





**GRADE 3**

# **English First Additional Language**

**CAPS Planner, Tracker and  
Assessment Resources**

**TERM 2**

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# A. ABOUT THE PLANNER AND TRACKER

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The Lesson and Assessment Planner and Tracker is a tool to support you as a teacher.

- It provides a plan of what should be taught each day of the term. The plan for EFAL in the Foundation Phase is linked to the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the assessment programme. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If not, you can strategise with their head of department and peers on ways to make up time to ensure that all the work for the term is completed.
- In addition, the tracker encourages you to reflect on what works well in your lessons, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in practice.
- This document also contains support for assessment<sup>1</sup> (in Section C):
  - The DBE programme of assessment for Term 2 for EFAL – as distributed in October 2017.
  - The DBE 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.
- A set of sight words to use for the required reading assessment.
- Assessment record sheet: This sheet has columns for you to record marks for each of the activities which are assessed using a rubric (the activity exemplars provided in Section C, or your own). The record sheet is found at the end of the tracker. You can copy this sheet and add your learners' names to the left-hand column. The record sheet should help you when you have to enter marks into SA-SAMS.

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

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

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

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

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

## Reflection

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

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

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

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

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

# B. PLANNER AND TRACKER

| Week 1  |  |          |           |  |                |
|---|--|----------|-----------|--|----------------|
| Day   | CAPS content, concepts, skills   | LP page  | DBE page  | Resources  | Date completed |
| 1   | Activity 1: L&S: Continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions; understands and uses language structures in context; participates in a short conversation on a familiar topic   | 8        |           | Poster ( <i>Shopping</i> )   |                |
| 2   | Activity 1: Ph.: Revises Term 1 sounds; builds and sounds out words using sounds learnt; distinguishes between long and short vowel sounds orally<br>Activity 2: Writes a paragraph of four to six sentences on a familiar topic; uses punctuation taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary | 9<br>10  |           | Flashcards of all sounds; Writing books; Crayons and pencils                                     |                |
| 3   | Activity 1: L&S: SR: Listens to stories, personal recounts or non-fiction texts; answers comprehension questions; predicts what will happen next; expresses feelings about the story; continues to build oral vocabulary<br>Activity 2: Preparation for GGR: Continues to build a sight word vocabulary  | 10<br>11 | 42,<br>44 | Reader ( <i>Eyes</i> ); Flashcards of words; Reading sheets                                      |                |
| 4   | Activity 1: LU: Revises some of the grammar covered informally in Grades R to 2  | 12       | 51,<br>71 | Poster ( <i>Shopping</i> )   |                |
| 5   | Activity 1: W: Spelling test; revises Term 1 sounds; builds and sounds out words using sounds learnt<br>Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary   | 13<br>14 |           | Assessment books; Pencils; Reader ( <i>Eyes</i> ); Own book, class book or GGR book already read |                |
| <p><b>Reflection:</b> Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p> |  |          |           |  |                |
| HOD:  |  |          | Date:     |  |                |

## Week 2

| Day   | CAPS content, concepts, skills  | LP page        | DBE page     | Resources   | Date completed |
|---|---|----------------|--------------|---|----------------|
| 1   | Activity 1: L&S: Follows instructions; gives simple instructions; responds to and makes requests  | 15             |              | Objects (book, pen, pencil, eraser, blue crayon)  |                |
| 2   | Activity 1: Ph.: Recognises consonant digraphs ( <b>qu, ck, ng</b> ); builds and sounds out words using sounds learnt<br>Activity 2: W: Writes a paragraph of four to six sentences on a familiar topic; uses punctuation taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary; uses the writing process | 16<br>17       |              | Flashcards of sounds;<br>Pictures/objects (quick, sack, lock, sock, song); Writing books; Pencils     |                |
| 3   | Activity 1: L&S: SR: Listens to a non-fiction text; gives a simple summary<br>Activity 2: Preparation for GGR: Continues to build a sight word vocabulary<br>Activity 3: GGR: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary                              | 18<br>19<br>19 | 44           | Picture (elephant);<br>Flashcards of words;<br>Reading sheets;<br>Reader ( <i>Eyes</i> )              |                |
| 4   | Activity 1: LU: Revises some of the grammar covered informally in Grades R to 2   | 20             |              | Different size cups;<br>Books of different weights  |                |
| 5   | Activity 1: W: Recognises consonant digraphs; revises Term 1 sounds; builds and sounds out words – Spelling Test<br>Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary  | 21<br>22       |              | Assessment books;<br>Pencils; Reader ( <i>Eyes</i> ); Own book, class book or GGR reader already read |                |
| <p><b>Reflection:</b> Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p> |   |                |              |   |                |
| <b>HOD:</b>   |   |                | <b>Date:</b> |   |                |

### Week 3

| Day | CAPS content, concepts, skills   | LP page        | DBE page | Resources  | Date completed |
|-----|--|----------------|----------|--|----------------|
| 1   | Activity 1: L&S: Continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions; understands and uses language structures in context; participates in a short conversation on a familiar topic   | 23             |          | Poster ( <i>Shopping</i> )   |                |
| 2   | Activity 1: Ph.: Uses consonant blends to build up and break down words<br>Activity 2: W: Writes a paragraph of four to six sentences on a familiar topic; uses punctuation taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary; uses the writing process                          | 24<br>25       |          | Pictures/objects (crash, crust, brick, drug, bring, drum, black, bled, slip, slug, fling, flag); Writing books; Poster ( <i>Shopping</i> ) |                |
| 3   | Activity 1: L&S: SR: Listens to non-fiction texts; answers comprehension questions<br>Activity 2: Preparation for GGR: Continues to build a sight word vocabulary<br>Activity 3: GGR: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary | 26<br>27<br>27 | 76       | Pictures (elephant, calves); Flashcards of words; Reading sheets; Reader ( <i>Eyes</i> )   |                |
| 4   | Activity 1: LU: Understands and uses the present progressive tense   | 28             |          | Writing books; Pencils   |                |
| 5   | Activity 1: W: Recognises consonant digraphs; revises Term 1 sounds; builds and sounds out words – Spelling Test<br>Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary                       | 29<br>30       |          | Assessment books; Pencils; Reader ( <i>Eyes</i> ); Own book, class book or GGR reader already read   |                |

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

What will you change next time? Why?

