



FOUNDATION PHASE FIRST ADDITIONAL LANGUAGE SBA EXEMPLAR BOOKLET GRADES 1-3



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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.



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Table of Contents

| | |
|--|----|
| Grade 1 First Additional Language Frameworks, Checklists and Rubrics | 5 |
| Grade 2 First Additional Language Frameworks, Checklists and Rubrics | 22 |
| Grade 3 First Additional Language Frameworks, Checklists and Rubrics | 39 |

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.

| Table 1 FIRST ADDITIONAL LANGUAGE (FAL) SA-SAMS weightings | | | | |
|--|----------------------|-------------|------------|------------|
| Language Components | | Grade 1 | Grade 2 | Grade 3 |
| Listening and Speaking | | 50% | 40% | 20% |
| Phonics and Spelling | | 12% | 13% | 13% |
| Reading <ul style="list-style-type: none"> Word recognition Fluency Comprehension | Shared Reading | 30% | 30% | 30% |
| | 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 Speaking | 1 Oral | 1 Oral | 1 Oral | 1 Oral |
| 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 Speaking | 1 Oral | 1 Oral | 1 Oral | 1 Oral |
| 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 Speaking | 1 Oral | 1 Oral | 1 Oral | 1 Oral |
| Phonics | 1 Written | 1 Written | 1 Written | 1 Written |
| Reading | 1 Oral | 1 Oral and 1 Written | 2 Orals | 1 Oral and 1 Written |
| Writing | 1 Written | 1 Written | 1 Written | 2 Written |

Grade 1

FAL Grade 1 : Term 1

| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
|---|---|----------------------------------|-----------------|-------|----------------------|----------------|
| Listening and Speaking: | <ul style="list-style-type: none">▪ Responds to simple greetings▪ Sings simple songs and does action rhymes | Observation/ practical & Oral | Rubric | 10 | | |
| | <ul style="list-style-type: none">▪ Responds physically to simple oral instructions▪ Makes simple requests▪ Points to and name some objects in the classroom or in a picture in response to teacher's instructions | | Checklist | n/a | | |
| <u>Teacher notes</u> Each skill is not meant to be an assessment activity but you should rather ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. For SASAMS you should have 1 score for Listening and Speaking. | | | | | | |
| Phonics: Oral | <ul style="list-style-type: none">▪ Segments oral sentences into individual words | Observation/ practical & Oral | Rubric | 5 | By Week 9 | |
| | <ul style="list-style-type: none">▪ Begins to identify different initial sounds in words▪ Identifies some rhyming words in stories, songs, poems and rhymes | | Checklist | n/a | | |
| <u>Teacher notes</u> Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral FAL lessons. Oral Phonic skills will be observed and assessed during your daily lesson activities and by Week 9 you should be able to score each learner accordingly using the attached checklist and rubric. For SASAMS you should have 1 score (Oral phonics) | | | | | | |
| Reading: Oral | <ul style="list-style-type: none">▪ Listens and responds to a story that is told and read▪ Joins in choruses after repeated readings of a text▪ Answers simple oral questions about story▪ Identifies people, animals and objects in the illustrations (Big Book/Poster) | Observation & Oral | Checklist | n/a | By Week 9 | |
| | <ul style="list-style-type: none">▪ Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations (Posters/Big Books) | | Rubric | 5 | | |
| <u>Teacher notes</u> Each skill is not meant to be an assessment activity but you should rather ensure that your learners are afforded opportunities to demonstrate these skills in oral FAL lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by Week 9 you should be able to score each learner on 1 skill. The attached checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have a score for the 1 Oral Reading component | | | | | | |
| Writing: | <ul style="list-style-type: none">▪ Draws a picture for a story that is told or read.▪ Copies a caption for a picture | Written | Class workbook | n/a | By Week 9 | |
| <u>Teacher notes</u> Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity in Term 1 and no recording for SASAMS. | | | | | | |
| TOTAL SCORE | | | | 20 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | |

FAL GRADE 1: TERM 1 Scores using rubrics

| FAL GRADE 1: TERM 1 Scores using 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 | | | | | | | |
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FAL GRADE 1: TERM 1 Checklist

| FAL GRADE 1: TERM 1 Checklist | | | | | | | | | | | | | |
|-------------------------------|--|---|-----------------------|--|--|---|---|---|---|---|--|--------------------------------|---------|
| ✓/x | | Listening & Speaking | | | Phonics | | Reading | | | | Writing | | 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 | | | | | | | | | | | | | |
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| 17 | | | | | | | | | | | | | |

GRADE 1 RUBRIC :Term 1

LISTENING AND SPEAKING

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|--|---|--|---|--|
| Responds to simple greetings. | Learner is unable to respond to simple greetings without the support of the teacher. | Attempts to respond to simple greetings as taught by the teacher. | Able to respond to simple greetings as taught by the teacher. | Responds to simple greetings with confidence and in complete sentences. | Responds to simple greetings confidently with expression and adding own vocabulary. |
| Activity | 1 | 2 | 3 | 4 | 5 |
| Sings simple songs and does action rhymes. | Learner is unable to sing simple songs without guidance by the teacher. | Attempts to sing songs and do action rhymes as taught by the teacher. | Able to sing songs and action rhymes as taught by the teacher. | Sings songs and does action rhymes independently with rhythm. | Sings songs and does action rhymes independently bringing own actions and movements. |

