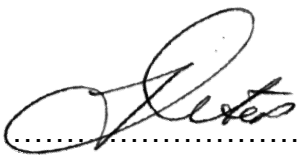


## Foreword

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.



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**Dr F. Peters**

Director: Curriculum ECD & GET Programmes

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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

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

#### 4.6. HIGH FREQUENCY WORDS GRADE 1 - 3

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

Be conscious of :

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

### 6. REFERENCES

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

## Attainment Targets

### LO 1 – Listening HL

Learners colour and or cut out pictures of words starting and ending with certain sounds.

Assessment Standards	Term 1	Term 2	Term 3	Term 4
<b>AS1: Listens attentively to questions, instructions and announcements, and responds appropriately.</b>	✓ Can follow 1 instruction  <b>FAT 1,2,3,4 OBSERVATION</b>	✓ Can follow 2 instructions  <b>FAT 2,4</b>	✓ Can follow 3 instructions  <b>FAT 1,3</b>	✓ Can follow 4 instructions  <b>FAT 2,4</b>
<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.  <b>FAT 1,3 OBSERVATION</b>	✓ To sit still and to listen without interrupting.	✓ To put up their hand and wait for their turn.  <b>FAT 1</b>	✓ To sit still without interrupting and fidgeting.
<b>AS 3: Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), and shows understanding.</b>	—			
a) Acts out parts of the story, song or rhyme	✓ Acts out part of a basic song or rhyme	✓ Acts out part of a basic song, story or rhyme  <b>FAT 2,4</b>	✓ Acts out part of a action song, rhyme or story	✓ Acts out part of a action song, rhyme or story  <b>FAT 1</b>
b) Joins in choruses at the appropriate time	✓ Reads story, children participate and join in known stories  <b>FAT 2,4 OBSERVATION</b>	✓ Reads story, children participate and join in known stories	✓ Reads story, children participate and join in	✓ Reads story, children participate and join in
c) Draws a picture of the story song or rhyme	✓ Children draw story, rhyme or song	✓ Children draw story, rhyme or song  <b>FAT 1,3</b>	✓ Children draw story, rhyme or song	✓ Children draw story, rhyme or song  <b>FAT 1</b>
d) Notes details and gives the main idea of the oral text		✓ Learners gradually start participating by contributing details and ideas.	✓ Learners start participating by contributing details and ideas.	✓ Learners participate by contributing details and ideas  <b>FAT 3</b>
e) Puts pictures in the right sequence		✓ Learners are required to sequence 3 pictures  <b>FAT 2,3</b>	✓ Learners are required to sequence 4 pictures.	✓ Learners are required to sequence 5 pictures.  <b>FAT 3</b>
<b>AS 4: Develops phonic awareness:</b>				



## Attainment Targets

### LO 1 – Listening HL

Learners colour and or cut out pictures of words starting and ending with certain sounds.

Assessment Standards	Term 1	Term 2	Term 3	Term 4
a) Recognises that words are made up of sounds.		✓ Children recognize sounds in their own names	✓ Children recognize sounds in their own names and of their friends  <b>FAT 2,4</b>	✓ Children recognize sounds in the classroom by playing games
b) Distinguishes between different sounds, especially at the beginning and ends of the words		✓ Learners listen and participates in specific activities for the beginning sounds e.g. I spy	✓ A learner listens and participates in specific activities for the beginning and end sounds.  <b>FAT 3,4</b>	✓ A learner listens attentively and participates in specific activities for the beginning and end sounds.  <b>FAT 4</b>
c) Segments oral sentences into individual words ( using words of one syllable at first)			✓ Clap and say simple sentences e.g. I went to the beach	✓ Children clap and say own simple sentences e.g. I went to the beach  <b>FAT 2</b>
d) Segments spoken multi-syllabic words into syllables ( eg. Ba-na-na) using clapping or drumbeats	✓ Children clap 1 syllable words, their own names and friends names  <b>FAT 4 OBSERVATION</b>	✓ Children clap 2 and 3 syllable words  Clapping, stamping jumping activities.  <b>FAT 1,4</b>	✓ Children clap 3 or more syllable words	
e) Recognises some rhyming words in common rhymes and songs such as " 'We're going to the zoo, zoo, zoo; you can come too, too, too'"	✓ Listens to songs and rhymes that rhyme	✓ Children participate in songs and rhymes	✓ Children match rhyming words e.g. Listening games  <b>FAT 2</b>	✓ Children match rhyming words e.g. Listening games

## Attainment Targets

HL LO2 Speaking				
Assessment Standards	Term 1	Term 2	Term 3	Term 4
<b>AS 1: Talks about family and friends</b>	✓ Personal news. Short and simple sentences.	✓ Personal news.	✓ Personal news.	✓ Personal news.
<b>AS 2: Expresses own feelings and the feelings of real or imaginary people.</b>		✓ Express their own feelings	✓ Expresses own feelings or feelings of other people.  <b>FAT 2</b>	
<b>AS 3: Sings and recites simple songs and rhymes.</b>	✓ Children participate in the singing of songs and rhymes	✓ Children participate in the singing of songs and rhymes	✓ Children participate in the singing of songs and rhymes	✓ Children participate in the singing of songs and rhymes
<b>AS 4: Uses language imaginatively for fun and fantasy (e.g. to make up rhyming words).</b>	✓ Children uses language imaginatively during free and fantasy play	✓ Children uses language imaginatively during free and fantasy play	✓ Children uses language imaginatively during free and fantasy play	✓ Children uses language imaginatively during free and fantasy play
<b>AS 5: Asks questions when the learner does not understand or needs more information, and responds clearly to questions asked of the learner.</b>	✓ Takes place during the course of the day.	✓ Takes place during the course of the day.	✓ Takes place during the course of the day.	✓ Takes place during the course of the day.
<b>AS 6: Passes on messages.</b>	✓ Child must be able to convey a simple message in the classroom  <b>FAT 3 OBSERVATION</b>	✓ Child must be able to convey a simple message in the classroom During game activities (Telephone game)  <b>FAT 2,4</b>	✓ Child must be able to convey a more detailed message  Game activities	✓ Child must be able to convey a more detailed message  Game activities  <b>FAT 2</b>
<b>AS 7: Recounts own personal experiences.</b>	✓ Children talk about own experiences	✓ Children talk confidently about own experiences  <b>FAT 1,3</b>	✓ Children talk confidently about own experiences	✓ Children talk confidently about own experiences

## Attainment Targets

HL LO2 Speaking				
Assessment Standards	Term 1	Term 2	Term 3	Term 4
<b>AS 8: Tells own stories and retells stories of others in own words.</b>		✓ Tells own stories	✓ Tells own stories and retells stories of others confidently  <b>FAT 3</b>	✓ Tells own stories and retells stories of others
<b>AS 9: Participates confidently and fluently in a Group</b>	✓ Participates confidently and fluently in a group  <b>FAT 2,4 CHECKLIST RUBRIC</b>	✓ Participates confidently and fluently in a group	✓ Participates confidently and fluently in a group  <b>FAT 1,4</b>	✓ Participates confidently and fluently in a group
<b>AS 10: Shows sensitivity when speaking to others</b>	✓ Speaks to others with courtesy and respect	✓ Speaks to others with courtesy and respect	✓ Speaks to others with courtesy and respect	✓ Speaks to others with courtesy and respect
<b>AS 11: Role-plays different kinds and manners of speech (e.g. telephone conversation)</b>			✓ Children participates in role-play	✓ Children participate confidently in role-play

