



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Planner & Tracker for Recovery ATP

Home Language: English



Grade 3 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 NECT HL 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; third 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: **Third Grade in South Africa and China**
 - d The **writing activity** that learners must complete, e.g.: **Write 2 paragraphs about what learners do in South Africa and China.**

Phonics and Group Guided Reading

- The only content that does not relate to the theme is the phonics and group guided reading programme.
- In order to learn to read, learners must be systematically taught the sounds of a language, and how to blend and segment these sounds.
- 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 3 Term 4:

SUMMARY OF THE RECOVERY ATP: GRADE 3 Term 4
LISTENING AND SPEAKING
<ol style="list-style-type: none">1 Engages in conversation as a social skill, accepting and respecting the way others speak2 Suggests solutions to problems3 Discusses solutions to a problem using higher order thinking skills4 Listens for the detail in stories and answers open-ended questions5 Uses an ever-increasing vocabulary when speaking6 Tells a story with a beginning, middle and an end7 Makes an oral presentation tells news or talks about an experience logically and in sequence8 Tells a story using descriptive language, different gestures and facial expressions9 Tells jokes and riddles using language imaginatively10 Uses appropriate volume and intonation11 Expresses feelings and opinions about a text and gives reasons12 Works out cause and effect in a story13 Uses terms such as verb, object, question, statement, command, synonym, exclamation mark when discussing text14 Understands and uses language of different subjects
PHONICS
<p>Note to teacher:</p> <ul style="list-style-type: none">• Ensure that you build up and break down words:<ul style="list-style-type: none">• Aurally (phonemic awareness)• Aurally and visually (phonics)
<ol style="list-style-type: none">1 Builds words using phonic skills taught this year2 Breaks down multi syllabic words into separate syllables, for example: re-mem-ber3 Spells words correctly in dictation and all written work4 Uses words that sound the same but are spelt differently for example: pair, hair and hare5 Uses words that are spelt the same but have a different meaning for example: fly (noun) and fly (verb)6 Uses synonyms and antonyms7 Recognises and reads:<ol style="list-style-type: none">a All phonics learnt so farb 'Silent k/l/b/w' in words, for example: know, half, hour, comb and writec Hard and soft sounds of 'c' and 'g' such as city and giantd Vowels such as - ere in here, - air in hair, are in squaree Spelling patterns such as - igh in high, - ough in tough, - eigh in neigh, - augh in laughf Prefixes and suffixes such as un-, re-, - ful, - ness
HANDWRITING
<ol style="list-style-type: none">1 Uses joined script or cursive writing in all written recordings2 Copies various written texts in joined script or cursive writing accurately and neatly3 Pays attention to letter formation and spacing in joined script or cursive writing4 Writes neatly and legibly with confidence and speed in joined script or cursive writing5 Experiments with using a pen for writing in joined script or cursive writing

GROUP GUIDED READING

Notes to teacher:

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

- 1** Reads both silently and out loud from own book in guided reading group
- 2** Uses phonics, sight words and structural analysis decoding skills when reading
- 3** Uses context and structural analysis skills for comprehension
- 4** Reads with increasing fluency, speed and expression
- 5** Monitors own decoding and comprehension when reading
- 6** Uses range of self-correcting methods when reading, pausing and practicing a word before saying it aloud
- 7** Plays word games that draw on reading and vocabulary knowledge and skills

INDEPENDENT READING

- 1** Reads aloud to a partner
- 2** Reads independently: story books, books from the reading corner, any other texts
- 3** Reads independently at a more complex level for enjoyment or information from a variety of texts
- 4** Reads own and others' writing

SHARED READING

- 1** Reads book as a whole class with teacher / Listens and follows as teacher reads book
- 2** Answers higher-order questions based on the text read
- 3** Gives an opinion on what was read / expresses whether a story was liked and justifies answer
- 4** Interprets information from advertisements, pictures and graphs and charts
- 5** Uses visual clues to read graphical texts and starts to analyse texts for attitudes and assumptions
- 6** Discusses the main idea, main characters and plot in a story
- 7** Discusses the problem in the story, the plot and the values in the text
- 8** Uses dictionary to find meanings of new vocabulary words

