

FIRST ADDITIONAL LANGUAGE GRADE 3**Revised National Teaching Plan****GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:**

Please note the following:

1. The CAPS document for terms 1-4 (2020) has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. The first few weeks must be used to teach sounds / concepts that were not addressed in the previous year. This may be applicable for term 4 sounds that were not taught like fl-, sl-; cl-; pl- ;br-; dr-; gr-; tr; oo; ee
6. Learners will be at different levels. All schools will not be the same. If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. The topics/themes and vocabulary for FAL are only suggestions and not compulsory. Teachers should use themes, applicable to the school context. Choose your vocabulary according to your theme.
9. Whenever group work is done, social distancing is to be adhered to.

Guidelines for assessment: Baseline assessment:

- ▢ Should be done during the first 10 days of returning to school.
- ▢ Baseline activities should not be a stand-alone but be integrating with the teaching and learning process.
- ▢ Should be done informally and mostly through observation.
- ▢ The assessment activities will focus on previous grade content.
- ▢ The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.

School Based Assessment:

- ▢ Assessment takes place on a continuous basis in the Foundation Phase.
- ▢ A bigger focus should be on formative assessment.
- ▢ Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)
Rubrics are only suggestions.
- ▢ Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

2021 Annual Teaching Plan – Term 1: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 3

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Theme	Consolidation programme and baseline assessment						What is friendship DBE workbook page 38 (Suggested)	Determination (Suggested)	Determination (Suggested)	
CAPS Topic	LISTENING AND SPEAKING Done on Mondays Wednesdays and Fridays <ul style="list-style-type: none">Start with a greetingSongOpen-ended question (Question with no wrong answer)Vocabulary for the day, and the sight words									
Core Concepts, Skills and Values:	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Good Morning! How are you? b. Learner: I am fine thanks, how are you?	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Good morning, how do you feel today? b. Learner: Good morning, I feel happy / I feel sad.	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Hi, where do you live? b. Learner: Hi, I live in ____.	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Hello, what is your name? b. Learner: Hello, my name is ____. c. Teacher: Nice to meet you! d. Learner: Nice to meet you, too!	Greeting Let two children greet one another.	Greeting 1. Ask 3 – 4 learners individually. a. Teacher: Good day, what is the weather like today? b. Learner: Good day, the weather today is___. 2. Instruct learners to TURN AND TALK and practise their Greetings.	Greeting	Greeting	Greeting Ask different learners: “How old are you?” Let the learner respond: “I am years old.”.	Greeting

