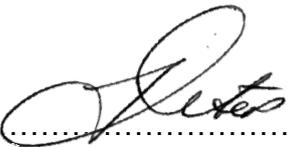


Foreword

The Directorate: Curriculum ECD and GET programmes of the Eastern Cape Department of Education, in collaboration with the district curriculum personnel and teachers, provincialised the LEARNER ATTAINMENT TARGET (LAT) DOCUMENT for the Foundation Phase with the purpose of increasing the capacity of teachers to have a clear picture on the process of learner attainment targets.

This document, the Learner Attainment Target for Foundation Phase, is a working document. Critical engagement with the document is encouraged. Inputs, suggestions, recommendations and exemplars on assessment (formal assessment tasks) related matters that will strengthen this document are invited from all stakeholders, especially school managers and educators.

It is hoped that this process will assist the province to finalise a more realistic, practical and authentic guideline that will provide the necessary clarity and guidance educators need to manage the learner attainment process more effectively and with confidence.



.....

Dr F. Peters

Director: Curriculum ECD & GET Programmes

For inputs into this document please contact :

Dr T. Reddy Tel no: 040 6084780

Ms A. Minnaar Tel no: 040 6084667

ACKNOWLEDGEMENTS

Provincial task team:

Dr T Reddy	CES : ECD/FP	Head Office
Ms W Pretorius	DCES : ECD/FP	Head Office
Ms N.P. Manxiwa	DCES : ECD/FP	Head Office

District Office Task Team:

Ms N Qongqo	DCES : ECD/FP	Uitenhage
Ms A Smith	DCES : ECD/FP	Port Elizabeth
Ms T.N Ngaleka	DCES : ECD/FP	Mt Fletcher
Ms P.R.N Lefume	DCES : ECD/FP	East London
Ms L.E. Matthews	DCES : ECD/FP	Grahamstown
Ms N.I Mkruqulwa	SES : ECD/FP	Dutywa
Ms N Xashimba	SES : ECD/FP	Queenstown
Ms N.Y. Tyamzashe	SES : ECD/FP	Butterworth
Ms A Baines	SES : ECD/FP	Port Elizabeth
Ms B September	SES : ECD/FP	Uitenhage
Ms M Lamprecht	SES : ECD/FP	Port Elizabeth
Ms H Knoetze	SES : ECD/FP	Port Elizabeth
Ms N .V Njadayi	SES : ECD/FP	Port Elizabeth
Ms E Walters	SES : ECD/FP	Uitenhage
Ms MN Tyatyeka	DCES : ECD/FP	Lady Frere
Ms N Mazosiwe	Acting SES: ACD/FP	Uitenhage
Ms R Shasha	DCES: ECD / FP	Queenstown
Ms X Mjele	SES:ECD / FP	King Williamstown

Educators:

Ms N.F Mbande	Nozizwe Jun Primary	King Williamstown
Ms N.Y. Saba	Ezikweni Jun Primary	King Williamstown
Ms S.V. Lutuli	Nontuthuzelo Primary	East London
Mr B Tsitsa	Mzamomhle Primary	Butterworth
Ms K.C. Hlapisi	llingeletu Jun Sec	Mt Fletcher
Ms M.A Ntanjana	Mohoabatsana Jun Sec	Mt Fletcher
Ms S.R Mosia	Naledi Jun Sec	Mt Fletcher
Ms F.N. Nobeqwa	Luzie Jun Sec	Mt Fletcher
Ms N Ngqono	Phaphama Sen Prim	Mt Fletcher
Ms G.H. Lerotholi	Remang-Motheo Sen Prim	Mt Fletcher
Ms N.G. Ntokoane	Matsoana Sen Prim	Mt Fletcher
Ms P Phera	Mbizeni Sen Prim	Mt Fletcher
Ms P Phera	Seqhobong Jun Sec	Mt Fletcher
Ms L. Kalatfile	Mosana Jun Sec	Mt Fletcher
Ms M.M. Erasmus	Moregrove Primary	Port Elizabeth
Ms V Loffie-Eaton	Moregrove Primary	Port Elizabeth
Ms E Terblanche	Moregrove Primary	Port Elizabeth
Ms A Brenner	Moregrove Primary	Port Elizabeth
Ms S Theron	Moregrove Primary	Port Elizabeth
Ms J van Zyl	Diaz Primary	Port Elizabeth
Ms E Pike	Mt Pleasant Primary	Port Elizabeth
Ms M Issacs	Arcadia Primary	Port Elizabeth
Ms F Salter	Arcadia Primary	Port Elizabeth
Ms M Shaw	Arcadia Primary	Port Elizabeth

Ms U Wannie	Arcadia Primary	Port Elizabeth
Ms A Lingenfelder	Sunridge Primary	Port Elizabeth
Ms H Niemand	Sunridge Primary	Port Elizabeth
Ms A van Wyk	Newton Park Primary	Port Elizabeth
Ms B Nkqayi	Melumzi Primary	Uitenhage
Ms N Mjekula	James Ntungwana Prim	Uitenhage
Ms N Mjekula	C.W. Hendickse Primary	Uitenhage
Ms B Noqha	Mahliwane	Butterworth
Ms V Tyabula	Zidlekhaya	Butterworth

THANKS

A word of thanks to the following Principals / Officials of participating schools / district officers

Mr C Viljoen	Newton Park Primary	Port Elizabeth
Mr C Nel	Sunridge Primary	Port Elizabeth
Mr N Mokapela	Nozizwe Jun Primary	Uitenhage
Ms N Bernett	James Ntungwana	Uitenhage
Ms L.A. Matshoba	Zikweni J.P	King Williams Town
Ms M.D. Madaka	Nontuthuzelo Prim.	East London
Mr A. Matabata	C. W. Hendrickse	Uitenhage
Ms N.F.Ningiza	Mzamomhle J.S.S.	Butterworth
Ms T.P.Mashasela	Haphama S.P.S.	Mt. Fletcher
Mr C.R. Muller	Diaz Primary	Port Elizabeth
Mr P. Potgieter	Moregrove Primary	Port Elizabeth
Mr M. Mey	Mount Pleasant Primary	Port Elizabeth
Ms F. Sibeko	Melumzi Primary	Uitenhage
Ms Z.A. Twalo	Esezizwe Jun Primar	Queenstown
Ms E.M. Basson	College Hill Preparatory	Uitenhage
Mr P. De Villiers	CES: Curriculum	Graaff – Reinet

Grade 2 Learners from Laerskool Grens

East London

CONTENTS

Learner Attainment Improvement Strategy	1 – 4
Attainment Targets.....	5 – 19
Formal Assessment Tasks.....	20 – 27
Summary of a Formal Assessment Task	28
Exemplar of a Formal Assessment Task	29 - 30
Assessment Programme	31
High Frequency Words.....	32

LEARNER ATTAINMENT IMPROVEMENT STRATEGY

1. BACKGROUND

High levels of literacy and numeracy are basic skills needed for participating in our high level knowledge society. Reading and writing skills are foundational for developing these skills, and for accessing knowledge in the curriculum which, in turn, is aimed at promoting high levels of knowledge and skills. The strategy has the broad goal that over the long term South Africans should enjoy a level of literacy that enables them to participate fully in all aspects of life, including work, family and community.

The economic and social health of our nation depends on building a literate nation that is able to read widely for practical purposes and for pleasure. This means making the current generation of learners more aware of the pleasure and importance of reading, and ensuring that they will have the level of literacy skills which modern society demands.

The **National Literacy Strategy** was developed in response to the poor literacy results achieved by Grade 3 and Grade 6 learners in the National Systemic Evaluations and to maximize the use of existing literacy resources.

The strategy aims to place literacy at the heart of curriculum planning so that the subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. Equally, skills required in the reading and writing lesson should apply during the rest of the school day. Furthermore the strategy promotes the strengthening of Home Language acquisition and development and the promotion of multi-lingualism from Grade R to 6 as is set out in the Language in Education Policy (LIEP).

The Literacy Strategy will develop and support the implementation of reading and writing in Grades R-6.

Two key components of the NLS are:

- Structured literacy focus time
- A special time for Reading for pleasure and information called "Drop all and Read" (DAR) Time

Emanating from this National initiative, the **Learner Attainment Improvement Strategy** was designed. This is in an effort to assist teachers in practically addressing the Languages challenges as reported in the findings of the 2003 Systemic Evaluation Research Project. These findings highlighted the challenges teachers and learners experience in acquiring Language skills. It also raises concerns about the low Literacy levels found in schools.

2. PURPOSE OF LEARNER ATTAINMENT TARGETS

Research findings conducted by the National and Provincial Education Departments, the Joint Education Trust (JET), Human Research Council (HRC), Higher Education Institutions (HEIS) and Non-Governmental Organisations concur that poor literacy performance can be attributed to a range of factors.

Whilst Learning Outcomes and Assessment Standards spell out clearly what is expected of the learners within each grade, there is a lack of planned, progressive attainment at regular intervals.

The development of Learner Attainment Targets (LATs) is an attempt to address the process of progression which is a requirement of the National Assessment Policy (February 2007).

After introducing the L.A.T. programme, uniform classroom implementation will be expected in the Foundation Phase classrooms across the Province, in each grade. This effective implementation will only be evident if the learning assessment tasks are explicitly clarified and detailed enough for practical application. Exemplars of Learner Attainment Targets and Assessment Tools are included in this document to assist teachers in their task. As this is a working document, feedback and suggestions for practical improvement are valued.

