

# Foundations for Learning

## Foundation Phase

### Assessment Framework



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **Foundations for Learning**

## **Foundation Phase Assessment Framework**

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## Table of Contents

	Page
<b>Foundation Phase Assessment Framework</b>	
<b>Introduction to the Assessment Frameworks</b>	I
<b>Numeracy</b>	
<b>A Note on the Numeracy Assessment Tasks</b>	5
<b><i>Numeracy Milestones (Per Term)</i></b>	7
Grade 1: Terms 1 – 4	7
Grade 2: Terms 1 – 4	11
Grade 3: Terms 1 – 4	15
<b><i>Numeracy Milestones (Per Assessment Task)</i></b>	21
Grade 1: Terms 1 – 4	21
Grade 2: Terms 1 – 4	24
Grade 3: Terms 1 – 4	27
<b><i>Rubrics for Numeracy Assessment Task 3</i></b>	30
Grade 1: Terms 1 – 4	30
Grade 2: Terms 1 – 4	32
Grade 3: Terms 1 – 4	34
<b><i>Trajectories</i></b>	36
Addition	36
Subtraction	38
Multiplication	40
Division	42
<b><i>Foundation Phase Numeracy Glossary</i></b>	44
<b>Literacy</b>	
<b>Introduction</b>	49
<b><i>Literacy Milestones (Per Term)</i></b>	51
Grade 1: Terms 1 – 4	51
Grade 2: Terms 1 – 4	54
Grade 3: Terms 1 – 4	58
<b><i>Literacy Milestones (Per Assessment Task)</i></b>	62
Grade 1: Terms 1 – 4	62
Grade 2: Terms 1 – 4	68
Grade 3: Terms 1 – 4	76

<b><i>Rubrics for Literacy Assessment Task 2/4*</i></b>	84
Grade 1: Terms 1 – 4	84
Grade 2: Terms 1 – 4	92
Grade 3: Terms 1 - 4	100
 <b><i>Foundation Phase Literacy Glossary</i></b>	 108

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\* The rubrics in this document are developed at Home Language level.

## Introduction to the Assessment Frameworks

### Background

Between 2003 and 2006 the Department of Education (DoE) phased in a revised **National Curriculum Statement (NCS)** for grades R – 9 for schools in the General Education and Training Band. The Statement contains the learning outcomes and assessment standards for each of the learning areas, setting out the minimum or essential knowledge, values and skills to be covered in each grade (Overview document pp 13 – 14).

In 2007 the **National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (GET)** was introduced to provide a framework for assessment and qualifications. It lays down the requirements for formal assessment and stipulates the number of formal assessment tasks per learning programme required for each grade.

Together, these two documents provide the basis from which schools and teachers are expected to plan, teach and assess their learners in the GET band.

To support the implementation of the National Curriculum Statement (NCS) the DoE provided **Assessment Frameworks** for the Foundation and Intermediate Phases in 2008 as part of the **Foundations for Learning (FFL) Campaign**. These documents were developed to help teachers to put the NCS into practice in the classroom. They are a tool to assist teachers in their planning, teaching and assessment:

- The documents break down the content (knowledge, values and skills) embedded in the assessment standards and divide it across the four terms. These ‘*milestones*’ thus ensure that there is conceptual progression both within a **term** and throughout the **year**.
- The milestones are intended to provide guidance on the content to be planned, taught and assessed per term. It also gives guidance on the expected level of achievement that learners in a particular grade should achieve at the end of each term.
- The milestones applicable for each Assessment Task are identified, in line with the National Policy on Assessment and Qualifications. The Assessment Framework is an enabling document that gives the teacher guidance and support on planning and assessment for the year and grade (work schedule) and the development of lesson plans (daily/weekly).
- Planning and Assessment happen as integrated processes. Assessments are built into the teaching and learning activities taking different forms (observation, oral, practical, written recording, etc.).
- Exemplar rubrics and rating scales based on the milestones for the last assessment task for each term are given so that schools and districts can develop common assessment tasks.

## How to use the Assessment Frameworks

We have encouraged the infusion of Assessment Frameworks into the Work Schedule (year / grade plan). The Assessment Frameworks also support teachers in developing their Programme of Assessment. The Assessment Frameworks inform but do not replace the teachers' written planning and assessment documents.

Aligned to the Assessment Frameworks, Exemplar lesson plans have been developed and supplied to all schools offering Grades 1 – 6. By using the Assessment Frameworks, together with the NCS and the Assessment Policy documents, the work of the teacher will be made much easier. Remember also that teachers should use other supporting documents that the Department of Education has produced such as the LSEN documents.

The Assessment Frameworks can help the teacher in different ways:

- *Before the year begins:*
  - ♦ When planning teaching, learning and assessment for the year the milestones can be used to inform:
    - the three levels of planning to make sure that the key skills are developed throughout the year and all the underlying assessment standards are covered, and,
    - the Programme of Assessment for the Grade which will lead to the development of the school's annual Assessment Plan.
  - ♦ The milestones for both the previous and subsequent grades are also a useful resource for teachers as they provide information on what a learner should have achieved by the end of the previous grade and what he/she will be expected to achieve during the following year.
- *During the year:*
  - ♦ In planning: When planning the daily teaching and learning activities the milestones give guidance on what skills should be taught and what learners should be practising at a particular time so that the skills can be developed incrementally. The milestones also provide examples and suggestions on the amount of work that can be expected of learners. Remember though that the development of many of the numeracy and literacy skills should be on-going, even if they are not earmarked for formal assessment during a specific assessment task. Bear in mind also that these are the minimums and teachers should endeavour to teach beyond the scope of these milestones.
  - ♦ In Assessment: the milestones for each Assessment Task have been identified so that teachers can build the key assessment activities into their teaching and learning programme and develop specific assessment activities where necessary.

- ♦ At the end of a term: the milestones can be used as a useful checklist to track whether the teaching and learning activities that have been set out have been achieved and also to monitor and support learners' progress and plan relevant and appropriate intervention programmes for learners experiencing barriers to learning.
- *At the end of the year:*
  - ♦ The milestones can assist schools in making decisions on the progression of learners. They could also be used as part of the process of reflection on the year's teaching and assessment activities.





## A Note on the Numeracy Assessment Tasks

The National Policy on Assessment for Schools stipulates that three assessment tasks in Numeracy should be formally assessed each term. These tasks cover the essential milestones expected for that term (refer to pages 3-6 in this document). ***The Learning Outcomes and Assessment Standards used to develop assessment tasks are stated in the Work Schedule and are further described in the Numeracy Programme of Assessment.***

Use the milestones to ensure your Work Schedule covers the required knowledge, skills and values for teaching and learning demonstrating conceptual progression. Not everything taught needs to be *formally* assessed. However, it is essential that you continuously assess your learners' progress through both a formal and an informal assessment programme, as this informs your daily planning.

For each Assessment Task, you must design two or more activities that will allow learners to **demonstrate** the skills, knowledge and values you are assessing i.e. the criteria from the Assessment Standards. Use the holistic rubrics, checklists and rating scales provided, as well as other assessment tools to observe, assess and record every learner's understanding.

You need to ensure that assessment is not only done as written work, but allows for practical and oral work too (forms of assessment). The Assessment Task, therefore, needs to be infused into your normal teaching and learning time over a period of time e.g. 5-7 consecutive days. Allow learners to have access to counters, number lines, number charts etc if they need them, **even during an assessment task**. You want to assess what learners understand and not what they can just memorise. Your recorded assessment is against the whole task, using the National codes and level descriptors.

### Explanation of terminology

In describing the knowledge, skills and values derived from the assessment standards for teaching, learning and assessment in each term, the following terms have been used in the document and are explained below:

- **Numerosity** : the profile of the number i.e. what is the number? The profile of 7 would include the following:  $7 = 7+0$ ,  $6+1$ ,  $5+2$ ,  $4+3$ ,  $8-1$ ,  $9-2$ ,  $10-3$ , half of 14, a third of 21, double  $3\frac{1}{2}$ , double 5 minus 3,  $3 \times 2 + 1$ , etc. In other words, the numerosity of a number tells us all about the number. The greater the learners' understanding of numbers is, the larger the profile of the number will become e.g. a Grade 1 learner will be able to say '7 is 3 less than 10, or 6 more than 1' while a Grade 3 learner will be able to say '7 is a quarter of 28, or double 10 minus 13'.

- *Word Problems* :Learners will be exposed to word problems verbally and in written form. Teachers should help learners to read a written problem (in printed text), Language (words) is used to give context to numbers and operations. Problems are used in Mathematics to develop and extend concepts,so learners need to be exposed to both routine as well as non-routine problems regularly.

Numeracy Milestones (per Term): Grade 1				
Term 1	Term 2	Term 3	Term 4	
<ul style="list-style-type: none"><li>• Readiness</li><li>- basic concepts: colour, size, shape, position, measurement</li><li>- relevant vocabulary</li><li>- one-to-one correspondence</li><li>- conservation of number</li><li>- matching, sorting, ordering</li><li>• Says the number names from 1 to 20 in sequence (rote counting).</li><li>• Counts out to at least 10 objects reliably, i.e. says the number names from 1 to 10 in sequence while indicating, or physically moving, objects in a collection, e.g. counters or pictures or beads on an abacus.</li><li>• Estimates the number of objects in a collection up to at least 10, and check by counting.</li><li>• Writes and reads number symbols from 1-10</li><li>• Writes and reads number names from 1-6</li><li>• In the range 1 to 10:</li><li>- Says which of two given numbers is smaller/bigger.</li><li>- Orders more than two given numbers from smaller to bigger numbers.</li><li>- Orders first to last.</li></ul>	<ul style="list-style-type: none"><li>• Says the number names from 1 to 34 in sequence (rote counting).</li><li>• Counts out to at least 20 objects reliably, i.e. says the number names from 1 to 20 in sequence while indicating, or physically moving, objects in a collection, e.g. counters or pictures or beads on an abacus.</li><li>• Estimates the number of objects in a collection up to at least 10, and check by counting.</li><li>• Writes and reads number symbols from 1-20</li><li>• Writes and reads number names from 1-10</li><li>• In the range 1 to at least 20:</li><li>- Says which of two given collections is bigger (more) or smaller (less).</li><li>- Orders more than two given collections of objects from smaller to bigger.</li><li>- Says which of two given numbers is smaller/bigger.</li><li>- Orders more than two given numbers from smaller to bigger</li><li>• Counts is 2s to 20 using concrete objects</li></ul>	<ul style="list-style-type: none"><li>• Says the number names from 1 to 50 in sequence (rote counting).</li><li>• Counts out to at least 34 objects reliably, i.e. says the number names from 1 to 34 in sequence while indicating, or physically moving, objects in a collection, e.g. counters or pictures or beads on an abacus.</li><li>• Estimates the number of objects in a collection up to at least 20, and check by counting.</li><li>• Writes and reads number symbols from 1-50</li><li>• Writes and reads number names from 1-21</li><li>• In the range 1 to at least 20:</li><li>- Says which of two given numbers is smaller/bigger.</li><li>- Orders more than two given numbers from smaller to bigger</li><li>- Orders first to last.</li><li>• Counts in 2s and 5s to 50, with and without using concrete objects, number grids and number lines.</li><li>• Recognises and identifies at least the following: 5c, 10c, 20 c, 50 c, R1, R2 coins and R10, R20 and R50 notes, and compare the values, and solve problems, such as:<ul style="list-style-type: none"><li>- which is more money: 5c or R1?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Says the number names from 1 to 100 in sequence (rote counting).</li><li>• Counts out to at least 34 objects reliably, i.e. says the number names from 1 to 34 in sequence while indicating, or physically moving, objects in a collection, e.g. counters or pictures or beads on an abacus.</li><li>• Estimate the number of objects in a collection up to at least 34, and check by counting.</li><li>• Writes and reads number symbols from 1-100</li><li>• Writes and reads number names from 1-34</li><li>• In the range 1 to at least 34:</li><li>- Says which of two given numbers is smaller/bigger.</li><li>- Orders more than two given numbers from smaller to bigger</li><li>- Orders first to last.</li><li>• Counts in 2s, 5s and 10s to 100, with and without using concrete objects, number grids and number lines.</li><li>• Recognises and identifies at least the following: 5c, 10c, 20 c, 50 c, R1, R2 R5 coins and R10, R20, R50 and R100 notes, and compare the values, and solve problems, such as:<ul style="list-style-type: none"><li>- which is more money: 5c or R1?</li></ul></li></ul>	

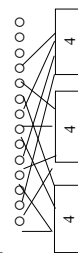
Numeracy Milestones (per Term): Grade 1 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Number knowledge and mental computation: <ul style="list-style-type: none"> <li>Identifies the signs +, -, and = in the context of more and less and solving problems</li> </ul> </li> </ul> <p><b>NB: It is important that learners understand that = means both sides are equivalent. It does not mean that the answer is coming.</b></p> <ul style="list-style-type: none"> <li>Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 10 and with solutions that include remainders, by using concrete objects and drawings</li> </ul>	<ul style="list-style-type: none"> <li>Number knowledge and mental computation: <ul style="list-style-type: none"> <li>Identifies the number concept 'before' and 'after'</li> <li>Identifies 'even' and 'odd' numbers</li> <li>Writes a number sentence correctly using the symbols +, -, and =</li> <li>Begins to develop the numerosity of numbers 1 to 10 e.g. 4 is 1 more than 3, 4 is 1 less than 5, 4 is double 2, etc.</li> <li>Doubles and halves even numbers to 20</li> <li>Is able to add and subtract two single digit numbers e.g. <math>8+1=9</math>, <math>9-2=7</math>, etc.</li> </ul> </li> <li>Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 20 and with solutions that include remainders, by using concrete objects and drawings</li> </ul>	<ul style="list-style-type: none"> <li>how much is 10c 10c 5c 5c?</li> <li>Number knowledge and mental computation: <ul style="list-style-type: none"> <li>Continues developing the numerosity of numbers 1 to 20 e.g. 18 is 1 more than 17 and 1 less than 19, 18 is nearly the number of fingers and toes I have, etc.</li> <li>Doubles and halves even numbers 1 to 20</li> <li>Adds and subtracts 1 to 5 to any number up to 34 (patterns)</li> <li>Completes repeated addition of 2 and 5</li> <li>Writes number sentences with more than one operation e.g. <math>3+4-2=?</math></li> <li>Knows or can easily establish addition and subtraction facts in the range 1 to 10</li> </ul> </li> <li>Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 34 and with solutions that include remainders, by using concrete objects and drawings</li> </ul>	<ul style="list-style-type: none"> <li>how much is 10c 10c 5c 5c?</li> <li>Number knowledge and mental computation: <ul style="list-style-type: none"> <li>Continues developing the numerosity of numbers 1 to 34 e.g. <math>34=30+4</math>, 34 is more than 3 but less than 40, <math>20+10+4=34</math></li> <li>Doubles and halves numbers 1 to 34</li> <li>Adds and subtracts 1 to 9 to any number up to 34 (patterns)</li> <li>Completes repeated addition of 2, 5 and 10</li> <li>Adds and subtracts 10 to whole tens e.g. <math>20+10=?</math>, <math>30-10=?</math></li> <li>Knows or can easily establish addition and subtraction facts in the range 1 to 10</li> </ul> </li> <li>Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 34 and with solutions that include remainders, by using concrete objects and drawings</li> </ul>

**This is an example of what you will expect Grade 1 learners to be able to do when solving grouping and sharing problems**

The teacher may give learners this picture and say to them (if you do not have a picture, simply tell learners the problem):

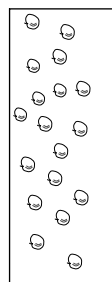
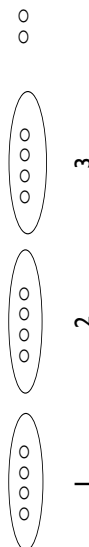
The apples should be packed in the boxes. How many apples should go into each box? (There are 14 apples and 3 boxes. How many apples can be packed in each box?)

Different learners may use different ways to solve this sharing problem. Some may use counters to represent the apples, others may draw lines from the apples to the boxes, others may cross apples out and draw apples in the boxes.



After learners have solved the problem by using counters, they should be asked to describe what they did to some classmates in small groups, i.e. I can pack 4 apples in each box and 2 will be left over.

The teacher may now tell learners that the apples must be packed in boxes, with four apples in each box. She may ask the learners to find out how many boxes would be needed. Most young learners will draw a circle around 4 apples and then say that 3 boxes are needed and there are 2 apples left over.



# Numeracy Milestones (per Term): Grade 1 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Solves different types of problems and explains solutions to problems with whole numbers to at least 10, involving addition, subtraction and repeated addition using concrete objects and drawings and the techniques listed below</li> <li>using concrete apparatus e.g. counters</li> </ul>	<ul style="list-style-type: none"> <li>Solves different types of problems and explains solutions to problems with whole numbers to at least 20, involving addition, subtraction and repeated addition using drawings, appropriate symbols and the techniques listed below</li> <li>using concrete apparatus e.g. counters</li> <li>Number lines</li> </ul>	<ul style="list-style-type: none"> <li>Solves different types of problems and explains solutions to problems including money problems with whole numbers to at least 34, involving addition, subtraction and repeated addition using drawings, appropriate symbols and the techniques listed below</li> <li>building up and breaking down numbers</li> <li>doubling and halving</li> <li>using concrete apparatus e.g. counters</li> <li>number lines</li> </ul>	<ul style="list-style-type: none"> <li>Solves different types of problems and explains solutions to problems including money problems (mentally and in writing) with whole numbers to at least 34, involving addition, subtraction and repeated addition using drawings, appropriate symbols and the techniques listed below</li> <li>building up and breaking down numbers</li> <li>doubling and halving</li> <li>using concrete apparatus e.g. counters</li> <li>number lines</li> </ul>

**This is an example of what you will expect Grade 1 learners to be able to do when solving addition, subtraction and repeated addition problems**

**Solving problems by addition or subtraction.** Learners should be given the following types of problems to develop an understanding of different situations, do the calculations needed to solve the problems, and judge whether the result makes sense. At this stage most problem types will be solved by making marks and **counting all** (adding).

a) Finding the total when two numbers or amounts are given, for example:

- "Benny has 10 books and Mom gives him another 4 books. How many books does Benny have now?"

Learners may draw all the books and count them all i.e.  $10 + 4 = 14$ , or they may write **10 and draw the 4 more i.e. 10 IIII → 14(count on)**

- Benny has 14 books and he gives 4 books to his sister. How many books does Benny have now?

Learners may draw all the books and cross of the ones given away e.g.  $14 - 4 = 10$  I I I I I I I I I I, then count how many are left and write 10.

b) Finding one of two parts that make up a given total, e.g.

- "Nare has a bag of 12 marbles. He wins some marbles and now has 21 marbles. How many marbles did Nare win?"

Learners may draw 12 pictures, then carry on drawing pictures until they have 21:  $12 + 9 = 21$  I I I I I I I I I I I I I I I I. They will count how many after 12 and write 9 marbles

Another learner may write **12 then draw more to make 21 and count the number drawn: 12 I I I I I I I I I I**

**1,2,3,4,5,6,7,8,9 He won 9 marbles.**

- Nare has a bag of 21 marbles. He loses some marbles and now has 12 in his bag. How many marbles did Nare lose?

Learners may either draw all 21 marbles and cross off the 12 left in the bag, counting the one left as those he lost, or learners will count on from 12 to 21 e.g.

**12, 13, 14, 15, 16, 17, 18, 19, 20, 21 and count how many were added**

**1 2 3 4 5 6 7 8 9** and write Nare lost 9 marbles.

c) Finding the total through repeated addition

- "There are 4 bicycles in the shed. How many wheels are there?"

Learners will draw the bicycles and count all the wheels e.g.



Numeracy Milestones (per Term): Grade 1 (continued)			
Term 1	Term 2	Term 3	Term 4
<b>NB: These are a few of the different types of problems and the way in which learners can be expected to solve them in Grade 1. A full set of the types of problems that learners need to be exposed to can be found in the Annexures of Term 1 Lesson Plans.</b>			
<ul style="list-style-type: none"> <li>• Copies simple patterns using physical objects and drawings</li> <li>• Copies simple number sequences to at least 10.</li> <li>• Identifies and compares 3D objects – boxes and balls, and uses clay or other molding agents, building blocks or construction sets to make them.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies simple patterns using physical objects and drawings;</li> <li>• Creates own patterns</li> <li>• Copies simple number sequences to at least 20.</li> <li>• Creates own patterns using numbers</li> <li>• Identifies and names 2D shapes - triangles, rectangles and circles</li> <li>• Compares 3D objects by measuring using non-standard measures e.g. how many cups fill a bottle with water</li> <li>• Sorts and describes 3D objects and 2D shapes by:               <ul style="list-style-type: none"> <li>- size (big or small)</li> <li>- property (3D: whether it rolls or slides and 2D: shapes with straight or round edges)</li> </ul> </li> <li>• Demonstrates an understanding of 2D shape and 3D objects including orientation and position</li> <li>• Uses words such as 'yesterday', 'today' and 'tomorrow' appropriately to describe time of the day.</li> <li>• Collects, sorts, explains and draws a collection of objects according to one attribute</li> </ul>	<ul style="list-style-type: none"> <li>• Copies and extends simple patterns using physical objects and drawings in order to describe them and create own.</li> <li>• Copies and extends simple number sequences to at least 50, in order to describe them and create own patterns.</li> <li>• Identifies and copies geometric patterns in the environment and local cultures</li> <li>• Identifies and names 3D objects – boxes and balls and uses clay or other molding agents, building blocks or construction sets to make them.</li> <li>• Compares 3D objects by measuring using non-standard measures e.g. how many brick have the same mass as one bag of sand,</li> <li>• Sorts and describes 3D objects and 2D shapes by:               <ul style="list-style-type: none"> <li>- size (big or small)</li> <li>- property (3D: whether it rolls or slides and 2D: shapes with straight or round edges)</li> </ul> </li> <li>• Symmetry</li> <li>• Sequences events using language such as 'yesterday', 'today' and 'tomorrow'.</li> <li>• Compares events according to time e.g. shorter or longer, faster or slower.</li> <li>• Collects, sorts, explains and draws a collection of objects according to one attribute</li> </ul>	<ul style="list-style-type: none"> <li>• Copies and extends simple patterns using physical objects and drawings in order to describe them and then create own.</li> <li>• Copies and extends simple number sequences to at least 100, in order to describe them create own patterns.</li> <li>• Compares 3D objects by measuring using non-standard measures e.g. how many footsteps cover a particular distance.</li> <li>• Demonstrates understanding of 2D shape and 3D objects including orientation and position</li> <li>• Symmetry</li> <li>• Compares events according to time e.g. shorter or longer, faster or slower.</li> <li>• Collects, sorts, explains and constructs pictographs</li> </ul>

## Numeracy Milestones (per Term): Grade 2

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Says number names in sequence from at least 1-100</li> <li>Counts out collections of a given number of objects up to 34, by forming structured (grouped) collections with actual objects and/or making marks</li> <li>Estimates the number of objects in a collection up to at least 34, and check by counting.</li> <li>Counts to at least 34 objects reliably i.e. says and matches number names when pointing to objects in a collection e.g. counters, pictures, beads on an abacus.</li> <li>Counts forwards and backwards in multiples of 2, 5 and 10 from 0-100 using concrete objects and number grids.</li> <li>Writes and reads number symbols from 1-100</li> <li>Writes and reads number names from 1-34</li> <li>In the range 1 to at least 34:               <ul style="list-style-type: none"> <li>Compares two collections of at least 34 objects or pictures to say which is bigger or smaller (more or less)</li> <li>Orders collections from smallest to biggest/biggest to smallest</li> <li>Orders and compares numbers from 1 to 34 to say which is smaller/bigger e.g. 34 is more than 15</li> <li>Orders first to last.</li> </ul> </li> <li>Number knowledge and mental computation:               <ul style="list-style-type: none"> <li>Develops number relationships 1 to 34</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Says number names in sequence from at least 1-150</li> <li>Counts out collections of a given number of objects up to 50, by forming structured (grouped) collections with actual objects and/or making marks</li> <li>Estimates the number of objects in a collection up to at least 50, and check by counting.</li> <li>Counts given structured (grouped e.g. beads on a string) and unstructured (pictures and marks) collections of objects up to at least 50 and records the result by               <ul style="list-style-type: none"> <li>writing the number name,</li> <li>showing it with flard cards</li> <li>writing it in expanded notation e.g. 34 is 30 and 4.</li> </ul> </li> <li>Counts forwards and backwards in multiples of 2, 5 and 10 from 0-150 using a number grid or number line</li> <li>Counts forwards and backwards in 2, 5 and 10 starting at any number between 0-100 e.g. 41, 51, 61</li> <li>Writes and reads number symbols from 1-150</li> <li>Writes and reads number names from 1-50</li> <li>In the range 1 to at least 50:               <ul style="list-style-type: none"> <li>Compares two collections of at least 50 objects or pictures to say which is bigger or smaller (more or less)</li> <li>Orders collections from smallest to biggest/biggest to smallest</li> <li>Orders and compares numbers from 1 to 50 to say which is smaller/bigger e.g. 34 is less than 50</li> <li>Orders first to last.</li> </ul> </li> <li>Number knowledge and mental computation:               <ul style="list-style-type: none"> <li>Uses flard cards to build two-digit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Says number names in sequence from at least 1-200</li> <li>Counts out collections of a given number of objects up to 80, by forming structured (grouped) collections with actual objects and/or making marks</li> <li>Estimates the number of objects in a collection up to at least 80, and check by counting.</li> <li>Counts given structured (grouped e.g. beads on a string) and unstructured (pictures and marks) collections of objects up to at least 80 and records the result by               <ul style="list-style-type: none"> <li>writing the number name,</li> <li>showing it with flard cards</li> <li>writing it in expanded notation e.g. 54 is 50 and 4.</li> </ul> </li> <li>Counts forwards and backwards in multiples of 2, 5 and 10 from 0-200 using a number grid or number line</li> <li>Counts forwards and backwards in 2, 5 and 10 starting at any number between 0-100 e.g. 41, 51, 61</li> <li>Writes and reads number symbols from 1-200</li> <li>Writes and reads number names from 1-100</li> <li>In the range 1 to at least 100:               <ul style="list-style-type: none"> <li>Compares and orders two collections of at least 100 objects or pictures to say which is bigger or smaller (more or less)</li> <li>Orders and compares numbers from 1 to 100 to say which is smaller/bigger e.g. 95 is more than 75</li> <li>Orders first to last.</li> </ul> </li> <li>Number knowledge and mental computation:               <ul style="list-style-type: none"> <li>Uses flard cards to build two-digit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Says number names in sequence from at least 1-200</li> <li>Counts out collections of a given number of objects up to 100, by forming structured (grouped) collections with actual objects and/or making marks</li> <li>Estimates the number of objects in a collection up to at least 100, and check by counting.</li> <li>Counts given structured (grouped e.g. beads on a string) and unstructured (pictures and marks) collections of objects up to at least 100 and records the result by               <ul style="list-style-type: none"> <li>writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation e.g. 63 is 60 and 3.</li> </ul> </li> <li>Counts forwards and backwards in multiples of 2, 5 and 10 from 0-200 using a number grid or number line</li> <li>Counts forwards and backwards in 2, 5 and 10 starting at any number between 0-200 e.g. 141, 151, 161</li> <li>Writes and reads number symbols from 1-200</li> <li>Writes and reads number names from 1-100</li> <li>In the range 1 to at least 100:               <ul style="list-style-type: none"> <li>Compares and orders two collections of at least 100 objects or pictures to say which is bigger or smaller (more or less)</li> <li>Orders and compares numbers from 1 to 100 and say which is smaller/bigger e.g. 50 is less than 60</li> <li>Orders first to last.</li> </ul> </li> <li>Number knowledge and mental computation:               <ul style="list-style-type: none"> <li>Uses flard cards to build three-digit</li> </ul> </li> </ul>



Numeracy Milestones (per Term): Grade 2 (continued)			
Term 1	Term 2	Term 3	Term 4
<p>e.g. <math>34=30+4</math>, 34 is more than 3 but less than 40, <math>20+10+4=34</math> etc.</p> <ul style="list-style-type: none"> <li>- Doubles and halves numbers 1 to 34</li> <li>- Adds and subtracts 1 to 9 to any number up to 34 (patterns)</li> <li>- Completes repeated addition of 2, 5 and 10</li> <li>- Adds and subtracts 10 to whole tens e.g. <math>20+10=?</math>, <math>30-10=?</math></li> <li>- Writes number sentences with more than one operation e.g. <math>12+4-3=?</math></li> <li>- Completes given number patterns</li> <li>- Recognises patterns in number work e.g. in the natural and cultural environment</li> <li>• Knows or can easily establish addition and subtraction facts in the range 1 to 10 e.g. <math>5+4=</math>, <math>7-4=</math></li> </ul>	<p>numbers to at least 50 as expanded notation</p> <ul style="list-style-type: none"> <li>- Develops number relationships 1 to 50 e.g. <math>47=40+7</math> or <math>20+20+7</math> or 50-3 etc.</li> <li>- Uses flard cards to add and subtract single digit numbers to any two-digit number e.g. <math>20+7=</math>, <math>30+9=</math>, <math>45-5=</math> etc.</li> <li>- Doubles and halves numbers 1 to 50</li> <li>- Adds and subtracts single digit numbers to any 2-digit number e.g. <math>10+6=</math>, <math>29+3=</math>, <math>31-4=</math></li> <li>- Completes repeated addition of 2, 5 and 10</li> <li>- Adds and subtracts whole tens e.g. <math>20+10=?</math>, <math>40=20+?</math></li> <li>- Completes given number patterns</li> <li>- Recognises patterns in number work e.g. in the natural and cultural environment</li> <li>• Knows or can easily establish addition and subtraction facts in the range 1 to 20 e.g. <math>15+4=</math>, <math>8+7=</math>, <math>14-5=</math></li> </ul>	<p>numbers to at least 100 as expanded notation</p> <ul style="list-style-type: none"> <li>- Develops number relationships e.g. 25 is quarter of 100 or 5 less than 30 or half of 50, etc.</li> <li>- Builds up and breaks down numbers 1 to 100 e.g. <math>47=40+7</math> or <math>20+20+7</math> or 50-3 etc.</li> <li>- Doubles and halves two-digit numbers to 99</li> <li>- Writes number sentences using addition and subtraction of two 2-digit numbers e.g. <math>18+12=</math>, <math>45+11=</math>, <math>16-11=</math>, <math>37-19=</math> etc.</li> <li>- Builds up a whole 10 when adding and subtracting e.g. <math>9+4=</math> <math>9+1+3</math> or <math>24-9=</math> <math>24-4-5</math></li> <li>- Recognises, describes and extends number patterns e.g. <math>2+2=4</math>, <math>20+20=40</math>, <math>200+200=400</math>, etc.</li> <li>- Uses repeated addition leading to multiplication with answers up to 50</li> <li>- Adds and subtracts whole tens e.g. <math>26+10=?</math>, <math>48=28+?</math> Etc.</li> <li>- Orders and compares fractions according to size (half and quarter)</li> <li>• Knows or can easily establish addition and subtraction facts in the range 1 to at least 20 e.g. <math>12+17=29</math>, <math>19-1=8</math></li> <li>• Solves money problems involving totals in Rands and cents</li> <li>• Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions where the remainder becomes a fraction</li> </ul>	<p>digit numbers to at least 200 e.g. <math>143=100+40+3</math></p> <ul style="list-style-type: none"> <li>- Develops number relationships e.g. 25 is quarter of 100 or 5 less than 30 or half of 50, etc.</li> <li>- Uses flard cards to add and subtract single digit numbers to a three digit number e.g. <math>240+3=</math></li> <li>- Doubles and halves both odd and even numbers 1 to 100</li> <li>- Writes number sentences using addition and subtraction of two 2-digit numbers e.g. <math>26+37=</math>, <math>54-25=</math></li> <li>- Orders and compares fractions according to size (half and quarter)</li> <li>- Copies and extends number sequences to 200</li> <li>- Creates own number patterns</li> <li>- Calculates the multiplication of two single-digit numbers e.g. <math>6 \times 5=</math>, <math>9 \times 2=</math></li> <li>• Knows or can easily establish addition and subtraction facts e.g. <math>15+14=29</math>, <math>29-11=8</math>, <math>48+20=</math> etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 34 and with solutions that include remainders, by using concrete objects and drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions that include remainders or fractions, by using drawings or other schematic representations</li> </ul>	<ul style="list-style-type: none"> <li>• Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions where the remainder becomes a fraction</li> </ul>	<ul style="list-style-type: none"> <li>• Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions where the remainder becomes a fraction</li> </ul>

