

**PSRIP
TRACKER
&
PROGRAMME OF ASSESSMENT
GRADE 2
TERM 2 2020**

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Curriculum Coverage Form Term 2

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 have improved since Term 1, and what more you can do to improve in Term 3.

ACTIVITY	NUMBER OF LESSONS IN LESSON PLAN	NUMBER OF LESSONS TAUGHT
Daily Activities	30	
Phonemic Awareness and Phonics	30	
Group Guided Reading	50	
Shared Reading	20	
Writing	20	

Please remember to:

1. Make sure learners use their 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

Week 1		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ee/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Dintle visits Dummi 	
Tuesday	Activity 2: Writing I feel happy when: <ol style="list-style-type: none"> 1. 2. 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ee/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Dintle visits Dummi 	
Thursday	Activity 2: Writing I feel grumpy when: <ol style="list-style-type: none"> 1. 2. 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /ee/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 5 	

Week 2

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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /cr/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Dintle visits Dummi 	
Tuesday	Activity 2: Writing I have mixed feelings when... I felt both...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /cr/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Dintle visits Dummi 	
Thursday	Activity 2: Writing I felt... But I also felt...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /cr/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 5 	

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

Week 3

Day	CAPS content, concepts, skills	Date completed
THEME: MAKING MISTAKES		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ng/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Jabu scrambles eggs 	
Tuesday	Activity 2: Writing <p>One time, I...</p> <p>Then...</p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ng/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Jabu scrambles eggs 	
Thursday	Activity 2: Writing <p>I felt...</p> <p>I learned...</p>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /ng/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 5 	

Week 4

Day	CAPS content, concepts, skills	Date completed
THEME: MAKING MISTAKES		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /br/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Jabu scrambles eggs 	
Tuesday	Activity 2: Writing In the story, Jabu... Then...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /br/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> • Big Book: Jabu scrambles eggs 	
Thursday	Activity 2: Writing I think that Jabu... I think he should...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /br/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 5 	

Theme Reflection: MAKING MISTAKES

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: BEING SAFE AND RESPONSIBLE		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /pl/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Duma and his friends get lost 	
Tuesday	Activity 2: Writing I feel safe when: <ol style="list-style-type: none"> 1. 2. 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /pl/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Duma and his friends get lost 	
Thursday	Activity 2: Writing I feel unsafe when: <ol style="list-style-type: none"> 1. 2. 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /p/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 5 	

Week 6

Day	CAPS content, concepts, skills	Date completed
THEME: BEING SAFE AND RESPONSIBLE		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound and words /nk/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 6 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Duma and his friends get lost 	
Tuesday	Activity 2: Writing I am responsible when... I...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 6 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /nk/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 6 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Duma and his friends get lost 	
Thursday	Activity 2: Writing I feel... I also feel...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 6 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /nk/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 6 • Group 5 	

Theme Reflection: BEING SAFE AND RESPONSIBLE

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: TRADITIONS		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /sp/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 7 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: My grandmother's story 	
Tuesday	Activity 2: Writing I want to learn how to...just like my... He / she is...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 7 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /sp/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 7 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: My grandmother's story 	
Thursday	Activity 2: Writing I want to learn this because... I hope...	
Thursday	Activity 3: Reading Group Guided Reading <ul style="list-style-type: none"> • Class: worksheet 7 • Group 4 	
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: Phonemic Awareness and Phonics <ul style="list-style-type: none">• Beginning sound /sp/• Letter swap• Informal assessment	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none">• Class: worksheet 7• Group 5	

Week 8

Day	CAPS content, concepts, skills	Date completed
THEME: TRADITIONS		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /oo/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: My grandmother's story 	
Tuesday	Activity 2: Writing In my family we... We do this because...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /oo/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> • Big Book: My grandmother's story 	
Thursday	Activity 2: Writing I also like when... I also like...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /oo/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 5 	

Theme Reflection: TRADITIONS

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: FACT OR FICTION		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /oo/ short sound 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Did you know? 	
Tuesday	Activity 2: Writing Facts that I know <ol style="list-style-type: none"> 1. I know that... 2. I know that... 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /oo/ short sound 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Did you know? 	
Thursday	Activity 2: Writing Facts that I know <ol style="list-style-type: none"> 1. I want to know... 2. I want to know... 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /oo/ short sound • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 5 	

Week 10

Day	CAPS content, concepts, skills	Date completed
THEME: FACT OR FICTION?		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revision 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Did you know? 	
Tuesday	Activity 2: Writing I like learning about... I think this is interesting because...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revision 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Did you know? 	
Thursday	Activity 2: Writing I want to learn more about... One thing I want to know is...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Revision 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 5 	

Theme Reflection: FACT OR FICTION?

