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Appendices

Appendix A - National Assessment Protocol

basic education

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REPUBLIC OF SOUTH AFRICA

NATIONAL PROTOCOL FOR ASSESSMENT

GRADES R – 12

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ACRONYMS AND ABBREVIATIONS

GET General Education and Training
FET Further education and Training
LOLT Language of Learning and Teaching
NCS National Curriculum Statement
NQF National Qualifications Framework
NSC National Senior Certificate
SAQA South African Qualifications Authority
HL Home Language
FAL First Additional Language
SAL Second Additional Language

DEFINITIONS

“applied competence” – means the ability to put the knowledge obtained into practice in the relevant context;

“assessment body” – means a body accredited by Umalusi, the Council for Quality Assurance in General and Further Education and Training; as well as the Department of Basic Education, which is deemed to be accredited, in accordance with the criteria determined by the South African Qualifications Authority and approved by the Minister in terms of *section 16(6)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);*

“candidate” - means a learner who has completed the National Senior Certificate programme and who has registered for the National Senior Certificate final examinations;

“certification” – means the issuing of the National Senior Certificate by Umalusi when the minimum promotion requirements have been met;

“condonation” – means the relaxation of promotion requirements as contemplated in this document;

“Department of Basic Education”- means the national department responsible for basic education which include general and further education and training;

“evidence of learner performance” - means the collection of the learner’s work that is used to compile his or her internal assessment mark;

“examination” – means the conduct of a midyear and/or once-off end-of-year assessment;

“external assessment” – means any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and, coordinated by Provincial Education Departments and the Department of Basic Education either collectively or individually;

“First Additional Language level” – means the language proficiency level that reflects the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum;

“full-time learner” - means a learner who has enrolled for tuition [and who offers a National Senior Certificate] in a full-time capacity at a public or independent school or any other registered institution and who presents the required number of subjects as stipulated in this document;

“grade” - means a grade as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“Head of Department” - means the Head of a provincial education department;

“Head of the institution” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“**Home Language level”** - means the language proficiency level that reflects the basic interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum;

“immigrant candidate” - means a learner as contemplated in *paragraph 4(1)(a)* of this document*;*

“independent school” - means a school registered or deemed to be registered in terms of *section 46* of the *South African Schools Act, 1996 (Act No. 84 of 1996);*

“internal assessment” - means an assessment, contemplated in section 1 of the *General and Further Education and Training Quality Assurance (Act No. 58 of 2000)*;

“language levels” – means the proficiency levels at which all official and non-official languages are offered at school, i.e. Home Language, First Additional Language and Second Additional Language levels;

“learner” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“learner who experiences barriers to learning” – refers to any learner who has difficulties in accessing the curriculum due to several factors that serve as barriers;

“MEC” - means a Member of the Executive Council, contemplated in section 1 of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*;

“National Curriculum and Assessment Policy Statements” - means the policy documents stipulating the aim, scope, content and assessment for each subject listed in the *National Curriculum Statement Grades R – 12;*

“National Qualifications Framework (NQF)” – means the ten-level framework to provide for the registration of national standards and qualifications as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008);*

"National Senior Certificate" – means a qualification at Level 4 on the National Qualifications Framework (NQF) which is awarded to Grade 12 candidates who comply with the national policy requirements set out in this policy document*;*

"part-time candidate" means learner who has enrolled at an institution that does not offer tuition on a full-time basis and may enroll for any number of subjects in one examination sitting;

"progression" – means the movement of a learner from one grade to the next, excluding Grade R, in spite of the learner not having complied with all the promotion requirements. Progression can be used to prevent a learner from being retained in a phase for a period exceeding four years as stipulated in the *Admission policy for ordinary public schools* as published as *Government Notice 2432* in the *Government Gazette, Vol. 400, No. 19377* of 19 October 1998, provided that the underperformance of the learner in the previous grade be addressed in the grade to which the learner has been promoted to;

"promotion" – means the movement of a learner from one grade to the next when that learner meets the minimum required level of achievement per subject in a particular grade;

"Provincial Education Department" - means an education department, contemplated in section 1 of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*;

"qualification" – means a registered qualification as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008);*

"repeat candidate" - means a learner or candidate who has failed the grade enrolled for or the National Senior Certificate examination, or who wants to improve his or her National Senior Certificate examination results, and who wants

to repeat, either the grade failed or the Grade 12-year, as a full-time learner or candidate respectively;

“Second Additional Language level” - means the language proficiency level that focuses on the basic interpersonal communication skills needed in social situations and include intercultural communication. It is intended to further multilingualism. Although reading and writing will be developed, at this level the emphasis will be on developing listening and speaking skills;

“school” – as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“school-based assessment” –means all formal assessment, excluding the end-of-year examination, conducted by the school throughout the year on a continuous basis;

“supplementary examination” - means an examination contemplated in *paragraph 38* of this document;

“teacher file” - means [the complete record (including marking guidelines) of all tasks that learners must have completed in the School-Based Assessments in a particular subject for a particular grade] all formal tasks and marking guidelines, year plan/work schedule, textbook used and other resources, formal assessment plan and record sheets containing learner marks for each formal assessment task completed;

“Umalusi” – means Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

CHAPTER 1

INTRODUCING THE POLICY FOR THE ASSESSMENT OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

1. PURPOSE OF THE DOCUMENT

(1) The *National Protocol for Assessment Grades R - 12* standardises the recording and reporting processes for Grades R – 12 within the framework of the *National Curriculum Statement Grades R – 12*, which comprises the:

(a) National Curriculum and Assessment Policy Statements for all subjects listed in the *National Curriculum Statement Grades R – 12*; and

(b) Policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(2) The document also provides a policy framework for the management of school assessment, school assessment records and basic requirements for learner profiles, teacher files, report cards, record sheets and schedules for Grades R – 12. The requirements for, as well as examples of the design of learner profiles, teacher files, report cards, record sheets and schedules are provided.

(3) This policy document focuses on assessment policy for both internal assessment comprising School-Based Assessment and Practical Assessment Tasks where applicable, and the end-of-year examinations.

2. SUPPLEMENTARY POLICY DOCUMENTS

(1) This policy document is aimed at quality assurance and must be read in conjunction with the following policy documents:

(a) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*
(b) The National Curriculum and Assessment Policy Statements for all subjects listed in the *National Curriculum Statement Grades R – 12*;
(c) The *Language-in-Education Policy, 1997;* and
(d) *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

(2) National policy on assessment is also contained in the following policy documents and all assessment bodies must comply with the prescriptions as set out in these documents:

(a) *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* that provides a policy framework for the transformation of practices related to assessment and examinations in general with a view to achieving enabling mechanisms to support learners who experience barriers to learning;
(b) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* and
(c) Directives issued by Umalusi.

CHAPTER 2

ASSESSMENT OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

3. THE IMPORTANCE OF ASSESSMENT

(1). Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. The *National Curriculum Statement Grades R – 12* is the formal curriculum in South African schools.

(2) Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment. The intention of this document is to regulate how evidence of learner performance is recorded and reported.

4. TYPES OF ASSESSMENT

(1). Classroom assessment should be both informal and formal. In both cases it is important that learners know what knowledge and skills are being assessed and feedback should be provided to learners after assessment to enhance the learning experience.

(2) Informal (assessment for/learning) or daily assessment is the monitoring and enhancing of learners' progress. This is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners.

Informal or daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. It should be used to provide feedback to the learners and teachers, close the gaps in learners' knowledge and skills and improve teaching.

(3) Formal assessment (assessment of learning) provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject and in a grade. Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses.

Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction.

(4) Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations, practical demonstrations, etc.

(5) The forms of assessment used should be appropriate to the age and the developmental level of the learners in the phase. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed as contemplated in *chapter 4* of the various National Curriculum and Assessment Policy Statements.

(6) Progression (Grades R-8) and promotion (Grades 9-12) of learners to the next grade should be based on recorded evidence in formal assessment tasks. This means that those tasks that are used for

formal assessment are recorded and should be used to decide whether a learner should progress or be promoted to the next grade.

(7) Teachers are required to record learner performance in all formal assessment tasks. They are not required to record performance in informal or daily assessment tasks. Teachers may however, choose to record performance in informal or daily assessment tasks in some cases to support the teaching and learning process.

(8) The teacher must submit the annual formal programme of assessment to the School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

CHAPTER 3

FORMAL ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

5. THE COMPOSITION OF FORMAL ASSESSMENT

(1) Assessment in the *National Curriculum Statement Grades R - 12* comprises School-Based Assessment, Practical Assessment Tasks for certain subjects offered in the Further education and Training Band and a final end-of-year examination.

(2) School-Based Assessment, Practical Assessment Tasks and end-of-year examinations are designed to address the content competencies, skills, values and attitudes of the subject, and to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the assessment.

(3) School-Based Assessment and Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed under examination conditions. School-Based Assessment and Practical Assessment Tasks includes a variety of assessment methods as contemplated in *chapter 4* of the National Curriculum and Assessment Policy Statements.

(4) The purpose of an end-of-year examination is to provide reliable and fair measures of the achievements of learners in the subjects offered.

6. SCHOOL-BASED ASSESSMENT

(1) School-Based Assessment (SBA) is a compulsory component of the promotion marks in all the different school phases:

(2) The SBA component is as follows in the different school phases:

Phase	SBA component %	End-of-year examination %
Foundation Phase	100	0
Intermediate Phase	75	25
Senior Phase	40	60
Further Education and Training Band	25	75

(3) The composition of the SBA of all subjects is outlined in *chapter 4* of the National Curriculum and Assessment Policy Statements.

(4) Moderation should ensure that the quality and standard of the SBA, as contemplated in *chapter 4* of the National Curriculum and Assessment Policy Statements, have been met.

(5) In Grade 12, School-Based Assessment must be moderated by the Department of Basic Education, the accredited assessment body, and Umalusi.

7. PRACTICAL ASSESSMENT TASKS

(1) A Practical Assessment Task mark is a compulsory component of the final promotion mark for all candidates registered for the following National Senior Certificate subjects.

(a) Arts: Dance Studies, Design, Dramatic Arts, Music and Visual Arts;
(b) Languages: Oral mark;
(c) Technology: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design;
(d) Life Orientation;
(e) Computer Sciences: Computer Applications Technology and Information Technology; and
(f) Services: Consumer Studies, Hospitality Studies and Tourism.

(2) The Practical Assessment Tasks mark must count 25% of the end-of-year examination mark.

(3) The composition of the Practical Assessment Tasks of all subjects listed in subparagraph (1) is outlined in *chapter 4* of the National Curriculum and Assessment Policy Statements.

(4) Moderation should ensure that the quality and standard of the Practical Assessment Tasks, as contemplated in *chapter 4* of the National Curriculum and Assessment Policy Statements have been met.

(5) In Grade 12, Practical Assessment Tasks must be moderated by experts in each subject and quality assured by Umalusi.

8. COMPILATION OF THE SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT MARK

(1) Both School-Based Assessment and the Practical Assessment Task components must:

(a) comprise assessment tasks that constitute the learners' School-Based Assessment and Practical Assessment mark as contemplated in *chapter 4* of the National Curriculum and Assessment Policy Statements;
(b) include a mark awarded for each assessment task and a consolidated mark;
(c) be guided by assessment components as specified for each subject in *chapter 4* of the National Curriculum and Assessment Policy Statements as contemplated in *chapter 4* of the National Curriculum and Assessment Policy Statements;
(d) be available for monitoring and moderation; and
(e) be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.

(2) The teacher file of assessment tasks must –

(a) be a complete record of assessment in that particular subject;
(b) be maintained by the teacher for every subject taught in respect of the *National Curriculum Statement Grades R - 12*; and
(c) be available for monitoring and moderation purposes at every level.

(3) Failure by the teacher to maintain a file of assessment tasks constitutes an act of misconduct and will be dealt with in terms of *paragraph 5(3)* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, or other appropriate measures.

(4) The absence of a School-Based Assessment and/or a Practical Assessment Task mark in any subject in Grades 10-12, without a valid reason, will result in the candidate, registered for that particular subject, receiving an incomplete result. The candidate will be given three weeks before the commencement of the final end-of-year examination of the relevant grade to submit outstanding work or present himself or herself for School-Based Assessment and/or a Practical Assessment Task. Should the candidate fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task requirements, such a candidate will not be resulted and he or she must repeat the subject and redo the School-Based Assessment and/or Practical Assessment Task component for that subject.

(5) In the event of a learner not complying with the requirements of School-Based Assessment and/or Practical Assessment Task in any subject in Grades R-12, but where a valid reason is provided:

(a) He or she may be granted another opportunity to be assessed in the assigned tasks, based on a decision by the Head of the assessment body.

(b) The learner must, within three weeks before the commencement of the final end-of-year examination of the relevant grade submit outstanding work or present himself or herself for School-Based Assessment and/or Practical

Assessment Task. Should the learner fail to fulfil the outstanding School-Based and/or Practical Assessment Task Assessment requirements, he or she, registered for that particular subject will receive an incomplete result.

6) "Valid reason" in this context includes the following:

(a) illness, supported by a valid medical certificate, issued by a registered medical practitioner;
(b) humanitarian reasons, which includes the death of an immediate family member, supported by a death certificate;
(c) the learner appearing in a court hearing, which must be supported by written evidence; or
(d) any other reason as may be accepted as valid by the Head of the assessment body or his or her representative.

(7) In the event of a learner failing to comply with the School-Based Assessment and/or Practical Assessment Task requirements of a particular subject, and where valid reasons are provided, the evidence of such valid reasons must be included with the evidence of learner performance.

(8) Where the subject teacher fails to give learners the minimum tasks for School-Based Assessment and/or Practical Assessment Task in the subject for which he or she is responsible, marks will be adjusted accordingly as stipulated in *chapter 4* of the National Curriculum and Assessment Policy Statements.

CHAPTER 4

FINAL END-OF-YEAR EXAMINATION

9. REQUIREMENTS FOR THE GRADES 10 AND 11 END-OF-YEAR EXAMINATION

(1) Learners must enrol for seven or more subjects listed in the *National Curriculum Statement Grades R – 12* as contemplated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

(2) Schools must ensure that learners have complied with the School-Based Assessment and Practical Assessment Tasks requirements as stipulated in *chapter 4* of the National Curriculum and Assessment Policy Statements.

10. REGISTRATION OF ADDITIONAL SUBJECTS

(1) Learners in Grades 10 and 11 may register for additional subjects for the end-of-year examination, subject to the following conditions:

(a) The learner has obtained written permission from the Head of the relevant Regional/District Office or his or her nominee;

(b) The learner has offered and passed the additional subject in Grade 10;

(c) The candidate will meet the requirements for School-Based Assessment and Practical Assessment Task components, where applicable, for the specific subject;

(d) If the additional subject that the learner wishes to choose is not presented at the school of attendance, the learner must obtain the approval of the Principal where the learner has registered, as well as the permission of the Principal of the school or accredited assessment body where the additional subject will be offered.

(e) The school offering the additional subject must forward the School-Based Assessment and Practical Assessment Task components marks to the school of attendance prior to commencement of the end-of-year examination;

(f) The school where the learner is registered must capture all School-Based Assessment and Practical Assessment Task components marks of the learner correctly and the relevant forms on which these marks are captured must be signed by the Principal to confirm the correctness thereof; and

(g) A learner registered for an additional subject must sit for the final end-of-year examination at the school of registration. Where this is not possible, special permission must be obtained from the Head of the relevant District/Region.

11. LANGUAGE MEDIUM RELATED TO THE EXAMINATION QUESTION PAPER

Examination question papers must be set in the languages of learning and teaching (LOLT). Unless otherwise directed in the examination question paper, learners must answer all questions in the language of instruction applicable to the learner.

12. ABSENTEES

(1) In the case of illness or any other circumstances beyond the control of the learner, medical certificates, affidavits or acceptable proof are to be provided by the candidate and countersigned by the Principal of the school of attendance before submission to the provincial education department. Where the authenticity of a candidate's claim is in doubt, the Principal of the school of attendance is to advise the Head of Department in writing, and then investigate the matter further.

(2) A learner who, due to illness or any other circumstances beyond the control of the learner, is unable to write the end-of-year final examination, will be exempted from the examination. A mark based on the School-Based Assessment and Practical Assessment mark obtained by the learner prior to his or her illness, will be calculated and awarded to the learner affected.

(3) Learners who absent themselves from the end-of-year final examinations or scheduled School-Based Assessment tasks, or Practical Assessment Tasks, for no valid reason, must not be permitted to write the final end-of-year examination.

(4) If a candidate is unable to write (or complete) one or more of the Grades 4-9 examination question papers for reasons other than illness or injury, a written report in which the circumstances are set out, must be submitted by the Principal of the school of attendance.

13. MINIMUM REQUIREMENTS FOR AN EXAMINATION

User requirement specifications, as developed by the Department of Basic Education should be in place, as contemplated in *paragraph 57* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

14. IRREGULARITIES

Examination irregularities must be dealt with in terms of *paragraphs, 47, 48 and 49* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

CHAPTER 5

RECORDING AND REPORTING LEARNER PERFORMANCE

15. RECORDING

(1) Recording is a process in which the teacher documents the level of a learner's performance. In South African schools, this should indicate the progress towards the achievement as stipulated in the National Curriculum and Assessment Policy Statements of all subjects listed in the *National Curriculum Statement Grades R - 12*. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promotion to the next grade.

(2) Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

16. REPORTING

(1) Reporting is a process of communicating learner performance to learners, parents, schools and the other stakeholders such as the employers, tertiary institutions, etc. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

(2) The main purpose of reporting is to:

(a) provide learners with regular feedback, this feedback should be developmental;

(b) inform parents/guardians on the progress of the individual learner; and

(c) give information to schools and districts or regional offices on the current level of performance of learners.

(3) Recorded information should:

(a) inform teachers and others about the performance of learners;

(b) be used to provide constructive feedback to learners about their progress;

(c) be used to provide feedback about the performance of learners to parents, and other role-players;

(d) inform the planning of teaching and learning activities; and

(e) inform intervention strategies.

(4) The language in which recording and reporting is done should be in accordance with the Language of Learning and Teaching (LoLT) as informed by the *Language-in-Education Policy* of 1997. In the case of dual medium schools, one of the languages used as LoLT should be utilised for reporting purposes, while the language of recording should be any of the languages used for learning and teaching.

17. PRINCIPLES FOR RECORDING AND REPORTING

The following principles underpin the approach to both recording and reporting:

(1) Recording of learner performance is against the assessment task and reporting is against the mark obtained in a term, semester or year.

(2) Teachers should show in their files that they have covered all the formal tasks set.

(3) National codes and/or marks, percentages and comments can be used for recording and reporting purposes. (Not in line with the definition on page X)

(4) The following is applicable to recording and reporting per phase:

(a) Foundation Phase (Grades R – 3): Record and report in national codes and their descriptions.

(b) Intermediate Phase (Grades 4 – 6): Record and report in national codes and their descriptions and percentages.

(c) Senior Phase (Grades 7 – 9): Record and report in national codes and their descriptions percentages.

(d) Grades 10 – 12: Record in marks and report in percentages.

(5) The schedule and the report card should indicate the overall level of performance of a learner.

(6) In the case of Languages**,** each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language – English, First Additional Language – IsiXhosa, Second Additional Language – Afrikaans Second Additional Language.

(7) The number of formal assessment tasks to be recorded in each phase is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.

(8) The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.

(9) Teachers must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

18. RECORDING AND REPORTING IN GRADES R – 3

(1) The national codes and their descriptions provided in Table 1 should be used for recording and reporting learner performance in the Foundation Phase (Grades R – 3). Comments should be used to describe learner performance.

Table 1: Codes and descriptions for recording and reporting in Grades R - 3

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
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

(2) In the Foundation Phase, the recording and reporting of learner performance should be against the four subjects offered, that is Home Language, First Additional Language, Mathematics and Life Skills.

19. RECORDING AND REPORTING IN GRADES 4 – 6

(1) The national codes together with either percentages or descriptors provided in Table 2 should be used for recording and reporting learner performance in the Intermediate Phase (Grades 4 – 6). Comments should be used to describe learner performance. **(Not in line with the definition on page X)**

Table 2: Codes and percentages for recording and reporting in Grades 4 - 6

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
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

(2) In the Intermediate Phase (Grades 4 – 6), the recording and reporting of learner performance in the formal assessment tasks should be against the six subjects prescribed in *paragraph 12* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(3) The requirements for formal recorded assessment for Grades 4 – 6 are set out in *chapter 4* of the National Curriculum and Assessment Policy Statements.

20. RECORDING AND REPORTING IN GRADES 7 – 9

(1) The national codes together with either the descriptors or percentages provided in Table 3 should be used for recording and reporting learner performance in Grades 7 – 9. Comments should be used to qualify learner performance.

Table 3: Codes and percentages for recording and reporting in Grades 7 – 9

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
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

(2) The requirements for formal recorded assessment for Grades 7 - 9 are set out in *chapter 4* of the National Curriculum and Assessment Policy Statements.

(3) In Grades 7 – 9 the recording and reporting of learner performance in the formal assessment tasks should be against the subjects prescribed in *paragraph 19* of the policy document, *National policy pertaining to the programme and promotion*

requirements of the National Curriculum Statement Grades R – 12.

21. RECORDING AND REPORTING IN GRADES 10 – 12

(1) The national codes and related percentages to be used for recording and reporting learner performance in Grades 10 – 12 are provided in Table 4 below. Comments should be used to describe learner performance.

Table 4: Codes and percentages for recording and reporting in Grades 10-12

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

(2) The requirements for formal recorded assessment for Grades 10 - 12 are set out in *chapter 4* of the National Curriculum and Assessment Policy Statements.

(3) In Grades 10 – 12 the recording and reporting of learner performance in the formal assessment tasks should be against the subjects prescribed in *paragraph 27* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(4) The external assessment component for Grade 12 counts 75% of the final assessment. In certain subjects a practical assessment component may contribute 25% to the external component. The policy on the external National Senior Certificate examinations is stipulatedare provided in the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

CHAPTER 6

TEACHERS' FILES

22. REQUIREMENTS FOR TEACHERS' FILES

(1) All teachers are expected to keep a file containing evidence of their teaching and assessment, viz. Annual teaching plan, Assessment plan, Formal assessment tasks and memoranda, Indication of Textbook(s) and any resources used, Record sheet containing learners' marks for each formal assessment task and informal notes or any intervention that is planned by the teacher to assist learners who require additional support (where they exist). It is the teachers' responsibility to ensure that the information in their assessment files is kept up to date.

(2) A teacher assessment file may be a file, a folder, a box, or any other suitable storage system.

(3) The formally recorded assessment tasks should be clearly marked or indicated in the teacher's file. Stickers, coloured paper, etc. may be used for this purpose.

(4) Teachers' files should be available on request at all times for moderation and accountability purposes.

CHAPTER 7

MANAGEMENT OF SCHOOL ASSESSMENT RECORDS

23. ASSESSMENT RECORDS

(1) The assessment records that should be developed and kept at school are record sheets, schedules, teacher files, learner profiles, report cards and schedules.

(2) The management, maintenance and the safety of the learner profiles, schedules and report cards is the responsibility of the school management.

(3) The management and maintenance of the record sheets and the teacher fileis the responsibility of every teacher.

24. Record Sheets

(1) Teachers are expected to keep an efficient and current mark sheets of the learners' progress. It is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year.

(2) Teachers are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on.

(3) Record sheets must at least have the following information ***(See an example of a record sheet in Annexure A)***:

(a) Subject;
(b) Grade and class;
(c) Learners' names;
(d) Dates of assessment;
(e) Names of the formal assessment tasks;
(f) The results of formal assessment tasks; and
(g) Comments for support purposes when and where appropriate.

(4) The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Record Sheets using the criteria specified in *subparagraph 3*.

25. Report Cards

(1) A report card is an official document that is used to give feedback to parents on the achievement of learners.

(2) The *National Curriculum Statement Grade R – 12* states that formal report cards should be sent to parents once a term. The report cards must provide a clear holistic picture of the learner's achievements in different subjects.

(3) Schools should ensure that there are no errors, erasures or corrections that will compromise the legal status of the report cards. The school management team is responsible to ensure that reports issued to learners do not contain any errors.

(3) Learner performance for a term should be reflected on the report card for that term.

(4) The end-of-year report card should indicate cumulative learner performance for the year.

(5) The achievement rating in a report card should be indicated by a combination of national codes, percentages and comments. The national codes and percentages should be in accordance with the stipulations in *paragraph 17(4)*.

(6) Comments should provide more information on the strengths and developmental needs of the learners.

(7) Report cards should include information in the following essential components ***(See an example of a report card in Annexure B)***:

(a) **Personal details:** Name of the learner, grade and class of the learners, date of birth, school attendance profile.

(b) **Official school details:** Year and term, name of the school, date, signature and comment of parent or guardian, teacher and principal, dates of closing and opening of school, school stamp, explanation of the codes of the national coding system.

(c) **Performance details:** A national code and /or a percentage indicating the level of performance per subject and a description of the strengths and developmental needs of the learner.

(d) **Constructive feedback:** The feedback should contain comments about the learner's performance in relation to his or her previous performance.

(8) A report card may be produced electronically or manually using different styles preferred by the school but should contain all the information mentioned in *subparagraph 7*.

(9) Schools should not accept report cards with errors from other schools. Once a fraudulent report has been identified, the matter should be reported to the principal of the affected school and to the District and/or Provincial Department of Education offices.

(10) In cases where a fraudulent report card is discovered the Head of the Provincial Department of Education should institute an internal investigation of the matter and may take legal steps where necessary.

(11) The parents or guardians has the right of access to report cards of their children.

(12) Schools may not withhold report cards from learners for any reason whatsoever.

26. Schedules

(1) The schedule is a quarterly record which provides a summary about the progress of all learners in the grade in a school.

(2) The school may store this information manually or electronically.

(3) The end-of-year schedule is a compilation of learner performance across all four school terms.

(4) Copies of the end-of-year schedules should also be kept at the district office.

(5) Schedules should be completed four times a year.

(6) A schedule should include the following information ***(See an example of a schedule in Annexure C)***:

(a) Name of the school and school stamp;
(b) Date;
(c) List of names and surnames of learners in each grade or class;
(d) Admission number of each learner;
(e) Date of birth of each learner;
(f) Gender of each learner;
(g) Age of each learner;
(h) Number of years in a phase (**This information is required for the end-of-the-year schedule only)**;
(i) National codes and percentages that indicate the performance of learners in each subject;
(j) Signature of teacher, principal and departmental official (**required for the end-of-the-year schedule only)**;
(k) At the end of the year, a schedule for Grades R - 8 should indicate whether the learners are ready to progress to the next grade or not;
(l) Schools should use (RP) to indicate that a learner is ready to progress to the next grade or (NRP) to indicate that the learner is not ready to progress;
(m) For Grades 9, 10 and 11 the end-of-year schedule should indicate whether the leaner is promoted to the next grade or not by using (P) for promoted and (NP) for not promoted; and
(n) The-end-of-year schedules for Grade 12 will be externally generated.

(7) The-end-of-year schedule must be signed by the principal and a departmental official. This then constitutes a legal document.

(8) The-end-of-year schedule should be kept at school in a file or box or electronically as part of the school archives for at least 5 years.

(9) A schedule should be used for drawing up reports and for reporting to parents and the education system on the overall progress of learners in each grade. This means that a schedule should be completed for each grade.

(10) The Department of Basic Education will develop the schedule forms.

(11) The Provincial Departments of Education are responsible for providing each school with the schedule forms.

(12) Schedules for each grade should be submitted to the district in hard copy.

(13) A school stamp and signatures of a departmental official and school principal are required to authenticate the schedule.

CHAPTER 8:

MANAGEMENT OF SCHOOL LEARNER PROFILES

27. LEARNER PROFILE

A Learner Profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It assists the teacher in the next grade or school to understand the learner better and therefore to respond appropriately to the learner.

28. ADMINISTRATION

(1) Learner Profiles should be kept at school and will be moved from one school to the next on the request of the principal of the next school.

(2) The school management of the receiving school has an obligation to request the Learner's Profile from the previous school within three months of the learner's admittance.

(3) The Learner Profile for every learner must be safeguarded and should accompany learners throughout their schooling career. The security of the Learner Profiles and the updating of required information rest with the school management.

(4) The parents and other stakeholders have a right to access and view the Learner Profile on request. However, this should be done in the presence of the school management.

(5) The Learner Profile is a confidential document and should be treated as such. Under no circumstances should sensitive information such as the health status of the learner be divulged to anyone without the written permission of the parents or guardians.

(6) Under no circumstances should the profile be moved from the school unless it is for reasons mentioned in *subparagraph 1*.

(7) The Provincial Departments of Education are responsible for providing pre-printed files /folders for the Profiles.

(8) The pre-printed files/folders should be designed such that a Learner Profile includes the following information ***(See an example of a profile in Annexure D)***:

(a) personal information;
(b) medical history;
(c) schools attended and record of attendance;
(d) participation and achievements in extra-curricular activities;
(e) areas needing additional support; and
(f) learner performance.

(9) In cases where the files/folders need repair, the school principal concerned should make a request to the district office for a replacement.

(10) The compilation of Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.

(11) Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored in the last school attended for a period of three years whereafter it should be destroyed. If the learner within this specified period re-enters the schooling system to further his or her studies, the provisos stated in *subparagraphs 1 and 3* will apply.

(12) The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Edlab cards, etc.

CHAPTER 9

ASSESSMENT OF LEARNERS WITH SPECIAL NEEDS

29. ASSESSMENT, PROGRESSION AND CERTIFICATION OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

(1) The minimum requirements for achieving grades, as spelt out in the National Curriculum Statement (Grades R – 12), may not be compromised. However, within a flexible learner-based and learner-paced approach to the curriculum, all learners will be enabled to achieve their full potential irrespective of whether or not the end result will be a final certificate.

(2) There needs to be consistent representation of inclusive assessment practice across all grades. Curriculum differentiation implies that learners will straddle grades and phases. This needs to be dealt with in assessment, recording, reporting and promotion.

(3) Learners who experience barriers to learning in both ordinary and special schools need to be able to exit school with an appropriate certificate of attainment, which would enable them to access further and higher education as well as the world of work.

(4) The following range of alternate assessments provide a mechanism for learners with the most significant cognitive disabilities, and for other learners who experience barriers to learning who may need alternate ways in which to demonstrate whether they have attained knowledge, concepts and skills. It also provides a mechanism that ensures that these learners are included in an educational accountability system.

(5) The three types of alternate assessments are as follows:

(a) Alternate Assessments Based on Alternate Attainment of Knowledge (content, concepts and skills) for learners with a significant cognitive disability. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what is determined as a high expectation for these learners. Target learners can include learners with intellectual disability some of who are currently enrolled in special schools or schools of skill.

(b) Alternate Assessment Based on Modified Attainment of Knowledge (content, concepts and skills) for learners with disabilities who are working on grade-level content that is covered in the general assessment. However, because of their disability they may require more time to master the content. These assessments measure a learner's mastery of grade-level content with reduced load or at a more functional level. Target learners can include learners with moderate intellectual disability, who are deaf, some learners on skills programmes, etc.

(c) Alternate Assessments Based on Grade-level Attainment of Knowledge (content, concepts and skills) for learners with disabilities or learning difficulties who need testing formats or procedures that provide them with equal opportunities to demonstrate their attainment of content which is at the same grade-level as the general assessment. Target learners can include learners who are blind, have communication, physical disabilities, dyslexia or hearing loss and who need additional time, alternate

formats, readers, amanuensis, electronic equipment, etc. as outlined in the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

(6) All three types of assessment should be available in ordinary schools so that learners need not be referred to special schools. Teachers will incrementally be trained on the various curriculum differentiation methodologies so as to be able to apply the various adaptive and supportive assessment measures in school-based as well as formal assessment.

(7) Every learner will therefore have access to the standard of assessment that is suited for his or her needs. No learner will be disadvantaged by the system in as far as that there will be a lowering of expectations or he/she is not assessed at all. All learners will also have the opportunity to receive a school leaving certificate.

(8) The *National Strategy on Screening, Identification, Assessment and Support* indicates clearly how learners will be assessed to determine whether they are eligible for one of the three types of Alternate Assessment outlined above.

CHAPTER 10

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

30. REPEAL OF POLICY

The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Notice No.1267* in *Government Gazette No. 29467* of 11 December 2006 is amended to align it with the newly developed National Curriculum and Assessment Policy Statements, and the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

31. TRANSITIONAL ARRANGEMENTS

(1) The *status quo* as stipulated in the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)* will be maintained until the implementation of the National Curriculum Policy Statements, and the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12,* as contemplated in *paragraph 30.*

(2) The Minister of Basic Education may in terms of *Sections 3(4)(l) and 7* of the *National Education Policy Act, 1996 (Act No. 27 of 1996),* amend the transitional arrangements. Such amendments

to the transitional arrangements may be regulated in terms of S*ection 61* of the *South African Schools Act, 1996 (Act. No. 84 of 1996).*

32. SHORT TITLE AND COMMENCEMENT

This Policy may be cited as the *National Protocol for Assessment Grades R – 12* and will commence on the day of its promulgation in the *Government Gazette* and becomes effective from:

(1) January 2012 in Grades R – 3 and Grade 10;
(2) January 2013 in Grades 4 – 9 and Grade 11; and
(3) January 2014 in Grade 12.

ANNEXURE A

EXAMPLE OF A RECORD SHEET FOR GRADES 10-12

SUBJECT: _____ **GRADE:** ____ **CLASS:** __

		TERM 1				TERM 2				TERM 3				TERM 4				Final Mark
NAME OF TASK																		
DATE OF ASSESSMENT					Total				Total				Total				Total	
LEARNERS' NAMES	MARK																	400
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
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16																		
17																		
18																		
19																		
20																		
21																		
22																		
23																		
24																		
25																		

NOTE: Subjects which include a Practical or Performance Assessment Task (PAT) can include an extra column to record learner performance in such tasks. Language teachers would need to add 2-3 columns per term.

ANNEXURE B

EXAMPLE OF A REPORT CARD FOR GRADES 10-12

NAME OF SCHOOL

YEAR
TERM

Name of learner: _____ **Grade:** _____ **Class:** ____

Date of birth: _____

SUBJECT	TERM 1 %	TERM 2 %	TERM 3 %	TERM 4 %
Language 1: Home Language – *State Language*				
Language 2: *State level – State Language*				
Life Orientation				
Mathematics / Mathematical Literacy				
Subject 1				
Subject 2				
Subject 3				
Days absent				

Comments:

School closes on _____ and re-opens on _____

Signatures:	**Date:**	**Comments:**
Principal - _____	_____	_____
Teacher- _____	_____	_____
Parent- _____	_____	_____

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

SCHOOL STAMP

3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

ANNEXURE C

EXAMPLE OF A PROMOTION SCHEDULE FOR GRADES 10-12

Name of school: _____ **District:** _____

Number	Admission number	Surname and first names (Learners in alphabetical order per grade)	Male / Female	Date of Birth	Number of years in grade	Learner's Performance								Promotion: P- promoted NP- not promoted	Remarks
						Home Language	Other Language	Mathematics	Mathematical Literacy	Life Orientation	Subject 1	Subject 2	Subject 3		

Number placed in next grade: _____

Certified correct: **Teacher:** _____ **Date:** _____
Principal: _____ **Date:** _____

Approved: **School Management Developer:** _____ **Date:** _____

ANNEXURE D

EXAMPLE OF A LEARNER'S PROFILE

LP

ADMISSION NUMBER

_____

Please complete in PENCIL

DoE Logo

LEARNER'S PROFILE
GR. R - 12
CONFIDENTIAL

(Keep in a safe place.)

Learner's Profile should be completed annually (in print) by the register teacher. Tippex may not be used.

FOUNDATION PHASE	INTERMEDIATE PHASE	SENIOR PHASE	FET
Photo to be pasted at beginning of phase	Photo to be pasted at beginning of phase	Photo to be pasted at beginning of phase	Photo to be pasted at beginning of phase

R

(Please use a BLACK PEN and update when there is change.)

NAME AND SURNAME:

SURNAME: _____

NAMES: _____

NAME BY WHICH LEARNER IS CALLED: _____

GENDER: _____

I.D. NUMBER (BIRTH CERTIFICATE): _____

HOME LANGUAGE: _____

POSITION IN FAMILY: *(Indicate with X)*

ONLY OR FIRST CHILD	SECOND CHILD	THIRD CHILD	FOURTH CHILD	MORE THAN FIVE CHILDREN

RELIGION: _____

MEDICAL HISTORY

(Please use a PENCIL and update when there is change.)

FAMILY PRACTITIONER / CLINIC	
CONTACT NUMBER	
ALLERGIES (*Please use a RED pen*)	
CHRONIC ILLNESSES	
MEDICAL AID	
MEDICAL AID NUMBER	
NAME OF CARD HOLDER (Main member)	
CONTACT PERSON (OTHER THAN PARENT/S OR GUARDIAN) IN THE CASE OF AN EMERGENCY	
CONTACT NUMBER OF ABOVE-MENTIONED PERSON	

SCHOOLS (Grade R included) ATTENDED

(Please use a BLACK PEN and update when there is change.)

ADMIS-SION NUMBER	NAME OF SCHOOL	EMIS No.	LoLT (This refers to the Language of Learnin And Teaching	DATE OF ADMISSION		DATE OF DEPARTURE	
				DATE	GRADE	DATE	GRADE

INFORMATION REGARDING PARENT/S OR GUARDIAN/S

(Please use a PENCIL and update when there is change.)

	FATHER	MOTHER	GUARDIAN *(where applicable)*
SURNAME AND INITIALS			
OCCUPATION			
MARITAL STATUS			
PHYSICAL ADDRESS			
POSTAL ADDRESS			
TELEPHONE (HOME)			
TELEPHONE (WORK)			
CELLPHONE			
Email Address			

AREAS NEEDING SPECIAL SUPPORT AND NATURE OF SUPPORT PROVIDED– (including emotional and behavioural problems)

(Please use a BLACK PEN.)

YEAR	GR.	AREA OF NEED	NATURE OF SUPPORT PROVIDED	TEACHER'S NAME	SIGNATURE

PARTICIPATION IN CO-CURRICULAR ACTIVITIES – school as well as not school related.

***(Please use a BLACK PEN* and complete annually.)**

YEAR	GR.	REMARKS	TEACHER'S NAME	SIGNATURE

OUTSTANDING ACHIEVEMENTS – e.g. academic, sport, culture, etc.

***(Please use a BLACK PEN* and complete annually.)**

YEAR	GR.	REMARKS	TEACHER'S NAME	SIGNATURE

This is a legal document and information may not be removed. This document must be made available by the principal of the school at which the learner was previously enrolled, once the transfer card has also been issued, to the principal of the school to which the learner moves. It should be posted or personally and officially handed to the receiving school principal and **not** given to the parent/s or guardian of the learner.

CUMULATIVE RECORD CARD

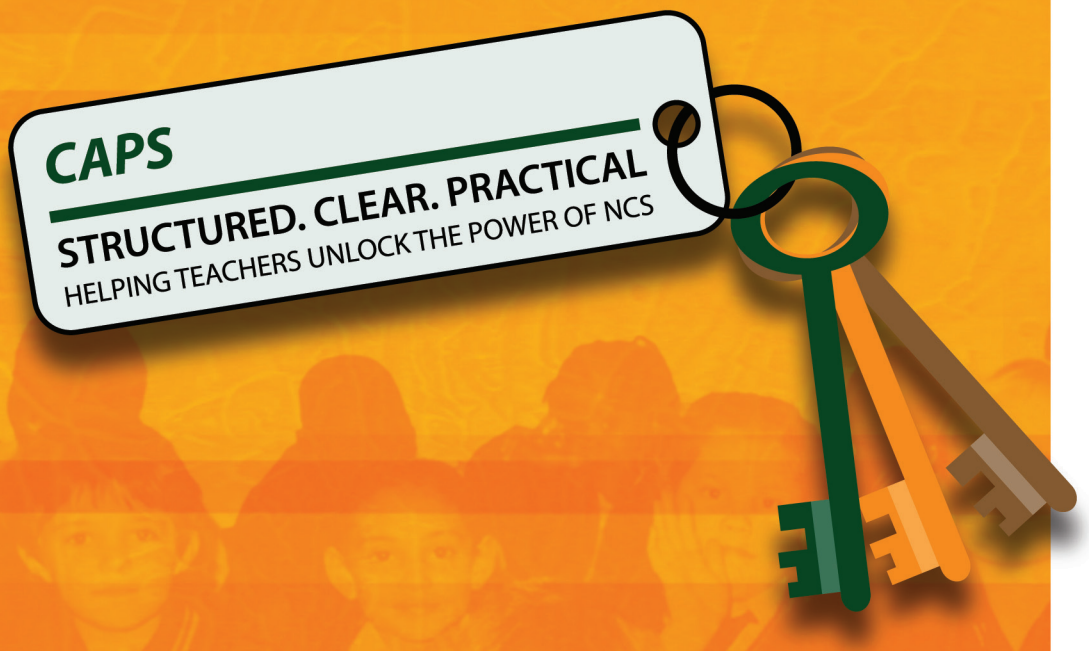
%	LEVEL INDICATORS	CODE
70-100%	OUTSTANDING	4
50-69%	ACHIEVED	3
35-49%	PARTIALLY ACHIEVED	2
1-34%	NOT ACHIEVED	1

Appendix B - Curriculum and Assessment Policy Statement. Foundation Phase Grades R-3. English Home Language

ENGLISH HOME LANGUAGE

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Foundation Phase
Grades R-3

basic education
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Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES R-3

ENGLISH HOME LANGUAGE

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) to produce this document.

From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR ENGLISH HOME LANGUAGE GRADES R-3

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.=

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	**6**	**6**	**7**
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	**4**
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

NTRODUCING THE LANGUAGES

2.1 HOME LANGUAGE GRADES R-3 INTRODUCTION

In the Foundation Phase, the skills in the Home Language curriculum are:

Listening and speaking	Thinking and Reasoning and Language Structure and Use which are integrated into all four language skills (listening, speaking, reading and writing)
Reading and phonics	
Writing and handwriting	

The content (knowledge, concepts and skills) contained in the National Curriculum Statement (NCS) has been organised in the Curriculum and Assessment Policy Statement (CAPS), per term, using these headings. This CAPS provides teachers with:

- an introduction containing guidelines on how to use the Foundation Phase document
- content, concepts and skills to be taught per term
- guidelines for time allocation
- requirements for the Formal Assessment Activities and suggestions for informal assessment
- lists of recommended resources per grade.

2.2 AN INTEGRATED APPROACH

The Languages programme is integrated into all other subject areas. Language is used across the curriculum in all oral work, reading and writing. Many of the Listening and Speaking Language skills will be developed within Mathematics and Life Skills, which is made up of many subjects such as Creative Arts and Beginning Knowledge including Personal and Social Well-being, Natural Sciences and Technology and the Social Sciences. Themes and topics can be selected from these subject areas to provide contexts for the teaching of language skills.

2.3 TIME ALLOCATION

The following time allocations for languages come into effect in 2012. For Language in the Foundation Phase time will be determined by the language context of the school. Schools can choose whether to give relatively more or less time to the Home and First Additional Languages depending on the needs of their learners. The minimum time for the Home Language and First Additional Languages is provided in brackets in the table below.

	Home Language	First Additional Language
Grade R	10 hours	
Grade 1	8 (7) hours	3 (2) hours
Grade 2	8 (7) hours	3 (2) hours
Grade 3	8 (7) hours	4 (3) hours

The Department does not prescribe how to break down the **minimum time** into the different components although the following suggestions are made for each grade.

GRADE 1 HOME LANGUAGE		Total per week
Listening & speaking	15 minutes per day for 3 days	45 minutes
Reading & Phonics	Phonics: 15 minutes per day for 5 days (1 hour 15 minutes) Shared Reading: 15 minutes per day for 3 days (45 minutes) Group Reading: 30 minutes per day (2 groups each for 15 minutes) for 5 days (2 hour 30 minutes)	4 hours 30minutes
Handwriting	15 minutes per day for 4 days	1 hour
Writing	15 minutes per day for 3 days	45 minutes
	Total per week	**7 hours**

GRADE 2 HOME LANGUAGE		Total per week
Listening & speaking	15 minutes per day for 3 days	45 minutes
Reading & phonics	Phonics: 15 minutes per day for 5 days (1 hour) Shared Reading: 20 minutes per day for 3 days (1 hour) Group Reading: 30 minutes per day (2 groups each for 15 minutes) for 5 days (2 hours 30 minutes)	4 hours 30 minutes
Handwriting	15 minutes per day for 3 days	45 minutes
Writing	15 minutes per day for 4 days	1 hour
	Total per week	**7 hours**

GRADE 3 HOME LANGUAGE		Total per week
Listening & speaking	15 minutes per day for 3 days	45 minutes
Reading & Phonics	Phonics 15 minutes per day for 4 days (1 hour) Shared Reading 20 minutes per day for 3 days (1 hour) Group Reading 30 minutes per day (2 groups each for 15 minutes) for 5 days (2 hours 30 minutes)	4 hours 30 minutes
Handwriting	15 minutes per day for 3 days	45 minutes
Writing	20 minutes per day for 3 days	1 hour
	Total per week	**7 hours**

The Department does not prescribe how to break down the **maximum time** into the different components although the following suggestions are made for each grade.

GRADE 1 HOME LANGUAGE		Total per week
Listening & speaking	15 minutes per day for 4 days	1 hour
Reading & Phonics	Phonics: 15 minutes per day for 5 days (1 hour 15 minutes) Shared Reading/Shared Writing: 15 minutes per day for 5 days (1 hour 15 minutes) Group Reading: 30 minutes per day (2 groups each for 15 minutes) for 5 days (2 hour 30 minutes)	5 hours
Handwriting	15 minutes per day for 4 days	1 hour
Writing	20 minutes per day for 3 days	1 hour
	Total per week	**8 hours**

GRADE 2 HOME LANGUAGE		Total per week
Listening & speaking	15 minutes per day for 4 days	1 hour
Reading & phonics	Phonics: 15 minutes per day for 5 days (1 hour 15 minutes) Shared Reading/Shared Writing: 15 minutes per day for 5 days (1 hour 15 minutes) Group Reading: 30 minutes per day (2 groups each for 15 minutes) for 5 days (2 hour 30 minutes)	5 hours
Handwriting	15 minutes per day for 4 days	1 hour
Writing	20 minutes per day for 3 days	1 hour
	Total per week	**8 hours**

GRADE 3 HOME LANGUAGE		Total per week
Listening & speaking	15 minutes per day for 4 days	1 hour
Reading & phonics	Phonics: 15 minutes per day for 5 days (1 hour 15 minutes) Shared Reading/Shared Writing: 15 minutes per day for 5 days (1 hour 15 minutes) Group Reading: 30 minutes per day (2 groups each for 15 minutes) for 5 days (2 hour 30 minutes)	5 hours
Handwriting	15 minutes per day for 4 days	1 hour
Writing	20 minutes per day for 3 days	1 hour
	Total per week	**8 hours**

2.4 ASSESSMENT

The CAPS document provides the requirements for each Formal Assessment Activity.

GRADE	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
1	Home Language	1	2	2	2	7
2	Home Language	1	2	2	2	7
3	Home Language	1	3	3	2	9

In Term 1 there is only one Formal Assessment Task (made up of a number of parts dealing with different aspects of Language) in Grades 1-3. Schools are encouraged to conduct a baseline assessment in the first term. In addition, suggestions are given for informal assessment that will inform daily teaching and learning but will not be formally recorded.

2.5 LISTENING AND SPEAKING

Children are constantly developing their listening and speaking skills not only in each of the components of Language but also during other subjects. Because listening and speaking are crucial to all learning, it is important that these skills are effectively developed early in a child's academic life. Hence, in the Foundation Phase, there is time specifically dedicated to the development of these two important skills.

The time allocation for *Listening and Speaking* provides for (1) the time spent at the beginning of the day and (2) focussed listening and speaking activities.

2.5.1 Oral work at the beginning of the day

Each morning should begin with a brief whole class oral activity with children. Use this time to:

- Talk about the day, date, the weather chart, children who have birthdays and any special events for the day.
- Check attendance: take a roll call to identify children present / absent
- Hear a few children share their news, 'show and tell' about a picture or object, talk about the diary, sports, concerts, topical events and story-telling. Try to listen to every child's news at least once every two weeks.

2.5.2 Focussed activities

Specific attention should be given to listening and speaking skills throughout the Foundation Phase. The time allocated to Oral includes Listening and Speaking Activities that target specific skills at least twice a week. The CAPS document thus provides (1) daily/weekly listening and speaking skills and (2) a list of other essential listening and speaking skills. This division helps teachers to plan their teaching so that their focussed listening and speaking lessons concentrate on developing 2 - 3 specific skills at a time. These focussed activities should be integrated with Drama which is part of Creative Arts in Life Skills.

2.6 READING AND WRITING FOCUS TIME

In Grades 1-3, Reading and Writing take place in *Reading and Writing Focus Time*. It is here, through clear, focussed lessons that children will be taught to be effective readers and writers. Time every day must be set aside for focussed lessons covering reading (Shared Reading, Group Guided Reading, Paired and Independent Reading, Phonics) and writing (Shared Writing, Group Writing and Individual Writing, grammar and spelling activities). During this time the teacher does group guided reading with two groups while other children are busy with consolidation activities such as written comprehension, phonics, spelling, grammar and writing. Paired / independent reading can also take place at the same time.

The Curriculum and Assessment Policy Statement (CAPS) for the Foundation Phase divides the requirements for Reading into:

- Shared Reading (including Shared Writing)
- Group Guided Reading
- Paired / Independent Reading
- Phonics (including Phonemic Awareness)

2.6.1 Shared Reading

Shared Reading (and/or Shared Writing) usually happens in the first 15 minutes of the Reading and Writing Focus Time. The teacher works with the whole class. Shared Reading will happen on two to four days a week using a single, enlarged text for the whole class such as Big Books, posters and pictures or a text on an overhead transparency or individual fiction and non-fiction texts for each child. Although there will normally be only one text used per week, the texts selected for each grade should increase in length and complexity across the year and across the grades. Children will be introduced to a range of stories, poems, rhymes and plays as well as information and graphical texts.

Each Shared Reading session will have a learning focus from the following: c*oncepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels (e.g. literal, reorganization, inferential, evaluation and appreciation questions).* The first session focuses on the enjoyment and first 'look' at the text, with the children giving a personal response to the text. In the next session the same text is used and the focus shifts to more involvement in the reading with the teacher using the discussions that take place to develop vocabulary, comprehension, decoding skills and text structures (grammar, punctuation etc). On the third, and possibly the fourth day, children read the text themselves and engage in oral, practical and written activities based on the text. Some texts might only be used over a day or two, especially in Grade 2 and Grade 3.

2.6.2 Shared Writing

Where possible, the Shared Reading text should inform the **Shared Writing** where the teacher models how to write a text. Children engage in the composition of the text while the teacher takes on the role of facilitator and scribe. The Shared Reading text can be consulted to provide examples of language patterns, spelling choices or other text features useful in the preparation of new texts. This modelling of the writing process helps to prepare children for their own writing tasks. Shared Reading and Shared Writing should take place in Grades 1-3.

2.6.3 Group, Guided Reading

This is an **ability-group reading teaching strategy** where all the members in the group read the same text under the direction of the teacher and should take place **every day**. Guided reading involves the teacher in a session with a group of between 6 and 10 children. The teacher plans the lessons to include a range of word-attack strategies that children will learn to apply when meeting challenges in texts. The 'text talk' between teacher and children (and children with each other) is central to this approach. During this time the teacher should not be interrupted by other children who are doing independent activities. Each group session should be between 10 and 15 minutes long with two groups reading with the teacher every day (approximately half an hour per day in total).

2.6.4 Forming ability groups

Texts are selected according to the group's instructional reading level. The easiest way of establishing this level and dividing children into groups is through observation of the readers as they read a text. Here is a list of observable behaviour that will help in grouping children for Guided Reading sessions.

- The text must be read with ease but still have a few challenges for the reader either at a decoding or at the comprehension level. The reader should recognise and quickly decode 90% - 95% of the words. They should all finish reading the selection within a minute of each other.
- They will read fluently and with appropriate expression
- They will be interested in the text
- They will not need to finger-point while reading
- They will read silently

Steps in a Group Guided Reading Lesson

I. Select an appropriate text:

Graded readers will mostly be used for group reading. They should be at a lower level than the texts used for Shared Reading. Read through the text beforehand and note any features of structure, vocabulary or syntax that may be challenging for the children. These may provide the teacher with a teaching focus.

II. Introduction:

Introduce the type of book or chapter for the session and introduce the topic. Assist the children to make connections with the topic and their own life experiences. Keep this 'talk' focused and just enough for the children to read successfully (2 - 3 minutes).

III. Picture Talk or Browsing:

With very young children briefly talk through the illustrations of the book or the chapter pointing out significant details and raising questions about what might be happening at this point in the text. With older children teach them to browse through the text paying attention to captions, chapter headings and any other organisational features such as table of contents and/or sub-headings within the text. Where new or difficult words appear in the text, the teacher introduces these words in the 'text talk', prior to the children reading the text themselves. This should last for 2 - 3 minutes.

IV. First Reading:

Children read the text individually. The very early readers can read aloud or 'whisper read' the text, while more experienced readers read silently until the teacher asks them to read out loud. The teacher observes the children's reading behaviours and may select an additional teaching focus based on these observations. The teacher moves from child to child and listens to each read a small section of the text aloud. The teacher prompts the children at this stage by saying, e.g.:

- What do you expect to read in this book?
- Does that make sense to you?
- Well done! You corrected yourself. That makes sense.
- What would sound right in this sentence?
- Look at the illustration.
- It could be but look at the first letter again.

V. Discussion:

If children raised questions in the picture talk stage, return to these questions and discuss the answers. The discussion could also include a focus on phonics, comprehension or on an aspect of grammar. Discuss the text bearing in mind the range of questions that should be integrated into the discussion to develop comprehension.

VI. Second and subsequent readings:

On subsequent days children re-read the text either in pairs or alone. The prime focus here is to develop fluency and provide opportunities to use the text to develop vocabulary, grammar and deeper comprehension of the text. Vary the manner in which this is done, e.g., reading parts of a character or taking turns to read a page or paragraph. Older, more experienced readers may select a particular passage to work on in this time.

Paired and Independent Reading

Paired and Independent Reading provides children with reading practice and encourages reading for enjoyment.

Children can reread their class or group readers, or they can read simple 'fun' books or supplementary readers. The text should be at a lower level than that used for Shared and Group Guided Reading. **Paired reading** can take place at any time, anywhere, as a class reading activity. Children can sit in pairs inside or outside of the classroom to read together or take turns to read or two children who have completed their tasks can read together while other children complete their work.

If children **read books on their own** they also develop fluency, provided that the books are easy enough for the children to read without help. Short, simple books with predictable text and colourful illustrations are ideal. Some teachers like to give children individual reading to do at home. This home reading should consist of re-reading the group reading book or reading simple, 'fun' books. This extra reading practice, done **on a regular basis every day,** plays an important role in learning to read.

The five components of teaching reading

Most reading experts agree that there are five main components to the teaching of reading:

- Phonemic awareness
- Word recognition (sight words and phonics)
- Comprehension
- Vocabulary
- Fluency

Each of these components needs to be taught explicitly and practised on a daily basis.

Phonemic awareness

Phonemic awareness is recognising that speech consists of a sequence of sounds and being able to recognise these individual sounds, how they make words and how these words can make sentences. Developing this awareness should begin early in Grade 1.

A sequence for the teaching of phonemic awareness could be:

- Activities that focus on rhyme (e.g. *What rhymes with cow?)*
- Activities that focus on syllable units (e.g. Clap for your name, e.g. *Pau - la)*

- Activities that focus on onset (the part before the vowel) and rime (the vowel(s) + the consonant(s) that follow) (e.g. *St + and, br + own).*
- Activities that focus on phonemes: Put these sounds together: /st/-/o/-/p/
- Matching activities: Do these start the same? *Sandwich/sandbag*
- Isolation activities: What do you hear at the beginning of *black?*
- Substitution activities: What word would you have if you replaced /st/ in *stool* with /f/?
- Blending activities: Which word would you have if you put these sounds together:
    - /str/ā/n/ (blending phonemes)
    - /str/ain/ (blending onset and rime)
    - /mu/mmy/ (blending syllables)
- Segmentation activities: Say the parts you hear in this word:
    - Stable: /stā-/ble/ (separating syllables)
    - Dog: /d/-/o/-/g/ (separating phonemes)
- Deletion activities
    - Say stirfry without the stir (syllable deletion)
    - Say friend without the /fr/ (onset deletion)
    - Say Pete without the /p/ (phoneme deletion)

Useful activities to develop basic skills such as listening include listening games, nursery rhymes, rhyming games and games using alliteration (words that begin with the same sound).

Phonics

Phonics refers to the sounds in words and the symbols (letters of the alphabet) used to represent them. It is an important tool in both reading and writing.

There are a range of phonic programmes available. Schools may select the programme that will support explicit and systematic teaching of phonics through the school. Schools should remain loyal to their chosen programme. The suggested sequence of introducing the phonic elements in the CAPS document is a guide. Where phonic programmes have different sequences, follow these instead. However, the pacing of introducing the phonic elements should be similar to the pacing in the CAPS document.

Phonics and handwriting should be linked as the teaching of the letter sound and how to write it go together. Teach the more frequently used sounds first in Grade 1. Also bear in mind letter formation so that, for example, one might choose to teach the letter *c* before *a* and the letter *l* before *h* and *b*. The CAPS document paces the introduction of phonics so that 1-2 new sounds are introduced each week during the first two terms so that at least eight sounds are taught by the end of the first term and the remainder by the end of the second term. Some consonant and vowel

combinations can be introduced in the second half of Grade 1. At the same time continue practice in building and breaking down words.

In Grade 2 and Grade 3 more consonant and vowel combinations are taught, increasing in complexity over the year and across the two grades. The teaching of phonics is not an isolated activity and should be linked to the Shared Reading programme.

As children are learning the sound symbol system of the language taught, they should be encouraged to use 'invented spelling' until such time that they learn conventional spellings. Children who use 'invented spelling' become better spellers than those who do not. Strive for the children to write with phonemic accuracy where each sound in a word is represented in writing such as 'becors' or 'stashun'.

Spelling is closely linked to phonics and the spelling programme should be informed by the phonics taught during that week. Whilst the teaching of spelling will be informal during Grades 1 and 2, in Grade 3 a more formal spelling programme should be implemented with periodic, informal spelling tests and dictations. However, correct spelling needs to be evident in children's written work and not only in spelling tests and dictations.

Word Recognition

Sight words (or 'look and say' words) involve the child recognising an individual word 'on sight' through the use of continued repetition of a word. Words that appear frequently in text (high frequency words) can be learnt in this way. English, unlike many languages, contains a large percentage of irregular words,that is, words that are not spelt as they sound so there is a strong argument for teaching sight words in English.

Use the Shared Reading and Group Guided Reading lessons to model the following **five finger strategy** where each finger represents a strategy the reader can use to systematically figure out how to read an unknown word and its meaning:

- *The thumb: Leave the word out and read to the end of the sentence.*
- *The first finger: Look at the picture*
- *The second finger: Look at the word and to see if any parts of the word are known.*
- *The third finger: Sound the word out*
- *The fourth finger: Ask for help in reading the word or understanding its meaning*

Start teaching children this process when they meet unknown words.

Comprehension:

During the reading lessons the teacher has many opportunities to engage children in a range of levels of thinking and questioning. Here are a few ways of starting questions that will help to develop both lower and higher order comprehension skills.

Literal comprehension

- Identify…. (e.g. *Identify the main character in the story.)*
- Point out… (e.g. *Point out the car the robber was driving.)*

- Read/quote the line that… (e.g. *Read the line that tells you the grandmother was unhappy.)*
- Describe… (e.g. *Describe the villain of the story.)*
- Find… (e.g. *Find the name of the book she was reading.)*
- Show … (e.g. *Show me the part of the story you liked best.)*
- Locate … (e.g. *Locate the place the family was driving to in the story.)*
- State… (e.g. *State the name of the little black dog that ran away.)*

Reorganisation

- Compare…. (e.g. *Compare the two sisters. What was different?)*
- List …. (e.g. *List the places the grandfather visited.)*
- Contrast… (e.g. *Contrast the place where they were living with their new home.)*
- Divide….into…. (e.g. *Divide the different animals in the story into two groups, those that were kind to the girl and those that tried to eat her.)*
- Classify… (e.g. *Classify the animals in the story.)*
- Summarise… (e.g. *Summarise the story in not more than four sentences.)*
- How is….different to… (e.g. *How is the hero different from the villain?)*

Inferential

- Pretend… (e.g. *Pretend you were the hero. What would you have done?)*
- Suppose… (e.g. *Suppose the zookeeper had left the cage door open. What would have happened?)*
- Could…. (e.g. *Could the man have reached the other side of the river a different way?)*
- What are the implications … (e.g. *What happened because of that decision?)*
- What might have happened if…. (e.g. *What might have happened if his father had gone to see his uncle?)*
- What consequences…. (e.g. *What were the consequences of her actions?)*

Evaluation

- Should… (e.g. *Should her grandmother have told her the story?)*
- In your opinion… (e.g. *In your opinion was the boy right to behave that way?)*
- Do you agree… (e.g. *Do you agree that leaving home was the best choice?)*
- Would you have… (e.g. *Would you have done the same thing if you were in that position?*

- Is it right that… (e.g. *Is it right that his uncle threw him out of the house because he stole some bread?)*
- What best describes… (e.g. *What best describes the main character in the story?)*

Appreciation

- What did you think when… (e.g. *What did you think would happen when the lion opened his mouth?)*
- Is this word/phrase effective for… (e.g. *Is this word a good word to describe the villain?)*
- Do you know anyone like… (e.g. *Do you know anyone who behaves like his sister?)*
- Why did you like/dislike… (e.g. *Why did you dislike her uncle?)*

Work also on meta-cognitive skills to teach children to monitor themselves when reading, both in the area of word recognition and comprehension. Children should be taught to ask: *'Does it sound right?', 'Does it look right?' and 'Does it make sense?'* Model the process in Shared Reading and apply it in Guided Reading with support.

Reading fluency

Fluency in reading involves:

- Accuracy in decoding: being able to accurately identify the majority of words
- The rate or speed of reading: immediately recognising words or being able to get the words off the page quickly and effortlessly
- Reading smoothly with appropriate phrasing and expression
- Comprehension

Fluency levels can be improved by teaching specific reading skills for decoding and word recognition, by selecting simpler texts, by providing more interesting texts, by rereading books and by increasing the volume of texts read.

"Read alouds" by the teacher

A final and vital component of a balanced reading programme is the reading aloud (story-time) by the teacher. This develops a whole range of language skills (including those of reading) in a meaningful context and is at the heart of a balanced programme for literacy. Through "*read alouds*" teachers can create in children a love of reading and a passion for stories.

More information on all aspects of the teaching of reading can be found in the Department of Basic Education's handbook, *Teaching Reading in the Early Grades*. (2008).

2.7 WRITING

Children begin Grade 1 by 'writing' using pictures but as they master the skills of letter formation they can start to copy individual words, captions and full sentences which they can then illustrate. By the middle of Grade 1 children should be able to write their own captions for their pictures and construct at least one sentence. Give support by providing sentence starters or frames, e.g., '*I want…'.* Give each child an A5 book to use as a personal dictionary. Provide cloze procedure exercises in which children complete a sentence by adding a word and simple questions that children can answer with *Yes/No* or a single word.

The Shared Writing activities model the writing process so that children understand how individual letters form a word, how separate words form a sentence, the importance of spaces between words and the use of punctuation. Through Shared Writing children develop an extended vocabulary and come to understand how sentences can be enriched by the use of interesting adjectives and adverbs. As children become more skilled in writing their own sentences, introduce the concept of paragraphs.

The CAPS uses the process approach to writing. The process involves children in drafting, writing, editing and presenting text for others to read. Foundation Phase children will not rewrite their work, but rather edit by drawing a line through unwanted words and adding text where necessary.

Handwriting

The CAPS document makes provision for the systematic teaching of the skills of handwriting, in short periods in the various grade levels, for approximately 15 minutes per day.

Pre-writing programme

Before starting to teach formal handwriting in Grade 1, children should follow a pre-writing programme to develop visual discrimination, gross and fine motor and hand-eye coordination, body image etc. They need to be taught the correct pencil grip, how to form the letters, the starting point, size, shape, and direction of movement. Later guide children to position and space letters on and between the lines. The correct sitting position is also important. Young children often have difficulty in copying from the board as their eyes need time to refocus from the board to the page in front of them and their short-term visual memory may not be well developed. It helps to give children in Grades 1-3 writing strips containing a row of letters for the children to copy during Handwriting.

Transition to a joined script or cursive writing

By the end of Grade 1 children should be able to form all the lower and upper case letters correctly and fluently and copy sentences correctly from the board or from sentence strips. In Grade 2 children develop greater speed in writing print script and it is in this grade that most schools will begin teaching a joined script or cursive writing. Whilst the choice in regard to the handwriting script remains with a school/province children should be taught to write a form of joined script or cursive writing by the end of Grade 3. Most children make the transition to this script during the first half of Grade 3.

Materials

In Grade 1 children begin by writing on blank paper using wax crayons. In time they progress to writing on 17mm lines using pencils for formal handwriting lessons, although many schools prefer to continue using blank jotters for other written work even in Grade 2. By Grade 3 children make the transition to using 8.5mm lined books. The exact time for these transitions will depend on the level of the children and the school's policy.

Barriers to learning

The Language periods should provide opportunities to support children with barriers to learning, enrichment for those who are doing well, assessment activities and time to write. Written work must be marked and overseen by the teacher so that progress of each individual child can be tracked, monitored and can be used to inform the next steps to be taken in the learning pathway. Read aloud to the children daily to ensure vocabulary growth and development.

2.8 GRADE R

The Grade R organisation of language learning is based on principles of **integration and play-based learning**. The teacher should be pro-active, a mediator rather than a facilitator. A mediator makes the most of incidental learning opportunities that arise spontaneously through a range of child-centred activities, such as free-play in the fantasy corner or block construction site, and teacher-directed activities such as a story 'ring' or other 'rings'. Issues relating to language as well as social, emotional and other forms of development such as fine and gross motor present themselves naturally in the routines and activities of a quality Grade R daily schedule. All these settings could provide opportunities for a teacher to purposely intervene and 'mediate' incidental learning that promotes emergent literacy. A traditional, formal classroom-based learning programme that is tightly structured and 'basics bound' should be avoided as it does not optimise literacy acquisition for the Grade R child. Grade R should not be a 'watered down' Grade One. It has its own unique characteristics based on how children in this age group make sense of their world and acquire the knowledge, skills, values and attitudes that will allow them to maximise the opportunities afforded in the formal learning years.

Focus on informal and spontaneous learning in various 'rings' during the day. Also develop a daily programme that allows optimal time for free play and is coupled with an acute awareness on the part of the teacher of what could be called 'teachable moments', moments that arise in many instances out of the children's own interests and creativity. The entire school day should be viewed as possibilities for enhancing literacy learning; either because of the direct intervention of the teacher, through planned mediated moments, including teacher-guided activities or because of the numerous incidental learning opportunities that occur during the day and enable the teacher to promote learning though utilising the 'teachable moment'. Such moments most frequently occur during routine periods and, of course, free play.

From **a literacy perspective**, teachable moments will afford the teacher the opportunity to ask, for example, open-ended questions or to offer an alternative suggestion to the child and so instil in the child the desire to further his/her own learning. It becomes a question of the teacher knowing when to intervene in the learning process and when to stand back and allow the child the opportunity of providing his/her own solution to the problem at hand.

In the Grade R year the time table is called **the daily programme** and it comprises three main components, namely **teacher-guided activities, routines and child-initiated activities or free play**. Specific teacher-guided literacy learning opportunities are offered during the morning language ring (for example, theme/topic discussion/language ring; daily weather discussions; telling 'news'; show and tell rings and story time). Depending on the choice of focus (i.e. the teacher must have a clear idea of what learning s/he wants to promote) creative art activities, perceptual rings, movement, music and dramatisation rings can have a very specific literacy focus especially in refining the perceptual-motor concepts and skills which underpin formal reading.

Routines provide excellent opportunities for incidentally promoting various literacy skills. For example, instead of letting the children stand in a queue and wait to go to the bathroom, the teacher can use this time to promote phonemic awareness. All children whose names begin with the letter/sound 'S' go to the bathroom, now children whose names begin with the letter/sound 'N' etc. The other children could be playing word games such as 'I spy with my little eye' or having vocabulary reinforced, for example, what rhymes with dog; what do you think dogs like to eat? Snack time and tidy up time provide similar learning opportunities as the teacher encourages the children to play fun sound and word games.

During **free-play** the teacher can promote literacy in two ways. Firstly, through the structuring of the free play area. The teacher provides choices based on the types of learning opportunities she/he would like to promote. Outdoor free play such as climbing on a wooden climbing frame or riding on the cycle track might promote spatial awareness

behaviours such as crossing the midline (one of the important perceptual-motor behaviours for acquiring both reading and writing skills) and encourage letter/word recognition by providing opportunities for children to 'read' road signs. Indoor free play activities should provide similar literacy learning opportunities. A memory game encourages visual memory and a fantasy corner promotes speaking and listening opportunities. The second way of promoting literacy during free play is through purposeful intervention. This can be done through, for example, the asking of thoughtful questions which extend thinking and enlarge vocabulary. By making helpful suggestions and inviting a child to think about alternative answers and ways of problem solving, a teacher can encourage a child to think more deeply about an issue and find good reasons for the choices they make. In this way not only literacy but holistic development is addressed.

In **a balanced, flexible language rich daily programme,** literacy learning opportunities are offered throughout the day. At the same time, important principles underpinning early learning are reinforced, namely, that young children learn best through movement (kinaesthetically) and then through interacting with concrete materials (three dimensional learning) before engaging with table top and paper and pencil activities (two dimensional representational activities).

Assessment practices in Grade R should be informal and children should not be subjected to a 'test ' situation. For this reason Assessment Activities have not been included in the Grade R Curriculum and Assessment Policy Document (CAPS). Each activity used for assessment should be carefully planned so that it integrates a variety of skills. In Grade R most of the assessment takes place through observation with the teacher recording the results of the assessment using a checklist. Thus, as the year progresses a full picture of each child complete with challenges and strengths is gradually built. This allows for challenges to be addressed and strengths to be maximised.

SECTION 3

CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

DAILY PROGRAMME: GRADE R

	ARRIVAL AND FREE PLAY
36 MIN	GREETING BIRTHDAYS REGISTER NEWS WEATHER CHART **TEACHER GUIDED ACTIVITY** **Lang Maths LS**
50 MIN	**ART ACTIVITY (every day: 1 MAIN + 2/3 supporting activities** **FREE PLAY INSIDE** **TIDY UP INSIDE**
30 MIN	**TEACHER GUIDED ACTIVITY** **Lang Math LS**
10 MIN	TOILET ROUTINE Lang, Math, LS,
20 MIN	REFRESHMENTS Lang, Math, LS
60 MIN	**FREE PLAY OUTSIDE and TIDY UP**
10 MIN	TOILET ROUTINE Lang, Math, LS,
30 MIN	**TEACHER GUIDED ACTIVITY** **Lang Math LS**
30 MIN	**STORY Every day**
	REST/QUIET TIME and DEPARTURE

Language
Mathematics
Life Skills

FANTASY PLAY
ROLE PLAY
CONSTRUCTION-PLAY
BLOCKS
EDUCATIONAL TOYS
PERCEPTUAL - GAMES
PUZZLES
BOOK CORNER
QUIET TIME

WATER PLAY
SAND PLAY
ROLE PLAY
BALLS
SWINGS
WHEEL TOYS
EDUCATIONAL TOYS
JUNGLE GYM
TYRES
H. MOVEMENT GAMES

LANGUAGE

- ***ACTIVITIES DESIGNED FROM CAPS (HOME LANGUAGE*)**
- **STORIES**
- **DRAMATISATION**
- **BOOKS/PICTURES**
- **PICTURE READING**
- **PICTURE -DISCUSSIONS**
- **PERCEPTUAL ACTIVITIES**
- **PARENT POSTER**
- **PARENT LETTER**
- **NEWS**
- **POEMS/RHYMES**
- **MUSIC/SONGS/RHYMES**
- **TAPES**
- **THEME DISCUSSIONS**
- **HUMAN MOVEMENT ACTIVITIES**
- **ROUTINES**
- **FREE PLAY**

LIFE SKILLS

- ***ACTIVITIES DESIGNED FROM CAPS (LIFE SKILLS)***
- **HUMAN MOVEMENT ACTIVITIES**
- **SONGS AND MUSIC**
- **POEMS AND RHYMES**
- **THEME DISCUSSION**
- **BIRTHDAYS**
- **ROUTINES**
- **FREE PLAY**

MATHEMATICS

- ***ACTIVITIES DESIGNED FROM CAPS (MATH*)**
- **SONGS AND MUSIC ACTIVITIES**
- **PERCEPTUAL ACTIVITIES**
- **COUNTING RHYMES**
- **THEME DISCUSSIONS**
- **SCIENCE EXPERIMENTS**
- **FREE PLAY**
- **ROUTINES**

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3				
	GRADE R	**GRADE 1**	**GRADE 2**	**GRADE 3**
LISTENING AND SPEAKING	• Listens to stories and acts these out • Listens and responds to simple questions • Listens to and repeats rhythmic patterns, and copies correctly • Listens to and recalls simple word sequences in order (e.g. big, beg, bag) • Names and points to parts of the body • Sings simple songs and does action rhymes • Talks about pictures in posters, theme charts, books etc • Matches and sorts things according to shape, colour etc • Participates in discussions and asks questions	• Listens to stories and expresses feelings about the story • Listens to instructions and announcements and responds appropriately • Listens without interrupting, taking turns to speak and asking questions for clarification • Listens, enjoys and responds to picture and word puzzles, riddles and jokes • Talks about personal experiences and feelings • Tells a familiar story which has a beginning, middle and end • Answers closed and open-ended questions • Role plays different situations • Participates in class discussions • Uses terms such as sentence, capital letter, full stop	• Listens to stories and poems and answers higher-order questions • Listens to a complex sequence of instructions and responds appropriately • Listens without interrupting showing respect for the speaker, asking questions and commenting on what was heard • Talks about personal experiences and more general news • Tells a story that has a beginning, middle and end • Expresses feelings about a story or poem and gives reasons • Answers open-ended questions and justifies answer • Makes up own rhymes • Role plays different situations • Participates in discussions, and reports back on the group's work • Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph	• Listens for the main idea and for detail in stories and answers open-ended questions • Listens to a story and works out cause and effect • Expresses feelings about a text and gives reasons • Listens to a complex sequence of instructions and responds appropriately • Engages in conversation as a social skill, accepting and respecting the way others speak • Makes an oral presentation (e.g. tells personal news, describes something experienced, recounts an event) • Tells a short story with a simple plot and different characters • Uses language imaginatively (e.g. tells jokes and riddles) • Interviews people for a particular purpose • Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3				
	GRADE R	**GRADE 1**	**GRADE 2**	**GRADE 3**
PHONICS	• Identifies rhyming words in well known rhymes and songs such as Humpty Dumpty • Begins to recognise that words are made up of sounds, e.g. the beginning letter(s) of their names • Segments oral sentences into individual words • Divides multisyllabic words into syllables • Recognises aurally and visually some initial consonants and vowels especially at the beginning of a word	• Identifies letter-sound relationships of all single letters • Builds words using sounds learnt (e.g. words with. -at, -et, -it, -ot, -ut, -ag, e.g. -ig, -og, -ug, -an, -en, -in, -un, -am) • Uses consonant blends to build up and break down words (r and l blends) • Recognises common consonant digraphs at the beginning and end of a word, e.g. sh, ch and th • Recognises plurals (‘s’ and ‘es’) and word endings (‘ing’ and ‘ed’) aurally • Groups common words into sound families	• Consolidates Grade 1 phonics • Revises common consonant digraphs (sh, ch, th) at the beginning and end of words • Recognises ‘wh’ at the beginning of a word • Uses initial and final consonant blends to build up and break down words, , e.g. bl-a-ck, bri-ng, sa-ng 3-letter consonant blends at the beginning of words, e.g. str-ip, str-ap • Recognises vowel digraphs, e.g. ‘oo’ as in moon, ‘ee’ as in tree, ‘oa’; ‘ea’ short ‘oo’ as in book, ‘ai’ as in ‘rain’ • Recognises ‘silent e’/split digraph in words, for xample. tape • Recognises at least 5 new vowel digraphs, e.g. ‘ar’ as in car, ‘er’ as in fern, ‘ir’ as in shirt, ‘or’ as in short, ‘ur’ as in church etc. • Recognises common double consonants such as ll,at the end of words • Recognises and uses suffixes such as -ly, -ies • Spells words correctly using their phonic knowledge • Builds words using the phonic sounds taught during the year.	• Consolidates Grade 1&2 phonics • Recognises consonant digraphs at the beginning and end of words (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words • Recognises ‘silent e’ or split digraphs in words (e.g. same, bite, note) • Recognises vowels such as -ere, -air, -are • Recognises and uses spelling patterns (e.g. -igh (high), -ough (tough), -eigh (neigh), -augh (caught) • Recognises and uses rhyming words (e.g. blow, flow, glow) • Recognises that some sounds can be represented by a number of different spelling choices, e.g. ow (cow) ou (found), aw (draw), au (autumn); t*ie*, h*igh*, sk*y;* f*ew*, bl*ue* • Recognises digraphs making /f/, e.g. ‘ph’ as in elephant) • Recognises silent letters in words, i.e. ‘k’, ‘l’, ‘b’ ‘w’ • Recognises hard and soft sounds of ‘c’ and ‘g’ • Recognises and uses synonyms and antonyms • Recognises and uses prefixes such as un-, re-) and suffixes such as -ful, -ness)

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3				
	GRADE R	**GRADE 1**	**GRADE 2**	**GRADE 3**
PHONICS (contd)				• Uses words that are pronounced and spelt the same but have different meanings (homophones) • Uses words that sound the same but are spelt differently • Builds 3, 4 and 5-letter words • Sorts letters and words into alphabetical order • Spells words correctly using their phonic knowledge

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3				
	GRADE R	**GRADE 1**	**GRADE 2**	**GRADE 3**
READING AND VIEWING	**Emergent Reading Skills** • Recognises and points out common objects in pictures • Arranges a set of pictures in such a way that they form a story • Interprets pictures , e.g. makes up own story and 'reads' the pictures • Acts out parts of a story, song or rhyme • Holds the book the right way up and turns pages correctly • Pretends to read and adopts a 'reading voice' • Recognises own name and names of some other children in the class • Begins to 'read' high frequency words seen in the classroom and at school, e.g. door, cupboard) **Shared Reading as a class with teacher** • 'Reads' enlarged texts such as poems, Big Books. posters • Makes links to own experience when reading with the teacher • Describes characters in stories and gives opinions • Predicts what will happen in a story through the pictures • Answers questions based on the story read • Draws pictures capturing main idea of the stories	**Emergent Reading Skills** • Develops book handling skills (holding the book and turning pages correctly) • Interprets pictures to make up own story i.e. 'reads' the pictures • Reads logos, labels and other words from environmental print • Recognises own name and names of peers • Reads labels and captions in the classroom • Develops basic concepts of print including • *Concept of a book • *Concept of words and letters • *Directionality - Start reading at front, end at back; read from left to right and top to bottom of a page **Shared Reading as a class with teacher** • Reads Big Books or other enlarged texts • Uses pictures and the book cover to predict what the story is about • Discusses the story, identifying the main idea and characters • Sequences the events in the story • Recognises cause and effect in a story, e.g. The girl got into trouble **because** she broke a window	**Shared Reading as a class with teacher** • Reads Big Books or other enlarged texts (e.g. fiction and non-fiction books, poems and songs) • Uses visual cues i.e. pictures and the cover of a book to predict what the story is about • Identifies key details in what was read • Expresses whether a story was liked and is able to justify the response, e.g. 'I didn't enjoy the story because…' • Answers higher order questions based on the text read, e.g. 'In your opinion…' • Discusses different cultures represented in stories • Interprets pictures and other print media, e.g. photographs, calendars, advertisements; newspaper and magazine pictures, posters	**Shared Reading as a class with teacher** • Reads enlarged texts such as fiction and non-fiction big books, newspaper articles, plays, dialogues and electronic texts (computer texts) • Reads book and discusses the main idea, the characters, the 'problem' in the story, the plot and the values in the text • Answers a range of higher order questions based on the passage read • Reads different poems on a topic • Uses visual cues to talk about a graphical text, e.g. advertisements, pictures, graphs, charts and maps • Finds and uses sources of information, e.g. community members, library books • Uses table of contents, index and page numbers to find information • Uses key words and headings to find information in non-fiction texts • Uses a dictionary to find new vocabulary and their meanings

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3				
	GRADE R	**GRADE 1**	**GRADE 2**	**GRADE 3**
		• Gives an opinion on what was read • Answers open-ended questions based on the passage read • Interprets information from posters, pictures and simple tables, e.g. a. calendar		

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3				
	GRADE R	**GRADE 1**	**GRADE 2**	**GRADE 3**
READING AND VIEWING (contd)	**Independent Reading** • Reads picture books	**Group guided reading** • Reads aloud from own book in a guided reading group with teacher i.e. the whole group reads the same story • Uses phonics, context clues, structural analysis and sight words when reading • Reads with increasing fluency and expression • Monitors self when reading, both in the area of word recognition and comprehension. • Shows an understanding of punctuation when reading aloud **Paired/Independent Reading** • Reads own writing, starting to correct errors • Reads independently books read in Shared Reading sessions, simple picture story books and books from the classroom reading corner.	**Group guided reading** • Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, i.e. whole group reads same text • Uses sight words, phonics, contextual and structural analysis, and comprehension skills to make meaning • Reads with increasing fluency and speed using correct pronunciation • Uses self-correcting strategies when reading • Monitors themselves when reading, both in the area of word recognition and comprehension **Paired/Independent Reading** • Reads own and others writing • Reads aloud to a partner • Reads independently simple fiction and non-fiction books, poetry cards, comics • Plays reading games and completes crosswords	**Group guided reading** • Reads both silently and out loud from own book in a guided reading group with the teacher i.e. whole group reads the same text • Uses phonics, contextual and structural analysis, when reading unfamiliar words • Uses self-correcting strategies when reading • Monitors self when reading, both in the area of word recognition and comprehension • Uses diagrams and illustrations in text to increase understanding • Reads with increasing fluency, speed and expression **Paired/Independent Reading** • Reads own and others writing • Reads aloud to a partner • Reads independently simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions, magazines and comics

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3				
	GRADE R	**GRADE 1**	**GRADE 2**	**GRADE 3**
HANDWRITING	• Develops small muscle skills through finger play, e.g. play dough, screwing nuts onto bolts • Develops fine motor control using scissors to cut out bold outlined pictures, shapes etc • Develops eye-hand co-ordination by playing eg catching and throwing, drawing and painting • Traces simple outlines of pictures, patterns and letters in own name where the correct starting point and direction arrows are included on all letters • Forms letters using finger painting, paint brushes, wax crayons etc starting at the right point and following the correct direction • Copies patterns, words and letters (using the correct starting point and direction when forming letters) • Uses a range of writing tools, e.g. paintbrushes, wax crayons	• Practises holding and manipulating crayon and pencil • Develops directionality: left to right; and top to bottom • Develops hand-eye co-ordination by drawing patterns and tracing • Copies and writes own name, short words and sentences • Begins to write using drawings and copies letters, numbers, words and simple sentences • Forms lower and upper case letters correctly and fluently • Forms numerals correctly • Copies and writes short sentences correctly with correct spacing • Holds pencil and crayon correctly	*Maintenance of the print script* • Uses handwriting tools effectively, e.g. pencil, eraser, ruler • Aligns writing on 17 mm ruled lines • Forms upper and lower case letters correctly • Writes words with correct spacing between letters and words • Writes in print script all capitals and lower case letters • Copies and writes one paragraph of between 3 - 4 lines from a printed text • Copies and writes different formats of writing (short invitations such as birthday invitations; messages; lists etc • Uses print script in all forms of written recording *Transition to a joined script or cursive writing* • Copies and writes writing patterns in the joined script or cursive writing • Copies and writes all lower case letters and commonly used capital letters in the joined script or cursive writing • Copies, writes and reads short words in joined script or cursive writing • Copies and writes short sentences in joined script or cursive writing.	*Transition to a joined script or cursive writing* • Uses handwriting tools effectively, e.g. pencil, eraser, ruler • Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing • Forms all lower and upper-case letters in joined script or cursive writing • Writes short words in the joined script or cursive writing • Transcribes words and sentences correctly in the joined script or cursive writing • Makes transition to the joined script or cursive writing in all written recording (i.e. the date, own name; and own written texts) • Copies written text from the board, textbooks, work cards etc. correctly • Writes neatly and legibly with confidence and speed in a joined script or cursive writing • Experiments with using a pen for writing

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE HOME LANGUAGE GRADES R-3				
	GRADE R	**GRADE 1**	**GRADE 2**	**GRADE 3**
WRITING	• Draws or paints pictures to convey a message • Copies known letters in own name to represent writing • 'Writes' from left to right and top to bottom • Contributes ideas for a class news book by means of drawings • Makes an attempt to write letters using squiggles, scribbles etc • Talks to own writing, e.g. 'reads' what squiggles 'say' • Makes own books and contributes to class book collection	• Draws pictures to convey a message, e.g. draws about a personal experience • Contributes ideas for and helps to revise a class/group story (Shared Writing). • Copies one sentence of news from the board/chart correctly • Writes a message on a card such as a get well card • Writes and illustrates a caption or short sentence on a topic, e.g. to contribute to a book for the reading corner • Writes at least three sentences of own news or creative story using capital letters and full stops • Writes sentences using words containing the phonic sounds and common sight words already taught • With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing • Begins to use present and past tense correctly in writing • Forms the plurals of familiar words • Spells common words correctly • Uses prepositions correctly • Organises information into a simple graphic form (chart or timeline) • Builds own word bank and personal dictionary	• Contributes ideas and words for a class story (Shared Writing) • Writes a simple poem • Writes an expressive text such as a birthday card or letter • Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration • Drafts, writes and 'publishes' own story of at least two paragraphs for others to read • Uses informational structures when writing, e.g. writes recipes • Organises information in a chart or table • Writes and illustrates sentences (4 - 6 sentences) on a topic to contribute to a book for the reading corner • Uses the writing process (drafting, writing and editing) • Uses correct punctuation (full stops, commas, question marks and exclamation marks) • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses present, past and future tenses correctly • Uses prepositions, nouns, verbs and pronouns correctly • Builds own word bank and personal dictionary • Uses a dictionary	• Contributes ideas, words and sentences for a class story (Shared Writing) • Uses pre-writing strategies to gather information and plan writing • Writes a selection of short texts for different purposes, e.g. writes recounts, dialogues • Writes about personal experiences in different forms, e.g. writes a short newspaper article • Drafts, writes, edits and 'publishes' own story of at least two paragraphs (at least 12 sentences) for others to read • Writes and illustrates six to eight sentences on a topic to contribute to a book for the class library • Uses informational structures when writing, e.g. experiments, recipes • Keeps a diary for one week • Writes a simple book review • Sequences information and puts it under headings • Summarises and records information, e.g. using mind maps • Uses punctuation correctly, e.g. capital letters, full stops, commas, question marks, exclamation marks, inverted commas, apostrophes in contractions) • Uses conjunctions to form compound sentences • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary

3.1 GRADE R

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

SUGGESTED CONTACT TIME PER WEEK : 10 hours

SUGGESTED CONTACT TIME PER DAY : 2 hours

Integrated in Daily Programme

TERM 1

LISTENING AND SPEAKING (ORAL)

CONTENT/CONCEPTS/SKILLS

Daily activities in all areas of Language and other subjects.

The following activities could be introduced during any or all of the Grade R rings (circles): music, movement, science, language, news, show and tell, story as well as creative activities.

In Grade R perceptual work is extremely important because it underpins and prepares the foundations for future learning. Make sure sufficient time is spent building these perceptual skills daily and throughout the course of the school year.

