

# 2021 Annual Teaching Plan – Term 3: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 2

Term 3 52 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>	Traditions	Traditions	Community	Community	Creative thinking	Creative thinking	Healthy eating	Healthy eating	Worried and afraid	Worried and afraid																																																																																																																		
<b>CAPS Topic</b>	<b>LISTENING AND SPEAKING</b>																																																																																																																											
	<ul style="list-style-type: none"> <li>• Start with a greeting</li> <li>• Song/rhyme</li> <li>• An open-ended question (question with no wrong answer)</li> <li>• Vocabulary of the day and sight words</li> </ul>																																																																																																																											
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<p><b>Question of the day</b></p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Adapt the question to suit your theme; for example “ Did you ever had an argument with your friend? “</p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<table border="1"> <tr> <td data-bbox="1347 321 1466 495"> <p>I use a handbag to make a soccer ball</p> </td> <td data-bbox="1466 321 1578 495"></td> </tr> <tr> <td data-bbox="1347 495 1466 867"> <p>I use a plastic bag, plastic bag, plastic bag I uses a plastic bag to make a soccer ball</p> </td> <td data-bbox="1466 495 1578 867"> <p>Pretend to put the ball into a plastic bag and to close it</p> </td> </tr> <tr> <td data-bbox="1347 867 1466 1184"> <p>Now I plays soccer, soccer, soccer Now I plays soccer with his soccer ball!</p> </td> <td data-bbox="1466 867 1578 1184"></td> </tr> </table> <p>Adapt the question to relate to your theme for example. Which animal do you like? A zebra with stripes or a leopard with spots?</p>	<p>I use a handbag to make a soccer ball</p>		<p>I use a plastic bag, plastic bag, plastic bag I uses a plastic bag to make a soccer ball</p>	<p>Pretend to put the ball into a plastic bag and to close it</p>	<p>Now I plays soccer, soccer, soccer Now I plays soccer with his soccer ball!</p>		<p>Adapt the question to relate to your theme .</p>	<p>Adapt the question to relate to your theme .</p>	<p>Adapt the question to relate to your theme .</p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Adapt the question to be related to your theme and vocabulary taught</p>
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<b>Suggested Vocabulary</b>	slaughter, animal, celebration, tradition, song, dance, learn, culture, pot, clay, dry, design	church, mosque, religion, pray, carry on, scratch, shiny, inside, holidays, celebrate, clothing, jewellery	town, city, village, community, place, school, church, shop, helpful, teacher, farmer, herder	soup, ingredient, slaughter, stir, trick, villagers, plan, thin, sneaky, clever, rich, poor	creative, idea, old, new, find, newspaper, handbag, packet, toy, make, search, Practice	creative, idea, old, recycle, trash, bin, string, problem, solution, solve, determined, wear, necklace, music, instrument	healthy, unhealthy, snack, treat, protein, meat, eggs, peanuts, focus, strong, brain, body	kitchen, cabinet, delicious, disgusting, culture, embarrassed, point, respect, full, hungry, yard, field	afraid, scared, spider, snake, worry, worried, nervous, trust, hungry, pay, paid, fees	, cry, shake, scream, shoulder, exam, meet, people, sports, comfort, kiss, money, buy
<b>Sight words</b>	soil, mixed, own, round, night	rain, woke, ruined, dance, first	spare, worried, quickly, village, delicious	famous, share, tasty, bowl, more	it's, friend, there, thinks, uses	wants, didn't, because, asked, was	auntie, better, dried, disgusting, other	kitchen, boiled, strong, teased, ate	heard, voice, how, couldn't, paid	ever, new, next, year, wondered
<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 and gives a short sequence of instructions.</li> <li>Understands and responds to simple questions.</li> <li>Make 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 instruction.</li> <li>Listens to and gives a simple recount.</li> <li>Memorises and performs simple poems, action rhymes and songs.</li> <li>Plays language games.</li> </ul>									
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<b>CAPS Topic</b>	<b>READING – SHARED READING</b>  <b>TUESDAYS AND THURSDAYS</b>  <b>Let learners make predictions ( pre read) visualise, make inferences ( make a good guess) , make connections</b>									
<b>Core Concepts, Skills and Values</b>	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity

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<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. This means the whole group reads the same story or non-fiction 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>																		
<b>Date completed</b>																			
<b>CAPS Topic</b>	<b>PHONICS MONDAYS, WEDNESDAYS , FRIDAYS</b>																		
<b>Core Concepts, Skills and Values</b>	<p>Do revision of sounds taught in term 1 on the first two days</p> <p><b>sp</b> <i>spill, spell, spank, spunk, spit, spat, spin, spot</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending</p> <p>Play a game like letter swap</p> <p>Learners write the words in their exercise books.</p>	<p>Do revision of sounds taught</p> <p><b>s</b> <b>sh-</b> <i>ship, shop, shut, shed, shell, shack, shock, shall</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Do revision of previous sounds and words.</p> <p><b>-sh</b> <i>wish, fish, cash, bush, push, wash, crash, trash</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds Review past words</p> <p><b>th</b> <i>then, theft, they, think, thank, that, theft, the</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds Review past words</p> <p>Word families</p> <p>Group common words into word families – Rearrange the words</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>bin</td> <td>bed</td> <td>why</td> </tr> <tr> <td>fed</td> <td>pin</td> <td>my</td> </tr> <tr> <td>fly</td> <td>shed</td> <td>tin</td> </tr> </table>	bin	bed	why	fed	pin	my	fly	shed	tin	<p>Review past sounds Review past words</p> <p><b>-ch</b> <i>chin, chop, check, chain, much, such, each</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds Review past words</p> <p><b>th</b> <i>bath, cloth, with, mouth, maths, tooth, fifth, depth</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds Review past words</p> <p><b>sl/ and /-ing/</b> <i>slash/slashing; slip/slipping; sling/slinging</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds Review past words</p> <p><b>-oo-</b> <i>pool, fool, tool, drool, spoon, soon, moon, loon</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending</p> <p>Play a game like letter swap.</p>	<p>Review past sounds Review past words</p> <p><b>ch/ and /-ed/ -</b> <i>rich, such, much, chatted, chipped, chopped, chilled, checked</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>
bin	bed	why																	
fed	pin	my																	
fly	shed	tin																	
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. p-ig, h-en)</li> <li>Groups common words into word families (e.g. bin, pin, tin)</li> <li>Recognises common endings in words 'ing' and 'ed'</li> <li>Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words.</li> </ul>																		
<b>Date completed</b>																			

Term 3 52 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 (twice during the week)</b> <b>Remember to model the writing on the board first.....</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Day 1</b> I want to learn how to...just like my... He / she is...</p> <p><b>Day 2:</b> I am...</p>	<p><b>Day 1</b> In my family we... We do this because...</p> <p><b>Day 2</b> I like when... I also like...</p>	<p>Learners write about a place in their community that they like.</p> <p><b>Day 1</b> I like... I like it because...</p> <p><b>Day 2</b> When I go there, I... I also...</p>	<p>Learners write about persons in their community they admire.</p> <p><b>Day 1</b> I want to be like..... I think he/she is...</p> <p><b>Day 2</b> Write a message on a card to thank a person in your community.</p>	<p>Learners write about a toy they would love to make.</p> <p><b>Day 1</b> I want to make a... First, I need...</p> <p><b>Day 2</b> Next I need..... I can't wait</p>	<p>Learners write about a future invention.</p> <p><b>Day 1</b> One day..... It will help with....</p> <p><b>Day 2</b> We will all be ..... The world will be ....</p>	<p><b>Day 1</b> Fruits and vegetables I like to eat: 1. I like... 2. I like... 3. I like...</p> <p><b>Day 2</b> Proteins I like to eat: 1.I like... 2.I like... 3.I like...</p>	<p><b>Day 1</b> My favourite healthy food is..... I love this food because.....</p> <p><b>Day 2</b> I want to try..... I want to try because....</p>	<p><b>Day 1</b> Dear _____, I felt afraid of... When I felt afraid, you... ...</p> <p><b>Day 2</b> It was kind when you... Thank you for... Love, _____</p>	<p><b>Day 1</b> I am worried about..... I am also worried about.....</p> <p><b>Day 2</b> I don't need to worry because..... I will tell.....</p>
<b>Curriculum Coverage Tracking</b>	<p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language.</li> <li>• Writes a caption for a picture.</li> <li>• Completes sentences by filling in missing words.</li> <li>• Writes sentences using words containing the phonic sounds and common sight words already taught.</li> <li>• Writes sentences using a frame.</li> <li>• Writes some short, simple texts already taught in Home Language, e.g. message on a card.</li> </ul>					<p><b>Language structures:</b></p> <ul style="list-style-type: none"> <li>• Uses some nouns and pronouns (I, you, he, she, it, etc.) when writing.</li> <li>• Uses punctuation already taught in Home Language (capital letters and full stops)</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Writes familiar words and sentences from dictation.</li> <li>• Spells words correctly from memory.</li> <li>• Uses a children's dictionary where necessary.</li> <li>• Builds own word bank and personal dictionary.</li> </ul>				
<b>Date completed</b>										



