

**FIRST ADDITIONAL LANGUAGE GRADE 2**  
**Revised National Teaching Plan**

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

Please note the following:

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

**Guidelines for assessment: Baseline assessment:**

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

**School Based Assessment:**

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

**THANK YOU FOR TRYING YOUR UTMOST IN PREPARING OUR LEARNERS!**

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

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

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

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

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

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<b>CAPS Topic</b>	<b>READING – SHARED READING Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	<b>Baseline assessment:</b> <ul style="list-style-type: none"> <li>Comprehension activities</li> </ul>				<b>Consolidation activities:</b> <ul style="list-style-type: none"> <li>Build vocabulary</li> <li>Revise sight words.</li> <li>Comprehension activities</li> </ul>		<b>Tuesday 1</b> Pre Read (Predict)  <b>Thursday –</b> First Read	<b>Tuesday –</b> Second Read  <b>Thursday-</b> Post Read (Recount/Act out the story)	<b>Tuesday:</b> Pre Read  <b>Thursday:</b> First Read	<b>Tuesday:</b> Second Read  <b>Thursday:</b> Post Read
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster.</li> <li>Understands and responds to instructions (e.g. learners point to objects in the picture/ name objects in the story).</li> <li>Answers simple literal questions about the story with short answers.</li> <li>Name some of the things in the picture in response to questions from the teacher.</li> <li>Acts out the story, using some of the dialogue.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>PHONICS Mondays, Wednesdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<b>Baseline assessment</b> on phonics done in Grade 1.	Identifies all single letter sounds.  j- jam, jab, job, jaw,	Distinguish aurally between different single sounds, e.g. starting sounds in names, objects, etc.  r- red, rob, run, rat, rag, ram	Distinguish different initial, end and middle sounds in simple words.  w- wet, wall, win, wax, wig	<b>-at- words:</b> cat, mat, fat, sat, pat  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-an- words</b> pan, fan, can, man, ran, van  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-e- words</b> ten, pen, hen, men, pet, get, red  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-i- words</b> sit, fit, lid, tin, pin, fin  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-o- words</b> pot, lot, rot, top, cot, dot, hot, pop, ton, won  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-u- words</b> fun, run, nut, bun, nun  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Distinguishes aurally between sounds that are often confused.</li> <li>Identifies letter-sound relationships of most single letters.</li> <li>Builds up and breaks down 3-letter words using sounds learnt.</li> </ul>									
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CAPS Topic	<b>WRITING</b> <b>Tuesdays and Thursdays</b>									
Core Concepts, Skills and Values	<p><b>Baseline assessment:</b></p> <ul style="list-style-type: none"> <li>• Language structures informally taught</li> <li>• Creative Writing</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain that learners will draw themselves and write two sentences about themselves.</li> <li>2. Use MODELLING to draw yourself on the chalkboard.</li> <li>3. Use MODELLING to add a sentence to your drawing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that learners will draw their feelings on the first day of school.</li> <li>2. Use modelling before they attempt to do it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a list of animals.</li> <li>2. Explain that learners will draw their favourite animal.</li> <li>3. Then, learners will write two sentences about their favourite animal.</li> <li>3. Use MODELLING to draw your favourite animal on the chalkboard and to show them your two sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that learners will draw their home.</li> <li>2. Then, learners will write two sentences about their home.</li> <li>3. Use MODELLING to draw your home on the chalkboard.</li> <li>4. Use MODELLING to add two sentences to your drawing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Let them draw their best friend and write two sentences about their friend.</li> <li>2. Use modelling before the learners attempt to do this.</li> </ol>	<p><b>Tuesday:</b> Surprise! It's a .....!</p> <p><b>Thursday:</b> Wow! Thank you.....</p> <p>Let them think what do they want for their birthday and let them draw the picture before they use the writing frame to complete their sentence.</p>	<p><b>Tuesday:</b> Things I wish for when I blow out my candles</p> <p>I wish for.....</p> <p><b>Thursday:</b> I wish for..... I wish for.....</p> <p>Remember to model the writing first.</p>	<p><b>Tuesday:</b> I want to drive.....</p> <p><b>Thursday</b> I will go .....</p>	<p>I am a .....</p> <ol style="list-style-type: none"> <li>1. Explain that learners will pretend that they are some kind of transportation. They will write about what kind of transport they would be!</li> <li>2. Explain that learners must think about what they would be if they could be anything.</li> <li>3. Read the writing frame to learners.</li> <li>4. Use modelling to show learners that you think before you write.</li> <li>5. Give learners some ideas you have for filling in the writing frame, like: I think I would like to be a boat because I like swimming.</li> </ol>



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<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language.</li> <li>• Writes lists with headings.</li> <li>• Chooses and copies a caption to match a picture.</li> <li>• With help, writes a caption for a picture.</li> <li>• Completes sentences by filling in missing words.</li> </ul>									
<b>Date completed</b>										
<b>Extension activities</b>							DBE workbook pages 3,4,5  Draw a picture of a birthday cake	DBE workbook pages 7 and 8  Draw yourself at a birthday party	DBE workbook page 10  Draw a picture of yourself in a taxi	DBE workbook page 12  Draw a picture of your favourite transport
<b>Requisite Pre-Knowledge</b>	Knowledge of work done in grade 1. Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									
<b>Resources (other than textbook) to enhance learning</b>	Baseline assessment activities.						Big books Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia			
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• This must be done informally and ongoing.</li> </ul>									
<b>SBA Assessment of learning (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• Rubrics, checklists and writing activities can be used.</li> <li>• Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul>									





