





**GRADE 2**

# **isiZulu**

## **Home Language**

Teacher Toolkit:  
CAPS Planner, Tracker and  
Assessment Resources

**TERM 4**

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# A. ABOUT THE PLANNER AND TRACKER

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

It provides a plan of what should be taught each day of the term. The plan for isiZulu in the Foundation Phase is linked to the daily lesson plans. By following the programme in the planner and 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* and if you are not, you can strategise with your department head and peers as to how best to make up time to ensure that all the work for the term is completed.

In addition, the planner and tracker encourages you to reflect on what in your lessons is effective, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the planner and tracker encourages continuous improvement in practice.

This document also contains support for assessment<sup>1</sup> (in Section C), as shown below:

- The DBE programme of assessment for Term 4 for Home Language – as distributed in October 2017.
- The DBE rubrics and checklists for the specified assessment activities.
- The assessment programme in the lesson plans: This shows you in which week/s and on which day/s you can conduct assessments using the rubric or checklist provided.
- Assessment exemplars: These are activities for each component that can be assessed this term using the rubric provided. You may use these, set your own assessments or use exemplars provided by the DBE (national or provincial). All assessments take place in the usual time scheduled for the component being assessed.
- Assessment record sheet: This sheet has columns for you to record marks for each of the activities which are assessed using a rubric (the activity exemplars provided in Section C, or your own). The record sheet is found at the end of the planner and 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.

**Note:** The lesson plans to which this tracker is linked are designed for a fourth 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. 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 language component – such as Listening and Speaking
3. Lesson page number
4. DBE workbook page to be used in the lesson
5. Resources needed
6. Date completed.

## **Weekly reflection**

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

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

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

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand/do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week? If not, what will you do to 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 again, and also forms the basis for collegial conversations with your DH, and your peers.

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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.

# 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.

Isonto 1					
Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	8		<ul style="list-style-type: none"> <li>• Iphosta: <i>Ukuhlanza indawo</i></li> </ul>	
	2. Imisindo	8		<ul style="list-style-type: none"> <li>• Amafleshi-khadi emisindo: <b>sw, tw, zw, xw, qw, gc, gx, gq</b></li> <li>• Amagama afundwayo: uswidi, itwetwe, isixwembe, qwaqwada gcizelela, gqabula, gxambukela, isigqoko</li> <li>• Izincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	9		<ul style="list-style-type: none"> <li>• Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	10		<ul style="list-style-type: none"> <li>• Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>• Ukufunda ngababili/ngokuzimela – incwadi yomfundi ngamunye noma incwadi yokufunda ngokuhlanganyela noma incwadi yokufunda ngamaqembu okulawulwayo esifundiwe noma incwadi yezindaba zase-Afrika</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	11		<ul style="list-style-type: none"> <li>• Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>• Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	12		<ul style="list-style-type: none"> <li>• Amaphosta: <i>Igceke lepulazi</i> kanye nethi <i>Ukuhlanza indawo</i></li> <li>• Izithombe zomagazini noma zephephandaba ezi-3 azehlukene</li> </ul>	
3	1. Imisindo	12		<ul style="list-style-type: none"> <li>• Amafleshi-khadi emisindo: <b>ts, ndl, nhl, nsw, chw</b></li> <li>• Amagama afundwayo: tsaza, indlovu, inhlalo, nswininiza, ichweba</li> <li>• Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	13		<ul style="list-style-type: none"> <li>• Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	14		<ul style="list-style-type: none"> <li>• Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>• Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	4. Ukufunda ngokuhlanganyela	15	90	<ul style="list-style-type: none"> <li>• Incwadi ye-DBE</li> </ul>	

### Isonto 1

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
4	1. Ukulalela nokukhuluma	15		<ul style="list-style-type: none"> <li>Iphosta: <i>Ukuhlanza indawo</i></li> </ul>	
	2. Ukubhala	16		<ul style="list-style-type: none"> <li>Iphosta: <i>Ukuhlanza indawo</i></li> <li>Izincwadi zokubhala</li> <li>Amapensela</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	17		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
5	1. Imisindo	18		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo	18	74	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukubhala	19		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> </ul>	

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

**Umphathi Womnyango:**

**Usuku:**



## Isonto 2

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	20		<ul style="list-style-type: none"> <li>Isinkwa, ibhotela, ujamu, ummese</li> </ul>	
	2. Imisindo	21		<ul style="list-style-type: none"> <li>Ifleshi-khadi yomsindo: <b>ncw</b></li> <li>Amagama afundwayo: incwadi, kumuncwana, incwasimende, incwincwi, ncwela</li> <li>Lzincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	22		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	22		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	23		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	24		<ul style="list-style-type: none"> <li>Izikhangiso ezi-2 noma ezi-3 ezehlukene ezithathwe kumagazini noma ephephandabeni</li> </ul>	
3	1. Imisindo	24		<ul style="list-style-type: none"> <li>Ifleshi-khadi yomsindo: <b>ndw</b></li> <li>Amagama afundwayo: indwangu, ndwaza, izindwani, udwendwe, emlandweni</li> <li>Lzincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	25		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo	26	77	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>Incwadi ye-DBE</li> </ul>	
	4. Ukufunda ngokuhlanganyela	27	104	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
4	1. Ukulalela nokukhuluma	27	70	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
	2. Ukubhala	28		<ul style="list-style-type: none"> <li>I-aphula, iwolintshi, ubhanana, isitsha, ummese</li> <li>Uhla lokwenza ukudla olumbalwa olukomagazini, encwadini noma ephephandabeni lokupheka</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	29		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
5	1. Imisindo	30		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	31		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukubhala	32		<ul style="list-style-type: none"> <li>Lzincwadi zokubhala</li> </ul>	

## Isonto 2

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umpathi Womnyango:

Usuku:

