

**PSRIP  
TRACKER  
&  
PROGRAMME OF ASSESSMENT  
GRADE 2  
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	24	
Phonemic Awareness and Phonics	24	
Group Guided Reading	40	
Shared Reading	16	
Writing	16	

## Please remember to:

1. Make sure learners do their Independent Reading Worksheets during Group Guided Reading.
2. Get learners who finish their work quickly to complete an Extension Activity.
3. 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: CELEBRATING BIRTHDAYS		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /ai/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 3</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: A forgotten birthday</li> </ul>	
Tuesday	Activity 2: Writing Surprise! It's a...!	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 3</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /ai/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 3</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: A forgotten birthday</li> </ul>	
Thursday	Activity 2: Writing Wow! Thank you...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 3</li> <li>• Group 4</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 3</li> <li>• Group 5</li> </ul>	

## Week 4

Day	CAPS content, concepts, skills	Date completed
THEME: CELEBRATING BIRTHDAYS		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /tr/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: A forgotten birthday</li> </ul>	
Tuesday	Activity 2: Writing Things I wish for when I blow out my candles: 1. I wish for...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /tr/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: A forgotten birthday</li> </ul>	
Thursday	Activity 2: Writing 2. I wish for... 3. I wish for...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 4</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Word Find /tr/</li> <li>• Word Wall</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 5</li> </ul>	

## Theme Reflection: CELEBRATING BIRTHDAYS

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>



## Week 5

Day	CAPS content, concepts, skills	Date completed
THEME: GETTING AROUND		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /-st/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 5</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Chuck the truck</li> </ul>	
Tuesday	Activity 2: Writing I want to drive a...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 5</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /-st/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 5</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Chuck the truck</li> </ul>	
Thursday	Activity 2: Writing I will go...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 5</li> <li>• Group 4</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 5</li> <li>• Group 5</li> </ul>	

## Week 6

Day	CAPS content, concepts, skills	Date completed
THEME: GETTING AROUND		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce the /-oa/ sound and words</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: worksheet 6</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Chuck the truck</li> </ul>	
Tuesday	Activity 2: Writing I am a...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: worksheet 6</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /oa/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: worksheet 6</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Chuck the truck</li> </ul>	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> <li>• I am...</li> </ul>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: worksheet 6</li> <li>• Group 4</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: worksheet 6</li> <li>• Group 5</li> </ul>	

### Theme Reflection: GETTING AROUND

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Week 7

Day	CAPS content, concepts, skills	Date completed
THEME: HELPING OUR FRIENDS		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /dr/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: worksheet 7</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Jane's flat tyre</li> </ul>	
Tuesday	Activity 2: Writing My friend is... He / she is...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: worksheet 7</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /dr/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: worksheet 7</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Jane's flat tyre</li> </ul>	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> <li>• We like to...</li> </ul>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: worksheet 7</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	

Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"><li>• Word Find /dr/</li><li>• Word Wall</li></ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"><li>• Class: worksheet 7</li><li>• Group 5</li></ul>	

## Week 8

Day	CAPS content, concepts, skills	Date completed
THEME: HELPING OUR FRIENDS		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /-ie/ and /s/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Jane's flat tyre</li> </ul>	
Tuesday	Activity 2: Writing I helped my friend... I felt...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /ie/ and /s/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> <li>• Big Book: Jane's flat tyre</li> </ul>	
Thursday	Activity 2: Writing My friend felt...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 4</li> </ul>	



Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound /ie/ and /-s/</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 5</li> </ul>	

## Theme Reflection: HELPING OUR FRIENDS

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Week 9

Day	CAPS content, concepts, skills	Date completed
THEME: SETTING GOALS		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /gr/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 9</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Marie saves up</li> </ul>	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> <li>• I will set a goal!</li> <li>• My goal is to improve my...</li> <li>• I am setting this goal because...</li> </ul>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 9</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /gr/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 9</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Marie saves up</li> </ul>	
Thursday	Activity 2: Writing To achieve this goal, I will...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 9</li> <li>• Group 4</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning word /gr/</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 9</li> <li>• Group 5</li> </ul>	

## Week 10

Day	CAPS content, concepts, skills	Date completed
THEME: SETTING GOALS		
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Revise past sounds</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 10</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Marie saves up</li> </ul>	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> <li>• My goals:</li> <li>1.</li> <li>2.</li> </ul>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 10</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Revise words</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 10</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Post-Read (Summarise and illustrate the story) <ul style="list-style-type: none"> <li>• Big Book: Marie saves up</li> </ul>	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> <li>3.</li> </ul>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 10</li> <li>• Group 4</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Revision</li> </ul>	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 10</li> <li>• Group 5</li> </ul>	