**PROGRAMME OF ASSESSMENT:**

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> <li>Points to and name some objects in the classroom or in a picture in response to teacher's instructions</li> <li>Responds physically to simple oral instructions</li> </ul>	Observation/practical and Oral	Rubric	7	By week 9	
	Baseline assessment		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics Oral	Reproduces sound patterns using environmental sounds	Observation/practical & Oral	Rubric	7	By week 9	
	Baseline Assessment		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric.. On SASAMS we enter 1 score for Phonics						
Reading Oral	<ul style="list-style-type: none"> <li>Answers simple oral questions about a story</li> <li>Baseline assessment</li> </ul>	Observation & Oral	Rubric / Checklist	7	By week 9	
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none"> <li>Draws a picture for a story that is told and write two sentences</li> <li>Baseline Assessment</li> </ul>	Written	Classwork book	32 or depending on rubric used	By week 9	
Teacher notes: Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						

**FIRST ADDITIONAL LANGUAGE GRADE 2 TERM 1**

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

**RUBRIC EXAMPLES:**

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

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

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<b>PHONICS, READING &amp; COMPREHENSION RUBRIC</b>				
<b>OBJECTIVE</b>	1. Learner reproduces sound patterns using environmental sounds 2. Learner listens to and answers questions related to a story			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 phonics 2. Week 7 or 8 Shared Reading			
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Go around the room during phonics and complete this activity with small groups of learners. Tell learners to listen as you make a 'sound pattern', for example: clap clap click click stamp click. Then, ask the learners to repeat the sound pattern. Listen and watch carefully. Do 2 sound patterns with each group.	The learner cannot correctly reproduce the sound patterns, both in terms of sounds and rhythm.	The learner can correctly reproduce only one sound pattern, or the struggles with the rhythm on both sound patterns.	The learner can correctly reproduce both sound patterns, but struggles with the rhythm on occasion.	The learner can correctly reproduce both sound patterns, with the correct rhythm.
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Once you have read the big book story to learners, ask individual learners a basic recall question about the story. Listen carefully to the answers.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
<b>CALCULATION</b>				
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<b>WRITING RUBRIC</b>				
<b>OBJECTIVE</b>	The learner draws a picture and writes two sentence			
<b>Implementation</b>	This can be done from week 7 -9			
<b>Activity</b>	Conduct the writing lesson as usual Collect the learners books at the end of the week			
<b>RUBRIC</b>	1	2	3	4
<b>Sentences</b>	Writes or draws a picture to convey a message, but may not be on topic.	Writes or draws to convey a message.	Writes 1 sentence on topic.	Writes 2 sentences on topic.
<b>Capitalisation</b>	Uses uppercase and lowercase letters interchangeably	Capitalises the first word inconsistently.	Capitalises the first word and the pronoun I consistently.	Capitalises the first word, the pronoun I and people's names consistently.
<b>Punctuation</b>	Does not use end punctuation	End punctuation is used incorrectly and inconsistently.	End punctuation is often used correctly, but is mostly limited to full stops.	End punctuation is mostly used correctly and includes the use of question marks and exclamation marks.
<b>Spacing</b>	No spacing between words.	Inconsistent spacing between words.	Mostly correct spacing between words.	Correct spacing between words.
<b>Words</b>	Uses beginning sounds to represent words	Uses beginning and end sounds to represent words.	Uses familiar words or repeats words. Writes some words phonetically.	Uses familiar words correctly. Attempts to use some new words. New CVC words are spelled phonetically.
<b>Vowels</b>	Vowels are omitted or used incorrectly.	Uses some vowels , but they are often incorrect.	Uses some vowels correctly	Uses most vowels correctly.
<b>Sight words</b>	Sight words not spelled correctly.	A few sight words spelled correctly.	Some sight words spelled correctly.	Most sight words spelled correctly.
<b>Ideas</b>	Ideas are difficult to understand	Ideas are generally understandable.	Ideas are personal and original.	Ideas are personal, original, and creative. Some relevant details included.