### Isonto 3

\*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma ukuhlola Iqembu 1	33		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> </ul>	
	2. Imisindo	34		<ul style="list-style-type: none"> <li>Ilfleshi-khadi yomsindo: <b>ngw</b></li> <li>Amagama afundwayo: ingwe, ingwenya, esangweni, ingwebu, insengwakazi</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	35		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	36		<ul style="list-style-type: none"> <li>Ukufunda ngamaqembu okulawulwayo: <i>Siyabhaka nogogo</i></li> <li>Amafleshi-khadi amagama afundwa ngokubukwa bese uwasho: usitshengisa, izitsha</li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	37		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Siyabhaka nogogo</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	38	110	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
3	1. Imisindo	38		<ul style="list-style-type: none"> <li>Ilfleshi-khadi yomsindo: <b>ntw</b></li> <li>Amagama afundwayo: intwala, ntwela, intwasahlobo, umntwana, intwabi</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	39		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	40		<ul style="list-style-type: none"> <li>Ukufunda ngamaqembu okulawulwayo: <i>Siyabhaka nogogo</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	4. Ukufunda ngokuhlanganyela	41	82	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
4	*1. Ukulalela nokukhuluma ukuhlola Iqembu 2 ( <i>uhhafu</i> )	41	81	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> </ul>	
	2. Ukubhala	42		<ul style="list-style-type: none"> <li>Iphosta: <i>Ukulima</i></li> <li>Izincwadi zokubhala</li> <li>Amapensela</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	43		<ul style="list-style-type: none"> <li>Ukufunda ngamaqembu okulawulwayo: <i>Siyabhaka nogogo</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
5	1. Imisindo	44		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	45	114	<ul style="list-style-type: none"> <li>Ukufunda ngamaqembu okulawulwayo: <i>Ibhubesi negundane</i></li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukubhala	46		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> </ul>	

### Isonto 3

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

## Isonto 4

\*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma ukuhlola Iqembu 3	47		<ul style="list-style-type: none"> <li>Lzincwadi zokubhala</li> </ul>	
	2. Imisindo	48		<ul style="list-style-type: none"> <li>Ilfeshi-khadi yomsindo: <b>nkw</b></li> <li>Amagama afundwayo: isinkwa, inkwali, isinkwe, inkwethu, inkwishi, isikhonkwane, inkwabazane, inkwantshu, inkweli, izinkwazi</li> <li>Lzincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	49		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	50		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Idolobha lakithi</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	51		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Idolobha lakithi</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	52	90	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> <li>Iphapha lokusebenzela 1: Ukuqondisisa okubhaliwe</li> </ul>	
3	1. Imisindo	52		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukubhala ngesandla	53		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	54		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Idolobha lakithi</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	4. Ukufunda ngokuhlanganyela	55		<ul style="list-style-type: none"> <li>Izikhangiso ezihlukene ezi-3</li> </ul>	
4	*1. Ukulalela nokukhuluma ukuhlola Iqembu 2 ( <i>uhhafu</i> )	55	85	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> <li>Amapensela</li> </ul>	
	2. Ukubhala	55	78, 79	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo	56		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Ukufunda <i>Idolobha lakithi</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
5	1. Imisindo	57		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	58		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Idolobha lakithi</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukubhala	59		<ul style="list-style-type: none"> <li>Ushokoledi oshisayo, amanzi, ubisi, ushukela, inkomishi, ithisipuni, igedlela</li> <li>Lzincwadi zokubhala</li> </ul>	

## Isonto 4

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

## Isonto 5

\*= irubhriki yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma ukuhlola Iqembu 4	60		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> </ul>	
	2. Imisindo	60		<ul style="list-style-type: none"> <li>Ilfeshi-khadi yomsindo: <b>njw</b></li> <li>Amagama afundwayo: injwayelo, bunjwa, uMbanjwa, banjwa, umlanjwana, isithunjwa, eziqanjwe, isethenjwa, ubanjwe, izithunjwa</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	*3. Ukubhala ngesandla ukuhlola abafundi bonke	61		<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> </ul>	
2	*1. Ukufunda: Ukufunda ngamaqembu okulawulwayo: ukuhlola Iqembu 1	61	70, 71	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Siyabhaka nogogo</i></li> <li>Izincwadi ze-DBE</li> </ul>	
	*2. Ukufunda: Ukufunda ngamaqembu okulawulwayo: ukuhlola Iqembu 2	61	86, 87	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Siyabhaka nogogo</i></li> <li>Izincwadi ze-DBE</li> </ul>	
	3. Ukufunda ngokuhlanganyela	61	112	<ul style="list-style-type: none"> <li>Iphepha lokusebenzela 2: Ukuqondisisa okubhaliwe</li> <li>Inzicwadi ze-DBE</li> </ul>	
3	1. Imisindo	62		<ul style="list-style-type: none"> <li>Iphepha lokusebenzela 2: Ukuqondisisa okubhaliwe</li> </ul>	
	2. Ukubhala ngesandla	62		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	*3. Ukufunda: Ukufunda ngamaqembu okulawulwayo: ukuhlola Iqembu 3	63	122	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Siyabhaka nogogo</i></li> <li>Izincwadi ze-DBE</li> <li>Amapensela</li> </ul>	
	4. Ukufunda ngokuhlanganyela	63	112	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
4	1. Ukulalela nokukhuluma ukuhlola	63			
	*2. Ukubhala ukuhlola abafundi bonke	64		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> </ul>	
	*3. Ukufunda: Ukufunda ngamaqembu okulawulwayo: ukuhlola Iqembu 4	64	104	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Siyabhaka nogogo</i></li> <li>Izincwadi ze-DBE</li> <li>Amapensela</li> </ul>	
5	1. Imisindo	64		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	*2. Ukufunda: Ukufunda ngamaqembu okulawulwayo: ukuhlola Iqembu 5	65	123, 125	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Siyabhaka nogogo</i></li> <li>Izincwadi ze-DBE</li> <li>Amapensela</li> </ul>	
	3. Ukubhala	65	80	<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> <li>Izincwadi ze-DBE</li> </ul>	

## Isonto 5

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:



## Isonto 6

\*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma ukuhlola Iqembu 5	66		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> </ul>	
	*2. Imisindo ukuhlola abafundi bonke	66		<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> </ul>	
	3. Ukubhala ngesandla	66		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	67		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Idolobha lakithi</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	68		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Idolobha lakithi</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	*3. Ukuhlola ukufunda: ukufunda ngokuqondisisa okubhaliwe	68	108	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Iphepha lokusebenzela 3: Ukuqondisisa okubhaliwe</li> </ul>	
3	1. Imisindo	69		<ul style="list-style-type: none"> <li>Ifleshi-khadi yomsindo: <b>nqw</b></li> <li>Amagama afundwayo: inqwaba, emgonqweni, nqwaza, izinqwaba, nqwabelanisa, inqwabakazi, umnqwazo, ebhinqwa, ukunqwabelana</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	70		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	70		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Idolobha lakithi</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	4. Ukufunda ngokuhlanganyela	71	108	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
4	1. Ukulalela nokukhuluma	72		<ul style="list-style-type: none"> <li>Iphepha le-A4</li> <li>Amakhrayoni</li> </ul>	
	2. Ukubhala	72		<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	73		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Idolobha lakithi</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
5	1. Imisindo	74		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	75		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Idolobha lakithi</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukubhala	76		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> </ul>	

