**ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE TWO TERM 2: 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** | **Animals** | | **Visiting places** | | | **About time** | | | **Birthdays and seasons** | |
| **Target language:**  **The animal train:** train, chick, giraffe, rabbit, elephant, crocodile, tortoise, lion, zebra, hippopotamus, duck, pig, dog, kitten  **Wild animals:** elephant, leopard, giraffe, lion, monkey, snake etc  **All about animals:** neck, fat, teeth, bush, socks, cobra | | **Target language:**  **At the beach:** fish, fish rod, shark, starfish, beach, swim, sea, sand, ship, net  **Things we do**: brushing, teeth, walking, talking, today, yesterday  **At the farm visiting Gran**: scarecrow, goat, grandma, farmer, honey, eggs, hens, honey, milk  **Farm life:** cow, wool, bee, pig, chicken, donkey, horse, duck | | | **Target language:**  **Our busy week:** diary, school, library, play, sing, swim, toys, netball, soccer, TV  **Days of the week**: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  **Day and night**: sun, stars, moon, sleep, supper, owl, lunch, morning, afternoon, night  **What we do**: wake up, sleep, bed, sit | | | **Target language:**  **Calendars:** day,months, year, birthday,  **When is your birthday?:** age, time  **Autumn and spring**: season, baby animals, flowers, sunny, swim  **Summer and winter**: cold, hot, ice cream  **The clothes we wear:** sunshine, sandals, cold day, jacket, shoes, jersey, hats, snow | |
| **Focused activities (maximum 15 minutes x 2per week): -**Listens to short stories , recounts non-fiction texts told or read from a big book or illustrated poster with enjoyment and joins in choruses at the appropriate time.  -Understands and responds to instructions. -Answers simple literal questions about a story with short answers  -Names some of the things in the picture in response to questions from the teacher. -Acts out the story using some of the dialogue. – With help from the teacher, retells the story. | | | | | | | | | |
| -Develops oral vocabulary about animals  -Follows a short sequence of instructions- colour the crayons  -Understands and responds to simple questions. | -Develops oral vocabulary about animals.  -Talks about objects in a picture in response to teacher’s instructions.  -Understands and responds to simple questions.  -follows a short sequence of instructions e.g “look back at the picture on the previous worksheet. Tell your friend where the monkeys are” | -Develop oral vocabulary about after visiting places.  -Talks about objects in a picture in response to teacher’s instructions.  -Follows a short sequence of instructions such as paste the stickers in the correct spaces. Trace and then say the word…  -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 present and past tense: e.g “We are talking. Yesterday we talked | -Develop oral vocabulary about visiting a farm  -Talks about objects in a picture in response to teacher’s instructions.  -Memorises and performs simple song e.g. “When all the cows were sleeping” -Follows oral instructions such as paste the stickers in the correct spaces. Trace and then say the word…  -Talks about objects in a picture in response to teacher’s instructions e.g which is the biggest animal in the picture? | -Develop oral vocabulary about farm life.  -Follows oral instructions such as paste the stickers in the correct spaces. Trace and draw the line from the animal to product.  -Play language games on animal sounds.  -Listens to simple recounts.  -Plays language games  -Gives simple instructions | -Develop oral vocabulary about time  -Understand and responds to simple questions e.g. what is your favourate day and why? -Follows oral instructions  -Points and talks about objects in a picture in response to teacher’s instructions e.g. talk about what the children are doing- diary  -Memorises and performs simple rhymes such as “days of the week”  -With the help of the teacher, gives a simple recount -Follows a short sequence of instructions | -Develops oral vocabulary about time (days of the week).  -Points and 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  -Listens to simple recount and answers simple questions about it. | -Develops oral vocabulary about time  -Understands and responds to simple questions ie. When do you go to school? -Talks about objects in a picture in response to teacher’s instructions. | -Develops oral vocabulary about calendars and birthdays  -Understands and responds to simple questions such as “when is your birthday?  -Begins to develop understanding of language structures in context ie. antonyms such as long, short etc.  -Follows oral instructions -Follows a short sequence of instructions e.g. ask 10 friends when are their birthdays, fill in their names under the correct month and say…. | -Understands and responds to simple questions. -Talks about objects in a picture in response to teacher’s instructions e.g. what do you see in the two pictures?  -Identifies an object from a simple oral description  -Plays language games  -Makes simple requests and statements e.g. ‘It is cold. Can I have an ice cream? -Follows a short sequence of instructions e.g. colour the baby chicks yellow and the frogs green  -Begins to use simple language structure e.g. verbs “It is hot.” |
| **FAT 1 OR/PR**  **-Listens to a simple recount and answers simple questions about it**  **-Demonstrate understanding of basic vocabulary by: \*Points to objects in the picture or doing actions in response to instructions from the teacher** |

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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** |