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 Uses pre-writing strategies to gather information and to plan writing: talks to a partner, creates a mind map, uses a planning frame
- 2 Uses phonic knowledge and spelling rules to write more difficult words
- 3 Builds own word bank and personal dictionary
- 4 Uses a dictionary to find new vocabulary and to check spelling
- 5 Discusses own and others' writing to get feedback
- 6 **Completes writing tasks, including planning, drafting and publishing:**
 - a Writes a selection of short texts, for example: recounts and dialogues
 - b Writes about personal experiences in different forms such as a newspaper article
 - c Uses informational structures such as recipes and experiments
 - d Sequences information and puts it under headings
 - e Writes own story of two paragraphs (12 sentences)
 - f Writes and illustrates a story to contribute to a book for the class library
- 7 **Identifies and uses language correctly, including:**
 - a Punctuation: full stops, commas, question marks, exclamation marks, capital letters, inverted commas
 - b Conjunctions to form compound sentences
 - c Apostrophes in contractions

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		
Tuesday	WRITING	Shared and process writing	30 minutes				30 minutes
	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		
	READING & PHONICS	Group guided reading	30 minutes		30 minutes		
Friday	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	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 • Learners add words to their 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 – joined script, letter formation, capitals, spacing
	READING & PHONICS	Shared reading PRE-READ	<ul style="list-style-type: none"> • Pre-read • Show learners pictures from story • Ask them to say what is happening • Ask them to make predictions
	WRITING (Week 1 of cycle)	Shared and process writing: PLANNING	<ul style="list-style-type: none"> • Tell learners the writing topic • Tell learners the writing task that you have selected, e.g.: <ul style="list-style-type: none"> a A recount b A dialogue c A newspaper article d A recipe e An experiment f Sequenced information under a heading g Own story of 2 paragraphs (12 sentences) h A story to contribute to a class book • Teach learners the format of new writing genres before using them • Show learners how to PLAN their writing using different pre-writing strategies, e.g.: <ul style="list-style-type: none"> a Talk to a partner b Create a mind map c Use a planning frame • Tell learners to complete their own plans (no copying)

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Monday	WRITING (Week 2 of cycle)	Shared and process writing: EDITING	<ul style="list-style-type: none"> • Write your draft on the board • Write an editing checklist on the board • Teach learners how to use the following language features and then include them in an edit: <ul style="list-style-type: none"> a A variety of vocabulary b A variety of sentence types c Correct punctuation marks d Conjunctions to form compound sentences e Apostrophes in contractions • Show learners how to EDIT their writing using the checklist (shared writing) • Tell learners to read and edit their own writing or partner's writing and give feedback
	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
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 • 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 (Grades 2&3 – joined script) • Teach learners how to write words and sentences that use the sound • Correct learners' pencil grip, posture, letter formation, spacing and size • Do appropriate DBE Workbook activities

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Tuesday	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 Conjunctions to form compound sentences c Apostrophes in contractions d Correct punctuation marks • After reading, ask the following kinds of questions: <ul style="list-style-type: none"> a Identify and discuss the main idea, main characters, plot b Opinion (did you like / what did you think about / etc) and justification of opinion, i.e.: Why? c Identify cause and effect d Use visual clues to read graphical texts and analyse texts for attitudes and assumptions e Discuss the problem in the story, the plot and the values in the text
	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 theme vocabulary words • Sing song or say rhyme • Do another oral activity, e.g.: <ul style="list-style-type: none"> a Creative Storytelling – Ask all learners to make up their own theme stories and to share with a partner b Suggest solutions to the problem in the text c Discuss solutions to a problem using higher order thinking skills d Tells a story with a beginning, middle and an end e Make an oral presentation tells news or talks about an experience logically and in sequence f Tell a story using descriptive language, different gestures and facial expressions g Tell jokes and riddles using language imaginatively • Learners add new words to their personal dictionaries

