

**PSRIP  
TRACKER  
&  
PROGRAMME OF ASSESSMENT  
GRADE 1  
TERM 2 2020**

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## Curriculum Coverage Form Term 2

During the term, keep track of every lesson that you teach on the Tracker that follows. Then, at the end of the term, count the number of lessons completed, and fill in this table. Discuss your curriculum coverage with your HoD to see how you have improved since Term 1, and what more you can do to improve in Term 3.

| ACTIVITY                       | NUMBER OF LESSONS IN LESSON PLAN | NUMBER OF LESSONS TAUGHT |
|--------------------------------|----------------------------------|--------------------------|
| Daily Activities               | 50                               |                          |
| Phonemic Awareness and Phonics | 40                               |                          |
| Shared Reading                 | 50                               |                          |
| Writing                        | 10                               |                          |

### Please remember to:

1. Get learners who finish their work quickly to complete an Extension Activity.
2. Encourage learners to do as much independent reading as possible.

# Weekly Tracker

| Week 1         |  |                |
|----------------|--|----------------|
| Day            | CAPS content, concepts, skills   | Date completed |
| THEME: FRIENDS |  |                |
| Monday         | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Monday         | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The 'A' friends</li> </ul>   |                |
| Monday         | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /a/ /s/ /t/ /p/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>        |                |
| Tuesday        | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Tuesday        | Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The 'A' friends</li> </ul>   |                |
| Tuesday        | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /i/</li> <li>• Introduce new words</li> </ul>  |                |
| Wednesday      | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Wednesday      | Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The 'A' friends</li> </ul>   |                |
| Wednesday      | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /p/ /i/</li> </ul>  |                |

|          |  |  |
|----------|--|--|
| Thursday | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Thursday | Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: The 'A' friends</li> </ul>   |  |
| Thursday | Activity 3: Writing <ul style="list-style-type: none"> <li>• My friend is...</li> </ul>  |  |
| Friday   | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Friday   | Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: The 'A' friends</li> </ul>  |  |
| Friday   | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /i/</li> </ul>   |  |

## Week 2

| Day            | CAPS content, concepts, skills   | Date completed |
|----------------|--|----------------|
| THEME: FRIENDS |  |                |
| Monday         | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Monday         | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Andani feels proud</li> </ul>  |                |
| Monday         | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /i/ /p/ /t/ /s/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>        |                |
| Tuesday        | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Tuesday        | Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Andani feels proud</li> </ul>  |                |
| Tuesday        | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /n/</li> <li>• Introduce new words</li> </ul>  |                |
| Wednesday      | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Wednesday      | Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Andani feels proud</li> </ul>  |                |
| Wednesday      | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /i/ /n/</li> </ul>  |                |
| Thursday       | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Thursday       | Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Andani feels proud</li> </ul>  |                |
| Thursday       | Activity 3: Writing <ul style="list-style-type: none"> <li>• We like to...</li> </ul>  |                |

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|--------|--|--|
| Friday | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Friday | Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Andani feels proud</li> </ul>   |  |
| Friday | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /n/</li> </ul>   |  |

## Theme Reflection: FRIENDS

|  |             |
|--|-------------|
| 1. What went well this cycle?                |             |
| 2. What did not go well this cycle?          |             |
| 3. How can you improve this next cycle?      |             |
| 4. Did you cover all the work for the cycle? |             |
| 5. If not, how will you get back on track?   |             |
| 6. Do you need to extend some learners?      |             |
| 7. In which area / activity?                 |             |
| 8. How will you do this?                     |             |
| 9. Do you need to support some learners?     |             |
| 10. In which area / activity?                |             |
| 11. How will you do this?                    |             |
| <b>SMT Comment</b>                           |             |
|  |             |
| <b>SMT name and signature</b>                | <b>Date</b> |
|  |             |

