**ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE TWO TERM 1: WEEKLY TERM PLANNER**

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| **Content Coverage** |  |  |  |  |  |  |  |  |  |  |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Listening and Speaking** | **At school** | | | **It happens at school** | | **People in my world** | | | **Friendship** | |
| **Target language:**  **Thinking about holidays:** happy, sad, angry, shelf, teacher, chair, table, book  **Jabu falls at school:** sea, zoo, grandmother, shop  **After School:** run, sit, goal, cup, hits, sings, kicks, plays, dances etc.  **It happens at school:** plane, van, taxi, bus stop, bench, train, motorbike, car etc. | | | **Target language:**  **We go to school by:** plane, van, taxi, bus stop, bench, train, motorbike, car etc.  **What we eat at school**: spoon, fork, knife, plate, cup, meat, porridge, chicken, bread, juice, fruit etc. | | **Target language:**  **Our family garden:** drinking, watering, digging, spade, reading, climbing, eating  **My own family**: sister, brother, mother, father, grandfather, grandmother, aunt, uncle  **We grow food**: fork, spade, carrots, sun, hat, cabbage, hosepipe, tomatoes  **We go for picnic**: bird, ball, peach, flower, blanket, newspaper, pump, basket | | | **Target language:**  **At the park:** toys, swing, friends, boy, slide, swing, merry-go-round  **We like to play:** kicking, running, swimming, playing  **People who help**: fireman, vet, doctor, nurse, policewoman, teacher  **About town**: hospital, station, clinic, butcher, librarian, spaza shop etc. | |
| **Focused activities (maximum 15 minutes x 2 per week):** Listens to short stories or non-fiction texts **(Shared Reading)** told or read from a Big book with enjoyment and joins in choruses at the appropriate time  Understand and respond to simple instructions. -Answer simple literal questions about the story  -Name some of the things in the picture -Acts out (Role play) parts of the story, using some of the dialogue. | | | | | | | | | |
| ***Baseline Assessment: Reference:***  ***Grade One Term 4***  -Responds to simple questions  -Expresses self in simple ways.  -Point to objects in the classroom/ a picture or doing actions in response to instructions from the teacher  -Understands at least 700 words in context- 1000 words  -Greetings and introductions.  -Develop oral vocabulary about school.  -Makes simple requests and statements | -Greetings and introductions.  -Develop oral vocabulary about school.  -Makes simple requests and statements  -Talks about objects in a picture in response to teacher’s instructions.  -Understands and responds to simple questions.  -Identifies an object from a simple oral description (matches) e.g. ‘she sits, he kicks)  -Memorises and performs simple poems, actions rhymes and songs.  -With help from the teacher, gives a simple recount, e.g. tells how they come to school | -Develop oral vocabulary about after school activities.  -Talks about objects in a picture in response to teacher’s instructions. -Understands and responds to simple questions.  -Follows oral instructions  -Plays language games.  -Name some of the things in the picture in response to the questions from the teacher.  -Begins to develop understanding of language structures in context such as past tense: e.g ‘I went to the zoo”. | -Develop oral vocabulary about transport.  -Talks about objects in a picture in response to teacher’s instructions. -Understands and responds to simple questions.  -Follows oral instructions  -Plays language games.  -Name some of the things on the picture in response to the questions from the teacher -Begins to develop understanding of language structures in context such as preposition: e.g in, on, over, under | -Develop oral vocabulary about food.  -Talks about objects in a picture in response to teacher’s instructions.  -Listens to simple recounts.  -Begins to develop understanding of language structures in context such as preposition: e.g. in front of, on, behind, next to.  -Name some of the things on the picture in response to the questions from the teacher | -Understand and responds to simple questions. -Follows oral instructions  -Talks about objects in a picture in response to teacher’s instructions.  -Plays language games -With the help of the teacher, gives a simple recount -Identifies an object from a simple oral description -Gives simple instructions -Follows a short sequence of instructions -Name some of the things on the picture in response to the questions from the teacher | -Develops oral vocabulary about the family.  -Understands and responds to simple questions. -Follows oral instructions  -Talks about objects in a picture in response to teacher’s instructions.  -Plays language games -With the help of the teacher, gives a simple recount -Follows a short sequence of instructions -Begins to develop understanding of language structures in context such as present continuous Tense : e.g ‘Dad is standing’ | -Develops oral vocabulary about the garden  -Understands and responds to simple questions. -Follows oral instructions  -Talks about objects in a picture in response to teacher’s instructions. | -Understands and responds to simple questions. -Follows oral instructions  -Talks about objects in a picture in response to teacher’s instructions.  -Plays language games -With the help of the teacher, gives a simple recount -Identifies an object from a simple oral description -Gives simple instructions -Follows a short sequence of instructions -Name some of the things in the picture in response to the questions from the teacher | -Understands and responds to simple questions. -Follows oral instructions  -Talks about objects in a picture in response to teacher’s instructions.  -Plays language games -With the help of the teacher, gives a simple recount -Identifies an object from a simple oral description -Gives simple instructions -Follows a short sequence of instructions -Name some of the things on the picture in response to the questions from the teacher |
| **FAT 1 OR/PR**  **-Listens to a simple recount and answers simple questions about it**  **-Demonstrate understanding of basic vocabulary by \*Point to people in the picture or doing actions in response to instructions from the teacher** |

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| **Content Coverage** |  |  |  |  |  |  |  |  |  |  |
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| **Phonics**  **Sight words** | **At school** | | | **It happens at school** | | **People in my world** | | | **Friendship** | |
| ***Phonemic awareness and phonics (15 minutes per week)*** | | | | | | | | | |
| ***Baseline Assessment:***  ***Reference:***  ***Grade One Term 4***  -Recognises plurals (‘s’ and ‘es’) aurally. | **s , k, a**  Identify letter-sound relationship of most single letters.  Distinguishes aurally between sounds that are often confused . e.g. “a”and “ e”  Builds up and breaks down 3-letter words using sound learnt e.g sit, sad, ant | **t, p, e**  Identify letter-sound relationship of most single letters  Distinguishes aurally between sounds that are often confused . e.g. “a”and “ e”  Builds up and breaks down 3-letter words using sound learnt e.g tap, pen | **I ,b, i**  Identify letter-sound relationship of most single letters.  Distinguishes aurally between sounds that are often confused . e.g. “a”and “ e”  Builds up and breaks down 3-letter words using sound learnt e.g bus, leg, ice | **d ,f, o**  Identify letter-sound relationship of most single letters.  Distinguishes aurally between sounds that are often confused . e.g. “a”and “ e”  Builds up and breaks down 3-letter words using sound learnt e.g fun, dog | **n , q, y**  Identify letter-sound relationship of most single letters.  Distinguishes aurally between sounds that are often confused . e.g. “a”and “ e”  Builds up and breaks down 3-letter words using sound learnt e.g nut, you | m, **c , j, v**  Identify letter-sound relationship of most single letters.  Distinguishes aurally between sounds that are often confused . e.g. “a”and “ e”  Builds up and breaks down 3-letter words using sound learnt. E.g can, man, vet | **w , g, h**  Identify letter-sound relationship of most single letters.  Distinguishes aurally between sounds that are often confused . e.g. “a”and “ e”  Builds up and breaks down 3-letter words using sound learnt e.g hat, way | **FAT 1 OR/PR/WR**  **Identify letter-sound relationship of most single letters.** | r, **x , z**  Identify letter-sound relationship of most single letters.  Distinguishes aurally between sounds that are often confused . e.g. “a”and “ e”  Builds up and breaks down 3-letter words using sound learnt e.g car, zoo |
| Distinguishes aurally between sounds that are often confused . e.g. “a”and “ e”  Builds up and breaks down 3-letter words using sound learnt e.g big, nut |
| **Sight Words** | 1-10 | 11-20 | 21- 30 | 31-40 | 41-50 | 51-60 | 61-70 | 71-80 | 71-80 |
| **Reading** | ***Shared Reading: Part of Listening and Speaking***  **Minimum 15 minutes and maximum 15 minutes x 2 per week. Once or twice, the teacher tells or read the story. Stories that are told must be dramatized using gestures and props. Reads stories from a big book or illustrated poster.** | | | | | | | | | |
| **Focused activities (maximum 15 minutes x 2 per week):**            -Listens to short stories or non-fiction texts **(Shared Reading)** told or read from a Big book with enjoyment and joins in choruses at the appropriate time.               -Understand and respond to simple instructions.                         -Answer simple literal questions about the story                                                                                                                                 -Name some of the things in the picture                                                                                                                                         -Acts out (Role play) parts of the story, using some of the dialogue. | | | | | | | | | |

