

3.3 GRADE 2

GRADE 2 HOME LANGUAGE ENGLISH REQUIREMENTS PER TERM	
TERM 1	
<b>LISTENING AND SPEAKING (ORAL)</b>	<b>SUGGESTED CONTACT TIME</b> <b>Minimum Time:</b> 45 minutes per week <b>Maximum Time:</b> 1 hour per week
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Daily / Weekly activities in all areas of Language and other subjects</i></p> <ul style="list-style-type: none"> <li>• Listens without interrupting, showing respect for the speaker</li> <li>• Takes turns to speak</li> <li>• Talks about personal experiences. For example, tells personal news</li> <li>• Uses correct words for the context such as an invitation</li> <li>• Suggests solutions to a problem especially during Mathematics</li> </ul> <p><i>Twice weekly focussed listening and speaking activities</i></p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> <li>• Listens to a story with enjoyment and answers questions related to the story</li> <li>• Repeats a sequence of events in the story correctly</li> <li>• Listens to instructions containing at least two parts and responds appropriately</li> </ul> <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> <li>• Tells a story that has a beginning, middle and end</li> <li>• Participates in discussions, asking and answering questions and suggesting ideas</li> </ul>	
<p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Activities :</b></p> <p><b>Listening and Speaking: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>• Repeats a sequence of events in the story correctly</li> <li>• Participates in discussions, asking and answering questions and suggesting ideas</li> </ul> <p><b>Formal Assessment Activity 1:</b></p> <p><b>Listening and Speaking (oral and/ or practical)</b></p> <ul style="list-style-type: none"> <li>• Talks about personal experiences. For example, tells personal news</li> <li>• Listens to instructions containing at least two parts and responds appropriately</li> <li>• Listens to a story with enjoyment and answers questions related to the story</li> <li>• Tells a story that has a beginning, middle and end</li> </ul>	

## GRADE 2 HOME LANGUAGE ENGLISH

## REQUIREMENTS PER TERM

## TERM 1

## READING AND PHONICS

## SUGGESTED CONTACT TIME

**Minimum Time:** 4 hours 30 minutes per week

**Maximum Time:** 5 hours per week

## CONTENT/CONCEPTS/SKILLS

**Daily Phonic Activities of 15 minutes:**

**Revise the single letters and consonant digraphs taught in Grade 1. Introduce common vowel digraphs. Simultaneously work on word building and aural recognition activities. Use opportunities to revise the phonics being taught in other Language activities, for example in Shared Reading and Shared Writing.**

- Identifies letter-sound relationships of all single letters
- Revises word families with short vowel sounds: -at, -ag, -am, -it, etc.
- Revises common consonant digraphs: sh, ch, th
- Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at, etc.
- Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng
- Revises common consonant digraphs (sh, ch, th) at the end of words such as fi-sh, ri-ch, clo-th
- Recognises vowel digraphs such as 'oo' as in moon and 'ee' as in tree
- Recognises rhyming words such as rack, sack, back, lack, pack
- Builds 3 and 4-letter words using the single letters and digraphs taught this term
- Reads words from phonics lessons in sentences and other texts
- Learns to spell ten words a week taken from phonics lessons

**Daily Reading Activities**

**Group guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.**

**Shared Reading**

**Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.**

**Each session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels (e.g. literal, reorganisation, inferential, evaluation and appreciation). Model the use of phonic decoding skills when reading and other strategies that include context clues and structural analysis.**

**Model the five finger strategy where each finger represents a strategy the reader can use to systematically figure out how to read an unknown word and its meaning.**

- Reads simple instructions in the classroom
- Interprets pictures and other print media such as a photograph or an advertisement, to make up own story. 'Reads' the photograph or advertisement
- Reads books as a whole class with teacher (shared reading) and describes the main ideas
- Uses visual cues to predict what the story is about: the cover of the book, illustrations in the book
- Expresses a personal response to a text read
- Identifies key details in what was read such as the sequence of events
- Answers higher order questions before, during and after reading a shared text: . "What would happen if..."

**Group Guided Reading**

**The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.**

**The teacher works with same-ability groups of children, matching children to texts at the instructional level (word recognition between 90 - 95% accuracy). Graded reading schemes will mostly be used.**

- Reads both silently and aloud at own level in a Guided Reading group with teacher, that is, whole group reads same story based on the instructional reading level of the group
- Uses pictures in text for understanding
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

**Paired/Independent Reading (three times a week)**

**Introduce Paired/Independent reading. Select texts that are known or are at the independent reading level of the child (simpler than those used in shared reading with more than 95% word recognition accuracy when reading the text)**

- Reads independently: picture books, poetry cards, story books from the library or classroom reading corner

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

- Revises word families with short vowel sounds: -at, -ag, -am, -it etc.
- Recognises rhyming words: rack, sack, back, lack, pack
- Builds 3 and 4-letter words using the single letters and digraphs taught this term
- Reads words from phonics lessons in sentences and other texts

**Formal Assessment Activity 1:****Phonics (oral and/ or practical and/or written)**

- Identifies letter-sound relationships of all single letters
- Revises common consonant digraphs (sh, ch, th)
- Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at etc.
- Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng
- Revises common consonant digraphs (sh, ch, th) at the end of words such as fi-sh, ri-ch, clo-th
- Recognises vowel digraphs such as 'oo' as in moon and 'ee' as in tree

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

- Reads simple instructions in the classroom
- Interprets pictures and other print media such as a photograph or an advertisement, to make up own story. 'Reads' the photograph or advertisement
- Reads books as a whole class with teacher (shared reading) and describes the main ideas
- Uses visual cues i.e. the cover of a book to predict what the story is about, expressing a personal response
- Identifies key details in what was read such as the sequence of events
- Answers higher order questions before, during and after reading a shared text: "What would happen if..."

