

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

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
LO 3 READING AND VIEWING	AS2a	2	Learners must be able to identify the following key-details after reading a story: main idea, main characters, setting, sequence of events and cause and effect.	After reading a story learners complete a work sheet to identify main character, main idea.	WR	Rubric
	AS3a	2,4	Learners must be able to read a text of at least 175 words fluently.	Learners read an unprepared prescribed text.	OR	Rubric
	AS3b	2,4	Learners must be able to pause at a comma. Their voices must rise at a question or exclamation mark.	Learners read an unprepared prescribed text.	OR	Rubric
	AS3c	2.4	Learners must be able to answer questions and make predictions by filling in a phrase based on a text of 175 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.	WR	Rubric
	AS4a and AS4d	2,4	Learners must be able to recognise the following: verb + ing: jumping, diving, running, jogging Verb + ed: jumped, looked, walked, ea: sea , read oa: goat, soap ee: see, green oo: look, room ay: play, stay or: fork , thorn ow: cow, brown ai: nail, snail oi: spoil, boil ar: car, star ou: cloud, shout Fairy "e": a - "e": bake, tame, made	Learners read flash cards with phonics words on	OR	Rubric

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

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
			i – e : time, nine, wine o – e: home, bone, alone u – e: tune, dune first sounds and last syllables: all – ball, fall aw – draw, straw, claw, ow – bow, mow, show, throw, grow			
	AS4h	2.4	Learners must be able to read the first 150 words from the hf list + words from their reading scheme. (Altogether about 750 words)	Recognises an increasing number of high-frequency words. Teacher makes a selection of at least 40 words from the 750 known words for assessment purposes.	OR	Rubric
LO4 WRITING	AS2a	2,4	Learners must be able to write thank you cards and letters. They must also be able to create a poem, (use letters of topic to create a poem e.g. Cute and carefree Always playful Tickles his tummy So soft and stuck up. Learners must be able to write longer sentence (a story) about a topic, using the mind map from the pre-writing process.	Learners write own sentence for a story based on a picture.	WR	Rubric
	AS6a	4	Learners must be able to complete a sentence e.g. He was sick and.....e.g. <i>he is staying at home</i> He was sick, but.....e.g. <i>he still plays outside.</i>	Learners complete a work sheet to fill in a phrase to demonstrate more complex sentence structures.	WR	Rubric

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LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
	AS6b	2.4	Learners must be able to start a sentence with a capital letter and end with a full stop. Names of places (Street names, countries, cities, shops) and other people also start with a capital letters.	Uses basic punctuation (capital letters and full stops)	WR	Rubric
	AS5b	2,4	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.	WR	Rubric
	AS7a, b	2,4	Learners must be able to form the following upper case letters correctly: D P B R J U O Q C G S Learners must be able to use a ruler and to erase without tearing the page.	Teacher uses the learner's work book to assess.	PD	Rubric
LO5 THINKING AND REASONING	AS2a	2	Learners must be able to an appropriate response for a specific character in a speech bubble	Each learner chooses a card with a written scenario. The learner reads it and explains the cause and effect	OR	Rubric
	AS4a	4	The learners must be able to complete more complex comprehension (fill in a phrase) or map work.	Questions are based on the text used in reading. Learners fill in the missing phrase from the text. Add one question where learners have to answer the whole question by themselves.	WR	Rubric
LO3 LANGUAGE STRUCTURE AND USE	AS2a	2,4	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.	WR	Rubric

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

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
	AS3c	4	Learners must be able to identify verbs and pronouns in sentences.	Learners fill in missing verbs, pronouns and adjectives	WR	Rubric
	AS6	4	Learners must be able to identify pronouns, verbs, adverbs, commas, and question marks in sentences.	Learners fill in missing verbs, pronouns and adjectives	WR	Rubric

Formal Assessment Tasks : Home Language
FAT: Grade 2: Term 4

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
LO 1 LISTENING	AS 1	3	The learners must be able to follow and respond to five instructions.	During the term teacher observes the learners and indicates on a checklist the learner's practical demonstration of the above attainment target. By the end of the term the teacher uses the information on the checklist to indicate a level for listening using the rubric above.	PD	Rubric
	AS 2	1,3	Learners must be able to put up their hands and wait to be asked, ask questions for clarifications, sits still without fidgeting and make and keep eye contact with the speaker.	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	PD	Rubric
LO2 SPEAKING	AS6	1,3	Learners must be able to talk about a given topic based on theme, using full sentences and descriptive words.	Learners prepare an oral on a given topic.	OR	Rubric
	AS7	1,3	Learners must be able to speak clearly and confidently with appropriate volume to the situation.	Use the prepared oral to assess	OR	Rubric

Formal Assessment Tasks : Home Language
FAT: Grade 2: Term 4

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
LO3 READING AND VIEWING	AS3a	2,4	Learners must be able to read a text of at least 200 words fluently.	Learners read an unprepared prescribed text.	OR	Rubric
	AS3b	2,4	Learners must be able to put the emphasis on different parts of a sentence.	Learners read an unprepared prescribed text.	OR	Rubric
	AS3c	2,4	Learners must be able to answer questions and make predictions in full sentences after reading a text of 200 words.	Comprehension questions are based on the text. Add a question where learners have to answer the whole question by themselves.	WR	Rubric
	AS4d and AS4g	2,4	Learners must be able to read complex suffixes: au – haunt, August, sauce ey: donkey, money, honey, jersey ir: stir, bird, girl ur: church, hurt er: sister, mother, father oe: poem, toe, goes ph: (says f) phone, elephant, alphabet, orphan gh: tough, rough, enough igh: high, thigh, fight, zz + es , buzzes, ies, cries, flies ly, clearly, suddenly	Learners read flash cards with phonics words on	OR	Rubric
	AS4h	2,4	Learners must be able to read the first 200 words from the hf list + words from their reading scheme. (Altogether about 1 000 words)	Recognises an increasing number of high-frequency words. Teacher makes a selection of at least 40 words from the 1 000 known words for assessment purposes.	OR	Rubric