HOD:

Date:

## Week 4

| Day   | CAPS content, concepts, skills   | LP page        | DBE page | Resources  | Date completed |
|---|--|----------------|----------|--|----------------|
| 1   | Activity 1: L&S: Continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions; understands and uses language structures in context; participates in a short conversation on a familiar topic   | 31             |          | Poster ( <i>Healthy Living</i> )   |                |
| 2   | Activity 1: Ph.: Uses consonant blends to build up and break down words<br>Activity 2: W: With guidance writes a simple set of instructions; uses punctuation already taught in HL; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary                                    | 32<br>33       |          | Pictures/objects (smash, smell, sped, snap, bend, pond, slept, kept, lamp, camp); Writing books; Pencils |                |
| 3   | Activity 1: Reading: Comprehension: Written<br>Activity 2: Preparation for GGR: Continues to build a sight word vocabulary<br>Activity 3: GGR: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary                  | 34<br>35<br>35 |          | Worksheet for each learner; Flashcards of words; Reading sheets; Reader ( <i>Eyes</i> )                  |                |
| 4   | Activity 1: LU: Understands and uses the present progressive tense   | 36             |          | Writing books, pencils   |                |
| 5   | Activity 1: W: Recognises consonant digraphs; revises Term 1 sounds; builds and sounds out words – Spelling Test<br>Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary | 37<br>38       |          | Assessment books; Pencil; Reader ( <i>Eyes</i> ); Own book, class book or GGR book already read          |                |
| <p><b>Reflection:</b> Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p> |  |                |          |  |                |
| <b>HOD:</b>   |  |                |          | <b>Date:</b>   |                |

## Week 5

\* = Rubric assessment activity

| Day | CAPS content, concepts, skills  | LP page  | DBE page | Resources  | Date completed |
|-----|---|----------|----------|--|----------------|
| 1   | Activity 1: L&S: Listens to a simple oral recount; gives a simple oral recount  | 39       |          | Reader ( <i>Eyes</i> )   |                |
| 2   | Activity 1: Ph.: Recognises silent <b>e</b> in words; recognises at least three new vowel digraphs; builds and sounds out words using sounds learnt; recognises known rhyming words<br>Activity 2: W: Writes increasingly complex lists with headings; organizes information in a chart | 40<br>41 | 75       | Pictures/objects (cake, spade, face, race, made, waste, taste grapes, made)                                |                |
| 3   | *Activity 1: L&S: Assessment Group 1: Gives a simple oral summary of 3–4 sentences of a non-fiction text<br>*Activity 2: Reading: Assessment Group 1: Sight words: 60–70 words  | 41<br>41 | 51<br>45 | List of sight words; Watch   |                |
| 4   | Activity 1: LU: Understands and uses countable and uncountable nouns  | 42       |          | Pictures/objects (3 apples, 2 oranges, 4 pens, 7 pencils, 5 books, water, sugar, flour, sand, mealie meal) |                |
| 5   | Activity 1: W: Spelling test: Recognizes consonant digraphs; revises Term 1 sounds<br>*Activity 2: Reading: Assessment Group 2: Sight words: 60–70 words  | 43<br>43 | 61       | Assessment books; Pencils; List of sight words; Watch  |                |

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

What will you change next time? Why?

HOD:

Date:

## Week 6

\* = Rubric assessment activity

| Day | CAPS content, concepts, skills   | LP page  | DBE page | Resources  | Date completed |
|-----|--|----------|----------|--|----------------|
| 1   | *Activity 1: L&S: Assessment Group 2: Gives a simple oral summary of 3–4 sentences of a non-fiction text   | 44       | 59, 60   | Reader ( <i>Too Small</i> )  |                |
| 2   | Activity 1: Ph.: Recognises at least three new vowel digraphs; builds and sounds out words using sounds learnt; recognises known rhyming words<br>Activity 2: W: Writes sentences using the present progressive tense; uses punctuation already taught in HL; spells common words correctly and tries to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary | 44<br>45 | 73       | Flashcards of sounds; Pictures/ objects (rain, brain, paint, drain, train, faint, tail, fail, paid, play, clay, spray, stray, lay, pay);<br>Writing books; Pencils; Posters ( <i>Shopping and Healthy Living</i> ) |                |
| 3   | *Activity 1: L&S: Assessment Group 3: Gives a simple oral summary of 3–4 sentences of a non-fiction text<br>*Activity 2: Reading: Assessment Group 3: Sight words: 60–70 words   | 45<br>45 | 69<br>73 | List of sight words; Watch   |                |
| 4   | *Activity 1: LU: Assessment: Punctuation, tenses, nouns, plurals   | 45       |          | Assessment books; Pencils  |                |
| 5   | Activity 1: W: Completes a spelling test; recognises at least three new vowel digraphs; recognises silent <b>e</b> in words<br>*Activity 2: Reading: Assessment Group 4: Sight words: 60–70 words  | 46<br>46 | 48, 49   | Assessment books; Pencils; List of words; Watch  |                |

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

What will you change next time? Why?

HOD:

Date:

## Week 7

\* = Rubric assessment activity

| Day | CAPS content, concepts, skills   | LP page  | DBE page        | Resources   | Date completed |
|-----|--|----------|-----------------|---|----------------|
| 1   | *Activity 1: L&S: Assessment Group 4: Gives a simple oral summary of 3–4 sentences of a non-fiction text   | 47       | 70              |   |                |
| 2   | Activity 1: Ph.: Recognises silent <b>e</b> in words; recognises at least three new vowel digraphs; builds and sounds out words using sounds learnt; recognises known rhyming words; distinguishes between short and long vowels sounds orally<br>Activity 2: W: Writes a paragraph of 6–8 sentences on a familiar topic | 47<br>48 | 75              | Flashcards of sounds; Pictures/ objects (green, see, queen, sleep, deep, tree, speed, sneeze, cheese, freeze, squeeze); Writing books |                |
| 3   | *Activity 1: L&S: Assessment Group 5: Gives a simple oral summary of 3–4 sentences of a non-fiction text<br>*Activity 2: Reading: Assessment Group 5: Sight words: 60–70 words   | 48<br>48 | 55<br>56,<br>57 | List of sight words; Watch  |                |
| 4   | Activity 1: LU: Understands and uses countable and uncountable nouns   | 49       |                 | Objects (3 apples, 2 oranges, 4 pens, 7 pencils, 5 books, water, sugar, flour, sand, mealie meal)                                     |                |
| 5   | *Activity 1: Ph.: Assessment: Recognises vowel digraphs; uses consonant blends<br>Activity 2: Preparation for GGR: Continues to build a sight word vocabulary  | 49<br>50 |                 | Assessment books; Reader ( <i>Too Small</i> ); Flashcards of words; Reading sheet   |                |

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

What will you change next time? Why?

