

GRADE 1

English First Additional Language

**CAPS Planner, Tracker and
Assessment Resources**

TERM 1

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The Programme to Improve Learning Outcomes (PILO)
The Shed, The Pines, 9 Gordon Hill Road, Parktown, 2193
Tel: + 27 10 880 2431
Email: admin@pilo.co.za

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The National Education Collaboration Trust
Ground Floor, Block D, Lakefield Office Park, 272 West Avenue, Centurion, 0163
Tel: +27 12 752 6200
Email: info@nect.org.za
Web: www.nect.org.za

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ABOUT THE PLANNER AND TRACKER

The curriculum and assessment planner and tracker is a tool to support you as a teacher.

- It provides a plan of what should be taught each day of the term. The plan for EFAL in the Foundation Phase is linked to the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the assessment programme. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your head of department and peers on ways to make up time to ensure that all the work for the term is completed.
- In addition, the tracker encourages you to reflect on what in your lessons is effective, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in practice.
- This document also contains support for assessment¹ (in Section C):
 - The DBE programme of assessment for Term 1 for EFAL – as distributed in September 2017.
 - The DBE rubric and checklist for the specified assessment activities.
 - The assessment programme in the lesson plans: this shows you in which week/s and on which day/s you can conduct assessments using the rubric or checklist provided.
- Assessment exemplars: these are activities for each component that can be assessed this term using the rubric provided. You may use these, set your own assessments or use exemplars provided by the DBE (national or provincial). All assessments take place in the usual time scheduled for the component being assessed.
- Assessment record sheet: this sheet has columns for you to record marks for each of the activities which are assessed using a rubric (the activity exemplars provided in Section C, or your own). The record sheet is found at the end of the tracker. You can copy this sheet and add your learners' names to the left-hand column. The record sheet should help you when you have to enter marks into SA-SAMS.

- This book will not be redistributed each year. You should therefore file it for future use at the end of the term. As you are likely to have recorded dates and your reflection in it, we have provided separate tools for tracking and reflecting at the end of this book. One is for conventional and the other for multigrade classrooms. Please use whichever is appropriate for your context. You will need to copy one for each week that you teach.

¹ The DBE makes changes to the assessment requirements from time to time. In such instances, you might need to change the assessment programme and other resources provided in this book to comply with the revised requirements.

Note: The lesson plans to which this tracker is linked are designed for a first term that is 10 weeks long. If you are using them in a term which is shorter or longer than this, you should adjust the pace at which you work accordingly. For example, if the term is shorter, you might need to work a little faster, or skip a few of the revision activities in which work done previously is revisited. If the term is longer, you will have time to do additional revision. It is important that you check the term length at the start of the term.

The following components are provided in the columns of the tracker table:

1. Day of the week
2. CAPS content, concepts and skills for the day
3. Lesson plan page number
4. DBE workbook page to be used in the lesson
5. Resources needed
6. Date completed (this needs to be filled in each day).

Reflection

The tracker gives you space to reflect on your EFAL lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?

Briefly jot down your reflection weekly, following the prompts in the tracker:

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand/do?*
- *What will you do to support or extend learners?*
- *What would you change for next time? Why?*
- *Did you complete all the work set for the week? If not, what will you do to get back on track?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson, and also forms the basis for collegial conversations with your head of department and your peers.

B. PLANNER AND TRACKER

Week 1					
	Home Language School Readiness Programme is covered in Week 1. No EFAL activities for the week.				
Week 2					
Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple greetings and farewells, using phrases Activity 2: L&S: Names objects in a picture or in the classroom in response to teacher's questions; Responds to a simple question	7 7	2, 3	DBE workbook	
2	Activity 1: L&S: Responds to simple greetings and farewells, using phrases Activity 2: L&S: Sings simple songs and do actions with guidance (<i>Head and shoulders</i>)	8 8	4	DBE workbook, CD (EFAL)	
3	Activity 1: L&S: Responds to simple greetings and farewells, using phrases Activity 2: R&Ph.: SR: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learns some oral vocabulary; Answers some simple questions with the support of the teacher	9 9	15	DBE workbook, Big Book (<i>My Family</i>)	
4	Activity 1: L&S: Responds to simple greetings and farewells using phrases with guidance Activity 2: R&Ph.: SR: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learns some oral vocabulary; Answers some simple questions with the support of the teacher Activity 3: W: With the help of the teacher writes a caption for drawing	10 10 10	5	DBE workbook, Big Book (<i>My Family</i>), flashcard – me, crayons	
5	Activity 1: L&S: Responds to simple greetings and farewells using phrases Activity 2: L&S: Begins to develop an oral vocabulary	11 11	4	DBE workbook	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
HOD:			Date:		

