



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

3

GRADE

ISIZULU

Home Language

TEACHER TOOLKIT

CAPS Planner,
Tracker and
Assessment
Resources

TERM 4



Jika iMfundo
what I do matters

ENDORSED BY



GRADE 3

isiZulu

Home Language

Teacher Toolkit:
CAPS Planner, Tracker and
Assessment Resources

TERM 4

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A. ABOUT THE PLANNER AND TRACKER

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

It provides a plan of what should be taught each day of the term. The plan for isiZulu in the Foundation Phase is linked to the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the assessment programme. By noting the date when each lesson is completed you can see whether or not you are on track and if you are not, you can strategise with your department head and peers as to how best to make up time to ensure that all the work for the term is completed.

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

This document also contains support for assessment¹ (in Section C) as shown below:

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

Note: The lesson plans to which this tracker is linked are designed for a fourth term that is nine weeks long. If you are using them in a term which is shorter or longer than this, you should adjust the pace at which you work accordingly. It is important that you check the term length at the start of the term.

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

1. Day of the week
2. CAPS language component – such as Listening and Speaking
3. Lesson page number
4. DBE workbook page to be used in the lesson
5. Resources needed
6. Date completed.

Weekly reflection

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

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

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

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

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

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.

B. PLANNER AND TRACKER

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

Isonto 1					
Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma ukuhlola	8		<ul style="list-style-type: none"> Iphosta: <i>Esiteshini</i> Amakhophi e-A4 ephosta yomfundi ngamunye 	
	2. Imisindo	9		<ul style="list-style-type: none"> Amagama afundwayo: mkhokhele, endlwananeni, inhlwathi, entshweni, intshe, emngcwabeni, umnyuzi, umshanelo, mphikise, umngani, mchele, mqhelele 	
	3. Ukubhala ngesandla	9	70	<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla Incwadi ye-DBE 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	10		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A1: <i>Intuthwane nentethe</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngokuhlanganyela	11	78	<ul style="list-style-type: none"> Incwadi ye-DBE 	
	3. Ukubhala	12		<ul style="list-style-type: none"> Indaba emfushane yephephandaba 	
3	1. Ukufunda ngamaqembu okulawulwayo	13	70, 71	<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A1: <i>Intuthwane nentethe</i> Incwadi ye-DBE 	
	2. Ukubhala ngesandla	14	74	<ul style="list-style-type: none"> Izincwadi zemisindo nezokubhala ngesandla Incwadi ye-DBE 	
	3. Ukufunda ngokuhlanganyela	14	82	<ul style="list-style-type: none"> Incwadi ye-DBE 	
4	1. Ukulalela nokukhuluma	15		<ul style="list-style-type: none"> Iphosta: <i>Esiteshini</i> Amakhophi e-A4 ephosta yomfundi ngamunye 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	16		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A1: <i>Intuthwane nentethe</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	17		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A1: <i>Intuthwane nentethe</i> Izincwadi zokufunda ngababili/ngokuzimela 	

Isonto 1

5	1. Imisindo	18		<ul style="list-style-type: none"> • Izincwadi zokuhlolwa
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	19		<ul style="list-style-type: none"> • Ukufunda ngamaqembu okulawulwayo: A1: <i>Intuthwane nentethe</i> • Izincwadi zokufunda ngababili/ngokuzimela
	3. Ukubhala	20		<ul style="list-style-type: none"> • Izincwadi zokubhala • Iphosta: <i>Esiteshini</i>

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

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

Isonto 2

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	22		<ul style="list-style-type: none"> Iphosta: <i>Ukuxhumana</i> Amakhophi e-A4 ephosta yomfundi ngamunye 	
	2. Imisindo	23		<ul style="list-style-type: none"> Amagama afundwayo: baleka, gijima, khala, casha, fihla, cula, hlabelela, geza, hlamba, geza, washa Izincwadi zomsebenzi wasekhaya Incwadi yemisindo neyokubhala ngesandla 	
	3. Ukubhala ngesandla	23	78	<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla Izincwadi ze-DBE 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	24		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A2: <i>Ngelikabani leli zinyo?</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngokuhlanganyela	24		<ul style="list-style-type: none"> Izikhango ezi-3 ezahlukene 	
	3. Ukubhala	25	82, 84	<ul style="list-style-type: none"> Izincwadi ze-DBE 	
3	1. Ukufunda ngamaqembu okulawulwayo	26	72	<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A2: <i>Ngelikabani leli zinyo?</i> Incwadi ye-DBE 	
	2. Ukubhala ngesandla	26	78	<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla Izincwadi ze-DBE 	
	3. Ukufunda ngokuhlanganyela	27		<ul style="list-style-type: none"> Izikhango ezi-3 ezahlukene Izikhango abafundi abeze nazo 	
4	1. Ukulalela nokukhuluma	28		<ul style="list-style-type: none"> Iphosta: <i>Esiteshini</i> Amakhophi e-A4 ephosta yomfundi ngamunye 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	28		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A2: <i>Ngelikabani leli zinyo?</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	29		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A2: <i>Ngelikabani leli zinyo?</i> Izincwadi zokufunda ngababili/ngokuzimela 	
5	1. Imisindo	30		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	30		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A2: <i>Ngelikabani leli zinyo?</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukubhala	31	122, 125	<ul style="list-style-type: none"> Izincwadi ze-DBE 	

Isonto 2

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

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

Isonto 3

*= irubhrikhi yomsebenzi wokuhlola

1	*1. Ukulalela nokukhuluma ukuhlola Iqembu 1	32	102	<ul style="list-style-type: none"> • Iphosta: <i>Ukuxhumana</i> • Incwadi ye-DBE
	2. Imisindo	33		<ul style="list-style-type: none"> • Amagama afundwayo: cela, funa, bukela, bheka, phonsa, jikijela, qeda, phela, dansa, giya, nceda, siza • Izincwadi zomsebenzi wasekhaya • Incwadi yemisindo neyokubhala ngesandla
	3. Ukubhala ngesandla	33		<ul style="list-style-type: none"> • Incwadi yemisindo neyokubhala ngesandla
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	34		<ul style="list-style-type: none"> • Ukufunda ngamaqembu okulawulwayo: A4: <i>INingizimu Afrika yethu</i> • Izincwadi zokufunda ngababili/ngokuzimela
	2. Ukufunda ukuqondisisa okubhaliwe	34	82	<ul style="list-style-type: none"> • Izincwadi ze-DBE • Iphepha lokusebenzela: Ukuqondisisa okubhaliwe
	3. Ukubhala	35	106, 107	<ul style="list-style-type: none"> • Iphepha lokusebenzela: Ukuqondisisa okubhaliwe
3	1. Ukufunda ngamaqembu okulawulwayo	36	75	<ul style="list-style-type: none"> • Ukufunda ngamaqembu okulawulwayo: A4: <i>INingizimu Afrika yethu</i> • Incwadi ye-DBE
	2. Ukubhala ngesandla	36		<ul style="list-style-type: none"> • Incwadi yemisindo neyokubhala ngesandla
	3. Ukufunda ngokuhlanganyela	37	118	<ul style="list-style-type: none"> • Izincwadi ze-DBE
4	*1. Ukulalela nokukhuluma ukuhlola Iqembu 2 (<i>uhhafu</i>)	37	76	<ul style="list-style-type: none"> • Incwadi ye-DBE • Iphosta: <i>Ukuxhumana</i>
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	38		<ul style="list-style-type: none"> • Ukufunda ngamaqembu okulawulwayo: A4: <i>INingizimu Afrika yethu</i> • Izincwadi zokufunda ngababili/ngokuzimela
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	39		<ul style="list-style-type: none"> • Ukufunda ngamaqembu okulawulwayo: A4: <i>INingizimu Afrika yethu</i> • Izincwadi zokufunda ngababili/ngokuzimela
5	1. Imisindo	40		<ul style="list-style-type: none"> • Izincwadi zokuhlolwa
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	41		<ul style="list-style-type: none"> • Ukufunda ngamaqembu okulawulwayo: A4: <i>INingizimu Afrika yethu</i> • Izincwadi zokufunda ngababili/ngokuzimela
	3. Ukubhala	42		<ul style="list-style-type: none"> • Igedlela, amanzi, isikhwama setiye, ubisi, ushukela, inkomishi • Izibonelo zohla lokwenza ukudla ezithathwe encwadini, kumagazini noma ephephandabeni • Izincwadi zokubhala

