

Grade 2

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 4

Management Document

ENGLISH

First Additional Language

PSRIP

Grade **2**

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Term 4

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Term 4 Tracker

Week 1: Solving problems		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics Introduce sound and words /th-/	
Monday	Activity 3: Group Guided Reading - Class: Worksheet 1 - Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read Big Book: The ruined classroom	
Tuesday	Activity 2: Writing One time, I felt angry because....	
Tuesday	Activity 3: Group Guided Reading - Class: Worksheet 1 - Group 2	
Wednesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics Segmenting and blending /th-/	
Wednesday	Activity 3: Group Guided Reading - Class: Worksheet 1 - Group 3	
Thursday	Activity 1: Shared Reading: Read One Big Book: The ruined classroom	
Thursday	Activity 2: Writing - I solved the problem by - It worked/didn't work because	
Thursday	Activity 3: Group Guided Reading - Class: Worksheet 1 - Group 4	
Friday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	

Friday	Activity 2:	Phonemic Awareness and Phonics - Beginning sound /th-/ - Letter swap - Informal assessment	
Friday	Activity 3:	Group Guided Reading - Class: Worksheet 1 - Group 5	

Week 2: Solving problems			
Day		CAPS content, concepts, skills	Date completed
Monday	Activity 1:	Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2:	Phonemic Awareness & Phonics Introduce sound and words /-th/	
Monday	Activity 3:	Group Guided Reading - Class: Worksheet 2 - Group 1	
Tuesday	Activity 1:	Shared Reading: Read Two Big Book: The ruined classroom	
Tuesday	Activity 2:	Writing - In the story.... - Zweli feels....	
Tuesday	Activity 3:	Group Guided Reading - Class: Worksheet 2 - Group 2	
Wednesday	Activity 1:	Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Wednesday	Activity 2:	Phonemic Awareness & Phonics Segmenting and blending /-th/	
Wednesday	Activity 3:	Group Guided Reading - Class: Worksheet 2 - Group 3	
Thursday	Activity 1:	Shared Reading: Post Read (Illustrate and summarise) Big Book: The ruined classroom	
Thursday	Activity 2:	Writing - If my story got ripped from the wall I would feel.... - I think I would....	

Thursday	Activity 3:	Group Guided Reading - Class: Worksheet 2 - Group 4	
Friday	Activity 1:	Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Friday	Activity 2:	Phonemic Awareness and Phonics - Beginning sound /-th/ - Letter swap - Informal assessment	
Friday	Activity 3:	Group Guided Reading - Class: Worksheet 2 - Group 5	

Theme Reflection: Solving problems	
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?	
SMT Comment	
SMT name and signature	Date

Week 3: Historical figures		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce sound and words /-or-/	
Monday	Activity 3: Group Guided Reading • Class: Worksheet 3 • Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read • Big Book: The warrior queen	
Tuesday	Activity 2: Writing • Things I think I know about history: • 1. • 2.	
Tuesday	Activity 3: Group Guided Reading • Class: Worksheet 3 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /-or-/	
Wednesday	Activity 3: Group Guided Reading • Class: Worksheet 3 • Group 3	
Thursday	Activity 1: Shared Reading: Read One • Big Book: The warrior queen	
Thursday	Activity 2: Writing • Questions I have about history: • 1. • 2.	
Thursday	Activity 3: Group Guided Reading • Class: Worksheet 3 • Group 4	

Friday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Friday	Activity 2:	Phonemic Awareness and Phonics • Beginning sound /-or-/ • Letter swap • Informal assessment	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 3 • Group 5	