- Listens attentively to simple questions and announcements and responds appropriately
- Listens to simple instructions and acts on them
- Listens to and repeats rhythmic patterns, e.g. clap, clap-clap, clap, and copies correctly
- Listens without interrupting
- Listens to short stories with enjoyment and joins in choruses at the appropriate time
- Sings simple songs and does actions (with help), e.g. 'This is the way I wash my hands, wash my hands, wash my hands…' (Do the same with 'comb my hair….', 'brush my teeth…..')
- Recites simple rhymes and does actions (with help)
- Listens to and recalls simple word sequences, in order, such as big, beg, bag. Start with three words and build up to four or more so that memory of what the ears have heard is developed
- Develops skills to select and identify a specific sound when a background noise is present or music is playing, e.g. select the teacher's voice from noises or sounds in the background
- Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term
- Tells stories and retells stories of others in own words

Uses language to develop concepts in all subjects

- Develops language to develop concepts: shape, colour, age, time and sequence

Uses language to think and reason:

- Identifies and describes similarities and differences
- Matches things that go together, and compares things that are different
- Classifies familiar items such as puts all toys in box, books on shelves, crayons in tins, sorts according to colour etc.
- Identifies parts from the whole such as names and points to parts of the body

Uses language to investigate and explore

- Asks questions
- Gives explanations
- Solves and completes at least five or more piece jig-saw puzzles

Processes information:

- Picks out selected information from a description

Uses visual and pictorial cues to make meaning

- Recognises and points out common objects in pictures
- Participates in activities to perceive objects in the foreground and the background and to separate them meaningfully such as finds an image in a busy or detailed picture
- Plays games such as 'Where is it?' finding an object hidden in a classroom among other items
- Distinguishes between the shape of different letters and words through activities such as sorting identical objects, viewing sequence of nearly identical pictures, picking out the one that is different and explaining why it is different
- Arranges a set of three pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created
- Remembers what the eyes have seen in a memory game. For example: put different objects on the table, children look at these, teacher covers objects and children have to recall what they saw on the table.
- Completes a puzzle or picture

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Listens attentively to simple questions and announcements and responds appropriately
- Sings and recites simple songs and rhymes
- Listens to short stories with enjoyment and joins in choruses at the appropriate time
- Tells stories and retells stories of others in own words
- Develops language to develop concepts for shape, colour, age
- Identifies and describes similarities and differences
- Identifies parts from the whole such as names and points to parts of the body
- Uses language to give explanations
- Solves and completes at least five or more piece jig-saw puzzles
- Recognises and points out common objects in pictures

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

EMERGENT READING

CONTENT/CONCEPTS/SKILLS

Reading

Emergent reading skills

- Develops correct eye movements such as following a swinging ball moved from left to right.
- Participates in directionality activities such as moving the body left to right and top to bottom
- Distinguishes between the shapes of different letters and words such sorting objects that are the same, sequencing of pictures, picking out the picture that is different
- Uses sequencing skills to order three pictures and relate the story created
- Uses memory skills to recall items seen such as letters, shapes or concrete objects
- Completes a visual picture such as building puzzles, completing pictures
- Holds the book the right way up and turns pages correctly
- Uses pictures to predict what the story is about: 'reads' pictures and captions showing an understanding that pictures and words are related but different
- Makes up own story by 'reading' the pictures
- Pretends to read and adopts a 'reading voice'
- Recognises own name and names of at least five other children in the class
- Matches words to words on objects and named items such as name cards on tables, door, window

Begins to make meaning of written text

- Understands that print communicates meaning: a word can represent one's own name
- Recognises own name and names of at least five other children in the class
- Understands that written words refer to spoken words
- 'Reads' high frequency words: own name, common brand names such as SPAR, Coke, and television programme titles etc.

Shared Reading

Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters of songs and rhymes. Teacher models process with the whole class during discussion or language rings over a minimum of two sessions in the Language Focus Time.

Use at least five Big Books per term.

- 'Reads' enlarged texts such as poems, big books and posters as a whole class with the teacher (Shared Reading)
- Discusses and describes characters in stories
- Draws pictures capturing main idea of the stories, songs or rhymes
- Sequences pictures in a story
- Responds to stories through movement and drama activities or rings

Independent Reading

- 'Reads' independently books for pleasure in the library or classroom reading corner

Phonological/ Phonemic Awareness

Daily 15 minute activities

Many of the sound activities listed below can be introduced during routines and rings

- Distinguishes aurally between different sounds especially at the beginning of own name
- Identifies a sound that does not belong in a sequence: 'Which sound does not belong - b, b, k, b; d, d, d, t ?'
- Identifies whether two given sounds are the same or different: /p/, /p/ [same]; /p/, /d/ [different]
- Can identify that oral sentences are made up of individual words: clap on each word in a sentence where all words have only one syllable [Ben is good]

Relates sounds to letters and words

- Begins to recognise that words are made up of sounds: gives the beginning sound of own name

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Distinguishes aurally between different letter sounds especially at the beginning of own name
- Identifies a sound that does not belong in a sequence: 'Which sound does not belong - b, b, k, b; d, d, d, t?

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

EMERGENT WRITING

CONTENT/CONCEPTS/SKILLS

Emergent Handwriting:

Daily activities in all areas of Language and other subjects

Creative art activities and music rings are ideal opportunities for the development of fine motor skills

- Develops fine-motor skills for strengthening hands: rolls plasticine, models with play dough, screws nuts onto bolts, plays the piano in the air, etc.
- Develops fine-motor control to strengthen fingers: plays finger rhymes with finger actions or rolls small paper balls between fingers, etc.
- Develops fine-motor control: uses scissors to cut fringes on paper mats etc.
- Develops eye-hand co-ordination: plays catch with bean bags, balls, paper balls, draws with crayons or paints informally during outdoor play etc.
- Develops directionality: moves parts of the body to the left or right, up or down etc.
- Crosses the midline: takes the right hand across the midline to touch the left shoulder etc.
- Forms letters in various ways using the whole body: by using own body to make the letter 'I'
- Traces simple outlines of pictures and patterns
- Copies patterns onto pegboards
- Uses a range of writing tools: paint brushes, wax crayons etc. during free indoor play or creative art activities
- 'Writes' in sand trays

Emergent Writing:

- Draws or paints pictures to convey messages during creative art activities such as about a personal experience
- Understands that writing and drawing are different: pretend writing represented using squiggles
- 'Reads' own writing: 'reads' what squiggles 'say'
- Role-plays writing in play situations: takes a telephone message, writes a traffic fine etc.
- Copies known letters in own name to represent writing: copies own name
- 'Writes' from left to right and top to bottom
- Contributes ideas for a class news book by means of drawings

Works with words

- Groups words: those that start with same initial sound such as 'Charmaine' and 'Shireen; or same letter such as 'Mpho' and 'Michael')
- Identifies name in print

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Draws or paints pictures to convey messages during creative art activities such as about a personal experience
- Forms letters in various ways using the whole body: by using own body to make the letter 'I'
- 'Writes' in sand trays
- Understands that writing and drawing are different: pretend writing represented using squiggles
- 'Reads' own writing: 'reads' what squiggles 'say'
- Uses a range of writing tools: paint brushes, wax crayons etc. during free indoor play or creative art activities

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

LISTENING AND SPEAKING (ORAL)

CONTENT/CONCEPTS/SKILLS

Daily activities in all areas of Language and other subjects

The following activities could be introduced during any or all of the Grade R rings (circles): music, movement, science, language, news, show and tell, story as well as creative activities

- Listens to two or three part instructions, announcements and responds appropriately (e.g. 'Collect the crayons and put them on the shelf.')
- Listens without interrupting, taking turns to speak
- Listens to stories and acts these out
- Tells stories and retells the stories of other children in own words
- Sings songs, recites rhymes and performs actions with the whole class
- Recites poems and rhymes and adds actions to them in a group
- Sequences pictures of a story
- Participates in discussions and asks questions
- Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term
- Listens to and recalls in order simple word sequences such as big, beg, bag. Start with three words, build up to four or more

Uses language to develop concepts

- Uses language to develop concepts in all subject areas such as quantity, direction, time, sequence, colour, age

Uses language to think and reason

- Identifies and describes similarities and differences
- Matches things that go together, and compares things that are different
- Classifies things according to colour, shape or size
- Identifies parts from the whole. For example names parts of the body such as elbow, wrist, knee etc.

Uses language to investigate and explore

- Asks questions and asks for explanations
- Gives explanations and asks for clarification
- Solves and completes ten or more piece jig-saw puzzles

Processes information:

- Picks out selected information from a description

Uses visual and pictorial cues to make meaning

- Looks carefully at pictures and talks about common experiences
- Finds specified images in a busy or detailed picture
- Plays games such as 'Search!' finding an object hidden in a classroom among other items
- Distinguishes between the shape of different letters and words. For example, sorts identical objects, views a sequence of nearly identical pictures and picks out the one that is different and explains why it is different
- Orders a sequence of pictures and relates the story created

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Listens without interrupting, taking turns to speak
- Sings songs, recites rhymes and performs actions with the whole class
- Recites poems and rhymes and adds actions to them in a group
- Tells stories and retells the stories of other children in own words
- Uses language to develop concepts in all subject areas such as quantity, direction, time, sequence, colour, age
- Participates in discussions and asks questions
- Finds specified images in a busy or detailed picture
- Identifies and describes similarities and differences
- Looks carefully at pictures and talks about common experiences

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

EMERGENT READING

CONTENT/CONCEPTS/SKILLS

Reading

Emergent reading

- Develops correct eye movement such as following a ball moved from left to right
- Develops directionality such as moving blocks from left to right and top to bottom
- Holds the book the right way up and turns pages correctly when 'reading'
- Uses pictures to predict what the story is about. For example, 'reads' picture and caption books showing an understanding that pictures and words are related, but different. Points to words when 'reading'
- Interprets pictures to make up own story: 'reads' the pictures
- Pretends to read and adopts a 'reading voice'
- Understands that print communicates meaning. Knows words can represent own name, names of people, places and things
- Recognises own name and names of five other children in the class
- 'Reads' theme related flashcards and captions in a group with the teacher
- Understands that written words refer to spoken words such as daily news written down by the teacher as the child speaks
- 'Reads' high frequency words: peer names, calendar and weather words
- Uses pictures to 'read' simple phrase or caption books. The dog - a page with a picture of a dog)
- Acts out parts of a story, song or rhyme
- Listens to and discusses stories and other texts read or told aloud. Recalls details and states main idea
- Talks about texts such as stories using terms such as 'beginning', 'middle', 'end', 'sound', 'word', 'letter', 'rhyme'

Shared Reading

Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. Teacher models the process with the whole class during for example a discussion or language ring over a minimum of two sessions in the Language Focus Time. Use at least five Big Books per term.

- Reads' enlarged texts such as poems, big books, posters and electronic texts (computer texts) as a whole class with the teacher (Shared Reading)
- Discusses and describes characters in stories
- Draws pictures capturing the main idea of stories, songs or rhymes
- Arranges a set of pictures in such a way that they form a story and then 'reads' the story
- Responds to stories through movement and drama activities or rings (e.g. 'The Three Little Pigs')
- Predicts what will happen next in the story using familiar texts and picture cues
- Responds to stories through creative art: paints a picture of the story

Independent Reading

- 'Reads' independently books for pleasure in the library or classroom reading corner

Phonological/Phonemic Awareness

Daily 15 minute activities

Many of the sound activities listed below could be introduced during routines and rings

- Distinguishes aurally between different sounds especially at the beginning of words
- Listens for the odd word in a sequence where all words begin with the same sound. For example, ring, rose, round, **pose)** or identifies whether two given sounds are the same or different . /c/, /c/ [same] or /c/, /g/ [different]
- Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word 'ba-na-na' or identifies the number of syllables (claps) in the names of the children in the class: 'Lu-ne-tta' has three claps, 'Rose' one clap
- Identifies rhyming words in well known rhymes and songs. For example, Humpty Dumpty sat on a **wall** - Humpty Dumpty had a great **fall**
- Anticipates rhyming words in new songs and rhymes and completes the line or sentence
- Recognises initial spoken sounds especially at the beginning of own name

Relates sounds to letters and words

- Understands that words consist of more than one sound. For example, sat - s-a-t done aurally
- Can recognise sounds at the beginning of some words such as friends' names

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Understands that print communicates meaning: words can represent own name, names of people, places and things
- Holds the book the right way up and turns pages correctly when 'reading'
- 'Reads' enlarged texts such as poems, big books, posters and electronic texts (computer texts) as a whole class with the teacher (Shared Reading)
- Discusses and describes characters in stories
- Distinguishes aurally between different sounds especially at the beginning of words

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

EMERGENT WRITING

CONTENT/CONCEPTS/SKILLS

Handwriting

Daily activities in all areas of Language and other subjects

Creative art activities and music rings are ideal opportunities for the development of fine motor skills

- Develops fine motor skills for strengthening hand muscles: rolls plasticine, models with play dough, plays a trumpet in the air, threads lacing cards, beads etc.
- Develops fine-motor control by playing **more** finger rhymes with finger actions
- Develops fine-motor control using scissors to cut out bold outlined pictures, shapes etc
- Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls; creates drawings and makes more complex patterns with crayons
- Develops large muscle control: works in pairs or on own to form letters with their bodies
- Begins to form letters using finger painting, paint brushes, wax crayons
- Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters
- Copies patterns onto pegboards and copies patterns, words and letters onto paper
- Uses a range of writing tools: paint brushes, wax crayons etc.
- Holds crayons correctly using an acceptable pencil grip
- 'Writes' using a correct sitting position

Emergent Writing:

- Draws pictures to convey a message such as own 'news'
- Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles
- 'Reads' what letters and squiggles 'say'
- Role plays writing in play situations: makes greeting cards, writes letters etc.
- Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page
- Spontaneously copies print from the environment such as labels on common household products when playing

Works with words

- Groups words that share the same initial sound or letter
- Identifies a letter or a space between words in print: own names or familiar words or in a book
- Contributes sentences to a class piece of writing: child dictates as the teacher writes

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Draws pictures to convey a message such as own 'news'
- Develops large muscle control: work in pairs or on own to form letters with their bodies
- Begins to form letters using finger painting, paint brushes, wax crayons
- Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles
- 'Reads' what letters and squiggles 'say'
- Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

LISTENING AND SPEAKING (ORAL)

CONTENT/CONCEPTS/SKILLS

Daily activities in all areas of Language and other subjects.

The following activities could be introduced during any or all of the Grade R rings (circles): music, movement, science, language, news, show and tell, story as well as creative activities

- Listens attentively to questions and gives answers
- Listens to announcements and responds appropriately
- Listens to a complex string of instructions and acts on them
- Listens without interrupting, showing respect for the speaker and takes turns to speak
- Tells stories and retells other children's stories in own words
- Sings songs and rhymes and performs actions on own
- Recites poems and rhymes and adds actions to them with growing confidence
- Listens to longer stories and shows understanding by answering questions related to the story
- Sequences pictures of a story
- Listens to and recalls in order simple word sequences. For example, rat, mat, cat, sat. Start with three words and build up to four or more
- Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term

Uses language to develop concepts

- Uses language to develop concepts in all subjects. For example, Mathematics: quantity, size, time, shape, age, direction and colour during ring time or informally during free play

Uses language to think and reason

- Identifies and describes similarities and differences
- Matches things that go together and compares things that are different
- Classifies things according to own criteria
- Identifies parts from the whole (e.g. parts that make up a picture)

Uses language to investigate and explore

- Asks questions and looks to books for explanations
- Gives explanations and offers solutions
- Completes between ten and twenty piece jig-saw puzzles

Processes information:

- Picks out selected information from a description

Uses visual and pictorial cues to make meaning

- Understands that pictures and photographs convey meaning about events, people, places and things and talks about these
- Looks carefully at pictures and talks about common experiences
- Isolates images from the foreground and background in pictures and simple designs
- Finds object hidden in a classroom among other items and guides peers to items using simple directions
- Distinguishes between the shape of different letters and words (e.g. 'c' and 'a')
- Sequences pictures and relates the story created

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Listens attentively to questions and gives answers
- Listens without interrupting, showing respect for the speaker and takes turns to speak
- Sings songs and rhymes and performs actions on own
- Tells stories and retells other children's stories in own words
- Uses language to develop concepts in all subjects (e.g. Mathematics - quantity, size, time, shape, age, direction and colour)
- Matches things that go together, and compares things that are different
- Understands that pictures and photographs convey meaning about events, people, places and things and talks about these
- Looks carefully at pictures and talks about common experiences

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

EMERGENT READING

CONTENT/CONCEPTS/SKILLS

Reading:

Emergent reading skills

- Develops eye movements. For example, follows a pencil moved from left to right
- Develops directionality: 'reads' a series of pictures or arrows from left to right and top to bottom
- Can match words to objects: matches labels to labelled items on an interest table
- Uses pictures to understand simple phrases and sentences in a book. For example, a picture of a dog and a sentence that reads 'Look at the dog.'
- Holds the book the right way up and turns pages correctly
- Interprets pictures to make up own story, that is, 'reads' the pictures
- Distinguishes pictures from print: points to a word and asks what the word is
- Pretends to 'read' and adopts a 'reading' voice
- 'Reads' high frequency words in the community: road signs, shop names
- Begins to recognise high frequency words used in the classroom: weather words, days of the week, peers' names, months of the year
- 'Reads' picture books with three or four predictable sentences. For example, It is a dog. Look at the dog. It is a big dog.
- Acts out a story, song or rhyme
- Recalls details and states main idea from a story read by the teacher
- Draws pictures of stories, songs or rhymes
- Discusses book handling and care
- Listens to, and discusses, stories and other texts read aloud
- Uses words like 'sound', 'word', 'letter', 'rhyme', 'beginning', 'middle', 'end' when talking about text

Shared Reading

Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. Teacher models the process with the whole class during for example a discussion or language ring over a minimum of two sessions in the Language Focus Time. Use a minimum of five Big Books per term.

- 'Reads' big books or other enlarged texts as a whole class with the teacher
- 'Reads' class or group generated texts. For example, sentences written by the teacher while the children are watching, talking and dictating
- Makes links to own experience when reading with the teacher, viewing television or pictures
- Describes the characteristics of characters in stories or television and gives opinions
- Identifies the sequence of events in simple stories
- Uses cover of book and illustrations throughout the text to predict storyline
- Joins in the shared reading of texts with increasing confidence and enjoyment
- Answers a range of questions based on the story read

Independent Reading

- 'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books

Phonological/Phonemic Awareness

Daily 15 minute activities

Many of the sound activities listed below could be introduced during routines and rings

- Segments oral sentences into individual words using words of one syllable first (e.g. Sam - is - a - boy)
- Divides multisyllabic words into syllables: uses claps or drumbeats on each syllable in words and names such as 'cup-board', 'Jacqueline'. Children then count the syllables
- Identifies rhyming words in well known rhymes and songs and in sequences of rhyming words such as Incey Wincey Spider…
- Substitutes rhyming words in common songs and rhymes. For example, Humpty Dumpty sat on a ball. Humpty Dumpty said "Oh! I'll fall".
- Recognises and names some letters of the alphabet especially own name. For example, My name, Diane, begins with a letter **d**

Relates sounds to letters and words

- Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words. For example, in Helen's name she tells the teacher as she points to the 'h' that it says /h/
- Understands that words consist of more than one sound. For example, 'hand' has four sounds h-a-n-d
- Recognises sounds at the beginning of some words: friends' names or names of animals

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Uses pictures to understand simple phrases and sentences in a book. For example, a picture of a dog and a sentence that reads 'Look at the dog.'
- Can match words to objects: matches labels to labelled items on an interest table
- Holds the book the right way up and turns pages correctly
- Interprets pictures to make up own story, that is, 'reads' the pictures
- 'Reads' class or group generated texts. For example, sentences written by the teacher while the children are watching and talking and dictating
- Describes the characteristics of characters in stories or television and gives opinions
- 'Reads' high frequency words in the community: road signs, shop names
- Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words. For example, in Helen's name she tells the teacher as she points to the 'h' that it says /h/
- Recognises and names some letters of the alphabet especially own name

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

EMERGENT WRITING

CONTENT/CONCEPTS/SKILLS

Emergent Handwriting:

Daily activities in all areas of Language and other subjects

Creative art activities and music rings are ideal opportunities for the development of fine motor skills

- Develops fine motor skills for strengthening hand muscles: forms letters with play dough, threads lacing cards, beads
- Develops fine-motor control by playing **more** finger rhymes with finger actions
- Develops fine-motor control using scissors to cut out bold outlined pictures, shapes etc
- Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls etc., creates drawings, makes more complex patterns with crayons
- Develops large muscle control: works in pairs or on own to form letters with their bodies
- Begins to form letters: uses finger painting, paint brushes, wax crayons, pegboards or elastic boards
- Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters
- Copies patterns onto pegboards and words and letters onto paper
- Holds crayons using an acceptable pencil grip and writes using a good writing position

Emergent Writing:

- Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing
- Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles
- Role plays writing in play situations. For example, 'writes' lists
- Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page
- Copies print from the environment when playing. For example, labels from advertisements
- Contributes ideas for a class news book
- Uses writing tools with greater confidence and ease: crayons and pencils

Works with words

- Groups pictures of rhyming words, e.g. 'bat', 'cat', 'hat'
- Identifies a letter or a space between words in print, e.g. their names or familiar words or in a book
- Contributes sentences to a class piece of writing: child dictates as the teacher writes
- Uses terms like 'beginning', 'middle', 'end', 'sound', 'word', 'letter' when talking about texts

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing
- Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts; pretend writing using a mixture of copied letters and squiggles
- Role plays writing in play situations. For example, 'writes' lists
- Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

LISTENING AND SPEAKING (ORAL)

CONTENT/CONCEPTS/SKILLS

Daily activities in all areas of Language and other subjects

The following activities could be introduced during any or all of the Grade R rings (circles): music, movement, science, language, news, show and tell, story as well as creative activities

- Listens attentively to questions and gives answers
- Listens to announcements and responds appropriately
- Passes on messages
- Listens to complex string of instructions and acts on them
- Listens without interrupting, showing respect for the speaker and takes turns to speak
- Listens to longer stories and shows understanding by answering questions related to the story
- Tells stories and retells other children's stories in own words
- Sings songs and rhymes and performs actions on own with confidence
- Recites poems and rhymes and adds actions to them with confidence
- Sequences pictures of a story
- Participates in discussions and asks questions
- Listens to and recalls simple word sequences such as 'spark', 'bark', 'cart', 'start'. Start with three words and build up to four or more
- Talks about pictures in posters, theme charts, books related to a minimum of five themes per term

Uses language to develop concepts

- Uses language to develop concepts in all subjects such as quantity, size, shape, direction, colour, speed, time, age and sequence

Uses language to think and reason

- Identifies and describes similarities and differences
- Matches things that go together, and compares things that are different
- Classifies things according to own criteria and more complex criteria such as textures
- Identifies parts from the whole in a 2-Dimensional format and constructs in 3-Dimensional format. Copies a picture or a pattern from a card [2-D] using blocks or plastic shapes [3-D]

Uses language to investigate and explore

- Asks questions and looks to books, television, computers for explanations
- Listens to problems and offers solutions
- Completes 20 piece or more jig-saw puzzles

Processes information*:*

- Picks out selected information from an oral description. For example, listens for the starting time of an event from an announcement

Uses visual and pictorial cues to make meaning

- Understands that pictures and photographs convey meaning about events, people, places and things and talks about these
- Uses pictures to predict content of stories
- Identifies the foreground and background in pictures as separate elements
- Plays direction games with teacher and friends. Example: 'snakes and ladders' board game
- Distinguishes between the shapes of different letters and words: sorts plastic letters into groups of the same letter
- Matches pictures and words using puzzles

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Listens without interrupting, showing respect for the speaker and takes turns to speak
- Sings songs and rhymes and performs actions on own with confidence
- Tells stories and retells other children's stories in own words
- Identifies and describes similarities and differences
- Matches things that go together, and compares things that are different
- Looks carefully at pictures and talks about common experiences
- Uses language to develop concepts in all subjects: quantity, size, shape, direction, colour, speed, time, age and sequence

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

EMERGENT READING

CONTENT/CONCEPTS/SKILLS

Reading

Emergent reading skills

- Matches words to pictures in print such as word-picture puzzles
- Interprets pictures to construct ideas. For example, makes up own story and 'reads' the pictures
- Distinguishes pictures from print. For example, points to a word and asks for it to be read
- 'Reads' personal texts such as sentences written by the teacher
- Begins to 'read' high frequency words seen in the classroom and at school: door, cupboard etc.
- 'Reads' picture books of increasing complexity
- Acts out a story, song or rhyme
- Recalls details and states main idea
- Draws pictures of stories, songs or rhymes
- Discusses book handling and care

Shared Reading

Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. (a minimum of five Big Books per term)

- Reads big books or other enlarged texts as a whole class with the teacher
- 'Reads' class generated texts such as sentences scribed by the teacher, in a group with the teacher
- Points at words rather than pictures when 'reading'
- Makes links to own experience when reading with the teacher, viewing television or pictures
- Describes the characteristics of characters in stories or television and gives opinions
- Identifies the sequence of events in simple stories
- Uses cover of book and illustrations throughout the text to predict storyline
- Joins in the shared reading of texts with increasing confidence and enjoyment
- Answers a range of questions based on the story read

Independent Reading

- 'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books

Phonological/Phonemic Awareness

Daily 15 minute activities

Many of the sound activities listed below could be introduced during routines rings

- Segments oral sentences into individual words. For example, claps on each word in a sentence using words of one syllable first -'It is time for lunch'.
- Divides multisyllabic words into syllables: crocodile - croc-o-dile
- Identifies rhyming words in well known rhymes and songs and in sequences of rhyming words
- Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words
- Recognises and names some letters of the alphabet such as letters in own name
- Relates sounds to letters and words and understands that words consist of more than one sound: duck is d-u-ck - done aurally
- Recognises sounds at the beginning of some words
- Begins to recognise that words are made up of sounds such as the beginning letter/s of their names

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Interprets pictures to construct ideas: makes up own story and 'reads' the pictures
- Reads big books or other enlarged texts as a whole class with the teacher
- Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words
- Recognises and names some letters of the alphabet such as letters in own name

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

EMERGENT WRITING

CONTENT/CONCEPTS/SKILLS

Emergent Handwriting

Daily activities in all areas of Language and other subjects

Creative art activities and music rings are ideal opportunities for the development of fine motor skills

- Develops fine motor skills for strengthening hand muscles
- Plays finger rhymes with finger actions
- Uses scissors to cut out bold outlined pictures, shapes etc.
- Plays catch with bean bags, large or tennis balls, paper balls etc. as well as through creating drawings, making more complex patterns with crayons
- Form letters with their bodies in pairs or on their own
- Forms letters using finger paint, paint brushes, wax crayons
- Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters
- Copies patterns, words and letters
- Uses a range of writing tools such as paint brushes, wax crayons
- Forms letters with a variety of writing tools such as crayons, pencils, chalk
- Holds crayons correctly showing preference for a particular hand to be used: left/right hand dominance
- Forms **some** lower case letters correctly, that is, starts and ends in the correct place

Emergent Writing:

- Draws pictures to convey a message about a personal experience and uses this as a starting point for writing: with help adds a word, phrase or sentence
- Copies letters and numerals from the classroom environment when 'writing'
- 'Reads' own and others 'writing'
- 'Writes' and asks others to give meaning to what has been written
- Role plays 'writing' in play situations. For example, 'writes' lists
- 'Writes' observing conventions of directionality: 'writes' from left to right, top to bottom of page
- Copies print from the environment when playing such as labels from advertisements
- Makes attempts at familiar forms of writing, using known letters. For example, 'writes' a letter home
- Contributes ideas for a class news book
- Uses writing tools with increased confidence and ease

Works with words

- Groups pictures of rhyming words such as 'can', 'fan', 'pan'
- Copies short sentences and words written by the teacher
- Identifies a letter or a space between words in print such as their names or familiar words or in a book
- Contributes sentences to a class piece of writing: child dictates as the teacher writes
- Uses terms like 'beginning', 'middle', 'end', 'sound', 'word', 'letter', 'rhyme'

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and / or practical

Observation

- Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word, phrase or sentence
- 'Writes' and asks others to give meaning to what has been written
- 'Reads' own and others' 'writing'
- Copies letters and numerals from the classroom environment when 'writing'
- Makes attempts at familiar forms of writing, using known letters. For example, 'writes' a letter home

Use checklists and a holistic rubric for Language assessment

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

LISTENING AND SPEAKING

- Pictures and posters
- Colour charts
- Number charts
- Games
- Objects related to the themes and topics
- Story board pieces
- Pictures to sequence
- Jig-saw puzzles (at least 20 pieces)
- Toys such as blocks, construction toys, cars, dolls, puppets, masks etc.
- Sand tray and water play items
- Plastic bottles, jars, boxes etc.
- CDs or tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/ DVDs
- Musical/ percussion instruments, e.g. a drum, bells, sticks etc.

READING AND PHONICS

- Pictures and posters
- Alphabet charts
- Big books - some produced in Shared writing sessions
- Enlarged texts such as poems, songs, rhymes etc.
- Story books and picture books
- Logos and relevant examples of environmental print
- Newspapers and magazines
- Flash card labels for classroom items and displays
- Name cards for children
- Pointers for both teacher and groups of children to use when reading enlarged texts, wall stories, displays
- Fantasy corner
- Theme table
- Daily helpers' chart
- Birthday and weather chart

WRITING AND HANDWRITING

- Apparatus such as balls of various sizes, hoops, bean bags, pegboards and pegs, beads and laces, lacing cards and laces, nuts and bolts, clothes pegs
- Materials such as scissors, plasticine or play dough, paint, paint brushes, wax crayons, chalk and slates or white boards and markers
- Newsprint
- Writing strips or charts where letters of the alphabet are written in print script with correct starting points and writing direction indicated
- Blank paper in various sizes (A3, A4, A5)
- Sand tray

3.2 GRADE 1

GRADE 1 HOME LANGUAGE ENGLISH REQUIREMENTS PER TERM

TERM 1	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time:** 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Listens without interrupting
- Talks about personal experiences: tells news, describes weather news, other topical events etc.
- Sings songs and does the actions

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Listens to simple instructions (classroom routines) and responds appropriately
- Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme
- Answers questions such as questions related to personal details etc.

Weeks 6 - 10

- Sequences pictures of a story communicating through retelling the sequence of ideas
- Talks about pictures in posters, theme charts, books etc.
- Participates in discussions, taking turns to speak and respecting others in the group
- Describes objects in terms of colour, size, shape, quantity using correct vocabulary

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/or practical)

- Answers questions such as questions related to personal details etc.
- Sings songs and does the actions
- Participates in discussions, taking turns to speak and respecting others in the group

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Talks about personal experiences such as tells news, describes weather news, other topical events etc
- Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme
- Sequences pictures of a story communicating through retelling the sequence of ideas
- Describes objects in terms of colour, size, shape, quantity using correct vocabulary

GRADE 1 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Daily Phonemic Awareness/ Phonic Activities of 15 minutes:

Begin phonemic awareness activities, teach 1-2 new letters every week and introduce word building using sounds learnt

- Distinguishes aurally between different initial sounds of words
- Participates in whole class phonemic awareness oral activities: blending sounds [*c-a-t* into *cat*]; segmenting words [*cat* into *c-a-t*]; consonant and vowel substitution word play [replace the 'h' in *hat* with 'b' to make *bat*]
- Identifies letter-sound relationships of some single letters. For example, l, o, h, m, a, b, t, c. There should be 2 vowels and at least 6 consonants
- Recognises and names some letters of the alphabet: 2 vowels and at least 6 consonants
- Begins to build up short words using sounds learnt such as c-a-t - cat
- Begins to use blending to make words. For example, 'at' c-at, m-at, identifying the rhymes

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Emergent reading skills (taught in Shared and Group Guided Reading lessons)

- Holds the book the right way up and turns pages correctly
- Uses pictures to predict what the story is about: reads picture books
- Interprets pictures to make up own story, that is, 'reads' the pictures
- Collects and reads logos and other words from environmental print
- Recognises own name and names of at least ten peers
- Reads labels and captions in the classroom
- Discusses book handling and care
- Listens to and discusses stories and other texts read aloud
- Develops basic concepts of print including:
- Concept of book - cover, front, back, title
- Concept of text - word, same words, letter, names of letters, one-to-one correspondence
- Directionality: starts reading at front, ends at back; reads from left to right and top to bottom of a page, first, last, middle words or letters or position on a page
- Punctuation: capital letter, lowercase letter, full stop, comma, question mark

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.

Each session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels using literal, reorganization, inferential, evaluation and appreciation questions.

- Reads as a whole class with the teacher enlarged texts such as poems, posters, big books and class stories developed in shared writing sessions

Group Guided Reading

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

The teacher works with same-ability groups of children, matching children to texts at the instructional level (word recognition between 90 - 95% accuracy). Graded reading schemes will mostly be used.

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Begins to build a sight vocabulary from the incidental reading programme, graded reader series and high frequency word lists

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics: (oral and/or practical)

- Distinguishes aurally between different initial sounds of words
- Participates in whole class phonemic awareness activities: blending sounds (*c-a-t* into *cat)* ; segmenting words (*cat* into *c-a-t)*; consonant and vowel substitution word play (replace the 'h' in *hat* with 'b' to make *bat)*
- Recognises and names some letters of the alphabet (2 vowels and at least 6 consonants)
- Begins to build up short words using sounds learnt(e.g. c-a-t - cat)
- Begins to use blending to make words such as 'at' c-at, m-at, identifying the rhymes

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Identifies letter-sound relationships of some single letters, for example, l, o, h, m, a, b, t, c. There should be 2 vowels and at least 6 consonants
- Begins to build up short words using sounds learnt (e.g. c-a-t - cat)

Suggestions for Informal Assessment Activities :

Reading (oral and/or practical)

Emergent reading skills to be taught in Shared and Guided Reading lessons.

- Holds the book the right way up and turns pages correctly
- Interprets pictures to make up own story, that is, 'reads' the pictures
- Collects and reads logos and other words from environmental print
- Recognises own name and names of some peers
- Reads labels and captions in the classroom
- Discusses book handling and care
- Develops basic concepts of print including:
- Concept of book: cover, front, back, title
- Concept of text: word, some words, letter, names of some letters, one-to-one correspondence
- Directionality: starts reading at front, ends at back, reads from left to right and top to bottom of a page, first, last, middle words or letters or position on a page
- Punctuation: capital letter, lowercase letter, full stop, comma, question mark

Shared Reading

- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with teacher

Group Guided Reading

- Reads both silently and out loud from own book in a guided reading group with teacher, that is, whole group works on the same story

Formal Assessment Activity 1:

Reading (oral and/ or practical)

Emergent reading skills.

- Uses pictures to predict what the story is about. For example, reads picture books
- Listens to and discusses stories and other texts read aloud

Shared Reading

- Reads as a whole class with teacher enlarged texts such as poems, posters, big books and class stories developed in shared writing sessions

Group Guided Reading

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story

GRADE 1 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal Lessons four times a week of 15 minutes

Activities to strengthen fine muscles and develop fine and gross motor skills and eye-hand co-ordination

- Draws with wax crayons
- Practises holding and manipulating crayon and pencil
- Develops directionality: left to right and top to bottom, draws straight lines, joins dots, clockwise and anti clockwise formations
- Makes plasticine or play dough models of letters and objects
- Develops hand-eye co-ordination through painting, paper tearing, cutting and tracing activities
- Draws patterns: up and down movements (zig-zags), circle patterns, vertical and horizontal patterns
- Traces over, copies and writes own name from template where the correct starting point and writing direction of individual letters are indicated

Development of letter formation in formal handwriting lessons

Align the order of teaching of the lower case letters to the phonics programme. Model correct letter formation and directionality. Children practise 2 letters per week, copying from writing strips. Check that children use the correct pencil grip. Use blank paper or unlined A4 jotters for written recording. Align the order of teaching the lower case letters to the phonics programme. Where possible, introduce the tracing and copying of the entire alphabet from the very beginning of the year, using alphabet strips where the correct starting points and writing direction are indicated.

- Forms lower case letters correctly (2 vowels and at least 6 consonants, e.g. l, o, h, m, a, b, t, c)
- Copies and writes own name, short words and sentences from labels, posters, chalkboard etc.
- Begins to express written recording with drawings, letters, numbers, words and simple sentences

Shared, Group and Independent Writing

Whole class / small group / individual writing sessions three times a week for 15 minutes building on and linking to the Shared Reading, discussions and personal experiences

- Draws pictures to convey a message. For example, about a personal experience
- Writes a caption for a drawing or picture
- Writes words using letter sounds learnt
- Copies one sentence of news from the board/chart correctly
- Contributes ideas in Shared Writing for a class story recorded by the teacher on charts to create new texts for reading and display in the classroom reading corner

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Draws with wax crayons
- Develops directionality: left to right and top to bottom, draws straight lines, join dots, clockwise and anti clockwise formations
- Traces over, copies and writes own name from template where the correct starting points and writing direction are indicated
- Copies and writes own name, short words and sentences from labels, posters, chalkboard etc.
- Begins to express written recording with drawings, letters, numbers, words and simple sentences

Formal Assessment Activity 1:

Handwriting

- Practises holding and manipulating crayon and pencil
- Draws patterns: up and down movements [zig-zags], circle patterns, vertical and horizontal patterns
- Forms lower case letters correctly: 2 vowels and at least 6 consonants - l, o, h, m, a, b, t, c
- Copies and writes own name, short words and sentences from labels, poster, chalkboard etc.

Suggestions for Informal Assessment Activities

Writing

- Draws pictures to convey a message. For example, about a personal experience
- Writes a caption for a drawing or picture
- Writes words using letter sounds learnt
- Copies one sentence of news from the board/chart correctly
- Contributes ideas in Shared Writing for a class story recorded by the teacher on charts to create new texts for reading and display in the classroom reading corner

Formal Assessment Activity 1:

Writing

- Draws pictures to convey a message. For example, about a personal experience
- Writes a caption for a drawing or picture
- Copies one sentence of news from the board/chart correctly

GRADE 1 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time**: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Listens without interrupting, taking turns to speak in whole class and group sessions
- Talks about personal experiences. For example, tells news using correct sequence
- Joins in the choruses of songs, stories, rhymes
- Says poems and rhymes and does the actions
- Identifies part from the whole such as parts of a bicycle, plant

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Listens to instructions (group and daily routines) and responds appropriately
- Passes on messages
- Listens to stories with interest, drawing a picture to show understanding
- Answers closed and open-ended questions

Weeks 6 - 10

- Describes objects in terms of age, direction, sequence using correct vocabulary
- Listens to stories and identifies the main idea
- Sequences pictures of a story
- Participates in classroom discussions
- Asks questions related to stories told and read
- Understands and uses appropriate language of different subjects

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/or practical)

- Listens without interrupting, taking turns to speak in whole class and group sessions
- Talks about personal experiences. For example, tells news using correct sequence
- Joins in the choruses of songs, stories, rhymes
- Listens to instructions (group and daily routines) and responds appropriately
- Participates in classroom discussions
- Asks questions related to stories told and read
- Understands and uses appropriate language of different subjects

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Talks about personal experiences. For example, tells news using correct sequence

- Listens to stories with interest, drawing a picture to show understanding
- Answers closed and open-ended questions

Formal Assessment Activity 2:

Listening and Speaking (oral and/ or practical)

- Describes objects in terms of age, direction, sequence using correct vocabulary
- Listens to stories and identifies the main idea
- Sequences pictures of a story

GRADE 1 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Daily Phonemic Awareness/ Phonic Activities of 15 minutes

Teach the remainder of the single letters (3 vowels and 13 consonants) by the end of the term, continue with phonemic awareness and word building activities

- Distinguishes aurally between different beginning and end sounds of words
- Identifies letter-sound relationships of most single letters
- Participates in whole class phonemic awareness activities: blending sounds [*h-op* into *hop*]; segmenting words [*hop* into *h-o-p*]; consonant and vowel substitution *word* play *[r*eplace the 'h' in *hop* w*ith* 'm' *to mak*e *mop]*
- Builds words using sounds learnt (*-at,* -et, *-it,* -ot, -ut, -ag, -eg, -i*g,* -o*g,* -ug, *-an,* -en*, -i*n, -un -am - at least two word families per week)
- Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable), e.g. h-en, p-en; t-in, p-in, identifying the rhymes
- Groups common words into sound families, e.g. hot, hop, hob
- Reads phonic words in sentences and other texts

Daily Reading Activities: Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.

When reading, model the use of phonic decoding skills and other strategies that include context clues and structural analysis. Refer to the Five Finger Strategy. Start teaching children this process when they meet unknown words.

- Reads big books or other enlarged texts as a whole class with teacher
- Uses pictures to predict what the story is about
- Interprets pictures to make up own story, that is, 'reads' the pictures
- Uses clues and pictures in the text for understanding
- Discusses the story, identifying the main idea in the text, the main characters etc.
- Answers a wide variety of types of questions based on the texts read including higher order type questions
- Discusses the use of capital letters and full stops

Group Guided Reading

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

The teacher works with same-ability groups of children, matching children to texts at the instructional level. Graded reading schemes will mostly be used.

Teach children to monitor themselves when reading, both in the area of word recognition and comprehension. (Children are taught to ask: 'Does it sound right?', 'Does it look right?' and 'Does it make sense?') Model the process in Shared Reading and apply it in Guided Reading with support.

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story

- Uses phonics, context clues and sight words when reading
- Begins to monitor self when reading, both in the area of word recognition and comprehension
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

Paired/Independent Reading (twice a week in Language focus time)

Introduce Paired/Independent reading. Select texts that are at the independent reading level of the child (simpler than those used in Shared Reading with more than 95% word recognition accuracy when reading the text)

- Reads to a partner from prepared or known texts to develop fluency
- Rereads familiar texts such as those read in Shared Reading sessions

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics: (oral and/or practical)

- Identifies letter-sound relationships of all single sounds
- Participates in whole class phonemic awareness activities: blending sounds [*h-op* into *hop*];

segmenting words [*hop* into *h-o-p*]; consonant and vowel substitution word play [replace the 'h' in *hop* by 'm' to make *mop*]

- Builds words using sounds learnt (e.g. -at, -et, -it, -ot, -ut, -ag, e.g. -ig, -og, -ug, -an, -en, -in,-un, -am - at least two word families per week)
- Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) , e.g. h-en, p-en; t-in, p-in, identifying the rhymes
- Groups common words into sound families such as hot, hop, hob
- Reads phonic words in sentences and other texts

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Distinguishes aurally between different beginning and end sounds of words
- Identifies letter-sound relationships of most single letters
- Builds words using sounds learnt (e.g. -at, -et, -it, -ot, -ut, -ag, e.g., -ig, -og, -ug, -an, -en, -in, -un, -am - at least two word families per week)

Formal Assessment Activity 2:

Phonics (oral and/ or practical and/or written)

- Identifies letter-sound relationships of most single letters
- Builds words using sounds learnt (e.g. -at, -et, -it, -ot, -ut, -ag, e.g. -ig, -og, -ug, -an, -en, -in, -un, -am - at least two word families per week
- Groups common words into sound families (e.g. hot, hop, hob)

Suggestions for Informal Assessment Activities :

Reading (oral and/or practical)

Shared Reading

- Reads with the whole class big books or other enlarged texts
- Uses clues and pictures in the text for understanding
- Discusses the story, identifying the main idea in the text, the main characters etc.
- Answers a wide variety of types of questions based on the texts read including higher order type questions
- Discusses the use of capital letters and full stops

Group Guided Reading:

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Begins to monitor self when reading, both word recognition and comprehension

Paired/Independent Reading

- Reads to a partner from prepared or known texts to develop fluency
- Rereads familiar texts such as those read in Shared Reading sessions

Formal Assessment Activity 1:

Reading (oral and/ or practical)

Shared Reading

- Reads with the whole class big books or other enlarged texts
- Uses pictures to predict what the story is about
- Uses clues and pictures in the text for understanding
- Discusses the story, identifying the main idea in the text, the main characters etc.

Group Guided Reading

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Uses phonics, context clues and sight words when reading

Formal Assessment Activity 2:

Reading (oral and/ or practical)

Shared Reading

- Reads with the whole class big books or other enlarged texts
- Interprets pictures to make up own story, that is, 'reads' the pictures
- Uses clues and pictures in the text for understanding
- Answers a wide variety of types of questions based on the texts read including higher order type questions

Group Guided Reading

- Reads both silently and out loud from own book in a guided reading group with teacher, that is, whole group works on the same story
- Uses phonics, context clues and sight words when reading

GRADE 1 HOME LANGUAGE ENGLISH REQUIREMENTS PER TERM	
TERM 2	
WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal lessons four times a week of 15 minutes

Development of letter formation in formal handwriting lessons

Align the order of teaching of the lower case letters to the phonics programme. Model correct letter formation and directionality. Child practises 2 letters per week, copying from writing strips so that, by the end of the term at least 20 lower case letters have been taught. Demonstrate the correct spacing of letters in a word and words in a sentence. Towards the end of the term introduce the formation of frequently used capital letters (*A, C, H, I, T, W*). Use blank paper or A4 unlined / 17 mm lined jotters for written recording.

- Holds pencil and crayon correctly
- Forms at least 20 lower case letters correctly according to size and position, that is, starts and ends in the correct place
- Forms some frequently used capital letters correctly (e.g. A, C, H, I, T, W)
- Writes words with correct spacing
- Writes and copies short, simple sentences from writing strip, chalkboard

In addition, continue activities that strengthen fine muscles and develop fine and gross motor skills and eye-hand co-ordination. Ensure that children use the correct sitting position when they write.

Shared, Group and Independent Writing

Whole class / small group / individual writing sessions three times a week for 15 minutes building on and linking to the Shared Reading, discussions and personal experiences. Provide sentence starters and other support so that children can begin writing their own news etc. Introduce the use of a personal dictionary.

- Draws pictures to convey a message, adding a label or caption. For example, about a personal experience
- Writes words using sounds learnt
- Writes one sentence of own news or shared writing
- Compiles a list of words according to instructions such as food
- Contributes ideas for a class story (Shared Writing)
- Writes and illustrates a caption or short sentence on a topic to contribute to a book for the reading corner
- Begins to build own word bank and personal dictionary using initial letter of words such as ant, book, cat
- Writes sentences using words containing the phonic sounds already taught

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Holds pencil and crayon correctly
- Forms some frequently used capital letters correctly (e.g. A, C, H, I, T, W)
- Writes words with correct spacing
- Writes and copies short, simple sentences from writing strip, chalkboard

Formal Assessment Activity 1:

Handwriting

- Holds pencil and crayon correctly
- Forms at least 20 lower case letters correctly according to size and position, that is, starts and ends in the correct place

Formal Assessment Activity 2:

Handwriting

- Forms at least 20 lower case letters correctly according to size and position i.e. starts and ends in the correct place
- Forms some frequently used capital letters correctly (e.g. A, C, H, I, T, W)
- Writes words with correct spacing

Suggestions for Informal Assessment Activities :

Writing

- Writes sentences using words containing the phonic sounds already taught
- Writes one sentence of own news or shared writing
- Compiles a list of words according to instructions such as food
- Contributes ideas for a class story (Shared Writing)
- Begins to build own word bank and personal dictionary using initial letter of words (e.g. ant, book, cat)

Formal Assessment Activity 1:

Writing

- Draws pictures to convey a message, adding a label or caption, e.g. about a personal experience
- Writes sentences using words containing the phonic sounds already taught
- Contributes ideas for a class story (Shared Writing).

Formal Assessment Activity 2:

Writing

- Draws pictures to convey a message, adding a label or caption, e.g. about a personal experience
- Writes one sentence of own news or shared writing
- Compiles a list of words according to instructions such as a list of words related to transport

GRADE 1 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time**: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of language and other subjects

- Listens to instructions and announcements and responds appropriately
- Listens without interrupting showing respect for the speaker
- Talks about personal experiences such as tells news using the correct sequence
- Says poems and rhymes and does the actions
- Understands and uses appropriate language of different subjects

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Listens to a story with interest and enjoyment, drawing a picture and writing a caption about it
- Sequences pictures of a story and matches captions with the pictures
- Role plays different situations, using appropriate language
- Participates in discussions, asking and answering questions

Weeks 6 - 10

- Listens for the detail in stories and answers open-ended questions
- Identifies similarities and differences using correct vocabulary
- Uses an ever-increasing vocabulary when speaking

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/ or practical)

- Listens without interrupting, showing respect for the speaker
- Says poems and rhymes and does the actions
- Listens to a story with interest and enjoyment, drawing a picture and writing a caption about it
- Role plays different situations, using appropriate language
- Participates in discussions, asking and answering questions

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Talks about personal experiences such as tells news using the correct sequence
- Says poems and rhymes and does the actions
- Sequences pictures of a story and matches captions with the pictures

Formal Assessment Activity 2:

Listening and Speaking (oral and/ or practical)

- Listens to instructions and announcements and responds appropriately
- Talks about personal experiences such as tells news using the correct sequence
- Listens for the detail in stories and answers open-ended questions

GRADE 1 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Daily Phonic Activities of 15 minutes:

Revise the single letters and introduce common consonant blends and consonant digraphs. Continue word building activities.

- Identifies letter-sound relationships of all single letters
- Revises word families using short vowel sounds learnt
- Builds 3-letter words using all single letters
- Uses consonant blends to build up and break down words (e.g. r and l blends- bl-ack, fl-op, sl-ip etc.)
- Recognises common consonant digraphs (sh, ch and th) at the beginning of a word (e.g. sh-ip, ch-ip, th-ink)
- Groups common words into sound families
- Reads phonic words in sentences and other texts

Daily Reading Activities: Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.

Demonstrate the Five Finger Strategy in Shared Reading and encourage children to use it in Guided and Independent Reading.

- Reads big books or other enlarged texts as a whole class with teacher
- Identifies the sequence of events and the setting of the story
- Uses cover of book to predict ending and storyline
- Recognises cause and effect in a story (e.g. The boy fell off his bike **because** he rode too quickly down the steep hill.)
- Answers higher order questions based on the passage read (e.g. "*Do you think…?" "Why did…?")*
- Gives an opinion on what was read
- Interprets information from posters, pictures and simple tables (e.g. calendar)

Group Guided Reading

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Uses phonics, context clues, and structural analysis and sight words when reading
- Monitors self when reading, both in the area of word recognition and comprehension
- Reads with increasing fluency and expression
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

Paired/Independent Reading (three times a week)

- Reads aloud to a partner
- Reads own and others writing
- Reads books read in Shared Reading sessions and books from the classroom reading corner

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics: (oral and/or practical)

- Identifies letter-sound relationships of all single letters
- Uses consonant blends to build up and break down words (r and l blends, e.g. bl-ack, fl-op, sl-ip etc.)
- Recognises common consonant digraphs (sh, ch and th) at the beginning of a word (e.g. sh-ip, ch-ip, th-ink)
- Reads phonic words in sentences and other texts

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Identifies letter-sound relationships of all single letters
- Revises word families using short vowel sounds learnt (e.g. bus, mum, run, hip, hop etc.)
- Builds 3-letter words using all single letters
- Uses consonant blends to build up and break down words (e.g. r blends - cr-ack, dr-op, tr-ip etc.)

Formal Assessment Activity 2:

Phonics (oral and/ or practical and/or written)

- Builds 3-letter words using all single letters
- Uses consonant blends to build up and break down words (e.g. l blends - bl-ack, fl-op, sl-ip)
- Recognises common consonant digraphs (sh, ch and th) at the beginning of a word (e.g. sh-ip, ch-ip, th-ink)
- Groups common words into sound families

Suggestions for Informal Assessment Activities :

Reading (oral and/or practical)

Shared Reading

- Reads big books or other enlarged texts as a whole class with teacher
- Answers higher order questions based on the passage read (e.g. "*Do you think…?" "Why did…?")*
- Gives an opinion on what was read
- Recognises cause and effect in a story (e.g. The boy fell off his bike **because** he rode too quickly down the steep hill)

Group Guided Reading

- Monitors self when reading, both word recognition and comprehension.

Paired/Independent reading

- Reads books read in Shared Reading sessions and books from the classroom reading corner

Formal Assessment Activity 1:

Reading (oral and/ or practical)

Shared Reading

- Reads big books or other enlarged texts as a whole class with teacher
- Identifies the sequence of events and the setting of the story
- Uses cover of book to predict ending and storyline

Group Guided Reading

- Reads both silently and out loud from own book in a guided reading group with teacher i.e. whole group works on the same story
- Uses phonics, context clues, and structural analysis and sight words when reading

Formal Assessment Activity 2:

Reading (oral and/ or practical)

Shared Reading

- Reads big books or other enlarged texts as a whole class with teacher
- Identifies the sequence of events and the setting of the story
- Answers higher order questions based on the passage read (e.g. "*Do you think…?" "Why did…?")*
- Interprets information from posters, pictures and simple tables such as calendar

Group Guided Reading

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Reads with increasing fluency and expression

Paired/Independent reading

- Reads aloud to a partner

GRADE 1 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal Lessons four times a week of 15 minutes

Revise the formation of lower case letters and continue to teach the capital letters and the numerals. Demonstrate the correct spacing of letters in a word and words in a sentence.

- Holds pencil and crayon correctly
- Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically
- Forms frequently used upper case letters correctly (e.g. B, D, E, F, G, L, M, N, O, P, R, S, and Y)
- Forms numerals correctly
- Copies and writes words with correct spacing
- Copies and writes short sentences correctly

Shared, Group and Independent Writing:

Whole class / small group / individual writing sessions three times a week for 15 minutes building on and linking to the Shared Reading, discussions and personal experiences.

Demonstrate the writing process (drafting, editing, writing and publishing) during Shared Writing. Model the use of correct punctuation and writing in the past tense. Provide additional support to those children who still cannot write a sentence of own news.

- Writes a message on a card such as a get well card
- Writes words to form a sentence using sounds learnt and common sight words
- Writes at least two sentences of own news or shared writing using the past tense
- Begins to use capital letters and full stops, including capital letters for names
- With help uses nouns and pronouns (I, you, she, he, it) correctly in writing
- Contributes ideas and words for a class story in Shared Writing sessions
- Writes and illustrates a short sentence on a topic to contribute to a book for the reading corner
- Builds own word bank and personal dictionary using initial letter of word such as cat, dog, eat

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Holds pencil and crayon correctly

Formal Assessment Activity 1:

Handwriting

- Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically
- Forms numerals correctly
- Copies and writes words with correct spacing

Formal Assessment Activity 2:

Handwriting

- Forms frequently used upper case letters correctly
- Copies and writes short sentences correctly

Suggestions for Informal Assessment Activities :

Writing:

- Writes words to form a sentence using sounds learnt and common sight words
- Begins to use capital letters and full stops, including capital letters for names
- Builds own word bank and personal dictionary using initial letter of word such as cat, dog, eat

Formal Assessment Activity 1:

Writing

- Writes words to form a sentence using sounds learnt and common sight words
- With help uses nouns and pronouns (I, you, she, he, it) correctly in writing
- Contributes ideas and words for a class story in Shared Writing Session

Formal Assessment Activity 2:

Writing

- Writes a message on a card such as a get well card
- Writes at least two sentences of own news or shared writing using the past tense
- Begins to use capital letters and full stops, including capital letters for names
- With help uses nouns and pronouns (I, you, she, he, it) correctly in writing

GRADE 1 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 50 minutes per week **Maximum Time**: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of language and other subjects

- Listens without interrupting, taking turns to speak and asking questions for clarification.
- Talks about personal experiences and feelings such as tells news
- Listens to stories and expresses feelings about the story
- Uses terms such as sentence, capital letter, full stop

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively
- Participates in discussions, reporting back on behalf of the group
- Uses simple strategies for finding information. For example, carries out a survey on how children come to school
- Classifies information. For example, by using loose pictures

Weeks 6 - 10

- Listens to instructions and announcements and responds appropriately
- Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice
- Answers closed and open-ended questions

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/or practical)

- Listens without interrupting, taking turns to speak and asking questions for clarification
- Listens to stories and expresses feelings about the story
- Uses terms such as sentence, capital letter, full stop
- Participates in discussions, reporting back on behalf of the group

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Talks about personal experiences and feelings (e.g. tells news)
- Listens to instructions and announcements and responds appropriately
- Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice
- Answers closed and open-ended questions

GRADE 1 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Daily Phonic Activities of 15 minutes

Introduce new consonant blends. Continue word building and aural recognition activities.

- Revises common consonant digraphs (sh, ch and th) at the beginning of a word. For example, sh-ip, ch-ip, th-in
- Recognises common consonant digraphs (sh, ch and th) at the end of a word. For example, fi-sh, mu-ch, wi-th
- Uses consonant blends to build up and break down words. For example, sp-o-t, fr-o-g, dr-i-nk, st-i-ck
- Builds words using sounds learnt
- Groups common words into sound families
- Recognises plurals ('s' and 'es')
- Reads phonic words in sentences and other texts
- Learns to spell ten words a week taken from phonics lessons

Daily Reading Activities: Group Guided Reading (two groups per day) and two to three Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.

- Reads as a whole class with teacher big books or other enlarged texts
- Uses book cover to predict what the book is about
- Identifies the initial problem in a story that sets the story in motion. In the story of the *Three Bears* the problem is the morning porridge is too hot and the bears leave their house and go for a walk
- Uses clues and pictures in the book for understanding
- Identifies the sequence of events in what was read
- Recognises cause and effect in a story. The girl got into trouble **because** she broke a window
- Answers open-ended questions based on the passage read
- Interprets information from posters

Group Guided Reading

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Uses phonics, context clues, structural analysis and sight words when reading
- Reads with increasing fluency and expression
- Monitors self when reading, both word recognition and comprehension
- Shows an understanding of punctuation when reading aloud
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

Paired/Independent Reading (three times a week)

Use books from Shared Reading sessions, simple picture story books and books from the reading corner as well as own writing.

- Reads own writing, starting to correct errors
- Reads books read in Shared Reading sessions and books from the classroom reading corner

ASSESSMENT

Suggestions for Formal Assessment Activities :

Phonics: (oral and/or practical)

- Recognises plurals (e.g. 's' and 'es')
- Revises common consonant digraphs (sh, ch and th) at the beginning of a word (sh-ip, ch-ip, th-in)
- Reads phonic words in sentences and other texts

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Recognises common consonant digraphs (sh, ch and th) at the end of a word (fi-sh, mu-ch, wi-th)
- Uses consonant blends to build up and break down words (sp-o-t, fr-o-g, dr-i-nk, st-i-ck)
- Builds words using sounds learnt
- Groups common words into sound families

Suggestions for Informal Assessment Activities :

Reading (oral and/or practical)

Shared Reading

- Uses book cover to predict what the book is about
- Identifies the initial problem in a story that sets the story in motion
- Uses clues and pictures in the book for understanding
- Interprets information from posters

Group Guided Reading

- Uses phonics, context clues, structural analysis and sight words when reading
- Monitors self when reading, both word recognition and comprehension
- Shows an understanding of punctuation when reading aloud

Paired/Independent reading

- Reads own writing, starting to correct errors

Formal Assessment Activity 1:

Reading (oral and/ or practical)

Shared Reading

- Reads big books or other enlarged texts as a whole class with teacher
- Identifies the sequence of events in what was read
- Recognises cause and effect in a story. The girl got into trouble **because** she broke a window
- Answers open-ended questions based on the passage read

Group Guided Reading

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Uses phonics, context clues, structural analysis and sight words when reading
- Reads with increasing fluency and expression

Paired/Independent reading

- Reads books read in Shared Reading sessions and books from the classroom reading corner

GRADE 1 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal lessons four times a week of 15 minutes

Revise the formation of lower and upper case letters. Continue to teach the correct spacing of letters in a word and words in a sentence as children copy words and sentences from the chalkboard and from sentence strips.

- Holds pencil and crayon correctly
- Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place
- Copies and writes words with correct spacing
- Copies and writes a sentence correctly

Shared, Group and Independent Writing

Whole class / small group / individual writing sessions three times a week for 15 minutes building on and linking to the Shared Reading, discussions and personal experiences. Use the Shared Writing activities to also model the use of correct punctuation, spelling and grammar (tenses, plurals, prepositions).

- Contributes ideas for and helps to revise a class/group story (Shared Writing)
- Discusses with classmates ideas for writing
- Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters and full stops
- Writes and illustrates sentences on a topic to contribute to a book for the reading corner
- Spells common words correctly
- Begins to use present and past tense correctly in writing
- Forms the plurals of familiar words by adding ‘s’ or ‘es’
- Uses prepositions correctly
- Builds own word bank and personal dictionary using initial letter of word. For example, far, good, hat
- Organises information into a simple graphic form such as chart or timeline, e.g. uses a chart to record the results of a survey on how children come to school

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Holds pencil and crayon correctly
- Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place
- Copies and writes a sentence correctly

Formal Assessment Activity 1:

Handwriting

- Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place
- Copies and writes words with correct spacing
- Copies and writes a sentence correctly

Suggestions for Informal Assessment Activities :

Writing

- Contributes ideas for and helps to revise a class/group story (Shared Writing)
- Discusses with classmates ideas for writing
- Builds own word bank and personal dictionary using initial letter of word. For example, far, good, hat

Formal Assessment Activity 1:

Writing

- Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters and full stops
- Spells common words correctly
- Begins to use present and past tense correctly in writing
- Forms the plurals of familiar words by adding ‘s’ or ‘es’
- Uses prepositions correctly
- Organises information into a simple graphic form using a chart or timeline, e.g., uses a chart to record the results of a survey on how children come to school

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

LISTENING AND SPEAKING

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc.
- Story board pieces, jig-saws, tangrams and matching puzzles
- Pictures to sequence
- Improvised costumes for role-play
- Musical instruments (tambourine, percussion sets etc.)
- CD s or tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/ DVDs
- Storybooks and oral stories
- Poems, songs and rhymes

READING AND PHONICS

- Pictures and posters
- Phonic wall charts
- Logos and relevant examples of environmental print such as shopping bags, brand names on packaging etc.
- Graded reading scheme/s
- Big books - some produced in Shared Writing sessions
- Nursery rhymes, poems and songs
- Other enlarged texts such as poems, songs, rhymes etc.
- Story books and picture books for the reading corner
- Short ‘fun’ books with 1-2 sentences on a page for the reading corner
- Flash card labels for classroom items, displays and for sight words
- Name cards for children
- Pointers to use when reading enlarged texts, wall stories, displays

WRITING AND HANDWRITING

- Apparatus and materials for hand-eye co-ordination activities: balls of various sizes, hoops, bean bags, scissors, plasticine or play dough, pegboards and pegs, beads and laces, lacing cards and laces, nuts and bolts, clothes pegs, sand tray)
- Writing materials, e.g., pencils, coloured pencils, wax crayons, paint, paintbrushes, blank paper in various sizes (A3, A4, A5), ruler, eraser, blank jotters, 17mm lined jotters
- Writing and sentence strips or charts (desk sized) indicating starting points and correct direction of movement when writing letters
- Flipchart paper and thick Koki pens
- Personal dictionaries

3.3 GRADE 2

GRADE 2 HOME LANGUAGE ENGLISH REQUIREMENTS PER TERM	
TERM 1	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time:** 1 hour per week
CONTENT/CONCEPTS/SKILLS ***Daily / Weekly activities in all areas of Language and other subjects*** • Listens without interrupting, showing respect for the speaker • Takes turns to speak • Talks about personal experiences. For example, tells personal news • Uses correct words for the context such as an invitation • Suggests solutions to a problem especially during Mathematics ***Twice weekly focussed listening and speaking activities*** *Weeks 1 - 5* • Listens to a story with enjoyment and answers questions related to the story • Repeats a sequence of events in the story correctly • Listens to instructions containing at least two parts and responds appropriately *Weeks 6 - 10* • Tells a story that has a beginning, middle and end • Participates in discussions, asking and answering questions and suggesting ideas	
ASSESSMENT **Suggestions for Informal Assessment Activities :** **Listening and Speaking: (oral and/or practical)** • Repeats a sequence of events in the story correctly • Participates in discussions, asking and answering questions and suggesting ideas **Formal Assessment Activity 1:** **Listening and Speaking (oral and/ or practical)** • Talks about personal experiences. For example, tells personal news • Listens to instructions containing at least two parts and responds appropriately • Listens to a story with enjoyment and answers questions related to the story • Tells a story that has a beginning, middle and end	

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Daily Phonic Activities of 15 minutes:

Revise the single letters and consonant digraphs taught in Grade 1. Introduce common vowel digraphs. Simultaneously work on word building and aural recognition activities. Use opportunities to revise the phonics being taught in other Language activities, for example in Shared Reading and Shared Writing.

- Identifies letter-sound relationships of all single letters
- Revises word families with short vowel sounds: -at ,-ag, -am, -it, etc.
- Revises common consonant digraphs: sh, ch, th
- Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at, etc.
- Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng
- Revises common consonant digraphs (sh, ch, th) at the end of words such as fi-sh, ri-ch, clo-th
- Recognises vowel digraphs such as 'oo' as in moon and 'ee' as in tree
- Recognises rhyming words such as rack, sack, back, lack, pack
- Builds 3 and 4-letter words using the single letters and digraphs taught this term
- Reads words from phonics lessons in sentences and other texts
- Learns to spell ten words a week taken from phonics lessons

Daily Reading Activities

Group guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.

Each session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels (e.g. literal, reorganisation, inferential, evaluation and appreciation). Model the use of phonic decoding skills when reading and other strategies that include context clues and structural analysis.

Model the five finger strategy where each finger represents a strategy the reader can use to systematically figure out how to read an unknown word and its meaning.

- Reads simple instructions in the classroom
- Interprets pictures and other print media such as a photograph or an advertisement, to make up own story. 'Reads' the photograph or advertisement
- Reads books as a whole class with teacher (shared reading) and describes the main ideas
- Uses visual cues to predict what the story is about: the cover of the book, illustrations in the book
- Expresses a personal response to a text read
- Identifies key details in what was read such as the sequence of events
- Answers higher order questions before, during and after reading a shared text: . "*What would happen if…"*

Group Guided Reading

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

The teacher works with same-ability groups of children, matching children to texts at the instructional level (word recognition between 90 - 95% accuracy). Graded reading schemes will mostly be used.

- Reads both silently and aloud at own level in a Guided Reading group with teacher, that is, whole group reads same story based on the instructional reading level of the group
- Uses pictures in text for understanding
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

Paired/Independent Reading (three times a week)

Introduce Paired/Independent reading. Select texts that are known or are at the independent reading level of the child (simpler than those used in shared reading with more than 95% word recognition accuracy when reading the text)

- Reads independently: picture books, poetry cards, story books from the library or classroom reading corner

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics (oral and/or practical)

- Revises word families with short vowel sounds: -at, -ag, -am, -it etc.
- Recognises rhyming words: rack, sack, back, lack, pack
- Builds 3 and 4-letter words using the single letters and digraphs taught this term
- Reads words from phonics lessons in sentences and other texts

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Identifies letter-sound relationships of all single letters
- Revises common consonant digraphs (sh, ch, th)
- Recognises ‘wh’ at the beginning of a word such as wh-en, wh-y, wh-at etc.
- Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng
- Revises common consonant digraphs (sh, ch, th) at the end of words such as fi-sh, ri-ch, clo-th
- Recognises vowel digraphs such as ‘oo’ as in moon and ‘ee’ as in tree

Suggestions for Informal Assessment Activities :

Reading (oral and/or practical)

Shared Reading

- Reads simple instructions in the classroom
- Interprets pictures and other print media such as a photograph or an advertisement, to make up own story. ‘Reads’ the photograph or advertisement
- Reads books as a whole class with teacher (shared reading) and describes the main ideas
- Uses visual cues i.e. the cover of a book to predict what the story is about, expressing a personal response
- Identifies key details in what was read such as the sequence of events
- Answers higher order questions before, during and after reading a shared text: “*What would happen if…”*

Group Guided Reading

- Reads both silently and aloud at own level in a Guided Reading group with teacher, that is, whole group reads same story based on the instructional reading level of the group
- Uses pictures in text for understanding
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud

Formal Assessment Activity 1:

Reading (oral and/ or practical)

Shared Reading

- Interprets pictures and other print media such as a photograph or an advertisement, to make up own story. 'Reads' the photograph or advertisement
- Reads books as a whole class with teacher (shared reading) and describes the main ideas
- Uses visual cues i.e. the cover of a book to predict what the story is about, expressing a personal response
- Identifies key details in what was read such as the sequence of events

Group Guided Reading

- Reads aloud at own level in a Guided Reading group with teacher, that is, the whole group reads same story based on the instructional reading level of the group
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**:1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal lessons three times a week of 15 minutes

Revise the formation of lower and upper case letters, the correct spacing of letters in a word and words in a sentence. Children copy words and sentences from the chalkboard and from sentence strips.

- Holds pencil and positions writing materials (book/page) correctly
- Forms 26 lower and upper case letters correctly: directionality, formation and spacing within lines
- Writes words with correct spacing between letters and words
- Copies and writes two or more sentences legibly and correctly
- Writes and uses punctuation marks (full stops, question marks, commas, exclamation marks)

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes building on and linking to the Shared Reading. Use the Shared Writing activities to also model the use of correct punctuation and spelling. Use sentence starters to assist children to write their own sentences. Introduce personal dictionaries.

- Draws pictures to convey a message such as about a personal experience
- Contributes ideas and words for a class story (Shared Writing)
- Writes a list using a comma to separate the items such as tasks for the day
- Writes at least three sentences of own news or creative story using sounds learned and common sight words, capital letters and full stops
- Writes and illustrates sentences (2 - 4 sentences) on a topic to contribute to a book for the classroom reading corner
- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as car, door

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Holds pencil and positions writing materials (book/page) correctly
- Forms 26 lower and upper case letters correctly: directionality, formation and spacing within lines
- Writes and uses punctuation marks: full stops, question marks, commas, exclamation marks
- Writes words with correct spacing between letters and words

Formal Assessment Activity 1:

Handwriting

- Forms 26 lower and upper case letters correctly - directionality, formation and spacing within lines
- Copies and writes two or more sentences legibly and correctly

Suggestions for Informal Assessment Activities :

Writing

- Writes a list using a comma to separate the items such as tasks for the day
- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills ; identifies correct page for noting words such as car, door

Formal Assessment Activity 1:

Writing

- Draws pictures to convey a message, e.g., about a personal experience
- Writes at least three sentences of own news or creative story using sounds learned and common sight words, capital letters and full stops
- Contributes ideas and words for a class story (Shared Writing)

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time**: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Listens without interrupting showing respect for the speaker
- Takes turns to talk, showing sensitivity to others and giving positive feedback
- Talks about personal experiences. For example, tells news without repetition
- Understands and uses appropriate language of different subjects such as language specific to Mathematics
- Suggests solutions to a problem especially during Mathematics

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Listens to stories for a longer period with enjoyment
- Expresses feelings about a story or poem
- Identifies similarities and differences
- Compares and classifies things explaining classification such as animals with 4 legs and those with 2 legs

Weeks 6 - 10

- Listens to more complex instructions and responds appropriately
- Listens to stories and poems and identifies the main idea, details and sequence of events
- Answers closed and open-ended questions and gives reasons for answers
- Responds to riddles and jokes
- Makes up own rhymes using imaginative language
- Participates in discussions and asks questions for clarity

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

- Listens without interrupting, showing respect for the speaker
- Takes turns to talk, showing sensitivity to others and giving positive feedback
- Identifies similarities and differences
- Compares and classifies things explaining classification (e.g. animals with 4 legs and those with 2 legs)

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Talks about personal experiences. For example, tells news without repetition
- Listens to stories for a longer period with enjoyment
- Expresses feelings about a story or poem

Formal Assessment Activity 2:

Listening and Speaking (oral and/ or practical)

- Listens to stories and poems and identifies the main idea, details and sequence of events
- Answers closed and open-ended questions and gives reasons for answers
- Participates in discussions and asks questions for clarity

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Daily Phonic Activities of 15 minutes

Introduce 3 new vowel digraphs, silent 'e' and 3-letter consonant blends. Continue word building and aural recognition activities. Ensure that children understand the words they are sounding and can use them to form meaningful sentences.

- Recognises 3-letter consonant blends at the beginning of words. For example str-ip, str-ap
- Recognises 3-letter consonant blends at the end of words For example. ca-tch, fe-tch, i-tch
- Recognises at least 3 new vowel digraphs For example 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in 'rain'
- Recognises 'silent e'/split digraph in words For example tape, time, note
- Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term.
- Reads words from phonics lessons in sentences and other texts
- Learns to spell ten words a week taken from phonics lessons

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.

Model the use of phonic decoding skills and other strategies that include context clues and structural analysis.

- Uses visual cues to identify the purpose of advertisements and the intended audience
- Reads book as a whole class with teacher (shared reading) and discusses cause-effect relations
- Identifies key details in what was read such as main characters and setting
- Reads well-known nursery rhymes, poems and songs as a whole class with teacher (shared reading) and discusses the different formats
- Answers higher order questions based on the text read. "How is the lion's behaviour different from that of the mouse?"
- Gives an opinion on what was read

Group Guided Reading

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

Teach children to monitor themselves when reading, both in the area of word recognition and comprehension. (Children taught to ask: 'Does it sound right?', 'Does it look right?' and 'Does it make sense?') Model the process in Shared Reading and apply it in Guided Reading with support.

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Begins to monitor self when reading, both recognition and comprehension
- Reads with increasing fluency and expression

- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

Paired/Independent Reading

Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher.

- Reads aloud to a partner
- Reads own and others' writing
- Reads independently texts such as comics and simple fiction books

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics: (oral and/or practical)

- Reads words from phonics lessons in sentences and other texts

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Recognises 3-letter consonant blends at the beginning of words. For example . str-ip, str-ap)
- Recognises 3-letter consonant blends at the end of words. For example ca-tch, fe-tch, i-tch)
- Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term

Formal Assessment Activity 2:

Phonics (oral and/ or practical and/or written)

- Recognises at least 3 new vowel digraphs. For example 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in 'rain'
- Recognises 'silent e'/split digraph in words . For example tape, time, note
- Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term

Suggestions for Informal Assessment Activities :

Reading: (oral and/or practical)

Shared Reading

- Uses visual cues to identify the purpose of advertisements and the intended audience
- Answers higher order questions based on the text read. "How is the lion's behaviour different from that of the mouse?"

Group Guided Reading

- Reads with increasing fluency and expression
- Begins to monitor self when reading, both word recognition and comprehension

Paired/Independent Reading

- Reads own and others' writing
- Reads independently texts such as comics and simple fiction books

Formal Assessment Activity 1:

Reading (oral and/ or practical)

Shared Reading

- Reads book as a whole class with teacher (shared reading) and discusses cause effect relations
- Identifies key details in what was read such as main characters and setting

Group Guided Reading

- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Reads with increasing fluency and expression

Paired/Independent Reading

- Reads independently texts such as comics and simple fiction books

Formal Assessment Activity 2:

Reading (oral and/ or practical)

Shared Reading

- Uses visual cues to identify the purpose of advertisements and the intended audience
- Reads book as a whole class with teacher (shared reading) and discusses cause effect relations
- Answers higher order questions based on the text read. “How is the lion’s behaviour different from that of the mouse?”
- Gives an opinion on what was read

Group Guided Reading

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading

Paired/Independent Reading

- Reads aloud to a partner

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal lessons three times a week of 15 minutes

Children use print script to copy and write longer and more varied pieces of writing neatly and correctly from a printed text.

- Writes in print script all capitals and lower case letters confidently and accurately
- Uses appropriate spacing between words in a sentence.
- Aligns writing properly on 17 mm ruled lines
- Copies and writes one paragraph of between 3 - 4 lines from a printed text (a story, a poem etc)
- Copies and writes different formats of writing (short invitations such as birthday; messages; lists etc)
- Draws patterns in preparation for a joined script or cursive writing
- Uses handwriting tools effectively: pencil, eraser, ruler

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the use of correct punctuation and spelling. Provide a writing frame to assist children to write their own stories.

- Participates in a discussion to choose a topic to write about
- Writes an expressive text such as a thank you card or letter using a given format
- Writes own story of at least one paragraph (at least five sentences) using a writing frame
- Writes one paragraph (at least five sentences) on personal experiences or events such as daily news
- Writes and illustrates sentences (4 - 6 sentences) on a topic to contribute to a book for the reading corner
- Uses the writing process (drafting, writing and editing)
- Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, question marks, exclamation marks)
- Begins to spell common words correctly
- Uses present and past tenses correctly
- Uses prepositions correctly
- Reads own writing to a partner
- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as far, granny, home

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Uses appropriate spacing between words in a sentence
- Aligns writing properly on 17 mm ruled lines
- Uses handwriting tools effectively: pencil, eraser, ruler

Formal Assessment Activity 1:

Handwriting

- Writes in print script all capitals and lower case letters confidently and accurately
- Copies and writes different formats of writing such as short birthday invitations, messages, lists etc.

Formal Assessment Activity 2:

Handwriting

- Writes in print script all capitals and lower case letters confidently and accurately
- Copies and writes one paragraph of between 3 - 4 lines from a printed text such as a story, a poem etc.

Suggestions for Informal Assessment Activities :

Writing:

- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as far, granny, home
- Begins to spell common words correctly

Formal Assessment Activity 1:

Writing

- Writes an expressive text such as a thank you card or letter
- Participates in a discussion to choose a topic to write about
- Writes own story of at least one paragraph (at least 5 sentences) using a writing frame
- Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, question marks, exclamation marks)

Formal Assessment Activity 2:

Writing

- Writes own story of at least one paragraph (at least five sentences) using a writing frame
- Writes one paragraph (at least five sentences) on personal experiences or events such as daily news
- Uses the writing process (drafting, writing, editing and publishing)
- Begins to spell common words correctly
- Uses present and past tenses correctly
- Reads own writing to a partner

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time**: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Listens without interrupting, showing respect for the speaker and asking questions for clarification
- Talks about personal experiences and more general news, e.g., tells news
- Uses an ever-increasing vocabulary when speaking
- Participates in discussions, asking and answering questions
- Suggests solutions to a problem especially during Mathematics

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Listens to a sequence of instructions and responds appropriately
- Listens to stories and predicts the ending, or makes up own ending for the story
- Tells simple stories varying tone and volume of voice

Weeks 6 - 10

- Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect
- Role plays different situations, e.g., takes on the role of news presenter
- Uses appropriate language with different people such as interviews different people
- Tells jokes and riddles using language imaginatively

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/or practical)

- Listens without interrupting showing respect for the speaker and asking questions for clarification
- Talks about personal experiences and more general news. For example, tells news
- Uses appropriate language with different people such as interviews different people
- Tells jokes and riddles using language imaginatively

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Talks about personal experiences and more general news. For example, tells news
- Uses an ever-increasing vocabulary when speaking
- Listens to stories and predicts the ending, or makes up own ending for the story
- Tells simple stories varying tone and volume of voice

Formal Assessment Activity 2:

Listening and Speaking (oral and/ or practical)

- Participates in discussions, asking and answering questions
- Listens to a sequence of instructions and responds appropriately
- Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect
- Role plays different situations, e.g., takes on the role of news presenter

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Daily Phonic Activities of 15 minutes:

Use consonant blends and digraphs to build up and break down words. Continue aural recognition activities (building up and breaking down words aurally and not visually) as this is an aid to spelling.

- Identifies letter-sound relationships of all single letters
- Uses consonant blends to build up and break down words
- Aurally revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words
- Revises common consonant digraphs (sh, ch, th) at the end of words (e.g. ca-sh, su-ch, mo-th)
- Recognises common double consonants such as ll, ss and zz) at the end of words such as do-ll, fu-ss, buzz
- Recognises the first sound (onset) and the last syllable (rime) in more complex patterns such as. dr-eam, cr-eam, scr-eam, str-eam
- Recognises vowel digraphs and diphthongs such as 'oy', 'oi', 'ay', 'ai'
- Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this year
- Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'
- Reads words from phonics lessons in sentences and other texts
- Learns to spell ten words a week taken from phonics lessons and sight words

Daily Reading Activities: Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week.

- Reads book as a whole class with teacher, identifying the sequence of events and the setting
- Uses the cover of a book for prediction
- Answers higher order questions based on the text read ("What would have happened if…?")
- Gives an opinion on what was read
- Identifies some synonyms and antonyms
- Interprets information from simple tables such as calendar

Group Guided Reading

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Monitors self when reading, both word recognition and comprehension.
- Reads with increasing fluency and expression
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

Paired/Independent reading

Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher.

- Reads aloud to a partner
- Reads own and others' writing
- Reads independently: short fiction books and poems
- Plays reading games and completes crosswords to reinforce reading and vocabulary skills such as bingo, track games

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics: (oral and/or practical)

- Identifies letter-sound relationships of all single letters
- Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this year
- Aurally revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words
- Reads words from phonics lessons in sentences and other texts

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Uses consonant blends to build up and break down words
- Revises common consonant digraphs (sh, ch, th) at the end of words such as. ca-sh, su-ch, mo-th
- Recognises common double consonants such as ll, ss and zz at the end of words. For example do-ll, fu-ss, buzz
- Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this term
- Groups common words into sound families. For example 'oy', 'oi', 'ay', 'ai'

Formal Assessment Activity 2:

Phonics (oral and/ or practical and/or written)

- Recognises the first sound (onset) and the last syllable (rime) in more complex patterns. For example dr-eam, cr-eam, scr-eam, str-eam
- Recognises vowel digraphs and diphthongs For example 'oy', 'oi', 'ay', 'ai'
- Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this year
- Groups common words into sound families such as. 'oy', 'oi', 'ay', 'ai'

Suggestions for Informal Assessment Activities :

Reading (oral and/or practical)

Shared Reading

- Answers higher order questions based on the text read. For example "What would have happened if…?"
- Monitors self when reading, both word recognition and comprehension
- Identifies some synonyms and antonyms

Group Guided Reading

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Reads with increasing fluency and expression

Paired/Independent reading

- Reads aloud to a partner
- Reads own and others' writing

Formal Assessment Activity 1:

Reading (oral and/ or practical)

Shared Reading

- Reads book as a whole class with teacher, identifying the sequence of events and the setting
- Uses the cover of a book for prediction
- Gives an opinion on what was read

Group Guided Reading:

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading

Formal Assessment Activity 2:

Reading (oral and/ or practical)

Shared Reading

- Reads book as a whole class with teacher, identifying the sequence of events and the setting
- Answers higher order questions based on the passage read. For example "What would have happened if…?"
- Interprets information from simple tables such as calendar

Group Guided Reading

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Reads with increasing fluency and expression

Paired/Independent reading

- Reads independently: short fiction books and poems

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal lessons three times a week of 15 minutes

Children continue to use print script in written recording but begin to learn a type of joined print script. The type of joined script or cursive writing will be informed by the school's handwriting policy/Provincial Policy

Maintenance of the print script

- Uses handwriting tools effectively: pencil, eraser, ruler
- Forms upper and lower case letters correctly and with greater speed and accuracy
- Maintains uniformity and alignment: size of lower case and upper case letters in a word
- Uses print script in all forms of written recording

Transition to a joined script or cursive writing

- Copies and writes writing patterns in joined script or cursive writing
- Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity)
- Copies and writes short words in joined script or cursive writing: 2 and 3 letter words such as an; am; at; it; in; on; of; he; we; us; be; so; see; can; our
- Recognises and reads short words written in the joined script or cursive writing

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the writing process (drafting, writing and publishing). Provide a writing frame to assist children to write their own stories.

- Participates in a discussion to choose a topic to write about
- Writes an expressive text such as get well card, post card etc.
- Drafts, writes and publishes own story of at least six sentences
- Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events
- Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses present, past and future tenses correctly
- Identifies and uses nouns and verbs correctly
- Identifies and uses pronouns correctly
- Reads and discusses own writing with a partner
- Builds own word bank and personal dictionary

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Uses handwriting tools effectively: pencil, eraser, ruler

Formal Assessment Activity 1:

Handwriting

Maintenance of the print script

- Forms upper and lower case letters correctly and with greater speed and accuracy

Transition to a joined script or cursive writing

- Copies and writes writing patterns in joined script or cursive writing
- Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity)

Formal Assessment Activity 2:

Handwriting

Transition to a joined script or cursive writing

- Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity)
- Copies and writes short words in joined script or cursive writing: 2 and 3 letter words such as an; am; at; it; in; on; of; he; we; us; be; so; see; can; our
- Recognises and reads short words written in the joined script or cursive writing

Suggestions for Informal Assessment Activities :

Writing:

- Builds own word bank and personal dictionary
- Identifies and uses nouns and verbs correctly

Formal Assessment Activity 1:

Writing

- Writes an expressive text such as get well card, post card etc.
- Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses present, past and future tenses correctly

Formal Assessment Activity 2:

Writing

- Participates in a discussion to choose a topic to write about
- Drafts, writes and publishes own story of at least six sentences and adds a suitable title
- Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written
- Identifies and uses pronouns correctly
- Reads and discusses own writing with a partne

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time**: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Listens without interrupting, asking questions for clarification and commenting on what was heard
- Talks about personal experiences and more general news. For example, tells news using descriptive language
- Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph when talking about own writing
- Understands and uses appropriate language of different subjects
- Suggests solutions to a problem especially during Mathematics

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Listens to a complex sequence of instructions and responds appropriately
- Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work
- Participates in playing word games such as I spy…
- Tells jokes and riddles using appropriate volume and intonation

Weeks 6 - 10

- Listens and responds to a speaker the child cannot see
- Listens for the detail in stories and answers higher-order questions, e.g., "Do you think he was right to…?"
- Answers open-ended questions and justifies answer, e.g., "Why do you say that?"
- Expresses feelings about a text and gives reasons, e.g., "It made me angry because…"

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/or practical)

- Listens without interrupting, asking questions for clarification and commenting on what was heard
- Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph when talking about own writing
- Suggests solutions to a problem especially during Mathematics
- Participates in playing word games such as I spy…
- Tells jokes and riddles using appropriate volume and intonation
- Answers open-ended questions and justifies answer, e.g., "Why do you say that?"

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Talks about personal experiences and more general news. For example, tells news using descriptive language
- Listens to a complex sequence of instructions and responds appropriately
- Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work
- Listens for the detail in stories and answers higher-order questions, e.g., "Do you think he was right to…?"
- Expresses feelings about a text and gives reasons, e.g., "It made me angry because…"

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Daily Phonic Activities of 15 minutes

Introduce new vowel digraphs, diphthongs and blends. Ensure that children understand the words they are sounding and can use them to form meaningful sentences. Guide children to use their phonic knowledge to spell unfamiliar words.

- Recognises at least 5 new vowel digraphs (e.g. 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc.)
- Recognises vowel digraphs and diphthongs (e.g. 'oa', 'oe', 'ow' as in 'cow' and 'ow' as in 'show')
- Recognises and uses suffixes (e.g. -ly, -ies)
- Revises 'silent e'/ split digraph in words (e.g. cake, time, hope)
- Builds words using the phonic sounds taught during the year
- Builds sentences using phonics vocabulary
- Reads words from phonics lessons in sentences and other texts
- Learns to spell ten words a week taken from phonics lessons and sight words
- Writes two short sentences dictated by teacher

Daily Reading Activities

Guided Reading (two groups per day) and two to three Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week.

- Reads poems and songs as a whole class with teacher (Shared Reading) and discusses the different formats and the poet's choice of words
- Reads fiction and non-fiction books as a whole class with teacher
- Answers higher order questions based on the text read, e.g., "In your opinion…"
- Expresses whether a story was liked and is able to justify the response, e.g., "I didn't enjoy the story because…"
- Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, e.g., "I preferred that magazine picture because this advert made me…"
- Recognises apostrophes in contractions showing both possession and contractions such as John's car, don't

Group Guided Reading

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

- Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, that is, whole group reads same text
- Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning
- Reads with increasing fluency and speed using correct pronunciation

- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both word recognition and comprehension
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

Paired/Independent reading:

Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher.

- Reads own and others' writing
- Reads aloud to a partner
- Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books
- Plays reading games such as reading dominoes, and completes crosswords to reinforce reading and vocabulary skills

ASSESSMENT

Suggestions for Formal Assessment Activities :

Phonics: (oral and/or practical)

- Recognises and uses suffixes such as -ly, -ies
- Revises 'silent e'/ split digraph in words such as cake, time, hope
- Builds sentences using phonics vocabulary
- Reads words from phonics lessons in sentences and other texts

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Recognises at least 5 new vowel digraphs. For example 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc.
- Recognises vowel digraphs and diphthongs. For example 'oa', 'oe', 'ow' as in 'cow' and 'ow' as in 'show')
- Builds words using the phonic sounds taught during the year

Suggestions for Informal Assessment Activities :

Reading: (oral and/or practical)

Shared Reading

- Answers higher order questions based on the text read, e.g., "In your opinion…?"
- Expresses whether a story was liked and is able to justify the response, e.g., "I didn't enjoy the story because…"

Group Guided Reading:

- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both word recognition and comprehension.

Paired/Independent reading

- Reads own and others' writing
- Reads aloud to a partner

Formal Assessment Activity 1:

Reading (oral and/ or practical)

Shared Reading

- Reads fiction and non-fiction books as a whole class with teacher
- Answers higher order questions based on the text read, e.g., “In your opinion…?”
- Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, e.g., “I preferred that magazine picture because this advert made me…”

Group Guided Reading

- Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, that is, whole group reads same text
- Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning
- Reads with increasing fluency and speed using correct pronunciation

Paired/Independent reading

- Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books

GRADE 2 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal Lessons three times a week of 15 minutes

Children continue to use print script in written recording but begin to learn a type of joined print script. The type of joined script or cursive writing will be informed by the school's handwriting policy/Provincial Policy

Maintenance of the print script

- Uses handwriting tools effectively: pencil, eraser, ruler
- Maintains the use of print script for written recording

Transition to a joined script or cursive writing

- Copies and writes at least two letters of joined script or cursive writing per week, completing all letters by the end of the term
- Copies and writes short words in joined script or cursive writing
- Copies and writes commonly used capital letters in joined script or cursive writing (e.g. A, E, H, I, M, O, S, T, W, Y.)
- Copies and writes short sentences in joined script or cursive writing

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes building on and linking to the Shared Reading. Use the Shared Writing activities to also model the use of correct punctuation, spelling and grammar (tenses, plurals, prepositions). Provide a frame to assist children to write a recipe and a framework to organise information into a chart or table. Model how to use a simple dictionary, explaining alphabetical order.

