

## 2021 Annual Teaching Plan – Term 2: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 2

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																															
<b>Suggested Theme</b>	Helping friends	Helping friends	Setting goals	Setting goals	We have feelings	We have feelings	Making mistakes	Making mistakes	Being safe and responsible	Being safe and responsible																																																																																																																															
<b>CAPS Topic</b>	<p><b>LISTENING AND SPEAKING</b></p> <p style="text-align: center;">Done on Mondays Wednesdays and Fridays</p> <ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/Rhyme (Songs/Rhymes given are only examples – choose a song/rhyme according to the theme you have chosen)</li> <li>Open-ended question (Question with no wrong answer)</li> <li>Vocabulary for the day, and the sight words.</li> </ul>																																																																																																																																								
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<b>Question of the day</b>	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	so do you.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt the question according to your theme and vocabulary taught.	
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<b>Suggested Vocabulary Vocabulary will depend on the chosen theme. (Teach 4 words a day)</b>	friendship, kind, helpful, fun, swing, slide, fun, outside, pretend, inside, toys, game	laugh, secret, share, snack, hug, hold hands, understand, listen, mean, nice, stand up for, bully	goal, set, future, excellent, improve, quicker, neater, better, save, money, buy, earn	easy, difficult, achieve, competition, plan, work, practise, try, proud, thankful, clever, hard-working, succeed, fail, try, give up	early, late, grumpy, unhappy, journey, tired, hungry, thirsty, anxious, surgery, trip, disappointed	frown, choose, study, fail, mixed, comfort, sibling, parent, wait, yawn, quietly, wake up	mistake, accident, apologise, sorry, tripped, break, calm, drop careful, carefully, scrambled eggs, careless	forget, hurt, oops, secret, towards, away, worry, worried, understanding, angry, path, ground	lost, dark, forest, responsible, seatbelt, safe, unsafe, wear, son, daughter, frightened, hurry,	chase, climb, torn, dirty, take care, animal, clean, feed, fault, adventure, no one, everyone
<b>Sight words</b>	tyre, how, home, rode, waited	we, had, with, let's tree	please, half, garden, bike, idea	together, cost, enough, kitten, noise	aunt, needs, happy, cousin, was	wasn't beautiful, flowers, dinner, listened	friends, dozen, didn't, soon, come	heard, tray, slimy, joked. laughed	parcel, farm, across, chase, short	home, very, couldn't, sorry, tired
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows a short sequence of instructions.</li> <li>Gives simple instructions.</li> <li>Understands and responds to simple questions such as 'Which ...?' 'Whose ...?'.</li> <li>Makes simple requests and statements.</li> <li>Identifies an object from a simple oral description.</li> <li>Talks about objects in a picture in response to teacher's instructions.</li> <li>Listens to and gives a simple recount.</li> <li>Memorises and performs simple poems, actions rhymes and songs.</li> <li>Plays language games.</li> </ul>									
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<b>CAPS Topic</b>	<b>READING – GROUP GUIDED READING</b> <b>Mondays, Tuesdays, Wednesdays, Thursdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Revise your groups if needed</li> <li>Divide your class into 5 groups</li> <li>Give the rest of the class an activity to do while you are busy with the group for the day (worksheet, DBE workbook etc.)</li> <li>Select text appropriate to the reading ability of the group</li> <li>Revise sight words that will appear in the text</li> <li>Teach learners word attacking skills.</li> </ul>									
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or nonfiction text with the teacher.</li> <li>Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</li> <li>Reads with increasing fluency and expression.</li> <li>Shows an understanding of punctuation when reading aloud.</li> <li>Continues to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>									