### Week 3

| Day                   | CAPS content, concepts, skills   | Date completed |
|-----------------------|--|----------------|
| THEME: GROWING THINGS |  |                |
| Monday                | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Monday                | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The little red hen</li> </ul>  |                |
| Monday                | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /n/ /i/ /t/ /s/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>        |                |
| Tuesday               | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Tuesday               | Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The little red hen</li> </ul>  |                |
| Tuesday               | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /m/</li> <li>• Introduce new words</li> </ul>  |                |
| Wednesday             | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Wednesday             | Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The little red hen</li> </ul>  |                |
| Wednesday             | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /n/ /m/</li> </ul>  |                |
| Thursday              | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Thursday              | Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: The little red hen</li> </ul>  |                |
| Thursday              | Activity 3: Writing <ul style="list-style-type: none"> <li>• I want to grow...</li> </ul>  |                |

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|--------|--|--|
| Friday | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Friday | Activity 2: Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> <li>• Big Book: The little red hen</li> </ul>   |  |
| Friday | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /m/</li> </ul>   |  |

## Week 4

| Day                   | CAPS content, concepts, skills   | Date completed |
|-----------------------|--|----------------|
| THEME: GROWING THINGS |  |                |
| Monday                | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Monday                | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Khwezi finds a worm</li> </ul>   |                |
| Monday                | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /n/ /a/ /t/ /i/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>        |                |
| Tuesday               | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Tuesday               | Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Khwezi finds a worm</li> </ul>   |                |
| Tuesday               | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /d/</li> <li>• Introduce new words</li> </ul>  |                |
| Wednesday             | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Wednesday             | Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Khwezi finds a worm</li> </ul>   |                |
| Wednesday             | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds</li> </ul>  |                |
| Thursday              | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Thursday              | Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Khwezi finds a worm</li> </ul>   |                |
| Thursday              | Activity 3: Writing <ul style="list-style-type: none"> <li>• My garden is full of...</li> </ul>  |                |

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|--------|--|--|
| Friday | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Friday | Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Khwezi finds a worm</li> </ul>  |  |
| Friday | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /d/</li> </ul>   |  |

## Theme Reflection: GROWING THINGS

|  |             |
|--|-------------|
| 1. What went well this cycle?                |             |
| 2. What did not go well this cycle?          |             |
| 3. How can you improve this next cycle?      |             |
| 4. Did you cover all the work for the cycle? |             |
| 5. If not, how will you get back on track?   |             |
| 6. Do you need to extend some learners?      |             |
| 7. In which area / activity?                 |             |
| 8. How will you do this?                     |             |
| 9. Do you need to support some learners?     |             |
| 10. In which area / activity?                |             |
| 11. How will you do this?                    |             |
| <b>SMT Comment</b>                           |             |
|  |             |
| <b>SMT name and signature</b>                | <b>Date</b> |
|  |             |

## Week 5

| Day            | CAPS content, concepts, skills   | Date completed |
|----------------|--|----------------|
| THEME: ANIMALS |  |                |
| Monday         | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Monday         | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: How the zebra got its stripes</li> </ul>   |                |
| Monday         | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /d/ /a/ /m/ /s/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>        |                |
| Tuesday        | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Tuesday        | Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Review past sounds</li> </ul>  |                |
| Tuesday        | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /o/</li> <li>• Introduce new words</li> </ul>  |                |
| Wednesday      | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Wednesday      | Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: How the zebra got its stripes</li> </ul>   |                |
| Wednesday      | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /d/ /o/</li> </ul>  |                |
| Thursday       | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Thursday       | Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: How the zebra got its stripes</li> </ul>   |                |
| Thursday       | Activity 3: Writing <ul style="list-style-type: none"> <li>• I want to see...</li> </ul>   |                |

|        |  |  |
|--------|--|--|
| Friday | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Friday | Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: How the zebra got its stripes</li> </ul>  |  |
| Friday | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /o/</li> </ul>   |  |

## Week 6

| Day            | CAPS content, concepts, skills   | Date completed |
|----------------|--|----------------|
| THEME: ANIMALS |  |                |
| Monday         | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Monday         | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: A farm visit</li> </ul>  |                |
| Monday         | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /d/ /o/ /p/ /t/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>        |                |
| Tuesday        | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Tuesday        | Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: A farm visit</li> </ul>  |                |
| Tuesday        | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /g/</li> </ul>   |                |
| Wednesday      | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Wednesday      | Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: A farm visit</li> </ul>  |                |
| Wednesday      | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /o/ /g/</li> </ul>  |                |
| Thursday       | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Thursday       | Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: A farm visit</li> </ul>  |                |
| Thursday       | Activity 3: Writing <ul style="list-style-type: none"> <li>• My favourite animal is...</li> </ul>  |                |

|        |  |  |
|--------|--|--|
| Friday | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Friday | Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: A farm visit</li> </ul>   |  |
| Friday | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /g/</li> </ul>   |  |