Week 3

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple greetings and farewells with phrases Activity 2: L&S: Names some objects in a picture or in the classroom in response to teacher's instructions; Responds to simple questions Activity 3: L&S: Sings simple songs and does actions with guidance (<i>Head and shoulders</i>)	12 12 13	2, 3, 4	DBE workbook	
2	Activity 1: L&S: Responds to simple greetings and farewells with phrases Activity 2: L&S: Plays a language game (<i>Simon says</i>)	13 14	7	DBE workbook	
3	Activity 1: L&S: Responds to simple greetings and farewells with phrases Activity 2: R&Ph.: SR: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learns some oral vocabulary; Answers some simple questions with the support of the teacher	14 15	12, 13	DBE workbook, Big Book (<i>My Family</i>)	
4	Activity 1: L&S: Responds to simple greetings and farewells with phrases Activity 2: R&Ph.: SR/Phonemic awareness: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learns some oral vocabulary; Answers some simple questions with the support of the teacher; Begins to identify different initial sounds in words Activity 3: W: With the help of the teacher writes a caption for drawing	15 16 16	6	DBE workbook, Big Book (<i>My Family</i>) crayons	
5	Activity 1: L&S: Responds to simple greetings and farewells with phrases Activity 2: L&S/Phonemic awareness: Sings simple songs and does actions with guidance (<i>Head and shoulders</i>); Identifies some rhyming words in stories, songs, poems and rhymes; begins to identify different initial sounds in words	17 17	4	DBE workbook, CD (<i>EFAL</i>)	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
HOD:			Date:		

Week 4

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds to simple greetings and farewells using phrases Activity 2: L&S: Responds physically to simple oral instructions; makes simple requests Activity 3: L&S: Begins to develop an oral vocabulary; Makes simple requests	18 18 19			
2	Activity 1: L&S: Responds to simple greetings and farewells using phrases Activity 2: L&S/Phonemic awareness: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context; Segments oral sentences into individual words	19 20		Poster (School)	
3	Activity 1: L&S: Responds to simple greetings and farewells using phrases Activity 2: R&Ph.: SR/Phonemic awareness: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learns some oral vocabulary; Answers some simple questions with the support of the teacher; Begins to identify different initial sounds in words; Identifies some rhyming words in stories, songs, poems and rhymes	21 21		Big Book (My Family)	
4	Activity 1: L&S: Responds to simple greetings and farewells using phrases Activity 2: R&Ph.: SR/Phonemic awareness: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learns some oral vocabulary; Answers some simple questions with the support of the teacher; Begins to identify some initial sounds in words Activity 3: W/Phonemic awareness: With the help of the teacher writes a caption for drawing; Begins to identify different initial sounds in words	22 22 23		Big Book (My Family)	
5	Activity 1: L&S: Responds to simple greetings and farewells using phrases Activity 2: L&S/Phonemic awareness: Names some objects in a picture or in the classroom in response to the teacher's questions; Makes simple requests; Begins to identify different initial sounds in words Activity 3: L&S/Phonemic awareness: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context; Segments oral sentences into individual words	23 24 25		Objects (crayon, book, chair), Posters (Home, School)	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
HOD:			Date:		