Isonto 3

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

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

Isonto 4

* = irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma ukuhlola lqembu 3	43	79	<ul style="list-style-type: none"> Izincwadi ze-DBE Iphosta: <i>Ukuxhumana</i> 	
	2. Imisindo	44		<ul style="list-style-type: none"> Amagama afundwayo: yifa, shona, cima, phephetha, sukuma, yima, yina, netha, khula, mila, nika, ipha, gibela, khwela, khuluma, xoxa, qeda, phela, dansa, giya, lekelela, siza Izincwadi zomsebenzi wasekhaya 	
	*3. Ukubhala ngesandla ukuhlola abafundi bonke	44		<ul style="list-style-type: none"> Izincwadi zokuhlolwa, Amapensela/amapeni 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	44		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B1: <i>Izifiso ezintathu</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngokuhlanganyela	45	122	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhase lama-96 	
	3. Ukubhala	46	96	<ul style="list-style-type: none"> Izincwadi ze-DBE 	
3	1. Ukufunda ngamaqembu okulawulwayo	46	89	<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B1: <i>Izifiso ezintathu</i> Incwadi ye-DBE 	
	2. Ukubhala ngesandla	47		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	3. Ukufunda ngokuhlanganyela	48	86	<ul style="list-style-type: none"> Incwadi ye-DBE 	
4	*1. Ukulalela nokukhuluma ukuhlola lqembu 2 (<i>uhhafu</i>)	48	90, 91	<ul style="list-style-type: none"> Ukulalela nokukhuluma – Iphosta: <i>Ukuxhumana</i> Izincwadi ze-DBE 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	48		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B1: <i>Izifiso ezintathu</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	49		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B1: <i>Izifiso ezintathu</i> Izincwadi zokufunda ngababili/ngokuzimela 	
5	1. Imisindo	50		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	50		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B1: <i>Izifiso ezintathu</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukubhala	51		<ul style="list-style-type: none"> Amafutha, uwoyela, usawoti, ukherothi, amazambane, ibhodwe Izincwadi zokubhala 	

Isonto 4

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

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umpathi Womnyango:

Usuku:

Isonto 5

*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma ukuhlola Iqembu 4	52	94, 95	<ul style="list-style-type: none"> Incwadi ye-DBE Iphosta: <i>Ukuxhumana</i> 	
	2. Imisindo	53		<ul style="list-style-type: none"> Amagama afundwayo: umama, usisi, udadewethu, ugogo, umkhulu, Izincwadi zomsebenzi wasekhaya 	
	3. Ukubhala ngesandla	53	78	<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla Incwadi ye-DBE 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	54		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo B2: <i>Idolobha lakithi</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	*2. Ukufunda ukuqondisa: okubhaliwe ukuhlola abafundi bonke	54	90	<ul style="list-style-type: none"> Incwadi ye-DBE Iphapha Lokusebenzela: Ukuqonda okubhaliwe ukuhlola 	
	*3. Ukubhala ukuhlola abafundi bonke	54		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Iphosta: <i>Ukuxhumana</i> 	
3	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	55		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B2: <i>Idolobha lakithi</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukubhala ngesandla	56	78	<ul style="list-style-type: none"> Izincwadi zemisindo nokubhala ngesandla Incwadi ye-DBE 	
	3. Ukufunda ngokuhlanganyela	56	118	<ul style="list-style-type: none"> Izincwadi ze-DBE 	
4	1. Ukulalela nokukhuluma	57	90	<ul style="list-style-type: none"> Incwadi ye-DBE Izincwadi zokubhala 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	58		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B2: <i>Idolobha lakithi</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	58		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B2: <i>Idolobha lakithi</i> Izincwadi zokufunda ngababili/ngokuzimela 	
5	*1. Imisindo ukuhlola abafundi bonke	59		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	60		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B2: <i>Idolobha lakithi</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	*3. Ukusebenzisa ulimi ukuhlola abafundi bonke	60		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Amapensela 	

Isonto 5

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

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

Isonto 6

*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma ukuhlola Iqembu 5	61	98	<ul style="list-style-type: none"> Iphosta: <i>Ukuxhumana</i> Izincwadi ze-DBE 	
	2. Imisindo	61		<ul style="list-style-type: none"> Amagama afundwayo: ipensela, ishalofu, ibhodi, ifasitela, ikhofi, itiye, iswidi, ikhekhe, i-aphula, intombazane Izincwadi zomsebenzi wasekhaya 	
	3. Ukubhala ngesandla	62		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
2	*1. Ukufunda: ukufunda ngamaqembu okulawulwayo Iqembu 1	62	106, 107	<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A3: <i>Unogwaja nofudu</i> Incwadi ye-DBE Amapensela 	
	2. Ukufunda ngokuhlanganyela	62	78	<ul style="list-style-type: none"> Incwadi ye-DBE 	
	3. Ukubhala	63		<ul style="list-style-type: none"> Incwadi yokubhala Iphosta: <i>Ukuxhumana</i> 	
3	*1. Ukufunda: ukufunda ngamaqembu okulawulwayo Iqembu 2	63	92, 93	<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A3: <i>Unogwaja nofudu</i> Amapensela Incwadi ye-DBE 	
	2. Ukubhala ngesandla	64		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	3. Ukufunda ngokuhlanganyela	64	126	<ul style="list-style-type: none"> Izincwadi ze-DBE Izichazamazwi 	
4	1. Ukulalela nokukhuluma	65	90	<ul style="list-style-type: none"> Incwadi ye-DBE 	
	*2. Ukufunda: ukufunda ngamaqembu okulawulwayo Iqembu 3	65	104	<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A3: <i>Unogwaja nofudu</i> Incwadi ye-DBE 	
	*3. Ukufunda: ukufunda ngamaqembu okulawulwayo Iqembu 4	65	112, 113	<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A3: <i>Unogwaja nofudu</i> Incwadi ye-DBE 	
5	*1. Imisindo ukuhlola abafundi bonke	65		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
	*2. Ukufunda: ukufunda ngamaqembu okulawulwayo Iqembu 5	65		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: A3: <i>Unogwaja nofudu</i> Izincwadi zokubhala Amapensela 	
	3. Ukubhala	66		<ul style="list-style-type: none"> Incwadi yokubhala 	

Isonto 6

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

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

Isonto 7

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	68	122	<ul style="list-style-type: none"> Incwadi ye-DBE 	
	2. Imisindo	68		<ul style="list-style-type: none"> Amagama afundwayo: isinkwa, isithelo, isiphuzo, isithuthuthu, isitimela, isikebhe, isiguli, isilwane, isifuba, isihlahla Izincwadi zomsebenzi wasekhaya 	
	3. Ukubhala ngesandla	69	82	<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla Amapeni Incwadi ye-DBE 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	70		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B3: <i>Ibhubesi negundane</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngokuhlanganyela	70	126	<ul style="list-style-type: none"> Izincwadi ze-DBE Izichazamazwi 	
	3. Ukubhala	71	109	<ul style="list-style-type: none"> Incwadi ye-DBE 	
3	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	72		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B3: <i>Ibhubesi negundane</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukubhala ngesandla	72	82	<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla Amapeni aluhlaza okwesibhakabhaka Incwadi ye-DBE 	
	3. Ukufunda ngokuhlanganyela	73	126	<ul style="list-style-type: none"> Incwadi ye-DBE Izichazamazwi 	
4	1. Ukulalela nokukhuluma	74			
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	74		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B3: <i>Ibhubesi negundane</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	75		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B3: <i>Ibhubesi negundane</i> Izincwadi zokufunda ngababili/ngokuzimela 	
5	1. Imisindo	76		<ul style="list-style-type: none"> Amagama afundwayo: umbala, umshado, umngcwabo, isango, umlomo, ihlo 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	76		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B3: <i>Ibhubesi negundane</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukubhala	77		<ul style="list-style-type: none"> Izincwadi zokubhala 	

