

# PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023



**HOME LANGUAGE: ENGLISH**

**GRADE 1 TERM 2**

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.



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- Please note that a HL English structured learning programme that includes daily lesson plans, big books, reading worksheets and classroom resources is available for download from [www.nect.org.za](http://www.nect.org.za)
- This is a zero-rated website, so there are no data costs for downloads.
- This document can be used independently of the structured learning programme.



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# **Planner & Tracker for Recovery ATP**

## **Home Language: English**



### **Grade 1 Term 2**

2021 - 2023



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# Introduction

Dear Foundation Phase Teachers,

The COVID-19 Pandemic has left us with an enormous challenge in education. As we return to 'normal schooling', we all have to work smarter and harder to ensure that our system recovers.

This is most important in the foundation phase, where children learn the foundational skills of reading and writing. South Africa needs you to do your very best to equip your learners with these skills, so that they not only learn to read, but eventually will be able to 'read to learn'.

This document is designed to help you achieve this. By systematically working through this plan, we are confident that you can address the loss of teaching and learning time, and bring your learners to the level where they need to be.

We thank you in advance for the commitment, dedication and hard work that is required of you.

You are truly building our nation.

With very best wishes for the term ahead,

**The NECT HL Team**



# Recovery ATP Requirements

- There are 10 weeks in the DBE Term 2 Recovery ATP, divided into 5 x 2-week cycles.
- In each 2-week cycle, all the components of language learning must be covered as follows, using the minimum time:

CAPS MINIMUM TIME ALLOCATION	GRADE 1	GRADE 2	GRADE 3
Listening & Speaking	45 min	45 min	45 min
Reading & Phonics	4 h 30 min	4 h 30 min	4 h 30 min
Handwriting	1 h	45 min	45 min
Writing	45 min	1 h	1 h
TOTAL	7 HOURS	7 HOURS	7 HOURS

## Home Language Skills

- The Recovery ATP for HL is structured to show teachers which skills they must build for each language component.
- It is important to note that every two weeks, the skills to be developed are mostly the same per component, so there is a lot of repetition in order to develop and consolidate skills.

## Home Language Content

- For every two-week cycle, teachers must choose a theme.
- This theme defines the content for that cycle.
- For instance, if the teacher chooses the theme '**We all go to school**', then all content must relate to this theme, including:
  - a The **vocabulary** that is taught, e.g.: **read; connect; compare; learn; China; first grade**, etc.
  - b The **rhymes or songs** that are taught, e.g.: **I love to read and write**
  - c The **shared reading story** that is read, e.g.: A story titled: **First Grade in South Africa and China**
  - d The **writing activity** that learners must complete, e.g.: **Draw and label a picture showing what learners do in China.**

## Phonics and Group Guided Reading

- The only content that does not relate to the theme is the phonics and group guided reading programme.
- In order to learn to read, learners must be systematically taught the sounds of a language, and how to blend and segment these sounds.
- Then, they must practice reading words and stories using their phonic knowledge to sound out words.



**Let's see which skills and content are listed in the ATP for Grade 1 Term 2:**

<b>SUMMARY OF THE RECOVERY ATP: GRADE 1 Term 2</b>
<b>LISTENING AND SPEAKING</b>
<ol style="list-style-type: none"><li>1 Listens to simple instructions (class routines) and responds appropriately</li><li>2 Listens to stories with interest, drawing a picture to show understanding</li><li>3 Listens without interrupting, shows respect for the speaker</li><li>4 Participates in discussions, taking turns to speak and respecting others in the group</li><li>5 Says poems and rhymes and does the actions</li><li>6 Talks about personal experiences</li><li>7 Sequences pictures relating to a story, and communicates sequence by re-telling the story</li><li>8 Passes on messages</li><li>9 Answers closed and open-ended questions</li><li>10 Joins in the choruses of songs, stories and rhymes</li><li>11 Identifies parts from the whole such as parts of a bicycle, plant</li><li>12 Participates in classroom discussions</li><li>13 Describes objects in terms of colour size, shape, quantity using correct vocabulary</li><li>14 Understands and uses appropriate language of different subjects</li></ol>
<b>PHONICS</b>
<p><b>Note to teacher:</b></p> <ul style="list-style-type: none"><li>• <i>Ensure that you build up and break down words:</i><ul style="list-style-type: none"><li>• <i>Aurally (phonemic awareness)</i></li><li>• <i>Aurally and visually (phonics)</i></li></ul></li></ul>
<ol style="list-style-type: none"><li>1 Participates in whole class phonemic awareness oral activities</li><li>2 Recognises sounds at the beginning of some words</li><li>3 Identifies letter-sound relationships of most single letters</li><li>4 Begins to build up short words using sounds learnt</li><li>5 Begins to use blending to make words</li><li>6 Distinguishes aurally between different beginning and end sounds of words</li><li>7 Builds words with sounds learnt</li><li>8 Participates in whole class phonemic awareness oral activities: consonant and vowel substitution word play (letter swap)</li><li>9 Groups common words into sound families</li><li>10 Builds words with sounds learnt in two word families</li><li>11 Builds up and breaks down words into onset and rime (h-en; p-en; t-en)</li><li>12 Identifies rhyme</li><li>13 <b>Recognises and reads:</b><ol style="list-style-type: none"><li>a Most single sounds</li><li>b Phonic words in sentences and other texts</li></ol></li></ol>

## HANDWRITING

- 1 Draws patterns: zig-zags, vertical patterns
- 2 Does activities to strengthen fine muscles
- 3 Holds pencil and crayon correctly
- 4 Forms lower case letters correctly, using proper directionality
- 5 Writes words with correct spacing
- 6 Writes and copies short, simple sentences

## GROUP GUIDED READING

### Notes to teacher:

- Place learners in same-ability reading groups.
- Select texts/books of the correct level for each group.
- Listen to each group member read as an individual and offer guidance as they read.

- 1 Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- 2 Begins to build a sight vocabulary
- 3 Uses phonics, context clues and sight words when reading
- 4 Begins to monitor self when reading, both in word recognition and comprehension

## INDEPENDENT READING

- 1 Rereads familiar texts
- 2 Reads to partner from prepared or known texts to develop fluency

## SHARED READING

- 1 Uses pictures to make up own story i.e. 'reads' the picture
- 2 Reads big book or other enlarged text as a whole class with teacher
- 3 Uses the cover and pictures of a book for prediction
- 4 Uses clues and pictures in text for understanding
- 5 Discusses the story, identifying main characters and main idea
- 6 Answers a wide variety of types of questions based on texts, including higher order questions
- 7 Discusses the use of capital letters and full stops

## WRITING

### Notes to teacher:

- Use shared writing activities to model the writing process (planning, drafting and publishing).
- Provide a writing frame to assist children to write their stories.