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Wednesday	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 (Grades 2&3 – joined script) • Teach learners how to write words and sentences that use the sound • Correct learners’ pencil grip, posture, letter formation, spacing and size • Do appropriate DBE Workbook activities
	WRITING (Week 1 of cycle)	Shared and process writing DRAFTING	<ul style="list-style-type: none"> • Remind learners of writing task • Write your plan on the board • Write a writing framework on the board • Show learners how to DRAFT their writing (shared writing) • Tell learners to use their plan and the framework to write their own drafts
	WRITING (Week 2 of cycle)	Shared and process writing PUBLISHING AND PRESENTING	<ul style="list-style-type: none"> • Remind learners of writing task • Write your draft with edits on the chalkboard • Go through the edits once again • Show learners how to PUBLISH your writing by rewriting neatly with no errors, and adding illustration • Tell learners to publish their own writing • Tell learners to share their writing with a partner – read to each other
	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
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 word families f Do appropriate DBE Workbook activities

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Thursday	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) and justification of opinion c Higher-order (including cause and effect) d Use visual clues to read graphical texts and analyse texts for attitudes and assumptions e Discuss the problem in the story, the plot and the values in the text f 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 c Tells a story with a beginning, middle and an end d Make an oral presentation tells news or talk about an experience logically and in sequence e Tell a story using descriptive language, different gestures and facial expressions f Tell jokes and riddles using language imaginatively • Learners add new words to their personal dictionaries
	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 and syllables c Build words using sounds – Word Find d Write own sentences using phonic words e Do appropriate DBE Workbook activities

DAY	COMPONENT	ACTIVITY	SUGGESTED ACTIVITIES
Friday	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 Recount the story with a partner – each partner tells part of the story in the correct sequence b Summarise – each learners tells a partner what the story was about in 2–3 sentences c Pretend to interview a character from the story d Do an oral presentation on the story e Tell the story using descriptive language, different gestures and facial expressions f Expresses feelings and opinions about the text and gives reasons g Add words and definitions to dictionary
	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

Week 1 Monday: Planning

Week 1 Wednesday: Drafting

Week 2 Monday: Editing

Week 2 Wednesday: Publishing and Presenting

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 sounds taught in the NECT HL English Phonics programme are listed below – feel free to use this list or to use any other phonics programme specified by your province, district or school.
- 2 Work through your phonics programme systematically. For every sound:**
 - Make sure that learners can hear the sound, and identify the sound in words.
 - Teach learners the letter-sound relationship – what the sound looks like.
 - Practice blending the sound together with other known sounds to make words.
 - Read texts that include words that use the sound.
 - Revise all taught sounds regularly.

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

- 1** Arrange learners into same-ability reading groups.
- 2** Call each group to read to you at least once per week.
- 3** With struggling readers, try to listen to them twice or three times per week.
- 4** Use a level appropriate text – with some groups, you may have to work on revising sounds and doing 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 – if a learner gets to a word they cannot read, help them sound it out. Do not skip it or call on another child to read the word.
- 7** During group guided reading times, put learners into pairs to complete reading activities together, whilst you are busy working with a small group.

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:

- By the end of Grade 3, learners should know and be able to use all the phonic sounds in this list.
- The **sounds in the grey blocks** are specified by the ATP for Grade 3 Term 4
- Try to ensure that your learners know these sounds
- In addition, please teach your learners the prefixes un – and re-
- Also teach your learners the suffixes – ful and – ness

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 (hard g)	g-o-t = got	p-i-g = pig	d-i-g = dig	
c (hard 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	

