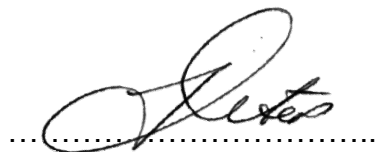


Foreword

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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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

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

- Non-shaded areas represent Informal Assessment Tasks.

4.2. FORMAL ASSESSMENT TASKS (FATs)

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

4.3. SUMMARY OF FORMAL ASSESSMENT TASKS (FATs)

- This Table is divided into four terms and the number of tasks per term for the specific Learning Programme

- A summary of all the LO's and AS's used for the Formal Assessment Tasks throughout the year are added to this table.

4.4. EXEMPLAR OF A FORMAL ASSESSMENT TASK

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

4.5. ASSESSMENT PROGRAMME

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

4.6. HIGH FREQUENCY WORDS GRADE 1 - 3

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

Be conscious of :

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

6. REFERENCES

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

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 1	TERM 2	TERM 3	TERM 4
LO 1 : LISTENING				
AS1 : Listens attentively (extending concentration span) and responds to an extended sequence of instructions to the learner's level.	Commands with 4 sentences.	Commands with 5 sentences.	Commands with 6 sentences.	Commands with 6 or more sentences.
	FAT Task 1			
AS2 : Demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak asking questions for clarification, and summarising, commenting on what has been heard.	Demonstrate respect and taking turns to speak when telling news, oral or stories on the mat.	Demonstrate respect and taking turns to speak when telling news, oral or stories on the mat.	Learners ask questions, comment on and summarize what has been heard.	Learners ask questions, comment on and summarize what has been heard.
	FAT Task 1			
AS3 : Recognises and shows respect for different varieties of language.	Greetings, words of respect and thank you in 3 different languages : English Afrikaans and IsiXhosa.	Counting in 3 different languages : English, Afrikaans and IsiXhosa.	Stories about people of different cultures.	Stories about festivals of different cultures.
			FAT Task 1	
AS4 : Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding :	Identifies main idea and predict what will happen next.			
4.1 listens for the topic or main idea;			Give details of the story. Answer 6 to 8 questions.	Give details of the story. Answer 8 to 10 questions.
4.2 listens for details;	Draw pictures to illustrate the text and write 3 to 4 sentences in own words.	Give details of the story. Answer 4 to 6 questions.	Communicate 6 to 8 events or ideas in text.	Communicate 8 to 10 events or ideas in text.
4.3 predicts what will happen;				Draw picture and write 8 to 10 own sentences.
4.4 communicates back a sequence of events or ideas in answers questions about oral text;	Listen and responds to riddles.	Communicate 4 to 6 events or ideas in text	Draw picture and write 6 to 8 sentences in own words.	
4.5 expresses feelings about the text, giving reasons;		express feelings.		
4.6 works out cause and effect in the oral text;		FAT Task 3	FAT Task 3	FAT Task 1 and 3
4.7 draws pictures to illustrate understanding of the oral text; and writes it in own words.	Listen and responds to riddles.	Listen and responds to riddles.	Listen and responds to jokes.	
AS5 : Listens, enjoys and responds appropriately to riddles and jokes		FAT Task 1		
	Instructions on intercom	Puppet show and respond to questions.	Speaker: CD or cassette questions & instructions.	Speaker on CD or cassette and respond to questions and instructions.
	FAT Task 3	FAT Task 3		FAT Task 3

Attainment Targets and Formal Assessment Tasks

HOMELANGUAGE	TERM 1	
LO 1 : LISTENING		
AS1 : Listens attentively (extending concentration span) and responds to an extended sequence of instructions to the learner's level.	Commands with 4 sentences.	Oral Response : Discussion, Talk about
	FAT Task 1	Task 1 and 3 : Hints
AS2 : Demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak asking questions for clarification, and summarising, commenting on what has been heard.	Demonstrate respect and taking turns to speak when telling news, oral or stories on the mat.	Task 1 : 1. Listen to learner telling news about Task 3 : 2. Listen to story about good and bad eating on mat : cd or cassette. 3. Listen to riddles about different fruits. 4. Divide in groups 5. Each group receives questions about 6. Groups read questions and then discuss. 7. Each group gives a report back on 8. Listen to answers about riddles of fruit.
AS3 : Recognises and shows respect for different varieties of language.	FAT Task 1	
	Greetings, words of respect and thank you in 3 different languages : English Afrikaans and IsXhosa.	
AS4 : Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding :	Identifies main idea and predict what will happen next.	
4.1 listens for the topic or main idea ;	Draw pictures to illustrate the text and write 3 to 4 sentences in own words.	
4.2 listens for details;		
4.3 predicts what will happen;		
4.4 communicates back a sequence of events or ideas in answers questions about oral text;		
4.5 expresses feelings about the text; giving reasons;	Listen and responds to riddles	
4.7 works out cause and effect in the oral text;		
4.8 draws pictures to illustrate understanding of the oral text, and writes it in own words.		
AS5 : Listens, enjoys and responds appropriately to riddles and jokes	Listen and responds to riddles	Tool : Check list
AS6 : Listens to a speaker the learner cannot see (eg radio, intercom) and responds to questions and instructions.	Instructions on intercom	AS1 : The learner sits and listens quietly. AS2 : The learner shows respect for speaker. The learner takes turns to speak. AS6 : The learner sits and listens quietly and responds to questions.
	FAT Task 3	

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 2	
LO 1 : LISTENING			
AS1 : Listens attentively (extending concentration span) and responds to an extended sequence of instructions to the learner's level.	Commands with 5 sentences.		Oral Response : Discussion
AS2 : Demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak asking questions for clarification, and summarising, commenting on what has been heard.	Demonstrate respect and taking turns to speak when telling news, oral or stories on the mat.		
AS3 : Recognises and shows respect for different varieties of language.	Counting in 3 different languages : English, Afrikaans and IsXhosa.		Task 1 : Hints 1. Learners listen to teacher discussing facts about environment. 2. Oral discussion with words and sentences.
AS4 : Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding : 4.1 listens for the topic or main idea; 4.2 listens for details; 4.3 predicts what will happen; 4.4 communicates back a sequence of events or ideas in answers to questions about oral text; 4.5 answers questions about oral text; 4.6 expresses feelings about the text, giving reasons; 4.7 works out cause and effect in the oral text; 4.8 draws pictures to illustrate understanding of the oral text, and writes it in own words.	Give details of the story. Answer 4 to 6 questions. Communicate 4 to 6 events or ideas in text Draw picture and express feelings.		
AS5 : Listens, enjoys and responds appropriately to riddles and jokes	FAT Task 3 Listens and responds to riddles.		Task 3 : Hints 1. Children listen to interviews about religions: dialogue on cd 2. Oral discussion with words and labels representing symbols. 3. Oral discussion with sentences about different religious holidays.
AS6 : Listens to a speaker the learner cannot see (eg radio, intercom) and responds to questions and instructions.	FAT Task 1 Puppet show and respond to questions.		
	FAT Task 3		
Tool : Checklist		4 3 2 1	
AS4 : Task 1 and 3 Learners listen for detail Answer questions about oral text Express feelings		Y	N
AS5 : Task 1 Listen to poems about fruit. : Task 1			
AS6 : Task 3 Learners respond to questions and instructions.			

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 3	
LO 1 : LISTENING		
AS1 : Listens attentively (extending concentration span) and responds to an extended sequence of instructions to the learner's level.	Commands with 6 sentences.	Oral Response : Reading
AS2 : Demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak asking questions for clarification, and summarising, commenting on what has been heard.	Learners ask questions, comment on and summarize what has been heard.	Task 1 : Hints
AS3 : Recognises and shows respect for different varieties of language.	Stories about people of different cultures	1. Teacher reads story about a hero. 2. Children express their feelings.
	FAT Task 1	Oral Response : Reading, Talk about
AS4 : Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding :	Give details of the story. Answer 6 to 8 questions.	
4.1 listens for the topic or main idea;	Communicate 6 to 8 events or ideas in text	1. Children receive letters from other
4.2 listens for details;		2. Peer groups read it to the class. (see LO3)
4.3 predicts what will happen;		3. Respond by summarizing facts about country.
4.4 communicates back a sequence of events or ideas in		
4.5 answers questions about oral text;		
4.6 expresses feelings about the text, giving reasons;		
4.7 works out cause and effect in the oral text;	Draw picture and write 6 to 8 sentences in own words.	
4.8 draws pictures to illustrate understanding of the oral text, and writes it in own words.		
	FAT Task 3	Tool : Checklist
AS5 : Listens, enjoys and responds appropriately to riddles and jokes	Listen and responds to jokes	4 3 2 1
AS6 : Listens to a speaker the learner cannot see (eg radio, intercom) and responds to questions and instructions.	Speaker: CD or cassette questions & instructions	Y N
		AS4 : Learners listen for detail
		Answer questions about oral text
		Express feelings
		Listens with enjoyment.

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 4	
LO 1 : LISTENING			
AS1 : Listens attentively (extending concentration span) and responds to an extended sequence of instructions to the learner's level.	Commands with 6 or more sentences.	Oral Response : Question and answer	
AS2 : Demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak asking questions for clarification, and summarising, commenting on what has been heard.	Learners ask questions, comment on and summarize what has been heard.	Task 3 : Hints	
AS3 : Recognises and shows respect for different varieties of language.	Stories about festivals of different cultures	1. Children listen to instructions about making bird with 3D shapes. 2. Children discuss in groups how to 3. Plan and draw the object.	
AS4 : Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding :	Give details of the story. Answer 8 to 10 questions.	Oral Response : Design and Make	
4.1 listens for the topic or main idea;	Communicate 8 to 10 events or ideas in text	Task 1 : Hints	
4.2 listens for details;	Draw picture and write 8 to 10 own sentences	1. Listen to story about birds in my environment . 2. Draw a picture of character. 3. Answer questions	
4.3 predicts what will happen;		Tool : Checklist	
4.4 communicates back a sequence of events or ideas in		AS4 :	
4.5 answers questions about oral text;		1. Learners listen for detail	
4.6 expresses feelings about the text, giving reasons;		2. Answer questions about oral text	
4.7 works out cause and effect in the oral text;		3. Express feelings	
4.8 draws pictures to illustrate understanding of the oral text, and writes it in own words.		4. Listens with enjoyment.	
AS5 : Listens, enjoys and responds appropriately to riddles and jokes	Listen and responds to jokes		
AS6 : Listens to a speaker the learner cannot see (eg radio, intercom) and responds to questions and instructions.	Speaker on CD or cassette and respond to questions and instructions.		
	FAT Task 3		

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 1	TERM 2	TERM 3	TERM 4
LO 2 : SPEAKING				
AS1 : Recounts personal experiences and more general news events, and expresses feelings and opinions about them.	News : Personal experience (holiday)	News personal and general. Express feelings	News personal and general. Express feelings and opinions.	News personal and general. Express feelings and opinions.
	FAT Task 1			
	Tell own riddles	Tell riddles and own poems.	Telling jokes	Fantasy story
		FAT Task 1		FAT Task 3
AS2 : Uses language imaginatively for fun and fantasy (eg telling jokes, creating own poems and code language)	Teacher starts a story and learners complete by adding on.	Give 1 sentence, learners complete story by each adding on a sentence.	Give topic, setting and characters and learners tell story.	Give topic, setting and characters and learners tell story.
			FAT Task 1	
	Facial and body expressions when telling a story.	Facial and body expressions when telling a story with voice intonation.	Oral about eg. My hero Facial and body expressions when telling a story with voice intonation.	Facial and body expressions when telling a story with voice intonation.
			FAT Task 1	
AS5 : Contributes to group and class discussions 5.1 initiates topics in group discussion ; 5.2 takes turns and asks relevant questions ; 5.3 suggests or elaborates ideas ; 5.4 shows sensitivity to the rights and feelings of others ; 5.5 summarises a group's work ; 5.6 asks questions for clarity and information ; 5.7 answers questions and gives reasons for answers ; 5.8 gives constructive feedback to others ;	Group discussions. Give topics and ideas, shows respect to peers, ask questions and answer questions. Shows sensitivity to rights and feelings of others. Constructive feedback on topic, take turns.	Elaborate on ideas. Group and class discussions linked to other learning areas. Ask questions and answer questions. Shows sensitivity to rights and feelings of others. Constructive feedback on topic, take turns.	Elaborate on ideas. Group and class discussions linked to other learning areas. Ask questions, answer questions and give reasons for answers. Shows sensitivity to rights and feelings of others. Constructive feedback on topic, take turns.	Initiate topics and elaborate on ideas. Summaries. Give reasons for answers. Give feedback. Shows sensitivity to rights and feelings of others. Constructive feedback on topic, take turns.
	FAT Task 3			FAT Task 1
			Interview : eg My hero	
			FAT Task 3	
	Give oral presentation on given topic. Develop guidelines for presentation. Make use of visual aids and basic strategies (eye-contact, use of the voice) to engage listeners.	Give oral presentation on given topic. Describe what is going to be presented and how. Use visual aids and basic strategies to engage in story.	Give oral presentation on given topics, interviews and fieldtrips. Develop guidelines for a good presentation, use visual aids and basic strategies.	Give oral presentation on given topics, interviews and fieldtrips. Develop guidelines for a good presentation, use visual aids and basic strategies.
			FAT Task 3	
	Teacher assists with vocabulary.	Less assistance from teacher.	Less assistance from teacher.	Converse with confidence on a topic.
	FAT Task 3	FAT Task 3		

