
Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION



LEARNER ATTAINMENT TARGETS

LITERACY

FIRST ADDITIONAL

LANGUAGE

GRADE 3

2009

FOREWORD

This is to introduce the FIRST ADDITIONAL LANGUAGE ENGLISH LEARNER V ATTAINMENT TARGET document which according to the policy, applies to, only, Grade 3 class. Provincially, this may differ from school to school. As a user friendly working document, teachers will find it easy to work with.

In this document, Learning Outcomes and Assessment Standards from the Foundations for Learning Assessment Framework, are strengthened. Focus is based on Formal Assessment Tasks for each Term with specified Assessment Tools that can be used. This document is to be used from 2009 onwards and may be refined later. Interaction with this document by teachers is encouraged and suggestions may be forwarded to District Offices.



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Introduction.

Background.

Like all other Learner Attainment Target documents, English First Additional Language LAT is a component of the National Literacy Strategy. Designed by the Provincial Task Team, this document is very user friendly and relevant for the targeted Grade teacher ie Grade 3 Educator.

Contents.

- **Contents are sequenced according to terms and designed for Grade 3.**
- **Formal and Informal assessment for all Learning Outcomes and Assessment Standards has been targeted per term.**
- **A summary of Formal Assessment tasks has been provided.**
- **An Exemplar of Programme of Assessment has been designed.**
- **Exemplars of Activities, forms and Tools of Assessment are provided.**

Section 1.

- **It is essential that you continuously assess your Learner's progress through both a formal and informal Assessment programme (Foundations for Learning Framework Foundation Phase).**
- **Therefore the Learner Attainment Targets address the relevant Learning Outcomes and Assessment targets used for Formal and Informal Assessment.**
- **There are four Terms indicated on each page by means of columns.**
- **Under each term, there are shaded and unshaded areas.**
- **Shaded areas represent Formal Assessment Tasks (FATS) . These are numbered according to FAT 1a, 1b, 1c etc.**
- **Exemplars of Assessment Tasks are developed for the First Term only (but not for the Full term),**
- **Teachers are expected to develop their own Assessment Tasks as indicated.**
- **The FATS indicate what is to be attained per term.**
- **Non shaded areas represent Informal Assessment Tasks.**
- **Teachers should ensure that various forms of Assessment are used eg Written work, practical, oral etc.**
- **The Assessment Tasks , therefore need to be incorporated into the normal teaching and Learning time.s**

LEARNING PROGRAMME: LITERACY Learning Area First Additional Language: English

GRADE 3:

Divided into Terms with corresponding Formal Assessment Tasks

LO's & AS's	Teacher Hints	Expected Level of Performance Term 1	Expected Level of Performance Term 2	Expected Level of Performance Term 3	Expected Level of Performance Term 4
LEARNING OUTCOME 1: LISTENING					
GRADE 2 Show understanding of simple stories:	Discuss and ask questions about the story title.	DAY 1-15 BASELINE ASSESSMENT. Involve learners in a number of activities e.g. -Predicting what the story is about from the title using HL.. -Answer simple literal questions involving 'Yes' or 'No' answers. -Retelling stories. -Dramatising stories. -Draw pictures about stories. -Sequencing and matching pictures.	Predicts what the story will be about from the title		
GRADE 3 1. Show understanding of stories.					
<ul style="list-style-type: none"> Predicts what the story will be about from the title 		Talks about pictures. Uses comprehension skills such as prediction to read unfamiliar texts.	Uses decoding and comprehension skills when reading unfamiliar words to make meaning.	Uses decoding and comprehension skills when reading unfamiliar texts.	Uses decoding and comprehension skills when reading unfamiliar texts

<ul style="list-style-type: none"> Predicts what will happen next 	<ul style="list-style-type: none"> . 	<p>Learners brainstorm on what will happen next. Share and give respect to one another</p>	<p>Learners brainstorm on what will happen next. Share and give respect to one another</p>	<p>FAT 1a Level of Attainment: The learner predicts what will happen next Form Oral discussion Tool - Checklist</p>	<p>Learners brainstorm on what will happen next. Share and give respect to one another</p>
<ul style="list-style-type: none"> Recalls and retells parts of the story 	<p>Educator develops word bank.</p>	<p>Learners give summary of what happened. Learners use personal dictionaries.</p>	<p>Learners give summary of what happened. Learners use personal dictionaries.</p>	<p>Learners give summary of what happened. Learners use personal dictionaries.</p>	<p>FAT 1a Level of Attainment: The learner recalls and retells parts of the story Form Oral discussion & dramatisation Tool - Checklist</p>
<ul style="list-style-type: none"> Notes relevant information 					

<ul style="list-style-type: none"> Notes relevant information e.g. in a simple chart. 		<p>FAT 1b Level of Attainment: The learner notes relevant information on a diagram Form Oral Tool Rubric</p>	<p>FAT 1b Level of Attainment: The learner notes relevant information using table of contents, index and page numbers to find information. Form Written work – Project Tool Rubric</p>	<p>FAT 1b Level of Attainment: The learner notes relevant information on a given collage. Form Written work – Project Tool Rubric</p>	<p>FAT 1b Level of Attainment: The learner notes relevant information on pictures of different stories. Form Written work – Project Tool Rubric</p>
<ul style="list-style-type: none"> Expresses feelings about the story 	<p>Encourage learners to participate in discussions asking questions showing sensitivity to the feelings of others.</p>	<p>Learners express feelings about text and give reasons.</p>	<p>Learners express feelings about text and give reasons.</p>	<p>Learners express feelings about text or poem and give reasons.</p>	<p>Learners express feelings about text or poem and give reasons.</p>

<ul style="list-style-type: none"> Summarises the story with the support of the teacher 		<p>Level of Attainment: The learner summarises the story with the support of other learners.</p>	<p>FAT 1b Level of Attainment: The learner summarises the story with the support of the teacher Form Oral demonstration – questions and answers Tool Rubric</p>	<p>Level of Attainment: The learner summarises the story without the support of the teacher.</p>	<p>Level of Attainment: The learner summarises the story without any support</p>
<ul style="list-style-type: none"> Discusses in own home language any social and 		<p>Talks about personal experiences e.g. tells news</p>	<p>Talks about general news events about social and</p>	<p>Make oral presentations e.g. telling news regarding social</p>	<p>Make oral presentation e.g. telling personal news</p>
<p>2. Shows understanding of recounts by recalling events in the right sequence <small>ethical issues/ or whether something is fair</small></p>		<p>using Sequence descriptive language and matches captions with pictures. in own home language.</p>	<p>ethical issues in own home language. Sequence pictures and captions with a variety of pictures.</p>	<p>FAT 1c Level of Attainment: The learner recounts events in the right sequence Form: Oral demonstration</p>	<p>describing social and ethical issues.</p>
				<p>Tool Rubric</p>	

<p>3. Shows understanding of description by noting relevant information(e.g. completing simple charts).</p>	<p>Use of brain teasers e.g. showing understanding of simple description by identifying what is described(hiding a duster and describe it for learners to guess what the object is.)</p>	<p>Use of brain teasers e.g. showing understanding of simple description by identifying what is described(hiding an object)and describe it for learners to guess what the object is.)</p>	<p>Use of brain teasers e.g. showing understanding of simple description by identifying what is described(hiding an object) and describe it for learners to guess what the object is.)</p>	<p>Use of brain teasers e.g. showing understanding of simple description by identifying what is described(hiding an object) and describe it for learners to guess what the object is.)</p>	<p>FAT 1b Level of Attainment: The learner notes relevant information on tables Form: Written work – table Tool: Rubric</p>
<p>4. Shows understanding of sequence of instructions by following them correctly</p>	<p>Educator to make learners listen to a complex sequence of instructions(at least 4) and respond appropriately.</p>	<p>Learners to always respond appropriately to given instructions in their correct sequence.</p>	<p>Learners to always respond appropriately to given instructions in their correct sequence.</p>	<p>Learners to always respond appropriately to given instructions in their correct sequence.</p>	<p>Learners to always respond appropriately to given instructions in their correct sequence.</p>
<p>5. Develops phonic awareness:</p> <ul style="list-style-type: none"> Distinguishes between different vowel sounds that are important to reading and writing e.g. ‘u’ and ‘ur’ in ‘hut’ and ‘hurt’); 		<p>Identify letter sounds and letter name relationships of all single sounds. Recognises vowel sounds e.g. ‘u’ in ‘hut’ and ‘ur’ in ‘hurt’.</p>	<p>FAT 1c Level of Attainment The learner distinguishes between different vowel sounds Form Oral demonstration –</p>	<p>Recognises all vowel and consonant blends learnt so far.</p>	<p>Recognises and uses all phonics learnt so far</p>

			learner reads Flash cards Tool: Checklist		
<ul style="list-style-type: none"> Recognises the weak vowel “scha’ in unstressed syllables (e.g. colour, about) 		<p>Recognises vowel diagraphs taught in grade 2 e.g. oo and ee. Recognises ‘A’, ‘E’ and ‘O’ sounds e.g. ‘A’ – play’ pain, plate: ‘E’ – ‘O’ – boat, blow.</p>	<p>Recognises ‘I’ and ‘U’ sounds e.g. ‘I’ – tie, high, sky; ‘U’ –few, blue.</p>	<p>Recognises more weak vowels.</p>	<p>FAT 1c Level of Attainment The learner recognises the weak vowel Form Oral demonstration – learner reads Flash cards Tool: Checklist</p>
<p>6. Shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language</p>	<p>Teacher makes use of photographs, posters pictures or real objects. May ask questions like; What is it about? Where was it taken from? How does it look like? What is it used for? etc.</p>	<p>FAT 1c Level of Attainment: The learner shows respect by listening to the speaker, taking turns Form Oral discussion Tool: Checklist</p>	<p>Learners to take turns when speaking giving respect to other speakers.</p>	<p>Learners to take turns when speaking giving respect to other speakers.</p>	<p>Learners to take turns when speaking giving respect to other speakers.</p>

