



Foundations for Learning

Assessment Framework Foundation Phase



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A Letter from the Deputy Director-General: General Education and Training

Dear Teacher

The Foundations for Learning Campaign has been launched to focus the system on the improvement of learner performance in literacy and numeracy. The enclosed document provides you with support as you monitor learner progress in these learning areas.

In this document you will find that:

- The milestones¹ (knowledge and skills) derived from the Learning Outcomes and Assessment Standards from the National Curriculum Statement for Languages and Mathematics (Grades 1-3) have been packaged into four terms for each grade to facilitate planning for teaching. These milestones explain the content embedded in the Learning Outcomes and Assessment Standards.
- These milestones have been further written into manageable units to assist you to develop the required assessment tasks per term; and
- Rubrics for the last assessment task per term have been provided so that schools and districts can develop a common assessment task. The results of which are to be communicated to the District Office.

NB: the annual assessment of learners that will be set by the Department of Education will be based on these quarterly assessment tasks.

I trust that you will find this document a valuable resource.

Kind regards



Ms Palesa Tyobeka

Deputy Director-General: General Education and Training

Date: 11 April 2008

¹ The term "milestones" is used to indicate the expected level of development of our learners' progress to becoming literate and numerate. It gives a sense of what their achievements could be at given points in the school year.

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* The rubrics in this document are developed at Home Language level.

A Note on the Numeracy Assessment Tasks

The National Policy on Assessment for Schools stipulates that three assessment tasks in Numeracy should be formally assessed each term. These tasks cover the essential milestones expected for that term (refer to pages 3-6 in this document). **The Learning Outcomes and Assessment Standards used to develop assessment tasks are stated in the Work Schedule and are further described in the Numeracy Programme of Assessment.**

Use the milestones to ensure your Work Schedule covers the required knowledge, skills and values for teaching and learning demonstrating conceptual progression. Not everything taught needs to be *formally* assessed. However, it is essential that you continuously assess your learners' progress through both a formal and an informal assessment programme, as this informs your daily planning.

For each Assessment Task, you must design two or more activities that will allow learners to **demonstrate** the skills, knowledge and values you are assessing i.e. the criteria from the Assessment Standards. Use the holistic rubrics, checklists and rating scales provided, as well as other assessment tools to observe, assess and record every learner's understanding.

You need to ensure that assessment is not only done as written work, but allows for practical and oral work too (forms of assessment). The Assessment Task, therefore, needs to be infused into your normal teaching and learning time over a period of time e.g. 5-7 consecutive days. Allow learners to have access to counters, number lines, number charts etc if they need them, **even during an assessment task**. You want to assess what learners understand and not what they can just memorise. Your recorded assessment is against the whole task, using the National codes and level descriptors.

Explanation of terminology

In describing the knowledge, skills and values derived from the assessment standards for teaching, learning and assessment in each term, the following terms have been used in the document and are explained below:

- **Numerosity** : the profile of the number i.e. what is the number? The profile of 7 would include the following: $7 = 7+0$, $6+1$, $5+2$, $4+3$, $8-1$, $9-2$, $10-3$, half of 14, a third of 21, double $3\frac{1}{2}$, double 5 minus 3, $3 \times 2 + 1$, etc. In other words, the numerosity of a number tells us all about the number. The greater the learners' understanding of numbers is, the larger the profile of the number will become e.g. a Grade 1 learner will be able to say '7 is 3 less than 10, or 6 more than 1' while a Grade 3 learner will be able to say '7 is a quarter of 28, or double 10 minus 13'.

- *Word Problems* : Learners will be exposed to word problems verbally and in written form. Teachers should help learners to read a written problem (in printed text), Language (words) is used to give context to numbers and operations. Problems are used in Mathematics to develop and extend concepts, so learners need to be exposed to both routine as well as non-routine problems regularly.

Numeracy Milestones (per Term): Grade 1				
Term 1	Term 2	Term 3	Term 4	
<ul style="list-style-type: none"> Readiness basic concepts: colour, size, shape, position, measurement vocabulary one-to-one correspondence more and less Knows, reads and writes number names and symbols from 1-6 and explores their relationship Orders numbers (1st -6th) Counts out objects to 10 Counts to 20 on number line Recognises addition, subtraction and equals signs (+, -, =) Identifies 3D objects – boxes and balls Completes simple sequencing activities Solves problems, and explains solutions, using concrete objects and drawings using numbers to 10 Estimates up to 6 objects Collects and sorts objects according to one attribute - introduction to graphs 	<ul style="list-style-type: none"> Knows, reads and writes number names and symbols from 1-7 and explores their relationship Orders numbers (1st -10th) Counts out objects to 20 Counts to 50 on abacus and number line/number square Counts in multiples of 2 using concrete objects Identifies number concept 'before' and 'after' Identifies numerosity (profile) of numbers 1 to 10 e.g. 2 is half of 4 Identifies odd and even numbers Writes a number sentence correctly using +, - and = Is able to add and subtract single digit numbers e.g. 6+2=? 7+2=? 8+2=? Doubles and halves numbers 1 to 10 Patterns : sequences numbers to 10 Describes the properties of 2D and 3D shapes and objects Estimates up to 10 objects Measurement :capacity Solves practical problems involving sharing and grouping with numbers to 20 Solves problems, and explains solutions, using concrete objects and drawings with numbers up to 20 Collects and displays data 	<ul style="list-style-type: none"> Knows, reads and writes number names and symbols from 11-20 and explores their relationship Orders numbers (1st -10th) Counting out objects to 34 Counting to 100 on abacus and number line/number square Counts in multiples of 2 and 5 using concrete objects Identifies numerosity (profile) of numbers 1 to 20 e.g. 18 is 1 more than 17 or 1 less than 19 Recognises nearly doubles e.g. 4+4=8 : 4+5=9 Is able to add and subtract 1-5 to any number to 20 Completes repeated addition of 2 and 5 Writes number sentences with more than one operation e.g. 2+4-3=? Designs own patterns, including multiples of 2 and 5 Recognises 2D shapes and 3D objects Identifies symmetry of self Estimates up to 10 objects Solves money problems Measurement : time, mass Collects, sorts, explains and draws a collection of objects according to one attribute Solves practical problems involving sharing and grouping with numbers to 20, including remainders Solves problems, and explains solutions, using concrete objects and drawings with numbers up to 20 	<ul style="list-style-type: none"> Knows, reads and writes number names and symbols from 1-34 and explores their relationship Orders numbers (1st -20th) Counting out objects to 34 Counting to 100 on abacus and number line/number square Counting in multiples of 2, 5, and 10 using concrete objects and number square Identifies numerosity (profile) of numbers 1 to 34 e.g. 20 is double 10, but 10 less than 30 Is able to add and subtract 1-9 to any number up to 34 Is able to add and subtract 10 to whole 10's e.g. 20+10 Doubles and halves numbers 1-34 Completes repeated addition and subtraction of multiples of 2, 5, 10 Recognizes and designs own patterns using numbers to 34 Demonstrates understanding of 2D shape and 3D objects including orientation and position Estimates up to 20 objects Measurement: length Collects, sorts, explains and constructs pictographs Solves practical problems involving sharing and grouping with numbers to 34, including problems with remainders Solves problems, and explains solutions, using concrete objects and drawings with numbers up to 34 	

Numeracy Milestones (per Term): Grade 2			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Revision of Grade 1 knowledge and skills in readiness for Grade 2 Knows, reads and writes number names and symbols from 1-34 and explores their relationship Orders numbers (1st-34th) Counts to 100 on abacus and number line/number square Counts out objects to 34 Counting in multiples of 2, 5, and 10 using concrete objects and number square Identifies numerosity (profile) of numbers 1 to 34 e.g. 20 is double 10, but 10 less than 30 Is able to add and subtract single-digit numbers e.g. $3+4=?$ $9-6=?$ Is able to add and subtract single-digit numbers to 10 e.g. $10+3=?$ $17-7=?$ Writes number sentences with more than one operation e.g. $2+4-3=?$ Completes repeated addition and subtraction of multiples of 2, 5, 10 Doubles and halves numbers 1- 34 Estimates up to 20 objects Completes given number patterns Recognizes patterns in number work Recognises and identifies 2-D shapes in pictures and 3-D objects in the environment Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 34 	<ul style="list-style-type: none"> Knows, reads and writes number names and symbols from 1-50 and explores their relationship Orders numbers (1st-50th) Counts out objects to 50 Counts forwards and backwards in 1, 2, 5, 10 to 200 Uses flard cards to add and subtract single-digit numbers to any two-digit number e.g. $10+6=?$ $20+3=?$ $39-9=?$ Decomposes two-digit numbers as expanded notation i.e. $26=20+6$ using flard cards Is able to add and subtract whole tens i.e. $20+10$ Identifies numerosity of numbers to 100 e.g. $24=20+4$ or $23+1$ or $10+10+4$ or $30-6$ etc. Is able to add and subtract two digit numbers where one number is a whole 10 e.g. $24+10=?$ Completes repeated addition and subtraction using multiples of 2, 5, 10 Recognises nearly doubles e.g. $24+4=28$; $24+5=29$ Solves problems involving grouping and sharing including fractions and remainders Identifies patterns in number work Recognises symmetry Estimates, measures and compares length and capacity Collects and sorts data according to given criteria Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 50 	<ul style="list-style-type: none"> Counts out objects to 100 Counts on from any number between 1 - 200 Counts backwards from any number between 200 and 1 Counts forwards and backwards in 2, 5, 10 to 200 Identifies numerosity (profile) of numbers to 100 e.g. 25 is a quarter of 100, but double 12½ Recognises and extends patterns e.g. $2+2=4$ $20+20=40$ $200+200=400$ Decomposes two-digit numbers as expanded notation i.e. $26=20+6$ using flard cards Uses expanded notation of two-digit numbers to 100 e.g. $34=30+4$ $34=10+10+10+4$ Writes number sentences using addition and subtraction of two two-digit numbers e.g. $26+10=?$ $26+11=?$ $32-27=?$ Building up a whole 10 when adding and subtracting e.g. $9+4=9+1+3$ or $14-8=14-4-4$ Doubles and halves two-digit numbers to 99 Uses repeated addition leading to multiplication with answers up to 50 Solves problems using grouping and sharing where the remainder is a fraction Solves money problems involving totals in rands and cents Reads analogue and digital clock time in hours and minutes Estimates, measures and compares length, capacity and mass Describes positional relationship between two 3D objects Collects, sorts, describes and constructs pictographs according to one attribute chosen by the teacher Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 100 	<ul style="list-style-type: none"> Counts out objects to 100 Counts forwards and backwards from any number in 1, 2, 5, 10 up to 200 Identifies the numerosity of numbers 1 to 100 Is able to add and subtract two two-digit numbers e.g. $26+37=?$ $54-25=?$ Doubles and halves both odd and even numbers to 100 Calculates the multiplication of one-digit numbers with one-digit numbers e.g. $6\times5=?$ $9\times5=?$ Copies and extends number sequences to 500 Orders ½ and ¼ on a number line Solves problems using grouping and sharing where the remainder is a fraction Uses flard cards to decompose 3 -digit numbers as expanded notation e.g. $241=200+40+1$ Uses flard cards to add and subtract one-digit numbers to a three-digit number Uses hours and minutes to calculate time Analyses data to draw a conclusion Recognises 3D objects from various positions Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 200

Numeracy Milestones (per Term): Grade 3

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Consolidation of concepts developed in Grade 2 in readiness for Grade 3 Counts out objects to 100 Counts in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000 Count in 10 starting at any number e.g. 2, 12, 22, 32 etc Recognises the pattern of counting in 10 starting at any number Decomposes two-digit numbers as expanded notation i.e. $26=20+6$ using flard cards Is able to add and subtract one-digit numbers and two-digit numbers to 100 e.g. $46 + 3 = ?$ $52-3=?$ Is able to add and subtract two two-digit numbers where one number is a whole 10 e.g. $24+10=?$ Building up the 10 when adding and subtracting i.e. $9+4 = 9+1 +3$ $19+4= 19+1 +3$ $29+4=29+1 +3$ Identifies the numerosity of numbers up to 34 Calculates multiplication of 2, 5, 10 Doubles and halves numbers to 50 Solves problems using grouping and sharing where the remainder is a fraction Estimates, measures and compares length using non-standard and standard measures Determines the line of symmetry in 2-D shapes Sorts, orders and organizes own data according to two attributes Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 200 	<ul style="list-style-type: none"> Counts in multiples of 2, 5, 10, 20, 50, 100 to at least 500 Counts in multiples of 2, 5, 10, 20, 100 starting at any number up to at least 500 e.g. 24, 44, 64, etc Counts in multiples of 3 to 100 Recognises and orders numbers to 500 Decomposes three-digit numbers as expanded notation using flard cards to 500 e.g. $498=400+90+8$ Calculates using addition and subtraction of whole tens e.g. $37+50=?$ Calculates using addition and subtraction of two two-digit numbers e.g. $92-26=?$ Is able to add and subtract two-digit numbers and three-digit numbers to 500 using flard cards e.g. $300+40=?$ $480=400+80$ Is able to calculate the multiplication of 2, 5, 9, 10 and 11 to at least 100 Completes number sentences using repeated addition and subtraction of 3, 20, 25, 50, 100 to 500 e.g. $120+20+20+20=?$ Identifies the numerosity of numbers to 100 Identifies number patterns using addition, subtraction and multiplication to 500 Is able to calculate division of two digit numbers by one digit numbers e.g. $25\div5=?$ Doubles and halves odd and even numbers to 100 Estimates, measures and compares mass using non-standard and standard measures Solves money problems where cents are converted to rands Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 500 	<ul style="list-style-type: none"> Counts forwards and backwards in multiples of 2, 3, 5, 10, 20, 25, 50, 100 from 1 to 750 Counts in multiples of 2, 5, 10, 20, 25, 100 starting at any number up to at least 500 e.g. 224, 244, 264, etc. Recognises and orders numerals and number names to 500 Engages in using expanded notation of three-digit numbers in a variety of ways e.g. $235=200+30+5$ or $235=100+100+30+5$ or $235=100+50+20+15$ Is able to add single-digit numbers to any three-digit number e.g. $137+5$ Is able to subtract a three-digit number from a three digit number e.g. $378-100$, Uses flard cards to add and subtract 10 and 100 to three-digit numbers Completes number sentences using addition and subtraction of 10 and 100 to any three digit number to 900 Completes addition and subtraction number sentences of 11 using whole tens Uses the commutative property of multiplication to complete number sentences e.g. $2\times5=5\times2$ Solves division problems through sharing and grouping with remainders Doubles and halves three-digit numbers to 500 Fills in fractions $\frac{1}{2}$ and $\frac{1}{4}$ correctly on a number line Uses fractions in the context of time e.g. 15 minutes=quarter of an hour Solves problems involving the conversion of minutes to hours, hours to days Recognises three dimensional objects from different positions Is able to collect, sort and organize 	<ul style="list-style-type: none"> Counts forwards and backwards in multiples 2, 3, 4, 5, 10, 20, 25, 50, 100, 1000 Recognises and orders numerals and number names to 1000 Engages in using expanded notation of three-digit numbers in a variety of ways to 1000 e.g. $563=500+60+3$ or $563=200+200+100+60+3$ or $563=300+100+50+50+40+23$ Uses flard cards to develop expanded notation of numbers to 1000 Calculates using addition and subtraction of two three-digit numbers e.g. $300+259=?$ Builds up multiplication tables of 2, 3, 4, 5, 9, 10, 11 up to 100 i.e. $5\times20=100$, $20\times5=100$ Calculates using division of two-digit by one-digit numbers e.g. $75\div5=?$ Is able to round off whole numbers to the nearest ten Can extend number sequences to 1000 Is able to read and draw a simple map of the school and classroom Investigates the distance around objects and shapes using string Investigates the area of a surface (e.g. a desk) using tiling Estimates, measures and compares capacity using non-standard and standard measures Is able to read and interpret data in a simple table Solve problems, and explains solutions, using number charts if needed with numbers up to 1000