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| **Reading** | **At school** | | | **It happens at school** | | **People in my world** | | | **Friendship** | |
| ***Group Guided Reading (Minimum 30 minutes and maximum 1 hour 15 minutes per week) divide learners into same ability groups. Work with one group each day for 15 minutes.*** | | | | | | | | | |
| ***Baseline Assessment:***  ***Reference:***  ***Grade One Term 4***  -Answers simple questions about a story  -Demonstrate understanding of vocabulary in the story by pointing to objects in the picture in response to instructions from the teacher | -Reads aloud from own book in a guided reading group. The whole group reads same text.  -Shows understanding of punctuation when reading aloud  -Begins to build a sight vocabulary from the guided reading, shared and independent reading | -Reads aloud from own book in a guided reading group. The whole group reads same text.  -Shows understanding of punctuation when reading aloud  -Begins to build a sight vocabulary from the guided reading, shared and independent reading | -Reads aloud from own book in a guided reading group. The whole group reads same text.  ***-***Uses the reading strategies to**m**ake sense and monitor self when reading  -Begins to build a sight vocabulary from the guided reading, shared and independent reading | -Reads aloud from own book in a guided reading group. The whole group reads same text.  ***-*** Uses the reading strategies to**m**ake sense and monitor self when reading  -Begins to build a sight vocabulary from the guided reading, shared and independent reading | -Reads aloud from own book in a guided reading group. The whole group reads same text.  ***-*** Uses the reading strategies to**m**ake sense and monitor self when reading  -Begins to build a sight vocabulary from the guided reading, shared and independent reading | -Reads aloud from own book in a guided reading group. The whole group reads same text.  -Reads with increasing fluency  -Begins to build a sight vocabulary from the guided reading, shared and independent reading | -Reads aloud from own book in a guided reading group. The whole group reads same text.  -Reads with increasing fluency -Shows understanding of punctuation when reading aloud  -Begins to build a sight vocabulary from the guided reading, shared and independent reading | **FAT 1 OR/PR**  **Reads a short written text (1-2 sentences per page) with the teacher, following the teacher’s pointer.** | -Reads aloud from own book in a guided reading group. The whole group reads same text.  -Reads with increasing fluency -Shows understanding of punctuation when reading aloud  -Begins to build a sight vocabulary from the guided reading, shared and independent reading |
| **Independent Reading (during spare time in class and at home):**   * Reads own and others writing * Reads independently books read in Guided Reading sessions * Uses picture dictionaries to find meaning of unknown words. | | | | | | | | | |
| **Writing** | **Writing Activities (twice a week)** | | | | | | | | | |
| -Uses handwriting skills taught in Home Language  -Draws a picture a according to teachers instruction  -Completes sentences by filling in missing words | -Uses handwriting skills taught in Home Language  -Draws a picture a picture according to teachers instruction  -Completes sentences by filling in missing words | -Uses handwriting skills taught in Home Language  -Chooses and copies a caption to match a picture -completes sentences by filling in missing words | -Uses handwriting skills taught in Home Language  -Chooses and copies a caption to match a picture -completes sentences by filling in missing words | -Uses handwriting skills taught in Home Language  -Chooses and copies a caption to match a picture -completes sentences by filling in missing words | -Uses handwriting skills taught in Home Language  -Chooses and copies a caption to match a picture -completes sentences by filling in missing words -Writes lists with headings -With help writes caption for a picture | -Uses handwriting skills taught in Home Language  -Chooses and copies a caption to match a picture -completes sentences by filling in missing words -Writes lists with headings -With help writes caption for a picture | -Uses handwriting skills taught in Home Language  -Chooses and copies a caption to match a picture -completes sentences by filling in missing words -Writes lists with headings -With help writes caption for a picture | **FAT 1 WR**  **Completes 3 sentences by filling in the missing words** | -Uses handwriting skills taught in Home Language  -Chooses and copies a caption to match a picture -completes sentences by filling in missing words -Writes lists with headings -With help writes caption for a picture |

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