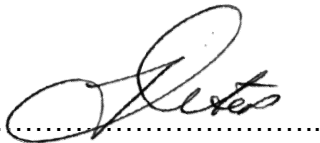


## Foreword

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	llingelethu 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. Kalatile	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 Lingfelder	Sunridge Primary	Port Elizabeth

Ms H Niemand  
Ms A van Wyk  
Ms B Nkqayi  
Ms N Mjekula  
Ms N Mjekula  
Ms B Noqha  
Ms V Tyabula

Sunridge Primary  
Newton Park Primary  
Melumzi Primary  
James Ntungwana Prim  
C.W. Hendickse Primary  
Mahliwane  
Zidlekhaya

Port Elizabeth  
Port Elizabeth  
Uitenhage  
Uitenhage  
Uitenhage  
Butterworth  
Butterworth

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Ms N.F. Ningiza  
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Mr P. Potgieter  
Mr M. Mey  
Ms F. Sibeko  
Ms Z.A. Twalo  
Ms E.M. Basson  
Mr P. De Villiers

Newton Park Primary  
Sunridge Primary  
Nozizwe Jun Primary  
James Ntungwana  
Zikweni J.P  
Nontuthuzelo Prim.  
C. W. Hendrickse  
Mzamomhle J.S.S.  
Haphama S.P.S.  
Diaz Primary  
Moregrove Primary  
Mount Pleasant Primary  
Melumzi Primary  
Esezizwe Jun Primar  
College Hill Preparatory  
CES: Curriculum

Port Elizabeth  
Port Elizabeth  
Uitenhage  
Uitenhage  
King Williams Town  
East London  
Uitenhage  
Butterworth  
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Port Elizabeth  
Port Elizabeth  
Port Elizabeth  
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Uitenhage  
Graaff – Reinet

Grade 2 Learners from Laerskool Grens

East London



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# 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

<b>AS2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker and taking turns to speak.</b>	✓ To try and sit still and listen without interrupting.  FAT 1,3 OBSERVATION	✓ To sit still and to listen without interrupting.	✓ To put up their hand and wait for their turn.  FAT 1	✓ To sit still without interrupting and fidgeting.
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FAT 1,3 indicates that AS 2 of Listening LO1 is assessed for the 1<sup>st</sup> and the 3<sup>rd</sup> 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.

## **5. HIGH FREQUENCY WORDS GRADE 1 - 3**

## **6. 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 )

## **5. 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>



**LEARNER ATTAINMENT TARGETS - LO 1: Listening HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>AS1: Listens attentively for a longer period ( with extended concentration span) and responds to an extended sequence of instructions</b>	<p>✓ Can follow and respond to 3 instructions</p> <p>FAT3 Practical demonstration Assess informally Throughout term and assess observations formally against a rubric</p>	<p>✓ Can follow and respond to 4 instructions</p> <p>FAT 3 Practical demonstration Assess informally Throughout term and assess observations formally against a rubric</p>	<p>✓ Can follow and respond 5 instructions</p> <p>FAT 3 Practical demonstration Assess informally Throughout term and assess observations formally against a rubric</p>	<p>✓ Can follow and respond 5 instructions</p> <p>FAT 3 Practical demonstration Assess informally Throughout term and assess observations formally against a rubric</p>
<b>AS2: Demonstrates appropriate listening behaviour by showing respect for speaker, taking turns to speak, and asking questions for clarification, and commenting on what has been heard, if appropriate</b>	<p>✓ Learners must be able to show respect for speaker by making eye contact and puts up hand and waits to be asked Asks questions for clarification.</p> <p>FAT 3 Practical demonstration Assess informally Throughout term and assess observations formally against a rubric (same as above)</p>	<p>✓ Learners must be able to sit without fidgeting and asking questions for clarification.</p> <p>FAT 3 Practical demonstration Assess informally Throughout term and assess observations formally against a rubric (same as above)</p>	<p>✓ Learners must be able to comment on what they have heard.</p> <p>FAT 3 Practical demonstration Assess informally Throughout term and assess observations formally against a rubric (same as above)</p>	<p>✓ Learners must be able to show respect for the speaker by making eye contact and putting up hand and waits to be asked. Asking questions for clarifications, comment on what they have heard. Assess all of previous</p> <p>FAT 3 Practical demonstration Assess informally Throughout term and assess observations formally against a rubric (same as above)</p>

**LEARNER ATTAINMENT TARGETS - LO 1: Listening HL**

	Term 1	Term 2	Term 3	Term 4
<b>AS 3: Listens with enjoyment to stories, poems, songs and other</b>				
a) listens for the topic or main ideas	✓ Learners listen to a poem, song or story . Discuss what the poem, song or story is about. Discuss the main idea (message)	✓	✓	✓
b)listens for details		✓ Answers questions based on content e.g. names of characters, e.g. what happened to the main idea? Where did it happen? When? ,	✓ Answers questions based on content e.g. names of characters, FAT 1,3 On worksheet. Learners circle the correct answer. Choose out of 5 possibilities Written response. Teacher assesses using a rubric	✓
c) predicts what will happen			✓ Higher order questions, why, how, what if, what do you think  FAT 1,3 Learners predict what will happen.	✓ Higher order questions, why, how, what if, what do you think

**LEARNER ATTAINMENT TARGETS - LO 1: Listening HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
d) communicates back a sequence of events or ideas in the oral text	✓ FAT 3 Responses of the learners.  Practical demonstration and oral response. Each learner has a set of cards/sentences which they pack out in sequence. Rubric			
e) answers questions about the oral text	✓ Answer lower level questions who, what, where, when			
f) express feelings about the oral text giving reasons	✓ Thumbs up/thumbs down. Use own facial expressions			
g) works out cause and effect in the oral text				✓ Learners listen to a scenario from more complex text and then predict the cause and effect
<b>AS4: Listens, enjoys and responds appropriately to riddles and jokes.</b>			✓ Teacher asks riddle or tells a joke, learners respond	✓ Learners bring a riddle/joke and share with rest of class
<b>AS5: Listens to a speaker the learner cannot see (e.g. on the telephone) and responds to questions and instructions.</b>	✓ Use a tape recorder. Learners must complete 3 instructions that they have heard.	✓ Learners listen to the radio/telephone conversation working in pairs. Work in pairs. Ask each other questions on the content of the content of what they have heard.	✓ Learners follow instruction. Learners respond to questions and respond to questions. Learners listen to a story. They complete a true/false worksheet	✓ Learners follow instruction. Learners respond to questions and respond to questions. Learners listen to a story. They complete a true/false worksheet.

**LEARNER ATTAINMENT TARGETS - LO2: Speaking HL**

	Term 1	Term 2	Term 3	Term 4
<b>AS 1: Recounts personal experiences and more general news events.</b>	✓ Personal news. Short and simple sentences.  FAT 1, 3 Oral response Learners tell personal news. Teacher assesses against a rubric	✓ Personal news and teacher directed positive general news (newspaper cuttings, TV. ) Adjust to suit experiences of learners  FAT 1 Learners tell personal news. Oral response Teacher assesses against a rubric	✓ Personal news: General news: Learners bring article to show and tell.  FAT 1,3 Learners bring article to show and tell. Oral response Teacher assessment using a rubric	✓ Personal news: General news: Learners bring articles to show and tell.
<b>AS 2: Uses language imaginatively for fun and fantasy (e.g. telling jokes and riddles, playing word games, and making up own rhymes).</b>	✓ Play riddle games, initially teacher directed, e.g. <b>Read my mind: I am thinking of something. It is a fruit. It is round. It is sweet and juicy and crunchy. What am I thinking of?</b> <b>An apple</b>	✓ Play riddle games, Learners make up the riddle. (see term 1 for example)	✓ Play word games. (At first teacher directed.) e.g. <b>30 seconds:</b> 4 picture cards with objects. A selected learner tries to describe the objects to the class within a given time. i.e. <b>30 seconds</b> without naming the object on the card. The rest of the class tries to guess the answers. <b>20 questions:</b> Learner has an object in a bag. The class tries to guess what the object is by asking question, e.g. can you eat it? Is it made from glass? etc. The learner with the object may only answer yes or no. Class has to guess the answer within <b>20 questions.</b>	✓ Learner brings and tells a riddle/joke to the class.  Make up own rhymes, using rhyming words. e.g. White, white don't fight. Pink, pink, your shoes stink.

