

2021 Annual Teaching Plan – Term 4: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 2

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Suggested Theme	Solving problems	Solving problems	Historical figures	Historical figures	Bullying and appearance	Bullying and appearance	Using technology for good	Using technology for good	CONSOLIDATION AND REVISION	CONSOLIDATION AND REVISION
CAPS Topic	<p>LISTENING AND SPEAKING</p> <p>Done on Mondays, Wednesdays and Fridays</p> <ul style="list-style-type: none"> Start with a greeting Song/Rhyme Open-ended question (Question with no wrong answer) Vocabulary for the day, and the sight words. 									
Core Concepts, Skills and Values	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting

Term 4 47 days	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9	Week 10
	LYRICS	ACTIONS	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Revise all the songs and rhymes learnt this term.	
Song/ Rhyme	Every problem has a solution	<i>Put your index finger in the air</i>	I have a problem, and so do you	<i>Point to yourself, and then to a friend</i>	When the queen, goes marching in	<i>March on the spot</i>	History is his story	<i>Point at a boy as you say 'his'</i>	Everyone stand up tall and proud	<i>Stand up tall</i>	We can't have kids who say mean things	<i>Shake your finger from side to side</i>	Our world belongs to us	<i>Spread your arms out wide</i>	You can help save the world	<i>Spread your arms out wide</i>		
	Big or small there's a resolution!	<i>Stretch your hands out wide, bring your hands together again</i>	Let's think together about what to do	<i>Put your finger to your head, thinking</i>	When the queen goes marching in	<i>March on the spot</i>	But not only his!	<i>Shake your head and fold your arms</i>	We're gonna stop bullying now!	<i>Put your hand up like a stop sign</i>	Or push and shove	<i>Pretend to push and shove</i>	Take good care of it we must!	<i>Hug yourself tightly</i>	In the little things you do	<i>Put your fingers together</i>		
	We solve problems every day,	--	Let's find the answers in good time	<i>Point to your wrist, like you you're wearing a watch</i>	People stop and stare in wonder	<i>Stop and open your eyes wide</i>	It's also her story	<i>Point at a girl as you say 'her'</i>	Everyone march in place and sing	<i>March in place</i>	Or pinch and tease	<i>Pretend to pinch and tease</i>	There's something each of us can do	<i>Point to everyone around you</i>	It doesn't have to be a lot	<i>Wave your index finger</i>		
	What problem have you solved today?	<i>Turn and ask your partner</i>	So we can leave our problems behind!	<i>Point behind yourself</i>	When the queen goes marching in	<i>March on the spot</i>	And your story	<i>Point at someone as you say 'your'</i>	Let's work together to stop bullying!	<i>Hold hands with the people next to you</i>	Let's be kind	<i>Shake hands with a partner</i>	To keep it great for me and you!	<i>Point to yourself,</i>	Just give it all you've got!	<i>Put your fist in the air</i>		
					When the king goes marching in	<i>March on the spot</i>	And my story too!	<i>Point at yourself as you say 'my'</i>			Say no to bullies	<i>Shake your head from side to side</i>						
					When the king goes marching in	<i>March on the spot</i>					Let's be kind	<i>Hug a partner</i>						
					When the king goes marching in	<i>March on the spot</i>					SAY NO TO BULLIES!	<i>Say this loud and stamp your foot</i>						
					People stop, and stare in wonder	<i>Stop and open your eyes wide</i>												
					When the king goes marching in	<i>March on the spot</i>												
Question of the day	Recounts personal news.		Recounts personal news.		Recounts personal news.		Recounts personal news.		Recounts personal news.		Formal Assessment: Recounts personal news.		Recounts personal news.		Recounts personal news.			
	Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.			

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<p>Suggested Vocabulary</p> <p>The vocabulary taught will depend on the theme that is chosen. (Teach 4 words a day)</p>	problem, solve, fix, maths, hang, wall, important, confident, ruin, classroom, rip, gone	happy, happier, happiest, smile, listen, listener, front, back, sorry, furious, terrible, respect	history, past, statue, famous, king, queen, kingdom, throne, warrior, war, protect, fight	leader, meeting, powerful, fierce, trade, trader, money, market, ancestor, strength, role model	mirror, reflection, appearance, look, beautiful, pretty, ugly, call, dirty, clean, rubbish, hole	speak up, proud, tease, stop, small, big, size, fit, skinny, thin, fat, body	social media, post, video, photograph, Earth, plastic, internet, save, speech, convince, expert, climate	heat up, destroy, destroying, article, speech, flyer, protest, rally, Facebook, Instagram, Twitter	Revision and assessment Oral description: Use pictures and learners describe the object in the picture to their friend/class. The friend/class guess what it is being described/ match the description with the picture.	
<p>Sight words</p> <p>Teach the sight words using flashcards.</p> <p>Learners copy down the sight words into their personal dictionaries/word bank.</p> <p>Learners practice reading the sight words at home.</p>	this, then, helping, school, turn	thought, weekend, story, when, choir	passed, asked, who's, until, before	young, other, how, saw, raise	break, mean, remember, wonder, help	idea, sounds, tell, what, happen	easy, brain, differently, people, difficult	energy, save, about, gift, fight	Revision	
<p>Curriculum Coverage Tracking</p>	<ul style="list-style-type: none"> Continues 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. Begins to develop understanding and ability to use simple language structures in context: use the verb 'to be' (e.g. <i>It is summer</i>), greater range of adjectives, and adverbs. 									
<p>Date completed</p>										