## Theme Reflection: ANIMALS

|  |              |
|--|--------------|
| 1. What went well this cycle?                |              |
| 2. What did not go well this cycle?          |              |
| 3. How can you improve this next cycle?      |              |
| 4. Did you cover all the work for the cycle? |              |
| 5. If not, how will you get back on track?   |              |
| 6. Do you need to extend some learners?      |              |
| 7. In which area / activity?                 |              |
| 8. How will you do this?                     |              |
| 9. Do you need to support some learners?     |              |
| 10. In which area / activity?                |              |
| 11. How will you do this?                    |              |
| <b>SMT Comment</b>                           |              |
| <br><br><br><br><br>                         |              |
| <b>SMT name and signature</b>                | <b>Date</b>  |
| <br><br><br>                                 | <br><br><br> |

## Week 7

| Day                     | CAPS content, concepts, skills   | Date completed |
|-------------------------|--|----------------|
| THEME: SPORTS AND GAMES |  |                |
| Monday                  | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Monday                  | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Jabu's big kick</li> </ul>   |                |
| Monday                  | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /d/ /o/ /g/ /t/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>        |                |
| Tuesday                 | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Tuesday                 | Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Jabu's big kick</li> </ul>   |                |
| Tuesday                 | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /c/</li> <li>• Introduce new words</li> </ul>  |                |
| Wednesday               | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Wednesday               | Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Jabu's big kick</li> </ul>   |                |
| Wednesday               | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sound /g/ and /c/</li> </ul>   |                |
| Thursday                | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Thursday                | Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Jabu's big kick</li> </ul>   |                |
| Thursday                | Activity 3: Writing <ul style="list-style-type: none"> <li>• I want to play...</li> </ul>  |                |

|        |  |  |
|--------|--|--|
| Friday | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Friday | Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Jabu's big kick</li> </ul>  |  |
| Friday | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /c/</li> </ul>   |  |

## Week 8

| Day                     | CAPS content, concepts, skills   | Date completed |
|-------------------------|--|----------------|
| THEME: SPORTS AND GAMES |  |                |
| Monday                  | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Monday                  | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Let's play Bhathi</li> </ul>   |                |
| Monday                  | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /p/ /a/ /t/ /n</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>         |                |
| Tuesday                 | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Tuesday                 | Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Let's play Bhathi</li> </ul>   |                |
| Tuesday                 | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /k/</li> <li>• Introduce new words</li> </ul>  |                |
| Wednesday               | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Wednesday               | Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Let's play Bhathi</li> </ul>   |                |
| Wednesday               | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /o/ /k/</li> </ul>  |                |
| Thursday                | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Thursday                | Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Let's play Bhathi</li> </ul>   |                |
| Thursday                | Activity 3: Writing <ul style="list-style-type: none"> <li>• I play games with...</li> </ul>   |                |

|        |  |  |
|--------|--|--|
| Friday | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Friday | Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Let's play Bhati</li> </ul>   |  |
| Friday | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /k/</li> </ul>   |  |

### Theme Reflection: SPORTS AND GAMES

|  |             |
|--|-------------|
| 1. What went well this cycle?                |             |
| 2. What did not go well this cycle?          |             |
| 3. How can you improve this next cycle?      |             |
| 4. Did you cover all the work for the cycle? |             |
| 5. If not, how will you get back on track?   |             |
| 6. Do you need to extend some learners?      |             |
| 7. In which area / activity?                 |             |
| 8. How will you do this?                     |             |
| 9. Do you need to support some learners?     |             |
| 10. In which area / activity?                |             |
| 11. How will you do this?                    |             |
| <b>SMT Comment</b>                           |             |
|  |             |
| <b>SMT name and signature</b>                | <b>Date</b> |
|  |             |