<b>Extension activities</b>	DBE Workbook 1 Pages 67,69 and 70 Draw your last birthday	DBE Workbook 1	DBE Workbook 2 Pages 3 and 4  Draw a picture of your community.	DBE Workbook 3 pages 5,6 and 7  Learners write about the people and places in their community.	DBE Workbook 2 pages 8 and 9  Learners write about an idea they have.	DBE Workbook 2 pages 10,12,13  Learners write about a time they were creative.	DBE Workbook 2 Pages 14,25,16,17.  Learners draw food they would love to eat.	DBE Workbook 2 pages 18,19 and 20.  Learners draw a picture of healthy food.	DBE Workbook 2 pages 21,22,23,24  Learners draw something they are scared of.	DBE workbook 2 pages 26,27,28  Learners draw a face that is frightened.
<b>Requisite Pre-Knowledge</b>	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.
<b>Resources (other than textbook) to enhance learning</b>	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1
<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>									

## ASSESSMENT

### PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>Gives a simple recount □ Answer simple literal questions about text/story □ Demonstrates understanding of basic vocabulary</li> </ul>	Observation/ practical and Oral	Checklist		By week 9	
	<ul style="list-style-type: none"> <li>Retells a story that is told or read ( at least 3 or 4 sentences)</li> </ul>		Rubric	10		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
<b>Phonics Oral</b>	<ul style="list-style-type: none"> <li>Build up and break down words □ Group word families □ Recognises words with – ed, -ing ends □ Consonant blends: sh-, ch-, th, at beginning and end of words</li> </ul>	Observation/ practical & Oral	Checklist	n/a	By week 9	
	<ul style="list-style-type: none"> <li>Spelling: Word list of 10 words and 1-2 sentences dictation</li> </ul>		Rubric	5+10		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
<b>Reading Oral</b>	<ul style="list-style-type: none"> <li>Word recognition: Sight words: 40 - 50 words</li> </ul>	Observation & Oral	Checklist	n/a	By week 9	
	<ul style="list-style-type: none"> <li>Group Guided Reading Sessions □ Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 40-50 words and ask questions about the text.</li> </ul>		Rubric	10		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
<b>Writing</b>	<ul style="list-style-type: none"> <li>Writes and illustrates birthday card /a get well card</li> </ul>	Written	Rubric	5	By week 9	
	<ul style="list-style-type: none"> <li>Writes a sentence from dictation, punctuate the sentence.</li> </ul>		Classwork book			
<b>Teacher notes:</b> Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						

**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

Mark with x or ✓	LISTENING AND SPEAKING			PHONICS			READING	WRITING	COMMENT
	Gives a simple recount	Answer simple literal questions about text/story	Demonstrates understanding of basic vocabulary Build up and break down wo	Build up and break down words	Group word families	Recognises words with – ed, ing ends	Consonant blends: sh-, ch-, th, at beginning and end of words	Word recognition: 40 – 50 sight words	
Learner's names									

**ASSESSMENT OF LEARNING: SCORESHEET**

	Listening and Speaking	PHONICS	READING	WRITING	TOTAL	COMMENTS
	Retells a story that is told or read (3 or 4 sentences)	Spelling: Word list of 10 words and 1-2 sentences dictation	Oral reading, 40-50 words	Writes and illustrates birthday card /a get well card		
<b>DATE</b>						
<b>SCORE</b>	<b>5</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>30</b>	
<b>NAMES OF LEARNERS</b>						
1						
2						
3						
4						
5						



## RUBRIC EXAMPLES:

GRADE 2 RUBRIC : Term 3					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Retells a story that is told or read in 3 to 4 sentences	Can retell 1 sentence after much repetition with teacher	Can only retell the 1 sentence related to the beginning of a story	Is able to retell the beginning of a story in 2 sentences fluently using correct vocabulary in FAL	Is able to retell a story in 3 sentences fluently using correct vocabulary in FAL	Is able to retell a story in 4 or more sentences fluently with expression and gestures using correct vocabulary in FAL
PHONICS					
Activity	1	2	3	4	5
Spelling: Word list of 10 words and 1-2 sentences dictation	Cannot keep up to write sentences as teacher dictates.	He/she needs assistance to write sentences from dictation	Write sentences from dictation but mistakes still occur.	Good at sentences writing from dictation	Excellent when he/she needs to capture sentences from dictation
READING					
Activity	1	2	3	4	5
Oral Reading: 40-50 words	Reads from own book a text of 1- 19 words with support from the teacher.	Reads word by word a text of 20-29 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 30-39 words and responds correctly to 3 questions	Reads fluently from own book a text of 40-49 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 50 words and responds correctly to 3 questions
WRITING					
Activity	1	2	3	4	5
Writes and illustrates birthday card /a get well card	Does illustration for birthday card /a get well card with support	Writes and illustrates birthday card /a get well card with a message of 3-4 words	Writes and illustrates birthday card /a get well card with a message of 5-6 words	Writes and illustrates birthday card /a get well card with a message of 7-8 words	Writes and illustrates birthday card /a get well card with a message of 9-10 words