## FOUNDATION PHASE FIRST ADDITIONAL LANGUAGE LAR BOOKLET **GRADES 1-3**









### FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.

MR HM MWELI DIRECTOR-GENERAL DATE: 13/09/2017

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#### School Based Assessment (SBA) First Additional Language (FAL)

School Based Assessment (SBA) tasks for First Additional Language (FAL) will focus on the core Language components namely Listening and Speaking, Phonics, Reading and Comprehension and Writing. The Programme of Assessment (POA) for FAL is manageable and doable for both maximum and minimum time allocation offerings in Grades 1 to 3. The writing component will not be assessed in Grade 1 only if the minimum time model is used. The POA has identified the core skills to be assessed formally in each term in Grades 1 to 3, however these are the minimum requirements and teachers are encouraged to ensure that assessment activities are differentiated (learning styles and cognitive levels)

Both formative and summative assessments should be implemented to track and monitor learner progress from term to term. The assessment activities should be grade appropriate and differentiated to accommodate different learning styles (visual, auditory, kinaesthetic) and abilities. The assessment activities identified for formal assessment must be familiar activities meaning that they have been taught and as far as possible the learner must be given adequate opportunities to demonstrate this skill using different forms of assessment before being subjected to the formal assessment format. Assessment activities for each formal assessment task were carefully selected in response to ensuring that the POA for Grades 1-3 is manageable and doable in diverse contexts.

Rubrics should be used to inform each learner's scores for oral assessment activities for Listening Speaking, oral phonics, .sight word recognition and oral reading. For written activities (Phonics, Spelling and Comprehension) scores will be informed by number of correct responses, however for writing rubrics will be used to inform the learner's score. It must be noted that the exemplar assessment frameworks are responding to the core skills and competencies that learners should know and demonstrate by the end of each term in each grade.

### IMPLEMENTATION OF SOUTH AFRICAN SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEMS (SA-SAMS)

The SBA guidelines will be used to inform the implementation of SA-SAMS in Grades 1 to 3. Tables 1 & 2 indicate the SA-SAMS weightings for FAL. Table 1 gives an overview of the number of oral and written activities that should be assessed formally for each assessment task in FAL. This mapping will inform the capturing of the assessment data on SASAMS.

Language Components		Grade 1	Grade 2	Grade 3
Listening and Speaking		50%	40%	20%
Phonics and Spelling		12%	13%	13%
Reading	Shared Reading	30%	30%	30%
<ul><li>Word recognition</li><li>Fluency</li><li>Comprehension</li></ul>	Group Guided Reading		30%	30%
Writing		8%	17%	20%
Language Usage				17%
Aggregate	Term 1:25 %	Term 2:25 %	Term 3:25%	Term 4:25%

Grade 1										
Language Skills	Term 1	Term 2	Term 3	Term 4						
Listening and	1 Oral	1 Oral	1 Oral	1 Oral						
Speaking										
Phonics	1 Oral	1 Oral	1 Oral	1 Oral						
Reading	1 Oral	1 Oral	1 Oral	1 Oral						
Writing										
		Grade 2								
Language Skills	Term 1	Term 2	Term 3	Term 4						
Listening and	1 Oral	1 Oral	1 Oral	1 Oral						
Speaking										
Phonics	1 Oral	1 Written	1 Written	1 Written						
Reading	1 Oral	1 Oral	1 Oral	1 Written						
Writing	1 Written	1 Written	1 Written	1 Written						
		Grade 3								
Language Skills	Term 1	Term 2	Term 3	Term 4						
Listening and	1 Oral	1 Oral	1 Oral	1 Oral						
Speaking										
Phonics	1 Written	1 Written	1 Written	1 Written						
Reading	1 Oral	1 Oral and 1	2 Orals	1 Oral and 1						
Reauling		Written		Written						
Writing	1 Written	1 Written	1 Written	2 Written						

# Grade 1

Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
	<ul><li>Responds to simple greetings</li><li>Sings simple songs and does action rhymes</li></ul>	- Observation/	Rubric	10		
Listening and Speaking:	<ul> <li>Responds physically to simple oral instructions</li> <li>Makes simple requests</li> <li>Points to and name some objects in the classroom or in a picture in response to teacher's instructions</li> </ul>	practical & Oral	Checklist	n/a		
	neant to be an assessment activity but you should rather ensure that your learners are affor the to complete the checklist and score each learner on 2 skills according to the rubric. For S					sons. By Week 9
Phonics:	<ul> <li>Segments oral sentences into individual words</li> </ul>	Observation/	Rubric	5		
Oral	<ul> <li>Begins to identify different initial sounds in words</li> </ul>	practical & Oral	Checklist	n/a	By Week 9	
Teacher notes Each skill is not r						
Teacher notes Each skill is not r observed and as	<ul> <li>meant to be an assessment activity but rather you should ensure that your learners are afform sessed during your daily lesson activities and by Week 9 you should be able to score each leal phonics)</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Answers simple oral questions about story</li> </ul>	earner accordingly usin Observation &			ic. For SASAMS you	
Teacher notes Each skill is not r observed and as have 1 score (Or	<ul> <li>neant to be an assessment activity but rather you should ensure that your learners are affore sessed during your daily lesson activities and by Week 9 you should be able to score each leal phonics)</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Answers simple oral questions about story</li> <li>Identifies people, animals and objects in the illustrations (Big Book/Poster)</li> <li>Demonstrates understanding of the oral vocabulary in the story by pointing to objects</li> </ul>	earner accordingly usin	g the attached chec	klist and rubri		
Teacher notes Each skill is not r observed and as have 1 score (Or Reading: Oral Teacher notes Each skill is not r assessed on thes	<ul> <li>meant to be an assessment activity but rather you should ensure that your learners are affore sessed during your daily lesson activities and by Week 9 you should be able to score each leal phonics)</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Answers simple oral questions about story</li> <li>Identifies people, animals and objects in the illustrations (Big Book/Poster)</li> </ul>	earner accordingly usin Observation & Oral ded opportunities to de	g the attached chec Checklist Rubric monstrate these ski	n/a 5 Ils in oral FAL	ic. For SASAMS you By Week 9 lessons. Learners wil	should
Teacher notes Each skill is not r observed and as have 1 score (Or Reading: Oral Teacher notes Each skill is not r assessed on thes	<ul> <li>meant to be an assessment activity but rather you should ensure that your learners are afform sessed during your daily lesson activities and by Week 9 you should be able to score each leal phonics)</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Answers simple oral questions about story</li> <li>Identifies people, animals and objects in the illustrations (Big Book/Poster)</li> <li>Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations (Posters/Big Books)</li> </ul>	earner accordingly usin Observation & Oral ded opportunities to de	g the attached chec Checklist Rubric monstrate these ski	n/a 5 Ils in oral FAL	ic. For SASAMS you By Week 9 lessons. Learners wil	should
Teacher notes Each skill is not r observed and as have 1 score (Or Reading: Oral Teacher notes Each skill is not r assessed on the done according to Writing: Teacher notes	<ul> <li>meant to be an assessment activity but rather you should ensure that your learners are afform sessed during your daily lesson activities and by Week 9 you should be able to score each leal phonics)</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Answers simple oral questions about story</li> <li>Identifies people, animals and objects in the illustrations (Big Book/Poster)</li> <li>Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations (Posters/Big Books)</li> </ul> meant to be an assessment activity but you should rather ensure that your learners are afform se reading skills during your daily class activities and by Week 9 you should be able to score o the rubric. For SASAMS you should have a score for the 1 Oral Reading component <ul> <li>Draws a picture for a story that is told or read.</li> <li>Copies a caption for a picture</li> </ul>	earner accordingly usin Observation & Oral ded opportunities to de each learner on 1 skill Written	g the attached chec Checklist Rubric monstrate these ski . The attached chec Class workbook	n/a 5 Ils in oral FAL klist should bo n/a	ic. For SASAMS you By Week 9 lessons. Learners wil e used for recording a By Week 9	should I be observed and nd scoring to be

	FAL	GRA	DE 1:	TERM 1	Scores usir	ng rubrics
	Listening & Speaking			Phonics	Reading	Comment
	Responds to simple greetings Sings simple songs and does action rhymes TOTAL		Segments oral sentences into individual words	Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations		
Date						
Score	5	5	10	5	5	
Names of learners						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

		FAL	GRAD	DE 1: 1	ERM	1 Che	cklist					
	Listening & Speaking		Pho	Phonics		Readi	ng		Writi	ng	Comment	
√/×	Responds physically to simple oral instructions	Makes simple requests	Points to and name some objects in the classroom or in a picture	Begins to identify different initial sounds in words	Identifies some rhyming words in stories, songs, poems and rhymes	Listens and responds to a story that is told and read	Joins in choruses after repeated readings of a text	Identifies people, animals and objects in the illustrations	Answers simple oral questions about story	Draw s a picture for a story that is told or read.	Copies a caption for a picture	
Date												
Names of learners												
1												
2												
3												
4 5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
17												

	GRADE 1 RUBRIC :Term 1										
LISTENING AND SPEAKING											
Activity	1	2	3	4	5						
Responds to simple	Learner is unable to respond	Attempts to respond to simple	Able to respond to simple	Responds to simple greetings with	Responds to simple greetings						
greetings.	to simple greetings without the	greetings as taught by the	greetings as taught by the	confidence and in complete	confidently with expression and						
	support of the teacher.	teacher.	teacher.	sentences.	adding own vocabulary.						
Activity	1	2	3	4	5						
Sings simple songs	Learner is unable to sing	Attempts to sing songs and do	Able to sing songs and action	Sings songs and does action	Sings songs and does action						
and does action	simple songs without guidance	action rhymes as taught by the	rhymes as taught by the teacher.	rhymes independently with	rhymes independently bringing						
rhymes.	by the teacher.	teacher.		rhythm.	own actions and movements.						
			PHONICS								
Activity	1	2	3	4	5						
Segments oral	Cannot segment oral	Only segments 2 words in a	Segments 3 words in a sentence	Segments 4 words in a sentence	Segments oral sentences of						
sentences into	sentences into individual	sentence with 5 words.	with 5 words	with 5 words.	more than 5 words into individual						
individual words	words without the support of				words accurately and confidently						
Sentences should have	the teacher.										
at least (5 words)											
			READING	·							
Activity	1	2	3	4	5						
Demonstrates an	Learner shows limited	Demonstrates an	Demonstrates an understanding of	Demonstrates an understanding of	Demonstrates an understanding						
understanding of the	understanding of oral	understanding of oral	oral vocabulary by pointing to 2 of	oral vocabulary by pointing to 3 of	of oral vocabulary by pointing to						
oral vocabulary in the	vocabulary by only pointing to	vocabulary by pointing to 1 of	the 4 objects without any support	the 4 objects without any support	all the objects in the illustrations						
story by pointing to	objects when prompted by the	the 4 objects without any	from the teacher.	from the teacher.	confidently and independently.						
objects in the	teacher.	support from the teacher.									
illustrations											

Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and	<ul> <li>Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells</li> <li>Sings songs and does action rhymes</li> <li>Expresses self in simple ways by using short phrases &amp; vocabulary taught</li> </ul>	Observation & Oral	Checklist	n/a	By Week 9	
Speaking:	<ul> <li>Responds to simple questions and responds to oral instructions</li> <li>Points to and name some objects in the classroom or in a picture in response to teacher's instructions</li> </ul>	Ulai	Rubric	10		
	s t meant to be an assessment activity but rather you should ensure that your learners are afforded to complete the checklist and score each learner on 2 skills according to the rubric. For SASAMS					ons. By Week 9 y
	Claps out the syllables in familiar words	Observation &	Rubric	5		
Phonics:	<ul> <li>Segments oral sentences into individual words</li> <li>Identifies some rhyming words in stories, songs and rhymes</li> </ul>		Checklist	n/a	By Week 9	
Oral	<ul> <li>Identify different initial sounds in words</li> </ul>					
<b>Feacher note</b> Each skill is not and assessed	<ul> <li>Identify different initial sounds in words</li> <li><u>s</u></li> <li>t meant to be an assessment activity but rather you should ensure that your learners are afforded during your daily lesson activities and by Week 9 you should be able to score each learner on 1 sounds)</li> </ul>					
<b>Teacher note</b> Each skill is not and assessed score (Oral ph	<ul> <li>Identify different initial sounds in words</li> <li>s</li> <li>t meant to be an assessment activity but rather you should ensure that your learners are afforded during your daily lesson activities and by Week 9 you should be able to score each learner on 1 s</li> </ul>	kill accordingly using			ic. For SASAMS you	
Teacher note Each skill is not	<ul> <li>Identify different initial sounds in words</li> <li>Identify different initial sounds in words</li> <li>It meant to be an assessment activity but rather you should ensure that your learners are afforded during your daily lesson activities and by Week 9 you should be able to score each learner on 1 sonics)</li> <li>Listens and responds to a story that is told and read</li> </ul>		the attached check	dist and rubr		
Teacher note Each skill is not and assessed score (Oral pho Reading: Oral Teacher note Each skill is not assessed on th	<ul> <li>Identify different initial sounds in words</li> <li>t meant to be an assessment activity but rather you should ensure that your learners are afforded during your daily lesson activities and by Week 9 you should be able to score each learner on 1 sonics)</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Answers simple oral questions about a story / non -fiction text.</li> <li>Demonstrates understanding of the vocabulary in the story by pointing to objects in pictures in response to the teacher's instructions</li> <li>t meant to be an assessment activity but rather you should ensure that your learners are afforded as emergent reading skills during your daily class activities and by Week 9 you should be able to score each learner on 1 store and the store of the teacher's and the story by pointing to object in pictures in response to the teacher's instructions</li> </ul>	Contraction & Co	the attached check Rubric Checklist constrate these skills on 2 skills using the	dist and rubr 5 n/a s in oral FAL	ic. For SASAMS you By Week 9 Iessons. Learners w	should have 1
Teacher note Each skill is not and assessed score (Oral pho Reading: Oral Teacher note Each skill is not assessed on th	<ul> <li>Identify different initial sounds in words</li> <li>t meant to be an assessment activity but rather you should ensure that your learners are afforded during your daily lesson activities and by Week 9 you should be able to score each learner on 1 sonics)</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Answers simple oral questions about a story / non -fiction text.</li> <li>Demonstrates understanding of the vocabulary in the story by pointing to objects in pictures in response to the teacher's instructions</li> <li>t meant to be an assessment activity but rather you should ensure that your learners are afforded.</li> </ul>	Contraction & Co	the attached check Rubric Checklist constrate these skills on 2 skills using the	dist and rubr 5 n/a s in oral FAL	ic. For SASAMS you By Week 9 Iessons. Learners w	should have 1
Teacher note Each skill is not and assessed score (Oral pho Reading: Oral Teacher note Each skill is not assessed on th used for record Writing: Teacher note	<ul> <li>Identify different initial sounds in words</li> <li>t meant to be an assessment activity but rather you should ensure that your learners are afforded during your daily lesson activities and by Week 9 you should be able to score each learner on 1 sonics)</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Answers simple oral questions about a story / non -fiction text.</li> <li>Demonstrates understanding of the vocabulary in the story by pointing to objects in pictures in response to the teacher's instructions</li> <li>t meant to be an assessment activity but rather you should ensure that your learners are afforded ese emergent reading skills during your daily class activities and by Week 9 you should be able to ing and scoring to be done according to the rubric. For SASAMS you should have a score for the opies a caption for a picture that he/she has drawn and reads back what is</li> </ul>	Observation & Observation & Oral	the attached check Rubric Checklist on 2 skills using the mponent Class workbook	dist and rubr 5 n/a s in oral FAL attached ru n/a	ic. For SASAMS you By Week 9 lessons. Learners w brics .The attached c By Week 9	should have 1

FAL GRADE 1: TERM 2 Scores using rubrics										
	Listeni	ng & Spea	aking	Phonics	F	Reading		Comment		
	Responds to simple questions and responds to oral instructions Points to and names some objects in the classroom or in a picture <b>TOTAL</b>		Claps out the syllables in familiar words (4 words)	Joins in choruses after repeated readings of a text	Listens and responds to a story that is told and read	TOTAL				
Date		-	40		-	-	40			
Score Names of learners	5	5	10	5	5	5	10			
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										

		FAL	GRAD	)E 1:	TER	M 2 C	hecklist			
	Listening & Speaking			Phonics		Read	ing	Writing	Comment	
√/×	Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells	Sings simple songs and does action rhymes	Expresses self in simple ways by using short phrases and vocabulary taught.	Segments oral sentences into individual words	Identify different initial sounds in words	Identitifies some rhyming words in stories, songs and rhymes	Demonstrates understanding of the oral vocabulary in the story by point to objects in the illustrations	Answers simple oral questions about a story (that is told or read) or a non -fiction text)	Copies a caption for a picture that he/she has drawn and reads back what is written	
Date										
Names of learners										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										

GRADE 1 RUBRIC : Term 2												
	LISTENING AND SPEAKING											
Activity	1	2	3	4	5							
Responds to simple questions and oral instructions	Learner is unable to respond to instructions without prompting from teacher	Learner expresses much hesitation in responding to instructions due to language proficiency	Learner is able to respond to 2 instructions.	Learner is able to respond to 3 simple questions and oral instructions confidently	Learner is able to respond to 4 simple questions and oral instructions confidently without hesitation							
Activity	1	2	3	4	5							
Points to and names some objects in the classroom or in a picture	Learner is able to point to 1-2 objects in classroom with support	Learner is able to point to and name 3-4 objects in the classroom or in a picture correctly	Learner is able to point to and 5-6 objects in the classroom or in a picture correctly	Learner is able to point to and name 7-8 objects in the classroom or in a picture correctly	Learner is able to point to and name 9-10 objects in the classroom or in a picture correctly							
		ў РНО	NICS		,							
Activity	1	2	3	4	5							
Claps out the syllables in familiar words (4 words)	Unable to clap out the syllables without the support of the teacher.	Attempts to clap out the syllables for 1 of 4 words as taught by the teacher but misses 2 -3 syllables	Attempts to clap out the syllables for 2 of 4 words as taught by the teacher but misses one syllable.	Able to clap out the syllables for 3 of words as taught by the teacher independently.	Claps out the syllables for 4 words independently and confidently.							
			DING									
Activity	1	2	3	4	5							
Listens and respond to a story that is told and read	Needs support from the teacher to respond to a story.	Attempts to listen to the teacher and responds to half of the story told and read.	Able to listen and respond to the story read and told but teacher has to use gestures for better understanding.	Listens and responds to a story told by the teacher accurately.	Listens and responds to a story that is told by the teacher accurately and joins in the reading as it is read and told.							
Activity	1	2	3	4	5							
Joins in choruses after repeated readings of a text	Needs teacher support and prompted to join in choruses prompting by the teacher.	Attempts to join in choruses as taught by the teacher.	Able to join in choruses as taught by the teacher.	Joins in choruses after repeated readings of the text independently with rhythm.	Joins in choruses after repeated readings independently bringing own gestures.							

	FAL : Grade 1	: Term 3								
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed				
Listening and	<ul> <li>Responds to simple greetings and farewells</li> <li>Responds to simple questions and to oral instructions</li> <li>Sings songs and does action rhymes</li> </ul>	Observation &	Checklist	n/a	By Week 9					
Speaking:	<ul> <li>Identifies a person, animal or object from a simple oral description.</li> <li>Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom (posters, or in a picture in response to teacher's instructions, etc)</li> </ul>	Oral	Rubric	10						
	neant to be an assessment activity but you should rather ensure that your learners are affo le to complete the checklist and score each learner on 2 skills according to the rubric. For S.					lessons. By Week 9				
Phonics:	<ul> <li>Begins to identify different initial sounds in words</li> </ul>	Observation &	Checklist	n/a	By Week 9					
Oral	<ul> <li>Recognise plurals in words (s and es) orally</li> </ul>	Oral	Rubric	5	Dy Week 9					
	neant to be an assessment activity but rather you should ensure that your learners are afford ring your daily lesson activities and by Week 9 you should be able to score each learner on ics)									
Reading: Oral	<ul> <li>Listens and responds to a story that is told or read</li> <li>Joins in choruses after repeated readings of a text.</li> <li>Identifies and names people, objects and animals in illustrations</li> </ul>	Observation & Oral	Checklist	n/a	By Week 9					
	<ul> <li>Answers simple questions related to a story that is read or told</li> <li>Acts out the story using some of the dialogue</li> </ul>		Rubric	10						
assessed on the	neant to be an assessment activity but rather you should ensure that your learners are afford se emergent reading skills during your daily class activities and by Week 9 you should be ab ding to the rubric. For SASAMS you should have a score for the 1 Oral Reading componer	le to score each lear								
Writing:	<ul> <li>Writes a simple list with a heading (3-5 words on a Topic)</li> </ul>	Written	Class workbook	n/a	By Week 9					
Teacher notes Writing skills sho	Teacher notes Writing skills should be observed during shared reading lessons and by Week 9 the attached checklist should be used for recording and scoring to be done according to the rubric.									
Scores will be c	aptured on SASAMS. The score will be converted to a percentage to indicate level	1-7 for the report c	ard.							
16										