**LEARNER ATTAINMENT TARGETS - LO2: Speaking HL**

	Term 1	Term 2	Term 3	Term 4
<b>AS 3: Creates and tells simple stories with a beginning, middle and ending, using descriptive language, and avoiding repetition.</b>			✓ Initially teacher directed: Teacher starts telling a story, e.g. Long, long ago in a deep dark wood there lived a ..... Learners take turns in adding phrases to the story Learners create and tell the middle and end of the story.	✓ As in previous term, but learners work in small groups and make up their own stories with the beginning, middle and end using descriptive words e.g. naughty boy, pretty face etc. . (Can give them a written frame/pictures to help them)
<b>AS 4: Contributes to class and group discussions:</b>				
(a) initiates topics in group discussions (see LO1 AS3(a))	✓ Brainstorm Topic for the poem	✓ Brainstorm Topic for the song	✓ Brainstorm Topic for the story	✓ Brainstorm Topic for the story
b) takes turns and asks relevant questions			✓ Covered in LO2 AS 2 and 3 ( term 3, 4)	✓ Covered in LO2 AS 2 and 3 ( term 3, 4)
c) suggests and elaborates ideas	✓ Working as whole class elaborate on ideas from brainstorming activity	✓ Working in small groups elaborates on ideas from brainstorming activity	✓ FAT 1 Each learner chooses a card with a written scenario on it. The learner reads it and explains what the cause of the scenario is and what the effect would be, e.g.	✓ Teacher sketches a scene and poses a problem. (e.g What would you do if you caught your friend writing rude words on the toilet wall) Working in groups learners suggest solutions and elaborate on given ideas.

**LEARNER ATTAINMENT TARGETS - LO2: Speaking HL**

	Term 1	Term 2	Term 3	Term 4
			<p>You came home and saw that a window was broken.</p> <p>Teacher assesses the logic and thought processes given by the learner.</p>	
d) shows sensitivity to the rights and feelings of others			<p>✓</p> <p>Discussion and questions based on real life stories read. Learners describe how the characters felt and how they would respond in the same situation</p>	<p>✓</p> <p>Discussion and questions based on real life stories read. Learners describe how the characters felt and how they would respond in the same situation</p>
e) reports back on group's work		<p>✓</p> <p>Reports back on ideas generated during brainstorming activity</p>	<p>✓</p> <p>Reports back on ideas on solutions Covered in LO2 AS 4c ( term 3, 4)</p>	<p>✓</p> <p>Reports back on ideas on solutions Covered in LO2 AS 4c ( term 3, 4)</p>
f) asks questions for clarity and information				<p>✓</p> <p>Interviews with people from the community and guest speakers to the school. Learners prepare and discuss questions in advance.</p>
g) answers questions and gives reasons for answers		<p>✓</p> <p>Learners respond to higher order questions posed after listening to a</p>	<p>✓</p> <p>Learners respond to higher order questions posed after listening to a</p>	<p>✓</p> <p>Learners respond to higher order questions posed after listening to a</p>

LEARNER ATTAINMENT TARGETS - LO2: Speaking HL				
	Term 1	Term 2	Term 3	Term 4
		story/lesson giving reasons for their answers, e.g. Why do you think.....? What if.....?	story/lesson giving reasons for their answers, e.g. Why do you think.....? What if.....?	story/lesson giving reasons for their answers, e.g. Why do you think.....? What if.....?
h) Gives constructive feedback to others.		✓ After a learner has presented an oral/read a piece of text, another learner gives feedback, making 3 positive comments.	✓ After a learner has presented an oral/read a piece of text, another learner gives feedback, making 3 positive comments.	✓ After a learner has presented an oral/read a piece of text, another learner gives feedback, making 3 positive comments.
<b>AS 5: Suggests ways of solving problems</b>		✓ Learners come with any solution.	✓ Learners suggest a workable solution.	✓ Learners suggest a workable solution.
<b>AS 6: Uses appropriate language for different purposes (e.g. apologies, invitations) and with different people (e.g. interviews people, role-plays).</b>	Learners tell the class something about themselves e.g. what I look like, my family, my best friend, my pet, my favourite food, t v programme what I like  HINT Mind map of him/herself with pictures of above	✓ FAT 3 Learners act out a scenario based on theme (e.g. apologizing to a friend, interviewing the headmaster of the school, inviting a friend to a party or acting out a story) Practical demonstration/oral response Teacher assessment against a rubric.	✓ Learners act out a scenario based on theme (e.g. apologizing to a friend, interviewing the headmaster of the school, inviting a friend to a party or acting out a story)	✓ FAT 1, 3 Learners prepare an oral on a specific topic (based on theme). Teacher assessment against a rubric.

**LEARNER ATTAINMENT TARGETS - LO2: Speaking HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>AS 7: Uses appropriate volume and intonation (e.g. speaking quietly with a partner in class and more loudly with friends in the playground).</b>	✓ FAT 1, 3 Learner tells news. Recites a poem. Oral response Assess against a rubric	✓ FAT 1,3 Using the above activity assess volume and intonations using a rubric. Oral response Assess against a rubric	✓ FAT 1,3 Using the above activity assess volume and intonations using a rubric.	✓ FAT 1,3 Using the above activity assess volume and intonations using a rubric.



**LEARNER ATTAINMENT TARGETS - LO3: Reading and Viewing HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>AS1: Uses visual cues to make meaning:</b>				
a) predicts from the cover of a book what the story will be about	✓ Show learners the cover of a book. Ask question e.g. what do you think the story is about and why? Hint: Do as part of reading lesson when introducing their new reader	✓ Show learners the cover of a book. Ask question e.g. what do you think the story is about and why? Hint: Do as part of reading lesson when introducing their new reader	✓ Show learners the cover of a book. Ask question e.g. what do you think the story is about and why? Learners can also give a suitable title for the story. Hint: Do as part of reading lesson when introducing their new reader.	✓ Show learners a picture in the book. Ask questions e.g. what do you think has happened? What will happen? And why do you think it did
b) in relation to images, print media and advertising – interprets main message, - identifies purpose, audience and where found				✓ Use magazines. Give a group an advertisement. Learners have to answer the following questions What is the purpose of the advert? What do you understand as the message? Who is the advertisement targeting? Where will it be found?
c) express personal response to print and media images				✓ Use magazines. How do you feel about the message?

**LEARNER ATTAINMENT TARGETS - LO3: Reading and Viewing HL**

	Term 1	Term 2	Term 3	Term 4
<b>AS 2: Makes meaning of written text:</b>				
a) reads story on own or with the teacher <ul style="list-style-type: none"> <li>• Describes the main idea</li> <li>• Identifies key details (main character, sequence of events, setting)</li> <li>• Identifies and discusses cultural values in the story</li> <li>• Identifies cause-effect relations(why something is happening in a story)</li> <li>• Draws conclusions</li> <li>• Expresses whether the story was liked and why.</li> </ul>	✓ Describes the main idea expresses whether the story was liked and why	✓ Identifies key details such as: main idea main characters setting sequence of events	✓ Identifies key details : main idea main characters setting sequence of events cause and effect  FAT 2 Written response Teacher assesses against a rubric. After reading the story, learners complete a work sheet. e.g. The main character in the story was: The dog The cat The little girl Learners choose the correct answer.	✓ Identifies and discusses cultural values in the story Draws conclusions . e.g. How does the context of the story differ from my context e.g. homes, food, festivals
b) reads simple instructions in the classroom	✓ Classroom rules	✓ A minimum of 2 written instructions to complete a task.	✓ A minimum of 3 written instructions to complete a task.	✓ More than 3 written instructions to complete task.