- Participates in a discussion and contributes ideas
- Experiments with words: writes a simple poem or song
- Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration
- Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'in the end'
- Organizes information in a chart or table
- Uses informational structures when writing such as writes recipes
- Sequences text by using words like 'first', 'next' and 'finally'
- Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses present, past and future tenses correctly
- Builds own word bank and personal dictionary
- Uses a dictionary to check on meanings and spellings of words

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

Maintenance of the print script

- Uses handwriting tools effectively: pencil, eraser, ruler
- Maintains the use of print script for written recording

Formal Assessment Activity 1:

Handwriting

Transition to a joined script or cursive writing

- Copies and writes at least two letters of joined script or cursive writing per week, completing all letters by the end of the term
- Copies and writes short words in joined script or cursive writing
- Copies and writes commonly used capital letters in joined script or cursive writing . A, E, H, I, M, O, S, T, W, Y
- Copies and writes short sentences in joined script or cursive writing

Suggestions for Informal Assessment Activities :

Writing:

- Experiments with words: writes a simple poem or song
- Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'in the end'
- Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses present, past and future tenses correctly
- Builds own word bank and personal dictionary

Formal Assessment Activity 1:

Writing

- Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration
- Organizes information in a chart or table
- Uses informational structures when writing such as writes recipes
- Sequences text by using words like 'first', 'next' and 'finally'
- Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses present, past and future tenses correctly

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

LISTENING AND SPEAKING

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc
- Story board pieces and jig-saw puzzles
- Pictures to sequence
- Improvised costumes for role-play and other oral activities
- Musical instruments (tambourine; percussion sets etc)
- CDs or tapes with stories, poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs
- Storybooks and oral stories

READING AND PHONICS

- Pictures and posters
- Phonic wall charts
- Graded reading scheme/s
- Big books - some produced in Shared writing sessions
- Other enlarged texts such as poems, songs, rhymes etc.
- Story books, non-fiction books and picture books for the classroom reading corner
- Stories developed during shared writing sessions
- Nursery rhymes, poems and songs
- Short 'fun' books with 1-2 sentences on a page for the classroom reading corner
- Flash card labels for classroom items, displays and for sight words
- Name cards for children
- Pointers to use when reading enlarged texts, wall stories, displays
- Picture and word puzzles and games
- Newspapers and magazines

WRITING AND HANDWRITING

- Writing materials such as pencils, coloured pencils, wax crayons, blank paper in various sizes (A3, A4, A5), ruler, eraser, 17mm / 8.5mm lined jotters, blank jotters
- Writing and sentence strips or desk sized charts for print script, joined script and/or cursive writing
- Flipchart paper and thick Koki pens
- Personal dictionaries
- Simple children's dictionaries

3.4 GRADE 3

GRADE 3 HOME LANGUAGE ENGLISH REQUIREMENTS PER TERM

TERM 1	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time**: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Talks about personal experiences. For example, tells news expressing feelings and opinions
- Listens without interrupting, showing respect for the speaker and taking turns to speak
- Uses appropriate language when speaking to friends and adults, recognising the way the class uses slang. For example, telling parents how the ball came to break the window and then telling friends about the same incident

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Listens to a complex sequence of instructions (at least 4) and responds appropriately
- Listens for the main idea and for detail in stories and answers higher-order questions, e.g., “Do you think the title is the best one for this story? Why?”
- Asks questions for clarification and comments on what was heard, e.g., “Did that really happen? Then what did you do?”
- Expresses feelings about a text and gives reasons, e.g., “I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape.”

Weeks 6 - 10

- Participates in discussions, asking questions and showing sensitivity to the feelings of others
- Answers questions and gives reasons for the answers, e.g., “Yes. I think the title tells the reader what the story is about.”

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/or practical)

- Listens without interrupting, showing respect for the speaker and taking turns to speak
- Expresses feelings about a text and gives reasons, e.g., “I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape.”
- Participates in discussions, asking questions and showing sensitivity to the feelings of others

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Talks about personal experiences. For example, tells news expressing feelings and opinions
- Listens to a complex sequence of instructions (at least 4) and responds appropriately
- Listens for the main idea and for detail in stories and answers higher-order questions, e.g., “Do you think the title is the best one for this story? Why?”

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Phonic Activities three times a week for 15 minutes

Revise the single sounds and the consonant and vowel digraphs taught in Grade 2. Discuss the role of letters of the alphabet in different words drawing attention to the different sounds the same letter or letters represent. For example 'a' as in 'apple' and 'a' as in 'zebra'; 'g' as in 'gate' and 'g' as in 'giant'.

Simultaneously work on word building and aural recognition activities. Use opportunities to revise the phonics being used in other language activities. For example, in Shared Reading and Shared Writing. Use the Phonics to inform the spelling programme for the year.

- Identifies letter-sound and letter-name relationships of all single letters
- Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words (sh-irt, ch-irp, th-ink, wh-en, wi-sh, ri-ch, bo-th)
- Recognises vowel digraphs taught in Grade 2 such as 'oo', 'ee', 'ea', 'ai', 'oa', 'ay'
- Recognises that some sounds are represented by a number of different spelling choices (pl*ay*, p*ai*n, pl*a*t*e*; f*ee*t, r*ea*d, k*ey*; b*oa*t, bl*ow*, note; tiger, like, sigh, fly)
- Recognises 'silent e' or split digraphs in words such as same, bite, note
- Recognises and uses rhyming words such as blow, flow, and glow
- Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught this term
- Sorts letters and words into alphabetical order
- Spells words correctly using phonic knowledge
- Learns to spell ten words a week taken from phonics lessons and sight words
- Writes three short sentences dictated by teacher

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.

Each session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels - literal, reorganisation, inferential, evaluation and appreciation questions.

Model the five finger strategy where each finger represents a strategy the reader can use to systematically figure out how to read an unknown word and its meaning: children check by asking whether the word they 'solve' sounds right, looks right and makes sense. Start teaching children this process when they meet unknown words.

- Uses visual cues to talk about a graphical text, e.g., looks at a photograph, and discusses what it is about, where it was taken, etc.
- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)
- Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters

- Reads instructions in the classroom
- Reads different poems around a topic and discusses these (both form and meanings)
- Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?"
- Recognises inverted commas to show direct speech in written stories
- Recognises apostrophes in contractions showing both possession and contractions such as Sipho's book, can't

Group Guided Reading:

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week. Teacher works with same-ability groups of children, matching children to texts at the instructional level (word recognition between 90 - 95% accuracy). Graded reading schemes will mostly be used.

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group
- Uses phonics, contextual and structural analysis decoding skills when reading both silently and aloud
- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both word recognition and comprehension
- Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud

Paired/Independent reading (three times a week)

Introduce Paired/Independent reading. Select texts that are known or are at the independent reading level of the child (simpler than those used in shared reading with more than 95% word recognition accuracy when reading the text)

- Reads independently: picture books and simple story books
- Plays reading games and completes crosswords to reinforce reading and vocabulary skills such as Snap, Memory

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics: (oral and/or practical)

- Recognises that some sounds are represented by a number of different spelling choices (pl*ay*, p*ai*n, pl*a*t*e*; f*ee*t, r*ea*d, k*ey*; b*oa*t, bl*ow*, note; tiger, like, sigh, fly)
- Recognises and uses rhyming words such as blow, flow, and glow
- Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught this term

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Identifies letter-sound and letter-name relationships of all single letters
- Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words (sh-irt, ch-irp, th-ink, wh-en, wi-sh, ri-ch, bo-th)
- Recognises vowel digraphs taught in Grade 2 such as 'oo', 'ee', 'ea', 'ai', 'oa', 'ay'
- Recognises 'silent e' or split digraphs in words such as same, bite, note

Suggestions for Informal Assessment Activities :

Reading: (oral and/or practical and/or written)

Shared Reading

- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)
- Reads instructions in the classroom

Group Guided Reading:

- Reads both silently and aloud at own level in a Guided Reading group with the teacher, that is, the whole group reads same story based on the instructional reading level of the group
- Uses phonics, contextual and structural analysis decoding skills when reading
- Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud
- Monitors self when reading, both word recognition and comprehension

Formal Assessment Activity 1:

Reading (oral and/ or practical and/or written)

Shared Reading

- Uses visual cues to talk about a graphical text such as a photograph and discusses what it is about, where it was taken, etc.
- Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters
- Answers higher order questions before, during and after reading a shared text, e.g., “What do you think will happen next? Why do you say this?”

Group Guided Reading:

- Reads aloud at own level in a Guided Reading group with the teacher, that is, the whole group reads same story based on the instructional reading level of the group
- Uses phonics, contextual and structural analysis decoding skills when reading

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting:

Formal Lessons three times a week of 15 minutes

Children may still be using print script in written recording until the end of the second term although handwriting lessons will focus on practising the individual letters and joins needed for the joined script or cursive writing. The type of joined script or cursive writing will be informed by the school's handwriting policy/Provincial Policy

- Forms all lower and upper-case letters in joined script or cursive writing and begins to join various letters and to form words in the selected joined script or cursive writing
- Uses handwriting tools effectively: pencil, eraser, ruler
- Writes short words in the joined script or cursive writing
- Spaces words correctly in lines
- Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the use of correct punctuation, spelling and grammar (tenses, plurals). Provide a writing frame to assist children to write a story or a description and guide them through the steps of the writing process. Children start their personal dictionaries.

- Draws pictures and writes sentences to show understanding of a story
- Writes instructions, e.g., to a friend
- Contributes ideas, words and sentences for a class story (shared writing)
- Uses a picture to choose a topic to write about
- Talks to a partner to begin planning writing
- Asks questions to help define the writing task
- Writes at least one paragraph of eight sentences such as own news, creative story, description of an incident/experiment
- Writes and illustrates sentences (six to eight sentences) on a topic to contribute to a book for the class library
- Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas
- Uses phonic knowledge and spelling rules to write unfamiliar words
- Uses present, past and future tense correctly
- Uses subject-verb agreement correctly, e.g., I want / She wants …
- Builds own word bank and personal dictionary using initial letter of words such as apple, book, cat, etc.

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Uses handwriting tools effectively: pencil, eraser, ruler
- Spaces words correctly in lines

Formal Assessment Activity 1:

Handwriting

- Forms all lower and upper-case letters in joined script or cursive writing and begins to join various letters and to form words in the selected joined script or cursive writing
- Writes short words in the joined script or cursive writing
- Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing

Suggestions for Informal Assessment Activities :

Writing

- Draws pictures and writes sentences to show understanding of a story
- Writes instructions, e.g., to a friend
- Contributes ideas, words and sentences for a class story (shared writing)
- Uses subject-verb agreement correctly, e.g., I want / She wants
- Builds own word bank and personal dictionary using initial sound of words such as apple, book, cat, etc.

Formal Assessment Activity 1:

Writing

- Writes at least one paragraph of eight sentences on own news, creative story, description of an incident/experiment etc.
- Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas
- Uses phonic knowledge and spelling rules to write unfamiliar words
- Uses present, past and future tense correctly

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time**: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Listens and responds to radio or intercom announcements and instructions
- Talks about personal experiences such as tells news expressing feelings and opinions
- Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons
- With support, predicts what will happen in a story, e.g., "Look at the title and the cover of the book. What do you think is going to happen?"
- Works out cause and effect in a story using connecting words such as 'because', e.g., '"The children fell off the bridge because…"
- Uses language to investigate and explore such as suggesting alternatives, e.g., 'I think it could…', 'If…then…'
- Asks questions to clarify, plan and get information on an activity
- Analyses, compares and contrasts information such as the eating habits of a child and a monkey
- Understands and uses appropriate language of different subjects such as Life Skills
- Suggests solutions to a problem, specifically word problems in Mathematics

Twice weekly focussed listening and speaking activities

Weeks 1-3

- Listens to more complex instructions (at least 5) and responds appropriately
- Makes an oral presentation. For example, 'Show and Tell' - describes and compares an object

Weeks 4 - 6

- Listens to stories, read by the teacher or over the radio, for a longer period with interest
- Tells a short story with a simple plot and different characters

Weeks 7 - 10

- Participates in group and class discussions, suggests topics and contributes ideas
- Talks about a general news event, expressing feelings and opinions
- Listens to, and composes, riddles and jokes

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/or practical)

- Listens and responds to radio or intercom announcements and instructions
- Talks about a general news event, expressing feelings and opinions
- Listens to, and composes, riddles and jokes
- Uses language to investigate and explore. Suggests alternatives such as 'I think it could…', 'If…then…'
- Asks questions to clarify, plan and get information on an activity

- Analyses, compares and contrasts information such as the eating habits of a child and a monkey
- Understands and uses appropriate language of different subjects such as Life Skills
- Suggests solutions to a problem, specifically word problems in Mathematics

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Listens to more complex instructions (at least 5) and responds appropriately
- Makes an oral presentation. For example, 'Show and Tell' - describes and compares an object

Formal Assessment Activity 2:

Listening and Speaking (oral and/ or practical)

- Listens to stories, read by the teacher or over the radio, for a longer period with interest
- Tells a short story with a simple plot and different characters

Formal Assessment Activity 3 :

Listening and Speaking (oral and/ or practical)

- Participates in group and class discussions, suggests topics and contributes ideas
- Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons
- With support, predicts what will happen in a story, e.g., "Look at the title and the cover of the book. What do you think is going to happen?"
- Works out cause and effect in a story using connecting words such as 'because', e.g., "The children fell off the bridge because…"

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Phonic Activities three times a week for 15 minutes:

Introduce new vowel blends and guide children to recognise that a particular sound can be represented by different combinations of letters. This has important implications for spelling. Ensure that children understand the words they are sounding and can use them to form meaningful sentences. Use the Phonics to inform the spelling programme.

- Recognises that some sounds can be represented by a number of different spelling choices such as
- ow (cow) ou (found)
- aw (draw), au (autumn)
- t*ie*, h*igh*, sk*y*
- f*ew*, bl*ue*)
- Recognises digraphs making /f/ (e.g. 'ph' as in elephant, 'gh' as in laugh)
- Recognises that the same spelling can represent different sounds, e.g. 'br*ea*d', 'r*ea*d'
- Uses words in written sentences that are pronounced the same way, but have different meanings. For example 'read' and 'reed' - I like to read books. I saw a bird on a reed.
- Builds words using the phonic skills taught this year
- Spells words correctly using phonic knowledge in informal tests, in dictation and in all written work

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class. Include graphical and non-fiction texts during this term.

- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)
- Uses visual cues to identify the purpose of advertisements and the intended audience
- Reads book as a whole class with the teacher (shared reading) and discusses the sequence of events, setting and cause-effect relations
- Uses the information from a graphical text, e.g., takes part in a walk around the school by following the directions on a map
- Finds and uses sources of information such as community members, library books
- Uses table of contents, index and page numbers to find information
- Uses key words and headings to find information in non-fiction texts
- Answers a range of higher order questions based on the passage read, e.g., "How would you describe the behaviour of the troll?"

Group Guided Reading

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

Teach children to monitor self when reading, both in the area of word recognition and comprehension. (Children are taught to ask: 'Does it sound right?', 'Does it look right?' and 'Does it make sense?') Model the process in Shared Reading and apply it in Guided Reading with support.

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story at the instructional level of the group
- Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words
- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both word recognition and comprehension
- Uses diagrams and illustrations in text to increase understanding
- Reads with increasing fluency and expression

Paired/Independent Reading

Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher.

- Reads aloud to a partner
- Reads own and others' writing
- Reads independently books read in Shared Reading sessions, simple story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics (oral and/or practical)

- Builds words using the phonic skills taught this year

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Recognises that some sounds can be represented by a number of different spelling choices
- ow (cow) ou (found)
- aw (draw), au (autumn)

Formal Assessment Activity 2:

Phonics (oral and/ or practical and/or written)

- Recognises that some sounds can be represented by a number of different spelling choices
- t*ie*, h*igh*, sk*y*
- f*ew*, bl*ue*

Formal Assessment Activity 3:

Phonics (oral and/ or practical and/or written)

- Recognises digraphs making /f/ such as 'ph' as in elephant, 'gh' as in laugh
- Recognises that the same spelling can represent different sounds such as 'br*ea*d', 'r*ea*d'
- Uses words in written sentences that are pronounced the same way, but have different meanings ('read' and 'reed' - I like to read books. I saw a bird on a reed.)

Suggestions for Informal Assessment Activities :

Reading: (oral and/or practical and/or written)

Shared Reading

- Answers a range of higher order questions based on the passage read, e.g., "How would you describe the behaviour of the troll?"

Group Guided Reading:

- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both in the area of word recognition and comprehension

Paired/Independent Reading

- Reads aloud to a partner
- Reads own and others' writing
- Reads independently books read in Shared Reading sessions, picture story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children

Formal Assessment Activity 1:

Reading (oral and/ or practical and/or written)

Shared Reading

- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with teacher (shared reading)
- Uses visual cues to identify the purpose of advertisements and the intended audience

Group Guided Reading:

- Reads both silently and out loud from own book in a guided reading group with teacher, that is, whole group reads the same story at the instructional level of the group
- Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words
- Reads with increasing fluency and expression

Formal Assessment Activity 2:

Reading (oral and/ or practical and/or written)

Shared Reading

- Reads book as a whole class with teacher (shared reading) and discusses sequence of events, setting and cause effect relations
- Answers a range of higher order questions based on the passage read, e.g., "How would you describe the behaviour of the troll?"

Paired/Independent Reading

- Reads independently books read in Shared Reading sessions, simple story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children

Formal Assessment Activity 3:

Reading (oral and/ or practical and/or written)

Shared Reading

- Uses the information from a graphical text, e.g., takes part in a walk around the school by following the directions on a map
- Finds and uses sources of information such as community members, library books
- Uses table of contents, index and page numbers to find information
- Uses key words and headings to find information in non-fiction texts

Group Guided Reading:

- Reads both silently and out loud from own book in a guided reading group with teacher, that is, whole group reads the same story at the instructional level of the group
- Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words
- Uses diagrams and illustrations in text to increase understanding

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal Lessons three times a week of 15 minutes

Children make the transition from using print script in written recording to a joined script or cursive writing by the end of this term. Handwriting lessons will focus on practising the individual lower case and capital letters and the joins needed for the new script. Children must be able to transcribe from print script (e.g. in a book) into the joined script or cursive writing.

- Uses handwriting tools effectively: pencil, eraser, ruler
- Transcribes words and sentences correctly in the joined script or cursive writing
- Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing
- Uses correct letter formation in all written work
- Copies words correctly from a variety of sources, that is, board, strips, work cards etc. and writes with increased speed in the joined script or cursive writing
- Makes transition to the joined script or cursive writing in all written recording, that is, the date, own name, and own written texts

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the use of correct punctuation, grammar and spelling. Provide a writing frame to assist children to write their own stories.

- Participates in a discussion to choose a topic to write about
- Writes at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event
- Writes own story or a familiar story or another creative text of at least ten sentences
- Keeps a diary for one week, noting the weather and one other piece of information
- Writes a simple book review
- Writes and illustrates a story to contribute to a book for the class library
- Uses correct grammar so that others can read and understand what has been written
- Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas
- Identifies and uses nouns, adjectives, verbs and adverbs correctly
- Uses phonics knowledge and spelling rules to write unfamiliar words
- Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night.
- Reads and edits own writing by correcting spelling, punctuation, etc.
- Reads own writing to a friend or a group
- Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Uses handwriting tools effectively: pencil, eraser, ruler

Formal Assessment Activity 1:

Handwriting

- Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing
- Transcribes words and sentences correctly in the joined script or cursive writing

Formal Assessment Activity 2:

Handwriting

- Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing
- Makes transition to the joined script or cursive writing in all written recording, that is, the date, own name and own written texts

Formal Assessment Activity 3:

Handwriting

- Copies words correctly from a variety of sources, that is, board, strips, work cards etc. and writes with increased speed in the joined script or cursive writing
- Uses correct letter formation in all written work

Suggestions for Informal Assessment Activities :

Writing:

- Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night.
- Reads own writing to a friend or a group
- Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink

Formal Assessment Activity 1:

Writing

- Writes a simple book review
- Writes at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event
- Uses correct grammar so that others can read and understand what has been written
- Uses phonics knowledge and spelling rules to write unfamiliar words
- Uses punctuation correctly; capital letters, full stops, commas, question marks, exclamation marks and inverted commas

Formal Assessment Activity 2:

Writing

- Keeps a diary for one week, noting the weather and one other piece of information
- Identifies and uses nouns, adjectives, verbs and adverbs correctly

Formal Assessment Activity 3:

Writing

- Participates in a discussion to choose a topic to write about
- Writes own story or a familiar story or another creative text of at least ten sentences
- Reads and edits own writing by correcting spelling, punctuation, etc.

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time**: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Makes an oral presentation: tells news or talks about an experience logically and in sequence
- Uses an ever-increasing vocabulary when speaking
- Suggests solutions to a problem, specifically word problems in Mathematics

Twice weekly focussed listening and speaking activities

Weeks 1-3

- Interviews people for a particular purpose such as to find out about a person's work
- Listens to a story and works out cause and effect in the story

Weeks 4 - 6

- Participates in discussions, giving useful feedback to others
- Puts events in order of logical sequence

Weeks 7 - 10

- Listens for the detail in stories and other oral texts and answers open-ended questions, e.g., "What will you do when you grow up?"
- Tells a story with a beginning, middle and end

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/or practical)

- Uses an ever-increasing vocabulary when speaking
- Suggests solutions to a problem, specifically word problems in Mathematics

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Interviews people for a particular purpose such as to find out about a person's work
- Listens to a story and works out cause and effect in the story

Formal Assessment Activity 2:

Listening and Speaking (oral and/ or practical)

- Participates in discussions, giving useful feedback to others
- Puts events in order of logical sequence

Formal Assessment Activity 3:

Listening and Speaking (oral and/ or practical)

- Listens for the detail in stories and other oral texts and answers open-ended questions, e.g., "What will you do when you grow up?"
- Tells a story with a beginning, middle and end
- Makes an oral presentation such as tells news or talks about an experience logically and in sequence

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Phonic Activities three times a week for 15 minutes:

Continue to use the phonics to inform the spelling programme for the term.

- Recognises all vowel and consonant blends learnt so far
- Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as in write, 'h' as in hour
- Uses words that are pronounced and spelt the same but have different meanings such as fly : to fly in an aeroplane or a fly that is an insect
- Uses words that sound the same but are spelt differently such as 'pair' and 'pear', 'hair' and 'hare'
- Uses both the letter sound as well as the letter name to spell words
- Builds words using the phonic skills taught this year
- Spells words correctly using phonic knowledge in informal tests, in dictation and in all written work

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week.

Introduce different genre such as plays and different types of poems.

- Reads enlarged texts such as poems, big books of stories, plays, posters and electronic texts as a whole class with teacher (shared reading)
- Reads a range of different types of poems around a topic and discusses these (both form and meanings, word selection)
- Interprets information from graphical texts such as advertisements, pictures, graphs, charts
- Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot
- Expresses whether a story was liked and is able to justify answer, e.g., "I loved this story because it reminded me of…"
- Answers a range of higher order questions based on the text read, e.g., "Should her grandmother have told her that…?"
- Uses a dictionary to find new vocabulary and their meanings

Group Guided Reading:

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story at the instructional level of the group
- Reads different genres such as play scripts
- Uses a range of self-correcting methods when reading: re-reading, reading on, pausing
- Reads with increasing fluency and expression, pronouncing words correctly and accurately
- Uses phonics, contextual or structural analysis decoding skills when reading unfamiliar words
- Monitors self when reading, both word recognition and comprehension

Paired/Independent Reading:

Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher.

- Reads aloud to a partner
- Reads own and others' writing
- Reads independently books read in Shared Reading sessions, story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children
- Finds information independently or in pairs from level-appropriate non-fiction texts

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics (oral and/or practical)

- Uses both the letter sound as well as the letter name to spell words
- Builds words using the phonic skills taught this year

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Recognises all vowel and consonant blends learnt so far

Formal Assessment Activity 2:

Phonics (oral and/ or practical and/or written)

- Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as in write, 'h' as in hour

Formal Assessment Activity 3:

Phonics (oral and/ or practical and/or written)

- Uses words that are pronounced and spelt the same but have different meanings such as fly : to fly in an aeroplane or a fly that is an insect
- Uses words that sound the same but are spelt differently such as 'pair' and 'pear', 'hair' and 'hare'

Suggestions for Informal Assessment Activities :

Reading: (oral and/or practical and/or written)

Shared Reading

- Answers a range of higher order questions based on the text read, e.g., "Should her grandmother have told her that…?"

Group Guided Reading:

- Reads different genres such as play scripts
- Monitors self when reading, both in the area of word recognition and comprehension

Paired/Independent Reading

- Reads aloud to a partner
- Reads own and others' writing

Formal Assessment Activity 1:

Reading (oral and/ or practical and/or written)

Shared Reading

- Reads book as a whole class with the teacher (shared reading) and discusses main idea, characters and plot
- Expresses whether a story was liked and is able to justify answer, e.g., "I loved this story because it reminded me of…"

Group Guided Reading

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story at the instructional level of the group
- Uses phonics, contextual or structural analysis decoding skills when reading unfamiliar words

Formal Assessment Activity 2:

Reading (oral and/ or practical and/or written)

Shared Reading

- Interprets information from graphical texts: advertisements, pictures, graphs, charts

Paired/Independent Reading

- Reads independently books read in Shared Reading sessions, story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children

Formal Assessment Activity 3:

Reading (oral and/ or practical and/or written)

Shared Reading

- Reads enlarged texts such as poems, big books of stories, plays, posters and electronic texts as a whole class with teacher (shared reading)
- Reads a range of different types of poems around a topic and discusses these (both form and meanings, word selection)

Group Guided Reading

- Reads both silently and out loud from own book in a guided reading group with teacher, that is, the whole group reads the same story at the instructional level of the group
- Uses a range of self-correcting methods when reading: re-reading, reading on, pausing
- Reads with increasing fluency and expression, pronouncing words correctly and accurately

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal Lessons three times a week of 15 minutes

Children made the transition from using print script in written recording to a joined script or cursive writing by the end of the second term. Handwriting lessons will focus on practising the individual lower case and capital letters and the joins needed for the new script. Children must be able to transcribe from print script, e.g., in a book, into the joined script or cursive writing.

- Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing
- Writes with increasing speed

Shared, Group and Independent Writing

Whole class / small group lessons two to three times a week for 20 minutes. Provide a writing frame to assist children to write personal texts such as a letter. Use Shared Writing activities to model the correct use of punctuation, grammar and parts of speech. Use Shared Reading activities to teach grammar, different sentence types and punctuation.

- Writes personal texts in different forms: a diary entry, a letter to a relative, description
- Drafts, writes, edits and publishes own story of at least two paragraphs (ten or more sentences), with a title
- Writes and illustrates sentences on a topic to contribute to a book for the class library
- Summarises and records information using mind maps, tables, notices, diagrams or charts
- Uses different sentence types when writing such as statements, questions, commands
- Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas
- Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly
- Joins sentences using conjunctions such as ‘and’, ‘but’
- Uses a variety of vocabulary to make the writing more interesting
- Uses phonics knowledge and spelling rules to write unfamiliar words
- Reads own writing to the class
- Builds own word bank and personal dictionary

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing

Formal Assessment Activity 1:

Handwriting

- Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing

Formal Assessment Activity 2:

Handwriting

- Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing

Formal Assessment Activity 3:

Handwriting

- Writes with increasing speed

Suggestions for Informal Assessment Activities :

Writing

- Reads own writing to the class
- Builds own word bank and personal dictionary

Formal Assessment Activity 1:

Writing

- Writes personal texts in different forms: a diary entry, a letter to a relative, description
- Uses a variety of vocabulary to make the writing more interesting
- Uses different sentence types when writing such as statements, questions, commands, etc.

Formal Assessment Activity 2:

Writing

- Drafts, writes, edits and presents own story of at least two paragraphs of ten or more sentences, with a title
- Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas
- Uses phonics knowledge and spelling rules to write unfamiliar words

Formal Assessment Activity 3:

Writing

- Summarises and records information using mind maps, tables, notices, diagrams or charts
- Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly
- Joins sentences using conjunctions such as ‘and’, ‘but’

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** **Minimum Time**: 45 minutes per week **Maximum Time**: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Daily / Weekly activities in all areas of Language and other subjects

- Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark when discussing texts
- Understands and uses appropriate language of different subjects

Twice weekly focussed listening and speaking activities

Weeks 1 - 5

- Engages in conversation as a social skill, accepting and respecting the way others speak
- Uses language imaginatively: tells jokes and riddles using appropriate volume and intonation
- Listens for the detail in stories and answers open-ended questions, e.g., "Do you think it is right that you have to wear school uniform?"
- Tells a story using descriptive language, different gestures and facial expressions

Weeks 6 - 10

- Listens to a story and works out cause and effect in response to questions such as "What would have happened if the dog had not been found?"
- Plans and makes an oral presentation: tells personal news, describes something experienced, recounts an event etc. using a visual aid
- Expresses feelings and opinions about a text and gives reasons, e.g., "This book is boring because it has no pictures and many long words!"
- Discusses solutions to a problem using higher order thinking skills, e.g., "If your father can't collect you this afternoon you could…"

ASSESSMENT

Suggestions for Informal Assessment Activities :

Listening and Speaking: (oral and/or practical)

- Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark when discussing texts
- Expresses feelings and opinions about a text and gives reasons, e.g., "This book is boring because it has no pictures and many long words!"
- Discusses solutions to a problem using higher order thinking skills, e.g., "If your father can't collect you this afternoon you could…"

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Tells a story using descriptive language, different gestures and facial expressions
- Listens for the detail in stories and answers open-ended questions, e.g., "Do you think it is right that you have to wear school uniform?"
- Uses language imaginatively: tells jokes and riddles using appropriate volume and intonation
- Plans and makes an oral presentation: tells personal news, describes something experienced, recounts an event etc. using a visual aid

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

READING AND PHONICS	**SUGGESTED CONTACT TIME** **Minimum Time**: 4 hours 30 minutes per week **Maximum Time**: 5 hours per week

CONTENT/CONCEPTS/SKILLS

Phonic Activities three times a week for 15 minutes

Revise the phonics taught so far and introduce more complex combinations. Link to the spelling programme for each week.

- Recognises and uses all phonics learnt so far
- Recognises hard and soft sounds of 'c' and 'g' such as 'c' as in city; 'g' as in giant
- Recognises vowels such as -ere in 'here', -air as in 'hair', -are as in 'square'
- Recognises and uses spelling patterns such as -igh [high], -ough [tough], -eigh [neigh], -augh [caught]
- Recognises and uses synonyms: happy is the same as glad and antonyms: good is the opposite of bad
- Recognises and uses prefixes such as un-, re- and suffixes such as -ful, -ness
- Breaks down multi-syllabic words into separate syllables: re-mem-ber
- Builds words using the phonic skills taught this year
- Spells words correctly using their phonic knowledge in informal tests, in dictation and in all written work

Daily Reading Activities

Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.

Shared Reading

Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week.

Include fiction, non-fiction, newspaper articles, dialogues and graphical texts.

- Reads enlarged texts such as fiction and non-fiction big books, newspaper articles, dialogues and electronic texts as a whole class with the teacher (shared reading)
- Reads written texts as a whole class with the teacher (shared reading) and discusses characters, the 'problem' in the story, the plot and the values in the text
- Uses visual cues to read graphical texts and starts to analyse text for attitudes and assumptions, e.g., "Who is this advertisement meant to appeal to? Why do you think this?"
- Answers a range of higher order questions based on the passage read, e.g., "Suppose the shop owner left the door open when he went home that night. What might have happened?"
- Uses a dictionary to find new vocabulary and their meanings

Group Guided Reading:

The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.

- Reads both silently and out loud from own book in a guided reading group with the teacher; whole group reads the same story at the instructional level of the group
- Reads with increasing fluency, speed and expression
- Uses phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning

- Monitors self when reading, both in the area of word recognition and comprehension
- Uses self-correcting strategies when reading: reading, pausing, practising a word before saying it aloud
- Plays word games that draw on reading and vocabulary knowledge and skills

Paired/Independent Reading

Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher. Use texts that are known or are at the independent reading level of the child.

- Reads own and others' writing
- Reads aloud to a partner
- Reads independently at a more complex level for enjoyment or information from a variety of available texts: magazines and comics, simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions

ASSESSMENT

Suggestions for Informal Assessment Activities :

Phonics: (oral and/or practical)

- Recognises and uses all phonics learnt so far
- Recognises hard and soft sounds of 'c' and 'g' such as 'c' as in city; 'g' as in giant
- Recognises vowels such - as 'ere' in 'here', -air as in 'hair', -are as in 'square'
- Breaks down multi-syllabic words into separate syllables such as re-mem-ber
- Builds words using the phonic skills taught this year

Formal Assessment Activity 1:

Phonics (oral and/ or practical and/or written)

- Recognises and uses all phonics learnt so far
- Recognises and uses spelling patterns such as -igh (high), -ough (tough), -eigh (neigh), -augh (caught)
- Recognises and uses synonyms such as happy is the same as glad and antonyms: good is the opposite of bad
- Recognises and uses prefixes such as un-, re- and suffixes such as -ful, -ness

Suggestions for Informal Assessment Activities :

Reading (oral and/or practical and/or written)

Shared Reading

- Reads enlarged texts such as fiction and non-fiction big books, newspaper articles, dialogues and electronic texts (computer texts) as a whole class with the teacher (shared reading)

Group Guided Reading

- Plays word games that draw on reading and vocabulary knowledge and skills

Paired/Independent reading

- Reads own and others' writing
- Reads aloud to a partner

Formal Assessment Activity 1:

Reading (oral and/ or practical and/or written)

Shared Reading

- Reads written texts as a whole class with the teacher (shared reading) and discusses characters, the 'problem' in the story, the plot and the values in the text

- Uses visual cues to read graphical texts and starts to analyse text for attitudes and assumptions, e.g., "Who is this advertisement meant to appeal to? Why do you think this?
- Answers a range of higher order questions based on the passage read, e.g., "Suppose the shop owner left the door open when he went home that night. What might have happened?"

Group Guided Reading

- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story at the instructional level of the group
- Reads with increasing fluency, speed and expression
- Uses phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning
- Monitors self when reading, both word recognition and comprehension
- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud

Paired/Independent reading

- Reads independently at a more complex level for enjoyment or information from a variety of available texts: magazines and comics, simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions

GRADE 3 HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

WRITING	**SUGGESTED CONTACT TIME** **Minimum Time**: 1 hour 45 minutes per week **Maximum Time**: 2 hours per week

CONTENT/CONCEPTS/SKILLS

Handwriting

Formal Lessons three times a week of 15 minutes

Focus on activities that increase the writing speed whilst maintaining neatness and legibility. Include activities that require children to transpose from print to the joined script or cursive writing.

- Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing
- Uses the joined script or cursive writing for all written recording
- Experiments with using a pen for writing
- Writes neatly and legibly with confidence and speed in a joined script or cursive writing

Shared, Group and Independent Writing:

Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the use of correct punctuation, spelling and grammar (e.g. use of conjunctions, apostrophes). Provide writing frames to assist children to write a dialogue and a newspaper article. Guide them through the steps of the writing process.

- Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame
- Writes a selection of short texts for different purposes such as recounts, dialogues
- Writes about personal experiences in different forms such as a short newspaper article
- Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences)
- Uses informational structures when writing such as experiments, recipes
- Sequences information and puts it under headings
- Uses apostrophes in contractions such as can't, Mary's
- Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas
- Uses conjunctions to form compound sentences
- Uses phonics knowledge and spelling rules to write more difficult words
- Builds own word bank and personal dictionary
- Uses a dictionary to find new vocabulary and check spelling
- Discusses own and others' writing to get and give feedback
- Makes own books and contributes to class book collection

ASSESSMENT

Suggestions for Informal Assessment Activities :

Handwriting

- Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing
- Experiments with using a pen for writing

Formal Assessment Activity 1:

Handwriting

- Uses the joined script or cursive writing for all written recording
- Writes neatly and legibly with confidence and speed in a joined script or cursive writing

Suggestions for Informal Assessment Activities :

Writing

- Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame
- Uses apostrophes in contractions such as can't, Mary's
- Uses conjunctions to form compound sentences
- Discusses own and others' writing to get and give feedback

Formal Assessment Activity 1:

Writing

- Writes a selection of short texts for different purposes such as recounts, dialogues
- Writes about personal experiences in different forms such as a short newspaper article
- Drafts, writes, edits and presents own story of at least two paragraphs(at least 12 sentences)
- Uses informational structures when writing such as experiments, recipes
- Sequences information and puts it under headings
- Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas
- Uses phonics knowledge and spelling rules to write more difficult words

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

LISTENING AND SPEAKING

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc
- Story board pieces
- Sequence pictures
- Improvised costumes for role-play and other oral activities
- CDs or tapes with stories, poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs
- Storybooks

READING AND PHONICS

- Pictures and posters
- Phonic wall charts
- Graded reading scheme/s which include a variety of genres (plays, non-fiction, poetry etc.)
- Big books - some produced in Shared Writing sessions
- Enlarged texts such as poems, songs, rhymes, stories etc.
- Story books and picture books for the class library
- Short 'fun' books with 1-2 sentences on a page
- Grade appropriate non-fiction texts on a range of topics
- Flash card labels for classroom items and displays, high frequency words etc.
- Pointers to use when reading enlarged texts, wall stories, displays
- Picture and word puzzles and games
- Newspapers and magazines
- Wall charts showing simple maps, flow diagrams

WRITING AND HANDWRITING

- Writing materials (e.g. pencils, coloured pencils, wax crayons, blank paper in various sizes (A3, A4, A5), ruler, eraser, 8.5mm lined jotters and exercise books
- Writing and sentence strips in joined script or cursive writing indicating starting points and writing direction
- Flipchart paper and thick Koki pens
- Personal dictionaries
- Simple grade appropriate dictionaries

GLOSSARY

This is an alphabetical list of key terms used in the Foundation Phase Home Language CAPS document.

antonym - a word that means the opposite of another word

assessment - a continuous planned process of gathering information, formally or informally, on child performance

assessment activity - an activity used to assess learners consisting of a number of sub-activities or parts

aurally - by means of listening/hearing

baseline assessment - initial assessment used to find out what children already know

browse - to look through a book without a particular purpose, just reading the interesting parts

caption - words printed or written below a picture explaining what it is about

closed questions - questions that require a specific answer. For example 'Do you like coffee?' The answer must be 'yes' or 'no'. 'How old are you?' The answer will be, e.g. 'Ten'.

continuous assessment - ongoing assessment that forms part of teaching and supports learners' literacy development by providing ongoing feedback

cursive writing - handwriting that is carried out in a running hand, so that the letters are formed quickly without the lifting of the pen or pencil.

blends, blending - an aspect of phonics in which children learn how to put together two or three letters to make a sound. For example 'spl' in 'split'.

cloze procedure - a technique in which words are deleted from a passage (e.g. every fifth word). The reader has to use context clues to fill in the blanks. Cloze activities can be used to test comprehension and language mastery level

crossing the midline - actions which involve crossing over an invisible line running from head to toe down the middle of one's body, e.g., touching one's opposite elbow or putting one foot over the other. Some experts believe that the kind of co-ordination needed to do these activities is in important in early literacy. They believe that doing activities that involve crossing the midline, provides an important foundation for literacy.

decoding - the ability to translate a word from print to speech, usually by using knowledge of sound-letter relationships; also the act of deciphering a new word by sounding it out

emergent literacy - refers to children's growing knowledge of the printed word. Children see print and begin to

understand its purpose. They learn about books and stories by being read to by adults or older children. They may begin to try and write their names using their own ideas about spelling (invented spelling or emergent spelling) and they may begin to pretend to read books. These behaviours all point to their growing literacy knowledge - emergent literacy

fine motor skills - the coordination of small muscle movements, often involving the fingers and eyes, e.g., threading a needle or using scissors to cut something out. Writing involves the use of fine motor skills.

fantasy corner - a corner of the classroom where children can engage in imaginative play, e.g., dressing up in different clothes, acting out different roles

free play - a time that allows children to choose where and how they will play and what they will play with

graded reading series - a series of readers divided in levels (e.g. Grade 1 - Level 1, 2 and 3). The levels go from easiest (simple vocabulary, short sentences, short text) to more difficult. Each level has a number of readers in it. The teacher assesses a learner and gets him/her started at the correct level. The learner reads several books at that level until he/she can read fluently at that level. The learner then moves up a level.

graphic text - a text where information is presented visually. For example diagrams, graphs etc.

guided reading - a group reading session where children are all of the same instructional level and the teacher scaffolds learning so that children increasingly take control

guided writing - involves individuals or small groups of children writing a range of text types after the teacher has provided mini-lessons on aspects of writing such as format, punctuation, grammar or spelling

higher-order questions - questions that require children to bring together information from different parts of a text (i.e. synthesise), to infer (i.e. read between the lines), to evaluate what happens (i.e. give an opinion) and/or to appreciate a text (e.g. say whether one liked or disliked it and why)

high frequency words - a small group of common words (300 - 500) that appear often in English print. For example, 'the', 'a', 'and', 'to', 'said', 'in', 'he'. The Dolch Word list and the Fry Word list are lists of high frequency words found in primary school texts.

incidental learning - learning that happens without deliberate teaching

independent reading level - the level at which a reader can read text with 95% accuracy (i.e. no more than one error per 20 words read). Independent reading level is fairly easy text for the reader.

instructional reading level - the level at which a reader can read text with 90% accuracy (i.e. no more than one error per 10 words read). Instructional reading level is challenging but manageable. Texts at this level are used in Guided Reading

invented spelling - an attempt to spell a word based on the learner's current knowledge of letter-sound relationships. For example, kt for cat).

jigsaw puzzle - a picture cut up into many pieces that one tries to fit together

joined script - a style of handwriting in which most letters in words are joined together to allow one to write quickly

kinaesthetic - kinaesthetic learning is learning which takes place through physical activity, i.e. learning by doing

lower-order questions - questions which require children to remember facts, e.g. Who were the main characters in the story? What was the main character's name? Where did she go to school?

meta-cognition - a learner's awareness of his/her own thinking processes; the development of reading and writing strategies depends on meta-cognition

onset - the part of a syllable before the first vowel (e.g. m -ap)

open-ended questions - questions that can be answered in different ways; the learner has to answer the questions in his or her own words. For example, Why do you think the boy ran away? What do you think he should have done?

perceptual - perceptual learning is learning through the senses such as sight and hearing; perceptual skills involve using sight (visual skills) and hearing (auditory skills)

perceptual motor - perceptual motor skills involving co-ordinating sight and hearing with bodily action. For example e handwriting involves co-ordinating one's sight and the movement of one's hands. Visual-motor difficulties can lead to poor handwriting and copying skills and poor memory of what was written, due to the extreme effort needed to write the information down.

phoneme - the separate sounds in a language (e.g. 't', 'th', 'k', 'sh', 'ai/ay' are all phonemes in English). The word 'meat' has three phonemes. These are 'm', 'ea' and t'.

phonemic awareness - the ability to distinguish between the separate sounds of the language

phonics - the relationship between the sounds of a language and their spelling. Phonics is used in both reading and writing.

phonological awareness - the ability to pay attention to the sounds of a language as distinct from its meaning

picture talk - talking about the pictures or illustrations in a book to make sense of them. For example 'What are Kagiso and her grandfather doing?' 'Yes, they're bending down looking at something. What is it?'

plasticine - a soft, clay-like substance used by young children to make small models, shapes, etc.

publish - when learners publish their work, they make it public by sharing it, e.g. by handing it in to the teacher, putting it on the class wall or notice board, or including it in a class anthology.

reading behaviours - exactly what readers do when they read in order to decode and make sense of text

rhyme - words or lines in a poem that end in the same sound including a vowel. For example the words 'sad', 'mad', 'bad', 'glad' all rhyme.

rime - the part of the syllable from the first vowel onwards (e.g. m-ap). It has the potential to rhyme.

shared reading - an activity in which children share the reading of an enlarged text with the teacher. This is a lesson with the whole class. The text used is aimed at the top group in the class. Some children will be at a listening level, others will be beginning to engage in the reading and more will be engaging fully. The same text is used over several days. Each day a new focus is selected by the teacher. The text is used to introduce text features, phonics, grammar and reading skills in context.

sight words - words that readers recognise automatically (on sight). There is no need to decode these words. In early reading sight words are usually frequently occurring or 'high frequency' words such as 'he', 'she', 'like' and 'were'.

story board - a series (or sequence) of pictures illustrating a story

spatial awareness - an awareness of objects in space around us, and awareness of our own body's position in space. With regard to literacy, this involves such things as directionality - left/right orientation; reading print from left to right and top to bottom; forming the shapes of letters

strategy - strategies are ways that learners engage in thinking about reading, writing and oral language in order to enhance learning and comprehension. Examples of reading comprehension strategies are prediction, making connections, visualising, etc.

structural analysis - this involves analysing the parts of words such as prefixes and suffixesto recognise and understand a word that is unfamiliar in print

synonym - a word with the same meaning as another word

syntax - the way words are arranged to form sentences or phrases, or the rules of grammar which control this

tangram - a Chinese puzzle consisting of a square divided into seven pieces that must be arranged to match particular designs

teachable moment - a time at which a child is likely to be particularly interested and able to learn something, e.g., the time when a child receives birthday cards is one where a parent or teacher could help him/her to notice the words and see that they say 'Happy birthday!'

text talk - talking about a text to make sense of it, e.g., 'Why do you think the boy left home?' 'I think he wanted a better life.' 'Why do you think that?' 'Because he didn't have money for shoes.' 'What do you think is going to happen to him?' etc.

tone - the way your voice sounds which shows how you are feeling

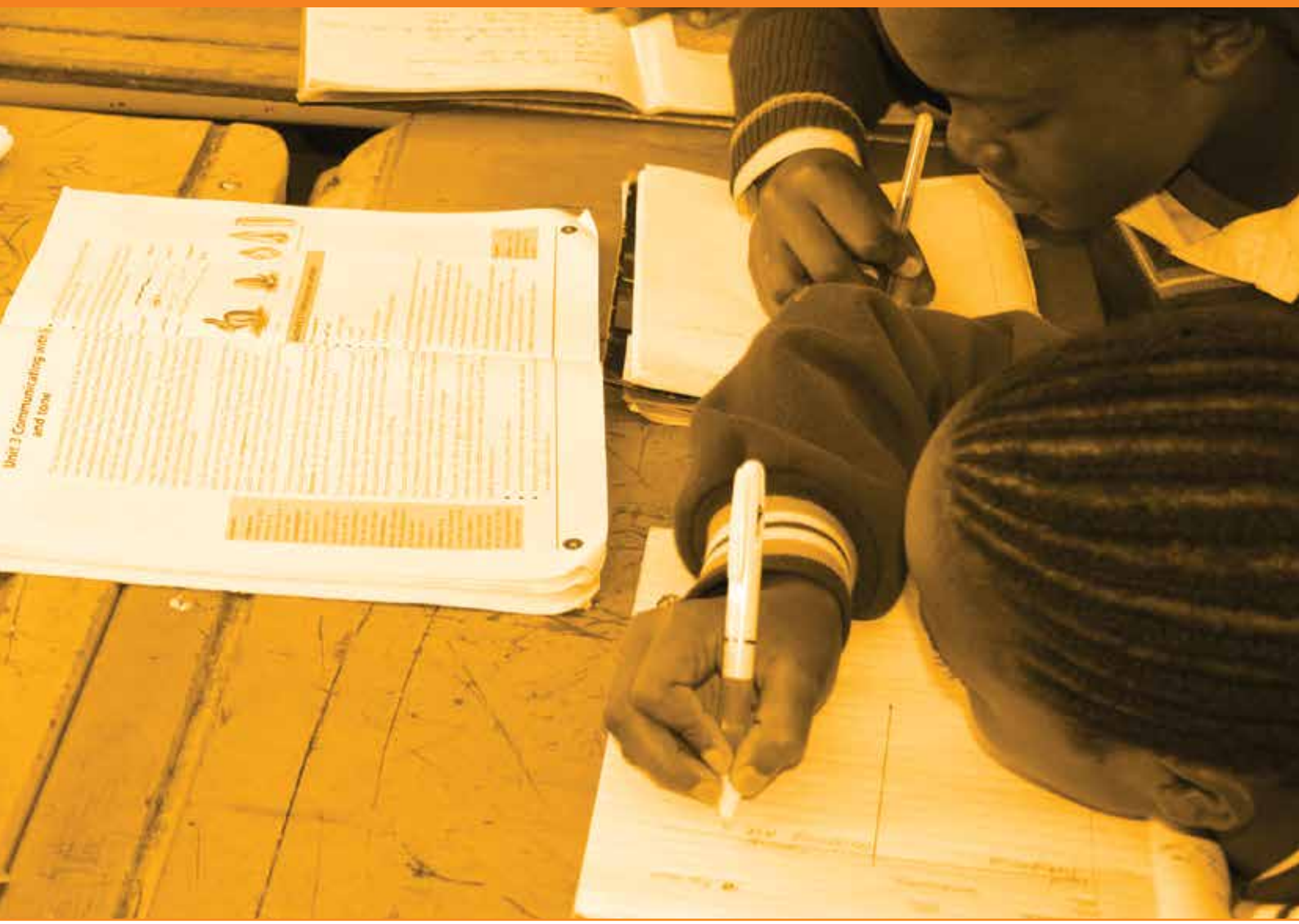
word attack skills - include phonics, structural analysis, and context clues or contextual analysis, used by a reader, separately or in conjunction with each other to decode words not known on sight

word bank - a list of words that a learner knows or is in the process of learning; a personal dictionary (or vocabulary book)

Appendix C - Annual National Assessment 2012.
A Guideline for the interpretation and use of ANA results

ANNUAL NATIONAL ASSESSMENTS 2012

A Guideline for the interpretation and use of ANA results



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENTS 2012

A Guideline for the interpretation and use of ANA results

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FOREWORD BY DIRECTOR-GENERAL

It is my privilege to release together with the Report on the Results of the Annual National Assessments, a ***Guideline on the Interpretation and Use of ANA results***, at school, district and provincial levels of the Education system. ANA results are not an end in themselves, but a means to learner improvement and therefore appropriate utilisation of these results must be supported and facilitated at each of the levels of the schooling system.

In South Africa for many years, there has been much focus on learner performance at the Grade 12 level. This has created much hype around the Senior Certificate and National Senior Certificate examination results. However, over the last few years, there has been a strong realisation that to improve Grade 12 results, the performance of learners in lower Grades has to improve. Therefore, in ***Action Plan to 2014: Towards the Realisation of Schooling 2025,*** which has 27 goals, the first three goals relate to outputs in Grades 3, 6 and 9. These outputs are articulated as follows:

(a) Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.

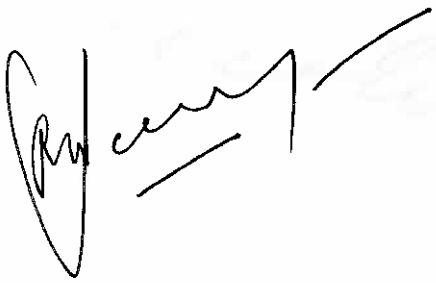
(b) Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.

(c) Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.

However, there has been insufficient credible measurement of the quality of teaching and learning below Grade 12. Without credible monitoring of what learners learn, it is not possible for parents and district officials or teachers themselves to know what action needs to be taken. Therefore, the output of establishing a world class system of standardised national assessments is the priority of the Department of Basic Education. This system essentially involves having all learners in key Grades and learning areas sit for standardised tests which are comparable across provinces and schools.

I am appealing to all educators, educational officials and other partners of government to read through this Guideline which will assist in enhancing everyone's role as a change agent in the educational transformation process. Information is the basis for any successful improvement process and I am confident that the ANA results will equip all role players with the information that is an accurate reflection of the health of the system.

Thank you for your committed and dedicated support.



MR PB SOOBRAYAN

DIRECTOR-GENERAL: BASIC EDUCATION

DATE: 3 December 2012

1. INTRODUCTION

The purpose of this document is to provide a guide on ***how to interpret*** and ***use*** the results of the Annual National Assessments (ANA). ANA is an important strategy of the Department of Basic Education (DBE) to improve the quality of learning outcomes in the education system. The results of ANA will enable the education sector to increase feedback evidence on how the various strategies and interventions that the Department puts in place impact on the critical aspect of education, viz. learner performance.

The results of ANA should be seen as complimenting and further supporting the assessment programmes used by schools to continuously assess the progress of learners. The ANA results will form an important part of the school academic performance improvement plans (APIP).

The guidelines outline the purpose of ANA, the manner in which the results have been presented and should be interpreted and used. Both the broad and specific purposes for which the results should be used at different levels of the system are given. Finally and most importantly, the guidelines outline how ANA results should be integrated into all the programmes in the schooling system.

2. PURPOSE OF ANNUAL NATIONAL ASSESSMENTS

The purpose of ANA is to track learner performance each year in Literacy and Numeracy as the Department works towards the goal of improving learner performance in line with commitments made by government. The ANA results will be used to monitor progress, guide planning and the distribution of resources to help improve Literacy/Language and Numeracy/Mathematics knowledge and skills of learners in the Grades concerned. Among other things the results of ANA should:

a. Provide the DBE with important information that will help the Department to identify areas where urgent attention is required in order to help improve learning success levels of learners;

b. Assist provincial departments, including district offices, to make informed decisions about which schools require urgent attention in terms of providing necessary resources to improve learner performance in these subjects/ learning areas;

c. Inform Government and the South African public as to how well the schools are serving the country's children where it matters most, namely, the attainment of functional literacy and numeracy skills that will enable them to study successfully in all subjects;

d. Provide teachers with essential data about the Literacy/Language and Numeracy/Mathematics capabilities of learners in each Grade and thereby help them make informed decisions when planning teaching programmes;

e. Inform individual teachers about how close or far they are to or from realizing the target goals they seek to attain through their teaching, and inspire them to realign their teaching strategies towards accomplishing such goals.

f. Provide parents with a better picture of the levels of learner performance in the schools so that parents are better informed when they become involved in efforts to improve performance, for instance through decision-making in the school governing body and support to learners in the home.

g. Provide an appropriate benchmark for teachers in the development of assessment tasks that form part of their school-based assessment programmes.

h. Assist school management teams to select and implement school-based interventions for improving learner performance in Languages and Mathematics.

3. THE PRESENTATION OF THE RESULTS

The results have been presented in both quantitative and qualitative terms as follows:-

3.1 Quantitative information

The following are the quantitative measures of performance that have been reported:-

(a) Average mark

The average performance refers to a single mark that summarises the performance of all the learners in a particular test, for a particular group of learners. The average mark is determined by finding the sum of all marks and dividing the sum by the number of candidates in the group (see **Table 1** below). In **Table 1** an example of the average mark is indicated, for the group in a particular class. The table includes the mark obtained by each learner and the average mark of the class group is **10.4**.

Table 1: The average mark of learners

No.	Name of Learner	Mark of learner
1.	Mary	11
2.	Sipho	16
3.	Anne	7
4.	John	5
5.	Ron	13
Average		**10.4**

It is important to note that some learners shall have performed above and others below the average mark. In the above table, three learners (Mary, Sipho and Ron) scored above the average mark while two learners (Anne and John) scored below the average mark. It can, therefore, be observed that more learners scored above the average mark than below. If the total mark of the test is 20 marks, the average percentage score is calculated as 10.4 ÷ 20 = 52%. This implies that the overall performance of the class is, mediocre.

(b) Median mark

The median mark is the middle mark, after all marks are ranked from highest to lowest. In **Table 2** an example of a median mark is indicated. In **Table 2** five scores have been listed from the highest to the lowest. The middle mark is the 3rd score. Therefore, the median mark is 11.

Table 2: The median mark of learners

No.	Learner marks in rank order
1.	16
2.	13
3.	11
4.	7
5.	5

In the above table there is an odd number of marks (viz. 5). Two learners scored above the median and two learners scored below the median. If the total number of candidates is an even number, then the middle mark is determined by adding the 3rd and 4th score and dividing 2. The median in **Table 2** indicates that 50% of the learners attained a mark

above a score of 11, and another 50% attained a mark below 11. The median mark can also be reflected as a percentage i.e. 11 ÷ 20 = 55%. This, therefore, implies that 50% of the learners attained a mark below 55%.

(c) Acceptable performance levels

The National Curriculum Statement (NCS) for the General Education and Training (GET), grades learner achievement on a seven-point scale as follows:

Level 1, (0 to 29%) labelled as "Not achieved"

Level 2, (30% to 39%) labelled as "Elementary Achievement"

Level 3, (40% to 49%) labelled as "Moderate Achievement".

Level 4, (50% to 59% and) labelled as "Adequate Achievement".

Level 5, (60% to 69% and) labelled as "Substantial Achievement".

Level 6, (70% to 79% and) labelled as "Meritorious Achievement".

Level 7, (80% to 100% and) labelled as "Outstanding Achievement".

In terms of the above grading, "adequate achievement" or acceptable level of performance is associated with a mark of 50% and above, since a mark of 50% and above is referred to as "achieved". Acceptable learner performance in ANA is, therefore, reported in terms of the number of learners that obtained a mark of 50% and above. The number of learners achieving a performance above 50% will also be reported as a percentage. In **Table 3** and **Table 4** example s of acceptable performance levels for three Grades are indicated and are taken from the results of ANA 2012.

Table 3: Grade 3 learners at acceptable performance levels

Grade 3	% of learners scoring 50% and above in Home Language	% of learners scoring 50% and above in Mathematics
	56.8	36.7

Table 3 illustrates the performance of Grade 3 Learners in terms of percentage of learners scoring 50% and above in Home Language and Mathematics. It can be observed from these figures that more learners score 50% and above in Language than in Mathematics.

Table 4: Grade 6 and 9 learners at acceptable performance levels

Grade	% of learners scoring 50% and above First Additional Language	% of learners scoring 50% and above Home Language	% of learners scoring 50% and above Mathematics
Grade 6	24.5	40.2	10.8
Grade 9	20.9	39.4	2.3

From **Table 4** it can be observed that the number of learners achieving the acceptable level of performance is greater in Grade 6 than in Grade 9. The lowest percentage of learners achieving the acceptable level of performance occurs in Mathematics Grade 9. It can also be observed that in both Grades 6 and 9 the highest percentage of learners achieving the acceptable level of performance is in Home language.

(d) Performance spread

The spread of performance can be summarised in terms of the proportions or **percentages** of learners who achieved specified **levels** of performance in Language and Mathematics. In **Table 5** an example of the spread of performance is specified across the 7 levels of achievement and for Grades 3, 6 and 9, also taken from the 2012 ANA results. The proportion of learners at each Achievement Level is indicated as a percentage. For example, in Grade 3 Mathematics 31.3 % of learners achieved a score at Level 1 while at Grade 9 Mathematics 91.9 % of learners achieved a score in the same category.

Table 5: Performance spread across levels of achievement for Grades 3, 6 and 9

	L1	L2	L3	L4	L5	L6	L7
Grade 3 Language	18.8	8.6	15.9	13.3	19.7	11.0	12.9
Grade 3 Mathematics	31.3	16.0	15.9	15.1	10.5	6.6	4.5
Grade 6 First Additional Language	30.3	14.3	15.3	14.0	11.3	8.5	6.4
Grade 6 Home Language	43.1	18.7	13.6	10.6	6.9	4.2	2.8
Grade 6 Mathematics	65.4	13.6	10.2	5.4	3.2	1.4	0.8
Grade 9 Home Language	24.6	17.2	18.8	17.3	12.7	6.9	2.6
Grade 9 First Additional Language	42.3	20.3	16.5	11.7	6.3	2.3	0.7
Grade 9 Mathematics	91.9	3.8	2.1	1.1	0.6	0.3	0.2

In **Table 5**, the spread of performance allows for comparisons and inferences to be made within or across grades and levels. For example, it can be observed that higher percentages of learners achieved scores at Levels 6 and 7 in Grades 3 and 6 than in Grade 9. In particular, there is a significantly low percentage of learners achieving a score at Level 7 in Grade 9 Mathematics.

It should also be noted that the spread of performance can also be reported in terms of the quintile rating of the school. The quintile ranking is an indication of the poverty index of the school. This will allow each school to compare its performance with schools that are in similar circumstances.

3.2 Qualitative information

For meaningful interventions to improve teaching and learning, an analysis of the specific knowledge and skills that learners were able or not able to demonstrate in the tests should be carried out at school level by subject teachers. Qualitative information consists mainly of brief descriptions of specific knowledge and skills that learners were not able to demonstrate in the tests. This will also include knowledge and skills that learners were able or not able to demonstrate at acceptable levels of performance. This information is obtained from analysing performance of learners in each question in each test. This process is referred to as **Question Analysis.**

Question analysis is done by taking the answer scripts of learners in the class and recording the marks each learner has obtained in each question. For example if there are 10 learners in a class and there are five questions in the test, the question analysis will be done using the following table:

Table 6: Question Analysis

Learner	Q1 (10 marks)	Q2 (10 marks)	Q3 (10 marks)	Q4 (10 marks)	Q5 (10 marks)	Total
John	2	6	1	6	1	16
Sipho	6	8	4	7	4	29
Anne	2	5	1	5	1	14
Thabo	2	6	2	6	0	16
Nonhlanhla	3	6	2	7	1	19
Mary	2	6	2	7	2	19
Ron	3	5	2	7	2	19
Steve	2	6	3	7	1	19
Bheki	2	5	1	5	1	14
Vuyo	2	5	1	5	0	13
Average	**3**	**6**	**2**	**6**	**1**	

The average marks for each question appear in the last row of **Table 6**. There are 10 marks indicated in the top row for each question. The 50% performance in each question is equivalent to 5 marks. In this test learners did poorly in Questions 1, 3 and 5, given that the average mark in these questions is below 50%.

The steps to be followed after the marks of the class have been analysed per question are as follows:

(a) Identify the questions in which learners have performed the lowest (poorest) in terms of the average marks that they obtained: In **Table 6** above it is evident that learners have performed poorly in Questions 1, 3 and 5. These questions require further analysis to examine the possible causes of under-performance.

(b) Identify the content knowledge and skills that each question was assessing. The skills and content knowledge were extracted from the assessment standards when the test was developed. For instance, a question in Mathematics could assess the following content knowledge and skills:-

Content knowledge	Skills
• Fractions	• Converting decimal fractions to proper fractions.
• Decimal fractions	• Multiplying fractions
• Equivalent fractions	• Simplifying fractions

In the Question Analysis it would be important to examine the specific content and skills in which learners seem to be experiencing difficulties.

(c) Establish the nature and extent of the common errors, mis-conceptions made by learners in the questions where poor performance was noted. This would entail going back to a sample of scripts and analyzing the nature and type of responses provided by learners in these questions. It may even entail writing down some of the common errors or mistakes presented by the learners. After reviewing these responses, the teacher will be able to establish the common areas of misunderstanding and possible confusion.

(d) Establish the basic concepts, skills and content areas that would help learners to correctly answer the questions in which they made common errors.

(e) After having established the concepts, skills and content areas that are problematic, the teacher must do the following:

- Ensure that his/her grasp of the concepts, skills and knowledge is correct.
- Seek additional help from the Head of Department, Subject Head or district subject specialist, if there is doubt.
- Develop and use appropriate methods to teach the concepts, skills and content. Exposing learners to the variety of techniques might be a useful approach.
- After having re-taught these concepts, knowledge and skills, conduct a re-test of these areas to establish whether there has been an improvement.

In the case of multiple-choice questions, additional Question Analysis could be done which analyses the responses selected in each question as well as the number of learners selecting a particular option **(see Table 7)**.

Table 7: Question analysis

Questions	Options			
	A	B	C	D
1. The fraction that has the same value as 0,6 is … A. 1/6 *B. 3/5 C. 1/3 D. 3/6	7	3	3	7
2. Which number sentence below has the same value as 6 x (7 + 2)? A. (6 x 7) + 2 B. (6 x 2) + 7 *C. (7 + 2) x 6 D. (6 + 2) x 7	3	2	14	1

*Correct answer

In **Table 7** the correct option is shown with an asterisk in each of the two multiple choice questions. The number of candidates that selected each option is recorded. It can be observed that in Question 1, 17 of the 20 learners, selected the incorrect answers. Seven (7) learners selected option (A), another seven (7) selected option (D) and three (3) selected option (C). The reason why such a large number of learners selected Options (A) and (D) that are incorrect must be explored.

In Question 2, 14 of the 20 learners selected the correct answer.

4. LIMITATIONS OF THE ANA INFORMATION

ANA data is limited to assessing only Literacy and Numeracy knowledge and skills in the targeted Grades. However, this does not mean that other subjects or learning areas are less important. Literacy and numeracy have been identified as critical competencies that underpin educational success across the board. It has been shown that an improvement in Literacy and Numeracy will translate into an improvement in other subjects.

5. THE USE OF THE ANA RESULTS

The results will be used for both broad and specific purposes and at different levels of the system to realise improvements in the levels and quality of learner performance (see **Annexure on page 18**).

5.1 Broad Application

The ANA results provide valuable information for the system to benchmark performance in both Literacy and Numeracy and provide a measure so as to track progress over the years towards the achievement of set targets.

One level of use will be to equip education officials and teachers to interpret the information presented and use it to develop interventions to address areas of poor performance.

In areas of particular weakness, the results will give clear indication of any additional learning materials to be developed both by the teacher or subject specialist to support classroom teaching and assessment.

Districts will develop focused interventions, based on what the results show, for schools that need them the most**.** Schools will be able to set annual targets in relation to the national benchmark of 60% of learners achieving acceptable levels in literacy and numeracy by 2014.

For learners, information will be provided on the skill areas where they are strong and where they experience challenges. Information from ANA will be used to direct teachers towards particular kinds of teacher development programmes and to engage seriously with school principals around what the problems in the school are.

ANA results will enable districts, parents and schools to have a standard source of information to determine which schools, learners and teachers are most urgently in need of support. They will be alerted, for instance to programmes that may not be working as intended or the need to fill critical teaching posts, and ensuring that schools receive the full allocation of resources in line with the funding policy.

However, ANA results will not be used as a basis for providing more than the normal amount of resources for a school as this could produce a situation where schools deliberately perform poorly in order to attract additional resources. Instead, the current approach of providing more resources to poorer school communities to compensate for home background disadvantage should be continued.

5.2 Specific use at different levels of the system

The information emanating from ANA must filter through every level of the system and must direct teaching and learning. This requires a continuous engagement with the information by all officials and educators, together with parents. It is therefore proposed that ANA results be used as follows at each of the levels:

5.2.1. School level

At the heart of all school improvement efforts is the important understanding that learning can and should improve on a continuous basis. Learners come to school to learn, to find new challenges and to gain new understandings. The role of schools and classrooms is to create environments that enable learners to learn meaningfully using **evidence** to guide all decisions about learners and learning. The information that is generated from assessments is **key evidence** to continuous improvement in learning and teaching. It must be used to inform all decisions, plans and programmes for improvement.

(a) Teaching and learning

Decisions and plans on what, when and how to teach must be informed by the **evidence** that comes out of the

Average mark percent = (Average mark/Total score) x 100%

assessments, both school-based and ANA assessments. In particular, **evidence** from ANA tests will help answer the following key questions for teachers:-

- "**What is the overall level of literacy/numeracy competency of my class?"**

To answer this question on the basis of **evidence**:-

- Calculate the **average percent** obtained by the learners in each of the literacy and numeracy tests (Sum of the marks obtained by individual learners divided by the number of learners and ***expressed as a percentage***).
- If the average mark in the subject is equal to or greater than half of the total expected score (50% of or above the total test score), then the class as a whole has achieved the "acceptable" level of performance in that particular subject (literacy or numeracy), BUT some individual learners may not have achieved the acceptable level. Remember, we must have **evidence** that every learner succeeds!
- If the average mark in the subject is less than half of the total expected test score, then the class as a whole has NOT achieved the "acceptable" level of performance in that particular subject, ALTHOUGH some individual learners may have achieved the acceptable level.
- Decide whether the **evidence** suggests that it is the whole class or part of the class that requires focused attention to help them improve their performance.

i.) "Which learners in my class have not achieved the acceptable levels of performance in each of literacy and numeracy?"

To get **evidence** for answering this question:-

- Find out who the specific learners are that need focused attention so that you can develop appropriate interventions i.e. all those who have attained a score below 50%. Remember, ***one-size-fits-all*** intervention strategies will not give you the expected results!
- Find out, from other sources of **evidence** that exist within the school, what characterises the identified underperforming learners. Are they mostly girls or boys? Are they learners who are often absent from school (from attendance registers)? Are they learners who receive little or no educational support at home? Are there learners who consistently under-perform in their school based assessment? Is there anything common among the underperforming learners that require interventions at school level rather than just specific teaching strategies at classroom level?

ii.) "What were the knowledge and skills that the underperforming learners could not demonstrate in the tests?"

To get **evidence** for answering this question:-

- Find out in which individual test questions learners obtained the lowest scores in each subject, i.e. challenging questions, as indicated by the **Question Analysis** data.
- Use your professional knowledge of the subject to find out the knowledge and skills that the learners required in order to answer **each** of the challenging questions correctly.
- Develop focused teaching strategies to teach the knowledge and skills that the **evidence** at hand shows were lacking among the learners and, as a result, they found specific questions challenging. For example, learners who could not answer questions that required knowledge of operations on different **types of fractions** may be lacking either the **conceptual knowledge** of fractions or the **techniques** required for this purpose or **both**. In literacy, learners who could not answer questions based on **reading comprehension** passages may be lacking '**reading fluency'** skills.

- Decide whether you will need any **specific** professional support in order to effectively teach the identified knowledge and skills which your learners lack, e.g. a workshop on how to teach operations (i.e. addition, subtraction, division or multiplication) on different types of fractions, or expert guidance on how to teach '**reading fluency'**. If so, decide if the specific professional support you require is available within the school or in the district and submit a request to the School Management Team (SMT).
- Decide if there are any specific **resources** that you will need to enable you to teach the knowledge and skills that **evidence** shows are lacking among your learners. If so, decide if the required resources are readily available at school or need to be obtained from outside the school and submit your request to the SMT.

iii.) "How will the collected evidence be used to improve learner performance?"

To use the collected **evidence**:-

- Record the **average** percent of your class in each subject as **baseline information**, i.e. the starting point towards improvement, and set a **target percentage**.
- Decide on the amount (as a percentage) by which you want the **average mark** percent of your class to increase in the next round of assessment. For instance, if the current average mark of your class is 45% (**baseline**), you may decide that you want this mark to increase by 5% to 50% (**target**).

iv.) "What are you going to do differently to achieve your target?"

In order to have **evidence**-based confidence that you will achieve your target:-

- Develop teaching strategies that will ensure that each of your learners learns effectively.
- Set tests of high quality that include questions which challenge learners in the target knowledge and skills that you want them to improve and **assess regularly** through **both** informal formative assessment and summative assessment (e.g. weekly, monthly and quarterly tests) to monitor if average class marks (in percentage) increase.
- Ask your learners to set personal improvement targets as well and provide them with continual feedback at individual level, i.e. discuss with each of them whether their scores are improving, remaining the same or decreasing.

(b) Management

SMTs are responsible for the overall school improvement plan, based on evidence. The test marks provide the key **evidence** that SMTs need to monitor if learning in the school remains unchanged, improves or declines. In particular, **evidence** from ANA tests will help SMTs answer the following key questions for school management that will improve learner performance:-

(i) "What is the baseline performance of our school in literacy and numeracy?"

To get an **evidence-based** answer to this question for **each** subject:-

- Collect mark schedules from class teachers and find out what the **average marks** (in percentages) in each Grade are.
- If the average mark in a Grade is equal to or greater than half of the total expected score (50% of or above the total test mark), then the Grade as a whole has achieved the "acceptable" level of performance, BUT some individual learners may not have achieved the acceptable level. Remember, we must have **evidence** that every learner succeeds!
- If the average mark in a Grade is less than half of the total expected test mark, then the Grade as a whole has NOT achieved the "acceptable" level of performance, ALTHOUGH some individual learners may have achieved the acceptable level.

(ii) "What kind of support needs to be given to teachers in the underperforming Grades?"

To have **evidence**-based answers to this question:-

- Discuss with the affected Grade teacher(s) which learners in the Grade are underperforming. Are they mostly girls or boys? Are they learners who are often absent from school (from attendance registers)? Are they learners who receive little or no educational support at home? Is there anything common among the underperforming learners that require interventions at school level, e.g. policies regulating learner attendance, parental involvement, etc.?
- Discuss with the affected Grade teacher(s) the specific professional support that they have identified as their need and assist to get the assistance within the school or from the district.
- Pool the resource needs identified by Grade teachers and **prioritise** these in the school budget on short-, medium and long-term basis. Short-term could be six months or less, medium-term one year and long-term two years.

(iii) "How will the collected evidence be used to improve learner performance?"

To answer this question:-

- Discuss with all Grade teachers what they propose as improvement targets based on the current baseline average marks.
- Ensure that targets are realistic. For instance, it would be helpful to find out how the school performance compares with well-performing schools which are in similar circumstances in the district.
- Ensure that targets are meaningful. For instance, targets that that can be achieved easily without challenging the learning abilities of learners are not helpful.
- In collaboration with Grade teachers, identify individual learners who may have been provided with or may need more learning support (especially in the case of a learner with identified learning barriers).

(iv) "What are you going to do <u>differently</u> to achieve your targets?"

To answer this question:-

- Identify areas of weakness and develop appropriate school remedial programmes
- Ensure that school remedial programmes address teacher development, learner support, subject support, material support or possible re-organisation.

(c) Governance

School Governing Bodies will:-

- Make informed decisions, based on the results, on how schools and communities should cooperate to improve learner performance
- Provide support to ensure school functionality.

5.2.2. District level

(a) Management support

The circuit manager will:-

(i) Analyse performance of all the schools in his/her circuit. This will entail looking at the average mark per school, per subject, per Grade, together with the acceptable level of performance of each school, per subject, per Grade.

(ii) Every school that has an average mark of below 50%, and an acceptable level of performance, below 50%, in a particular subject and Grade, must be regarded as under-performing.

(iii) After having identified the under-performing schools, the circuit manager must evaluate other evidence at his disposal regarding the schools, which must include:

- Management competency of the principal.
- Collective management competency of the SMT.
- Vacant posts at the school, which includes SMT.
- Qualifications and experience of the teachers, in the subjects where poor performance is noted.
- Availability of LTSM at the school, in the identified subjects (e.g. Mathematics).
- Whether teachers have spent the required time on the subject.

(iv) The under-performing schools must be targeted for special intervention which includes the following:

- A visit by the circuit manager and the subject specialist.
- During the school visit the school principal, SMT and the teacher must be interviewed to establish the specific reasons for the under-performance.
- Collectively, an improvement plan must be established, targeting the specific areas of under-performance and clear improvement strategies.
- Together with the management and the teacher, a school target must be set for the school in the specified subject.
- The circuit manager and the subject specialist must on a continuous basis support the school in terms of the implementation of the improvement plan and monitor the improvement.
- The monitoring of the improvement will be based on performance in tests set by the school

(v) In addition to the above the circuit manager must

- Guide schools to include information from ANA in their annual reporting templates
- Collect all annual reports from schools in his/her circuit.
- Cluster schools and identify common areas of support.
- Develop a circuit intervention plan based on plans submitted by the schools in the circuit with clearly defined targets.
- Support schools in providing identified needs such as textbooks and resources.

(b) Subject support

The subject specialist, must:

(i) Work in conjunction with the circuit manager to analyse the quantitative data per school and identify schools that demonstrate poor performance, in specific subjects. The quantitative analysis will include:

- comparing school performance to other similar schools
- comparing school performance to circuit, district and provincial performance

(ii) Identify the reasons for poor performance at the identified schools, based on the evidence that he/she has available regarding the school. This will include the factors listed in (a) (iii) above and more specifically the teaching competency of the teachers where under-performance is identified.

(iii) Together with the circuit manager visit the school and identify the reasons for the poor performance.

(iv) Take responsibility for addressing all the subject related issues, which may include:

- Knowledge and skills deficiency in particular aspects of the subject.
- Planning a teaching programme and preparation for a lesson.
- Development of an assessment programme.
- Development of assessment tasks that are of appropriate standard.
- Marking of assessment tasks.
- Training of the teachers in conducting item analysis at school level.
- Development of remedial programme targeting specific areas of weakness.

(v) Conduct a question analysis on a sample of scripts from across the schools in the circuit or from the item analysis reports of the schools, identify the common areas of weakness across the district/circuit.

(vi) Based on the common areas of weakness that exist across the circuit/district, the subject specialist will plan a circuit/district intervention, which may include:

- A training session for teachers in the identified areas of weakness.
- Development of support material.

(vii) Monitor and support the under-performing schools and teachers and provide them with feedback with progress made, based on their agreed target.

5.2.3 Provincial level

The provincial education department (PED) must:

- Analyse the quantitative data per district, to identify poor performing districts and schools.
- Support poor performing districts in developing their remedial programme.
- Identify areas of weakness relating to particular learning areas and Grades. The PED must develop special support programmes directed at these specific learning areas.
- Agree on targets for each district and monitor these districts with regard to reaching these targets.
- Conduct monitoring on sample of schools across districts to evaluate intervention strategies employed to effect school improvement

- Write district wide reports with clear improvement plans
- Must use the ANA results to inform the APIP.

5.2.4. National level

The Department of Basic Education (DBE) must:

- Monitor the national progress on learner achievement in mathematics and languages against set targets.
- Use the ANA results as a systemic tool for the development of policy, review and support.
- Write annually, a national report that informs parents and relevant stakeholders on the results of learners.
- Write and amend guidelines on the utilisation of results.
- Construct a management plan for the interventions based on the results.

6. REPORTING

6.1 Reporting results to parents

The school principal must ensure that parents receive the ANA results by the end of a school term in which the DBE releases them. It is suggested that the ANA results be incorporated into the learners' quarterly report cards. The report card containing the ANA results must be discussed and explained to parents.

A summary of the results with a school improvement plan needs to be tabled at the governing body meeting after the release of the ANA results within the spirit of Section 16A of the South African Schools Act. This must reflect how the school will effectively utilise available resources to improve on the shortcomings raised by the report. The SMT together with the SGB must drive this national initiative to ensure that all parents are aware of the ANA, its importance and overall strategy to improve learner academic achievement.

Parents will receive reports on learner performance that indicates areas of difficulty in terms of concept and skill development, as well as what support their learners need.

6.2 Reporting learner achievement to the Head of Department

As part of their legal obligation, school principals are supposed to complete and submit an Annual Academic Report to the Head of Department for consideration. The completion and submission of an Annual Academic Report by principals is a legislated requirement in Section 16A of the South African Schools Act of 1996, as amended. The report is expected not to only contain the academic performance of that school in relation to minimum outcomes and standard and procedures for assessment determined by the Minister in terms of Section A, but must include the effective use of available resources.

The annual report should be submitted together with end of year schedules to the District office, which will then be analysed to identify poor-performing schools. A letter is then sent to the identified poor-performing school to inform them of their status. Identified schools prepare and submit an Academic Improvement Plan setting out how resources will be utilised and how the academic performance at the school will be improved. The Head of Department approves the Academic Improvement Plan for implementation. These schools are legally expected to report to the Head of Department and the governing body by 30 June on the progress made in the implementation of the plan. The District offices should then use the information on the Annual Report to prepare their own intervention strategy to assist schools to improve their performance in the ANA result.

7. MONITORING

The ANA results will form an important part of the school academic performance improvement plans (APIP).

7.1 Target setting

Provinces, districts and schools will use their current respective results as baseline information and then set improvement targets. Targets need to be both realistic and meaningful. To be realistic targets need to take into consideration available resources and capacity. To be meaningful they must not be too low or too high.

7.2 Monitoring of schools and districts

External IQMS moderators will be visiting feeder schools to under-performing schools and districts on a regular basis.. The focus of their visits will not only be to monitor IQMS implementation, but the factors that impact on the quality of teaching and learning. They will also be visiting District offices to monitor their performance as well as the quality of support they are rendering to their schools.

This intervention will contribute, firstly in orientating the schools that they are visiting as well as the district offices, in understanding and interpreting the content of this guideline document. In addition, moderators will play a role in monitoring whether reports have been completed and submitted on time, and whether planned interventions are taking place. In this way, struggling schools can be identified and assistance provided. The monitoring reports will be able to assist the DBE to assess the level of utilisation of these ANA results, as well as the level of remedial action that is being undertaken by schools and districts.

8. CONCLUSION

The utilisation of the ANA results will be monitored on an ongoing basis across the education system. Components of the system that fail to utilise the results appropriately will be identified and targeted for special support. The effective utilisation of the ANA data will contribute to moving the system to the next level and it calls for a united and concerted effort from all involved in education.

Annexure

Processes and actions on the use of ANA results

DBE – National assessments, curriculum, EMGD and teacher development officials:

Task: Analysis, publication, distribution of ANA results to reinforce assessment processes in schools; guideline and support to use the results; interpretation; and use in teaching and learning; monitor effectiveness of use of ANA data

Support will include development of materials and courses to enable PEDs, Districts and school staff to use ANA data as part of Annual Planning and Assessment processes

Provincial Departments:

Exams/assessment; curriculum; school management, teacher development and district officials

Task: distribution of results, interpret and use results and assist schools and teachers.

Co-ordinate provincial distribution of ANA documents and programmes to support schools

School:

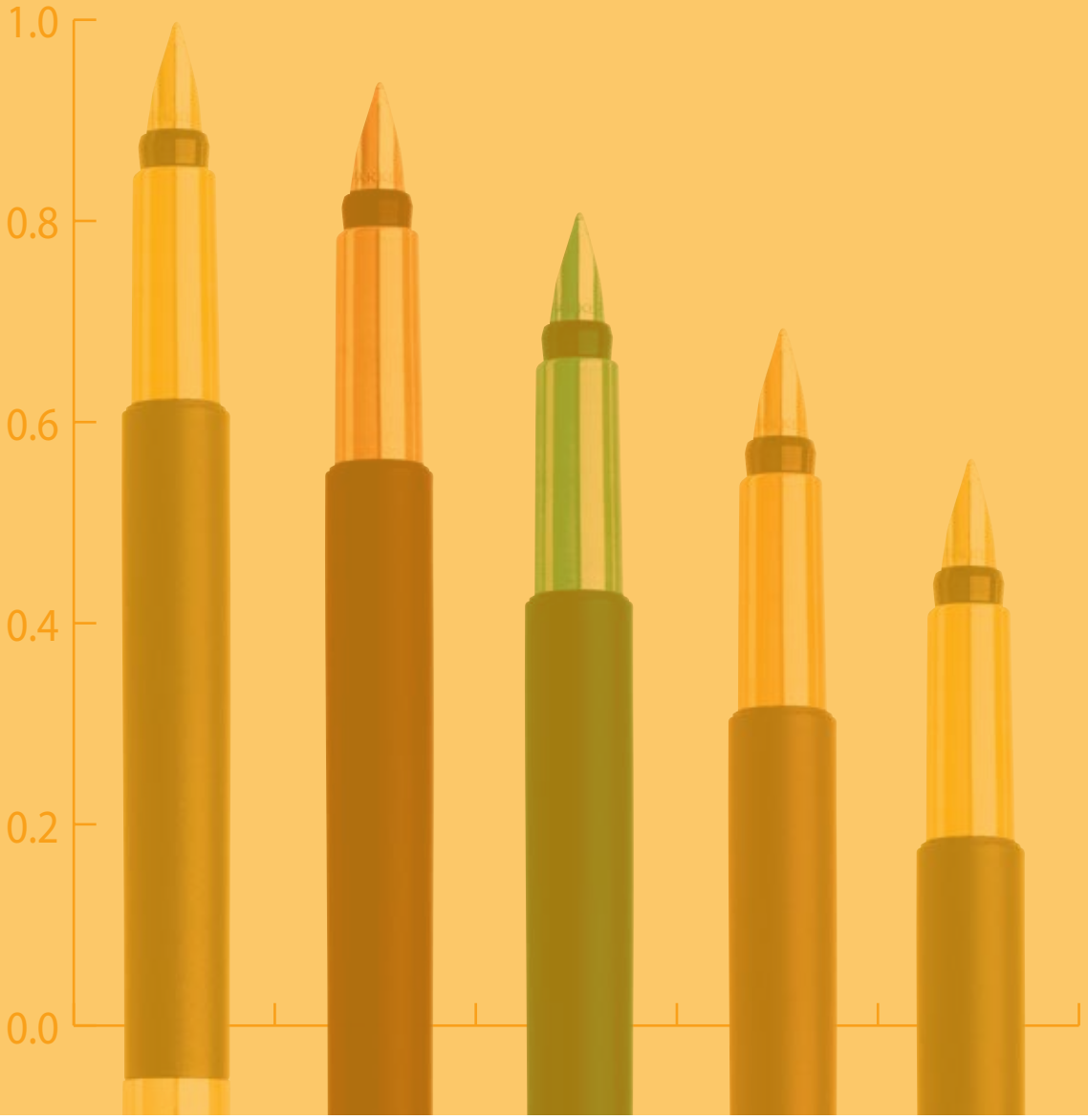
Principal: Incorporate ANA results into school Annual Planning, process; support teachers to interpret and use ANA information by strengthening classroom and school-wide strategies to improve learning and communicate with parents.

Teachers: Interpret and use ANA data by developing classroom strategies to improve learning; including communication with parents.

School has to enhance school improvement plan with the use of ANA results.

Notes

Notes



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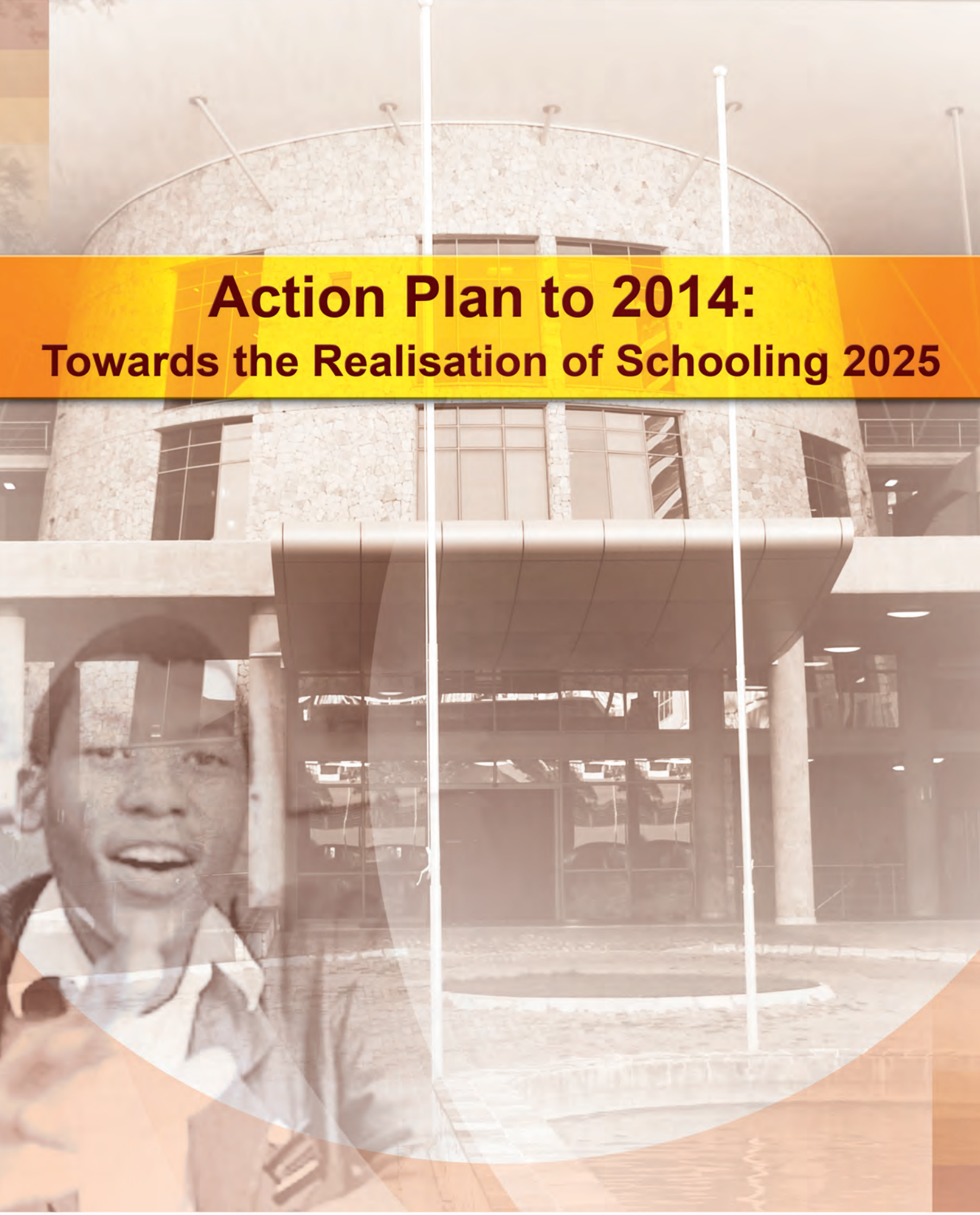
Appendix D - Action Plan to 2014. Towards the Realisation of Schooling 2025



Action Plan to 2014:
Towards the Realisation of Schooling 2025

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

GENERAL NOTICE

NOTICE 752 OF 2010

DEPARTMENT OF BASIC EDUCATION

Call for comments on Action Plan to 2014: Towards the Realisation of Schooling 2025

I, Angelina Matsie Motshekga, Minister of Basic Education, after consultation with the Council of Education Ministers and in terms of the National Education Policy Act (Act 27 of 1996), hereby invite comments from the public and interested parties on the proposed *Action Plan to 2014: Towards the Realisation of Schooling 2025* and background document set out in parts A and B of the Schedule.

Part A is a short version of the Action Plan, whilst Part B provides more details on the Plan. A further document with a detailed discussion of national and provincial statistics and targets relating to the indicators of the Plan has been developed and will be made available for public comment as soon as possible after I have sufficiently consulted with the nine MECs for education.

Comments should be in writing and must reach the Department of Basic Education by no later than Friday, 27 August 2010. Letters with comments should be clearly marked 'Comments on Action Plan to 2014'. All comments should clearly indicate the following information about the commentator:

Name of commentator, and organisation represented;

postal and email addresses; and

telephone, fax and cell numbers (if available).

Comments should be addressed to:

Mr PB Soobrayan, Director-General: Basic Education

For the attention of: Mr P Njobe
By post:
Private Bag X895,
Pretoria,
0001
By fax: 012 323 5837
By email: Njobe.P@dbe.gov.za

Angelina Matsie Motshekga, MP
Minister of Basic Education
24 June 2010

SCHEDULE

Part A

Action Plan to 2014

Towards the realisation of Schooling 2025

The shorter version

19 July 2010

This plan is a draft document of the Department of Basic Education intended to elicit public inputs. It as yet not an official policy of the Department or of government.

The goals of the Action Plan

The Action Plan has 27 goals. Goals 1 to 13 deal with **outputs** we want to achieve in relation to learning and enrolments.

1 ▶ Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3.

2 ▶ Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.

3 ▶ Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.

4 ▶ Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.

5 ▶ Increase the number of Grade 12 learners who pass *mathematics*.

6 ▶ Increase the number of Grade 12 learners who pass *physical science.*

7 ▶ Improve the average performance in *languages* of *Grade 6* learners.

8 ▶ Improve the average performance in *mathematics* of *Grade 6* learners.