## Isonto 6

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

## Isonto 7

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	78		<ul style="list-style-type: none"> <li>Iphosta: <i>Ukulima</i></li> <li>Iphepha le-A4</li> <li>Amapensela</li> </ul>	
	2. Imisindo	78		<ul style="list-style-type: none"> <li>Ilfleshi-khadi yomsindo: <b>nzw</b></li> <li>Amagama afundwayo: izinzwane, inzwabethi, inzwa, enkonzweni, ukuhlinzwa, ukukhonzwa, izinzwa, ukuhlanzwa, esihlanzweni, ukuhlonzwa</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	79		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	80		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>iNingizimu Afrika ngeyethu</i></li> <li>Amafleshi-khadi amagama afundwa ngokubukwa bese uwasho: nesitshalo, Springboks, yintshe, Proteas</li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	81		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>iNingizimu Afrika ngeyethu</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	82	116	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
3	1. Imisindo	82		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukubhala ngesandla	83		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	84		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>iNingizimu Afrika ngeyethu</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	4. Ukufunda ngokuhlanganyela	84	76	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
4	1. Ukulalela nokukhuluma	85		<ul style="list-style-type: none"> <li>Iphosta: <i>Ukulima</i></li> <li>Iphepha le-A4 (elesifundo esedlule)</li> </ul>	
	2. Ukubhala	86		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> <li>Iphosta: <i>Ukulima</i></li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	87		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>iNingizimu Afrika ngeyethu</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	

## Isonto 7

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
5	1. Imisindo	88		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	89		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>iNingizimu Afrika ngeyethu</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukubhala	90		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> </ul>	

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

### Isonto 8

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	91			
	2. Imisindo	92		<ul style="list-style-type: none"> <li>Lzincwadi zokuhlolwa</li> </ul>	
	3. Ukubhala ngesandla	92		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo	93	116, 117	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>iNingizimu Afrika ngeyethu</i></li> <li>Incwadi ye-DBE</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	94	82, 83	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>iNingizimu Afrika ngeyethu</i></li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukufunda ngokuhlanganyela	94	73	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
3	1. Imisindo	95		<ul style="list-style-type: none"> <li>Amagama afundwayo: isinkwa, inkwethu, injwayelo, umlanjwana, izinzwa, ukuhlanzwa</li> <li>Lzincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	96		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	96		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>iNingizimu Afrika ngeyethu</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	4. Ukufunda ngokuhlanganyela	97	70	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
4	1. Ukulalela nokukhuluma	98			
	2. Ukubhala	98		<ul style="list-style-type: none"> <li>Lzincwadi zokubhala</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	99		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>iNingizimu Afrika ngeyethu</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
5	1. Imisindo	100		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	101		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>iNingizimu Afrika ngeyethu</i></li> <li>Lzincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukubhala	102		<ul style="list-style-type: none"> <li>Lzincwadi zokubhala</li> </ul>	

## Isonto 8

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

### Isonto 9

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	103	82	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
	2. Imisindo	104		<ul style="list-style-type: none"> <li>Amagama afundwayo: ingwebu, insengwakazi udwendwe, bindwa, incwadi, indwangu</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	104		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo	105	97	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4</li> <li>Incwadi ye-DBE</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	106	107	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4</li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukufunda ngokuhlanganyela	106	98	<ul style="list-style-type: none"> <li>Inzincwadi ze-DBE</li> </ul>	
3	1. Imisindo	107		<ul style="list-style-type: none"> <li>Amagama afundwayo: inkweli, izinkwazi umntwana, intwabi</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	107		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	108		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4</li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	4. Ukufunda ngokuhlanganyela	108		<ul style="list-style-type: none"> <li>Iculo</li> </ul>	
4	1. Ukulalela nokukhuluma	109	97	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
	2. Ukubhala	109		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	110		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4</li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
5	1. Imisindo	111		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	112		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4</li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukubhala	113		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> </ul>	

## Isonto 9

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:



# 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. STRENGTHENED CAPS PROGRAMME OF ASSESSMENT (AS IN CIRCULAR S1 OF 2017)					
HOME LANGUAGE: GRADE 2: TERM 4					
Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed
Listening and Speaking	<ul style="list-style-type: none"> <li>Role play a familiar situation: Show-and-tell</li> </ul>	Oral	Rubric	5	By Week 5
<p><b>Teacher's Note:</b> By Week 5 each learner must be assessed on her/his ability to roleplay a familiar situation (show-and-tell, etc) or perform a dialogue with a peer or in a group. The checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS there must be 1 score for Listening and Speaking.</p>					
Phonics: Written	<p><b>Word level and Sentence level</b></p> <ul style="list-style-type: none"> <li>Suffixes such as <b>-ly, -ies</b></li> <li>'Silent e'/split digraph in words such as <b>cake, time, hope</b></li> <li>Builds words and sentences using the phonic sounds and vocabulary</li> </ul>	Written	Checklist	n/a	By Week 6
				Worksheet/ Class workbook	
<p><b>Teacher's Note:</b> The written phonic activity should be done as a whole class activity by Week 6 in a worksheet format which will also include written comprehension and language usage skills. For SA-SAMS there must be 2 scores (written phonic activity and spelling).</p>					
Oral Reading	<ul style="list-style-type: none"> <li>Assess each learner on oral reading, choose a text (DBE workbook, reader) which has at least <b>70-80 words</b> and ask questions related to the text (observe word recognition, fluency &amp; comprehension)</li> </ul>	Observation & Oral	Checklist & Rubric	5	By Week 5

Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Written Comprehension	<p>Choose a passage with <b>70–80 words</b> (DBE workbook or reader)</p> <p><b>Types of questions</b></p> <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Close procedure</li> <li>Sequence events in a story</li> <li>Recall and higher order type questions (Who, What, When, How, etc.)</li> </ul>	Oral & Written	Worksheet Class workbook	15	By Week 6	
<p><b>Teacher's Note:</b> During your Group Guided Reading sessions assess every learner on oral reading (word recognition, fluency, comprehension, e.g. 2–3 oral questions) for a maximum time of 2–3 minutes per learner). The checklist should be used for recording and scoring to be done according to the rubric.</p> <p>The written language activities in Week 6 will include <b>Phonics, Comprehension and Language Usage Skills</b> which should be done in a worksheet format with the whole class and the duration should be between 25–30 minutes. These activities must be mediated (passage and questions should be read and individual learners should be supported and given more time to complete these activities). The assessment items should be differentiated and must cater for varying cognitive levels (easy items 40%, moderate items 50%, difficult items 10 %). The DBE workbook and other curriculum resources may be used to select appropriate grade level assessment items. For SA-SAMS, 2 scores will be captured for Reading (oral reading and one written comprehension).</p>						
Handwriting	<ul style="list-style-type: none"> <li>Copies and writes short words, some commonly used capital letters and short sentences in the joined/cursive script</li> </ul>	Observation & Written	Class workbook/ Rubric	5	By Week 6	
<p><b>Teacher's Note:</b> Learners should be assessed on <u>1 written</u> recording. The checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS, 1 score will be captured for Handwriting.</p>						
Writing: Language Usage Skills	<ul style="list-style-type: none"> <li>Organises information in a chart or table</li> <li>Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration</li> <li>Uses correct punctuation (full stops, commas, question marks and exclamation marks)</li> <li>Uses prepositions</li> <li>Uses pronouns (<b>I, my, we, they, his, her, she, he</b>)</li> <li>Uses present, past and future tenses correctly</li> <li>Writes the plurals of nouns (<b>s, es</b>)</li> </ul>	Written	Checklist  Worksheet Class workbook	n/a  10	By Week 7	
<p><b>Teacher's Note:</b> In Week 7 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SA-SAMS 1 score will be captured for Writing (Language Usage Skills).</p>						
<b>TOTAL SCORE</b>			<b>50</b>			
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

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 to be assessed	Tool
<b>Listening and Speaking</b>		
Week 3, 4 Day 1, 4; Week 5, 6 Day 1	Role plays a familiar situation: Show-and-tell	Rubric
<b>Phonics</b>		
Most phonic lessons	Learns 3-letter sounds; recognises suffixes in words; builds words using sounds that have been learnt	Class workbook
Week 6 Day 1	Recognises the relationships between 3-letter sounds and 2-letter sounds; builds words using sounds learnt through the year; builds, sounds and spells words using the knowledge of sounds learnt	Class workbook
<b>Reading</b>		
Week 5 Day 2, 3, 4, 5	Oral reading: Assess each learner's oral reading: Choose a text which has at least 70–80 words and ask questions related to the text	Rubric
Week 6 Day 2	Written comprehension: Choose a passage with 70–80 words and ask the following types of questions – multiple choice; close procedure; sequence events in a story; recall and higher order questions	Worksheet/ Class workbook
<b>Handwriting</b>		
Week 4 Day 1	Copies and writes short words, some commonly used capital letters and a short sentence in joined script or cursive writing	Rubric/ Class workbook
<b>Writing</b>		
Week 5 Day 4	Writes at least two paragraphs (10 sentences) on personal experiences or events, using language usage skills, correct punctuation, spelling and adjectives	Rubric/Class workbook
Week 4 Day 4; Week 5 Day 5	Organises information on a chart or table	Checklist
Week 1, 3, 7 Day 4, 5	Writes at least two paragraphs (10 sentences) on personal experiences or events	Checklist

### 3. ASSESSMENT WORKSHEET FOR READING COMPREHENSION

#### Iphapha Lokusebenzela 3: Ukuhlola Ukuqondisisa Okubhaliwe: Izincwadi ze-DBE Ikhasi le-108

Igama: \_\_\_\_\_

#### Ingxenye A

**Khetha uhlamvu olufanele lwempendulo (2 amamaki)**

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1. UBusi noPhumi bahamba beyobheka | 2. Uneminyaka emingaki uBusi? |
| A. ingadi                          | A. 12                         |
| B. ibhayisikili                    | B. 8                          |
| C. incwadi                         | C. 9                          |

#### Ingxenye B

**Gcwalisa amagama angekho esigabeni. Isigaba kufanele senze umqondo. (3 amamaki)**

OBusi noPhumi baye bayobona ..... Umthengisi  
..... wathi. "Ningalithengi ningaligibelanga nalizwa."  
UBusi uye waligibela ibhayisikili walizwa. .... ukuba nejubane.

#### Ingxenye C

**Bhala izinombolo zemisho elandelayo ngokulandelana kwayo ukuze ixoxe indaba. (4 amamaki)**

1. "Abangane bamelwe ukuba njalo," kusho uPhumi.
  2. Inkinga ukuthi libiza amaR60 kanti uBusi uphethe amaR50 kuphela.
  3. OBusi noPhumi baye bayobona ibhayisikili.
  4. UPhumi wamsiza uBusi esivandeni.
- .....

#### Ingxenye D

**Phendula imibuzo elandelayo ngokugcwele.**

1. Libiza malini ibhayisikili? (imaki eli-1)  
.....
2. Ubani owanika uBusi u-R50? (imaki eli-1)  
.....
3. Ukusize kanjani omunye wabangani bakho? (amamaki ama-2)  
.....  
.....
4. Ucabanga ukuthi ubaba kaBusi kwakufanele ayomsebenzisa esivandeni ukuze athole u-R10? Yithi yebo noma cha, bese usho ukuthi kungani kunjalo noma kungani kungenjalo. (amamaki ama-2)  
.....  
.....  
.....

## 4. ASSESSMENT EXEMPLARS FOR ACTIVITIES USING RUBRICS

WEEK 3 DAY 1 / ISONTO 3 USUKU 1	
ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 1 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 1
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> <li>• Ukulingisa isimo sangempela</li> </ul>
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> <li>• Izincwadi zokubhala</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokulingisa ukwenza isemishi noma isaladi yezithelo</p> <p><b>Qaphela:</b> Abafundi kufanele bahlolwe ngamunye. Kufanele wehlukhanise ikhosi libe amaqembu ama-5 futhi uhlole abafundi eqenjini elilodwa esifundweni ngasinye semizuzu engama-30, bese kuba uhhafu weqembu ezifundweni zemizuzu eyi-15. Uzophinda isifundo izikhathi eziyisi-6 ukuze uhlole iqembu ngalinye. Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 1.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokubhala kanye namapensela emadeskini abo.</li> <li>• Tshela abafundi ukuba badwebe isithombe semindeni yabo, bese bebhala imisho emi-5 emayelana nemindeni yabo.</li> <li>• Ngesikhathi abafundi bematasa ngokubhala umsebenzi wabo, biza umfundi ngamunye oseQenjini 1 ukuba eze edeskini lakho.</li> <li>• Cela umfundi ukuba alingise indlela yokweza isemishi likajamu noma isaladi yezithelo futhi akutshela ukuthi wenzani njengoba enza okuthile.</li> <li>• Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlala neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

