

GRADE 3

English First Additional Language

**CAPS Planner, Tracker and
Assessment Resources**

TERM 3

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A. ABOUT THE PLANNER AND TRACKER

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

- It provides a plan of what should be taught each day of the term. The plan for EFAL in the Foundation Phase is linked to the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the assessment programme. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your department head and peers on ways to make up time to ensure that all the work for the term is completed.
- In addition, the tracker encourages you to reflect on what works well in your lessons, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in practice.
- This document also contains support for assessment¹ (in Section C):
 - The DBE programme of assessment for Term 3 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.
 - Where necessary, please adjust the formal assessment programmes, exemplars and tools given in this planner and tracker to comply with the specifications of the amended Section 4 of the CAPS published in 2019. If you wish, you can use those that do not comply for informal assessment.
- **This book will not be redistributed each year.** You should therefore file it for future use at the end of the term. As you are likely to have recorded dates and your reflection in it, we have provided separate tools for tracking and reflecting at the end of this book. One is for conventional and the other for multigrade classrooms. Please use whichever is appropriate for your context. You will need to copy one for each week that you teach. You could also leave the weekly trackers blank, photocopy them, and write on the copies so that you keep a clean template to use in future years.

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

Note: The lesson plans to which this tracker is linked are designed for a 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 DH and discuss things that worked or did not go so well in your lesson. Together with your DH you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

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

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

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand 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 DH and your peers.

B. PLANNER AND TRACKER

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

Week 1					
Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
2	Activity 1: Ph.: Distinguishes between different vowel sounds aurally	9	15	Flashcards of all sounds; Homework books	
	Activity 2: W: Writes a paragraph of four to six sentences on a familiar topic; 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	10		Writing book; Crayons and pencils	
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; answers comprehension questions; expresses feelings about the story; continues to build oral vocabulary	11	6		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the Guided, Shared and Independent Reading	12		Reader (<i>Grandpa's Glasses</i>); Flashcards of words; Homework books; Reading sheets	
4	Activity 1: LU: Understands and uses countable and uncountable nouns	13		Pictures/objects (apples, oranges, pen, pencils, books, jug of water, sugar, flour, sand, mealie meal)	
5	Activity 1: W: Spelling test: Revises Term 2 spelling words; builds and sounds out words using sounds learnt	14		Assessment books; Pencils	
	Activity 2: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Groups 1 and 2 read and answer questions	15		Reader (<i>Grandpa's Glasses</i>), own book, class book, GGR reader already read	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
DH:			Date:		

Week 2

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral vocabulary using themes or topics; understands and responds to simple questions; begins to develop understanding and use of simple language structures in the context of meaningful spoken language; participates in a short conversation on a familiar topic	16		Poster (<i>The Zoo</i>)	
2	Activity 1: Ph.: Recognises at least five new vowel digraphs; builds and sounds out words using sounds taught	17		Pictures/ objects (crime, bite, smile, wide, time, shine, prize, try, shy, fly, dry, cry, sky) Homework books; Pencils	
	Activity 2: W: Writes an increasingly complex list with headings; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary	18		Pencils; Writing books; Poster (<i>The Zoo</i>)	
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; answers comprehension questions; expresses feelings about the story; predicts what will happen next in the story; retells the story; continues to build oral vocabulary	19	22		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the guided, shared and independent reading	19		Flashcards of words; Homework books; Reading sheets	
	Activity 3: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Group 3 reads and answers questions	20		Reader (<i>Grandpa's Glasses</i>), own book, class book, GGR reader already read	
4	Activity 1: W: Writes an increasingly complex list with headings; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge; builds own word bank and personal dictionary	21		Writing books; Crayons and pencils; Poster (<i>The Zoo</i>)	
5	Activity 1: W: Spelling test: Recognises at least five new vowel digraphs; builds and sounds out words using sounds learnt	22		Assessment books; Pencils	
	Activity 2: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Groups 4 and 5 read and answer questions	23		Reader (<i>Grandpa's Glasses</i>), own book, class book, 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?

DH:

Date:

Week 3

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral (listening and speaking) 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	24		Poster (<i>The Zoo</i>)	
2	Activity 1: Ph.: Recognises at least five new vowel digraphs	25	34	Flashcards of sounds; Pictures/ objects (fight, high, light, might, right, bright, night, sight, tight, lie, pie, tie); Homework books	
	Activity 2: W: With guidance, writes a personal recount of experiences; 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; uses the writing process	26		Writing books; Pencils; Poster (<i>The Zoo</i>)	
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; retells the story; continues to build oral vocabulary	27	10		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the Guided, Shared and Independent Reading	27		Flashcards of words; Homework books; Reading sheets	
	Activity 3: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Group 1 reads and answers questions	28		Reader (<i>Grandpa's Glasses</i>), own book, class book, GGR reader already read	
4	Activity 1: LU: Understands and uses the past tense	29		Poster (<i>The Zoo</i>)	
5	Activity 1: W: With guidance, writes a personal recount of experiences; 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; uses the writing process	30		Writing books; Pencils	
	Activity 2: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Groups 2 and 3 read and answer questions	31		Reader (<i>Grandpa's Glasses</i>), own book, class book, 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?

