

GRADE 2

English First Additional Language

**CAPS Planner, Tracker and
Assessment Resources**

TERM 4

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.

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

© The National Education Collaboration Trust (NECT)
A partnership involving business, civil society, government and labour that strives to improve education outcomes.

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

No part of this publication may be reproduced without prior permission from the NECT.

ISBN: 978-1-990904-77-6

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

Publishing management by The Word Horse, www.wordhorse.co.za
Design by COMPRESS.dsl, www.compressdsl.com
Typesetting by The Maas Group, www.themaasgroup.com

CONTENTS

A. About the Planner and Tracker	2
B. Planner and Tracker	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
C. Assessment Resources	13
1. DBE Assessment Programme for Term 4	13
2. Programme of Assessment in the Lesson Plans	15
3. List of Words for Reading Assessment	16
4. Assessment Worksheet for Reading: Written Comprehension	17
5. Assessment Exemplars for Activities Using Rubrics	18
6. Suggested Rubrics	25
7. Checklist	26
8. Assessment Record Sheet	27
9. Tracking and Reflecting Tools	28
9.1 Conventional classrooms	28
9.2 Multigrade classrooms	29



A. ABOUT THE PLANNER AND TRACKER

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 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 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 assessment¹ (in Section C):
 - The DBE programme of assessment for Term 4 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.
 - 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.

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

Note: The lesson plans to which this tracker is linked are designed for a third term that is nine 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 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 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 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 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
1	Activity 1: L&S: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures	9		Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Builds up and breaks down simple words beginning with some common consonant blends (cr, dr, fr, dr, gr)	10		Pictures/objects: crash, crab, crib, drum, fresh, drug, drag, grab, grin; Homework books	
3	Activity 1: L&S: SR: Listen to short stories, recounts or non-fiction texts; answer simple literal questions about the story with short answers; names some of the things in the picture in response to questions from the teacher	11		Reader (<i>A Present for Jabu</i>)	
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	11		Flashcards of words	
	Activity 3: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Group 1 reads and answers questions	12	25	Reader (<i>A Present for Jabu</i>)	
4	Activity 1: W: Puts jumbled sentences in the right order to make a paragraph and copies it	13		Phonics and Writing books, crayons, pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 2 and 3 read and answer questions	14		Reader (<i>A Present for Jabu</i>)	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand/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?</p> <p>What would you change for 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: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures	15		Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Builds up and breaks down simple words beginning with some common consonant blends (bl, cl, sl, fl)	16		Pictures/objects: flag, flat, slap, bled, fled, slit, cloth, clap, club, blot; Homework books	
3	Activity 1: L&S: SR: Listen to short stories, recounts or non-fiction texts; retells the story or gives a simple summary of the text	17	54		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	17		Flashcards of words	
	Activity 3: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Group 4 reads and answers questions	18		Reader (<i>A Present for Jabu</i>), own book, class book	
4	Activity 1: W: Writes a paragraph of at least three sentences on a familiar topic; uses punctuation already taught in HL; writes sentences using words containing the phonic sounds and common sight words already taught	19		Phonics and Writing books; Pencils; Reader (<i>A Present for Jabu</i>)	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 5 and 1 read and answer questions	20		Reader (<i>A Present for Jabu</i>), own book, class book	

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/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?

DH:

Date:

Week 3

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures; talks about objects in a picture in response to teacher's instructions	21		Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Groups common words into word families	22		Flashcards of words; Homework books	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts; retells the story or gives a simple summary of the text	23	50		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	23		Flashcards of words	
	Activity 3: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Group 2 reads and answers questions	24		Reader (<i>A Present for Jabu</i>)	
4	Activity 1: W: Uses some nouns and pronouns; uses simple present tense, present progressive and past tenses when writing; uses plurals of some familiar words when writing; writes sentences using words containing the phonic sounds and common sight words already taught; uses punctuation taught in HL; spells words correctly from memory	25		Phonics and Writing books, pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 3 and 4 read and answer questions	26		Reader (<i>A Present for Jabu</i>), own book, class book	

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/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?