Week 4: Historical figures			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Monday	Activity 2:	Phonemic Awareness & Phonics • Introduce sound and words /st-/	
Monday	Activity 3:	Group Guided Reading • Class: Worksheet 4 • Group 1	
Tuesday	Activity 1:	Shared Reading: Read Two • Big Book: The warrior queen	
Tuesday	Activity 2:	Writing In the story I learned that	
Tuesday	Activity 3:	Group Guided Reading • Class: Worksheet 4 • Group 2	
Wednesday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Wednesday	Activity 2:	Phonemic Awareness & Phonics • Segmenting and blending /st-/	
Wednesday	Activity 3:	Group Guided Reading • Class: Worksheet 4 • Group 3	

Thursday	Activity 1:	Shared Reading: Post-Read (Oral recount) • Big Book: The warrior queen	
Thursday	Activity 2:	Writing • I liked when • I think Queen Amina is a role model because	
Thursday	Activity 3:	Group Guided Reading • Class: Worksheet 4 • Group 4	
Friday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Friday	Activity 2:	Phonemic Awareness and Phonics • Beginning sound /st-/ • Letter swap • Informal assessment	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 4 • Group 5	

Theme Reflection: Historical figures	
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?	
SMT Comment	
SMT name and signature	Date

Week 5: Bullying and appearance		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Introduce sound and words /ou/	
Monday	Activity 3: Group Guided Reading • Class: Worksheet 5 • Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read • Big Book: Zweli speaks up	
Tuesday	Activity 2: Writing • This is _____. He/she is a bully • This is _____.	
Tuesday	Activity 3: Group Guided Reading • Class: Worksheet 5 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics • Segmenting and blending /ou/	
Wednesday	Activity 3: Group Guided Reading • Class: Worksheet 5 • Group 3	
Thursday	Activity 1: Shared Reading: Read One • Big Book: Zweli speaks up	
Thursday	Activity 2: Writing The bully said '_____.' He/she feels _____.	
Thursday	Activity 3: Group Guided Reading • Class: Worksheet 5 • Group 4	
Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	

Friday	Activity 2:	Phonemic Awareness and Phonics • Sound /ou/ • Letter swap • Informal assessment	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 5 • Group 5	

Week 6: Bullying and appearance			
Day		CAPS content, concepts, skills	Date completed
Monday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Monday	Activity 2:	Phonemic Awareness & Phonics • Introduce new sound and words /-nd/	
Monday	Activity 3:	Group Guided Reading • Class: Worksheet 6 • Group 1	
Tuesday	Activity 1:	Shared Reading: Read Two • Big Book: Zweli speaks up	
Tuesday	Activity 2:	Writing Zweli felt He decided to	
Tuesday	Activity 3:	Group Guided Reading • Class: Worksheet 6 • Group 2	
Wednesday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Wednesday	Activity 2:	Phonemic Awareness & Phonics • Segmenting and blending /-nd/	
Wednesday	Activity 3:	Group Guided Reading • Class: Worksheet 6 • Group 3	
Thursday	Activity 1:	Shared Reading: Post-Read (Dramatise and summarise) • Big Book: Zweli speaks up	

Thursday	Activity 2:	Writing I think Zweli If I were Zweli , I	
Thursday	Activity 3:	Group Guided Reading • Class: Worksheet 6 • Group 4	
Friday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Friday	Activity 2:	Phonemic Awareness and Phonics • Beginning sound /-nd/ • Letter swap • Informal assessment	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 6 • Group 5	

Theme Reflection: Bullying and appearance	
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?	
SMT Comment	
SMT name and signature	Date

Week 7: Using technology for good!		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Monday	Activity 2: Phonemic Awareness & Phonics • Revision of sounds	
Monday	Activity 3: Group Guided Reading • Class: Worksheet 7 • Group 1	
Tuesday	Activity 1: Shared Reading: Pre-Read • Big Book: Greta Thunberg: A climate change hero!	
Tuesday	Activity 2: Writing • I care about • I care about this because	
Tuesday	Activity 3: Group Guided Reading • Class: Worksheet 7 • Group 2	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Wednesday	Activity 2: Phonemic Awareness & Phonics Revision and informal assessment	
Wednesday	Activity 3: Group Guided Reading • Class: Worksheet 7 • Group 3	
Thursday	Activity 1: Shared Reading: Read One • Big Book: Greta Thunberg: A climate change hero!	
Thursday	Activity 2: Writing • I want other people to know • I could use social media to	
Thursday	Activity 3: Reading Group Guided Reading • Class: Worksheet 7 • Group 4	
Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	

