

2022 Annual Teaching Plan – Term 3: 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	Traditions (Suggested)	Traditions (Suggested)	Community (Suggested)	Community (Suggested)	Creative thinking (Suggested)	Creative thinking (Suggested)	Healthy eating (Suggested)	Healthy eating (Suggested)	Worried and afraid (Suggested)	Worried and afraid (Suggested)
CAPS Topic	LISTENING AND SPEAKING									
Core Concepts, Skills and Values	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting
Song/ Rhyme	<p>Lyrics</p> <p>These are Grandmother's glasses</p> <p>Actions</p> <p>make circles around each eye with fingers</p> <p>Lyrics</p> <p>This is Grandmother's cap</p> <p>Actions</p> <p>hold fingers interlocked overhead</p> <p>Lyrics</p> <p>This is the way she folds her hands</p> <p>Actions</p> <p>fold hands</p> <p>Lyrics</p> <p>And lays them in her lap</p> <p>Actions</p> <p>lay hands in lap</p> <p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Lyrics</p> <p>These are Grandmother's glasses</p> <p>Actions</p> <p>make circles around each eye with fingers</p> <p>Lyrics</p> <p>This is Grandmother's cap</p> <p>Actions</p> <p>hold fingers interlocked overhead</p> <p>Lyrics</p> <p>This is the way she folds her hands</p> <p>Actions</p> <p>fold hands</p> <p>Lyrics</p> <p>And lays them in her lap</p> <p>Actions</p> <p>lay hands in lap</p> <p>Adapt the question to suit your theme; for example " Did you ever had an argument with your friend? "</p>	<p>Lyrics</p> <p>Stone soup, stone soup Bubbling in the pot</p> <p>Actions</p> <p>Shimmy and shake to show water bubbling</p> <p>Lyrics</p> <p>Stone soup, stone soup Getting nice and hot!</p> <p>Actions</p> <p>Rub hands together in anticipation</p> <p>Lyrics</p> <p>Let's each add a little To the water in the pot</p> <p>Actions</p> <p>Pretend to put something in a pot</p> <p>Lyrics</p> <p>Then stir it altogether</p> <p>Actions</p> <p>Pretend to stir a pot</p> <p>Lyrics</p> <p>What a lot we've got!</p> <p>Actions</p> <p>Shimmy and</p>	<p>Lyrics</p> <p>I will share my food with my brothers and my sisters</p> <p>Actions</p> <p>Hold out your hands</p> <p>Lyrics</p> <p>will share my food with love</p> <p>Actions</p> <p>Make a heart shape with your hands</p> <p>Lyrics</p> <p>I will share my food with my brothers and my sisters</p> <p>Actions</p> <p>Hold out your hands</p> <p>Lyrics</p> <p>In the name of God above</p> <p>Actions</p> <p>Point to the sky and smile</p> <p>Adapt the question to be related to your</p>	<p>Lyrics</p> <p>I uses newspaper, newspaper, newspaper</p> <p>Actions</p> <p>Pretend to wrap newspaper around a small ball</p> <p>Lyrics</p> <p>I uses newspaper to make a soccer ball</p> <p>Actions</p> <p>Pretend to wrap a packet around the ball</p> <p>Lyrics</p> <p>I uses a packet, a packet</p> <p>Actions</p> <p>Pretend to put a packet around the ball</p> <p>Lyrics</p> <p>I uses a packet to make a soccer ball</p> <p>Actions</p> <p>Pretend to put the ball into a handbag</p> <p>Lyrics</p> <p>I uses a handbag, a handbag, a handbag</p> <p>Actions</p> <p>Pretend to put the ball into a handbag</p>	<p>Lyrics</p> <p>Let's get creative</p> <p>Actions</p> <p>Point to your head</p> <p>Lyrics</p> <p>Let's make something new</p> <p>Actions</p> <p>Pretend to make something</p> <p>Lyrics</p> <p>Then we can sit and play</p> <p>Actions</p> <p></p> <p>Lyrics</p> <p>Together, me and you.</p> <p>Actions</p> <p>Point to yourself, point to your friend</p> <p>Lyrics</p> <p>Let's get creative</p> <p>Actions</p> <p>Point to your head</p> <p>Lyrics</p> <p>Creativity is free</p> <p>Actions</p> <p></p>	<p>Lyrics</p> <p>Don't eat lots of snacks</p> <p>Actions</p> <p>Wag your finger and shake your head</p> <p>Lyrics</p> <p>Your body won't like that!</p> <p>Actions</p> <p>Hold your fists up to fight</p> <p>Lyrics</p> <p>Fruit and veg are good to eat,</p> <p>Actions</p> <p>Nod your head up and down</p> <p>Lyrics</p> <p>Healthy foods can be a treat!</p> <p>Actions</p> <p>Hold your thumbs up and smile</p>	<p>Lyrics</p> <p>Proteins make us smart and strong</p> <p>Actions</p> <p>Point at your head and then flex muscles</p> <p>Lyrics</p> <p>Too much sugar is so wrong!</p> <p>Actions</p> <p>Shake your head and cross your arms</p> <p>Lyrics</p> <p>Fruit is a healthy treat,</p> <p>Actions</p> <p>Smile and hold up one finger</p> <p>Lyrics</p> <p>And so are beans</p> <p>Actions</p> <p>Hold up fingers two,</p>	<p>Lyrics</p> <p>Don't keep worries in your head</p> <p>Actions</p> <p>Wag your finger and shake your head</p> <p>Lyrics</p> <p>Tell your teacher or mom instead</p> <p>Actions</p> <p>Pretend to whisper in someone's ear</p> <p>Lyrics</p> <p>Share your fears, yes you must</p> <p>Actions</p> <p>Smile</p> <p>Lyrics</p> <p>Tell them to someone</p> <p>Actions</p> <p>Smile</p>	<p>Lyrics</p> <p>When I'm not feeling fine</p> <p>Actions</p> <p>Shake your head 'no'</p> <p>Lyrics</p> <p>keep this in my mind</p> <p>Actions</p> <p>Put your finger to your head</p> <p>Lyrics</p> <p>I can take a breath or two</p> <p>Actions</p> <p>Put your hand on your chest</p> <p>Lyrics</p> <p>I take a deep breath in</p> <p>Actions</p> <p>Breath</p> <p>Lyrics</p> <p>let a slow breath out</p> <p>Actions</p> <p>Breath out slowly</p>