DH:

Date:

Week 4

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures; talks about objects in a picture in response to teacher's instructions	27		Poster (<i>The Beach</i>)	
2	Activity 1:Ph.: Recognises vowel digraphs	28			
3	Activity 1: Reading: Written comprehension: Multiple choice questions and fill in the missing word (cloze procedure)	29	50	Comprehension worksheet	
	*Activity 2: GGR: Assessment Group 1: Assess each learner individually 50–60 sight words	29	56	List reading words	
4	Activity 1: W: Writes a paragraph of at least three sentences on a familiar topic; uses punctuation already taught in HL; writes sentences using words containing the phonic sounds and common sight words already taught	30		Phonics and Writing books, pencils; Poster (<i>The Beach</i>)	
5	*Activity 1: GGR: Assessment Group 2: Assess each learner individually 50–60 sight words	30	57	List of reading words	

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/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?

DH:

Date:

Week 5

* = Rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	*Activity 1: L&S: Assessment Group 1: Using a frame, gives a simple recount of at least three to four sentences on personal news	31	53	Poster (<i>The Beach</i>)	
2	*Activity 1: Ph.: Assessment: Writes words with short vowels and groups common words into word families	31		Assessment books, pencils	
3	*Activity 1: L&S: Assessment Group 2: Using a frame, gives a simple recount of at least three to four sentences on personal news	31	52	Poster (<i>The Beach</i>)	
	*Activity 2: GGR: Assessment Group 3: Assess each learner individually 50–60 sight words	31	61	List of reading words	
4	*Activity 1: W: Assessment: Writes at least three sentences on a familiar topic using capital letters and full stops	31		Assessment books, pencils	
5	*Activity 1: GGR: Assessment Group 4: Assess each learner individually 50–60 sight words	31		List of reading words	

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/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?

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 3: Using a frame, gives a simple recount of at least three to four sentences on personal news	32	49	Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Feedback and support: Groups common words into word families; builds up and breaks down simple words beginning with some common consonant blends; recognises vowel digraphs	32		Assessment books, pencils	
3	*Activity 1: L&S: Assessment Group 4: Using a frame, gives a simple recount of at least three to four sentences on personal news	32	37	Poster (<i>The Beach</i>)	
	*Activity 2: GGR: Assessment Group 5: Assess each learner individually 50–60 sight words	32	41	List of reading words	
4	Activity 1: W: Writes familiar words and sentences from dictation; uses punctuation already taught in HL; writes sentences using words containing the phonic sounds and common sight words already taught	33		Phonics and Writing books, pencils	
5	*Activity 1: Reading: Written comprehension assessment: Choose a reading passage of 50–60 words: Multiple choice questions and fill in the missing word (cloze procedure)	33	54	Comprehension worksheet	

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/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?

DH:

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 5: Using a frame, gives a simple recount of at least three to four sentences on personal news	34	45	Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Builds up and breaks down simple words beginning with some common consonant blends (sm, sn, sp, st)	34		Pictures/objects: snap, smog, smell, sped, spin, spit, spot, stab, step, stop; Homework books	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts; answers some literal questions about the text with short answers; names some of the things in the picture in response to the teacher's questions; retells the story or gives a simple summary of the text	35		Reader (<i>Seeds and Trees</i>)	
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	35		Flashcards of words; Homework books	
	Activity 3: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Group 1 reads and answers questions	36		Reader (<i>Seeds and Trees</i>), own book, class book	
4	Activity 1: W: Uses skills taught in HL to organise information in a simple graphic form	37		Phonic and Writing books, pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 2 and 3 read and answer questions	38		Reader (<i>Seeds and Trees</i>), own book, class book	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand/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?</p> <p>What would you change for next time? Why?</p>					
DH:				Date:	

Week 8

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures	39		Poster (<i>The Beach</i>)	
2	Activity 1: Ph.: Builds up and breaks down some simple words beginning with some common consonant blends; revision of Grade 2 sounds	40		Phonics and Writing books, pencils	
3	Activity 1: L&S: SR: Listens to short stories, recounts or non-fiction texts; answers simple literal questions about the story with short answers; names some of the things in the picture in response to teacher's questions; retells the story or gives a simple summary of the text	40	42		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary	41		Flashcards of words	
	Activity 3: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Group 4 reads and answers questions	41		Reader (<i>Seeds and Trees</i>), own book, class book	
4	Activity 1: W: Uses some nouns and pronouns; uses simple present tense, present progressive and past tenses when writing; uses plurals of some familiar words when writing; writes sentences using words containing the phonic sounds and common sight words already taught; uses punctuation taught in HL; spells words correctly from memory	42		Phonics and Writing books, pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Groups 5 and 1 read and answer questions	43		Reader (<i>Seeds and Trees</i>), own book, class book, previous GGR reader	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand/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?</p> <p>What would you change for next time? Why?</p>					
DH:		Date:			