Week 5

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds physically to simple oral instructions; makes simple requests Activity 2: L&S/Phonemic awareness: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context; Segments oral sentences into individual words	26 27		Poster (<i>School</i>)	
2	Activity 1: L&S: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context	28			
3	Activity 1: R&Ph.: SR: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learns some oral vocabulary; Answers some simple questions with the support of the teacher; Acts out the story	29		Big Book (<i>My Family</i>)	
4	Activity 1: R&Ph.: SR: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learns some oral vocabulary; Answers some simple questions with the support of the teacher; Recognizes some common words in our everyday environment Activity 2: W/Phonemic awareness: With the help of the teacher writes a caption for drawing; Reads back what is written; Begins to identify different initial sounds in words	29 30	12, 13	DBE workbook, Big Book (<i>My Family</i>), flashcards of common words (SCHOOL, CLINIC), Writing books, crayons	
5	Activity 1: L&S/Phonemic awareness: Names some objects in a picture or in the classroom in response to teacher's questions; Begins to identify different initial sounds in words Activity 2: L&S/Phonemic awareness: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context; Segments oral sentences into individual words	30 31		Objects (window, desk, poster), Posters (<i>School, Home</i>)	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
HOD:			Date:		

Week 6

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds physically to simple oral instructions; Makes simple requests Activity 2: L&S/Phonemic awareness: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context; Segments oral sentences into individual words	32 33		Poster (School)	
2	Activity 1: L&S: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context	34		Poster (School)	
3	*Activity 1: Reading and Phonics: Assessment Group 1: Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the picture in response to the teacher's questions; Segments sentences into individual words	34		Writing books, crayons, Big Book (My Family)	
4	*Activity 1: Reading and Phonics: Assessment Group 2: Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations; Segments sentences into individual words Activity 2: W/Phonemic awareness: With the help of the teacher writes a caption for drawing; Reads back what is written; begins to identify different initial sounds in words	34 35		Big book (My Family), Writing books, crayons	
5	Activity 1: L&S: Names some objects in a picture or in the classroom in response to the teacher's questions; Makes a simple request Activity 2: L&S: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context	35 36		Objects (door, boy, girl), Poster (Home)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 7

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	*Activity 1: L&S: Assessment Group 1: Responds to simple greetings; Sings simple songs and does action rhymes	37		Poster (<i>School</i>), Writing books, crayons	
2	*Activity 1: L&S: Assessment Group 2: Responds to simple greetings; Sings simple songs and does action rhymes	37		Poster (<i>School</i>), Writing books, crayons	
3	*Activity 1: Reading and Phonics: Assessment Group 3: Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations; Segments sentences into individual words	37		Big book (<i>My Family</i>), Writing book, crayons	
4	*Activity 1: Reading and Phonics: Assessment Group 4: Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations; Segments sentences into individual words Activity 2: W/Phonemic awareness: With the help of the teacher writes a caption for drawing; Reads back what is written; Begins to identify different initial sounds in words	37 37		Big book (<i>My Family</i>), Writing books, crayons	
5	*Activity 1: L&S: Assessment Group 3: Responds to simple greetings; Sings simple songs and does action rhymes	37		Poster (<i>School</i>), Writing books, crayons	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 8

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	*Activity 1: L&S: Assessment Group 4: Responds to simple greetings; Sings simple songs and does action rhymes	38		Poster (School), Writing books, crayons	
2	Activity 1: L&S: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context; Segments oral sentences into individual words by clapping on each word	38		Posters (School, Home)	
3	Activity 1: R&Ph.: SR/Phonemic awareness: After repeated readings joins in choruses; identifies some rhyming words in stories, songs, poems and rhymes	39			
4	Activity 1: R&Ph.: SR/Phonemic awareness: After repeated readings joins in choruses; With the teacher's help, identifies some rhyming words in stories, songs and rhymes Activity 2: W: With the help of the teacher writes a caption for drawing; Reads back what is written	40 40			
5	Activity 1: L&S: Names some objects in a picture or in the classroom in response to the teachers' questions Activity 2: L&S: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context	41 41		Objects (eraser, pencil), Posters (School, Home)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 9