LEARNING OUTCOME 2: SPEAKING					
1. Answers questions using words and phrases	Answers questions based on the passage read. Questions range from simple to higher order questions depending on the level of performance per term and type of text.	FAT 2a <u>Level of Attainment</u>; Learner answers questions using words and phrases <u>Forms</u> Oral response – questions and answers <u>Tool:</u> Checklist	FAT 2a <u>Level of Attainment</u>; Learner answers questions using words and phrases <u>Forms</u> Oral response – questions and answers <u>Tool:</u> Checklist	Learners listen for the details in stories answer higher-order questions using words and phrases.	Learners listen for the details in stories answer higher-order questions using words and phrases.
2. Performs a rhyme, poem or song	Through out the terms, have a number of rhymes, poems and songs done.	Learners recite and sing.	Learners recite and sing.	Learners recite and sing.	FAT 2a <u>Level of Attainment</u>; The learner performs a rhyme, poem or song <u>Forms</u> Oral demonstration dramatization <u>Tool:</u> Rubric

<p>3.Shows awareness of appropriate cultural forms of address(e.g. how politeness and terms of respect vary in different languages).</p>	<p>Teach various forms of address. Teach learners how to make requests and show respect in various cultures showing sensitivity to the feelings of others. e.g.'mholo mama';'ewe sisi'; 'I am fine thank you'; 'thank you, you are welcome' 'Can you please help me?.</p>	<p>Uses appropriate language when speaking to friends and adults.</p>	<p>Uses appropriate language when speaking to friends and adults.</p>	<p>Uses appropriate language when speaking to friends and adults</p>	<p>Uses appropriate language when speaking to friends and adults</p>
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4. Makes requests	<i>See above and continue across the terms.</i>			FAT 2a Level of Attainment The learner makes request. Form: Oral discussion Tool: Rubric	
5. Talks about a picture, photograph or object.	Teacher provides pictures, photograph or objects. May also request them to bring own photos to discuss on. Learners may also use objects in the classroom.	Discuss pictures, photographs and objects, and express their feelings about these.	Discuss pictures, photographs and objects, and express their feelings about these.	FAT 2a Level of Attainment The learner talks about a picture, photograph or object Form Oral discussion Written response Tool Rubric	FAT 2a Level of Attainment The learner talks about a picture, photograph or object Form Oral discussion Tool Rubric
6.Attends to pronunciation as part of reading, for example:					
. learns to use the weak vowel as in the 'book' and 'about'	Teacher to introduce more words with weak vowels eg 'look, , cook, wood, hood AND aloud, sound etc.	Learners look for more words that have weak vowels like in the 'book' and 'about'. They use personal and children's	Learners look for more words that have weak vowels. They use personal and children's dictionaries.	Learners look for more words that have weak vowels. They use personal and children's dictionaries	Learners look for more words that have weak vowels. They use personal and children's

		dictionaries.			dictionaries
<ul style="list-style-type: none"> • Pays attention to pronunciation and intonation as part of communication. e.g. uses the rhythm and stress patterns of the additional language. 	Uses words pronounced like another word, but with a different meaning eg “reed amd read’. ‘Seek and sick’.	FAT 2 b Level of attainment The learner pays attention to Pronunciation and intonation. FORM; Oral discussion Tool Rubric	Uses words pronounced like another word, but with a different meaning .	Uses words pronounced like another word, but with a different meaning .	Uses words pronounced like another word, but with a different meaning .
7.Recounts a sequence of experiences of events.	Learners are given a chance to speak and sequence experiences and events e.g. What do I do before I come to school?/ after school?	Learners engaged in sequencing experiences of events e.g. What did I do during the last holidays? etc	Learners engaged in sequencing experiences of events e.g. What did I do during the last holidays? etc	Learners engaged in sequencing experiences of events .	Learners engaged in sequencing experiences of events .
8.Ask for clarification (Can you explain it again, please?)	Educator encourages learners to ask for clarification when they do not understand. Educator gives explanation and learners respond		FAT 2 b Level of attainment The learner asks for clarification Form Oral discussion, questions and		

	<p>and say:Can you explain it again please? Same activity is repeated in groups or pairs and learners take turns in asking for explanation.</p>		answers.		
LEARNING OUTCOME 3 : READING AND VIEWING					
1.Uses visual cues to make meaning.					
<ul style="list-style-type: none"> Understands a picture story or comic strip by relating captions and speech bubbles to visual images. 	<p>Educator supplies picture stories and or graphical texts, for learners to read using visual cues. Learners give titles for picture stories and supply words for speech bubbles.</p>	<p>FAT 3 a Level of attainment The learner understands and reads captions and speech images Form Oral demonstration Tool Rubric</p>	<p>Learners use visual cues to read graphical texts and start to analyse text for values, attitudes and assumptions.</p>	<p>Learners use visual cues to read graphical texts and start to analyse text for values, attitudes and assumptions</p>	
<ul style="list-style-type: none"> Compares pictures and/ or photos to own experiences and discusses them critically. 	<p>Find out how the learners relate to the story e.g. Whose experience do the pictures represent? What would you do if you were in such</p>	<p>Learners answer questions related to photos and pictures e.g. Have you ever been in the</p>	<p>FAT 3a Levels of attainment The Learner Compares pictures with own experiences and</p>	<p>Learners answer questions related to photos and pictures e.g. Have you ever been in the picture?</p>	<p>Learners answer questions related to photos and pictures e.g. Have you ever been in the</p>

	a situation? How and Why do such things happen? Etc.	situation as shown in the picture? What happened? What did you do?etc.	discusses them critically.	What happened? What did you do?etc.	situation as shown in the picture? What happened? What did you do?etc.	
2.Makes meaning of written text by reading with the teacher:						
• Reads the title	Educator discusses the title with the learners and allows the learners to say what the title means.	learners say what the title means and what do they know about the title.	Learners are given various books to read and interpret the titles	Learners are given texts and give titles for the texts and state the reasons why.	Learners are given texts and give titles for the texts and state the reasons why.	
• Predicts what a book is about from the title.		Learners must relate pictures from the cover page to the title and predict what the book is all about.	Learners must relate pictures from the cover page to the title and predict what the book is all about.	Learners must relate pictures from the cover page to the title and predict what the book is all about.	Learners must relate pictures from the cover page to the title and predict what the book is all about.	
• answers literal	Educator to vary	Learners	Answer	Answer questions	Answer	

questions about the story	questions from simple to complex(thought provoking type of questions)	respond to simple questions about stories	questions about stories and analyse them.	about stories and analyse them.	questions about stories and analyse them
<ul style="list-style-type: none"> describes how the story makes self feel 		Learners describe their feelings about the story and give reasons.	Learners describe their feelings about the story and give reasons.	Learners say whether they liked or not the story and give reasons.	Learners say whether they liked or not the story and give reasons
<ul style="list-style-type: none"> retells the story 	.Educator to collect various stories for learners. Encourages learners to come up with their own stories.	Leaners need to orally retell the story; dramatise; sequence pictures and draw the story	Leaners need to orally retell the story; dramatise; sequence pictures and draw the story	FAT 3a Level _____ of Attainment The learner retells the story Form: Oral demonstration Tool Rubric	Leaners need to orally retell the story; dramatise; sequence pictures and draw the story
<ul style="list-style-type: none"> discusses in own home language social and ethical issues (eg whether something in the story is fair.) 	Educator to use a variety of	Learners read the whole story and discuss cultural values in the story and say whether they are fair(Could be used during shared reading by the whole class	Learners read the whole story and discuss cultural values in the story and say whether they are fair(Could be used during shared reading by the whole class	Learners read the whole story and discuss cultural values in the story and say whether they are fair(Could be used during shared reading by the whole class	Learners read the whole story and discuss cultural values in the story and say whether they are fair(Could be used during shared

					reading by the whole class
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<p>3. Recognises and makes meaning of letters and words:</p>					
<ul style="list-style-type: none"> recognises on sight an increasing number of high-frequency words 	<p>Educator builds a class word bank and learners develop their personal dictionaries. Learners should recognise 25 sight words per term. Learners use word recognition skills when reading aloud.(sight words depend on the theme)</p>	<p>FAT 3b <u>Level of Attainment</u> The learner recognises high frequency words <u>Form</u> Oral demonstration – the learner reads flashcards <u>Tool:</u> Checklist</p>	<p>25 new sight words</p>	<p>25 new sight words</p>	<p><i>25 new sight words.</i></p>
<ul style="list-style-type: none"> uses word recognition and comprehension skills such as phonics, context clues and prediction to make sense of text 		<p>Uses comprehension skills such as prediction to read unfamiliar texts.</p>	<p>FAT 3b <u>Level of Attainment</u> The learner uses word recognition and comprehension skills to make sense of the text</p>	<p>Uses decoding and comprehension skills when reading unfamiliar words to make meaning.</p>	<p>Uses decoding and comprehension skills when reading unfamiliar texts</p>

			Form Oral demonstration – the learner reads flashcards, pictures and books Tool: Rubric		
4. Reads with increasing speed and fluency	<i>Educator to use all the reading strategies on daily basis e.g. shared reading, group guided reading, pair reading to assist learners in reading with increasing speed and fluency. Learners may read texts from sentence strips, big books, chalkboard etc.</i>	Reads with increasing fluency and expression.	Reads with increasing fluency and expression, pronouncing words correctly and accurately.	FAT 3b Level of Attainment The learner reads with increasing speed and fluency Form Oral demonstration – the learner reads flashcards, pictures and books Tool: Rubric	Reads independently at a more complex level for enjoyment from a variety of texts e.g. magazines, newspapers, and comics.
5. Reads aloud, using correct pronunciation and appropriate stress	Learner reads aloud to a partner. Read independently both fiction and non-fiction text. Educator corrects	Learners are given different reading material to read aloud in groups, and in pairs.	Learners are given different reading material to read aloud in groups, in pairs and individually.	Learners are given different reading material to read aloud in groups, in pairs and individually	Learners are given different reading material to read aloud in groups, in pairs and individually

	their pronunciation and stressing.				
6. Uses self-correcting strategies such as re-reading, pausing and practising a word before saying it aloud	Educator to encourage learners to use strategies like pointing at words as they read. Whisper at first before reading aloud.	Learner shows an understanding of punctuation when reading aloud.	<i>Learners use self-correcting strategies such as re-reading, pausing and practising a word before saying it.</i>	<i>Learners use self-correcting strategies such as re-reading, pausing and practising a word before saying it.</i>	<i>Learners use self-correcting strategies such as re-reading, pausing and practising a word before saying it.</i>