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																
			<table border="1" data-bbox="834 323 1062 730"> <tr> <td>stone soup Bubbling in the pot</td> <td>shake to show water bubbling</td> </tr> <tr> <td>Stone soup, stone soup Getting nice and hot!</td> <td>Rub hands together in anticipation</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p data-bbox="834 789 1062 968">Adapt the question to be related to your theme and vocabulary taught for the week</p>	stone soup Bubbling in the pot	shake to show water bubbling	Stone soup, stone soup Getting nice and hot!	Rub hands together in anticipation							<p data-bbox="1092 323 1320 428">theme and vocabulary taught for the week</p>	<table border="1" data-bbox="1350 323 1578 1255"> <tr> <td>I uses a handbag to make a soccer ball</td> <td></td> </tr> <tr> <td>I uses a plastic bag, plastic bag, plastic bag I uses a plastic bag to make a soccer ball</td> <td>Pretend to put the ball into a plastic bag and to close it</td> </tr> <tr> <td>Now I plays soccer, soccer, soccer Now I plays soccer with his soccer ball!</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p data-bbox="1350 1373 1578 1625">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>	I uses a handbag to make a soccer ball		I uses a plastic bag, plastic bag, plastic bag I uses a plastic bag to make a soccer ball	Pretend to put the ball into a plastic bag and to close it	Now I plays soccer, soccer, soccer Now I plays soccer with his soccer ball!						<table border="1" data-bbox="1608 323 1837 667"> <tr> <td>Then we can sit and play</td> <td>Pretend to make something</td> </tr> <tr> <td>Together you and me!</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p data-bbox="1608 674 1837 779">Adapt the question to relate to your theme .</p>	Then we can sit and play	Pretend to make something	Together you and me!				<p data-bbox="1866 323 2095 428">Adapt the question to relate to your theme .</p>	<table border="1" data-bbox="2125 323 2353 464"> <tr> <td>and eggs and meat!</td> <td>three and four</td> </tr> </table> <p data-bbox="2125 470 2353 575">Adapt the question to relate to your theme .</p>	and eggs and meat!	three and four	<table border="1" data-bbox="2383 323 2611 394"> <tr> <td>ne you trust!</td> <td></td> </tr> </table> <p data-bbox="2383 436 2611 562">Adapt the question to be related to your theme and vocabulary taught for the week</p>	ne you trust!		<table border="1" data-bbox="2641 323 2870 499"> <tr> <td>And again, in and out...</td> <td>Keep breathing</td> </tr> </table> <p data-bbox="2641 575 2870 701">Adapt the question to be related to your theme and vocabulary taught</p>	And again, in and out...	Keep breathing
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Suggested Vocabulary	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
Sight words	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
Curriculum Coverage Tracking	•									
Date completed										

