





**GRADE 1**

# **English First Additional Language**

Teacher Toolkit:  
CAPS Planner, Tracker and  
Assessment Resources

**TERM 3**

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# CONTENTS

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<b>A. About the Planner and Tracker</b>	2
<b>B. Planner and Tracker</b>	4
Week 1	4
Week 2	5
Week 3	6
Week 4	7
Week 5	8
Week 6	9
Week 7	10
Week 8	11
Week 9	12
Week 10	13
<b>C. Assessment Resources</b>	14
1. DBE Assessment Programme for Term 3	14
2. Programme of Assessment in the Lesson Plans	16
3. Assessment Exemplars for Activities Using Rubrics	18
4. Suggested Rubrics	28
5. Checklist	29
6. Assessment Record Sheet	30
7. Tracking and Reflecting Tools	31
7.1 Conventional classrooms	31
7.2 Multigrade classrooms	32



# ABOUT THE PLANNER AND TRACKER

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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 department head 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 assessment<sup>1</sup> (in Section C):
  - The DBE programme of assessment for Term 3 for EFAL – as distributed in October 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.
- Where necessary, please adjust the formal assessment programmes, exemplars and tools given in this planner and tracker to comply with the specifications of the amended Section 4 of the CAPS published in 2019. If you wish, you can use those that do not comply for informal assessment.
- **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. You could also leave the weekly trackers blank, photocopy them, and write on the copies so that you keep a clean template to use in future years.

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<sup>1</sup> 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 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 DH and discuss things that worked or did not go so well in your lesson. Together with your DH 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 DH and your peers.

# B. PLANNER AND TRACKER

**Suggestion:** Photocopy the pages for each week, write on the copies, and keep the originals blank to copy again in future.

Week 1					
Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
2	Activity 1: L&S/Phonemic awareness: Joins in action rhymes and songs, doing the actions; with the teacher's help, identifies some rhyming words in stories, songs, rhymes	7			
3	Activity 1: R&Ph: SR/Emergent literacy: Listens to a story while following the teacher and looking at the pictures; talks about the pictures using HL where necessary; answers some simple questions with the support of pictures; identifies objects in the pictures; learns some oral vocabulary; recognises some common words in our everyday environment; develops emergent literacy	8		Big Book ( <i>Time for School</i> ); Flashcards (SCHOOL, STOP, MEN, WOMEN, CLINIC, TUCKSHOP)	
4	Activity 1: R&Ph: SR/Emergent literacy: Listens to a story while following the teacher and looking at the pictures; talks about the pictures using HL where necessary; answers some simple questions with the support of pictures; identifies objects in the pictures; learns some oral vocabulary; develops emergent literacy	9		Big Book ( <i>Time for School</i> )	
	Activity 2: W/Phonemic awareness: With the help of the teacher writes a caption and reads back what is written; begins to identify different initial sounds in words	10		Writing books, crayons; Big Book ( <i>Time for School</i> )	
5	Activity 1: L&S: Understands and begins to use some simple language structures in context; responds to simple questions; begins to develop an oral vocabulary using themes or topics	11		Poster ( <i>The Zoo</i> )	
<p><b>Reflection:</b> 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>					
DH:			Date:		

## Week 2

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S/Phonemic/Phonological awareness: Makes simple requests; begins to identify different initial sounds in words; claps out syllables in familiar words	12		Objects (pencil, eraser, book, crayon)	
2	Activity 1: L&S/Phonemic awareness: Sings simple songs and does actions; joins in action rhymes and songs, doing the actions; begins to identify different initial sounds in words	13		CD (EFAL); Song ( <i>If You Are Happy</i> )	
3	Activity 1: R&Ph: SR/Phonemic awareness: Listens to a story while following the teacher and looking at the pictures; learns some oral vocabulary; draws a picture capturing the main idea of the story; begins to identify different initial sounds in words	14		Big Book ( <i>Time for School</i> ); Crayons	
4	Activity 1: R&Ph: SR: Listens to a story while following the teacher and looking at the pictures; learns some oral vocabulary; acts out the story using some dialogue	15		Big Book ( <i>Time for School</i> )	
	Activity 2: W/Phonemic awareness: With the help of the teacher writes a caption and reads back what is written; begins to identify different initial sounds in words	15	4, 8	Pencils, crayons	
5	Activity 1: L&S/Phonemic awareness: Understands and begins to use some simple language structures in context; responds to simple questions; begins to develop an oral vocabulary using themes or topics; begins to identify different initial sounds in words	16		Poster ( <i>The Zoo</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?

DH:

Date:

### Week 3

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S/Phonemic awareness: Understands and begins to use some simple language structures in context; responds to simple questions; begins to develop an oral vocabulary using themes or topics; begins to identify different initial sounds in words	17		Poster ( <i>The Zoo</i> )	
2	Activity 1: L&S: Sings simple songs and does actions; joins in action rhymes and songs, doing the actions	18		CD (EFAL); Song ( <i>The Wheels on the Bus</i> )	
3	Activity 1: R&Ph: SR: Listens to a story or non-fiction text while following the teacher and looking at the pictures; answers some simple questions with the support of pictures; identifies objects in the pictures; learns some oral vocabulary; develops emergent literacy; recognises some common words in our environment	19		Big Book ( <i>I Can Draw</i> ); Flashcards (OMO, TASTIC, NANDO'S); Advert to show NANDO'S word	
4	Activity 1: R&Ph: SR: Listens to a story or non-fiction text while following the teacher and looking at the pictures; learns some oral vocabulary; acts out the story using some of the dialogue	20		Big Book ( <i>I Can Draw</i> )	
	Activity 2: W: With the help of the teacher writes a caption and reads back what is written	20		Writing book, pencils, crayons	
5	Activity 1: L&S: Understands and begins to use some simple language structures in context; begins to develop an oral vocabulary; points to objects in a classroom or in a picture in response to teacher's instructions	21	6		