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Sings simple songs and does actions (<i>The wheels of the bus</i>)	42	35	DBE workbook, Poster (<i>Home</i>)	
2	Activity 1: L&S/Phonemic awareness: Responds to simple questions; Begins to develop oral vocabulary; Understands and begins to use some simple language structures in context; Segments oral sentences into individual words by clapping on each word	43		Poster (<i>Home</i>)	
3	Activity 1: R&Ph.: SR/Phonemic awareness: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learn some oral vocabulary; Answers some simple questions with the support of the teacher; Begins to identify different initial sounds in words	44		Big Book (<i>Look at Me</i>)	
4	Activity 1: R&Ph.: SR: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learn some oral vocabulary; Answers some simple questions with the support of the teacher Activity 2: W/Phonemic awareness: With the help of the teacher writes a caption for drawing; Reads back what is written; Begins to identify different initial sounds in words	44 45		Big Book (<i>Look at Me</i>), Writing books, crayons	
5	Activity 1: L&S: Names some objects in a picture or classroom in response to the teacher's questions Activity 2: L&S: Responds to simple questions; Begins to develop an oral vocabulary; Understands and begins to use some simple language structures in context	45 46		Objects (chalk, chalkboard, teacher), Posters (<i>School, Home</i>)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

Week 10

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Responds physically to simple oral instructions	47		Object (books, sandwich, ball)	
2	Activity 1: L&S/Phonemic awareness: Joins in action rhymes and songs, doing the actions; With the teacher's help, begins to recognise some rhyming words in a rhyme	48			
3	Activity 1: R&Ph.: SR: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learns some oral vocabulary; Answers some simple questions with the support of the teacher	49		Big Book (Look at Me)	
4	Activity 1: R&Ph.: SR/Phonemic awareness: Listens to the story while following the teacher and looking at pictures; Identifies objects in the pictures; Learns some oral vocabulary; Answers some simple questions with the support of the teacher; Recognizes some common words in our everyday environment Activity 2: W/Phonemic awareness: With the help of the teacher writes a caption for drawing; Reads back what is written	50 50		Big Book (Look at Me), flashcards of common words (MEN, WOMEN, SCHOOL, CLINIC), Writing books, crayons	
5	Activity 1: L&S: Names some objects in a picture or in the classroom in response to the teacher's questions Activity 2: Sings a simple song and does actions	51 51	35	DBE workbook, objects (window, desk, poster, door, girl, boy, teacher, crayon, book, chair, chalk, chalkboard, eraser, pencil), CD (EFAL)	

Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD:

Date:

C. ASSESSMENT RESOURCES

1. DBE Assessment Programme for Term 1

Strengthened CAPS Assessment Programme (as in circular S1 of 2017)						
FAL Grade 1: Term 1						
Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none"> Responds to simple greetings Sings simple songs and does action rhymes 	Observation/ Practical & Oral	Rubric	10	BeBek	
	<ul style="list-style-type: none"> Responds physically to simple oral instructions Makes simple requests Points to and name some objects in the classroom or in a picture in response to teacher's instructions 		Checklist	n/a		
<p><u>Teacher notes</u></p> <p>Each skill is not meant to be an assessment activity but you should rather ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. For SA-SAMS you should have 1 score for Listening and Speaking.</p>						
Phonics: Oral	<ul style="list-style-type: none"> Segments oral sentences into individual words 	Observation/ Practical & Oral	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> Begins to identify different initial sounds in words Identifies some rhyming words in stories, songs, poems and rhymes 		Checklist	n/a		
<p><u>Teacher notes</u></p> <p>Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills in oral FAL lessons. Oral phonic skills will be observed and assessed during your daily lesson activities and by Week 9 you should be able to score each learner accordingly using the attached checklist and rubric. For SA-SAMS you should have 1 score (Oral Phonics).</p>						

Strengthened CAPS Assessment Programme (as in circular S1 of 2017)