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 1	
LO: 2 SPEAKING			
AS1 : Recounts personal experiences and more general news events, and expresses feelings and opinions about them.		News : Personal experience (holiday)	Oral Response : Discussion
			Task 1 : Hints
		FAT Task 3	1. Learners tell holiday news on mat.
AS2 : Uses language imaginatively for fun and fantasy (eg telling jokes, creating own poems and code language)		tell own riddles	Oral Response : Design and Make
AS3 : Creates and tells stories with a beginning, middle and ending, which use descriptive language, avoid repetition and have elements of plot and characterisation.		teacher starts a story and learners complete by adding on.	Task 3 : Hints
AS4 : Uses different expressions and gestures when telling a story.		Facial and body expressions when telling a story.	2. Learners discuss questions on mat about healthy and unhealthy eating habits.
AS5 : Contributes to group and class discussions		Group discussions.	3. Read riddles about different fruits.
5.1 initiates topics in group discussion ;		Give topics and ideas,	4. Divide in groups for questions and report back on good and bad eating habits.
5.2 takes turns and asks relevant questions ;		shows respect to peers,	5. Read answers on riddles about fruit.
5.3 suggests or elaborates ideas ;		ask questions and answer questions.	6. Groups make fruit man from magazine pictures
5.4 shows sensitivity to the rights and feelings of others ;		Shows sensitivity to rights and feelings of others.	7. Read poems (rap) about fruit man from magazine.
5.5 summarises a group's work ;		Constructive feedback on topic, take turns.	8. Rap poems in groups (assessment sheet).
5.6 asks questions for clarity and information ;			Tool : Rubric : Speaking
5.7 answers questions and gives reasons for answers ;			Speaks clearly
5.8 gives constructive feedback to others.		FAT Task 3	Consistently correct use of language
			Correct sequence
AS6 : Interviews people for a particular purpose.			Sticks to topic
AS7 : Makes oral presentations (eg on given topics, on interviews conducted, reporting back from field trips)		Give oral presentation on given topic. Develop guidelines for presentation. Make use of visual aids and basic strategies (eye-contact, use of the voice) to engage listeners.	Speaks clearly
7.1 with support and guidance from teacher, develops class guidelines for a good presentation ;			Mostly correct use of language
7.2 describes what is going to be presented and how ;			Correct sequence
7.3 uses visual aids to supplement oral presentations ;			Sticks to topic most of the time
7.4 uses basic strategies to engage listeners (eg making eye contact) ;			Pronunciation not clear
AS8 : Engages in conversation as a social skill.		teacher assists with vocabulary.	Sometimes correct use of language
			Incorrect sequence
			Sticks to topic sometimes
			Poor pronunciation
		FAT Task 3	Seldom correct use of language
			No sequence
			Seldom sticks to topic

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 2	
LO 2 : SPEAKING			
AS1 : Recounts personal experiences and more general news events, and expresses feelings and opinions about them.	News personal and general. Express feelings		Oral Response : Practical Demonstration
AS2 : Uses language imaginatively for fun and fantasy (eg telling jokes, creating own poems and code language)	Tell riddles and own poems.		
	FAT Task 1		
AS3 : Creates and tells stories with a beginning, middle and ending, which use descriptive language, avoid repetition and have elements of plot and characterisation.	Give 1 sentence, learners complete story by each adding on a sentence.		
AS4 : Uses different expressions and gestures when telling a story.	Facial and body expressions when telling a story with voice intonation.		
AS5 : Contributes to group and class discussions	Elaborate on ideas.		
5.1 initiates topics in group discussion ;	Group and class discussions		
5.2 takes turns and asks relevant questions ;	linked to other learning areas.		
5.3 suggests or elaborates ideas ;	Ask questions and answer questions.		
5.4 shows sensitivity to the rights and feelings of others ;	Shows sensitivity to rights and feelings of others.		
5.5 summarises a group's work ;	Constructive feedback on topic, take turns.		
AS6 : Interviews people for a particular purpose.			
AS7 : Makes oral presentations (eg on given topics, on interviews conducted, reporting back from field trips)	Give oral presentation on given topic. Describe what is going to be presented and how. Use visual aids and basic strategies to engage in story.		
7.1 with support and guidance from teacher, develops class guidelines for a good presentation ;			
7.2 describes what is going to be presented and how ;			
7.3 uses visual aids to supplement oral presentations ;			
7.4 uses basic strategies to engage listeners (eg making eye contact) ;			
AS8 : Engages in conversation as a social skill.	Less assistance from teacher.		
	FAT Task 3		

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 3	
LO 2 : SPEAKING			
AS1 : Recounts personal experiences and more general news events, and expresses feelings and opinions about them.		News personal and general. Express feelings and opinions.	Oral Response : Discussion and Interview
AS2 : Uses language imaginatively for fun and fantasy (eg telling jokes, creating own poems and code language)		telling jokes	
AS3 : Creates and tells stories with a beginning, middle and ending, which use descriptive language, avoid repetition and have elements of plot and characterisation.		Give topic, setting and characters and learners tell story.	
		FAT Task 1	
AS4 : Uses different expressions and gestures when telling a story.		Oral about eg. My hero Facial and body expressions when telling a story with voice intonation.	
		FAT Task 1	
AS5 : Contributes to group and class discussions		Elaborate on ideas.	Oral Response : Reading
5.1 initiates topics in group discussion ;		Group and class discussions	
5.2 takes turns and asks relevant questions ;		linked to other learning areas.	
5.3 suggests or elaborates ideas ;		Ask questions, answer	
5.4 shows sensitivity to the rights and feelings of others ;		questions and give reasons	
5.5 summarises a group's work ;		for answers. Shows sensitivity	Task 3 : Hints
5.6 asks questions for clarity and information ;		to rights and feelings of others.	
5.7 answers questions and gives reasons for answers ;		Constructive feedback on	
5.8 gives constructive feedback to others.		topic, take turns.	
AS6 : Interviews people for a particular purpose.		Interview : eg My hero	
		FAT Task 3	
AS7 : Makes oral presentations (eg. on given topics, on interviews conducted, reporting back from fieldtrips)		Give oral presentation on	Tool : Rubric : Speaking
7.1 with support and guidance from teacher, develops class guidelines for a good presentation ;		given topics, interviews and	
7.2 describes what is going to be presented and how ;		fieldtrips. Develop	
7.3 uses visual aids to supplement oral presentations ;		guidelines for a good	
7.4 uses basic strategies to engage listeners (eg making eye contact) ;		presentation, use visual aids	
		and basic strategies.	See Term 2
		FAT Task 3	
AS8 : Engages in conversation as a social skill.		Less assistance	
		from teacher.	

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 4	
LO 2 : SPEAKING			
AS1 : Recounts personal experiences and more general new events, and expresses feelings and opinions about them.	News personal and general. Express feelings and opinions.		
AS2 : Uses language imaginatively for fun and fantasy (eg telling jokes, creating own poems and code language)	Fantasy story		
	FATask 3		
AS3 : Creates and tells stories with a beginning, middle and ending, which use descriptive language, avoid repetition and have elements of plot and characterisation.	Give topic, setting and characters and learners tell story.		
AS4 : Uses different expressions and gestures when telling a story.	Facial and body expressions when telling a story with voice intonation.		
AS5 : Contributes to group and class discussions	Initiate topics and elaborate on ideas.		
5.1 initiates topics in group discussion ;	Summaries.		
5.2 takes turns and asks relevant questions ;	Give reasons for answers.		
5.3 suggests or elaborates ideas ;	Give feedback.		
5.4 shows sensitivity to the rights and feelings of others ;	Shows sensitivity to rights and feelings of others.		
5.5 summarises a group's work ;	Constructive feedback on topic, take turns.		
5.6 asks questions for clarity and information ;			
5.7 answers questions and gives reasons for answers ;			
5.8 gives constructive feedback to others.	FATask 1		
AS6 : Interviews people for a particular purpose.			
AS7 : Makes oral presentations (eg on given topics, on interviews conducted, reporting back from field trips)	Give oral presentation on given topics, interviews and field trips. Develop guide lines for a good presentation, use visual aids and basic strategies.		
7.1 with support and guidance from teacher, develops class guide lines for a good presentation ;			
7.2 describes what is going to be presented and how ;			
7.3 uses visual aids to supplement oral presentations ;			
7.4 uses basic strategies to engage listeners (eg making eye contact) ;			
AS8 : Engages in conversation as a social skill.	Converse with confidence on a topic.		

Oral Response : Discuss, Design and Make

Task 1 : Hints

1. Learners discuss instructions on making an (3D object cone and cylinder) out of scrap material or clay.
2. Discuss planning and drawing of object.
3. Feedback on mat.

Tool : Checklist

AS5 :	Y	N
1. Learner speaks clearly.		
2. Learner waits to take turns.		
3. Learner can do summaries.		
4. Learner answers questions.		

Oral Response : Different birds

Task 3 : Hints

1. Listen to facts about birds.
2. Learners assess each other on given graph.
3. Answer questions.

Tool : Checklist

AS2 :	Y	N
1. Did learner use correct language.		
2. Did learner use facial expressions.		
3. Did learner stick to given rules.		
4. Did learner make use of any visual media.		

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 1	TERM 2	TERM 3	TERM 4
LO 3 : READING AND VIEWING					
AS1 : Uses visual cues to make meaning :		Use visual cues to make meaning from photographs and explain orally their meaning and purpose.	Use visual cues to make meaning from flow diagrams, poster charts etc. and explain.	Use visual cues to make meaning from flow diagrams, charts and maps. Explain orally and in writing the meaning and purpose. Use information and evaluate.	Use visual cues to make meaning from flow diagrams, charts and maps. Explain orally and in writing the meaning and purpose. Use information and evaluate.
1.1 reads graphical texts such as photographs, maps, flow diagrams, charts, and :					
1.1.1 explains orally or in writing their meaning and purpose					
1.1.2 uses the information in appropriate ways (eg. maps)					
1.1.3 evaluates the image for design features and effectiveness					
			FAT Task 2 and 4		
AS2 : Makes meaning of written text :		Leamer comments on a story	Leamer comments on a story	Leamer comments on a story	Leamer comments on a story
2.1 comments on a story or poem the leamer has read, and demonstrates understanding by answering questions on :		fable/ poem by answering questions on the main idea, key details, main characters, sequence of events, setting of cultural values and conclusions. Reads instructions related to real life interests and needs eg. How to make a milkshake. Reads a wide variety of complex texts such as fiction books. 250 words	fable/ poem by answering questions on the main idea, key details, main characters, sequence of events, setting of cultural values and conclusions. Reads a wide variety of fiction, tables of content and indexes.	fable/ poem by answering questions on the main idea, key details, main characters, sequence of events, setting of cultural values and conclusions. Reads a wide variety of fiction and non-fiction books.	fable/ poem by answering questions on the main idea, key details, main characters, sequence of events, setting of cultural values and conclusions. Reads a wide variety of fiction and non-fiction books.
2.1.1 main idea,					
2.1.2 key details such as main characters, sequence of events, setting, cultural values,					
2.1.3 cause-effect relations,					
2.1.4 conclusions (eg What does this story / fable teach us?)					
2.1.5 whether or not the story was liked and why;					
2.2 reads instructions related to real life interests and needs ;					
2.3 reads a wide variety of fairly complex texts such as fiction and non-fiction books, tables of contents and indexes.			300 words ¾ of A4 (12font)	350 words 1 of A4 (12font)	400 words 1 of A4 (12font)
			FAT Task 4	FAT Task 2 and 4	
AS3 : Reads texts alone, and uses a variety of strategies to make meaning :		Leamer reads texts alone fluently and with understanding	Leamer uses word recognition and comprehension skills to read unfamiliar texts (paragraph)	Leamer uses word recognition and comprehension skills to read unfamiliar texts.	Leamer uses a word recognition and comprehension skills to read unfamiliar texts.
3.1 reads a printed text fluently and with understanding :		by pronouncing words with accuracy when reading aloud, making use of phonics to read unfamiliar texts			
3.1.1 pronounces words with accuracy when reading aloud,					
3.1.2 reads aloud with expression, using appropriate stress, pausing and intonation,					
3.1.3 uses word recognition and comprehension skills to read unfamiliar texts (eg phonics, contextual cues, predicting)		(unprepared reading) and also include methods of re-reading, practising the word before saying it out loud.	Captions of news events by using phonics/ contextual cues.	Reads a paragraph and predicts the end to make meaning.	Reads aloud with expression, pausing and intonation.
3.1.4 uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it out loud.			Re-reading, reading on and pausing when reading. ¾ of A4 (12font)	Re-reading, reading on and pausing when reading. 1 of A4 (12font)	Re-reading, reading on and pausing when reading. 1 of A4 (12font)
			FAT Task 2	FAT Task 4	FAT Task 2

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 1	
LO 3 : READING AND VIEWING			
AS1 : Uses visual cues to make meaning :	Use visual cues to make meaning from photographs	Written Response	
1.1 reads graphical texts such as photographs, maps, flow diagrams, charts, and :	and explain orally their meaning and purpose.		
1.1.1 explains orally or in writing their meaning and purpose			
1.1.2 uses the information in appropriate ways (eg maps)			
1.1.3 evaluates the image for design features and effectiveness			
AS2 : Makes meaning of written text :	Leamer comments on a story	Task 2 : Hints	1. Learners read questions about story .
2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions on :	fable/ poem by answering questions on the main idea, key details, main characters, sequence of events, setting of cultural values and conclusions. Reads instructions related to real life interests and needs eg. How to make a milkshake. Reads a wide variety of complex texts such as fiction books. 250 words ½ of A4 (12font)		2. Answer questions in groups.
2.1.1 main idea,			3. Learners read riddles about different fruits in groups and shows understanding of riddles.
2.1.2 key details such as main characters, sequence of events, setting, cultural values,			4. Learners read own stories about good and bad eating habits.
2.1.3 cause-effect relations,			
2.1.4 conclusions (eg What does this story / fable teach us?)			
2.1.5 whether or not the story was liked and why;			
2.2 reads instructions related to real life interests and needs;			
2.3 reads a wide variety of fairly complex texts such as fiction and non-fiction books, tables of contents and indexes.			
AS3 : Reads texts alone, and uses a variety of strategies to make meaning :	Leamer reads texts alone fluently and with understanding		Tool : Rubric : Reading
3.1 reads a printed text fluently and with understanding :	by pronouncing words with accuracy when reading aloud, making use of phonics to read unfamiliar texts (unprepared reading) and also include methods of re-reading, practising the word before saying it out loud.	Correct pronunciation	
3.1.1 pronounces words with accuracy when reading aloud ,		Reads with exceptional insight	
3.1.2 reads aloud with expression, using appropriate stress, pausing and intonation,		Reads with expression	
3.1.3 uses word recognition and comprehension skills to read unfamiliar texts (eg phonics, contextual cues, predicting)		Reads clearly	
3.1.4 uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it out loud .		Correct pronunciation	
		Reads with reasonable insight	
		Reads in phrases	
		Hesitant reading	
		Replaces text with own words	
		Reads with no understanding	
		Reads word for word	
		Cannot read without help	1
Tool : Rating Scale : Spelling			
		14 to 15	4
		10 to 13	3
		7 to 9	2
		1 to 6	1
		FAT Task 2	

