

**PSRIP
TRACKER
&
PROGRAMME OF ASSESSMENT
GRADE 1
TERM 1 2020**

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Curriculum Coverage Form Term 1

During the term, keep track of every lesson that you teach on the Tracker that follows. Then, at the end of the term, count the number of lessons completed, and fill in this table. Discuss your curriculum coverage with your HoD to see how you can improve in Term 2.

ACTIVITY	NUMBER OF LESSONS IN LESSON PLAN	NUMBER OF LESSONS TAUGHT
Daily Activities	40	
Phonemic Awareness and Phonics	32	
Shared Reading	40	
Writing	8	

Please remember to:

1. Get learners who finish their work quickly to complete an Extension Activity.
2. Encourage learners to do as much independent reading as possible.

Weekly Tracker

Please follow the Orientation Programme in the Lesson Plans for Weeks 1 & 2.

Week 3		
Day	CAPS content, concepts, skills	Date completed
THEME: WE GO TO SCHOOL		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Ben goes to school 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Ben goes to school 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Environmental sounds – making sound patterns 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Ben goes to school 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Ben goes to school 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • How I feel at school today 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Ben goes to school 	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Environmental sounds – making sound patterns 	

Week 4

Day	CAPS content, concepts, skills	Date completed
THEME: WE GO TO SCHOOL		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Olwethu's first day 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Olwethu's first day 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Environmental sounds – making a sound pattern 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Olwethu's first day 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Olwethu's first day 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • My best part of the school day 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Olwethu's first day 	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Environmental sounds – making sound patterns 	

Theme Reflection: WE GO TO SCHOOL

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 5

Day	CAPS content, concepts, skills	Date completed
THEME: MY FAMILY		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Bongwa waits 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Bongwa waits 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Environmental sounds – making sound patterns 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Bongwa waits 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Bongwa waits 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • My family is... 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Bongji waits 	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Environmental sounds – making sound patterns 	

Week 6

Day	CAPS content, concepts, skills	Date completed
THEME: MY FAMILY		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Tseko's new baby 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Tseko's new baby 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound /a/ 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Tseko's new baby 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Tseko's new baby 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • My family is... 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Tseko's new baby 	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise new sound /a/ 	

Theme Reflection: MY FAMILY

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 7

Day	CAPS content, concepts, skills	Date completed
THEME: WE PLAY OUTSIDE		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: A very hot day 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: A very hot day 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound /s/ • Introduce a song 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: A very hot day 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating new sound /a/ and /s/ 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: A very hot day 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • I like to... 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Dramatise) <ul style="list-style-type: none"> • Big Book: A very hot day 	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise the new sound /s/ • Revise the song 	

Week 8

Day	CAPS content, concepts, skills	Date completed
THEME: WE PLAY OUTSIDE		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Spring day splashes 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Spring day splashes 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound /t/ • Introduce new words 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Spring day splashes 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating new sounds /t/ and /s/ 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Spring day splashes 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • I like to play... 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Spring day splashes 	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /a/ /s/ /t/ 	

Theme Reflection: WE PLAY OUTSIDE

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 9

Day	CAPS content, concepts, skills	Date completed
THEME: WE HAVE FEELINGS		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Dan has a bad week 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Dan has a bad week 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound /p/ • Introduce new words 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Dan has a bad week 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating new sounds /p/ and /s/ 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Dan has a bad week 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • I felt grumpy when... 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Dan has a bad week 	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /p/ 	

Week 10

Day	CAPS content, concepts, skills	Date completed
THEME: WE HAVE FEELINGS		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: My name is Buhlebendalo 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: My name is Buhlebendalo 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Environmental sounds – making sound patterns 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: My name is Buhlebendalo 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating environmental sounds 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: My name is Buhlebendalo 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • I felt scared when... 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> • Big Book: A surprise for Dineo 	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segment and blend /p/ 	

Theme Reflection: WE HAVE FEELINGS

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
SMT Comment	
SMT name and signature	Date

PROGRAMME OF ASSESSMENT

In accordance with Section 4 of CAPS, assessment of EFAL must be done **continuously** in an **integrated manner**, using **different tools**. Assessment must be done **for learning**, and **of learning**. This means that throughout the term, you should assess learners and keep records in different ways, for instance:

- Keeping notes in an **assessment note book**
- Using a **checklist**
- Giving **written feedback** in learners' books
- Use **rubrics** to assess specific skills, knowledge or competencies

You should **use these assessment records to inform the support or extension** that you give to different learners.

At the end of the term, you should **look at all the assessment records and notes** for each learner, as well as the learners' written work. Then, use your **professional judgement** to assign each learner a **rating from 1-7** for **each relevant component of EFAL**.

You may choose to use the following sample assessment plan, or to design your own assessment task, aligned to Section 4 of CAPS:

Tools required for the sample assessment plan:

1. Assessment Note Book

- Use an A4 book for this purpose. Cover and label the book, and include the words: Private and Confidential.
- Divide each page into two by ruling a line across the page.
- Label each half page with a learner's name and surname.
- Include the learner's date of birth.
- Use this book to keep a record of events in the learner's life that are relevant to their education. For example: *Repeated Gr 1 due to lack of phonic knowledge. Mother passed away in 2019, lives with aunt.*
- Remember to date each entry.
- Then, record any progress or issues that you notice during the course of the term. And remember, you can assess a learners' language skills in all subjects. Keep notes

in the Assessment Note Book, for example: *Still struggling to recognise the single phonemes taught: a, s, t, p. 21/03/2020.*

2. Assessment Checklist (sample included)

- This programme includes an assessment checklist for the term.
- This includes the main skills, knowledge and competencies that learners should acquire over the course of the term.
- Use this checklist to informally assess learners over the course of the term.
- You may not manage to assess every item on the checklist for every learner, but do as much as you can, by observing learners during different lessons.

