**ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE TWO TERM 4: 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** | **The food we eat** | | **Friends** | | | | **Outdoors** | | | **Celebrations** | |
| **Target language:**  **We cook our food:** cake, mixing, peeling, washing, flour, carrots, frying, baking, etc.  **Buying food:** milk, cheese, bread, meat, eggs, apple | | **Target language:**  **Its Jabu’s birthday:** present, cake, candles, party, friends, food.  **A birthday card:**  invitation, party, dance  **Ann writes a letter:** stamp, letter, envelop, computer game, swimming | | | | **Target language:**  **A night walk:** moon, tent, pyjamas, torch, tracksuit, owl, lamp, cooler box, gas burner, stars, backpack  **Camping**: tent, moon, stars, lamp, torch, gas burner etc.  **The storm**: clouds, lightning, storm, rain | | | **Target language:**  **It’s nearly Christmas:** Christmas tree, decorations, presents, cookies, toys, church, gifts, candle, star, etc | |
| **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. | | | | | | | | | | |
| -Develops and builds oral vocabulary about cooking food. -Talks about objects in a picture in response to teacher’s instructions e.g. “look at the picture and talk about what the children are doing”.  -Follows a short sequence of instructions- paste the correct stickers in the …., trace and then say the word that belongs to the picture.  -Understands and responds to simple question e.g. what kinds of sandwiches do you like?  -Makes simple requests and statements. | - Develops and builds oral vocabulary about buying food.  -Follows a short sequence of instructions e.g. follow the instructions to make the cut-out book.  -Identifies an object from a simple oral description.  -Understands and responds to simple questions.  -Begins to develop understanding of language structures in context such as plurals: apple-apples, cake-cakes.  -Listen to simple recounts and answers simple questions about it e.g. the teacher telling about what she did on a shopping trip. | | - Develops and builds oral vocabulary about Jabu’s birthday.  -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 e.g. a teacher tells how she enjoyed her last birthday. | - Develops and builds oral vocabulary about a birthday.  -Talks about objects in a picture in response to teacher’s instructions.  -Understands and responds to simple questions e.g. whose birthday is it?  -Plays language games outside the classroom  -Gives simple instructions.  -Identifies an object from a simple oral description.  -Using a frame, gives a simple recount in 3 to 4 sentences. | - Develops and builds oral vocabulary about a birthday.  -Talks about objects in a picture in response to teacher’s instructions.  -Follows oral instructions such as listen and repeat.  -Makes simple requests and statements  -Point to objects in the classroom or in the picture or doing actions in response to instructions from the teacher.  -Begins to develop understanding of language structures in context i.e. Past tense such as “Yesterday I danced with my friend”.  -Punctuation using **?** and **.**  -Makes simple requests and statements e.g. May I borrow your book | - Develops and builds oral vocabulary about a night walk and camping.  -Understands and responds to simple questions e.g. have you ever slept in a tent?  -Talks about objects in a picture in response to teacher’s instructions e.g. tell your friend what is happening in each picture.  -Point to objects in the classroom or in the picture or doing actions in response to instructions from the teacher.  -Follows a short sequence of instructions such as paste the stickers in the correct spaces. Trace and then say the word…  -Identifies an object from a simple oral description.  -With the help from the teacher, gives a simple recount. | - Develops and builds oral vocabulary about the storm.  -Point and talks about objects in a picture or in the classroom in response to teacher’s instructions  -Using a frame, gives a simple recount in 3 to 4 sentences.  -Begins to develop understanding of language structures in context i.e. Past tense such as “At last we reached home”.  -Makes simple requests and statements e.g. Stop, please wait for us”.  -Understand and responds to simple questions  -Listens to a simple recount and answers simple questions about it. | - Develops and builds oral vocabulary about the storm.  -Points and talks about objects in a picture in response to teacher’s instructions.  -Acts out the story using some of the dialogue e.g. An elephant and its trunk. | - Develops and builds oral vocabulary about Christmas celebrations.  -Understands and responds to simple questions such as “Christmas is in ….?”  -Talks about objects in a picture in response to teacher’s instructions  -Point to objects in the classroom or in the picture or doing actions in response to instructions from the teacher.  -Follows a short sequence of instructions e.g. paste…., then draw a line to match a caption….  -Gives simple instructions. -Identifies an object from a simple oral description. | - Develops and builds oral vocabulary about Christmas celebrations.  -Understands and responds to simple questions e.g. in which month was the weather hot?  -Memorises and performs simple poems, action rhymes and songs e.g. “Little Drummer Boy”  -Talks about objects in a picture in response to teacher’s instructions e.g talk to your friend about activities in each month.”  -Identifies an object from a simple oral description  -Plays language games  -Makes simple requests and statements  -Follows a short sequence of instructions |
| **FAT 2 OR/PR**  **-Listens to a simple recount and answers simple questions about it.**  **-Using a frame, gives a simple recount in 3 or 4 sentences.**  **-Point to objects in the classroom or 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** | **The food we eat** | | **Friends** | | | **Outdoors** | | | **Celebrations** | |
| ***Phonemic awareness and phonics (15 minutes per week)*** | | | | | | | | | |
| -Builds up and breaks down simple words beginning with common consonant blends  e.g (fl-our, br-ead)  -Recognise vowel diagraphs e.g “ee” as in peeling. | -Group common words into word families e.g. fish, wish.  -Builds up and breaks down simple words beginning with common consonant blends  e.g (sl-eep, bl-ow, sl-ip, gr-in)  -Recognise vowel diagraphs e.g ‘**ee**’ as in week, teeth, jeep, sleep. ‘**oo**’ as in cool, moon.  -Distinguishes aurally between sounds that are often confused e.g. ‘i’ and ‘e’ | -Builds up and breaks down simple words beginning with common consonant blends  e.g fr-iends, sh-apes  -Recognise vowel diagraphs e.g “**ee**” as in teeth, sweets. “**oo**” as in good, food. | -Group common words into word families e.g. bunch, lunch; dish, wish; chip, cheese; three, them  -Builds up and breaks down simple words beginning with common consonant blends  e.g (gr-een, ph-one, th-ree, fr-om)  -Recognise vowel diagraphs e.g “**ee**” as in cheese, green. | -Group common words into word families e.g. play, plan.  -Builds up and breaks down simple words beginning with common consonant blends  e.g st-amp, sh-ow, pl-ay, fr-iend.  -Recognise vowel diagraphs e.g ‘**oo**’ as in book, cook. | -Group common words into word families e.g. wash, wish, dish; sheep, shell, ship; bunch, lunch, much; meat, neat, seal  -Builds up and breaks down simple words beginning with common consonant blends  e.g st-ars, sl-eep, kn-ife.  -Recognise vowel diagraphs e.g ‘**ee**’ as in sleep, sheep, cheese. ‘**oo**’ as in moon, cooler, root, took.  -Distinguishes aurally between sounds that are often confused e.g. ‘i’ and ‘e’ | -Group common words into word families e.g. leg, beg; mat, hat; sit, hit.  -Builds up and breaks down simple words beginning with common consonant blends  e.g pl-um, cl-oud, bl-ue, fl-ag  -Distinguishes aurally between sounds that are often confused e.g. ‘i’ and ‘e’ | **FAT 1 OR/WR**  **-Group common words into word families e.g. grip, grow, grab; drip, drop, dream**  **-Builds up and breaks down simple words beginning with common consonant blends**  **e.g bl-ow, cl-own, fl-ing, pl-uck, bl-ess.**  **-Recognise vowel diagraphs e.g ‘ee’ as in reed, heel, beet, greet, weep. ‘oo’ as in book, boot.** | **-**Group common words into word families e.g. frog, free, from; crash, crop, crab  -Builds up and breaks down simple words beginning with common consonant blends  e.g bl-ow, cl-own, fl-ing, fl-ap.  -Recognise vowel digraphs e.g ‘ee’ as in reed, heel, beet, greet, weep.  -Distinguishes aurally between sounds that are often confused e.g. ‘i’ and ‘e’ | -Group common words into word families e.g. hug, mug, jug.  -Builds up and breaks down simple words beginning with common consonant blends  e.g bl-ow, cl-own, fl-ing, fl-ap.  -Recognise vowel digraphs e.g ‘ee’ as in reed, heel, beet, greet, weep.  -Distinguishes aurally between sounds that are often confused e.g. ‘i’ and ‘e’ |
| **Sight Words** |
| consolidation | 241-250 | 251-260 | 261-270 | 271-280 | 281-290 | 281-290 | 291-300 | 291-300 | consolidation |

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

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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** | **The food we eat** | | **Friends** | | | **Outdoors** | | | **Celebrations** | |
