



basic education
Department:
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Planner & Tracker for Recovery ATP

Home Language: English



Grade 1 Term 3



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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 DBE / NECT Recovery ATP Trackers Team



Recovery ATP Requirements

- There are 10 weeks in the DBE Term 3 Recovery ATP.
- These 10 weeks are divided into 5 learning 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 '**The Playground**', then all content must relate to this theme, including:
 - a The **vocabulary** that is taught, e.g.: **play, climb, swing, fun, happy**, etc.
 - b The **rhymes or songs** that are taught, e.g.: **Ring a ring o rosies**
 - c The **shared reading story** that is read, e.g.: A story titled: **I like to play**
 - d The **writing activity** that learners must complete, e.g.: **Write 2 sentences about what you like to play in the playground.**

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 3:

SUMMARY OF THE RECOVERY ATP: GRADE 1 TERM 3
LISTENING AND SPEAKING
<ol style="list-style-type: none">1 Says poems and rhymes and does the actions2 Talks about personal experiences, for example, tells news without repetition3 Listens to a sequence of instructions and responds appropriately4 Listens without interrupting, shows respect for the speaker5 Participates in discussions, asks and answers questions6 Listens to a story with interest and enjoyment, drawing a picture and writing a caption about it7 Listens for the detail in stories and answers open-ended questions8 Uses an ever-increasing vocabulary when speaking9 Understands and uses appropriate language of different subjects10 Role plays different situations11 Sequences pictures of a story and matches pictures with a caption12 Identifies similarities and differences using the correct vocabulary
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 Identifies letter-sound relationship of all single letters2 Builds up and break down words using all taught sounds, including: single sounds, consonant blends, vowel digraphs and double consonants3 Reads words from phonics lessons in sentences and other texts4 Recognises the first sound (onset) and the last syllable (rime) in more complex patterns5 Groups words into common sound and word families6 Builds 3-letter words using single letters7 Recognises and reads:<ol style="list-style-type: none">a Common consonant digraphs at the beginning of words, for example: sh, ch, th
HANDWRITING
<ol style="list-style-type: none">1 Writes all lower-case and some upper-case letters confidently and accurately2 Forms numerals correctly3 Copies and writes short sentences correctly4 Uses appropriate spacing between words in a sentence5 Uses handwriting tools effectively: pencil, eraser, ruler
GROUP GUIDED READING
<p>Notes to teacher:</p> <ul style="list-style-type: none">• <i>Place learners in same-ability reading groups.</i>• <i>Select texts/books of the correct level for each group.</i>• <i>Listen to each group member read as an individual and offer guidance as they read.</i>

GROUP GUIDED READING

- 1 Uses phonics, sight words and structural analysis decoding skills when reading
- 2 Uses context and structural analysis skills for comprehension
- 3 Continues to build a sight vocabulary
- 4 Reads with increasing fluency and expression
- 5 Begins to monitor own decoding and comprehension when reading

INDEPENDENT READING

- 1 Reads aloud to a partner
- 2 Reads own and others' writing

SHARED READING

- 1 Reads book as a whole class with teacher / Listens and follows as teacher reads book
- 2 Identifies the sequence of events in stories
- 3 Uses the cover and pictures of a book for prediction
- 4 Answers higher-order questions based on the text read
- 5 Gives an opinion on what was read
- 6 Interprets information from poster, pictures and simple tables such as a calendar
- 7 Discusses the use of capital letters and full stops
- 8 Identifies the main idea and characters in a story
- 9 Recognises cause and effect in a story

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 Participates in a discussion to choose a topic to write about
- 2 Builds own word bank and personal dictionary
- 3 **Completes writing tasks, including planning, drafting and publishing:**
 - a Writes a sentence using common sight words and sounds learnt
 - b Writes and illustrates a short sentence on a topic to contribute to a book for the reading corner
 - c 1 paragraph of at least two sentences, on personal experiences or events such as daily news
 - d An expressive text such as a get well card, a post card, etc.
- 4 **Identifies and uses language correctly, including:**
 - a Punctuation: full stops, capital letters
 - b Pronouns
 - c Nouns
 - d Past tense

