

# English Home Language Grade 2

*Revised National Teaching Plan*

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

### **Please note the following:**

1. The curriculum was adjusted to address the core concepts and skills.
2. All the skills are spread over the time given. Skills and knowledge are repeated across the weeks so that no learner will be disadvantaged if not attending school every day.
3. Content is scaffolded across weeks
4. For Grades 2 & 3 the first three weeks is set aside for catchup and consolidation of previous grade's content. If a school does not find this necessary, they should follow CAPS as from term 1 content.
5. There should be a strong integration between all the subjects.
6. All Topics in Language are integrated, and Daily Activities are not time specific but are used throughout the day
7. Reading needs to adhere to the following: **Reading and Writing Focus time (CAPS)**. These reminders are included as there seem to be slightly different understandings of what is meant by the Reading and Writing Focus Time in CAPS.
  - The **Reading and Writing Focus time** is a tightly integrated time (approximately one hour) in which Shared Reading and then Shared Writing take place in the first 15 minutes. Thereafter, but also linked to the skills learnt in the Shared Reading / Shared Writing process, word and sentence level work is done (e.g phonics). This takes about ten minutes. Thereafter, Group Guided Reading is done, with learners being grouped in reading ability groups. During the Reading and Writing focus time, the foundation is laid for the mastery of the skills needed for the paired reading, independent reading and independent writing that fall OUTSIDE of the Reading and Writing Focus time.
  - The Core skills and knowledge from the different areas support this and are not stand alone
8. Whenever group work is done, social distancing is to be adhered to.
9. Teachers to stay in communication with teachers of previous grades (if possible) so that no gaps are created in the transition between grades.

### **Guidelines for assessment: Baseline assessment:**

- Should be done during weeks 2 and 3 of returning to school. Allow the learners to settle into their new classes before beginning any assessment.
- Baseline activities should not be a stand-alone but be integrated with the teaching and learning process.
- Should be done informally and mostly through observation and oral.
- The assessment activities will focus on previous grade content.
- The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.
- The teacher can combine the assessment of skills where possible.
- All skills are included irrespective if it was taught in 2020. Teachers can use their discretion should they not want to assess all skills.

### **School Based Assessment:**

- Assessment takes place on a continuous basis in the Foundation Phase.
- Assessment can only take place on content taught.
- The Abridged Section 4 is to be used for all assessment.

