

## 2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 2

### 1. SASL Home 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 has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. All the skills are spread over the time given.
4. Content is scaffolded across weeks.
5. The first 6 weeks in Grade 1 is dedicated to a readiness programme to ensure that all learners are ready for the formal schooling.
6. For Grades 2 & 3 the first six weeks is set aside for catchup and consolidation of previous grade's content. If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. Life Skills themes to be integrated with Home Language as far as possible.
8. Whenever group work is done, social distancing is to be adhered to.
9. Teachers to stay in communication with teachers of previous grades so that no gaps are created in the transition between grades.

##### **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.
- The teacher can combine the assessment of skills where possible.
- All skills are included irrespective if it was taught in 2020. Teachers can use their discretion should they not want to assess all skills.

##### **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.
- Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

These are exceptional times. We would like to thank you for trying your utmost to prepare the learners for the next grade.

# 2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 2 Term 1

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
TOPIC/THEME	TOPIC THAT WAS NOT ADDRESSED IN THE PREVIOUS GRADE						MYSELF AND OTHER		EVERYONE IS SPECIAL	
	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT			
CAPS Topic	OBSERVING AND SIGNING - 2 HOURS (Minimum time 6 x 15 minutes a week; Maximum time 8 x 15 minutes a week)									
<b>Core Concepts, Skills and Values</b>	<p>Observe stories and give an opinion</p> <p>Observe, enjoy and respond to humorous stories and jokes using language imaginatively</p> <p>Observe with enjoyment and respond to humorous stories and jokes/ use imaginative language</p> <ul style="list-style-type: none"> <li>Poem about water</li> </ul> <p>Group discussions and feedback</p> <p>Gain information through simple strategies</p> <p>Classify information</p> <ul style="list-style-type: none"> <li>Make use of pictures to discuss the different uses of water</li> </ul> <p>Sign a known story with a beginning, middle and end</p>	<p>Appropriate observing behaviour</p> <p>Sign about personal experiences and feelings</p> <ul style="list-style-type: none"> <li>How can we save water?</li> </ul> <p>Observe a live signed story and give opinion</p> <p>Sign a well-known story varying signing mode</p> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> <li>Teacher signs a story on water</li> <li>Learners answer questions</li> </ul>	<p>Observe stories and give an opinion</p> <p>Group discussions and feedback</p> <p>Gain information through simple strategies</p> <p>Observe instructions and announcements and respond appropriately</p> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> <li>Answer questions on the story</li> </ul>	<p>Sign about personal experiences and feelings</p> <ul style="list-style-type: none"> <li>Differences between day and night</li> <li>Careers - people working in the day and those working in the night</li> </ul> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> <li>Answer questions on the story</li> </ul> <p>Sign a known story with a beginning, middle and end</p>	<p>Appropriate observing behaviour</p> <p>Observe stories and give opinion</p> <ul style="list-style-type: none"> <li>Story on planets in the universe</li> <li>Learners observe the teacher signing a song and then join in</li> </ul> <p>Follow instructions and announcements and respond appropriately</p> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> <li>Planets in the universe</li> </ul>	<p>Sign about personal experiences and feelings</p> <ul style="list-style-type: none"> <li>Full moon, half moon, crescent moon</li> </ul> <p>Observe stories and give opinion:</p> <ul style="list-style-type: none"> <li>Discussions on sun and moon</li> <li>Poem about stars</li> </ul> <p>Sign a known story with a beginning, middle and end</p>	<p>Observe with respect</p> <p>Discuss class rules</p> <p>Take turns to sign</p> <p>Sign about personal experiences</p> <ul style="list-style-type: none"> <li>Share holiday news</li> </ul> <p>Use signs in context</p>	<p>Observe with enjoyment to a story and show respect</p> <ul style="list-style-type: none"> <li>Teacher signs a story on bullying</li> </ul> <p>Takes turns to sign</p> <ul style="list-style-type: none"> <li>Learners discuss their friends</li> <li>How many friends do they have?</li> <li>How do you know it is a good friend?</li> </ul> <p>Sign about personal experiences</p> <ul style="list-style-type: none"> <li>Share with friends</li> </ul> <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> <li>How must I act on bullying?</li> </ul>	<p>Observe with respect</p> <p>Takes turns to sign – role play</p> <ul style="list-style-type: none"> <li>Plan role play with a friend on a child being bullied, demonstrating a solution to prevent bullying</li> </ul> <p>Sign about personal experiences</p> <p>Use signs in context</p> <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> <li>Look at the pictures. Think about what good friends do.</li> <li>How can you help someone to be a good friend?</li> <li>Give practical ideas</li> </ul>	<p>Observe with respect</p> <p>Take turns to sign</p> <p>Sign about personal experiences</p> <ul style="list-style-type: none"> <li>Do you see that everyone is different?</li> <li>Do you see that we all are also same in certain areas?</li> <li>Discuss how are we the same</li> </ul> <p>Use signs in context, e.g. emotion signs</p> <ul style="list-style-type: none"> <li>Look at the pictures and discuss how the children are the same/different</li> </ul>
CAPS Topic	VISUAL READING AND VIEWING - 1 HOUR, 30 MINUTES (Minimum time: 4 x 15 minutes per week; Maximum time: 6 x 15 minutes per week)									
<b>Core Concepts, Skills and Values Shared Visual Reading</b>	<ul style="list-style-type: none"> <li>Consolidate by using Shared Visual Reading stories not completed in the previous grade</li> </ul> <p>Interpret pictures</p> <ul style="list-style-type: none"> <li>Classroom</li> <li>Pictures on posters</li> </ul> <p>“Read” recorded SASL texts/DVDs as a whole class with teacher and describe the main idea of the story</p> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>DVD cover</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate by using Shared Visual Reading stories not completed in the previous grade</li> </ul> <p>“Read” recorded SASL text/DVD as a whole class with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Teacher shows a recorded story on bullying</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>DVD cover</li> <li>Illustrations in the signed text</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate by using Shared Visual Reading stories not completed in the previous grade</li> </ul> <p>Interpret pictures or other visual media, e.g. photo or advertisement to make up own stories, “read” the photo or advertisement (recorded text)</p> <ul style="list-style-type: none"> <li>Pictures of good and bad friendships</li> </ul> <p>Answer higher-order questions before, and after the Shared Visual</p>	<ul style="list-style-type: none"> <li>Consolidate by using Shared Visual Reading stories not completed in the previous grade</li> </ul> <ul style="list-style-type: none"> <li>Use visual clues to predict what the story is about (DVD cover or illustrations)</li> </ul> <p>Interpret pictures or other visual media, e.g. photo or advertisement to make up own stories, “read” the photo or advertisement (recorded text)</p> <ul style="list-style-type: none"> <li>Pictures of good and bad friendships</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate by using Shared Visual Reading stories not completed in the previous grade</li> </ul> <p>Interprets pictures</p> <ul style="list-style-type: none"> <li>Classroom</li> <li>Pictures on posters</li> </ul> <p>Look at recorded SASL material with teacher and describe the main idea of the story</p> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>DVD cover</li> <li>Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate by using Shared Visual Reading stories not completed in the previous grade</li> </ul> <p>“Read” recorded SASL texts/DVDs as a whole class with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Teacher shows a recorded story on bullying</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>DVD cover</li> <li>Illustrations in the signed text</li> </ul>	<p>Interprets pictures</p> <ul style="list-style-type: none"> <li>Classroom</li> <li>Pictures on posters</li> </ul> <p>“Read” recorded SASL texts/DVDs as a whole class with teacher and describe the main idea of the story</p> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>DVD cover</li> <li>Illustrations in the signed text</li> </ul> <p>Give a personal opinion on a story “read”</p>	<p>“Read” recorded SASL texts/DVDs as a whole class with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Show story on bullying</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>DVD cover</li> <li>Illustrations in the signed text</li> </ul> <p>Identify core detail and the sequence of events in the text</p>	<p>Interpret pictures or other visual media, e.g. photo or advertisement to make up own stories, “read” photo or advertisement (recorded text)</p> <ul style="list-style-type: none"> <li>Pictures of good and bad friendships used in ppt.</li> </ul> <p>Answer pre-recorded higher-order questions before, and after the Shared Visual</p>	<ul style="list-style-type: none"> <li>Use visual clues to predict what the story is about (DVD cover or illustrations)</li> </ul> <p>Interpret pictures or other visual media, e.g. photo or advertisement to make up own stories, “read” the photo or advertisement (recorded text)</p>

