

3.4 REQUIREMENTS GRADE 2

3.4.1 GRADE 2 TERM 1

GRADE 2 SECOND ADDITIONAL LANGUAGE REQUIREMENTS PER TERM SUGGESTED CONTACT TIME PER WEEK: 1 HOUR
GRADE 2 TERM 1
LISTENING AND SPEAKING
<p>CONTENT/CONCEPTS/SKILLS</p> <p>Teachers should select two themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p>Note that the suggested themes/topics are simply suggestions.</p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p>Weekly activities</p> <p>Two or more of the following activities in a lesson in the week</p> <ul style="list-style-type: none"> • Begins to develop an oral (listening and speaking) vocabulary using themes or topics • Responds to simple greetings and farewells, using phrases, for example, 'Good morning.' 'How are you?' 'I'm fine' in pairs and small groups • Role plays greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Nikiwe, I am fine) • Points to and names objects in the classroom or in a picture in response to teacher's instructions, for example, 'Show me the girl in the red dress.' • Uses some formulaic language (e.g. please and thank you) • Sings simple songs and does actions with guidance as a class, for example, 'This is the way I put on my shirt, put on my shirt, put on my shirt.' • Joins in action poems and songs, doing the actions as a class for example, 'Here are Gogo's glasses, Here is Gogo's hat.' • Plays language games, for example, "Simonsays" in pairs and small groups. <p>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures</p>

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 told or read with enjoyment and joins in choruses at the appropriate time and repeats patterned language (language chunks) where appropriate as a class
- Names some of the things in the picture in response to questions from the teacher, What? Who?

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary
- Repeats some language chunks confidently
- Responds to instructions and commands
- Uses formulaic language

ASSESSMENT

Suggestions for Assessment:

Informal

Oral and/or practical /Observation

- Sings action songs and poems with confidence
- Follows simple instructions (e.g. Touch your head. Touch your toes.)
- Role plays greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Nikiwe, I am fine)

EMERGENT LITERACY

Phonological awareness and Shared Reading are integrated with Listening and Speaking.

CONTENT/CONCEPTS/SKILLS

Phonological Awareness

- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words in spoken sentences
- Segments spoken words into syllables
- Segments oral sentences into individual words by clapping on each word, for example, sentences from the story
- Identifies the sounds at the beginning of spoken words

Shared Reading (at least 15 minutes once per week)

The teacher reads the text to the class, pointing to the words and discussing the pictures and story line. She re-reads it during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.

- Listens to the story read while following the teacher and looking at the pictures
- Talks about the pictures in the story using the SAL as much as possible but the **Home Language** where necessary
- Identifies objects in the pictures, for example, 'Show me the old man.' 'Point to the dog.'
- Answers some simple oral questions with the support of the pictures, for example, 'Who? What? Where?'
- Begins to recognise some written words in SAL in the Shared Reading activity
- Learns some oral vocabulary from the story
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups

ASSESSMENT**Suggestions for Informal Assessment Activities:****Phonological Awareness**

- Claps words in spoken sentences
- Segments spoken words into syllables

Shared Reading: (oral and/or practical)

- Identifies some people, animals and objects in the illustrations in the Big Book (or other form of enlarged illustrated text)
- Answers some simple oral questions about the story
- Begins to recognise some written words in SAL in the Shared Reading activity.

3.4.2 GRADE 2 TERM 2

GRADE 2 TERM 2
LISTENING AND SPEAKING
<p>CONTENT/CONCEPTS/SKILLS</p> <p>Teachers should select two themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p>Note that the suggested themes/topics are simply suggestions.</p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p>Weekly activities</p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> • Begins to develop an oral (listening and speaking) vocabulary using themes or topics • Responds to and models simple greetings and farewells, using language chunks, in pairs and small groups for example, Good morning. How are you? I'm fine. • Role plays short dialogues e.g. "Hello my name is _____. What is your name? What do you like?" • Makes simple requests, for example, 'May I go to the toilet?' • Uses some formulaic language (e.g. please and thank you) • Points to and names objects in the classroom or in a picture in response to teacher's instructions • Responds physically to simple oral instructions in pairs and small groups, for example, 'Stand in a line.' • Sings songs and joins in action poems in pairs and small groups • Plays language games as a class <p>Once a week, the teacher reads or tells a story. 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 with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups • Names some of the things in the picture in response to questions from the teacher

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary
- repeats some language chunks confidently
- role plays short dialogues e.g. "Hello my name is _____. What is your name? What do you like?"
- makes simple requests, for example, 'May I go to the toilet?'