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																						
Song/ Rhyme	Names, names are not the same Clap your hands and say your name! (learners clap the SYLLABLES in their names, like: Si-phi-we)		Teach an ATTENTION GETTER, e.g.: 1-2-3 EYES ON ME. 1-2 EYES ON YOU! 2. Instruct learners to talk to their neighbours. 3. When they hear “1-2-3 EYES ON ME” they must STOP TALKING. 4. They must say “1-2 EYES ON YOU.” 5. They must sit quietly in their seat with their eyes on the teacher.		Teach a NEW ATTENTION GETTER, e.g.: If you can hear me clap once. (clap) 2. Instruct learners to talk to their neighbours. 3. When they hear “IF YOU CAN HEAR ME CLAP ONCE” they must stop talking. 4. They must clap once. 5. Do this with different numbers until you have the attention of all the learners. 6. They must sit quietly in their seat with their eyes on the teacher.		<table><tr><th>Lyrics</th><th>Actions</th></tr><tr><td>Five good friends went out to play,</td><td>Hold up five fingers</td></tr><tr><td>On a bright and sunny day,</td><td>Hold your hands up like a sunshine</td></tr><tr><td>One good friend said, 'I can't stay!'</td><td>Wave goodbye</td></tr><tr><td>So there were four friends left to play.</td><td>Put one finger down, wiggle the four remaining fingers</td></tr></table>	Lyrics	Actions	Five good friends went out to play,	Hold up five fingers	On a bright and sunny day,	Hold your hands up like a sunshine	One good friend said, 'I can't stay!'	Wave goodbye	So there were four friends left to play.	Put one finger down, wiggle the four remaining fingers	<table><tr><th>Lyrics</th><th>Actions</th></tr><tr><td>If you're friendly and you know it clap your hands, (clap twice)</td><td>Clap your hands twice</td></tr><tr><td>If you're friendly and you know it and you really want to show it,</td><td>Shake hands with a friend</td></tr><tr><td>If you're friendly and you know it clap your hands! (clap twice)</td><td>Clap your hands twice</td></tr></table>	Lyrics	Actions	If you're friendly and you know it clap your hands, (clap twice)	Clap your hands twice	If you're friendly and you know it and you really want to show it,	Shake hands with a friend	If you're friendly and you know it clap your hands! (clap twice)	Clap your hands twice	<table><tr><th>Lyrics</th><th>Actions</th></tr><tr><td>Zodwa ran, she didn't play</td><td>Pretend to run in place</td></tr><tr><td>She practised both night and day</td><td>Pretend to sleep and then make your arms into a sunshine</td></tr><tr><td>She ran at a lighting pace</td><td>Run your fingers as fast as you can</td></tr><tr><td>She was determined to win her race!</td><td>Cheer like you have just won</td></tr></table>	Lyrics	Actions	Zodwa ran, she didn't play	Pretend to run in place	She practised both night and day	Pretend to sleep and then make your arms into a sunshine	She ran at a lighting pace	Run your fingers as fast as you can	She was determined to win her race!	Cheer like you have just won	<table><tr><th>Lyrics</th><th>Actions</th></tr><tr><td>Deter- mination wins the race,</td><td>Hold your arms up in victory</td></tr><tr><td>But if I'm last there's no disgrace!</td><td>shake your hands to indicate 'no'</td></tr><tr><td>'Cause if I'm last then I can say,</td><td>Hold your hand to your mouth</td></tr><tr><td>'At least I've tried my best today!'</td><td>Jump up into the air</td></tr></table>	Lyrics	Actions	Deter- mination wins the race,	Hold your arms up in victory	But if I'm last there's no disgrace!	shake your hands to indicate 'no'	'Cause if I'm last then I can say,	Hold your hand to your mouth	'At least I've tried my best today!'	Jump up into the air
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Question of the day	Divide your class into 6 groups (mixed ability). They must know in which group they are (e.g. colours, animals, flowers etc.) for the QUESTION OF THE DAY. On Mondays, Wednesdays and Fridays you will write a question (related to your theme) and with no wrong answers on the board. The learners must know in which group they are. Call a group to stand, sit, etc.	Remind learners of their QUESTION of the DAY groups. a. Play a game with the learners by calling different groups to do different tasks, e.g.: • Red group: stand up • Orange group: clap three times. • Green group: spin around.	1. Have the following question and graph drawn on the chalkboard: What is your favourite colour? <table><tr><td></td><td></td><td></td></tr><tr><td>orange</td><td>red</td><td>purple</td></tr></table>				orange	red	purple	1. Have the following question and graph drawn on the chalkboard: What is your favourite fruit? <table><tr><td></td><td></td><td></td></tr><tr><td>apple</td><td>orange</td><td>peach</td></tr></table>				apple	orange	peach	1. Have the following question and graph drawn on the chalkboard: What is your favourite animal? <table><tr><td></td><td></td><td></td></tr><tr><td>cat</td><td>dog</td><td>bird</td></tr></table>				cat	dog	bird	Practice the question of the day by having a question like “What do you like most, Meat, vegetables or fruit?”	Put a question on the board related to your theme with no wrong answer. The aim is for learners to speak the language. Ask them the question, they respond and thereafter you ask the class to repeat	Put a question on the board related to your theme with no wrong answer. The aim is for learners to speak the language.	Put a question on the board related to the theme and let a group answer. There are no wrong or right answers. For example, what do you like most to eat on your birthday; cake or ice-cream.	Put a question on the board related to the theme and let a group answer. There are no wrong or right answers.
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		2. Use MODELLING to show learners how to answer the question. Adhere to social distancing, if necessary, and ask a group to stand and learners answer from their desk. Should social distancing no longer be required, the learners can be called to the board. The aim is for learners to talk. After a learner answered for example “My favourite colour is green” ask the class: “What is her/his favourite colour?”	2. Use MODELLING to show learners how to answer the question. Adhere to social distancing, if necessary, and ask a group to stand and learners answer from their desk. Should social distancing no longer be required, the learners can be called to the board. The aim is for learners to talk. After a learner answered for example “My favourite fruit is apples” ask the class: “What is her/his favourite fruit?”	1. Use MODELLING to show learners how to answer the question. Adhere to social distancing, if necessary, and ask a group to stand and learners answer from their desk. Should social distancing no longer be required, the learners can be called to the board. The aim is for learners to talk. After a learner answered for example “My favourite animal is a dog” ask the class: “What is her/his favourite animal?”																								