## Attainment Targets

HL LO3 Reading and Viewing				
Assessment Standards	Term 1	Term 2	Term 3	Term 4
<b>AS1: Uses visual cues to make meaning:</b>				
a) looks carefully at pictures and photographs to recognize common objects and experiences.	✓ Children recognize simple objects in pictures  <b>FAT 1 OBSERVATION</b>	✓ Children recognize simple objects and experiences in pictures	✓ Children recognize simple objects and experiences in pictures  <b>FAT 1</b>	✓ Children recognize simple objects and experiences in pictures
b) identifies a picture or figure from the background.	✓ Children identify a simple picture or figure from the background	✓ Children identify a simple picture or figure from the background  <b>FAT 1,3</b>	✓ Children identify picture or figure from more detailed background	✓ Children identify picture or figure from more detailed background  <b>FAT 1</b>
c) makes sense of picture stories.		✓ Children make sense of a simple 2 picture story	✓ Children make sense of a simple 3 picture story  <b>FAT 2,3</b>	✓ Children make sense of a 4 picture story
d) matches pictures and words			✓ Children match simple words to the labeled pictures  <b>FAT 4</b>	✓ Children match words to the labeled pictures  <b>FAT 4</b>
e) uses illustrations to understand simple captions in story books.			✓ Children look at a very basic illustrated story to understand and 'read' captions	✓ Children look at a illustrated story to understand and 'read' captions <b>FAT 2</b>
<b>AS 2: Role-plays reading:</b>				
a) holds the book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct ideas.	✓ Holds book the right way up and turns pages appropriately.	✓ Holds book the right way up, turns pages appropriately from front to back	✓ Looks at words and pictures and understands the relationship between them.	✓ Uses pictures to construct ideas.
b) distinguishes pictures from print ( e.g. by pointing at words rather than pictures when 'reading' )		✓ Teacher introduces children to words while reading basic, simple story.	✓ Children gradually distinguish by pointing to the words while teacher reads the story	✓ Children point at words while 'reading' a story
<b>AS 3: Makes meaning of written text:</b>				

## Attainment Targets

HL LO3 Reading and Viewing				
Assessment Standards	Term 1	Term 2	Term 3	Term 4
a) understands the purpose of print – that it carries meaning ( e.g. that a written word can signify own name )	✓ Children recognize own name in classroom situations.  <b>FAT 2,4 CHECKLIST</b>	✓ Children recognize their own name and names of peers	✓ Children are exposed to the days of the week and number names	✓ Children recognize simple labels in class (e.g. lego, reading corner, window, door, etc)  <b>FAT 3</b>
b) 'reads' in a group with the teacher.	✓ Reads children's names with teacher Children 'reads' (e.g. days of the week and months of the year)	✓ Reads children's name with teacher Children 'reads' (e.g. days of the week and months of the year)	✓ Children reads (e.g. days of the week, months of the year and number names)	✓ Teacher points to words while reading a simple story and children 'read' along
c) makes links to own experience when reading with the teacher, viewing television or pictures.		✓ Children start to contribute own experiences	✓ Children freely contribute own experiences	✓ Children spontaneously contribute own experiences in context
d) describes and gives opinions of characters in stories or television programmes.			✓ Children describe characters in stories	✓ Children give opinions of characters in stories
<b>AS 4: Starts recognizing and making meaning of letters and words.</b>				
a) recognises that written words refer to spoken words			✓ Children make the link between written words in the environment	✓ Children make the link between written words in the environment
b) recognizes and reads high frequency words such as own name and print in the environment such as " STOP "		✓ Recognises own name and names of peers.  <b>FAT 1,2</b>	✓ Recognises peers names and words in classroom	✓ Recognises print in the environment such as STOP, COKE, etc  <b>FAT 3</b>
c) 'reads' picture books with simple captions or sentences.		✓ Learners role-play "reading" in reading corner.	✓ Learners role-play "reading" in reading corner.	✓ Learners role-play "reading" in reading corner.
<b>AS 5: Begins to develop phonic awareness.</b>				

## Attainment Targets

HL LO3 Reading and Viewing				
Assessment Standards	Term 1	Term 2	Term 3	Term 4
a) recognizes initial consonant and short vowel sounds		✓ Recognizes initial consonant of own/peers names  <b>FAT 3,4</b>	✓ Recognizes initial consonant of words in classroom  <b>FAT 4</b>	✓ Recognize initial consonant of words in the environment
b) recognizes and names some common letters of the alphabet such as the letter, the learner's name begin with		✓ Children recognize letter of the alphabet in their own name  <b>FAT 4</b>	✓ Children recognize a few common letters from the alphabet	✓ Children recognize most common letters in alphabet  <b>FAT 4</b>
c) recognises some rhyming words in common rhymes and songs such as ' We're going to the zoo, zoo,zoo: you can come too, too, too'			✓ Children start recognising rhyming words while teacher 'reads' and points	✓ Children recognize rhyming words while teacher 'reads' and points

## Attainment Targets

HL LO4 Writing				
Assessment Standards	Term 1	Term 2	Term 3	Term 4
<b>AS1: Experiments with writing:</b>				
a) Creates and uses drawings to convey a message, and as a starting point for writing	✓ Children draw own choice of picture and on a given topic  <b>FAT 1,3 RATING SCALE RUBRIC</b>	✓ Children draw own choice of picture and on a given topic  <b>FAT 2,4</b>	✓ Children draw own choice of picture and on a given topic  <b>FAT 1</b>	✓ Children draw own choice of picture and on a given topic  <b>FAT 1</b>
b) forms letters in various ways (e.g. by using own body to show the shapes, writing in sand)		✓ Forms letters by using body	✓ Forms letters by using crayons  <b>FAT 2</b>	✓ Copies letters  <b>FAT 3</b>
c) understands that writing and drawing are different	✓ Teacher points out difference between drawings and words	✓ Teacher points out difference between drawings and words	✓ Teacher points out difference between drawings and words	✓ Teacher points out difference between drawings and words
d) 'writes' and asks others to give the meaning of what has been written			✓ Children interprets each others drawings	✓ Children interprets each others drawings  <b>FAT 1</b>
e) talks about own drawing and writing	✓ Children talk about own drawings  <b>FAT 2,4 CHECKLIST RUBRIC</b>	✓ Children talk about own drawings	✓ Children talk about own drawings and 'writing'  <b>FAT 3</b>	✓ Children talk about own drawings and 'writing'
f) role-plays 'writing' for a purpose (e.g. telephone message, shopping list)		✓ Children spontaneously 'write' own lists	✓ Children spontaneously 'write' own lists	✓ Children spontaneously 'write' own lists
g) Uses known letters and numerals (or approximations) to represent written language, especially letters from own name and age	✓ Children attempt to write own name  <b>FAT 2,4 CHECKLIST RUBRIC</b>	✓ Children write own name and age	✓ Children attempt to write numerals (e.g. phone number)  <b>FAT 4</b>	✓ Children attempt to write their friends names and numerals (e.g. phone number)
h)'reads' own emerging writing when asked to do so	✓ Children talk about own drawings	✓ Children talk about own drawings	✓ Children talk about own drawings and 'writing'	✓ Children talk about own drawings and 'writing'