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 2	
LO 3 : READING AND VIEWING			
AS1 : Uses visual cues to make meaning :		Use visual cues to make meaning from flow diagrams, poster charts etc. and explain.	Oral and Written Response
1.1	reads graphical texts such as photographs, maps, flow diagrams, charts, and :		Task 2 : Hints
1.1.1	explains orally or in writing their meaning and purpose		1. Learners read worksheet on comprehension about letters of the alphabet and general information. (environment)
1.1.2	uses the information in appropriate ways (eg maps)		2. Read map of environment.
1.1.3	evaluates the image for design features and effectiveness	FAT Task 2 and 4	
AS2 : Makes meaning of written text :		Leamer comments on a story/ fable/poem by answering questions on the main idea, key details, main characters, sequence of events, setting of cultural values and conclusions. Reads a wide variety of fiction, tables of content and indexes.	Oral and Written Response
2.1	comment on a story or poem the learner has read, and demonstrates understanding by answering questions on :		Task 4 : Hints
2.1.1	main idea,		1. Learners read worksheet on comprehension about National Anthem. (observe spelling on worksheet)
2.1.2	key details such as main characters, sequence of events, setting, cultural values,		Tool : Rubric : Reading
2.1.3	cause-effect relations,		Reads clearly 4
2.1.4	conclusions (eg What does this story / fable teach us?)		Correct pronunciation
2.1.5	whether or not the story was liked and why;		Reads with exceptional insight
2.2	reads instructions related to real life interests and needs ;		Reads with expression
2.3	reads a wide variety of fairly complex texts such as fiction and non-fiction books, tables of contents and indexes.	300 words ¾ of A4 (12font)	Reads clearly 3
		FAT Task 4	Correct pronunciation
AS3 : Reads texts alone, and uses a variety of strategies to make meaning :		Leamer uses word recognition and comprehension skills to read unfamiliar texts. (paragraph)	Reads with reasonable insight
3.1	reads a printed text fluently and with understanding :		Reads in phrases 2
3.1.1	pronounces words with accuracy when reading aloud ,		Hesitant reading
3.1.2	reads aloud with expression, using appropriate stress, pausing and intonation,		Replaces text with own words
3.1.3	uses word recognition and comprehension skills to read unfamiliar texts (eg phonics, contextual cues, predicting)		Reads with no understanding
3.1.4	uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it out loud		Reads word for word
			Cannot read without help 1
		Captions of news events by using phonics/ contextual cues.	Tool : Rating Scale : Spelling
		Re-reading, reading on and pausing when reading. ¾ of A4 (12font)	No mistakes 4
			Few mistakes 3
			Lots of mistakes 2
			Cannot spell 1
		FAT Task 2 and 4	

Attainment Targets and Formal Assessment Tasks

HOMELANGUAGE		TERM 3	
LO 3 : READING AND VIEWING			
AS1 : Uses visual cues to make meaning :		Oral Response : Reading	
1.1 reads graphical texts such as photographs, maps, flow diagrams, charts, and :	Use visual cues to make meaning from flow diagrams, charts and maps. Explain orally and in writing the meaning and purpose. Use information and evaluate.	Task 2 : Hints	
1.1.1 explains orally or in writing their meaning and purpose		1. Learners read own stories written about heroes from the past.	
1.1.2 uses the information in appropriate ways (eg maps)			
1.1.3 evaluates the image for design features and effectiveness			
AS2 : Makes meaning of written text :		Oral Response : Reading	
2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions on :	Learner comments on a story / fable / poem by answering questions on main idea, key details, main characters, sequence of events, setting of cultural values and conclusions. Reads a wide variety of fiction and non-fiction books.	Task 4 : Hints	
2.1.1 main idea,		1. Read letters from children from different countries.	
2.1.2 key details such as main characters, sequence of events, setting, cultural values,		2. Learners read own letters written in response to received letters.	
2.1.3 cause-effect relations,			
2.1.4 conclusions (eg What does this story / fable teach us?)		Tool : Rubric : Reading	
2.1.5 whether or not the story was liked and why;		Reads clearly	4
2.2 reads instructions related to real life interests and needs;		Correct pronunciation	
2.3 reads a wide variety of fairly complex texts such as fiction and non-fiction books, tables of contents and indexes	350 words 1 of A4 (12font)	Reads with exceptional insight Reads with expression Reads clearly	
	FAT Task 2 and 4	Correct pronunciation Reads with reasonable insight Reads in phrases Hesitant reading	3 2
AS3 : Reads texts alone, and uses a variety of strategies to make meaning :			
3.1 reads a printed text fluently and with understanding :	Learner uses word recognition and comprehension skills to read unfamiliar texts.		
3.1.1 pronounces words with accuracy when reading aloud,		Replaces text with own words Reads with no understanding Reads word for word Cannot read without help	
3.1.2 reads aloud with expression, using appropriate stress, pausing and intonation,			1
3.1.3 uses word recognition and comprehension skills to read unfamiliar texts (eg phonics, contextual cues, predicting)	Reads a paragraph and predicts the end to make meaning.		
3.1.4 uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it out loud.	Re-reading, reading on and pausing when reading. 1 of A4 (12font)	Tool : Rating Scale : Spelling	
		14 to 15	4
		10 to 13	3
		7 to 9	2
		1 to 6	1
	FAT Task 4		

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 4
LO 3 : READING AND VIEWING	
AS1 : Uses visual cues to make meaning :	
1.1 reads graphical texts such as photographs, maps, flow diagrams, charts, and :	
1.1.1 explains orally or in writing their meaning and purpose	
1.1.2 uses the information in appropriate ways (eg maps)	
1.1.3 evaluates the image for design features and effectiveness	
AS2 : Makes meaning of written text :	
2.1 comments on a story or poem the learner has read, and demonstrates understanding by answering questions on :	
2.1.1 main idea,	
2.1.2 key details such as main characters, sequence of events, setting, cultural values,	
2.1.3 cause-effect relations,	
2.1.4 conclusions (eg What does this story / fable teach us?)	
2.1.5 whether or not the story was liked and why;	
2.2 reads instructions related to real life interests and needs ;	
2.3 reads a wide variety of fairly complex texts such as fiction and non-fiction books, tables of contents and indexes.	
AS3 : Reads texts alone, and uses a variety of strategies to make meaning :	
3.1 reads a printed text fluently and with understanding :	
3.1.1 pronounces words with accuracy when reading aloud ,	
3.1.2 reads aloud with expression, using appropriate stress, pausing and intonation,	
3.1.3 uses word recognition and comprehension skills to read unfamiliar texts (eg phonics, contextual clues, predicting)	
3.1.4 uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it out loud	
	FAT Task 2

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 1	TERM 2	TERM 3	TERM 4
LO 3 : READING AND VIEWING				
AS4: Consolidates phonetic knowledge :	test 50 words	test 60 words	test 70 words	test 80 words or 2X 40 words
4.1 recognises that the same sound can be spelled in different ways (eg play, pain, plate)	ay- ai- all Fairy "e" make - making			
4.2 recognises that the same spelling can represent different sounds (eg bread, read)	Recognises that the same spelling can represent different sounds.			
	ea, city (sounds like s)			
	giant (sounds like i)			
4.3 recognises some more vowel sounds spelled with two letters (vowel diagraphs) (eg oiou, oa, aw)	oy, ow, ew, oe, ui, ue, ey, le, ei ey			
4.4 recognises the use of 'gh' and 'ght' at the end of words;	Recognise the use of 'gh' and 'ght' tough / taught cough / caught though / taught	-ble, -dle, -ple, -tle -tch, -ould, -ld, -all, -sk		
4.5 recognises vowels with two sounds (diphthongs) (eg ere, air, are, au)		Silent sounds k - knight, g - gnaw, h - honest	oar ear	
* ADDITIONAL 4.6 Silent sounds eg. k - knight, g - gnaw h - honest, l - palm, b - lamb				
	FAT Task 2	FAT Task 2	FAT Task 2	
AS5: Reads for information and enjoyment :				
5.1 chooses fiction and non-fiction books and says what was liked or not liked about them ;	fiction	fiction	fiction - non-fiction from library	fiction - non-fiction from library
5.2 reads and appreciates books written by authors from different cultures about a range of different contexts and relationships		eg. IsiXhosa story Nelson Mandela	eg. Jewish religion information	
5.3 reads different kinds of texts such as comics, magazines, newspapers	Reads comics	Reads magazines	Mazines and newspapers	Mazines and newspapers
5.4 develops vocabulary by using a dictionary and keeping a personal dictionary ;	Personal / picture dictionary of new words	Personal / picture dictionary Junior dictionary	Personal / picture dictionary Junior dictionary	Personal / picture dictionary Junior dictionary
5.5 uses table of contents, index, key words, headings, captions and page numbers to find information ;	Key words	Index and table of content	Headings / captions page numbers	Headings / captions page numbers
5.6 plays word games that draw on reading, vocabulary knowledge and skills	10 to 20 words	20 to 30 words	30 to 40 words	30 to 40 words
5.7 identifies and finds information sources such as community members, library books;			Interview people from community	Research interesting topic using books
5.8 starts to analyse oral, written and visual texts for socio-cultural values, attitudes and assumptions (eg. in an advertisement on soap powder, talk about who is meant to appeal to, and roles played by females and males)	Analyse an advertisement in a magazine and talk about the audience targeted.	Analyse an oral text : radio, tape and talk about the roles played by males and females and socio cultural values and attitudes	Analyse an advertisement on television and talk about the socio cultural values and attitudes.	
	FAT Task 4	FAT Task 2	FAT Task 2 and 4	

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 1	
LO 3 : READING AND VIEWING			
AS4 : Consolidates phonetic knowledge : Grade 2 revision			
4.1 recognises that the same sound can be spelled in different ways (eg play, pain, plate)		test 50 words ay- ai- all Fairy "e" make - making	
4.2 recognises that the same spelling can represent different sounds (eg bread, read)		Recognises that the same spelling can represent different sounds. ea, city (sounds like s) giant (sounds like j) oy, ow, ew, oe, ui, ue, ey, ie, eley	
4.3 recognises some more vowel sounds spelled with two letters (vowel digraphs) (eg oi, ou, oa, aw)			
4.4 recognises the use of 'gh' and 'ght' at the end of words ;		Recognise the use of 'gh' and 'ght' tough / taught cough / caught though / taught	
4.5 recognises vowels with two sounds (diphthongs) (eg ere, air, are, au)			
* ADDITIONAL 4.6 Silent sound eg. k - knight, g - gnaw h - honest, l - palm, b - lamb			
		FAT Task 2	
AS5 : Reads for information and enjoyment :			
5.1 chooses fiction and non-fiction books and says what was liked or not liked about them ;		fiction	
5.2 reads and appreciates books written by authors from different cultures about a range of different contexts and relationships			
5.3 reads different kinds of texts such as comics, magazines, newspapers		Reads comics	
5.4 develops vocabulary by using a dictionary and keeping a personal dictionary ;		Personal / picture dictionary of new words Key words	
5.5 uses table of contents, index, key words, headings, captions and page numbers to find information ;			
5.6 plays word games that draw on reading, vocabulary knowledge and skills		10 to 20 words	
5.7 identifies and finds information sources such as community members, library books ;			
5.8 starts to analyse oral, written and visual texts for socio-cultural values, attitudes and assumptions (eg in an advertisement on soap powder, talk about who is meant to appeal to, and roles played by females and males)		Analyse an advertisement in a magazine and talk about the audience targeted.	
		FAT Task 4	

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 2	
LO 3 : READING AND VIEWING		
AS4 : Consolidates phonetic knowledge : Grade 2 revision	Test 60 words	
4.1 recognises that the same sound can be spelled in different ways (eg play, pain, plate)		
4.2 recognises that the same spelling can represent different sounds (eg bread, read)		
4.3 recognises some more vowel sounds spelled with two letters (vowel digraphs) (eg oi, ou, oa, aw)		
4.4 recognises the use of 'gh' and 'ght' at the end of words ;	-ble, -dle, -ple, -tle -tch, -ould, -ld, -all, -sk	
4.5 recognises vowels with two sounds (diphthongs) (eg ere, air, are, au)	Silent sounds k - knight, g - gnaw, h - honest	
* ADDITIONAL 4.6 Silent sound seg. k - knight, g - gnaw h - honest, l - palm, b - lamb		
AS5 : Reads for information and enjoyment :	FA T Task 2	
5.1 chooses fiction and non-fiction books and says what was liked or not liked about them ;	fiction	
5.2 reads and appreciates books written by authors from different cultures about a range of different contexts and relationships	eg. IsiXhosa story Nelson Mandela	
5.3 reads different kinds of texts such as comics, magazines, newspapers	Reads magazines	
5.4 develops vocabulary by using a dictionary and keeping a personal dictionary ;	Personal / picture dictionary Junior dictionary	
5.5 uses table of contents, index, key words, headings, captions and page numbers to find information ;	Index and table of content	
5.6 plays word games that draw on reading, vocabulary knowledge and skills	20 to 30 words	
5.7 identifies and finds information sources such as community members, library books ;		
5.8 starts to analyse oral, written and visual texts for socio-cultural values, attitudes and assumptions (eg in an advertisement on soap powder, talk about who is meant to appeal to, and roles played by females and males)	Analyse an oral text : radio, tape and talk about the roles played by males and females and socio cultural values and attitudes	
	FAT Task 2 and 4	

Oral and Written Response

Task 2 : Hints

1. Supply standardised reading material.(environment)
 2. Phonics : test of words done.
 3. Choose 5 words from phonics list to make sentences.
 4. Look for similar words in magazines or newspapers and use it to make sentences in books
- Choose between 3 or 4 as an activity.