Suggested Vocabulary The vocabulary will depend on the chosen theme. (Teach 4 words a day from week 3 onwards)		Teach learners the word: same . a. Hand out learner books. b. Draw a SIMPLE shape on the board. c. Explain that learners must draw the SAME thing in their own book. d. Repeat 4-5 times	Teach learners the word: different . a. Hold up 1-5 fingers. b. Explain that learners must hold up a DIFFERENT number of fingers. c. Repeat 4-5 times	Same or different. a. Collect some objects, like: 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser. b. Show learners any two of the objects. c. Explain that if the objects are the SAME, learners should give THUMBS UP. d. If the objects are not the same, they should give THUMBS DOWN	Teach learners the word: more . a. Draw a line down the middle of the chalkboard. b. Draw FOUR CIRCLES on one side. c. Draw TWO CIRCLE on the other side. d. Ask learners which side has MORE. e. REPEAT with different numbers of circles.	Teach learners the word: fewer . a. Instruct THREE learners to come stand on one side of you. b. Instruct ONE learner to come stand on the other side of you. c. Ask learners: Which group of learners has FEWER learners in it? d. REPEAT with different numbers of learners.	friendship, trustworthy, honest, kind, best friend, secret, promise, whisper, tease, defend, unkind, threaten	friendly, shy, outgoing, meet, thoughtful, generous, patient, trait, positive, negative, forgive, adventurous	determination, determined, important, talent, prize, race, ribbon, trophy, barrier, free, owner, bare	ahead, behind, thankful, donate, attitude, decision, decide, goal, ignore, complain, fix, energy
Sight words							let's, went, whale, what, bully	every, made, from, then, night	happy, will, small, because, going	children, look, who, lots, came
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Continues to develop an oral (listening and speaking) vocabulary using themes or topics. Follows and gives instructions. Understands and responds to simple questions. Participates in a short conversation on a familiar topic. Memorises and performs simple poems, action rhymes and songs. Plays language games. 									
Date completed										