Week 9

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Understands and responds to simple questions; continues to develop an oral vocabulary using themes or topics; begins to develop understanding and ability to use simple language structures	44		Term 1, 2, 3 and 4 posters	
2	Activity 1: Ph.: Builds up and breaks down some simple words beginning with some common consonant blends; revision of Grade 2 sounds	44		Phonics and Writing books, pencils	
3	Activity 1: L&S: Listens to short stories, recounts or non-fiction texts; acts out the story using some dialogue	45			
	Activity 2: GGR: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary Group 2 reads and answers questions	45			
4	Activity 1: W: Writes sentences using words containing the phonic sounds and common sight words already taught; uses punctuation taught in HL; spells words correctly from memory	46		Phonics and Writing books, pencils	
5	Activity 1: GGR/Paired/Independent Reading: Reads aloud from own book in a Group Guided Reading group with the teacher; uses the reading strategies taught in HL to make sense and to monitor self when reading; reads with increasing fluency and expression; shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; independently reads books read in GGR and simple caption books and picture books Group 3 and 4 read and answer questions	46		Reader (<i>Seeds and Trees</i>), own book, class book, previous GGR reader	

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/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?

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 4

Strengthened CAPS Programme of Assessment (as in Circular S1 of 2017) EFAL: Grade 2 Term 4						
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"> Using a frame gives a simple recount of at least 3 to 4 sentences on personal news 	Observation & Oral	Rubric	5	By Week 8	
	<ul style="list-style-type: none"> Demonstrates an understanding of some basic vocabulary Answers simple literal questions about story/text 		Checklist	n/a		
<p><u>Teacher's notes</u> <i>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 7/8 every learner must be assessed on her/his ability to give a simple recount, etc. For SA-SAMS there must be 1 score for Listening and Speaking.</i></p>						
Phonics: Written	<ul style="list-style-type: none"> Writes word with short vowels (e.g. ag, ig, og, ug) & groups common words into word families 	Observation, Written & Oral	Class workbook Worksheet Checklist	10	By Week 7	
	<ul style="list-style-type: none"> Word building with consonant blends and recognises consonant digraphs at the beginning of words (fl, sl, gr, pl, etc.) Word building with vowel digraphs (oo, ee) 			n/a		
<p><u>Teacher's notes</u> <i>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 (written activity).</i></p>						

**Strengthened CAPS Programme of Assessment (as in Circular S1 of 2017)
EFAL: Grade 2 Term 4**

Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Reading: Oral	Group Guided Reading Sessions <ul style="list-style-type: none"> Assess each learner individually on 50–60 sight words (Big Book, Theme, Reader) 	Observation & Oral	Checklist	n/a	By Week 8	
Reading: Written Comprehension	Choose a short reading passage of 50–60 words (DBE workbook or Reader) Types of questions <ul style="list-style-type: none"> Multiple choice Fill in the missing words (cloze procedure) 	Written	Worksheet Class workbook	5	By Week 7	
Teacher's notes <i>Learners should be assessed on one oral reading activity in the Group Guided Reading session in Week 8. By Week 7 one written comprehension activity should be done as a whole class activity for 15–20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. For SA-SAMS you should have 1 score for Reading (written comprehension).</i>						
Writing	<ul style="list-style-type: none"> Writes at least 3 sentences on a familiar topic/picture using capital letters and full stops 	Written	Class workbook Rubric	5	By Week 7	
Teacher's notes <i>By Week 7/8 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The scoring is to be done according to the rubric. For SA-SAMS one score will be captured for Writing.</i>						
TOTAL SCORE						25
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