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<b>CAPS Topic</b>	<b>READING – SHARED READING</b> <b>Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	Tuesday 1 Pre Read  Thursday – First Read	Tuesday 2- Second read  Thursday 2 – Post reading activity	Tuesday 1 Pre Read  Thursday – First Read	Tuesday 2- Second read  Thursday 2 – Post reading activity	Tuesday 1 Pre Read  Thursday – First Read	Tuesday 2- Second read  Thursday 2 – Post reading activity	Tuesday 1 Pre Read  Thursday – First Read	Tuesday 2- Second read  Thursday 2 – Post reading activity	Tuesday 1 Pre Read  Thursday – First Read	Tuesday 2- Second read  Thursday 2 – Post reading activity
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster.</li> <li>Understands and responds to instructions (e.g. learners point to objects in the picture/ name objects in the story).</li> <li>Answers simple literal questions about the text with short answers.</li> <li>Name some of the things in the picture in response to questions from the teacher.</li> <li>Acts out the story, using some of the dialogue.</li> <li>With help from the teacher, retells the story.</li> </ul>									
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Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>PHONICS</b> <b>Mondays, Wednesdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<p>Revise some sounds taught in term 1 (<i>e, i, -an words</i>)</p> <p>Look at a en e sounds</p> <p>mat, man, pan, bat pen, hen, red leg , peg, get, wet,</p>	<p>Revise some sounds taught in term 1 (o, u, -at words)</p> <p>Look at b and p sounds</p> <p>bun, bed, bat, but, pan, pot, pit, pin,</p>	<p><b>-y ( word endings)</b></p> <p><i>shy, try, fly, sky, sly, why, dry, by, my</i></p> <p><b>Monday:</b> Introduce the sound and words.</p> <p><b>Wednesday-</b> Segmenting and blending</p> <p><b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>-s ( word endings)</b></p> <p><i>tie/ties; pie/pies, die/dies; lie/lies</i></p> <p><b>Monday:</b> Introduce the sound and words.</p> <p><b>Wednesday-</b> Segmenting and blending</p> <p><b>Friday:</b> After segmenting let the learners write the words in their books..</p>	<p><b>Long and short vowel sounds</b></p> <p>A short vowel sound is produced when the vowel in a syllable is followed by a consonant. (This type of syllable is called a closed syllable.)</p> <p>Explain the sound in long Vowels The alphabet sounds (when the vowel “says its name”) are called “long vowels.” We call them ‘long’ because we hold them longer than the short sounds, but they are completely different sounds-- not a longer version of the same sound. •</p> <p><i>mad-made cap-cape rat-rate hat-hate</i></p> <p><i>sit-site bit-bite kit- kite</i></p>	<p><b>Long and short vowel sounds</b></p> <p><i>not-note rob-robe ton-tone hop-hope</i></p> <p><i>cut-cute tub-tube cub-cube</i></p>	<p><b>Words ending in – ed</b></p> <p><i>bed, shed, fed, bled, sled, asked, baked,</i></p> <p><b>Monday:</b> Introduce the sound and words.</p> <p><b>Wednesday-</b> Segmenting and blending</p> <p><b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>Words ending in –ing</b></p> <p><i>walking, baking, cooking, singing, writing, doing, barking</i></p> <p><b>Monday:</b> Introduce the sound and words.</p> <p><b>Wednesday-</b> Segmenting and blending</p> <p><b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p>Revision of all sounds taught so far</p> <p><b>Monday:</b> Revise using flashcards / pictures.</p> <p><b>Wednesday-</b> Segmenting and blending</p> <p><b>Friday:</b> Word building and sentence construction.</p>	<p>Revision of all sounds taught so far</p> <p><b>Monday:</b> Revise using flashcards / pictures.</p> <p><b>Wednesday-</b> Segmenting and blending</p> <p><b>Friday:</b> Word building and sentence construction.</p>
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters</li> <li>Recognises common endings in words ( e.g. ‘ed’, ‘ ing’, ‘y’ and ‘ s’)</li> <li>Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. f-at, p-in, r-ed) and into individual sounds (e.g. f-a-t, p-i-n, r-e-d)</li> <li>Distinguishes aurally between long and short vowel sounds, (e.g. ‘not’ and ‘note’, ‘hat’ and ‘hate’)</li> </ul>									
<b>Date completed</b>										

