

**PSRIP**  
**MANAGEMENT DOCUMENT**  
**TERM 1 2021**  
**GRADE 2**

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# Introduction

Welcome to the PSRIP EFAL 2021 programme!

For those of you who are new to the programme, we hope that your learners make good progress and that you enjoy using this structured learning programme. We also hope that the routine and core methodologies soon become familiar to you, thereby making the implementation of this programme easier.

Please remember that classroom culture is a very important aspect of language learning. Learners need to feel safe, secure and comfortable in order to try new language out.

Also remember that you will only be given the programme resources once. Please look after these resources.

One of the main lessons that 2020 taught us all is to be more flexible. As a result, the PSRIP has removed all Formal Assessment Tasks from the lesson plans, and has inserted them into this management document.

This means that any changes to assessment that are required can be made quickly and easily. It also means that all assessment information is now found in one place, the management document.

Please be aware that this management document is now an integral part of the PSRIP programme. It includes:

## **1. Orientation to the use of a SLP**

- This gives a brief explanation of the approach.

## **2. Learning Outcomes**

- At a glance, teachers, managers and officials can see the learning outcomes that should be achieved each term.

### **3. ATP / PSRIP alignment**

- This section presents a table showing a summarised version of the National ATP for the year.
- It also shows how the PSRIP is aligned to the ATP.
- Please note that the official DBE ATP is included at the end of this document.

### **4. Tracker**

- Please use the tracker part of this document to keep careful and accurate notes about your curriculum coverage.
- This is particularly important if rotational teaching continues due to the global pandemic.
- It is important to cover all lessons in the foundation phase, in order to build the foundational literacy skills required.
- Please do not feel pressurised to skip lessons – work through the SLP consistently and in the correct sequence.

### **5. Programme of Assessment**

- This lists the assessment for learning required for the term, together with a checklist that can be used to record learners' progress.
- It also lists the assessment of learning required for the term, together with a scorecard that can be used to record learners' scores.
- This programme is strictly aligned to the DBE assessment requirements.

### **6. Assessment Tasks and Rubrics**

- This section includes any tasks and rubrics required to implement the Term 1 assessment programme.

We hope you enjoy using the PSRIP programme, and that you soon see the benefits of using a SLP.

Wishing you a healthy, safe and productive year ahead.

**The NECT PSRIP team**

# Orientation to the use of a Structured Learning Programme (SLP)

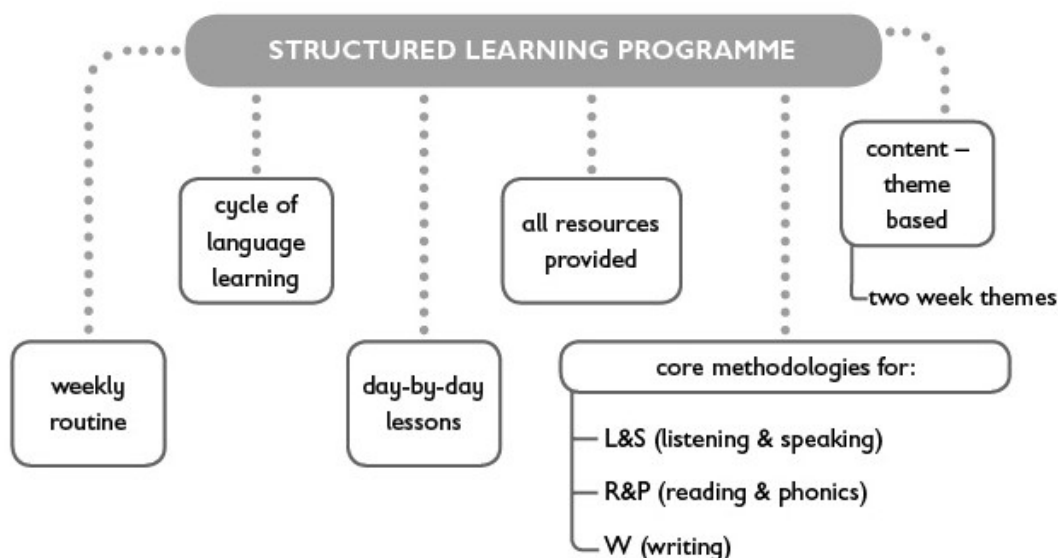
This structured learning programme is designed to teach EFAL at foundation phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

As per policy, the programme is text-based, communicative, integrated and process orientated. In addition, the programme is designed to support the development of technical reading skills and comprehension skills in a structured, explicit manner.

It is important to fully understand the concepts embedded in this approach as follows:

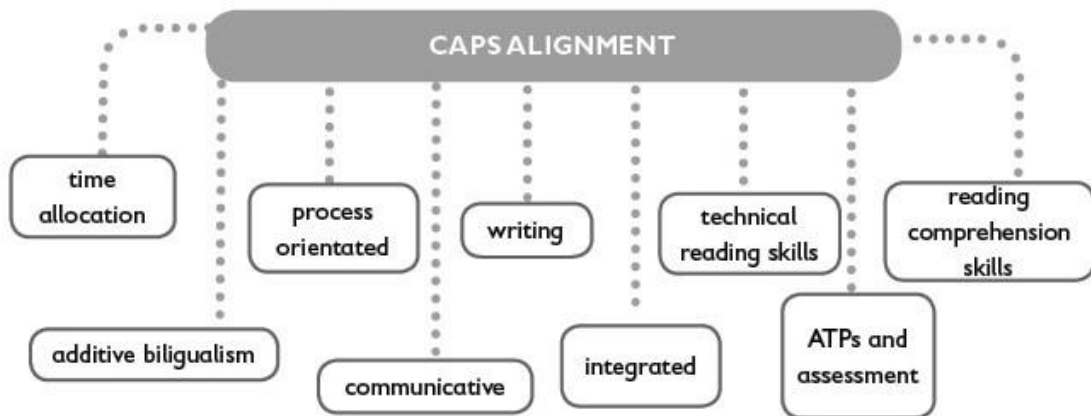
## Structured learning programme

A structured learning programme provides day-by-day lesson plans, together with all the required resources. This is sometimes referred to as a 'structured pedagogical programme' or as 'direct instruction'. For this FP EFAL programme, a routine has been designed to effectively teach each component of language in a 3 or 4 hour weekly cycle. Within this routine, selected pedagogies, or 'core methodologies' have been included to teach different aspects of literacy and language. This allows both the teacher and learners to master the routine and activities, and to ultimately engage with them in a confident, expert manner. Once teachers and learners are familiar with the routine and activities, energy can be focused on the content. Content is developed around a theme, and each theme runs for two weeks.



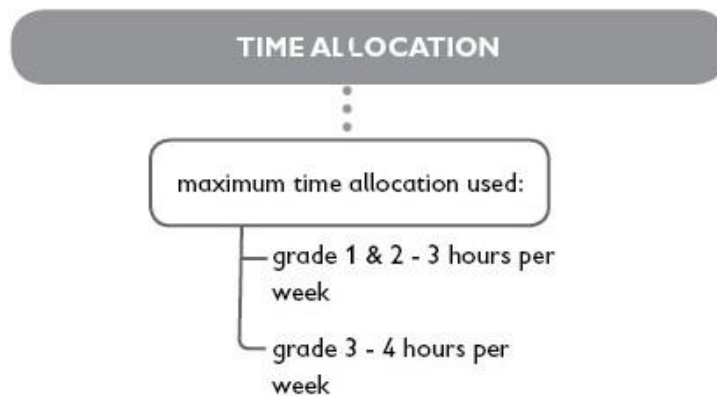
## CAPS (Curriculum Assessment Policy Statement) aligned

The programme complies with policy in terms of time allocations, the approach to teaching, the specific skills and genres to be taught, and the assessment tasks to be implemented.



### Time allocation

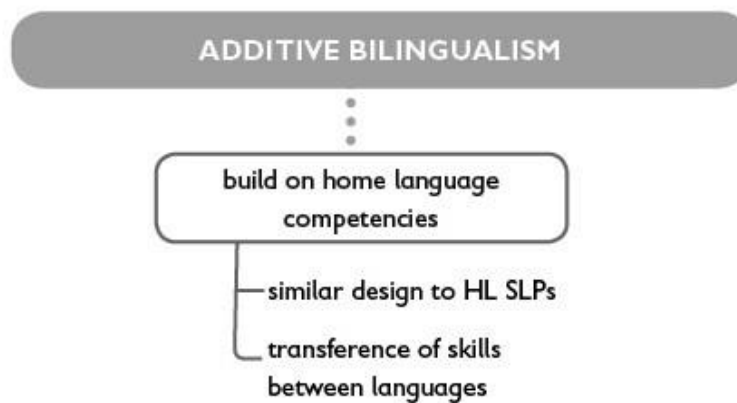
The PSRIP uses the maximum time allocation for FAL. This means that for Grades 1 and 2, the programme is designed for 3 hours per week. For Grade 3, the programme is designed for 4 hours per week.



