

# PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023



**ENGLISH FIRST ADDITIONAL LANGUAGE**

**GRADE 2 TERM 2**

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.



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**basic education**

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Basic Education  
REPUBLIC OF SOUTH AFRICA



- Please note that a EFAL English structured learning programme that includes daily lesson plans, big books, reading worksheets and classroom resources is available for download from [www.nect.org.za](http://www.nect.org.za)
- This is a zero-rated website, so there are no data costs for downloads.
- This document can be used independently of the structured learning programme.

**PSRIP**  
**MANAGEMENT DOCUMENT**  
**TERM 2 2021- 2023**  
**GRADE 2**

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# Introduction

Welcome colleagues,

We hope that Term 1 proceeded smoothly despite the pandemic restrictions, and that your learners made good progress. We also hope that the routine and core methodologies are feeling more familiar to you at this stage.

Please take careful note of the ATP / PSRIP alignment – because of the 6 week consolidation programme in Term 1, you will teach themes from Terms 1 and 2 in the 10 weeks of Term 2 2021.

We also hope that this term, you are able to pay more attention to the development of learners' executive function and comprehension skills.

Wishing you a healthy, safe and productive term.

**The NECT PSRIP team**

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

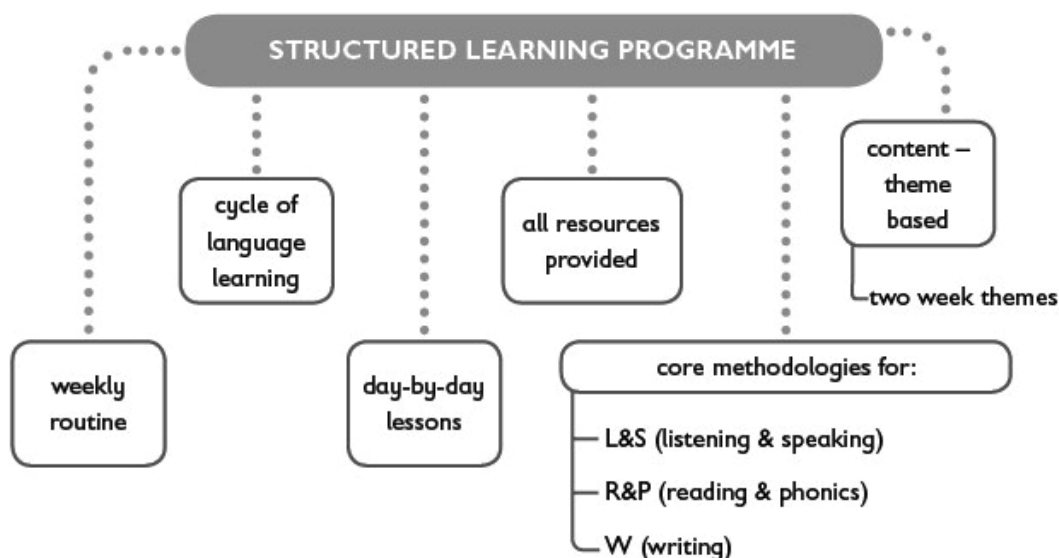
This structured learning programme is designed to teach EFAL at foundation phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

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:

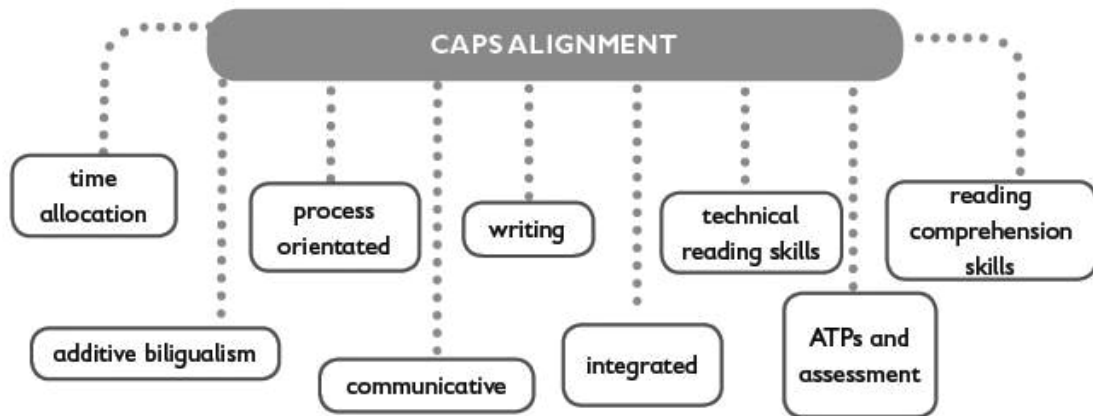
## Structured learning programme

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.



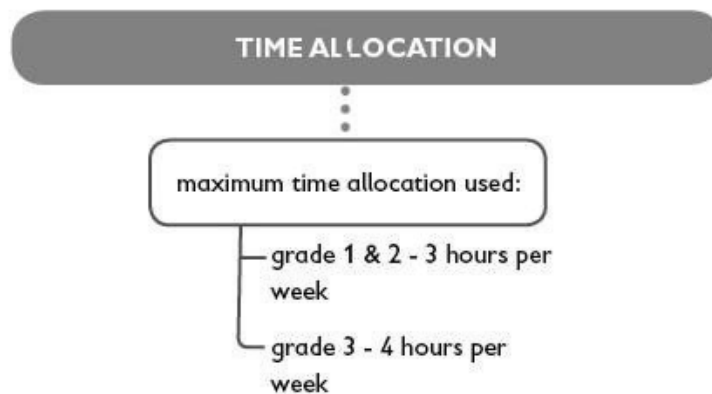
## CAPS (Curriculum Assessment Policy Statement) aligned

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

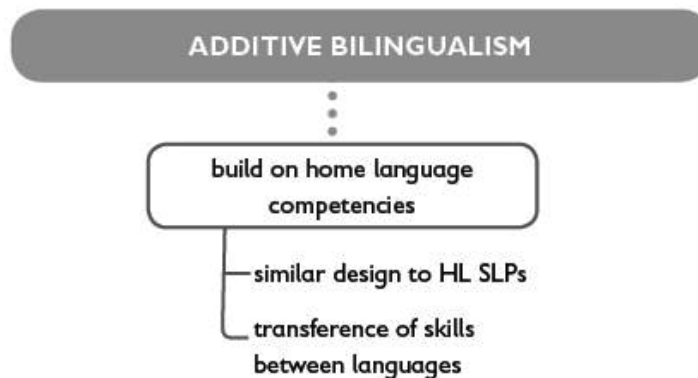
The PSRIP uses the maximum time allocation for FAL. This means that for Grades 1 and 2, the programme is designed for 3 hours per week. For Grade 3, the programme is designed for 4 hours per week.