Numeracy Milestones (per Term): Grade 3 (continued)			
Term 1	Term 2	Term 3	Term 4
		supplied data and then draw a bar graph using the data <ul style="list-style-type: none"> • Solves money problems where rands are converted to cents • Solve problems, and explains solutions, using number charts if needed with numbers up to 750 	

Numeracy Milestones (per Assessment Task): Grade 1

Term 1	Term 2	Term 3	Term 4
<p>Assessment task 1:</p> <ul style="list-style-type: none"> • Readiness: basic concepts: colour, size, shape • Collects objects according to one attribute - introduction to graphs 	<p>Assessment task 1:</p> <ul style="list-style-type: none"> • Counts out objects to 20 • Counts to 50 on abacus and number line/number square • Identifies odd and even numbers • Patterns: sequences numbers to 10 • Describes the properties of 2D and 3D shapes and objects 	<p>Assessment task 1:</p> <ul style="list-style-type: none"> • Counting out: objects to 34 • Counting to 100 on abacus and number line/number square • Counts in multiples of 2 and 5 using concrete objects • Recognises 2D shapes and 3D objects • Estimates up to 10 objects 	<p>Assessment task 1:</p> <ul style="list-style-type: none"> • Counting out objects to 34 • Counting to 100 on abacus and number line/number square • Counting in multiples of 2, 5, and 10 using concrete objects and number square • Completes repeated addition and subtraction of multiples of 2, 5, 10 • Estimates up to 20 objects
<p>Assessment task 2:</p> <ul style="list-style-type: none"> • Readiness - basic concepts: colour, size, shape, position, measurement - vocabulary - one-to-one correspondence • Counts out objects to 10 • Identifies 3D objects – boxes and balls • Completes simple sequencing activities • Collects and sorts objects according to one attribute - introduction to graphs 	<p>Assessment task 2:</p> <ul style="list-style-type: none"> • Knows, reads and writes number names and symbols from 7-10 and explores their relationship • Orders numbers (1st -10th) • Counts in multiples of 2 using concrete objects • Writes a number: sentence correctly using +, - and = • Estimates up to 10 objects • Measurement: capacity • Collects and displays data 	<p>Assessment task 2:</p> <ul style="list-style-type: none"> • Knows, reads and writes number names and symbols from 11-20 and explores their relationship • Orders numbers (1st -10th) • Designs own patterns, including multiples of 2 and 5 • Identifies symmetry of self • Estimates up to 10 objects • Solves money problems • Measurement: time, mass • Collects, sorts, explains and draws a collection of objects according to one attribute 	<p>Assessment task 2:</p> <ul style="list-style-type: none"> • Knows, reads and writes number names and symbols from 1-34 and explores their relationship • Orders numbers (1st -20th) • Doubles and halves numbers 1-34 • Recognizes and designs own patterns using numbers to 34 • Measurement: length • Collects, sorts, explains and constructs pictographs
<p>Assessment task 3:</p> <ul style="list-style-type: none"> • Knows, reads and writes number names and symbols from 1-6 and explores their relationship • Orders numbers (1st -6th) • Counts out objects to 10 • Counts to 20 on number line • Recognises addition, subtraction and equals signs • Estimates up to 6 objects • Solves problems, and explains solutions, using concrete objects and drawings with numbers to 10 	<p>Assessment task 3:</p> <ul style="list-style-type: none"> • Identifies numerosity (profile) of numbers 1 to 10 e.g. numerosity of 4: 2 is half of 4, 5 is 1 more than 4, 3 is 1 less than 4 etc. • Is able to add and subtract single digit numbers e.g. 6+2=? 7+2=? 8+2=? • Doubles and halves numbers 1 to 10 • Solves practical problems involving sharing and grouping with numbers to 20 • Solves problems, and explains solutions, using concrete objects and drawings with numbers up to 20 	<p>Assessment task 3:</p> <ul style="list-style-type: none"> • Identifies numerosity (profile) of numbers 1 to 20 e.g. 18 is 1 more than 17 or 1 less than 19 • Recognises nearly doubles e.g. 4+4=8 : 4+5=9 • Is able to add and subtract 1-5 to any number to 34 • Completes repeated addition of 2 and 5 • Writes number sentences with more than one operation e.g. 2+4-3=? • Solves practical problems involving sharing and grouping with numbers to 20, including remainders • Solves problems, and explains solutions, using concrete objects and drawings with numbers up to 20 	<p>Assessment task 3:</p> <ul style="list-style-type: none"> • Counting to 100 on abacus and number line/number square • Counting in multiples of 2, 5, and 10 using concrete objects and number square • Identifies numerosity (profile) of numbers 1 to 34 e.g. 20 is double 10, but 10 less than 30 • Is able to add and subtract 1-9 to any number up to 34 • Is able to add and subtract 10 to whole 10's e.g. 20+10 • Solves practical problems involving sharing and grouping with numbers to 34, including problems with remainders • Solves problems, and explains solutions, using concrete objects and drawings with numbers up to 34

Numeracy Milestones (per Assessment Task): Grade 2

Term 1	Term 2	Term 3	Term 4
<p>Assessment Task 1:</p> <ul style="list-style-type: none"> • Revision of Grade 1 knowledge and skills in readiness for Grade 2 • Knows, reads and writes number names and symbols from 1-34 and explores their relationship • Orders numbers (1st -34th) • Counts to 100 on abacus and number line/number square • Counts out objects to 34 • Is able to add and subtract single-digit numbers e.g. 3+4=? 9-6=? • Writes number sentences with more than one operation e.g. 2+4-3=? 	<p>Assessment Task 1:</p> <ul style="list-style-type: none"> • Knows, reads and writes number names and symbols from 1-50 and explores their relationship • Counts out objects to 50 • Solves problems involving grouping and sharing including fractions and remainders • Identifies patterns in number work • Estimates, measures and compares length and capacity 	<p>Assessment Task 1:</p> <ul style="list-style-type: none"> • Counts out objects to 100 • Counts on from any number between 1 - 200 • Counts backwards from any number between 200 and 1 • Decomposes two-digit numbers as expanded notation i.e. 26=20+6 using flard cards • Uses expanded notation of two-digit numbers to 100 e.g. 34=30+4 • 34=10+ 10+ 10+4 • Solves money problems involving totals in rands and cents • Describes positional relationship between two 3D objects 	<p>Assessment Task 1:</p> <ul style="list-style-type: none"> • Counts out objects to 100 • Counts forwards and backwards from any number in 1, 2, 5, 10 up to 200 • Identifies the numerosity of numbers 1 to 100 • Orders ½ and ¼ on a number line • Uses hours and minutes to calculate time
<p>Assessment Task 2:</p> <ul style="list-style-type: none"> • Counting in multiples of 2, 5, and 10 using concrete objects and number square • Identifies numerosity (profile) of numbers 1 to 34 e.g. 20 is double 10, but 10 less than 30 • Is able to add and subtract single-digit numbers to 10 e.g. 10+3=? 17-7=? • Estimates up to 20 objects • Recognizes patterns in number work • Recognises and identifies 2-D shapes in pictures and 3-D objects in the environment 	<p>Assessment Task 2:</p> <ul style="list-style-type: none"> • Counts forwards and backwards in 1, 2, 5, 10 to 200 • Uses flard cards to add and subtract single-digit numbers to any two-digit number e.g. 10+6=? 20+3=? 39-9=? • Identifies numerosity of numbers to 74 e.g. 24=20+4 or 23+1 or 10+ 10+4 or 30-6 etc. • Completes repeated addition and subtraction using multiples of 2, 5, 10 • Recognises symmetry • Collects and sorts data according to given criteria 	<p>Assessment Task 2:</p> <ul style="list-style-type: none"> • Counts forwards and backwards in 2, 5, 10 to 200 • Identifies numerosity (profile) of numbers to 100 e.g. 25 is a quarter of 100, but double 12½ • Decomposes two-digit numbers as expanded notation i.e. 26=20+6 using flard cards • Uses expanded notation of two-digit numbers to 100 e.g. 34=30+4 • 34=10+ 10+ 10+4 • Uses repeated addition leading to multiplication with answers up to 50 • Solves problems using grouping and sharing where the remainder is a fraction • Estimates, measures and compares length, capacity and mass • Collects, sorts, describes and constructs pictographs according to one attribute chosen by the teacher 	<p>Assessment Task 2:</p> <ul style="list-style-type: none"> • Doubles and halves both odd and even numbers to 100 • Copies and extends number sequences to 500 • Uses flard cards to decompose 3 -digit numbers as expanded notation e.g. 241 =200+40+1 • Analyses data to draw a conclusion

Numeracy Milestones (per Assessment Task): Grade 2 (continued)			
Term 1	Term 2	Term 3	Term 4
<p>Assessment Task 3:</p> <ul style="list-style-type: none"> Identifies numerosity (profile) of numbers 1 to 34 e.g. 20 is double 10, but 10 less than 30 Completes repeated addition and subtraction of multiples of 2, 5, 10 Doubles and halves numbers 1 - 34 Completes given number patterns Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 34 	<p>Assessment Task 3:</p> <ul style="list-style-type: none"> Uses flard cards to add and subtract single-digit numbers to any two-digit number e.g. $10+6=?$ $20+3=?$ $39-9=?$ Decomposes two-digit numbers as expanded notation i.e. $26=20+6$ using flard cards Is able to add and subtract whole tens i.e. $20+10$ Is able to add and subtract two-digit numbers where one number is a whole 10 e.g. $24+10=?$ Recognises nearly doubles e.g. $24+4=28$: $24+5=29$ Identifies patterns in number work Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 50 	<p>Assessment Task 3:</p> <ul style="list-style-type: none"> Recognises and extends patterns e.g. $2+2=4$ $20+20=40$ $200+200=400$ Writes number sentences using addition and subtraction of two two-digit numbers e.g. $26+10=?$ $26+11=?$ $32-27=?$ Building up a whole 10 when adding and subtracting e.g. $9+4=9+1+3$ or $14-8=14-4-4$ Doubles and halves two-digit numbers to 99 Reads analogue and digital clock time in hours and minutes Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 100 	<p>Assessment Task 3:</p> <ul style="list-style-type: none"> Is able to add and subtract two two-digit numbers e.g. $26+37=?$ $54-25=?$ Calculates the multiplication of one-digit numbers with one-digit numbers e.g. $6\times5=?$ $9\times5=?$ Solves problems using grouping and sharing where the remainder is a fraction Uses flard cards to add and subtract one-digit numbers to a three-digit number Recognises 3D objects from various positions Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 200

Numeracy Milestones (per Assessment Task): Grade 3			
Term 1	Term 2	Term 3	Term 4
<p>Assessment Task 1:</p> <ul style="list-style-type: none"> Consolidation of concepts developed in Grade 2 in readiness for Grade 3 Counts out objects to 100 Count in 10 starting at any number e.g. 2, 12, 22, 32 etc Decomposes two-digit numbers as expanded notation i.e. $26=20+6$ using flard cards Is able to add and subtract one-digit numbers and two-digit numbers to 100 e.g. $46 + 3 = ?$ $52-3=?$ Calculates multiplication of 2, 5, 10 	<p>Assessment Task 1:</p> <ul style="list-style-type: none"> Counts in multiples of 2, 5, 10, 20, 50, 100 to at least 500 Counts in multiples of 2, 5, 10, 20, 100 starting at any number up to at least 500 e.g. 24, 44, 64, etc Recognises and orders numbers to 500 Calculates using addition and subtraction of whole tens e.g. $37+50=?$ Doubles and halves odd and even numbers to 100 Estimates, measures and compares mass using non-standard and standard measures 	<p>Assessment Task 1:</p> <ul style="list-style-type: none"> Counts forwards and backwards in multiples of 2, 3, 5, 10, 20, 25, 50, 100 from 1 to 750 Counts in multiples of 2, 5, 10, 20, 25, 100 starting at any number up to at least 500 e.g. 224, 244, 264, etc. Recognises numerals and number names to 500 Is able to add single-digit numbers to any three-digit number e.g. $137+5$ Is able to subtract a three-digit number from a three digit number e.g. $378-100$ Uses flard cards to add and subtract 10 and 100 and three-digit numbers Fills in fractions $\frac{1}{2}$ and $\frac{1}{4}$ correctly on a number line Uses fractions in the context of time e.g. 15 minutes=quarter of an hour 	<p>Assessment Task 1:</p> <ul style="list-style-type: none"> Counts forwards and backwards in multiples 2, 3, 4, 5, 10, 20, 25, 50, 100, 1000 Recognises numerals and number names to 1000 Uses flard cards to develop expanded notation of numbers to 1000 Is able to round off whole numbers to the nearest ten Can extend number sequences to 1000 Investigates the distance around objects and shapes using string Estimates, measures and compares capacity using non-standard and standard measures
<p>Assessment Task 2:</p> <ul style="list-style-type: none"> Counts in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000 Is able to add and subtract two two-digit numbers where one number is a whole 10 e.g. $24+10=?$ Identifies the numerosity of numbers 34 Doubles and halves numbers to 50 Estimates, measures and compares length using non-standard and standard measures Sorts, orders and organizes own data according to two attributes 	<p>Assessment Task 2:</p> <ul style="list-style-type: none"> Decomposes three-digit numbers as expanded notation using flard cards to 500 e.g. $498=400+90+8$ Calculates using addition and subtraction of two two-digit numbers e.g. $92-26=?$ Is able to add and subtract two-digit numbers and three-digit numbers to 500 using flard cards e.g. $300+40=?$ $480=400+80$ Completes number sentences using repeated addition and subtraction of 3, 20, 25, 50, 100 to 500 e.g. $120+20+20+20=?$ Identifies the numerosity of numbers to 100 Identifies number patterns using addition, subtraction and multiplication to 500 Solves money problems where cents are converted to rands 	<p>Assessment Task 2:</p> <ul style="list-style-type: none"> Engages in using expanded notation of three-digit numbers in a variety of ways e.g. $235=200+30+5$ or $235=100+100+30+5$ or $235=100+50+20+15$ Is able to subtract a three-digit number from a three digit number e.g. $378-100$ Uses flard cards to add and subtract 10 and 100 and three-digit numbers Completes number sentences using addition and subtraction of 10 and 100 to any three digit number to 900 Completes addition and subtraction number sentences of 11 using whole tens Doubles and halves three-digit numbers to 500 Solves problems involving the conversion of minutes to hours, hours to days Is able to collect, sort and organize supplied data and then draw a bar graph using the data 	<p>Assessment Task 2:</p> <ul style="list-style-type: none"> Engages in using expanded notation of three-digit numbers in a variety of ways to 1000 e.g. $563=500+60+3$ or $563=200+200+100+60+3$ or $563=300+100+50+50+40+23$ Builds up multiplication tables of 2, 3, 4, 5, 9, 10, 11 up to 100 i.e. $5 \times 20=100$, $20 \times 5=100$ Calculates using division of two-digit by one-digit numbers e.g. $75 \div 5=?$ Can extend number sequences to 1000 Is able to read and draw a simple map of the school and classroom Investigates the area of a surface (e.g. a desk) using tiling Estimates, measures and compares mass, length and capacity using standard measures

