

SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 2 HL

LISTENING AND SPEAKING: 15 MIN X 5 DAYS A WEEK					
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	Revision	Seasons			Farm Animals
Listening	<ul style="list-style-type: none"> Listens without interrupting showing respect for the speaker Listens for the details in stories and answers open-ended questions 	<ul style="list-style-type: none"> Listens without interrupting showing respect for the speaker Listens for the details in stories and answers open-ended questions 	<ul style="list-style-type: none"> Listens without interrupting showing respect for the speaker Listens for the details in stories and answers open-ended questions Listen with enjoyment for a longer period to a story 	<ul style="list-style-type: none"> Listens without interrupting taking turns to speak and asking questions for clarification Listens to stories and expresses feelings about the story Listen with enjoyment for a longer period to a story 	<ul style="list-style-type: none"> Listens without interrupting taking turns to speak and asking questions for clarification Listens to stories and expresses feelings about the story
Speaking	<ul style="list-style-type: none"> Talks about personal experiences such as tells news using the correct sequence Talk about holiday: What did you enjoy? Where did you go? What did you do? Recites poems and rhymes and does the actions 	<ul style="list-style-type: none"> Talks about personal experiences such as tells news using the correct sequence Talk about personal experiences such as: Which season do you like most? Give reasons for your answers. Understand and use suitable vocabulary in the different subjects: Vocabulary on seasons Identify similarities and differences: Look at pictures of the four seasons. Tell a friend what you do not see in the picture. Talks about the four seasons and how they differ from each other. 	<ul style="list-style-type: none"> Talks about personal experiences such as tells news using the correct sequence Take turns to speak and show sensitivity to others. Give positive feedback. Talk about personal experiences such as: Which foods do you eat in each season? Give reasons for your answers. Understand and use suitable vocabulary in the different subjects: Vocabulary on seasons Compare and classify things and explain the classification: <ul style="list-style-type: none"> What kind of clothes do you wear in every season? How do the clothes differ from each other? Which kind of clothes do you like most? 	<ul style="list-style-type: none"> Talks about personal experiences and feelings such as tells news Take turns to speak and show sensitivity to others. Give positive feedback. Express feeling on a story: Explain the story in your own words. Understand and use suitable vocabulary in the different subjects: Influence of seasons 	<ul style="list-style-type: none"> Talk about personal experiences: Talks about own experience of animals on a farm. Understand and use suitable vocabulary in the different subjects: Vocabulary on farm animals, Male/ Female/ Noises/ Shelters/ baby animals Express feeling on a story of a poem: Listen to a song on farm animals Identify similarities and differences: Look at pictures of different farm animals. Learners choose their favourite animal. How do animals differ from each other? What do we get from each of these animals?
	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Wild animals	Animals and creatures that live in water		Animal shelters	
Listening	<ul style="list-style-type: none"> Listens without interrupting taking turns to speak and asking questions for clarification Listens to stories and expresses feelings about the story Listens, enjoys, responds to picture and word puzzles, riddles and jokes, using language imaginatively 	<ul style="list-style-type: none"> Listens without interrupting taking turns to speak and asking questions for clarification Listens to stories and expresses feelings about the story Listens, enjoys, responds to picture and word puzzles, riddles and jokes, using language imaginatively 	<ul style="list-style-type: none"> Listens without interrupting taking turns to speak and asking questions for clarification Listen to a series of more complicated instructions and react: Use pictures of sea animals. Which sea animals can be eaten by people? Which sea animals are dangerous? How does a sea animal protect and cover his body? 	<ul style="list-style-type: none"> Listens without interrupting taking turns to speak and asking questions for clarification Listens to stories and expresses feelings about the story 	<ul style="list-style-type: none"> Listens, enjoys, responds to picture and word puzzles, riddles and jokes, using language imaginatively Listens to stories and expresses feelings about the story
Speaking	<ul style="list-style-type: none"> Talks about personal experiences and feelings such as tells news Talk about personal experiences: Who of you have seen a wild animal? Understand and use suitable vocabulary in the different subjects: Vocabulary on wild animals. Listen to stories and poems and identify the main idea and logical sequence of happenings: Listen to factual stories of wild animals Answers open and closed-ended questions and give reasons for your answer: Answers questions on wild animals. React suitably to riddles: Riddles on wild animals. How does animals hide? Participate in a discussion, ask and answer questions to get clarity. 	<ul style="list-style-type: none"> Talks about personal experiences and feelings such as tells news Talk about personal experiences: Who has seen sea animals in real life? Understand and use suitable vocabulary in the different subjects: Vocabulary of sea animals Listen to stories and identify the main idea and logical sequence of happenings: Teacher to choose a suitable story Answers open and closed-ended questions and give reasons for your answer: Answers questions on the story read. 	<ul style="list-style-type: none"> Talks about personal experiences and feelings such as tells news Participate in a discussion, ask and answer questions and suggest ideas. Answers open and closed-ended questions and give reasons for your answer: Answers questions on the story read. 	<ul style="list-style-type: none"> Talks about personal experiences and feelings: Who has seen animals carrying their homes on their back? Give examples. Understand and use suitable vocabulary in the different subjects: Vocabulary on body parts of a snail Answers open and closed-ended questions and give reasons for your answer: Answers questions on the story read. Listen to stories and identify the main idea and logical sequence of happenings: Teacher to choose a suitable story 	<ul style="list-style-type: none"> Talks about personal experiences and feelings such as tells news React suitably to riddles: Take part in discussions, ask and answer questions and suggest ideas. Create own poems and make use of imaginative language: Teacher gives words to learners to make a poem on a snail or tortoise.