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	READING – SHARED READING TUESDAYS AND THURSDAYS Let learners make predictions (pre read) visualise, make inferences (make a good guess) , make connections									
Core Concepts, Skills and Values	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	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	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	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity

		reading activity						reading activity		reading activity												
CAPS TOPIC	<p style="text-align: center;">GROUP GUIDED READING</p> <p style="text-align: center;">TAKE A GROUP PER DAY</p>																					
	<ul style="list-style-type: none"> Revise your groups if needed Divide your class into 5 groups Give the rest of the class an activity to do while you are busy with the group for the day (worksheet, DBE workbook etc) Select text appropriate to the reading ability of the group Revise sight words that will appear in the text Teach learners word attacking skills. 																					
Curriculum Coverage Tracking	<ul style="list-style-type: none"> 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 • Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words) • Reads with increasing fluency and expression • Shows an understanding of punctuation when reading aloud • Continues to build a sight vocabulary from the guided, shared and independent reading 																					
Date completed																						
CAPS Topic	<p>PHONICS</p> <p>MONDAYS, WEDNESDAYS , FRIDAYS</p>																					
Core Concepts, Skills and Values	<p>Do revision of sounds taught in term 1 on the first two days</p> <p>sp</p> <p>spill, spell, spank, spunk, spit, spat, spin, spot</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending</p> <p>Play a game like</p>	<p>Do revision of sounds taught</p> <p>sh- ship, shop, shut, shed, shell, shack, shock, shall</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p>	<p>Do revision of previous sounds and words.</p> <p>-sh</p> <p>Wish, fish, cash, bush, push, wash, Crash, trash</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p>	<p>Review past sounds</p> <p>Review past words</p> <p>th</p> <p>then, theft, they, think, thank, that, theft, the</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p>	<p>Review past sounds</p> <p>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>she</td> <td>tin</td> </tr> <tr> <td></td> <td>d</td> <td></td> </tr> </table>	bin	bed	why	fed	pin	my	fly	she	tin		d		<p>Review past sounds</p> <p>Review past words</p> <p>-ch</p> <p>chin, chop, check, chain</p> <p>much, such, ich, each</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p>	<p>Review past sounds</p> <p>Review past words</p> <p>Th</p> <p>Bath, cloth , with, mouth, maths, tooth, fifth, depth</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p>	<p>Review past sounds</p> <p>Review past words</p> <p>Sl ing</p> <p>sl/ and /-ing/ - slash, slip, slap, sling, slashing, slipping, slapping,slinging</p> <p>Introduce the sound</p>	<p>Review past sounds</p> <p>Review past words</p> <p>Oo</p> <p>pool, fool, tool, droolspoon, soon, moon, loon</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending</p>	<p>Review past sounds</p> <p>Review past words</p> <p>ch/ and /-ed/ - rich, such, much, chatted, chipped, chopped, chilled,checked</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p>
bin	bed	why																				
fed	pin	my																				
fly	she	tin																				
	d																					