- 1 Contributes ideas in Shared Writing for a class story recorded by the teacher
- 2 Writes words using sounds learnt
- 3 Begins to build own word bank / personal dictionary using initial letters of words
- 4 Writes sentences using words containing phonic sounds that have been learnt
- 5 **Completes writing tasks:**
  - a Draws pictures to convey a message about a personal experience and writes a caption
  - b Writes one sentences of own news or shared writing
  - c Compiles a list of words according to instructions, e.g.: food
  - d Writes and illustrates a short sentence to contribute to a class book

## **Creating a Routine for Language Learning**

- One of the best ways to ensure that you use the allocated time correctly and cover all the skills in the ATP, is to develop a routine for language learning.
- Below is a suggested weekly routine, that can be used for a two week cycle:
  - This routine uses the MINIMUM TIME for Home Language (7 hours)
  - This routine is standardised for use in all grades

## Suggested Weekly Routine for FP HL

DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: L&S	TIME: R&P	TIME: HW	TIME: W
Monday	LISTENING & SPEAKING	Oral activities	15 minutes	15 minutes			
	HANDWRITING	Informal assessment	30 minutes			30 minutes	
	READING & PHONICS	Shared reading	15 minutes		15 minutes		
	WRITING	Shared and process writing	30 minutes				30 minutes
Tuesday	READING & PHONICS	Group guided reading	30 minutes		30 minutes		
	READING & PHONICS	Teach new sound and words	15 minutes		15 minutes		
	HANDWRITING	Teach new letter and words	15 minutes			15 minutes	
	READING & PHONICS	Shared reading	15 minutes		15 minutes		
Wednesday	READING & PHONICS	Group guided reading	30 minutes		30 minutes		
	LISTENING & SPEAKING	Oral activities	15 minutes	15 minutes			
	READING & PHONICS	Teach new sound and words	15 minutes		15 minutes		
	HANDWRITING	Teach new letter and words	15 minutes			15 minutes	
Thursday	WRITING	Shared and process writing	15 minutes				15 minutes
	READING & PHONICS	Group guided reading	30 minutes		30 minutes		
	READING & PHONICS	Phonics practice	15 minutes		15 minutes		
	READING & PHONICS	Shared reading	15 minutes		15 minutes		
Friday	READING & PHONICS	Group guided reading	30 minutes		30 minutes		
	LISTENING & SPEAKING	Oral activities	15 minutes	15 minutes			
	READING & PHONICS	Phonics practice	15 minutes		15 minutes		
	READING & PHONICS	Shared reading	15 minutes		15 minutes		
			<b>7 hours</b>	<b>45 minutes</b>	<b>4 hours 30 minutes</b>	<b>1 hour</b>	<b>45 minutes</b>

Can you see that the time allocation for each component is correct?

## Suggested Activities for FP HL (that address ATP requirements)

- Because so many of the same skills must be developed, it can be a good idea to do the same or similar activities every week.
  - This ensures that you cover all the skills required by the ATP.
  - It also makes teaching and learning more efficient, because once you and the learners are familiar with the activities, less time is wasted on explanations.
- The plan below suggests regular activities that you can do every week to meet the requirements of the ATP.
- Where specific skills or content must be covered (according to the ATP) these are also included.
- Note: Teachers should use DBE Workbook activities whenever appropriate.