3. PROVINCIAL PROCESS

The developmental process was initiated by electing the Provincial Literacy Task Team. The four Languages for the Province were represented on this team. Each Language group found it necessary to include the expertise of practicing teachers to legitimize the process of developing the LAT's. This developmental process and refinement involved a commitment and dedication from the teachers. The final draft presentation was delivered at a Provincial LAT workshop on the 19 January 2008 for final desk top publishing, ratification and printing and distribution. The first distribution is scheduled for the end of March 2008 for schools to pilot and refine for final publication in 2009.

4. HOW TO USE THIS GUIDE

The requirements of the Protocol of February 2007 set Formal Assessment Tasks for Languages per term.

Note the following:-

- For Home Language, there are four (4) Formal Assessment Tasks per term.
- For First Additional Language there are two (2) Formal Assessment Tasks per term.

This guide consists of:

4.1. ATTAINMENT TARGETS

- The layout of the first document indicates the relevant LO's and AS's used for Formal and Informal Assessment.
- Note that the AS's are not sequenced in the same manner in all Home Language documents.
- The AS's in this document have been numbered according to the sequence of the AS's in English Home Language Policy Document.
- There are four terms indicated on each page by means of columns.
- Under each term there are shaded and non shaded areas.
- Shaded areas represent **Formal Assessment Tasks (FATs)**. These are numbered as FAT 1, FAT 2, etc and indicate what is to be **attained per term**.
- The following table is an extract from the **Attainment Targets** in the **GR R** document

<p>AS2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker and taking turns to speak.</p>	<p>✓ To try and sit still and listen without interrupting. FAT 1,3 OBSERVATION</p>	<p>✓ To sit still and to listen without interrupting.</p>	<p>✓ To put up their hand and wait for their turn. FAT 1</p>	<p>✓ To sit still without interrupting and fidgeting.</p>
---	--	---	---	---

FAT 1,3 indicates that AS 2 of Listening LO1 is assessed for the 1st and the 3rd FAT in Term 1

- Non-shaded areas represent Informal Assessment Tasks.

4.2. FORMAL ASSESSMENT TASKS (FATs)

- This document gives an overview (summary) of the whole FAT process per term:
- It indicates by means of tabulation the selected LO's and AS's , FATs, Activities, Forms of Assessment and Assessment Tools.
- The teachers are expected to develop their own Assessment Tools for all tasks.

4.3. SUMMARY OF FORMAL ASSESSMENT TASKS (FATs)

- This Table is divided into four terms and the number of tasks per term for the specific Learning Programme
- A summary of all the LO's and AS's used for the Formal Assessment Tasks throughout the year are added to this table.

4.4. EXEMPLAR OF A FORMAL ASSESSMENT TASK

- This document is the exemplar of a Formal Assessment Task.
- The teachers are expected to develop further assessment tasks as required by the Protocol.

4.5. ASSESSMENT PROGRAMME

- This document gives the overall **Formal Assessment Programme per grade** per year.
- It is divided into terms and details the four (4) Formal Assessment Tasks.
- This Assessment Programme forms part of the **School** Assessment Plan.

4.6. HIGH FREQUENCY WORDS GRADE 1 - 3

5. HINTS FOR TEACHERS ON THE CHOICE OF TEXT IN THE FOUNDATION PHASE

Be conscious of :

- Letter formation
- Density of Text (The balance between text and illustrations)
- Font size
- Spacing
- Number of words per page
- Contextual factors (e.g. child's environment, cultural factors, relevant to child's experiences)
- Relevant to age / skill level / level of understanding
- Extension / Enrichment of skills, broadening environments
- A variety of genres and text types :
 - books, posters, magazines, invitations, charts, newspaper articles, poems instructions etc
 - Visual appeal of the text (colour, illustrations)

6. REFERENCES

- Revised National Curriculum Statement : Learning Area Policy Document
- Government Gazette 29626 of February 2007 : Assessment Policy
- National Literacy Strategy Document
- Teacher's Guide for the Development of Learning Programmes: Foundation Phase 2002
- The Bully, Oxford Reading Tree, Oxford University Press
- Oxford Keywords, Oxford Reading Tree, Oxford University Press
- They all wanted to see (Alida Bothma)
- Rubistar, <http://rubistar.4teachers.org>

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS					
ASSESSMENT STANDARDS		TERM 1	TERM 2	TERM 3	TERM 4
LO 1: LISTENING					
1. Listens attentively to instructions and announcements and responds appropriately	Learner is able to follow short, simple instructions FAT: 1 OBSERVATION: RUBRIC	Learner is able to follow 2 simple instructions	Learner is able to follow 3 instructions	Learner is able to follow 4 instructions	Learner is able to follow 4 instructions
2. Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, taking turns to speak and asking questions for clarification	Demonstrates appropriate listening behaviour by listening without interrupting	Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, taking turns to speak	Same as Term 2	Demonstrates appropriate listening behaviour by asking questions for clarification	Demonstrates appropriate listening behaviour by asking questions for clarification
3. Listens with enjoyment to short stories, rhymes, poems and song from a variety of cultures and shows understanding	Learner enjoys listening to stories, rhymes, poems and songs from different cultures . These become longer and more difficult from term 1 to term 4	Learner listens to story purely for enjoyment	Learner listens to story for the main idea	Learner is able to listen for the main idea and important details (characters, events, where it happened) in a story and communicate back the correct sequence of the story FAT: 1 ORAL	Learner is able to listen for the main idea and important details in a story and communicate back the correct sequence of the story
* acts out parts of story, song or rhyme	√ Learner is able to mime without words Learner mimes story and demonstrates understanding	√ Learner is able to add dialogue (words) Learner dramatizes story and shows understanding	√	√ Learner is able to demonstrate comprehension by drawing a picture and writing a few sentences FAT 1 WRITTEN ACT RUBRIC	√ Learner is able to demonstrate comprehension by drawing a picture and writing a few sentences FAT 1 WRITTEN ACT RUBRIC
* joins in choruses	√	√	√	√	√
* draws a picture of the story and write a few words about it	Learner is able to demonstrate comprehension of story by drawing a picture	Learner is able to demonstrate comprehension of story by drawing a picture and writing a word	Learner is able to demonstrate comprehension by drawing a picture and writing a sentence	Learner is able to demonstrate comprehension by drawing a picture and writing a few sentences FAT 1 WRITTEN ACT RUBRIC	Learner is able to demonstrate comprehension by drawing a picture and writing a few sentences FAT 1 WRITTEN ACT RUBRIC

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS					
ASSESSMENT STANDARDS		TERM 1	TERM 2	TERM 3	TERM 4
LO 1: LISTENING					
* puts pictures in the correct sequence and matches captions with pictures	Learner is able to place 3 pictures in sequence	Learner is able to place at least 4 pictures in sequence and match captions Learner is able to answer in simple full sentences FAT 1 WRITTEN ACT W SHEET + CHECK LIST RUBRIC	Learner is able to place at least 5 pictures in sequence and match captions Able to answer in more descriptive full sentences	Learner is able to place at least 6 pictures in sequence and match captions	Learner is able to place at least 6 pictures in sequence and match captions
* answers open questions about the story	Learner is able to give 1 word answers	Learner is able to give 1 word answer about his feelings eg. sad, happy	Learner is able to express feelings in full descriptive sentences	Learner is able to express feelings in full descriptive sentences and give reasons	Learner is able to share feelings of own experience relating to the story
* expresses feelings about the story	Learner is able to communicate the beginning and end of the story	Learner is able to communicate the beginning and end of the story	Learner is able to communicate the sequence of ideas verbally	Learner is able to communicate the sequence of ideas with drawings	Learner is able to communicate sequence of ideas by writing a few sentences
* communicates back the sequence of ideas	Learner listens to simple riddles for enjoyment	Learner listens to simple riddles for enjoyment	Learner demonstrates understanding by solving simple riddles	Learner listens to simple jokes for enjoyment	Learner is able to solve and respond to more complicated riddles and jokes. Eg. reads the speech bubbles in comic books and compares the script with the picture accompanying the speech bubble
4. Listens, enjoys and responds appropriately to riddles and jokes					
5. Listen to messages and conveys them correctly	Learner is able to convey simple everyday messages for eg. "Mum must sign your book"	Messages will become more complex and longer - must remember 2 instructions eg. You must bring a cup to school and tell mum that she must mark the cup	Messages will become more complex and longer - must remember 2 instructions	Must remember 3 instructions	Must remember 4 instructions
6. Develops phonic awareness:					