## Week 9

| Day                          | CAPS content, concepts, skills   | Date completed |
|------------------------------|--|----------------|
| THEME: THE THREE LITTLE PIGS |  |                |
| Monday                       | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Monday                       | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The three little pigs</li> </ul>   |                |
| Monday                       | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /g/ /p/ /a/ /i/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>        |                |
| Tuesday                      | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Tuesday                      | Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The three little pigs</li> </ul>   |                |
| Tuesday                      | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /e/</li> <li>• Introduce new words</li> </ul>  |                |
| Wednesday                    | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Wednesday                    | Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The three little pigs</li> </ul>   |                |
| Wednesday                    | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /k/ and /e/</li> </ul>  |                |
| Thursday                     | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Thursday                     | Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: The three little pigs</li> </ul>   |                |
| Thursday                     | Activity 3: Writing <ul style="list-style-type: none"> <li>• I want to build...</li> </ul>   |                |

|        |  |  |
|--------|--|--|
| Friday | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Friday | Activity 2: Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> <li>• Big Book: The three little pigs</li> </ul>  |  |
| Friday | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /e/</li> </ul>   |  |

## Week 10

| Day                          | CAPS content, concepts, skills   | Date completed |
|------------------------------|--|----------------|
| THEME: THE THREE LITTLE PIGS |  |                |
| Monday                       | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Monday                       | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The three little mice</li> </ul>   |                |
| Monday                       | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>  |                |
| Tuesday                      | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Tuesday                      | Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The three little mice</li> </ul>   |                |
| Tuesday                      | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Environmental sounds – making sound patterns</li> </ul>  |                |
| Wednesday                    | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Wednesday                    | Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The three little mice</li> </ul>   |                |
| Wednesday                    | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>  |                |
| Thursday                     | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |                |
| Thursday                     | Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: The three little mice</li> </ul>   |                |
| Thursday                     | Activity 3: Writing <ul style="list-style-type: none"> <li>• The three little...and the big bad...</li> </ul>  |                |

|        |  |  |
|--------|--|--|
| Friday | Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul> |  |
| Friday | Activity 2: Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> <li>• Big Book: The three little mice</li> </ul>  |  |
| Friday | Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds – making sound patterns</li> </ul>  |  |

## Theme Reflection: THE THREE LITTLE PIGS

|  |             |
|--|-------------|
| 1. What went well this cycle?                |             |
| 2. What did not go well this cycle?          |             |
| 3. How can you improve this next cycle?      |             |
| 4. Did you cover all the work for the cycle? |             |
| 5. If not, how will you get back on track?   |             |
| 6. Do you need to extend some learners?      |             |
| 7. In which area / activity?                 |             |
| 8. How will you do this?                     |             |
| 9. Do you need to support some learners?     |             |
| 10. In which area / activity?                |             |
| 11. How will you do this?                    |             |
| <b>SMT Comment</b>                           |             |
|  |             |
| <b>SMT name and signature</b>                | <b>Date</b> |
|  |             |

# PROGRAMME OF ASSESSMENT

In accordance with Section 4 of CAPS, assessment of EFAL must be done **continuously** in an **integrated manner**, using **different tools**. Assessment must be done **for learning**, and **of learning**. This means that throughout the term, you should assess learners and keep records in different ways, for instance:

- Keeping notes in an **assessment note book**
- Using a **checklist**
- Giving **written feedback** in learners' books
- Use **rubrics** to assess specific skills, knowledge or competencies

You should **use these assessment records to inform the support or extension** that you give to different learners.

At the end of the term, you should **look at all the assessment records and notes** for each learner, as well as the learners' written work. Then, use your **professional judgement** to assign each learner a **rating from 1-7** for **each relevant component of EFAL**.

