





**GRADE 2**

# **English First Additional Language**

**CAPS Planner, Tracker and  
Assessment Resources**

**TERM 2**

Published in 2020 by Jika iMfundo.

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

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A partnership involving business, civil society, government and labour that strives to improve education outcomes.

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These materials are currently being evaluated and will be improved on the basis of the evaluation.

ISBN: 978-1-990904-08-0

Materials development by the PILO team along with representatives from the districts and province.

Publishing management by The Word Horse, [www.wordhorse.co.za](http://www.wordhorse.co.za)  
Design by COMPRESS.dsl, [www.compressdsl.com](http://www.compressdsl.com)  
Typesetting by The Maas Group, [www.themaasgroup.com](http://www.themaasgroup.com)

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# A. ABOUT THE PLANNER AND TRACKER

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The lesson 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 works well in your lessons, 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 2 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.
- A set of sight words to use for the required reading assessment.
- 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.

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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 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 or for homework
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 write 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?*
- *Did you cover all the work set for the week?*
- *If not, how will you get back on track?*
- *What would you change for next time? Why?*

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. It also forms the basis for collegial conversations with your head of department and your peers.

# B. PLANNER AND TRACKER

Week 1					
Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Begins to develop understanding and ability to use simple language structures in the context of meaningful language; continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions	8		Poster ( <i>Shopping</i> )	
2	Activity 1: Ph.: Identifies letter-sound relationships of all single letters ( <b>r, v, w, y</b> ); builds up and breaks simple words into individual sounds; writes familiar words and sentences from dictation	10		Flashcards of sounds; Pictures/ objects (ran, red, rain, van, violin, vet wash, water, wet, yacht, yellow, yes)	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster; answers simple literal questions about the story with short answers; names some of the things in the picture in response to questions from the teacher Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	11 12	42, 43, 44, 45	Reader ( <i>Friends</i> ); Flashcards of words; Reading sheet	
4	Activity 1: W: Chooses and copies a caption to match a picture; with help writes a caption for a picture; uses handwriting skills taught in HL; uses punctuation taught in HL	13		Poster ( <i>Shopping</i> ); Phonics and writing books, crayons, pencils	
5	Activity 1: GGR: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	14		Reading sheet; Phonics and writing books, crayons, pencils; Reader ( <i>Friends</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>					
HOD:			Date:		

## Week 2

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Understands and responds to simple questions; makes simple requests and statements	15	64, 65		
2	Activity 1: Ph.: Identifies letter-sound relationships of all single letters ( <b>j, k, u</b> ); builds up and breaks simple words into individual sounds; writes familiar words from dictation	16		Flashcards of sounds; Pictures/ objects (jam, Jik, job, kite, kit, umbrella, us, up); Phonics and writing books, pencils; Homework book	
3	Activity 1: L&S: SR: Listens to a simple recount; acts out the story using some of the dialogue Activity 2: Preparation for GGR: Continues to build a sight word vocabulary Activity 3: GGR: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	17 17 18	64	Flashcards of words; Reading sheets; Reader ( <i>Friends</i> )	
4	Activity 1: W: Chooses and copies a caption to match a picture; with help writes a caption for a picture; uses handwriting skills taught in HL; uses punctuation taught in HL	19		Poster ( <i>Shopping</i> ); Phonics and writing books, pencils	
5	Activity 1: GGR: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	20		Reader ( <i>Friends</i> ); Phonics and writing books, pencils; Reading sheets	
<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>HOD:</b>		<b>Date:</b>			

### Week 3

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Begins to develop understanding and ability to use simple language structures in the context of meaningful language; continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions	21		Poster ( <i>Shopping</i> )	
2	Activity 1: Ph.: Identifies letter-sound relationships of all single letters ( <b>z, x</b> ); builds up and breaks simple words into individual sounds; writes familiar words and sentences from dictation	22		Flashcards of sounds; Pictures/ objects (zebra, zip, box, fox, fix, mix); Phonics and writing books, pencils	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster; answers simple literal questions about the story with short answers; names some of the things in the picture in response to questions from the teacher Activity 2: Preparation for GGR: Continues to build a sight word vocabulary Activity 3: GGR: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	23 23 24	48	Reader ( <i>Friends</i> )  Flashcards of words; Reading sheets	
4	Activity 1: W: Completes sentences by filling in missing words; writes familiar words and sentences from dictation	25		Phonics and writing books, pencils	
5	Activity 1: GGR: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	26		Reader ( <i>Friends</i> ); Phonics and writing books, pencils; Reading sheets	

**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 4

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Memorises and performs simple poems, action rhymes and songs ( <i>The Wheels of the Bus</i> )	27			
2	Activity 1: Ph.: Identify letter-sound relationships of all single letters; builds up and breaks simple words into individual sounds	28		Flashcards of sounds; Phonics and writing books, pencils	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster; answers simple literal questions about the story with short answers; names some of the things in the picture in response to questions from the teacher; with help from the teacher retells the story	29	47, 59	Reader ( <i>Friends</i> )	
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	29		Flashcards of words; Reading sheets; Pencils and crayons	
	Activity 3: GGR: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	30			
4	Activity 1: W: Writes sentences using words containing the phonic sounds and sight words; uses handwriting skills taught in HL; uses punctuation taught in HL; builds own word bank and personal dictionary	31		Phonics and writing books, pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	31		Own book, class book or GGR book already read; Reader ( <i>Friends</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 5

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Begins to develop understanding and ability to use simple language structures in the context of meaningful language; continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions	33		Poster ( <i>Healthy Living</i> )	
2	Activity 1: Ph.: Builds up and breaks down simple words beginning with a single consonant into onset and rime	34		Homework books	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster; answers simple literal questions about the story with short answers; names some of the things in the picture in response to questions from the teacher; with help from the teacher retells the story Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	35 36	50	Reader ( <i>Look at My Weaving</i> ); Flashcards of words	
4	Activity 1: W: Writes sentences using words containing the phonic sounds and common sight words already taught; uses handwriting skills taught in HL; uses punctuation taught in HL; builds own word bank and personal dictionary	37		Reader ( <i>Look at My Weaving</i> ); Phonics and writing books, pencils	
5	Activity 1: GGR: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	38		Reader ( <i>Look at My Weaving</i> ); Own book, class book or GGR reader already read	

**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 6

\* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Listens to a simple recount; with the help of the teacher, gives a simple recount	39	53		
2	Activity 1: Ph.: Builds up and breaks down simple words beginning with a single consonant into onset and rime	40		Phonics and writing books, pencils	
3	Activity 1: L&S: SR: Listens to a simple recount understands and responds to simple questions Activity 2: Preparation for GGR: Continues to build a sight word vocabulary Activity 3: GGR: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	41 41 42	50, 51	Pictures (monkeys, lions, elephants); Flashcards of words; Reading sheets; Reader ( <i>Look at My Weaving</i> ); Pencils	
4	Activity 1: W: Writes sentences using words containing the phonic sounds and common sight words already taught; uses handwriting skills taught in HL; uses punctuation taught in HL; builds own word bank and personal dictionary	43		Phonics and writing books, pencils	
5	*Activity 1: Reading: Assessment Group 1: Assesses each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text	43		Reader ( <i>Friends</i> ); Phonics and writing books, pencils	