Numeracy Milestones (per Assessment Task): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<p>Assessment Task 3:</p> <ul style="list-style-type: none"> Recognises the pattern of counting in 10 starting from any number Building up the 10 when adding and subtracting i.e. $9+4 = 9+1 +3$ $19+4 = 19+1 +3$ $29+4 = 29+1 +3$ Solves problems using grouping and sharing where the remainder is a fraction Determines the line of symmetry in 2-D shapes Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 200 	<p>Assessment Task 3:</p> <ul style="list-style-type: none"> Is able to add and subtract two-digit numbers and three-digit numbers to 500 using flash cards e.g. $300+40=?$ $480=400+80$ Is able to calculate the multiplication of 2, 3, 5, 10 and 11 to at least 100 Completes number sentences using repeated addition and subtraction of 3, 20, 25, 50, 100 to 500 e.g. $120+20+20+20=?$ Identifies the numerosity of numbers to 100 Is able to calculate division of two digit numbers by one digit numbers e.g. $25 \div 5=?$ Solve problems, and explains solutions, using number charts and counters if needed with numbers up to 500 	<p>Assessment Task 3:</p> <ul style="list-style-type: none"> Engages in using expanded notation of three-digit numbers in a variety of ways e.g. $235=200+30+5$ or $235=100+100+30+5$ or $235=100+50+50+20+15$ Uses the associative property of multiplication to complete number sentences e.g. $2 \times 5 = 5 \times 2$ Solves division problems through sharing and grouping with remainders Doubles and halves three-digit numbers to 500 Recognises three dimensional objects from different positions Solves money problems where rands are converted to cents Solve problems, and explains solutions, using number charts if needed with numbers up to 750 	<p>Assessment Task 3:</p> <ul style="list-style-type: none"> Engages in using expanded notation of three-digit numbers in a variety of ways to 1000 e.g. $563=500+60+3$ or $563=200+200+100+60+3$ or $563=300+100+50+50+40+23$ Calculates using addition and subtraction of two three-digit numbers e.g. $300+259=?$ Builds up multiplication tables of 2, 3, 4, 5, 9, 10, 11 up to 100 i.e. $5 \times 20 = 100$, $20 \times 5 = 100$ Calculates using division of two-digit by one-digit numbers e.g. $75 \div 5 =$ Is able to read and interpret data in a simple table Solve problems, and explains solutions, using number charts if needed with numbers up to 1000

Rubrics for Numeracy Assessment Task 3				
Grade 1: Term 1				
Holistic rubric for 3rd Assessment Task				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>				
1. Pack out objects next to the symbol 1-6 correctly?	Any two correct	Any three to four correct	Any five to seven correct	All eight correct
2. Identify objects 1 st to 6 th in order?				
3. Count out objects to 10?				
4. Count to 20 on the number line?				
5. Estimate up to 6 objects?				
6. Recognise addition (+), subtraction (-) and equals (=) signs?				
7. Solve problems using concrete objects and drawings with numbers up to 10?				
8. Explain how they solved a problem?				

Grade 1: Term 2				
Holistic rubric for 3rd Assessment Task				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>				
1. Identify the numbers 1 to 10?	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
2. Identify the number words one to ten?				
3. Count out objects to 20?				
4. Add two single digit numbers? e.g. 2+6=?				
5. Subtract two single digit numbers? e.g. 7-3=?				
6. Double numbers between 1 and 10?				
7. Halve numbers between 1 and 10?				
8. Identify the numerosity (profile) of single digit numbers? e.g. 7 is 1 less than 8 but 1 more than 6				
9. Solve problems involving sharing and grouping within the 1-10 number range, using concrete objects				
10. Solve problems and explain solutions using concrete objects and drawings with numbers up to 20?				

Grade 1: Term 3		
Checklist for 3 rd Assessment Task		
Name of learner:	Date:	
<i>Is the learner able to:</i>	Yes	No
1. Count out objects to 34?		
2. Recognise numbers on a number chart to 50?		
3. Identify the numerosity (profile) of numbers 1 to 20 e.g. double 10 is 20?		
4. Add numbers 1-5 to any number 1 to 20?		
5. Subtract numbers 1-5 to any number 1 to 20?		
6. Complete repeated addition sums of 2?		
7. Recognise 'nearly doubles' e.g. $4+4=$, $4+5=$, $4+3=$?		
8. Complete sums with two different operations correctly using numbers 1 to 10?		
9. Solve addition, subtraction and multiplication word problems using concrete objects with numbers up to 20?		
10. Explain own thinking when solving problems?		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 4				
Holistic rubric for 3 rd Assessment Task				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>				
1. Count to 100 using an abacus (or concrete objects)?	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
2. Count to 100 on the number line?				
3. Count in multiples of 2, 5 and 10?				
4. Identify the numerosity (profile) of numbers up to 34? e.g. 25 is $20+5$ or $30-5$ or $21+4$ etc				
5. Add any single digit number to numbers from 1 to 34?				
6. Subtract any single digit number from numbers 1-34?				
7. Add and subtract 10 to any whole 10? e.g. $20+10=?$ $30-10=?$				
8. Solve problems involving sharing and grouping within the 1-34 number range, using concrete objects, drawings, numbers?				
9. Solve word problems involving any of the four operations (+, -, x, ÷)?				
10. Explain own thinking when solving word problems?				

Rubrics for Numeracy Assessment Task 3				
Grade 2: Term 1				
Holistic rubric for 3 rd Assessment Task				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
1. Fill in a number chart correctly?				
2. Complete a given number line counting in 1's?				
3. Name odd and even numbers?				
4. Write the number names for 11 to 19?				
5. Count in 2, 5, 10?				
6. Complete repeated addition sums using multiples of 2, 5 and 10?				
7. Double and halve numbers to 34?				
8. Complete a given number pattern?				
9. Correctly complete sums with more than one operation?				
10. Solve a variety of word problems using numbers to 34 and explain reasoning?				

Grade 2: Term 2		
Rating scale for 3 rd Assessment Task		
Name:	Date:	
<i>Is the learner able to:</i>	Rating	Comments
1. Count in multiples of 10 to 200 with understanding?		
2. Build up two-digit numbers using flard cards (expanded notation cards)? e.g. $20+6=26$		
3. Decompose two-digit numbers as expanded notation using flard cards? e.g. $26 = 20+6$		
4. Add and subtract two two-digit numbers, where both are whole tens, using flard cards? e.g. $30+10=?$ $30+20=?$ $50-10=?$ $50-20=?$		
5. Use flard cards to add and subtract two two-digit numbers where one number is a whole ten? e.g. $24+10=?$ $34-10=?$		
6. Complete written addition and subtraction number sentences of two two-digit numbers where both numbers are whole tens?		
7. Identify the numerosity of numbers to 50 by writing own number sentences? e.g. $39=30+9=40-1=35+4=29+10=49-10$ etc.		
8. Identify patterns in number work? E.g. $2+1=?$ $21+1=?$ $31+1=?$ Or $51-2=?$ $41-2=?$ $31-2=?$ Or $2+2+2=?$ $12+2+2=?$ $22+2+2=?$		
9. Solve word problems involving all four operations (+, -, x, ÷) with numbers up to 50, using any or all of the following: <i>concrete objects, drawings, number squares, numerals, number sentences</i>		
10. Explain own thinking when solving problems.		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term 3		
Checklist for 3 rd Assessment Task		
Name:	Date:	
Is the learner able to:	Yes	No
1. Recognises numerals and number words to one hundred.		
2. Counts in 2's starting at any number		
3. Extends a given number pattern using multiples of 10 e.g. $3+3=6$, $30+30=60$, $300+300=600$		
4. Extends a given number pattern using single digit and two-digit numbers working over the ten e.g. $27+5=?$ $37+5=?$ $47+5=?$ Or $42-4=?$ $32-4=?$ $22-4=?$		
5. Completes written addition and subtraction number sentences of two two-digit numbers where one number is a whole tens e.g. $37+10=?$ $59+20=?$ $94-10=?$ $88-20=?$		
6. Builds a whole ten when adding i.e. $9+4 \rightarrow 9+1=10+3=13$, $19+4 \rightarrow 19+1=20+3=23$		
7. Builds a whole ten when subtracting i.e. $14-6 \rightarrow 14-4=10-2=8$, $54-6 \rightarrow 54-4=50-2=48$		
8. Reads analogue and digital time in hours and minutes		
9. Solves word problems involving all four operations (+, -, x, ÷) with numbers up to 100, using any or all of the following: <i>concrete objects, drawings, flard cards, number squares, number sentences</i>		
10. Explains own thinking when solving problems.		

Grade 2: Term 4				
Holistic rubric for 3 rd Assessment Task				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Is the learner able to:				
1. Use repeated addition leading to multiplication? e.g. $5+5+5=3 \times 5=15$				
2. Calculate multiplication of 2 single-digit numbers? e.g. $6 \times 5=?$ $9 \times 2=?$				
3. Write two-digit numbers as expanded notation? e.g. $47=40+7$ or $47=20+20+7$ or $47=30+17$ etc.				
4. Add 2 two-digit numbers using expanded notation? e.g. $27+35 \rightarrow 20+30 \rightarrow 50+7 \rightarrow 57+5 \rightarrow 62$ or $27+35 \rightarrow 27+30 \rightarrow 57+5=62$				
5. Subtract 2 two-digit numbers using expanded notation e.g. $72-36 \rightarrow 72-30 \rightarrow 42-6 \rightarrow 36$ or $72-36 \rightarrow 72-10-10-10 \rightarrow 42-2 \rightarrow 40-4 \rightarrow 36$	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
6. Build three-digit numbers using flard cards?				
7. Recognise a 3-D object from different positions?				
8. Solve problems using sharing and grouping where the remainder is a fraction?				
9. Solve word problems involving all four operations (+, -, x, ÷) with numbers up to 100, using any or all of the following: <i>concrete objects, drawings, flard cards, number squares, number sentences?</i>				
10. Explain own thinking when solving problems?				

Rubrics for Numeracy Assessment Task 3				
Grade 3: Term 1				
Holistic rubric for 3 rd Assessment Task				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
1. Count in multiples of 10 starting at any number?				
2. Recognise the pattern of counting in 10 on a number chart?				
3. Explain the pattern of multiples of 10 in relation to other multiples?				
4. Complete addition number sentences using 9? e.g. $5+9=5+10-1=15-1=14$				
5. Complete subtraction number sentences using 9? e.g. $24-9=24-10+1=14+1=15$				
6. Add two numbers by completing the '10' first? e.g. $6+7 = 6+4 +3=10+3=13$				
7. Identify the numerosity (profile) of numbers to 34 by writing own number sentences?				
8. Find one line of symmetry in circles, squares, rectangles and triangles?				
9. Solve problems using grouping and sharing where the answer is a fraction?				
10. Solve word problems, using all four operations and numbers up to 200, and explain reasoning?				

Grade 3: Term 2		
Rating scale for 3 rd Assessment Task		
Name:	Date:	
<i>Is the learner able to:</i>	Rating	Comments
1. Use flard cards to decompose 3-digit numbers?		
2. Write the expanded notation for 3-digit numbers? e.g. $357=300+50+7$		
3. Add and subtract whole tens and whole hundreds using flard cards? e.g. $358+60=?$ $358+200=?$ $358-20=?$ $358-200=?$		
4. Count in multiples of 2, 5, 9, 10 and 11 and answers questions? e.g. If 4×5 is 20, how much is 5×5 ? (one more five) 3×5 ? (one less five) 8×5 ? (double 4 times five)		
5. Correctly complete multiplication number sentences using 2, 5, 9, 10 and 11?		
6. Complete number sentences correctly using repeated addition of 20, 25, 50 and 100? e.g. $200+25+25+25=?$		
7. Correctly complete number sentences using repeated subtraction of 20, 25, 50 and 100? e.g. $400-100-100-100=?$		
8. Calculate division of two digit numbers by one digit numbers correctly? e.g. $25 \div 5=?$		
9. Break up two-digit numbers into different combinations, orally and written? e.g. $98=90+8$, or $98=50+40+8$, or $98=25+25+25+25-2$		
10. Solve word problems using the four operations with numbers to 500, and explain how the problem was solved?		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 3: Term 3				
Holistic rubric for 3 rd Assessment Task: Term 3				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>				
1. Decompose three-digit numbers using flard cards?				
2. Use expanded notation of three-digit numbers in a variety of ways (both addition and subtraction)?				
3. Complete multiplication number sentences by using the associative property of multiplication? e.g. $3 \times 4 = 4 \times 3$				
4. Double odd and even numbers up to 500?				
5. Halve odd and even numbers up to 500?				
6. Recognise a three-dimensional object from different angles? e.g. a book from the top, from the side, from the corner, etc.	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
7. Solve division problems, both grouping and sharing, where there is a remainder?				
8. Solve division problems, both grouping and sharing, where the remainder is a fraction?				
9. Solve money problems where rands are converted to cents?				
10. Solves word problems, including all four operations using numbers to 750, and explains how the solution was reached?				

Grade 3: Term 4				
Holistic rubric for 3 rd Assessment Task: Term 4				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>				
1. Recognise and order numbers to 1000?				
2. Decompose three-digit numbers to 999 in a variety of ways? e.g. $498 = 400 + 90 + 8$ or $200 + 200 + 50 + 40 + 8$ or $300 + 150 + 48$				
3. Correctly add and subtract a two-digit number and a three-digit number working over the ten/hundred? e.g. $597 + 28 = ?$ $326 - 48 = ?$				
4. Add two three-digit numbers correctly?				
5. Subtract two three-digit numbers correctly?	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
6. Build multiplication tables of 2, 3, 4, 5, 9, 10, 11 up to 100? e.g. $20 \times 3 = 60$, $3 \times 20 = 60$				
7. Calculate division of two-digit numbers by one-digit numbers? e.g. $70 \div 5 = ?$				
8. Read and interpret data from a simple table?				
9. Solve problems using grouping and sharing where the answer is a fraction or a remainder?				
10. Solve word problems using the four operations with numbers to 1000 (using number charts, number lines, etc. if needed) and explain how the problem was solved?				

A Note on the Literacy Assessment Tasks

The National Policy on Assessment for Schools stipulates that four assessment tasks in Literacy should be formally assessed each term. These tasks cover the essential milestones expected for that term (refer to pages 20 -27 in this document). **The Learning Outcomes and Assessment Standards used to develop assessment tasks are stated in the Work Schedule and the assessment tasks are further described in the Literacy Programme of Assessment.**

Use the milestones to ensure your Work Schedule covers the required knowledge skills and values for teaching and learning demonstrating conceptual progression. Not everything taught needs to be *formally* assessed. However, it is essential that you continuously assess your learners' progress through both a formal and an informal assessment programme, as this informs your daily planning. Do not only use the Assessment Tasks for assessing listening and speaking skills. On a daily basis you must observe your learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and written recording skills where necessary.

It is important, too, that learners' understanding of what they are reading is assessed and not just their ability to recognize words. Your assessing of reading is, therefore, also continuous and not just a once-off assessment. Reading assessment should take place using a seen and prepared passage at the level of the learner, as well as using an unseen passage which everyone in the class will be expected to read.

For each Assessment Task, you must design two or more activities that will allow learners to **demonstrate** the skills, knowledge and values you are assessing i.e. the criteria from the Assessment Standards. Use the holistic rubrics, checklists and rating scales provided as well as other assessment tools to observe, assess and record your learner's level of understanding.

You need to ensure that assessment is not only done as written work, but allows for practical and oral work too (forms of assessment). The Assessment Task, therefore, needs to be infused into your normal teaching and learning time over a period of time e.g. 5 –7 consecutive days. You want to assess what learners understand and not what they can just memorise, so integrate your activities as much as possible e.g. learners may spell all their words correctly during a test on Friday, but are they able to use those same words correctly spelt when writing/ recording their personal news or a story? Recording of assessment is against the whole task, using the National codes and level descriptors.