## Additive bilingualism

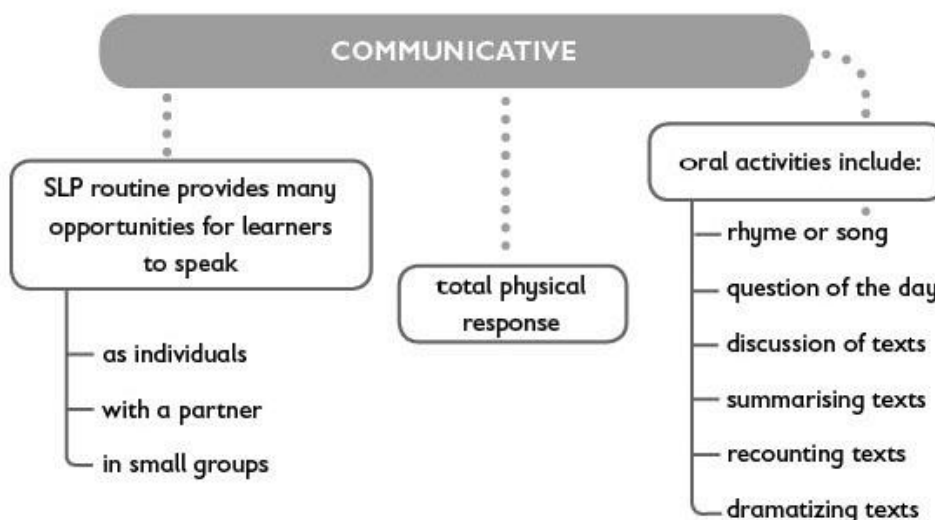
The programme depends on learners developing strong home language literacy competencies. It is designed to build on home language competencies.

*Note: The NECT FP HL SLP of 2021 is designed to cover the same themes, content and concepts, and to use the same 'core methodologies', thereby facilitating the transference of skills between languages.*



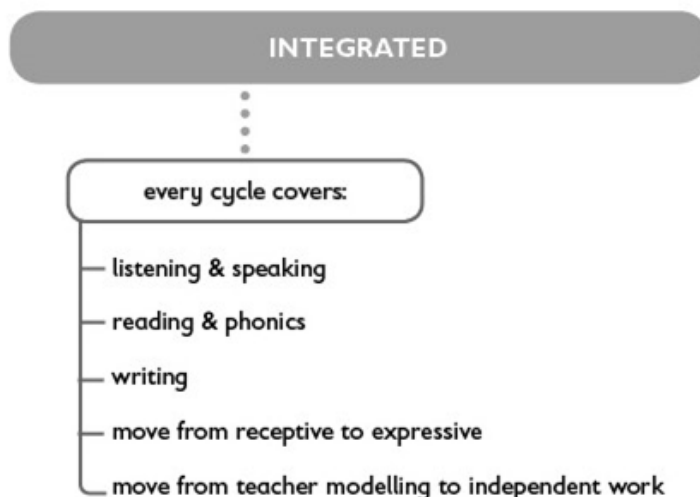
## Communicative

The communicative approach relies on learners having many opportunities to hear, practice and produce the targeted language, for social or practical purposes. The routine of this programme includes many opportunities for learners to use new language and vocabulary as individuals, with partners, and in small groups. Many of the oral activities require the use of total physical response – learners must listen, think, perform a movement or action, and respond orally.



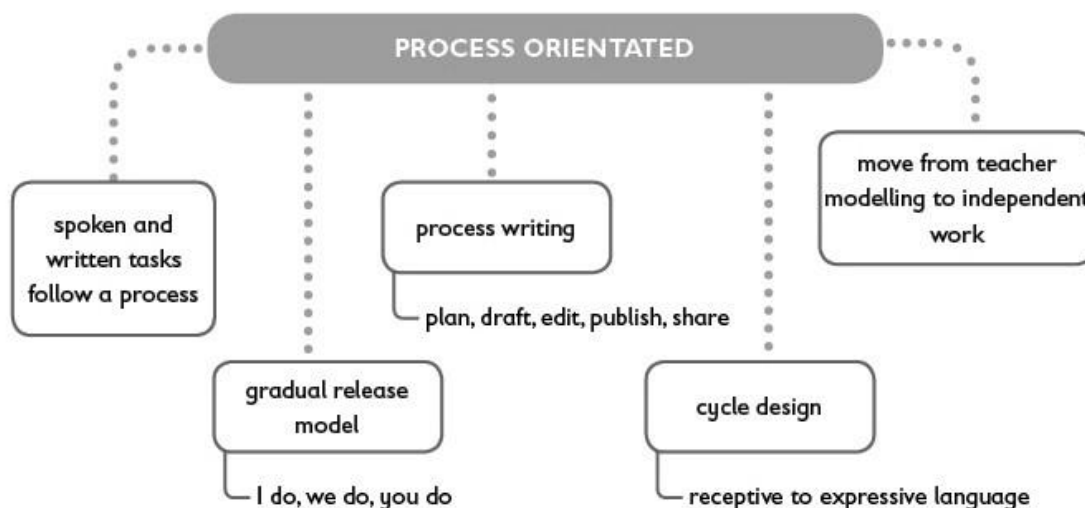
## Integrated

The weekly cycle includes an integrated approach to language development by routinely covering all components of language development, moving from the receptive skills of listening and reading, to the expressive skills of writing and speaking. Another aspect of integrated learning that is accounted for is that all lessons move from the teacher first modelling good practice, to learners practicing the skills with a partner or in a group, to finally working independently.



## Process orientated

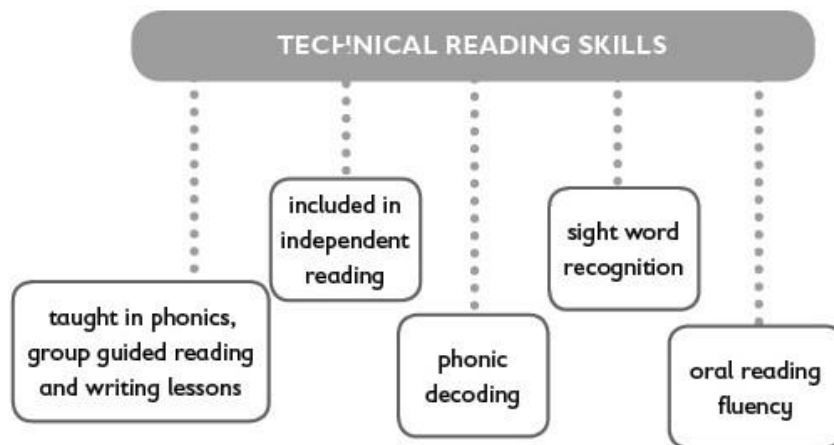
In this programme, the production of spoken and written language is process orientated, and often includes the use of the gradual release method (I do, we do, you do). In terms of writing, process writing is introduced from Grade 1, with learners initially planning and drafting. By Grade 3, learners implement the full process writing cycle. The more significant speaking and writing tasks happen towards the end of the cycle, once learners have had the opportunity to hear, read and learn theme related language.





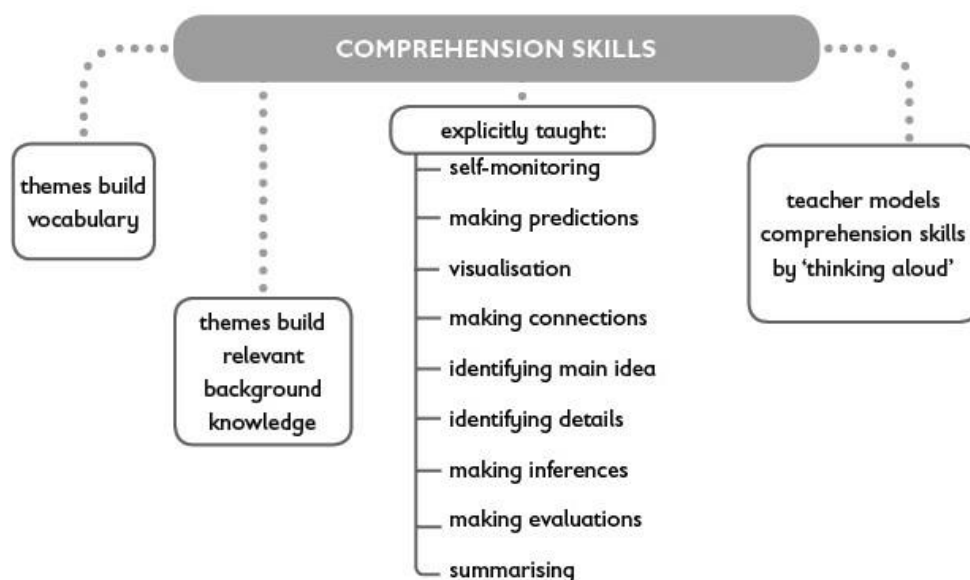
## Technical reading skills

This programme includes a highly structured approach to teaching technical reading skills through phonemic awareness, phonic decoding, word recognition and the development of oral reading fluency. These skills are taught during phonics lessons, group guided reading sessions, and in writing lessons. From Grade 2, decodable and independent reading texts are included as part of the reading worksheets.