**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: Gives a simple recount in at least 2– 3 sentences (personal news, etc.)	44	49, 56, 69	Poster ( <i>Shopping</i> )	
2	Activity 1: Ph.: Distinguishes orally between long and short vowels	44		Flashcards ( <b>A, a; O, o; E, e</b> )	
3	*Activity 1: L&S: Assessment Group 2: Gives a simple recount in at least 2–3 sentences (personal news, etc.) *Activity 2: Reading: Assessment Group 2: Assesses each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text	44 44	42, 46, 47	Poster ( <i>Shopping</i> ); Phonics and writing books, pencils; Reader ( <i>Friends</i> )	
4	Activity 1: W: Completes sentences by filling in missing words; uses handwriting skills already taught in HL; uses punctuation already taught in HL	45		Phonics and writing books, pencils	
5	*Activity 1: Reading: Assessment Group 3: Assesses each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text	45	59	Reader ( <i>Friends</i> ); Pencils, 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 3: Gives a simple recount in at least 2–3 sentences (personal news, etc.)	46	61	Poster ( <i>Shopping</i> )	
2	*Activity 1: Ph.: Assessment: Identifies letter-sound relationships of all single letters (at least 5 vowels and 20 consonants)	46		Assessment books, pencils	
3	*Activity 1: L&S: Assessment Group 4: Gives a simple recount in at least 2–3 sentences (personal news, etc.) *Activity 2: Reading: Assessment Group 4: Assesses each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text	46 46	62, 70 66, 67	Poster ( <i>Shopping</i> ) Reader ( <i>Friends</i> )	
4	*Activity 1: W: Assessment: Writes simple sentences (3 short sentences) using phonic word list and common sight words already taught	46		Assessment books	
5	*Activity 1: Reading: Assessment Group 5: Assesses each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text	46	76, 77	Reader ( <i>Friends</i> ); Reading sheets	

**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: Begins to develop understanding and ability to use simple language structures in the context of meaningful language; continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions	47		Pencils of different lengths, children of different heights, books of different weights	
2	Activity 1: Ph.: Assessment feedback and support	48		Assessment books, pencils	
3	Activity 1: L&S: Begins to develop understanding and ability to use simple language structures in the context of meaningful language; continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	49 50		Poster ( <i>Healthy Living</i> )  Reader ( <i>Where We Live</i> ); Flashcards of words; Reading sheets	
4	Activity 1: W: Chooses and copies a caption to match a picture; with help writes a caption for a picture; uses handwriting skills already taught in HL; uses punctuation already taught in HL	51		Poster ( <i>Healthy Living</i> ); Phonics and writing books, pencils; Reader ( <i>Where We Live</i> )	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	52		Reader ( <i>Where We Live</i> ); Own book, class book or GGR reader already read	

**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: Begins to develop understanding and ability to use simple language structures in the context of meaningful language; continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions	53	49	Objects (chair, book, desk, children)	
2	Activity 1: Ph.: Recognises common endings in words (-ed, and -ing)	54	52		
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster; answers simple literal questions about the story with short answers; names some of the things in the picture in response to questions from the teacher; with help from the teacher retells the story Activity 2: Preparation for GGR: Continues to build a sight word vocabulary Activity 3: GGR: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	55 55 56	75	Reader ( <i>Where We Live</i> )  Flashcards of words	
4	Activity 1: W: Completes sentences by filling in missing words; uses handwriting skills already taught in HL; uses punctuation already taught in HL	57		Phonics and writing book, pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book; uses the reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary	58		Reader ( <i>Where We Live</i> ); Own book, class book or GGR reader already read	