**LEARNER ATTAINMENT TARGETS - LO3: Reading and Viewing HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
c) reads text at more complex level (simple fiction and non-fiction books, simple instructions, invitations and greetings cards, word puzzles, etc.)	✓ Simple fiction books and word puzzles.	✓ Simple fiction books, invitations and greeting cards.	✓ Non fiction, simple fiction word puzzles	✓ non-fiction Invitations Greeting cards.
<b>AS3: Recognises and makes meaning of letters and words in longer texts:</b>				
a) reads with increasing speed and fluency	✓  FAT 2, 4  Learner reads a given text of a 100 words. Practical demonstration: Oral response Teacher assesses against rubric.	✓  FAT 2, 4  Learner reads a given text of 125 words. Practical demonstration: Oral response Teacher assesses against rubric	✓  FAT 2, 4  Learner reads a given text of 175 words. Practical demonstration: Oral response Teacher assesses against rubric	✓  FAT 2, 4  Learner reads a given text of 200 words. . Practical demonstration: Oral response Teacher assesses against rubric
b) reads aloud and uses correct pronunciation and appropriate stress		✓ Punctuation. Lowers voice at full stops.  FAT 2, 4 Oral response Learner reads the same text as above. Practical demonstration: oral response. Teacher assesses using rubric.	✓ Question and exclamation marks: Voice rises. Comma: take a short breath and pause  FAT 2, 4 Learner reads the same text as above. Practical demonstration: Oral response. Rubric	✓ Phrasing and emphasis: <b>He</b> walked to the beach. He walked <b>to the beach</b> .  FAT 2, 4 Learner reads the same text as above. Practical demonstration: Oral response. Rubric

**LEARNER ATTAINMENT TARGETS - LO3: Reading and Viewing HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
c) uses phonic and other word recognition and <b>comprehension skills</b> such as phonics, context clues, and making predictions in order to make sense of text	Learners read a given text of 100 words. . Answers questions by filling in the missing word in a sentence.	✓ FAT 2, 4  Learners read a given text of 125 words. . Answers questions by filling in the missing word in a sentence. Written response Rubric	✓ FAT 2, 4  Learners read a given text of 175 words. . Answers questions and make predictions by filling in phrase in a sentence. Written response Rubric	✓ FAT 2, 4  Learners read a given text. Answers questions in full sentences. Written response Rubric
d) uses self-correcting strategies such as re-reading, pausing and practicing a word before saying it out loud	✓ Learners read a given text by re-reading and practicing a word before saying it loud, pausing and wait for direction from the teacher.	✓ Learners read a given text by re-reading and practicing a word before saying it loud, pausing and wait for direction from the teacher	✓ Learners read a given text by re-reading and practicing a word.	✓ Learners read a given text by re-reading and practicing a word.
<b>AS4 Develops phonic awareness</b>				
a) recognises vowel sounds spelled with two letters (vowel digraphs) (e.g. ea, ee, ay, ai, ar, er, or, ir, ur, ou, oo, oi)	✓ <b>wh</b> when wheel <b>sh</b> ship shop <b>ck</b> duck back <b>hard th</b> - the then them <b>Soft th</b> –thin think ll fill will still ball ss dress stress zz fizz whiz  FAT 2, 4 Learners read flashcards with high-frequency Practical demonstration:		<b>Verb+ing:</b> jumping, diving, running, jogging <b>Verb+ed:</b> jumped, walked, looked <b>ea:</b> sea, read, <b>oa:</b> boat, soap <b>ee;</b> see, green <b>oo:</b> look, room <b>ay:</b> play, stay <b>or:</b> fork, thorn <b>ow;</b> cow, brown <b>ai:</b> nail, snail <b>oi:</b> spoil, boil <b>ar:</b> car, star	✓ <b>ph</b> photo phone elephant  <b>gh</b> tough rough

**LEARNER ATTAINMENT TARGETS - LO3: Reading and Viewing HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	oral response. Teacher assessment using a rubric.		<b>ou:</b> cloud, shout Fairy 'e' a-'e': bake, game, o-'e' rose, home i-'e' five, ride u-'e' tune, huge	
b) recognises single consonants spelled with two letters (consonant digraphs) e.g. wh, th, sh, ph. ll,ss, zz	✓ <b>qu</b> quick quack <b>r blends</b> br bring brush cr crab crash dr drum drop fr frog fresh gr grab green pr pram prick tr trip trap tree  FAT 2,4 Learners read flashcards. Practical demonstration: oral response. Teacher assessment using a rubric.	✓ <b>l blends</b> (bl cl fl gl pl sl) <b>s blends</b> (st sn sm sc sk sw) <b>3 letter blends</b> shr spr scr str squ <b>End blends</b> (ng nd nk mp st)  FAT 2, 4 Learner reads flashcards with words on. Practical demonstration: oral response. Teacher assessment using a rubric.		

**LEARNER ATTAINMENT TARGETS - LO3: Reading and Viewing HL**

	Term 1	Term 2	Term 3	Term 4
c) recognises two-letter and three-letter consonant blends at the beginnings and ends of words (e.g. bl, str, lp, nds)		✓ br- ing str-ing ang ong st- ump st-amp cr-amp sta- <b>ble</b> , sca- <b>lp</b> , <b>strong</b> plurals e.g. ha-nds  FAT 2, 4 Learner reads flashcards with words on. Teacher assessment using a rubric.		
d) recognizes the first sounds (onset) and last syllable (rime) in more complex patterns (e.g. dr-eam, cr-eam, stre-eam, scr-eam)			✓ all ball fall aw draw straw au haunt sauce ow bow mow  FAT 2, 4 Learner reads flashcards with words on. Oral response. Teacher assessment using a rubric.	aw draw straw au haunt sauce ow bow mow  FAT 2, 4 Learner reads flashcards with words on. Oral response. Teacher assessment using a rubric.
e) recognizes more complex word families (e.g. dream ,cream, stream, scream)	✓ Teacher supplies first part of rhyme. Learners supply rhyming words. The <b>fat cat</b> sat on the .... The <b>king</b> found his ....			

**LEARNER ATTAINMENT TARGETS - LO3: Reading and Viewing HL**

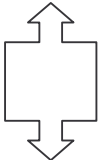
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
f) recognizes known rhymes ( e.g. fly, sky, dry);			ed in gang ong ung	fly flies cry cries
g) recognizes some more complex suffixes ( e.g. zz+es, ies, -ly)				✓ FAT 2, 4 Learner reads flashcards with words containing the give sounds.
h) recognizes an increasing number of high-frequency words	✓ Learners read the first 50 words from the attached high-frequency list as well as key words from reading books. Learners must be able to recognize 250 words in total. Teachers Hint: Remember the 250 words include: vocabulary used in themes, mathematical language.  FAT 2, 4 The teacher selects at least 40 words from the 500 to assess. Practical demonstration: oral response. Teacher assessment using a rubric.	✓ Learners read the first 100 words from the attached high-frequency list as well as key words from reading books. Learners must be able to recognize 500 words in total. Teachers Hint: Remember the 250 words include: vocabulary used in themes, mathematical language.  FAT 2, 4 The teacher selects at least 40 words from the 750 to assess. Practical demonstration: oral response. Teacher assessment using a rubric.	✓ Learners read the first 150 words from the attached high-frequency list as well as key words from reading books. Learners must be able to recognize 750 words in total. Teachers Hint: Remember the 250 words include: vocabulary used in themes, mathematical language.  FAT 2, 4 The teacher selects at least 40 words from the 1 000 to assess. Practical demonstration: oral response. Teacher assessment using a rubric.	✓ Learners read the first 200 words from the attached high-frequency list as well as key words from reading books. Learners must be able to recognize 1000 words in total. Teachers Hint: Remember the 250 words include: vocabulary used in themes, mathematical language.  FAT 2, 4 The teacher selects at least 40 words from the 1000 to assess. Practical demonstration: oral response. Teacher assessment using a rubric.