**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?

DH:

Date:

## Week 4

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S/Phonemic awareness: Identifies a person, animal or object from a simple oral description; claps syllables in words	22	11	Pictures (elephant, giraffe)	
2	Activity 1: L&S/Phonemic awareness: Understands and begins to use some simple language structures in context; responds to simple questions; begins to develop an oral vocabulary using themes or topics; begins to identify initial sounds in words	23		Poster ( <i>The Zoo</i> )	
3	Activity 1: R&Ph: SR: Listens to a story while following the teacher and looking at the pictures; identifies objects in the pictures; learns some oral vocabulary	24		Big Book ( <i>I Can Draw</i> )	
4	Activity 1: R&Ph: SR/Phonemic/Phonological awareness: Listens to a story while following the teacher and looking at the pictures; identifies objects in the pictures; learns some oral vocabulary; claps out syllables in familiar words	25	36		
	Activity 2: W: With the help of the teacher writes simple lists with headings	25		Poster ( <i>The Zoo</i> ); Writing books, pencils	
5	Activity 1: L&S/Phonemic/Phonological awareness: Understands and begins to use some simple language structures in context; responds to simple questions asked by the teacher; begins to develop an oral (listening and speaking) vocabulary using themes or topics; recognises plurals ( <b>s</b> and <b>es</b> ) aurally	26		Objects/ pictures (boys, girls, books, pencils, erasers, posters, papers, apples, oranges, bananas)	

**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?

DH:

Date:

## Week 5

\* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S/Phonemic/Phonological awareness: Identifies a person, animal or object from a simple oral description; claps out syllables in familiar words	27	11	Pictures (elephant, giraffe)	
2	Activity 1: L&S/Phonemic awareness: Understands and begins to use some simple language structures in context; responds to simple questions; recognises plurals aurally	28		Real objects (boys, girls, shoes, jerseys, trees, flowers, stones, any other outdoor objects that you can see)	
3	*Activity 1: R&Ph: SR: Assessment Group 1: Recognises plurals ( <b>s</b> and <b>es</b> ) in words; answers simple questions related to a story that is read or told; acts out the story using some of the dialogue	28	3, 5	Big Book ( <i>Time for School</i> )	
4	Activity 1: R&Ph: SR: Listens to a story while following the teacher and looking at the pictures; identifies objects in the pictures; learns some oral vocabulary; acts out the story using some of the dialogue	29		Big Book ( <i>I Can Draw</i> )	
	Activity 2: W/Phonemic awareness: With the help of the teacher writes a caption for her/his drawing and reads back what is written; begins to identify different initial sounds in words	29	18, 19	Pencils	
5	Activity 1: L&S: Understands and begins to use some simple language structures in context; responds to simple questions; begins to develop an oral (listening and speaking) vocabulary using themes or topics	30		Poster ( <i>The Zoo</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?

DH:

Date:

## Week 6

\* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	*Activity 1: L&S: Assessment Group 1: Identifies a person, animal or object from a simple oral description; demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions, etc.	31	3, 7	Poster ( <i>The Zoo</i> )	
2	*Activity 1: L&S: Assessment Group 2: Identifies a person, animal or object from a simple oral description; demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions, etc.	31	17, 19	Poster ( <i>The Zoo</i> )	
3	*Activity 1: R&Ph: SR: Assessment Group 2: Recognises plurals ( <b>s</b> and <b>es</b> ) in words; answers simple questions related to a story that is read or told; acts out the story using some of the dialogue	31	7	Big Book ( <i>Time for School</i> )	
4	*Activity 1: R&Ph: SR: Assessment Group 3: Recognises plurals ( <b>s</b> and <b>es</b> ) in words; answers simple questions related to a story that is read or told; acts out the story using some of the dialogue	31	13	Big Book ( <i>Time for School</i> )	
	Activity 2: W: With the help of the teacher writes simple lists with headings	31		Poster ( <i>The Hospital</i> ); Writing books, pencils	
5	*Activity 1: L&S: Assessment Group 3: Identifies a person, animal or object from a simple oral description; demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions, etc.	31	13, 17	Poster ( <i>The Zoo</i> )	
<p><b>Reflection:</b> 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>					
<b>DH:</b>		<b>Date:</b>			

## Week 7

\* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	*Activity 1: L&S: Assessment Group 4: Identifies a person, animal or object from a simple oral description; demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions, etc.	32	27, 32	Poster ( <i>The Zoo</i> )	
2	*Activity 1: L&S: Assessment Group 5: Identifies a person, animal or object from a simple oral description; demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions, etc.	32	22, 24	Poster ( <i>The Zoo</i> )	
3	*Activity 1: R&Ph: SR: Assessment Groups 4: Recognises plurals ( <b>s</b> and <b>es</b> ) in words; answers simple questions related to a story that is read or told; acts out the story using some of the dialogue	32	15	Big Book ( <i>Time for School</i> )	
4	*Activity 1: R&Ph: SR: Assessment Group 5: Recognises plurals ( <b>s</b> and <b>es</b> ) in words; answers simple questions related to a story that is read or told; acts out the story using some of the dialogue	32	20	Big Book ( <i>Time for School</i> )	
	Activity 2: W: With the help of the teacher writes a caption for her/his drawing and reads back what is written	32	30		
5	Activity 1: L&S: Sings simple songs and does actions; joins in action rhymes and songs, doing the actions	33		CD (EFAL); Song ( <i>The Wheels of the Bus</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?