OVERVIEW OF FOUNDATION PHASE PHONICS

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

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

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																															
<b>Suggested Theme</b>	Helping friends	Helping friends	Setting goals	Setting goals	We have feelings	We have feelings	Making mistakes	Making mistakes	Being safe and responsible	Being safe and responsible																																																																																																																															
<b>CAPS Topic</b>	<p><b>LISTENING AND SPEAKING</b></p> <p style="text-align: center;">Done on Mondays Wednesdays and Fridays</p> <ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/Rhyme (Songs/Rhymes given are only examples – choose a song/rhyme according to the theme you have chosen)</li> <li>Open-ended question (Question with no wrong answer)</li> <li>Vocabulary for the day, and the sight words.</li> </ul>																																																																																																																																								
<b>Core Concepts, Skills and Values</b>	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting																																																																																																																															
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I am proud of being me,	<i>Put your thumb in the air</i>																																																																																																																																								
That's a feeling, too, you see																																																																																																																																									
I have feelings,	<i>Point to yourself,</i>																																																																																																																																								
Lyrics	Actions																																																																																																																																								
The expression on my face	<i>Point to your face</i>																																																																																																																																								
I like a book!	<i>Hold your hands together like an open book</i>																																																																																																																																								
You can see how I feel inside	<i>Put your hand on your heart</i>																																																																																																																																								
By the way I look.																																																																																																																																									
A yawn tells you I'm tired	<i>Yawn</i>																																																																																																																																								
A smile I feel glad.	<i>Smile</i>																																																																																																																																								
I tighten my lips when I am angry	<i>Make an angry face</i>																																																																																																																																								
A frown, I'm feeling sad	<i>Frown</i>																																																																																																																																								
Lyrics	Actions																																																																																																																																								
I make mistakes,	<i>Point to your chest</i>																																																																																																																																								
All the time!	-																																																																																																																																								
Mistakes happen,	<i>Shrug your shoulders</i>																																																																																																																																								
And it is fine.	<i>Thumbs up</i>																																																																																																																																								
I make mistakes,	<i>Point to your chest</i>																																																																																																																																								
It's how I learn.	-																																																																																																																																								
All we can do is try our best,	<i>Thumbs up</i>																																																																																																																																								
But life is not an exam or test!	<i>Wave your forefinger in the air</i>																																																																																																																																								
Lyrics	Actions																																																																																																																																								
I've got a special secret everyone should know:	<i>Pretend to whisper</i>																																																																																																																																								
It's about the mistakes we make as we learn and grow!	-																																																																																																																																								
Everyone makes mistakes, oh yes they do!	<i>Point to everyone around you</i>																																																																																																																																								
Your sister and your brother and your dad and mother too;	<i>Point to everyone around you</i>																																																																																																																																								
Big people, small people, matter of	<i>Raise your hands up in the air, bend down</i>																																																																																																																																								
Lyrics	Actions																																																																																																																																								
I can wash my hands you see	<i>Rub your hands together</i>																																																																																																																																								
Wash the as clean as clean can be																																																																																																																																									
Inside, outside, my fingers too	<i>Pretend to wash around your thumbs</i>																																																																																																																																								
Around my thumbs and I'm through	<i>Pretend to wash around your thumbs</i>																																																																																																																																								
Now rinse away the dirt and stains	<i>Pretend to shake the water off your hands</i>																																																																																																																																								
Send those germs down the drain!																																																																																																																																									
I can wash my hands you see	<i>Rub your hands together</i>																																																																																																																																								



Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Question of the day</b>	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	so do you.	<i>then point to your friend</i>	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	fact, all people!	<i>towards the floor, point to everyone around you</i>	Adapt the question according to your theme and vocabulary taught.
					We just sang about a few.						
<b>Suggested Vocabulary Vocabulary will depend on the chosen theme. (Teach 4 words a day)</b>	friendship, kind, helpful, fun, swing, slide, fun, outside, pretend, inside, toys, game	laugh, secret, share, snack, hug, hold hands, understand, listen, mean, nice, stand up for, bully	goal, set, future, excellent, improve, quicker, neater, better, save, money, buy, earn	easy, difficult, achieve, competition, plan, work, practise, try, proud, thankful, clever, hard-working, succeed, fail, try, give up	early, late, grumpy, unhappy, journey, tired, hungry, thirsty, anxious, surgery, trip, disappointed	frown, choose, study, fail, mixed, comfort, sibling, parent, wait, yawn, quietly, wake up	mistake, accident, apologise, sorry, tripped, break, calm, drop careful, carefully, scrambled eggs, careless	forget, hurt, oops, secret, towards, away, worry, worried, understanding, angry, path, ground	lost, dark, forest, responsible, seatbelt, safe, unsafe, wear, son, daughter, frightened, hurry,	chase, climb, torn, dirty, take care, animal, clean, feed, fault, adventure, no one, everyone	
<b>Sight words</b>	tyre, how, home, rode, waited	we, had, with, let's tree	please, half, garden, bike, idea	together, cost, enough, kitten, noise	aunt, needs, happy, cousin, was	wasn't beautiful, flowers, dinner, listened	friends, dozen, didn't, soon, come	heard, tray, slimy, joked. laughed	parcel, farm, across, chase, short	home, very, couldn't, sorry, tired	
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows a short sequence of instructions.</li> <li>Gives simple instructions.</li> <li>Understands and responds to simple questions such as 'Which ...?' 'Whose ...?'.</li> <li>Makes simple requests and statements.</li> <li>Identifies an object from a simple oral description.</li> <li>Talks about objects in a picture in response to teacher's instructions.</li> <li>Listens to and gives a simple recount.</li> <li>Memorises and performs simple poems, actions rhymes and songs.</li> <li>Plays language games.</li> </ul>										
<b>Date completed</b>											

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – GROUP GUIDED READING</b> <b>Mondays, Tuesdays, Wednesdays, Thursdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Revise your groups if needed</li> <li>Divide your class into 5 groups</li> <li>Give the rest of the class an activity to do while you are busy with the group for the day (worksheet, DBE workbook etc.)</li> <li>Select text appropriate to the reading ability of the group</li> <li>Revise sight words that will appear in the text</li> <li>Teach learners word attacking skills.</li> </ul>									
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or nonfiction text with the teacher.</li> <li>Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</li> <li>Reads with increasing fluency and expression.</li> <li>Shows an understanding of punctuation when reading aloud.</li> <li>Continues to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>READING – SHARED READING</b> <b>Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	Tuesday 1 Pre Read  Thursday – First Read	Tuesday 2- Second read  Thursday 2 – Post reading activity	Tuesday 1 Pre Read  Thursday – First Read	Tuesday 2- Second read  Thursday 2 – Post reading activity	Tuesday 1 Pre Read  Thursday – First Read	Tuesday 2- Second read  Thursday 2 – Post reading activity	Tuesday 1 Pre Read  Thursday – First Read	Tuesday 2- Second read  Thursday 2 – Post reading activity	Tuesday 1 Pre Read  Thursday – First Read	Tuesday 2- Second read  Thursday 2 – Post reading activity
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster.</li> <li>Understands and responds to instructions (e.g. learners point to objects in the picture/ name objects in the story).</li> <li>Answers simple literal questions about the text with short answers.</li> <li>Name some of the things in the picture in response to questions from the teacher.</li> <li>Acts out the story, using some of the dialogue.</li> <li>With help from the teacher, retells the story.</li> </ul>									
<b>Date completed</b>										