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

- Responds to and role plays simple greetings and farewells, using language chunks, in pairs and small groups for example, Good morning Pule. How are you? I'm fine Palesa and how are you?
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom/a picture in response to instructions from the teacher.
- Recites action songs and poems with confidence and enthusiasm in pairs and small groups

EMERGENT LITERACY

Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.

CONTENT/CONCEPTS/SKILLS**Phonological and Phonemic Awareness**

- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in familiar words
- Segments and blends syllables in oral words, e.g. u-ma-ma, umama
- Segments and blends sounds in oral words, e.g. u-ba-ba, ubaba.

Shared Reading (at least 15 minutes once per week)

The teacher reads the book to the class, pointing to the words and discussing the pictures and story line. The teacher-reads the text during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.

- Listens to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures in the story using the SAL as much as possible but the **Home Language** where necessary
- Identifies objects in the pictures

- Answers some simple questions with the support of the pictures, What, Who, Where
- Learns some oral vocabulary
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Acts out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets

ASSESSMENT

Suggestions for Informal Assessment Activities:

Phonological and Phonemic awareness: (oral and/or practical)

- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in familiar words
- Segments and blends syllables in oral words, e.g. u-ma-ma, umama
- Segments and blends sounds in oral words, e.g. u-ba-ba, ubaba.

Shared Reading: (oral and/or practical)

- Talks about the pictures in the Big Book/poster
- Answers some simple oral questions about the story or non-fiction text
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups

3.4.3 GRADE 2 TERM 3

GRADE 2 TERM 3
LISTENING AND SPEAKING
<p>CONTENT/CONCEPTS/SKILLS</p> <p>Teachers should select two themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><i>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, poems, songs, games and real objects for the theme they have chosen.</i></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><i>Weekly activities</i></p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> • Continues to develop an oral (listening and speaking) vocabulary using themes or topics • Responds and to and models simple greetings and farewells, using language chunks, in pairs and small groups for example, Good morning. How are you? I'm fine. • Participates in simple dialogues with support of teacher, modelling greetings and farewells in pairs and small groups • Makes simple requests, for example, 'Can I have a pencil, please?' • Uses some formulaic language (e.g. 'Excuse me; I'm sorry') • Points to and names objects in the classroom or in a picture in response to teacher's instructions • Responds physically to simple oral instructions given by teacher individually and in pairs • Responds to simple questions asked by the teacher and peers who take the role of teacher, for example, 'What is your name? Where do you live?' • Sings songs and participates in action poems with confidence in pairs and small groups • Plays language games as a class, <p><i>Once a week the teacher tells or reads a story. 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</i></p> <ul style="list-style-type: none"> • Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups • Answers simple literal questions about a story with short answers (Who, What, Where) • Names some of the things in the picture in response to questions from the teacher and peers

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary
- responds to simple requests, commands and instructions
- responds to simple questions related to the story
- participates in simple dialogues with support of teacher
- begins to develop understanding and ability to use **simple language structures** in the context of meaningful spoken language eg. personal pronouns (I, my, we etc)

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

- Responds physically to simple oral instructions given by teacher individually and in pairs
- Participates in simple dialogues with support of teacher, modelling greetings and farewells in pairs and small groups
- Names some objects related to the theme in a picture or in the classroom
- Plays language games in pairs and in small groups.

EMERGENT LITERACY

Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.

CONTENT/CONCEPTS/SKILLS**Phonological and Phonemic Awareness**

These activities should be integrated into Listening and Speaking activities and Shared Reading.

- Segments oral sentences into individual words by clapping on each word, for example, sentences from the story
- Claps out the syllables in familiar words
- Identifies the sounds at the beginning of spoken words
- Identifies the sounds at the end of spoken words, e.g. baleka
- Claps out the sounds in words, e.g. i-s-o, and blends them together again, e.g. iso

Shared Reading (at least 15 minutes once per week)

The teacher reads the text to the class, pointing to the words and discussing the pictures and story line. She re-reads it during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.

- Listens to the story or non-fiction text while following the teacher and looking at the pictures

- Talks about the pictures in the story using the SAL
- Identifies and names objects in the pictures using the SAL
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher
- Answers some simple questions with the support of the pictures, for example, *Who, What, Where*
- Responds to some simple literal questions related to the story
- Learns some oral vocabulary
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups using simple props, masks and puppets in pairs and small groups.