WEEK 3 DAY 4 / ISONTO 3 USUKU 4	
ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 2 (half) UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 2 (uhhafu)
TIME / ISIKHATHI	15 minutes / Imizuzu eyi-15
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> <li>• Ukulingisa isimo sangempela</li> </ul>
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> <li>• Izincwadi ze-DBE ikhasi lama-81</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokulingisa ukwenza isemishi noma isaladi yezithelo</p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole uhhafu wabafundi abaseQenjini 2.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokubhala kanye namapensela emadeskini abo.</li> <li>• Tshela abafundi ukuba bavule izincwadi zabo ze-DBE ekhasini lama-81 bese beqedela ithebula kanye nemidwebo.</li> <li>• Ngesikhathi abafundi bematasa ngokubhala umsebenzi wabo, biza umfundi ngamunye oseQenjini 2 ukuba eze edeskini lakho.</li> <li>• Cela umfundi ukuba alingise indlela yokweza isemishi likajamu noma isaladi yezithelo futhi akutshela ukuthi wenzani njengoba enza okuthile.</li> <li>• Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlala neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

## WEEK 4 DAY 1 / ISONTO 4 USUKU 1

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 3 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 3
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>• Ukulingisa isimo sangempela</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>• Izincwadi zokubhala</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b><u>Injongo yesifundo:</u> Ukuhlola ikhono labafundi lokulingisa ukwenza isemishi noma isaladi yezithelo</b></p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 3.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokubhala kanye namapensela emadeskini abo.</li> <li>• Tshela abafundi ukuba badwebe isithombe sabo bese bebhala imisho emi-5 emayelana nabo.</li> <li>• Ngesikhathi abafundi bematasa ngokubhala umsebenzi wabo, biza umfundi ngamunye oseQenjini 3 ukuba eze edeskini lakho.</li> <li>• Cela umfundi ukuba alingise indlela yokweza isemishi likajamu noma isaladi yezithelo futhi akutshele ukuthi wenzani njengoba enza okuthile.</li> <li>• Sebenzisa irubhriki esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

## WEEK 4 DAY 4 / ISONTO 4 USUKU 4

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 2 (half) UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 2 (uhhafu)
<b>TIME / ISIKHATHI</b>	15 minutes / Imizuzu eyi-15
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>• Ukulingisa isimo sangempela</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>• Izincwadi ze-DBE ikhasi lama-85, amapensela</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b><u>Injongo yesifundo:</u> Ukuhlola ikhono labafundi lokulingisa ukwenza isemishi noma isaladi yezithelo</b></p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole lona omunye uhhafu wabafundi abaseQenjini 2.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokubhala kanye namapensela emadeskini abo.</li> <li>• Tshela abafundi ukuba bavule ikhasi lama-81 ezincwadini zabo ze-DBE futhi bahlanganise izingxenye zamagama bese bethola izithombe eziqondana namagama.</li> <li>• Ngesikhathi abafundi bematasa ngokubhala umsebenzi wabo, biza umfundi ngamunye oseQenjini 2 ukuba eze edeskini lakho.</li> <li>• Cela umfundi ukuba alingise indlela yokweza isemishi likajamu noma isaladi yezithelo futhi akutshele ukuthi wenzani njengoba enza okuthile.</li> <li>• Sebenzisa irubhriki esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

## WEEK 5 DAY 1 / ISONTO 5 USUKU 1

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 4 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 4
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>• Ukulingisa isimo esingokoqobo</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>• Izincwadi zokubhala</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokulingisa ukwenza isemishi noma isaladi yezithelo</p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 4.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokubhala kanye namapensela emadeskini abo.</li> <li>• Tshela abafundi ukuba badwebe isithombe sesikole sabo kanye nemisho emi-5 emayelana nesikole sabo.</li> <li>• Ngesikhathi abafundi bematasa ngokubhala umsebenzi wabo, biza umfundi ngamunye oseQenjini 4 ukuba eze edeskini lakho.</li> <li>• Cela umfundi ukuba alingise indlela yokweza isemishi likajamu noma isaladi yezithelo futhi akutshele ukuthi wenzani njengoba enza okuthile.</li> <li>• Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

## WEEK 5 DAY 1 / ISONTO 5 USUKU 1

ACTIVITY 3 / UMSEBENZI 3	HANDWRITING ASSESSMENT WHOLE CLASS UKUBHALA NGESANDLA UKUHLOLA ABAFUNDI BONKE
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>• Kopisha futhi ubhale amagama amafushane – osonhlamvukazi abavame ukusetshenziswa njalo kanye nemisho emifushane ngokuhlanganisa/ngokubhala ngokuxhumanisa</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>• Izincwadi zokuhlolwa</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokubhala kahle amagama kanye nomusho ngokuhlanganisa noma ngokubhala ngokuxhumanisa</p> <p><i>Ngaphambi kwalesi sifundo</i> bhala amagama alandelayo kanye nomusho obhodini ngokuhlanganisa/ngokubhala ngokuxhumanisa:            Ngidle            isinkwa            Namhlanje omzala basivakashele.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi ukuze bakunake futhi bakulalele. Kufanele babe nezincwadi zabo zokuhlolwa emadeskini abo.</li> <li>• Tshela abafundi ukuba bakopishele ezincwadini zabo amagama kanye nomusho.</li> <li>• Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okubhala ngesandla.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okubhala ngesandla kumfundi ngamunye ephepheni lokurekhoda.</li> <li>• Chaza umsebenzi wasekhaya futhi uhlole ukuthi bayakwazi yini okufanele bakwenze.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	
<b>HOMEWORK / UMSEBENZI WASEKHAYA</b>	<ul style="list-style-type: none"> <li>• Ukufunda amagama afundwayo.</li> </ul>

## WEEK 5 DAY 2 / ISONTO 5 USUKU 2

ACTIVITY 1 / UMSEBENZI 1	READING: GROUP GUIDED READING ASSESSMENT GROUP 1 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 1										
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30										
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indatshana enamagama okungenani angama-70–80 bese ubuza imibuzo emi-3 ehlobene nendatshana</li> </ul>										
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi lama-70, nelama-71, amapensela</li> <li>Incwadi efundwayo: <i>Siyabhaka nogogo</i> amakhasi 2, 3, 4, 5</li> </ul>										
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI											
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-3</p> <p><b>Abafundi bonke</b></p> <ul style="list-style-type: none"> <li>Tshela abafundi ukuba bavule ikhasi lama-70 nelama-71 ezincwadini zabo ze-DBE futhi bafunde indaba bese bethikha izimpendulo ezifanele ekhasini lama-71.</li> </ul> <p><b>Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola</b></p> <p>Ngesikhathi abafundi beqedela misebenzi yabo ebhalwayo ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 1 ukuba eze futhi afunde amakhasi 2, 3, 4, no-5 encwaini efundwayo ethi, <i>Siyabhaka nogogo</i> bese ephendula imibuzo elandelayo:</p> <ul style="list-style-type: none"> <li>Yini abayibhakayo? (ikhekhe)</li> <li>Kungani kudingeka ukuba bageze izandla zabo?</li> <li>Ucabanga ukuthi kungani kunuka kamnandi?</li> </ul> <ul style="list-style-type: none"> <li>Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo kanye nokuphendula imibuzo (70–80 amagama).</li> <li>Rekhoda amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo kanye nokuphendula imibuzo kumfundi ngamunye ephapheni lokurekhoda.</li> <li>Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 16.6%;">Abafundi bonke</td> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">5</td> </tr> </table>						Abafundi bonke	1	2	3	4	5
Abafundi bonke	1	2	3	4	5						