9 ▶ Improve the average performance in *mathematics* of *Grade 8* learners.

10 ▶ Ensure that all children remain effectively enrolled in school up to the year in which they turn 15.

11 ▶ Improve the access of children to quality early childhood development (ECD) below Grade 1.

12 ▶ Improve the grade promotion of learners through the Grades 1 to 9 phases of school.

13 ▶ Improve the access of youth to Further Education and Training beyond Grade 9.

Goals 14 to 27 deal with the things we must do to achieve our 13 output goals.

14 ▶ Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.

15 ▶ Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.

16 ▶ Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

17 ▶ Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

18 ▶ Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

19 ▶ Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

20 ▶ Increase access amongst learners to a wide range of media, including computers, which enrich their education.

21 ▶ Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.

22 ▶ Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

23 ▶ Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

24 ▶ Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.

25 ▶ Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions.

26 ▶ Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services.

27 ► Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education.

Why this plan is important to you

During 2010 the Minister of Basic Education, Mrs Angie Motshekga, declared that there would be a plan for schools in South Africa called *Action Plan to 2014,* and that this would form part of a larger vision called *Schooling 2025.* It is important that you as a South African should know about the Action Plan, and *Schooling 2025*, especially if you are a parent or guardian of a learner in a school, if you yourself are a learner, or if you are a teacher or a school principal. The plan is important because it tells you what the government will be doing to make Grades R to 12 schooling better, but also because it explains how you yourself can contribute towards making the goals of the plan and *Schooling 2025* a reality.

This Action Plan explains the 27 national goals that lie at the heart of the plan. Thirteen of these goals are **output goals** dealing with better school results and better enrolment of learners in schools. The remaining 14 goals deal with things that must happen for the output goals to be realised. The goals do not capture everything we must do, but experience has shown that for a plan to work it is important to identify a few key goals that can guide everyone. For all the goals in the plan, it is explained what government is doing and it is explained what you can do to contribute towards success in South Africa's schools.

This is the **shorter version** of *Action Plan to 2014.* It is intended for a wide audience, including all teachers, school principals and members of school governing bodies. There is also a **long version** of the plan which contains more details, for example further details on how goals will be achieved, details on how improvements will be monitored, and what the exact national and provincial targets are for each goal. The long version includes not just the targets we want to achieve by 2014, but also the targets we want to reach by 2025 as part of the *Schooling 2025* vision. If you or your organisation believes that the plan can be made better, you are encouraged to send inputs to the address indicated at the end of this document and to watch for notices in the media for Action Plan and *Schooling 2025* stakeholder meetings. The Action Plan may have to change before 2014, as new challenges are identified and lessons are learnt, and for this process stakeholder participation is vital.

Why we need to improve South Africa's schools

Since democracy was won in 1994 much has changed in South Africa's schools. Many more children complete the compulsory Grades 1 to 9 (80% in 1994 against 99% in 2010). In this regard, our situation now

compares very favourably to what occurs in other countries at a similar level of economic development. The laws that divided learners by race in the apartheid schooling system were removed, resulting in a situation where race is now a less important factor in determining the kind of schooling a child receives. In historically white schools, around 56% of learners are black and 40% are African. Change in historically Indian schools has been even greater. In 1994 government spending on every African school child was on average one-fifth of what it was for every white child. Today there is almost no difference in government spending. The curriculum and learning materials used in schools today help learners to understand their country, Africa and the world and think critically in ways that are a far cry from the narrow memorisation required of most learners before 1994.

Yet it is clear that much must still change in South Africa's schools. Too many schools are plagued by violence and do not feel safe for learners and educators. In too many schools, buildings and facilities are inadequate or not of a standard that would motivate learners to come to school every day to learn, and teachers to teach. But above all, there are too many learners who, after many years of school, have not mastered the skills they should have mastered. Research has shown, for instance, that many learners who complete Grade 6 are not able to write even simple sentences, or to do basic arithmetic. This problem of an unacceptably low level of learning can be found across all grades. The problem exists not in all schools, and not amongst all learners, but amongst far too many schools and learners. In particular, learners from poorer areas of the country are more likely not to have learnt what they should have learnt.

Poor quality learning in schools affects individual learners and their families negatively in many different ways. For instance, it becomes more difficult for learners to enter an FET college or a university later in life. Poor quality learning also reduces one's chances of obtaining the job one wants. But quality problems in our schools also make it more difficult for the country as a whole to prosper. The development of South Africa depends on the skills and education of her people. A nation where everyone receives a solid basic education is more likely to be a nation which is at peace with itself and is free of poverty.

The importance of broad participation

The current version of the plan has been discussed with teacher unions and provincial departments of education. These stakeholders support the overall aims and approaches of the plan. The purpose of this version of the plan is to provide more stakeholders with a chance to make inputs on

the plan. In particular, the Minister of Basic Education is interested in the inputs of organisations representing school governing bodies, school principals and learners. Higher education institutions, FET colleges, organised business, faith organisations and education NGOs are also strongly urged to become involved. And very importantly, the ongoing participation of teacher unions is vital for the success of the plan.

The Action Plan is not about telling everyone exactly what to do. This would be impossible in a system as large and varied as the South African schooling system. At the same time it is important for the Minister of Basic Education, through this national plan, to guide the very large improvements we need in our schools.

For wide participation to be effective, participants need to be well informed not only of what happens in their local school, but also in the schooling system as a whole. The Department of Basic Education will publish every year a report on how the schooling system is doing, and what is happening with regard to learning and teaching, spending by government, collaboration between the Department and teacher unions, and so on. This national report will indicate what complaints are being received by the district, provincial and national complaints officers (these officers are described below), and what action was taken, or will be taken. An easy to follow version of this annual report will be made widely available so that stakeholders have the information they need. If the Action Plan changes, the Department will make sure that these changes are clearly communicated to schools and parents so that there is no confusion around what the plan is saying.

The Department's e-Education strategy is a strategy that involves the use of computers and the internet to get things done faster and better. As part of this strategy, the Department will make sure that the information people need to take part in *Schooling 2025* will be readily available on the internet. Even though not all South Africans have access to the internet (by 2009 people in a quarter of households across the country were accessing the internet) we know that this access, especially amongst younger people, is going up fast.

The vision for schooling in 2025

Important steps towards a shared vision of a better schooling system were made in 2008 in Kliptown (the birthplace of the 1956 Freedom Charter) with the adoption by various stakeholders of the **Code for Quality Education**. This code, a copy of which appears at the end of this document, drives the **Quality Learning and Teaching Campaign**

(QLTC), also launched in 2008. It is also a point of departure for the following vision of where we would like to be in 2025.

Making sure that every young South African receives quality schooling is an urgent need. Yet we realise that this cannot be realised overnight. We need a clear vision of where we want to be in 2025, or before then if possible. And we must make sure that every year we move a bit closer to our vision, recognising that a large improvement is an accumulation of many smaller changes. By 2025 we must see the following in every South African school:

- **Learners** who attend school every day and are on time because they want to come to school, the school is accessible and because they know that if they miss school when they should not, some action is taken. These learners understand the importance of doing their schoolwork, in school and at home, and they know their school will do everything possible to get them to learn what they should. Much learning happens through the use of computers and from Grade 3 onwards all learners are computer literate. Part of the reason why learners want to come to school is that they get to meet friends in an environment where everyone is respected, they will have a good meal, they know they can depend on their teachers for advice and guidance, and they are able to participate in sporting and cultural activities organised at the school after school hours.

- **Teachers** who have received the training they require, are continuously improving their capabilities and are confident in their profession. These teachers understand the importance of their profession for the development of the nation and do their utmost to give their learners a good educational start in life. They are on the whole satisfied with their jobs because their pay and conditions of service in general are decent and similar to what one would find in other professions.

- **A school principal** who ensures that teaching in the school takes place as it should, according to the national curriculum, but who also understands his or her role as a leader whose responsibility is to promote harmony, creativity and a sound work ethic within the school community and beyond.

- **Parents** who are well informed about what happens in the school, and receive regular reports about how well their children perform against clear standards that are shared by all schools. These parents know that if something is not happening as it should in the school, the principal

or someone in the Department will listen to them and take steps to deal with any problems.

- **Learning and teaching materials** in abundance and of a high quality. The national **Minimum Schoolbag** policy, which is widely understood, describes the minimum quantity and quality of materials that every learners must have access to. Computers in the school are an important medium through which learners and teachers access information.

- **School buildings and facilities** that are spacious, functional, safe and well maintained. Learners and teachers look after their buildings and facilities because they take pride in their school.

The output goals

In 2009, President Zuma released the policy document *Improving Government Performance: Our Approach*, which called for all government departments to focus better on changing the lives of all South Africans. For example, the education departments were requested to focus more on what learners learn in schools. Things such as improving school buildings, teacher training and school lunches are very important, but if they do not lead to better educated learners, then something is wrong.

The 13 output goals of the Action Plan are described below. For each goal there is an indication of what government is doing, and what you should do. What should you do if you believe that government is not doing what it should be doing? If this happens, the first step you should take is to discuss the matter with a teacher or the school principal to see what they have to say. You can suggest that the matter be discussed at the next meeting of the school governing body. The school governing body (or the principal) can then bring up the matter with the district office. However, if you feel that working through the school does not work, you yourself are free to contact the district office or the provincial department directly. Every district and provincial department, as part of the Action Plan, will ensure that it has a **complaints officer** whose job it is to receive complaints, to advise those complaining about their rights, to bring complaints to the relevant people in the Department, and to ensure that appropriate action is taken. If complaining to the district and province does not work, the national department also has a complaints officer. You can phone the national complaints officer, but the national department will also make sure, as part of its e-Education strategy, that information you need and details on steps you can take are easily available on the Department's website.

Goal 1 ▶ Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3.

What is the problem? In South Africa there has been much focus for many years on how learners do in the Grade 12 examinations. In more recent years there has been a growing focus on how well learners do in lower grades. This has happened partly because we now know that if we want to improve Grade 12 results in future, we need to improve results in all grades. The education experts agree that if a child does not learn the basics in Grades 1 to 3, that child will have difficulties in all the later grades. Tests of learners in Grade 3 have shown that results are unacceptably low, especially for learners in the poorest parts of the country. For example, the Systemic Evaluation tests have shown that fewer than half of all Grade 3 learners pass their language and numeracy tests.

What is government doing? An important recent step taken by government was the launch of **Foundations for Learning** in 2008. **Foundations for Learning** involves getting more materials to primary school learners and making it clearer to teachers how they should teach the curriculum. In 2008 government also began **Annual National Assessments**, or **ANA**, which involves testing all Grades 1 to 6 learners in key subjects using national tests. ANA is being improved to ensure that testing leads to better action and better planning within government. The box appearing below describes what ANA means for you. Apart from ANA, government is doing a lot of other things to improve learning in Grade 3, through the different goals explained in this plan.

How ANA will work

As in 2009, in every year moving forward all learners in all schools in Grades 1 to 6 will write national tests in languages and mathematics at the end of the year. The language tests will cover the learner's home language and the first additional language, which is English for most South African learners. Teachers will mark the tests according to instructions provided by the Department of Basic Education. These instructions also indicate how the school principal and specialists from the district office should check that tests are properly marked. Parents will receive ANA results together with other results in the annual report card for each learner distributed at the end of the year. The school governing body (SGB) will receive, at the beginning of each year, a report from the district office that will look more or less the same across all districts in South Africa. This report, the **district-wide ANA report**,

will allow the school to compare its ANA results to those of other schools in the district. It will also indicate what the results are for schools in different quintiles in the district, in other words schools with more or less the same level of poverty amongst learners. Parents on the SGB will be asked to share the district-wide ANA report with other parents at the school and to discuss ways in which parents and the school can work together to improve results. All the district-wide ANA reports from across the country will be available on the internet.

What the district-wide ANA reports will not contain are so-called league tables, or a list of every school in the district and its average scores. Each school will know its own average scores and will be able to compare these to the average of the district, of each quintile, and so on. However, in a system such as ANA, where schools themselves do the marking, research has shown that if the system becomes too competitive, this just encourages cheating when tests are marked. The main objective of ANA is not to make public the 'winners' and 'losers', but rather to let schools and parents have a better idea of how well they are doing in comparison to schools around them and schools across the country.

In 2011 ANA tests for Grade 9 learners will be introduced, also in languages and mathematics.

How is ANA different to what happened before ANA? The difference is that ANA tests are standardised across schools, so it will be possible to compare results from one school to the results of any other school in South Africa. This will make it easier to know when there are serious teaching and learning problems in your school.

What has just been described is **universal ANA**. Apart from universal ANA, there will be **verification ANA**. Verification ANA will be run directly by the national department and is a bit like the old Systemic Evaluation, but better. As part of verification ANA the national department will send people to some, but not all, schools to run tests that are almost the same as the universal ANA tests. Learners in Grades 3, 6 and 9 will be tested. The national department will then produce a report that will tell everyone if the national and provincial results are improving, and will indicate how accurate the results obtained from universal ANA are. The national report will also explain what the national and provincial targets are, and if we are succeeding in reaching our goals.

To start with, there will not be targets for every school, for example a target saying that 64% of learners in Grade 6 in your school must pass their ANA mathematics test by 2014. National and provincial targets for

this plan and *Schooling 2025* have already been set. What will happen soon is that targets will also be set for districts.

What should you be doing? If you are a parent, there are number of things you can do. If your child is not doing as well as he or she should, for example if your Grade 3 child is not able to read at a basic level yet, then you can help your child by making sure she does her homework and goes to school every day. You should also talk to your child's teacher so that you can understand better what the problem is. You should also make sure you know how well your school is doing in ANA compared to other schools in your area. The problem may be that all or most of the learners in your school are doing poorly. It may not just be a problem with your child. If this is happening, then it is important that all parents, teachers and the school principal at the school meet to discuss what the problem is and to make a plan to improve the situation. What if your child and your school are doing well in the ANA tests? This is obviously a good thing. But that does not mean you should do nothing. We need to improve results in *all* schools in South Africa if we want to realise our vision as a nation.

How will we know when things are getting better? ANA results will tell us how close we are to achieving our Grade 3 languages and numeracy targets.

Goal 2 ► Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.

What is the problem? As in Grade 3, in Grade 6 there are too many learners who do not learn the basic things they should learn. For example, both the Systemic Evaluation in 2004, and SACMEQ in 2000 indicated that fewer than one in four Grade 6 learners passed minimum standards in mathematics.

What is government doing? Like Grade 3, Grade 6 is covered by government's Foundations for Learning programme. Moreover, Grade 6 is one of the three grades receiving a special focus in ANA. It is important to remember that Grade 6 is the last grade of the three-year intermediate phase in the school curriculum and there are important things that every learner should have learnt by then. Goals 14 to 27 in this plan are aimed at improving learning in schools, including learning in Grade 6.

What should you be doing? See Goal 1 above.

How will we know when things are getting better? ANA results will tell us how close we are to achieving our Grade 6 languages and mathematics targets.

Goal 3 ▶ Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.

What is the problem? In Grade 9 standard testing across schools began in 2002, when Common Tasks of Assessments, or CTAs, were introduced. In the CTAs all Grade 9 learners went through the same assessments, which were marked by teachers and moderated by school principals. The results from these CTAs indicated that there was room for much improvement. The Grade 9 ANA testing, to begin in 2011, will provide a better picture of Grade 9 learning than the CTAs, which have been stopped.

What is government doing? To improve performance in Grades 7 to 9, the grades of the senior phase of the General Education and Training curriculum, government will pay particular attention to improving support to teachers so that they are able to teach their subjects with greater confidence.

What should you be doing? Support from parents, as described above, is necessary if Grade 9 results are to improve. We know that it is at the secondary level that problems such as alcohol and drug abuse, and unprotected sex, become important risks. Government efforts to educate youths and promote a healthy lifestyle can only succeed if adults in the home play their part.

How will we know when things are getting better? In Grade 9 ANA will be used to measure progress in learner results.

Goal 4 ▶ Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.

What is the problem? Presently, around one in every eight youths in South Africa receive a Grade 12 pass that is good enough to allow him or her to enter a Bachelors degree programme at a university. This means that only one in eight is able to study to become a medical doctor, an engineer, a chartered accountant or a teacher. This is not enough, and insufficient results in school, and especially Grade 12, are an important reason why South Africa is presently suffering a shortage of people in these professions. Government's aim is to increase the number of youths

who are able to enter a Bachelors programme at a university to about one in five by 2014, and one in three by 2025.

What is government doing? Government will step up its efforts to support learners and their teachers in the difficult Grade 12 year through the distribution of study guides and examples of examination questions. This is largely done through newspapers and materials sent directly to schools. Guidance to Grade 12 learners through radio and television is also important. Government moreover provides support to Grades 10 and 11 learners so that they can be properly prepared when they reach Grade 12. Obviously making sure that every learner in Grades 10 to 12 has the textbooks and materials needed is important. This is discussed below in relation to Goal 19.

What should you be doing? As mentioned in the Code for Quality Education, parents and the families of learners have a special role to play in motivating Grade 12 learners and making sure they have enough time to study, and appropriate space to study.

How will we know when things are getting better? Grade 12 examination results are published in newspapers, and the Department of Basic Education releases a detailed report each year on the Grade 12 results. In addition, districts will be producing a **district-wide Grade 12 examination report** in which SGB members will be able to see how well the school is performing in comparison to other schools in the district, the province and the country.

Goal 5 ▶ Increase the number of Grade 12 learners who pass *mathematics.*

Goal 6 ▶ Increase the number of Grade 12 learners who pass *physical science.*

What is the problem? A very serious problem experienced in South Africa is that there are not enough youths leaving the school system with good mathematics and physical science results. This has caused a shortage of people in certain professions such as medicine and financial management. Presently around one in seven youths leave school with a Grade 12 pass in mathematics. The number is a bit lower for physical science. The aim is to increase this to around one in five by 2014 and one in three by 2025, for each subject.

What is government doing? For a number of years government has been paying special attention to improving mathematics and physical science

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results in Grades 10 to 12. An important programme of government is Dinaledi, which started in 2001. In 2007 this programme was expanded so that it covered almost 500 schools. Recent evaluations by experts have found that the additional training and resources going to Dinaledi schools did make a difference to Grade 12 results, especially in schools in poorer areas. The challenge is to improve the Dinaledi approach further and to include more schools.

What should you be doing? Passing mathematics and physical science in Grade 12 involves practising certain things again and again. It is important that parents should assist learners to develop the discipline needed for this task.

How will we know when things are getting better? The new district-wide examination reports to schools will help school governing bodies see how well they are doing in Grade 12 mathematics and physical science compared to similar schools.

Goal 7 ► Improve the average performance in *languages* of *Grade 6* learners.

Goal 8 ► Improve the average performance in *mathematics* of *Grade 6* learners.

Goal 9 ► Improve the average performance in *mathematics* of *Grade 8* learners.

What is the problem? Goals 1 to 6 above focus on getting learners to meet minimum standards. However, improving the education situation in South Africa must involve improving results at all levels. We need more schools and more learners to do exceptionally well. International tests that South Africa participates in indicate that the top 10% of learners in South Africa do worse than the top 10% of learners in other developing countries such as Kenya, Indonesia and Chile. We need to improve results at the top end if South Africa is to have world class scientists, designers, analysts and so on. One way of improving our average scores in international tests is obviously to make sure that *everyone*, including those near the top, improves his or her results.

What is government doing? Government has been encouraging excellence through the recognition of outstanding learners and outstanding schools, for instance in public ceremonies. One area where government needs to do more work is in giving exceptional learners better access to focus schools. Focus schools, which have been

established in a few provinces, are schools that pay special attention to certain subjects, such as art or mathematics, so that learners who do very well in these subjects can spend more time in them, and be taught by teachers with additional training and skills in these subjects. We need enough focus schools, but not too many of them. We should not forget that our goal should be to make all schools in the country work properly. Efforts spent on increasing the number of focus schools should not make us forget about this wider goal.

What should you be doing? It is important for parents and teachers to recognise who is performing exceptionally well, or who has the potential to do this, and then to make sure that these learners are given the right support to develop their strong areas further. This could be through placement in a focus school, but this is not the only option.

How will we know when things are getting better? There are two important international testing programmes that South Africa is involved in that will help us to know how successful we are at achieving the above three goals. **SACMEQ**, or the Southern and Eastern Africa Consortium for Monitoring Educational Quality, involves the testing of Grade 6 learners in languages (mostly English) and mathematics in fifteen African countries. The next tests will be run in 2012. **TIMSS**, or Trends in International Mathematics and Science Study, tests Grade 8 learners in mathematics and science. The next TIMSS is in 2011.

Goal 10 ► Ensure that all children remain effectively enrolled in school up to the year in which they turn 15.

What is the problem? The South African Schools Act says that all children should complete Grade 9, or attend school up the end of the year in which they turn 15. We have been fairly successful at realising this. By 2009, only around 2.5% of children aged 7 to 15 were not in school. Yet this 2.5% represents around 200 000 children who are not in school when they should be. There are many reasons why these children are not in school. Some children live very far from a school. Others are children who need special education and who get told that the local school cannot offer them this. Nearly all those children who are not in school are from poor homes, sometimes with no adults in the home.

What is government doing? Government has taken a number of steps to ensure that all children aged 7 to 15 are in school. One of the reasons why no fee schools were introduced was to make it easier for poor parents to send their children to school. Government will continue to make more no fee schools available, and to work hard at making sure that no fee schools

offer a quality of schooling that is no different to that in schools which charge fees. The number of schools offering learners lunches has increased partly to encourage children from poorer homes to come to school. Government has introduced full service schools in certain districts which, together with existing special schools, make it easier for learners to get access to special needs education. A recent improvement is the **LURITS** system of government. This system, which covers just over half of all schools presently, is a computerised system containing the names plus a special school ID number for every learner. This system is designed to make it easier for the authorities to know when a child leaves the schooling system before he or she turns 15, and to make a follow-up.

What should you be doing? Parents and communities have a vital role to play to ensure that all young children attend school. You must ensure that your own children, or children where you are the guardian, are enrolled at a school and attend regularly. If you are aware of children who are not attending school, you should report this to the nearest education district office. It is the duty of districts to find a school for all children who must be in school, even in the case of children with special needs.

How will we know when things are getting better? Statistics South Africa visits homes across South Africa every year as part of the General Household Survey. The information that Statistics South Africa collects allows us to see how close we are to 100% enrolment of children aged 7 to 15. The 2011 Census will also be important for seeing how close we are to our target.

Goal 11 ▶ Improve the access of children to quality early childhood development (ECD) below Grade 1.

What is the problem? Studies from around the world, including South Africa, have shown that good pre-primary schooling below Grade 1 makes it easier for a child to learn at primary school. Yet not all South African children get to attend pre-primary classes. The situation has improved in recent years. Between 2003 and 2008 the percentage of Grade 1 learners who had received some pre-primary schooling increased from 60% to 80%. But we want that figure to be 100%, and government's target is in fact that all children who will be starting Grade 1 in 2015 should be in Grade R during 2014.

What is government doing? Spending on pre-primary schooling by government has increased more than spending in any other area in education. By 2011, spending on ECD will be four times what it was in 2006 in real terms (in other words, after inflation has been taken into

account). Much of the additional money has been transferred to public schools so that schools themselves could employ Grade R teachers and pay for materials. Some provincial departments have also employed teachers for Grade R in public schools. Currently government is focussing on ensuring that all Grade R teachers have the minimum qualifications required. It is important that Grade R in public schools should be of a high quality.

What should you be doing? It was not possible for government to introduce Grade R in all public primary schools at once. Those schools which still do not offer Grade R will begin to offer this according to a timetable put together by the provincial department. This timetable prioritises schools in poorer areas. If your local school does not offer Grade R yet, ask when it is supposed to begin offering Grade R according to the timetable. It is possible that Grade R will be introduced in your local school when your child is old enough for Grade R (the year in which your child turns six). Grade R is not compulsory yet, but you should try by all means to enrol your child in Grade R as this can make it easier to learn in later grades.

How will we know when things are getting better? The General Household Survey will help us to know whether we have reached our target of 100% enrolment in Grade R by 2014. Government will also ensure that more studies are done looking at whether more Grade R in South Africa is resulting in better learning in later grades.

Goal 12 ► Improve the grade promotion of learners through the Grades 1 to 9 phases of school.

What is the problem? Repetition of grades in public schools has gone down over the years. However, it is still high. In 2009, 9% of all enrolled learners were repeating their grade (repetition is highest in Grades 1, 10 and 11). The problem with grade repetition is that it causes classes in schools to be larger than they should be. It also results in more over-aged learners in the class. If there are too many over-aged learners in class various problems, including discipline problems, can arise. Learners who repeat grades can also become discouraged, and leave school, sometimes before they have turned 15. This Action Plan places a lot of emphasis on improving results in schools, especially in Grades 3, 6, 9 and 12. What we must avoid is a situation where schools try to bring about better results in these critical grades by keeping learners back unnecessarily in the earlier grades.

What is government doing? Government does not think that grade repetition should be prohibited. There are cases where grade repetition is in the best interests of the learner. But there should be limits on how many times a learner can repeat, and for this reason repetition is limited to once for every three-year phase. The best way to reduce grade repetition is to improve learning and teaching so that more learners learn what they should in each grade. District offices will be checking that schools do not use grade repetition to make their results appear better.

What should you be doing? By supporting your child at school you improve learning and reduce the chances that your child will repeat. If you believe that teachers in your school are repeating learners unnecessarily in order to make its results appear better, you should bring this to the attention of the principal and the school governing body. If this does not help, you should report the problem to the complaints officer in the district.

How will we know when things are getting better? In 2009 the General Household Survey started measuring grade repetition in schools. This information will be used together with information gathered from schools through the Annual Survey of Schools to see how successful we are at reducing grade repetition. The ultimate aim of *Schooling 2025* is that only 5% of learners should be repeating their grade by 2025.

Goal 13 ► Improve the access of youth to Further Education and Training beyond Grade 9.

What is the problem? Presently around 40% of South Africa's youths obtain a National Senior Certificate from a school, and only around 1% obtain some other post-Grade 9 certificate. This means that more than half of South Africa's youths are left with no qualification beyond Grade 9. This obviously makes it difficult for these youths to obtain a job, enrol in a university or feel that they have benefitted from the years they have spent in school. It is clear that getting more youths to obtain qualifications that serve their needs at the Further Education and Training (FET) level (the level after Grade 9) is a key challenge if we are to tackle unemployment and disillusionment amongst youths. Enrolments beyond Grade 9 are fairly good by international standards. Around 75% of learners reach Grade 10, 65% reach Grade 11, and 50% reach Grade 12. A large part of the challenge is getting more learners to 'survive' to the end of Grade 12 and to obtain their National Senior Certificate, but also for more learners to obtain qualifications from FET colleges.

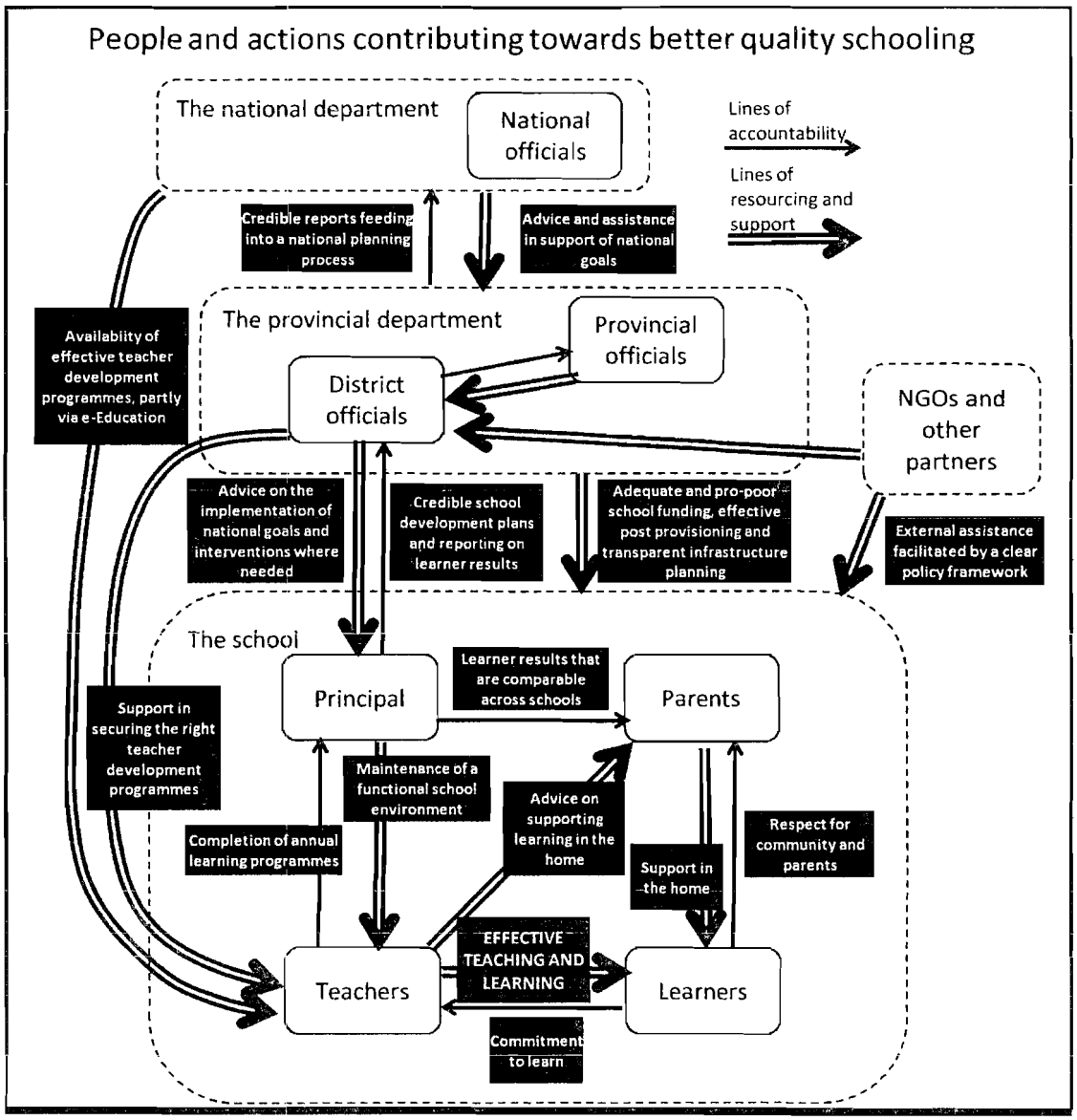
What is government doing? FET is a responsibility of both the Department of Basic Education (which deals with Grades 10 to 12 in schools) and the Department of Higher Education and Training (which deals with FET colleges). Opportunities for youths in FET colleges have increased recently, with the introduction the NSC(V) qualifications, one for each of the three years of FET college training and increased government funding of colleges. One area which must be improved in the coming years is guidance to learners in secondary schools regarding their options at school, at FET colleges, and beyond. This guidance is provided through the Life Orientation curriculum in schools, but needs strengthening. Above all, it is important for teachers and learners in secondary schools to have more opportunities to meet people from FET colleges, and from companies and organisations that employ FET college graduates. Government is currently working together with employers, unions and higher education institutions on a new plan to deal specifically with the challenges relating to when youths leave school, and what their options are after school. This new plan will influence the shape of the Action Plan and *Schooling 2025.*

What should you be doing? Parents and learners should make use of the available information on what subject combinations to take for the Grade 12 examinations to improve one's chances of passing, what the options are in FET colleges, and what the best grade and age is to move from a school to college (if this move is made). Government is committed to making better information on these matters available.

How will we know when things are getting better? Statistics South Africa provides information on the highest education level obtained by young South Africans. But we must also monitor how employers and higher education institutions react. We will know that we have truly succeeded when fewer universities complain that school leavers are not ready for university studies, and when fewer employers complain about the abilities of school and college leavers who seek employment.

How our desired outputs are to be achieved

If we are to achieve Goals 1 to 13 above, *how* are we to do this? The task is not an easy one but it is made easier if everyone is informed of how the schooling system works. The diagram on the next page provides a picture that might help in understanding how different people and actions can contribute towards better schooling.



Below, Goals 14 to 27 are described. These goals describe what must happen for better quality schooling, and better enrolments, to be achieved. In other words, Goals 14 to 27 support Goals 1 to 13.

Goals 14 to 18 deal with **teachers and the teaching process**.

Goal 14 ▶ Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.

What is the problem? For many years, the number of newly qualified teachers joining the teaching profession has been too low. On average, around 10 000 teachers leave public service every year, but only around 5 000 have been joining. The main reason why the total number of teachers has not declined is that older people qualified to teach have entered the public teaching force, largely from the private sector. There

are many reasons why there have not been enough young people joining teaching in recent years. There have been many other job opportunities for young South Africans as the economy grew. Another reason is that the schooling system itself has not been producing enough people who are ready to enter a Bachelors programme (for example a Bachelor of Education degree). It is vital that enough newly qualified teachers enter public schools every year if we are to avoid serious teacher shortages in future.

What is government doing? The Funza Lushaka bursary scheme for those leaving school who want to train as teachers was introduced in 2007 to encourage young South Africans to train as teachers and teach in public schools. Presently just over 9 000 students training as teachers are receiving Funza Lushaka bursaries. Government has also improved the salaries of teachers in recent years, partly so that the teaching profession can become a more attractive career option. Between 2000 and 2009 the purchasing power of the average teacher improved by around 40%. But apart from money, there are other things that influence teacher satisfaction and it is important that attention is paid to this (see Goal 17 below).

What should you be doing? If you are choosing a future career, or know someone who is, you may want to take a closer look at teaching. The conditions for teachers have been changing over the years so what you have been told about teaching may no longer be true. There are now more options for teachers, for example promotion options within the classroom for those not wishing to become school principals or managers.

How will we know when things are getting better? When the personnel records of government show that the number of new graduates entering the public schooling system each year equals the number of teachers who retire or leave for other reasons, then we will know that we are on the right track.

Goal 15 ► Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.

What is the problem? Although teaching posts are given to schools more or less in proportion to their enrolments, class sizes are very different across different schools. Around half of South Africa's public school learners sit in classes with over 40 learners, and around 15% sit in classes with over 50 learners. Very large classes obviously make learning and teaching more difficult. There are three main reasons why very large classes exist. One is that it is difficult to attract teachers to certain areas,

for instance remote rural areas, and so teaching posts remain empty. Another is that the timetable and the use of each teacher's time in some schools is not as good as it should be. Thirdly, many schools still suffer from classroom shortages.

What is government doing? In 2007 government passed policy on additional pay for teachers in remote rural areas. Various reasons, including a lack of funding, have made it difficult for this policy to work properly. In the coming years government will pay special attention to the proper implementation of this policy. The policy on the distribution of teaching posts to schools has been changed slightly so that it now makes it clearer to each school how teaching time should be used. District offices will monitor carefully whether schools are in fact timetabling correctly and will take action when it is clear that poor planning in the school is resulting in over-sized classes.

What should you be doing? Making sure there are enough teachers in a school with the right qualifications, and that teaching time is effectively used, requires a good working relationship between the Department, the school principal and the school governing body. Parents, in particular parents on the school governing body, can assist in making sure that the right decisions are taken.

How will we know when things are getting better? When the Annual Survey of Schools shows that we no longer have learners sitting in classes with over 60, or 50, or 40 learners, then we will know that we have succeeded in tackling this problem.

Goal 16 ► Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

What is the problem? Many, and perhaps most, of South Africa's teachers have not received all the training they need to cope with the responsibilities of teaching. Over 90% of our public school teachers have more than 3 years of training. This compares well to other similar countries. However, often this training was not of a sufficient quality. We should remember that most of our teachers became teachers before 1994. SACMEQ and a few other testing programmes have tested not just learners, but also teachers, and found that when it comes to subject knowledge teachers are too often lacking. Government and the teacher unions agree that this is a serious matter that requires urgent attention.

What is government doing? The problem has been recognised for a long time, and there have been many initiatives to provide teachers with in-service training to try and fill the gaps. For example, just over a third of primary school teachers say that they have received formal in-service training recently and three-quarters of these teachers said the training helped them to teach better. However, we have not trained enough teachers and too often the training has been of an insufficient standard. An important step in the right direction was a large Teacher Development Summit in 2009, involving all stakeholders. Presently the recommendations from that summit are being used to put together a new strategy for teacher development which will make it easier for large numbers of teachers to access the training they need. Some of the training will be through distance education where teachers will access materials over the internet. This use of e-Education can greatly assist us in achieving the goal of better skilled teachers. Government's Teacher Laptop Initiative is one important project aimed at improving computer literacy amongst teachers and school principals. We know that many teachers develop excellent teaching materials. As part of e-Education, the internet will be promoted as a way for teachers to share these materials with each other.

What should you be doing? If you are a teacher, then the actions you take as an individual, and in collaboration with the teachers you work with, are vital. Government is committed to making more and better teacher training courses available. However, we will only move forward if teachers show a commitment towards their own development. Most do show this commitment, but some do not. A survey of teachers in 2007 found that 30% of primary school teachers admitted spending no hours on their own professional development, when it is a teacher's responsibility to spend 80 hours a year. Access to good formal training and materials has been part of the problem. However, teachers should also take the initiative themselves. Above all, it is important to strengthen the culture of reading and professional debate amongst teachers. Teachers should also make a special effort to improve their computer literacy and to use the internet to access interesting materials that can be used in the classroom.

How will we know when things are getting better? Government will continue to support research where teachers themselves are tested in order to see where the gaps are in subject knowledge and teaching skills. This research will be an important way of seeing whether we are making progress. The research will respect the dignity of teachers. Results of individual teachers will not be revealed to anyone and will not be used in

any way in the management of individual teachers. The aim of the research will be to get an overall national picture of what the training gaps are.

Goal 17 ▶ Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

What is the problem? Even if teachers are properly trained, we will not achieve our goals if teachers are not satisfied with their jobs and feel that society does not value the teaching profession. Teaching is a challenging job, especially if learners are from poor homes. Almost every teacher will experience times when the frustrations are great. What we must avoid, however, is a situation where teachers feel that the education policies and the curriculum are poorly designed, or unfair. Teachers cannot decide on the education policies on their own, but these policies must be sensitive to what teachers experience and feel. The challenge is to make our policies, and their implementation, more teacher-centred.

What is government doing? As mentioned above, teacher pay has improved in recent years. In 2008 new promotion options for teachers were introduced. A key challenge that government is working on together with teacher unions is a better system to reward those teachers who are exceptionally good teachers and who go the extra mile. We hope to have this system in place and running very soon. In 2009 the learner assessment rules were simplified so that teachers would need to do less paperwork and could focus more on teaching. This was in response to complaints from teachers themselves. Above all, government is committed to listening more to what teachers need. This will be done both through consultation with the teacher unions and through better use of surveys looking at what teachers see as the problems and the solutions. Part of the task is to look more closely at the health issues teachers face, including HIV and AIDS. As part of government's overall strategy on HIV and AIDS, we must honest and open on these matters and combat all forms of stigma and prejudice.

What should you be doing? As a parent, you can make a difference by complimenting your child's teacher when you feel that the teacher is making a special effort. School Governing Bodies should acknowledge outstanding performance amongst the teaching staff, keeping in mind that positive feedback can be as effective, if not more effective, than monetary rewards. Teachers and union activists have an important role to play in providing constructive criticism of our education policies. These policies are never cast in stone.

How will we know when things are getting better? Surveys of teacher job satisfaction will be an important tool for government to see what the challenges are and what progress we are making.

Goal 18 ► Ensure that learners cover all the topics and skill areas that they should cover within their current school year.

What is the problem? Recent research has shown that too often teachers reach the end of the year, but have not completed the teaching programme for the year. This causes great problems for the teacher in the next grade, who then finds it difficult to complete his or her programme for the year, and so the problem continues through all the grades. The problem is partly caused by insufficient time being spent in the year on teaching and learning. Time is lost because teachers and learners arrive late, or leave early. Time is also lost during the school day when breaks are extended and teachers are not in class when they should be.

What is government doing? A new system will be introduced to monitor schools and teachers in order to see who does not complete the learning programme for the year, and why. This new system will involve at least one visit to each school by the district office each year in order to monitor how successful teachers were at completing the previous year's programme, and whether teachers are on track in the current year. Where there are problems, the district office and the school will have to come up with a plan to deal with the situation. Some of the schools selected as ANA verification schools every second year will see the ANA officers (who are employed by the national department) spend more time in the school so that the school's work programmes and learner's workbooks can be checked. This will provide a national picture of the situation. It is obviously important that schools and teachers should not rush through the year's programme, or pretend that things have been done when they have not. The new monitoring system will have to check not only whether the year's programme has been completed, but how *well* it has been completed.

What should you be doing? All School Governing Bodies should pay attention to whether learning programmes for the year are being completed. If they are not, the members of the SGB should know this and should help finding solutions to the problem.

How will we know when things are getting better? As part of the new monitoring system district offices will need to submit reports on the situation in their schools to assist monitoring by provinces and the national department. If these reports suggest that there are requirements in

the curriculum that have to change, those changes must be made. Ultimately all schools and all teachers must finish their year's teaching programme every year.

This and the next goal deal with **textbooks, workbooks and other educational materials.**

Goal 19 ► Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

What is the problem? Although the situation has improved in recent years, there are still far too many learners who do not have access to the textbooks, workbooks, exercise books and stationery they need. We cannot expect proper learning and teaching to take place where learners do not have access to these materials. Spending on materials such as textbooks has gone up in recent years, and information that Statistics South Africa collects from parents indicates that the percentage of parents complaining about a shortage of books for their children at school has gone down, from 16% in 2005 to 11% in 2008. Yet if 11% of parents are complaining this is still much too high. As recently as 2007 one in eight Grade 3 learners did not have their own literacy workbook (the figure for numeracy was the same) and 4% of Grade 6 learners did not have any exercise book or workbook to write in. This is unacceptable.

What is government doing? There are different reasons why learners do not have the materials each learner should have. The Department may not have delivered the materials it was supposed to deliver, or the school may not have bought the materials it was supposed to buy with the funding it received from the Department. Funding that was supposed to arrive from the Department may not have arrived. It is important to keep in mind that because of the way the funding policy works many schools buy materials themselves using funds received from the Department. For instance 30% of schools buy textbooks this way. Materials may not be available because they are not well looked after (so next year's learners are unable to use them) or because of crime (which could involve theft between learners). Government is working on all these problems. One thing that research has shown is that very often there are fewer problems if schools themselves manage the purchasing of materials, using funds from the Department. The national department will be announcing very soon clearer policy on what each Grade 1 learner should have, what each Grade 2 learner should have, up to what every Grade 12 mathematics learner should have. These lists of things different learners must have will be known as the Minimum Schoolbag lists.

What should you be doing? Parents can assist by making sure that where learners take books and materials home, these things are well looked after.

How will we know when things are getting better? There will be better monitoring and action to ensure that every child has his or her Minimum Schoolbag. We will know that we have reached our goal when every child has access to everything in the Minimum Schoolbag, from the first school day of the year, to the last.

Goal 20 ► Increase access amongst learners to a wide range of media, including computers, which enrich their education.

What is the problem? Apart from the Minimum Schoolbag, every learner needs access to a library of good books and materials such as newspapers. It is also clear that children who do not have access to computers during their schooling end up disadvantaged later in life. Around 15 000 schools, or over half of all schools, have no library, and where schools do have a library it is not always sufficient. When it comes to computers, in a way the challenge is to catch up to what learners are already experiencing outside of school. Statistics from 2007 indicate that 50% of Grade 6 learners have used a computer somewhere, but that only 37% have used one inside their school.

What is government doing? As part of government's new plan to speed up improvements to school buildings (see Goal 24), media centres, or libraries, will be built in schools. New standards for what a school must have, developed by the national department in 2008, indicate what kind of library or media centre a school should have, depending on whether it is a primary or secondary school, and depending on the total enrolment of the school. Government will also continue to promote mini-libraries within classrooms, which can assist in giving learners access to materials until the school has a fully-equipped library. As part of the e-Education strategy, government will continue to support the establishment of computer centres in schools. The growth in the number of computers in schools in recent years is partly a result of government action, but also of action taken by schools, sometimes in collaboration with the private sector. Obviously schools cannot promote computer literacy amongst learners if teachers are not computer literate. Better computer literacy amongst teachers is a key aim of government (see Goal 16 above).

What should you be doing? If you are working in the private sector, has your company considered assisting a school to set up a library, a media centre or a computer centre? Getting your company to do this could

greatly improve the educational opportunities for the school's learners. Many companies have already shown that this is an excellent opportunity for the private sector to make a difference.

How will we know when things are getting better? As part of the Action Plan, government will monitor the percentage of learners who have access to library books and computers of an acceptable standard. The number of children and youths who are computer literate will also be an important measure of our success.

This and the next goal deal with **school governance and management.**

Goal 21 ▶ Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.

What is the problem? A school where learners learn and there is a sense of harmony is often a school with an outstanding school principal. The schooling system has many such principals. However, there are also many principals who need support and training in order to do their jobs properly. For good management and leadership, some basic building blocks must be in place. The school needs a budget, a school development plan, properly completed learner and staff attendance rosters, schedules of learner assessment scores, annual financial statements and an annual report. These things on their own are not enough, but if they are not in place it becomes much more difficult to create a functional school environment. We know that these basic building blocks do not exist in all schools.

What is government doing? Training and support is offered fairly regularly to most school principals. For example, over 90% of principals say they receive support in financial management and most say this occurs on average once a year. The problem is that only 40% of principals who receive this support rate it as being good. Government will improve training and support to principals, and ensure that everyone who needs it receives it. There will be a special effort to ensure that all schools have the 'building blocks' mentioned above, and that these documents not only exist, but are put together in a way that contributes to a better run school. As more schools gain access to computers and the internet, more of the administration of schools will become computerised.

What should you be doing? School management is another area where schools and the private sector could work more closely together. If you are in the private sector, consider whether your company could organise

joint management and leadership workshops for school principals in your area.

How will we know when things are getting better? There will be a more logical way than in the past for districts to rate the management and basic functionality of schools. Districts will provide some of the information we need to see if we are reaching this goal. But the national department will also monitor schools directly to check that improvements are happening.

Goal 22 ▶ Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

What is the problem? Parent involvement in school governance is fairly good, but it should be strengthened. A 2009 study found that two-thirds of parents had at some time voted for school governing body members. In 61% of schools parents are actively involved in deciding what the school budget should look like. Involving parents in school governance is nearly always a bigger challenge in poorer areas. Parents there may find it difficult to get to meetings at the school and school budgets and reports may not be put together in a way that is understandable to all parents.

What is government doing? ANA will give parents better information than before on what is happening in the school. This should make it easier to get parents interested and involved in discussions on how learning can be improved. Having parents involved is important if one thinks of the vital role that parents play in making sure that learners attend school regularly and do their homework at home. There has been much training of parent members of the SGB over the years. Around 77% of parents currently on SGBs say they have received some training. This training will now have to include training on how to understand ANA and how to take decisions on improving learning. It should also focus on how e-Education makes parent access to information easier. This training should focus strongly on parents in poorer communities.

What should you be doing? Parents should make a special effort to understand this Action Plan and *Schooling 2025* so that they can have a clearer idea of what they can expect government and schools to do, and how they can contribute to the realisation of the goals.

How will we know when things are getting better? Both the district offices and the national department will be monitoring parent

participation and the success of School Governing Bodies and providing reports on this.

This goal deals with **school funding**.

Goal 23 ▶ Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

What is the problem? A 2009 study revealed that although non-personnel funding for schools has gone up in recent years, a third of schools are paid less than they should be paid according to the national policy. A further problem is that provincial controls over the funding often cause difficulties for schools. For example, when the provincial department spends on behalf of the school (because the school does not have section 21 status) goods often arrive late. And where money is transferred to schools the provincial department may have requirements on how the money should be spent that are impractical for the school.

What is government doing? The national department is presently using the report from the 2009 study to see what parts of the school funding policy should change. The national department is especially interested in ensuring that no fee schools work properly, that concerns around the use of quintiles to classify schools as being poorer or less poor are dealt with, and that schools granting fee exemptions to poorer learners should receive some compensation for this. Government aims to publish the amount of funding that must go to individual schools on the internet so that parents are better informed and there is less room for confusion between schools and the Department.

What should you be doing? Parents and school principals have a right to receive clear information about how much funding the school is supposed to receive, how much was transferred into the bank account of the school, and how much the Department spent on behalf of the school. If this information is not clear, or if not all funds have been paid to the school, you have a right to complain.

How will we know when things are getting better? Financial reporting systems need to improve so that it becomes clearer what is spent on each school. When schools all receive at least the amount indicated in the national policy, schools no longer complain about unnecessary restrictions and there are no reports of fraud in schools, then we will know we are achieving this goal.

This goal deals with **school infrastructure.**

Goal 24 ▶ Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.

What is the problem? In 2008 the national department came up with a new way of classifying the quality of school infrastructure so that it would become easier to decide which schools to refurbish or rebuild. In the new classification, some schools have reached a **basic functionality** and better schools have reached an **optimum functionality**. We would want all our schools to reach an optimum functionality. Around 5 600 schools (out of a total of around 26 000) have not even reached the level of basic functionality. This is our biggest concern in the period up to 2014. For example, we still have 1 700 schools without water and 700 schools with no toilets. This not only makes learning difficult, but is very bad for the health of learners.

What is government doing? There has been much focus over the years on improving school infrastructure and we have seen improvements. For example, since 1996 the number of schools without water has gone down from 9 000 to 1 700 and the number of schools without electricity has gone down from 15 000 to 2 800. The percentage of classrooms with more than 45 learners has gone down from 55% to 25%. Government will continue to work hard at making all schools functional at the basic level by 2014 but also at taking more schools up to the optimum level. The national department is working closely with the Development Bank of Southern Africa to look at better ways of funding new school infrastructure.

What should you be doing? In many schools the infrastructure problem is not a problem of missing buildings or a shortage of desks and chairs, but the *poor state* of these things. Parents, teachers and communities in general can do more to ensure that school facilities are well looked after.

How will we know when things are getting better? Government now has a better reporting system for school infrastructure. This will make it easier to see where the gaps are and how close we are to reaching our goal.

This goal deals with **learner well-being**.

Goal 25 ▶ Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions.

What is the problem? Proper schooling cannot happen if learners suffer from desperate poverty, malnutrition or illness, or even if they have hearing and eyesight problems. Though the main responsibility of the school must be good teaching and learning, there are things schools can do to ensure that learners are healthy and have access to government programmes aimed at reducing poverty. Around 90% of enrolled primary school learners have never had an eye test and yet poor eyesight can be an important reason why learners find it difficult to follow in class. Around 7% of learners do not have Road to Health cards, when they should all have this.

What is government doing? An important initiative of government is the National School Nutrition Programme (NSNP). Around a quarter of all learners receive food directly delivered to the school whilst another one quarter receive school lunches paid for by money that is transferred from the Department to the school. The aim of government is that by 2014 75% of learners should be receiving school lunches. Moreover, the School Health Survey Programme will be implemented in more schools as part of the cooperation between the departments of health and education. Action will also be taken to ensure that learners who are recipients of child support grants do not pay school fees. This is something that is already in policy but we know that in too many schools this policy is not being followed.

What should you be doing? Parents should assist in ensuring that children are tested at a local clinic for eyesight and hearing problems. Parents should also understand that if a child receives a child support grant, then the child cannot be charged a school fee by a public school.

How will we know when things are getting better? Information from schools and households will be used to monitor access to school lunches and other health issues affecting learners.

This goal deals with **inclusive education**.

Goal 26 ▶ Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services.

What is the problem? An important reason why around 200 000 learners aged 7 to 15 are not in school is that there are not enough schools able to offer special needs education. There are also many learners in school who do not receive the special needs attention they need.

What is government doing? There has been training of teachers in ordinary schools to assist them to deal with special needs amongst learners. Around 40% of schools have begun to use the new methods introduced by the national department to identify which learners need what special attention. In 35% of schools specialists from outside the school have come to assist teachers take the inclusive education policy forward. These initiatives need to be expanded so that all schools are covered. So far 20 full service schools have been established in 20 districts. These schools provide special needs support that are difficult to provide in ordinary schools. The aim of government is for there to be one full service school in every one of the 92 education districts in the country.

What should you be doing? If you believe that your child needs special needs support, speak to your child's teacher about this. You should also find out whether your district is one of the districts that already has a full service school.

How will we know when things are getting better? The national department will clearly indicate the minimum staffing and equipment a school should have to be qualified to implement inclusive education. The number of schools which fulfil all the criteria will be monitored to see that we make progress.

This goal deals with **support by district offices**.

Goal 27 ▶ Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education.

What is the problem? For many of the goals mentioned in this Action Plan, the districts carry a lot of responsibility. For example, they are expected to produce the district-wide ANA report, monitor whether schools teach everything they should within the year, and so on. The

problem is that many district offices do not have enough staff or find that the existing staff do not have all the skills they need. This means they are not able to provide the quantity and the quality of support to schools that is needed, nor are they able to do all the monitoring they should.

What is government doing? Recent statistics indicate that over 90% of schools are visited by district officials at least once in a year, and that 35% of schools are visited four or more times. All schools should be visited at least twice every year and certain schools, especially those needing more support, should be visited more frequently. The national department, together with the provincial departments, will put together a clearer list of support that schools can expect from districts, and information that schools need to provide districts with. This will make it easier for schools and districts to focus on what is really important. When verification ANA occurs every second year, selected schools will be asked to evaluate the support they get from districts so that it becomes clearer what support services need to be improved. Through e-Education the sharing of information between schools and the district office will become easier.

What should you be doing? As a parent on the SGB you should be aware of what the district office requires of the school and what support the district can give the school.

How will we know when things are getting better? The number of visits per year by district officials to schools and the rating that school principals give of the services of the district will be important measures of how well we are doing.

Appendix

CODE FOR QUALITY EDUCATION

The power to improve education lies with all of us. We call on all department officials, teachers, students, parents and community members to make a commitment to a 'Code for Quality Education'.

As a DEPARTMENTAL OFFICIAL, I promise to:

- ensure all schools receive the necessary resources in time for teaching to commence;
- ensure all schools have their full staff allocation, and that any vacancies are filled without delay;
- improve my own knowledge and skills base to be more effective;
- always be available to assist schools, principals and teachers;
- respond to requests or concerns of education stakeholders;
- visit all schools within the district on a regular basis;
- monitor teacher and student attendance, and ensure no child is out of school;
- assist all schools to improve their performance, ensuring regular tests are conducted, and results are reported to parents.

As a TEACHER, in line with the SACE Code of Professional Ethics, I promise to:

- teach, to advance the education and the development of learners as individuals;
- respect the dignity and rights of all persons without prejudice;
- develop loyalty and respect for the profession;
- be punctual, enthusiastic, well prepared for lessons, and of sober mind and body;
- improve my own knowledge and skills base to be more effective;
- maintain good communication between teachers and students, among teachers themselves; and between teachers and parents;

- provide regular information to parents on their children's progress;
- eliminate unprofessional behaviour such as teacher-pupil relationships, drunkenness, drug use, assault, sexual harassment and others;
- make myself available to provide extra-mural activities.

As a LEARNER, I promise to:

- accept that the main reason for being in school is to learn and develop academically, socially and culturally;
- adhere to school rules;
- respect the legitimacy and authority of teachers;
- participate in Learner Representative Councils (LRCs) to safeguard my interests;
- show respect to other learners and not to discriminate;
- avoid anti-social behaviour like theft, vandalism, assault, sexual harassment, alcohol and drug use, and other activities that disrupt the learning process.

As a PARENT, I promise to:

- involve myself actively in school governance structures;
- have regular discussions with my children about general school matters;
- cultivate a healthy, open and cooperative relationship with my children's teachers;
- create a home environment conducive to study;
- assist in the protection of educational resources such as textbooks, chairs, tables and others.

As a COMMUNITY, we promise to:

- ensure that every school-going child is at school;
- ensure a safe and crime-free environment for schooling, and to protect the school and its assets from vandalism;

- monitor the performance of schools, and report problems to relevant authorities.

We pledge to undertake these responsibilities to ensure quality education for all.

PART B

Action Plan to 2014

Towards the realisation of Schooling 2025

Draft for discussion dated 1 June 2010

This version of the plan does not include an initial summary, partly because a summarised and more 'people-oriented' version of the plan exists as a separate document (the 'shorter version').

Introduction

1. In 2009 the Presidency released a Green Paper on national strategic planning, as well as a guiding document titled *Improving Government Performance: Our approach.* These documents capture important shifts that are occurring in the way Government plans and implements policy. Above all, there is a shift towards better use of information to monitor successes and problems and to guide planning, there is greater emphasis on clarifying where we are heading in the long term, and there is a recognition that effective planning will require the right mix of central planning and empowerment of local entities (such as education districts and schools).

2. The current document describes what should be achieved by 2014 to improve schooling in South Africa. The focus is to a large extent on a set of goals, indicators and targets, and the activities that are required by the education departments but also people in schools and in civil society to achieve the goals. The plan to 2014 is located within a longer range vision, known as *Schooling 2025*, which includes long term targets for South Africa's schooling system. What we want to achieve by 2014 is therefore seen within the bigger picture of what we want to achieve a quarter of the way through this century. The current document represents the basic education sector's response to the challenge of a more innovative and effective delivery of services across Government as a whole. The *Action Plan to 2014*, in other words this document, will be further revised until the Minister for Basic Education, Mrs Angie Motshekga, is satisfied that there has been sufficient consultation with stakeholders and experts.

3. Many of these goals in this plan are not new. They have been expressed previously in the President's State of the Nation Address, various documents released by The Presidency, in particular the 2009 Medium Term Strategic Framework, and in the speeches and documents of the Ministry of Basic Education. Many goals are already widely supported, for instance through the multi-stakeholder Quality Teaching and Learning Campaign, launched in 2008. The full set of goals and indicators in this report are supported by the members of the Council of Education Ministers (CEM) and take cognisance of inputs from Parliament's Portfolio Committee on Basic Education and teacher unions, following presentations by the national department to these structures. In the case of some goals, there is already considerable agreement amongst the experts how their attainment should be measured. However, all the goals put forward in this document should at this stage be considered as being open to debate. The purpose with this document is in fact to stimulate vigorous debate around the plan.

4. There are two documents that accompany this one. One, titled *Goals, indicators and targets for Action Plan to 2014 and Schooling 2025*, provides details on targets by province, as well as a proposed list of goals and indicators relating to the inputs and processes aimed at realising the output goals put forward in the current document. The second document, called the 'shorter version' of this plan, puts together the *Action Plan*

for 2014 and *Schooling 2025* information that parents, teachers and school principals would have a direct interest in.

5. Details on how to make inputs on the process appear at the end of this document. One option is to make inputs through the Department's website, which now includes a facility for stakeholder organisations and individuals to post comments and to view the comments of others. **THIS WEB FACILITY IS IN THE PROCESS OF BEING SET UP.**

Purpose of the *Action Plan to 2014* and *Schooling 2025*

6. **Must contribute towards an improved schooling system.** The overriding purpose of the Action Plan and *Schooling 2025* is to contribute in concrete ways to the realisation of a better schooling system, one which adequately prepares young South Africans for the challenges of a rapidly changing society. The schooling system should above all ensure that our youth have acquired the basic skills and knowledge they require for life and instil the values needed for a united and democratic nation. It is widely recognised that achieving these overriding goals is vital if society-wide scourges such as poverty and crime are to be eradicated and South Africa is to prosper and develop.

7. **The need for long-term planning.** *Schooling 2025,* within which the Action Plan is located, represents South Africa's first ever long-term vision for schools. The reasons why a country like South Africa needs long-term planning are explained in the Green Paper on national strategic planning in relation to the envisaged country plan *South Africa Vision 2025. Schooling 2025* in fact embodies the schooling sector's participation in the larger *South Africa Vision 2025* process. Essentially a long-term planning approach for schooling is required to discourage ad hoc and fragmented planning, to encourage everyone to think of the long-term implications of decisions taken, or not taken, now, and to provide inspiration in our current work by means of a clear picture of where we want to take South Africa's schools.

8. **Practical uses of the Action Plan.** On a practical level, the Action Plan must be able to explain in clear terms what the existing best evidence says about improving schools so that education managers can be better informed in this area, bearing in mind that how to improve schools is not a straightforward matter and the evidence can be conflicting. The Action Plan must also provide guidance to schools, districts, provinces and non-government stakeholders on what key issues to include in their plans. It should be remembered that improvements in schooling are dependent on the effectiveness of literally thousands of plans that are formulated on an annual basis throughout the system. The national plan should also offer The Presidency and a range of government and non-government monitoring bodies with a clearly stated set of goals against which to hold the leadership and management in the schooling sector accountable. The plan must moreover instil confidence amongst South Africa's trading and investment partners across the world that we are committed towards ongoing improvements in the country's human resource base.

9. **A dynamic plan that is not cast in stone.** The Action Plan cannot be cast in stone. Clearly there will be a need for periodic reviews. In this sense, the Action Plan and *Schooling 2025* provide a framework for organising the national debates on how to improve schooling. In fact, the plan should encourage these debates, not stifle them. The Action Plan will support fully the planning philosophy put forward in the Green Paper whereby planning must embody a right mix of bottom-up activities, in which the national department takes cognisance of planning and best practices at the provincial, district and school levels, and top-down activities, whereby the national department and the Minister provide sufficient direction and leadership for the sector. In fact a major

component of the Action Plan is monitoring and action on the part of the national department to ensure that provincial departments adhere to their own annual and medium-term plans in a more consistent manner.

10. **Moving forward on the basis of existing building blocks.** It is not the purpose of the Action Plan to re-invent the policies of the schooling system. Fundamental changes will need to occur in future, but it is acknowledged that many important building blocks have been laid since the advent of democracy in 1994. A school governance system that enjoys wide support, even if it is need of better levels of participation, exists. A system of pro-poor public financing of schools that is largely in line with best practices elsewhere has been established. Monitoring of the learning outcomes in schools below the Grade 12 level through standardised national assessments was started in 2001, and has become more widespread in the last couple of years. This too follows best practices elsewhere. All the education programmes that exist are in need of at least some change, and in a few cases there is a need for fundamental change. Certain details in this regard as explained in this document. However, the Action Plan needs to focus largely on re-aligning what exists, rather than on re-inventing the education policy landscape completely.

11. **Promotion of more rigorous monitoring.** One purpose of the Action Plan is to bring greater rigour into the monitoring of the schooling system, and promote better research into the challenges faced by the sector. The Green Paper of The Presidency states clearly that for government action to succeed, it must be based on good data and sound research. The monitoring of schools, in particular the monitoring of issues such as the quality of learning, time use in schools, the professional needs of teachers and grade repetition amongst learners, runs into a variety of problems, not just in South Africa but across the developing world. The measurable targets put forward in this document need to be carefully researched on an ongoing basis to ensure that they are realistic and indeed measurable. Moreover, the monitoring reports that must flow from the Action Plan should be seen as accurate and reliable. The approach towards education statistics needs to be a critical and professional one, and wherever feasible the latest methodological improvement advocated by UNESCO and other key organisations should be followed.

12. **Communicating the plan to the nation.** The Action Plan must be clear enough to be understandable to the great majority of our parents. Two versions of the plan should exist. A more comprehensive one will include all the technical details that managers, including school principals, and researchers need to know (currently this document and the *Goals, indicators and targets* document comprise the comprehensive version of the plan). A summarised version of the Action Plan has also been produced to communicate to the nation as a whole, and in particular to parents, what improvements can be expected and what ordinary citizens can do to contribute towards better schooling.

13. **The e-Education strategy.** As part of the Department of Basic Education's e-Education strategy, the web presence of the Action Plan and *Schooling 2025* will be strong.

Goals, indicators, targets and activities – how these terms are used

14. **A variety of goals.** At the heart of the Action Plan is a set of long-term goals. A number of these goals are described in this document. There are three types of goals. **Output goals** focus either on what the quality of learning outcomes should be, in measurable terms, or how grade attainment indicators should be improved. Output goals are the pre-eminent goals in the plan as they refer to improvements that society

will benefit from directly. All other goals in the plan are designed to support the output goals. This does not mean the other goals are unimportant. Clearly, if the desired quality of learning outcomes is to be achieved, the schooling system as a whole must function well. **Foreground goals** refer to improvements that are not output goals, but which parents and learners can observe directly, such as smaller classes or better school lunches. Finally, **background goals** refer to important improvements that may not concern parents and learners directly, such as improvements to administration systems of schools. The Action Plan currently includes 27 goals. Of these 13 are output goals. It is easy to formulate more goals than this, but best practice in this kind of planning indicates that exceeding this number of goals can confuse people and result in a loss of focus.

15. **Indicators and targets.** Most goals have one indicator that can be measured, ideally, on an annual basis. A few goals have two such indicators. Technical documentation that will accompany the Action Plan will state very clearly how each indicator should be measured, and what alternative approaches may be used if the expected data are not forthcoming, or are not sufficiently reliable. There should be no room for confusion over what indicators are actually telling us. Baseline and target values, at the national and provincial levels, have been specified for the 13 output indicators, and will be specified for every indicator in the near future.

16. **Activities.** As far as possible, the Action Plan indicates for each stakeholder in the system what activities they should be engaged in to realise each goal in the plan.

The desired educational quality outputs

17. **The importance of tackling poor learning outcomes.** There has been a critical shift in educational policy in recent years in response to a key realisation, namely that that far too few learners are achieving even a basic minimum set of competencies at school. The country's own Systemic Evaluation programme has indicated that the majority of primary school learners it has assessed have not mastered the basic skills applicable to their grade. International assessment programmes such as SACMEQ and TIMSS that the Department has participated in have shown that South Africa's schools perform poorly compared to those in countries at a similar level of development. A critical problem is the under-performance of a high percentage of African and coloured learners, reflecting the pervasiveness of the apartheid legacy of poverty in the homes of learners, under-trained teachers and poor school infrastructure. Yet it is noteworthy that improvements are required across the whole spectrum of the system. Even South Africa's best performing learners do not perform well when compared to the best in other similar countries. The poor performance of the schooling system as a whole has been brought to the fore each year in unsatisfactory Grade 12 examination results which reflect a serious under-representation of, in particular, African and coloured learners, especially in subjects such as mathematics and physical science which are linked to critical career opportunities. Improving learning outcomes in schools is a key priority for Government as a whole. Allowing the present situation to continue will not just compromise the lives of millions individuals leaving schools with insufficient capabilities, it creates a huge stumbling block for the economic and social development of the country as a whole.

18. **A two-pronged focus on learning outcomes.** Long-term planning in basic education must focus on increasing the percentage of learners who have achieved the minimum set of competencies for their grade. However, it must also focus on improving the performance of every learner, and increasing the number of learners, particularly those from historically disadvantaged backgrounds, who excel. This explains why the output goals dealing with educational quality in the Action Plan deal both with the percentage

of learners achieving minimum outcomes, and the overall average level of performance of each grade. Goals 1 to 6 in the following table deal with the former, and goals 7 to 9 in a subsequent table deal with the latter. It should be kept in mind that the exact wording of these goals, and the indicators, is still under review, as well as the determination of 2009 baseline values. Moreover, detailed specifications for each indicator must be developed.

OUTPUT GOALS FOCUSSING ON THE ATTAINMENT OF MINIMUM QUALITY STANDARDS			
	Goal	*Indicator*	*Baseline and targets*
▶1	**Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3.**	Percentage of Grade 3 learners performing at the required level according to the country's Annual National Assessments (two indicators, one for each learning area).	**2009 (baseline):** Around 48% (literacy) and 43% (numeracy) **2014:** 60% for both subjects **2019:** 75% for both subjects **2024:** 90% for both subjects
▶2	**Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.**	Percentage of Grade 6 learners performing at the required level according to the country's Annual National Assessments (two indicators, one for each learning area).	**2009 (baseline):** Around 37% (literacy) and 19% (mathematics) **2014:** 60% for both subjects **2019:** 75% for both subjects **2024:** 90% for both subjects
▶3	**Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.**	Percentage of Grade 9 learners performing at the required level according to the country's Annual National Assessments (two indicators, one for each learning area).	*Baseline and targets to be determined after the 2010 Annual National Assessments.*
▶4	**Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.**	Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	**2009 (baseline):** Around 110 000 **2014:** 175 000 **2019:** 250 000 **2024:** 300 000
▶5	**Increase the number of Grade 12 learners who pass mathematics**	Number of Grade 12 learners passing mathematics (the subject mathematical literacy is not counted within this indicator).	**2009 (baseline):** Around 125 000 **2014:** 180 000 **2019:** 270 000 **2024:** 350 000
▶6	**Increase the number of Grade 12 learners who pass physical science**	Number of Grade 12 learners passing physical science.	**2009 (baseline):** Around 120 000 (2008 figure) **2014:** 170,000 **2019:** 250,000 **2024:** 320,000

19. **Ambitious but feasible primary school improvement targets.** The Grades 3 and 6 target values referred to in the above table represent substantial improvements over the baseline situation. However, the desired level of improvement is based on what has

been achieved in other ambitious countries that were suffering from low educational performance. The improvements are thus ambitious, but feasible.

20. **Annual National Assessments (ANA).** The Department's Annual National Assessments programme, started in 2008, will be critical for monitoring improvements in learning outcomes below the Grade 12 level. In 2009, this programme involved sending national tests for Grades 1 to 6 plus marking memoranda to all schools offering these grades. Schools were asked to administer the tests following certain quality control criteria and to submit results to the provincial department. In addition, the national department contracted a service provider to re-mark the tests from a sample of around 600 schools in order to verify the quality of the schools-based marking that had occurred. Two important new elements will be introduced to ANA in 2011. Firstly, Grade 9 tests will also be distributed (this is being piloted in 2010). Secondly, the actual administration of tests will be externally managed by a nationally appointed agency within the verification sample. In the coming years, a key priority of the Department will be to fine-tune ANA as new lessons are learnt, and on the basis of best practice in other countries.

21. **How monitoring will influence performance.** A key challenge not just for South Africa but also other countries that have initiated assessment programmes similar to ANA is to ensure that the quality monitoring process and the use of results leads to tangible improvements in learning outcomes. It must be emphasised that ANA has not been used nor will it be used to shame schools that do not perform well, nor will it be used as a basis for providing physical or monetary rewards to schools that perform well. Rather, ANA must be used as a means for knowing where to direct special efforts to improve schooling, and what schools may be demonstrating the right approaches to teaching and learning. ANA is expected to influence performance in schools in four ways: (1) It is expected to improve the experience of teachers in applying appropriate assessment standards. (2) It is expected to improve the ability of districts and the provincial department to direct human and physical resources where it is most needed. (3) It is expected to provide an incentive for schools to do well, not because they receive monetary rewards, but because teachers want to belong to a school that performs well according to objective criteria. (4) It is expected to improve the focus on learning outcomes in the school governance process.

22. **Better assessment practices in schools.** Anecdotal evidence from ANA suggests the programme has allowed teachers to become more aware of how the outcomes expressed in the curriculum statements should be assessed. The past practice of allowing schools to design assessments largely on their own has clearly not been optimal. An external evaluation of the impact of ANA thus far is about to commence and this will provide a clearer idea of how ANA can be used to strengthen good assessment practices, and hence better learning, in schools.

23. **Better targeted support by districts.** ANA results will be used as a basis for determining targets at the level of the school. As explained below, these targets will be sensitive to the socio-economic status of the community around the school. Schools which do not attain their targets will be examined closely by districts to establish what the reasons for the under-performance may be. Capacity problems amongst teachers will be dealt with through ensuring that teachers receive the right in-service training. Where poor management by the school principal is clearly an important factor, special attention will go towards capacitating the principal or, if necessary, taking disciplinary steps in accordance with regulations governing the contract between the principal and the provincial department. Where a lack of teachers, or learning materials, or physical infrastructure such as classrooms or toilets is seen to be a contributing factor, these problems will be dealt with through the existing resourcing policies. For instance,

special efforts may go towards recruiting a teacher to fill a vacant post. It is important that schools should be treated fairly. A situation should not arise where schools benefit materially from deliberately performing poorly in the ANA assessments. Rather, the focus should be on making the existing pro-poor resourcing policies work properly so that all schools have, as a minimum, the basic package of human and physical resources needed to deliver the curriculum.

24. **Encouraging all schools to do better.** As mentioned earlier, the educational quality problem in the schooling system is not limited to the worst performing schools. There is considerable room for all schools to do better. The number of individual learners and whole schools which excel must be increased if South Africa is to tackle the host of scientific, social and cultural challenges facing the nation, and if we want to make a greater impact on the betterment of the African continent and the world. ANA provides new opportunities to recognise and celebrate schools, and perhaps even individual learners, who perform exceptionally well, or bring about exceptional improvements in their performance over time. In this regard, it is important to recognise that the most powerful factor underlying learner performance is the home background of the learner. Learners with better educated parents and with more physical resources in the home to facilitate learning, are at a distinct advantage. There are of course many exceptions, but research from around the world indicates that socio-economic status, and poverty, are decisive factors. Any system to recognise good performance must take into account the obstacles faced by schools serving poorer communities. Solutions applied in other countries include recognising best performing schools, and the largest improvements, within each poverty quintile, so that schools are compared to other schools that face similar obstacles. Such an approach seems appropriate for South Africa.

25. **Raising the profile of learning outcomes in the school governance process.** As stated in the President's 2010 State of the Nation address, the results of nationally standardised assessments in schools should be shared with parents. To some extent, this has already been the practice with respect to ANA. This programme provides new opportunities for parents to become involved in the debates within the school on how to improve learning outcomes, and for schools to emphasise to parents how parents can provide support to learners in the home. Each school will receive the average results for the district, broken down by socio-economic quintile, partly so that the school governing body can gauge how well the school performs relative to other surrounding schools. Averages for the province, and the country, also broken down by quintile, will be received by each school. The average results per province and district will moreover be made public through reports by the national department.

26. **Encouraging improvements in Grade 12.** To some extent the above approaches described in relation to ANA are already being pursued at the Grade 12 level, using National Senior Certificate examination results. There is room for these Grade 12 quality improvement activities to improve. There are two areas of special importance. One is ensuring that all schools and learners receive relevant support materials, such as exemplar examination papers and study guides, through the official channels but also through newspapers. The other is providing guidance to learners in Grades 10 to 12 on what subject combinations are best for them, partly through media such as the radio. There is evidence that poor Grade 12 results come about partly because learners are unable to make the right subject choices.

27. **Learning outcomes, grade repetition and dropping out.** Experience shows that focussing on learning outcomes in isolation from grade repetition and dropping out can have very damaging effects. Ambitions to improve a school's learning outcomes in standardised assessments must not lead to the exclusion or unnecessary holding back of learners who do not perform well. A number of different approaches are pursued

around the world to reconcile pressure to improve learning outcomes with the imperative of providing all learners with the opportunity to learn. In a following section, goals and indicators relating to the grade promotion and retention of learners are described, as well as ways in which these goals will affect schools. Obviously reliable measures of grade repetition and dropping out will be necessary in the long term monitoring process. Such measures are expected to improve in the coming years as a result of additional questions in the General Household Survey and data on individual learners flowing from the Learner Unit Record Information and Tracking System (LURITS) developed by the national department in recent years and currently being rolled out across all schools.

28. **Improvements in the international context.** The following table expresses goals for improving the average level of performance for two key grades in the schooling system. The indicators rely on internationally standardised assessment programmes, given the importance of viewing our educational quality in a global context. South Africa will continue to participate in the regional SACMEQ programme (the mean scores for Grade 6 below indicate values on the SACMEQ scale). South Africa has moreover registered for the 2011 wave of Grade 8 TIMSS and targets for Grade 8 are expressed on the TIMSS scale. The future timetable of these international programmes is not entirely predictable, meaning that there is a chance that the timing of targets in the following table would need to change. The important thing is that improvement trends more or less in line with what is illustrated in the table should be seen in the coming years. The desired improvements are ambitious, but achievable. A few other developing countries have seen improvements of this magnitude previously. One international assessment programme which is important, though it is not linked to any indicator in the next table, is PIRLS. South Africa is preparing to participate in this programme, which focuses on reading in primary schools, in 2011 and will continue to do so thereafter.

OUTPUT GOALS FOCUSSING ON THE AVERAGE LEVEL OF EDUCATIONAL QUALITY			
	Goal	*Indicator*	*Baseline and targets*
▶7	**Improve the average performance in languages of Grade 6 learners.**	Average Grade 6 languages result obtained in SACMEQ.	**2009 (baseline):** 495 **2012:** Current level of countries such as Mozambique (±520) **2017:** Current level of countries such as Kenya and Tanzania (±550) **2022:** Current level of countries such as Mexico and above the best performing country in SACMEQ 2007 (Seychelles) (±600)
▶8	**Improve the average performance in mathematics of Grade 6 learners.**	Average Grade 6 mathematics result obtained in SACMEQ.	**2009 (baseline):** 495 **2012:** Current level of countries such as Botswana and Tanzania (±520) **2017:** Current level of countries such as Seychelles and Algeria (±550) **2022:** Current level of countries such as Mexico and above the best performing country in SACMEQ 2007 (Mauritius) (±600)
▶9	**Improve the average performance in mathematics of Grade 8 learners.**	Average Grade 8 mathematics result obtained in TIMSS.	**2009 (baseline):** 264 **2011:** Current level of countries such as Ghana and Qatar (±300) **2015:** Current level of countries such as El Salvador (and just under the current level of Botswana) (±340) **2019:** Current level of countries such as Chile and Morocco (and above the current level of Botswana) (±380) **2023:** Current level of countries such as Uruguay and Tunisia (±420)

29. The following three tables illustrate where South Africa stands currently, and where we would like the country to go in the coming years. Though different groups of countries participate in different assessment programmes, a combined picture is obtainable by making use of the figures from countries that participate in more than one programme. In the first two tables, apart from the SACMEQ scores, scales that are the equivalents of the PIRLS Grade 4 reading scale and the TIMSS Grade 4 mathematics scale are provided.

Illustration of the desired improvements in Grade 6 languages

Desired movement	*PIRLS-like*	*SACMEQ*	*Selected countries at about this level*
	560		Russia, Singapore, Italy
	540		Netherlands, United States, United Kingdom, Cuba
	520		France, Poland, Spain
	500		Norway
	480		Costa Rica, Georgia
	460		Chile, Uruguay
2022	440		Mexico, Trinidad and Tobago
	420	580	Seychelles, Brazil, Iran, Colombia
	400		Argentina, Indonesia
2017	380	550	Kenya, Tanzania
	360	530	Mauritius, Swaziland, Botswana, Peru, Qatar
2012	340	520	Mozambique, Paraguay
	320		Ecuador, Morocco
2007	300	480	Uganda, **South Africa**
	280		Dominican Republic
	260	450	Lesotho, Namibia, Zambia
	240	430	Malawi

Illustration of the desired improvements in Grade 6 mathematics

Desired movement	*TIMSS-like*	*SACMEQ*	*Selected countries at about this level*
	600		Hong Kong, Singapore
	580		Taiwan
	560		Japan
	540		Cuba, Kazakhstan, Russia, United Kingdom
	520		United States, Germany, Australia
	500		Italy, Canada, Sweden
	480		Czech Republic, Uruguay, Norway
	460		Ukraine, Costa Rica
2022	440		Mexico, Georgia
	420	580	Mauritius, Chile, Argentina
	400	560	Kenya, Iran, Brazil
2017	380	550	Seychelles, Peru, Algeria
	360	530	Paraguay, Mozambique, Colombia, Nicaragua
2012	340	520	Tanzania, Swaziland, Botswana, Panama, Morocco
	320	510	Uganda, Tunisia, Kuwait
2007	300	490	**South Africa**, Dominican Republic, Qatar
	280		
	260	440	Lesotho
	240	430	Zambia, Malawi, Namibia
	220		Yemen
	200		

Illustration of the desired improvements in Grade 8 mathematics		
Desired movement	*TIMSS-like*	
	600	Korea, Singapore
	580	Finland, Japan
	560	Switzerland
	540	Belgium, Netherlands
	520	Germany, United Kingdom, Russia
	500	United States, Australia
	480	Italy, Portugal
	460	Norway, Bulgaria
	440	Thailand, Turkey
2023	420	Uruguay, Tunisia
	400	Iran, Indonesia, Mexico, Egypt
2019	380	Chile, Morocco, Philippines
	360	Argentina, Botswana, Brazil
2015	340	El Salvador
	320	Saudi Arabia
2011	300	Ghana, Qatar
	280	Kyrgyzstan
2007	260	**South Africa**

The desired grade attainment outputs

30. The next table proposes output goals relating to grade attainment and enrolment levels.

OUTPUT GOALS FOCUSSING ON GRADE ATTAINMENT			
	Goal	*Indicator*	*Baseline and targets*
▶10	**Ensure that all children remain effectively enrolled in school up to the year in which they turn 15.**	Enrolment ratio of 7 to 15 year olds according to Stats SA household data.	**2008 (baseline):** 97.4% **2014:** 99% **2019 (and thereafter):** 100%
▶11	**Improve the access of children to quality early childhood development (ECD) below Grade 1.**	(1) The percentage of Grade 1 learners who have received formal Grade R. (2) The enrolment ratio of children aged 0 to 5.	*Indicator 1* **2008 (baseline):** 51% **2014:** 80% (but 100% if non-formal ECD is included) **2019 (and thereafter):** 100% (only formal) *Indicator 2* **2008 (baseline):** 25% **2014:** 37% **2019:** 44% **2024:** 50%
▶12	**Improve the grade promotion of learners through the Grades 1 to 9 phases of school.**	(1) The percentage of children aged 9 at the start of the year who have completed Grade 3. (2) The percentage of children aged 12 at the start of the year who have completed Grade 6.	*Indicator 1* **2008 (baseline):** 59% **2014:** 65% **2019:** 75% **2024:** 85% *Indicator 2* **2008 (baseline):** 46% **2014:** 52% **2019:** 60% **2024:** 75%
▶13	**Improve the access of youth to Further Education and Training beyond Grade 9**	(1) The percentage of youths who obtain a National Senior Certificate from a school. (2) The percentage of youths who obtain any FET qualification. (This is an indicator of concern to both education Ministries.)	*Indicator 1* **2008 (baseline):** 40% **2014:** 50% **2019:** 60% **2024:** 70% *Indicator 2* **2008 (baseline):** 41% **2014:** 65% **2019 (and thereafter):** 100%

31. **Fulfilment of our statutory obligations regarding compulsory schooling.** The South African Schools Act obliges the state and parents to ensure that all children are enrolled in school from the year in which they turn seven to the year in which they turn fifteen. This requirement covers South Africa's commitment within UNESCO's global Education for All (EFA) campaign to attain universal primary schooling by 2015. Currently the enrolment rate for this age range is high, at over 97%. Yet the figure implies that there are still around 250 000 children who are not participating in compulsory schooling. Many of these children are vulnerable and require special needs schooling, so a part of the challenge is to strengthen the implementation of the inclusive education policy and provide more access to special schools for the poor. In addition, there are children of compulsory school-going age who are formally enrolled at school, but whose day-to-day attendance is very poor. Assisting these learners must be an integral part of our efforts to realise compulsory basic schooling.

32. **More quality early childhood development.** The enrolment figures for early childhood development (ECD) have displayed major improvements in recent years. For example, the percentage of Grade 1 learners who had access to some form of pre-

primary education increased from 60% to over 80% in the last five years, largely due to improved public spending on Grade R and pre-Grade R ECD. However, just as there are concerns around the quality of primary schooling, there are concerns around the educational quality of Grade R and other forms of ECD. One measure of quality is whether the pre-Grade 1 education received by learners was formal or informal. Annual survey data indicate that by 2008 51% of Grade 1 learners had participated in formal Grade R. It is Government's aim to increase this figure to 80% by 2014, but also ensure that 100% of Grade 1 learners have received some form of ECD, whether formal or informal, by this year. By 2019 all Grade 1 learners should have participated in formal Grade R. The 2001 White Paper on ECD had envisaged a gross enrolment ratio of just under 30% for the ages 0 to 5 by 2010. By 2008 a level of 32% had already been reached. This figure is comparable to those in other middle income countries. It is envisaged that the enrolment ratio for ages 0 to 5 should increase to 50% by 2024, which would correspond to an average of three years of ECD per child. In addition, Government will need to focus on improving the quality of all types of ECD as it is not enrolment in ECD as such, but rather enrolment in good quality ECD that contributes towards better learning outcomes in primary schools.

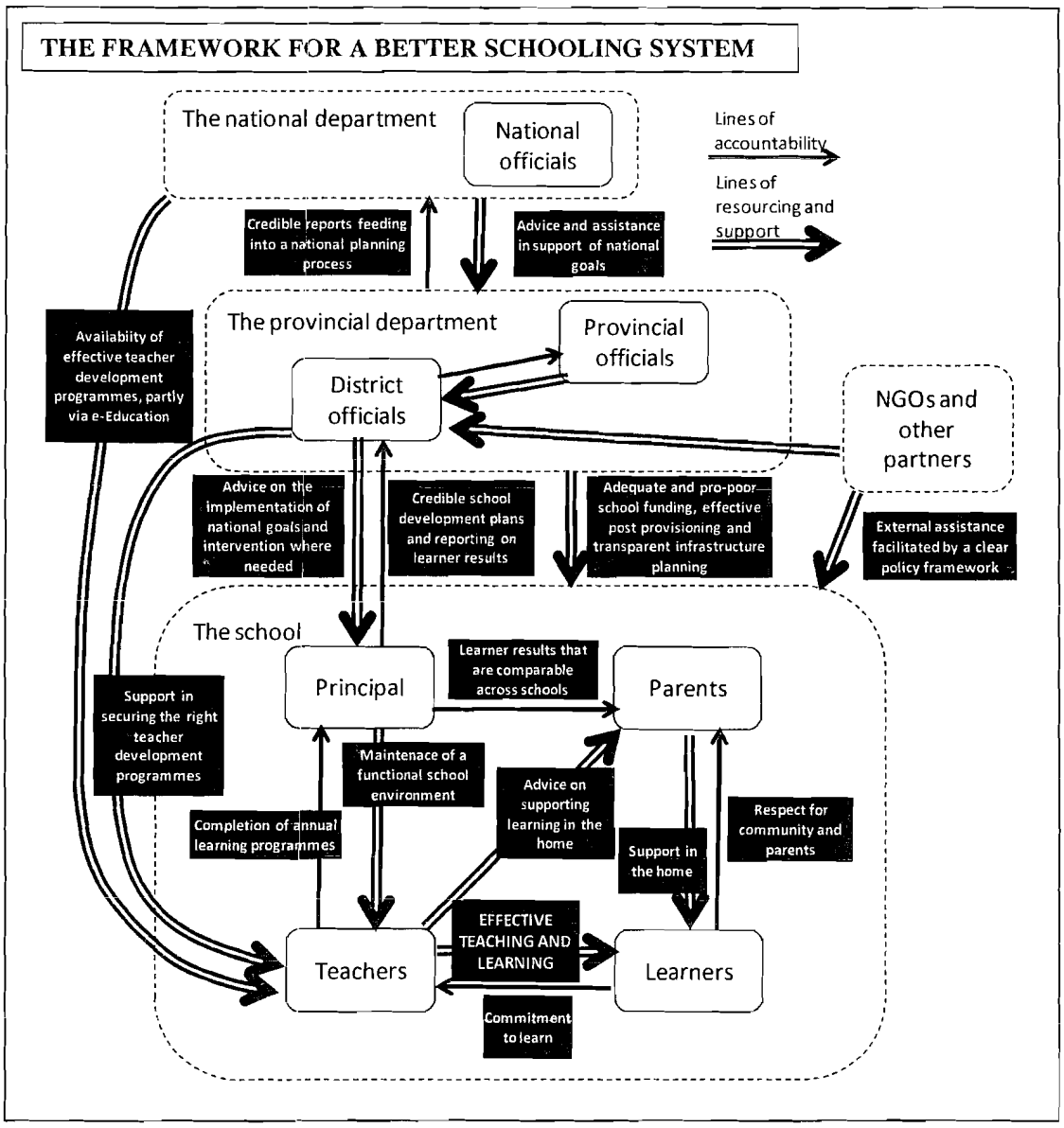
33. **Age and grade.** Currently repeater rates in schools are high, at almost 20% in Grade 1 and between 15% and 5% in Grades 2 to 11. Putting a greater emphasis on learning outcomes, as is done in the Action Plan, increases the risk that schools will hold back learners in lower grades to an even greater degree in order to improve their average ANA results. In order to counteract this, it is important for schools and departments to pay careful attention to trends in the repeater and drop-out rates. More generally, there is a need to reduce repetition in order, for instance, to reduce class sizes. This should be achieved not through automatic promotion but through better teaching and learning that reduces the need for grade repetition in the first place. Two indicators are proposed to monitor improvements in the flow of learners through their grades: (1) The percentage of children aged 9 at the start of the year who have completed Grade 3. (2) The percentage of children aged 12 at the start of the year who have completed Grade 6. A gradual movement towards 85% and 75% for the two indicators respectively by 2024 is envisaged. These target levels allow for a repeater rate of around 5% per grade, in other words a situation is envisaged in which grade repetition would still exist, but at a substantially lower level than is currently the case. In the coming years, when districts monitor improvements in learning outcomes, they will also pay attention to equivalent grade attainment indicators at the school level, partly to ensure that learners are not unnecessarily being forced to repeat.

34. **Further Education and Training and the transition out of school.** Much needs to be done to make the Grades 10 to 12 Further Education and Training (FET) band in schools more responsive to the labour market and life challenges faced by youth. Clearly, planning in this area must occur in a way that takes into account trends in public FET colleges and private FET institutions. Currently, around 40% of youths successfully complete Grade 12 and obtain a National Senior Certificate. The percentage of youths who obtain any FET qualification is only around 41%, meaning that general schooling accounts a very high proportion of all FET, and that around 60% of youths are left without a formal qualification other than a certificate issued by the school. The picture has been changing, with public FET college enrolments having increased sharply in the last five years. Yet we are still far from the point at which we can say we are providing adequate FET to sufficient numbers of youths. The target for schools is to substantially increase the percentage of youths who obtain a National Senior Certificate, reaching 70% by 2024, and to contribute towards a joint target, shared by the two education Ministries, of having 100% of youths obtain a qualification at the FET level by 2019. These targets would place South Africa in a very favourable position relative to the situation in other middle income countries. Even rich countries

have currently not reached universal completion of secondary schooling. In the United States the figure is just under 80% and in the United Kingdom it is 90%. Moreover, South Africa's current enrolment ratio for upper secondary schooling, at around 92%, is relatively good compared to those of Botswana (58%), Mexico (61%), Cuba (91%), Malaysia (53%) and Turkey (72%). The challenge in South Africa at the FET level is partly to increase the current enrolment levels, but the challenge is also largely about creating more variety and better learning outcomes. The Action Plan and *Schooling 2025* must chart a clear way forward for FET schools, based on a holistic view of FET generally. For this, further consultation and thinking is required.