Literacy Milestones (per Term): Grade 1			
Term 1	Term 2	Term 3	Term 4
<p>Oral:</p> <ul style="list-style-type: none"> • Listens to simple instructions and responds appropriately • Listens without interrupting • Listens to stories with interest • Sequences pictures of a story • Talks about personal experiences e.g. tells news • Talks about pictures • Says poems and rhymes and does the actions • Participates in discussions • Answers closed questions • Describes objects in terms of colour, size, shape, quantity using correct vocabulary <p>Phonics:</p> <ul style="list-style-type: none"> • Distinguishes aurally between different initial sounds of words • Identifies letter-sound relationships of single sounds e.g. i, h, m, a, etc. There should be 5 vowels and at least 5 consonant sounds • Builds up short words using sounds learnt e.g. c-a-t : cat • Begins using blends to make words e.g. 'at' c-at, m-at <p>Reading:</p> <ul style="list-style-type: none"> • Holds the book the right way up and turns pages correctly • Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story i.e. 'reads' the picture • Recognises own name • Recognises at least 25 sight words • Reads aloud from own book in a guided reading group with teacher i.e. whole group reads same story 	<p>Oral:</p> <ul style="list-style-type: none"> • Listens to instructions and responds appropriately • Listens without interrupting • Takes turns to speak • Listens to stories with interest • Listens to stories and identifies the main idea • Joins in the choruses of songs, stories, rhymes • Sequences pictures of a story • Talks about personal experiences e.g. tells news using correct sequence • Passes on messages • Says poems and rhymes and does the actions • Participates in discussions and asks questions • Answers closed and open-ended questions • Describes objects in terms of age, direction, sequence using correct vocabulary • Identifies part from the whole <p>Phonics:</p> <ul style="list-style-type: none"> • Distinguishes aurally between different end sounds of words • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt • Builds up and breaks down simple words beginning with a single consonant into rime (sound families at end of word) e.g. h-en, p-en; t-in, p-in • Builds up and breaks down simple words beginning with a simple consonant into onset (sound families at beginning of word) e.g. fa-t, fa-n; be-d, be-g • Groups common words into sound families e.g. hot, hop, hob 	<p>Oral:</p> <ul style="list-style-type: none"> • Listens to instructions and responds appropriately • Listens without interrupting showing respect for the speaker • Listens to stories with interest and enjoyment • Listens for the detail in stories and answers open-ended questions • Sequences pictures of a story • Talks about personal experiences e.g. tells news varying tone and volume of voice • Role plays different situations • Says poems and rhymes and does the actions • Participates in discussions, asking and answering questions • Uses interesting words and descriptions when speaking • Identifies similarities and differences using correct vocabulary <p>Phonics:</p> <ul style="list-style-type: none"> • Distinguishes aurally between different middle sounds of words • Identifies rhyming words • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt • Builds up and breaks down simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at • Builds up and breaks down simple words ending with consonant blends e.g. si-ng, ra-ng sti-nk, ra-nk • Groups common words into sound families <p>Reading:</p> <ul style="list-style-type: none"> • Uses book cover to predict what the book is about 	<p>Oral:</p> <ul style="list-style-type: none"> • Listens to instructions and responds appropriately • Listens without interrupting showing respect for the speaker and takes turns to speak • Listens to stories with interest and enjoyment • Listens to stories and expresses feelings about the story • Talks about personal experiences e.g. tells news • Tells a story which has a beginning, middle and end • Participates in discussions, asking and answering questions • Classifies information from a visual source <p>Phonics:</p> <ul style="list-style-type: none"> • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt • Uses consonant blends to build up and break down words • Recognises consonant diagraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-ink • Recognises common consonant diagraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th • Recognises 'magic e' in words e.g. cake, time, hope • Groups common words into sound families <p>Reading:</p> <ul style="list-style-type: none"> • Uses cover of book to predict ending • Interprets information from simple tables e.g. calendar • Recognises at least 200 sight words

Literacy Milestones (per Term): Grade 1 (continued)

Term 1	Term 2	Term 3	Term 4
<p>• Reads book as a whole class with teacher (shared reading)</p> <p>Handwriting:</p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Writes from left to right • Writes from top to bottom, writing on every line • Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place <p>Writing:</p> <ul style="list-style-type: none"> • Draws pictures to convey a message e.g. about a personal experience • Copies one sentence of news from the board correctly • Contributes ideas for a class story • Writes words using sounds learnt 	<p>Reading:</p> <ul style="list-style-type: none"> • Uses pictures to predict what the story is about • Interprets pictures to make up own story i.e. 'reads' the picture • Recognises at least 50 sight words • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Answers questions based on the passage read • Uses clues and pictures in text for understanding • Begins using phonics as a decoding skill when reading • Reads book as a whole class with teacher • Reads independently <p>Handwriting:</p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower case letters correctly • Writes words with correct spacing <p>Writing:</p> <ul style="list-style-type: none"> • Draws pictures to convey a message e.g. about a personal experience • Writes one sentence of own news or shared writing • Contributes ideas for a class story • Writes words using sounds learnt • Compiles a list of words according to instructions e.g. food • Builds own word bank and personal dictionary using initial letter of words e.g. ant, book, cat 	<ul style="list-style-type: none"> • Interprets information from an illustration or poster • Recognises at least 100 sight words • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Identifies the sequence of events in what was read • Answers open-ended questions based on the passage read • Uses clues and pictures in text for understanding • Uses decoding skills when reading • Shows an understanding of punctuation when reading aloud • Reads book as a whole class with teacher • Reads own writing • Reads independently <p>Handwriting:</p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower and upper case letters correctly • Writes words with correct spacing • Writes a sentence correctly <p>Writing:</p> <ul style="list-style-type: none"> • Writes words with correct spacing news, shared writing or creative story • Contributes ideas and words for a class story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • With help begins to use present and past tense correctly in writing • Writes one sentence so that others can read what has been written • Writes a caption for a drawing or picture • Organises information into a simple graphic form e.g. a poster • Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat 	<ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding skills when reading unfamiliar words • Reads with increasing fluency and expression • Answers higher order questions based on the passage read • Gives an opinion on what was read • Reads aloud to a partner • Reads book as a whole class with teacher • Reads own and others' writing • Reads independently <p>Handwriting:</p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower and upper case letters correctly • Writes words with correct spacing • Writes a sentence correctly <p>Writing:</p> <ul style="list-style-type: none"> • Writes at least three sentences of own news, shared writing or creative story • Contributes ideas and words for a class story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • With help begins to use present and past tense correctly in writing • Writes one sentence so that others can read what has been written • Writes a caption for a drawing or picture • Organises information into a simple graphic form e.g. a poster • Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat

Literacy Milestones (per Term): Grade 2			
Term 1	Term 2	Term 3	Term 4
<p>Oral:</p> <ul style="list-style-type: none"> • Listens to instructions containing at least two elements and responds appropriately • Listens without interrupting showing respect for the speaker • Takes turns to speak • Listens to stories with enjoyment and shows understanding by discussing details • Repeats a sequence of events in the story correctly • Listens to a story and answers questions related to the story • Talks about personal experiences e.g. tells personal news • Tells a story which has a beginning, middle and end • Participates in discussions, asking and answering questions and suggesting ideas • Uses correct words for the context e.g. an invitation • Suggests solutions to a problem especially during Numeracy <p>Phonics:</p> <ul style="list-style-type: none"> • Identifies letter-sound relationships of all single sounds • Builds up and sounds out words using sounds learnt • Uses consonant blends to build up and break down words e.g. bl-ack, bl-ow; ri-ng, sa-ng • Recognises consonant diagraphs (sh, ch, th and wh) at the beginning of a word e.g. sh-ip, ch-ip, th-ink, wh-en • Recognises common consonant diagraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th • Recognises vowel diagraphs e.g. oo as in room and ee as in feet 	<p>Oral:</p> <ul style="list-style-type: none"> • Listens to more complex instructions and responds appropriately • Listens without interrupting showing respect for the speaker • Takes turns to talk • Listens to short stories for a longer period with enjoyment • Listens to stories and poems and identifies the main idea, details and sequence of events • Expresses feelings about the story or poem • Talks about personal experiences e.g. tells news without repetition • Makes up own rhymes using imaginative language • Participates in discussions and asks questions • Answers closed and open-ended questions and gives reasons for answers • Identifies similarities and differences • Classifies things and explains classification e.g. all animals with 4 legs and those with 2 legs • Responds to riddles • Suggests solutions to a problem especially during Numeracy <p>Phonics:</p> <ul style="list-style-type: none"> • 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. po-nds, sta-nds, ca-tch • Recognises at least 3 new vowel blends e.g. oa as in boat, ea as in eat, short oo as in book etc. • Recognises 'magic e' in words e.g. cake, time, hope 	<p>Oral:</p> <ul style="list-style-type: none"> • Listens to a sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker and asking questions for clarification • Listens to stories and predicts the ending, or makes up own ending for the story • Listens for the detail in stories and answers open-ended questions to develop critical listening skills • Talks about personal experiences e.g. tells news varying tone and volume of voice • Role plays different situations e.g. news presenter • Says poems and rhymes and does the actions • Participates in discussions, asking and answering questions • Uses interesting words and descriptions when speaking • Tells jokes and riddles • Interviews an adult visitor to the class • Suggests solutions to a problem especially during Numeracy <p>Phonics:</p> <ul style="list-style-type: none"> • Recognises initial and end consonant blends • Recognises at least 5 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, short ea as in bread • Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam 	<p>Oral:</p> <ul style="list-style-type: none"> • Listens to a complex sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker, asking questions for clarification and commenting on what was heard • Expresses feelings about text and gives reasons • Listens for the detail in stories and answers higher-order questions leading to the development of critical reading • Talks about personal experiences e.g. tells news using descriptive language • Participates in discussions, asking questions for information • Answers questions and justifies answer • Participates in playing word games e.g. I spy ... • Tells jokes and riddles using appropriate volume and intonation • Suggests solutions to a problem especially during Numeracy <p>Phonics:</p> <ul style="list-style-type: none"> • Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. • Recognises rhyming words e.g. fly, sky, dry • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam • Classifies complex word families e.g. dream, scream • Recognises and uses suffixes e.g. -ly, -ies • Builds and sounds words at level of phonetic knowledge <p>Reading:</p> <ul style="list-style-type: none"> • Expresses a personal response to print and media images

Literacy Milestones (per Term): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<p>Reading:</p> <ul style="list-style-type: none"> • Uses visual cues to predict what the story is about and express a personal response • Interprets pictures and other print media e.g. an advertisement, to make up own story i.e. 'reads' the picture or advertisement • Recognises at least 25 new sight words • Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story • Identifies the sequence of events in what was read • Answers open-ended questions based on the passage read • Uses clues and pictures in text for understanding • Uses decoding skills when reading • Shows an understanding of punctuation when reading aloud • Reads book as a whole class with teacher (shared reading) and describes the main idea • Reads simple instructions in the classroom <p>Handwriting:</p> <ul style="list-style-type: none"> • Holds pencil correctly • Forms lower and upper case letters correctly • Writes words with correct spacing • Writes a sentence legibly and correctly <p>Writing:</p> <ul style="list-style-type: none"> • Draws pictures to convey a message e.g. about a personal experience • Writes at least three sentences i.e. own news, shared writing and creative story • Contributes ideas and words for a class story 	<ul style="list-style-type: none"> • Builds words using new sounds as they are learnt • Builds and sounds words at level of phonetic knowledge <p>Reading:</p> <ul style="list-style-type: none"> • Uses visual cues to identify the purpose of advertisements and the intended audience • Recognises at least 25 new sight words • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding skills when reading unfamiliar words • Reads with increasing fluency and expression • Answers higher order questions based on the passage read • Gives an opinion on what was read • Reads aloud to a partner • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations • Reads own and others writing • Reads independently <p>Handwriting:</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Transcribes words correctly <p>Writing:</p> <ul style="list-style-type: none"> • Writes one paragraph on personal experiences e.g. daily news • Participates in a discussion to choose a topic to write about • Uses correct grammatical structures so that others can read and understand what has been written 	<ul style="list-style-type: none"> • Builds and sounds words at level of phonetic knowledge <p>Reading:</p> <ul style="list-style-type: none"> • Interprets information from an illustration, poster, advertisement • Identifies the message in different print media • Recognises at least 25 new sight words • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Reads with increasing fluency and expression • Answers higher order questions based on the passage read • Draws conclusions and gives an opinion on what was read • Reads aloud to a partner • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions • Reads own and others writing • Reads independently for enjoyment from a variety of available texts e.g. magazines and comics <p>Handwriting:</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Copies written text from the board and writing strips correctly, paying attention to correct letter formation <p>Writing:</p> <ul style="list-style-type: none"> • Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news 	<ul style="list-style-type: none"> • Recognises at least 25 new sight words • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills to make meaning • Uses self-correcting strategies when reading • Reads with increasing fluency, speed and expression • Answers higher order questions based on the passage read • Expresses whether a story was liked and is able to justify answer • Reads aloud to a partner • Reads book as a whole class with teacher and discusses cultural values in the story • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics <p>Handwriting:</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation <p>Writing:</p> <ul style="list-style-type: none"> • Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story, a newspaper article • Experiments with words • Participates in a discussion and contributes other ideas

Literacy Milestones (per Term): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Writes a sentence so that others can read what has been written • Writes a list e.g. tasks for the day • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. car, door, ever 	<ul style="list-style-type: none"> • Writes own story of at least one paragraph • Uses present and past tense correctly in writing • Writes a thank you letter using a given format • Reads own writing to a partner • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Uses correct grammatical structures so that others can read and understand what has been written • Drafts, writes and publishes own story of at least six sentences • Writes an expressive text e.g. get well card, song, rhyme, etc. • Reads own writing to a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask 	<ul style="list-style-type: none"> • Uses correct grammatical structures so that others can understand what has been written • Joins two short sentences with a conjunction to make a longer sentence • Drafts, writes and publishes own story of at least two paragraphs • Sequences text by using words like 'first', 'next' and 'finally' • Uses informational structures when writing e.g. writes recipes • Builds own word bank and personal dictionary