## Attainment Targets

HL LO4 Writing				
Assessment Standards	Term 1	Term 2	Term 3	Term 4
i) Shows in own writing attempts, beginning awareness of directionality ( e.g. starting from left to right, top to bottom)	✓ Introduces left to right awareness through creative activities	✓ Introduces left to right awareness through creative activities and educational games  <b>FAT 1,3</b>	✓ Child shows awareness by writing name left to right and to become aware of top to bottom in creative activities and educational games	✓ Child shows awareness by writing name left to right and to become aware of top to bottom in creative activities and educational games  <b>FAT 2</b>
j) copies print from environment (e.g. labels on household items, advertisements)			✓ Learners are introduced and guided to spontaneously copy print  <b>FAT 4</b>	✓ Learners copy print confidently  <b>FAT 3</b>
k) makes attempts at familiar forms of writing, using known letters (e.g. in lists, messages and letters)			✓ Learners spontaneously 'write' lists, messages, etc	✓ Learners confidently 'write' lists, messages, etc  <b>FAT 4</b>
l) manipulates writing tools like crayons and pencils	✓ Learners are introduced to the correct manipulation of wax crayons and paint brushes <b>FAT 1,3 RUBRIC</b>	✓ Learners confidently manipulate crayons and paint brushes  <b>FAT 2,3</b>	✓ Learners are introduced to the use of beginners pencils, pencil crayons, etc	✓ Learners confidently manipulates writing tools  <b>FAT 4</b>



## Attainment Targets

HL LO5 Thinking and Reasoning				
Assessment Standards	Term 1	Term 2	Term 3	Term 4
<b>AS1: Uses language to develop concepts</b>				
a) demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence	✓ Learners are introduced to the concepts of shape, colour, size and age.  <b>FAT 2,4 CHECKLIST</b>	✓ Learners confidently demonstrate knowledge of colour, shape, size and age. Learners are introduced to the concept of direction quantity and sequence  <b>FAT 3</b>	✓ Learners confidently demonstrate knowledge of direction, quantity and sequence. Learners are introduced to the concept of speed and time.  <b>FAT 4</b>	✓ Learners confidently demonstrate knowledge of speed time and sequence  <b>FAT 3</b>
<b>AS2: Uses language to think and reason</b>				
a) identifies and describes similarities and differences	✓ Learners look at pictures and objects in classroom to identify similarities	✓ Learners confidently identify similarities. Learners look at pictures and objects in classroom to identify differences	✓ Learners look at pictures and objects to confidently identify similarities and differences  <b>FAT 3</b>	✓ Learners look at pictures and objects to confidently identify similarities and differences
b) matches things that go together, and compares things that are different	✓ Learners match things ( pictures, objects) that go together.	✓ Learners compare things (pictures, objects) that are different  <b>FAT 1,4</b>	✓ Teacher asks WHY – questions	✓ Learners explain predictions What is different? What goes together? Use same examples
c) classifies things (e.g. puts all toys in box, books on shelves, crayons in tins)	✓ Learners sort and classify objects in classroom Teacher asks WHY - questions	✓ Learners sort and classify objects in classroom Teacher asks WHY - questions	✓ Learners sort and classify objects in classroom Teacher asks WHY - questions	✓ Learners sort and classify objects in classroom Teacher asks WHY - questions What is different?
d) identifies parts from the whole (e.g. parts of the body)	✓ Basic body parts are introduced to the learner.	✓ Body parts are introduced and learners point to the relevant parts.  <b>FAT 2,3</b>	✓ Learners confidently name various body parts  <b>FAT 1</b>	✓ Learners confidently name various body parts
<b>AS3: Uses language to investigate and explore</b>				
a) asks questions and searches for explanations		✓ Learners spontaneously asks questions 'Why', 'Where', 'What', 'When'	✓ Learners spontaneously asks questions 'Why', 'Where', 'What', 'When'	✓ Learners spontaneously asks questions 'Why', 'Where', 'What', 'When'
b) gives explanations and offers solutions			✓ Learners gradually explain and offers a	✓ Learners explain and offers a

## Attainment Targets

HL LO5 Thinking and Reasoning				
Assessment Standards	Term 1	Term 2	Term 3	Term4
			solution to a story, description or scenario sketched by teacher	solution to a story, description or scenario sketched by teacher
c) offers explanations and solutions			✓ Learners spontaneously and gradually offer explanations and solutions	✓ Learners confidently offer explanations and solutions
d) solves and completes puzzles	✓ Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) 36 piece  <b>FAT 3,4 CHECKLIST</b>	✓ Builds 36 piece puzzle confidently Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) 60 piece  <b>FAT 2,3</b>	✓ Learners build 80 piece puzzles confidently  <b>FAT 1,2</b>	✓ Learners build 100 piece puzzles confidently  <b>FAT 4</b>
<b>AS4: Processes information</b>				
a) picks out selected information from a description		✓ Learners select basic information described to them by the teacher	✓ Learners select basic information described to them by the teacher  <b>FAT 2,3</b>	✓ Learners select more complex information described to them by the teacher

## Attainment Targets

HL LO6 Language Structure and Use				
Assessment Standards	Term 1	Term 2	Term 3	Term 4
<b>AS 1: Relates sounds to letters and words:</b>				
a) recognizes that words are made up of sounds		✓ Learners are spontaneously introduced to basic stories where teacher guides them to start understanding that words are made up of sounds e.g. clap simple words	✓ Learners gradually start recognising that words are made up of sounds <b>FAT 4</b>	✓ Learners recognize that words are made up of sounds
b) recognizes the sounds at the beginning of some words	✓ Learners spontaneously start recognizing the sound their name starts with	✓ Learners spontaneously recognize the sound their peers names starts with <b>FAT 4</b>	✓ Learners recognize sounds of simple words	✓ Learners confidently recognize the sounds of simple words <b>FAT 2</b>
<b>AS 2: Works with words</b>				
a) groups words (e.g. words which rhyme)			✓ Learners spontaneously participate in saying rhyming words	✓ Learners spontaneously participate in saying rhyming words
b) identifies a word, letter and a space in print		✓ Learners identify words in print	✓ Learners identify words and letters in print	✓ Learners identify words, letters and space in print
<b>AS 3: Works with sentences</b>				
a) communicate ideas using descriptions and action words		✓ Learners spontaneously use action words when telling a story and during discussions	✓ Learners use action words and gradually starts using descriptions to communicate	✓ Learners use action words and descriptions to communicate
<b>AS 4: Works with text</b>				
a) talks about texts ( e.g. stories) using terms like 'beginning', 'middle' and 'end'		✓ Learners are introduced to the term 'beginning' and 'end' of stories	✓ Learners confidently knows the difference between the 'beginning' and 'end' of stories	✓ Learners are introduced to the term 'middle'
<b>AS 5: uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, end)</b>				✓ Learners spontaneously respond to questions about the associations that they can make of the words, sounds that they have heard or that they see