DH:

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 (listening and speaking) 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	32		Poster (<i>The Zoo</i>)	
2	Activity 1: Ph.: Recognises at least five new vowel digraphs; builds and sounds out words using sounds taught	33		Flashcard of sound; Pictures/ objects (broke, close, drove, froze, rode, smoke, stone, those, woke, slow, flow, blow, low, mow, row); Homework books; Pencils	
	Activity 2: W: Writes an increasingly complex list with headings; 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	34	20, 24, 31		
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; retells the story; continues to build oral vocabulary	35	16		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the Guided, Shared and Independent Reading	35		Reader (<i>When Anil Hits That Ball</i>); Flashcards of words; Homework books; Reading sheets	
4	Activity 1: LU: Understands and uses the past tense	36			
5	Activity 1: W: Spelling test: Recognises at least five new vowel digraphs; builds and sounds out words using sounds taught	37		Assessment books; Pencils	
	Activity 2: GGR/ Paired/ Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Groups 4 and 5 read and answer questions	38		Reader (<i>When Anil Hits That Ball</i>), own book, class book, GGR reader already read	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
DH:			Date:		

Week 5

* = rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral (listening and speaking) 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	39		Poster (<i>The Hospital</i>)	
2	Activity 1: Ph.: Recognises at least five new vowel digraphs; builds and sounds out words using sounds learnt	40		Flashcards of sounds; Pictures/ objects (boat, coat, coast, groan, loaf, road, roast, soap, toast, toe, doe, foe, hoe)	
	Activity 2: W: With guidance, writes a personal recount of experiences; 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; uses the writing process	41		Writing books; Pencils	
3	*Activity 1: L&S: Assessment Group 1: Gives a short oral recount of a personal experience/event	42	9	Pencils	
	Activity 2: Preparation for GGR: Continues to build sight word vocabulary from the Guided, Shared and Independent Reading	42		Flashcards of words; Homework books; Reading sheets	
	Activity 3: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Group 1 reads and answers questions	43		Reader (<i>When Anil Hits That Ball</i>)	
4	Activity 1: LU: Understands and uses the past tense	44		Writing book; Pencils	
5	Activity 1: W: Spelling test: Recognises at least five new vowel digraphs; builds and sounds out words	45		Assessment books; Pencils	
	*Activity 2: Reading: Assessment Group 1: Assess each learner individually on 60–70 sight words; text of at least 60–70 words and ask questions about the text	45	8	List of sight words; Reader (<i>Grandpa's Glasses</i>)	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
DH:			Date:		

Week 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 short oral recount of a personal experience/event	46	34	Pencils	
2	Activity 1: Ph.: Recognises three-letter consonant blends at the beginning and end of words; builds and sounds out words using sounds learnt	46		Flashcards of sounds; Pictures/ objects (splash, split, scream, scrap, scrub, stray, strike, string, strong); Homework books	
	*Activity 2: W: Assessment: Writes a personal recount of 5–6 sentences using capital letters and full stops	47		Assessment books; Pencils	
3	*Activity 1: L&S: Assessment Group 3: Gives a short oral recount of a personal experience/event	47	4	Pencils	
	*Activity 2: Reading: Assessment Group 2: Assess each learner individually on 60–70 sight words; text of at least 60–70 words and ask questions about the text	47		List of sight words; Reader (<i>Grandpa's Glasses</i>)	
4	Activity 1: LU: Revises some of the grammar informally taught in Grade R–2	47		Writing books; Pencils	
5	Activity 1: W: Spelling test: Recognises three-letter consonant blends at the beginning and end of words	48		Assessment books; Pencils	
	*Activity 2: Reading: Assessment Group 3: Assess each learner individually on 60–70 sight words; text of at least 60–70 words and ask questions about the text	48		List of sight words; Reader (<i>Grandpa's Glasses</i>)	

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

What will you change next time? Why?