**LEARNER ATTAINMENT TARGETS - LO3: Reading and Viewing HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>AS5: Reads for information and enjoyment</b>				
a) reads picture books and simple stories of own choice	✓ Simple text: 3 – 4 sentences with a picture on a page. Font is still big enough to make it easy for the learners to read. (Arial: 14 font)	✓ Simple text: 5 - 6 sentences with a picture on a page. Font is still big enough to make it easy for the learners to read. (Arial: 14 font)	✓ Simple text: Longer sentences including conjunctions. Text takes up half a page. Size of text slightly smaller.	✓ Simple text: Longer sentences including conjunctions. Text takes up half a page. Size of text slightly smaller.
b) shows appreciation of stories from different cultures				✓ Identifies and discusses cultural values in the story. e.g. How does the context of the story differ from my context e.g. homes, food, festivals
c) starts to use the dictionary to check spelling and meaning of words			✓ Learners check spelling of words using a dictionary.	✓ Learners check spelling and meaning of words using a dictionary.
d) reads a variety of texts for enjoyment such as magazines, comics, non-fiction books	✓ A selection of non-fiction books.	✓ Non-fiction and comics.	✓ Read magazines, news paper, non-fiction books and comics.	✓ Read magazines, news paper, non-fiction books and comics.



**LEARNER ATTAINMENT TARGETS - LO4: Writing HL**

	Term 1	Term 2	Term 3	Term 4
<b>AS1: Uses pre-writing strategies to initiate writing</b>				
a) participates in group brainstorming activities to get ideas for writing	✓ Teacher based The teacher gives a picture and learners generate ideas about the topic and write key words and draw.  	✓ Teacher based: Introduce mind-map. Learners write 4 ideas on the mind map.	✓ In groups: Mind map. Teacher gives topic. Learners generate ideas, e.g. Topic: Pets appearance, taking care of, special characteristics	✓ Teacher gives the following headings for a story: <b>Setting:</b> Children generate ideas such as farm, circus, sea <b>Characters:</b> King, queen, clown, King Neptune, fishes. <b>The beginning:</b> Once upon a time, long, long ago.... <b>Ending:</b> Happy, sad, funny
b) shares ideas with classmates and teacher	✓ Talk about their picture and words with the teachers and classmates.	✓ Talk about the ideas on the mind-map and sequence ideas to make a story.	✓ Talk about the ideas on the mind-map and sequence ideas to make a story.	✓ Retell the story to the teacher and the class. Talking about where the story takes place, who is in the story and what happens in the beginning of the story and how does the story end.
c) chooses a topic to write about that is personally significant and that is suitable to the learner's age and circumstances	✓ Teacher based: The teacher gives the topic.	✓ Teacher based: The teacher gives the topic.	✓ Teacher based: The teacher gives the topic.	✓ Teacher gives different topics and allows learners to choose one and apply pre-writing strategies or mind-map to generate ideas about the topic.

**LEARNER ATTAINMENT TARGETS - LO4: Writing HL**

	Term 1	Term 2	Term 3	Term 4
<b>AS2: Writes for different purposes</b>				
a) writes drafts and short texts for various purposes (lists, thank you cards, recipes, personal experiences, simple stories, poems and songs)	<p>✓ recount personal experiences and events <b>Simple sequence stories :</b> at least one meaningful sentence for each picture using the key-words from brainstorming activity in pre-writing process.</p> <p>FAT 2, 4 Learner writes sentences for sequence story. Written response Teacher assesses content against a rubric</p> <p><b>Poems:</b> Given a picture learners fill in a rhyming word to complete the sentence, e.g. The <b>king</b> puts on his <b>ring</b>.</p>	<p>✓ recount personal experiences and events</p> <p>FAT 2 Learners writes personal news. Written response Teacher assesses content against a rubric.</p> <p>FAT 4 Learner writes sentences for sequence story using ideas generated for mind map See AS1. Written response Teacher assesses content against a rubric</p>	<p>✓ thank you cards and letters Poem: Use letters of topic to create a poem. <b>C</b>ute and carefree <b>A</b>lways playful <b>T</b>ickles his tummy <b>S</b>o soft and stuck up</p> <p>Simple stories: Learners write about a picture, topic using ideas from their mind map. See AS1.</p> <p>FAT 2, 4 Learner writes sentences for own story based on picture. Written response Teacher assesses content against a rubric</p>	<p>✓ tasks lists for the week, thank you cards and letters, Recipes and informational texts about a topic. Simple story: Learners write own creative story.</p> <p>FAT 2,4 Learner writes sentences for own story indicating setting, characters, beginning and ending. Written response Teacher assesses content against a rubric</p>
b) writes a title that reflects the content	<p>✓ Choose a suitable caption</p>	<p>✓ Choose a suitable caption</p>	<p>✓ Write own title</p> <p>FAT 4 See AS 2a for assessment details</p>	<p>✓ Write own title</p> <p>FAT 4 See AS 2a for assessment details</p>

**LEARNER ATTAINMENT TARGETS - LO4: Writing HL**

	Term 1	Term 2	Term 3	Term 4
<b>AS3: Revises writing</b>				
a) discusses own and others' writing to get or give feedback				✓ In pairs: Read each others written pieces and give oral feedback by answering questions e.g. Did your partner use capital letters and full stops? Could I understand what my partner wrote?
b) makes attempts at editing own writing (deleting, adding word, checking and correcting spelling and punctuation)		✓ A text containing a number of spelling and punctuation errors are written on the board together as a class the children edit the piece. Which once corrected is rewritten by the learners into their books Hint: Guide the learners through the process, identifying 1) errors with capital letters and full stops 2) spelling errors 3) grammatical errors.	✓ In pairs they together edit a given piece following the process described in term 2. Class activity: After editing in pairs, the learners identify the errors and see how many errors they were able to identify. They rewrite the piece correctly.	✓ Learners revise their own writing/ cards, letters, poems, songs and simple stories. The learners edit their own writing as directed and guided by the teacher, paying attention to the following, capital letters and full stops, use of adjectives to make story more interesting, add words, spelling, grammatical errors, omission of words. The beginning of the story, ending, re-arranging of words and sentences.

**LEARNER ATTAINMENT TARGETS - LO4: Writing HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
c) revises own writing after talking with others				✓ The teacher to review corrections and add final recommendations for improvement.
<b>AS4: Publishes (makes public) own writing</b>				
a) shares work with others by reading it aloud and/or displaying it in the classroom	✓ Shares work with partner. Display written work in classroom, book corner, passages etc.	✓ Shares work with group Display written work in classroom, book corner,, passages etc.	✓ Shares work with class Display written work in classroom, book corner, passages etc.	✓ Shares work with other classes in grade or lower grades Display written work in classroom, book corner, passages etc.
b) makes own books or contributes to class anthologies	✓ 4 page booklet – one or two sentences for each picture	✓ 5 page booklet – three or four sentences for each picture	✓ 6 page booklet – four/five sentences for each picture	✓ 6 page booklet – four/five sentences for each picture
<b>AS5: Builds vocabulary and starts to spell words so that they can be read and understood by others</b>				
a) experiments with words drawn from own language experiences	✓ Vocabulary enrichment: Teacher supported. Uses adjectives to describe something. A furry cat, a fat cat, a black cat. The fat, black, furry cat Link with LO6	✓ Teacher gives the words. Learners make sentences. Use reading/ high-frequency/theme words	✓ Teacher gives the words. Learners make sentences. Use reading/ high-frequency/theme words	✓ Teacher gives the words. Learners make sentences. Use reading/ high-frequency/theme words