Formal Assessment Tasks : Home Language
FAT: Grade 2: Term 4

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
LO 4 WRITING	AS2a	2,4	Learners must be able to write task lists for the week., thank you cards, letters, recipes, informational text about a topic. Learners write own creative story.	Learners write sentences for own story..	WR	Rubric
	AS6b	2.4	Learners must be able to start a sentence with a capital letter and end with a full stop. (names of places: street names, countries, cities, shops)	Uses basic punctuation. Teacher assesses the stories written by the learners. (capital letters and full stops	WR	Rubric
	AS5b	2,4	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.	WR	Rubric
	AS7a, b	2,4	Learners must be able to use a ruler and to erase without tearing the page. Learners must be able to form all the lower and upper case letters correctly. Start cursive writing; patterns and corresponding letters – i and t, m, n, r, p, u and v,w, c, o and x	Teacher uses the learner's work book to assess.	PD	Rubric
LO 5 THINKING AND REASONING	AS4a	2	The learners must be able to answer question in full sentences.	Questions are based on the text used in reading. Learners answer question in full sentences.	WR	Rubric

Formal Assessment Tasks : Home Language
FAT: Grade 2: Term 4

LO	AS	FAT	ATTAINMENT TARGETS	ACTIVITY	FORM	TOOL
LO 6 LANGUAGE STRUCTURE AND USE	AS2a	2,4	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.	WR	Rubric
	AS3a	2	Learners must be able to join simple sentences with conjunctions.	Learners fill in a phrase for more complex sentence structures.	WR	Rubric
	AS3a	4	Learners are given two sentences. They must fill in the conjunctions, e.g. He was sick. He stays at home. He is sick and he stays at home. He is sick. He comes to school. He is sick, but he comes to school.	Learners complete a work sheet. Conjunctions	WR	Rubric
	AS3b	4	Learners must be able to write a simple sentence in the negative form: I eat my foodI do not eat my food.	Learners rewrite given sentences in negative form.	WR	Rubric
	AS3c	2	Learners must be able to fill in a missing verb, pronoun, preposition and adjectives in a sentence.	Learners fill in missing verbs, pronouns and adjectives	WR	Rubric
	AS6	4	Learners must be able to identify a paragraph and give the main idea of the paragraph. Fill in the missing verb, pronoun, preposition and adjective.	Learners fill in missing verbs, pronouns and adjectives	WR	Rubric

**SUMMARY OF FORMAL ASSESSMENT TASKS
LITERACY: HOME LANGUAGE: GRADE 2**

TERM 1

TASK 1	TASK 2	TASK 3	TASK 4
LO2AS1	LO3AS3a	LO1 AS1	LO3AS3a
LO2AS7	LO3AS4a,b	LO1AS2	LO3AS4a,b
	LO3AS4h	LO1AS3d	LO3AS4h
	LO4AS2a	LO2AS1	LO4AS2a
	LO4AS5b	LO2AS7	LO4AS5b
	LO4AS7a,b		LO4AS7a
	LO5AS2a		LO4 AS7b
	LO6AS2a		LO6AS2a

TERM 2

TASK 1	TASK 2	TASK 3	TASK 4
LO2AS1	LO3AS3a	LO1AS1	LO3AS3a
LO2AS7	LO3AS3b	LO1AS2	LO3AS3b
	LO3AS3c	LO2AS6	LO3AS3c
	LO3AS4a,b,c	LO2AS7	LO3AS4a,b,c
	LO3AS4h		LO3AS4h
	LO4AS2a		LO4AS2a
	LO4AS6b		LO4AS5b
	LO4AS5b		LO4AS7a,b
	LO4AS7a,b		LO4AS6b
	LO5AS2a		LO5AS2a
	LO5AS4a		LO5AS4a
	LO6AS2a		LO5AS4b
			LO6AS2a

TERM 3

TASK 1	TASK 2	TASK 3	TASK 4
LO1AS2	LO3AS2a	LO1AS1	LO3AS3a
LO1AS3b	LO3AS3a	LO1AS2	LO3AS3b
LO2AS1	LO3AS3b	LO1AS3b	LO3AS3c
LO2AS4c	LO3AS3c	LO2AS1	LO3AS4a,d
LO2AS7	LO3AS4a,d	LO2AS7	LO3AS4h
	LO3AS4h		LO4AS2a
	LO4AS2a		LO4AS6a
	LO4AS6b		LO4AS6b
	LO4AS5b		LO4AS5b
	LO4AS7a,b		LO4AS7a,b
	LO5AS2a		LO5AS4a
	LO6AS2a		LO6AS2a
			LO6AS3c
			LO6AS6

TERM 4

TASK 1	TASK 2	TASK 3	TASK 4
LO1AS2	LO3AS3a	LO1AS1	LO3AS3a
LO2 AS6	LO3AS3b	LO1AS2	LO3AS3b
LO2AS7	LO3AS3c	LO2AS6	LO3AS3c
	LO3AS4d,g	LO2AS7	LO3AS4d,g
	LO3AS4h		LO3AS4h
	LO4AS2a		LO4AS2a
	LO4AS6b		LO4AS6b
	LO4AS5b		LO4AS5b
	LO4AS7a,b		LO4AS7a,b
	LO5AS4a		LO6AS2a
	LO6AS2a		LO6AS3a,b
	LO6AS3a,c		LO6AS6

Formal Attainment Task : HL LO 2 Speaking

Gr 2 Term

2

Oral response : The bully

Name:

Rosie is a bully. She bullies the other children on the playground.
No one likes Rosie, Everyone is scared of her.

Act out the scene as well as your group's solution to stop the bullying.

1. Decide who will play each character.
2. Each person in your group must speak.
3. Remember to act out how you are going to stop the bullying.



Teacher Hints:

The teacher sketches the scene.
Divide the class into groups of 4
Emphasize that the children must decide on a solution to the bullying problem.