PHONICS

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|--|---|
| Segments oral sentences into individual words Sentences should have at least (5 words) | Cannot segment oral sentences into individual words without the support of the teacher. | Only segments 2 words in a sentence with 5 words. | Segments 3 words in a sentence with 5 words | Segments 4 words in a sentence with 5 words. | Segments oral sentences of more than 5 words into individual words accurately and confidently |

READING

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|--|--|--|--|---|
| Demonstrates an understanding of the oral vocabulary in the story by pointing to objects in the illustrations | Learner shows limited understanding of oral vocabulary by only pointing to objects when prompted by the teacher. | Demonstrates an understanding of oral vocabulary by pointing to 1 of the 4 objects without any support from the teacher. | Demonstrates an understanding of oral vocabulary by pointing to 2 of the 4 objects without any support from the teacher. | Demonstrates an understanding of oral vocabulary by pointing to 3 of the 4 objects without any support from the teacher. | Demonstrates an understanding of oral vocabulary by pointing to all the objects in the illustrations confidently and independently. |

FAL Grade 1 : Term 2

| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
|-------------------------|---|--------------------|-----------------|-------|----------------------|----------------|
| Listening and Speaking: | <ul style="list-style-type: none"> ▪ Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells ▪ Sings songs and does action rhymes ▪ Expresses self in simple ways by using short phrases & vocabulary taught | Observation & Oral | Checklist | n/a | By Week 9 | |
| | <ul style="list-style-type: none"> ▪ Responds to simple questions and responds to oral instructions ▪ Points to and name some objects in the classroom or in a picture in response to teacher's instructions | | Rubric | 10 | | |

Teacher notes

Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. For SASAMS you should have 1 score for Listening and Speaking.

| | | | | | | |
|------------------|---|--------------------|-----------|-----|-----------|--|
| Phonics: Oral | <ul style="list-style-type: none"> ▪ Claps out the syllables in familiar words | Observation & Oral | Rubric | 5 | By Week 9 | |
| | <ul style="list-style-type: none"> ▪ Segments oral sentences into individual words ▪ Identifies some rhyming words in stories, songs and rhymes ▪ Identify different initial sounds in words | | Checklist | n/a | | |

Teacher notes

Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral lessons. Oral Phonic skills will be observed and assessed during your daily lesson activities and by Week 9 you should be able to score each learner on 1 skill accordingly using the attached checklist and rubric. For SASAMS you should have 1 score (Oral phonics)

| | | | | | | |
|------------------|---|--------------------|-----------|-----|-----------|--|
| Reading: Oral | <ul style="list-style-type: none"> ▪ Listens and responds to a story that is told and read ▪ Joins in choruses after repeated readings of a text | Observation & Oral | Rubric | 5 | By Week 9 | |
| | <ul style="list-style-type: none"> ▪ Answers simple oral questions about a story / non-fiction text. ▪ Demonstrates understanding of the vocabulary in the story by pointing to objects in pictures in response to the teacher's instructions | | Checklist | n/a | | |

Teacher notes

Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral FAL lessons. Learners will be observed and assessed on these emergent reading skills during your daily class activities and by Week 9 you should be able to score each learner on 2 skills using the attached rubrics. The attached checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have a score for the 1 Oral Reading component

| | | | | | | |
|----------|---|---------|----------------|-----|-----------|--|
| Writing: | <ul style="list-style-type: none"> ▪ Copies a caption for a picture that he/she has drawn and reads back what is written | Written | Class workbook | n/a | By Week 9 | |
|----------|---|---------|----------------|-----|-----------|--|

Teacher notes: Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity in Term 2 and hence no recording for SASAMS.

TOTAL SCORE

20

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

FAL GRADE 1: TERM 2 Scores using rubrics

| FAL GRADE 1: TERM 2 Scores using rubrics | | | | | | | | | |
|--|--|--|---|-------|---|---|---|-------|---------|
| | | Listening & Speaking | | | Phonics | Reading | | | Comment |
| | | Responds to simple questions and responds to oral instructions | Points to and names some objects in the classroom or in a picture | TOTAL | 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 | | | | | | | | | |
| Score | | 5 | 5 | 10 | 5 | 5 | 5 | 10 | |
| Names of learners | | | | | | | | | |
| 1 | | | | | | | | | |
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| 17 | | | | | | | | | |

FAL GRADE 1: TERM 2 Checklist

| | Listening & Speaking | | | Phonics | | | Reading | | 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 | Identifies 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 | |
| ✓/x | | | | | | | | | | |
| Date | | | | | | | | | | |
| Names of learners | | | | | | | | | | |
| 1 | | | | | | | | | | |
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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 |

