

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023



HOME LANGUAGE: ENGLISH

GRADE 2 TERM 2

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



1453202202014

Department of Basic Education 222 Struben Street, Pretoria
Call Centre: 0800 202 933 callcentre@dbe.gov.za
Switchboard: 012 357 3000



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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
- 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 2 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.
- In each of the 5 x 2-week cycles, 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; second 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: **Second Grade in South Africa and China**
 - d The **writing activity** that learners must complete, e.g.: **Write a paragraph about what learners do in South Africa and 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.

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

| SUMMARY OF THE RECOVERY ATP: GRADE 2 Term 2 |
|--|
| LISTENING AND SPEAKING |
| <ol style="list-style-type: none">1 Compares and classifies things, and explains classification2 Answers open and closed questions and gives reasons for answers3 Talks about personal experiences such as tells news without repetition4 Listens to more complex instructions and responds appropriately5 Expresses feelings about stories and poems6 Takes turns to speak, showing sensitivity to others and giving positive feedback7 Listens without interrupting, showing respect for the speaker8 Listens to a story with enjoyment and answers questions related to the story9 Participates in discussions, asking and answering questions and suggesting ideas10 Suggests solutions to problems, especially during Mathematics11 Listens to stories for a longer period with enjoyment12 Identifies similarities and differences13 Understands and uses appropriate language of different subjects14 Makes up own rhymes using imaginative language15 Listens to stories and poems and identifies the main idea, details and sequence of events16 Responds to riddles and jokes |
| PHONICS |
| <p>Note to teacher:</p> <ul style="list-style-type: none">• <i>Ensure that you build up and break down words:</i><ul style="list-style-type: none">• <i>Aurally (phonemic awareness)</i>• <i>Aurally and visually (phonics)</i> |
| <ol style="list-style-type: none">1 Revise Term 1 phonics2 Reads phonic words in sentences and other texts3 Builds 3, 4 and 5 letter words using the consonant blends and vowel diagraphs taught this term4 Learns to spell 10 words a week taken from the phonic lessons5 Uses initial and final consonant blends to build up and break down words6 Builds 3 and 4 letter words using the single letters and digraphs taught in Term 17 Recognises and reads:<ol style="list-style-type: none">a Three letter consonant blends at the beginning of words, e.g.: str-apb Three letter consonant blends at the end of words, e.g.: ca-tchc Three new vowel diagraphs, e.g.: oa, oo, aid Silent e, e.g.: tape, time, note |
| HANDWRITING |
| <ol style="list-style-type: none">1 Forms lower and upper case letters correctly: directionality, formation and spacing within lines2 Writes words with correct spacing between letters and words3 Aligns writing properly on 17mm ruled lines4 Uses handwriting tools effectively: pencil, eraser, ruler5 Copies and writes two or more sentences legibly and correctly6 Copies and writes one paragraph of between 3–4 lines from a printed text |

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 Continues to build sight vocabulary e.g. high frequency words
- 2 Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- 3 Uses phonics, context clues, structural analysis and sight words when reading
- 4 Monitors self when reading in terms of recognition and comprehension
- 5 Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud
- 6 Reads with increasing fluency and expression

INDEPENDENT READING

- 1 Reads aloud to partner
- 2 Reads own and others' writing
- 3 Reads independently: picture books, poetry cards, story books from the library or classroom reading corner

SHARED READING

- 1 Reads book as a whole class with teacher / Listens and follows as teacher reads book
- 2 Uses visual clues to predict what the story is about
- 3 Reads well-known nursery-rhymes, poems and songs as a whole class with teacher and discusses the different formats
- 4 Identifies key details in what was read such as main characters and setting
- 5 Answers higher order questions based on the text read
- 6 Gives an opinion on what was read
- 7 Focus on:
 - a Phonics
 - b Comprehension at a range of levels