## 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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

# Tracker for Group Guided Reading

**Please ensure that you do the following:**

## TERM 1 READING GROUPS

1. In the first two weeks of school, listen to every learner read individually.
2. Use the rubric below to sort learners according to their abilities.
3. Assign learners to same-ability groups and fill their names in on the table that follows.
4. Space has been allocated for 8 groups for teachers who have very large classes.
5. Ideally, try to have 5 groups, with no more than 8 learners per group.
6. There are 2 copies of table called TERM 1 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

## TERM 1 GROUP GUIDED READING TRACKER

1. Please write the group names in this table.
2. In the first column, list all the texts that you have access to. This includes sound and word cards, the DBE Workbook stories, and any readers that you may have.
3. As each group starts a new text, write the start date in this table.
4. Allow groups to progress at their own pace.



**Rubric to help sort learners into same-ability reading groups.**

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<ul style="list-style-type: none"> <li>• This learner knows no or very few words.</li> <li>• This learner does not seem to recognise many letter-sound relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows just a few common words.</li> <li>• This learner does not seem to recognise some letter-sound relationships, OR this learners needs a lot of help to read previously unseen words.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows many common words.</li> <li>• This learner needs help to decode previously unseen words.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows many common words and can decode most previously unseen words.</li> <li>• This learner occasionally needs help to decode more challenging words.</li> <li>• This learner reads with some fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows many common words.</li> <li>• This learner can decode previously unseen words.</li> <li>• This learner reads with fluency and expression.</li> <li>• This is one of the best readers in the class.</li> </ul>

**Please note:**

1. This rubric divides learners based on their technical reading skills.
2. If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
3. **In a Grade 2 class of 40 learners, there may be:**
  - No full group at level 1, only a few individual learners
  - 1 group at level 2
  - 2 or 3 groups at level 3
  - 2 or 3 groups at level 4
  - 1 group at level 5

# Term 1 Reading Groups

Date								
Group number and name	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Reading day								
Group members' names								

Date								
Group number and name	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Reading day								
Group members' names								

# Term 1 Group Guided Reading Tracker

Text	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8

Text	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8

# 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 2
Listening and speaking	<b>Oral and Written Reading and Writing focus time:</b> <ul style="list-style-type: none"><li>• Identifies the letter-sound relationships of most single letters</li><li>• Completes sentences using a story frame</li></ul> <b>Group Guided Reading (GGR):</b> <ul style="list-style-type: none"><li>• Reads aloud a short text with teacher</li></ul>
Phonics, Reading and Comprehension	
Writing	



### Grade 2 Term 1 Checklist

✓/x	Listening & Speaking		Phonics: Oral		Reading		Writing		Comment
	Listens to a simple recount and answers questions about it	Responds to simple instructions that include taught vocabulary	Identifies letter-sound relationships of single letters	Builds up and breaks down 3-letter words using sounds learnt	Reads with increasing fluency and expression	Shows an understanding of punctuation when reading aloud	Writes captions for a picture with some help	Completes 3 sentences by filling in missing words	
<b>Date</b>									
<b>Names of learners</b>									
1									
2									
3									
4									
5									
6									

## TERM 1 RUBRICS

PHONICS RUBRIC					
<b>OBJECTIVE</b>	<b>Identifies letter-sound relationships of most single letters</b>				
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>This can be done any time from Week 3 onwards</li> <li>Do this during Group Guided Reading</li> </ul>				
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>During GGR, settle the group to read a text silently.</li> <li>Then, show each learner the <b>LETTERS ASSESSMENT SHEET</b>.</li> <li>Point to each letter on the sheet. Instruct the learner to tell you the <b>sound</b>.</li> <li>Keep track of how many sounds the learner can correctly identify.</li> </ol>				
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Learner tends to confuse letter-sound relationships. Learner needs teacher support.	Learner's letter sound knowledge is emerging. The learner can identify a few common letter-sounds (like sounds in their own name).	Learner's letter sound knowledge is developing. The learner can identify some sounds. May need some extra time to pause and think.	Learner's letter sound knowledge is developing. The learner can identify many sounds.	Learner letter sound knowledge is fully developed. The learner can identify all letter-sound relationships learnt without any problem.