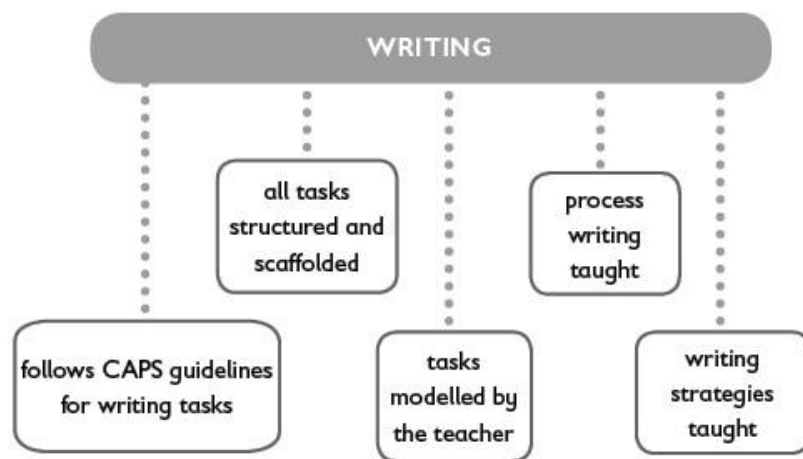
## Reading comprehension skills

Research has shown that vocabulary and background knowledge are key factors in reading comprehension. Because of this, themes include a wide range of content and concepts. Related vocabulary is explicitly taught and then used in context. Vocabulary from previous themes is reused where appropriate, and learners are encouraged to build and use a personal dictionary. Another key factor that is addressed in this programme is that comprehension skills are explicitly taught. This is done in every cycle during shared reading, where the teacher models the use of the comprehension skill by 'thinking aloud'.



## Writing

The programme follows the CAPS guidelines for writing tasks to take learners through the stages of emergent writing. All writing tasks are carefully structured and scaffolded for maximum support. The tasks are also explicitly modelled by the teacher. The same approach is taken to process writing from Grade 1 to Grade 3, so that as learners move through the grades, their understanding of process writing develops. Learners are also taught to use a series of 'writing strategies' to provide them with additional support in any writing task. Teachers are encouraged to extend writing tasks for learners who are capable of moving beyond the SLP tasks.



## Conclusion

At first the implementation of this SLP may feel a little overwhelming. It is important to remember that the same routine is followed every week, and the same activities are done every week. Once this is mastered, it becomes easy to focus on the content of the cycle, and to really engage with learners in a meaningful way.

# Term 1 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
<b>LISTENING &amp; SPEAKING</b>					
Learners should be able to:					
1. Say or sing 8 new rhymes or songs					
2. Answer the question of the day					
3. Discuss the shared reading story					
4. Help to summarise the shared reading story					
5. Recount part of the shared reading story					
6. Dramatise the shared reading story					
7. Talk about their writing					
<b>Vocabulary</b>					
Learners should be able to understand and use some of the following theme vocabulary:					
girl	boy	I	me	like	run
play	read	tall	short	funny	clever
same	different	happy	sad	feel	excited
tell	cry	someone	upset	hug	smile
better	friend	dog	cat	home	farm
chickens	pigs	game-reserve	lion	elephant	home
live	granny	electricity	water	more	fewer
kitchen	bathroom	friend	kind	nice	draw
run	chat	most	fewest	whisper	shout
together	new	birthday	celebrate	cake	balloon
blow	candle	present	unwrap	remember	forget
surprise	party	believe	gift	knife	spoon
Wish	secret	receive	give	card	invitation
fork	yummy	car	bus	taxi	fly
travel	drive	motorcycle	truck	lorry	fast
airplane	ride	shiny	brave	transportation	trip
slow	bright	on foot	here	there	move

boat					
<b>READING &amp; VIEWING</b>					
<b>Phonemic Awareness and Phonics</b>					
Learners should be able to identify and say the following sounds:					
a	b	c	d	e	f
g	h	l	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z	th	sh	ch	at
an	ai	tr	-st	oa	ai
<b>Phonic Decoding</b>					
Learners should be able to decode the following words:					
cat	rat	sat	mat	hat	that
spat	brat	drat	scat	can	man
tan	pan	fan	span	than	plan
bran	pain	gain	rain	main	fail
wail	hail	jail	train	trail	trap
trip	truck	trick	track	trek	rust
trust	must	just	last	past	fast
vast	coat	goat	goal	coal	road
toad	toast	roast			
<b>Sight &amp; High Frequency Word Recognition</b>					
Learners should be able to read the following words by sight:					
the	and	a	to	said	in
he	l	of	it	was	you
they	on	she	is	for	at
his	but	that	with	all	we
can	are	up	had	my	her
what	there	out	this	have	went
be	like	some	so	not	then
go	were	little	as	mum	one

them	do	me	down	dad	big
when	its	see	look	very	don't
come	will	into	back	from	children
him	Mr	get	just	now	came
oh	about	what	sad	saw	sit
friends	very	what	doing	play	sleep
happy	wish	orange	green	help	can't
brave	yellow	behind	front	top	

### Comprehension

Learners should be able to:

1. Make predictions about a text after doing a 'picture walk'
2. Monitor their own understanding of a text
3. Recall details from a text
4. Identify the main idea in a text
5. Sequence events from a story
6. Visualise, make connections, make inferences, make evaluations, and wonder about the text
7. Summarise and retell the text

### WRITING

Learners should be able to:

1. Plan and draft their own writing
2. Be able to draw a relevant picture to show meaning
3. Use taught phonics and word recognition to write partial or complete words as labels
4. Use a writing frame to complete 2-4 sentences

## Term 1 2021 ATP / PSRIP alignment

The DBE ATP for Grade 2 2021 starts with a baseline evaluation to assess learner competency at the start of the year. The ATP then allows for 6 weeks of consolidation to address time lost to the global pandemic in 2020.

For this reason, please follow the 6 week consolidation programme provided by the DBE in the ATP (at the end of this document). Then, start the PSRIP SLP in week 7. Please note that the consolidation programme follows a similar routine and uses similar methodologies to the PSRIP.

Week	DBE ATP Theme	PSRIP Theme	PSRIP Big Book Story
1	Baseline Assessment	Baseline Assessment	-
2	Consolidation Programme (See ATP)	Follow DBE ATP Programme	-
3	Consolidation Programme (See ATP)	Follow DBE ATP Programme	-
4	Consolidation Programme (See ATP)	Follow DBE ATP Programme	-
5	Consolidation Programme (See ATP)	Follow DBE ATP Programme	-
6	Consolidation Programme (See ATP)	Follow DBE ATP Programme	-
7	Celebrating birthdays	Celebrating birthdays	A forgotten birthday
8			
9	Getting around	Getting around	Chuck the truck
10			

# Term 1 Tracker

Week 2: Consolidation, All about me (See ATP)		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>Names, names are not the same</b></li> <li>• Theme Vocabulary – <b>same, girl, boy, I, me</b></li> <li>• Question of the Day – <b>Are you a girl or a boy?</b></li> <li>• Practise Sight Words – <b>the, and, a, to, said</b></li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>Revise single sounds a- i</b></li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Tuesday	Activity 1: Shared Reading: First read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to being a Grade 2 learner; identify objects; answer recall questions</b></li> </ul>	
Tuesday	Activity 2: Writing <p><b>Learners draw themselves</b></p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>Names, names are not the same</b></li> <li>• Theme Vocabulary – <b>same, like, run, play, read</b></li> <li>• Question of the Day – <b>Do you like to play or read?</b></li> <li>• Practise Sight Words – <b>in, he, I, of, it</b></li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>Revise all single sounds: j - r</b></li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Thursday	Activity 1: Shared Reading: Second read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to being a Grade 2 learner; recount story; answer questions; dramatise story</b></li> </ul>	
Thursday	Activity 2: Writing <p><b>Learners write two sentences about themselves, My name is... / I like to....</b></p>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>Names, names are not the same</b></li> </ul>	

	<ul style="list-style-type: none"> <li>• Theme Vocabulary – <b>same, tall, short, funny, clever</b></li> <li>• Question of the Day – <b>Would you rather be funny or clever?</b></li> <li>• Practise Sight Words – <b>was, you, they, on, she</b></li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• <b>Revise single sounds s - z</b></li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	

### Week 3: Consolidation, My feelings (See ATP)

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>Names, names are not the same</b></li> <li>• Theme Vocabulary – <b>different; happy; sad; feel; excited</b></li> <li>• Question of the Day – <b>Do you feel happy or excited?</b></li> <li>• Practise Sight Words – <b>is, for, at, his, but</b></li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>Same or different: b and d; g and k</b></li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Tuesday	Activity 1: Shared Reading: First read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to learners' feelings; identify objects; answer recall questions</b></li> </ul>	
Tuesday	Activity 2: Writing <p><b>Learners draw their feelings on first day of school</b></p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>Names, names are not the same</b></li> <li>• Theme Vocabulary – <b>different; tell; cry; someone; upset</b></li> <li>• Question of the Day – <b>If you feel sad, do you tell someone or cry?</b></li> <li>• Practise Sight Words – <b>that, with, all, we, can</b></li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>Same or different: p and b; h and w</b></li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	