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	READING – GROUP GUIDED READING Mondays, Tuesdays, Wednesdays, Thursdays , Fridays									
Core Concepts, Skills and Values	Baseline assessment: <ul style="list-style-type: none">Oral reading fluency to determine reading groups.Read the story in the baseline assessment and answer the questions.	Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready (One average, one easier, one more difficult. – DBE workbooks can be used or the EGRA tool). Group 1: This learner knows no or very few words. The learner does not seem to recognise letter-sound relationships Group 2: This learner knows just a few common words. He/she does not seem to recognise letter-sound relationships. This learner need a lot of help to read previously unseen words. Group 3: This learner knows some common words. This learner needs help to decode previously unseen words. Group 4: This learner knows many common words and can decode most words. This learner occasionally needs help to decode words. Group 5: This learner knows many common words and can decode previously unseen words. He/she reads with fluency and expression. This is one of the best readers in the class.	1. Teach routines for Group Guided Reading. <ul style="list-style-type: none">Appoint monitors to keep learners quiet.Appoint reading book monitors.Explain the toilet pass. 2. Teach learners how to use worksheets when you are busy with a group of learners/learner.	Listen to one group on a day while the rest of the class can do other activities like worksheets or work in the DBE workbook. Select text appropriate for the group. First revise the sight words of the week. Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you. Only let them read sitting in a small group if no social distancing is required anymore.						
Curriculum Coverage Tracking	<ul style="list-style-type: none">Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).Reads with increasing fluency and expression.Shows an understanding of punctuation when reading aloud.Continues to build a sight vocabulary from the guided, shared and independent reading.									
Date completed										
CAPS Topic	READING – SHARED READING Tuesdays and Thursday									
Core Concepts, Skills and Values	Baseline assessment: Answer simple questions about the story.						Tuesday 1 Pre Read	Tuesday – Second Read	Tuesday: Pre Read	Tuesday – Second Read
	Comprehension activities						Thursday – First Read	Thursday- Post Read	Thursday: First Read	Thursday- Post Read

Curriculum Coverage Tracking	<ul style="list-style-type: none">• Listens to short stories, personal recounts, non-fiction texts told or read from a Big Book or illustrated poster for enjoyment.• Answers literal comprehension questions.• Predicts what will happen next in a story or personal recount.• Expresses feelings about the story. Describes how the story made him/her feel.• Retells the story.• Reads own and other’s writing.• Reads familiar poems and rhymes.											
Date completed												
CAPS Topic	PHONICS Mondays, Wednesdays , Fridays											
Core Concepts, Skills and Values	Baseline Assessment done on phonics done in Grade 2: vowel digraphs; consonant blends; short vowels. Identify letter-sound relationships of all single sounds.	Revision: Vowel digraphs: oo/ee Monday: Introduce the sound and words Wednesday: Segmenting and blending Friday: Word building	Revision: Consonant digraphs br/dr Monday: Introduce the sound and words Wednesday: Segmenting and blending Friday: Word building	Consonant digraph: fl / sl Monday: Introduce the sound and words Wednesday: Segmenting and blending Friday: Word building	Consonant digraphs: cl/pl Monday: Introduce the sound and words Wednesday: Segmenting and blending Friday: Word building	Consonant digraph: gr/tr Monday: Introduce the sound and words Wednesday: Segmenting and blending Friday: Word building	Consonant digraphs at the end of words: sh Monday: Introduce the sound and words Wednesday: Segmenting and blending Friday: Word building	Consonant digraphs at the end of words: ch Monday: Introduce the sound Wednesday: Segmenting and blending Friday: Word building	Consonant digraphs at the end of words: th Monday: Introduce the sound Wednesday: Segmenting and blending Friday: Word building	Consonant digraphs: wh Monday: Introduce the sound Wednesday: Segmenting and blending Friday: Word building		
Curriculum Coverage Tracking	<ul style="list-style-type: none">• Identifies letter-sound relationships of all single letters.• Builds and sounds out short (3-4-letter) words using sounds learnt.• Recognises vowel digraphs.• Recognises consonant digraphs and blends.											
Date completed												
CAPS Topic	WRITING Tuesdays and Thursdays											
Core Concepts, Skills and Values	Baseline assessment: <ul style="list-style-type: none">• Language structures informally taught:• Creative Writing:<ul style="list-style-type: none">○ Puts jumbled sentences into the correct order.○ Writes a paragraph of at least	1. Explain that learners will draw themselves and write two sentences about themselves.	1. Explain that learners will draw their feelings on the first day of school. 2. Learners will	1. Explain that learners will draw their favourite animal. 2. Then, learners will write two	1. Explain that learners will draw their home. 2. Then, learners will write two sentences about their home.	Topic: Write a paragraph about being a good friend Tuesday Being a good friend means...	Tuesday: Learners edit their paragraph of the previous week. Write a checklist on the board, e.g.:	TUESDAY: Write a list about what you are determined to do. Things I am determined to do: 1. I am determined to...	Topic: Write a paragraph about a goal you feel determined to achieve. <table><tr><td>Tues</td><td>Thurs</td></tr></table>		Tues	Thurs
Tues	Thurs											

