



# **FOUNDATION PHASE** **HOME** **LANGUAGE (HL)** **SBA EXEMPLAR BOOKLET** **GRADES 1-3**



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## 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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## Introduction

Assessment is the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes. The central purpose of assessment is to provide information on learner achievement and progress and set the direction for ongoing teaching and learning. Assessment goes far beyond testing. It concerns the daily interactions between the teacher and each learner that include moment by moment interactions, observations and actions.

School-based assessment (SBA) is an assessment which is embedded in the teaching and learning process. It involves the teacher from the beginning to the end; from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgements. It can be adapted and modified by the teacher to match the teaching and learning goals of the particular class and learners being assessed. It allows the teacher to give immediate and constructive feedback to students.

SBA tasks can be used for *formative* as well as *summative* purposes. **Summative assessment** refers to more formal planned assessments at the end of a unit or term or year which are used primarily to evaluate learner's progress.

Formative assessment is usually more informal and more frequent, involving the gathering of information about learners and their learning needs **while they are still learning**. Formative assessment has two key functions: **informing** and **forming**. In other words, formative assessment shapes the decisions about what to do next, by helping **the teacher to select what to teach in the next lesson, or even in the next moment in the lesson**, and **the learners to understand what they have learnt and what they need to learn next**.

The curriculum describes assessment as having four functions namely **formative, summative, evaluative and diagnostic**. The two principal approaches to assessment are **Assessment of learning** and **Assessment for learning**.

**Assessment for learning** is the process whereby the teacher uses evidence on an ongoing basis to inform teaching and learning. Assessment *for* learning is the process whereby the teacher periodically records children's progress and achievement for the purpose of reporting to parents and other stakeholders. It helps the teacher and learners to focus on three key questions:

- where are learners now in their learning?
- where are learners going in their learning
- how will learners get to the next point in their learning.

It usually takes place in the day to day minute by minute interactions between the teacher and learners. Everything the learners *do, say and make, ask questions, working on task independently or in pairs* has the potential of providing the teachers and learners with information about what each learner can and cannot do. The teacher should use this information to support learners, make changes to her planning, teaching methodologies and assessment methods.



In contrast **Assessment of learning** focusses on medium and long term assessment and generally **involves assessing the learner at the end of a unit of work, a week, term or a year. Assessment of learning** helps the teacher to plan future work, to set new targets and to provide feedback and information for term end and year end assessments. Information from Assessment of learning is used to compile a learner's report which can inform discussion between teacher and parents about each learner's learning strengths and weaknesses.

In the Foundation Phase the curriculum encourages the use of both **Assessment for Learning and Assessment of Learning** to measure each learner's progress ongoingly throughout the year. School Based Assessment (SBA) constitutes 100 % in the Foundation Phase. Hence both formative and summative assessments should inform the SBA programme for Grades R-3 to ensure that the assessment process is valid, reliable, fair and authentic.

## 1. Aims and objectives

The SBA guidelines are aimed at strengthening assessment practices in Grades R-3 and giving clarity to the utilisation of both formative assessments (Assessment for Learning) and summative assessments (Assessment of Learning). The main objectives are:

- To mediate the Programme of Assessment (POA) for Grades R to 3 in accordance with Curriculum and Assessment Policy Statement (CAPS);
- To map out the skills, content and concepts to be assessed (what, how and when to assess) using assessment frameworks that indicate the activities to be assessed in each assessment task in each term in the grade for Home Language (Language of Learning and Teaching); First Additional Language, Mathematics and Life Skills;
- To ensure that assessment activities are differentiated and accommodate different forms of assessment; and
- To ensure that the Programme of Assessment (POA) informs SASAMS.

**Assessment tasks** are not learning and teaching units, but they do suggest, in broad terms, what teaching and learning activities need to be assessed through both assessment for learning (informal daily lessons) and assessment of learning (formal and structured) practices. Assessment tasks should reflect a variety of forms of assessment such as observation, oral, practical and written activities. These may be short activities that are aggregated to make up a task which are completed over a few sessions. Assessment activities should be differentiated and done in many ways to ensure that each learner is able to demonstrate what he or she knows and can do through:

- face-to-face engagements with the teacher one learner at a time (oral responses, recognition of letter sounds, oral reading aloud);
- practical activity (sorting out concrete objects according to size, shape colour etc.);
- a written activity done independently by each individual learner,
- in pairs (role-play a dialogue) ;and
- a group performance (acting out a play) or playing a game during physical education lesson.

When planning and implementing an assessment activity the teacher should ensure that:

- the content, concepts and skills that are being assessed are aligned to curriculum and are cognitively appropriate for the grade;
- the content, skills and concepts have already been taught and different examples are used for the assessment activity;
- differentiated assessment practices should be used to accommodate all ability levels and learning styles;
- resources are available for learners to enable them to complete the activity;
- the evidence is recorded (checklists, assessment rubrics, learner's class work books, worksheets etc.);
- scores are recorded and are aggregated to inform the learner's achievement level in each term; and
- follow up interventions such as remedial (under-performing learners) and enrichment (top performing) activities should be done.

**Assessment frameworks** are useful tools for **planning an assessment task or an activity**. Assessment frameworks should not be limited to written tests only. Assessment frameworks should enable the teacher to identify the following:

- the content, knowledge, concepts and skills that need to be assessed;
- the forms of assessment that will be relevant for the assessment activity;
- the design of the activity (questions and cognitive levels);
- the recording tools that will be used; and
- the resources to be used for the assessment activity.

**The Assessment tasks in CAPS have been repackaged into Exemplar Assessment frameworks which mediate the Programme of Assessment that needs to be completed in every term in each grade for Home Language, First Additional Language (FAL), Mathematics and Life Skills.**

#### **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 and 3 indicate the SA-SAMS weightings for Home Language. Table 4 gives an overview of the number and type of assessment activities (oral, practical and written) that should be assessed in each assessment task in both Home Language and FAL. This mapping will inform the capturing of the assessment data on SASAMS.

TABLE 1: SA-SAMS : WEIGHTINGS FOR HOME LANGUAGE GRADE 1 : TIME ALLOCATION						
Language Components		Time Allocation		Weightings		SA-SAMS weightings
		7 HOURS	8 HOURS	7 HOURS	8 HOURS	
Listening and Speaking		45 minutes	60 minutes	11%	13%	25%
Phonics and Spelling		75 minutes	75 minutes	18%	16%	25%
Reading <ul style="list-style-type: none"><li>• Word recognition</li><li>• Fluency</li><li>• Comprehension</li></ul>	Shared Reading	45 minutes	75 minutes	11%	16 %	25%
	Group Guided Reading	2 hours 30 minutes	2 hours 30 minutes	36%	31%	
			60 minutes	60 minutes	14%	
Handwriting		45 minutes	60 minutes	11%	13%	15%
Aggregate		Term 1: 25 %		Term 3: 25%		Term 4: 25%
TABLE 2: SA-SAMS : WEIGHTINGS FOR HOME LANGUAGE GRADE 2 : TIME ALLOCATION						
Language Components		Time Allocation		Weightings		SA-SAMS weightings
		7 HOURS	8 HOURS	7 HOURS	8 HOURS	
Listening and Speaking		45 minutes	60 minutes	11%	13%	20%
Phonics and Spelling		60 minutes	75 minutes	14%	17%	25%
Reading <ul style="list-style-type: none"><li>• Word recognition</li><li>• Fluency</li><li>• Comprehension</li></ul>	Shared Reading	60 minutes	75 minutes	14%	17%	25%
	Group Guided Reading	2 hours 30 minutes	2 hours 30 minutes	36%	31%	
			45 minutes	45 minutes	11%	
Handwriting		60 minutes	60 minutes	14%	14%	20%
Aggregate		Term 1: 25 %		Term 3: 25%		Term 4: 25 %

TABLE 3: SA-SAMS : WEIGHTINGS FOR HOME LANGUAGE GRADE 3 : TIME ALLOCATION						
Language Components		Time Allocation		Weightings		SA-SAMS weightings
		7 HOURS	8 HOURS	7 HOURS	8 HOURS	
Listening and Speaking		45 minutes	60 minutes	11%	13%	20%
Phonics and Spelling		60 minutes	75 minutes	14%	16%	20%
Reading	Shared Reading	60 minutes	75 minutes	14%	16%	25%
	• Word recognition					
	• Fluency					
		2 hours 30 minutes	2 hours 30 minutes	36%	31%	
Handwriting		45 minutes	60 minutes	11%	13%	10%
Writing		60 minutes	60 minutes	14%	13%	25%
Aggregate	Term 1: 25 %	Term 2: 25 %		Term 3: 25 %		Term 4: 25 %

TABLE 4 : SUGGESTED RECORDING FOR SASAMS				
Home Language				
Grade 1				
Language Skills	Term 1	Term 2	Term 3	Term 4
Listening & Speaking	1 Oral	1 Oral	1 Oral	1 Oral
Phonics & Spelling	1 Oral	1 Written	1 Oral & 1 Spelling	1 Written & 1 Spelling
Reading	1 Oral	2 Orals	2 Orals	1 Written
Handwriting	1 Written recording	1 Written recording	1 Written recording	1 Written recording
Writing		1 Written	1 Written	1 Written
Grade 2				
Language Skills	Term 1	Term 2	Term 3	Term 4
Listening & Speaking	1 Oral	1 Oral	1 Oral	1 Oral
Phonics & Spelling	1 Oral and 1 Spelling	1 Written and 1 Spelling	1 Written and 1 Spelling	1 Written
Reading	2 Orals	1 Oral and 1 Written	2 Orals	1 Oral and 1 Written
Handwriting	1 Written recording	1 Written recording	1 Written recording	1 Written recording
Writing	1 Written	1 Written	1 Written	1 Written
Grade 3				
Language Skills	Term 1	Term 2	Term 3	Term 4
Listening & Speaking	1 Oral	1 Oral	1 Oral	1 Oral
Phonics & Spelling	1 Oral and 1 Spelling	1 Written and 1 Spelling	1 Written and 1 Spelling	1 Written and 1 Spelling
Reading	2 Orals	1 Oral and 1 Written	1 Oral and 1 Written	1 Oral and 1 Written
Handwriting	1 Written recording	1 Written recording	1 Written recording	1 Written recording
Writing	1 Written	2 Written	2 Written	2 Written

### School Based Assessment (SBA) for Home Language

School Based Assessment (SBA) for Home Language will focus on the core Language components namely Listening and Speaking, Phonics, Reading and Comprehension, Handwriting and Writing. 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.

In Grade1, in particular the assessment tasks for Listening and Speaking and Oral Phonics should be observed and assessed ongoingly and by the second last week of the term each learner should be scored accordingly in terms of the attached checklists and rubrics. 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. These assessment activities should be contextualised for the African Languages which are offered as LoLT in grades 1 to 3, with regard to the phonics programme, reading (high frequency words, the length of oral reading and comprehension texts) and language usage skills (grammar). These language skills and the assessment thereof should be aligned to the Nguni and Sotho language groupings.



# Grade 1

## Home Language: Programme of Assessment: 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"> <li>▪ Listens and responds to stories, rhymes, poems and songs (integrate with Life Skills)</li> <li>▪ Describes objects in terms of colour, size, shape using correct vocabulary (integrate with Mathematics and Life Skills).</li> <li>▪ Participates in class discussions (integrate with Mathematics and Life Skills).</li> <li>▪ Talks about personal experiences such as tells news, describes weather, discusses topical events etc. (integrate with Life Skills)</li> </ul>	Observation & Oral	Checklist	n/a	By Week 9	
	<ul style="list-style-type: none"> <li>▪ Responds to questions related to personal details</li> <li>▪ Sequences at least 3-5 pictures related to a story or a topic in the right order of events/activities</li> </ul>		Rubric	10		

### Teacher notes

*These Listening and Speaking activities will be observed and assessed during your daily oral lesson activities in all subjects. They are integrated and feature in Mathematics and Life Skills too. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities in all subjects 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 according to the rubric. For SASAMS you should have 1 score for Listening and Speaking.*

Phonics: Oral	<ul style="list-style-type: none"> <li>▪ Distinguishes aurally between initial sounds of words heard in stories, rhymes, songs etc.</li> <li>▪ Participates in whole class phonemic awareness activities: blending sounds (short vowel sounds eg at, it, ot, et, ut) to build two and 3 letter words orally</li> </ul>	Observation & Oral and Practical	Checklist	n/a	By Week 9	
	<ul style="list-style-type: none"> <li>▪ Identifies letter-sound relationships of some single letters at least 2 vowels and 6 consonants</li> </ul>		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 Reading and other 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)*