Term 4 47 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>Use week 1 to establish whether learners are still in the correct reading group.</p> <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. This learner reads with fluency and expression. This is one of the best readers in the class.</p> <p>Week 2-10:</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. • Formal Assessment: Oral – Week 7 									
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. • Continues to build a sight vocabulary from the guided, shared and independent reading. 									
Date completed										

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CAPS Topic	READING – SHARED READING Tuesdays and Thursday									
Core Concepts, Skills and Values	Tuesday: Pre Read Thursday: First Read (Search the text –recall details)	Tuesday: Second Read (Search the text –recall details) Thursday: Post Read (Story illustration)	Tuesday: Pre Read Thursday: First Read (Make evaluations)	Tuesday: Second Read (Make evaluations). Thursday: Post Read (Oral recount)	Tuesday: Pre Read Thursday: First Read (Making inferences)	Tuesday: Second Read (Making inferences) Thursday: Post Read (Dramatize/Act out)	Tuesday: Pre Read Thursday: First Read (Search the text – recall details)	Tuesday – Second Read (Search the text – recall details) Thursday- Post Read (Recount)	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 text 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. • With help from the teacher, retells the story or gives a simple summary of the text. 									
Date completed										
CAPS Topic	PHONICS Mondays, Wednesdays , Fridays									
Core Concepts, Skills and Values	fl- <i>fly, flash, flip, flap, flat</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	sl- <i>sly, slot, sling, slow, slab</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	cl- <i>cling, clap, cloth, clue, class</i> pl <i>plan, play, plum,</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	br- <i>bring, brim, brown, break, brick</i> gr- <i>grow, grass, green, grab, gran, grid</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	-oo- <i>book, room, boot, foot, tooth, cook, cool</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	-ee <i>tree, bee, see, cheese, teeth, feet, greet, meet</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	Revision Formal Assessment	Distinguish aurally between sounds that are often confused, e.g. ship/sheep	Revision	Revision
Curriculum Coverage Tracking	<ul style="list-style-type: none"> • Groups common words into word families. • Builds up and breaks down simple words beginning with some consonant blends (e.g. fl-, sl-, cl-, pl-, br-, cr-, dr-, gr-, tr-) • Recognises vowel digraphs: -oo-, -ee • Distinguishes aurally between sounds that are often confused. 									
Date completed										

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CAPS Topic	WRITING Tuesdays and Thursdays									
Core Concepts, Skills and Values	<p>Tuesday: One time, I felt angry because ... (2 sentences)</p> <p>Thursday: I solved the problem by ... It worked because</p> <p>OR</p> <p>I didn't work because</p>	<p>Tuesday: In the story Zweli feels</p> <p>Thursday: If my story got ripped from the wall, I would feel I think I would</p>	<p>Tuesday: Things I know about history: 1. 2.</p> <p>Thursday: Questions I have about history: 1. 2.</p>	<p>Tuesday: In the story I learned that</p> <p>Thursday: I liked when ... I think Queen Amina is a role model because</p>	<p>Tuesday: This is He/She is a bully.</p> <p>Thursday: The bully said, '.....'. He/She feels</p>	<p>Tuesday: Practical using word cards: Puts jumbled sentences in the correct order</p> <p>Thursday: Copy the sentences that were practiced on Tuesday into the classwork book.</p>	<p>Tuesday: Practical using word cards: Puts jumbled sentences in the correct order</p> <p>Thursday: Written: Copy the sentences that were practiced on Tuesday into the classwork book.</p>	<p>Tuesday: Practical: Organise information in a simple graphic form, e.g. how many learners have a cell phone.</p> <p>Thursday: Written: Complete the graph in the classwork book.</p>	<p>Tuesday: Practical: Organise information on a graph (DBE Workbook 2, pg 47)</p> <p>Thursday: Written: Complete the graph in the DBE Workbook.</p>	<p>Tuesday: Shared Writing: What are we going to do this holiday?</p> <p>Thursday: Copy/Write at least 3 sentences in the classwork book.</p>
Curriculum Coverage Tracking	<p>Writing skills:</p> <ul style="list-style-type: none"> • Uses handwriting skills taught in Home Language. • Writes sentences using words containing the phonic sounds and common sight words already taught. • Puts jumbled sentences in the correct order to make a paragraph and copies it. • Writes a paragraph of at least 3 sentences on a familiar topic. • Organises information in a simple graphic form (e.g. chart or time line). 					<p>Language structures:</p> <ul style="list-style-type: none"> • Uses some nouns and pronouns (I, you, he, she, it, etc.) when writing. • Uses simple present, present progressive and past tenses when writing. • Uses plurals of some familiar words when writing. <p>Spelling:</p> <ul style="list-style-type: none"> • Writes familiar words and sentences from dictation. • Spells words correctly from memory. • Uses a children's dictionary where necessary. • Builds own word bank and personal dictionary. 				
Date completed										
Extension activities	DBE workbook 2 pages 36, 36 – 37, 38. Draw and write about a problem you have solved.	DBE workbook 2 pages 38, 41,42 Draw and write about a time you got into a fight with a friend. How did you solve the problem?	DBE workbook 2 pages 43, 43-44, 44 Draw and write about a historical figure that you know.	DBE workbook 2 pages 45, 46, 47 Draw and write about what you think a king or queen would look like now.	DBE workbook 2 pages 48, 49 (Word work), 49 (Let's write) Draw a portrait of yourself. Write sentences to describe how you look.	DBE workbook 2 pages 50, 51, 52 Complete activity cards for phonics/ comprehension/ writing.	DBE workbook 2 pages 53, 55, 56 Complete activity cards for phonics/ comprehension/ writing. Draw a picture of yourself using a computer or smart phone.	DBE workbook 2 pages 61, 62, 63 Complete activity cards for phonics/ comprehension/ writing.	Complete the activities in the DBE Workbook Complete activity cards for phonics/ comprehension/ writing.	Complete the activities in the DBE Workbook Complete activity cards for phonics/ comprehension/ writing.

