**ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE TWO TERM 3: WEEKLY TERM PLANNER**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | **We are back at school** | | **Time to read** | | | **Health and safety** | | | **What we enjoy doing** | |
| **Target language:**  **Thinking about our holidays:** farm, doll, holidays  **Twenty froggies:** froggies, bird, duck, web feet, tadpole, pond, frog | | **Target language:**  **We go to the library:** calendar, poster, shelf, book cover, book, teacher  **The ugly Duckling story:**  duckling, winter, spring, winter, summer | | | **Target language:**  **Sam goes to the doctor:** nurse, doctor, injection, scissors, stethoscope  **At the doctor**: sick, stomachache, headache  **A hospital visit**: x-ray, hospital, plaster, bandage, thermometer, pyjamas  **Road safety**: stop, robot, yield, children crossing, animal crossing, bus stop, no entry, hospital. | | | **Target language:**  **We like fishing:** fishing rod, fishing, dam, duck, fish hook, net, reel, etc  **Fun at the circus:** circus, popcorn, candy floss, tickets, tent, clown, elephant | |
| **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 or gives a simple summary of the text. | | | | | | | | | |
| -Develop and build oral vocabulary about holidays. -Talks about objects in a picture in response to teacher’s instructions e.g. “look at the picture and tell your friend what is in the picture”.  -Follows a short sequence of instructions- Find the right sticker…., say the word and listen to the sound. Paste the sticker….., write the word in the space …..  -Understands and responds to simple questions.  -Makes simple requests and statements.  -Listen to simple recounts and answers simple questions about it. | -Develop and build oral vocabulary about frogs.  -Memorises and performs simple song, action rhymes and songs e.g. “Twenty froggies went to school”  -follows a short sequence of instructions  -Identifies an object from a simple oral description.  -Understands and responds to simple questions asked by a friend.  -Begins to develop understanding of language structures in context such as plurals: frog-frogs, duck-ducks, pronouns e.g “They are happy”. | -Develop and build oral vocabulary about the library.  -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.  -Points to objects in the classroom or in the picture or doing actions  -Listen to simple recounts and answers simple questions about it. | -Develop and build oral vocabulary about we like to read.  -Talks about objects in a picture in response to teacher’s instructions.  -Understands and responds to simple questions.  -Plays language games outside the classroom  -Gives simple instructions.  -Identifies an object from a simple oral description. | -Develop and build oral vocabulary about the ugly duckling story.  -Talks about objects in a picture in response to teacher’s instructions.  -Follows oral instructions such as cut out a book, fold on the red dotted lines and cut on the dotted lines.  -Gives simple instructions.  -Makes simple requests and statements  -Identifies an object from a simple oral description.  -Point to objects in the classroom or in the picture or doing actions in response to instructions from the teacher. | -Develop and build oral vocabulary about the doctor.  -Talks about objects in a picture in response to teacher’s instructions.  -Follows oral instructions such as paste the stickers in the correct spaces. Trace and then say the word that belongs to the picture.  -Play language games.  -Identifies an object from a simple oral description.  -Listens to simple recounts.  -Plays language games outside the classroom, e.g. “Simon says”  -With the help from the teacher, gives a simple recount. | -Develop and build oral vocabulary about a hospital visit.  -Understand and responds to simple questions e.g. have you ever been to hospital? -Follows oral instructions  -Point and talks about objects in a picture or in the classroom in response to teacher’s instructions e.g. talk about what the road signs tell us”.  -Follows a short sequence of instructions  -With the help of the teacher, gives a simple recount | -Develop and build oral vocabulary about road safety.  -Points and talks about objects in a picture in response to teacher’s instructions.  -Listens to simple recount and answers simple questions about it. -Acts out the story using some of the dialogue. | -Develop and build oral vocabulary about fishing.  -Understands and responds to simple questions such as “have you ever been fishing?”  -Begins to develop understanding of language structures in context i.e. Past tense such as “We walked to the dam”.  -Follows a short sequence of instructions.  -Gives simple instructions. -Identifies an object from a simple oral description. | -Develop and build oral vocabulary about circus.  -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  -Plays language games  -Makes simple requests and statements  -Follows a short sequence of instructions  -Begins to use simple language structure e.g. prepositions: “in, on, next to, under, infront of”. |
| **FAT 2 OR/PR**  **-Gives a simple oral recount e.g. a report of what happened in a football match.**  **-Point to objects in the classroom or in the picture or doing actions in response to instructions from the teacher.** |
| **FAT 1 OR/PR**  **-Listen to simple recounts and answers simple questions about it.**  **-Point to objects in the classroom or in the picture or doing actions in response to instructions from the teacher.** |