**Group Guided Reading**

- Reads both silently and aloud at own level in a Guided Reading group with teacher, that is, whole group reads same story based on the instructional reading level of the group
- Uses pictures in text for understanding
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud

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

- Interprets pictures and other print media such as a photograph or an advertisement, to make up own story. 'Reads' the photograph or advertisement
- Reads books as a whole class with teacher (shared reading) and describes the main ideas
- Uses visual cues i.e. the cover of a book to predict what the story is about, expressing a personal response
- Identifies key details in what was read such as the sequence of events

**Group Guided Reading**

- Reads aloud at own level in a Guided Reading group with teacher, that is, the whole group reads same story based on the instructional reading level of the group
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading

<p align="center"><b>GRADE 2 HOME LANGUAGE ENGLISH</b></p> <p align="center"><b>REQUIREMENTS PER TERM</b></p>	
<p align="center"><b>TERM 1</b></p>	
<b>WRITING</b>	<p><b>SUGGESTED CONTACT TIME</b></p> <p><b>Minimum Time:</b> 1 hour 45 minutes per week</p> <p><b>Maximum Time:</b> 2 hours per week</p>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Handwriting</i></p> <p><b>Formal lessons three times a week of 15 minutes</b></p> <p><b>Revise the formation of lower and upper case letters, the correct spacing of letters in a word and words in a sentence. Children copy words and sentences from the chalkboard and from sentence strips.</b></p> <ul style="list-style-type: none"> <li>• Holds pencil and positions writing materials (book/page) correctly</li> <li>• Forms 26 lower and upper case letters correctly: directionality, formation and spacing within lines</li> <li>• Writes words with correct spacing between letters and words</li> <li>• Copies and writes two or more sentences legibly and correctly</li> <li>• Writes and uses punctuation marks (full stops, question marks, commas, exclamation marks)</li> </ul> <p><b>Shared, Group and Independent Writing</b></p> <p><b>Whole class / small group lessons two to three times a week for 20 minutes building on and linking to the Shared Reading. Use the Shared Writing activities to also model the use of correct punctuation and spelling. Use sentence starters to assist children to write their own sentences. Introduce personal dictionaries.</b></p> <ul style="list-style-type: none"> <li>• Draws pictures to convey a message such as about a personal experience</li> <li>• Contributes ideas and words for a class story (Shared Writing)</li> <li>• Writes a list using a comma to separate the items such as tasks for the day</li> <li>• Writes at least three sentences of own news or creative story using sounds learned and common sight words, capital letters and full stops</li> <li>• Writes and illustrates sentences (2 - 4 sentences) on a topic to contribute to a book for the classroom reading corner</li> <li>• Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as car, door</li> </ul>	
<p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Activities :</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Holds pencil and positions writing materials (book/page) correctly</li> <li>• Forms 26 lower and upper case letters correctly: directionality, formation and spacing within lines</li> <li>• Writes and uses punctuation marks: full stops, question marks, commas, exclamation marks</li> <li>• Writes words with correct spacing between letters and words</li> </ul> <p><b>Formal Assessment Activity 1:</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Forms 26 lower and upper case letters correctly - directionality, formation and spacing within lines</li> <li>• Copies and writes two or more sentences legibly and correctly</li> </ul>	

**Suggestions for Informal Assessment Activities :****Writing**

- Writes a list using a comma to separate the items such as tasks for the day
- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills ; identifies correct page for noting words such as car, door

**Formal Assessment Activity 1:****Writing**

- Draws pictures to convey a message, e.g., about a personal experience
- Writes at least three sentences of own news or creative story using sounds learned and common sight words, capital letters and full stops
- Contributes ideas and words for a class story (Shared Writing)