**2021 Annual Teaching Plan – Term 1: SUBJECT: English HL Grade 2**

Term 1 45 days	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 (4 days)	Week 10 (3 days)
<b>CAPS Topic</b>	<b>LISTENING AND SPEAKING</b> Minimum Time: 45 mins per week (3 x 15 mins)      Maximum Time: 1 hour per week (4 x 15 mins)									
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Classifies information for example, by using loose pictures</li> <li>Answers open and closed questions</li> <li>Talks about personal experiences such as tells news</li> </ul>	<ul style="list-style-type: none"> <li>Answers open and closed questions</li> <li>Talks about personal experiences such as tells news</li> <li>Listens to instructions and responds appropriately</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>Talks about personal experiences such as tells news</li> <li>Listens to stories and expresses feelings about the story</li> <li>Takes turns to speak</li> <li>Repeats a sequence of events in a story correctly</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>Listens without interrupting, showing respect for the speaker</li> <li>Talks about personal experiences, for example, tells news</li> <li>Suggests solutions to a problem especially during Mathematics</li> <li>Listens to a story with enjoyment and answers questions related to the story</li> <li>Listens to instructions containing at least two parts and responds appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Listens without interrupting, showing respect for the speaker</li> <li>Talks about personal experiences, for example, tells news</li> <li>Suggests solutions to a problem especially during Mathematics</li> <li>Listens to a story with enjoyment and answers questions related to the story</li> <li>Participates in discussions, asking and answering questions and suggesting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Listens without interrupting, showing respect for the speaker</li> <li>Talks about personal experiences, for example, tells news</li> <li>Suggests solutions to a problem especially during Mathematics</li> <li>Listens to a story with enjoyment and answers questions related to the story</li> <li>Uses correct words for the context, such as an invitation</li> <li>Tells a story that has a beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>Suggests solutions to a problem especially during Mathematics</li> <li>Listens to a story with enjoyment and answers questions related to the story</li> <li>Participates in discussions, asking and answering questions and suggesting ideas</li> </ul>			
<b>CAPS Topic</b>	<b>PHONICS</b> Minimum time: 1 hour per week (4 x 15 mins); Maximum time: 1 hour 15 mins per week (5 x 15 mins)									
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Groups common words into sound families</li> <li>Identifies sound-letter relationships of all single letters</li> <li>Recognises rhyming words such as rack, sack, back</li> </ul>	<ul style="list-style-type: none"> <li>Identifies sound-letter relationships of all single letters</li> <li>Revise word families with short vowel sounds –at, -am, -it</li> <li>Builds words using known sounds</li> <li>Reads phonic words in sentences and other texts</li> <li>Revise (or teach) common consonant digraphs: sh</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>Identifies sound-letter relationships of all single letters</li> <li>Revise word families with short vowel sounds –at, -am, -it</li> <li>Builds words using known sounds</li> <li>Reads phonic words in sentences and other texts</li> <li>Revise (or teach) common consonant digraphs: ch and th</li> <li>Learns to spell 10 words a week taken from the phonic lessons</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>Revises word families with short vowel sounds: -at, -ag, -am, -it</li> <li>Revises common consonant digraphs: sh, ch, th</li> <li>Recognises „wh“ at the beginning of a word such as wh-en, wh-y, wh-at, etc.</li> <li>Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng</li> <li>Revises common consonant digraphs (sh, ch, th) at the end of words such as fi-sh, ri-ch, clo-th</li> <li>Learns to spell 10 words a week taken from the phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng</li> <li>Revises common consonant digraphs (sh, ch, th) at the end of words such as fi-sh, ri-ch, clo-th</li> <li>Recognises vowel digraphs such as „oo“ as in moon and „ee“ as in tree</li> <li>Recognises rhyming words such as rack, sack, back, lack, pack</li> <li>Learns to spell 10 words a week taken from the phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>Identifies sound-letter relationships of all single letters</li> <li>Revises common consonant digraphs: sh, ch, th</li> <li>Recognises „wh“ at the beginning of a word such as wh-en, wh-y, wh-at, etc</li> <li>Builds 3 and 4 letter words using the single letters and digraphs taught this term</li> <li>Learns to spell 10 words a week taken from the phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>Uses initial and final consonant blends to build up and break down words</li> <li>Builds 3 and 4 letter words using the single letters and digraphs taught this term</li> </ul>			
<b>CAPS Topic</b>	<b>READING</b> <i>It is important to read Point 7 in the guidelines on first page.</i> Shared Reading: Minimum time: 1 hour per week (3 x 20 mins); Maximum time: 1 hour 15 mins per week (5x 15mins) Group Guided: 2 hours 30 mins per week ( 2 x 15 minutes per day (2 groups daily)) Independent/Paired: 3x a week									
<b>Core Concepts, Skills and Values</b>	Reading	<ul style="list-style-type: none"> <li>Uses book cover to predict what the book is about</li> <li>Uses clues and pictures in the book for understanding</li> <li>Answers open ended questions based on the passage read</li> </ul>	<ul style="list-style-type: none"> <li>Uses clues and pictures in the book for understanding</li> <li>Answers open ended questions based on the passage read</li> <li>Identifies the sequence of events in what was read</li> <li>Interprets information from posters</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>Uses clues and pictures in the book for understanding</li> <li>Recognises cause and effect in a story</li> <li>Reads simple instruction in the classroom</li> <li>Expresses a personal response to a text read.</li> </ul> <i>Baseline assessment</i>	Model the five finger strategy where each finger represents a strategy the reader can use to systematically work out how to read an unknown word and its meaning. The following information is taken from The Teacher’s Handbook: Teaching Reading in the Early Grades (January 2008), Department of Education <ol style="list-style-type: none"> <li>Thumb: Leave the word out and read to the end of the sentence</li> <li>First Finger: Look at the pictures and the heading</li> <li>Second Finger: Ask yourself if there are any parts of the word that you recognize</li> <li>Ring Finger: Sound the word out</li> <li>Little Finger: Ask your teacher what the word means</li> </ol>					