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>WRITING</b> <b>Tuesdays and Thursdays</b>									
<b>Core Concepts, Skills and Values</b>	My friend is..... He / she is..... We like to.....  Learners write about their best friend.	I helped my friend.....  I felt.....  My friend felt.....  Learners write about a time they helped their friend and how it let them feel....	I will set a goal! My goal is to improve my... I am setting this goal because...  I will achieve this goal by.....  Learners write about what they want to improve at school for example their writing, reading etc.	My goals: 1. 2..  Learners write about goals they have inside or outside the school.	I feel happy when:.... 1. 2.  Learners make a list of things that make them happy.  I feel grumpy when..... 1. 2. Learners make a list of things that make them unhappy.	I had mixed feelings when....  I felt..... I also felt.....  Learners write about a time when they were happy and sad for example when they went on a school trip.....	Once I ..... Then.....  Learners write about a time they made a mistake	If I made a mistake I must.....  Next time I will....  Learners write about what to do after they have made a mistake.	I feel safe when....  1  2.  I feel unsafe when: 1. 2.	I am responsible when I .....  I feel.....  Learners write to show they care about others or keep themselves safe.
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language</li> <li>• Chooses and copies a caption to match a picture</li> <li>• With help writes a caption for a picture</li> <li>• Completes sentences by filling in missing words</li> <li>• Write sentences using words containing the phonic sounds and common sight words already taught</li> <li>• Uses punctuation already taught in the Home Language (capital letters and full stops)</li> <li>• Builds own word bank and personal dictionary</li> </ul>									
<b>Date completed</b>										
<b>Extension activities</b>	DBE workbook pages 16 and 17  Draw your best friend	DBE workbook 1 page 17  Draw what you and your friend like doing together.	DBE workbook 1 pages 22, 23 and 27  Complete a worksheet, e.g, writing captions to match pictures/ sequencing pictures/completing sentences.	DBE workbook pages 28 and 29  Draw a picture of what you want to be when you grow up	DBE workbook 1 pages 42, 43, 44 and 45  Draw a picture of how you are feeling today.	DBE workbook pages 46, 47, 48, 49  Draw different faces.	DBE workbook pages 53, 54, 55, and 56.  Draw a sad, disappointed face.	DBE workbook pages 57, 58, 59, 61  Draw a picture of you where you are working hard.	DBE workbook pages 62 ,63, 65 and 66  Draw a picture that shows you are responsible	
<b>Requisite Pre-Knowledge</b>	Knowledge of work done in grade 1. Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									

<b>Resources (other than textbook) to enhance learning</b>	Big books Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• This must be done informally and ongoing.</li> </ul>
<b>SBA Assessment of learning (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• Rubrics, checklists and writing activities can be used.</li> <li>• Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul>

## ASSESSMENT: TERM 2

## PROGRAMME OF ASSESSMENT:

FAL : Grade 2 : Term 2						
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none"> <li>Gives a simple recount in at least 2-3 sentences (personal news etc.)</li> </ul>	Observation & Oral	Rubric	5	By Week 9	
	<ul style="list-style-type: none"> <li>Demonstrates understanding of some basic oral vocabulary: point/actions</li> <li>Answer simple questions</li> </ul>		Checklist	n/a		
<b>Teacher notes</b> <i>These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to give a simple recount relating to their personal news etc. For SASAMS there must be 1 score for Listening and Speaking.</i>						
Phonics: Written	<ul style="list-style-type: none"> <li>Identify letter sound relationships of all single letters (at least 5 vowels and 20 consonants)</li> </ul>	Observation & Written & oral	Rubric	5	By Week 9	
Phonics: Written and oral	<ul style="list-style-type: none"> <li>Matching initial sounds with pictures and words</li> <li>Cross out or circle the odd word in a word family e.g. hat, bat, mat, cat, cot</li> <li>Write 2 words using sounds learnt e.g. -at, -et, -it, -ot, -ut</li> </ul>		Class work book	n/a		
<b>Teacher notes</b> <i>These skills will be observed and assessed during your oral/practical lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SASAMS you should have 1 score for Phonics</i>						
Reading: Oral	<b>Group Guided Reading Sessions</b> <ul style="list-style-type: none"> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 30-40 words and ask questions about the text.</li> <li>Word recognition: Sight words: 40 - 50 words</li> </ul>	Observation & Oral	Rubric	5	By Week 9	
			Checklist	n/a		
<b>Teacher notes</b> <i>During your Group Guided Reading sessions in weeks 7 to 9 assess every learner on oral reading using a text which has 30-40 words (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) maximum time of 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activities. For SASAMS, 1 score will be captured for Reading (word recognition and oral reading)</i>						
Writing:	<ul style="list-style-type: none"> <li>Writes simple sentences (3 short sentences) using phonic word list and common sight words already taught</li> </ul>	Written	Class workbook	5	By Week 9	
	<ul style="list-style-type: none"> <li>Writes 3 sentences using punctuation.</li> </ul>		Rubric	n/a		
<b>Teacher notes</b> <i>By Week 9 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS one score will be captured for writing.</i>						
<b>TOTAL SCORE</b>				<b>20</b>		