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SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS							TERM 1 CONTENT				
	<ul style="list-style-type: none"> <li>Illustrations in the signed text</li> </ul>	<p>Identify core detail and the sequence of events in the recorded text</p> <p>Answer higher-order questions before, and after the Shared Visual Reading: "What will happen if..."</p>	<p>Reading: "What will happen if..."</p> <ul style="list-style-type: none"> <li>Case studies of good and bad friendships</li> </ul>	<p>Answer higher-order questions before, and after the Shared Visual Reading: "What will happen if..."</p> <ul style="list-style-type: none"> <li>Case studies of good and bad friendships</li> </ul>		<p>Identify core detail and the sequence of events in the text</p> <p>Answer higher-order questions before, and after the Shared Visual Reading: "What will happen if..."</p>	<p>Recognise familiar, age-appropriate fingerspelling</p>	<p>Answer higher-order questions before, and after the Shared Visual Reading: "What will happen if..."</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>Reading: "What will happen if..."</p> <ul style="list-style-type: none"> <li>Case studies of good and bad friendships</li> </ul> <p>Recognise familiar, age-appropriate fingerspelling</p>	<ul style="list-style-type: none"> <li>Pictures of good and bad friendships</li> </ul> <p>Answer pre-recorded higher-order questions before, and after the Shared Visual Reading: "What will happen if..."</p> <ul style="list-style-type: none"> <li>Case studies of good and bad friendships</li> </ul> <p>Recognise familiar, age-appropriate fingerspelling</p>	
<p><b>Core Concepts, Skills and Values: Group Guided Visual Reading</b></p>	<p>The whole group "read" the same recorded story based on the instructional "reading" level of the group</p> <p><b>Make use of contextual decoding skills/cues:</b></p> <ul style="list-style-type: none"> <li>Make use of pictures to make sense of a story</li> <li>Predicts the story by making use of cues</li> <li>Make use of the storyline to predict text</li> <li>Match signs to picture</li> </ul> <p><b>Use recognition of signs and comprehension skills during the visual reading lesson:</b></p> <ul style="list-style-type: none"> <li>Sign concepts to promote understanding</li> <li>Match sign to object, match sketched signs to items on an interest table</li> <li>Build puzzles and complete pictures</li> </ul> <p><b>Build SASL vocabulary during all visual reading activities</b></p>	<p>The whole group "read" the same recorded story based on the instructional "reading" level of the group</p> <p><b>Make use of contextual 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<p align="center"><b>Core Concepts, Skills and Values: Paired/Independent Visual Reading and Viewing</b></p>	<ul style="list-style-type: none"> <li>“Read” with a partner</li> <li>“Read” own recordings, starting to correct errors</li> <li>“Read” own and others’ recordings</li> <li>“Read” independently: a variety of signed texts from the library or “reading” corner</li> </ul>	<ul style="list-style-type: none"> <li>“Read” with a partner</li> <li>“Read” own recordings, starting to correct errors</li> <li>“Read” own and others’ recordings</li> <li>“Read” independently: a variety of signed texts from the library or “reading” corner</li> </ul>	<ul style="list-style-type: none"> <li>“Read” with a partner</li> <li>“Read” own recordings, starting to correct errors</li> <li>“Read” own and others’ recordings</li> <li>“Read” independently: a variety of signed texts from the library or “reading” corner</li> </ul>	<ul style="list-style-type: none"> <li>“Read” with a partner</li> <li>“Read” own recordings, starting to correct errors</li> <li>“Read” own and others’ recordings</li> <li>“Read” independently: a variety of signed texts from the library or “reading” corner</li> </ul>	<ul style="list-style-type: none"> <li>Read” with a partner</li> <li>“Read” own recordings, starting to correct errors</li> <li>“Read” own and others’ recordings</li> <li>“Read” independently: a variety of signed texts from the library or “reading” corner</li> </ul>	<ul style="list-style-type: none"> <li>Read” with a partner</li> <li>“Read” own recordings, starting to correct errors</li> <li>“Read” own and others’ recordings</li> <li>“Read” independently: a variety of signed texts from the library or “reading” corner</li> </ul>	<ul style="list-style-type: none"> <li>Read” with a partner</li> <li>“Read” own recordings, starting to correct errors</li> <li>“Read” own and others’ recordings</li> <li>“Read” independently: a variety of signed texts from the library or “reading” corner</li> <li>Recognise familiar, age-appropriate fingerspelling</li> </ul>	<ul style="list-style-type: none"> <li>Read” with a partner</li> <li>“Read” own recordings, starting to correct errors</li> <li>“Read” own and others’ recordings</li> <li>“Read” independently: a variety of signed texts from the library or “reading” corner</li> <li>Recognise familiar, age-appropriate fingerspelling</li> </ul>	<ul style="list-style-type: none"> <li>Read” with a partner</li> <li>“Read” own recordings, starting to correct errors</li> <li>“Read” own and others’ recordings</li> <li>“Read” independently: a variety of signed texts from the library or “reading” corner</li> <li>Recognise familiar, age-appropriate fingerspelling</li> </ul>	<ul style="list-style-type: none"> <li>Read” with a partner</li> <li>“Read” own recordings, starting to correct errors</li> <li>“Read” own and others’ recordings</li> <li>“Read” independently: a variety of signed texts from the library or “reading” corner</li> <li>Recognise familiar, age-appropriate fingerspelling</li> </ul>	
CAPS Topic	<p align="center"><b>RECORDING - 1 HOUR</b> (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)</p>										
<p align="center"><b>Core Concepts, Skills and Values</b></p>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Record sentences with simple (iconic) and complex (arbitrary) signs</p> <p>Form the plurals of familiar signs appropriately</p> <p>Record a creative story of at least 3 sentences about:</p>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Record sentences with simple (iconic) and complex (arbitrary) signs</p> <p>Form the plurals of familiar signs appropriately</p> <p>Record a creative story of at least 3 sentences about:</p>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Record sentences with simple (iconic) and complex (arbitrary) signs</p> <p>Record a creative story of at least 3 sentences about:</p> <ul style="list-style-type: none"> <li>Day and night</li> </ul>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Record sentences with simple (iconic) and complex (arbitrary) signs</p> <p>Record a creative story of at least 3 sentences about:</p> <ul style="list-style-type: none"> <li>I would like to go and live on the moon because ...</li> </ul>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Record sentences with simple (iconic) and complex (arbitrary) signs</p> <p>Form the plurals of familiar signs appropriately</p>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Record a creative story of at least 3 sentences about:</p> <ul style="list-style-type: none"> <li>My first day at school</li> </ul> <p>Use fingerspelling where needed</p>	<p>Draw a picture to convey a message (displaying holiday news)</p> <p>Record with illustrations 2-4 sentences to contribute to a signed text for the “reading” corner</p> <ul style="list-style-type: none"> <li>Holiday news</li> </ul> <p>Use appropriate SASL conventions and fingerspelling</p>	<p>Suggest ideas and signs for a class story:</p> <ul style="list-style-type: none"> <li>How can we be good friends to each other in the classroom?</li> </ul> <p>Record with illustrations 2-4 sentences to contribute to a signed text for the “reading” corner</p> <ul style="list-style-type: none"> <li>How can we be good friends to each other in the classroom?</li> </ul>	<p>Draw a picture to convey a message on personal experiences</p> <p>Suggest ideas and signs for a class story:</p> <ul style="list-style-type: none"> <li>How to handle the bullies in the school – draw ideas (draft)</li> </ul> <p>Record at least 3 or more sentences on own news or a creative story using appropriate SASL</p>	<p>Draw a picture to convey a message on personal experiences</p> <ul style="list-style-type: none"> <li>How do you feel today? Draw an emoticon</li> </ul> <p>Suggest ideas and signs for a class story:</p> <ul style="list-style-type: none"> <li>Record a list using SASL conventions to</li> </ul>	

2021 National Recovery Annual Teaching Plan: South African Sign Language Home 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
<b>TOPIC/THEME</b>	<b>TOPIC THAT WAS NOT ADDRESSED IN THE PREVIOUS GRADE</b>						<b>MYSELF AND OTHER</b>		<b>EVERYONE IS SPECIAL</b>	
	<b>SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS</b>						<b>TERM 1 CONTENT</b>			
	<ul style="list-style-type: none"> <li>Uses of water</li> </ul> <p><b>Use fingerspelling where needed</b></p> <p><b>Use placement (prepositions) correctly</b></p> <p>Use <b>present and past tense</b> correctly with teacher's assistance</p>	<ul style="list-style-type: none"> <li>We make clever plans to save water</li> </ul> <p><b>Record with illustrations 2-4 sentences to contribute to a signed text for the "reading" corner</b></p> <p><b>Use fingerspelling where needed</b></p> <p><b>Use placement (prepositions) correctly</b></p> <p>Use <b>present and past tense</b> correctly with teacher's assistance</p>	<p><b>Use fingerspelling where needed</b></p> <p><b>Use placement (prepositions) correctly</b></p> <p>Use <b>present and past tense</b> correctly with teacher's assistance</p>	<p><b>Use fingerspelling where needed</b></p> <p><b>Use placement (prepositions) correctly</b></p> <p>Use <b>present and past tense</b> correctly with teacher's assistance</p>		<p><b>Use placement (prepositions) correctly</b></p> <p>Use <b>present and past tense</b> correctly with teacher's assistance</p>		<p><b>Use appropriate SASL conventions and fingerspelling</b></p>	<p><b>conventions and fingerspelling:</b></p> <ul style="list-style-type: none"> <li>My best friend</li> </ul>	<p>separate the items</p> <p><b>Record with illustrations 2-4 sentences to contribute to a signed text for the "reading" corner</b></p> <ul style="list-style-type: none"> <li>Why do your friends feel the way they do?</li> <li>What makes me happy?</li> <li>What makes me sad?</li> </ul>
<b>CAPS Topic</b>	<b>PHONOLOGICAL AWARENESS - 1 HOUR</b> (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes a week)									
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of parameters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of parameters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of parameters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of parameters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of parameters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of parameters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of parameters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of parameters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of parameters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of parameters</li> </ul>
<b>Requisite Pre-Knowledge</b>	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
<b>Resources to enhance learning</b>	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera
<b>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 practically.</li> <li>This must be done informally and ongoing.</li> </ul>									
<b>SBA (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>Rubrics, checklists and recording 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> <p><b>Observing and Signing:</b></p> <ul style="list-style-type: none"> <li>Observe complex sequence of instructions and responds appropriately</li> <li>Observe without interrupting showing respect for the signer, asking questions and commenting on what was observed</li> <li>Sign about personal experiences and more general news</li> </ul> <p><b>Visual Reading and Viewing:</b></p> <ul style="list-style-type: none"> <li>Use visual reading and viewing strategies taught to make sense and monitor self when "reading"</li> </ul>									

2021 National Recovery Annual Teaching Plan: South African Sign Language Home 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
TOPIC/THEME	TOPIC THAT WAS NOT ADDRESSED IN THE PREVIOUS GRADE						MYSELF AND OTHER		EVERYONE IS SPECIAL	
	<p style="text-align: center;"><b>SIX WEEKS CATCHUP PROGRAMME</b>  <b>TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS</b></p>						<p style="text-align: center;"><b>TERM 1 CONTENT</b></p>			
	<ul style="list-style-type: none"> <li>• Identify key details in what was “read” such as the sequence of events</li> <li>• Answer higher-order questions before, during and after “reading” a shared text</li> <li>• Recognise familiar, age-appropriate fingerspelling</li> </ul> <p><b>Recording</b></p> <ul style="list-style-type: none"> <li>• Use the recording process to record text, i.e. planning/pre-recording; drafting (recording); and revising, editing, final recording</li> <li>• Build vocabulary and record signs (personal dictionary)</li> </ul> <p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>• Recognise that signs are made up of parameters</li> <li>• Recognise simple commonly used handshapes</li> </ul>									