	Shared	<ul style="list-style-type: none"> <li>Reads as a whole class with teacher big books or other enlarged text</li> <li>Uses book cover to predict what the book is about</li> <li>Answers open ended questions based on the passage read</li> </ul>	<ul style="list-style-type: none"> <li>Reads as a whole class with teacher big books or other enlarged text</li> <li>Uses clues and pictures in the book for understanding</li> <li>Answers open ended questions based on the passage read</li> <li>Identifies the sequence of events in what was read</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>Reads as a whole class with teacher big books or other enlarged text</li> <li>Recognises cause and effect in a story</li> <li>Describes the main ideas</li> <li>Answers open ended questions based on the passage read</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>Reads as a whole class with teacher big books or other enlarged text</li> <li>Uses visual clues to predict what the story is about: the cover of the book, illustrations in the book</li> <li>Identifies key details in what was read such as the sequence of events</li> <li>Expresses a personal response to a text read.</li> <li>Focus on <ul style="list-style-type: none"> <li>concepts of print</li> <li>text features</li> <li>comprehension at a range of levels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reads as a whole class with teacher big books or other enlarged text</li> <li>Uses visual clues to predict what the story is about: the cover of the book, illustrations in the book</li> <li>Identifies key details in what was read such as the sequence of events</li> <li>Expresses a personal response to a text read.</li> <li>Focus on <ul style="list-style-type: none"> <li>text features</li> <li>phonics</li> <li>word identification strategies</li> <li>comprehension at a range of levels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reads as a whole class with teacher big books or other enlarged text</li> <li>Uses visual clues to predict what the story is about: the cover of the book, illustrations in the book</li> <li>Identifies key details in what was read such as the sequence of events</li> <li>Expresses a personal response to a text read.</li> <li>Focus on <ul style="list-style-type: none"> <li>language patterns</li> <li>word identification strategies</li> <li>comprehension at a range of levels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reads as a whole class with teacher big books or other enlarged text</li> <li>Uses visual clues to predict what the story is about: the cover of the book, illustrations in the book</li> <li>Focus on <ul style="list-style-type: none"> <li>phonics</li> <li>comprehension at a range of levels</li> </ul> </li> </ul>
	Group Guided	<ul style="list-style-type: none"> <li>Builds sight vocabulary e.g. high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with teacher i.e. the whole groups reads the same story</li> <li>Uses phonics, context clues, structural analysis and sight words when reading</li> <li>Monitors self when reading</li> <li>Builds sight vocabulary</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with teacher i.e. the whole groups reads the same story</li> <li>Uses phonics, context clues, structural analysis and sight words when reading</li> <li>Uses pictures in text for understanding</li> <li>Builds sight vocabulary</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>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</li> <li>Uses pictures in text for understanding</li> <li>Uses sight words, phonics, contextual and structural analysis decoding skills when reading</li> <li>Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud</li> <li>Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Uses pictures in text for understanding</li> <li>Uses sight words, phonics, contextual and structural analysis decoding skills when reading</li> <li>Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud</li> <li>Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Uses pictures in text for understanding</li> <li>Uses sight words, phonics, contextual and structural analysis decoding skills when reading</li> <li>Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud</li> <li>Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud</li> </ul>
	Independent	<b>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)</b> <ul style="list-style-type: none"> <li>Reads independently: picture books, poetry cards, story books from the library or classroom reading corner</li> </ul>						
<b>CAPS Topic</b>	<b>WRITING (Shared, Group, Independent)</b> Minimum Time: 1 hour per week (4 x 15 mins) Maximum Time: 1 hour per week (3 x 20mins)							
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Draws pictures to convey a message such as about a personal experience</li> <li>Writes own news</li> </ul>	<ul style="list-style-type: none"> <li>Draws pictures to convey a message such as about a personal experience</li> <li>Writes own news</li> <li>Contributes ideas and words for a class story (Shared Writing)</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>Draws pictures to convey a message such as about a personal experience</li> <li>Writes creative story using sounds learned and common sight words</li> <li>Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills</li> </ul> <i>Baseline assessment</i>	<ul style="list-style-type: none"> <li>Contributes ideas and words for a class story (Shared Writing)</li> <li>Writes at least 3 sentences of own news sounds learned and common sight words</li> <li>Writes a list using a comma to separate the items such as tasks for the day</li> <li>Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Contributes ideas and words for a class story (Shared Writing)</li> <li>Writes at least 3 sentences of own news or creative story using capital letters and full stops</li> <li>Writes and illustrates 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</li> </ul>	<ul style="list-style-type: none"> <li>Contributes ideas and words for a class story (Shared Writing)</li> <li>Writes at least 3 sentences of own news using sounds learned and common sight words</li> <li>Draws pictures to convey a message such as about a personal experience</li> <li>Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Contributes ideas and words for a class story (Shared Writing)</li> <li>Writes at least 3 sentences of own news using sounds learned, common sight words, capital letters and full stops</li> </ul>	
<b>CAPS Topic</b>	<b>HANDWRITING</b> Minimum Time: 45 mins per week (3 x 15 mins) Maximum Time: 1 hour per week (4 x 15 mins)							
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Holds pencil and positions writing materials (book/page) correctly</li> <li>Forms lower case letters correctly: directionality,</li> </ul>	<ul style="list-style-type: none"> <li>Holds pencil and positions writing materials (book/page) correctly</li> <li>Forms lower case letters correctly: directionality,</li> </ul>	<ul style="list-style-type: none"> <li>Holds pencil and positions writing materials (book/page) correctly</li> <li>Forms lower case letters correctly: directionality, formation</li> </ul>	<ul style="list-style-type: none"> <li>Holds pencil and positions writing materials (book/page) correctly</li> <li>Forms lower case letters correctly: directionality, formation and spacing within lines</li> <li>Writes words with correct spacing between letters and words</li> </ul>	<ul style="list-style-type: none"> <li>Holds pencil and positions writing materials (book/page) correctly</li> <li>Forms lower and upper case letters correctly: directionality, formation and spacing within lines</li> <li>Writes words with correct spacing between letters and words</li> </ul>	<ul style="list-style-type: none"> <li>Holds pencil and positions writing materials (book/page) correctly</li> <li>Forms lower and upper case letters correctly: directionality, formation and spacing within lines</li> <li>Writes words with correct spacing between letters and words</li> </ul>	<ul style="list-style-type: none"> <li>Forms 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>	