Literacy Milestones (per Term): Grade 3			
Term 1	Term 2	Term 3	Term 4
<p>Oral:</p> <ul style="list-style-type: none"> Listens to a complex sequence of instructions (at least 4) and responds appropriately Listens without interrupting showing respect for the speaker Asks questions for clarification and commenting on what was heard Expresses feelings about text and gives reasons Listens for the detail in stories and answers higher-order questions Talks about personal experiences e.g. tells news using descriptive language and different gestures Participates in discussions, asking questions showing sensitivity to the feelings of others Answers questions and gives reasons for the answer Uses appropriate language when speaking to friends and adults <p>Phonics:</p> <ul style="list-style-type: none"> Identifies letter-sound and letter-name relationships of all single sounds Recognises 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 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' - feet, read, key; 'O' - boat, blow Recognises 'magic e' in words e.g. cake, time, hope Builds words using sounds learnt <p>Reading:</p> <ul style="list-style-type: none"> Uses visual cues to read a graphical text e.g. a photograph 	<p>Oral:</p> <ul style="list-style-type: none"> Listens to more complex instructions (at least 5) and responds appropriately Listens to short stories, read by the teacher or over the radio, for a longer period with interest Listens to stories and poems and expresses feelings about the story or poem giving reasons Talks about a general news event Listens to, and composes, riddles and jokes Takes part in group and class discussions Makes an oral presentation e.g. 'Show and Tell', using language to compare information Suggests solutions to a problem, specifically word problems in Numeracy <p>Phonics:</p> <ul style="list-style-type: none"> Recognises at least 5 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn) Recognises 'I' and 'U' sounds e.g. 'I' - tie, high, sky; 'U' - few, blue Recognises diagraphs making 'f' i.e. ph as in elephant, gh as in laugh Builds and sounds words at level of phonetic knowledge Uses words pronounced like another word, but with a different meaning (homophone) e.g. read and reed <p>Reading:</p> <ul style="list-style-type: none"> Uses visual cues to read a graphical text e.g. a map Uses the information from the text e.g. walks around the school by following the directions on the map Recognises at least 25 new sight words 	<p>Oral:</p> <ul style="list-style-type: none"> Listens to stories, predicts the ending, or makes up own ending for the story Listens for the detail in stories and answers open-ended questions leading to critical reading Uses language to think and reason by putting events in order of logical sequence Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers Participates in discussions, asking and answering questions Uses interesting words and descriptions when speaking Tells a story with a beginning, middle and end using descriptive language Suggests solutions to a problem, specifically word problems in Numeracy <p>Phonics:</p> <ul style="list-style-type: none"> Recognises all vowel and consonant blends learnt so far Recognises silent letters in words i.e. k as in know, l as in half, b as in comb, w as in write, h as in hour, g as in sign Builds and sounds words at level of phonetic knowledge Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect Uses both the letter sound as well as the letter name to spell words <p>Reading:</p> <ul style="list-style-type: none"> Interprets information from an illustration, poster, advertisement Evaluates the graphical text for design features and effectiveness Recognises at least 25 new sight words 	<p>Oral:</p> <ul style="list-style-type: none"> Listens for the detail in stories and answers open-ended questions leading to critical reading Expresses feelings about text and gives reasons Listens to a myth or legend and works out the cause and effect in the story Makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. Tells jokes and riddles using appropriate volume and intonation as well as gestures and facial expressions Engages in conversation as a social skill Discusses solutions to a problem using higher order thinking skills <p>Phonics:</p> <ul style="list-style-type: none"> Recognises and uses all phonics learnt so far Recognises hard and soft sounds e.g. c as in rice; g as in age Recognises vowels with two sounds e.g. ere as in here, air as in stair; are as in bare Recognises and uses rhyming words e.g. fly, sky, dry Recognises and uses synonyms Recognises and uses suffixes e.g. -ly, -ies Uses both the letter name as well as the letter sound to spell words <p>Reading:</p> <ul style="list-style-type: none"> Uses visual cues to read graphical texts and starts to analyse text for values, attitudes and assumptions Recognises at least 25 new sight words Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Uses self-correcting strategies when reading

Literacy Milestones (per Term): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Talks about the photograph i.e. what it is about, where it was taken, etc. • Recognises at least 25 new sight words • Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story • Identifies the main idea in what was read • Answers open-ended questions based on the passage read • Uses word recognition skills when reading aloud • Uses comprehension skills such as prediction to read unfamiliar texts • Shows an understanding of punctuation when reading aloud • Reads book as a whole class with teacher (shared reading with a Big Book) and describes the main idea • Reads simple instructions in the classroom <p>Handwriting:</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Writes a sentence legibly and correctly • Uses correct letter formation in all written work <p>Writing:</p> <ul style="list-style-type: none"> • Uses a picture to choose a topic to write about • Talks to a partner to begin planning writing • Asks questions to help define the task • Writes at least one paragraph (five sentences i.e. own news, shared writing and creative story) • Contributes ideas and words for a class story • Writes words to form a sentence using sounds learnt, capital letters and full stops 	<ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words to make meaning • Reads with increasing fluency and expression • Answers higher order questions based on the passage read • Demonstrates understanding of the text by identifying details such as setting and sequence of events • Reads aloud to a partner • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations • Reads own and others' writing • Reads independently both fiction and non-fiction texts • Uses table of contents, index and page numbers to find information <p>Handwriting:</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Transcribes words correctly from a variety of sources i.e. chalkboard, strips, workcards etc. <p>Writing:</p> <ul style="list-style-type: none"> • Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news • Participates in a discussion to choose a topic to write about • Writes own story or creative text of at least ten sentences • Reads and edits own writing by correcting spelling, punctuation, etc. 	<ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Answers higher order questions based on the passage read indicating critical listening • Reads aloud to a partner using own and others' writing • Reads book as a whole class with teacher (shared reading) and says whether the story was liked or not, giving reasons • Reads independently for enjoyment, interest and information from a variety of texts e.g. pamphlets, newspapers <p>Handwriting:</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, rulers • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed <p>Writing:</p> <ul style="list-style-type: none"> • Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative • Uses pre-writing strategies to gather information and choose a topic • Uses different sentence types when writing e.g. questions, commands, etc. • Joins two short sentences with a conjunction to make a longer sentence 	<ul style="list-style-type: none"> • Reads with increasing fluency, speed and expression • Answers higher order questions based on the passage read in order to draw conclusions • Expresses whether a story was liked and is able to justify answer • Reads book as a whole class with teacher (shared reading) and discusses cultural values in the story • Plays word games that draw on reading and vocabulary knowledge and skills e.g. 'hangman' • Reads independently at a more complex level for enjoyment from a variety of texts e.g. magazines and comics <p>Handwriting:</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Completes a writing task in a set time <p>Writing:</p> <ul style="list-style-type: none"> • Writes about personal experiences in different forms e.g. as a newspaper article • Drafts, writes and publishes own story of at least two paragraphs • Joins two short sentences with a conjunction to make a longer sentence • Uses some narrative devices when writing e.g. dialogue • Sequences information and puts it under headings • Writes a selection of short texts for different purposes e.g. recipes, letters, dialogues • Makes own book and contributes to class book collection • Builds own word bank and personal dictionary

Literacy Milestones (per Term): Grade 3 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Joins two short sentences with a conjunction to make a longer sentence • Writes so that others can read what has been written • Writes a simple instruction to a friend e.g. meet me outside at break • Builds own word bank and personal dictionary using initial sound of words e.g. apple, book, cat, etc. 	<ul style="list-style-type: none"> • Uses correct grammatical structures so that others can read and understand what has been written • Begins to use adjectives in writing • Keeps a diary for one week, noting the weather and one other piece of information • Reads own writing to a group • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask 	<ul style="list-style-type: none"> • Drafts, writes and publishes own story of at least two paragraphs • Gives writing a title • Begins to record using a mind-map • Reads own writing to the class • Builds own word bank and personal dictionary 	

Literacy Milestones (per Assessment Task): Grade 1			
Term 1	Term 2	Term 3	Term 4
<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to simple instructions and responds appropriately • Talks about personal experiences e.g. tells news • Listens without interrupting <p>Phonics</p> <ul style="list-style-type: none"> • Distinguishes aurally between different initial sounds of words <p>Reading</p> <ul style="list-style-type: none"> • Holds the book the right way up and turns pages correctly • Uses pictures to talk about the story • Recognises own name <p>Handwriting</p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly <p>Writing</p> <ul style="list-style-type: none"> • Draws pictures to convey a message e.g. about a personal experience 	<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to instructions and responds appropriately • Listens without interrupting • Talks about personal experiences e.g. tells news using correct sequence • Identifies part from the whole <p>Phonics</p> <ul style="list-style-type: none"> • Distinguishes aurally between different end sounds of words • Builds up words using sounds learnt <p>Reading</p> <ul style="list-style-type: none"> • Uses pictures to predict what the story is about • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads book as a whole class with teacher <p>Handwriting</p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower case letters correctly <p>Writing</p> <ul style="list-style-type: none"> • Draws pictures to convey a message e.g. about a personal experience • Writes one sentence of own news or shared writing 	<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens without interrupting showing respect for the speaker • Participates in discussions, asking and answering questions • Says poems and rhymes and does the actions • Listens to stories with interest and enjoyment <p>Phonics</p> <ul style="list-style-type: none"> • Distinguishes aurally between different middle sounds of words • Builds up words using sounds learnt <p>Reading</p> <ul style="list-style-type: none"> • Uses book cover to predict what the book is about • Uses clues and pictures in text for understanding • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story <p>Handwriting</p> <ul style="list-style-type: none"> • Forms lower and upper case letters correctly • Forms numbers correctly <p>Writing</p> <ul style="list-style-type: none"> • Writes at least two sentences of own news or shared writing • Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat 	<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens without interrupting showing respect for the speaker and takes turns to speak • Talks about personal experiences e.g. tells news <p>Phonics</p> <ul style="list-style-type: none"> • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt <p>Reading</p> <ul style="list-style-type: none"> • Uses cover of book to predict ending • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads book as a whole class with teacher <p>Handwriting</p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower and upper case letters correctly <p>Writing</p> <ul style="list-style-type: none"> • Contributes ideas and words for a class story • With help writes words to form a sentence using sounds learnt, capital letters and full stops
<p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to simple instructions and responds appropriately • Listens without interrupting 	<p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens without interrupting • Takes turns to speak • Listens to stories with interest 	<p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to instructions and responds appropriately • Sequences pictures of a story 	<p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to stories with interest and enjoyment

Literacy Milestones (per Assessment Task): Grade 1 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Listens to stories with interest • Talks about personal experiences e.g. tells news • Says poems and rhymes and does the actions <p>Phonics</p> <ul style="list-style-type: none"> • Distinguishes aurally between different initial sounds of words • Identifies letter-sound relationships of single sounds e.g. i, h, m, a, etc. There should be 2 vowels and at least 2 consonant sounds at this stage <p>Reading</p> <ul style="list-style-type: none"> • Uses pictures to talk about the story • Uses pictures to predict what the story is about • Recognises own name • Reads book as a whole class with teacher (shared reading) <p>Handwriting</p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Writes from left to right <p>Writing</p> <ul style="list-style-type: none"> • Draws pictures to convey a message e.g. about a personal experience • Copies one sentence of news 	<ul style="list-style-type: none"> • Talks about personal experiences e.g. tells news using correct sequence • Passes on messages • Says poems and rhymes and does the actions • Identifies part from the whole <p>Phonics</p> <ul style="list-style-type: none"> • Distinguishes aurally between different end sounds of words • Builds up words using sounds learnt • Builds up and breaks down simple words beginning with a single consonant into rime (sound families at end of word) e.g. h-en, p-en; t-in, p-in <p>Reading</p> <ul style="list-style-type: none"> • Interprets pictures to make up own story i.e. 'reads' the picture • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Begins using phonics as a decoding skill when reading • Reads book as a whole class with teacher <p>Handwriting</p> <ul style="list-style-type: none"> • Forms lower case letters correctly <p>Writing</p> <ul style="list-style-type: none"> • Writes one sentence of own news or shared writing • Contributes ideas for a class story • Writes words using sounds learnt 	<ul style="list-style-type: none"> • Role plays different situations <p>Phonics</p> <ul style="list-style-type: none"> • Identifies rhyming words • Identifies letter-sound relationships of all single sounds <p>Reading</p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Reads book as a whole class with teacher • Reads own writing <p>Handwriting</p> <ul style="list-style-type: none"> • Forms lower and upper case letters correctly • Writes name correctly <p>Writing</p> <ul style="list-style-type: none"> • Writes words to form a sentence using sounds learnt • Writes so that others can read what has been written 	<ul style="list-style-type: none"> • Participates in discussions, asking and answering questions <p>Phonics</p> <ul style="list-style-type: none"> • Builds up words using sounds learnt • Uses consonant blends to build up and break down words <p>Reading</p> <ul style="list-style-type: none"> • Answers higher order questions based on the passage read • Reads own and others writing • Reads independently <p>Handwriting</p> <ul style="list-style-type: none"> • Forms lower and upper case letters correctly • Writes words with correct spacing <p>Writing</p> <ul style="list-style-type: none"> • Writes one sentence so that others can read what has been written • Organises information into a simple graphic form e.g. a poster
<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to stories with interest • Talks about personal experiences e.g. tells news • Answers closed questions 	<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Joins in the choruses of songs, stories, rhymes • Sequences pictures of a story • Talks about personal experiences e.g. tells news using correct sequence 	<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to stories with interest and enjoyment • Talks about personal experiences e.g. tells news varying tone and volume of voice • Identifies similarities and differences using correct vocabulary 	<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to instructions and responds appropriately • Listens to stories and expresses feelings about the story

Literacy Milestones (per Assessment Task): Grade 1 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Describes objects in terms of colour, size, shape, quantity using correct vocabulary <p>Phonics</p> <ul style="list-style-type: none"> Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 3 vowels and at least 3 consonant sounds Builds up short words using sounds learnt e.g. c-a-t : cat <p>Reading</p> <ul style="list-style-type: none"> Interprets pictures to make up own story i.e. 'reads' the picture Reads aloud from own book in a guided reading group with teacher i.e. whole group reads same story Reads book as a whole class with teacher (shared reading) <p>Handwriting</p> <ul style="list-style-type: none"> Holds pencil and crayon correctly Writes from left to right Writes from top to bottom, writing on every line <p>Writing</p> <ul style="list-style-type: none"> Copies one sentence of news from the board correctly Contributes ideas for a class story <p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to stories with interest Sequences pictures of a story Talks about personal experiences e.g. tells news <p>Phonics</p> <ul style="list-style-type: none"> Participates in discussions <p>Phonics</p> <ul style="list-style-type: none"> Builds up words using sounds learnt Builds up and breaks down simple words beginning with a simple consonant into onset (sound families at beginning of word) e.g. fa-t, fa-n; be-d, be-g <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Answers questions based on the passage read Begins using phonics as a decoding skill when reading <p>Handwriting</p> <ul style="list-style-type: none"> Forms lower case letters correctly Writes words with correct spacing <p>Writing</p> <ul style="list-style-type: none"> Contributes ideas for a class story Writes words using sounds learnt Builds own word bank and personal dictionary using initial letter of words e.g. ant, book, cat <p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to instructions and responds appropriately Listens to stories and identifies the main idea Sequences pictures of a story Talks about personal experiences e.g. tells news using correct sequence Answers closed and open-ended questions <p>Phonics</p> <ul style="list-style-type: none"> Participates in discussions Answers closed questions Describes objects in terms of colour, size, shape, quantity using correct vocabulary 	<ul style="list-style-type: none"> Participates in discussions and asks questions <p>Phonics</p> <ul style="list-style-type: none"> Builds up words using sounds learnt Builds up and breaks down simple words beginning with a simple consonant into onset (sound families at beginning of word) e.g. fa-t, fa-n; be-d, be-g <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Answers questions based on the passage read Begins using phonics as a decoding skill when reading <p>Handwriting</p> <ul style="list-style-type: none"> Forms lower case letters correctly Writes words with correct spacing <p>Writing</p> <ul style="list-style-type: none"> Contributes ideas for a class story Writes words using sounds learnt Builds own word bank and personal dictionary using initial letter of words e.g. ant, book, cat <p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to instructions and responds appropriately Listens to stories and identifies the main idea Sequences pictures of a story Talks about personal experiences e.g. tells news using correct sequence Answers closed and open-ended questions <p>Phonics</p> <ul style="list-style-type: none"> Participates in discussions Answers closed questions Describes objects in terms of colour, size, shape, quantity using correct vocabulary 	<p>Phonics</p> <ul style="list-style-type: none"> Builds up and breaks down simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Identifies the sequence of events in what was read Answers open-ended questions based on the passage read <p>Handwriting</p> <ul style="list-style-type: none"> Writes words with correct spacing <p>Writing</p> <ul style="list-style-type: none"> Contributes ideas and words for a class story Begins to use capital letters and full stops <p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens for the detail in stories and answers open-ended questions Uses interesting words and descriptions when speaking <p>Phonics</p> <ul style="list-style-type: none"> Builds up and breaks down simple words ending with consonant blends e.g. si-ng, ra-ng sti-nk, ra-nk 	<p>Phonics</p> <ul style="list-style-type: none"> Builds up words using sounds learnt Recognises consonant diagraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-in <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Reads book as a whole class with teacher Reads with increasing fluency and expression Reads aloud to a partner <p>Handwriting</p> <ul style="list-style-type: none"> Writes words with correct spacing Writes a sentence correctly <p>Writing</p> <ul style="list-style-type: none"> With help begins to use present and past tense correctly in writing Writes a caption for a drawing or picture <p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to stories with interest and enjoyment Talks about personal experiences e.g. tells news Classifies information from a visual source <p>Phonics</p> <ul style="list-style-type: none"> Builds up words using sounds learnt