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 and words for a class story (Shared Writing)
- 2 Participates in a discussion to choose a topic to write about
- 3 Builds own word bank and personal dictionary
- 4 Begins to spell common words correctly
- 5 Reads own writing to a partner
- 6 **Completes writing tasks, including planning, drafting and publishing:**
 - a Writes at least 3 sentences of own news using sounds learned, common sight words, capital letters and full stops
 - b Writes one paragraph (at least 5 sentences) on personal experiences
 - c Writes an expressive text such as a thank you card or letter using the given format
 - d Writes and illustrates 4–6 sentences on a topic to contribute to a book for the classroom reading corner
- 7 **Identifies and uses language correctly, including:**
 - a Capital letters for the beginning of sentences and names
 - b Full stops and question marks
 - c Present and past tense
 - d Prepositions

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 | 15 minutes | | | 15 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 | 30 minutes | | | | 30 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 | | |
| | | | 7 hours | 45 minutes | 4 hours 30 minutes | 45 minutes | 1 hour |

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 | LISTENING & SPEAKING | Oral activities | <ul style="list-style-type: none"> • Introduce the theme • Teach 3 vocab words • Teach song or rhyme • Learners add words to personal dictionaries |
| | HANDWRITING | Informal assessment | <ul style="list-style-type: none"> • Give a spelling test to see if learners remember phonic sounds and words from last week • Ask learners to write 10 words taken from phonic lessons and sight words • Also check handwriting – letter formation, capitals, spacing |
| | READING & PHONICS | Shared reading PRE-READ | <ul style="list-style-type: none"> • Pre-read • Show learners pictures from story • Ask them to say what is happening • Ask them to make predictions |
| | WRITING (Week 1 of cycle) | Shared and process writing: PLANNING | <ul style="list-style-type: none"> • Tell learners the writing topic • Tell learners the writing task that you have selected, e.g.: <ul style="list-style-type: none"> a Writes at least 3 sentences of own news b Writes one paragraph (at least 5 sentences) on personal experiences c Writes an expressive text such as a thank you card or letter using the given format d Writes and illustrates 4 to 6 sentences on a topic to contribute to a book • Show learners how to PLAN their writing • Ask for ideas for the plan (shared writing) • Tell learners to complete their own plans (no copying) |
| | READING & PHONICS | Group guided reading 2 GROUPS X 15 MINS EACH | <ul style="list-style-type: none"> • Settle the whole class with a phonics or reading activity (paired or independent reading) • Call a small group to work with you (same-ability group) • Revise phonic and sight words with group • Give the group a text at their level • Listen to each learner read individually |

| DAY | COMPONENT | ACTIVITY | SUGGESTED ACTIVITIES |
|---------|------------------------------|--|--|
| Tuesday | READING & PHONICS | Teach new sound and words | <ul style="list-style-type: none"> • Work systematically through a phonics programme for your language • Teach learners to read a new sound • Teach them to read words that use the sound • Show them how to break down and build up words |
| | HANDWRITING | Teach new letter and words | <ul style="list-style-type: none"> • It is a good idea to match handwriting to phonics • Teach learners how to write the letter or sound they learnt • Teach learners how to write words and sentences that use the sound • Correct learners' pencil grip, posture, letter formation, spacing and size |
| | READING & PHONICS | Shared reading FIRST READ | <ul style="list-style-type: none"> • First read • Read the story to learners fluently and with expression • Stop to explain where necessary • Point out and explain language features, including: <ul style="list-style-type: none"> a Punctuation b Concepts of print c Language patterns d Text features • After reading, ask the following kinds of questions: <ul style="list-style-type: none"> a Details, such as main characters and setting b Opinion and justification (did you like / what did you think about / give reasons etc) c Higher order (why, what would you have done if.) |
| | READING & PHONICS | Group guided reading 2 GROUPS X 15 MINS EACH | <ul style="list-style-type: none"> • Settle the whole class with a phonics or reading activity (paired or independent reading) • Call a small group to work with you (same-ability group) • Revise phonic and sight words with group • Give the group a text at their level • Listen to each learner read individually |