***These are only suggested topics. Reference: English FAL CAPS Document and DBE Learner Workbook.*ENGLISH FIRST ADDITIONAL LANGUAGE:**  **GRADE TWO TERM 3: WEEKLY TERM PLANNER**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | **We are back at school** | | **Time to read** | | | **Health and safety** | | | **What we enjoy doing** | |
| ***Phonemic awareness and phonics (15 minutes per week)*** | | | | | | | | | |
| -Builds up and breaks down simple words beginning with single consonant into onset  e.g (c-at, p-an)  Rhyme words  **at-sound**  hat, cat, rat, hat  -Recognise common endings in words “ing” and “ed”  -Group common words into word families. | -Builds up and breaks down simple words beginning with single consonant into onset (h-it, bit) e.g (h-o-t; l-o-t)  Rhyme words  **it-sound**;  hit, bit, sit  -Recognise common endings in words “ing” and “ed”  -Group common words into word families. | -Builds up and breaks down simple words beginning with single consonant into onset (h-it, bit) e.g (h-o-t; l-o-t)  Rhyme words  **it-sound**;  hit, bit, sit  -Recognises common consonant diagraphs (e.g sh, ch, th) at the beginning and end of words such as chick, chip, such, both.  -Recognise common endings in words “ing” and “ed”  -Group common words into word families. | -Recognises common consonant diagraphs (e.g sh, ch, th) at the beginning and end of words such as ship, shop.  -Recognise common endings in words “ing” and “ed”  -Recognise common endings in words “ing” and “ed”  -Group common words into word families. | **FAT 1 OR/PR/WR**  **-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)**  **-Recognise common endings in words “ing” and “ed” -Group common words into word families** | -Recognises common consonant diagraphs (e.g sh, ch, th) at the beginning and end of words such as ship, shop.  -Recognise common endings in words “ing” and “ed”  -Group common words into word families. | -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 “ing” and “ed”  -Group common words into word families. | -Builds up and breaks down simple words beginning with single consonant into onset and rhyme (s-ad, h-ad) into individual sounds e.g (s-a-d; d-a-d)  Rhyme words  **ad-sounds**  sad, mad, dad  -Recognises common consonant diagraphs (e.g sh, ch, th) at the beginning and end of words such as ship, shop.  -Recognise common endings in words “ing” and “ed” | **FAT 1 OR/PR/WR**  **-Recognises common consonant diagraphs (e.g sh, ch, th) at the beginning and end of words such as ship, shop.** | -Recognises common consonant diagraphs (e.g sh, ch, th) at the beginning and end of words such as ship, shop.  -Recognise common endings in words “ing” and “ed”  -Group common words into word families. |
| -Recognise common endings in words “ing” and “ed” |
| -Recognises common consonant diagraphs (e.g sh, ch, th) at the beginning and end of words such as fish, chimp |
| **Sight Words** |
| consolidate | 161- 170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 | 221-230 | 231-240 | consolidate |

**ENGLISH FIRST ADDITIONAL LANGUAGE:**  **GRADE TWO TERM 3: WEEKLY TERM PLANNER**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Content coverage** |  |  |  |  |  |  |  |  |  |  |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Reading** | **We are back at school** | | **Time to read** | | | **Health and safety** | | | **What we enjoy doing** | |
| ***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 | 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** |
| **FAT 1 OR/PR/WR**  **-Shows understanding of a short written story e.g sequence pictures, matches captions/ sentences to pictures.** |
| ***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  -Continues to build a sight vocabulary from the guided, shared and independent reading. | ***-***Uses the reading strategies taught in Home language tomake sense and monitor self when 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  -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.  *-* Uses the reading strategies taught in Home language tomake sense and monitor self when reading  -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.  -Reads with increasing fluency and expression  -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.  -Reads with increasing fluency and expression -Shows understanding of punctuation when reading aloud  -Continues to build a sight vocabulary from the guided, shared and independent reading. | **FAT 2 OR/PR**  **-Reads a short written text with the teacher and answers short, oral questions about the story.** | -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  -Continues to build a sight vocabulary from the guided, shared and independent reading. |
| **FAT 1 OR/PR**  **-Reads aloud from own book in a guided reading group. The whole group reads same text.** |
| **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 children’s picture dictionaries to find out the meaning of unknown words. | | | | | | | | | |