**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 2

Strengthened CAPS Programme of Assessment (as in Circular S1 Of 2017) EFAL: Grade 2 Term 2						
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>Gives a simple recount in at least 2–3 sentences (personal news, etc.)</li> </ul>	Observation & Oral	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> <li>Demonstrates understanding of some basic oral vocabulary: point/actions</li> <li>Answers simple questions</li> </ul>		Checklist	n/a		
<p><u>Teacher's notes</u></p> <p>These Listening and Speaking skills will be observed and assessed during your oral lesson activities. 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 every learner must be assessed on her/his ability to give a simple recount relating to their personal news, etc. For SA-SAMS there must be 1 score for Listening and Speaking.</p>						
Phonics: Written	<ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters (at least 5 vowels and 20 consonants)</li> </ul>	Observation & Written & Oral	Rubric	5	By Week 9	
Phonics: Written and Oral	<ul style="list-style-type: none"> <li>Matches initial sounds with pictures and words</li> <li>Crosses out or circle the odd word in a word family, e.g. hat, bat, mat, cat, cot</li> <li>Writes 2 words using sounds learnt, e.g. -at, -et, -it, -ot, -ut</li> </ul>		Class workbook Worksheet Checklist	n/a		
<p><u>Teacher's notes</u></p> <p>These skills will be observed and assessed during your oral/practical lesson activities. 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. Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SA-SAMS you should have 1 score for Phonics.</p>						
Reading: Oral	<p><b>Group Guided Reading Sessions</b></p> <ul style="list-style-type: none"> <li>Assess each learner on <b>oral reading</b>: choose a text (DBE workbook, Reader) which has at least <b>30–40 words</b> and ask questions about the text</li> </ul>	Observation & Oral	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> <li>Word recognition: <b>Sight words</b>: 40–50 words</li> </ul>		Checklist	n/a		
<p><u>Teacher's notes</u></p> <p>During your Group Guided Reading sessions in Week 7–9 assess every learner on oral reading using a text which has 30–40 words (word recognition, fluency, comprehension, e.g. 2–3 oral questions; maximum time of 2–3 minutes per learner). The scoring to be done according to the rubric for oral reading activities. For SA-SAMS, 1 score will be captured for Reading (word recognition and oral reading).</p>						

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

### EFAL: Grade 2 Term 2

Writing	<ul style="list-style-type: none"> <li>Writes simple sentences (3 short sentences) using phonic word list and common sight words already taught</li> </ul>	Written	Class workbook Rubric Checklist	5	By Week 9	
	<ul style="list-style-type: none"> <li>Writes 3 sentences using punctuation</li> </ul>			n/a		

Teacher's notes

*By Week 9 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS one score will be captured for Writing.*

**TOTAL SCORE**

**20**

Scores will be captured on SA-SAMS. The score will be converted to a percentage to indicate Level 1–7 for the report card.

## 2. Programme of Assessment in the Lesson Plans

<b>ASSESSMENT PROGRAMME IN THE LESSON PLANS</b>		
<b>This table gives an overview of how the assessment programme can be completed.</b>		
<b>The weeks and days when assessments can be done</b>	<b>Component and skills be assessed</b>	<b>Tool</b>
<b>Listening and Speaking</b>		
Week 7, 8 Day 1, 3	Give a simple recount in at least 2–3 sentences (personal news, etc.)	Rubric
Week 1, 2, 3, 4, 5, 6 Day 1, 3	Demonstrate understanding of basic oral vocabulary: points/actions	Checklist
Week 1, 2, 3, 4, 5, 6 Day 1, 3	Answer simple questions	Checklist
<b>Phonics</b>		
Week 8 Day 2	Identify letter-sound relationships of all single letters (5 vowels and 20 consonants)	Rubric
Week 1, 2, 3 Day 2	Match initial sounds with pictures and words	Checklist
Week 1, 2, 3, 4 Day 2	Write 2 words using sounds learnt	Checklist
Week 5, 6 Day 2	Cross out or circle the odd word in a word family	Checklist
<b>Reading</b>		
Whenever teacher can after Week 5; Could be done in GGR lessons	Word recognition: Sight words: 40–50	Checklist
Week 6 Day 5; Week 7, 8 Day 3 and 5	Assess each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text	Rubric
<b>Writing</b>		
Week 8 Day 4	Write simple sentences (3 short sentences) using phonic word list and common sight words already taught	Rubric
Week 1, 2, 3, 4, 5, 6 Day 4	Write 3 sentences using punctuation	Checklist

### 3. List of Sight Words

Reading Assessment: 40–50 sight words in 1–2 minutes

Ask the learner to read the words from left to right. → Give each learner 2 minutes to do this.