Literacy Milestones (per Assessment Task): Grade 1 (continued)

Term 1	Term 2	Term 3	Term 4
<p>Phonics</p> <ul style="list-style-type: none"> Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 5 vowels and at least 5 consonant sounds Builds up short words using sounds learnt e.g. c-a-t : cat Begins using blends to make words e.g. 'at' c-at, m-at <p>Reading</p> <ul style="list-style-type: none"> Uses pictures to predict what the story is about Recognises at least 25 sight words Reads aloud from own book in a guided reading group with teacher i.e. whole group reads same story <p>Handwriting</p> <ul style="list-style-type: none"> Writes from left to right Writes from top to bottom, writing on every line Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place <p>Writing</p> <ul style="list-style-type: none"> Draws pictures to convey a message e.g. about a personal experience Copies one sentence of news from the board correctly Writes words using sounds learnt 	<ul style="list-style-type: none"> Describes objects in terms of age, direction, sequence using correct vocabulary <p>Phonics</p> <ul style="list-style-type: none"> Identifies letter-sound relationships of all single sounds Builds up words using sounds learnt Groups common words into sound families e.g. hot, hop, hob <p>Reading</p> <ul style="list-style-type: none"> Recognises at least 50 sight words Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Answers questions based on the passage read Uses clues and pictures in text for understanding Reads independently <p>Handwriting</p> <ul style="list-style-type: none"> Forms lower case letters correctly Writes words with correct spacing <p>Writing</p> <ul style="list-style-type: none"> Writes words using sounds learnt Compiles a list of words according to instructions e.g. food Builds own word bank and personal dictionary using initial letter of words e.g. ant, book, cat 	<p>Reading</p> <ul style="list-style-type: none"> Interprets information from an illustration or poster Recognises at least 100 sight words Uses decoding skills when reading <p>Handwriting</p> <ul style="list-style-type: none"> Forms lower and upper case letters correctly Writes words with correct spacing <p>Writing</p> <ul style="list-style-type: none"> Writes at least two sentences of own news or shared writing Writes a message on a card e.g. a get well card Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat 	<ul style="list-style-type: none"> Recognises common consonant diagraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th Recognises 'silent e' in words e.g. cake, time, hope <p>Reading</p> <ul style="list-style-type: none"> Interprets information from simple tables e.g. calendar Recognises at least 200 sight words Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Uses decoding skills when reading unfamiliar words <p>Handwriting</p> <ul style="list-style-type: none"> Forms lower and upper case letters correctly Writes words with correct spacing Writes a sentence correctly <p>Writing</p> <ul style="list-style-type: none"> Writes at least three sentences of own news, shared writing or creative story With help writes words to form a sentence using sounds learnt, capital letters and full stops Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat

Literacy Milestones (per Assessment Task): Grade 2

Term 1	Term 2	Term 3	Term 4
<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens without interrupting showing respect for the speaker Repeats a sequence of events in the story correctly Talks about personal experiences e.g. tells personal news Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Identifies letter-sound relationships of all single sounds Builds up and sounds out words using sounds learnt <p>Reading</p> <ul style="list-style-type: none"> Uses visual cues to predict what the story is about and express a personal response Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story Uses clues and pictures in text for understanding Reads book as a whole class with teacher (shared reading) and describes the main idea <p>Handwriting</p> <ul style="list-style-type: none"> Holds pencil correctly Forms lower and upper case letters correctly <p>Writing</p> <ul style="list-style-type: none"> Draws pictures to convey a message e.g. about a personal experience Writes at least one sentence i.e. own news, shared writing and creative story Contributes ideas and words for a class story 	<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens without interrupting showing respect for the speaker Takes turns to talk Listens to short stories for a longer period with enjoyment Talks about personal experiences e.g. tells news without repetition Identifies similarities and differences Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap Builds words using new sounds as they are learnt <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Uses decoding skills when reading unfamiliar words Reads book as a whole class with teacher (shared reading) and discusses cause effect relations Reads independently <p>Handwriting</p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly <p>Writing</p> <ul style="list-style-type: none"> Participates in a discussion to choose a topic to write about Writes own story of at least five sentences 	<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to a sequence of instructions and responds appropriately Listens without interrupting showing respect for the speaker and asking questions for clarification Says poems and rhymes and does the actions Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises initial and end consonant blends Recognises at least 1 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, short ea as in bread Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Interprets information from an illustration, poster, advertisement Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Uses decoding and comprehension skills when reading unfamiliar texts Reads aloud to a partner Reads independently for enjoyment from a variety of available texts e.g. magazines and comics <p>Handwriting</p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly 	<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens without interrupting showing respect for the speaker, asking questions for clarification and commenting on what was heard Talks about personal experiences e.g. tells news using descriptive language Participates in discussions, asking questions for information Participates in playing word games e.g. I spy ... Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises at least 1 new sound e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. Recognises rhyming words e.g. fly, sky, dry Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Uses decoding and comprehension skills to make meaning Uses self-correcting strategies when reading Reads own and others writing Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics <p>Handwriting</p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly

Literacy Milestones (per Assessment Task): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens without interrupting showing respect for the speaker Takes turns to speak Listens to a story and answers questions related to the story Talks about personal experiences e.g. tells personal news Uses correct words for the context e.g. an invitation Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Identifies letter-sound relationships of all single sounds Builds up and sounds out words using sounds learnt Uses consonant blends to build up and break down words e.g. bl-ack, bl-ow; ri-ng, sa-ng <p>Reading</p> <ul style="list-style-type: none"> Uses visual cues to predict what the story is about and express a personal response 	<ul style="list-style-type: none"> Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<p>Writing</p> <ul style="list-style-type: none"> Writes two paragraphs (at least six sentences) on personal experiences e.g. daily news Participates in a discussion to choose a topic to write about Uses correct grammatical structures so that others can read and understand what has been written Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask 	<p>Writing</p> <ul style="list-style-type: none"> Experiments with words Participates in a discussion and contributes other ideas Uses correct grammatical structures so that others can understand what has been written Drafts, writes and publishes own story of at least two paragraphs Builds own word bank and personal dictionary <p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to a complex sequence of instructions and responds appropriately Expresses feelings about text and gives reasons Talks about personal experiences e.g. tells news using descriptive language Participates in discussions, asking questions for information Tells jokes and riddles using appropriate volume and intonation Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises at least 2 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam Builds and sounds words at level of phonetic knowledge
<p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens without interrupting showing respect for the speaker Takes turns to speak Listens to a story and answers questions related to the story Talks about personal experiences e.g. tells personal news Uses correct words for the context e.g. an invitation Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Identifies letter-sound relationships of all single sounds Builds up and sounds out words using sounds learnt Uses consonant blends to build up and break down words e.g. bl-ack, bl-ow; ri-ng, sa-ng <p>Reading</p> <ul style="list-style-type: none"> Uses visual cues to predict what the story is about and express a personal response 	<ul style="list-style-type: none"> Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<p>Writing</p> <ul style="list-style-type: none"> Writes two paragraphs (at least six sentences) on personal experiences e.g. daily news Participates in a discussion to choose a topic to write about Uses correct grammatical structures so that others can read and understand what has been written Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask 	<p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to more complex instructions and responds appropriately Listens to short stories for a longer period with enjoyment Talks about personal experiences e.g. tells news without repetition Participates in discussions and asks questions Identifies similarities and differences Classifies things and explains classification e.g. all animals with 4 legs and those with 2 legs Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises 3-letter consonant blends at the end of words e.g. po-nds, sta-nds, ca-tch Builds words using new sounds as they are learnt Builds and sounds words at level of phonetic knowledge
<p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to stories and predicts the ending, or makes up own ending for the story Talks about personal experiences e.g. tells news varying tone and volume of voice Participates in discussions, asking and answering questions Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises at least 2 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, short ea as in bread Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Reads with increasing fluency and expression Answers higher order questions based on the passage read Reads own and others writing 	<ul style="list-style-type: none"> Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<p>Writing</p> <ul style="list-style-type: none"> Writes two paragraphs (at least six sentences) on personal experiences e.g. daily news Participates in a discussion to choose a topic to write about Uses correct grammatical structures so that others can read and understand what has been written Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask 	<p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to a complex sequence of instructions and responds appropriately Expresses feelings about text and gives reasons Talks about personal experiences e.g. tells news using descriptive language Participates in discussions, asking questions for information Tells jokes and riddles using appropriate volume and intonation Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises at least 2 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam Builds and sounds words at level of phonetic knowledge

Literacy Milestones (per Assessment Task): Grade 2 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story • Answers questions based on the passage read • Shows an understanding of punctuation when reading aloud <p>Handwriting</p> <ul style="list-style-type: none"> • Holds pencil correctly • Forms lower and upper case letters correctly <p>Writing</p> <ul style="list-style-type: none"> • Draws pictures to convey a message e.g. about a personal experience • Writes at least one sentence i.e. own news, shared writing and creative story • Contributes ideas and words for a class story • With help writes words to form a sentence using sounds learnt • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. car, door, ever 	<p>Reading</p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding skills when reading unfamiliar words • Reads with increasing fluency and expression • Reads independently <p>Handwriting</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Transcribes words correctly <p>Writing</p> <ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Uses correct grammatical structures so that others can read and understand what has been written • Writes a thank you letter using a given format • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<ul style="list-style-type: none"> • Reads independently for enjoyment from a variety of available texts e.g. magazines and comics <p>Handwriting</p> <ul style="list-style-type: none"> • Forms upper and lower case letters correctly • Copies written text from the board and writing strips correctly, paying attention to correct letter formation <p>Writing</p> <ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Uses correct grammatical structures so that others can read and understand what has been written • Drafts, writes and publishes own story of at least six sentences • Writes an expressive text e.g. get well card, song, rhyme, etc. • Reads own writing to a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask 	<p>Reading</p> <ul style="list-style-type: none"> • Expresses a personal response to print and media images • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses self-correcting strategies when reading • Reads with increasing fluency, speed and expression • Reads aloud to a partner • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics <p>Handwriting</p> <ul style="list-style-type: none"> • Forms upper and lower case letters correctly • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation <p>Writing</p> <ul style="list-style-type: none"> • Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story, a newspaper article • Joins two short sentences with a conjunction to make a longer sentence • Drafts, writes and publishes own story of at least two paragraphs • Sequences text by using words like 'first', 'next' and 'finally' • Builds own word bank and personal dictionary
<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to instructions containing at least two elements and responds appropriately 	<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to more complex instructions and responds appropriately 	<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens for the detail in stories and answers open-ended questions to develop critical listening skills 	<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Expresses feelings about text and gives reasons

Literacy Milestones (per Assessment Task): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Repeats a sequence of events in the story correctly Listens to a story and answers questions related to the story Talks about personal experiences e.g. tells personal news Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Builds up and sounds out words using sounds learnt Recognises consonant diagraphs (sh, ch, th and wh) at the beginning of a word e.g. sh-ip, ch-ip, th-ink, wh-en Recognises common consonant diagraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th <p>Reading</p> <ul style="list-style-type: none"> Interprets pictures and other print media e.g. an advertisement, to make up own story i.e. 'reads' the picture or advertisement Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story Identifies the sequence of events in what was read Shows an understanding of punctuation when reading aloud <p>Handwriting</p> <ul style="list-style-type: none"> Forms lower and upper case letters correctly Writes words with correct spacing <p>Writing</p> <ul style="list-style-type: none"> Writes at least two sentences i.e. own news, shared writing and creative story With help writes words to form a sentence using sounds learnt, capital letters and full stops 	<ul style="list-style-type: none"> Listens to stories and poems and identifies the main idea, details and sequence of events Talks about personal experiences e.g. tells news without repetition Makes up own rhymes using imaginative language Responds to riddles Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises at least 3 new vowel blends e.g. oa as in boat, ea as in eat, short oo as in book etc Builds words using new sounds as they are learnt Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Answers higher order questions based on the passage read Reads aloud to a partner Reads independently <p>Handwriting</p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly Transcribes words correctly <p>Writing</p> <ul style="list-style-type: none"> Writes one paragraph on personal experiences e.g. daily news Uses correct grammatical structures so that others can read and understand what has been written 	<ul style="list-style-type: none"> Talks about personal experiences e.g. tells news varying tone and volume of voice Role plays different situations e.g. news presenter Uses interesting words and descriptions when speaking Tells jokes and riddles Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises at least 1 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, short ea as in bread Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Answers higher order questions based on the passage read Reads aloud to a partner Reads independently for enjoyment from a variety of available texts e.g. magazines and comics <p>Handwriting</p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly <p>Writing</p> <ul style="list-style-type: none"> Writes two paragraphs (at least eight sentences) on personal experiences e.g. daily news 	<ul style="list-style-type: none"> Listens for the detail in stories and answers higher-order questions leading to the development of critical reading Talks about personal experiences e.g. tells news using descriptive language Participates in playing word games e.g. I spy... Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises at least 3 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. Classifies complex word families e.g. dream, scream Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Expresses a personal response to print and media images Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Uses self-correcting strategies when reading Answers higher order questions based on the passage read Reads own and others writing Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics <p>Handwriting</p> <ul style="list-style-type: none"> Forms upper and lower case letters correctly Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation

Literacy Milestones (per Assessment Task): Grade 2 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. car, door, ever 	<ul style="list-style-type: none"> Uses present and past tense correctly in writing Reads own writing to a partner Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<ul style="list-style-type: none"> Drafts, writes and publishes own story of at least six sentences Writes an expressive text e.g. get well card, song, rhyme, etc. Reads own writing to a partner Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask 	<p>Writing</p> <ul style="list-style-type: none"> Experiments with words Drafts, writes and publishes own story of at least two paragraphs Sequences text by using words like 'first', 'next' and 'finally' Uses informational structures when writing e.g. writes recipes Builds own word bank and personal dictionary
<p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to a story and answers questions related to the story Talks about personal experiences e.g. tells personal news Tells a story which has a beginning, middle and end Participates in discussions, asking and answering questions and suggesting ideas Uses correct words for the context e.g. an invitation Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Builds up and sounds out words using sounds learnt Recognises vowel diagraphs e.g. oo as in room and ee as in feet <p>Reading</p> <ul style="list-style-type: none"> Uses visual cues to predict what the story is about and express a personal response Recognises at least 25 new sight words Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story Answers open-ended questions based on the passage read 	<p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to stories and poems and identifies the main idea, details and sequence of events Talks about personal experiences e.g. tells news without repetition Participates in discussions and asks questions Answers closed and open-ended questions and gives reasons for answers Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises 'magic e' in words e.g. cake, time, hope Builds words using new sounds as they are learnt Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Uses visual cues to identify the purpose of advertisements and the intended audience Recognises at least 25 new sight words Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story 	<p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens for the detail in stories and answers open-ended questions to develop critical listening skills Talks about personal experiences e.g. tells news varying tone and volume of voice Role plays different situations e.g. news presenter Uses interesting words and descriptions when speaking Interviews an adult visitor to the class Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, short ea as in bread Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. di-eam, cr-eam, scr-eam, str-eam Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story 	<p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens for the detail in stories and answers higher-order questions leading to the development of critical reading Talks about personal experiences e.g. tells news using descriptive language Answers questions and justifies answer Tells jokes and riddles using appropriate volume and intonation Suggests solutions to a problem especially during Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc. Recognises and uses suffixes e.g. -ly, -ies Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Recognises at least 25 new sight words Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Answers higher order questions based on the passage read Expresses whether a story was liked and is able to justify answer