	letter swap Learners write the words in their exercise books	Learners write the words in their exercise books	Learners write the words in their exercise books	Learners write the words in their exercise books		Learners write the words in their exercise books	Learners write the words in their exercise books	and words. Segmenting and blending. Learners write the words in their exercise books	Play a game like letter swap	Learners write the words in their exercise books
Curriculum Coverage Tracking	<ul style="list-style-type: none"> • Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. p-ig, h-en) • • Groups common words into word families (e.g. bin, pin, tin) • • Recognises common endings in words 'ing' and 'ed' • • Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words 									
Date completed										
CAPS Topic	WRITING (twice during the week) Remember to model the writing on the board first.....									
Core Concepts, Skills and Values	Day 1 I want to learn how to...just like my... He / she is... Day 2: I am...	Day 1 In my family we... We do this because... Day 2 I like when... I also like...	Learners write about a place in their community that they like. Day 1 I like... I like it because... Day 2 When I go there, I... I also...	Learners write about persons in their community they admire. Day 1 I want to be like..... I think he/she is... Day 2 I can help by..... I want to thank.....	Learners write about a toy they would love to make. Day 1 I want to make a... First, I need... Day 2 Next I need..... I can't wait	Learners write about a future invention. Day 1 One day..... It will help with.... Day 2 We will all be The world will be	Day 1 Fruits and vegetables I like to eat: 1. I like... 2. I like... 3. I like... Day 2 Proteins I like to eat: 1.I like... 2.I like... 3.I like...	Day 1 My favourite healthy food is..... I love this food because..... Day 2 I want to try..... I want to try because....	Day 1 Dear _____, I felt afraid of... When I felt afraid, you... ... Day 2 It was kind when you... Thank you for... Love, _____...	Day 1 I am worried about..... I am also worried about..... ... Day 2 I don't need to worry because..... I will tell.....

Curriculum Coverage Tracking	<ul style="list-style-type: none"> • Uses handwriting skills taught in Home Language • • Writes a caption for a picture • • Completes sentences by filling in missing words • • Writes sentences using words containing the phonic sounds and common sight words already taught • • Writes sentences using a frame, for example, I like _____. I do not like _____. • • Writes familiar words and sentences from dictation • • Writes some short, simple texts already taught in the Home Language, for example, a message on a get well card • • Uses some nouns and pronouns (I, you, he, she, it, etc.) in writing • • Spells words correctly from memory, for example, went, play, car, or using phonic knowledge, for example, net, pet, lip, sip ,tip • • Uses a children’s dictionary where necessary • • Uses punctuation already taught in the Home Language (capital letters and full stops) <p>Builds own word bank</p>									
Date completed										
Extension activities	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. I	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,
Requisite Pre-Knowledge	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.
Resources (other than textbook) to enhance learning	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
Assessment for learning (Informal Assessment)	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Languages. • Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. • This must be done informally and on going. 									

ASSESSMENT

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"> Gives a simple recount □ Answer simple literal questions about text/story □ Demonstrates understanding of basic vocabulary 	Observation/ practical and Oral	Checklist		By week 9	
	<ul style="list-style-type: none"> Retells a story that is told or read (at least 3 or 4 sentences) 		Rubric	10		
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	<ul style="list-style-type: none"> 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 	Observation/ practical & Oral	Checklist	n/a	By week 9	
	<ul style="list-style-type: none"> Spelling: Word list of 10 words and 1-2 sentences dictation 		Rubric	5+10		
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"> Word recognition: Sight words: 40 - 50 words 	Observation & Oral	Checklist	n/a	By week 9	
	<ul style="list-style-type: none"> 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. 		Rubric	10		
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"> Writes and illustrates birthday card /a get well card 	Written	Rubric	5	By week 9	
	<ul style="list-style-type: none"> Writes a sentence from dictation, punctuate the sentence. 		Classwork book			
Teacher notes: Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7						

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	Writes a sentence from dictation, punctuate the sentence		
Learner's names											

ASSESSMENT OF LEARNING: SCORESHEET

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