## Formal Assessment Tasks

### Literacy: Home Language: Grade R

#### TERM ONE

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 1 LISTENING</b>	<p>As 1 Listens attentively to questions, instructions and announcements, and responds appropriately.</p> <p>As 2 Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker and taking turns to speak.</p>	1	<p>Learner must be able to follow 1 instruction.</p> <p>Learner must try and sit still and listen without interrupting</p>	Listens to simple story	Listen	Observation
<b>LO 3 READING &amp; VIEWING</b>	<p>As 1(a) Looks carefully at pictures to recognise common objects and experiences</p>	1	Children recognise simple object in pictures	Identify objects from pictures in the simple story	Orally	Observation
<b>LO 4 WRITING</b>	<p>As 1(a) Creates and uses drawings to convey a message, and as a starting point for writing.</p> <p>As 1(f) Manipulates writing tools like crayons and pencils.</p>	1	Learners are introduced to correct manipulation of wax crayons and they must draw a picture on a given topic	Draws a picture of the simple story told	Written: Drawing	<p>4 – Correct grip and manipulates crayons correctly</p> <p>3 – Correct grip. Uses wax crayons with ease</p> <p>2 – Incorrect grip and needs guidance</p> <p>1 – No idea of manipulation of writing tools. Needs assistance.</p>
<b>LO 1 LISTENING</b>	<p>As 1 Listens attentively to questions, instructions and announcements, and responds appropriately.</p> <p>As 3(b) Joins in choruses at the appropriate time</p>	2	<p>Can follow 1 instruction.</p> <p>Reads story, children participate and join in fairy tale stories</p>	Listen to a simple fairy tale story and participates in choruses	Orally	Observation

## Formal Assessment Tasks

TERM ONE						
LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 2 SPEAKING</b>	As 9 Participates confidently and fluently in a group. As 1 (e) Child talks about own drawing. As 1 (g) Uses known letters and numerals to represent written language, especially letters from their own name and age.	2	Participates confidently and fluently in a group.  Talks about own drawings.  Attempts to write own name.	Write own name on the page that they are drawing on. Talks about the picture they have drawn.	Written: Drawing / Orally	Checklist <ul style="list-style-type: none"><li>Writes name: Y / N</li><li>Talks about picture confidently: Y / N</li></ul>
<b>LO 3 READING &amp; VIEWING</b>	As 3(a) Understands the purpose of print – that it carries meaning (e.g. that a written word can signify own name)	2	Recognise own name in classroom situation	Flash cards with names – Child picks out his own name card. Star chart	Demonstration	Checklist – Y / N
<b>LO 5 THINKING &amp; REASONING</b>	As 1 (a) Demonstrates developing knowledge of concepts such as quantity, size, direction, colour, speed, time, age, sequence	2	Learners are introduced to concepts of colour, size and age	<b>ACT 1 – SHAPES</b> Sorting logi-shapes to shape <b>ACT 2 – COLOUR</b> Sorting pegs to colour <b>ACT 3 – GROUP DISCUSSION</b> Sort children to size and age	Demonstration	Checklist – Y / N
<b>LO 1 LISTENING</b>	As 1 Listens attentively to questions, instructions and announcements, and responds appropriately. As 2 Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker and taking turns to speak.	3	Learner must be able to follow 1 instruction  Learner must try and sit still and listen without interrupting	Theme discussion	Listening	Observation
<b>LO 2 SPEAKING</b>	As 6 Passes on messages	3	Child must be able to convey a simple message in the classroom	Child passes message on to peer	Listening / oral	Observation

## Formal Assessment Tasks

TERM ONE						
LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 4 WRITING</b>	As 1 (a) Creates and uses drawings to convey a message, and as a starting point for writing. As 1 (f) Manipulates writing tools like crayons and pencils.	3	Child draws a picture on a given topic  Learners manipulate tools	Child draws picture on given topic	Drawing	<b>RUBRIC</b> 4 – Very detailed drawing 3 – Enough detail to show understanding of topic 2 – Learner has to explain 1 – No detail and unrecognisable
<b>LO 5 THINKING &amp; REASONING</b>	As 3(d) Solves and completes puzzles	3	Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside)	Puzzle building	Demonstration	Checklist – Y / L
<b>LO 1 LISTENING</b>	As 1 Listens attentively to questions, instructions and announcements, and responds appropriately. As 3(b) Joins in choruses at the appropriate time As 4(c) Segments spoken multi-syllabic words into syllables (e.g. Ba-na-na) using clapping or drumbeats	4	Can follow 1 instruction.  Reads story, children participate and join in fairy tale stories  Children clap 1 syllable words, their own names and friends names	<b>ACT 1</b> Song in a music ring. Learners listen and participate when teacher gives instruction.  <b>ACT 2</b> Learners clap 1 syllable words as instructed by the teacher	Demonstration	Observation
<b>LO 2 SPEAKING</b>	As 9 Participates confidently and fluently in a group.	4	Participates confidently and fluently in a group.	Child draws a picture and talks confidently about what he has drawn	Drawing / Oral	<b>RUBRIC</b> 4 – Speaks confidently and spontaneously 3 – Fairly confident 2 – Needs encouragement 1 – Does not participate / Not willing to discuss
<b>LO 4 WRITING</b>	As 1 (e) Talks about own drawing and writing					

## Formal Assessment Tasks

TERM ONE					
LO	AS	FAT	Attainment Target	Activities	Forms  Tools
<b>LO 3 READING &amp; VIEWING</b>	As 3 (a) Understands the purpose of print – that it carries meaning (e.g. that a written word can signify own name) As 1(g) Uses known letters and numerals to represent written language, especially letters from their own name and age.	4	Recognise own name in classroom situation  Attempts to write own name.	Children identify and recognise own name card and write own name	<b>RUBRIC</b> <b>4</b> – Writes name correctly and with confidence <b>3</b> – Writes name with ease <b>2</b> – Able to copy most letters <b>1</b> – Unable to copy name
<b>LO 4 WRITING</b>					Written
<b>LO 5 THINKING &amp; REASONING</b>	AS 1(a) Demonstrates developing knowledge of concepts such as quantity, size, direction, colour, speed, time, age, sequence.  As 3(d) Solves and completes puzzles	4	Learners are introduced to concepts of colour, size and age  Learners are introduced to building puzzles (sorting side pieces first, building the frame and then the inside)	<b>ACT 1</b> Learners play dominoes and colour form lotto (shape and colour) <b>ACT 2</b> Learners sort shapes according to size ( big / small ) <b>ACT 3</b> Learners group themselves into age <b>ACT 4</b> Learners build a simple 12pc puzzle	Checklist  Checklist  Observation  Checklist