HOD:

Date:

## Week 8

\* = Rubric assessment activity

| Day | CAPS content, concepts, skills  | LP page  | DBE page | Resources   | Date completed |
|-----|---|----------|----------|---|----------------|
| 1   | Activity 1: L&S: SR: Listens to stories, personal recounts or non-fiction texts; answers comprehension questions; predicts what will happen next; expresses feelings about the story; retells the story   | 51       | 48       |   |                |
| 2   | Activity 1: Ph.: Recognises silent <b>e</b> in words; recognises at least three new vowel digraphs; builds and sounds out words using sounds learnt; recognises known rhyming words; distinguishes between short and long vowels sounds orally<br>Activity 2: W: With support, writes a simple set of instructions  | 52<br>53 | 54       | Flashcards of sounds; Pictures/ objects (see, scream, team, beach, read, speak, cream, eat); Writing books; Pencils |                |
| 3   | *Activity 1: Reading Assessment: Comprehension: Written<br>Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary   | 53<br>54 |          | Worksheet for each learner; Reader ( <i>Too Small</i> ); Own book, class book or GGR reader already read            |                |
| 4   | Activity 1: LU: Writes meaningful sentences in the present progressive tense with some accuracy   | 55       |          | Writing books; Pencils  |                |
| 5   | Activity 1: W: Spelling test: Recognises at least three new vowel digraphs; recognises silent <b>e</b> in words<br>Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary | 56<br>57 |          | Assessment books; Pencils; Reader ( <i>Too Small</i> ); Own book, class book or GGR reader already read             |                |

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

What will you change next time? Why?

HOD:

Date:

## Week 9

| Day | CAPS content, concepts, skills  | LP page        | DBE page | Resources  | Date completed |
|-----|---|----------------|----------|--|----------------|
| 1   | Activity 1: L&S: Continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions; understands and uses language structures in context; participates in a short conversation on a familiar topic  | 58             |          | Poster ( <i>Healthy Living</i> )   |                |
| 2   | Activity 1: Ph.: Feedback and support for assessment activity 2 and 3<br>Activity 2: W: Organises information on a chart, table or bar graph  | 59<br>59       | 77       | Assessment books;<br>Pencils and crayons   |                |
| 3   | Activity 1: L&S: SR: Listens to a short written text, using title for prediction; answers literal questions; describes how story made feel<br>Activity 2: Preparation for GGR: Continues to build a sight word vocabulary<br>Activity 3: GGR/Paired/Independent Reading: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary | 60<br>60<br>61 | 72       | Flashcards of words;<br>Reading sheets;<br>Reader ( <i>Too Small</i> );<br>Own book, class book or GGR reader already read |                |
| 4   | Activity 1: LU: Writes sentences in the present progressive tense, with some accuracy   | 62             |          | Writing books;<br>Pencils  |                |
| 5   | Activity 1: W: Completes a spelling test; recognises at least three new vowel diagraphs; recognises silent <b>e</b> in words<br>Activity 2: GGR/Paired/Independent Reading: Reads aloud from own book; uses reading strategies taught in HL; reads with increasing fluency and expression; shows an understanding of punctuation; continues to build a sight word vocabulary  | 63<br>64       |          | Assessment books;<br>Pencils; Own book, class book or GGR reader already read;<br>Reader ( <i>Too Small</i> )              |                |

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

What will you change next time? Why?

HOD:

Date:



# C. ASSESSMENT RESOURCES

## 1. DBE Assessment Programme for Term 2

| Strengthened CAPS Assessment Programme (as in Circular S1 of 2017)  |  |                               |  |       |                      |                |
|---|--|-------------------------------|--|-------|----------------------|----------------|
| EFAL: Grade 3 Term 2  |  |                               |  |       |                      |                |
| Component   | What skills will be assessed   | Form of assessment            | Assessment tool                          | Score | Date to be completed | Date completed |
| Listening and Speaking  | <ul style="list-style-type: none"> <li><b>Oral presentation:</b> Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text (DBE workbook, Reader, Theme, Poster, etc.)</li> </ul>                                 | Observation & Oral            | Rubric                                   | 5     | By Week 9            |                |
|   | <ul style="list-style-type: none"> <li>Demonstrates an understanding of oral vocabulary</li> <li>Listens to non-fiction text and answer comprehension questions – oral</li> </ul>  |                               | Checklist                                | n/a   |                      |                |
| <p><b>Teacher's notes</b></p> <p>These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on her/his ability to do an oral presentation. For SA-SAMS there must be 1 score for Listening and Speaking.</p> |  |                               |  |       |                      |                |
| Phonics:<br>Written   | <p><b>Word level and sentence level</b></p> <ul style="list-style-type: none"> <li>Uses consonant blends (-ng, -nk, -ck, ch-, cl-)</li> <li>Recognises vowel diagraphs (ea, oo, oa)</li> </ul> <p><b>1 mark for correct answer</b></p> | Written<br>Observation & Oral | Class workbook<br>Worksheet<br>Checklist | 10    | By Week 8            |                |
| Phonics:<br>Oral  | <ul style="list-style-type: none"> <li>Distinguishes between long and short vowels sounds orally</li> <li>Recognises silent 'e' in words.</li> </ul>   |                               |  | n/a   | Week 9               |                |
| <p><b>Teacher's notes</b></p> <p>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. In Week 8 language usage skills should be assessed in a written format using a worksheet which will include written Phonics and comprehension activities. For SA-SAMS you should have 1 score (Written Phonics activity)</p>  |  |                               |  |       |                      |                |

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

### EFAL: Grade 3 Term 2

|                                      |   |                               |                                       |    |            |  |
|--------------------------------------|---|-------------------------------|---------------------------------------|----|------------|--|
| Reading:<br>Oral                     | <b>Group Guided Reading Sessions</b><br><b>Sight words:</b> Assess each learner individually <b>60–70 sight words</b> (Big Book, Theme)   | Observation & Oral<br>Written | Rubric<br>Worksheet<br>Class workbook | 5  | Week 7 & 8 |  |
| Reading:<br>Comprehension<br>Written | Choose a short reading passage with <b>60–70 words</b> (DBE workbook or Reader)<br><u>Types of questions:</u><br>Multiple choice questions;<br>Fill in the missing words;<br>Sequence events in a story<br><b>1 mark for correct answer</b> |                               |                                       | 10 | By Week 8  |  |

#### **Teacher's notes**

Learners should be assessed on one oral reading activity in the Group Guided Reading session in Weeks 7 and 8. By Week 8 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. In Week 8 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 you should have 2 scores for Reading (oral reading and written comprehension).

|              |  |         |                             |     |           |  |
|--------------|--|---------|-----------------------------|-----|-----------|--|
| Writing      | <ul style="list-style-type: none"> <li>With support, writes a simple set of instructions, e.g. 3–4 instructions</li> </ul> | Written | Class workbook<br>Worksheet | n/a | Week 9    |  |
| Language Use | <ul style="list-style-type: none"> <li>Punctuation (capital letters and full stops), tenses, plurals, nouns</li> </ul>     |         |                             | 10  | By Week 8 |  |

#### **Teacher's notes**

In Week 8 language usage skills should be assessed in a written format using a worksheet which will include punctuation, tenses, plurals and nouns. For SA-SAMS 1 score will be captured for Writing (language usage skills).