7. Develop phonic awareness					
<ul style="list-style-type: none"> Recognises differences in pronunciation between home and additional language 	<p>Educator to make learners understand that the pronunciation between HL and FAL is not the same. E.g. 'linda" and 'light' ; 'apile' and 'apple'.</p>	<p>Correct pronunciation drill of such words is done by learners with Educator guidance and support.</p>	<p><i>Learners to collect such words which differ in pronunciation (HL versus FAL)</i></p>	<p>A class word bank of such words is developed.</p>	<p><i>Learners use these words in sentences observing correct pronunciation.</i></p>
<ul style="list-style-type: none"> recognises some differences between sound/spelling relationships in home and additional language(e.g. 'thatha' and 'thin') 	<p>Educator to have words that show the difference in a chart . Accompany these with pictures, drawings and flash cards. Give learners opportunity to pronounce these words in both HL and FAL, and then note the difference. e.g. 'bna' and 'baby' 'iqqa' and 'quick' etc.</p>	<p><i>Learners read the differences from a chart.</i></p>	<p><i>Learners collect such words for their word banks.</i></p>	<p>Class word bank is developed.</p>	<p><i>Learners use the words in sentences.</i></p>
<ul style="list-style-type: none"> recognises vowel sounds spelled with two letters (vowel diagraphs) (e.g. ea, ee, ay, ai, ar, er, or, ir, ur, ou, oo, oi) 	<p>Educator to write words on flash cards for learners to recognise vowel diagraphs taught in grade 2 e.g. 'oo' and 'ee' in 'book' and 'wheel' etc.</p>	<p>FAT 3c Level of Attainment The learner recognises vowelsounds spelled with two letters Form Oral</p>	<p>Learners should recognise at least 5 new letter blends e.g. Ow(cow); ou(found); au(autumn).</p>	<p>Learners build and sound words at level of phonetic knowledge.</p>	<p>Learners recognise vowels with 2 sounds e.g. 'ere' as in 'here'; 'air' as in 'stair'; 'are' as in 'bare'</p>

		demonstration – reads flashcards Tool: Rubric			
<ul style="list-style-type: none"> recognises single consonants spelled with two consonants (consonant diagraphs) e.g. <i>wh, th, sh, ph, ll, ss, zz</i>) 		<p>Learners recognise consonant diagraphs(sh, ch, th and wh) at the beginning and end of a word e.g. Sh—ip, ch—ip, th—ink, wh—en, fi—sh, ri—ch, clo—th.</p>	<p>Learners recognise diagraphs making ‘f’ i.e. ‘ph’ as in elephant, ‘gh’ as in ‘laugh’. They build and sound words at level of phonetic knowledge.</p>	<p>Learners recognise silent letters in words i.e. ‘half’; ‘know’; ‘sign’ etc. They build and sound words at level of phonetic knowledge.</p>	<p>Learners recognise and use all phonics learnt so far. They use both</p>
<ul style="list-style-type: none"> recognises two and three consonant blends at the beginning and ends of words (e.g. <i>bl, str, lp, nds</i>) 	<p>Educator must use flash cards; pictures with words beginning and ending with : ‘bl’; ‘str’; ‘lp’ and ‘nds’.e.g. Blood; street; help; friends etc. Learners have to go and research for more words to add to their personal dictionaries and word bank.</p>	<p>Learners recognise 3 letter consonant blends at the beginning of the words e.g. stri—p, stra—p, and at the end of words e.g. Po—nds, sta—nds, ca—tch.</p>	<p>FAT 3c Level of Attainment The learner recognises two and three consonant blends at the beginning and ends of words Form Oral demonstration – reads</p>	<p>Learners recognise initial and end consonant blends.</p>	<p>Learners recognise initial and end consonant blends</p>

			flashcards Tool: Rubric		
<ul style="list-style-type: none"> recognises the first sounds (onset) and last syllable (rime) in more complex patterns (e.g. dr-eam, cr-eam, str-eam, scr-eam) 	<p>Using real objects, pictures and flash cards, the Educator Discusses and asks questions that will involve the rhyming words: dream, stream, cream etc.</p> <p>Learners make use of these words in simple sentences.</p>	Learners read the words on flash cards and match those with pictures and real objects.	Learners answer questions based on these rhyming words, showing understanding of their meanings.	FAT 3c Level of Attainment The learner recognises the first sounds and last syllable in more complex patterns Oral demonstration – reads flashcards Tool: Rubric	<i>Make use of the words in sentences.</i>
<ul style="list-style-type: none"> recognises known rhymes (e.g. fly, sky, dry) 	Educator looks/develops rhymes for their learners, beginning or ending with rhyming words; fly, sky, dry etc.	Educator teaches rhymes which end with words like: sky, fly, dry and try etc.	Educator uses words pronounced like another word but with a different meaning e.g fly: to fly in an aeroplane or a fly that is an insect.	<i>Learners recognise and use rhyming words e.g. fly, sky; dry.</i> <i>They also come with other rhyming words for their personal dictionaries.</i>	
<ul style="list-style-type: none"> recognises some more complex suffixes (e.g. zz +es, -ies, -ly) 	<i>Educator introduces plural for the above mentioned rhyming</i>	Learners seek words that will end with -ies	Learners build words using sounds learnt	<i>Learners use both the letter name as well</i>	Learners build words using sounds learnt

	<i>words, recognising some more complex suffixes with a sound zz e.g flies; skies; tries etc</i>	and –es in plural.		<i>as the letter sounds to spell words.</i>	
1. Reads on own for information and enjoyment:					
<ul style="list-style-type: none"> Reads and follows instructions(e.g. how to play a game) 	<i>Educator must explore the use of manipulatives/Educational toys for learners to read the rules and instructions. They also read rules of playing certain games.</i>	Learners read simple instructions in the classroom.	Learners need to be exposed to reading instructions for activities themselves. Educator to monitor the correct interpretation of the instructions.	Learners need to be exposed to reading instructions for activities themselves. Educator to monitor the correct interpretation of the instructions.	Learners need to be exposed to reading instructions for activities themselves. Educator to monitor the correct interpretation of the instructions.
<ul style="list-style-type: none"> Reads fiction and non-fiction books of own choice; 	<i>Educator and Learners must bring a variety of reading materials. DoE to also support</i>	Implementation of DAR	Implementation of DAR	Implementation of DAR	Implementation of DAR
<ul style="list-style-type: none"> tells a classmate about the book self has read; 	<i>Educator to continue with DAR allowing learners to tell about what they have read.</i>	FAT 3d Level of Attainment The learner tells a classmate about the book he/she has read Form: Oral discussion	<i>Reads a book as a whole class with teacher(shared reading), and the learner says whether the story was liked or not and give reasons.</i>	<i>Reads a book as a whole class with teacher(shared reading), and the learner says whether the story was liked or not and give reasons.</i>	<i>Reads book as a whole class with teacher(shared reading) and discusses cultural values in the story.</i>

		Tool: Rubric			
<ul style="list-style-type: none"> distinguishes between fiction and non-fiction; 	<i>Educator engages learners in distinguishing between fiction and non-fiction texts that they have read.</i>	Educator distinguishes between fiction and non-fiction texts.	Learners mention characteristics of fiction and non-fiction texts.		
<ul style="list-style-type: none"> reads a description of a process(e.g. how paper is made); 	<i>Educator to know common processes in rural and urban areas. e.g. How to make bread; how Xhosa beer is made.etc.</i>	Learners are made to read descriptions of several processes e.g. recipes etc	Learners are made to read descriptions of several processes e.g. recipes etc	<i>Learners collect unfamiliar words for their word banks.</i>	
<ul style="list-style-type: none"> reads familiar poems and rhymes. 		Learners read, discuss and interpret poems and rhymes in pairs and in groups.	Learners read, discuss and interpret poems and rhymes in pairs and in groups.	Learners read, discuss and interpret poems and rhymes individually.	Learners read, discuss and interpret poems and rhymes individually.
2. Demonstrates a reading vocabulary of between 700 and 1 500 common words		700 words	900 words	1 200 words	1500 words

LEARNING OUTCOME 4: WRITING

1. Writes individual words such as labels.		FAT 4a Level of Attainment: The learner writes individual words such as labels Form	<i>Writes individual words in books and personal dictionaries e.g. labels.</i>	<i>Writes individual words in books and personal dictionaries e.g. labels.</i>	<i>Writes individual words in books and personal dictionaries</i>
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		Written work Tool Rubric			<i>e.g. labels.</i>
2. Enters words in a personal dictionary.		FAT 4b Level of Attainment The learner enters words in a personal dictionary Form Written work Tool Rubric	FAT 4a Level of Attainment The learner enters words in a personal dictionary Form Written work Tool Rubric	FAT 4a Level of Attainment The learner enters words in a personal dictionary Form Written work Tool Rubric	√ FAT 4a Level of Attainment The learner enters words in a personal dictionary Form Written work Tool Rubric
3. Spells common words correctly.	<i>Educator to always make learners spell words continuously. To adhere to FFL requirements.</i>	<i>Learners write and spell words individually(transcribing and sometimes spell not looking at the words)</i>	FAT 4b Level of Attainment The learner spells common words correctly Form Written work Tool Rating scale	FAT 4b Level of Attainment The learner spells common words correctly Form Written work Tool Rating scale	FAT 4b Level of Attainment The learner spells common words correctly Form Written work Tool Rating scale
4. Writes lists and gives them headings(e.g. insects; ants, bees, butterflies).		<i>Learners are given various headings and are required to list whatever belongs to the heading. e.g. domestic animals; plants etc.</i>	<i>Learners are given various headings and are required to list whatever belongs to the heading. e.g.</i>	<i>Learners are given various headings and are required to list whatever belongs to the heading. e.g. domestic animals;</i>	<i>Learners are given various headings and are required to list whatever belongs to</i>