## Additive bilingualism

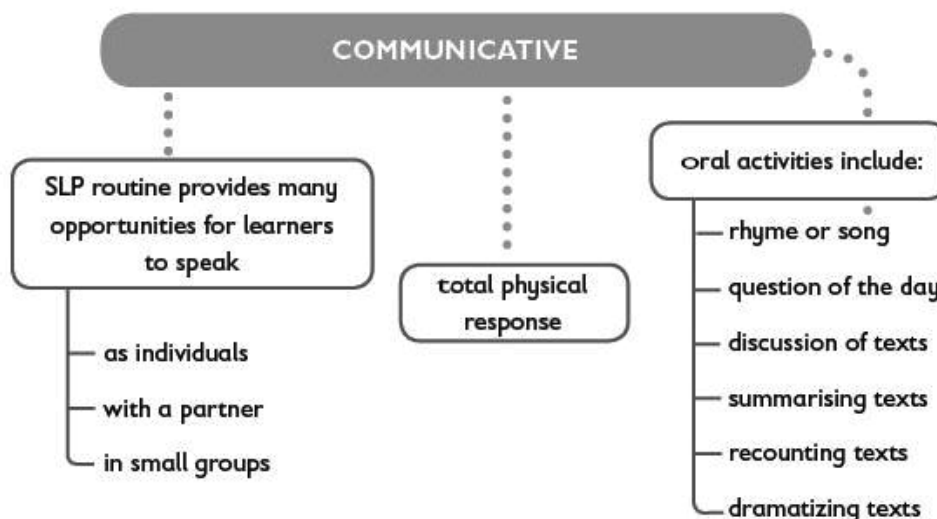
The programme depends on learners developing strong home language literacy competencies. It is designed to build on home language competencies.

*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

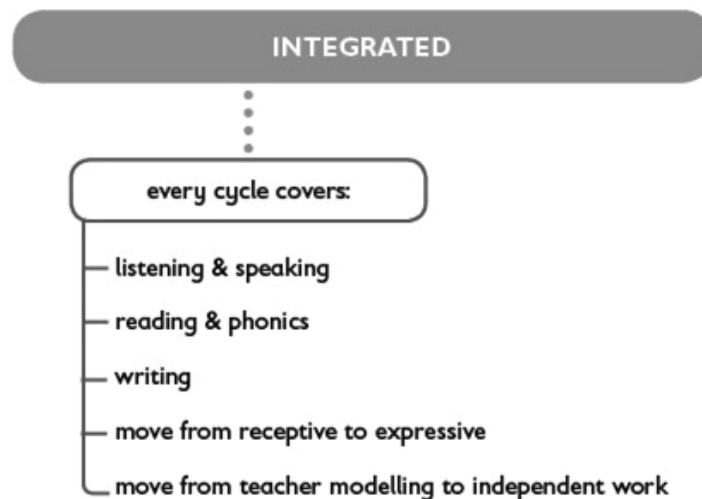
The communicative approach relies on learners having many opportunities to hear, practice and produce the targeted language, for social or practical purposes. The routine of this programme includes many opportunities for learners to use new language and vocabulary as individuals, with partners, and in 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.





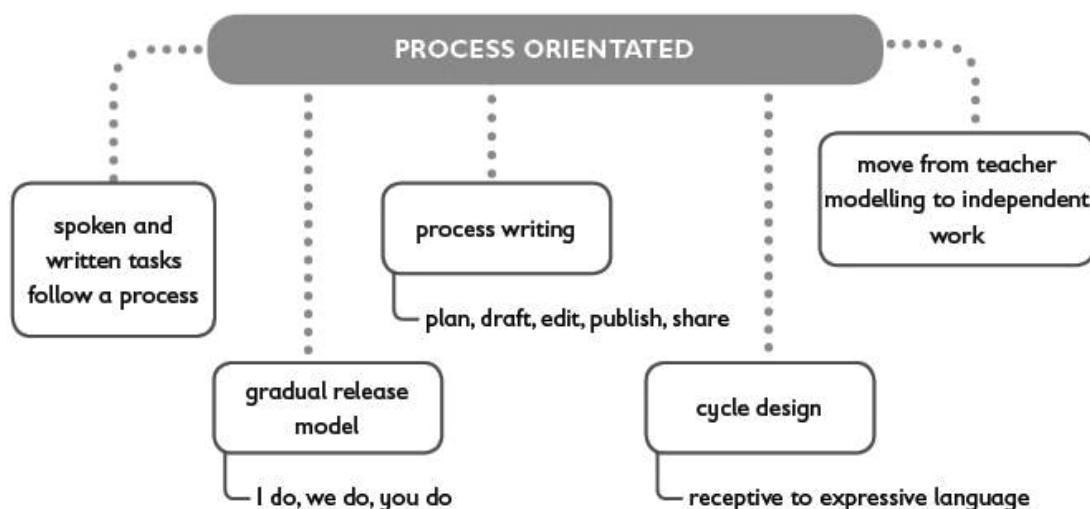
## Integrated

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.



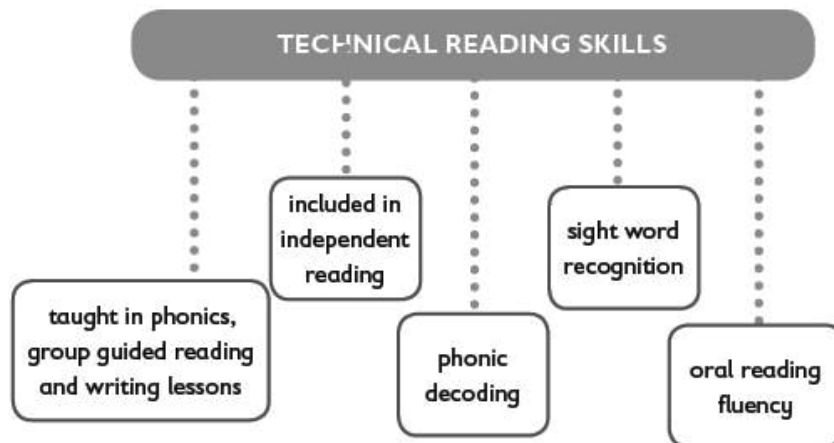
## Process orientated

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.