DH:

Date:

Week 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 short oral recount of a personal experience/event	49	4, 5	Pencils	
2	Activity 1: Ph.: Recognises consonant digraphs in a word; builds and sounds out words using sounds learnt	49		Pictures/objects (phone, elephant, dolphin, fell, will, doll, kill, sell); Homework books; Flashcards of sounds	
	Activity 2: Writes an increasingly complex list with headings; spells common words correctly and attempts to spell unfamiliar words using phonic knowledge	50		Writing books; Pencils; Poster (<i>The Zoo</i>)	
3	*Activity 1: L&S: Assessment Group 5: Gives a short oral recount of a personal experience/event	50	11	Pencils	
	*Activity 2: Reading Assessment Group 4: Assess each learner individually on 60–70 sight words; text of at least 60–70 words and ask questions about the text	50		List of sight words; Reader (<i>Grandpa's Glasses</i>)	
4	Activity 1: LU: Writes meaningful sentences in the past tense with some accuracy	50		Posters (<i>The Zoo</i> and <i>The Hospital</i>); Writing books; Pencils	
5	Activity 1: W: Spelling test: Recognises consonant digraphs in a word; builds and sounds out words using sounds learnt	51		Assessment books; Pencils	
	*Activity 2: Reading: Assessment Group 5: Assess each learner individually on 60–70 sight words; text of at least 60–70 words and ask questions about the text	51		List of sight words; Reader (<i>Grandpa's Glasses</i>)	

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

What will you change next time? Why?

DH:

Date:

Week 8

* = rubric assessment activity

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral (listening and speaking) 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	52		Poster (<i>The Hospital</i>)	
2	Activity 1: Ph.: Recognises three-letter consonant blends at the beginning and end of words	53	16, 17	Pictures/objects (bench, drench, bunch, lunch, match, catch, crutch, fetch); Homework books; Pencils	
	Activity 2: W: Organises information in a chart, table or bar graph	54			
3	Activity 1: L&S: SR: Listens to a non-fiction text; with the teacher's help gives a simple summary	55		Pictures (giraffes)	
	Activity 2: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Groups 1 and 2 read and answer questions	56		Reader (<i>When Anil Hits That Ball</i>), own book, class book, GGR reader already read	
4	Activity 1: LU: Understands and uses the past tense; understands and uses the articles a and the with nouns; revises some of the grammar covered informally in Grades R-2	57		Writing Books; Pencils	
5	*Activity 1: Ph.: Assessment: Word list of 15 words and 1-2 dictated sentences	58		Assessment books; Pencils	
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the Guided, Shared and Independent Reading	58		Reader (<i>King of the Street</i>); Flashcard words; Reading sheets; Homework books	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
DH:				Date:	

Week 9

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral (listening and speaking) vocabulary using themes or topics; understands and uses language structures in context; participates in a short conversation on a familiar topic	59		Posters (<i>The Hospital</i> and <i>The Zoo</i>)	
2	Activity 1: Ph.: Recognises consonant digraphs in a word; builds and sounds out words using sounds learnt	60		Pictures/ objects (glass, grass, press, miss, cross, fuss, mess, fluff, bluff, cuff); Homework books	
	Activity 2: W: Writes a paragraph of four to six sentences on a familiar topic; 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	60		Writing books; Pencils; Poster (<i>The Hospital</i>)	
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; answer comprehension questions; expresses feelings about the story; predicts what will happen next; continues to build oral vocabulary	61	32		
	Activity 2: Preparation for GGR: Continues to build a sight word vocabulary from the Guided, Shared and Independent Reading	61		Flashcard words; Reading sheets; Homework books; Reader (<i>King of the Street</i>)	
	Activity 3: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Group 3 reads and answers questions	62		Own book, class book, GGR reader already read	
4	Activity 1: LU: Revises some of the grammar covered in Grade R–Grade 2 (present tense, pronouns and plurals)	63		Writing books; Pencils	
5	Activity 1: W: Spelling test: Recognises consonant digraphs in a word; builds and sounds out words using sounds learnt	64		Assessment books; Pencils	
	Activity 2: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Groups 4 and 5 read and answer questions	65		Reader (<i>King of the Street</i>), own book, class book, GGR reader already read	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
DH:			Date:		