FAL Grade 1: Term 1

Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Reading: Oral	<ul style="list-style-type: none"> Listens and responds to a story that is told and read Joins in choruses after repeated readings of a text Answers simple oral questions about story Identifies people, animals and objects in the illustrations (Big Book/Poster) 	Observation & Oral	Checklist	n/a	By Week 9	
	<ul style="list-style-type: none"> Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations (Posters/Big Books) 		Rubric	5		
<p><u>Teacher notes</u></p> <p><i>Each skill is not meant to be an assessment activity but you should rather ensure that your learners are afforded opportunities to demonstrate these skills in oral FAL lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by Week 9 you should be able to score each learner on 1 skill. The attached checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS you should have a score for the 1 Oral Reading component.</i></p>						
Writing:	<ul style="list-style-type: none"> Draws a picture for a story that is told or read Copies a caption for a picture 	Written	Class workbook	n/a	By Week 9	
<p><u>Teacher notes</u></p> <p><i>Writing skills should be observed during Shared Reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity in Term 1 and no recording for SA-SAMS.</i></p>						
<p>TOTAL SCORE 20</p>						
<p>Scores will be captured on SA-SAMS. The score will be converted to a percentage to indicate Level 1–7 for the report card.</p>						

2. Programme of Assessment in the Lesson Plans

Assessment Programme in the Lesson Plans		
This table gives an overview of how the assessment programme can be completed		
The weeks and days when assessments can be done	Component and skills be assessed	Tool
Listening and Speaking		
Week 6, 7 Day 3, 4	Responds to simple greetings	Rubric
Week 7 Day 1, 2; Week 8 Day 1	Sings simple songs and does action rhymes	Rubric
Week 4, 6 Day 1; Week 9, Day 2	Responds physically to simple oral instructions	Checklist
Week 4, 5, 6 Day 1; Week 4, 6, Day 5	Makes simple requests	Checklist
Week 2, 3, 7 Day 1; Week 4, 5, 6, 8, 9 Day 5	Points to and name some objects in the classroom or in a picture in response to teacher's instructions	Checklist
Phonics		
Week 6, 7 Day 3, 4	Segments oral sentences into individual words	Rubric
Week 3, 4, 5, Day 4, 5; Week 4 Day 3; Week 6, 7 Day 4; Week 9 Day 3, 4	Begins to identify different initial sounds in words	Checklist
Week 3, Day 5; Week 4, Day 3; Week 8, Day 3	Identifies some rhyming words in stories, songs, poems and rhymes	Checklist
Reading		
Week 2, 3, 4, 5, 9 Day 3, 4	Listens and responds to a story that is told and read	Checklist
Week 8 Day 3, Day 4	Joins in choruses after repeated readings of a text	Checklist
Week 2, 3 Day 3; Day 4; Week 9, Day 4	Answers simple oral questions about story	Checklist
Week 2, 3 Day 3, 4	Identifies people, animals and objects in the illustrations	Checklist
Week 6, 7 Day 3, 4	Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations	Rubric
Writing		
Week 2, 3, 7, 8, 9 Day 4; Week 4 Day 4; Day 5	Draws a picture for a story that is told or read	Class workbook
Week 2, 3, 7, 8, 9 Day 4; Week 4 Day 4, 5	Copies a caption for a picture	Class workbook

3. Assessment Exemplars – for activities using rubrics

WEEK 6 DAY 3	
ACTIVITY 1	READING and PHONICS: Assessment (Group 1)
TIME	30 minutes
CONTENT/CONCEPTS/SKILLS	<ul style="list-style-type: none"> • Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations • Segments oral sentences into individual words
RESOURCES	<ul style="list-style-type: none"> • Big Book (<i>My Family</i>) • Writing book, crayons
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assess learners' ability to demonstrate their understanding of vocabulary.</p> <ul style="list-style-type: none"> • Preparation: Divide the class into four groups. While the class draws a picture of a dog or cat in their Writing books, call individual learners from Group 1 to your desk and ask them to do the following: • Give the learner a book or show pp. 18–19 and ask the learner to point to: <ul style="list-style-type: none"> – the mother – the father – the brother – the family – the grandmother. • Use the rubric provided later in the planner and tracker to give each learner a mark out of 5. • Record a mark out of 5 for Reading for each learner on the record sheet provided at the end of the tracker. • Say the following sentence to the learner and ask her/him to clap each time she/he hears a word: May I have a book? (5 claps) • Use the rubric provided to give each learner a mark out of 5. • Record a mark out of 5 for Phonics for each learner on the record sheet. • Reflect on the lesson. 	