**LEARNER ATTAINMENT TARGETS - LO4: Writing HL**

	Term 1	Term 2	Term 3	Term 4
b) spells common words correctly	✓ Use words from High-frequency and phonics lists and see LO 3  FAT 2,4 Written response, teacher assesses against a rubric. Learners write words from dictation. Use words from high-frequency and phonics lists. A few unknown words based on phonics or reading words should be added to the list.	✓ Use words from High-frequency and phonics lists and see LO 3  FAT 2,4 Written response, teacher assesses against a rubric. Learners write words from dictation. Use words from high-frequency and phonics lists. A few unknown words based on phonics or reading words should be added to the list.	✓ Use words from High-frequency and phonics lists and see LO 3  FAT 2,4 Written response, teacher assesses against a rubric. Learners write words from dictation. Use words from high-frequency and phonics lists. A few unknown words based on phonics or reading words should be added to the list.	✓ Use words from High-frequency and phonics lists and see LO 3  FAT 2,4 Written response, teacher assesses against a rubric. Learners write words from dictation. Use words from high-frequency and phonics lists. A few unknown words based on phonics or reading words should be added to the list.
c) uses homophones with increasing accuracy (one/won, for/four, too/to)		✓ As arises in phonics. Give picture clues and associations to help remember.	✓ As arises in phonics. Give picture clues and associations to help remember.	✓ As arises in phonics. Give picture clues and associations to help remember.
d) attempts to spell unfamiliar words using knowledge of phonics	✓	✓	✓	✓
e) builds word bank and personal dictionary	✓ Add phonics words to personal phonics book.	✓ Add phonics words to phonics book	✓ Add phonics words to personal phonics book.	✓ Add phonics words to personal phonics book.

**LEARNER ATTAINMENT TARGETS - LO4: Writing HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
f) uses dictionary to check on spellings and meanings of words			✓ Learners check spelling of words.	✓ Learners check spelling and meaning of word
<b>AS6: Writes so that others can understand, using appropriate grammatical structures and writing conventions</b>				
a) uses writing frames that show different kinds of sentence and text structures	✓ Fill in word	✓ Fill in phrase	✓ Fill in phrase for more complex sentence structures e.g. He was sick, and..... He was sick, but....  FAT 4 Learners complete worksheet. Written Response Teacher assesses against a rubric	✓ Teacher assisted and directed for poems and rhymes (setting, characters, beginning and ending)
b) uses basic punctuation (capital letters and full stops)	Transcription of sentences. Explain why capital letters and full stops are used and where. Learners copy simple sentences and add capital letters and full stops.	✓ FAT 2 Links with LO4 AS2a Teacher uses the written news of the learners. Written response Assess against a rubric  FAT 4 Links with LO4AS2a	✓ FAT 2, 4 Links with LO4 AS2a Teacher uses the written stories of the learners and assesses against a rubric.	✓ FAT 2 ,4 Links with LO4 AS2a Teacher assesses the stories written by the learners against a rubric.

**LEARNER ATTAINMENT TARGETS - LO4: Writing HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
		Teacher uses the sequence story written by the learner Written response Assess against a rubric.		
c) experiments with other punctuation marks such as exclamation and/or question marks			✓ Explain why punctuation marks are used and where. Learners copy sentences and add question or exclamation marks. Link with LO6	✓ Explain why punctuation marks are used and where. Learners copy sentences and add question or exclamation marks. Link with LO6
d) uses some narrative devices ( once upon a time, the end)				✓ Link with AS1 Pre writing discussion: Brainstorm: Ways to start a story, e.g Long, long ago, Far, far away, Once upon a time... Ways to end a story: And they all lived happily ever after. Learners write their own story using the above.
e) applies knowledge of grammar	✓ Learners applies knowledge of grammar names in LO6	✓ Learners applies knowledge of grammar names in LO6	✓ Learners applies knowledge of grammar names in LO6	✓ Learners applies knowledge of grammar names in LO6
f) uses some informational text structures, such as recipes			✓ Write facts about a given topic e.g. my pet	✓ Write facts about a given topic,. Write a recipe for a practical session dealt with in class, e.g. fruit salad,

**LEARNER ATTAINMENT TARGETS - LO4: Writing HL**

	Term 1	Term 2	Term 3	Term 4
				coconut balls, jelly. Links with AS2
<b>AS7: Writes with increasing legibility</b>				
a) uses handwriting tools and implements effectively	✓ Pencils grip and pencil pressure, colouring skills, cutting skills, pasting skills, FAT 2, 4 Design and make: Learner colours in a picture using pencil crayons, cuts it out and pastes on piece of paper or workbook. Teacher assessment using observation whilst doing the task and final product against a rubric.	✓ Pencils grip and pencil pressure, colouring skill, cutting skills, pasting skills, Ruling off and erasing without tearing the page FAT 2, 4 Practical demonstration Teacher assessment using observation during the term using their work books as evidence, against a rubric.	✓ Pencils grip and pencil pressure, colouring skill, cutting skills, pasting skills, Ruling off and erasing without tearing the page  FAT 2, 4 Teacher assessment using observation while doing the task and final product against a rubric.	✓ Pencils grip and pencil pressure, colouring skill, cutting skills, pasting skills,  Ruling off and erasing without tearing the page  FAT 2, 4 Teacher assessment using observation while doing the task and final product against a rubric.
b) forms letters clearly and easily	Revise letters that have been taught in Grade 1 – lower case letters + patterns Size of lines: 7,mm  Start teaching learners upper case: I T H L E F  FAT 2,4 Learners copy a set piece of work including the above	Teach upper case: Size of lines: 7,5mm  V W M N K A Y X Z  FAT 2,4 Practical demonstration Teacher assessment using observation during the term using their work books as evidence, against a rubric.	Teach upper case: Size of lines: 7,5mm  D P B R J U O Q C G S  FAT 2,4 Teacher assessment using observation during the term. Work book is evidence Rubric.	Size of lines: 7,5mm Does revision of previous terms work. Start to teach cursive patterns and corresponding letters. i t n,m,r,p u,v,w c.o x  FAT 2,4 Teacher assessment using observation during the



**LEARNER ATTAINMENT TARGETS - LO4: Writing HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	letters. Teacher assesses the final product against a rubric.			term. Work book is evidence. Rubric.
c) writes with greater speed as a result of frequent practice	✓ The learner copies a set piece of 30 words in 10 minutes. The written work must be legible.	✓ The learner copies a set piece of 40 words in 10 minutes. The written work must be legible.	✓ The learner copies a set piece of 50 words in 10 minutes. The written work must be legible.	✓ The learner copies a set piece of 60 words in 10 minutes. The written work must be legible.

**LEARNER ATTAINMENT TARGETS - LO5: Thinking and Reasoning HL**

	Term 1	Term 2	Term 3	Term4
<b>AS1: Uses language to develop concepts</b>				
a) Understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level	✓ Content based vocabulary for the various learning areas, eg. A&C: foreground, background, texture Mathematics: doubling, halving, decomposing	✓ Content based vocabulary for the various learning areas A&C: foreground, background, texture Mathematics: doubling, halving, decomposing	✓ Content based vocabulary for the various learning areas A&C: foreground, background, texture Mathematics: doubling, halving, decomposing. EMS: buying, selling, saving, needs, wants.	✓ Content based vocabulary for the various learning areas A&C: foreground, background, texture Mathematics: doubling, halving, decomposing. Natural Sciences, Technology
<b>AS2: Uses language to think and reason</b>				
a) understands and uses language for logic and reasoning (e.g. cause-effect, logical sequence)	✓ Sequences four pictures correctly  FAT 2 Teacher observations using checklist/rubric	✓ Learners write responses in speech bubbles.  FAT 2 Written response. Rubric  FAT 4 Sequence story (same as LO4AS2a) Written response. Rubric	✓ Teacher gives scenario: Learners work out cause and effect  FAT 2 Practical demonstration/Oral response. Teacher assesses the logic and thought processes against a rubric. Each learner chooses a card with a given scenario. The learner reads it and explains the cause and what possible effect it may have , e.g.	✓ Learners write responses in speech bubbles. Teacher gives scenario: Learners work out cause and effect Each learner chooses a card with a given scenario. The learner reads it and explains the cause and what possible effect it may have , e.g. You came home and saw that a window was broken.