	Term 1	Term 2	Term 3	Term 4
	<b>Numeracy Milestones (per Term): Grade 2 (continued)</b>			
<b>This is an example of what you will expect Grade 2 learners to be able to do when solving grouping and sharing problems</b>				
<p><b>Solving problems that involve grouping and sharing.</b> Understand sharing and grouping situations, can do the calculations needed to solve them, and can judge whether the result makes sense. (NB. This should include solutions with a remainder and/or solutions leading to fractions that are halves and quarters)</p> <p>At some stage, the educator should challenge learners to represent their thinking with numbers and symbols. They may do this in various ways. Once all learners have actively engaged with some problems and produced symbolic representations of their work, the teacher should support them in using more elegant representations of their thinking, for example:</p> <p>Dad wants to fix some chairs. He has 30 nails and uses 4 in each chair. How many chairs could Dad fix?</p> $\begin{array}{ccccccc} & 8 + 4 = 12 & 12 + 4 = 16 & 16 + 4 = 20 & 20 + 4 = 24 & 24 + 4 = 28 \\ 4 + 4 = 8 & \rightarrow 8 + 4 \rightarrow 12 + 4 \rightarrow 16 + 4 \rightarrow 20 + 4 \rightarrow 24 + 4 \rightarrow 28 \end{array}$ <p>The fours are then counted to establish that 7 chairs can be fixed. Some learners may use doubling to quicken the process:</p> $\begin{array}{ccccc} 2 & 2 & 2 & 2 & 2 \\ 4 + 4 = 8 & \rightarrow 8 + 8 \rightarrow 16 + 8 \rightarrow 24 + 8 \rightarrow 32 \end{array}$ <p>For sharing problems, learners may think in a different way than for grouping problems. For example, in the problem R34 is to be shared equally among 6 children. How much money did each child get? They may think of handing out R1 at a time and represent it somewhat like this, to conclude that each learner should get R5 and there will be R4 left:</p> <div style="display: flex; justify-content: space-around;"> <span>R1 each R5</span> <span>R1 each R5</span> <span>R1 each R5</span> <span>R1 each R5</span> <span>R1 each R5</span> <span>R1 each R5</span> </div> <p align="right">R4 left over</p>				
<ul style="list-style-type: none"> <li>Solves different types of problems and explain solutions to problems with whole numbers to at least 34, involving addition, subtraction and repeated addition using drawings, appropriate symbols and the techniques listed below               <ul style="list-style-type: none"> <li>- doubling and halving</li> <li>- using concrete apparatus e.g. counters</li> <li>- number lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solves different types of problems and explain solutions to problems with whole numbers to at least 75, involving addition, subtraction and repeated addition using drawings, appropriate symbols and the techniques listed below               <ul style="list-style-type: none"> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- using concrete apparatus e.g. counters</li> <li>- number lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solves different types of problems and explain solutions to problems including money problems with whole numbers to at least 100, involving addition, subtraction and multiplication using drawings, appropriate symbols and the techniques listed below               <ul style="list-style-type: none"> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solves different types of problems and explain solutions to problems including money problems with whole numbers to at least 100, involving addition, subtraction and multiplication using appropriate symbols and the techniques listed below               <ul style="list-style-type: none"> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> </ul> </li> </ul>	
<b>This is an example of what you will expect Grade 2 learners to be able to do when solving grouping and sharing problems</b>				
<b>Solving problems by addition or subtraction.</b> Learners should be given the following types of problems to develop an understanding of different situations, do the calculations needed to solve the problems, and judge whether the result makes sense. At this stage most problem types will be solved by counting on (adding) and learners will start using numbers				
a) Finding the total when two numbers or amounts are given, for example: - “Benny has 48 books and Mom gives him another 27 books. How many books does Benny have now?” In the beginning learners may draw pictures, but teachers need to encourage learners to use the number knowledge they have e.g. $10+10+10+10+10\rightarrow60+8\rightarrow68+7\rightarrow75$ (learners count on from 68) OR $48+2\rightarrow50+10\rightarrow60+10\rightarrow70+5=75$ OR $48+10\rightarrow58+10\rightarrow68+2\rightarrow70+5=75$ OR $48+2\rightarrow50+20\rightarrow70+5=75$ (adding 27 to 48)				

Numeracy Milestones (per Term): Grade 2 (continued)			
Term 1	Term 2	Term 3	Term 4
<p>-The school had 95 grade 2 learners, 37 were transferred to another school. How many grade 2 learners are there now? Learners usually do one of the following: 95-10 → 85-10 → 75-10 → 65-5 → 60-2 = 58 learners were left. (I took away 30 and 5 and 2 to make 37) <b>OR</b> 37+3 → 40+40 → 80+10 → 90+5=95 40+10 → 50+5 → 55+3=58 learners were left <b>OR</b> I subtract 40 instead of 37. 95-40 = 55 now I have subtracted 3 too much, so have to add 3 to my answer 55+3 = 58</p> <p>b) Finding one of two parts that make up a given total, e.g. -“Nare has a bag of 42 marbles. He wins some marbles and now has 75 marbles. How many marbles did Nare win?” Learners may write 42+10 → 52+10 → 62+10 → 72+3 → 75. 10+10+10+3=33. Nare won 33 marbles.</p> <p>- Nare has a bag of 41 marbles. He loses some marbles and now has 27 in his bag. How many marbles did Nare lose? Learners may count on from 27 to 41 e.g. 28, 29, 30, 31, etc. and count how many were added <b>OR</b> they may write 27+3 → 30+10 → 40+1 → 41. 10+3+1 = 14 marbles lost.</p> <p><b>OR</b> learners will count backwards e.g. 41-1 → 40-10 → 30-3 → 27 so 10+3+1 = 14 (the numbers taken away).</p> <p>c) Finding the total through repeated addition - “There are 9 children playing in the mud. How many dirty fingers were there?” Learners will usually write nine 10s e.g. 10 10 10 10 10 10 10 10 10 and then count in 10s and answer there were 90 dirty fingers.</p> <p><b>NB: These are a few of the different types of problems and the way in which learners can be expected to solve them in Grade 1. A full set of the types of problems that learners need to be exposed to can be found in the Annexures of Term 1 Lesson plans.</b></p>			
<ul style="list-style-type: none"> <li>• Copies simple patterns using physical objects and drawings and creates own patterns</li> <li>• Recognises and identifies 2D shapes in pictures and 3D objects in the environment, including size</li> <li>• Builds a 3-D object using waste material.</li> <li>• Names in order the days of the week and months of the year.</li> <li>• Collects and sorts data according to given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Copies simple patterns using physical objects and drawings, describes them and creates own patterns</li> <li>• Identifies and compares 3D objects and 2D shapes by property i.e. that roll or slide, shapes with straight or round edges</li> <li>• Compares 3D objects by measuring using non-standard measures e.g. how many rulers from the desk to the door for length.</li> <li>• Recognises symmetry in shapes</li> <li>• Reads a date on calendar.</li> <li>• Calculates elapsed time in days, weeks and months using calendars.</li> <li>• Collects, sorts, describes and constructs pictographs according to one attribute chosen by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and describes own patterns</li> <li>• Describes faces of 3D objects (boxes and cylinders) e.g. a box of a washing powder has faces that has two (opposite) sides equal or the corners of the boxes are equal etc.</li> <li>• Compares 3D objects by measuring using non-standard measures e.g. how many glasses of water can fill a jug for capacity.</li> <li>• Describes positional relationship between two 3D objects</li> <li>• Reads analogue and digital clock time in hours and minutes.</li> <li>• Identifies particular date(s) on calendar e.g. date of the day, friend's birthday, Christmas day, Youth day</li> <li>• Collects, sorts, describes and constructs pictographs according to one attribute chosen by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and describes own patterns</li> <li>• Recognises faces of 3D objects (boxes) as 2D shapes e.g. the face of a box with particular description(s) are called a rectangle or square.</li> <li>• Compares 3D objects by measuring using non-standard measures e.g. capacity, length and mass</li> <li>• Demonstrates understanding of 2D shape and 3D objects including orientation and position</li> <li>• Uses hours and minutes to calculate time</li> <li>• Analyses data to draw a conclusion</li> </ul>

Numeracy Milestones (per Term): Grade 3			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Says number names in sequence from at least 1-1000</li> <li>Counts to at least 300 objects reliably i.e. says and matches number names to the objects being counted e.g. counters, pictures, beads or beads on an abacus</li> <li>Makes a reasonable estimate of the number of objects or pictures there are in a collection up to at least 200, and check by counting</li> <li>Counts given unstructured collections of objects, pictures or marks up to at least 300 by structuring them (e.g. grouping into multiples of 10, 20, 25) and records the result by               <ul style="list-style-type: none"> <li>writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation</li> </ul> </li> <li>Counts given structured collections of objects, pictures or marks to at least 200 and records the result by               <ul style="list-style-type: none"> <li>writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation</li> </ul> </li> <li>Compares structured and unstructured collections of objects up to 200, to say which has more or less</li> <li>Counts forwards and backwards in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000</li> <li>Counts forwards and backwards in 2s, 5s, and 10s, starting at any number between 0 - 200 e.g. 41; 51; 61</li> <li>Reads and writes number symbols and number names from 1 to at least 300.</li> <li>Orders and compares 2-digit numbers to say which is bigger or smaller e.g. 95 is more than 75.</li> </ul>	<ul style="list-style-type: none"> <li>Says number names in sequence from at least 1-1000</li> <li>Counts to at least 300 objects reliably i.e. says and matches number names to the objects being counted e.g. counters, pictures, beads or beads on an abacus</li> <li>Makes a reasonable estimate of the number of objects or pictures there is in a collection up to 500, and check by counting.</li> <li>Counts given unstructured collections of objects, pictures or marks up to at least 500 by structuring them (e.g. grouping into multiples of 10, 25, 50, 100) and records the result by               <ul style="list-style-type: none"> <li>writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation</li> </ul> </li> <li>Counts given structured collections of objects, pictures or marks to at least 500 and records the result by               <ul style="list-style-type: none"> <li>writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation</li> </ul> </li> <li>Compares structured and unstructured collections of objects up to 500, to say which has more or less</li> <li>Counts forwards and backwards in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000</li> <li>Counts forwards and backwards in 10s, 20s and 50s starting at any number between 0- 500 e.g. 227; 247; 267</li> <li>Reads and writes number symbols and number names from 1 to at least 500</li> <li>Orders and compares 3-digit numbers to 500 to say which is bigger or smaller e.g. 476 is less than 491.</li> </ul>	<ul style="list-style-type: none"> <li>Says number names in sequence from at least 1-1000</li> <li>Counts to at least 300 objects reliably i.e. says and matches number names to the objects being counted e.g. counters, pictures, beads or beads on an abacus</li> <li>Makes a reasonable estimate of the number of objects or pictures there is in a collection up to 750, and check by counting.</li> <li>Counts given unstructured collections of objects, pictures or marks up to at least 750 by structuring them (e.g. grouping into multiples of 10, 25, 50, 100) and records the result by               <ul style="list-style-type: none"> <li>writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation</li> </ul> </li> <li>Counts given structured collections of objects, pictures or marks to at least 750 and records the result by               <ul style="list-style-type: none"> <li>writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation</li> </ul> </li> <li>Compares structured and unstructured collections of objects up to 750, to say which has more or less</li> <li>Counts forwards and backwards in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000</li> <li>Counts in 3s and 4s to at least 200</li> <li>Counts forwards and backwards in 10s, 20s and 50s starting at any number between 0 -750 e.g. 714; 724; 734</li> <li>Reads and writes number symbols and number names from 1 to at least 750</li> <li>Orders and compares 3-digit numbers to 750 to say which is bigger or smaller e.g. 739 is more than 799.</li> </ul>	<ul style="list-style-type: none"> <li>Says number names in sequence from at least 1-1000</li> <li>Counts to at least 300 objects reliably i.e. says and matches number names to the objects being counted e.g. counters, pictures, beads or beads on an abacus</li> <li>Makes a reasonable estimate of the number of objects or pictures there is in a collection up to 1000, and check by counting.</li> <li>Counts given unstructured collections of objects, pictures or marks up to at least 1000 by structuring them (e.g. grouping into multiples of 25, 50, 100) and records the result by               <ul style="list-style-type: none"> <li>writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation</li> </ul> </li> <li>Counts given structured collections of objects, pictures or marks to at least 1000 and records the result by               <ul style="list-style-type: none"> <li>writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation</li> </ul> </li> <li>Compares structured and unstructured collections of objects up to 1000, to say which has more or less</li> <li>Counts forwards and backwards in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000</li> <li>Count in 3s and 4s to at least 200</li> <li>Counts forwards and backwards in 10s, 25s, 100s starting at any number between 0 - 1 000 e.g. 850, 825, 700</li> <li>Reads and writes number symbols and number names from 1 to at least 1 000</li> <li>Orders and compares 3-digit numbers to 1 000 to say which is bigger or smaller e.g. 978 is less than 969.</li> </ul>

# Numeracy Milestones (per Term): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Number knowledge and mental computations</li> <li>- Adds and subtracts to at least 30 to do quick mental calculations like: <math>23 + 8 = 31</math>; <math>29 - 11 = 18</math></li> <li>- Uses flard cards to build up and break down 2-digit numbers</li> <li>- Calculates using addition and subtraction of one and two 2-digit numbers e.g. <math>46+8=</math>, <math>72-6=</math> etc.</li> <li>- Calculates using addition and subtraction of whole 10s and 100s from 0-300 e.g. <math>201+10=211</math> <math>201+100=301</math></li> <li>- Doubles and halves up to at least 50</li> <li>- Building up the 10 when adding or subtracting i.e. <math>9+4=9+1 +3</math> <math>19+4=19+1 +3</math> <math>24-9=24-4 -5</math></li> <li>- Develops number relationships e.g. 25 is quarter of 100, <math>56=20+20+10+6</math>, etc.</li> <li>- Calculates multiplication of 2, 5 and 10</li> <li>- Recognises the pattern of counting in 10</li> </ul>	<ul style="list-style-type: none"> <li>• Solves money problems where cents are converted to Rands</li> <li>• Number knowledge and mental computations</li> <li>- Adds and subtracts to at least 30 to do quick mental calculations like: <math>23 + 8 = 31</math>; <math>32 - 12 = 20</math></li> <li>- Uses flard cards to build up and break down 3-digit numbers</li> <li>- Calculates using addition and subtraction of two 2-digit numbers e.g. <math>46+13=</math>, <math>72-14=</math> etc.</li> <li>- Calculates using addition and subtraction of whole 10s and 100s e.g. <math>37+30=</math>, <math>246+100=</math>, <math>98-20=</math></li> <li>- Uses flard cards to add and subtract 2 and 3-digit numbers e.g. <math>300+20=</math>, <math>480=400+80</math></li> <li>- Completes number sentences using repeated addition of 20, 25, 50 to 500 e.g. <math>150+50+50=</math></li> <li>- Doubles and halves 2-digit numbers</li> <li>- Develops number relationships e.g. 46 is: double 23, <math>40+6</math>, <math>50-4</math>, etc.</li> <li>- Identifies number patterns using addition, subtraction and multiplication to 500</li> <li>- Calculates division of 2-digit numbers by 1-digit numbers e.g. <math>20 \div 5 =</math></li> <li>• Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions where there is a remainder, or where the remainder becomes a fraction</li> </ul>	<ul style="list-style-type: none"> <li>• Number knowledge and mental computations</li> <li>- Adds and subtracts to at least 40 to do quick mental calculations like: <math>18+14=32</math>; <math>39 - 11 = 28</math></li> <li>- Uses flard cards to build up and break down 3-digit numbers</li> <li>- Builds up and breaks down 3 digit numbers e.g. <math>235=200+30+5</math> OR <math>100+100+30+5</math> OR <math>100+50+20+15</math></li> <li>- Calculates using addition and subtraction of two 2-digit numbers e.g. <math>46+13=</math>, <math>72-14=</math></li> <li>- Uses flard cards to add and subtract 1, 2 and 3-digit numbers to a 3-digit number e.g. <math>247+20=</math>, <math>247+200=</math>, <math>247-50=</math>, <math>247+4=</math> etc.</li> <li>- Completes addition and subtraction number sentences of 11 using whole tens e.g. <math>15+11=15+10+1</math> Or <math>15-11=15-10+1</math></li> <li>- Recognises the equivalence of multiplication to complete number sentences e.g. <math>2 \times 5 = 5 \times 2</math></li> <li>- Doubles and halves 3-digit numbers</li> <li>- Develops number relationships e.g. 25 is quarter of 100, <math>56=60-2-2</math></li> <li>- Calculates multiplication of 2, 5 and 10</li> <li>- Orders and compares common fractions e.g. half, quarter, third</li> <li>• Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions where there is a remainder becomes a fraction (e.g. <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math> etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Number knowledge and mental computations</li> <li>- Adds and subtracts to at least 50 to do quick mental calculations like: <math>23+18=41</math>; <math>49 - 15 = 34</math></li> <li>- Uses flard cards to build up and break down 3-digit numbers to 1000</li> <li>- Calculates using addition and subtraction of two 3-digit numbers e.g. <math>300+259=</math></li> <li>- Develops number relationships e.g. 525 is: 25 less than 250, 230-5, 52 tens+5 etc.</li> <li>- Builds up and breaks down 3 digit numbers e.g. <math>235=200+30+5</math> OR <math>100+100+30+5</math> OR <math>100+50+20+15</math></li> <li>- Builds up multiplication tables of 2, 5 and 10 to 100</li> <li>- Extends number sequences to 1000</li> <li>- Calculates division of 2-digit by 1-digit numbers e.g. <math>75 \div 5 =</math></li> <li>- Rounds off numbers to the nearest 10</li> <li>• Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions where there is a remainder becomes a fraction (e.g. <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math> etc)</li> </ul>

Numeracy Milestones (per Term): Grade 3 (continued)			
Term 1	Term 2	Term 3	Term 4
<i>This is an example of what you will expect Grade 3 learners to be able to do when solving grouping and sharing problems</i>			
<b>Solving problems that involve grouping and sharing.</b> Understand sharing and grouping situations, can do the calculations needed to solve them, and can judge whether the result makes sense. (NB. This should include solutions with a remainder and/or solutions leading to fractions that are halves and quarters) At some stage, the educator should challenge learners to represent their thinking with numbers and symbols. They may do this in various ways. Once all learners have actively engaged with some problems and produced symbolic representations of their work, the teacher should support them in using more elegant representations of their thinking, for example:			
<b>Sharing:</b> <ul style="list-style-type: none"><li>R84 is to be shared between 5 children. How much money can be given to each child?</li></ul>			
Learners may be solving problems in this way: <ul style="list-style-type: none"><li>- R10 for each child is R50, then there is R34 left.</li><li>- Another R5 for each child is R25, then there is R9 left.</li><li>- Another R1 for each child is R5, then there is R4 left.</li></ul>		The teacher may at some stage suggest to learners that their thinking may be represented as follows: $5 \times R10 = R50$ Each child gets R10+R5+R1=R16 $5 \times R5 = R25$ There is R4 left, so that is 400 cents $5 \times R1 = R5$ $5 \times 80c = 400c$ Each child gets R16 and 80cents.	
<b>Grouping</b> <ul style="list-style-type: none"><li>There are 84 apples. How many bags can be filled with 5 apples each?</li></ul>			
When learners are challenged to look for a shorter way in which this problem can be solved than the way in which they did it in Grade 2, they may come up with the thought that 10 bags of 5 apples each would be 50 apples, and another 5 bags of 5 apples (or 6 bags of 5 would be 30 apples). In their minds they would know that the 50 was obtained by filling 10 bags with 5 apples each, and the 25 by filling 5 apples each			
The teacher may suggest that their thinking can be represented in two lines like this: $\begin{array}{r} 50 + 25 \rightarrow 75 + 5 \rightarrow 80 \\ 10 \times 5 + 5 \times 5 \rightarrow 75 + 1 \times 5 = 80 \end{array}$		The teacher may point out that this thinking can also be represented like this: $\begin{array}{r} 5 \times 10 = 50 \\ 5 \times 5 = 25 \\ 5 \times 1 = 5 \end{array}$ $50 + 25 = 75$ $75 + 5 = 80$ so there are 4 apples over $10 + 5 + 1 = 16$ bags can be filled and there will be 4 apples left over.	
<ul style="list-style-type: none"><li>Miriam has R90 available to buy cakes for a birthday party. The cakes cost R27 each. How many cakes can she buy?</li></ul>			
This may be easily done by repeated addition: $27 + 27 \rightarrow 54 + 27 \rightarrow 81$ and there is R9 left. In this case the written work to do the additions can be shown separately. $27 + 27 + 27$ is the same as $20 + 7 + 20 + 7 + 20 + 7$ , which is the same as $(20 + 20 + 20) + (7 + 7 + 7)$ , which is $60 + 21 = 81$ with R9 left		Some learners may do it like this: $27 + 27$ is the same as $(20 + 7) + (20 + 7)$ , which is $40 + 14 = 54$ $54 + 27$ is the same as $(50 + 4) + (20 + 7)$ , which is the same as $(50 + 20) + (4 + 7)$ , which is $70 + 11 = 81$ . R9 is left	

Numeracy Milestones (per Term): Grade 3 (continued)				
Term 1	Term 2	Term 3	Term 4	
<p><b>In Grade 3, learners should be led to notice that although sharing and grouping problems are different, one may use the same method of computation for both cases</b></p>				
<p>You have R95 to buy bread for a picnic. One loaf costs R7. How many loaves can you buy?  <b>10 loaves cost R70.</b>  <b>2 loaves cost R14, so that is R84.</b>  <b>1 loaf cost R7, so that is R91.</b></p>		<p>95 learners have to sit at 7 tables. How many at each table?  <b>If 10 learners sit at one table, it makes 70 learners.</b>  <b>2 more learners can sit at each table, then 84 learners are seated.</b>  <b>1 more learner can sit at each table, then 91 learners are seated.</b></p>		
<p><b>This thinking may be represented like this:</b>  <math>10 \times 7 = 70</math>  <math>2 \times 7 = 14</math>    <math>70 + 14 = 84</math>  <math>1 \times 7 = 7</math>     <math>84 + 7 = 91</math>  <b>There is R4 left.</b></p>		<p><b>So if 13 learners sit at each table, it is 91 learners.</b>  <b>There are 4 learners left, so 4 tables should each get one more learner.</b>  <b>So there will be 4 tables with 14 learners each, and 3 tables with 7 learners each.</b>  <b>This thinking may be represented like this:</b>  <math>10 \times 7 = 70</math>  <math>2 \times 7 = 14</math>    <math>70 + 14 = 84</math>  <math>1 \times 7 = 7</math>     <math>84 + 7 = 91</math>  <b>At 3 of the tables there should be 13 learners each, and at the other 4 tables there should be 14 learners each.</b></p>		
<ul style="list-style-type: none"> <li>Solve different types of problems and explain solutions to problems with whole numbers to at least 100, involving addition, subtraction and multiplication using drawings, appropriate symbols and the techniques listed below <ul style="list-style-type: none"> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solve different types of problems and explain solutions to problems with whole numbers to at least 500, involving addition, subtraction and multiplication using drawings, appropriate symbols and the techniques listed below <ul style="list-style-type: none"> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solve different types of problems and explain solutions to problems including money problems with whole numbers to at least 750, involving addition, subtraction, multiplication and division using appropriate symbols and the techniques listed below <ul style="list-style-type: none"> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solve different types of problems and explain solutions to problems including money problems with whole numbers to at least 1 000, involving addition, subtraction, multiplication and division using appropriate symbols and the techniques listed below <ul style="list-style-type: none"> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> <li>- rounding off to 10</li> </ul> </li> </ul>	
<p><b>This is an example of what you will expect Grade 3 learners to be able to do when solving addition, subtraction, repeated addition and multiplication problems</b></p>				
<p><b>Solving problems by addition.</b> Understand the following types of situations, can do the calculations needed to solve them, and can judge whether the result makes sense. These are a few of the problem types that learners must be exposed to. The recording is only one example what can be expected by the end of Grade 3:</p> <p>a) Finding the total when two numbers or amounts are given, for example:  Tshepo has R250,90 in her purse and her father gives her R175,50. How much does she now have?</p>				

### Numeracy Milestones (per Term): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<div><div><p>The following is an example of the way learners may be thinking: R250,90 and R100 is R350,90. R350,90 and R50,00 is R400,90, another R25,00 will make it R425,90. 10cents more will make it R426,00 and the remaining 40 cents will make a total of R426,40</p><p>This thinking may be more briefly recorded like this R250,90 + R100 → R350,90 + R50 → R400,90 + R25 → R425,90 + R0,10 → R426,00 + R0,40 = R426,40</p></div><div><p><b>b)</b> Finding the initial quantity (start) if an unknown quantity is increased or reduced by a given amount and the result is known, e.g. “167 new houses are built in the village. Now there are 310 houses altogether. How many houses were in the village before?”</p><p>Some learners may count on from 167 to 310 i.e. 167+3→170+30→200+100→310    100+30+10+3=143 houses were in the village before the new ones were built. Some learners may count backwards fro 310 to 167 i.e. 310-10→300-100→200-30→170-3→167    100+30+10+3=143 houses were there before.</p><p><b>Solving problems by subtraction.</b> Understand the following types of situations, can do the calculations needed to solve them, and can judge whether the result makes sense. These problem types may be solved by <b>adding or subtracting</b>.</p><p><b>a)</b> A given quantity is decreased by a given amount. “845 athletes participated in a qualifying round for the Olympics. 587 athletes were eliminated. How many qualified for the next round?” Some learners may count on from 587 to 845 i.e. 587+3→590+10→600+200→800+45→845    200+45+10+3=258 athletes qualified Some learners may count backwards from 845 to 587 i.e. 845-45→800-200→600-10→590-3→587    200+45+10+3=258 athletes qualified</p><p><b>b)</b> A given quantity is decreased and the result is known. How much was the decrease? “Jannie is a fisherman and nets some fish on Sunday. On Monday he sells 615 fish and is left with 233 fish to sell. How many fish did Jannie net on Sunday?” Learners may add the two numbers together by using expanded notation e.g. 615=60+10+5    233=200+30+3    600+200=800    30+10=40    5+3=8    800+40+8=848 Jannie caught 848 fish on Sunday</p></div></div> <div><div><p>A situation in which a total is made up by combining many equal pieces. Sindi buys 7 packets of peaches. There are 5 peaches in each packet. How many peaches are there altogether? Learners may use repeated addition and count in 5s e.g. 5+5+5+5+5+5+5=35 peaches altogether</p></div><div><p>A situation in which a quantity is increased by the same amount repeatedly “In the meeting room there are 5 rows of chairs. There are 42 chairs in each row. How many chairs are there altogether?” Learners may use repeated addition or doubling when solving this type of problem: 42+42→84+42→126+42→168+42→210 chairs    <b>OR</b> 42+42=84 (2 rows)    84+84=168 (4 rows)    168+42= 210 (5 rows) Learners can be lead to refine this recording as: 2x42=84    so    4x42 = 168 (double the 2 rows to 4 rows means the answer doubles) 168+42=210 (168 chairs in 4 rows plus 42 chairs in the 5<sup>th</sup> row)</p></div></div> <div><p><b>Solving problems that involve repeated addition leading to multiplication.</b> Understand the following types of situations, can do the calculations needed to solve them, and can judge whether the result makes sense.</p></div>			



### Numeracy Milestones (per Term): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Copies simple patterns using physical objects and drawings, describes them and creates own patterns</li> <li>• Recognises and describes 2D shapes (triangle, rectangle, square, circle) and 3D objects (boxes, balls, cylinders)</li> <li>• Creates 3 dimensional objects using 2-D shapes and 3-D objects.</li> <li>• Produces symmetrical and asymmetrical patterns (e.g. cut-outs, paper folding, drawings) Describes and compares examples.</li> <li>• Uses non-standard uniform lengths like straws or equal lengths of strings to estimate and measure lengths, compare and evaluate findings.</li> <li>• Estimates measures and compares lengths using at least metres, and possibly centimetres.(rulers)</li> <li>• Sorts, orders and organizes own data according to two attributes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and creates number patterns using addition, subtraction and multiplication to 500</li> <li>• Identifies, compares and describes 2D shapes (triangle, rectangle, square, circle) and 3D objects (boxes, balls, cylinders, cones and pyramids)</li> <li>• Identifies and compares 3D objects and 2D shapes by property i.e. that roll or slide, with straight or round edges</li> <li>• Identifies line symmetry; horizontal, vertical and diagonal in pictures, letters numbers, shapes, natural objects and cultural artifacts.</li> <li>• Reads and writes analogue and digital 'o clock, half hour and quarter hour times in analogue and digital forms</li> <li>• Uses a calendar to convert between days and months; weeks and days.</li> <li>• Uses non-standard uniform measures like filled bags of sand to estimate, compare and order masses of different objects.</li> <li>• Identifies kilograms as the unit of mass to measure mass.</li> <li>• Sorts, orders and organizes own data according to two attributes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes number patterns using addition, subtraction and multiplication to 750</li> <li>• Identifies and copies geometric patterns from different cultures</li> <li>• Recognises, compares and describes 3D objects and 2D shapes in pictures by: <ul style="list-style-type: none"> <li>- property i.e. shapes with straight/flat or round/curved edges</li> <li>- number of 2D shapes in or on faces of 3D objects</li> </ul> </li> <li>• Recognises three dimensional objects from different positions</li> <li>• Uses fractions in the context of time e.g. 15 minutes is a quarter of an hour</li> <li>• Solves problems involving the conversion of minutes to hours, hours to days</li> <li>• Identifies important personal historical and religious dates on a calendar and does related calculations.</li> <li>• Collects, sorts and organizes supplied data and then draws a bar graph using the data</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes number patterns using addition, subtraction and multiplication to 1 000.</li> <li>• Identifies and copies geometric patterns from different cultures.</li> <li>• Is able to read and draw a simple map of the school and classroom</li> <li>• Investigates the distance around objects and shapes using string</li> <li>• Investigates the area of a surface (e.g. a desk) using tiling.</li> <li>• Solves problems involving the conversion of minutes to hours, hours to days</li> <li>• Uses non-standard uniform measures; e.g. cups and jugs to estimate, compare and order their capacities</li> <li>• Uses marked measuring containers in litres; 2 or 5 litre amounts to estimate measure and order different capacities.</li> <li>• Reads and interprets data in a simple table</li> </ul>