HL LO2 AS 5 Suggests ways of solving problems

HL LO2 AS6 Uses appropriate language for different purposes e.g. role play

HL LO2 AS7 Uses appropriate volume and intonation

Formal Attainment Task : HL LO 2 Speaking

Gr 2 Term

2

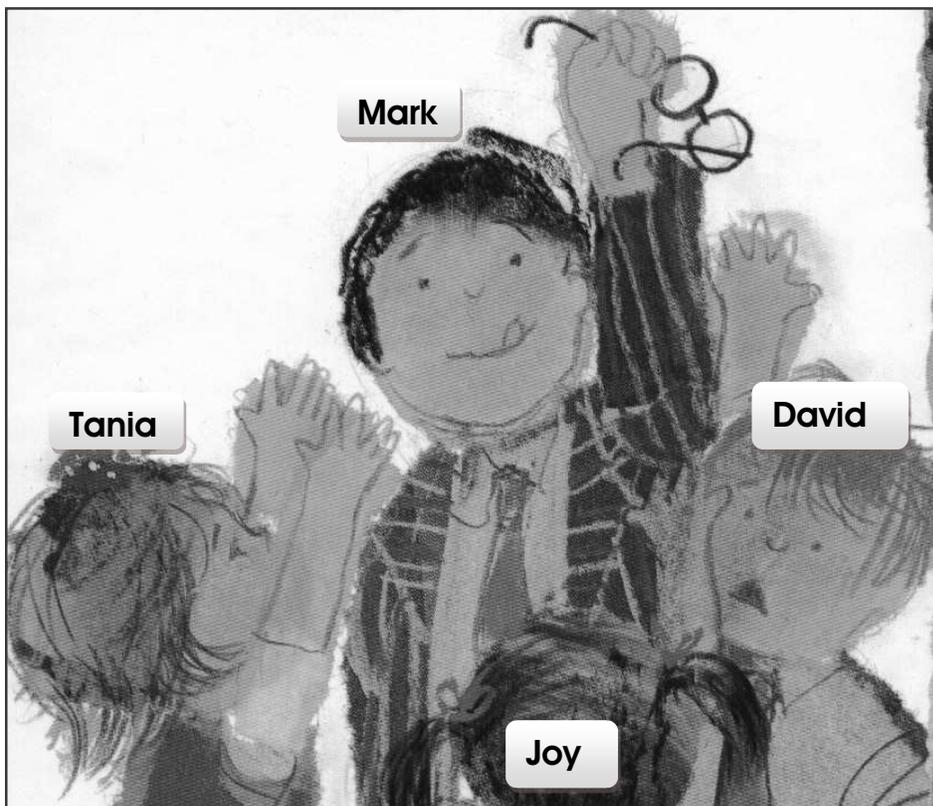
Oral response : The bully

Name:

Mark is a bully. He bullies the other children on the playground. Everyone is scared of Mark. He picks on children younger than him. He took David's spectacles. Tania and Joy tried to stop him. David was scared that his spectacles would break.

Act out the scene as well as your group's solution to stop the bullying.

1. Decide who will play each character.
2. Each person in your group must speak.
3. Remember to act out how you are going to stop the bullying.



Teacher Hints:

The teacher sketches the scene.
Divide the class into groups of 3
Emphasize that the children must decide on a solution to the bullying problem.

HL LO2 AS 5 Suggests ways of solving problems

HL LO2 AS6 Uses appropriate language for different purposes e.g. role play

HL LO2 AS7 Uses appropriate volume and intonation

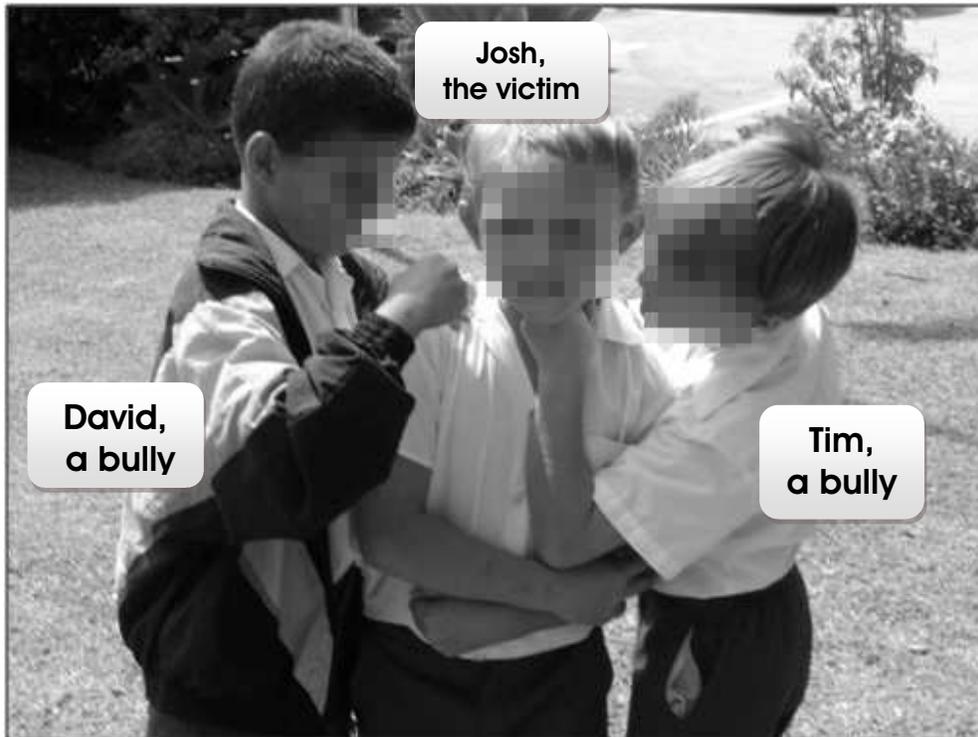
Formal Attainment Task : HL LO 2 Speaking
Oral response : The bully

Gr2 Term 2
Name:

Look at the picture.

Act out the scene as well as your group's solution to stop the bullying.

1. Decide who will play each character.
2. Each person in your group must speak.
3. Remember to act out how you are going to stop the bullying.



Teacher Hints:

The teacher sketches the scene.
Divides the class into groups.
Emphasize that the children must decide on a solution to the bullying problem.

HL LO2 AS 5 Suggests ways of solving problems
HL LO2 AS6 Uses appropriate language for different purposes e.g. role play
HL LO2 AS7 Uses appropriate volume and intonation

Formal Attainment Task : HL LO 2 Speaking
Oral response : The bully

Gr 2 Term 2
Name:

Look at the pictures.

Act out the scene and decide how you are going to stop the bullying.

1. Decide who will play each character.
2. Each person in your group must speak.
3. Decide how you are going to stop the bullying.



Teacher Hints:

The teacher sketches the scene.
Divide the class into groups of 4
Emphasize that the children must decide on a solution to the bullying problem.