**TOTAL SCORE**  
**40**

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

## 2. Programme of Assessment in the Lesson Plans

| <b>ASSESSMENT PROGRAMME IN THE LESSON PLANS</b>                                       |  |                |
|---|--|----------------|
| <b>This table gives an overview of how the assessment programme can be completed.</b> |  |                |
| <b>The weeks and days when assessments can be done</b>                                | <b>Component and skills to be assessed</b>   | <b>Tool</b>    |
| <b>Listening and Speaking</b>   |  |                |
| Week 5 Day 3;<br>Week 6, 7 Day 1, 3   | Gives a simple oral summary of at least 3–4 sentences of a non-fiction text  | Rubric         |
| Most L&S lessons  | Demonstrates an understanding of oral vocabulary   | Checklist      |
| Week 3 Day 3;<br>Week 1 Day 5;<br>Week 2, 3, 4 Day 3, 5                               | Listens to non-fiction text and answers comprehension questions  | Checklist      |
| <b>Phonics</b>  |  |                |
| Week 7 Day 5  | Word level and sentence level: uses consonant blends; recognises vowel digraphs  | Class workbook |
| Week 1 Day 2  | Distinguishes between long and short vowels orally   | Checklist      |
| Week 5, 7, 8 Day 2  | Recognises silent 'e' in words   | Checklist      |
| <b>Reading</b>  |  |                |
| Week 5, 6 Day 3, 5;<br>Week 7 Day 3   | Assess each learner individually on 60–70 sight words  | Rubric         |
| Week 8 Day 3  | Choose a short reading passage with 60–70 words: multiple choice type questions; fill in missing words; sequence events in a story | Worksheet      |
| <b>Writing</b>  |  |                |
| Week 4, 10 Day 2  | With support writes a simple set of instructions   | Class workbook |
| <b>Language Use</b>   |  |                |
| Week 6 Day 4  | Punctuation, tenses, nouns, plurals  | Class workbook |

### 3. List of Sight Words

| Reading Assessment: 60–70 sight words in 1–2 minutes                                       |           |           |
|--|-----------|-----------|
| Ask the learner to read the words from left to right → Give her/him 1–2 minutes to do this |           |           |
| are  | eyes      | most      |
| animals  | have      | two       |
| stalks   | snail     | spider    |
| eight  | four      | small     |
| head   | front     | You       |
| picture  | see       | owl       |
| round  | night     | very      |
| uses   | look      | food      |
| for  | butterfly | Some      |
| their  | like      | eye-lids  |
| close  | brown     | What      |
| colour   | Whose     | these     |
| find   | your      | says      |
| New  | Sally     | bike      |
| She  | Rode      | her       |
| every  | Did       | day       |
| where  | Ride      | Monday    |
| some   | Trees     | around    |
| Tuesday  | Over      | bridge    |
| under  | Branches  | Wednesday |
| Thursday   | Through   | puddle    |
| hill   | Friday    | Saturday  |
| Sunday   | Down      | again     |
| crashed  | Oh        | dear      |

## 4. Assessment Exemplars for Activities Using Rubrics

| WEEK 5 DAY 3   |  |
|--|--|
| ACTIVITY 1   | LISTENING AND SPEAKING: ASSESSMENT GROUP 1   |
| TIME   | 30 minutes   |
| CONTENT/CONCEPTS/<br>SKILLS  | <ul style="list-style-type: none"> <li>Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text</li> </ul> |
| RESOURCES  | <ul style="list-style-type: none"> <li>DBE workbooks p. 51 (rest of the class)</li> </ul>  |
| <b>ACTIVITY DESCRIPTION</b>  |  |
| <p><b>Focus of the lesson: Assesses learners' ability to give an oral summary of a non-fiction text.</b></p> <p>Before the lesson divide your class into five. In this and the next four Listening and Speaking lessons you will assess a fifth of your class. In this lesson you will assess learners from Group 1.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their DBE workbooks open to p. 51.</li> <li>While the class is pasting and circling the correct word and filling in the missing sounds to complete the words on page 51 call individual learners from Group 1 to your desk.</li> <li>Read the following non-fiction text to the learner.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Elephants</b><br/> <b>Elephants live in family groups. The family is grown-up females and their children. A female elephant is called a cow and a young elephant a calf. There can be lots of cows and calves. A cow is a big elephant and a calf is a small elephant.</b></p> </div> <ul style="list-style-type: none"> <li>Ask each learner to give a summary of the story about elephants using four sentences. They must tell you four important things about the elephants:           <ul style="list-style-type: none"> <li>Elephants live in family groups.</li> <li>The family is females (mothers) and children.</li> <li>The female elephant is called a cow.</li> <li>The baby elephant is called a calf.</li> </ul> </li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking.</li> <li>Record a mark out of 5 for Listening and Speaking for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |  |

| WEEK 5 DAY 3   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| ACTIVITY 2   | READING: ASSESSMENT GROUP 1   |   |   |   |   |   |   |
| TIME   | 30 minutes  |   |   |   |   |   |   |
| CONTENT/CONCEPTS/<br>SKILLS  | <ul style="list-style-type: none"> <li>Assess each learner individually on 60–70 sight words in 1–2 minutes</li> </ul>  |   |   |   |   |   |   |
| RESOURCES  | <ul style="list-style-type: none"> <li>DBE workbooks p. 53, pencils</li> <li>Assessment list of 60–70 sight words</li> <li>Watch to time learners for 1–2 minutes</li> </ul>  |   |   |   |   |   |   |
| <b>ACTIVITY DESCRIPTION</b>  |   |   |   |   |   |   |   |
| <p><b>Focus of the lesson: Assesses learners' ability to read 60–70 sight words in 1–2 minutes.</b></p> <p><b>Whole class</b></p> <ul style="list-style-type: none"> <li>Tell the learners to turn to p. 45 in their DBE workbooks and to answer the questions about the timetable.</li> <li>While learners complete their written activities quietly, call individual learners from Group 1 to come and read the list of 60–70 sight words. Tell the learner that you are going to let her/him read for two minutes. In that time s/he must correctly read as many of the words as s/he can in that time. Tell the learner to try her/his best, it does not matter if s/he does not read all the words.</li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for the reading of the list of sight words.</li> <li>Record a mark out of 5 for Oral Reading: Sight words for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |   |   |   |   |   |   |   |
| Whole class  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> |   | 1 | 2 | 3 | 4 | 5 |
|  | 1   | 2 | 3 | 4 | 5 |   |   |