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Monday	<b>LISTENING &amp; SPEAKING</b>	Oral activities	<ul style="list-style-type: none"> <li>• Introduce the theme</li> <li>• Teach 3 theme vocabulary words</li> <li>• Teach song or rhyme</li> </ul>
	<b>HANDWRITING</b>	Informal assessment	<ul style="list-style-type: none"> <li>• Give an informal assessment to see if learners remember previously taught sounds and words</li> <li>• Also check handwriting – letter formation, directionality, spacing</li> </ul>
	<b>READING &amp; PHONICS</b>	Shared reading PRE-READ	<ul style="list-style-type: none"> <li>• Pre-read</li> <li>• Show learners pictures from story</li> <li>• Ask them to say what is happening</li> <li>• Ask them to make predictions</li> </ul>
	<b>WRITING</b>	Shared and process writing: PLANNING AND DRAFTING	<ul style="list-style-type: none"> <li>• Tell learners the writing topic</li> <li>• Tell learners the writing task that you have selected, e.g.:               <ul style="list-style-type: none"> <li><b>a</b> Draws pictures to convey a message about a personal experience and writes a caption</li> <li><b>b</b> Writes one sentences of own news or shared writing</li> <li><b>c</b> Compiles a list of words according to instructions, e.g.: food</li> <li><b>d</b> Writes and illustrates a short sentence to contribute to a class book</li> </ul> </li> <li>• Show learners how to PLAN their writing by drawing a picture and adding labels</li> <li>• Ask for ideas for the plan (shared writing)</li> <li>• Tell learners to complete their own plans (no copying)</li> <li>• In time, write a drafting frame for a sentence on the board, and show learners how you complete it (shared writing).</li> <li>• Leave the sentence frame on the chalkboard, and tell learners to write their own sentence.</li> </ul>
	<b>READING &amp; PHONICS</b>	Group guided reading 2 GROUPS X 15 MINS EACH	<ul style="list-style-type: none"> <li>• Settle the whole class with a phonics or reading activity (paired or independent reading)</li> <li>• Call a small group to work with you (same-ability group)</li> <li>• Revise phonic and sight words with group</li> <li>• Give the group a text at their level</li> <li>• Listen to each learner read individually</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Tuesday	<b>READING &amp; PHONICS</b>	Teach new sound and words	<ul style="list-style-type: none"> <li>• Work systematically through a phonemic awareness and phonics programme for your language</li> <li>• Do different phonemic awareness activities, e.g.:               <ul style="list-style-type: none"> <li><b>a</b> Identify the sounds at the beginning of some words</li> <li><b>b</b> Distinguish between different beginning and end sounds</li> <li><b>c</b> Letter swap – substitute different consonants or vowels to make different words</li> </ul> </li> <li>• Teach learners to read a new sound</li> <li>• Teach them to read words that use the new sound and past sounds taught (decodable words)</li> <li>• Show them how to build up short words</li> <li>• Do appropriate DBE Workbook activities</li> </ul>
	<b>HANDWRITING</b>	Teach new letter and words	<ul style="list-style-type: none"> <li>• It is a good idea to match handwriting to phonics</li> <li>• Teach learners how to write the letter they learnt (lower case)</li> <li>• Teach learners how to write words that use the sound</li> <li>• Teach learners to copy a short sentence that uses the taught sound and words</li> <li>• Correct learners' pencil grip, posture, letter formation, spacing and size</li> <li>• Do appropriate DBE Workbook activities</li> </ul>
	<b>READING &amp; PHONICS</b>	Shared reading FIRST READ	<ul style="list-style-type: none"> <li>• First read</li> <li>• Read the story to learners fluently and with expression</li> <li>• Stop to explain where necessary</li> <li>• Discuss the use of capital letters and full stops</li> <li>• Discuss the text, identifying the main characters and main idea</li> <li>• Ask a wide range of questions types, including higher order questions</li> </ul>
	<b>READING &amp; PHONICS</b>	Group guided reading 2 GROUPS X 15 MINS EACH	<ul style="list-style-type: none"> <li>• Settle the whole class with a phonics or reading activity (paired or independent reading)</li> <li>• Read from readers or DBE Workbook</li> <li>• Call a small group to work with you (same-ability group)</li> <li>• Revise phonic and sight words with group</li> <li>• Give the group a text at their level</li> <li>• Listen to each learner read individually</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Wednesday	<b>LISTENING &amp; SPEAKING</b>	Oral activities	<ul style="list-style-type: none"> <li>• Teach 3 vocab words</li> <li>• Sing song or say rhyme</li> <li>• Do another oral activity, e.g.:               <ul style="list-style-type: none"> <li><b>a</b> News – Ask 2 x learners to share news</li> <li><b>b</b> Creative Storytelling – Ask all learners to make up their own theme stories and to share with partner</li> <li><b>c</b> Identify parts from the whole, e.g.: plant or bicycle</li> <li><b>d</b> Take part in a class discussion</li> <li><b>e</b> Sequence pictures from a story and retell the story</li> <li><b>f</b> Describe objects</li> </ul> </li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Wednesday	<b>READING &amp; PHONICS</b>	Teach new sound and words	<ul style="list-style-type: none"> <li>• Work systematically through a phonemic awareness and phonics programme for your language</li> <li>• Do different phonemic awareness activities, e.g.: <ul style="list-style-type: none"> <li><b>a</b> Identify the sounds at the beginning of some words</li> <li><b>b</b> Distinguish between different beginning and end sounds</li> <li><b>c</b> Letter swap – substitute different consonants or vowels to make different words</li> </ul> </li> <li>• Teach learners to read a new sound</li> <li>• Teach them to read words that use the new sound and past sounds taught (decodable words)</li> <li>• Show them how to build up short words</li> <li>• Do appropriate DBE Workbook activities</li> </ul>
	<b>HANDWRITING</b>	Teach new letter and words	<ul style="list-style-type: none"> <li>• It is a good idea to match handwriting to phonics</li> <li>• Teach learners how to write the letter they learnt (lower case)</li> <li>• Teach learners how to write words that use the sound</li> <li>• Teach learners to copy a short sentence that uses the taught sound and words</li> <li>• Correct learners' pencil grip, posture, letter formation, spacing and size</li> <li>• Do appropriate DBE Workbook activities</li> </ul>
	<b>WRITING</b>	Shared and process writing PLANNING AND DRAFTING	<ul style="list-style-type: none"> <li>• Tell learners the writing topic</li> <li>• Tell learners the writing task that you have selected, e.g.: <ul style="list-style-type: none"> <li><b>a</b> Draws pictures to convey a message about a personal experience and writes a caption</li> <li><b>b</b> Writes one sentence of own news or shared writing</li> <li><b>c</b> Compiles a list of words according to instructions, e.g.: food</li> <li><b>d</b> Writes and illustrates a short sentence to contribute to a class book</li> </ul> </li> <li>• Show learners how to PLAN their writing by drawing a picture and adding labels.</li> <li>• Ask for ideas for the plan (shared writing)</li> <li>• Tell learners to complete their own plans (no copying)</li> <li>• In time, write a drafting frame for a sentence on the board, and show learners how you complete it (shared writing).</li> <li>• Leave the sentence frame on the chalkboard, and tell learners to write their own sentence.</li> </ul>
	<b>READING &amp; PHONICS</b>	Group guided reading 2 GROUPS X 15 MINS EACH	<ul style="list-style-type: none"> <li>• Settle the whole class with a phonics or reading activity (paired or independent reading)</li> <li>• Call a small group to work with you (same-ability group)</li> <li>• Revise phonic and sight words with group</li> <li>• Give the group a text at their level</li> <li>• Listen to each learner read individually</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Thursday	READING & PHONICS	Phonics practice	<ul style="list-style-type: none"> <li>Revise the two sounds taught on Tues and Wed</li> <li>Do a phonics activity with class, e.g.:               <ol style="list-style-type: none"> <li>Blend sounds together to make words</li> <li>Group words into common sound families</li> <li>Group words into common word families</li> <li>Builds words with sounds learnt in two word families</li> <li>Builds up and breaks down words into onset and rime (h-en; p-en; t-en)</li> <li>Identifies rhyme</li> <li>Do appropriate DBE Workbook activities</li> </ol> </li> </ul>
	READING & PHONICS	Shared reading SECOND READ	<ul style="list-style-type: none"> <li>Second read</li> <li>Read the story to learners with fluency and expression</li> <li>Discuss the text, identifying the main characters and main idea</li> <li>Ask a wide range of questions types, including higher order questions</li> <li>Ask learners to formulate their own questions about the text, and ask a partner</li> </ul>
	READING & PHONICS	Group guided reading 2 GROUPS X 15 MINS EACH	<ul style="list-style-type: none"> <li>Settle the whole class with a phonics or reading activity (paired or independent reading)</li> <li>Read from readers or DBE Workbook</li> <li>Call a small group to work with you (same-ability group)</li> <li>Revise phonic and sight words with group</li> <li>Give the group a text at their level</li> <li>Listen to each learner read individually</li> </ul>

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Friday	LISTENING & SPEAKING	Oral activities	<ul style="list-style-type: none"> <li>Teach 3 theme vocabulary words</li> <li>Sing song or say rhyme</li> <li>Do another oral activity, e.g.:               <ol style="list-style-type: none"> <li>Put learners into groups to discuss the text, using a frame (I liked... / I did not like... / I think this text was written to ...)</li> <li>Creative Storytelling – Ask learners to work in groups to come up with a joint theme story</li> <li>Identify parts from the whole, e.g.: plant or bicycle</li> <li>Take part in a class discussion</li> <li>Sequence pictures from a story and retell the story</li> <li>Describe objects</li> </ol> </li> </ul>
	READING & PHONICS	Phonics practice	<ul style="list-style-type: none"> <li>Revise the two sounds taught on Tues and Wed, as well as other sounds taught this term</li> <li>Do a phonics activity with class, e.g.:               <ol style="list-style-type: none"> <li>Blend sounds together to make words</li> <li>Segment words into sounds</li> <li>Build words using sounds</li> <li>Break down words into sounds</li> <li>Do appropriate DBE Workbook activities</li> </ol> </li> </ul>



DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
	<b>READING &amp; PHONICS</b>	Shared reading POST-READ	<ul style="list-style-type: none"> <li>• Post-read</li> <li>• Do an activity to engage with the story on a deeper level, e.g.: <ul style="list-style-type: none"> <li><b>a</b> Role play – put learners into groups to act out the story</li> <li><b>b</b> Recount the story with a partner – each partner tells part of the story in the correct sequence</li> <li><b>c</b> Summarise – each learners tells a partner what the story was about in 2–3 sentences</li> <li><b>d</b> Draw a picture about the story and write a caption</li> </ul> </li> </ul>
	<b>READING &amp; PHONICS</b>	Group guided reading 2 GROUPS X 15 MINS EACH	<ul style="list-style-type: none"> <li>• Settle the whole class with a phonics or reading activity (paired or independent reading)</li> <li>• Read from readers or DBE Workbook</li> <li>• Call a small group to work with you (same-ability group)</li> <li>• Revise phonic and sight words with group</li> <li>• Give the group a text at their level</li> <li>• Listen to each learner read individually</li> </ul>

**Did you notice that within each component, routines are also used? See if you noticed that all the routines included:**

### **ORAL ACTIVITIES**

Monday: Introduce the theme, teach vocabulary, teach song or rhyme

Wednesday: Teach vocabulary, sing song or rhyme, do another activity

Friday: Teach vocabulary, sing song or rhyme, do another activity

### **PHONICS & HANDWRITING**

Monday: Give an informal assessment to check phonic knowledge and handwriting

Tuesday: Teach new sound and words; teach how to write letters and words

Wednesday: Teach new sound and words; teach how to write letters and words

Thursday: Do activity to practice using phonic sounds taught

Friday: Do activity to practice using phonic sounds taught

### **SHARED READING**

Monday: Pre-Read

Tuesday: First Read

Thursday: Second Read

Friday: Post-Read

Does this make sense to you? What changes would you make?



# Phonics and Group Guided Reading



As a foundation phase teacher, your most important responsibility is to ensure that all learners can read!

Some basic guidelines that you should follow to teach phonics are:

**1 Make sure that you have a complete phonics programme, that includes all the sounds for your language.**

- The NECT Phonics programme for HL English is included below – feel free to use this, or to use any other phonics programme specified by your province, district or school.

**2 Work through your phonics programme systematically. For every sound:**

- Make sure that learners can hear the sound, and identify the sound in words
- Teach learners the letter-sound relationship – what the sound looks like
- Practice blending the sound together with other known sounds to make words
- Read texts that include words that use the sound
- Revise all taught sounds regularly

Some basic guidelines that you should follow to teach reading are:

- 1 Arrange learners into same-ability reading groups
- 2 Call each group to read to you at least once per week
- 3 With struggling readers, try to listen to them at least two or three times per week
- 4 Use a level appropriate text – with some groups, you may have to only revise sounds and do word-building
- 5 When working with a group, listen to every learner read as an individual
- 6 Teach learners to always sound out unknown words
- 7 During group guided reading times, put learners into pairs to complete reading activities together, using decodable or level appropriate texts (texts that they can read because they have been taught the phonic sounds and sight words)

**NOTE:**

- There is no ‘magic bullet’ or ‘quick fix’ to help struggling readers.
- You need to find the time to work with these learners as individuals or in small groups on a regular basis, preferably daily.
- They need more time and practice to do the same phonemic awareness and phonics activities as the rest of the class.
- This is one of the most challenging but most important roles of a foundation phase teacher.



# NECT Phonics Programme: HL English

- It is very important to systematically teach learners all the phonic sounds of a language.
- The sounds taught in the NECT HL English Phonics programme are listed below – feel free to use this as a guide.

**Please note:**

- The ATP for Grade 1 Term 2 specifies that learners should know most single sounds of the alphabet.
- The sounds in the grey blocks are specified by the ATP for Grade 1 Term 2
- Try to ensure that your learners know these sounds:

ENGLISH PHONICS				CHECK
PHONIC SOUND	DECODABLE WORDS			
a				
s				
t	s-a-t = sat			
p	p-a-t = pat	s-a-p = sap	t-a-p = tap	
i	s-i-t = sit	p-i-t = pit	t-i-p = tip	
n	n-a-p = nap	p-i-n = pin	t-i-n = tin	
m	m-a-p = map	m-a-t = mat	m-a-n = man	
d	d-a-m = dam	d-a-d = dad	s-a-d = sad	
o	p-o-t = pot	m-o-p = mop	d-o-t = dot	
g	g-o-t = got	p-i-g = pig	d-i-g = dig	
c	c-a-t = cat	c-a-p = cap	c-a-n = can	
k	k-i-d = kid	k-i-t = kit	k-i-n = kin	
e	n-e-t = net	m-e-n = men	t-e-n = ten	
ck	k-i-ck = kick	s-i-ck = sick	s-o-ck = sock	
b	b-a-t = bat	b-i-t = bit	b-e-d = bed	
h	h-a-t = hat	h-e-n = hen	h-o-p = hop	
u	s-u-n = sun	b-u-g = bug	h-u-g = hug	
r	r-a-t = rat	r-u-n = run	r-e-d = red	
f	f-a-t = fat	f-i-n = fin	f-e-d = fed	
ff	c-u-ff = cuff	p-u-ff = puff	b-u-ff = buff	
l	l-i-p = lip	l-o-t = lot	l-i-ck = lick	
ll	b-a-ll = ball	c-a-ll = call	f-a-ll = fall	
ss	m-a-ss = mass	m-e-ss = mess	l-e-ss = less	
j	j-u-g = jug	j-a-m = jam	j-e-t = jet	