<p>Capital letters and full stops</p> <p>Develop children's understanding of sentences. Adding capital letters and full stops.</p>	<p>Articles "a" or "an"</p> <p>We can use articles before nouns.</p> <p>How to use them: We use a and an with singular nouns. We use a before a consonant sound and an before a vowel sound.</p> <p>The first time we mention a noun, we use a or an. The next time, we use the.</p> <p>We don't usually use articles for people's names, countries or meals.</p>	<p>Punctuation (!, ?)</p> <p>Develop children's understanding of sentences. Adding capital letters and full stops, exclamation marks and questions marks. Make mention of sentence types.</p>	<p>Nouns/Pronouns</p> <p>Develop children's understanding of nouns: which are the names given to people, places and things. Pronouns replace nouns when they are repeated in sentences: he, she, it, they, we, you, I</p>	<p>Verbs</p> <p>Develop children's understanding of verbs: Words that show actions: run, walk, write. These words indicate tenses.</p>
Week 6	Week 7	Week 8	Week 9	Week 10
Focus revision sound	Focus revision sound	Focus revision sound	Focus revision sound	Focus revision sound
<p><y> <i-e> <igh> as /ie/</p> <p>Introduce trigraph <igh> (3- letters making ONE sound). Most words with the /i/ sound spelled with "igh" end in "t." The only /i/ words spelled with "igh" that don't end in "t" are "high," "nigh," "sigh," and "thigh."</p> <p>Four spelling patterns for /ie/ cry, pie, high, time</p> <p>Vowel /y/, not /i/, is used at the end of an English word (for example, my).</p> <p>Build vowel hand.</p>	<p><ow> spelling, /oa/ (bow) and /ou/ (cow)</p> <p>When you hear /ow/ at the end of a word or syllable, use ow (cow, now, pow/er, show/er).</p> <p>When you hear /ow/ at the start of, or inside a word or syllable, use ou (ounce, house, loud).</p> <p>BUT: If the word rhymes with down (frown, clown, town) or owl (howl, towel, growl) we usually use ow.</p>	<p>Recognises and uses suffix - ed</p> <p>Generally, if a verb has a short vowel sound, there must be two consonants between the short vowel and the -ed suffix, if there is only one consonant, this must be doubled.</p>	<p>/er/ as <ur>, <ir></p> <p>"er" is the most frequent, followed by "ur." "ir" is the least common spelling. When words end in the /er/ sound, they are always spelled with the "er". Learners need lots of practice with this. Reinforce spelling by creating sound stories.</p>	<p>Consolidation/revision</p> <p>Revise the building, reading, and writing of words, with the sounds, taught this term. Use these words, along with tricky words to write and read phrases and sentences. Children must read their writing: words/ phrases/ sentences.</p>
Word building	Word building	Word building	Word building	Word building
<ul style="list-style-type: none"> • sky • shy • butterfly • pigsty • pie • hike • ride • drive • pride • smile • bright • might • sigh • thigh • slight • tights • fortnight • night • light • fight 	<ul style="list-style-type: none"> • throat • coat • goat • toast • home • bone • rose • stove • yellow • follow • fellow • marshmallow • couch • ouch • pouch • howl • towel • growl • brown • town • how • cow • now • owl 	<p><i>Only one consonant, doubling rule applies:</i></p> <ul style="list-style-type: none"> • bat-batted • hop-hopped • pin-pinned • rip-ripped • hug-hugged • trap-trapped <i>Two consonants, no need to double:</i> • pick-picked • hand-handed • rest-rested • lift-lifted • wish-wished • shift-shifted 	<ul style="list-style-type: none"> • fur • burnt • turnip • Kurt • stir • girl • skirt • shirt • winter • herb • Twitter • flutter • spatter 	
Tricky words	Tricky words	Tricky words	Tricky words	Tricky words
<p>Months of the year:</p> <ul style="list-style-type: none"> • May • June • July • August 	<p>Months of the year:</p> <ul style="list-style-type: none"> • September • October • November • December 	Revise Family names	Revise Months of the year	Revise Tricky Words taught during the term
<p>Jolly Phonics Workbook 2 Activities</p> <p>Pages 26 to 27</p>	<p>Jolly Phonics Workbook 2 Activities</p> <p>Page 28 to 30</p>	<p>Jolly Phonics Workbook 2 Activities</p> <p>Page 25</p>	<p>Jolly Phonics Workbook 2 Activities</p> <p>Page 31</p>	<p>Jolly Phonics Workbook 2 Activities</p> <p>Page 44</p>
Capital Letters	Capital Letters	Capital Letters	Capital Letters	Capital Letters
<p>Formation and introduction of letter names</p> <p>T to W (Blue)</p>	<p>Formation and introduction of letter names</p> <p>X to Z (Blue)</p>	Revise capital letters taught this term	Revise capital letters taught this term	Revise capital letters taught this term
<p>Dictation of Sentences</p> <ul style="list-style-type: none"> • Ty the pilot wears a white shirt and bowtie when he flies his plane over the bright lights. 	<p>Dictation of Sentences</p> <ul style="list-style-type: none"> • In February they got into a narrow boat. They have coats to row to the shallow side. 	<p>Dictation of Sentences</p> <ul style="list-style-type: none"> • I mended the ripped rag with wool. 	<p>Dictation of Sentences</p> <ul style="list-style-type: none"> • In June her sister was done with first grade. • Irma the turtle was the first girl surfer. 	<p>Dictation of Sentences</p> <ul style="list-style-type: none"> • Revision