	FAL	GRADE 1: 1	ERN	1 3 Score	es usir	ng rubr	rics	
	List	ening & Speaki	ng	Phonics	F	leading		Comment
	ldentifies a person, animal or object from a simple oral description.	Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom ( posters, or in a picture in response to teacher's instructions, etc)	TOTAL	Recognise plurals in words orally (s and es)	Acts out the story using some of the dialogue	Answers simple questions related to a story that is read or told	TOTAL	
Date			10		-	-		
Score	5	5	10	5	5	5	10	
Names of learners								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

		FAL	GRADE	1: TERM	3 Ch	ecklist			
	Listen	ing &	Speaking	Phonics		Reading		Writing	Comment
√/×	Responds to simple greetings and farewells	Sings songs and does action rhymes	Responds to simple questions and responds to oral instructions	Begins to identify different initial sounds in words	Listens and responds to a story that is told and read	Joins in choruses after repeated readings of a text	Identifies and names people, objects and animals in illustrations (Big Book, Poster)	Writes a simple list with a heading (3-5 words on a Topic)	
Date									
Names of learners									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									

		GRADE 1 RU	BRIC : Term 3		
		LISTENING A	ND SPEAKING		
Activity	1	2	3	4	5
Identifies a person, animal or object from a simple oral description. ( At least 4 items)	The learner is unable to identify a person, animal or object without support from the teacher.	The learner can only identify 1 of the 4 items independently.	The learner can only identify 2 of the 4 items independently.	The learner can only identify 3 of the given items from an oral description.	The learner can identify all items from the given oral description with confidence.
Activity	1	2	3	4	5
Demonstrates understanding of basic oral vocabulary by pointing to objects. ( At least 4 objects)	Learner is unable to point to objects without support.	Learner is able to point to 1 of the 4 objects without any support from the teacher.	Learner is able to point to 2 of the 4 objects without any support from the teacher.	Learner is able to point to 3 of the 4 objects without any support from the teacher.	Learner points to all the objects independently and confidently.
		РНО	NICS	•	
Activity	1	2	3	4	5
Recognise plurals in words orally (s and es) (At least 5 words)	Unable to recognise plurals in words orally	Recognise plurals in words orally by identifying at least 2	Recognise plurals in words orally by identifying at least 3	Recognise plurals in words orally by identifying at least 4	Recognise plurals in words orally by identifying at least 5
		REA	DING		
Activity	1	2	3	4	5
Answers simple oral questions about a story (At least 2-3 questions)	Unable to respond to oral question about a story without support.	Answers 1 simple oral questions about a story	Answers 2 simple oral questions about a story	Answers 3 simple oral questions about a story	Answers more than 3 simple oral questions about a story
Activity	1	2	3	4	5
Acts out parts of the story using some of the dialogue	Needs support to speak in FAL	Is able to act out the story but cannot read the dialogue fluently	Is able to act out the story and reads 1 short dialogue	Is able to act out the story and using the 1 dialogue of the main character that the learner has memorised	Very good at acting out parts of the story, and using some of the dialogue

Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
	<ul> <li>Expresses self in simple ways</li> <li>Responds to oral instructions</li> </ul>		Rubric	10		
Listening and Speaking:	<ul> <li>Sings songs and does action rhymes</li> <li>Identifies a person, animal or object from a simple oral description.</li> <li>Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom -posters, or in a picture in response to teacher's instructions</li> </ul>	Observation & Oral	Checklist	n/a	By Week 7	
	meant to be an assessment activity but rather you should ensure that your learners are afforded op ble to complete the checklist and score each learner on 2 skills according to the rubric. For SASAMS					sons. By Week
Phonics: Oral	<ul> <li>Identifies some rhyming words in songs and rhymes</li> <li>Claps out the syllables in familiar words</li> <li>Recognise plurals in words(-s and -es) orally</li> </ul>	Observation & Oral	Checklist	n/a	By Week 7	
				_		
Each skill is not	meant to be an assessment activity but rather you should ensure that your learners are afforded opp					
Each skill is not and assessed d	<u>s</u> meant to be an assessment activity but rather you should ensure that your learners are afforded oppo uring your daily lesson activities and by Week 7 you should be able to score each learner on 1 skill ac		ate these skills in c	oral lessons.		
Each skill is not and assessed d score (Oral pho Reading:	<ul> <li><u>s</u> meant to be an assessment activity but rather you should ensure that your learners are afforded opporturing your daily lesson activities and by Week 7 you should be able to score each learner on 1 skill activities.</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Acts out the story using some dialogue</li> </ul>	ccordingly using the at Observation &	ate these skills in c tached checklist a	oral lessons. nd rubric. Fo	r SASAMS you sho	
and assessed d score (Oral pho Reading: Oral <u>Teacher note</u> Each skill is not assessed on the	<ul> <li>Segmeant to be an assessment activity but rather you should ensure that your learners are afforded oppolyting your daily lesson activities and by Week 7 you should be able to score each learner on 1 skill activity.</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Acts out the story using some dialogue</li> <li>Identifies and names people, objects and animals in illustrations (Big Book, Poster)</li> <li>Answers simple literal questions related to a story that is told or read</li> <li>Word Recognition: Recognises 20-30 familiar words in FAL</li> <li>Segmeant to be an assessment activity but rather you should ensure that your learners are afforded oppolese emergent reading skills during your daily class activities and by Week 7 you should be able to score</li> </ul>	Observation & Observation & Oral ortunities to demonstra	ate these skills in c tached checklist a Checklist Rubric ate these skills in c skill which will be o	n/a n/a 5 n/a lessons. n/a	r SASAMS you sho By Week 7 ons. Learners will t	ould have 1
Each skill is not and assessed d score (Oral pho Reading: Oral Teacher note Each skill is not assessed on the	<ul> <li>Segmeant to be an assessment activity but rather you should ensure that your learners are afforded oppolyting your daily lesson activities and by Week 7 you should be able to score each learner on 1 skill activity.</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Acts out the story using some dialogue</li> <li>Identifies and names people, objects and animals in illustrations (Big Book, Poster)</li> <li>Answers simple literal questions related to a story that is told or read</li> <li>Word Recognition: Recognises 20-30 familiar words in FAL</li> <li>Segmeant to be an assessment activity but rather you should ensure that your learners are afforded oppolytical activity but rather you should ensure that your learners are afforded oppolytical activity but rather you should ensure that your learners are afforded oppolytical activity but rather you should ensure that your learners are afforded oppolytical activity but rather you should ensure that your learners are afforded oppolytical activity but rather you should ensure that your learners are afforded oppolytical activity but rather you should ensure that your learners are afforded oppolytical activity but rather you should ensure that your learners are afforded oppolytical activity but rather you should ensure that your learners are afforded oppolytical activity but your learners are afforded your learners and your learners are afforded your learners and your lear</li></ul>	Observation & Observation & Oral ortunities to demonstra	ate these skills in c tached checklist a Checklist Rubric ate these skills in c skill which will be o	n/a n/a 5 n/a lessons. n/a	r SASAMS you sho By Week 7 ons. Learners will t	ould have 1
Each skill is not and assessed d score (Oral pho Reading: Oral Teacher note Each skill is not assessed on the should be used Writing: Teacher note	<ul> <li>meant to be an assessment activity but rather you should ensure that your learners are afforded opporturing your daily lesson activities and by Week 7 you should be able to score each learner on 1 skill activity.</li> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Acts out the story using some dialogue</li> <li>Identifies and names people, objects and animals in illustrations (Big Book, Poster)</li> <li>Answers simple literal questions related to a story that is told or read</li> <li>Word Recognition: Recognises 20-30 familiar words in FAL</li> </ul> Semeant to be an assessment activity but rather you should ensure that your learners are afforded opported and scoring to be done according to the rubric. For SASAMS you should have a score <ul> <li>Writes a simple list with a heading (5 - 6 words) e.g. Animals, Fruit etc</li> </ul>	Observation & Observation & Oral ortunities to demonstration ore each learner on 1 st for the 1 Oral Readin Written	ate these skills in c tached checklist a Checklist Rubric ate these skills in c skill which will be o g component Class workbook	n/a n/a 5 n/a n/a n/a n/a	r SASAMS you sho By Week 7 ons. Learners will k ight words. The att By Week 7	ould have 1

		FAL (	GRADE	1: TE	RM 4 Score	es using ru	ubrics
		Listening &			Phonics	Reading	Comment
		Responds to simple questions and responds to oral instructions	Expresses self in simple ways by using short phrases and vocabulary taught.	TOTAL	Begins to identify different initial sounds in words	Word recognition: 20-30 sight words	
	Date	E	F	40	5	5	
Nam	Score Score	5	5	10	5	5	
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3							
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			FΔI	GR		1. T⊑	RM 4	Chor	okligt				
		ening eaking	&		honics		.1 \1VI 4		Readir	ng		Writing	Comment
√/×	Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells	Sings songs and does action rhymes	Identifies a person, animal or object from a simple oral description.	Identifies some rhyming words in stories, songs, poems and rhymes	Claps out the syllables in familiar words	Recognise plurals in words(s and es) orally	Listens and responds to a story that is told and read	Joins in choruses after repeated readings of a text	Acts out the story using some dialogue	Identifies people, animals and objects in the illustrations	Answers simple literal questions related to a story that is told or read	Writes a simple list with a heading (5 -6 words)	
Date													
Names of learners													
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		GRADE 1 RUI	BRIC : Term 4		
		LISTENING AI	ND SPEAKING		
Activity	1	2	3	4	5
Responds to simple questions and oral instructions (At least 5)	Learner is able to respond to 1 simple instruction physically with support	Learner is able to respond to 2 of 5 instructions/questions physically	Learner is able to respond to 3 of 5 questions/instructions physically and verbally	Learner is able to respond to 4 of 5 simple questions and oral instructions confidently physically and verbally	Learner is able to respond to 5 simple questions and oral instructions confidently without hesitation physically and verbally
Activity	1	2	3	4	5
Expresses self in simple ways by using short phrases and vocabulary taught.	Learner is unable to express self-due to lack of vocabulary without the teacher's prompting.	Learner only uses single words when expressing self.	Learner expresses self in incomplete sentences.	Learner expresses himself or herself independently as taught by the teacher.	Learner expresses him/herself- confidently and uses the vocabulary taught very well.
		РНО	NICS		
Activity	1	2	3	4	5
Begins to identify different initial sounds in words	Unable to identify different initials sounds as he/she confuses letter-sound relationship with Home Language	Tries to identify different initial sound in words - but not successful	Can identify different initial sound in words - is in the process of mastering the skill.	Good at identifying different initial sound in words	Excellent at identifying different initial sound in words - mastered the skill with success.
		REA	DING		
Activity	1	2	3	4	5
Word Recognition: sight words 20-30 words in FAL	Poor word recognition skills. Needs support from teacher.	Recognises between 1-9 familiar sight words	Recognises between 10-19 familiar sight words	Recognises between 20-29 familiar sight words	Recognises more than 30 familiar sight words