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>PHONICS</b> <b>Mondays, Wednesdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	Revise some sounds taught in term 1 ( <i>e, i, -an words</i> )  Look at a en e sounds  mat, man, pan, bat pen, hen, red leg , peg, get, wet,	Revise some sounds taught in term 1 (o, u, -at words)  Look at b and p sounds  bun, bed, bat, but, pan, pot, pit, pin,	<b>-y ( word endings)</b>  <i>shy, try, fly, sky, sly, why, dry, by, my</i>  <b>Monday:</b> Introduce the sound and words.  <b>Wednesday-</b> Segmenting and blending  <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-s ( word endings)</b>  <i>tie/ties; pie/pies, die/dies; lie/lies</i>  <b>Monday:</b> Introduce the sound and words.  <b>Wednesday-</b> Segmenting and blending  <b>Friday:</b> After segmenting let the learners write the words in their books..	<b>Long and short vowel sounds</b>  A short vowel sound is produced when the vowel in a syllable is followed by a consonant. (This type of syllable is called a closed syllable.)  Explain the sound in long Vowels The alphabet sounds (when the vowel “says its name”) are called “long vowels.” We call them ‘long’ because we hold them longer than the short sounds, but they are completely different sounds-- not a longer version of the same sound. •  <i>mad-made cap-cape rat-rate hat-hate</i>  <i>sit-site bit-bite kit- kite</i>	<b>Long and short vowel sounds</b>  <i>not-note rob-robe ton-tone hop-hope</i>  <i>cut-cute tub-tube cub-cube</i>	<b>Words ending in – ed</b>  <i>bed, shed, fed, bled, sled, asked, baked,</i>  <b>Monday:</b> Introduce the sound and words.  <b>Wednesday-</b> Segmenting and blending  <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>Words ending in –ing</b>  <i>walking, baking, cooking, singing, writing, doing, barking</i>  <b>Monday:</b> Introduce the sound and words.  <b>Wednesday-</b> Segmenting and blending  <b>Friday:</b> After segmenting let the learners write the words in their books.	Revision of all sounds taught so far  <b>Monday:</b> Revise using flashcards / pictures.  <b>Wednesday-</b> Segmenting and blending  <b>Friday:</b> Word building and sentence construction.	Revision of all sounds taught so far  <b>Monday:</b> Revise using flashcards / pictures.  <b>Wednesday-</b> Segmenting and blending  <b>Friday:</b> Word building and sentence construction.
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters</li> <li>Recognises common endings in words ( e.g. ‘ed’, ‘ ing’, ‘y’ and ‘ s’)</li> <li>Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. f-at, p-in, r-ed) and into individual sounds (e.g. f-a-t, p-i-n, r-e-d)</li> <li>Distinguishes aurally between long and short vowel sounds, (e.g. ‘not’ and ‘note’, ‘hat’ and ‘hate’)</li> </ul>									
<b>Date completed</b>										