Isonto 7

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

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

Isonto 8

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	78	118	<ul style="list-style-type: none"> Incwadi ye-DBE 	
	2. Imisindo	79		<ul style="list-style-type: none"> Amafleshi-khadi emisindo: ngq, ntw, ngc, ngx, ndl, nhl, nsw, chw Amagama afundwayo: ingqathu, intwala, ungede, ingxemu, indlala, inhlambi, inswane, ichweba Incwadi yemisindo neyokubhala ngesandla 	
	3. Ukubhala ngesandla	80		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla Amapeni 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	80		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B4: <i>Izilwane ezizingelayo</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngokuhlanganyela	81	126	<ul style="list-style-type: none"> Izincwadi ze-DBE Izichazamazwi 	
	3. Ukubhala	81		<ul style="list-style-type: none"> Izincwadi zokubhala 	
3	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	82		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B4: <i>Izilwane ezizingelayo</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukubhala ngesandla	83		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla Amapeni 	
	3. Ukufunda ngokuhlanganyela	83	126	<ul style="list-style-type: none"> Izincwadi ze-DBE Izichazamazwi 	
4	1. Ukulalela nokukhuluma	84			
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	84		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B4: <i>Izilwane ezizingelayo</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	85		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: B4: <i>Izilwane ezizingelayo</i> Izincwadi zokufunda ngababili/ngokuzimela 	

Isonto 8

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
5	1. Imisindo	86		<ul style="list-style-type: none"> • Amafleshi-khadi emisindo: gc, gx, tw, sw, dlw, hlw • Amagama afundwayo: igciwane, amagxolo, umswakama, isidlwathudlwathu, umhlwehlwe, izihlwele • Incwadi yemisindo neyokubhala ngesandla 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	86		<ul style="list-style-type: none"> • Ukufunda ngamaqembu okulawulwayo: B4: <i>Izilwane ezizingelayo</i> • Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukubhala	87	79	<ul style="list-style-type: none"> • Incwadi ye-DBE 	

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

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

Isonto 9

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	88	94	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi lama-94 	
	2. Imisindo	89		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
	3. Ukubhala ngesandla	90		<ul style="list-style-type: none"> Izincwadi zemisindo nokubhala ngesandla Amapeni 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	90		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngokuhlanganyela	91	86	<ul style="list-style-type: none"> Incwadi ye-DBE 	
	3. Ukubhala	92		<ul style="list-style-type: none"> Izincwadi zokubhala 	
3	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	92		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukubhala ngesandla	93		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla Amapeni 	
	3. Ukufunda ngokuhlanganyela	93	126	<ul style="list-style-type: none"> Incwadi ye-DBE 	
4	1. Ukulalela nokukhuluma	94		<ul style="list-style-type: none"> Cabanga ngehlaya noma isiphicaphicwano 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	94		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	95		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
5	1. Imisindo	96		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	96		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukubhala	97		<ul style="list-style-type: none"> Izincwadi zokubhala 	

Isonto 9

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

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

C. ASSESSMENT RESOURCES

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

1. STRENGTHENED CAPS PROGRAMME OF ASSESSMENT (AS IN CIRCULAR S1 OF 2017)					
HOME LANGUAGE: GRADE 3: TERM 4					
Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed
Listening and Speaking	<ul style="list-style-type: none"> Plans and makes an oral presentation: Tells personal news, describes something experienced, recounts an event, etc.; can use visual aid (integrate with Reading, Life Skills) 	Observation & Oral	Rubric	5	By Week 5
<p>Teacher's note: By Week 5 every learner must be assessed on her/his ability to make an oral presentation or speak on a familiar topic or event. This should be a 2–3 minute activity. For SA-SAMS there must be 1 score for Listening and Speaking.</p>					
Phonics: Written	<p>Word level and Sentence level</p> <ul style="list-style-type: none"> Recognises hard and soft sounds of c and g such as c as in city; g as in giant Recognises vowels such as ere in here, -air as in hair, -are as in square Breaks down multi-syllabic words into separate syllables such as re-mem-ber Recognises and uses spelling patterns such as -igh (high), -ough (tough), -eigh (neigh), -augh (caught) Recognises and uses synonyms, such as happy is the same as glad and antonyms such as, good is the opposite of bad Recognises and uses prefixes such as un-, re-; and suffixes such as -ful, -ness 1 mark for each correct answer 	Written	Checklist Worksheet Class workbook Rubric	10	By Week 7
	<p>Spelling & Dictation</p> <ul style="list-style-type: none"> Word list of at least 20 words from phonic lessons and 2 sentences of dictation 1 mark for each correct answer 				
<p>Teacher's note: The phonics written activity should be done as a whole class activity by Week 7 in a worksheet format which will also include comprehension and language usage activities. For SA-SAMS there must be 2 scores (written phonic activity and spelling).</p>					

Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Reading: Comprehension	<p>Group Guided Reading sessions</p> <ul style="list-style-type: none"> Assess each learner on oral reading, choose different genres (DBE workbook, reader) which has at least 100–120-words and ask questions related to the text 	Oral Observation	Rubric	5	Week 6 & 7	
Written Comprehension	<p>Choose a fiction/non-fiction text with 100–120 words (DBE workbook or reader)</p> <p>Types of questions</p> <ul style="list-style-type: none"> Multiple choice questions Sequence events in a story Recall and higher order type questions (express an opinion, cause and effect, etc) 1 mark for each correct answer 	Oral Written	Worksheet Class workbook	20	By Week 7	
<p>Teacher's note: During your Group Guided Reading sessions in Weeks 6 and 7, you will assess all your learners: on oral reading using a fiction or non-fiction text which has 100–120 words (word recognition, fluency, comprehension, e.g. 5 oral questions) and the time allocation should be a maximum of 2–3 minutes per learner. The checklist should be used for recording and scoring to be done according to the rubric.</p> <p>The written language activities in Week 7 will include Phonics, Comprehension and Language Usage Skills which should be done in a worksheet format with the whole class and the duration should be between 45–50 minutes. Learners should be encouraged to do these written activities independently, however individual learners should be supported and given more time to complete these activities. The assessment items should be differentiated and must cater for varying cognitive levels (easy items 30%, moderate items 60%, difficult items 10 %). The DBE workbook and other curriculum resources may be used to select appropriate grade level assessment items. For SA-SAMS, 2 scores will be captured for Reading (1 oral and a written comprehension).</p>						
Handwriting	<ul style="list-style-type: none"> Writes neatly and legibly with confidence and speed in a joined script or cursive writing Writes lower and upper case letters in the joined script that is aligned to the school's writing policy Uses the joined script freely for written recordings in all subjects 	Observation & Written	Checklist	n/a	By Week 8	
			Worksheet Class workbook Rubric	5		
<p>Teacher's note: Learners should be assessed on <u>1 written</u> recording. The checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS, 1 score will be captured for Handwriting.</p>						

Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Writing	<ul style="list-style-type: none"> Writes at least 10 sentences on a given topic with a title using correct punctuation (capital letters, full stops, commas, apostrophe, commas, question mark, exclamation mark, inverted commas) grammar and spelling 			5	Week 5	
Language usage skills	<ul style="list-style-type: none"> Punctuation (capital letters, full stops, commas, apostrophe, commas, question mark, exclamation mark, inverted commas) Pronouns Opposites Synonyms Use of tenses Parts of speech Writes the plurals of nouns Use of conjunctions (and, but, because) 	Written	Worksheet Class workbook Rubric	10	By Week 7	
<p>Teacher's note: By Week 7 the learner should be assessed on her/his ability to write at least 10 sentences on a given topic using correct punctuation (capital letters, full stops, apostrophe, etc) and paying attention to grammar and spelling. The checklist should be used for recording and scoring to be done according to the rubric for the writing activity. For SA-SAMS 2 scores will be captured for Writing.</p>						
TOTAL SCORE			75			
Scores will be captured on SA-SAMS. The score will be converted to a percentage to indicate Level 1–7 for the report card.						