***You may choose to use the following sample assessment plan, or to design your own assessment task, aligned to Section 4 of CAPS:***

**Tools required for the sample assessment plan:**

## **1. Assessment Note Book**

- Use an A4 book for this purpose. Cover and label the book, and include the words: Private and Confidential.
- Divide each page into two by ruling a line across the page.
- Label each half page with a learner's name and surname.
- Include the learner's date of birth.
- Use this book to keep a record of events in the learner's life that are relevant to their education. For example: *Repeated Gr 1 due to lack of phonic knowledge. Mother passed away in 2019, lives with aunt.*
- Remember to date each entry.
- Then, record any progress or issues that you notice during the course of the term. And remember, you can assess a learners' language skills in all subjects. Keep notes

in the Assessment Note Book, for example: *Still struggling to recognise the single phonemes taught: a, s, t, p. 21/03/2020.*

## **2. Assessment Checklist (sample included)**

- This programme includes an assessment checklist for the term.
- This includes the main skills, knowledge and competencies that learners should acquire over the course of the term.
- Use this checklist to informally assess learners over the course of the term.
- You may not manage to assess every item on the checklist for every learner, but do as much as you can, by observing learners during different lessons.

## **3. Assessment Rubrics (samples included)**

- Also included in this programme are rubrics designed to assess specific skills, knowledge and competencies.
- Use these tools during the course of the term to assess learners.
- Record the learners' results in the Assessment Note Book or on the Composite Recording Sheet.

## **4. Term 2 Composite Recording Sheet (sample included)**

- Use this form to record a final rating from 1-7 for each learner, for each component of language.
- First, examine all learner records and results for each component, and then decide on a rating for each learner and fill it in on this sheet.
- Then, work out the overall rating for each learner, for the term.
- Do this by working out an average rating. If you feel this average rating needs to be adjusted up or down one level, use your professional judgement to do so.
- Remember that it is important to be able to justify the ratings you assign to each learner, based on the evidence that you accumulate throughout the term.

## QUICK GUIDE TO SAMPLE ASSESSMENT (SUMMARY)

1. Get the required **Assessment Tools** ready for the term: **Assessment Note Book; Checklist; Rubrics; and Composite Recording Sheet.**
2. **Read** the integrated **Assessment Task** for the term.
3. **Implement continuous** assessment for learning and assessment of learning throughout the term, **using all tools.**
4. At the end of the term, **examine all learner records and results** for each component, as well as the learners' written work, and decide on **ratings of 1-7.** Fill these in on the **Composite Record Sheet.**

## TERM 2 EFAL ASSESSMENT TASK

| Language component                 | Grade 1   |
|------------------------------------|---|
| Listening and speaking             | <b>Oral: Integrated with Reading</b>  |
| Phonics, Reading and Comprehension | <ul style="list-style-type: none"><li>- Responds to simple questions related to Shared Reading text</li><li>- Identifies different initial sounds in words found in the Shared Reading text</li></ul> |

## Grade 1 Term 2 Checklist

|                          | <b>Grade 1 Term 2 Checklist</b>                            |                              |  |   |  |                                       |   |   |  |                |
|--------------------------|--|------------------------------|--|---|--|---------------------------------------|---|---|--|----------------|
| <b>✓/x</b>               | <b>Listening &amp; Speaking</b>                            |                              |  | <b>Phonics: Oral</b>                          |  |                                       | <b>Reading</b>  |   | <b>Writing</b>   | <b>Comment</b> |
|                          | Responds to simple instructions that use vocabulary taught | Responds to simple questions | Expresses self in simple ways by using short phrases and vocabulary taught | Segments oral sentences into individual words | Identifies different initial sounds in words | Claps out syllables in familiar words | Demonstrates understanding of oral vocabulary in a text by pointing to objects in an illustration | Answers simple oral questions about a story or non-fiction text | Copies a caption for a pictures that has been drawn and reads back what has been written |                |
| <b>Date</b>              |  |                              |  |   |  |                                       |   |   |  |                |
| <b>Names of learners</b> |  |                              |  |   |  |                                       |   |   |  |                |
| 1                        |  |                              |  |   |  |                                       |   |   |  |                |
| 2                        |  |                              |  |   |  |                                       |   |   |  |                |
| 3                        |  |                              |  |   |  |                                       |   |   |  |                |
| 4                        |  |                              |  |   |  |                                       |   |   |  |                |
| 5                        |  |                              |  |   |  |                                       |   |   |  |                |
| 6                        |  |                              |  |   |  |                                       |   |   |  |                |