Numeracy Milestones (per Assessment Task): Grade 1				
Term 1	Term 2	Term 3	Term 4	
<b>Assessment Task 1:</b> <ul style="list-style-type: none"><li>• Readiness<ul style="list-style-type: none"><li>- basic concepts: colour; size, shape</li></ul></li><li>• Collects and sorts objects according to one criteria given by the teacher - introduction to graphs</li></ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"><li>• Says the number names from 1 to 34 in sequence (rote counting).</li><li>• Counts out to at least 20 objects reliably, i.e. says the number names from 1 to 20 in sequence while indicating, or physically moving, objects in a collection, e.g. counters or pictures or beads on an abacus.</li><li>• Number knowledge and mental computation:<ul style="list-style-type: none"><li>- Identifies 'even' and 'odd' numbers</li></ul></li><li>• Copies simple number sequences to at least 20.</li><li>• Sorts and describes 3D objects and 2D shapes by:<ul style="list-style-type: none"><li>- size (big or small)</li></ul></li></ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"><li>• Says the number names from 1 to 50 in sequence (rote counting).</li><li>• Counts out to at least 34 objects reliably, i.e. says the number names from 1 to 34 in sequence while indicating, or physically moving, objects in a collection, e.g. counters or pictures or beads on an abacus.,</li><li>• Counts in 2s and 5s to 50, with and without using concrete objects, number grids and number lines.</li><li>• Estimates the number of objects in a collection up to at least 20, and check by counting.</li><li>• Identifies and names 3D objects – boxes and balls and uses clay or other molding agents, building blocks or construction sets to make them.</li></ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"><li>• Says the number names from 1 to 100 in sequence (rote counting).</li><li>• Counts out to at least 34 objects reliably, i.e. says the number names from 1 to 34 in sequence while indicating, or physically moving, objects in a collection, e.g. counters or pictures or beads on an abacus.</li><li>• Counts in 2s, 5s and 10s to 100, with and without using concrete objects, number grids and number lines.</li><li>• Number knowledge and mental computation:<ul style="list-style-type: none"><li>- Completes repeated addition of 2, 5 and 10</li><li>- Estimates the number of objects in a collection up to at least 34, and check by counting</li></ul></li></ul>	
<b>Assessment Task 2:</b> <ul style="list-style-type: none"><li>• Readiness<ul style="list-style-type: none"><li>- basic concepts: colour; size, shape, position, measurement</li><li>- relevant vocabulary</li><li>- one-to-one correspondence</li></ul></li><li>• Counts out to at least 10 objects reliably, i.e. says the number names from 1 to 10 in sequence while indicating, or physically moving, objects in a collection, e.g. counters or pictures or beads on an abacus.</li><li>• Copies simple patterns using physical objects and drawings</li><li>• Identifies and compares 3D objects – boxes and balls, and uses clay or other molding agents, building blocks or construction sets to make them.</li></ul>	<b>Assessment Task 2</b> <ul style="list-style-type: none"><li>• Writes and reads number symbols from 1-20</li><li>• Writes and reads number names from 1-10</li><li>• In the range 1 to at least 20:<ul style="list-style-type: none"><li>- Says which of two given collections is bigger (more) or smaller (less).</li><li>- Orders more than two given collections of objects from smaller to bigger.</li><li>- Orders more than two given numbers from smaller to bigger</li></ul></li><li>• Counts is 2s to 20 using concrete objects</li><li>• Number knowledge and mental computation:<ul style="list-style-type: none"><li>- Writes a number sentence correctly using the symbols +, - and =</li></ul></li></ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"><li>• Writes and reads number symbols from 1-50</li><li>• Writes and reads number names from 1-21</li><li>• In the range 1 to at least 20:<ul style="list-style-type: none"><li>- Says which of two given numbers is smaller/bigger.</li><li>- Orders more than two given numbers from smaller to bigger</li><li>- Orders first to last</li></ul></li><li>• Estimates the number of objects in a collection up to at least 20, and check by counting.</li><li>• Copies and extends simple number sequences to at least 50, in order to describe them and create own patterns.</li></ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"><li>• Writes and reads number symbols from 1-100</li><li>• Writes and reads number names from 1-34</li><li>• In the range 1 to at least 34:<ul style="list-style-type: none"><li>- Says which of two given numbers is smaller/bigger.</li><li>- Orders more than two given numbers from smaller to bigger</li><li>- Orders first to last.</li></ul></li><li>• Number knowledge and mental computation:<ul style="list-style-type: none"><li>- Continues developing the numerosity of numbers 1 to 34 e.g. 34=30+4, 34 is more than 3 but less than 40, 20+ 10+4=34</li><li>- Doubles and halves numbers 1 to 34</li><li>- Knows or can easily establish addition and subtraction facts in the range 1 to 10</li></ul></li></ul>	

Numeracy Milestones (per Assessment Task): Grade 1 (continued)			
Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Collects and sorts objects according to one criteria given by the teacher - introduction to graphs</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Compares 3D objects by measuring using non-standard measures e.g. how many cups fill a bottle with water</li> <li>Collects, sorts, explains and draws a collection of objects according to one attribute</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Recognises and identifies at least the following: 5c, 10c, 20 c, 50 c, R1, R2 R5 coins and R10, R20 and R50 notes, and compare the values, and solve problems, such as: <ul style="list-style-type: none"> <li>which is more money: 5c or R1?</li> <li>how much is 10c 10c 10c 5c 5c?</li> </ul> </li> <li>Compares 3D objects by measuring using non-standard measures e.g. how many brick have the same mass as one bag of sand,</li> <li>Symmetry</li> <li>Collects, sorts, explains and draws a collection of objects according to one attribute</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Copies and extends simple number sequences to at least 100, in order to describe them create own patterns.</li> <li>Compares 3D objects by measuring using non-standard measures e.g. how many footsteps cover a particular distance.</li> <li>Collects, sorts, explains and constructs pictographs</li> </ul>
<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>Writes and reads number symbols from 1-10</li> <li>Writes and reads writes number names 1-6</li> <li>In the range 1 to 10:</li> <li>Says which of two given numbers is smaller/bigger:</li> <li>Orders more than two given numbers from smaller to bigger numbers.</li> <li>Orders first to last.</li> <li>Counts out to at least 10 objects reliably, i.e. says the number names from 1 to 10 in sequence while indicating, or physically moving, objects in a collection, e.g. counters or pictures or beads on an abacus.</li> <li>Number knowledge and mental computation:</li> <li>Identifies the signs +, - and = in the context of more and less and solving problems</li> </ul>	<b>Assessment Task3:</b> <ul style="list-style-type: none"> <li>Number knowledge and mental computation:</li> <li>Begins to develop the numerosity of numbers 1 to 10 e.g. 4 is 1 more than 3, 4 is 1 less than 5, 4 is double 2, etc.</li> <li>Doubles and halves even numbers to 20</li> <li>Is able to add and subtract two single digit numbers e.g. <math>8+1=9</math>, <math>9-2=7</math>, etc.</li> <li>Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 20 and with solutions that include remainders, by using concrete objects and drawings</li> <li>Solves different types of problems and explains solutions to problems with whole numbers to at least 20, involving addition, subtraction and repeated addition using drawings, appropriate symbols and the techniques listed below</li> <li>using concrete apparatus e.g. counters</li> <li>Number lines</li> </ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>Number knowledge and mental computation:</li> <li>Continues developing the numerosity of numbers 1 to 20 e.g. 18 is 1 more than 17 and 1 less than 19, 18 is nearly the number of fingers and toes I have, etc.</li> <li>Doubles and halves even numbers 1 to 20</li> <li>Adds and subtracts 1 to 5 to any number up to 34 (patterns)</li> <li>Completes repeated addition of 2 and 5</li> <li>Writes number sentences with more than one operation e.g. <math>3+4-2=?</math></li> <li>Knows or can easily establish addition and subtraction facts in the range 1 to 10</li> <li>Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 34 and with solutions that include remainders, by using concrete objects and drawings</li> </ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>Says the number names from 1 to 100 in sequence (rote counting).</li> <li>Counts in 2s, 5s and 10s to 100, with and without using concrete objects, number grids and number lines</li> <li>Number knowledge and mental computation:</li> <li>Continues developing the numerosity of numbers 1 to 34 e.g. <math>34=30+4</math>, 34 is more than 3 but less than 40, <math>20+10+4=34</math></li> <li>Adds and subtracts 1 to 9 to any number up to 34 (patterns)</li> <li>Adds and subtracts 10 to whole tens e.g. <math>20+10=?</math>, <math>30-10=?</math></li> <li>Knows or can easily establish addition and subtraction facts in the range 1 to 10</li> <li>Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 34 and with solutions that include remainders, by using concrete objects and drawings</li> </ul>

Numeracy Milestones (per Assessment Task): Grade 1 (continued)			
Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 3:</b> <b>NB: It is important that learners understand that = means both sides are equivalent. It does not mean that the answer is coming.</b> <ul style="list-style-type: none"> <li>Solves different types of problems and explains solutions to problems with whole numbers to at least 10, involving addition, subtraction and repeated addition using concrete objects and drawings and the techniques listed below</li> <li>using concrete apparatus e.g. counters</li> </ul>		<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>Solves different types of problems and explains solutions to problems including money problems with whole numbers to at least 34, involving addition, subtraction and repeated addition using drawings, appropriate symbols and the techniques listed below</li> <li>building up and breaking down numbers</li> <li>doubling and halving</li> <li>using concrete apparatus e.g. counters</li> <li>number lines</li> </ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>Solves different types of problems and explains solutions to problems including money problems (mentally and in writing) with whole numbers to at least 34, involving addition, subtraction and repeated addition using drawings, appropriate symbols and the techniques listed below</li> <li>building up and breaking down numbers</li> <li>doubling and halving</li> <li>using concrete apparatus e.g. counters</li> <li>number lines</li> </ul>

Numeracy Milestones (per Assessment Task): Grade 2				
Term 1	Term 2	Term 3	Term 4	
<b>Assessment Task 1:</b> <ul style="list-style-type: none"><li>Counts out collections of a given number of objects up to 34, by forming structured (grouped) collections with actual objects and/or making marks</li><li>Counts to at least 34 objects reliably i.e. says and matches number names when pointing to objects in a collection e.g. counters, pictures, beads on an abacus.</li><li>Writes and reads number symbols from 1-100</li><li>Writes and reads number names from 1-34</li><li>Number knowledge and mental computations<ul style="list-style-type: none"><li>Adds and subtracts single digit numbers e.g. <math>3+4=</math>, <math>7-1=</math></li><li>Writes number sentences with more than one operation e.g. <math>12+4-3=</math>?</li></ul></li></ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"><li>Counts out collections of a given number of objects up to 50, by forming structured (grouped) collections with actual objects and/or making marks</li><li>Writes and reads number symbols from 1-150</li><li>Writes and reads number names from 1-50</li><li>Number knowledge and mental computations<ul style="list-style-type: none"><li>Identifies patterns in number work</li><li>Knows or can easily establish addition and subtraction facts in the range 1 to 10 e.g. <math>5+4=</math>, <math>7-4=</math></li><li>Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions that include remainders or fractions, by using drawings or other schematic representations</li><li>Compares 3-D objects and 2-D shapes by measuring using non-standard measures e.g. how many footsteps from the chalkboard to the back of the classroom for length.</li></ul></li></ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"><li>Counts out collections of a given number of objects up to 80, by forming structured (grouped) collections with actual objects and/or making marks</li><li>Counts given structured (grouped e.g. beads on a string) collections of objects (up to at least 80 and records the result by<ul style="list-style-type: none"><li>writing the number name,</li><li>showing it with flard cards</li><li>writing it in expanded notation e.g. 54 is 50 and 4.</li></ul></li><li>Number knowledge and mental computations<ul style="list-style-type: none"><li>Builds up and breaks down numbers 1 to 100 e.g. <math>47=40+7</math> or <math>20+20+7</math> or 50-3 etc.</li><li>Solves money problems involving totals in Rands and cents</li><li>Describes positional relationship between two 3-D objects</li></ul></li></ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"><li>Counts given structured (grouped e.g. beads on a string) collections of objects up to at least 100 and records the result by<ul style="list-style-type: none"><li>writing the number name</li><li>showing it with flard cards</li><li>writing it in expanded notation e.g. 63 is 60 and 3.</li></ul></li><li>Counts forwards and backwards in multiples of 2, 5 and 10 from 0-200.</li><li>Number knowledge and mental computations<ul style="list-style-type: none"><li>Builds up and breaks down numbers 1 to 100 e.g. <math>47=40+7</math> or <math>20+20+7</math> or 50-3 etc.</li><li>Develops number relationships e.g. 25 is quarter of 100 or 5 less than 30 or half of 50, etc.</li><li>Orders and compares fractions according to size (half and quarters</li><li>Uses hours and minutes to calculate time</li></ul></li></ul>	
<b>Assessment Task 2</b> <ul style="list-style-type: none"><li>Counts forwards and backwards in multiples of 2, 5 and 10 from 0-100 using concrete objects and number grids.</li><li>Estimates the number of objects in a collection up to at least 34, and check by counting.</li><li>Number knowledge and mental computation:<ul style="list-style-type: none"><li>Develops number relationships 1 to 34 e.g. <math>34=30+4</math>, 34 is more than 3 but less than 40, <math>20+10+4=34</math> etc.</li></ul></li></ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"><li>Counts forwards and backwards in multiples of 2, 5 and 10 from 0-150 using a number grid or number line</li><li>Number knowledge and mental computation:<ul style="list-style-type: none"><li>Uses flard cards to build two-digit numbers to at least 50 as expanded notation</li><li>Develops number relationships 1 to 50 e.g. <math>47=40+7</math> or <math>20+20+7</math> or 50-3 etc.</li><li>Uses flard cards to add and subtract single digit numbers to any two-digit number e.g. <math>20+7=</math>, <math>30+9=</math>, <math>45-5=</math> etc.</li></ul></li></ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"><li>Counts given unstructured collections of objects (pictures and marks) up to at least 80 by structuring (grouping into multiples of 2, 5 or 10) and recording the result by<ul style="list-style-type: none"><li>writing the number name</li><li>showing it with flard cards</li><li>writing it in expanded notation e.g. 79 is 70 and 9.</li></ul></li><li>Number knowledge and mental computation:</li></ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"><li>Number knowledge and mental computation:<ul style="list-style-type: none"><li>Uses flard cards to build three-digit numbers to at least 200 e.g. <math>143=100+40+3</math></li><li>Develops number relationships e.g. 25 is quarter of 100 or 5 less than 30 or half of 50, etc.</li><li>Doubles and halves both odd and even numbers 1 to 100</li><li>Copies and extends number sequences to 200</li></ul></li></ul>	

Numeracy Milestones (per Assessment Task): Grade 2 (continued)			
Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 2</b> <ul style="list-style-type: none"><li>- Adds and subtracts 1 to 9 to any number up to 34 (patterns)</li><li>- Recognises patterns in number work e.g. in the natural and cultural environment</li><li>• Recognises and identifies 2-D shapes in pictures and 3-D objects in the environment, including size</li></ul>	<b>Assessment Task 2</b> <ul style="list-style-type: none"><li>- Completes repeated addition of 2, 5 and 10</li><li>• Recognises symmetry in shapes</li><li>• Collects, sorts, describes and constructs pictographs according to one attribute chosen by the teacher</li></ul>	<b>Assessment Task 2</b> <ul style="list-style-type: none"><li>- Uses flard cards to build two-digit numbers to at least 100 as expanded notation</li><li>- Develops number relationships e.g. 25 is quarter of 100 or 5 less than 30 or half of 50, etc.</li><li>- Builds up and breaks down numbers 1 to 100 e.g. 47=40</li><li>- Uses repeated addition leading to multiplication with answers up to 50</li><li>• Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions where the remainder becomes a fraction</li><li>• Compares 3-D objects and 2-D shapes by measuring using non-standard measures e.g. how many glasses of water can fill a jug for capacity.</li><li>• Collects, sorts, describes and constructs pictographs according to one attribute chosen by the teacher</li></ul>	<b>Assessment Task 2</b> <ul style="list-style-type: none"><li>• Analyses data to draw a conclusion</li></ul>
<b>Assessment Task 3</b> <ul style="list-style-type: none"><li>• Number knowledge and mental computation:<ul style="list-style-type: none"><li>- Develops number relationships 1 to 34 e.g. 34=30+4, 34 is more than 3 but less than 40, 20+10+4=34 etc.</li><li>- Doubles and halves numbers 1 to 34</li><li>- Completes repeated addition of 2, 5 and 10</li><li>- Adds and subtracts 10 to whole tens e.g. 20+10=?, 30-10=?</li><li>- Completes given number patterns</li><li>• Knows or can easily establish addition and subtraction facts in the range 1 to 10 e.g. 5+4=?, 7-4=</li><li>• Solve different types of problems and explain solutions to problems with whole</li></ul></li></ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"><li>• Number knowledge and mental computation:<ul style="list-style-type: none"><li>- Uses flard cards to build two-digit numbers to at least 50 as expanded notation</li><li>- Develops number relationships 1 to 50 e.g. 47=40+7 or 20+20+7 or 50-3 etc.</li><li>- Uses flard cards to add and subtract single digit numbers to any two-digit number e.g. 20+7=?, 30+9=?, 45-5= etc.</li><li>- Doubles and halves numbers 1 to 50</li><li>- Adds and subtracts single digit numbers to any 2-digit number e.g. 10+6=?, 29+3=?, 31-4=?</li><li>- Adds and subtracts whole tens e.g. 20+10=? 40=20+?</li></ul></li></ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"><li>• Number knowledge and mental computation:<ul style="list-style-type: none"><li>- Uses flard cards to add and subtract single digit numbers to a three digit number e.g 240+3=</li><li>- Writes number sentences using addition and subtraction of two 2-digit numbers e.g. 26+37=, 54-25=</li><li>- Calculates the multiplication of two single-digit numbers e.g. 6x5=, 9x2=</li><li>• Knows or can easily establish addition and subtraction facts e.g. 15+14 =29; 29-11 =8, 48+20= etc.</li></ul></li></ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"><li>• Number knowledge and mental computation:<ul style="list-style-type: none"><li>- Uses flard cards to add and subtract single digit numbers to a three digit number e.g 240+3=</li><li>- Writes number sentences using addition and subtraction of two 2-digit numbers e.g. 26+37=, 54-25=</li><li>- Calculates the multiplication of two single-digit numbers e.g. 6x5=, 9x2=</li><li>• Knows or can easily establish addition and subtraction facts e.g. 15+14 =29; 29-11 =8, 48+20= etc.</li></ul></li></ul>

Numeracy Milestones (per Assessment Task): Grade 2 (continued)			
<b>Assessment Task 3</b>	<b>Assessment Task 3</b>	<b>Assessment Task 3</b>	<b>Assessment Task 3</b>
<ul style="list-style-type: none"> <li>numbers to at least 34, involving addition, subtraction and repeated addition using drawings, appropriate symbols and the techniques listed below</li> <li>- doubling and halving</li> <li>- using concrete apparatus e.g. counters</li> <li>- number lines</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises patterns in number work e.g. in the natural and cultural environment</li> <li>• Knows or can easily establish addition and subtraction facts in the range 1 to 20 e.g. <math>15+4=</math>, <math>8+7=</math>, <math>14-5=</math></li> <li>• Solve different types of problems and explain solutions to problems with whole numbers to at least 34, involving addition, subtraction and repeated addition using drawings, appropriate symbols and the techniques listed below</li> <li>- doubling and halving</li> <li>- using concrete apparatus e.g. counters</li> <li>- number lines</li> </ul>	<ul style="list-style-type: none"> <li>• Knows or can easily establish addition and subtraction facts in the range 1 to at least 20 e.g. <math>12+17=29</math>, <math>19-1=8</math></li> <li>• Reads analogue and digital clock time in hours and minutes.</li> <li>• Solve different types of problems and explain solutions to problems including money problems with whole numbers to at least 100, involving addition, subtraction and multiplication using drawings, appropriate symbols and the techniques listed below</li> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of 2D shape and 3D objects including orientation and position</li> <li>• Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions where the remainder becomes a fraction</li> <li>• Solve different types of problems and explain solutions to problems including money problems with whole numbers to at least 100, involving addition, subtraction and multiplication using appropriate symbols and the techniques listed below</li> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> </ul>

### Numeracy Milestones (per Assessment Task): Grade 3

Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Consolidation of concepts developed in Grade 2 in readiness for Grade 3</li> <li>Counts to at least 300 objects reliably i.e. says and matches number names to the objects being counted e.g. counters, pictures, beads or beads on an abacus</li> <li>Counts forwards and backwards in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000</li> <li>Number knowledge and mental computations               <ul style="list-style-type: none"> <li>Uses flard cards to build up and break down 2 -digit numbers</li> <li>Calculates using addition and subtraction of 1-digit to 2- digit numbers e.g. <math>46+8=</math>, <math>72-6=</math> etc.</li> <li>Calculates multiplication of 2, 5 and 10</li> </ul> </li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Counts forwards and backwards in multiples of 2s, 5s, 10s, 20, 50s and 100s to at least 500</li> <li>Counts forwards and backwards in 10s starting at any number between 0- 500. E.g. <math>287; 297; 307</math> or <math>456; 444; 436</math></li> <li>Reads and writes number symbols and number names from 1 to at least 500</li> <li>Orders and compares 3-Digit numbers to at least 500 to say which is bigger or smaller. For example: 476 is less than 491.</li> <li>Number knowledge and mental computations:               <ul style="list-style-type: none"> <li>Adds, subtracts and multiplies to at least 40 to do quick mental calculations e.g. <math>35 + 3 = 38</math>; <math>39 - 12 = 27</math>, <math>25+5+6=36</math>, <math>9 \times 5=45</math>, how many 2s in 20?</li> <li>Calculates using addition and subtraction of whole tens e.g. <math>37+50=?</math></li> <li>Doubles and halves odd and even numbers to 100</li> <li>Uses non-standard uniform measures like filled bags of sand to estimate, compare and order masses of different objects.</li> <li>Identifies kilograms as the unit to measure mass.</li> </ul> </li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Counts forwards and backwards in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000</li> <li>Counts forwards and backwards in 10s, 20s and 50s starting at any number between 0 -750 e.g. 714; 724; 734</li> <li>Reads and writes number symbols and number names from 1 to at least 750</li> <li>Number knowledge and mental computations               <ul style="list-style-type: none"> <li>Adds and subtracts to at least 40 to do quick mental calculations like: <math>18+14=32</math>; <math>39 - 11 = 28</math></li> <li>Builds up and breaks down 3 digit numbers e.g. <math>235=200+30+5</math> OR <math>100+100+30+5</math> OR <math>100+50+20+15</math></li> <li>Uses flard cards to add and subtract 1, 2 and 3-digit numbers to a 3-digit number e.g. <math>247+20=</math>, <math>247+200=</math>, <math>247-50=</math>, <math>247+4=</math> etc.</li> <li>Orders and compares common fractions e.g. half, quarter, third</li> <li>Uses fractions in the context of time e.g. 15 minutes is a quarter of an hour</li> </ul> </li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Counts given unstructured collections of objects, pictures or marks up to at least 1000 by structuring them (e.g. grouping into multiples of 25, 50, 100) and records the result by               <ul style="list-style-type: none"> <li>writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation</li> </ul> </li> <li>Reads and writes number symbols and number names from 1 to at least 1 000</li> <li>Number knowledge and mental computations               <ul style="list-style-type: none"> <li>Adds and subtracts to at least 50 to do quick mental calculations like: <math>23+18=41</math>; <math>49 - 15 = 34</math></li> <li>Uses flard cards to build up and break down 3-digit numbers to 1000</li> <li>Extends number sequences to 1000</li> <li>Rounds off numbers to the nearest 10</li> <li>Investigates the distance around objects and shapes using string</li> <li>Uses non-standard uniform measures; e.g. cups and jugs to estimate, compare and order their capacities</li> <li>Uses marked measuring containers in litres; 2 or 5 litre amounts to estimate measure and order different capacities</li> </ul> </li> </ul>
<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Counts given unstructured collections of objects, pictures or marks up to at least 300 by structuring them</li> <li>Counts forwards and backwards in multiples of 2 and 20 to 200, 5 and 50 to 500, 10 and 100 to 1000</li> <li>Number knowledge and mental computations               <ul style="list-style-type: none"> <li>Calculates using addition and subtraction of whole 10s and 100s from 0-300 e.g.</li> </ul> </li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Number knowledge and mental computations:               <ul style="list-style-type: none"> <li>Adds, subtracts and multiplies to at least 40 to do quick mental calculations e.g. <math>35 + 3 = 38</math>; <math>39 - 12 = 27</math>, <math>25+5+6=36</math>, <math>9 \times 5=45</math>, how many 2s in 20?</li> <li>Uses flard cards to build up and break down 3-digit numbers to 500 e.g. <math>498=400+90+8</math></li> <li>Calculates using addition and subtraction</li> </ul> </li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Number knowledge and mental computations               <ul style="list-style-type: none"> <li>Adds and subtracts to at least 40 to do quick mental calculations like: <math>18+14=32</math>; <math>39 - 11 = 28</math></li> <li>Builds up and breaks down 3 digit numbers e.g. <math>235=200+30+5</math> OR <math>100+100+30+5</math> OR <math>100+50+20+15</math></li> <li>Uses flard cards to add and subtract 1, 2 and 3-digit numbers to a 3-digit number</li> </ul> </li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Number knowledge and mental computations               <ul style="list-style-type: none"> <li>Adds and subtracts to at least 50 to do quick mental calculations like: <math>23+18=41</math>; <math>49 - 15 = 34</math></li> <li>Develops number relationships e.g. 525 is: 25 less than 250, 230-5, 52 tens+5 etc.</li> <li>Builds up and breaks down 3 digit numbers e.g. <math>235=200+30+5</math> OR <math>100+100+30+5</math> OR <math>100+50+20+15</math></li> </ul> </li> </ul>



Numeracy Milestones (per Assessment Task): Grade 3 (continued)			
Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>201+10=211 201+100=301</li> <li>Develops number relationships e.g. 25 is quarter of 100, <math>56=20+20+10+6</math>,</li> <li>Doubles and halves up to at least 50</li> <li>Uses non-standard uniform lengths like straws or equal lengths of strings to estimate and measure lengths, compare and evaluate findings.</li> <li>Estimates measures and compares lengths using at least metres, and possibly centimetres. (rulers)</li> <li>Sorts, orders and organizes own data according to two attributes</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>of two two-digit numbers e.g. <math>92-26=?</math></li> <li>Uses flard cards to add and subtract 2 and 3-digit numbers to 500 e.g. <math>300+40=?</math>, <math>480=400+80</math></li> <li>Completes number sentences using repeated addition and subtraction of 20, 25, 50 to 500 e.g. <math>120+20+20+20=?</math></li> <li>Develops number relationships e.g. 46 is: double 23, <math>40+6</math>, <math>50-4</math>, <math>20+20+10-4</math>, etc.</li> <li>Identifies number patterns using addition, subtraction and multiplication to 500</li> <li>Solves money problems where cents are converted to Rands</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>e.g. <math>247+20=?</math>, <math>247+200=?</math>, <math>247-50=?</math>, <math>247+4=?</math> etc.</li> <li>Completes addition and subtraction number sentences of 11 using whole tens e.g. <math>15+11=15+10+1</math> or <math>15-11=15-10+1</math></li> <li>Doubles and halves 3-digit numbers</li> <li>Solves problems involving the conversion of minutes to hours, hours to days</li> <li>Is able to collect, sort and organize supplied data and then draw a bar graph using the data</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Builds up multiplication tables of 2, 5 and 10 to 100</li> <li>Extends number sequences to 1000</li> <li>Calculates division of 2-digit by 1-digit numbers e.g. <math>75\div5=?</math></li> <li>Is able to read and draw a simple map of the school and classroom</li> <li>Investigates the area of a surface (e.g. a desk) using tiling</li> </ul>
<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>Number knowledge and mental computations</li> <li>Building up the 10 when adding or subtracting i.e. <math>9+4=9+1+3</math></li> <li><math>19+4=19+1+3</math></li> <li><math>24-9=24-4-5</math></li> <li>Develops number relationships e.g. 25 is quarter of 100, <math>56=20+20+10+6</math>,</li> <li>Recognises the pattern of counting in 10</li> <li>Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions where there is a remainder, or where the remainder becomes a fraction</li> <li>Solves different types of problems and explains solutions to problems with whole numbers to at least 100, involving addition, subtraction and multiplication using drawings, appropriate symbols and the techniques listed below</li> <li>building up and breaking down numbers</li> <li>doubling and halving</li> <li>number lines</li> </ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>Number knowledge and mental computations</li> <li>Adds and subtracts to at least 30 to do quick mental calculations like: <math>23+8=31</math>; <math>32-12=20</math></li> <li>Uses flard cards to add and subtract 2 and 3-digit numbers e.g. <math>300+20=?</math>, <math>480=400+80</math></li> <li>Completes number sentences using repeated addition of 20, 25, 50 to 500 e.g. <math>150+50+50=?</math></li> <li>Develops number relationships e.g. 46 is: double 23, <math>40+6</math>, <math>50-4</math>, etc.</li> <li>Identifies number patterns using addition, subtraction and multiplication to 500</li> <li>Calculates division of 2-digit numbers by 1-digit numbers e.g. <math>20\div5=?</math></li> <li>Solves different types of problems and explains solutions to problems with whole numbers to at least 500, involving addition, subtraction and multiplication using drawings, appropriate symbols and the techniques listed below</li> </ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>Number knowledge and mental computations</li> <li>Adds and subtracts to at least 40 to do quick mental calculations like: <math>18+14=32</math>; <math>39-11=28</math></li> <li>Builds up and breaks down 3 digit numbers e.g. <math>235=200+30+5</math> OR <math>100+100+30+5</math> OR <math>100+50+50+20+15</math></li> <li>Recognises the equivalence of multiplication to complete number sentences e.g. <math>2\times5=5\times2</math></li> <li>Doubles and halves 3-digit numbers</li> <li>Solves and explains solutions to practical problems that involve equal sharing and grouping with solutions where there is a remainder becomes a fraction (e.g. <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> etc)</li> <li>Solves different types of problems and explains solutions to problems including money problems with whole numbers to at least 750, involving addition, subtraction, multiplication and division using appropriate symbols and the techniques listed below</li> </ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>Counts given structured collections of objects, pictures or marks to at least 1000 and records the result by writing the number name</li> <li>showing it with flard cards</li> <li>writing it in expanded notation</li> <li>Number knowledge and mental computations</li> <li>Adds and subtracts to at least 50 to do quick mental calculations like: <math>23+18=41</math>; <math>49-15=34</math></li> <li>Calculates using addition and subtraction of two 3-digit numbers e.g. <math>300+259=?</math></li> <li>Develops number relationships e.g. 525 is: 25 less than 250, <math>230-5</math>, <math>52</math> tens+5 etc.</li> <li>Builds up multiplication tables of 2, 5 and 10 to 100</li> <li>Calculates division of 2-digit by 1-digit numbers e.g. <math>75\div5=?</math></li> <li>Solves different types of problems and explains solutions to problems including money problems with whole numbers to at least 1 000, involving addition, subtraction, multiplication and division</li> </ul>

Numeracy Milestones (per Assessment Task): Grade 3 (continued)			
Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>• Does practical activities to produce symmetrical and asymmetrical patterns (cut-outs, paper folding drawings or paintings.) Describes and compares examples.</li> </ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> </ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> </ul>	<b>Assessment Task 3:</b> <ul style="list-style-type: none"> <li>- using appropriate symbols and the techniques listed below</li> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> <li>- rounding off to 10</li> <li>• Is able to read and interpret data in a simple table</li> </ul>

### Numeracy Assessment Task 3

#### Grade 1: Term 1

#### Holistic rubric for 3<sup>rd</sup> Assessment Task: Term 1

	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>	Any two correct	Any three to four correct	Any five to seven correct	All eight correct
1. Pack out objects next to the symbol 1-6 correctly?				
2. Identify objects 1 <sup>st</sup> to 6 <sup>th</sup> in order?				
3. Count out objects to 10?				
4. Count to 20 on the number line?				
5. Estimate up to 6 objects?				
6. Recognise addition (+), subtraction (-) and equals (=) signs?				
7. Solve problems using concrete objects and drawings with numbers up to 10?				
8. Explain how they solved a problem?				

#### Grade 1: Term 2

#### Holistic rubric for 3<sup>rd</sup> Assessment Task: Term 2

	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>	Any two correct	Any three to four correct	Any five to seven correct	All eight correct
1. Identify the numbers 1 to 10?				
2. Identify the number words one to ten?				
3. Count out objects to 20?				
4. Add two single digit numbers? E.g. 2+6=?				
5. Subtract two single digit numbers? E.g. 7-3=?				
6. Double numbers between 1 and 10?				
7. Halve numbers between 1 and 10?				
8. Identify the numerosity (profile) of single digit numbers? E.g. 7 is 1 less than 8 but 1 more than 6				
9. Solve problems involving sharing and grouping within the 1-10 number range, using concrete objects?				
10. Solve problems and explain solutions using concrete objects and drawings with numbers up to 20?				

Grade 1: Term 3			
Checklist for 3 <sup>rd</sup> Assessment Task :Term 3			
Name of learner:			Date:
Is the learner able to			Yes No
1.	Count out objects to 34?		
2.	Recognise numbers on a number chart to 50?		
3.	Identify the numerosity (profile) of numbers 1 to 20 e.g. double 10 is 20?		
4.	Add numbers 1-5 to any number 1 to 20?		
5.	Subtract numbers 1-5 to any number 1 to 20?		
6.	Complete repeated addition sums of 2?		
7.	Recognise 'nearly doubles' e.g. $4+4=$ , $4+5=$ , $4+3=$ ?		
8.	Complete sums with two different operations correctly using numbers 1 to 10?		
9.	Solve addition, subtraction and multiplication word problems using concrete objects with numbers up to 20?		
10.	Explain own thinking when solving problems?		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 4				
Holistic rubric for 3 <sup>rd</sup> Assessment Task: Term 4				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Is the learner able to:				
1. Count to 100 using an abacus (or concrete objects)?	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
2. Count to 100 on the number line?				
3. Count in multiples of 2, 5 and 10?				
4. Identify the numerosity (profile) of numbers up to 34? E.g. 25 is $20+5$ or $30-5$ or $21+4$ etc.				
5. Add any single digit number to numbers from 1 to 34?				
6. Subtract any single digit number from numbers 1-34?				
7. Add and subtract 10 to any whole 10? E.g. $20+10=?$ $30-10=?$				
8. Solve problems involving sharing and grouping within the 1-34 number range, using concrete objects, drawings, numbers?				
9. Solve word problems involving any of the four operations (+, -, x, ÷)?				
10. Explain own thinking when solving word problems?				