Thursday	Activity 1:	Shared Reading: Second read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to learners' feelings; recount story; answer questions; dramatise story</b></li> </ul>	
Thursday	Activity 2:	Writing <p><b>Learners write two sentences about their feelings on first day of school, On the first day of school I felt... / Then I felt....when.....</b></p>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>Names, names are all the same</b></li> <li>• Theme Vocabulary – <b>different; hug; smile; better; friend</b></li> <li>• Question of the Day – <b>Do you feel better if your friend hugs you or smiles at you?</b></li> <li>• Practise Sight Words – <b>are, up, had, my, her</b></li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• <b>Same or different: th and sh; ch and sh</b></li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	

### Week 4: Consolidation, Animals (See ATP)

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>1 2 3 eyes on me</b></li> <li>• Theme Vocabulary – <b>same; different; dog; cat; home</b></li> <li>• Question of the Day – <b>Do you have a dog or cat at home?</b></li> <li>• Practise Sight Words – <b>what, there, out, this, have</b></li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>Same or different: e and a (middle sounds of cvc words)</b></li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	

Tuesday	Activity 1:	Shared Reading: First read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to animals; identify objects; answer recall questions</b></li> </ul>	
Tuesday	Activity 2:	Writing <p><b>Learners make a list of animals and draw a picture of their favourite animals</b></p>	
Tuesday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Wednesday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>1 2 3 eyes on me</b></li> <li>• Theme Vocabulary – <b>same; different; farm; chickens; pigs</b></li> <li>• Question of the Day – <b>Would you like to see chickens or pigs on a farm?</b></li> <li>• Practise Sight Words – <b>went, be, like, some, so</b></li> </ul>	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>Same or different: u and o (middle sounds of cvc words)</b></li> </ul>	
Wednesday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Thursday	Activity 1:	Shared Reading: Second read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to animals recount story; answer questions; dramatise story</b></li> </ul>	
Thursday	Activity 2:	Writing <p><b>Learners write two sentences about their favourite animals: My favourite animals is... / I like this animal because....</b></p>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>1 2 3 eyes on me</b></li> <li>• Theme Vocabulary – <b>same; different; game reserve; lion; elephant</b></li> <li>• Question of the Day – <b>Would you rather see a lion or elephant at a game reserve?</b></li> <li>• Practise Sight Words – <b>not, then, go, were, little</b></li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• <b>Same or different: e and i (middle sounds of cvc words)</b></li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	

## Week 5: Consolidation, My home (See ATP)

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>If you can hear me, clap once</b></li> <li>• Theme Vocabulary – <b>more, fewer, home, live, granny</b></li> <li>• Question of the Day – <b>Does your granny live at your home?</b></li> <li>• Practise Sight Words – <b>as, mum, one, them, do</b></li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>-at words: cat, rat, sat, mat, hat, etc.</b></li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Teach learners the routine for group guided reading</b></li> </ul>	
Tuesday	Activity 1: Shared Reading: First read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to the home; identify objects; answer recall questions</b></li> </ul>	
Tuesday	Activity 2: Writing <p><b>Learners make a list of rooms in the home and draw a picture of their home</b></p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Teach learners the routine for group guided reading</b></li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>If you can hear me, clap once</b></li> <li>• Theme Vocabulary – <b>more, fewer, electricity, water, better</b></li> <li>• Question of the Day – <b>Is it better to have water or electricity at your home?</b></li> <li>• Practise Sight Words – <b>me, down, dad, big, when</b></li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>-at words: that; spat; brat; drat; scat; etc.</b></li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Teach learners the routine for group guided reading</b></li> </ul>	
Thursday	Activity 1: Shared Reading: Second read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to the home; recount story; answer questions; dramatise story</b></li> </ul>	
Thursday	Activity 2: Writing <p><b>Learners write two sentences about their home: My home has.... / The thing I like most about my home is....</b></p>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Teach learners the routine for group guided reading</b></li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>If you can hear me, clap once</b></li> <li>Theme Vocabulary – <b>more, fewer, kitchen, bathroom, new</b></li> <li>Question of the Day – <b>Do you want a new kitchen or bathroom?</b></li> <li>Practise Sight Words – <b>its, see, look, very, don't</b></li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li><b>at words: word find (learners build own -at words)</b></li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Teach learners the routine for group guided reading</b></li> </ul>	

### Week 6: Consolidation, My friends (See ATP)

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>Bread and cheese, everyone freeze!</b></li> <li>Theme Vocabulary – <b>most, fewest, friend, kind, nice</b></li> <li>Question of the Day – <b>Is your friend kind or nice?</b></li> <li>Practise Sight Words – <b>come, will, into, back, from</b></li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li><b>-an words: can, man, tan, pan, fan, etc.</b></li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Teach learners routines for handing out books, for going to the toilet, etc.</b></li> </ul>	
Tuesday	Activity 1: Shared Reading: First read <ul style="list-style-type: none"> <li><b>Read or tell a story related to friends; identify objects; answer recall questions</b></li> </ul>	
Tuesday	Activity 2: Writing <p><b>Learners make a list of things a friend should be, and draw a picture of their best friend</b></p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Teach learners routines for handing out books, for going to the toilet, etc.</b></li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>Bread and cheese, everyone freeze!</b></li> <li>Theme Vocabulary – <b>most, fewest, draw, run, chat</b></li> <li>Question of the Day – <b>Do you like to draw, run or chat with your friend?</b></li> <li>Practise Sight Words – <b>children, him, Mr, get, just</b></li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li><b>-an words: span, than, plan, bran; etc.</b></li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Teach learners routines for handing out books, for going to the toilet, etc.</b></li> </ul>	

Thursday	Activity 1:	Shared Reading: Second read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to friends; recount story; answer questions; dramatise story</b></li> </ul>	
Thursday	Activity 2:	Writing <p><b>Learners write two sentences about their best friend: My best friend is.... / Things I like to do with my best friend are...and....</b></p>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Teach learners routines for handing out books, for going to the toilet, etc.</b></li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>Bread and cheese, everyone freeze!</b></li> <li>• Theme Vocabulary – <b>most, fewest, whisper, shout, together</b></li> <li>• Question of the Day – <b>Do you whisper or shout together with your friend?</b></li> <li>• Practise Sight Words – <b>now, came, oh, about, what</b></li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• <b>an words: word find (learners build own -an words)</b></li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Teach learners routines for handing out books, for going to the toilet, etc.</b></li> </ul>	

## Week 7: Celebrating birthdays

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /ai/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 3</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: A forgotten birthday</li> </ul>	
Tuesday	Activity 2: Writing Surprise! It's a...!	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 3</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /ai/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 3</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: A forgotten birthday</li> </ul>	
Thursday	Activity 2: Writing Wow! Thank you...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 3</li> <li>• Group 4</li> </ul>	

Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 3</li> <li>• Group 5</li> </ul>	

<b>Week 8: Celebrating birthdays</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /tr/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 4</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: A forgotten birthday</li> </ul>	
Tuesday	Activity 2: Writing Things I wish for when I blow out my candles: 1. I wish for...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 4</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /tr/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 4</li> <li>• Group 3</li> </ul>	

Thursday	Activity 1:	Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: A forgotten birthday</li> </ul>	
Thursday	Activity 2:	Writing 2. I wish for... 3. I wish for...	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 4</li> <li>• Group 4</li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Word Find /tr/</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 4</li> <li>• Group 5</li> </ul>	

### Theme Reflection: Celebrating birthdays

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>



## Week 9: Getting around

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /-st/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 5</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Chuck the truck</li> </ul>	
Tuesday	Activity 2: Writing I want to drive a...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 5</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /-st/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 5</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Chuck the truck</li> </ul>	
Thursday	Activity 2: Writing I will go...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 5</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	

Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound</li> <li>• Letter swap</li> <li>• Informal assessment</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 5</li> <li>• Group 5</li> </ul>	

### Week 10: Getting around

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce the /-oa/ sound and words</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 6</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Chuck the truck</li> </ul>	
Tuesday	Activity 2: Writing <p>I am a...</p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 6</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /oa/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 6</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Chuck the truck</li> </ul>	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> <li>• I am...</li> </ul>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 6</li> <li>• Group 4</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Beginning sound</li> <li>• Letter swap</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 6</li> <li>• Group 5</li> </ul>	

<b>Theme Reflection: Getting around</b>	
1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

# Term 1 Programme of Assessment

As per the 2021 ATP, please complete the following assessments to **establish a baseline**, and then assessments **of learning**.

BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM															
	Listening & Speaking				Phonics			Reading				Writing		Comments	
Implement in weeks:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	
<b>Key (from observations)</b> <u>Learner observations</u> ✓ exceed ▲ satisfied ● partially satisfied ✖ not yet satisfied	Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball	Can identify an animal, person or object after listening to a simple oral description	Can respond to basic greeting	Can respond to a simple oral instruction	Can identify beginning sounds of words	Can identify rhyming words	Can segment sentences into individual words	Claps of syllables in familiar words	Listens to a story and answers simple questions about the story	Identifies an animal in a story	Can point to objects in an illustration	Recognises 20-30 familiar words	Completes a writing frame using own answers	Writes a simple list	
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**BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM**

	Listening & Speaking				Phonics			Reading				Writing		Comments	
Implement in weeks:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations)															
Learner observations															
✓ exceed															
▲ satisfied															
● partially satisfied															
* not yet satisfied															
	Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball	Can identify an animal, person or object after listening to a simple oral description	Can respond to basic greeting	Can respond to a simple oral instruction	Can identify beginning sounds of words	Can identify rhyming words	Can segment sentences into individual words	Claps of syllables in familiar words	Listens to a story and answers simple questions about the story	Identifies an animal in a story	Can point to objects in an illustration	Recognises 20-30 familiar words	Completes a writing frame using own answers	Writes a simple list	
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**BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM**

	Listening & Speaking				Phonics			Reading				Writing		Comments	
Implement in weeks:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations)	<p><b>Learner observations</b></p> <p>✓ exceed</p> <p>▲ satisfied</p> <p>● partially satisfied</p> <p>* not yet satisfied</p>														
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**BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM**

	Listening & Speaking				Phonics				Reading				Writing		Comments
Implement in weeks:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations)	<p><b>Learner observations</b></p> <p>✓ exceed</p> <p>▲ satisfied</p> <p>● partially satisfied</p> <p>✘ not yet satisfied</p>														
Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball															
Can identify an animal, person or object after listening to a simple oral description															
Can respond to basic greeting															
Can respond to a simple oral instruction															
Can identify beginning sounds of words															
Can identify rhyming words															
Can segment sentences into individual words															
Claps of syllables in familiar words															
Listens to a story and answers simple questions about the story															
Identifies an animal in a story															
Can point to objects in an illustration															
Recognises 20-30 familiar words															
Completes a writing frame using own answers															
Writes a simple list															
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**BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM**

	Listening & Speaking				Phonics			Reading				Writing		Comments	
Implement in weeks:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations)	Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball Can identify an animal, person or object after listening to a simple oral description Can respond to basic greeting Can respond to a simple oral instruction Can identify beginning sounds of words Can identify rhyming words Can segment sentences into individual words Claps of syllables in familiar words Listens to a story and answers simple questions about the story Identifies an animal in a story Can point to objects in an illustration Recognises 20-30 familiar words Completes a writing frame using own answers Writes a simple list														
<u>Learner observations</u>															
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading			Writing	Comments
		Points to and names objects in the classroom or in a picture	Responds physically to simple oral instructions	Total	Reproduces sound patterns using environmental sounds	Answers simple oral questions about a story	Total	Draws a picture for a story that is told and writes two sentences	
<b>Date</b>									
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>32</b>	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading			Writing	Comments
		Points to and names objects in the classroom or in a picture	Responds physically to simple oral instructions	Total	Reproduces sound patterns using environmental sounds	Answers simple oral questions about a story	Total	Draws a picture for a story that is told and writes two sentences	
<b>Date</b>									
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>32</b>	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading			Writing	Comments
		Points to and names objects in the classroom or in a picture	Responds physically to simple oral instructions	Total	Reproduces sound patterns using environmental sounds	Answers simple oral questions about a story	Total	Draws a picture for a story that is told and writes two sentences	
<b>Date</b>									
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>32</b>	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading			Writing	Comments
		Points to and names objects in the classroom or in a picture	Responds physically to simple oral instructions	Total	Reproduces sound patterns using environmental sounds	Answers simple oral questions about a story	Total	Draws a picture for a story that is told and writes two sentences	
<b>Date</b>									
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>32</b>	
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# Term 1 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
<b>OBJECTIVE</b>	<ol style="list-style-type: none"> <li>1. Learner identifies and names items in a familiar picture.</li> <li>2. Learners respond to a simple question.</li> </ol>			
<b>IMPLEMENTATION</b>	<ol style="list-style-type: none"> <li>1. Week 7 or 8 when the learners are settled and writing.</li> <li>2. Week 7 or 8 Oral: Daily question.</li> </ol>			
<b>ACTIVITY 1</b>	<ol style="list-style-type: none"> <li>1. Settle the class to complete a written activity.</li> <li>2. Then, call individual learners to your desk.</li> <li>3. Use a picture from the big book story for the week.</li> <li>4. First, ask the learner to point to 2 items that you name.</li> <li>5. Next, ask the learner to name 2 items that you point to.</li> </ol>			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
<b>ACTIVITY 2</b>	<ol style="list-style-type: none"> <li>1. Complete this during the oral daily question activity.</li> <li>2. Follow the routine of calling one group per day to answer a theme-related question.</li> <li>3. Listen carefully as each learner answers the question.</li> </ol>			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.

<b>READING &amp; PHONICS RUBRIC</b>				
<b>OBJECTIVE</b>	<ol style="list-style-type: none"> <li>1. Learner reproduces sound patterns using environmental sounds.</li> <li>2. Learner listens to and answers questions related to a story.</li> </ol>			
<b>IMPLEMENTATION</b>	<ol style="list-style-type: none"> <li>1. Week 7 or 8 phonics</li> <li>2. Week 7 or 8 Shared Reading</li> </ol>			
<b>ACTIVITY 1</b>	<ol style="list-style-type: none"> <li>1. Go around the room during phonics and complete this activity with small groups of learners.</li> <li>2. Tell learners to listen as you make a 'sound pattern', for example: clap clap click click stamp click.</li> <li>3. Then, ask the learners to repeat the sound pattern.</li> <li>4. Listen and watch carefully.</li> <li>5. Do 2 sound patterns with each group.</li> </ol>			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
	The learner cannot correctly reproduce the sound patterns, both in terms of sounds and rhythm.	The learner can correctly reproduce only one sound pattern, or the struggles with the rhythm on both sound patterns.	The learner can correctly reproduce both sound patterns, but struggles with the rhythm on occasion.	The learner can correctly reproduce both sound patterns, with the correct rhythm.
<b>ACTIVITY 2</b>	<ol style="list-style-type: none"> <li>1. Once you have read the big book story to learners, ask individual learners a basic recall question about the story.</li> <li>2. Listen carefully to the answers.</li> </ol>			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.

<b>WRITING RUBRIC</b>				
<b>OBJECTIVE</b>	1. The learner draws a picture and writes two sentences			
<b>IMPLEMENTATION</b>	1. This can be done from Weeks 7 - 9			
<b>ACTIVITY 1</b>	1. Conduct the writing lessons as usual. 2. Collect the learner books at the end of the week for assessment.			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
<b>Sentences</b>	Writes or draws a picture to convey a message, but may not be on topic.	Writes or draws to convey a message.	Writes one sentence on topic.	Writes two sentences on topic.
<b>Capitalisation</b>	Uses upper case and lower case letters interchangeably.	Capitalises the first word inconsistently.	Capitalises the first word and pronoun I consistently.	Capitalises the first word, the pronoun I and people's names consistently.
<b>End Punctuation</b>	Does not use end punctuation.	End punctuation is used inconsistently and incorrectly.	End punctuation is often used correctly, but is mostly limited to full stops.	End punctuation is mostly used correctly and includes the use of question marks and exclamation marks.
<b>Spacing</b>	No spacing between words.	Inconsistent spacing between words.	Mostly correct spacing between words.	Correct spacing between words.
<b>Words</b>	Uses beginning sounds to represent words.	Uses beginning and end sounds to represent words.	Uses familiar words or repeats words. Writes some words phonetically.	Uses familiar words correctly. Attempts to use some new words. New CVC words are spelled phonetically.
<b>Vowels</b>	Vowels are omitted or used incorrectly.	Some vowels used, but they are often incorrect.	Uses some vowels correctly.	Uses most vowels correctly.
<b>Sight words</b>	Sight words not spelled correctly.	A few sight words spelled correctly.	Some sight words spelled correctly.	Most sight words spelled correctly.
<b>Ideas</b>	Ideas are difficult to understand.	Ideas are generally understandable.	Ideas are personal and original.	Ideas are personal, original and creative. Some relevant details included.

**DBE EFAL ATP 2021 Grade 2 Term 1**



**FIRST ADDITIONAL LANGUAGE GRADE 2**  
**Revised National Teaching Plan**

**GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:**

Please note the following:

1. The CAPS document for terms 1-4 (2020) has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. The first few weeks must be used to teach sounds / concepts that were not addressed in the previous year. This may be applicable for term 4 sounds that were not taught like j, r, w.
6. Learners will be at different levels. All schools will not be the same. If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. The topics/themes and vocabulary for FAL are only suggestions and not compulsory. Teachers should use themes, applicable to the school context. Choose your vocabulary according to your theme.
9. Whenever group work is done, social distancing is to be adhered to.