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS					
ASSESSMENT STANDARDS		TERM 1	TERM 2	TERM 3	TERM 4
LO 1: LISTENING					
* distinguishes between different phonemes, especially at the beginning and end of words	Learner is able to distinguish between the beginning and end of 3 letter words FAT4 WRITTEN ASSIGNMENT RUBRIC	Learner is able to identify the middle sounds of 3 letter words a, e, i, o, u FAT2 WRITTEN ASSIGNMENT RUBRIC	Learner is able to identify double sounds (vowel diagraphs) in words eg. Ee, oo, ou etc. FAT1 WRITTEN ACT TASK CARD/ORAL/PRACTICAL RUBRIC	Learner is able to identify the double sounds (vowel diagraphs) in words eg. Ee, oo, ou etc FAT4 WRITTEN TEST RUBRIC	Learner is able to identify the double sounds (vowel diagraphs) in words eg. Ee, oo, ou etc FAT4 WRITTEN TEST RUBRIC
* recognizes some rhyming words in common rhymes and songs	Recognises 2 rhyming words	Able to identify 3 rhyming words	Able to identify 4 words	Able to identify 6 words	Able to identify 6 words
*recognizes plurals ('s' and 'es'), '-ing' and 'ed' at the end of words			Learner identifies plurals and -ing and 'ed'(past tense) when educator reads a story and is able to name 2 examples from story	Is able to identify 4 examples	Is able to identify 4 examples
LO 2 : SPEAKING					
1. Talks about personal experiences, feelings and news	Learner is able to talk with ease about own experiences so that others can understand. Can use at least 2 full sentences FAT2 ORAL RELATE PERS EXP: RUBRIC	Learner is able to talk with ease about own experiences so that others can understand. Can use at least 3 full sentences	As for Term 2, using at least 4 full sentences	As for Term 3, using at least 5 full sentences	As for Term 3, using at least 5 full sentences
2. Communicates ideas using interesting descriptions and action words			Learner is able to use 1 descriptive word (adjectives) eg. big dog	Learner is able to use 2 or more descriptive words eg. big, black dog (term 4)	Learner is able to use 2 or more descriptive words eg. big, black dog (term 4)
3. Sing, recites, acts out and mimes songs, poems and rhymes	Learner takes part in short, simple songs/poems by following actions demonstrated by educator and singing after educator	Learner takes part in longer and more difficult songs/poems by singing and acting	Learner is able to memorize a short poem and recite it and mime/perform own actions	Learner is able to memorize a longer poem/rhyme and use own actions	Learner is able to memorize a longer poem/rhyme and use own actions

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS					
ASSESSMENT STANDARDS		TERM 1	TERM 2	TERM 3	TERM 4
LO 2: SPEAKING					
4. Uses language imaginatively for fun and fantasy				Learner is able to role play using imaginative language and voice control with the help of masks, costumes etc.	Learner is able to role play using imaginative language and voice control with the help of Masks, costumes etc. F AT 3 ORAL/ PRAC DEM
5. Passes on messages	Learner is able to convey simple everyday messages for eg. "Mum must sign your book"	Messages will become more complex and longer - must remember 2 instructions eg. You must bring a cup to school and tell mum that she must mark the cup		Must remember 3 instructions	Must remember 4 instructions
6. Recounts in sequence personal experiences	Retells personal experience using at least 2 full sentences	Learner is able to retell a class activity/experience in the correct sequence; eg "I am making....." Must be able to retell at least 3 steps in sequence FAT 4 ORAL TEST RUBRIC		Learner must be able to retell 3-5 steps in sequence	Able to retell 5 steps in sequence
7. Tells a familiar story that has a beginning, middle and ending, using pictures for support if necessary	Learner is able to talk about and place pictures of beginning and end of story	Learner is able to talk about and place pictures of beginning, middle and end of story FAT 1 ORAL TEST RUBRIC		Learner is able to talk about beginning and end of story FAT 1 ORAL TEST RUBRIC	Learner is able to talk about beginning, middle and end of story
8. Contributes to class and group discussions:					
* by taking turns, asking questions and showing sensitivity to the rights and feelings of others	Each learner is given an opportunity to ask at least 1 relevant question and waits their turn	Learner is able to ask more than 1 relevant question and with their turn		As for Terms 1 and 2 and shows sensitivity to the rights and feelings of others	As for Term 3
* reports back on behalf of group following group work				Is able to report back in at least 3 sentences after group discussion or brainstorming	Is able to report back in at least 5 sentences after group discussion or brainstorming

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS					
ASSESSMENT STANDARDS		TERM 1	TERM 2	TERM 3	TERM 4
LO 2: SPEAKING					
* responds to questions asked by listeners	Learner is able to answer simple closed questions e.g. what is the dog's name	As for Term 1	Learner is able to answer simple open-ended questions addressed to him by the educator e.g. What do you think happened next?	As for Term 3	
9. Uses appropriate language for different occasions and with different people:					
* interviews an adult visitor to the class				Learner is able to interview a visitor to class and is able to ask visitor questions eg. policeman, fireman, health worker etc.	
* role-plays relevant situations such as making new friends		Learner is able to role-play a familiar everyday situation e.g. answering the telephone	Learner is able to do a short role play by him/herself	Learners (in groups) are able to do a short role-play situation for eg. of phoning the fire brigade and telling of neighbour's house on fire	
* varies tone and volume of voice	Learner uses the appropriate tone and volume according to different situations e.g. in classroom vs. on the playground			Learner is able to change tone of voice to portray different characters and emotions/feelings eg. a barking dog...	
LO 3 : READING AND VIEWING					
1. Uses visual cues to make meaning:					
* predicts from the cover of the book what the story is about	Learner predicts main idea of the story		Learner predicts story in more detail		
* uses illustrations to interpret the meaning of stories and tells a story	Learner is able to retell story logically with the help of a picture/drawing FAT 3 ORAL RESPONSE ON PICTURE RUBRIC		Learner is able to retell story with the help of a sketch or picture book	Learner is able to retell story with the help of a variety of illustrations	
* interprets information including simple tables and graphical images found in print, media and advertising such as calendars and rosters, HIV/AIDS posters	Learner is able to "read", explain and talk about information on the weather chart and graph of seasons	Learner is able to "read", explain and talk about information on the birthday calendar	Learner "reads", explains and talks about the information on a graph of weather for the month	Learner "reads", explains and talks about advertisements in newspapers/magazines	
2. Role-plays reading:					
* holds a book the right way up					
* turns pages appropriately					

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS					
ASSESSMENT STANDARDS		TERM 1	TERM 2	TERM 3	TERM 4
LO-3:-READING AND VIEWING					
looks at words and pictures * uses pictures to construct ideas					
3. Makes meaning of written text: * reads a story with the teacher and - discusses the main idea - identifies the details (eg. main characters, sequence of events, setting) - says whether the story was liked and why	Reads story with educator and says whether he/she liked the story	√ Reads story with educator and discusses main idea	Reads story with educator and name the characters and where the story takes place	Reads story with educator and identifies main characters, where the story takes place, in what order the events took place	
4. Recognises letters and words and makes meaning of written text: * Reads simple written materials (labels, stories, etc.) for different purposes	Learner is able to match colours and class labels eg. Door, window, shapes, number names etc FAT 3 ORAL RESPOND TO WRITTEN TEXT RUBRIC	Learner is able to read weather chart, class rules, sight words and books with simple, short text FAT 4v, RESPOND TO WRITTEN TEXT RUBRIC	√ Learner is able to read weather chart, class rules, sight words and books with simple, short text FAT 1 & 3 FAT 1: PRACTICAL FAT 3 :ORAL RESPOND RUBRIC	√ Learner is able to read and understand simple text	
* Reads own writing and writing of classmates * uses phonics and word recognition skills to decode new or unfamiliar words in context (eg. visual cues like shape of word and letter patterns, picture clues, context clues and letter-sound relationship)	Words with a picture Learner is able to use sounds learnt to decode new words and read up to 25 words	Short sentence with a picture Learner is able to use sounds learnt to decode new words and read 25-50 words	Short sentences without visual clues Learner is able to use sounds learnt to decode new words and read 50-75 words	Able to sound and read 75-100 words FAT 2 ORAL RESPONSE-SE TO VISUAL TEXT READ	
5. Develops phonic awareness: * recognizes and names letters of the alphabet * understands the difference between letter names and letter sounds	Learner is able to identify individual letter names and say the sound (consonants and vowels) FAT 3 WRITTEN TEXT WORK-SHEET RUBRIC	Learner is able to identify a letter name and say the sound in a word eg. five FAT: 3 WRITTEN TEXT WORK-SHEET RUBRIC	Learners is able to find/identify and say several letter names/sounds in a short written piece eg. find all the b's, k's, w's etc. FAT 2 ORAL RESPONSE TO WRITTEN TEXT RUBRIC	Learner is able to identify letters in upper case (Capital letters) and say the sound	

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS				
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
	LO 3: READING AND VIEWING			
* understands that letter names remain constant but the sounds they represent may vary	Learner is able to identify the sound that each letter makes	Learner is able to sound single consonant/vowel words like <u>tap</u>	Learner is able to sound words with "fairy e" like <u>tape</u> to demonstrate understanding of how the sound changes but not the letter	Learner is able to sound combination words like "hotdog"
* understands the letter-sound relationships of most single consonants and short forms of vowels in words like 'hat' and 'mat'		Learner is able to sound single consonant words like <u>tap</u>	Learner is able to sound words with "fairy e" like <u>tape</u> to	Learner is able to sound combination words like "hotdog"
* segments simple words with single initial consonants and short vowels (CVC pattern) into onset (the 1 st sound) and rhyme (the last part of the syllable) eg. f-at, c-at, h-at, s-at		Learner is able to build words with a single consonant and short vowel (a,e,i,o,u) in the 2 nd syllable eg. c-at, b-ed, m-ug m-at, r-ed, h-ut	Learner is able to build words with a 2-letter combination at the beginning of the word eg. <u>df</u> -um, <u>sh</u> -ot	Learner is able to build words with a 2-letter combination at the beginning of the word and double vowels in the middle eg. <u>gr</u> -ee-n, <u>br</u> -oo- <u>tt</u>
* recognizes the "silent e" eg. cake			Recognize 2-letter blends and common consonant digraphs at the beginning of words	Recognize 2-letter blends and common consonant digraphs at the beginning and end of words
* recognizes 2 letter blends at the beginning of words eg. gr-ee-n, bl-ow				
*recognizes common consonant digraphs (single sounds spell with two letters) at the beginning and end of words eg. sh, th, ch				
* recognizes some high-frequency sight words such as 'the', 'a', 'to', 'my', 'your', 'like' and including own name and print in the environment	Learner is able to read familiar and unfamiliar words and high frequency words in environment eg. advertisements, sign boards, food packaging	Learner is able to read familiar and unfamiliar words. Learner is able to read up to 20 high frequency words incl. his/her own name (refer to included high frequency list)	Learner is able to read familiar and unfamiliar words and up to 30 high frequency words contained in the reading series (if applicable)	✓ Learner is able to read familiar and unfamiliar words and high frequency words in written text for eg. books, magazines, comic books
	FAT 3 ORAL RESPONSE TO WRITTEN TEXT RUBRIC	FAT 4 ORAL RESPONSE TO TEXT RUBRIC	FAT 3 ORAL RESPONSE TO WRITTEN TEXT RUBRIC	FAT 2 ORAL RESPONSE TO WRITTEN TEXT RUBRIC
6. Reads for information and enjoyment				
* reads picture books with simple captions	Learner is able to "read" and talk about books with pictures/drawings for enjoyment	Learner able to read & talk about books with single captions for enjoyment & information eg. a book about animals with a	Learner is able to read and talk about books/magazines, signboards with more text for enjoyment and	Learner is able to sound combination words like "hotdog"