Week 10

Day	CAPS content, concepts, skills	LP page	DBE page	Resources	Date completed
1	Activity 1: L&S: Continues to develop an oral (listening and speaking) vocabulary using themes or topics; understands and responds to simple questions; begins to develop understanding and use of simple language structures; participates in a short conversation on a familiar topic	66		Poster (<i>The Hospital</i>)	
2	Activity 1: Ph.: Assessment feedback and support	67		Assessment books; Pencils	
	Activity 2: W: Assessment feedback and support	67		Assessment books; Pencils	
3	Activity 1: L&S: SR: Listens to stories, recounts or non-fiction texts; answers comprehension questions; expresses feelings about the story; predicts what will happen next; continues to build oral vocabulary	68	36		
	Activity 2: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Groups 1 and 2 read and answer questions	69		Reader (<i>King of the Street</i>), own book, class book, GGR reader already read	
4	Activity 1: LU: Uses sentences in the past tense	70		Posters (<i>The Zoo and The Hospital</i>)	
5	Activity 1: W: Organises information on a chart, table or bar graph	70	7	Pencils	
	Activity 2: GGR/Paired/Independent: Reads aloud from own book in guided reading group with the teacher, uses the reading strategies taught in Home Language, reads with increasing fluency and expression, shows an understanding of punctuation when reading aloud; continues to build a sight word vocabulary; reads independently books read in GGR sessions and other books; reads familiar poems and rhymes Groups 3 and 4 read and answer questions	71		Reader (<i>King of the Street</i>), own book, class book, GGR reader already read	
<p>Reflection: Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p> <p>What will you change next time? Why?</p>					
DH:		Date:			

C. ASSESSMENT RESOURCES

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

1. DBE Assessment Programme for Term 3

Strengthened CAPS Programme of Assessment (as in Circular S1 of 2017)						
EFAL: Grade 3 Term 3						
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> Gives a short oral recount of a personal experience/event 	Observation & Oral	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> Demonstrates an understanding of oral vocabulary Listens to a story and answers comprehension questions orally 		Checklist	n/a		
<p><u>Teacher's notes</u></p> <p><i>These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather, you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on her/his ability to give a short oral recount, etc. For SA-SAMS there must be 1 score for Listening and Speaking.</i></p>						
Phonics: Oral	<ul style="list-style-type: none"> Recognises vowel digraphs ai, ay, oi, oy, ou Recognises consonant blends/digraphs str, scr, tch, nch, ll, ss, ff, ph 	Observation & Oral	Checklist	n/a	By Week 9	
Phonics: Written	<ul style="list-style-type: none"> Spelling: Word list of 15 words and 1–2 sentences dictation 		Class workbook	15		
<p><u>Teacher's notes</u></p> <p><i>The Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SA-SAMS you should have 1 score (Spelling).</i></p>						

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

EFAL: Grade 3 Term 3

Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Reading: Oral	Group Guided Reading <ul style="list-style-type: none"> • Sight words: Assess each learner individually on 60–70 sight words (Big Book, Theme, Reader) 1 mark for a correct answer 	Observation & Oral	Class workbook	5	By Week 9	
	Group Guided Reading <ul style="list-style-type: none"> • Assess each learner on oral reading: Choose a text (DBE workbook, Reader) which has at least 60–70 words and ask questions about the text 1 mark for a correct answer 			5		
Teacher's notes <i>During your Group Guided Reading sessions in Weeks 7 to 9, assess every learner on at least 70–80 sight words and oral reading which has 60–70 words (word recognition, fluency, comprehension, e.g. 2–3 oral questions). The checklist should be used for recording and scoring to be done according to the rubric for oral reading activities. For SA-SAMS, 2 scores will be captured for Reading (oral reading).</i>						
Writing	<ul style="list-style-type: none"> • Writes a personal recount of 5–6 sentences using capital letters and full stops 	Written	Rubric	5	By Week 8	
	<ul style="list-style-type: none"> • Writes sentences in the past tense with some accuracy 		Checklist Class workbook	n/a		
Teacher's notes <i>By Week 8 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS one score will be captured for writing.</i>						
TOTAL SCORE						35
Scores will be captured on SA-SAMS. The score will be converted to a percentage to indicate Level 1–7 for the report card.						

2. Programme of Assessment in the Lesson Plans

ASSESSMENT PROGRAMME IN THE LESSON PLANS		
This table gives an overview of how the assessment programme can be completed.		
The weeks and days when assessments can be done	Component and skills to be assessed	Tool
Listening and Speaking		
Week 5 Day 3; Week 6, 7 Day 1, 3	Gives a short oral recount of a personal experience/event	Rubric
Most L&S lessons	Demonstrates an understanding of oral vocabulary	Checklist
Week 1, 2 Day 3	Listens to story and answers comprehension questions	Checklist
Phonics		
Week 8 Day 5	Spelling: Word list of 15 words and 1–2 sentences dictated	Class workbook
Week 2, 3, 4, 5 Day 1, 5	Recognises vowel digraphs	Checklist
Week 2, 3, 4, 5 Day 1, 5; Week 7, 8, 9 Day 2	Recognises consonant blends/digraphs	Checklist
Reading		
Week 5 Day 5; Week 6, 7 Day 3, 5	Assess each learner individually on 60–70 sight words	Rubric
Week 5 Day 5; Week 6, 7 Day 3, 5	Assess each learner on oral reading: Choose a text which has at least 60–70 words and ask questions about the text	Worksheet
Writing		
Week 6 Day 2	Writes a personal recount of 5–6 sentences using capital letters and full stops	Rubric
Week 3 Day 2, 4; Week 4, 5, 8, 9 Day 2	Writes sentences in the past tense with some accuracy	Class workbook/checklist