## WEEK 5 DAY 5

| ACTIVITY 2  | READING: ASSESSMENT GROUP 2  |          |          |          |          |
|---|--|----------|----------|----------|----------|
| <b>TIME</b>   | 30 minutes   |          |          |          |          |
| <b>CONTENT/CONCEPTS/ SKILLS</b>   | <ul style="list-style-type: none"> <li>Assess each learner individually on 60–70 sight words in 1–2 minutes</li> </ul>   |          |          |          |          |
| <b>RESOURCES</b>  | <ul style="list-style-type: none"> <li>DBE workbooks p. 61, pencils</li> <li>Assessment list of 60–70 sight words</li> <li>Watch to time learners for 1–2 minutes</li> </ul> |          |          |          |          |
| <b>ACTIVITY DESCRIPTION</b>   |  |          |          |          |          |
| <p><b>Focus of the lesson:</b> Assesses learners' ability to read 60–70 sight words in 1–2 minutes.</p> <p><b>Whole class</b></p> <ul style="list-style-type: none"> <li>Tell the learners to turn to p. 61 in their DBE workbooks and to fill in <b>these</b> and <b>those</b> and write sentences.</li> <li>While learners complete their written activities quietly, call individual learners from Group 2 to come and read the list of 60–70 sight words. Tell the learner that you are going to let her/him read for two minutes. In that time s/he must correctly read as many of the words as s/he can in that time. Tell the learner to try her/his best, it does not matter if s/he does not read all the words.</li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for the reading of the list of sight words.</li> <li>Record a mark out of 5 for Oral Reading: Sight words for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |  |          |          |          |          |
| <b>Whole class</b>  | <b>1</b>   | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

## WEEK 6 DAY 1

| ACTIVITY 1  | LISTENING AND SPEAKING: ASSESSMENT GROUP 2   |  |  |  |  |
|---|--|--|--|--|--|
| <b>TIME</b>   | 30 minutes   |  |  |  |  |
| <b>CONTENT/CONCEPTS/ SKILLS</b>   | <ul style="list-style-type: none"> <li>Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text</li> </ul> |  |  |  |  |
| <b>RESOURCES</b>  | <ul style="list-style-type: none"> <li>DBE workbooks pp. 59, 60 (rest of the class)</li> </ul>                                   |  |  |  |  |
| <b>ACTIVITY DESCRIPTION</b>   |  |  |  |  |  |
| <p><b>Focus of the lesson:</b> Assesses learners' ability to give an oral summary of a non-fiction text.</p> <p><b>Note:</b> In this lesson you will assess learners from Group 2.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their DBE workbooks open to pp. 59, 60.</li> <li>While the class is punctuating the sentences on p. 59 and then filling in <b>in</b> or <b>on</b>; <b>this</b> or <b>that</b> into the sentences on p. 60 call individual learners from Group 2 to your desk.</li> <li>Read the following non-fiction text to the learner.</li> </ul>   |  |  |  |  |  |
| <p><b>Elephants</b><br/> <b>Elephants live in family groups. The family is grown-up females and their children. A female elephant is called a cow and a young elephant a calf. There can be lots of cows and calves. A cow is a big elephant and a calf is a small elephant.</b></p>  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>Ask each learner to give a summary of the story about elephants using four sentences. They must tell you four important things about the elephants: <ul style="list-style-type: none"> <li>Elephants live in family groups.</li> <li>The family is females (mothers) and children.</li> <li>The female elephant is called a cow.</li> <li>The baby elephant is called a calf.</li> </ul> </li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking.</li> <li>Record a mark out of 5 for Listening and Speaking for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |  |  |  |  |  |

## WEEK 6 DAY 3

| ACTIVITY 1  | LISTENING AND SPEAKING: ASSESSMENT GROUP 3   |
|---|--|
| <b>TIME</b>   | 30 minutes   |
| <b>CONTENT/CONCEPTS/<br/>SKILLS</b>   | <ul style="list-style-type: none"> <li>Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text</li> </ul> |
| <b>RESOURCES</b>  | <ul style="list-style-type: none"> <li>DBE workbooks p. 69 (rest of the class)</li> </ul>  |
| <b>ACTIVITY DESCRIPTION</b>   |  |
| <p><b>Focus of the lesson:</b> Assesses learners' ability to give an oral summary of a non-fiction text.</p> <p><b>Note:</b> In this lesson you will assess learners from Group 3.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their DBE workbooks open to p. 69.</li> <li>While the class is completing the bottom of p. 69 in their DBE workbooks (tell them to draw a picture of a sunny or rainy day and write sentences about the day), call individual learners from Group 3 to your desk.</li> <li>Read the following non-fiction text to the learner.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Elephants</b></p> <p><b>Elephants live in family groups. The family is grown-up females and their children. A female elephant is called a cow and a young elephant a calf. There can be lots of cows and calves. A cow is a big elephant and a calf is a small elephant.</b></p> </div> <ul style="list-style-type: none"> <li>Ask each learner to give a summary of the story about elephants using four sentences. They must tell you four important things about the elephants:               <ul style="list-style-type: none"> <li>Elephants live in family groups.</li> <li>The family is females (mothers) and children.</li> <li>The female elephant is called a cow.</li> <li>The baby elephant is called a calf.</li> </ul> </li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking.</li> <li>Record a mark out of 5 for Listening and Speaking for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |  |

## WEEK 6 DAY 3

| ACTIVITY 2  | READING: ASSESSMENT GROUP 3  |   |   |   |   |
|---|--|---|---|---|---|
| <b>TIME</b>   | 30 minutes   |   |   |   |   |
| <b>CONTENT/CONCEPTS/<br/>SKILLS</b>   | <ul style="list-style-type: none"> <li>Assess each learner individually on 60–70 sight words in 1–2 minutes</li> </ul>   |   |   |   |   |
| <b>RESOURCES</b>  | <ul style="list-style-type: none"> <li>DBE workbooks p. 73, pencils</li> <li>Assessment list of 60–70 sight words</li> <li>Watch to time learners for 1–2 minutes</li> </ul> |   |   |   |   |
| <b>ACTIVITY DESCRIPTION</b>   |  |   |   |   |   |
| <p><b>Focus of the lesson:</b> Assesses learners' ability to read 60–70 sight words in 1–2 minutes.</p> <p><b>Whole class</b></p> <ul style="list-style-type: none"> <li>Tell the learners to turn to p. 73 in their DBE workbooks and to answer the questions on p. 73.</li> <li>While learners complete their written activities quietly, call individual learners from Group 3 to come and read the list of 60–70 sight words. Tell the learner that you are going to let her/him read for two minutes. In that time s/he must correctly read as many of the words as s/he can in that time. Tell the learner to try his/her best, it does not matter if s/he does not read all the words.</li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for the reading of the list of sight words.</li> <li>Record a mark out of 5 for Oral Reading: Sight words for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |  |   |   |   |   |
| <b>Whole class</b>  | 1  | 2 | 3 | 4 | 5 |