**LEARNER ATTAINMENT TARGETS - LO5: Thinking and Reasoning HL**

	Term 1	Term 2	Term 3	Term4
			You came home and saw that a window was broken.	
b) uses higher order thinking and the language associated with it ( inferring, applying knowledge, evaluating e.g. I think , I wonder)		✓ Teacher asks open ended questions: How, what if, what would happen if?	✓ Learners explain predictions	✓ Learners explain predictions
c) identifies similarities and differences (e.g. like the same as, different from) and classifies things	✓ What is the same? Link with Mathematics, e. g shapes Language: Compare a group of children, tall , short, blonde, etc.	✓ What is different? Use same examples	✓ Classifies things according to differences and similarities using LO e.g. healthy and und healthy food, good feeling and bad feeling. NS – plants and animals SS – housing types, people in the present and past, home, dress, food EMS – needs and wants Tech – materials and properties.	
d) compares things	✓ <b>1: Spot the differences:</b> Give the learners 2 pictures. The second picture is the same as the first picture apart from 10 observable differences. They have to spot the differences. The learners have to discuss the differences using	✓ Learner identify observable as well as more subtle similarities and differences, e.g. an elephant and a rhino – both eat grass (subtle difference) Use sentences appropriate to the theme and relate to knowledge and focus to	✓ Learner identify observable as well as more subtle similarities and differences. Use sentences appropriate to the theme and relate to knowledge and focus to other learning areas. See example above. Learners talk about and/or write	✓ Learner identify observable as well as more subtle similarities and differences. Use sentences appropriate to the theme and relate to knowledge and focus to other learning areas. See example above. Learners talk about and/or write

**LEARNER ATTAINMENT TARGETS - LO5: Thinking and Reasoning HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term4</b>
	appropriate language.  2) Two children stand in front of the class. The learners identify the observable differences and similarities.	other learning areas. See example above. Learners talk about and/or write about their comparisons.	about their comparisons.	about their comparisons.
<b>AS3: Uses language to investigate and explore</b>				
a) asks questions and searches for explanations		✓ Learners use non-fiction books to find answers to questions given by the teacher. Learners complete sentences	✓ Fiction and non-fiction. Learners complete a mind –map.	✓ A variety of texts sources and draw own graph and mind map.
b) offers solutions and alternatives			✓ Link to Natural Sciences and Mathematics	✓ Link to Natural Sciences and Mathematics
c) uses knowledge about variety of text sources to choose relevant materials and is able to give reasons for the choice	✓ Learners know that knowledge is found in different places e.g. Libraries, computers, people, charts, posters, signboards.	✓ Learners know that knowledge is found in different places e.g. Libraries, computers, people, charts, posters, signboards.	✓ Learners know where to find relevant sources/material for a particular information and be able to give reasons for these choices.	✓ Learners know where to find relevant sources/material for a particular information and be able to give reasons for these choices.

**LEARNER ATTAINMENT TARGETS - LO5: Thinking and Reasoning HL**

	Term 1	Term 2	Term 3	Term4						
d) uses simple strategies for getting and recording information (library search with help of adult)	✓ The teacher writes facts about the theme on a chart. Learners have to fill in the missing word in a sentence based on the facts.	✓ The teacher writes facts about the theme on a chart. Learners have to fill in the missing word in a sentence based on the facts.	✓ Library search and record information using a mind map/table	✓ Interview people using their won questions and record the information in the most effective ways.						
<b>AS4: Processes information</b>										
a) picks out selected information from a text and processes it		✓ Comprehension tests .  FAT 2, 4 Use the same activity as in HL LO 3 AS 3 Written response. Teacher assessment against a rubric.	✓ More complex comprehension and map work  FAT 4 Written response. Teacher assessment against a rubric. Learners read a given text. Answers questions by filling in the missing phrase in a sentence.	✓ More complex comprehensions and map work  FAT 2 Written response. Teacher assessment against a rubric. Learners read a given text. Answers questions in full sentences.						
b) organizes information in simple graphical forms such as a chart, timetable	✓ Bar-graph, pictograph – teacher directed	✓ Graph – more independent  FAT 4 Based on theme and integrated with Mathematics LO 5 , learners complete a graph. Teacher assessment using a rubric.	✓ Learners draw up time-table for after school activities for one week, e.g. <table border="1" data-bbox="1249 1198 1570 1263"> <tr> <td>Mon</td> <td>Tue</td> <td>Wed</td> </tr> <tr> <td>rugby</td> <td>drama</td> <td>rest</td> </tr> </table>	Mon	Tue	Wed	rugby	drama	rest	✓ Learners draw up chart/poster for personal routine for a day, e.g. wake up get dressed have breakfast go to school
Mon	Tue	Wed								
rugby	drama	rest								

**LEARNER ATTAINMENT TARGETS - LO6: Language Structure and Use HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>AS 1: Relates sounds to letters and words</b>				
a) uses phonics to spell unfamiliar words	✓ Bear in mind – phonics taught Links with LO3AS4	✓ Bear in mind – phonics taught	✓ Bear in mind – phonics taught	✓ Bear in mind – phonics taught
<b>AS 2: Works with words</b>				
a) spells familiar words correctly	✓ Use high-frequency and phonic words  FAT 2, 4 Written response. Teacher assesses against a rubric Formal tests and dictation as well as learner’s own sentences and stories.	✓ Use high-frequency and phonic words  FAT 2, 4 Written response. Teacher assesses against a rubric Formal tests and dictation as well as learner’s own sentences and written texts.	✓ Use high-frequency and phonic words  FAT 2, 4 Written response. Teacher assesses against a rubric Formal tests and dictation as well as learner’s own sentences and written texts.	✓ Use high-frequency and phonic words  FAT 2, 4 Written response. Teacher assesses against a rubric Formal tests and dictation as well as learner’s own sentences and written texts.
b) uses a dictionary to confirm spelling			✓	✓
c) identifies some synonyms and antonyms		✓ orally	✓ Class activity: orally and written, answer supplied	✓ Independently

**LEARNER ATTAINMENT TARGETS - LO6: Language Structure and Use HL**

	Term 1	Term 2	Term 3	Term 4
<b>AS 3: Works with sentences</b>				
a) joins two simple sentences with a conjunction (and or but) to form a co-ordinate sentence (e.g. Johan knocked over the vase and it broke)		✓ Teach conjunction (words joining two sentences) orally and classically. Use class readers as a source.	✓ The learners have to join two simple sentences using a <b>conjunction</b> .	✓ Written response FAT 4 Provide complete sentences and learners write the correct conjunctions.
b) uses negative forms correctly (e.g. "I will not do that", "You cannot do that", "She does not do that")			✓ Teacher uses a piece of reading text used for reading or gives sentences. Learners read and give back to the teacher in the negative form: (Orally at first and then in written form.) , e.g. She works neatly. She does not work neatly.	✓ Teacher uses a piece of reading text used for reading Written response. Teacher assesses against a rubric Learners write negative form for sentences FAT 4 Teacher gives written sentences. Learners rewrite in negative form e.g. : She works neatly. She does not work neatly.

