

# My home

## TERM 2

### WEEKS 11 AND 12



#### LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- listened to a well-known story such as 'Goldilocks And The Three Bears';
- identified the 's' sound at the beginning of words;
- identified sounds of items found in the home;
- constructed (oral) sentences of their own to retell a well-known story such as 'Goldilocks And The Three Bears';
- used the sentence frame with the teacher and the class;
- drew a picture of a house and dictated a sentence about it for a class book; and
- used language for learning.

This assessment task may take several days to complete. You should do this assessment on a one-to-one basis with each learner.

#### TASK

##### Part One

- Use the letter formation assessment wheel to assess the first part of this activity.
- Put the letter card 's' on a table.
- Ask the learners to 'read' the letter.
- Now ask the learners to trace the letter 's', saying what

they are doing. Check that they start and end in the correct positions.

- Ask the learners if they know words that begin with 's'. Remember to say the sound and not the name, i.e. 'sss' not 'es'.
- Have two paper cups and pictures of CVC-pattern words, e.g. sit, dog, hat, mat, sip, pot, sun, dam.
- Mark one cup with the letter 's'.
- Ask learners to sound out the word for each picture and then to put the pictures that begin with 's' into the 's' cup and those that start with other sounds into the other cup. For example, for the word, 'sit', say 's-i-t'. (Remember to say the letter sound 'sss' and not the name 'es').

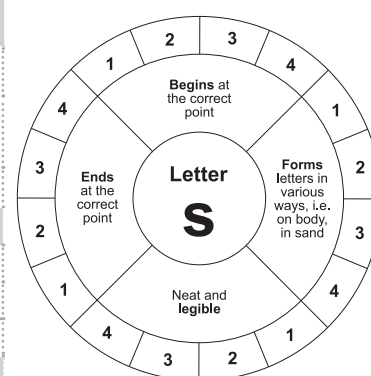
##### Part Two

- This is an auditory figure-ground assessment. The learner must be able to listen without being distracted and also be able to isolate relevant or asked-for information.
- The learner will need crayons and paper.
- Say: 'Draw only those items that are found in a kitchen, e.g. cup, plate, toothbrush, knife'.
- Repeat, e.g. 'Draw only the items that are found in a bathroom, e.g. toothbrush, towel, plate, soap'.
- The learners must NOT draw the item that does not belong.

##### Part Three

- Ask the learner questions which requires the learner to use the sentence frame: 'We... at home.'

GRADE R: TERM 2							
Holistic rubric for Literacy Assessment Task Part Two and Part Three							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
<b>ORAL</b>							
1. Follow the instructions							
2. Listen without being distracted							
3. Isolate requested verbal information							
<b>PHONICS</b>							
4. Identify the 's' sound at the beginning of words							
5. Identify words that do not begin with 's'							
<b>READING</b>							
6. Use a sentence frame together with the teacher							
7. Describe with understanding what is happening in pictures							
<b>HANDWRITING</b>							
8. Manipulate writing tools							
<b>WRITING</b>							
9. Experiment with writing							



#### Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed