

FIRST ADDITIONAL LANGUAGE GRADE 2
Revised National Teaching Plan

GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:

Please note the following:

1. The CAPS document for terms 1-4 (2020) has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. The first few weeks must be used to teach sounds / concepts that were not addressed in the previous year. This may be applicable for term 4 sounds that were not taught like j, r, w.
6. Learners will be at different levels. All schools will not be the same. If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. The topics/themes and vocabulary for FAL are only suggestions and not compulsory. Teachers should use themes, applicable to the school context. Choose your vocabulary according to your theme.
9. Whenever group work is done, social distancing is to be adhered to.

Guidelines for assessment: Baseline assessment:

- ☐ Should be done during the first 10 days of returning to school.
- ☐ Baseline activities should not be a stand-alone but be integrating with the teaching and learning process.
- ☐ Should be done informally and mostly through observation.
- ☐ The assessment activities will focus on previous grade content.
- ☐ The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.

School Based Assessment:

- ☐ Assessment takes place on a continuous basis in the Foundation Phase.
- ☐ A bigger focus should be on formative assessment.
- ☐ Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)
Rubrics are only suggestions.
- ☐ Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

THANK YOU FOR TRYING YOUR UTMOST IN PREPARING OUR LEARNERS!

2021 Annual Teaching Plan – Term 1: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 2

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Theme	Consolidation program and baseline assessment						Celebrating birthdays		Getting around DBE workbook page 11- picture about all the different kinds of transportation	
CAPS Topic	<p style="text-align: center;">LISTENING AND SPEAKING Done on Mondays, Wednesdays and Fridays</p> <ul style="list-style-type: none"> Start with a greeting Song Open-ended question (Question with no wrong answer) Vocabulary for the day, and the sight words. 									
Core Concepts, Skills and Values	Greeting. Start with a more difficult greeting in grade 2. a. Teacher: Good Morning! How are you? b. Learner: I am fine thanks, how are you? Baseline assessment	Greeting, let them greet one another.	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Good morning, how do you feel today? b. Learner: Good morning, I feel happy / I feel sad	Greeting Teacher: Hi, where do you live? b. Learner: Hi, I live in	Greeting Teacher: Hello, what is your name? b. Learner: Hello, my name is ____. c. Teacher: Nice to meet you! d. Learner: Nice to meet you, too!	Greeting Ask 3-4 learners to respond. a. Teacher: Good morning, what is the day today? b. Learner: Good morning, the day today is ____.	Greeting Ask different learners: "How old are you?" Let the learner respond... "I am years old."	Greeting	Greeting Ask different learners: "How old are you?" Let the learner respond: "I am years old."	Greeting