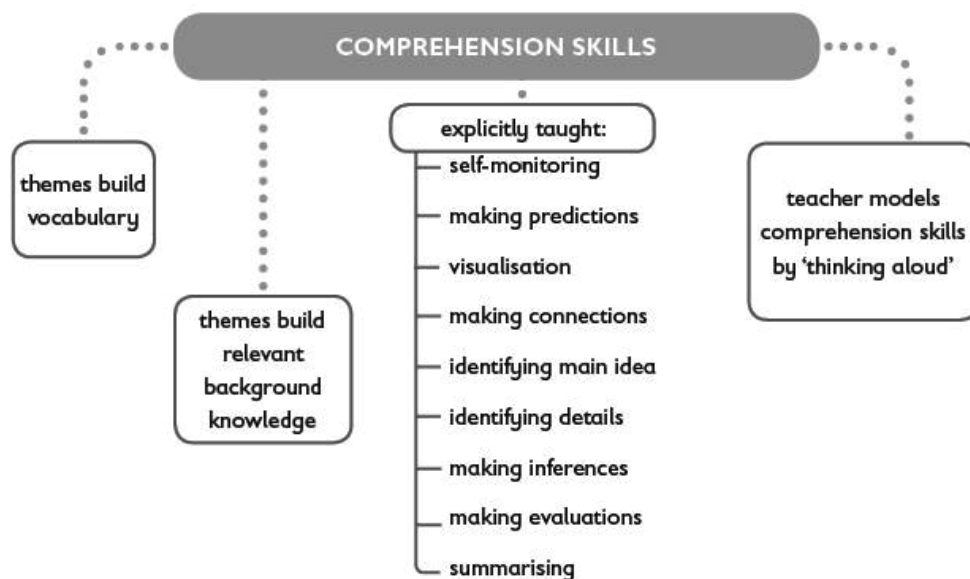
## Technical reading skills

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.



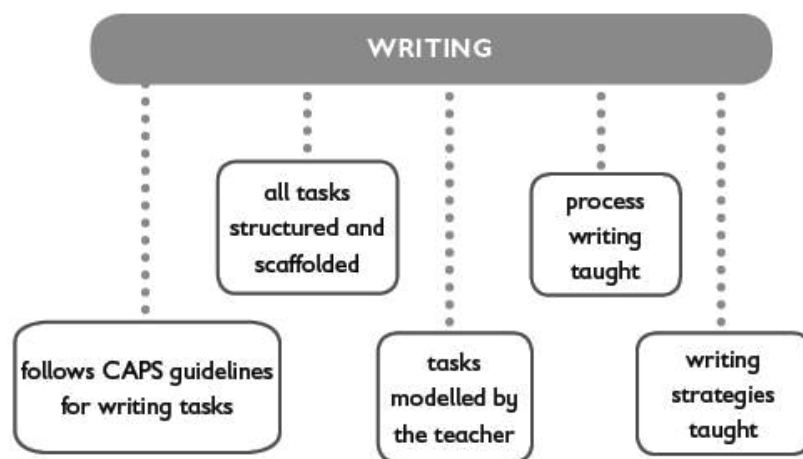
## Reading comprehension skills

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 2 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 10 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:					
friendship	kind	helpful	fun	swing	slide
fun	outside	pretend	inside	toys	game
laugh	secret	share	snack	hug	hold
hands	understand	listen	mean	nice	stand
up	for	bully	fail	try	give up
goal	set	future	excellent	improve	quicker
neater	better	save	money	buy	earn
easy	difficult	achieve	competition	plan	work
practise	try	proud	thankful	clever	hard-working
succeed	early	late	grumpy	unhappy	journey
tired	hungry	thirsty	anxious	surgery	trip
disappointed	frown	choose	study	fail	mixed
comfort	sibling	parent	wait	yawn	quietly
wake up	mistake	accident	apologise	sorry	tripped
break	calm	drop	careful	carefully	everyone
scrambled eggs	careless	forget	hurt	oops	secret
towards	away	worry	worried	understanding	angry

path	ground	lost	dark	forest	responsible
seatbelt	safe	unsafe	wear	son	daughter
frightened	hurry	chase	climb	torn	dirty
take	care	animal	clean	feed	fault
adventure	no-one				

**READING & VIEWING**  
**Phonemic Awareness and Phonics**  
Learners should be able to identify and say the following sounds:

dr	ie	-ies	gr	ee	cr
ng	br	pl	-nk		

**Phonic Decoding**  
Learners should be able to decode the following words:

drain	drag	drip	drop	drill	drab
drum	tie	pie	lie	die	ties
pies	lies	dies	grain	groan	grab
grub	grin	grip	grill	grid	greed
seed	weed	need	green	queen	seen
teen	crust	crest	croak	crab	crack
crib	crop	cries	ring	sing	wing
rang	sang	hang	lung	sung	hung
bring	brain	breed	brag	brat	brim
brick	brail	plain	plug	plop	plot
plus	plum	plan	drink	pink	sink
wink	tank	bank	drank	plank	

**Sight & High Frequency Word Recognition**  
Learners should be able to read the following words by sight:

tyre	how	home	rode	waited	we
had	with	let's	tree	please	half
garden	bike	idea	together	cost	enough
kitten	noise	aunt	needs	happy	cousin
was	wasn't	beautiful	flowers	dinner	listened

friends	dozen	didn't	soon	come	heard
tray	slimy	joked	laughed	parcel	farm
across	chase	short	home	very	couldn't
sorry	tired				

**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 a paragraph of 4-6 sentences

## Term 2 2021 ATP / PSRIP alignment

Because of the 6 week consolidation programme in Term 1, you are required to teach a combination of Term 1 and Term 2 themes. Please do not skip any themes, it is important to cover all foundational skills included in the SLP.