Oral and Written Response

Task 4 : Hints

1. Children read facts for interviews about religions : dialogue on cd
2. Read words and labels representing festivals and symbols.
3. Read sentences about different religious holidays.
4. Read comprehension about our National Anthem.

Tool : Rubric : Reading

Reads clearly	4
Correct pronunciation	
Reads with exceptional insight	
Reads with expression	
Reads clearly	3
Correct pronunciation	
Reads with reasonable insight	
Reads in phrases	
Hesitant reading	
Replaces text with own words	2
Reads with no understanding	
Reads word for word	
Cannot read without help	1

Tool : Rating Scale : Spelling

55 to 60	4
45 to 54	3
20 to 44	2
1 to 19	1

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 3	
LO 3 : READING AND VIEWING			
AS4: Consolidates phonetic knowledge : Grade 2 revision		Test 70 words	
4.1 recognises that the same sound can be spelled in different ways (eg play, pain, plate)			
4.2 recognises that the same spelling can represent different sounds (eg bread, read)			
4.3 recognises some more vowel sounds spelled with two letters (vowel digraphs) (eg oi, ou, oa, aw)			
4.4 recognises the use of 'gh' and 'ght' at the end of words ;			
4.5 recognises vowels with two sounds (diphthongs) (eg ere, air, are, au)			
* ADDITIONAL 4.6 Silent sounds eg. k - knight, g - gnaw h - honest, l - palm, b - lamb		oar ear	
		FA T Task 4	
AS5: Reads for information and enjoyment :		fiction - non-fiction from library	
5.1 chooses fiction and non-fiction books and says what was liked or not liked about them ;		eg. Jewish religion information	
5.2 reads and appreciates books written by authors from different cultures about a range of different contexts and relationships		Mgazines and newspapers	
5.3 reads different kinds of texts such as comics, magazines, newspapers		Personal / picture dictionary	
5.4 develops vocabulary by using a dictionary and keeping a personal dictionary ;		Junior dictionary	
5.5 uses table of contents, index, key words, headings, captions and page numbers to find information ;		Headings / captions	
5.6 plays word games that draw on reading, vocabulary knowledge and skills		page numbers	
5.7 identifies and finds information sources such as community members, library books ;		30 to 40 words	
5.8 starts to analyse oral, written and visual texts for socio-cultural values, attitudes and assumptions (eg in an advertisement on soap powder, talk about who is meant to appeal to, and roles played by females and males)		Interview people from community	
		Analyse an advertisement on television and talk about the socio cultural values and attitudes.	
		FA T Task 2 and 4	

Oral and Written Response

Task 4 : Hints

1. Supply standardised reading material. (child hero)
 2. Phonics: test of words done.
 3. Choose 5 words from phonics list to make sentences.
 4. Look for similar words in magazines or newspapers and use it to make sentences in books
- Choose between 3 or 4 as an activity.

Oral and Written Response

Task 2 and 4 : Hints

1. Read information in letters received from children other countries.

Tool : Rubric : Reading

Reads clearly	4
Correct pronunciation	
Reads with exceptional insight	
Reads with expression	
Reads clearly	3
Correct pronunciation	
Reads with reasonable insight	
Reads in phrases	
Hesitant reading	2
Replaces text with own words	
Reads with no understanding	
Reads word for word	
Cannot read without help	1
Answers very few questions correctly	2

Tool : Rubric : Comprehension

Answers all questions correctly	4
Answers most questions correctly	3
Answers very few questions correctly	2
Answers all questions incorrectly	1

Tool : Rating Scale : Spelling

65 to 70	4
51 to 64	3
26 to 50	2
1 to 25	1

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 4
LO 3 : READING AND VIEWING		
AS4 : Consolidates phonetic knowledge :		
Grade 2 revision	Test 80 words or 2X 40 words	
4.1 recognises that the same sound can be spelled in different ways (eg play, pain, plate)		
4.2 recognises that the same spelling can represent different sounds (eg bread, read)		
4.3 recognises some more vowel sounds spelled with two letters (vowel digraphs) (eg oi, ou, oa, aw)		
4.4 recognises the use of 'gh' and 'ght' at the end of words ;		
4.5 recognises vowels with two sounds (diphthongs) (eg ere, air, are, au)		
* ADDITIONAL 4:6 Silent sound seg. k - knight, g - gnaw h - honest, l - palm, b - lamb		
AS5 : Reads for information and enjoyment :		
5.1 chooses fiction and non-fiction books and says what was liked or not liked about them ;	fiction - non-fiction from library	
5.2 reads and appreciates books written by authors from different cultures about a range of different contexts and relationships		
5.3 reads different kinds of texts such as comics, magazines, newspapers	Magazines and newspapers	
5.4 develops vocabulary by using a dictionary and keeping a personal dictionary ;	Personal / picture dictionary Junior dictionary	
5.5 uses table of contents, index, key words, headings, captions and page numbers to find information ;	Headings / captions page numbers	
5.6 plays word games that draw on reading, vocabulary knowledge and skills	30 to 40 words	
5.7 identifies and finds information sources such as community members, library books ;	Research interesting topic using books	
5.8 starts to analyse oral, written and visual texts for socio-cultural values, attitudes and assumptions (eg in an advertisement on soap powder, talk about who it is meant to appeal to, and roles played by females and males)		
Oral and Written Response		
Task 2 : Hints		
1. Supply standardised reading material. (object)		
2. Phonics : test of words done.		
3. Choose 5 words from phonics list to make sentences.		
4. Look for similar words in magazines or newspapers and use it to make sentences in books		
Choose between 3 or 4 as an activity.		
Tool : Rubric : Reading		
	Reads clearly	4
	Correct pronunciation	
	Reads with exceptional insight	
	Reads with expression	
	Reads clearly	3
	Correct pronunciation	
	Reads with reasonable insight	
	Reads in phrases	
	Hesitant reading	2
	Replaces text with own words	
	Reads with no understanding	
	Reads word for word	
	Cannot read without help	1
Tool : Rubric : Comprehension		
	Answers all questions correctly	4
	Answers most questions correctly	3
	Answers very few questions correctly	2
	Answers all questions incorrectly	1
Tool : Rating Scale : Spelling		
	75 to 80	4
	60 to 74	3
	30 to 59	2
	1 to 29	1

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 1	TERM 2	TERM 3	TERM 4
LO 4 : WRITING				
AS1 : Use pre-writing strategies to initiate writing	Choose a topic and brainstorm ideas and ask questions in a group and put thoughts on paper or in drawing form.	Grouping/ mapping in which they will write the content.	Gather ideas or information and organise their thoughts in sentences and paragraphs	Gather ideas or information and organise their thoughts in sentences and paragraphs
1.1 uses various pre-writing strategies to gather information and choose a topic (eg brainstorming, free writing, talking with friends, visual images)				
1.2 begins to plan writing	1 paragraph	2 paragraphs	3 paragraphs	story
AS2 : Drafts a piece of writing for different purposes:	Make a list of events that happens at the school	Keep a diary and record feelings about an event.		Make a mind map about responsibilities.
2.1 selects to suit the purpose and audience (eg diary entry to record feelings about an event)	Recipe	Instructions	Letter	Dialogue
2.2 writes a selection of short texts for different purposes (eg one- or two-paragraph stories, simple book reviews, recipes, letters, dialogues, instructions);		Write a short paragraph on a given topic.		
2.3 where appropriate, writes a title that reflects the content.	1 paragraph	2 paragraphs	3 paragraphs	story
	FAT Task 2	FAT Task 4	FAT Task 2 and 4	FAT Task 4
AS3 : Revises own writing :	Discuss own writing with the teacher to make it clearer/ more interesting or replace words. Revise and edit own writing.	Discuss with the teacher and a group of learners to make writing more informative. Re-arrange sentences and remove some parts. Revise own writing.	Discuss their writing with a peer to identify beginning and ending sentences in each paragraph. Revise and edit own writing.	Discuss with a peer their writing to identify context, sentences and revise own writing.
3.1 discusses own and others' writing to get or give feedback;	Check errors, spelling, and punctuation.	Revise own writing.	Check verb tense	
3.2 edits own writing (eg deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation);	Add or delete words and re-order sentences	Add or delete words and re-order sentences		R
3.3 revises own writing after getting feedback from others.	1 paragraph	2 paragraphs	3 paragraphs	story
			FAT Task 2 and 4	
AS4 : Publishes (makes public) own writing	Write poems and share it by reading it aloud with teacher and a group of learners. Compile a class book (anthology) with class poems and display.	Shares process of interview and outcome with teacher and peers.	Revise own writing, share own story with class and display in reading corner.	Share dialogue with a group. Compile a class book or anthology with stories.
4.1 shares work with others by reading it aloud and/ or displaying it in the classroom;				
4.2 shares writing with intended audience, such as family or friends (eg letters, messages, instructions)				
4.3 makes own book or contributes to class anthologies.			R	
		Interview	Own story with given topic : booklet (6 xA5)	
	FAT Task 4	FAT Task 4		

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 1	
LO 4 : WRITING		
AS1 : Use pre-writing strategies	Choose a topic and brainstorm ideas and ask questions in a group and put thoughts on paper or in drawing form.	Written Response : Sequencing
1.1 uses various pre-writing strategies to gather information and choose a topic (eg brainstorming, free writing, talking with friends, visual images)	R	Task 2 : Hints
1.2 begins to plan writing	1 paragraph	1. Supply learners with sentences, matching the first part with the last.
AS2 : Drafts a piece of writing for different purposes:	Make a list of events that happens at the school	2. Learners match the two parts in correct order.
2.1 selects to suit the purpose and audience (eg diary entry to record feelings about an event)	Recipe	3. Rewrite sentences correctly in workbook.
2.2 writes a selection of short texts for different purposes (eg one- or two-paragraph stories, simple book reviews, recipes, letters, dialogues, instructions);	1 paragraph	4. Correct use punctuation.
2.3 where appropriate, writes a title that reflects the content.		
		Written Response : Sentences and Poem
		Task 4 : Hints
		1. Write poems in groups.
		2. Write sentences about good and bad eating habits.
	FAT Task 2	
AS3 : Revises own writing :	Discuss own writing with the teacher to make it clearer/ more interesting or replace words. Revise and edit own writing.	Tool : Rubric : Writing with sequencing
3.1 discusses own and others' writing to get or give feedback;		4
3.2 edits own writing (eg deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation);		Imaginative
3.3 revises own writing after getting feedback from others.		Correct spelling
		Correct use of punctuation
		Correct sequence
AS4 : Publishes (makes public) own writing	Write poems and share it by reading it aloud with teacher and a group of learners. Compile a classbook (anthology) with class poems and display.	3
4.1 shares work with others by reading it aloud and/ or displaying it in the classroom;	R	Good sentence construction
4.2 shares writing with intended audience, such as family or friends (eg letters, messages, instructions)	1 paragraph	Occasional spelling mistakes
4.3 makes own book or contributes to class anthologies.		Occasional punctuation mistakes
		Correct sequence
		Poor sentence construction
		Poor spelling
		Poor punctuation
		Incorrect sequence
		1
		No sentences
		Illegible
		No punctuation
		Incorrect sequence
	FAT Task 4	

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 2	
LO 4 : WRITING		
AS1 : Use pre-writing strategies	Grouping/ mapping in which they will write the content.	Written Response : Text one paragraph
1.1 uses various pre-writing strategies to gather information and choose a topic (eg brainstorming, free writing, talking with friends, visual images)		
1.2 begins to plan writing		
	2 paragraph	Task 2 : Hints
	FAT Task 2	
AS2 : Drafts a piece of writing for different purposes:	Keep a diary and record feelings about an event.	Written Response : Labels and sentences
2.1 selects to suit the purpose and audience (eg diary entry to record feelings about an event)		
2.2 writes a selection of short texts for different purposes (eg one- or two-paragraph stories, simple book reviews, recipes, letters, dialogues, instructions);		
2.3 where appropriate, writes a title that reflects the content.		
	Write a short paragraph on a given topic.	Task 4 : Hints
	2 paragraphs	1. Write sentences on worksheet in order months of the year. 2. Rewrite sentences on worksheet with punctuation. 3. Write sentences consisting of one paragraph about one of the interviews of different religious festivals. 4. Make patterns to decorate top and bottom of page with religious symbols.
	FAT Task 4	Tool : Rubric : Writing with sequencing
AS3 : Revises own writing :		
3.1 discusses own and others' writing to get or give feedback;		
3.2 edits own writing (eg deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation);		
3.3 revises own writing after getting feedback from others.	Re-a range sentences and remove some parts.	4 Imaginative Correct spelling Correct use of punctuation Correct sequence Good sentence construction Occasional spelling mistakes Occasional punctuation mistakes Correct sequence with a few mistakes
AS4 : Publishes (makes public) own writing	2 paragraphs	3 Poor sentence construction Poor spelling Poor punctuation Correct sequence with lots of mistakes No sentences Illegible No punctuation Incorrect sequence
4.1 shares work with others by reading it aloud and/or displaying it in the classroom;		
4.2 shares writing with intended audience, such as family or friends (eg letters, messages, instructions)		
4.3 makes own books or contributes to class anthologies.		
	Shares process of interview and outcome with teacher and peers.	2 Poor sentence construction Poor spelling Poor punctuation Correct sequence with lots of mistakes
	FAT Task 4	1 No sentences Illegible No punctuation Incorrect sequence