PHONICS

| 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. |

READING

| 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 Speaking: | <ul style="list-style-type: none">▪ Responds to simple greetings and farewells▪ Responds to simple questions and to oral instructions▪ Sings songs and does action rhymes | Observation & Oral | Checklist | n/a | By Week 9 | |
| | <ul style="list-style-type: none">▪ Identifies 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) | | Rubric | 10 | | |
| Teacher notes <i>Each skill is not meant to be an assessment activity but you should rather ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. For SASAMS you should have 1 score for Listening and Speaking.</i> | | | | | | |
| Phonics: Oral | <ul style="list-style-type: none">▪ Begins to identify different initial sounds in words | Observation & Oral | Checklist | n/a | By Week 9 | |
| | <ul style="list-style-type: none">▪ Recognise plurals in words (s and es) orally | | Rubric | 5 | | |
| Teacher notes <i>Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral lessons. Oral Phonic skills will be observed and assessed during your daily lesson activities and by Week 9 you should be able to score each learner on 1 skill accordingly using the attached checklist and rubric. For SASAMS you should have 1 score (Oral phonics)</i> | | | | | | |
| Reading: Oral | <ul style="list-style-type: none">• Listens and responds to a story that is told or read▪ Joins in choruses after repeated readings of a text.▪ Identifies and names people, objects and animals in illustrations | Observation & Oral | Checklist | n/a | By Week 9 | |
| | <ul style="list-style-type: none">▪ Answers simple questions related to a story that is read or told▪ Acts out the story using some of the dialogue | | Rubric | 10 | | |
| Teacher notes <i>Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral FAL lessons. Learners will be observed and assessed on these emergent reading skills during your daily class activities and by Week 9 you should be able to score each learner 2 skills. The attached checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have a score for the 1 Oral Reading component</i> | | | | | | |
| Writing: | <ul style="list-style-type: none">▪ Writes a simple list with a heading (3-5 words on a Topic) | Written | Class workbook | n/a | By Week 9 | |
| Teacher notes <i>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.</i> | | | | | | |
| TOTAL SCORE | | | | 25 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | |
| 16 | | | | | | |

FAL GRADE 1: TERM 3 Scores using rubrics

| | | Listening & Speaking | | Phonics | Reading | | Comment | |
|-------------------|--|---|--|---------|--|---|--|-------|
| | | Identifies 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 | | | | | | | | |
| Score | | 5 | 5 | 10 | 5 | 5 | 5 | 10 |
| Names of learners | | | | | | | | |
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FAL GRADE 1: TERM 3 Checklist

| | | Listening & 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) | |
| ✓/x | | | | | | | | | | |
| Date | | | | | | | | | | |
| Names of learners | | | | | | | | | | |
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GRADE 1 RUBRIC : Term 3

LISTENING AND 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. |

PHONICS

| 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 |

READING

| 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 |

FAL : Grade 1 : Term 4

| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
|-------------------------|---|--------------------|-----------------|-------|----------------------|----------------|
| Listening and Speaking: | <ul style="list-style-type: none"> Expresses self in simple ways Responds to oral instructions | Observation & Oral | Rubric | 10 | By Week 7 | |
| | <ul style="list-style-type: none"> Sings songs and does action rhymes Identifies 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 | | Checklist | n/a | | |

Teacher notes

Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. For SASAMS you should have 1 score for Listening and Speaking.

| | | | | | | |
|------------------|---|--------------------|-----------|-----|-----------|--|
| Phonics: Oral | <ul style="list-style-type: none"> Identifies some rhyming words in songs and rhymes Claps out the syllables in familiar words Recognise plurals in words(-s and -es) orally | Observation & Oral | Checklist | n/a | By Week 7 | |
| | <ul style="list-style-type: none"> Begins to identify different initial sounds in words | | Rubric | 5 | | |

Teacher notes

Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral lessons. Oral Phonic skills will be observed and assessed during your daily lesson activities and by Week 7 you should be able to score each learner on 1 skill accordingly using the attached checklist and rubric. For SASAMS you should have 1 score (Oral phonics)

| | | | | | | |
|------------------|--|--------------------|-----------|-----|-----------|--|
| Reading: Oral | <ul style="list-style-type: none"> 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 and names people, objects and animals in illustrations (Big Book, Poster) Answers simple literal questions related to a story that is told or read | Observation & Oral | Checklist | n/a | By Week 7 | |
| | <ul style="list-style-type: none"> Word Recognition: Recognises 20-30 familiar words in FAL | | Rubric | 5 | | |

Teacher notes

Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral FAL lessons. Learners will be observed and assessed on these emergent reading skills during your daily class activities and by Week 7 you should be able to score each learner on 1 skill which will be on the list of sight words. The attached checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have a score for the 1 Oral Reading component

| | | | | | | |
|----------|---|---------|----------------|-----|-----------|--|
| Writing: | <ul style="list-style-type: none"> Writes a simple list with a heading (5 - 6 words) e.g. Animals, Fruit etc | Written | Class workbook | n/a | By Week 7 | |
|----------|---|---------|----------------|-----|-----------|--|

Teacher notes

Writing skills should be observed during shared reading lessons and by Week 7 the attached checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have 1 score for Writing.

TOTAL SCORE

20

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

FAL GRADE 1: TERM 4 Scores using rubrics

| FAL GRADE 1: TERM 4 Scores using rubrics | | | | | | |
|--|--|---|-------|--|-------------------------------------|---------|
| | Listening & Speaking | | | 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 | | | | | | |
| Score | 5 | 5 | 10 | 5 | 5 | |
| Names of learners | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |

FAL GRADE 1: TERM 4 Checklist

| ✓/x | Listening & Speaking | | | Phonics | | | Reading | | | | 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 | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | |

GRADE 1 RUBRIC : Term 4

LISTENING AND 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. |

PHONICS

| 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. |

READING

| 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

| FAL : Grade 2 : Term 1 | | | | | | |
|---|---|--------------------|--------------------------|-------|----------------------|----------------|
| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
| Listening and Speaking: | ▪ Listens and responds to a simple recount | Observation & Oral | Rubric | 5 | By Week 9 | |
| | ▪ Identifies a picture from a simple oral description ▪ Demonstrate understanding of basic oral vocabulary by pointing or actions ▪ Follow a sequence of instructions | | Checklist | n/a | | |
| <u>Teacher notes</u> These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to listen and responds to a recount/story. For SASAMS there must be 1 score for Listening and Speaking. | | | | | | |
| Phonics: Oral | ▪ Identify letter sound relationships of most single letters (3 vowels and 10 consonants) | Observation & Oral | Rubric | 5 | By Week 9 | |
| | ▪ Builds up and breaks down three letter words using sounds learnt | | Checklist | n/a | | |
| <u>Teacher notes</u> Oral Phonic skills will be observed and assessed during your daily lesson activities and by Week 9 you should be able to score each learner on 1 skill accordingly using the attached checklist and rubric. For SASAMS you should have 1 score (Oral phonics) | | | | | | |
| Reading: Oral | Group Guided Reading Sessions ▪ Sight words: Assess each learner individually: on at least 30-40 sight words (Big Book, Theme, Reader) (1 - 2 sentences per page) | Observation & Oral | Rubric | 5 | By Week 9 | |
| | ▪ Shows understanding of punctuation when reading aloud. | | Checklist | n/a | | |
| <u>Teacher notes</u> During your Group Guided Reading sessions in weeks 7 to 9 assess every learner on 30-40 sight words (maximum of 1 - 2 minutes per learner), use a familiar word list on an A 4 laminated poster. The checklist should be used for recording and scoring to be done according to the rubric for oral reading activities. For SASAMS, 1 score will be captured for Reading (word recognition). | | | | | | |
| Writing: | ▪ Using a writing frame completes 3 sentences by filling in the missing words | Written | Class workbook Rubric | 5 | By Week 9 | |
| | ▪ Writes a caption for a picture | | Checklist | n/a | | |
| <u>Teacher notes</u> By Week 9 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The learner should be assessed on his/her ability to write at least 3 short sentences using writing frame. The scoring to be done according to the rubric. For SASAMS one score will be captured for writing. | | | | | | |
| TOTAL SCORE | | | | 20 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | |

FAL GRADE 2: TERM 1 Scores using rubrics

| | | 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 | | | | | | |
| 1 | | | | | | |
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| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
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FAL GRADE 2: TERM 1 Checklist

| | | Listening & Speaking | | | Phonics | Reading | | Writing | Comments |
|-------------------|--|--|---|------------------------------------|--|--|--|--------------------------------|----------|
| | | Demonstrates understanding of basic oral vocabulary by pointing and to objects | Identifies 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 | |
| ✓/x | | | | | | | | | |
| Date | | | | | | | | | |
| Names of learners | | | | | | | | | |
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| 14 | | | | | | | | | |

GRADE 2 RUBRIC : Term 1

LISTENING AND 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. |

PHONICS

| 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 |

READING

| 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 |

WRITING

| 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. |

FAL : Grade 2 : Term 2

| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
|---|---|-----------------------------|---|-----------|----------------------|----------------|
| Listening and Speaking: | ▪ Gives a simple recount in at least 2-3 sentences (personal news etc.) | Observation & Oral | Rubric | 5 | By Week 9 | |
| | ▪ Demonstrates understanding of some basic oral vocabulary: point/actions ▪ Answer simple questions | | Checklist | n/a | | |
| <u>Teacher notes</u> These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to give a simple recount relating to their personal news etc. For SASAMS there must be 1 score for Listening and Speaking. | | | | | | |
| Phonics: Written | ▪ Identify letter sound relationships of all single letters (at least 5 vowels and 20 consonants) | Observation& Written & oral | Rubric | 5 | By Week 9 | |
| Phonics: Written and oral | ▪ 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.g. -at, -et, -it, -ot, -ut | | Class work book Worksheet Checklist | n/a | | |
| <u>Teacher notes</u> These skills will be observed and assessed during your oral/practical lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SASAMS you should have 1 score for Phonics | | | | | | |
| Reading: Oral | Group Guided Reading Sessions ▪ 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. | Observation & Oral | Rubric | 5 | By Week 9 | |
| | ▪ Word recognition: Sight words: 40 - 50 words | | Checklist | n/a | | |
| <u>Teacher notes</u> During your Group Guided Reading sessions in weeks 7 to 9 assess every learner on oral reading using a text which has 30-40 words (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) maximum time of 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activities. For SASAMS, 1 score will be captured for Reading (word recognition and oral reading) | | | | | | |
| Writing: | ▪ Writes simple sentences (3 short sentences) using phonic word list and common sight words already taught | Written | Class workbook Rubric Checklist | 5 | By Week 9 | |
| | ▪ Writes 3 sentences using punctuation. | | | n/a | | |
| <u>Teacher notes</u> By Week 9 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS one score will be captured for writing. | | | | | | |
| TOTAL SCORE | | | | 20 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | |

FAL GRADE 2: TERM 2 Scores using rubrics

| | | 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) | Oral reading 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 | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
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| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
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| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |

FAL GRADE 2: TERM 2 Checklist

| ✓/x | | Listening & Speaking | | Phonics | | | Reading | Writing | Comment |
|-------------------|--|---|-------------------------|---|--|--|--|---------------------------------------|---------|
| | | 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.g. -at, -et, -it, -ot, -ut | Word recognition: Sight words: 40 - 50 words | Writes 3 sentences using punctuation. | |
| Date | | | | | | | | | |
| Names of learners | | | | | | | | | |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
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| 11 | | | | | | | | | |
| 12 | | | | | | | | | |
| 13 | | | | | | | | | |
| 14 | | | | | | | | | |
| 15 | | | | | | | | | |
| 16 | | | | | | | | | |
| 17 | | | | | | | | | |