Friday	Activity 2:	Phonemic Awareness and Phonics • Formal or Informal assessment	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 7 • Group 5	

Week 8: Using technology for good!			
Day		CAPS content, concepts, skills	Date completed
Monday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Monday	Activity 2:	Phonemic Awareness & Phonics • Introduce sound and words /sw-/	
Monday	Activity 3:	Group Guided Reading • Class: Worksheet 8 • Group 1	
Tuesday	Activity 1:	Shared Reading: Read Two • Big Book: Greta Thunberg: A climate change hero!	
Tuesday	Activity 2:	Writing • Dear Greta, • Thank you for • I think you are amazing because	
Tuesday	Activity 3:	Group Guided Reading • Class: Worksheet 8 • Group 2	
Wednesday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Wednesday	Activity 2:	Phonemic Awareness & Phonics • Segmenting and blending /sw/	
Wednesday	Activity 3:	Group Guided Reading • Class: Worksheet 8 • Group 3	
Thursday	Activity 1:	Shared Reading: Post-Read (Oral recount) • Big Book: Greta Thunberg: A climate change hero!	
Thursday	Activity 2:	Writing • You have taught me that • In the future, I want to • Thanks again, • _____.	

Thursday	Activity 3:	Group Guided Reading • Class: Worksheet 8 • Group 4	
Friday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Friday	Activity 2:	Phonemic Awareness and Phonics • Beginning sound /sw-/ • Letter swap • Informal assessment	
Friday	Activity 3:	Group Guided Reading • Class: Worksheet 8 • Group 5	

Theme Reflection: Using technology for good!

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?	
SMT Comment	
SMT name and signature	Date

Term 4 Programme of Assessment

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

ASSESSMENT FOR LEARNING: CHECKLIST						
Mark with ✓ or ✕		Listening & Speaking		Phonics	Reading	Comments
Learners' Names		Demonstrates understanding of some vocabulary	Answers simple literal questions about story text	Word building consonant blends and recognises vowel diagraphs (oo,ee) at the beginning of words (fl, sl, gr, pl etc.)	Assess each learner on oral reading choose a text which has at least 60-70 words and ask questions about the text	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking		Phonics	Reading	Comments
Learners' Names		Demonstrates understanding of some vocabulary	Answers simple literal questions about story text	Word building consonant blends and recognises vowel diagraphs (oo, ee) at the beginning of words (fl, sl, gr, pl etc.)	Assess each learner on oral reading choose a text which has at least 60-70 words and ask questions about the text	
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking		Phonics	Reading	Comments
Learners' Names		Demonstrates understanding of some vocabulary	Answers simple literal questions about story text	Word building consonant blends and recognises vowel diagraphs (oo, ee) at the beginning of words (fl, sl, gr, pl etc.)	Assess each learner on oral reading choose a text which has at least 60-70 words and ask questions about the text	
28.						
29.						
30.						
31.						
32.						
33.						
34.						
35.						
36.						
37.						
38.						
39.						
40.						
41.						
42.						