**Guidelines for assessment: Baseline assessment:**

- ☐ Should be done during the first 10 days of returning to school.
- ☐ Baseline activities should not be a stand-alone but be integrating with the teaching and learning process.
- ☐ Should be done informally and mostly through observation.
- ☐ The assessment activities will focus on previous grade content.
- ☐ The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.

**School Based Assessment:**

- ☐ Assessment takes place on a continuous basis in the Foundation Phase.
- ☐ A bigger focus should be on formative assessment.
- ☐ Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)  
Rubrics are only suggestions.
- ☐ Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

**THANK YOU FOR TRYING YOUR UTMOST IN PREPARING OUR LEARNERS!**

## 2021 Annual Teaching Plan – Term 1: 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	Consolidation program and baseline assessment						Celebrating birthdays		Getting around DBE workbook page 11- picture about all the different kinds of transportation	
CAPS Topic	<p style="text-align: center;"><b>LISTENING AND SPEAKING</b> Done on Mondays, Wednesdays and Fridays</p> <ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song</li> <li>Open-ended question (Question with no wrong answer)</li> <li>Vocabulary for the day, and the sight words.</li> </ul>									
Core Concepts, Skills and Values	Greeting. Start with a more difficult greeting in grade 2. a. Teacher: Good Morning! How are you? b. Learner: I am fine thanks, how are you?  Baseline assessment	Greeting, let them greet one another.	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Good morning, how do you feel today? b. Learner: Good morning, I feel happy / I feel sad	Greeting Teacher: Hi, where do you live? b. Learner: Hi, I live in	Greeting Teacher: Hello, what is your name? b. Learner: Hello, my name is ____. c. Teacher: Nice to meet you! d. Learner: Nice to meet you, too!	Greeting Ask 3-4 learners to respond. a. Teacher: Good morning, what is the day today? b. Learner: Good morning, the day today is ____.	Greeting Ask different learners: "How old are you?" Let the learner respond... "I am .... years old."	Greeting	Greeting Ask different learners: "How old are you?" Let the learner respond: "I am .... years old."	Greeting

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Song/ Rhyme	Names, names are not the same. Clap your hands and say your name.	Names, names are not the same. Clap your hands and say your name.	Names, names are not the same. Clap your hands and say your name. Let them now clap the syllables in their name, e.g. Le-ra-to	Teach learners a few attention getters, e.g. 1-2-3 EYES ON ME. 1-2 EYES ON YOU! 2. Instruct learners to talk to their neighbours. 3. When they hear "1-2-3 EYES ON ME" they must STOP TALKING. 4. They must say "1-2 EYES ON YOU." 5. They must sit quietly in their seat with their eyes on the teacher.	Let learners get use to the attention getters you are going to use .	Teach a NEW ATTENTION GETTER, e.g.: If you can hear me clap once. 2. Instruct learners to talk to their neighbours. 3. When they hear "IF YOU CAN HEAR ME CLAP ONCE" they must stop talking. 4. They must clap once. 5. Do this with different numbers until you have the attention of all learners.	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>(Choose one learner to come up to the front of the room. Pretend it is their birthday and instruct the learners to sing to them. If possible, make a birthday hat for the learner to wear.)</td> <td></td> </tr> <tr> <td>Happy birthday to you.</td> <td>Point to the learner you have chosen</td> </tr> <tr> <td>Happy birthday to you.</td> <td>Point to the learner you have chosen</td> </tr> <tr> <td>Happy birthday dear (learner's name).</td> <td>Point to the learner you have chosen</td> </tr> <tr> <td>Happy birthday to you.</td> <td>Point to the learner you have chosen</td> </tr> </tbody> </table>	Lyrics	Actions	(Choose one learner to come up to the front of the room. Pretend it is their birthday and instruct the learners to sing to them. If possible, make a birthday hat for the learner to wear.)		Happy birthday to you.	Point to the learner you have chosen	Happy birthday to you.	Point to the learner you have chosen	Happy birthday dear (learner's name).	Point to the learner you have chosen	Happy birthday to you.	Point to the learner you have chosen	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>One little girl went out to play,</td> <td>Hold up <u>one</u> finger</td> </tr> <tr> <td>At a birthday party one day.</td> <td>Pretend to put on a birthday hat</td> </tr> <tr> <td>She had such enormous fun,</td> <td>Open your arms big</td> </tr> <tr> <td>She called for another friend to come.</td> <td>Beckon for someone to come</td> </tr> <tr> <td>Two little girls went out to play,</td> <td>Hold up <u>two</u> fingers</td> </tr> <tr> <td>At a birthday party one day.</td> <td>Pretend to put on a birthday hat</td> </tr> <tr> <td>They had such enormous fun,</td> <td>Open your arms big</td> </tr> <tr> <td>They called for another friend to come.</td> <td>Beckon for someone to come</td> </tr> </tbody> </table>	Lyrics	Actions	One little girl went out to play,	Hold up <u>one</u> finger	At a birthday party one day.	Pretend to put on a birthday hat	She had such enormous fun,	Open your arms big	She called for another friend to come.	Beckon for someone to come	Two little girls went out to play,	Hold up <u>two</u> fingers	At a birthday party one day.	Pretend to put on a birthday hat	They had such enormous fun,	Open your arms big	They called for another friend to come.	Beckon for someone to come	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>The wheels on the bus go round and round,</td> <td>Make your hands go around in a circle</td> </tr> <tr> <td>Round and round, round and round,</td> <td>Make your hands go around in a circle</td> </tr> <tr> <td>The wheels on the bus go round and round,</td> <td>Make your hands go around in a circle</td> </tr> <tr> <td>All around the town.</td> <td></td> </tr> </tbody> </table>	Lyrics	Actions	The wheels on the bus go round and round,	Make your hands go around in a circle	Round and round, round and round,	Make your hands go around in a circle	The wheels on the bus go round and round,	Make your hands go around in a circle	All around the town.		<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I am wind-shield wipers.</td> <td>Bend your arm at your elbow you're your fingers pointing up</td> </tr> <tr> <td>This is how I go:</td> <td>Move arms left and right, like wipers</td> </tr> <tr> <td>Back and forth, back and forth,</td> <td>Continue back and forth motion</td> </tr> <tr> <td>In the rain and snow.</td> <td>Use your fingers to make rain / snow</td> </tr> </tbody> </table>	Lyrics	Actions	I am wind-shield wipers.	Bend your arm at your elbow you're your fingers pointing up	This is how I go:	Move arms left and right, like wipers	Back and forth, back and forth,	Continue back and forth motion	In the rain and snow.	Use your fingers to make rain / snow
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Question of the day	Divide your class into 6 groups (mixed ability) They must know in which group they are. (animals, flowers etc.) Call a group to stand.	Call a different group to stand- see whether they know to which group they belong	Ask different groups to do different things, like leopards stand, elephants clap your hands three times etc.	Ask a group to stand, ask different learners: "What is your name?" Let the learner respond...My name is..... Ask the class "What is his name?" Let the whole class respond.	Draw a three column graph on the board with the names orange, green and purple at the top. Ask a group to stand and ask "What is your favourite colour?"	Put a question on the board related to the theme and let a group answer. There are no wrong or right answers. Ask: What do you like most to eat on your birthday; cake or ice-cream?	Put a question on the board related to the theme and let a group answer. There is no wrong or right answers.	Put a question on the board related to the theme and let a group answer. There is no wrong or right answers. Ask: How do you get to town: by bus or by car?	Put a question on the board related to the theme and let a group answer. There are no wrong or right answers.																																																			

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Suggested Vocabulary</b> The vocabulary will depend on the chosen theme.</p> <p>(Teach 4 words a day from week 3 onwards)</p>	<p><b>Baseline assessment</b></p>	<p>Teach the word "same", e.g. hold up 2 fingers and ask them to show you the same.</p>	<p>Teach learners the word: different.</p> <p>a. Hold up 1-5 fingers.</p> <p>b. Explain that learners must hold up a DIFFERENT number of fingers.</p> <p>c. Repeat 4-5 times</p>	<p>Teach the words same and different</p> <p>Same or different.</p> <p>a. Collect some objects, like: 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser.</p> <p>b. Show learners any two of the objects.</p> <p>c. Explain that if the objects are the SAME, learners should give THUMBS UP.</p> <p>d. If the objects are not the same, they should give THUMBS DOWN.</p>	<p>Teach learners the word "more".</p>	<p>Teach learners the word: fewer.</p> <p>a. Draw a line down the middle of the chalkboard.</p> <p>b. Draw FOUR CIRCLES on one side.</p> <p>c. Draw TWO CIRCLE on the other side.</p> <p>d. Ask learners which side has FEWER.</p> <p>e. REPEAT with different numbers of circles.</p>	<p>birthday, celebrate, cake, balloon, blow, candle, present, unwrap, remember, forget, surprise, party</p>	<p>wish, secret, believe, gift, knife, spoon, fork, yummy, receive, give, card, invitation</p>	<p>drive, car, bus, taxi, fly, airplane, ride, motorcycle, truck, lorry, fast, slow</p>	<p>bright, shiny, brave, transportation, trip, boat, bike, on foot, here, there, move, travel</p>
<b>Sight words</b>							sad, saw, sit, friends , very	what, doing, play, sleep, happy	wish, orange, green, help, can't	brave, yellow, behind, front, top
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows and gives a short sequence of instructions.</li> <li>Understands and responds to simple questions.</li> <li>Make simple requests and statements.</li> <li>Identifies an object from a simple oral description.</li> <li>Talks about objects in a picture in response to teacher's instruction.</li> <li>Listens to and gives a simple recount.</li> <li>Memorises and performs simple poems, action rhymes and songs.</li> <li>Plays language games.</li> </ul>									
<b>Date completed</b>										