| DAY | COMPONENT | ACTIVITY | SUGGESTED ACTIVITIES |
|-----------|----------------------------------|--|---|
| Wednesday | LISTENING & SPEAKING | Oral activities | <ul style="list-style-type: none"> • Teach 3 vocab words • Sing song or say rhyme • Learners add words to personal dictionaries • Do another oral activity, e.g.: <ul style="list-style-type: none"> a News – Ask 2 x learners to share news b Creative Storytelling – Ask all learners to make up their own theme stories and to share with a partner c Give a more complex list of instructions for learners to respond to d Identify similarities and differences e Make up rhymes f Respond to riddles and jokes |
| | READING & PHONICS | Teach new sound and words | <ul style="list-style-type: none"> • Work systematically through a phonics programme for your language • Teach learners to read a new sound • Teach them to read words that use the sound • Show them how to break down and build up words |
| | HANDWRITING | Teach new letter and words | <ul style="list-style-type: none"> • It is a good idea to match handwriting to phonics • Teach learners how to write the letter or sound they learnt • Teach learners how to write words and sentences that use the sound • Correct learners' pencil grip, posture, letter formation, spacing and size |
| | WRITING (Week 1 of cycle) | Shared and process writing DRAFTING | <ul style="list-style-type: none"> • Remind learners of writing task • Write your plan on the board • Write a writing framework on the board • Show learners how to DRAFT their writing (shared writing) • Tell learners to use their plan and the framework to write their own drafts |
| | READING & PHONICS | Group guided reading 2 GROUPS X 15 MINS EACH | <ul style="list-style-type: none"> • Settle the whole class with a phonics or reading activity (paired or independent reading) • Call a small group to work with you (same-ability group) • Revise phonic and sight words with group • Give the group a text at their level • Listen to each learner read individually |

| DAY | COMPONENT | ACTIVITY | SUGGESTED ACTIVITIES |
|----------|-------------------|--|---|
| Thursday | READING & PHONICS | Phonics practice | <ul style="list-style-type: none"> Revise the two sounds taught on Tues and Wed Do a phonics activity with class, e.g.: <ul style="list-style-type: none"> a Blend taught sounds together to make words b Read phonic words in sentences and texts |
| | READING & PHONICS | Shared reading SECOND READ | <ul style="list-style-type: none"> Second read Read the story to learners with fluency and expression After reading, ask questions including: <ul style="list-style-type: none"> a Opinion and justification (did you like / what did you think about / give reasons etc) b Higher-order (why do you think / if you were ___ what would you do / can you make a connection with... / etc.) Ask learners to formulate their own questions about the text, and ask a partner |
| | READING & PHONICS | Group guided reading 2 GROUPS X 15 MINS EACH | <ul style="list-style-type: none"> Settle the whole class with a phonics or reading activity (paired or independent reading) Call a small group to work with you (same-ability group) Revise phonic and sight words with group Give the group a text at their level Listen to each learner read individually |

| DAY | COMPONENT | ACTIVITY | SUGGESTED ACTIVITIES |
|--------|---------------------------------|--|---|
| Friday | LISTENING & SPEAKING | Oral activities | <ul style="list-style-type: none"> Teach 3 vocab words Sing song or say rhyme Do another oral activity, e.g.: <ul style="list-style-type: none"> a Put learners into groups to discuss the text, using a frame – express feelings and opinions and justify answers (I liked... / I did not like... / I think this text was written to ...) b Creative Storytelling – Ask learners to work in groups to come up with a joint theme story |
| | READING & PHONICS | Phonics practice | <ul style="list-style-type: none"> Revise the two sounds taught on Tues and Wed, as well as other sounds taught this term Do a phonics activity with class, e.g.: <ul style="list-style-type: none"> a Blend sounds together to make words b Build words using taught sounds – Word Find c Write own sentences using phonic words |
| | READING & PHONICS | Shared reading POST-READ | <ul style="list-style-type: none"> Post-read Do an activity to engage with the story on a deeper level, e.g.: <ul style="list-style-type: none"> a Role play – put learners into groups to act out the story b New endings – tell learners to make up a new ending for the story and to tell their partners c Recount the story as a group – each member tells part of the story in the correct sequence d Recount the story with a partner – each partner tells part of the story in the correct sequence e Express feelings and opinions and justify answers |
| | READING & PHONICS | Group guided reading 2 GROUPS X 15 MINS EACH | <ul style="list-style-type: none"> Settle the whole class with a phonics or reading activity (paired or independent reading) Call a small group to work with you (same-ability group) Revise phonic and sight words with group Give the group a text at their level Listen to each learner read individually |