HL LO2 AS 5 Suggests ways of solving problems
HL LO2 AS6 Uses appropriate language for different purposes e.g. role play
HL LO2 AS7 Uses appropriate volume and intonation

Reading Comprehension : The bully



It was the first day of school.
All the children were excited to be back.
They were glad that Mrs May was their new teacher.
Mrs May told Chip to sit next to Rosie.
Chip did not like having to sit next to a girl, he wanted to sit next to his friend Thabo.

Rosie was very nasty to Chip. She took her pens and scribbled on Chip's picture when Mrs May was not looking. Chip was so cross with Rosie that he took his pencil and scribbled on her picture.



Rosie put up her hand and told Mrs May what Chip had done.
"Look what Chip did to my picture Mrs May.
He scribbled all over it! "
Mrs May was very cross with Chip.
She scolded him.
Chip was very upset, he wanted to cry.

Fill in the missing words

1. scribbled on Chip's picture.
2. Chip was cross with Rosie so he on her picture.
3. Rosie toldthat Chip scribbled on her picture.
4. Mrs May was cross with Chip and she him.
5. Rosie is a
6. What do you think Chip should have done when Rosie scribbled on his picture?.....
.....
.....
7. Draw a picture showing what you would do if someone scribbled on your picture.

HL LO 3 AS 2 makes meaning of written text and reads simple instructions
HL LO3 AS 3 a,b Reads a variety of texts and reads texts at a more complex level

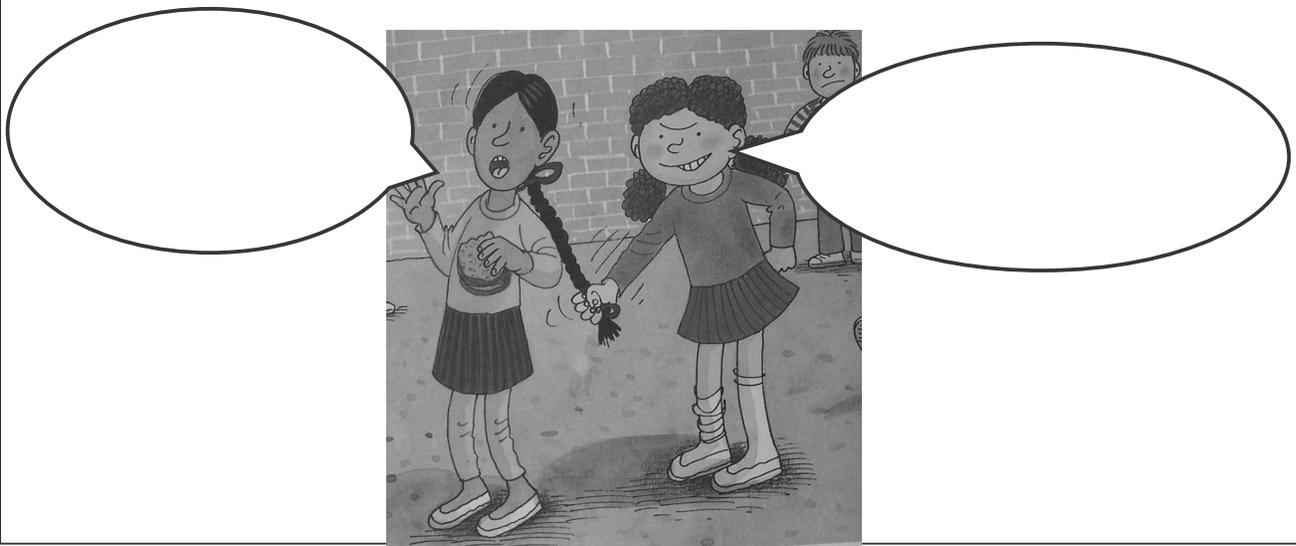
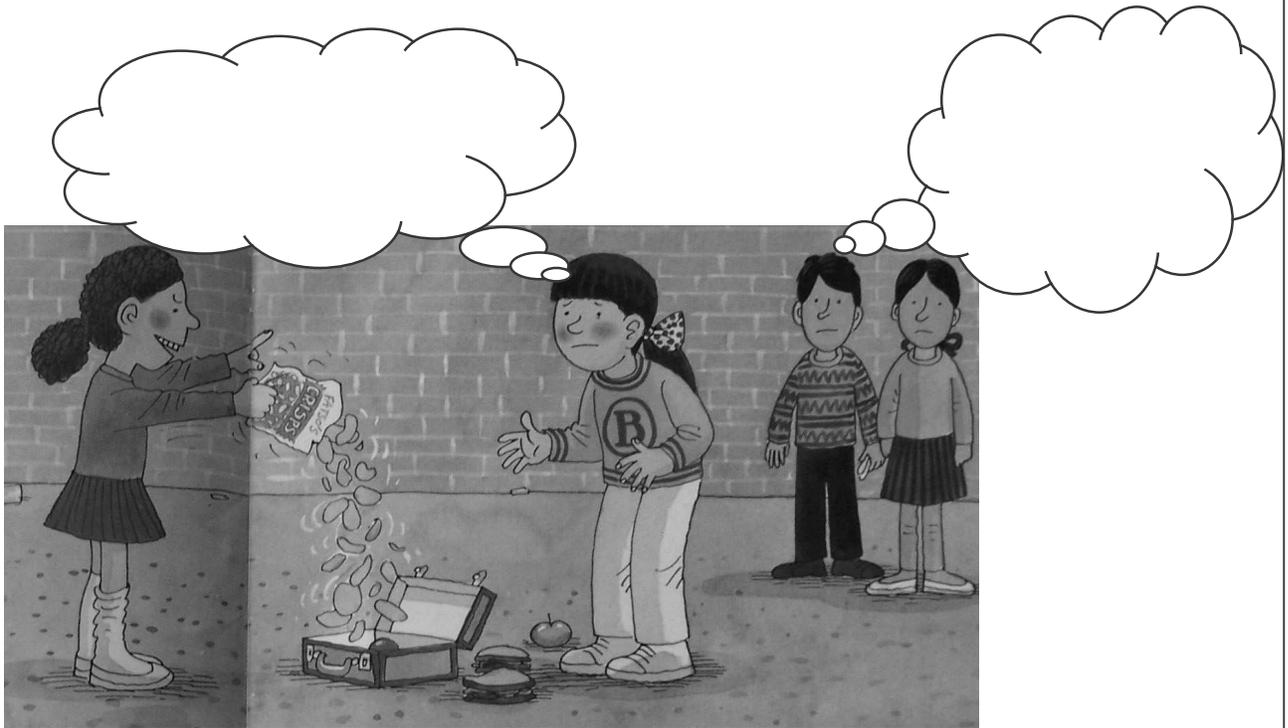
Attainment task HL LO 4,5
Rosie, the bully

Gr 2 Term2
Name:

Rosie was nasty to Biff.
She took her lunch and called her nasty names.
Biff was frightened of Rosie.
Everyone was frightened of her.