Emergent Reading:	<ul style="list-style-type: none"><li>▪ Holds the book the right way up, turns pages correctly, adheres to directionality and discusses book handling and care.</li><li>▪ Develops basic concepts of print including: cover of the book, title, etc.</li><li>▪ Predicts and interprets pictures to make up own story, (reads the pictures)</li><li>▪ Recognises own name and names of some peers</li><li>▪ Reads labels and captions in the classroom</li><li>▪ Listens to and responds to stories and other texts read aloud during <b>Shared Reading</b> lessons.</li></ul>	Oral/Practical	Checklist	n/a	By Week 9	
Reading: Oral	<b>Group Guided Reading Sessions</b> <ul style="list-style-type: none"><li>▪ <b>Word Recognition:</b> Assess each learner individually: on at least 20-30 sight words (Big Book, Theme, Reader)</li></ul>	Observation & Oral	Rubric	5	Week 8 & 9.	
<b>Teacher notes</b> <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 Reading and other lessons. Learners will be observed and assessed on emergent reading skills during your daily class activities and by Week 9 you should be able to give each learner a score. During your Group Guided Reading sessions in weeks 8 to 9 you will assess every learner on at least 20-30 sight words (maximum of 1 - 2 minutes per learner); Use a familiar word list on an A 4 laminated poster or use flash words. The attached checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have scores for the 1 Oral Reading components (word recognition)</i>						
Handwriting:	<ul style="list-style-type: none"><li>▪ Copies and draws writing patterns observing directionality</li><li>▪ Forms lower case letters correctly at least 2 vowels and 4 consonants</li><li>▪ Holds and manipulates writing instruments</li></ul>	Observation & Written	Class workbook Checklist & Rubric	n/a	By Week 6	
	Writing:			<ul style="list-style-type: none"><li>▪ Copies and writes own name and short words</li></ul>	5	By Week 9
					n/a	
<b>Teacher notes</b> <i>Some of these emergent handwriting skills are cross cutting and should be observed in all subjects. After being given opportunities to practice directionality skills, writing patterns and letter formation you should assess your learners by Week 6 and Week 9. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have a score for 1 handwriting recording.</i>						
<b>TOTAL SCORE</b>				<b>25</b>		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

# Home Language: GRADE 1: TERM 1: Checklist and Recording

✓/x		Listening & Speaking		Phonics		Reading:						Writing		Comment		
						Emergent						Handwriting	Writing			
		Listens and responds to stories, rhymes, poems and songs	Describes objects in terms of colour, size, shape, etc. using correct vocabulary	Participates in class discussions	Talks about personal experiences.	Distinguishes aurally between initial sounds of words heard in stories, rhymes, songs etc.	Participates in whole class phonemic awareness activities: segmenting words	Holds the book the right way up, turns pages correctly, adheres to directionality and discusses book handling and care.	Develops basic concepts of print including: cover of the book, title, etc.	Predicts and interprets pictures to make up own story, (reads the pictures)	Recognises own name and names of some peers	Reads labels and captions in the classroom	Listens to and responds to stories and other texts read aloud during <b>Shared Reading</b> lessons	Copies and draws writing patterns correctly observing directionality	Holds and manipulates writing instruments	Copies and writes own name and short words
Date																
Names of learners																
1																
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# Home Language: GRADE 1: TERM 1: Scores using rubrics

		Listening & Speaking			Phonics	Reading Oral	Hand writing	Comment
		Answers questions related to personal detail	Sequences 5 pictures in the right order that are related to a story or topic and talk about it	TOTAL	Identifies letter-sound relationships of some single letters at least 2 vowels and 6 consonants	Word Recognition: sight words	Forms lower case letters correctly at least 2 vowels and 4 consonants	
Date								
Score		5	5	10	5	5	5	
Names of learners								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

## Home Language: Grade 1 Term 1 Suggested Rubrics :

### LISTENING AND SPEAKING

Activity	1	2	3	4	5
Answers questions related to at least 3 personal details	Unable to answer questions related to personal details without prompting	Responds correctly to 1 of 3 questions related to personal details	Responds correctly to 2 of 3 questions related to personal details	Responds correctly to questions related to all 3 personal details	Responds correctly to questions related more than 3 personal details
Activity	1	2	3	4	5
Sequences 5 pictures according to the events in a story and talks about it	Struggles to sequence pictures and talk about it	Sequences 2 of 5 pictures correctly but needs support to talk about it	Sequences 3 of 5 pictures correctly and uses simple sentences when talking about it	Sequences 4 of 5 pictures correctly and uses more complex sentences to describe the events	Sequences all 5 pictures correctly and uses well structured sentences and to describe the order of events in the story

### PHONICS

Activity	1	2	3	4	5
Identifies letter-sound relationships of some single letters at least 2 vowels and 6 consonants	Identifies initial letter-sound relationships of 0 to 1 single letters correctly. Tends to confuse letter-sound relationship	Identifies initial letter-sound relationships of 2 to 3 single letters correctly	Identifies initial letter-sound relationships of 4-5 single letters correctly	Identifies initial letter-sound relationships of 6 to 7 single letters correctly	Identifies initial letter-sound relationships of 8 and more single letters correctly

### READING

Activity	1	2	3	4	5
Word Recognition: sight words	Poor word recognition skills. Needs support from teacher.	Recognises between 1 – 7 familiar sight words	Recognises between 8 -15 familiar sight words correctly.	Recognises between 16 - 23 familiar sight words correctly.	Recognises 24 and more familiar sight words correctly.

### HANDWRITING

Activity	1	2	3	4	5
Forms at least 6 lower case letters correctly	Able to trace and copy 3 lower case letters with support.	Able to write 3 lower case letters paying. Learning to pay attention to correct formation and size.	Able to write 4 lower case letters correctly but needs to pay attention to size of letters and spacing.	Writes 5 lower case letters correctly paying careful attention to correct letter formation and size.	Writes more than 6 lower case letters correctly paying attention to directionality, correct letter formation, size and neatness.

# Home Language: GRADE 1: TERM 2: Checklist and Recording

✓/x		Listening & Speaking				Phonics			Reading				Handwriting	Comment
		Responds to instructions and makes simple requests	Participates in class discussions and listens without interrupting taking turns to speak	Talks about personal experiences	Listens to stories with interest, identifies the main idea and draws a picture to show understanding	Identifies letter sound relationships of most single letters: <i>Letter Sound Chart</i>	Builds up and breaks down simple words using sounds learnt - CVC blends	Groups common words into sound families	Reads phonic words in sentences and other texts	Uses pictures to predict what the story is about.	Listens to and discusses the stories, identifies the main idea and the main character in texts read aloud during <b>Shared Reading</b> lessons	<b>Listening comprehension:</b> learners respond to 2-3 oral questions related to the shared reading stories/texts.	Copies and writes short simple sentences.	
Date														
Names of learners														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														

## Home Language: Programme of Assessment: 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"><li>Participates in class discussions and listens without interrupting taking turns to speak (integrate with Life Skills)</li><li>Talks about personal experiences such as tells news, describes weather news, other topical events</li><li>Listens to stories with interest, identifies the main idea and draws a picture to show understanding and responds to questions</li><li>Responds to instructions and makes simple requests.</li></ul>	Observation Oral and practical	Checklist	5	By Week 9	
	<ul style="list-style-type: none"><li>Describes objects using correct vocabulary in terms of age (old/new; young/old), direction, size , distance etc and (integrate with Mathematics)</li><li>Responds to questions</li></ul>		Rubric	5		
<b>Teacher notes</b> <i>These Listening and Speaking skills will be observed and assessed during your daily oral lesson activities in all subjects. They are integrated and feature in Mathematics and Life Skills too. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities in all subjects 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 according to the rubric. For SASAMS you should have 1 score for Listening and Speaking.</i>						
Phonics: Written	<ul style="list-style-type: none"><li>Write the initial letter sound for the picture, matching initial sound with picture/word (consonants and vowels)</li><li>Cross out or circle the odd word in a word family e.g. hat, bat, mat, cat, cot</li><li>Write words with <i>at, et, it ot, ut, ag, eg, ig, og, ug, an, en, in, un</i></li></ul>	Written	Worksheet/ Class workbook	10	By Week 8	
Phonics: Oral	<ul style="list-style-type: none"><li>Identifies letter sound relationships of most single letters: <b>Letter Sound Chart</b></li><li>Builds up and breaks down simple words using sounds learnt – Consonant and vowel blends</li><li>Groups common words into sound families</li></ul>	Oral	Checklist	n/a	By Week 9	
<b>Teacher notes</b> <i>Phonics written activity should be no longer than 10-15 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</i>						



Oral Reading & Comprehension	<b>Group Guided Reading Sessions</b> <b>Word Recognition:</b> Assess each learner individually on at least <b>30-40 sight words</b> (Big Book, Theme, Reader)	Observation & Oral	Rubric	5	Week 7 & 8	
	Assess each learner on <b>oral reading</b> choose a text (DBE Workbook, Reader) which has at least <b>30-40 words</b> and ask questions about the text.			5		
	<ul style="list-style-type: none"><li>Reads phonic words in sentences and other texts</li><li>Uses pictures to predict what the story is about</li><li>Listens to and discusses the stories, identifies the main idea and the main character in texts read aloud during <b>Shared Reading</b> lessons</li><li>Listening <b>comprehension</b>: learners respond to 2-3 oral questions related to the shared reading stories/texts.</li></ul>	Observation & Oral	Checklist	n/a	Week 9	
<b>Teacher notes</b> <i>During your Group Guided Reading sessions in weeks 7 to 8 you will assess each learner on</i> <ul style="list-style-type: none"><li><i>at least 30-40 sight words (maximum of 1 - 2 minutes per learner); Use a familiar word list on an A 4 laminated poster</i></li><li><i>an oral reading text with at least 30-40 words(word recognition, fluency, comprehension e.g. 2 - 3 oral questions) and time allocation should be a maximum of 2 - 3 minutes per learner</i></li></ul> <i>The attached checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have scores for the 2 Oral Reading components (word recognition and oral reading)</i>						
Handwriting:	<ul style="list-style-type: none"><li>Forms at least 20 lower case letters correctly according to size and position</li><li>Writes two and three letter words with correct spacing</li></ul>	Observation & Written	Class workbook/ Rubric & Checklist	5	By Week 9	
	<ul style="list-style-type: none"><li>Copies and writes short simple sentences.</li></ul>			n/a	By Week 9	
<b>Teacher notes</b> <i>Each skill should not be assessed as an independent activity but rather the learner's written recording in their class work books in all subjects should be observed and assessed accordingly. By Week 9, you should be able to score your learners accordingly on letter formation, transcription of at least 2-3 short words and at least 1 short sentence. 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 handwriting.</i>						
Writing:	<ul style="list-style-type: none"><li>Writes at least 1-2 sentences of own news or on a topic (Theme/Story etc.) using capital letters and full stops.</li></ul>	Written	Class workbook/ Rubric	5	By Week 9	
<b>Teacher notes</b> <i>By Week 9 the learner should be able to translate oral sentences into a written format with support. 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.</i>						
<b>TOTAL SCORE</b>				<b>40</b>		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

# Home Language: GRADE 1: TERM 2: Scores using rubrics

		Listening & Speaking			Phonics	Reading		Hand writing	Writing	Comment
		Describes objects using correct vocabulary in terms of age (old/new; young/old), direction and sorts objects according to various attributes	Responds to questions	TOTAL	Phonics: Written: Write the initial letter sound for the picture, matching initial sound with picture/ word (consonants and vowels), cross out or circle the odd word in a word family e.g. hat, bat, mat, cat, cot Write words with <i>at, et, it ot, ut, ag, eg, ig, og, ug, an, en, in, un</i>	Word recognition: sight words	Oral Reading & Questions	Forms at least 20 lower case letters correctly according to size and position Writes two and three letter words with correct spacing	Writes at least 1-2 simple sentences related to a picture/ own news/reading text or Life Skills topic	
Date										
Score		5	5	10	10	5	5	5	5	
Names of learners										
1										
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## Home Language: Grade 1 :Term 2 Suggested Rubrics

### LISTENING AND SPEAKING

Activity	1	2	3	4	5
Describes objects using correct vocabulary in terms of 5 physical attributes	Learner is able to use correct vocabulary to describe objects in terms of 1 physical attribute with support	Learner is able to use correct vocabulary to describe objects in terms of 2 physical attributes	Learner is able to use correct vocabulary to describe objects in terms of 3 physical attributes	Learner is able to use correct vocabulary to describe objects in terms of 4 physical attributes	Learner is able to use correct vocabulary to describe objects in terms of 5-6 physical attributes
Activity	1	2	3	4	5
Responds to questions	Unable to respond to questions related to the story/text without support from the teacher.	Answers 1 question related to the story/text.	Answers 2 questions related to the story/text/	Answers 3 questions related to the story/text	Answers more than 3 questions related to the story/text correctly

### READING

Activity	1	2	3	4	5
Word recognition: sight words	Recognises between 1-7 familiar sight words with support	Recognises between 8 - 15 familiar sight words	Recognises between 16 -23 familiar sight words	Recognises between 24 - 35 familiar sight words	Recognises 36 and more familiar sight words
Activity	1	2	3	4	5
Oral Reading	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 30-40 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

### HANDWRITING

Activity	1	2	3	4	5
Forms at least 20 lower case letters correctly & copies and writes 2 and 3 letter words paying attention to correct letter formation, size & spacing	Able to copy and write 2 letter words with support but struggles to form letters correctly	Is able to copy and write 2 and 3 letter words but needs to pay more attention to correct letter formation.	Is able to copy and write 2 and 3 letter words and forms letters correctly. Size and spacing still needs attention.	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation and size.	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation, size and spacing . Good handwriting skills and neatness demonstrated