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 3	
LO 4 : WRITING			
AS1 : Use pre-writing strategies		Gather ideas or information and organise their thoughts in sentences and paragraphs.	Written Response : Interview and Story
1.1 uses various pre-writing strategies to gather information and choose a topic (eg brainstorming, free writing, talking with friends, visual images)			Task 2 : Hints
1.2 begins to plan writing		3 paragraphs	1. Write own story after interview for information about a child hero. (2 to 5 same as in Task 4)
AS2 : Drafts a piece of writing for different purposes:			Written Response : Letter
2.1 selects to suit the purpose and audience (eg diary entry to record feelings about an event)		Letter	
2.2 writes a selection of short texts for different purposes (eg one- or two-paragraph stories, simple book reviews, recipes, letters, dialogues, instructions);			Task 4 : Hints
2.3 where appropriate, writes a title that reflects the content.		3 paragraphs	1. Use info from letters to plan written work 2. Teacher supplies guidelines on how to write a letter. 3. Draft a letter in a Homework book. 4. Edit letter in Homework book. Use dictionaries as well. 5. Write letter neat and correct in Workbook.
			Guidelines for writing a letter.
		FAT Task 2 and 4	Address. Beginning. Who is it for? What is it about? How many paragraphs must it consist of? Ending.
AS3 : Revises own writing :		Discuss their writing with a peer to identify beginning and ending sentences in each paragraph. Revise and edits own writing.	Tool : Rubric : Writing
3.1 discusses own and others' writing to get or give feedback;			4 Imaginative Correct spelling Correct use of punctuation Uses paragraphs
3.2 edits own writing (eg deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation);			
3.3 revises own writing after getting feedback from others.		3 paragraphs	3 Good sentence construction Occasional spelling mistakes Occasional punctuation mistakes Attempts to write in paragraphs
AS4 : 'Publishes' (makes public) own writing		FAT Task 2 and 4	2 Poor sentence construction Poor spelling Poor punctuation No paragraphs
4.1 shares work with others by reading it aloud and/or displaying it in the classroom;		Revise own writing, share own story with class and display in reading corner.	1 No sentences Illegible No punctuation No paragraphs
4.2 shares writing with intended audience, such as family or friends (eg letters, messages, instructions)		R	
4.3 makes own books or contributes to class anthologies.		Own story with given topic : booklet (6 x A5)	

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 4	
LO 4 : WRITING			
AS1 : Use pre-writing strategies		Gather ideas or information and organise their thoughts in sentences and paragraphs.	Written Response : Sequencing, Dialogue
1.1	uses various pre-writing strategies to gather information and choose a topic (eg brainstorming, free writing, talking with friends, visual images)		Task 4 - Hints
1.2	begins to plan writing	R	Dialogue about creatures eg from outer space or own designed birds.
		story	1. Revise writing of dialogue in speech bubbles.
AS2 : Drafts a piece of writing for different purposes :			2. Discuss different pictures on worksheet.
2.1	selects to suit the purpose and audience (eg diary entry to record feelings about an event)	Make a mind map about responsibilities.	3. Write key words on board.
2.2	writes a selection of short texts for different purposes (eg one- or two-paragraph stories, simple book reviews, recipes, letters, dialogues, instructions);	Dialogue	4. Learners write dialogue in speech bubbles.
			5. Learners check own work. (spelling)
			6. Rewrite dialogue in different way. Baloo : Pokel :
2.3	where appropriate, writes a title that reflects the content.	story	
			Tool : Rubric : Writing
			4
			Imaginative
			Correct spelling
			Correct use of punctuation
			Uses paragraphs
AS3 : Revises own writing :		Discuss with a peer their writing to identify context, sentences and revise own writing.	3
3.1	discusses own and others' writing to get or give feedback;		Good sentence construction
3.2	edits own writing (eg deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation);		Occasional spelling mistakes
3.3	revises own writing after getting feedback from others.		Occasional punctuation mistakes
			Attempts to write in paragraphs
			Poor sentence construction
		R	Poor spelling
		story	Poor punctuation
AS4 : Publishes (makes public) own writing		Share dialogue with a group.	2
4.1	shares work with others by reading it aloud and/or displaying it in the classroom;	Compile a classbook or anthology with stories.	No paragraphs
4.2	shares writing with intended audience, such as family or friends (eg letters, messages, instructions)		No sentences
4.3	makes own book or contributes to class anthologies		Illegible
			No punctuation
			No paragraphs
		Own story with given topic : booklet (6 x A5)	

Attainment Targets and Formal Assessment Tasks

HOMELANGUAGE	TERM 1	TERM 2	TERM 3	TERM 4
LO 4 : WRITING				
AS5 : Builds vocabulary and spells words independently :	Build and spells words for specific purposes eg.			
5.1 varies vocabulary for interest and specific purposes:	words used in a poem/story in reading.	Words used in jokes and oral .	Words used in media and reading.	Words used in dialogue, radio and television.
5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others:				
5.3 builds word bank and personal dictionary;	R	R	R	R
5.4 uses dictionary to check spelling and meaning of words;	R	R	R	R
5.5 uses knowledge of phonics and spelling rules to write unfamiliar words.	Use knowledge of phonics.	Use knowledge of phonics.	Use knowledge of phonics.	Use knowledge of phonics.
AS6 : Uses appropriate grammatical structures and writing conventions:	1 paragraph	2 paragraphs	3 paragraphs	story
6.1 begins to group sentences into paragraphs;	4 sentence paragraphs	4 sentences per paragraph		
6.2 uses punctuation appropriately (capital letters, full stops, question mark, commas, apostrophes, exclamation mark)	Capital letters, commas, full stops and question marks	Capital letters, commas, full stops and question marks	Apostrophe and exclamation marks.	Group sentences to form a story.
6.3 applies knowledge of grammar;				R
6.4 uses knowledge of other texts as models for writing;				
6.5 uses narrative structure;			R	R
6.6 uses informational text structures, such as experiments.				R
	FAT Task 4	FAT Task 4	FAT Task 2	FAT Task 4
AS7 : Writes legibly :				
7.1 writes with ease and increasing speed as a result of frequent practice;	R	R	R	R
	Revise all letters	Start with cursive	Cursive patterns	Write in Irish or
	in print. (A a B b)	patterns and letters	and letters	half lines
7.2 completes a writing task within a set time.	R	R	R	R
	FAT Task 4	FAT Task 4	FAT Task 2	FAT Task 4

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 1	
LO 4 : WRITING			
AS5 : Builds vocabulary and spells words independently :	Build and spells words for specific purposes eg.		Written Response : Sentences
5.1 varies vocabulary for interest and specific purposes;			
5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others;	words used in a poem/story in reading.		Task 4 : Hints
5.3 builds word bank and personal dictionary;			1. Use punctuation in sentences about good and bad eating habits.
5.4 uses dictionary to check spelling and meaning of words;	R		2. Complete task within a given time.
5.5 uses knowledge of phonics and spelling rules to write unfamiliar words.	Use knowledge of phonics.		Tool : Rubric : Writing
AS6 : Uses appropriate grammatical structures and writing conventions:	1 paragraph		Imaginative
6.1 begins to group sentences into paragraphs;	4 sentence paragraphs		Correct spelling
6.2 uses punctuation appropriately (capital letters, full stops, question mark, commas, apostrophes, exclamation mark)	Capital letters, commas, full stops and question marks.		Correct use of punctuation
6.3 applies knowledge of grammar;	R		Uses paragraphs
6.4 uses knowledge of other texts as models for writing;	R		Good sentence construction
6.5 uses narrative structure;			Occasional spelling mistakes
6.6 uses informational text structures, such as experiments.			Occasional punctuation mistakes
			Attempts to write in paragraphs
			Poor sentence construction
			Poor spelling
	FAT Task 4		Poor punctuation
			No paragraphs
AS7 : Writes legibly :			No sentences
7.1 writes with ease and increasing speed as a result of frequent practice;	R		Illegible
			No punctuation
	Revise all letters		No paragraphs
	Print. (A a B b)		
	R		
7.2 completes a writing task within a set time.			
	FAT Task 4		

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 2
LO 4 : WRITING		
AS5 : Build vocabulary and spells words independently : 5.1 varies vocabulary for interest and specific purposes; 5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others; 5.3 builds word bank and personal dictionary; 5.4 uses dictionary to check spelling and meaning of words; 5.5 uses knowledge of phonics and spelling rules to write unfamiliar words.	Words used in jokes and oral . R R Use knowledge of phonics.	Written Response : Labels, Sentences Task 4 : Hints 1. Write sentences on worksheet in order months of the year. 2. Rewrite sentences on worksheet with punctuation. 3. Write sentences consisting of one paragraph about the interviews of different religious festivals. 4. Make patterns to decorate top and bottom of page with religious symbols. 5. Write the task within a set time. 6. Answer questions about National Anthem (punctuation)
AS6 : Uses appropriate grammatical structures and writing conventions; 6.1 begins to group sentences into paragraphs; 6.2 uses punctuation appropriately (capital letters, full stops, question mark, commas, apostrophes, exclamation mark) 6.3 applies knowledge of grammar; 6.4 uses knowledge of other texts as models for writing; 6.5 uses narrative structure; 6.6 uses informational text structures, such as experiments.	2 paragraphs 4 sentences per paragraph Capital letters, commas, full stops and question marks.	Tool : Rubric : Writing 4 Imaginative Correct spelling Correct use of punctuation Uses paragraphs 3 Good sentence construction Occasional spelling mistakes Occasional punctuation mistakes Attempts to write in paragraphs Poor sentence construction Poor spelling Poor punctuation No paragraphs No sentences 1 Illegible No punctuation No paragraphs
AS7 : Writes legibly : 7.1 writes with ease and increasing speed as a result of frequent practice; 7.2 completes a writing task within a set time.	FAT Task 4 R Start with Cursive patterns and letters R FAT Task 4	

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 3	
LO 4 : WRITING		
AS5 : Builds vocabulary and spells words independently :		Written Response : Interview, Letter
5.1 varies vocabulary for interest and specific purposes:		
5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others:	Words used in media and reading.	Task 2 and 4 : Hints
5.3 builds word bank and personal dictionary;	R	Task 2
5.4 uses dictionary to check spelling and meaning of words;	R	1. Story about a hero from the past.
5.5 uses knowledge of phonics and spelling rules to write unfamiliar words.	Use knowledge of phonics.	2. Use information from interview.
		3. Write story with : beginning, middle and ending.
		4. Make use of correct punctuation.
AS6 : Uses appropriate grammatical structures and writing conventions:	3 paragraphs	5. Use dictionary to check spelling of more difficult words.
6.1 begins to group sentences into paragraphs;		Task 4
6.2 uses punctuation appropriately (capital letters, full stops, question mark, commas, apostrophes, exclamation mark)	Apostrophe and exclamation marks.	1. Letter to children in other countries: check spelling rules
6.3 applies knowledge of grammar;		Tool : Rubric : Writing
6.4 uses knowledge of other texts as models for writing;		4
6.5 uses narrative structure;	R	Imaginative
6.6 uses informational text structures, such as experiments.		Correct spelling
		Correct use of punctuation
		Uses paragraphs
		3
	FAT Task 2	Good sentence construction
		Occasional spelling mistakes
		Occasional punctuation mistakes
AS7 : writes legibly :		Attempts to write in paragraphs
7.1 writes with ease and increasing speed as a result of frequent practice;	R	Poor sentence construction
		Poor spelling
	Cursive patterns and letters	Poor punctuation
	R	No paragraphs
7.2 completes a writing task within a set time.		No sentences
		Illegible
	FAT Task 2	No punctuation
		No paragraphs
		1

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 4	
LO 4 : WRITING			
AS5 : Builds vocabulary and spells words independently :			Written Response : Sequencing , Dialogue
5.1 varies vocabulary for interest and specific purposes			
5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others.		Words used in dialogue, radio and television.	Task 4 : Hints
5.3 builds word bank and personal dictionary;			Dialogue about creatures eg from outer space or own designed birds.
5.4 uses dictionary to check spelling and meaning of words;		R	1. Revise writing of dialogue in speech bubbles.
5.5 uses knowledge of phonics and spelling rules to write unfamiliar words.		R	2. Discuss different pictures on worksheet.
		Use knowledge of phonics.	3. Write key words on board.
			4. Learners write dialogue in speech bubbles.
AS6 : Uses appropriate grammatical structures and writing conventions.		story	5. Learners check own work. (spelling)
6.1 begins to group sentences into paragraphs;			6. Rewrite dialogue in different way. Baloo : Pokel :
6.2 uses punctuation appropriately (capital letters, full stops, question mark, commas, apostrophes, exclamation mark);		Group sentences to form a story.	
6.3 applies knowledge of grammar;			
6.4 uses knowledge of other texts as models for writing ;		R	Tool : Rubric : Writing
6.5 uses narrative structure;			4
6.6 uses informational text structures, such as experiments.		R	Imaginative
			Correct spelling
		R	Correct use of punctuation
		R	Uses paragraphs
			3
		FAT Task 4	Good sentence construction
			Occasional spelling mistakes
			Occasional punctuation mistakes
			Attempts to write in paragraphs
AS7 : Writes legibly :			
7.1 writes with ease and increasing speed as a result of frequent practice;		R	Poor spelling
			Poor punctuation
		Write in Irish or half lines	No paragraphs
		R	No sentences
7.2 completes a writing task within a set time.			Illegible
			No punctuation
		FAT Task 4	No paragraphs
			1