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

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



## ASSESSMENT: TERM 2

## PROGRAMME OF ASSESSMENT:

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

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

ASSESSMENT FOR LEARNING: CHECKLIST TO USE

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



**ASSESSMENT OF LEARNING: SBA ASSESSMENT SCORESHEET**

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

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

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

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																		
<b>Suggested Theme</b>	Traditions	Traditions	Community	Community	Creative thinking	Creative thinking	Healthy eating	Healthy eating	Worried and afraid	Worried and afraid																																																																																																																		
<b>CAPS Topic</b>	<b>LISTENING AND SPEAKING</b>																																																																																																																											
	<ul style="list-style-type: none"> <li>• Start with a greeting</li> <li>• Song/rhyme</li> <li>• An open-ended question (question with no wrong answer)</li> <li>• Vocabulary of the day and sight words</li> </ul>																																																																																																																											
<b>Core Concepts, Skills and Values</b>	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting																																																																																																																		
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<p><b>Question of the day</b></p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Adapt the question to suit your theme; for example “ Did you ever had an argument with your friend? “</p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<table border="1"> <tr> <td data-bbox="1347 321 1466 495"> <p>I use a handbag to make a soccer ball</p> </td> <td data-bbox="1466 321 1578 495"></td> </tr> <tr> <td data-bbox="1347 495 1466 867"> <p>I use a plastic bag, plastic bag, plastic bag I uses a plastic bag to make a soccer ball</p> </td> <td data-bbox="1466 495 1578 867"> <p>Pretend to put the ball into a plastic bag and to close it</p> </td> </tr> <tr> <td data-bbox="1347 867 1466 1184"> <p>Now I plays soccer, soccer, soccer Now I plays soccer with his soccer ball!</p> </td> <td data-bbox="1466 867 1578 1184"></td> </tr> </table> <p>Adapt the question to relate to your theme for example. Which animal do you like? A zebra with stripes or a leopard with spots?</p>	<p>I use a handbag to make a soccer ball</p>		<p>I use a plastic bag, plastic bag, plastic bag I uses a plastic bag to make a soccer ball</p>	<p>Pretend to put the ball into a plastic bag and to close it</p>	<p>Now I plays soccer, soccer, soccer Now I plays soccer with his soccer ball!</p>		<p>Adapt the question to relate to your theme .</p>	<p>Adapt the question to relate to your theme .</p>	<p>Adapt the question to relate to your theme .</p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Adapt the question to be related to your theme and vocabulary taught</p>
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<b>Suggested Vocabulary</b>	slaughter, animal, celebration, tradition, song, dance, learn, culture, pot, clay, dry, design	church, mosque, religion, pray, carry on, scratch, shiny, inside, holidays, celebrate, clothing, jewellery	town, city, village, community, place, school, church, shop, helpful, teacher, farmer, herder	soup, ingredient, slaughter, stir, trick, villagers, plan, thin, sneaky, clever, rich, poor	creative, idea, old, new, find, newspaper, handbag, packet, toy, make, search, Practice	creative, idea, old, recycle, trash, bin, string, problem, solution, solve, determined, wear, necklace, music, instrument	healthy, unhealthy, snack, treat, protein, meat, eggs, peanuts, focus, strong, brain, body	kitchen, cabinet, delicious, disgusting, culture, embarrassed, point, respect, full, hungry, yard, field	afraid, scared, spider, snake, worry, worried, nervous, trust, hungry, pay, paid, fees	, cry, shake, scream, shoulder, exam, meet, people, sports, comfort, kiss, money, buy
<b>Sight words</b>	soil, mixed, own, round, night	rain, woke, ruined, dance, first	spare, worried, quickly, village, delicious	famous, share, tasty, bowl, more	it's, friend, there, thinks, uses	wants, didn't, because, asked, was	auntie, better, dried, disgusting, other	kitchen, boiled, strong, teased, ate	heard, voice, how, couldn't, paid	ever, new, next, year, wondered
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows and gives a short sequence of instructions.</li> <li>Understands and responds to simple questions.</li> <li>Make simple requests and statements.</li> <li>Identifies an object from a simple oral description.</li> <li>Talks about objects in a picture in response to teacher's instruction.</li> <li>Listens to and gives a simple recount.</li> <li>Memorises and performs simple poems, action rhymes and songs.</li> <li>Plays language games.</li> </ul>									
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<b>CAPS Topic</b>	<b>READING – SHARED READING</b>  <b>TUESDAYS AND THURSDAYS</b>  <b>Let learners make predictions ( pre read) visualise, make inferences ( make a good guess) , make connections</b>									
<b>Core Concepts, Skills and Values</b>	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity

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	<ul style="list-style-type: none"> <li>Revise your groups if needed</li> <li>Divide your class into 5 groups</li> <li>Give the rest of the class an activity to do while you are busy with the group for the day (worksheet, DBE workbook etc.)</li> <li>Select text appropriate to the reading ability of the group</li> <li>Revise sight words that will appear in the text</li> <li>Teach learners word attacking skills.</li> </ul>																		
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher</li> <li>Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</li> <li>Reads with increasing fluency and expression</li> <li>Shows an understanding of punctuation when reading aloud</li> <li>Continues to build a sight vocabulary from the guided, shared and independent reading</li> </ul>																		
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<b>CAPS Topic</b>	<b>PHONICS MONDAYS, WEDNESDAYS , FRIDAYS</b>																		
<b>Core Concepts, Skills and Values</b>	<p>Do revision of sounds taught in term 1 on the first two days</p> <p><b>sp</b> <i>spill, spell, spank, spunk, spit, spat, spin, spot</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending</p> <p>Play a game like letter swap</p> <p>Learners write the words in their exercise books.</p>	<p>Do revision of sounds taught</p> <p><b>s</b> <b>sh-</b> <i>ship, shop, shut, shed, shell, shack, shock, shall</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Do revision of previous sounds and words.</p> <p><b>-sh</b> <i>wish, fish, cash, bush, push, wash, crash, trash</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds Review past words</p> <p><b>th</b> <i>then, theft, they, think, thank, that, theft, the</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds Review past words</p> <p>Word families</p> <p>Group common words into word families – Rearrange the words</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>bin</td><td>bed</td><td>why</td></tr> <tr><td>fed</td><td>pin</td><td>my</td></tr> <tr><td>fly</td><td>shed</td><td>tin</td></tr> </table>	bin	bed	why	fed	pin	my	fly	shed	tin	<p>Review past sounds Review past words</p> <p><b>-ch</b> <i>chin, chop, check, chain, much, such, each</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds Review past words</p> <p><b>th</b> <i>bath, cloth, with, mouth, maths, tooth, fifth, depth</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds Review past words</p> <p><b>sl/ and /-ing/</b> <i>slash/slashing; slip/slipping; sling/slinging</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds Review past words</p> <p><b>-oo-</b> <i>pool, fool, tool, drool, spoon, soon, moon, loon</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending</p> <p>Play a game like letter swap.</p>	<p>Review past sounds Review past words</p> <p><b>ch/ and /-ed/ -</b> <i>rich, such, much, chatted, chipped, chopped, chilled, checked</i></p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>
bin	bed	why																	
fed	pin	my																	
fly	shed	tin																	
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. p-ig, h-en)</li> <li>Groups common words into word families (e.g. bin, pin, tin)</li> <li>Recognises common endings in words 'ing' and 'ed'</li> <li>Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words.</li> </ul>																		
<b>Date completed</b>																			