***These are only suggested topics. Reference: English FAL CAPS Document and DBE Learner Workbook.***

**ENGLISH FIRST ADDITIONAL LANGUAGE:**  **GRADE TWO TERM 3: WEEKLY TERM PLANNER**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Coverage** |  |  |  |  |  |  |  |  |  |  |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Writing** | **We are back at school** | | **Time to read** | | | **Health and safety** | | | **What we enjoy doing** | |
| **Writing Activities (2 or 3 times a week)**  **Daily/Weekly Activities:** -Spells words correctly from memory e.g. went, play, car or using phonic knowledge, e.g. net, pet, lip.                            -Uses children’s dictionary when necessary.              -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) | -Uses handwriting skills taught in Home Language.  -Writes sentences using a frame, for a example, He………., They…………  -Writes a caption for a picture.  -Completes sentences by filling in missing words e.g. \_\_\_\_\_ goes to school.  -Uses some pronouns (He, she, it, they) in writing.  -Uses punctuation already taught in Home Language (capital and full stops) | -Uses handwriting skills taught in Home Language  - Write sentences using words containing the phonic sounds and common sight words already taught e.g. write sentences about a book you read. -Uses punctuation already taught in Home Language (capital and full stops) -Writes a caption for a picture. -Writes a sentence using a frame. | -Uses handwriting skills taught in Home Language  -Completes sentences by filling in missing words e.g. fill in the card to join a library.  - 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  - Completes sentences by filling in missing words  - Write sentences using words containing the phonic sounds and common sight words already taught e.g. Read the Ugly story and write 5 sentences to tell the story.  -Writes familiar words and sentences from dictation.  -Uses punctuation already taught in Home Language (capital and full stops) | -Uses handwriting skills taught in Home Language  -Writes some short, simple texts already taught in the Home Language e.g. Write a message to a sick friend- a get well message  - Write sentences using words containing the phonic sounds and common sight words already e.g. write a sentence about each picture you numbered.  -Completes sentences by filling in missing words. -Uses punctuation already taught in Home Language (capital and full stops)  -Writes familiar words and sentences from dictation. | -Uses handwriting skills taught in Home Language.  -Writes familiar words and sentences from dictation.  -Completes sentences by filling in missing words  -Uses punctuation already taught in Home Language (capital and full stops).  -Writes a caption for a picture.  -Uses some nouns and pronouns in writing. | -Uses handwriting skills taught in Home Language  - Completes sentences by filling in missing words e.g. I come to school by ……..  -Uses tenses correctly in writing, e.g. choose the correct word: Today was/is hot.  -Uses punctuation already taught in Home Language (capital and full stops)  -Writes familiar words and sentences from dictation.  -Writes a caption for a picture. | **FAT 1 WR**  **-Writes a sentence from a dictation, punctuate the sentence.**  **-Writes and illustrate a get well card.** | -Uses punctuation already taught in Home Language (question mark, exclamation mark and full stops) e.g. rewrite sentences using correct punctuation. -Completes sentences by filling in missing words: prepositions e.g. The ball is \_\_\_\_\_ the cage.  -Completes sentences by filling in missing words: adjectives e.g. The snail is \_\_\_\_\_.  - Write sentences using words containing the phonic sounds and common sight words already e.g. answering questions |
| - Completes sentences by filling in missing words- using adjectives e.g. A\_\_\_\_\_ fish.  - Write sentences using words containing the phonic sounds and common sight words already, e.g. Write 1 sentence about each picture.  -Uses some nouns and pronouns in writing. |
| **FAT 1 WR**  **-Writes a caption for a picture.**  **-Writes a sentence using a frame.** |

***These are only suggested topics. Reference: English FAL CAPS Document and DBE Learner Workbook.***