Rosie was nasty to Aneena.
She called her names and she pulled her hair.

Write what you think the children are thinking or saying in the speech bubbles



2

LO5 Thinking and reasoning

Name:

Direct Speech – Write a good sentence in each speech bubble

The worksheet contains four illustrations, each with an empty speech bubble for a student to write a sentence. The illustrations are: 1. Two boys on a seesaw; one is up and smiling, the other is down and crying. 2. A girl kneeling with her hands clasped in prayer. 3. A boy in a wheelchair holding a basketball, with a basketball hoop and net above him. 4. A boy sitting on the floor next to a broken television set, looking sad.

HL : LO4 AS 5 AS5 Spells common words correctly and uses phonetic knowledge HL LO 4 AS 6 Writes so that others can understand using use basic punctuation HL LO5 AS 2 Uses language to think and reason

Formal Attainment Task : HL LO 4,5

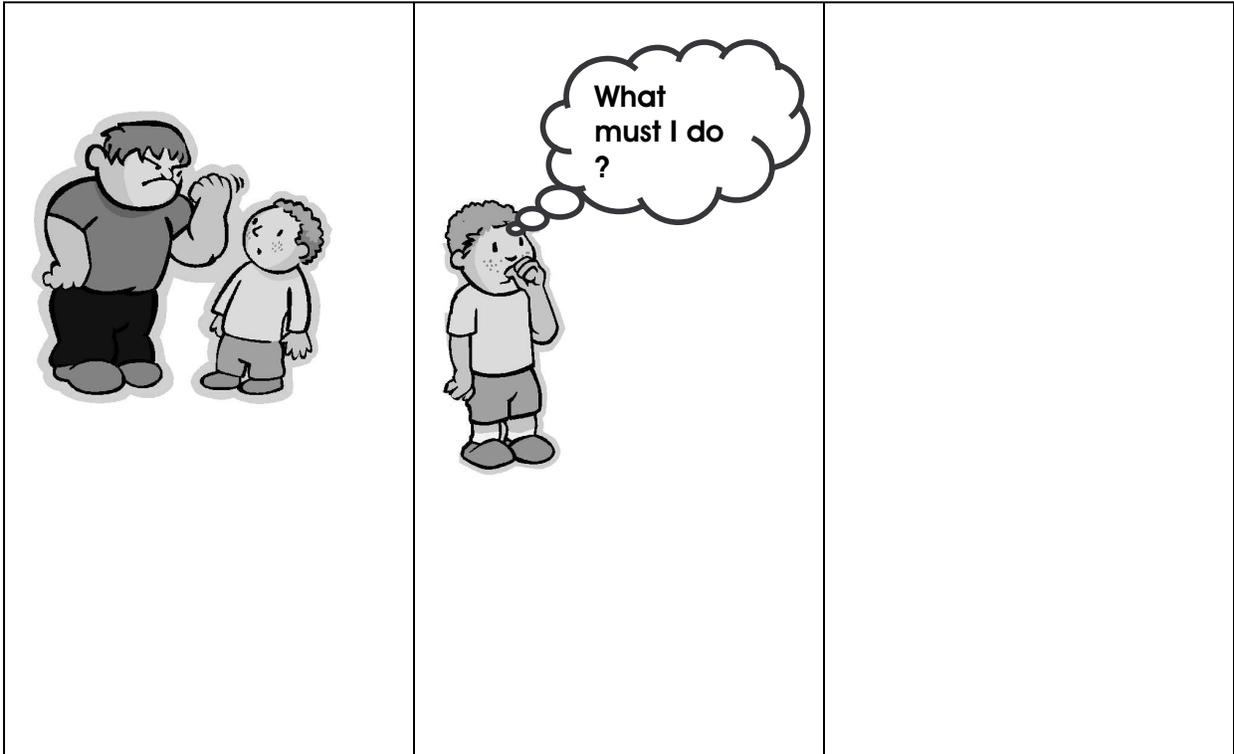
Gr 2 Term 2

Name:

Look at the pictures draw your own ending.

Then write your own story of at least 9 sentences.

**Remember: Give your story a title,
Use capital letters and fullstops.**



HL LO4 AS 2 Writes for different purposes – simple story

HL LO4 AS5 Spells common words correctly and uses phonetic knowledge

HL LO4 AS 6 Writes so that others can understand using use basic punctuation

FAT 4: Home Language LO5 Thinking and reasoning AS4: Processes information
Link with Mathematics LO 5 Data Handling

ATTAINMENT KEY	4 Outstanding Achievement	3 Satisfactory Achievement	2 Partial Achievement	1 Not achieved
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Look how much pocket money these children get every week?

R20						
R18						
R16						
R14						
R12						
R10						
R8						
R6						
R4						
R2						
	Jan	Tim	Kate	Thabo	Sally	Sipho



Look at the graph to help you answer the questions

- Write down how much pocket money the children get
 Kate Tim
 Sipho Thabo
 Sally Jan
- Who gets the most pocket money?
- Who gets the least pocket money?
- Which two children get the same amount of pocket money?..... and
- If all the children put all their pocket money together how much money would they have?
- Should spend all of your pocket money?
- Why?.....

Home Language LO5 Thinking and reasoning AS4: Processes information
Link Mathematics LO 5 Data Handling

ATTAINMENT KEY	4 Outstanding Achievement	3 Satisfactory Achievement	2 Partial Achievement	1 Not achieved
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Look how much these children have saved?

Kate R40
 Siphho R35
 Sally R45

Tim R30
 Thabo R30
 Jan R25

R50						
R45						
R40						
R35						
R30						
R25						
R20						
R15						
R10						
R5						
	Jan	Tim	Kate	Thabo	Sally	Siphho

**Colour the graph to show how much each child saved.
 Then answer these questions**

1. Who has saved the most?
2. Who has saved the least ?
3. Which two children saved the same amount?.....and

4. How much have Kate and Sally saved?.....
5. How much have Tim, Thabo and Kate saved altogether?.....
6. How much more must Jan save to have the same amount as
 Sally?.....
7. If all the children put all their money together how much would they have?