<b>GRADE 2 HOME LANGUAGE ENGLISH</b> <b>REQUIREMENTS PER TERM</b>	
<b>TERM 2</b>	
<b>LISTENING AND SPEAKING (ORAL)</b>	<b>SUGGESTED CONTACT TIME</b> <b>Minimum Time:</b> 45 minutes per week <b>Maximum Time:</b> 1 hour per week
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Daily / Weekly activities in all areas of Language and other subjects</i></p> <ul style="list-style-type: none"> <li>• Listens without interrupting showing respect for the speaker</li> <li>• Takes turns to talk, showing sensitivity to others and giving positive feedback</li> <li>• Talks about personal experiences. For example, tells news without repetition</li> <li>• Understands and uses appropriate language of different subjects such as language specific to Mathematics</li> <li>• Suggests solutions to a problem especially during Mathematics</li> </ul> <p><i>Twice weekly focussed listening and speaking activities</i></p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> <li>• Listens to stories for a longer period with enjoyment</li> <li>• Expresses feelings about a story or poem</li> <li>• Identifies similarities and differences</li> <li>• Compares and classifies things explaining classification such as animals with 4 legs and those with 2 legs</li> </ul> <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> <li>• Listens to more complex instructions and responds appropriately</li> <li>• Listens to stories and poems and identifies the main idea, details and sequence of events</li> <li>• Answers closed and open-ended questions and gives reasons for answers</li> <li>• Responds to riddles and jokes</li> <li>• Makes up own rhymes using imaginative language</li> <li>• Participates in discussions and asks questions for clarity</li> </ul>	
<p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Activities:</b></p> <p><b>Listening and Speaking: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>• Listens without interrupting, showing respect for the speaker</li> <li>• Takes turns to talk, showing sensitivity to others and giving positive feedback</li> <li>• Identifies similarities and differences</li> <li>• Compares and classifies things explaining classification (e.g. animals with 4 legs and those with 2 legs)</li> </ul> <p><b>Formal Assessment Activity 1:</b></p> <p><b>Listening and Speaking (oral and/ or practical)</b></p> <ul style="list-style-type: none"> <li>• Talks about personal experiences. For example, tells news without repetition</li> <li>• Listens to stories for a longer period with enjoyment</li> <li>• Expresses feelings about a story or poem</li> </ul> <p><b>Formal Assessment Activity 2:</b></p> <p><b>Listening and Speaking (oral and/ or practical)</b></p> <ul style="list-style-type: none"> <li>• Listens to stories and poems and identifies the main idea, details and sequence of events</li> <li>• Answers closed and open-ended questions and gives reasons for answers</li> <li>• Participates in discussions and asks questions for clarity</li> </ul>	

## GRADE 2 HOME LANGUAGE ENGLISH

## REQUIREMENTS PER TERM

## TERM 2

## READING AND PHONICS

## SUGGESTED CONTACT TIME

**Minimum Time:** 4 hours 30 minutes per week

**Maximum Time:** 5 hours per week

## CONTENT/CONCEPTS/SKILLS

**Daily Phonic Activities of 15 minutes**

**Introduce 3 new vowel digraphs, silent 'e' and 3-letter consonant blends. Continue word building and aural recognition activities. Ensure that children understand the words they are sounding and can use them to form meaningful sentences.**

- Recognises 3-letter consonant blends at the beginning of words. For example str-ip, str-ap
- Recognises 3-letter consonant blends at the end of words For example. ca-tch, fe-tch, i-tch
- Recognises at least 3 new vowel digraphs For example 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in 'rain'
- Recognises 'silent e'/split digraph in words For example tape, time, note
- Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term.
- Reads words from phonics lessons in sentences and other texts
- Learns to spell ten words a week taken from phonics lessons

**Daily Reading Activities**

**Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.**

**Shared Reading**

**Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.**

**Model the use of phonic decoding skills and other strategies that include context clues and structural analysis.**

- Uses visual cues to identify the purpose of advertisements and the intended audience
- Reads book as a whole class with teacher (shared reading) and discusses cause-effect relations
- Identifies key details in what was read such as main characters and setting
- Reads well-known nursery rhymes, poems and songs as a whole class with teacher (shared reading) and discusses the different formats
- Answers higher order questions based on the text read. "How is the lion's behaviour different from that of the mouse?"
- Gives an opinion on what was read

**Group Guided Reading**

**The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.**

**Teach children to monitor themselves when reading, both in the area of word recognition and comprehension. (Children taught to ask: 'Does it sound right?', 'Does it look right?' and 'Does it make sense?') Model the process in Shared Reading and apply it in Guided Reading with support.**

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Begins to monitor self when reading, both recognition and comprehension
- Reads with increasing fluency and expression



- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

***Paired/Independent Reading***

***Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher.***

- Reads aloud to a partner
- Reads own and others' writing
- Reads independently texts such as comics and simple fiction books

**ASSESSMENT**

**Suggestions for Informal Assessment Activities :**

**Phonics: (oral and/or practical)**

- Reads words from phonics lessons in sentences and other texts

**Formal Assessment Activity 1:**

**Phonics (oral and/ or practical and/or written)**

- Recognises 3-letter consonant blends at the beginning of words. For example . str-ip, str-ap)
- Recognises 3-letter consonant blends at the end of words. For example ca-tch, fe-tch, i-tch)
- Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term

**Formal Assessment Activity 2:**

**Phonics (oral and/ or practical and/or written)**

- Recognises at least 3 new vowel digraphs. For example 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in 'rain'
- Recognises 'silent e'/split digraph in words . For example tape, time, note
- Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term

**Suggestions for Informal Assessment Activities :**

**Reading: (oral and/or practical)**

***Shared Reading***

- Uses visual cues to identify the purpose of advertisements and the intended audience
- Answers higher order questions based on the text read. "How is the lion's behaviour different from that of the mouse?"