TERM TWO					
LO	AS	FAT	Attainment Target	Activities	Forms  Tools
<b>LO 1 LISTENING</b>	As 3l Draws a picture of the story, song or rhyme As 4(d) Segments spoken multi-syllabic words into syllables ( eg. Ba-na-na) using clapping or drumbeats	1	Children draw story song or rhyme  Children clap 2 and 3 syllable words Clapping, stamping jumping Activities.	Draws a picture  Clapping etc. activities during Music Ring.	Checklist  Oral / Written  Rubrics

## Formal Assessment Tasks

TERM TWO						
LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 2 SPEAKING</b>	As 7 Recounts own personal experiences.	1	Children talk confidently about own experiences	Discussion in a group	Oral	Observation
<b>LO 3 READING &amp; VIEWING</b>	As 1 (b) identifies a picture or figure from the background. Uses visual cues to make meaning: As 4 (b) recognizes and reads high frequency words such as own name and print in the environment such as " STOP "	1	Children identify a simple picture or figure from the background  Recognises own name and names of peers.	Discussion in a group  Place belongings/pictures in own marked place,	Demonstration  Oral	Obsevation
<b>LO 4 WRITING</b>	As 1 (i) Shows in own writing attempts, beginning awareness of directionality ( e.g. starting from left to right, top to bottom)	1	Introduces left to right awareness through creative activities and educational games	Creative activity/educational game, working from left to right	Demonstration	Checklist
<b>LO 5 THINKING &amp; REASONING</b>	As 2 (b) matches things that go together, and compares things that are different	1	Learners compare things (pictures, objects) that are different	Educational Games	Demonstration	Rating Scale
<b>LO 1 LISTENING</b>	As 1 Listens attentively to questions, instructions and announcements, and responds appropriately. As 3 (a) Draws a picture of the story song or rhyme As 3 (e) Puts pictures in the right sequence	2	Can follow 2 instructions  Children draw story, rhyme or song  Learners are required to sequence 3 pictures	Learner carries out a simple sequence of instruction  Draws a picture  Educational Games	Demonstration	Checklist  Rubric  Rubric
<b>LO 2 SPEAKING</b>	As 6 Passes on messages	2	Child must be able to convey a simple message in the classroom During game activities (Telephone game)	Child passes a more detailed message to peer		Obsevation



# Formal Assessment Tasks

## TERM TWO

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 3</b> READING & VIEWING	As 4(b) Recognizes and reads high frequency words such as own name and print in the environment such as " STOP "	2	Recognises own name and names of peers.	Group discussion. Flash cards with names on. Learner tries to identify names of peers.	Demonstration	Checklist
<b>LO 4</b> <b>WRITING</b>	As 1 (a) Creates and uses drawings to convey a message, and as a starting point for writing As 1 (l) manipulates writing tools like crayons and pencils	2	Children draw own choice of picture and on a given topic  Learners confidently manipulate crayons and paint brushes	Draws a picture	Demonstration	Rubric
<b>LO 5</b> THINKING & REASONING	As 2(d) identifies parts from the whole (e.g. parts of the body) As 3(d) solves and completes puzzles	2	Body parts are introduced and learners point to the relevant parts.  Builds 36 piece puzzle confidently Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) 60 piece	Discussion and song  Builds puzzles	Demonstration  Oral	Observation  Rating scale
<b>LO 1</b> <b>LISTENING</b>	As 3l Draws a picture of the story song or rhyme As 3(e) Puts pictures in the right sequence	3	Children draw story, rhyme or song  Learners are required to sequence 3 pictures	Draws a picture  Educational sequence-game	Demonstration  /Written	Rubric  Checklist
<b>LO 2</b> <b>SPEAKING</b>	As 7 Recounts own personal experiences.	3	Children talk confidently about own experiences	Group discussion	Orally	Observation
<b>LO 3</b> READING & VIEWING	As 1 (b) identifies a picture or figure from the background. As 5(a) recognizes initial consonant and short vowel sounds	3	Children identify a simple picture or figure from the background  Recognizes initial consonant of own/peers names	Discussion in a group  Discussion and Pointing out their own name	Oral/demonstration	Observation

## Formal Assessment Tasks

### TERM TWO

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 4 WRITING</b>	As 1 (l) Shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom) As 1 (l) manipulates writing tools like crayons and pencils	3	Introduces left to right awareness through creative activities and educational games  Learners confidently manipulate crayons and paint brushes	Creative activity/educational game, working from left to right  Drawing or painting a picture	Written/demonstration	Checklist
<b>LO 5 THINKING &amp; REASONING</b>	As 1 (a) demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence As 2 (a) identifies parts from the whole (e.g. parts of the body As 3 (a) solves and completes puzzles	3	Learners confidently demonstrate knowledge of colour, shape, size and age. Learners are introduced to the concept of direction quantity and sequence  Body parts are introduced and learners point to the relevant parts.  Builds 36 piece puzzle confidently Learners are introduced to building puzzles (sorting side pieces first , building the frame and then the inside) 60 piece	Educational activities  Educational activities  Builds puzzles	Demonstration	Rubrics on shapes, colours and size. Checklist for age, Checklist for direction, quantity and sequence  Rating scale  Rating scale
<b>LO 1 LISTENING</b>	As 1 Listens attentively to questions, instructions and announcements, and responds appropriately. As 3 (a) Acts out parts of the story, song or rhyme As 4 (d) Segments spoken multi-syllabic words into syllables (eg. Ba-na-na) using clapping or drumbeats	4	Can follow 2 instructions  Acts out part of a basic song, story or rhyme  Children clap 2 and 3 syllable words Clapping, stamping jumping Activities.	Children listens to instructions given during educational/creative activities  Activities during music ring  Activities during music ring	Demonstration	Observation
<b>LO 2 SPEAKING</b>	As 6 Passes on messages.	4	Child must be able to convey a simple message in the classroom During game activities (Telephone game)	Child passes a more detailed message to peer	Demonstration	Checklist

## Formal Assessment Tasks

TERM TWO						
LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 3</b> READING & VIEWING	As 5 (a) recognizes initial consonant and short vowel sounds As 5 (b) Recognizes and names some common letters of the alphabet such as the letter, the learner's name begins with	4	Recognizes initial consonant of own/peers names  Children recognize letter of the alphabet in their own name	Discussion and pointing out their own name and names of peers	Orally	Rating scale
<b>LO 4</b> WRITING	As 1 (a) Creates and uses drawings to convey a message, and as a starting point for writing	4	Children draw own choice of picture and on a given topic	Draws a picture	Written	Rubric
<b>LO 5</b> THINKING & REASONING	As 2(b) matches things that go together, and compares things that are different	4	Learners compare things (pictures, objects) that are different	Educational games	Demonstration	Rating scale
<b>LO 6</b> LANGUAGE STRUCTURE & USE	As 1 (b) recognizes the sounds at the beginning of some words	4	Learners spontaneously recognize the sound their peers names starts with	Group discussion	Orally	Observation

