

**PSRIP
TRACKER
&
PROGRAMME OF ASSESSMENT
GRADE 3
TERM 2 2020**

Contents

Curriculum Coverage Form Term 2	3
Weekly Tracker	4
Week 1	4
Week 2	6
Theme Reflection: PRACTICE MAKES PERFECT.....	8
Week 3	9
Week 4	11
Theme Reflection: FAMILIES CARING FOR EACH OTHER.....	13
Week 5	14
Week 6	16
Theme Reflection: BULLYING	18
Week 7	19
Week 8	21
Theme Reflection: WE ARE WRITERS!	23
Week 9	24
Week 10	26
Theme Reflection: THINGS THAT FRIGHTEN US!	28
Tracker for Group Guided Reading.....	29
Term 2 Reading Groups.....	31
Term 2 Group Guided Reading Tracker	33
PROGRAMME OF ASSESSMENT.....	35

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: PRACTICE MAKES PERFECT		
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 /ea/ 	
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: Bheki's new bike 	
Tuesday	Activity 2: Writing I wanted to learn... I practised and practised... It was...	
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 /ea/ 	
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: Bheki's new bike 	
Thursday	Activity 2: Writing I kept on... Finally...	
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"> • Word Find /ae/ • Word Wall 	
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: PRACTICE MAKES PERFECT		
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 /sm/ 	
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: Bheki's new bike 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • Editing 	
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 /sm/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Written comprehension) <ul style="list-style-type: none"> • Big Book: A forgotten birthday 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • Publishing & Presenting 	
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"> • Word Find /sm/ • Word Wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 5 	

Theme Reflection: PRACTICE MAKES PERFECT

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: FAMILIES CARING FOR EACH OTHER		
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 /a-e/ 	
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: Hot toast coming up! 	
Tuesday	Activity 2: Writing Ways I care for people in my family	
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 /a-e/ 	
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: Hot toast coming up! 	
Thursday	Activity 2: Writing Ways people in my family care for me	
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"> • Word Find /a-e/ • Word Wall 	
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: FAMILIES CARING FOR EACH OTHER		
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 /i-e/ 	
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: Hot toast coming up! 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • Editing 	
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 /i-e/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Hot toast coming up! 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • Publishing & Presenting 	
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"> • Word Find /i-e/ • Word Wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 5 	

Theme Reflection: FAMILIES CARING FOR EACH OTHER

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: BULLYING		
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 /o-e/ 	
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: Jojo's new school 	
Tuesday	Activity 2: Writing Once there was... He/she... Then...	
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 /o-e/ 	
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: Jojo's new school 	
Thursday	Activity 2: Writing He/she... Finally... And then...	
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"> • Word Find /o-e/ • Word Wall 	
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: BULLYING		
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 the sound and word /u-e/ 	
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: Jojo's new school 	
Tuesday	Activity 2: Writing Editing	
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 /u-e/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 	
Thursday	Activity 1: Shared Reading: Post-Read (Written comprehension) <ul style="list-style-type: none"> • Big Book: Jojo's new school 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • Publishing & Presenting 	
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"> • Word fine /u-/e • World wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 5 	

Theme Reflection: BULLYING

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 ARE WRITERS!		
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 /oi/ 	
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: Mandu's secret diary 	
Tuesday	Activity 2: Writing A paragraph is... You will need... 1.First...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 3 	
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 /oi/ 	
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: Mandu's secret diary 	
Thursday	Activity 2: Writing Second... Then... Finally...	
Thursday	Activity 3: 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"> • Word Find /oi/ • Word Wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • A Class: Worksheet 7 • Group 5 	

Week 8

Day	CAPS content, concepts, skills	Date completed
THEME: WE ARE WRITERS!		
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 /sc/ and /sk/ 	
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: Mandu's secret diary 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • Editing 	
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 /wh/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Mandu's secret diary 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • Publishing & Presenting 	
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"> • Word Find /wh/ • Word Wall 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 5 	

Theme Reflection: WE ARE WRITERS!

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: THINGS THAT FRIGHTEN US!		
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 /sc/ and /sk/ 	
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: There's a monster in my cupboard 	
Tuesday	Activity 2: Writing I am frightened of... It scares me because... Also, I...	
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 /sc/ and /sk/ 	
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: There's a monster in my cupboard 	
Thursday	Activity 2: Writing When I feel scared... I can visualise... I wonder...	
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"> • Word Find /sc/ and /sk/ • Word Wall 	
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: THINGS THAT FRIGHTEN US!		
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: There's a monster in my cupboard 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • Editing 	
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 (Summarise and illustrate the story) <ul style="list-style-type: none"> • Big Book: There's a monster in my cupboard 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • Publishing & Presenting 	
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: THINGS THAT FRIGHTEN US!