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS				
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
		picture (of lion) & word <u>lion</u>	information	enjoyment and information
LO 4 : WRITING				
1. Writes with increasing legibility * manipulates writing tools like crayons and pencils effectively * develops letter formation and handwriting skills, drawing patterns, tracing and copying words * forms letters of the alphabet successfully	Learners write with thick crayons and use correct grip. Blank pages and free writing Learner is able to trace and copy patterns (4 writing patterns), write single letters (most letters of alphabet) and numerals (0-9), copy single words and write own names Learner is able to copy acquired patterns, letters, numbers and words correctly from blackboard FAT 4 WRITTEN ACT RUBRIC	Learners write with thick pencils or colour pencils or normal colour pencils and uses correct grip. Using folded paper to guide spacing. Learner is able to do more patterns, extend patterns, create own simple patterns, complete incomplete drawings and write single words Learner is able to copy acquired patterns, letters, numbers and words correctly from blackboard with more control (Some correct letter formation and spacing) FAT 3 WRITTEN ACT RUBRIC	Learners write with normal lead pencils and uses correct grip. Using lined paper (8.5mm) Learner is able to create more creative patterns and write short sentences Learner is able to copy acquired patterns, letters, numbers and words correctly from blackboard with more legibility than before (Mostly correct letter formation and spacing)	Learners writes comfortably with a variety of writing tools Learner is able to write more sentences Learner is able to copy acquired patterns, letters, numbers and words correctly from blackboard with more legibility than before (Correct letter formation and spacing)
	Learner is able to draw daily/weekend news	Learner is able to draw daily weekend news and draws pictures of a short simple story		
	* responds to a picture by writing simple sentences		Learner is able to draw a picture and write simple sentences (2-4) about picture	Learner is able to draw a picture and write simple sentences (4-6) about picture
* discusses with classmates (in pairs or groups) topics and ideas for writing			Learner is able discuss a topic and write 2 – 4 sentences to depict their ideas for a story	Learner is able to discuss a topic and write down 4 - 6 short sentences to relate their ideas for a story

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS				
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
3. Writes for different purposes:				
LO 4: WRITING				
* compiles lists	Learner is able to write a list of 3 things e.g. my 3 best friends, my 3 best colours, 3 things I like to eat	Learner is able to list 3-5 things e.g. 5 animals, 5 toys etc.	Learner is able to list 5 things eg. 8 things to buy (shopping list)	
* writes simple labels or captions for drawings	Learner is able to trace or copy single letters or words that teacher has written on his drawing (up to 3 words).	Learner is able to trace or copy single letters or words that teacher has written on his drawing (up to 5 words). FAT 4: 4 WRITTEN ACT RUBRIC	Learner is able to write simple, meaningful words/phrases or sentences (3-5) for drawings/pictures	Learner is able to write simple, meaningful words/phrases or sentences (3-5) for drawings/pictures
* creates simple texts such as birthday cards (with written and visual text)	Learner is able to create own card and copy 1/2 words from board. (eg. birthday card – "Happy birthday")	Learner is able to create own card and copy a short caption from board (Mother/Father's day card – "I love you mum/dad")	Learner is able to write own, short and simple sentences in card (eg. a thank you card)	Writes longer sentences/captions in card (eg. Birthday invitation, Christmas card)
* uses simple strategies for getting and recording information, such as carrying out a survey of how many languages are spoken in a group	After class discussion, learner is able to colour in blocks on a graph of for eg., how many boys/girls in the class	After group discussion learner is able to complete a simple graph by himself by drawing little symbols to demonstrate eg. how many sunny/rainy days in a week	Learner is able to collect own information and complete graph – eg. how many times did I eat sweets in a week	Learner is able to collect own information and create own graph for eg. Children's favourite Christmas gifts
* organizes information in simple graphical forms, such as a chart or roster	After class discussion, learner is able to colour in blocks on a graph of for eg., how many boys/girls in the class	After group discussion learner is able to complete a simple graph by himself by drawing little symbols to demonstrate eg. how many sunny/rainy days in a week	Learner is able to collect own information and complete graph – eg. how many times did I eat sweets in a week	Learner is able to collect own information and create own graph for eg. Children's favourite Christmas gifts
* collects suitable pictures and graphics to illustrate text	Find and cut pictures from magazines to match a word	Find and cut pictures from magazines to match a phrase / short sentence	Find and cut pictures from magazines to match text made up from a few short sentences	Learner is able to collect pictures to match a short story (comic strip)
4. Drafts and revises:				

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS				
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
* contributes ideas to a group writing a story (initially with teacher as scribe)	Learner contributes ideas for the group text guided by the teacher	Learner contributes new (own) ideas for group text	Every learner must contribute at least 1 idea to a group story (text)	Every learner must contribute at least 1 or more ideas to a group story (text)
LO 4: WRITING				
* revises a draft of the group's story to be clearer and more interesting	Learner adds to the ideas under guidance of the teacher (describing words, more detail etc)	Learner adds own new ideas with prompting	The learner is able to give own suggestions to improve the draft eg. by adding more ideas, descriptions, detail	The learner is able to give own suggestions to improve the draft eg. by adding more ideas, descriptions, detail
* writes and reads own draft to teacher and classmates and starts to make revisions	Learner tells teacher his idea and the teacher writes it for him. Learner illustrates the text	Learner writes own text with the aid of the teacher (eg complete a sentence: I am a(boy). I am ...(six) years old)	Learner writes own text and reads it to the teacher	Learner writes own text and corrects it after reading to the teacher/classmates
5. Writes so that others can understand, using writing conventions:				
* uses letters to form single words and short sentences	Learner is able to copy writing lesson correctly from board Learner starts and ends letters at the correct point – correct formation Learner copies single letters and words	Learner is able to use letters to form words and to write short sentences with spacing for easier reading With increasing ease, speed and legibility FAT 3 WRITING ACT: WORK-SHEET OR PRAC DEMO HAND-LING OF PICTURES AND WORDS RUBRIC	Learner is able to write short sentences with spacing for easier reading. With increasing ease, speed and legibility FAT 4, FAT 1 WRITTEN TEST RUBRIC	Learner is able to use letters to form words and to write short sentences with spacing for easier reading With increasing ease, speed and legibility
* leaves spaces between words		√	√	√

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS				
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
* uses left to right, top to bottom orientation to write	Learner starts at the left of the page and works to the right when copying words	Learner understands the concept of writing a word and sentences from left to right and continuing from the top of the page to the bottom	Learner understands the concept of writing a word and sentence from left to right and continuing from the top of the page to the bottom	Learner understands the concepts of left to right and top to bottom as well as turning the page and starting at the top, left.
LO 4: WRITING				
* writes own sentences, with the support of writing frames where necessary (eg. words on blackboard)		Learner is able to fill in the missing word from a short list given by the teacher eg I am a(girl)	Learner is able to write and read comprehensible sentences with correct spacing and punctuation using words from a word list or dictionary reference charts	Learner is able to write and read comprehensible sentences with correct spacing using reference aids
* starts to use basic punctuation (capitals and full stops)			Learner is able to write comprehensible sentences with correct spacing and punctuation (Capital letter, and full stop) and then read it	Learner is able to write comprehensible sentences with correct spacing and punctuation (Capital letter, and full stop) and then read it F A T I WRITTEN ACT RUBRIC
6. Begins to build vocabulary and starts to spell words so that they can be read and understood by others:				
* writes words that represent familiar people, places and things		Learner is able to draw news and then write words to represent drawings	Learner is able to write short sentences (2-4) about people or important news events or happenings at school	Learner is able to write longer sentences (4-5) about people etc.