2. PROGRAMME OF ASSESSMENT IN THE LESSON PLANS

This table gives an overview of how the assessment programme can be completed.

The weeks and days when assessments can be done	Component and skills to be assessed	Tool
Listening and Speaking		
Week 3, 4 Day 1, 4; Week 5, 6 Day 1	Plans and makes an oral presentation: Tells personal news, describing something experienced, recounts an event: can use a visual aid	Rubric
Phonics		
Week 7 Day 5	Words that skip the vowel sound	Checklist
Week 6 Day 5	Spelling and Dictation: Word list of at least 20 words from Phonic lessons and two sentences of dictation – spells words correctly using knowledge of the sounds	Class workbook
Week 5 Day 5	Builds words using the sounds learnt; recognises and uses synonyms; spells words correctly using knowledge of the sounds	Class workbook
Week 2, 3, 4 Day 1, 5	Recognises and uses synonyms	Checklist
Week 5, 6, 7 Day 1	Recognises and uses singular/plural	Checklist
Reading		
Week 6 Day 2, 3, 4, 5	Reading: Assess each learner on oral reading on a text which has at least 100–120 words and ask questions	Rubric
Week 5 Day 2	Written comprehension	Class workbook
Handwriting		
Week 4 Day 1	Writes lower and upper case letters in the joined script that is aligned to the school's writing policy; uses the joined script freely for written recordings in all subjects	Rubric/Class workbook
Most handwriting lessons	Writes neatly and legibly with confidence and speed in a joined script or cursive writing	Checklist
Writing		
Week 5 Day 2	Writes at least 10 sentences on a given topic with a title using correct punctuation, grammar and spelling	Rubric/Class workbook
Week 5 Day 5	Language Use: Uses punctuation, tenses, parts of speech, plurals of nouns, conjunctions	Class workbook

3. ASSESSMENT WORKSHEET FOR READING COMPREHENSION

Ukuqondisisa Okubhaliwe Ukuhlola: Izincwadi ze-DBE ikhasi lama-90

Igama: _____

Ingxenye A

Khetha uhlamvu olufanele impendulo (3 amamaki)

1. Izindlovu zisebenzisa ini ukufaka ukudla kanye namanzi emilonyeni yazo?
A. izandla
B. imiboko
C. amazinyo
2. Imiboko yenziwe
A. ngethambo
B. ngenyama
C. ngezinyo
3. Izindlovu zimila amazinyo amasha njalo
A. eminyakeni eyishumi
B. eminyakeni emihlanu
C. eminyakeni emibili

Ingxenye B

Bhala kabusha imisho elandelayo ngokulandelana kahle kwayo ukuze ixoxe indaba. (10 amamaki – 2 amamaki ngomusho ngamunye obekwe ngokulandelana kahle)

- o Indlovu ivame ukumila amazinyo izikhathi eziyisithupha.
- o Indlovu inezimpondo ezimbili.
- o Abantu abagangile bayazibulala izindlovu befuna izimpondo zazo ukuze bathole le nto ezakheke ngayo.
- o Izindlovu zisebenzisa imiboko ukwenza umsindo.
- o Izindlovu zinamazinyo amane ayizicaba, emihlathini.

Ingxenye C

Phendula imibuzo elandelayo ngemisho egcwele.

1. Indlovu iwusebenzisela ukwenzani umboko wayo? (imaki eli-1)

.....
.....

2. Kungani amazinyo endlovu ephela? (amamaki ama-2)

.....
.....

3. Yini oyithandayo ngezindlovu? (amamaki ama-2)

.....
.....

4. Kungani kuyinto embi ukubulala izindlovu? (amamaki ama-2)

.....
.....

4. ASSESSMENT EXEMPLARS FOR ACTIVITIES USING RUBRICS

WEEK 3 DAY 1 / ISONTO 3 USUKU 1

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 1 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 1
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Ukuhlela nokwethula inkulumo: ukuxoxa izindaba zakho, ukuchaza okuthile ohlangabezane nakho, ukuphinde ulandise ngesehlakalo, njll. Ungasebenzisa izinkomba ezibonwayo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Iphosta: <i>Ukuxhumana</i> Abafundi bonke: Incwadi ye-DBE ikhasi le-102
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokuhlela, kanye nokwethula inkulumo ngephosta</p> <p>Qaphela: Abafundi kufanele bahlolwe ngamunye. Kufanele wehlukalise ikhosi libe amaqembu ama-5 futhi uhlale abafundi eqenjini elilodwa esifundweni ngasinye semizuzu engama-30, bese kuba uhhafu weqembu ezifundweni zemizuzu eyi-15. Kufanele uphinde isifundo izikhathi eziyi-6 ukuze uhlale iqembu ngalinye. Kulesi sifundo, kufanele uhlale abafundi abaseQenjini 1.</p> <ul style="list-style-type: none"> Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE emadeskini abo ezivule ekhasini le-102. Tshela abafundi ukuba bafunde ikhasi le-102 bese bebhala izinto ezi-3 intombazane ebonga ngazo uthisha. Ngesikhathi abafundi bonke beqedela umsebenzi encwadini ye-DBE biza umfundi ngamunye oseQenjini 1 eze edeskini lakho bese umcela ukuba ethule inkulumo yakhe ayihlele esifundweni sokulalela nokukhuluma ngephosta ethi – <i>Ukuxhumana</i>. Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma. Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 3 DAY 4 / ISONTO 3 USUKU 4

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 2 (half) UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 2 (uhhafu)
TIME / ISIKHATHI	15 minutes / Imizuzu eyi-15
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Ukuhlela nokwethula inkulumo: ukuxoxa izindaba zakho, ukuchaza okuthile ohlangabezane nakho, ukuphinde ulandise ngesehlakalo, njll. Ungasebenzisa izinkomba ezibonwayo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Iphosta: <i>Ukuxhumana</i> Abafundi bonke: Incwadi ye-DBE ikhasi lama-76
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokuhlela, kanye nokwethula inkulumo ngephosta</p> <p>Qaphela: Kulesi sifundo, kufanele uhlale uhhafu wabafundi abaseQenjini 2.</p> <ul style="list-style-type: none"> Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE emadeskini abo ezivulwe ekhasini lama-76. Tshela abafundi ukuba badwebe izithombe ezi-4 ezimayelana nesonto labo bese bebhala umusho mayelana nesithombe ngasinye. Ngesikhathi abafundi bonke beqedela umsebenzi encwadini ye-DBE biza umfundi ngamunye oseQenjini 2 eze edeskini lakho bese umcela ukuba: Ethule inkulumo yakhe ayihlele esifundweni sokulalela nokukhuluma ngephosta ethi – <i>Ukuxhumana</i>. Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma. Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 4 DAY 1 / ISONTO 4 USUKU 1