DH:

Date:

## Week 8

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S/Phonemic awareness: Understands and begins to use simple language structures in context; responds to simple questions; begins to develop an oral (listening and speaking) vocabulary using themes or topics; begins to identify different initial sounds in words	34		Poster ( <i>The Hospital</i> )	
2	Activity 1: L&S/Phonemic awareness: Understands and begins to use simple language structures in context; responds to simple questions; begins to develop an oral (listening and speaking) vocabulary using themes or topics; begins to identify different initial sounds in words	36		Poster ( <i>The Hospital</i> )	
3	Activity 1: R & Ph: SR: Listens to a story while following the teacher and looking at the pictures; identifies objects in the pictures; learns some oral vocabulary	38	40		
4	Activity 1: R&Ph: SR: Listens to a story while following the teacher and looking at the pictures; identifies objects in the pictures; learns some oral vocabulary	39	24		
	Activity 2: W: With the help of the teacher writes a caption for her/his drawing and reads back what is written	39		Poster ( <i>The Hospital</i> ); Writing books, pencils	
5	Activity 1: L&S: Sings simple songs and does actions; joins in action rhymes and songs, doing the actions	40		CD ( <i>EFAL</i> ); Song ( <i>Hokey-Pokey</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?

DH:

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; joins in action rhymes and songs, doing actions	41		CD (EFAL); Song (Hokey-Pokey)	
2	Activity 1: L&S/Phonemic awareness: Understands and begins to use some simple language structures in context; responds to simple questions; recognises plurals aurally	42		Real objects (boys, girls, shoes, jerseys, trees, flowers, stones, any other outdoor objects that you can see)	
3	Activity 1: R&Ph: SR/Emergent reading: Listens to a story or non-fiction text while following the teacher and looking at the pictures; learns some oral vocabulary; draws a picture capturing the main idea of the story; recognises some common words in our everyday environment	42		Big Book ( <i>Time For School</i> ); Crayons; Flashcards (OMO, TASTIC, NANDO'S, SCHOOL, CLINIC, MEN, WOMEN, STOP, TUCKSHOP)	
4	Activity 1: R&Ph: SR: Listens to a story or non-fiction text while following the teacher and looking at the pictures; learns some oral vocabulary; acts out the story using some dialogue	43		Big Book ( <i>Time For School</i> )	
	Activity 2: W: With the help of the teacher writes a caption for her/his drawing and reads back what is written	43		Poster ( <i>The Hospital</i> ); Writing books, pencils	
5	Activity 1: L&S: Names some objects in a picture or in a classroom in response to teacher's questions; responds to simple questions; begins to develop an oral (listening and speaking) vocabulary using themes or topics	44		Poster ( <i>The Hospital</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?

DH:

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	45		Objects (food, pencil, book, eraser)	
2	Activity 1: L&S/Phonemic/Phonological awareness: Names some objects in a picture or in the classroom in response to teacher's questions; responds to simple questions; begins to develop an oral (listening and speaking) vocabulary using themes or topics; claps out the syllables in familiar words	46		Posters ( <i>The Zoo</i> and <i>The Hospital</i> )	
3	Activity 1: R&Ph: SR/Emergent reading: Listens to a story or non-fiction text while following the teacher and looking at the pictures; learns some oral vocabulary; draws a picture capturing the main idea of the story; recognises some common words in our everyday environment	46		Big Book ( <i>My Friend</i> ); Writing books, crayons	
4	Activity 1: R&Ph: SR: Listens to a story while following the teacher and looking at the pictures; learns some oral vocabulary; acts out the story using some of the dialogue	47		Big Book ( <i>My Friend</i> )	
	Activity 2: W: with the help of the teacher writes a simple list with a heading	47		Writing books, crayons, pencils	
5	Activity 1: L&S: Sings simple songs and does actions; joins in action rhymes and songs, doing actions	48		CD ( <i>EFAL</i> ); Song ( <i>Hokey-Pokey</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?

DH:

Date:

# C. ASSESSMENT RESOURCES

Please check the DBE assessment programme, the assessment programme in the lesson plans, and the assessment tasks and tools given here, for compliance with the amended Section 4 of the CAPS (2019) and adjust as necessary.

## 1. DBE Assessment Programme for Term 3

Strengthened CAPS Programme of Assessment (as in Circular S1 Of 2017) EFAL: Grade 1 Term 3						
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"> <li>Responds to simple greetings and farewells</li> <li>Responds to simple questions and to oral instructions</li> <li>Sings songs and does action rhymes</li> </ul>	Observation & Oral	Checklist	n/a	By Week 9	
	<ul style="list-style-type: none"> <li>Identifies a person, animal or object from a simple oral description</li> <li>Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters, or in a picture in response to teacher's instructions</li> </ul>		Rubric	10		
<p><b>Teacher's notes</b></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 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"> <li>Begins to identify different initial sounds in words</li> </ul>	Observation & Oral	Checklist	n/a	By Week 9	
	<ul style="list-style-type: none"> <li>Recognise plurals in words (<b>s</b> and <b>es</b>) orally</li> </ul>		Rubric	5		
<p><b>Teacher's notes</b></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 lessons. Oral phonic skills will be observed and assessed during your daily lesson activities. By Week 9 you should be able to score each learner on 1 skill accordingly using the attached checklist and rubric. For SA-SAMS you should have 1 score for oral Phonics.</p>						