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking		Phonics	Reading	Comments
Learners' Names		Demonstrates understanding of some vocabulary	Answers simple literal questions about story text	Word building consonant blends and recognises vowel diagraphs (oo, ee) at the beginning of words (fl, sl, gr, pl etc.)	Assess each learner on oral reading choose a text which has at least 60-70 words and ask questions about the text	
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 3-4 sentences on personal news	Written activity: Write word with short vowels (ag, eg, ig, og, ug) and group common words into word families	Written comprehension: Choose short reading passage of 50-60 words	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	
Date						
Score		5	10	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 3-4 sentences on personal news	Written activity: Write word with short vowels (ag, eg, ig, og, ug) and group common words into word families	Written comprehension: Choose short reading passage of 50-60 words	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	
Date						
Score		5	10	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 3-4 sentences on personal news	Written activity: Write word with short vowels (ag, eg, ig, og, ug) and group common words into word families	Written comprehension: Choose short reading passage of 50-60 words	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	
Date						
Score		5	10	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 3-4 sentences on personal news	Written activity: Write word with short vowels (ag, eg, ig, og, ug) and group common words into word families	Written comprehension: Choose short reading passage of 50-60 words	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	
Date						
Score		5	10	5	5	
46.						
47.						
48.						
49.						
50.						
51.						
52.						
53.						
54.						
55.						
56.						
57.						
58.						
59.						
60.						

Term 4 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	Using a frame, gives a simple recount of at least 3 to 4 sentences on personal news.			
IMPLEMENTATION	Week 5 or 6 during group guided reading.			
ACTIVITY	1. Settle the class to complete an independent reading activity. 2. Then, call individual learners from a reading group to your desk. 3. Ask learners to recount some personal news.			
1	2	3	4	5
Using a frame, gives a simple recount in 1 sentence, with support.	Can give a simple recount in 2 sentences, but not in FAL.	Is able to give a simple recount in 3 sentences in FAL.	Is able to give a simple recount in 4 sentences fluently in FAL.	Is able to give a simple recount in more than 4 sentences fluently using correct vocabulary in FAL.

PHONICS RUBRIC				
OBJECTIVE	Word building with consonant blends. Word building with vowel digraphs.			
IMPLEMENTATION	Week 7 phonics lesson.			
ACTIVITY	1. Draw a Word Find table on the chalkboard, that includes vowel digraphs and consonant blends that have been taught. 2. Ask learners to work independently to build and write down as many words from the table as possible. 3. Give learners 10 minutes to complete the activity. 4. Collect learners' books to assess the activity.			
1	2	3	4	5
Able to build 1 to 2 words using vowel digraphs and consonant blends with prompting and help from the teacher.	Able to build 1 to 2 words using vowel digraphs and consonant blends.	Able to build 3 to 4 words using vowel digraphs and consonant blends.	Able to build 4 to 5 words using vowel digraphs and consonant blends.	Able to confidently build 4 to 5 words using vowel digraphs and consonant blends.

READING RUBRIC				
OBJECTIVE	Oral reading text: 50-60 words.			
IMPLEMENTATION	Week 7 or 8 during group guided reading.			
ACTIVITY	1. Settle the class to complete an independent reading activity. 2. Then, call individual learners from a reading group to your desk. 3. Find a suitable text with at least 40 words in an appropriate graded reader or the DBE Workbook. 4. Ask individual learners to read the text aloud. 5. Ask learners 3 recall questions.			
1	2	3	4	5
Reads a text of 1 – 29 words from own book with support from the teacher.	Reads a text of 30 – 39 words from own book word by word and responds correctly to 1-2 questions.	Reads a text of 40 – 49 words from own book aloud and responds correctly to 3 questions.	Reads a text of 50 – 59 words from own book fluently and responds correctly to 3 questions.	Reads a text of 60 or more words from own book fluently and responds correctly to 3 questions.

WRITING RUBRIC				
OBJECTIVE	Write at least 3 sentences on a familiar topic/picture using capital letters and full stops.			
IMPLEMENTATION	Any of the writing lessons.			
ACTIVITY	1. Teach the writing lesson as usual. 2. At the end of the week collect learners' books for assessment.			
1	2	3	4	5
Writes one short simple sentence with some help and errors.	Writes two short simple sentences with some errors.	Writes three short simple sentences with some errors.	Writes three short simple sentences using capital letters and full stops.	Writes more than three short simple sentences, using capital letters and full stops.