	<ul style="list-style-type: none">3 sentences.Organises information in a simple graphic form.Uses some nouns and pronouns when writing.Uses simple present, present progressive and past tenses when writing.Punctuation.	2. Use MODELLING to draw yourself on the chalkboard.	write two sentences about their feelings on the first day of school. 3. Use MODELLING to draw yourself on the chalkboard. 4. Use MODELLING to add two sentences to your drawing.	sentences about their favourite animal. 3. Use MODELLING to draw your favourite animal on the chalkboard. 4. Use MODELLING to add two sentences sentence to your drawing.	3. Use MODELLING to draw your home on the chalkboard. 4. Use MODELLING to add two sentences to your drawing.	I am a good friend because... I am also a good friend because... <u>Thursday</u> I like when my friends... I also like when my friends... Being a good friend is important because...	<table><tr><td>I used capital letters.</td><td></td></tr><tr><td>I used punctuation (!,?)</td><td></td></tr><tr><td>I read my sentences out loud.</td><td></td></tr><tr><td>I checked my possessive nouns</td><td></td></tr></table> <u>Thursday</u> Learners rewrite their paragraph, add pictures and get it ready to be “published”	I used capital letters.		I used punctuation (!,?)		I read my sentences out loud.		I checked my possessive nouns		2. I am determined to... 3. I am determined to... Thursday: Write a short paragraph about one of the things on your list of Tuesday	<table><tr><td>My goal is to... I will... I will also...</td><td>I feel deter- mined to achieve this goal because ... It is important to me because ... I think I will feel... when my goal is achieved.</td></tr></table>	My goal is to... I will... I will also...	I feel deter- mined to achieve this goal because ... It is important to me because ... I think I will feel... when my goal is achieved.
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My goal is to... I will... I will also...	I feel deter- mined to achieve this goal because ... It is important to me because ... I think I will feel... when my goal is achieved.																		
Curriculum Coverage Tracking	<ul style="list-style-type: none">Uses handwriting skills taught in Home Language.Writes increasingly complex lists with headings.Writes a paragraph of 4-6 sentences on a familiar topic.Uses the writing process (drafting, writing, editing and publishing).Uses punctuation already taught in Home Language.Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.Builds own word bank and personal dictionary.Uses children’s dictionaries.																		
Date completed																			
CAPS Topic	LANGUAGE USAGE FRIDAYS																		
Core Concepts , Skills and Values							1. Explain that learners will learn about possessive nouns . 2. Explain that we use possessive nouns to show that an item belongs to someone. 3. Explain that we	Pronouns Subject-verb agreement I;• you;• he;• she;• we;• they I talk, you talk, he talks, she talks, we talk, they talk	Plurals Words by adding –s (cats, dogs, girls, brothers, Words changing the y into –ies (cities, puppies, kitties, nappies)	Present and Future Tense First explain the verb (action word) Write a few verbs on the board (talk, walk, sing, play, write, jump) Then explain if we put will in front of these words it means something									