**LEARNER ATTAINMENT TARGETS - LO6: Language Structure and Use HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
c) identifies and uses nouns, adjectives, pronouns (my, your, etc.), verbs and prepositions correctly		✓ nouns and adjectives	✓ verbs, pronouns  FAT 4 Written response. Teacher assesses against a rubric Learners complete an activity. They fill in the missing verb, pronouns and adjectives e.g. <b><u>friendly</u></b> dog	✓ Use verbs, pronouns, adjectives and prepositions  FAT 2 Written response. Teacher assesses against a rubric Learners complete an activity. They fill in the missing verb, pronouns, prepositions and adjectives The <b><u>friendly</u></b> dog ran <b><u>under</u></b> the table.
d) uses simple past, present and future tenses correctly		✓ Present Tense	✓ Past Tense  I <b>swam</b> in the sea.	✓ Future tense  I am <b>going to swim</b> in the sea.
e) uses a variety of sentence types (questions, statements, exclamations)		✓ Teacher makes a statement. Learners change into a question orally, e.g. I like sweet. Do you like sweets?	✓ Teacher makes a statement. Learners change into a question orally, e.g. I like sweet. Do you like sweets?	✓ Learners change written statements into questions. (Vice versa) Repeat with exclamation marks)
f) uses punctuation correctly (question mark, comma to separate items in a list, capital letters for proper names - e.g. Gauteng)			✓ Capital letters and full stops, question marks.	✓ Comma in lists. Give sentence, learner fill in comma e.g. I go to the shop. I buy apples, pears and oranges.



**LEARNER ATTAINMENT TARGETS - LO6: Language Structure and Use HL**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>AS4: Works with text</b>				
a) links sentences to form paragraphs		✓ Teacher directed: Class activity. Teacher shows the learners a piece of writing. They group the writing into the sentences that belong to the beginning of the story, the middle and the end.	✓ Teacher directed: Group activity: . Teacher shows the learners a piece of writing. They group the writing into the sentences that belong to the beginning of the story, the middle and the end. Discuss their groupings afterwards.	✓ Learners work independently. Link with LO4AS2
b) sequence text by using words like "first", "next:", "finally"				✓ Link with LO2AS3, LO4AS3
c) identifies characteristics of different text types ( e.g. story, instructions, recounts)	✓ Learners identify characteristics of poem, rhyme.	✓ Learners identify characteristics of instructions, stories and songs.	✓ Learners identify characteristics of newspaper articles and magazines.	✓ Learners identify characteristics of newspaper articles and magazines.
<b>AS5: Develops critical language awareness</b>				
a) discusses the words commonly used to describe boys, girls, colours associated with boys and girls (e.g. tough, pretty)	✓ Teacher directed: Discuss words used to describe things e.g. a pretty girl, a naughty boy.			

**LEARNER ATTAINMENT TARGETS - LO6: Language Structure and Use HL**

	Term 1	Term 2	Term 3	Term 4
b) discusses the effects of these descriptions and whether one should use this language or not	✓			
<b>AS6: Uses meta-language (terms such as noun, adjective, pronoun, verb, adverb ,preposition, comma, question mark, paragraph)</b>		✓ Noun, adjective	✓ Pronouns, verbs, adverbs, comma, question mark  FAT 4 Written response. Teacher assesses against a rubric Learners complete an activity. They fill in the missing verb, pronouns and adjectives e.g. <b><i>friendly</i></b> dog	✓ Preposition, Paragraph  FAT 2 Written response. Teacher assesses against a rubric Learners complete an activity. They fill in the missing verb, pronouns, prepositions and adjectives  The <b><i>friendly</i></b> dog ran <b><i>under</i></b> the table.

**Formal Assessment Tasks: Home Language  
Grade 2: Term 1**

<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ATTAINMENT TARGET</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
<b>LO 1 LISTENING</b>	<b>AS 1</b>	<b>3</b>	The learner must be able to follow and respond to oral instructions.	During the term teacher observes the learners and indicates on a checklist the learner's practical demonstration of the above assessment standards. By the end of the term the teacher uses the information on the checklist to indicate a level for listening using the rubric above.	<b>PD</b>	<b>Rubric</b>
	<b>AS 2</b>	<b>3</b>	The learner must be able to show respect for the speaker by making eye contact and putting up his/her hand before answering or asking a question.	During the term teacher observes the learners and indicates on a checklist the learner's practical demonstration of the above assessment standards. By the end of the term the teacher uses the information on the checklist to indicate a level for listening using the rubric attached.	<b>PD</b>	<b>Rubric</b>
	<b>AS 3d</b>	<b>3</b>	After listening to a story, the learners each have a set of cards/sentences which they pack out in sequence.	The teacher reads a story. She either gives the learners cards or sentences representing the story. The learners order the pictures/sentences in the correct order.	<b>PD</b>	<b>Rubric</b>
<b>LO 2 SPEAKING</b>	<b>AS 1</b>	<b>1,3</b>	Learners must be able to tell their news in short, simple sentences.	Learners tell personal news	<b>OR</b>	<b>Rubric</b>
	<b>AS 7</b>	<b>1,3</b>	Learners must be able to speak clearly and confidently with appropriate volume to the situation.	Use above activity to assess	<b>OR</b>	<b>Rubric</b>

**Formal Assessment Tasks: Home Language  
Grade 2: Term 1**

LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
<b>LO 3 READING AND VIEWING</b>	<b>AS3a</b>	<b>2,4</b>	Learners must be able to read <u>a text</u> of at least 100 words fluently	Learners read an unprepared prescribed text.	<b>OR</b>	<b>Rubric</b>
	<b>AS4a, b</b>	<b>2,4</b>	Learners must be able to read wh, sh, ck, hard th, soft th, ll, ss, zz, qu r-blends: br, cr, dr, fr, gr, pr, tr	Learners read flashcards with phonics words on.	<b>OR</b>	<b>Rubric</b>
	<b>AS4h</b>	<b>2.4</b>	Learners must be able to read high-frequency words. (see attached list – first 50 words). They must also read words from the reading scheme. Altogether about 250 words.	Recognises an increasing number of high-frequency words. Teacher makes a selection of at least 40 words from the 250 known words for assessment purposes.	<b>OR</b>	<b>Rubric</b>
<b>LO 4 WRITING</b>	<b>AS2a</b>	<b>2,4</b>	Learners must be able to write at least one meaningful sentence for each picture, using key words from the brainstorm activities in the pre-writing process.	Learners write sentences for a sequence story.	<b>WR</b>	<b>Rubric</b>
	<b>AS5b</b>	<b>2,4</b>	Learners must be able to write words from phonics and high-frequency lists. (see LO3AS4a,b,h)	Teacher dictates words chosen from high-frequency and phonics lists. A maximum of 5 new words, based on phonics or hf words should also be included in the list A minimum of 30 words should be asked. Include a few dictated sentences after the words.	<b>WR</b>	<b>Rubric</b>
	<b>AS7a, b</b>	<b>2,4</b>	Learners must be able to have a proper pencil grip. They must be able colour in within the lines, cut on the lines and paste neatly. Learners must be able to form the lower case letters and the matching patterns clearly and easily . Learners must be able to start forming the following upper case letters: I T H L E F . Line size: 7,5mm	Teacher uses the learner's work book to assess.	<b>PD</b>	<b>Rubric</b>

**Formal Assessment Tasks: Home Language  
Grade 2: Term 1**

<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ATTAINMENT TARGET</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
<b>LO5 THINKING AND REASONING</b>	<b>AS2a</b>	<b>2</b>	Learners must be able to sequence four pictures correctly.	Learners sequence 4 pictures correctly.  Sequence story (same as LO4 AS2a)	<b>PD</b>	<b>Rubric or check- list</b>
<b>LO 6 LANGUAGE STRUCTURE AND USE</b>	<b>AS2a</b>	<b>2,4</b>	Learners must be able to write words from phonics and high-frequency lists. (see LO3AS4a,b,h)	Teacher dictates words chosen from high-frequency and phonics lists. A maximum of 5 new words, based on phonics or hf words should also be included in the list A minimum of 30 words should be asked. Include a few dictated sentence after the words.	<b>WR</b>	<b>Rubric</b>