## Strengthened CAPS Programme of Assessment (as in Circular S1 Of 2017)

### EFAL: Grade 1 Term 3

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"> <li>Listens and responds to a story that is told or read</li> <li>Joins in choruses after repeated readings of a text</li> <li>Identifies and names people, objects and animals in illustrations</li> </ul>	Observation & Oral	Checklist	n/a	By Week 9	
	<ul style="list-style-type: none"> <li>Answers simple questions related to a story that is read or told</li> <li>Acts out the story using some of the dialogue</li> </ul>		Rubric	10		
<p><b>Teacher's notes</b>  <i>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. Learners will be observed and assessed on these emergent reading skills during your daily class activities and by Week 9 you should be able to score each learner on 2 skills using the attached rubrics. 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 oral Reading component.</i></p>						
Writing	<ul style="list-style-type: none"> <li>Writes a simple list with a heading (3–5 words on a topic)</li> </ul>	Written	Class workbook	n/a	By Week 9	
<p><b>Teacher's notes:</b> <i>Writing skills should be observed during Shared Reading lessons and by Week 9 the attached checklist should be used for recording and scoring to be done according to the rubric.</i></p>						
<b>TOTAL SCORE</b>						<b>25</b>
<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
<b>Listening and Speaking</b>		
Week 6 Day 1, 2, 5; Week 7 Day 1, 2	Demonstrates understanding of the basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions	Rubric
Week 6 Day 1, 2, 5; Week 7 Day 1, 2	Identifies a person, animal or object from a simple oral description	Rubric
All L&S lessons	Responds to simple greetings and farewells	Checklist
Week 1 Day 2; Week 2 Day 2; Week 3 Day 2; Week 7 Day 5; Week 8 Day 5	Sings songs and does action rhymes	Checklist
Week 1 Day 5; Week 2 Day 5; Week 3 Day 1, 5; Week 4 Day 2, 5; Week 5 Day 2, 5; Week 8 Day 1, 2	Responds to simple questions and oral instructions	Checklist
<b>Phonics</b>		
Week 5 Day 3; Week 6 Day 3, 4; Week 7 Day 3, 4	Recognises plurals in words ( <b>s</b> and <b>es</b> ) orally	Rubric
Week 1 Day 4, 5; Week 2 Day 2, 3, 4, 5; Week 3 Day 1; Week 5 Day 3, 5; Week 8 Day 1, 2	Begins to identify different initial sounds in words	Checklist
<b>Reading</b>		
Week 5 Day 3; Week 6 Day 3, 4; Week 7 Day 3, 4	Answers simple questions related to a story that is read or told	Rubric
Week 5 Day 3; Week 6 Day 3, 4; Week 7 Day 3, 4	Acts out the story using some of the dialogue	Rubric
Week 1 Day 3, 4; Week 2 Day 3, 4; Week 3 Day 3, 4; Week 4 Day 3, 4; Week 5 Day 4; Week 8 Day 3, 4	Listens and responds to a story that is told or read	Checklist

<b>Assessment Programme in the Lesson Plans</b>		
<b>The weeks and days when assessments can be done</b>	<b>Component and skills be assessed</b>	<b>Tool</b>
Week 2 Day 4; Week 3 Day 4; Week 4 Day 3; Week 5 Day 4	Joins in choruses after repeated readings of text	Checklist
Week 1 Day 3, 4; Week 2 Day 3, 4; Week 3 Day 3, 4; Week 4 Day 3, 4; Week 5 Day 4; Week 8 Day 3, 4	Identifies and names people, objects and animals in illustrations	Checklist
<b>Writing</b>		
Week 4 Day 4; Week 6 Day 4	Writes a simple list with a heading (3–5 words on a topic)	Class workbook

### 3. Assessment Exemplars for Activities Using Rubrics

WEEK 5 DAY 3	
ACTIVITY 1	READING AND PHONICS: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises plurals in words (<b>s</b> and <b>es</b>) orally</li> <li>• Answers simple questions related to a story that is read or told</li> <li>• Acts out the story using some of the dialogue</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book (<i>Time for School</i>)</li> <li>• DBE workbook pp. 3, 5 (rest of the class)</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Assess learners' ability to answer simple questions, recognise plurals and act out the story using dialogue.</p> <p><b>Note:</b> Learners must be assessed individually. You should divide the class into five groups and assess the learners in one group in each lesson of 30 minutes. You will repeat the lesson five times in order to assess each group. In this lesson, you should assess learners in Group 1.</p> <ul style="list-style-type: none"> <li>• Settle the learners. They should have their DBE workbooks open on p. 3 and then p. 5.</li> <li>• While the rest of the class are completing the activity at the bottom of p. 3 and p. 5 (trace the sentence and draw string from child to objects) call individual learners from Group 1 to your desk and read pp. 2–6 from the Big Book <i>Time for School</i> and then:             <ol style="list-style-type: none"> <li>Ask them the following questions:                 <ol style="list-style-type: none"> <li>Show the learner pp. 2, 3 and ask: <b>What do the boys put on?</b> (They put on shirts.)</li> <li>Show the learner pp. 2, 3 and ask: <b>What colour are the shirts?</b> (They are white.)</li> <li>Show the learner pp. 4, 5 and ask: <b>Who puts on shorts?</b> (The boys put on shorts.)</li> <li>Show the learner pp. 6, 7 and ask: <b>What do the boys put on?</b> (They put on socks.)</li> </ol> <ul style="list-style-type: none"> <li>• Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for <i>answers simple oral questions about a story</i>.</li> </ul> </li> <li>Ask the learner to act out the story and use sentences when s/he acts out the story.                 <ul style="list-style-type: none"> <li>• Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for <i>Reading: acts out the story using some dialogue</i>.</li> <li>• Record a mark out of 5 on the record sheet for each learner for Reading: <i>answers simple oral questions about a story</i> and a mark out of 5 for Reading: <i>acts out the story using some dialogue</i>.</li> </ul> </li> <li>Show the learners p. 2:                 <ul style="list-style-type: none"> <li>• Point to the boy and say: <b>One boy; two ...</b> . (The learner must say boys.)</li> <li>• Point to the shirt and say: <b>One shirt; two ...</b> . (The learner must say shirts.)</li> <li>• Show the learners p. 9:                     <ul style="list-style-type: none"> <li>• Point to the shoe and say: <b>One shoe; two ...</b> . (The learner must say shoes.)</li> <li>• Point to the jersey and say: <b>One jersey; two ...</b> . (The learner must say jerseys.)</li> <li>• Point to the sock and say: <b>One sock; two ...</b> . (The learner must say socks.)</li> </ul> </li> <li>• Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Phonics.</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Record a mark out of 5 on the record sheet for each learner for Phonics.</li> <li>• Reflect on the lesson.</li> </ul> </li></ul>	