ASSESSMENT PROGRAMME IN THE LESSON PLANS		
This table gives an overview of how the assessment programme can be completed.		
The weeks and days when assessments can be done	Component and skills be assessed	Tool
Listening and Speaking		
Week 5, 6 Days 1, 3; Week 7 Day 1	Using a frame, gives a simple recount of at least 3 to 4 sentences on personal news	Rubric
Week 1, 2, 3, 4, 6 Day 1	Demonstrates understanding of some basic vocabulary	Checklist
Week 1, 2, 7, 8 Day 3	Answers simple questions about a story/text	Checklist
Phonics		
Week 5 Day 2	Writes words with short vowels and groups common words into word families	Rubric
Week 1, 2, 7, 8 Day 2	Builds words with consonant blends and recognises consonant digraphs at the beginning of words	Checklist
Week 4 Day 2	Word building with vowel digraphs	Checklist
Reading		
Week 4, 5 Day 3, 4; Week 6 Day 3	Oral reading: Word recognition: Sight words: 50–60 words	Checklist
Week 6 Day 5	Written comprehension: Choose a short passage of 50–60 words: Types of questions – multiple choice; fill in the missing word (cloze procedure)	Worksheet/Class workbook
Writing		
Week 5 Day 4	Writes at least 3 sentences on a familiar topic/picture using capital letters and full stops	Rubric

3. List of Words for Reading Assessment

Reading words: 50–60 sight words in 1–2 minutes		
Ask the learner to read the words from left to right. Give her/him 2 minutes to do this. —————>		
every	day	home
children	wait	Monday
Lesedi's	out	Neo's
Tuesday	soon	does
your	says	Wednesday
Thursday	Friday	ambulance
present	for	baby
brother	eight	they
All	my	buttons
circles	of	them
hearts	squares	orange
stars	marula	fruit
ripe	ready	It's
said	beetle	tortoise
meerkat	warthog	monkey
baboon	jackal	elephant
Sorry	our	birds
that	fly	insect
bee	dragonfly	ladybird
have	do	eat

4. Assessment Worksheet for Reading: Written Comprehension DBE workbook p. 54

Name: _____

Section A

Choose the correct letter for the answer

1. Jabu and Sam were on the

- A. car
- B. bus
- C. train

2. It started to

- A. hail
- B. snow
- C. rain

3. They were scared of the

- A. thunder
- B. lightening
- C. rain

Section B

Fill in the missing words in the paragraph. The paragraph must make sense.

The children ran after the _____ but they were too late. Then it started to rain.

It rained harder and harder. They were _____ of the lightning.

5. Assessment Exemplars for Activities Using the Rubrics

WEEK 4 DAY 3	
ACTIVITY 2	GROUP GUIDED READING: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually 50–60 sight words
RESOURCES	<ul style="list-style-type: none"> Reading word list Stop watch DBE workbook p. 56 Pencils
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to read 50–60 words</p> <ul style="list-style-type: none"> Prepare the learners for the lesson. They should have their DBE workbooks open to p. 56 and pencils on their desks. Tell the learners to complete p. 56. They must look at the picture next to the sentence and then choose one of the pronouns to complete the sentence. Then they must write about a time they got caught in the rain. Remind the learners to use punctuation, i.e. capital letters and full stops. While the rest of the class are completing p. 56 ask individuals from Group 1 to come and read the list of sight words to you in 1–2 minutes. Tell the learner that she/he has 2 minutes to read the list of words. Tell her/him that it does not matter if she/he does not know or read all the words. She/he must try her/his best. Mark the checklist for each learner. Take in the DBE workbooks and mark the page. Reflect on the lesson. 	

WEEK 4 DAY 5	
ACTIVITY 1	GROUP GUIDED READING: ASSESSMENT GROUP 2
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually 50–60 sight words
RESOURCES	<ul style="list-style-type: none"> Reading word list Stop watch DBE workbook p. 57 Pencils
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to read 50–60 words</p> <ul style="list-style-type: none"> Prepare the learners for the lesson. They should have their DBE workbooks open to p. 56 and pencils on their desks. Tell the learners to complete p. 57. They must write the words in the correct order to make a sentence and then fill in the correct letters to make a word. Remind the learners to use punctuation, i.e. capital letters and full stops. While the rest of the class are completing p. 57, ask individuals from Group 2 to come and read the list of sight words to you in 1–2 minutes. Tell the learner that she/he has 2 minutes to read the list of words. Tell her/him that it does not matter if she/he does not know or read all the words. She/he must try her/his best. Mark the checklist for each learner. Take in the DBE workbooks and mark the page. Reflect on the lesson. 	