### WRITING

Activity	1	2	3	4	5
Writes 1-2 sentences related to a picture	Able to write 1 word for a picture with support	Able to write 1-2 relevant words for a picture	Able to write 1 relevant sentence - of 3-4- words	Able to write 1 relevant sentence of 5 words using capital letter and full stop	Able to write-2 relevant sentences correctly using capital letters and full stops

## Home Language: Programme of Assessment: 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"> <li>Talks about personal experiences, an event or theme topic.</li> <li>Sequences at least 5 pictures related to a familiar story or Theme topic by matching captions with pictures (integrated with Life Skills)</li> </ul>	Observation oral and practical	Rubric	10	By Week 9	
	<ul style="list-style-type: none"> <li>Listens to instructions and announcements and responds appropriately (observed in all subjects)</li> <li>Participates in class discussions, asking and answering questions (integrated with Life Skills, Mathematics)</li> <li>Listens to stories and answers closed and open-ended questions</li> <li>Role plays characters in a story that is read or told by the teacher</li> <li>Understands and uses appropriate language for different purposes, e.g. get-well message, birthday greetings</li> </ul>		Checklist	n/a		

### Teacher notes

*These Listening and Speaking skills will be observed and assessed during your daily oral lesson activities in all subjects. They are integrated and feature in Mathematics and Life Skills too. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities in all subjects 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 according to the rubric. For SASAMS you should have 1 score for Listening and Speaking.*

Phonics: Oral	<ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters: <b>Letter Sound Chart</b></li> </ul>	Observation & Oral	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> <li>Recognises word families with short vowel sounds: -at, -ag, -am, -it, etc.</li> <li>Builds 3 and 4-letter words by blending sounds (onset and rime eg p-ot)</li> <li>Uses initial consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng</li> <li>Recognises plurals with "s" and "es"</li> </ul>		Checklist	n/a		
Phonics: Written	<ul style="list-style-type: none"> <li><b>Spelling test:</b> Word list of at least <b>10</b> words (2/3 letter words)</li> </ul>	Written	Class workbook	10		

### Teacher notes

*Each oral phonic skill is not meant to be assessed independently but rather 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. At least one spelling test must be recorded as a formal assessment activity. For SASAMS you should have 2 scores (Oral phonics and spelling )*



Reading and Comprehension	<b>Group Guided Reading Sessions</b> <b>Word Recognition</b> Test each learner individually on at least <b>40-50</b> sight words (Big Book, Theme, Reader)	Observation & Oral	Rubric	5	By Week 8 to 9	
	Assess each learner on <b>oral reading</b> . Choose a text (DBE Workbook, Reader) which has at least <b>40-50</b> words.			5		
	▪ Listening comprehension – learners respond to oral questions including higher order questions		Checklist	n/a		
<u>Teacher notes</u> <i>During your Group Guided Reading sessions in weeks 8 to 9 you will assess all your learners on :</i> <ul style="list-style-type: none"><li>▪ at least 40-50 sight words (maximum of 1 - 2 minutes per learner) use a familiar word list on an A 4 laminated poster</li><li>▪ oral reading a text (Graded Reader) with 40-50 words (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) and time allocation should be a maximum of 2 - 3 minutes per learner. The attached checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have scores for 2 Oral Reading components.</li></ul>						
Handwriting:	<ul style="list-style-type: none"><li>▪ Forms 26 lower case letters and some upper case correctly: paying attention to directionality, letter formation and size.</li><li>▪ Copies and writes at least 1 short sentence legibly and correctly from the chalkboard which is modelled by the teacher.</li></ul>	Observation & Written	Class workbook/ Rubric	5	By Week 9	
<u>Teacher notes</u> <i>You should observe learners handwriting skills in daily class lessons too in all subjects which includes letter formation, transcription of words and the writing of numbers and mathematical symbols. By Week 9, you should be able to score your learners accordingly on letter formation and transcription of at least 2-3 short words and at least 1 sentence. 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 handwriting.</i>						
Writing:	<ul style="list-style-type: none"><li>▪ Writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).</li></ul>	Written	Class workbook/ Rubric	5	By Week 9	
<u>Teacher notes</u> <i>By Week 9 assess each learner on 1 written activity which is the completion of a writing frame (use an extract from a familiar reading text). The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have one score for 1 written recording.</i>						
<b>TOTAL SCORE</b>				<b>45</b>		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

# Home Language: GRADE 1: TERM 3: Checklist and Recording

		Listening & Speaking					Phonics: Oral				Reading	Comment
✓/x		Listens to instructions and announcements and responds appropriately	Participates in class discussions, asking and answering questions	Understands and uses appropriate language for different purposes, e.g. get-well message, birthday greetings	Listens to stories and answers closed and open-ended questions	Role plays characters in a story that is read or told by the teacher	Recognises word families with short vowel sounds: at, ag, am, it etc	Builds 3 and 4-letter words using the single letters and digraphs	Uses initial consonant blends to build up and break down words e.g. bl-ack, bri-ng, sa-ng	Recognises plurals with “s” and “es”	Listening comprehension: learners respond to oral questions including higher order questions.	
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# Home Language: GRADE 1: TERM 3: Scores using rubrics

Home Language: GRADE 1: TERM 3: Scores using rubrics											
		Listening & Speaking			Phonics		Reading		Hand writing	Writing	Comment
		Sequences at least 5 pictures of a story and matches captions with pictures	Talks about personal experiences, an event or theme topic	TOTAL	Oral: Identifies letter-sound relationships of all single letters: <i>Letter Sound Chart</i>	Written: Spelling test:	Word recognition: 40 – 50 Sight words	Oral Reading: 40 – 50 words in passage	Copies and writes at least 1 short sentence legibly and correctly from the chalkboard which is modelled by the teacher & Forms 26 lower case letters and some upper case correctly: paying attention to directionality, letter formation and size.	Uses a writing frame: Writes the missing words to complete a text (at least 3 -5 sentences).	
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## Home Language: Grade 1 Term 3 Suggested Rubrics

### LISTENING AND SPEAKING

Activity	1	2	3	4	5
Sequences pictures , matches caption with pictures	Struggles to sequence pictures and to match picture with caption – he/she gets confused	Attempts to sequence pictures in correct order but struggles to match pictures with captions	Can sequence pictures correctly and is able match some pictures with captions correctly	Good in sequencing pictures and matches pictures with captions correctly	Excellent in sequencing pictures and matching pictures with captions and does it with speed.
Activity	1	2	3	4	5
Talks about a event / story / personal experience	Learner is able to talk about a personal experience with support.	Learner is able to talk about a personal experience or an event in 1 sentence	Learner is able to talk about a personal experience or an event in 2 sentences	Learner is able to talk about a personal experience or an event in 3 sentences	Learner is able to talk about a personal experience or an event in 3 or more sentences

### PHONICS

Activity	1	2	3	4	5
Identifies letter-sound relationships of most single letters	Identifies letter-sound relationships of 1 to 10 initial letter sounds correctly with support	Identifies letter-sound relationships of 11 to 16 initial letter sounds correctly	Identifies letter-sound relationships of 17-20 initial letter sounds correctly	Identifies letter-sound relationships of 21-25 initial letter sounds correctly	Identifies letter-sound relationships of 26 initial letter sounds correctly

### READING

Activity	1	2	3	4	5
Word recognition: sight words	Reads between 1- 19 familiar sight words with teacher	Recognises and reads 20-29 familiar sight words correctly.	Recognises and reads 30-39 familiar sight words sight words correctly.	Recognises and reads 40-50 sight words confidently and correctly.	Recognises and reads more than 50 sight words confidently and correctly.
Activity	1	2	3	4	5
Oral Reading	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 40-50 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

### HANDWRITING

Activity	1	2	3	4	5
Forms at least 20 lower case letters correctly & copies and writes letters and words~ paying attention to correct letter formation, size & spacing	Able to copy and write some letters and words with support but struggles to form letters correctly	Is able to copy and write most letters and words but writes some letters incorrectly. Letter formation still needs attention.	Is able to copy and write all letters & words and forms letters correctly. Size and spacing still needs attention,	Is able to copy and write all letters and words paying careful attention to correct letter formation and size, occasionally makes mistakes	Is able to copy and write all letters & words in sentences, paying careful attention to correct letter formation, size & spacing. Legible handwriting skills, no errors and extremely neat.

### WRITING

Activity	1	2	3	4	5
Writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).	Learner is able to complete 1 sentence in a writing frame with support	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 4 sentences by writing the correct words.	Learner is able to complete a writing frame of 5 sentences writing the correct words.

## Home Language: Programme of Assessment: 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"><li>Talks about personal experiences and expresses feelings.</li><li>Tells a story which has beginning, middle and end using language imaginatively.</li></ul>	Observation & Oral	Rubric	10 (5+5)	By Week 7	
	<ul style="list-style-type: none"><li>Listens to instructions and announcements and responds appropriately</li><li>Participates in class discussions and expresses own thoughts and feelings.</li><li>Listens to stories and answers closed and open-ended questions</li></ul>		Checklist	n/a		
<b>Teacher's note</b> <i>These Listening and Speaking skills will be observed and assessed during your daily oral Reading and Life Skills 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 you should be able to complete the checklist and score each learner according to the rubric. For SASAMS you should have 1 score for Listening and Speaking.</i>						
Phonics: Oral	<ul style="list-style-type: none"><li>Identifies letter-sound relationships of all single letters: <b>Letter Sound Chart</b></li></ul>	Oral	Checklist	n/a	By Week 6 & 7	
Phonics: Written	<ul style="list-style-type: none"><li>groups words into sound families</li><li>plurals of nouns ("s" "es")</li><li>consonant blends e.g. sp, fr, dr</li><li>consonant diagraphs: sh, ch, th at the beginning and end of the word</li></ul>	Written	Workbook	10	By Week 7	
	<ul style="list-style-type: none"><li><b>Spelling test:</b> Word list of at least 10 words (2/3/4 letter words)</li></ul>	Written	Class workbook	10	By Week 7	
<b>Teacher note</b> <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. At least one spelling test must be recorded as a formal assessment activity. For SASAMS you should have 2 scores (Written phonic activity and spelling test)</i>						
Oral Reading	<b>Group Guided Reading Sessions</b> <ul style="list-style-type: none"><li>Assess each learner on <b>oral reading</b> choose a text (DBE Workbook, Reader) which has at least <b>50-60</b> words and ask 2-3 oral questions related to the text</li></ul>	Oral	Rubric	n/a	By Week 6 & 7	
Written Comprehension	Choose a short reading passage which has at least 50-60 words (DBE Workbook or Reader) <b>Types of questions:</b> <ul style="list-style-type: none"><li>Multiple choice questions: Circle the correct answer &amp; Higher order questions</li><li>Fill in the missing words</li><li>Sequence events in the story</li><li>Interprets information from posters, pictures or simple tables</li></ul>	Oral &Written	Worksheet Class book	10	By Week 7	

**Teacher's Note:**

Learners should be assessed on one oral reading activity in the Group Guided Reading session in Weeks 6 and 7. By Week 8 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 2 scores for Reading (oral reading and written comprehension)

Handwriting:	<ul style="list-style-type: none"> <li>Forms 26 lower case letters correctly paying attention to directionality, correct letter formation, size and spacing within lines</li> <li>Copies and writes 1-2 short sentences legibly and correctly.</li> </ul>	Observation & Written	Class workbook Rubric	5	By Week 6	
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**Teacher's Note:**

You should observe learners handwriting skills in daily class lessons too in all subjects which includes letter formation, transcription of words and the writing of numbers and mathematical symbols. By Week 9, you should be able to score your learners accordingly on letter formation and transcription of at least 2-3 short words and at least 1-2 short sentences. For SASAMS you should have 1 score for handwriting. The attached checklist should be used for recording and scoring to be done according to the rubric.

Writing:	<ul style="list-style-type: none"> <li>Writes at least 3 sentences about a familiar picture or topic related to a familiar story or theme (integrated with Life Skills)</li> </ul>	Written	Class workbook Rubric	5	By Week 7	
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**Teacher's notes**

By Week 7 assess the whole class on 1 written recording activity related to a familiar picture, theme poster or a story. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS you should have one score for 1 written recording.