# 2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 2 Term 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	Week 11
TOPIC\THEME	EVERYONE IS SPECIAL	WHAT DO WE NEED TO LIVE?	HEALTHY LIVING			SEASONS			ANIMALS		
CAPS Topic	TERM 1 CONTENT					TERM 2 CONTENT					
CAPS Topic	OBSERVING AND SIGNING - 2 HOURS (Minimum time 6 x 15 minutes a week; Maximum time 8 x 15 minutes a week)										
Core Concepts, Skills and Values	<p><b>Take turns to sign</b></p> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>How do you feel when something good happens to you?</li> <li>How do you feel when something bad happens to you?</li> </ul> <p><b>Use signs in context, e.g. emotion signs</b></p> <ul style="list-style-type: none"> <li>“happy signs”</li> <li>“sad signs”</li> </ul> <p><b>Suggest solutions for problems</b></p> <ul style="list-style-type: none"> <li>How must I act when I am sad?</li> <li>How must I act when I am happy?</li> </ul>	<p><b>Observe without interrupting, showing respect for the signer</b></p> <p><b>Sign a story with a beginning, middle and end</b></p> <ul style="list-style-type: none"> <li>My special friend - learners with barriers</li> </ul> <p><b>Take part in discussions, answers questions and suggest ideas</b></p> <p><b>Take turns to sign</b></p> <p><b>Sign about personal experiences</b></p> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, showing respect for the signer</b></p> <p><b>Take turns to sign</b></p> <ul style="list-style-type: none"> <li>Why do we need water?</li> </ul> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>What water are used for</li> </ul> <p><b>Use signs in context</b></p> <p><b>Participate in a discussion, ask and answer questions and suggest ideas</b></p> <ul style="list-style-type: none"> <li>Where do we get water from?</li> </ul> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, showing respect for the signer</b></p> <p><b>Take turns to sign</b></p> <p><b>Sign about personal experiences</b></p> <p><b>Use signs in context</b></p> <p><b>Suggest solutions for problems</b></p> <ul style="list-style-type: none"> <li>Water is precious, therefore we need to save water</li> <li>Discuss with your friend ways to save water</li> </ul> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, showing respect for the signer</b></p> <p><b>Take turns to sign</b></p> <ul style="list-style-type: none"> <li>What does it mean to live a healthy life?</li> <li>What can I do to live a healthy life?</li> </ul> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>How do you live a healthy life?</li> </ul> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Sign a story with a beginning, middle and end</b></p> <ul style="list-style-type: none"> <li>Unhealthy living e.g. Ben stays ill, etc.</li> </ul> <p><b>Take part in discussions, ask and answer questions and suggest ideas</b></p> <ul style="list-style-type: none"> <li>Practical ideas to live a healthy life</li> </ul> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, showing respect for the signer</b></p> <p><b>Take turns to sign and show sensitivity to others and giving positive feedback</b></p> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>Which season do you like most? Give reasons for your answer</li> </ul> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>Vocabulary on seasons</li> </ul> <p><b>Identify similarities and differences</b></p> <ul style="list-style-type: none"> <li>Look at pictures of the four seasons. Sign to friend what you do not see in the picture.</li> <li>Sign about the four seasons and how they differ from each other</li> </ul> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, showing respect for the signer</b></p> <p><b>Take turns to sign and show sensitivity to others and giving positive feedback</b></p> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>Which season do you like most? Give reasons for your answers</li> </ul> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>Vocabulary on seasons</li> </ul> <p><b>Observe a story with enjoyment for a longer period</b></p> <ul style="list-style-type: none"> <li>We dress up for the weather.</li> </ul> <p><b>Compare and classify/group things and explain the classification</b></p> <ul style="list-style-type: none"> <li>What kind of clothes do you wear in every season?</li> <li>How do the clothes differ from each other?</li> <li>Which kind of clothes do you like most?</li> </ul> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, showing respect for the signer</b></p> <p><b>Take turns to sign and show sensitivity to others and giving positive feedback</b></p> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>Influence of seasons</li> </ul> <p><b>Observe a story with enjoyment for a longer period</b></p> <ul style="list-style-type: none"> <li>Factual information on seasons</li> </ul> <p><b>Express feeling on a story</b></p> <p>Explain the story in your own words</p> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, showing respect for the signer</b></p> <p><b>Take turns to sign and show sensitivity to others and giving positive feedback</b></p> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>Influence of seasons</li> </ul> <p><b>Observe a story with enjoyment for a longer period</b></p> <ul style="list-style-type: none"> <li>Factual information on seasons</li> </ul> <p><b>Express feeling on a story</b></p> <ul style="list-style-type: none"> <li>Explain the story in your own signs</li> </ul> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, showing respect for the signer</b></p> <p><b>Take turns to sign and show sensitivity to others and giving positive feedback</b></p> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>Signs about own experience of animals on a farm</li> </ul> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>SASL vocabulary on farm animals</li> <li>Male/ Female/ Shelters/ baby animals</li> </ul> <p><b>Express feeling on a story of a poem</b></p> <ul style="list-style-type: none"> <li>Observe a poem on farm animals</li> </ul> <p><b>Identify similarities and differences</b></p> <ul style="list-style-type: none"> <li>Look at pictures of different farm animals</li> <li>Learners choose their favourite animal</li> <li>How do animals differ from each other?</li> <li>What do we get from each of these animals?</li> </ul> <p><b>Use words in context, e.g. emotion words</b></p> <ul style="list-style-type: none"> <li>“happy words”</li> <li>“sad words”</li> </ul> <p><b>Suggest solutions for problems</b></p> <ul style="list-style-type: none"> <li>How must I act when I am sad?</li> </ul>

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>TOPIC\THEME</b>	<b>EVERYONE IS SPECIAL</b>	<b>WHAT DO WE NEED TO LIVE?</b>	<b>HEALTHY LIVING</b>			<b>SEASONS</b>			<b>ANIMALS</b>		
	<b>TERM 1 CONTENT</b>					<b>TERM 2 CONTENT</b>					
											<ul style="list-style-type: none"> <li>How must I act when I am happy?</li> </ul> <p>Observe and use fingerspelling accurately and appropriately</p>
<b>CAPS Topic</b>	<b>VISUAL READING AND VIEWING - 1 HOUR, 30 MINUTES</b> (Minimum time: 4 x 15 minutes per week; Maximum time: 6 x 15 minutes per week)										
<b>Core Concepts, Skills and Values Shared Visual Reading and Viewing</b>  (5 x 15 minutes - maximum time; 3 x 15 minutes minimum time)	<p>“Read” DVD as a whole class with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Emotions</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>DVD cover</li> <li>Illustrations in the signed text</li> </ul> <ul style="list-style-type: none"> <li>Identify core details and the sequence of events</li> </ul> <p>Answer higher-order questions before, and after the Shared Visual Reading: “What will happen if...”</p>	<ul style="list-style-type: none"> <li>Identify core details and the sequence of events</li> </ul> <p>“Read” DVD as a whole class with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>My special friend – child with barriers</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>DVD cover</li> <li>Illustrations in the signed text</li> </ul> <p>Give a personal opinion on a story ‘read’</p> <ul style="list-style-type: none"> <li>How must I act towards people with barriers?</li> </ul> <p>Recognise familiar, age appropriate fingerspelling</p>	<p>Answer higher-order questions before, and after the Shared Visual Reading: “What will happen if...”</p> <p>Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, “read” the photo or advertisement</p> <ul style="list-style-type: none"> <li>Advertisement</li> <li>Ways to save water</li> </ul> <p>“Read” DVD as a whole class with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>“Read” a recorded newspaper item – water is precious</li> </ul> <ul style="list-style-type: none"> <li>Identify core details and the sequence of events</li> </ul> <p>Recognise familiar, age appropriate fingerspelling</p>	<p>“Read” simple instructions</p> <ul style="list-style-type: none"> <li>Tips to save water in our homes</li> </ul> <p>Give a personal opinion on a story “read”</p> <p>Identify core detail and the sequence of events in the text</p> <p>Recognise familiar, age appropriate fingerspelling</p>	<p>Interpret pictures or other visual media, e.g. photo or advertisement to make up own stories, “read” the photo or advertisement</p> <ul style="list-style-type: none"> <li>Pictures of a healthy and unhealthy lifestyle</li> </ul> <p>Give a personal opinion on a story “read”</p> <ul style="list-style-type: none"> <li>Advertisement</li> </ul> <p>Identify core detail and the sequence of events in the text</p> <p>Recognise familiar, age appropriate fingerspelling</p>	<ul style="list-style-type: none"> <li>Consolidate</li> </ul> <p>“Read” DVD as a whole class with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Unhealthy lifestyle</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>DVD cover</li> <li>Illustrations in the signed text</li> </ul> <p>Give a personal opinion on a story “read”</p> <ul style="list-style-type: none"> <li>Unhealthy lifestyle – Ben stays ill, etc.</li> </ul> <p>Identify core detail and the sequence of events in the text</p> <p>Recognise familiar, age appropriate fingerspelling</p>	<p>“Read” the DVD as a whole class with teacher and discuss the relation between cause and effect</p> <ul style="list-style-type: none"> <li>The little red hen</li> </ul> <p>Identify detail of main characters in a text and in the background</p> <p>Answers higher-order questions based on the text</p> <p>Give a personal opinion on a story “read”</p> <p>Recognise familiar, age appropriate fingerspelling</p>	<p>“Read” DVD as a whole class with teacher and discuss the relation between cause and effect</p> <ul style="list-style-type: none"> <li>Facts of the four seasons and how they differ from each other</li> </ul> <p>Make use of visual cues to predict the story</p> <ul style="list-style-type: none"> <li>Pictures of seasons</li> </ul> <p>“Read” a poem as a whole class with the teacher</p> <p>Answers higher-order questions based on the text “read”</p> <p>Give own opinion on text “read”</p> <p>Recognise familiar, age appropriate fingerspelling</p>	<p>Make use of visual cues to understand the story</p> <ul style="list-style-type: none"> <li>Pictures of summer food and winter food. Sort the food</li> <li>Which food do you like in summer and which food do you like in winter?</li> </ul> <p>Identify detail of main characters in a text and in the background</p> <p>“Read” DVD as a whole class with teacher and discuss the relation between cause and effect</p> <ul style="list-style-type: none"> <li>“Read” any recorded story based on the theme</li> </ul> <p>Answer higher-order questions based on the text</p> <p>Give own opinion on text “read”</p> <p>Recognise familiar, age appropriate fingerspelling</p>	<p>“Read” DVD as a whole class with teacher and discuss the relation between cause and effect</p> <ul style="list-style-type: none"> <li>The influence of seasons</li> </ul> <p>Identify detail of the text</p> <p>Answers higher-order questions based on the text</p> <ul style="list-style-type: none"> <li>What does some animals do during the duration of winter?</li> <li>How do animals protect themselves against the cold?</li> <li>When does birds return to warmer countries to make a nest?</li> </ul> <p>Recognise familiar, age appropriate fingerspelling</p>	<p>“Read” DVD as a whole class with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>Read a recorded story on any animal and their homes</li> </ul> <p>Make use of visual cues for understanding</p> <ul style="list-style-type: none"> <li>Read a recorded story on any animal and their homes</li> </ul> <p>Identify detail of main characters in a text and in the background</p> <p>Answers higher-order questions based on the text</p> <p>Recognise familiar, age appropriate fingerspelling</p>