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS				
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
* spells common words correctly	Learner can write own name correctly	Learner must be able to copy words correctly from board or lists	Learner must be able to spell simple 3 letter words (from phonic lists) correctly	Learner must be able to spell most commonly used words correctly
* attempts to spell unfamiliar words using knowledge of phonics		Learner is able to write new words using knowledge of phonics for eg. 3 letter words	Learner is able to write new words using knowledge of phonics for eg. 4 letter words with double beginning sound eg. <u>sh</u> ip	Learner is able to write new words using knowledge of phonics , more than 5 letters FAT 3 WRITTEN ACT RUBRIC
* builds own word bank and personal dictionary		Learner is able to find familiar words in a simple dictionary and ask the educator to add new words for reference as necessary.	Learner is able to find familiar words in a simple dictionary and add new words under guidance of the educator and using phonic knowledge	Learner is able to find familiar words in a simple dictionary and add new words under guidance of the educator and using phonic knowledge
LO 5 :THINKING AND REASONING				
1. Uses language to develop concepts:				
* demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence	Learner is able to demonstrate understanding by using hands to show size, shape, and direction. Using simple words like <u>lots, few, old, young, fast, slow</u> to demonstrate understanding of quantity, speed, age etc	Learner is able to use words to demonstrate understanding of size, shape and direction	Learner is able to demonstrate understanding by using descriptive words for eg. very big, blood red, etc.	Learner is able to use words like a <u>group</u> of children to illustrate quantity <u>triangular</u> road signs etc
* understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level	Learner is able to use the <u>basic</u> vocabulary related to Mathematics (names of shapes, colours, many few etc) , Life Orientation (feelings, healthy/unhealthy, safe/unsafe) in the correct context related to the content being dealt with	Learner is able to use <u>more complex vocabulary</u> (conceptual language) related to Mathematics , and other learning areas .in the correct context and in relation to the content being dealt with	Learner is able to use more complex vocabulary (conceptual language) related to Mathematics , and other learning areas .in the correct context and in relation to the content being dealt with	Learner is able to use more complex vocabulary (conceptual language) related to Mathematics , and other learning areas .in the correct context and in relation to the content being dealt with
2. Uses language to think and reason:				

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS				
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
* understands and uses language for logic and reasoning such as cause and effect * classifies information (eg. groups of different kinds of animals)	Learner must show understanding by talking and explaining consequences for eg. PLEASE and THANK YOU. Consequences: if you don't say please you won't receive, if you don't say thank you it will be taken back. (Manners) Answers questions like why / how? did it happen.	More complicated examples of cause and effect: if you eat unhealthy food- over weight, bad teeth, sick Keeping healthy	More applicable examples to be used as opportunities arise in class/school/social environment e.g. rules at school / classroom	More applicable examples to be used as opportunities arise in class/school/social environment e.g results of littering/pollution
* identifies parts from the whole (eg. parts of a bicycle, parts of a plant)	Learner is able to name the parts individually e.g in building a construction, building a puzzle, colouring a picture		Learner is able to name and talk about why the parts belong in a certain position	Identifies and explains the function of each part
LO 5: THINKING AND REASONING				
* identifies similarities and differences, using appropriate language (eg. like, the same as, different from)	Integrated with Numeracy LO 3 Shapes, sorting Learners compare themselves with peers eg. taller, colour of eyes etc	Learner is able to see and explain differences and similarities between 2 or more "identical" pictures where objects are left out or part of a drawing is incomplete , also compare shapes, colours, letters, words etc.	Compare and explain more subtle differences in more detailed pictures etc.	Compare and explain more subtle differences in more detailed pictures etc.
3. Uses language to investigate and explore:				
• asks questions and searches for explanations	Asks questions and searches for explanations	Asks questions and searches for explanations	Explains and talks about solutions to problems	Explains and talks about solutions to problems
• offers explanations and solutions			Learner is able to collect own information and complete graph – eg. how many times did I eat sweets in a week	Learner is able to collect own information and create own graph for eg. Children's favourite Christmas gifts
• uses simple strategies for getting and recording information such as carrying out a survey of how many languages are spoken in a group or finding relevant information in texts (LO 4 AS3.4)	After class discussion, learner is able to colour in blocks on a graph of for eg., how many boys/girls in the class	After group discussion learner is able to complete a simple graph by himself by drawing little symbols to demonstrate eg. how many sunny/rainy days in a week		

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS													
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4									
<ul style="list-style-type: none"> solves picture and word puzzles 	Learner is able to build a simple jig-saw puzzle	Learner is able to complete a simple cross-word puzzle where different words with the same middle sound must be found <table border="1" style="margin: 10px auto;"><tr><td></td><td>c</td><td></td></tr><tr><td>p</td><td>a</td><td>n</td></tr><tr><td></td><td>t</td><td></td></tr></table>		c		p	a	n		t		Learner is able to find words in a word puzzle (simple word searches/ crosswords) FAT 4 WRITTEN TEST RUBRIC	Learner is able to find words in a word puzzle (simple word searches/ crosswords) FAT 4 WRITTEN WORK-SHEET RUBRIC
	c												
p	a	n											
	t												
<p>4. Processes information:</p> <ul style="list-style-type: none"> organises information in simple graphical forms such as a chart, timeline, etc. LO4 AS3 (See above) 	Place themselves on a time-line of the year according to birthdays. And find their own birthday on a birthday chart	Learner is able to identify and colour in similar words in a reading passage and then organize it in graph form	Learner is able to identify and colour in similar words in a reading passage and then organize it in graph form	Learner is able to collect a variety of information and plot this on a graph FAT 4 WRITTEN WORK-SHEET RUBRIC									
LO 6: LANGUAGE STRUCTURE AND USE													
<p>1. Relates sounds to letters and words</p> <ul style="list-style-type: none"> uses phonics to read and spell words 	Learner recognizes initial (beginning) sounds when reading and spelling	Learner uses phonic knowledge acquired to read(decode) and write (encode) short texts eg. 3 letter words with middle vowel – fat, bed, rip, hop, tub Integrated LO4 AS5	Learner uses phonics words taught to read and write text eg. double beginning sound (eg. <u>sh</u> ip, <u>ch</u> op, <u>wh</u> ip, etc.)	Learner uses phonics words taught to read and write longer texts									
<p>2. Works with words:</p> <ul style="list-style-type: none"> knows where a written word begins and ends and leaves spaces between words 		Learner must be able to demonstrate understanding of writing a word /sentence from left to right and leaves the appropriate spaces between letters and words	Learner must be able to demonstrate understanding of writing a word /sentence from left to right and leaves the appropriate spaces between letters and words	Learner must be able to demonstrate understanding of writing a word /sentence from left to right and leaves the appropriate spaces between letters and words									
<ul style="list-style-type: none"> spells some familiar words correctly 	Learner can write own name correctly	Learner must be able to copy words correctly from board or lists	Learner must be able to spell simple 3 letter words (from phonic lists) correctly	Learner must be able to spell most commonly used words correctly									

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS			
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3
			FAT 1 WRITTEN TEST RUBRIC
* forms the plural of familiar words			Learners must be able to add –es and –s to nouns.
* uses capital letters for names (eg Brenda)	Learner must be able to know that own name begins with a capital letter and names of people		Learner knows that places, streets etc. start with a capital letter.
* groups words (eg. words that rhyme)	Learner must be able to see similarities between words starting with the same letter, end, rhyme or that sounds/look the same in the middle. Must be able to identify at least 2 rhyming words in a song, rhyme context	Identify up to 3 words	Identify up to 4 words
	Learner must be able to see similarities between words starting with the same letter, end, rhyme or that sounds/look the same in the middle		
3. Works with sentences			
IO 6: LANGUAGE STRUCTURE AND USE			
* writes simple sentences (eg. Jay won the race)	Learner completes a sentence using words supplied by the teacher e.g. I like(sweets)	Learner is able to build and write an own sentence using familiar (reading) words.	Learner must be able to write 3-5 short sentences.
			5 Sentences about a story on a topic that was discussed Learner is able to write a simple story on a given topic FAT 4 WRITING ACT RUBRIC Writes a story after a given topic or picture has been discussed
* uses punctuation – a capital letter at the beginning of a sentence and a full stop at the end			FAT 1 WRITTEN RUBRIC Learner is able to write 3-5 sentences using correct
* uses nouns, pronouns (I, you, she, he, etc.) and prepositions correctly			Learner is able to write 5 sentences using correct punctuation (capital letter, question mark and full stop), pronouns and

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS			
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3
* uses simple present and past tenses correctly			correct tenses (present and past) and using words from the story as in LO 1 AS 6.1
* uses punctuation – a capital letter at the beginning of a sentence and a full stop at the end			<p>punctuation (capital letter, question mark and full stop), using nouns and prepositions using words from the story as in LO 1 AS 6.1</p> <p>FAT+ WRITTEN RUBRIC Learner writes 4/5 sentences, using words from the story as in LO 1 AS 6.1</p>
* uses nouns, pronouns (I, you, she, he, etc.) and prepositions correctly			<p>learner is able to use capital letters, full stops and question marks correctly</p>
* uses simple present and past tenses correctly			
4. Works with texts:			
* sequences text (eg. by using words like 'then', and 'next' in a recount)			<p>Learner must be able to relay in sequence 5 facts/sentences using words like "then" & "next"</p>
* talks about texts (eg. stories) using terms like 'beginning', 'middle', and 'end'.	Learner can tell how the story starts and ends	Learner can tell how the story starts & ends & is able to relate to the events from the middle of the story	Learner is able to retell a short story in the correct sequence
* sequences text (eg. by using words like 'then', and 'next' in a recount)			
* talks about texts (eg. stories) using terms like 'beginning', 'middle', and 'end'.			
5. Develops critical language awareness:			
* recognizes the difference between language used in the classroom (eg. at news time) & when playing with friends	Focus falls on greetings, general courtesy towards educators and peers	More informal usage of language towards peers in a playful situation/environment	
* recognizes the difference between			

ATTAINMENT TARGETS

LEARNING PROGRAM: LITERACY: ENGLISH HOME LANGUAGE: GRADE 1: ATTAINMENT TARGETS				
ASSESSMENT STANDARDS	TERM 1	TERM 2	TERM 3	TERM 4
<p>language used in the classroom (eg. at news time) and when playing with friends</p> <p>* explores why different language is used in different contexts</p>	<p>Learner understands how language differs when used in songs or rhymes & short stories</p>	<p>Poems, riddles, jokes and longer stories</p>	<p>Advertisements, road signs, books with short captions</p>	<p>Magazines, food packaging, menu's, comic books</p>
<p>* Uses meta-language (terms such as sentence, capital letter, full stop, dictionary)</p>	<p>Learner must be able to use basic terminology in Numeracy and Literacy</p>	<p>√</p>	<p>√</p>	<p>√ Learner is able to use proper terminology in Numeracy and Literacy</p>

FORMAL ASSESSMENT TASKS

LITERACY: HOME LANGUAGE: GRADE 1

TERM 1						
LO	AS	FAT	Attainment Target	Activities	Forms	Tools
LO 1 AS 1	Listens to instructions and responds appropriately	1	Learner must be able to follow short, simple instructions	Listens to a story. Folds page in 2 and draws a picture with beginning and end of story.	Written: drawing	RUBRIC 4 Drew lots of detail- more than necessary 3 Enough detail to show understanding of story 2 Learner has to explain drawing, drawings unclear 1 No comprehension of story
LO 2 AS 1	Talks about personal experiences, feelings and news	2	Learner communicates easily and clearly about own experiences so that everyone can understand Can use at least 2 full sentences	Tells weekend news about family	Orally	RUBRIC 4 Very spontaneous, good vocabulary and sentence structure 3 Fairly spontaneous with fairly good use of language 2 Needs encouragement 1 Does not participate in discussion or only answers "yes" or "no"
LO 3 AS 1.2	Use illustrations to interpret the meaning of the story and tell the story	3	Learner is able to retell the story logically with the help of a picture/drawing	Educator provides picture or book without words. Learner tells the story.	Orally	RUBRIC 4 Tells story with ease and lots of detail 3 Tells story with fair ease and enough detail. 2 Tells only parts of story and little detail 1 Gives little or wrong information of picture/book
LO 3 AS 4.1	Reads simple written materials (labels, stories etc.) for different purposes	3	Able to match and read names of peers, colours, class labels eg. door, window, shapes, number names etc.	Learner reads and matches up names, colours, class labels etc. ...	Orally and practical	RUBRIC 4 Reads and matches up with great ease 3 Reads and matches up with fair ease 2 Takes longer and can only do some 1 Unable to do the most
LO 3 AS 5.1	Recognizes and names letters of the alphabet	3	Learner is able to identify individual letter names and say the sound (consonants and vowels)	-Flash acquired sounds - Work sheet – Filling in beginning sound Pictures as guidance	Orally/Write n activity	RUBRIC 4 Recognizes and writes correctly without reversals 3 Recognizes and writes most correctly 2 Recognizes less than half of the sounds 1 Can identify only a few sounds

FORMAL ASSESSMENT TASKS

TERM 1

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
LO 3 AS 5.10	Recognizes some high-frequency sight words	3	Learner is able to read familiar and unfamiliar words and high frequency words in environment eg. advertisements, sign boards, food packaging	Flashes sight words	Orally	RUBRIC 4 Recognizes all sight words quickly 3 Knows all words without sounding it out 2 Slow reader – must sound it out 1 Unable to recognize most sight words
LO 4 AS 1.1 1.2 1.3	Manipulates writing tools like crayons and pencils effectively Develops letter formation And handwriting skills, drawing patterns, tracing and copying words Forms letters of the alphabet successfully	4	Learners write with thick crayons and use correct pencil grip. Blank pages and free writing. Learner is able to trace and copy patterns (4writing patterns) write single letters (most letters of alphabet) and numerals (0-9), copy single words and write own names Learner is able to copy acquired patterns, letters, numbers and words correctly from blackboard	Writing lesson on blackboard on acquired patterns, letters and numbers (See LO3 AS5.1)	Written activity	RUBRIC 4 Correct letter formation 3 Mostly correct letter formation 2 Experiencing difficulty with letter formation – spacing needs attention 1 Illegible
LO 1 AS 6.1	Distinguishes between different phonemes, especially at the beginning of words	4	Learner is able to distinguish between the beginning and end of 3 letter words Eg. "sun" = s Eg. "cat" = t	Educator flashes pictures and learner must identify beginning and end sound	Written activity	RUBRIC 4 Is able to identify it quickly and correctly 3 Is able to identify all 2 Is able to identify only some - hesitantly 1 Auditive problems and experiencing difficulty with identifying sounds

FORMAL ASSESSMENT TASKS

TERM2

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
LO 1 AS 3.5	Puts pictures in right sequence and matches captions with pictures	1	Learner is able to place at least 3 pictures in sequence and match captions	Educator tells story and learners pack out 4 pictures in correct sequence	practical, build, pack out Orally	RUBRIC 4 Place pictures and sentences in correct sequence 3 Mostly correct 2 Needs assistance with packing out 1 Is unable to do anything
LO 1 AS3.6	Answers open questions about the story	1	Learner is able to answer in simple full sentences	Educator tells story and asks open questions Eg. "What would you do if....", "How would you feel....", "What do you think....."		CHECKLIST – is able /is unable (to answer questions)
LO 1 AS 6.1	Distinguishes between different phonemes (middle sounds)	2	Recognizes middle sounds of 3 letter words Eg. "sun" = u	Educator says 3 letter words with/without picture. Learner says middle sound	Orally	RUBRIC 4 Is able to do it quickly and correctly 3 Is able to identify all 2 Is able to identify only some 1 Additive problems and experiencing difficulty with identifying sounds
LO 3 AS 5.1	Recognizes and names letters of the alphabet	3	Learner is able to identify a letter name and say the sound in a word eg. fire	- Flash acquired sounds - Worksheet where learner must fill in omitted sound Pictures as clues	Orally/Written activity	RUBRIC 4 Recognizes and writes all correctly without reversals 3 Recognizes and writes most correctly 2 Recognizes less than half of the sounds 1 Is able to identify very few of the sounds
LO 4 AS 1.2 1.3 AS 5.1	Develops letter formation and handwriting skills, patterns and copying of words and sentences Uses letters to form single words and short sentences	3 3	Learner is able to use letters to form words and to write short sentences with spacing for easier reading With increasing ease, speed and legibility	Writing lesson on blackboard on acquired patterns; letters; words and sentences	Written activity	RUBRIC 4 Correct letter formation 3 Mostly correct letter formation 2 Experiencing difficulty with letter formation, spacing needs attention 1 Illegible
LO 2 AS 6	Recounts in sequel personal experiences	4	Learner is able to retell a class activity/experience in the correct sequence eg. "I am making" Must be able to retell at least 3 steps in sequence	Tells own experiences eg. outing, or do-it-yourself activity in sequence. Motivate learners to expand their thoughts	Orally	RUBRIC 4 Very spontaneous and expanded in sequence 3 Fairly in sequence 2 Needs motivation 1 Poor and unwilling participation with mixed-up sequencing

FORMAL ASSESSMENT TASKS

TERM2

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
LO 3 AS 4.1	Reads simple written materials (labels, stories, etc.) for different purposes	4	Learner is able to read weather chart, class rules, sight words and books with simple, short text	Learner reads weather chart, class rules and books with short sentences. Starts to build sentences with individual words	Orally /Practical	RUBRIC 4 Reads and builds sentences easily 3 Reads and builds sentences fairly easily 2 Takes longer and can only do some 1 Unable to do most
LO 3 AS 5.10	Recognizes some high-frequency sight words/sight words	4	Learner is able to read familiar and unfamiliar words. Learner is able to read up to 20 high frequency words incl. his/her own name (refer to incl. high frequency list)	Learner gets a plastic bank bag with acquired, cut up, individual words and builds new sentences with these words (According to Reading series) Reads sentences to Educator	Orally and practical	RUBRIC 4 Recognizes all sight words quickly 3 Recognizes all words without sounding it out 2 Slow reader – must sound out words 1 Unable to recognize most sight words

FORMAL ASSESSMENT TASKS

TERM3

LO	AS	FA T	Attainment Target	Activities	Forms	Tools
LO 1 AS 3.1	Listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures and shows understanding	1	Learner is able to listen for the main idea and important details (characters, events, where it happened) in a story and communicate back the correct sequence of the story	Educator reads story eg. "Klara Majola" and learners retell story in correct sequence	Orally	RUBRIC 4 Facts correct and good use of language 3 Facts fairly correct and fairly good use of language 2 Facts and sequence not correct. Needs encouragement by means of question 1 Demonstrates no comprehension of story
LO 2 AS 7	Tells a familiar short story that has a beginning, middle and ending using pictures for support if necessary	1				
LO 1	Develops phonic awareness	1		Listens to words given by Educator and recognizes the middle vowel		RUBRIC 4 Is able to do it quickly and correctly 3 Is able to identify all
AS 6.1	Distinguishes between different phonemes, especially at the beginning and end of words	1	Learner is able to identify double sounds (vowel diagraphs) in words eg. ee, oo, ou etc	Place double vowel diagraphs on given pictures	Oral/Practical	2 Able to identify some - hesitantly 1 Problems and experiencing difficulty with identifying phonics and words
LO 3 AS 4.1	Recognizes letters and words and makes meaning of written texts Reads simple written labels	1	Learner is able to read weather chart, class rules, sight words and books with simple, short text	Learners place given words on given picture (the same words as mentioned above)		
LO 4 AS 5	Writes so that others can understand	1	Learner is able to write short sentences with spacing for easier reading	Educator asks words from story and learner must write sentences in the "roof" of the hut	Written activity	RUBRIC 4 Spells all asked words correctly 3 Spells most words correctly 2 Spells only a few correctly 1 Unable to spell the words
LO 6 AS 2.2	Works with words Spells some familiar words correctly	1	With increasing ease, speed and legibility			
LO 6 AS 3.2	Works with sentences Uses punctuation – capital letters and full stops	1	Learner is able to write 3-5 sentences using correct punctuation (capital letter, question mark and full stop) using nouns and prepositions, using words from the story as in LO 1 AS 6.1	On above mentioned worksheet, learner must write 4/5 sentences with words that are given in the "roof"	Written activity	RUBRIC 4 Correct sentence structure, spelling, punctuation and spacing 3 Fairly correct sentence structure, spelling, punctuation and spacing 2 Poor sentence structure and needs guidance 1 Unable to write sentences