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

WRITING

Week 1 Monday: Planning

Week 1 Wednesday: Drafting

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 list 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 twice 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 **sounds in the grey** blocks are specified by the ATP for Grade 2 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 | |
| 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 | |

| ENGLISH PHONICS | | | | CHECK |
|------------------|-----------------|------------------|------------------|-------|
| PHONIC SOUND | DECODABLE WORDS | | | |
| 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 | |
| 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 l 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 | |

| ENGLISH PHONICS | | | | CHECK |
|-----------------|---------------------|---------------------|---------------------|-------|
| PHONIC SOUND | DECODABLE WORDS | | | |
| 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-ea-d = bread | h-ea-d = head | d-ea-d = dead | |



Planner & Tracker Framework

- You may choose to use the routine described in the previous section, or not.
- Regardless of the routine you choose to use, you must cover each component of language per week.
- Also remember to check the time allocation per component per week. See page 2.
- Consult the summary of the Recovery ATP on page 3 for guidance.
- Use the tracker below to create a simple record of the work you do each week.

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

Theme 1:

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

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

Theme 2:

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

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

Theme 3:

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

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

Theme 4:

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

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

Theme 5:

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

| Activity | Week 1 | Week 2 | Check | Check |
|-----------------------|--------------------------|--------------------------|-------|-------|
| SHARED READING | TEXT: | TEXT: | | |
| | COMPREHENSION QUESTIONS: | COMPREHENSION QUESTIONS: | | |
| | POST-READ ACTIVITY: | POST-READ ACTIVITY: | | |
| WRITING | TOPIC AND TASK: | TOPIC AND TASK: | | |
| GGR | 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

| | |
|--|---|
| EXECUTIVE FUNCTION | ✓ |
| 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 | |
| LISTENING & SPEAKING | ✓ |
| Develops and uses an increasingly complex vocabulary | |
| Follows directions | |
| Asks questions | |
| Answers questions appropriately, using increasingly complex sentences | |
| Uses appropriate conversational and communication skills | |
| PHONEMIC AWARENESS & PHONICS | ✓ |
| 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 | |
| READING | ✓ |
| Always attempts to decode (sound out) new words using letter-sound knowledge | |
| Reads worksheet texts with increasing fluency and accuracy | |

| | |
|--|---|
| COMPREHENSION | ✓ |
| <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 | |
| HANDWRITING | ✓ |
| 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 | |
| WRITING | ✓ |
| 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 |
|--------------------|--|--|---|--|
| CRITERION 1 | 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) |
| CRITERION 2 | 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) |
| CRITERION 3 | 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.*

Grade 2 Term 2: Sample Formal Assessment Task

| 2.1: LISTENING & SPEAKING | |
|---------------------------|---|
| OBJECTIVE | <ul style="list-style-type: none"> • Listens to stories and poems and identifies the main idea, details and sequence of the story. |
| IMPLEMENTATION | <ul style="list-style-type: none"> • Do this during weeks 7–9 • Do this any time when learners are settled with an independent reading or writing activity |
| ACTIVITY | <ul style="list-style-type: none"> • Call individual learners to answer one or two of each of the following kinds of questions about the text: <p>Main idea</p> <ol style="list-style-type: none"> 1 What is the story about? 2 What do you think the main idea of this story is? Why? <ul style="list-style-type: none"> • If prompting is required, provide the learner with two options to choose from, i.e.: Do you think the main idea is...or...? <p>Details</p> <ol style="list-style-type: none"> 1 Who..? 2 What...? 3 When...? 4 How...? <p>Sequence</p> <ol style="list-style-type: none"> 1 What happened at the beginning of the story? 2 What happened at the end of the story? 3 What happened after ...? • Assess each learner using the rubric below. |