<b>TOTAL</b>	<b>50</b>
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card	

# Home Language: GRADE 1: TERM 4: Checklist and Recording

✓/x		Listening & Speaking			Phonics: Oral			Reading	Handwriting	Comment
		Listens to instructions and announcements and responds appropriately	Participates in discussions and expresses feelings	Listens to stories and answers closed and open-ended questions	Groups words into sound families	Recognises plurals with "s" and "es"	Identifies letter-sound relationships of all single letters: <i>Letter Sound Chart</i>	Interprets information from posters, picture and simple tables	Forms 26 lower case letters correctly: directionality, formation and spacing within lines	
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# Home Language: GRADE 1: TERM 4: Scores using rubrics

		Listening & Speaking			Phonics		Reading	Hand writing	Writing	Comment
		Talks about personal experiences and expresses feelings	Tells a story with beginning, middle and end	TOTAL	Phonics: Written consonant blends e.g. sp, fr, dr consonant diagraphs: sh, ch, th at the beginning and end of the words	Spelling test	Written: Comprehension:	Copies and writes 2 short sentence legibly and correctly from the chalkboard which is modelled by the teacher.	Writes at least 3 sentences about a familiar picture	
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Score		5	5	10	10	10	10	5	5	
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## Home Language: Grade 1 Term 4 Suggested Rubrics

### LISTENING AND SPEAKING

Activity	1	2	3	4	5
Talks about personal experiences & expresses feelings	Shy and withdrawn needs support to talk about personal experiences	Attempts to relate a personal experience in 1 simple sentence.	Is able to relate personal experiences in short sentences and demonstrates feelings accordingly.	Relates personal experiences using simple sentences and expresses feelings accordingly	Relates personal experiences in detail using complex sentences. Express feelings accordingly
Activity	1	2	3	4	5
Tells a story with beginning, middle and end (sequence)	Needs support to retell a story that is read or told.	Attempts to retell the beginning of a story in 1-2 simple sentences	Is able to retell a story that is told or read using 3 sentences to describe the beginning and middle only.	Retells a story that is told or read fluently with a clear beginning, middle and end using 4-5 simple sentences	Displays very good story telling skills and is able to tell a story with expression describing in detail the beginning, middle and end confidently using 5 and more sentences

### READING

Activity	1	2	3	4	5
Reading	Reads from own book a text of 10- 25 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 50-60 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

### HANDWRITING

Activity	1	2	3	4	5
Copies and writes 2 short sentences paying attention to correct formation of all lower case letters	Needs support to copy and write 1 short sentence	Is able to copy and write 1 short sentences but correct letter formation, spacing between words and size of letters are not observed	Is able to copy and write 2 short sentence paying attention to letter formation but spacing between words is not observed.	Is able to copy and write 3 short sentences paying careful attention to correct letter formation and observing spacing between words	Is able to copy and write 3 and more short sentences paying careful attention to correct letter formation, size and observing spacing between words.

### WRITING

Activity	1	2	3	4	5
Writes at least 3 sentences about a familiar picture or topic related to a familiar story or theme	Unable to construct a sentence, writes only individual words related to a picture	Writes 2 simple sentences related to a picture or topic	Writes 3 simple sentences about a picture or topic independently.	Writes 4 simple sentences related to a picture or topic or familiar story using capital letters and full stops.	Writes 5 very well constructed sentences related to a picture or topic or familiar story using capital letters and full stops.

# Grade 2

## Home Language: Programme of Assessment: 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:	<ul style="list-style-type: none"> <li>Talks about a personal experience (at least 3 sentences, integrated with Life Skills and Reading)</li> </ul>	Observation & Oral	Rubric	5	By Week 5	

### Teacher's Note:

By Week 5 every learner should be assessed on his /her ability to relate a personal experience or speak on a familiar topic using a poster etc. For SASAMS there must be 1 score for Listening and Speaking.

Phonics: Oral	<ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters: <b>Letter Sound Chart</b></li> <li>Revises word families with short vowel sounds: -at, -ag, -am, -it etc.</li> <li>Recognises rhyming words: rack, sack, back, lack, pack</li> <li>Builds 3 and 4-letter words using the single letters and digraphs taught this term</li> <li>Revises common consonant digraphs (sh, ch, th)</li> <li>Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at etc.</li> <li>Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng</li> <li>Revises common consonant digraphs (sh, ch, th) at the end of words such as fi-sh, ri-ch, clo-th</li> <li>Recognises vowel digraphs such as 'oo' as in moon and 'ee' as in tree</li> </ul>	Observation & Oral	Rubric	5	By Week 9	
			Checklist	n/a		
Phonics: Written	<b>Spelling test:</b> Word list of at least 10 words (3/4 letter words)	Written	Class workbook	10		

### Teacher's Note:

Phonic oral skills should be observed during the daily class lessons. The checklist should be used for recording and scoring to be done according to the rubric for oral assessment. For SASAMS there must be 2 scores ( oral phonics and spelling)

Oral Reading	<b>Group Guided Reading Sessions</b> <b>Word Recognition:</b> Assess each learner individually on at least <b>50-60</b> sight words (Big Book, Theme, Reader)	Observation & Oral	Checklist & Rubric	5	By Week 7 to 9	
	Assess each learner on <b>oral reading</b> , choose a text (DBE Workbook, Reader) which has at least <b>50-60 words</b> and ask 3 questions related to the text			5		

**Teacher's Note:**

*During your Group Guided Reading sessions in weeks 7 to 9 :*

- *assess every learner on 50-60 sight words (maximum of 1 - 2 minutes per learner), use a familiar word list on an A 4 laminated poster*
- *assess every learner on oral reading using a text of at least 50-60 words (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) maximum time of 2 - 3 minutes per learner)*  
*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 (word recognition and oral reading)*

Handwriting:	<ul style="list-style-type: none"> <li>▪ Forms 26 lower and upper case letters correctly paying attention to directionality, correct letter size and formation and spacing within lines</li> <li>▪ Copies and writes at least 2 and more short sentences legibly and correctly</li> </ul>	Observation & Written	Class workbook Rubric	5	By Week 7	
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**Teacher's Note:**

*Letter formation and transcription of words and sentences must be observed in daily class lessons too in all subjects so as to assess how well each learner can demonstrate correct letter formations of all 26 lower case letters. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS, 1 score will be captured for handwriting.*

Writing:	<ul style="list-style-type: none"> <li>▪ Writes at least 3 sentences of own news or on a topic (Theme/Story etc.) using capital letters and full stops.</li> </ul>	Written	Class workbook Rubric	5	By Week 9	
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**Teacher's Note:**

*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 on a personal experience or a familiar story or theme topic. 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.*

<b>TOTAL</b>	<b>40</b>
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.	

# Home Language: GRADE 2: TERM 1: Checklist and Recording

✓/x		Phonics: Oral								Comment
		Revises word families with short vowel sounds: -at, -ag, -am, -it etc.	Revises common consonant digraphs (sh, ch, th)	Recognises rhyming words: rack, sack, back, lack, pack	Builds 3 and 4-letter words using the single letters and digraphs taught this term	Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at etc.	Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng	Revises common consonant digraphs (sh, ch, th) at the end of words such as fi-sh, ri-ch, clo-th	Recognises vowel digraphs such as 'oo' as in moon and 'ee' as in tree	
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# Home Language: GRADE 2: TERM 1: Scores using rubrics

		Listening & Speaking	Phonics		Reading		Hand writing	Writing	Comment
		Talks about a personal experience or talks on a theme topic (3 sentences)	Identifies letter-sound relationships of all single letters: <b>Letter Sound Chart</b>	Spelling test: <i>1 mark for each correct answer</i>	<b>Word Recognition:</b> 50 - 60 sight words	<b>Oral reading:</b> 50 - 60 words and questions	Copies and writes 2 and more short sentences paying attention to correct letter formation, spacing and size and Forms 26 lower and upper case letters correctly paying attention to directionality, correct letter size and formation and spacing within lines	Writes 3 sentences of own news or on a topic & Punctuation	
<b>Date</b>									
<b>Score</b>		<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	
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## Home Language: Grade 2 Term 1 Suggested Rubrics

### LISTENING AND SPEAKING

Activity	1	2	3	4	5
Talks about personal experiences	Learner is unable to talk about a personal experience without guidance and prompting from the teacher.	Learner is making an attempt to talk about a personal experience in 1 simple sentence.	Learner is able to talk about a personal experience in 2 simple sentences.	Learner is able to talk about a personal experience and express their thoughts in sequence in 3 full sentences.	Learner is able to talk about a personal experience freely, expressing thoughts in correct sequence in more than in 3-4 full sentences

### PHONICS

Activity	1	2	3	4	5
Identifies letter-sound relationships of all single letters	Identifies letter-sound relationships of 0 to 5 single letters correctly	Identifies letter-sound relationships of 6 to 10 single letters correctly	Identifies letter-sound relationships of 11-15 single letters correctly	Identifies letter-sound relationships of 16-20 single letters correctly	Identifies letter-sound relationships of 21 to 26 single letters correctly

### READING

Activity	1	2	3	4	5
Word recognition: 50 to 60 sight words	Poor word recognition skills. Needs support from teacher. Recognises less than 20 sight words	Recognises and reads 30-39 sight words correctly	Recognises and reads 40-49 sight words correctly	Recognises and reads 50-59 sight words correctly	Recognises and reads more than 60 sight words confidently and correctly.

Activity	1	2	3	4	5
Oral Reading	Reads from own book a text of 20 -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 50-60 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

### HANDWRITING

Activity	1	2	3	4	5
Copies and writes 2 short sentences paying attention to correct 26 lower case letter formation, size and spacing	Needs support to copy and write 1 short sentence	Is able to copy and write 1 short sentence but correct letter formation, spacing between words and size of letters are not observed	Is able to copy and write 1 short sentence paying attention to letter formation but spacing between words is not observed.	Is able to copy and write 2 short sentences paying careful attention to correct letter formation and observing spacing between words	Is able to copy and write 3 and more short sentences paying careful attention to correct letter formation, size and observing spacing between words.

### WRITING

Activity	1	2	3	4	5
Writes at least 3 sentences of own news or on a topic (Theme/Story etc.) using capital letters and full stops.	Writes a 1 sentence of 3 words with support.	Writes 1 sentence of own news or on a topic some on his/her own	Writes 2 sentences of own news or on a topic using some punctuation.	Writes 3 sentences of own news or on a topic (Theme/Story etc.) using capital letters and full stops	Writes more than 3 sentences of own news or on a topic (Theme/Story etc.) using capital

					letters and full stops and correct grammar and spelling

Home Language: GRADE 2: TERM 2: Scores using rubrics									
		Listening & Speaking	Phonics		Reading		Hand writing	Writing	Comment
		Talks about a familiar theme topic	<b>Phonics: Written:</b> <b>Word building and Sentence level</b> Recognises 3-letter consonant blends at the beginning of words. e.g.. str-ip, str-ap) Recognises 3-letter consonant blends at the end of words. e.g. ca-tch, fe-tch, i-tch) Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs Recognises at least 3 new vowel digraphs. e.g. 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'oi' as in boy	Spelling test	Oral Reading & Questions	<b>Written Comprehension on reading</b> <u>Types of questions:</u> Multiple choice questions Fill in the missing words Sequence events in a story Recall types of questions Who, What, When	Copies and writes one paragraph of between 3 - 4 lines from a printed text such as a story, a poem. Writes in print script all capitals and lower case letters confidently and accurately	Writes one paragraph (at least five sentences) on personal experiences or an event Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, apostrophe)	
Date									
Score		5	10	10	5	10	5	5	
Names of learners									
1									
2									
3									
4									
5									
6									

## Home Language: Programme of Assessment: 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	<ul style="list-style-type: none"> <li>Talks about a familiar theme / topic (3 sentences, integrated with Life Skills)</li> </ul>	Observation & Oral	Rubric	5	By Week 6	

### Teacher's Notes

By Week 6 every learner must be assessed on his /her ability to relate a personal experience or speak on a familiar topic or event. This should be 1-2 minute activity. For SASAMS there must be 1 score for Listening and Speaking.

Phonics: Oral	<ul style="list-style-type: none"> <li>Recognises 'silent e'/split digraph in words. For example tape, time, note</li> <li>Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term</li> </ul>	Oral	Checklist	n/a	By Week 8 & 9	
Phonics: Written	<b>Word building and Sentence level</b> <ul style="list-style-type: none"> <li>Recognises 3-letter consonant blends at the beginning of words. e.g. str-ip, str-ap</li> <li>Recognises 3-letter consonant blends at the end of words. e.g. ca-tch, fe-tch, i-tch)</li> <li>Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term</li> <li>Recognises at least 3 new vowel digraphs. e.g. 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in 'rain'</li> </ul>	Written	Worksheet Class workbook Rubric	10		
	<b>Spelling test:</b> Word list of at least 10 words (3/4 letter words)			10		

### Teacher's notes

The phonics written activity should be done as a whole class activity by Week 9 and the duration should be 10-15 minutes... For SASAMS there must be 2 scores (written phonics and spelling)

Oral Reading	<b>Group Guided Reading Sessions</b> <ul style="list-style-type: none"> <li>Assess each learner on <b>oral reading</b>, choose a text (DBE Workbook, Reader) which has at least <b>60-70 words</b> and ask questions related to the text</li> </ul>	Observation & Oral	Rubric	5	Weeks 7 to 8	
: Written Comprehension	Choose a reading passage of 60-70 words (DBE Workbook or Reader) <u>Types of questions:</u> <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Fill in the missing words</li> <li>Sequence events in a story</li> <li>Recall type questions Who, What, When</li> </ul>	Oral & Written	Worksheet/ Class work book /	10	Week 9	

### Teacher's notes

Learners should be assessed on **oral reading and one written comprehension**. During your Group Guided Reading sessions in weeks 7 to 8 assess every learner on oral reading (word recognition, fluency, comprehension e.g 3 oral questions) maximum time of 2 - 3 minutes per learner. The checklist should be used for recording and scoring to be done according to the rubric for oral reading activities..