GRADE 2 RUBRIC : Term 2

LISTENING AND 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 |

PHONICS

| 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 |

READING

| 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 |

WRITING

| 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 |

FAL : Grade 2 : Term 3

| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
|---|---|--------------------|--------------------------|-----------|----------------------|----------------|
| Listening and Speaking: | ▪ Retells a story that is told or read (at least 3 or 4 sentences) | Observation & Oral | Rubric | 5 | By Week 9 | |
| | ▪ Gives a simple recount ▪ Answer simple literal questions about text/story ▪ Demonstrates understanding of basic vocabulary | | Checklist | n/a | | |
| <u>Teacher notes</u> These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to retell a story etc. For SASAMS there must be 1 score for Listening and Speaking. | | | | | | |
| Phonics: Oral Written | ▪ 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 | Observation & Oral | Checklist | n/a | By Week 9 | |
| | ▪ Spelling: Word list of 10 words and 1-2 sentences dictation | Written | Class book Rubric | 10 + 5 | By Week 9 | |
| <u>Teacher notes</u> These skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. Every learner should be assessed on their ability to recognise the 26 initial letter sounds. For SASAMS you should have 1 score (spelling) | | | | | | |
| Reading: Oral | Group Guided Reading Sessions ▪ 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. | Observation & Oral | Rubric | 5 | By Week 9 | |
| | ▪ Word recognition: Sight words: 40 - 50 words | | Checklist | n/a | | |
| <u>Teacher notes</u> During your Group Guided Reading sessions in weeks 7 to 9: assess every learner on oral reading using a text which has 40-50 words (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) maximum time of 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activities. For SASAMS, 1 score will be captured for Reading (oral reading) | | | | | | |
| Writing: | ▪ Writes and illustrates birthday card /a get well card | Written | Rubric | 5 | By Week 9 | |
| | ▪ Writes a sentence from dictation, punctuate the sentence. | | Class workbook Checklist | n/a | | |
| <u>Teacher notes</u> By Week 9 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The scoring to be done according to the rubric. For SASAMS one score will be captured for writing. | | | | | | |
| TOTAL SCORE | | | | 30 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | |

GRADE 2: TERM 3 Scores using rubrics

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

| | | Listening & Speaking | | | Phonics | | | | Reading | Writing | Comment |
|--------------------------|--|------------------------|--|--|-------------------------------|---------------------|---------------------------------------|---|--|---|---------|
| | | 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. | |
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| Date | | | | | | | | | | | |
| Names of learners | | | | | | | | | | | |
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GRADE 2 RUBRIC : Term 3

| LISTENING AND 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 |
| PHONICS | | | | | |
| Activity | 1 | 2 | 3 | 4 | 5 |
| Spelling: Word list of 10 words and 1-2 sentences dictation | Cannot keep up to write sentences as teacher dictates. | He/she needs assistance to write sentences from dictation | Write sentences from dictation but mistakes still occur. | Good at sentences writing from dictation | Excellent when he/she needs to capture sentences from dictation |
| READING | | | | | |
| 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 |
| WRITING | | | | | |
| Activity | 1 | 2 | 3 | 4 | 5 |
| Writes and illustrates birthday card /a get well card | Does illustration for birthday card /a get well card with support | Writes and illustrates birthday card /a get well card with a message of 3-4 words | Writes and illustrates birthday card /a get well card with a message of 5-6 words | Writes and illustrates birthday card /a get well card with a message of 7-8 words | Writes and illustrates birthday card /a get well card with a message of 9-10 words |

FAL : Grade 2 : Term 4

| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
|---|--|-----------------------------|---|-----------|----------------------|----------------|
| Listening and Speaking: | ▪ Using a frame gives a simple recount of at least 3 to 4 sentences on personal news | Observation & Oral | Rubric | 5 | By Week 8 | |
| | ▪ Demonstrates an understanding of some basic vocabulary | | Checklist | n/a | | |
| | ▪ Answer simple literal questions about story/text | | | | | |
| Teacher notes <i>These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 7/8 every learner must be assessed on his /her ability to give a simple recount etc. For SASAMS there must be 1 score for Listening and Speaking.</i> | | | | | | |
| Phonics: Written | ▪ Write word with short vowels e.g. ag, eg, ig, og, ug & group common words into word families | Observation, written & oral | Class work book Worksheet Checklist | 10 | By Week 7 | |
| | ▪ Word building consonant blends and recognises consonant digraphs at the beginning of words (fl, sl, gr, pl, etc) | | | n/a | | |
| | ▪ Word building with vowel digraphs (-oo-; -ee-) | | | | | |
| Teacher notes <i>Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SASAMS you should have 1 scores (Written activity)</i> | | | | | | |
| Reading: Oral | Group Guided Reading Sessions ▪ Assess each learner individually 50-60 sight words (Big Book, Theme, Reader) | Observation & Oral | Checklist | n/a | By Week 8 | |
| Reading: Written Comprehension | Choose a short reading passage of 50 - 60 words (DBE Workbook or Reader) Types of questions ▪ Multiple choice questions ▪ Fill in the missing words (cloze procedure) | Written | Worksheet Class work book | 5 | By Week 7 | |
| Teacher notes <i>Learners should be assessed on one oral reading activity in the Group Guided Reading session in Weeks 8. By Week 7 one written comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. For SASAMS you should have 1 score for Reading (written comprehension)</i> | | | | | | |
| Writing: | ▪ Writes at least 3 sentences on a on a familiar topic/picture using capital letters and full stops | Written | Class workbook Rubric | 5 | By Week 7 | |
| Teacher notes <i>By Week 7/8 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The scoring to be done according to the rubric. For SASAMS one score will be captured for writing.</i> | | | | | | |
| TOTAL SCORE | | | | 25 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | |

FAL GRADE 2: TERM 4 Checklist

| | | Listening & Speaking | | 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 oral reading choose a text which has at least 60 – 70 words and ask questions about the text | |
| ✓/x | | | | | | |
| Date | | | | | | |
| Names of learners | | | | | | |
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FAL GRADE 2: TERM 4 Scores using rubrics

| | | 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 | |
| Names 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 |

WRITING

| 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

FAL : Grade 3 : Term 1

| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
|--|---|-----------------------------|------------------------------------|-------|----------------------|----------------|
| Listening and Speaking: | ▪ Retells a story, which is told or read in at least 3 to 4 sentences using props (poster/puppet/mask). | Observation & Oral | Rubric | 5 | By Week 9 | |
| | ▪ Demonstrates an understanding of oral vocabulary. | | Checklist | n/a | | |
| | ▪ Understands and responds to simple questions | | | | | |
| <u>Teacher notes</u> These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but you should rather ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to retell a story in at least 3 to 4 sentences etc. For SASAMS there must be 1 score for Listening and Speaking. | | | | | | |
| Phonics: Oral | ▪ Builds and sounds out short (3 and 4-letter) words using sounds learnt. ▪ Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning and end of a words | Oral, Observation & Written | Checklist | n/a | By Week 9 | |
| Phonics: Written | ▪ Spelling: Word list of 10 words and 1 sentence dictation | | Class work book | 10 | | |
| <u>Teacher notes</u> At least one spelling test must be recorded as a formal assessment activity. For SASAMS you should have 1 score (spelling). | | | | | | |
| Reading: Oral | <u>Group Guided Reading Sessions</u> ▪ Sight words Assess each learner individually 50 – 60 sight words (Big Book, Theme, Reader) | Observation & Oral | Checklist | n/a | By Week 9 | |
| | <u>Group Guided Reading Sessions</u> ▪ 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. | | Rubric | 5 | | |
| <u>Teacher notes</u> During your Group Guided Reading sessions in weeks 7 to 9: assess every learner on oral reading which has 50-60 words (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) maximum time of 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activities. For SASAMS, 1 score will be captured for Reading (oral reading) | | | | | | |
| Writing: | ▪ Writes and illustrates a familiar story using capital letters and full stops (at least 3-5 sentences) | Written | Class work book /Rubric/ Checklist | 5 | By Week 9 | |
| <u>Teacher notes</u> By Week 9 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The scoring to be done according to the rubric. For SASAMS one score will be captured for writing. | | | | | | |
| TOTAL SCORE | | | | 25 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | |

FAL GRADE 3: TERM 1 Scores using rubrics

| | | 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 | Oral Reading: 50 - 60 words | Writes and illustrates a familiar story using capital letters and full stops (3-5 sentences) | |
| Date | | | | | | |
| Score | | 5 | 10 | 5 | 5 | |
| Names of learners | | | | | | |
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FAL GRADE 3: TERM 1 Checklist

| FAL GRADE 3: TERM 1 Checklist | | | | | | |
|-------------------------------|---|--|--|---|--------------------------|---------|
| | Listening & Speaking | | Phonics | | 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 | |
| ✓/x | | | | | | |
| Date | | | | | | |
| Names of learners | | | | | | |
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GRADE 3 RUBRIC : Term 1

LISTENING AND SPEAKING

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|--|--|--|---|--|
| Retells a story that is told or read in 3-4 sentences using props | 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 sentences fluently with expression and gestures using correct vocabulary in FAL |

READING

| Activity | 1 | 2 | 3 | 4 | 5 |
|---------------------------|---|--|---|--|---|
| Oral Reading: 50-60 words | Reads from own book a text of 10- 29 words with support from the teacher. | Reads word by word a text of 30-39 words and responds correctly to 1-2 questions | Reads aloud from own book a text of 40-49 words and responds correctly to 3 questions | Reads fluently from own book a text of-50-59 words and responds correctly to 3 questions | Reads fluently from own book a text of more than 60 words and responds correctly to 3 questions |

WRITING

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|
| Writes and illustrates a familiar story using capital letters and full stops (3-5 sentences) | Able to copy 1-2 words and draw 1 picture for a story with support | Able to write a familiar story in 2 sentences using a frame with 1 illustration | Able to write a familiar story in 3 sentences using a frame with 2 illustrations. | Able to write familiar story in 4 sentences using correct punctuation with 3-4 appropriate illustrations. | Able to write a familiar story in more than 5 sentences using correct punctuation, spelling and grammar with 5-6 appropriate illustrations. |