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

Tracker for Group Guided Reading

Please ensure that you do the following:

TERM 2 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 2 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

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

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

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								

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 2 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 2 EFAL ASSESSMENT TASK

Language component	Grade 2
Listening and speaking	Oral and Written Reading and Writing focus time: <ul style="list-style-type: none">• Segments and blends words• Identifies beginning, middle and ending sounds of CVC words• Uses a story frame to complete related sentences Group Guided Reading (GGR): <ul style="list-style-type: none">• Gives a simple recount of own writing
Phonics, Reading and Comprehension	
Writing	

Grade 2 Term 2 Checklist

✓/x	Listening & Speaking		Phonics			Reading		Writing		Comment
	Listens to a simple recount and answers questions about it	Gives a simple oral recount	Identifies letter-sound relationships of single letters	Builds up and breaks down 3-letter words using sounds learnt	Distinguishes aurally between long and short vowel sounds	Reads with increasing fluency and expression	Shows understanding of a short written story by answering questions	Writes sentences using phonic words and sight words already taught	Uses capital letters and full stops in writing	
Date										
Names of learners										
1										
2										
3										
4										
5										
6										

TERM 2 RUBRICS

LISTENING & SPEAKING RUBRIC					
OBJECTIVE	Gives a simple recount of own writing				
IMPLEMENTATION	<ul style="list-style-type: none"> This can be done any time from Week 3 onwards Do this during Group Guided Reading 				
ACTIVITY	<ol style="list-style-type: none"> During GGR, ask group to bring their writing from the previous Thursday Then, tell learners that they are going to tell the group about their writing Tell learners that they must know what they are going to say, and they must speak clearly Give every learner in the group a chance to briefly recount their writing 				
RUBRIC	1	2	3	4	5
	The learner doesn't show understanding of the story frame. The learner needs support from the teacher to say anything about the story.	The learner attempts to talk about the story frame. The learner struggles to use relevant vocabulary and sentence structures.	The learner talks about some of the story frame. The learner remembers some of the relevant vocabulary and sentence structures.	The learner talks about the complete story frame. The learner uses most of the relevant vocabulary and sentences structures.	The learner talks about the complete story frame fluently and in detail. The learner uses all of the relevant vocabulary and sentences structures.

PHONICS RUBRIC				
OBJECTIVE	<ul style="list-style-type: none"> • Segments CVC words into beginning, middle and end sounds • Blends CVC words 			
IMPLEMENTATION	<ul style="list-style-type: none"> • Complete this assessment task in Weeks 7 or 8 • Do this with the whole class during a Phonics lesson 			
ACTIVITY	<ul style="list-style-type: none"> • Settle the class with their exercise books • Tell them to number from 1-10 in their books • They must listen carefully and write each answer next to the correct number <ol style="list-style-type: none"> 1. Write the first sound in: cat 2. Write the first sound in: red 3. Write the last sound in: pot 4. Write the middle sound in: bed 5. Write the middle sound in: pig 6. Put the sounds together and write the word: /b/ - /a/ - /t/ 7. Put the sounds together and write the word: /p/ - /e/ - /n/ 8. Put the sounds together and write the word: /m/ - /a/ - /n/ 9. Put the sounds together and write the word: /d/ - /o/ - /g/ 10. Put the sounds together and write the word: /s/ - /i/ - /p/ 			
RUBRIC	1	2	3	4
SEGMENTS CVC WORDS	The learner shows limited understanding of beginning, middle, and ending sounds. The learner needs the teacher's help to segment words into sounds.	The learner shows an understanding of beginning, sounds, but struggles with middle and ending sounds.	The learner shows some understanding of beginning, middle, and ending sounds.	The learner shows good understanding of beginning, middle, and ending sounds.
BLENDS CVC WORDS	The learner shows limited understanding of blending. The learner needs the teacher's help to blend sounds into words.	The learner attempts to blend sounds to make words. Makes some guesses using one or two of the sounds.	The learner shows some understanding of blending sounds to make words.	The learner is able to blend sounds together to make words.

WRITING RUBRIC				
OBJECTIVE	The learner uses a writing frame to complete 2-4 related sentences			
IMPLEMENTATION	This can be done at any time from Week 5 to Week 8, using the writing tasks in the lesson plans.			
ACTIVITY	1. Conduct the writing lessons as usual. 2. Collect learners' books at the end of the written lesson on Thursday.			
RUBRIC	1	2	3	4
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 2				
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