## WEEK 5 DAY 2 / ISONTO 5 USUKU 2

ACTIVITY 2 / UMSEBENZI 2	READING: GROUP GUIDED READING ASSESSMENT GROUP 2 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 2				
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30				
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indatshana enamagama okungenani angama-70–80 bese ubuza imibuzo emi-3 ehlobene nendatshana</li> </ul>				
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi lama-86, nelama-87, amapensela</li> <li>Incwadi efundwayo: <i>Siyabhaka nogogo</i> amakhasi 2, 3, 4, 5</li> </ul>				



ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI					
<b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-3					
<b>Abafundi bonke</b>					
<ul style="list-style-type: none"> <li>Tshela abafundi ukuba bavule ikhasi lama-86, nelama-87, ezincwadini zabo ze-DBE futhi funde indaba bese bephendula imibuzo.</li> </ul>					
<b>Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola</b>					
Ngesikhathi abafundi beqedela imisebenzi yabo ebhalwayo ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 2 ukuba eze futhi afunde amakhasi 2, 3, 4, no-5 encwaini efundwayo ethi, <i>Siyabhaka nogogo</i> bese ephendula imibuzo elandelayo:					
<ul style="list-style-type: none"> <li>Yini abayibhakayo? (ikhekhe)</li> <li>Kungani kudingeka ukuba bageze izandla zabo?</li> <li>Ucabanga ukuthi kungani kunuka kamnandi?</li> </ul>					
<ul style="list-style-type: none"> <li>Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlola neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo kanye nokuphendula imibuzo (70–80 amagama).</li> <li>Rekhoda amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo kanye nokuphendula imibuzo kumfundi ngamunye ephepheni lokurekhoda.</li> <li>Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>					
Abafundi bonke	1	2	3	4	5

WEEK 5 DAY 3 / ISONTO 5 USUKU 3					
<b>ACTIVITY 3 / UMSEBENZI 3</b>	<b>READING: GROUP GUIDED READING ASSESSMENT GROUP 3 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 3</b>				
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30				
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indatshana enamagama okungenani angama-70–80 bese ubuza imibuzo emi-3 ehlobene nendatshana</li> </ul>				
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi le-122, amapensela</li> <li>Incwadi efundwayo: <i>Siyabhaka nogogo</i> amakhasi 2, 3, 4, 5</li> </ul>				
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI					
<b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-3					
<b>Abafundi bonke</b>					
<ul style="list-style-type: none"> <li>Tshela abafundi ukuba bavule ikhasi le-122 ezincwadini zabo ze-DBE futhi babhale imisho emayelana nesithombe.</li> </ul>					
<b>Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola</b>					
Ngesikhathi abafundi beqedela imisebenzi yabo ebhalwayo ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 3 ukuba eze futhi afunde amakhasi 2, 3, 4, no-5 encwaini efundwayo ethi, <i>Siyabhaka nogogo</i> bese ephendula imibuzo elandelayo:					
<ul style="list-style-type: none"> <li>Yini abayibhakayo? (ikhekhe)</li> <li>Kungani kudingeka ukuba bageze izandla zabo?</li> <li>Ucabanga ukuthi kungani kunuka kamnandi?</li> </ul>					
<ul style="list-style-type: none"> <li>Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlola neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo kanye nokuphendula imibuzo (70 – 80 amagama).</li> <li>Rekhoda amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo kanye nokuphendula imibuzo kumfundi ngamunye ephepheni lokurekhoda.</li> <li>Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>					
Abafundi bonke	1	2	3	4	5

## WEEK 5 DAY 4 / ISONTO 5 USUKU 4

ACTIVITY 2 / UMSEBENZI 2	WRITING ASSESSMENT WHOLE CLASS UKUBHALA UKUHLOLA ABAFUNDI BONKE
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Bhala okungenani izigaba ezi-2 (imisho eyishumi) ngokwenzeke empilweni yakho noma isehlakalo, usebenzisa amakhono olimi – izimpawu zokubhala, isipelingi neziphawulo</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b><u>Injongo yesifundo:</u> Ukuhlola ikhono labafundi lokubhala izigaba ezimbili usebenzisa kahle uhlelo lolimi, izimpawu zokubhala nesipelingi</b></p> <p><i>Ngaphambi kwalesi sifundo</i> bhala okulandelayo ebhodini: Ukusiza ekuhlanzeni emphakathini wakithi. 3 izigaba (10 imisho) Isiqalo, umzimba kanye nesiphetho. 1 inkathi, iziphawulo, izimpawu zokubhala, isipelingi.</p> <ul style="list-style-type: none"> <li>Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokuhlolwa kanye namapensela emadeskini abo.</li> <li>Tshela abafundi ukuthi bazobhala indaba enesihloko esithi: <i>Ukusiza ekuhlanzeni emphakathini wakithi</i>. Kufanele babhale izigaba ezi-3; okungenani imisho eyi-10; kufanele indaba yabo ibe nesiqalo, umzimba kanye nesiphetho; kufanele basebenzise inkathi eyodwa lapho bebhala, futhi basebenzise kahle iziphawulo kanye nesipelingi nezimpawu zokubhala.</li> <li>Thatha izincwadi bese uzimaka.</li> <li>Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okusebenzisa ulimi/ukubhala. Yibe usuphinda la mamaki ukuze uthole amamaki angafinyelela kwayi-10.</li> <li>Rekhoda amamaki angafinyelela kwayi-10 okusebenzisa ulimi kumfundi ngamunye ephepheni lokurekhoda.</li> <li>Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