***Group Guided Reading***

- Reads with increasing fluency and expression
- Begins to monitor self when reading, both word recognition and comprehension

***Paired/Independent Reading***

- Reads own and others' writing
- Reads independently texts such as comics and simple fiction books

**Formal Assessment Activity 1:**

**Reading (oral and/ or practical)**

***Shared Reading***

- Reads book as a whole class with teacher (shared reading) and discusses cause effect relations
- Identifies key details in what was read such as main characters and setting

***Group Guided Reading***

- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Reads with increasing fluency and expression

***Paired/Independent Reading***

- Reads independently texts such as comics and simple fiction books

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

- Uses visual cues to identify the purpose of advertisements and the intended audience
- Reads book as a whole class with teacher (shared reading) and discusses cause effect relations
- Answers higher order questions based on the text read. "How is the lion's behaviour different from that of the mouse?"
- Gives an opinion on what was read

***Group Guided Reading***

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading

***Paired/Independent Reading***

- Reads aloud to a partner

<p style="text-align: center;"><b>GRADE 2 HOME LANGUAGE ENGLISH</b></p> <p style="text-align: center;"><b>REQUIREMENTS PER TERM</b></p>	
TERM 2	
WRITING	SUGGESTED CONTACT TIME
	<p><b>Minimum Time:</b> 1 hour 45 minutes per week</p> <p><b>Maximum Time:</b> 5 hours per week</p>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Handwriting</i></p> <p><b>Formal lessons three times a week of 15 minutes</b></p> <p><b>Children use print script to copy and write longer and more varied pieces of writing neatly and correctly from a printed text.</b></p> <ul style="list-style-type: none"> <li>• Writes in print script all capitals and lower case letters confidently and accurately</li> <li>• Uses appropriate spacing between words in a sentence.</li> <li>• Aligns writing properly on 17 mm ruled lines</li> <li>• Copies and writes one paragraph of between 3 - 4 lines from a printed text (a story, a poem etc)</li> <li>• Copies and writes different formats of writing (short invitations such as birthday; messages; lists etc)</li> <li>• Draws patterns in preparation for a joined script or cursive writing</li> <li>• Uses handwriting tools effectively: pencil, eraser, ruler</li> </ul> <p><b>Shared, Group and Independent Writing</b></p> <p><b>Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the use of correct punctuation and spelling. Provide a writing frame to assist children to write their own stories.</b></p> <ul style="list-style-type: none"> <li>• Participates in a discussion to choose a topic to write about</li> <li>• Writes an expressive text such as a thank you card or letter using a given format</li> <li>• Writes own story of at least one paragraph (at least five sentences) using a writing frame</li> <li>• Writes one paragraph (at least five sentences) on personal experiences or events such as daily news</li> <li>• Writes and illustrates sentences (4 - 6 sentences) on a topic to contribute to a book for the reading corner</li> <li>• Uses the writing process (drafting, writing and editing)</li> <li>• Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, question marks, exclamation marks)</li> <li>• Begins to spell common words correctly</li> <li>• Uses present and past tenses correctly</li> <li>• Uses prepositions correctly</li> <li>• Reads own writing to a partner</li> <li>• Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as far, granny, home</li> </ul>	

**ASSESSMENT****Suggestions for Informal Assessment Activities :****Handwriting**

- Uses appropriate spacing between words in a sentence
- Aligns writing properly on 17 mm ruled lines
- Uses handwriting tools effectively: pencil, eraser, ruler

**Formal Assessment Activity 1:****Handwriting**

- Writes in print script all capitals and lower case letters confidently and accurately
- Copies and writes different formats of writing such as short birthday invitations, messages, lists etc.

**Formal Assessment Activity 2:****Handwriting**

- Writes in print script all capitals and lower case letters confidently and accurately
- Copies and writes one paragraph of between 3 - 4 lines from a printed text such as a story, a poem etc.

**Suggestions for Informal Assessment Activities :****Writing:**

- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as far, granny, home
- Begins to spell common words correctly

**Formal Assessment Activity 1:****Writing**

- Writes an expressive text such as a thank you card or letter
- Participates in a discussion to choose a topic to write about
- Writes own story of at least one paragraph (at least 5 sentences) using a writing frame
- Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, question marks, exclamation marks)

**Formal Assessment Activity 2:****Writing**

- Writes own story of at least one paragraph (at least five sentences) using a writing frame
- Writes one paragraph (at least five sentences) on personal experiences or events such as daily news
- Uses the writing process (drafting, writing, editing and publishing)
- Begins to spell common words correctly
- Uses present and past tenses correctly
- Reads own writing to a partner

<p style="text-align: center;"><b>GRADE 2 HOME LANGUAGE ENGLISH</b></p> <p style="text-align: center;"><b>REQUIREMENTS PER TERM</b></p>	
<p><b>TERM 3</b></p>	
<p><b>LISTENING AND SPEAKING (ORAL)</b></p>	<p><b>SUGGESTED CONTACT TIME</b></p> <p><b>Minimum Time:</b> 45 minutes per week</p> <p><b>Maximum Time:</b> 1 hour per week</p>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Daily / Weekly activities in all areas of Language and other subjects</i></p> <ul style="list-style-type: none"> <li>• Listens without interrupting, showing respect for the speaker and asking questions for clarification</li> <li>• Talks about personal experiences and more general news, e.g., tells news</li> <li>• Uses an ever-increasing vocabulary when speaking</li> <li>• Participates in discussions, asking and answering questions</li> <li>• Suggests solutions to a problem especially during Mathematics</li> </ul> <p><i>Twice weekly focussed listening and speaking activities</i></p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> <li>• Listens to a sequence of instructions and responds appropriately</li> <li>• Listens to stories and predicts the ending, or makes up own ending for the story</li> <li>• Tells simple stories varying tone and volume of voice</li> </ul> <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> <li>• Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect</li> <li>• Role plays different situations, e.g., takes on the role of news presenter</li> <li>• Uses appropriate language with different people such as interviews different people</li> <li>• Tells jokes and riddles using language imaginatively</li> </ul>	
<p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Activities :</b></p> <p><b>Listening and Speaking: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>• Listens without interrupting showing respect for the speaker and asking questions for clarification</li> <li>• Talks about personal experiences and more general news. For example, tells news</li> <li>• Uses appropriate language with different people such as interviews different people</li> <li>• Tells jokes and riddles using language imaginatively</li> </ul> <p><b>Formal Assessment Activity 1:</b></p> <p><b>Listening and Speaking (oral and/ or practical)</b></p> <ul style="list-style-type: none"> <li>• Talks about personal experiences and more general news. For example, tells news</li> <li>• Uses an ever-increasing vocabulary when speaking</li> <li>• Listens to stories and predicts the ending, or makes up own ending for the story</li> <li>• Tells simple stories varying tone and volume of voice</li> </ul> <p><b>Formal Assessment Activity 2:</b></p> <p><b>Listening and Speaking (oral and/ or practical)</b></p> <ul style="list-style-type: none"> <li>• Participates in discussions, asking and answering questions</li> <li>• Listens to a sequence of instructions and responds appropriately</li> <li>• Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect</li> <li>• Role plays different situations, e.g., takes on the role of news presenter</li> </ul>	

## GRADE 2 HOME LANGUAGE ENGLISH

## REQUIREMENTS PER TERM

## TERM 3

## READING AND PHONICS

## SUGGESTED CONTACT TIME

**Minimum Time:** 4 hours 30 minutes per week

**Maximum Time:** 5 hours per week

## CONTENT/CONCEPTS/SKILLS

**Daily Phonic Activities of 15 minutes:**

**Use consonant blends and digraphs to build up and break down words. Continue aural recognition activities (building up and breaking down words aurally and not visually) as this is an aid to spelling.**

- Identifies letter-sound relationships of all single letters
- Uses consonant blends to build up and break down words
- Aurally revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words
- Revises common consonant digraphs (sh, ch, th) at the end of words (e.g. ca-sh, su-ch, mo-th)
- Recognises common double consonants such as ll, ss and zz) at the end of words such as do-ll, fu-ss, buzz
- Recognises the first sound (onset) and the last syllable (rime) in more complex patterns such as. dr-eam, cr-eam, scr-eam, str-eam
- Recognises vowel digraphs and diphthongs such as 'oy', 'oi', 'ay', 'ai'
- Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this year
- Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'
- Reads words from phonics lessons in sentences and other texts
- Learns to spell ten words a week taken from phonics lessons and sight words

**Daily Reading Activities: Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.**

**Shared Reading**

**Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week.**

- Reads book as a whole class with teacher, identifying the sequence of events and the setting
- Uses the cover of a book for prediction
- Answers higher order questions based on the text read ("What would have happened if...?")
- Gives an opinion on what was read
- Identifies some synonyms and antonyms
- Interprets information from simple tables such as calendar

**Group Guided Reading**

**The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.**

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Monitors self when reading, both word recognition and comprehension.
- Reads with increasing fluency and expression
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

**Paired/Independent reading**

**Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher.**

- Reads aloud to a partner
- Reads own and others' writing
- Reads independently: short fiction books and poems
- Plays reading games and completes crosswords to reinforce reading and vocabulary skills such as bingo, track games

**ASSESSMENT**

**Suggestions for Informal Assessment Activities :**

**Phonics: (oral and/or practical)**

- Identifies letter-sound relationships of all single letters
- Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this year
- Aurally revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words
- Reads words from phonics lessons in sentences and other texts

**Formal Assessment Activity 1:****Phonics (oral and/ or practical and/or written)**

- Uses consonant blends to build up and break down words
- Revises common consonant digraphs (sh, ch, th) at the end of words such as. ca-sh, su-ch, mo-th
- Recognises common double consonants such as ll, ss and zz at the end of words. For example do-ll, fu-ss, buzz
- Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this term
- Groups common words into sound families. For example 'oy', 'oi', 'ay', 'ai'

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

- Recognises the first sound (onset) and the last syllable (rime) in more complex patterns. For example dr-eam, cr-eam, scr-eam, str-eam
- Recognises vowel digraphs and diphthongs For example 'oy', 'oi', 'ay', 'ai'
- Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this year
- Groups common words into sound families such as. 'oy', 'oi', 'ay', 'ai'

**Suggestions for Informal Assessment Activities :**

**Reading (oral and/or practical)****Shared Reading**

- Answers higher order questions based on the text read. For example "What would have happened if...?"
- Monitors self when reading, both word recognition and comprehension
- Identifies some synonyms and antonyms

**Group Guided Reading**

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Reads with increasing fluency and expression

***Paired/Independent reading***

- Reads aloud to a partner
- Reads own and others' writing

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

- Reads book as a whole class with teacher, identifying the sequence of events and the setting
- Uses the cover of a book for prediction
- Gives an opinion on what was read

***Group Guided Reading:***

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading

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

- Reads book as a whole class with teacher, identifying the sequence of events and the setting
- Answers higher order questions based on the passage read. For example "What would have happened if...?"
- Interprets information from simple tables such as calendar

***Group Guided Reading***

- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story
- Reads with increasing fluency and expression

***Paired/Independent reading***

- Reads independently: short fiction books and poems



<p style="text-align: center;"><b>GRADE 2 HOME LANGUAGE ENGLISH</b></p> <p style="text-align: center;"><b>REQUIREMENTS PER TERM</b></p>	
<p><b>TERM 3</b></p>	
<p><b>WRITING</b></p>	<p><b>SUGGESTED CONTACT TIME</b></p>
	<p><b>Minimum Time:</b> 1 hour 45 minutes per week</p> <p><b>Maximum Time:</b> 2 hours per week</p>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Handwriting</i></p> <p><b>Formal lessons three times a week of 15 minutes</b></p> <p><b>Children continue to use print script in written recording but begin to learn a type of joined print script. The type of joined script or cursive writing will be informed by the school’s handwriting policy/Provincial Policy</b></p> <p><i>Maintenance of the print script</i></p> <ul style="list-style-type: none"> <li>• Uses handwriting tools effectively: pencil, eraser, ruler</li> <li>• Forms upper and lower case letters correctly and with greater speed and accuracy</li> <li>• Maintains uniformity and alignment: size of lower case and upper case letters in a word</li> <li>• Uses print script in all forms of written recording</li> </ul> <p><i>Transition to a joined script or cursive writing</i></p> <ul style="list-style-type: none"> <li>• Copies and writes writing patterns in joined script or cursive writing</li> <li>• Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity)</li> <li>• Copies and writes short words in joined script or cursive writing: 2 and 3 letter words such as an; am; at; it; in; on; of; he; we; us; be; so; see; can; our</li> <li>• Recognises and reads short words written in the joined script or cursive writing</li> </ul> <p><b>Shared, Group and Independent Writing</b></p> <p><b>Whole class / small group lessons two to three times a week for 20 minutes. Use the Shared Writing activities to model the writing process (drafting, writing and publishing). Provide a writing frame to assist children to write their own stories.</b></p> <ul style="list-style-type: none"> <li>• Participates in a discussion to choose a topic to write about</li> <li>• Writes an expressive text such as get well card, post card etc.</li> <li>• Drafts, writes and publishes own story of at least six sentences</li> <li>• Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events</li> <li>• Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Uses present, past and future tenses correctly</li> <li>• Identifies and uses nouns and verbs correctly</li> <li>• Identifies and uses pronouns correctly</li> <li>• Reads and discusses own writing with a partner</li> <li>• Builds own word bank and personal dictionary</li> </ul>	

**ASSESSMENT****Suggestions for Informal Assessment Activities :****Handwriting**

- Uses handwriting tools effectively: pencil, eraser, ruler

**Formal Assessment Activity 1:****Handwriting***Maintenance of the print script*

- Forms upper and lower case letters correctly and with greater speed and accuracy

*Transition to a joined script or cursive writing*

- Copies and writes writing patterns in joined script or cursive writing
- Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity)

**Formal Assessment Activity 2:****Handwriting***Transition to a joined script or cursive writing*

- Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity)
- Copies and writes short words in joined script or cursive writing: 2 and 3 letter words such as an; am; at; it; in; on; of; he; we; us; be; so; see; can; our
- Recognises and reads short words written in the joined script or cursive writing

**Suggestions for Informal Assessment Activities :****Writing:**

- Builds own word bank and personal dictionary
- Identifies and uses nouns and verbs correctly

**Formal Assessment Activity 1:****Writing**

- Writes an expressive text such as get well card, post card etc.
- Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses present, past and future tenses correctly

**Formal Assessment Activity 2:****Writing**

- Participates in a discussion to choose a topic to write about
- Drafts, writes and publishes own story of at least six sentences and adds a suitable title
- Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written
- Identifies and uses pronouns correctly
- Reads and discusses own writing with a partner

<b>GRADE 2 HOME LANGUAGE ENGLISH</b> <b>REQUIREMENTS PER TERM</b>	
<b>TERM 4</b>	
<b>LISTENING AND SPEAKING (ORAL)</b>	<b>SUGGESTED CONTACT TIME</b> <b>Minimum Time:</b> 45 minutes per week <b>Maximum Time:</b> 1 hour per week
<b>CONTENT/CONCEPTS/SKILLS</b> <b>Daily / Weekly activities in all areas of Language and other subjects</b> <ul style="list-style-type: none"> <li>• Listens without interrupting, asking questions for clarification and commenting on what was heard</li> <li>• Talks about personal experiences and more general news. For example, tells news using descriptive language</li> <li>• Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph when talking about own writing</li> <li>• Understands and uses appropriate language of different subjects</li> <li>• Suggests solutions to a problem especially during Mathematics</li> </ul> <b>Twice weekly focussed listening and speaking activities</b> <b>Weeks 1 - 5</b> <ul style="list-style-type: none"> <li>• Listens to a complex sequence of instructions and responds appropriately</li> <li>• Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work</li> <li>• Participates in playing word games such as I spy...</li> <li>• Tells jokes and riddles using appropriate volume and intonation</li> </ul> <b>Weeks 6 - 10</b> <ul style="list-style-type: none"> <li>• Listens and responds to a speaker the child cannot see</li> <li>• Listens for the detail in stories and answers higher-order questions, e.g., "Do you think he was right to...?"</li> <li>• Answers open-ended questions and justifies answer, e.g., "Why do you say that?"</li> <li>• Expresses feelings about a text and gives reasons, e.g., "It made me angry because..."</li> </ul>	
<b>ASSESSMENT</b> <b>Suggestions for Informal Assessment Activities :</b> <b>Listening and Speaking: (oral and/or practical)</b> <ul style="list-style-type: none"> <li>• Listens without interrupting, asking questions for clarification and commenting on what was heard</li> <li>• Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph when talking about own writing</li> <li>• Suggests solutions to a problem especially during Mathematics</li> <li>• Participates in playing word games such as I spy...</li> <li>• Tells jokes and riddles using appropriate volume and intonation</li> <li>• Answers open-ended questions and justifies answer, e.g., "Why do you say that?"</li> </ul> <b>Formal Assessment Activity 1:</b> <b>Listening and Speaking (oral and/ or practical)</b> <ul style="list-style-type: none"> <li>• Talks about personal experiences and more general news. For example, tells news using descriptive language</li> <li>• Listens to a complex sequence of instructions and responds appropriately</li> <li>• Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work</li> <li>• Listens for the detail in stories and answers higher-order questions, e.g., "Do you think he was right to...?"</li> <li>• Expresses feelings about a text and gives reasons, e.g., "It made me angry because..."</li> </ul>	

## GRADE 2 HOME LANGUAGE ENGLISH

## REQUIREMENTS PER TERM

## TERM 4

## READING AND PHONICS

## SUGGESTED CONTACT TIME

**Minimum Time:** 4 hours 30 minutes per week

**Maximum Time:** 5 hours per week

## CONTENT/CONCEPTS/SKILLS

**Daily Phonic Activities of 15 minutes**

**Introduce new vowel digraphs, diphthongs and blends. Ensure that children understand the words they are sounding and can use them to form meaningful sentences. Guide children to use their phonic knowledge to spell unfamiliar words.**

- Recognises at least 5 new vowel digraphs (e.g. 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc.)
- Recognises vowel digraphs and diphthongs (e.g. 'oa', 'oe', 'ow' as in 'cow' and 'ow' as in 'show')
- Recognises and uses suffixes (e.g. -ly, -ies)
- Revises 'silent e' / split digraph in words (e.g. cake, time, hope)
- Builds words using the phonic sounds taught during the year
- Builds sentences using phonics vocabulary
- Reads words from phonics lessons in sentences and other texts
- Learns to spell ten words a week taken from phonics lessons and sight words
- Writes two short sentences dictated by teacher

**Daily Reading Activities**

**Guided Reading (two groups per day) and two to three Shared Reading sessions per week.**

**Shared Reading**

**Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week.**

- Reads poems and songs as a whole class with teacher (Shared Reading) and discusses the different formats and the poet's choice of words
- Reads fiction and non-fiction books as a whole class with teacher
- Answers higher order questions based on the text read, e.g., "In your opinion..."
- Expresses whether a story was liked and is able to justify the response, e.g., "I didn't enjoy the story because..."
- Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, e.g., "I preferred that magazine picture because this advert made me..."
- Recognises apostrophes in contractions showing both possession and contractions such as John's car, don't

**Group Guided Reading**

**The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.**

- Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, that is, whole group reads same text
- Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning
- Reads with increasing fluency and speed using correct pronunciation

- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both word recognition and comprehension
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

***Paired/Independent reading:***

***Daily reading related activities for 20 minutes while some groups are doing guided reading with the teacher.***

- Reads own and others' writing
- Reads aloud to a partner
- Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books
- Plays reading games such as reading dominoes, and completes crosswords to reinforce reading and vocabulary skills

**ASSESSMENT**

**Suggestions for Formal Assessment Activities :**

**Phonics: (oral and/or practical)**

- Recognises and uses suffixes such as -ly, -ies
- Revises 'silent e'/ split digraph in words such as cake, time, hope
- Builds sentences using phonics vocabulary
- Reads words from phonics lessons in sentences and other texts

**Formal Assessment Activity 1:**

**Phonics (oral and/ or practical and/or written)**

- Recognises at least 5 new vowel digraphs. For example 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc.
- Recognises vowel digraphs and diphthongs. For example 'oa', 'oe', 'ow' as in 'cow' and 'ow' as in 'show')
- Builds words using the phonic sounds taught during the year

**Suggestions for Informal Assessment Activities :**

**Reading: (oral and/or practical)**

***Shared Reading***

- Answers higher order questions based on the text read, e.g., "In your opinion...?"
- Expresses whether a story was liked and is able to justify the response, e.g., "I didn't enjoy the story because..."

***Group Guided Reading:***

- Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud
- Monitors self when reading, both word recognition and comprehension.