Our framework for improving schools

35. Mobilising the basic education system in order to achieve the output goals described above is a complex task involving sufficient alignment between many different actors and processes, yet alignment that does over-bureaucratise the system or stifle innovation. The following diagram provides a basic and inevitably incomplete picture of the public schooling system as we would like it to function. The diagram will be referred to in the discussion that follows on what action to take to improve the system, and in particular to improve learning outcomes.



Interventions to improve schools and goals to guide action going forward

36. A summary of current medium term challenges relating to improving schools are explained below, as well as likely goals (and in some cases indicators) to guide action over the longer term. Goals and especially indicators are explained in less detail here than was the case for the output goals described above. How action for better schooling is organised over the coming years in support of the sector's output goals requires much consultation and careful technical work. There is no shortage of plans at the national and provincial levels currently to deal with the improvement of schools, at least in the medium term. The challenge will be to assess carefully how to streamline existing plans, some of which are excellent and well-focussed, into this Action Plan. Assessment is not discussed below as this has already been discussed above (see paragraphs 20 to 26).

37. **The curriculum.** The curriculum lies at the heart of the schooling process. It specifies what should be taught and how, and how learning in the classroom should proceed. A 2009 curriculum review led to a set of recommendations for changes that would make the school curricula easier to implement. Some recommendations have already been followed through. For instance, the requirement that teachers maintain individual learner portfolios was dropped given that records can be kept in a more consolidated fashion by teachers. The recommendation that more specific learning programmes be developed to guide teachers has resulted in the establishment of teams to develop such programmes, drafts of which will be released in 2010. It is important that we should not lose sight of over-arching principles that must guide curriculum development as we move forward. The curriculum must be educationally sound and based on appropriate pedagogic theory. It must be practical, easily understandable and implementable in the context of South African schools. As this context changes, the curriculum must be modified if necessary. The 2003 e-Education strategy for the education sector offers new opportunities and challenges in this regard. The curriculum should also strike the right balance between prescription and opportunities for teacher innovation in the classroom. The current shift towards clearer prescriptions is necessary, but this should not stifle genuine innovation and creativity by teachers. The ongoing struggle for a better treatment of language of teaching and learning in the curriculum must continue. We need more research into how the use of language in the classroom can reinforce the learning process. The Constitution's imperative that the status of our nine indigenous languages be elevated should be taken seriously. Capacity within the country to assess and develop school curricula is not what it should be. Such capacity is currently being strengthened within the national department, which should clearly play a key role in this area.

38. **Teachers.** Teachers are primarily responsible for implementing the curriculum. In many ways the future economic and social development of the country depends on the capabilities, commitment and well-being of the approximately 365 000 teachers who teach in the classrooms of South Africa's public schools. Current challenges with respect to teachers can be broken down into the following four policy areas.

- **An adequate supply of young and inspired teacher recruits.** Effective long term government planning is crucial in ensuring that there is a sufficient supply of suitable young teachers entering the schooling system for the first time every year. For many years this supply has been below what it should be and consequently the average age of teachers has been gradually increasing. Fortunately this trend has slowed down in recent years due to efforts to increase enrolments in teacher training (partly through the Funza Lushaka bursary scheme), and to make teacher remuneration more attractive relative to that in competing professions. However, it will take some years before the situation is fully normalised. Monitoring this trend, as well as the trend in the retention of teachers, is an important matter that must receive more attention in future. In determining the right policy interventions, there must be a greater dependence on information from teachers themselves regarding what kinds of incentives, whether monetary or non-monetary, they prefer, and what the critical factors are that make teaching unsatisfactory. Promoting teacher satisfaction must be a central concern for Government, teacher unions and school principals. The teaching profession must be seen as an attractive one that committed and able South Africans can be proud of belonging to.

- **An optimal distribution of teachers across the country.** The total number of teachers in South Africa is below what it should be if one makes an international comparison. However, we also experience problems with respect to the distribution of existing teachers across schools. The problem of large classes is in part a result of a skewed distribution of teachers. Around half of South Africa's

public school learners are in classes with more than 40 learners. This is a problem which must be tackled. The solution partly lies in improving the implementation of incentives aimed of filling unfilled posts in rural and difficult urban areas. Such incentives were introduced in 2007. The policy that distributes teaching posts across schools ensures an equitable distribution of posts, yet it could be better designed to reduce over-sized classes, for instance through better alignment with rules governing time usage in schools. There is moreover a need to monitor the extent of unfilled posts, and the reasons why posts are left unfilled, in a more pro-active manner. Research has indicated that large classes, apart from being a result of unfilled posts, also arise as a result of inadequate infrastructure and poor time management within schools, matters which are discussed below. The fact that South Africa has a high learner/educator ratio is partly linked to the fact that compared to countries with a similar level of economic development, South Africa's teacher salaries are generous. We would like them to be more generous, yet we cannot deny that by international standards, they are already above the average. This limits the degree to which the learner/educator ratio can be reduced at present. Limiting the ratio by a few points, from its current level of around 33, is something that can be considered in the medium term. However, taking it down to, for instance, the level enjoyed in Botswana of around 22 would require a very significant redirection of resources in the country over the longer term. Undoubtedly, as the economy grows new opportunities for tackling the high learner/educator ratio will present themselves.

- **Effective in-service teacher development.** For many years to come, the majority of South Africa's teachers will be teachers who received their pre-service training during the apartheid era. Considerable effort over the last fifteen years has gone into providing in-service training to induct teachers into the new curriculum and more effective teaching methodologies. However, these efforts have been inadequate and recent developments have pointed to the need for a much better coordinated and massive in-service training strategy. Assessments of teacher knowledge and skills within a number of research projects have confirmed that not only are many teachers lacking with respect to effective teaching methodologies, their subject knowledge too is seriously lacking. The 2009 Teacher Development Summit led to a shared statement by teachers, teacher training institutions and the Government on how to move forward. There needs to be a better diagnosis of teacher development needs. In this regard, districts have a vital role to play. Moreover, e-Education presents exciting opportunities for teachers to diagnose their needs themselves and access appropriate teacher development programmes and materials. Programmes such as the laptops for teachers initiative, launched in 2009, can greatly facilitate this. There is a need to evaluate carefully what teacher development programmes currently exist, to identify what the key gaps are, and to fill these gaps with new and well-focussed programmes. The principle should be upheld of basing the evaluation of existing programmes to a large degree on what participating teachers themselves say. There needs to be a recognition that some needs are widespread amongst teachers, whilst others are very specific to grades, subjects and the individual teacher. One of the lessons learnt from the past years is that there needs to be better monitoring of how much teacher development occurs, what its current focus is, and on what gains there are from the development in terms of teaching and learning improvements in the classroom. Teacher development is provided by a wide range of organisations, including universities and NGOs, in a wide variety of formats. This diversity is in many ways an advantage, but there is a need to continually update the overall picture through a process of consolidated national monitoring.

- **Support and accountability.** Even for well trained teachers, teaching is often a difficult job that places a strain on the individual. Support to teachers should take the form of not just professional development, but also psycho-social support. At the same time, there must be sufficient teacher accountability. Teachers need to prepare for class, spend at least the required amount of time engaged in active teaching in the classroom, maintain the necessary assessment records (which were simplified in 2009) and ensure that they manage their time in such a way that teaching programmes are completed within the school year. The evidence suggests that too many teachers are not taking these responsibilities seriously enough. Time spent in the classroom has been found to be too low and in many cases programmes are not completed within the year, partly because there is too little accountability within the school and to the Department in this regard. The over-arching framework governing support to teachers and teacher accountability must be a social contract between teacher organisations and the employer. Maintaining such a social contract has been found to be critical in many countries. South Africa has seen key successes in this area in recent years. The Quality Learning and Teaching Campaign (QLTC) brought together key stakeholders, including education departments and teacher organisations, around a core set of principles underpinning the improvement of schools. At a more operational level, there needs to be a set of transparent and fair procedures to incentivise good teaching, in monetary but also non-monetary terms, and to deal with under-performance, both through support and, where necessary, discipline. The Integrated Quality Management System (IQMS) is not a perfect system, but it provides a basis from which to move forward in this area. Key challenges in future will include finding better ways of incentivising whole schools to do better, recognising that improving results requires a team effort, and to base policy and practices more closely on what teachers themselves like and dislike. Monitoring improvements in the quantity of time spent teaching and in the completion of annual learning programmes should be a key concern.

39. **Textbooks and workbooks**. To quote from the Quality Learning and Teaching Campaign, effective schooling requires 'teachers, textbooks and time'. Research from around the world indicates that sufficient access to good textbooks amongst learners improves learning outcomes and provides an impetus for exploration and additional learning beyond the classroom. Currently access to textbooks is insufficiently monitored. There is a need to formulate better indicators in this regard and track improvements over time. The ultimate aim should be that every learner has access to at least one textbook per learning area (or subject) that he or she can take home after school, even if at the end of the year the book must be returned to the school. A new development has been the introduction of nationally standardised workbooks for learners in Grades 1 to 9. These workbooks, which will be used in schools from the beginning of the 2011 school year, are designed to ensure that learners perform a sufficient number of the right practical exercises during the year. The right balance between textbooks, workbooks and materials developed independently by the teacher must be maintained in the coming years. Ensuring that each school has the right number of textbooks, the right amount of learner stationery and (in the coming years) a sufficient number of workbooks at the beginning of the year will continue to be a priority. Success in this area is strongly dependent on the actions of two stakeholders, the provincial department and the school principal. Departments need to ensure that deliveries of materials are correct, based on verified numbers provided by the school. At the same time school principals should actively promote the re-use of textbooks, which are often costly, from one year to the next. The principle implied by the school funding norms, that schools which are good at re-using textbooks should reap the financial benefits of this, must be upheld. The unit cost of textbooks, which according

to some reports is high by international standards, should be monitored carefully. The national department should continue to pursue ways of reducing this cost.

40. **School governance and management.** Many of the problems seen in schools and described in this document come about as a result of inappropriate action, or perhaps more commonly, lack of action by the school principal. Amongst the country's more than 25 000 school principals there are many exemplary principals. Yet many principals lack the management skills and sometimes the commitment to execute their responsibilities. A part of the problem is that normal lines of accountability between the principal and the Department are not always functioning as they should. Clearly, a school principal who does not comply with basic requirements such as the regular submission of a credible school development plan to the Department is unlikely to be maintaining proper lines of accountability within the school. Research points clearly towards the critical role of a good school principal in making a school functional. Over the coming years the professional ethos and identity of school principals will need to be strengthened. Steps in the right direction have been taken in recent years, for instance with the introduction of the middle management service (MMS) tier in the conditions of service regulations. Like teacher development, the capacity development of school principals needs to become more massive, more focussed on results and better monitored. The national department has a key role to play in promoting existing training programmes that clearly add value and in improving the institutional arrangements whereby principals access development programmes. Practicing principals with a proven track record should play a more direct role in the design of materials and the training itself. Moreover, ways should be found of tapping into the management expertise of NGOs and the private sector. School functionality is defined in several policies, in particular in the policies governing the Whose School Evaluation (WSE) programme. There should be better tracking of indicators that reflect school functionality. Many of the indicators already discussed in this document fall into this category. With regard to school governance, the evidence suggests that the current system of SGB elections and procedures provide a good basis for moving forward. The challenge will be to improve the levels of parent participation, in particular in more disadvantaged communities, and bring about a better focus on improving learning outcomes (as discussed earlier). Not only should improving results through more focussed action within the school become a central concern of the SGB, parents should be encouraged to play a stronger role in supporting learners in the home and insisting that learners attend school on time.

41. **School funding.** A 2009 study into the school funding system produced some encouraging findings. Schools have indeed reaped the benefit of increased levels of funding over the years and the introduction of formal national spending targets in 2006. Satisfaction with the no fee schools policy amongst principals and parents is high. Importantly, the study found that principals and schools are happy to take on the financial management responsibilities specified by the funding policy so that resourcing is more responsive to the needs of individual schools. Challenges in the coming years include ensuring that all schools receive financial transfers that are in line with the national targets and that bureaucratic controls by the provincial department that impede effective school management and run contrary to the policy are removed. It is also necessary to find better ways of identifying poor schools in need of preferential school funding. The national funding targets will need to be revisited in the light of the e-Education strategy to ensure that amounts are sufficient to cover the envisaged use of new technologies for improving learning. Currently around 65% of schools use computers for administrative purposes (there has been a vast improvement in recent years in this regard), but only around 25% use computers for teaching, partly due to funding constraints in the majority of schools. This situation must improve.

42. **School infrastructure.** Spending on infrastructure development in schools increased by 39% in real terms between 2005 and 2009, and indicators on school facilities have reflected significant gains. Yet the infrastructure backlogs challenge is so great that a long term view is necessary. Extreme water and sanitation shortfalls are now low enough to be resolved in the medium term. Currently 1 700 schools are without a water supply and 700 do not have any toilets. Moreover, 400 schools are still built entirely of mud. However, the estimated shortfall of 63 000 classrooms and the fact that 15 000 schools still have no library call for action that goes beyond the medium term. Considerable effort has gone into improving the processes for tackling infrastructure backlogs. National norms, released in 2008, provide criteria for classifying schools as being at a minimum or optimum level of functionality with respect to safety, functionality and effectiveness. This makes it easier to target schools for infrastructure development in a fair and transparent fashion. The Department is working jointly with the Development Bank of Southern Africa (DBSA) to explore innovative financing models that can fast track infrastructure development in the schooling system. Annual targets have been set for bringing schools up to an optimal level of functionality, and these will be released during 2010.

43. **Learner well-being.** Whilst the current shift towards a better focus on learning outcomes is important, this should not detract from the need to consider the overall wellness of learners. With regard to the national nutrition programme, Government's aim currently is to increase the percentage of learners benefitting from this programme on a daily basis to 90% in the medium term. The success of this must be monitored, as well as the coverage of the School Health Survey Programme, which aims to use schools as a means for providing children with access to basic health services, including glasses for children with impaired vision. To encourage sports the national and provincial departments are currently focussing on the establishment of district-level leagues in certain sporting codes.

44. **Inclusive education.** Education White Paper 6 on special needs education, released in 2001, provided a long term view for this policy area stretching up to 2021. We already halfway through the period considered by the White Paper and many challenges remain, including a few basic policy formulation challenges such as the finalisation of equitable national criteria for funding special schools and funding the new needs brought about by inclusive education in ordinary schools. We should reaffirm the principles of the White Paper, in particular the need for greater access amongst the poor to special needs services and the need for a fundamental mindset shift in the way the schooling system regards special needs and disability. Issues that must be tracked over the long term include the extension of the network of special and full service schools (there are currently 20 of the latter whilst one for each of the 92 districts is envisaged), the capacity of districts to support ordinary schools with respect to specialist services and the loan of costly equipment, and the extent to which ordinary schools refer learners to special or full-service schools for full- or part-time attention.

45. **Support by district offices.** Many of the changes required to improve schools and discussed above involve better organised action on the part of district officials and better resourcing and capacity building at this tier of the system. Districts must essentially support schools, and hold schools accountable, within all policy areas. The introduction of the school-specific targets for learning outcomes discussed above imply new information and management challenges for districts. Recent figures indicate that over 90% of schools are visited by district officials at least once in a year, and that 35% of schools are visited four or more times. Key questions include the degree to which this level of direct interaction must be increased, and what things district officials should prioritise when they support schools. Clearer national criteria that are informed by recent and coming policy developments are needed in this regard. District support is

costly and it is important that it should have an impact. Evaluations of district support should partly be based on ratings of this support given by schools and teachers. District officials themselves often complain that districts are treated as 'post offices' and that administrative work squeezes out professional support duties. This tendency must be opposed, partly by streamlining administrative processes and using e-Education to facilitate this work.

46. **The role of the national department.** The national Minister, supported by the national department, will drive the implementation of the Action Plan. In addition, the national level has a key role to play in promoting the right school interventions within a coherent national framework. Gauging the success of the national department in fulfilling this responsibility should be dealt with within the annual monitoring reports flowing from the Action Plan. It is important that public and school perceptions of the whole range of national policies should be monitored from time to time. The extent to which information provided through the national department's websites is accessed should also be considered a critical indicator of the department's success, in particular as far as promoting e-Education is concerned.

Appendix E - National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12

basic education

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Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

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ABBREVIATIONS AND ACRONYMS

GET General Education and Training

FET Further Education and Training

LOLT Language of Learning and Teaching

NCS National Curriculum Statement

NQF National Qualifications Framework

NSC National Senior Certificate

SAQA South African Qualifications Authority

DEFINITIONS

“applied competence” ï means the ability to put the knowledge obtained into practice in the relevant context;

“assessment body” ï means a body accredited by Umalusi, the Council for Quality Assurance in General and Further Education and Training; as well as the Department of Basic Education, which is deemed to be accredited, in accordance with the criteria determined by the South African Qualifications Authority and approved by the Minister in terms of *section 17A(6)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);*

“candidate” - means a learner who has completed the National Senior Certificate programme and who has registered for the National Senior Certificate final examinations;

“certification” ï means the issuing of the National Senior Certificate by Umalusi when the minimum promotion requirements have been met;

“condonation” ï means the relaxation of promotion requirements as contemplated in *paragraph 29(1)(b)* of this document;

“Curriculum and Assessment Policy Statements” - means the policy documents stipulating the aim, scope, content and assessment for each subject listed in the *National Curriculum Statement Grades R – 12;*

“Department of Basic Education”- means the national department responsible for basic education, Grades R-12;

“evidence of learner performance” - means the learnerôs work that is used to compile his or her internal assessment mark;

“examination” ï means the conduct of a midyear and/or once-off end-of-year assessment;

“external assessment” ï means any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and, coordinated by Provincial Education Departments and the Department of Basic Education either collectively or individually;

“First Additional Language level” ï means the language proficiency level that reflects the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum. The First Additional Language level can be used as the language of teaching and learning from the Intermediate Phase onwards;

“full-time candidate” - means a learner who has enrolled for tuition in a full-time capacity at a public or independent school or any other registered institution and who presents the required number of subjects as stipulated in this document;

“grade” - means a grade as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“Head of Department” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“Head of the institution” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

ñ**Home Language level”** - means the language proficiency level that reflects the mastery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. This level also provides learners with a literary, aesthetic and imaginative ability that will

provide them with the ability to create, imagine, and empower their understandings of the world they live in;

“immigrant candidate” - means a learner as contemplated in *paragraph 4(1)(a)* of this document*;*

“independent school” - means a school registered or deemed to be registered in terms of *section 46* of the *South African Schools Act, 1996 (Act No. 84 of 1996);*

“internal assessment” - means an assessment, contemplated in *section 1* of the *General and Further Education and Training Quality Assurance (Act No. 58 of 2000)*;

“language levels” ï means the proficiency levels at which all official and non-official languages are offered at school, i.e. Home Language, First Additional Language and Second Additional Language levels;

“learner” - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“learner who experiences barriers to learning” ï refers to any learner who has difficulties in accessing the curriculum due to factors that serve as barriers;

“MEC” - means a Member of the Executive Council, contemplated in *section 1* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*;

“Minimum outcomes and standards” ï means the minimum level at which a learner must attain the content and assessment requirements for all subjects listed in the *National Curriculum Statement Grades R – 12 as* specified in the Curriculum and Assessment Policy Statements. It also includes the programme

and promotion requirements for Grades R-12 as stipulated in *paragraphs 6, 7, 12, 14, 19, 21, 27* and *29* of this document;

"National Qualifications Framework (NQF)" ï means the ten-level framework to provide for the registration of national standards and qualifications as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008);*

"National Senior Certificate" – means a qualification at Level 4 on the National Qualifications Framework (NQF) which is awarded to Grade 12 candidates who comply with the national policy requirements set out in this policy document*;*

"part-time candidate" means a Grade 12 learner who has enrolled at an institution that does not offer tuition on a full-time basis and may enroll for any number of subjects in one examination sitting;

"progression" ï means the advancement of a learner from one grade to the next, excluding Grade R, in spite of the learner not having complied with all the promotion requirements. Progression can be used to prevent a learner from being retained in a phase for a period exceeding four years as stipulated in the *Admission policy for ordinary public schools* as published as *Government Notice 2432, Government Gazette, Vol. 400, No. 19377* of 19 October 1998, provided that the underperformance of the learner in the previous grade is addressed in the grade to which the learner has been promoted;

"promotion" ï means the movement of a learner from one grade to the next when that learner meets the minimum required level of achievement per subject in a particular grade;

"Processes and procedures for the assessment of learner achievement" ï means the conduct, administration and management of internal assessment, end-of year examination, and the final National Senior Certificate examination as

stipulated in the Curriculum and Assessment Policy Statements and the policy documents, *National Protocol for Assessment Grades R – 12,* and *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF);*

"Provincial Education Department" - means an education department, contemplated in *section 1* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*;

"qualification" ï means a registered qualification as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008);*

"repeat candidate" - means a candidate who has failed the grade enrolled for or the National Senior Certificate examination, or who wants to improve his or her National Senior Certificate examination results, and who wants to repeat, either the grade failed or the Grade 12-year, as a full-time learner or full-time or part-time candidate respectively;

"Second Additional Language level" - means the language proficiency level that focuses on the basic interpersonal communication skills needed in social situations and include intercultural communication. It is intended to further multilingualism. Although reading and writing will be developed, at this level the emphasis will be on developing listening and speaking skills;

"school" ï as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

"school-based assessment" ï means all formal assessment, including examinations, conducted by the school throughout the year on a continuous basis. In Grade 12 the School-Based Assessment component is all the formal tasks including the mid-year and September examinations, but not the end-of-

year National Senior Certificate examination;

“supplementary examination” - means an examination as contemplated in *paragraph 38* of this document;

“teacher file” - means the recording and planning documents used by the teacher, namely the formal programme of assessment, evidence of learner assessment/performance, all formal assessment tasks and marking guidelines, annual teaching plan/work schedule, textbook used and other resources,

“Umalusi” ï means Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

CHAPTER 1

INTRODUCING THE POLICY FOR THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

1. PURPOSE OF THE DOCUMENT

(1) *Section 3(4)(l)* of the *National Education Policy Act, 1996 (No. 27 of 1996)* makes provision for the determination of national education policy regarding curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications. This provision is subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.

(2) The policy stipulated in this document applies to public ordinary and special schools and those independent schools that offer the *National Curriculum Statement Grades R – 12*, which comprise:

(a) Curriculum and Assessment Policy Statements for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

(c) *National Protocol for Assessment Grades R – 12.*

(3) The policy document contemplated in *subparagraph (2)* forms the basis for the Minister of Basic Education to determine minimum

outcomes and standards, as well as the processes and procedures for the assessment of learner achievement as stipulated in s*ection 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)* which is applicable to public and independent schools.

(4) The outcomes and standards determined in terms of s*ection 6A* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)* will be translated into regulations in terms of *section 61* of the said Act.

2. THE GROUPING OF SUBJECTS LISTED IN THE NATIONAL CURRICULUM STATEMENT GRADES R – 12

(1) The *National Curriculum Statement Grades R – 12* uses the twelve Organising Fields of the National Qualifications Framework (NQF) for organising and listing purposes.

(2) The Organising Fields listed at Annexure A, are used for organising and listing purposes.

CHAPTER 2

GENERAL REQUIREMENTS OF GENERAL EDUCATION AND TRAINING: GRADES R - 9

3. DURATION

The duration of the General Education and Training Phase is ten years, namely Grades R - 9. To be promoted to Grade 10 a learner must:

(1) complete the programme requirements for each grade of Grades R ï 9 separately; and

(2) comply with the assessment and promotion requirements for each grade of Grades R - 9 as contemplated in the policy document, *National Protocol for Assessment Grades R – 12*, and the Curriculum and Assessment Policy Statements of the various subjects for each of the three phases of the General Education and Training Band, namely Foundation, Intermediate and Senior Phases as listed in this document.

4. CONCESSIONS

(1) Immigrants

(a) An immigrant learner is:

(i) a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or

(ii) a person who:

(aa) first enrolled at and entered a South African school in Grade 7 or a more senior grade, or

(bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent, and has subsequently returned to South Africa.

(b) Subject to *subparagraph (d)* an immigrant learner as contemplated in *subparagraph (a)* must offer the two required official languages as contemplated in *paragraphs 12(1)* of the Intermediate Phase and *19(1)* of the Senior Phase and comply with the School-Based Assessment requirements of both official languages offered.

(c) An immigrant learner in the Intermediate or Senior Phase must:

(i) Pass one of the required two official languages as contemplated in *subparagraph (b)* on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) in that language; and

(ii) Subject to sub*paragraph (e)* an immigrant learner must comply with the Intermediate and Senior Phase promotion requirements as contemplated in *paragraphs 14* and *21* respectively.

(d) An immigrant learner may offer his or her home language in lieu of one official language, provided that it is an officially approved non-official language, provided further he or she complies with the Intermediate and Senior Phase promotion requirements as contemplated in *paragraphs 14* and *21* respectively.

(e) To be classified as an immigrant learner, such a learner must be in possession of:

(i) The relevant official documentation issued by the Department of Home Affairs; and

(ii) The relevant official documentation issued by the school where the learner entered the South African school system for the first time.

(2) Learners who experience barriers to learning

(a) The following concessions may apply to learners who experience the following barriers or any other barriers that impact on a learnerôs learning:

(i) A deaf learner must offer the two required official languages as contemplated in *paragraphs 6* of the Foundation Phase, *12(1)* of the Intermediate Phase,

and *19(1)* of the Senior Phase, however:

(aa) he or she must pass one of the required two official languages on at least First Additional Language level and obtain a Moderate Achievement (Level 3) in that language;

(bb) an Elementary Achievement (Level 2) in the second official language;

(cc) comply with the other Foundation or Intermediate or Senior Phase promotion requirements as contemplated in *paragraphs 7, 14* and *21* respectively.

(ii) Learners with communication and language impairments, e.g. aphasia and dyslexia must also meet the requirements as set out in *subparagraph (i)* above.

(b) *White Paper 6* on *Special Needs Education: Building an Inclusive Education and Training System (2001*), guides policies related to learners experiencing barriers to learning.

CHAPTER 3

FOUNDATION PHASE, GRADES R - 3

5. APPROVED SUBJECTS

TABLE 1: OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER			
	Grade R	Grade 1	Grade 2	Grade 3
Afrikaans Home Language	13305482	13302842	13302852	13302862
Afrikaans First Additional Language		13312872	13312882	13312892
English Home Language	13305492	13302902	13302912	13302922
English First Additional Language		13312932	13312942	13312952
IsiNdebele Home Language	13305502	13302962	13302972	13302982
IsiNdebele First Additional Language		13312992	13313002	13313012
IsiXhosa Home Language	13305512	13303022	13303032	13303042
IsiXhosa First Additional Language		13313052	13313062	13313072
IsiZulu Home Language	13305522	13303082	13303092	13303102
IsiZulu First Additional Language		13313112	13313122	13313132
Sepedi Home Language	13305532	13303142	13303152	13303162
Sepedi First Additional Language		13313172	13313182	13313192
Sesotho Home Language	13305542	13303202	13303212	13303222
Sesotho First Additional Language		13313232	13313242	13313252
Setswana Home Language	13305552	13303262	13303272	13303282
Setswana First Additional Language		13313292	13313302	13313312
SiSwati Home Language	13305562	13303322	13303332	13303342
SiSwati First Additional Language		13313352	13313362	13313372
Tshivenda Home Language	13305572	13303382	13303392	13303402
Tshivenda First Additional Language		13313412	13313422	13313432
Xitsonga Home Language	13305582	13303442	13303452	13303462
Xitsonga First Additional Language		13313472	13313482	13313492

TABLE 2: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECTS	SUBJECT NUMBER			
	Grade R	Grade 1	Grade 2	Grade 3
Mathematics	19331462	19331312	19331322	19331332

TABLE 3: HUMAN AND SOCIAL STUDIES

SUBJECTS	SUBJECT NUMBER			
	Grade R	Grade 1	Grade 2	Grade 3
Life Skills	16341302	16341152	16341162	16341172

6. PROGRAMME REQUIREMENTS FOR GRADES R -3

(1) Grade R

A learner in Grade R in the Foundation Phase must offer the following three (3) subjects listed in Tables 1 - 3:

(a) One official language selected from Table 1 at Home Language level;
(b) Mathematics as listed in Table 2; and
(c) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing, as listed in Table 3.

(2) Grades 1 – 3

A learner in Grades 1 ï 3 in the Foundation Phase must offer the following four (4) subjects listed in Tables 1 - 3:

(a) One official language selected from Table 1 at Home Language level;
(b) One official language selected from Table 1 at First Additional Language level, provided it is not the same official language offered at *subparagraph (a)*;
(c) Mathematics as listed in Table 2; and
(d) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing, as listed in Table 3.

7. PROMOTION REQUIREMENTS FOR GRADES 1 -3

(1) Promotion from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following gradeôs work. A learner, who is not ready to perform at the next level, should be assessed to determine the level of support required.

(2) The following are guidelines for determining a learnerôs progress in Grade R:

(a) Adequate Achievement (Level 4) in one official language at Home Language level as contemplated in *paragraph 6(1)(a)*; and

(b) Moderate Achievement (Level 3) in Mathematics as contemplated in *paragraph 6(1)(b).*

(3) The following are guidelines to determine whether a learner should be permitted to progress from Grade 1 to 3 in the Foundation Phase:

(a) Adequate Achievement (Level 4) in one official language at Home Language level as contemplated in *paragraph 6(2)(a)*; or

(b) Moderate Achievement (Level 3) in the second required official language at First Additional Language level as contemplated in *paragraph 6(2)(b)*; and

(c) Moderate Achievement (Level 3) in Mathematics as contemplated in *paragraph 6(2)(c).*

(4) A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Foundation Phase for longer than four years, excluding Grade R.

8. ASSESSMENT

(1) Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the required subjects as contemplated in *paragraph 6*.

(2) The School-Based Assessment (SBA) mark as determined during the school year will be 100% of the total mark.

9. RECORDING AND REPORTING

(1) Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 4 below.

TABLE 4: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES R - 3

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 ï 100
6	Meritorious Achievement	70 ï 79
5	Substantial Achievement	60 ï 69
4	Adequate Achievement	50 ï 59
3	Moderate Achievement	40 ï 49
2	Elementary Achievement	30 ï 39
1	Not Achieved	0 ï 29

(2) These descriptions are intended to assist teachers to grade learners and grade them at the correct level.

(3) Teachers must record and report learnersôperformance in terms of the achievement descriptors listed in Table 4.

10. TIME ALLOCATION

(1) The instructional time for subjects in the Foundation Phase is indicated in Table 5 below:

TABLE 5: TIME ALLOCATION PER WEEK

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
TOTAL	**23**	**23**	**25**

(2) The instructional time for Grades R, 1 and 2 is 23 hours and 25 hours for Grade 3.

(3) Ten (10) hours are allocated for languages in Grades R-2 and 11 hours in Grade 3.

(4) A maximum of eight (8) hours and a minimum of seven (7) hours are allocated for the language at Home Language level, and a minimum of two (2) hours and a maximum of three (3) hours for the language at First Additional Language level in Grades R-2.

(5) In Grade 3 a maximum of eight (8) hours and a minimum of seven (7) hours are allocated for the language at Home Language level, and a minimum of three (3) hours and a maximum of four (4) hours for the language at First Additional Language level.

(6) The time allocated to breaks, assemblies and extramural activities is excluded from the time allocation.

(7) Time must be made available to support learners who experience barriers to learning within the instructional time.

CHAPTER 4

INTERMEDIATE PHASE, GRADES 4 - 6

11. APPROVED SUBJECTS

TABLE 6: OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER		
	Grade 4	Grade 5	Grade 6
Afrikaans Home Language	13303502	13303512	13303522
Afrikaans First Additional Language	13313532	13313542	13313552
Afrikaans Second Additional Language	13353562	13353572	13353582
English Home Language	13303592	13303602	13303612
English First Additional Language	13313622	13313632	13313642
English Second Additional Language	13353652	13353662	13353672
IsiNdebele Home Language	13303682	13303692	13303702
IsiNdebele First Additional Language	13313712	13313722	13313732
Second Additional Language	13353742	13353752	13353762
IsiXhosa Home Language	13303772	13303782	13303792
IsiXhosa First Additional Language	13313802	13313812	13313822
IsiXhosa Second Additional Language	13353832	13353842	13353852
IsiZulu Home Language	13303862	13303872	13303882
IsiZulu First Additional Language	13313892	13313902	13313912
IsiZulu Second Additional Language	13353922	13353932	13353942
Sepedi Home Language	13303952	13303962	13303972
Sepedi First Additional Language	13313982	13313992	13314002
Sepedi Second Additional Language	13354012	13354022	13354032
Sesotho Home Language	13304042	13304052	13304062
Sesotho First Additional Language	13314072	13314082	13314092
Sesotho Second Additional Language	13354102	13354112	13354122

TABLE 6: OFFICIAL LANGUAGES (CONT.)

SUBJECTS	SUBJECT NUMBER		
	Grade 4	Grade 5	Grade 6
Setswana Home Language	13304132	13304142	13304152
Setswana First Additional Language	13314162	13314172	13314182
Setswana Second Additional Language	13354192	13354202	13354212
SiSwati Home Language	13304222	13304232	13304242
SiSwati First Additional Language	13314252	13314262	13314272
SiSwati Second Additional Language	13354282	13354292	13354302
Tshivenda Home Language	13304312	13304322	13304332
Tshivenda First Additional Language	13314342	13314352	13314362
Tshivenda Second Additional Language	13354372	13354382	13354392
Xitsonga Home Language	13304402	13304412	13304422
Xitsonga First Additional Language	13314432	13314442	13314452
Xitsonga Second Additional Language	13354462	13354472	13354482

TABLE 7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECTS	SUBJECT NUMBER		
	Grade 4	Grade 5	Grade 6
Mathematics	19331342	19331352	19331362
Natural Sciences and Technology	19351372	19351382	19351392

TABLE 8: HUMAN AND SOCIAL STUDIES

SUBJECTS	SUBJECT NUMBER		
	Grade 4	Grade 5	Grade 6
Social Sciences	16351182	16351192	16351202
Life Skills	16341212	16341222	16341232

12. PROGRAMME REQUIREMENTS FOR GRADES 4 -6

A learner must offer and complete six (6) subjects for each of Grades 4 ï 6 as contemplated in *subparagraphs (1)* to *(5)* and listed in Tables 6 ï 8:

(1) Two (2) official languages selected from Table 6, provided that one of the two official languages is offered on the Home Language level, and the other official language on at least First Additional Language level, and provided further that one of the two languages offered is the language of learning and teaching;

(2) Mathematics listed in Table 7;

(3) Natural Sciences and Technology listed in Table 7;

(4) Life Skills listed in Table 8;

(5) Social Sciences listed in Table 8; and

(6) One official or approved non-official language may be offered as an optional subject on at least Second Additional Language level, provided that in the case of an official language, the language offered must not be a language offered in terms of *subparagraph (1)* above. The Additional Language will be regarded as an additional subject not to be taken into account for promotion requirements as contemplated in *paragraph 14*.

(7) Subject to *paragraph 4(1)(d)* immigrant learners exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii),* may offer his or her home language in lieu of one official

language, provided it is an approved language on at least First Additional Language level as contemplated in *subparagraph (6)*.

13. PROVISOS

(1) Not more than one language shall be offered from the same language group, namely:

(a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
(b) Sepedi, Sesotho and Setswana.

(2) The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.

14. PROMOTION REQUIREMENTS FOR GRADES 4 -6

(1) Promotion from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following gradeôs work.

(2) The following are guidelines for determining a learnerôs promotion from Grade 4 to 6 in the Intermediate Phase:

(a) Adequate Achievement (Level 4) in one official language at Home Language level as contemplated in *paragraph 12(1)*;
(b) Moderate Achievement (Level 3) in the second required official language at First Additional Language level as contemplated in *paragraph 12(1)*;

(c) Moderate Achievement (Level 3) in Mathematics as contemplated in *paragraph 12(2);* and

(d) Subject to *subparagraph (e)*, Moderate Achievement (Level 3) in any other two (2) of the remaining approved subjects as contemplated in *paragraphs 12(3), 12(4)* and *12(5)*.

(e) Immigrant learners may be exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii),* provided they obtain Moderate Achievement (Level 3) in all three (3) of the remaining subjects contemplated in *subparagraph (d)*.

(3) A learner may only be progressed once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.

(4) A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support.

15. ASSESSMENT

(1) Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grades R – 1*2 and the Curriculum and Assessment Policy Statements of the required subjects as contemplated in *paragraph 12*.

(2) School-Based Assessment (SBA) is a compulsory component of the promotion marks. The SBA component conducted during the

year must be 75%, and the final examination component 25% of the promotion mark.

16. RECORDING AND REPORTING

(1) Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 9 below.

TABLE 9: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 4 - 6

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 ï 100
6	Meritorious Achievement	70 ï 79
5	Substantial Achievement	60 ï 69
4	Adequate Achievement	50 ï 59
3	Moderate Achievement	40 ï 49
2	Elementary Achievement	30 ï 39
1	Not Achieved	0 ï 29

(2) These descriptions are intended to assist teachers to grade learners and grade them at the correct level.

(3) Teachers must record learnersôresults in marks and report them as percentages.

(4) The percentage obtained will determine which rating code on the scale of achievement will be allocated to a learner.

17. TIME ALLOCATION

(1) The instructional time for subjects in the Intermediate Phase is indicated in Table 10 below:

TABLE 10: TIME ALLOCATION PER WEEK

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	4
TOTAL	**27,5**

(2) The instructional time for Grades 4, 5 and 6 is 27,5 hours. The time allocated to breaks, assemblies and extramural activities is excluded from the time allocation..

(3) Schools offering an optional language selected from Table 6 on at least Second Additional Language level as contemplated in *paragraph 12(6)* may not use the time allocated for the subjects listed in Table 10. Optional languages may only be offered if the school can make an arrangement for the allocation of additional time to the allocated 27,5 hours.

(4) Time must be made available to support learners who experience barriers to learning within the instructional time.

CHAPTER 5

SENIOR PHASE, GRADES 7 – 9

18. APPROVED SUBJECTS

TABLE 11: OFFICIAL LANGUAGES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Afrikaans Home Language	13304492	13304502	13304512
Afrikaans First Additional Language	13314522	13314532	13314542
Afrikaans Second Additional Language	13354552	13354562	13354572
English Home Language	13304582	13304592	13304602
English First Additional Language	13314612	13314622	13314632
English Second Additional Language	13354642	13354652	13354662
IsiNdebele Home Language	13304672	13304682	13304692
IsiNdebele First Additional Language	13314702	13314712	13314722
IsiNdebele Second Additional Language	13354732	13354742	13354752
IsiXhosa Home Language	13304762	13304772	13304782
IsiXhosa First Additional Language	13314792	13314802	13314812
IsiXhosa Second Additional Language	13354822	13354832	13354842
IsiZulu Home Language	13304852	13304862	13304872
IsiZulu First Additional Language	13314882	13314892	13314902
IsiZulu Second Additional Language	13354912	13354922	13354932
Sepedi Home Language	13304942	13304952	13304962
Sepedi First Additional Language	13314972	13314982	13314992
Sepedi Second Additional Language	13355002	13355012	13355022
Sesotho Home Language	13305032	13305042	13305052
Sesotho First Additional Language	13315062	13315072	13315082
Sesotho Second Additional Language	13355092	13355102	13355112

TABLE 11: OFFICIAL LANGUAGES (CONT.)

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Setswana Home Language	13305122	13305132	13305142
Setswana First Additional Language	13315152	13315162	13315172
Setswana Second Additional Language	13355182	13355192	13355202
SiSwati Home Language	13305212	13305222	13305232
SiSwati First Additional Language	13315242	13315252	13315262
SiSwati Second Additional Language	13355272	13355282	13355292
Tshivenda Home Language	13305302	13305312	13305322
Tshivenda First Additional Language	13315332	13315342	13315352
Tshivenda Second Additional Language	13355362	13355372	13355382
Xitsonga Home Language	13305392	13305402	13305412
Xitsonga First Additional Language	13315422	13315432	13315442
Xitsonga Second Additional Language	13355452	13355462	13355472

TABLE 12: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Natural Sciences	19351402	19351412	19351422
Mathematics	19331432	19331442	19331452

TABLE 13: HUMAN AND SOCIAL SCIENCES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Social Sciences	16351242	16351252	16351262
Life Orientation	16341272	16341282	16341292

TABLE 14: ENGINEERING AND TECHNOLOGY

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Technology	15351122	15351132	15351142

TABLE 15 CULTURE AND ARTS

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Arts and Culture	11351152	11351162	11351172

TABLE 16: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

SUBJECTS	SUBJECT NUMBER		
	Grade 7	Grade 8	Grade 9
Economic Management Sciences	12351092	12351102	12351112

19. PROGRAMME REQUIREMENTS FOR GRADES 7 -9

A learner must for each of Grades 7 ï 9 offer and complete nine (9) subjects as contemplated in *subparagraphs (1)* to *(8)* and listed in Tables 11 ï 16:

(1) Two (2) official languages selected from Table 11, provided that one of the two official languages is offered on the Home Language level, and the other language, on either Home or on at least First Additional Language level, and provided further that one of the two languages offered is the language of learning and teaching;

(2) Mathematics selected from Table 12;

(3) Natural Sciences selected from Table 12;

(4) Life Orientation from Table 13;

(5) Social Sciences from Table 13;

(6) Technology from Table 14;

(7) Arts and Culture from Table 15; and

(8) Economic Management Sciences from Table 16.

(9) One official or approved non-official language may be offered as an optional subject on at least Second Additional Language level, provided that in the case of an official language, the language offered must not be a language offered in terms of *subparagraph (1)* above. The Additional Language will be regarded as an

additional subject not to be taken into account for promotion requirements as contemplated in *paragraph 21*.

(10) Subject to *paragraph 4(1)(d)* immigrant learners exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii),* may offer his or her home language in lieu of one official language, provided it is an approved language on at least First Additional Language level as contemplated in *paragraph4(1)(c)(i)*.

20. PROVISOS

(1) Not more than one language shall be offered from the same language group, namely:

(a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
(b) Sepedi, Sesotho and Setswana.

(2) The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.

21. PROMOTION REQUIREMENTS FOR GRADES 7 -9

(1) Learners in Grades 7-9 will be promoted from grade to grade if they have offered nine (9) subjects listed in *paragraph 19(1) to (8)* and have complied with the promotion requirements in eight (8) of the subjects as contemplated in *subparagraphs (a)* to (*e)*, provided the School-Based Assessment component of the ninth subject has been completed.

(a) Adequate Achievement (Level 4) in one language at Home Language level as contemplated in *paragraph 19(1)*;

(b) Moderate Achievement (Level 3) in the second required official language at First Additional Language level as contemplated in *paragraph 19(1)*;

(c) Moderate Achievement (Level 3) in Mathematics as contemplated in *paragraph 19(2);*

(d) Moderate Achievement (Level 3) in any three (3) of the other required subjects as contemplated in *paragraphs 19(3), 19(4), 19(5), 19(6), 19(7)* and *19(8)*; or

(e) Subject to *subparagraph (f)*, at least an Elementary Achievement (Level 2) in any two (2) of the other required subjects as contemplated in *paragraphs 19(3), 19(4), 19(5), 19(6), 19(7)* and *19(8)*.

(f) Immigrant learners may be exempted from achieving one official language as contemplated in *paragraph 4(1)(c)(ii),* provided they obtain at least an Elementary Achievement (Level 2) in all three (3) the remaining subjects contemplated in *subparagraph (e)*.

(2) A learner may only be progressed once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four years.

(3) A learner who is not ready to function at the expected level and who has been retained in the previous phases for four (4) years or

more and who is likely to be retained again in the third phase for four (4) years or more, should receive the necessary support.

22. ASSESSMENT

(1) Learners will be assessed internally according to the requirements as specified in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements.

(2) The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements.

(3) School-Based Assessment (SBA) is a compulsory component of the promotion marks. The SBA component must be 40% during the year, and the final examination component 60% of the promotion mark.

23. RECORDING AND REPORTING

(1) Seven levels of competence have been described for subjects listed in the *Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are as shown in Table 17 below.

TABLE 17: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 7 – 9

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	%
7	Outstanding Achievement	80 ï 100
6	Meritorious Achievement	70 ï 79
5	Substantial Achievement	60 ï 69
4	Adequate Achievement	50 ï 59
3	Moderate Achievement	40 ï 49
2	Elementary Achievement	30 ï 39
1	Not Achieved	0 ï 29

(2) These descriptions are intended to assist teachers to assess learners and grade them at the correct level.

(3) Teachers or examiners must record learnersôresults in marks and report them as percentages.

(4) The percentage obtained will determine the rating code on the scale of achievement.

24. TIME ALLOCATION

(1) The instructional time for subjects in the Senior Phase is indicated in the Table 18 below:

TABLE 18: TIME ALLOCATION PER WEEK

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Arts and Culture	2
TOTAL	**27,5**

(2) The instructional time for Grades 7, 8 and 9 is 27,5 hours. The time allocated to breaks, assemblies and extramural activities is excluded from this time allocation.

(3) Schools offering an optional language selected from Table 11 on at least Second Additional Language level as contemplated in *paragraph 19(9)* may not use the time allocated for the languages listed in Table 18. Optional languages may only be offered if the school can make an arrangement for the allocation of additional time to the allocated 27,5 hours.

CHAPTER 6

FURTHER EDUCATION AND TRAINING: GRADES 10 – 12

25. DURATION

The duration of the National Senior Certificate is 3 years, namely Grades 10 - 12. A learner must:

(1) offer all subjects selected for all three grades, Grades 10-12 and complete the programme requirements for these grades separately; and

(2) comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12 as contemplated in the policy document *National Protocol for Assessment Grades R – 12*, and the Curriculum and Assessment Policy Statements of the various subjects listed in Annexure B.

26. ENTRANCE REQUIREMENTS FOR FURTHER EDUCATION AND TRAINING, GRADES 10 - 12

The minimum entrance requirements for Grade 10 are:

(1) an official Grade 9 school report which indicates that a learner has met the requirements for promotion to Grade 10; or

(2) a General Education and Training Certificate (GETC) for Adult Basic Education and Training (ABET); or

(3) a NQF Level 1 Certificate which require two languages; or

(4) a recognised equivalent qualification obtained at NQF Level 1 which require two languages.

27. PROGRAMME REQUIREMENTS FOR GRADES 10 - 12

(1) The approved National Senior Certificate subjects listed in Annexure B, which is grouped in two main categories, namely **Groups A** and **B**.

(2) A learner in Further Education and Training must select four subjects from **Group A** follows:

(a) Two (2) official languages selected from Annexure B, Table A1, provided that one of the two official languages is offered on the Home Language level, and the other, on either Home or First Additional Language level, and provided further that one of the two languages is the language of learning and teaching.

(b) Mathematics or Mathematical Literacy selected from Annexure B, Table A2.

(c) Life Orientation in Annexure B, Table A3.

(d) Subject to *paragraphs 28(5)* and 28*(6), a* minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8. Of the minimum three required subjects, a maximum of two additional languages over and above the two official languages contemplated in *subparagraph (a)* may be offered from both Tables A1 and B4.

(e) Learners may offer a maximum of one subject developed by accredited assessment bodies other than the Department of Basic Education and approved by the Minister of Basic Education for this purpose and listed in Annexures C1 ï C6, in the place of one Group B subject.

28. PROVISOS

(1) A candidate may offer more than the required minimum of seven subjects provided that he or she complies with the following requirements:

(a) the additional subjects must be offered for all three years of the National Senior Certificate programme, namely Grades 10-12.

(b) all the internal assessment requirements and the Practical Assessment Tasks as contemplated in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements for the required subjects where applicable, must be met for all three years of study, namely Grades 10, 11 and 12.

(2) Not more than one language shall be offered from the same language group, namely:

(a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
(b) Sepedi, Sesotho and Setswana.

(3) The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.

(4) A candidate may not offer both Mathematics and Mathematical Literacy.

(5) A candidate may not offer both Consumer Studies and Hospitality Studies.

(6) Subject to *subparagraph 7*, a maximum of one subject developed and assessed by an accredited assessment body that is not the Department of Basic Education, and approved by the Minister of Basic Education for this purpose and listed in Annexure C may be offered to meet the requirements of one of the three (3) required Group B subjects as contemplated in *paragraph 27(2)(d)*.

(7) The Practical Music programme of one of the Music examination bodies, listed in Table C2 of Annexure C, namely the Associated Board of Royal Schools Practical Music Examination, Trinity College of London Practical Music Examination and Unisa Practical Music Examination may be offered in terms of the following conditions:

(a) The External Music programmes listed in Table C2 of Annexure C may only be offered as an eighth National Senior Certificate subject.

(b) A learner may only enrol for the selected External Music programme in his or her Grade 12-year.

(c) The selected External Music programmes must be offered at Grade 7 Music level.

(d) The submission of the final examination marks obtained by the candidates must be determined by the three External Music Examination Bodies.

(e) The External Music Examination Bodiesôfinal results based on the theory and practical components will be accepted as the final mark obtained by the candidate.

(f) The prerequisite theory component for the three External Music Examination Bodiesô Practical Music Examination, Grade 7 is as follows:

(i) Associated Board of Royal Schools of Music: Grade 6 Theory;

(ii) Trinity College of London: Grade 6 Theory; and

(iii) UNISA: Grade 5 Theory.

(g) The practical component must be completed by the candidate not later than June of the Grade-12 year.

(h) The theory must be completed by the candidate, not earlier than October of the Grade 11-year.

(i) The marks supplied by the three External Music Examination Bodies will be indicated on the National Senior Certificate as a subject passed by an approved and accredited assessment body in terms of the requirements as determined by that body. The actual mark obtained by the candidate will be reflected on the National Senior Certificate

with an asterisk denoting that this subject was offered by an external assessment body in terms of that bodyôs requirements.

(j) A learner will be restricted to a maximum of one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examinations.

(k) A learner who offers Music listed in Table B2 of Annexure B as a subject and one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examination, Grade 7, as an eighth subject, may not offer the same main instrument as a first and second instrument.

(l) A learner who offers one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examination, Grade 7 as an eighth subject may not offer a Music programme, comprising a combination of components of the Music programmes of the three External Music Examination Bodies.

(m) The Music programmes of the Associated Board of Royal Schools of Music, or Trinity College of London, or UNISA may not be offered during official school hours, but only as an extra-curricular subject.

(n) A learner who offers one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA Practical Music Examination, Grade 7 as an eighth subject

may not replace a failed subject offered by the learner in terms of the seven-subject package of the National Senior Certificate.

29. PROMOTION REQUIREMENTS FOR GRADES 10 - 12

(1) Learners in Grades 10-12 will be promoted from grade to grade if they have offered and completed the School-Based Assessment, Practical Assessment Tasks, where applicable, and end-of-year examination requirements in not fewer than seven (7) subjects as contemplated in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the various subjects listed in Annexure A:

(a) Achieved 40% in three subjects, one of which is an official language at Home Language level, and 30% in three subjects, provided the School-Based Assessment component is submitted in the subject failed.

(b) A condonation of a maximum of one (1) subject will only be applied to a Grade 12 candidate in the final National Senior Certificate examination, if such a candidate requires a maximum of 2%, either to obtain a pass at 30% or 40%. Such a condonation will be applied in only one subject, provided the application of the condonation allows the candidate to obtain the National Senior Certificate qualification.

(c) Subject to *paragraph 28(7)* learners who offer a Music programme from the Associated Board of Royal Schools of

Music or Trinity College of London or UNISA, must obtain the following ratings:

(i) the Associated Board of Royal Schools Practical Music Examination Grade 7: at least 65%.
(ii) Trinity College of London Practical Music Examination Grade 7: at least 65%.
(iii) UNISA Practical Music Examination Grade 7: at least 50%.

(2) The norm for repetition is stipulated in *paragraph 31* of the *Admission policy for ordinary public schools, Government Notice 2432* in the *Government Gazette, Vol. 400, No. 19377* of 19 October 1998, as one year per school phase where necessary.

30. ASSESSMENT IN GRADES 10 AND 11

(1) Learners will be assessed internally according to the requirements specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The School-Based Assessment (SBA) marks allocated to assessment tasks completed during the school year will be 25% of the total mark, and the end-of-year mark 75% of the total mark.

(2) The weighting for assessment in the subject Life Orientation in Grades 10 and 11 is an exception where the SBA component will comprise 100% of the total mark. The SBA will be externally moderated.

(3) The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*.

31. ASSESSMENT IN GRADE 12

(1) The School-Based Assessment (SBA)mark will be 25%, and the external assessment mark 75% of the total mark, as specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The SBA will be externally moderated.

(2) The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The SBA component will be 100% of the total mark. The SBA will be externally moderated.

(3) The final mark is rounded down if the first decimal is less than 5 and rounded up if the decimal is 5 and above e.g. a final mark of 70,3 will be rounded down to 70 and a final mark of 70.6 is rounded up to 71.

32. RECORDING AND REPORTING

(1) Seven levels of competence have been described for all the subjects in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum*

Statement Grades R - 12. The various achievement levels and their corresponding percentage bands are shown in Table 19 below.

TABLE 19: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 10-12

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding achievement	80 ï 100
6	Meritorious achievement	70 ï 79
5	Substantial achievement	60 ï 69
4	Adequate achievement	50 ï 59
3	Moderate achievement	40 ï 49
2	Elementary achievement	30 ï 39
1	Not achieved	0 ï 29

(2) These descriptions are intended to assist teachers to assess learners and grade them at the correct level.

(3) Teachers or examiners must record learnersôresults in marks and report them as percentages.

(4) The percentage obtained will determine which rating code on the scale of achievement will be allocated to a learner.

33. CONCESSIONS

(1) Immigrants

(a) An immigrant candidate is:

(i) a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or

(ii) a person who:

(aa) first enrolled at and entered a South African school in Grade 7 or a more senior grade, or

(bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent and before Grade 9 or its equivalent, and has subsequently returned to South Africa.

(b) An immigrant candidate as contemplated above may offer only one (1) official language on at least First Additional Language Level, provided it is the language of learning and teaching, and obtain a rating of 30% level in that language, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that the immigrant candidate complies with the promotion requirements as contemplated in *paragraph 29(1)*.

(c) However, instead of offering another subject from Group B in lieu of the one official language that is not offered, an immigrant candidate may, subject to *subparagraph (b)*, offer his or her home language in lieu of that one official language, subject to the following:

(i) Such language is listed on Home Language level in Table B4 at Annexure B.

(ii) Offer his or her home language on the A-Level of the General Certificate of Education (GCE) of the United Kingdom, or an examination recognised by the Department of Basic Education as equivalent to Home Language level for the purpose of *subparagraph (b)*.

(iii) The marks as supplied by the concerned assessment body will be taken into account for promotion purposes. If the actual marks are not available, the results will be converted in accordance with Table 20 below, with the proviso that the candidate may not offer two similarly named languages.

TABLE 20: CONVERSION SCALE

PROGRAMME REQUIREMENTS			
A-Level		**National Policy**	
Symbol	**%**	**MARKS**	**%**
A	70-100	280	70
B	60-69	240	60
C	55-59	220	55
D	50-54	200	50
E	40-49	160	40
F	30-39	140	35

(d) To be classified as an immigrant candidate, such a candidate must be in possession of:

(i) the relevant official documentation issued by the Department of Home Affairs; and

(ii) the relevant official documentation issued by the school where the learner entered the South African school system for the first time.

(2) Learners who experience barriers to learning

(a) The following concessions may apply to learners who experience the following barriers to learning:

(i) A learner who is Deaf may offer one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such Deaf candidate complies with the promotion requirements as contemplated in *paragraph 29(1).*

(ii) Learners with communication and language impairments, e.g. aphasia and dyslexia may offer only one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such aphasic or dyslectic

candidate complies with the promotion requirements as contemplated in *paragraph 29(1).*

(iii) Learners suffering from a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject from Group B is offered in lieu of Mathematical Literacy or Mathematics, provided further that such candidate complies with the promotion requirements as contemplated in *paragraph 29(1).*

(b) *White Paper 6* on *Special Needs Education: Building an Inclusive Education and Training System (2001*), guides policies related to learners experiencing barriers to learning.

34. A NATIONAL SENIOR CERTIFICATE WITH ENDORSEMENT FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

(1) Learners with special needs may either be accommodated in special schools or in ordinary schools where appropriate support is offered.

(2) Special schools are schools that provide education to learners who need high-level individualised and specialised support on a high-frequency basis. The role of these schools is twofold:

(a) full-time provision of appropriate and quality education and support for those learners, who are enrolled at these schools; and

(b) providing advice, guidelines, training and mentoring on a consultative and part-time basis to both teachers and learners in ordinary schools with regard to curriculum, assessment and instruction matters.

(3) The following learners are regarded as learners with special needs for whom measures should be taken in ordinary as well as special schools to assist with the barriers to learning that they face:

(a) Learners who have **neurological barriers** to learning, reading, spelling, dysgraphia, mathematical calculations and numeracy skills, and the understanding of the written word.

(b) Learners (deaf and hard of hearing learners) whose **hearing impairments** present barriers to learning and for whom learning should be facilitated through sign language within an environment which promotes the linguistic identity of the Deaf community and bilingualism which also ensures the availability of assistive technology.

(c) Learners who have severe **visual barriers to learning** (blind and partially sighted) and for whom learning should be facilitated through effective individualised support measures, specialised teaching methods, the use of Braille and large print and the application of specialised devices such as Braille equipment, magnification cameras and CCTV in classrooms, screen reading software, magnification software, etc.

(d) Learners who have **physical barriers to learning** and whose level of functioning is restricted due to limited gross

and fine motor movements, dependency on the availability of certain devices (e.g. wheel chairs), medical conditions and inaccessible school buildings. The term physical disability covers a range of conditions from congenital disabilities to impairments acquired as a result of illness of which the most common conditions are spinal bifida, cerebral palsy, muscular dystrophy, haemophilia, cardiovascular and pulmonary conditions.

(e) Learners who experience **mild to severe intellectual barriers to learning** whose specific educational needs should be met in mainstream schools, but only by accommodation in special schools through the differentiation and adaptation of the curriculum in environments which encourage the development of their full potential, independence and socialisation.

(f) Learners with **multiple barriers to learning**.

(g) Learners with **severe behavioural and emotional barriers to learning**.

(h) Learners with any medically assessed special need that may not fall under the above categories.

(4) Grade 10-12 learners who experience barriers to learning and who meet one of the following requirements may either offer the National Senior Certificate programme as stipulated in *paragraphs 26* to *32* and *35* to *38* of this document or the *National Senior Certificate with Endorsement* as contemplated in *subparagraphs 5, 6* and *8*:

(a) Learners with extensive special needs who are either in special schools in terms of *section 5(6)* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, or who are in schools where special care is taken of them; or

(b) Learners in ordinary schools who have been identified and assessed for placement in special schools and who are on the waiting list for admission to special schools; or

(c) Learners in ordinary schools who have been identified and assessed for placement in special schools, but who have opted to remain in mainstream schools.

(5) Subject to *subparagraph (4)*, learners with special needs who were unsuccessful in obtaining a National Senior Certificate at Level 4 on the NQF, or who cannot meet the programme and or promotion requirements of the National Senior Certificate at Level 4 on the NQF as stipulated in *paragraphs 27, 28* and *29* of this document, may be issued with a *National Senior Certificate* w*ith Endorsement*, provided they have met the following programme and promotion requirements:

(a) Offered and completed the internal and external assessment requirements in not fewer than five (5) subjects selected as follows from Annexure B contained in this document.

(i) Three (3) subjects from **Group A** in this document, selected as follows:

(aa) One (1) official language selected from Annexure B, Table A1, provided that the official

language is offered on at least First Additional Language level, and provided further that the language is the language of learning and teaching.

(bb) Mathematics or Mathematical Literacy selected from Annexure B, Table A2.

(cc) Life Orientation in Annexure B, Table A3.

(dd) A minimum of any two (2) subjects selected from **Group B** Annexure B, Tables B1-B8 in this document.

(6) Subject to *subparagraph (4)*, a *National Senior Certificate* w*ith Endorsement* shall be issued to a candidate who experiences barriers to learning who has achieved 30% in five subjects.

(7) Should a learner who has enrolled for the *National Senior Certificate with Endorsement* offer a sixth subject, such a learner must achieve 30% in five of the six subjects, one of which is an official language on at least First Additional Language level, provided the School-Based Assessment component is submitted in the sixth subject.

(8) Concessions regarding immigrant learners and learners who experience barriers to learning related to deafness and mathematical disorder such as dyscalculia, as contemplated in *paragraph 33* of this document, will also be applicable to the learners enrolling for the *National Senior Certificate with Endorsement*.

35. CHANGING SUBJECTS IN GRADES 10, 11 AND 12

(1) A learner may change a maximum of **two** subjects in Grade 10, provided this is done by the beginning of the third term, subject to the approval of the Principal of the school where the learner is registered.

(2) A learner may change **two** subjects in Grade 11, provided this is done before 28 February subject to the approval of the Principal of the school where the learner is registered.

(3) In exceptional cases a learner may change **one** subject in Grade 12, provided this is done before 31 January of the Grade 12-year.

(4) Approval for changing a subject in Grade 12 must be obtained from the Head of the assessment body. The following documents are needed:

(a) a letter of motivation from the learnerôs parent or guardian;

(b) a letter from the Principal, either supporting or providing reasons for not supporting the change; and

(c) a letter from the subject teacher, outlining the programme to be followed to assist the learner in covering those aspects of the Curriculum and Assessment Policy Statements for the previous grade that were not completed.

(5) A learner who changes a subject in Grades 10, 11 or 12 will be exempted from the School-Based Assessment requirement of the new subject for the period before the change was effected, provided that:

(a) he or she has complied with all the School-Based Assessment requirements of the subject he or she wants to change for the period before the change is to be effected; and

(b) he or she complies with all the remaining School-Based Assessment requirements of the new subject from the date the change was effected.

(6) The learner, or the parent or guardian of the learner who changes a subject is in Grades 10, 11 or 12 and who encounters learning difficulties due to the subject change may not hold the provincial education department responsible for changing a subject.

36. TIME ALLOCATION

(1) In terms of the *Personnel Administration Measures (PAM)* as determined in *section 4* of the *Employment of Educators Act, 1998,* all school-based educators should be at school during the formal school day. Each school day should be at least seven hours, that is 35 hours per five-day week.

(2) The contact time for teaching Grades 10, 11 and 12 will be 27,5 hours per week, excluding the time allocated to breaks, assemblies and extramural activities.

(3) The 27,5 hours of teaching contact time per week must be used as follows:

(a) Languages: 9 hours per week, that is, 4,5 hours per week for each of the two languages;

(b) Mathematical Literacy or Mathematics: 4,5 hours per week;

(c) Life Orientation: 2 hours per week; and

(d) time allocation for the Group B subjects (12,0 hours): 4,0 hours per week should be allocated to each of the three Group B subjects, or a subject from Annexure C which replaces one Group B subject.

(4) Table 21 provides a summary of the time allocations.

TABLE 21: TIME ALLOCATION PER WEEK FOR SUBJECTS OFFERED FOR GRADES 10-12

SUBJECT	HOURS
Language 1	4,5
Language 2	4,5
Mathematics and Mathematical Literacy	4,5
Life Orientation	2,0
Group B subjects (3 x 4hours)	12,0
TOTAL	**27,5**

(5) The allocated 27,5 hours per week may be utilised only for the minimum required Grades 10, 11 and 12 subjects as specified above, and may not be used for any additional subjects. Should a learner wish to offer additional subjects, an arrangement for additional time must be made for the offering of these subjects.

37. CERTIFICATION REQUIREMENTS

(1) Subject to the provisions of *Paragraph 17A of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to *paragraphs 27* and *29* of this document, the following certificates will be issued:

(a) a National Senior Certificate to be issued to a candidate who has complied with the programme and promotion requirements as contemplated in *paragraphs 27, 28 and 29*; and

(b) a National Senior Certificate with Endorsement for Learners who Experience Barriers to Learning to be issued to a

candidate who has complied with the programme and promotion requirements of a National Senior Certificate with Endorsement as contemplated in *paragraphs 34(5), (6)* and *(7)*.

(2) The National Senior Certificate is a 130 credit certificate at Level 4 on the National Qualifications Framework (NQF).

(3) In terms of this policy document the National Senior Certificate qualification must:

(a) have a defined purpose or purposes, and is intended to provide qualifying learners with applied competence and a basis for further learning;
(b) enrich the qualifying learner;
(c) provide benefits to society and the economy;
(d) comply with the objectives of the NQF;
(e) where applicable, be internationally comparable;
(f) incorporate integrated assessment; and
(g) indicate the rules governing the award of the qualification.

(4) The duration of the learning programme for the National Senior Certificate is three years and this culminates in the National Senior Certificate qualification at the end of Grade 12.

(5) Subject to *Regulation 59(4)* of the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate*, published in *Government Gazette No. 31337* of 29 August 2008, part-time candidates may also offer the National Senior Certificate. Full-time learners, repeat candidates and part-time candidates will offer subjects listed in Annexure B of

this document. For this purpose full-time learners, repeat candidates and part-time candidates are defined as follows:

ñA part-time candidate in the FET Phase is a candidate who has enrolled at an institution that does not offer tuition on a full-time basis and may enroll for any number of subjects in one examination sitting. Part-time candidates will continue to exist until such a date as determined by the Minister of Basic Education.ò

ñA full-time learner in the FET Phase is a learner who has enrolled for tuition and who offers a *National Curriculum Statement Grades R-12* programme in a full-time capacity at a public or independent school or any other registered institution and who presents seven (7) subjects in terms of the National Senior Certificate programme requirements as contemplated in *paragraph 27* of this document. Such a candidate must fulfill all internal assessment requirements of the National Senior Certificate, including oral and practical requirements where applicable as contemplated in the Curriculum and Assessment Policy Statements of the relevant subjects.ò

(6) A repeat candidate in the FET Phase is a candidate who has failed the grade enrolled for or the National Senior Certificate examination, or who wants to improve his or her National Senior Certificate examination results, and who wants to repeat, either the grade failed or the Grade 12-year, as a full-time learner or full-time or part-time candidate respectively.

38. SUPPLEMENTARY EXAMINATIONS

A supplementary examination will be granted to a full-time, repeat and part-time candidate as contemplated in:

(1) *Paragraph 18* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* published in *Government Gazette, No. 30048* of 6 July 2007; and

(2) *Regulation 18* of the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate*, published in *Government Gazette No. 31337* of 29 August 2008.

CHAPTER 7

REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

39. REPEAL OF POLICY

(1) The policy document, *National Policy regarding General Education Programmes: The Revised National Curriculum Statement Grades R – 9 (Schools)* in *Government Notice No. 710* in *Government Gazette No. 23406* of 31 May 2002 is repealed subject to *paragraph 41.*

(2) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band*, promulgated in *Government Notice No. 124* in *Government Gazette No. 29626* of 12 February 2007 is repealed subject to *paragraph 41.*

(3) *National Curriculum Statement Grades 10-12 (General)*, *promulgated in Government Gazettes, No. 25545 of 6 October 2003, No. 27594* of 17 May 2005, No. 27819 of 20 July 2005 and No. 28300 of 7 December 2005 is repealed subject to *paragraph 41.*

(4) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005 is repealed and replaced with the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12,* subject to *paragraph 41*.

(5) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, promulgated in *Government Gazette, No.29466* of 11 December 2006 is repealed and incorporated in policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12,* subject to *paragraph 41*.

(6) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Gazette No. 29467* of 11 December 2006 is repealed and replaced with the policy document, *National Protocol for Assessment Grades R-12*, subject to *paragraph 41*.

40. TRANSITIONAL ARRANGEMENTS

(1) The *status quo* as stipulated in the following policy documents will be maintained until the implementation of the Curriculum and Assessment Policy Statements, the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* and the *National Protocol for Assessment Grades R-12,* as contemplated in *paragraph 41:*

(a) *National Policy regarding General Education Programmes: The Revised National Curriculum Statement Grades R – 9 (Schools) promulgated* in *Government Gazette No. 23406* of 31 May 2002;

(b) *National Curriculum Statement Grades 10-12 promulgated in Government Gazettes, No. 25545 of 6 October 2003, No. 27594* of 17 May 2005, No. 27819 of 20 July 2005 and No. 28300 of 7 December 2005.

(c) *National Policy on assessment and qualifications for schools in the General Education and Training Band*, promulgated in *Government Notice No. 124* in *Government Gazette No. 29626* of 12 February 2007;

(d) *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005; and

(e) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Gazette No. 29467* of 11 December 2006.

(2) National education policy pertaining to part-time candidates as stipulated in the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF* published in *Government Gazette, No. 30048* of 6 July 2007*),* will, subject to *Regulation 59(4)* of the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate*, published in *Government Gazette No. 31337* of 29 August 2008, continue to exist until a date determined by the Minister of Basic Education.

(3) The Minister of Basic Education may in terms of *Sections 3(4)(l) and 7* of the *National Education Policy Act, 1996 (Act No. 27 of 1996),* amend the transitional arrangements as contemplated in *paragraph 40*. Such amendments to the transitional arrangements may be regulated in terms of S*ection 61(c)* and *(d)* of the *South African Schools Act, 1996 (Act. No. 84 of 1996).*

41. SHORT TITLE AND COMMENCEMENT

This Policy may be cited as *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* and will commence on the day of its promulgation in the *Government Gazette* and becomes effective from January 2012 in Grades R ï 3 and Grade 10, January 2013 in Grades 4 ï 6 and Grade 11 and January 2014 in Grades 7 ï 9 and Grade 12.

ANNEXURE A

APPROVED SUBJECTS LISTED IN TERMS OF THE ORGANISING FIELDS OF THE NQF

No	Organising fields of learning	Subjects
1.	Agriculture and Nature Conservation	Agricultural Management Practices; Agricultural Sciences; Agricultural Technology
2.	Culture and Arts	Dance Studies; Design; Dramatic Arts; Music; Visual Arts.
3.	Business, Commerce and Management Studies	Accounting; Business Studies; Economics
4.	Communication Studies and Language	All official languages, and approved non-official languages
5.	Education, Training and Development	
6.	Manufacturing, Engineering and Technology	Civil Technology; Electrical Technology; Mechanical Technology; Engineering Graphics and Design
7.	Human and Social Studies	Religion Studies; Geography; History; Life Orientation
8.	Law, Military Science and Security	
9.	Health Sciences and Social Services	

APPROVED SUBJECTS LISTED IN TERMS OF THE ORGANISING FIELDS OF THE NQF (CONT.)

No	Organising fields of learning	Subjects
10.	Physical, Mathematical, Computer and Life Sciences	Computer Applications Technology; Information Technology; Life Sciences; Mathematical Literacy; Mathematics; Physical Sciences
11.	Services	Consumer Studies; Hospitality Studies; Tourism.
12.	Physical Planning and Construction	

ANNEXURE B

APPROVED SUBJECTS THAT COMPLY WITH THE PROGRAMME REQUIREMENTS OF GRADES 10 – 12

GROUP A

TABLE A1: OFFICIAL LANGUAGES AT HOME AND FIRST ADDITIONAL LEVEL

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Afrikaans Home Language	13301002	13301013	13301024
Afrikaans First Additional Language	13311032	13311043	13311054
English Home Language	13301062	13301073	13301084
English First Additional Language	13311092	13311103	13311114
IsiNdebele Home Language	13301122	13301133	13301144
IsiNdebele First Additional Language	13311152	13311163	13311174
IsiXhosa Home Language	13301182	13301193	13301204
IsiXhosa First Additional Language	13311212	13311223	13311234
IsiZulu Home Language	13301242	13301253	13301264
IsiZulu First Additional Language	13311272	13311283	13311294
Sepedi Home Language	13301302	13301313	13301324
Sepedi First Additional Language	13311332	13311343	13311354
Sesotho Home Language	13301362	13301373	13301384
Sesotho First Additional Language	13311392	13311403	13311414
Setswana Home Language	13301422	13301433	13301444
Setswana First Additional Language	13311452	13311463	13311474
SiSwati Home Language	13301482	13301493	13301504
SiSwati First Additional Language	13311512	13311523	13311534
Tshivenda Home Language	13301552	13301563	13301574
Tshivenda First Additional Language	13311582	13311593	13311604
Xitsonga Home Language	13301612	13301623	13301634
Xitsonga First Additional Language	13311642	13311653	13311664

TABLE A2: MATHEMATICAL SCIENCES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Mathematical Literacy	19321002	19321013	19321024
Mathematics	19331032	19331043	19331054

TABLE A3: HUMAN AND SOCIAL STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Life Orientation	16341002	16341013	16341024

GROUP B

TABLE B1: AGRICULTURE

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Agricultural Management Practices	10351002	10351013	10351024
Agricultural Sciences	10351032	10351043	10351054
Agricultural Technology	10351062	10351073	10351084

TABLE B2: CULTURE AND ARTS

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Dance Studies	11351002	11351013	11351024
Design	11351032	11351043	11351054
Dramatic Arts	11351062	11351073	11351084
Music	11351092	11351103	11351114
Visual Arts	11351122	11351133	11351144

TABLE B3: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Accounting	12351002	12351013	12351024
Business Studies	12351032	12351043	12351054
Economics	12351062	12351073	12351084

TABLE B4: OFFICIAL LANGUAGES AT SECOND ADDITIONAL LEVEL, AND NON-OFFICIAL LANGUAGES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Afrikaans Second Additional Language	13351672	13351683	13351694
English Second Additional Language	13351702	13351713	13351724
IsiNdebele Second Additional Language	13351732	13351743	13351754
IsiXhosa Second Additional Language	13351762	13351773	13351784
IsiZulu Second Additional Language	13351792	13351803	13351814
Sepedi Second Additional Language	13351822	13351833	13351844
Sesotho Second Additional Language	13351852	13351863	13351874
Setswana Second Additional Language	13351882	13351893	13351904
SiSwati Second Additional Language	13351912	13351923	13351934
Tshivenda Second Additional Language	13351942	13351953	13351964
Xitsonga Second Additional Language	13351972	13351983	13351994
Arabic Second Additional Language	13352002	13352013	13352024
French Second Additional Language	13352032	13352043	13352054
German Home Language	13352062	13352073	13352084
German Second Additional Language	13352092	13352103	13352114
Gujarati Home Language	13352122	13352133	13352144
Gujarati First Additional Language	13352152	13352163	13352174
Gujarati Second Additional Language	13352182	13352193	13352204
Hebrew Second Additional Language	13352212	13352223	13352234
Hindi Home Language	13352242	13352253	13352264
Hindi First Additional Language	13352272	13352283	13352294
Hindi Second Additional Language	13352302	13352313	13352324
Italian Second Additional Language	13352332	13352343	13352354
Latin Second Additional Language	13352362	13352373	13352384
Portuguese Home Language	13352392	13352403	13352414
Portuguese First Additional Language	13352422	13352433	13352444
Portuguese Second Additional Language	13352452	13352463	13352474
Spanish Second Additional Language	13352482	13352493	13352504
Tamil Home Language	13352512	13352523	13352534
Tamil First Additional Language	13352542	13352553	13352564
Tamil Second Additional Language	13352572	13352583	13352594
Telegu Home Language	13352602	13352613	13352624
Telegu First Additional Language	13352632	13352643	13352654
Telegu Second Additional Language	13352662	13352673	13352684
Urdu Home Language	13352692	13352703	13352714
Urdu First Additional Language	13352722	13352733	13352744
Urdu Second Additional Language	13352752	13352763	13352774

TABLE B5: ENGINEERING AND TECHNOLOGY

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Civil Technology	15351002	15351013	15351024
Electrical Technology	15351032	15351043	15351054
Mechanical Technology	15351062	15351073	15351084
Engineering Graphics and Design	15351092	15351103	15351114

TABLE B6: HUMAN AND SOCIAL STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Geography	16351032	16351043	16351054
History	16351062	16351073	16351084
Religion Studies	16351092	16351103	16351114

TABLE B7: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Computer Applications Technology	19351002	19351013	19351024
Information Technology	19351032	19351043	19351054
Life Sciences	19351062	19351073	19351084
Physical Sciences	19351092	19351103	19351114

TABLE B8: SERVICES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Consumer Studies	20351002	20351013	20351024
Hospitality Studies	20351032	20351043	20351054
Tourism	20351062	20351073	20351084

ANNEXURE C
RECOGNITION OF SUBJECTS NOT LISTED IN THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

C.1 THE STATUS OF SUBJECTS OFFERED BY OTHER ASSESSMENT BODIES

Learners may offer a maximum of one subject developed by accredited assessment bodies other than the Department of Basic Education, provided that such a subject is accommodated in national education policy. A maximum of 20 credits may be allocated to such subjects. Accredited providers that wish to offer their subjects as part of the National Curriculum Statement Grades R - 12 may do so, subject to the approval of the Department of Basic Education.

The subjects listed in *paragraph C2* are approved subjects from r accredited assessment bodies. Only in exceptional cases will additional subjects in this category be considered by the Department of Basic Education.

C.2 SUBJECTS OF OTHER ASSESSMENT BODIES THAT ARE APPROVED BY THE MINISTER OF BASIC EDUCATION

TABLE C1: AGRICULTURE

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Equine Studies	10361002	10361013	10361024

TABLE C2: CULTURE AND ARTS

SUBJECT	SUBJECT NUMBER
	GRADE 12
Associated Board of Royal Schools of Music Practical Music Examination Grade 7	11361034
Trinity College of London Practical Music Examination Grade 7	11361104
UNISA Practical Music Examination Grade 7	11361184

TABLE C3: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Maritime Economics	12361002	12361013	12361024

TABLE C4: NON-OFFICIAL LANGUAGES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Modern Greek Second Additional Language	13361002	13361013	13361024

TABLE C5: ENGINEERING AND TECHNOLOGY

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Nautical Science	15361002	15361013	15361024

TABLE C6: HUMAN AND SOCIAL STUDIES

SUBJECT	SUBJECT NUMBER		
	Grade 10	Grade 11	Grade 12
Sport and Exercise Science	16351122	16351133	16351144

ANNEXURE D

SUBJECT CODING FOR ASSESSMENT PURPOSES

D.1 Subjects

The subject codes for the subjects listed in Tables 1-3, 6-8, 11-16 and Annexures A and B consist of eight digits that have the following meaning:

- first and second digits: NQF organising field (up to two digits) (Table D1);
- third and fourth digits: the subject groupings, as defined below (Table D2);
- fifth, sixth and seventh digits: unique subject codes within each NQF organising field (subject grouping); and
- eighth digit: NQF level of the subject.

Table D1 NQF organising fields as they relate to the subject coding system

Digit NQF Organising Field

DIGIT	NQF ORGANISING FIELD
10	Agriculture and Nature Conservation
11	Arts and Culture
12	Business, Commerce and Management Studies
13	Communication and Language Studies
14	Education, Training and Development
15	Manufacturing, Engineering and Technology
16	Human and Social Studies
17	Law, Military Science and Security
18	Health Science and Social Services
19	Physical, Mathematical, Computer and Life Sciences
20	Services
21	Physical Planning and Construction

Table D2 Subject Groupings

DIGIT	SUBJECT GROUP
30	Official Languages at Home Language level
31	Official Languages at First Additional Level
32	Mathematical Literacy
33	Mathematics
34	Life Orientation
35	Other Approved Subjects listed in Tables 1-3, 6-8, 11-16 and Annexure B
36	Subjects from other assessment bodies recognised by the Department of Basic Education to be offered as a Group B subject.

Appendix F - Annual National Assessment 2013. Assessment Guidelines

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ANNUAL NATIONAL ASSESSMENT 2013
ASSESSMENT GUIDELINES
ENGLISH HOME LANGUAGE
GRADE 3

INTRODUCTION

The 2013 cycle of Annual National Assessment (ANA 2013) will be administered in all public and designated [1] independent schools from 10 to 13 September 2013. During this period all learners in Grades 1-3 will write nationally set tests in Language and Mathematics. The results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The ANA tests will be written during the third school term and, therefore, the Department of Basic Education (DBE) has developed Assessment Guideline documents for each grade and subject (Language and Mathematics) outlining the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines define the scope of work that will be covered in the test for each grade and subject.

FOUNDATION PHASE

In Grades 1-3, the tests will cover work that is prescribed for the first three-quarters of the school year. The Assessment Guidelines are arranged in three columns: Skills; Content Assessed; and Specific Skills to be assessed.

It is important to note that the ANA 2013 Assessment Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the basic minimum curriculum requirements that must have been covered by the end of the third school quarter.

Teachers are expected to use these Assessment Guidelines together with the other resources for their teaching and assessment programmes.

[1] "Designated" independent schools are those that will apply and register either their Grade 3 or Grade 6 learners to participate in ANA for purposes of securing State subsidy.

SKILLS	CONTENT ASSESSED To test whether the learner is able to ...	SPECIFIC SKILLS
READING AND PHONICS	discuss the:	
	main idea of the story	Giving the best title for the story
	main characters in the story	Choosing the correct answer to show understanding of the main characters of the story
	setting of the story	Choosing the correct answer to show understanding of the setting of the story
	sequence of events	Numbering sentences of the story in the correct sequence
	cause-effect relations	Recognising the cause-effect relations in a story
	answer higher order questions based on the text read, e.g. by giving an opinion	Responding to a direct question to give an opinion
	use visual cues to identify the purpose of advertisements and the intended audience	Choosing the correct answer to show understanding of an advertisement
	identify and use phonic knowledge and spelling rules to write unfamiliar words	Rewriting sentences using the correct spelling of words, such as silent letters, words that sound the same but are spelt differently and plurals
	interpret information from graphical texts such as a chart, e.g. describe similarities and differences, as well as analyse, compare and contrast information	Answering a direct question using information from a chart
	interpret information from graphical texts such as a graph, e.g. make comparisons	Choosing the correct answer (comparison) using information from a graph
WRITING	use more complex tenses such as present and past progressive or past and present continuous tense	Rewriting a sentence from the present tense into the past tense
		Rewriting a sentence from the past tense into the present tense
	identify and use pronouns, nouns and conjunctions correctly	Choosing the correct answer to show understanding of pronouns, nouns and conjunctions
	write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas	Rewriting sentences using correct punctuation
	identify and use verbs correctly	Writing a verb to agree with the subject
	write own story of at least two paragraphs of 10 or more sentences in total, with a given title, using appropriate grammar and punctuation	Writing two paragraphs using appropriate grammar and punctuation

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ANNUAL NATIONAL ASSESSMENT 2013
ASSESSMENT GUIDELINES

ENGLISH HOME LANGUAGE
GRADE 1

INTRODUCTION

The 2013 cycle of Annual National Assessment (ANA 2013) will be administered in all public and designated[1] independent schools from 10 to 13 September 2013. During this period all learners in Grades 1-3 will write nationally set tests in Language and Mathematics. The results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The ANA tests will be written during the third school term and, therefore, the Department of Basic Education (DBE) has developed Assessment Guideline documents for each grade and subject (Language and Mathematics) outlining the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines define the scope of work that will be covered in the test for each grade and subject.

FOUNDATION PHASE

In Grades 1-3, the tests will cover work that is prescribed for the first three-quarters of the school year. The Assessment Guidelines are arranged in three columns: Skills; Content Assessed; and Specific Skills to be assessed.

It is important to note that the ANA 2013 Assessment Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the basic minimum curriculum requirements that must have been covered by the end of the third school quarter.

Teachers are expected to use these Assessment Guidelines together with the other resources for their teaching and assessment programmes.

[1] "Designated" independent schools are those that will apply and register either their Grade 3 or Grade 6 learners to participate in ANA for purposes of securing State subsidy.

SKILLS	CONTENT ASSESSED To test whether the learner is able to …	SPECIFIC SKILLS
READING AND PHONICS	recognise letter-sounds of single letters (phonemic awareness).	Identifying letter sounds at the beginning or end of words
	write simple labels for a picture	Choosing the correct answer matching picture and words
	build words using sounds learnt.	Writing a three-letter word
	recognise common consonant diagraphs, (e.g. sh, ch) at the beginning of words	Matching the picture to the sound
	identify the main idea and the main characters in a story	Choosing the most correct answer
	identify the sequence of events in a story	Numbering sentences of the story in the correct sequence
	recognise cause and effect in a story	Choosing the most appropriate answer to show cause and effect
	demonstrate knowledge of concept, e.g. size or shape	Choosing the correct picture to show understanding of concepts
	use nouns correctly in writing	Filling in the missing word to complete the sentence
WRITING	use capital letters and full stops	Rewriting a sentence using correct punctuation
	write words to form a sentence using sounds learnt and common sight words (a scrambled sentence)	Writing a caption for a drawing or a picture
	write letters to form short words and simple sentences	Writing two sentences about a picture

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ANNUAL NATIONAL ASSESSMENT 2013
ASSESSMENT GUIDELINES

ENGLISH HOME LANGUAGE
GRADE 2

INTRODUCTION

The 2013 cycle of Annual National Assessment (ANA 2013) will be administered in all public and designated[1] independent schools from 10 to 13 September 2013. During this period all learners in Grades 1-3 will write nationally set tests in Language and Mathematics. The results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The ANA tests will be written during the third school term and, therefore, the Department of Basic Education (DBE) has developed Assessment Guideline documents for each grade and subject (Language and Mathematics) outlining the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines define the scope of work that will be covered in the test for each grade and subject.

FOUNDATION PHASE

In Grades 1-3, the tests will cover work that is prescribed for the first three-quarters of the school year. The Assessment Guidelines are arranged in three columns: Skills; Content Assessed; and Specific Skills to be assessed.

It is important to note that the ANA 2013 Assessment Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the basic minimum curriculum requirements that must have been covered by the end of the third school quarter.

Teachers are expected to use these Assessment Guidelines together with the other resources for their teaching and assessment programmes.

[1] "Designated" independent schools are those that will apply and register either their Grade 3 or Grade 6 learners to participate in ANA for purposes of securing State subsidy.

SKILLS	CONTENT ASSESSED To test whether the learner is able to …	SPECIFIC SKILLS
READING AND PHONICS	recognize vowel digraphs, e.g. oo, oa, ea, ai	Choose the correct answer (picture)
	use initial and final consonant blends to build up words	Write a word for the picture
	recognise double consonants at end of words (ll, ss, ff or zz)	Choose the correct answer (sentence)
	identify key details in what was read about the main idea	Give the best name for the story
	identify key details in what was read about one of the main characters	Choose the correct answer from given text
	identify key details in what was read about the setting	Complete the sentence
	identify the sequence of events in a story	Number sentences of the story in the correct sequence
	read text and discuss cause-effect relations	Choose the correct answer to show understanding of cause-effect relations
	answer higher order questions based on text read	Choose the correct answer to show understanding of the conclusion of a story
	express whether the story is liked or disliked and justify	Express whether the story is liked or disliked and justify “I enjoyed the story because...”
	identify some synonyms	Choose the correct answer (synonym)

SKILLS	CONTENT ASSESSED To test whether the learner is able to …	SPECIFIC SKILLS
	identify some antonyms (opposites)	Choose the correct answer (opposite)
	recognise consonant digraphs, e.g. sh, ch, th, wh (initial and final)	Choose the correct sounds from the given options
	interpret information in a table	Use information in a table (e.g. calendar or graph) to answer a question
WRITING	use verbs correctly, e.g. is, are, were, was	Choose the missing words (verbs)
	use simple past tense correctly	Rewrite a given sentence in the past tense starting with Yesterday…
	use simple future tense correctly	Rewrite a given sentence in the future tense starting with Tomorrow…
	use punctuation correctly (capital letters, a full stop and a question mark)	Rewrite two sentences using correct punctuation
	use pronouns correctly	Write the correct answer to show understanding of pronouns (his or her)
	write simple sentences about a given picture	Write a one-paragraph story of five to eight sentences

Appendix G - Quarterly Analysis Submitted to the District

education
Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

GENERAL AND FURTHER EDUCATION TRAINING SERVICES

Quarterly Analysis
Summary of Performance in Each School

FAX TO: 018 290 7668 / 086 2070 484

School Name: EMIS No.

Area Office Name: District Name:

Grade : 1

Date completed: 2013.06.21

SCHOOL STAMP

PRINCIPAL SIGNATURE

Name: Circuit Manager

SIGNATURE Date

Enter the number of learners who Enrolled in each programme in this grade:

Grade 1			
Lang HL	Lang FAL	Mathematics	Life Skills
79	79	79	79

TOTAL ASSESSED 79 TOTAL QUALIFYING TO BE PROMOTED 76

Complete the Table below:-

SUBJECT	Total No. of Learners who were actually resulted in this TERM		Number of Learners in Each Achievement Rating														No. of absentees
			1		2		3		4		5		6		7		
			0%-29%		30%-39%		40%-49%		50%-59%		60% - 69%		70%-79%		80%-100%		
	GRADE 1	% Average Mark / Subject	No	% of Grade	No	% of Grade	No	% of Grade	No	% of Grade	No	% of Grade	No	% of Grade	No	% of Grade	
(Specify Languages)																	
L1 (HL)(English)	79	72	0		0		2	2.5	10	12.7	14	17.7	27	34.2	26	32.9	0
L2 (FAL)(Afr)	79	72	0		2	2.5	0		10	12.7	22	27.9	19	24	26	32.9	0
Mathematics	79	78	0		0		2	2.5	5	6.4	9	11.4	18	22.8	45	56.9	0
Life Skills	79	75	0		0		0		4	5	22	27.9	27	34.2	26	32.9	0

KEY: Lang 1 (L1)= Home Language; Lang 2 (L2)= First Additional Language ; Specify the Lang under the Learning Area

Learning Area e.g. L1 (Setswana) L2 (English) or L1 (English) L2 (Afrikaans)

I, HM Cory (GET Curr. Co-ordinator) at Tlokwe Area Office, acknowledges the receipt of this quarterly analysis._____(signature):___/___/2013

Principals must declare that all figures are correctly completed / Total progressed cannot be more than total assessed.
The number of each learning area must corresponds with the total no of learners (big column) and must correspond with the total assessed.
These completed forms must be submitted on the first Friday after reopening of schools each quarter.