3. List of Sight Words

Reading Assessment: 60–70 (70–80) 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		
Dumi	Zandi	live
Grandpa	story	asks
my	glasses	table
they	aren't	here
chair	drawer	knitting
bath	look	head
loves	cricket	ball
hard	broken	fence
road	past	small
spaza	sugarcane	old
bridge	through	branches
Mama	Gloria's	basket
We	Did	day
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
nd	your	says
New	Sally	bike

4. Assessment Exemplars for Activities Using Rubrics

WEEK 5 DAY 3	
ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 1
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Gives a short oral recount of a personal experience/event
RESOURCES	<ul style="list-style-type: none"> DBE workbooks p. 9; pencils
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to give an oral recount of a personal experience.</p> <p>Note: Learners must be assessed individually. You should divide the class into 5 groups and assess the learners in one group in each lesson of 30 minutes. You will repeat the lesson 5 times in order to assess each group. In this lesson, you should assess learners in Group 1.</p> <ul style="list-style-type: none"> Settle the learners. While the learners are writing the sentences in the past sentences on p. 9 in their DBE workbooks call individual learners from Group 1 to your desk and: <ul style="list-style-type: none"> Ask the learners to tell you about what they did at the weekend. They must tell you at least five things that they did, using at least five sentences. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the record sheet. Reflect on the lesson. 	

WEEK 5 DAY 5				
ACTIVITY 2	READING: ASSESSMENT GROUP 1			
TIME	30 minutes			
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually on 60–70 (70–80) sight words in 1–2 minutes Assess each learner on oral reading: Choose a text which has at least 60–70 words and ask questions about the text 			
RESOURCES	<ul style="list-style-type: none"> DBE workbooks p. 8; pencils Assessment list of 60–70 sight words Watch to time learners for 1–2 minutes Reader (<i>Grandpa's Glasses</i>) 			
ACTIVITY DESCRIPTION				
<p>Focus of the lesson: Assesses learners' ability to read 60–70 (70–80) sight words in 1–2 minutes and read pages and answer questions.</p> <p>Whole class</p> <ul style="list-style-type: none"> Tell the learners to turn to p. 8 in their DBE workbooks and to draw three things about what they did at the week end. While learners complete their written activities quietly, call individual learners from Group 1 to come and: <ol style="list-style-type: none"> 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. Tell the learner to try her/his best, it does not matter if s/he does not read all the words. Read pp. 2–9 in the reader, <i>Grandpa's Glasses</i> and answer the following questions: <ul style="list-style-type: none"> Who did Dumi and Zandi live with? (They lived with Grandpa.) What were they all looking for? (They were looking for grandpa's glasses.) What did the children find? (Learners can say they found a tie or blocks or knitting.) 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. Record a mark out of 5 for the oral reading (sight words) section for each learner on the record sheet and a mark out of 5 for oral reading (text/questions). Reflect on the lesson. 				
Whole class	1	2	3	4

WEEK 6 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 2
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none">• Gives a short oral recount of a personal experience/event
RESOURCES	<ul style="list-style-type: none">• DBE workbooks p. 34; pencils
ACTIVITY DESCRIPTION	
Focus of lesson: Assesses learners' ability to give an oral recount of a personal experience.	
Note: In this lesson, you should assess learners in Group 2.	
<ul style="list-style-type: none">• Settle the learners.• While the learners are reading the sentences and circling the correct pronouns on p. 34 in their DBE workbooks call individual learners from Group 2 to your desk and:<ul style="list-style-type: none">– Ask the learners to tell you about what they did at the weekend. They must tell you at least five things that they did, using at least five sentences.• Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking.• Record a mark out of 5 for Listening and Speaking for each learner on the record sheet.• Reflect on the lesson.	

WEEK 6 DAY 2

ACTIVITY 2	WRITING: ASSESSMENT WHOLE CLASS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none">• Writes a personal recount of 5–6 sentences using capital letters and full stops
RESOURCES	<ul style="list-style-type: none">• Assessment books; pencils
ACTIVITY DESCRIPTION	
Focus of lesson: Assesses learners' ability to write a recount of 5–6 sentences.	
<ul style="list-style-type: none">• Settle the learners. They must have their Assessment books and pencils on their desks.• Tell the learners to write a paragraph on going to the zoo. They must write six sentences about going to the zoo.• Remind them to use correct spelling, grammar and punctuation.• Walk around while the learners are completing this activity.• Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Writing.• Record a mark out of 5 for Writing for each learner on the record sheet.• Reflect on the lesson.	