Literacy Milestones (per Assessment Task): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Uses clues and pictures in text for understanding • Uses decoding skills when reading • Reads simple instructions in the classroom • Reads book as a whole class with teacher (shared reading) and describes the main idea <p>Handwriting</p> <ul style="list-style-type: none"> • Writes words with correct spacing • Writes a sentence legibly and correctly <p>Writing</p> <ul style="list-style-type: none"> • Writes at least three sentences i.e. own news, shared writing and creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Writes a sentence so that others can read what has been written • Writes a list e.g. tasks for the day • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. car, door, ever 	<ul style="list-style-type: none"> • Answers higher order questions based on the passage read • Gives an opinion on what was read • Reads aloud to a partner • Reads own and others writing • Reads independently • Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships <p>Handwriting</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Transcribes words correctly <p>Writing</p> <ul style="list-style-type: none"> • Writes own story of at least one paragraph • Uses present and past tense correctly in writing • Reads own writing to a partner • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. fat, granny, home 	<ul style="list-style-type: none"> • Answers higher order questions based on the passage read • Draws conclusions and gives an opinion on what was read • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions • Reads own and others writing <p>Handwriting</p> <ul style="list-style-type: none"> • Forms upper and lower case letters correctly • Copies written text from the board and writing strips correctly, paying attention to correct letter formation <p>Writing</p> <ul style="list-style-type: none"> • Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news • Participates in a discussion to choose a topic to write about • Uses correct grammatical structures so that others can read and understand what has been written • Reads own writing to a partner • Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask 	<ul style="list-style-type: none"> • Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story • Reads own and others writing • Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics <p>Handwriting</p> <ul style="list-style-type: none"> • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation <p>Writing</p> <ul style="list-style-type: none"> • Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story, a newspaper article • Experiments with words • Uses correct grammatical structures so that others can understand what has been written • Drafts, writes and publishes own story of at least two paragraphs • Sequences text by using words like 'first', 'next' and 'finally' • Builds own word bank and personal dictionary

Literacy Milestones (per Assessment Task): Grade 3			
Term 1	Term 2	Term 3	Term 4
<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to a complex sequence of instructions (at least 4) and responds appropriately Listens without interrupting showing respect for the speaker Talks about personal experiences e.g. tells news using descriptive language and different gestures <p>Phonics</p> <ul style="list-style-type: none"> Identifies letter-sound and letter-name relationships of all single sounds Builds words with sounds learnt <p>Reading</p> <ul style="list-style-type: none"> Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story Identifies the main idea in what was read Uses word recognition skills when reading aloud Shows an understanding of punctuation when reading aloud <p>Handwriting</p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Writes a sentence legibly and correctly <p>Writing</p> <ul style="list-style-type: none"> Uses a picture to choose a topic to write about Talks to a partner to begin planning writing Contributes ideas and words for a class story Writes words to form a sentence using sounds learnt, capital letters and full stops 	<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to short stories, read by the teacher or over the radio, for a longer period with interest Takes part in group and class discussions Suggests solutions to a problem, specifically word problems in Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises 'l' and 'u' sounds e.g. 'l' - tie, high, sky; 'u' - few, blue Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Uses decoding and comprehension skills when reading unfamiliar words to make meaning Answers higher order questions based on the passage read Reads book as a whole class with teacher (shared reading) and discusses cause effect relations <p>Handwriting</p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly <p>Writing</p> <ul style="list-style-type: none"> Participates in a discussion to choose a topic to write about Writes own story or creative text of at least five sentences Uses correct grammatical structures so that others can read and understand what has been written 	<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens for the detail in stories and answers open-ended questions leading to critical reading Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers Uses interesting words and descriptions when speaking Suggests solutions to a problem, specifically word problems in Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises all vowel and consonant blends learnt so far Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Uses decoding and comprehension skills when reading unfamiliar texts Uses a range of self-correcting methods when reading Reads with increasing fluency and expression, pronouncing words correctly and accurately Answers higher order questions based on the passage read indicating critical listening <p>Handwriting</p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, rulers Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation 	<p>Assessment task 1:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to a myth or legend and works out the cause and effect in the story Makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. Engages in conversation as a social skill Discusses solutions to a problem using higher order thinking skills <p>Phonics</p> <ul style="list-style-type: none"> Recognises and uses all phonics learnt so far Recognises and uses rhyming words e.g. fly, sky, dry Builds and sounds words at level of phonetic knowledge Uses both the letter sound as well as the letter name to spell words <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Uses self-correcting strategies when reading Reads with increasing fluency, speed and expression Answers higher order questions based on the passage read in order to draw conclusions Reads independently at a more complex level for enjoyment from a variety of texts e.g. magazines and comics <p>Handwriting</p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Completes a writing task in a set time

Literacy Milestones (per Assessment Task): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> Asks questions for clarification and commenting on what was heard Expresses feelings about text and gives reasons Talks about personal experiences e.g. tells news using descriptive language and different gestures <p>Phonics</p> <ul style="list-style-type: none"> Recognises 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 Recognises vowel diagraphs taught in Grade 2 e.g. oo and ee Builds words with sounds learnt <p>Reading</p> <ul style="list-style-type: none"> Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story Identifies the main idea in what was read Answers open-ended questions based on the passage read Uses word recognition skills when reading aloud 	<ul style="list-style-type: none"> Reads own writing to a group Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask <p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to more complex instructions (at least 5) and responds appropriately Talks about a general news event Takes part in group and class discussions Suggests solutions to a problem, specifically word problems in Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Uses words pronounced like another word, but with a different meaning (homophone) e.g. read and reed Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Uses decoding and comprehension skills when reading unfamiliar words to make meaning Answers higher order questions based on the passage read Demonstrates understanding of the text by identifying details such as sequence of events Reads book as a whole class with teacher (shared reading) and discusses cause effect relations 	<p>Writing</p> <ul style="list-style-type: none"> Uses pre-writing strategies to gather information and choose a topic Uses different sentence types when writing e.g. questions, commands, etc. Joins two short sentences with a conjunction to make a longer sentence Reads own writing to the class Builds own word bank and personal dictionary <p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> Uses language to think and reason by putting events in order of logical sequence Participates in discussions, asking and answering questions Suggests solutions to a problem, specifically word problems in Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect Builds and sounds words at level of phonetic knowledge Uses both the letter sound as well as the letter name to spell words <p>Reading</p> <ul style="list-style-type: none"> Reads aloud to a partner using own and others' writing Reads book as a whole class with teacher (shared reading) and says whether the story was liked or not, giving reasons Reads independently for enjoyment, interest and information from a variety of texts e.g. pamphlets, newspapers 	<p>Writing</p> <ul style="list-style-type: none"> Drafts, writes and publishes own story of at least two paragraphs Uses some narrative devices when writing e.g. dialogue Writes a selection of short texts for different purposes e.g. recipes, letters, dialogues Builds own word bank and personal dictionary <p>Assessment task 2:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens for the detail in stories and answers open-ended questions leading to critical reading Tells jokes and riddles using appropriate volume and intonation as well as gestures and facial expressions Discusses solutions to a problem using higher order thinking skills <p>Phonics</p> <ul style="list-style-type: none"> Recognises hard and soft sounds e.g. c as in rice; g as in age Recognises and uses synonyms Builds and sounds words at level of phonetic knowledge Uses both the letter sound as well as the letter name to spell words <p>Reading</p> <ul style="list-style-type: none"> Uses visual cues to read graphical texts and starts to analyse text for values, attitudes and assumptions Reads with increasing fluency, speed and expression Expresses whether a story was liked and is able to justify answer Reads book as a whole class with teacher (shared reading) and discusses cultural values in the story

Literacy Milestones (per Assessment Task): Grade 3 (continued)				
Term 1	Term 2	Term 3	Term 4	
<p>Handwriting</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Writes a sentence legibly and correctly <p>Writing</p> <ul style="list-style-type: none"> • Talks to a partner to begin planning writing • Asks questions to help define the task • Writes words to form a sentence using sounds learnt, capital letters and full stops • Joins two short sentences with a conjunction to make a longer sentence • Writes so that others can read what has been written 	<p>Handwriting</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly <p>Writing</p> <ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Writes own story or creative text of at least six sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammatical structures so that others can read and understand what has been written • Begins to use adjectives in writing • Reads own writing to a group • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask 	<p>Handwriting</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, rulers • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation <p>Writing</p> <ul style="list-style-type: none"> • Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative • Drafts, writes and publishes own story of at least two paragraphs • Gives writing a title • Reads own writing to the class • Builds own word bank and personal dictionary 	<ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. magazines and comics <p>Handwriting</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Completes a writing task in a set time <p>Writing</p> <ul style="list-style-type: none"> • Writes about personal experiences in different forms e.g. as a newspaper article • Joins two short sentences with a conjunction to make a longer sentence • Sequences information and puts it under headings • Makes own book and contributes to class book collection • Builds own word bank and personal dictionary 	
<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Expresses feelings about text and gives reasons • Listens without interrupting showing respect for the speaker • Talks about personal experiences e.g. tells news using descriptive language and different gestures • Participates in discussions, asking questions showing sensitivity to the feelings of others <p>Phonics</p> <ul style="list-style-type: none"> • Recognises 'A', 'E' and 'O' sounds e.g. 'A' -play, pain, plate; 'E' - feet, read, key; 'O' - boat, blow • Builds words with sounds learnt 	<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to stories and poems and expresses feelings about the story or poem giving reasons • Makes an oral presentation e.g. 'Show and Tell', using language to compare information • Takes part in group and class discussions • Suggests solutions to a problem, specifically word problems in Numeracy <p>Phonics</p> <ul style="list-style-type: none"> • Recognises diagraphs making 'r' i.e. ph as in elephant, gh as in laugh • Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> • Uses visual cues to read a graphical text e.g. a map 	<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to stories, predicts the ending, or makes up own ending for the story • Makes oral presentations e.g. tells news varying volume and pitch of voice and making eye contact with peers • Suggests solutions to a problem, specifically word problems in Numeracy <p>Phonics</p> <ul style="list-style-type: none"> • Recognises silent letters in words i.e. k as in know, l as in half, b as in comb, w as in write, h as in hour, g as in sign • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words 	<p>Assessment task 3:</p> <p>Oral</p> <ul style="list-style-type: none"> • Listens to a myth or legend and works out the cause and effect in the story • Expresses feelings about text and gives reasons • Makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. • Discusses solutions to a problem using higher order thinking skills <p>Phonics</p> <ul style="list-style-type: none"> • Recognises and uses suffixes e.g. -ly, -ies • Recognises vowels with two sounds e.g. ere as in here, air as in stair, are as in bare • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words 	

Literacy Milestones (per Assessment Task): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<p>Reading</p> <ul style="list-style-type: none"> • Uses visual cues to read a graphical text e.g. a photograph • Talks about the photograph i.e. what it is about, where it was taken, etc. • Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story • Shows an understanding of punctuation when reading aloud • Reads book as a whole class with teacher (shared reading with a Big Book) and describes the main idea <p>Handwriting</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Writes a sentence legibly and correctly • Uses correct letter formation in all written work <p>Writing</p> <ul style="list-style-type: none"> • Uses a picture to choose a topic to write about • Talks to a partner to begin planning writing • Asks questions to help define the task • Writes at least one paragraph (five sentences i.e. own news, shared writing and creative story) • Builds own word bank and personal dictionary using initial sound of words e.g. apple, book, cat, etc 	<ul style="list-style-type: none"> • Uses the information from the text e.g. walks around the school by following the directions on the map • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar words to make meaning • Reads with increasing fluency and expression • Answers higher order questions based on the passage read • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations • Reads aloud to a partner • Reads own and others writing <p>Handwriting</p> <ul style="list-style-type: none"> • Forms upper and lower case letters correctly • Transcribes words correctly from a variety of sources i.e. chalkboard, strips, workcards etc. <p>Writing</p> <ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Writes own story or creative text of at least eight sentences • Reads and edits own writing by correcting spelling, punctuation, etc. • Uses correct grammatical structures so that others can read and understand what has been written • Keeps a diary for one week, noting the weather and one other piece of information • Reads own writing to a group • Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask 	<p>Reading</p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses decoding and comprehension skills when reading unfamiliar texts • Uses a range of self-correcting methods when reading • Reads with increasing fluency and expression, pronouncing words correctly and accurately • Answers higher order questions based on the passage read indicating critical listening <p>Handwriting</p> <ul style="list-style-type: none"> • Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation • Writes with increasing speed <p>Writing</p> <ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and choose a topic • Uses different sentence types when writing e.g. questions, commands, etc. • Drafts, writes and publishes own story of at least two paragraphs • Gives writing a title • Begins to record using a mind-map • Builds own word bank and personal dictionary 	<p>Reading</p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Uses self-correcting strategies when reading • Reads with increasing fluency, speed and expression • Answers higher order questions based on the passage read in order to draw conclusions • Plays word games that draw on reading and vocabulary knowledge and skills e.g. 'hangman' • Reads independently at a more complex level for enjoyment from a variety of texts e.g. magazines and comics <p>Handwriting</p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Completes a writing task in a set time <p>Writing</p> <ul style="list-style-type: none"> • Writes about personal experiences in different forms e.g. as a newspaper article • Drafts, writes and publishes own story of at least two paragraphs • Writes a selection of short texts for different purposes e.g. recipes, letters, dialogues • Builds own word bank and personal dictionary