## Numeracy Assessment Task 3

### Grade 2: Term 1

#### Holistic rubric for 3<sup>rd</sup> Assessment Task: Term 1

	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
1. Fill in a number chart correctly?				
2. Complete a given number line counting in 1's?				
3. Name odd and even numbers?				
4. Write the number names for 11 to 19?				
5. Count in 2, 5, 10?				
6. Complete repeated addition sums using multiples of 2, 5 and 10?				
7. Double and halve numbers to 34?				
8. Complete a given number pattern?				
9. Correctly complete sums with more than one operation?				
10. Solve a variety of word problems using numbers to 34 and explain reasoning?				

### Grade 2: Term 2

#### Rating scale for Assessment Task 3, Term 2

Name:	Date:	
<i>Is the learner able to:</i>	<b>Rating</b>	<b>Comments</b>
1. Count in multiples of 10 to 200 with understanding?		
2. Build up two-digit numbers using flard cards (expanded notation cards)? E.g. $20+6=26$		
3. Decompose two-digit numbers as expanded notation using flard cards? E.g. $26 = 20+6$		
4. Add and subtract two two-digit numbers, where both are whole tens, using flard cards? E.g. $30+10=?$ $30+20=?$ $50-10=?$ $50-20=?$		
5. Use flard cards to add and subtract two two-digit numbers where one number is a whole ten? E.g. $24+10=?$ $34-10=?$		
6. Complete written addition and subtraction number sentences of two two-digit numbers where both numbers are whole tens?		
7. Identify the numerosity of numbers to 50 by writing own number sentences? E.g. $39=30+9=40-1=35+4=29+10=49-10$ etc.		
8. Identify patterns in number work? E.g. $2+1=?$ $21+1=?$ $31+1=?$ Or $51-2=?$ $41-2=?$ $31-2=?$ Or $2+2+2=?$ $12+2+2=?$ $22+2+2=?$		
9. Solve word problems involving all four operations (+, -, x, ÷) with numbers up to 50, using any or all of the following: <i>concrete objects, drawings, number squares, numerals, number sentences</i>		
10. Explain own thinking when solving problems.		

#### Final Rating

1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term 3			
Checklist for 3 <sup>rd</sup> Assessment Task: Term 3			
Name of learner:			Date:
Is the learner able to			Yes No
1.	Recognises numerals and number words to one hundred.		
2.	Counts in 2's starting at any number		
3.	Extends a given number pattern using multiples of 10 e.g. $3+3=6$ , $30+30=60$ , $300+300=600$		
4.	Extends a given number pattern using single digit and two-digit numbers working over the ten e.g. $27+5=?$ $37+5=?$ $47+5=?$ Or $42-4=?$ $32-4=?$ $22-4=?$		
5.	Completes written addition and subtraction number sentences of two two-digit numbers where one number is a whole tens e.g. $37+10=?$ $59+20=?$ $94-10=?$ $88-20=?$		
6.	Builds a whole ten when adding i.e. $9+4 \rightarrow 9+1=10+3=13$ , $19+4 \rightarrow 19+1=20+3=23$		
7.	Builds a whole ten when subtracting i.e. $14-6 \rightarrow 14-4=10-2=8$ , $54-6 \rightarrow 54-4=50-2=48$		
8.	Reads analogue and digital time in hours and minutes		
9.	Solves word problems involving all four operations (+, -, x, ÷) with numbers up to 100, using any or all of the following: concrete objects, drawings, flard cards, number squares, number sentences		
10.	Explains own thinking when solving problems.		

Grade 2: Term 4				
Holistic rubric for 3 <sup>rd</sup> Assessment Task: Term 4				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Is the learner able to:				
1. Use repeated addition leading to multiplication? E.g. $5+5+5=3 \times 5=15$	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
2. Calculate multiplication of 2 single-digit numbers? E.g. $6 \times 5=?$ $9 \times 2=?$				
3. Write two-digit numbers as expanded notation? E.g. $47=40+7$ or $47=20+20+7$ or $47=30+17$ etc.				
4. Add 2 two-digit numbers using expanded notation? E.g. $27+35 \rightarrow 20+30 \rightarrow 50+7 \rightarrow 57+5 \rightarrow 62$ or $27+35 \rightarrow 27+30 \rightarrow 57+5=62$				
5. Subtract 2 two-digit numbers using expanded notation e.g. $72-36 \rightarrow 72-30 \rightarrow 42-6 \rightarrow 36$ or $72-36 \rightarrow 72-10-10-10 \rightarrow 42-2 \rightarrow 40-4 \rightarrow 36$				
6. Build three-digit numbers using flard cards?				
7. Recognise a 3-D object from different positions?				
8. Solve problems using sharing and grouping where the remainder is a fraction?				
9. Solve word problems involving all four operations (+, -, x, ÷) with numbers up to 100, using any or all of the following: concrete objects, drawings, flard cards, number squares, number sentences?				
10. Explain own thinking when solving problems?				

### Numeracy Assessment Task 3

#### Grade 3: Term 1

#### Holistic rubric for 3<sup>rd</sup> Assessment Task : Term 1

	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
1. Count in multiples of 10 starting at any number?				
2. Recognise the pattern of counting in 10 on a number chart?				
3. Explain the pattern of multiples of 10 in relation to other multiples?				
4. Complete addition number sentences using 9? E.g. $5+9=5+10-1=15-1=14$				
5. Complete subtraction number sentences using 9? E.g. $24-9=24-10+1=14+1=15$				
6. Add two numbers by completing the '10' first? e.g. $6+7 = 6+4+3=10+3=13$				
7. Identify the numerosity (profile) of numbers to 34 by writing own number sentences?				
8. Find one line of symmetry in circles, squares, rectangles and triangles?				
9. Solve problems using grouping and sharing where the answer is a fraction?				
10. Solve word problems, using all four operations and numbers up to 200, and explain reasoning?				

#### Grade 3: Term 2

#### Rating scale for 3<sup>rd</sup> Assessment Task, Term 2

Name:	Date:	
<i>Is the learner able to:</i>	<b>Rating</b>	<b>Comments</b>
1. Use flard cards to decompose 3-digit numbers?		
2. Write the expanded notation for 3-digit numbers? E.g. $357=300+50+7$		
3. Add and subtract whole tens and whole hundreds using flard cards? E.g. $358+60=?$ $358+200=?$ $358-20=?$ $358-200=?$		
4. Count in multiples of 2, 5, 9, 10 and 11 and answers questions? E.g. If $4 \times 5$ is 20, how much is $5 \times 5$ ? (one more five) $3 \times 5$ ? (one less five) $8 \times 5$ ? (double 4 times five)		
5. Correctly complete multiplication number sentences using 2, 5, 9, 10 and 11?		
6. Complete number sentences correctly using repeated addition of 20, 25, 50 and 100? E.g. $200+25+25+25=?$		
7. Correctly complete number sentences using repeated subtraction of 20, 25, 50 and 100? E.g. $400-100-100-100=?$		
8. Calculate division of two digit numbers by one digit numbers correctly? E.g. $25 \div 5=?$		
9. Break up two-digit numbers into different combinations, orally and written? E.g. $98=90+8$ , or $98=50+40+8$ , or $98=25+25+25+25-2$		
10. Solve word problems using the four operations with numbers to 500, and explain how the problem was solved?		

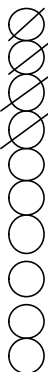

Grade 3: Term 3				
Holistic rubric for 3 <sup>rd</sup> Assessment Task :Term 3				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
1. Decompose three-digit numbers using flard cards?				
2. Use expanded notation of three-digit numbers in a variety of ways (both addition and subtraction)?				
3. Complete multiplication number sentences by using the associative property of multiplication? E.g. $3 \times 4 = 4 \times 3$				
4. Double odd and even numbers up to 500?				
5. Halve odd and even numbers up to 500?				
6. Recognise a three-dimensional object from different angles? E.g. a book from the top, from the side, from the corner, etc.				
7. Solve division problems, both grouping and sharing, where there is a remainder?				
8. Solve division problems, both grouping and sharing, where the remainder is a fraction?				
9. Solve money problems where rands are converted to cents?				
10. Solves word problems, including all four operations using numbers to 750, and explains how the solution was reached?				

Grade 3: Term 4				
Holistic rubric for 3 <sup>rd</sup> Assessment Task :Term 4				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>	Any two correct	Any three to five correct	Any six to eight correct	All ten correct
1. Recognise and order numbers to 1000?				
2. Decompose three-digit numbers to 999 in a variety of ways? E.g. $498 = 400 + 90 + 8$ or $200 + 200 + 50 + 40 + 8$ or $300 + 150 + 48$				
3. Correctly add and subtract a two-digit number and a three-digit number working over the ten/hundred? E.g. $597 + 28 = ?$ $326 - 48 = ?$				
4. Add two three-digit numbers correctly?				
5. Subtract two three-digit numbers correctly?				
6. Build multiplication tables of 2, 3, 4, 5, 9, 10, 11 up to 100? E.g. $20 \times 3 = 60$ , $3 \times 20 = 60$				
7. Calculate division of two-digit numbers by one-digit numbers? E.g. $70 \div 5 = ?$				
8. Read and interpret data from a simple table?				
9. Solve problems using grouping and sharing where the answer is a fraction or a remainder?				
10. Solve word problems using the four operations with numbers to 1000 (using number charts, number lines, etc. if needed) and explain how the problem was solved?				


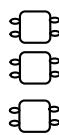


Trajectory																							
Addition																							
Grade R	Grade 1	Grade 2	Grade 3																				
<ul style="list-style-type: none"><li>Tumi has 4 marbles and he wins 5. How many marbles does he now have?</li></ul> <p>Counting all (using fingers, counter, pictures etc.)</p> <div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div> <div>1, 2, 3, 4</div> <div><div><div></div><div></div></div><div><div></div><div></div></div></div> <div>1, 2, 3, 4, 5</div> <div>1, 2, 3, 4... 8, 9</div> <p>The learner would count all the objects in the both groups, even if the number of objects in both groups is known.</p>	<ul style="list-style-type: none"><li>Tumi has 9 marbles and he wins 17. How many marbles does he now have?</li></ul> <p>Counting all (using fingers, counter, pictures etc.)</p> <div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div> <div>1, 2, 3, ..., 9</div> <div><div><div></div><div></div></div><div><div></div><div></div></div></div> <div>1, 2, 3, ..., 17</div> <div>1, 2, 3, ..., 26</div> <p>The learner would count all the objects he/she knows quantities in both groups. Counting on from the first addend (using fingers, counter, pictures etc.)</p> <div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div> <div>1, 2, 3, ..., 9</div> <div><div><div></div><div></div></div><div><div></div><div></div></div></div> <div>1, 2, 3, ..., 17</div> <div>9, 10, 11, ..., 26</div> <p>The learner would only say the total number of objects of the first group and count in ones until all objects in the second group have been counted.</p>	<ul style="list-style-type: none"><li>Tshepo has 27 marbles and he wins 48 marbles. How many marbles does she now have?</li></ul> <p>– Counting all (using fingers, counter, pictures etc.) – Counting on from the first addend (using fingers, counter, pictures etc.) – Counting on from the larger addend (using finger, counters, pictures etc.)</p> <div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div> <div>1, 2, 3, ..., 48</div> <div>48, 49, 50, ...</div> <p>The learner would only say the total number of objects of the larger group and count in ones until all objects in the other group have been counted.</p> <p>– Accelerated counting strategies. – Symbolic representation, e.g.</p> <p><math>48 + 2 \rightarrow 50 + 10 \rightarrow 60 + 10 \rightarrow 70 + 5 = 75.</math></p> <p><b>OR</b></p> <p><math>48 + 10 \rightarrow 58 + 10 \rightarrow 68 + 2 \rightarrow 70 + 5 = 75</math></p> <p><b>OR</b></p> <p><math>48 + 2 \rightarrow 50 + 20 \rightarrow 70 + 5 = 70</math></p>	<ul style="list-style-type: none"><li>Tshepo has R250,90 in her purse and her father gives her R175,50. How much does she now have?</li></ul> <p><math>R250,90 + R100 \rightarrow R350,90 + R50 \rightarrow R400,90 + R20 \rightarrow R420,90 + R0,10 \rightarrow R421,00 + R0,40 = R421,40</math></p> <p><b>OR</b></p> <p><math>R250,90 + R100 = R350,90</math></p> <p><math>R350,90 + R50 = R400,90</math></p> <p><math>R400,90 + R20 = R420,90</math></p> <p><math>R420,90 + R0,10 = R421,00</math></p> <p><math>R421,00 + R0,40 = R421,40</math></p> <ul style="list-style-type: none"><li>Grade 3 learners have so far collected 642 cans for the collect-a-can and grade 4 learners have collected 356. How many cans have they collected so far, altogether?</li></ul> <p><b>Place Value Computation</b></p> <table><tr><td>600</td><td>40</td><td>2</td><td>+</td><td>300</td><td>50</td><td>6</td></tr><tr><td>600</td><td>+</td><td>300</td><td>40</td><td>+</td><td>50</td><td>2</td><td>+</td><td>6</td></tr><tr><td>900</td><td>90</td><td>8</td></tr><tr><td>998</td></tr></table>	600	40	2	+	300	50	6	600	+	300	40	+	50	2	+	6	900	90	8	998
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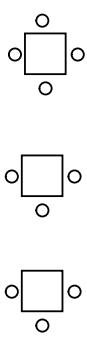
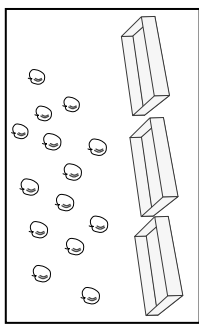
Addition (continued)			
Grade 4	Grade 5	Grade 6	
<ul style="list-style-type: none"><li>Nare and Pheladi have saved some money. Nare saved R2578,00 and Pheladi saved R4345,00. How did they save between themselves?</li></ul> <div>R2000 R500 R70 R8 + R4000 R300, R40 R5</div> <div>R2000 + R4000 R500 + R300 R70 + R40 R8 + R5</div> <div>R6000 R800 R110 R13</div> <div>R6000 R800 R123</div> <div>R6000 R900 R20 R3</div> <div>R6923</div> <div><b>Introduced Notation</b> + R2000 + R500 + R70 + R8 R4000 R300 R40 R5 R6000 R800 R110 R13</div> <div>Learners must not be taught to add in columns (HTU). This is only introduced in Grade 5</div>	<ul style="list-style-type: none"><li>Nare and Pheladi have saved some money. Nare saved R2578,00 and Pheladi saved R4345,00. How did they save between themselves?</li></ul> <div>R2000 R500 R70 R8 + + + +</div> <div>R4000 R300 R40 R5</div> <div>R6000 R800 R110 R13</div> <div>R 2 5 7 8</div> <div>+ R 4 3 4 5</div> <div>6 0 0 0</div> <div>8 0 0</div> <div>1 1 0</div> <div>6 0 0 0</div> <div>1 2</div> <div>8 0 0</div> <div>1 1 0</div> <div>R 6 9 2 2</div>	Solve problems that involve addition of whole numbers with at least 4 digits. <div>R 2 5 7 8 + R 4 3 4 5 6 0 0 0 8 0 0 1 1 0 1 2 R 6 9 2 2</div>	

Trajectory			
Subtraction			
Grade R	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> <li>Thabo has 10 sweets. He eats 4? How many left?</li> </ul> <p>Counting methods with counters, and pictorial and schematic representations</p> 	<ul style="list-style-type: none"> <li>Sibusiso has 26 Marbles, he loses 5 marbles. How many are left?</li> </ul> <p>Counting methods without counters.</p> 	<ul style="list-style-type: none"> <li>The school had 95 grade 2 learners, 37 were transferred to another school. How many grade 2 learners are there now?</li> </ul> <p>Symbolic representation, e.g.  <math>95 - 7 = 88</math>      <math>88 - 30 = 58</math></p> <p><b>AND</b></p> $95 - 7 \rightarrow 88 - 30 = 58$ <p><b>OR</b></p> $95 - 10 \rightarrow 85 - 10 \rightarrow 75 - 10 \rightarrow 65 - 5 \rightarrow 60 - 2 = 58$ $37 + 3 \rightarrow 40 + 5 \rightarrow 45 + 5 \rightarrow 50 + 5 \rightarrow 55 + 5 \rightarrow 60 + 5 \rightarrow 65 + 5 \rightarrow 70 + 5 \rightarrow 75 + 5 \rightarrow 80 + 5 \rightarrow 90 + 5 \rightarrow 95 \dots$ <p><b>Breaking down and building up</b></p> $95 - 37$ $90 \quad 5 \quad - \quad 30 \quad 7$ $90 - 30 \rightarrow 60 \quad 5 - 7 \rightarrow 0$ $60 - 10 \rightarrow 50 \quad 15 - 7 \rightarrow 8$ $50 + 8 = 58$ <p><b>Rounding off and compensating</b>  I subtract 40 instead of 37  <math>95 - 40 = 55</math> now I have subtracted 3 too much, so have to add 3 to my answer  <math>55 + 3 = 58</math></p>	<ul style="list-style-type: none"> <li>Mangayi had R560, 00 in his wallet. He bought some shoes, and he now has R124, 80c in his wallet. How much money did he spend on the shoes?</li> </ul> $R124, 80c + R25, 20 \rightarrow R150 + R50 \rightarrow R200 + R100 \rightarrow R300 + R100 \rightarrow R400 + R100 \rightarrow R500 + R60 = R560$

Subtraction (continued)		
Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> <li>In an Olympic elimination the South African team had 3845 members. Some members were eliminated and only 1787 qualified for the next round. How many members were disqualified?</li> </ul> <p>Place value notation/Expanded notation written horizontally</p> $3\ 845 - 1\ 787$ $3\ 845 \text{ is } 3\ 000 + 800 + 40 + 5 - 1\ 787 \text{ is } 1000 + 700 + 80 + 7$ <p>Rearranged <math>(3000 - 1000) + (800 - 700) + (40 - 80) + (5 - 7)</math></p> $3000 - 1000 = 2000$ $800 - 700 = 100$ $40 - 80, \text{ I need another } 40 \text{ so I take it from the } 100 \text{ then I have } 10 \text{ left.}$ $5 - 7, \text{ I need another } 2 \text{ so I take it from } 60, \text{ then I have } 58$ $2\ 000 + 58 = 2\ 058$ <p>Place value notation/expanded notation vertically written</p> $\begin{array}{r} 3000 \quad 800 \quad 40 \quad 5 \\ - 1000 \quad - 700 \quad - 80 \quad - 7 \\ \hline 2000 \quad 100 \quad + 40 - 80 \quad 10 + 5 - 7 \\ \hline \end{array}$ $= 2\ 058$ <p>Learners must not be taught to subtract in columns (HTU). This is only introduced in Grade 5</p>	<ul style="list-style-type: none"> <li>One day during the Confederation Cup eliminations the Ellispark stadium had 34 218 spectators, the Royal Bafokeng had only 18 952. How many more spectators attended the match in Ellispark?</li> </ul> <p>Condensed notation</p> $\begin{array}{r} 20\ 000 \quad 10\ 000 \quad 1\ 000 \quad 100 \\ - 30\ 000 \quad - 8\ 000 \quad - 900 \quad - 50 \quad - 2 \\ \hline \end{array}$ <p>Method:</p> <p><b>As for Grade 5</b> R146 266 is the school balance.</p>	<ul style="list-style-type: none"> <li>The school fund is R329 218. Some lab equipment worth R182 952 was purchased. What is the school balance?</li> </ul> <p>Subtracting in columns</p> $\begin{array}{r} 3\ 2\ 9\ 2\ 1\ 8 \\ - 1\ 8\ 1\ 9\ 5\ 2 \\ \hline 1\ 4\ 6\ 2\ 6\ 6 \end{array}$

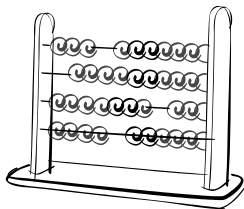

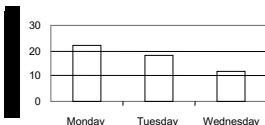

Trajectory																				
Multiplication																				
Grade 1	Grade 2	Grade 3																		
<ul style="list-style-type: none"><li>4 learner have to sit at a table. How many learners will sit on all 6 tables?</li></ul> <p>Learners may solve the problem by drawing a picture and then count how many learners altogether. Learners may also be encouraged to use counter to represent the situation. Once this has happened learners must be encouraged to describe what they have done.</p> <div></div> <p>Later in a year learners may be introduced to the following representations:</p> <p><math>4 + 4 \rightarrow 8 + 4 \rightarrow 12 + 4 \rightarrow 16 + 4 \rightarrow 20 + 4 \rightarrow 24</math></p>	<ul style="list-style-type: none"><li>A pack of apples cost R7,50 at a local fruit shop. How much will I need to buy 6 packs?</li></ul> <p>Symbolic representation, e.g.</p> <p><math>R7,50 + R7,50 = R15,00 \quad 2 \text{ packs}</math></p> <p><math>R15,00 + R15,00 = R30,00 \quad 4 \text{ packs}</math></p> <p><math>R30,00 + R30,00 = R60,00 \quad 6 \text{ packs}</math></p> <p>Another learner may represent the same thinking as follows:</p> <p><math>\begin{array}{r} 2 \\ R7,50 + R7,50 \rightarrow R15,00 + R15,00 \rightarrow R30,00 \\ 4 \\ R30,00 + R15,00 \rightarrow R45,00 \\ 6 \end{array}</math></p> <p>NB: The numbers at the top are just to track the packs</p>	<ul style="list-style-type: none"><li>A mini-bus taxi carries 15 people. How many people will be in 7 mini-bus taxis?</li></ul> <p>2 taxis will carry 30 4 taxis will carry 60 6 taxis will carry 90 7 taxis will carry 90 plus 15 which is 105</p> <p>Symbolic representation may be as follows:</p> <table><tr><th>Option 1 Representative</th><th>Option 2 Representative</th></tr><tr><td><math>15 + 15 = 30</math></td><td>(2 taxis) <math>15 + 15 \rightarrow 30 + 30 \rightarrow 60</math></td></tr><tr><td><math>30 + 30 = 60</math></td><td>(4 taxis) <math>60 + 30 \rightarrow 90 + 15 = 105</math></td></tr><tr><td><math>60 + 30 = 90</math></td><td>(6 taxis)</td></tr><tr><td><math>90 + 15 = 105</math></td><td>(7 taxis)</td></tr><tr><td><math>2 \times 15 = 30</math></td><td></td></tr><tr><td><math>2 \times 30 = 60</math></td><td></td></tr><tr><td><math>6 \times 15 = 90</math></td><td></td></tr><tr><td><math>7 \times 15 = 105</math></td><td></td></tr></table> <p>Note that people in 6 taxis is found by adding people in 2 taxis and in 4 taxis</p>	Option 1 Representative	Option 2 Representative	$15 + 15 = 30$	(2 taxis) $15 + 15 \rightarrow 30 + 30 \rightarrow 60$	$30 + 30 = 60$	(4 taxis) $60 + 30 \rightarrow 90 + 15 = 105$	$60 + 30 = 90$	(6 taxis)	$90 + 15 = 105$	(7 taxis)	$2 \times 15 = 30$		$2 \times 30 = 60$		$6 \times 15 = 90$		$7 \times 15 = 105$	
Option 1 Representative	Option 2 Representative																			
$15 + 15 = 30$	(2 taxis) $15 + 15 \rightarrow 30 + 30 \rightarrow 60$																			
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$2 \times 15 = 30$																				
$2 \times 30 = 60$																				
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

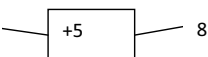
Multiplication (continued)		
Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> <li>A large box contains 18 small boxes and each small box contains 25 sweets. How many sweets are in the large box?</li> </ul> <p> <math>4 \times 25 = 100</math>  <math>8 \times 25 = 200</math>  <math>16 \times 25 = 400</math>  <math>2 \times 25 = 50</math>  <math>(16 + 2) \times 25 = 400 + 50 = 450</math> </p> <p><b>Breaking down the 18 into 10 and 8</b></p> <p> <math>10 \times 25 = 250</math> and  <math>8 \times 25 = 200</math> (because <math>4 \times 25</math> is 100)  <math>250 + 200 = 450</math> </p> <p><b>Using place value computation:</b></p> <p> <math>10 \times 21 = 10 \times 20 + 10 \times 1 = 200 + 10 = 210</math>  <math>8 \times 21 = 8 \times 20 + 8 \times 1 = 160 + 8 = 168</math>  <math>210 + 168 = 378</math> </p>	<ul style="list-style-type: none"> <li>There are primary 76 schools in our city. Each school has 857 learners. How many primary school learners are there altogether?</li> </ul> <p> <math>(800 + 50 + 7) \times (70 + 6)</math>  <math>= 800 \times 70 + 800 \times 6 + 50 \times 70 + 50 \times 6 + 7 \times 70 + 7 \times 6</math>  <math>= 56\,000 + 4\,800 + 3\,500 + 300 + 490 + 42</math>  <math>= 50\,000 + (6\,000 + 4\,000 + 3\,000) + (800 + 500 + 300 + 400) + (90 + 40) + 2</math>  <math>= 50\,000 + 10\,000 + 2\,000 + 130 + 2</math>  <math>= 60\,000 + 2000 + 100 + 30 + 2</math>  <math>= 62\,132</math> </p> <p><b>Learners must not be taught to multiply in columns. This is only introduced in Grade 6.</b></p>	<ul style="list-style-type: none"> <li>A large box contains 18 small boxes and each small box contains 25 sweets. How many sweets are in the large box?</li> </ul> <p>(Although this example is only 2-digit by 2-digit multiplication, it serves as an example of the representation)</p> $  \begin{array}{r}  25 \\  18 \\  \hline  40 \\  160 \\  \hline  450  \end{array}  $

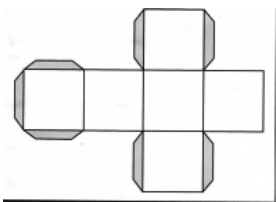
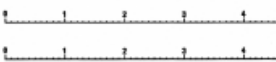
Trajectory				
Division				
Grade R	Grade 1	Grade 2	Grade 3	
<ul style="list-style-type: none"><li>10 learners have to sit at 3 tables. How many at each table?</li></ul> <p>(Sharing).</p> 	<ul style="list-style-type: none"><li>The apples should be packed in the boxes. How many apples should go into each box?</li></ul> <p>(Sharing)</p> 	<ul style="list-style-type: none"><li>30 apples are available. How many bags can be filled with 4 apples each?</li></ul> <p>(Grouping)</p> $4 + 4 \rightarrow 8 + 4 \rightarrow 12 + 4 \rightarrow 16 + 4 \rightarrow 20$ $20 + 4 \rightarrow 24 + 4 \rightarrow 28$ <p>There are 7 fours, so four bags, and 2 loose apples</p> <ul style="list-style-type: none"><li>R34 is to be shared between 6 children. How much money can be given to each child?</li></ul> <p>(Sharing)</p> $R5 \quad R5 \quad R5 \quad R5 \quad R5 \quad R5$ <p>R4 left over</p>	<ul style="list-style-type: none"><li>R84 is to be shared between 5 children. How much money can be given to each child?</li></ul> <p>R10 for each child is R50. Another R5 for each child is R25. Another R1 for each child is R5. R16 for each child, then there is R4 left.</p>	

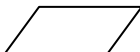
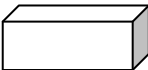
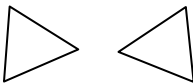
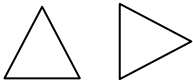
Division (continued)		
Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> <li>• <b>Tebogo buys chairs at R115 each and he pays with ten R100 notes. How many chairs does he get, and how much change?</b>  <math>5 \times R115 = R575</math>  <math>2 \times R115 = R230</math>   <math>R575 + R230 = R805</math>  <math>1 \times R115 = R115</math>   <math>R805 + R115 = R925</math>            He gets <math>5 + 2 + 1 = 8</math> chairs and R75 change.</li> <li>• <b>Jaamiah buys 7 chairs. She pays with nine R100 notes and she gets R4 change. How much does each chair cost?</b>            She actually pays R896, that is at least R100 for each chair:  <math>7 \times R100 = R700</math>  <math>7 \times R20 = R140</math>, that is R840  <math>7 \times R5 = R35</math>, that is R875  <math>7 \times R2 = R14</math>, that is R889  <math>7 \times R1 = R7</math>, that is R896            One chair is <math>R100 + R20 + R5 + R1 = R128</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cynthia works in a factory. She has to cut 36 cm long pieces of ribbon from a roll which is 914 cm long. How many pieces can she cut?</b>  <math>10 \times 36 = 360</math>  <math>10 \times 36 = 360</math>  <math>20 \times 36 = 720</math>  <math>3 \times 36 = 108</math>  <math>23 \times 36 = 828</math>  <math>2 \times 36 = 72</math>  <math>25 \times 36 = 900</math></li> </ul>	<p>9856 ÷ 283 by “long” division, which means the compact form of writing up the work:</p> $\begin{array}{r} 3401 \\ 283 \overline{) 9856} \\ \underline{8490} \phantom{00} \\ 1366 \phantom{00} \\ \underline{1145} \phantom{00} \\ 221 \phantom{00} \\ \underline{204} \phantom{00} \\ 17 \phantom{00} \end{array}$ <p>OR</p> $\begin{array}{r} 3401 \\ 283 \overline{) 9856} \\ \underline{8490} \phantom{00} \\ 1366 \phantom{00} \\ \underline{1145} \phantom{00} \\ 221 \phantom{00} \\ \underline{204} \phantom{00} \\ 17 \phantom{00} \end{array}$ <p>The more compact form on the right should not be taught, and is not compulsory. Some learners will revert to it themselves.</p>

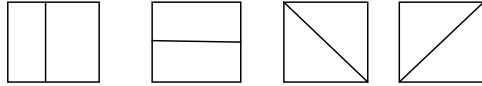
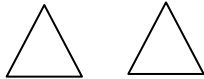


Foundation Phase Numeracy Glossary	
Word	Meaning/Explanation
24-hour time	A way of time keeping in which the day (divided into 24 hours) runs from mid-night to midnight and is numbered from 0 to 23. For example, 6 o'clock in the morning is written as 06:00 (said: "zero six hundred hours"), and 6 in the evening is written as 18:00 (said, "eighteen hundred hours"). This is similar to digital time, except in digital time the hours are numbered only until 12 (noon). Therefore 1 o'clock in the afternoon is written as 13:00 in 24-hour time and as 1:00 p.m. in digital time.
2D shapes	These include triangles, squares, and circles. They can be drawn on paper or another surface, but cannot be built.
3D objects	They occupy space. 3D objects with straight sides include cubes and pyramids. Those which are curved include spheres (balls) and cones.
Abacus	 <p>A counting frame with strings containing ten counting beads on each string. It is used in the Foundation Phase to help learners count, double halve, add and subtract.</p>
Analogue time	<p>Time read on a watch or clock with hands. We use terminology such as "o'clock", "half past", "quarter to" ... and a.m. or p.m. to differentiate between morning and afternoon.</p> 
Area	The boundary (or in mathematical terms, the perimeter) encloses the area. We measure area in square units (cm <sup>2</sup> , m <sup>2</sup> , etc)
Associative property of numbers	Re-grouping numbers to make calculations easier. For example, 6+9+4. We can re-group: (6+4)+9=10+9=19.
Bar graph	<p>A way of representing data by drawing rectangular bars (or columns) of equal width to the height of the values they represent:</p> 
Breadth	The shorter side of a rectangle. Sometimes also called the width.
Breaking down numbers	A number is made up of digits; each digit has a different value depending on its position in the number. Break 345 into: 300 + 40 + 5 because the digit 3 means 300, the digit 4 means 40 and the digit 5 means 5. Numbers can also be built up and broken down in other ways e.g. 12: 6+6, 10+2, 4x3, 15-1-1-1
Building up numbers	The opposite of breaking down. What number is formed from 600 + 80 + 7? It is 687.
Capacity	The amount of liquid (usually) that something can hold. For example, the <i>capacity</i> of my car's petrol tank is 56 litres.
Commutative property of numbers	This allows us to change the order of numbers in addition and multiplication calculations. 5+6=6+5; 4x7=7x4
Cone	<p>A 3-dimensional object that looks like an ice-cream cone</p> 