Imaan	Alex	friends
they	both	eight
years	old	have
hair	different	smiles
hands	noses	do
things	likes	drawings
reading	eat	bananas
apples	drink	orange
juice	milk	wear
dresses	jeans	good
some	black	paper
goes	over	under
yellow	green	blue
purple	look	my
weaving	Are	living
things	owers	Yes
fires	No	

## 4. Assessment Exemplars for Activities Using Rubrics

WEEK 6 DAY 5	
ACTIVITY 1	READING: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Assess each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Reader (<i>Friends</i>)</li> <li>Phonics and writing books, pencils</li> <li>Homework books</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Assesses learners' ability to read a text and answer questions.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their phonics and writing books, homework books and pencils on their desks.</li> <li>Write the heading <b>Sentences</b> on the board.</li> <li>Say: <b>You are going to write sentences using the sounds and words you have learnt.</b></li> <li>Learners must write three or four sentences of their own, using words from homework books and any words containing the phonic sounds they have been taught.</li> <li>Remind the learners to use punctuation, i.e. capital letters and full stops.</li> <li><u>At the end of the lesson:</u> Take in the books and mark the sentences.</li> </ul> <p><b>Reading Assessment</b></p> <ul style="list-style-type: none"> <li>While the rest of the class are writing sentences ask individual learners from Group 1 to come and read to you.</li> <li>Each learner must read pp. 2–10 from the reader <i>Friends</i> and answer the following questions:               <ol style="list-style-type: none"> <li>How old are the girls? (They are 8 years old.)</li> <li>Say 1 thing that is different about the girls? (Hair, smiles, noses, hands.)</li> <li>Who likes to read? (Alex likes to read.)</li> </ol> </li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5.</li> <li>Record a mark out of 5 for Reading for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul>	

WEEK 7 DAY 1	
ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> <li>Gives a simple recount in at least 2–3 sentences (personal news, etc.)</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>DBE workbooks pp. 49, 56, 69 (rest of the class)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Assess the learners' ability to give a recount.</p> <p><u>Before the lesson</u> divide your class into four. In this and the next three Listening and Speaking assessment lessons you will assess a quarter of your class. In this lesson you will assess the learners from Group 1.</p> <p>Write the following on the board: <b>DBE workbook bottom pp. 49, 56, 69.</b></p> <ul style="list-style-type: none"> <li>Settle the learners. They should have their DBE workbooks and pencils on their desks.</li> <li>Tell the learners to turn to pp. 49, 56 and 69 in their DBE workbooks and to complete the bottom of the pages where they trace over the letters. Tell them the page numbers are on the board.</li> <li>Tell individual learners from Group 1 to come to your desk and ask them to tell you about school. They must say 4 things about school using 4 sentences.</li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking.</li> <li>Record a mark out of 5 for Listening and Speaking for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul>	

### WEEK 7 DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 2
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Gives a simple recount in at least 2–3 sentences (personal news, etc.)</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>DBE workbooks pp. 42, 46, 47 (rest of the class)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Assess the learners' ability to give a recount.</b></p> <p><u>Note:</u> In this lesson you will assess the learners from Group 2.</p> <p>Write the following on the board: <b>DBE workbook bottom pp. 42, 46, 47.</b></p> <ul style="list-style-type: none"> <li>Settle the learners. They should have their DBE workbooks and pencils on their desks.</li> <li>Tell the learners to turn to p. 42 in their DBE workbooks and to trace over the words, and then paste the stickers on pp. 46 and 47. Tell them that the page numbers are written on the board.</li> <li>Tell individual learners from Group 2 to come to your desk and ask them to tell you about school. They must say 4 things about school using 4 sentences.</li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking.</li> <li>Record a mark out of 5 for Listening and Speaking for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul>	