	Language Thursday	Language Thursday	Language Thursday	Language Thursday	Language Thursday
	Adverbs Develop children's understanding of adverbs: Words that describe verbs-how an action is being performed.	Conjugating verbs Develop children's knowledge of verbs: how verbs change (conjugate) based on the subject (who is doing the action) and the tense (when the action happens). Think of it as changing the verb to fit the sentence. "I am going." (singular) "You are going." (plural) "He/She/It is going." (singular) "We/They are going." (plural) "I walk to school." "She walks to school."	Simple past tense -ed (t, d) If the verb ends with a voiceless consonant (like p, k, f, s, sh, ch), the "-ed" sounds like /t/. If the verb ends with a voiced consonant (like b, g, m, z, v, l, n, r, or a vowel sound), the "-ed" sounds like /d/. If the verb ends with a t or d, the "-ed" sounds like /id/ To help learners remember, you can use this trick: Put your hand on your throat and say the verb ending. If your throat doesn't vibrate, it's voiceless. If your throat vibrates when you say the verb ending, it's voiced.	Simple past tense (-ed double rule) Generally, if a verb has a short vowel sound, there must be two consonants between the short vowel and the -ed suffix, if there is only one consonant, this must be doubled.	Revision of language terms taught this term

SHARED READING: 15 MIN X 5 DAYS A WEEK					
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	Revision	Seasons			Farm Animals
Suggestions of books: Storybooks and readers for Foundation Phase <ul style="list-style-type: none"> It's a dog's life How Zebra got its stripes Ugly Duckling Animals at Sea Wendy Whale Robbie Rabbit Sea Adventure Little Red Hen Feel free to use your own stories. Ensure that books are rich in vocabulary and above the level of the learners. Try to match them to the theme of the week.	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Make use of visual cues to predict the story: cover, illustrations Answers open-ended questions based on the passage read Identify detail of main characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read. Vocabulary development: <ul style="list-style-type: none"> build on vocabulary from text. Language Skill: <ul style="list-style-type: none"> discuss punctuation used in text. 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Make use of visual cues to predict the story: cover, illustrations Discuss the relation between cause and effect. Facts of the four seasons and how they differ from each other. Answers open-ended questions based on the passage read: What will happen if... Identify core detail and the sequence of events in the text. Vocabulary development: <ul style="list-style-type: none"> build on vocabulary from text as well as theme. (Seasons and related weather) Language Skill: <ul style="list-style-type: none"> discuss articles a/ an used in text. 	<ul style="list-style-type: none"> Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, "read the photo or advertisement": Pictures of seasonal clothing, sport and food Answers open-ended questions based on the passage read: What will happen if... Vocabulary development: <ul style="list-style-type: none"> build on vocabulary from text as well as theme. (Seasonal clothing, food, sport) Language Skill: <ul style="list-style-type: none"> discuss punctuation used in text. 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Make use of visual cues to predict the story: cover, illustrations Answers open-ended questions based on the passage read: What will happen if... How would you feel if... Identify core detail and the sequence of events in the text. Teacher reads a factual text on hibernation or migration of birds Vocabulary development: <ul style="list-style-type: none"> build on vocabulary from text as well as theme. (influence of seasons- hibernation, migration, etc.) Language Skill: <ul style="list-style-type: none"> discuss nouns and pronouns used in text. 