							add apostrophe and s to the end of a noun to make a possessive noun.	Do the same with more verbs		that still need to take place (will talk, will walk, will sing, will play, will write, will jump) etc.
Curriculum Coverage Tracking	<ul style="list-style-type: none">Understands and uses the simple present tense.Understands and uses the future tense.Understands and uses ‘There is/are’ (Subject-verb agreement).Understands and uses the possessive form of nouns.Revises some of the grammar covered informally in Grades R to 2: plurals									
Date completed										
Extension activities							DBE workbook pages 2.3.4 Draw and write about you and your friends	DBE workbook pages 6,7,8 Draw and write about the gift you give to your friend on his/her birthday.	DBE workbook pages 10,11 and 12 Draw something you really want to win	DBE workbook page 16 and 17 Draw and write about a time you won something
Requisite Pre-Knowledge							Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.			
Resources (other than textbook) to enhance learning	Baseline assessment activities	Consolidation activities					Big books, Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia			
Assessment for learning (Informal Assessment)	<ul style="list-style-type: none">The activities must be observed and assessed during daily lesson activities in Languages.Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.This must be done informally and on going									
Assessment of learning SBA (Formal Assessment)	<ul style="list-style-type: none">The activities must be observed and assessed during daily lesson activities in Languages.Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.Rubrics, checklists and writing activities can be used.Assessment can only take place if the concepts have been taught and learners had enough time to practice.									

ASSESSMENT

BASELINE ASSESSMENT 2021

Baseline is meant for you to see where your learners are and what you have to concentrate on in the rest of the term

FIRST ADDITIONAL LANGUAGE GRADE 3 TERM 1

SKILL	LISTENING & SPEAKING			PHONICS			READING				WRITING						COMMENTS (When and where appropriate)
IMPLEMENT IN WEEKS:	1-3 Act 1.1	1-3 Act 1.1	1-3 Act 1.2	1-3 Act 2.1	1-4 Act 2.2	1-4 Act 2.3	1-6 Act 3.1	1-6 Act 3.1	1-6 Act 3.1	1-6 Act 3.2	1-6 Act 4.1	1-6 Act 4.2	1-6 Act 4.3	1-6 Act 4.4	1-6 Act 4.5	1-6 Act 4.6	
KEY: FROM OBSERVATIONS Learner performance ✓ <i>exceed</i> ▲ <i>satisfied</i> ● <i>partially satisfied</i> X <i>has not satisfied</i>	Continues to develop an oral (listening and speaking) vocabulary using themes selected.	Listens to and gives a simple recount.	Identifies and object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel digraphs.	Builds up and breaks down words beginning with common consonant blends.	Distinguishes between long and short vowel sounds.	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story	Puts jumbled sentences in the right order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.	
Learners Names																	

PROGRAMME OF ASSESSMENT

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none">Demonstrates understanding of vocabulary by pointing to objects in the classroom or in a picture in response to questions from the teacher.Responds to simple questions after listening to a nonfiction text.	Observation/ practical and Oral	Rubric	7 7	By week 9	
	Baseline assessment		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics	Consonant digraphs	Observation/ practical & Oral	Rubric	8	By week 9	
Oral	Baseline Assessment		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading Oral	<ul style="list-style-type: none">Answers simple oral questions about a storyBaseline assessment	Observation & Oral	Rubric / Checklist	5	By week 9	
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none">Writes a paragraph of 4-6 sentences.Baseline Assessment	Written	Classwork book	12 (depending on rubric used)	By week 9	
Teacher notes: Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7						

ASSESSMENT OF LEARNING: SBA ASSESSMENT							
FIRST ADDITIONAL LANGUAGE GRADE 3 TERM 1							
SKILL	LISTENING & SPEAKING			PHONICS	READING	WRITING	COMMENTS (When and where appropriate)
WEEK	7-8			7-8	7-8	7-8	
RATING / USE RUBRICS THAT FOLLOW	Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher.	Responds to simple questions after listening to a nonfiction text.	TOTAL	Consonant diagraphs	Answers simple oral questions about a story	Writes a paragraph of 4-6 sentences.	
DATE							
SCORE	7	7	14	8	5	12	

SOME EXAMPLES OF RUBRICS TO USE:

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	1. Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher 2. Learners respond to a simple question after listening to a non-fiction text			
IMPLEMENTATION	1. Week 7 or 8 when the learners are settled and writing 2. Week 7 or 8 Oral: Daily question			
ACTIVITY 1 MARKS	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
Settle the class to complete a written activity. Then, call individual learners to your desk. Use a picture from the big book story for the week, or from the DBE Workbook. First, ask the learner to point to 2 items that you name. Next, ask the learner to name 2 items that you point to.	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
ACTIVITY 2 MARKS	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
Read a nonfiction text and ask learners questions about it. Life Skills topics will assist .	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
CALCULATION <ul style="list-style-type: none"> Add each learner's totals out of 7 for the two activities, to get a total out of 14. Divide by 2 to get a rating from 1-7 to record on the report. 				

PHONICS				
OBJECTIVE	Recognises and makes words with consonant digraphs			
IMPLEMENTATION	Complete this task in week 8-9 Do this during a phonics lesson			
ACTIVITY	<ul style="list-style-type: none">The learners do this in their exercise booksLet them number from 1-10They must listen carefully and write each answer next to the correct number. <ol style="list-style-type: none">Write the first sound in shirtWrite the first sound in chipWrite the first sound in whenWrite the last sound in withWrite the last sound in richPutt the sounds together and write the word sh-o-pPut the sounds together and write the word th-i-nPut the sounds together and write the word w-a-shPut the sounds together and write the work ch-o-pPut the sounds together and write the word f-i-sh.			
RUBRIC	1.	2	3	4
Segments words that include consonant digraphs	The learner shows limited understanding of beginning and ending sounds.	The learner shows an understanding of beginning sounds but struggles with the ending sounds	The learner shows some understanding of beginning and ending sounds.	The learner shows good understanding of beginning and ending sounds
Blends words that include consonant digraphs	The learner shows limited understanding of blending consonant digraphs	The learner attempts to blend sounds to make words. Makes some guesses using one or two of the consonant digraphs	The learner shows some understanding of blending sounds including consonant digraphs to make words.	The learner is able to blend sounds including consonant digraphs together to make words.

READING					
OBJECTIVE	Reading text with teacher and engages in a discussion				
IMPLEMENTATION	Do this from week 7 onwards				
ACTIVITY	Do this during GGR, settle the class with a worksheet to do Call a group to the carpet and tell the learners that you are going to talk about a Big Book Story from the previous week. Remind them of the story and show them the pictures once again. Ask questions like: <ol style="list-style-type: none"> 1. What is the title of the story? 2. Why do you think it has this title? What is it about? 3. Who are the characters in the story? 4. Which character do you like? Why? 5. Which character don't you like? Why? 6. What is the problem in the story? 7. What did you learn from this story? As learners answer, listen carefully to them and ensure they all get a chance to answer.				
RUBRIC	1.	2	3	4	5
	The learner does not show understanding of the story. The learner needs support from the teacher to say anything about the story.	The learner attempts to talk about the story. The learner struggles to use relevant vocabulary and sentence structures.	The learner can engage with some of the questions about the story. The learner uses some of the relevant vocabulary and sentence structures.	The learner can engage with most of the questions about the story. The learner uses relevant vocabulary and sentence structures.	The learner can engage with all of the questions about the story. The learner uses relevant vocabulary and sentence structures fluently and confidently.