			<i>domestic animals; plants etc.</i>	<i>plants etc.</i>	<i>the heading. e.g. domestic animals; plants etc.</i>
5. Writes sentences using a 'frame'(e.g. " I can....").	<i>Educator writes sentences for learners with a frame and they fill in the gaps. Frames should show complexity as terms go up.</i>	FAT 4b <u>Level of Attainment</u> The learner writes sentences using a 'frame' <u>Form</u> Written work <u>Tool</u> Rubric	<i>Learners use their vocabulary and common sense in filling up sentence gaps e.g. I can read my book; I can wash myself etc.</i>	<i>Learners use their vocabulary and common sense in filling up sentence gaps e.g. I could have.....; We should etc.</i>	<i>Learners use their vocabulary and common sense in filling up sentence gaps e.g. I could have.....; We should etc.</i>
6. Writes own sentences without a 'frame'(e.g. expressing feelings and personal opinions).	<i>Educator gives learners any topic or picture for them to express own feelings and personal opinions. (without any frame).</i>	<i>Learners brainstorm around a given topic or picture as a pre-writing Stage , either in groups or pairs.</i>	FAT 4c <u>Level of Attainment</u> The learner writes sentences using a 'frame' <u>Form</u> Written work <u>Tool</u> Rubric	FAT 4c <u>Level of Attainment</u> The learner writes sentences using a 'frame' <u>Form</u> Written work <u>Tool</u> Rubric	<i>Learners write their own views or opinions as individuals without any frame.</i>
7. Uses punctuation – commas, question marks and exclamations		<i>Learners are given sentences to punctuate in pairs.</i>	<i>They are given a text to punctuate in pairs and individually.</i>	FAT 4d <u>Level of Attainment</u> The learner uses punctuation <u>Form</u>	FAT 4c <u>Level of Attainment</u> The learner uses punctuation

marks.				Written work Tool Rubric	Form Written work Tool Rubric
8. Sequences and copies sentences to make a paragraph.	<i>Educator introduces what a paragraph is to the learners.</i>	<i>Learners sequence and copy given sentences to make a paragraph.</i>	<i>Learners sequence and copy given sentences to make a paragraph.</i>	<i>Learners sequence and copy given sentences to make more than one paragraph.</i>	FAT 4d Level of Attainment The learner sequences and copies sentences to make a paragraph Form Written work Tool Rubric
9. Writes short formulaic texts(e.g. invitations or greetings cards).	<i>Educator teaches learners how to design an invitation and a greetings card. They bring samples for learners to view.</i>		<i>Learners collect invitation and greetings cards from home and surroundings. They discuss with their teacher around why and how these are used.</i>	<i>Learners design their own invitation and greetings cards.</i>	<i>Learners design their own invitation and greetings cards</i>
10. With support, writes a short dialogue.	<i>Educator introduces learners to a dialogue. i.e. use of direct and indirect speech.</i>	<i>After having oral dialogues, learner are introduced to sentence strips dialogues. They transcribe dialogues on sentence</i>	<i>Learners in pairs do short dialogues and thereafter put these on paper.</i>	<i>Learners in pairs do short dialogues and thereafter put these on paper.</i>	<i>With expanded opportunities learners change direct speech to</i>

		<i>strips.</i>			<i>indirect.</i>
11. Using a 'frame', writes a simple recount(e.g. "Yesterday, I.....Then I....").		<i>Learners are given frames for writing simple recounts.</i>	<i>Learners are given frames for writing simple recounts</i>	<i>Learners are given frames for writing simple recounts</i>	<i>Learners are given frames for writing simple recounts with longer sentences.</i>

LEARNING OUTCOME 5: THINKING & REASONING					
1. Understands concepts and vocabulary relating measurement (e.g. “How long is it?” , “How far is it?”).	Educator must expose learners to Numeracy concepts like non-standard measurement and estimations e.g. It is not that late; It is as far as etc.	<i>Learners learn to use Numeracy vocabulary correctly when communicating. E.g. estimating and measuring.</i>	<i>Learners learn to use Numeracy vocabulary correctly when communicating. E.g. estimating and measuring</i>	<i>Learners learn to use Numeracy vocabulary correctly when communicating. E.g. estimating and measuring with increased complexity.</i>	<i>Learners learn to use Numeracy vocabulary correctly when communicating. E.g. estimating and measuring with increased complexity. New concepts are added to their word bank.</i>
2. Uses language for thinking and problem-solving:					
<ul style="list-style-type: none"> compares things critically(e.g. “Which is more useful, a bicycle or a car? Who uses bicycles and cars? Which are better for the environment?”); 	Educator makes learners collect data and encourage them to analyse it using language.	FAT 4d Level of Attainment The learner compares things critically Form Written work Tool Rubric	<i>Learners are trained to compare things critically using language.</i>	<i>Learners compare things critically using language.</i>	<i>Learners compare things critically using language.</i>
<ul style="list-style-type: none"> discusses and solves problems in groups(e.g. ‘How can we keep our environment clean?’) 	Educator to organise field trips and offer information through flyers, pictures and	<i>Learners suggest solutions to a problem especially during</i>	FAT 4d Level of Attainment The learner discusses and solves problems	<i>Learners are taken out for field trips in the school environment and later outside the school and identify</i>	<i>Learners are taken out for field trips in the school environment and later outside the school and</i>

	expose them to real situations.	Numeracy.	in groups Form Written work Tool Rubric	and solve problems e.g. littering in the classrooms and outside; use of toilets; dripping taps etc.	identify and solve problems e.g. littering in the classrooms and outside; use of toilets(sanitation); dripping taps etc. Do research and write reports; make observations and record findings; discuss about problems, take action and solve problem.	
3. Collects and records information in different ways:						
<ul style="list-style-type: none"> Carries out a simple survey(e.g. 'How learners come to school – by taxi, bus, car, bicycle or on foot?'); 	<p>Educator to conduct a simple survey in the class of learners who come to school “ by bus; car; taxi’ bicycle or on foot”).</p> <p>The survey will be extended for the whole school and the surrounding using any other</p>	<p>Learners carry out a simple survey on transport mode, likes and dislikes etc;, analyse and record it.</p>	<p>Learners carry out a simple survey ,outside the classroom(school and the environment); analyse and record it.</p>	<p>Learners carry out a simple survey ,outside the classroom(school and the environment); analyse and record it.</p>	<p>Learners carry out a simple survey ,outside the classroom(school and the environment); analyse and record it.</p>	

	items from time to time.				
<ul style="list-style-type: none"> Records information in different ways (e.g. a table, a chart, a diagram, a bar graph) 		<i>Learners record information in tables and charts.</i>	<i>Learners record information in diagrams and bar graphs.</i>	FAT 4e Level _____ of attainment: The learner records information in different ways Form: Written work Tool: Rubric	<i>Learners record information in diagrams and bar graphs/pie chart.</i>
4. Uses language to understand concepts and vocabulary relating to different Learning Areas(e.g. makes a timeline for history).	Educator to refer learners to their word bank to show understanding of concepts and vocabulary in the different Learning Areas e.g. 'Purification' as in L/skills. Educator to consider conceptual progression.	<i>Use language to show understanding of concepts and vocabulary in the 3 Learning Programmes.</i>	<i>Use language to show understanding of concepts and vocabulary in the 3 Learning Programmes.</i>	<i>Use language to show understanding of concepts and vocabulary in the 3 Learning Programmes.</i>	<i>Use language to show understanding of concepts and vocabulary in the 3 Learning Programmes.</i>
5. Keeps a personal dictionary and uses a children's dictionary(if possible, both a	Educator to promote the keeping and the use of personal				

<p>bilingual and a monolingual dictionary).</p>	<p>and children's dictionaries. Promote bringing of these along when learners come to school. For language promotion this needs close monitoring and support in all the terms.</p>				
<p>6. Asks questions for clarification.</p>	<p>Educator to encourage learners to ask questions to help define the tasks. Learners have to get used to asking questions when they do not understand in all the terms.</p>				<p>FAT 4e Level of Attainment The learner asks questions for clarification Form Oral response – question and answer Rubric</p>
<p>7. Transfers information from one mode to another:</p>					
<ul style="list-style-type: none"> Listens to a short talk and fills in information on a chart or labels a diagram; 	<p>Educator to encourage learners to make use of different modes of communication e.g. oral, written,</p>	<p><i>Learner to listen to stories and write summaries of them.</i></p>	<p><i>Learners listen and make drawings on the information.</i></p>	<p><i>Learners listen and make drawings, summaries, pictures, and diagrams on the information gathered.</i></p>	<p><i>Learners listen and make drawings, summaries, pictures, and diagrams on the information</i></p>

	drawing etc.				<i>gathered.</i>
<ul style="list-style-type: none"> • Uses information from a visual or written text to create a chart, bar graph, or mind map or to label a diagram; 	Educator to teach learners to be able to transfer information from one mode to another.				<i>Learners to make use of mind maps and labelling diagrams and speech bubbles..</i>
<ul style="list-style-type: none"> • Uses information from a chart, bar graph, diagram, mind map or picture to write or complete a short text. 	Educator to make learners be able to interpret the recorded data from a chart, bar graph, diagram, mind map etc.(using mainly a written text).			FAT 4f Level _____ of <u>attainment:</u> The learner uses information from different visual sources to create a short text <u>Form:</u> Written work <u>Tool:</u> Rubric	

LEARNING OUTCOME 6: LANGUAGE STRUCTURE & USE					
1. Understands and uses a variety of question forms(e.g. 'Where....?', 'When...?', 'Why....?').	Educator to teach learners to ask questions for clarification and commenting on what was heard and read. Education to consider conceptual progression per term.	<i>Learners are given texts to develop question forms related to the texts read or heard.</i>	<i>Learners are given texts to develop question forms related to the texts read or heard.</i>	<i>Learners are given texts to develop question forms related to the texts read or heard.</i>	FAT 4f Level of Attainment The learner understands and uses a variety of question forms Form Oral / WRITTEN Sdemonstration questions and answers Tool Rubric
2. Understands and uses the future tense(e.g. 'It is going to rain tomorrow.' 'I will see you next week.').		<i>Learners fill in sentences with the frames: 'I shall.....'; We shall.....; We will..... Etc. They are also given oral topics to discuss in the future tense.</i>	<i>Learners are given texts to change to future tense.</i>	<i>Learners are given texts to change to future tense.</i>	<i>Learners are given texts to change to future tense</i>
3. Understands how possiblity or probability is expressed(e.g. 'He may/ will come tomorrow.').	Educator to make learners understand the difference between possibility and probability in language				

	expressions e.g. 'They may/will.....' Educator to use quite a number of examples to give clarity on this across the terms.				
4. Understands how necessity is expressed(e.g. 'You should/ must wash your hands.').	Educator has to make learners understand the difference between: 'should' and 'must'		<i>Learners must be given sentences to fill in the gaps using 'must' and 'should'.</i>	<i>Learners must be given texts to fill in the gaps using 'must' and 'should'.</i>	<i>Learners must be given texts to fill in the gaps using 'must' and 'should'</i>
5. Understands how language is used to sequence things(e.g. next, then).		<i>Learners fill in gaps in sentences using joining words that denote sequencing of things.</i>	<i>Learners fill in gaps in texts using joining words that denote sequencing of things.</i>	<i>Learners fill in gaps in texts using joining words that denote sequencing of things.</i>	<i>Learners fill in gaps in texts using joining words that denote sequencing of things.</i>
6.Uses some adjectives(e.g. bored, tired).	Educator to teach learners the use of adjectives.	<i>Learners are given texts and are made to underline words that qualify nouns(adjectives).</i>	<i>Learners are given sentences to complete using adjectives.</i>	<i>Learners fill in gaps with adjectives in given texts.</i>	<i>Learners fill in gaps with adjectives in given texts</i>
7. Uses some adverbs in the correct word order(e.g. 'Johan writes carefully.').	Educators to teach learners the use of adverbs.	<i>Learners are given texts and are made to underline words that show how a thing is done(adverbs)</i>	<i>Learners are given sentences to complete using adverbs..</i>	<i>Learners are given sentences to complete using adverbs.</i>	<i>Learners are given sentences to complete using adverbs.</i>