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 1	TERM 2	TERM 3	TERM 4
LO 5 : THINKING AND REASONING				
AS1 : Use language to develop concepts				
1.1 understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level.	R	R	R	R
	eg. M (subtraction)	eg. NS(experiment)	eg. Tech (design)	eg. A&C (background)
AS2 : Uses language to think and reason :				
2.1 understands and uses language for logic and reasoning (eg cause and effect, drawing conclusions)	R			
	Give conclusion to story		Higher order of thinking	
2.2 uses higher order thinking and the language associated with it (eg hypothesising -'I think it could ...', 'If ... then ...')		R	determine cause and effect	R
2.3 uses language to describe similarities and differences, and to analyse, contrast information.		Higher order of thinking for similarities and differences.	e.g. a power failure	Higher order of thinking for writing dialogue - analyse
	FAT Task 2 and 4	FAT Task 2		FAT Task 2
AS3 : Uses language to investigate and explore :				
3.1 asks questions for clarification, searches for explanations, suggests alternatives (eg 'If I do this, then ...' 'What about ...?' 'We could try ...')		R		
3.2 does simple research asks questions which help define the task and get necessary information (eg What do we need to know, to do to get?; Where can we find the information?; ...)	Plan steps of given task.	Survey, ask questions, summarise and present information.	Interview a person eg. My hero	Does a simple library research
3.3 plans the steps of a task, and shares responsibilities (eg what must be done and who will do what);	Share responsibilities.		R	
3.4 uses simple strategies for getting information			Give guidelines for interview.	R
3.4.1 asks relevant questions,			R	
3.4.2 carries out interviews and surveys,				R
3.4.3 does library research (with help of adult or older learner);				
3.5 supports and clarifies arguments, by giving reasons and evidence;			R	
3.6 summarises information and presents it in an appropriate and interesting way.			R	
			FAT Task 2 and 4	
AS4 : Processes information :				
4.1 records and organises information in different ways;				
4.1.1 selects information and takes notes,	R	R	R	R
4.1.2 makes mind maps,	Make a short list.	Make table or diagram	Make mind maps.	Make chart and flow
4.1.3 constructs tables, diagrams, charts and flow-charts	eg. groceries, stationary	eg. Religions and festivals food, clothing, symbols etc.	eg. Causes and effect of power failure or water shortage.	chart to record similarities and differences.
4.2 sequence information and puts it under headings;		Similarities and differences		
4.3 uses language to describe similarities and differences, and to analyse, compare and contrast information.				R
	FAT Task 4	FAT Task 4		FAT Task 4

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 1			
LO 5 : THINKING AND REASONING					
AS1 : Use language to develop concepts 1.1 understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level. AS2 : Uses language to think and reason : 2.1 understands and uses language for logic and reasoning (eg cause and effect, drawing conclusions) 2.2 uses higher order thinking and the language associated with it (eg hypothesising -'I think it could ...', 'If ... then ...') 2.3 uses language to describe similarities and differences, and to analyse, contrast information.			Written Response : Sentences		
	R				
	eg. M (subtraction)				
	R				
	Give conclusion to story				
AS3 : Uses language to investigate and explore : 3.1 asks questions for clarification, searches for explanations, suggests alternatives (eg 'If I do this, then ...' 'What about ...?' 'We could try ...') 3.2 does simple research : asks questions which help define the task and get necessary information (eg What do we need to know, to, do to get?; 'Where can we find the information?'; 3.3 plans the steps of a task, and shares responsibilities (eg what must be and who will do what); 3.4 uses simple strategies for getting information 3.4.1 asks relevant questions, 3.4.2 carries out interviews and surveys, 3.4.3 does library research (with help of adult or older learner); 3.5 supports and clarifies arguments, by giving reasons and evidence; 3.6 summarises information and presents it in an appropriate and interesting way.	FATask 2		Task 4 : Hints 1. Learners use magazine fruit man created in groups. 2. Write key words separately. 3. Write rhyming words for each key word. 4. Create poem about fruit man in groups 5. Create rap for poem.		
	Plan steps of given task.				
AS4 : Processes information : 4.1 records and organises information in different ways, 4.1.1 selects information and take notes, 4.1.2 makes mind maps, 4.1.3 constructs tables, diagrams, charts and flow-charts 4.2 sequence information and puts it under headings; 4.3 uses language to describe similarities and differences, and to analyse, compare and contrast information.			Tool : Rating Scale : Sentences 9 to 10 7 to 8 5 to 6 1 to 4		
Tool : Rubric for rap groups					
		1	2	3	4
See worksheet.					
Works well together					
Creative					
Make a short list.					
eg. groceries, stationary					

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 2	
LO 5 : THINKING AND REASONING		
AS1 : Use language to develop concepts	R eg. NS(experiment)	Written Response : Brainstorm Practical Demonstration
1.1 understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level.		
AS2 : Uses language to think and reason :		Task 2 : Hints
2.1 understands and uses language for logic and reasoning (eg cause and effect, drawing conclusions)		1. Brainstorm facts about my environment.
2.2 uses higher order thinking and the language associated with it (eg hypothesising - 'I think it could ...', 'if ... then ...')	R	2. Create a short text about your environment after discussion.
2.3 uses language to describe similarities and differences, and to analyse, contrast information.	Higher order of thinking for similarities and differences.	Tool : Rubric : Writing
	FAT Task 2	Imaginative 4
		Correct spelling
		Correct use of punctuation
	R	Uses paragraphs
AS3 : Uses language to investigate and explore :	Survey, ask questions, summarise and present information.	Good sentence construction 3
3.1 asks questions for clarification, searches for explanations, suggests alternatives (eg 'If I do this, then ...' 'What about ...?' 'We could try ...')		Occasional spelling mistakes
3.2 does simple research : asks questions which help define the task and get necessary information (eg What do we need to know, to do to get? : Where can we find the information? :		Occasional punctuation mistakes
3.3 plans the steps of a task, and shares responsibilities (eg what must be and who will do what);		Attempts to write in paragraphs
3.4 uses simple strategies for getting information		Poor sentence construction 2
3.4.1 asks relevant questions,		Poor spelling
3.4.2 carries out interviews and surveys,		Poor punctuation
3.4.3 does library research (with help of adult or older learner);		No paragraphs
3.5 supports and clarifies arguments, by giving reasons and evidence;		No sentences 1
3.6 summarises information and presents it in an appropriate and interesting way.		Illegible
		No punctuation
		No paragraphs
AS4 : Processes information :		Written Response : Labels , Sentences
4.1 records and organises information in different ways;	R	Task 4 : Hints
4.1.1 selects information and take notes,	Make table or diagram eg. Religions and festivals food, clothing, symbols etc.	1. Make mind map of labels and words of different religions.
4.1.2 makes mind maps,		2. Write sentences on worksheet in order months of the year.
4.1.3 constructs tables, diagrams, charts and flow-charts	Similarities and differences	3. Rewrite sentences on worksheet with punctuation.
4.2 sequence information and puts it under headings;		4. Write sentences consisting of one paragraph about the interviews of different religious festivals.
4.3 uses language to describe similarities and differences, and to analyse, compare and contrast information.		5. Make patterns to decorate top and bottom of page with religious symbols.
	FAT Task 4	6. Worksheet about National Anthem and questions about flag.
		Tool : Rating Scale : Sentences
		36 to 40 4
		31 to 35 3
		26 to 30 2
		Below 25 1

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 3	
LO 5 : THINKING AND REASONING			
AS1 : Use language to develop concepts 1.1 understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level. AS2 : Use language to think and reason : 2.1 understands and uses language for logic and reasoning (eg cause and effect, drawing conclusions) 2.2 uses higher order thinking and the language associated with it (eg hypothesising - 'I think it could ...', 'If ... then ...') 2.3 uses language to describe similarities and differences, and to analyse, contrast information. AS3 : Use language to investigate and explore : 3.1 asks questions for clarification, searches for explanations, suggests alternatives (eg 'If I do this, then ...' 'What about ...?' 'We could try ...') 3.2 does simple research : asks questions which help define the task and get necessary information (eg What do we need to know, to do to get?; Where can we find the information?; ...) 3.3 plans the steps of a task, and shares responsibilities (eg what must be done and who will do what); 3.4 uses simple strategies for getting information 3.4.1 asks relevant questions, 3.4.2 carries out interviews and surveys, 3.4.3 does library research (with help of adult or older learner); 3.5 supports and clarifies arguments, by giving reasons and evidence; 3.6 summarises information and presents it in an appropriate and interesting way.		R	Written Response : Story
		eg. Tech (design)	Task 2 : Hints
			1. Story about a hero from the past. 2. Use information from interview. 3. Write story with : beginning, middle and ending. 4. Make use of correct punctuation. 5. Use dictionary to check spelling of more difficult words.
		Higher order of thinking eg. power failure.	
AS4 : Processes information : 4.1 records and organises information in different ways; 4.1.1 selects information and take notes, 4.1.2 makes mind maps, 4.1.3 constructs tables, diagrams, charts and flow-charts 4.2 sequence information and puts it under headings; 4.3 uses language to describe similarities and differences, and to analyse, compare and contrast information.			Written Response : Letter
		Interview a person eg. My hero	Task 4 : Hints
		R	1. Letter to friend in another country.
		R	Tool : Rubric : Writing
		R	Imaginative
			Correct spelling
			Correct use of punctuation
			Uses paragraphs
		R	Good sentence construction
		R	Occasional spelling mistakes
			Occasional punctuation mistakes
			Attempts to write in paragraphs
		FAT Task 2 and 4	Poor sentence construction
			Poor spelling
		R	Poor punctuation
		Make mind maps.	No paragraphs
		eg. Causes and effect of power failure or water shortage.	No sentences
			Illegible
			No punctuation
			No paragraphs

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 4	
LO 5 : THINKING AND REASONING			
AS1 : Use language to develop concepts			
1.1 understand and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level.	R		
AS2 : Use language to think and reason :	eg. A&C (background)		
2.1 understand and use language for logic and reasoning (eg cause and effect, drawing conclusions)			
2.2 use higher order thinking and the language associated with it (eg hypothesising -"I think it could ...", if ... then ...)	R		
2.3 use language to describe similarities and differences and to analyse, contrast information.	Higher order of thinking for writing dialogue.		
	FAT Task 2		
AS3 : Use language to investigate and explore :			
3.1 asks questions for clarification, searches for explanations, suggests alternatives (eg "If I do this, then ... "What about ...?" "We could try ...")			
3.2 does simple research : asks questions which help define the task and get necessary information (eg What do we need to know, to do to get? ; Where can we find the information? ;)	Does a simple library research		
3.3 plans the steps of a task, and shares responsibilities (eg what must be and who will do what);	R		
3.4 uses simple strategies for getting information			
3.4.1 asks relevant questions,	R		
3.4.2 comes out interviews and surveys,			
3.4.3 does library research (with help of a adult or older learner);			
3.5 supports and clarifies arguments, by giving reasons and evidence;			
3.6 summarises information and presents it in an appropriate and interesting way.			
AS4 : Processes information :			
4.1 records and organises information in different ways;	R		
4.1.1 selects information and take notes,	Make chart and flow chart to record		
4.1.2 makes mind maps,	similarities and differences.		
4.1.3 constructs tables, diagrams, charts and flow-charts			
4.2 sequence information and puts it under headings;	R		
4.3 use language to describe similarities and differences, and to analyse, compare and contrast information.			
	FAT Task 4		
		Tool : Rubric : Dialogue	
		see worksheet.	
		1 2 3 4	
		Imaginative thinking	
		Correct writing of dialogue	
		Correct spelling	
		Correct use of punctuation	
		Use of meta language	

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE	TERM 1	TERM 2	TERM 3	TERM 4
LO 6 : LANGUAGE STRUCTURE AND USE				
AS1: Relates sounds to letters and words	50 words	60 words	70 words	80 words
1.1 uses phonics to spell more difficult words.	R	R	R	R
AS2: Works with words	teacher assists	teacher assists	Should know appropriate spelling rules.	Should know appropriate spelling rules.
2.1 uses some spelling rules to spell correctly ;	R	R	eg. write and rewrite	eg. I before e except after c
2.2 uses a variety of sources to check spelling ;	Picture dictionary, dictionary and word bank.	R	eg. word and wordless	
2.3 uses prefixes and suffixes to build words ;				
2.4 identifies and uses more synonyms and antonyms.				
	FAT Task 4	FAT Task 4	FAT Task 2 and 4	FAT Task 2
AS3: Works with sentences				
3.1 identifies subject, verb and object in a sentence ;		R		
3.2 uses subject-verb agreement correctly ;		R		
3.3 uses connecting words to express cause and effect (eg I don't like her because she is rude.			R	R
3.4 uses more complex tenses (eg present perfect progressive in English - 'I have been learning Xhosa for three years.)		Present continuous tense.	Present perfect tense.	R
3.5 uses a variety of sentence types (questions, statements and commands) ;	R	R		R
3.6 identifies and correctly uses nouns, pronouns (me, her, him, etc.) adjectives, verbs, adverbs prepositions ;	Statement and command. R Nouns, <u>pronouns</u> and <u>verbs</u> . Mary swims in the river. I eat my food. I like to eat fruit.	Questions or statements. R Adjectives and adverbs. I quickly ran to the shop. I like juicy fruit.	Prepositions I sit on the chair.	R
3.7 uses punctuation correctly (exclamation marks, apostrophes in contractions in Eng. -eg 'I'm, can't			Exclamation marks	Apostrophe
	FAT Task 4	FAT Task 2	FAT Task 2	
AS4: Works with texts				
4.1 links sentences to form paragraphs, maintaining consistency in use of tenses.	Link sentences to form a paragraph.	Link sentences to form 2 paragraphs.	Link sentences to form 3 paragraphs.	Link sentences to form a story.
			FAT Task 2 and 4	
AS5: Develop critical language awareness				
5.1 explores the way class uses slang, with whom and for what purposes.	R	R	R	R
AS6: Use meta-language (subject, verb, object question, statement, command, connecting word, simile, synonym, antonym exclamation mark)	Question and verb. Statement and command.	Subject, object and connecting words.	Simile, synonym and antonym.	R R R R
			FAT Task 4	FAT Task 4