# Grade 2

	FAL : Grade	2 : Term	1			
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
	<ul> <li>Listens and responds to a simple recount</li> </ul>		Rubric	5		
Listening and	<ul> <li>Identifies a picture from a simple oral description</li> </ul>	Observation &			By Week 9	
Speaking:	<ul> <li>Demonstrate understanding of basic oral vocabulary by pointing or actions</li> </ul>	Oral	Checklist	n/a	,	
	<ul> <li>Follow a sequence of instructions</li> </ul>					
afforded opportur	nd Speaking skills will be observed and assessed during your oral lesson activities. Eac ities to demonstrate these skills orally and practically in daily lessons. By Week 9 every core for Listening and Speaking.					
Phonics:	<ul> <li>Identify letter sound relationships of most single letters (3 vowels and 10 consonants)</li> </ul>	Observation &	Rubric	5	By Week 9	
Oral	<ul> <li>Builds up and breaks down three letter words using sounds learnt</li> </ul>	Oral	Checklist	n/a		
	will be observed and assessed during your daily lesson activities and by Week 9 you should have 1 score (Oral phonics) Group Guided Reading Sessions	nould be able to scol	re each learner on 1 s	skill accordin	gly using the attached o	checklist and rubric. For
Reading: Oral	<ul> <li>Sight words: Assess each learner individually: on at least 30-40 sight words (Big Book, Theme, Reader) (1 - 2 sentences per page)</li> </ul>	Observation & Oral	Rubric	5	By Week 9	
	<ul> <li>Shows understanding of punctuation when reading aloud.</li> </ul>		Checklist	n/a		
	<ul> <li>Guided Reading sessions in weeks 7 to 9 assess every learner on 30-40 sight words ( e used for recording and scoring to be done according to the rubric for oral reading activ</li> <li>Using a writing frame completes 3 sentences by filling in the missing</li> </ul>					
Writing:	words	Written	Rubric	5	By Week 9	
vinting.	<ul> <li>Writes a caption for a picture</li> </ul>		Checklist	n/a	By Wook o	
	rs should be assessed formally on 1 written recording which should be reflected in the C e. The scoring to be done according to the rubric. For SASAMS one score will be captur		e learner should be as	ssessed on h	nis/her ability to write at	least 3 short sentences
TOTAL SCORE				20		
Scores will be c	aptured on SASAMS. The score will be converted to a percentage to indicate level	vel 1-7 for the repo	ort card.			

l l l l l l l l l l l l l l l l l l l	FAL GRAD	DE 2: TERN	/ 1 Score	es using ru	ubrics
	Listening & Speaking	Phonics	Reading	Writing	Comment
	Listens and responds to a simple recount	Identifies letter sound relationships of most single letters (3 vowels and 10 consonants)	Sight words: 30-40 words	Using a writing frame completes 3 sentences by filling in the missing words	
Date	_				
Score	5	5	5	5	
Names of learners					
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	FAL	GRA	DE 2: TE	RM 1	Checkli	st	
Listenin	ig & Spe	eaking	Phonics	Rea	ading	Writing	Comments
Demonstrates understanding of basic oral vocabulary by pointing and to objects	ldentifies a picture from a simple oral description	Follows a sequence of instructions	Builds up and breaks down three letter words using sounds learnt	Shows understanding of punctuation when reading aloud.	Oral reading text : 20-30 words (1 – 2 sentences per page)	Writes a caption for a picture	
		ristening of basic oral y by pointing and to objects picture from a simple oral picture from a simple oral	y by pointing and to objects picture from a simple oral sequence of instructions	Tistenuing of basic oral ates understanding of basic oral by pointing and to objects       Hermitian and to objects         picture from a simple oral picture from a simple oral and breaks down three letter words       and breaks down three letter words	y by pointing and to objects picture from a simple oral sequence of instructions and breaks down three letter words nds learnt oud.	Tistenuing of basic oral ates understanding of basic oral picture from a simple oral picture from a simple oral and breaks down three letter words learnt derstanding of punctuation when oud.       Beneficient as a simple oral and breaks down three letter words learnt and breaks down	y by pointing and to objects picture from a simple oral sequence of instructions and breaks down three letter words nds learnt derstanding of punctuation when oud. Ing text : 20-30 words fences per page) caption for a picture

		GRADE 2 RU	BRIC : Term 1		
		LISTENING A	ND SPEAKING		
Activity	1	2	3	4	5
Listens and responds to a simple recount in (3 sentences)	Learner is unable to respond to a simple recount without the support of the teacher.	Learner listens and responds to a simple recount in 1 simple sentence	Learner listens and responds to a simple recount in 2 simple sentences	Learner listens and responds to a simple recount in 3 simple sentences	Learner listens and responds to a simple recount in more than 3 sentences independently and with confidence.
		РНО	NICS		
Activity	1	2	3	4	5
Identifies letter sound relationships of all single letters ( at least 3 vowels and 10 consonants)	Identifies letter-sound relationships of 1 to 8 single letters correctly. Tends to confuse letter-sound relationship.	Identifies letter-sound relationships of 9-10 single letters correctly	Identifies letter-sound relationships of 11-12 single letters correctly	Identifies letter-sound relationships of 13 single letters correctly	Identifies letter-sound relationships of 13 and single letters correctly
		REA	DING		
Activity	1	2	3	4	5
Word Recognition: sight words: 30-40 words	Poor word recognition skills. Needs support from teacher to read 1-9 words	Recognises between 10-19 familiar sight words	Recognises between 20-29 familiar sight words	Recognises between 30-39 familiar sight words	Recognises more than 40 familiar sight words
		WRI	TING		
Activity	1	2	3	4	5
Writes the missing words in a writing frame to complete a text (at least 3 sentences).	Learner is able to complete 1 word in a writing frame with support	Learner is able to complete 1 sentence in a writing frame	Learner is able to complete 2 sentences in a writing frame by writing the correct words.	Learner is able to complete 3 sentences in a writing frame by writing the correct words.	Learner is able to complete a writing frame of more than 3 sentences by writing the correct words.

Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and	<ul> <li>Gives a simple recount in at least 2-3 sentences (personal news etc.)</li> </ul>	Observation	Rubric	5		
Speaking:	<ul><li>Demonstrates understanding of some basic oral vocabulary: point/actions</li><li>Answer simple questions</li></ul>	& Oral	Checklist	n/a	By Week 9	
fforded opportu	and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is nities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner S there must be 1 score for Listening and Speaking.					
Phonics: Written	<ul> <li>Identify letter sound relationships of all single letters (at least 5 vowels and 20 consonants)</li> </ul>	Observation&	Rubric Class work	5		
Phonics: Written and	<ul> <li>Matching initial sounds with pictures and words</li> <li>Cross out or circle the odd word in a word family e.g. hat, bat, mat, cat, cot</li> <li>Write 2 words using sounds learnt e.gat, -et, -it, -ot, -ut</li> </ul>	Written & oral	book Worksheet Checklist	n/a	By Week 9	
These skills will poportunities to	be observed and assessed during your oral/practical lesson activities. Each skill is not meant demonstrate these skills orally and practically in daily lessons. Phonics written activity should be r		ent activity but rati			
Teacher notes These skills will opportunities to mediated with al	be observed and assessed during your oral/practical lesson activities. Each skill is not meant demonstrate these skills orally and practically in daily lessons. Phonics written activity should be r l learners accordingly. For SASAMS you should have 1 score for Phonics Group Guided Reading Sessions	no longer than 15 m	ent activity but rati inutes and it shou	ld be done i		
Teacher notes These skills will opportunities to	<ul> <li>be observed and assessed during your oral/practical lesson activities. Each skill is not meant demonstrate these skills orally and practically in daily lessons. Phonics written activity should be r I learners accordingly. For SASAMS you should have 1 score for Phonics</li> <li>Group Guided Reading Sessions</li> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 30-40 words and ask questions about the text.</li> </ul>		ent activity but rati inutes and it shou Rubric	ld be done i 5		
eacher notes These skills will pportunities to nediated with al Reading: Oral	be observed and assessed during your oral/practical lesson activities. Each skill is not meant demonstrate these skills orally and practically in daily lessons. Phonics written activity should be r l learners accordingly. For SASAMS you should have 1 score for Phonics Group Guided Reading Sessions • Assess each learner on oral reading choose a text (DBE Workbook, Reader)	no longer than 15 m Observation	ent activity but rati inutes and it shou	ld be done i	in small groups so that	
eacher notes hese skills will pportunities to nediated with al Reading: Oral Geacher notes During your Gro	<ul> <li>be observed and assessed during your oral/practical lesson activities. Each skill is not meant demonstrate these skills orally and practically in daily lessons. Phonics written activity should be r I learners accordingly. For SASAMS you should have 1 score for Phonics</li> <li>Group Guided Reading Sessions <ul> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 30-40 words and ask questions about the text.</li> <li>Word recognition: Sight words: 40 - 50 words</li> </ul> </li> <li>up Guided Reading sessions in weeks 7 to 9 assess every learner on oral reading using a text wh f 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activities</li> <li>Writes simple sentences (3 short sentences) using phonic word list and common</li> </ul>	Observation Observation & Oral	ent activity but rati inutes and it shou Rubric Checklist Is (word recognitio	Id be done i 5 n/a n, fluency, c tured for Re	n small groups so that By Week 9 comprehension e.g. 2 -	the activities can 3 oral questions)
eacher notes hese skills will pportunities to nediated with al Reading: Oral Geacher notes During your Gro	<ul> <li>be observed and assessed during your oral/practical lesson activities. Each skill is not meant demonstrate these skills orally and practically in daily lessons. Phonics written activity should be r I learners accordingly. For SASAMS you should have 1 score for Phonics</li> <li>Group Guided Reading Sessions <ul> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 30-40 words and ask questions about the text.</li> <li>Word recognition: Sight words: 40 - 50 words</li> </ul> </li> <li>up Guided Reading sessions in weeks 7 to 9 assess every learner on oral reading using a text wh f 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activitie</li> <li>Writes simple sentences (3 short sentences) using phonic word list and common sight words already taught</li> </ul>	Observation Observation & Oral	ent activity but rati inutes and it shou Rubric Checklist Is (word recognitio score will be cap Class workbook	Id be done i 5 n/a n, fluency, c	n small groups so that By Week 9 comprehension e.g. 2 -	the activities can 3 oral questions)
eacher notes hese skills will pportunities to hediated with al Reading: Oral <u>eacher notes</u> During your Gro haximum time c	<ul> <li>be observed and assessed during your oral/practical lesson activities. Each skill is not meant demonstrate these skills orally and practically in daily lessons. Phonics written activity should be r I learners accordingly. For SASAMS you should have 1 score for Phonics</li> <li>Group Guided Reading Sessions <ul> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 30-40 words and ask questions about the text.</li> <li>Word recognition: Sight words: 40 - 50 words</li> </ul> </li> <li>up Guided Reading sessions in weeks 7 to 9 assess every learner on oral reading using a text wh f 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activities</li> <li>Writes simple sentences (3 short sentences) using phonic word list and common</li> </ul>	Observation Observation & Oral Nich has 30-40 word es. For SASAMS, 1	ent activity but rati inutes and it shou Rubric Checklist Is (word recognitio score will be cap Class	Id be done i 5 n/a n, fluency, c tured for Re	in small groups so that By Week 9 comprehension e.g. 2 - ading (word recognitio	the activities can
eacher notes These skills will opportunities to nediated with al Reading: Oral Ceacher notes During your Gro naximum time of Writing: Eeacher notes By Week 9 learn	<ul> <li>be observed and assessed during your oral/practical lesson activities. Each skill is not meant demonstrate these skills orally and practically in daily lessons. Phonics written activity should be r I learners accordingly. For SASAMS you should have 1 score for Phonics</li> <li>Group Guided Reading Sessions <ul> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 30-40 words and ask questions about the text.</li> <li>Word recognition: Sight words: 40 - 50 words</li> </ul> </li> <li>up Guided Reading sessions in weeks 7 to 9 assess every learner on oral reading using a text wh f 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activitie</li> <li>Writes simple sentences (3 short sentences) using phonic word list and common sight words already taught</li> </ul>	Observation Observation & Oral Nich has 30-40 word es. For SASAMS, 1 Written	ent activity but rati inutes and it shou Rubric Checklist Is (word recognitio score will be cap Class workbook Rubric Checklist	Id be done i 5 n/a n, fluency, c tured for Re 5 n/a	n small groups so that By Week 9 comprehension e.g. 2 - ading (word recognitio By Week 9	the activities can 3 oral questions) n and oral reading

	FAL G	GRADE 2:	TERM 2 Sc	ores using r	ubrics
	Listening & Speaking	Phonics	Reading	Writing	Comment
	Gives a simple recount in 2-3 sentences about a school event	Identify letter sound relationships of all single letters (at least 4 vowels and 15 consonants)	<b>Oral reading</b> text : 30 -40 words	Writes short simple sentences with phonic sounds and common sight words learnt	
Date					
Score	5	5	5	5	
Names of learners					
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				F	AL GRA	DE 2: TE	RM 2 Che	cklist	
		Listenin Speaki	ng & ing		Phonics	;	Reading	Writing	Comment
	<b>√ </b> ×	Demonstrates understanding of some basic oral vocabulary: point/actions	Answer simple questions	Matching initial sounds with pictures and words	Cross out or circle the odd word in a word family e.g. hat, bat, mat, cat, cot	Write 2 words using sounds learnt e.gat, -et, -it, -ot, -ut	Word recognition: Sight words: 40 - 50 words	Writes 3 sentences using punctuation.	
	Date								
Na	mes of learners								
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		GRADE 2 RU	BRIC : Term 2		
		LISTENING A	ND SPEAKING		
Activity	1	2	3	4	5
Gives a simple recount (3 sentences) about a school event etc	Repeats 1 sentence of a recount with the teacher	Is able to give a simple recount in 1 sentence but in FAL	Is able to give a simple recount in 2 sentences in FAL	Is able to give a simple recount in 3 sentences fluently in FAL.	Is able to give a simple recount in more than 3 sentences fluently using correct vocabulary in FAL
		PHO	NICS		
Activity	1	2	3	4	5
Identifies letter sound relationships of all single letters ( at least 5 vowels and 20 consonants)	Identifies letter-sound relationships of 1 to 9 single letters correctly. Tends to confuse letter-sound relationship.	Identifies letter-sound relationships of 10-14 single letters correctly	Identifies letter-sound relationships of 15-19 single letters correctly	Identifies letter-sound relationships of 20-25 single letters correctly	Identifies letter-sound relationships of 26 single letters correctly
		REA	DING		
Activity	1	2	3	4	5
Oral Reading: 30-40 words	Reads from own book a text of 1-9 words with support from the teacher.	Reads word by word a text of 10-19 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 20-29 words and responds correctly to 3 questions	Reads fluently from own book a text of 30-39 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 40 words and responds correctly to 3 questions
		WRI	TING		
Activity	1	2	3	4	5
Writes short simple sentences with phonic sounds and common sight words learnt (at least 3 sentences)	Copies 1 short simple sentence with phonic sounds with support	Writes 2 short simple sentence with phonic sounds words learnt	Writes 3 short simple sentence with phonic sounds and common sight words learnt	Writes 3 short simple sentence with phonic sounds and common sight words learnt using capital letters and full stops	Writes more than 3 short simple sentence with phonic sounds and common sight words learnt using capital letters and full stops

Component	FAL: Grade 2:1 What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
	<ul> <li>Retells a story that is told or read (at least 3 or 4 sentences)</li> </ul>		Rubric	5		-
Listening and	<ul> <li>Gives a simple recount</li> </ul>	Observation	_		By Week 9	
Speaking:	<ul> <li>Answer simple literal questions about text/story</li> </ul>	& Oral	Checklist	n/a		
Feacher notes	Demonstrates understanding of basic vocabulary					
hese Listening						
Phonics: Oral Written	<ul> <li>Build up and break down words</li> <li>Group word families</li> <li>Recognises words with – ed, -ing ends</li> <li>Consonant blends: sh-, ch-, th, at beginning and end of words</li> </ul>	Observation & Oral	Checklist	n/a	By Week 9	
VIIILEII	Spelling: Word list of 10 words and 1-2 sentences dictation	Written	Class book Rubric	10 + 5	By Week 9	
	be observed and assessed during your oral lesson activities. Each skill is not meant to be an ass		t rather you should			
These skills will o demonstrate t Reading:	<ul> <li>these skills orally and practically in daily lessons. Every learner should be assessed on their ability</li> <li>Group Guided Reading Sessions</li> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader)</li> </ul>	o to recognise the 20 Observation	t rather you should		MS you should have	
These skills will o demonstrate t	these skills orally and practically in daily lessons. Every learner should be assessed on their ability <b>Group Guided Reading Sessions</b>	to recognise the 20	t rather you should 6 initial letter sounds	s. For SASA		
These skills will to demonstrate t Reading: Oral <u>Teacher notes</u> During your Gro	<ul> <li>these skills orally and practically in daily lessons. Every learner should be assessed on their ability</li> <li>Group Guided Reading Sessions</li> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 40-50 words and ask questions about the text.</li> </ul>	Observation & Oral	t rather you should of initial letter sounds Rubric Checklist	s. For SASA 5 n/a , fluency, co	MS you should have By Week 9 mprehension e.g. 2 -	1 score (spelling)
These skills will o demonstrate to Reading: Oral During your Gro maximum time co	<ul> <li>these skills orally and practically in daily lessons. Every learner should be assessed on their ability</li> <li>Group Guided Reading Sessions</li> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 40-50 words and ask questions about the text.</li> <li>Word recognition: Sight words: 40 - 50 words</li> <li>up Guided Reading sessions in weeks 7 to 9: assess every learner on oral reading using a text whether the section of the sec</li></ul>	Cobservation Observation & Oral	t rather you should of 6 initial letter sounds Rubric Checklist ds (word recognition score will be captur Rubric	s. For SASA 5 n/a , fluency, co	MS you should have By Week 9 mprehension e.g. 2 - ing (oral reading)	1 score (spelling)
These skills will o demonstrate t Reading: Oral During your Gro	<ul> <li>these skills orally and practically in daily lessons. Every learner should be assessed on their ability</li> <li>Group Guided Reading Sessions</li> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 40-50 words and ask questions about the text.</li> <li>Word recognition: Sight words: 40 - 50 words</li> <li>up Guided Reading sessions in weeks 7 to 9: assess every learner on oral reading using a text whof 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activities</li> </ul>	Observation & Oral	t rather you should 6 initial letter sounds Rubric Checklist ds (word recognition score will be captur	s. For SASA 5 n/a , fluency, co	MS you should have By Week 9 mprehension e.g. 2 -	1 score (spelling)
These skills will o demonstrate t Reading: Oral <u>Feacher notes</u> During your Gro naximum time c Writing: Feacher notes	<ul> <li>these skills orally and practically in daily lessons. Every learner should be assessed on their ability</li> <li>Group Guided Reading Sessions <ul> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 40-50 words and ask questions about the text.</li> <li>Word recognition: Sight words: 40 - 50 words</li> </ul> </li> <li><i>up Guided Reading sessions in weeks 7 to 9: assess every learner on oral reading using a text what f 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activities</i></li> <li>Writes and illustrates birthday card /a get well card</li> <li>Writes a sentence from dictation, punctuate the sentence.</li> </ul>	to recognise the 2     Observation     & Oral	t rather you should of 6 initial letter sounds Rubric Checklist ds (word recognition score will be captur Rubric Class workbook Checklist	s. For SASA 5 n/a fluency, co red for Readu 5 n/a	MS you should have By Week 9 mprehension e.g. 2 - ing (oral reading) By Week 9	1 score (spelling) 3 oral questions)