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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	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: TERM 4

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"> Using a frame, gives a simple recount of at least 3 to 4 sentences on personal news. 	Observation/ practical and Oral	Rubric	5	By week 9	
	<ul style="list-style-type: none"> Demonstrates an understanding of some basic vocabulary. Answers simple literal questions about a story/text. 		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 Written	<ul style="list-style-type: none"> Word building with consonant blends. Word building with vowel digraphs. 	Observation/ practical & Oral	Rubric	10	By week 9	
	<ul style="list-style-type: none"> Builds words with consonant blends. Builds words with vowel digraphs. Group the words into word families. 		Checklist	n/a		
Teacher notes: 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 scores (Written activity)						
Reading Written	Choose a short reading passage of 50 - 60 words (DBE Workbook or Reader) Types of questions <ul style="list-style-type: none"> Multiple choice questions Fill in the missing words (cloze procedure) 	Observation & Oral	Classwork book	5	By week 9	
Reading Oral	Group Guided Reading Sessions <ul style="list-style-type: none"> Assess each learner individually on recognition of 50-60 sight words (EGRA/DBE Workbook/Graded reader) 		Checklist			
Teacher notes: Learners should be assessed on one oral reading activity in the Group Guided Reading session in Weeks 8. By Week 7 one written comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. For SASAMS you should have 1 score for Reading (written comprehension)						
Writing	<ul style="list-style-type: none"> Write at least 3 sentences on a familiar topic/picture using capital letters and full stops. 	Written	Classwork book	5 or depending on rubric used	By week 9	
Teacher notes: By Week 7/8 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The scoring to be done according to the rubric. For SASAMS one score will be captured for writing.						
TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7						

ASSESSMENT FOR LEARNING: CHECKLIST TO USE

FAL GRADE 2: TERM 4 Checklist					
	Listening & Speaking		Phonics	Reading	Comment
	Demonstrates an understanding of some basic vocabulary	Answer simple literal questions about story/text	Word building consonant blends and recognises vowel digraphs (oo, ee) at the beginning of words (ff, sl, gr, pl, etc)	Assess each learner on oral reading choose a text which has at least 60 – 70 words and ask questions about the text	
✓/x					
	Date				
Names of learners					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

ASSESSMENT OF LEARNING: SCORESHEET

FAL GRADE 2: TERM 4 Scores using rubrics					
	Listening & Speaking	Phonics	Reading	Writing	Comment
	Using a frame gives a simple recount of 3 to 4 sentences on personal news etc	Written activity: Write word with short vowels (eg, eg, ig, og, and group common words into word families	Written comprehension Choose a short reading passage of 50 – 60 words : Types of questions: Multiple choice questions Fill in the missing words	Writes 3 sentences on a on a familiar topic/picture using capital letters and full stops	
Date					
Score	5	10	5	5	
Names of learners					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

RUBRIC EXAMPLES:

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

GRADE 2 RUBRIC : Term 4					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Using a frame, gives a simple recount of 3 to 4 sentences on personal news	Using a frame, gives a simple recount of 1 sentence with support	Using a frame, gives a simple recount of 2 sentences on personal news	Using a frame, gives a simple recount of 3 sentences on personal news	Using a frame, gives a simple recount of 4 sentences on personal news	Using a frame, gives a simple recount of 4 sentences and more on personal news
WRITING					
Activity	1	2	3	4	5
Writes 3 sentences on a on a familiar topic/picture using capital letters and full stops	Write a 1 word caption for the picture with support	Writes a 1 sentence of 3 words with support.	Writes 1 simple sentence about a picture independently	Writes 2 simple sentences about a picture using capital letters and full stops...	Writes 3 simple sentences about a picture using capital letters and full stops.