ASSESSMENT PROGRAMME FOUNDATION PHASE

EDUCATOR: _____

LEARNING PROGRAMME: LITERACY

GRADE: 2

YEAR: _____

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK ONE	FOCUS	Listening and speaking	Listening and Speaking	Listening and speaking	Listening and speaking
	LA ; LO ; AS	HL LO2AS1,7	HL LO2 AS1,7	HLLO1 AS2,3b, LO2AS1, 4c, 7	HLLO1 AS 2 LO2AS6,7
	ACTIVITIES	Tell personal news	Tell personal news.	Listening behaviour, Answer questions. Comment on what they have heard. Draw conclusions and make suggestions Show and tell. Talk about.	Listening behaviour, Answer questions. Tell personal news Prepared oral
TASK TWO	FOCUS	Reading, Writing , Thinking and reasoning	Reading, Writing , Thinking and reasoning	Reading, Writing , Thinking and reasoning	Reading, Writing , Thinking and reasoning
	LA ; LO ; AS	HL LO3AS3a,4a,b,h LO4AS2a,5b,7a LO5AS2a, LO6AS2a,	HL LO3AS3a,b,c, AS4a,b,c,h LO4 AS2a,5b, 6b, 7a,b LO5 AS2a, 4a, LO6 AS2a	HL LO3AS2a, 3a,b,c, AS4d,h LO4 AS2a,5b, 6b, 7a,b LO5 AS2a, LO6 AS2a	HL LO3AS3a,b,c, AS4d, h LO4 AS2a,5b, 6b, 7a,b LO5 AS 4a, LO6 AS2a,3a, 3c
	ACTIVITIES	Read unprepared prescribed text, flashcards with phonics words on, HF and reading words.. Write sentences for a sequence story, write phonic words, Writes legible	Read unprepared prescribed text, flashcards with phonics words on, HF and reading words.. Write news, Sequence story, Legibility and letter formation.	Read unprepared prescribed text, flashcards with phonics words on, HF and reading words.. Comprehension answer question and make predictions, Write sentences , Legibility	Read unprepared prescribed text, flashcards with phonics words on, HF and reading words.. Comprehension, Write own story, Phonics words, Legibility

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
TASK THREE		Sequence pictures	Speech bubble, Comprehension, Graph	Cause and effect, Write words,	Conjunctions, parts of speech
	FOCUS	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking
	LA ; LO ; AS	HL LO1AS1,2,3d, HL LO2 AS1,7	HL LO1AS1,2 LO2AS6,7	HL LO1AS1,2, 3b LO2AS1,7	HL LO1AS1,2, 5 LO2AS6,7
	ACTIVITIES	Listening behaviour , follow instructions	Listening behaviour, follow and respond to instructions	Listening behaviour and follow and respond to instructions	Listening behaviour and follow instructions
Tell personal news		Act out scenario.	Answers questions and comment	Prepared oral	
		Speak clearly and confidently.	Show and tell – talk about an article.		
TASK FOUR	FOCUS	Reading, Writing , Thinking and reasoning	Reading, Writing , Thinking and reasoning	Reading, Writing , Thinking and reasoning	Reading, Writing , Thinking and reasoning
	LA ; LO ; AS	HL LO3 AS3a, 4a,b,h HL LO4 AS 2a, 5b,7a, HL LO5 AS 4a, HL LO6 AS 2	HL LO3 AS3a, 4a,b,h HL LO4 AS 2a, 5b,7a, HL LO5 AS 4a,b, HL LO6 AS 2	HL LO3 AS3a,b,c, AS4a,d,h LO4 AS 2a, 6a,b 5d, 7a,b LO5 AS4a, LO6 AS2a, 3c	HL LO3 AS3a, b, c, 4 d,h HL LO4 AS 2a, 5b, 6b, 7a,b, LO6 AS 2, 3a,b AS6
	ACTIVITIES	Read unprepared prescribed text, flashcards with phonics words on, HF and reading words..	Read unprepared prescribed text, flashcards with phonics words on, HF and reading words..	Reads text, comprehension, flash cards with phonics words on, HF and reading words	Read unprepared prescribed text, flashcards with phonics words on, HF and reading words..
		Write sentences for a sequence story, write phonic words, Writes legible	Write sentences for a sequence story, write phonic words, Writes legible	Write own sentences, conjunctions, punctuation	Write own story , Phonics words, Negative form
Sequence pictures		Sequence pictures, Comprehension ,Graph	Phonics words, Legibility, Comprehension	Legibility, Conjunctions, Negative form, parts of speech	

Exemplars of Rubrics

	<p>FAT 3: Home Language: LO 1 Listening</p> <p>Form : Practical demonstration</p> <p>HL LO1 AS1: Listens attentively for a longer period (with extended concentration span) and responds to an extended sequence of instructions</p> <p>HL LO1 AS2: Demonstrates appropriate listening behaviour by showing respect for speaker, taking turns to speak, asking questions for clarification, and commenting on what has been heard, if appropriate.</p>	<p>TERM 2 Gr 2</p> <p>Tool: Rubric</p>			
AS 1		1	2	3	4
Responds to an extended sequence of instructions	Does not respond appropriately to any instructions,	Sometimes responds appropriately to some instructions.	Mostly responds appropriately to most instructions,	Always responds appropriately to all instructions.	
AS 2					
Asks questions for clarification	The learner always has to ask questions for clarification as he very seldom pays attention to instructions.	The learner almost always needs to ask questions for clarification, as he/she is almost always unsure what to do.	The learner mostly needs not to ask question for clarification, because he/she has listened to the instruction.	The learner never needs to ask question for clarification as he/she always pays attention to instructions.	
AS 2					
Sitting still without fidgeting	Frequently inattentive. Frequently distracts others or is busy with other things instead of listening.	Sometimes inattentive. Dreams or is absent in thought. Sometimes distract others or is busy with other things instead of listening.	Usually listens attentively. Is not busy with other things instead of listening. Does not appear bored, does not make distracting sounds or gestures.	Listens attentively. Is polite and respectful. Does not appear bored, does not make distracting sounds and gestures.	
AS 2					
Shows respect for speaker	Frequently distracts others or is busy with other things instead of listening.	Sometimes distract others or is busy with other things instead of listening.	Does not appear bored, does not make distracting sounds or gestures.	Does not appear bored or make distracting sounds and gestures.	
<p>Teacher Hint:</p> <p>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.</p>					