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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	Week 11
<b>TOPIC\THEME</b>	<b>EVERYONE IS SPECIAL</b>	<b>WHAT DO WE NEED TO LIVE?</b>	<b>HEALTHY LIVING</b>				<b>SEASONS</b>			<b>ANIMALS</b>	
	<b>TERM 1 CONTENT</b>						<b>TERM 2 CONTENT</b>				
<b>CAPS Topic</b>	<b>RECORDING - 1 HOUR</b> (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)										
<b>Core Concepts, Skills and Values</b>	<p>Record at least 3 or more sentences on your own news or creative story</p> <ul style="list-style-type: none"> <li>I am a special</li> <li>Fingerprint</li> <li>Draw a picture of yourself</li> </ul> <p>Draw a picture to convey a message on personal experiences</p>	<p>Draw a picture to convey a message on personal experiences</p> <p>Participate in a class discussion and suggest ideas and signs for a class story (Shared Visual Reading):</p> <ul style="list-style-type: none"> <li>How can we help people with barriers?</li> </ul> <p>Record with illustrations 2-4 sentences to contribute to a signed text for the "reading" corner on:</p> <ul style="list-style-type: none"> <li>Types of barriers and how can we help?</li> </ul>	<p>Draw a picture to convey a message on personal experiences</p> <ul style="list-style-type: none"> <li>Make a poster to make people aware on how we can save water</li> </ul> <p>Participate in a class discussion and suggest ideas and signs for a class story (Shared Visual Reading):</p> <ul style="list-style-type: none"> <li>Tips to save water</li> </ul>	<p>Record a list using SASL conventions to separate the items</p> <ul style="list-style-type: none"> <li>Ways to save water</li> </ul> <p>Record at least 3 or more sentences on own news or creative story by making use of correct parameters and signs:</p> <ul style="list-style-type: none"> <li>How will I save water at home?</li> </ul>	<p>Participate in a class discussion and suggest ideas and signs for a class story (Shared Visual Reading):</p> <ul style="list-style-type: none"> <li>We make fruit salad</li> </ul> <p>Record a list of healthy food which you can pack in for school using SASL conventions to separate the items</p>	<p>Record at least 3 or more sentences on own news or creative story by making use of correct parameters and signs:</p> <ul style="list-style-type: none"> <li>How will I adjust my lifestyle to live a healthy life?</li> </ul>	<p><b>Take part in discussions to choose a topic to record about</b></p> <p><b>Record one chunk (at least 5 sentences) on personal experiences or happenings in daily news</b></p> <ul style="list-style-type: none"> <li>Holiday news</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Build vocabulary and record signs (personal dictionary)</li> <li>Use appropriate SASL grammar</li> <li>View draft and get feedback from others</li> <li>Complete the final recording within a set time</li> <li>Publish own recording (show own recording to a partner)</li> <li>Use fingerspelling accurately and appropriately as per SASL conventions, e.g. proper nouns, titles of texts; use acronyms appropriate to different media and audience</li> <li>Make use of present and past tense</li> <li>Use placement (prepositions) correctly</li> </ul>	<p><b>Take part in discussions to choose a topic to record about</b></p> <ul style="list-style-type: none"> <li>My favourite season</li> </ul> <p><b>Record one chunk (at least 5 sentences)</b></p> <ul style="list-style-type: none"> <li>My favourite season</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Build vocabulary and record signs (personal dictionary)</li> <li>Use appropriate SASL grammar</li> <li>View draft and get feedback from others</li> <li>Complete the final recording within a set time</li> <li>Publish own recording (show own recording to a partner)</li> <li>Use fingerspelling accurately and appropriately as per SASL conventions, e.g. proper nouns, titles of texts; use acronyms appropriate to different media and audience</li> <li>Make use of present and past tense</li> <li>Use placement (prepositions) correctly</li> </ul>	<p><b>Record one chunk (at least 5 sentences)</b></p> <ul style="list-style-type: none"> <li>My favourite recipe for winter/summer food</li> <li>Illustrate the recipe</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Build vocabulary and record signs (personal dictionary)</li> <li>Use appropriate SASL grammar</li> <li>View draft and get feedback from others</li> <li>Complete the final recording within a set time</li> <li>Publish own recording (show own recording to a partner)</li> <li>Use fingerspelling accurately and appropriately as per SASL conventions, e.g. proper nouns, titles of texts; use acronyms appropriate to different media and audience</li> <li>Make use of present and past tense</li> <li>Use placement (prepositions) correctly</li> </ul>	<p><b>Record a simple expressive text, e.g. thank you message</b></p> <ul style="list-style-type: none"> <li>Record a thank you message to grandmother to thank her for the nice visit</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Build vocabulary and record signs (personal dictionary)</li> <li>Use appropriate SASL grammar</li> <li>View draft and get feedback from others</li> <li>Complete the final recording within a set time</li> <li>Publish own recording (show own recording to a partner)</li> <li>Use fingerspelling accurately and appropriately as per SASL conventions, e.g. proper nouns, titles of texts; use acronyms appropriate to different media and audience</li> <li>Make use of present and past tense</li> <li>Use placement (prepositions) correctly</li> </ul>	<p><b>Take part in discussions to choose a topic to record about</b></p> <ul style="list-style-type: none"> <li>My favourite farm animal</li> </ul> <p><b>Record with illustrations a chunk (4-6 sentences) to contribute to a signed text for the "reading" corner</b></p> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Build vocabulary and record signs (personal dictionary)</li> <li>Use appropriate SASL grammar</li> <li>View draft and get feedback from others</li> <li>Complete the final recording within a set time</li> <li>Publish own recording (show own recording to a partner)</li> <li>Use fingerspelling accurately and appropriately as per SASL conventions, e.g. proper nouns, titles of texts; use acronyms appropriate to different media and audience</li> <li>Make use of present and past tense</li> <li>Use placement (prepositions) correctly</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	Week 11
<b>TOPIC\THEME</b>	<b>EVERYONE IS SPECIAL</b>	<b>WHAT DO WE NEED TO LIVE?</b>	<b>HEALTHY LIVING</b>				<b>SEASONS</b>			<b>ANIMALS</b>	
	<b>TERM 1 CONTENT</b>						<b>TERM 2 CONTENT</b>				
<b>CAPS Topic</b>	<b>PHONOLOGICAL AWARENESS - 1 HOUR</b> (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes a week)										
	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>
<b>Requisite Pre-Knowledge</b>	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
<b>Resources to enhance learning</b>	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera
<b>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 practically</li> <li>This must be done informally and ongoing</li> </ul>										
<b>SBA (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>Rubrics, checklists and recording 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> <p><b>Observing and Signing:</b></p> <ul style="list-style-type: none"> <li>Sign about personal experiences and more general news. For example, sign news using descriptive language</li> <li>Participate in discussions, asking and answering questions</li> <li>Express feelings about a story or poem</li> <li>Use an ever-increasing vocabulary when signing</li> </ul> <p><b>Visual Reading and Viewing:</b></p> <ul style="list-style-type: none"> <li>"Read" poems as a whole class with the teacher (shared visual reading)</li> <li>Use the visual reading strategies taught in SASL HL to make sense and monitor self when "reading" text</li> <li>Give an opinion on what was "read"</li> </ul> <p><b>Recording</b></p> <ul style="list-style-type: none"> <li>Record an expressive text such as a thank you message</li> </ul>										

2021 National Recovery Annual Teaching Plan: South African Sign Language Home 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	Week 11
TOPIC\THEME	EVERYONE IS SPECIAL	WHAT DO WE NEED TO LIVE?	HEALTHY LIVING			SEASONS			ANIMALS		
TERM 1 CONTENT						TERM 2 CONTENT					
<ul style="list-style-type: none"> <li>• Use present and past tenses correctly</li> <li>• Record with illustrations sentences to contribute to a signed text for the “reading” corner</li> <li>• Use the correct recording process (drafting, recording, editing)</li> </ul> <p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>• Recognise simple commonly used handshapes</li> <li>• Recognise that signs are made up of different parameters</li> <li>• Group different signs which have the same parameter</li> <li>• Group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> </ul>											