WEEK 6 DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 3
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Gives a short oral recount of a personal experience/event
RESOURCES	<ul style="list-style-type: none"> • DBE workbooks p. 4; pencils
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to give an oral recount of a personal experience.</p> <p>Note: In this lesson, you should assess learners in Group 3.</p> <ul style="list-style-type: none"> • Settle the learners. • While the learners are drawing a picture of themselves dressed for today's weather and writing the sentences on p. 4 in their DBE workbooks, call individual learners from Group 3 to your desk and: <ul style="list-style-type: none"> – Ask the learners to tell you about what they did at the weekend. They must tell you at least five things that they did, using at least five sentences. • Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. • Record a mark out of 5 for Listening and Speaking for each learner on the record sheet. • Reflect on the lesson. 	

ACTIVITY 2	READING: ASSESSMENT GROUP 2				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Assess each learner individually on 60–70 (70–80) sight words in 1–2 minutes • Assess each learner on oral reading: Choose a text which has at least 60–70 words and ask questions about the text 				
RESOURCES	<ul style="list-style-type: none"> • DBE workbooks p. 8; pencils • Assessment list of 60–70 sight words • Watch to time learners for 1–2 minutes • Reader (<i>Grandpa's Glasses</i>) 				
ACTIVITY DESCRIPTION					
<p>Focus of the lesson: Assesses learners' ability to read 60–70 (70–80) sight words in 1–2 minutes and read pages and answer questions.</p> <p>Whole class</p> <ul style="list-style-type: none"> • Tell the learners to turn to p. 8 in their DBE workbooks and to write sentences in the past tense about the pictures they drew in the previous reading assessment. • While learners complete their written activities quietly, call individual learners from Group 2 to come and: <ol style="list-style-type: none"> 1. 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. Tell the learner to try her/his best, it does not matter if s/he does not read all the words. 2. Read pp. 2–9 in the reader, <i>Grandpa's Glasses</i> and answer the following questions: <ul style="list-style-type: none"> – Who did Dumi and Zandi live with? (They lived with Grandpa.) – What were they all looking for? (They were looking for grandpa's glasses.) – What did the children find? (Learners can say they found a tie or blocks or knitting.) • 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. • Record a mark out of 5 for the oral reading (sight words) section for each learner on the record sheet and a mark out of 5 for oral reading (text/questions). • Reflect on the lesson. 					
Whole class	1	2	3	4	5

WEEK 6 DAY 5

ACTIVITY 2	READING: ASSESSMENT GROUP 3				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Assess each learner individually on 60–70 (70–80) sight words in 1–2 minutes Assess each learner on oral reading: Choose a text which has at least 60–70 words and ask questions about the text 				
RESOURCES	<ul style="list-style-type: none"> DBE workbooks pp. 10, 11; pencils Assessment list of 60–70 sight words Watch to time learners for 1–2 minutes Reader (<i>Grandpa's Glasses</i>) 				
ACTIVITY DESCRIPTION					
<p>Focus of the lesson: Assesses learners' ability to read 60–70 (70–80) sight words in 1–2 minutes and read pages and answer questions.</p> <p>Whole class</p> <ul style="list-style-type: none"> Tell the learners to turn to pp. 10, 11 in their DBE workbooks and to read the story and answer the questions on p. 11. While learners complete their written activities quietly, call individual learners from Group 3 to come and: <ol style="list-style-type: none"> 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. Tell the learner to try her/his best, it does not matter if s/he does not read all the words. Read pp. 2–9 in the reader, <i>Grandpa's Glasses</i> and answer the following questions: <ul style="list-style-type: none"> Who did Dumi and Zandi live with? (They lived with Grandpa.) What were they all looking for? (They were looking for grandpa's glasses.) What did the children find? (Learners can say they found a tie or blocks or knitting.) 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. Record a mark out of 5 for the oral reading (sight words) section for each learner on the record sheet and a mark out of 5 for oral reading (text/questions). Reflect on the lesson. 					
Whole class	1	2	3	4	5

WEEK 7 DAY 1

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 4				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Gives a short oral recount of a personal experience/event 				
RESOURCES	<ul style="list-style-type: none"> DBE workbooks p. 34; pencils 				
ACTIVITY DESCRIPTION					
<p>Focus of lesson: Assesses learners' ability to give an oral recount of a personal experience.</p> <p>Note: In this lesson, you should assess learners in Group 4.</p> <ul style="list-style-type: none"> Settle the learners. While the learners are drawing a picture of themselves dressed for today's weather and writing the five sentences on p. 4 in their DBE workbooks (they started this activity in the previous L&S assessment), and pasting in the correct stickers on p. 5 in their DBE workbooks, call individual learners from Group 4 to your desk and: <ul style="list-style-type: none"> Ask the learners to tell you about what they did at the weekend. They must tell you at least five things that they did, using at least five sentences. Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. Record a mark out of 5 for Listening and Speaking for each learner on the record sheet. Reflect on the lesson. 					