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Make use of visual cues to predict the story: cover, illustrations Answers open-ended questions based on the passage read: What will happen if... Identify core detail and the sequence of events in the text. Teacher reads a story on farm animals Give a personal opinion on a story read: How do farm animals help me daily? Vocabulary development: <ul style="list-style-type: none"> build on vocabulary from text as well as theme. (farm animals, Male/ Female/ Noises/ Shelters/ baby animals) Language Skill: <ul style="list-style-type: none"> discuss verbs used in text.
	Week 6	Week 7	Week 8	Week 9	Week 10
	Wild Animals	Animals and Creatures that live in water			Animal shelters

	<ul style="list-style-type: none"> • Reads big books or other enlarged text as a whole class with the teacher • Uses clues and pictures in the book for understanding • Interprets information from factual texts on Big Five in SA • Answers open-ended questions based on the passage read • Go on a “Safari” around the school to read about (previously placed pictures with animal facts) wild animals <p>Vocabulary development:</p> <ul style="list-style-type: none"> • build on vocabulary from text as well as theme. (Wild animals) <p>Language Skill:</p> <ul style="list-style-type: none"> • discuss adverbs used in text. 	<ul style="list-style-type: none"> • Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, “read the photo or advertisement”: Rivers and dams • Answers open-ended questions based on the passage read: What will happen if... • Newspaper article on water <p>Vocabulary development:</p> <ul style="list-style-type: none"> • build on vocabulary from text as well as theme. (Fresh water creatures) <p>Language Skill:</p> <ul style="list-style-type: none"> • discuss conjugating verbs used in text. 	<ul style="list-style-type: none"> • Make use of visual cues to understand advertisements and to determine the target group • Identifies the sequence of events in what was read • Recognises cause and effect in a story. The ice bergs are melting, so the sea levels are rising. There is a high demand for fish, so some species are going extinct. • Answers open-ended questions based on the passage read <p>Vocabulary development:</p> <ul style="list-style-type: none"> • build on vocabulary from text as well as theme. (salt water creatures) <p>Language Skill:</p> <ul style="list-style-type: none"> • discuss tenses used in text. 	<ul style="list-style-type: none"> • Reads big books or other enlarged text as a whole class with the teacher • Make use of visual cues to predict the story: cover, illustrations • Answers open-ended questions based on the passage read: What will happen if... • Give a personal opinion on a passage read: What would it be like if you had to carry your home around with you? <p>Vocabulary development:</p> <ul style="list-style-type: none"> • build on vocabulary from text as well as theme. (animal shelters-snails, tortoises) <p>Language Skill:</p> <ul style="list-style-type: none"> • discuss tenses used in text. 	<ul style="list-style-type: none"> • Read known rhymes, poems and songs in whole class context with the teacher and discuss the different formats-Riddles • Identify core detail and the sequence of events in the riddles • Give a personal opinion on a riddle read <p>Vocabulary development:</p> <ul style="list-style-type: none"> • build on vocabulary from text as well as theme. (animal shelters-bees, birds) <p>Language Skill:</p> <ul style="list-style-type: none"> • discuss punctuation used in text.
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1 hour for reading groups Monday – Thursday

30 mins on a Friday

During GGR, **reading (decoding) strategies** are practised to enhance fluency and teacher gives feedback, ensures mastery and tracks learners.