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 3 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 3
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Ukuhlela nokwethula inkulumo: ukuxoxa izindaba zakho, ukuchaza okuthile ohlangabezane nakho, ukuphinde ulandise ngesehlakalo, njll. Ungasebenzisa izinkomba ezibonwayo.
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Iphosta: <i>Ukuxhumana</i> Abafundi bonke: Incwadi ye-DBE ikhasi lama-79
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokuhlela, kanye nokwethula inkulumo ngephosta</p> <p>Qaphela: Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 3.</p> <ul style="list-style-type: none"> Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE emadeskini abo ezivulwe ekhasini lama-79. Tshela abafundi ukuba bafunde indaba bese begcwalisa ithebuli. Ngesikhathi abafundi bonke beqedela umsebenzi encwadini ye-DBE biza umfundi ngamunye oseQenjini 3 eze edeskini lakho bese umcela ukuba: Ethule inkulumo yakhe ayihlele esifundweni sokulalela nokukhuluma ngephosta ethi – <i>Ukuxhumana</i>. Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma. Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 4 DAY 1 / ISONTO 4 USUKU 1

ACTIVITY 3 / UMSEBENZI 3	HANDWRITING ASSESSMENT WHOLE CLASS UKUBHALA NGESANDLA UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Bhala izinhlamvu ezincane nosonhlamvukazi ngendlela evumelekile kuyinqubomgomo yokubhala yesikole Ukusebenzisa ngokukhululekile ukubhala ngokuhlanganisa yonke imibhalo yezihloko ezibhalwayo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi zokuhlolwa, amapensela/amapeni
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokubhala imisho emi-4-5 ngokuhlanganisa noma ngokubhala ngokuxhumanisa ngokunaka ukwakheka okufanele kohlamvu, ubukhulu kanye nokushiya isikhala</p> <ul style="list-style-type: none"> Hlalisa kahle ikhosi ukuze abafundi bakunake futhi bakulalele. Kufanele babe nezincwadi zokuhlolwa kanye namapensela/amapeni emadeskini abo. Tshela abafundi ukuba babhale imisho emi-4 ngokuhlanganisa/ngokubhala ngokuxhumanisa nganoma yiliphi ilungu lomndeni wabo. Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okubhala ngesandla. Rekhoda amamaki angafinyelela kwama-5 ngokubhala ngesandla kumfundi ngamunye ephepheni lokurekhoda. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 4 DAY 4 / ISONTO 4 USUKU 4

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 2 (half) UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 2 (uhhafu)
TIME / ISIKHATHI	15 minutes / Imizuzu eyi-15
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Ukuhlela nokwethula inkulumo: ukuxoxa izindaba zakho, ukuchaza okuthile ohlangabezane nakho, ukuphinde ulandise ngesehlakalo, njll. Ungasebenzisa izinkomba ezibonwayo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Iphosta: <i>Ukuxhumana</i> Abafundi bonke: Incwadi ye-DBE ikhasi lama-90/91
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokuhlela, kanye nokwethula inkulumo ngephosta</p> <p>Qaphela: Kulesi sifundo, kufanele uhlole lona omunye uhhafu wabafundi abaseQenjini 2.</p> <ul style="list-style-type: none"> Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE emadeskini abo ezivulwe ekhasini lama-90/91. Tshela abafundi ukuba bafunde indaba bese bephendula imibuzo. Ngesikhathi abafundi bonke beqedela umsebenzi encwadini ye-DBE biza umfundi ngamunye oseQenjini 2 eze edeskini lakho bese umcela ukuba: Ethule inkulumo yakhe ayihlele esifundweni sokulalela nokukhuluma ngephosta ethi – <i>Ukuxhumana</i>. Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma. Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 5 DAY 1 / ISONTO 5 USUKU 1

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 4 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 4
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Ukuhlela nokwethula inkulumo: ukuxoxa izindaba zakho, ukuchaza okuthile ohlangabezane nakho, ukuphinde ulandise ngesehlakalo, njll. Ungasebenzisa izinkomba ezibonwayo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Iphosta: <i>Ukuxhumana</i> Abafundi bonke: Incwadi ye-DBE ikhasi lama-94/95
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokuhlela, kanye nokwethula inkulumo ngephosta</p> <p>Qaphela: Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 4.</p> <ul style="list-style-type: none"> Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE emadeskini abo ezivulwe ekhasini lama-94/95. Tshela abafundi ukuba bafunde indaba emayelana nezindlovu bese bebhala imisho emi-4 ngalokho abakufundile ngezindlovu ekhasini lama-95. Ngesikhathi abafundi bonke beqedela umsebenzi encwadini ye-DBE biza umfundi ngamunye oseQenjini 4 eze edeskini lakho bese umcela ukuba: Ethule inkulumo yakhe ayihlele esifundweni sokulalela nokukhuluma ngephosta ethi – <i>Ukuxhumana</i>. Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma. Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 5 DAY 2 / ISONTO 5 USUKU 2

ACTIVITY 2 / UMSEBENZI 2	READING: WRITTEN COMPREHENSION ASSESSMENT WHOLE CLASS UKUFUNDA: UKUQONDISISA OKUBHALIWE UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> • Ukuqonda okubhaliwe • Ukuphendula imibuzo onikezwe izimpendulo ongakhetha kuzo, ukulandelana kwezigameko, ukukhumbula kanye nemibuzo yohlobo lwezinga eliphakeme
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Izincwadi ze-DBE Ikhasi lama-90 • Iphepha lokusebenzela: Ukuqonda okubhaliwe ukuhlola
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda indaba, ukuphendula imibuzo onikezwe kuyo izimpendulo ongakhetha kuzo, ukulandelanisa izehlakalo endabeni nokuphendula okukhumbulayo kanye nemibuzo esezingeni eliphakeme</p> <p><i>Ngaphambi kwalesi sifundo</i> yenza amakhophi ephepha lokusebenzela omfundi ngamunye eklasini: Ukuqondisa okubhaliwe ukuhlola.</p> <ul style="list-style-type: none"> • Lungiselela abafundi lesi sifundo. Izincwadi zabo ze-DBE kufanele zivulwe ekhasini lama-90 futhi kufanele babe nekhophi yephepha lokusebenzela kanye namapensela emadeskini abo. • Funda indaba kanye nabafundi. • Yibe usufunda umbuzo ongunombolo 1 eNgxenyeni A bese utshela abafundi ukuthi kufanele bakokezelele impendulo efanele, okuwukuthi kufanele bakokezelele u-A, B, noma u-C. • Batshela ukuba benze okufanayo emibuzweni emibili elandelayo. • Funda iNgxenyeni B no-C futhi abafundi abaphendule le mibuzo. Chazela abafundi lokho okudingeka bakwenze engxenyeni ngayinye, okuwukuthi eNgxenyeni B, babeke imisho ngokulandelana kwayo; eNgxenyeni C baphendule imibuzo ngemisho ephelele. • Thatha amaphepha okusebenzela uwamake. • Rekhoda amamaki angafinyelela kwangama-20 okuqondisa okubhaliwe kumfundi ngamunye ephepheni lokurekhoda. • Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 5 DAY 2 / ISONTO 5 USUKU 2

ACTIVITY 3 / UMSEBENZI 3	WRITING ASSESSMENT WHOLE CLASS UKUBHALA UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> • Bhala okungenani imisho eyi-10 ngendaba enesihloko esinikeziwe usebenzise kahle izimpawu zokubhala, uhlelo lolimi kanye nesipelingi
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Izincwadi zokuhlolwa • Iphosta: <i>Ukuxhumana</i>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokubhala imisho engaphezu kweyi-10 yezigaba ezi-2 usebenzise kahle izimpawu zokubhala, uhlelo lolimi kanye nesipelingi</p> <ul style="list-style-type: none"> • Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokuhlolwa emadeskini abo futhi bakwazi ukubona iphosta. • Yisho lokhu: Nizobhala indaba ngomlilo eniwubona ku-TV kule phosta. Kufanele ibe ngalokho okwenzekile ngaphambili, ngesikhathi sawo kanye nangemuva komlilo. Kufanele ubhale cishe imisho eyi-12. Khumbula ukubhala izigaba ezi-3 – isihloko, umzimba kanye nesiphetho, bese uhlela indaba yakho. • Thatha izincwadi bese uzimaka. • Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okubhala. • Rekhoda amamaki angafinyelela kwama-5 okubhala kumfundi ngamunye ephepheni lokurekhoda. • Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 5 DAY 5 / ISONTO 5 USUKU 5