# 2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 2 Term 3

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>TOPIC/ THEME</b>	<b>ANIMAL CREATURES THAT LIVES IN WATER</b>		<b>ANIMAL SHELTERS</b>	<b>SOIL</b>		<b>TRANSPORT</b>		<b>ROAD SAFETY</b>		<b>PEOPLE WHO HELP US</b>	
	<b>TERM 2 CONTENT</b>			<b>TERM 3 CONTENT</b>							
<b>CAPS Topic</b>	<b>OBSERVING AND SIGNING - 2 HOURS</b> (Minimum time 6 x 15 minutes a week; Maximum time 8 x 15 minutes a week)										
<b>Core Concepts, Skills and Values</b>	<p><b>Observe with respect</b></p> <p>Take turns to sign</p> <p>Take part in discussions, answer questions and suggest ideas</p> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>Who of you have seen a wild animal?</li> </ul> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>Vocabulary on wild animal</li> </ul> <p><b>Observe stories and poems and identify the main idea and logical sequence of happenings</b></p> <ul style="list-style-type: none"> <li>Observe factual stories of wild animals</li> </ul> <p><b>Answer open and closed ended questions and give reasons for your answer</b></p> <ul style="list-style-type: none"> <li>Answers questions on wild animals</li> </ul> <p>Sign jokes using language imaginatively</p> <p>Participate in a discussion, ask and answer questions to get clarity</p>	<p><b>Observe with respect</b></p> <p>Take turns to sign</p> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>Who has seen sea animals in real life?</li> </ul> <p><b>Understand and use suitable vocabulary in the different subjects</b></p> <ul style="list-style-type: none"> <li>Vocabulary of sea animals</li> </ul> <p><b>Observe stories and identify the main idea and logical sequence of happenings</b></p> <ul style="list-style-type: none"> <li>Teacher to choose a suitable story</li> </ul> <p><b>Answer open and closed-ended questions and give reasons for your answer</b></p> <ul style="list-style-type: none"> <li>Answer questions on the story read</li> </ul>	<p><b>Observe with respect</b></p> <p>Take turns to sign</p> <p><b>Observe a series of more complicated instructions and react</b></p> <ul style="list-style-type: none"> <li>Use pictures of sea animals</li> <li>Which sea animals can be eaten by people?</li> <li>Which sea animals are dangerous?</li> <li>How does a sea animal protect and cover his body?</li> </ul> <p><b>Answer open and closed-ended questions and give reasons for your answer</b></p> <p>Take part in discussions, ask and answers questions Give reasons for your answer</p>	<p><b>Observe without interrupting, show respect and ask questions to get clarity</b></p> <ul style="list-style-type: none"> <li>Observe class rules</li> </ul> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>Holiday news</li> </ul> <p>Use interesting words and descriptions when signing</p> <ul style="list-style-type: none"> <li>Holiday news</li> </ul> <p><b>Observe a sequence of instructions and react suitably</b></p> <ul style="list-style-type: none"> <li>Teacher gives more than one instruction that learners have to do</li> </ul>	<p><b>Observe without interrupting, show respect and ask questions to get clarity</b></p> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>Why is soil important?</li> <li>How does soil look like? (Have a bowl with soil)</li> <li>How does soil feel?</li> <li>Are there plants growing in the soil?</li> </ul> <p><b>Use interesting vocabulary and descriptions when signing</b></p> <ul style="list-style-type: none"> <li>Soil</li> </ul> <p><b>Observe stories and predict the end/give the end of the story</b></p>	<p><b>Observe without interrupting, show respect and ask questions to get clarity</b></p> <p><b>Use interesting vocabulary and descriptions when signing</b></p> <p><b>Take part in discussions, ask questions and answers them</b></p> <ul style="list-style-type: none"> <li>Discuss pictures on animals living under the soil</li> </ul> <p><b>Suggest solutions for problems</b></p> <ul style="list-style-type: none"> <li>John wants to start a vegetable garden. How can we help him?</li> </ul> <p><b>Sign simple stories varying signing</b></p> <p>You are a rabbit/mole/ant living under the ground Sign about your home</p> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>How do you get to school every morning?</li> </ul> <p><b>Take part in discussions, ask questions and answers them.</b></p> <ul style="list-style-type: none"> <li>Discuss different types of transport with which learners comes to school</li> <li>What kind of transport does the least/most learners make use of?</li> </ul> <p><b>Suggest solutions for problems</b></p> <ul style="list-style-type: none"> <li>Bertu stays far from school. How can we help him to get to school every morning?</li> <li>Discuss different kinds of transport that can be used, e.g. bus, bicycle, car</li> </ul> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, show respect and ask questions to get clarity</b></p> <p><b>Discuss the difference between transport by rail, air transport and transport on water.</b></p> <ul style="list-style-type: none"> <li>Picture discussion on different kinds of transport</li> </ul> <p><b>Sign about personal experiences</b></p> <ul style="list-style-type: none"> <li>Learners share their experiences on what kinds of transport they have used before</li> </ul> <p><b>Use an ever-increasing vocabulary when signing</b></p> <ul style="list-style-type: none"> <li>Use vocabulary on transport by using words in the correct context</li> </ul> <p><b>Take part in discussions and answer questions</b></p> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, show respect and ask questions to get clarity</b></p> <ul style="list-style-type: none"> <li>Peter is living in Cape Town and wants to go to Johannesburg. How can he get there?</li> </ul> <p><b>Use an ever-increasing vocabulary when signing</b></p> <p><b>Take part in discussions, ask questions and answers them</b></p> <p><b>Suggest solutions for problems especially during Mathematics</b></p> <p><b>Observe a sequence of instructions and react suitably</b></p> <p><b>Observe stories and predict the end or give own end for story</b></p> <p><b>Sign simple stories varying signing mode</b></p> <ul style="list-style-type: none"> <li>Sign to learners how you made a sailboat or a little airplane</li> </ul> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>	<p><b>Observe without interrupting, show respect and ask questions to get clarity</b></p> <ul style="list-style-type: none"> <li>Sign a story about a traffic light</li> <li>Discuss the meaning of each of the colours in the traffic light</li> </ul> <p><b>Sign about personal experiences</b></p> <p><b>Use an ever-increasing vocabulary when signing</b></p> <p><b>Take part in discussions, ask questions and answers them</b></p> <ul style="list-style-type: none"> <li>Look at pictures of different road signs</li> <li>Discuss the meaning of each of them</li> </ul> <p><b>Suggest solutions for problems</b></p> <ul style="list-style-type: none"> <li>How can we sensitize people on the importance of road safety?</li> </ul> <p><b>Observe stories and predict the end or give own end for story</b> E.g. Teacher sign a</p>	<p><b>Observe without interrupting, show respect and ask questions to get clarity</b></p> <ul style="list-style-type: none"> <li>Invite a traffic officer to come and address learners on safety on the road</li> </ul> <p><b>Take part in discussions, ask questions and answers them</b></p> <ul style="list-style-type: none"> <li>Road safety</li> </ul> <p><b>Suggest solutions for problems</b></p> <ul style="list-style-type: none"> <li>Road safety in town</li> </ul> <p><b>Observe and use fingerspelling accurately and appropriately</b></p>

2021 National Recovery Annual Teaching Plan: South African Sign Language Home 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	Week 11
<b>TOPIC/ THEME</b>	<b>ANIMAL CREATURES THAT LIVES IN WATER</b>		<b>ANIMAL SHELTERS</b>	<b>SOIL</b>		<b>TRANSPORT</b>		<b>ROAD SAFETY</b>		<b>PEOPLE WHO HELP US</b>	
	<b>TERM 2 CONTENT</b>			<b>TERM 3 CONTENT</b>							
										story of children not wanting to keep to the road safety rules	
										Observe and use fingerspelling accurately and appropriately	
<b>CAPS Topic</b>	<b>VISUAL READING AND VIEWING - 1 HOUR, 30 MINUTES</b> (Minimum time: 4 x 15 minutes per week; Maximum time: 6 x 15 minutes per week)										
<b>Core Concepts, Skills and Values Shared Visual Reading and Viewing</b>  (5 x 15 minutes - maximum time; 3 x 15 minutes minimum time)	<p>“Read” DVD as a whole class with teacher and identify detail of main characters)</p> <ul style="list-style-type: none"> <li>• “Read” factual text on the “Big five” in SA</li> </ul> <p>Answer higher-order questions based on the text</p> <p>Give a personal opinion on a story “read”</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” DVD as a whole class with teacher and describe the main idea of the story</p> <ul style="list-style-type: none"> <li>• “Read” a story about a sea animal</li> </ul> <p>Identify detail of main characters in a text and in the background</p> <p>Answer higher-order questions based on the text</p> <p>Give a personal opinion on a story read</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>Make use of visual cues to understand advertisements and to determine the target group</p> <ul style="list-style-type: none"> <li>• Pictures of sea animals</li> </ul> <p>Identify detail of main characters in a recorded text and in the background</p> <ul style="list-style-type: none"> <li>• Factual recorded text on sea animals</li> </ul> <p>Answer higher-order questions based on the recorded text</p> <ul style="list-style-type: none"> <li>• Use pictures of sea animals</li> <li>• Which sea animals can be eaten by man?</li> <li>• Which sea animals are dangerous?</li> <li>• What covers and protects the body of a sea animal?</li> </ul> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>The whole group “read” the same story and identify the sequence of events and the setting</p> <p>Use the cover of the DVD to predict the story</p> <p>Answer higher-order questions e.g. “What would happen if...?”</p> <p>Give an opinion on text “read”</p> <p>Identify some synonyms and antonyms</p> <p>Interpret information from simple tables e.g. calendar</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>The whole group “read” the same story and identify the sequence of events and the setting</p> <ul style="list-style-type: none"> <li>• Why is soil important?</li> <li>• Three types of soil</li> </ul> <p>Use the cover of the DVD to predict the story</p> <ul style="list-style-type: none"> <li>• Why is soil important?</li> </ul> <p>Answer higher-order questions e.g. “What would happen if...?”</p> <p>Identify some synonyms and antonyms</p> <p>Interpret information from simple tables e.g. calendar</p> <ul style="list-style-type: none"> <li>• Discuss the completed table of three types of soil</li> </ul> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>The whole group “read” the same story and identify the sequence of events and the setting</p> <ul style="list-style-type: none"> <li>• “Read” a story of an animal living under the ground</li> </ul> <p>Use the cover of the DVD to predict the story</p> <ul style="list-style-type: none"> <li>• Discuss the cover of the DVD</li> </ul> <p>Answer higher-order questions e.g. “What would happen if...?”</p> <p>Identify some synonyms and antonyms</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>The whole group “read” the same story and identify the sequence of events and the setting</p> <ul style="list-style-type: none"> <li>• “Read” a text on different types of road transport and for what each can be used</li> </ul> <p>Answer higher-order questions e.g. “What would happen if...?”</p> <ul style="list-style-type: none"> <li>• There are many learners in the school that have no transport to come to school</li> <li>• What type of transport will be the best to come to school?</li> </ul> <p>Interpret information from simple tables e.g. calendar</p> <ul style="list-style-type: none"> <li>• Look at the graph and answers the questions</li> <li>• How do most learners come to school?</li> <li>• How many children come to school by car?</li> </ul> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>The whole group “read” the same story and identify the sequence of events and the setting</p> <ul style="list-style-type: none"> <li>• “Read” factual information on different kinds of transport</li> </ul> <p>Answer higher-order questions e.g. “What would happen if...?”</p> <ul style="list-style-type: none"> <li>• Use facts on transport to pose questions</li> <li>• Learners to answer these questions by using their background knowledge</li> </ul> <p>Give an opinion on text “read”</p> <p>Identify some synonyms and antonyms</p> <p>Interpret information from simple tables e.g. calendar</p> <ul style="list-style-type: none"> <li>• Sort the different types of transport</li> <li>• Answer questions by using graphs</li> </ul> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>Use pictures to predict the sequence of the story</p> <ul style="list-style-type: none"> <li>• Look at the pictures</li> <li>• Place the pictures in the correct sequence</li> </ul> <p>Give an opinion on passage” read”</p> <p>Identify some synonyms and antonyms</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>The whole group “read” the same story and identify the sequence of events and the setting</p> <ul style="list-style-type: none"> <li>• “Read” a text on the meaning of the traffic light</li> <li>• “Read” a story on many road signs</li> </ul> <p>Answer higher-order questions e.g. “What would happen if...?”</p> <ul style="list-style-type: none"> <li>• People don’t follow the road safety rules</li> </ul> <p>Give an opinion on text “read”</p> <p>Identify some synonyms and antonyms</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>The whole group “read” the same story and identify the sequence of events and the setting</p> <ul style="list-style-type: none"> <li>• “Read” a story on road safety</li> </ul> <p>Use the cover of the DVD to predict the story</p> <p>Answer higher-order questions e.g. “What would happen if...?”</p> <p>Give an opinion on story “read”</p> <p>Identify some synonyms and antonyms</p> <p>Recognise familiar, age-appropriate fingerspelling</p>