ENGLISH PHONICS				CHECK
PHONIC SOUND	DECODABLE WORDS			
qu	qu-i-t = quit	qu-i-ck = quick	qu-a-ck = quack	
v	v-a-n = van	v-e-t = vet	v-a-t = vat	
w	w-e-t = wet	w-i-n = win	w-i-g = wig	
x	b-o-x = box	f-o-x = fox	p-o-x = pox	
y	y-e-s = yes	y-e-t = yet	y-e-ll = yell	
z	z-a-p = zap	z-e-n = zen	z-i-p = zip	
ai	p-ai-n = pain	r-ai-l = rail	j-ai-l = jail	
tr	tr-ai-n = train	tr-i-p = trip	tr-a-p = trap	
st	st-o-p = stop	m-u-st = must	j-u-st = just	
oa	b-oa-t = boat	g-oa-t = goat	r-oa-d = road	
dr	dr-i-p = drip	dr-o-p = drop	dr-a-g = drag	
ee	t-r-ee = tree	s-ee-m = seem	qu-ee-n = queen	
gr	gr-a-b = grab	gr-i-n = grin	gr-oa-n = groan	
oo (long oo)	m-oo-n = moon	s-oo-n = soon	g-r-oo-m = groom	
sh-	sh-i-p = ship	sh-o-p = shop	sh-i-n = shin	
-sh	b-a-sh = bash	m-a-sh = mash	f-i-sh = fish	
th-	th-i-n = thin	th-i-ck = thick	th-u-d = thud	
-th	m-o-th = moth	b-a-th = bath	m-a-th = math	
ch-	ch-i-n = chin	ch-o-p = chop	ch-i-p = chip	
-ch	r-i-ch = rich	s-u-ch = such	m-u-ch = much	
cr	cr-i-b = crib	cr-a-b = crab	cr-a-ck = crack	
oo (short oo)	l-oo-k = look	b-oo-k = book	t-oo-k = took	
ng	r-i-ng = ring	w-i-ng = wing	s-o-ng = song	
ar	c-ar = car	f-ar = far	t-ar = tar	
br	br-a-g = brag	br-i-n-g = bring	br-a-t = brat	
or	f-or-k = fork	c-or-n = corn	h-or-n = horn	
pl	pl-o-t = plot	pl-a-n = plan	pl-u-g = plug	
ur	f-ur = fur	t-ur-n = turn	b-ur-n = burn	
sp	sp-o-t = spot	sp-i-t = spit	sp-i-n = spin	
ow	c-ow = cow	h-ow = how	n-ow = now	
nk	p-i-nk = pink	s-i-nk = sink	w-i-nk = wink	
ou	ou-t = out	sh-ou-t = shout	l-ou-d = loud	
th (hard sound)	th-a-t = that	th-e-n = then	th-i-s = this	
or	w-or-m = worm	w-or-d = word	w-or-k = work	
sl	sl-a-p = slap	sl-a-m = slam	sl-i-m = slim	

ENGLISH PHONICS				CHECK
PHONIC SOUND	DECODABLE WORDS			
ay	s-l-ay = slay	s-t-ay = stay	p-l-ay = play	
bl	bl-ee-d = bleed	bl-oo-m = bloom	bl-u-sh = blush	
a-e	c-a-ke = cake	t-a-ke = take	b-a-ke = bake	
wh	wh-e-n = when	wh-i-ch = which	wh-ee-l = wheel	
y (long I sound)	m-y = my	t-r-y = try	wh-y = why	
pr	pr-ay = pray	pr-i-ck = prick	pr-ee-n = preen	
igh	l-igh-t = light	h-igh = high	f-igh-t = fight	
sw	sw-i-n-g = swing	sw-i-m = swim	sw-o-p = swop	
i-e	k-i-te = kite	b-i-te = bite	h-i-ke = hike	
str	str-i-n-g = string	str-ai-n = strain	str-o-n-g = strong	
i (long I)	t-i-g-er = tiger	b-l-i-n-d = blind	k-i-n-d = kind	
ea	ea-t = eat	s-ea-t = seat	m-ea-t = meat	
scr	scr-a-p = scrap	scr-ea-m = scream	scr-ee-n = screen	
tch	c-a-tch = catch	h-a-tch = hatch	m-a-tch = match	
y (long E)	f-i-sh-y = fishy	m-ea-t-y = meaty	s-m-e-ll-y = smelly	
ey (long E)	k-ey = key	d-o-n-k-ey = donkey	t-ur-k-ey = turkey	
age	c-age = cage	r-age = rage	p-age = page	
nch	l-u-nch = lunch	m-u-nch = munch	b-u-nch = bunch	
ow	s-l-ow = slow	b-l-ow = blow	b-ow = bow	
dge	e-dge = edge	l-e-dge = ledge	h-e-dge = hedge	
o-e	n-o-te = note	j-o-ke = joke	r-o-pe = rope	
kn	kn-ow = know	kn-ee = knee	kn-ee-l = kneel	
ir	b-ir-d = bird	sh-ir-t = shirt	b-ir-th = birth	
er	h-er = her	t-er-m = term	v-er-b = verb	
ue	g-l-ue = glue	c-l-ue = clue	s-ue = sue	
wr	wr-i-te = write	wr-o-te = wrote	wr-o-n-g = wrong	
ew	n-ew = new	n-ew-s = news	f-ew = few	
c (soft c)	c-i-t-y = city	c-e-n-t = cent	i-ce = ice	
aw	y-aw-n = yawn	d-aw-n = dawn	l-aw-n = lawn	
au	Au-g-u-s-t = August	f-r-au-d = fraud	p-au-se = pause	
oi	c-oi-n = coin	oi-l = oil	s-oi-l = soil	
ph	ph-o-ne = phone	ph-o-t-o = photo	ph-a-se = phase	
oy	t-oy = toy	b-oy = boy	j-oy = joy	
or	f-or = for	f-or-k = fork	p-or-k = pork	
ead	br-ead = bread	h-ead = head	d-ead = dead	



# Planner & Tracker Framework

- The curriculum Planner and Tracker that follows uses the routine and activities previously described.

## **DBE ATP**

- There are 5 x blank Planner and Trackers, that you may use to plan and track your curriculum coverage for the term.
- If you prefer, design your own routine and activities, just ensure that they are CAPS and ATP compliant.
- Then, create your own Planner and Tracker to keep track of your curriculum coverage for Term 2.

*Remember, the NECT Grade 1–3 Home Language structured learning programme is available for download from the website: [www.nect.org.za](http://www.nect.org.za)*

## Theme 1:

Activity	Week 1	Check	Week 2	Check
<b>ORAL</b>	VOCAB:		VOCAB:	
	SONG/RHYME:		SONG/RHYME:	
	OTHER ACTIVITIES:		OTHER ACTIVITIES:	
<b>PHONICS</b>	SOUNDS:		SOUNDS:	
	ACTIVITIES:		ACTIVITIES:	
<b>HANDWRITING</b>	SOUND/S, WORDS AND SENTENCES:		SOUND/S, WORDS AND SENTENCES:	

Activity	Week 1	Week 2	Check	Check
<b>SHARED READING</b>	TEXT:	TEXT:		
	COMPREHENSION QUESTIONS:	COMPREHENSION QUESTIONS:		
	POST-READ ACTIVITY:	POST-READ ACTIVITY:		
<b>WRITING</b>	TOPIC AND TASK:	TOPIC AND TASK:		
<b>GGR</b>	NOTES:	NOTES:		