ACTIVITY 1 / UMSEBENZI 1	PHONICS ASSESSMENT WHOLE CLASS IMISINDO UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> • Ukwakha amagama ngokusebenzisa imisindo efundiwe • Ukubona kanye nokusebenzisa amagama afanayo • Ukupela kahle amagama ngokusebenzisa ulwazi lwemisindo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Izincwadi zokuhlolwa
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><u>Injongo yesifundo:</u> Ukuhlola ikhono labafundi lokubhala amagama afanayo kanye nokuwasebenzisa emishweni</p> <p><i>Ngaphambi kwalesi sifundo, bhala amagama alandelayo ebhodini:</i></p> <p>baleka, washa, khala, casha, fihla, cula, lila, hlabelela, geza, gijima.</p> <ul style="list-style-type: none"> • Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokuhlolwa kanye namapensela emadeskini abo. • Cela abafundi ukuba babhale izinombolo 1–5 inombolo ngayinye ibe ngaphansi kwenye ezincwadini zabo. • Khomba amagama ayi-10 bese uthi: <ul style="list-style-type: none"> ◦ La magama ayi-10 angamagama afanayo. Ngifuna ukuba nibhale amagama amabili asho into efanayo eceleni kwenombolo 1. Amagama alandelayo amabili asho into efanayo eceleni kwenombolo 2, amagama amabili afanayo eceleni kwenombolo 3, amabili afanayo eceleni kwenombolo 4 kanye namagama okugcina amabili asho into efanayo eceleni kwenombolo 5. ◦ Yibe usubhala umusho ngokusebenzisa elilodwa lala magama amabili enombolweni ngayinye. Dwebela igama emshweni. Imisho yakho kufanele ibonise okushiwo amagama. Kufanele ubhale imisho emi-5. Qala umusho ngamunye emqeni omusha. • Thatha izincwadi bese umaka amagama afanayo kanye nemisho. Imaki eli-1 ngepheya ngalinye elikahle lamagama afanayo - amamaki ama-5. Imaki eli-1 ngomusho ngamunye: umusho kufanele ubonise ngokucacile okushiwo igama. • Isamba samamaki: 10 (5 + 5). • Rekhoda amamaki angafinyelela kwayi-10 emisindo: ebhaliwe kumfundi ngamunye ephepheni lokurekhoda. • Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 5 DAY 5 / ISONTO 5 USUKU 5

ACTIVITY 3 / UMSEBENZI 3	LANGUAGE USE ASSESSMENT WHOLE CLASS UKUSEBENZISA ULIMI UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> • Izimpawu zokubhala, amagama afanayo, izinkathi, izingxenyane zenkulumo; ubuningi bamabizo; izihlanganiso
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Izincwadi zokuhlolwa, amapensela

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI
<p>Injongo yesifundo: Ukuhlola ikhono lomfundi lokusebenzisa kahle izimpawu zokubhala, izinkathi, izingxenye zenkulumo, ubuningi bamabizo kanye nezinhlanganiso</p> <p>Ngaphambi kwesifundo bhala imiyalelo elandelayo kanye nemisho ebhodini:</p> <p>Phinda ubhale umusho olandelayo ube nezimpawu zokubhala ezifanele</p> <ol style="list-style-type: none"> 1) Ujabu kanye nothandi baye esikoleni samabanga aphantsi sasemorena. 2) Ingabe ngithanda ukudla amawolintshi ama-aphula obhanana kanye namapentshisi. <p>Phinda ubhale umusho olandelayo ube senkathini eyedlule</p> <ol style="list-style-type: none"> 3) Ngiya ekhaya kithi. <p>Phinda ubhale umusho olandelayo ube senkathini ezayo</p> <ol style="list-style-type: none"> 4) Umfana ubhukude edamini. <p>Phinda ubhale umusho olandelayo ube senkathini yamanje</p> <ol style="list-style-type: none"> 5) Intombazane ikhulume nomama wayo. <p>Bhala igama elidwetshelwe emshweni ngamunye. Eceleni kwalo, bhala igama lengxenye yenkulumo yegama</p> <ol style="list-style-type: none"> 6) <u>Umfana</u> ubedlala. (isenzo, ibizo, isibaluli) 7) Umama <u>upheka</u> ukudla. (isenzo, ibizo, isiphawulo) <p>Bhala ubuningi begama</p> <ol style="list-style-type: none"> 8) Ifasitela. <p>Hlanganisa le misho emibili ndawonye ngokusebenzisa ukuthi 'kodwa'</p> <ol style="list-style-type: none"> 9) Umfana ubhukuda olwandle. Amanzi ayabanda. <p>Hlanganisa imisho emibili ndawonye ngokusebenzisa ukuthi 'ngoba'</p> <ol style="list-style-type: none"> 10) Ngiya esikoleni. Ngifuna ukufunda. <ul style="list-style-type: none"> • Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokuhlolwa kanye namapensela emadeskini abo. • Funda imiyalelo nemisho kanye nabafundi futhi uqiniseke ukuthi bayakuqonda lokho okufanele bakwenze engxenyeni ngayinye yokuhlolwa. Chaza ukuthi kufanele babhale izinombolo zempendulo ngayinye ngokucophelela, ukuze impendulo ibe seduze nenombolo efanele. • Thatha izincwadi bese uzimaka. Imaki eli-1 ngomusho ngamunye obhalwe kahle. • Isamba samamaki: 10 • Rekhoda amamaki angafinyelela kwayi-10 okusebenzisa ulimi kumfundi ngamunye ephepheni lokurekhoda. • Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

WEEK 6 DAY 1 / ISONTO 6 USUKU 1	
ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 5 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 5
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> • Ukuhlela nokwethula inkulumo: ukuxoxa izindaba zakho, ukuchaza okuthile ohlangabezane nakho, ukuphinde ulandise ngesehlakalo, njll. Ungasebenzisa izinkomba ezibonwayo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Iphosta: <i>Ukuxhumana</i> • Abafundi bonke: Incwadi ye-DBE ikhasi lama-98
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokuhlela, kanye nokwethula inkulumo ngephosta</p> <p>Qaphela: Kulesi sifundo, kufanele uhlale abafundi abaseQenjini 5.</p> <ul style="list-style-type: none"> • Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE emadeskini abo ezivulwe ekhasini lama-98. Tshela abafundi ukuba babhale idayari yangesikhathi ababegula ngaso. • Ngesikhathi abafundi bonke beqedela umsebenzi encwadini ye-DBE biza umfundi ngamunye oseQenjini 4 eze edeskini lakho bese umcela ukuba: Ethule inkulumo yakhe ayihlele esifundweni sokulalela nokukhuluma ngephosta ethi – <i>Ukuxhumana</i>. • Sebenzisa irubhriki esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okulalela nokukhuluma. • Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma kumfundi ngamunye ephepheni lokurekhoda. • Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 6 DAY 2 / ISONTO 6 USUKU 2

ACTIVITY 1 / UMSEBENZI 1	READING: GROUP GUIDED READING ASSESSMENT GROUP 1 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 1
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indaba enamagama okungenani ayi-100–120 bese ubuza imibuzo emi-5 ehlobene nendaba
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi le-106, nele-107, amapensela Incwadi efundwayo: <i>Unogwaja nofudu</i> amakhasi 22, 23 (kuze kuyofika lapho kuthi khona ngubani ozonqoba)

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-5

Abafundi bonke

- Cela abafundi ukuba bavule amakhasi le-106/107 ezincwadini ze-DBE.
- Kufanele bafunde indaba bese bephendula imibuzo esekhasini le-107.

Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola

Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 1 ukuba eze futhi afunde amakhasi 22 no-23 aze ayofika lapho kuthi khona *ngubani ozonqoba* kwethi *Unogwaja nofudu* bese ephendula umbuzo ngamunye kwenikezwe ngezansi:

Ikhasi lama-22:

- Yini Unogwaja ayeqhosha ngayo? (ukuthi ugijima ngesivivini esikhulu)
- Wayelugcona ngani Ufudu? (ukuthi luhamba kancane ngokuthi indlu yalo isemhlane walo kanye nobuso balo busothulini)
- Yisiphi isilwane Unogwaja ayesigcona kakhulu? (ufudu)

Ikhasi lama-23:

- Iyiphi inselele eyacelwa Ufudu kunogwaja? (umjaho)
- Unogwaja wasabela kanjani entukuthelweni Yofudu? (wahleka)
- Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo amagama ayi-100–120.
- Rekhoda amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo amagama ayi-100–120 kumfundi ngamunye ephapheni lokurekhoda.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

Abafundi bonke	1	2	3	4	5
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WEEK 6 DAY 3 / ISONTO 6 USUKU 3

ACTIVITY 1 / UMSEBENZI 1	READING: GROUP GUIDED READING ASSESSMENT GROUP 2 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 2				
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30				
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indaba enamagama okungenani ayi-100–120 bese ubuza imibuzo emi-5 ehlobene nendaba 				
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi lama-92/93, amapensela Incwadi efundwayo: Unogwaja nofudu amakhasi 22, 23 (kuze kuyofika lapho kuthi khona ngubani ozonqoba) 				
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI					
Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-5					
Abafundi bonke					
<ul style="list-style-type: none"> Cela abafundi ukuba bavule amakhasi lama-92/93 ezincwadini ze-DBE. Kufanele babhale imisho emi-5 basho ukuthi kungani bengathanda noma bengeke bathande ukufunda indaba esekhasini lama-92. 					
Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola					
<p>Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 2 ukuba eze futhi afunde amakhasi 22 no-23 aze ayofika lapho kuthi khona <i>ngubani ozonqoba</i> kwethi <i>Unogwaja nofudu</i> bese ephendula umbuzo ngamunye kwenikezwe ngezansi:</p>					
Ikhasi lama-22:					
<ul style="list-style-type: none"> Yini Unogwaja ayeqhosha ngayo? (ukuthi ugijima ngesivivini esikhulu) Wayelugcona ngani Ufudu? (ukuthi luhamba kancane ngokuthi indlu yalo isemhlane walo kanye nobuso balo busothulini) Yisiphi isilwane Unogwaja ayesigcona kakhulu? (ufudu) 					
Ikhasi lama-23:					
<ul style="list-style-type: none"> Iyiphi inselele eyacelwa Ufudu kunogwaja? (umjaho) Unogwaja wasabela kanjani entukuthelweni Yofudu? (wahleka) Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo amagama ayi-100–120. Rekhoda amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo amagama ayi-100–120 kumfundi ngamunye ephapheni lokurekhoda. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 					
Abafundi bonke	1	2	3	4	5

WEEK 6 DAY 4 / ISONTO 6 USUKU 4

ACTIVITY 2 / UMSEBENZI 2	READING: GROUP GUIDED READING ASSESSMENT GROUP 3 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 3				
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30				
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indaba enamagama okungenani ayi-100–120 bese ubuza imibuzo emi-5 ehlobene nendaba 				
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi le-104, amapensela Incwadi efundwayo: <i>Unogwaja nofudu</i> amakhasi 22, 23 (kuze kuyofika lapho kuthi khona ngubani ozonqoba) 				
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI					
Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-5					
Abafundi bonke					
<ul style="list-style-type: none"> Cela abafundi ukuba bavule amakhasi le-106/107 ezincwadini ze-DBE. Kufanele babhale ikhadi lokubonga uthisha wabo bese behlanganisa izingxenywe ezimbili zemisho ukuba yenze umusho owodwa. 					
Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola					
<p>Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 3 ukuba eze futhi afunde amakhasi 22 no-23 aze ayofika lapho kuthi khona <i>ngubani ozonqoba</i> kwethi <i>Unogwaja nofudu</i> bese ephendula umbuzo ngamunye kwenikezwe ngezansi:</p> <p>Ikhasi lama-22:</p> <ul style="list-style-type: none"> Yini Unogwaja ayeqhosha ngayo? (ukuthi ugijima ngesivivini esikhulu) Wayelugcona ngani Ufudu? (ukuthi luhamba kancane ngokuthi indlu yalo isemhlane walo kanye nobuso balo busothulini) Yisiphi isilwane Unogwaja ayesigcona kakhulu? (ufudu) <p>Ikhasi lama-23:</p> <ul style="list-style-type: none"> Iyiphi inselele eyacelwa Ufudu kunogwaja? (umjaho) Unogwaja wasabela kanjani entukuthelweni Yofudu? (wahleka) <ul style="list-style-type: none"> Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo amagama ayi-100–120. Rekhoda amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo amagama ayi-100–120 kumfundi ngamunye ephapheni lokurekhoda. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 					
Abafundi bonke	1	2	3	4	5

WEEK 6 DAY 4 / ISONTO 6 USUKU 4

ACTIVITY 3 / UMSEBENZI 3	READING: GROUP GUIDED READING ASSESSMENT GROUP 4 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 4
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indaba enamagama okungenani ayi-100–120 bese ubuza imibuzo emi-5 ehlobene nendaba
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi le-112/113, amapensela Incwadi efundwayo: <i>Unogwaja nofudu</i> amakhasi 22, 23 (kuze kuyofika lapho kuthi khona ngubani ozonqoba)

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-5

Abafundi bonke

- Cela abafundi ukuba bavule amakhasi le-112/113 ezincwadini ze-DBE.
- Kufanele bahlanganise imisho emibili ndawonye esezansi ekhasini le-112 bese beqondanisa amagama asekhasini le-113.

Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola

Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 4 ukuba eze futhi afunde amakhasi 22 no-23 aze ayofika lapho kuthi khona *ngubani ozonqoba* kwethi *Unogwaja nofudu* bese ephendula umbuzo ngamunye kwenikezwe ngezansi:

Ikhasi lama-22:

- Yini Unogwaja ayeqhosha ngayo? (ukuthi ugijima ngesivivini esikhulu)
- Wayelugcona ngani Ufudu? (ukuthi luhamba kancane ngokuthi indlu yalo isemhlane walo kanye nobuso balo busothulini)
- Yisiphi isilwane Unogwaja ayesigcona kakhulu? (ufudu)

Ikhasi lama-23:

- Iyiphi inselele eyacelwa Ufudu kunogwaja? (umjaho)
- Unogwaja wasabela kanjani entukuthelweni Yofudu? (wahleka)
- Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo amagama ayi-100–120.
- Rekhoda amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo amagama ayi-100–120 kumfundi ngamunye ephepheni lokurekhoda.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

Abafundi bonke	1	2	3	4	5
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WEEK 6 DAY 5 / ISONTO 6 USUKU 5

ACTIVITY 1 / UMSEBENZI 1	PHONICS ASSESSMENT WHOLE CLASS IMISINDO UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Isipelingi nokubhala izwi nezwi lokushiwoyo: Uhla lwamagama okungenani angama-20 athathwe ezifundweni zomsindo kanye nemisho emi-2 yokubhalwa kwezwi nezwi lokushiwoyo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi zokuhlolwa

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Injongo yesifundo: Ukuhlolwa kwamagama afundwayo kanye nokubhala imisho yezwi nezwi lokushiwoyo

- Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokuhlolwa kanye namapensela emadeskini abo.
- Cela abafundi ukuba:
 - Babhale isihloko esithi, **Isivivinyo Sesibizelo** kanye nosuku emgqeni ofanayo ezincwadini zokuhlolwa.
 - Bagoqe iphepha libe uhhafu, bese bebhala izinombolo 1–10 eduze komugqa, kanye no-11–20 zehle phakathi nendawo nephepha.
- Biza inombolo 1, kanye negama lokuqala elifundwayo.
- Abafundi kufanele babhale ngobunono igama eceleni kwenombolo 1.
- Uma bengakwazi ukubhala igama kufanele bafake umugqa eceleni kwenombolo.
- Lapho sewuqedile ukubiza amagama angama-20 yisho izwi nezwi lemisho elandelayo kubafundi. Kufanele bayibhale ezincwadini zabo.