WEEK 7 DAY 3

ACTIVITY 1	LISTENING AND SPEAKING: ASSESSMENT GROUP 5
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Gives a short oral recount of a personal experience/event
RESOURCES	<ul style="list-style-type: none"> • DBE workbooks p. 11; pencils
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to give an oral recount of a personal experience.</p> <p>Note: In this lesson, you should assess learners in Group 5.</p> <ul style="list-style-type: none"> • Settle the learners. • While the learners are writing five sentences about a school concert on p. 11 in their DBE workbooks, call individual learners from Group 4 to your desk and: <ul style="list-style-type: none"> – Ask the learners to tell you about what they did at the weekend. They must tell you at least five things that they did, using at least five sentences. • Use the rubric at the end of the planner and tracker to give each learner a mark out of 5 for Listening and Speaking. • Record a mark out of 5 for Listening and Speaking for each learner on the record sheet. • Reflect on the lesson. 	

ACTIVITY 2	READING: ASSESSMENT GROUP 4				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Assess each learner individually on 60–70 (70–80) sight words in 1–2 minutes • Assess each learner on oral reading: Choose a text which has at least 60–70 words and ask questions about the text 				
RESOURCES	<ul style="list-style-type: none"> • DBE workbooks p. 19; pencils • Assessment list of 60–70 sight words • Watch to time learners for 1–2 minutes • Reader (<i>Grandpa's Glasses</i>) 				
ACTIVITY DESCRIPTION					
<p>Focus of the lesson: Assesses learners' ability to read 60–70 (70–80) sight words in 1–2 minutes and read pages and answer questions.</p> <p>Whole class</p> <ul style="list-style-type: none"> • Tell the learners to turn to p. 19 in their DBE workbooks and to write the correct words in the sound boxes. • While learners complete their written activities quietly, call individual learners from Group 4 to come and: <ol style="list-style-type: none"> 1. 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. Tell the learner to try her/his best, it does not matter if s/he does not read all the words. 2. Read pp. 2–9 in the reader, <i>Grandpa's Glasses</i> and answer the following questions: <ul style="list-style-type: none"> – Who did Dumi and Zandi live with? (They lived with Grandpa.) – What were they all looking for? (They were looking for grandpa's glasses.) – What did the children find? (Learners can say they found a tie or blocks or knitting.) • 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. • Record a mark out of 5 for the oral reading (sight words) section for each learner on the record sheet and a mark out of 5 for oral reading (text/questions). • Reflect on the lesson. 					
Whole class	1	2	3	4	5

WEEK 7 DAY 5

ACTIVITY 2	READING: ASSESSMENT GROUP 5				
TIME	30 minutes				
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> • Assess each learner individually on 60–70 (70–80) sight words in 1–2 minutes • Assess each learner on oral reading: Choose a text which has at least 60–70 words and ask questions about the text 				
RESOURCES	<ul style="list-style-type: none"> • DBE workbooks pp. 6, 7; pencils • Assessment list of 60–70 sight words • Watch to time learners for 1–2 minutes • Reader (<i>Grandpa's Glasses</i>) 				
ACTIVITY DESCRIPTION					
<p>Focus of the lesson: Assesses learners' ability to read 60–70 (70–80) sight words in 1–2 minutes and read pages and answer questions.</p> <p>Whole class</p> <ul style="list-style-type: none"> • Tell the learners to turn to pp. 6, 7 in their DBE workbooks and to read the story and write the answers on p. 7. • While learners complete their written activities quietly, call individual learners from Group 5 to come and: <ol style="list-style-type: none"> 1. 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. Tell the learner to try her/his best, it does not matter if s/he does not read all the words. 2. Read pp. 2–9 in the reader, <i>Grandpa's Glasses</i> and answer the following questions: <ul style="list-style-type: none"> – Who did Dumi and Zandi live with? (They lived with Grandpa.) – What were they all looking for? (They were looking for grandpa's glasses.) – What did the children find? (Learners can say they found a tie or blocks or knitting.) • 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. • Record a mark out of 5 for the oral reading (sight words) section for each learner on the record sheet and a mark out of 5 for oral reading (text/questions). • Reflect on the lesson. 					
Whole class	1	2	3	4	5