	GRADE	E 2: TERM	13 Score	s using rub	rics
	Listening & Speaking	Phonics	Reading	Writing	Comment
	Retells a story that is told or read (3 or 4 sentences)	<b>Spelling</b> : Word list of 10 words and 1-2 sentences dictation	<b>Oral reading</b> , 40-50 words	Writes and illustrates birthday card /a get well card	
Date					
Score	5	15	5	5	
Names of learners					
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16					

			FAL	GRA	DE 2	: TE	RM (	3 Che	cklist		
		Liste	ning & Sp	beaking		Ph	onics		Reading	Writing	Comment
	<b>√/×</b>	Gives a simple recount	Answer simple literal questions about text/story	Demonstrates understanding of basic vocabulary	Build up and break down words	Group word families	Recognises words with – ed, -ing ends	Consonant blends: sh-, ch-, th, at beginning and end of words	Word recognition: 40 – 50 sight words	Writes a sentence from dictation, punctuate the sentence.	
	Date										
Nar	nes of learners										
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		GRADE 2 RU	BRIC : Term 3		
		LISTENING A	ND SPEAKING		
Activity	1	2	3	4	5
Retells a story that is told or read in 3 to 4 sentences	Can retell 1 sentence after much repetition with teacher	Can only retell the 1 sentence related to the beginning of a story	Is able to retell the beginning of a story in 2 sentences fluently using correct vocabulary in FAL	Is able to retell a story in 3 sentences fluently using correct vocabulary in FAL	Is able to retell a story in 4 or more sentences fluently with expression and gestures using correct vocabulary in FAL
		РНО	NICS		
Activity	1	2	3	4	5
Spelling: Word list of 10 words	Cannot keep up to write	He/she needs assistance to	Write sentences from dictation	Good at sentences writing from	Excellent when he/she needs
and 1-2 sentences dictation	sentences as teacher dictates.	write sentences from dictation	but mistakes still occur.	dictation	to capture sentences from dictation
		REA	DING	•	
Activity	1	2	3	4	5
Oral Reading: 40-50 words	Reads from own book a text of 1- 19 words with support from the teacher.	Reads word by word a text of 20-29 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 30-39 words and responds correctly to 3 questions	Reads fluently from own book a text of 40-49 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 50 words and responds correctly to 3 questions
		WRI	TING		
Activity	1	2	3	4	5
Writes and illustrates birthday	Does illustration for birthday card	Writes and illustrates birthday	Writes and illustrates birthday	Writes and illustrates birthday	Writes and illustrates birthday
card /a get well card	/a get well card with support	card /a get well card with a message of 3-4 words	card /a get well card with a message of 5-6 words	card /a get well card with a message of 7-8 words	card /a get well card with a message of 9-10 words

Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and	<ul> <li>Using a frame gives a simple recount of at least 3 to 4 sentences on personal news</li> </ul>	Observation	Rubric	5		
Speaking:	<ul> <li>Demonstrates an understanding of some basic vocabulary</li> <li>Answer simple literal questions about story/text</li> </ul>	& Oral	Checklist	n/a	By Week 8	
fforded oppor	g and Speaking skills will be observed and assessed during your oral lesson activities. Each skill i tunities to demonstrate these skills orally and practically in daily lessons. By Week 7/8 every learne istening and Speaking.					
Phonics:	<ul> <li>Write word with short vowels e.g. ag, eg, ig, og , ug &amp; group common words into word families</li> </ul>	Observation,	Class work book	10	By Week 7	
Written	<ul> <li>Word building consonant blends and recognises consonant digraphs at the beginning of words (fl, sl, gr, pl, etc)</li> <li>Word building with vowel digraphs (-oo-; -ee-)</li> </ul>	written & oral	Worksheet Checklist	n/a		
Teacher note Phonics writter scores (Writte	activity should be no longer than 15 minutes and it should be done in small groups so that the act	tivities can be media	ted with all learners a	ccordingly.	For SASAMS you sh	ould have 1
Reading: Oral	<ul> <li>Group Guided Reading Sessions</li> <li>Assess each learner individually 50-60 sight words (Big Book, Theme, Reader)</li> </ul>	Observation & Oral	Checklist	n/a	By Week 8	
Mi						
Reading: Written Comprehension	<ul> <li>Choose a short reading passage of 50 - 60 words (DBE Workbook or Reader) Types of questions</li> <li>Multiple choice questions</li> <li>Fill in the missing words (cloze procedure)</li> </ul>	Written	Worksheet Class work book	5	By Week 7	
Reading: Written Comprehension Teacher note Learners shoul	<ul> <li>Reader) Types of questions</li> <li>Multiple choice questions</li> <li>Fill in the missing words (cloze procedure)</li> </ul>	Veek 7 one <u>written</u> d	Class work book	/ should be	done as a whole clas	
Reading: Written Comprehension Ceacher note earners shoul	<ul> <li>Reader) Types of questions</li> <li>Multiple choice questions</li> <li>Fill in the missing words (cloze procedure)</li> <li>d be assessed on <u>one oral reading activity</u> in the Group Guided Reading session in Weeks 8. By W</li> </ul>	Veek 7 one <u>written</u> d	Class work book	/ should be	done as a whole clas	
Reading: Written Comprehension Teacher note Learners shou 20 minutes. Th Writing: Teacher note	<ul> <li>Reader) Types of questions</li> <li>Multiple choice questions</li> <li>Fill in the missing words (cloze procedure)</li> <li>d be assessed on <u>one oral reading activity</u> in the Group Guided Reading session in Weeks 8. By We passage should be read to the class and the comprehension activities should be mediated accord</li> <li>Writes at least 3 sentences on a on a familiar topic/picture using capital letters and full stops</li> <li>armers should be assessed formally on 1 written recording which should be reflected in the Class of the clas</li></ul>	Veek 7 one <u>written</u> o dingly. For SASAM Written	Class work book comprehension activity S you should have 1 s Class workbook Rubric	/ should be core for Rea 5	done as a whole clas ading (written compr By Week 7	ehension)

	FA	L GR/	ADE 2: TE	RM 4 Che	cklist
	Listen Speal	ing &	Phonics	Reading	Comment
√/⊁	Demonstrates an understanding of some basic vocabulary	Answer simple literal questions about story/text	Word building consonant blends and recognises vowel digraphs (oo,ee) at the beginning of words (fl, sl, gr, pl, etc)	Assess each learner on <b>oral reading</b> choose a text which has at least <b>60 – 70</b> <b>words</b> and ask questions about the text	
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Names of learners					
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		FAL G	RADE 2: TERM 4	Scores using ru	brics	
	-	Listening & Speaking	Phonics	Reading	Writing	Comment
		Using a frame gives a simple recount of 3 to 4 sentences on personal news etc	Written activity: Write word with short vowels ( ag, eg, ig, og , ug, and group common words into word families	Written comprehension Choose a short reading passage of 50 – 60 words : Types of questions: Multiple choice questions Fill in the missing words	Writes 3 sentences on a on a familiar topic/picture using capital letters and full stops	
	Date					
	Score	5	10	5	5	
Nar	nes of learners					
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	GRADE 2 RUBRIC : Term 4									
	LISTENING AND SPEAKING									
Activity	1	2	3	4	5					
Using a frame, gives a simple recount of 3 to 4 sentences on personal news	Using a frame, gives a simple recount of 1 sentence with support	Using a frame, gives a simple recount of 2 sentences on personal news	Using a frame, gives a simple recount of 3 sentences on personal news	Using a frame, gives a simple recount of 4 sentences on personal news	Using a frame, gives a simple recount of 4 sentences and more on personal news					
		WRI	TING							
Activity	1	2	3	4	5					
Writes 3 sentences on a on a familiar topic/picture using capital letters and full stops	Write a 1 word caption for the picture with support	Writes a 1 sentence of 3 words with support.	Writes 1 simple sentence about a picture independently	Writes 2 simple sentences about a picture using capital letters and full stops	Writes 3 simple sentences about a picture using capital letters and full stops.					

## Grade 3

Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and	<ul> <li>Retells a story, which is told or read in at least 3 to 4 sentences using props (poster/puppet/mask).</li> </ul>	Observation &	Rubric	5	By Wook 0	
Speaking:	<ul><li>Demonstrates an understanding of oral vocabulary.</li><li>Understands and responds to simple questions</li></ul>	Oral	Checklist	n/a	By Week 9	
afforded opportu	and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not r Inities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner mus nust be 1 score for Listening and Speaking.					
Phonics: Oral	<ul> <li>Builds and sounds out short (3 and 4-letter) words using sounds learnt.</li> <li>Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning and end of a words</li> </ul>	Oral, Observation &	Checklist	n/a	By Week 9	
Phonics: Written	Spelling: Word list of 10 words and 1 sentence dictation	Written	Class work book	10		
Teacher notes At least one spe	lling test must be recorded as a formal assessment activity. For SASAMS you should have 1 score (spe	elling).				
Reading:	<ul> <li>Group Guided Reading Sessions</li> <li>Sight words Assess each learner individually 50 – 60 sight words (Big Book, Theme, Reader)</li> </ul>	Observation &	Checklist	n/a	By Week 9	
Oral	<ul> <li>Group Guided Reading Sessions</li> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 50-60 words and ask questions about the text.</li> </ul>	Oral	Rubric	5	by Week 9	
	up Guided Reading sessions in weeks 7 to 9: assess every learner on oral reading which has 50-60 we utes per learner) The scoring to be done according to the rubric for oral reading activities. For SASAMS					ions) maximum
Writing:	<ul> <li>Writes and illustrates a familiar story using capital letters and full stops (at least 3-5 sentences)</li> </ul>	Written	Class work book /Rubric/ Checklist	5	By Week 9	
Teacher notes	" ers should be assessed formally on 1 written recording which should be reflected in the Class workboo	k. The scoring to be	e done according t	to the rubri	c. For SASAMS one	e score will be
By Week 9 learn captured for writi	ina.					