## WEEK 6 DAY 4

| ACTIVITY 1  | LANGUAGE USE: ASSESSMENT WHOLE CLASS   |
|---|--|
| <b>TIME</b>   | 30 minutes   |
| <b>CONTENT/CONCEPTS/<br/>SKILLS</b>   | <ul style="list-style-type: none"> <li>Punctuation (capital letters and full stops), tenses, plurals, nouns</li> </ul> |
| <b>RESOURCES</b>  | <ul style="list-style-type: none"> <li>Assessment books</li> <li>Pencils</li> </ul>                                    |
| <b>ACTIVITY DESCRIPTION</b>   |  |
| <p><b>Focus of the lesson:</b> Assesses learners' ability to correctly use punctuation, tenses, plurals, and nouns.</p> <p><u>Before the lesson</u> write the date and the following sentences and instructions on the board:</p> <p>Complete the sentences:</p> <ol style="list-style-type: none"> <li>a. The rats ..... running.</li> <li>1. The boy ..... walking.</li> <li>2. The girls ..... talking.</li> <li>3. The ..... eats.</li> <li>4. The ..... are running.</li> <li>5. The ..... are sitting.</li> <li>6. A ..... runs.</li> <li>7. The man ..... shopping.</li> </ol> <p>Punctuate the sentences:</p> <ol style="list-style-type: none"> <li>8. the girl runs</li> <li>9. a dog sleeps</li> <li>10. sally has a bike</li> </ol> <ul style="list-style-type: none"> <li>Settle the learners. They must have their assessment books and pencils on their desks.</li> <li>Say: <b>You must copy each sentence from number 1–7 into your books and fill in a word to make the sentence make sense. I will show you what to do. Look at the sentence marked a.</b></li> <li>Read the sentence to the learners: <b>The rats ..... running.</b></li> <li>Say: <b>I must write are in the space to make the sentence make sense.</b></li> <li>Read the sentence to the learners: <b>The rats are running.</b></li> <li>Tell the learners to complete the sentences 1–7. They must write each sentence in their books.</li> <li>When they have completed these sentences tell them to punctuate the sentences 8 to 10. They must rewrite the sentences and put full stops and capital letters where they are needed.</li> <li>Give 1 mark for each sentence. Total marks: <b>10</b></li> <li>Record a mark out of 10 for Language Use/Writing for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |  |

## WEEK 6 DAY 5

| ACTIVITY 2  | READING: ASSESSMENT GROUP 4  |   |   |   |   |
|---|--|---|---|---|---|
| <b>TIME</b>   | 30 minutes   |   |   |   |   |
| <b>CONTENT/CONCEPTS/<br/>SKILLS</b>   | <ul style="list-style-type: none"> <li>Assess each learner individually on 60–70 sight words in 1–2 minutes</li> </ul>   |   |   |   |   |
| <b>RESOURCES</b>  | <ul style="list-style-type: none"> <li>DBE workbooks pp. 48–49, pencils</li> <li>Assessment list of 60–70 sight words</li> <li>Watch to time learners for 1–2 minutes</li> </ul> |   |   |   |   |
| <b>ACTIVITY DESCRIPTION</b>   |  |   |   |   |   |
| <b>Focus of the lesson:</b> Assesses learners' ability to read 60–70 sight words in 1–2 minutes.  |  |   |   |   |   |
| <b>Whole class</b>  |  |   |   |   |   |
| <ul style="list-style-type: none"> <li>Tell the learners to turn to pp. 48–49 in their DBE workbooks and to read the story on p. 48 and then circle the correct answer on p. 49.</li> <li>While learners complete their written activities quietly, call individual learners from Group 4 to come and read the list of 60–70 sight words. Tell the learner that you are going to let her/him read for two minutes. In that time s/he must correctly read as many of the words as s/he can in that time. Tell the learner to try his/her best, it does not matter if s/he does not read all the words.</li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for the reading of the list of sight words.</li> <li>Record a mark out of 5 for Oral Reading: Sight words for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |  |   |   |   |   |
| <b>Whole class</b>  | 1  | 2 | 3 | 4 | 5 |

## WEEK 7 DAY 1

| ACTIVITY 1  | LISTENING AND SPEAKING: ASSESSMENT GROUP 4   |  |  |  |  |
|---|--|--|--|--|--|
| <b>TIME</b>   | 30 minutes   |  |  |  |  |
| <b>CONTENT/CONCEPTS/<br/>SKILLS</b>   | <ul style="list-style-type: none"> <li>Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text</li> </ul> |  |  |  |  |
| <b>RESOURCES</b>  | <ul style="list-style-type: none"> <li>DBE workbooks p. 70 (rest of the class)</li> </ul>  |  |  |  |  |
| <b>ACTIVITY DESCRIPTION</b>   |  |  |  |  |  |
| <b>Focus of the lesson:</b> Assesses learners' ability to give an oral summary of a non-fiction text.   |  |  |  |  |  |
| <b>Note:</b> In this lesson you will assess learners from Group 4.  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their DBE workbooks open to p. 70.</li> <li>While the class is writing sentences for the diary entry on p. 70 call individual learners from Group 4 to your desk.</li> <li>Read the following non-fiction text to the learner.</li> </ul>  |  |  |  |  |  |
| <p><b>Elephants</b><br/> <b>Elephants live in family groups. The family is grown-up females and their children. A female elephant is called a cow and a young elephant a calf. There can be lots of cows and calves. A cow is a big elephant and a calf is a small elephant.</b></p>  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>Ask each learner to give a summary of the story about elephants using four sentences. They must tell you four important things about the elephants:               <ul style="list-style-type: none"> <li>Elephants live in family groups.</li> <li>The family is females (mothers) and children.</li> <li>The female elephant is called a cow.</li> <li>The baby elephant is called a calf.</li> </ul> </li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking.</li> <li>Record a mark out of 5 for Listening and Speaking for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |  |  |  |  |  |