FAL GRADE 3: TERM 2 Scores using rubrics

| | Listening & Speaking | Phonics | Reading | | Language use Writing | Comment |
|-------------------|---|--|--------------------------|---|---|---------|
| | | | Oral | Written | | |
| | Oral: 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 70-80 words Types of questions: Multiple choice questions Fill in the missing words Sequence events in a story 1 mark for a correct answer | 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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FAL : Grade 3 : Term 2

| FAL : Grade 3 : Term 2 | | | | | | |
|--|---|----------------------------|-------------------------------------|-----------|----------------------|----------------|
| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
| Listening and Speaking: | ▪ 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) | Observation & Oral | Rubric | 5 | By Week 9 | |
| | ▪ Demonstrates an understanding of oral vocabulary. ▪ Listens to non-fiction text and answer comprehension questions- oral | | Checklist | n/a | | |
| Teacher notes <i>These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to do an oral presentation. For SASAMS there must be 1 score for Listening and Speaking.</i> | | | | | | |
| Phonics: Written | Word level and sentence level ▪ Uses consonant blends (-ng, -nk, -ck, ch-, cl-) ▪ Recognises vowel diagraphs , ea, oo, oa 1 mark for correct answer | Written Observation & Oral | Class work book Worksheet Checklist | 10 | By Week 8 | |
| Phonics: Oral | ▪ Distinguish between long and short vowels sounds orally ▪ Recognises silent “e” in words. | | | n/a | Week 9 | |
| Teacher notes <i>Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. In Week 8 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS you should have 1 score (Written phonic activity)</i> | | | | | | |
| Reading: Oral | Group Guided Reading Sessions Sight words Assess each learner individually 60-70 sight words - Big Book, Theme | Observation & Oral Written | Rubric Worksheet Class work book | 5 | Week 7 & 8 | |
| Reading: Comprehension Written | 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 | | | 10 | By Week 8 | |
| Teacher notes <i>Learners should be assessed on <u>one oral reading activity</u> in the Group Guided Reading session in Weeks 7 and 8. By Week 8 <u>one written</u> comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. In Week 8 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS you should have 2 scores for Reading (oral reading and written comprehension)</i> | | | | | | |
| Writing: | ▪ With support, writes a simple set of instructions e.g. 3-4 instructions | Written | Class work book Worksheet | n/a | Week 9 | |
| Language use: | ▪ Punctuation(capital letters and full stops), Tenses, Plurals, Nouns | | | 10 | By Week 8 | |
| Teacher notes <i>In Week 8 language usage skills should be assessed in a written format using a worksheet which will include punctuation, tenses, plurals and nouns. For SASAMS 1 score will be captured for writing. (language usage skills)</i> | | | | | | |
| TOTAL SCORE | | | | 40 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | |

FAL GRADE 3: TERM 2 Checklist

| FAL GRADE 3: TERM 2 Checklist | | | | | | |
|-------------------------------|---|--|--------------------------------|---|---|---------|
| | Listening & Speaking | | Phonics | | 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) | |
| ✓/x | | | | | | |
| | Date | | | | | |
| Names of learners | | | | | | |
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GRADE 3 RUBRIC : Term 2

LISTENING AND 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 |

READING

| 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 : Term 3

| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
|--|--|--------------------|----------------------|-----------|----------------------|----------------|
| Listening and Speaking: | ▪ Gives a short oral recount of a personal experience/event | Observation & Oral | Rubric | 5 | By Week 9 | |
| | ▪ Demonstrates an understanding of oral vocabulary | | Checklist | n/a | | |
| | ▪ Listens to a story and answer comprehension questions orally | | | | | |
| Teacher notes These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to give a short oral recount etc. For SASAMS there must be 1 score for Listening and Speaking. | | | | | | |
| Phonics: Oral | ▪ Recognises vowel digraphs ai, ay, oi, oy, ou ▪ Recognises consonant blends /digraphs: str, scr, tch, nch, ll,ss,ff,ph | Observation & Oral | Checklist | n/a | By Week 9 | |
| Phonics: Written | ▪ Spelling: Word list of 15 words and 1-2 sentences dictation | | Class work book | 15 | | |
| Teacher notes Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SASAMS you should have 1 score (spelling) | | | | | | |
| Reading: Oral | Group Guided Reading Sessions ▪ Sight words Assess each learner individually on 60-70 sight words (Big Book, Theme, Reader) 1 mark for a correct answer | Observation & Oral | Class work book | 5 | By Week 9 | |
| | Group Guided Reading Sessions ▪ 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. 1 mark for a correct answer | | | 5 | | |
| Teacher notes During your Group Guided Reading sessions in weeks 7 to 9 :assess every learner on at least 70-80 sight words and oral reading which has 60-70 words (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) The checklist should be used for recording and scoring to be done according to the rubric for oral reading activities. For SASAMS, 2 scores will be captured for Reading (oral reading) | | | | | | |
| Writing: | ▪ Writes a personal recount of 5-6 sentences using capital letters and full stops | Written | Rubric | 5 | By Week 8 | |
| | ▪ Write sentences in the past tense with some accuracy. | | Checklist/Class book | n/a | | |
| Teacher notes By Week 8 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS one score will be captured for writing. | | | | | | |
| TOTAL SCORE | | | | 35 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | |

FAL GRADE 3: TERM 3 Scores using rubrics

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

| FAL GRADE 3: TERM 3 Checklist | | | | | | | |
|-------------------------------|--|--|--|---|---|---|---------|
| | | Listening & Speaking | | Phonics | | Writing | 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. | |
| ✓/x | | | | | | | |
| Date | | | | | | | |
| Names of learners | | | | | | | |
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GRADE 3 RUBRIC : Term 3

LISTENING AND SPEAKING

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|--|--|
| Gives a short oral recount of a personal experience/ event in 4-5 sentences | 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/event | Using a frame, gives a simple recount of 3 sentences on personal news/event | Gives a simple recount of 4 sentences on a personal experience/event | Gives a simple recount of 5 sentences on a personal experience/event |