WEEK 5 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Using a frame, gives a simple recount of at least three to four sentences on personal news
RESOURCES	<ul style="list-style-type: none"> Poster (<i>The Beach</i>) DBE workbook p. 45
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to give a recount</p> <p>Note: 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"> Settle the learners. They should have their DBE workbooks open to p. 45 and their pencils on their desks. While the class completes the bottom of p. 45 in their DBE workbooks (fill in sounds; write three sentences about three pictures) call individual learners from Group 1 to your desk. Ask each learner to tell you about a day at the beach. They can look at the poster as they speak. They must say four or more sentences about a day at the beach. If a learner struggles to tell you about a day at the beach provide, the beginning of the sentences for them. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the record sheet Reflect on the lesson. 	

WEEK 5 DAY 2

ACTIVITY 1	PHONICS: ASSESSMENT WHOLE CLASS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Writes words with short vowels Groups common words into word families
RESOURCES	<ul style="list-style-type: none"> Assessment books, pencils
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to group words into families and to write words with short vowels</p> <ul style="list-style-type: none"> Prepare the learners. They must have their assessment books and pencils on their desks. Write the date and numbers 1–10 on the board. Tell learners to copy the date and numbers into their books. Write the following words (but not the words in brackets – these are the answers) on the board next to the numbers: <ol style="list-style-type: none"> chop, let, shop, red, hop (chop, shop, hop) clap, cup, let, lap, map (clap, lap, map) red, led, meet, bed, seat (red, led, bed) Tell the learners to write the rhyming words together, that is, the words that belong to a family next to each number. Award 1 mark for each correct family: 3 marks. (They must have all the words of the family and no others to get 1 mark.) Tell the learners that you are going to say a word and they must write the word next to the number you say: <ol style="list-style-type: none"> crab drum bled chip cloth grab flat Award 1 mark for each correct answer: 7 marks. Total marks: 10 (3 + 7). Record a mark out of 10 for each learner on the record sheet. Reflect on the lesson. 	

WEEK 5 DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 2
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Using a frame, gives a simple recount of at least three to four sentences on personal news
RESOURCES	<ul style="list-style-type: none"> Poster (<i>The Beach</i>) DBE workbook p. 53
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to give a recount</p> <p>Note: In this lesson, you should assess learners in Group 2.</p> <ul style="list-style-type: none"> Settle the learners. They should have their DBE workbooks open to p. 53 and their pencils on their desks. While the class completes p. 53 in their DBE workbooks (write words in correct box; help children find their way to the tent) call individual learners from Group 2 to your desk. Ask each learner to tell you about a day at the beach. They can look at the poster as they speak. They must say 4 or more sentences about a day at the beach. If a learner struggles to tell you about a day at the beach, provide the beginning of the sentences for them. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the record sheet Reflect on the lesson. 	

WEEK 5 DAY 3

ACTIVITY 2	GROUP GUIDED READING: ASSESSMENT GROUP 3
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually 50–60 sight words
RESOURCES	<ul style="list-style-type: none"> Reading word list Stop watch DBE workbook p. 61 Pencils
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to read 50–60 words</p> <ul style="list-style-type: none"> Prepare the learners for the lesson. They should have their DBE workbooks open to page 56 and pencils on their desks. Tell the learners to complete page 61. They must join the word parts to form words and fill in the words under the correct sounds. Remind the learners to use punctuation i.e. capital letters and full stops. While the rest of the class are completing page 61 ask individuals from Group 3 to come and read the list of sight words to you in 1 – 2 minutes. Tell the learner that s/he has 2 minutes to read the list of words. Tell him/her that it does not matter if s/he does not know or read all the words. S/he must try his/her best. Mark the checklist for each learner. Take in the DBE workbooks and mark the page. Reflect on the lesson. 	

WEEK 5 DAY 4

ACTIVITY 1	WRITING: ASSESSMENT WHOLE CLASS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Writes at least three sentences on a familiar topic/picture using capital letters and full stops
RESOURCES	<ul style="list-style-type: none"> Assessment books, pencils
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to write 3 sentences and correctly use capital letters and full stops</p> <ul style="list-style-type: none"> Prepare the learners for the lesson. They must have their assessment books and pencils on their desks. They must all be able to see the poster. Say: You must write at least three sentences about a day at the beach. Remind the learners to use capital letters and full stops. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Writing. Record a mark out of 5 for Writing for each learner on the record sheet Reflect on the lesson. 	

