

English Home Language  
Assessment Term 4  
Grade 1

Name and Surname: \_\_\_\_\_

Date: \_\_\_\_\_

MEMORANDUM

Content		Mark
1. Listening and speaking	30	
2. Reading	30	
3. Phonics	30	
4. Writing and handwriting	20	
	Total	110

## Activity I

### Listening and speaking: Part I

Marks: 20

#### I.1 Listening Comprehension

Listen to the story while the teacher is reading and answer comprehension questions orally. You will be marked according to a rubric.

### Ben goes fishing

Ben and his dad went fishing. Ben took the pole. His dad took some worms.

They got on a boat. The boat was in The Vaal River. Ben's dad drove the boat. He knows where to find the fish. Ben liked the boat ride.

Ben put a worm on the hook. He put his line in the water. He felt the pole pull. Was it a fish? He reeled it in. He did not get a fish. Ben got an old can.



Questions about story:

1. What is the boy in the stories name?

The boy in the stories name is Ben.

2. What did Ben and his dad do?

They went fishing.

3. What did Ben and his dad take with them?

They took a pole and some worms.

4. Where was the boat?

The boat was at the Vaal River.

5. Who drove the boat?

Ben's dad drove the boat.

6. What did Ben put on his hook?

He put a worm on his hook.

7. What did Ben catch?

He caught an old can.

8. Who was the two characters in the story?

Ben and his dad.

## Listening and Speaking Rubric

	1	2	3	4
<b>Vocabulary and language use</b>	Struggles to communicate effectively, limited vocabulary. Cannot print himself / herself.	Uses a limited vocabulary. Makes many grammatical errors.	Uses appropriate vocabulary. Talks in full sentences and speaks in the correct time, eg. Past, future or present.	Uses a comprehensive vocabulary. Talks in full sentences and uses correct and good language. Use descriptive words.
<b>Appropriate volume and intonation</b>	Talks too soft or mumbles. Difficult to understand and hear.	Talks too fast. Sometimes difficult to understand.	Talk slowly and clearly. Easy to understand. Most of the time can be clearly heard.	Talk slowly and clearly. Can be easily heard and understood at all times.
<b>Content</b>	Learner doesn't participate. Doesn't want to try to answer questions.	Limited content. Teacher must ask questions to get clarity.	Spontaneous. Provides adequate content which is expected of the learner.	Spontaneous and elaborative. Content provides more information than expected.
<b>Comprehension skills</b>	Most of the answers to the questions are incorrect.	Some of the answers are correct.	Most of the answers are correct.	All of the answers were correct. The learner was able to answer in full sentences.
<b>Ask questions for clarity</b>	The learner has to ask questions the <b>whole time</b> for clarity because he seldom gives attention when given instructions.	The learner has to ask questions <b>some times</b> for clarity because he seldom gives attention when given instructions.	The learner has to ask questions <b>seldom</b> for clarity because he gives attention when instructions are given.	The learner <b>never</b> has to ask questions for clarity because he gives attention when instructions are given.
			<b>Total /20</b>	

## Listening and speaking: Part 2

Marks: 10

Draw a beginning, a middle and an end about the story.  
Write a short sentence about each picture.

beginning

Where Ben and his dad gets  
the pole and worms to go  
fish.

Learners own sentence.

---

middle

Where Ben and his dad is in  
the boat fishing.

Learners own sentence.

---

end

Where Ben catches the old  
can.

Learners own sentence.

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## Activity 2

### Reading

Marks: 30

2.1. Shared reading – Comprehension test.

Read the story and answer the questions.

Remember to answer in full sentences and with the correct punctuation.

### Clothing

By: Sue Peterson

First, my top.

My top is white.

Second, my pants.

My pants are brown.

Third, my shoes.

My shoes are white and brown.

I put them on.

First, second, third.

I put them on myself.

All by myself.

1. The boy in the story dresses in a certain order. Complete the order:

1.1. First: top (1)

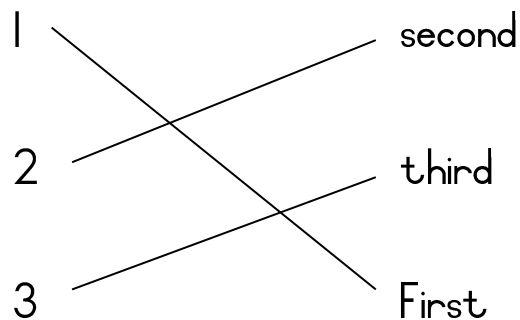
1.2. Second: pants (1)

1.3. Third: shoes (1)

2. What color is the boy's shoes?

White and brown (2)

3. Match the number with the correct word. (3)



4. Does the boy dress by himself? Give a reason for your answer.

Yes, the boy says he dresses all by himself.  
\_\_\_\_\_ (2)

Total: \_\_\_\_/10

## 2.2. Group Guided Reading

Read aloud from your own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher. You will be marked according to this rubric:

Rubric – Group Guided Reading		
1. Words pronounced correctly.	2	
1. Learner makes use of the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)	2	
2. Learner reads with increasing fluency and expression.	2	
3. Shows an understanding of punctuation when reading aloud.	2	
4. Reads with feeling and intonation.	2	
<b>Total</b>	<b>10</b>	



2.3. Independent reading – Read the poem below aloud to your Teacher. Remember to read with feeling.

## The Weather

By: Sue Peterson

The sky is blue and sunny.

Do you like the sunny sky?

The sky is black and rainy.

Do you like the rainy sky?