*assessment items should be differentiated and must cater for varying cognitive levels (easy items 60%, moderate items 40%). The DBE Workbook and other curriculum resources may be used to select appropriate grade level assessment items. For SASAMS, 2 scores will be captured for Reading (oral reading and written comprehension)*

Handwriting:	<ul style="list-style-type: none"> <li>▪ Copies and writes one paragraph of between 3 - 4 lines from a printed text such as a story, a poem.</li> <li>▪ Writes in print script all capitals and lower case letters confidently and accurately</li> </ul>	Observation & Written	Class workbook / Rubric	5	By Week 8	
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**Teacher's Note:**

*Letter formation and transcription of words and sentences must be observed in daily class lessons too in all subjects so as to assess how well each learner can demonstrate letter formation of all 26 lower and upper case letters. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS, 1 score will be captured for handwriting.*

Writing:	<ul style="list-style-type: none"> <li>▪ Writes one paragraph (at least five sentences) on personal experiences or event</li> <li>▪ Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, apostrophe)</li> </ul>	Written	Class workbook/ Rubric	5	By Week 8	
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**Teacher's Note:**

*By Week 8 the learner should be assessed on his/her ability to write at least 4-5 short sentences on a personal experience or a familiar story or theme topic. In Week 9 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. The checklist should be used for recording and scoring to be done according to the rubric for the writing activity. For SASAMS 1 score will be captured for writing.*

**TOTAL** **50**

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

7									
8									
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12									

# Home Language: GRADE 2: TERM 2: Checklist

Home Language: GRADE 2: TERM 2: Checklist						
✓/x	Phonics: Oral		Reading			Comment
	Recognises 'silent e'/split digraph in words. tape, time, note	Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs	Fluency & expression	Word recognition	Read for meaning	
Date						
Names of learners						
1						
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14						

## Home Language: GRADE 2 SUGGESTED RUBRICS :Term 2

### LISTENING AND SPEAKING

Activity	1	2	3	4	5
Talks about a familiar theme / topic	Talks about a familiar theme topic by stating 2-3 words with support	Talks about a familiar theme topic in 1 sentence using a visual aid eg poster.	Talks about a familiar theme topic in 2 sentences using a visual aid eg poster.	Talks about a familiar theme topic in 3- sentences using a visual aid eg poster.	Talks about a familiar theme topic in more than 3 sentences using a visual aid eg poster.

### READING

Activity	1	2	3	4	5
Oral Reading	Reads from own book a text of 30-39 words with support from the teacher.	Reads word by word a text of 40-49 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 50-59 words and responds correctly to 3 questions	Reads fluently from own book a text of 60-70 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 70 words and responds correctly to 3 questions

### HANDWRITING

Activity	1	2	3	4	5
Copies and writes (3 – 4 lines) in printscript using frequently used upper case and lower case letters legibly, observing spacing between letters and words	Unable to copy and write 1 line of 2-3 words correctly.	Able to copy and write 1- 2 lines with 3-4 words correctly but needs to pay more attention to size of letters in words and spacing between words.	Able to copy and write 3 lines legibly with some errors noted in spacing and size of letters in words	Able to copy and write 3 lines legibly paying attention to uniformity letters in words , alignment and spacing	Able to copy and write more than 4 lines legibly and correctly paying attention to uniformity letters in words , alignment and spacing.

### WRITING

Activity	1	2	3	4	5
Writes one paragraph (at least five sentences) on personal experiences or event, uses capital letters and correct punctuation (full stops, commas, apostrophe)	Struggles to write one sentence of own news or on a topic and does not use any punctuation	Attempts to write 2 sentences, of own news or on a topic but uses capital letters incorrectly	Writes 3 sentences of own news or on a topic (Theme/Story etc.) using capital letters and full stops	Writes 4 sentences of own news or on a topic in a paragraph format (Theme/Story etc.) using capital letters and full stops and correct grammar and spelling	Writes 5 sentences of own news or on a topic in a paragraph format (Theme/Story etc.) using capital letters and full stops and correct grammar and spelling

## Home Language: Programme of Assessment: 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	<ul style="list-style-type: none"> <li>Role plays a familiar situation ; performs a dialogue with a peer from a familiar story (integrated with Life Skills, Reading)</li> </ul>	Oral	Rubric	5	Week 7	

### Teacher's notes:

*By Week 9 each learner must be assessed on his/her ability to roleplay a familiar situation (show and tell etc) or perform a dialogue with a peer or in a group. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS there must be 1 score for Listening and Speaking.*

Phonics: Written	<b>Word level and Sentence level</b> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters</li> <li>Revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words</li> <li>Builds words using the consonant and vowel digraphs, consonant blends and double consonants</li> </ul>	Oral	Checklist	n/a	By Week 9	
	<ul style="list-style-type: none"> <li>Uses consonant blends to build up and break down words</li> <li>Revises common consonant digraphs e.g. sh, st, sw, wh, ch, th, ck at the end and beginning of words</li> <li>Recognises common double consonants such as ll, ss and zz at the end of words.</li> <li>Recognises the first sound (onset) and the last syllable (rime) in more complex patterns. e.g. dr-eam, cr-eam, scr-eam, str-eam</li> <li>Recognises vowel digraphs and diphthongs e.g. 'oy', 'oi', 'ay', 'ai'</li> <li>Write sentences using phonic words</li> </ul>	Written	Worksheet/ Class workbook	10		
	<b>Spelling &amp; Dictation:</b> Word list of at least 10 words from phonic lessons and 1 sentence dictation of 5 words			15		

### Teacher's notes:

*The phonics written activity should be done as a whole class activity by Week 9 and the duration should be 10-15 minutes. For SASAMS there must be 2 scores (written phonics and spelling)*

Oral Reading	Group Guided Reading Sessions		Rubric	5	Week 7 to 9	
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	<ul style="list-style-type: none"><li>Assess each learner individually on at least <b>60-70</b> sight words (Flash cards, Word list)</li><li>Assess each learner on oral reading, choose a text (DBE Workbook, Reader) which has at least <b>60-70</b> words and ask 3 questions related to the text (word recognition, fluency &amp;comprehension)</li></ul>	Observation & Oral		5		
<b>Teacher's notes:</b> <i>During your Group Guided Reading sessions in weeks 7 to 9 :</i> <ul style="list-style-type: none"><li>assess every learner on 60 to 70 sight words (maximum of 1 - 2 minutes per learner), use a familiar word list on an A 4 laminated poster</li><li>Assess every learner on oral reading (word recognition, fluency, comprehension oral questions) maximum time of 2 - 3 minutes per learner). The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS, 2 scores (word recognition and oral reading) will be captured.</li></ul>						
Handwriting:	<ul style="list-style-type: none"><li>Writes at least 8-10 letters in the joined script that is aligned to the school's writing policy</li><li>Copies and writes short words and at least 3-4 lines in joined script or cursive writing: 2 and 3 letter words such as an; am; at; it; in; on; of; he; we; us; be; so; see; can; our</li></ul>	Observation & Written	Checklist  Class workbook Rubric	n/a  5	By Week 9	
<b>Teacher 's notes :</b> <i>The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS, 1 score will be captured for handwriting.</i>						
Writing	<ul style="list-style-type: none"><li>Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events / own news or on topic</li><li>Uses correct punctuation (full stops, commas, question marks and exclamation marks)</li><li>Uses present, past and future tenses correctly</li></ul>	Written	Rubric  Class work book Checklist	5  n/a	By Week 9	
<b>Teacher 's notes:</b> <i>By Week 9 the learner should be assessed on his/her ability to write at least 8 short sentences on a personal experience or a familiar story or theme topic. The checklist should be used for recording and scoring to be done according to the rubric for the writing activity. For SASAMS 1 score will be captured for writing.</i>						
<b>TOTAL</b>				<b>50</b>		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card						

# Home Language: GRADE 2: TERM 3 Checklist

Home Language: GRADE 2: TERM 3 Checklist							
	Phonics: Oral			Reading		Writing	Comment
	Identifies letter-sound relationships of all single letters	Revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words	Builds words using the consonant and vowel digraphs, consonant blends and double consonants	Fluency & expression/ intonation	Word recognition	Uses present, past and future tenses correctly	
✓/x							
Date							
Names of learners							
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# Home Language: GRADE 2: TERM 3 Scores using rubrics

		Listening & Speaking	Phonics	Reading		Hand writing	Writing	Comment	
		Role plays a familiar situation : performs a dialogue with a peer from a familiar story	<b>Phonics: Written</b> Uses consonant blends to build up and break down words, Revises common consonant digraphs e.g. sh, st, sw, wh, ch, th, ck at the end and beginning of words, Recognises common double consonants such as ll, ss and zz at the end of words, Recognises the first sound (onset) and the last syllable (rime) in more complex patterns. e.g. dr-eam, cr-eam, scr-eam, str-eam, Recognises vowel digraphs and diphthongs e.g. 'oi', 'oi', 'av', 'ai'. Write	Spelling & Dictation	Word recognition: 60-70 sight words	Oral Reading 60-70 words & Questions	Copies and writes short words and at least 3-4 lines in joined script or cursive writing: 2 and 3 letter words such as an; am; at; it; in; on; of; he; we; us; be; so; see; can; our	Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events / own news or on topic Uses correct punctuation (full stops, commas, question marks and exclamation marks)	
Date									
Score		5	10	15	5	5	5	5	
Names of learners									
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13									

## Home Language: GRADE 2 Term 3 SUGGESTED RUBRICS

### LISTENING AND SPEAKING

Activity	1	2	3	4	5
Role plays a familiar situation : performs a dialogue with a peer from a familiar story	Reads with teacher 3 words from a dialogue	Performs a 1 sentence dialogue from a familiar story	Performs a dialogue of 2 sentences with a peer from a familiar story with some expression	Performs a dialogue of 3 sentences with a peer from a familiar story fluently with expression	Performs a dialogue of more than 3 sentences with a peer from a familiar story fluently with expression

### READING

Activity	1	2	3	4	5
Word recognition: 60 to 70 sight words	Needs support from teacher. Recognises less than 30 sight words	Recognises and reads 40-49 sight words correctly	Recognises and reads 50-59 sight words correctly	Recognises and reads 60-69 sight words confidently and correctly.	Recognises and reads more than 70 sight words from a word list confidently & correctly in a minute.

Activity	1	2	3	4	5
Oral Reading	Reads from own book a text of 30-39 words with support from the teacher.	Reads word by word a text of 40-49 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 50-59 words and responds correctly to 3 questions	Reads fluently from own book a text of 60-70 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 70 words and responds correctly to 3 questions

### HANDWRITING

Activity	1	2	3	4	5
Writes 8-10 letters in the joined script (aligned to the school's writing policy).	Learner is unable to copy and write letters in the joined script correctly.	Learner is able to copy and write 1 to 2 letters correctly in the joined script I.	Learner is able to copy and write 3 letters correctly in the joined script.	Learner is able to write 4 to 6 letters in the joined script paying careful attention to correct letter formation and size	Learner is able to write 8 to 10 letters in the joined script paying careful attention to correct letter formation and size
Copies and writes 2 and 3 letter words in the joined script paying attention to correct letter formation, size and spacing	Able to copy and write 2 letter words with support but struggles to form letters correctly in the joined script	Is able to copy and write 2 and 3 letter words but writes some letters incorrectly in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation and size in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation, size and spacing in the joined script

### WRITING

Activity	1	2	3	4	5
Writes 1 - 2 paragraphs (at least eight sentences) on personal experiences or event, uses capital letters and correct punctuation (full stops, commas, apostrophe)	Writes 1-2 sentences of news or on a topic with support.	Writes 3 sentences of own news or on a topic but uses capital letters incorrectly.	Writes 4-5 sentences of own news or on a topic (Theme/Story etc.) in 1 paragraph using capital letters and full stops	Writes 6-7 sentences of own news or on a topic (Theme/Story etc.) in 2 well written paragraphs using capital letters, full stops, correct grammar and spelling	Writes 8 sentences in 2 coherent paragraphs of own news or on a topic (Theme/Story etc.) using capital letters, full stops, correct grammar and spelling

## Home Language: Programme of Assessment: 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	<ul style="list-style-type: none"><li>▪ Role play a familiar situation: Show and Tell</li></ul>	Oral	Rubric	5	By Week 5	
<b>Teacher's notes:</b> <i>By Week 5 each learner must be assessed on his/her ability to roleplay a familiar situation (show and tell etc) or perform a dialogue with a peer or in a group. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS there must be 1 score for Listening and Speaking.</i>						
Phonics: Written	<b>Word level and Sentence level</b> <ul style="list-style-type: none"><li>▪ suffixes such as -ly, -ies</li><li>▪ 'silent e'/ split digraph in words such as cake, time, hope</li><li>▪ Builds words and sentences using the phonic sounds and vocabulary</li></ul>	Written	Checklist	n/a	By Week 6	
	<ul style="list-style-type: none"><li>▪ 3 letter consonant blends at the beginning of words.</li><li>▪ 3 letter consonant blends at the end of words</li><li>▪ vowel digraphs eg 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc.</li><li>▪ vowel digraphs and diphthongs eg 'oa', 'oe', 'ow' as in 'cow' and 'ow' as in 'show')</li></ul>		Worksheet Class workbook	10		
<b>Teacher's notes:</b> <i>The phonics written activity should be done as a whole class activity by Week 6 in a worksheet format which will also include written comprehension and language usage skills. For SASAMS there must be 2 scores (written phonic activity and spelling)</i>						
Oral Reading	<ul style="list-style-type: none"><li>▪ Assess each learner on oral reading, choose a text (DBE Workbook, Reader) which has at least <b>70-80 words</b> and ask questions related to the text (observe word recognition, fluency &amp; comprehension)</li></ul>	Observation & Oral	Checklist & Rubric	5	By Week 5	
Written Comprehension	Choose a passage with <b>70-80 words</b> (DBE Workbook or Reader) <b>Types of questions:</b> <ul style="list-style-type: none"><li>▪ Multiple choice questions</li><li>▪ Close procedure</li><li>▪ Sequence events in a story</li><li>▪ Recall &amp; higher order type questions Who, What, When, How etc.</li></ul>	Oral & Written	Worksheet Class work book	15	By Week 6	

**Teacher's notes**

During your Group Guided Reading sessions assess every learner on oral reading (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) maximum time of 2 - 3 minutes per learner) The checklist should be used for recording and scoring to be done according to the rubric.