## TERM 2 RUBRICS

| LISTENING & SPEAKING RUBRIC |   |   |   |   |  |
|-----------------------------|---|---|---|---|--|
| <b>OBJECTIVE</b>            | <b>Learners respond to simple questions related to a shared reading text</b>  |   |   |   |  |
| <b>IMPLEMENTATION</b>       | <ul style="list-style-type: none"> <li>This can be done at any time from Week 4 to Week 8</li> <li>Do this during the Question of the Day or during Shared Reading</li> </ul>   |   |   |   |  |
| <b>ACTIVITY</b>             | Do the 'Question of the Day' activity as usual, and listen to learners' answers<br>OR<br>At the end of the Shared Reading First or Second Read, ask different learners simple questions about the text, and listen to their answers |   |   |   |  |
| <b>RUBRIC</b>               | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>   |
|                             | The learner needs full support to answer the question. The teacher must use oral or visual prompts to support the learner.  | The learner shows understanding of the question by responding with a one word answer or by pointing to a picture. | The learner shows understanding of the question. The learner responds orally with two or three words or a short phrase. | The learner shows understanding of the question. The learner responds with a short but complete sentence. | The learner shows full understanding of the question. The learner responds with a complete, detailed sentence. |

| PHONICS RUBRIC        |  |  |   |   |  |
|-----------------------|--|--|---|---|--|
| <b>OBJECTIVE</b>      | <b>Learner begins to identify different initial sounds</b>   |  |   |   |  |
| <b>IMPLEMENTATION</b> | This can be done at any time from Week 5 onwards during Shared Reading<br>OR<br>This can be done as you move around the classroom helping learners with their writing  |  |   |   |  |
| <b>ACTIVITY</b>       | <ol style="list-style-type: none"> <li>Show learners a picture from a Big Book story</li> <li>Ask: Can you find something in the picture that begins with a / _ / sound?</li> <li>Instruct the learner to point to a picture on the page</li> <li>Repeat this with the sounds previously taught (a, s, t, p, l, n, m, o)</li> <li>Keep track of how many sounds the learners can identify correctly</li> </ol> |  |   |   |  |
| <b>RUBRIC</b>         | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>  | <b>5</b>   |
|                       | The learner shows limited understanding of initial sounds. The learner needs support and prompting from the teacher to answer.   | The learner shows a developing understanding of initial sounds. The learner is able to point to 1 picture independently. | The learner shows an understanding of initial sounds. The learner is able to point to 2 pictures independently. | The learner shows a good understanding of initial sounds. The learner is able to point to 3 pictures independently. | The learner shows a deep understanding of initial sounds. The learner is able to point to 4 pictures correctly, confidently and independently. |

## Tracking of learner performance at the end of the term

The evidence gathered from both **Assessment for Learning and Assessment of Learning practices and situations** will be used to track and report on each learner's performance and progress at the end of the Term and year. The 7 point rating scale will be utilised for this purpose. Below is the composite recording sheet for tracking learner performance and progress.

| Composite Recording Sheet: EFAL Grade 1 Term 2 |                      |                                  |         |                     |
|--|----------------------|----------------------------------|---------|---------------------|
| Learner  | Language Components  |                                  |         |                     |
|  | Listening & Speaking | Phonics, Reading & Comprehension | Writing | Overall Performance |
| 1  |                      |                                  |         |                     |
| 2  |                      |                                  |         |                     |
| 3  |                      |                                  |         |                     |
| 4  |                      |                                  |         |                     |
| 5  |                      |                                  |         |                     |

| CODES AND PERCENTAGES FOR RECORDING AND REPORTING GRADES R TO 3 |                           |            |
|---|---------------------------|------------|
| RATING CODE   | DESCRIPTION OF COMPETENCE | PERCENTAGE |
| 7   | Outstanding achievement   | 80 – 100   |
| 6   | Meritorious achievement   | 70 – 79    |
| 5   | Substantial achievement   | 60 – 69    |
| 4   | Adequate achievement      | 50 – 59    |
| 3   | Moderate achievement      | 40 – 49    |
| 2   | Elementary achievement    | 30 – 39    |
| 1   | Not achieved              | 0 - 29     |