| RUBRIC | LEVEL 1 RATING 1–2 | LEVEL 2 RATING 3–4 | LEVEL 3 RATING 5–6 | LEVEL 4 RATING 7 |
|------------------|--|--|--|---|
| MAIN IDEA | The learner identifies the main idea of the text when given a choice of options. (1–2) | The learner identifies the main idea of the text when given a choice of options. (1–2) | The learner independently identifies the main idea of the text, but cannot justify the answer. (5–6) | The learner independently identifies the main idea of the text, and can justify the answer. (7) |
| DETAILS | The learner correctly recalls one detail from the story. (1) | The learner correctly recalls some details from the story, with some prompting. (2) | The learner correctly recalls all details from the story, with some prompting. (3) | The learner correctly identifies all details from the story quickly, fluently and accurately. (4) |
| SEQUENCE | The learner cannot correct sequence events from the text.(0) | The learner can correctly sequence events from the text with some support. (1) | The learner correctly sequences events from the text but takes some time. (2) | The learner quickly and correctly sequences all events from the text. (3) |

| 2.2: PHONICS | | | | | | | | | | | | | | | | | |
|-----------------------|---|-----|----|---|----|-----|-----|-----|---|---|---|---|---|---|---|---|---|
| OBJECTIVE | <ul style="list-style-type: none"> Builds words with at least three new vowel diagraphs. Builds 3, 4 and 5 letter words using consonant blend and vowel diagraphs taught this term. | | | | | | | | | | | | | | | | |
| IMPLEMENTATION | <ul style="list-style-type: none"> Do this in Week 7 or 8, during a phonics lesson at the end of the week. | | | | | | | | | | | | | | | | |
| ACTIVITY | <ul style="list-style-type: none"> Draw a 'Word Find' table on the board, including 16 sounds: 3 x new vowel diagraphs; any 3-letter consonant blends that were taught; single vowels and consonants. For example: <table border="1" data-bbox="677 580 1130 780"> <tbody> <tr> <td>ai</td> <td>oo</td> <td>e</td> <td>oa</td> </tr> <tr> <td>str</td> <td>tch</td> <td>nch</td> <td>l</td> </tr> <tr> <td>a</td> <td>n</td> <td>u</td> <td>p</td> </tr> <tr> <td>m</td> <td>f</td> <td>b</td> <td>t</td> </tr> </tbody> </table> Show learners how to build a word using letters from the table, for example: wh – a – t = what Tell learners that they must build as many words as they can. Give learners 10 minutes to do this. Collect their books and mark and count the number of words that have been built correctly. Assess each learner using the rubric below. | ai | oo | e | oa | str | tch | nch | l | a | n | u | p | m | f | b | t |
| ai | oo | e | oa | | | | | | | | | | | | | | |
| str | tch | nch | l | | | | | | | | | | | | | | |
| a | n | u | p | | | | | | | | | | | | | | |
| m | f | b | t | | | | | | | | | | | | | | |

| RUBRIC | LEVEL 1 RATING 1–2 | LEVEL 2 RATING 3–4 | LEVEL 3 RATING 5–6 | LEVEL 4 RATING 7 |
|--|---|---|---|---|
| BUILDS WORDS WITH NEW VOWEL DIAGRAPHS: oo; ai; oa | The learner does not correctly use any of the new vowel diagraphs to build words – only single vowel sounds are used. (1) | The learner correctly uses one of the new vowel diagraphs to build words. (2) | The learner correctly uses two of the new vowel diagraphs to build words. (3) | The learner correctly uses three of the new vowel diagraphs to build words. (4) |
| BUILDS 3, 4 AND 5 LETTER WORDS | The learner builds fewer than four 3-letter words correctly. (1) | The learner only builds four or more 3-letter words correctly. (2) | The learner builds 3 and 4 letter words correctly. (3) | The learner builds 3, 4 and 5 letter words correctly. (4) |