## Theme 2:

Activity	Week 3	Check	Week 4	Check
<b>ORAL</b>	VOCAB:		VOCAB:	
	SONG/RHYME:		SONG/RHYME:	
	OTHER ACTIVITIES:		OTHER ACTIVITIES:	
<b>PHONICS</b>	SOUNDS:		SOUNDS:	
	ACTIVITIES:		ACTIVITIES:	
	SOUND/S, WORDS AND SENTENCES:		SOUND/S, WORDS AND SENTENCES:	
<b>HANDWRITING</b>				

Activity	Week 3	Week 4	Check	Check
<b>SHARED READING</b>	TEXT:	TEXT:		
	COMPREHENSION QUESTIONS:	COMPREHENSION QUESTIONS:		
	POST-READ ACTIVITY:	POST-READ ACTIVITY:		
<b>WRITING</b>	TOPIC AND TASK:	TOPIC AND TASK:		
<b>GGR</b>	NOTES:	NOTES:		

### Theme 3:

Activity	Week 5	Check	Week 6	Check
<b>ORAL</b>	VOCAB:		VOCAB:	
	SONG/RHYME:		SONG/RHYME:	
	OTHER ACTIVITIES:		OTHER ACTIVITIES:	
<b>PHONICS</b>	SOUNDS:		SOUNDS:	
	ACTIVITIES:		ACTIVITIES:	
	SOUND/S, WORDS AND SENTENCES:		SOUND/S, WORDS AND SENTENCES:	
<b>HANDWRITING</b>				

Activity	Week 5	Week 6	Check	Check
<b>SHARED READING</b>	TEXT:	TEXT:		
	COMPREHENSION QUESTIONS:	COMPREHENSION QUESTIONS:		
	POST-READ ACTIVITY:	POST-READ ACTIVITY:		
<b>WRITING</b>	TOPIC AND TASK:	TOPIC AND TASK:		
<b>GGR</b>	NOTES:	NOTES:		

### Theme 4:

Activity	Week 7	Check	Week 8	Check
<b>ORAL</b>	VOCAB:		VOCAB:	
	SONG/RHYME:		SONG/RHYME:	
	OTHER ACTIVITIES:		OTHER ACTIVITIES:	
<b>PHONICS</b>	SOUNDS:		SOUNDS:	
	ACTIVITIES:		ACTIVITIES:	
	SOUND/S, WORDS AND SENTENCES:		SOUND/S, WORDS AND SENTENCES:	
<b>HANDWRITING</b>				

Activity	Week 7	Week 8	Check
<b>SHARED READING</b>	TEXT:	TEXT:	
	COMPREHENSION QUESTIONS:	COMPREHENSION QUESTIONS:	
	POST-READ ACTIVITY:	POST-READ ACTIVITY:	
<b>WRITING</b>	TOPIC AND TASK:	TOPIC AND TASK:	
<b>GGR</b>	NOTES:	NOTES:	

## Theme 5:

Activity	Week 9	Check	Week 10	Check
<b>ORAL</b>	VOCAB:		VOCAB:	
	SONG/RHYME:		SONG/RHYME:	
	OTHER ACTIVITIES:		OTHER ACTIVITIES:	
<b>PHONICS</b>	SOUNDS:		SOUNDS:	
	ACTIVITIES:		ACTIVITIES:	
<b>HANDWRITING</b>	SOUND/S, WORDS AND SENTENCES:		SOUND/S, WORDS AND SENTENCES:	

Activity	Week 9	Week 10	Check
<b>SHARED READING</b>	TEXT:	TEXT:	
	COMPREHENSION QUESTIONS:	COMPREHENSION QUESTIONS:	
	POST-READ ACTIVITY:	POST-READ ACTIVITY:	
<b>WRITING</b>	TOPIC AND TASK:	TOPIC AND TASK:	
<b>GGR</b>	NOTES:	NOTES:	





# Programme of Assessment

## Assessment for Learning

- The **checklist** that follows includes the **most important developmental literacy skills** for your learners to master over the phase.
- These are the **fundamental literacy skills** that **all learners must acquire** by the **end of Grade 3**.
- There is no quick and easy way to track ‘Assessment for Learning’, or ‘Formative Assessment’.
- To help you do this in a meaningful way, you may want to try the following:
  - a** Make an **assessment record book**, and keep it with you at all times.
  - b** This book must be marked CONFIDENTIAL.
  - c** In this book, **have a section for each learner**.
  - d** Throughout the day, **be aware of learners’ performances**, and **make notes of what you observe** in relation to these skills.
- Be particularly aware of **learners who are not making progress**, and **work with them** to address their challenges.

## Checklist: FP Home Language

<b>EXECUTIVE FUNCTION</b>	✓
Follows limits and expectations in the classroom	
Manages own emotions	
Works independently	
Works cooperatively in groups settings	
Focus on and completes tasks within a reasonable amount of time	
Remembers and connects past learning to new learning	
Establishes and maintains positive relationships	
Persists through challenges – does not give up	
<b>LISTENING &amp; SPEAKING</b>	✓
Develops and uses an increasingly complex vocabulary	
Follows directions	
Asks questions	
Answers questions appropriately, using increasingly complex sentences	
Uses appropriate conversational and communication skills	
<b>PHONEMIC AWARENESS &amp; PHONICS</b>	✓
Breaks down words into their individual sounds orally	
Blends sound together into words orally	
Recognises and reads all sounds taught (learns letter-sound connections)	
Builds and breaks down written words using sounds taught	
<b>READING</b>	✓
Always attempts to decode (sound out) new words using letter-sound knowledge	
Reads worksheet texts with increasing fluency and accuracy	

<b>COMPREHENSION</b>	✓
<i>In the Foundation Phase, these skills should be built during Shared Reading – when the teacher is reading complex texts out loud.</i>	
Shows curiosity and interest in shared reading stories	
Answers basic recall questions accurately	
Offers logical, substantiated opinions to ‘why’ questions	
Summarises the main events of stories read aloud	
Communicates the purpose or message of the stories read	
Remembers and connects previous stories read to new stories	
<b>HANDWRITING</b>	✓
Holds the pencil and writing instruments correctly – using a three finger grip	
Can form letters taught correctly and legibly	
Writes at a reasonable speed – can finish tasks in the allocated time	
<b>WRITING</b>	✓
Uses writing to communicate own ideas (does not copy)	
Writes independently (internalises and uses the writing strategies to complete writing tasks)	
Uses knowledge of letter-sound correspondences to write words (invented spelling)	
Reads own writing to peers	

## Assessment of Learning

- You may choose to **design your own FAT** (Formal Assessment Task) as per the guidance given in the **Revised Section 4 of CAPS**.
- Alternately, a **sample FAT for Term 2** is **included below**. You may use this FAT as is, or adapt it for use in your classroom.
- A ‘scorecard’ is included where you can fill in learners’ assessment results for each component.