WEEK 5 DAY 5

ACTIVITY 2	GROUP GUIDED READING: ASSESSMENT GROUP 4
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually 50–60 sight words
RESOURCES	<ul style="list-style-type: none"> Reading word list Stop watch DBE workbook p. 55 Pencils
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to read 50–60 words</p> <ul style="list-style-type: none"> Prepare the learners for the lesson. They should have their DBE workbooks open to page 56 and pencils on their desks. Tell the learners to complete page 55. They must look at the picture on the opposite page and write a sentence and then fill the correct words into the sound boxes. Remind the learners to use punctuation i.e. capital letters and full stops. While the rest of the class are completing page 55 ask individuals from Group 4 to come and read the list of sight words to you in 1 – 2 minutes. Tell the learner that s/he has 2 minutes to read the list of words. Tell him/her that it does not matter if s/he does not know or read all the words. S/he must try his/her best. Mark the checklist for each learner. Take in the DBE workbooks and mark the page. Reflect on the lesson. 	

WEEK 6 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 3
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Using a frame, gives a simple recount of at least three to four sentences on personal news
RESOURCES	<ul style="list-style-type: none"> Poster (<i>The Beach</i>) DBE workbook p. 52
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to give a recount</p> <p>Note: In this lesson, you should assess learners in Group 3.</p> <ul style="list-style-type: none"> Settle the learners. They should have their DBE workbooks open to page 53 and their pencils on their desks. While the class completes p. 52 in their DBE workbooks (write three sentences about pictures; add plural s to words) call individual learners from Group 3 to your desk. Ask each learner to tell you about a day at the beach. They can look at the poster as they speak. They must say four or more sentences about a day at the beach. If a learner struggles to tell you about a day at the beach, provide the beginning of the sentences for them. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the record sheet. Reflect on the lesson. 	

WEEK 6 DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 4
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Using a frame, gives a simple recount of at least three to four sentences on personal news
RESOURCES	<ul style="list-style-type: none"> Poster (<i>The Beach</i>) DBE workbook p. 49
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to give a recount</p> <p>Note: In this lesson, you should assess learners in Group 4.</p> <ul style="list-style-type: none"> Settle the learners. They should have their DBE workbooks open to p. 49 and their pencils on their desks. While the class completes p. 49 in their DBE workbooks (past tense sentences and punctuation) call individual learners from Group 4 to your desk. Ask each learner to tell you about a day at the beach. They can look at the poster as they speak. They must say four or more sentences about a day at the beach. If a learner struggles to tell you about a day at the beach, provide the beginning of the sentences for them. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the record sheet. Reflect on the lesson. 	

WEEK 6 DAY 3

ACTIVITY 2	GROUP GUIDED READING: ASSESSMENT GROUP 5
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually 50–60 sight words
RESOURCES	<ul style="list-style-type: none"> Reading word list Stop watch DBE workbook p. 41 Pencils
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learners' ability to read 50–60 words</p> <ul style="list-style-type: none"> Prepare the learners for the lesson. They should have their DBE workbooks open to p. 56 and pencils on their desks. Tell the learners to complete p. 41. They must copy the words into the correct spaces on the train. Remind the learners to use punctuation, i.e. capital letters and full stops. While the rest of the class are completing p. 41, ask individuals from Group 5 to come and read the list of sight words to you in 1–2 minutes. Tell the learner that she/he has 2 minutes to read the list of words. Tell her/him that it does not matter if she/he does not know or read all the words. She/he must try her/his best. Mark the checklist for each learner. Take in the DBE workbooks and mark the page. Reflect on the lesson. 	