ENGLISH PHONICS				CHECK
PHONIC SOUND	DECODABLE WORDS			
ss	m-a-ss = mass	m-e-ss = mess	l-e-ss = less	
j	j-u-g = jug	j-a-m = jam	j-e-t = jet	
qu	qu-i-t = quit	qu-i-ck = quick	qu-a-ck = quack	
v	v-a-n = van	v-e-t = vet	v-a-t = vat	
w	w-e-t = wet	w-i-n = win	w-i-g = wig	
x	b-o-x = box	f-o-x = fox	p-o-x = pox	
y	y-e-s = yes	y-e-t = yet	y-e-ll = yell	
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	

ENGLISH PHONICS				CHECK
PHONIC SOUND	DECODABLE WORDS			
u-e	c-/u-e/-b = cube	c-/u-e/-t = cute	t-/u-e/-b = tube	
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-e/-k = cake	t-/a-e/-k = take	b-/a-e/-k = 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-e/-t = bite	h-/i-e/-k = 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-e/-t = note	j-/o-e/-k = joke	r-/o-e/-p = 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	
g (soft g)	g-ia-nt = giant	g-er-m = germ	h-/u-e/-g = huge	
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	

ENGLISH PHONICS				CHECK
PHONIC SOUND	DECODABLE WORDS			
ead	br-ead = bread	h-ead = head	d-ead = dead	
silent b	c-l-i-mb = climb	th-u-mb = thumb	c-o-mb = comb	
silent l	c-a-lm – calm	c-a-lf = calf	ch-a-lk = chalk	
silent k	kn-ee = knee	kn-ow = know	kn-o-t = knot	
silent w	wr-/i-e/-t = write	wr-o-ng = wrong	wh-o = who	
gh (ff)	l-au-gh = laugh	t-ou-gh = tough	e-n-ou-gh = enough	



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

Theme 2:

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

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

Theme 3:

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

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

Theme 4:

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

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

Theme 5: 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	4.4	4.5	4.6	4.7	
1	Tells a story using descriptive language, different gestures and facial expressions	Plans and makes an oral presentation using a visual aid	Uses phonic knowledge to correctly spell words and complete dictation. Recognises and uses synonyms and antonyms	Reads aloud from book at own level. Uses sight words, phonics, contextual and structural analysis decoding skills. Monitors self when reading.	Discusses main idea, main characters and plot in story. Discusses the values in the text.	Copies and writes in joined script or cursive writing paying attention to correct letter formation and spacing.	Uses pre-writing strategies to plan writing. Writes about a personal experience. Uses correct sentence construction, punctuation and conjunction.	
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Grade 3 Term 4: Sample Formal Assessment Task

4.1: LISTENING & SPEAKING	
OBJECTIVE	<ul style="list-style-type: none"> Tells a story using descriptive language, different gestures and facial expressions
IMPLEMENTATION	<ul style="list-style-type: none"> This can be done at any time from Week 3 to Week 5 Do this on Wednesday or Fridays during the Oral Activity Or on Fridays during the Shared Reading: Post Read activity
ACTIVITY	<ul style="list-style-type: none"> Settle the class to complete a Creative Storytelling activity – learners must work in pairs to make up their own story about the theme. Then, call each pair to your desk to complete the assessment. Tell the learners to take turn to tell you their story. They must make sure that they: <ol style="list-style-type: none"> Tell the story in the correct sequence Include a beginning, a middle and an end Do not repeat parts of the story Use descriptive language Use different gestures and facial expressions 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
STORY ORIGINALITY	The story is copied from the shared reading story, or from a story in the DBE Workbook. (1)	The story is not copied, but is similar to other stories. Or, the story is original but does not make sense. (2)	The story is original, but does not make complete sense. (3)	The story is original and makes complete sense. (4)
STORY STRUCTURE	The story does not have a clear beginning, middle and end. Parts of the story are missing, and the sequence is muddled. (1)	The story has a beginning, middle and end. However, the sequence of the story is muddled. (2)	The story has a beginning, middle and end. The sequence of the story is mostly correct. (3)	The story has a clear beginning, middle and end. The sequence of the story is correct. (4)
DESCRIPTIVE LANGUAGE	The learner struggles to use any descriptive language without support. (1)	The learner uses some descriptive language, but the choice of language is predictable. (2)	The learner uses some interesting or original descriptive language to good effect. (3)	The learner uses some interesting and original descriptive language to great effect. (4)
GESTURES AND FACIAL EXPRESSIONS	The learner struggles to use gestures or facial expressions without support. (.5)	The learner uses gestures or facial expressions from time to time. (1)	The learner uses gestures or facial expressions at appropriate times to good effect. (1.5)	The learner is particularly animated and uses gestures or facial expressions at appropriate times to great effect. (2)