Appendix H - Pre-ANA
Analysis of Grade 3 Results

School Name :																															
Subject :	ENGLISH																														
Grade :	3F						Questions																								Total
Question nr	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Value of Question	10	10	10																												0
Name of Learner	Marks Obtained																														
1 Gomoleno S	5	6	5																												16
2 Katlego S.	7	6	4																												17
3 Mpho S.	6	9	6																												21
4 Shari T	5	9	4																												18
5 Tshegofatso T	6	4	5																												15
6 Onyemelo T	6	10	6																												22
7 Casmeese W	7	8	7																												22
8 Jessicah Z	7	9	5																												21
9																															
10																															
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30																															
Average	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	##	#####
Average %	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	#DIV/0!

Appendix I - ANA Learner Report Analysis

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENTS
LEARNER REPORT

School stamp

Name of School:_____ **EMIS number:**_____

Name of Learner:_____ **Grade:**_____

Subject / Learning Area	% obtained by Learner	Level	Grade Average % of School
• Language			
• Mathematics			

(Level Code: Level 1= 0 - 29%; Level 2 = 30 - 39%; Level 3 = 40 - 49%; Level 4 = 50 - 59%; Level 5 = 60-69%; Level 6 = 70 - 79%; Level 7 = 80 - 100%)

The learner's strengths: _____

_____

Area(s) where the learner needs to improve:_____

_____

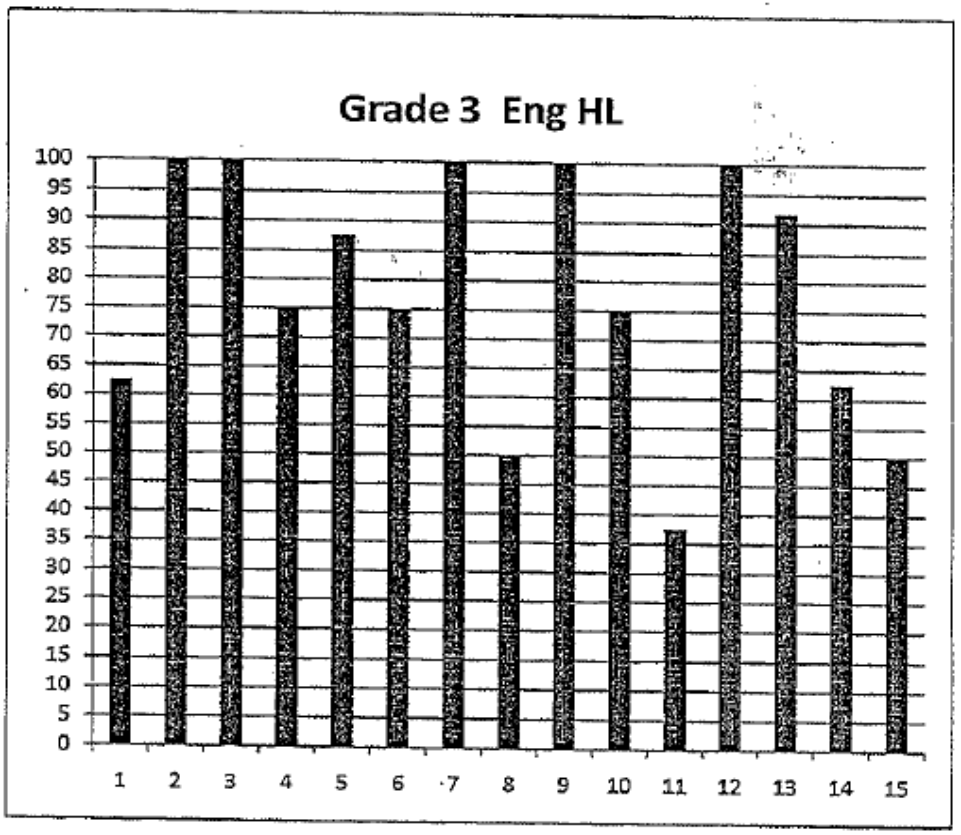
Educator:_____ Signature_____ Date _____

Principal:_____ Signature_____ Date _____

Appendix J - Recording of ANA Results by the Windy City Area Office

Grade 3	Questions															Total
Eng HL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Value of Question	1	1	1	1	1	1	2	2	1	1	1	1	3	2	6	25
CENTRAL POTCH Marks Obtained																
Class 1 Child 1	1	1	1	1	1	1	2	1	1	0	1	1	3	2	5	22
Class 1 Child 2	0	1	1	0	1	0	2	1	1	1	0	1	2	0	1	12
Class 1 Child 3	0	1	1	1	1	1	2	1	1	1	0	1	3	1	3	18
Class 2 Child 1	1	1	1	1	1	1	2	0	1	1	0	1	3	2	3	19
Class 2 Child 2	1	1	1	0	0	1	2	1	1	0	0	1	3	1	3	16
Class 2 Child 3	1	1	1	1	1	1	2	2	1	1	0	1	3	2	4	22
Class 3 Child 1	0	1	1	1	1	1	2	1	1	1	1	1	3	1	2	18
Class 3 Child 2	1	1	1	1	1	0	2	1	1	1	1	1	2	1	3	18
Class 3 Child 3																
Class 4 Child 1																
Class 4 Child 2																
Class 4 Child 3																
Class 5 Child 1																
Class 5 Child 2																
Class 5 Child 3																
Class 6 Child 1																
Class 6 Child 2																
Class 6 Child 3																

0.6	1	1	1	1	1	2	1	1	1	0	1	3	1	3	18.13
62.5	##	##	75	88	75	##	50	##	75	38	##	92	63	50	72.5



Appendix K - An Extract of CAPS Assessment Tasks for the Foundation Phase

FORMAL ASSESSMENT: TERM 1
ENGLISH: GRADE ONE

SKILL: PHONICS (ORAL AND/PRACTICAL AND/WRITTEN).

ACTIVITY 1

Identifies letter-sound relationships of some single letters. There should be 2 vowels and at least 6 consonants.

Oral-(with flashcards) a,b,c,e,f,g,h,j,m,n,p,r,s,t,v. (/15)

Practical-worksheet. (/15)

Written-on whiteboards. (/15)

ACTIVITY 2

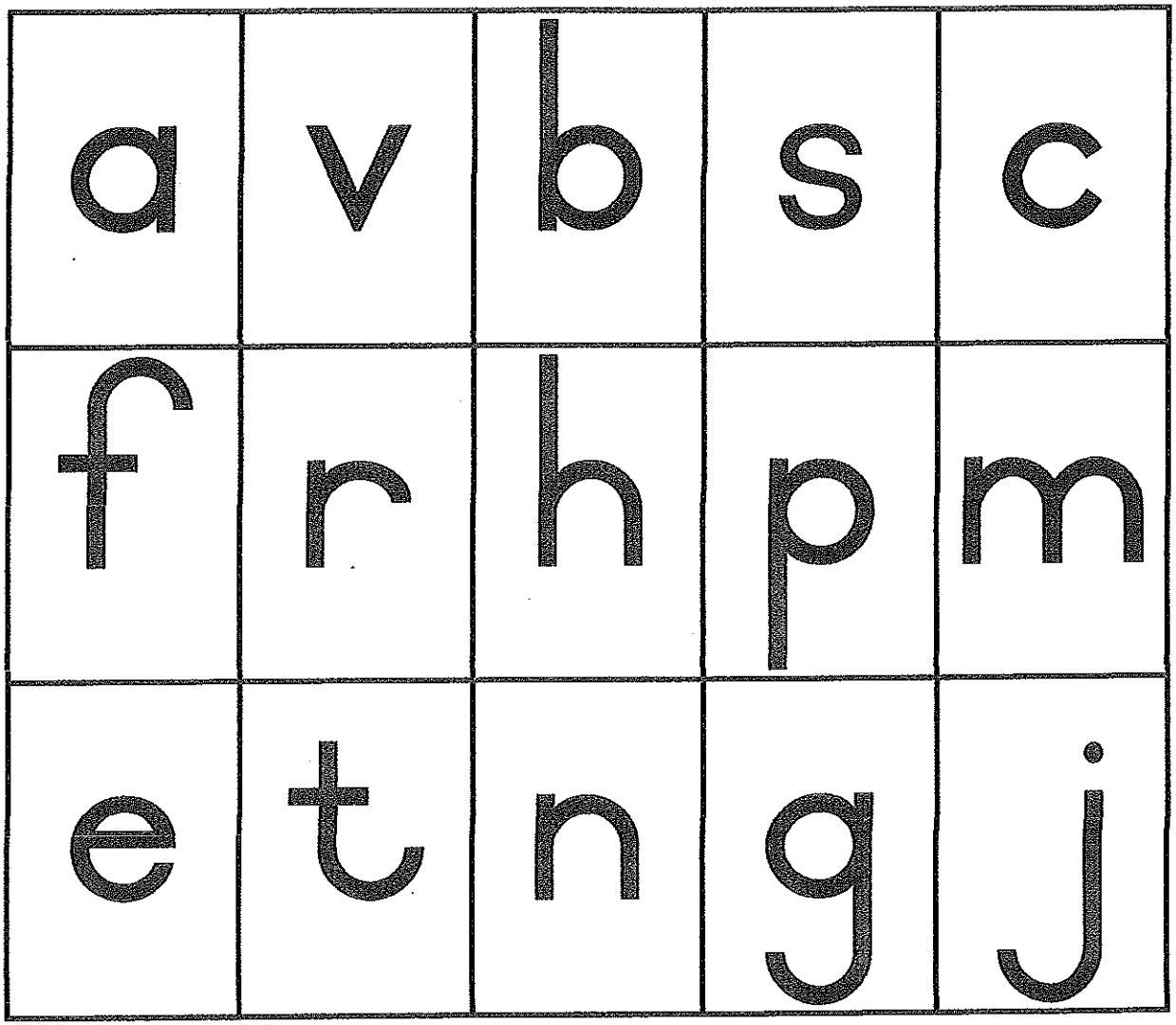
Begins to build up short words using sounds learnt (e.g. c-a-t).

-at spelling test (/10)

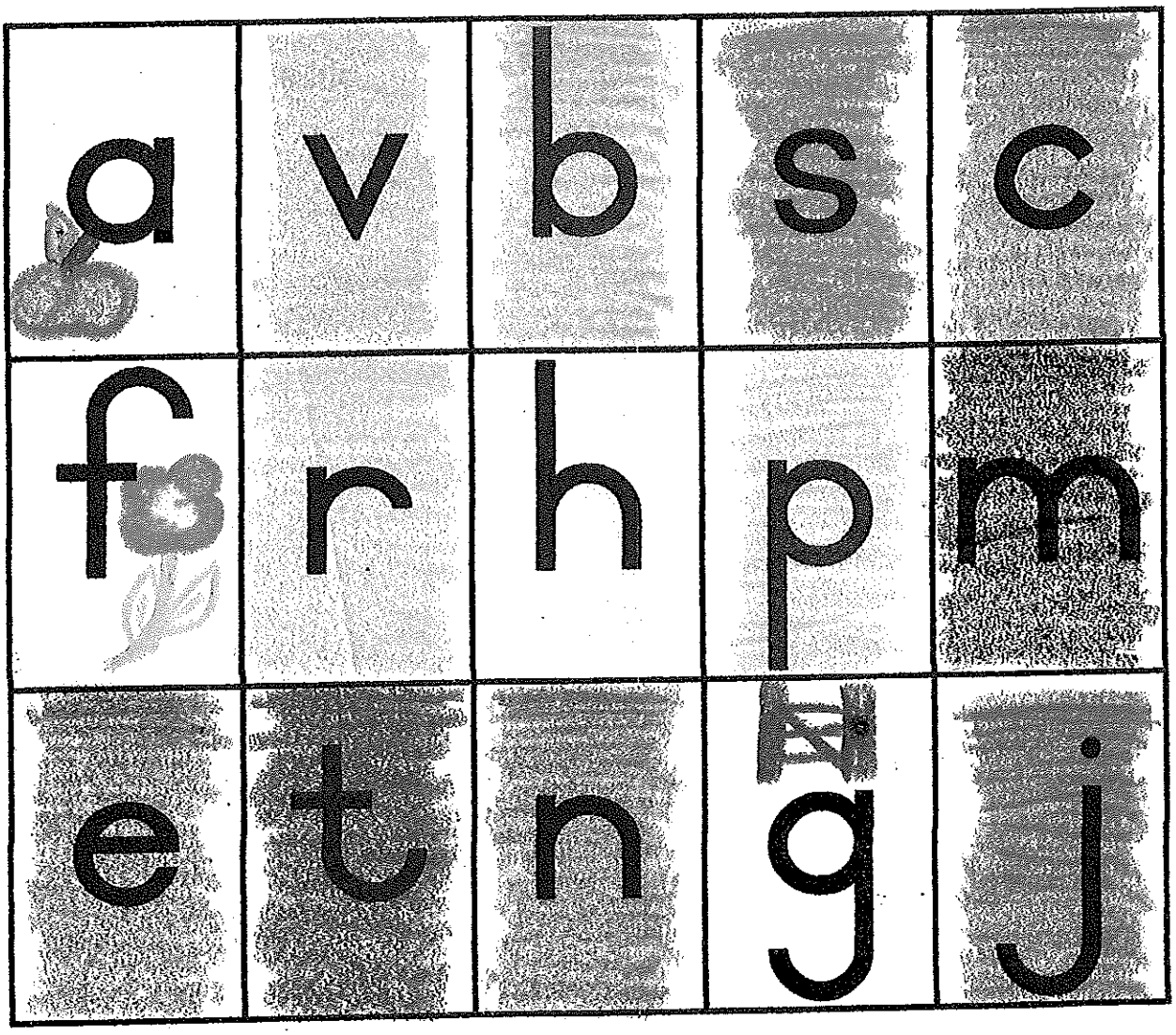
-an spelling test (/10)

-at	-an
bat	ban
cat	can
fat	fan
hat	man
mat	pan
pat	ran
rat	tan
sat	van
vat	(include one at word)

Name:_____



Name:_____



13/15

Name: _____

a	v	b	s	c
f	r	h	p	m
e	t	n	g	j

1.	mah ✓
2.	ban ✓
3.	vah ✓
4.	fah ✓
5.	[illegible] ✓
6.	ran ✓
7.	han ✓
8.	can ✓
9.	ah ✓
10.	[illegible] ✓

1.	hat ✓ 10/10
2.	bat ✓
3.	vat ✓
4.	cat ✓
5.	sat ✓
6.	fat ✓
7.	rat ✓
8.	mat ✓
9.	pat ✓
10.	at ✓

GRADE 1: ENGLISH: TERM 1
FORMAL ASSESSMENT: PHONICS

NAMES		Activity 1: Letter-sound relationships			Activity 2: Word building		TOTAL (65)
		Oral (15)	Practical (15)	Written (15)	-at words (10)	-an words (10)	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
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25							
26							
27							
28							
29							
30							

Appendix L – Example of Assessment Planning

Term 4 2012

Assessment: Grade R Name: _____

ENGLISH	7	6	5	4	3	2	1
	Y	E	S		N	O	X
Listens and responds to situations.							
Learner can communicate own ideas using words							
Visual perception: Recognise own written name Recognise the beginning and ending sound of a word. Learner can write own name							
Participation in graduation show (song and dance)							
I can identify my upper and lower case letters							
I can name 6 different wild animals. (lion,rhino,hippo,giraffe,leopard,elephant,buffalo, Cheetah, tiger, gorilla, bear, polar bear)							
Classify animals into three different groups: reptiles, birds and wild animals.							
MATHEMATICS							
Numbers, operation and relationship: Recognise number names and symbols 1-10, Counts 20 everyday objects reliably Counts forwards and backwards using a number chart (0-20) Counts in two's to twenty.							
I know my shapes: Names geometric figures: triangle, circle, square, and rectangle. Can identify 3 dimensional objects: cube, sphere, prism and cylinder							
I understand patterns: Copies patterns using sounds, objects and symbols.							
I can measure in hand spans							
Quantity: I understand the concepts : more, many most and few, fewer, fewest, little, less and least							
Time: I know the days of the week and months of the year. Which day is it today? Today is _____. What was yesterday? Yesterday was _____. What will tomorrow be? Tomorrow will be _____.							
I can sequence my daily routine: I can sequence pictures morning, afternoon and night.							
LIFE SKILLS							
Physical Education: Gross Muscle Development: Run, walk, tip-toe, jog, skip, crab walk, roll, spin around, jump, hop, bounce, forward roll, hang on the monkey gym, climb up and over the monkey gym, balance on the balance beam (forwards, sideways and backwards), slide down the jungle gym pole, climb up the jungle-gym using the rope, throwing and catching bean bags and wheel barrow races; And skipping with a skipping rope.							
Visual Arts: Fine Motor Skills: Cutting magazine pictures Threading Pencil grip and colouring in							
Social Development: Sharing toys and waiting his/her turn when playing games. Dealing with disappointment, when losing a game. (Shaking hands and congratulating the winning team). General Behaviour (in class) General Behaviour (towards other learners)							
Emotional Development: Crying without reason. Being able to cope with disappointment.							
Beginning Knowledge: Participation in discussions, rhyme, song and dance							
Learners need identify 4 reptiles, wild animals and birds and be able to classify them into the three different categories on the graph.(reptiles, wild animals and birds)							

English (Home Language) Term 4 Assessment Tasks 2012

Date: Assessment Task 1	Date: Assessment Task 2	Date: Assessment Task 3	Date: Assessment Task 4	Date: Assessment Task 5	Date: Assessment Task 6
Listens and responds to situations. Communicates ideas by using words. Q + A Story: Crossed his mind Kisses too!	Auditory Perception: I can recognise the beginning and ending sound of a word.	Visual Perception: I can identify upper and lower case letters. I can recognise my own written name	I can identify 6 different wild Animals.	Learners need to classify the animals into the correct Category on the Graph.	Participation and following instructions for the graduation show: Speaking, singing and dancing routines.
Activity: 1. Understands short, simple dramatized rhymes: Old mother Hubbard What did old mother Hubbard fetch? Where did she fetch the Bone? Did she find a bone? Who was the bone for? Does the actions and pronounces words correctly. 2. Understands Simple oral instructions by responding physically: come here, line up, put your hands behind your back, go to the bathroom, walk on your tip-toes 3. Takes part in theme related discussions on the carpet, connects the theme to experiences in his\her own life.	Activity: 1. Phonetic awareness, listen to the word. What is the first sound, the beginning sound of the word: mat? m What is the last sound of the word the sound at the back: mat? t (one on one) 2. Alphabet memory game: Alphabet cards, each player turns over 2 cards and reads the sound: p and r (nope they're not the same turn them back over) next player has a turn, t and t (they are the same) player then gets to keep the cards. Player with the most cards at the end of the game is the winner. (Group assessment: 4 learners per group)	Activity: 1. I can recognise my own written name. 2. I can identify similarities and differences: Point out which picture is facing the wrong way? Which two pictures or letters are the same? 3. Reads picture books (Group assessment: 8 learners per group) • hold the book the Right way up. • 'reads' Pictures And points to Text. • Pages Carefully • Makes up His own story while 'reading'.	Activity: 1. Colour in the worksheet on wild animals. Being able to identify similarities/ differences between the different animals. 2. Discuss the picture: At the Zoo. (Can we Keep wild animals as pets? Why not?) Where do they Live?	Activity: 1.Learners need to put the different Animals in the Correct category On the graph. (Reptiles, wild Animals and Birds)	Activity: 1. Participation in the dance sequences – Graduation show. 2. Participation in singing of songs, Correct pronunciation of words. 3. Introducing themselves to the audience on the stage- graduation Show.

Programme of Assessment

Grade: R

Year: 2012

Term: 4

Subject: Home Language

RATING CODE	ACHIEVEMENT DESCRIPTION	MARKS %
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	NO ACHIEVED	0 - 29

Task	Language Components	Activities	Date Planned	Date Executed	Assessment Tools	Form of Assessment
1	Listening and Speaking	Listen attentively to stories and gives answers. Participates in theme related discussions and shares stories of own experience. Think and reason: identify and describes similarities and differences. Understands short, simple dramatised rhymes: Understands instructions by responding physically. Communicates ideas using words.	week 5 week 5 week 3 week 2 week 5	✓ ✓ ✓ ✓ ✓	Story book: Crocodiles need kisses too! Reading readiness book cd player and cd	Informal Oral\ Practical Observation
2	Emergent Reading	Holding the book right way up,turns pages correctly when reading. Uses pictures to predict the outcome of a story, during book appreciation.Interprets pictures to make own story. Identify enlarged text - The big book Phonemic awareness: able to identify beginning, middle and end sound.	week 2 week 1 week 3 week 5	✓ ✓ ✓ ✓	Story books pillows, teddy bears Alphabet flashcards Fishing game	Informal Observation
3	Emergent Writing	Develops fine motor skills for strengthening hand muscles: forms letters with play dough. Forms letters in the seed box and peg boards. Holds crayons, pencils and paint brush with the correct pencil grip. Copies print from the environment (display table)	week 5/6 week 6 week 5 week 6	✓ ✓ ✓ ✓	Play dough Seed box pegs and boards Drawing: Paper, crayons, pencils, paint,	Informal Practical

English Term 4 — 10 Week Planning

Week 1	Week 2	Week 3	Week 4	Week 5
Monday: Develops fine motor skills - strengthening muscles. forms letter with playdough. Qq quick, question, quill, quilt - Art quilt.	Monday: Pass on messages. Play broken telephone. Introduce K. Kite, Kick, Kiss, Kind Shared reading: story K. Follow teachers instructions.	Monday: Participates in discussions Recognises beginning, middle end sound of a word. Story time: uses pictures to predict content.	Monday: Develops fine motor finger rhymes. Listens without interrupting while others are sharing stories or news.	Monday: Assessment News circle: Listens to others without interrupting Develops hand-eye co-ordination.
Tuesday: Qq Form letters with body/ fingers. Rhyming words Cat / mat / rat.	Tuesday: Passes on messages. Recalls simple word sequences and sentences. rat, cat, mat Drill new K. vocabulary bang ball game.	Tuesday: Assessment: Identifies similarities / differences (matches + compares)	Tuesday: Listens without interrupting. Role plays writing in play situations. Sings songs and rhymes + performs actions.	Tuesday: Uses writing tools with confidence: pencils, crayons Alphabet Review handwriting sherbet + lollipops.
Wednesday: Recites poems: Review all term 1, 2, 3. Listens attentively to questions and answers appropriately.	Wednesday: Sequence story events: little K Identify 'K' sound in diff. words. (beginning, middle, end) match words to pictures	Wednesday: Contributes ideas towards daily news. Identifies and describes similarities + differences.	Wednesday: Visually and aurally recognizes vowels and consonants. Assessment	Wednesday: Assessment: Reads own / others writing. Listens attentively and gives answers to questions.
Thursday: Listens attentively to questions and gives answers. Match rhyming words: mat cat, rat.	Thursday: Assessment Recite poems. Pat-a-cake and sing a song of sixpence. Book appreciation: constructs ideas by interpreting pictures	Thursday: Holds crayon correct pencil grip. (Passes on messages) Broken telephone. Review alphabet A-Z	Thursday: Boardgame: Groups rhyming words (Rhyme). together. Identifies similarities and differences.	Thursday: Sequence picture and retells the story. Story: Listens with attention + for enjoyment.
Friday: Makes up own story when looking at pictures Assessment.	Friday: Flashcard Flash all alphabet cards. Answer questions on story. Predict outcome of the story. Partici pation in show + tell	Friday: Assessment reads enlarged text: Big Book Builds 20, 24, 36, 48 piece puzzles.	Friday: Draws to convey messages (what will you be doing this weekend) Graduation Ceremony.	Friday: Assessment: Uses language to develop concepts in all subjects eg quantity, size, shape, age direction, colour, speed, time
Week: 6	**Week 7**	**Week 8**	**Week 9**	**Week 10 Review**
Monday: Listen to instructions carry out string instructions Talks about common experiences.	Monday: Assessment: Retells other childrens stories in own words. Understands that photos + pictures convey meaning of events, people, places.	Monday:	Monday:	Monday:
Tuesday: Copies letters and numbers from the classroom environment Finger rhymes: fine motor.	Tuesday: Copies simple sentences Listens to longer stories and shows understanding by answering related questions.	Tuesday:	Tuesday:	Tuesday:
Wednesday: Listens to problems and offers solutions. makes lines - 'writes' during drawing.	Wednesday: Completes puzzle 20 pieces or more. (24, 36, 48 pieces) matches pictures and words using puzzles.	Wednesday:	Wednesday:	Wednesday:
Thursday: Matches things that go together. Listens to complex instructions and acts on them.	Thursday: Lists problems and solutions. Plays direction games with teacher + friends (snakes + ladder)	Thursday:	Thursday:	Thursday:
Friday: Participates in show and tell. Picks out selected information to form an oral description.	Friday: Last day of school for learners. Identifies the foreground and background in pictures as separate elements.	Friday:	Friday:	Friday:

Home Language

Term 4

Grade R

1	* CASSIM ZAHRAH	✓																													
2	DUARTE NICOLAS	✗	* ✓																												
3	* FITZMORRIS CHELSEA	✓																													
4	* FORTUIN CALANTHEA	✓	✓		✓																										
5	FRANSMAN EL'AD	✓	✓		✓																										
6	GOMES JACE	✗	✓		✓																										
7	* JABAR ZAKIYYAH	✓	✓		✓																										
8	KANG ISAAC	✗	✓		✓																										
9	KHAN AARYAN	✓	✓		✓																										
10	* KHAN SAAHIRAH	✓	✓		✓																										
11	* KIM SION	✓	✓		✓																										
12	* KOCK AIMEE	✓	✓		✓																										
13	* KOEKEMOER ANNIKA	✗	✓		✓																										
14	LOONATE NABEEL	✓	✓		✓																										
15	* MAIMANE REBAONE	✓	✓		✓																										
16	* MASEKO KEAOBAKA	✓	✓		✓																										
17	* MASHOMENG OMPABALETSE	✓	✓		✓																										
18	* METSWAMERE ISAGO	✓	✓		✓																										
19	* MOKWALEDI ONTHATILE	✓	✓		✓																										
20	* MONYEKI PABALLO	✓	✓		✓																										
21	MOSALA OARABILE	✗	✓		✓																										
22	* MUSWEDE PFARISO	✓	✓		✓																										
23	NEL AIDEN	✓	✓		✓																										
24	* OLIVIER CHANÉ	✗	✓		✓																										
25	PANYANE TEBOHO	✓	✓		✓																										
26	RUITERS DUERAIL	✓	✓		✓																										
27	* STOUT THEONDRE	✓	✓		✓																										
28	* THEKISO PALESA	✓	✓		✓																										
29	* TOPA ORATILE	✓	✓		✓																										
30	TSIMANE NTANDO	X	✓		✓																										
31	* VAN ROOYEN JEROMICE	✓	✓		✓																										
	T.M.	5	5	7	6	5	6	6	5	5	6	5	5	6	7	4	7	5	5	5	5	6	5	5	7	5	*7	6	6	5+	7

Listening and	1. Listen attentively to stories and gives answers.
	2. Participates in them related discussions and shares stories of own experience.
	3. Think and reason: identify and describes similarities and differences..
	4. Understands short, simple dramatized rhymes.
	5. Understands instructions by responding physically. Communicate own ideas using words.
	6. List 6 wild animals.
	7. Classify animals into three groups: wild animals, reptiles and birds.
Emergent	8. Holding the book right way up, turns pages correctly when reading.
	9. Uses pictures to predict the outcome of a story. Identifies enlarged text-Big Book
	10. Interprets pictures to make own story.
	11. Phonemic awareness: able to identify the beginning, middle and end sound of a word.
	12. Identify upper and lower case letters.
Emergent	13. Develops fine motor skills for strengthening hand muscles: forms letters with play dough.
	14. Forms letters in the seed box and peg boards.
	15. Holds crayons, pencils and paint brush with the correct pencil grip.
	16. Copies print from the environment (display table, around the classroomgg)

* Sechaba must be clicked to share.
* Nicolas shares stories - always something he has seen on TV.

Appendix M - Example of Weekly Planning

Term 4 2012

Assessment: Grade R Name: _____

ENGLISH	7	6	5	4	3	2	1
	Y	E	S		N	O	X
Listens and responds to situations.							
Learner can communicate own ideas using words							
Visual perception: Recognise own written name Recognise the beginning and ending sound of a word. Learner can write own name							
Participation in graduation show (song and dance)							
I can identify my upper and lower case letters							
I can name 6 different wild animals. (lion,rhino,hippo,giraffe,leopard,elephant,buffalo, Cheetah, tiger, gorilla, bear, polar bear)							
Classify animals into three different groups: reptiles, birds and wild animals.							
MATHEMATICS							
Numbers, operation and relationship: Recognise number names and symbols 1-10, Counts 20 everyday objects reliably Counts forwards and backwards using a number chart (0-20) Counts in two's to twenty.							
I know my shapes: Names geometric figures: triangle, circle, square, and rectangle. Can identify 3 dimensional objects: cube, sphere, prism and cylinder							
I understand patterns: Copies patterns using sounds, objects and symbols.							
I can measure in hand spans							
Quantity: I understand the concepts : more, many most and few, fewer, fewest, little, less and least							
Time: I know the days of the week and months of the year. Which day is it today? Today is _____. What was yesterday? Yesterday was _____. What will tomorrow be? Tomorrow will be _____.							
I can sequence my daily routine: I can sequence pictures morning, afternoon and night.							
LIFE SKILLS							
Physical Education: Gross Muscle Development: Run, walk, tip-toe, jog, skip, crab walk, roll, spin around, jump, hop, bounce, forward roll, hang on the monkey gym, climb up and over the monkey gym, balance on the balance beam (forwards, sideways and backwards), slide down the jungle gym pole, climb up the jungle-gym using the rope, throwing and catching bean bags and wheel barrow races; And skipping with a skipping rope.							
Visual Arts: Fine Motor Skills: Cutting magazine pictures Threading Pencil grip and colouring in							
Social Development: Sharing toys and waiting his/her turn when playing games. Dealing with disappointment, when losing a game. (Shaking hands and congratulating the winning team). General Behaviour (in class) General Behaviour (towards other learners)							
Emotional Development: Crying without reason. Being able to cope with disappointment.							
Beginning Knowledge: Participation in discussions, rhyme, song and dance							
Learners need identify 4 reptiles, wild animals and birds and be able to classify them into the three different categories on the graph.(reptiles, wild animals and birds)							

English (Home Language) Term 4 Assessment Tasks 2012

Date: Assessment Task 1	Date: Assessment Task 2	Date: Assessment Task 3	Date: Assessment Task 4	Date: Assessment Task 5	Date: Assessment Task 6
Listens and responds to situations. Communicates ideas by using words. Q + A Story: Crossed his mind Kisses too!	Auditory Perception: I can recognise the beginning and ending sound of a word.	Visual Perception: I can identify upper and lower case letters. I can recognise my own written name	I can identify 6 different wild Animals.	Learners need to classify the animals into the correct Category on the Graph.	Participation and following instructions for the graduation show: Speaking, singing and dancing routines.
Activity: 1. Understands short, simple dramatized rhymes: Old mother Hubbard What did old mother Hubbard fetch? Where did she fetch the Bone? Did she find a bone? Who was the bone for? Does the actions and pronounces words correctly. 2. Understands Simple oral instructions by responding physically: come here, line up, put your hands behind your back, go to the bathroom, walk on your tip-toes 3. Takes part in theme related discussions on the carpet, connects the theme to experiences in his\her own life.	Activity: 1. Phonetic awareness, listen to the word. What is the first sound, the beginning sound of the word: mat? m What is the last sound of the word the sound at the back: mat? t (one on one) 2. Alphabet memory game: Alphabet cards, each player turns over 2 cards and reads the sound: p and r (nope they're not the same turn them back over) next player has a turn, t and t (they are the same) player then gets to keep the cards. Player with the most cards at the end of the game is the winner. (Group assessment: 4 learners per group)	Activity: 1. I can recognise my own written name. 2. I can identify similarities and differences: Point out which picture is facing the wrong way? Which two pictures or letters are the same? 3. Reads picture books (Group assessment: 8 learners per group) • hold the book the Right way up. • 'reads' Pictures And points to Text. • Pages Carefully • Makes up His own story while 'reading'.	Activity: 1. Colour in the worksheet on wild animals. Being able to identify similarities/ differences between the different animals. 2. Discuss the picture: At the Zoo. (Can we Keep wild animals as pets? Why not?) Where do they Live?	Activity: 1.Learners need to put the different Animals in the Correct category On the graph. (Reptiles, wild Animals and Birds)	Activity: 1. Participation in the dance sequences – Graduation show. 2. Participation in singing of songs, Correct pronunciation of words. 3. Introducing themselves to the audience on the stage- graduation Show.

Programme of Assessment

Grade: R

Year: 2012

Term: 4

Subject: Home Language

RATING CODE	ACHIEVEMENT DESCRIPTION	MARKS %
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	NO ACHIEVED	0 - 29

Task	Language Components	Activities	Date Planned	Date Executed	Assessment Tools	Form of Assessment
1	Listening and Speaking	Listen attentively to stories and gives answers. Participates in theme related discussions and shares stories of own experience. Think and reason: identify and describes similarities and differences. Understands short, simple dramatised rhymes: Understands instructions by responding physically. Communicates ideas using words.	week 5 week 5 week 3 week 2 week 5	✓ ✓ ✓ ✓ ✓	Story book: Crocodiles need kisses too! Reading readiness book cd player and cd	Informal Oral\ Practical Observation
2	Emergent Reading	Holding the book right way up,turns pages correctly when reading. Uses pictures to predict the outcome of a story, during book appreciation.Interprets pictures to make own story. Identify enlarged text - The big book Phonemic awareness: able to identify beginning, middle and end sound.	week 2 week 1 week 3 week 5	✓ ✓ ✓ ✓	Story books pillows, teddy bears Alphabet flashcards Fishing game	Informal Observation
3	Emergent Writing	Develops fine motor skills for strengthening hand muscles: forms letters with play dough. Forms letters in the seed box and peg boards. Holds crayons, pencils and paint brush with the correct pencil grip. Copies print from the environment (display table)	week 5/6 week 6 week 5 week 6	✓ ✓ ✓ ✓	Play dough Seed box pegs and boards Drawing: Paper, crayons, pencils, paint,	Informal Practical

English Term 4 — 10 Week Planning

Week 1	Week 2	Week 3	Week 4	Week 5
Monday: Develops fine motor skills - strengthening muscles. forms letter with playdough. Qq quick, question, quill, quilt - Art quilt.	Monday: Pass on messages. Play broken telephone. Introduce K. Kite, Kick, Kiss, Kind Shared reading: story K. Follow teachers instructions.	Monday: Participates in discussions Recognises beginning, middle end sound of a word. Story time: uses pictures to predict content.	Monday: Develops fine motor finger rhymes. Listens without interrupting while others are sharing stories or news.	Monday: Assessment News circle: Listens to others without interrupting Develops hand-eye co-ordination.
Tuesday: Qq Form letters with body/ fingers. Rhyming words Cat / mat / rat.	Tuesday: Passes on messages. Recalls simple word sequences and sentences. rat, cat, mat Drill new K. vocabulary bang ball game.	Tuesday: Assessment: Identifies similarities / differences (matches + compares)	Tuesday: Listens without interrupting. Role plays writing in play situations. Sings songs and rhymes + performs actions.	Tuesday: Uses writing tools with confidence: pencils, crayons Alphabet Review handwriting sherbet + lollipops.
Wednesday: Recites poems: Review all term 1, 2, 3. Listens attentively to questions and answers appropriately.	Wednesday: Sequence story events: little K Identify 'K' sound in diff. words. (beginning, middle, end) match words to pictures	Wednesday: Contributes ideas towards daily news. Identifies and describes similarities + differences.	Wednesday: Visually and aurally recognizes vowels and consonants. Assessment	Wednesday: Assessment: Reads own / others writing. Listens attentively and gives answers to questions.
Thursday: Listens attentively to questions and gives answers. Match rhyming words: mat cat, rat.	Thursday: Assessment Recite poems. Pat-a-cake and sing a song of sixpence. Book appreciation: constructs ideas by interpreting pictures	Thursday: Holds crayon correct pencil grip. (Passes on messages) Broken telephone. Review alphabet A-Z	Thursday: Boardgame: Groups rhyming words (Rhyme). together. Identifies similarities and differences.	Thursday: Sequence picture and retells the story. Story: Listens with attention + for enjoyment.
Friday: Makes up own story when looking at pictures Assessment.	Friday: Flashcard Flash all alphabet cards. Answer questions on story. Predict outcome of the story. Partici pation in show + tell	Friday: Assessment reads enlarged text: Big Book Builds 20, 24, 36, 48 piece puzzles.	Friday: Draws to convey messages (what will you be doing this weekend) Graduation Ceremony.	Friday: Assessment: Uses language to develop concepts in all subjects eg quantity, size, shape, age direction, colour, speed, time
Week: 6	**Week 7**	**Week 8**	**Week 9**	**Week 10 Review**
Monday: Listen to instructions carry out string instructions Talks about common experiences.	Monday: Assessment: Retells other childrens stories in own words. Understands that photos + pictures convey meaning of events, people, places.	Monday:	Monday:	Monday:
Tuesday: Copies letters and numbers from the classroom environment Finger rhymes: fine motor.	Tuesday: Copies simple sentences Listens to longer stories and shows understanding by answering related questions.	Tuesday:	Tuesday:	Tuesday:
Wednesday: Listens to problems and offers solutions. makes lines - 'writes' during drawing.	Wednesday: Completes puzzle 20 pieces or more. (24, 36, 48 pieces) matches pictures and words using puzzles.	Wednesday:	Wednesday:	Wednesday:
Thursday: Matches things that go together. Listens to complex instructions and acts on them.	Thursday: Lists problems and solutions. Plays direction games with teacher + friends (snakes + ladder)	Thursday:	Thursday:	Thursday:
Friday: Participates in show and tell. Picks out selected information to form an oral description.	Friday: Last day of school for learners. Identifies the foreground and background in pictures as separate elements.	Friday:	Friday:	Friday:

Home Language

Term 4

Grade R

1	* CASSIM ZAHRAH	✓																													
2	DUARTE NICOLAS	✗	* ✓																												
3	* FITZMORRIS CHELSEA	✓																													
4	* FORTUIN CALANTHEA	✓	✓		✓																										
5	FRANSMAN EL'AD	✓	✓		✓																										
6	GOMES JACE	✗	✓		✓																										
7	* JABAR ZAKIYYAH	✓	✓		✓																										
8	KANG ISAAC	✗	✓		✓																										
9	KHAN AARYAN	✓	✓		✓																										
10	* KHAN SAAHIRAH	✓	✓		✓																										
11	* KIM SION	✓	✓		✓																										
12	* KOCK AIMEE	✓	✓		✓																										
13	* KOEKEMOER ANNIKA	✗	✓		✓																										
14	LOONATE NABEEL	✓	✓		✓																										
15	* MAIMANE REBAONE	✓	✓		✓																										
16	* MASEKO KEAOBAKA	✓	✓		✓																										
17	* MASHOMENG OMPABALETSE	✓	✓		✓																										
18	* METSWAMERE ISAGO	✓	✓		✓																										
19	* MOKWALEDI ONTHATILE	✓	✓		✓																										
20	* MONYEKI PABALLO	✓	✓		✓																										
21	MOSALA OARABILE	✗	✓		✓																										
22	* MUSWEDE PFARISO	✓	✓		✓																										
23	NEL AIDEN	✓	✓		✓																										
24	* OLIVIER CHANÉ	✗	✓		✓																										
25	PANYANE TEBOHO	✓	✓		✓																										
26	RUITERS DUERAIL	✓	✓		✓																										
27	* STOUT THEONDRE	✓	✓		✓																										
28	* THEKISO PALESA	✓	✓		✓																										
29	* TOPA ORATILE	✓	✓		✓																										
30	TSIMANE NTANDO	X	✓		✓																										
31	* VAN ROOYEN JEROMICE	✓	✓		✓																										
	T.M.	5	5	7	6	5	6	6	5	5	6	5	5	6	7	4	7	5	5	5	5	6	5	5	7	5	*7	6	6	5+	7

Listening and	1. Listen attentively to stories and gives answers.
	2. Participates in them related discussions and shares stories of own experience.
	3. Think and reason: identify and describes similarities and differences..
	4. Understands short, simple dramatized rhymes.
	5. Understands instructions by responding physically. Communicate own ideas using words.
	6. List 6 wild animals.
	7. Classify animals into three groups: wild animals, reptiles and birds.
Emergent	8. Holding the book right way up, turns pages correctly when reading.
	9. Uses pictures to predict the outcome of a story. Identifies enlarged text-Big Book
	10. Interprets pictures to make own story.
	11. Phonemic awareness: able to identify the beginning, middle and end sound of a word.
	12. Identify upper and lower case letters.
Emergent	13. Develops fine motor skills for strengthening hand muscles: forms letters with play dough.
	14. Forms letters in the seed box and peg boards.
	15. Holds crayons, pencils and paint brush with the correct pencil grip.
	16. Copies print from the environment (display table, around the classroomgg)

* Sechaba must be clicked to share.
* Nicolas shares stories - always something he has seen on TV.

Appendix N - Platinum Assessment Planning

CAPS

Platinum

English Home Language

e-Planner FREE CD-ROM

Audio CD FREE

J. Bergsted • P. Brennan
M. Faure • G. Maree
G. Peters • J. Roos • K. Sorour

MASKEW MILLER LONGMAN

The table below shows you how formal assessment has been covered by *Platinum English Home Language* in Term 1.

Formal Assessment Activity 1	
Skill	**Focus**
Listening and speaking (oral and/or practical)	
Talks about personal experiences such as tells news, describes weather news, other topical events, etc.	Theme 3, Lesson 2: Listening and speaking (discussion of favourite foods)
Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme.	Theme 3, Lesson 6 or 8: Listening and speaking
Sequences pictures of a story communicating through retelling the sequence of ideas.	Learners sequence pictures of the story of *The gingerbread man.*
Describes objects in terms of colour, size, shape, quantity using correct vocabulary.	Theme 3, Learner's Book page 27. (Ask questions about the colour, size, shape and quantity of goods in the cupboards.) Theme 3, Lesson 1: Listening and speaking
Phonics (oral and/ or practical and/ or written)	
Identifies letter-sound relationships of some single letters (e.g. l, o, h, m, a, b, t, c). There should be 2 vowels and at least 6 consonants.	Theme 2, Lesson 8: Phonics
Begins to build up short words using sounds learnt (e.g. c-a-t – cat).	Theme 3, Learner's Book page 30: step 3 Theme 3, Lesson 1: Phonics
Reading (oral and/ or practical)	
Emergent reading skills	
Uses pictures to predict what the story is about, e.g. reads picture books.	Theme 2, Big Book 1: *Run!* (Use the pictures to tell the story of the child thinking Sunday was a school day.)*
Listens to and discusses stories and other texts read aloud.	Theme 3, Reader: *1 2 3 stay healthy!* (Discuss the health activities, and the number of times to do each activity.)*
Shared reading	
Reads as a whole class with teacher enlarged texts such as poems, posters, big books and class stories developed in shared writing sessions.	Theme 3, Big Book 1: *Lunch box* (Lessons 1, 3 and 4)*
Group guided reading	
Reads aloud from own book in a guided reading group with teacher, i.e. the whole group reads the same story.	Theme 3, Reader: *Lunch box**
Handwriting	
Practises holding and manipulating crayon and pencil.	Theme 3, Lesson worksheet 7
Draws patterns: up and down movements [zig-zags], circle patterns, vertical and horizontal patterns.	Theme 3, Lesson worksheet 7
Forms lower-case letters correctly: 2 vowels and at least 6 consonants (l, o, h, m, a, b, t, c).	Theme 3, Learner's Book page 30: step 3 (also used to assess phonics)
Copies and writes own name, short words and sentences from labels, poster, chalkboard, etc.	Theme 3, Lesson 5: Writing. (Give the learners words to label their lunch, which they then copy.)
Writing	
Draws pictures to convey a message, e.g. about a personal experience.	Learners draw a picture of what they ate for supper or breakfast, and tell you about it.
Writes a caption for a drawing or picture.	Theme 3, Lesson worksheet 8
Copies one sentence of news from the board/chart correctly.	Write this sentence on the board for the learners to copy: 'Next week is a holiday.'

*An appropriate alternative may be used.

Appendix O - Grade R Programme of Assessment Indicating Types of Assessment

Term 4 2012

Assessment: Grade R Name: _____

ENGLISH	7	6	5	4	3	2	1
	Y	E	S		N	O	X
Listens and responds to situations.							
Learner can communicate own ideas using words							
Visual perception: Recognise own written name Recognise the beginning and ending sound of a word. Learner can write own name							
Participation in graduation show (song and dance)							
I can identify my upper and lower case letters							
I can name 6 different wild animals. (lion,rhino,hippo,giraffe,leopard,elephant,buffalo, Cheetah, tiger, gorilla, bear, polar bear)							
Classify animals into three different groups: reptiles, birds and wild animals.							
MATHEMATICS							
Numbers, operation and relationship: Recognise number names and symbols 1-10, Counts 20 everyday objects reliably Counts forwards and backwards using a number chart (0-20) Counts in two's to twenty.							
I know my shapes: Names geometric figures: triangle, circle, square, and rectangle. Can identify 3 dimensional objects: cube, sphere, prism and cylinder							
I understand patterns: Copies patterns using sounds, objects and symbols.							
I can measure in hand spans							
Quantity: I understand the concepts : more, many most and few, fewer, fewest, little, less and least							
Time: I know the days of the week and months of the year. Which day is it today? Today is _____. What was yesterday? Yesterday was _____. What will tomorrow be? Tomorrow will be _____.							
I can sequence my daily routine: I can sequence pictures morning, afternoon and night.							
LIFE SKILLS							
Physical Education: Gross Muscle Development: Run, walk, tip-toe, jog, skip, crab walk, roll, spin around, jump, hop, bounce, forward roll, hang on the monkey gym, climb up and over the monkey gym, balance on the balance beam (forwards, sideways and backwards), slide down the jungle gym pole, climb up the jungle-gym using the rope, throwing and catching bean bags and wheel barrow races; And skipping with a skipping rope.							
Visual Arts: Fine Motor Skills: Cutting magazine pictures Threading Pencil grip and colouring in							
Social Development: Sharing toys and waiting his/her turn when playing games. Dealing with disappointment, when losing a game. (Shaking hands and congratulating the winning team). General Behaviour (in class) General Behaviour (towards other learners)							
Emotional Development: Crying without reason. Being able to cope with disappointment.							
Beginning Knowledge: Participation in discussions, rhyme, song and dance							
Learners need identify 4 reptiles, wild animals and birds and be able to classify them into the three different categories on the graph.(reptiles, wild animals and birds)							

English (Home Language) Term 4 Assessment Tasks 2012

Date: Assessment Task 1	Date: Assessment Task 2	Date: Assessment Task 3	Date: Assessment Task 4	Date: Assessment Task 5	Date: Assessment Task 6
Listens and responds to situations. Communicates ideas by using words. Q + A Story: Crossed his mind Kisses too!	Auditory Perception: I can recognise the beginning and ending sound of a word.	Visual Perception: I can identify upper and lower case letters. I can recognise my own written name	I can identify 6 different wild Animals.	Learners need to classify the animals into the correct Category on the Graph.	Participation and following instructions for the graduation show: Speaking, singing and dancing routines.
Activity: 1. Understands short, simple dramatized rhymes: Old mother Hubbard What did old mother Hubbard fetch? Where did she fetch the Bone? Did she find a bone? Who was the bone for? Does the actions and pronounces words correctly. 2. Understands Simple oral instructions by responding physically: come here, line up, put your hands behind your back, go to the bathroom, walk on your tip-toes 3. Takes part in theme related discussions on the carpet, connects the theme to experiences in his\her own life.	Activity: 1. Phonetic awareness, listen to the word. What is the first sound, the beginning sound of the word: mat? m What is the last sound of the word the sound at the back: mat? t (one on one) 2. Alphabet memory game: Alphabet cards, each player turns over 2 cards and reads the sound: p and r (nope they're not the same turn them back over) next player has a turn, t and t (they are the same) player then gets to keep the cards. Player with the most cards at the end of the game is the winner. (Group assessment: 4 learners per group)	Activity: 1. I can recognise my own written name. 2. I can identify similarities and differences: Point out which picture is facing the wrong way? Which two pictures or letters are the same? 3. Reads picture books (Group assessment: 8 learners per group) • hold the book the Right way up. • 'reads' Pictures And points to Text. • Pages Carefully • Makes up His own story while 'reading'.	Activity: 1. Colour in the worksheet on wild animals. Being able to identify similarities/ differences between the different animals. 2. Discuss the picture: At the Zoo. (Can we Keep wild animals as pets? Why not?) Where do they Live?	Activity: 1.Learners need to put the different Animals in the Correct category On the graph. (Reptiles, wild Animals and Birds)	Activity: 1. Participation in the dance sequences – Graduation show. 2. Participation in singing of songs, Correct pronunciation of words. 3. Introducing themselves to the audience on the stage- graduation Show.

Programme of Assessment

Grade: R

Year: 2012

Term: 4

Subject: Home Language

RATING CODE	ACHIEVEMENT DESCRIPTION	MARKS %
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	NO ACHIEVED	0 - 29

Task	Language Components	Activities	Date Planned	Date Executed	Assessment Tools	Form of Assessment
1	Listening and Speaking	Listen attentively to stories and gives answers. Participates in theme related discussions and shares stories of own experience. Think and reason: identify and describes similarities and differences. Understands short, simple dramatised rhymes: Understands instructions by responding physically. Communicates ideas using words.	week 5 week 5 week 3 week 2 week 5	✓ ✓ ✓ ✓ ✓	Story book: Crocodiles need kisses too! Reading readiness book cd player and cd	Informal Oral\ Practical Observation
2	Emergent Reading	Holding the book right way up,turns pages correctly when reading. Uses pictures to predict the outcome of a story, during book appreciation.Interprets pictures to make own story. Identify enlarged text - The big book Phonemic awareness: able to identify beginning, middle and end sound.	week 2 week 1 week 3 week 5	✓ ✓ ✓ ✓	Story books pillows, teddy bears Alphabet flashcards Fishing game	Informal Observation
3	Emergent Writing	Develops fine motor skills for strengthening hand muscles: forms letters with play dough. Forms letters in the seed box and peg boards. Holds crayons, pencils and paint brush with the correct pencil grip. Copies print from the environment (display table)	week 5/6 week 6 week 5 week 6	✓ ✓ ✓ ✓	Play dough Seed box pegs and boards Drawing: Paper, crayons, pencils, paint,	Informal Practical

English Term 4 — 10 Week Planning

Week 1	Week 2	Week 3	Week 4	Week 5
Monday: Develops fine motor skills - strengthening muscles. forms letter with playdough. Qq quick, question, quill, quilt - Art quilt.	Monday: Pass on messages. Play broken telephone. Introduce K. Kite, Kick, Kiss, Kind Shared reading: story K. Follow teachers instructions.	Monday: Participates in discussions Recognises beginning, middle end sound of a word. Story time: uses pictures to predict content.	Monday: Develops fine motor finger rhymes. Listens without interrupting while others are sharing stories or news.	Monday: Assessment News circle: Listens to others without interrupting Develops hand-eye co-ordination.
Tuesday: Qq Form letters with body/ fingers. Rhyming words Cat / mat / rat.	Tuesday: Passes on messages. Recalls simple word sequences and sentences. rat, cat, mat Drill new K. vocabulary bang ball game.	Tuesday: Assessment: Identifies similarities / differences (matches + compares)	Tuesday: Listens without interrupting. Role plays writing in play situations. Sings songs and rhymes + performs actions.	Tuesday: Uses writing tools with confidence: pencils, crayons Alphabet Review handwriting sherbet + lollipops.
Wednesday: Recites poems: Review all term 1, 2, 3. Listens attentively to questions and answers appropriately.	Wednesday: Sequence story events: little K Identify 'K' sound in diff. words. (beginning, middle, end) match words to pictures	Wednesday: Contributes ideas towards daily news. Identifies and describes similarities + differences.	Wednesday: Visually and aurally recognizes vowels and consonants. Assessment	Wednesday: Assessment: Reads own / others writing. Listens attentively and gives answers to questions.
Thursday: Listens attentively to questions and gives answers. Match rhyming words: mat cat, rat.	Thursday: Assessment Recite poems. Pat-a-cake and sing a song of sixpence. Book appreciation: constructs ideas by interpreting pictures	Thursday: Holds crayon correct pencil grip. (Passes on messages) Broken telephone. Review alphabet A-Z	Thursday: Boardgame: Groups rhyming words (Rhyme). together. Identifies similarities and differences.	Thursday: Sequence picture and retells the story. Story: Listens with attention + for enjoyment.
Friday: Makes up own story when looking at pictures Assessment.	Friday: Flashcard Flash all alphabet cards. Answer questions on story. Predict outcome of the story. Partici pation in show + tell	Friday: Assessment reads enlarged text: Big Book Builds 20, 24, 36, 48 piece puzzles.	Friday: Draws to convey messages (what will you be doing this weekend) Graduation Ceremony.	Friday: Assessment: Uses language to develop concepts in all subjects eg quantity, size, shape, age direction, colour, speed, time
Week: 6	**Week 7**	**Week 8**	**Week 9**	**Week 10 Review**
Monday: Listen to instructions carry out string instructions Talks about common experiences.	Monday: Assessment: Retells other childrens stories in own words. Understands that photos + pictures convey meaning of events, people, places.	Monday:	Monday:	Monday:
Tuesday: Copies letters and numbers from the classroom environment Finger rhymes: fine motor.	Tuesday: Copies simple sentences Listens to longer stories and shows understanding by answering related questions.	Tuesday:	Tuesday:	Tuesday:
Wednesday: Listens to problems and offers solutions. makes lines - 'writes' during drawing.	Wednesday: Completes puzzle 20 pieces or more. (24, 36, 48 pieces) matches pictures and words using puzzles.	Wednesday:	Wednesday:	Wednesday:
Thursday: Matches things that go together. Listens to complex instructions and acts on them.	Thursday: Lists problems and solutions. Plays direction games with teacher + friends (snakes + ladder)	Thursday:	Thursday:	Thursday:
Friday: Participates in show and tell. Picks out selected information to form an oral description.	Friday: Last day of school for learners. Identifies the foreground and background in pictures as separate elements.	Friday:	Friday:	Friday:

Home Language

Term 4

Grade R

1	* CASSIM ZAHRAH	✓																													
2	DUARTE NICOLAS	✗	* ✓																												
3	* FITZMORRIS CHELSEA	✓																													
4	* FORTUIN CALANTHEA	✓	✓		✓																										
5	FRANSMAN EL'AD	✓	✓		✓																										
6	GOMES JACE	✗	✓		✓																										
7	* JABAR ZAKIYYAH	✓	✓		✓																										
8	KANG ISAAC	✗	✓		✓																										
9	KHAN AARYAN	✓	✓		✓																										
10	* KHAN SAAHIRAH	✓	✓		✓																										
11	* KIM SION	✓	✓		✓																										
12	* KOCK AIMEE	✓	✓		✓																										
13	* KOEKEMOER ANNIKA	✗	✓		✓																										
14	LOONATE NABEEL	✓	✓		✓																										
15	* MAIMANE REBAONE	✓	✓		✓																										
16	* MASEKO KEAOBAKA	✓	✓		✓																										
17	* MASHOMENG OMPABALETSE	✓	✓		✓																										
18	* METSWAMERE ISAGO	✓	✓		✓																										
19	* MOKWALEDI ONTHATILE	✓	✓		✓																										
20	* MONYEKI PABALLO	✓	✓		✓																										
21	MOSALA OARABILE	✗	✓		✓																										
22	* MUSWEDE PFARISO	✓	✓		✓																										
23	NEL AIDEN	✓	✓		✓																										
24	* OLIVIER CHANÉ	✗	✓		✓																										
25	PANYANE TEBOHO	✓	✓		✓																										
26	RUITERS DUERAIL	✓	✓		✓																										
27	* STOUT THEONDRE	✓	✓		✓																										
28	* THEKISO PALESA	✓	✓		✓																										
29	* TOPA ORATILE	✓	✓		✓																										
30	TSIMANE NTANDO	X	✓		✓																										
31	* VAN ROOYEN JEROMICE	✓	✓		✓																										
	T.M.	5	5	7	6	5	6	6	5	5	6	5	5	6	7	4	7	5	5	5	5	6	5	5	7	5	*7	6	6	5+	7

Listening and	1. Listen attentively to stories and gives answers.
	2. Participates in them related discussions and shares stories of own experience.
	3. Think and reason: identify and describes similarities and differences..
	4. Understands short, simple dramatized rhymes.
	5. Understands instructions by responding physically. Communicate own ideas using words.
	6. List 6 wild animals.
	7. Classify animals into three groups: wild animals, reptiles and birds.
Emergent	8. Holding the book right way up, turns pages correctly when reading.
	9. Uses pictures to predict the outcome of a story. Identifies enlarged text-Big Book
	10. Interprets pictures to make own story.
	11. Phonemic awareness: able to identify the beginning, middle and end sound of a word.
	12. Identify upper and lower case letters.
Emergent	13. Develops fine motor skills for strengthening hand muscles: forms letters with play dough.
	14. Forms letters in the seed box and peg boards.
	15. Holds crayons, pencils and paint brush with the correct pencil grip.
	16. Copies print from the environment (display table, around the classroomgg)

* Sechaba must be clicked to share.
* Nicolas shares stories - always something he has seen on TV.

Appendix P - Grade R and Grade 1 Scoring Sheets

GRADE 1: ENGLISH

BASELINE ASSESSMENT:READING

CODES	VERY GOOD (VG)	AVERAGE (A)	WEAK (W)
	Performing at or above the required level for Grade 1.	Should be able to improve during the year with regular practice.	Is not performing at the required level for Grade 1. Needs remedial attention.

	NAMES	The learner can identify some letters.		The learner can identify some simple words, such as *arm* and *leg*.		The learner can read more challenging words, such as *shoulders* and *fingers*.	
1							
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30							

Appendix Q - Example of a Report Card

School

Private Bag
Potchefstroom

Tel:
Fax:

Foundation Phase

Name: Al **TERM 2**

Class: GRD 1B **Date:** 2013/06/21

Self-confidence	Good self image
Sense of responsibility	Very diligent or conscientious
Completion of tasks	Enjoys additional work
Attention / Concentration	Uninfluenced by interruptions
Co-operation with teacher	Eager to please
Socialization	Friendly and helpful
Handwriting	Does his ~~or her~~ best
Transcription	Copies correctly from board or work cards

	Code	%
English	7	85
Afrikaans	7	91
Mathematics	7	82
Life Skills	6	76

Learning Outcomes		
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%*

Remarks: A has worked well this term and his results are very pleasing! Well done!

Days Absent: 0

Educator

Principal

Appendix R - Powerpoint Presentation to Cloudy District

Assessment for Progress Monitoring: What's in it for students?

Presentation

April 11

North West Department of Education

Potchefstroom, South Africa

DIBELS | Next

© 2011 Dynamic Measurement Group

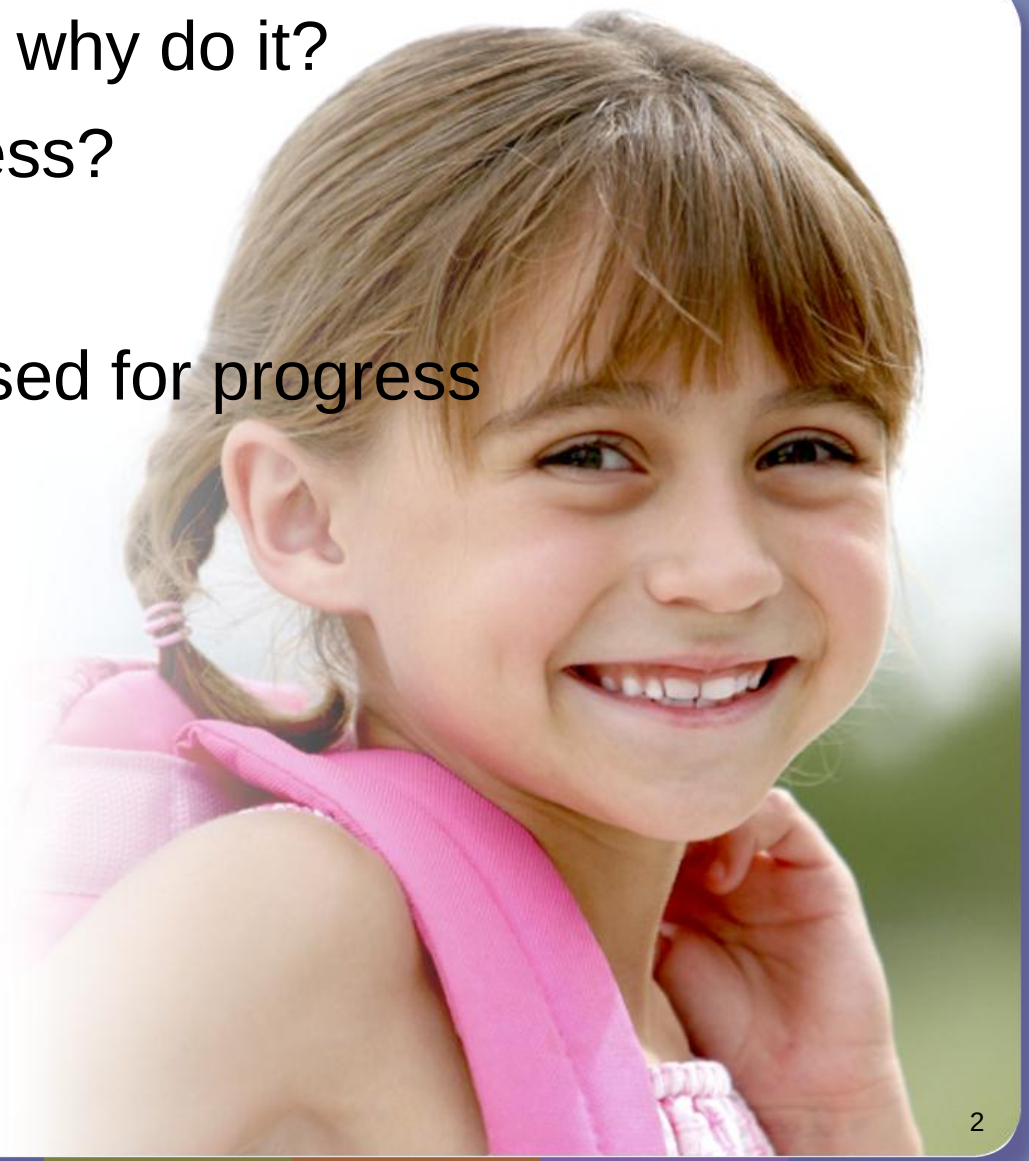
Overview of Presentation

What is assessment and why do it?

- Why monitor progress?

What are DIBELS?

- How are DIBELS used for progress monitoring?



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Worldwide Movement

Many countries have undertaken some form of school system reform during the past two decades. A few have registered significant, sustained, and widespread student outcome gains

Mckinsey 2011

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Effective Practices

There are a set of practices that effective schools engage in:

- Revising curriculum and standards
- Reviewing reward and remunerations structure
- Building technical skills of teachers and principals
- Assessing student learning
- Utilizing student data to guide instruction
- Establishing policy documents and education laws

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Purpose of Annual National Assessments

Improve quality of learning outcomes by providing information and data to help government, school administrators, teachers and parents:

- Identify areas where attention is needed to improve learning success levels of learners
- Plan support for schools and students
- Allocate resources where needed to improve learner performance
- Monitor progress and evaluate effectiveness of support

Department of Basic Education, Republic of South Africa. 2011. A guideline for the interpretation and use of ANA results.

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Purposes of DIBELS Assessment

For students

- Identify students who may need support
- Identify knowledge and skills to be taught
- Set goals
- Plan instructional support
- Monitor progress
- Evaluate outcomes

For schools

- Identify system-wide needs
- Set system-wide goals
- Implement system-wide changes
- Monitor progress
- Evaluate outcomes

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Importance of Progress Monitoring

When teachers monitor student progress:

- teachers are better able to identify students who need support
- teachers design stronger instructional programs
- students achieve better

Fuchs & Fuchs, 2002

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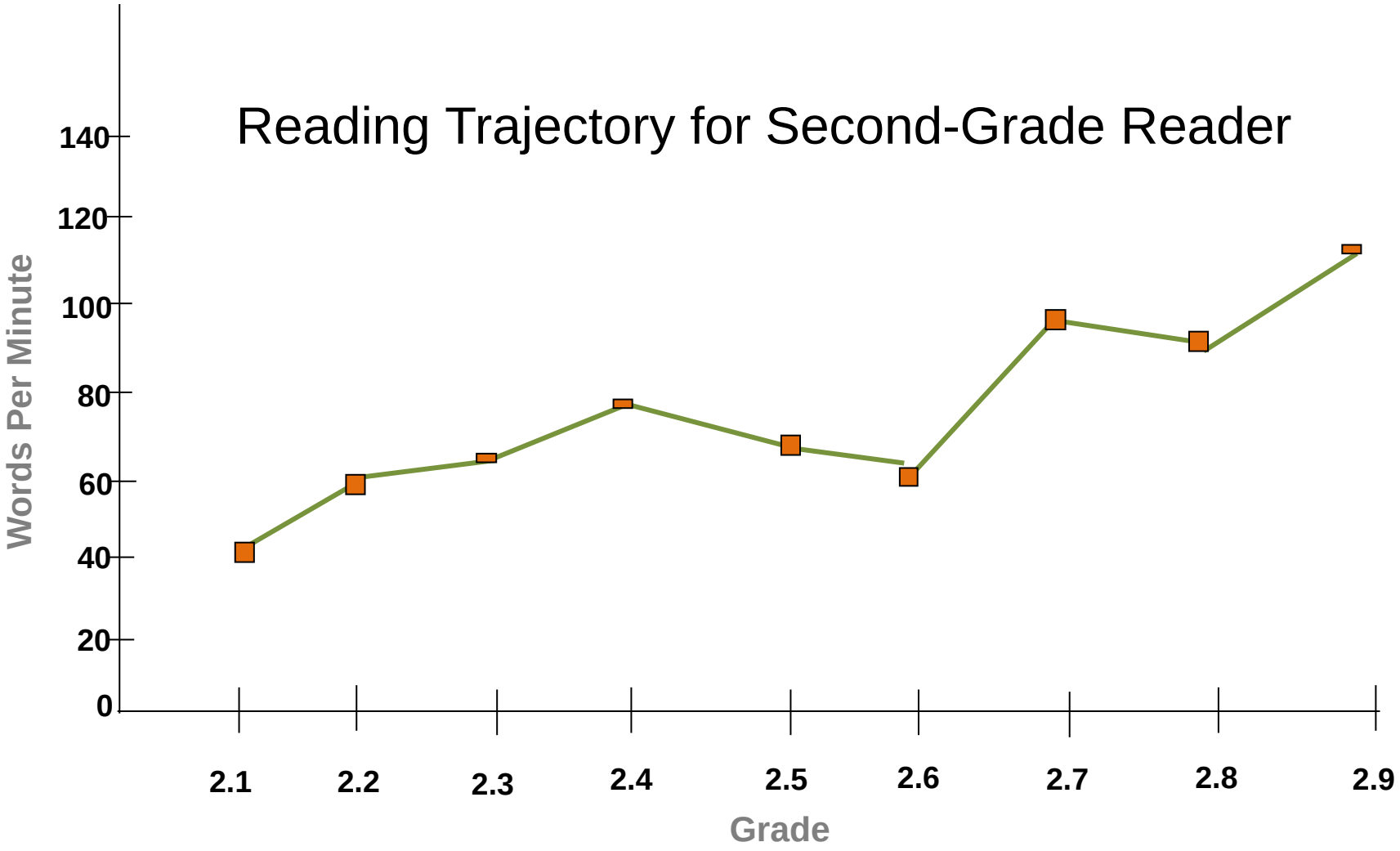
Research on Early Literacy: What Do We Know?



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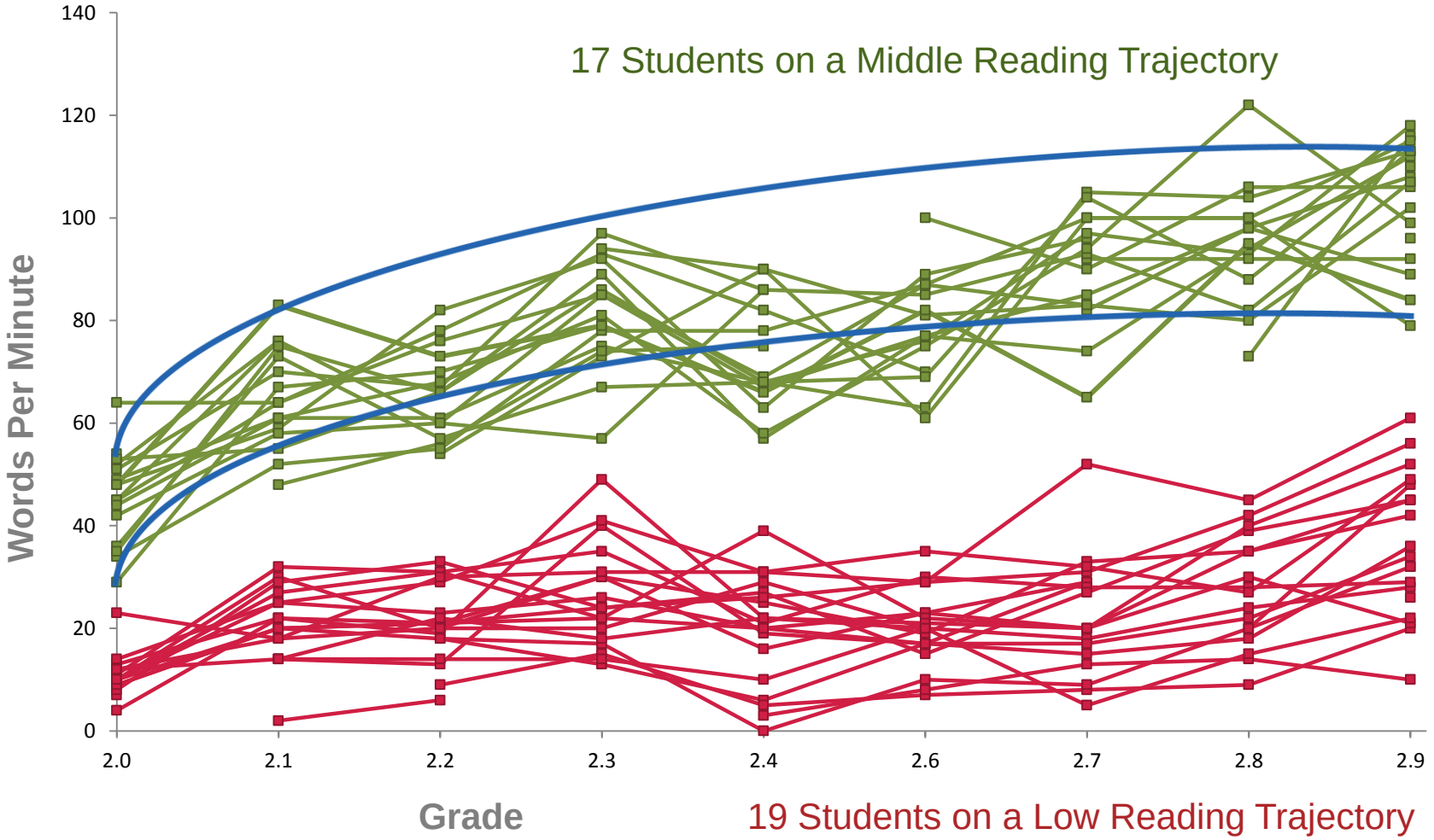
Middle and Low Trajectories for Second Graders



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]

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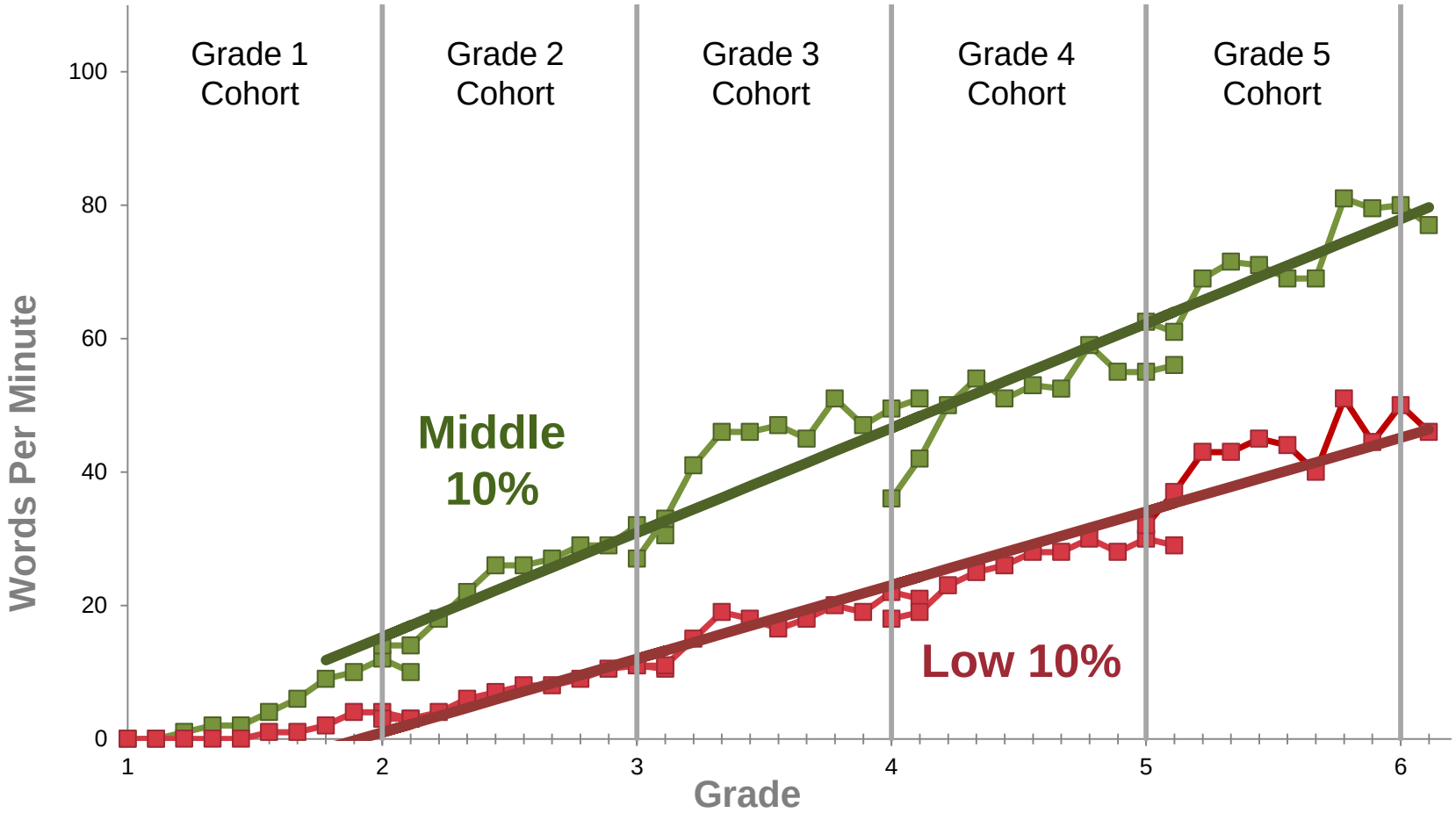
Reading Trajectories are Formed Early



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]

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Beginning Reader (1st grade): #1

55 words correct per minute with 92% accuracy

It was the day of the jump rope contest. Kim and Anna were going to compete. Kim was going to do a new trick. Anna was going to help. The two girls watched as younger children took a turn in the contest. The young children jumped and skipped rope in a circle. They were just beginning to learn fancy tricks.

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Beginning Reader (1st Grade): #2

17 words correct per minute with 53% accuracy

It was the day of the jump rope contest. Kim and Anna were going to compete. Kim was going to do a new trick. Anna was going to help. The two girls watched as younger children took a turn in the contest. The young children jumped and skipped rope in a circle. They were just beginning to learn fancy tricks.

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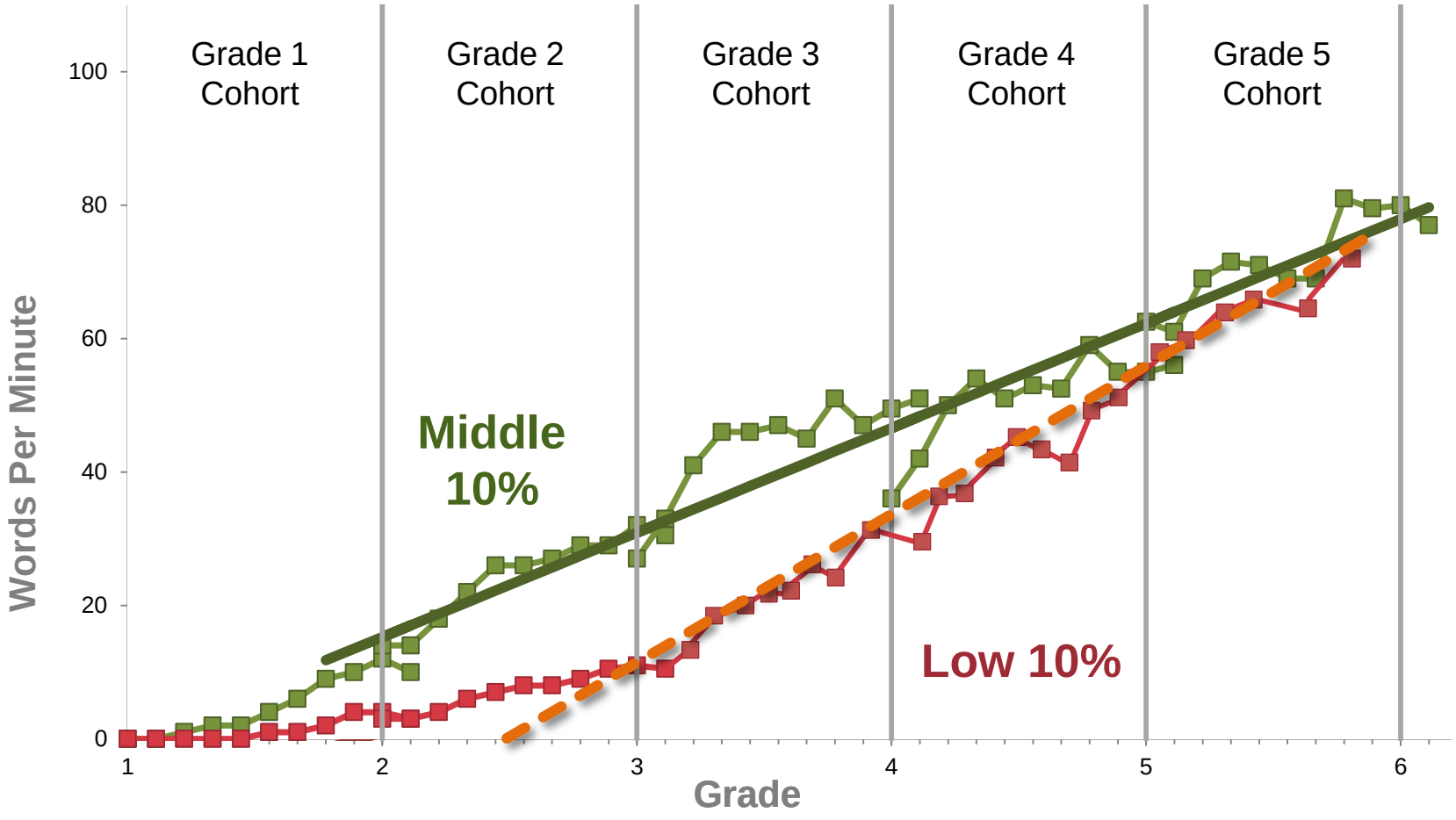
Need for DIBELS®: Change Outcomes



Adapted with hypothetical data from:
Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]

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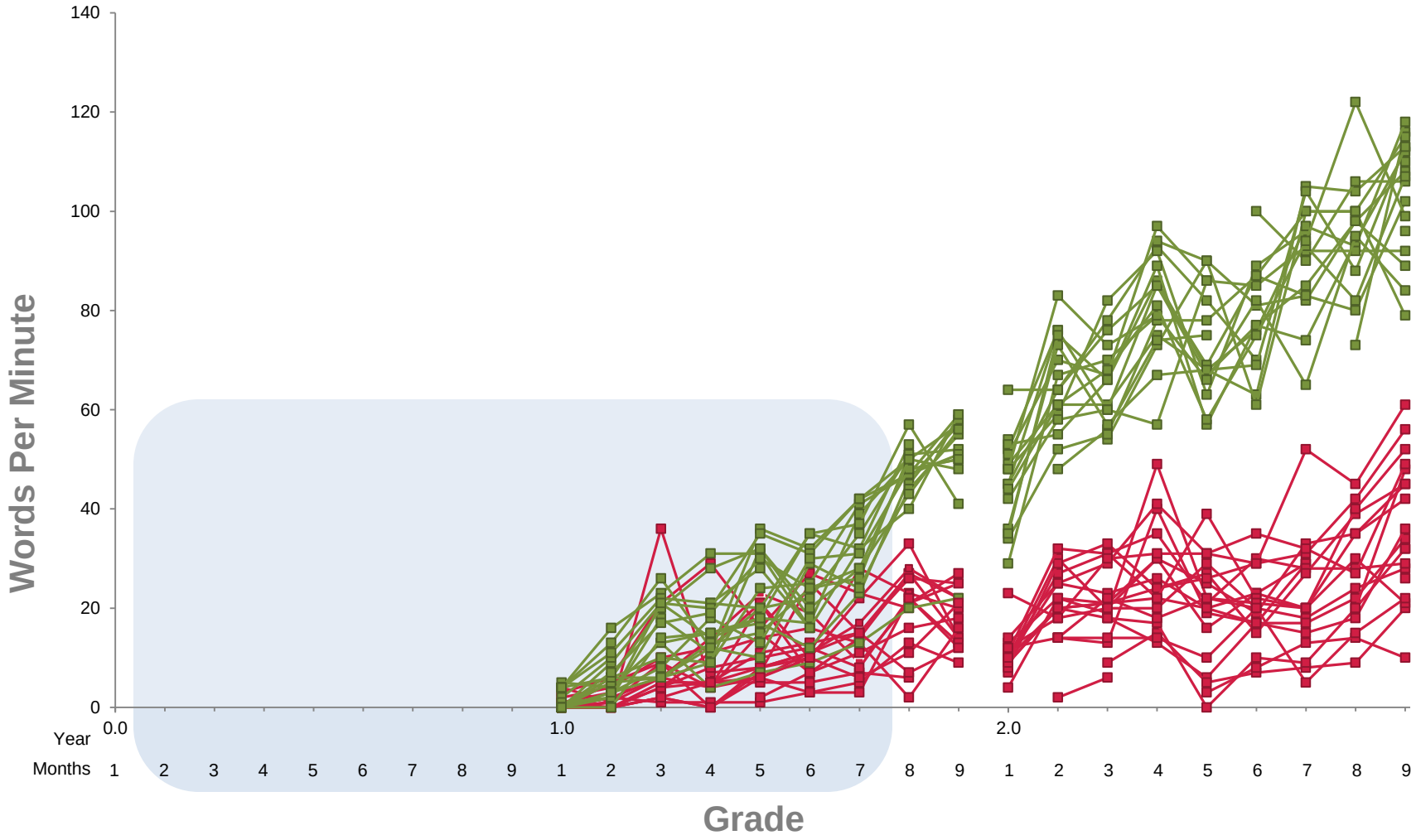
DIBELS are Designed to Get Children on a Positive Trajectory to Reading Success



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]

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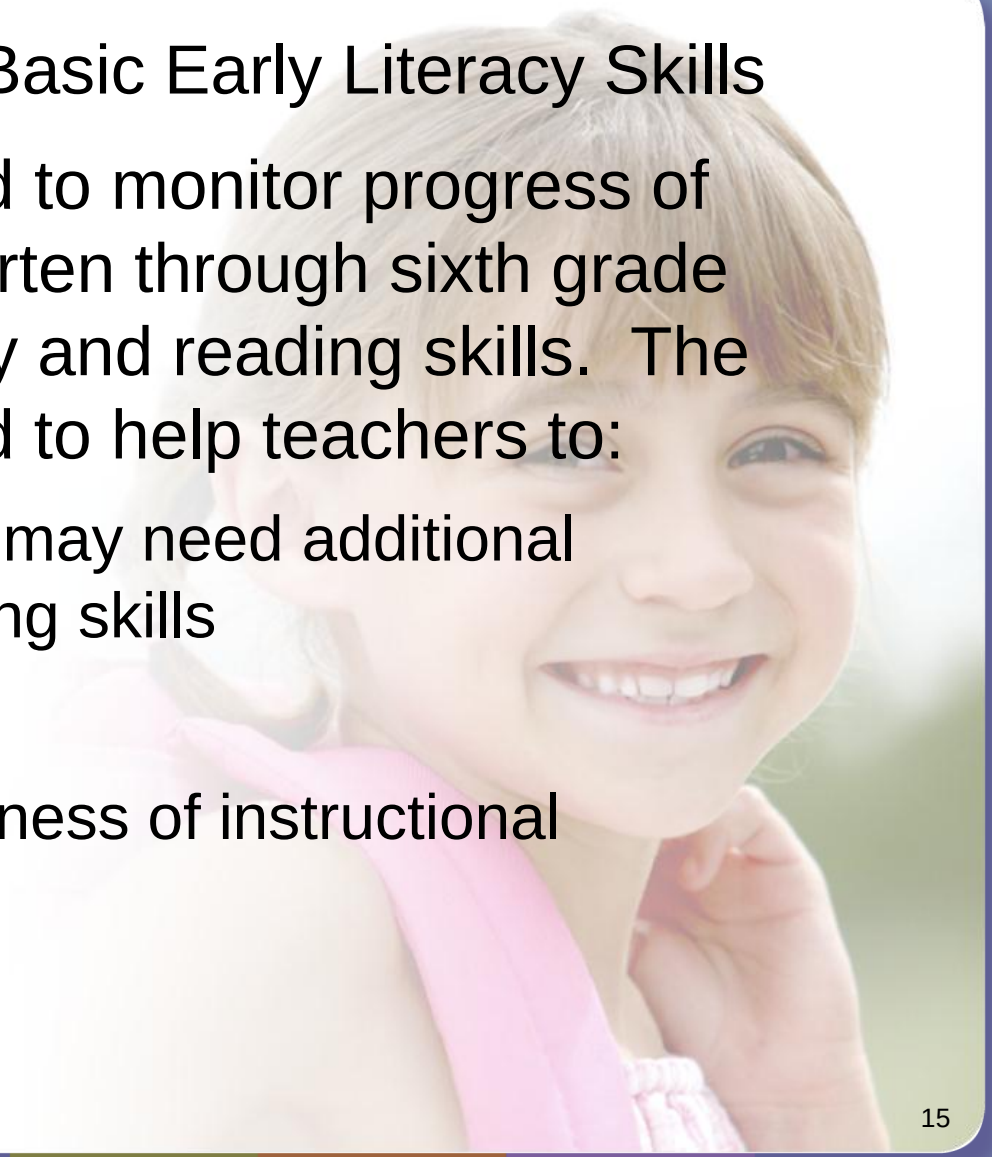
What are DIBELS®?

- Dynamic Indicators of Basic Early Literacy Skills
- A set of measures used to monitor progress of students from kindergarten through sixth grade in learning early literacy and reading skills. The measures are designed to help teachers to:
  - Identify students who may need additional support to learn reading skills
  - Identify skills to teach
  - Examine the effectiveness of instructional support



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Relevant Features of DIBELS

DIBELS are designed to:

- measure *Basic Early Literacy Skills*
- be efficient and economical
- use standardized procedures
- be repeatable
- be sensitive to small changes in growth over short periods of time
- have technical adequacy

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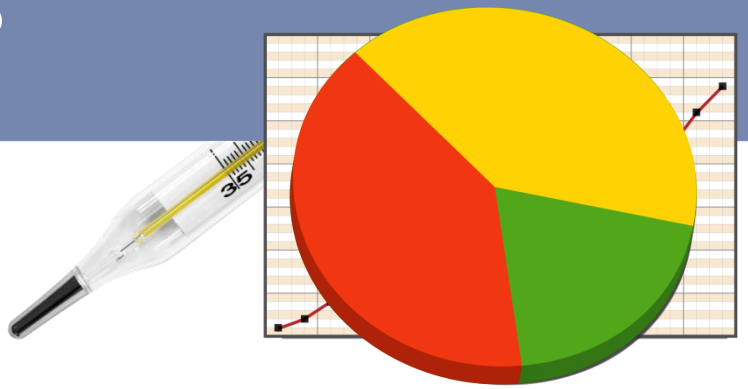
What Are DIBELS® ?



