws a picture for a story that is told and writes two sentences	
Date									
Score		7	7	14	7	7	14	32	
31									
32									
33									
34									
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ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics & Reading			Writing	Comments
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Score		7	7	14	7	7	14	32	
46									
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Term 1 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	<ol style="list-style-type: none"> Learner identifies and names items in a familiar picture. Learners respond to a simple question. 			
IMPLEMENTATION	<ol style="list-style-type: none"> Week 7 or 8 when the learners are settled and writing. Week 7 or 8 Oral: Daily question. 			
ACTIVITY 1	<ol style="list-style-type: none"> Settle the class to complete a written activity. Then, call individual learners to your desk. Use a picture from the big book story for the week. First, ask the learner to point to 2 items that you name. Next, ask the learner to name 2 items that you point to. 			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
ACTIVITY 2	<ol style="list-style-type: none"> Complete this during the oral daily question activity. Follow the routine of calling one group per day to answer a theme-related question. Listen carefully as each learner answers the question. 			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.

READING & PHONICS RUBRIC				
OBJECTIVE	<ol style="list-style-type: none"> 1. Learner reproduces sound patterns using environmental sounds. 2. Learner listens to and answers questions related to a story. 			
IMPLEMENTATION	<ol style="list-style-type: none"> 1. Week 7 or 8 phonics 2. Week 7 or 8 Shared Reading 			
ACTIVITY 1	<ol style="list-style-type: none"> 1. Go around the room during phonics and complete this activity with small groups of learners. 2. Tell learners to listen as you make a 'sound pattern', for example: clap clap click click stamp click. 3. Then, ask the learners to repeat the sound pattern. 4. Listen and watch carefully. 5. Do 2 sound patterns with each group. 			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	The learner cannot correctly reproduce the sound patterns, both in terms of sounds and rhythm.	The learner can correctly reproduce only one sound pattern, or the struggles with the rhythm on both sound patterns.	The learner can correctly reproduce both sound patterns, but struggles with the rhythm on occasion.	The learner can correctly reproduce both sound patterns, with the correct rhythm.
ACTIVITY 2	<ol style="list-style-type: none"> 1. Once you have read the big book story to learners, ask individual learners a basic recall question about the story. 2. Listen carefully to the answers. 			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.

WRITING RUBRIC				
OBJECTIVE	1. The learner draws a picture and writes two sentences			
IMPLEMENTATION	1. This can be done from Weeks 7 - 9			
ACTIVITY 1	1. Conduct the writing lessons as usual. 2. Collect the learner books at the end of the week for assessment.			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
Sentences	Writes or draws a picture to convey a message, but may not be on topic.	Writes or draws to convey a message.	Writes one sentence on topic.	Writes two sentences on topic.
Capitalisation	Uses upper case and lower case letters interchangeably.	Capitalises the first word inconsistently.	Capitalises the first word and pronoun I consistently.	Capitalises the first word, the pronoun I and people's names consistently.
End Punctuation	Does not use end punctuation.	End punctuation is used inconsistently and incorrectly.	End punctuation is often used correctly, but is mostly limited to full stops.	End punctuation is mostly used correctly and includes the use of question marks and exclamation marks.
Spacing	No spacing between words.	Inconsistent spacing between words.	Mostly correct spacing between words.	Correct spacing between words.
Words	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 CVC words are spelled phonetically.
Vowels	Vowels are omitted or used incorrectly.	Some vowels used, but they are often incorrect.	Uses some vowels correctly.	Uses most vowels correctly.
Sight words	Sight words not spelled correctly.	A few sight words spelled correctly.	Some sight words spelled correctly.	Most sight words spelled correctly.
Ideas	Ideas are difficult to understand.	Ideas are generally understandable.	Ideas are personal and original.	Ideas are personal, original and creative. Some relevant details included.