### WEEK 7 DAY 3

| ACTIVITY 1  | LISTENING AND SPEAKING: ASSESSMENT GROUP 5   |
|---|--|
| <b>TIME</b>   | 30 minutes   |
| <b>CONTENT/CONCEPTS/<br/>SKILLS</b>   | <ul style="list-style-type: none"> <li>Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text</li> </ul> |
| <b>RESOURCES</b>  | <ul style="list-style-type: none"> <li>DBE workbooks p. 55 (rest of the class)</li> </ul>  |
| <b>ACTIVITY DESCRIPTION</b>   |  |
| <p><b>Focus of the lesson:</b> Assesses learners' ability to give an oral summary of a non-fiction text.</p> <p><b>Note:</b> In this lesson you will assess learners from Group 5.</p> <ul style="list-style-type: none"> <li>Prepare the learners for the lesson. They should have their DBE workbooks open to p. 55.</li> <li>While the class is circling the correct word and punctuating the sentences on p. 55 call individual learners from Group 5 to your desk.</li> <li>Read the following non-fiction text to the learner.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Elephants</b><br/> <b>Elephants live in family groups. The family is grown-up females and their children. A female elephant is called a cow and a young elephant a calf. There can be lots of cows and calves. A cow is a big elephant and a calf is a small elephant.</b></p> </div> <ul style="list-style-type: none"> <li>Ask each learner to give a summary of the story about elephants using four sentences. They must tell you four important things about the elephants:               <ul style="list-style-type: none"> <li>Elephants live in family groups.</li> <li>The family is females (mothers) and children.</li> <li>The female elephant is called a cow.</li> <li>The baby elephant is called a calf.</li> </ul> </li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking.</li> <li>Record a mark out of 5 for Listening and Speaking for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |  |

### WEEK 7 DAY 3

| ACTIVITY 2  | READING: ASSESSMENT GROUP 5  |          |          |          |          |
|---|--|----------|----------|----------|----------|
| <b>TIME</b>   | 30 minutes   |          |          |          |          |
| <b>CONTENT/CONCEPTS/<br/>SKILLS</b>   | <ul style="list-style-type: none"> <li>Assess each learner individually on 60–70 sight words in 1–2 minutes</li> </ul>   |          |          |          |          |
| <b>RESOURCES</b>  | <ul style="list-style-type: none"> <li>DBE workbooks pp. 56–57, pencils</li> <li>Assessment list of 60–70 sight words</li> <li>Watch to time learners for 1–2 minutes</li> </ul> |          |          |          |          |
| <b>ACTIVITY DESCRIPTION</b>   |  |          |          |          |          |
| <p><b>Focus of the lesson:</b> Assesses learners' ability to read 60–70 sight words in 1–2 minutes.</p> <p><b>Whole class</b></p> <ul style="list-style-type: none"> <li>Tell the learners to turn to pp. 56–57 in their DBE workbooks and to read the story on p. 56 and then answer the questions on p. 57.</li> <li>While learners complete their written activities quietly, call individual learners from Group 5 to come and read the list of 60–70 sight words. Tell the learner that you are going to let her/him read for two minutes. In that time s/he must correctly read as many of the words as s/he can in that time. Tell the learner to try his/her best, it does not matter if s/he does not read all the words.</li> <li>Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for the reading of the list of sight words</li> <li>Record a mark out of 5 for Oral Reading: Sight words for each learner on the record sheet.</li> <li>Reflect on the lesson.</li> </ul> |  |          |          |          |          |
| <b>Whole class</b>  | <b>1</b>   | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

## WEEK 7 DAY 5

| ACTIVITY 1  | PHONICS: ASSESSMENT WHOLE CLASS   |
|---|---|
| TIME  | 30 minutes  |
| CONTENT/CONCEPTS/<br>SKILLS   | <ul style="list-style-type: none"><li>• Recognises vowel digraphs</li><li>• Uses consonant blends</li></ul> |
| RESOURCES   | <ul style="list-style-type: none"><li>• Assessment books</li><li>• Pencils</li></ul>                        |
| <b>ACTIVITY DESCRIPTION</b>   |   |
| <p><b>Focus of the lesson: Assesses the learners' ability to write words with vowel digraphs and consonant blends.</b></p> <ul style="list-style-type: none"><li>• Prepare the learners for the lesson. They should have their assessment books and pencils on their desks.</li><li>• Write numbers 1–10 on the board, one number under another number.</li><li>• Say: <b>Write the numbers 1 to 10 in your books.</b></li><li>• Show the learners how you have written them on the board.</li><li>• Say: <b>I am going to say a word and you must write the word next to the number I say.</b></li><li>• Demonstrate to the learners by saying a word, for example, <b>crop</b> and then write <b>crop</b> next to number 1.</li><li>• Erase <b>crop</b> and begin the assessment.</li><li>• Tell the learners you are going to start at number 1.<ol style="list-style-type: none"><li>1. <b>crash</b></li><li>2. <b>rain</b></li><li>3. <b>read</b></li><li>4. <b>spray</b></li><li>5. <b>green</b></li><li>6. <b>slept</b></li><li>7. <b>clean</b></li><li>8. <b>spend</b></li><li>9. <b>chain</b></li><li>10. <b>cheese</b></li></ol></li><li>• 1 mark for each correct answer. <b>Total mark: 10.</b></li><li>• Record a mark out of 10 for Phonics: Written for each learner on the record sheet.</li><li>• Reflect on the lesson.</li></ul> |   |

## WEEK 8 DAY 3

| ACTIVITY 1                          | READING: COMPREHENSION: ASSESSMENT WHOLE CLASS   |
|-------------------------------------|--|
| <b>TIME</b>                         | 30 minutes   |
| <b>CONTENT/CONCEPTS/<br/>SKILLS</b> | <ul style="list-style-type: none"> <li>• Reading comprehension: Written</li> <li>• Answers multiple choice questions, fills in the missing word and sequences events in the story</li> </ul> |
| <b>RESOURCES</b>                    | <ul style="list-style-type: none"> <li>• DBE workbooks p. 72</li> <li>• Assessment Worksheet: Reading Comprehension: Written</li> </ul>  |

### ACTIVITY DESCRIPTION

**Focus of the lesson:** Assesses learners' ability to read a story, answer multiple choice questions, fill in the missing word and sequence events in the story.

Before the lesson make copies for each learner of the *Reading Comprehension: Written Assessment Worksheet* that is at the end of this document.

- Prepare the learners for the lesson. Their DBE workbooks should be open to p. 72 and they should have a copy of the worksheet and pencils on their desks.
- Tell the learners to write their names on the worksheet.
- Read the story to 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 the next two questions and tell the learners to circle the correct answer.
- Read Section B and C and the learners answer these questions. Explain to the learners what they have to do in each section, i.e. in Section B they must fill in the missing words; in Section C they must number the sentences in the correct order.
- Take in the worksheets and mark the questions – 1 mark for each correct answer:
  - Section A: 3 marks;
  - Section B: 3 marks;
  - Section C: 4 marks (1 mark for each sentence numbered correctly);
  - Total: 10 marks.
- Section **C should be numbered as shown below:**
  4. Each week the children take their vegetables home for their families.
    1. The children know that all plants need good soil, lots of water, air and sunlight to grow.
    3. They have had a lot of rain, so they have a lot of wonderful fresh vegetables.
    2. They need to pull out the weeds each week.
- Reflect on the lesson.