8. Understands between 1500 and 3000 common spoken words in context by end of Grade 3.		1500 words	2000 words	2500 words	3000 words
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SECTION 2

SUMMARY OF FORMAL ASSESSMENT TASKS FOR TERMS 1-4

TERM 1	TERM 2	TERM 3	TERM 4
FAT 1	FAT 1	FAT 1	FAT 1
LO1: AS 1.2 FAT 1a	LO1: AS 1.2 FAT 1a	LO1: AS 1.3 FAT 1a	LO1: AS 1.4 FAT 1a
LO1: AS 1.5 FAT 1b	LO1: AS 1.8 FAT 1b	LO1: AS 1.4 FAT 1b	LO1: AS 3 FAT 1b
LO1: AS 6 FAT 1c	LO1: AS 5.1 FAT 1c	LO1: AS 2 FAT 1c	LO1: AS 1.5 FAT 1c LO 1 AS 5.2 FAT 1 C
FAT 2	FAT 2	FAT 2	FAT 2
LO2: AS 1 FAT 2a	LO2: AS 1 FAT 2a	LO2: AS 4 FAT 2a	LO2: AS 2 FAT 2a
LO2: AS 6.2 FAT 2b	LO2: AS 4 FAT 2b	LO2: AS 5 FAT 2b	LO2: AS 5 FAT 2b
FAT 3	FAT 3	FAT 3	TERM 4 HAS NO FAT 3
LO3: AS 1,1 FAT 3a	LO3: AS 1,2 FAT 3a	LO3: AS 2.5 FAT 3a	
LO3: AS 3.1 FAT 3b	LO3: AS 3.2 FAT 3b	LO3: AS 4 FAT 3b	
LO3: AS 7.3 FAT 3c	LO3: AS 7.5 FAT 3c	LO3: AS 7.6 FAT 3c	
LO3: AS 8.3 FAT 3d			
FAT 4	FAT 4	FAT 4	FAT 4
LO4: AS 1 FAT 4a	LO4: AS 2 FAT 4a	LO4: AS 2 FAT 4a	LO4: AS 2 FAT 4a
LO4: AS 4 FAT 4b	LO4: AS 3 FAT 4b	LO4: AS 3 FAT 4b	LO4: AS 3 FAT 4b
LO4: AS 5 FAT 4c	LO4: AS 6 FAT 4c	LO4: AS 6 FAT 4c	LO4: AS 7 FAT 4c
LO 5: AS 2.1 FAT 4d	LO5: AS 2.2 FAT 4d	LO4: AS 7 FAT 4d	LO4: AS 8 FAT 4d
		LO5: AS 3.2 FAT 4e	LO5: AS 6 FAT 4e
		LO5: AS 7.3 FAT 4f	LO6: AS 1 FAT 4f

SECTION 3
DESCRIPTION OF FORMAL ASSESSMENT TASKS
TERM 1

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO1	1.3	1a	Learner predicts what to happen next	<ul style="list-style-type: none"> • Brainstorm on what to happen next. • Share and give respect to one another. 	Oral & Response	Checklist
LOI	1.5	1b	The learner notes relevant information on a diagram.	<ul style="list-style-type: none"> • Learner interacts with the given text and identify required information by pointing at it or underlining it. 	Written work / project	Rubric
LO 2	2.1	2a	Learner answers questions using words and phrases	<ul style="list-style-type: none"> • Learner answers questions based on the passage read. NB Questions range from simple to higher order questions. 	Oral response / questions and answers	Checklist
LO 3	1.1	3a	The Learner understands and reads captions and speech images	<ul style="list-style-type: none"> • Learners are given graphical texts and picture stories to read. • Learners give titles for picture stories and supply words for picture bubbles.. 	Oral Demonstrations	Rubric

LO3	3.1	3b	The learner recognises high frequency words.	<ul style="list-style-type: none"> • Educator builds classword bank and learners develop own 	Oral Demonstrations(learner reads flashcards).	checklist
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				<p>personal dictionaries.</p> <ul style="list-style-type: none"> • Learners should at least recognise 25 sight words per term. 		
L04	4.1	4a	The learner writes individual words such as labels	<ul style="list-style-type: none"> • Teacher brings unlabelled cutouts for learners to label. 	Written work	Rubric
L04	5	4b	Teacher brings unlabelled cutouts for learners to label.	<ul style="list-style-type: none"> • Learners fill gaps in given frames eg I can ... 	Written work	Rubric
LO 5	2.1	4d	Learner compares things critically	<ul style="list-style-type: none"> • Educator encourages learners to collect data and analyse it critically 	Written work	Rubric

SECTION 3
DESCRIPTION OF FORMAL ASSESSMENT TASKS
TERM 2

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
LO 1	1.2	1a	<u>Level of Attainment:</u> The learner answers literal comprehension questions	Learners are given a text to read and respond to simple questions based on the understanding of contents e. g. (a) Who is carrying a poster? (b) What is the message in the poster? Etc.	Oral demonstration	Checklist
LO 1	1.5	1b	<u>Level of Attainment</u> The learner notes relevant information (e.g. in a simple chart)	Learners are given a task where they are to design a mind map eg to deduce some facts from a given story.	Written work Project	Rubric
LO 1	1. 8	1.c	<u>Level of Attainment</u> Summarises the story, with the support of the teacher.	The teacher reads a paragraph in the story to make pattern reading, then the learners read individually one after the other. Learners get an opportunity to read silently to make meaning of the story In between,	Written work	Rubric

				<p>the teacher asks questions to assist learners to understand the meaning of the story.</p> <p>After reading, the teacher asks leading questions to make the learners pinpoint the important and main points of the story. As learners point these the teacher writes or underlines the story. With leading questions, the underlined aspects are put together to make a summary.</p>		
LO 2	1	2a	<p><u>Level of Attainment;</u> Learner answers questions using words and phrases.</p>	<p>The teacher asks questions about the story or text so that the learners answer using words and phrases. (e. g. Who is swimming in the pool? What time of the day is it? What gives you a clue?)</p>	Oral response – questions and answers.	Checklist
LO 2	4	2b	<p><u>Level of Attainment</u> Makes requests.</p>	<p>The teacher introduces requests using, (a) Please....</p>	Oral response	Checklists

				<p>(b) May I....., please. Please pass me that pen. May I sit here, please. May I please go home.</p> <p>Learners talk to one another in pairs and make requests.</p>		
LO 3	1. 2	3a	<p><u>Levels of attainment</u></p> <p>The Learner Compares pictures with own experiences and discusses them critically.</p>	<p>The teacher gives learners a number of different pictures to look at and make meaning of the contents. Then learners say if they have experienced the situations depicted by the pictures and compare the pictures to their own experiences.</p>	Oral response	Rating scale
LO 3	3. 2	3b	<p><u>Level of Attainment</u></p> <p>The learner uses word recognition and comprehension skills to make sense of the text.</p>	<p>The teacher displays text on the wall. The teacher picks out new words from the text and through leading questions and demonstrations, gives learners a chance to say what the words mean. The learners pronounce the words.</p>	Oral demonstration – the learner reads flashcards, pictures and books	Checklist

				<p>They identify the words from the flashcards and read them out.</p> <p>The learners read the text in pairs/ individually.</p>		
LO 3	7.3	3c	<p><u>Level of Attainment</u></p> <p>The learner recognises vowel sounds spelled with two letters (VOWEL DIAGRAPHS) e. g. ea, ee, ay, ai, ar, er, or, ir, ur, ou,,oo, oi.</p>	<p>The teacher displays a chart with words that contain vowel diagraphs:</p> <p>eat, seat; bleat</p> <p>street, peel,</p> <p>pray, say, play</p> <p>air, hair</p> <p>arson, arrive, arise</p> <p>her, river, ever</p> <p>door, spoor</p> <p>spur, fur</p> <p>hour, doubt, drought</p> <p>doom, zoom, look</p> <p>boil, foil, soil, oil</p> <p>etc</p> <p>The teacher leads the learners to reading the words.</p> <p>The learners are given text with the words in order to recognize these words and be able to read them.</p> <p>The learners copy the</p>	<p>Oral demonstration</p> <p>– the learner reads flashcards, pictures and books</p>	checklist

				words into their books.		
LO4	2	4a	<p><u>Level of Attainment</u></p> <p>The learner enters words in a personal dictionary.</p>	<p>The learners write new words in personal dictionaries. They should take care of correct spelling and use words in own sentences to show they understand meanings.</p>	Written work	<u>Rubric</u>
LO4	8	4b	<p><u>Level of Attainment</u></p> <p>The learner spells common words correctly</p>	<p>The teacher gives dictation to learners. The words must be common words that have been learnt.</p>	Written work	Rating scale
LO 4	6	4c	<p><u>Level of Attainment</u></p> <p>The learner writes sentences using a 'frame' (e. g. 'I can.....')</p>	<p>The teacher introduces phraseI can.....and writes the sentences on the board. E. g.</p> <p>I can jump.</p> <p>She can swim.</p> <p>He can sweep.</p> <p>Mother can cook.</p> <p>Learners are encouraged to complete sentences using the frame. The words they supply to</p>	Written work	Rubric