The written language activities in Week 6 will include **phonics, comprehension and language usage skills** which should be done in a worksheet format with the whole class and the duration should be between 25-30 minutes. These activities must be mediated (passage and questions should be read and individual learners should supported and given more time to complete these activities). The assessment items should be differentiated and must cater for varying cognitive levels (easy items 40% , moderate items 50%, difficult 10 %). The DBE Workbook and other curriculum resources may be used to select appropriate grade level assessment items. For SASAMS, 2 scores will be captured for Reading (oral reading and one written comprehension)

Handwriting	<ul style="list-style-type: none"> <li>Copies and writes short words, some commonly used capital letters and short sentences in the joined / cursive script</li> </ul>	Observation & Written	Class workbook Rubric	5	By Week 6	
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**Teacher's notes**

Learners should be assessed on 1 written recording. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS, 1score will be captured for handwriting.

Writing: Language usage skills	<ul style="list-style-type: none"> <li>Organizes information in a chart or table</li> <li>Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration</li> </ul>	Written	Checklist	n/a	Week 7	
	<ul style="list-style-type: none"> <li>Uses correct punctuation (full stops, commas, question marks and exclamation marks)</li> <li>Use of prepositions:</li> <li>Uses pronouns (I, my, we, they, his, her, she, he)</li> <li>Uses present, past and future tenses correctly</li> <li>Writes the plurals of nouns ( "s" "es")</li> </ul>		Worksheet Class workbook	10		

**Teacher's notes**

In Week 7 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS 1 score will be captured for writing. (language usage skills).

<b>TOTAL</b>	<b>50</b>
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Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

# Home Language: GRADE 2: TERM 4 Checklist

✓/x		Phonics: Oral			Writing		Comment
		Recognises and uses suffixes such as -ly, -ies	Revises 'silent e'/ split digraph in words such as cake, time, hope	Builds words and sentences using the phonic sounds and vocabulary	Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration	Organizes information in a chart or table	
Date							
Names of learners							
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# Home Language: GRADE 2: TERM 4 Scores using rubrics

		Listening & Speaking	Phonics	Reading		Hand writing	Language usage	Comment
		Role play a familiar topic: Show & Tell	<b>Phonics: Written</b> Recognises at least 5 new vowel digraphs. For example 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church Recognises vowel digraphs and diphthongs. For example 'oa', 'oe', 'ow' as in 'cow' and 'ow' as in 'show')	Oral Reading & Questions 60-70 words	<b>Written Comprehension</b> <b>Types of questions:</b> Multiple choice questions Close procedure Sequence events in a story Recall & higher order type questions Who, What, When, How etc.	Copies and writes short words, some commonly used capital letters and short sentences in the joined / cursive script	<b>Language usage skills:</b> Punctuation, prepositions, pronouns, tenses	
Date								
Score		5	10	5	15	5	10	
Names of learners								
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## Home Language Grade 2 Term 4 Suggested rubrics

### LISTENING AND SPEAKING

Activity	1	2	3	4	5
Role play a familiar situation: Show and Tell	Does Show and Tell repeating steps with teachers	Does a Show and Tell to demonstrate how to make an object in 2 simple steps but lacks vocabulary	Does a Show and Tell to demonstrate how to make an object etc in 2 simple steps using appropriate vocabulary	Does a Show and Tell to demonstrate how to make an object etc in 3 simple steps using appropriate vocabulary	Does a Show and Tell to demonstrate how to make an object etc in 3 simple steps confidently using appropriate vocabulary

### READING

Activity	1	2	3	4	5
Oral Reading	Reads from own book a text of 30-39 words with support from the teacher.	Reads word by word a text of 40-49 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 50-59 words and responds correctly to 3 questions	Reads fluently from own book a text of 70 to 80 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 80 words and responds correctly to 3 questions

### HANDWRITING

Activity	1	2	3	4	5
Copies and writes 2 and 3 letter words in the joined script paying attention to correct letter formation, size and spacing	Able to copy and write 2 letter words with support but struggles to form letters correctly in the joined script	Is able to copy and write 2 and 3 letter words but writes some letters incorrectly in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation and size in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation, size and spacing in the joined script

### WRITING

Activity	1	2	3	4	5
Writes at least two paragraphs (ten sentences) on personal experiences or events, using language usage skills, punctuation, prepositions, pronouns	Struggles to write any sentences, no use of capital letters or any punctuation.	Attempts to write sentences, but struggle even if sentences frames are given to assist. Uses only certain punctuations – but incorrectly	Starts to write sentences but not in paragraph format.. Uses capital letters and full stops	Writes 8 sentences in a paragraph format related to personal experience/event using correct punctuation and grammar.	Excellent at writing sentences in paragraph format.. Writes 10 complex sentences with many adjectives. Uses correct punctuation, spelling and grammar.

# Grade 3

## Home Language: Programme of Assessment: 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:	<ul style="list-style-type: none"><li>Talks about a personal experience or topical event (4-5 sentences), integrate with Life Skills theme.</li></ul>	Oral	Rubric	5	By Week 6	
<b>Teacher's note:</b> <i>By Week 6 every learner must be assessed on his /her ability to relate a personal experience or speak on a familiar topic or event. This should be 1-2 minute activity. For SASAMS there must be 1 score for Listening and Speaking.</i>						
Phonics: Oral	<ul style="list-style-type: none"><li>Identifies letter-sound relationships of all single letters <b><i>Letter Sound Chart</i></b></li><li>Recognises that some sounds are represented by a number of different spelling choices (play, pain, plate, feet, read, key, boat, blow, note; tiger, like, sigh, fly)</li><li>Recognises and uses rhyming words such as blow, flow, and glow</li><li>Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught this term</li><li>Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words (sh-irt, ch-irp, th-ink, wh-en, wi-sh, ri-ch, bo-th)</li><li>Recognises vowel digraphs taught in Grade 2 such as 'oo', 'ee', 'ea', 'ai', 'oa', 'ay'</li><li>Recognises 'silent e' or split digraphs in words such as same, bite, note</li></ul>	Observation	Rubric	5	By Week 9	
		Oral	Checklist Class work book	n/a		
Written	<b>Spelling &amp; Dictation:</b> Word list of at least <b>10</b> words from phonic lessons and <b>2</b> short sentences of dictation.	Written	Rubric	15	By Week 8	
<b>Teacher's note:</b> <i>Phonic oral skills should be observed during the daily class lessons. The checklist should be used for recording and scoring to be done according to the rubric for oral assessment. For SASAMS there must be 2 scores ( oral phonics and spelling)</i>						
Oral Reading	<b>Group Guided Reading Sessions</b> <ul style="list-style-type: none"><li>Assess each learner individually: at least <b>70-80</b> sight words (Word list)</li></ul>	Observation & Oral	Rubric	5	Week 6 & 7	
	<ul style="list-style-type: none"><li>Assess each learner on oral reading, choose a text (DBE Workbook, Reader) which has at least <b>70-80</b> words and ask questions related to the text (observe word recognition, fluency &amp; comprehension)</li></ul>			5	By Week 8	
<b>Teacher's note:</b> <i>During your Group Guided Reading sessions in weeks 7 to 9 :</i> <ul style="list-style-type: none"><li>assess every learner on 70 to 80 sight words (maximum of 1 - 2 minutes per learner), use a familiar word list on an A 4 laminated poster</li></ul>						

▪ assess every learner on oral reading (word recognition, fluency, comprehension e.g. 5 oral questions) maximum time of 2 - 3 minutes per learner) based on reading text that has at least 70-80 words. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS, 2 scores (word recognition and oral reading) will be captured.

Handwriting:	<ul style="list-style-type: none"> <li>Forms lower and frequently used upper case letters in the joined script that is aligned to the school's writing policy.</li> <li>Copies and writes short words/ 1 short sentence in the joined script.</li> </ul>	Observation & Written	Class workbook Rubric	5	Week 7	
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**Teacher's note:**

Learners should be assessed on 1 written recording. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS, 1score will be captured for handwriting.

Writing	<ul style="list-style-type: none"> <li>Writes at least one paragraph of eight sentences on own news, creative story, description of an incident/experiment etc. using capital letters, full stops, question marks, commas, exclamation marks and inverted commas</li> </ul>	Written	Worksheet Class work book Rubric	5	Week 9	
	<ul style="list-style-type: none"> <li>Uses present, past and future tense correctly</li> </ul>		Checklist	n/a		

**Teacher's note:**

By Week 9 the learner should be assessed on his/her ability to write 8 short sentences on owns news or an incident or theme topic. The checklist should be used for recording and scoring to be done according to the rubric for the writing activity. For SASAMS 1 score will be captured for writing.

<b>TOTAL</b>	<b>45</b>
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.	

# Home Language: GRADE 3: TERM 1 Checklist

✓/x		Phonics: Oral						Writing	Comment
		Recognises that some sounds are represented by a number of different spelling choices (play, pain, plate; feet, read, key; boat, blow; note; tiger, like, sigh, fly)	Recognises and uses rhyming words such as blow, flow, and glow	Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught this term	Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words (sh-irt, ch-irp, th-ink, wh-en, wi-sh, ri-ch, bo-th)	Recognises vowel digraphs taught in Grade 2 such as 'oo', 'ee', 'ea', 'ai', 'oa', 'ay'	Recognises 'silent e' or split digraphs in words such as same, bite, note	Uses present, past and future tense correctly	
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# Home Language: GRADE 3: TERM 1 Scores using rubrics

		Listening & Speaking	Phonics		Reading		Handwriting	Writing	Comment
		Talks about a personal experience or topical event (4-5 sentences)	Identifies letter-sound relationships of all single letters, consonant blends and digraphs - <b>Letter Sound Chart.</b>	<b>Spelling and dictation:</b> 10 words & 2 dictation sentences <b>1 mark for a correct answer</b>	Word recognition: 70 to 80 Sight words	Oral reading: Reads with fluency	Forms frequently used over and over and upper case letters in the joined script that is aligned to the school's writing policy. Copies and writes short words/ 1	Writes at least one paragraph of eight sentences on own news, creative story, description of an incident/experiment etc. using capital letters, full stops, question marks, commas, exclamation marks and inverted commas	
<b>Date</b>									
<b>Score</b>		<b>5</b>	<b>5</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	
<b>Names of learners</b>									
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## Home Language: Programme of Assessment: 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	<ul style="list-style-type: none"><li>Does an oral presentation: Show and Tell or prepared speech on a topic using poster or story board linked to a theme topic (integrated with Life Skills).</li></ul>	Observation & Oral	Rubric	5	Week 5	
<b>Teacher's note:</b> <i>By Week 5 every learner must be assessed on his /her ability to make an oral presentation or speak on a familiar topic or event. This should be 2 -3 minute activity. For SASAMS there must be 1 score for Listening and Speaking.</i>						
Phonics: Written	<b>Word level and Sentence level</b> <ul style="list-style-type: none"><li>Recognises that some sounds can be represented by a number of different spelling choices (Homonyms) ow (cow) ou (found), aw (draw), au (autumn) <i>tie, high, sky, few, blue</i></li><li>Recognises digraphs making /f/ such as 'ph' as in elephant, 'gh' as in laugh</li><li>Recognises that the same spelling can represent different sounds such as 'bread', 'read'</li><li>Uses words in written sentences that are pronounced the same way, but have different meanings ('read' and 'reed' - I like to read books. I saw a bird on a reed.)</li></ul>	Written	Checklist	n/a	By Week 8	
	Worksheet Class workbook		10			
	<b>Spelling &amp; Dictation:</b> <ul style="list-style-type: none"><li>Word list of at least <b>10-15</b> words from phonic lessons and 2 sentences of dictation</li></ul>			15	By Week 9	
<b>Teacher's note:</b> <i>The phonics written activity should be done as a whole class activity by Week 8 in a worksheet format which will include comprehension and language usage activities too. For SASAMS there must be 2 scores (written phonic activity and spelling)</i>						
Reading:	Assess each learner on <b>silent reading</b> , choose a text (DBE Workbook, Reader) which has at least <b>80-100 words</b> and ask questions (include higher order questions) related to the text	Observation & Oral	Rubric	5	By Week 9	
Written: Comprehension	Choose a <b>fiction/non-fiction text that has 80-100 words</b> <b>Types of questions:</b> <ul style="list-style-type: none"><li>Multiple choice questions</li><li>Sequence events in a story in the right order</li><li>Recall &amp; higher order type questions (express an opinion, cause and effect etc)</li></ul>	Oral Written	Worksheet Class work book Rubric	15	Week 8	



**Teacher's note:**

During your Group Guided Reading sessions in weeks 8 to 9 you will assess all your learners :on **silent reading** using a fiction or non-fiction text which has 80-100 words (word recognition, fluency, comprehension e.g. 5 oral questions) and time allocation should be a maximum of 2 - 3 minutes per learner. The checklist should be used for recording and scoring to be done according to the rubric.