| 2.3: READING | |
|-----------------------|---|
| OBJECTIVE | <ul style="list-style-type: none"> • Reads aloud from book at own level. • Uses sight words, phonics, contextual and structural analysis decoding skills. |
| IMPLEMENTATION | <ul style="list-style-type: none"> • This can be done at any time from Week 6 to Week 8 • Do this during Group Guided Reading |
| ACTIVITY | <ul style="list-style-type: none"> • During 'Group Guided Reading' call each member of the group to come and read to you individually. • Ask the learner to read aloud from a level appropriate text. Ensure that the text includes decodable words. • Assess each learner using the rubric below. |

| RUBRIC | LEVEL 1 RATING 1-2 | LEVEL 2 RATING 3-4 | LEVEL 3 RATING 5-6 | LEVEL 4 RATING 7 |
|------------------------|---|--|---|--|
| DECODING SKILLS | The learner requires a lot of phonics support from the teacher to read an unknown word. The learner struggles to break words down into syllables or sounds. (1-2) | The learner tries to use phonics to read unknown words but needs support from the teacher. The learner can break words into syllables or sounds with support from the teacher. (3-4) | The learner uses phonics and syllabification to sound out unknown words, but occasionally needs help to blend the sounds into a word. (5-6) | The learner uses phonics and syllabification to sound out unknown words, and can usually blend the sounds into a word. (7) |
| SIGHT WORDS | The learner knows very few sight / high frequency words.(1-2) | The learner knows some sight / high frequency words. (3-4) | The learner knows many sight / high frequency words. (5-6) | The learner knows all taught sight / high frequency words. (7) |

| 2.4: COMPREHENSION | |
|---------------------------|--|
| OBJECTIVE | <p>Listens to and engages with a text to:</p> <ul style="list-style-type: none"> • Answer literal questions about the details of the text • Make predictions • Answer open questions about the text • Sequence text events correctly • Makes inferences |
| IMPLEMENTATION | <ul style="list-style-type: none"> • This can be done at any time from Week 4 to Week 7 • Do this on Fridays during the Oral Activity: Discussion of Shared Reading or on Fridays during the Shared Reading: Post Read activity |
| ACTIVITY | <ul style="list-style-type: none"> • Use the Big Book story from the previous week. • Settle the class to complete the task. • Then, call individual learners to your desk to complete the assessment. • Ask learners to answer 1–2 of each of the following kinds of questions about the text: <ul style="list-style-type: none"> Literal Questions about Details <ol style="list-style-type: none"> 1 Who..? 2 What...? 3 When...? 4 How...? 5 Where...? Open Questions <ol style="list-style-type: none"> 1 Why do you think...? 2 Can you make a connection to...? 3 If you were....what would you do? Why? Make predictions <ol style="list-style-type: none"> 1 What do you think will happen next? Why? 2 How do you think the story will end? Why? Sequence <ol style="list-style-type: none"> 1 What happened at the beginning of the story? 2 What happened at the end of the story? 3 What happened after ...? 4 What happened first: ...or...? Inferences <ol style="list-style-type: none"> 1 What can you infer about....from....? 2 How do you think....? 3 Why do you think...? • Assess each learner using the following rubric. |

| RUBRIC | LEVEL 1 RATING 1-2 | LEVEL 2 RATING 3-4 | LEVEL 3 RATING 5-6 | LEVEL 4 RATING 7 |
|--|--|---|--|---|
| LITERAL QUESTIONS ABOUT DETAILS | The learner can correctly recall one detail from the story. (1) | The learner correctly recalls some details from the story, with some prompting. (2) | The learner correctly recalls all details from the story, with some prompting. (3) | The learner correctly identifies all details from the story quickly, fluently and accurately. (4) |
| PREDICTIONS | The learner struggles to make one reasonable prediction, and cannot justify the answer. (1) | The learner makes one reasonable prediction, and can justify the answer. (2) | The learner makes two reasonable predictions, and can justify one answer. (3) | The learner makes two reasonable predictions, and can justify both answers. (4) |
| SEQUENCE | The learner struggles to correctly sequence events from the text, even with support. (1) | The learner can correctly sequence events from the text with some support. (2) | The learner correctly sequences events from the text but takes some time. (3) | The learner quickly and correctly sequences all events from the text. (4) |
| INFERENCE | The learner struggles to make an inference about a character or event from the story, even with support. (1) | The learner makes a reasonable inference about a character or event from the story without support. (2) | | |