4.2: LISTENING & SPEAKING	
OBJECTIVE	<ul style="list-style-type: none"> Plans and makes an oral presentation using a visual aid
IMPLEMENTATION	<ul style="list-style-type: none"> Do this activity first thing in the morning as 'personal news' Call on 1–2 learners per day to do their presentations Remind learners the day before their presentations
ACTIVITY	<ul style="list-style-type: none"> Explain the task to learners as follows: <ol style="list-style-type: none"> They must share a personal story or experience They must bring a visual aid to help illustrate the story or experience They must share their story or experience in the correct sequence Their story must have a beginning, a middle and an end They must not repeat themselves They must use descriptive language to make their story or experience interesting They must show their visual aid and explain what it is 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
STORY STRUCTURE	The story does not have a clear beginning, middle and end. Parts of the story are missing, and the sequence is muddled. (1)	The story has a beginning, middle and end. However, the sequence of the story is muddled. (2)	The story has a beginning, middle and end. The sequence of the story is mostly correct. (3)	The story has a clear beginning, middle and end. The sequence of the story is correct. (4-5)
FLUENCY AND DESCRIPTIVE LANGUAGE	The learner frequently pauses, hesitates and repeats words or phrases. The learner struggles to use any descriptive language without support. (1)	The learner sometimes pauses, hesitates and repeats words or phrases. The learner uses some descriptive language, but the choice of language is predictable. (2)	The learner speaks fluently, only pausing or hesitating once or twice. The learner uses some interesting or original descriptive language to good effect. (3)	The learner speaks fluently and confidently, without hesitation. The learner uses some interesting and original descriptive language to great effect. (4-5)
VISUAL AID	The learner did not bring a visual aid, or the 'visual aid' is irrelevant to the story. (1)	The learner brought a visual aid to use, but it is not clearly relevant to the story. (2)	The learner brought a relevant visual aid to use. (3)	The learner brought a relevant and interesting visual aid to use. (4)

4.3: PHONICS	
OBJECTIVE	<ul style="list-style-type: none"> • Uses phonic knowledge to correctly spell words and complete dictation. • Recognises and uses synonyms and antonyms
IMPLEMENTATION	<ul style="list-style-type: none"> • Do this in Week 6 or 7, during the Monday Handwriting lesson
ACTIVITY	<ul style="list-style-type: none"> • Tell learners to turn to a clean page and write the heading: Spelling and Dictation • Next, show learners how to fold a page in their books in half, and to number from 1–10 in the margin, and from 11 – 20 in the middle of the page. • Explain to learners that you are going to call the number and then or word. They must write word next to the correct number. • If learners do not know how to write the 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 16 phonic words to call – ensure that you include the following words: know, comb, hour, write, half. • Then, tell learners you are going to call out 2 words, and you want them to write down SYNONYMS for these words, i.e.: words that mean the same thing. Call out two simple verbs or adjectives, like: run (jog, sprint), like (enjoy, love), pretty (attractive, beautiful, lovely, nice) or mean (horrible, angry, cold, hard). • Next, tell learners you are going to call out 2 words, and you want them to write down ANTONYMS for these words, i.e.: words that have the opposite meaning. Call out two simple adjectives or abstract nouns, like: happy (sad, unhappy), cold (warm, hot), etc. • Then, compile 2 dictation sentences, of about 5 words each. Include a proper noun in one sentence. • Then, call out 2 dictation sentences, using sounds and words that learners 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	LEVEL 2 RATING 3–4	LEVEL 3 RATING 5–6	LEVEL 4 RATING 7
SPELLING	The learner made more than 5 errors. (1)	The learner made 4–5 errors. (2)	The learner made 2–3 errors. (3)	The learner made 1 or 0 errors. (4–5)
SYNONYMS AND ANTONYMS	The learner got 1 example correct.(1)	The learner got 2 examples correct. (2)	The learner got 3 examples correct. (3)	The learner got 4 examples correct. (4)
DICTION	The learner made more than 5 spelling or punctuation errors. (1)	The learner made 4–5 spelling or punctuation errors. (2)	The learner made 2–3 spelling or punctuation errors. (3)	The learner made no more than 1 spelling or punctuation errors. (4–5)