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.

**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

FAL GRADE 2: TERM 2 Checklist								
✓/✗	Listening & Speaking		Phonics			Reading	Writing	Comment
	Demonstrates understanding of some basic oral vocabulary: point/locations	Answer simple questions	Matching initial sounds with pictures and words	Cross out or circle the odd word in a word family e.g. hat, bat, mat, cat, oat	Write 2 words using sounds learnt e.g. -at, -et, -it, -ot, -ut	Word recognition: Sight words: 40 - 50 words	Writes 3 sentences using punctuation.	
Date								
Names of learners								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
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14								
15								
16								
17								



**ASSESSMENT OF LEARNING: SBA ASSESSMENT SCORESHEET**

FAL GRADE 2: TERM 2 Scores using rubrics						
		Listening & Speaking	Phonics	Reading	Writing	Comment
		Gives a simple recount in 2-3 sentences about a school event	Identify letter sound relationships of all single letters (at least 4 vowels and 15 consonants)	Oral reading text : 30 -40 words	Writes short simple sentences with phonic sounds and common sight words learnt	
<b>Date</b>						
<b>Score</b>		<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	
Names of learners						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						

<b>GRADE 2 RUBRIC : Term 2</b>					
<b>LISTENING AND SPEAKING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Gives a simple recount (3 sentences) about a school event etc	Repeats 1 sentence of a recount with the teacher	Is able to give a simple recount in 1 sentence but in FAL	Is able to give a simple recount in 2 sentences in FAL	Is able to give a simple recount in 3 sentences fluently in FAL.	Is able to give a simple recount in more than 3 sentences fluently using correct vocabulary in FAL
<b>PHONICS</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifies letter sound relationships of all single letters ( at least 5 vowels and 20 consonants)	Identifies letter-sound relationships of 1 to 9 single letters correctly. Tends to confuse letter-sound relationship.	Identifies letter-sound relationships of 10-14 single letters correctly	Identifies letter-sound relationships of 15-19 single letters correctly	Identifies letter-sound relationships of 20-25 single letters correctly	Identifies letter-sound relationships of 26 single letters correctly
<b>READING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Oral Reading: 30-40 words	Reads from own book a text of 1-9 words with support from the teacher.	Reads word by word a text of 10-19 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 20-29 words and responds correctly to 3 questions	Reads fluently from own book a text of 30-39 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 40 words and responds correctly to 3 questions
<b>WRITING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Writes short simple sentences with phonic sounds and common sight words learnt (at least 3 sentences)	Copies 1 short simple sentence with phonic sounds with support	Writes 2 short simple sentence with phonic sounds words learnt	Writes 3 short simple sentence with phonic sounds and common sight words learnt	Writes 3 short simple sentence with phonic sounds and common sight words learnt using capital letters and full stops	Writes more than 3 short simple sentence with phonic sounds and common sight words learnt using capital letters and full stops