

GRADE 2 FIRST ADDITIONAL LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

LISTENING AND SPEAKING (ORAL)

SUGGESTED CONTACT TIME

Minimum time: 45 minutes

Maximum time: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/posters, rhymes, songs, games and real objects for the theme they have chosen.

Teachers should try to cover as many of the activities as possible in the time available. They should introduce a new activity – listening to and giving a recount. The teacher should model this by first giving a recount herself, (e.g. of what she did over the weekend). She should then support the learners to give their own recount. She should provide some structuring words to help the learners, for example, ‘Last weekend I ... then I ...next I ... After that I ...’ She should also help them with the simple past tense. The learners will practise listening to and giving recounts throughout the year. This will give them an opportunity to use the past tense and time connectors (first, next, then) in context. For further guidance see Section 4 at the end of this document.

The teacher should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should make sure that they cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. The teachers should carry out the Formal Assessment Activity at the end of term.

Daily activities (30 minutes per week)

The activities vary in length. The teacher could do one longer activity or two or three short ones per week.

- Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Feelings’
- Follows a short sequence of instructions, for example, ‘Draw a happy face. Now draw a sad face.’
- Gives simple instructions, for example, ‘Draw a happy face.’
- Understands and responds to simple questions such as ‘Which ...?’ ‘Whose ...?’ (Whose book is this? Which story do you want?)
- Makes simple requests and statements, for example, ‘I feel thirsty. May I have a glass of water?’
- Identifies an object from a simple oral description, for example, ‘The girl is sad. She is crying.’ *Learners must match this description with the correct picture.*
- Talks about objects in a picture in response to teacher’s instructions, for example, ‘What can you see in the picture?’ ‘Tell me what you can see in the picture.’
- Listens to a simple recount, for example, the teacher telling what she did last weekend
- With help from the teacher, gives a simple recount, for example, tells what he/she did last weekend
- Memorises and performs simple poems, actions rhymes and songs, for example, If you’re happy and you know it, clap your hands!
- Plays language games, for example, guesses how someone is feeling from their expression and gestures

Focussed listening and speaking activities (minimum 15 minutes x 1 per week, maximum 15 minutes x 2 per week)

Listens to stories told and read (Shared Reading)

Once or twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster, for example, *The Happy Duck* with enjoyment and joins in choruses at the appropriate time
- Understands and responds to instructions, for example, 'Show me the Happy Duck swimming in the dam.'
- Answers simple literal questions about a story with short answers, for example, 'Where does the Happy Duck swim? What does the Happy Duck like to eat?'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this?' 'A fish.'
- Acts out the story, using some of the dialogue

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, expressing feelings
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the past tense such as 'I visited'; time connectors such as 'first', 'next', 'then'

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Identifies a picture from a simple oral description, for example, 'The boy is happy, he is smiling.'
- Listens to a simple recount and answers simple questions about it, for example, 'What did Mandla do first? What did he do next? etc.'

Weeks 6–10

- Follows a sequence of instructions, for example, 'Draw a happy face. Now draw a sad face. Lastly, draw an angry face.'
- Gives a simple oral recount: On Sunday, I got up at 8 o'clock. I washed. Next I put on my clothes. Then I went to church.

Suggested Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Listens to a simple recount and answers simple questions about it, for example, 'What did the old woman do first? What did she do next? etc.'
- Demonstrates understanding of some basic oral vocabulary by pointing to people in a picture or doing actions in response to instructions from the teacher, for example, Pretend to be sad/happy/angry/tired, etc. Point to the picture of the sad/happy/angry/tired girl etc.

TERM 1	
READING AND PHONICS	SUGGESTED CONTACT TIME
	Minimum time: 45 minutes per week Maximum time: 1 hour 30 minutes per week
CONTENT/CONCEPTS/SKILLS	
<i>Phonemic awareness and phonics (15 minutes per week)</i>	
<i>Teachers revise the single letter sounds, beginning with the letter-sound relationships that are the same in the Home Language and which are important in English. They build short, familiar words using the sounds learners already know in their Home Language. They gradually introduce sound-spelling relationships that are different in Home and Additional Languages (e.g. <i>icici/cat</i> in isiXhosa and English). These activities should be short (5–10 minutes); they can also be integrated in the Listening and Speaking and Reading activities.</i>	
<ul style="list-style-type: none"> • Distinguishes aurally between sounds that are often confused (e.g. 'a' and 'e', 'b' and 'p') • Identifies letter-sound relationships of most single letters (e.g. a, b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, v, w, y) • Builds up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen; t-e-n, t-en, ten) 	
<i>Shared Reading (time has been allocated under Listening and Speaking)</i>	
<i>Shared Reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 2, Shared Reading will continue, but as part of Listening and Speaking.</i>	
<i>Group Guided Reading (minimum 30 minutes and maximum 1 hour 15 minutes per week)</i>	
<i>Teachers should introduce Group Guided Reading this term. Teachers using the maximum time for First Additional Language should divide their class into 5 same-ability reading groups and work with one group each day for 15 minutes. While the teacher is working with this group the other groups will read around the group or do paired reading, using simple familiar texts or activities related to the text. The books should be very simple with repetition of structures and vocabulary and pictures to support the text. Learners have done Guided Reading in their Home Language from the beginning of Grade 1, so they should be familiar with the approach.</i>	
<i>Teachers using the minimum time for First Additional Language where there is only 30 minutes available should do a whole class guided reading activity twice a week.</i>	
<ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher • Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words) • Reads with increasing fluency and expression • Shows an understanding of punctuation when reading aloud • Begins to build a sight vocabulary from the guided, shared and independent reading 	
<i>Independent reading (in learners' free time at school and at home)</i>	
<i>Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class (e.g. when they have finished an activity ahead of time) and at home (e.g. for homework). It is important that every opportunity in class is used to develop their reading.</i>	
<ul style="list-style-type: none"> • Reads own and others' writing • Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner • Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words 	

ASSESSMENT**Suggestions for Informal Assessment Activities:****Phonics: (oral and/or practical)**

- Builds up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen; t-e-n, t-en, ten)

Suggested Formal Assessment Activity:**Phonics: (oral and/or practical and/or written)**

- Identifies letter-sound relationships of most single letters (e.g. a, b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, v, w, y)

Suggestions for Informal Assessment Activity:**Reading: (oral and/or practical)**

- Reads with increasing fluency and expression
- Shows an understanding of punctuation when reading aloud

Suggested Formal Assessment Activity 1:**Reading (oral and/ or practical)**

- Reads a short written text (1– 2 sentences per page) with the teacher, following the teacher's pointer

TERM 1	
WRITING	SUGGESTED CONTACT TIME
	30 minutes per week
<p>CONTENT/CONCEPTS/SKILLS</p> <p>Writing Activities (Twice a week)</p> <ul style="list-style-type: none"> • Uses handwriting skills taught in Home Language • Writes lists with headings • Chooses and copies a caption to match a picture • With help writes a caption for a picture • Completes sentences by filling in missing words 	
<p>ASSESSMENT</p> <p>Suggestions for Informal Assessment Activities:</p> <p>Writing: (written)</p> <p>Weeks 1–5</p> <ul style="list-style-type: none"> • With help writes a caption for a picture <p>Weeks 6–10</p> <ul style="list-style-type: none"> • Completes 3 sentences by filling in the missing words <p>Suggested Formal Assessment Activity 1:</p> <p>Writing: (written)</p> <ul style="list-style-type: none"> • Completes 3 sentences by filling in the missing words 	

TERM 2	
LISTENING AND SPEAKING (ORAL)	SUGGESTED CONTACT TIME
	Minimum time: 45 minutes per week Maximum time: 1 hour per week
CONTENT/CONCEPTS/SKILLS	
Weeks 1–5	
<p>Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/ posters, rhymes, songs, games and real objects for the theme they have chosen.</p> <p>Teachers should try to cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.</p>	
Weeks 6–10	
<p>Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow teachers to constantly recycle simple, basic language structures as they communicate with the learners in the First Additional Language.</p> <p>Teachers should make sure that they cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. The teachers should carry out the Formal Assessment Activity at the end of term.</p>	
Daily activities (30 minutes per week)	
<p>The activities vary in length. The teacher could do one longer activity or two or three short ones per week.</p> <ul style="list-style-type: none"> • Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘The Weather’ • Follows a short sequence of instructions, for example, ‘Stand up. Walk to the door and open it.’ • Gives simple instructions, for example, ‘Open the door.’ ‘Close the door.’ • Understands and responds to simple questions such as ‘Which ...?’ ‘Whose ...?’ (Whose umbrella is this?) • Makes simple requests and statements, for example, ‘It is cold. Can I have a jersey?’ • Identifies an object from a simple oral description, for example, ‘It is cloudy.’ <i>Learners must match this description with the correct picture.</i>) • Talks about objects in a picture in response to teacher’s instructions, for example, ‘What can you see in the picture? Tell me what you can see in the picture.’ • Listens to a simple recount, for example, the teacher telling about a trip to the swimming pool on a hot day. • With help from the teacher, gives a simple recount, for example, tells about a trip he/she went on. • Memorises and performs simple poems, actions rhymes and songs, for example, I hear thunder, I hear thunder • Plays language games, for example, learners work in teams – they must think of the names of clothes you wear on a hot day/cold day. The team with the most words wins. 	
Focussed listening and speaking activities (Minimum 15 minutes x 1 per week; maximum 15 minutes x 2 per week)	
Listens to stories told and read (Shared Reading)	

Once or twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster, for example *The Happy Raindrops*, with enjoyment and joins in choruses at the appropriate time
- Understands and responds to instructions, for example, 'Show me the cloud. Show me the sky. Count the raindrops. How many are there?'
- Answers simple literal questions about a story with short answers, for example, 'How did the raindrops know a storm was coming?'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this?' 'A raindrop.'
- Acts out the story using some of the dialogue
- With help from the teacher, retells the story

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, weather
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the verb to be: 'It is cold'; a greater range of adjectives: windy, cloudy, rainy, warm, sunny)

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Identifies a picture from a simple oral description, for example, 'It is raining.'
- Listens to a simple recount and answers questions about it, for example, 'What did Mandela do first? What did he do next? etc.'

Weeks 6–10

- Answers some simple questions, for example, 'What is the weather like today?'
- Gives a simple oral recount, for example, 'On Sunday, I got up at 8 o'clock. I washed. Next I put on my clothes. Then I went to church.'

Suggested Formal Assessment Activity 2:

Listening and Speaking (oral and/ or practical)

- Listens to a simple recount and answers simple questions about it, for example, 'What time did Sipho wake up? What was the weather like? What did he do first? What did he do next? What did he do last?'
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture or doing actions in response to instructions from the teacher, for example, 'Show me the umbrella. What colour is the umbrella? etc.'

TERM 2	
READING AND PHONICS	SUGGESTED CONTACT TIME
	Minimum time: 45 minutes Maximum time: 1 hour 30 minutes per week
<p>CONTENT/CONCEPTS/SKILLS</p> <p><i>Phonemic awareness and phonics (15 minutes per week)</i></p> <p><i>These activities should be short (5–10 minutes) and spaced out over the week. They can also be integrated with Listening and Speaking, and Reading activities.</i></p> <ul style="list-style-type: none"> • Identifies letter-sound relationships of all single letters • Recognises common endings in words (e.g. ‘ed’, ‘ing’, ‘y’ and ‘s’) • 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) • Distinguishes aurally between long and short vowel sounds, (e.g. ‘not’ and ‘note’, ‘hat’ and ‘hate’) <p><i>Shared Reading (time has been allocated under Listening and Speaking)</i></p> <p><i>Shared Reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 2, Shared Reading will continue, but as part of Listening and Speaking.</i></p> <p><i>Group Guided Reading (Minimum 30 minutes and maximum 1 hour 15 minutes per week)</i></p> <p><i>Teachers who are using the maximum time for First Additional Language should divide their class into 5 same-ability reading groups and work with one group each day for 15 minutes. While the teacher is working with this group the other groups will read around the group or do paired reading, using simple familiar texts or do activities related to the reading text. The books should be very simple with repetition of structures and vocabulary and pictures to support the text.</i></p> <p><i>Teachers who are using the minimum time for the First Additional Language where there is only 30 minutes available, should do a whole class guided reading activity twice a week.</i></p> <ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher • Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words) • Reads with increasing fluency and expression • Shows an understanding of punctuation when reading aloud • Continues to build a sight vocabulary from the guided, shared and independent reading <p><i>Independent reading (in learners’ free time at school and at home)</i></p> <p><i>Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class, for example, when they have finished an activity ahead of time and at home for homework. It is important that every opportunity in class is used to develop their reading.</i></p> <ul style="list-style-type: none"> • Reads own and others’ writing • Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner • Uses children’s picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words 	

ASSESSMENT**Suggestions for Informal Assessment Activities:****Phonics: (oral and/or practical)**

- Distinguishes aurally between long and short vowel sounds, (e.g. 'not' and 'note', 'hat' and 'hate')

Suggested Formal Assessment Activity 2:**Phonics (oral and/ or practical and/or written)**

- Identifies letter-sound relationships of all single letters
- 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)

Suggestions for Informal Assessment Activity:**Reading: (oral and/or practical)**

- Reads aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story

Suggested Formal Assessment Activity 2:**Reading (oral and/ or practical and/or written)**

- Reads Big Books or other enlarged texts with the teacher, following the teacher's pointer, using the illustrations to aid understanding
- Shows understanding of a short written story, for example, matches a caption/sentence to a picture or answers questions

TERM 2	
WRITING	SUGGESTED CONTACT TIME
30 minutes per week	
<p>CONTENT/CONCEPTS/SKILLS</p> <p>Writing Activities (2 or 3 times a week)</p> <p>Teachers should choose from the following; they should try to cover as many of these activities as possible in the time available:</p> <ul style="list-style-type: none"> • Uses handwriting skills taught in Home Language • Chooses and copies a caption to match a picture • With help writes a caption for a picture • Completes sentences by filling in missing words • Write sentences using words containing the phonic sounds and common sight words already taught • Uses punctuation already taught in the Home Language (capital letters and full stops) • Builds own word bank and personal dictionary 	
<p>ASSESSMENT</p> <p>Suggestions for Informal Assessment Activity:</p> <p>Writing: (written)</p> <p>Weeks 1–5</p> <ul style="list-style-type: none"> • Completes 3 sentences by filling in the missing words <p>Weeks 6–10</p> <ul style="list-style-type: none"> • Writes sentences using words containing the phonic sounds and common sight words already taught • Uses punctuation already taught in the Home Language (capital letters and full stops) <p>Suggested Formal Assessment Activity 2</p> <p>Writing: (written)</p> <ul style="list-style-type: none"> • Writes sentences using words containing the phonic sounds and common sight words already taught • Uses punctuation already taught in the Home Language (capital letters and full stops) 	

TERM 3

LISTENING AND SPEAKING (ORAL)

SUGGESTED CONTACT TIME

Minimum time: 45 minutes per week

Maximum time: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/posters, rhymes, songs, games and objects for the theme they have chosen.

Teachers should try to cover all the activities, more than once if possible. They should assess the learners using the first Formal Assessment Activity recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should try to cover all the activities, more than once if possible. They should assess the learners using the second Formal Assessment Activity at the end of term.

Daily activities (30 minutes per week)

The activities vary in length. The teacher could do one longer activity or two or three short ones.

- Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Sports’
- Follows a short sequence of instructions, for example, ‘Take the chalk and write your name on the board. Now take the duster and clean the board.’
- Gives simple instructions, for example, ‘Kick the ball.’
- Understands and responds to simple questions such as ‘Which ...?’ ‘Whose ...?’ (Which sport do you like? Soccer)
- Makes simple requests and statements, for example, ‘Can I go outside and play, please?’
- Identifies an object from a simple oral description, for example, ‘The boy is kicking the ball.’ *Learners must match this description with the correct picture.*)
- Talks about objects in a picture in response to teacher’s instructions, for example, ‘What can you see in the picture? Tell me what you can see in the picture.’
- Listens to a simple recount, for example, the teacher telling about a soccer match
- With help from the teacher, gives a simple recount, for example, tells about a match he/she watched
- Memorises and performs simple poems, actions rhymes and songs, for example, She’ll be coming round the mountain when she comes
- Plays language games outside the classroom, for example, ‘Simon Says: Simon says walk quickly. Simon says walk slowly. Walk quickly! Simon says look left. Look right! etc.’

Focussed listening and speaking activities (Minimum 15 minutes x 1 per week, maximum 15 minutes x 2 per week)**Listens to stories told and read (Shared Reading)**

Once or twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster (e.g. Soccer) with enjoyment and joins in choruses at the appropriate time
- Understands and responds to instructions, for example, 'Show me the pitch. Show me the goal. Show me the goalkeeper. Count the players. How many are there?'
- Answers simple literal questions about the text with short answers, for example, 'Who scored the goal?'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this?' 'The goal.'
- If it is a story, acts it out using some of the dialogue
- With help from the teacher, retells the story or gives a simple summary of the text

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, direction – left/right
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, present progressive tense: 'He is kicking the ball'; a greater range of adverbs: 'quickly', 'slowly'

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Answers simple literal questions about a story/text
- Retells the story/summarises the text orally (three or four sentences)

Weeks 6–10

- Answers some simple questions, for example, 'What sport do you like best?'
- Identifies 3 pictures from simple oral descriptions, for example, The man is playing soccer/The man is playing tennis/The man is playing cricket

Suggested Formal Assessment Activity 3:

Listening and Speaking (oral and/ or practical)

- Listens to a simple recount and answers simple questions about it, for example, 'Which team scored the first goal? Which team scored the second goal? Which team scored the third goal? Which team won?'
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture or doing actions in response to instructions from the teacher, for example, 'Show me tennis racket/cricket bat/soccer ball, etc.'

Suggested Formal Assessment Activity 4:

Listening and Speaking (oral and/ or practical)

- Gives a simple oral recount, for example, a report of what happened in a football match
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture or doing actions in response to instructions from the teacher, for example, 'Show me the captain of the team.' 'Point to the goalkeeper.'

TERM 3	
READING AND PHONICS	SUGGESTED CONTACT TIME
	Minimum time: 45 minutes per week Maximum time: 1 hour 30 minutes per week
CONTENT/CONCEPTS/SKILLS	
<i>Phonemic awareness and phonics (15 minutes per week)</i>	
<i>Teachers continue building short, familiar words. They introduce some common digraphs, firstly at the beginning and then at the end of words. They should try to use words that learners already know and use the words in simple sentences. These activities should be short (5–10 minutes) and spaced out over the week. They can also be integrated with Listening and Speaking, and Reading activities.</i>	
<ul style="list-style-type: none"> • Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. p-ig, h-en) • Groups common words into word families (e.g. bin, pin, tin) • Recognises common endings in words 'ing' and 'ed' • Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words 	
<i>Shared Reading (time has been allocated under Listening and Speaking)</i>	
<i>Shared Reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 2, Shared Reading will continue, but as part of Listening and Speaking</i>	
<i>Group Guided Reading (Minimum 30 minutes and maximum 1 hour 15 minutes per week)</i>	
<i>Teachers who are using the maximum time for First Additional Language should divide their class into 5 same-ability reading groups and work with one group each day for 15 minutes. While the teacher is working with this group the other groups will read around the group or do paired reading, using simple familiar texts and/or do activities related to the reading text. The books should be very simple with repetition of structures and vocabulary and pictures to support the text.</i>	
<i>Teachers who are using the minimum time for the First Additional Language where there is only 30 minutes available, should do a whole class guided reading activity twice a week.</i>	
<ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher • Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words) • Reads with increasing fluency and expression • Shows an understanding of punctuation when reading aloud • Continues to build a sight vocabulary from the guided, shared and independent reading 	
<i>Independent reading (in learners' free time at school and at home)</i>	
<i>Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class (i.e. when they have finished an activity ahead of time) and at home (e.g. for homework). It is important that every opportunity in class is used to develop their reading.</i>	
<ul style="list-style-type: none"> • Reads own and others' writing • Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner • Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words 	

ASSESSMENT**Suggested Formal Assessment Activity 3:****Phonics: (oral and/or practical and/or written)**

- Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. p-ig, h-en)
- Groups common words into word families (e.g. bin, pin, tin)
- Recognises common endings in words 'ing' and 'ed'

Reading (oral and/ or practical)

- Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story
- Shows understanding of a short written story, for example, sequences pictures, matches captions/sentences to pictures)

Suggested Formal Assessment Activity 4:**Phonics: (oral and/or practical and/or written)**

- Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words

Reading (oral and/ or practical)

- Reads a short written text with the teacher and answers short, oral questions about the story

TERM 3

WRITING

SUGGESTED CONTACT TIME

30 minutes per week

CONTENT/CONCEPTS/SKILLS

Writing Activities (2 or 3 times a week)

The teacher should try to cover as many as possible of the following in the time available:

- Uses handwriting skills taught in Home Language
- Writes a caption for a picture
- Completes sentences by filling in missing words
- Writes sentences using words containing the phonic sounds and common sight words already taught
- Writes sentences using a frame, for example, I like _____. I do not like _____.
- Writes familiar words and sentences from dictation
- Writes some short, simple texts already taught in the Home Language, for example, a message on a get well card
- Uses some nouns and pronouns (I, you, he, she, it, etc.) in writing
- Spells words correctly from memory, for example, went, play, car, or using phonic knowledge, for example, net, pet, lip, sip, tip
- Uses a children's dictionary where necessary
- Uses punctuation already taught in the Home Language (capital letters and full stops)
- Builds own word bank and personal dictionary

ASSESSMENT

Suggested Formal Assessment Activity 3:**Writing: (written)**

- Writes a caption for a picture, for example, The cow is eating grass.
- Writes a sentence using a frame, for example, I like _____. I do not like _____.

Suggested Formal Assessment Activity 4:**Writing: (written)**

- Writes a sentence from dictation; punctuates the sentence
- Writes and illustrates a get well card

TERM 4

LISTENING AND SPEAKING (ORAL)	SUGGESTED CONTACT TIME
<p>CONTENT/CONCEPTS/SKILLS</p> <p>Weeks 1–5</p> <p>Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/ posters, rhymes, songs, games and real objects for the theme they have chosen. They should try to cover all the activities, more than once if possible.</p> <p>The teacher should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.</p> <p>Weeks 6–10</p> <p>Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language. Teachers should try to cover all the activities, more than once if possible. Teachers should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. They should carry out the Formal Assessment Activity at the end of term.</p> <p>Daily activities (30 minutes per week)</p> <p>The activities vary in length. The teacher could do one longer activity or two or three short activities.</p> <ul style="list-style-type: none"> • Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Seasons’ • Follows a short sequence of instructions, for example, ‘Come and sit at the front of the classroom’. • Gives simple instructions, for example, ‘Clap your hands.’ • Understands and responds to simple questions such as ‘Which ...?’ ‘Whose ...?’ (Which season do you like best? Summer.) • Makes simple requests and statements, for example, ‘Can I pack up my books?’ • Identifies an object from a simple oral description, for example, ‘It is summer. The sun is shining. The flowers are in bloom. The children are wearing shorts and sandals.’ <i>Learners must match this description with the correct picture.</i> • Talks about objects in a picture in response to teacher’s instructions (What can you see in the picture? Tell me what you can see in the picture.) • Listens to a simple recount, for example, the teacher telling about what she did on a shopping trip • With help from the teacher, gives a simple recount, for example, learners tell the teacher about something they did • Memorises and performs simple poems, actions rhymes and songs, for example, The summer sun is shining • Plays language games, for example, I spy with my little eye something beginning with <p>Focussed listening and speaking activities (Minimum 15 minutes x 1, maximum 15 minutes x 2 per week)</p> <p>Listens to stories told and read (Shared Reading)</p> <p>Once or twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.</p> <ul style="list-style-type: none"> • Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster, for example <i>Winter</i>, with enjoyment and joins in choruses at the appropriate time • Understands and responds to instructions, for example, ‘Show me the trees. Have they got any leaves? What time of year is it?’ 	<p>Minimum time: 45 minutes per week</p> <p>Maximum time: 1 hour per week</p>

- Answers simple literal questions about the text with short answers, for example, 'What happens to the trees in winter?'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this?' 'Snow.'
- If it is a story, acts it out using some of the dialogue
- With help from the teacher, retells the story or gives a simple summary of the text

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, change/cycles – the seasons
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the verb to be: It is summer; a greater range of adjectives: cool, dry and adverbs: softly

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Answers simple literal questions about a story/text
- Retells the story/summarises the text orally (three or four sentences)

Weeks 6–10

- Answers some simple questions, for example, 'What season do you like best?'
- Identifies three pictures from simple oral descriptions, for example, 'It is summer. The sun is shining. /It is winter. There are no leaves on the trees. /It is spring. The bird is making its nest.'

Suggested Formal Assessment Activity 5:

Listening and Speaking (oral and/ or practical)

- Listens to a simple recount, for example My summer holidays, and answers simple questions about it such as Where did Thandi go for her summer holidays? What did she do when she got there? What did she do next? etc.
- Using a frame, gives a simple recount in 3 or 4 sentences
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture or doing actions in response to instructions from the teacher, for example, 'Show me a tennis racket/cricket bat/soccer ball, etc.'
- Understands at least 500 words if minimum time for First Additional Language is being used, and up to 1,000 words where the maximum time for First Additional Language is being used (use the word list in Section 3 for guidance)

TERM 4	
READING AND PHONICS	SUGGESTED CONTACT TIME
	Minimum time: 45 minutes per week Maximum time: 1 hour per week
<p>CONTENT/CONCEPTS/SKILLS</p> <p><i>Phonemic awareness and phonics (15 minutes per week)</i></p> <p><i>Teachers introduce some common consonant blends and vowel digraphs, using words that learners already know or high frequency words. When introducing a new word they should make sure learners understand the meaning and use it in a sentence. These activities should be short (5–10 minutes) and spaced out over the week. They can also be integrated with Listening and Speaking, and Reading activities.</i></p> <ul style="list-style-type: none"> • Groups common words into word families (e.g. hug, mug, jug; bag, rag, wag; hip, tip, rip) • Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip) • Recognises vowel digraphs (e.g. oo as in boot, ee as in feet) • Distinguishes aurally between sounds that are often confused (e.g. ‘i’ and ‘e’) <p><i>Shared Reading (time has been allocated under Listening and Speaking)</i></p> <p><i>Shared reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 2, Shared Reading will continue, but as part of Listening and Speaking.</i></p> <p><i>Group Guided Reading (minimum 30 minutes and maximum 1 hour 15 minutes per week)</i></p> <p><i>Teachers who are using the maximum time for First Additional Language should divide their class into 5 same-ability reading groups and work with one group each day for 15 minutes. While the teacher is working with this group the other groups will read around the group or do paired reading using simple familiar texts or do activities related to the reading text. The books should be very simple with repetition of structures and vocabulary and pictures to support the text.</i></p> <p><i>Teachers who are using the minimum time for the First Additional Language where there is only 30 minutes available, should do a whole class guided reading activity twice a week.</i></p> <ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher • Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words) • Reads with increasing fluency and expression • Shows an understanding of punctuation when reading aloud • Continues to build a sight vocabulary from the guided, shared and independent reading <p><i>Independent reading (in learners’ free time at school and at home)</i></p> <p><i>Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class, for example, when they have finished an activity ahead of time and at home for homework. It is important that every opportunity in class is used to develop their reading.</i></p> <ul style="list-style-type: none"> • Reads own and others’ writing • Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner • Uses children’s picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words 	

ASSESSMENT**Suggestions for Formal Assessment Activities:****Phonics: (oral and/or practical and/or written)**

- Groups common words into word families (e.g. hug, mug, jug; bag, rag, wag; hip, tip, rip)
- Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)
- Recognises vowel digraphs (e.g. oo as in boot, ee as in feet)

Suggestions for Informal Assessment Activities:**Reading: (oral and/or practical)**

- Retells part of a story with help from the teacher (2–3 sentences)

Suggested Formal Assessment Activity 5:**Reading (oral and/ or practical)**

- Makes sense of a short written story with pictures, for example, by sequencing pictures or matching a caption/sentence to a picture
- Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction and answering short, oral questions about the story
- Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story

TERM 4	
WRITING	SUGGESTED CONTACT TIME
	30 minutes per week
<p>CONTENT/CONCEPTS/SKILLS</p> <p>Writing Activities (2 or 3 times a week)</p> <p>The teacher should try to cover as many as possible of the following in the time available:</p> <ul style="list-style-type: none"> • Uses handwriting skills taught in Home Language • Writes sentences using words containing the phonic sounds and common sight words already taught • Writes familiar words and sentences from dictation • Puts jumbled sentences in the right order to make a paragraph and copies it • Writes a paragraph of at least 3 sentences on a familiar topic • Using skills taught in Home Language, organises information in a simple graphic form (e.g. chart or time line) • Uses some nouns and pronouns (I, you, he, she, it, etc.) when writing • Uses simple present, present progressive and past tenses when writing • Uses plurals of some familiar words when writing • Spells words correctly from memory, for example, went, play, car, or using phonic knowledge, for example, net, pet, lip, sip ,tip • Uses a children’s dictionary where necessary • Uses punctuation already taught in the Home Language (capital letters and full stops) • Builds own word bank and personal dictionary 	
<p>ASSESSMENT</p> <p>Suggested Informal Assessment Activity:</p> <p>Writing: (written)</p> <ul style="list-style-type: none"> • Writes five sentences from dictation and punctuates them correctly • Puts jumbled sentences in the right order to make a paragraph and copies it <p>Suggested Formal Assessment Activity 5:</p> <p>Writing: (written)</p> <ul style="list-style-type: none"> • Writes a paragraph of at least three sentences on a familiar topic • Organises information in a simple graphic form, for example, chart or time line 	

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR**LISTENING AND SPEAKING**

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc.
- Pictures to sequence
- Improvised costumes for role-play and acting out the stories
- Compact discs or audio tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs
- Storybooks and oral stories
- Poems, songs and rhymes
- Language games (oral)

READING AND PHONICS

- Pictures and posters
- Big Books – both fiction and non-fiction
- Recommended reading scheme (7 – 10 stories)
- Other enlarged texts (poems, songs, rhymes etc.)
- Picture books with captions (caption books)
- Short 'fun' books with 1 – 2 sentences on a page for the reading corner
- Flash card labels for classroom items, displays and for sight words
- Alphabet charts
- Pointers to use when reading enlarged texts, wall stories, displays
- Children's picture dictionaries (monolingual and bilingual)

WRITING AND HANDWRITING

- Writing materials such as pencils, coloured pencils, wax crayons, blank paper in various sizes (A3, A4, A5), ruler, eraser, blank jotters)
- Flipchart paper and thick Koki pens