WRITING RUBRIC				
OBJECTIVE	The learner uses a story frame to complete a paragraph of 4-6 related sentences			
Implementation	This can be done from week 7 -9			
Activity	Conduct the writing lesson as usual Collect the learners books at the end of the week			
RUBRIC	1	2	3	4
CONTENT	The learner's response is totally not relevant to the topic. The learner repeats the same sentence structures over and over	The learner's response is relevant to the topic. The learner includes a few details. The learner mostly uses the same sentence structures	The learner's response is interesting and relevant to the topic. The learner includes some details. The learner uses mostly correct sentence structures.	The learner's response is interesting and exceeds expectations. The learner includes some details. The learners uses correct sentence structures.
ORGANISATION	The paragraph includes some parts of a beginning, middle and end. Many ideas seem to be missing. The ideas are not connected.	The paragraph includes a beginning, middle and end but the ideas are not totally connected.	The paragraph is organised, including a beginning, middle and end. The ideas are connected.	The paragraph is well organised, including a beginning, middle and end. The ideas are well connected. The paragraph flows well.
EDITING AND LANGUAGE	The learner has a basic and limited vocabulary. The learner does not use the new grammar taught. The learner attempts to edits their own work to corrects their grammar, spelling and punctuation but there are many errors remaining	The learner uses a few new vocabulary words and attempts to use the new grammar taught. The learner edits their own work to corrects their grammar, spelling and punctuation but there are still some errors	The learner uses some new vocabulary words and uses the new grammar taught. The learner edits their own work and mostly corrects their grammar, spelling and punctuation	The learner uses a lot of new vocabulary words and correctly uses the new grammar taught. The learner successfully edits their own work to correct grammar, spelling and punctuation

OVERVIEW OF FOUNDATION PHASE PHONICS

	GRADE 1		GRADE 2		GRADE 3	
	THEME	PHONICS	THEME	PHONICS	THEME	PHONICS
T1 WK 1	ORIENTATION		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT j,w, r, at words/ an words		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT Revision of oo oa ee br dr fl sl cl pl gr tr	
T1 WK 2						
T1 WK 3						
T1 WK 4						
T1 WK 5	We go to school	Environmental sounds	Celebrating birthdays	e i	What is friendship?	-sh -ch
T1 WK 6	My family	Environmental sounds				
T1 WK 7		a				
T1 WK 8	We play outside	s				
T1 WK 9	We have feelings	t	Getting around	o u	Determination	-th wh
T1 WK 10		revision				
T2 WK 1	Friends	i	Helping our friends	Revise: e i an	Me and my siblings	u-e
T2 WK 2		n		Revise o/u / at		oo
T2 WK 3	Growing things	m	Setting goals	y	Practice makes perfect!	ea
T2 WK 4		h		s		oa
T2 WK 5	Animals	o	We have feelings!	long /short	Families caring for each other	ng/nk
T2 WK 6		b		long /short		ch/cl
T2 WK 7	Sports and games	c	Making mistakes	ed	Bullying	a-e
T2 WK 8		k		ing		i-e
T2 WK 9	The three little pigs	e	Being safe and responsible	Revision	We are writers	o-e
T2 WK 10		revision		Revision		u-e
T2 WK 11						Revision
T3 WK 1	All around town	ck	Traditions	sp	Compassion	ai
T3 WK 2	Working together	g	Community	sh-	Honesty	ay
T3 WK 3		d		-sh		oi
T3 WK 4	All about clothes	u	Creative thinking	th	Solving problems	ou
T3 WK 5		r		Word families		oy
T3 WK 6	Reading is fun	f	Healthy eating	ch, ed	Learning new things	str
T3 WK 7		l		th		tch
T3 WK 8		plurals s		sl-ing		nch
T3 WK 9	Keeping our bodies healthy and safe	plurals es	Worried and afraid	oo	Identities	ph/ff
T3 WK 10		Revision		ch-ed		ss/ll
T3 WK 11				Revision		
T4 WK 1	Problem solving	j	Solving problems	fl-	The power of education	ar /er
T4 WK 2		v		sl-		ir/or
T4 WK 3	We grow and change	w	Historical figures	cl	Calm and relaxed	ur
T4 WK 4		x		br		spr
T4 WK 5	Our living history	y	Bullying & appearance	oo	Grief	str
T4 WK 6		Revision		ee		dr
T4 WK 7	Science is fun! PREPARATION FOR 2022	Plurals -s and -es	Using technology for good	Revision	History	Revision
T4 WK 8		Plurals -s and -es		Assessment		-tch
T4 WK 9		Revision		Revision		Suffixes
T4 WK 10		Revision		Revision		Revision