Week	DBE ATP Theme	PSRIP Theme	PSRIP Big Book Story
1	Helping our friends	Helping our friends	Jane's flat tyre
2			
3	Setting goals	Setting goals	Marie saves up
4			
5	We have feelings	We have feelings	Dintle visits Dumi
6			
7	Making mistakes	Making mistakes	Jabu scrambles eggs
8			
9	Being safe and responsible	Being safe and responsible	Duma and his friends get lost
10			

# Term 2 Tracker

Week 1: Helping our friends		
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 /dr/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 7</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Jane's flat tyre</li> </ul>	
Tuesday	Activity 2: Writing <p>My friend is...</p> <p>He / she is...</p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 7</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 /dr/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 7</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Jane's flat tyre</li> </ul>	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> <li>• We like to...</li> </ul>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 7</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 /dr/</li> </ul>	
Friday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 7</li> <li>• Group 5</li> </ul>	

<b>Week 2: Helping our friends</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 /-ie/ and /s/</li> </ul>	
Monday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 8</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two	
	<ul style="list-style-type: none"> <li>• Big Book: Jane's flat tyre</li> </ul>	
Tuesday	Activity 2: Writing	
	I helped my friend... I felt...	
Tuesday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 8</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 /ie/ and /s/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 8</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Post-Read (Act out the story)	
	<ul style="list-style-type: none"> <li>• Big Book: Jane's flat tyre</li> </ul>	
Thursday	Activity 2: Writing	
	My friend felt...	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 8</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 /ie/ and /-s/</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 8</li> <li>• Group 5</li> </ul>	

### Theme Reflection: Helping our friends

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 3: Setting goals

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 /gr/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 9</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Marie saves up</li> </ul>	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> <li>• I will set a goal!</li> <li>• My goal is to improve my...</li> <li>• I am setting this goal because...</li> </ul>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 9</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 /gr/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 9</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Marie saves up</li> </ul>	
Thursday	Activity 2: Writing To achieve this goal, I will...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 9</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 word /gr/</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 9</li> <li>• Group 5</li> </ul>	

<b>Week 4: Setting goals</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>• Revise past sounds</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 10</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Marie saves up</li> </ul>	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> <li>• My goals: <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> </li> </ul>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 10</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>• Revise words</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 10</li> <li>• Group 3</li> </ul>	

Thursday	Activity 1: Shared Reading: Post-Read (Summarise and illustrate the story) <ul style="list-style-type: none"> <li>• Big Book: Marie saves up</li> </ul>	
Thursday	Activity 2: Writing 3.	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 10</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>• Revision</li> </ul>	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 10</li> <li>• Group 5</li> </ul>	

### Theme Reflection: Setting goals

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 5: We have feelings!

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 /ee/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 1</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Dintle visits Dumie</li> </ul>	
Tuesday	Activity 2: Writing I feel happy when: <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 1</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 /ee/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 1</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Dintle visits Dumie</li> </ul>	
Thursday	Activity 2: Writing I feel grumpy when: <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 1</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 /ee/</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 2 Worksheet 1</li> <li>• Group 5</li> </ul>	

<b>Week 6: We have feelings!</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 /cr/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 2</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Dintle visits Dumi</li> </ul>	
Tuesday	Activity 2: Writing I have mixed feelings when... I felt both...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 2</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 /cr/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 2</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: Dintle visits Dumi</li> </ul>	
Thursday	Activity 2: Writing	
	I felt...	
	But I also felt...	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 2</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 /cr/</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 2 Worksheet 2</li> <li>• Group 5</li> </ul>	

### Theme Reflection: We have feelings!

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 7: Making mistakes

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 /ng/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 3</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Jabu scrambles eggs</li> </ul>	
Tuesday	Activity 2: Writing One time, I... Then...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 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 /ng/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 3</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Jabu scrambles eggs</li> </ul>	
Thursday	Activity 2: Writing I felt... I learned...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 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 /ng/</li> <li>• Letter swap</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 3</li> <li>• Group 5</li> </ul>	

### Week 8: Making mistakes

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 /br/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 4</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Jabu scrambles eggs</li> </ul>	
Tuesday	Activity 2: Writing In the story, Jabu... Then...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 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 /br/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 4</li> <li>• Group 3</li> </ul>	

Thursday	Activity 1: Shared Reading: Post-Read (Act out the story)	
	<ul style="list-style-type: none"> <li>• Big Book: Jabu scrambles eggs</li> </ul>	
Thursday	Activity 2: Writing	
	I think that Jabu...	
	I think he should...	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Term 2 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>• Beginning sound /br/</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 2 Worksheet 4</li> <li>• Group 5</li> </ul>	

### Theme Reflection: Making mistakes

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: Being safe and responsible

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 /pl/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 5</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Duma and his friends get lost</li> </ul>	
Tuesday	Activity 2: Writing I feel safe when: <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 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 /pl/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 5</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Duma and his friends get lost</li> </ul>	
Thursday	Activity 2: Writing I feel unsafe when: <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 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 /pl/</li> <li>• Letter swap</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 5</li> <li>• Group 5</li> </ul>	

<b>Week 10: Being safe and responsible</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 new sound and words /-nk/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 Worksheet 6</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Duma and his friends get lost</li> </ul>	
Tuesday	Activity 2: Writing I am responsible when... I...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 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 /-nk/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 2 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: Duma and his friends get lost</li> </ul>	
Thursday	Activity 2: Writing	
	I feel...	
	I also feel...	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Class: Term 2 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 /-nk/</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 2 Worksheet 6</li> <li>• Group 5</li> </ul>	

### Theme Reflection: Being safe and responsible

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 2 Programme of Assessment

As per the 2021 ATP, please complete the following assessments for learning and of learning.

## ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking		Phonics			Reading	Writing	Comments
	Demonstrates understanding of the oral vocabulary: points/actions	Answers simple questions	Matches initial sounds with pictures and words	Crosses out or circles the odd word in a word family, e.g.: hat, cat, bat, mat, cot	Writes two words using sounds learnt, e.g.: -at, ot, -it, ut, et	Recognises and reads 40 – 50 sight words	Writes three sentences using punctuation	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

**ASSESSMENT FOR LEARNING: CHECKLIST**

Learners' Names	Listening & Speaking		Phonics			Reading	Writing	Comments
	Demonstrates understanding of the oral vocabulary: points/actions	Answers simple questions	Matches initial sounds with pictures and words	Crosses out or circles the odd word in a word family, e.g.: hat, cat, bat, mat, cot	Writes two words using sounds learnt, e.g.: -at, ot, -it, ut, et	Recognises and reads 40 – 50 sight words	Writes three sentences using punctuation	
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								



**ASSESSMENT FOR LEARNING: CHECKLIST**

Learners' Names	Listening & Speaking		Phonics			Reading	Writing	Comments
	Demonstrates understanding of the oral vocabulary: points/actions	Answers simple questions	Matches initial sounds with pictures and words	Crosses out or circles the odd word in a word family, e.g.: hat, cat, bat, mat, cot	Writes two words using sounds learnt, e.g.: -at, ot, -it, ut, et	Recognises and reads 40 – 50 sight words	Writes three sentences using punctuation	
26								
27								
28								
29								
30								
31								
32								
33								
34								
35								
36								
37								
38								
39								
40								

**ASSESSMENT FOR LEARNING: CHECKLIST**

Learners' Names	Listening & Speaking		Phonics			Reading	Writing	Comments
	Demonstrates understanding of the oral vocabulary: points/actions	Answers simple questions	Matches initial sounds with pictures and words	Crosses out or circles the odd word in a word family, e.g.: hat, cat, bat, mat, cot	Writes two words using sounds learnt, e.g.: -at, ot, -it, ut, et	Recognises and reads 40 – 50 sight words	Writes three sentences using punctuation	
41								
42								
43								
44								
45								
46								
47								
48								
49								
50								
51								
52								
53								
54								
55								

**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Gives a simple recount in 2-3 sentences about a school event	Identifies letter-sound relationships of all single sounds (at least 4 vowels and 15 consonants)	Oral reading text: 30-40 words	Writes short simple sentences with phonic sounds and sight words learnt	
<b>Date</b>						
<b>Score</b>		5	5	5	5	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Gives a simple recount in 2-3 sentences about a school event	Identifies letter-sound relationships of all single sounds (at least 4 vowels and 15 consonants)	Oral reading text: 30-40 words	Writes short simple sentences with phonic sounds and sight words learnt	
<b>Date</b>						
<b>Score</b>		5	5	5	5	
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						

**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Gives a simple recount in 2-3 sentences about a school event	Identifies letter-sound relationships of all single sounds (at least 4 vowels and 15 consonants)	Oral reading text: 30-40 words	Writes short simple sentences with phonic sounds and sight words learnt	
<b>Date</b>						
<b>Score</b>		5	5	5	5	
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						

**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Gives a simple recount in 2-3 sentences about a school event	Identifies letter-sound relationships of all single sounds (at least 4 vowels and 15 consonants)	Oral reading text: 30-40 words	Writes short simple sentences with phonic sounds and sight words learnt	
<b>Date</b>						
<b>Score</b>		5	5	5	5	
46						
47						
48						
49						
50						
51						
52						
53						
54						
55						

## Term 2 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
<b>OBJECTIVE</b>	Gives a simple recount in 2-3 sentences about a school event			
<b>IMPLEMENTATION</b>	Week 5 or 6 during group guided reading			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Settle the class to complete an independent reading activity.</li> <li>2. Then, call individual learners from a reading group to your desk.</li> <li>3. Ask learners to recount an event that recently took place at school.</li> </ol>			
1	2	3	4	5
Repeats one sentence of a recount with the teacher.	Is able to give a simple recount in one sentence but in FAL.	Is able to give a simple recount in two sentences in FAL.	Is able to give a simple recount in three sentences fluently in FAL.	Is able to give a simple recount in more than three sentences fluently using correct vocabulary in FAL.

PHONICS RUBRIC				
<b>OBJECTIVE</b>	Identifies letter-sound relationships of all single sounds (at least 4 vowels and 15 consonants)			
<b>IMPLEMENTATION</b>	Week 7 or 8 whilst learners are busy with a written activity.			
<b>ACTIVITY</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. Have letter cards for all 26 single sounds of the alphabet.</li> <li>4. Show learners the sound cards in random order and see how many letters learners can say the correct sound for.</li> </ol>			
1	2	3	4	5
Identifies letter-sounds of 1-9 individual letters correctly. Tends to confuse letter-sound relationships.	Identifies letter-sounds of 10-14 individual letters correctly.	Identifies letter-sounds of 15-19 individual letters correctly.	Identifies letter-sounds of 20-25 individual letters correctly.	Identifies letter-sounds of 26 individual letters correctly.

READING RUBRIC				
<b>OBJECTIVE</b>	Oral reading text: 30-40 words			
<b>IMPLEMENTATION</b>	Week 7 or 8 during group guided reading			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Settle the class to complete an independent reading activity.</li> <li>2. Then, call individual learners from a reading group to your desk.</li> <li>3. Find a suitable text with at least 40 words in an appropriate graded reader or the DBE Workbook.</li> <li>4. Ask individual learners to read the text aloud.</li> <li>5. Ask learners 3 recall questions.</li> </ol>			
1	2	3	4	5
Reads from own book a text of 1-9 words with support from the teacher.	Reads word by word a text of 10 – 19 words and responds correctly to 1-2 questions.	Reads aloud from own book a text of 20 – 29 words and responds correctly to 3 questions.	Reads fluently from own book a text of 30 – 39 words and responds correctly to 3 questions.	Reads fluently from own book a text of 40 or more words and responds correctly to 3 questions.

WRITING RUBRIC				
<b>OBJECTIVE</b>	Writes short simple sentences with phonic sounds and sight words learnt			
<b>IMPLEMENTATION</b>	Week 7 or 8 during writing lessons.			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Teach the writing lesson as usual.</li> <li>2. At the end of the week collect learners' books for assessment.</li> </ol>			
1	2	3	4	5
Copies one short simple sentence with phonic sounds with support.	Writes two short simple sentences using phonic sounds learnt.	Writes three short simple sentences using phonic sounds and sight words learnt.	Writes three short simple sentences using phonic sounds and sight words learnt, using capital letters and full stops.	Writes more than three short simple sentences using phonic sounds and sight words learnt, using capital letters and full stops.





