



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Planner & Tracker for Recovery ATP

Home Language: English



Grade 1 Term 4



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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 4 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 '**We all go to school**', then all content must relate to this theme, including:
 - a The **vocabulary** that is taught, e.g.: **read; connect; compare; learn; China; first grade**, etc.
 - b The **rhymes or songs** that are taught, e.g.: **I love to read and write**
 - c The **shared reading story** that is read, e.g.: A story titled: **First Grade in South Africa and China**
 - d The **writing activity** that learners must complete, e.g.: **Write 2 sentences about what learners do in China.**

Phonics and Group Guided Reading

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

Let's see which skills and content are listed in the ATP for Grade 1 Term 4:

SUMMARY OF THE RECOVERY ATP: GRADE 1 Term 4
LISTENING AND SPEAKING
<ol style="list-style-type: none">1 Says poems and rhymes and does the actions2 Talks about personal experiences and feelings, such as tells news using the correct sequence3 Listens to instructions and announcements and responds appropriately4 Listens without interrupting, shows respect for the speaker5 Participates in discussions, asks and answers questions6 Participates in discussions, reporting back on behalf of the group7 Listens to story and expresses feelings about story8 Listens for the detail in stories and answers closed and open-ended questions9 Classifies information, for example, by using loose pictures10 Uses terms such as sentence, capital letter, full stop11 Listens, enjoys, responds to picture and word puzzles, riddles and jokes, using language imaginatively12 Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice
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 words using all sounds learnt3 Reads words from phonics lessons in sentences and other texts4 Learns to spell ten words a week taken from phonics lessons and sight words5 Groups words into common sound and word families6 Recognises and reads:<ol style="list-style-type: none">a Common consonant digraphs at the beginning of words, for example: sh, ch, thb Common consonant digraphs at the end of words, for example: sh, ch, thc Common consonant blends, for example: sp, fr, dr, st, ck, nk
HANDWRITING
<ol style="list-style-type: none">1 Holds pencil and crayon correctly2 Copies and writes words with correct spacing3 Forms upper and lower case letters correctly and fluently according to size and position, that is, starts and ends in the correct place4 Copies and writes short sentences correctly
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>
<ol style="list-style-type: none">1 Reads aloud from own text in a guided reading group with teacher, that is, the whole group reads the same story2 Monitors self when reading, both in own word recognition and comprehension3 Shows an understanding of punctuation when reading aloud

GROUP GUIDED READING

- 4 Uses phonics, sight words and structural analysis decoding skills when reading
- 5 Uses context and structural analysis skills for comprehension
- 6 Continues to build a sight vocabulary
- 7 Reads with increasing fluency and expression

INDEPENDENT READING

- 1 Reads books from classroom reading corner
- 2 Reads own writing, starting to correct errors

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 Uses clues and pictures in the book for understanding
- 6 Identifies the initial problem in a story that sets the story in motion
- 7 Interprets information from poster
- 8 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 Contributes ideas for, and helps revise a class/group story
- 2 Discusses ideas for writing with classmate
- 3 Spells common words correctly
- 4 Uses common sight words and sounds learnt
- 5 Builds own word bank and personal dictionary
- 6 **Completes writing tasks, including planning, drafting and publishing:**
 - a Writes at least 3 sentences of own news or creative story
 - b Writes a sentence using common sight words and sounds learnt
 - c Writes and illustrates a sentence on a topic to contribute to a book for the reading corner
 - d Organises information into a simple graphic form such as a chart or timeline
- 7 **Identifies and uses language correctly, including:**
 - a Punctuation: full stops, capital letters
 - b Pronouns
 - c Forms the plurals of familiar words by adding 's' or 'es'
 - d Begins to use past and present tense correctly
 - e Uses prepositions correctly

Creating a Routine for Language Learning

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

Suggested Weekly Routine for FP HL

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

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 • Learners add words to personal dictionaries
	HANDWRITING	Informal assessment	<ul style="list-style-type: none"> • Give an informal assessment to see if learners remember previously taught sounds and words • 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	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 at least 3 sentences, of own news or creative story Organise information into a simple graphic form such as a chart or timeline • 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.