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>WRITING (twice during the week)</b> <b>Remember to model the writing on the board first.....</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Day 1</b> I want to learn how to...just like my... He / she is...</p> <p><b>Day 2:</b> I am...</p>	<p><b>Day 1</b> In my family we... We do this because...</p> <p><b>Day 2</b> I like when... I also like...</p>	<p>Learners write about a place in their community that they like.</p> <p><b>Day 1</b> I like... I like it because...</p> <p><b>Day 2</b> When I go there, I... I also...</p>	<p>Learners write about persons in their community they admire.</p> <p><b>Day 1</b> I want to be like..... I think he/she is...</p> <p><b>Day 2</b> Write a message on a card to thank a person in your community.</p>	<p>Learners write about a toy they would love to make.</p> <p><b>Day 1</b> I want to make a... First, I need...</p> <p><b>Day 2</b> Next I need..... I can't wait</p>	<p>Learners write about a future invention.</p> <p><b>Day 1</b> One day..... It will help with....</p> <p><b>Day 2</b> We will all be ..... The world will be ....</p>	<p><b>Day 1</b> Fruits and vegetables I like to eat: 1. I like... 2. I like... 3. I like...</p> <p><b>Day 2</b> Proteins I like to eat: 1.I like... 2.I like... 3.I like...</p>	<p><b>Day 1</b> My favourite healthy food is..... I love this food because.....</p> <p><b>Day 2</b> I want to try..... I want to try because....</p>	<p><b>Day 1</b> Dear _____, I felt afraid of... When I felt afraid, you... ...</p> <p><b>Day 2</b> It was kind when you... Thank you for... Love, _____</p>	<p><b>Day 1</b> I am worried about..... I am also worried about.....</p> <p><b>Day 2</b> I don't need to worry because..... I will tell.....</p>
<b>Curriculum Coverage Tracking</b>	<p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language.</li> <li>• Writes a caption for a picture.</li> <li>• Completes sentences by filling in missing words.</li> <li>• Writes sentences using words containing the phonic sounds and common sight words already taught.</li> <li>• Writes sentences using a frame.</li> <li>• Writes some short, simple texts already taught in Home Language, e.g. message on a card.</li> </ul>					<p><b>Language structures:</b></p> <ul style="list-style-type: none"> <li>• Uses some nouns and pronouns (I, you, he, she, it, etc.) when writing.</li> <li>• Uses punctuation already taught in Home Language (capital letters and full stops)</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Writes familiar words and sentences from dictation.</li> <li>• Spells words correctly from memory.</li> <li>• Uses a children's dictionary where necessary.</li> <li>• Builds own word bank and personal dictionary.</li> </ul>				
<b>Date completed</b>										





<b>Extension activities</b>	DBE Workbook 1 Pages 67,69 and 70 Draw your last birthday	DBE Workbook 1	DBE Workbook 2 Pages 3 and 4  Draw a picture of your community.	DBE Workbook 3 pages 5,6 and 7  Learners write about the people and places in their community.	DBE Workbook 2 pages 8 and 9  Learners write about an idea they have.	DBE Workbook 2 pages 10,12,13  Learners write about a time they were creative.	DBE Workbook 2 Pages 14,25,16,17.  Learners draw food they would love to eat.	DBE Workbook 2 pages 18,19 and 20.  Learners draw a picture of healthy food.	DBE Workbook 2 pages 21,22,23,24  Learners draw something they are scared of.	DBE workbook 2 pages 26,27,28  Learners draw a face that is frightened.
<b>Requisite Pre-Knowledge</b>	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.
<b>Resources (other than textbook) to enhance learning</b>	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> </ul>									

## ASSESSMENT

### PROGRAMME OF ASSESSMENT:

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

**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

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

**ASSESSMENT OF LEARNING: SCORESHEET**

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

## RUBRIC EXAMPLES:

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

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

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



Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Suggested Vocabulary</b></p> <p>The vocabulary taught will depend on the theme that is chosen. (Teach 4 words a day)</p>	problem, solve, fix, maths, hang, wall, important, confident, ruin, classroom, rip, gone	happy, happier, happiest, smile, listen, listener, front, back, sorry, furious, terrible, respect	history, past, statue, famous, king, queen, kingdom, throne, warrior, war, protect, fight	leader, meeting, powerful, fierce, trade, trader, money, market, ancestor, strength, role model	mirror, reflection, appearance, look, beautiful, pretty, ugly, call, dirty, clean, rubbish, hole	speak up, proud, tease, stop, small, big, size, fit, skinny, thin, fat, body	social media, post, video, photograph, Earth, plastic, internet, save, speech, convince, expert, climate	heat up, destroy, destroying, article, speech, flyer, protest, rally, Facebook, Instagram, Twitter	Revision and assessment  <b>Oral description:</b> Use pictures and learners describe the object in the picture to their friend/class. The friend/class guess what it is being described/ match the description with the picture.	
<p><b>Sight words</b></p> <p>Teach the sight words using flashcards.</p> <p>Learners copy down the sight words into their personal dictionaries/word bank.</p> <p>Learners practice reading the sight words at home.</p>	this, then, helping, school, turn	thought, weekend, story, when, choir	passed, asked, who's, until, before	young, other, how, saw, raise	break, mean, remember, wonder, help	idea, sounds, tell, what, happen	easy, brain, differently, people, difficult	energy, save, about, gift, fight	Revision	
<p><b>Curriculum Coverage Tracking</b></p>	<ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows and gives a short sequence of instructions.</li> <li>Understands and responds to simple questions.</li> <li>Make simple requests and statements.</li> <li>Identifies an object from a simple oral description.</li> <li>Talks about objects in a picture in response to teacher's instruction.</li> <li>Listens to and gives a simple recount.</li> <li>Memorises and performs simple poems, action rhymes and songs.</li> <li>Plays language games.</li> <li>Begins to develop understanding and ability to use simple language structures in context: use the verb 'to be' (e.g. <i>It is summer</i>), greater range of adjectives, and adverbs.</li> </ul>									
<p><b>Date completed</b></p>										



Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – GROUP GUIDED READING</b> <b>Mondays, Tuesdays, Wednesdays, Thursdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Use week 1 to establish whether learners are still in the correct reading group.</b></p> <p>Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready. (One average, one easier, one more difficult. – DBE workbooks can be used or the EGRA tool.)</p> <p><b>Group 1:</b> This learner knows no or very few words. The learner does not seem to recognise letter-sound relationships.</p> <p><b>Group 2:</b> This learner knows just a few common words. He/she does not seem to recognise letter-sound relationships. This learner need a lot of help to read previously unseen words.</p> <p><b>Group 3:</b> This learner knows some common words. This learner needs help to decode previously unseen words.</p> <p><b>Group 4:</b> This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p> <p><b>Group 5:</b> This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.</p> <p><b>Week 2-10:</b></p> <ul style="list-style-type: none"> <li>• Listen to one group on a day while the rest of the class can do other activities, e.g. worksheets or work in the DBE workbook .</li> <li>• Select text appropriate for the group.</li> <li>• First revise the sight words of the week.</li> <li>• Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you.</li> <li>• Formal Assessment: Oral – Week 7</li> </ul>									
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.</li> <li>• Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</li> <li>• Reads with increasing fluency and expression.</li> <li>• Shows an understanding of punctuation when reading aloud.</li> <li>• Continues to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>									
<b>Date completed</b>										

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – SHARED READING Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	<b>Tuesday:</b> Pre Read  <b>Thursday:</b> First Read (Search the text –recall details)	<b>Tuesday:</b> Second Read (Search the text –recall details)  <b>Thursday:</b> Post Read (Story illustration)	<b>Tuesday:</b> Pre Read  <b>Thursday:</b> First Read (Make evaluations)	<b>Tuesday:</b> Second Read (Make evaluations).  <b>Thursday:</b> Post Read (Oral recount)	<b>Tuesday:</b> Pre Read  <b>Thursday:</b> First Read (Making inferences)	<b>Tuesday:</b> Second Read (Making inferences)  <b>Thursday:</b> Post Read (Dramatize/Act out)	<b>Tuesday:</b> Pre Read  <b>Thursday:</b> First Read (Search the text – recall details)	<b>Tuesday –</b> Second Read (Search the text – recall details)  <b>Thursday-</b> Post Read (Recount)	<b>Tuesday:</b> Pre Read  <b>Thursday:</b> First Read	<b>Tuesday:</b> Second Read  <b>Thursday:</b> Post Read
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster.</li> <li>• Understands and responds to instructions (e.g. learners point to objects in the picture/ name objects in the story).</li> <li>• Answers simple literal questions about the text with short answers.</li> <li>• Name some of the things in the picture in response to questions from the teacher.</li> <li>• Acts out the story, using some of the dialogue.</li> <li>• With help from the teacher, retells the story or gives a simple summary of the text.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>PHONICS Mondays, Wednesdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<b>fl-</b> <i>fly, flash, flip, flap, flat</i>  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>sl-</b> <i>sly, slot, sling, slow, slab</i>  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>cl-</b> <i>cling, clap, cloth, clue, class</i> <b>pl</b> <i>plan, play, plum,</i>  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>br-</b> <i>bring, brim, brown, break, brick</i>  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-oo-</b> <i>book, room, boot, foot, tooth, cook, cool</i>  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-ee</b> <i>tree, bee, see, cheese, teeth, feet, greet, meet</i>  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	Revision  Formal Assessment	Distinguish aurally between sounds that are often confused, e.g. ship/sheep	Revision	Revision
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Groups common words into word families.</li> <li>• Builds up and breaks down simple words beginning with some consonant blends (e.g. fl-, sl-, cl-, pl-, br-, cr-, dr-, gr-, tr-)</li> <li>• Recognises vowel digraphs: -oo-, -ee</li> <li>• Distinguishes aurally between sounds that are often confused.</li> </ul>									
<b>Date completed</b>										