ASSESSMENT

Suggestions for Informal Assessment Activities:

Phonological and Phonemic awareness: (oral and/or practical)

- Claps out the sounds in familiar words
- Identifies the sounds at the beginning of spoken words
- Segments oral sentences into individual words by clapping on each word, for example, sentences from the story

Shared Reading: (oral and/or practical)

- Identifies and names objects in the pictures using the SAL
- Answers some simple oral questions about the story or non-fiction text
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Acts out parts of the story using some gestures and simple language chunks in pairs and in small groups

3.4.4 GRADE 2 TERM 4

GRADE 2 TERM 4
LISTENING AND SPEAKING
<p>CONTENT/CONCEPTS/SKILLS</p> <p>Teachers should select two themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><i>Note that the suggested themes/topics are simply suggestions. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><i>Weekly activities</i></p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> • Continues to develop an oral (listening and speaking) vocabulary using themes or topics • Sings simple songs and does actions with confidence in pairs and small groups • Recites poems and does actions with confidence in pairs and small groups • Responds to simple greetings and farewells, using language chunks, for example, Good bye. See you later.' • Participates in simple dialogues with support of teacher, modelling greetings and farewells in pairs and small groups • Makes simple requests, for example, 'May I leave the classroom?' • Uses some formulaic language (e.g. 'Excuse me; I'm sorry') • Points to and names objects in the classroom or in a picture in response to teacher's instructions • Plays language games as a class • Responds physically to simple oral instructions given by teacher individually and in pairs • Responds to simple questions asked by the teacher and learners who take the role of teacher, for example, 'What, Who, Where' <p><i>Once a week, the teacher reads or tells a story. 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.</i></p>

- Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language (language chunks) where appropriate in pairs and small groups;
- Names some of the things in the picture in response to questions from the teacher and peers

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- Responds to simple questions (e.g. 'What is your name?')
- continues to build and model the acquired vocabulary and language chunks in simple dialogues
- Does actions in response to instructions from the teacher, for example, Jump/hop/skip/touch your toes, etc. Walk quickly/slowly etc.
- Makes simple requests, for example, 'May I leave the room?'
- begins to develop understanding and ability to use **simple language structures** in the context of meaningful spoken language eg. personal pronouns (I, my, we etc)

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

- Responds to simple questions (e.g. 'What is your name?')
- Participates in simple dialogues with support of teacher, modelling greetings and farewells in pairs and small groups
- Makes simple requests, for example, 'May I leave the room?'
- Does actions in response to instructions from the teacher, for example, 'Jump/hop/skip/touch your toes, etc.' 'Walk quickly/slowly etc.'

EMERGENT LITERACY

Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.

CONTENT/CONCEPTS/SKILLS

Phonological and Phonemic Awareness

- Claps out the sounds in familiar words
- Segments spoken words into sounds and blending them together again
- Identifies the sounds at the beginning and end of spoken words
- Segments oral sentences into individual words by clapping on each word

Shared Reading (at least 15 minutes once per week)

The teacher reads the book to the class, pointing to the words and discussing the pictures and story line. She re-reads it during the week, encouraging the learners to join in. The story or non-fiction text is used to introduce new vocabulary.

- Listens and responds to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures using the SAL
- Identifies and names objects in the pictures using the SAL
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher.
- Answers some simple questions with the support of the pictures, for example, Who, What, Where
- Learns some oral vocabulary
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.
- Acts out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and small groups.

ASSESSMENT

Suggestions for Informal Assessment Activities:

Phonological and Phonemic awareness: (oral and/or practical)

- Claps out the sounds in familiar words
- Segments spoken words into sounds and blending them together again
- Identifies the sounds at the beginning and end of spoken words
- Segments oral sentences into individual words by clapping on each word

Reading: (oral and/or practical)

- Identifies and name objects in the illustrations in the Big Book/poster
- Answers simple literal questions about a story with short answers
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups with confidence
- Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups with confidence and enthusiasm

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

- Big Books (fiction) and non-fiction Big Books
- Anthology of stories, poems and songs
- Conversational Posters and pictures to support the teaching of stories and vocabulary
- Colour charts and number charts
- Objects related to the themes and topics
- Props to act out the stories and for role play, for example, masks, objects etc.
- CDs, DVDs and television programmes
- Flash card labels for classroom items and displays
- Pointers to use when reading enlarged texts, wall stories, displays
- Masks, Teacher/Learner made Big Books, Zig-zag books, puppets, flash cards etc.