The temperature is cold. It is winter.

Do you like the winter cold?

The temperature is hot. It is summer.

Do you like the summer hot?

I like them all!



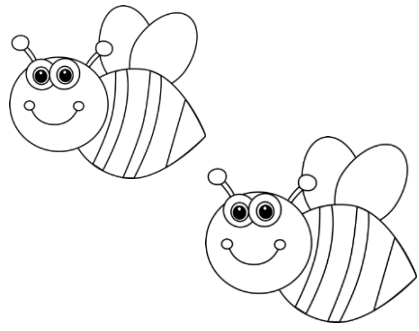
<b>Rubric – Independent reading</b>		
2. Words pronounced correctly.	2	
5. Learner makes use of the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)	2	
6. Learner reads with increasing fluency and expression.	2	
7. Shows an understanding of punctuation when reading aloud.	2	
8. Reads with feeling and intonation.	2	
<b>Total</b>	<b>10</b>	

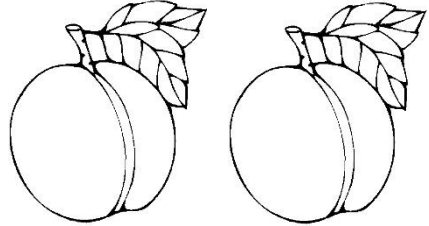
# Activity 3


## Phonics

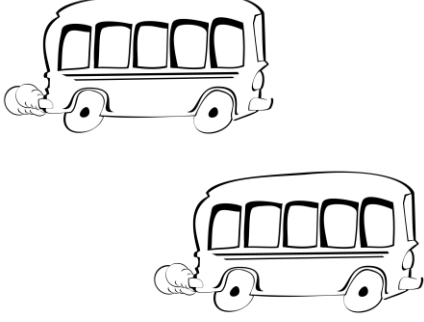
Marks: 30

3.1. Look at the pictures and decide if there is one or more than one. Color in the correct answer. (4)

	
bees	bee

	
peach	peaches

	
dogs	dog

	
buses	bus

3.2. Choose the correct consonant digraph in die block and complete the words. Color in the block. (16 x ½ = 8)



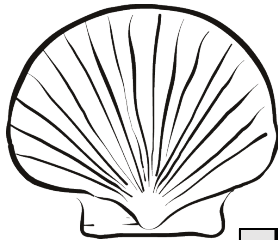
ch air

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ph one

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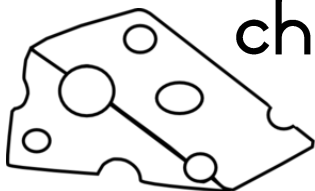
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ch	sh	ph	th
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th ree

th	ph	ch	sh
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ch eese

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th orn

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3.3. Circle the word in each box which is not a word family of the other words. (6)

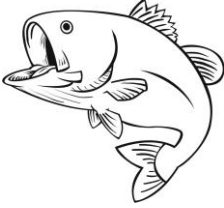


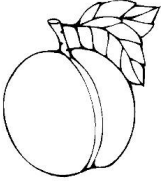
hen ten pen men <u>man</u> net
vet wet jet pet <u>pan</u> <u>hen</u>
hug <u>bag</u> bug plug mug
nut cut shut hut <u>cat</u>
<u>rib</u> cub rub tub club

3.4. Look at the words in the box and group them with the correct word family in the table. (10 x ½ = 5)

rub	pet	tub	hug	shut	
nut	club	hen	men	wet	mug

pen	cub	vet	bug	cut
hen	club	wet	mug	shut
men	tub	pet	hug	nut

3.5. Look at the pictures and fill in the correct sound at the end of the word. (4)

	fi <u>sh</u>		bea <u>ch</u>
	too <u>th</u>		pea <u>ch</u>

3.6. Build your own words using the following sounds and write your word on the lines. Make 3 words. (3)

fr	dr	o	nk	g
	i	st	ck	

frog

drink

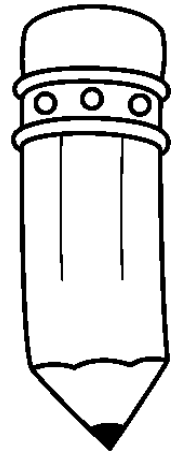
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Phonics total: \_\_\_/30

# Activity 4

## Writing and Handwriting

Marks: 20



Write the following letters. Repeat letter 3 times.

f f f f

m m m m

w w w w

A A A A

E E E E

Rubric – Writing and Handwriting: Cursive	1	2	3	4	5
1. Line usage – How well did the learner use his writing lines?	Many errors in line usage.	Some errors in line usage.	Few errors using lines correctly.	Uses lines correctly most of the time.	Always uses lines correctly.
2. Spacing - How well did the learner space their letters and/or words?	Many errors in spacing.	Some errors in spacing.	Few errors using spacing correctly.	Uses proper spacing most of the time.	Always uses proper spacing.
3. Letter formation- Did the learner form his letters correctly?	Many errors in letter formation. Incorrect letter formations.	Some errors in letter formation. Letters formed incorrectly.	Few errors in letter formation. Few letters are formed incorrectly.	Most letters are formed correctly.	Consistently forms all letters correctly.
4. Readability – How easy is it to read the learners handwriting?	Many errors in readability.	Some errors in readability.	Few errors in readability.	Very easy to read.	Always easy to read.
5. Neatness - How neat is the learners handwriting?	Difficult to read.	Not neatly done.	Not as neatly done.	Writes neatly.	Always writes neatly.
					Total: ___/20