	F/	AL GRADE	3: TERM	1 Scores	using rubi	rics
		Listening & Speaking	Phonics	Reading	Writing	Comment
		Retells a story, which is told or read in 3 to 4 sentences using props (poster/puppet/mask).	Spelling: Word list of 10 words and 1-2 sentences dictation 1 mark for correct answer	<b>Oral Reading</b> : 50 - 60 words	Writes and illustrates a familiar story using capital letters and full stops (3-5 sentences	
	Date					
	Score	5	10	5	5	
Nai	nes of learners					
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	FAL	GRADE	3: TEF	RM 1 Che	ecklist	
	Liste Spe	ning & aking	Pho	onics	Reading	Comment
√/×	Demonstrates an understanding of oral vocabulary.	Understands and responds to simple questions	Recognises consonant diagraphs (sh, ch, th, wh) - begin and end of words	Builds and sounds out short (3 and 4-letter) words using sounds learnt.	Sight words: 60-70 words	
Date						
Names of learners						
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		GRADE 3 RU	BRIC : Term 1		
		LISTENING A	ND SPEAKING		
Activity	1	2	3	4	5
Retells a story that is told or	Can retell 1 sentence after	Can only retell the 1 sentence	Is able to retell the beginning	Is able to retell a story in 3	Is able to retell a story in 4
read in 3-4 sentences using	much repetition with teacher	related to the beginning of a	of a story in 2 sentences	sentences fluently using	sentences fluently with
props		story	fluently using correct	correct vocabulary in FAL	expression and gestures using
			vocabulary in FAL		correct vocabulary in FAL
		RE	EADING		
Activity	1	2	3	4	5
Oral Reading: 50-60 words	Reads from own book a text of	Reads word by word a text of	Reads aloud from own book a	Reads fluently from own book	Reads fluently from own book
	10- 29 words with support from	30-39 words and responds	text of 40-49 words and	a text of-50-59 words and	a text of more than 60 words
	the teacher.	correctly to 1-2 questions	responds correctly to 3	responds correctly to 3	and responds correctly to 3
			questions	questions	questions
		WRI	TING		
Activity	1	2	3	4	5
Writes and illustrates a familiar	Able to copy 1-2 words and	Able to write a familiar story in	Able to write a familiar story in	Able to write familiar story in 4	Able to write a familiar story in
story using capital letters and	draw 1 picture for a story with	2 sentences using a frame with	3 sentences using a frame with	sentences using correct	more than 5 sentences using
full stops (3-5 sentences)	support	1 illustration	2 illustrations.	punctuation with 3-4	correct punctuation, spelling
				appropriate illustrations.	and grammar with 5-6
					appropriate illustrations.

	FAL	GRADE 3: T	ERM 2	Scores using rubric	CS	
	Listening &	Phonics	01	Reading	Language use Writing	Comment
	Speaking		Oral	Written		
	<b>Oral:</b> Gives a simple oral summary of 3 or 4 sentences of a non-fiction text	Phonics: written: Uses consonant blends (-ng, -nk, -ck, ch-, cl-) Recognises vowel diagraphs (ea, oo, oa) 1 mark for a correct answer	Sight words: 60-70 words	Comprehension: written Choose a short reading passage with <b>70-80 words</b> <u>Types of questions</u> Multiple choice questions Fill in the missing words Sequence events in a story <b>1 mark for a correct answer</b>	Language Usage Punctuation, Tenses Plurals Nouns 1 mark for a correct answer	
Date						
Score	5	10	5	10	10	
Names of learners						
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Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and	<ul> <li>Oral presentation : Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text (DBE Workbook, Reader, Theme Poster etc)</li> </ul>	Observation &	Rubric	5	By Week 9	
Speaking:	<ul> <li>Demonstrates an understanding of oral vocabulary.</li> <li>Listens to non-fiction text and answer comprehension questions- oral</li> </ul>	Oral	Checklist	n/a		
afforded opport	n and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is i unities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner m ening and Speaking.					
Phonics: Written	<ul> <li>Word level and sentence level</li> <li>Uses consonant blends (-ng, -nk, -ck, ch-, cl-)</li> <li>Recognises vowel diagraphs, ea, oo, oa</li> <li>1 mark for correct answer</li> </ul>	Written Observation & Oral	Class work book Worksheet Checklist	10	By Week 8	
Phonics: Oral	<ul> <li>Distinguish between long and short vowels sounds orally</li> <li>Recognises silent "e" in words.</li> </ul>	Uldi	Oneckilat	n/a	Week 9	
shauld ha assa	and in a written format value a warkabact which will include written abanian and compare bandan as					
	ssed in a written format using a worksheet which will include written phonics and comprehension ac	tivities too. For SASA	AMS you should have	e 1 score (W	ritten phonic activit	<u>y)</u>
Reading: Oral Reading:	Group Guided Reading Sessions Sight words Assess each learner individually 60-70 sight words - Big Book, Theme Choose a short reading passage with 60-70 words (DBE Workbook or Reader) Types of questions:	Observation & Oral	MS you should have Rubric Worksheet Class work	5	Week 7 & 8	<u>y)</u>
Reading: Oral Reading:	Group Guided Reading Sessions Sight words Assess each learner individually 60-70 sight words - Big Book, Theme Choose a short reading passage with 60-70 words (DBE Workbook or Reader)	Observation &	Rubric Worksheet			y) 
Reading: Oral Reading: <sup>Comprehension</sup> Written <b>Teacher note</b> Learners shoul for 15-20 minut a worksheet wh	<ul> <li>Group Guided Reading Sessions</li> <li>Sight words Assess each learner individually 60-70 sight words - Big Book, Theme</li> <li>Choose a short reading passage with 60-70 words (DBE Workbook or Reader)</li> <li><u>Types of questions</u>: <ul> <li>Multiple choice questions &amp; Fill in the missing words and Sequence events in a story</li> </ul> </li> <li>1 mark for correct answer</li> <li>S</li> <li>d be assessed on <u>one oral reading activity</u> in the Group Guided Reading session in Weeks 7 and 8. es. The passage should be read to the class and the comprehension activities should be mediated a cich will include written phonics and comprehension activities too. For SASAMS you should have 2 s</li> </ul>	Observation & Oral Written By Week 8 <u>one writte</u> accordingly. In Week	Rubric Worksheet Class work book <u>en</u> comprehension ac 8 language usage sk	5 10 tivity should I ills should be	Week 7 & 8 By Week 8 be done as a whole assessed in a writ nsion)	e class activity
Reading: Oral Reading: Comprehension Written Ceacher note earners shoul or 15-20 minut worksheet wh Writing:	<ul> <li>Group Guided Reading Sessions</li> <li>Sight words Assess each learner individually 60-70 sight words - Big Book, Theme</li> <li>Choose a short reading passage with 60-70 words (DBE Workbook or Reader)</li> <li><u>Types of questions</u>: <ul> <li>Multiple choice questions &amp; Fill in the missing words and Sequence events in a story</li> <li>1 mark for correct answer</li> </ul> </li> <li>S <ul> <li>d be assessed on <u>one oral reading activity</u> in the Group Guided Reading session in Weeks 7 and 8.</li> <li>es. The passage should be read to the class and the comprehension activities should be mediated a cich will include written phonics and comprehension activities too. For SASAMS you should have 2 s</li> <li>With support, writes a simple set of instructions e.g. 3-4 instructions</li> </ul> </li> </ul>	Observation & Oral Written By Week 8 <u>one writte</u> accordingly. In Week cores for Reading (or	Rubric Worksheet Class work book <u>en</u> comprehension ac 8 language usage sk ral reading and writte Class work	5 10 tivity should I ills should be	Week 7 & 8 By Week 8 be done as a whole assessed in a writ	e class activity
Reading: Oral Reading: Comprehension Written <b>eacher note</b> earners shoul or 15-20 minut worksheet wh	<ul> <li>Group Guided Reading Sessions</li> <li>Sight words Assess each learner individually 60-70 sight words - Big Book, Theme</li> <li>Choose a short reading passage with 60-70 words (DBE Workbook or Reader)</li> <li><u>Types of questions</u>: <ul> <li>Multiple choice questions &amp; Fill in the missing words and Sequence events in a story</li> </ul> </li> <li>1 mark for correct answer</li> <li>S</li> <li>d be assessed on <u>one oral reading activity</u> in the Group Guided Reading session in Weeks 7 and 8. es. The passage should be read to the class and the comprehension activities should be mediated a cich will include written phonics and comprehension activities too. For SASAMS you should have 2 s</li> </ul>	Observation & Oral Written By Week 8 <u>one writte</u> accordingly. In Week	Rubric Worksheet Class work book <u>en</u> comprehension ac 8 language usage sk ral reading and writte	5 10 tivity should I ills should be en comprehei	Week 7 & 8 By Week 8 be done as a whole assessed in a writ nsion)	e class activity
Reading: Oral Reading: Comprehension Written Feacher note cearners should for 15-20 minut a worksheet wh Writing: Language use: Feacher note	Group Guided Reading Sessions         Sight words Assess each learner individually 60-70 sight words - Big Book, Theme         Choose a short reading passage with 60-70 words (DBE Workbook or Reader)         Types of questions:         • Multiple choice questions & Fill in the missing words and Sequence events in a story         1 mark for correct answer         S         d be assessed on one oral reading activity in the Group Guided Reading session in Weeks 7 and 8.         es. The passage should be read to the class and the comprehension activities should be mediated a clich will include written phonics and comprehension activities too. For SASAMS you should have 2 s         • With support, writes a simple set of instructions e.g. 3-4 instructions         • Punctuation(capital letters and full stops), Tenses, Plurals, Nouns         S         uage usage skills should be assessed in a written format using a worksheet which will include put	Observation & Oral Written By Week 8 <u>one writte</u> accordingly. In Week cores for Reading (or Written	Rubric Worksheet Class work book an comprehension ac 8 language usage sk ral reading and writte Class work book Worksheet	5 10 tivity should l ills should be <u>en comprehen</u> n/a 10	Week 7 & 8 By Week 8 be done as a whole assessed in a writ nsion) Week 9 By Week 8	e class activity tten format usin

	FAL GR	RADE 3: TE	RM 2 (	Checklis	st	
	Listening	& Speaking	Pho	nics	Writing	Comment
√/×	Demonstrates an understanding of oral vocabulary.	Listens to a non-fiction text and answer comprehension questions orally.	Recognises silent "e" in words	Distinguish between long and short vowels sounds orally	With support, writes a simple set of instructions e.g. (3-4 instructions)	
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Names of learners						
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		GRADE 3 RU	BRIC : Term 2		
		LISTENING AI	ND SPEAKING		
Activity	1	2	3	4	5
Gives a simple oral summary of 3 or 4 sentences of a non- fiction text	Does a short talk on a theme/topic/ non-fiction text after much practice and support.	Does a short talk to present a summary to present a summary on a theme/topic/ non- fiction text in 1 sentence	Does a short talk to present a summary on a theme/topic/ non-fiction text in 2 sentences	Does a short talk to present a summary on a theme/topic/ non-fiction text in 3 sentences	Does a short talk to present a summary on a theme/topic/ non-fiction text in 4 sentences
		REA	DING		
Activity	1	2	3	4	5
Word recognition: sight words: 60-70 words	Reads between 20-29 familiar sight words with teacher	Recognises and reads 40-49 familiar sight words correctly.	Recognises and reads 50-59 familiar sight words sight words correctly.	Recognises and reads 60-69 sight words confidently and correctly.	Recognises and reads more than 70 sight words confidently and correctly.

	FAL: Grade 3:T	erm 3				
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and	<ul> <li>Gives a short oral recount of a personal experience/event</li> </ul>	Observation &	Rubric	5		
Speaking:	<ul> <li>Demonstrates an understanding of oral vocabulary</li> <li>Listens to a story and answer comprehension questions orally</li> </ul>	Oral	Checklist	n/a	By Week 9	
afforded opportu there must be	and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is nities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learned score for Listening and Speaking.					
Phonics: Oral	<ul> <li>Recognises vowel digraphs ai, ay, oi, oy, ou</li> <li>Recognises consonant blends /digraphs: str, scr, tch, nch, II,ss,ff,ph</li> </ul>	Observation &	Checklist	n/a	By Week 9	
Phonics: Written	Spelling: Word list of 15 words and 1-2 sentences dictation	Oral	Class work book	15		
Phonics written a score (spelling)	<ul> <li>activity should be no longer than 15 minutes and it should be done in small groups so that the active</li> <li>Group Guided Reading Sessions</li> <li>Sight words Assess each learner individually on 60-70 sight words (Big Book, Theme,</li> </ul>	vities can be mediate	ed with all learners a	ccordingly. F 5	For SASAMS you s	should have 1
Reading: - Oral	<ul> <li>Reader) 1 mark for a correct answer</li> <li>Group Guided Reading Sessions</li> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 60 -70 words and ask questions about the text.</li> <li>1 mark for a correct answer</li> </ul>	- Observation & Oral	Class work book	5	By Week 9	
comprehensior	oup Guided Reading sessions in weeks 7 to 9 :assess every learner on at least 70-80 sign e.g. 2 - 3 oral questions) The checklist should be used for recording and scoring to be de Reading (oral reading)					
i	<ul> <li>Writes a personal recount of 5-6 sentences using capital letters and full stops</li> </ul>	\\/rittor	Rubric	5		
Writing:	<ul> <li>Write sentences in the past tense with some accuracy.</li> </ul>	Written	Checklist/Class book	n/a	By Week 8	
	rners should be assessed formally on 1 written recording which should be reflected in the g to the rubric. For SASAMS one score will be captured for writing.	Class workbook.	The checklist shou	d be used i	for recording and s	scoring to be
TOTAL SCOR				35		
Scores will be	captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for	or the report card.				

FAL GRADE 3: TERM 3 Scores using rubrics									
	Listening &	Phonics Reading		Writing	Comment				
	Speaking		0	Iral	5				
	Gives a short oral recount of a personal experience/event	Spelling test: Word list of 15 words and 1-2 sentences dictation	<b>Sight words</b> : Assess each learner individually on <b>60 – 70</b> sight words	<b>Oral reading:</b> choose a text which has at least <b>60 -70 words</b> and ask questions about the text.	Writes a personal recount of 5- 6 sentences using capital letters and full stops				
Date									
Score	5	15	5	5	5				
Names of learners									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

FAL GRADE 3: TERM 3 Checklist								
		Listening & Speaking		Phonics		Comment		
√/×	Demonstrates an understanding of oral vocabulary	Listens to a story and answer comprehension questions orally	Recognises vowel digraphs ai, ay, oi, oy, ou	Recognises consonant blends /digraphs: str, scr, tch, nch, ll,ss,ff,ph	Write sentences in the past tense with some accuracy.			
Date								
Names of learners								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

GRADE 3 RUBRIC : Term 3										
LISTENING AND SPEAKING										
Activity	1	2	3	4	5					
Gives a short oral recount of a	Using a frame, gives a simple	Using a frame, gives a simple	Using a frame, gives a simple	Gives a simple recount of 4	Gives a simple recount of 5					
personal experience/ event in	recount of 1 sentence with	recount of 2 sentences on	recount of 3 sentences on	sentences on a personal	sentences on a personal					
4-5 sentences	support	personal news/event	personal news/event	experience/event	experience/event					
READING										
Activity	1	2	3	4	5					
Word recognition: sight	Reads between 20-25 familiar	Recognises and reads 50-59	Recognises and reads 60-69	Recognises and reads 70-79	Recognises and reads more					
words: 70-80 words	sight words with teacher	familiar sight words correctly.	familiar sight words sight words	sight words confidently and	than 80 sight words confidently					
	-		correctly.	correctly.	and correctly.					
	•	WRI	TING	• • •	• • • • •					
Activity	1	2	3	4	5					
Writes 5-6 sentences on a	Able to copy and 1-2 missing	Able to write 1 sentence on a	Able to write 2-3 sentences on	Able to write 5 relevant	Able to write more than 6					
familiar topic using capital	words with support	familiar topic using a frame.	a familiar topic using capital	sentences on a familiar topic	relevant sentences on a					
letters and full stops			letters and full stops correctly.	using correct grammar,	familiar topic using correct					
				spelling and punctuation.	grammar, spelling and					
					punctuation.					

Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul> <li>Oral presentation: Short talk about the picture or photograph / Theme poster in at least 4-5 sentences</li> </ul>	Observation & Oral	Rubric	5	Week 5 & 6	
afforded oppor	5 g and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is n tunities to demonstrate these skills orally and practically in daily lessons. By Week 7 every learner tograph etc. For SASAMS there must be 1 score for Listening and Speaking.					
Phonics: Written	<ul> <li>Word level and sentence level</li> <li>Recognises vowel digraphs: ar, er, ir, or, ur,</li> <li>Recognises some suffixes: es, ies, ly, ing, ed</li> </ul>	Observation & Written	Class work book/Worksheet	10	By Week 8	
assessed in a v	, activity should be no longer than 15 minutes and it should be done in small groups so that the activit written format using a worksheet which will include comprehension activities and language usage skill	ls too. For SASAM				onics should be
Reading: Oral	<ul> <li>Group Guided Reading Sessions (Big Book, Theme, Reader)</li> <li>Sight words Assess each learner individually on 70-80 sight words</li> </ul>	Observation & Oral	Rubric		Week 6 & 7	
Reading: Comprehensi on Written	<ul> <li>Choose a reading passage with 80 to 100 words (DBE Workbook or Reader) <u>Types of questions</u>:</li> <li>Multiple choice questions &amp; Fill in the missing words</li> <li>Sequence events in a story &amp; Recall, literal questions</li> </ul>	Written	Worksheet / Class work book	10	By Week 8	
ubric for oral re activities shoul	<ul> <li>Guided Reading sessions in weeks 6 to 7 :assess every learner on at least 70-80 words sight eading activities. By Week 8 <u>one written</u> comprehension activity should be done as a whole class act d be mediated accordingly. In Week 8 written phonics, comprehension and language usage skills sho ding (oral reading and written comprehension).</li> <li>Writes at least 4-6 sentences on a familiar topic using capital letters and full stops</li> </ul>	tivity for 15-20 minι	ites. The passage sho	ould be rea	d to the class and th	e comprehensio
Language use:	<ul> <li>Punctuation (capital letters and full stops)</li> <li>Tenses, Plurals, nouns</li> </ul>	Written	Worksheet / Class work book	5	By Week 8	
eacher notes	, , ,	en phonics and co	1	s too. For	SASAMS 2 score v	vill be captured
vriting. (langua				40		

FAL GRADE 3: TERM 4 Scores using rubrics									
	Listening	Phonics:	Reading			Language	Comment		
	& Speaking	Written	Oral	Written	Writing	use	Comment		
	Oral presentation: Short talk about the picture or photograph / Theme poster in 4-5 sentences	Recognises vowel digraphs: ar, er, ir, or, ur, Recognises some suffixes: es, ies, ly, ing, ed	Sight words Assess each learner individually on 70-80 sight words	Written comprehension Multiple choice questions & Fill in the missing words Sequence events in a story & Recall, literal questions	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, Plurals, Nouns			
Date									
Score	5	10	5	10	5	5			
Names of learners									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

GRADE 3 RUBRIC : Term 4										
LISTENING AND SPEAKING										
Activity	1	5								
Oral presentation: Short talk	With support and practice is	Does a prepared talk about a	Does a prepared talk about a	Does a well prepared talk	Does a well prepared talk					
about the picture or	able to name 2-3 objects in	familiar picture or photograph/	familiar picture or photograph/	about a familiar picture or	about a familiar picture or					
photograph/ Theme poster in	picture or photograph / poster	Theme poster stating 3 details	Theme poster in 3 complete	photograph/ Theme poster in 4	photograph/ Theme in 5					
4-5 sentences		in incomplete sentences	sentences stating 3 details	complete sentences stating 4	complete sentences stating 5					
				details	or more details					
READING										
Activity	1	2	3	4	5					
Word recognition: sight words:	Reads between 20-25 familiar	Recognises and reads 50-59	Recognises and reads 60-69	Recognises and reads 70-79	Recognises and reads more					
70-80 words	sight words with teacher	familiar sight words correctly.	familiar sight words sight words	sight words confidently and	than 80 sight words confidently					
			correctly.	correctly.	and correctly.					
		WRI	TING							
Activity	1	2	3	4	5					
Writes 4-6 sentences on a	Able to copy and 1-2 missing	Able to write 1 sentence on a	Able to write 2-3 sentences on	Able to write 5 relevant	Able to write more than 6					
familiar topic using capital	words with support	familiar topic using a frame.	a familiar topic using capital	sentences on a familiar topic	relevant sentences on a					
letters and full stops			letters and full stops correctly.	using correct grammar,	familiar topic using correct					
				spelling and punctuation.	grammar, spelling and					
					punctuation.					

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