				<p>complete the frame should be based on a specific text/story read or listened to.</p>		
L05	2.2	4d	<p><u>Level of Attainment</u></p> <p>The learner discusses and solves problems in groups.</p>	<p>The teacher divides the learners into groups.</p> <p>Learners take along papers and pens and go outside the classroom.</p> <p>They observe and record by way of drawings what is not likable in the school environment. (These could be a dripping tap, mounds of debris, litter, waste paper dirty classroom walls etc)</p> <p>The learners then discuss in groups as to how they can improve the circumstances and make their school look better,</p> <p>After that they report back to class.</p>	Written work	Rubric

				<p>The learners write a poster in groups:</p> <p>PROBLEM:..... </p> <p>SOLUTION.....</p> <p>(The poster should contain drawings or pictures that capture the problem situations.)</p>		

SECTION 3
DESCRIPTION OF FORMAL ASSESSMENT TASKS
TERM 4

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
L01	1.4	1a	<p><u>Level of Attainment:</u> The learner recalls and retells part of the stories</p>	<p>The teacher narrates a story, using pictures as illustrations. Learners listen attentively and respond to questions.</p>	<p>Oral discussion</p>	<p>Rubric</p>
L01	1.5	1b	<p><u>Level of Attainment:</u> The learner notes relevant information on pictures of different stories.</p> <p><u>Form</u> Written work – Project</p> <p><u>Tool</u> Rubric</p>	<p>Learners are given a variety of mixed pictures from different stories. They note and write down relevant information and sequence pictures to retell the story.</p>	<p>Written work – Project</p>	<p>Rubric</p>
L01	3	1b	<p><u>Level of Attainment:</u> The learner notes relevant information on charts.</p>	<p>The teacher gives learners a number of</p>	<p>Written work – chart.</p>	<p>Rubric</p>

				charts and they write captions on the picture. (They supply information as gained from the story).		
L01	5.2	1c	Level of Attainment The learner recognises the weak vowel	The teacher writes on the board the word “colour” and uses flash cards as she introduces the concept of weak vowels in unstressed syllables. Learners are asked to give more of such words eg “ <u>a</u> bout, fair etc”	Oral demonstration – learner reads Flash cards	Checklist
L02	2	2a	Level of Attainment; The learner performs a rhyme, poem or song Forms Oral demonstration dramatization	Learners perform rhymes, recite poems and sing, thus reinforcing the information that is learnt.	Oral demonstration dramatization	Rubric
L02	5	2a	Level of Attainment The learner talks about a picture, photograph or object	Learners are given a picture, photograph or an object to discuss about. Later they express their feelings about these pictures, photographs and object.	Oral discussion	Rubric
L04	2	4a	Level of Attainment The learner enters words in a	Learners enter words in	Written work	Rubric

			personal dictionary	own personal dictionaries. (These are words learnt from stories, rhymes, songs and or poems)		
L04	3	4b	<u>Level of Attainment</u> The learner spells common words correctly	Teacher gives learners common words to spell and write down.	Written work	Rating scale
L04	7	4c	<u>Level of Attainment</u> The learner uses punctuation	Learners work in pairs to punctuate sentences. They then punctuate sentences as individuals.	Written work	Rubric
L04	8	4d	<u>Level of Attainment</u> The learner sequences and copies sentences to make a paragraph.	Learners are given jumbled sentences with no punctuation marks. They arrange these to form a paragraph that is clarification. properly punctuated.	Written work	Rubric
LO 5	6	4e	FAT 4e <u>Level of Attainment</u> The learner asks questions for Clarification.	The teacher creates a scenario and encourages learners to ask questions for clarity.		
L06	1	4f	FAT 4f <u>Level of Attainment</u> The learner understands and uses a variety of question forms	The teacher gives learners text so that the learners make meaning therefore and ask questions related to the text.	Oral demonstration questions and answers	Rubric

SECTION 4.

PROGRAMME OF ASSESSMENT.

TASK 1	FOCUS	TERM ONE <ul style="list-style-type: none"> • PREDICTION • RELEVANT INFORMATION • WORDS AND PHRASES • CAPTIONS AND IMAGES 	TERM TWO	TERM THREE	TERM FOUR Recalls and retells the story Notes the relevant information on pictures of different stories Notes the relevant information on charts Recognises weak vowels
	LO: AS	LO 1:AS 1.3, 1.5 LO 2: AS 2.1 LO3: AS 1.1, 3.1	LO 1:AS 1.2, 1.5 & 1.8 LO 2: AS 1;,4,		LO1 : AS 1.5;3;5.2 LO2 : AS 2,2 ;1.5

		LO 4: AS 4.1,5 LO 5: AS 2.1	LO3: AS 1.2, 7.3 LO 4: AS 2,;3; 6 LO 5: AS 2.2		
	ACTIVITIES	<ul style="list-style-type: none"> • Predict what the story is about from the title, using Home Language, • Predict what will happen next, • Note relevant information in a diagram, • Answer questions using words and phrases, • Understand and read captions, • Recognition of high frequency words, • Write individual words such as 			<p>The teacher narrates a story, using pictures as illustrations.</p> <p>Learners are given a variety of mixed pictures from different stories.</p> <p>The teacher gives learners a number of charts and they write captions on the picture.</p> <p>The teacher writes on the board the word “colour” and uses flash cards as she introduces the concept of weak vowels in unstressed syllables</p>

		<p>labels and</p> <ul style="list-style-type: none"> • Compares things critically. 			
TASK TWO	FOCUS	<ul style="list-style-type: none"> • Prediction, • Relevant information, • Captions and images, • Words and phrases, • Noting relevant information, • Writing labels and • Compares words. 			<p>Performs rhymes, poems or songs</p> <p>Talks about a picture, photograph or object</p>
	LO:AS	<p>LO 1 AS: 1.3,5</p> <p>LO 2 AS: 2.1</p> <p>LO 3 AS: 1.1</p> <p>LO 4 AS:4.1,5</p> <p>LO 5 AS: 2.1</p>			<p>LO2: AS 2. (FAT 2A)</p> <p>LO2 : AS 5 (FAT 2b)</p>
	ACTIVITIES	<ul style="list-style-type: none"> • Predict what the story is about by answering simple 			<p>Learners perform rhymes, recite poems and sing. These should re-</p>

		<p>questions involving YES or NO,</p> <ul style="list-style-type: none"> • Retell and dramatise the story, • Note relevant information using simple charts and posters, • Label cut outs, • Compare by collecting and analysing data using language, 			<p>inforce the information that is learnt.</p> <p>Learners are given a picture, photograph or an object to discuss about.</p>
TASK THREE	FOCUS	<ul style="list-style-type: none"> • Using visual cues • Titles for picture stories. • Personal dictionaries • Word recognition • Word pronunciation. • DAR activity 			
	LO'S AND AS'S	<p>LO 3AS: 1.1</p> <p>LO 3 AS: 3.1</p> <p>LO 3 AS: 7.3</p> <p>LO 3 AS:8.3</p>	<p>LO3 AS1.2</p> <p>LO3 AS 7.3</p>		

	ACTIVITIES	<ul style="list-style-type: none"> • Educator supplies picture stories and or graphical texts, for learners to read using visual cues. • Learners give titles for picture stories and supply words for speech bubbles. <p>Educator builds a class word bank and learners develop their personal dictionaries.</p> <p>Learners should recognise 25 sight words per term.</p> <ul style="list-style-type: none"> • Learners use word recognition skills when reading aloud.(sight words depend on the theme • Learners are made to pronounce words with same spelling but in different languages 			

		<p>because HL and FAL is not the same. E.g. 'linda" and 'light' ; 'apile' and 'apple'</p> <ul style="list-style-type: none"> • <i>Educator to continue with DAR allowing learners to tell about what they have read.</i> 			
TASK FOUR	FOCUS	<ul style="list-style-type: none"> • Words and labels. • Words in personal dictionary. • Sentences in frames • Critical analysis 			<p>The learner enters words in a personal dictionary The learner spells common words correctly The learner uses punctuation The learner sequences and copies sentences to make a paragraph The learner asks questions for Clarification The learner understands and uses a variety of question forms</p>

	LO'S AND AS'S	LO4: AS 1 FAT 4a LO4: AS 2 FAT 4b LO 4: AS 5 FAT 4C LO 5: AS 2.1 FAT 4d			LO4: AS 2. (FAT 4A) LO4 : AS 3 (FAT 4b) LO4: AS 7 (FAT 4c) LO4 : AS 8 (FAT 4d) LO5: AS 6 (FAT 4e) LO6 : AS 1 (FAT 4f)
	ACTIVITIES	<ul style="list-style-type: none"> • The learner writes individual words such as labels • The learner enters words in a personal dictionary • The learner writes sentences using a 'frame' • The learner compares things critically 			

SECTION 5
FORMAL ASSESSMENT TASKS
TERM 1
GRADE 3
Teacher's Copy

FAT 1a SEE PAGE 9

FAT 1B ORAL & PRACTICAL: Work in pairs or small groups
LO 1 AS: 5 Notes relevant information e.g. in a simple chart.

The teacher displays a chart and learners note relevant information in relation to a story that has been told.

FAT 1C SEE PAGE 11

FAT 2A Oral Response: Work as Individuals
LO 2 AS: 1 Answer Questions using words and phrases

The teacher asks Questions and gives learners opportunity to answer questions using words

and phrases.

FAT 2B SEE PAGE 17

FAT 3A Oral Demonstrations: Work in pairs or small groups

LO3 As: 1 Understands a picture story or comic strip by relating captions and speech bubbles to visual images.

Teacher gives learners pictures that form a story and comic strips so that learners look at them and make meaning of what they see and supply words for speech bubbles.

FAT 3B Oral Demonstration: Work individually and in pairs

LO 3 AS: 3.1 Recognises an increasing number of on sight an increasing number of high frequency words.

The teacher displays pictures of items or demonstration and flash cards containing high frequency words, e.g. run, sit, eat, etc. Learners look at the pictures and look for words that match the actions/items, read them out and paste them appropriately.