***D**ynamic **I**ndicators*

*of **B**asic **E**arly **L**iteracy **S**kills*

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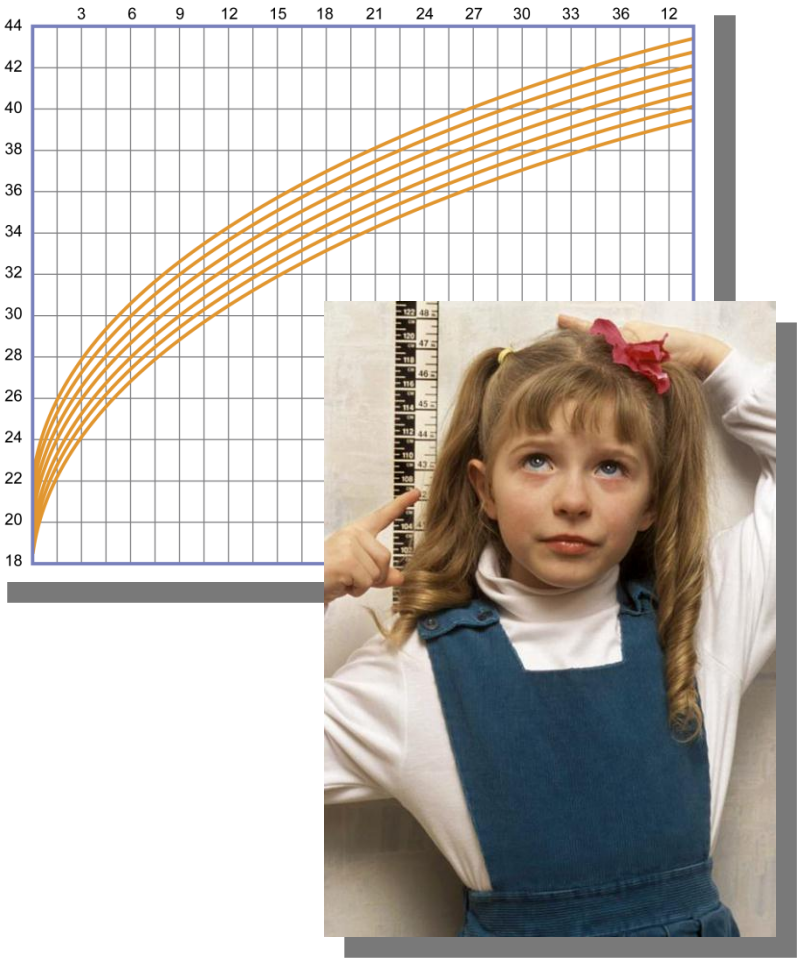
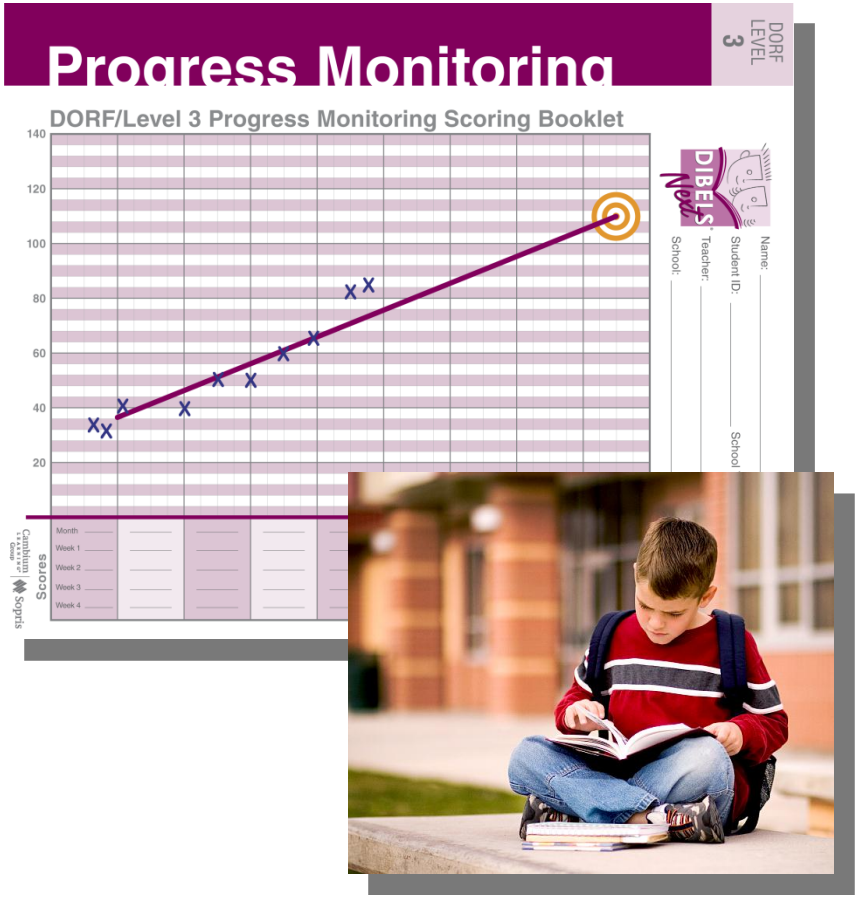
DIBELS® are Indicators





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DIBELS® Assess the Basic Early Literacy Skills

	Measure	Basic Early Literacy Skill
FSF	First Sound Fluency	Phonemic Awareness
LNF	Letter Naming Fluency	None
PSF	Phoneme Segmentation Fluency	Phonemic Awareness
NWF	Nonsense Word Fluency	Alphabetic Principle and Basic Phonics
DORF	DIBELS Oral Reading Fluency (includes Retell)	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Daze	Daze	Reading Comprehension
WUF	Word Use Fluency	Vocabulary and Oral Language

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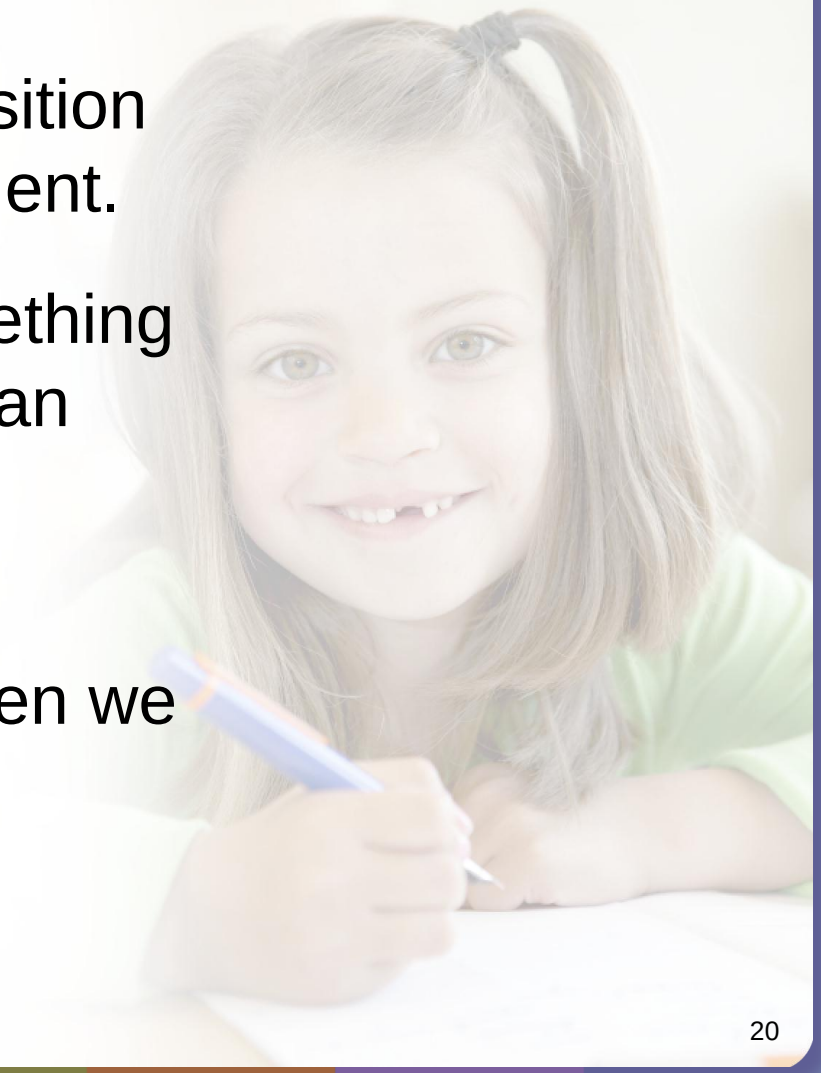
What is a Basic Early Literacy Skill?

A Basic Early Literacy Skill is:

- Predictive of reading acquisition and later reading achievement.
- Something we can do something about, i.e., something we can teach.
- Something that improves outcomes for children if/when we teach it.



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Why Focus on Basic Early Literacy Skills?

Intensive instruction means teach *less more thoroughly*.

- If you don't know what is important, everything is.
- If everything is important, you will try to do everything.
- If you try to do everything you will be asked to do more.
- If you do everything you won't have time to figure out what is important.

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Basic Early Literacy Skills: Stepping Stones

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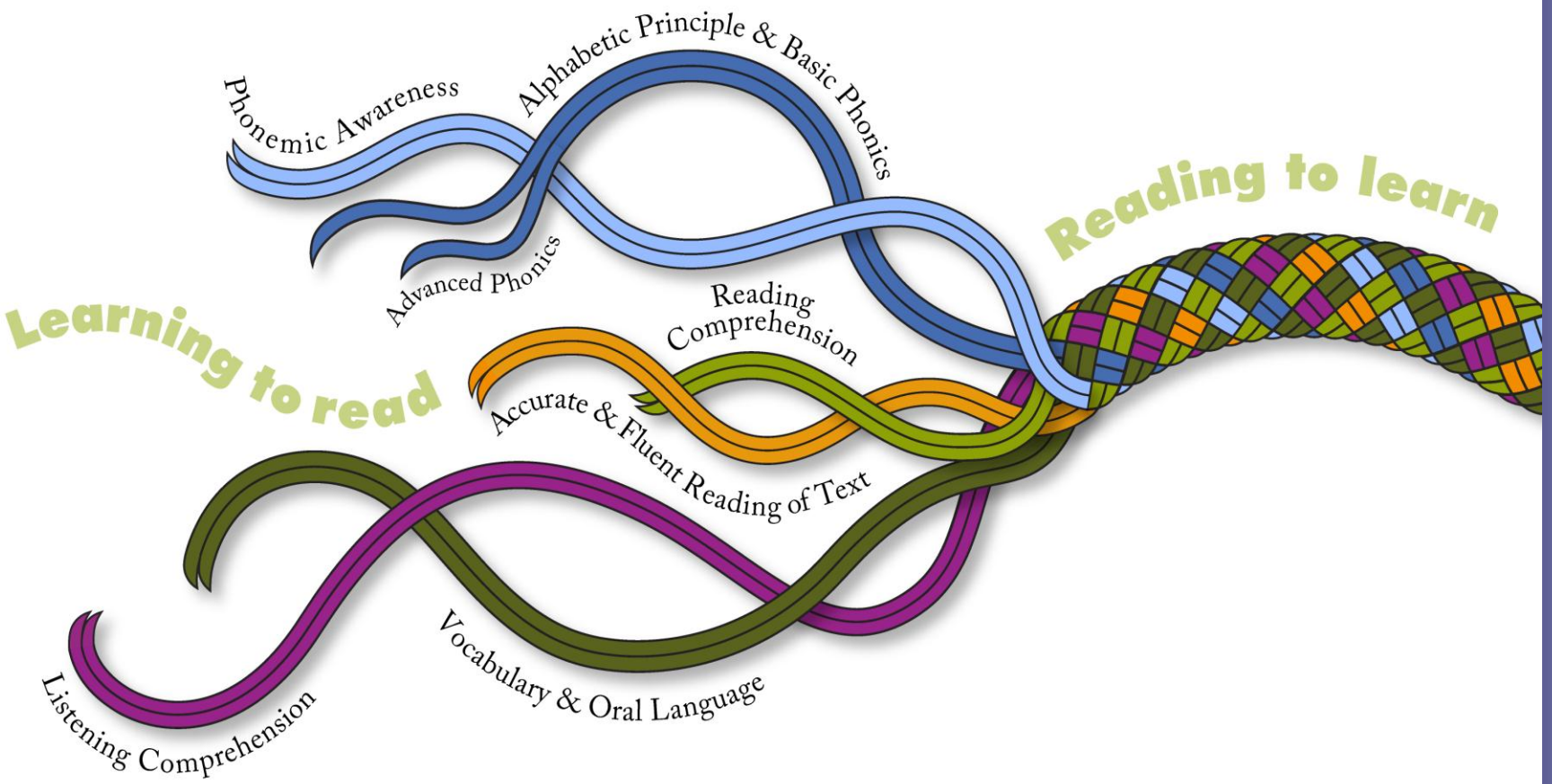
Basic Early Literacy Skills: Strands



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Sample Measure: Phoneme Segmentation Fluency

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We *CAN* Change Trajectories.

How?

- Focus *assessment* on *indicators* of important *outcomes*.
- Focus *instruction* on *Basic Early Literacy Skills*.
- *Use* assessment information to *make educational decisions* for individual students and at the system level to *improve outcomes* for all students.

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What are DIBELS Benchmark Goals?

How are DIBELS Used for

Progress Monitoring?

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DIBELS® Benchmark Goals

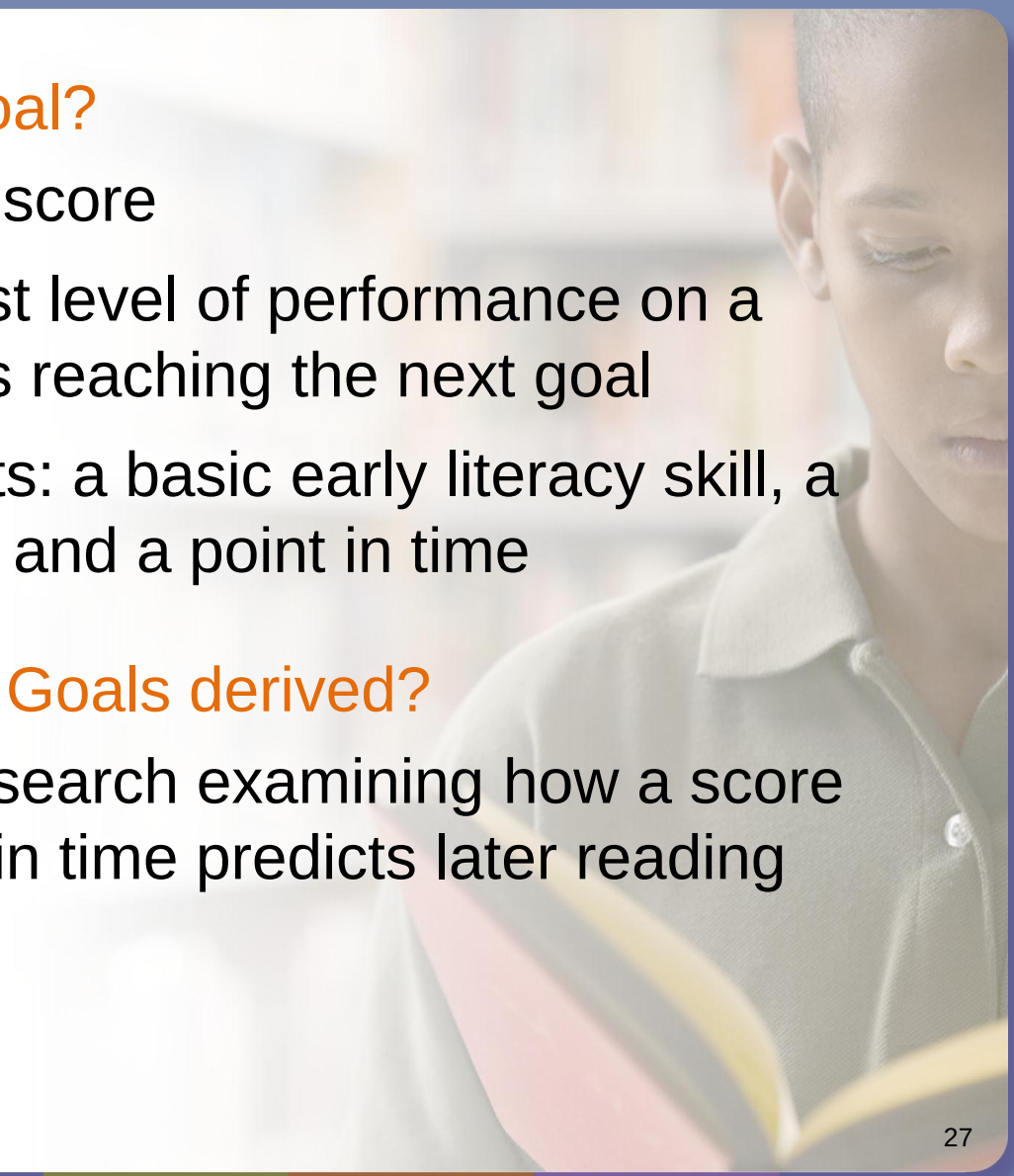
What is a Benchmark Goal?

A research-based target score

- Represents the lowest level of performance on a measure that predicts reaching the next goal
- Consists of three parts: a basic early literacy skill, a level of performance, and a point in time

How are the Benchmark Goals derived?

Based on longitudinal research examining how a score on a measure at a point in time predicts later reading outcomes



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Three Levels of Performance Compared to Benchmark Goals

If a student achieves a Benchmark Goal, the odds are in favor of that student achieving later reading outcomes.

- **Well Below Benchmark**: Odds are greater than 80% that the student will not achieve later reading outcomes. Student is likely to need intensive support to make adequate progress.
- **Below Benchmark**: Odds are greater than 60% that the student will not achieve later reading outcomes. Student is likely to need strategic support to make adequate progress.
- **At or Above Benchmark**: Odds are greater than 80% that the student will achieve later reading outcomes. Student is likely to make adequate progress in the core program.

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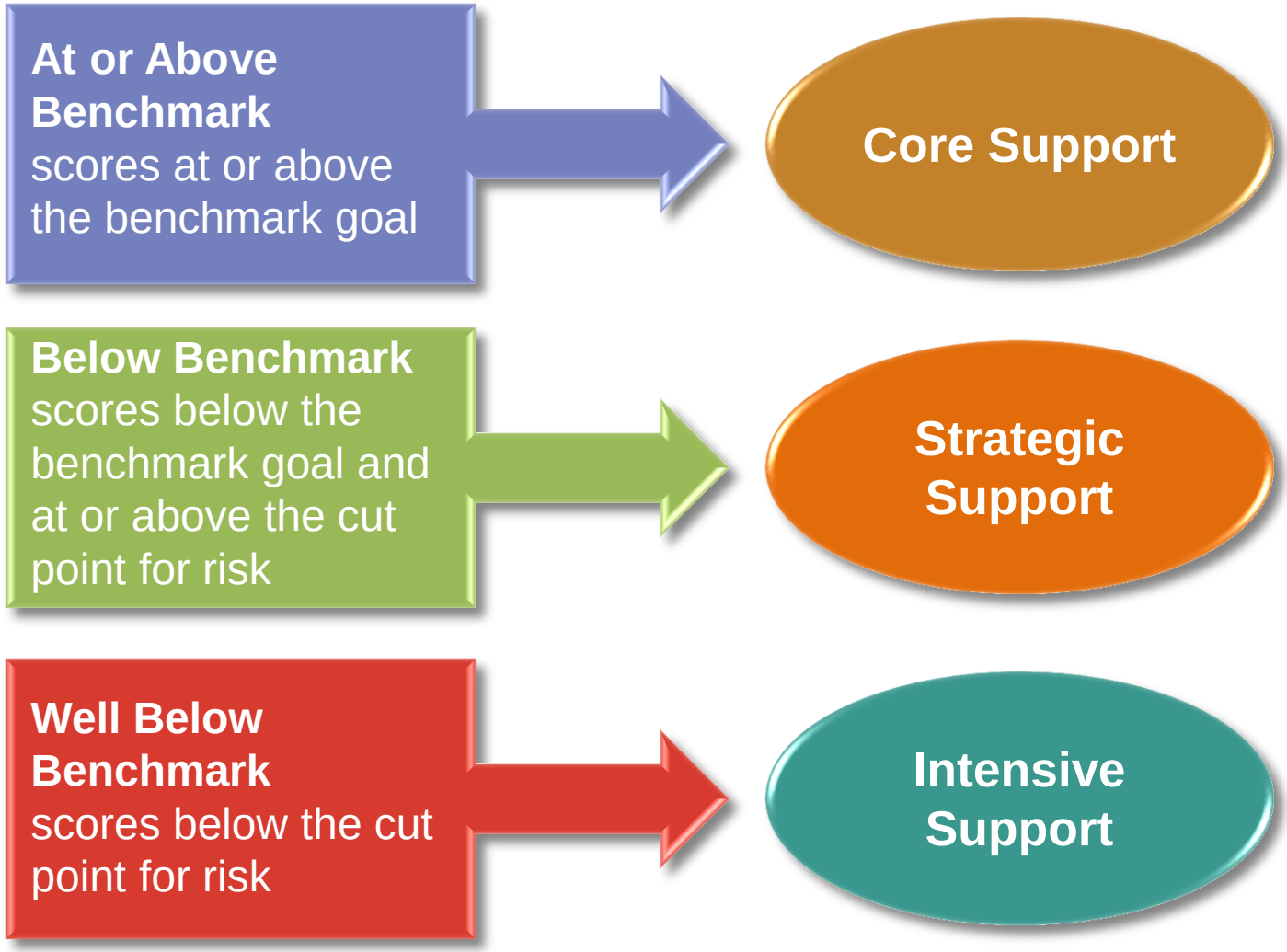
Benchmark Goals Link to Likely Need for Support



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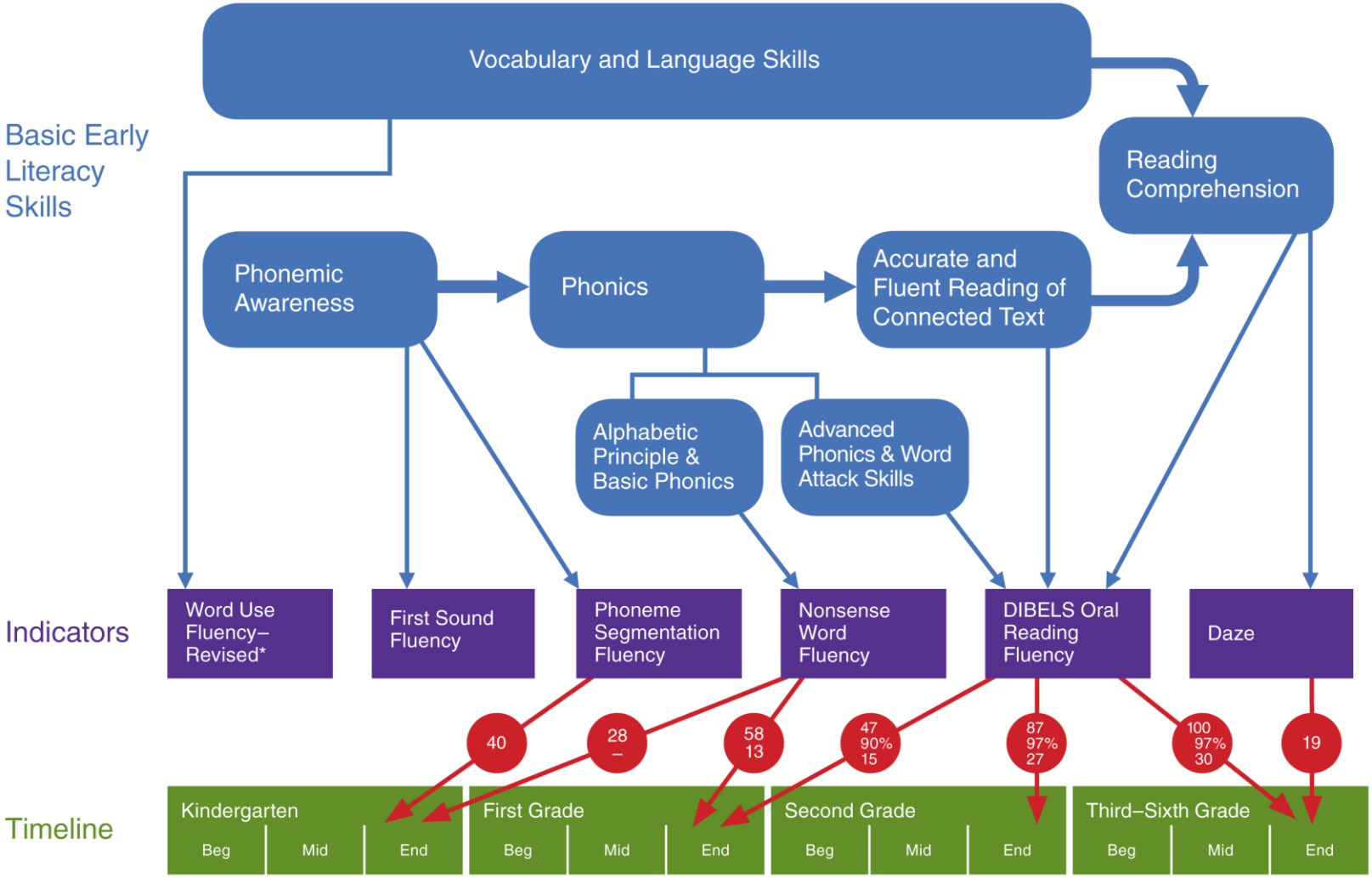
Big Ideas of Early Reading Skills and Goals



*Word Use Fluency—Revised (WUF-R) is available as an experimental measure from http://dibels.org/.

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DIBELS® Benchmark Goals

DIBELS® Next: Summary of Benchmark Goals and Cut Points for Risk

	Beg K	Mid K	End K	Beg 1	Mid 1	End 1	Beg 2	Mid 2	End 2	Beg 3	Mid 3	End 3	Beg 4	Mid 4	End 4	Beg 5	Mid 5	End 5	Beg 6	Mid 6	End 6
DIBELS Composite Score	26	122	119	113	130	155	141	190	238	220	285	330	290	330	391	357	372	415	344	358	380
	13	85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	280	285	324
First Sound Fluency (FSF)	10	30																			
	5	20																			
Letter Naming Fluency (LNF)	No benchmark set for LNF																				
Phoneme Segmentation Fluency (PSF)	20	40	40																		
	10	25	25																		
Nonsense Word Fluency (NWF) Correct Letter Sounds	17	28	27	43	58	54															
	8	15	18	33	47	35															
NWF Whole Words Read			1	8	13	13															
			0	3	6	6															
DIBELS Oral Reading Fluency (DORF) Words Correct			23	47	52	72	87	70	86	100	90	103	115	111	120	130	107	109	120		
			16	32	37	55	65	55	68	80	70	79	95	96	101	105	90	92	95		
Accuracy			78%	90%	90%	96%	97%	95%	96%	97%	96%	97%	98%	98%	98%	99%	97%	97%	98%		
			68%	82%	81%	91%	93%	89%	92%	94%	93%	94%	95%	95%	96%	97%	94%	94%	96%		
Retell				15	16	21	27	20	26	30	27	30	33	33	36	36	27	29	32		
				0	8	13	18	10	18	20	14	20	24	22	25	25	16	18	24		
Retell Quality of Response						2	2	2	2	3	2	2	3	2	3	3	2	2	3		
						1	1	1	1	2	1	1	2	1	2	2	1	1	2		
Daze								8	11	19	15	17	24	18	20	24	18	19	21		
								5	7	14	10	12	20	12	13	18	14	14	15		

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

BENCHMARK GOAL (large black number in top of each box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80%–90%) of achieving later importing reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

Beg Mid End — Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade | Sixth Grade

This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

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DIBELS® Benchmark Goals

How can a Benchmark Goal be useful?

- As a predictor: Which students are likely to need more support?
- As a goal: What are meaningful goals for intervention and instruction that will change the future for students?

DIBELS | Next

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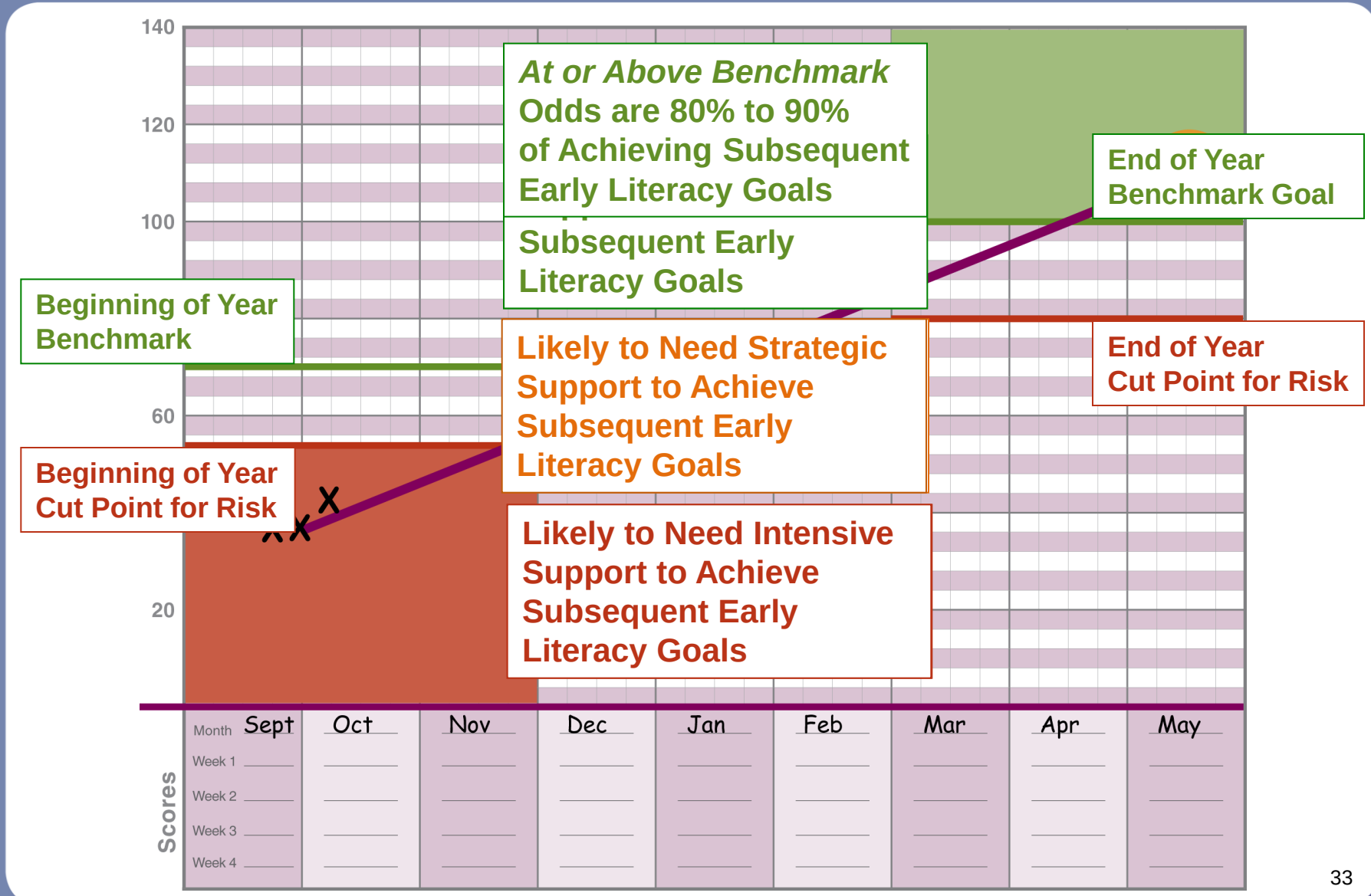
Building Fluency Goals and Aligning Supports



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How Do We Make Educational Decisions with DIBELS®?

Use DIBELS® within an *Outcomes-Driven Model*: An overarching framework comprised of decision-making steps designed to answer specific questions for specific purposes.

Outcomes-Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

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Outcomes-Driven Model

Outcomes Driven Model Steps:

1. Identify need for support.
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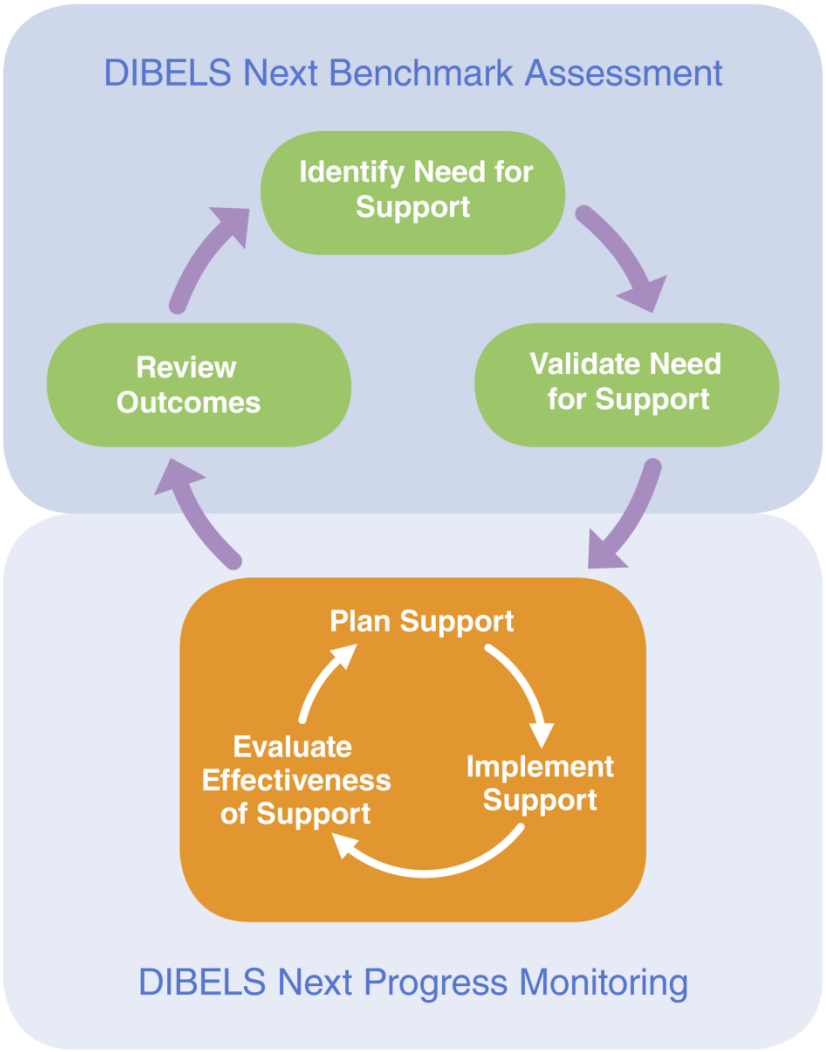

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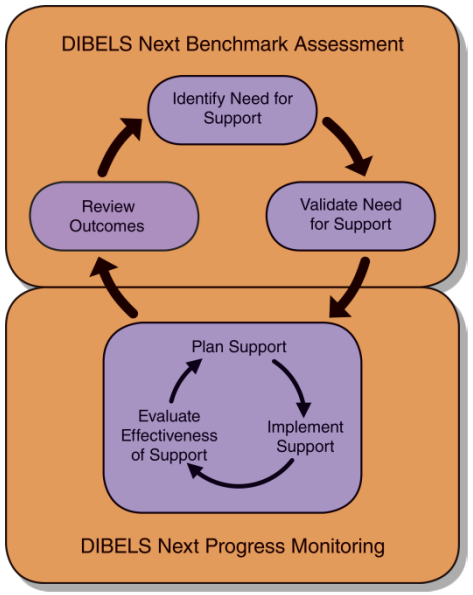
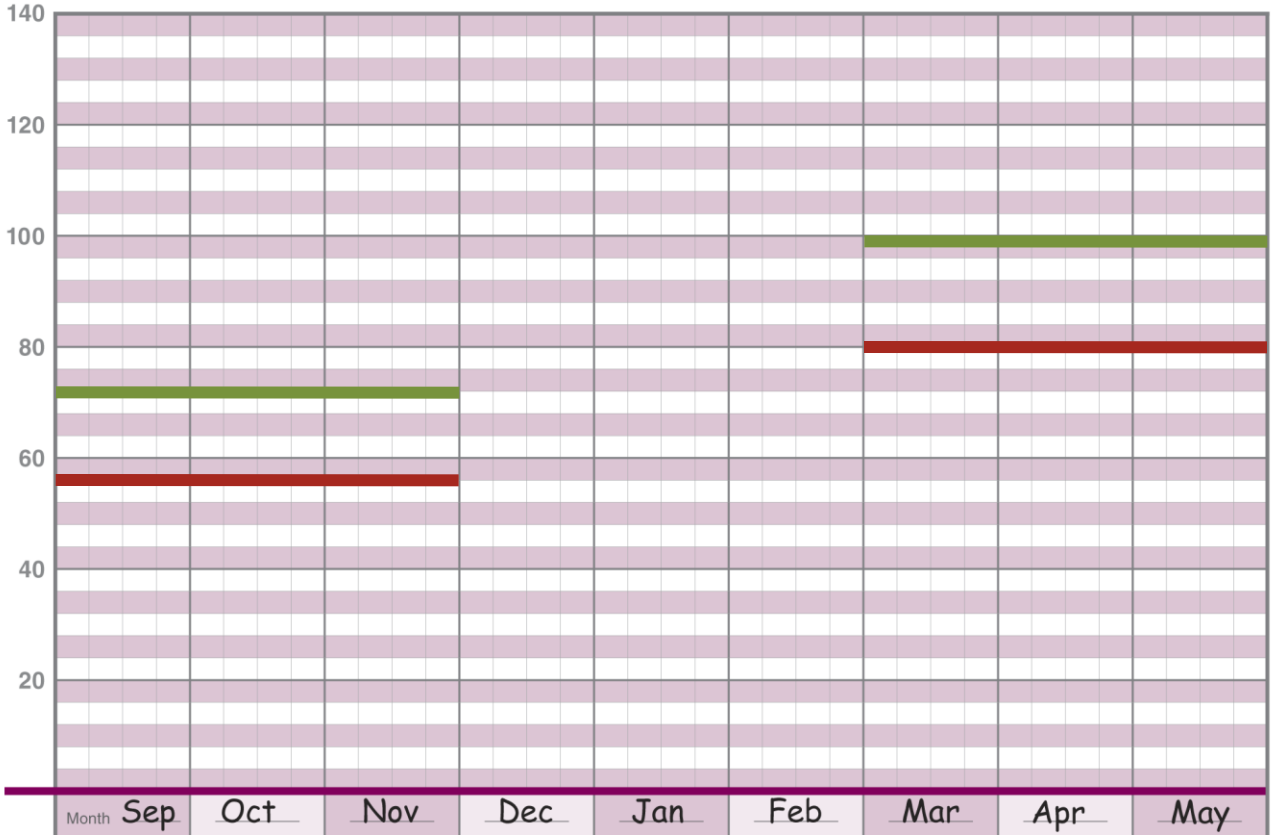
Outcomes-Driven Model at the Student Level





1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
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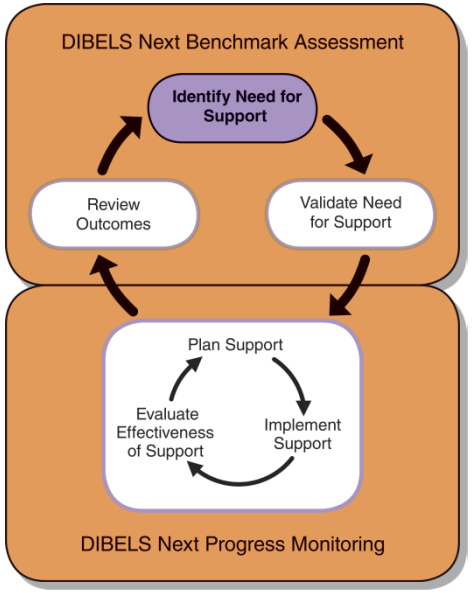
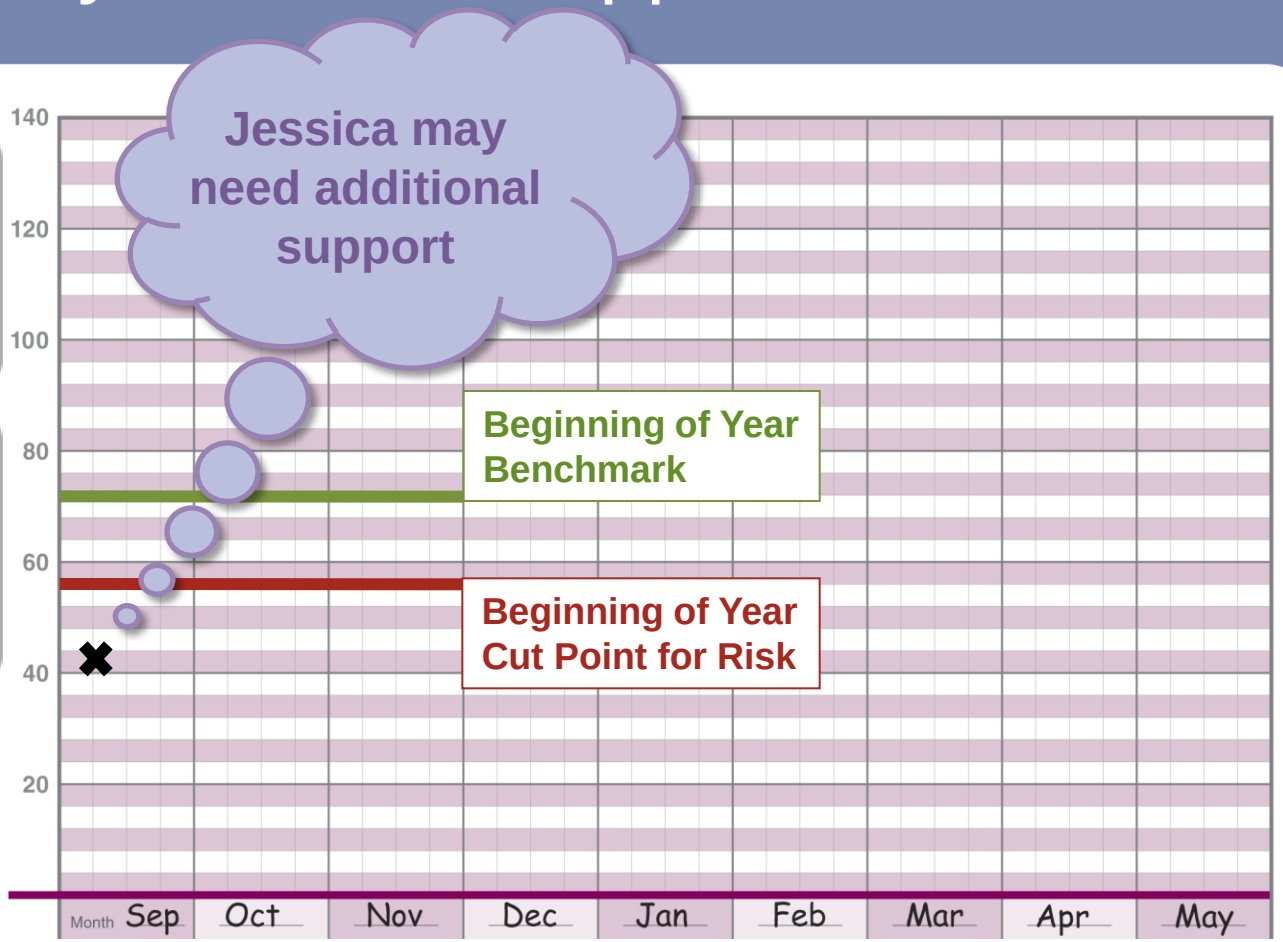
1. Identify Need for Support





- Universal Screening
- Students who score above the benchmark goal are likely to achieve the end of year benchmark goals.
- Students who score below the cut point for risk are unlikely to achieve the end of year benchmark goal.

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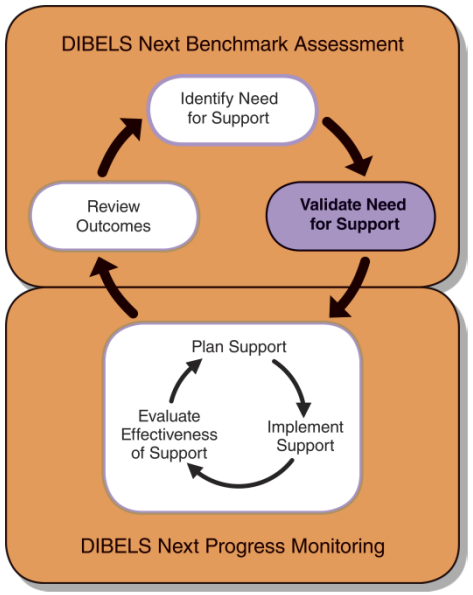
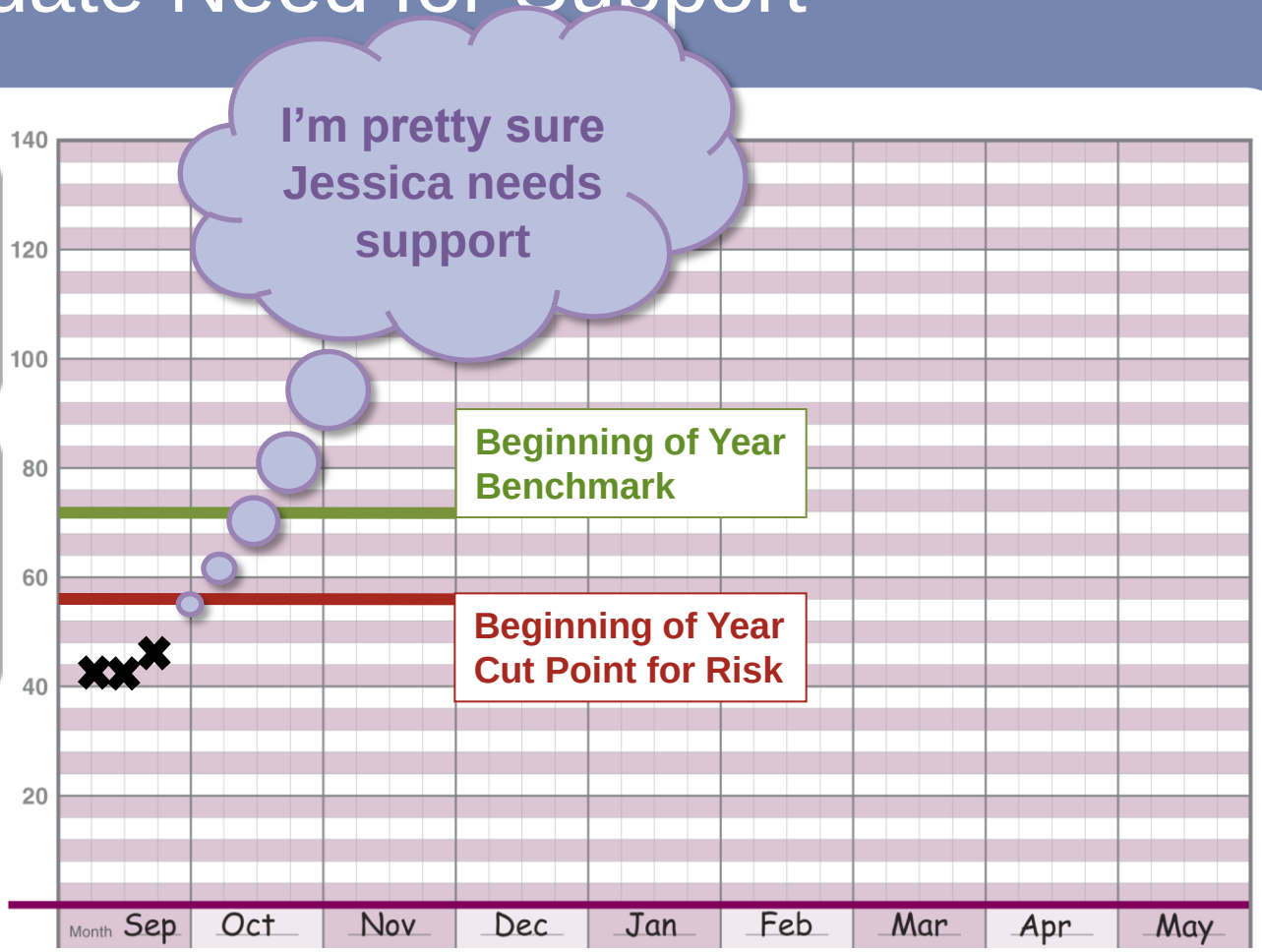
2. Validate Need for Support





- Use repeated assessment or other information to validate need for support.
- A pattern of performance on repeated measures increases our confidence in educational decisions.

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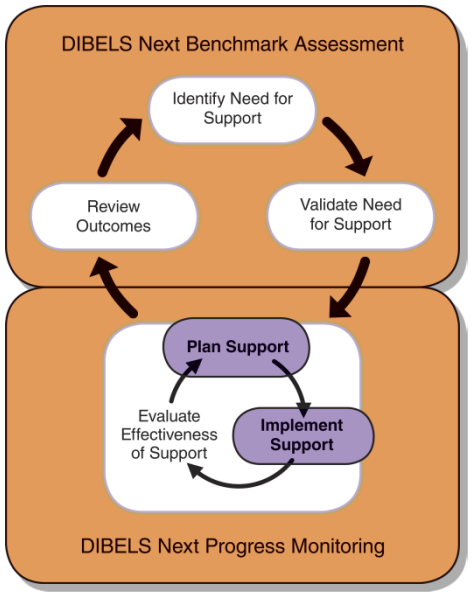
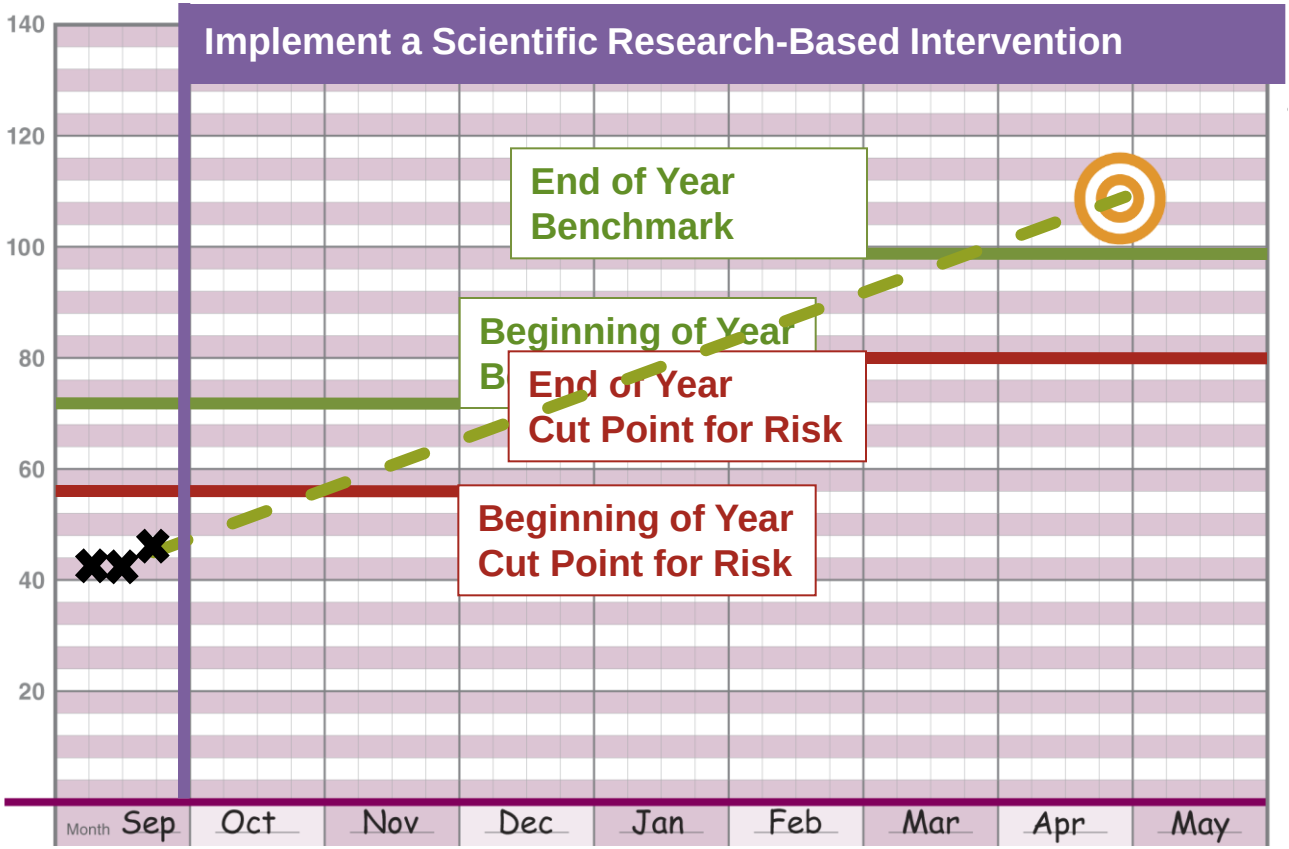
3. Plan and Implement Support





- First, establish a meaningful and ambitious goal.
- Second, establish an aimline necessary to achieve goal.
- Third, select and implement targeted intervention.

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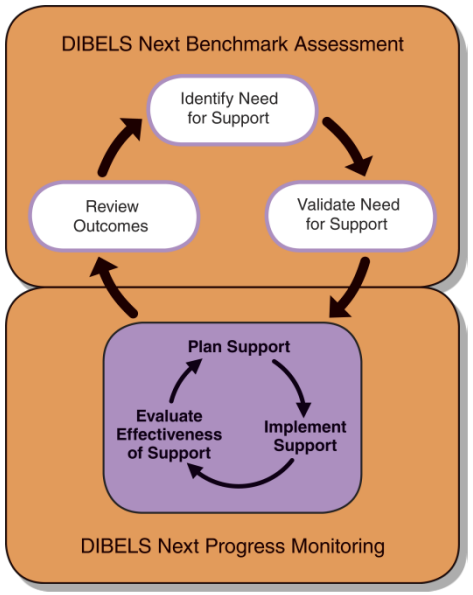
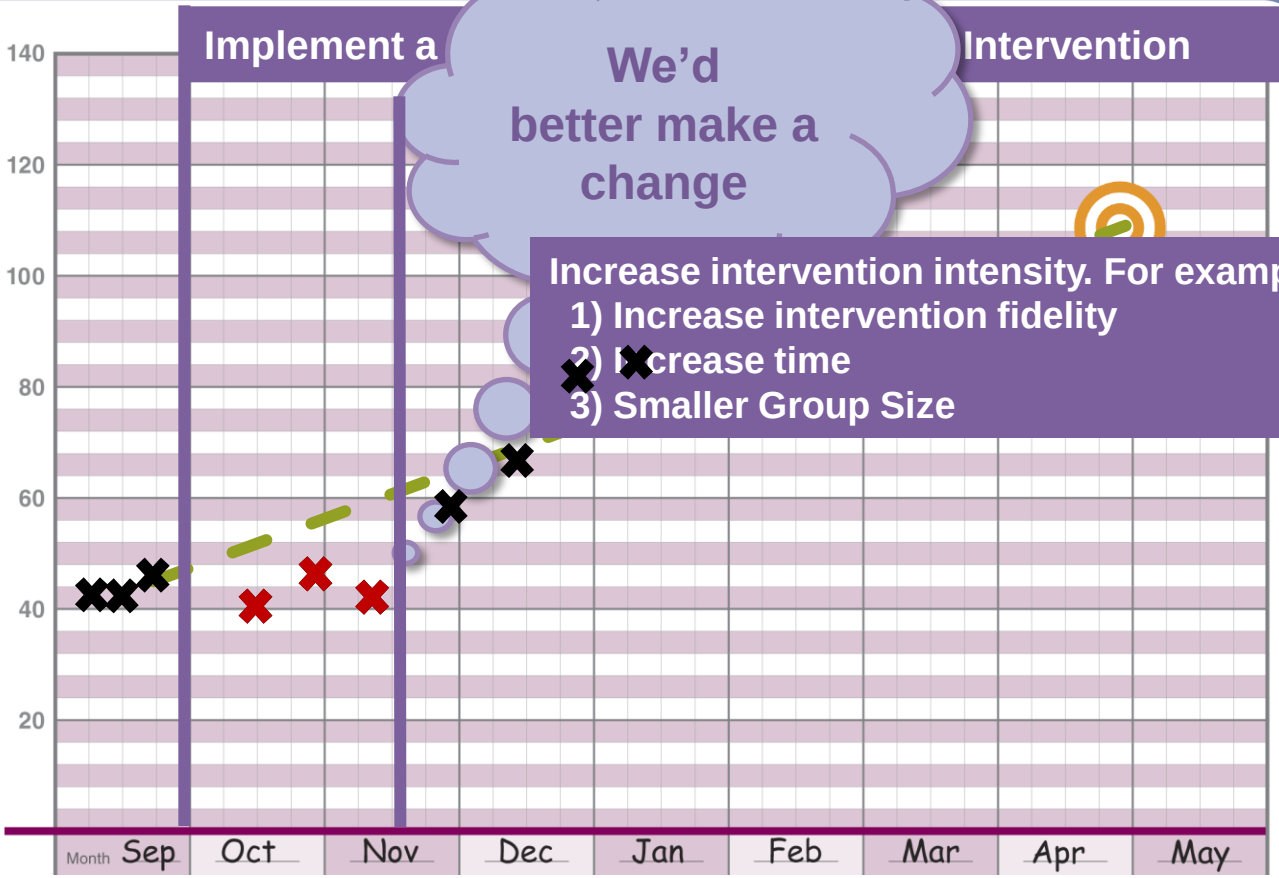
4. Evaluate and Modify Support





- Ongoing progress monitoring.
- Three consecutive assessments below the aimline: Consider making a change in intervention.

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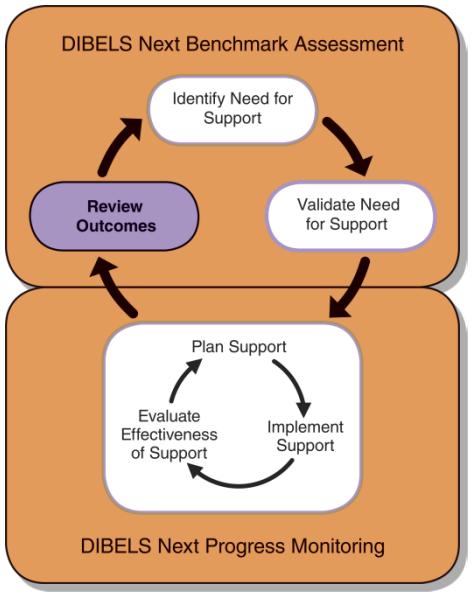
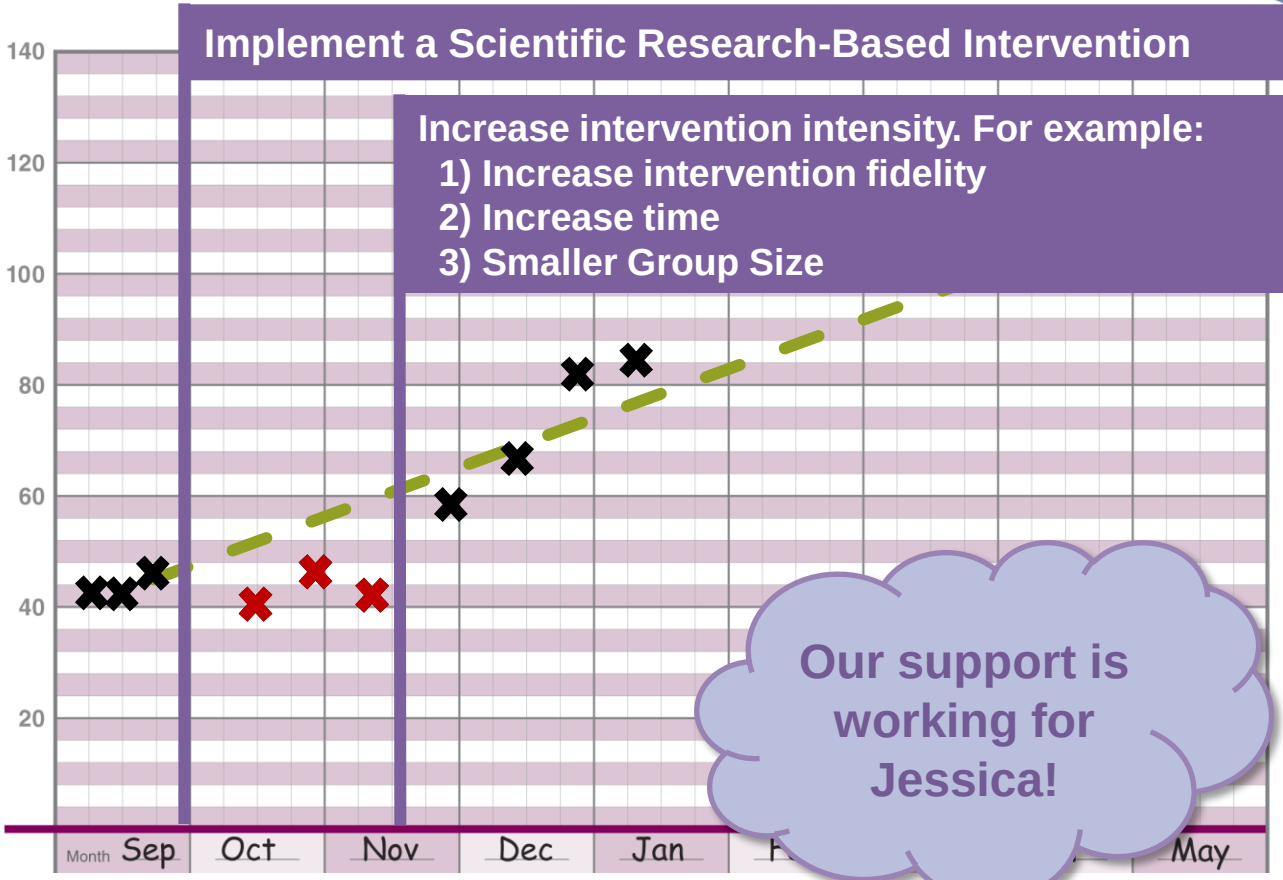
5. Review Outcomes





- Periodically review outcomes: How are we doing?
- Consider individual progress.
- Consider systems-level group progress.

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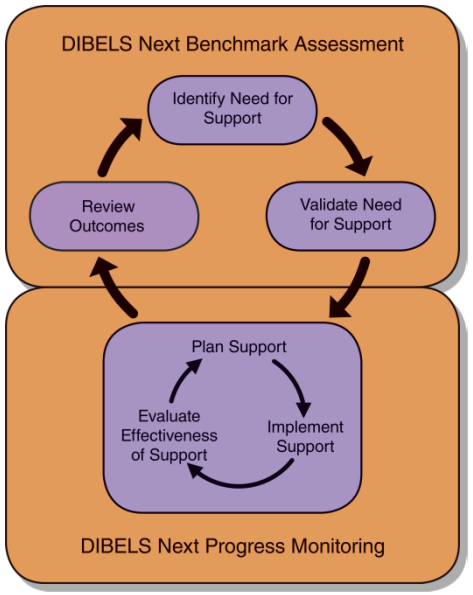
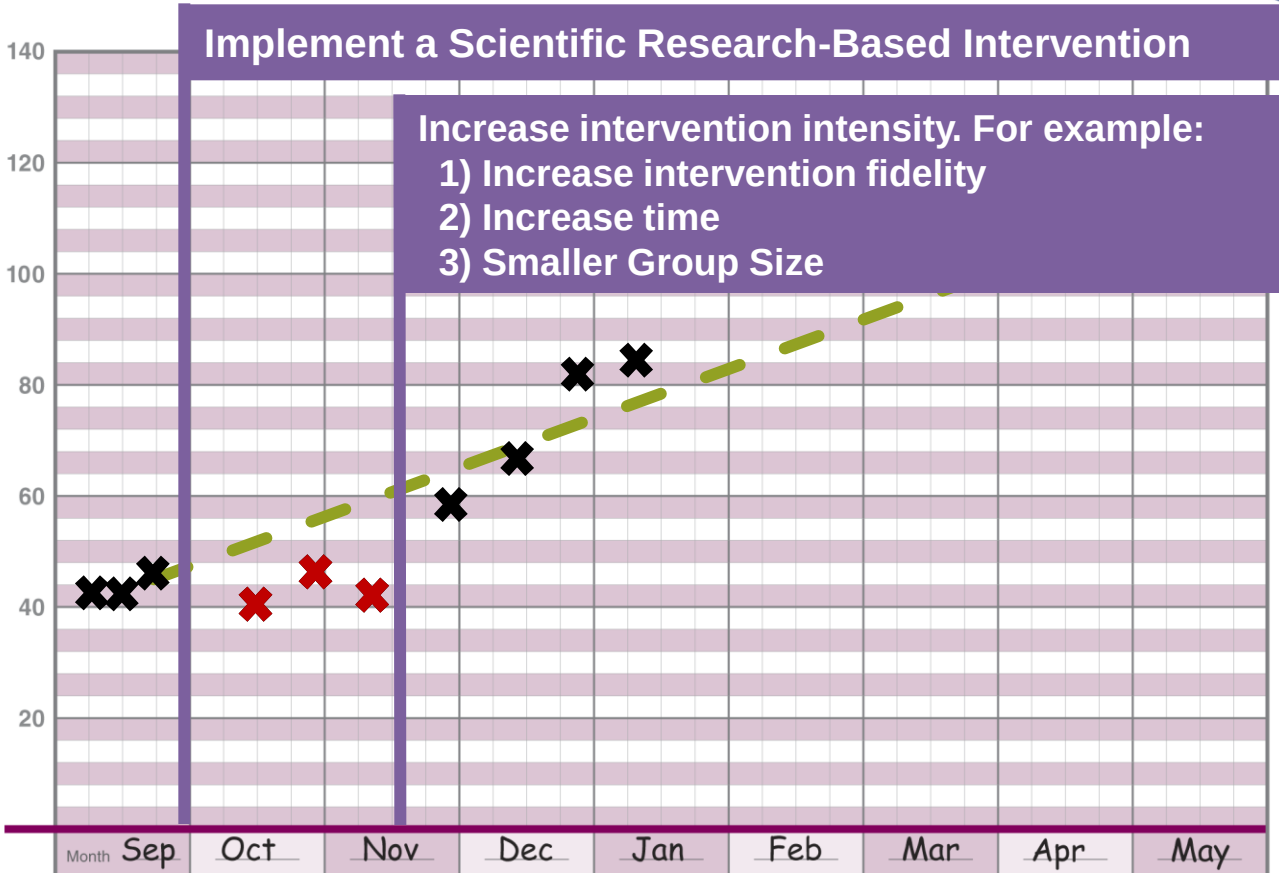
Outcomes-Driven Model in a Picture





Building Futures by Changing Outcomes

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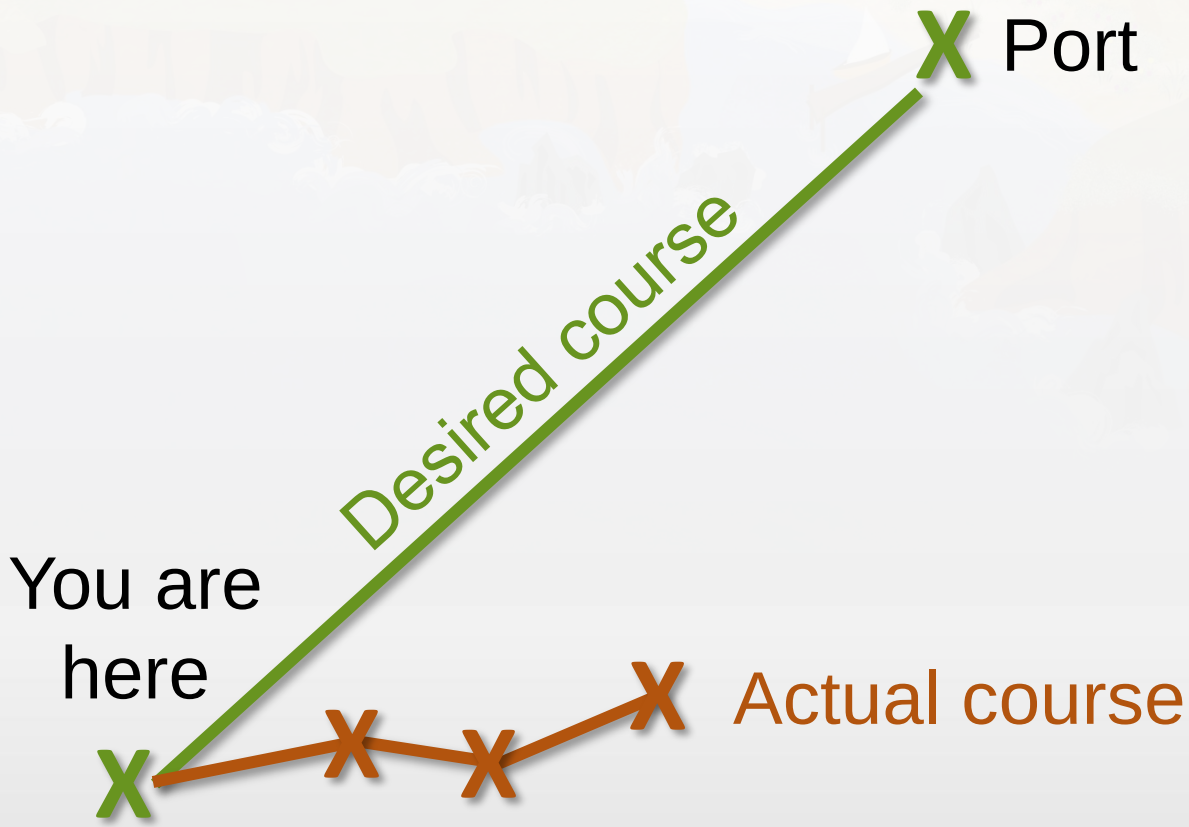
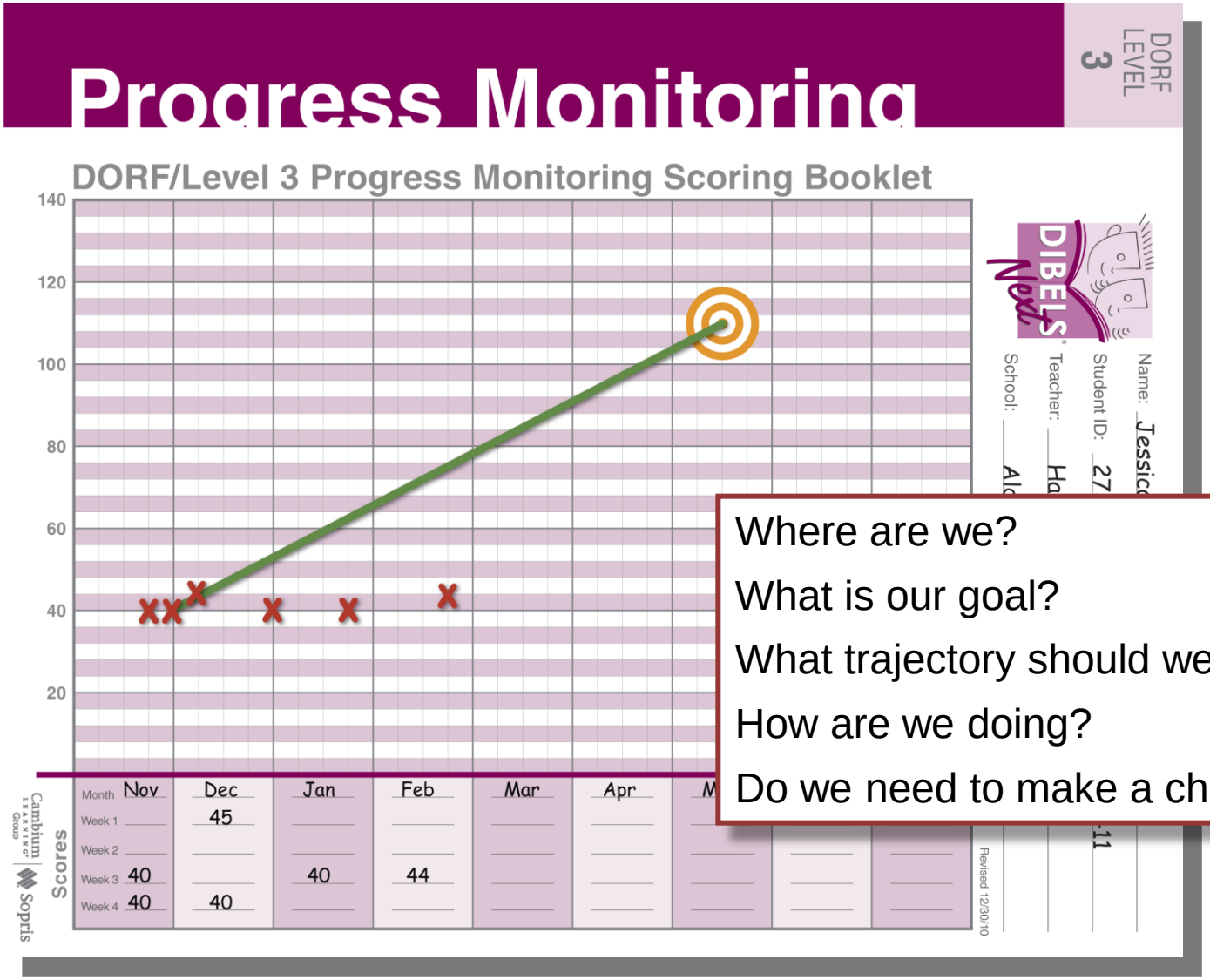


GPS: **ON** Where are we?

DIBELS® are the GPS for Educators Changing outcomes is the point.



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For more information:

http://www.dibels.org

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Appendix S - Powerpoint Presentation to Happy Valley School

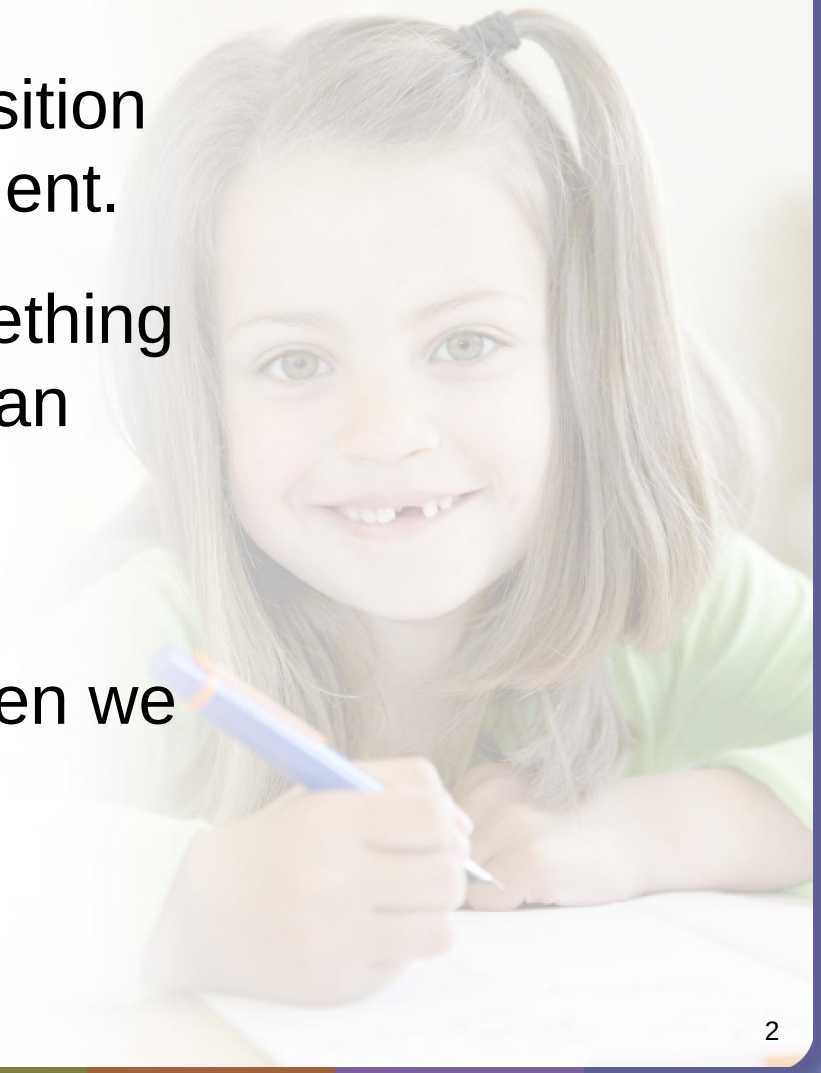
DIBELS
Happy Valley School

Dynamic Measurement Group

What is a Basic Early Literacy Skill?

A Basic Early Literacy Skill is:

- Predictive of reading acquisition and later reading achievement.
- Something we can do something about, i.e., something we can teach.
- Something that improves outcomes for children if/when we teach it.



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DIBELS® Assess the Basic Early Literacy Skills

	Measure	Basic Early Literacy Skill
FSF	First Sound Fluency	Phonemic Awareness
LNF	Letter Naming Fluency	None
PSF	Phoneme Segmentation Fluency	Phonemic Awareness
NWF	Nonsense Word Fluency	Alphabetic Principle and Basic Phonics
DORF	DIBELS Oral Reading Fluency (includes Retell)	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Daze	Daze	Reading Comprehension

DIBELS | Next

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What about LNF?

Letter naming is not a Basic Early Literacy Skill; there are no Benchmark Goals or Progress Monitoring materials for LNF.

- Letter naming is not the most powerful instructional target for students who are struggling to learn to read.
- This does not mean you do not teach letter naming.
  - Teach letter names in preschool and early in Kindergarten.
  - In Kindergarten and first grade teach letter names along with letter sounds.

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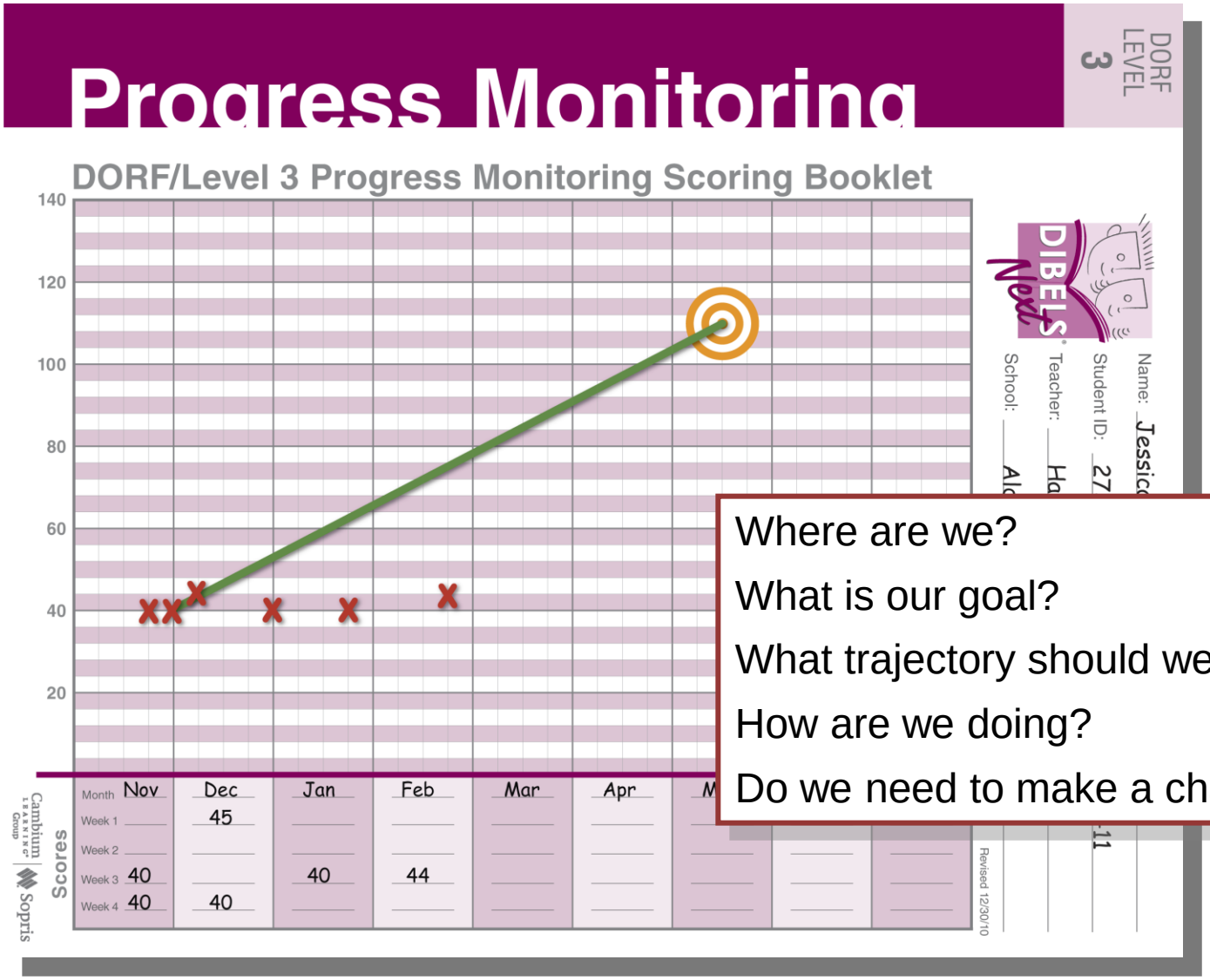
DIBELS® are the GPS for Educators Changing Outcomes is the Point.



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DIBELS® Benchmark Goals

What is a Benchmark Goal?

An empirically derived, criterion-referenced target score

- Represents the lowest level of performance on a measure that predicts reaching the next goal
- Consists of three parts: a basic early literacy skill, a level of performance, and a point in time

How are the Benchmark Goals derived?

Based on longitudinal research examining how a score on a measure at a point in time predicts later reading outcomes

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Three Levels of Performance Compared to Benchmark Goals

If a student achieves a Benchmark Goal, the odds are in favour of that student achieving later reading outcomes.

- Well Below Benchmark: Odds are greater than 10% in favour of the student needing intensive support to make adequate progress.
- Below Benchmark: Odds are greater than 10% but less than 20% in favour of the student needing intensive support to make adequate progress.
- At Benchmark: Odds are greater than 10% but less than 20% in favour of the student needing strategic support to make adequate progress.
- Above Benchmark: Odds are greater than 10% but less than 20% in favour of the student needing strategic support to make adequate progress.
- Well Above Benchmark: Odds are greater than 10% but less than 20% in favour of the student needing strategic support to make adequate progress.

Students who achieve Benchmark Goals are likely to make adequate progress in the core program.

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DIBELS Next® Benchmark Goals

What is a Composite Score?

- For each grade and time of year, the DIBELS Next measures that correlate highly with later outcomes are combined into a DIBELS Composite Score.
- Each measure is weighted so that all contribute approximately equally to the DIBELS Composite Score.
- The DIBELS Composite Score represents a rich and broad sample of behavior.
- Helps convey that all of the aspects of reading proficiency are critical – a student whose DIBELS Composite Score is At or Above Benchmark is reading accurately, at an adequate rate, and attending to the meaning of the passage.
- The DIBELS Composite is highly correlated with a broad range of reading outcomes.

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Review of First Sound Fluency

Dynamic Measurement Group

First Sound Fluency (FSF) Overview

Basic Early Literacy Skill	Phonemic Awareness
Administration Time	1 minute
Administration Schedule	Beginning of Kindergarten to middle of Kindergarten
Score	2 points for each correct initial phoneme and 1 point for each correct initial consonant blend, consonant plus vowel, or consonant blend plus vowel said by the student in 1 minute
Wait Rule	If the student does not respond within 3 seconds on a word, mark a slash (/) through the zero and say the next word
Discontinue Rule	Zero points in the first five words

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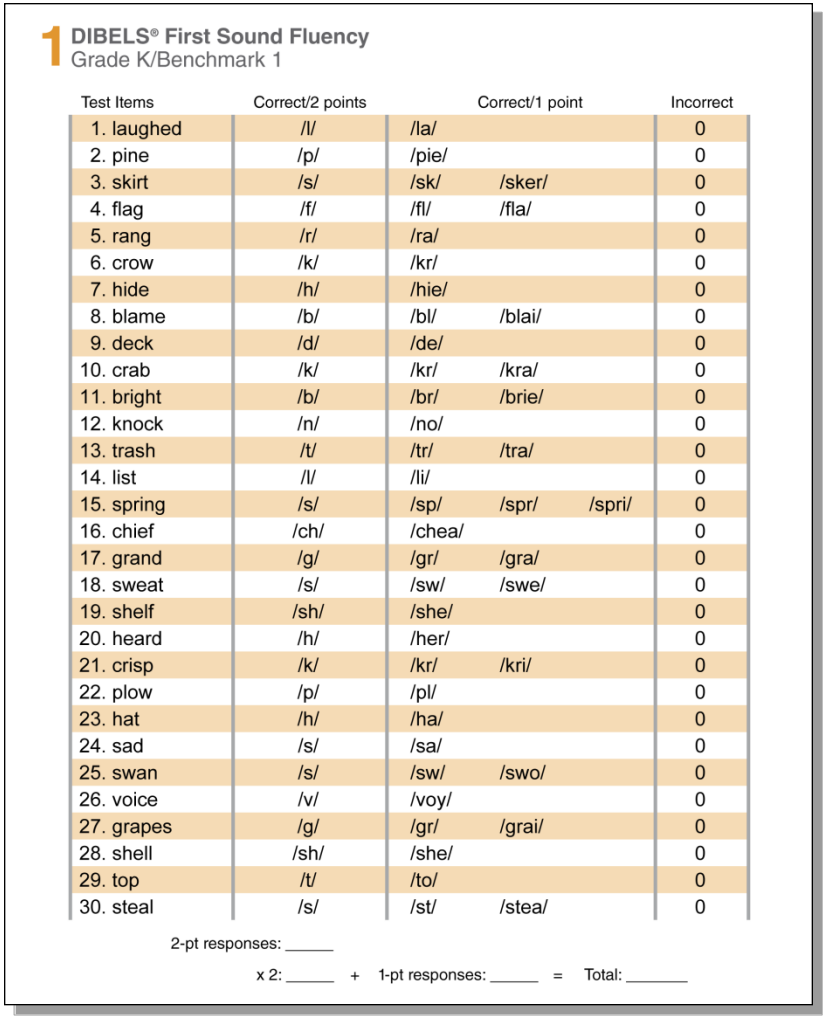
DIBELS® First Sound Fluency (FSF)

Format:

Assessor says a series of words one at a time to the student and asks the student to say the first sound in the word.

Score:

Number of points for correct responses in one minute.



1 DIBELS® First Sound Fluency
Grade K/Benchmark 1

Test Items	Correct/2 points	Correct/1 point			Incorrect
1. laughed	/l/	/la/			0
2. pine	/p/	/pie/			0
3. skirt	/s/	/sk/	/sker/		0
4. flag	/f/	/fl/	/fla/		0
5. rang	/r/	/ra/			0
6. crow	/k/	/kr/			0
7. hide	/h/	/hie/			0
8. blame	/b/	/bl/	/blai/		0
9. deck	/d/	/de/			0
10. crab	/k/	/kr/	/kra/		0
11. bright	/b/	/br/	/brie/		0
12. knock	/n/	/no/			0
13. trash	/t/	/tr/	/tra/		0
14. list	/l/	/li/			0
15. spring	/s/	/sp/	/spr/	/spri/	0
16. chief	/ch/	/chea/			0
17. grand	/g/	/gr/	/gra/		0
18. sweat	/s/	/sw/	/swe/		0
19. shelf	/sh/	/she/			0
20. heard	/h/	/her/			0
21. crisp	/k/	/kr/	/kri/		0
22. plow	/p/	/pl/			0
23. hat	/h/	/ha/			0
24. sad	/s/	/sa/			0
25. swan	/s/	/sw/	/swo/		0
26. voice	/v/	/voy/			0
27. grapes	/g/	/gr/	/grai/		0
28. shell	/sh/	/she/			0
29. top	/t/	/to/			0
30. steal	/s/	/st/	/stea/		0

2-pt responses: _____

x 2: _____ + 1-pt responses: _____ = Total: _____

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FSF Directions: Practice Item 1

Say the words in ***bold italic*** type.

▶Practice item #1) ***Listen to me say this word, "man." The first sound that you hear in the word "man" is /mmm/. Listen. /mmm/. "Man." What is the first sound you hear in the word "man"?***

Correct response /mmm/ or /ma/	***Good. /mmm/ is the first sound in "man."***	▶(Present practice item #2.)

Incorrect response Student does not respond within 3 seconds or responds incorrectly	***/mmm/ is the first sound you hear in the word "man." Listen. /mmm/. "Man." Say it with me. /mmm/. Let's try it again. What is the first sound you hear in the word "man"?***	*Correct response*	***Good.***	▶(Present practice item #2.)
		Incorrect response	***/mmm/. Say /mmm/.***	▶ *Correct* ***Good.*** ▶(Present practice item #2.)
				▶ *Incorrect* ***Okay.*** ▶(Present practice item #2.)

DIBELS | Next

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FSF Directions: Practice Item 2

▶ Practice item #2) ***Listen to me say another word, "moon." What is the first sound you hear in the word "moon"?***

Correct response /mmm/ or /ma/	***Good. /mmm/ is the first sound in "moon."***	▶ (Present practice item #3.)