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>CAPS Topic</b>	<b>READING – GROUP GUIDED READING</b>										
	<b>Mondays, Tuesdays, Wednesdays, Thursdays, Fridays</b>										
<b>Core Concepts, Skills and Values</b>	<p><b>Baseline assessment</b></p> <ul style="list-style-type: none"> <li>Oral reading fluency to determine reading groups.</li> </ul>	<p>Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready. (One average, one easier, one more difficult. – DBE workbooks can be used or the EGRA tool.)</p> <p><b>Group 1:</b> This learner knows no or very few words. The learner does not seem to recognise letter-sound relationships.</p> <p><b>Group 2:</b> This learner knows just a few common words. He/she does not seem to recognise letter-sound relationships. This learner need a lot of help to read previously unseen words.</p> <p><b>Group 3:</b> This learner knows some common words. This learner needs help to decode previously unseen words.</p> <p><b>Group 4:</b> This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p> <p><b>Group 5:</b> This learner knows many common words. This learner can decode previously unseen words.</p> <p>This learner reads with fluency and expression. This is one of the best readers in the class.</p>	<p>Teach routines for Group Guided Reading.</p> <ol style="list-style-type: none"> <li>Appoint monitors to keep learners quiet.</li> <li>Appoint reading book monitors.</li> <li>Explain the toilet pass.</li> </ol> <p>Teach learners how to use worksheets when you are busy with a group of learners/learner.</p>	<p>Listen to one group per day while the rest of the class can do other activities, e.g. worksheets or work in the DBE workbook.</p> <p>Select text appropriate for the group.</p> <p>First revise the sight words of the week.</p> <p>Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you.</p>	<ul style="list-style-type: none"> <li>Listen to one group on a day while the rest of the class can do other activities, e.g. worksheets or work in the DBE workbook.</li> <li>Select text appropriate for the group.</li> <li>First revise the sight words of the week.</li> <li>Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you.</li> </ul>						
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.</li> <li>Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</li> <li>Reads with increasing fluency and expression.</li> <li>Shows an understanding of punctuation when reading aloud.</li> <li>Begins to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>										
<b>Date completed</b>											

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – SHARED READING Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	<b>Baseline assessment:</b> <ul style="list-style-type: none"> <li>Comprehension activities</li> </ul>				<b>Consolidation activities:</b> <ul style="list-style-type: none"> <li>Build vocabulary</li> <li>Revise sight words.</li> <li>Comprehension activities</li> </ul>		<b>Tuesday 1</b> Pre Read (Predict)  <b>Thursday –</b> First Read	<b>Tuesday –</b> Second Read  <b>Thursday-</b> Post Read (Recount/Act out the story)	<b>Tuesday:</b> Pre Read  <b>Thursday:</b> First Read	<b>Tuesday:</b> Second Read  <b>Thursday:</b> Post Read
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster.</li> <li>Understands and responds to instructions (e.g. learners point to objects in the picture/ name objects in the story).</li> <li>Answers simple literal questions about the story with short answers.</li> <li>Name some of the things in the picture in response to questions from the teacher.</li> <li>Acts out the story, using some of the dialogue.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>PHONICS Mondays, Wednesdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<b>Baseline assessment</b> on phonics done in Grade 1.	Identifies all single letter sounds.  j- jam, jab, job, jaw,	Distinguish aurally between different single sounds, e.g. starting sounds in names, objects, etc.  r- red, rob, run, rat, rag, ram	Distinguish different initial, end and middle sounds in simple words.  w- wet, wall, win, wax, wig	<b>-at- words:</b> cat, mat, fat, sat, pat  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-an- words</b> pan, fan, can, man, ran, van  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-e- words</b> ten, pen, hen, men, pet, get, red  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-i- words</b> sit, fit, lid, tin, pin, fin  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-o- words</b> pot, lot, rot, top, cot, dot, hot, pop, ton, won  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.	<b>-u- words</b> fun, run, nut, bun, nun  <b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Distinguishes aurally between sounds that are often confused.</li> <li>Identifies letter-sound relationships of most single letters.</li> <li>Builds up and breaks down 3-letter words using sounds learnt.</li> </ul>									
<b>Date completed</b>										

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	<b>WRITING</b> <b>Tuesdays and Thursdays</b>									
Core Concepts, Skills and Values	<p><b>Baseline assessment:</b></p> <ul style="list-style-type: none"> <li>• Language structures informally taught</li> <li>• Creative Writing</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain that learners will draw themselves and write two sentences about themselves.</li> <li>2. Use MODELLING to draw yourself on the chalkboard.</li> <li>3. Use MODELLING to add a sentence to your drawing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that learners will draw their feelings on the first day of school.</li> <li>2. Use modelling before they attempt to do it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a list of animals.</li> <li>2. Explain that learners will draw their favourite animal.</li> <li>3. Then, learners will write two sentences about their favourite animal.</li> <li>3. Use MODELLING to draw your favourite animal on the chalkboard and to show them your two sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that learners will draw their home.</li> <li>2. Then, learners will write two sentences about their home.</li> <li>3. Use MODELLING to draw your home on the chalkboard.</li> <li>4. Use MODELLING to add two sentences to your drawing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Let them draw their best friend and write two sentences about their friend.</li> <li>2. Use modelling before the learners attempt to do this.</li> </ol>	<p><b>Tuesday:</b> Surprise! It's a .....</p> <p><b>Thursday:</b> Wow! Thank you.....</p> <p>Let them think what do they want for their birthday and let them draw the picture before they use the writing frame to complete their sentence.</p>	<p><b>Tuesday:</b> Things I wish for when I blow out my candles</p> <p>I wish for.....</p> <p><b>Thursday:</b> I wish for..... I wish for.....</p> <p>Remember to model the writing first.</p>	<p><b>Tuesday:</b> I want to drive.....</p> <p><b>Thursday</b> I will go .....</p>	<p>I am a .....</p> <ol style="list-style-type: none"> <li>1. Explain that learners will pretend that they are some kind of transportation. They will write about what kind of transport they would be!</li> <li>2. Explain that learners must think about what they would be if they could be anything.</li> <li>3. Read the writing frame to learners.</li> <li>4. Use modelling to show learners that you think before you write.</li> <li>5. Give learners some ideas you have for filling in the writing frame, like: I think I would like to be a boat because I like swimming.</li> </ol>



Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language.</li> <li>• Writes lists with headings.</li> <li>• Chooses and copies a caption to match a picture.</li> <li>• With help, writes a caption for a picture.</li> <li>• Completes sentences by filling in missing words.</li> </ul>									
<b>Date completed</b>										
<b>Extension activities</b>							DBE workbook pages 3,4,5  Draw a picture of a birthday cake	DBE workbook pages 7 and 8  Draw yourself at a birthday party	DBE workbook page 10  Draw a picture of yourself in a taxi	DBE workbook page 12  Draw a picture of your favourite transport
<b>Requisite Pre-Knowledge</b>	Knowledge of work done in grade 1. Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									
<b>Resources (other than textbook) to enhance learning</b>	Baseline assessment activities.						Big books Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia			
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• 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.</li> <li>• This must be done informally and ongoing.</li> </ul>									
<b>SBA Assessment of learning (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• 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.</li> <li>• Rubrics, checklists and writing activities can be used.</li> <li>• Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul>									



**ASSESSMENT: GRADE 2**

**BASELINE ASSESSMENT 2021**

**Baseline is meant for you to see where your learners are and what you have to concentrate on in the rest of the term**

**FIRST ADDITIONAL LANGUAGE GRADE 2 TERM 1**

SKILL	LISTENING & SPEAKING				PHONICS			READING				WRITING	COMMENTS (When and where appropriate)	
IMPLEMENT IN WEEKS:	1-3	1-3	1-3	1-3	1-3	1-4	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6
<b>KEY: FROM OBSERVATIONS</b> Learner performance ✓ exceed ▲ satisfied ● partially satisfied X has not satisfied	Can point to the following in DBE WB 1 pg 2: girl, boy, dog, ball	Can identify an animal, person or object after listening to a simple oral description	Can respond to basic greeting	Can respond to a simple oral instruction	Can identify beginning sounds of words	Can identify rhyming words	Segmenting sentences into individual words.	Claps on syllables in familiar words	Listens to a story and answers simple questions about the story	Identifies an animal in a story	Can point to objects in an illustration	Recognises 20-30 familiar words	Completes a writing frame using own answers	Writes a simple list
Learners Names														