	<p>FAT 1: Home Language: LO2: Speaking</p> <p>Form: Oral responses : Learners tell their news:</p> <p>HL LO2 AS1: Recounts personal experiences and more general news events</p> <p>HL LO2 AS7: Uses appropriate volume and intonation</p>	<p>TERM 2 Gr 2</p> <p>Tool: Rubric</p>			
AS1 Vocabulary		1	2	3	4
Recounts personal experiences and more general news events	Struggles to communicate effectively due to limited vocabulary. Cannot express himself.	Uses a limited vocabulary Many grammatical errors are evident.	Uses appropriate vocabulary Speaks in full sentences, using correct tenses.	Uses a wide and extensive vocabulary Speaks in full sentences, using correct tenses and descriptive words.	

Exemplars of Rubrics



FAT 1: Home Language:
LO2: Speaking

Form: Oral responses : Learners tell their news:

HL LO2 AS1: Recounts personal experiences and more general news events
HL LO2 AS7: Uses appropriate volume and intonation

TERM 2 Gr 2

Tool: Rubric

AS1 Content	Does not participate	Limited content. Teacher has to ask questions for clarification	Spontaneous	Spontaneous and elaborate
AS7: Uses appropriate volume and intonation	Speaks too softly or mumbles. Difficult to understand and hear.	Speaks too fast. Sometimes difficult to understand.	Speaks slowly and clearly. Is easily understood and heard most of the time.	Speaks slowly and clearly. Is easily understood and heard all of the time.

Teacher Hint

Listen to 5 to 8 learners per day in order to complete assessment within a week.
Learners can bring an object from home to make their news session more interesting.
(Show and tell – can link with SS History)



FAT 3: Home Language
LO2 Speaking

Form: Oral response : Role-play

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)

HL LO2 AS 6: Uses appropriate language for different purposes.
HL LO2 AS7: Uses appropriate volume and intonation

TERM 2 Gr 2

Tool: Rubric

	1	2	3	4
AS 6 Vocabulary and language use	Does not communicate effectively due to limited vocabulary. Cannot express himself.	Uses a limited vocabulary Many grammatical errors are evident.	Uses appropriate vocabulary Speaks in full sentences, using correct tenses.	Uses a wide and extensive vocabulary Speaks in full sentences, using correct tenses and uses descriptive words.
AS 6 Acting	Does not use voice, facial expressions or movements to make the characters more believable and story more interesting.	Some attempt to use voice, facial expressions and movements to make the characters more believable and story more interesting.	Good use of voice, facial expressions and movements to make the characters more believable and story more interesting.	Exceptional use of voice, facial expressions and movements to make the characters more believable and story more interesting.
AS 6 Audience contact	Does not maintain any eye contact with audience. Bores the audience.	Maintains some eye contact and has attention of some of the audience.	Maintains eye contact and has attention of most of the audience.	Maintains eye contact and engages the audience
AS 7 Voice	Speaks too softly or mumbles. Difficult to understand and hear.	Speaks too fast. Sometimes difficult to understand.	Speaks slowly and clearly. Is easily understood and heard most of the time.	Speaks slowly and clearly. Is easily understood and heard all of the time.

Exemplars of Rubrics



FAT 2 & 4: Home Language
LO3 Reading and viewing
Form: Oral and written response
Practical demonstration

TERM 2 Gr 2

Tool: Rubric

Task: Learners read an unprepared prescribed text

HL LO3 AS3: Recognises and makes meaning of letters and words in longer texts:

AS3a: Reads with increasing speed and fluency

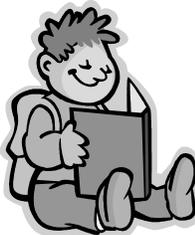
AS3b: Reads aloud and uses correct pronunciation and appropriate stress

AS3c: Uses phonic and other word recognition and comprehension skills such as phonics, context clues and making predictions in order to make sense of text.

	1	2	3	4
AS 3a Fluency	Cannot read simple sentences without help	Reads word for word. Many words read incorrectly. Makes up own words. Reading pace very slow. sounds out of words.	Mostly fluent. May struggle with the odd word or sentence.	Reading is always fluent. Can read unknown words.
AS 3b Appropriate stress	Pays no attention to punctuation.	Sometimes pays attention to punctuation, but lacks expression.	Pays attention to basic punctuation, but lacks expression.	Pays attention to punctuation, reads with expression.
AS 3c Comprehension skills	Most of the answers are incorrect.	Most of the answers are correct.	All the words are filled in correctly	All the words are filled in correctly. The learner is able to answer a question in a full sentence.

Teacher's hint

Make sure the text consists of known and unknown words. Comprehension questions are based on the text. Add a question where learners have to answer the whole question by themselves.



FAT 2 & 4: Home Language
LO3 Reading and viewing
Form: Oral response / Practical demonstration

Term 2 Gr 2

Tool: Rubric

Task: Teacher uses flashcards with words on. Learners read the words. The words consist of the phonics sounds that have been taught during the term. Teacher repeats the exercise with the high-frequency word, using words from reading and high-frequency lists.

HL LO3 AS 4: AS 4h: recognises an increasing number of high-frequency words

	1	2	3	4
AS 4h Word recognition and tempo	Does not recognize as a sight word. Sounds out words. Tempo very slow.	Can recognize words, but tempo is slow.	Can recognize words, tempo fluctuates.	Can recognize words with ease. Very good tempo.

Teacher Hint

Assess 5 to 8 learners per day.

Exemplars of Rubrics

	FAT 2: Home Language LO4 Form: Written response			TERM 2 Gr2 Tool: Rubric
	Task: Learners write their personal news.			
HL LO 4 AS 2a: Writes drafts and short texts for various purposes HL LO 4 AS6 b: Writes so that others can understand, using appropriate grammatical structures and writing conventions: Uses basic punctuation (capital letters and full stops) AS 2a: Writes drafts and short texts for various purposes				
AS2a	1	2	3	4
Content and structure	A collection of unrelated sentences. Difficult to figure out what the content is about.	Ideas are somewhat organized, but not very clear.	Ideas are expressed in a clear manner.	Ideas are expressed in a clear and organized manner. Easy to understand the content .
	Only the first sentence starts with a capital letter. No full stops or not in correct places.	Some (a few) sentences start with a capital letter and end with a full stop.	Most of the sentences start with a capital letter and end with full stop.	All sentences start with a capital letter and end with a full stop.