| **Phonics**  **Sight words** | **Animals** | | **Visiting places** | | | **About time** | | | **Birthdays and seasons** | |
| ***Phonemic awareness and phonics (15 minutes per week)*** | | | | | | | | | |
| Identify letter-sound relationship of most single letters.  (a-z)  -Builds up and breaks down simple words beginning with single consonant into onset and rhyme e.g (d-og, g-et) into individual sounds e.g ( d-o-g, g-e-t)  Rhyme words  **og-sound**  log, fog,jog  -Recognise common endings in words e.g (-ed, ing, y, s) | Identify letter-sound relationship of most single letters.  (a-z)  -Builds up and breaks down simple words beginning with single consonant into onset and rhyme (h-ot, l-ot) into individual sounds e.g (h-o-t; l-o-t)  Rhyme words  **ot-sound**;  not, got, dot  -Recognise common endings in words e.g (-ed, ing, y, s) | Identify letter-sound relationship of most single letters  (a-z)  -Builds up and breaks down simple words beginning with single consonant into onset and rhyme(r-od, n-et) into individual sounds e.g (r-o-d; n-e-t)  Rhyme words  **et-sounds**  jet, bet, wet  -Recognise common endings in words e.g (-ed, ing, y, s) | Identify letter-sound relationship of most single letters.  (a-z)  Distinguishes aurally between long and short vowel sounds e.g. ..............  -Builds up and breaks down simple words beginning with single consonant into onset and rhyme (c-ow) into individual sounds e.g (c-o-w)  Rhyme words  **ow-sounds**  bow, sow, now  -Recognise common endings in words e.g (-ed, ing, y, s) | Identify letter-sound relationship of most single letters.  (a-z)  Distinguishes aurally between long and short vowel sounds  e.g. .....................  -Builds up and breaks down simple words beginning with single consonant into onset and rhyme (h-en, t-en) into individual sounds e.g (h-e-n; t-e-n)  Rhyme words  **en-sounds**  pen, men, den  -Recognise common endings in words e.g (-ed, ing, y, s) | Identify letter-sound relationship of most single letters.  (a-z)  Distinguishes aurally between long and short vowel sounds e.g. .........................  -Builds up and breaks down simple words beginning with single consonant into onset and rhyme ( t-oy) into individual sounds e.g (t-o-y)  Rhyme words  **oy-sounds**  boy, joy  -Recognise common endings in words e.g (-ed, ing, y, s) | Identify letter-sound relationship of most single letters.  (a-z)  Distinguishes aurally between long and short vowel sounds e.g. ........................  -Builds up and breaks down simple words beginning with single consonant into onset and rhyme (d-ay,r-un) into individual sounds e.g (d-a-y, r-u-n)  Rhyme words  **un-sounds**  bun, sun, fun  -Recognise common endings in words e.g (-ed, ing, y, s) | Identify letter-sound relationship of most single letters.  (a-z)  Distinguishes aurally between long and short vowel sounds e.g........................  -Builds up and breaks down simple words beginning with single consonant into onset and rhyme (h-at, h-am) into individual sounds e.g (h-a-t; h-a-m)  Rhyme words  **at-sounds**  mat, cat, sat, bat  -Recognise common endings in words e.g (-ed, ing, y, s) | **FAT 1 OR/PR/WR**  **-Identify letter-sound relationship of most single letters.**  -**Builds up and breaks down simple words beginning with single consonant into onset and rime (e.g. h-en, t-oy) and into individual sounds(e.g. h-e-n, t-o-y)** | Identify letter-sound relationship of most single letters.  (a-z)  Distinguishes aurally between long and short vowel sounds e.g. ...................  -Builds up and breaks down simple words beginning with single consonant into onset and rhyme (t-ap, c-ap) into individual sounds e.g (t-a-p; c-a-p)  Rhyme words  **ap-sounds**  lap,map,cap  - Recognise common endings in words e.g (-ed, ing, y, s) |
| Distinguishes aurally between long and short vowel sounds e.g........................  -Recognise common endings in words e.g (-ed, ing, y, s) |
| **Sight Words** |
| 71-80 | 81-90 | 91-100 | 101- 110 | 111-120 | 121-130 | 131-140 | 141-150 | 151-160 | **Consolidate** |

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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** |
| **Reading** | **Animals** | | **Visiting places** | | | **About time** | | | **Birthdays and seasons** | |
| ***Shared Reading: Part of Listening and Speaking***  **Minimum 15 minutes x 1 per week and maximum 15 minutes x 2 per week. Once or twice, the teacher tells or read the story. Stories that are told can be dramatised using gestures and props to support meaning. Reads stories from a big book or illustrated poster.** | | | | | | | | | |
| Big books/ illustrated posters  Read and talk about the text with the teacher  It’s both reading and listening activity.  **SEE activities under listening and speaking** | Big books/ illustrated posters  Read and talk about the text with the teacher  It’s both reading and listening activity.  **SEE activities under listening and** **speaking** | Big books/ illustrated posters  Read and talk about the text with the teacher  It’s both reading and listening activity.  **SEE activities under listening and speaking** | Big books/ illustrated posters  Read and talk about the text with the teacher  It’s both reading and listening activity.  **SEE activities under listening and speaking** | Big books/ illustrated posters  Read and talk about the text with the teacher  It’s both reading and listening activity.  **SEE activities under listening and speaking** | Big books/ illustrated posters  Read and talk about the text with the teacher  It’s both reading and listening activity.  **SEE activities under listening and speaking** | Big books/ illustrated posters  Read and talk about the text with the teacher  It’s both reading and listening activity.  **SEE activities under listening and speaking** | Big books/ illustrated posters  Read and talk about the text with the teacher  It’s both reading and listening activity.  **SEE activities under listening and speaking** | Big books/ illustrated posters  Read and talk about the text with the teacher  It’s both reading and listening activity.  **SEE activities under** listening and speaking | Big books/ illustrated posters  Read and talk about the text with the teacher  It’s both reading and listening activity.  **SEE activities under listening and speaking** |