5 min for WALL

(walk, apparatus, look, listen)

Read aloud from own book in a guided reading group with the teacher. **The whole group reads the same story.**

During group guided reading:

- Build basic comprehension skills place events in sequence.
- Learners monitor themselves in word recognition and comprehension skills.
- Reading fluency and punctuation.
- Use phonic knowledge and tricky words.
- Build tricky word vocabulary during all reading.
- Read aloud to a peer from prepared text for reading fluency.
- Reread known texts.

STEP 1:

Word work:

- Letter sounds ID (revision)
- Manipulation of focus sound
- Map tricky words

STEP 2:

Creating a Context- Background knowledge and vocabulary

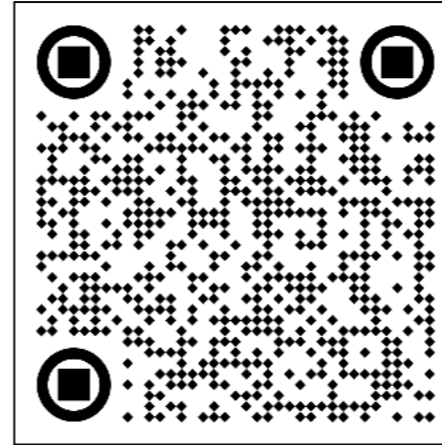
STEP 3:

Part / all reading of new text – Individual

STEP 4:

Questions for comprehension (1-2)

Group Guided Reading Video Clips



Benchmarks for Term 2

Phonics & Word Recognition

- ✓ Able to identify all 42 JP sounds **fluently**
- ✓ Able to accurately identify oi, oy, ai, ay, a-e, ee, ea, e-e, ie, -igh, y (ie), ow (ou), bow (oa)
- ✓ Able to choose the correct spelling patterns above when writing words
- ✓ Able to apply spelling convention of plurals -s and -es when writing words
- ✓ Able to read words with 42 letter sounds fluently.
- ✓ Able to read words with spelling patterns taught accurately
- ✓ Able to build 3-letter, 4-letter, 5-letter words with beginning and end consonant blends
- ✓ Able to apply knowledge of phonics to write 2, 3 syllable words and compound words

Reading Development

- ✓ Reads **all 72 tricky words fluently (include it in homework fluency drills)**
- ✓ The top group reads green readers, the middle group reads yellow readers, the bottom group reads red readers, and the weaker learners read orange or reading cards.
- ✓ Answers literal, inferential, and evaluative comprehension questions on the text read.







Writing Skills

- ✓ Write letter sounds of all 42 sounds.
- ✓ Able to write words with the correct spelling pattern accurately
- ✓ Able to write the following words accurately: 3- letter- 4-letter, 5-letter (with initial and end consonant blends).
- ✓ Able to use knowledge of phonics and spelling when writing words including multi-syllabic words when creating
- ✓ During creative writing apply language and phonics skills learnt.
- ✓ Writes a recount of news in 5 meaningful sentences- using a writing frame.