2021 National Recovery Annual Teaching Plan: South African Sign Language Home 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	Week 11
TOPIC/ THEME	ANIMAL CREATURES THAT LIVES IN WATER		ANIMAL SHELTERS	SOIL		TRANSPORT		ROAD SAFETY		PEOPLE WHO HELP US	
	TERM 2 CONTENT				TERM 3 CONTENT						
<p><b>Core Concepts, Skills and Values: Group Guided Visual Reading and Viewing</b></p> <p>(Minimum 2 and a half minutes per week - 30 minutes per day)</p>	<p>The whole group “reads” the same recorded story</p> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict text</li> <li>• Match signs to picture</li> </ul> <p><b>Use recognition of signs and comprehension skills during visual reading lesson</b></p> <p><b>Build SASL vocabulary during all visual reading activities</b></p>	<p>The whole group “reads” the same recorded story</p> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict text</li> <li>• Match signs to picture</li> </ul> <p><b>Use recognition of signs and comprehension skills during visual reading lesson</b></p> <p><b>Build SASL vocabulary during all visual reading activities</b></p>	<p>The whole group “reads” the same recorded story</p> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict text</li> <li>• Match signs to picture</li> </ul> <p><b>Use recognition of signs and comprehension skills during visual reading lesson</b></p> <p><b>Build SASL vocabulary during all visual reading activities</b></p>	<p>The whole group “reads” the same recorded story</p> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict text</li> <li>• Match signs to picture</li> 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to picture</li> </ul> <p><b>Use recognition of signs and comprehension skills during visual reading lesson</b></p> <p><b>Build SASL vocabulary during all visual reading activities</b></p>	<p>The whole group “reads” the same recorded story</p> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict text</li> <li>• Match signs to picture</li> </ul> <p><b>Use recognition of signs and comprehension skills during visual reading lesson</b></p> <p><b>Build SASL vocabulary during all visual reading activities</b></p>	<p>The whole group “reads” the same recorded story</p> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict text</li> <li>• Match 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<p><b>Core Concepts, Skills and Values: Paired/ Independent Visual Reading</b></p>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” with a partner</li> <li>• “Read” own recording, starting to correct errors</li> <li>• “Read” own and others’ recordings</li> <li>• “Read” independently, a variety of recorded texts (short fiction and poems)</li> </ul>

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	<b>TERM 2 CONTENT</b>				<b>TERM 3 CONTENT</b>						
<b>CAPS Topic</b>	<b>RECORDING - 1 HOUR</b> (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)										
<b>Core Concepts, Skills and Values</b>	<p>Take part in discussions to choose a topic to record about:</p> <ul style="list-style-type: none"> <li>The "Big Five"</li> </ul> <p><b>Record one chunk (at least 5 sentences):</b></p> <ul style="list-style-type: none"> <li>Choose any one of the "Big Five" and record a chunk on the animal</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Sign the text using correct classifiers</li> <li>Make use of correct parameters</li> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past)</li> <li>Use placement (prepositions) correctly</li> <li>Record and discuss own recording with a friend</li> </ul>	<p>Take part in discussions to choose a topic to record about:</p> <ul style="list-style-type: none"> <li>Any Sea Animal</li> </ul> <p><b>Record one chunk (at least 5 sentences)</b></p> <p>Observe the teacher signing about a sea animal and record your own story</p> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Sign the text using correct classifiers</li> <li>Make use of correct parameters</li> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past)</li> <li>Use placement (prepositions) correctly</li> <li>Record and discuss own recording with a friend</li> </ul>	<p>Take part in discussions to choose a topic to record about:</p> <ul style="list-style-type: none"> <li>Steps to take to clean a fish tank</li> </ul> <p><b>Record text to contribute to the "treading" corner</b></p> <ul style="list-style-type: none"> <li>Record with a friend the steps to clean a fish tank</li> <li>Draw a picture of the fish tank</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past)</li> <li>Use placement (prepositions) correctly</li> <li>Record and discuss own recording with a friend</li> </ul>	<p>Take part in discussions to choose a topic to record about</p> <p><b>Record a simple meaningful text e.g. a "Get better soon" message</b></p> <p><b>Plan, record and present a story of at least a minute (+/- 6 sentences)</b></p> <p><b>Record 1-2 chunks (at least 8 sentences) on your personal experiences</b></p> <ul style="list-style-type: none"> <li>Holiday news</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past and future)</li> <li>Identify and use nouns and verbs correctly.</li> <li>Identify and use referencing correctly, (e.g. indexing, proforms, use of classifiers, eye-gaze, space)</li> <li>Record and discuss own recording with a friend</li> </ul>	<p>Take part in discussions to choose a topic to record about</p> <p><b>Record a simple meaningful text e.g. a "Get better soon" message</b></p> <p><b>Plan, record and present a story of at least a minute (+/- 6 sentences)</b></p> <p><b>Record 1-2 chunks (at least 8 sentences) on your personal experiences</b></p> <ul style="list-style-type: none"> <li>Why is soil important to us?</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past and future)</li> <li>Identify and use nouns and verbs correctly.</li> <li>Identify and use referencing correctly, (e.g. indexing, proforms, use of classifiers, eye-gaze, space)</li> <li>Record and discuss own recording with a friend</li> </ul>	<p>Take part in discussions to choose a topic to record about</p> <p><b>Record a simple meaningful text e.g. a "Get better soon" message, etc.</b></p> <p><b>Plan, record and present a story of at least a minute (+/- 6 sentences)</b></p> <ul style="list-style-type: none"> <li>I am a rabbit/ mole/ant under the ground.</li> </ul> <p><b>Record 1-2 chunks (at least 8 sentences) on your personal experiences</b></p> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past and future)</li> <li>Identify and use nouns and verbs correctly.</li> <li>Identify and use referencing correctly, (e.g. indexing, proforms, use of classifiers, eye-gaze, space)</li> <li>Record and discuss own recording with a friend</li> </ul>	<p>Record a simple meaningful text e.g. a "Thank you" message, etc.</p> <ul style="list-style-type: none"> <li>Thank you message to the driver of the school bus to thank him for bringing you safely to school every morning</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past and future)</li> <li>Identify and use nouns and verbs correctly.</li> <li>Identify and use referencing correctly, (e.g. indexing, proforms, use of classifiers, eye-gaze, space)</li> <li>Record and discuss own recording with a friend</li> </ul>	<p><b>Plan, record and present a story of at least a minute (+/- 6 sentences)</b></p> <ul style="list-style-type: none"> <li>Suzie and her brother Norman live in Cape Town. They went to stay with their nephews in Johannesburg. Look at the pictures and sign to your friend what they are doing</li> </ul> <p><b>Record 1-2 chunks (at least 8 sentences) on your personal experiences</b></p> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past and future)</li> <li>Identify and use nouns and verbs correctly.</li> <li>Identify and use referencing correctly, (e.g. indexing, proforms, use of classifiers, eye-gaze, space)</li> <li>Record and discuss own recording with a friend</li> </ul>	<p>Take part in discussions to choose a topic to record about</p> <ul style="list-style-type: none"> <li>Match the sign to the correct pictures</li> <li>Sequence of happenings.</li> </ul> <p><b>Plan, record and present a story of at least a minute (+/- 6 sentences)</b></p> <ul style="list-style-type: none"> <li>Draw the steps on how to fold a sailboat or airplane out of paper</li> <li>Sign and record the steps</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past and future)</li> <li>Identify and use nouns and verbs correctly.</li> <li>Identify and use referencing correctly, (e.g. indexing, proforms, use of classifiers, eye-gaze, space)</li> <li>Record and discuss own recording with a friend</li> </ul>	<p><b>Plan, record and present a story of at least a minute (+/- 6 sentences)</b></p> <ul style="list-style-type: none"> <li>Design your own traffic light and record the meaning of each colour</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past and future)</li> <li>Identify and use nouns and verbs correctly.</li> <li>Identify and use referencing correctly, (e.g. indexing, proforms, use of classifiers, eye-gaze, space)</li> <li>Record and discuss own recording with a friend</li> </ul>	<p><b>Plan, record and present a story on:</b></p> <ul style="list-style-type: none"> <li>Road safety</li> </ul> <p><b>Record 1-2 chunks (at least 8 sentences) on your personal experiences</b></p> <ul style="list-style-type: none"> <li>Record the story using your own vocabulary</li> </ul> <p><b>Use the correct recording process (planning, recording and editing)</b></p> <ul style="list-style-type: none"> <li>Use correct SASL grammar</li> <li>Use fingerspelling where appropriate</li> <li>Indicate time/tense correctly (present, past and future)</li> <li>Identify and use nouns and verbs correctly.</li> <li>Identify and use referencing correctly, (e.g. indexing, proforms, use of classifiers, eye-gaze, space)</li> <li>Record and discuss own recording with a friend</li> </ul>