FAT 3C SEE P24

FAT 3D SEE PAGE 27

FAT 4 A**Written Work: Work in pairs and individuals****LO 4 AS: 1 Writes individual words such as labels.****Teacher gives learners pictures and/or real objects to label.****FAT 4B****Written Work: Work as individuals****LO 4 AS: 2 Enters words in personal dictionary****Each learner writes new words encountered in their personal dictionaries.****FAT 4C****Written Work: Work in pairs/as individuals****LO 4 AS: 5 Writes sentences using frame, e.g. ("I can.....")****Teacher writes on the blackboard a frame for learners to complete. This work may first be done orally and then learners individually complete sentences by writing them in their books as individuals.****FAT 4C****Oral Demonstration: Work in small groups****LO 5 AS: 2.1 Compares things critically (e.g. commands "which is more useful, a bicycle or a car? Who uses bicycles and cars? Which are better for the environment?")**

The teacher allows learners to ask on another questions wher others would respond by critically comparing things. The teacher also asks questions so that learners respond as small groups.

NB! TERMS 2 & 3 TO BE COMPLETED BY TEACHER AT SCHOOL LEVEL

TERM 2

<u>LO'S & AS'S</u>	<u>ACTIVITIES DESIGNED BY THE TEACHER</u>
<u>LO AS</u>	<u>ORAL/PRACTICAL/ WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS</u>

TERM 3

<u>LO'S & AS'S</u>	<u>ACTIVITIES DESIGNED BY THE TEACHER</u>
<u>LO AS</u>	<u>ORAL PRACTICAL/ WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS</u>

Term 4

<u>LO'S & AS'S</u>	<u>ACTIVITIES DESIGNED BY THE TEACHER</u>
<u>LO 1 :</u> <u>AS 1.4</u>	<u>FAT 1A ORAL RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner recalls and retells part of the stories</u> <u>The learner listens , recalls and retells parts of the stories as narrated by the teacher.</u>
<u>LO 1 :</u> <u>AS 1.5</u>	<u>FAT 1B ORAL / PRACTICAL RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner notes information on pictures of different stories</u> <u>The learner notes relevant information on pictures of different stories.</u>
<u>LO 1 :</u> <u>AS 3</u>	<u>FAT 1B ORAL / WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner notes relevant information on charts.</u> <u>Learners are given a number of charts and they write captions on the picture. (They supply information as gained from the story).</u>
<u>LO 1</u> <u>AS 5. 2</u>	<u>FAT 1 C ORAL / PRACTICAL RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner recognises the weak vowels</u> <u>The teacher writes on the board the word "colour"and uses flash cards as she introduces the concept of weak vowels in unstressed syllables</u>
<u>LO 2:</u> <u>AS 2</u>	<u>FAT 2A ORAL / PRACTICAL RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner performs a rhyme, poem or song</u> <u>Learners perform rhymes, recite poems and sing.</u>
<u>LO 2:</u> <u>AS 5</u>	<u>FAT 2B ORAL WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner talks about a picture, photograph or object</u> <u>Learners are given a picture, photograph or an object to discuss about. Later they express their feelings about these pictures, photographs and object.</u>
<u>LO 4:</u> <u>AS 2</u>	<u>FAT 4A ORAL / WRITTEN WORK : MAY WORK IN SMALL GROUPS</u> <u>The learner enters words in a personal dictionary</u> <u>Learners enter words learnt from stories and rhymes in own personal dictionary.</u>

<p><u>LO 4:</u> <u>AS 3</u></p>	<p><u>FAT 4B ORAL / WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner spells common words correctly</u> <u>Teacher gives learners common words to spell and write down.</u></p>
<p><u>LO4</u> <u>AS 7</u></p>	<p><u>FAT 4C WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner uses punctuation</u> <u>Learners work in pairs to punctuate sentences using a given text.</u></p>
<p><u>LO 4:</u> <u>AS 8</u></p>	<p><u>FAT 4 D ORAL / WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner sequences and copies sentences to make a paragraph.</u> <u>Learners are given jumbled sentences with no punctuation marks for them to arrange these.</u></p>
<p><u>LO5</u> <u>AS 6</u></p>	<p><u>FAT 4 E ORAL RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner asks questions for Clarification.</u> <u>The teacher creates a scenario and encourages learners to ask questions for clarity.</u></p>
<p><u>LO 6:</u> <u>AS1</u></p>	<p><u>FAT 4 F ORAL / PRACTICAL & WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS</u> <u>The learner understands and uses a variety of question forms</u> <u>The teacher gives learners text so that the learners make meaning therefore and ask questions related to the text.</u></p>

SECTION 6**FORMAL ASSESSMENT TASK****TERM 1****GRADE 3****LEARNER COPY**

**(FATS 1,2 AND 3 WILL NOT SHOW HERE BECAUSE THESE ARE
BASED ON ORAL AND PRACTICAL)**

FORMAL ASSESSMENT TASK 4 : TERM 1**WORKSHEET 1****LO 4 AS 1 : writes individual words such as labels**

ACTIVITY:-

Teacher draws a frame of a body or eg animal below with unlabelled parts.

Teacher asks learners to label

Teacher writes sentences like the following:-

- **I smell with my**
- **I kick with my**
- **I talk with my**
- **I hear with my**
- **I see with my**

Things I can do



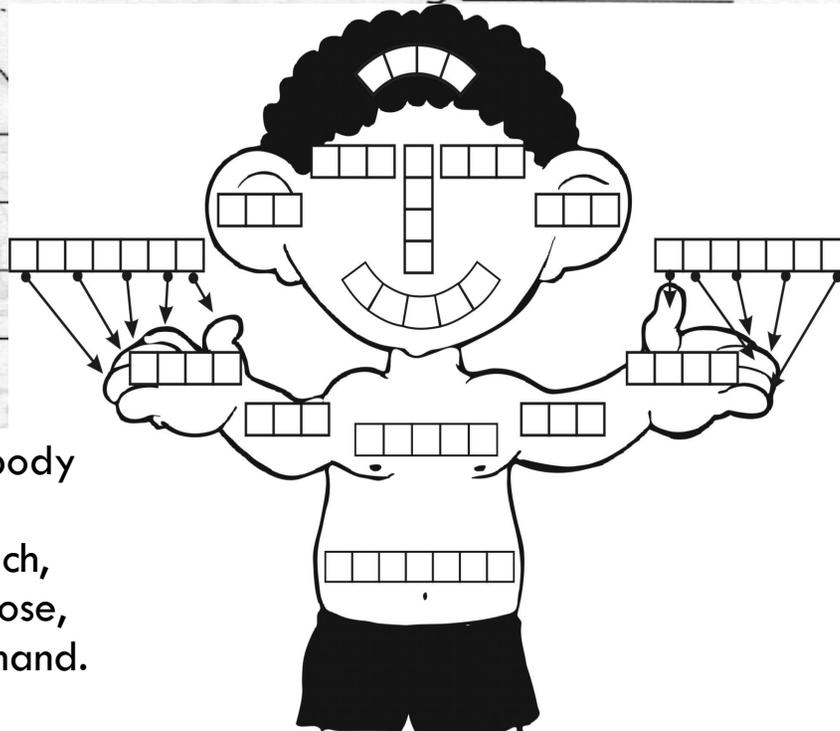
Choose a word from the box to fill each space.

arms	feet	eyes	legs
mouth	hands	ears	nose



1. I smell with my _____.
2. I kick with my _____.
3. I hug with my _____.
4. I talk with my _____.

5. I hear with my _____.
6. I see with my _____.
7. I run with my _____.
8. I clap with my _____.



Do you know all the body parts:
feet, legs, toes, stomach,
arm, fingers, mouth, nose,
eye, ear, hair, chest, hand.

WORKSHEET 2

FAT 4: TERM 1: LO 4 AS 5 (FAT 4C)

Writes sentences using a “frame”

Write about your home. Choose a word from the box that tells about your home.

1. My home is in

Uitenhage	Mthatha	Sipaqeni Location
-----------	---------	-------------------

2. We live in a

caravan	house	flat	hut
palace	hotel	tent	

3. Our house is build of

grass
stone
cement
bricks
mud

 the roof is

tall
flat
round

4. My mother cooks our food with

firewood	electricity	gas
a coal stove	a paraffin stove	

5. We have

dog	cat	hamster
-----	-----	---------

 as pets.



6. At night they sleep

Inside outside

our house.

LO 4 AS 5 Writes sentences using a frame.	Struggles to write sentences in using a frame	Writes some of the sentences correctly by using a frame.	Writes most of the sentences correctly by using a frame.	Writes all the sentences correctly by using a frame
--	--	---	---	--

LEARNER'S COPY :
FORMAL ASSESSMENT TASKS
Term 4

LO'S & AS'S	SUGGESTED ACTIVITIES TO BE DONE BY LEARNERS
LO 1 : AS 1.4	FAT 4A ORAL RESPONSE : Learners recalls and retells parts of the story from previous story told BY TEACHER

A.S.	1	2	3	4

<p>LO 1 : AS 1.5</p>	<p>FAT 1 C ORAL / PRACTICAL & WRITTEN RESPONSE : WORK IN GROUPS Learners are given a variety of mixed pictures from different stories. They sequence these pictures as they note and write down relevant information from the story eg</p> <p style="text-align: center;">FORMAL ASSESSMENT TASK</p> <p style="text-align: center;">WORKSHEET1</p> <p>PICTURE 1 PICTURE 6 PICTURE 5</p> <p>PICTURE 4 PICTURE 2 PICTURE 3</p>
<p>LO 1 : AS 3</p>	<p>FAT 1 B ORAL / WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS Learners are given a number of charts and they write captions on the picture. (They supply information as gained from the story eg</p> <p style="text-align: center;">FORMAL ASSESSMENT TASK</p> <p style="text-align: center;">WORKSHEET 2</p> <p>CHART 1 CHART 2 CHART3</p> <p>CHART 4 CHART 5 CHART6</p> <p>All the above charts to have different captions as gained from the story</p>
<p>LO 1 AS 5.2</p>	<p>FAT 1 C ORAL / PRACTICAL RESPONSE : MAY WORK IN SMALL GROUPS Examples of words with ‘weak’ vowels are written on the board they are introduced to learners eg ‘colour, about’</p>

FORMAL ASSESSMENT TASK

WORKSHEET 3

Name..... Date.....