## WEEK 6 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 1
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Identifies a person, animal or object from a simple oral description</li> <li>• Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Poster (<i>The Zoo</i>)</li> <li>• DBE workbook pp. 3, 7</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson:</b> Assess learners' ability to respond to identify an animal from a simple oral description and demonstrate understanding of vocabulary.</p> <p><b>Note:</b> Learners must be assessed individually. You should divide the class into five groups and assess the learners in one group in each lesson of 30 minutes. You will repeat the lesson five times in order to assess each group. In this lesson, you should assess learners in Group 1.</p> <ul style="list-style-type: none"> <li>• Settle the class. The learners should have their DBE workbooks open to pp. 3 and 7.</li> <li>• While the class is tracing the <b>s</b> on p. 3 and tracing the <b>a</b> on p. 7 in their DBE workbooks call individual learners from Group 1 to your desk and:             <ul style="list-style-type: none"> <li><b>A.</b> Point to the following objects and say the name of the object: <b>elephant, tree, lion, camel.</b> <ul style="list-style-type: none"> <li>• Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for <i>demonstrates understanding of basic oral vocabulary.</i></li> </ul> </li> <li><b>B.</b> Say: <b>This animal is very tall. It has a long neck. It eats leaves. What is this animal?</b> <ul style="list-style-type: none"> <li>• Learner says: A giraffe or giraffe.</li> <li>• Say: <b>This animal is very big and fat. It has a trunk. It drinks lots of water. What is this animal?</b></li> <li>• Learner says: An elephant or elephant.</li> <li>• Say: <b>This person's name is Thabo. He wears school shorts and a shirt. Is this person a boy or girl?</b></li> <li>• Learner says: A boy.</li> <li>• Say: <b>This person's name is Thandi. She wears a dress. Is this person a boy or girl?</b></li> <li>• Learner says: A girl.</li> <li>• Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for <i>identifies a person, animal or object.</i></li> </ul> </li> </ul> </li> <li>• Record a mark out of 5 on the record sheet for each learner for <i>demonstrates understanding of basic oral vocabulary</i> and a mark out of 5 for <i>identifies a person, animal or object.</i></li> <li>• Reflect on the lesson.</li> </ul>	

## WEEK 6 DAY 2

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 2</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Identifies a person, animal or object from a simple oral description</li> <li>Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>The Zoo</i>)</li> <li>DBE workbook pp. 17, 19</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Assess learners' ability to respond to identify an animal from a simple oral description and demonstrate understanding of vocabulary.

**Note:** In this lesson, you should assess learners in Group 2.

- Settle the class. The learners should have their DBE workbooks open to pp. 17 and 19.
- While the class is completing the activity at the bottom of pp. 17 and 19 in their DBE workbooks (trace the sentence and tick words that begin with **p**) call individual learners from Group 2 to your desk and:

**A.** Point to the following objects and say the name of the object: **elephant, tree, lion, camel.**

- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for *demonstrates understanding of basic oral vocabulary*.

**B.** Say: **This animal is very tall. It has a long neck. It eats leaves. What is this animal?**

- Learner says: A giraffe or giraffe.
- Say: **This animal is very big and fat. It has a trunk. It drinks lots of water. What is this animal?**
- Learner says: An elephant or elephant.
- Say: **This person's name is Thabo. He wears school shorts and a shirt. Is this person a boy or girl?**
- Learner says: A boy.
- Say: **This person's name is Thandi. She wears a dress. Is this person a boy or girl?**
- Learner says: A girl.
- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for *identifies a person, animal or object*.

- Record a mark out of 5 on the record sheet for each learner for *demonstrates understanding of basic oral vocabulary* and a mark out of 5 for *identifies a person, animal or object*.
- Reflect on the lesson.

## WEEK 6 DAY 3

<b>ACTIVITY 1</b>	<b>READING AND PHONICS: ASSESSMENT GROUP 2</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Recognises plurals in words (<b>s</b> and <b>es</b>) orally</li> <li>• Answers simple questions related to a story that is read or told</li> <li>• Acts out the story using some of the dialogue</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Big Book (<i>Time for School</i>)</li> <li>• DBE workbook p. 7 (rest of the class)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Assess learners' ability to answer simple questions, recognise plurals and act out the story using dialogue.

**Note:** In this lesson, you should assess learners in Group 2.

- Settle the learners. They should have their DBE workbooks open on p. 7.
- While the rest of the class are completing the activity at the bottom of p. 7 (trace and write the sentences) call individual learners from Group 2 to your desk and read pp. 2–6 from the Big Book *Time for School* and then:
  - Ask them the following questions:
    - Show the learner pp. 2, 3 and ask: **What do the boys put on?** (They put on shirts.)
    - Show the learner pp. 2, 3 and ask: **What colour are the shirts?** (They are white.)
    - Show the learner pp. 4, 5 and ask: **Who puts on shorts?** (The boys put on shorts.)
    - Show the learner pp. 6, 7 and ask: **What do the boys put on?** (They put on socks.)
      - Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Reading: *answers simple oral questions about a story*.
  - Ask the learner to act out the story and use sentences when s/he acts out the story.
    - Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Reading: *acts out the story using some dialogue*.
    - Record a mark out of 5 on the record sheet for each learner for Reading: *answers simple oral questions about a story* and a mark out of 5 for Reading: *acts out the story using some dialogue*.
  - Show the learners p. 2:
    - Point to the boy and say: **One boy; two...** . (The learner must say boys.)
    - Point to the shirt and say: **One shirt; two...** . (The learner must say shirts.)
    - Show the learners p. 9:
    - Point to the shoe and say: **One shoe; two ...** . (The learner must say shoes.)
    - Point to the jersey and say: **One jersey; two ...** . (The learner must say jerseys.)
    - Point to the sock and say: **One sock; two ...** . (The learner must say socks.)
    - Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Phonics.
- Record a mark out of 5 on the record sheet for each learner for Phonics.
- Reflect on the lesson.