TERM THREE						
LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 1</b> LISTENING	AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately.  AS 2 Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker and taking turns to speak.	1	Can follow 3 instructions  To put up their hand and wait for their turn	Learners respond to instructions given by teacher  During the daily activities	Demonstration	Observation

## Formal Assessment Tasks

### TERM THREE

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 2 SPEAKING</b>	AS 9 Participates confidently and fluently in a group.	1	Participates confidently and fluently in a group.	Group discussions	Demonstration	Observation
<b>LO 3 READING AND VIEWING</b>	AS 1 (a) Looks carefully at pictures to recognise common objects and experiences	1	Children recognise simple objects and experiences in pictures	Group discussion / Educational games	Orally	Checklist
<b>LO 4 WRITING</b>	AS 1 (a) Creates and uses drawings to convey a message, and as a starting point for writing.	1	Children draw own choice of picture and on a given topic	Draws a picture	Written	Rubric
<b>LO 5 THINKING AND REASONING</b>	AS 2 (d) Identifies parts from the whole ( e.g. parts of the body )  AS 3 (d) Solves and completes puzzles	1	Learners confidently name various body parts  Learners build 80 piece puzzles confidently	Individual discussion  Builds puzzles	Demonstration  Orally	Rubric  Rating scale
<b>LO 1 LISTENING</b>	AS 4 (a) Recognises that words are made up of sounds AS 4 (e) Recognises some rhyming words in common rhymes and songs such as " We're going to the zoo, zoo, zoo; you can come too, too, too " " "	2	Children recognise sounds in their own names and of their friends  Children match rhyming words e.g. Listening games	Discussion  Listening games	Orally	Observation
<b>LO 2 SPEAKING</b>	AS 2 Expresses own feelings and the feelings of real or imaginary people	2	Expresses own feelings or feelings of other people.	Discussion	Orally	Observation
<b>LO 3 READING AND VIEWING</b>	AS 1 (a) Make sense of picture stories	2	Children make sense of a simple 3 picture story	Individual discussion	Orally	Rating scale
<b>LO 4 WRITING</b>	AS 1 (b) Forms letters in various ways ( e.g by using own body to show the shape, writing in sand )	2	Forms letters by using crayons.	Copy letters	Written	Observation

## Formal Assessment Tasks

TERM THREE						
LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 5 THINKING AND REASONING</b>	AS 3(d) Solves and completes puzzles  AS 4(a) Picks out selected information from a description	2	Learners build 80 piece puzzles confidently  Learners select basic information described by the teacher	Builds puzzles	Demonstration	Rating scale
<b>LO 1 LISTENING</b>	AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately.  AS 4(b) Distinguishes between different sounds, especially at the beginning and end of the words	3	Can follow 3 instructions  Learners listen and participates in specific activities for the beginning and end sounds  Tells own stories and retells stories of others confidently	Learners respond to instructions given by teacher  Listening activity	Demonstration	Observation  Observation
<b>LO 2 SPEAKING</b>	AS 8 Tells own stories and retells stories of others in own words	3	Tells own stories and retells stories of others confidently	Individual discussion	Orally	Rating scale
<b>LO 3 READING AND VIEWING</b>	AS 1(c) Make sense of picture stories	3	Children make sense of a simple 3 picture story	Individual discussion	Orally	Rating scale
<b>LO 4 WRITING</b>	AS 1(e) Talks about own drawing and writing	3	Children talk about own drawings and 'writing'	Draws a picture	Written / Orally	Rating scale
<b>LO 5 THINKING AND REASONING</b>	AS 2(a) Identifies and describes similarities and differences  AS 4(a) Picks out selected information from a description	3	Learners look at pictures and objects to confidently identify similarities and differences  Learners select basic information described to them by the teacher	Education games  Discussion	Demonstration / Orally	Rubric  Observation

## Formal Assessment Tasks

TERM THREE						
LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 1 LISTENING</b>	AS 4 (a) Recognises that words are made up of sounds	4	Children recognise sounds in their own names and of their friends	Discussion	Orally	Checklist
	AS 4(b) Distinguishes between different sounds, especially at the beginning and end of the words		Learners listen and participates in specific activities for the beginning and end sounds	Listening games		
<b>LO 2 SPEAKING</b>	AS 9 Participates confidently and fluently in a group.	4	Participates confidently and fluently in a group.	Group discussion	Orally	Rubric
	AS 1(d) Matches pictures and words	4	Children match simple words to the labelled pictures	Matching game		
<b>LO 3 READING AND VIEWING</b>	AS 5(a) Recognise initial consonant and short vowel sounds		Recognise initial consonant of words in Classroom	Point to words in class and learners recognise initial consonant	Demonstration	Observation
	AS 1(g) Uses known letters and numerals to represent written language, especially letters from their own name and age.	4	Children attempt to write numerals ( e.g. phone numbers )	Copying of numbers		
<b>LO 4 WRITING</b>	AS 1(j) Copies print from environment ( e.g. labels on household items, advertisements)		Learners are introduced and guided to spontaneously copy print	Copying of print	Written	Rating scale
	AS 1(a) Demonstrates developing knowledge of concepts such as quantity, size, direction, colour, speed, time, age, sequence.	4	Learners confidently demonstrate knowledge of direction, quantity and sequence. Learners are introduced to concepts of speed and time.	Educational activities		
<b>LO 5 THINKING AND REASONING</b>	AS 1(a) Recognise that words are made up of sounds	4	Learners gradually start recognising that words are made up of sounds	Discussion	Demonstration	Rubric – Direction, quantity and sequence Checklist – Speed and time
<b>LO 6 LANGUAGE STRUCTURE AND USE</b>					Orally	Observation

## TERM FOUR

## Formal Assessment Tasks

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 1 LISTENING</b>	AS 3(a) Acts out part of the story, song or rhyme  AS 3(c) Draws a picture of the story, song or rhyme	1	Acts out part of a story, song or rhyme  Children draw story, song or rhyme	Dramatisation  Draws a picture	Written Demonstration	Observation  Rubric
<b>LO 3 READING AND VIEWING</b>	AS 1(b)a Identifies a picture or figure from the background	1	Children identify picture or figure from more detailed background	Educational games	Demonstration	Rating scale
<b>LO 4 WRITING</b>	AS 1(a) Creates and uses drawings to convey a message, and as a starting point for writing. AS 1(d) 'writes and asks others to give the meaning of what has been written	1	Children draw own choice of picture and on a given topic  Children interpret each others drawings	Draws a picture  Discussion	Orally / Written	Rubric  Rating scale
<b>LO 1 LISTENING</b>	AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately.  AS 4(c) Segments oral sentences into individual words ( using words of one syllable first )  AS 6 Passes on messages	2	Can follow 4 instructions  Children clap and say own simple sentences e.g. I went to the beach  Child must be able to convey a more detailed message  Game activities	Learners respond to instructions given by teacher  Music ring / Group activity  Child conveys message to adults and plays games	Demonstration	Rubric  Observation  Rating scale
<b>LO 2 SPEAKING</b>	AS 1(e) Uses illustrations to understand simple captions in story books	2	Children look at a illustrated story to understand and 'read' captions	Discussion	Orally	Observation