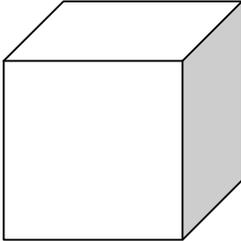
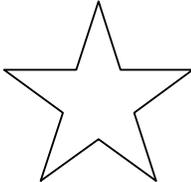
**Fill in the missing weak vowels
“OU” as already given examples
 above;-**

d.....btt
Dr.....ght	c.....nt
m.....se	Sh.....t

LO 2:

FAT 2A

ORAL / PRACTICAL RESPONSE : MAY WORK IN SMALL GROUPS

<p>AS 2</p>	<p>The learner performs a rhyme, poem or song Learners perform rhymes, recite poems and sing, thus reinforcing the information that is learnt. These should be done right through the year.</p>
<p>LO 2: AS 5</p>	<p>FAT 2B ORAL / & WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS The learner talks about a picture, photograph or object Learners are given a picture, photograph or an object to discuss about. Later they express their feelings about these pictures, photographs and object.</p> <p style="text-align: center;">FORMAL ASSESSMENT TASK</p> <p style="text-align: center;">WORKSHEET 4</p> <p style="text-align: center;">Name..... Date.....</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 20px 0;">    </div> <p>OBSERVE THE ABOVE DIAGRAMS AND ANSWER THE FOLLOWING QUESTIONS:-</p> <ol style="list-style-type: none"> 1. Which one of the above is a 3 dimensional object? 2. Which one is a round object? 3. What part of the body does it represent? 3. At what time of the day do we see the third and the last diagram? 4. What is it called?

LO 4: AS 2	FAT 4A ORAL / WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS The learner enters words in a personal dictionary Learners enter words in own personal dictionaries. (These are words learnt from stories, rhymes, songs and or poems)
LO 4: AS 3	FAT 4B ORAL / WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS The learner spells common words correctly Teacher gives learners common words to spell and write down.
LO4 AS 7	FAT 4C WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS The learner uses punctuation Learners work in pairs to punctuate sentences using a given text. They then punctuate sentences as individuals to prove own understanding e g:- <p style="text-align: center;">FORMAL ASSESSMENT TASK</p> <p style="text-align: center;">WORKSHEET 5</p> <p style="text-align: center;">Name..... Date.....</p> <p>One day ntombi woke up in the morning. She washed her face combed her hair and brushed her teeth After that she left her home and went to school On her way to sChool she came across a snake that was very close to her feet. She screamed Oh mha please come and help me. She</p>

	<p>turned back and ran as fast as possible back to her home Her mOther gave her water to calm her down. Ntombi did not continue with her journey to school that day. She was very scared and trembling. She was taken to the doctor and was treated for shock. after that they went back home and she enjoyed her bowl of yoghurt</p>
<p>LO 4: AS 8</p>	<p>FAT 4D ORAL / WRITTEN RESPONSE : MAY WORK IN SMALL GROUPS The learner sequences and copies sentences to make a paragraph.</p> <p>Learners are given jumbled sentences with no punctuation marks. They arrange these to form a paragraph that is properly punctuated eg</p> <p style="text-align: center;">FORMAL ASSESSMENT TASK</p> <p style="text-align: center;">WORKSHEET 6</p> <p>Name..... Date.....</p> <p>One day ntombi woke up in the morning. Oh mha please come and help me. She turned back and ran as fast as possible back to her home She washed her face combed</p>

	<p>her hair and brushed her teeth Her mOther gave her water to calm her down. Ntombi did not continue with her journey to school that day. She was very scared and trembling After that she left her home and went to school On her way to sChool she came across a snake that was very close to her feet. She screamed She was taken to the doctor and was treated for shock After that they went back home and she enjoyed her bowl of yoghurt</p>
<p>LO5 AS 6</p>	<p>FAT 4E ORAL RESPONSE : MAY WORK IN SMALL GROUPS The learner asks questions for Clarification. The teacher creates a scenario and encourages learners to ask questions for clarity.</p>
<p>LO 6: AS 1</p>	<p>FAT 4F ORAL / PRACTICAL & written RESPONSE : MAY WORK IN SMALL GROUPS The learner understands and uses a variety of question forms The teacher gives learners text so that the learners make meaning therefore and ask questions related to the text.</p>

SECTION 7

ASSESSMENT TOOLS.

FORMAL AND INFORMAL.

RUBRIC FOR THIS TASK1 : LO 4-AS1 (WRITES INDIVIDUAL WORDS SUCH AS LABELS)

A.S.	1	2	3	4
LO 4 AS 1 Writes individual words such as labels	Unable to label the pictures	Labels very little of the pictures	Labels most of the pictures correctly	Labels all of the pictures correctly

RUBRIC FOR TASK 2 : LO4 AS 5 (WRITES SENTENCES USING A FRAME).

LO 4 AS 5 Writes sentences using a frame.	Struggles to write sentences using a frame	Writes some of the sentences correctly by using a frame.	Writes most of the sentences correctly by using a frame.	Writes all the sentences correctly by using a frame
--	---	---	---	--

CHECKLIST FOR THE ASSESSMENT TASK: LO1 AS3 FAT 1B

Is the Learner able to:-	YES	NO
• Count the number of charts given?		
• Clearly write captions on each picture?		
• Understand the story narrated?		
• Supply the relevant information about the picture?		
• Spell words correctly?s		

RATING SCALE FOR THE ASSESSMENT TASK: LO2 AS2 FAT 2A

Can the learners in groups be able to:-	RATING	COMMENTS
• Perform a rhyme well?		
• Recite a poem correctly?		
• Sing a song beautifully?		
• Note new phonics / phonics?		
• Recognise new sight words?		

FINAL RATING

1	2	3	4
NOT ACHIEVED	PARTIALLY ACHIEVED	SATISFACTORILY ACHIEVED	OUTSTANDING ACHIEVEMENT

HOLISTIC RUBRIC FOR THE ASSESSMENT TASK: LO2

AS5 FAT 2B

	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 SATISFACTORY ACHIEVEMENT	1 OUTSTANDING ACHIEVEMENT
Is the learner able to:-				
Oral				
1. Listen to the contribution of others in a group?				
2. Answer questions based on pictures?				
3. Tell personal views about a picture?				
4. Respond to questions asked below pictures?				
Phonics				
1. Recognise phonics in the names of the 3 objects?				
2. Build words using sounds learnt?				
Reading				
1. Read the questions asked?				
2. Respond correctly to those questions?				
HandWriting				
1. Use handwriting tools such as ruler and rubber effectively?				
2. Transcribe words correctly?				
Writing				
1. Draw same objects on their own?				
	Only able to achieve any three of the criteria	Only able to achieve any five to seven of the criteria	Only able to achieve any eight to ten of the criteria	Able to achieve all twelve1 criteria

2. Write names next to the object?				
---	--	--	--	--

CHECKLIST FOR THE ASSESSMENT TASK: LO4 AS7 FAT 4C

	YES	NO
Is the learner able to:-		
Oral		
1. Respond to simple instructions?		
2. Tell own understanding of the story?		
Phonics		
1. Identify at least two vowels and three consonant sounds?		
2. Identify any weak vowels in the story?		
Reading		
1. Tell what the story is about?		
2. Recognise at least 10 words?		
3. Read the story aloud?		
HandWriting		
1. Punctuate sentences as instructed?		
2. Transcribe some few words correctly?		
Writing		
1. Copy sentence correctly from the story?		
2. Draw a picture about the story narrated?		

RATING SCALE FOR THE ASSESSMENT TASK: LO5 AS6 FAT 4e

Can the learners in groups be able to:-	RATING	COMMENTS
• Listen and understand the scenario?		
• Role play some parts of the scenario?		
• Ask questions about the scenario?		
• Participate in discussions about the scenario?		
• Express own views about the scenario?		

FINAL RATING			
1	2	3	4
NOT ACHIEVED	PARTIALLY ACHIEVED	SATISFACTORILY ACHIEVED	OUTSTANDING ACHIEVEMENT

CHECKLIST FOR THE ASSESSMENT TASK: L06 AS1

FAT 4F

		YES	NO
Is the learner able to:-			
Oral			
1. Participate and ask questions related to text given?			
2. Tell own understanding of the text?			
Phonics			
1. Recognise vowels and consonants in the text?			
2. Build words using vowels and consonants identified?			
Reading			
1. Tell what the text they have read is about?			
2. Read and make meaning of the text given?			
3. Read simple instructions given by the teacher?			
HandWriting			
1. Write a sentence out of the given text			
Writing			
1. Copy at least 3 sentences from the given text?			
2. Write a list eg a list of words with one vowel from the given text?			
		FINAL RATING	
1	2	3	4
NOT ACHIEVED	PARTIALLY ACHIEVED	SATISFACTORILY ACHIEVED	OUTSTANDING ACHIEVEMENT

ACKNOWLEDGEMENTS.

NAME	POSITION
Dr T Reddy	CHIEF EDUCATION SPECIALIST : ECD / F. PHASE
Ms Ntsiki Manxiwa	DEPUTY CHIEF EDUC. SPECIALIST : ECD / F. PHASE

MEMBERS OF THE PROVINCIAL TASK TEAM FROM DISTRICTS.

NAME	POSITION	DISTRICT
Mr A.N.Makalima	Senior Education Specialist	Gcuwa
Ms B.F. Gajana	Senior Education Specialist	Mthatha
Ms N. Ngxingo	Deputy Chief Education Specialist	King Williams' Town
Ms N. Ndabankulu	Deputy Chief Education Specialist	Lusikisiki
Ms N. Qongqo	Deputy Chief Education Specialist	Uitenhage

TEACHERS AND SCHOOLS FOR THEIR ASSISTANCE

NAME	SCHOOL	DISTRICT
Ms E.Basson	College Hill Preparatory (Principal)	Uitenhage
Ms L.J.Tenant	College Hill Primary	Uitenhage
Ms B. Nkqayi	Melumzi Primary	Uitenhage
Ms D.J.Dick	Melumzi Primary	Uitenhage
Ms H. Muller	Innes Primary	Uitenhage
Ms M.De Villiers	Innes Primary	Uitenhage
Ms D. Brissies	Uitenhage Primary	Uitenhage
Ms C Wood	Uitenhage Primary	Uitenhage
Ms D. Adams	Uitenhage Primary	Uitenhage
Ms N Msizi	Rocklands Primary	Uitenhage