## WEEK 6 DAY 4

ACTIVITY 1	READING AND PHONICS: ASSESSMENT GROUP 3
TIME	45 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises plurals in words (<b>s</b> and <b>es</b>) orally</li> <li>• Answers simple questions related to a story that is read or told</li> <li>• Acts out the story using some of the dialogue</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book (<i>Time for School</i>)</li> <li>• DBE workbook p. 13 (rest of the class)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Assess learners' ability to answer simple questions, recognise plurals and act out the story using dialogue.

**Note:** In this lesson, you should assess learners in Group 3.

- Settle the learners. They should have their DBE workbooks open on p. 13.
- While the rest of the class are completing the activity at the bottom of p. 7 (trace and write the sentences) call individual learners from Group 3 to your desk and read pp. 2–6 from the Big Book *Time for School* and then:

**A.** Ask them the following questions:

1. Show the learner pp. 2, 3 and ask: **What do the boys put on?** (They put on shirts.)
  2. Show the learner pp. 2, 3 and ask: **What colour are the shirts?** (They are white.)
  3. Show the learner pp. 4, 5 and ask: **Who puts on shorts?** (The boys put on shorts.)
  4. Show the learner pp. 6, 7 and ask: **What do the boys put on?** (They put on socks.)
- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Reading: *answers simple oral questions about a story*.

**B.** Ask the learner to act out the story and use sentences when s/he acts out the story.

- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Reading: *acts out the story using some dialogue*.
- Record a mark out of 5 on the record sheet for each learner for Reading: *answers simple oral questions about a story* and a mark out of 5 for Reading: *acts out the story using some dialogue*.

**C.** Show the learners p. 2:

- Point to the boy and say: **One boy; two...** . (The learner must say boys.)
- Point to the shirt and say: **One shirt; two...** . (The learner must say shirts.)
- Show the learners p. 9:
- Point to the shoe and say: **One shoe; two ...** . (The learner must say shoes.)
- Point to the jersey and say: **One jersey; two ...** . (The learner must say jerseys.)
- Point to the sock and say: **One sock; two ...** . (The learner must say socks.)
- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Phonics.

- Record a mark out of 5 on the record sheet for each learner for Phonics.
- Reflect on the lesson.

## WEEK 6 DAY 5

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 3
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Identifies a person, animal or object from a simple oral description</li> <li>Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>The Zoo</i>)</li> <li>DBE workbook pp. 13, 17</li> </ul>
ACTIVITY DESCRIPTION	
<p><b>Focus of lesson:</b> Assess learners' ability to respond to identify an animal from a simple oral description and demonstrate understanding of vocabulary.</p> <p><b>Note:</b> In this lesson, you should assess learners in Group 3.</p> <ul style="list-style-type: none"> <li>Settle the class. The learners should have their DBE workbooks open on pp. 13 and 17.</li> <li>While the class is tracing the <b>t</b> on p. 13 and <b>p</b> on p. 17 in their DBE workbooks call individual learners from Group 3 to your desk and ask them to:</li> </ul> <p><b>A.</b> Point to the following objects and say the name of the object: <b>elephant, tree, lion, camel.</b></p> <ul style="list-style-type: none"> <li>Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for <i>demonstrates understanding of basic oral vocabulary.</i></li> </ul> <p><b>B.</b> Say: <b>This animal is very tall. It has a long neck. It eats leaves. What is this animal?</b></p> <ul style="list-style-type: none"> <li>Learner says: A giraffe or giraffe.</li> <li>Say: <b>This animal is very big and fat. It has a trunk. It drinks lots of water. What is this animal?</b></li> <li>Learner says: An elephant or elephant.</li> <li>Say: <b>This person's name is Thabo. He wears school shorts and a shirt. Is this person a boy or girl?</b></li> <li>Learner says: A boy.</li> <li>Say: <b>This person's name is Thandi. She wears a dress. Is this person a boy or girl?</b></li> <li>Learner says: A girl.</li> <li>Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for <i>identifies a person, animal or object.</i></li> </ul> <ul style="list-style-type: none"> <li>Record a mark out of 5 on the record sheet for each learner for <i>demonstrates understanding of basic oral vocabulary</i> and a mark out of 5 for <i>identifies a person, animal or object.</i></li> <li>Reflect on the lesson.</li> </ul>	

## WEEK 7 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 4
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Identifies a person, animal or object from a simple oral description</li> <li>Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>The Zoo</i>)</li> <li>DBE workbook pp. 27, 32</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of lesson:</b> Assess learners' ability to respond to identify an animal from a simple oral description and demonstrate understanding of vocabulary.</p> <p><b>Note:</b> In this lesson, you should assess learners in Group 3.</p> <ul style="list-style-type: none"> <li>Settle the class. The learners should have their DBE workbooks open on pp. 27 and 32.</li> <li>While the class is completing the activity at the bottom of pp. 27 and 32 in their DBE workbooks (trace the sentences) call individual learners from Group 4 to your desk and:</li> </ul> <p><b>A.</b> Point to the following objects and say the name of the object: <b>elephant, tree, lion, camel.</b></p> <ul style="list-style-type: none"> <li>Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for <i>demonstrates understanding of basic oral vocabulary.</i></li> </ul> <p><b>B.</b> Say: <b>This animal is very tall. It has a long neck. It eats leaves. What is this animal?</b></p> <ul style="list-style-type: none"> <li>Learner says: A giraffe or giraffe.</li> <li>Say: <b>This animal is very big and fat. It has a trunk. It drinks lots of water. What is this animal?</b></li> <li>Learner says: An elephant or elephant.</li> <li>Say: <b>This person's name is Thabo. He wears school shorts and a shirt. Is this person a boy or girl?</b></li> <li>Learner says: A boy.</li> <li>Say: <b>This person's name is Thandi. She wears a dress. Is this person a boy or girl?</b></li> <li>Learner says: A girl.</li> <li>Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for <i>identifies a person, animal or object.</i></li> </ul> <ul style="list-style-type: none"> <li>Record a mark out of 5 on the record sheet for each learner for <i>demonstrates understanding of basic oral vocabulary</i> and a mark out of 5 for <i>identifies a person, animal or object.</i></li> <li>Reflect on the lesson.</li> </ul>	