WEEK 6 DAY 4	
ACTIVITY 1	READING: Assessment (Group 2)
TIME	45 minutes
CONTENT/CONCEPTS/SKILLS	<ul style="list-style-type: none"> • Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations
RESOURCES	<ul style="list-style-type: none"> • Big Book (<i>My Family</i>) • Writing book, crayons
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assess learners' ability to demonstrate their understanding of vocabulary.</p> <ul style="list-style-type: none"> • Preparation: While the class draws a picture of a girl in their Writing books, call individual learners from Group 2 to your desk and ask them to do the following: • Give the learner a book or show page 18–19 and ask the learner to point to: <ul style="list-style-type: none"> – the mother – the father – the brother – the family – the grandmother. • Use the rubric provided later in the planner and tracker to give each learner a mark out of 5. • Record a mark out of 5 for Reading for each learner on the record sheet provided at the end of the tracker. • Say the following sentence to the learner and ask her/him to clap each time she/he hears a word: May I have a book? (5 claps) • Use the rubric provided to give each learner a mark out of 5. • Record a mark out of 5 for Phonics for each learner on the record sheet. • Reflect on the lesson. 	

WEEK 7 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: Assessment (Group 1)
TIME	30 minutes
CONTENT/CONCEPTS/SKILLS	<ul style="list-style-type: none"> • Responds to simple greetings • Sings simple songs and does action rhymes
RESOURCES	<ul style="list-style-type: none"> • Poster (<i>School</i>) • Writing books, crayons
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assess learners' ability to respond to greetings and sing a song and do actions.</p> <p><i>Note to teacher: Divide the class into four groups. In this assessment you will assess Group 1.</i></p> <ul style="list-style-type: none"> • While the rest of the class draws any picture about the <i>School</i> poster, call individual learners from Group 1 to your desk. • Ask the learner to do the following: <ul style="list-style-type: none"> – Greet the learner by saying: Good morning, learner. How are you? And once the learner has responded, say: Goodbye learner. – The learner should greet you by saying: Good morning, I am fine, thank you. The learner should respond to your farewell with: Goodbye. • Use the rubric provided later in the planner and tracker to give each learner a mark out of 5. • Record the marks for each learner on the record sheet provided at the end of the planner and tracker. • Then ask the learner to sing the first verse of the song <i>Head and shoulders</i> and do the actions. • Use the rubric to give each learner a mark out of 5. Record the marks out of 5 for each learner. • Add the marks for greetings and the marks for singing a song together and record a mark out of 10 for Listening and Speaking for each learner on the record sheet. • Reflect on the lesson. 	

WEEK 7 DAY 2

ACTIVITY 1	LISTENING AND SPEAKING: Assessment (Group 2)
TIME	30 minutes
CONTENT/CONCEPTS/SKILLS	<ul style="list-style-type: none"> • Responds to simple greetings • Sings simple songs and does action rhymes
RESOURCES	<ul style="list-style-type: none"> • Poster (<i>School</i>) • Writing books, crayons
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assess learners' ability to respond to greetings and sing a song and do actions.</p> <p><i>Note to teacher: In this assessment you will assess Group 2.</i></p> <ul style="list-style-type: none"> • While the rest of the class draws any picture about the <i>School</i> poster, call individual learners from Group 2 to your desk. • Ask the learner to do the following: <ul style="list-style-type: none"> – Greet the learner by saying: Good morning, learner. How are you? And once the learner has responded, say: Goodbye learner. – The learner should greet you by saying: Good morning, I am fine, thank you. The learner should respond to your farewell with: Goodbye. • Use the rubric provided later in the planner and tracker to give each learner a mark out of 5. • Record the mark out of 5 for each learner on the record sheet at the end of the tracker. • Then ask the learner to sing the first verse of the song <i>Head and shoulders</i> and do the actions. • Use the rubric to give each learner a mark out of 5. Record a mark out of 5 for each learner on the record sheet. • Add the marks for greetings and the marks for singing a song together and record a mark out of 10 for Listening and Speaking for each learner on the record sheet. • Reflect on the lesson. 	