Literacy Milestones (per Assessment Task): Grade 3 (continued)			
Term 1	Term 2	Term 3	Term 4
<p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Talks about personal experiences e.g. tells news using descriptive language and different gestures Participates in discussions, asking questions showing sensitivity to the feelings of others Answers questions and gives reasons for the answer Uses appropriate language when speaking to friends and adults <p>Phonics</p> <ul style="list-style-type: none"> Recognises 'silent e' in words e.g. cake, time, hope Builds words using sounds learnt <p>Reading</p> <ul style="list-style-type: none"> Recognises at least 25 new sight words Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story Answers open-ended questions based on the passage read Uses comprehension skills such as prediction to read unfamiliar texts Shows an understanding of punctuation when reading aloud Reads book as a whole class with teacher (shared reading with a Big Book) and describes the main idea Reads simple instructions in the classroom <p>Handwriting</p> <ul style="list-style-type: none"> Uses correct letter formation in all written work 	<p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens to, and composes, riddles and jokes Takes part in group and class discussions Suggests solutions to a problem, specifically word problems in Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Recognises at least 5 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn) Builds and sounds words at level of phonetic knowledge <p>Reading</p> <ul style="list-style-type: none"> Recognises at least 25 new sight words Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Answers higher order questions based on the passage read Reads book as a whole class with teacher (shared reading) and discusses cause effect relations Reads independently both fiction and non-fiction texts Uses table of contents, index and page numbers to find information <p>Handwriting</p> <ul style="list-style-type: none"> Forms upper and lower case letters correctly Transcribes words correctly from a variety of sources i.e. chalkboard, strips, workcards etc. <p>Writing</p> <ul style="list-style-type: none"> Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news Participates in a discussion to choose a topic to write about 	<p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Tells a story with a beginning, middle and end using descriptive language Listens for the detail in stories and answers open-ended questions leading to critical reading Suggests solutions to a problem, specifically word problems in Numeracy <p>Phonics</p> <ul style="list-style-type: none"> Builds and sounds words at level of phonetic knowledge Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect <p>Reading</p> <ul style="list-style-type: none"> Interprets information from an illustration, poster, advertisement Evaluates the graphical text for design features and effectiveness Recognises at least 25 new sight words Reads aloud to a partner using own and others' writing Reads book as a whole class with teacher (shared reading) and says whether the story was liked or not, giving reasons Reads independently for enjoyment, interest and information from a variety of texts e.g. pamphlets, newspapers <p>Handwriting</p> <ul style="list-style-type: none"> Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation Writes with increasing speed 	<p>Assessment task 4:</p> <p>Oral</p> <ul style="list-style-type: none"> Listens for the detail in stories and answers open-ended questions leading to critical reading Expresses feelings about text and gives reasons Makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. Discusses solutions to a problem using higher order thinking skills <p>Phonics</p> <ul style="list-style-type: none"> Builds and sounds words at level of phonetic knowledge Uses both the letter sound as well as the letter name to spell words <p>Reading</p> <ul style="list-style-type: none"> Uses visual cues to read graphical texts and starts to analyse text for values, attitudes and assumptions Recognises at least 25 new sight words Uses self-correcting strategies when reading Reads with increasing fluency, speed and expression Answers higher order questions based on the passage read in order to draw conclusions Expresses whether a story was liked and is able to justify answer Plays word games that draw on reading and vocabulary knowledge and skills e.g. 'hangman' Reads independently at a more complex level for enjoyment from a variety of texts e.g. magazines and comics

Literacy Milestones (per Assessment Task): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<p>Writing</p> <ul style="list-style-type: none"> Writes at least one paragraph (five) sentences i.e. own news, shared writing and creative story Contributes ideas and words for a class story Writes words to form a sentence using sounds learnt, capital letters and full stops Writes a simple instruction to a friend e.g. meet me outside at break Builds own word bank and personal dictionary using initial sound of words e.g. apple, book, cat, etc. 	<ul style="list-style-type: none"> Writes own story or creative text of at least ten sentences Reads and edits own writing by correcting spelling, punctuation, etc. Uses correct grammatical structures so that others can read and understand what has been written Reads own writing to a group Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask 	<p>Writing</p> <ul style="list-style-type: none"> Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative Joins two short sentences with a conjunction to make a longer sentence Gives writing a title Begins to record using a mind-map Reads own writing to the class Builds own word bank and personal dictionary 	<p>Handwriting</p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Completes a writing task in a set time <p>Writing</p> <ul style="list-style-type: none"> Drafts, writes and publishes own story of at least two paragraphs Uses some narrative devices when writing e.g. dialogue Sequences information and puts it under headings Makes own book and contributes to class book collection Builds own word bank and personal dictionary

Rubrics for Literacy Assessment Task 4			
Grade 1: Term 1			
Checklist for 4 th Assessment Task			
Name:		Date:	
Is the learner able to:			
		Yes	No
Oral	1. Respond to simple instructions?		
	2. Sequence pictures of a story?		
	3. Tell own news?		
Phonics	4. Identify at least 3 vowel and 5 consonant sounds?		
	5. Blend three letter words?		
Reading	6. Predict what the story is about from looking at pictures in the book?		
	7. Recognise at least 25 sight words?		
	8. Read aloud prepared reading from group reading book?		
Handwriting	9. Write letters and numbers from left to right, starting at the margin?		
Writing	10. Copy one sentence of news from the board correctly?		
	11. Draw a picture about the news?		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 2				
Holistic rubric for 4 th Assessment Task				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>	Only able to achieve any four of the criteria	Only able to achieve any five to seven of the criteria	Only able to achieve any eight to ten correct	Able to achieve all twelve criteria
Oral:				
1. Listen to a story and identify the main idea?				
2. Answer questions?				
3. Describe where an object is using the correct vocabulary?				
Phonics:				
4. Identify the letter-sound relationship of all the single sounds?				
5. Build up three letter words using the single sounds?				
Reading:				
6. Recognise at least 25 new sight words?				
7. Read aloud own level prepared reading from group reading book?				
8. Answer questions based on the passage read by the learner?				
9. Use known phonics to decode unknown words when reading?				
Handwriting:				
10. Form all the lower case letters correctly?				
Writing:				
11. Write words on own using sounds learnt?				
12. Compile a list of words according to instructions e.g. a list of colours?				

Grade 1: Term 3		
Rating scale for Assessment Task 4		
Name:	Date:	
<i>Is the learner able to:</i>	Rating	Comments
1. Listen for, and repeat, details in a story?		
2. Listen to a story and answer open-ended questions?		
3. Identify simple consonant blends at the end of a word e.g. si-ng?		
4. Build 4 letter words using consonant blends e.g. fl-at, ra-ng?		
5. Recognise at least 25 new sight words?		
6. Look at a picture or poster and interpret information e.g. everyone is happy?		
7. Read aloud own level prepared reading from group reading book?		
8. Read aloud a few unseen sentences using new sight words?		
9. Write both lower and upper case letters correctly?		
10. Write at least two sentences of own news?		
11. Use own 'dictionary' to write, or find, new words?		
12. Write a message on a card, including their name?		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 4				
Holistic rubric for 4 th Assessment Task: Term 4				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>				
Oral:				
1. Talk about personal experiences?				
2. Participate in discussions?				
Phonics:				
3. Recognise the consonant digraphs (sh, ch, th) at the end of words?				
4. Recognise silent 'e' (fairy/magic e) in words?				
5. Build four letter words from sounds learnt?				
Reading:				
6. Recognise at least 25 new sight words?				
7. Read aloud own level prepared reading from group reading book?				
8. Answer questions on passage read?				
9. Read aloud unseen paragraph containing new words learnt?				
10. Use decoding skills when reading unfamiliar words?				
Handwriting:				
11. Write words with correct spacing and letter formation?				
Writing:				
12. Write at least three sentences of own news?				
13. Write at least three sentences of a creative story?				
14. Write a story with a beginning, a middle and an end?				

Only able to achieve any five of the criteria

Only able to achieve any six to nine of the criteria

Only able to achieve any ten to twelve correct

Able to achieve all fourteen criteria

Rubrics for Literacy Assessment Task 4			
Grade 2: Term 1			
Checklist for 4 th Assessment Task			
Name:		Date:	
Is the learner able to:		Yes	No
Oral	1. Listen to a story and answer questions related to the story?		
	2. Participate in a discussion and ask questions?		
	3. Tell own news?		
	4. Talk about solutions to word problems especially during Numeracy?		
Phonics	5. Recognise vowel digraphs in words e.g. 'oo' in room, 'ee' in green?		
	6. Build words using vowel digraphs?		
Reading	7. Use pictures to predict what the story is about?		
	8. Recognise at least 25 new sight words?		
	9. Read aloud prepared reading at own level from group reading book?		
	10. Answer questions based on passage read?		
	11. Read simple instructions in the classroom?		
Handwriting	12. Write letters and numbers using correct formation, starting at the margin?		
	13. Write a sentence of at least four words legibly?		
Writing	14. Write at least three sentences of own news and illustrate?		
	15. Write a story of at least three sentences?		
	16. Write at least one sentence which can be read by another learner?		
	17. Write a list e.g. a list of words with vowel digraphs?		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term 2								
Holistic rubric for 4 th Assessment Task								
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement				
<i>Is the learner able to:</i>								
Oral:								
1. Listen to a poem and identify details?	Only able to achieve any five of the criteria	Only able to achieve any six to nine of the criteria	Only able to achieve any ten to twelve correct	Able to achieve all fifteen criteria				
2. Answer questions based on the poem?								
3. Tell personal news without repetition?								
4. Discuss solutions to word problems especially during Numeracy?								
Phonics:								
5. Recognise 'magic e' (silent e) in words e.g. bake, time, hope?								
6. Build words using the sounds learnt?								
Reading:								
7. Recognise at least 25 new sight words?								
8. Read aloud prepared reading at own level from group reading book?								
9. Answer higher order questions based on the passage read by the learner?								
10. Read aloud unseen paragraph containing new words learnt?								
Handwriting:								
11. Use handwriting tools, such as ruler and rubber, effectively?								
12. Transcribe words correctly?								
Writing:								
13. Write own story of at least one paragraph?								
14. Read own writing to a partner?								
15. Use a personal 'dictionary' to find words, or record new words?								

Grade 2: Term 3		
Rating scale for 4 th Assessment Task		
Name:	Date:	
<i>Is the learner able to:</i>	Rating	Comments
1. Listen to a story and answer open-ended questions?		
2. Role play different situations e.g. read their news as a news presenter on TV?		
3. Interview an adult visitor to the class using a list of prepared questions?		
4. Discuss solutions to word problems especially during Numeracy?		
5. Recognise at least 5 new vowel blends learnt?		
6. Build words using sounds learnt?		
7. Recognise at least 25 new sight words?		
8. Read aloud prepared reading at own level from group reading book?		
9. Answer higher order questions based on passage read?		
10. Give an opinion about what was read?		
11. Use correct letter formation when transcribing words and sentences from the board and writing strips?		
12. Participate in a discussion to choose a topic to write about?		
13. Write at least one paragraph about the chosen topic?		
14. Read aloud stories written by other learners?		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term 4				
Holistic rubric for 4 th Assessment Task				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>				
Oral:				
1. Listen for the detail in a story, answer higher order questions and justify answers?				
2. Tell personal news using descriptive language?				
3. Discuss solutions to word problems especially during Numeracy?				
Phonics:				
4. Recognise at least 5 new sounds?				
5. Use phonetic knowledge to build words, specially during creative writing?				
Reading:				
6. Recognise at least 25 new sight words?				
7. Read aloud prepared reading at own level from group reading book?				
8. Answer higher order questions based on passage read?				
9. Express whether a story was liked and justify answer?				
10. Read independently from a variety of available texts?				
Handwriting:				
11. Copy text using correct letter formation, spacing and punctuation?				
Writing:				
12. Experiment with words when writing own news or story?				
13. Use correct grammatical structure in written stories?				
14. Draft, write and publish own story for others to read?				

Only able to achieve any five of the criteria

Only able to achieve any six to nine of the criteria

Only able to achieve any ten to twelve correct

Able to achieve all fourteen criteria

Rubrics for Literacy Assessment Task 4								
Grade 3: Term 1								
Holistic rubric for 4 th Assessment Task								
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement				
<i>Is the learner able to:</i>								
Oral:								
1. Talk about personal experiences/news using descriptive language & gestures?	Only able to achieve any five of the criteria	Only able to achieve any six to nine of the criteria	Only able to achieve any ten to thirteen correct	Able to achieve all fifteen criteria				
2. Participate in discussions and asks questions while showing respect for others?								
3. Use appropriate language when speaking to others?								
Phonics:								
4. Recognise “silent e” in words – orally and builds words with sounds learnt?								
Reading:								
5. Read aloud in a guided reading group with teacher using correct punctuation?								
6. Recognise at least 25 new sight words?								
7. Answer questions on passage read?								
8. Predict when reading unfamiliar texts?								
9. Read a book with the teacher to the whole class and describe the main idea?								
10. Read simple instructions?								
Handwriting:								
11. Write legibly using correct letter formation?								
Writing:								
12. Write about 5 sentences on a topic?								
13. Write sentences using words from sounds learnt?								
14. Write an instruction to a friend?								
15. Build own dictionary?								

Grade 3: Term 2				
Holistic rubric for 4 th Assessment Task				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>				
Oral:				
1. Listen to and compose own riddles and jokes?				
2. Participate in group class discussions?				
3. Give solutions to problems, especially word problem in numeracy?				
Phonics:				
4. Recognise 5 new letter blends eg. ow (cow), ou (found), aw (draw), au (autumn), or (fork)?				
5. Build and sound words orally or in written tasks?				
Reading:				
6. Recognise at least 25 new sight words?				
7. Read aloud in teacher guided reading group at own level?				
8. Use comprehension skills to answer questions about the passage orally or in written tasks?				
9. Read a book with teacher to the class?				
10. Read fiction or non-fiction books independently?				
11. Use table of contents, index and page no. to find information?				
Handwriting:				
12. Transcribe words correctly?				
Writing:				
13. Write about 10 sentences on personal experiences/news?				
14. Participate in a discussion on a given topic and write about it?				
15. Do creative writing of about 10 sentences?				
16. Read and edit own work by correcting spelling, punctuation etc.?				
17. Use correct grammatical structures when writing?				
18. Read own writing to others?				
19. Builds own dictionary - using initial & second letter of words eg act, ant, ask?				
20. Recognise and uses verbs/ adverbs?				

Only able to achieve any six of the criteria

Only able to achieve any seven to twelve of the criteria

Only able to achieve any thirteen to seventeen correct

Able to achieve all twenty criteria

Grade 3: Term 3		
Rating scale for 4 th Assessment Task		
Name:		Date:
Is the learner able to:		Rating
Oral	<ul style="list-style-type: none"> • Tell a story – beginning, middle, end using descriptive language? • Listen in detail to stories and answers open-ended questions? • Give solutions word problems especially in numeracy? 	
Phonics	<ul style="list-style-type: none"> • Build and sound words at level of phonetic knowledge? • Use homophones eg. fly / fly? 	
Reading	<ul style="list-style-type: none"> • Interpret information from posters, adverts etc.? • Evaluate graphical text for design features? • Recognise at least 25 new sight words? • Read aloud to partner using own or others' writing? • Read book with teacher (shared reading) and give own opinion of story? • Reads independently from a variety of texts eg. Newspaper? 	
Handwriting	<ul style="list-style-type: none"> • Copy written text with correct letter formation? • Write with increasing speed? 	
Writing	<ul style="list-style-type: none"> • Write about personal experiences in different forms: diary, a letter? • Use conjunction to join sentences? • Give writing a title? • Use mind maps to record? • Read own writing to class? • Build own word bank/dictionary? • Recognise and uses nouns? 	

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 3: Term 4								
Holistic rubric for 4 th Assessment task								
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement				
<i>Is the learner able to:</i>								
Oral:								
1. Listen to stories in detail and answer open-ended questions?	Only able to achieve any seven of the criteria	Only able to achieve any eight to thirteen of the criteria	Only able to achieve any fourteen to twenty correct	Able to achieve all twenty two criteria				
2. Express feelings about text and give reasons?								
3. Make oral presentations eg. news, show and tell etc.?								
4. Discuss solutions to a problem using higher order thinking skills?								
Phonics:								
5. Build and sound words at level of phonetic knowledge?								
6. Use both the letter sound and letter name to spell words?								
Reading:								
7. Use visual cues to read and analyse text for values and attitudes?								
8. Recognise at least 25 new sight words?								
9. Use self-correcting strategies when reading?								
10. Read with fluency and expression?								
11. Answer higher order questions on passage read to draw conclusions?								
12. Give opinion of story and reason?								
13. Play word games, word search?								
14. Read independently from a variety of text eg. Magazine?								
Handwriting:								
15. Use handwriting tools effectively?								
16. Complete a writing task in a set time?								
Writing:								
17. Draft and writes own story of about two paragraphs?								
18. Use some narrative devices when writing eg. Dialogue?								
19. Sequence information and put it under headings?								
20. Make own book and contribute to class book collection?								
21. Build own word bank/dictionary?								
22. Recognise and use adjectives?								