## WEEK 7 DAY 2

<b>ACTIVITY 1</b>	<b>LISTENING AND SPEAKING: ASSESSMENT GROUP 5</b>
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Identifies a person, animal or object from a simple oral description</li> <li>Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on posters or in a picture in response to teacher's instructions</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Poster (<i>The Zoo</i>)</li> <li>DBE workbook pp. 22, 24</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Assess learners' ability to respond to identify an animal from a simple oral description and demonstrate understanding of vocabulary.

**Note:** In this lesson, you should assess learners in Group 3.

- Settle the class. The learners should have their DBE workbooks open to pp. 22 and 24.
- While the class is completing the activity at the bottom of p. 22 and the top of p. 24 in DBE workbooks (trace the sentence and i) call individual learners from Group 5 to your desk and:
  - Point to the following objects and say the name of the object: **elephant, tree, lion, camel.**
    - Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for *demonstrates understanding of basic oral vocabulary.*
  - Say: **This animal is very tall. It has a long neck. It eats leaves. What is this animal?**
    - Learner says: A giraffe or giraffe.
    - Say: **This animal is very big and fat. It has a trunk. It drinks lots of water. What is this animal?**
    - Learner says: An elephant or elephant.
    - Say: **This person's name is Thabo. He wears school shorts and a shirt. Is this person a boy or girl?**
    - Learner says: A boy.
    - Say: **This person's name is Thandi. She wears a dress. Is this person a boy or girl?**
    - Learner says: A girl.
    - Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for *identifies a person, animal or object.*
- Record a mark out of 5 on the record sheet for each learner for *demonstrates understanding of basic oral vocabulary* and a mark out of 5 for *identifies a person, animal or object.*
- Reflect on the lesson.

## WEEK 7 DAY 3

ACTIVITY 1	READING AND PHONICS: ASSESSMENT GROUP 4
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>• Recognises plurals in words (<b>s</b> and <b>es</b>) orally</li> <li>• Answers simple questions related to a story that is read or told</li> <li>• Acts out the story using some of the dialogue</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Big Book (<i>Time for School</i>)</li> <li>• DBE workbook p. 15 (rest of the class)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Assess learners' ability to answer simple questions, recognise plurals and act out the story using dialogue.

**Note:** In this lesson, you should assess learners in Group 4.

- Settle the learners. They should have their DBE workbooks open on p. 15.
- While the rest of the class are completing the activity at the bottom of p. 15 (trace the words and draw the pictures) call individual learners from Group 4 to your desk and read pp. 2–6 from the Big Book *Time for School* and then:

**A.** Ask them the following questions:

1. Show the learner pp. 2, 3 and ask: **What do the boys put on?** (They put on shirts.)
  2. Show the learner pp. 2, 3 and ask: **What colour are the shirts?** (They are white.)
  3. Show the learner pp. 4, 5 and ask: **Who puts on shorts?** (The boys put on shorts.)
  4. Show the learner pp. 6, 7 and ask: **What do the boys put on?** (They put on socks.)
- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Reading: *answers simple oral questions about a story*.

**B.** Ask the learner to act out the story and use sentences when s/he acts out the story.

- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Reading: *acts out the story using some dialogue*.
- Record a mark out of 5 on the record sheet for each learner for Reading: *answers simple oral questions about a story* and a mark out of 5 for Reading: *acts out the story using some dialogue*.

**C.** Show the learners p. 2:

- Point to the boy and say: **One boy; two...** . (The learner must say boys.)
- Point to the shirt and say: **One shirt; two...** . (The learner must say shirts.)
- Show the learners p. 9:
- Point to the shoe and say: **One shoe; two ...** . (The learner must say shoes.)
- Point to the jersey and say: **One jersey; two ...** . (The learner must say jerseys.)
- Point to the sock and say: **One sock; two ...** . (The learner must say socks.)
- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Phonics.

- Record a mark out of 5 on the record sheet for each learner for Phonics.
- Reflect on the lesson.

## WEEK 7 DAY 4

<b>ACTIVITY 1</b>	<b>READING AND PHONICS: ASSESSMENT GROUP 5</b>
<b>TIME</b>	45 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>• Recognises plurals in words (<b>s</b> and <b>es</b>) orally</li> <li>• Answers simple questions related to a story that is read or told</li> <li>• Acts out the story using some of the dialogue</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Big Book (<i>Time for School</i>)</li> <li>• DBE workbook p. 20 (rest of the class)</li> </ul>

### ACTIVITY DESCRIPTION

**Focus of lesson:** Assess learners' ability to answer simple questions, recognise plurals and act out the story using dialogue.

**Note:** In this lesson, you should assess learners in Group 5.

- Settle the learners. They should have their DBE workbooks open on p. 20.
- While the rest of the class are completing the activity at the bottom of p. 20 (trace numbers and words and circle the correct number) call individual learners from Group 5 to your desk and read pp. 2–6 from the Big Book *Time for School* and then:

**A.** Ask them the following questions:

1. Show the learner pp. 2, 3 and ask: **What do the boys put on?** (They put on shirts.)
  2. Show the learner pp. 2, 3 and ask: **What colour are the shirts?** (They are white.)
  3. Show the learner pp. 4, 5 and ask: **Who puts on shorts?** (The boys put on shorts.)
  4. Show the learner pp. 6, 7 and ask: **What do the boys put on?** (They put on socks.)
- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Reading: *answers simple oral questions about a story*.