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 theme vocabulary words • Teach song or rhyme
	HANDWRITING	Informal assessment	<ul style="list-style-type: none"> • Give an informal assessment to see if learners remember previously taught sounds and 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
Monday	WRITING	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.: <ol style="list-style-type: none"> Write a sentence using common sight words and sounds learnt Write and illustrate a short sentence on a topic to contribute to a book for the reading corner Write 1 paragraph of at least two sentences, on personal experiences Write and illustrate a get-well soon card / postcard • Show learners how to PLAN their writing by drawing a picture and adding labels • Ask for ideas for the plan (shared writing) • Tell learners to complete their own plans (no copying) • Next, write a drafting frame for the first sentence on the board, and show learners how you complete it (shared writing). • Leave the sentence frame on the chalkboard, and tell learners to write their own sentence.
	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 new sound and past sounds taught (decodable words) • Show them how to break down and build up words (start with 3 letter words that use single sounds) • Do appropriate DBE Workbook activities
	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 that use the sound • Teach learners to copy a short sentence that uses the taught sound and words • Teach learners to correctly form numerals • Correct learners' pencil grip, posture, letter formation, spacing and size • Do appropriate DBE Workbook activities
	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 Capital letters and full stops • After reading, ask the following kinds of questions: <ul style="list-style-type: none"> a Recall (who, where, when, what, etc) b Identify the main characters c Identify the main idea d Sequence (what happened first, next, last) e Opinion (did you like / what did you think about / etc)
Tuesday	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) • Read from readers or DBE Workbook • 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 • 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 Point out similarities and differences of things
	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 new sound and past sounds taught (decodable words) • Show them how to break down and build up words (start with 3 letter words that use single sounds) • Do appropriate DBE Workbook activities
Wednesday	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 that use the sound • Teach learners to copy a short sentence that uses the taught sound and words • Teach learners to correctly form numerals • Correct learners' pencil grip, posture, letter formation, spacing and size • Do appropriate DBE Workbook activities
	WRITING	Shared and process writing DRAFTING	<ul style="list-style-type: none"> • Remind learners of writing task • Write your plan and the first sentence on the board • Write a writing framework for the next sentence 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 sentence • Tell learners to read their writing to 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
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 sounds together to make words b Segment words into sounds c Break words into syllables d Break words into onset and rime e Group words into common sound families f Group words into common word families g Do appropriate DBE Workbook activities
	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 Sequence (what happened first, next, last) b Opinion (did you like / what did you think about / etc) c Higher-order (why do you think / if you were ____ what would you do / can you make a connection with... / etc.) d Cause and effect • 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) • Read from readers or DBE Workbook • 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 theme vocabulary 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 (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 Segment words into sounds c Build words using sounds (start with 3 letter words that use single sounds) d Write own sentences using phonic words e Do appropriate DBE Workbook activities
	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 Recount the story with a partner – each partner tells part of the story in the correct sequence c Summarise – each learners tells a partner what the story was about in 2-3 sentences d Draw a picture about the story and write a caption
Friday	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) • Read from readers or DBE Workbook • 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

Monday: Planning and drafting

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, 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 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)



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.
- Because of the pandemic, many children have missed out on vital phonics instruction.
- Please establish which sounds learners know and do not know, and work through the programme systematically, to address any loss of learning.

Please note:

- The **sounds in the grey blocks** are specified by the ATP for Grade 1 Term 3
- 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

- 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 4.
- Consult the summary of the Recovery ATP on page 5 for guidance.
- Use the tracker below to create a simple record of the work you do each week.

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
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
SHARED READING	TEXT:	TEXT:	
	COMPREHENSION QUESTIONS:	COMPREHENSION QUESTIONS:	
	POST-READ ACTIVITY:	POST-READ ACTIVITY:	
WRITING	TOPIC AND TASK:	TOPIC AND TASK:	
	NOTES:	NOTES:	
GGR			

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
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 3** 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.

We hope you find this assessment guidance useful.

Assessment of Learning: Scorecard								
Names of Learners	Listening & Speaking	Phonics		Reading & Comprehension		Handwriting	Writing	Overall
	Listens for the detail in stories and answers open-ended questions.	Builds words using the sounds taught this year.	Recognises common consonant diagraphs at the beginning of words like sh-, ch-, th-	Reads aloud from book at own level. Uses sight words, phonics, contextual and structural analysis decoding skills.	Answers literal questions. Answers higher order questions like cause and effect.	Forms lower-case letters correctly.	Writes 2 sentences of own news using correct sentence construction.	
Assessment Activity Number	3.1	3.2	3.3	3.3	3.1	3.5	3.5	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Grade 1 Term 3: Sample Formal Assessment Task

3.1: LISTENING & SPEAKING / 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 • Answer open questions about the text • Identifies cause and effect in the text
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: Discuss the text 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: <p>Literal Questions about Details</p> <ol style="list-style-type: none"> 1 Who..? 2 What...? 3 When...? 4 How...? 5 Where...? <p>Open Questions</p> <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? <p>Cause and Effect</p> <ol style="list-style-type: none"> 1 What caused ...? 2 What happened when / as a result of...? <ul style="list-style-type: none"> • 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 cannot correctly recall any details from the story.	The learner correctly recalls some details from the story, with some prompting.	The learner correctly recalls all details from the story, with some prompting.	The learner correctly identifies all details from the story quickly, fluently and accurately.
OPEN QUESTIONS	The learner cannot correctly answer an open question about the text.	The learner correctly answers an open question about the text with some support.	The learner correctly answers an open question about the text, but cannot justify the answer.	The learner correctly answers an open question about the text, and can justify the answer.
CAUSE AND EFFECT	The learner cannot determine the cause or effect of an action or event.	The learner can determine either the cause or effect of an action or event, with some support.	The learner can independently determine either the cause or effect of an action or event.	The learner can independently determine both the cause of and the effect of an action or event.