4.4: READING	
OBJECTIVE	<ul style="list-style-type: none"> • Reads aloud from book at own level. • Uses sight words, phonics, contextual and structural analysis decoding skills. • Monitors self when reading.
IMPLEMENTATION	<ul style="list-style-type: none"> • This can be done at any time from Week 6 to Week 8 • Do this during Group Guided Reading
ACTIVITY	<ul style="list-style-type: none"> • During 'Group Guided Reading' call each member of the group to come and read to you individually. • Ask the learner to read aloud from a level appropriate text. Ensure that the text includes decodable words. • Ask the learner what was easier for them, and where they struggled. Ask them how they felt about their reading. • 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
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)	The learner reads with extended pauses or hesitations. The learner has 'rough spots' that are difficult to get through. (2)	The learner reads with occasional breaks in rhythm. The learner has difficulty with specific words and / or sentence structures. (3)	The learner reads smoothly with some breaks. The learner is able to self-correct when reading difficult words and / or sentence structures. (4-5)
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)	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. (2)	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. (3)	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. (4-5)
MONITORING OF DECODING SKILLS	The learner has very little awareness of his/ her own reading skills and progress. The learner is not yet monitoring his/ her own decoding skills. (1)	The learner has some awareness of his/her own reading skills and progress. The learner is starting to monitor his/ her own decoding skills, and can share one or two points about progress or challenges. (2)	The learner has good awareness of his/her own reading skills and progress. The learner is monitoring his/ her own decoding skills, and can share relevant points about progress or challenges. (3)	The learner has excellent awareness of his/ her own reading skills and progress. The learner is clearly monitoring his/her own decoding skills and comprehension skills, and can share relevant points about progress or challenges. (4)

4.5: COMPREHENSION	
OBJECTIVE	<p>Listens to and engages with a text to:</p> <ul style="list-style-type: none"> • Discusses main idea, main characters and plot in story • Discusses the values in the text
IMPLEMENTATION	<ul style="list-style-type: none"> • This can be done at any time from Week 6 to Week 8 • Do this on Fridays during the Oral Activity: Discussion of Shared Reading or on Fridays during the Shared Reading: Post Read activity
ACTIVITY	<ul style="list-style-type: none"> • Use the shared reading story from the previous week. • Settle the class to complete the task. • Then, call individual learners to your desk to complete the assessment. • Ask learners to answer 1–2 of each of the following kinds of questions about the text: <ul style="list-style-type: none"> Main idea and characters <ol style="list-style-type: none"> 1 What was this story about? 2 What is the main idea of the story? 3 Who was the main character/s? 4 Describe this character. Plot <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 Did you like the story? Why or why not? 4 Do you think the story ended well? Why or why not? Values <ol style="list-style-type: none"> 1 Why do you think this story was written – what are we supposed to learn from it? 2 What did you learn from this story? 3 Do you think ____ was right when he/she...? Why or why not? 4 What would you have done? Why? • Assess each learner using the rubric below.