	<p>formation and spacing within lines</p> <ul style="list-style-type: none"> <li>Writes words with correct spacing between letters and words</li> </ul>	<p>formation and spacing within lines</p> <ul style="list-style-type: none"> <li>Writes words with correct spacing between letters and words</li> </ul> <p><i>Baseline assessment</i></p>	<p>and spacing within lines</p> <ul style="list-style-type: none"> <li>Writes words with correct spacing between letters and words</li> </ul> <p><i>Baseline assessment</i></p>	<ul style="list-style-type: none"> <li>Copies and writes two or more sentences legibly and correctly</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	
<b>Pre-requisite knowledge</b>	Grade 1 core concepts, knowledge and values						
<b>Resources (other than textbook) to enhance learning</b>	<p>Reading series</p> <p>Flash cards</p> <p>DBE Workbooks</p> <p>Pictures</p> <p>Posters</p>	<p>Reading series</p> <p>Flash cards</p> <p>DBE Workbooks</p> <p>Pictures</p> <p>Posters</p>	<p>Reading series</p> <p>Flash cards</p> <p>DBE Workbooks</p> <p>Pictures</p> <p>Posters</p>	<p>Reading series</p> <p>Flash cards</p> <p>DBE Workbooks</p> <p>Pictures</p> <p>Posters</p>	<p>Reading series</p> <p>Flash cards</p> <p>DBE Workbooks</p> <p>Pictures</p> <p>Posters</p>	<p>Reading series</p> <p>Flash cards</p> <p>DBE Workbooks</p> <p>Pictures</p> <p>Posters</p>	<p>Reading series</p> <p>Flash cards</p> <p>DBE Workbooks</p> <p>Flash cards</p> <p>Pictures</p> <p>Posters</p>
<b>Assessment for learning</b>	Baseline assessment			<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> </ul>			
<b>SBA</b>	Baseline assessment			<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally, practically and written</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> <li>The assessment of oral activities should be integrated with Life Skills and Mathematics whenever possible</li> <li>Assessment is a continuous planned process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes</li> <li>It is also important to note that each assessment task should not be seen as a single event or test, but must comply with the principles of continuous assessment at all times</li> </ul> <p><b>Listening and speaking:</b></p> <ul style="list-style-type: none"> <li>Tells a story that has a beginning, middle and end</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li><b>Oral and Written:</b> Make words with short vowels (ag, e.g., ig, og, ug) (<b>Reading focus time: Focused Phonic session</b>)</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><b>Oral:</b> Group Guided Reading (GGR) Uses sight words, decoding skills (syllabication, contextual clues, oral reading fluency) to read texts independently (<b>Reading focus time</b>)</li> <li><b>Comprehension skills (Reading focus time)</b> <ul style="list-style-type: none"> <li>- Literal questions</li> <li>- Prediction</li> <li>- Reorganisation: reorder events in sequence</li> <li>- Inferences: What, Why, How</li> </ul> </li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Contributes ideas and words for a class story (Shared Writing) (<b>Reading focus time</b>)</li> <li>Writes at least 3 sentences of own news using sounds learned, common sight words, capital letters and full stops.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Copies and writes short sentences paying attention to correct letter formation.</li> </ul>			