| ***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.*** | | | | | | | | | |
| -Reads aloud from own book in a guided reading group. The whole group reads same text or non-fiction.  -Continues to build a sight vocabulary from the guided, shared and independent reading. | -Reads aloud from own book in a guided reading group. The whole group reads same text or non-fiction  -Shows understanding of punctuation when reading aloud  -Continues to build a sight vocabulary from the guided, 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 taught in Home language tomake 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 taught in Home language tomake 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 taught in Home language tomake 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 and expression  -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 and expression -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 big books or other enlarged texts with teacher, following the teacher’s pointer, using illustrations to aid understanding.**  **-Shows understanding of a short written story, e.g. matches a caption/sentence to a picture or answers questions.** | -Reads aloud from own book in a guided reading group. The whole group reads same text.  -Reads with increasing fluency and expression -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 and simple caption books and picture books in FAL from the reading corner. * Uses picture dictionaries to find meaning of unknown words. | | | | | | | | | |

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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** |
| **Writing** | **Animals** | | **Visiting places** | | | **About time** | | | **Birthdays and seasons** | |
| **Writing Activities (2 or 3 times a week)** | | | | | | | | | |
| -Uses handwriting skills taught in Home Language  -Write sentences using words containing the phonic sounds and common sight words already taught.  -Uses punctuation already taught in Home Language (capital and full stops) | -Uses handwriting skills taught in Home Language  -Draws a picture that matches a caption  - Completes sentences by filling in missing words  -Uses punctuation already taught in Home Language (capital and full stops)  -Builds own word bank and personal dictionary | -Uses handwriting skills taught in Home Language  -Writes a caption for a picture - Write sentences using words containing the phonic sounds and common sight words already taught -Uses punctuation already taught in Home Language (capital and full stops) -Builds own word bank and personal dictionary | -Uses handwriting skills taught in Home Language  - Write sentences using words containing the phonic sounds and common sight words already taught  -Uses punctuation already taught in Home Language (capital and full stops) -Builds own word bank and personal dictionary | -Uses handwriting skills taught in Home Language  - Completes sentences by filling in missing words  - Write sentences using words containing the phonic sounds and common sight words already taught  -Uses punctuation already taught in Home Language (capital and full stops)  -Builds own word bank and personal dictionary | -Uses handwriting skills taught in Home Language  - Write sentences using words containing the phonic sounds and common sight words already  -Completes sentences by filling in missing words. -Uses punctuation already taught in Home Language (capital and full stops)  -Builds own word bank and personal dictionary | -Uses handwriting skills taught in Home Language  -Chooses and copies a caption to match a picture -Completes sentences by filling in missing words e.g I like ………………. -Uses punctuation already taught in Home Language (capital and full stops) -Build own word bank and personal dictionary | -Uses handwriting skills taught in Home Language  -Completes sentences by filling in missing words -Uses punctuation already taught in Home Language (capital and full stops)  -Build own word bank and personal dictionary | **FAT 1 WR**  **-Writes sentences using words containing the phonic sounds and common sight words already taught.**  **-Uses punctuation already taught in Home Language (capital and full stops)** | -Uses punctuation already taught in Home Language (question mark, exclamation mark and full stops) e.g. rewrite sentences using correct punctuation: can I swim -Completes sentences by filling in missing words e.g \_\_\_\_\_\_\_\_ is a dress. - Write sentences using words containing the phonic sounds and common sight words already e.g. use word work (they, this, these) words to fill in the gaps; …….is a jacket.  -Writes a caption for a picture. |
| - Write sentences using words containing the phonic sounds and common sight words already  -Build own word bank and personal dictionary. |

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