Counting: structured	Objects that are grouped together e.g. beads on a string, apples in a box													
Counting: unstructured	Loose, individual objects e.g. chairs, children, bread tags, apples on a table													
Counting: rote	Saying the number names in sequence without referring to a number line etc.													
Counting: rational	Counting objects, or pointing to the numbers as each number is said. Learners will be able to answer questions about the counting e.g. when counting in 2s and learners are stopped at 14, they can answer questions such as <i>How many 2s in 14? How much are 7 twos? If 7 twos are 14, how much are 8 twos? Etc.</i>													
Cube	A 3-dimensional object made up of square faces (e.g. a die: 													
Cylinder	A 3-dimension shape like a cool drink can 													
Data	We collect data and use it as a base for drawing graphs, tally tables etc													
Denominator	The 'bottom' number in a fraction which shows us how many parts something has been divided into. E.g. $\frac{1}{3}$ . 3 is the denominator as something has been divided into 3 equal parts.													
Digit	We have 10 digits in our number system: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. All numbers are made up of these digits													
Digital time	See 24-hour time.													
Distributive property of numbers	We use this property when multiplying: $45 \times 6 = (40 \times 6) + (5 \times 6)$													
Edge	Where two surfaces of a 3-dimensional object meet.													
Expanded notation	This is similar to breaking down numbers: $5\,264 = 5\,000 + 200 + 60 + 4$ OR $(5 \times 1\,000) + (2 \times 100) + (6 \times 10) + (4 \times 1)$													
Face (of 3D object)	A surface of a 3-dimensional object. A cube has 6 faces.													
Factor	A number that divides exactly into another number. The factors of 12 are: 1, 2, 3, 4, 6, 12.													
Flard cards	<p>A set of cards with numbers 1-9; 10-90; 100-900; and 1 000-9 000 (example below)</p> <table><tr><td>1</td><td>1 0</td><td>1 0 0</td><td>1 0 0 0</td></tr><tr><td>2</td><td>2 0</td><td>2 0 0</td><td>2 0 0 0</td></tr></table> <p>Learners place the cards on top of each other to build numbers and gain an understanding of place value; e.g. to build the number 1 234 they would use the cards:</p> <table><tr><td>1 0 0 0</td></tr><tr><td>2 0 0</td></tr><tr><td>3 0</td></tr><tr><td>4</td></tr></table> <p>They then place the cards on top of each other so what they see is:</p> <table><tr><td>1 2 3 4</td></tr></table>	1	1 0	1 0 0	1 0 0 0	2	2 0	2 0 0	2 0 0 0	1 0 0 0	2 0 0	3 0	4	1 2 3 4
1	1 0	1 0 0	1 0 0 0											
2	2 0	2 0 0	2 0 0 0											
1 0 0 0														
2 0 0														
3 0														
4														
1 2 3 4														
Flow diagram	<p>3  8</p> <p>Flow diagrams either give: the input number and operator, with the output number missing OR the output number and operator, with the input number missing OR the input number and output number, with the operator missing</p>													

Fraction: common	When we divide something into equal parts, each part is a fraction of a whole. A common fraction is written $\frac{1}{3}$
Fraction: decimal	The calculator's way of writing a fraction. $\frac{1}{2} = 0,5$ . The fraction part is written after the decimal comma.
Fraction: Non-unitary	See common fractions. Non-unitary is more than one part i.e. $\frac{2}{3}$
Fraction: Unitary	See common fractions. A unitary fraction is only one part i.e. $\frac{1}{3}$
Group teaching	When a teacher works with a small group (not more than 10 if possible) of learners at their cognitive level. Different groups may work on different concepts during group teaching sessions.
Group work	When learners work together, discussing problems and techniques to solve them.
Heptagon	A 2-dimensional shape with seven sides.
Hexagon	A 2-dimensional shape with six sides.
Individual work	When learners work on their own while the teacher is working with a small group. The work they do is consolidation and practice of concepts already learnt and is often written work done in classwork books.
Input number	See "Flow" diagram
International Time	See 24-hour time. This is an alternative name.
Length	The longer side of a rectangle or the distance between two points or places.
Mass	The mass of something is how heavy it is.
Median	The middle number in an ordered series of data.
Mode	The score or number that appears the most in a range of numbers
Multiple	The answers to multiplication tables, or counting in a particular number. The multiples of 5 are: 5, 10, 15, 20 etc.
Net	<p>A 3-dimensional object (most commonly cubes, pyramids, rectangular prisms) are built from nets. If a 3-dimensional object is flattened out, you will have its net. The net of a cube looks like this:</p>  <p>Tags need to be removed</p>
Nonagon	A 2-dimensional shape with 9 sides.
Number grid	A grid of numbers, often referred to as a number square, from 1 to 100, or 1 to 120, or 100 to 200, and so on.
Number line	 <p>Number lines are lines with numbers written at evenly spaced intervals. They are used when counting, adding and subtracting. The intervals on the number line can be in 1s, 5s, 10s or any number, even fractions and decimals. The numbers follow a set sequence/pattern e.g. 2, 4, 6, and are never a random set of numbers e.g. 1, 2, 7, 15, 33, etc.</p>
Number name	One, two, three, four etc. It is how we say and write the numbers.
Number sentence	<p>A number sentence is usually written to solve a problem. For example: <i>There are 3 sheep and 2 cows in the shed. How many animals are there altogether?</i></p> <p>The number sentence is: <math>3+2=</math> animals (open number sentence because the answer is unknown, and there is a place holder where the answer will go), and <math>3+2=5</math> animals (closed number sentence, the answer is filled in).</p> <p>Therefore, number sentence is written to communicate a mathematical concept using mathematical symbols e.g. <math>2+3=5</math> or <math>2+3=10-5</math> or <math>4x=8</math> etc.</p>

Number symbol	235 is the number symbol for “two hundred and thirty five”.
Numerator	The top number in a fraction: $\frac{1}{2}$ . The numerator is 1. It is how many parts of the fraction we are referring to.
Numerosity	This means to have a feeling for the “how muchness” of a number in different contexts – to build up a profile of the number so as to really understand the number (have a sense of the number) when it is used in different contexts e.g. 10c is not a lot of money, but 10km is a long way to walk.
Octagon	A 2-dimensional shape with eight sides.
Operator	See “Flow Diagram”. The operator can be + - x or ÷
Order of operations	Mathematicians have agreed that, where there are mixed operations in one calculation, the correct order is: Brackets, Of, Divide, Multiply, Add, Subtract. The acronym is BODMAS
Output number	See “Flow diagrams”
Parallelogram	A quadrilateral that has opposite sides equal and parallel: 
Pentagon	A two-dimensional shape with five sides.
Percentage	A fraction with denominator 100, commonly written %. $\frac{1}{2} = 50\%$
Perimeter	The distance around something a 2-dimensional shape.
Pictograph	A graph which has symbols to represent the data. E.g. a stick man drawing can represent 1, 2, 5 or however many people in real life.
Place value	A digit placed in a number has place value. For example, the digit 2 in the number 246 equals 200 or $2 \times 100$ .
Polygon	A shape with 3 or more straight sides.
Prism	A brick is only one example of a rectangular prism. Its opposite faces are rectangular 
Pyramid	A 3-dimension object with a polygon as a base and triangular faces which meet in one vertex.
Quadrilateral	A two-dimensional shape with four sides.
Rectangle	A quadrilateral with opposite sides equal and parallel, and four right angles.
Rectangular prism	See “Prism”
Reflection	When a 2-d shape is flipped to form a mirror image of itself: 
Rhombus	Like a parallelogram, but all four sides are equal (or like a square, but it does not have right angles)
Right angle	When two straight lines intersect, an angle is formed. If the two lines intersect like at the corner of a piece of paper ( $90^\circ$ - 90 degrees) the angle formed is called a right angle.
Rotation	 When a shape is turned.
Sort according to one attribute/ criteria	Sort a collection of objects according to one aspect only. For example, sort a collection of coloured shapes according to either shape or colour, but not both. Learners will put all the circles together, all the triangles together and so on if sorting according to shape, but if they are sorting according to colour, they will put all the red shapes together regardless of what the shapes are.
Square	A 4-sided shape with all sides equal and four right angles.

Symmetry: line	<p>A shape has line symmetry when a line can divide the shape into two halves that look the same (mirror images). In nature, a butterfly is symmetrical. Objects can have more than 1 line of symmetry. A square has 4 lines of symmetry</p> 
Tally table	<p>A way of counting and recording data using one stroke for each object counted, up to four. When the fifth object is counted, a horizontal or angled line is drawn through the four strokes. <math>//// = 5</math></p>
Techniques	<p>Methods, a skill or expertise in the way of doing something.</p>
Tessellation	<p>Fitting shapes together without overlaps or gaps.</p>
Translation	<p>When we slide a shape.</p> 
Triangle	<p>A 3-sided figure.</p>
Trundle wheel	<p>A device for measuring length. It is made up of a wheel with distances marked on it, a handle to guide the wheel and a device which causes a click every metre. Children can count how many metres by counting the clicks.</p>
Vertex	<p>The point at which any two lines intersect.</p>
Volume	<p>The amount of space a 3-dimensional object occupies. This is closely connected to capacity. We measure volume in cubic units (<math>\text{cm}^3</math>)</p>
Width	<p>The shorter side of a rectangle. Sometimes also called the breadth.</p>

## Literacy

### Introduction

#### *Background*

The NCS (and C2005) reflected a change in the way we teach literacy / languages. Traditionally, the different components of language were taught in isolation, with little or no connection between the lessons. Grammar, spelling and comprehension were taught as separate skills and there were no links to a theme or context. In contrast, the NCS (and C2005), encourages a more integrated, text-based approach. In this approach, the shared reading of a text becomes the basis for the development of the different oral and written literacy skills (grammar, comprehension, word building, spelling and writing). The Assessment Frameworks are in line with this change.

#### *The Milestones for Literacy*

The Literacy milestones reflect the structure of the NCS for Languages, and are based on the key language skills. In the Foundation Phase there are milestones for Listening and Speaking (Oral), Phonics, Handwriting, Reading and Writing.

- The milestones for Phonics and Handwriting being specific skills are separated from those of Reading and Writing, although, in practice, Phonics is a component of Reading, and Handwriting is a specific skill required for Communicative Writing.
- Learning Outcome 6, Language Structure and Use, has been infused with Listening and Speaking, Reading, Phonics and Writing whilst Learning Outcome 5, Thinking and Reasoning, has been infused with Listening and Speaking, Reading and Writing.
- The milestones for Reading have been grouped under four headings:
  - ♦ Emergent reading: the early skills learners need to develop before they start formal reading
  - ♦ Shared reading: reading as a class, with every learner having access to the text
  - ♦ Group, guided reading: reading in groups with the teacher
  - ♦ Independent reading: reading in pairs or alone, without the support of the teacher

The separation of the milestones under these headings has been done to assist the teacher in planning, teaching and assessment. However, in practice, a single activity will develop a range of skills. Listening and speaking skills, phonics and writing skills develop from well structured reading lessons. Literacy lessons need to be structured in order to develop these fundamental skills in the early grades. The *Foundations for Learning Gazette* provides guidance on those components that form the basis of a well structured Literacy lesson. It provides for time to be set aside for:

- Listening and Speaking (Oral)
- Shared reading and writing (as a class)

- Phonics, sight words, vocabulary, language (word and sentence level work) (as a class followed by written/drawn/practical activities to consolidate)
- Guided reading with the teacher (in groups)
- Independent reading
- Handwriting
- Independent writing: eg news, stories, lists, messages
- The teaching of a First Additional Language

This breakdown helps you to plan your lessons so that the learners spend time listening and speaking, reading and writing every day.

#### *Using the Literacy Assessment Tasks*

Milestones have been identified for each of the four Assessment Tasks per term for Literacy. Many of them can be assessed using your daily teaching and learning activities although you may also need to develop specific assessment activities to confirm your assessment.

Not all the milestones for the term have been included in each Assessment Task. However, even if you are not formally assessing a milestone during a particular Assessment Task, it does not mean that it should not be part of your daily teaching and learning programme for the term. Similarly you might need to start developing skills early in the year even though a milestone may only to be assessed in the third term.

It is essential that you continually assess your learners' progress through both formal and informal assessment activities. The Assessment Tasks form only your formal assessment programme for the year. Your informal assessment is also important as this informs your daily planning. Not everything that you teach has to be formally assessed and recorded. On a daily basis you can observe your learners' listening skills, oral competence, ability to answer questions, participation in discussions, use of decoding skills when reading aloud, reading comprehension and writing skills. During your daily teaching and learning activities, note specific problems that learners have so that you can remedy them immediately. Also look out for evidence of learners achieving beyond the minimum, so that you can extend their learning

Literacy Home Language Milestones (per Term): Grade 1				
Term 1	Term 2	Term 3	Term 4	
<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to simple instructions and responds appropriately</li> <li>• Listens without interrupting</li> <li>• Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme</li> <li>• Sequences pictures of a story communicating back the sequence of ideas</li> <li>• Talks about personal experiences e.g. tells news, describes weather news, other topical events etc</li> <li>• Talks about pictures in posters, theme charts, books etc</li> <li>• Answers closed questions eg questions related to personal details etc</li> <li>• Sings songs and does the actions</li> <li>• Participates in discussions, taking turns to speak and respecting others in the group</li> <li>• Describes objects in terms of colour, size, shape, quantity using correct vocabulary</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different initial sounds of words</li> <li>• Identifies letter-sound relationships of most single sounds e.g. l, i, h, m, a, etc. There should be 5 vowels and at least 10 consonant sounds</li> <li>• Recognises names of letters of the alphabet</li> <li>• Builds up short words using sounds learnt e.g. c-a-t : cat</li> <li>• Begins using blends to make words e.g. 'at' c-at, m-at, identifying the rhymes</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to instructions and responds appropriately</li> <li>• Passes on messages</li> <li>• Listens without interrupting, taking turns to speak</li> <li>• Listens to stories with interest, drawing a picture to show understanding</li> <li>• Listens to stories and identifies the main idea</li> <li>• Sequences pictures of a story</li> <li>• Answers closed and open-ended questions</li> <li>• Talks about personal experiences e.g. tells news using correct sequence</li> <li>• Joins in the choruses of songs, stories, rhymes</li> <li>• Says poems and rhymes and does the actions</li> <li>• Participates in discussions and asks questions</li> <li>• Describes objects in terms of age, direction, sequence using correct vocabulary</li> <li>• Identifies part from the whole eg parts of a bicycle, plant</li> <li>• Understands and uses appropriate language of different learning areas</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different end sounds of words</li> <li>• Identifies letter-sound relationships of all single sounds</li> <li>• Builds up words using sounds learnt</li> <li>• 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</li> <li>• Groups common words into sound families e.g. hot, hop, hob</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to instructions and responds appropriately</li> <li>• Listens without interrupting showing respect for the speaker</li> <li>• Listens to a story with interest and enjoyment drawing a picture and writing a few words about it</li> <li>• Listens for the detail in stories and answers open-ended questions</li> <li>• Sequences pictures of a story and matches captions with the pictures</li> <li>• Talks about personal experiences e.g. tells news using the correct sequence</li> <li>• Says poems and rhymes and does the actions</li> <li>• Role plays different situations, using appropriate language</li> <li>• Interviews an adult visitor to the class</li> <li>• Participates in discussions, asking and answering questions</li> <li>• Identifies similarities and differences using correct vocabulary</li> <li>• Uses interesting words and descriptions when speaking</li> <li>• Understands and uses appropriate language of different learning areas</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different middle sounds of words</li> <li>• Identifies letter-sound relationships of all single sounds</li> <li>• Builds up words using sounds learnt</li> <li>• Recognises simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at</li> <li>• Recognises simple words ending with a consonant blend e.g. st-ng, ro-ck, sti-nk</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to instructions and announcements and responds appropriately</li> <li>• Listens without interrupting, taking turns to speak and asking questions for clarification.</li> <li>• Listens to stories and expresses feelings about the story</li> <li>• Answers closed and open-ended questions</li> <li>• Talks about personal experiences and feelings e.g. tells news using the present and past tenses</li> <li>• Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice</li> <li>• Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively</li> <li>• Participates in discussions, reporting back on behalf of the group</li> <li>• Classifies information eg from a visual source</li> <li>• Uses terms such as sentence, capital letter, full stop and dictionary</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Identifies letter-sound relationships of all single sounds</li> <li>• Builds up words using sounds learnt</li> <li>• Uses consonant blends to build up and break down words</li> <li>• Recognises common consonant digraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-ink</li> <li>• Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th</li> <li>• Recognises aurally plurals ('s' and 'es'), 'ing' and 'ed' at the end of words</li> </ul>	



## Literacy Home Language Milestones (per Term): Grade 1 (continued)

Term 1	Term 2	Term 3	Term 4
<p><b>Reading:</b> <i>Emergent reading skills:</i></p> <ul style="list-style-type: none"> <li>• Holds the book the right way up and turns pages correctly</li> <li>• Uses pictures to predict what the story is about eg reads picture books</li> <li>• Interprets pictures to make up own story i.e. 'reads' the pictures</li> <li>• Recognises own name</li> <li>• Reads labels and captions</li> </ul> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher (shared reading) saying whether the story was liked and why</li> </ul>	<p><b>Reading:</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher, discussing the main idea and identifying the main characters</li> <li>• Uses pictures to predict what the story is about</li> <li>• Interprets pictures to make up own story i.e. 'reads' the pictures</li> <li>• Uses clues and pictures in the text for understanding</li> <li>• Answers questions based on the passage read</li> </ul> <p><b>Group, guided reading:</b></p> <ul style="list-style-type: none"> <li>• Reads aloud from own book in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Recognises at least 25 sight words (in English)</li> </ul>	<p><b>Reading:</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher, identifying the sequence of events</li> <li>• Uses book cover to predict what the book is about</li> <li>• Uses clues and pictures in the text for understanding</li> <li>• Identifies the sequence of events in what was read</li> <li>• Recognises cause and effect in a story</li> <li>• Answers open-ended questions based on the passage read</li> <li>• Interprets information from posters</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses phonic decoding skills when reading</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Recognises at least 100 sight words</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads to a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises 'silent e' in words e.g. cake, time, hope</li> <li>• Groups common words into sound families</li> </ul> <p><b>Reading:</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher, identifying the sequence of events and the setting</li> <li>• Uses cover of book to predict ending</li> <li>• Answers higher order questions based on the passage read</li> <li>• Gives an opinion on what was read</li> <li>• Interprets information from simple tables e.g. calendar</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses phonics decoding skills when reading unfamiliar words</li> <li>• Reads with increasing fluency and expression</li> <li>• Recognises at least 200 sight words</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads own and others writing</li> <li>• Reads independently</li> </ul>

Literacy Home Language Milestones (per Term): Grade 1 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>Handwriting:</b> <ul style="list-style-type: none"><li>• Holds pencil and crayon correctly</li><li>• Draws patterns, traces and copies words</li><li>• Writes from left to right</li><li>• Writes from top to bottom, writing on every line</li><li>• Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place</li></ul> <b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"><li>• Draws pictures to convey a message e.g. about a personal experience</li><li>• Writes a caption for a drawing or picture</li><li>• Writes words using sounds learnt</li><li>• Copies one sentence of news from the board correctly</li><li>• Contributes ideas for a class story</li></ul>	<b>Handwriting:</b> <ul style="list-style-type: none"><li>• Holds pencil and crayon correctly</li><li>• Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place</li><li>• Writes words with correct spacing</li></ul> <b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"><li>• Draws pictures to convey a message, adding a label or caption e.g. about a personal experience</li><li>• Writes words using sounds learnt</li><li>• Writes one sentence of own news or shared writing</li><li>• Compiles a list of words according to instructions e.g. food</li><li>• Contributes ideas for a class story</li><li>• Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat</li></ul>	<b>Handwriting:</b> <ul style="list-style-type: none"><li>• Holds pencil and crayon correctly</li><li>• Forms numbers correctly</li><li>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place</li><li>• Writes words with correct spacing</li></ul> <b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"><li>• Writes a message on a card e.g. a get well card</li><li>• Writes words to form a sentence using sounds learnt and common sight words</li><li>• Writes at least two sentences of own news or shared writing using the past tense</li><li>• Begins to use capital letters and full stops, including capital letters for names</li><li>• With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing</li><li>• Contributes ideas and words for a class story</li><li>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat</li></ul>	<b>Handwriting:</b> <ul style="list-style-type: none"><li>• Holds pencil and crayon correctly</li><li>• Forms lower and upper case <b>letters</b> correctly according to size and position i.e. starts and ends in the correct place</li><li>• Writes words with correct spacing</li><li>• Writes a sentence correctly</li></ul> <b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"><li>• Discusses with classmates ideas for writing</li><li>• Writes words to form a sentence using sounds learnt, capital letters and full stops</li><li>• Writes at least three sentences of own news, shared writing or creative story</li><li>• Spells common words correctly</li><li>• With help begins to use present and past tense correctly in writing</li><li>• Forms the plurals of familiar words eg adding 's' and 'es'</li><li>• Uses prepositions correctly</li><li>• Uses simple strategies for finding information eg carrying out a survey</li><li>• Organises information into a simple graphic form e.g. a chart or timeline</li><li>• Contributes ideas for and helps to revise a group story</li><li>• Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat</li></ul>	

## Literacy Home Language Milestones (per Term): Grade 2

Term 1	Term 2	Term 3	Term 4
<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to instructions containing at least two parts and responds appropriately</li> <li>• Listens without interrupting showing respect for the speaker</li> <li>• Takes turns to speak</li> <li>• Listens to a story with enjoyment and answers questions related to the story</li> <li>• Repeats a sequence of events in the story correctly</li> <li>• Talks about personal experiences e.g. tells personal news</li> <li>• Tells a story which has a beginning, middle and end</li> <li>• Participates in discussions, asking and answering questions and suggesting ideas</li> <li>• Uses correct words for the context e.g. an invitation</li> <li>• Suggests solutions to a problem especially during Numeracy</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to more complex instructions and responds appropriately</li> <li>• Listens without interrupting showing respect for the speaker</li> <li>• Takes turns to talk, showing sensitivity to others and giving positive feedback</li> <li>• Listens to stories for a longer period with enjoyment</li> <li>• Listens to stories and poems and identifies the main idea, details and sequence of events</li> <li>• Answers closed and open-ended questions and gives reasons for answers</li> <li>• Expresses feelings about a story or poem</li> <li>• Talks about personal experiences e.g. tells news without repetition</li> <li>• Responds to riddles and jokes</li> <li>• Makes up own rhymes using imaginative language</li> <li>• Participates in discussions and asks questions for clarity</li> <li>• Identifies similarities and differences</li> <li>• Compares and classifies things explaining classification e.g. all animals with 4 legs and those with 2 legs</li> <li>• Understands and uses appropriate language of different learning areas</li> <li>• Suggests solutions to a problem especially during Numeracy</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to a sequence of instructions and responds appropriately</li> <li>• Listens without interrupting showing respect for the speaker and asking questions for clarification</li> <li>• Listens to stories and predicts the ending, or makes up own ending for the story</li> <li>• Listens for the detail in stories and answers open-ended questions eg works out cause and effect</li> <li>• Talks about personal experiences and more general news e.g. tells news</li> <li>• Tells simple stories varying tone and volume of voice</li> <li>• Role plays different situations e.g. news presenter</li> <li>• Uses appropriate language with different people eg Interviews different people</li> <li>• Uses interesting words and descriptions when speaking</li> <li>• Shows awareness of different words used to describe boys and girls eg tough, pretty</li> <li>• Participates in discussions, asking and answering questions</li> <li>• Tells jokes and riddles using language imaginatively</li> <li>• Suggests solutions to a problem especially during Numeracy</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to a complex sequence of instructions and responds appropriately</li> <li>• Listens and responds to a speaker the learner cannot see</li> <li>• Listens without interrupting, asking questions for clarification and commenting on what was heard</li> <li>• Listens for the detail in stories and answers higher-order questions</li> <li>• Answers open-ended questions and justifies answer</li> <li>• Expresses feelings about a text and gives reasons</li> <li>• Talks about personal experiences and more general news e.g. tells news using descriptive language</li> <li>• Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work</li> <li>• Participates in playing word games e.g. I spy...</li> <li>• Tells jokes and riddles using appropriate volume and intonation</li> <li>• Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph</li> <li>• Understands and uses appropriate language of different learning areas</li> <li>• Suggests solutions to a problem especially during Numeracy</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.</li> <li>• Recognises rhyming words e.g. fly, sky, dry</li> <li>• Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam</li> </ul>

### Phonics:

- Identifies letter-sound relationships of all single sounds
- Uses consonant blends to build up and break down words e.g. bl-ack, bl-ow; ri-ng, sa-ng
- Recognises common consonant digraphs (sh, ch, th and wh) at the beginning of a word e.g. sh-ip, ch-ip, th-ink, wh-en

### Phonics:

- Recognises common consonant digraphs (eg ll, ss and zz) at the end of words e.g. do-ll, fu-ss, buzz
- Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap
- Recognises 3-letter consonant blends at the end of words e.g. po-nds, sta-nds, ca-tch

### Phonics:

- Recognises initial and end consonant blends
- Recognises at least 5 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread
- Uses words pronounced like another word, but with a different meaning

### Phonics:

- Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.
- Recognises rhyming words e.g. fly, sky, dry
- Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam

## Literacy Home Language Milestones (per Term): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Recognises rhyming words e.g. fly, sky, dry</li> <li>• Builds up and sounds out words using sounds learnt</li> </ul> <p><b>Reading:</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Reads simple instructions in the classroom</li> <li>• Interprets pictures and other print media e.g. a photograph or an advertisement, to make up own story i.e. 'reads' the photograph or advertisement</li> <li>• Reads book as a whole class with teacher (shared reading) and describes the main idea</li> <li>• Uses visual cues ie the cover of a book to predict what the story is about, expressing a personal response</li> <li>• Identifies key details in what was read eg the sequence of events</li> <li>• Answers open-ended questions based on the passage read</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses clues and pictures in text for understanding</li> <li>• Uses phonics decoding skills when reading</li> <li>• Shows an understanding of punctuation when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises at least 3 new vowel blends e.g. oa as in boat, ea as in eat, short oo as in book etc.</li> <li>• Recognises 'magic e' in words e.g. cake, time, hope</li> <li>• Builds words using new sounds as they are learnt</li> <li>• Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading:</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Uses visual cues to identify the purpose of advertisements and the intended audience</li> <li>• Reads book as a whole class with teacher (shared reading) and discusses cause effect relations</li> <li>• Identifies key details in what was read eg main characters and setting</li> <li>• Answers higher order questions based on the passage read</li> <li>• Gives an opinion on what was read</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses phonics decoding skills when reading unfamiliar words</li> <li>• Uses clues and pictures in text for understanding</li> <li>• Reads with increasing fluency and expression</li> </ul>	<p>(homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect</p> <ul style="list-style-type: none"> <li>• Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam</li> <li>• Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading:</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Interprets information from an illustration, magazine photograph, poster, advertisement</li> <li>• Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions</li> <li>• Answers higher order questions based on the passage read</li> <li>• Identifies some synonyms and antonyms</li> <li>• Draws conclusions and gives an opinion on what was read eg 'I think', 'I wonder'</li> <li>• Chooses different texts to find and record information eg a library search with help</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses phonics decoding and comprehension skills when reading unfamiliar texts</li> <li>• Reads with increasing fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Classifies complex word families e.g. dream, scream</li> <li>• Recognises and uses suffixes e.g. -ly, -ies</li> <li>• Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading:</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher and discusses cultural values in the story</li> <li>• Answers higher order questions based on the passage read</li> <li>• Expresses whether a story was liked and is able to justify answer</li> <li>• Expresses a personal response to print and media images</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses phonics decoding and comprehension skills to make meaning</li> <li>• Reads with increasing fluency, speed using correct pronunciation</li> <li>• Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud</li> </ul>

## Literacy Home Language Milestones (per Term): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads independently eg picture books</li> <li>Recognises at least 25 new sight words</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Holds pencil correctly</li> <li>Forms lower and upper case letters correctly</li> <li>Writes words with correct spacing</li> <li>Writes a sentence legibly and correctly</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Draws pictures to convey a message e.g. about a personal experience</li> <li>Contributes ideas and words for a class story</li> <li>Writes a list using a comma to separate the items e.g. tasks for the day</li> <li>With help writes words to form a sentence using sounds learnt, capital letters and full stops</li> <li>Writes at least three sentences i.e. own news, shared writing and creative story</li> <li>Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. car, door, ever</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own and others writing</li> <li>Reads independently eg greeting cards, comics and simple fiction books</li> <li>Recognises at least 25 new sight words</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>Forms upper and lower case letters correctly</li> <li>Transcribes words correctly</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Writes an expressive text eg a thank you card or letter using a given format</li> <li>Participates in a discussion to choose a topic to write about</li> <li>Writes own story of at least one paragraph using a writing frame</li> <li>Writes one paragraph on personal experiences or events e.g. daily news</li> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Spells common words correctly</li> <li>Uses negative forms correctly eg 'She does not do that.'</li> <li>Uses present and past tense correctly</li> <li>Identifies and uses nouns, adjectives and verbs correctly</li> <li>Reads own writing to a partner</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads own and others writing</li> <li>Reads aloud to a partner</li> <li>Reads independently for enjoyment from a variety of available texts e.g. invitations and simple fiction books, including those other cultures</li> <li>Recognises at least 25 new sight words</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>Forms upper and lower case letters correctly and with greater speed and accuracy</li> <li>Copies written text from the board and workcards correctly, paying attention to correct letter formation</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Writes an expressive text e.g. get well card, song, rhyme, etc.</li> <li>Participates in a discussion to choose a topic to write about</li> <li>Drafts, writes and publishes own story of at least six sentences, adding a suitable title</li> <li>Writes two paragraphs (at least ten sentences) on personal experiences or events e.g. daily news</li> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>Uses present, past and future tense correctly</li> <li>Identifies and uses pronouns correctly</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads own and others writing</li> <li>Reads aloud to a partner</li> <li>Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books</li> <li>Recognises at least 25 new sight words</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>Forms upper and lower case letters with greater speed and accuracy</li> <li>Copies written text from the board, textbooks, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Experiments with words eg writes a simple poem or song.</li> <li>Participates in a discussion and contributes ideas</li> <li>Writes at least two paragraphs (ten sentences) on personal experiences or events e.g. daily news, a story, using capital letters for the start of a sentence and for proper names and full stops</li> <li>Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'in the end'</li> <li>Uses different sentence types (statements, questions and exclamations), experimenting with exclamation and question marks</li> <li>Organizes information in a chart or table.</li> <li>Uses informational structures when writing e.g. writes recipes</li> </ul>

Literacy Home Language Milestones (per Term): Grade 2 (continued)			
Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home</li> </ul>	<ul style="list-style-type: none"> <li>Reads and discusses own writing with a partner</li> <li>Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask</li> </ul>	<ul style="list-style-type: none"> <li>Sequences text by using words like 'first', 'next' and 'finally'</li> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>Joins two short sentences with a conjunction to make a longer sentence ('and' or 'but')</li> <li>Identifies and uses prepositions correctly</li> <li>Builds own word bank and personal dictionary</li> </ul>

### Literacy Home Language Milestones (per Term): Grade 3

Term 1	Term 2	Term 3	Term 4
<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to a complex sequence of instructions (at least 4) and responds appropriately</li> <li>• Listens for the main idea and for detail in stories and answers higher-order questions</li> <li>• Asks questions for clarification, commenting on what was heard</li> <li>• Expresses feelings about a text and gives reasons</li> <li>• Talks about personal experiences e.g. tells news expressing feelings and opinions</li> <li>• Participates in discussions, asking questions and showing sensitivity to the feelings of others</li> <li>• Listens without interrupting, showing respect for the speaker and taking turns to speak</li> <li>• Answers questions and gives reasons for the answer</li> <li>• Uses appropriate language when speaking to friends and adults, recognizing the way the class uses slang</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Identifies letter-sound and letter-name relationships of all single sounds</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to more complex instructions (at least 5) and responds appropriately</li> <li>• Listens and responds to radio or intercom announcements and instructions</li> <li>• Listens to stories, read by the teacher or over the radio, for a longer period with interest</li> <li>• Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons</li> <li>• Predicts what will happen in a story</li> <li>• Works out cause and effect in a story using connecting words eg because</li> <li>• Talks about a general news event, expressing feelings and opinions</li> <li>• Makes an oral presentation e.g. 'Show and Tell', using language to compare information</li> <li>• Tells a short story with a simple plot and different characters</li> <li>• Listens to, and composes, riddles and jokes</li> <li>• Participates in group and class discussions, suggesting topics and contributing ideas</li> <li>• Uses language to investigate and explore eg suggesting alternatives 'I think it could...' 'If... then...'</li> <li>• Asks questions to clarify and plan a task and get information</li> <li>• Uses language to analyse, compare and contrast information</li> <li>• Understands and uses appropriate language of different learning areas</li> <li>• Suggests solutions to a problem, specifically word problems in Numeracy</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn)</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to stories, predicts the ending, or makes up own ending for the story</li> <li>• Listens to a story and works out cause and effect in the story</li> <li>• Listens for the detail in stories and other oral texts and answers open-ended questions</li> <li>• Puts events in order of logical sequence</li> <li>• Tells a story with a beginning, middle and end</li> <li>• Participates in discussions, giving useful feedback to others</li> <li>• Interviews people for a particular purpose</li> <li>• Makes oral presentations e.g. tells news or talks about an experience varying volume and pitch of voice and making eye contact with peers</li> <li>• Uses interesting words and descriptions when speaking</li> <li>• Suggests solutions to a problem, specifically word problems in Numeracy</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Recognises all vowel and consonant blends learnt so far</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens for the detail in stories and answers open-ended questions</li> <li>• Listens to a story and works out cause and effect</li> <li>• Expresses feelings and opinions about a text and gives reasons</li> <li>• Uses language imaginatively eg tells jokes and riddles using appropriate volume and intonation</li> <li>• Tells a story using descriptive language and different gestures and facial expressions</li> <li>• Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid</li> <li>• Engages in conversation as a social skill, accepting and respecting the way others speak</li> <li>• Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark</li> <li>• Understands and uses appropriate language of different learning areas</li> <li>• Discusses solutions to a problem using higher order thinking skills</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Recognises and uses all phonics learnt so far</li> </ul>