## 2021 Annual Teaching Plan – Term 2: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 2

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Suggested Theme</b>	Helping friends	Helping friends	Setting goals	Setting goals	We have feelings	We have feelings	Making mistakes	Making mistakes	Being safe and responsible	Being safe and responsible	
<b>CAPS Topic</b>	<p style="text-align: center;"><b>LISTENING AND SPEAKING</b></p> <p style="text-align: center;">Done on Mondays Wednesdays and Fridays</p> <ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/Rhyme (Songs/Rhymes given are only examples – choose a song/rhyme according to the theme you have chosen)</li> <li>Open-ended question (Question with no wrong answer)</li> <li>Vocabulary for the day, and the sight words.</li> </ul>										
<b>Core Concepts, Skills and Values</b>	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	
<b>Song/Rhyme</b>	<p><b>Lyrics</b></p> <p>The more we get together, together, together, together</p> <p>The more we get together, together, together, together</p> <p>he happier we'll be</p> <p>For your friends are my friends</p> <p>And my friends are your friends</p> <p>The more we get together, together, together, together</p>	<p><b>Lyrics</b></p> <p>If you want to be a friend, clap your hands</p> <p>If you want to be a friend, clap your hands</p> <p>A friend is always kind to you</p> <p>If you want to be a friend, clap your hands</p>	<p><b>Lyrics</b></p> <p>Always try to do your best</p> <p>Do your best, do your best!</p> <p>Always try to do your best.</p> <p>Whatever that may be!</p> <p>Winning isn't everything</p> <p>Winning isn't everything</p> <p>It's that you've done your best!</p>	<p><b>Lyrics</b></p> <p>Have a dream, set a goal</p> <p>Believe it with your heart and soul</p> <p>Make a plan, know what to do</p> <p>So all our goals and dreams come true</p> <p>(Sung to the tune of 'This old man')</p>	<p><b>Lyrics</b></p> <p>I have feelings, so do you</p> <p>Let's all sing about a few</p> <p>We feel happy, we feel sad.</p> <p>We feel scared, mad.</p> <p>I am proud of being me,</p> <p>That's a feeling, too, you see</p> <p>I have feelings, so do you.</p>	<p><b>Lyrics</b></p> <p>The expression on my face</p> <p>I like a book!</p> <p>You can see how I feel inside</p> <p>By the way I look.</p> <p>A yawn tells you I'm tired</p> <p>A smile I feel glad.</p> <p>I tighten my lips when I am angry</p> <p>A frown, I'm feeling sad</p>	<p><b>Lyrics</b></p> <p>I make mistakes, All the time!</p> <p>Mistakes happen,</p> <p>And it is fine.</p> <p>I make mistakes,</p> <p>It's how I learn.</p> <p>All we can do is try our best,</p> <p>But life is not an exam or test!</p>	<p><b>Lyrics</b></p> <p>I've got a special secret everyone should know!</p> <p>It's about the mistakes we make – as we learn and grow!</p> <p>Everyone makes mistakes, oh yes they do!</p> <p>Your sister and your brother and your dad and mother too.</p> <p>Big people, small people, matter of fact, all people!</p>	<p><b>Lyrics</b></p> <p>I can wash my hands you see</p> <p>Wash the as clean as clean can be</p> <p>Inside, outside, my fingers too</p> <p>Around my thumbs and I'm through</p> <p>Now rise away the dirt and stains</p> <p>Send those germs down the drain!</p> <p>I can wash my hands you see</p>	<p><b>Lyrics</b></p> <p>I can wash my hands you see</p> <p>Wash the as clean as clean can be</p> <p>Inside, outside, my fingers too</p> <p>Around my thumbs and I'm through</p> <p>Now rise away the dirt and stains</p> <p>Send those germs down the drain!</p> <p>I can wash my hands you see</p>	<p><b>Lyrics</b></p> <p>I can wash my hands you see</p> <p>Wash the as clean as clean can be</p> <p>Inside, outside, my fingers too</p> <p>Around my thumbs and I'm through</p> <p>Now rise away the dirt and stains</p> <p>Send those germs down the drain!</p> <p>I can wash my hands you see</p>
	<p><b>Actions</b></p> <p>Point to all your friends</p> <p>Point to one person</p> <p>Point to yourself</p>	<p><b>Actions</b></p> <p>Clap twice</p> <p>Clap twice</p> <p>Clap twice</p>	<p><b>Actions</b></p> <p>Clap three times on "do your best"</p> <p>Clap three times on "do your best"</p> <p>Clap three times on "do your best"</p> <p>Stake head</p> <p>Clap three times on "do your best"</p>	<p><b>Actions</b></p> <p>Raise on arm into the air, pointing on finger up</p> <p>Clasp your hands over your heart</p> <p>Tap your head</p> <p>Raise both hands up - oustretic head</p>	<p><b>Actions</b></p> <p>Point to yourself, then point to your friend</p> <p>Make a smiley face, make a sad face</p> <p>Wrap your arms around yourself.</p> <p>Put your thumb in the air</p> <p>That's a feeling, too, you see</p> <p>I have feelings, so do you.</p>	<p><b>Actions</b></p> <p>Point to your face</p> <p>Hold your hands together like an open book</p> <p>Put your hand on your heart</p> <p>A yawn</p> <p>Smile</p> <p>Make an angry face</p> <p>Frown</p>	<p><b>Actions</b></p> <p>Point to chest</p> <p>-</p> <p>Shrug your shoulders</p> <p>Thumbs up</p> <p>Point to your chest</p> <p>-</p> <p>Thumbs up</p> <p>Wave your forefinger in the air</p>	<p><b>Actions</b></p> <p>Pretend to whisper</p> <p>Pretend to wash around your thumbs</p> <p>Pretend to wash around your thumbs</p> <p>Pretend to shake the water off your hands</p> <p>Rub your hands together</p>	<p><b>Actions</b></p> <p>Rub your hands together</p> <p>Pretend to whisper</p> <p>Pretend to wash around your thumbs</p> <p>Pretend to wash around your thumbs</p> <p>Pretend to shake the water off your hands</p> <p>Rub your hands together</p>		