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Song/ Rhyme	Names, names are not the same. Clap your hands and say your name.	Names, names are not the same. Clap your hands and say your name.	Names, names are not the same. Clap your hands and say your name. Let them now clap the syllables in their name, e.g. Le-ra-to	Teach learners a few attention getters, e.g. 1-2-3 EYES ON ME. 1-2 EYES ON YOU! 2. Instruct learners to talk to their neighbours. 3. When they hear "1-2-3 EYES ON ME" they must STOP TALKING. 4. They must say "1-2 EYES ON YOU." 5. They must sit quietly in their seat with their eyes on the teacher.	Let learners get use to the attention getters you are going to use .	Teach a NEW ATTENTION GETTER, e.g.: If you can hear me clap once. 2. Instruct learners to talk to their neighbours. 3. When they hear "IF YOU CAN HEAR ME CLAP ONCE" they must stop talking. 4. They must clap once. 5. Do this with different numbers until you have the attention of all learners.	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>(Choose one learner to come up to the front of the room. Pretend it is their birthday and instruct the learners to sing to them. If possible, make a birthday hat for the learner to wear.)</td> <td></td> </tr> <tr> <td>Happy birthday to you.</td> <td>Point to the learner you have chosen</td> </tr> <tr> <td>Happy birthday to you.</td> <td>Point to the learner you have chosen</td> </tr> <tr> <td>Happy birthday dear (learner's name).</td> <td>Point to the learner you have chosen</td> </tr> <tr> <td>Happy birthday to you.</td> <td>Point to the learner you have chosen</td> </tr> </tbody> </table>	Lyrics	Actions	(Choose one learner to come up to the front of the room. Pretend it is their birthday and instruct the learners to sing to them. If possible, make a birthday hat for the learner to wear.)		Happy birthday to you.	Point to the learner you have chosen	Happy birthday to you.	Point to the learner you have chosen	Happy birthday dear (learner's name).	Point to the learner you have chosen	Happy birthday to you.	Point to the learner you have chosen	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>One little girl went out to play,</td> <td>Hold up <u>one</u> finger</td> </tr> <tr> <td>At a birthday party one day.</td> <td>Pretend to put on a birthday hat</td> </tr> <tr> <td>She had such enormous fun,</td> <td>Open your arms big</td> </tr> <tr> <td>She called for another friend to come.</td> <td>Beckon for someone to come</td> </tr> <tr> <td>Two little girls went out to play,</td> <td>Hold up <u>two</u> fingers</td> </tr> <tr> <td>At a birthday party one day.</td> <td>Pretend to put on a birthday hat</td> </tr> <tr> <td>They had such enormous fun,</td> <td>Open your arms big</td> </tr> <tr> <td>They called for another friend to come.</td> <td>Beckon for someone to come</td> </tr> </tbody> </table>	Lyrics	Actions	One little girl went out to play,	Hold up <u>one</u> finger	At a birthday party one day.	Pretend to put on a birthday hat	She had such enormous fun,	Open your arms big	She called for another friend to come.	Beckon for someone to come	Two little girls went out to play,	Hold up <u>two</u> fingers	At a birthday party one day.	Pretend to put on a birthday hat	They had such enormous fun,	Open your arms big	They called for another friend to come.	Beckon for someone to come	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>The wheels on the bus go round and round,</td> <td>Make your hands go around in a circle</td> </tr> <tr> <td>Round and round, round and round,</td> <td>Make your hands go around in a circle</td> </tr> <tr> <td>The wheels on the bus go round and round,</td> <td>Make your hands go around in a circle</td> </tr> <tr> <td>All around the town.</td> <td></td> </tr> </tbody> </table>	Lyrics	Actions	The wheels on the bus go round and round,	Make your hands go around in a circle	Round and round, round and round,	Make your hands go around in a circle	The wheels on the bus go round and round,	Make your hands go around in a circle	All around the town.		<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I am wind-shield wipers.</td> <td>Bend your arm at your elbow you're your fingers pointing up</td> </tr> <tr> <td>This is how I go:</td> <td>Move arms left and right, like wipers</td> </tr> <tr> <td>Back and forth, back and forth,</td> <td>Continue back and forth motion</td> </tr> <tr> <td>In the rain and snow.</td> <td>Use your fingers to make rain / snow</td> </tr> </tbody> </table>	Lyrics	Actions	I am wind-shield wipers.	Bend your arm at your elbow you're your fingers pointing up	This is how I go:	Move arms left and right, like wipers	Back and forth, back and forth,	Continue back and forth motion	In the rain and snow.	Use your fingers to make rain / snow
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Question of the day	Divide your class into 6 groups (mixed ability) They must know in which group they are. (animals, flowers etc.) Call a group to stand.	Call a different group to stand- see whether they know to which group they belong	Ask different groups to do different things, like leopards stand, elephants clap your hands three times etc.	Ask a group to stand, ask different learners: "What is your name?" Let the learner respond...My name is..... Ask the class "What is his name?" Let the whole class respond.	Draw a three column graph on the board with the names orange, green and purple at the top. Ask a group to stand and ask "What is your favourite colour?"	Put a question on the board related to the theme and let a group answer. There are no wrong or right answers. Ask: What do you like most to eat on your birthday; cake or ice-cream?	Put a question on the board related to the theme and let a group answer. There is no wrong or right answers.	Put a question on the board related to the theme and let a group answer. There is no wrong or right answers. Ask: How do you get to town: by bus or by car?	Put a question on the board related to the theme and let a group answer. There are no wrong or right answers.																																																			