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 3 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 2 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 2 Group Guided Reading Tracker

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 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 3
Listening and speaking	Oral and Written Reading and Writing focus time: <ul style="list-style-type: none">• Builds and sounds out words using sounds learnt• Writes a paragraph of 6-8 sentences on a familiar topic Group Guided Reading Session (GGR) <ul style="list-style-type: none">• Demonstrates comprehension and fluency when reading independently
Phonics, Reading and Comprehension	
Writing	

Grade 3 Term 2 Checklist

✓/x		Listening & Speaking		Phonics		Reading		Writing		Comment	
		Participates in a short conversation on a familiar topic	Listens to a story and retells it	Recognises at least 3 new vowel diagraphs	Recognises silent e in words	Demonstrates comprehension and fluency when reading with teacher	Answers literal questions about a non-fiction text	Organises information in a chart, table or graph	With support, writes a simple set of instructions		
Date											
Names of learners											
1											
2											
3											
4											
5											
6											

TERM 2 RUBRICS

PHONICS RUBRIC				
OBJECTIVE	<ul style="list-style-type: none"> Builds and sounds out words using sounds learnt 			
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 the following words next to the correct number <ol style="list-style-type: none"> shop eat cake moon kite Put the sounds together and write the word: /ri/ - /ng/ Put the sounds together and write the word: /bla/ - /ck/ Put the sounds together and write the word: /cl/ - /ap/ Put the sounds together and write the word: /pl/ - /ay/ Put the sounds together and write the word: /ch/ - /op/ 			
RUBRIC	1	2	3	4
	The learner has a limited knowledge of the phonic sounds taught and struggles to build words using sounds learnt.	The learner has some knowledge of the phonic sounds taught and attempts to build words using sounds learnt.	The learner has a good knowledge of most phonic sounds taught and can build many words using sounds learnt.	The learner has an excellent knowledge of most phonic sounds taught and can build most words using sounds learnt.

WRITING RUBRIC				
OBJECTIVE	Writes a paragraph of 6-8 sentences on a familiar topic			
IMPLEMENTATION	This can be done at any time from Week 6 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	4	3	2	1
CONTENT	The learner's response is interesting and exceeds expectations. The learner includes some details. The learner uses correct sentence structures.	The learner's response is interesting and relevant to the topic. The learner includes some details. The learner uses mostly correct sentence structures.	The learner's response is relevant to the topic. The learner includes a few details. The learner mostly uses the same sentence structure.	The learner's response is not totally relevant to the topic. The learner repeats the same sentence structure over and over.
ORGANISATION	The paragraph is well organised, including a beginning, middle and end. The ideas are well connected. The paragraph flows well.	The paragraph is organised, including a beginning, middle and end. The ideas are connected.	The paragraph includes parts of a beginning, middle and end, but the ideas are not totally connected.	The paragraph includes some parts of a beginning, middle and end. But many ideas seem to be missing. The ideas are not connected.
EDITING & LANGUAGE	The learner uses a lot of new vocabulary words and correctly uses the new grammar taught. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner uses some new vocabulary words and uses the new grammar taught. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses a few new vocabulary words and attempts to use the new grammar taught. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has a basic and limited vocabulary. The learner does not use grammar taught. The learner attempts to edit their own work, but there are many errors remaining.

READING RUBRIC				
OBJECTIVE	Demonstrates comprehension and fluency when reading independently			
IMPLEMENTATION	<ul style="list-style-type: none"> Complete this assessment task from Week 5 – Week 8 Do this during Group Guided Reading 			
ACTIVITY	<ol style="list-style-type: none"> During Group Guided Reading, settle the group to read a text silently. Next, listen to each learner read the same text. 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. Select a sample text from one of your graded readers, or from the DBE Workbook, or use the sample text below. Explain that the learners will have 1 minute to read. Instruct the learner to read this text out loud to you. Time the learner. When 1 minute is up, instruct the learner to stop reading. Listen carefully to the learner as they read. Ask the learner 2-3 simple questions about the text. Take notes in your Assessment Note Book about: <ol style="list-style-type: none"> the number of words read the types of mistakes made where the learner needed teacher support (which words or sounds) where the learner was able to correct themselves how well the learner understood the text 			
RUBRIC	1	2	3	4
VOLUME & EXPRESSION	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.
PHRASING	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.
PACE	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.

UNDERSTANDING	The learner could not answer any questions correctly.	The learner answered 1 question correctly.	The learner answered 2 questions correctly.	The learner answered 3 questions correctly.
----------------------	---	--	---	---

Sample Text: Gugu feels afraid	Number of words per line
Gugu feels sad and afraid	5
Gugu's family moved to Durban. Gugu was happy because she wanted to swim in the sea. She did not think about her new school. She just wanted to go and swim in the waves, and look at the ships!	12 15 12
On the first day of school, Gugu walked into her classroom. A big girl came over and said, 'I don't like you. You look silly. I will call you Silly Girl.'	15 16
All the other children laughed at Gugu.	7
Gugu felt sad. She went and sat down at her desk. She wanted to cry. Why was the big girl so mean? Gugu felt lonely and afraid. She wanted to go home.	15 15 2
But then, a boy came and sat next to Gugu. 'Don't worry about Betty.' he said. 'She wants new kids to be afraid of her. But she will soon forget about you. I will be your friend. My name is Vusi.'	15 15 11
Gugu smiled at Vusi. She felt happy.	7

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 3 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