READING

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|---|--|
| Word recognition: sight words : 70-80 words | Reads between 20-25 familiar sight words with teacher | Recognises and reads 50-59 familiar sight words correctly. | Recognises and reads 60-69 familiar sight words sight words correctly. | Recognises and reads 70-79 sight words confidently and correctly. | Recognises and reads more than 80 sight words confidently and correctly. |

WRITING

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Writes 5-6 sentences on a familiar topic using capital letters and full stops | Able to copy and 1-2 missing words with support | Able to write 1 sentence on a familiar topic using a frame. | Able to write 2-3 sentences on a familiar topic using capital letters and full stops correctly. | Able to write 5 relevant sentences on a familiar topic using correct grammar, spelling and punctuation. | Able to write more than 6 relevant sentences on a familiar topic using correct grammar, spelling and punctuation. |

FAL : Grade 3 : Term 4

| Component | What skills will be assessed | Form of Assessment | Assessment Tool | Score | Date to be completed | Date completed |
|---|---|-----------------------|------------------------------------|-----------|----------------------|----------------|
| Listening and Speaking: | <ul style="list-style-type: none">Oral presentation: Short talk about the picture or photograph / Theme poster in at least 4-5 sentences | Observation & Oral | Rubric | 5 | Week 5 & 6 | |
| Teacher notes <i>These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 7 every learner must be assessed on his /her ability to present a prepared short talk on a familiar picture or photograph etc. For SASAMS there must be 1 score for Listening and Speaking.</i> | | | | | | |
| Phonics: Written | Word level and sentence level <ul style="list-style-type: none">Recognises vowel digraphs: ar, er, ir, or, ur,Recognises some suffixes: es, ies, ly, ing, ed | Observation & Written | Class work book/Worksheet | 10 | By Week 8 | |
| Teacher notes <i>Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. In Week 8 written phonics should be assessed in a written format using a worksheet which will include comprehension activities and language usage skills too. For SASAMS you should have 1 score (Written phonic activity)</i> | | | | | | |
| Reading: Oral | Group Guided Reading Sessions (Big Book, Theme, Reader) <ul style="list-style-type: none">Sight words Assess each learner individually on 70-80 sight words | Observation & Oral | Rubric | 5 | Week 6 & 7 | |
| Reading: Comprehension Written | <ul style="list-style-type: none">Choose a reading passage with 80 to 100 words (DBE Workbook or Reader) Types of questions: <ul style="list-style-type: none">Multiple choice questions & Fill in the missing wordsSequence events in a story & Recall, literal questions | Written | Worksheet / Class work book | 10 | By Week 8 | |
| Teacher notes <i>During your Group Guided Reading sessions in weeks 6 to 7 :assess every learner on at least 70-80 words sight words The checklist should be used for recording and scoring to be done according to the rubric for oral reading activities. By Week 8 <u>one written</u> comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. In Week 8 written phonics, comprehension and language usage skills should be assessed in a written format using a worksheet. For SASAMS you should have 2 scores for Reading (oral reading and written comprehension).</i> | | | | | | |
| Writing: | <ul style="list-style-type: none">Writes at least 4-6 sentences on a familiar topic using capital letters and full stops | Written | Rubric Worksheet / Class work book | 5 | By Week 7 | |
| Language use: | <ul style="list-style-type: none">Punctuation (capital letters and full stops)Tenses, Plurals, nouns | | | 5 | By Week 8 | |
| Teacher notes <i>In Week 8 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS 2 score will be captured for writing. (language usage skills and writing).</i> | | | | | | |
| TOTAL SCORE | | | | 40 | | |
| Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card. | | | | | | |
| | | | | | | |

| FAL GRADE 3: TERM 4 Scores using rubrics | | | | | | | | |
|--|--|----------------------|------------------|---|--|---|---|---|
| | | Listening & Speaking | Phonics: Written | Reading | | Writing | Language use | Comment |
| | | | | Oral | Written | | | |
| | | | | 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 |
| Date | | | | | | | | |
| Score | | 5 | 10 | 5 | 10 | 5 | 5 | |
| Names of learners | | | | | | | | |
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GRADE 3 RUBRIC : Term 4

LISTENING AND SPEAKING

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|--|---|
| Oral presentation: Short talk about the picture or photograph/ Theme poster in 4-5 sentences | With support and practice is able to name 2-3 objects in picture or photograph / poster | Does a prepared talk about a familiar picture or photograph/ Theme poster stating 3 details in incomplete sentences | Does a prepared talk about a familiar picture or photograph/ Theme poster in 3 complete sentences stating 3 details | Does a well prepared talk about a familiar picture or photograph/ Theme poster in 4 complete sentences stating 4 details | Does a well prepared talk about a familiar picture or photograph/ Theme in 5 complete sentences stating 5 or more details |

READING

| Activity | 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|---|--|
| Word recognition: sight words: 70-80 words | Reads between 20-25 familiar sight words with teacher | Recognises and reads 50-59 familiar sight words correctly. | Recognises and reads 60-69 familiar sight words sight words correctly. | Recognises and reads 70-79 sight words confidently and correctly. | Recognises and reads more than 80 sight words confidently and correctly. |

WRITING

| Activity | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Writes 4-6 sentences on a familiar topic using capital letters and full stops | Able to copy and 1-2 missing words with support | Able to write 1 sentence on a familiar topic using a frame. | Able to write 2-3 sentences on a familiar topic using capital letters and full stops correctly. | Able to write 5 relevant sentences on a familiar topic using correct grammar, spelling and punctuation. | Able to write more than 6 relevant sentences on a familiar topic using correct grammar, spelling and punctuation. |

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