**B.** Ask the learner to act out the story and use sentences when s/he acts out the story.

- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Reading: *acts out the story using some dialogue*.
- Record a mark out of 5 on the record sheet for each learner for Reading: *answers simple oral questions about a story* and a mark out of 5 for Reading: *acts out the story using some dialogue*.

**C.** Show the learners p. 2:

- Point to the boy and say: **One boy; two...** . (The learner must say boys.)
- Point to the shirt and say: **One shirt; two...** . (The learner must say shirts.)
- Show the learners p. 9:
- Point to the shoe and say: **One shoe; two ...** . (The learner must say shoes.)
- Point to the jersey and say: **One jersey; two ...** . (The learner must say jerseys.)
- Point to the sock and say: **One sock; two ...** . (The learner must say socks.)
- Use the rubric provided in Section C of this planner and tracker to give each learner a mark out of 5 for Phonics.

- Record a mark out of 5 on the record sheet for each learner for Phonics.
- Reflect on the lesson.

## 4. Suggested Rubrics

EFAL: Grade 1 Term 3: Suggested Rubrics					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Identifies a person, animal or object from a simple oral description (At least 4 items)	The learner is unable to identify a person, animal or object without support from the teacher	The learner can only identify 1 of the 4 items independently	The learner can only identify 2 of the 4 items independently	The learner can only identify 3 of the given items from an oral description	The learner can identify all items from the given oral description with confidence
Activity	1	2	3	4	5
Demonstrates understanding of basic oral vocabulary by pointing to objects (At least 4 objects)	Learner is unable to point to objects without support	Learner is able to point to 1 of the 4 objects without any support from the teacher	Learner is able to point to 2 of the 4 objects without any support from the teacher	Learner is able to point to 3 of the 4 objects without any support from the teacher	Learner points to all the objects independently and confidently
PHONICS					
Activity	1	2	3	4	5
Recognise plurals in words orally – <b>s</b> and <b>es</b> (At least 5 words)	Unable to recognise plurals in words orally	Recognise plurals in words orally by identifying at least 2	Recognise plurals in words orally by identifying at least 3	Recognise plurals in words orally by identifying at least 4	Recognise plurals in words orally by identifying at least 5
READING					
Activity	1	2	3	4	5
Answers simple oral questions about a story (At least 2–3 questions)	Unable to respond to oral question about a story without support	Answers 1 simple oral question about a story	Answers 2 simple oral questions about a story	Answers 3 simple oral questions about a story	Answers more than 3 simple oral questions about a story
Activity	1	2	3	4	5
Acts out parts of the story using some of the dialogue <b>Note:</b> Rubric adapted to suit the story being acted out	Needs support to act out the story and to speak in EFAL	Is able to act out parts of the story and is able to say one or two short phrases about the story – but is not fluent	Is able to act out the story and can say one or two short sentences about the story fluently	Is able to act out the story and can speak fluently about what is happening for most of the story	Very good at acting out the story, and speaks fluently while acting throughout

## 5. Checklist

<b>EFAL: GRADE 1 TERM 3: CHECKLIST</b> Assess your learners' performance and decide whether or not they have met the criteria – the assessment term plan notes lessons where you have opportunities to do this							
	Listening & Speaking			Phonics		Writing	Comment
	Responds to simple greetings and farewells	Sings songs and does action rhymes	Responds to simple questions and responds to oral instructions	Begins to identify different initial sounds in words	Listens and responds to a story that is told and read		
Date							
Names of learners							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

✓/x

## 6. Assessment Record Sheet

<b>EFAL: GRADE 1 TERM 3: SCORES USING RUBRICS</b> Record your scores for each learner here, then copy them into SA-SAMS									
	Listening & Speaking			Phonics	Reading			Comment	
	Identifies a person, animal or object from a simple oral description	Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom, on a poster, or in a picture in response to teacher's instructions, etc.	TOTAL		Recognise plurals in words orally (s and es)	Acts out the story using some of the dialogue	Answers simple questions related to a story that is read or told		TOTAL
	Date	Score	5	5	5	5	5	10	
Names of learners									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

## 7. Tracking and Reflecting Tools

### 7.1 Conventional classrooms<sup>1</sup>

NAME OF TEACHER: \_\_\_\_\_ SUBJECT/GRADE: \_\_\_\_\_

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner <sup>2</sup> for details of the week's work (or the ATP for subjects without planners)				
<b>Class (or subject for FP)</b>				
On track by end of week? (Yes/no)				
How many learners are working confidently? <sup>3</sup> (Rough estimate)				
How many learners in this class?				
<b>BRIEF NOTES ON THE DAY'S WORK: Consider such things as:</b>				
<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>				
<b>DAY<sup>4</sup></b>				
1				
2				
3				
4				
5				
<b>Reflection on the week: Think about and make a note of:</b>				
<b>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?</b>			<b>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?</b>	
<b>DH:</b>			<b>Date:</b>	

<sup>1</sup> Please amend this draft template to suit the needs of your school.

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

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

<sup>4</sup> This can also be lessons if there are more than five lessons a week.

## 7.2 Multigrade classrooms<sup>1</sup>

NAME OF TEACHER: \_\_\_\_\_

Week no. in planner \_\_\_\_\_

Week no. in term when work planned for week started \_\_\_\_\_

Refer to the planner<sup>2</sup> for details of the week's work (or the ATP for subjects without planners)

Subjects							
GRADE	On track this week? <sup>3</sup>						
	Est. learners > Level 4 <sup>4</sup>						
	# 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:					

<sup>1</sup> Please amend this draft template to suit the needs of your school.

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

<sup>3</sup> Yes/no?

<sup>4</sup> Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.





**Jika iMfundo**  
what I do matters

Jik'iMfundo is a programme to improve learning outcomes, funded by the National Education Collaboration Trust, the KwaZulu-Natal Department of Education and others.

## THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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