WEEK 6 DAY 5

ACTIVITY 1	READING: WRITTEN COMPREHENSION ASSESSMENT WHOLE CLASS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Written comprehension • Answers multiple choice questions and fills in the missing words (cloze procedure)
RESOURCES	<ul style="list-style-type: none"> • DBE workbook p. 54 • Assessment Worksheet for Reading: Written Comprehension
ACTIVITY DESCRIPTION	
<p>Focus of the lesson: Assesses learner's ability to read a story, answer multiple choice questions and fill in the missing words (cloze procedure)</p> <p>Before the lesson: Make copies of the Assessment Worksheet for Reading: Written Comprehension for each learner in the class.</p> <ul style="list-style-type: none"> • Prepare the learners for the lesson. Their DBE workbooks should be open to p. 54 and they should have a copy of the worksheet and pencils on their desks. • Read the story with the learners. • Then read Section A's question number 1 and tell the learners that they have to circle the correct answer, i.e. they must circle either A, B, or C. • Read Section A's question 2 and 3 and the learners circle their answers. • Read Section B and the learners answer these questions. Explain to the learners that they must fill in the missing words in the short paragraph. • Take in the worksheets and mark them giving 1 mark for each correct answer. • Total: 5 marks. • Record a mark out of 5 for each learner on the record sheet. • Reflect on the lesson. 	

WEEK 7 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 5
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Using a frame, gives a simple recount of at least three to four sentences on personal news
RESOURCES	<ul style="list-style-type: none"> • Poster (<i>The Beach</i>) • DBE workbook p. 37
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to give a recount</p> <p>Note: In this lesson, you should assess learners in Group 5.</p> <ul style="list-style-type: none"> • Settle the learners. They should have their DBE workbooks open to p. 37 and their pencils on their desks. • While the class completes p. 37 in their DBE workbooks (paste in the stickers and then write a sentence saying whether you like or do not like the food) call individual learners from Group 5 to your desk. • Ask each learner to tell you about a day at the beach. They can look at the poster as they speak. They must say four or more sentences about a day at the beach. • If a learner struggles to tell you about a day at the beach, provide the beginning of the sentences for them. • Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. • Record a mark out of 5 for Listening and Speaking for each learner on the record sheet. • Reflect on the lesson. 	

6. Suggested Rubrics

EFAL: GRADE 2 TERM 4: SUGGESTED RUBRICS					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Using a frame, gives a simple recount of 3 to 4 sentences on personal news	Using a frame, gives a simple recount of 1 sentence with support	Using a frame, gives a simple recount of 2 sentences on personal news	Using a frame, gives a simple recount of 3 sentences on personal news	Using a frame, gives a simple recount of 4 sentences on personal news	Using a frame, gives a simple recount of 4 sentences and more on personal news
WRITING					
Activity	1	2	3	4	5
Writes 3 sentences on a familiar topic/ picture using capital letters and full stops	Write a 1 word caption for the picture with support	Writes a sentence of 3 words with support	Writes 1 simple sentence about a picture independently	Writes 2 simple sentences about a picture using capital letters and full stops	Writes 3 simple sentences about a picture using capital letters and full stops

7. Checklist

EFAL: GRADE 2 TERM 4: CHECKLIST

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	Comment
Demonstrates an understanding of some basic vocabulary		Builds words with consonant blends at the beginning of words (gr, pr, sl, fl, etc.) and recognises vowel digraphs (oo, ee)	Assess each learner on oral reading: Choose a text which has at least 60–70 words and ask questions about the text	
Answers simple literal questions about story/text				
Date				
Names of learners				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

✓/x

8. Assessment Record Sheet

EFAL: GRADE 2 TERM 4: SCORES USING RUBRICS Record your scores for each learner here, then copy them into SA-SAMS					
	Listening & Speaking	Phonics	Reading	Writing	Comment
	Using a frame, gives a simple recount of 3 to 4 sentences on personal news, etc.	Written activity: Writes words with short vowels (e.g. ag, ig, og, ug) and groups common words into word families	Written comprehension: Choose a short reading passage of 50-60 words Types of questions: Multiple choice Fill in the missing words	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	
	Date			5	
	Score	10	5	5	
	Names of learners				
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

9. Tracking and Reflecting Tools

9.1 Conventional classrooms¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner ² for details of the week's work (or the ATP for subjects without planners)				
Class (or subject for FP)				
On track by end of week? (Yes/no)				
How many learners are working confidently? ³ (Rough estimate)				
How many learners in this class?				
DAY⁴	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:				
What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?	
DH:			Date:	

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

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

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

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

9.2 Multigrade classrooms¹

NAME OF TEACHER: _____

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

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

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

³ Yes/no?

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



Jika iMfundo
what I do matters

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

The Shed
The Pines
9 Gordon Hill Road
Parktown
2193

Tel: +27 10 880 2431

Email: admin@pilo.co.za

ISBN: 978-1-990904-77-6