**Formal Assessment Tasks : Home Language**  
**FAT: Grade 2: Term 2**

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
<b>LO 1 LISTENING</b>	<b>AS 1</b>	<b>3</b>	The learners must be able to follow and respond to 4 instructions.	During the term teacher observes the learners and indicates on a checklist the learner's practical demonstration of the above assessment standards. By the end of the term the teacher uses the information on the checklist to indicate a level for listening using the rubric above.	<b>PD</b>	<b>Rubric</b>
	<b>AS 2</b>	<b>3</b>	The learners must be able to show respect for the speaker by making eye contact by putting up his/her hand and sit still without fidgeting. They must be able to ask questions for clarification e.g. "Do I have to colour in the picture?"	During the term teacher observes the learners and indicates on a checklist the learner's practical demonstration of the above assessment standards. By the end of the term the teacher uses the information on the checklist to indicate a level for listening using the rubric above	<b>PD</b>	<b>Rubric</b>
<b>LO 2 SPEAKING</b>	<b>AS 1</b>	<b>1</b>	Learners must be able to talk about something positive in a newspaper cutting that they brought to school. about	Learner's tell personal news	<b>OR</b>	<b>Rubric</b>
	<b>AS 6</b>	<b>3</b>	Learners must be able to enact a scenario based on a theme.	Teacher sets a scenario. In groups learners decide who will act out each character. Learners act out scenario deciding on their own solution to the problem (Each person in group must speak)	<b>OR</b>	<b>Rubric</b>
	<b>AS7</b>	<b>1 and 3</b>	Learners must be able to speak clearly and confidently with appropriate volume to the situation.	Use above activities to assess	<b>OR</b>	<b>Rubric</b>

**Formal Assessment Tasks : Home Language**  
**FAT: Grade 2: Term 2**

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
<b>LO 3</b> <b>READING AND VIEWING</b>	<b>AS3a</b>	<b>2 and 4</b>	Learners must be able to read a text of at least 125 words fluently	Learners read an unprepared prescribed text.	<b>OR</b>	<b>Rubric</b>
	<b>AS3b</b>	<b>2 and 4</b>	Learners must be able to lower their voices at full stops.	Learners read an unprepared prescribed text.	<b>OR</b>	<b>Rubric</b>
	<b>AS3c</b>	<b>2 and 4</b>	Learners must be able to fill in a missing word based on a text of 125 words that they have read.	Comprehension questions are based on the text. Add a question where learners have to answer the whole question by themselves.	<b>WR</b>	<b>Rubric</b>
	<b>AS4a,b,c</b>	<b>2 and 4</b>	l blends: bl, cl, fl, gl, pl, sl s blends: st, sw, sn, sm, sc, sk, 3 letter blends: shr, spr, scr, str, squ Learners must be able to recognise 2 and 3 letter consonant blends: br-ing, str-ing, ang, ong, st-ump st-amp cr-amp 3 letter consonants at the end of words (plurals e.g. hands)	Learners read cards with phonics words on.	<b>OR</b>	<b>Rubric</b>
	<b>AS4h</b>	<b>2 and 4</b>	Learners must be able to read the first 100 words from the hf list + words from their reading scheme. (Altogether about 500 words)	Recognises an increasing number of high-frequency words. Teacher makes a selection of at least 40 words from the 500 known words for assessment purposes.	<b>OR</b>	<b>Rubric</b>

**Formal Assessment Tasks : Home Language**  
**FAT: Grade 2: Term 2**

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
<b>LO4 WRITING</b>	<b>AS2a</b>	<b>2</b>	Learners must be able to write their personal news in full sentences in sequence.	Learners write their personal news.	<b>WR</b>	<b>Rubric</b>
	<b>AS6b</b>	<b>2 and 4</b>	Learners must be able to start sentences with a capital letter and end with a full stop. They must also be able to write their names or any name with a capital letters.	Uses basic punctuation . Use AS 2a to assess. (capital letters and full stops	<b>WR</b>	<b>Rubric</b>
	<b>AS2a</b>	<b>4</b>	Learners must be able to at least two sentences for each picture.	The learner writes a sequence story. There are pictures to guide them	<b>WR</b>	<b>Rubric</b>
	<b>AS5b</b>	<b>2 and 4</b>	Learners must be able to write words from phonics and high-frequency lists. (see LO3AS4a,b,h)	Teacher dictates words chosen from high-frequency and phonics lists. A maximum of 5 new words, based on phonics or hf words should also be included in the list A minimum of 30 words should be asked. Include a few dictated sentences after the words.	<b>WR</b>	<b>Rubric</b>
<b>LO5 THINKING AND REASONING</b>	<b>AS2a</b>	<b>2 and 4</b>	Learners must be able to an appropriate response for a specific character in a speech bubble.	Learners write responses in speech bubbles. Sequence story (same as LO4 AS2a)	<b>WR</b>	<b>Rubric</b>
	<b>AS4a</b>	<b>2 and 4</b>	Learners must be able to fill in the correct word after reading a text.	Questions are based on the text used in reading. Learners fill in the correct word from the text. Add one question where learners have to answer the whole question by themselves.	<b>WR</b>	<b>Rubric</b>



**Formal Assessment Tasks : Home Language  
FAT: Grade 2: Term 2**

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
<b>LO 6 LANGUAGE STRUCTURE AND USE</b>	<b>AS4b</b>	<b>4</b>	Learners complete a graph and answer questions about the graph	Learners complete a graph and answer questions about the graph	<b>WR</b>	<b>Rubric</b>
	<b>AS2a</b>	<b>2,4</b>	Learners must be able to write words from phonics and high-frequency lists. (see LO3AS4a,b,h)	Teacher dictates words chosen from high-frequency and phonics lists. A maximum of 5 new words, based on phonics or hf words should also be included in the list A minimum of 30 words should be asked. Include a few dictated sentences after the words.	<b>WR</b>	<b>Rubric</b>

**Formal Assessment Tasks : Home Language**  
**FAT: Grade 2: Term 3**

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
<b>LO 1 LISTENING</b>	<b>AS 1</b>	<b>3</b>	Learners must be able to follow 5 and respond to instructions.	During the term teacher observes the learners and indicates on a checklist the learner's practical demonstration of the attainment target set. By the end of the term the teacher uses the information on the checklist to indicate a level for listening using the rubric above.	<b>PD</b>	<b>Rubric</b>
	<b>AS 2</b>	<b>1,3</b>	Learners must be able to comment on what they have heard.	During the term teacher observes the learners and indicates on a checklist the learner's practical demonstration of the above attainment target set. By the end of the term the teacher uses the information on the checklist to indicate a level for listening using the rubric above	<b>PD</b>	<b>Rubric</b>
	<b>AS3b</b>	<b>1,3</b>	Learners listen to a story. They answer questions based on the content.	Learners listen to a story. They answer questions based on the content. On a worksheet learners get five possibilities and have to circle the correct answer.	<b>WR</b>	<b>Rubric</b>
<b>LO 2 SPEAKING</b>	<b>AS 1</b>	<b>1,3</b>	Learners must be able to speak about an article that they brought from home. They must be able to speak in full sentences and use describing words.	Learners bring articles to show and tell.	<b>OR</b>	<b>Rubric</b>
	<b>AS4c</b>	<b>1</b>	The learners must be able to draw conclusions and make suggestions.	Each learner chooses a card with a written scenario. The learner reads it and explains the cause and effect	<b>OR</b>	<b>Rubric</b>
	<b>AS7</b>	<b>1,3</b>	Learners must be able to speak clearly and confidently with appropriate volume to the situation.	Use above activities to assess	<b>OR</b>	<b>Rubric</b>