WEEK 7 DAY 3

ACTIVITY 1	READING: Assessment (Group 3)
TIME	30 minutes
CONTENT/CONCEPTS/SKILLS	<ul style="list-style-type: none"> • Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations
RESOURCES	<ul style="list-style-type: none"> • Big Book (<i>My Family</i>) • Writing book, crayons
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assess learners' ability to demonstrate their understanding of vocabulary.</p> <ul style="list-style-type: none"> • Preparation: While the class draws a picture of any animal in their Writing books, call individual learners from Group 3 to your desk and ask them to do the following: • Give the learner a book or show pp. 18–19 and ask the learner to point to: <ul style="list-style-type: none"> – the mother – the father – the brother – the family – the grandmother. • Use the rubric provided later in the planner and tracker to give each learner a mark out of 5. • Record a mark out of 5 for Reading for each learner on the record sheet at the end of the tracker. • Say the following sentence to the learner and ask her/him to clap each time she/he hears a word: May I have a book? (5 claps) • Use the rubric provided to give each learner a mark out of 5. • Record a mark out of 5 for Phonics for each learner on the record sheet. • Reflect on the lesson. 	

WEEK 7 DAY 4

ACTIVITY 1	READING: Assessment (Group 4)
TIME	45 minutes
CONTENT/CONCEPTS/SKILLS	<ul style="list-style-type: none"> • Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations
RESOURCES	<ul style="list-style-type: none"> • Big Book (<i>My Family</i>) • Writing book, crayons
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assess learners' ability to demonstrate their understanding of vocabulary.</p> <ul style="list-style-type: none"> • Preparation: Divide the class into four groups. While the class draws a picture of their family in their Writing books, call individual learners from Group 4 to your desk and ask them to do the following: • Give the learner a book or show pp. 18–19 and ask the learner to point to: <ul style="list-style-type: none"> – the mother – the father – the brother – the family – the grandmother. • Use the rubric provided later in the planner and tracker to give each learner a mark out of 5. • Record a mark out of 5 for Reading for each learner on the record sheet at the end of the tracker. • Say the following sentence to the learner and ask her/him to clap each time she/he hears a word: May I have a book? (5 claps) • Use the rubric provided to give each learner a mark out of 5. • Record a mark out of 5 for Phonics for each learner on the record sheet. • Reflect on the lesson. 	

WEEK 7 DAY 5

ACTIVITY 1	LISTENING AND SPEAKING: Assessment (Group 3)
TIME	30 minutes
CONTENT/CONCEPTS/SKILLS	<ul style="list-style-type: none"> • Responds to simple greetings • Sings simple songs and does action rhymes
RESOURCES	<ul style="list-style-type: none"> • Poster (<i>School</i>) • Writing books, crayons
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assess learners' ability to respond to greetings and sing a song and do actions.</p> <p><i>Note to teacher: In this assessment you will assess Group 3.</i></p> <ul style="list-style-type: none"> • While the rest of the class draws any picture about the <i>School</i> poster, call individual learners from Group 1 to your desk. • Ask the learner to do the following: <ul style="list-style-type: none"> – Greet the learner by saying: Good morning, learner. How are you? And once the learner has responded, say: Goodbye learner. – The learner should greet you by saying: Good morning, I am fine, thank you. The learner should respond to your farewell with: Goodbye. • Use the rubric provided later in the planner and tracker to give each learner a mark out of 5. Record a mark out of 5 for each learner on the record sheet. • Then ask the learner to sing the first verse of the song <i>Head and shoulders</i> and do the actions. • Use the rubric to give each learner a mark out of 5. Record the marks out of 5 on the record sheet. • Add the marks for greetings and the marks for singing a song together and record a mark out of 10 for Listening and Speaking for each learner on the record sheet. • Reflect on the lesson. 	