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Monday	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 – upper and lower case Teach learners how to write words that use the sound Teach learners to copy a short sentence that uses the taught sound and words 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 Pronouns b Past and present tense c Prepositions d Plurals – 's' and 'es' e Punctuation f 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) f Cause and effect (what happened as a result of...) g Open-ended (why / what would you have done / can you make a connection / what can you infer / can you make an evaluation)

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
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 d Games - Play a language game e Jokes – Ask 2 x learners to tell a joke or riddle f Classify things Learners add words to personal dictionaries
	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 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 – upper and lower case 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 draft from Monday on the board Write your plan and the first sentence on the board Write a writing framework for the next sentence/s 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 Tell learners to read their writing to a partner

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Wednesday	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 Group words into common sound families e Group words into common word families f 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 Recall (who, where, when, what, etc) b Sequence (what happened first, next, last) c Cause and effect (what happened as a result of...) d Open-ended (why / what would you have done / can you make a connection / what can you infer / can you make an evaluation) 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 Learners add words to personal dictionaries

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Friday	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 d Break down words into sounds e Write own sentences using phonic words f 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
	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 4
- 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 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.
- You may choose to do revision in weeks 9 & 10.
- 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 4.

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	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
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: Revision

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 4 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.*

Assessment of Learning: Scorecard								
Names of Learners	Listening & Speaking	Phonics	Reading & Comprehension		Handwriting	Writing	Overall	
Assessment Activity Number	4.1	4.2	4.3	4.3	4.4	4.5	4.6	
1	Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice	Uses consonant blends to build up and break down words.	Recognises common consonant digraphs like sh-, ch-, th-	Reads aloud from book at own level. Uses sight words, phonics, contextual and structural analysis decoding skills.	Identifies initial problem that sets the story in motion. Identifies sequence of events. Answers higher order questions like 'Do you think...? / Why did...?'	Copies and writes a sentence correctly.	Writes 3 sentences of own news using sounds learnt and common sight words, capital letters and full stops.	
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Grade 1 Term 4: Sample Formal Assessment Task

4.1: LISTENING & SPEAKING	
OBJECTIVE	<p>Tells a familiar story</p> <ul style="list-style-type: none"> • Story has a beginning, middle and end • Learner varies tone and volume of voice
IMPLEMENTATION	<ul style="list-style-type: none"> • Do this during weeks 8 and 9 • Do this any time when learners are settled with an independent reading or writing activity
ACTIVITY	<p>Tells a familiar story</p> <ul style="list-style-type: none"> • Explain to the class that you are going to ask them to come and tell you their favourite story. • Remind learners that when they tell a story, there must be a beginning, a middle and an end. • Also remind them that they must use their voices to make the story interesting. • Finally, they must practice telling the story, so that they do not forget what they are saying, or repeat themselves. • Give them a few minutes to think of their stories. • Allow them to turn and talk and tell their story to a partner. • They can also draw a labelled picture of part of the story, as you listen to other learners. • 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
STRUCTURE AND SEQUENCE	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)
FLUENCY	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)
TONE AND VOLUME OF VOICE	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)

4.2: PHONICS	
OBJECTIVE	<ul style="list-style-type: none"> • Uses consonant blends to build up or break down words
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 word. They must write the word next to the correct number. • If learners do not know how to write a 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 10 words to call – ensure that every word contains a consonant blend that has been taught, e.g.: dr-i-nk; st-e-p; etc. • Then, compile a short dictation sentence of 5 words using sight words and phonic words that the learners should know. Call this sentence out and instruct learners to write it down. Tell learners to use correct punctuation (capital letter at the start of the sentence, full stop at the end of the sentence). • 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	LEVEL 2 RATING 3–4	LEVEL 3 RATING 5–6	LEVEL 4 RATING 7
SPELLING TEST	The learner spelled 1-3 words correctly. (1-2)	The learner spelled 4-6 words correctly.(3-4)	The learner spelled 7-8 words correctly.(5-6)	The learner spelled 9-10 words correctly. (7)
DICTATION SENTENCE	The learner made 4 or more spelling or punctuation errors. (1-2)	The learner made 3 spelling or punctuation errors. (3-4)	The learner made 2 spelling or punctuation errors. (5-6)	The learner made 0-1 spelling or punctuation errors. (7)