**PROGRAMME OF ASSESSMENT:**

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>Points to and name some objects in the classroom or in a picture in response to teacher's instructions</li> <li>Responds physically to simple oral instructions</li> </ul>	Observation/ practical and Oral	Rubric	7	By week 9	
	Baseline assessment		Checklist	n/a		
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						
<b>Phonics Oral</b>	Reproduces sound patterns using environmental sounds	Observation/ practical & Oral	Rubric	7	By week 9	
	Baseline Assessment		Checklist	n/a		
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						
<b>Reading Oral</b>	<ul style="list-style-type: none"> <li>Answers simple oral questions about a story</li> <li>Baseline assessment</li> </ul>	Observation & Oral	Rubric / Checklist	7	By week 9	
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						
<b>Writing</b>	<ul style="list-style-type: none"> <li>Draws a picture for a story that is told and write two sentences</li> <li>Baseline Assessment</li> </ul>	Written	Classwork book	32 or depending on rubric used	By week 9	
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.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						

**FIRST ADDITIONAL LANGUAGE GRADE 2 TERM 1**

ASSESSMENT OF LEARNING: SBA ASSESSMENT SCORESHEET								
SKILL	LISTENING & SPEAKING			PHONICS, READING & COMPREHENSION			WRITING	COMMENTS (When and where appropriate)
WEEK	7-8			7-8			7-8	
RATING / USE RUBRICS THAT FOLLOW	Points to and name some objects in the classroom or in a picture	Responds physically to simple oral instructions	<b>TOTAL</b>	Reproduces sound patterns using environmental sounds	Answers simple oral questions about a story	<b>TOTAL</b>	Draws a picture for a story that is told and write two sentences	
DATE SCORE	7	7	14	7	7	14	32	

**RUBRIC EXAMPLES:**

THE FOLLOWING RUBRICS ARE JUST EXAMPLES..... THE TEACHER IS ALLOWED TO USE HER OWN

<b>LISTENING &amp; SPEAKING RUBRIC</b>				
<b>OBJECTIVE</b>	1. Learner identifies and names items in a familiar picture 2. Learners respond to a simple question			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 when the learners are settled and writing 2. Week 7 or 8 Oral: Daily question			
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Settle the class to complete a written activity. Then, call individual learners to your desk. Use a picture from the big book story for the week, or from the DBE Workbook. First, ask the learner to point to 2 items that you name. Next, ask the learner to name 2 items that you point to.	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
<b>ACTIVITY 2</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Complete this during the oral daily question activity. Follow the routine of calling one group per day to answer a theme-related question. Listen carefully as each learner answers the question.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
<b>CALCULATION</b>				
<ul style="list-style-type: none"> <li>Add each learner's totals out of 7 for the two activities, to get a total out of 14.</li> <li>Divide by 2 to get a rating from 1-7 to record on the report.</li> </ul>				

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<b>PHONICS, READING &amp; COMPREHENSION RUBRIC</b>				
<b>OBJECTIVE</b>	1. Learner reproduces sound patterns using environmental sounds 2. Learner listens to and answers questions related to a story			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 phonics 2. Week 7 or 8 Shared Reading			
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Go around the room during phonics and complete this activity with small groups of learners. Tell learners to listen as you make a 'sound pattern', for example: clap clap click click stamp click. Then, ask the learners to repeat the sound pattern. Listen and watch carefully. Do 2 sound patterns with each group.	The learner cannot correctly reproduce the sound patterns, both in terms of sounds and rhythm.	The learner can correctly reproduce only one sound pattern, or the struggles with the rhythm on both sound patterns.	The learner can correctly reproduce both sound patterns, but struggles with the rhythm on occasion.	The learner can correctly reproduce both sound patterns, with the correct rhythm.
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Once you have read the big book story to learners, ask individual learners a basic recall question about the story. Listen carefully to the answers.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
<b>CALCULATION</b>				
<ul style="list-style-type: none"> <li>Add each learner's totals out of 7 for the two activities, to get a total out of 14.</li> <li>Divide by 2 to get a rating from 1-7 to record on the report.</li> </ul>				

<b>WRITING RUBRIC</b>				
<b>OBJECTIVE</b>	The learner draws a picture and writes two sentence			
<b>Implementation</b>	This can be done from week 7 -9			
<b>Activity</b>	Conduct the writing lesson as usual Collect the learners books at the end of the week			
<b>RUBRIC</b>	1	2	3	4
<b>Sentences</b>	Writes or draws a picture to convey a message, but may not be on topic.	Writes or draws to convey a message.	Writes 1 sentence on topic.	Writes 2 sentences on topic.
<b>Capitalisation</b>	Uses uppercase and lowercase letters interchangeably	Capitalises the first word inconsistently.	Capitalises the first word and the pronoun I consistently.	Capitalises the first word, the pronoun I and people's names consistently.
<b>Punctuation</b>	Does not use end punctuation	End punctuation is used incorrectly and inconsistently.	End punctuation is often used correctly, but is mostly limited to full stops.	End punctuation is mostly used correctly and includes the use of question marks and exclamation marks.
<b>Spacing</b>	No spacing between words.	Inconsistent spacing between words.	Mostly correct spacing between words.	Correct spacing between words.
<b>Words</b>	Uses beginning sounds to represent words	Uses beginning and end sounds to represent words.	Uses familiar words or repeats words. Writes some words phonetically.	Uses familiar words correctly. Attempts to use some new words. New CVC words are spelled phonetically.
<b>Vowels</b>	Vowels are omitted or used incorrectly.	Uses some vowels , but they are often incorrect.	Uses some vowels correctly	Uses most vowels correctly.
<b>Sight words</b>	Sight words not spelled correctly.	A few sight words spelled correctly.	Some sight words spelled correctly.	Most sight words spelled correctly.
<b>Ideas</b>	Ideas are difficult to understand	Ideas are generally understandable.	Ideas are personal and original.	Ideas are personal, original, and creative. Some relevant details included.

**OVERVIEW OF FOUNDATION PHASE PHONICS**

	GRADE 1		GRADE 2		GRADE 3	
	THEME	PHONICS	THEME	PHONICS	THEME	PHONICS
T1 WK 1	ORIENTATION		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT j, w, r, at words/ an words		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT Revision of oo oa ee br dr fl sl cl pl gr tr	
T1 WK 2						
T1 WK 3	We go to school	Environmental sounds				
T1 WK 4		Environmental sounds				
T1 WK 5	My family	Environmental sounds				
T1 WK 6		a				
T1 WK 7	We play outside	s	Celebrating birthdays	e	What is friendship?	-sh
T1 WK 8		t		i		-ch
T1 WK 9	We have feelings	p	Getting around	o	Determination	-th
T1 WK 10		revision		u		wh
T2 WK 1	Friends	i	Helping our friends	Revise: e i an	Me and my siblings	u-e
T2 WK 2		n		Revise o/u / at		oo
T2 WK 3	Growing things	m	Setting goals	y	Practice makes perfect!	ea
T2 WK 4		h		s		oa
T2 WK 5	Animals	o	We have feelings!	long /short	Families caring for each other	ng/nk
T2 WK 6		b		long /short		ch/cl
T2 WK 7	Sports and games	c	Making mistakes	ed	Bullying	a-e
T2 WK 8		k		ing		i-e
T2 WK 9	The three little pigs	e	Being safe and responsible	Revision	We are writers	o-e
T2 WK 10		revision		Revision		u-e
T2 WK 11						Revision
T3 WK 1	All around town	ck	Traditions	sp	Compassion	ai
T3 WK 2		g		sh-		ay
T3 WK 3	Working together	d	Community	-sh	Honesty	oi
T3 WK 4		u		th		ou
T3 WK 5	All about clothes	r	Creative thinking	Word families	Solving problems	oy
T3 WK 6		f		ch, ed		str
T3 WK 7	Reading is fun	l	Healthy eating	th	Learning new things	tch
T3 WK 8		plurals s		sl-ing		nch
T3 WK 9	Keeping our bodies healthy and safe	plurals es	Worried and afraid	oo	Identities	ph/ff
T3 WK 10		Revision		ch-ed		ss/ll
T3 WK 11				Revision		
T4 WK 1	Problem solving	j	Solving problems	fl-	The power of education	ar /er
T4 WK 2		v		sl-		ir/or
T4 WK 3	We grow and change	w	Historical figures	cl	Calm and relaxed	ur
T4 WK 4		x		br		spr
T4 WK 5	Our living history	y	Bullying & appearance	oo	Grief	str
T4 WK 6		Revision		ee		dr
T4 WK 7	Science is fun!	Plurals -s and -es	Using technology for good	Revision	History	Revision
T4 WK 8		Plurals -s and -es		Assessment		-tch
T4 WK 9	PREPARATION FOR 2022	Revision		Revision		Suffixes
T4 WK 10		Revision		Revision		Revision