## Formal Assessment Tasks

### TERM FOUR

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 4 WRITING</b>	AS 1 (i) Shows in own writing attempts, beginning awareness of directionality ( e.g. starting from left to right, top to bottom )	2	Child shows awareness by writing name left to right and to become aware of top to bottom in creative activities and educational games	Creative activities and educational games	Written Demonstration	Observation Checklist
<b>LO 6 LANGUAGE STRUCTURE AND USE</b>	AS 1 (b) Recognises the sounds at the beginning of some words	2	Learners confidently recognise the sounds of simple words	Listening activities	Demonstration	Checklist
<b>LO 1 LISTENING</b>	AS 3(d) Notes details and gives the main idea of the oral text  AS 3(e) Puts pictures in the right sequence	3	Learners participate by contributing details and ideas  Learners are required to sequence 5 pictures	Discussion on stories, etc.  Educational sequence games	Demonstration Orally	Observation  Rubric
<b>LO 3 READING AND VIEWING</b>	AS 3(a) Understands the purpose of print – that it carries meaning (e.g. that a written word can signify own name)  AS 4(b) Recognise and reads high frequency words such as own name and print in the environment such as “STOP”	3	Children recognise simple labels in class ( e.g. lego, reading corner, window, door, etc )  Recognises print in the environment such as STOP, COKE, etc	Discussion  Viewing game	Demonstration / Orally	Rating scale  Checklist



## Formal Assessment Tasks

### TERM FOUR

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 4 WRITING</b>	AS 1 (b) Forms letters in various ways ( e.g by using own body to show the shape, writing in sand )  AS 1 (j) Copies print from environment ( e.g. labels on household items, advertisements)	3	Copies letters  Learners copy print confidently	Children copy letters  Copying activities	Written	Rating scale  Rating scale
<b>LO 5 THINKING AND REASONING</b>	AS 1 (a) Demonstrates developing knowledge of concepts such as quantity, size , direction, colour, speed, time, age, sequence	3	Learners confidently demonstrate knowledge of speed, time and sequence	Educational activities	Demonstration	Rubric – Speed, time and sequence
<b>LO 1 LISTENING</b>	AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately.  AS 4(b) Distinguishes between different sounds, especially at the beginning and end of the words	4	Can follow 4 instructions  Learners listen attentively and participates in specific activities for the beginning and end sounds	Learners respond to instructions given by teacher  Listening activities	Demonstration	Rubric  Rubric
<b>LO 3 READING AND VIEWING</b>	AS 1 (d) Matches pictures and words  AS 5(b) Recognises and names some common letters of the alphabet such as the letter learners name begins with	4	Children match words to the labelled pictures  Children recognise most common letters in alphabet	Matching activities  Individual discussion	Orally / Demonstration	Rating scale  Rating scale

## Formal Assessment Tasks

### TERM FOUR

LO	AS	FAT	Attainment Target	Activities	Forms	Tools
<b>LO 4 WRITING</b>	AS 1(k) Makes attempts at familiar forms of writing, using known letters (e.g. in lists, messages and letters) AS 1(l) Manipulates writing tools like crayons and pencils.	4	Learners confidently 'write' lists, messages, etc  Learners confidently manipulates writing tools  Learners build 100 piece puzzles confidently	Makes cards and 'writes' message ( e.g. I love you )  Drawing or painting activities  Builds puzzles	Written   Demonstration	Observation  Rating scale  Rubric
<b>LO 5 THINKING AND REASONING</b>	AS 3(d) Solves and completes puzzles	4				

# Summary of Formal Assessment Tasks

## Home Language

TASK 1	TASK 2	TASK 3	TASK 4
<b>FIRST TERM</b>			
LO 1 AS 1	LO 1 AS 1	LO 1 AS 1	LO 1 AS 1
AS 2	AS 3(b)	AS 2	AS 3(b)
LO 3 AS 1(a)	LO 2 AS 9	LO 2 AS 6	AS 4(d)
LO 4 AS 1(a + l)	LO 3 AS 3(a)	LO 4 AS 1(a + l)	LO 2 AS 9
	LO 4 AS 1(e + g)	LO 5 AS 3(d)	LO 3 AS 3(a)
	LO5 AS 1(a)		LO 4 AS 1(e + g)
			LO 5 AS 1(a)
			AS 3(d)
<b>SECOND TERM</b>			
LO 1 AS 3(c)	LO 1 AS 1	LO 1 AS 3(c + e)	LO 1 AS 1
AS 4(d)	AS 3(a + e)	LO 2 AS 7	AS 3(a)
LO 2 AS 7	LO 2 AS 6	LO 3 AS 1(b)	AS 4(d)
LO 3 AS 1(b)	LO 3 AS 4(b)	LO 3 AS 5(a)	LO 2 AS 6
AS 4(b)	LO 4 AS 1(a + l)	LO 4 AS 1(i + l)	LO 3 AS 5(a + b)
LO 4 AS 1(i)	LO 5 AS 2(d)	LO 5 AS 1(a)	LO 4 AS 1(a)
LO 5 AS 2(b)	AS 3(d)	AS 2(d)	LO 5 AS 2(b)
		AS 3(d)	LO 6 AS 1(b)
<b>THIRD TERM</b>			
LO 1 AS 1	LO 1 AS 4(a + e)	LO 1 AS 1	LO 1 AS 4(a + b)
AS 2	LO 2 AS 2	AS 4(b)	LO 2 AS 9
LO 2 AS 9	LO 3 AS 1(c)	LO 2 AS 8	LO 3 AS 1(d)
LO 3 AS 1(a)	LO 4 AS 1(b)	LO 3 AS 1(c)	AS 5(a)
LO 4 AS 1(a)	LO 5 AS 3(d)	LO 4 AS 1(e)	LO 4 AS 1(g + j)
LO 5 AS 2(d)	AS 4(a)	LO 5 AS 2(a)	LO 5 AS 1(a)
AS 3(d)		AS 4(a)	LO 6 AS 1(a)
<b>FOURTH TERM</b>			
LO 1 AS 3(a + c)	LO 1 AS 1	LO 1 AS 3(d + e)	LO 1 AS 1
LO 3 AS 1(b)	AS 4(c)	LO 3 AS 3(a)	AS 4(b)
LO 4 AS 1(a + d)	LO 2 AS 6	AS 4(b)	LO 3 AS 1(d)
	LO 3 AS 1(e)	LO 4 AS 1(b + j)	AS 5(b)
	LO 4 AS 1(i)	LO 5 AS 1(a)	LO 4 AS 1(k + l)
	LO 6 AS 1(b)		LO 5 AS 3(d)

## EXEMPLAR OF A FORMAL ASSESSMENT TASK

### ENGLISH HOME LANGUAGE: TERM 2

#### TASK 1: Theme: The Farm

#### ACTIVITY ONE:

##### LO 3 As 4(b)

- Recognizes and reads high frequency words such as own name and print in the environment.