### WEEK 7 DAY 3

ACTIVITY 2	READING: ASSESSMENT GROUP 2
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Assess each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Reader (<i>Friends</i>)</li> <li>Phonics and writing books, pencils</li> <li>Homework books</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Assesses learners' ability to read a text and answer questions.</b></p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their phonics and writing books, homework books and pencils on their desks.</li> <li>Write the heading <b>Sentences</b> on the board.</li> <li>Say: <b>You are going to write sentences using the sounds and words you have learnt.</b></li> <li>Learners must write three or four sentences of their own, using words from homework books and any words containing the phonic sounds they have been taught.</li> <li>Remind the learners to use punctuation, i.e. capital letters and full stops.</li> <li><u>At the end of the lesson:</u> Take in the books and mark the sentences.</li> </ul> <p><b>Reading Assessment</b></p> <ul style="list-style-type: none"> <li>While the rest of the class are writing sentences ask individual learners from Group 2 to come and read to you.</li> <li>Each learner must read pp. 2–10 from the reader <i>Friends</i> and answer the following questions:             <ol style="list-style-type: none"> <li>How old are the girls? (They are 8 years old.)</li> <li>Say 1 thing that is different about the girls? (Hair, smiles, noses, hands.)</li> <li>Who likes to read? (Alex likes to read.)</li> </ol> </li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5.</li> <li>Record a mark out of 5 for Reading for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul>	

## WEEK 7 DAY 5

ACTIVITY 1	READING: ASSESSMENT GROUP 3
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Assess each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Reader (<i>Friends</i>)</li> <li>DBE workbooks p. 59</li> <li>Pencils, crayons</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Assesses learners' ability to read a text and answer questions.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their DBE workbooks and pencils on their desks.</li> <li>Tell the learners to open their books to p. 59 and to join the dots from A to Z and then colour in the picture and write what the animal is in the block.</li> <li><u>At the end of the lesson:</u> Take in the books and mark them.</li> </ul> <p><b>Reading Assessment</b></p> <ul style="list-style-type: none"> <li>While the rest of the class are writing sentences ask individual learners from Group 3 to come and read to you.</li> <li>Each learner must read pages 2–10 from the reader <i>Friends</i> and answer the following questions:               <ol style="list-style-type: none"> <li>How old are the girls? (They are 8 years old.)</li> <li>Say 1 thing that is different about the girls? (Hair, smiles, noses, hands.)</li> <li>Who likes to read? (Alex likes to read.)</li> </ol> </li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5.</li> <li>Record a mark out of 5 for Reading for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul>	

## WEEK 8 DAY 1

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>Gives a simple recount in at least 2–3 sentences (personal news, etc.)</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>DBE workbooks p. 61 (rest of the class)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Assess the learners' ability to give a recount.</p> <p><u>Note:</u> In this lesson you will assess the learners from Group 3.</p> <p>Write the following on the board: <b>DBE workbook p. 61.</b></p> <ul style="list-style-type: none"> <li>Settle the learners. They should have their DBE workbooks and pencils on their desks.</li> <li>Tell the learners to turn to p. 61 in their DBE workbooks and to complete the page. Tell them that the page number is written on the board.</li> <li>Tell individual learners from Group 3 to come to your desk and ask them to tell you about school. They must say 4 things about school using 4 sentences.</li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking.</li> <li>Record a mark out of 5 for Listening and Speaking for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul>	

## WEEK 8 DAY 2

ACTIVITY 1	PHONICS: ASSESSMENT WHOLE CLASS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"><li>Identifies letter-sound relationships of all single letters (at least 5 vowels and 20 consonants)</li></ul>
RESOURCES	<ul style="list-style-type: none"><li>Assessment books, pencils</li></ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson: Assess the learners' ability to identify single letters.</b></p> <ul style="list-style-type: none"><li>Learners must have their assessment books and pencils on their desks. Settle the class so that you have their attention.</li><li>Write the date and numbers 1–26 next to the margin on the board. Learners copy this.</li><li>Explain to them that you are going to say a number and then a sound and they must write that sound next to the number you say. If they don't know the answer they must leave it blank and answer the next number.</li><li>Say: <b>1</b> and the sound <b>i</b>.</li><li>Follow the same procedure for the following sounds: <b>2 – f</b> <b>3 – a</b> <b>4 – b</b> <b>5 – g</b> <b>6 – t</b> <b>7 – o</b> <b>8 – x</b> <b>9 – u</b> <b>10 – c</b> <b>11 – l</b> <b>12 – n</b> <b>13 – d</b> <b>14 – r</b> <b>15 – e</b> <b>16 – m</b> <b>17 – h</b> <b>18 – s</b> <b>19 – p</b> <b>20 – j</b> <b>21 – q</b> <b>22 – k</b> <b>23 – z</b> <b>24 – v</b> <b>25 – w</b> <b>26 – y</b></li><li>Take in the books and mark them.</li><li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Phonics.</li><li>Record a mark out of 5 for Phonics for each learner on the record sheet.</li><li>Reflect on the lesson.</li></ul>	