FORMAL ASSESSMENT TASKS

TERM3

LO	AS	FA T	Attainment Target	Activities	Forms	Tools
LO 3 AS 5.1	Recognizes and names letters of the alphabet	2	Learner is able to find/identify and say several letter names/sounds in a short written piece eg. find all the b's,k's, w's etc.	Examples: *Place jumbled Letters in correct sequence to make a word eg. adim = dam *Give sentences with 2 optional words of which 1 correct word must be selected eg. I see a (fat,fet) man. *Give 5 words and 3 sentences. Learners select correct words to fill in	Written activity	RUBRIC 4 Recognizes and writes all correctly – no reversals 3 Recognizes and writes most correctly 2 Recognizes less than half 1 Unable to identify most
LO 3 AS 4.1	Reads simple written materials (labels, stories, etc.) for different purposes	3	Learner is able to read weather chart, class rules, sight words and books with simple, short text	<u>Do unprepared reading:</u> Use reading cards with familiar and unfamiliar words in order for learners to use word decoding skills	Orally	RUBRIC 4 Reads cards quickly and very easily 3 Reads cards fairly easily 2 Often makes use of decoding skills to read 1 Recognizes few words and unable to apply knowledge of phonics
LO 3 AS 5.10	Recognizes some high frequency words/sight words		Learner is able to read familiar and unfamiliar words and up to 30 high frequency words contained in the reading series (if applicable)			
LO 4 AS 3.2	Writes simple labels or captions for drawings	4	Learner is able to write simple, meaningful words/phrases or sentences (1-3) about a drawing/pictures	*Learner is given a picture eg. a farm with animals on. Must write labels and more or less 2 sentences on given picture * Draws own news and writes labels	Written activity	RUBRIC 4 Is able to write logical sentences 3 Is able to write simple words/phrases/sentences 2 Able to write only words 1 Writes illegibly and only individual letters
LO 4 AS 5.1	Uses letters to form single words and short sentences	4	Learner is able to write short sentences with spacing for easier reading With increasing ease, speed and legibility			

FORMAL ASSESSMENT TASKS

TERM3

LO	AS	FAT	Attainment Target	Activities	Forms	Tools																									
LO 5 AS 3.4	Solves picture and word puzzles	4	Learner is able to find words in a word puzzle (simple word searches/crosswords)	<p>Graph is given and learners must find given words and colour them in on word puzzle eg. bus, bad, sit, man, hot etc.</p> <table border="1" style="display: inline-table; margin-left: 20px;"> <tr><td>x</td><td>b</td><td>u</td><td>s</td><td>s</td></tr> <tr><td>k</td><td>a</td><td>m</td><td>i</td><td>n</td></tr> <tr><td>j</td><td>d</td><td>a</td><td>t</td><td>e</td></tr> <tr><td>l</td><td>h</td><td>n</td><td>p</td><td>t</td></tr> <tr><td>h</td><td>o</td><td>t</td><td>z</td><td>w</td></tr> </table>	x	b	u	s	s	k	a	m	i	n	j	d	a	t	e	l	h	n	p	t	h	o	t	z	w	Written activity: Worksheet	<p>RUBRIC</p> <p>4 Carries out instruction correctly and finds all words easily</p> <p>3 Carries out instruction correctly and finds most words</p> <p>2 Unable to find most words</p> <p>1 Did not understand instruction and unable to find any words</p>
x	b	u	s	s																											
k	a	m	i	n																											
j	d	a	t	e																											
l	h	n	p	t																											
h	o	t	z	w																											

FORMAL ASSESSMENT TASKS

TERM 4

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
LO 1 AS 3.4	Draws a picture of the story and writes a few words about it	1	Learner is able to demonstrate comprehension by drawing a picture and writing a few sentences	Educator reads story, learners draw a picture that represents the story and that demonstrates their comprehension of story	Written activity	RUBRIC 4 Learner has listened with comprehension 3 Listened with comprehension 2 Shows little comprehension of story 1 Shows no comprehension of story
LO 4 AS 5.4	Writes own sentences with the support of a writing frame (words on the board)	1	Learner is able to write and read comprehensible sentences with correct spacing using reference aids	Learner writes sentences with the help of key words on the board on a given topic	Written activity	RUBRIC 4 Good sentences with correct spacing, capital letters and full stop at end of sentence 3 Can write sentences with most correct punctuation 2 Word order jumbled, but understandable 1 Sentences make no sense – no punctuation
LO 4 AS 5.5	Starts to use basic punctuation (capital letters and full stops)	1	Learner is able to write comprehensible sentences with correct spacing and punctuation (Capital letter and full stop) and then read it			
LO 3 AS 4.3	Uses phonics and word recog. Skills to decode new or unfamiliar words in context	2	Able to sound and read 75-100 words	Learner reads an unprepared piece- simple books with little text	Orally	RUBRIC 4 Reads very fluently with comprehension 3 Reads fairly fluently with comprehension Reads word for word with little comprehension 1 Struggles a lot to read words, no comprehension
AS 5.10	Recognises some high frequency sight words	2	Learner is able to read familiar and unfamiliar words and high frequency words in written text for eg. books, magazines, comic books			
LO 2 AS 4	Uses language imaginatively for fun ad fantasy	3	Learner is able to do role play using imaginative language and voice control with the help of masks, costumes etc.	*Learners wear masks and plays the character *Telephone conversations *Dramatizing a short and simple story	Practical / Role play	RUBRIC 4 Very good use of language and voice tone and good role play 3 Good use of language and voice tone and role play 2 Poor vocabulary and participation 1 No participation

FORMAL ASSESSMENT TASKS

TERM 4

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
LO 4 AS 6.3	Attempts to spell unfamiliar words using knowledge of phonics	3	Learner is able to write new words using knowledge of phonics – more than 5 letters	Learners write a phonics test with a few challenging words from eg. their reading series or word combinations like shoe+string=shoestring	Written	RUBRIC 4 Can spell all combinations and given words from reading series correctly 3 Can spell most combinations and words from reading series correctly 2 Struggles to write words 1 Can not write any words
LO 1 AS 6	Distinguishes between different phonemes, especially at the beginning and end of words and rhyming words	4	Learner is able to identify the double sounds (vowel diagraphs) in words eg. ee oo ou etc.	*Educator reads sentences and learners add rhyming words eg. I see a cat It sits on the *Reads words with double consonants and learners writes it down	Orally/Written	RUBRIC 4 Can hear, say and write down words with ease 3 Can hear, say and write down words fairly easily 2 Learner needs repeating and help 1 Poor auditory discrimination and is unable to hear, say or write down any words
LO 5 AS 4.1	Processes information: organizes info in simple graphical forms such as a chart, timeline etc. See LO 4 AS 3	4	Learner is able to find words in a word puzzle (simple word searches/crosswords)	Count sounds/words that look the same in a reading piece and write on a graph	Written Worksheet/Prcti cal	RUBRIC 4 Can process all info and fill it in on a graph with ease 3 Can process and fill in the info on a graph fairly easily 2 Needs help 1 Is unable to do it at all
LO 6 AS 3.1	Writes simple sentences on a specific topic	4	Learner is able to writ 5-8 sentences on a topic that was discussed or write a simple story on a given topic	Write a story on a given topic that was previously discussed or write a story on a picture	Written activity	RUBRIC 4 Writes logical sentences correctly with correct punctuation 3 Writes sentences with punctuation mostly correct 2 Sentences are understandable but rather jumbled up 1 Unable to formulate thoughts and to write it down

**SUMMARY OF FORMAL ASSESSMENT TASKS
HOME LANGUAGE GRADE 1**

TASK 1	TASK 2	TASK 3	TASK 4
FIRST TERM			
			LO 4 AS 1.1
LO 1 AS 1	LO 2 AS 1	LO 3 AS 1.2	AS 1.2
		AS 4.1	AS 1.3
		AS 5.1	LO 1 AS 6.1
		AS 5.10	
SECOND TERM			
LO 1 AS 3.5	LO 1 AS 6.1	LO 3 AS 5.1	LO 2 AS 6
LO 1 AS 3.6		LO 4 AS 1.2	LO 3 AS 4.1
		AS 1.3	AS 5.7
		AS 5.1	
THIRD TERM			
LO 1 AS 3.1	LO 3 AS 5.1	LO 3 AS 4.1	LO 4 AS 3.2
AS 6.1			LO 4 AS 5.1
LO 2 AS 7		AS 5.10	LO 5 AS 3.4
LO 3 AS 4.1			LO 5 AS 4.1
LO 4 AS 5			
LO 6 AS 2.2			
LO 6 AS 3.2			
FOURTH TERM			
LO 1 AS 3.4	LO 3 AS 4.3	LO 2 AS 4	LO 1 AS 6
LO 4 AS 5.4	AS 5.10	LO 4 AS 6.3	LO 5 AS 4.1
AS 5.5		LO 6 AS 3.2	LO 6 AS 3.1