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Question of the day</b>	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt the question according to your theme and vocabulary taught.		
<b>Suggested Vocabulary</b> <b>Vocabulary will depend on the chosen theme. (Teach 4 words a day)</b>	friendship, kind, helpful, fun, swing, slide, fun, outside, pretend, inside, toys, game	laugh, secret, share, snack, hug, hold hands, understand, listen, mean, nice, stand up for, bully	goal, set, future, excellent, improve, quicker, neater, better, save, money, buy, earn	easy, difficult, achieve, competition, plan, work, practise, try, proud, thankful, clever, hard-working, succeed, fail, try, give up	early, late, grumpy, unhappy, journey, tired, hungry, thirsty, anxious, surgery, trip, disappointed	frown, choose, study, fail, mixed, comfort, sibling, parent, wait, yawn, quietly, wake up	mistake, accident, apologise, sorry, tripped, break, calm, drop carefully, carefully, scrambled eggs, careless	forget, hurt, oops, secret, towards, away, worry, worried, understanding, angry, path, ground	lost, dark, forest, responsible, seatbelt, safe, unsafe, wear, son, daughter, frightened, hurry,	chase, climb, torn, dirty, take care, animal, clean, feed, fault, adventure, no one, everyone
<b>Sight words</b>	tyre, how, home, rode, waited	we, had, with, let's tree	please, half, garden, bike, idea	together, cost, enough, kitten, noise	aunt, needs, happy, cousin, was	wasn't beautiful, flowers, dinner, listened	friends, dozen, didn't, soon, come	heard, tray, slimy, joked, laughed	parcel, farm, across, chase, short	home, very, couldn't, sorry, tired
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows a short sequence of instructions.</li> <li>Gives simple instructions.</li> <li>Understands and responds to simple questions such as 'Which ...?' 'Whose ...?'</li> <li>Makes 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 instructions.</li> <li>Listens to and gives a simple recount.</li> <li>Memorises and performs simple poems, actions rhymes and songs.</li> <li>Plays language games.</li> </ul>									
<b>Date completed</b>										

Term 2 51 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>	<ul style="list-style-type: none"> <li>Revise your groups if needed</li> <li>Divide your class into 5 groups</li> <li>Give the rest of the class an activity to do while you are busy with the group for the day (worksheet, DBE workbook etc.)</li> <li>Select text appropriate to the reading ability of the group</li> <li>Revise sight words that will appear in the text</li> <li>Teach learners word attacking skills.</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 nonfiction 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>Continues to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>READING – SHARED READING</b> <b>Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	<b>Tuesday 1 Pre Read</b>	<b>Tuesday 2- Second read</b>	<b>Tuesday 1 Pre Read</b>	<b>Tuesday 2- Second read</b>	<b>Tuesday 1 Pre Read</b>	<b>Tuesday 2- Second read</b>	<b>Tuesday 1 Pre Read</b>	<b>Tuesday 2- Second read</b>	<b>Tuesday 1 Pre Read</b>	<b>Tuesday 2- Second read</b>
<b>Curriculum Coverage Tracking</b>	<b>Thursday – First Read</b>	<b>Thursday 2 – Post reading activity</b>	<b>Thursday – First Read</b>	<b>Thursday 2 – Post reading activity</b>	<b>Thursday – First Read</b>	<b>Thursday 2 – Post reading activity</b>	<b>Thursday – First Read</b>	<b>Thursday 2 – Post reading activity</b>	<b>Thursday – First Read</b>	<b>Thursday 2 – Post reading activity</b>
<b>Date completed</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 text 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> <li>With help from the teacher, retells the story.</li> </ul>									

Term 2 51 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>PHONICS Mondays, Wednesdays , Fridays</b>										
<b>Core Concepts, Skills and Values</b>	Revise some sounds taught in term 1 (e, i, -an words)  Look at a en e sounds  mat, man, pan, bat pen, hen, red leg , peg, get, wet,	Revise some sounds taught in term 1 (o, u, -at words)  Look at b and p sounds  bun, bed, bat, but, pan, pot, pit, pin,	<b>-y (word endings)</b>  shy, try, fly, sky, sly, why, dry, by, my  <b>Monday:</b> Introduce the sound and words.  <b>Wednesday-</b> Segmenting and blending	<b>-s (word endings)</b>  tie/ties, pie/pies, die/dies; lie/lies  <b>Monday:</b> Introduce the sound and words.  <b>Wednesday-</b> Segmenting and blending	<b>Long and short vowel sounds</b>  A short vowel sound is produced when the vowel in a syllable is followed by a consonant. (This type of syllable is called a closed syllable.)  Explain the sound in long Vowels The alphabet sounds (when the vowel "says its name") are called "long vowels." We call them "long" because we hold them longer than the short sounds, but they are completely different sounds--not a longer version of the same sound. •  mad-made cap-cape rat-rate hat-hate  sit-site bit-bite kit-kite	<b>Long and short vowel sounds</b>  not-note rob-robe ton-tone hop-hope  cut-cute tub-tube cub-cube	<b>Words ending in -ed</b>  bed, shed, fed, bled, sled, asked, baked,  <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>Words ending in -ing</b>  walking, baking, cooking, singing, writing, doing, barking  <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.	Revision of all sounds taught so far  <b>Monday:</b> Revise using flashcards / pictures.  <b>Wednesday-</b> Segmenting and blending  <b>Friday:</b> Word building and sentence construction.	Revision of all sounds taught so far  <b>Monday:</b> Revise using flashcards / pictures.  <b>Wednesday-</b> Segmenting and blending  <b>Friday:</b> Word building and sentence construction.	Revision of all sounds taught so far  <b>Monday:</b> Revise using flashcards / pictures.  <b>Wednesday-</b> Segmenting and blending  <b>Friday:</b> Word building and sentence construction.
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters</li> <li>Recognises common endings in words ( e.g. 'ed', 'ing', 'y' and 's' )</li> <li>Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. f-at, p-in, r-ed) and into individual sounds (e.g. f-a-t, p-i-n, r-e-d)</li> <li>Distinguishes aurally between long and short vowel sounds, (e.g. 'not' and 'note', 'hat' and 'hate')</li> </ul>										
<b>Date completed</b>											