2021 National Recovery Annual Teaching Plan: South African Sign Language Home 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	Week 11
<b>TOPIC/ THEME</b>	<b>ANIMAL CREATURES THAT LIVES IN WATER</b>		<b>ANIMAL SHELTERS</b>	<b>SOIL</b>		<b>TRANSPORT</b>		<b>ROAD SAFETY</b>		<b>PEOPLE WHO HELP US</b>	
	<b>TERM 2 CONTENT</b>				<b>TERM 3 CONTENT</b>						
<b>CAPS Topic</b>	<b>PHONOLOGICAL AWARENESS - 1 HOUR</b> (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes a week)										
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> <li>Distinguish between different parameters of signs</li> <li>Recognise some rhyming signs in simple signed texts</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> <li>Distinguish between different parameters of signs</li> <li>Recognise some rhyming 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signs in simple signed texts</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> <li>Distinguish between different parameters of signs</li> <li>Recognise some rhyming signs in simple signed texts</li> </ul>
<b>Requisite Pre-Knowledge</b>	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
<b>Resources to enhance learning</b>	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera
<b>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 practically.</li> <li>This must be done informally and ongoing</li> </ul>										

2021 National Recovery Annual Teaching Plan: South African Sign Language Home 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	Week 11
TOPIC/ THEME	ANIMAL CREATURES THAT LIVES IN WATER		ANIMAL SHELTERS	SOIL		TRANSPORT		ROAD SAFETY		PEOPLE WHO HELP US	
	TERM 2 CONTENT			TERM 3 CONTENT							
SBA (Formal Assessment)	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Rubrics, checklists and recording 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> <p><b>Observing and Signing:</b></p> <ul style="list-style-type: none"> <li>Sign about personal experiences and more general news. For example, sign news using descriptive language</li> <li>Follow a complex sequence of instructions and responds appropriately</li> <li>Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on</li> <li>Observe for the detail in stories and answer higher-order questions, e.g., "Do you think he was right to...?"</li> <li>Express feelings about a text and give reasons, e.g., "It made me angry because..."</li> </ul> <p><b>Visual Reading and Viewing:</b></p> <ul style="list-style-type: none"> <li>Use the visual reading strategies taught in SASL HL to make sense and monitor self when "reading" text</li> <li>Give an opinion on what was "read"</li> <li>Interpret information from simple tables such as calendar</li> </ul> <p><b>Recording:</b></p> <ul style="list-style-type: none"> <li>Record 1-2 chunks on personal experiences or events such as a family celebration. Assess each learner's recording individually</li> <li>Indicate time/tense correctly</li> <li>Identify and use referencing correctly, (e.g. indexing, proforms, use of classifiers, eye-gaze, space)</li> </ul> <p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> <li>Distinguish between different parameters of signs</li> <li>Recognise some rhyming signs in simple signed texts</li> </ul>										

## 2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 2 Term 4

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
TOPIC/ THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
<b>TERM 4 CONTENT</b>										
CAPS Topic	<b>OBSERVING AND SIGNING - 2 HOURS</b> (Minimum time 6 x 15 minutes a week; Maximum time 8 x 15 minutes a week)									
<b>Core Concepts, Skills and Values</b>	<p>Observe a complex sequence of instructions and respond appropriately</p> <p>Take part in discussions, propose topics for discussion and ask questions to get information. Report on the group work done</p> <p>Participate in playing sign games, e.g. guessing games</p> <p>Sign jokes using appropriate signing mode</p>	<p>Observe a complex sequence of instructions and respond appropriately</p> <ul style="list-style-type: none"> <li>Observe live signing on the history of the SA flag and the symbolic meaning of each colour</li> </ul> <p>Take part in discussions, propose topics for discussion and ask questions to get information. Report on the group work done.</p> <ul style="list-style-type: none"> <li>Our country's flag. Is there a SA flag at your school?</li> <li>Does the police station or other places in the community have a SA flag?</li> <li>At which events do we use the SA flag?</li> </ul>	<p>Take part in discussions, propose topics for discussion and ask questions to get information. Report on the group work done</p> <ul style="list-style-type: none"> <li>Our national symbols</li> <li>Look at the pictures and discuss in small groups</li> <li>Groups give feedback</li> </ul> <p>Sign jokes using appropriate signing mode</p> <ul style="list-style-type: none"> <li>Play guessing games to explain the national symbols and to get to know them</li> </ul>	<p>Take part in discussions, propose topics for discussion and ask questions to get information. Report on the group work done</p> <ul style="list-style-type: none"> <li>Learners use pictures and discuss the different ways on which people can communicate</li> </ul> <p>Participate in playing sign games, e.g. guessing games</p>	<p>Observe a complex sequence of instructions and respond appropriately</p> <ul style="list-style-type: none"> <li>We use Sign Language to communicate</li> </ul> <p>Take part in discussions, propose topics for discussion and ask questions to get information</p> <p>Report on the group work done.</p> <ul style="list-style-type: none"> <li>How does blind people communicate?</li> <li>Use pictures and discuss</li> </ul>	<p>Look for Observe specific detail in stories and answer higher-order questions, e.g. "Do you think he was right to..."</p> <ul style="list-style-type: none"> <li>Observe a story e.g. We visit the seaside</li> </ul> <p>Answers open-ended questions and give reasons for your answer, e.g. "Why do you say so"</p> <p>Answer questions on the story</p>	<p>Observe specific detail in stories and answer higher-order questions, e.g. "Do you think he was right to..."</p> <ul style="list-style-type: none"> <li>Any live signed text relating to the theme</li> </ul> <p>Answer open-ended questions and give reasons for your answer, e.g. "Why do you think so?"</p>	<p>Observe a complex sequence of instructions and respond appropriately</p> <p>Answers open-ended questions and give reasons for your answer, e.g. "Why do you say so?"</p> <p>Express feelings about a signed text and give reasons for your answer. E.g. "It made me angry because ..."</p>	<p>Observe live signing and react appropriately</p> <ul style="list-style-type: none"> <li>How do you feel when mother puts out the light?</li> <li>Discuss your feelings with a friend</li> </ul> <p>Observe specific detail in stories and answer higher-order questions</p> <ul style="list-style-type: none"> <li>Observe a poem expressing a feeling</li> </ul> <p>Express feelings about a text and give reasons for your answer, e.g. "It made me afraid because ..."</p>	<p>Observe specific detail in stories and answers higher-order questions</p> <ul style="list-style-type: none"> <li>People working day shifts and night shifts</li> </ul> <p>Answer open-ended questions and give reasons for your answer, e.g. "Why do you say so?"</p> <ul style="list-style-type: none"> <li>Answer questions on the text observed</li> </ul>