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p>Suggested Vocabulary The vocabulary will depend on the chosen theme.</p> <p>(Teach 4 words a day from week 3 onwards)</p>	<p>Baseline assessment</p>	<p>Teach the word "same", e.g. hold up 2 fingers and ask them to show you the same.</p>	<p>Teach learners the word: different.</p> <p>a. Hold up 1-5 fingers.</p> <p>b. Explain that learners must hold up a DIFFERENT number of fingers.</p> <p>c. Repeat 4-5 times</p>	<p>Teach the words same and different</p> <p>Same or different.</p> <p>a. Collect some objects, like: 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser.</p> <p>b. Show learners any two of the objects.</p> <p>c. Explain that if the objects are the SAME, learners should give THUMBS UP.</p> <p>d. If the objects are not the same, they should give THUMBS DOWN.</p>	<p>Teach learners the word "more".</p>	<p>Teach learners the word: fewer.</p> <p>a. Draw a line down the middle of the chalkboard.</p> <p>b. Draw FOUR CIRCLES on one side.</p> <p>c. Draw TWO CIRCLE on the other side.</p> <p>d. Ask learners which side has FEWER.</p> <p>e. REPEAT with different numbers of circles.</p>	<p>birthday, celebrate, cake, balloon, blow, candle, present, unwrap, remember, forget, surprise, party</p>	<p>wish, secret, believe, gift, knife, spoon, fork, yummy, receive, give, card, invitation</p>	<p>drive, car, bus, taxi, fly, airplane, ride, motorcycle, truck, lorry, fast, slow</p>	<p>bright, shiny, brave, transportation, trip, boat, bike, on foot, here, there, move, travel</p>
Sight words							sad, saw, sit, friends , very	what, doing, play, sleep, happy	wish, orange, green, help, can't	brave, yellow, behind, front, top
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Begins to develop an oral (listening and speaking) vocabulary using themes or topics. Follows and gives a short sequence of instructions. Understands and responds to simple questions. Make simple requests and statements. Identifies an object from a simple oral description. Talks about objects in a picture in response to teacher's instruction. Listens to and gives a simple recount. Memorises and performs simple poems, action rhymes and songs. Plays language games. 									
Date completed										

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
CAPS Topic	READING – GROUP GUIDED READING										
	Mondays, Tuesdays, Wednesdays, Thursdays, Fridays										
Core Concepts, Skills and Values	<p>Baseline assessment</p> <ul style="list-style-type: none"> Oral reading fluency to determine reading groups. 	<p>Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready. (One average, one easier, one more difficult. – DBE workbooks can be used or the EGRA tool.)</p> <p>Group 1: This learner knows no or very few words. The learner does not seem to recognise letter-sound relationships.</p> <p>Group 2: This learner knows just a few common words. He/she does not seem to recognise letter-sound relationships. This learner need a lot of help to read previously unseen words.</p> <p>Group 3: This learner knows some common words. This learner needs help to decode previously unseen words.</p> <p>Group 4: This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p> <p>Group 5: This learner knows many common words. This learner can decode previously unseen words.</p> <p>This learner reads with fluency and expression. This is one of the best readers in the class.</p>	<p>Teach routines for Group Guided Reading.</p> <ol style="list-style-type: none"> Appoint monitors to keep learners quiet. Appoint reading book monitors. Explain the toilet pass. <p>Teach learners how to use worksheets when you are busy with a group of learners/learner.</p>	<p>Listen to one group per day while the rest of the class can do other activities, e.g. worksheets or work in the DBE workbook.</p> <p>Select text appropriate for the group.</p> <p>First revise the sight words of the week.</p> <p>Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you.</p>	<ul style="list-style-type: none"> Listen to one group on a day while the rest of the class can do other activities, e.g. worksheets or work in the DBE workbook. Select text appropriate for the group. First revise the sight words of the week. Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you. 						
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher. Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words). Reads with increasing fluency and expression. Shows an understanding of punctuation when reading aloud. Begins to build a sight vocabulary from the guided, shared and independent reading. 										
Date completed											

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	READING – SHARED READING Tuesdays and Thursday									
Core Concepts, Skills and Values	Baseline assessment: <ul style="list-style-type: none"> Comprehension activities 				Consolidation activities: <ul style="list-style-type: none"> Build vocabulary Revise sight words. Comprehension activities 		Tuesday 1 Pre Read (Predict) Thursday – First Read	Tuesday – Second Read Thursday- Post Read (Recount/Act out the story)	Tuesday: Pre Read Thursday: First Read	Tuesday: Second Read Thursday: Post Read
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster. Understands and responds to instructions (e.g. learners point to objects in the picture/ name objects in the story). Answers simple literal questions about the story with short answers. Name some of the things in the picture in response to questions from the teacher. Acts out the story, using some of the dialogue. 									
Date completed										
CAPS Topic	PHONICS Mondays, Wednesdays , Fridays									
Core Concepts, Skills and Values	Baseline assessment on phonics done in Grade 1.	Identifies all single letter sounds. j- jam, jab, job, jaw,	Distinguish aurally between different single sounds, e.g. starting sounds in names, objects, etc. r- red, rob, run, rat, rag, ram	Distinguish different initial, end and middle sounds in simple words. w- wet, wall, win, wax, wig	-at- words: cat, mat, fat, sat, pat Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	-an- words pan, fan, can, man, ran, van Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	-e- words ten, pen, hen, men, pet, get, red Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	-i- words sit, fit, lid, tin, pin, fin Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	-o- words pot, lot, rot, top, cot, dot, hot, pop, ton, won Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	-u- words fun, run, nut, bun, nun Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Distinguishes aurally between sounds that are often confused. Identifies letter-sound relationships of most single letters. Builds up and breaks down 3-letter words using sounds learnt. 									
Date completed										