INDEPENDENT WRITING: 20 MIN X 3 DAYS A WEEK

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	Revision	Seasons			Farm Animals
<p>Tips: Use Shared Writing to model good writing. Use the learner's ideas to draft the writing piece. Have good discussions to bring out vocabulary.</p> <p>Make use of the writing process, allowing learners to plan their writing, write a first draft, edit and write a final draft.</p> <p>Day 1: Shared writing to model. Day 2: plan and draft own writing. Day 3: edit and write a final draft.</p>	<ul style="list-style-type: none"> Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. Paragraph <p>REVISE:</p> <ul style="list-style-type: none"> Revise the use of punctuation 	<ul style="list-style-type: none"> Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. Paragraph <p>TEACH:</p> <ul style="list-style-type: none"> Teach the use of articles a and an <p>REVISE:</p> <ul style="list-style-type: none"> Revise the use of punctuation 	<ul style="list-style-type: none"> Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. Recipe <p>TEACH:</p> <ul style="list-style-type: none"> Teach the use of punctuation ! and ? <p>REVISE:</p> <ul style="list-style-type: none"> Revise the use of articles 	<ul style="list-style-type: none"> Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. Friendly letter <p>TEACH:</p> <ul style="list-style-type: none"> Teach the use of nouns and pronouns <p>REVISE:</p> <ul style="list-style-type: none"> Revise the use of punctuation ! and ? 	<ul style="list-style-type: none"> Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. Poster <p>TEACH:</p> <ul style="list-style-type: none"> Teach the use of verbs <p>REVISE:</p> <ul style="list-style-type: none"> Revise the use of nouns and pronouns
	Shared writing	Shared writing	Shared writing	Shared writing	Shared writing
	<ul style="list-style-type: none"> Contributes ideas about holiday news Write and illustrate on paragraph (at least 5 sentences) of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. 	<ul style="list-style-type: none"> Contributes ideas about my favourite season Write and illustrate on paragraph (at least 5 sentences) of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. 	<ul style="list-style-type: none"> Contributes ideas about My favourite recipe for winter/summer food Write and illustrate on paragraph (at least 5 sentences) of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. 	<ul style="list-style-type: none"> Contributes ideas about a thank you letter Write and illustrate on paragraph (at least 5 sentences) of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. 	<ul style="list-style-type: none"> Contributes ideas about my favourite farm animal Write and illustrate on paragraph (at least 5 sentences) of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend.
	Week 6	Week 7	Week 8	Week 9	Week 10
	Wild Animals	Animals and Creatures that live in water			Animal shelters
	<ul style="list-style-type: none"> Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. Information text <p>TEACH:</p> <ul style="list-style-type: none"> Teach the use of adverbs <p>REVISE:</p> <ul style="list-style-type: none"> Revise the use of verbs 	<ul style="list-style-type: none"> Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. Steps <p>TEACH:</p> <ul style="list-style-type: none"> Teach the use of conjugating verbs <p>REVISE:</p> <ul style="list-style-type: none"> Revise the use of adverbs 	<ul style="list-style-type: none"> Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. Paragraph <p>TEACH:</p> <ul style="list-style-type: none"> Teach the use of simple past tense -ed (t/d) <p>REVISE:</p> <ul style="list-style-type: none"> Revise the use of conjugating verbs 	<ul style="list-style-type: none"> Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. Poem <p>TEACH:</p> <ul style="list-style-type: none"> Teach the use of simple past tense -ed doubling rule <p>REVISE:</p> <ul style="list-style-type: none"> Revise the use of simple past tense -ed (t/d) 	<ul style="list-style-type: none"> Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. Riddles <p>REVISE:</p> <ul style="list-style-type: none"> Revise the use of simple past tense -ed doubling rule
	Shared writing	Shared writing	Shared writing	Shared writing	Shared writing
	<ul style="list-style-type: none"> Contributes ideas about the Big Five Write and illustrate on paragraph (at least 5 sentences) of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. 	<ul style="list-style-type: none"> Contributes ideas about steps to clean a fish tank Write and illustrate on paragraph (at least 5 sentences) of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. 	<ul style="list-style-type: none"> Contributes ideas about sea animals Write and illustrate on paragraph (at least 5 sentences) of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. 	<ul style="list-style-type: none"> Contributes ideas about a poem about a snail or tortoise Write and illustrate on paragraph (at least 5 sentences) of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. 	<ul style="list-style-type: none"> Contributes ideas about riddles of animal shelters Write and illustrate on paragraph (at least 5 sentences) of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend.