## WEEK 8 DAY 3

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>Gives a simple recount in at least 2–3 sentences (personal news, etc.)</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>DBE workbooks pp. 62, 70 (rest of the class)</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Assess the learners' ability to give a recount.</p> <p><u>Note:</u> In this lesson you will assess the learners from Group 4.</p> <p>Write the following on the board: <b>DBE workbook top p. 62, bottom p. 70.</b></p> <ul style="list-style-type: none"> <li>Settle the learners. They should have their DBE workbooks and pencils on their desks.</li> <li>Tell the learners to turn to pp. 62, 70 in their DBE workbooks and to trace over the days of the week on p. 62 and trace over the letters on p. 70. Tell them that the page numbers are written on the board.</li> <li>Tell individual learners from Group 4 to come to your desk and ask them to tell you about school. They must say 4 things about school using 4 sentences.</li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking.</li> <li>Record a mark out of 5 for Listening and Speaking for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul>	

## WEEK 8 DAY 3

ACTIVITY 2	READING: ASSESSMENT GROUP 4
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Assess each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Reader (<i>Friends</i>)</li> <li>DBE workbooks pp. 66, 67</li> <li>Pencils</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Assesses learners' ability to read a text and answer questions.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their DBE workbooks and pencils on their desks.</li> <li>Ask the learners to turn to p. 66 and then p. 67 and trace the words and to complete the word sums.</li> <li><u>At the end of the lesson:</u> Take in the books and mark them.</li> </ul> <p><b>Reading Assessment</b></p> <ul style="list-style-type: none"> <li>While the rest of the class are completing the activity ask individual learners from Group 4 to come and read to you.</li> <li>Each learner must read pp. 2–10 from the reader <i>Friends</i> and answer the following questions:             <ol style="list-style-type: none"> <li>How old are the girls? (They are 8 years old.)</li> <li>Say 1 thing that is different about the girls? (Hair, smiles, noses, hands.)</li> <li>Who likes to read? (Alex likes to read.)</li> </ol> </li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5.</li> <li>Record a mark out of 5 for Reading for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul>	

## WEEK 8 DAY 4

ACTIVITY 1	WRITING: ASSESSMENT WHOLE CLASS
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Writes simple sentences (3 short sentences) using phonic word list and common sight words already taught</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Assessment books, pencils</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Assesses the learner's ability to write sentences using phonic words and sight words.</p> <ul style="list-style-type: none"> <li>Prepare the learners. They should have their assessment books and pencils on their desks.</li> <li>Write the heading <b>Sentences</b> and the date on the board.</li> <li>Learners copy this.</li> <li>Say: <b>You are going to write sentences, like you did last week using the sounds and words you have learnt. Write four sentences, using different phonic or sight words in each sentence. Remember to use capital letters and full stops.</b></li> <li>Walk around to make sure that they are doing what they should be doing.</li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Writing.</li> <li>Record a mark out of 5 for Writing for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul>	