WEEK 8 DAY 5

ACTIVITY 1	PHONICS: ASSESSMENT WHOLE CLASS
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	<ul style="list-style-type: none"> Word list of 15 words and 1–2 sentences dictation
RESOURCES	<ul style="list-style-type: none"> Assessment books; pencils
ACTIVITY DESCRIPTION	
<p>Focus of lesson: Assesses learners' ability to spell words and correctly write dictated sentences.</p> <ul style="list-style-type: none"> Settle the learners. Learners must have their assessment books and pencils on their desks. Write the date and numbers 1–15 on the board. Learners copy this, writing the numbers next to the margin. Explain to them that you are going to say a word and that they must write that word next to the number. Say: 1 – string. Continue in the same way for the following words: <ul style="list-style-type: none"> – 2 – coat – 3 – splash – 4 – drench – 5 – fetch – 6 – lunch – 7 – fight – 8 – phone – 9 – fell – 10 – drove – 11 – kill – 12 – pie – 13 – smile – 14 – toe – 15 – of Then dictate the following two sentences to the learners: They smile and cry. The men were in the slow boat. Give half a mark for each spelling word and each word in the dictated sentences (13 marks) and 1 mark for correctly using the capital letter and full stop in each sentence (2 marks) Total: 15 Record a mark out of 15 for each learner on the record sheet for Phonics. Reflect on the lesson. 	

5. Suggested Rubrics

EFAL: GRADE 3 TERM 3: SUGGESTED RUBRICS					
LISTENING AND SPEAKING – adapted slightly					
Activity	1	2	3	4	5
Gives a short oral recount of a personal experience/event in 4–5 sentences	Gives a simple recount of 1 sentence with support	Gives a simple recount of 2 sentences on personal news/event	Gives a simple recount of 3 sentences on personal news/event	Gives a simple recount of 4 sentences on a personal experience/event	Gives a simple recount of 5 sentences on a personal experience/event
READING					
Activity	1	2	3	4	5
Word recognition: Sight words: 70–80 words	Reads between 20–25 familiar sight words with teacher	Recognises and reads 50–59 familiar sight words correctly	Recognises and reads 60–69 familiar sight words sight words correctly	Recognises and reads 70–79 sight words confidently and correctly	Recognises and reads more than 80 sight words confidently and correctly
WRITING – adapted slightly					
Activity	1	2	3	4	5
Writes 5–6 sentences on a familiar topic using capital letters and full stops	Able to write one incomplete sentence; no correct punctuation	Able to write 1 sentence on a familiar topic; some punctuation incorrect	Able to write 2–3 sentences on a familiar topic using capital letters and full stops correctly	Able to write 4–5 relevant sentences on a familiar topic using correct grammar, spelling and punctuation	Able to write 6 relevant sentences on a familiar topic using correct grammar, spelling and punctuation

6. Checklist

EFAL GRADE 3: TERM 3

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 story and answers comprehension questions orally	Recognises vowel digraphs ai, ay, oi, oy, ou	Recognises consonant blends/ digraphs str, scr, tch, nch, ll, ss, ff, ph	Write sentences in the past tense with some accuracy	
	Date					
	Names of learners					
✓/✗						
1						
2						
3						
4						
5						
6						
7						
8						
9						

7. Assessment Record Sheet

EFAL: GRADE 3 TERM 3: SCORES USING RUBRICS Record your scores for each learner here, then copy them into SA-SAMS						
	Listening & Speaking	Phonics	Reading		Writing	Comment
			Sight words	Oral		
	Gives a short oral recount of a personal experience/event	Spelling test Word list of 15 words and 1-2 sentences dictation	Assess each learner individually on 60-70 sight words	Oral reading Choose a text which has at least 60-70 words and ask questions about the text	Writes a personal recount of 5-6 sentences using capital letters and full stops	
Date			5	5	5	
Score		15	5	5	5	
Names of learners						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

8. Tracking and Reflecting Tools

8.1 Conventional classrooms¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner ² for details of the week's work (or the ATP for subjects without planners)				
Class (or subject for FP)				
On track by end of week? (Yes/no)				
How many learners are working confidently? ³ (Rough estimate)				
How many learners in this class?				
	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>			
DAY⁴				
1				
2				
3				
4				
5				
Reflection on the week: Think about and make a note of:				
What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?	
DH:			Date:	

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

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

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

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

8.2 Multigrade classrooms¹

NAME OF TEACHER: _____

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

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

³ Yes/no?

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



Jika iMfundo
what I do matters

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

THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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