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
TOPIC/ THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
	<b>TERM 4 CONTENT</b>									
CAPS Topic	<b>VISUAL READING AND VIEWING - 1 HOUR, 30 MINUTES</b> (Minimum time: 4 x 15 minutes per week; Maximum time: 6 x 15 minutes per week)									
<p style="text-align: center;"><b>Core Concepts, Skills and Values</b></p> <p style="text-align: center;"><b>Shared Visual Reading</b></p> <p style="text-align: center;">(5 x 15 minutes - maximum time; 3 x 15 minutes minimum time)</p>	<p>“Read” fiction and non-fiction as a whole class with teachers</p> <ul style="list-style-type: none"> <li>• “Read” a recorded story with the teacher</li> </ul> <p><b>Answer higher-order questions on text “read”, e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>• Answer questions on the story “read”</li> </ul>	<p>“Read” fiction and non-fiction as a whole class with teachers</p> <ul style="list-style-type: none"> <li>• “Read” with the teacher a non-fiction recoding on the history of the SA flag</li> <li>• “Read” a text that explains the meaning of the colours in the SA flag</li> </ul> <p><b>Answer higher-order questions on text “read”, e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>• Why do you think it is important to know the history of the SA flag and the meaning of the colours in the flag?</li> </ul>	<p>“Read” poems with the teacher (Shared Visual Reading) as a whole class</p> <p><b>Express feelings about the poem</b></p> <ul style="list-style-type: none"> <li>• Learners “read” their poems on the flag of SA</li> </ul> <p><b>Watch “Read” fiction and non-fiction as a whole class with teachers</b></p> <ul style="list-style-type: none"> <li>• “Read” signed newspaper items, e.g. I am proud of my country...</li> </ul> <p>Learner expresses whether a story was liked and give a good reason for his/her answer, e.g. “I did not like the story because .....</p> <p>Learner expresses a personal reaction to media images such as newspaper and magazine pictures, posters and advertisements, e.g. “I like this advertisement most because ...” Give critical comments on the newspaper items</p>	<p>“Read” fiction and non-fiction as a whole class with teachers</p> <ul style="list-style-type: none"> <li>• “Read” a fiction text on different ways of communication</li> </ul> <p><b>Answer higher-order questions on text “read”, e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>• Which senses do we use to communicate?</li> <li>• In which ways do people communicate most?</li> </ul>	<p>“Read” fiction and non-fiction as a whole class with teachers</p> <ul style="list-style-type: none"> <li>• “Read” a text on how we communicate if we cannot see or hear</li> </ul> <p><b>Answer higher-order questions on text “read”, e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>• Do you think it is difficult for children who is blind or deaf to communicate?</li> <li>• How can the public make it easier for them?</li> </ul> <p>Learner expresses whether a story was liked and give a good reason for his/her answer, e.g. “I did not like the story because .....</p>	<p>“Read” fiction and non-fiction as a whole class with teachers, e.g. going to the seaside</p> <p><b>Answer higher-order questions on text “read”, e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>• Answer questions on the story “read”</li> </ul> <p>Learner expresses whether a story was liked and give a good reason for his/her answer, e.g. “I did not like the story because .....</p>	<p>“Read” fiction and non-fiction as a whole class with teachers</p> <ul style="list-style-type: none"> <li>• “Read” a story on e.g. a night ape</li> </ul> <p><b>Answer higher-order questions on text “read”, e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>• Answer questions on the story “read”</li> </ul> <p>Learner expresses whether a story was liked and give a good reason for his/her answer, e.g. “I did not like the story because .....</p>	<p>“Read” fiction and non-fiction as a whole class with teachers</p> <ul style="list-style-type: none"> <li>• “Read” fiction on night animals</li> </ul> <p><b>Answer higher-order questions on text “read”, e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>• Answer questions on the story “read”</li> </ul> <p>Give expression on a personal reaction on media images</p>	<p>“Read” poems with the teacher (Shared Visual Reading) as a whole class</p> <p><b>Express feelings about the poem</b></p> <ul style="list-style-type: none"> <li>• “Read” a poem on an emotion with teacher e.g. afraid</li> </ul> <p>“Read” fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> <li>• “Read” a story on dreams and wishes</li> </ul> <p><b>Answer higher-order questions on text “read”, e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>• Answer questions on the story “read”</li> </ul>	<p>“Read” fiction and non-fiction as a whole class with teachers</p> <ul style="list-style-type: none"> <li>• “Read” a text on people working day or night shift</li> </ul> <p><b>Answer higher-order questions on text “read”, e.g. What do you think...?</b></p> <ul style="list-style-type: none"> <li>• Answer questions on the story “read”</li> </ul> <p><b>Give expression on a personal reaction on media images, e.g. photos in magazines</b></p> <ul style="list-style-type: none"> <li>• What would you prefer – to work day or night shifts? Why do you say so?</li> </ul>



Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
TOPIC/ THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
	<b>TERM 4 CONTENT</b>									
			fiction and non-fiction					fiction and non-fiction		
CAPS Topic	<b>RECORDING - 1 HOUR</b> (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)									
<b>Core Concepts, Skills and Values</b>	<p>Take part in discussions and contribute ideas for a story</p> <p>Experiment with signs to record a simple poem</p> <p>Record at least 2 chunks on personal experiences or happenings</p> <ul style="list-style-type: none"> <li>Holiday news</li> </ul> <p>Draft, record and 'publish' own story of at least 2 chunks, using appropriate beginning and ending</p> <p>Organize information in a diagram or table</p> <p>Make use of informal structures when recording, e.g. when recording recipes</p> <p>Place happenings in the signed text in sequence by using signs like FIRST, NEXT and FINALLY</p> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>Indicate time/tense correctly (present, past, future)</p>	<p>Experiment with signs to record a simple poem</p> <ul style="list-style-type: none"> <li>Use repetition to sign a poem on the SA flag and to explain the meaning of the colours</li> </ul> <p>Make use of informal structures when recording, e.g. when recording recipes</p> <ul style="list-style-type: none"> <li>Bring a traditional recipe (3 ingredients) from home</li> <li>Record and illustrate it</li> </ul> <p>Place happenings in the signed text in sequence by using signs like FIRST, NEXT and FINALLY</p> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>Indicate time/tense correctly (present, past)</p>	<p>Record at least 2 chunks on personal experiences or happenings</p> <ul style="list-style-type: none"> <li>I am proud of my country...</li> </ul> <p>Draft, record and 'publish' own story of at least 2 chunks, using appropriate beginning and ending</p> <p>Organize information in a diagram or table</p> <ul style="list-style-type: none"> <li>Complete a questionnaire on the symbols of our country</li> </ul> <p>Place happenings in the signed text in sequence by using signs like FIRST, NEXT and FINALLY</p> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>Indicate time/tense correctly (present, past, future)</p>	<p>Take part in discussions and contribute ideas for a story</p> <p>Draft, record and 'publish' own story of at least 2 chunks, using appropriate beginning and ending</p> <ul style="list-style-type: none"> <li>Imagine you are in a town you have never visited before. Record a message to a friend and sign what you have seen and done in the town</li> </ul> <p>Make use of informal structures when recording, e.g. when recording recipes</p> <ul style="list-style-type: none"> <li>Record a message to a friend.</li> </ul> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>Indicate time/tense correctly (present, past, future)</p>	<p>Place happenings in the signed text in sequence by using signs like FIRST, NEXT and FINALLY</p> <ul style="list-style-type: none"> <li>Use the pictures to explain how people have communicated in the old days and how they are communicating now</li> </ul> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>Indicate time/tense correctly (present, past, future)</p> <p>Create own SASL bank and personal dictionary</p>	<p>Take part in discussions and contribute ideas for a story</p> <p>Experiment with signs to record a simple poem</p> <ul style="list-style-type: none"> <li>Record a poem</li> </ul> <p>Record at least 2 chunks on personal experiences or happenings</p> <ul style="list-style-type: none"> <li>Christmas. How does your family celebrate Christmas?</li> </ul> <p>Place happenings in the signed text in sequence by using signs like FIRST, NEXT and FINALLY</p> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>Indicate time/tense correctly (present, past, future)</p>	<p>Take part in discussions and contribute ideas for a story</p> <ul style="list-style-type: none"> <li>How did the night ape feel?</li> </ul> <p>Record at least 2 chunks on personal experiences or happenings</p> <ul style="list-style-type: none"> <li>Choose any night animal and sign where he lives, what he eats and what he does etc.</li> </ul> <p>Place happenings in the signed text in sequence by using signs like FIRST, NEXT and FINALLY</p> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>Indicate time/tense correctly (present, past, future)</p>	<p>Take part in discussions and contribute ideas for a story.</p> <ul style="list-style-type: none"> <li>Emotion - use correct NMFs</li> </ul> <p>Record at least 2 chunks on personal experiences or happenings</p> <ul style="list-style-type: none"> <li>Imagine you see a shooting star and you can make a wish</li> <li>I wish....</li> <li>I would like to dream about...</li> </ul> <p>Organize information in a diagram or table</p> <ul style="list-style-type: none"> <li>Think about each emotion and when you will experience that emotion</li> </ul> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>Indicate time/tense correctly (present, past, future)</p>	<p>Take part in discussions and contribute ideas for a story.</p> <ul style="list-style-type: none"> <li>Emotion - use correct NMFs</li> </ul> <p>Record at least 2 chunks on personal experiences or happenings</p> <ul style="list-style-type: none"> <li>Imagine you see a shooting star and you can make a wish</li> <li>I wish....</li> <li>I would like to dream about...</li> </ul> <p>Organize information in a diagram or table</p> <ul style="list-style-type: none"> <li>Think about each emotion and when you will experience that emotion</li> </ul> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>Indicate time/tense correctly (present, past, future)</p>	<p>Draft, record and 'publish' own story of at least 2 chunks, using appropriate beginning and ending</p> <ul style="list-style-type: none"> <li>Look at pictures and record the kind of work the people are doing in the night</li> </ul> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>Indicate time/tense correctly (present, past, future)</p>



2021 National Recovery Annual Teaching Plan: South African Sign Language Home 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
TOPIC/ THEME	OUR COUNTRY		WAYS TO COMMUNICATE			LIFE AT NIGHT			CONSOLIDATION	
<b>TERM 4 CONTENT</b>										
Resources to enhance learning	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera	DVD's Pictures Posters Webcams Video camera
Informal Assessment	<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 practically.</li> <li>This must be done informally and ongoing.</li> </ul>									
SBA (Formal Assessment)	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages</li> <li>Rubrics, checklists and recording 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> <p><b>Observing and Signing:</b></p> <ul style="list-style-type: none"> <li>Sign about personal experiences and more general news. For example, sign news using descriptive language</li> <li>Observe a complex sequence of instructions and responds appropriately</li> <li>Participate in discussions, suggesting topics for discussion and asking questions for information</li> <li>Look for the detail in stories and answers higher-order questions, e.g., "Do you think he was right to...?"</li> <li>Express feelings about a text and give reasons, e.g., "It made me angry because..."</li> </ul> <p><b>Visual Reading and Viewing:</b></p> <ul style="list-style-type: none"> <li>Assess each learner on visual reading. Choose a recorded text of at least 2 minutes and ask 2-3 questions related to the text</li> <li>Choose a short visual reading text of at least 2 minutes</li> <li><u>Types of questions:</u> <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Sequence events in the story</li> <li>Interpret information from media images, posters, pictures or simple tables</li> </ul> </li> <li>Recognise cause and effect in a story</li> <li>Answer open-ended questions based on the passage read</li> <li>Recognise familiar, age-appropriate fingerspelling</li> </ul> <p><b>Recording:</b></p> <ul style="list-style-type: none"> <li>Record at least 2 chunks (10 sentences) on personal experiences or events such as a family celebration</li> <li>Use informational structures when recording such as recipes</li> <li>Indicate time/tense correctly (present, past and future)</li> <li>Use correct SASL grammar so that others can understand what has been recorded</li> <li>Sequence signed texts by using signs like FIRST, NEXT and FINALLY</li> <li>Use fingerspelling correctly where needed</li> </ul> <p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>Recognise simple commonly used handshapes</li> <li>Recognise that signs are made up of different parameters</li> <li>Understand and group different signs which have the same parameter</li> <li>Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location</li> <li>Distinguish between different parameters of signs</li> <li>Recognise some rhyming signs in simple signed texts</li> <li>Recognise parameters in different signed text</li> </ul>									