3. Assessment Rubrics (samples included)

- Also included in this programme are rubrics designed to assess specific skills, knowledge and competencies.
- Use these tools during the course of the term to assess learners.
- Record the learners' results in the Assessment Note Book or on the Composite Recording Sheet.

4. Term 1 Composite Recording Sheet (sample included)

- Use this form to record a final rating from 1-7 for each learner, for each component of language.
- First, examine all learner records and results for each component, and then decide on a rating for each learner and fill it in on this sheet.
- Then, work out the overall rating for each learner, for the term.
- Do this by working out an average rating. If you feel this average rating needs to be adjusted up or down one level, use your professional judgement to do so.
- Remember that it is important to be able to justify the ratings you assign to each learner, based on the evidence that you accumulate throughout the term.

QUICK GUIDE TO SAMPLE ASSESSMENT (SUMMARY)

1. Get the required **Assessment Tools** ready for the term: **Assessment Note Book; Checklist; Rubrics; and Composite Recording Sheet.**
2. **Read** the integrated **Assessment Task** for the term.
3. **Implement continuous assessment for learning and assessment of learning** throughout the term, **using all tools.**
4. At the end of the term, **examine all learner records and results** for each component, as well as the learners' written work, and decide on **ratings of 1-7.** Fill these in on the **Composite Record Sheet.**

TERM 1 EFAL ASSESSMENT TASK

Language component	Grade 1
Listening and speaking	Oral: Integrated with Reading
Phonics, Reading and Comprehension	<ul style="list-style-type: none">- Responds to simple questions related to Shared Reading text- Begins to identify different initial sounds in words found in the Shared Reading text

Grade 1 Term 1 Checklist

Grade 1 Term 1 Checklist									
✓/x	Listening & Speaking		Phonics: Oral		Reading		Writing		Comment
	Responds physically to simple oral instructions	Points to and names objects in classroom or in picture	Begins to identify different initial sounds in words	Identifies some rhyming words in stories, songs, poems and rhymes	Identifies people, animals and objects in illustrations	Answers simple questions about text	Draws a picture for a story	Copies a caption for a picture	
Date									
Names of learners									
1									
2									
3									
4									
5									
6									

TERM 1 RUBRICS

LISTENING & SPEAKING RUBRIC					
OBJECTIVE	Learners respond to simple questions related to a shared reading text				
IMPLEMENTATION	<ul style="list-style-type: none"> This can be done at any time from Week 4 to Week 8 Do this during the Question of the Day or during Shared Reading 				
ACTIVITY	Do the 'Question of the Day' activity as usual, and listen to learners' answers OR At the end of the Shared Reading First or Second Read, ask different learners simple questions about the text, and listen to their answers				
RUBRIC	1	2	3	4	5
	The learner needs full support to answer the question. The teacher must use oral or visual prompts to support the learner.	The learner shows understanding of the question by responding with a one word answer or by pointing to a picture.	The learner shows understanding of the question. The learner responds orally with two or three words or a short phrase.	The learner shows understanding of the question. The learner responds with a short but complete sentence.	The learner shows full understanding of the question. The learner responds with a complete, detailed sentence.

PHONICS RUBRIC					
OBJECTIVE	Learner begins to identify different initial sounds				
IMPLEMENTATION	This can be done at any time from Week 7 onwards during Shared Reading OR This can be done as you move around the classroom helping learners with their writing				
ACTIVITY	<ol style="list-style-type: none"> Show learners a picture from a Big Book story Ask: Can you find something in the picture that begins with a / _ / sound? Instruct the learner to point to a picture on the page Repeat this with the sounds previously taught (a, s, t, p) Keep track of how many sounds the learners can identify correctly 				
RUBRIC	1	2	3	4	5
	The learner shows limited understanding of initial sounds. The learner needs support and prompting from the teacher to answer.	The learner shows a developing understanding of initial sounds. The learner is able to point to 1 picture independently.	The learner shows an understanding of initial sounds. The learner is able to point to 2 pictures independently.	The learner shows a good understanding of initial sounds. The learner is able to point to 3 pictures independently.	The learner shows a deep understanding of initial sounds. The learner is able to point to 4 pictures correctly, confidently and independently.

Tracking of learner performance at the end of the term

The evidence gathered from both **Assessment for Learning and Assessment of Learning practices and situations** will be used to track and report on each learner's performance and progress at the end of the Term and year. The 7 point rating scale will be utilised for this purpose. Below is the composite recording sheet for tracking learner performance and progress.

Composite Recording Sheet: EFAL Grade 1 Term 1				
Learner	Language Components			
	Listening & Speaking	Phonics, Reading & Comprehension	Writing	Overall Performance
1				
2				
3				
4				
5				

CODES AND PERCENTAGES FOR RECORDING AND REPORTING GRADES R TO 3		
RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29