Term 2 51 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>WRITING Tuesdays and Thursdays</b>									
<b>Core Concepts, Skills and Values</b>	My friend is..... He / she is..... We like to .....	I helped my friend..... I felt..... My friend felt.....	I will set a goal! My goal is to improve my... I am setting this goal because...	My goals: 1. 2. Learners write about goals they have inside or outside the school.	I feel happy when..... 1. 2. Learners make a list of things that make them happy. I feel grumpy when..... 1. 2. Learners make a list of things that make them unhappy.	I had mixed feelings when..... I felt..... I also felt..... Learners write about a time when they were happy and sad for example when they went on a school trip.....	Once I ..... Then..... Learners write about a time they made a mistake	If I made a mistake I must..... Next time I will.... Learners write about what to do after they have made a mistake.	I feel safe when.... 1. 2. I feel unsafe when: 1. 2.	I am responsible when I..... I feel..... Learners write to show they care about others or keep themselves safe.
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language</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> <li>• Write sentences using words containing the phonic sounds and common sight words already taught</li> <li>• Uses punctuation already taught in the Home Language (capital letters and full stops)</li> <li>• Builds own word bank and personal dictionary</li> </ul>									
<b>Date completed</b>										
<b>Extension activities</b>	DBE workbook pages 16 and 17 Draw your best friend	DBE workbook 1 page 17 Draw what you and your friend like doing together.	DBE workbook 1 pages 22, 23 and 27 Complete a worksheet, e.g. writing captions to match pictures/ sequencing pictures/completing sentences.	DBE workbook pages 28 and 29 Draw a picture of what you want to be when you grow up	DBE workbook 1 pages 42, 43, 44 and 45 Draw a picture of how you are feeling today.	DBE workbook pages 46, 47, 48, 49 Draw different faces.	DBE workbook pages 53, 54, 55, and 56. Draw a sad, disappointed face.	DBE workbook pages 57, 58, 59, 61 Draw a picture of you where you are working hard.	DBE workbook pages 62, 63, 65 and 66 Draw a picture that shows you are responsible	
<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>	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: TERM 2**

**PROGRAMME OF ASSESSMENT:**

**FAL : Grade 2 : Term 2**

Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none"> <li>Gives a simple recount in at least 2-3 sentences (personal news etc.)</li> <li>Demonstrates understanding of some basic oral vocabulary: point/actions</li> <li>Answer simple questions</li> </ul>	Observation & Oral	Rubric Checklist	5 n/a	By Week 9	
Teacher notes	<p>These <i>Listening and Speaking</i> skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to give a simple recount relating to their personal news etc. For SASAMS there must be 1 score for <i>Listening and Speaking</i>.</p>					
Phonics: Written	<ul style="list-style-type: none"> <li>Identify letter sound relationships of all single letters (at least 5 vowels and 20 consonants)</li> </ul>	Observation & Written & oral	Rubric Class work book Worksheet Checklist	5	By Week 9	
Phonics: Written and oral	<ul style="list-style-type: none"> <li>Matching initial sounds with pictures and words</li> <li>Cross out or circle the odd word in a word family e.g. hat, bat, mat, cat, cot</li> <li>Write 2 words using sounds learnt e.g. -at, -et, -it, -ot, -ut</li> </ul>			n/a		
Teacher notes	<p>These skills will be observed and assessed during your oral/practical lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SASAMS you should have 1 score for <i>Phonics</i></p>					
Reading: Oral	<p><b>Group Guided Reading Sessions</b></p> <ul style="list-style-type: none"> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 30-40 words and ask questions about the text.</li> <li>Word recognition: Sight words: 40 - 50 words</li> </ul>	Observation & Oral	Rubric Checklist	5 n/a	By Week 9	
Teacher notes	<p>During your <i>Group Guided Reading</i> sessions in weeks 7 to 9 assess every learner on oral reading using a text which has 30-40 words (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) maximum time of 2 - 3 minutes per learner) The scoring to be done according to the rubric for oral reading activities. For SASAMS, 1 score will be captured for <i>Reading (word recognition and oral reading)</i></p>					
Writing:	<ul style="list-style-type: none"> <li>Writes simple sentences (3 short sentences) using phonic word list and common sight words already taught</li> <li>Writes 3 sentences using punctuation.</li> </ul>	Written	Class workbook Rubric Checklist	5 n/a	By Week 9	
Teacher notes	<p>By Week 9 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS one score will be captured for writing.</p>					
<b>TOTAL SCORE</b>						<b>20</b>

Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.



**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

FAL GRADE 2: TERM 2 Checklist								
	Date	Listening & Speaking		Phonics		Reading	Writing	Comment
		Demonstrates understanding of some basic oral vocabulary: point/actions	Answer simple questions	Matching initial sounds with pictures and words	Cross out or circle the odd word in a word family e.g. hat, bat, mat, cat, cot			
✓/x								
<b>Names of learners</b>								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								

**ASSESSMENT OF LEARNING: SBA ASSESSMENT SCORESHEET**

FAL GRADE 2: TERM 2 Scores using rubrics					
	Listening & Speaking	Phonics	Reading	Writing	Comment
	Gives a simple recount in 2-3 sentences about a school event	Identify letter sound relationships of all single letters (at least 4 vowels and 15 consonants)	Oral reading text : 30-40 words	Writes short simple sentences with phonic sounds and common sight words learnt	
	5	5	5	5	
	Date				
	Score				
	<b>Names of learners</b>				
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

<b>GRADE 2 RUBRIC : Term 2</b>				
<b>LISTENING AND SPEAKING</b>				
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Gives a simple recount (3 sentences) about a school event etc	Repeats 1 sentence of a recount with the teacher	Is able to give a simple recount in 1 sentence but in FAL	Is able to give a simple recount in 2 sentences in FAL	Is able to give a simple recount in more than 3 sentences fluently using correct vocabulary in FAL
<b>PHONICS</b>				
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Identifies letter sound relationships of all single letters ( at least 5 vowels and 20 consonants)	Identifies letter-sound relationships of 1 to 9 single letters correctly. Tends to confuse letter-sound relationship.	Identifies letter-sound relationships of 10-14 single letters correctly	Identifies letter-sound relationships of 15-19 single letters correctly	Identifies letter-sound relationships of 20 single letters correctly
<b>READING</b>				
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Oral Reading: 30-40 words	Reads from own book a text of 1-9 words with support from the teacher.	Reads word by word a text of 10-19 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 20-29 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 40 words and responds correctly to 3 questions
<b>WRITING</b>				
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Writes short simple sentences with phonic sounds and common sight words learnt (at least 3 sentences)	Copies 1 short simple sentence with phonic sounds with support	Writes 2 short simple sentence with phonic sounds words learnt	Writes 3 short simple sentence with phonic sounds and common sight words learnt	Writes more than 3 short simple sentence with phonic sounds and common sight words learnt using capital letters and full stops