## WEEK 5 DAY 4 / ISONTO 5 USUKU 4

ACTIVITY 3 / UMSEBENZI 3	READING: GROUP GUIDED READING ASSESSMENT GROUP 4 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 4
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indatshana enamagama okungenani angama-70–80 bese ubuza imibuzo emi-3 ehlobene nendatshana</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi le-104, amapensela</li> <li>Incwadi efundwayo: <i>Siyabhaka nogogo</i> amakhasi 2, 3, 4, 5</li> </ul>

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-3</p> <p><b>Abafundi bonke</b></p> <ul style="list-style-type: none"> <li>Tshela abafundi ukuba bavule ikhasi le-104 ezincwadini zabo ze-DBE futhi bafundi indaba bese bephendula imibuzo.</li> </ul> <p><b>Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola</b></p> <p>Ngesikhathi abafundi beqedela imisebenzi yabo ebhalwayo ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 4 ukuba eze futhi afunde amakhasi 2, 3, 4, no-5 encwaini efundwayo ethi, <i>Siyabhaka nogogo</i> bese ephendula imibuzo elandelayo:</p> <ul style="list-style-type: none"> <li>Yini abayibhakayo? (ikhekhe)</li> <li>Kungani kudingeka ukuba bageze izandla zabo?</li> <li>Ucabanga ukuthi kungani kunuka kamnandi?</li> </ul> <ul style="list-style-type: none"> <li>Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlola neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo kanye nokuphendula imibuzo (70–80 amagama).</li> <li>Rekhoda amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo kanye nokuphendula imibuzo kumfundi ngamunye ephapheni lokurekhoda.</li> <li>Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>

WEEK 5 DAY 5 / ISONTO 5 USUKU 5					
ACTIVITY 2 / UMSEBENZI 2	READING: GROUP GUIDED READING ASSESSMENT GROUP 5 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 5				
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30				
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> <li>Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indatshana enamagama okungenani angama-70–80 bese ubuza imibuzo emi-3 ehlobene nendatshana</li> </ul>				
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi le-123, nele-125, amapensela</li> <li>Incwadi efundwayo: <i>Siyabhaka nogogo</i> amakhasi 2, 3, 4, 5</li> </ul>				
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI					
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-3</p> <p><b>Abafundi bonke</b></p> <ul style="list-style-type: none"> <li>Tshela abafundi ukuba bavule ikhasi le-123 nele-125 ezincwadini zabo ze-DBE futhi baqondanise imisho bese begcwalisa amagama emabhokisini emisindo afanele.</li> </ul> <p><b>Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola</b></p> <p>Ngesikhathi abafundi beqedela imisebenzi yabo ebhalwayo ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 5 ukuba eze futhi afunde amakhasi 2, 3, 4, no-5 encwaini efundwayo ethi, <i>Siyabhaka nogogo</i> bese ephendula imibuzo elandelayo:</p> <ul style="list-style-type: none"> <li>Yini abayibhakayo? (ikhekhe)</li> <li>Kungani kudingeka ukuba bageze izandla zabo?</li> <li>Ucabanga ukuthi kungani kunuka kamnandi?</li> </ul> <ul style="list-style-type: none"> <li>Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlola neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo kanye nokuphendula imibuzo (70–80 amagama).</li> <li>Rekhoda amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo kanye nokuphendula imibuzo kumfundi ngamunye ephapheni lokurekhoda.</li> <li>Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>					
Abafundi bonke	1	2	3	4	5

**WEEK 6 DAY 1 / ISONTO 6 USUKU 1**

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 5 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 5
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> <li>• Ukulingisa isimo esingokoqobo</li> </ul>
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> <li>• Izincwadi zokubhala</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokulingisa ukwenza isemishi noma isaladi yezithelo</p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 5.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokubhala kanye namapensela emadeskini abo.</li> <li>• Tshela abafundi ukuba badwebe isithombe sesilwane bese bebhala imisho emihlanu ngaleso silwane.</li> <li>• Ngesikhathi abafundi bematasa ngokubhala umsebenzi wabo, biza umfundi ngamunye oseQenjini 5 ukuba eze edeskini lakho.</li> <li>• Cela umfundi ukuba alingise indlela yokweza isemishi likajamu noma isaladi yezithelo futhi akutshela ukuthi wenzani njengoba enza okuthile.</li> <li>• Sebenzisa irubhriki esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

**WEEK 6 DAY 1 / ISONTO 6 USUKU 1**

ACTIVITY 2 / UMSEBENZI 2	PHONICS ASSESSMENT WHOLE CLASS IMISINDO UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> <li>• Bona ubudlelwano phakathi kwemisindo enhlamvuntathu nemisindo enhlamvumbili</li> <li>• Yakha amagama usebenzisa imisindo efundiwe kulo nyaka</li> <li>• Yakha, biza futhi upele amagama usebenzisa ulwazi lwemisindo efundiwe</li> </ul>
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> <li>• Izincwadi zokuhlolwa</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokwakha, ukubiza nokupela amagama ngemisindo efundiwe</p> <p><i>Ngaphambi kwalesi sifundo</i>, bhala izinombolo 1–10 ebhodini, inombolo ngayinye ibe ngaphansi kwenye. Tshela abafundi lokhu:</p> <ul style="list-style-type: none"> <li>◦ <b>Bhalani izinombolo 1–10 ezincwadini zenu.</b> Bonisa abafundi indlela ozibhale ngayo ebhodini.</li> <li>◦ <b>Ngizokusho igama bese ubhala igama eceleni kwenombolo engiyishoyo.</b></li> </ul> <ul style="list-style-type: none"> <li>• Tshela abafundi ukuthi uzoqala enombolweni 1.             <ul style="list-style-type: none"> <li>◦ indwangu</li> <li>◦ ngenza</li> <li>◦ umntwana</li> <li>◦ insinkwa</li> <li>◦ esangweni</li> <li>◦ umfundisi</li> <li>◦ intwasahlobo</li> <li>◦ banjwa</li> <li>◦ incwincwi</li> <li>◦ bindwa</li> </ul> </li> <li>• Thatha izincwadi bese uzimaka. Nikeza imaki elilodwa ngempendulo ngayinye elungile. <b>Isamba samamaki: 10.</b></li> <li>• Rekhoda amamaki angafinyelela kwayi-10 emisindo kumfundi ngamunye ephepheni lokurekhoda.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