The written language activities in Week 8 will include **phonics, comprehension and language usage skills** which should be done in a worksheet format with the whole class and the duration should be between 30 -45 minutes. Learners should be encouraged to do these written activities independently however individual learners should supported and given more time to complete these activities. The assessment items should be differentiated and must cater for varying cognitive levels (easy items 30%, moderate items 60%, difficult 10 %). The DBE Workbook and other curriculum resources (Provincial and ANA question papers) should be used to select appropriate grade level assessment items. For SASAMS, 2 scores will be captured for Reading (1oral and a written comprehension)

Handwriting:	<ul style="list-style-type: none"> <li>Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing that is aligned to the school's writing policy</li> <li>Copies and writes at least 2 short sentences in the joined script</li> </ul>	Observation & Written	Class workbook Rubric	5	By Week 9	
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**Teacher's note:**

Learners should be assessed on 1 written recording. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS, 1score will be captured for handwriting.

Writing	<ul style="list-style-type: none"> <li>Writes at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event</li> </ul>	Written	Worksheet Class work book Rubric	5	Week 9	
Language usage skills	<ul style="list-style-type: none"> <li>Uses more complex tenses such as present and past progressive.</li> <li>Uses punctuation correctly; capital letters, full stops, commas, question marks, exclamation marks and inverted commas</li> <li>Identifies and uses nouns, adjectives, verbs and adverbs correctly</li> </ul>			10	Week 8	

**Teacher's note:**

By Week 9 the learner should be assessed on his/her ability to write at least 10 sentences of own news or on a topic or an incident using correct punctuation (capital letters, full stops, apostrophe etc) and paying attention to grammar and spelling. The checklist should be used for recording and scoring to be done according to the rubric for the writing activity. For SASAMS 2 scores will be captured for writing.

<b>TOTAL</b>	<b>65</b>
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Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

## Home Language: GRADE 3 Term 1 SUGGESTED RUBRICS

LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Talks about a personal experience or topical events (4- 5 sentences)	Unable to talk about personal experiences or topical events without support and prompting	Attempts to talk about personal experiences or topical events in 1-2 sentences	Talks about personal experiences or topical events in 3-4 sentences	Talks about personal experiences or topical events, expressing feelings using an increasing vocabulary in 4-5 sentences	Talks about personal experiences or topical events with confidence, expressing feelings and opinions in more than 5 coherent sentences
PHONICS					
Activity	1	2	3	4	5
Identifies initial letter sound relationships of all single letters: <b>Letter sound chart</b>	Able to identify initial letter sound relationships of 1-5 letters with support	Able to identify initial letter sound relationships of 6-11 letters correctly	Able to identify initial letter sound relationships of 12-17 letters correctly.	Able to identify initial letter sound relationships of 18- 25 letters correctly	Able to identify initial letter sound relationships of all single letters correctly
READING					
Activity	1	2	3	4	5
Word recognition: 70 – 80 sight words	Needs support from teacher. Recognises less than 40-49 sight words	Recognises and reads 50-59 sight words correctly	Recognises and reads 60-69 sight words correctly	Recognises and reads 70-79 sight words confidently and correctly.	Recognises and reads more than 80 sight words from a word list confidently and correctly in a minute.
Activity	1	2	3	4	5
Oral reading	Reads from own book a text of 40-49 words with support from the teacher.	Reads word by word a text of 50-59 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 60-69 words and responds correctly to 3 questions	Reads fluently from own book a text of 70-80 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 80 words and responds correctly to 3 questions
HANDWRITING					
Activity	1	2	3	4	5
Forms frequently used lower and upper case letters in the joined script that is aligned to the school's writing policy.	Writes 1-9 lower and upper case letters in the joined script with support and guidance.	Writes 10-14 lower and upper case letters in the joined script.	Writes 15-19 lower and upper case letters correctly in the joined script.	Writes 20-25 lower and upper case letters correctly in the joined script.	Writes all lower case and upper case letters correctly in the joined script with increasing speed.
Copies and writes short words in the joined script.	Copies and writes two letter words in the joined script with support.	Copies and writes short words but letter formation/size/spacing needs attention.	Copies and writes short words in the joined script paying attention to correct letter formation	Copies and writes short words in the joined script paying attention to correct letter formation and spacing.	Copies and writes short words in the joined script paying attention to correct letter formation, size and spacing.
WRITING					
Activity	1	2	3	4	5
Writes at least one paragraph of eight sentences and uses correct punctuation.	Writes 1-2 sentences of news or on a topic with support.	Able to write 2-3 sentences of own news or on a topic or incident using some correct punctuation.	Able to write 4-5 sentences of own news or on a topic or incident using correct punctuation.	Able to write 6-8 sentences of own news or on a topic or incident using correct spelling and punctuation in paragraph format	Able to write more than 8 sentences of own news or on a topic, incident experiment using correct grammar, spelling and punctuation in 2 related paragraphs.

# Home Language: GRADE 3: TERM 2 Checklist

✓/x		Phonics: Oral				Writing	Comment
		Recognises that some sounds can be represented by a number of different spelling choices (Homonyms) ow (cow) ou (found), aw (draw), au (autumn) t <i>ie</i> , h <i>igh</i> , sky, f <i>ew</i> , bl <i>ue</i>	Recognises digraphs making /f/ such as 'ph' as in elephant, 'gh' as in laugh	Recognises that the same spelling can represent different sounds such as 'bread', 'read'	Uses words in written sentences that are pronounced the same way, but have different meanings ('read' and 'reed' - I like to read books. I saw a bird on a reed.)		
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# Home Language: GRADE 3: TERM 2 Scores using rubrics

		Listening & Speaking	Phonics		Reading		Handwriting	Writing	Language usage	Comment
		Does an oral presentation: Show and Tell	<b>Phonics: Written</b> Recognises that some sounds can be represented by a number of different spelling choices (Homonyms) Recognises digraphs making the same spelling can represent different sounds such as 'bread', 'read' Uses words in written sentences that are pronounced the same way, but have different meanings ('read' and 'reed' - I like to read books. I saw a bird on a reed.)	<b>Spelling Test:</b> 10-15 words, 2 sentences	<b>Silent Reading:</b> 80 -100 words and questions	Written: Comprehension <b>Types of questions:</b> Multiple choice questions Sequence events in a story in the right order Recall & higher order type questions (express an opinion, cause and effect etc)	Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing that is aligned to the school's writing policy Copies and writes at least 2 short sentences in the joined script	Writes at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event	Uses more tenses: present and past progressive. Uses punctuation correctly Identifies and uses nouns, adjectives, verbs and adverbs correctly	
Date										
Score		5	10	15	5	15	5	5	5	
Names of learners										
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## Home Language: GRADE 3 :Term 2 Suggested Rubrics

LISTENING AND SPEAKING					
	1	2	3	4	5
Does an oral presentation: Show and Tell or an experiment	Does an oral demonstration eg Show and Tell but explains 1 step only with support	Does an oral demonstration eg Show and Tell practically and explains 2 of the 5 steps in incomplete sentences.	Does an oral demonstration eg Show and Tell practically and using appropriate language and explains 3 of the 5 steps clearly.	Does an oral demonstration eg Show and Tell practically and confidently using appropriate language and expression and explains 4 of the 5 steps clearly.	Does an oral presentation eg Show and Tell practically and confidently using appropriate language and displaying good contact with the audience and explains all the steps confidently.
READING					
Activity	1	2	3	4	5
Silent reading	Reads from own book a text of 40-49 words with support from the teacher.	Reads word by word a text of 50-59 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 60-69 words and responds correctly to 3 questions	Reads fluently from own book a text of 70-80 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 80 words and responds correctly to 3 questions
HANDWRITING					
Activity	1	2	3	4	5
Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing that is aligned to the school's writing policy and copies and writes at least 2 short sentences in the joined script.	Copies and writes 1 short sentence in the joined script with support	Able to copy and write at least 1 sentence in the joined script but needs to pay more attention to letter formation/size/spacing	Copies and writes at least 1-2 short sentences in the joined script paying attention to correct letter formation.	Copies and writes 2-3 sentences in the joined script paying attention to correct letter formation, size and spacing.	Copies and writes 4-5 sentences in the joined script paying attention to correct letter formation, size and spacing.
WRITING					
Activity	1	2	3	4	5
Writes at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event	Writes 2-3 sentences of news or on a topic with support.	Able to write 4-5 sentences of own news or on a topic or incident using some correct punctuation.	Able to write 6-7 sentences of own news or on a topic or incident using correct punctuation.	Able to write 8-9 sentences of own news or on a topic or incident using correct spelling and punctuation in paragraph format	Able to write more than 10 sentences of own news or on a topic, incident experiment using correct grammar, spelling and punctuation in 2 related paragraphs.

## Home Language: Programme of Assessment: 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:	<ul style="list-style-type: none"><li>Tells a story with a simple plot with a beginning, middle and end and different characters (using props such as masks, puppets etc, integrate with Reading, Life Skills)</li></ul>	Observation & Oral	Rubric	5	By Week 6	
<b>Teacher's notes:</b> <i>By Week 7 each learner must assessed on his/her ability to tell a short story using at least 1 prop. The checklist should be used for recording and scoring to be done according to the rubric.For SASAMS there must be 1 score for Listening and Speaking.</i>						
Phonics: Written	<b>Word level and Sentence level</b> <ul style="list-style-type: none"><li>Recognises all vowel and consonant blends learnt so far</li><li>Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as in write, 'h' as in hour</li><li>Homonyms: Uses words that are pronounced and spelt the same but have different meanings such as fly : to fly in an aeroplane or a fly that is an insect</li><li>Homophones: Uses words that sound the same but are spelt differently such as 'pair' and 'pear', 'hair' and 'hare'</li></ul>	Written	Checklist Worksheet Class workbook	10	By Week 8	
	<b>Spelling &amp; Dictation:</b> Word list of at least <b>15</b> words from phonic lessons and <b>2</b> sentences of dictation			15	By Week 9	
<b>Teacher's notes:</b> <i>The phonics written activity (10 minute) should be done as a whole class activity by Week 8 in a worksheet format which will include comprehension activities too. For SASAMS there must be 2 scores (written phonic activity and spelling)</i>						
Reading: Word Recognition	<b>Group Guided Reading Sessions</b> <ul style="list-style-type: none"><li>Assess each learner individually on at least <b>100-sight words</b> (Word list)</li></ul>	Observation & Oral	Rubric	5	Week 6 & 7	
: Written Comprehension	<ul style="list-style-type: none"><li>Choose <b>2 graphical texts</b> (bar graph, pictorial map, advertisement, weekly class roster etc)</li></ul>	Written	Worksheet Class work book / Rubric	20	By Week 8	
<b>Teacher 's notes:</b>						

*The comprehension written activity (10 minutes) should be done as a whole class activity by Week 8 in a worksheet format which will include phonics activities too. For SASAMS there must be 2 scores (oral and comprehension)*

Handwriting:	<ul style="list-style-type: none"> <li>Copies and writes short words and short sentences in the joined script with correct letter formation and spacing (integrate with Reading, Life Skills)</li> </ul>	Observation & Written	Class workbook Rubric	5	Week 9	
	<ul style="list-style-type: none"> <li>Writes with increasing speed</li> </ul>		Checklist	n/a		

#### **Teacher's notes**

*Learners should be assessed on 1 written recording. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS, 1 score will be captured for handwriting.*

Writing:	<ul style="list-style-type: none"> <li>Writes and illustrates a familiar story with a title (beginning, middle and end) in at least 10 sentences and uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas</li> <li>Writes a personal text (40-50 words) e.g. a birthday invitation or a letter to a friend</li> </ul>	Written	Poster/ Story board Class work book / Rubric	5 + 5	Week 9	
	<ul style="list-style-type: none"> <li>Uses different sentence types when writing such as statements, questions, commands, etc</li> <li>Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly</li> <li>Joins sentences using conjunctions such as 'and', 'but'</li> </ul>		Checklist	n/a	Week 5	

#### **Teacher's notes**

*By Week 5 the learner should be assessed on his/her ability to write a personalised text and by Week 9 the learner should be assessed on his/her ability to write a short story in 10 sentences and a personal text in at least 40-50 words. Learners should be encouraged to write the same story that they presented for the Listening and Speaking activity in Week 6. The checklist should be used for recording and scoring to be done according to the rubric for the writing activity. For SASAMS 2 scores will be captured for writing.*

#### **TOTAL**

**70**

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

# Home Language: GRADE 3: TERM 3 Checklist

Home Language: GRADE 3: TERM 3 Checklist									
✓/x	Phonics				Handwriting	Writing			Comment
	Recognises all vowel and consonant blends learnt so far	Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as write, 'h' as in hour	Homonyms: Uses words that are pronounced and spelt the same but have different meanings such as fly : to fly in an aeroplane or a fly that is an	Homophones: Uses words that sound the same but are spelt differently such as 'pair' and 'pear', 'hair' and 'hare'	Writes with increasing speed	Uses different sentence types when writing	Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions	Joins sentences using conjunctions such as 'and', 'but'	
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# Home Language: GRADE 3: TERM 3 Scores using rubrics

		Listening & Speaking	Phonics		Reading		Hand writing	Writing		Comment
		Tells a story with a simple plot with a beginning, middle and end and different characters	<b>Phonics: Written</b> Recognises all vowel and consonant blends Recognises silent letters in words Homonyms Homophones	<b>Spelling test</b> (20 words) & (2 sentences) dictation	Oral: Word recognition: <b>100 Sight words</b>	<b>Written: Comprehension</b> Choose <b>2 graphical texts</b> (bar graph, pictorial map, advertisement, weekly class roster etc)	Copies and writes short words and short sentences in the joined script with correct letter formation and spacing	Writes and illustrates a familiar story with a title (beginning, middle and end) in at least 10 sentences and uses punctuation correctly	Writes a personal text (40-50 words) e.g. a birthday invitation or a letter to a friend	
<b>Date</b>										
<b>Score</b>		<b>5</b>	<b>10</b>	<b>15</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>5</b>	<b>5</b>	
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## Home Language: GRADE 3 RUBRIC :Term 3

### LISTENING AND SPEAKING

Activity	1	2	3	4	5
Tells a story with a simple plot with a beginning, middle and end and different characters	Struggles to tell the story. Cannot identify the beginning, middle or end or identify characters. Shy and has no confidence.	Attempts to tell a story. Sequence of events is confused. Different characters were not identified. Lacks vocabulary and sentences structure to be successful.	Tells a simple story with a beginning, middle and end using appropriate language and gestures. More confident in telling the story. Start to use intonation.	Good at telling a story with a beginning, middle and end and role plays the main character using expressive language and gestures. A very confident presentation.	Excellent when telling a story with a beginning, middle and end. Role plays characters and scenes using expressive language and gestures and voice appropriately. An excellent presentation.