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	WRITING Tuesdays and Thursdays									
Core Concepts, Skills and Values	<p>Baseline assessment:</p> <ul style="list-style-type: none"> • Language structures informally taught • Creative Writing 	<ol style="list-style-type: none"> 1. Explain that learners will draw themselves and write two sentences about themselves. 2. Use MODELLING to draw yourself on the chalkboard. 3. Use MODELLING to add a sentence to your drawing. 	<ol style="list-style-type: none"> 1. Explain that learners will draw their feelings on the first day of school. 2. Use modelling before they attempt to do it. 	<ol style="list-style-type: none"> 1. Make a list of animals. 2. Explain that learners will draw their favourite animal. 3. Then, learners will write two sentences about their favourite animal. 3. Use MODELLING to draw your favourite animal on the chalkboard and to show them your two sentences 	<ol style="list-style-type: none"> 1. Explain that learners will draw their home. 2. Then, learners will write two sentences about their home. 3. Use MODELLING to draw your home on the chalkboard. 4. Use MODELLING to add two sentences to your drawing. 	<ol style="list-style-type: none"> 1. Let them draw their best friend and write two sentences about their friend. 2. Use modelling before the learners attempt to do this. 	<p>Tuesday: Surprise! It's a</p> <p>Thursday: Wow! Thank you.....</p> <p>Let them think what do they want for their birthday and let them draw the picture before they use the writing frame to complete their sentence.</p>	<p>Tuesday: Things I wish for when I blow out my candles</p> <p>I wish for.....</p> <p>Thursday: I wish for..... I wish for.....</p> <p>Remember to model the writing first.</p>	<p>Tuesday: I want to drive.....</p> <p>Thursday I will go</p>	<p>I am a</p> <ol style="list-style-type: none"> 1. Explain that learners will pretend that they are some kind of transportation. They will write about what kind of transport they would be! 2. Explain that learners must think about what they would be if they could be anything. 3. Read the writing frame to learners. 4. Use modelling to show learners that you think before you write. 5. Give learners some ideas you have for filling in the writing frame, like: I think I would like to be a boat because I like swimming.

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Curriculum Coverage Tracking	<ul style="list-style-type: none"> • Uses handwriting skills taught in Home Language. • Writes lists with headings. • Chooses and copies a caption to match a picture. • With help, writes a caption for a picture. • Completes sentences by filling in missing words. 									
Date completed										
Extension activities							DBE workbook pages 3,4,5 Draw a picture of a birthday cake	DBE workbook pages 7 and 8 Draw yourself at a birthday party	DBE workbook page 10 Draw a picture of yourself in a taxi	DBE workbook page 12 Draw a picture of your favourite transport
Requisite Pre-Knowledge	Knowledge of work done in grade 1. Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									
Resources (other than textbook) to enhance learning	Baseline assessment activities.						Big books Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia			
Assessment for learning (Informal Assessment)	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Languages. • 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. • This must be done informally and ongoing. 									
SBA Assessment of learning (Formal Assessment)	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Languages. • 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. • Rubrics, checklists and writing activities can be used. • Assessment can only take place if the concepts have been taught and learners had enough time to practice. 									

ASSESSMENT: GRADE 2

BASELINE ASSESSMENT 2021

Baseline is meant for you to see where your learners are and what you have to concentrate on in the rest of the term

FIRST ADDITIONAL LANGUAGE GRADE 2 TERM 1

SKILL	LISTENING & SPEAKING				PHONICS			READING				WRITING		COMMENTS (When and where appropriate)	
	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6		1-6
IMPLEMENT IN WEEKS: KEY: FROM OBSERVATIONS Learner performance ✓ exceed ▲ satisfied ● partially satisfied X has not satisfied	Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball	Can identify an animal, person or object after listening to a simple oral description	Can respond to basic greeting	Can respond to a simple oral instruction	Can identify beginning sounds of words	Can identify rhyming words	Segmenting sentences into individual words.	Claps on syllables in familiar words	Listens to a story and answers simple questions about the story	Identifies an animal in a story	Can point to objects in an illustration	Recognises 20-30 familiar words	Completes a writing frame using own answers	Writes a simple list	
Learners Names															

PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> Points to and name some objects in the classroom or in a picture in response to teacher's instructions Responds physically to simple oral instructions 	Observation/ practical and Oral	Rubric	7	By week 9	
	Baseline assessment		Checklist	n/a		
Teacher notes: 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						
Phonics Oral	Reproduces sound patterns using environmental sounds	Observation/ practical & Oral	Rubric	7	By week 9	
	Baseline Assessment		Checklist	n/a		
Teacher notes: 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						
Reading Oral	<ul style="list-style-type: none"> Answers simple oral questions about a story Baseline assessment 	Observation & Oral	Rubric / Checklist	7	By week 9	
Teacher notes: 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						
Writing	<ul style="list-style-type: none"> Draws a picture for a story that is told and write two sentences Baseline Assessment 	Written	Classwork book	32 or depending on rubric used	By week 9	
Teacher notes: 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.						
TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7						

FIRST ADDITIONAL LANGUAGE GRADE 2 TERM 1

ASSESSMENT OF LEARNING: SBA ASSESSMENT SCORESHEET								
SKILL	LISTENING & SPEAKING			PHONICS, READING & COMPREHENSION			WRITING	COMMENTS (When and where appropriate)
WEEK	7-8			7-8			7-8	
RATING / USE RUBRICS THAT FOLLOW	Points to and name some objects in the classroom or in a picture	Responds physically to simple oral instructions	TOTAL	Reproduces sound patterns using environmental sounds	Answers simple oral questions about a story	TOTAL	Draws a picture for a story that is told and write two sentences	
DATE								
SCORE	7	7	14	7	7	14	32	

RUBRIC EXAMPLES:

THE FOLLOWING RUBRICS ARE JUST EXAMPLES..... THE TEACHER IS ALLOWED TO USE HER OWN

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	1. Learner identifies and names items in a familiar picture 2. Learners respond to a simple question			
IMPLEMENTATION	1. Week 7 or 8 when the learners are settled and writing 2. Week 7 or 8 Oral: Daily question			
ACTIVITY 1	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Settle the class to complete a written activity. Then, call individual learners to your desk. Use a picture from the big book story for the week, or from the DBE Workbook. First, ask the learner to point to 2 items that you name. Next, ask the learner to name 2 items that you point to.	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
ACTIVITY 2	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Complete this during the oral daily question activity. Follow the routine of calling one group per day to answer a theme-related question. Listen carefully as each learner answers the question.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
CALCULATION				
<ul style="list-style-type: none"> Add each learner's totals out of 7 for the two activities, to get a total out of 14. Divide by 2 to get a rating from 1-7 to record on the report. 				

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PHONICS, READING & COMPREHENSION RUBRIC				
OBJECTIVE	1. Learner reproduces sound patterns using environmental sounds 2. Learner listens to and answers questions related to a story			
IMPLEMENTATION	1. Week 7 or 8 phonics 2. Week 7 or 8 Shared Reading			
ACTIVITY 1	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Go around the room during phonics and complete this activity with small groups of learners. Tell learners to listen as you make a 'sound pattern', for example: clap clap click click stamp click. Then, ask the learners to repeat the sound pattern. Listen and watch carefully. Do 2 sound patterns with each group.	The learner cannot correctly reproduce the sound patterns, both in terms of sounds and rhythm.	The learner can correctly reproduce only one sound pattern, or the struggles with the rhythm on both sound patterns.	The learner can correctly reproduce both sound patterns, but struggles with the rhythm on occasion.	The learner can correctly reproduce both sound patterns, with the correct rhythm.
ACTIVITY 1	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Once you have read the big book story to learners, ask individual learners a basic recall question about the story. Listen carefully to the answers.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
CALCULATION				
<ul style="list-style-type: none"> Add each learner's totals out of 7 for the two activities, to get a total out of 14. Divide by 2 to get a rating from 1-7 to record on the report. 				