3.2: PHONICS	
OBJECTIVE	<ul style="list-style-type: none"> Builds words using the sounds taught
IMPLEMENTATION	<ul style="list-style-type: none"> Do this in Week 5 or 6, during the Monday Handwriting lesson
ACTIVITY	<ul style="list-style-type: none"> Tell learners to turn to a clean page and write the heading: Phonics Test Next, show learners how to fold a page in their books in half, and to number from 1–5 in the margin, and from 6–10 in the middle of the page. Explain to learners that you are going to call the number and then a sound or word. They must write the sound or word next to the correct number. If learners do not know how to write a sound or word, they must draw a little line next to the number. Train learners to be silent during tests, and not to look at anyone else’s work. Compile a list of 5 sounds and 5 words to call – ensure that all sounds tested have been taught. At the end of the test, collect the learners’ books and mark the test. Assess each learner using the rubric below.

RUBRIC	LEVEL 1 RATING 1–2 MARKS 1–2	LEVEL 2 RATING 3–4 MARKS 3–5	LEVEL 3 RATING 5–6 MARKS 6–8	LEVEL 4 RATING 7 MARKS 9–10
	The learner got between 1–2 sounds and words correct.	The learner got between 3–5 sounds and words correct.	The learner got between 6–8 sounds and words correct.	The learner got between 9–10 sounds and words correct.

3.3: PHONICS / READING	
OBJECTIVE	<ul style="list-style-type: none"> Recognises common consonant digraphs at the beginning of a word, like: sh-, ch-, th-. 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. Start by asking the learner to read a list of sounds and words that use the consonant digraphs that they should know, for example: sh-, ch-, th- Next, 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
RECOGNISES AND READS COMMON CONSONANT DIGRAPHS AT THE BEGINNING OF WORDS	The learner struggles to read any of the sounds and words correctly.	The learner reads some of the sounds and words correctly.	The learner reads most of the sounds and words correctly.	The learner reads all of the sounds and words correctly.
FLUENCY	The learner frequently hesitates while reading, is silent when coming to unknown words or skips over unknown words, and repeats words or phrases.	The learner reads with extended pauses or hesitations. The learner has ‘rough spots’ that are difficult to get through.	The learner reads with occasional breaks in rhythm. The learner has difficulty with specific words and / or sentence structures.	The learner reads smoothly with some breaks. The learner is able to self-correct when reading difficult words and / or sentence structures.

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. The learner knows very few sight / high frequency words.	The learner tries to use phonics to read unknown words but needs support from the teacher. The learner can break words into syllables or sounds with support from the teacher. The learner knows some sight / high frequency words.	The learner uses phonics and syllabification to sound out unknown words, but occasionally needs help to blend the sounds into a word. The learner knows many sight / high frequency words.	The learner uses phonics and syllabification to sound out unknown words, and can usually blend the sounds into a word. The learner knows all taught sight / high frequency words.

3.4: HANDWRITING / WRITING	
OBJECTIVE	<ul style="list-style-type: none"> Forms lower-case letters correctly Writes 2 sentences of own news using correct sentence structure.
IMPLEMENTATION	<ul style="list-style-type: none"> Do this using the writing lesson for Weeks 3-4, Weeks 5-6, or Weeks 7-8.
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
HANDWRITING: LOWER-CASE LETTER FORMATION	Fewer than 15 lower case letters are correctly formed.	Fewer than 20 lower case letters are correctly formed.	At least 20 lower case letters are correctly formed.	More than 20 lower case letters are correctly and neatly formed.
WRITING: ORIGINALITY	The idea is difficult to understand, or is not original – the teacher's example is copied.	The idea is understandable and original, although similar to the example.	The idea is personal and original.	The idea is personal, original, and creative.
WRITING: LENGTH AND SENTENCE STRUCTURE	The learner has written a few words or a phrase.	The learner has written two set of words or to phrases, but neither is a correctly structured sentence.	The learner has written one correctly structured sentence.	The learner has written two correctly structured sentences.