## WEEK 8 DAY 5

ACTIVITY 1	READING: ASSESSMENT GROUP 5
<b>TIME</b>	30 minutes
<b>CONTENT/CONCEPTS/ SKILLS</b>	<ul style="list-style-type: none"> <li>Assess each learner on oral reading: choose a text which has at least 30–40 words and ask questions about the text</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Reader (<i>Friends</i>)</li> <li>DBE workbooks pp. 76, 77</li> <li>Pencils</li> </ul>
<b>ACTIVITY DESCRIPTION</b>	
<p><b>Focus of the lesson:</b> Assesses learners' ability to read a text and answer questions.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their DBE workbooks and pencils on their desks.</li> <li>Tell the learners to open their DBE workbooks to pp. 76, 77 and to paste the stickers and trace the words.</li> <li><u>At the end of the lesson:</u> Take in the books and mark them.</li> </ul> <p><b>Reading Assessment</b></p> <ul style="list-style-type: none"> <li>While the rest of the class are completing the activity, ask individual learners from Group 5 to come and read to you.</li> <li>Each learner must read pp. 2–10 from the reader <i>Friends</i> and answer the following questions:             <ol style="list-style-type: none"> <li>How old are the girls? (They are 8 years old.)</li> <li>Say 1 thing that is different about the girls? (Hair, smiles, noses, hands.)</li> <li>Who likes to read? (Alex likes to read.)</li> </ol> </li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5.</li> <li>Record a mark out of 5 for Reading for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul>	

## 5. Suggested Rubrics

EFAL: GRADE 2 TERM 2: SUGGESTED RUBRICS					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Gives a simple recount (3 sentences) about a school event, etc.	Repeats 1 sentence of a recount with the teacher	Is able to give a simple recount in 1 sentence but in FAL	Is able to give a simple recount in 2 sentences in FAL	Is able to give a simple recount in 3 sentences fluently in FAL	Is able to give a simple recount in more than 3 sentences fluently using correct vocabulary in FAL
PHONICS					
Activity	1	2	3	4	5
Identifies letter sound relationships of all single letters (at least 5 vowels and 20 consonants)	Identifies letter-sound relationships of 1–9 single letters correctly; Tends to confuse letter-sound relationship	Identifies letter-sound relationships of 10–14 single letters correctly	Identifies letter-sound relationships of 15–19 single letters correctly	Identifies letter-sound relationships of 20–25 single letters correctly	Identifies letter-sound relationships of 26 single letters correctly
READING					
Activity	1	2	3	4	5
Oral Reading: 30–40 words	Reads from own book a text of 1–9 words with support from the teacher	Reads word by word a text of 10–19 words and responds correctly to 1–2 questions	Reads aloud from own book a text of 20–29 words and responds correctly to 3 questions	Reads fluently from own book a text of 30–39 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 40 words and responds correctly to 3 questions
WRITING					
Activity	1	2	3	4	5
Writes short simple sentences with phonic sounds and common sight words learnt (at least 3 sentences)	Copies 1 short simple sentence with phonic sounds with support	Writes 2 short simple sentence with phonic sounds words learnt	Writes 3 short simple sentence with phonic sounds and common sight words learnt	Writes 3 short simple sentence with phonic sounds and common sight words learnt using capital letters and full stops	Writes more than 3 short simple sentence with phonic sounds and common sight words learnt using capital letters and full stops

## 6. Checklist

<b>EFAL: GRADE 2 TERM 2: 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		Reading	Writing	Comment
	Demonstrates understanding of some basic oral vocabulary: point/ actions	Answers simple questions	Matches initial sounds with pictures and words	Crosses out or circles the odd word in a word family, e.g. hat, bat, mat, cat, cot	Writes 2 words using sounds learnt, e.g. -at, -et, -it, -ot, -ut	Word recognition: Sight words: 40–50 words	Writes 3 sentences using punctuation
Date							
Names of learners							
1	√/x						
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							

## 7. Assessment Record Sheet

<b>EFAL: GRADE 2 TERM 2: SCORES USING RUBRICS</b> Record your scores for each learner here, then copy them into SA-SAMS					
	Listening & Speaking	Phonics	Reading	Writing	Comment
	Gives a simple recount in 2-3 sentences about a school event	Identifies letter-sound relationships of all single letters (at least 4 vowels and 15 consonants)	<b>Oral reading:</b> Text: 30-40 words	Writes short simple sentences with phonic sounds and common sight words learnt	
	<b>Date</b>				
	<b>Score</b>	5	5	5	
Names of learners					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

## 8. Tracking and Reflecting Tools

### 8.1 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.

## 8.2 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	<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>						
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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ISBN: 978-1-990904-08-0