## Using the Rubrics

- The rubrics that follow have four level descriptors.
- They also indicate a rating guide for each level.
- In addition, a mark has been allocated for each descriptor per criterion. This is indicated in the brackets next to the descriptor.
- You can use these features to assess your learners in different ways, according to the preference of your province or district. For example:
  - a You may choose to work out an average level or rating for the assessment activity.
  - b Or, you may choose to work out a mark for each learner.

### Example:

- a Peter’s teacher has put a cross for his achievement per criterion.
- b She sees that the crosses fall mostly in the LEVEL 2 / RATING 3–4 RANGE. But, he has one LEVEL 1 / RATING 1–2 score. So, she awards him a **Rating of 3**.
- c Then, she works out his score according to the marks for each criterion. He achieves a mark of 5 out of 14. When she divides by 2, he achieves **2.5**, which she rounds off to a **Rating of 3**.

RUBRIC	LEVEL 1 RATING 1–2	LEVEL 2 RATING 3–4	LEVEL 3 RATING 5–6	LEVEL 4 RATING 7
<b>CRITERION 1</b>	The learner tells random bits of the story in the incorrect sequence. (1)	The learner tells some of the story in the correct sequence, but includes too much or too little detail. (2) ✘	The learner tells most of the story in the correct sequence, but may include too much or too little detail. (3)	The learner tells the story in the correct sequence, with just enough detail to make the meaning clear. (4–5)
<b>CRITERION 2</b>	The learner frequently pauses, hesitates and repeats words or phrases. (1)	The learner sometimes pauses, hesitates and repeats words or phrases. (2) ✘	The learner tells the story with fluency, occasionally pauses, hesitates or repeats words or phrases. (3)	The learner tells the story fluently and confidently, without pausing, hesitating or repeating words or phrases. (4–5)
<b>CRITERION 3</b>	There is no variation to the tone or volume of voice, or the learner is inaudible. (1) ✘	The learner occasionally varies tone or volume of voice, but this is not always appropriate. (2)	The learner varies the tone or volume of voice when reading, with some effect. (3)	The learner varies the tone or volume of voice when reading, with great effect. (4)

### Conversion

- Convert a mark out of 14 to a rating of 1–7 by dividing by 2.

### We hope you find this assessment guidance useful

- *It is important to remember that these assessment tasks and calculation methods are suggestions.*
- *Please defer to your province or district in terms of assessment requirements.*

Assessment of Learning: Scorecard						
Names of Learners	Listening & Speaking	Phonics	Reading & Comprehension	Handwriting	Writing	Overall
	Listens to stories and identifies the main idea	Identifies the single sound relationship of some letters (vowels and consonants)	Reads aloud from book at own level.	Writes lower case letters correctly.	Writes words using sounds learnt. Contributes ideas to a class story.	
	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.5</b>	<b>2.6</b>	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

## Grade 1 Term 2: Sample Formal Assessment Task

2.1: LISTENING & SPEAKING	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>Listens to stories and identifies the main idea.</li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>Do this throughout the term during shared reading lessons.</li> <li>At the end of every lesson where you have read a story, select a few learners for assessment (but do not tell them this).</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>Ask each selected learner to answer one or two of these questions:               <ol style="list-style-type: none"> <li>What do you think the main idea of this story was?</li> <li>What did you learn from this story?</li> <li>If you had to tell your friend what this story was about in one or two sentences, what would you say?</li> </ol> </li> <li>Assess each learner using the rubric below.</li> </ul>

RUBRIC	LEVEL 1 RATING 1-2	LEVEL 2 RATING 3-4	LEVEL 3 RATING 5-6	LEVEL 4 RATING 7
<b>IDENTIFIES THE MAIN IDEA OF A STORY</b>	The learner struggles to recall anything from the story and cannot identify the main idea. (1)	The learner retells the story, without identifying the main idea. (2)	The learner more or less identifies the main idea, but adds too much detail, or omits a key point. (3)	The learner correctly identifies the main idea of the story. (4)
<b>FLUENCY</b>	The learner frequently pauses, hesitates and repeats words or phrases. (0)	The learner sometimes pauses, hesitates and repeats words or phrases. (1)	The learner answers with fluency, but occasionally pauses, hesitates or repeats words or phrases. (2)	The learner answers fluently and confidently, without pausing, hesitating or repeating words or phrases. (3)

2.2: PHONICS	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>Identifies the single sound relationship of some letters (vowels and consonants)</li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>Do this in Week 8, during the Group Guided Reading</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>Do this in Week 8, during the Group Guided Reading</li> <li>Settle learners with a paired reading or phonics activity.</li> <li>Instead of calling groups, call individual learners to your table.</li> <li>Have a blank paper and pencil for the learner to use.</li> <li>Call out 4 single sounds that you have taught in Term 2 and ask the learner to write them down.</li> <li>Next, have a paper with all the single sounds you have taught in Term 2 written on it. Point to 4 of the letters and ask learners to say the sounds.</li> <li>Assess each learner using the rubric below.</li> </ul>

RUBRIC	LEVEL 1 RATING 1–2	LEVEL 2 RATING 3–4	LEVEL 3 RATING 5–6	LEVEL 4 RATING 7
<b>IDENTIFICATION OF AURAL SOUNDS</b>	The learner correctly writes 0 or 1 of the 4 sounds. (1–2)	The learner correctly writes 2 of the 4 sounds. (3–4)	The learner correctly writes 3 of the 4 sounds. (5–6)	The learner correctly writes 4 of the 4 sounds. (7)
<b>IDENTIFICATION OF WRITTEN SOUNDS</b>	The learner correctly identifies 0 or 1 of the sounds. (1–2)	The learner correctly identifies 0 or 1 of the sounds. (3–4)	The learner correctly identifies 0 or 1 of the sounds. (5–6)	The learner correctly identifies 0 or 1 of the sounds. (7)

<b>2.3: READING</b>	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• Reads aloud from book at own level.</li> <li>• Uses sight words and phonics to decode words.</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>	<ul style="list-style-type: none"> <li>• During 'Group Guided Reading' call each member of the group to come and read to you individually.</li> <li>• Ask the learner to read aloud from a level appropriate text. Ensure that the text includes decodable words.</li> <li>• Assess each learner using the rubric below.</li> </ul>