WEEK 8 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: Assessment (Group 4)
TIME	30 minutes
CONTENT/CONCEPTS/SKILLS	<ul style="list-style-type: none"> • Responds to simple greetings • Sings simple songs and does action rhymes
RESOURCES	<ul style="list-style-type: none"> • Poster (<i>School</i>) • Writing books, crayons
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assess learners' ability to respond to greetings and sing a song and do actions.</p> <p><i>Note to teacher: In this assessment you will assess Group 4.</i></p> <ul style="list-style-type: none"> • While the rest of the class draws any picture about the <i>School</i> poster, call individual learners from Group 4 to your desk. • Ask the learner to do the following: <ul style="list-style-type: none"> – Greet the learner by saying: Good morning, learner. How are you? And once the learner has responded, say: Goodbye learner. – The learner should greet you by saying: Good morning, I am fine, thank you. The learner should respond to your farewell with: Goodbye. • Use the rubric provided later in the planner and tracker to give each learner a mark out of 5. Record the marks on the record sheet at the end of the tracker. • Then ask the learner to sing the first verse of the song <i>Head and shoulders</i> and do the actions. • Use the rubric provided later in the planner and tracker to give each learner a mark out of 5. Record the marks on the mark sheet at the end of the tracker. • Add the marks for greetings and the marks for singing a song together and record a mark out of 10 for Listening and Speaking for each learner on the record sheet. • Reflect on the lesson. 	

4. Rubric for Term 1

GRADE 1 RUBRIC: Term 1					
Use the level descriptors here to assign a mark to your learners for each activity					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Responds to simple greetings	Learner is unable to respond to simple greetings without the support of the teacher	Attempts to respond to simple greetings as taught by the teacher	Able to respond to simple greetings as taught by the teacher	Responds to simple greetings with confidence and in complete sentences	Responds to simple greetings confidently with expression and adding own vocabulary
Activity	1	2	3	4	5
Sings simple songs and does action rhymes	Learner is unable to sing simple songs without guidance by the teacher	Attempts to sing songs and do action rhymes as taught by the teacher	Able to sing songs and action rhymes as taught by the teacher	Sings songs and does action rhymes independently with rhythm	Sings songs and does action rhymes independently bringing own actions and movements
PHONICS					
Activity	1	2	3	4	5
Segments oral sentences into individual words; Sentences should have at least (five words)	Cannot segment oral sentences into individual words without the support of the teacher	Only segments two words in a sentence with five words	Segments three words in a sentence with five words	Segments four words in a sentence with five words	Segments oral sentences of more than five words into individual words accurately and confidently
READING					
Activity	1	2	3	4	5
Demonstrates an understanding of the oral vocabulary in the story by pointing to objects in the illustrations	Learner shows limited understanding of oral vocabulary by only pointing to objects when prompted by the teacher	Demonstrates an understanding of oral vocabulary by pointing to one of the four objects without any support from the teacher	Demonstrates an understanding of oral vocabulary by pointing to two of the four objects without any support from the teacher	Demonstrates an understanding of oral vocabulary by pointing to three of the four objects without any support from the teacher	Demonstrates an understanding of oral vocabulary by pointing to all the objects in the illustrations confidently and independently

7. Tracking and Reflecting Tools

7.1 Conventional classrooms¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner ² for details of the week's work (or the ATP for subjects without planners)				
Class (or subject for FP)				
On track by end of week? (Yes/no)				
How many learners are working confidently? ³ (Rough estimate)				
How many learners in this class?				
BRIEF NOTES ON THE DAY'S WORK: Consider such things as:				
<i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>				
DAY⁴				
1				
2				
3				
4				
5				
Reflection on the week: Think about and make a note of:				
What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?	
DH:			Date:	

¹ Please amend this draft template to suit the needs of your school.

² You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

³ Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.

⁴ This can also be lessons if there are more than five lessons a week.

7.2 Multigrade classrooms¹

NAME OF TEACHER: _____

Week no. in planner _____

Week no. in term when work planned for week started _____

Refer to the planner² for details of the week's work (or the ATP for subjects without planners)

Subjects							
GRADE	On track this week? ³						
	Est. learners > Level 4 ⁴						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						

DAY	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>
1	
2	
3	
4	
5	

Reflection on the week: Think about and make a note of:

SUBJECT	What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?	Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?

Principal: _____ Date: _____

1 Please amend this draft template to suit the needs of your school.
 2 You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.
 3 Yes/no?
 4 Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.



Jika iMfundo
what I do matters

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THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

The Shed
The Pines
9 Gordon Hill Road
Parktown
2193

Tel: +27 10 880 2431

Email: admin@pilo.co.za

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