***Paired/Independent reading***

- Reads own and others' writing
- Reads aloud to a partner

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

- Reads fiction and non-fiction books as a whole class with teacher
- Answers higher order questions based on the text read, e.g., “In your opinion...?”
- Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, e.g., “I preferred that magazine picture because this advert made me...”

***Group Guided Reading***

- Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, that is, whole group reads same text
- Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning
- Reads with increasing fluency and speed using correct pronunciation

***Paired/Independent reading***

- Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books

<b>GRADE 2 HOME LANGUAGE ENGLISH</b> <b>REQUIREMENTS PER TERM</b>	
<b>TERM 4</b>	
<b>WRITING</b>	<b>SUGGESTED CONTACT TIME</b> <b>Minimum Time:</b> 1 hour 45 minutes per week <b>Maximum Time:</b> 2 hours per week
<b>CONTENT/CONCEPTS/SKILLS</b> <p><b>Handwriting</b></p> <p><b>Formal Lessons three times a week of 15 minutes</b></p> <p><b>Children continue to use print script in written recording but begin to learn a type of joined print script. The type of joined script or cursive writing will be informed by the school’s handwriting policy/Provincial Policy</b></p> <p><i>Maintenance of the print script</i></p> <ul style="list-style-type: none"> <li>• Uses handwriting tools effectively: pencil, eraser, ruler</li> <li>• Maintains the use of print script for written recording</li> </ul> <p><i>Transition to a joined script or cursive writing</i></p> <ul style="list-style-type: none"> <li>• Copies and writes at least two letters of joined script or cursive writing per week, completing all letters by the end of the term</li> <li>• Copies and writes short words in joined script or cursive writing</li> <li>• Copies and writes commonly used capital letters in joined script or cursive writing (e.g. A, E, H, I, M, O, S, T, W, Y.)</li> <li>• Copies and writes short sentences in joined script or cursive writing</li> </ul> <p><b>Shared, Group and Independent Writing</b></p> <p><b>Whole class / small group lessons two to three times a week for 20 minutes building on and linking to the Shared Reading. Use the Shared Writing activities to also model the use of correct punctuation, spelling and grammar (tenses, plurals, prepositions). Provide a frame to assist children to write a recipe and a framework to organise information into a chart or table. Model how to use a simple dictionary, explaining alphabetical order.</b></p> <ul style="list-style-type: none"> <li>• Participates in a discussion and contributes ideas</li> <li>• Experiments with words: writes a simple poem or song</li> <li>• Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration</li> <li>• Drafts, writes and publishes own story of at least two paragraphs, using language such as ‘once upon a time’ and ‘in the end’</li> <li>• Organizes information in a chart or table</li> <li>• Uses informational structures when writing such as writes recipes</li> <li>• Sequences text by using words like ‘first’, ‘next’ and ‘finally’</li> <li>• Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Uses present, past and future tenses correctly</li> <li>• Builds own word bank and personal dictionary</li> <li>• Uses a dictionary to check on meanings and spellings of words</li> </ul>	

**ASSESSMENT****Suggestions for Informal Assessment Activities :****Handwriting***Maintenance of the print script*

- Uses handwriting tools effectively: pencil, eraser, ruler
- Maintains the use of print script for written recording

**Formal Assessment Activity 1:****Handwriting***Transition to a joined script or cursive writing*

- Copies and writes at least two letters of joined script or cursive writing per week, completing all letters by the end of the term
- Copies and writes short words in joined script or cursive writing
- Copies and writes commonly used capital letters in joined script or cursive writing . A, E, H, I, M, O, S, T, W, Y
- Copies and writes short sentences in joined script or cursive writing

**Suggestions for Informal Assessment Activities :****Writing:**

- Experiments with words: writes a simple poem or song
- Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'in the end'
- Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses present, past and future tenses correctly
- Builds own word bank and personal dictionary

**Formal Assessment Activity 1:****Writing**

- Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration
- Organizes information in a chart or table
- Uses informational structures when writing such as writes recipes
- Sequences text by using words like 'first', 'next' and 'finally'
- Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses present, past and future tenses correctly



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

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc
- Story board pieces and jig-saw puzzles
- Pictures to sequence
- Improvised costumes for role-play and other oral activities
- Musical instruments (tambourine; percussion sets etc)
- CDs or tapes with stories, poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs
- Storybooks and oral stories

**READING AND PHONICS**

- Pictures and posters
- Phonic wall charts
- Graded reading scheme/s
- Big books - some produced in Shared writing sessions
- Other enlarged texts such as poems, songs, rhymes etc.
- Story books, non-fiction books and picture books for the classroom reading corner
- Stories developed during shared writing sessions
- Nursery rhymes, poems and songs
- Short 'fun' books with 1-2 sentences on a page for the classroom reading corner
- Flash card labels for classroom items, displays and for sight words
- Name cards for children
- Pointers to use when reading enlarged texts, wall stories, displays
- Picture and word puzzles and games
- Newspapers and magazines

**WRITING AND HANDWRITING**

- Writing materials such as pencils, coloured pencils, wax crayons, blank paper in various sizes (A3, A4, A5), ruler, eraser, 17mm / 8.5mm lined jotters, blank jotters
- Writing and sentence strips or desk sized charts for print script, joined script and/or cursive writing
- Flipchart paper and thick Koki pens
- Personal dictionaries
- Simple children's dictionaries