## Literacy Home Language Milestones (per Term): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Recognises consonant digraphs (sh, ch, th and wh) at the beginning and end of a word e.g. sh-ip, ch-ip, th-ink, wh-en, fi-sh, ri-ch, clo-th</li> <li>Recognises vowel digraphs taught in Grade 2 e.g. oo and ee</li> <li>Recognises 'A', 'E' and 'O' sounds e.g. 'A' - play, pain, plate; 'E' - feet, read, key; 'O' - boat, blow</li> <li>Recognises 'silent e' in words e.g. cake, time, hope</li> <li>Recognises and uses rhyming words e.g. fly, sky, dry</li> <li>Builds words using sounds learnt</li> </ul> <p><b>Reading:</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Uses visual cues to talk about a photograph i.e. what it is about, where it was taken, etc.</li> <li>Reads instructions in the classroom</li> <li>Reads book as a whole class with teacher (shared reading) and describes the main idea and the chief characters</li> <li>Answers open-ended questions based on the passage read</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<ul style="list-style-type: none"> <li>Recognises 'l' and 'U' sounds e.g. 'l' - tie, high, sky; 'U' - few, blue</li> <li>Recognises digraphs making 'f' i.e. ph as in elephant, gh as in laugh</li> <li>Recognises that the same spelling can represent different sounds e.g. bread, read</li> <li>Uses words pronounced the same, but with different meanings (homophones) e.g. read and reed</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading:</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Uses visual cues to read a graphical text e.g. a map, flow diagram</li> <li>Uses the information from the text e.g. walks around the school by following the directions on the map</li> <li>Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations</li> <li>Demonstrates understanding of the text by identifying details such as setting and sequence of events</li> <li>Answers higher order questions based on the passage read</li> <li>Finds and uses sources of information e.g. community members, library books</li> <li>Uses table of contents, index and page numbers to find information</li> <li>Uses key words and headings to find information in non-fiction texts</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<ul style="list-style-type: none"> <li>Recognises silent letters in words i.e. k as in know, l as in half, b as in comb, w as in write, h as in hour, g as in sign, gh as in eight</li> <li>Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect</li> <li>Uses both the letter sound as well as the letter name to spell words</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading:</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Interprets information from an illustration, poster, advertisement, chart</li> <li>Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc)</li> <li>Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot</li> <li>Expresses whether a story was liked and is able to justify answer</li> <li>Answers higher order questions based on the passage read</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<ul style="list-style-type: none"> <li>Recognises hard and soft sounds e.g. c as in rice; g as in age</li> <li>Recognises vowels with two sounds e.g. ere as in here, air as in stair; are as in bare</li> <li>Recognises and uses rhyming words e.g. fly, sky, dry</li> <li>Recognises and uses synonyms and antonyms</li> <li>Recognises and uses prefixes e.g. un-, re- and suffixes e.g. -ful, -ness• Uses both the letter name as well as the letter sound to spell words</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading:</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to</li> <li>Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text</li> <li>Expresses whether a story was liked and is able to justify answer</li> <li>Answers higher order questions based on the passage read in order to draw conclusions</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>



## Literacy Home Language Milestones (per Term): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Uses word recognition skills when reading aloud</li> <li>• Uses comprehension skills such as prediction to read unfamiliar texts</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Plays word games that draw on reading and vocabulary knowledge and skills</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads independently different texts, eg comics, fiction books</li> <li>• Recognises at least 25 new sight words</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>• Forms upper and lower case letters correctly</li> <li>• Writes a sentence legibly and correctly</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>• Draws pictures to show an understanding of a story</li> <li>• Writes instructions eg to a friend about</li> <li>• Uses a picture to choose a topic to write about</li> <li>• Talks to a partner to begin planning writing</li> <li>• Asks questions to help define the writing task</li> <li>• Writes at least one paragraph (five sentences) eg. own news, shared writing, creative story, description</li> <li>• Writes words to form a sentence using capital letters, full stops, question marks, commas</li> </ul>	<ul style="list-style-type: none"> <li>• Uses decoding and comprehension skills when reading unfamiliar words</li> <li>• Reads with increasing fluency and expression</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads independently both fiction and non-fiction texts</li> <li>• Recognises at least 25 new sight words</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>• Forms upper and lower case letters correctly</li> <li>• Uses correct letter formation in all written work</li> <li>• Copies words correctly from a variety of sources i.e. board, strips, workcards etc.</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>• Participates in a discussion to choose a topic to write about</li> <li>• Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news</li> <li>• Writes own story or a familiar story or another creative text of at least ten sentences</li> <li>• Keeps a diary for one week, noting the weather and one other piece of information</li> <li>• Writes a simple book review</li> <li>• Uses correct grammar so that others can read and understand what has been written</li> </ul>	<ul style="list-style-type: none"> <li>• Uses decoding and comprehension skills when reading unfamiliar texts</li> <li>• Uses a range of self-correcting methods when reading eg re-reading, reading on, pausing</li> <li>• Reads with increasing fluency and expression, pronouncing words correctly and accurately</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads independently for enjoyment and information from a variety of fiction and non-fiction texts</li> <li>• Recognises at least 25 new sight words</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing</li> <li>• Writes with increasing speed</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description</li> <li>• Drafts, writes, edits and publishes own story of at least two paragraphs</li> <li>• Gives writing a title</li> <li>• Summarises and records information eg using mind maps, tables, notices, diagrams or charts</li> <li>• Uses different sentence types when writing e.g. statements, questions, commands, etc.</li> <li>• Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>• Reads with increasing fluency, speed and expression</li> <li>• Uses self-correcting strategies when reading eg practising the word before saying it aloud</li> <li>• Plays word games that draw on reading and vocabulary knowledge and skills</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures</li> <li>• Recognises at least 25 new sight words</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing</li> <li>• Completes a writing task in a set time</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>• Uses pre-writing strategies to gather information and plan writing</li> <li>• Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions</li> <li>• Writes about personal experiences in different forms e.g. as a short newspaper article</li> <li>• Drafts, writes, edits and publishes own story of at least two paragraphs</li> <li>• Uses some narrative devices when writing e.g. dialogue</li> <li>• Uses informational structures when writing e.g. experiments, recipes</li> </ul>

### Literacy Home Language Milestones (per Term): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Uses phonics knowledge and spelling rules to write unfamiliar words</li> <li>• Writes so that others can read what has been written</li> <li>• Uses simple present, past and future tense correctly</li> <li>• Uses subject-verb agreement correctly eg I want / She wants</li> <li>• Contributes ideas and words for a class story</li> <li>• Builds own word bank and personal dictionary using initial sound of words e.g. apple, book, cat, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks</li> <li>• Identifies and uses nouns, adjectives, verbs and adverbs correctly</li> <li>• Uses phonics knowledge and spelling rules to write unfamiliar words</li> <li>• Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night.</li> <li>• Reads and edits own writing by correcting spelling, punctuation, etc.</li> <li>• Reads own writing to a friend or a group</li> <li>• Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly</li> <li>• Uses a variety of vocabulary to make the writing more interesting</li> <li>• Uses phonics knowledge and spelling rules to write unfamiliar words</li> <li>• Reads own writing to the class</li> <li>• Builds own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences information and puts it under headings</li> <li>• Uses apostrophes in contractions eg can't</li> <li>• Uses phonics knowledge and spelling rules to write more difficult words</li> <li>• Uses a dictionary to find new vocabulary and check spelling</li> <li>• Discusses own and others' writing to get and give feedback</li> <li>• Uses conjunctions to form compound sentences</li> <li>• Makes own book and contributes to class book collection</li> <li>• Builds own word bank and personal dictionary</li> </ul>

Literacy Home Language Milestones (per Assessment Task): Grade 1				
Term 1	Term 2	Term 3	Term 4	
<b>Assessment task 1:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Listens to simple instructions and responds appropriately</li> <li>• Talks about personal experiences e.g. tells news, describes weather news, other topical events etc</li> <li>• Listens without interrupting</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different initial sounds of words</li> </ul> <b>Reading</b> <b>Emergent reading skills:</b> <ul style="list-style-type: none"> <li>• Holds the book the right way up and turns pages correctly</li> <li>• Interprets pictures to make up own story i.e. 'reads' the pictures</li> <li>• Recognises own name</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>• Holds pencil and crayon correctly</li> <li>• Draws patterns, traces and copies words</li> </ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Listens to instructions and responds appropriately</li> <li>• Talks about personal experiences e.g. tells news using correct sequence</li> <li>• Answers closed and open-ended questions</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different end sounds of words</li> <li>• Builds up words using sounds learnt</li> </ul> <b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher, discussing the main idea and identifying the main characters</li> <li>• Uses pictures to predict what the story is about</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>• Holds pencil and crayon correctly</li> <li>• Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place</li> </ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Listens without interrupting showing respect for the speaker</li> <li>• Participates in discussions, asking and answering questions</li> <li>• Says poems and rhymes and does the actions</li> <li>• Listens to a story with interest and enjoyment drawing a picture and writing a few words about it</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different middle sounds of words</li> <li>• Builds up words using sounds learnt</li> </ul> <b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Uses book cover to predict what the book is about</li> <li>• Uses clues and pictures in the text for understanding</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>• Holds pencil and crayon correctly</li> <li>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place</li> <li>• Forms numbers correctly</li> </ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Listens without interrupting, taking turns to speak and asking questions for clarification</li> <li>• Talks about personal experiences and feelings e.g. tells news using the present and past tenses</li> <li>• Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Identifies letter-sound relationships of all single sounds</li> <li>• Builds up words using sounds learnt</li> <li>• Recognises aurally plurals ('s' and 'es'), 'ing' and 'ed' at the end of words</li> </ul> <b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Uses cover of book to predict ending</li> <li>• Reads book as a whole class with teacher, identifying the sequence of events and the setting</li> <li>• Gives an opinion on what was read</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>• Holds pencil and crayon correctly</li> <li>• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place</li> </ul>	

Literacy Home Language Milestones (per Assessment Task): Grade 1 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>• Draws pictures to convey a message e.g. about a personal experience</li> </ul>	<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>• Draws pictures to convey a message adding a label or caption e.g. about a personal experience</li> <li>• Writes one sentence of own news or shared writing</li> </ul>	<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>• Writes at least two sentences of own news or shared writing using the past tense</li> <li>• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat</li> </ul>	<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>• Contributes ideas for and helps to revise a group story</li> <li>• Uses simple strategies for finding information eg carrying out a survey</li> <li>• With help writes words to form a sentence using sounds learnt, capital letters and full stops</li> <li>• Spells common words correctly</li> <li>• Forms the plurals of familiar words eg adding 's' and 'es'</li> </ul>	
<b>Assessment task 2:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Listens without interrupting</li> <li>• Listens to stories with interest and acts out part of the story</li> <li>• Sings songs and does the actions</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different initial sounds of words</li> <li>• Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 2 vowels and at least 4 consonant sounds at this stage</li> </ul> <b>Reading</b> <b>Emergent reading skills:</b> <ul style="list-style-type: none"> <li>• Uses pictures to predict what the story is about eg reads picture books</li> <li>• Recognises own name</li> </ul>	<b>Assessment task 2:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Listens without interrupting taking turns to speak</li> <li>• Listens to stories with interest, drawing a picture to show understanding</li> <li>• Passes on messages</li> <li>• Says poems and rhymes and does the actions</li> <li>• Identifies part from the whole eg parts of a bicycle, plant</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different end sounds of words</li> <li>• 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</li> </ul> <b>Reading</b>	<b>Assessment task 2:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Listens to instructions and announcements and responds appropriately</li> <li>• Sequences pictures of a story and matches captions with the pictures</li> <li>• Role plays different situations, using appropriate language</li> <li>• Interviews an adult visitor to the class</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Identifies letter-sound relationships of all single sounds</li> <li>• Build up words using sounds learnt</li> </ul> <b>Reading</b>	<b>Assessment task 2:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Participates in discussions, reporting back on behalf of the group</li> <li>• Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice</li> <li>• Uses terms such as sentence, capital letter, full stop and dictionary</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Builds up words using sounds learnt</li> <li>• Uses consonant blends to build up and break down words</li> <li>• Groups common words into sound families</li> </ul> <b>Reading</b>	

Literacy Home Language Milestones (per Assessment Task): Grade 1 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>Shared reading:</b> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher</li> </ul>	<b>Shared reading</b> <ul style="list-style-type: none"> <li>Interprets pictures to make up own story i.e. 'reads' the pictures</li> <li>Reads book as a whole class with teacher, discussing the main idea and identifying the main characters</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Begins using phonics as a decoding skill when reading</li> </ul>	<b>Shared reading</b> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher, identifying the sequence of events</li> <li>Recognises cause and effect in the story</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<b>Shared reading</b> <ul style="list-style-type: none"> <li>Answers higher order questions based on the passage read</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	
<b>Handwriting</b> <ul style="list-style-type: none"> <li>Holds pencil and crayon correctly</li> <li>Draws patterns, traces and copies words</li> <li>Writes from left to right</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place</li> </ul>	<b>Paired/Independent reading</b> <ul style="list-style-type: none"> <li>Reads own writing, starting to correct errors</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place</li> </ul>	<b>Paired/Independent reading</b> <ul style="list-style-type: none"> <li>Reads own and others writing</li> <li>Reads independently</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place</li> <li>Writes words with correct spacing</li> </ul>	
<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>Draws pictures to convey a message e.g. about a personal experience</li> <li>Copies one sentence of news from the board correctly</li> </ul>	<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>Writes one sentence of own news or shared writing</li> <li>Contributes ideas for a class story</li> <li>Writes words using sounds learnt</li> </ul>	<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>Writes words to form a sentence using sounds learnt and common sight words</li> <li>With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing</li> </ul>	<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>Writes at least two sentences of own news, shared writing or creative story</li> <li>Uses prepositions correctly</li> <li>Organises information into a simple graphic form e.g. a chart or timeline</li> </ul>	
<b>Assessment task 3:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme</li> <li>Talks about personal experiences e.g. tells news, describes weather news, other topical events etc</li> <li>Talks about pictures in posters, theme charts, books etc</li> <li>Answers closed questions eg questions related to personal details etc</li> <li>Describes objects in terms of colour, size, shape, quantity using correct vocabulary</li> </ul>	<b>Assessment task 3:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>Joins in the choruses of songs, stories, rhymes</li> <li>Sequences pictures of a story</li> <li>Talks about personal experiences e.g. tells news using correct sequence</li> <li>Participates in discussions and asks questions</li> </ul>	<b>Assessment task 3:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>Listens to a story with interest and enjoyment drawing a picture and writing a few words about it</li> <li>Talks about personal experiences e.g. tells news using the correct sequence</li> <li>Identifies similarities and differences using correct vocabulary</li> </ul>	<b>Assessment task 3:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>Listens to instructions and announcements and responds appropriately</li> <li>Listens to stories and expresses feelings about the story</li> <li>Answers closed and open-ended questions</li> </ul>	

Literacy Home Language Milestones (per Assessment Task): Grade 1 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>Phonics</b> <ul style="list-style-type: none"><li>Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 3 vowels and at least 6 consonant sounds</li><li>Builds up short words using sounds learnt e.g. c-a-t : cat</li></ul> <b>Reading</b> <p><b>Emergent reading skills:</b></p> <ul style="list-style-type: none"><li>Interprets pictures to make up own story i.e. 'reads' the pictures</li></ul> <p><b>Shared reading:</b></p> <ul style="list-style-type: none"><li>Reads book as a whole class with teacher, saying whether the story was liked and why</li></ul> <p><b>Group guided reading</b></p> <ul style="list-style-type: none"><li>Reads aloud from own book in a guided reading group with teacher i.e. whole group reads same story</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>Holds pencil and crayon correctly</li><li>Writes from left to right</li><li>Writes from top to bottom, writing on every line</li></ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"><li>Copies one sentence of news from the board correctly</li><li>Contributes ideas for a class story</li></ul>	<b>Phonics</b> <ul style="list-style-type: none"><li>Builds up words using sounds learnt</li><li>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</li></ul> <b>Reading</b> <p><b>Shared reading</b></p> <ul style="list-style-type: none"><li>Reads book as a whole class with teacher, discussing the main idea and identifying the main characters</li><li>Answers questions based on the passage read</li></ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"><li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li><li>Begins using phonics as a decoding skill when reading</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place</li><li>Writes words with correct spacing</li></ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"><li>Contributes ideas for a class story</li><li>Writes words using sounds learnt</li><li>Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat</li></ul>	<b>Phonics</b> <ul style="list-style-type: none"><li>Recognises simple words beginning with a consonant blend e.g. bl-ack, bl-ock; fl-ag, fl-at</li></ul> <b>Reading</b> <p><b>Shared reading</b></p> <ul style="list-style-type: none"><li>Identifies the sequence of events in what was read</li><li>Answers open-ended questions based on the passage read</li></ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"><li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li></ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"><li>Reads independently</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>Writes words with correct spacing</li></ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"><li>Contributes ideas and words for a class story</li><li>Begins to use capital letters and full stops, including capital letters for names</li></ul>	<b>Phonics</b> <ul style="list-style-type: none"><li>Builds up words using sounds learnt</li><li>Recognises common consonant digraphs (sh, ch and th) at the beginning of a word e.g. sh-ip, ch-ip, th-in</li></ul> <b>Reading</b> <p><b>Shared reading</b></p> <ul style="list-style-type: none"><li>Reads book as a whole class with teacher, identifying the sequence of events and the setting</li></ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"><li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li><li>Reads with increasing fluency and expression</li></ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"><li>Reads aloud to a partner</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>Writes words with correct spacing</li><li>Writes a sentence correctly</li></ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"><li>Discusses with classmates ideas for writing</li><li>Writes at least two sentences of own news, shared writing or creative story</li><li>With help begins to use present and past tense correctly in writing</li></ul>	

### Literacy Home Language Milestones (per Assessment Task): Grade 1 (continued)

Term 1	Term 2	Term 3	Term 4
<b>Assessment task 4:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme</li> <li>• Sequences pictures of a story, communicating back the sequence of ideas</li> <li>• Participates in discussions, taking turns to speak and respecting others in the group</li> <li>• Answers closed questions eg questions related to personal details etc</li> <li>• Describes objects in terms of colour, size, shape, quantity using correct vocabulary</li> </ul>	<b>Assessment task 4:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Listens to stories and identifies the main idea</li> <li>• Sequences pictures of a story</li> <li>• Answers closed and open-ended questions</li> <li>• Describes objects in terms of age, direction, sequence using correct vocabulary</li> <li>• Understands and uses appropriate language of different learning areas</li> </ul>	<b>Assessment task 4:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Talks about personal experiences and feelings e.g. tells news using the present and past tenses</li> <li>• Classifies information eg from a visual source</li> </ul>	<b>Assessment task 4:</b> <b>Listening and speaking (Oral)</b> <ul style="list-style-type: none"> <li>• Talks about personal experiences and feelings e.g. tells news using the present and past tenses</li> <li>• Classifies information eg from a visual source</li> </ul>
<b>Phonics</b> <ul style="list-style-type: none"> <li>• Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 5 vowels and at least 10 consonant sounds</li> <li>• Recognises names of letters of the alphabet</li> <li>• Builds up short words using sounds learnt e.g. c-a-t : cat</li> <li>• Begins using blends to make words e.g. 'at' c-at, m-at, identifying the rhymes</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Identifies letter-sound relationships of all single sounds</li> <li>• Builds up words using sounds learnt</li> <li>• Groups common words into sound families e.g. hot, hop, hob</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Recognises simple words ending with consonant blends e.g. si-ng, ro-ck, sti-nk</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Builds up words using sounds learnt</li> <li>• Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th</li> <li>• Recognises 'silent e' in words e.g. cake, time, hope</li> </ul>
<b>Reading</b> <b>Emergent reading skills:</b> <ul style="list-style-type: none"> <li>• Uses pictures to predict what the story is about eg reads picture books</li> <li>• Reads labels and captions</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Answers questions based on the passage read</li> <li>• Uses clues and pictures in the text for understanding</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Interprets information from posters</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Interprets information from simple tables e.g. calendar</li> </ul>
<b>Group guided reading:</b> <ul style="list-style-type: none"> <li>• Reads aloud from own book in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Recognises at least 25 sight words (in English)</li> </ul>	<b>Group guided reading:</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Recognises at least 50 sight words</li> </ul>	<b>Group guided reading:</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses phonics decoding skills when reading</li> </ul>	<b>Group guided reading:</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses phonics decoding skills when reading unfamiliar words</li> </ul>

Literacy Home Language Milestones (per Assessment Task): Grade 1 (continued)			
Term 1	Term 2	Term 3	Term 4
<p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>Writes from left to right</li><li>Writes from top to bottom, writing on every line</li><li>Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place</li></ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"><li>Draws pictures to convey a message e.g. about a personal experience</li><li>Copies one sentence of news from the board correctly</li><li>Writes a caption for a drawing or picture</li><li>Writes words using sounds learnt</li></ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"><li>Reads to a partner</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place</li><li>Writes words with correct spacing</li></ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"><li>Writes words using sounds learnt</li><li>Compiles a list of words according to instructions e.g. food</li><li>Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat</li></ul>	<ul style="list-style-type: none"><li>Shows an understanding of punctuation when reading aloud</li><li>Recognises at least 100 sight words</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place</li><li>Writes words with correct spacing</li></ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"><li>Writes at least two sentences of own news or shared writing using the past tense</li><li>Writes a message on a card e.g. a get well card</li><li>Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat</li></ul>	<ul style="list-style-type: none"><li>Recognises at least 200 sight words</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place</li><li>Writes words with correct spacing</li><li>Writes a sentence correctly</li></ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"><li>Writes words to form a sentence using sounds learnt, capital letters and full stops</li><li>Writes at least three sentences of own news, shared writing or creative story</li><li>Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat</li></ul>



## Literacy Home Language Milestones (per Assessment Task): Grade 2

Term 1	Term 2	Term 3	Term 4
<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>Repeats a sequence of events in the story correctly</li> <li>Talks about personal experiences e.g. tells personal news</li> <li>Suggests solutions to a problem especially during Numeracy</li> </ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>Listens without interrupting showing respect for the speaker</li> <li>Takes turns to talk, showing sensitivity to others and giving positive feedback</li> <li>Listens to stories for a longer period with enjoyment</li> <li>Expresses feelings about a story or poem</li> <li>Talks about personal experiences e.g. tells news without repetition</li> </ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>Listens to a sequence of instructions and responds appropriately</li> <li>Listens without interrupting showing respect for the speaker and asking questions for clarification</li> <li>Tells simple stories varying tone and volume of voice</li> </ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>Listens without interrupting, asking questions for clarification and commenting on what was heard</li> <li>Talks about personal experiences and more general news e.g. tells news using descriptive language</li> <li>Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work</li> <li>Participates in playing word games e.g. I spy...</li> </ul>
<b>Phonics</b> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single sounds</li> <li>Builds up and sounds out words using sounds learnt</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap</li> <li>Recognises common consonant digraphs (eg ll, ss and zz) at the end of words e.g. do-ll, fu-ss, buzz</li> <li>Builds words using new sounds as they are learnt</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Recognises initial and end consonant blends</li> <li>Recognises at least 1 new vowel blend e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Recognises at least 1 new sound e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.</li> <li>Recognises rhyming words e.g. fly, sky, dry</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul>
<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>Reads simple instructions in the classroom</li> <li>Uses visual cues ie the cover of a book, to predict what the story is about and express a personal response</li> <li>Reads book as a whole class with teacher (shared reading) and describes the main idea</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (shared reading) and discusses cause effect relations</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>Interprets information from an illustration, magazine photograph, poster, advertisement</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher</li> <li>Answers higher order questions based on the passage read</li> </ul>
<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses clues and pictures in text for understanding</li> </ul>	<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses phonics decoding skills when reading unfamiliar words</li> </ul>	<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses phonics decoding and comprehension skills when reading unfamiliar texts</li> </ul>	<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses phonics decoding and comprehension skills to make meaning</li> </ul>

### Literacy Home Language Milestones (per Assessment Task): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Uses clues and pictures in text for understanding</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads independently eg greeting cards and simple fiction books</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Holds pencil correctly</li> <li>• Forms lower and upper case letters correctly</li> </ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>• Draws pictures to convey a message e.g. about a personal experience</li> <li>• Writes at least one sentence i.e. own news, shared writing and creative story</li> <li>• Contributes ideas and words for a class story</li> </ul>	<ul style="list-style-type: none"> <li>• Uses clues and pictures in text for understanding</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads independently eg greeting cards and simple fiction books</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>• Forms upper and lower case letters correctly</li> </ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>• Participates in a discussion to choose a topic to write about</li> <li>• Writes own story of at least five sentences using a writing frame</li> <li>• Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads independently for enjoyment from a variety of available texts e.g. invitations and simple fiction books, including those other cultures</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>• Forms upper and lower case letters with greater speed and accuracy</li> </ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>• Participates in a discussion to choose a topic to write about</li> <li>• Writes two paragraphs (at least six sentences) on personal experiences or events e.g. daily news</li> <li>• Uses correct grammar so that others can read and understand what has been written</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask</li> </ul>	<ul style="list-style-type: none"> <li>• Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads own and others writing</li> <li>• Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>• Forms upper and lower case letters with greater speed and accuracy</li> </ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>• Experiments with words eg writes a simple poem or song</li> <li>• Participates in a discussion and contributes ideas</li> <li>• Drafts, writes and publishes own story of at least two paragraphs using language such as 'once upon a time' and 'the end'</li> <li>• Uses correct grammar so that others can understand what has been written</li> <li>• Identifies and uses prepositions correctly</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Uses a dictionary to check on meanings and spellings of words</li> <li>• Organizes information in a chart or table.</li> <li>• Builds own word bank and personal dictionary</li> </ul>

### Literacy Home Language Milestones (per Assessment Task): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
Assessment task 2:	Assessment task 2:	Assessment task 2:	Assessment task 2:
<b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens without interrupting showing respect for the speaker</li> <li>• Takes turns to speak</li> <li>• Listens to a story with enjoyment and answers questions related to the story</li> <li>• Uses correct words for the context e.g. an invitation</li> </ul>	<b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens to more complex instructions and responds appropriately</li> <li>• Talks about personal experiences e.g. tells news without repetition</li> <li>• Participates in discussions and asks questions for clarity</li> <li>• Identifies similarities and differences</li> <li>• Compares and classifies things explaining classification e.g. all animals with 4 legs and those with 2 legs</li> <li>• Understands and uses appropriate language of different learning areas</li> <li>• Suggests solutions to a problem especially during Numeracy</li> </ul>	<b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens to stories and predicts the ending, or makes up own ending for the story</li> <li>• Talks about personal experiences and more general news e.g. tells news</li> <li>• Participates in discussions, asking and answering questions</li> <li>• Suggests solutions to a problem especially during Numeracy</li> </ul>	<b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens to a complex sequence of instructions and responds appropriately</li> <li>• Expresses feelings about a text and gives reasons</li> <li>• Talks about personal experiences and more general news e.g. tells news using descriptive language</li> <li>• Tells jokes and riddles using appropriate volume and intonation</li> <li>• Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph</li> <li>• Understands and uses appropriate language of different learning areas</li> <li>• Suggests solutions to a problem especially during Numeracy</li> </ul>
<b>Phonics</b> <ul style="list-style-type: none"> <li>• Identifies letter-sound relationships of all single sounds</li> <li>• Builds up and sounds out words using sounds learnt</li> <li>• Uses consonant blends to build up and break down words e.g. black, bl-ow, ri-ng, sa-ng</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Recognises 3-letter consonant blends at the end of words e.g. po-nds, sta-rds, ca-tch</li> <li>• Builds words using new sounds as they are learnt</li> <li>• Builds and sounds words at level of phonetic knowledge</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Recognises at least 2 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread</li> <li>• Builds and sounds words at level of phonetic knowledge</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Recognises at least 2 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.</li> <li>• Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam</li> <li>• Builds and sounds words at level of phonetic knowledge</li> </ul>
<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Uses visual cues, ie the cover of a book, to predict what the story is about and express a personal response</li> <li>• Answers questions based on the passage read</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher</li> <li>• Identifies key details in what was read eg main characters and setting</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Answers higher order questions based on the passage read eg 'I think', 'I wonder'</li> <li>• Identifies some synonyms and antonyms</li> <li>• Draws conclusions and gives an opinion</li> <li>• Reads own and others writing</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Expresses a personal response to print and media images</li> </ul>
<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>

# Literacy Home Language Milestones (per Assessment Task): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Uses phonics decoding skills when reading</li> </ul>	<ul style="list-style-type: none"> <li>Uses phonics decoding skills when reading unfamiliar words</li> <li>Reads with increasing fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>Reads with increasing fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud</li> <li>Reads with increasing fluency, speed and expression using correct pronunciation</li> </ul>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Holds pencil correctly</li> <li>Forms lower and upper case letters correctly</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>Forms upper and lower case letters correctly</li> <li>Transcribes words correctly</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads independently for enjoyment from a variety of available texts e.g. invitations and simple fiction books, including those other cultures</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Forms upper and lower case letters with greater speed and accuracy</li> <li>Copies written text from the board and workcards correctly, paying attention to correct letter formation</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Forms upper and lower case letters with greater speed and accuracy</li> <li>Copies written text from the board, textbooks, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation</li> </ul>
<p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>Draws pictures to convey a message e.g. about a personal experience</li> <li>Writes at least one sentence i.e. own news, shared writing and creative story</li> <li>Contributes ideas and words for a class story</li> <li>With help writes words to form a sentence using sounds learnt</li> <li>Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. car, door, ever</li> </ul>	<p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>Participates in a discussion to choose a topic to write about</li> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Writes an expressive text eg a thank you card or letter using a given format</li> <li>Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home</li> </ul>	<p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Drafts, writes and publishes own story of at least six sentences, adding a suitable title</li> <li>Writes an expressive text e.g. get well card, song, rhyme, etc.</li> <li>Uses present, past and future tense correctly in writing</li> <li>Identifies and uses pronouns correctly</li> <li>Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask</li> </ul>	<p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>Writes at least two paragraphs (ten sentences) on personal experiences or events e.g. daily news, a story, using capital letters for the start of a sentence and for proper names and full stops</li> <li>Joins two short sentences with a conjunction to make a longer sentence ('and' or 'but')</li> <li>Sequences text by using words like 'first', 'next' and 'finally'</li> <li>Uses different sentence types (statements, questions and exclamations), experimenting with exclamation and question marks</li> <li>Builds own word bank and personal dictionary</li> </ul>