## 5. Suggested Rubrics

| EFAL: GRADE 3 TERM 2: SUGGESTED RUBRICS                               |   |  |   |   |   |
|---|---|--|---|---|---|
| LISTENING AND SPEAKING  |   |  |   |   |   |
| Activity  | 1   | 2  | 3   | 4   | 5   |
| Gives a simple oral summary of 3 or 4 sentences of a non-fiction text | Does a short talk on a theme/topic/non-fiction text after much practice and support | Does a short talk to present a summary on a theme/topic/non-fiction text in 1 sentence | Does a short talk to present a summary on a theme/topic/non-fiction text in 2 sentences | Does a short talk to present a summary on a theme/topic/non-fiction text in 3 sentences | Does a short talk to present a summary on a theme/topic/non-fiction text in 4 sentences |
| READING   |   |  |   |   |   |
| Activity  | 1   | 2  | 3   | 4   | 5   |
| Word recognition:<br><b>Sight words:</b><br>60–70 words               | Reads between 20–29 familiar sight words with teacher                               | Recognises and reads 40–49 familiar sight words correctly                              | Recognises and reads 50–59 familiar sight words sight words correctly                   | Recognises and reads 60–69 sight words confidently and correctly                        | Recognises and reads more than 70 sight words confidently and correctly                 |

## 6. Checklist

| <b>EFAL: GRADE 3 TERM 2: CHECKLIST</b><br>Assess your learners' performance and decide whether or not they have met the criteria – the assessment term plan notes lessons where you have opportunities to do this |  |  |                                |   |  |         |
|---|--|--|--------------------------------|---|--|---------|
|   | Listening & Speaking                             |  | Phonics                        |   | Writing  | Comment |
|   | Demonstrates an understanding of oral vocabulary | Listens to a non-fiction text and answers comprehension questions orally | Recognises silent 'e' in words | Distinguishes between long and short vowels sounds orally | With support, writes a simple set of instructions, e.g. 3-4 instructions |         |
| ✓/x   |  |  |                                |   |  |         |
|   | <b>Date</b>                                      |  |                                |   |  |         |
|   | <b>Names of learners</b>                         |  |                                |   |  |         |
| 1   |  |  |                                |   |  |         |
| 2   |  |  |                                |   |  |         |
| 3   |  |  |                                |   |  |         |
| 4   |  |  |                                |   |  |         |
| 5   |  |  |                                |   |  |         |
| 6   |  |  |                                |   |  |         |
| 7   |  |  |                                |   |  |         |
| 8   |  |  |                                |   |  |         |
| 9   |  |  |                                |   |  |         |
| 10  |  |  |                                |   |  |         |

## 7. Assessment Record Sheet

| <b>EFAL: GRADE 3 TERM 2: SCORES USING RUBRICS</b><br>Record your scores for each learner here, then copy them into SA-SAMS |   |   |                          |   |  |         |
|--|---|---|--------------------------|---|--|---------|
|  | Listening & Speaking  | Phonics   | Reading                  |   | Language Use<br>Writing  | Comment |
|  |   |   | Oral                     | Written   |  |         |
|  | Oral: Gives a simple oral summary of 3 or 4 sentences of a non-fiction text | Phonics: Written<br>Uses consonant blends<br>(-ng, -nk, -ck, ch-, cl-)<br>Recognises vowel diagraphs<br>(ea, oo, oa)<br>1 mark for a correct answer | Sight words: 60-70 words | Comprehension: Written<br>Choose a short reading passage with 70-80 words<br>Types of questions:<br>Multiple choice questions<br>Fill in the missing words<br>Sequence events in a story<br>1 mark for a correct answer | Language Use<br>Punctuation<br>Tenses<br>Plurals<br>Nouns<br>1 mark for a correct answer |         |
|  | 5   | 10  | 5                        | 10  | 10   |         |
|  | Date  |   |                          |   |  |         |
|  | Score   |   |                          |   |  |         |
|  | <b>Names of learners</b>  |   |                          |   |  |         |
| 1  |   |   |                          |   |  |         |
| 2  |   |   |                          |   |  |         |
| 3  |   |   |                          |   |  |         |
| 4  |   |   |                          |   |  |         |
| 5  |   |   |                          |   |  |         |
| 6  |   |   |                          |   |  |         |
| 7  |   |   |                          |   |  |         |
| 8  |   |   |                          |   |  |         |
| 9  |   |   |                          |   |  |         |
| 10   |   |   |                          |   |  |         |

## 8. Reading Comprehension: Written Assessment Worksheet

Name: \_\_\_\_\_

### Section A

Choose the correct letter for the answer and put a circle round it.

1. Kids at Newtown School have been growing
  - A. fruit
  - B. vegetables
  - C. carrots
2. The children water their gardens
  - A. at the week end
  - B. on Mondays
  - C. every day
3. They have to pull out the
  - A. weeds
  - B. grass
  - C. vegetables

### Section B

Fill in the missing words.

1. The principal, Mrs Tessa, says the children have learnt \_\_\_\_\_.
2. In \_\_\_\_\_ there are a lot of weeds.
3. The children planted their vegetables in \_\_\_\_\_.

### Section C

Number the following sentences in the correct order to tell the story.

- Each week the children take their vegetables home for their families.
- The children know that all plants need good soil, lots of water, air and sunlight to grow.
- They have had a lot of rain, so they have a lot of wonderful fresh vegetables.
- They need to pull out the weeds each week.

## 9. Tracking and Reflecting Tools

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

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

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

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

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

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

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

## 9.2 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><br><i>What concepts/skills did the learners struggle with or manage well in this lesson?<br/>What could be the reasons for this? Did the class complete the work you had planned?<br/>Do you need to change your plans for the next lesson? What changes will you make?</i> |  |  |  |  |              |
| <b>1</b>  |  |  |  |  |  |              |
| <b>2</b>  |  |  |  |  |  |              |
| <b>3</b>  |  |  |  |  |  |              |
| <b>4</b>  |  |  |  |  |  |              |
| <b>5</b>  |  |  |  |  |  |              |
| <b>Reflection on the week: Think about and make a note of:</b>  |  |  |  |  |  |              |
| <b>SUBJECT</b>  | <b>What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?</b>   | <b>Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?</b> |  |  |  |              |
|   |  |  |  |  |  |              |
|   |  |  |  |  |  |              |
|   |  |  |  |  |  |              |
|   |  |  |  |  |  |              |
|   |  |  |  |  |  |              |
| <b>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

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## THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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