##### LO 3 As 5 (a), (b)

- Recognises initial consonant of own/peers name
- Children recognises letter of alphabet in their own name

##### LO 6 As 1 (b)

- Learners spontaneously recognise the sound their peers names starts with.

##### Small group –activity – Teacher directed

- Name cards with group's names are placed on the table, each learner collects only the cards with their own name on.
- Discuss the initial letters of each one's name.
- Name cards with names of peers are placed on table. Learners take turns to pick card up and recognise names of peers.
- Discuss initial letters of names of peers.

Recognition of own name	1	2	3	4
Recognition of names of peers	1	2	3	4
Recognition of initial letter of own name	1	2	3	4
Recognition of initial letter of names of peers	1	2	3	4

4	3	2	1
Outstanding Achievement	Satisfactory Achievement	Partial Achievement	Not Achieved

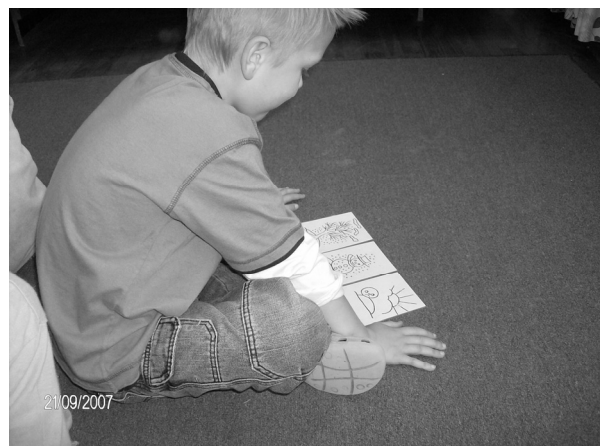
#### ACTIVITY TWO:

##### LO 1 As 3 (e)

##### Puts pictures in the right sequence

- Small group-activity
- Sequence 3 picture-cards

Learner is able to sequence 3 picture-cards correctly	Y	N
Learner finds it difficult to sequence 3 picture cards correctly	Y	N



## EXEMPLAR OF A FORMAL ASSESSMENT TASK

### ACTIVITY THREE:

LO 4 As 1 (a), (i), (l)

- Learner draw own choice of pictures on a given topic.
- Introduces left to right awareness through creative activities and educational games.
- Learner confidently manipulates writing tools like crayons and pencils

(Individual choice)



Steps 1 - Learners do a rubbing background, working from left to right



Steps 2 - Learner then draws a picture on given topic.

directionality in writing from left to right	1	2	3	4
Understanding of given topic	1	2	3	4
Evidence in drawing	1	2	3	4
Correct manipulation of writing tool.	1	2	3	4

4	3	2	1
Outstanding Achievement	Satisfactory Achievement	Partial Achievement	Not Achieved

### ACTIVITY 4

LO 5 As 2(b)

Learners compare things (e.g. pictures, objects) that are different.

Small group-activity

Learners use a lotto-game to seek and find small differences and similarities in pictures.



Learner is able to find all small differences/similarities in pictures confidently.	4
Learner is able to find most small differences/similarities in pictures	3
Learner is able to find some differences/similarities in pictures	2
Learner finds it difficult to see differences/similarities in pictures	1

# Assessment Programme

Foundation Phase			
Educator:-	Learning Programme: - Literacy	Grade R	Year: 2008
TERM	ONE	TWO	THREE
<b>TASK ONE</b>	<b>FOCUS</b> LISTEN / RESPOND / WRITTEN	<b>FOCUS</b> LISTEN / RESPOND / WRITTEN	<b>FOCUS</b> LISTEN / RESPOND / WRITTEN
<b>LA ; LO ; AS</b>	LO 1 As 1 + As 2 / LO 3 As 1(a) LO 4 As 1(a + i)	LO 1 As 3(c) + As 4(d) / LO 2 As 7 LO 3 As 1(b) + As 4(b) / LO 4 As 1(i) LO 5 As 2(b)	LO 1 As 1 + As 2 / LO 2 As 9 / LO 3 As 1(a) LO 4 As 1(a) / LO 5 As 2(d) + As 3(d)
<b>ACTIVITIES</b>	Listen to story Recognise simple objects Drawing		
<b>TASK TWO</b>	<b>FOCUS</b>	<b>FOCUS</b>	<b>FOCUS</b>
<b>LA ; LO ; AS</b>	LO 1 As 1 + As 3(b) / LO 2 As 9 LO 3 As 3(a) / LO 4 As 1(e + g) LO 5 As 1(a)	LO 1 As 1 + As 3(a + e) / LO 2 As 6 LO 3 As 4(b) / LO 4 As 1(a + i) LO 5 As 2(d) + As 3(d)	LO 1 As 1 + As 4(c) / LO 2 As 6 LO 3 As 1(e) / LO 4 As 1(i) / LO 6 As 1(b)
<b>ACTIVITIES</b>	Listen to story / Drawing "Read" name Sorting colour, shape and age		
<b>TASK THREE</b>	<b>FOCUS</b>	<b>FOCUS</b>	<b>FOCUS</b>
<b>LA ; LO ; AS</b>	LO 1 As 1 + As 2 / LO 2 As 6 / LO 4 AS 1(a + i) / LO 5 As 3(d)	LO 1 As 3(c + e) / LO 2 As 7 LO 3 As 1(b) + As 5(a) / LO 4 As 1(i + i) LO 5 As 1(a), As 2(d) + As 3(d)	LO 1 As 1 + As 4(b) / LO 2 As 8 LO 3 As 1(c) / LO 4 As 1(e) LO 5 As 2(a) + As 4(a)
<b>ACTIVITIES</b>	Group discussion (Theme) Drawing on given topic Puzzles		LO 1 As 3(d + e) / LO 3 As 3(a) + As 4(b) LO 4 As 1(b + j) / LO 5 As 1(a)
<b>TASK FOUR</b>	<b>FOCUS</b>	<b>FOCUS</b>	<b>FOCUS</b>
<b>LA ; LO ; AS</b>	LO 1 As 1, As 3(b) + As 4(d) / LO 2 As 9 LO 3 As 3(a) / LO 4 AS 1(e + g) LO 5 As 1(a) + AS 3(d)	LO 1 As 1, As 3(a) + As 4(d) / LO 2 AS 6 LO 3 AS 5(a + b) / LO 4 AS 1(a) LO 5 AS 2(b) / LO 6 AS 1(b)	LO 1 As 1 + As 4(b) / LO 3 As 1(d) + As 5(b) LO 4 As 1(k + i) / LO 5 As 3(d)
<b>ACTIVITIES</b>	Music ring – Choruses + Clapping Recognise own name + write / Draw Dominoes – Shape + colour Sorting – big small / Grouping - Age		