### READING

Activity	1	2	3	4	5
Word recognition: 100 sight words	Needs support from teacher. Recognises less than 60-69 sight words	Recognises and reads 70-79 sight words correctly	Recognises and reads 80-89 sight words correctly	Recognises and reads 90-100 sight words confidently and correctly.	Recognises and reads more than 100 sight words from a word list confidently and correctly.

### HANDWRITING

Activity	1	2	3	4	5
Copies and writes short sentences in the joined script	Copies and writes 1 short sentence in the joined script with support	Able to copy and write at least 1 sentence in the joined script but needs to pay more attention to letter formation/size/spacing	Copies and writes at least 1-2 short sentences in the joined script paying attention to correct letter formation.	Copies and writes 2-3 sentences in the joined script paying attention to correct letter formation, size and spacing.	Copies and writes 4-5 sentences in the joined script paying attention to correct letter formation, size and spacing.

### WRITING

Activity	1	2	3	4	5
Writes personal text ( 40-50 words) e.g. a birthday invitation or a letter to a friend	.Learner is able to write an invitation in 10-19 words with support.	Learner is able to write an invitation or short letter in 20-29 words using a simple format	Learner is able to write an invitation or short letter in 30 -39 words using a simple format	Learner is able to write an invitation or short letter in 40- 49 words using a simple format, correct spelling and grammar.	Learner is able to write an invitation or short letter in more than 50 words using a simple format, correct spelling & grammar.
Activity	1	2	3	4	5
Writes a familiar story with a title (beginning, middle and end) in at least 10 sentences and uses punctuation correctly	Writes 1-3 sentences with support using some correct punctuation.	Able to write a familiar story with a title in 4-6 sentences using some correct punctuation, grammar & spelling.	Able to write a familiar story with a title in 7-8 sentences with a beginning, middle and end using correct grammar, spelling and punctuation.	Able to write a familiar story with a title in 9-10 sentences with a clear beginning, middle and end using correct grammar, spelling and punctuation.	Able to write a familiar story with a title in more than 10 sentences with a clear beginning, middle and end using correct grammar, spelling and punctuation.

## Home Language: GRADE 3: TERM 4 Checklist

✓/x		Phonics						Handwriting	Comment
		Recognises hard and soft sounds of 'c' and 'g' such as 'c' as in city; 'g' as in giant	Recognises vowels such - as 'ere' in 'here', -air as in 'hair', -are as in 'square'	Breaks down multi-syllabic words into separate syllables such as re-mem-ber	Recognises and uses spelling patterns such as -igh (high), -ough (tough), -eigh (neigh), augh (caught)	Recognises and uses synonyms such as happy is the same as glad and antonyms: good is the opposite of bad	Recognises and uses prefixes such as un-, re- and suffixes such as -ful, -ness	Writes neatly and legibly with confidence and speed in a joined script or cursive writing	
Date									
Names of learners									
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4									
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# Home Language: Programme of Assessment: 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"><li>Plans and makes an oral presentation: tells personal news, describes something experienced, recounts an event etc. can use visual aid (integrate with Reading, Life Skills)</li></ul>	Observation & Oral	Rubric	5	By Week 5	
<b>Teacher's notes:</b> <i>By Week 5 every learner must be assessed on his /her ability to make an oral presentation or speak on a familiar topic or event. This should be 2 -3 minute activity. For SASAMS there must be 1 score for Listening and Speaking.</i>						
Phonics: Written	<b>Word level and Sentence level</b> <ul style="list-style-type: none"><li>Recognises hard and soft sounds of 'c' and 'g' such as 'c' as in city; 'g' as in giant</li><li>Recognises vowels such - as 'ere' in 'here', -air as in 'hair', -are as in 'square'</li><li>Breaks down multi-syllabic words into separate syllables such as re-mem-ber</li><li>Recognises and uses spelling patterns such as -igh (high), -ough (tough), -eigh (neigh), augh (caught)</li><li>Recognises and uses synonyms such as happy is the same as glad and antonyms: good is the opposite of bad</li><li>Recognises and uses prefixes such as un-, re- and suffixes such as -ful, -ness</li></ul> <b>1 mark for each correct answer</b>	Written	Checklist Worksheet Class workbook Rubric	10	By Week 7	
	<ul style="list-style-type: none"><li><b>Spelling &amp; Dictation:</b> Word list of at least <b>20</b> words from phonic lessons and <b>2</b> sentences of dictation</li></ul> <b>1 mark for each correct answer</b>			15	By Week 8	
<b>Teacher's notes:</b> <i>The phonics written activity should be done as a whole class activity by Week 7 in a worksheet format which will include comprehension and language usage activities too. For SASAMS there must be 2 scores (written phonic activity and spelling)</i>						
Reading Comprehension	<b>Group Guided Reading Sessions</b> <ul style="list-style-type: none"><li>Assess each learner on <b>oral reading</b>, choose different genres (DBE Workbook, Reader) which has at least <b>100-120-words</b> and ask questions related to the text</li></ul>	Observation Oral	Rubric	5	Week 6 & 7	
Written Comprehension	<b>Choose a fiction/non-fiction text with 100-120 words</b> (DBE Workbook or Reader) <u>Types of questions:</u> <ul style="list-style-type: none"><li>Multiple choice questions</li><li>Sequence events in a story</li><li>Recall &amp; higher order type questions (express an opinion, cause and effect etc)</li></ul> <b>1 mark for each correct answer</b>	Oral Written	Worksheet Class work book	20	By Week 7	

**Teacher's notes:**

During your Group Guided Reading sessions in weeks 6 to 7 you will assess all your learners :on **oral reading** using a fiction or non-fiction text which has 100-120 words (word recognition, fluency, comprehension e.g. 5 oral questions) and time allocation should be a maximum of 2 - 3 minutes per learner. The checklist should be used for recording and scoring to be done according to the rubric.

The written language activities in Week 7 will include **phonics, comprehension and language usage skills** which should be done in a worksheet format with the whole class and the duration should be between 45 – 50 minutes. Learners should be encouraged to do these written activities independently however individual learners should supported and given more time to complete these activities. The assessment items should be differentiated and must cater for varying cognitive levels (easy items 30% , moderate items 60%, difficult 10 %). The DBE Workbook and other curriculum resources may be used to select appropriate grade level assessment items. For SASAMS, 2 scores will be captured for Reading (1oral and a written comprehension)

Handwriting:	<ul style="list-style-type: none"> <li>Writes neatly and legibly with confidence and speed in a joined script or cursive writing</li> </ul>	Observation & Written	Checklist	n/a	By Week 8	
	<ul style="list-style-type: none"> <li>Writes lower and upper case letters in the joined script that is aligned to the school's writing policy</li> <li>Uses the joined script freely for written recordings in all subjects.</li> </ul>		Worksheet Class work book Rubric	5		

**Teacher's notes**

Learners should be assessed on 1 written recording. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS, 1score will be captured for handwriting.

Writing	<ul style="list-style-type: none"> <li>Writes at least 10 sentences on a given topic with a title using correct punctuation (capital letters, full stops, commas, apostrophe, commas, question mark, exclamation mark, inverted commas) grammar and spelling.</li> </ul>	Written	Worksheet Class work book Rubric	5	Week 5	
Language usage skills	<ul style="list-style-type: none"> <li>Punctuation (capital letters, full stops, commas, apostrophe, commas, question mark, exclamation mark, inverted commas)</li> <li>Pronouns</li> <li>Opposites</li> <li>Synonyms</li> <li>Use of tenses</li> <li>Parts of Speech</li> <li>Writes the plurals of nouns</li> <li>Use of conjunctions (and, but, because)</li> </ul>			10	By Week 7	

**Teacher's notes**

By Week 7 the learner should be assessed on his/her ability to write at least 10 sentences on a given topic using correct punctuation (capital letters, full stops, apostrophe etc) and paying attention to grammar and spelling. The checklist should be used for recording and scoring to be done according to the rubric for the writing activity. For SASAMS 2 scores will be captured for writing.

<b>TOTAL</b>	<b>75</b>
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Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

## Home Language: GRADE 3: TERM 4 Scores using rubrics

		Listening & Speaking	Phonics		Reading		Handwriting	Writing	Language use	Comment
		Plans and makes an oral presentation: tells personal news, describes something experienced, recounts an event etc.	<b>Phonics: Written</b> Recognises hard and soft sounds Recognises vowels ' Breaks down multi-syllabic words into separate syllables Recognises and uses spelling patterns Recognises and uses synonyms antonyms: Recognises and uses prefixes	<b>Spelling test and dictation</b> <b>1 mark for each correct answer</b>	Oral Reading 100 -120 words	<b>Comprehension: Written</b> <u>Types of questions:</u> Multiple choice questions, Sequence events in a story, Recall & higher order type questions (express an opinion, cause and effect etc)	Writes lower and upper case letters in the joined script that is aligned to the school's writing policy Uses the joined script freely for written recordings in all subjects	Writes at least 12 sentences on a given topic with a title using correct punctuation, grammar and spelling.	Uses apostrophes in contractions Uses conjunctions to form compound sentences	
Date										
Score		5	10	15	5	20	5	5	10	
Names of learners										
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## Home Language: GRADE 3 RUBRIC :Term 4

### LISTENING AND SPEAKING

Activity	1	2	3	4	5
Makes an oral presentation: Prepared Speech on a familiar topic with 3- 5 simple facts with a poster etc	With support is able to verbalise 1 simple sentence on an everyday topic eg the weather	Does a prepared speech on a familiar topic describing 2 factual details	Does a prepared speech on a familiar topic describing 3 factual details and showing some evidence of research	Does a well prepared speech on a familiar topic describing 4 factual details and showing evidence of research supported by a visual aid	Does a well prepared speech on an interesting and familiar topic describing more than 5 factual details and showing evidence of research supported by a visual aid eg a poster etc

### READING

Activity	1	2	3	4	5
Oral reading	Reads from own book a text of 50-99 words with support from the teacher.	Reads word by word a text of 100 -149 words and responds correctly to 2-3 questions	Reads aloud from own book a text of 150-179 words and responds correctly to 4 questions	Reads fluently from own book a text of 180-200 words and responds correctly to 5 questions	Reads fluently from own book a text of more than 200 words and responds correctly to 5 questions

### HANDWRITING

Activity	1	2	3	4	5
Writes lower and upper case letters in the joined script that is aligned to the school's writing policy, uses the joined script freely for written recordings in all subjects	Copies and writes 1 short sentence in the joined script with support	Able to copy and write at least 1 sentence in the joined script but needs to pay more attention to letter formation/size/spacing	Copies and writes at least 1-2 short sentences in the joined script paying attention to correct letter formation.	Copies and writes 2-3 sentences in the joined script paying attention to correct letter formation, size and spacing.	Copies and writes 4-5 sentences in the joined script paying attention to correct letter formation, size and spacing.

### WRITING

Activity	1	2	3	4	5
Writes at least 10 sentences on a given topic with a title using correct punctuation, grammar and spelling.	Writes 2-3 sentences of on a given topic with a title with support.	Able to write 4-5 sentences of on a given topic with a title using some correct punctuation.	Able to write 6-7 sentences of on a given topic with a title using correct punctuation.	Able to write 8-9 sentences of on a given topic with a title using correct spelling and punctuation in paragraph format	Able to write more than 10 sentences on a given topic with a title using correct grammar, spelling and punctuation in 2 related paragraphs.



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