Attainment Targets and Formal Assessment Tasks

HOMELANGUAGE	TERM 1	
LO 6 : LANGUAGE STRUCTURE AND USE		
AS1 : Relates sounds to letters and words	50 words	Written Response
1.1 uses phonics to spell more difficult words.	R	
AS2 : Works with words	teacher assists	
2.1 uses some spelling rules to spell correctly ;	R	
2.2 uses a variety of sources to check spelling ;	Picture dictionary, dictionary and word bank.	Task 4 : Hints
2.3 uses prefixes and suffixes to build words ;		
2.4 identifies and uses more synonyms and antonyms.		
	FAT Task 4	
AS3 : Works with sentences		Tool : Rubric : Writing
3.1 identifies subject, verb and object in a sentence ;		
3.2 uses subject-verb agreement correctly ;		
3.3 uses connecting words to express cause and effect (eg I don't like her because she is rude.		
3.4 uses more complex tenses (eg present perfect progressive in English - 'I have been learning Xhosa for three years.')		
3.5 uses a variety of sentence types (questions, statements and commands) ;	R	
3.6 identifies and correctly uses nouns, pronouns (me, her, him, etc.) adjectives, verbs, adverbs prepositions ;	Statement and command. R	
3.7 uses punctuation correctly (exclamation marks, apostrophes in contractions in Eng. -eg 'I'm, can't	Nouns, pronouns and verbs. Mary swims in the river. I eat my food. I like to eat my food.	
	FAT Task 4	
AS4 : Works with texts	Link sentences to form a paragraph.	
4.1 links sentences to form paragraphs, maintaining consistency in use of tenses.		1
AS5 : Develop critical language awareness		
5.1 explores the way class uses slang, with whom and for what purposes.		
	R	
AS6 : Use meta- language (subject, verb, object question, statement, command, connecting word, simile, synonym, antonym exclamation mark!)	Question and verb. Statement and command.	2
		3
		4

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 2
LO 6 : LANGUAGE STRUCTURE AND USE		
AS1 : Relates sounds to letters and words 1.1 uses phonics to spell more difficult words.	60 words R	Written Response : Sentences
AS2 : Works with words 2.1 uses some spelling rules to spell correctly ; 2.2 uses a variety of sources to check spelling ; 2.3 uses prefixes and suffixes to build words ; 2.4 identifies and uses more synonyms and antonyms.	Teacher assists R R	
	FAT Task 4	
AS3 : Works with sentences 3.1 identifies subject, verb and object in a sentence ; 3.2 uses subject-verb agreement correctly ; 3.3 uses connecting words to express cause and effect (eg I don't like her because she is rude. 3.4 uses more complex tenses (eg present perfect progressive in English - 'I have been learning Xhosa for three years.' 3.5 uses a variety of sentence types (questions, statements and commands) ; 3.6 identifies and correctly uses nouns, pronouns (me, her, him, etc.) adjectives, verbs, adverbs prepositions ;	R Questions or statements. R Adjectives and <u>adverbs</u> , eg. I quickly ran to the shop. If I like juicy fruit.	
3.7 uses punctuation correctly (exclamation marks, apostrophes in contractions in Eng. -eg I'm, can't	FAT Task 2	
AS4 : Works with texts 4.1 links sentences to form paragraphs, maintaining consistency in use of tenses AS5 : Develop critical language awareness 5.1 explores the way class uses slang, with whom and for what purposes	Link sentences to form 2 paragraphs. R	
AS6 : Use meta-language (subject, verb, object question, statement, command, connecting word, simile, synonym, antonym exclamation mark)	Subject, object and connecting words.	

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 3		
LO 6 : LANGUAGE STRUC TURE AND USE				
AS1 : Relates sounds to letters and words	70 words		Written Response : Letter	
1.1 uses phonics to spell more difficult words.	R			
AS2 : Works with words	Should know appropriate spelling words.		Task 4 : Hints	
2.1 uses some spelling rules to spell correctly ;	eg. write and rewrite		1. Correct layout of letter to friend in other country.	
2.2 uses a variety of sources to check spelling ;	eg. word and wordless		2. Application of phonics in letter.	
2.3 uses prefixes and suffixes to build words ;	R		3. Correct use of language in letter.	
2.4 identifies and uses more synonyms and antonyms.			Written Response : Story	
	FAT Task 2 and 4		Task 2 : Hints	
AS3 : Works with sentences			Our Country	
3.1 identifies subject, verb and object in a sentence ;			1. Worksheet on Punctuation about SA.	
3.2 uses subject-verb agreement correctly ;	R		2. Comprehension about our National Anthem.	
3.3 uses connecting words to express cause and effect (eg I don't like her because she is rude.	Present perfect tense.		Story	
3.4 uses more complex tenses (eg present perfect progressive in English - 'I have been learning Xhosa for three years')			1. Story about a hero from the past.	
3.5 uses a variety of sentence types (questions, statements and commands) ;			2. Use information from interview.	
3.6 identifies and correctly uses nouns, pronouns (me, her, him, etc.) adjectives, verbs, adverbs prepositions ;	R		3. Write story with beginning, middle and ending paragraphs.	
3.7 uses punctuation correctly (exclamation marks, apostrophes in contractions in Eng. -eg I'm, can't	<u>Prepositions</u>		4. Make use of prepositions, and present perfect tense.	
	John sits on the chair.		5. Make use of correct punctuation.	
			6. Use dictionary to check spelling of more difficult words.	
			Tool : Rubric : Writing	
	R		Imaginative use of simile, synonyms and antonyms	
	Exclamation marks		Correct spelling and use of prepositions	
	FAT Task 2		Correct use of punctuation	
AS4 : Works with texts			Uses paragraphs	
4.1 links sentences to form paragraphs, maintaining consistency in use of tenses.	Link sentences to form 3 paragraphs.		Good use of simile, synonyms and antonyms in sentences	
			Occasional spelling mistakes and use of prepositions	
			Occasional punctuation mistakes	
			Attempts to write in paragraphs	
AS5 : Develop critical language awareness	FAT Task 2 and 4		Use of simile, synonyms and antonyms in sentences poorly	
5.1 explores the way class uses slang, with whom and for what purposes.			Poor spelling and use of prepositions	
AS6 : Use meta- language (subject, verb, object question, statement, command, connecting word, simile, synonym, antonym exclamation mark)	R		Poor punctuation	
	R		No paragraphs	
	Simile, synonym and antonym.		No sentences construction	
			Illegible	
			No punctuation	
			No paragraphs	
	FAT Task 4			

Attainment Targets and Formal Assessment Tasks

HOME LANGUAGE		TERM 4	
LO 6 : LANGUAGE STRUCTURE AND USE			
AS1 : Relates sounds to letters and words		80 words	
1.1 uses phonics to spell more difficult words.		R	
AS2 : Works with words		Should know appropriate spelling rules.	
2.1 uses some spelling rules to spell correctly ;		eg. I before e except after c	
2.2 uses a variety of sources to check spelling ;			
2.3 uses prefixes and suffixes to build words ;			
2.4 identifies and uses more synonyms and antonyms.			
		FAT Task 2	
AS3 : Works with sentences			
3.1 identifies subject, verb and object in a sentence ;			
3.2 uses subject-verb agreement correctly ;			
3.3 uses connecting words to express cause and effect (eg I don't like her because she is rude.		R	
3.4 uses more complex tenses (eg present perfect progressive in English - 'I have been learning Xhosa for three years'.)		R	
3.5 uses a variety of sentence types (questions, statements and commands) ;		R	
3.6 identifies and correctly uses nouns, pronouns (me, her, him, etc.) adjectives, verbs, adverbs prepositions ;			
3.7 uses punctuation correctly (exclamation marks, apostrophes in contractions in Eng. -eg 'I'm, can't		R	
AS4 : works with texts		Apostrophe	
4.1 links sentences to form paragraphs, maintaining consistency in use of tenses.		Link sentences to form a story.	
AS5 : Develop critical language awareness			
5.1 explores the way classes use slang, with whom and for what purposes.		R	
AS6 : Use meta- language (subject, verb, object question, statement, command, connecting word, simile, synonym, antonym exclamation mark!)		R	
		R	
		FAT Task 4	

Written Response : Design and Make

Task 2 : Hints

1. Children listen to instructions about making of something out of waste material (bird feeder , space ship, 3D bird from shapes- cone, cylinder and sphere)
2. Children discuss in groups how to make object.
3. Plan and draw the object. List the requirements needed .
4. Application of phonics knowledge in task.

Checklist for object from waste material

	1	2	3	4
1. Used only waste material				
2. Applied group work skills.				
3. All requirements were met.				
4. Correct spelling of words.				

Written Response

Task 4 : Hints

See Task 3 : LO 1

See Task 4 : LO 5

Dialogue about creatures eg from outer space, or own designed bird.

SUMMARY OF FORMAL ASSESSMENT TASKS

Term 1			
FAT 1	FAT 2	FAT 3	FAT 4
LO1AS1	LO3AS3	LO1AS6	LO3AS5
LO1AS2	LO3AS4	LO2AS5	LO4AS4
			LO4AS6
			LO4AS7
			LO5AS2
LO2AS1	LO4AS2	LO2AS8	LO5AS4
	LO5AS2		LO6AS2
	LO6AS8		LO6AS3
Term 2			
LO1AS5	LO3AS1	LO1AS4	LO3AS1
LO2AS2	LO3AS3	LO1AS6	LO3AS2
	LO3AS4		LO3AS3
	LO3AS5		LO4AS2
			LO4AS4
	LO4AS2		LO4AS6
	LO5AS2		LO4AS7
			LO5AS4
	LO6AS3		LO6AS2
Term 3			
LO1AS3	LO3AS3	LO1AS4	LO3AS2
LO2AS3	LO3AS4	LO2AS5	LO3AS3
LO2AS4	LO3AS5	LO2AS6	LO3AS5
LO3AS2		LO2AS7	LO4AS2
LO5AS3	LO4AS2		LO4AS3
	LO4AS3		
	LO4AS6		LO5AS3
	LO4AS7		LO6AS2
	LO6AS2		LO6AS4
	LO6AS3		LO6AS6
	LO6AS4		
Term 4			
LO1AS4	LO3AS3	LO1AS4	LO4AS2
LO2AS5		LO1AS6	LO4AS6
	LO5AS2	LO2AS2	LO4AS7
	LO6AS2		LO5AS3 &4
			LO6AS6

Exemplar of a Formal Assessment Task

Wendy of the Christian Religion

Good day. My name is Rani. May I ask you a few questions about your religion?



Pleased to meet you. My name is Wendy. I'll gladly answer your questions.

What is the name of your religion?



We believe in God the Father, the Son and the Holy Spirit. We are called Christians. We read the Bible and live according to the 10 commandments.

Are there special decorations used in your religion?



Yes. The cross where Jesus died for our sins, is very important to Christians. Zionists wear a black square with a silver star on it.

Do you wear any special clothing?



We do not wear any specific clothing. The priests in the Roman Catholic Church wears a robe and nuns wear a black robe with a white head cover.

Is there a special day during the week for a Christian?



We go to church on Sunday and listen to the sermon of the Reverend. Roman Catholics can also go to a cathedral.

Exemplar of a Formal Assessment Task

Wendy of the Christian Religion

Are there any other special days that you celebrate?

Yes. We celebrate Good Friday and Easter Monday during the Easter period. 40 Days before Easter we celebrate Lent to commemorate the crucifixion of Jesus Christ.

Do you celebrate any other religious holidays?



Every year, on 25 December we celebrate Christmas. This is to remind us that God sent his only Son to the world. We all get gifts from family members and get together for a feast.

Do you eat any special food?



We do not follow a specific diet. During Lent we refrain from eating sweets. At Easter we eat hot cross buns and chocolate eggs to remind us that Jesus died on the cross for our sins.

Thank you Wendy. Now i know more about your religion.

It was a real pleasure speaking to you, Rani.

Exemplar of a Formal Assessment Task

Usha of the Hindu religion

Good day. My name is Frieda. May I ask you a few questions about your religion?



Pleased to meet you. My name is Usha. I'll answer your questions with pleasure. I am a Hindu woman.

What is the name of your religion?



We honour gods like Brahma, Shiva and Vishnu. In our homes we have a shrine. That is where we keep a statue of our god. We light lamps at the beginning of the day.

Are there special decorations used in your religion?



Yes. The Aum is the most comprehensive name for God. This is what the symbol looks like.

Do you wear any special clothing?

Women wear a dress called a Sari. When we worship we wear a long piece of cloth draped over the body and head. Women also wear a round, red Tilaka on their foreheads.

Is there a special place you go, to worship?



We visit a temple on holy festivals. We take our shoes off and sit on the floor. Men and women sit apart

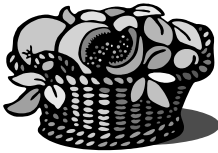
Exemplar of a Formal Assessment Task

Usha of the Hindu Religion

Which specific days are celebrated by your religion?

We celebrate the Diwali festival. This is called the festival of lights. Through this we commemorate the triumph of good over evil. The festival lasts for 5 days and families get together.