	FAT 4: Home Language LO4 Form: Written response			Term 2 Gr 2 Tool: Rubric
	Task: The learner writes a sequence story. There are pictures to guide them			
AS 2a: Writes drafts and short texts for various purposes AS6b: Writes so that others can understand using appropriate grammatical structures and writing conventions: Uses basic punctuation (capital letters and full stops)				
AS2a	1	2	3	4
Content and structure	Thoughts are not logically expressed The story seems to be a collection of unrelated sentences. Difficult to figure out what the story is about.	Some details are not in a logical order; this makes the story difficult to understand.	Ideas are expressed in a clear manner.	Ideas are expressed in a clear and organized manner. It is easy to understand the story.
AS 6b	1	2	3	4
Capitalization and Punctuation	Only the first sentence starts with a capital letter. Full stops absent or in-correctly used. places.	Some (a few) sentences start with a capital letter and end with a full stop.	Most of the sentences start with a capital letter and end with full stops in the correct places.	All sentences start with a capital letter and end with a full stop.

Exemplars of Rubrics

	FAT 2,4: Home Language LO4 Form: Written response	TERM 2 Gr 2 Tool: Rubric		
<p>Task: 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.</p>				
<p>HL LO4 AS5: Builds vocabulary and starts to spell words so that they can be read and understood by others: HL LO4 AS5b: Spells common words correctly</p>				
	1	2	3	4
AS5b	Learner spells more than half words incorrectly. The dictated sentences contain are many errors.	Learner spells more than half of the words correctly. The dictated sentences contain many errors.	Learner spells most of the words correctly. The dictated sentences are mostly correct.	Learner spells the words and the dictated sentence correctly. (An insignificant, careless error or two maybe overlooked.)

	FAT 2,4: Term 2 Home Language LO4 Writing Form: Practical demonstration	TERM 2 Gr 2 Tool: rubric		
<p>Teacher uses the learner's work book to assess.</p>				
<p>HL LO4 AS7a: Writes with increasing legibility – uses handwriting tools and implements effectively HL LO4AS7b: Forms letters clearly and easily</p>				
	1	2	3	4
AS4a Colouring 	Colours in haphazardly. Little to no attempt to remain within lines.	Colours in carelessly. Goes over lines frequently.	Colours in neatly. Remains within the lines.	Colours in attractively, Remains within the lines. Good use of colour.
AS4a Cutting and pasting 	Cannot cut on lines, pastes work haphazardly.	Struggles to cut on the lines, pastes work haphazardly.	Mainly cuts on the lines. Pastes work appropriately on page.	Cuts neatly and accurately. Pastes work neatly on the page. (No dirty marks)
LO4AS7b: Forms letters clearly and easily 	Letters poorly and incorrectly formed. Size of letters differs. Little to no attempt at touching the lines. Layout very poor. Illegible	Letters poorly formed, many do not touch the lines. Work poorly spaced. Does not appear neat.	Letters are correctly formed. Letters mostly touch the lines. Work is well spaced and reasonably neat.	Letters well formed, they touch the lines. Work is correctly spaced and attractively presented.

Exemplars of Rubrics

	<p>FAT 2,4: Home Language LO5 Thinking and Reasoning</p> <p>FAT 2: Form: Written response Task: Learners write responses in speech bubbles.</p> <p>FAT 4: Sequence story (same as LO4 AS2a) Form: Practical demonstration</p> <p>AS2: Uses language to think and reason AS2a: Understands and uses language for logic and reasoning (cause-effect , logical sequence)</p>	<p>Term 2 Gr 2</p> <p>Tool: Rubric</p> <p>Tool: Rubric</p>															
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	<p>FAT 4: Home Language LO5 Thinking and reasoning</p> <p>Form: Written response – comprehension Task : Comprehension</p> <p>HL LO5 AS4: Processes information. AS4a: Picks out selected information from a text and processes it.</p> <p>Hint: 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.</p>	<p>Term 2 Gr2</p> <p>Tool: Rubric</p>										
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	1	2	3	4								
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	<p>FAT 4: Home Language LO5 Thinking and reasoning</p> <p>Form: Written response Task : Graph</p> <p>HL LO5 AS4: Processes information. AS4a: picks out selected information from a text and processes it.</p> <p>Hint: Link with Mathematics LO5 Data Handling</p>	<p>Term 2 Gr 2</p> <p>Tool: Rubric</p>										
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Exemplars of Rubrics

	correctly		questions	questions.
	<p>.....: Home Language: LO6: Language Structure and Use FAT 2,4 Form: Written response</p>			<p>Term 2 Gr 2 Tool: Rubric</p>
<p>Task: 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.</p>				
<p>HL LO 6A55: Builds vocabulary and starts to spell words so that they can be read and understood by others: (A55b: Spells common words correctly)</p>				
	1	2	3	4
AS5b	<p>Learner spells more than half words incorrectly.</p> <p>The dictated sentences contain are many errors.</p>	<p>Learner spells more than half the words correctly.</p> <p>The dictated sentences contain many errors.</p>	<p>Learner spells most of the word correctly.</p> <p>The dictated sentences are mostly correct.</p>	<p>Learner spells the words <u>and</u> the dictated sentence correctly.</p> <p>(An insignificant, careless error or two maybe overlooked.)</p>

Note : This is covered under HL LO4 AS 5 already one activity covers both LO4 and LO6

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 first 12 words

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

The next 20 key words

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.



Next 100 Words

after	again	always	am	another	any	ask
away	bad	because	best	bird	black	blue
boy	bring	day	dog	don't	eat	every
far	fast	father	fell	find	five	fly
four	found	gave	girl	give	going	good
got	green	hand	head	help	home	house
how	jump	keep	know	last	left	let
live	long	man	many	may	man	mother
Mr	never	next	once	open	own	play
put	ran	read	red	room	round	run
sat	saw	say	school	should	sing	sit
soon	stop	take	tell	than	these	thing
think	three	time	too	tree	under	us
very	walk	white	why	wish	work	would
year	yellow					