Imisho: *Izulu kade lina izolo ebusuku.* Ikwaya lesikole sethu lihlabelela kamnandi.

- Thatha izincwadi bese uzimaka. Isipelingi samagama: uhhafu wemaki ngokupelwa kahle kwegama ngalinye: amamaki ayi-10. Imisho yamagama ashiwo izwi nezwi: uhhafu wemaki ngokupelwa kahle kwegama nalinye: amamaki ama-5.
- Isamba samamaki: 15.
- Rekhoda amamaki angafinyelela kwayi-15 emisindo: Isivivinyo sesibizelo kanye nokubhalwa kwezwi nezwi lokushiwoyo kumfundi ngamunye ephepheni lokurekhoda.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

Isivivinyo Sesibizelo	Usuku
1. xoxa	11. hlabelela
2. baleka	12. yipha
3. geza	13. hlamba
4. gijima	14. washa
5. khala	15. unamanedi
6. uthisha	16. omalume
7. omkhulu	17. udadewethu
8. unamanedi	18. ikhekhe
9. jikijela	19. amantombazane
10. casha	20. ifasitela

WEEK 6 DAY 5 / ISONTO 6 USUKU 5

ACTIVITY 2 / UMSEBENZI 2		READING: GROUP GUIDED READING ASSESSMENT GROUP 5 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 5				
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30					
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indaba enamagama okungenani ayi-100–120 bese ubuza imibuzo emi-5 ehlobene nendaba 					
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi zokubhala, amapensela Incwadi efundwayo: <i>Unogwaja nofudu</i> amakhasi 22, 23 (kuze kuyofika lapho kuthi khona ngubani ozonqoba) 					
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI						
Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-5						
Abafundi bonke						
<ul style="list-style-type: none"> Cela abafundi ukuba babhale imisho eyi-6 emayelana nesikole sabo ezincwadini zabo zokubhala. 						
Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola						
<p>Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 5 ukuba eze futhi afunde amakhasi 22 no-23 aze ayofika lapho kuthi khona <i>ngubani ozonqoba</i> kwethi <i>Unogwaja nofudu</i> bese ephendula umbuzo ngamunye kwenikezwe ngezansi:</p> <p>Ikhasi lama-22:</p> <ul style="list-style-type: none"> Yini Unogwaja ayeqhosha ngayo? (ukuthi ugijima ngesivivini esikhulu) Wayelugcona ngani Ufudu? (ukuthi luhamba kancane ngokuthi indlu yalo isemhlane walo kanye nobuso balo busothulini) Yisiphi isilwane Unogwaja ayesigcona kakhulu? (ufudu) <p>Ikhasi lama-23:</p> <ul style="list-style-type: none"> Iyiphi inselele eyacelwa Ufudu kunogwaja? (umjaho) Unogwaja wasabela kanjani entukuthelweni Yofudu? (wahleka) <ul style="list-style-type: none"> Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo amagama ayi-100–120. Rekhoda amamaki angafinyelela kwama-5 okufunda ngokuzwakalayo amagama ayi-100–120 kumfundi ngamunye ephepheni lokurekhoda. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 						
Abafundi bonke	1	2	3	4	5	

5. SUGGESTED RUBRICS

GRADE 3: HOME LANGUAGE: TERM 4

Suggested rubrics – adjusted for the lesson plans

LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Makes an oral presentation: Prepared speech on a familiar topic with 3–5 simple facts, with a poster, etc	With support is able to verbalise one simple sentence on an everyday topic, e.g. the weather	Does a prepared speech on a familiar topic describing two factual details	Does a prepared speech on a familiar topic describing three factual details	Does a well prepared speech on a familiar topic describing four factual details supported by a visual aid	Does a well prepared speech on an interesting and familiar topic describing more than five factual details and supported by a visual aid, e.g. a poster, etc.
READING					
Activity	1	2	3	4	5
Oral Reading	Reads from own book a text of 50–99 words with support from the teacher	Reads word-by-word a text of 100–149 words and responds correctly to 2–3 questions	Reads aloud from own book, a text of 150–179 words and responds correctly to four questions	Reads fluently from own book, a text of 180–200 words and responds correctly to five questions	Reads fluently from own book, a text of more than 200 words and responds correctly to five questions
HANDWRITING					
Activity	1	2	3	4	5
Writes lower and upper case letters in the joined script that is aligned to the school's writing policy, uses the joined script freely for written recordings in all subjects	Writes one short sentence in the joined script with support	Able to write at least one sentence in the joined script but needs to pay more attention to letter formation/size/spacing	Writes at least 1–2 short sentences in the joined script paying attention to correct letter formation	Writes 2–3 sentences in the joined script paying attention to correct letter formation, size and spacing	Writes 4–5 sentences in the joined script paying attention to correct letter formation, size and spacing
WRITING					
Activity	1	2	3	4	5
Writes at least 10 sentences on a given topic with a title using correct punctuation, grammar and spelling	Writes 2–3 sentences on a given topic, with a title, with support	Able to write 4–5 sentences on a given topic, with a title, using some correct punctuation	Able to write 6–7 sentences on a given topic, with a title, using correct punctuation	Able to write 8–9 sentences on a given topic, with a title, using correct spelling and punctuation in paragraph format	Able to write more than 10 sentences on a given topic, with a title, using correct grammar, spelling and punctuation in two related paragraphs

7. ASSESSMENT RECORD SHEET

HOME LANGUAGE: GRADE 3: TERM 4: SCORES USING RUBRICS

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

	Listening & Speaking	Phonics Adjusted for isiZulu Phonics programme	Phonics		Reading	Hand-writing	Writing	Language Usage	Comment	
			1 mark for each correct answer Recognises and uses synonyms and antonyms; builds words using the words learnt; spells words correctly using knowledge of the sounds	1 mark for each correct answer Spelling test and dictation						
	Plans and makes an oral presentation: Tells personal news, describes something experienced, recounts an event, etc.				Oral Reading 100-120 words	Comprehension: Written Types of questions: Multiple choice questions Sequence events in a story Recall and higher order questions (express an opinion, cause and effect, etc.)	Writes lower and upper case letters in the joined script that is aligned to the school's writing policy Uses the joined script freely for written recordings in all subjects	Writes at least 12 sentences on a given topic with a title, using correct punctuation, grammar and spelling	Uses punctuation, tenses, parts of speech, plurals of nouns, conjunctions	
	Date									
	Score	5	10	15	5	20	5	5	10	
	Names of learners									
	1.									
	2.									
	3.									
	4.									
	5.									
	6.									
	7.									
	8.									
	9.									
	10.									

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 planner² 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?				

DAY ⁴	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>
	1
2	
3	
4	
5	

Reflection on the week: Think about and make a note of:

What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?	Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?
DH: _____	Date: _____

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

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

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

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

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:			

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

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

³ Yes/no?

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



Jika iMfundo
what I do matters

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THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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