4.3: PHONICS / READING	
OBJECTIVE	<ul style="list-style-type: none"> Recognises common consonant diagraphs at the beginning and ending 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 diagraphs 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 4.3 PHONICS	LEVEL 1 RATING 1-2	LEVEL 2 RATING 3-4	LEVEL 3 RATING 5-6	LEVEL 4 RATING 7
RECOGNISES AND READS COMMON CONSONANT DIAGRAPHS AT THE BEGINNING AND END OF WORDS	The learner struggles to read any of the sounds and words correctly. (1-2)	The learner reads some of the sounds and words correctly. (3-4)	The learner reads most of the sounds and words correctly. (5-6)	The learner reads all of the sounds and words correctly. (7)
RUBRIC 4.3 READING	LEVEL 1 RATING 1-2	LEVEL 2 RATING 3-4	LEVEL 3 RATING 5-6	LEVEL 4 RATING 7
FLUENCY	The learner frequently hesitates while reading, is silent when coming to unknown words or skips over unknown words, and repeats words or phrases. (1-2)	The learner reads with extended pauses or hesitations. The learner has 'rough spots' that are difficult to get through. (3-4)	The learner reads with occasional breaks in rhythm. The learner has difficulty with specific words and / or sentence structures. (5-6)	The learner reads smoothly with some breaks. The learner is able to self-correct when reading difficult words and / or sentence structures. (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. (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. The learner knows some sight / high frequency words. (3-4)	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. (5-6)	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. (7)

4.4: LISTENING & SPEAKING / COMPREHENSION	
OBJECTIVE	<p>Listens to and engages with a text to:</p> <ul style="list-style-type: none"> • Identify initial problem that sets the story in motion • Identify sequence of events • Answer higher order questions like ‘Do you think...? / Why did...?’
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>Question about the initial problem</p> <ol style="list-style-type: none"> 1 What was the problem at the beginning of the story? 2 Who or what caused this problem? <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 ...? 4 What happened first: ...or...? <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? <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
QUESTIONS ABOUT THE INITIAL PROBLEM	The learner cannot identify the problem that sets the story in motion. (1)	The learner can identify the problem that sets the story in motion. The learner cannot identify what or who caused the problem. (2)	The learner can identify the problem that sets the story in motion. The learner can also identify what or who caused the problem. The learner struggles to recall some details related to the problem. (3)	The learner can identify the problem that sets the story in motion. The learner can also identify what or who caused the problem. The learner clearly recalls all details related to the problem. (4-5)
SEQUENCE	The learner cannot correct sequence events from the text. (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)
OPEN QUESTIONS	The learner cannot correctly answer an open question about the text. (1)	The learner correctly answers an open question about the text with some support. (2)	The learner correctly answers an open question about the text, but cannot justify the answer. (3)	The learner correctly answers an open question about the text, and can justify the answer. (4-5)

4.5: HANDWRITING	
OBJECTIVE	<ul style="list-style-type: none"> • Copies and writes a sentence correctly
IMPLEMENTATION	<ul style="list-style-type: none"> • Do this using a handwriting lesson from Weeks 5-6, or Weeks 7-8.
ACTIVITY	<ul style="list-style-type: none"> • Conduct the handwriting lesson as usual. • Ensure that learners copy a few sentences from the chalkboard. • As learners write, walk around and observe them. • Collect learners' books at the end of the lesson. • Assess each learner's handwriting 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: SENTENCE	The learner struggles to copy and write a sentence correctly. There are many errors with letter formation, spacing between words, and consistency of size. The learner writes slowly. (1-2)	The learner copies and writes a sentence that is mostly correct. There are some errors with letter formation, or spacing between words, or consistency of size. The learner writes slowly.(3-4)	The learner copies and writes a sentence correctly. The learner's writing speed or neatness could be improved. (5-6)	The learner copies and writes a sentence correctly, neatly and at a good speed. (7)

4.6: WRITING	
OBJECTIVE	<ul style="list-style-type: none"> Writes 3 sentences of own news using sounds learnt and common sight words, capital letters and full stops.
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 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
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. (4-5)
WRITING: LENGTH AND SENTENCE STRUCTURE	The learner has written a few words or a phrase. (1)	The learner has written one correctly structured sentence. (2)	The learner has written two correctly structured sentences. (3)	The learner has written three correctly structured sentences. (4-5)
WRITING: PUNCTUATION	The learner struggles to use capital letters and full stops consistently and correctly. (1)	The learner uses capital letters and full stops correctly, but struggles with other punctuation. (2)	The learner uses all taught punctuation adequately, but makes occasional mistakes. (3)	The learner uses all taught punctuation correctly and seldom makes mistakes. (4)