Incorrect response Student does not respond within 3 seconds or responds incorrectly	***/mmm/ is the first sound you hear in the word "moon." Listen. /mmm/. "Moon." Say it with me. /mmm/. Let's try it again. What is the first sound you hear in the word "moon"?***	*Correct response*	***Good.***	▶ (Present practice item #3.)
		Incorrect response	***/mmm/. Say /mmm/.***	*Correct* / ***Good.*** ▶ (Present practice item #3.) *Incorrect* / ***Okay.*** ▶ (Present practice item #3.)

▶ Go to the next page.

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FSF Directions: Practice Item 3

▶ Practice item #3) ***Let's try another word, "sun."*** (Wait up to 3 seconds for the student to respond.) If the student does not respond, ask, ***What is the first sound you hear in the word "sun"?***

Correct response /sss/ or /su/	***Good. /sss/ is the first sound in "sun."***	▶ (Begin testing.)

Incorrect response Student does not respond within 3 seconds or responds incorrectly	***/sss/ is the first sound you hear in the word "sun." Listen. /sss/. "Sun." Say it with me. /sss/. Let's try it again. What is the first sound you hear in the word "sun"?***	*Correct response*	***Good.***	▶ (Begin testing.)	
		Incorrect response	***/sss/. Say /sss/.***	*Correct*	***Good.*** ▶ (Begin testing.)
				Incorrect	***Okay.*** ▶ (Begin testing.)

▶Begin Testing. ***Now I am going to say more words.You tell me the first sound you hear in the word.***

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Scoring Rules

1	**Circle** the corresponding listed sound or sounds that a student says for a word.
2	Put a **slash** (/) **through** the zero on the scoring page for an incorrect response or no response within 3 seconds.
3	**Write "sc"** over the slash and **circle** the corresponding sounds or group of sounds in the student's response if the student self-corrects an error.

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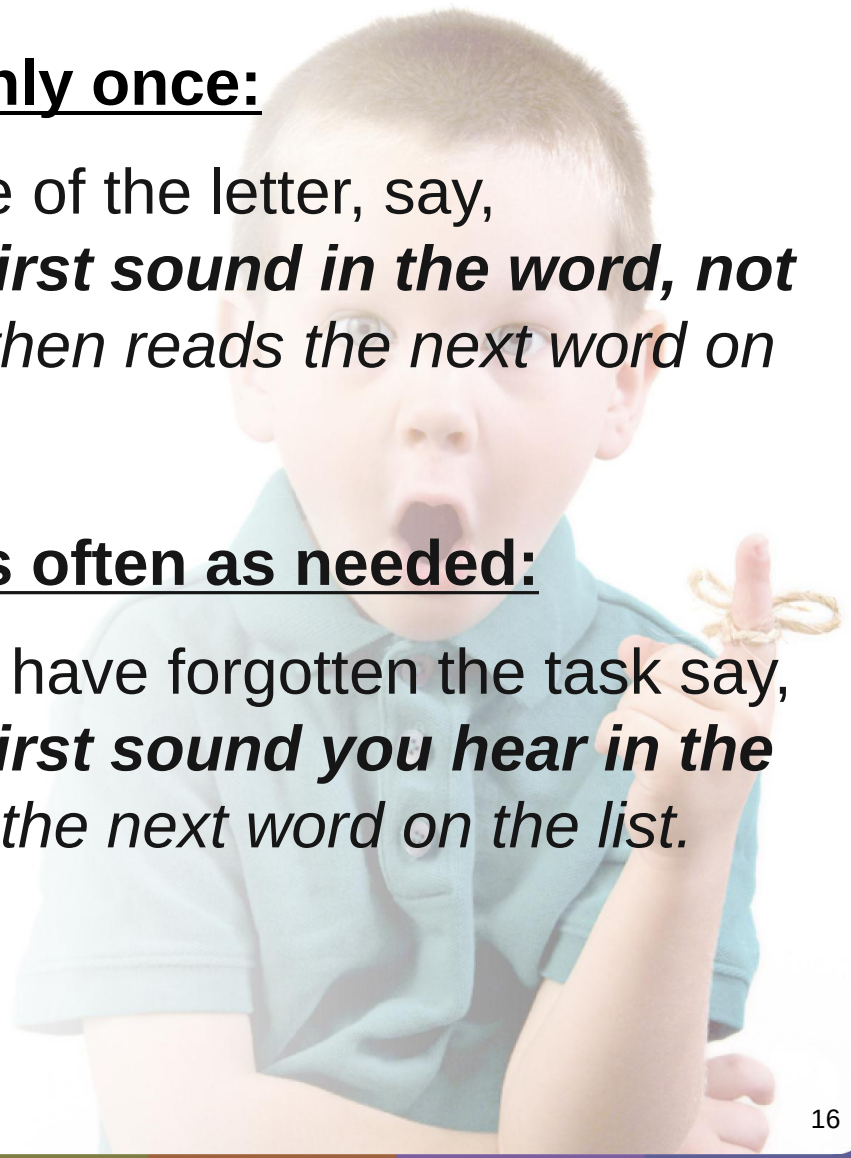
Reminders

This reminder may be given **only once:**

- If the student says the name of the letter, say, ***Remember to tell me the first sound in the word, not the letter name.*** *Assessor then reads the next word on the list.*

This reminder may be given **as often as needed:**

- If you think the student may have forgotten the task say, ***Remember to tell me the first sound you hear in the word.*** *Assessor then reads the next word on the list.*



DIBELS | Next

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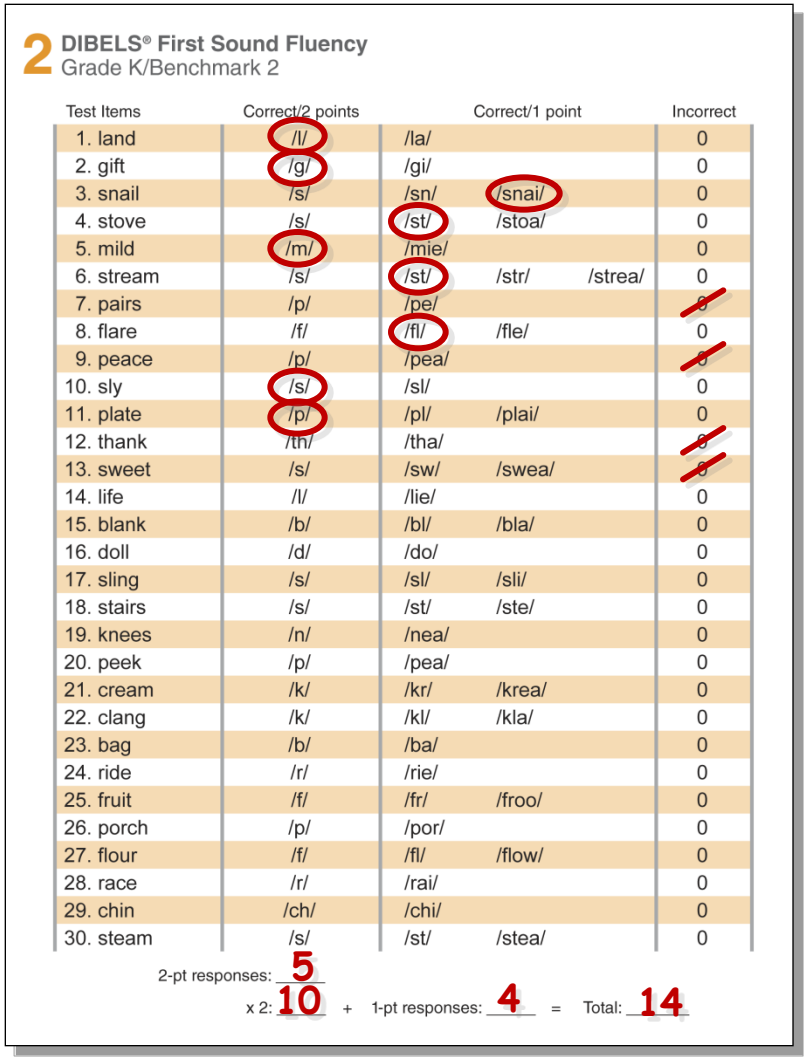
At a Later Time, Compute the Final Score

- Add the total number of correct responses in each column of the score sheet (2-point and 1-point responses).
- Multiply the number of responses from the 2-point column by two and record that number in the space provided.
- Add the number of points from both columns to arrive at the final score.



2 DIBELS® First Sound Fluency
Grade K/Benchmark 2

Test Items	Correct/2 points	Correct/1 point			Incorrect
1. land	/l/	/la/			0
2. gift	/g/	/gi/			0
3. snail	/s/	/sn/	/snai/		0
4. stove	/s/	/st/	/stoa/		0
5. mild	/m/	/mie/			0
6. stream	/s/	/st/	/str/	/strea/	0
7. pairs	/p/	/pe/			0
8. flare	/f/	/fl/	/fle/		0
9. peace	/p/	/pea/			0
10. sly	/s/	/sl/			0
11. plate	/p/	/pl/	/plai/		0
12. thank	/th/	/tha/			0
13. sweet	/s/	/sw/	/swea/		0
14. life	/l/	/lie/			0
15. blank	/b/	/bl/	/bla/		0
16. doll	/d/	/do/			0
17. sling	/s/	/sl/	/sli/		0
18. stairs	/s/	/st/	/ste/		0
19. knees	/n/	/nea/			0
20. peek	/p/	/pea/			0
21. cream	/k/	/kr/	/krea/		0
22. clang	/k/	/kl/	/kla/		0
23. bag	/b/	/ba/			0
24. ride	/r/	/rie/			0
25. fruit	/f/	/fr/	/froo/		0
26. porch	/p/	/por/			0
27. flour	/f/	/fl/	/flow/		0
28. race	/r/	/rai/			0
29. chin	/ch/	/chi/			0
30. steam	/s/	/st/	/stea/		0

2-pt responses: 5
x 2: 10 + 1-pt responses: 4 = Total: 14

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Review of Letter Naming Fluency

Dynamic Measurement Group

Letter Naming Fluency (LNF) Overview

Basic Early Literacy Skill	None
Administration Time	1 minute
Administration Schedule	Beginning of kindergarten to beginning of first grade
Score	Number of letters named correctly in 1 minute
Wait Rule	If the student does not name a letter within 3 seconds, mark a slash (***/***) through the letter and say the correct letter name.
Discontinue Rule	No letters named correctly in the first row

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Letter Naming Fluency (LNF)

Format:
Assessor shows the student the page of letters. Student says the names of the letters.

Score:
Number of letters correctly named in 1 minute.

1 DIBELS® Letter Naming Fluency
Grade K/Benchmark 1

s	J	z	v	e	X	T	t	V	D
f	F	W	Q	P	q	l	c	O	o
R	n	B	w	g	E	d	u	p	y
S	m	x	L	k	Z	a	Y	H	j
i	K	U	M	G	r	A	N	h	C
I	b	S	F	f	u	L	A	m	B
V	T	Y	G	e	W	E	a	N	X
l	b	M	C	q	z	P	x	i	Q
g	J	O	s	d	Z	K	o	v	j
D	t	h	w	R	U	c	r	I	k
n	H	y	p	s	J	z	v	e	X

Total Correct: _____

LNF Response Patterns:

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Other

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LNF Administration Directions

Put the student copy of the materials in front of the student and say:

- ***I am going to show you some letters. I want you to point to each letter and say its name.*** (Put the page of letters in front of the student.)
- Begin testing.***Start here*** (point to the first letter at the top of the page). ***Go this way*** (sweep your finger across the first two rows of letters) ***and say each letter name. Put your finger under the first letter*** (point). ***Ready, begin.***

DIBELS | Next

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Scoring Rules

The student receives 1 point for each correct letter named in 1 minute.

1	Leave **blank** any letters named correctly.
2	**Slash (/)** any letter that the student omits or names incorrectly.
3	**Write "sc"** above any letter that had previously been slashed and was self-corrected within 3 seconds. Count that letter as correct.
4	**Draw a line** through any row the student skips and do not count that row in scoring.

DIBELS | Next

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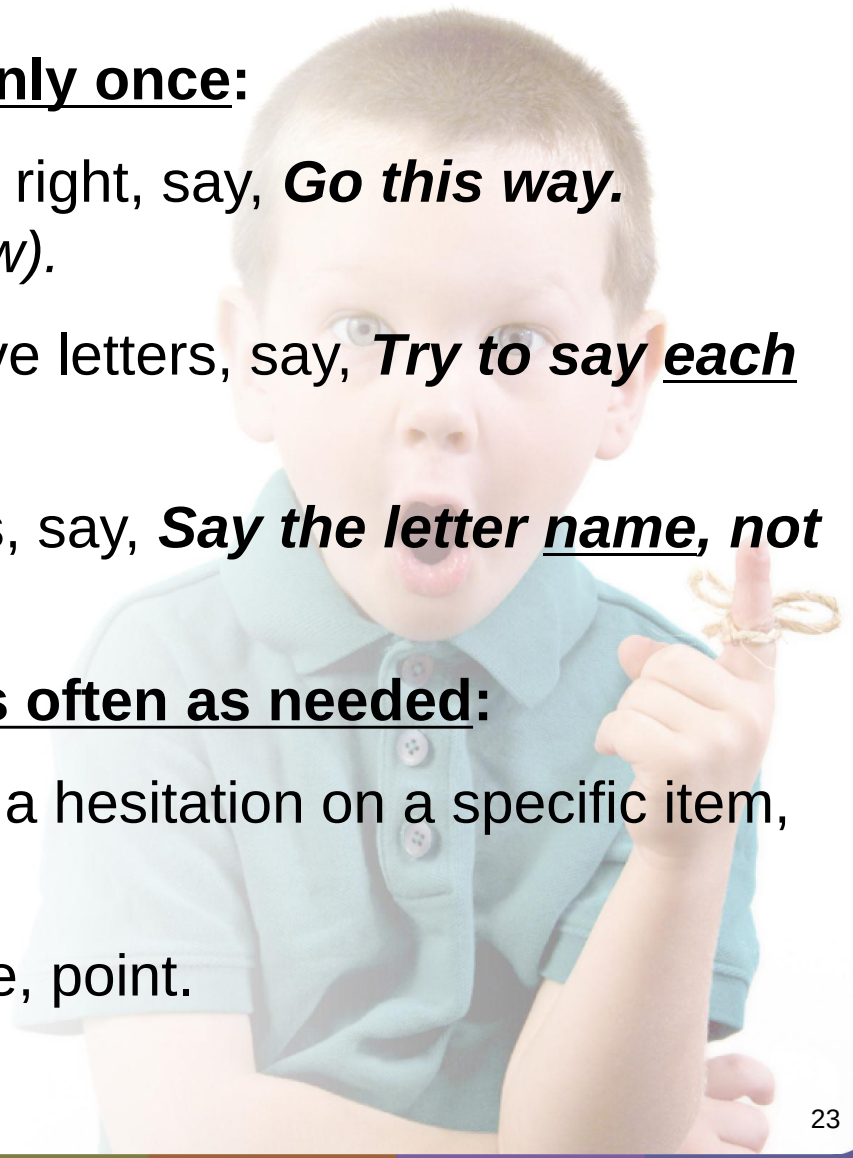
Reminders



These reminders may be given **only once:**

- If the student does not go left to right, say, ***Go this way.*** *(Sweep your finger across the row).*
- If the student skips 4 consecutive letters, say, ***Try to say each letter name.***
- If the student says letter sounds, say, ***Say the letter name, not its sound.***

These reminders may be used **as often as needed:**

- If the student stops and it is not a hesitation on a specific item, say, ***Keep going***.
- If the student loses his/her place, point.

DIBELS | Next

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At a Later Time, Compute the Final Score

Add the number of correct letters named up to the bracket. Record the total number of letters correctly named in the space provided in the lower right-hand corner of the scoring page.

1 DIBELS® Letter Naming Fluency
Grade K/Benchmark 1

s	J	z	v	e	X	T	b	V	D
f	F	W	Q	P	q	t	c	O	o
R	n	B	w	g	z	d	u	p	y
S	m	x	L	k	Z	a	Y	H	j
i	K	U	M	G	r	A	N	h	C
I	b	S	F	f	u	L	A	m	B
V	T	Y	G	e	W	E	a	N	X
l	b	M	C	q	z	P	x	i	Q
g	J	O	s	d	Z	K	o	v	j
D	t	h	w	R	U	c	r	I	k
n	H	y	p	s	J	z	v	e	X

Total Correct: 23

LNF Response Patterns:

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Other

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Review of Phoneme Segmentation Fluency

Dynamic Measurement Group

Phoneme Segmentation Fluency (PSF) Overview

Basic Early Literacy Skill	Phonemic Awareness
Administration Time	1 minute
Administration Schedule	Middle of kindergarten to beginning of first grade
Score	Number of correct sound segments the student says in 1 minute
Wait Rule	No response within 3 seconds, say the next word
Discontinue Rule	Zero correct sound segments in the first five words

DIBELS | Next

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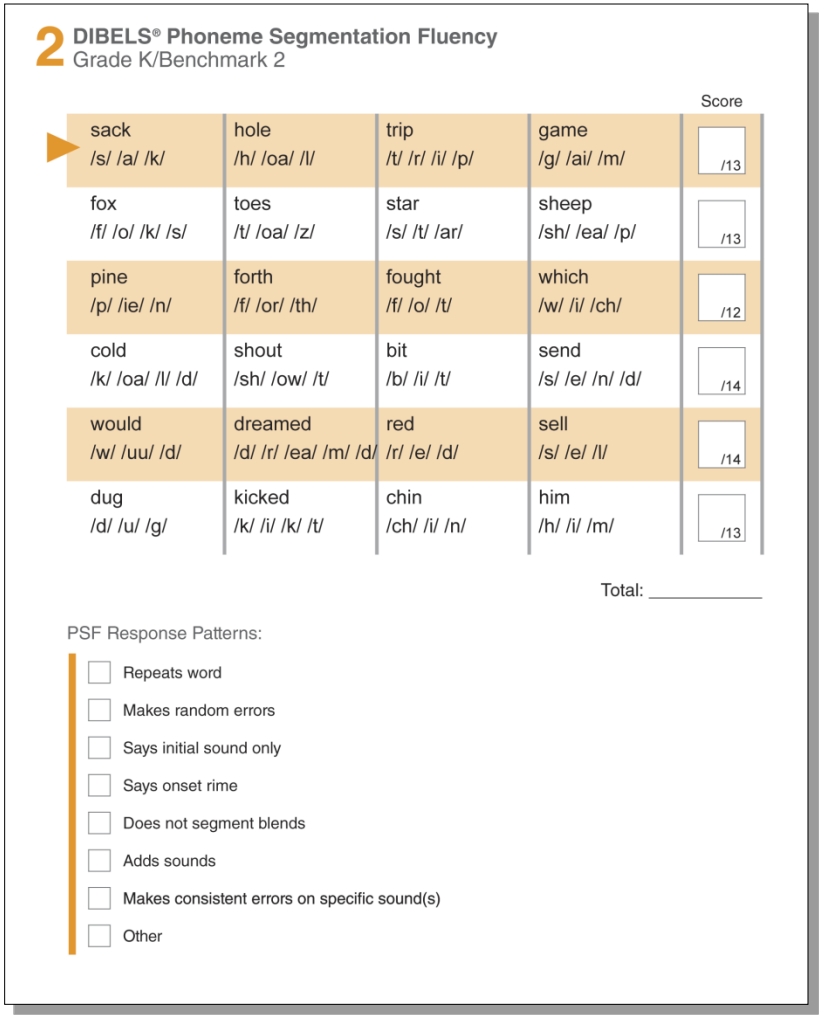
Phoneme Segmentation Fluency (PSF)

Format:
Assessor says a word. Student says the sounds in the word.

Score:
Number of points for correct responses in one minute.



2 DIBELS® Phoneme Segmentation Fluency
Grade K/Benchmark 2

				Score
sack /s/ /a/ /k/	hole /h/ /oa/ /l/	trip /t/ /r/ /i/ /p/	game /g/ /ai/ /m/	/13
fox /f/ /o/ /k/ /s/	toes /t/ /oa/ /z/	star /s/ /t/ /ar/	sheep /sh/ /ea/ /p/	/13
pine /p/ /ie/ /n/	forth /f/ /or/ /th/	fought /f/ /o/ /t/	which /w/ /i/ /ch/	/12
cold /k/ /oa/ /l/ /d/	shout /sh/ /ow/ /t/	bit /b/ /i/ /t/	send /s/ /e/ /n/ /d/	/14
would /w/ /uu/ /d/	dreamed /d/ /r/ /ea/ /m/ /d/	red /r/ /e/ /d/	sell /s/ /e/ /l/	/14
dug /d/ /u/ /g/	kicked /k/ /i/ /k/ /t/	chin /ch/ /i/ /n/	him /h/ /i/ /m/	/13

Total: _____

PSF Response Patterns:

- ☐ Repeats word
- ☐ Makes random errors
- ☐ Says initial sound only
- ☐ Says onset rime
- ☐ Does not segment blends
- ☐ Adds sounds
- ☐ Makes consistent errors on specific sound(s)
- ☐ Other

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PSF Administration Directions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim.

▶ ***We are going to say the sound in words. Listen to me say all the sounds in the word "fan." /f/ /a/ /n/. Listen to another word,*** (pause) ***"jump." /j/ /u/ /m/ /p/." Your turn. Say all the sounds in "soap."***

Correct response /s/ /oa/ /p/	***Very good saying all the sounds in "soap."***			(Begin testing.)
Incorrect Response Anything other than /s/ /oa/ /p/	***I said "soap" so you say /s/ /oa/ /p/. Your turn. Say all the sounds in "soap."***	*Correct response*	***Good.***	(Begin testing.)
		Incorrect response	***Okay.***	(Begin testing.)

▶ Begin testing. ***I am going to say more words. I will say the word and you say all the sounds in the word.*** (Say the first word from the list in the scoring booklet.)

DIBELS | Next

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Scoring Rules

1	**Underline** each different, correct sound segment the student says.
2	Put a **slash** (/) **through** segments pronounced incorrectly.
3	Leave **blank** any omitted sound segments.
4	**Circle** entire words when the student repeats the word without providing any sound segments.
5	**Write "sc"** over the slash if the student self-corrects an error within 3 seconds.

DIBELS | Next

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Reminders

These reminders may be given **only once**:

- If a student spells the word, say, ***Say all the sounds in the word.***

- If a student repeats the word, say, ***Remember to say all the sounds in the word.***

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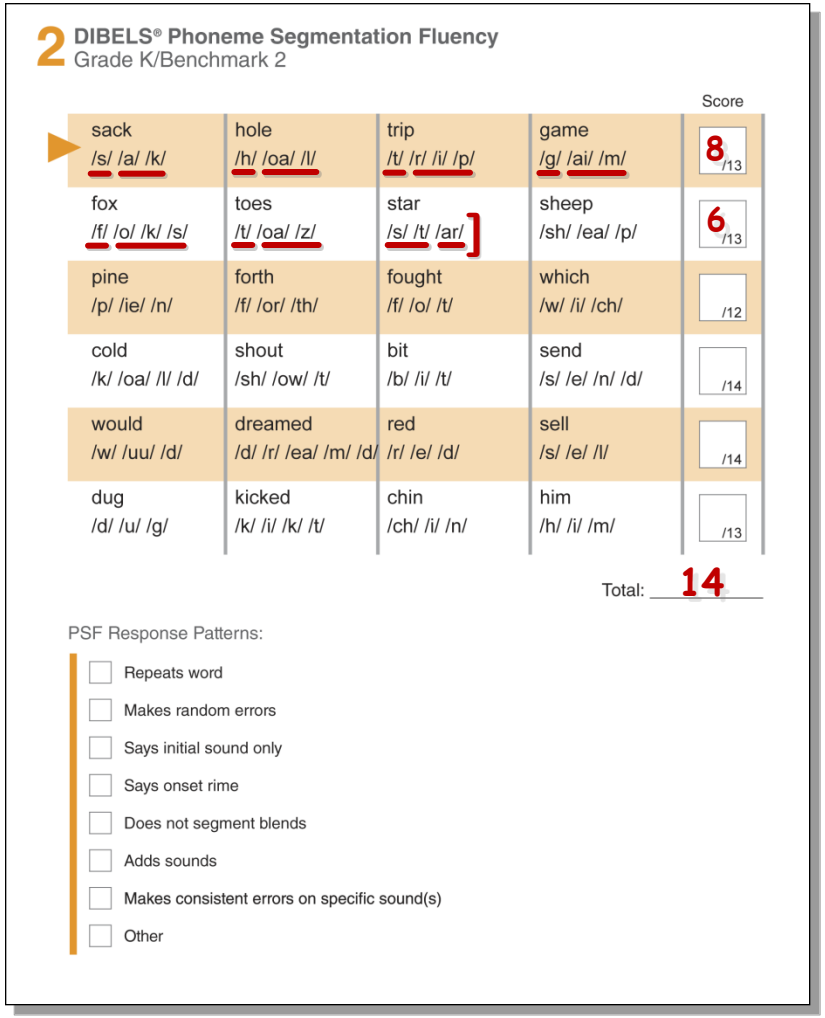
At a Later Time, Compute the Final Score

- Add number of correct sound segments for each line (up to bracket). Record total for each line in space provided in right-hand column of scoring page.
- Add number of correct sound segments from each line. Record total number of correct sound segments in space provided in lower right-hand corner of scoring page.



2 DIBELS® Phoneme Segmentation Fluency
Grade K/Benchmark 2

				Score
sack /s/ /a/ /k/	hole /h/ /oa/ /l/	trip /t/ /r/ /i/ /p/	game /g/ /ai/ /m/	8 /13
fox /f/ /o/ /k/ /s/	toes /t/ /oa/ /z/	star /s/ /t/ /ar/]	sheep /sh/ /ea/ /p/	6 /13
pine /p/ /ie/ /n/	forth /f/ /or/ /th/	fought /f/ /o/ /t/	which /w/ /i/ /ch/	/12
cold /k/ /oa/ /l/ /d/	shout /sh/ /ow/ /t/	bit /b/ /i/ /t/	send /s/ /e/ /n/ /d/	/14
would /w/ /uu/ /d/	dreamed /d/ /r/ /ea/ /m/ /d/	red /r/ /e/ /d/	sell /s/ /e/ /l/	/14
dug /d/ /u/ /g/	kicked /k/ /i/ /k/ /t/	chin /ch/ /i/ /n/	him /h/ /i/ /m/	/13

Total: 14

PSF Response Patterns:

- ☐ Repeats word
- ☐ Makes random errors
- ☐ Says initial sound only
- ☐ Says onset rime
- ☐ Does not segment blends
- ☐ Adds sounds
- ☐ Makes consistent errors on specific sound(s)
- ☐ Other

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Review of Nonsense Word Fluency

Dynamic Measurement Group

Nonsense Word Fluency (NWF)

Basic Early Literacy Skill	Alphabetic Principle and Basic Phonics
Administration Time	1 minute
Administration Schedule	Middle of kindergarten to beginning of second grade
Score	Number of correct letter sounds (CLS) and number of whole words read without sounding out (WWR)
Wait Rule	If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound. If the student responds with whole words, allow 3 seconds, then provide the correct word.
Discontinue Rule	No correct letter sounds in the first row

DIBELS | Next

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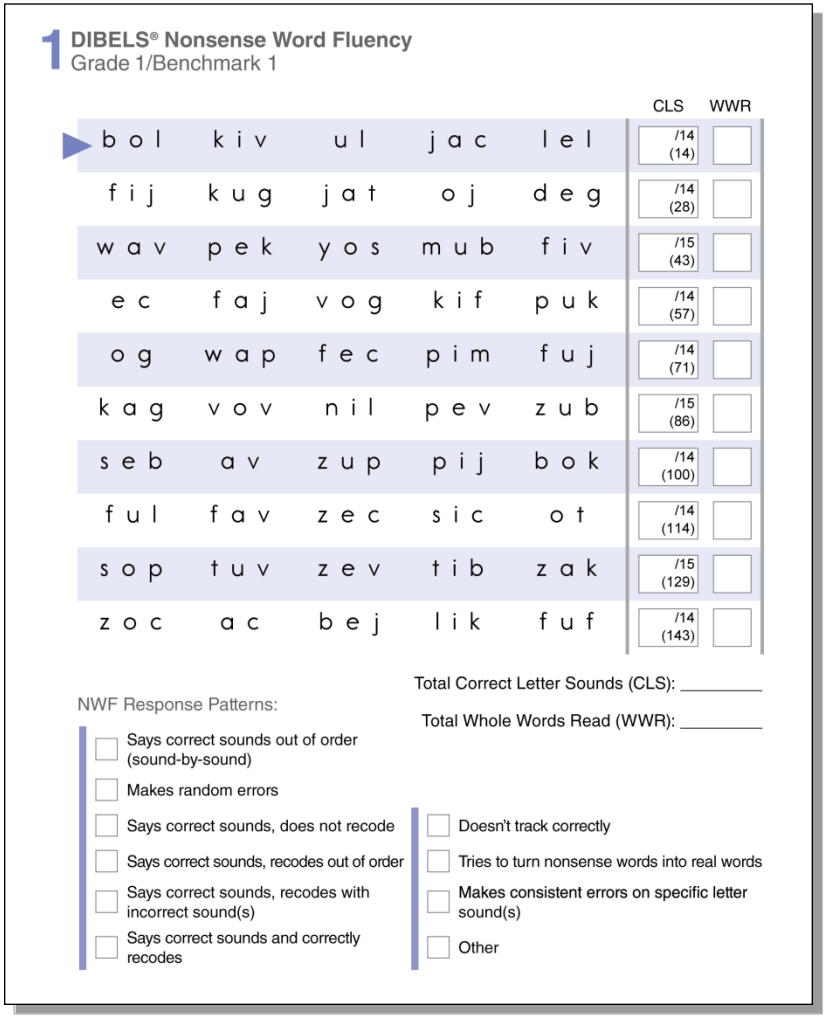
DIBELS® Nonsense Word Fluency (NWF)

Format:
Assessor shows a page of nonsense words to student. Student reads the words.

Score:
1) Number of correct letter sounds (CLS) student reads in 1 minute. 2) Number of whole words read (WWR) without first being sounded out.



1 DIBELS® Nonsense Word Fluency
Grade 1/Benchmark 1

					CLS	WWR
bol	kiv	ul	jac	lel	/14 (14)	
fij	kug	jat	oj	deg	/14 (28)	
wav	pek	yos	mub	fiv	/15 (43)	
ec	faj	vog	kif	puk	/14 (57)	
og	wap	fec	pim	fuj	/14 (71)	
kag	vov	nil	pev	zub	/15 (86)	
seb	av	zup	pij	bok	/14 (100)	
ful	fav	zec	sic	ot	/14 (114)	
sop	tuv	zev	tib	zak	/15 (129)	
zoc	ac	bej	lik	fuf	/14 (143)	

Total Correct Letter Sounds (CLS): _____

Total Whole Words Read (WWR): _____

NWF Response Patterns:

- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Says correct sounds, does not recode
- ☐ Says correct sounds, recodes out of order
- ☐ Says correct sounds, recodes with incorrect sound(s)
- ☐ Says correct sounds and correctly recodes
- ☐ Doesn't track correctly
- ☐ Tries to turn nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other

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NWF Directions: Practice Item

Say the words in ***bold italic*** type verbatim.

▶ ***We are going to read some make-believe words. Listen. This word is "sog."*** (Run your finger under the word as you say it.) ***The sounds are /s/ /o/ /g/*** (point to each letter). ***Your turn. Read this make-believe word*** (point to the word "mip"). ***If you can't read the whole word, tell me any sounds you know.***

Correct Whole Word Read mip	***Very good reading the word "mip."***	▶ (Begin testing)
Correct Letter Sounds Any other response with all the correct letter sounds	***Very good. /m/ /i/ /p/*** (point to each letter) ***or "mip"*** (run your finger under the word as you say it).	▶ (Begin testing)
Incorrect response No response within 3 seconds, or response includes any errors	***Listen. /m/ /i/ /p/*** (Run your finger under the letters as you say the sounds,) ***Your turn. Read this make-believe word.*** (Point to the word "mip.") ***If you can't read the whole word, tell me any sounds you know.***	▶ *Correct response* ***Very good.*** (Begin testing) ▶ *Incorrect response* ***Okay.*** (Begin testing)

▶ Begin testing. ***I would like you to read more make-believe words. Do your best reading. If you can't read the whole word, tell me any sounds you know.*** (Place the student copy in front of the student.) ***Put your finger under the first word. Ready, begin.***

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Scoring Rules

1	**Underline** each letter sound the student says correctly, either in isolation or blended together with other sounds in the word.
2	Put a **slash** (***/***) over each letter sound read incorrectly.
3	Leave **blank** any omitted or inserted letter sounds or words. When a student is reading sound-by-sound, leave blank any inserted letter sounds. When the student is reading word-by-word, slash the underline to indicate any inserted letter sounds.
4	**Write "sc"** above any letter sound or word that had been previously slashed and was self-corrected within 3 seconds. Count that letter sound as correct. Credit is only given for WWR when the student reads the whole word completely and correctly the first time.
5	**Draw a line** through any row the student skips. Do not count the row when scoring.

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Scores

Correct Letter Sounds (CLS):

- The number of letter sounds produced correctly in 1 minute. For example, if the student reads dif as /d/ /i/ /f/ the score for Correct Letter Sounds is 3. If the student reads *dif as /di/ /f/ or* "dif," the score is also 3.

Whole Words Read (WWR):

- The number of make-believe words read correctly as a whole word without first being sounded out. For example, if the student reads *dif as "dif," the score is 3 points for CLS and 1* point for WWR, but if the student reads *dif as "/d/ /i/ /f/ dif," the score is 3 points for CLS but 0 points for* WWR.

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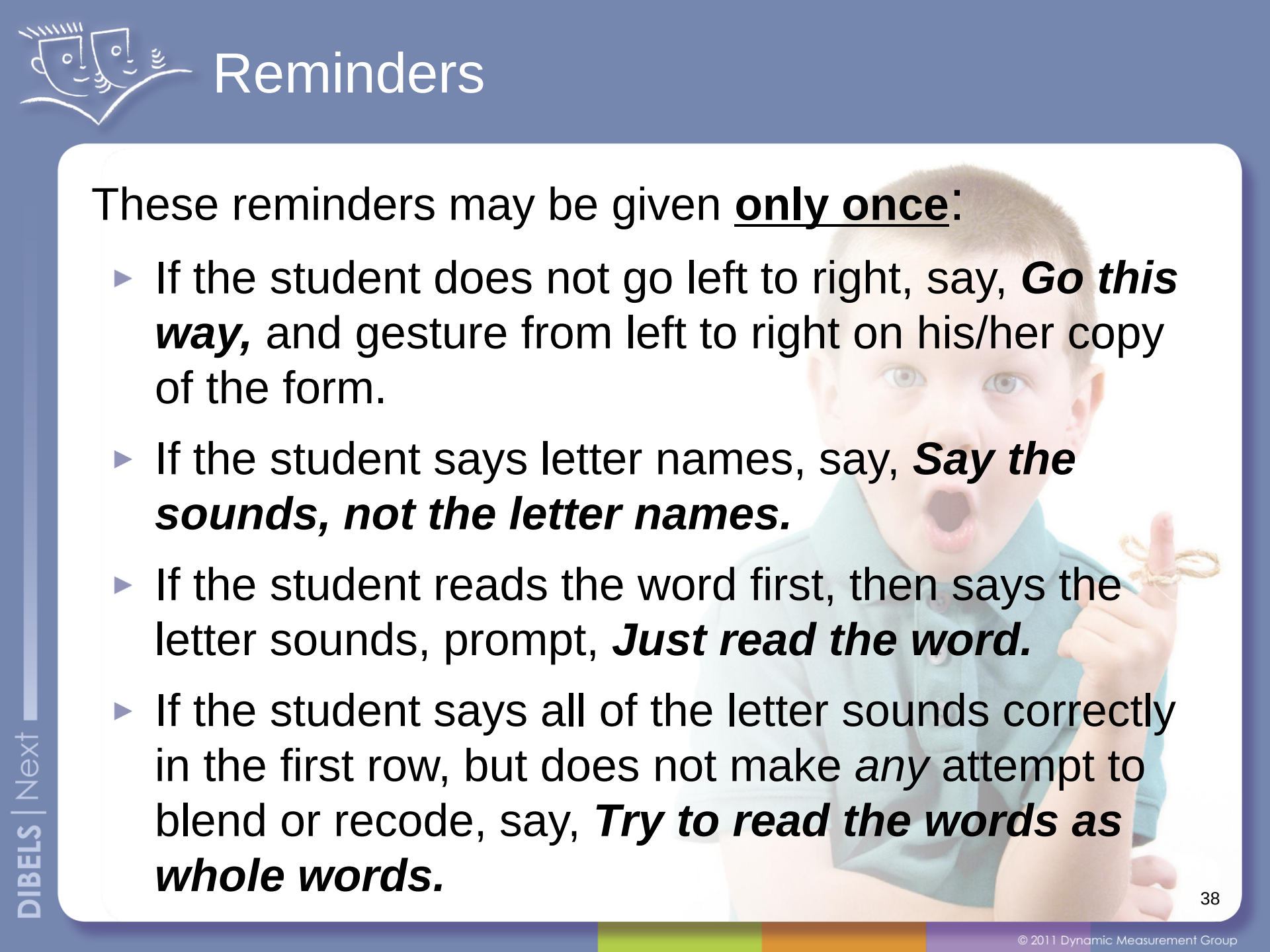
Reminders

These reminders may be given **only once**:

- If the student does not go left to right, say, ***Go this way,*** and gesture from left to right on his/her copy of the form.
- If the student says letter names, say, ***Say the sounds, not the letter names.***
- If the student reads the word first, then says the letter sounds, prompt, ***Just read the word.***
- If the student says all of the letter sounds correctly in the first row, but does not make *any* attempt to blend or recode, say, ***Try to read the words as whole words.***



DIBELS | Next

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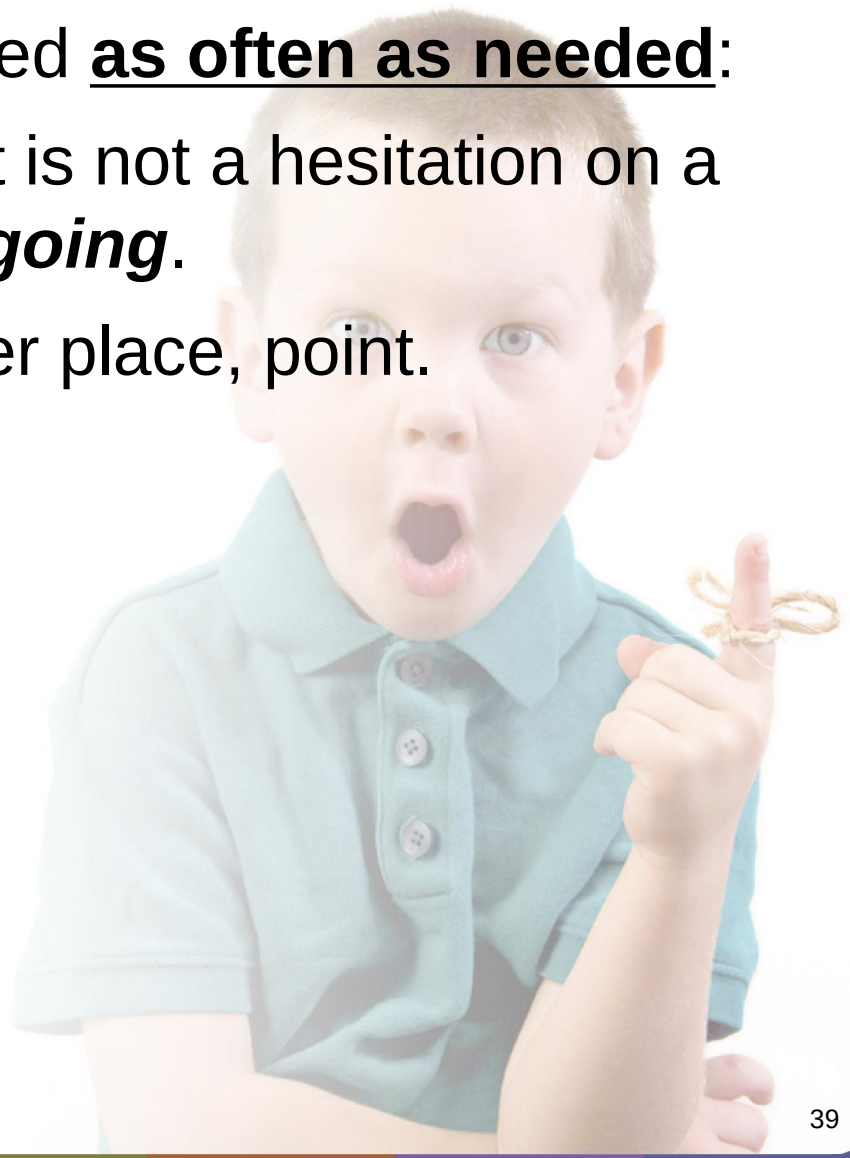
Reminders

These reminders may be used **as often as needed**:

- If the student stops and it is not a hesitation on a specific item, say, ***Keep going***.
- If the student loses his/her place, point.



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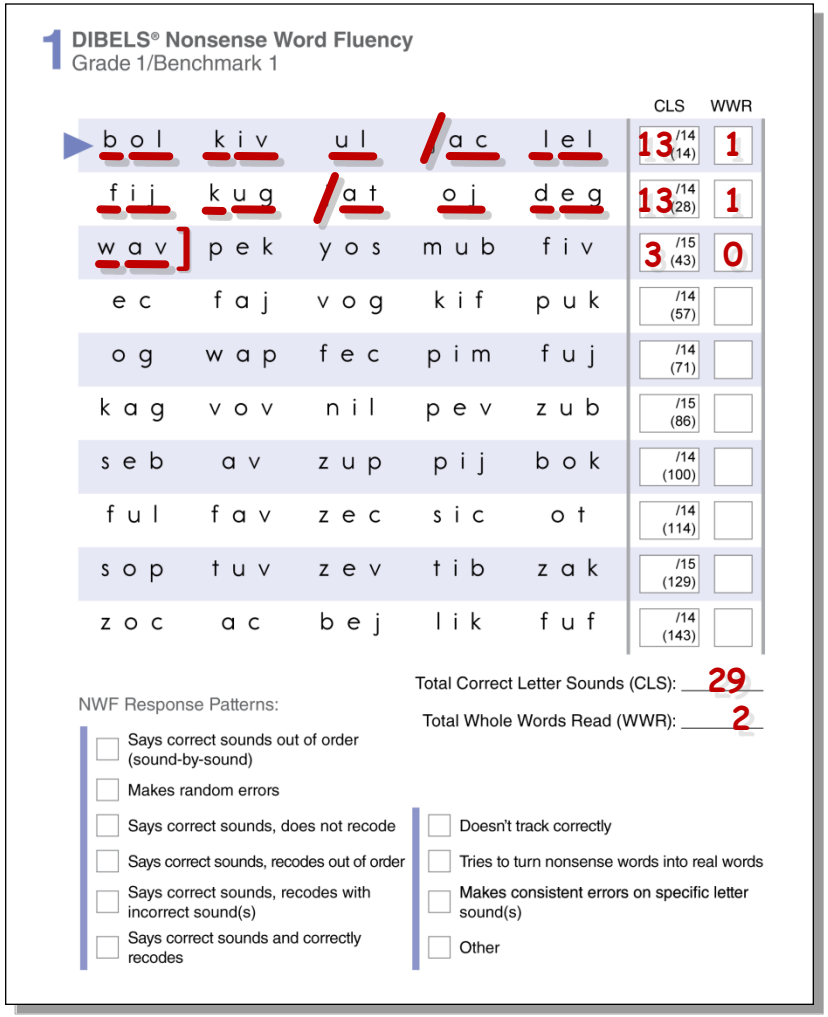
At a Later Time, Compute the Final Score

- Add number of Correct Letter Sounds (CLS) and Whole Words Read (WWR) for each line (up to bracket). Record total for each line in space provided in right-hand column of scoring page.
- Add number of correct CLS and WWR from each line. Record total number of CLS and WWR in space provided in lower right-hand corner of scoring page.



1 DIBELS® Nonsense Word Fluency
Grade 1/Benchmark 1

					CLS	WWR
bol	kiv	ul	/ac	lel	13 /14 (14)	1
fij	kug	/at	oj	deg	13 /14 (28)	1
wav]	pek	yos	mub	fiv	3 /15 (43)	0
ec	faj	vog	kif	puk	/14 (57)	
og	wap	fec	pim	fuj	/14 (71)	
kag	vov	nil	pev	zub	/15 (86)	
seb	av	zup	pij	bok	/14 (100)	
ful	fav	zec	sic	ot	/14 (114)	
sop	tuv	zev	tib	zak	/15 (129)	
zoc	ac	bej	lik	fuf	/14 (143)	

Total Correct Letter Sounds (CLS): 29

Total Whole Words Read (WWR): 2

NWF Response Patterns:

- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Says correct sounds, does not recode
- ☐ Says correct sounds, recodes out of order
- ☐ Says correct sounds, recodes with incorrect sound(s)
- ☐ Says correct sounds and correctly recodes
- ☐ Doesn't track correctly
- ☐ Tries to turn nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other

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Review of DIBELS Oral Reading Fluency

Dynamic Measurement Group

DIBELS® Oral Reading Fluency (DORF)

Basic Early Literacy Skill	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Administration Time	1 minute plus 1 minute maximum for Retell
Administration Schedule	Middle of first grade through end of sixth grade
Score	• Median number of words correct per minute (Words Correct) • Median number of errors per minute (Errors) • Median number of correct words in the Retell • Median Quality of Response for the Retell
Wait Rule	On DORF, 3 seconds; On Retell, first hesitation 3 seconds
Discontinue Rule	If no words are read correctly in the first line, say ***Stop***, record a score of 0, and do not administer Retell. If fewer than 10 words are read correctly on passage #1 during benchmark assessment, do not administer Retell or passages #2 and #3. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.

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DIBELS® Oral Reading Fluency (DORF)

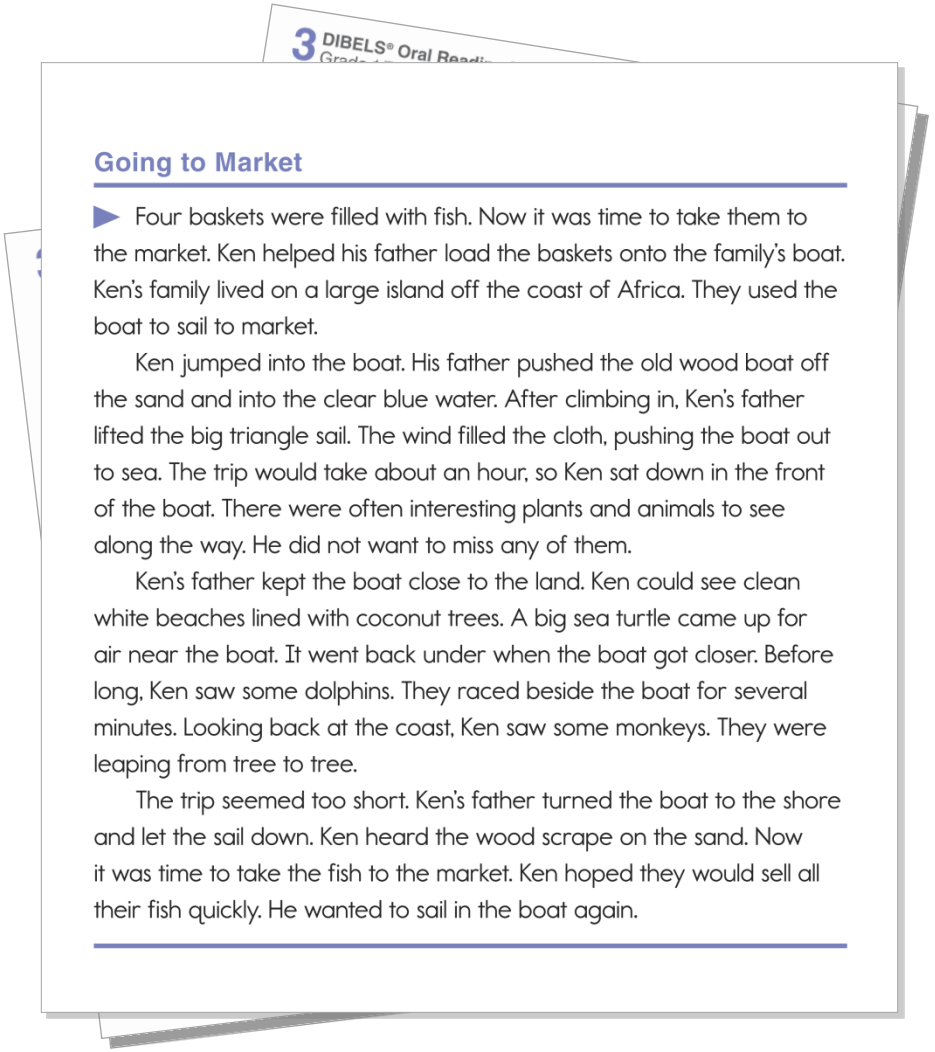
Format:

Assessor shows the reading passage to the student. The student reads the passage.

Score:

1) The number of words read correctly in 1 minute.

2) The percentage of words read accurately in 1 minute.



3 DIBELS® Oral Read...

Going to Market

Four baskets were filled with fish. Now it was time to take them to the market. Ken helped his father load the baskets onto the family's boat. Ken's family lived on a large island off the coast of Africa. They used the boat to sail to market.

Ken jumped into the boat. His father pushed the old wood boat off the sand and into the clear blue water. After climbing in, Ken's father lifted the big triangle sail. The wind filled the cloth, pushing the boat out to sea. The trip would take about an hour, so Ken sat down in the front of the boat. There were often interesting plants and animals to see along the way. He did not want to miss any of them.

Ken's father kept the boat close to the land. Ken could see clean white beaches lined with coconut trees. A big sea turtle came up for air near the boat. It went back under when the boat got closer. Before long, Ken saw some dolphins. They raced beside the boat for several minutes. Looking back at the coast, Ken saw some monkeys. They were leaping from tree to tree.

The trip seemed too short. Ken's father turned the boat to the shore and let the sail down. Ken heard the wood scrape on the sand. Now it was time to take the fish to the market. Ken hoped they would sell all their fish quickly. He wanted to sail in the boat again.

DIBELS | Next

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DORF Administration Directions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim.

- ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)

- Begin testing. ***Put your finger under the first word***(point to the first word of the passage). ***Ready, begin.***

During benchmark assessment, three passages are administered if the student reads 10 or more words correctly on the first passage. When administering the second and third passages, use the following shortened directions:

- ***Now read this story to me. Please do your best reading. Ready, begin.***

DIBELS | Next

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Scoring Rules

1	Leave **blank** any words the student reads correctly.
2	Put a **slash** (**/**) **through** any errors.

DIBELS | Next

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During the Testing

Do not read the title to the student. If the student chooses to read the title, do not start the stopwatch until he or she reads the first word of the passage. If the student asks you to tell him or her a word in the title or struggles with a word in the title for 3 seconds, say the word. Do not correct any errors the student makes while reading the title.

Start the stopwatch after the student says the first word of the passage. If the student is silent or struggles for 3 seconds with the first word of the passage, mark the word as incorrect, say the word, and start the stopwatch.

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During the Testing cont'd.

Follow along in the scoring booklet.

Leave blank any words read correctly. Put a slash (/) through errors (including skipped words).

On passages that are two pages long, if the student reaches the end of the page (designated by triangles in the scoring booklet) before the minute is up, turn the page and continue on the next page. Otherwise, proceed to Retell when the minute is up.

At the end of 1 minute, place a bracket (**]**) in the text after the last word provided by the student.

Say ***Stop*** and remove the passage. If the student completes the assessment before 1 minute, assessment stops and he/she receives the score obtained. Scores are not pro-rated.

Note: If the student is in the middle of a sentence at the end of 1 minute, you may allow the student to finish the sentence, but only score the words said up to the end of 1 minute.

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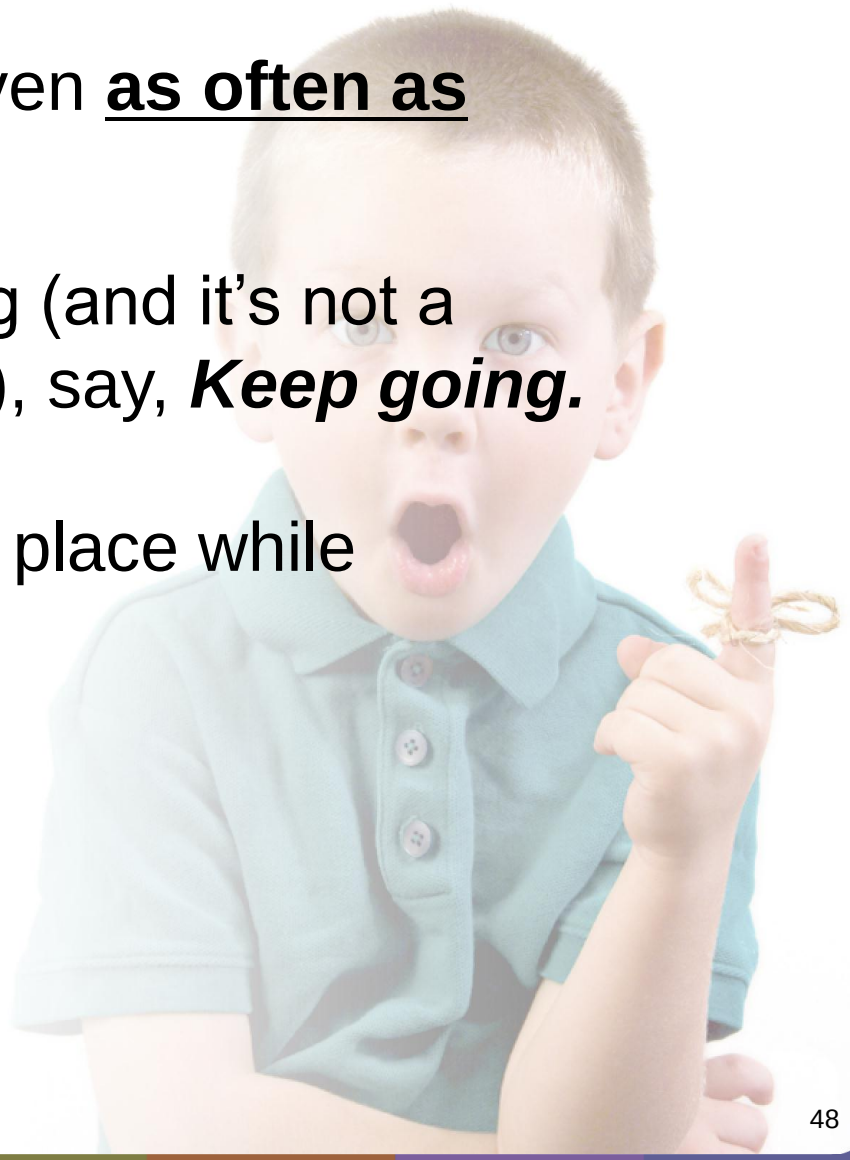
Reminders

These reminders may be given **as often as needed:**

- If the student stops reading (and it's not a hesitation on a specific item), say, ***Keep going.***

- If the student loses her/his place while reading, point.



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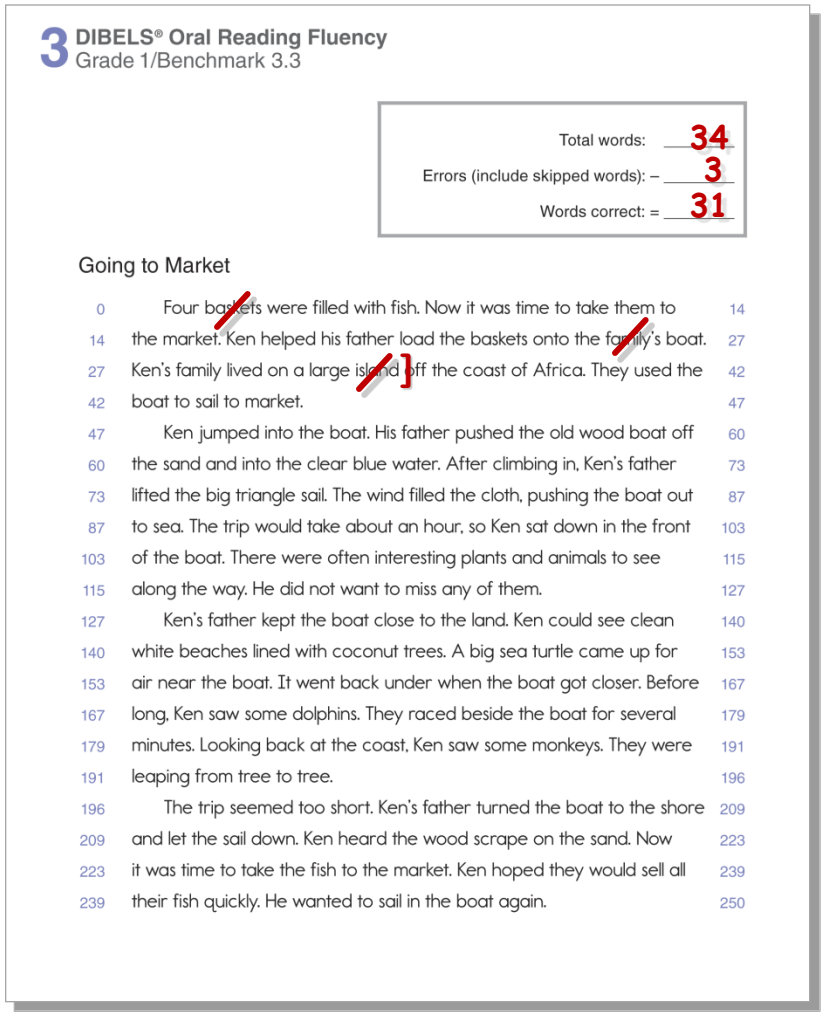
At a Later Time, Compute the Final Score

- Add the total number of words read up to the bracket.
- Record the total number of errors.
- Subtract the errors from the total and record the words read correctly in the space provided on the scoring page.



3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.3

Total words: 34
Errors (include skipped words): – 3
Words correct: = 31

Going to Market

0 Four baskets were filled with fish. Now it was time to take them to 14
14 the market. Ken helped his father load the baskets onto the family's boat. 27
27 Ken's family lived on a large island off the coast of Africa. They used the 42
42 boat to sail to market. 47
47 Ken jumped into the boat. His father pushed the old wood boat off 60
60 the sand and into the clear blue water. After climbing in, Ken's father 73
73 lifted the big triangle sail. The wind filled the cloth, pushing the boat out 87
87 to sea. The trip would take about an hour, so Ken sat down in the front 103
103 of the boat. There were often interesting plants and animals to see 115
115 along the way. He did not want to miss any of them. 127
127 Ken's father kept the boat close to the land. Ken could see clean 140
140 white beaches lined with coconut trees. A big sea turtle came up for 153
153 air near the boat. It went back under when the boat got closer. Before 167
167 long, Ken saw some dolphins. They raced beside the boat for several 179
179 minutes. Looking back at the coast, Ken saw some monkeys. They were 191
191 leaping from tree to tree. 196
196 The trip seemed too short. Ken's father turned the boat to the shore 209
209 and let the sail down. Ken heard the wood scrape on the sand. Now 223
223 it was time to take the fish to the market. Ken hoped they would sell all 239
239 their fish quickly. He wanted to sail in the boat again. 250

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DORF Retell

- If the student reads 40 or more words correctly on the passage, have the student retell what he/she has just read.
- If the student reads fewer than 40 words correctly on a passage, use professional judgment whether to administer Retell for that passage.

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DORF Retell Administration Directions

Remove the passage and say:

> ► ***Now tell me as much as you can about the story you just read. Ready, begin.***

- Start the stopwatch and allow a maximum of 1 minute for the retell.
- Mark through numbers in the scoring book for words in the student's response that are related to the story.

DIBELS | Next

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Retell Score and Scoring Rules

The student receives 1 point for every word in his/her retell that is about what was read.

1	**Count as correct** any words in the response that are about what the student read.
2	**Count as incorrect** any words in the response that are not about what the student read.

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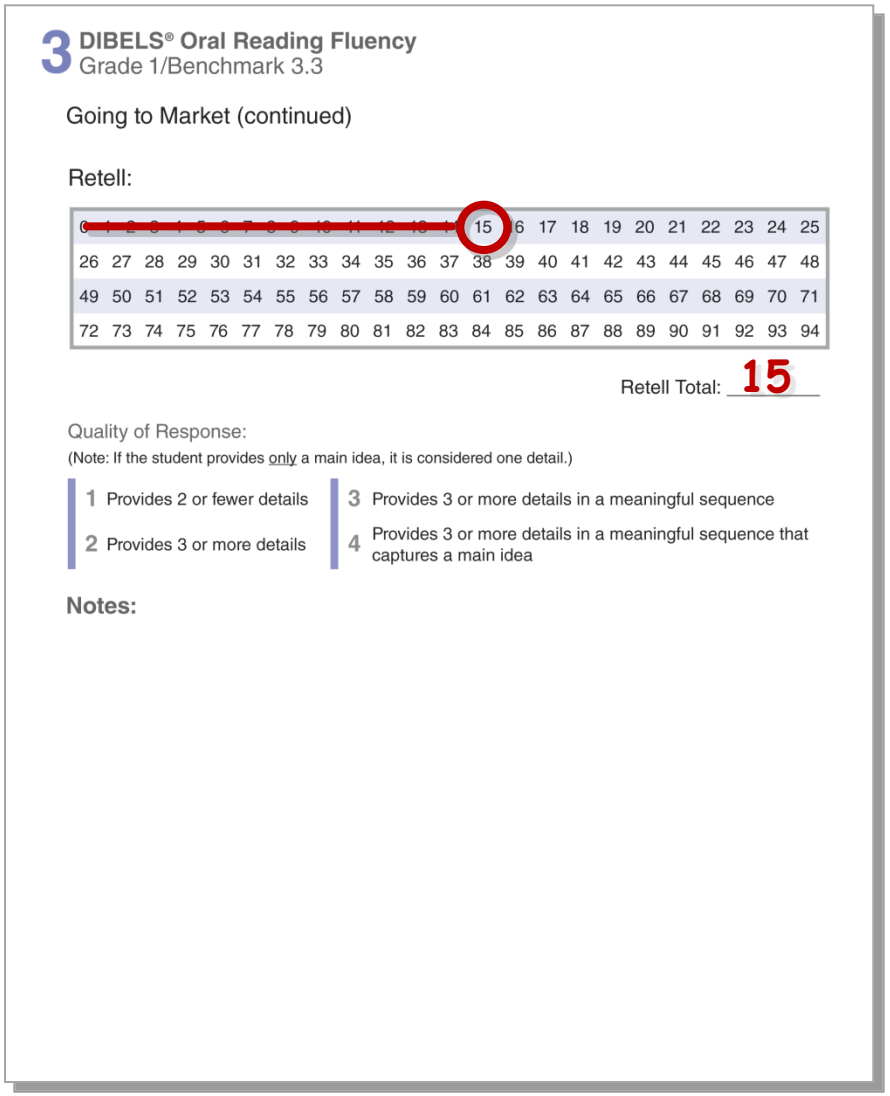
Final Score: Scoring Page

Write the number of words in the Retell on the space provided on the scoring page.



3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.3

Going to Market (continued)

Retell:

~~0~~	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	~~10~~	~~11~~	~~12~~	~~13~~	~~14~~	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: 15

Quality of Response:

(Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

Notes:

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Retell Quality of Response

Quality of Response Ratings:

1. Provides 2 or fewer details
2. Provides 3 or more details
3. Provides 3 or more details in a meaningful sequence
4. Provides 3 or more details in a meaningful sequence that captures a main idea

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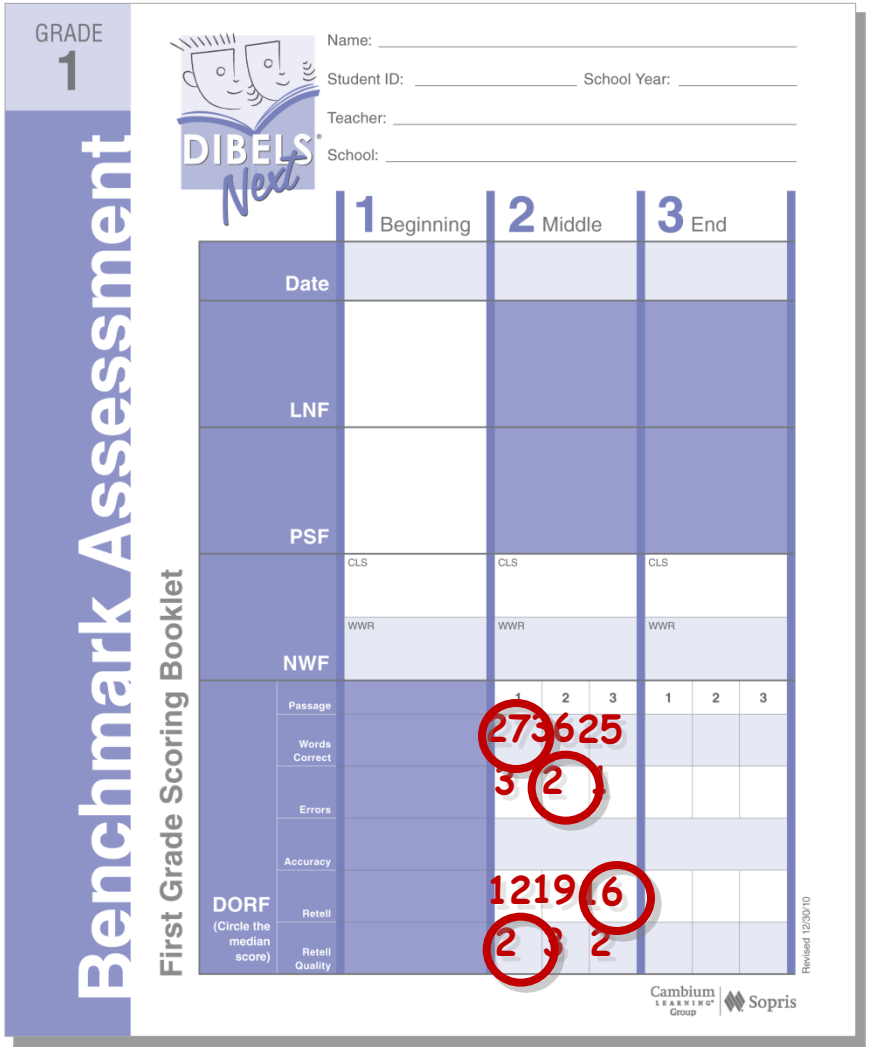
Final Score: Cover Page

Transfer all scores to the front cover of the scoring booklet and circle the medians.



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Review of Daze

Dynamic Measurement Group

Daze

Basic Early Literacy Skill	Reading comprehension
Administration Time	3 minutes
Administration Schedule	Beginning of third grade to end of sixth grade
Score	Number of correct words in 3 minutes minus half the number of incorrect words

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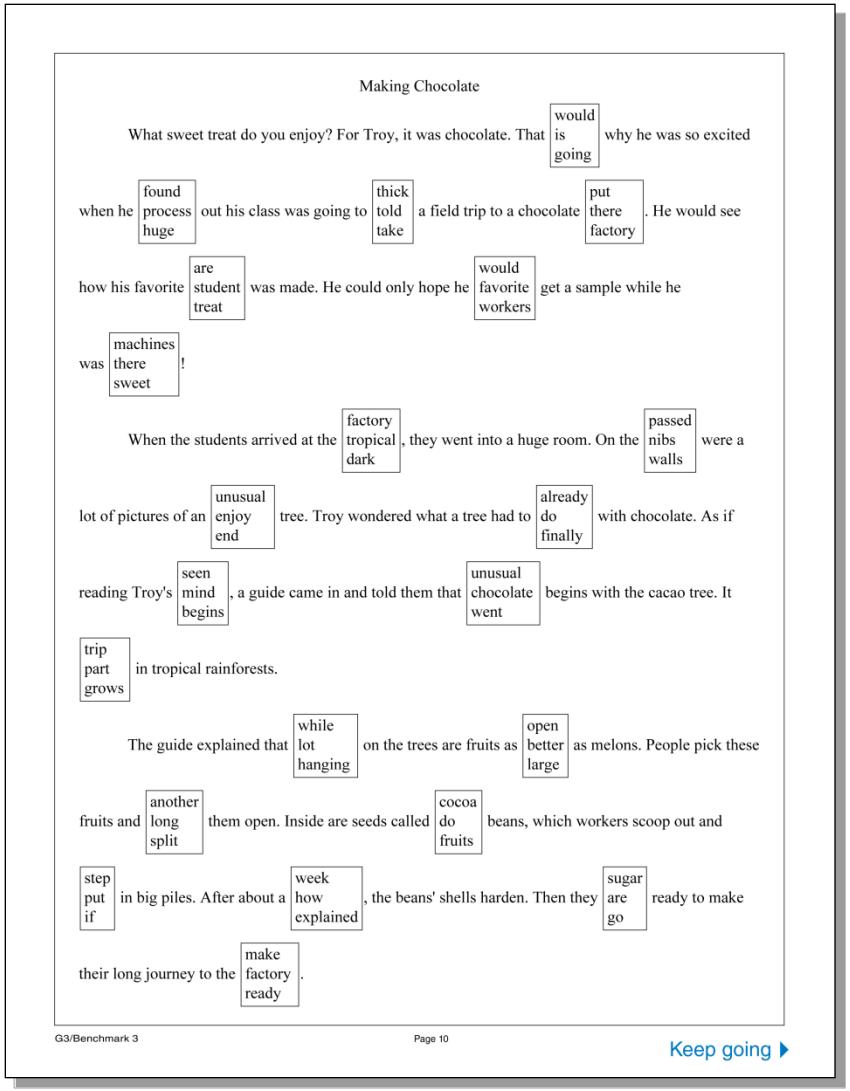
Daze

Format:

Group or individually administered measure. Assessor asks students to read a passage and circle the word that makes the most sense in the story.

Score:

Number of correct responses, adjusted for guessing.



Making Chocolate

What sweet treat do you enjoy? For Troy, it was chocolate. That [would / is / going] why he was so excited when he [found / process / huge] out his class was going to [thick / told / take] a field trip to a chocolate [put / there / factory]. He would see how his favorite [are / student / treat] was made. He could only hope he [would / favorite / workers] get a sample while he was [machines / there / sweet]!

When the students arrived at the [factory / tropical / dark], they went into a huge room. On the [passed / nibs / walls] were a lot of pictures of an [unusual / enjoy / end] tree. Troy wondered what a tree had to [already / do / finally] with chocolate. As if reading Troy's [seen / mind / begins], a guide came in and told them that [unusual / chocolate / went] begins with the cacao tree. It [trip / part / grows] in tropical rainforests.

The guide explained that [while / lot / hanging] on the trees are fruits as [open / better / large] as melons. People pick these fruits and [another / long / split] them open. Inside are seeds called [cocoa / do / fruits] beans, which workers scoop out and [step / put / if] in big piles. After about a [week / how / explained], the beans' shells harden. Then they [sugar / are / go] ready to make their long journey to the [make / factory / ready].

G3/Benchmark 3 Page 10 Keep going

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Scoring Rules

1	**Count** each correct and incorrect response. A response is correct if the student circled or otherwise marked the correct word.
2	Put a **slash** (***/***) through any incorrect responses. Incorrect responses include errors, boxes with more than one answer marked, and items left blank (if they occur before the last item the student attempted within the 3-minute time limit). Items left blank because the student could not get to them before time ran out do not need to be slashed and do not count as incorrect responses.
3	If there are erasure marks, scratched out words, or any other extraneous markings, but the student's final response is obvious, **score the item** based on that response.

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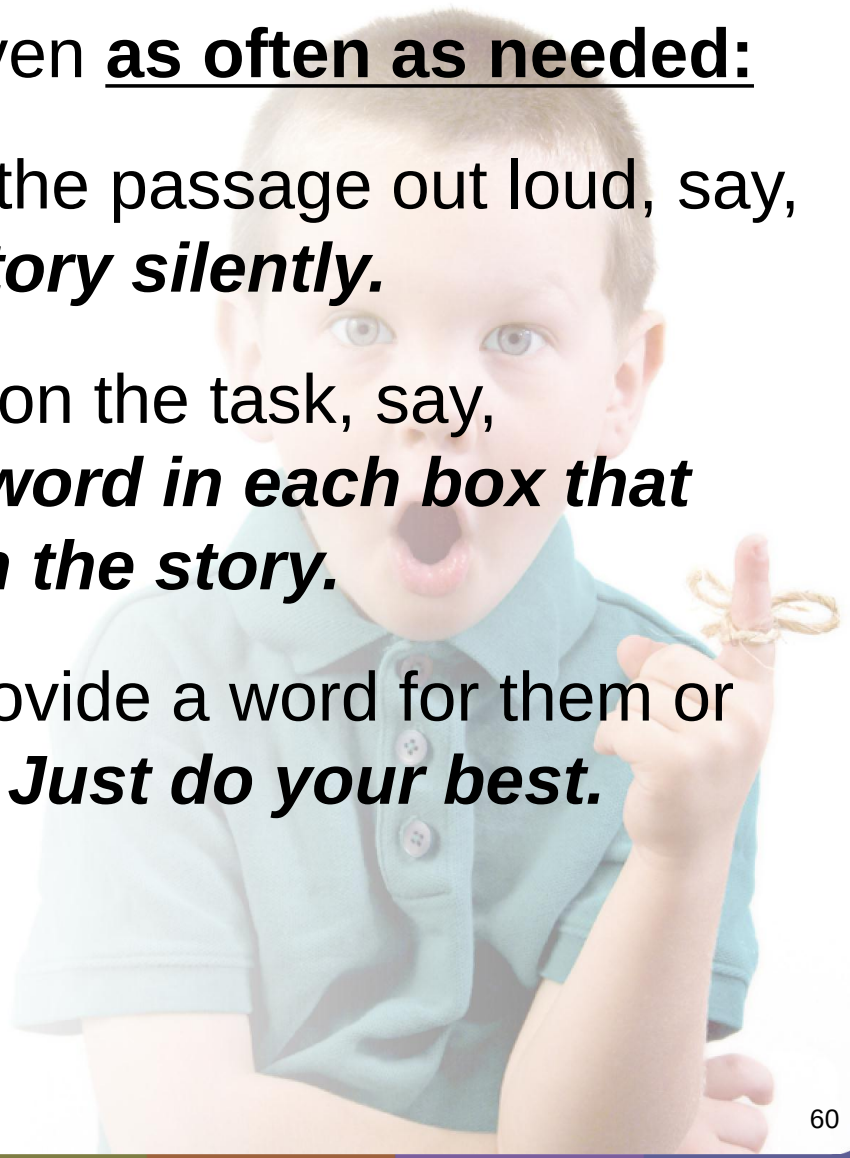
Reminders

These reminders may be given **as often as needed:**

- If a student starts reading the passage out loud, say, ***Remember to read the story silently.***
- If a student is not working on the task, say, ***Remember to circle the word in each box that makes the most sense in the story.***
- If a student asks you to provide a word for them or for help with the task, say, ***Just do your best.***



DIBELS | Next

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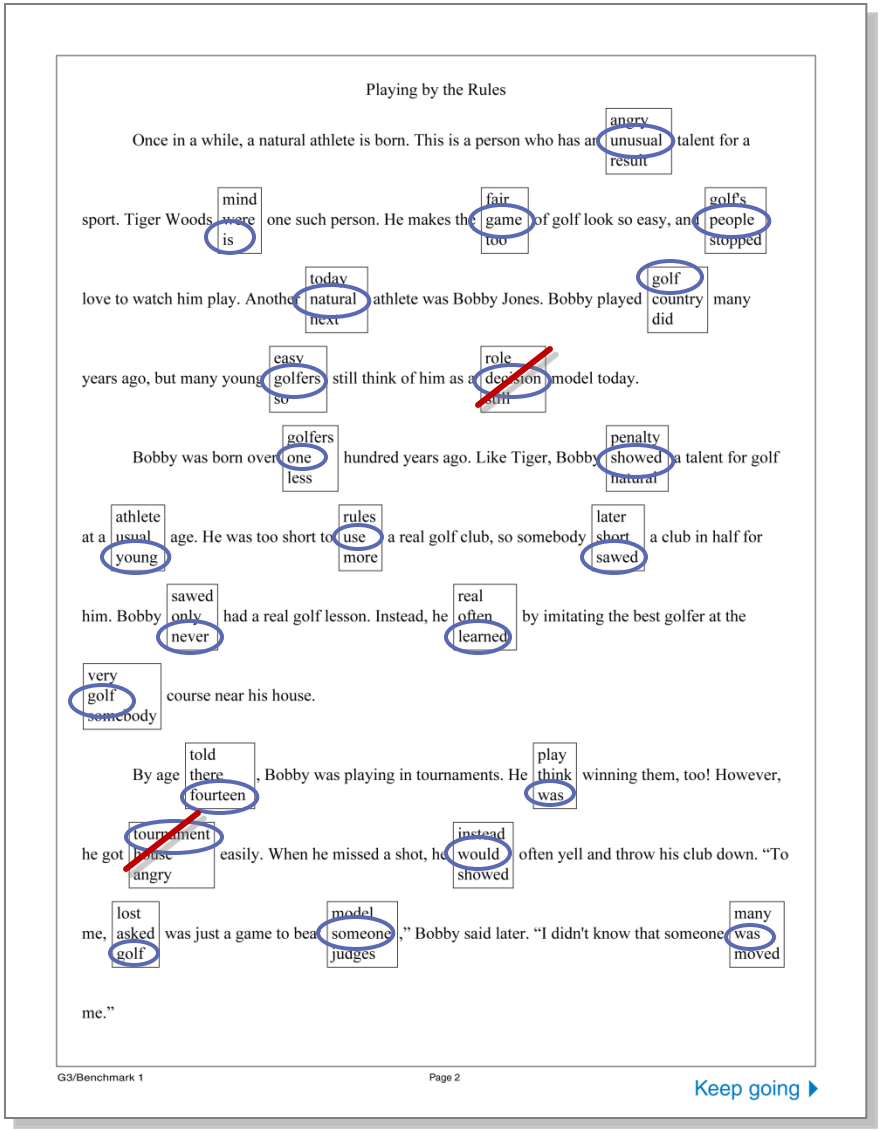
Final Score: Student Copy

Use the scoring key to determine the correct and incorrect responses.

Record the number of correct responses next to the “C” on the cover of the worksheet.

Record the number of incorrect responses next to the “I” on the cover of the worksheet.



Playing by the Rules

Once in a while, a natural athlete is born. This is a person who has an unusual talent for a sport. Tiger Woods is one such person. He makes the game of golf look so easy, and people love to watch him play. Another natural athlete was Bobby Jones. Bobby played golf many years ago, but many young golfers still think of him as a model today.

Bobby was born over one hundred years ago. Like Tiger, Bobby showed a talent for golf at a young age. He was too short to use a real golf club, so somebody sawed a club in half for him. Bobby never had a real golf lesson. Instead, he learned by imitating the best golfer at the golf course near his house.

By age fourteen, Bobby was playing in tournaments. He was winning them, too! However, he got angry easily. When he missed a shot, he would often yell and throw his club down. “To me, golf was just a game to beat someone,” Bobby said later. “I didn't know that someone was me.”

G3/Benchmark 1 Page 2 Keep going

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Final Score: Daze Adjusted Score

- An adjusted score is used to correct for the possibility that the student got a correct answer simply by guessing.
- Use number of correct and incorrect responses to calculate the Daze Adjusted Score:

Daze Adjusted Score = number correct – (number incorrect ÷ 2)

- Round to the nearest whole number (half points rounded up).
- Minimum Daze Adjusted Score is 0. Do not record a negative number.

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Final Score: Cover Sheet Example

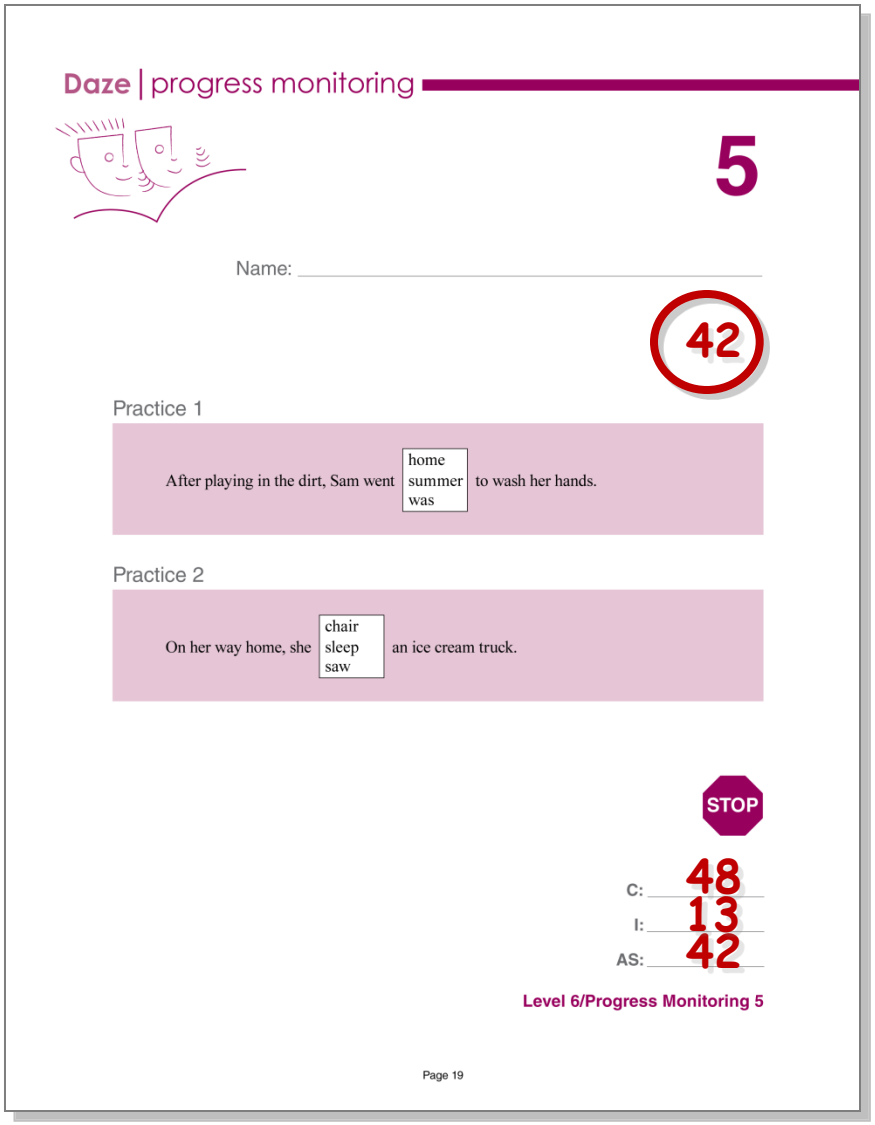
Adjusted Score:

Correct – (incorrect ÷ 2)

48 – (13 ÷ 2) = 6.5

48 – 6.5 = 41.5

Adjusted Score = 42



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Summary

What Do We Know?

Reading trajectories are established early.

Readers on a low trajectory tend to stay on that trajectory.

Students on a low trajectory tend to fall further and further behind.

UNLESS…

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Reading is the Point!

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Appendix T - Cover Letter and Informed Consent

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Potchefstroom, March 7th 2012

INFORMED CONSENT FORMS

Dear principle/teacher/department official

STUDENT: Aninda Adam

STUDY TITLE

The development of a school-wide progress monitoring assessment system for early literacy skills

STUDY PURPOSE AND RATIONALE

The purpose of the study is to determine:

District

- How districts set benchmarks for literacy within the district.
- On what evidence decisions are based.
- How assessment coming from schools is documented and recorded.
- What assessment documentation is provided to districts by schools and teachers.
- What districts currently expect from schools and teachers in terms of progress monitoring.

Schools & classroom

- How, if at all, schools set progress monitoring guidelines for the foundation phase.
- How schools and teachers, within the foundation phase, monitor learners' progress in the foundation Phase.
- What type of assessments teachers use to monitor learners' progress on the foundational skills.
- How progress of learners is documented and recorded on these foundational skills.
- What the collected assessment data is used for by schools and teachers.
- Whether teachers make instructional adjustments based on collected assessment data, and if they do, what and how the adjustments are made.

- What type of support the school and teachers have in place to assist learners not making progress in the core foundational skills.

In addition, the aim of the study is to develop and implement a school-wide progress monitoring assessment system to ensure the systematic and dynamic assessment of foundation phase learners' early literacy skills.

INCLUSION/EXCLUSION CRITERIA

Participants consist of foundation phase teachers (Grades R and 1) and department officials(foundation phase) from the Cloudy district. Schools will be identified by the Education Department.

PARTICIPATION PROCEDURES AND DURATION

The data collection for this study is anticipated to take place over a period of one year in two stages.

Stage 1: Appointments for class visits and interviews with respective teachers and DoE officials will be made. Furthermore, the researcher will exchange contact numbers with the participants to make provision for any clarification or questions that may be needed.

Stage 2: Class observations and individual interviews will be conducted to establish how teachers implement the process of assessment and progress monitoring in their respective classrooms. The data will be recorded and transcribed.

DATA CONFIDENTIALITY OR ANONYMITY

All data will be maintained as confidential and no identifying information such as names will appear in any publication or presentation of the data.

STORAGE OF DATA

Paper data will be stored in a locked steel cabinet in the researcher's office and will then be destroyed after six years. The data will also be entered into a software programme and stored on the researcher's password-protected computer for six years and then deleted. Only members from the research team will have access to the data.

RISKS OR DISCOMFORTS

No possible risks to participants are envisaged. However, in the event of questions that may be perceived as threatening or causing discomfort, participants may decline to answer such questions without providing any reason for doing so.

BENEFITS

No direct benefits or compensation will be due to any participant.
Indirect benefits teachers may gain from participating in this study include: an effective progress monitoring assessment system that enhances teacher decision-making relevant to learners' needs.

VOLUNTARY PARTICIPATION

Participation in this research is completely voluntary. Participants may at any stage, refuse to participate and or withdraw at any time.

CONTACT INFORMATION

The research is conducted by Me. Aninda Adam, an PhD-student, under the supervision of Prof. Carisma Nel, from the School of Educational Sciences: North-West University, Potchefstroom Campus. Prof. Nel can be reached at 018 299 1854 (o/h) for questions regarding this research project. This research has been ethically approved by the North West Ethics Committee.

CONSENT

I, _____, agree to participate in this research project titled, *The development of a school-wide progress monitoring assessment system for early literacy skills.* I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my consent to participate. I understand that I will receive a copy of this informed consent form to keep for future reference. To the best of my knowledge, the participant meets the inclusion/exclusion criteria for participation (described on the previous page) in this study.

_____ _____

Name Signature

_____

Date

Appendix U - Informed Consent. Parents and or Caregivers

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Potchefstroom, March 7th 2012

Dear parents/caregivers,

This study is based on the Memorandum of Understanding between the Faculty of Education Sciences of the North-West University and the Cloudy District.

The aim of this study is to develop a school-wide progress monitoring assessment system for early literacy skills. In beginning literacy the development of this school-wide progress monitoring assessment system will be based on the premise that useful assessment of learner progress should be formative in its instructional effects and that it needs to focus teacher attention on data representing the results of their efforts. The development of a school-wide progress monitoring assessment system can help identify and strategically intervene before learners become part of the low South African literacy rate statistic.

These tasks will be administered to **grade R and grade 1** children. Tasks will be given to children individually (1 minute test and the 4 minutes administration). Usually, the children experience this as a pleasant activity.

We would like to stress that this project is NOT a test of your child's abilities; the results of the assessments will be used to inform teacher decision-making and to development a comprehensive progress monitoring assessment system.

To make sure that our project will least interfere with the children's regular school programme, the teachers will indicate to us which days and timings are most appropriate to work with the children.

We hope your child can participate in our project. If so, could you please fill in the permission slip below, which your child can return to his/her teacher. Thank you very much in advance!

If you have any questions, please do not hesitate to contact us.

Kind regards,

Prof. Carisma Nel

Aninda Adam (cell phone: 082 510 2244, office: 018 299 4473)

(Ethical number for the project: NWU-00063-12-A2)

I give permission for my child …… *(name of child)* to participate in the project that takes place at (School Name).

Date:…… Signature:……

Appendix V - Ethical Clearance

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: http://www.nwu.ac.za

Ethics Committee
Tel +27 18 299 4850
Fax +27 18 293 5329
Email Ethics@nwu.ac.za

Prof C Nel

23 October 2012

ETHICS APPROVAL OF PROJECT

The North-West University Ethics Committee (NWU-EC) hereby approves your project as indicated below. This implies that the NWU-EC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title : The development of a school-wide progress monitoring assessment system for early literacy skills.

Project Leader: Prof C Nel

Ethics number:

N	W	U	-	0	0	0	6	3	-	1	2	-	A	2
Institution				Project Number						Year			Status	

Status: S = Submission; R = Re-Submission, P = Provisional authorisation; A = Authorisation

Approval date: 2012/08/07 **Expiry date:** 2017/08/06

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- *The project leader (principle investigator) must report in the prescribed format to the NWU-EC:*
  - *annually (or as otherwise requested) on the progress of the project,*
  - *without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.*
- *The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-EC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.*
- *The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-EC and new approval received before or on the expiry date.*
- *In the interest of ethical responsibility the NWU-EC retains the right to:*
  - *request access to any information or data at any time during the course or after completion of the project;*
  - *withdraw or postpone approval if:*
    - *any unethical principles or practices of the project are revealed or suspected,*
    - *it becomes apparent that any relevant information was withheld from the NWU-EC or that information has been false or misrepresented,*
    - *the required annual report and reporting of adverse events was not done timely and accurately,*
    - *new institutional rules, national legislation or international conventions deem it necessary.*

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Prof Amanda Lourens
(chair NWU Ethics Committee)