<b>RUBRIC</b>	<b>LEVEL 1 RATING 1-2</b>	<b>LEVEL 2 RATING 3-4</b>	<b>LEVEL 3 RATING 5-6</b>	<b>LEVEL 4 RATING 7</b>
<b>FLUENCY</b>	The learner frequently hesitates while reading, is silent when coming to unknown words or skips over unknown words, and repeats words or phrases.(1-2)	The learner reads with extended pauses or hesitations. The learner has 'rough spots' that are difficult to get through. (3-4)	The learner reads with occasional breaks in rhythm. The learner has difficulty with specific words and / or sentence structures. (5-6)	The learner uses phonics and syllabification to sound out unknown words, and can usually blend the sounds into a word. (7)
<b>DECODING SKILLS</b>	The learner requires a lot of phonics support from the teacher to read an unknown word. The learner struggles to break words down into sounds. The learner knows very few sight / high frequency words. (1-2)	The learner tries to use phonics to read unknown words but needs support from the teacher. The learner can break words into sounds with support from the teacher. The learner knows some sight / high frequency words. (3-4)	The learner uses phonics to sound out unknown words, but occasionally needs help to blend the sounds into a word. The learner knows many sight / high frequency words. (5-6)	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. (7)

2.4: COMPREHENSION	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• <b>Predicts a story by making use of pictures</b></li> <li>• <b>Discusses the story identifying the main characters and main idea.</b></li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>• This can be done in Week 4 to Week 6</li> <li>• Do this when learners are settled with a written activity.</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>• Use the shared reading story from the previous week.</li> <li>• Settle the class to complete the task.</li> <li>• Then, call individual learners to your desk to complete the assessment.</li> <li>• Ask each learner the following questions:               <p><b>Main characters</b></p> <ol style="list-style-type: none"> <li>1 Who were the main characters in the story?</li> <li>2 What were their names?</li> </ol> <p><b>Main Idea</b></p> <ol style="list-style-type: none"> <li>1 If you had to tell your friend what this story was about in one or two sentences, what would you say?</li> <li>2 What did you learn from this story?</li> </ol> <p><b>Prediction</b></p> <ol style="list-style-type: none"> <li>1 Next, show the learner pictures from a story they have not yet heard.</li> <li>2 Then, ask the learner to tell you what they think happens in the story, based on the pictures</li> </ol> </li> <li>• Assess each learner using the rubric below.</li> </ul>

<b>RUBRIC</b>	<b>LEVEL 1 RATING 1–2</b>	<b>LEVEL 2 RATING 3–4</b>	<b>LEVEL 3 RATING 5–6</b>	<b>LEVEL 4 RATING 7</b>
<b>MAIN CHARACTERS</b>	The learner struggles to identify one main character without support. (1)	The learner identifies one of the main characters independently. (2)	The learner correctly identifies the main characters but cannot recall all of their names. (3)	The learner correctly identifies the main characters and recalls their names. (4)
<b>MAIN IDEA</b>	The learner retells the story or parts of the story. (1–2)	The learner identifies the main idea but includes unnecessary details or omits a key point. (3–4)	The learner correctly identifies the main idea. The learner struggles to explain what was learnt from the story in a meaningful way. (5–6)	The learner correctly identifies the main idea and explains what was learnt from the story in a meaningful way. (7)
<b>PREDICTION</b>	The learner cannot make a correct prediction about the text. (0)	The learner makes a very basic but correct prediction about the text. (1)	The learner makes a correct and fairly detailed prediction about the text. (2)	The learner makes a correct, detailed and insightful prediction about the text. (3)



<b>2.5: HANDWRITING</b>	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>Writes lower case letters correctly</li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>Towards the end of the term, collect learners' handwriting books.</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>Go through learners' books taking note of their handwriting progress in terms of letter formation, spacing and speed (do they complete all handwriting activities in the allocated time?)</li> <li>Also observe learners during handwriting lessons, and look through their writing books to take note of progress and challenges.</li> <li>Assess each learner's handwriting using the rubric below.</li> </ul>

<b>RUBRIC</b>	<b>LEVEL 1 RATING 1-2</b>	<b>LEVEL 2 RATING 3-4</b>	<b>LEVEL 3 RATING 5-6</b>	<b>LEVEL 4 RATING 7</b>
<b>GENERAL OBSERVATIONS OF HANDWRITING</b>	There are many errors with letter formation, spacing between words, and consistency of size. The learner writes slowly. (1-2)	There are some errors with letter formation, or spacing between words, or consistency of size. The learner writes slowly. (3-4)	The learner forms letters correctly. The spacing between words is correct and letters are mostly of a consistent size. The learner's writing speed or neatness could be improved. (5-6)	The learner forms letters correctly. The spacing between words is correct and letters are of a consistent size. The learner writes neatly and at a good pace. (7)

<b>2.6: WRITING</b>	
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• Draws a picture to convey a message.</li> <li>• Writes words using sounds learnt.</li> <li>• Contributes ideas to a class story.</li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>• Do this using a writing lesson in Week 7 or 8.</li> </ul>
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>• Conduct a writing lesson that requires learners to draw a picture to convey a message of their own – not something copied from the teacher, e.g.: something they like to do.</li> <li>• Then, instruct learners to copy a short writing frame from the board, and to complete the frame using their own words. For example: I like to _____. I like it because...</li> <li>• Collect learners' books at the end of the writing cycle.</li> <li>• Assess each learner's writing using the rubric below.</li> </ul>

<b>RUBRIC</b>	<b>LEVEL 1 RATING 1–2</b>	<b>LEVEL 2 RATING 3–4</b>	<b>LEVEL 3 RATING 5–6</b>	<b>LEVEL 4 RATING 7</b>
<b>PICTURE: CLARITY AND ORIGINALITY</b>	The picture is difficult to understand, or is not original – the teacher's example is copied. (1)	The picture is understandable and original, although similar to the example. (2)	The picture is easy to understand, personal and original. (3)	The picture is easy to understand, personal, original, and creative. (4)
<b>WRITING</b>	The learner cannot complete the writing frame. The learner does not attempt to write words independently using phonic knowledge and needs significant support from the teacher. (1–2)	The learner mostly completes the writing frame. The learner attempts to write some words independently using phonic knowledge, but is still reliant on the teacher for support. (3–4)	The learner completes the writing frame. The learner attempts to write some words independently using phonic knowledge, but is still partly reliant on the teacher for support. (5–6)	The learner completes the writing frame. The learner writes many words independently using phonic knowledge. (7)
<b>IDEAS FOR SHARED WRITING</b>	The learner seldom contributes an idea for shared writing, even when called on. (0)	The learner occasionally contributes an idea for shared writing, although it may not be original. (1)	The learner frequently contributes ideas for shared writing, although they are not always original. (2)	The learner frequently contributes original and interesting ideas for shared writing. (3)