HANDWRITING: 15 MIN X 4 DAYS A WEEK

	Week 1	Week 2	Week 3	Week 4	Week 5
<p>The emphasis should be on:</p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Copies and writes words with correct spacing • Forms lowercase and capital letters correctly and fluently according to size and position, that is, starts and ends in the correct place • Copies and writes a sentence correctly <p>HANDWRITING IS SEPARATE FROM PHONICS THEREFORE THE ORDER IS DIFFERENT.</p> <ol style="list-style-type: none"> 1. Pattern 2. Lowercase letter 3. Capital letter 4. Lowercase and capital letter 5. 3 words 6. A short, simple sentence 7. A number 8. Pattern 	Handwriting warm up	Handwriting warm up	Handwriting warm up	Handwriting warm up	Handwriting warm up
	Correct Posture Fine motor	Correct Posture Fine motor	Correct Posture Fine motor	Correct Posture Fine motor	Correct Posture Fine motor
	<ul style="list-style-type: none"> • Spider push-ups: Place hands against one another. Open and close fingers. Repeat. 	 <ul style="list-style-type: none"> • Using your thumb, touch each finger as shown above. 	<ul style="list-style-type: none"> • Use playdough and build a man with the playdough. • Use playdough and break pieces of the playdough and make round balls. 	<ul style="list-style-type: none"> • Use playdough and roll the playdough and form a long snake. Press patterns with your fingers on the little snake. • Use playdough and break off pieces of the playdough and form a little flower. 	<ul style="list-style-type: none"> • Use old paper or newspaper. Crumple and uncrumple using one hand.
	Hand-eye coordination/Dominance	Hand-eye coordination/Dominance	Crossing the midline	Laterality	Hand-eye coordination/Dominance
	<ul style="list-style-type: none"> • Do a dot-to-dot activity. 	<ul style="list-style-type: none"> • Learners draw lines with their finger from top to bottom on the bench. With left and with right hand. 	<ul style="list-style-type: none"> • Touch your toes. Touch your toes cross your hands (left hand on right foot) 	<ul style="list-style-type: none"> • Let the learners do the following: Stand behind your chair. Stand in front of your chair, stand on your chair. Sit on your chair. 	<ul style="list-style-type: none"> • Use a bean bag or other small object that you have in class. Throw and catch with one hand.
	Laterality	Position in Space	Position in Space	Eye movement	Body image
	<ul style="list-style-type: none"> • Use arrow cards to indicate the direction in which the learner must move on a leg. Have the learners stand on right or left leg. <i>For example, point an arrow to the right. Learner hops 2 times to the right. Point the arrow forward. Learners hop forward 2 times. Point the arrow backwards. Learners hop backwards 2 times.</i> 	<ul style="list-style-type: none"> • Stand next to your chair. Stand behind/next to or in front of your chair. 	<ul style="list-style-type: none"> • Point to an arrow map. The learner must point in that direction with his arms and say where he is pointing. (left or right) 	<ul style="list-style-type: none"> • Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. 	<ul style="list-style-type: none"> • Perform large movements on the writing board. Have the learner with laterality problems sweep the writing board with large strokes from left to right with his/her dominant hand. Keep the non-dominant hand at the side.
	Eye movement	Eye movement	Crossing the midline	Crossing the midline	Eye movement
	<ul style="list-style-type: none"> • Magnified pattern of drawing on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. 	<ul style="list-style-type: none"> • Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. 	<ul style="list-style-type: none"> • Play a nice up-and-awake song that you can dance to. 	<ul style="list-style-type: none"> • Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes, following down and diagonal stripes. 	<ul style="list-style-type: none"> • Enlarge pattern or draw it on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes, following down and diagonal stripes
	Crossing of the midline	Crossing of the midline	Crossing of the midline	Crossing the midline	Crossing the midline
<ul style="list-style-type: none"> • Clapping game: Two partners play a clapping game. Use a poem or song and cross-clap the other partner's hands. 	<ul style="list-style-type: none"> • Cross picking apples. Pack the apples in the two baskets at your feet. (Left hand at right foot and right hand at left foot) 		<ul style="list-style-type: none"> • Play a nice up-and-awake song that you can dance to. 	<ul style="list-style-type: none"> • Cross picking apples. Pack the apples in the two baskets at your feet. (Left hand at right foot and right hand at left foot). 	
Patterns:	Patterns:	Patterns:	Patterns:	Patterns:	
					
Lowercase, capital, number:	Lowercase, capital, number:	Lowercase, capital, number:	Lowercase, capital, number:	Lowercase, capital, number:	
uU, yY, l, 2	tT, zZ, 3, 4	nN, mM, 5, 6	cC, oO, 7, 8	aA, eE, 9, 0	
Words	Words	Words	Words	Words	
under, use, umbrella	tip, tank, top	nun, not, nap	cat, cup, cot	ant, and, art	
yes, yet, yeti	zip, zap, buzz	mop, mom, mud	odd, old, otter	egg, end, ever	
Sentences	Sentences	Sentences	Sentences	Sentences	
We stand under the umbrella. You must say yes to the yeti.	Tina ties her tank top. The bees buzz and zip around.	Nandi and Natalie never nap. Mandy and Max make mielies.	Cathy's cat is cute. Odwa is oddly old.	Amber ate all the ants. Elephants eat eggs every day.	