RUBRIC	LEVEL 1 RATING 1-2	LEVEL 2 RATING 3-4	LEVEL 3 RATING 5-6	LEVEL 4 RATING 7
MAIN IDEAS AND CHARACTERS	The learner struggles to correctly identify the main idea or to describe the main characters. (1)	The learner correctly identifies the main idea and character or correctly describes the main characters. (2)	The learner correctly recalls all details from the story, with some prompting. (3)	The learner correctly identifies all details from the story quickly, fluently and accurately. (4-5)
PLOT	The learner cannot recall the plot of the story without significant prompting. The learner cannot reflect on the plot. (1)	The learner recalls the plot of the story, but muddles the sequence of events. The learner shares an opinion on the plot but does not adequately justify this opinion. (2)	The learner recalls the plot of the story, in the correct sequence. The learner shares an opinion on the plot but does not adequately justify this opinion. (3)	The learner recalls the plot of the story, in the correct sequence. The learner shares an opinion on the plot and adequately justifies this opinion. (4-5)
VALUES	The learner struggles to determine the values in the story, even with support. (1)	The learner determines the values in the story, but requires support. (2)	The learner determines the values in the story without support, but does not adequately justify the answer. (3)	The learner determines the values in the story without support, and adequately justifies the answer. (4)

4.6: HANDWRITING	
OBJECTIVE	<ul style="list-style-type: none"> • Copies and writes in joined script or cursive writing paying attention to correct letter formation and spacing.
IMPLEMENTATION	<ul style="list-style-type: none"> • Do this using the handwriting lessons for Weeks 5–6 or Weeks 7–8.
ACTIVITY	<ul style="list-style-type: none"> • Conduct the handwriting lessons as usual. • As learners copy from the board, walk around and make observations. • 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	The learner struggles to write neatly and accurately in joined script or cursive. The handwriting is inconsistent in size, letter formation is often incorrect, and spacing is irregular. (1–2)	The learner sometimes struggles to write neatly and accurately in joined script or cursive. The handwriting may be inconsistent in size, letter formation is sometimes incorrect, or spacing may be irregular. (3–4)	The learner mostly writes neatly and accurately in joined script or cursive. The handwriting is usually consistent in size, letter formation is mostly correct, and spacing is regular. (5–6)	The learner writes neatly and accurately in joined script or cursive. The handwriting is consistent in size, letter formation is correct, and spacing is regular. (7)

4.7: WRITING	
OBJECTIVE	<ul style="list-style-type: none"> • Uses pre-writing strategies to plan writing. • Writes about a personal experience. • Uses correct sentence construction, punctuation and conjunctions.
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
PLANNING	There is very little or no evidence of a planning strategy being used. (1)	There is some evidence of a planning strategy being used, but the plan is incomplete. (2)	There is clear evidence of a planning strategy being used, and the plan is complete. (3)	There is clear evidence of a planning strategy being used, and the plan is complete and detailed. (4)
ADHERENCE TO TOPIC	The learner struggles to write about a personal experience. The idea is difficult to understand, or is not original – the teacher’s example is copied. (1)	The learner could be writing about a personal experience. The idea is understandable and original, although similar to the example. (2)	The learner clearly writes about a personal experience. The idea is personal and original. (3)	The learner clearly writes about a personal experience. The idea is personal, original, and feels unique and authentic. (4)
SENTENCE STRUCTURE AND USE OF CONJUNCTIONS	The learner struggles to correct structure simple sentences, and there is no use of compound sentences. (1)	The learner correctly structures simple sentences, but there is no use of compound sentences. (2)	The learner correctly structures simple sentences and structures at least 1 compound sentence correctly. (3)	The learner correctly structures simple sentences and structures at least 2 compound sentence correctly. (4)
PUNCTUATION	The learner struggles to use capital letters and full stops consistently and correctly. (.5)	The learner uses capital letters and full stops correctly, but struggles with other punctuation. (1)	The learner uses all taught punctuation adequately, but makes occasional mistakes. (1.5)	The learner uses all taught punctuation correctly and seldom makes mistakes. (2)