**WEEK 6 DAY 2 / ISONTO 6 USUKU 2**

<b>ACTIVITY 3 / UMSEBENZI 3</b>	<b>READING ASSESSMENT: WRITTEN READING COMPREHENSION UKUHLOLA UKUFUNDA: UKUFUNDA NGOKUQONDISISA OKUBHALIWE</b>
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>• Ukuqondisisa Okubhaliwe: Khetha indaba enamagama angama-70–80</li> <li>• Ukuphendula imibuzo onikezwe kuyo izimpendulo ongazikhetha, ukukhetha inqubo, ukulandelana kwezehlakalo, ukukhumbula kanye nemibuzo yohlobo lwezinga eliphakeme</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>• Izincwadi ze-DBE ikhasi le-108</li> <li>• Iphepha Lokusebenzela 3: Ukuqondisisa Okubhaliwe</li> </ul>
<b>ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI</b>	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokufunda indaba, ukuphendula imibuzo onikezwe kuyo izimpendulo ongakhetha kuzo, ukukhetha inqubo, ukulandelanisa izehlakalo ezisendabeni nokuphendula okukhumbulayo kanye nemibuzo esezingeni eliphakeme</p> <p><i>Ngaphambi kwalesi sifundo</i> yenza amakhophi omfundi ngamunye eklasini Ephepha Lokusebenzela 3: Ukuqondisisa Okubhaliwe. Iphepha Lokusebenzela 3 lingatholakala engxenyeni yezinsiza-kufundisa zokuhlola encwadini yokuhlela neyokuthungatha.</p> <ul style="list-style-type: none"> <li>• Lungiselela abafundi lesi sifundo. Izincwadi zabo ze-DBE kufanele zivulwe ekhasini le-108 futhi babe nekhophi yephepha lokusebenzela kanye namapensela emadeskini abo.</li> <li>• Funda indaba kanye nabafundi.</li> <li>• Yibe usufunda umbuzo ongunombolo 1 eNgxenyeni A futhi utshale abafundi ukuthi kufanele bakokezelele impendulo efanele, okuwukuthi kufanele bakokezelele u-A, B, noma u-C.</li> <li>• Funda umbuzo 2 eNgxenyeni A bese abafundi bekokelezela izimpendulo zabo.</li> <li>• Funda iziNgxenyeni B, C, D abafundi bese bephendula le mibuzo. Chazela abafundi lokho okufanele bakwenze engxenyeni ngayinye, okuwukuthi eNgxenyeni B bagcwalise amagama angekho esigabeni esifushane; eNgxenyeni C babeke imisho ngokulandelana kahle kwayo; eNgxenyeni D baphendule imibuzo ngemisho egcwele.</li> <li>• Thatha amaphepha okusebenzela uwamake. Isamba samamaki: 15.</li> <li>• Rekhoda amamaki angafinyelela kwayi-15 okuqondisisa okubhaliwe kumfundi ngamunye ephepheni lokurekhoda.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

## 5. SUGGESTED RUBRICS

### GRADE 2: HOME LANGUAGE: TERM 4

#### Suggested rubrics – adjusted for the lesson plans

LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Role play a familiar situation: Show-and-tell	Does show-and-tell repeating steps with teachers	Does a show-and-tell to demonstrate how to make an object in two simple steps but lacks vocabulary	Does a show-and-tell to demonstrate how to make an object, etc. in two simple steps using appropriate vocabulary	Does a show-and-tell to demonstrate how to make an object, etc. in three simple steps using appropriate vocabulary	Does a show-and-tell to demonstrate how to make an object, etc. in three simple steps confidently using appropriate vocabulary
READING					
Activity	1	2	3	4	5
Oral Reading	Reads from own book, a text of 30–39 words with support from the teacher	Reads word-by-word a text of 40–49 words and responds correctly to 1–2 questions	Reads aloud from own book, a text of 50–59 words and responds correctly to three questions	Reads fluently from own book, a text of 70 to 80 words and responds correctly to three questions	Reads fluently from own book, a text of more than 80 words and responds correctly to three questions
HANDWRITING					
Activity	1	2	3	4	5
Copies and writes 2 and 3-letter words in the joined script paying attention to correct letter formation, size and spacing	Able to copy and write 2-letter words with support but struggles to form letters correctly in the joined script	Is able to copy and write 2 and 3-letter words but writes some letters incorrectly in the joined script	Is able to copy and write 2 and 3-letter words paying careful attention to correct letter formation in the joined script	Is able to copy and write 2 and 3-letter words paying careful attention to correct letter formation and size in the joined script	Is able to copy and write 2 and 3-letter words paying careful attention to correct letter formation, size and spacing in the joined script
WRITING					
Activity	1	2	3	4	5
Writes at least two paragraphs (10 sentences) on personal experiences or events, using language usage skills, punctuation, prepositions, pronouns	Struggles to write any sentences, no use of capital letters or any punctuation	Attempts to write sentences, but struggle even if sentence frames are given to assist; uses only certain punctuations – but incorrectly	Starts to write sentences but not in paragraph format; uses capital letters and full stops	Writes eight sentences in a paragraph format related to personal experience/event using correct punctuation and grammar	Excellent at writing sentences in paragraph format; writes 10 complex sentences with many adjectives; uses correct punctuation, spelling and grammar

## 6. CHECKLIST

### HOME LANGUAGE: GRADE 2: TERM 4

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.

	Phonics: Oral Adjusted for isiZulu Phonics programme				Writing		Comment
	Recognises and uses suffixes	Recognises 3-letter sounds	Builds words and sentences using the Phonic sounds and vocabulary learnt	Writes at least two paragraphs (10 sentences) on personal experiences or events such as a family celebration	Organises information in a chart or table		
	Date						
	Names of learners						
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							

✓/X

## 7. ASSESSMENT RECORD SHEET

### HOME LANGUAGE: GRADE 2: TERM 4: SCORES USING RUBRICS

Record your scores for each learner here, then copy them into SA-SAMS

	Listening & Speaking	Phonics Adjusted for isiZulu Phonics programme	Reading		Handwriting	Language usage Adjusted to accommodate rubric provided	Comment
			Oral Reading & Question (70-80 words)	Written Comprehension Types of questions: Multiple choice questions; Close procedure; Sequence events in a story; Recall & higher order type questions (Who, What, When, How, etc.)			
			5	15	5	10	
	Date		5	10	5	10	
	Score		5	10	5	10	
	Names of learners						
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							



## 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)

Class (or subject for FP)				
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?				

DAY <sup>4</sup>	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: _____

<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)							
<b>Subjects</b>							
<b>GRADE</b>	On track this week? <sup>3</sup>						
	Est. learners > Level 4 <sup>4</sup>						
	# learners in grade						
<b>GRADE</b>	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
<b>GRADE</b>	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
<b>DAY</b>	<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						
<b>Reflection on the week: Think about and make a note of:</b>							
<b>SUBJECT</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?			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>Principal:</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> 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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