Exemplar of a Formal Assessment Task 1 HL (Exemplar)

Gr.1

Term 3

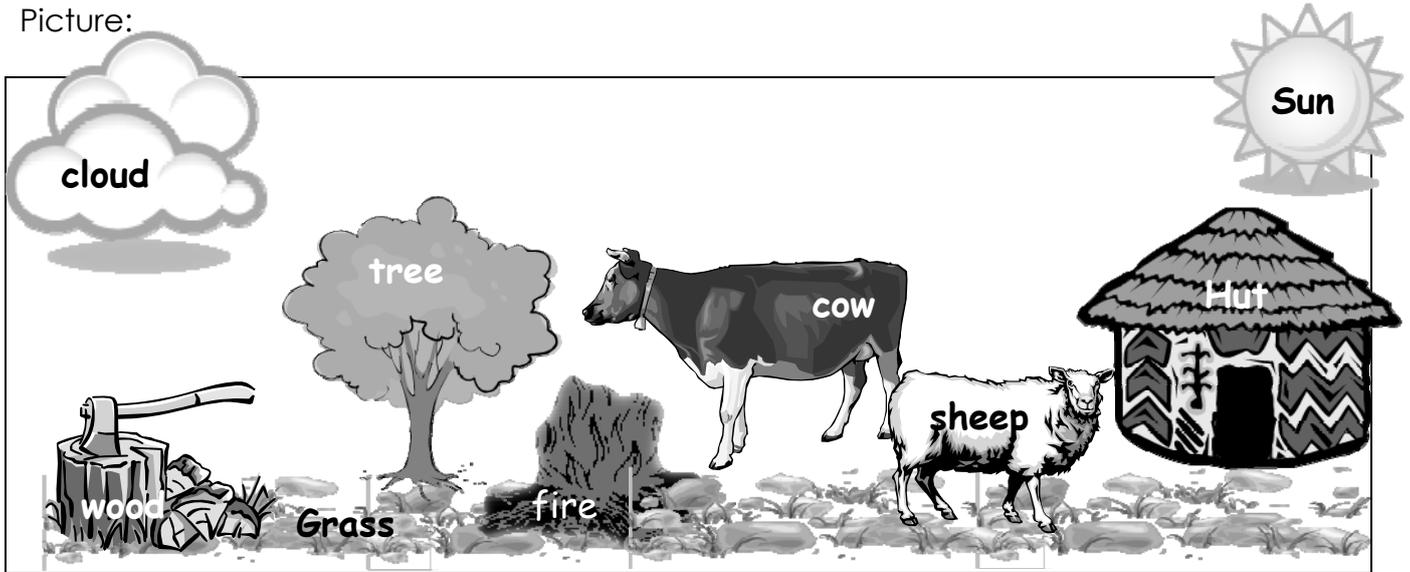
Name:

LO 1 AS 3:

Listens with enjoyment to short story (eg Klara Majola)

Read story to learners with picture

Picture:



LO 1 AS 6.1

Develop phonic awareness

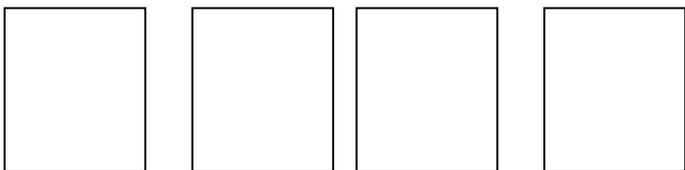
Learners get bank bags with sounds already being taught.

Match sounds to picture.

cl	tr
gr	sh

LO 2 AS 7

Tells familiar short story with beginning, middle and end using pictures



LO 3 AS 4.1

Makes meaning of written text

Learners get bank bags with words to match to pictures

LO 4 AS 5

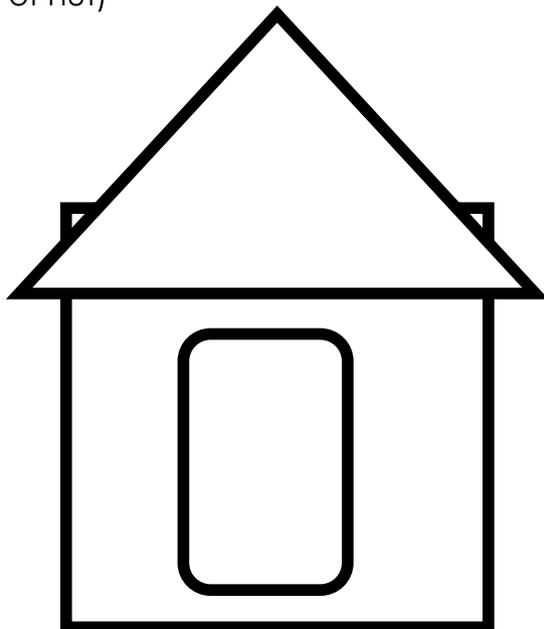
Writes so that others can understand using letters to form words

LO 6 AS 2.2

Spells some familiar words correctly

Each learner gets a Photostatted hut (Klara Majola's hut)

Teacher asks certain words which they matched earlier to write as a spelling test. (Words to be written in roof of hut)



LO 6 AS 3.1, 3.2

Work with sentences

Write simple sentences in hut

**ASSESSMENT PROGRAMME
FOUNDATION PHASE**

LEARNING PROGRAMME: LITERACY

GRADE: 1

YEAR:

EDUCATOR:

TERM		ONE	TWO	THREE	FOUR
TASK ONE	FOCUS	LISTEN AND RESPOND (story)	LISTEN AND COMPREHENDS (STORY)	LISTENING/ SPEAKING/ READING/ WRITING	LISTENING AND WRITING
	LA ; LO : AS	LO1 AS 1	LO1 AS 3.5.3.6	LO1 AS3.1; AS6.1; LO2 AS7; LO3 AS4.1; LO4 AS5; LO6 AS2.2; AS3.2	LO 1 AS 3.4; LO 4 AS 5; AS 5.5
	ACTIVITIES	Draw picture in 2 Parts (beginning and end of story)	Listen to a story and sequence 4 pictures	Listen and tell in sequence/match double sounds to pictures Match and write words with double sounds Write sentences with above words	Listen, draw and write story Use key words to write sentences using correct punctuation and capital letters
TASK TWO	FOCUS	SPEAKING	AUDITORY DISCRIMINATION SINGLE MIDDLE SOUNDS	SOUND RECOGNITION/WORD RECOGNITION	READING
	LA ; LO : AS	LO 2 AS1	LO 1 AS 6.1	LO3 AS 5.1	LO 3 AS4.3; AS5.10
	ACTIVITIES	Tell news	Identify middle sounds Only 3-letter-words with vowels	Jumbled sounds to make words Worksheet: Choose correct words	Read unprepared books on learners level
TASK THREE	FOCUS	MAKE MEANING OF VISUAL CLUES "READ" AND MATCH LABELS	VISUAL DISCRIMINATION OF SOUNDS WRITING: LETTERS AND SPACING	READING (known/unknown words)	ROLEPLAY AND SPEAK/ WRITING
	LA ; LO : AS	LO 3 AS 1.2; 4.1; 5.1; 5.7	LO 3 AS 5.1; LO 4 AS 1.2;1.3; AS 5.1	LO3 AS 4.1; AS5.10	LO2 AS4; AS 6.3
	ACTIVITIES	Tell story from pictures. "Read" and Match names and colour labels Flash phonics taught	Flash/ fill in sounds Writing lesson: add words and sentence	Read unprepared cards Read flash cards Read flash cards of sight words	Dramatize with masks Telephone conversation Spelling test (add compound words)
TASK FOUR	FOCUS	WRITING AND AUDITORY DISCRIMINATION	INCIDENTAL READING AND SPEAKING(Sequence)	WRITING: WORDS AND SENTENCES WORD SEARCH IN WORD PUZZLE	LISTENING/ THINKING/ LANGUAGE USE
	LA ; LO : AS	LO4 AS 1.1.1.2.1.3; LO1 AS 6.1	LO3 AS4.1; LO3 AS 5.7; LO2 AS6	LO4 AS3.2; AS 5.1; LO5 AS 3.4	LO1 AS6; LO5 AS4.1; LO6 AS3.1
	ACTIVITIES	writing lesson from blackboard patterns, numbers and letters Identify beginning- and end sounds	Read rules, short text and weather chart Build and read sentence with loose words Tell experience in sequence	Write words next to picture Draw and write news Identify 3-sounds on puzzle	Identify and write rhyme words Spelling test: double sounds Compile graph of similar words from the text Write story using picture as a clue

HIGH FREQUENCY WORDS

The first 12 key words make up one quarter of those words we read and write. These three sections show 100 key words that make up one half of those in common use.

The next 20 key words

The first 12 words

a	and	he	in	is	it	of	that	the	to	was	I
---	-----	----	----	----	----	----	------	-----	----	-----	---

all	as	at	be	but	are
for	had	have	him	his	not
on	one	said	so	you	we
with	you	they			

68 more key words

about	an	back	been	before	big
call	came	can	come	could	did
do	down	first	from	get	go
has	her	here	if	into	just
like	little	look	made	make	me
more	much	must	my	no	new
now	off	only	or	our	over
other	out	right	see	she	old
same	their	them	then	there	this
two	up	want	well	went	who
were	what	when	where	which	will
your					

Does your child KNOW these words? They are vital in mastering the skill of reading.