| ***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** | **FAT 1 OR/PR**  **-Makes sense of a short written story with pictures, e.g. sequencing pictures or matching a caption/ sentence to a picture.**  **- Reads a short written text (big book or other enlarged text) with the teacher, using the title for prediction and answering short, oral questions about the story.** | | 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.  -Shows understanding of punctuation when reading aloud | -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.  -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.  *-* 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. | **FAT 1 OR/PR**  **-Reads aloud from own book in a guided reading group. The whole group reads same text.** | -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. | -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. | -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. |
| **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. | | | | | | | | | |

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| **Content Coverage** |  |  |  |  |  |  |  |  |  |  |
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| **Writing** | **The food we eat** | | **Friends** | | | **Outdoors** | | | **Celebrations** | |
| **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 some nouns and pronouns when writing e.g. I like sweets. He likes sweet.  -Uses punctuation already taught in Home Language (capital and full stops)  -Uses skills taught in Home Language, organizes information in a simple graphic form e.g. writing a list using correct headings. | -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)  -Writes familiar words and sentences from dictation.  -Uses plurals of some familiar words when writing e.g. egg- eggs. | -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) -Writes a caption for a picture. -Writes a sentence using a frame. -Organises information in a simple graphic form, e.g. chart or timeline. | -Uses handwriting skills taught in Home Language.  -Writes a paragraph of at least 3 sentences on a familiar topic e.g. A birthday party.  -Uses some nouns when writing e.g. Ken is invited to a party. Pronouns “He is invited to a party”  -Uses punctuation already taught in Home Language (capital and full stops)  -Organises information in a simple graphic form, e.g. chart or timeline.  -Uses simple present, present progressive and past tense when writing. | -Uses handwriting skills taught in Home Language.  - Write sentences using words containing the phonic sounds and common sight words already taught e.g. choose 5 words and use them in 5 sentences.  -Uses simple present, present progressive and past tense when writing e.g. Yesterday I danced.  -Uses punctuation already taught in Home Language (capital and full stops) e.g do you like cabbage  - Completes sentences by filling in missing words e.g. (a letter)  -Writes familiar words and sentences from dictation.  -Organises information in a simple graphic form, e.g. chart or timeline. | -Uses handwriting skills taught in Home Language.  -Writes a paragraph of at least 3 sentences using pictures and a familiar topic.  -Uses punctuation already taught in Home Language (capital and full stops)  -Writes familiar words and sentences from dictation.  -Organises information in a simple graphic form, e.g. chart or timeline.  -Uses plurals of some familiar words when writing e.g. tent- tents.  -Uses simple present, present progressive and past tense when writing. | -Uses handwriting skills taught in Home Language.  -Writes a paragraph of at least 3 sentences using pictures and a familiar topic.  -Uses some pronouns when writing e.g. He got wet in the rain.  -Writes a paragraph of at least 3 sentences using a familiar topic e.g. write about a time you were caught in the rain.  -Puts jumbled words in the right order to make a sentence and sentences into a paragraph.  -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  -Uses punctuation already taught in Home Language (capital and full stops)  -Writes familiar words and sentences from dictation. | - Writes 5 sentences using a picture about Christmas.  -Uses plurals of some familiar words when writing e.g. gift- gifts, toy-toys.. -Organises information in a simple graphic form, e.g. chart or timeline.  -Writes familiar words and sentences from dictation.  -Uses simple present, present progressive and past tense when writing. | -Uses punctuation already taught in Home Language (question mark and full stops)  - Write sentences using words containing the phonic sounds and common sight words already learned  -Organises information in a simple graphic form, e.g. chart or timeline.  -Writes familiar words and sentences from dictation.  -Writes a paragraph of at least 3 sentences using a familiar topic e.g. write a thank you letter to your teacher for teaching you so well. |
| **FAT 1 WR**  **-Writes a paragraph of at least 3 sentences on a familiar topic.**  **-Organises information in a simple graphic form, e.g. chart or timeline.** |

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