| 2.5: HANDWRITING | |
|-------------------------|--|
| OBJECTIVE | <ul style="list-style-type: none"> Writes all lower and upper letters in print script confidently and accurately. Uses appropriate spacing between words. |
| IMPLEMENTATION | <ul style="list-style-type: none"> Do this in the Monday handwriting lesson in week 7 or 8. |
| ACTIVITY | <ul style="list-style-type: none"> Conduct the writing lessons as usual. Collect learners' books at the end of the writing cycle. Assess each learner's handwriting and writing using the rubric below. |

| RUBRIC | LEVEL 1 RATING 1-2 | LEVEL 2 RATING 3-4 | LEVEL 3 RATING 5-6 | LEVEL 4 RATING 7 |
|--------------------------------------|--|--|---|--|
| LETTER FORMATION | The learner struggles to correctly form all lower and upper case letters. There are errors with letter formation, size consistency. The learner writes at a slow pace. (1-2) | The learner is making progress with lower and upper case letter formation. There are still some errors with letter formation and/or size consistency. The learner's writing pace is improving. (3-4) | The learner is making good progress with lower and upper case letter formation. There are a few errors with letter formation or size consistency. The learner's writing pace is good. (5-6) | The learner is making excellent progress with lower and upper case letter formation. There are very few errors with letter formation or size consistency. The learner's writing pace is excellent. (7) |
| SPACING OF WORDS IN SENTENCES | The spacings between words are mostly inconsistent, and either too big or too small. (1-2) | The spacings between words are often inconsistent. Spaces are often too big or too small. (3-4) | The spacings between words are mostly consistent and correct. (5-6) | The spacing between words are always consistent and correct. (7) |

| 2.6: WRITING | |
|-----------------------|--|
| OBJECTIVE | <ul style="list-style-type: none"> Writes an expressive text such as a thank you card or letter. Writes own story of at least 1 paragraph (5 sentences) using a writing frame. |
| IMPLEMENTATION | <ul style="list-style-type: none"> Do these two different writing activities in different weeks. |
| ACTIVITY | <ul style="list-style-type: none"> Conduct the writing lessons as usual. Collect learners' books at the end of the writing cycle. Assess each learner's handwriting and writing using the rubric below. |

| RUBRIC | LEVEL 1 RATING 1-2 | LEVEL 2 RATING 3-4 | LEVEL 3 RATING 5-6 | LEVEL 4 RATING 7 |
|---|--|--|---|--|
| STRUCTURE AND LENGTH: THANK YOU CARD OR LETTER | The learner has made many errors with the format, or the text is incomplete. (0) | The learner has made some errors with the format, or the text is very short. (1) | The learner has made one error with the format. The text length is appropriate. (2) | The learner has used the format correctly and the text length is appropriate. (3) |
| STRUCTURE AND LENGTH: OWN STORY | The learner has not arranged the sentences into a paragraph OR the learner has written fewer than 4 sentences. (1) | The learner has arranged the sentences into a paragraph. The learner has written 4 sentences. (2) | The learner has arranged the sentences into a paragraph. The learner has written 5 sentences.(3) | The learner has arranged the sentences into a paragraph. The learner has written more than 5 sentences.(4) |
| WRITING: ORIGINALITY | The idea is difficult to understand, or is not original – the teacher's example is copied. (1) | The idea is understandable and original, although similar to the example. (2) | The idea is personal and original. (3) | The idea is personal, original, and creative. (4) |
| USE OF PHONIC KNOWLEDGE | The learner does not attempt to write any words independently. (0) | The learner attempts to write some words independently using phonic knowledge, but words are not recognisable. (1) | The learner attempts to write some words independently using phonic knowledge, and most words are recognisable. (2) | The learner attempts to write some words independently using phonic knowledge, and all words are recognisable. (3) |