### Literacy Home Language Milestones (per Assessment Task): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<b>Assessment task 3:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens to instructions containing at least two parts and responds appropriately</li> <li>• Repeats a sequence of events in the story correctly</li> <li>• Listens to a story with enjoyment and answers questions related to the story</li> <li>• Talks about personal experiences e.g. tells personal news</li> <li>• Suggests solutions to a problem especially during Numeracy</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Builds up and sounds out words using sounds learnt</li> <li>• Recognises common consonant digraphs (sh, ch, th and wh) at the beginning of a word e.g. sh-ip, ch-ip, th-ink, wh-en</li> <li>• Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th</li> <li>• Recognises rhyming words eg fly, sky, dry</li> </ul> <b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Interprets pictures and other print media e.g. a photograph or an advertisement, to make up own story i.e. 'reads' the photograph or advertisement</li> <li>• Identifies key details in what was read eg the sequence of events</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Shows an understanding of punctuation when reading aloud</li> </ul>	<b>Assessment task 3:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens to more complex instructions and responds appropriately</li> <li>• Listens to stories and poems and identifies the main idea, details and sequence of events</li> <li>• Makes up own rhymes using imaginative language</li> <li>• Responds to riddles and jokes</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Recognises at least 3 new vowel blends e.g. oa as in boat, ea as in eat, short oo as in book etc</li> <li>• Builds words using new sounds as they are learnt</li> <li>• Builds and sounds words at level of phonetic knowledge</li> </ul> <b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Answers higher order questions based on the passage read</li> <li>• Identifies key details in what was read eg main characters and setting</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<b>Assessment task 3:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens for the detail in stories and answers open-ended questions eg works out cause and effect</li> <li>• Talks about personal experiences and more general news e.g. tells news</li> <li>• Shows awareness of different words used to describe boys and girls eg tough, pretty</li> <li>• Tells jokes and riddles using language imaginatively</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Recognises at least 3 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread</li> <li>• Uses words pronounced like another word, but with a different meaning (homophone) e.g. fly : to fly in an aeroplane or a fly that is an insect</li> </ul> <b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher (shared reading)</li> <li>• Answers higher order questions based on the passage read</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<b>Assessment task 3:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Expresses feelings about text and gives reasons</li> <li>• Listens and responds to a speaker the learner cannot see</li> <li>• Listens for the detail in stories and answers higher-order questions</li> <li>• Talks about personal experiences and more general news e.g. tells news using descriptive language</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Recognises at least 3 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.</li> <li>• Classifies complex word families e.g. dream, scream</li> <li>• Builds and sounds words at level of phonetic knowledge</li> </ul> <b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher (shared reading)</li> <li>• Answers higher order questions based on the passage read</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses phonics decoding and comprehension skills to make meaning</li> <li>• Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud</li> </ul>

# Literacy Home Language Milestones (per Assessment Task): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads independently eg greeting cards and simple fiction books</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Forms lower and upper case letters correctly</li> <li>• Writes words with correct spacing</li> </ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>• Writes at least two sentences i.e. own news, shared writing and creative story</li> <li>• With help writes words to form a sentence using sounds learnt, capital letters and full stops</li> <li>• Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. car, door, ever</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads independently eg greeting cards and simple fiction books</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Forms upper and lower case letters correctly</li> <li>• Transcribes words correctly</li> </ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>• Writes one paragraph on personal experiences or events e.g. daily news</li> <li>• Uses correct grammar so that others can read and understand what has been written</li> <li>• Uses negative forms correctly eg 'She does not do that.'</li> <li>• Identifies and uses nouns, adjectives and verbs correctly</li> <li>• Spells common words correctly</li> <li>• Reads own writing to a partner</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads independently for enjoyment from a variety of available texts e.g. invitations, greeting cards and simple fiction books, including those other cultures</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>• Forms upper and lower case letters with greater speed and accuracy</li> </ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>• Writes two paragraphs (at least eight sentences) on personal experiences or events e.g. daily news</li> <li>• Drafts, writes and publishes own story of at least six sentences, adding a suitable title</li> <li>• Reads and discusses own writing with a partner</li> <li>• Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>• Reads own and others writing</li> <li>• Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Forms upper and lower case letters with greater speed and accuracy</li> <li>• Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation</li> </ul> <p><b>Shared, group and independent Writing</b></p> <ul style="list-style-type: none"> <li>• Experiments with words eg writes a simple poem or song</li> <li>• Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end'</li> <li>• Uses informational structures when writing e.g. writes recipes</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> </ul>
<p><b>Assessment task 4:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Talks about personal experiences e.g. tells personal news</li> <li>• Tells a story which has a beginning, middle and end</li> <li>• Participates in discussions, asking and answering questions and suggesting ideas</li> <li>• Uses correct words for the context e.g. an invitation</li> </ul>	<p><b>Assessment task 4:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to stories and poems and identifies the main idea, details and sequence of events</li> <li>• Talks about personal experiences e.g. tells news without repetition</li> <li>• Participates in discussions and asks questions for clarity</li> <li>• Answers closed and open-ended questions and gives reasons for answers</li> <li>• Suggests solutions to a problem especially during Numeracy</li> </ul>	<p><b>Assessment task 4:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens for the detail in stories and answers open-ended questions to develop critical listening skills</li> <li>• Talks about personal experiences and more general news e.g. tells news</li> <li>• Role plays different situations e.g. news presenter</li> <li>• Uses appropriate language with different people eg Interviews different people</li> <li>• Uses interesting words and descriptions when speaking</li> </ul>	<p><b>Assessment task 4:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens for the detail in stories and answers higher-order questions</li> <li>• Answers open-ended questions and justifies answer</li> <li>• Suggests solutions to a problem especially during Numeracy</li> </ul>

## Literacy Home Language Milestones (per Assessment Task): Grade 2 (continued)

Term 1	Term 2	Term 3	Term 4
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Builds up and sounds out words using sounds learnt</li> <li>Recognises vowel digraphs e.g. oo as in room and ee as in feet</li> </ul> <p><b>Reading</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (shared reading) and describes the main idea</li> <li>Uses visual cues, ie the cover of a book, to predict what the story is about and express a personal response</li> <li>Answers open-ended questions based on the passage read</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses clues and pictures in text for understanding</li> <li>Uses phonics decoding skills when reading</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads independently eg picture books</li> <li>Recognises at least 25 new sight words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recognises 'magic e' in words e.g. cake, time, hope</li> <li>Builds words using new sounds as they are learnt</li> <li>Builds and sounds words at level of phonetic knowledge</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships</li> <li>Uses visual cues to identify the purpose of advertisements and the intended audience</li> <li>Answers higher order questions based on the passage read</li> <li>Gives an opinion on what was read</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own and others writing</li> <li>Recognises at least 25 new sight words</li> </ul>	<p>Suggests solutions to a problem especially during Numeracy</p> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread</li> <li>Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. di-eam, cr-eam, scr-eam, str-eam</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions</li> <li>Answers higher order questions based on the passage read</li> <li>Draws conclusions and gives an opinion on what was read</li> <li>Chooses different texts to find and record information eg a library search with help</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads own and others writing</li> <li>Recognises at least 25 new sight words</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.</li> <li>Recognises and uses suffixes e.g. -ly, -ies</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story</li> <li>Answers higher order questions based on the passage read</li> <li>Expresses whether a story was liked and is able to justify answer</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books</li> </ul>

Literacy Home Language Milestones (per Assessment Task): Grade 2 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>Handwriting</b> <ul style="list-style-type: none"> <li>Writes words with correct spacing</li> <li>Writes a sentence legibly and correctly</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>Forms upper and lower case letters correctly</li> <li>Transcribes words correctly</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>Forms upper and lower case letters with greater speed and accuracy</li> <li>Copies written text from the board and workcards correctly, paying attention to correct letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Recognises at least 25 new sight words</li> </ul>	
<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>Writes at least three sentences i.e. own news, shared writing and creative story</li> <li>With help writes words to form a sentence using sounds learnt, capital letters and full stops</li> <li>Writes a list using a comma to separate the items, e.g. tasks for the day</li> <li>Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. car, door, ever</li> </ul>	<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>Writes own story of at least one paragraph</li> <li>Uses present and past tense correctly in writing</li> <li>Reads own writing to a partner</li> <li>Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home</li> </ul>	<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>Participates in a discussion to choose a topic to write about</li> <li>Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news</li> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Reads own writing to a partner</li> <li>Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask</li> </ul>	<b>Shared, group and independent Writing</b> <ul style="list-style-type: none"> <li>Experiments with words eg writes a simple poem or song</li> <li>Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story</li> <li>Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end'</li> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Builds own word bank and personal dictionary</li> </ul>	



## Literacy Home Language Milestones (per Assessment Task): Grade 3

Term 1	Term 2	Term 3	Term 4
<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens to a complex sequence of instructions (at least 4) and responds appropriately</li> <li>• Listens without interrupting, showing respect for the speaker and taking turns to speak</li> <li>• Listens for the main idea and for detail in stories and answers higher-order questions</li> <li>• Talks about personal experiences e.g. tells news expressing feelings and opinions</li> </ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens and responds to radio or intercom announcements and instructions</li> <li>• Listens to stories, read by the teacher or over the radio, for a longer period with interest</li> <li>• Participates in group and class discussions, suggesting topics and contributing ideas</li> <li>• Suggests solutions to a problem, specifically word problems in Numeracy</li> </ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens to a story and works out cause and effect</li> <li>• Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid</li> <li>• Engages in conversation as a social skill, accepting and respecting the way others speak</li> <li>• Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark</li> </ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens to a story and works out cause and effect</li> <li>• Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid</li> <li>• Engages in conversation as a social skill, accepting and respecting the way others speak</li> <li>• Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark</li> </ul>
<b>Phonics</b> <ul style="list-style-type: none"> <li>• Identifies letter-sound and letter-name relationships of all single sounds</li> <li>• Recognises and uses rhyming words e.g. fly, sky, dry</li> <li>• Builds words with sounds learnt</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Recognises 'l' and 'u' sounds e.g. 'l' - tie, high, sky; 'u' - few, blue</li> <li>• Builds and sounds words at level of phonetic knowledge</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Recognises all vowel and consonant blends learnt so far</li> <li>• Builds and sounds words at level of phonetic knowledge</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Recognises and uses all phonics learnt so far</li> <li>• Recognises and uses rhyming words e.g. fly, sky, dry</li> <li>• Builds and sounds words at level of phonetic knowledge</li> <li>• Uses both the letter sound as well as the letter name to spell words</li> </ul>
<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Reads instructions in the classroom</li> <li>• Reads book as a whole class with teacher (shared reading) and describes the main idea</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations</li> <li>• Demonstrates understanding of the text by identifying details such as setting and sequence of events</li> <li>• Answers higher order questions based on the passage read</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot</li> <li>• Expresses whether a story was liked and is able to justify answer</li> <li>• Answers higher order questions based on the passage read</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text</li> <li>• Answers higher order questions based on the passage read in order to draw conclusions</li> </ul>
<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses word recognition skills when reading aloud</li> </ul>	<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses decoding and comprehension skills when reading unfamiliar words</li> </ul>	<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>• Uses decoding and comprehension skills when reading unfamiliar texts</li> </ul>	<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>

Literacy Home Language Milestones (per Assessment Task): Grade 3 (continued)				
Term 1	Term 2	Term 3	Term 4	
<ul style="list-style-type: none"> <li>Shows an understanding of punctuation when reading aloud</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of self-correcting methods when reading eg re-reading, reading on, pausing</li> <li>Reads with increasing fluency and expression, pronouncing words correctly and accurately</li> </ul>	<ul style="list-style-type: none"> <li>Uses self-correcting strategies when reading eg practising the word before saying it aloud</li> <li>Reads with increasing fluency, speed and expression</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures</li> </ul>	
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>Forms upper and lower case letters correctly</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>Forms upper and lower case letters correctly</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing</li> <li>Writes with increasing speed</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing</li> <li>Completes a writing task in a set time</li> </ul>	
<p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Draws pictures to show an understanding of the story</li> <li>Writes instructions e.g. to a friend</li> <li>Uses a picture to choose a topic to write about</li> <li>Contributes ideas and words for a class story</li> <li>Writes words to form a sentence using sounds learnt, capital letters, full stops, question marks and commas</li> </ul>	<p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Participates in a discussion to choose a topic to write about</li> <li>Writes own story or a familiar story or another creative text of at least ten sentences</li> <li>Writes a simple book review</li> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks</li> <li>Identifies and uses nouns, adjectives, verbs and adverbs correctly</li> <li>Reads own writing to a friend or a group</li> <li>Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask</li> </ul>	<p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description</li> <li>Summarises and records information eg using mind maps, tables, notices, diagrams or charts</li> <li>Uses phonics knowledge and spelling rules to write unfamiliar words</li> <li>Uses different sentence types when writing e.g. questions, commands, etc.</li> <li>Reads own writing to the class</li> <li>Builds own word bank and personal dictionary</li> </ul>	<p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Uses pre-writing strategies to gather information and plan writing</li> <li>Drafts, writes, edits and publishes own story of at least two paragraphs</li> <li>Uses some narrative devices when writing e.g. dialogue</li> <li>Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions</li> <li>Uses phonics knowledge and spelling rules to write more difficult words</li> <li>Uses a dictionary to find new vocabulary and check spelling</li> <li>Uses apostrophes in contractions eg can't</li> <li>Builds own word bank and personal dictionary</li> </ul>	
<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Listens for the main idea and for detail in stories and answers higher-order questions</li> </ul>	<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Listens to more complex instructions (at least 5) and responds appropriately</li> </ul>	<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Listens to a story and works out cause and effect in the story</li> </ul>	<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Listens for the detail in stories and answers open-ended questions</li> </ul>	

### Literacy Home Language Milestones (per Assessment Task): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Asks questions for clarification, commenting on what was heard</li> <li>Expresses feelings about a text and gives reasons</li> <li>Talks about personal experiences e.g. tells news expressing feelings and opinions</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recognises consonant diagraphs (sh, ch, th and wh) at the beginning and end of a word e.g. sh-ip, ch-ip, th-ink, wh-en, fi-sh, ri-ch, clo-th</li> <li>Recognises vowel diagraphs taught in Grade 2 e.g. oo and ee</li> <li>Builds words with sounds learnt</li> </ul> <p><b>Reading</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (shared reading) and describes the main idea and the chief characters</li> <li>Answers open-ended questions based on the passage read</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses word recognition skills when reading aloud</li> <li>Plays word games that draw on reading and vocabulary knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons</li> <li>Works out cause and effect in a story using connecting words eg because</li> <li>Talks about a general news event, expressing feelings and opinions</li> <li>Suggests solutions to a problem, specifically word problems in Numeracy</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Uses words pronounced the same, but with different meanings (homophones) e.g. read and reed</li> <li>Recognises at least 1 new letter blend e.g. ow (cow) aw (draw), au (autumn)</li> <li>Recognises that the same spelling can represent different sounds eg bread, read</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations</li> <li>Demonstrates understanding of the text by identifying details such as setting and sequence of events</li> <li>Answers higher order questions based on the passage read</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses decoding and comprehension skills when reading unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>Puts events in order of logical sequence</li> <li>Participates in discussions, giving useful feedback to others</li> <li>Suggests solutions to a problem, specifically word problems in Numeracy</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect</li> <li>Builds and sounds words at level of phonetic knowledge</li> <li>Uses both the letter sound as well as the letter name to spell words</li> </ul> <p><b>Reading</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot</li> <li>Expresses whether a story was liked and is able to justify answer</li> <li>Answers higher order questions based on the passage read</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<ul style="list-style-type: none"> <li>Uses language imaginatively eg tells jokes and riddles using appropriate volume and intonation</li> <li>Understands and uses appropriate language of different learning areas</li> <li>Tells a story using descriptive language and different gestures and facial expressions</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recognises hard and soft sounds e.g. c as in rice; g as in age</li> <li>Recognises and uses synonyms and antonyms</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading</b> <b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to</li> <li>Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text</li> <li>Expresses whether a story was liked and is able to justify answer</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Reads with increasing fluency, speed and expression</li> </ul>

### Literacy Home Language Milestones (per Assessment Task): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Forms upper and lower case letters correctly</li> <li>Writes a sentence legibly and correctly</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Talks to a partner to begin planning writing</li> <li>Asks questions to help define the writing task</li> <li>Writes words to form a sentence using sounds learnt, capital letters, full stops, question marks and commas</li> <li>Writes at least three sentences eg. own news, shared writing, creative story, description</li> <li>Uses phonics knowledge and spelling rules to write unfamiliar words</li> <li>Writes so that others can read what has been written</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Forms upper and lower case letters correctly</li> <li>Copies words correctly from a variety of sources i.e. board, strips, workcards etc.</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Writes own story or a familiar story or another creative text of at least eight sentences</li> <li>Reads and edits own writing by correcting spelling, punctuation, etc.</li> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Identifies and uses nouns, adjectives, verbs and adverbs correctly</li> <li>Uses phonics knowledge and spelling rules to write unfamiliar words</li> <li>Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads independently for enjoyment and information from a variety of fiction and non-fiction texts</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation</li> <li>Writes with increasing speed</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative, description</li> <li>Drafts, writes, edits and publishes own story of at least two paragraphs</li> <li>Gives writing a title</li> <li>Uses a variety of vocabulary to make the writing more interesting</li> <li>Reads own writing to the class</li> <li>Builds own word bank and personal dictionary</li> </ul>	<p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing</li> <li>Completes a writing task in a set time</li> </ul> <p><b>Shared, group and independent Writing:</b></p> <ul style="list-style-type: none"> <li>Writes about personal experiences in different forms e.g. as a newspaper article</li> <li>Uses informational structures when writing e.g. experiments, recipes</li> <li>Sequences information and puts it under headings</li> <li>Uses conjunctions to form compound sentences</li> <li>Discusses own and others' writing to get and give feedback</li> <li>Makes own book and contributes to class book collection</li> <li>Builds own word bank and personal dictionary</li> </ul>
<p><b>Assessment task 3:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Listens without interrupting, showing respect for the speaker and taking turns to speak</li> <li>Expresses feelings about a text and gives reasons</li> <li>Talks about personal experiences e.g. tells news expressing feelings and opinions</li> <li>Participates in discussions, asking questions and showing sensitivity to the feelings of others</li> </ul>	<p><b>Assessment task 3:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Predicts what will happen in a story</li> <li>Makes an oral presentation e.g. 'Show and Tell', using language to compare information</li> <li>Uses language to investigate and explore eg suggesting alternatives 'I think it could...', 'If...then...'</li> <li>Asks questions to clarify and plan a task and get information</li> </ul>	<p><b>Assessment task 3:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Listens to stories, predicts the ending, or makes up own ending for the story</li> <li>Makes oral presentations e.g. tells news or talks about an experience varying volume and pitch of voice and making eye contact with peers</li> <li>Uses interesting words and descriptions when speaking</li> </ul>	<p><b>Assessment task 3:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Listens to a story and works out cause and effect</li> <li>Expresses feelings and opinions about a text and gives reasons</li> <li>Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid</li> <li>Discusses solutions to a problem using higher order thinking skills</li> </ul>

### Literacy Home Language Milestones (per Assessment Task): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recognises 'A', 'E' and 'O' sounds e.g. 'A' -play, pain, plate; 'E' - feet, read, key; 'O' - boat, blow</li> <li>Builds words with sounds learnt</li> </ul> <p><b>Reading</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Uses visual cues to talk about a photograph i.e. what it is about, where it was taken, etc.</li> <li>Reads book as a whole class with teacher (shared reading) and describes the main idea and the chief characters</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses word recognition skills when reading aloud</li> <li>Uses comprehension skills such as prediction to read unfamiliar texts</li> </ul>	<ul style="list-style-type: none"> <li>Uses language to analyse, compare and contrast information</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recognises at least 2 new letter blends e.g. ow (cow) aw (draw), au (autumn)</li> <li>Recognises digraphs making 'f' i.e. ph as in elephant, gh as in laugh</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul> <p><b>Reading</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Uses visual cues to read a graphical text e.g. a map, flow diagram</li> <li>Uses the information from the text e.g. walks around the school by following the directions on the map</li> <li>Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Reads with increasing fluency and expression</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recognises silent letters in words i.e. k as in know, l as in half, b as in comb, w as in write, h as in hour, g as in sign</li> <li>Builds and sounds words at level of phonetic knowledge</li> <li>Uses both the letter sound as well as the letter name to spell words</li> </ul> <p><b>Reading</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Interprets information from an illustration, poster, advertisement, chart</li> <li>Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot</li> <li>Expresses whether a story was liked and is able to justify answer</li> <li>Answers higher order questions based on the passage read indicating critical listening</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses decoding and comprehension skills when reading unfamiliar texts</li> <li>Uses a range of self-correcting methods when reading</li> <li>Reads with increasing fluency and expression, pronouncing words correctly and accurately</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recognises and uses prefixes e.g. un-, re- and suffixes e.g. -ful, -ness</li> <li>Recognises vowels with two sounds e.g. ere as in here, air as in stair, are as in bare</li> <li>Builds and sounds words at level of phonetic knowledge</li> <li>Uses both the letter sound as well as the letter name to spell words</li> </ul> <p><b>Reading</b></p> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text</li> <li>Answers higher order questions based on the passage read in order to draw conclusions</li> </ul> <p><b>Group, guided reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses self-correcting strategies when reading eg practising the word before saying it aloud</li> <li>Reads with increasing fluency, speed and expression</li> <li>Plays word games that draw on reading and vocabulary knowledge and skills</li> </ul> <p><b>Paired/Independent reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures</li> </ul>

Literacy Home Language Milestones (per Assessment Task): Grade 3 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>Handwriting</b> <ul style="list-style-type: none"> <li>Writes a sentence legibly and correctly</li> <li>Forms upper and lower case letters correctly</li> </ul> <b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"> <li>Uses a picture to choose a topic to write about</li> <li>Talks to a partner to begin planning writing</li> <li>Asks questions to help define the writing task</li> <li>Writes at least one paragraph (five sentences) i.e. own news, shared writing and creative story, description</li> <li>Uses simple present, past and future tense correctly</li> <li>Builds own word bank and personal dictionary using initial sound of words e.g. apple, book, cat, etc</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>Forms upper and lower case letters correctly</li> <li>Copies words correctly from a variety of sources i.e. board, strips, workcards etc.</li> </ul> <b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"> <li>Participates in a discussion to choose a topic to write about</li> <li>Writes at least two paragraphs (8 sentences), on personal experiences e.g. daily news</li> <li>Reads and edits own writing by correcting spelling, punctuation, etc.</li> <li>Keeps a diary for one week, noting the weather and one other piece of information</li> <li>Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation</li> <li>Writes with increasing speed</li> </ul> <b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"> <li>Drafts, writes, edits and publishes own story of at least two paragraphs</li> <li>Gives writing a title</li> <li>Summarises and records information eg using mind maps, tables, notices, diagrams or charts</li> <li>Uses phonics knowledge and spelling rules to write unfamiliar words</li> <li>Uses punctuation correctly eg capital letters, full stops, commas, question marks, exclamation marks</li> <li>Builds own word bank and personal dictionary</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing</li> <li>Completes a writing task in a set time</li> </ul> <b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"> <li>Uses pre-writing strategies to gather information and plan writing</li> <li>Drafts, writes, edits and publishes own story of at least two paragraphs</li> <li>Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions</li> <li>Uses phonics knowledge and spelling rules to write more difficult words</li> <li>Uses a dictionary to find new vocabulary and check spelling</li> <li>Builds own word bank and personal dictionary</li> </ul>	
<b>Assessment task 4:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>Talks about personal experiences e.g. tells news expressing feelings and opinions</li> <li>Participates in discussions, asking questions and showing sensitivity to the feelings of others</li> <li>Answers questions and gives reasons for the answer</li> <li>Uses appropriate language when speaking to friends and adults, recognizing the way the class uses slang</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>Recognises 'silent e' in words e.g. cake, time, hope</li> <li>Builds words using sounds learnt</li> </ul>	<b>Assessment task 4:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>Listens to, and composes, riddles and jokes</li> <li>Tells a short story with a simple plot and different characters</li> <li>Understands and uses appropriate language of different learning areas</li> <li>Suggests solutions to a problem, specifically word problems in Numeracy</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn)</li> <li>Builds and sounds words at level of phonetic knowledge</li> </ul>	<b>Assessment task 4:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>Tells a story with a beginning, middle and end</li> <li>Listens for the detail in stories and other oral texts and answers open-ended questions</li> <li>Participates in discussions, giving useful feedback to others</li> <li>Suggests solutions to a problem, specifically word problems in Numeracy</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>Builds and sounds words at level of phonetic knowledge</li> <li>Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect</li> </ul>	<b>Assessment task 4:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>Listens for the detail in stories and answers open-ended questions</li> <li>Expresses feelings and opinions about text and gives reasons</li> <li>Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid</li> <li>Discusses solutions to a problem using higher order thinking skills</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>Builds and sounds words at level of phonetic knowledge</li> <li>Uses both the letter sound as well as the letter name to spell words</li> </ul>	

## Literacy Home Language Milestones (per Assessment Task): Grade 3 (continued)

Term 1	Term 2	Term 3	Term 4
<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (shared reading) and describes the main idea and the chief characters</li> <li>Answers open-ended questions based on the passage read</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses comprehension skills such as prediction to read unfamiliar texts</li> <li>Shows an understanding of punctuation when reading aloud</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations</li> <li>Answers higher order questions based on the passage read</li> <li>Uses table of contents, index and page numbers to find information</li> <li>Uses key words and headings to find information in non-fiction texts</li> <li>Finds and uses sources of information eg community members, library books</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>Interprets information from an illustration, poster, advertisement, chart</li> <li>Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc)</li> <li>Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>	<b>Reading</b> <b>Shared reading</b> <ul style="list-style-type: none"> <li>Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to</li> <li>Answers higher order questions based on the passage read in order to draw conclusions</li> <li>Expresses whether a story was liked and is able to justify answer</li> </ul> <b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> <li>Uses self-correcting strategies when reading eg practising the word before saying it aloud</li> <li>Reads with increasing fluency, speed and expression</li> <li>Plays word games that draw on reading and vocabulary knowledge and skills</li> </ul> <b>Paired/Independent reading</b> <ul style="list-style-type: none"> <li>Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures</li> <li>Recognises at least 25 new sight words</li> </ul>
<b>Paired/Independent reading</b> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads independently different texts, eg comics, fiction books</li> <li>Recognises at least 25 new sight words</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>Uses handwriting tools effectively e.g. pencil, rubber, ruler</li> <li>Forms upper and lower case letters correctly</li> <li>Writes a sentence legibly and correctly</li> </ul>	<b>Paired/Independent reading</b> <ul style="list-style-type: none"> <li>Reads independently both fiction and non-fiction texts</li> <li>Recognises at least 25 new sight words</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>Forms upper and lower case letters correctly</li> <li>Copies words correctly from a variety of sources i.e. chalkboard, strips, worksheets etc.</li> <li>Uses correct letter formation in all written work</li> </ul>	<b>Paired/Independent reading</b> <ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads independently for enjoyment and information from a variety of fiction and non-fiction texts</li> <li>Recognises at least 25 new sight words</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation</li> <li>Writes with increasing speed</li> </ul>	<b>Paired/Independent reading</b> <ul style="list-style-type: none"> <li>Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures</li> <li>Recognises at least 25 new sight words</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>Copies written text from the board, textbooks, worksheets, etc. correctly, paying attention to correct letter formation and spacing</li> <li>Completes a writing task in a set time</li> </ul>

Literacy Home Language Milestones (per Assessment Task): Grade 3 (continued)			
Term 1	Term 2	Term 3	Term 4
<b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"><li>Writes words to form a sentence using sounds learnt, capital letters and full stops</li><li>Writes at least one paragraph (five sentences) i.e. own news, shared writing and creative story, description</li><li>Uses subject-verb agreement correctly eg I want / She wants</li><li>Uses phonics knowledge and spelling rules to write unfamiliar words</li><li>Contributes ideas and words for a class story</li><li>Builds own word bank and personal dictionary using initial sound of words e.g. apple, book, cat, etc.</li></ul>	<b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"><li>Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news</li><li>Participates in a discussion to choose a topic to write about</li><li>Writes own story or creative text of at least ten sentences</li><li>Reads and edits own writing by correcting spelling, punctuation, etc.</li><li>Uses correct grammar so that others can read and understand what has been written</li><li>Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night.</li><li>Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask</li></ul>	<b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"><li>Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description</li><li>Gives writing a title</li><li>Summarises and records information eg using mind maps, tables, notices, diagrams or charts</li><li>Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly</li><li>Reads own writing to the class</li><li>Builds own word bank and personal dictionary</li></ul>	<b>Shared, group and independent Writing:</b> <ul style="list-style-type: none"><li>Drafts, writes, edits and publishes own story of at least two paragraphs</li><li>Uses some narrative devices when writing e.g. dialogue</li><li>Uses informational structures when writing e.g. experiments, recipes</li><li>Sequences information and puts it under headings</li><li>Discusses own and others' writing to get and give feedback</li><li>Makes own book and contributes to class book collection</li><li>Builds own word bank and personal dictionary</li></ul>



## Rubrics for Language Assessment Tasks 2 and 4

### Grade 1: Term 1

#### Rubric for 2<sup>nd</sup> Assessment task: Term 1

Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		<b>Rating</b>	<b>Comment</b>
<b>Oral (Listening and Speaking)</b>	• Listens without interrupting		
	• Listens to stories with interest and acts out part of the story		
	• Sings songs and does the actions		
<b>Phonics</b>	• Distinguishes aurally between different initial sounds of words		
	• Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 2 vowels and at least 4 consonant sounds at this stage		
<b>Reading</b>	<b>Emergent reading skills:</b>		
	• Uses pictures to predict what the story is about eg reads picture books		
	• Recognises own name		
<b>Handwriting</b>	<b>Shared reading:</b>		
	• Reads book as a whole class with teacher		
	• Holds pencil and crayon correctly		
<b>Writing</b>	• Draws patterns, traces and copies words		
	• Writes from left to right		
	• Draws pictures to convey a message e.g. about a personal experience		
	• Copies one sentence of news from the board correctly		

#### Final Rating

1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 1			
Rubric for 4 <sup>th</sup> Assessment task: Term 1			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• 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 back the sequence of ideas		
	• Participates in discussions, taking turns to speak and respecting others in the group		
	• Answers closed questions eg questions related to personal details etc		
	• Describes objects in terms of colour, size, shape, quantity using correct vocabulary		
<b>Phonics</b>	• Identifies letter-sound relationships of single sounds e.g. l, i, h, m, a, etc. There should be 5 vowels and at least 10 consonant sounds		
	• Recognises names of letters of the alphabet		
	• Builds up short words using sounds learnt e.g. c-a-t : cat		
	• Begins using blends to make words e.g. 'at' c-at, m-at, identifying the rhymes		
<b>Reading</b>	<b>Emergent reading skills:</b>		
	• Uses pictures to predict what the story is about eg reads picture books		
	• Reads labels and captions		
	<b>Group guided reading:</b>		
<b>Handwriting</b>	• Reads aloud from own book in a guided reading group with teacher i.e. whole group reads same story		
	• Recognises at least 25 sight words (in English)		
	• Writes from left to right		
	• Writes from top to bottom, writing on every line		
<b>Writing</b>	• Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place		
	• Draws pictures to convey a message e.g. about a personal experience		
	• Copies one sentence of news from the board correctly		
	• Writes a caption for a drawing or picture		
	• Writes words using sounds learnt		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 2			
Rubric for 2 <sup>nd</sup> Assessment task: Term 2			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens without interrupting taking turns to speak		
	• Listens to stories with interest, drawing a picture to show understanding		
	• Passes on messages		
	• Says poems and rhymes and does the actions		
	• Identifies part from the whole eg parts of a bicycle, plant		
<b>Phonics</b>	• Distinguishes aurally between different end sounds of words		
	• 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		
<b>Reading</b>	<b>Shared reading</b> • Interprets pictures to make up own story i.e. 'reads' the pictures		
	• Reads book as a whole class with teacher, discussing the main idea and identifying the main characters		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Begins using phonics as a decoding skill when reading		
<b>Handwriting</b>	• Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place		
<b>Writing</b>	• Writes one sentence of own news or shared writing		
	• Contributes ideas for a class story		
	• Writes words using sounds learnt		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 2			
Rubric for 4 <sup>th</sup> Assessment task: Term 2			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to stories and identifies the main idea		
	• Sequences pictures of a story		
	• Answers closed and open-ended questions		
	• Describes objects in terms of age, direction, sequence using correct vocabulary		
	• Understands and uses appropriate language of different learning areas		
<b>Phonics</b>	• Identifies letter-sound relationships of all single sounds		
	• Builds up words using sounds learnt		
	• Groups common words into sound families e.g. hot, hop, hob		
<b>Reading</b>	<b>Shared reading</b>		
	• Answers questions based on the passage read		
	• Uses clues and pictures in the text for understanding		
	<b>Group guided reading:</b>		
	• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
<b>Handwriting</b>	• Recognises at least 50 sight words		
	<b>Paired/Independent reading</b>		
	• Reads to a partner		
<b>Writing</b>	• Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place		
	• Writes words with correct spacing		
	• Writes words using sounds learnt		
<b>Writing</b>	• Compiles a list of words according to instructions e.g. food		
	• Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 3			
Rubric for 2 <sup>nd</sup> Assessment task: Term 3			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to instructions and announcements and responds appropriately		
	• Sequences pictures of a story and matches captions with the pictures		
	• Role plays different situations, using appropriate language		
	• Interviews an adult visitor to the class		
<b>Phonics</b>	• Identifies letter-sound relationships of all single sounds		
	• Build up words using sounds learnt		
<b>Reading</b>	<b>Shared reading</b> • Reads book as a whole class with teacher, identifying the sequence of events		
	• Recognises cause and effect in the story		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	<b>Paired/Independent reading</b> • Reads own writing, starting to correct errors		
<b>Handwriting</b>	• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place		
<b>Writing</b>	• Writes words to form a sentence using sounds learnt and common sight words		
	• With help uses nouns and pronouns (I, you, she, he, it etc) correctly in writing		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 3			
Rubric for 4 <sup>th</sup> Assessment task: Term 3			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens for the detail in stories and answers open-ended questions		
	• Uses interesting words and descriptions when speaking		
	• Understands and uses appropriate language of different learning areas		
<b>Phonics</b>	• Recognises simple words ending with consonant blends e.g. si-ng, ro-ck, sti-nk		
<b>Reading</b>	<b>Shared reading</b> • Interprets information from posters		
	<b>Group guided reading:</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Uses phonics decoding skills when reading		
	• Shows an understanding of punctuation when reading aloud		
	• Recognises at least 100 sight words		
<b>Handwriting</b>	• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place		
	• Writes words with correct spacing		
<b>Writing</b>	• Writes at least two sentences of own news or shared writing using the past tense		
	• Writes a message on a card e.g. a get well card		
	• Builds own word bank and personal dictionary using initial letter of word e.g. cat, dog, eat		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 4			
Rubric for 2 <sup>nd</sup> Assessment task: Term 4			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Participates in discussions, reporting back on behalf of the group		
	• Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice		
	• Uses terms such as sentence, capital letter, full stop and dictionary		
<b>Phonics</b>	• Builds up words using sounds learnt		
	• Uses consonant blends to build up and break down words		
	• Groups common words into sound families		
<b>Reading</b>	<b>Shared reading</b> • Answers higher order questions based on the passage read		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	<b>Paired/Independent reading</b> • Reads own and others writing		
	• Reads independently		
<b>Handwriting</b>	• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place		
	• Writes words with correct spacing		
<b>Writing</b>	• Writes at least two sentences of own news, shared writing or creative story		
	• Uses prepositions correctly		
	• Organises information into a simple graphic form e.g. a chart or timeline		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 1: Term 4			
Rubric for 4 <sup>th</sup> Assessment task: Term 4			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Talks about personal experiences and feelings e.g. tells news using the present and past tenses		
	• Classifies information eg from a visual source		
<b>Phonics</b>	• Builds up words using sounds learnt		
	• Recognises common consonant digraphs (sh, ch, th) at the end of words e.g. fi-sh, ri-ch, clo-th		
	• Recognises 'silent e' in words e.g. cake, time, hope		
<b>Reading</b>	<b>Shared reading</b> • Interprets information from simple tables e.g. calendar		
	<b>Group guided reading:</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Uses phonics decoding skills when reading unfamiliar words		
	• Recognises at least 200 sight words		
<b>Handwriting</b>	• Forms lower and upper case letters correctly according to size and position i.e. starts and ends in the correct place		
	• Writes words with correct spacing		
	• Writes a sentence correctly		
<b>Writing</b>	• Writes words to form a sentence using sounds learnt, capital letters and full stops		
	• Writes at least three sentences of own news, shared writing or creative story		
	• Builds own word bank and personal dictionary using initial letter of word e.g. far, good, hat		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement



Rubrics for Language Assessment Tasks 2 and 4			
Grade 2: Term 1			
Rubric for 2 <sup>nd</sup> Assessment task: Term 1			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens without interrupting showing respect for the speaker		
	• Takes turns to speak		
	• Listens to a story with enjoyment and answers questions related to the story		
	• Uses correct words for the context e.g. an invitation		
<b>Phonics</b>	• Identifies letter-sound relationships of all single sounds		
	• Builds up and sounds out words using sounds learnt		
	• Uses consonant blends to build up and break down words e.g. bl-ack, bl-ow; ri-ng, sa-ng		
<b>Reading</b>	<b>Shared reading</b> • Uses visual cues, ie the cover of a book, to predict what the story is about and express a personal response		
	• Answers questions based on the passage read		
	<b>Group, guided reading</b> • Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Uses phonics decoding skills when reading		
<b>Handwriting</b>	• Holds pencil correctly		
	• Forms lower and upper case letters correctly		
<b>Writing</b>	• Draws pictures to convey a message e.g. about a personal experience		
	• Writes at least one sentence i.e. own news, shared writing and creative story		
	• Contributes ideas and words for a class story		
	• With help writes words to form a sentence using sounds learnt		
	• Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. car, door, ever		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term I			
Rubric for 4 <sup>th</sup> Assessment task: Term I			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Talks about personal experiences e.g. tells personal news		
	• Tells a story which has a beginning, middle and end		
	• Participates in discussions, asking and answering questions and suggesting ideas		
	• Uses correct words for the context e.g. an invitation		
<b>Phonics</b>	• Builds up and sounds out words using sounds learnt		
	• Recognises vowel digraphs e.g. oo as in room and ee as in feet		
<b>Reading</b>	<b>Shared reading</b>		
	• Reads book as a whole class with teacher (shared reading) and describes the main idea		
	• Uses visual cues, ie the cover of a book, to predict what the story is about and express a personal response		
	• Answers open-ended questions based on the passage read		
	<b>Group, guided reading</b>		
	• Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Uses clues and pictures in text for understanding		
	• Uses phonics decoding skills when reading		
<b>Handwriting</b>	<b>Paired/Independent reading</b>		
	• Reads independently eg picture books		
	• Recognises at least 25 new sight words		
<b>Writing</b>	• Writes words with correct spacing		
	• Writes a sentence legibly and correctly		
	• Writes at least three sentences i.e. own news, shared writing and creative story		
	• With help writes words to form a sentence using sounds learnt, capital letters and full stops		
	• Writes a list using a comma to separate the items, e.g. tasks for the day		
	• Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. car, door, ever		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term 2			
Rubric for 2 <sup>nd</sup> Assessment task: Term 2			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to more complex instructions and responds appropriately		
	• Talks about personal experiences e.g. tells news without repetition		
	• Participates in discussions and asks questions for clarity		
	• Identifies similarities and differences		
	• Compares and classifies things explaining classification e.g. all animals with 4 legs and those with 2 legs		
	• Understands and uses appropriate language of different learning areas		
	• Suggests solutions to a problem especially during Numeracy		
<b>Phonics</b>	• Recognises 3-letter consonant blends at the end of words e.g. po-nds, sta-nds, ca-tch		
	• Builds words using new sounds as they are learnt		
	• Builds and sounds words at level of phonetic knowledge		
<b>Reading</b>	<b>Shared reading</b> • Reads book as a whole class with teacher		
	• Identifies key details in what was read eg main characters and setting		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Uses phonics decoding skills when reading unfamiliar words		
	• Reads with increasing fluency and expression		
<b>Handwriting</b>	• Uses handwriting tools effectively e.g. pencil, rubber, ruler		
	• Forms upper and lower case letters correctly		
	• Transcribes words correctly		
<b>Writing</b>	• Participates in a discussion to choose a topic to write about		
	• Uses correct grammar so that others can read and understand what has been written		
	• Writes an expressive text eg a thank you card or letter using a given format		
	• Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term 2			
Rubric for 4 <sup>th</sup> Assessment task: Term 2			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to stories and poems and identifies the main idea, details and sequence of events		
	• Talks about personal experiences e.g. tells news without repetition		
	• Participates in discussions and asks questions for clarity		
	• Answers closed and open-ended questions and gives reasons for answers		
	• Suggests solutions to a problem especially during Numeracy		
<b>Phonics</b>	• Recognises 'magic e' in words e.g. cake, time, hope		
	• Builds words using new sounds as they are learnt		
	• Builds and sounds words at level of phonetic knowledge		
<b>Reading</b>	• Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships		
	• Uses visual cues to identify the purpose of advertisements and the intended audience		
	• Answers higher order questions based on the passage read		
	• Gives an opinion on what was read		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	<b>Paired/Independent reading</b> • Reads aloud to a partner		
	• Reads own and others writing		
	• Recognises at least 25 new sight words		
<b>Handwriting</b>	• Uses handwriting tools effectively e.g. pencil, rubber, ruler		
	• Forms upper and lower case letters correctly		
	• Transcribes words correctly		
<b>Writing</b>	• Writes own story of at least one paragraph		
	• Uses present and past tense correctly in writing		
	• Reads own writing to a partner		
	• Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term 3			
Rubric for 2 <sup>nd</sup> Assessment task: Term 3			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to stories and predicts the ending, or makes up own ending for the story		
	• Talks about personal experiences and more general news e.g. tells news		
	• Participates in discussions, asking and answering questions		
	• Suggests solutions to a problem especially during Numeracy		
<b>Phonics</b>	• Recognises at least 2 new vowel blends e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread		
	• Builds and sounds words at level of phonetic knowledge		
<b>Reading</b>	<b>Shared reading</b> • Answers higher order questions based on the passage read eg 'I think', 'I wonder'		
	• Identifies some synonyms and antonyms		
	• Draws conclusions and gives an opinion		
	• Reads own and others writing		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Reads with increasing fluency and expression		
	<b>Paired/Independent reading</b> • Reads independently for enjoyment from a variety of available texts e.g. invitations and simple fiction books, including those other cultures		
<b>Handwriting</b>	• Forms upper and lower case letters with greater speed and accuracy		
	• Copies written text from the board and workcards correctly, paying attention to correct letter formation		
<b>Writing</b>	• Uses correct grammar so that others can read and understand what has been written		
	• Drafts, writes and publishes own story of at least six sentences, adding a suitable title		
	• Writes an expressive text e.g. get well card, song, rhyme, etc.		
	• Uses present, past and future tense correctly in writing		
	• Identifies and uses pronouns correctly		
	• Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term 3			
Rubric for 4 <sup>th</sup> Assessment task: Term 3			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens for the detail in stories and answers open-ended questions to develop critical listening skills		
	• Talks about personal experiences and more general news e.g. tells news		
	• Role plays different situations e.g. news presenter		
	• Uses appropriate language with different people eg Interviews different people		
	• Uses interesting words and descriptions when speaking		
	• Suggests solutions to a problem especially during Numeracy		
<b>Phonics</b>	• Recognises at least 5 new vowel blends taught during the term e.g. ai as in pain, ay as in pay, oi as in coin, oy as in toy, ou as in round, short ea as in bread		
	• Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam		
	• Builds and sounds words at level of phonetic knowledge		
<b>Reading</b>	<b>Shared reading</b> • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations and draws conclusions		
	• Answers higher order questions based on the passage read		
	• Draws conclusions and gives an opinion on what was read		
	• Chooses different texts to find and record information eg a library search with help		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	<b>Paired/Independent reading</b> • Reads own and others writing		
	• Recognises at least 25 new sight words		
<b>Handwriting</b>	• Forms upper and lower case letters with greater speed and accuracy		
	• Copies written text from the board and workcards correctly, paying attention to correct letter formation		
<b>Writing</b>	• Participates in a discussion to choose a topic to write about		
	• Writes two paragraphs (at least ten sentences) on personal experiences e.g. daily news		
	• Uses correct grammar so that others can read and understand what has been written		
	• Reads own writing to a partner		
	• Builds own word bank and personal dictionary using the first two letters in the word to develop dictionary skills e.g. act, ant, ask		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term 4			
Rubric for 2 <sup>nd</sup> Assessment task: Term 4			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to a complex sequence of instructions and responds appropriately		
	• Expresses feelings about a text and gives reasons		
	• Talks about personal experiences and more general news e.g. tells news using descriptive language		
	• Tells jokes and riddles using appropriate volume and intonation		
	• Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph		
	• Understands and uses appropriate language of different learning areas		
	• Suggests solutions to a problem especially during Numeracy		
<b>Phonics</b>	• Recognises at least 2 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.		
	• Recognises the first sound (onset) and the last syllable (rime) in more complex patterns e.g. dr-eam, cr-eam, scr-eam, str-eam		
	• Builds and sounds words at level of phonetic knowledge		
<b>Reading</b>	<b>Shared reading</b>		
	• Expresses a personal response to print and media images		
	• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Uses self-correcting strategies when reading eg re-reading, pausing, practising a word before saying it aloud		
	• Reads with increasing fluency, speed and expression using correct pronunciation		
	<b>Paired/Independent reading</b>		
	• Reads aloud to a partner		
	• Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books		
<b>Handwriting</b>	• Forms upper and lower case letters with greater speed and accuracy		
	• Copies written text from the board, textbooks, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation		
<b>Writing</b>	• Writes at least two paragraphs (ten sentences) on personal experiences or events e.g. daily news, a story, using capital letters for the start of a sentence and for proper names and full stops		
	• Joins two short sentences with a conjunction to make a longer sentence ('and' or 'but')		
	• Sequences text by using words like 'first', 'next' and 'finally'		
	• Uses different sentence types (statements, questions and exclamations), experimenting with exclamation and question marks		
	• Builds own word bank and personal dictionary		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 2: Term 4			
Rubric for 4 <sup>th</sup> Assessment task: Term 4			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens for the detail in stories and answers higher-order questions		
	• Answers open-ended questions and justifies answer		
	• Suggests solutions to a problem especially during Numeracy		
<b>Phonics</b>	• Recognises at least 5 new sounds e.g. ar as in far, er as in her, ir as in bird, or as in short, ur as in church etc.		
	• Recognises and uses suffixes e.g. -ly, -ies		
	• Builds and sounds words at level of phonetic knowledge		
<b>Reading</b>	<b>Shared reading</b> • Reads book as a whole class with teacher (Shared reading) and discusses cultural values in the story		
	• Answers higher order questions based on the passage read		
	• Expresses whether a story was liked and is able to justify answer		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	<b>Paired/Independent reading</b> • Reads aloud to a partner		
	• Reads independently at a more complex level for enjoyment or information from a variety of available texts e.g. magazines and comics, simple fiction and non-fiction books		
	• Recognises at least 25 new sight words		
<b>Handwriting</b>	• Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation, spacing and punctuation		
<b>Writing</b>	• Experiments with words eg writes a simple poem or song		
	• Writes at least two paragraphs (ten sentences) on personal experiences e.g. daily news, a story		
	• Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'the end'		
	• Uses correct grammar so that others can read and understand what has been written		
	• Builds own word bank and personal dictionary		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement



## Rubrics for Language Assessment Tasks 2 and 4

### Grade 3: Term 1

#### Rubric for 2<sup>nd</sup> Assessment task: Term 1

Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		<b>Rating</b>	<b>Comment</b>
<b>Oral (Listening and Speaking)</b>	• Listens for the main idea and for detail in stories and answers higher-order questions		
	• Asks questions for clarification, commenting on what was heard		
	• Expresses feelings about a text and gives reasons		
	• Talks about personal experiences e.g. tells news expressing feelings and opinions		
<b>Phonics</b>	• Recognises consonant digraphs (sh, ch, th and wh) at the beginning and end of a word e.g. sh-ip, ch-ip, th-ink, wh-en, fi-sh, ri-ch, clo-th		
	• Recognises vowel digraphs taught in Grade 2 e.g. oo and ee		
	• Builds words with sounds learnt		
<b>Reading</b>	• shared reading) and describes the main idea and the chief characters		
	• Answers open-ended questions based on the passage read		
	<b>Group, guided reading</b>		
	• Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Uses word recognition skills when reading aloud		
	• Plays word games that draw on reading and vocabulary knowledge and skills		
<b>Handwriting</b>	<b>Paired/Independent reading</b>		
	• Reads aloud to a partner		
<b>Writing</b>	• Forms upper and lower case letters correctly		
	• Writes a sentence legibly and correctly		
<b>Writing</b>	• Talks to a partner to begin planning writing		
	• Asks questions to help define the writing task		
	• Writes words to form a sentence using sounds learnt, capital letters, full stops, question marks and commas		
	• Writes at least three sentences eg. own news, shared writing, creative story, description		
	• Uses phonics knowledge and spelling rules to write unfamiliar words		
	• Writes so that others can read what has been written		

#### Final Rating

1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 3: Term I			
Rubric for 4 <sup>th</sup> Assessment task: Term I			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Talks about personal experiences e.g. tells news expressing feelings and opinions		
	• Participates in discussions, asking questions and showing sensitivity to the feelings of others		
	• Answers questions and gives reasons for the answer		
	• Uses appropriate language when speaking to friends and adults, recognizing the way the class uses slang		
<b>Phonics</b>	• Recognises 'silent e' in words e.g. cake, time, hope		
	• Builds words using sounds learnt		
<b>Reading</b>	<b>Shared reading</b>		
	• Reads book as a whole class with teacher (shared reading) and describes the main idea and the chief characters		
	• Answers open-ended questions based on the passage read		
	<b>Group, guided reading</b>		
	• Reads aloud at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Uses comprehension skills such as prediction to read unfamiliar texts		
	• Shows an understanding of punctuation when reading aloud		
	<b>Paired/Independent reading</b>		
<b>Handwriting</b>	• Reads aloud to a partner		
	• Reads independently different texts, eg comics, fiction books		
	• Recognises at least 25 new sight words		
<b>Writing</b>	• Uses handwriting tools effectively e.g. pencil, rubber, ruler		
	• Forms upper and lower case letters correctly		
	• Writes a sentence legibly and correctly		
	• Writes words to form a sentence using sounds learnt, capital letters and full stops		
	• Writes at least one paragraph (five sentences) i.e. own news, shared writing and creative story, description		
	• Uses subject-verb agreement correctly eg I want / She wants		
	• Uses phonics knowledge and spelling rules to write unfamiliar words		
	• Contributes ideas and words for a class story		
	• Builds own word bank and personal dictionary using initial sound of words e.g. apple, book, cat, etc.		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 3: Term 2			
Rubric for 2 <sup>nd</sup> Assessment task: Term 2			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	<ul style="list-style-type: none"> <li>Listens to more complex instructions (at least 5) and responds appropriately</li> </ul>		
	<ul style="list-style-type: none"> <li>Listens to stories, poems and songs and expresses feelings about the story, poem or song, giving reasons</li> </ul>		
	<ul style="list-style-type: none"> <li>Works out cause and effect in a story using connecting words eg because</li> </ul>		
	<ul style="list-style-type: none"> <li>Talks about a general news event, expressing feelings and opinions</li> </ul>		
	<ul style="list-style-type: none"> <li>Suggests solutions to a problem, specifically word problems in Numeracy</li> </ul>		
<b>Phonics</b>	<ul style="list-style-type: none"> <li>Uses words pronounced the same, but with different meanings (homophones) e.g. read and reed</li> </ul>		
	<ul style="list-style-type: none"> <li>Recognises at least 1 new letter blend e.g. ow (cow) aw (draw), au (autumn)</li> </ul>		
	<ul style="list-style-type: none"> <li>Recognises that the same spelling can represent different sounds eg bread, read</li> </ul>		
	<ul style="list-style-type: none"> <li>Builds and sounds words at level of phonetic knowledge</li> </ul>		
<b>Reading</b>	<b>Shared reading</b> <ul style="list-style-type: none"> <li>Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations</li> </ul>		
	<ul style="list-style-type: none"> <li>Demonstrates understanding of the text by identifying details such as setting and sequence of events</li> </ul>		
	<ul style="list-style-type: none"> <li>Answers higher order questions based on the passage read</li> </ul>		
	<b>Group, guided reading</b> <ul style="list-style-type: none"> <li>Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses decoding and comprehension skills when reading unfamiliar words</li> </ul>		
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Forms upper and lower case letters correctly</li> </ul>		
	<ul style="list-style-type: none"> <li>Copies words correctly from a variety of sources i.e. board, strips, workcards etc.</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>Writes own story or a familiar story or another creative text of at least eight sentences</li> </ul>		
	<ul style="list-style-type: none"> <li>Reads and edits own writing by correcting spelling, punctuation, etc.</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses correct grammar so that others can read and understand what has been written</li> </ul>		
	<ul style="list-style-type: none"> <li>Identifies and uses nouns, adjectives, verbs and adverbs correctly</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses phonics knowledge and spelling rules to write unfamiliar words</li> </ul>		
	<ul style="list-style-type: none"> <li>Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask</li> </ul>		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 3: Term 2			
Rubric for 4 <sup>th</sup> Assessment task: Term 2			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to, and composes, riddles and jokes		
	• Tells a short story with a simple plot and different characters		
	• Understands and uses appropriate language of different learning areas		
	• Suggests solutions to a problem, specifically word problems in Numeracy		
<b>Phonics</b>	• Recognises at least 4 new letter blends e.g. ow (cow) ou (found), aw (draw), au (autumn)		
	• Builds and sounds words at level of phonetic knowledge		
<b>Reading</b>	<b>Shared reading</b> • Reads book as a whole class with teacher (shared reading) and discusses plot and cause effect relations		
	• Answers higher order questions based on the passage read		
	• Uses table of contents, index and page numbers to find information		
	• Uses key words and headings to find information in non-fiction texts		
	• Finds and uses sources of information eg community members, library books		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	<b>Paired/Independent reading</b> • Reads independently both fiction and non-fiction texts		
	• Recognises at least 25 new sight words		
<b>Handwriting</b>	• Forms upper and lower case letters correctly		
	• Copies words correctly from a variety of sources i.e. chalkboard, strips, workcards etc.		
	• Uses correct letter formation in all written work		
<b>Writing</b>	• Writes at least two paragraphs (10 sentences), on personal experiences e.g. daily news		
	• Participates in a discussion to choose a topic to write about		
	• Writes own story or creative text of at least ten sentences		
	• Reads and edits own writing by correcting spelling, punctuation, etc		
	• Uses correct grammar so that others can read and understand what has been written		
	• Uses more complex tenses eg present and past progressive eg He is reading a book. They were watching TV last night.		
	• Builds own word bank and personal dictionary using initial and second letter of words e.g. act, ant, ask		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 3: Term 3			
Rubric for 2 <sup>nd</sup> Assessment task: Term 3			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to a story and works out cause and effect in the story		
	• Puts events in order of logical sequence		
	• Participates in discussions, giving useful feedback to others		
	• Suggests solutions to a problem, specifically word problems in Numeracy		
<b>Phonics</b>	• Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect		
	• Builds and sounds words at level of phonetic knowledge		
	• Uses both the letter sound as well as the letter name to spell words		
<b>Reading</b>	<b>Shared reading</b> • 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		
	• Answers higher order questions based on the passage read		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	<b>Paired/Independent reading</b> • Reads aloud to a partner		
	• Reads independently for enjoyment and information from a variety of fiction and non-fiction texts		
<b>Handwriting</b>	• Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation		
	• Writes with increasing speed		
<b>Writing</b>	• Writes about personal experiences in different forms e.g. a diary entry, a letter to a relative, description		
	• Drafts, writes, edits and publishes own story of at least two paragraphs		
	• Gives writing a title		
	• Uses a variety of vocabulary to make the writing more interesting		
	• Reads own writing to the class		
	• Builds own word bank and personal dictionary		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 3: Term 3			
Rubric for 4 <sup>th</sup> Assessment task: Term 3			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Tells a story with a beginning, middle and end		
	• Listens for the detail in stories and other oral texts and answers open-ended questions		
	• Participates in discussions, giving useful feedback to others		
	• Suggests solutions to a problem, specifically word problems in Numeracy		
<b>Phonics</b>	• Builds and sounds words at level of phonetic knowledge		
	• Uses words pronounced the same, but with different meanings (homophones) e.g. fly : to fly in an aeroplane or a fly that is an insect		
<b>Reading</b>	<b>Shared reading</b> • Interprets information from an illustration, poster, advertisement, chart		
	• Evaluates a graphical text for design features and effectiveness (colour, design, choice of pictures etc)		
	• Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	<b>Paired/Independent reading</b> • Reads aloud to a partner		
	• Reads independently for enjoyment and information from a variety of fiction and non-fiction texts		
	• Recognises at least 25 new sight words		
<b>Handwriting</b>	• Copies written text from the board, writing strips, work-cards, etc. correctly, paying attention to correct letter formation		
	• Writes with increasing speed		
<b>Writing</b>	• Writes personal texts in different forms e.g. a diary entry, a letter to a relative, description		
	• Gives writing a title		
	• Summarises and records information eg using mind maps, tables, notices, diagrams or charts		
	• Identifies and uses nouns, pronouns (me, her, him), adjectives, verbs, adverbs and prepositions correctly		
	• Reads own writing to the class		
	• Builds own word bank and personal dictionary		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 3: Term 4			
Rubric for 2 <sup>nd</sup> Assessment task: Term 4			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens for the detail in stories and answers open-ended questions		
	• Uses language imaginatively eg tells jokes and riddles using appropriate volume and intonation		
	• Understands and uses appropriate language of different learning areas		
	• Tells a story using descriptive language and different gestures and facial expressions		
<b>Phonics</b>	• Recognises hard and soft sounds e.g. c as in rice; g as in age		
	• Recognises and uses synonyms and antonyms		
	• Builds and sounds words at level of phonetic knowledge		
<b>Reading</b>	<b>Shared reading</b> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to		
	• Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text		
	• Expresses whether a story was liked and is able to justify answer		
	<b>Group, guided reading</b> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Reads with increasing fluency, speed and expression		
	<b>Paired/Independent reading</b> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures		
<b>Handwriting</b>	• Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing		
	• Completes a writing task in a set time		
<b>Writing</b>	• Writes about personal experiences in different forms e.g. as a newspaper article		
	• Uses informational structures when writing e.g. experiments, recipes		
	• Sequences information and puts it under headings		
	• Uses conjunctions to form compound sentences		
	• Discusses own and others' writing to get and give feedback		
	• Makes own book and contributes to class book collection		
	• Builds own word bank and personal dictionary		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 3: Term 4			
Rubric for 4 <sup>th</sup> Assessment task: Term 4			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens for the detail in stories and answers open-ended questions		
	• Expresses feelings and opinions about text and gives reasons		
	• Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid		
	• Discusses solutions to a problem using higher order thinking skills		
<b>Phonics</b>	• Builds and sounds words at level of phonetic knowledge		
	• Uses both the letter sound as well as the letter name to spell words		
<b>Reading</b>	<b>Shared reading</b>		
	• Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to		
	• Answers higher order questions based on the passage read in order to draw conclusions		
	• Expresses whether a story was liked and is able to justify answer		
	<b>Group, guided reading</b>		
	• Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story		
	• Uses self-correcting strategies when reading eg practising the word before saying it aloud		
	• Reads with increasing fluency, speed and expression		
	• Plays word games that draw on reading and vocabulary knowledge and skills		
	<b>Paired/Independent reading</b>		
	• Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures		
	• Recognises at least 25 new sight words		
<b>Handwriting</b>	• Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing		
	• Completes a writing task in a set time		
<b>Writing</b>	• Drafts, writes, edits and publishes own story of at least two paragraphs		
	• Uses some narrative devices when writing e.g. dialogue		
	• Uses informational structures when writing e.g. experiments, recipes		
	• Sequences information and puts it under headings		
	• Discusses own and others' writing to get and give feedback		
	• Makes own book and contributes to class book collection		
	• Builds own word bank and personal dictionary		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement



Foundation Phase Literacy Glossary	
Word	Explanation
<b>Listening/ Speaking (Oral)</b>	
Closed questions	These assess learners': <ul style="list-style-type: none"> <li>• Basic comprehension eg Recall of facts</li> <li>• Sequencing ability</li> <li>• Memory</li> </ul> There is normally only one correct answer
Higher order questions	These ask learners to evaluate and judge eg what is the best way to help Linda's family at this time?
Open questions	These ask learners to: <ul style="list-style-type: none"> <li>• Summarise eg Write the key points of the story</li> <li>• Analyse eg What was the dragon's favourite food?</li> <li>• Compare eg What are the similarities and differences between these two characters?</li> <li>• Apply eg How does knowing the prices of the different packets of chips help you to choose which to buy?</li> <li>• Identify and explain cause and effect eg Why were you late for school today?</li> </ul>
<b>Phonics</b>	
Antonyms	A word that is opposite in meaning to another word eg 'large' and 'small'
Aural activity	Listening activity
Blending	The ability to put together two or three letters to make a single sound eg <i>str</i>
Consonant digraphs	Two consonants making a single sound eg <i>ch th</i>
Decoding skills	To break down a word into separate units (syllables and letters) – an important skill for reading
Encoding skills	To build words using separate letters or sounds – an important skill for spelling and writing
Homophones	A word that sounds the same as another but is spelt differently and has a different meaning eg 'to' and 'two'
Letter-sound relationships (graphemes)	The link between the name of a letter and the sound it makes; the understanding that the two are different is important. Learner need to know the sound the letter makes in order to decode words – knowing the letter name is of little help in the reading process
Onset and rime	Words can be broken into onset (the first part of a syllable before the vowel) and rime (the vowel and the remainder of the syllable) eg <i>c-at, sh-arp</i>
Phonemic awareness	The ability to distinguish between the separate sounds (phonemes) of a language eg <i>sh-u-t</i>
Prefixes	One or more letters added to the beginning of a word to change its meaning eg <i>un-, dis-</i>
Suffixes	One or more letters added to the end of a word to change its meaning or make it another part of speech eg <i>-ness, -ly</i>
Synonyms	A word that has the same or nearly the same meaning as another word eg 'big' and 'large'
Vowel digraphs	Two vowels making a single sound eg <i>ea oa</i>
<b>Reading</b>	
Auditory discrimination	The ability to hear the difference between separate sounds
Bias	A tendency to support or oppose a particular person or thing in an unfair way by allowing personal opinions to influence one's judgement, showing prejudice.
Cause effect relations	The link between the result and its cause eg <i>He fell over because he tripped on the kerb.</i>
Graphic	A visual representation of information
Group reading	An activity in which same-ability groups of learners read suitably graded readers either on their own or together and then discuss a text under the guidance of the teacher. It provides the opportunity for the teacher to introduce new vocabulary and teach / reinforce reading strategies.

High frequency words	Words that occur often in a language and which readers need to be able to memorise. They are sometimes called 'sight words'
Independent reading	Learners reading silently on their own.
Legend / fable / tale	A very old story from ancient times, not always true, that people tell about a famous event or person.
Main idea of a story	What the story is about eg <i>The story is about a girl who helps an old woman and is rewarded.</i> Note: this is different to the message of a story eg <i>Good deeds are rewarded.</i>
Myth	An ancient story explaining, in story form, natural events or the early history and traditions of a people, their gods, culture, heroes, religious beliefs etc
Oral texts	These can be stories, songs, poems, rhymes, information talks, radio programmes etc read or told to the learners (The NCS documents provide details for each grade)
Paired reading	Learners reading in twos to further practise their reading.
Prediction	The ability to guess an outcome on the basis of known facts
Print media	Communication using print, often used to refer to newspapers and magazines
Shared reading	An activity in which learners share the reading of a text with the teacher. This is often a lesson for the whole class. The same text can be read several times and is used as the basis for the teaching of reading, writing and grammar skills.
Sight words	In English many words have irregular sound-to-letter relationships and need to be memorised. Learners need to use the shape, length and other features of a word to recognise it. Eg <i>was, the, have</i>
Social, cultural values in a story	The underpinning values in a story that are evident through the actions of the characters, the way the plot unfolds and ends and the language used by the writer.
Stereotype	A fixed (often biased) view about what a particular type of person is like eg a fairy princess, a stepmother
Visual discrimination	The ability to see similarities and differences in pictures, letters and words
Written texts	These can be fiction (stories, songs, poems, rhymes, etc) or non-fiction texts (information texts from textbooks or reference books, newspaper articles, journals, diaries, posters etc) (The NCS documents provide details for each grade)
<b>Handwriting</b>	
Transcribes	Copying written text from a board or a textbook into an exercise book or onto paper. This may involve learners having to change the script from print script in a book to a joined writing script.
Writing strips	Strips of paper or card on which is written a row of a pattern, letters, numerals, words or a sentence as an aid to help learners to copy correctly.
<b>Writing</b>	
Personal dictionary	A small notebook that learners use to record useful words in alphabetical order – one page per letter.
Sentence starters	An aid to learners to enable them to write one or more sentences; especially useful in earlier grades eg <i>My name is... / I liked the book because...</i>
Shared writing	An activity in which learners share the writing of a text with the teacher. This is often a lesson for the whole class. By modelling the writing process learners gain an understanding of various writing skills, depending upon the grade. At the same time it reinforces various reading, writing and grammar skills.
Subject-verb concord	The agreement between the subject and the verb in a sentence so that they match eg <i>When the verb is plural the subject of the sentence must be plural.</i>
Tense	The form of the verb that indicate time – past, present or future
Word bank / word wall	A store of new words eg charts containing lists of words on a common topic, or lists of words listed placed in alphabetical order on the classroom walls
Writing frame	A temporary support for writing – eg <i>a framework showing learners how to plan a story in three paragraphs</i>