Do you eat any specific food.



We do not eat beef. Some Hindus follow a vegetarian diet and don't eat eggs or fish either. We do drink milk.

Thank you Usha. Now i know more about your religion.

It was a very good conversation. Thank you Frieda.

Exemplar of a Formal Assessment Task

John of the Jewish Religion

Good day. My name is Peter. May I ask you a few questions about your religion?



Pleased to meet you. I am John, a Jewish rabbi from the synagogue. I'll gladly answer your questions.

What is the name of your religion?

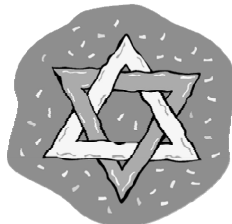


Our religion is called Judaism. We believe in God. Our teachings are based on the Hebrew Scriptures, called the Torah.

Are there special decorations used in your religion?

Yes. During the Chanuka festival, we use a Menorah with candles. Everyday, one is lit, with the candle from the ninth branch. Our sign is the Star of David.

May i see what it looks like?



Certainly. On the left is the Menorah and the Star of David on the right.

Do you wear any special clothing?



Jews pray 3 times per day. The father of the house, as well as the older sons, wear a yarmelka to cover their heads. They also wrap a prayershawl around their shoulders.

Exemplar of a Formal Assessment Task

John of the Jewish Religion

Which special days do you celebrate?

We celebrate Sabbath every Friday at sunset with candles and a special meal. We may not do any work or prepare any food during Sabbath

Are there any other special days that you celebrate?

Yes. We celebrate the Jewish New Year, also called Rosh Hashanah, during September to October. We eat apples, dipped in honey, to wish each other a sweet New Year.

I understand that you also celebrate Yom Kippur?

We celebrate Yom Kippur 10 days after New Year. We fast from sunrise to sunset. We pay for our sins of the previous year and to show our commitment to refrain from making the same mistakes

Do you celebrate any other religious holidays?

Yes. We celebrate Passover over 8 days in March to April. This is to remember our exodus from Egypt. We eat Sedar, a special meal of radishes, salted eggs and lamb shank. It also includes nuts, Matzah, cinnamon and wine.

Are there any other rules about your food?

Yes, we only eat Kosher food. It is prepared according to Jewish laws. Blood must be removed from meat. Meat may not be eaten with dairy products and the eating of pork and shellfish are not allowed.

Thank you Rabbi. I have learnt so much.

It was a pleasure Peter. I am happy that i could tell you about my religion.

Exemplar of a Formal Assessment Task

Jamila of the Muslim Religion

Good morning. My name is Susan. May I ask you a few questions about your religion?



Pleased to meet you. I am Jamila. I am a cleaner in the Mosque. This is the place where we worship.

What is the name of your religion?



Our religion is called Islam. We believe in Allah. The Imam, reads from our Holy Scripture, the Qu'ran.

Are there special decorations used in your religion?



No, there are only geometrical patterns. Nothing must draw our attention away from Allah. We pray on decorated carpets.

Why do you close your shops on a Friday.

All the men attend prayers on a Friday between 12:30 and 14:00. This is called *Jum'a*. They say their prayers facing Mecca, the holy city.

Do you wear any special clothing?



Our clothes are very plain and it covers most of our bodies. The women have to cover their faces with cloths. Only their eyes show. Men wear a fez that is flat on top.

Exemplar of a Formal Assessment Task

Jamila of the Muslim Religion

Do you make use of any symbols in your religion?



Yes. We only have the Crescent and Star. It also appears on flags of Muslim countries.

What special holy days do you celebrate?

We have a few, of which Ramadan, our Holy month, is best known. We fast from dawn to dusk. The children don't have to fast.

When is this celebrated?

The Holy month occurs in September and ends on the 29th day when the new moon is sighted. A feast, the Eid ul-Fitr, marks the end of Ramadan, with lots of food and gifts.

Are there any rules about your food?

Yes, we are only allowed to eat products marked Halaal which is a special way of slaughtering animals. We are not allowed to eat pork or gelatine and may not drink alcohol.

Name any other holy days.

Muharram is the first month of the calendar of Islam. Muslim worshippers are all very happy and wish each other good luck. The poor receive gifts from the rich people.

Thank you, Jamila. I have learnt so much.

It was a pleasure Susan. I am happy that I could tell you about my religion.

Exemplar of a Formal Assessment Task

Our National Anthem is on the cover of your Theme 4 book.

Nkosi Sikilel' iAfrika is a prayer for God's blessing on our land and all its people. It was composed by Enoch Sontonga, a teacher, when he was 24. Die Stem, written by C.J. Langenhoven, describes our beautiful country.

Together they form the National Anthem of South Africa. Read the National Anthem on the cover of your book carefully. Discuss the meaning of the words with your teacher and then answer the questions below.

Questions :

1. Our National Anthem is a prayer. What is it called?

2. What are we praying for in our National Anthem?

3. The first part of our National Anthem was written by

_____ when he was ____ years old.

4. What is the name of the song that describes our beautiful country and who wrote it?

5. What does our National Anthem want to bring together?

6. What should you do when you sing the National Anthem?

HL LO 4: 1 2 3 4

HL LO 5: 1 2 3 4

HL LO 6: 1 2 3 4

Exemplar of a Formal Assessment Task

Gelowe :Taak 4 Task : Religions		Naam Name	
Skryf die naam van die geloof langs die fees.		Write the name of the religion next to the festival.	
		Christene 1 Christians	
Kersfees ☐			☐ Christmas
Paasfees ☐			☐ Passover
Ramadaan ☐		Judiasme 2 Judaism	☐ Ramadan
Chanoeka ☐			☐ Channukah
Muharram ☐		Moslems 3 Muslims	☐ Muharram
Yom Kippoer ☐			☐ Yom Kippur
Goeie Vrydag ☐			☐ Good Friday
Geboorte van Bab ☐		Hindoes 4 Hindu	☐ Birth of the Bab
Paas Maandag ☐			☐ Easter Monday
Rama Navami ☐		Boeddhiste 5 Buddhists	☐ Rama Navami
Rosj Hasjana ☐			☐ Rosh Hashana
Naw-Ruz ☐			☐ Naw-Ruz
Zul Hijjah ☐	Baha'i Geloof 6 Baha'i Faith	☐ Zul Hijjah	
Diwali ☐		☐ Diwali	
Huistaal : LU4, AS 6,7,LU5 AS 3,LU6, AS3		☐ 1 ☐ 2 ☐ 3 ☐ 4	Home Language : LU4, AS 6,7,LU5, AS 3,LU6, AS3
Lewensvaardighede : LU 2 AS 5		☐ 1 ☐ 2 ☐ 3 ☐ 4	Life Orientation : LO 2 AS 5
Wiskunde : LU 4 AS 3		☐ 1 ☐ 2 ☐ 3 ☐ 4	Mathematics : LO4 AS 3

Exemplar of a Formal Assessment Task

Name:		Date:	
Task 4			
Arrange the sentences according to the months of the year in the blocks on the left and then rewrite each sentence in the line below. Remember: Names of days of the week, months of the year, and holidays begin with capital letters.			
1.	the 27th of april is the day we celebrate freedom day.		
2.	human rights' day is celebrated on the 21st march.		
3.	ramadaan, in september, is celebrated by the muslim religion.		
4.	the divali festival in november, is celebrated by the hindu religion.		
5.	in the beginning of march, the jewish people celebrate purim.		
6.	good friday is celebrated on the first friday of april.		
7.	the 16th of june will always be known as youth day.		
8.	in south africa, we celebrate workers' day on the first of may.		
9.	the first day of january is called new year's day.		
10.	the 25th of december is known to all christians as christmas day.		
LO 4	Home Language	1 ☐ 2 ☐ 3 ☐ 4 ☐	AS 6
LO 4	Home Language	1 ☐ 2 ☐ 3 ☐ 4 ☐	AS 7
LO 5	Home Language	1 ☐ 2 ☐ 3 ☐ 4 ☐	AS 3
LO 6	Home Language	1 ☐ 2 ☐ 3 ☐ 4 ☐	AS 2
Write all the -ay- words from these sentences, in alphabetical order below. Can you write 4 more -ay- words that you can remember.		There are 2 fairy-e- words in the sentences above. Can you find them? If you are clever, you can write 6 more fairy -e- words!	
LO 3	Home Language	1 ☐ 2 ☐ 3 ☐ 4 ☐	AS 3.1.3
LO 3	Home Language	1 ☐ 2 ☐ 3 ☐ 4 ☐	AS 4.3
LO 4	Mathematics	1 ☐ 2 ☐ 3 ☐ 4 ☐	AS 3

Assessment Programme

FOUNDATION PHASE							
TEACHER:		GRADE: 3		YEAR:			
LITERACY –Home Language(English)							
LA, LO, AS	First Term	LA, LO, AS	Second Term	LA, LO, AS	Third Term	LA, LO, AS	Fourth Term
LO1	TASK 1: Oral response Discussion Listens to learners telling news		TASK 1: Oral response		TASK 1: Oral response-reading		TASK 1: Oral response Design and make
AS 1,2	about holiday.	LO1	Discussion about the environment.	LO1	Teacher read story about hero.	LO1	Learners listen to instructions on how
LO2	Learners tell news on mat.	AS5	Teacher/Learners.	AS3	Children tell about their heroes.	AS4	to make bird feeder.Discuss in groups
AS 1		LO2		LO2	Interview older person on childhood	LO2	Plan and Draw. Report back.
		AS2		AS3,4	Hero.	AS5	
				LO3			
				AS2			
LO3	TASK 2:Oral response Written response		TASK 2: Reading,Design and Make.		TASK 2: Oral response-reading		TASK 2: Oral response-design and make
AS 3,4	Learners read-questions, story,	LO3	Learners read comprehension.Read map.Phonics Test.Make sentences	LO3	Read own story about a hero .Inter-view.	LO3	Read instructions and list of requirements for bird feeder.Plan/draw
LO4	Riddles.Phonics test on spelling	AS1,3,4,5		AS2,4,5	Write the story. Use dictionary. Check punctuation and spelling rules	AS3	
AS2	words.Make sentences.Use	LO4	(1 paragraph) about environment.	LO4		LO5	Phonics test, make sentences
LO5	Magazine.Match 2 parts of	AS1,2	(Brainstorm)Write words under	AS2,3,6,7,	Write a letter, discuss and edit own writing, check punctuation Writing patterns and letters	AS3	Supply comic strips Predict what will. happen. Write own ending. Puppet show.
AS2	Sentences.Rewrite in workbook.	LO5AS2	Similarities and Differences	LO6	Spelling rules, prepositions, build	LO6	
LO6AS8	Use correct punctuation.	LO6AS3	Adverbs and Verbs : Pictures	AS2,3,4	paragraphs	AS2	Spelling rules

Assessment Programme

FOUNDATION PHASE							
TEACHER:		GRADE: 3		YEAR: 3			
LITERACY –Home Language(English)							
TASK 3:Oral response Discussion		TASK 3: Oral response Discussion		TASK 3: Oral response-talk about		TASK 3:Oral response Q/A Written response-draw	
LO1	Q/A about good and bad eating	LO1	Discuss religions and have	LO1	Children receive letters from other	LO1	Listen to fantasy story about Outer
AS6	Habits. Teacher reads Riddles.	AS4	Interviews.	AS4	Countries. Read to peers, summarize	AS4,6	Space.Draw picture of character.
LO2	Group make fruitman.Read and		Discuss words and Labels and	LO2	Facts.	LO2	Answers questions.
AS5,8	"rap" poems.		Sentences.	AS5,6,7		AS2	
	Teacher reads story.	AS6	Puppet show and respond to questions				
TASK 4: Written response Sentences		TASK 4:Written response Labels sentences		TASK 4: Written response-story		TASK 4: Written response Sequencing/Dialogue	
LO3	Reads comics	LO3	Answer questions	LO3	Answer questions on a story		
AS 5	Analyse an advertisement	AS1,2,3	Use visual cues – news events	AS 2,3,5	Reads a paragraph and predicts		
LO4	Read poems.Develop vocabulary.	LO4	Keep a diary and write a paragraph	LO4	Read letters from children from other	LO4	Dialogue about Outer Space. Draft,
AS4,6,7	Dramatize poem/Rap. Write own	AS2,4,6,7	Shares writing with peers, writing patterns and letters	AS2,3	Countries, Phonic test, make sentences	AS2,6,7	Edit, Write a Dialogue.
LO5	Poems, write sentences about	LO5	Worksheet-correct order and	LO5	Draft, Edit, Write own letter.	LO5	Discuss pictures and write key words.
AS 2, 4	good and bad eating habits.	AS2	Punctuation of sentences.	AS3	Check spelling rules.	AS3,4	Check own work.
LO6	Use correct punctuation.	LO6	Write 1 paragraph about religious	LO6	Spelling rules, write a paragraph	LO6	
AS2,3	Rhyme words.	AS2	Festivals.Make patterns.Alph.order.	AS2,4,6		AS6	Dialogue

High Frequency Words

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

The next 20 key words

The first 12 words

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

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

68 more key words

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

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

High Frequency Words

High Frequency words each learner should know.
These words are frequently used in reading and writing.

FIRST 100 WORDS

a	and	he	I	in	is	it	of
that	the	to	was	all	as	at	be
but	are	for	had	have	him	his	not
on	one	said	so	they	we	with	you
about	an	back	been	before	big	cut	call
came	can	come	could	did	do	down	first
from	get	go	has	her	here	if	into
just	like	little	look	made	make	more	me
much	must	my	no	new	now	off	old
only	or	our	other	out	over	right	see
she	some	their	them	then	there	this	tow
up	want	well	went	were	what	when	where
which	who	will	your				

NEXT 100 WORDS

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