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>WRITING Tuesdays and Thursdays</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Tuesday:</b> One time, I felt angry because ... (2 sentences)</p> <p><b>Thursday:</b> I solved the problem by ... It worked because .....</p> <p><b>OR</b></p> <p>I didn't work because .....</p>	<p><b>Tuesday:</b> In the story ..... Zweli feels .....</p> <p><b>Thursday:</b> If my story got ripped from the wall, I would feel ..... I think I would .....</p>	<p><b>Tuesday:</b> Things I know about history: 1. .... 2. ....</p> <p><b>Thursday:</b> Questions I have about history: 1. .... 2. ....</p>	<p><b>Tuesday:</b> In the story ..... I learned that .....</p> <p><b>Thursday:</b> I liked when ... I think Queen Amina is a role model because .....</p>	<p><b>Tuesday:</b> This is ..... He/She is a bully.</p> <p><b>Thursday:</b> The bully said, '.....'. He/She feels .....</p>	<p><b>Tuesday:</b> Practical using word cards: Puts jumbled sentences in the correct order</p> <p><b>Thursday:</b> Copy the sentences that were practiced on Tuesday into the classwork book.</p>	<p><b>Tuesday:</b> Practical using word cards: Puts jumbled sentences in the correct order</p> <p><b>Thursday:</b> Written: Copy the sentences that were practiced on Tuesday into the classwork book.</p>	<p><b>Tuesday:</b> Practical: Organise information in a simple graphic form, e.g. how many learners have a cell phone.</p> <p><b>Thursday:</b> Written: Complete the graph in the classwork book.</p>	<p><b>Tuesday:</b> Practical: Organise information on a graph (DBE Workbook 2, pg 47)</p> <p><b>Thursday:</b> Written: Complete the graph in the DBE Workbook.</p>	<p><b>Tuesday:</b> Shared Writing: What are we going to do this holiday?</p> <p><b>Thursday:</b> Copy/Write at least 3 sentences in the classwork book.</p>
<b>Curriculum Coverage Tracking</b>	<p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language.</li> <li>• Writes sentences using words containing the phonic sounds and common sight words already taught.</li> <li>• Puts jumbled sentences in the correct order to make a paragraph and copies it.</li> <li>• Writes a paragraph of at least 3 sentences on a familiar topic.</li> <li>• Organises information in a simple graphic form (e.g. chart or time line).</li> </ul>					<p><b>Language structures:</b></p> <ul style="list-style-type: none"> <li>• Uses some nouns and pronouns (I, you, he, she, it, etc.) when writing.</li> <li>• Uses simple present, present progressive and past tenses when writing.</li> <li>• Uses plurals of some familiar words when writing.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Writes familiar words and sentences from dictation.</li> <li>• Spells words correctly from memory.</li> <li>• Uses a children's dictionary where necessary.</li> <li>• Builds own word bank and personal dictionary.</li> </ul>				
<b>Date completed</b>										
<b>Extension activities</b>	DBE workbook 2 pages 36, 36 – 37, 38. Draw and write about a problem you have solved.	DBE workbook 2 pages 38, 41,42 Draw and write about a time you got into a fight with a friend. How did you solve the problem?	DBE workbook 2 pages 43, 43-44, 44 Draw and write about a historical figure that you know.	DBE workbook 2 pages 45, 46, 47 Draw and write about what you think a king or queen would look like now.	DBE workbook 2 pages 48, 49 (Word work), 49 (Let's write) Draw a portrait of yourself. Write sentences to describe how you look.	DBE workbook 2 pages 50, 51, 52 Complete activity cards for phonics/ comprehension/ writing.	DBE workbook 2 pages 53, 55, 56 Complete activity cards for phonics/ comprehension/ writing.  Draw a picture of yourself using a computer or smart phone.	DBE workbook 2 pages 61, 62, 63 Complete activity cards for phonics/ comprehension/ writing.	Complete the activities in the DBE Workbook  Complete activity cards for phonics/ comprehension/ writing.	Complete the activities in the DBE Workbook  Complete activity cards for phonics/ comprehension/ writing.

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Requisite Pre-Knowledge</b>	Knowledge of work done in grade 1. Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									
<b>Resources (other than textbook) to enhance learning</b>	Big books Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia									
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• This must be done informally and ongoing.</li> </ul>									
<b>SBA Assessment of learning (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• Rubrics, checklists and writing activities can be used.</li> <li>• Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul>									

**ASSESSMENT: TERM 4****PROGRAMME OF ASSESSMENT:**

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>Using a frame, gives a simple recount of at least 3 to 4 sentences on personal news.</li> </ul>	Observation/ practical and Oral	Rubric	5	By week 9	
	<ul style="list-style-type: none"> <li>Demonstrates an understanding of some basic vocabulary.</li> <li>Answers simple literal questions about a story/text.</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
<b>Phonics Written</b>	<ul style="list-style-type: none"> <li>Word building with consonant blends.</li> <li>Word building with vowel digraphs.</li> </ul>	Observation/ practical & Oral	Rubric	10	By week 9	
	<ul style="list-style-type: none"> <li>Builds words with consonant blends.</li> <li>Builds words with vowel digraphs.</li> <li>Group the words into word families.</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SASAMS you should have 1 scores (Written activity)						
<b>Reading Written</b>	Choose a short reading passage of 50 - 60 words (DBE Workbook or Reader) <b>Types of questions</b> <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Fill in the missing words (cloze procedure)</li> </ul>	Observation & Oral	Classwork book	5	By week 9	
<b>Reading Oral</b>	<b>Group Guided Reading Sessions</b> <ul style="list-style-type: none"> <li>Assess each learner individually on recognition of 50-60 sight words (EGRA/DBE Workbook/Graded reader)</li> </ul>		Checklist			
<b>Teacher notes:</b> Learners should be assessed on one oral reading activity in the Group Guided Reading session in Weeks 8. By Week 7 one written comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. For SASAMS you should have 1 score for Reading (written comprehension)						
<b>Writing</b>	<ul style="list-style-type: none"> <li>Write at least 3 sentences on a familiar topic/picture using capital letters and full stops.</li> </ul>	Written	Classwork book	5 or depending on rubric used	By week 9	
<b>Teacher notes:</b> By Week 7/8 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The scoring to be done according to the rubric. For SASAMS one score will be captured for writing.						
<b>TOTAL SCORE:</b> Scores will be captured on SASAMS. The score will be converted to indicate level 1-7						

**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

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

**ASSESSMENT OF LEARNING: SCORESHEET**

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



**RUBRIC EXAMPLES:**

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

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