Grade 2 Term 1: Letter-Sound Assessment Sheet			
a	s	t	p
i	n	z	d
o	g	c	k
e	b	r	m
f	u	h	x
l	j	v	w
q	y		

READING RUBRIC				
<b>OBJECTIVE</b>	<b>Reads aloud a short text with teacher</b>			
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>• Complete this assessment task in Weeks 7 &amp; 8</li> <li>• Do this during Group Guided Reading</li> </ul>			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. During Group Guided Reading, settle the group to read a text silently.</li> <li>2. Next, listen to each learner read the same text.</li> <li>3. It is important that for this activity, the text that is standard for all learners in the class. This is different from normal Group Guided Reading because it is important that you see where all learners in your class are reading against the benchmark.</li> <li>4. Select a sample text from one of your graded readers, or from the DBE Workbook, or use the sample text below.</li> <li>5. Explain that the learners will have <b>1 minute</b> to read.</li> <li>6. Instruct the learner to read this text out loud to you.</li> <li>7. Time the learner. When 1 minute is up, instruct the learner to stop reading.</li> <li>8. Listen carefully to the learner as they read. Take notes in your Assessment Note Book about:               <ol style="list-style-type: none"> <li>a. <b>the number of words read</b></li> <li>b. <b>the types of mistakes made</b></li> <li>c. <b>where the learner needed teacher support (which words or sounds)</b></li> <li>d. <b>where the learner was able to correct themselves</b></li> </ol> </li> </ol>			
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>VOLUME &amp; EXPRESSION</b>	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>PHRASING</b>	The learner reads word-by-word in a monotone voice.	The learner reads in two or three word phrases, not adhering to punctuation, stress and intonation.	The learner reads with a mixture of run-on sentences, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	The learner reads with good phrasing; adhering to punctuation, stress and intonation.
<b>SMOOTHNESS</b>	The learner frequently hesitates while reading, sounds out words, and repeats words or phrases. The learner makes multiple attempts	The learner reads with extended pauses or hesitations. The learner has 'rough spots' that are difficult for them to get through in the text.	The learner reads with occasional breaks in rhythm. The learner has difficulty with specific words and / or sentence structures.	The learner reads smoothly with some breaks. The learner is usually able to self-correct when reading difficult words and / or sentence structures.

	to read the same passage.			
<b>PACE</b>	The learner reads slowly and laboriously.	The learner reads moderately slowly.	The learner reads fast and slow throughout reading.	The learner reads at a conversational pace throughout the reading.

<b>Sample Text: We all like to play!</b>	<b>Number of words per line</b>
<b>We all like to play!</b>	5
Jabu, Ann and I are best friends. We are in the same class. We are in	16
Grade 2. We like to go to school. I like to read my book. Ann likes to draw.	18
Jabu likes do to maths. We all like school!	9
We also like to help at home. I help my mom to grow plants. Ann helps to	17
cook food for her family. Jabu helps to wash his granny's car. We all like	15
to help!	2
But what we like best is to play! We like to play at school. We like to play	18
at home. We love to play at the park! Jabu likes the swings. Ann likes to go	17
down the big slide. I like to kick the soccer ball. We love the school	15
holidays because then we can play all day. We all like to play!	13

<b>WRITING RUBRIC</b>				
<b>OBJECTIVE</b>	The learner draws a picture and writes two sentences			
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>This can be done at any time from Week 5 to Week 8, using the writing tasks in the lesson plans.</li> </ul>			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>Conduct the writing lessons as usual.</li> <li>Collect learners' books at the end of the written lesson on Thursday.</li> </ol>			
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Sentences	Writes or draws to convey a message, but may not be on topic.	Writes or draws to convey a message.	Writes 1 sentence on topic.	Writes 2 sentences on topic.
Capitalisation	Uses uppercase and lowercase letters interchangeably.	Capitalises the first word inconsistently.	Capitalises the first word and the pronoun I consistently.	Capitalises the first word, the pronoun I and people's names consistently.
Punctuation	Does not use end punctuation.	End punctuation is used incorrectly and Inconsistently.	End punctuation is often used correctly, but is mostly limited to full stops.	End punctuation is mostly used correctly and includes the use of question marks and exclamation marks.
Spacing	No spacing between words.	Inconsistent spacing between words.	Mostly correct spacing between words.	Correct spacing between words.
Words	Uses beginning sounds to represent words.	Uses beginning and end sounds to represent words.	Uses familiar words or repeats words. Writes some words phonetically.	Uses familiar words correctly. Attempts to use some new words. New CVC words are spelled phonetically.
Vowels	Vowels are omitted or used incorrectly.	Uses some vowels, but they are often incorrect.	Uses some vowels correctly .	Uses most vowels correctly.
Sight words	Sight words not spelled correctly.	A few sight words spelled correctly.	Some sight words spelled correctly.	Most sight words spelled correctly.
Ideas	Ideas are difficult to understand.	Ideas are generally understandable.	Ideas are personal and original.	Ideas are personal, original, and creative. Some relevant details included.

## 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 2 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