WRITING RUBRIC				
OBJECTIVE	The learner draws a picture and writes two sentence			
Implementation	This can be done from week 7 -9			
Activity	Conduct the writing lesson as usual Collect the learners books at the end of the week			
RUBRIC	1	2	3	4
Sentences	Writes or draws a picture to convey a message, but may not be on topic.	Writes or draws to convey a message.	Writes 1 sentence on topic.	Writes 2 sentences on topic.
Capitalisation	Uses uppercase and lowercase letters interchangeably	Capitalises the first word inconsistently.	Capitalises the first word and the pronoun I consistently.	Capitalises the first word, the pronoun I and people's names consistently.
Punctuation	Does not use end punctuation	End punctuation is used incorrectly and inconsistently.	End punctuation is often used correctly, but is mostly limited to full stops.	End punctuation is mostly used correctly and includes the use of question marks and exclamation marks.
Spacing	No spacing between words.	Inconsistent spacing between words.	Mostly correct spacing between words.	Correct spacing between words.
Words	Uses beginning sounds to represent words	Uses beginning and end sounds to represent words.	Uses familiar words or repeats words. Writes some words phonetically.	Uses familiar words correctly. Attempts to use some new words. New CVC words are spelled phonetically.
Vowels	Vowels are omitted or used incorrectly.	Uses some vowels , but they are often incorrect.	Uses some vowels correctly	Uses most vowels correctly.
Sight words	Sight words not spelled correctly.	A few sight words spelled correctly.	Some sight words spelled correctly.	Most sight words spelled correctly.
Ideas	Ideas are difficult to understand	Ideas are generally understandable.	Ideas are personal and original.	Ideas are personal, original, and creative. Some relevant details included.

OVERVIEW OF FOUNDATION PHASE PHONICS

	GRADE 1		GRADE 2		GRADE 3	
	THEME	PHONICS	THEME	PHONICS	THEME	PHONICS
T1 WK 1	ORIENTATION		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT j, w, r, at words/ an words		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT Revision of oo oa ee br dr fl sl cl pl gr tr	
T1 WK 2						
T1 WK 3	We go to school	Environmental sounds				
T1 WK 4		Environmental sounds				
T1 WK 5	My family	Environmental sounds				
T1 WK 6		a				
T1 WK 7	We play outside	s	Celebrating birthdays	e	What is friendship?	-sh
T1 WK 8		t		i		-ch
T1 WK 9	We have feelings	p	Getting around	o	Determination	-th
T1 WK 10		revision		u		wh
T2 WK 1	Friends	i	Helping our friends	Revise: e i an	Me and my siblings	u-e
T2 WK 2		n		Revise o/u / at		oo
T2 WK 3	Growing things	m	Setting goals	y	Practice makes perfect!	ea
T2 WK 4		h		s		oa
T2 WK 5	Animals	o	We have feelings!	long /short	Families caring for each other	ng/nk
T2 WK 6		b		long /short		ch/cl
T2 WK 7	Sports and games	c	Making mistakes	ed	Bullying	a-e
T2 WK 8		k		ing		i-e
T2 WK 9	The three little pigs	e	Being safe and responsible	Revision	We are writers	o-e
T2 WK 10		revision		Revision		u-e
T2 WK 11						Revision
T3 WK 1	All around town	ck	Traditions	sp	Compassion	ai
T3 WK 2		g		sh-		ay
T3 WK 3	Working together	d	Community	-sh	Honesty	oi
T3 WK 4		u		th		ou
T3 WK 5	All about clothes	r	Creative thinking	Word families	Solving problems	oy
T3 WK 6		f		ch, ed		str
T3 WK 7	Reading is fun	l	Healthy eating	th	Learning new things	tch
T3 WK 8		plurals s		sl-ing		nch
T3 WK 9	Keeping our bodies healthy and safe	plurals es	Worried and afraid	oo	Identities	ph/ff
T3 WK 10		Revision		ch-ed		ss/ll
T3 WK 11				Revision		
T4 WK 1	Problem solving	j	Solving problems	fl-	The power of education	ar /er
T4 WK 2		v		sl-		ir/or
T4 WK 3	We grow and change	w	Historical figures	cl	Calm and relaxed	ur
T4 WK 4		x		br		spr
T4 WK 5	Our living history	y	Bullying & appearance	oo	Grief	str
T4 WK 6		Revision		ee		dr
T4 WK 7	Science is fun!	Plurals -s and -es	Using technology for good	Revision	History	Revision
T4 WK 8		Plurals -s and -es		Assessment		-tch
T4 WK 9	PREPARATION FOR 2022	Revision		Revision		Suffixes
T4 WK 10		Revision		Revision		Revision