HANDWRITING: 15 MIN X 4 DAYS A WEEK

	Week 6	Week 7	Week 8	Week 9	Week 10
	Handwriting warm up	Handwriting warm up	Handwriting warm up	Handwriting warm up	Handwriting warm up
	<p>Correct Posture</p> <p>Fine motor</p> <ul style="list-style-type: none"> Use old paper. Tear it into long pieces. Use old paper. Tear off pieces and form into balls. <p>Laterality</p> <ul style="list-style-type: none"> Play an after-do games. Teacher demonstrates an action and learners repeat the action. Use opposite body parts, e.g. touch right ear with left hand. Touch left knee with right hand. <p>Eye movement</p> <ul style="list-style-type: none"> Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. Down and diagonal stripes. <p>Crossing of the midline</p> <ul style="list-style-type: none"> Chair march: Sit on a chair and rhythmically touch the left elbow to the right knee and then with right elbow to left knee. Lift knee when elbow touches. 	<p>Correct Posture</p> <p>Fine motor</p> <ul style="list-style-type: none"> Roll playdough into a thin worm and cut it according to the chipper method. <p>Hand-eye coordination/Dominance</p> <ul style="list-style-type: none"> Use the unifix blocks or Lego in the class. Have learners build the stacks of plus or minus 5 blocks and untie them again. <p>Laterality</p> <ul style="list-style-type: none"> Have learner stand on right leg. Clap 2 times with both hands above the head, behind the back, left of the body and right of the body. Repeat the above while learner stands on the left leg. <p>Eye movement</p> <ul style="list-style-type: none"> Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. <p>Crossing of the midline</p> <ul style="list-style-type: none"> Superman – Stands on all fours. Extend right arm and left leg simultaneously, lower and extend left arm and right leg simultaneously. Swap. Repeat 5 times. 	<p>Correct Posture</p> <p>Fine motor</p> <ul style="list-style-type: none"> Place palms together/against each other. Raise the thumbs of both fingers and tap it 3 times against each other. Repeat with the other fingers. <p>Hand-eye coordination</p> <ul style="list-style-type: none"> Teacher draws 3 shapes next to each other and learner traces them in the air or on paper <p>Laterality</p> <ul style="list-style-type: none"> Have the learner hop on the left leg 3 times. Have the learner hop on the right leg 3 times. Do 5-star jumps. <p>Eye movement</p> <ul style="list-style-type: none"> Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. <p>Crossing of the midline</p> <ul style="list-style-type: none"> Soldier Marching. March with straight arms and legs. Move in a circle in the class. 	<p>Correct Posture</p> <p>Fine motor</p> <ul style="list-style-type: none"> Spider push-ups: Place hands against each other. Open and close fingers. Repeat. <p>Hand-eye coordination/Dominance</p> <ul style="list-style-type: none"> Do a dot-to-dot activity. <p>Laterality</p> <ul style="list-style-type: none"> Use arrow cards to indicate the direction in which the learner must then move on one leg. Have learner stand on right or left leg. (one leg). <i>For example, point an arrow to the right. Learner hops 2 times to the right. Point the arrow forward. Learner hops forward 2 times. Point the arrow backwards. Learner hops backwards 2 times.</i> <p>Eye movement</p> <ul style="list-style-type: none"> Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. <p>Crossing of the midline</p> <ul style="list-style-type: none"> Clapping game: Learners are placed in groups of two. Use a poem or song and cross-clap the other partner's hands. 	Pick favourites and revise.
	Patterns:	Patterns:	Patterns:	Patterns:	Patterns:
					
	Lowercase, capital, number:	Lowercase, capital, number:	Lowercase, capital, number:	Lowercase, capital, number:	Lowercase, capital, number:
	dD, gG, l, 2	qQ, sS, 3, 4	bB, hH, 5, 6	pP, rR, 7, 8	kK, jJ, 9, 0
	Words	Words	Words	Words	Words
	dog, doll, dip go, got, get	queen, quit, quack sun, sip, see	but, big, bat hen, hat, hand	pot, put, pill red, run, rock	king, kid, kick jump, jet, job
	Sentences	Sentences	Sentences	Sentences	Sentences
	The dog ate Darla's doll. Go and get the grapes, Gabyl	The queen is quick. Sandy sits in the sun.	Ben has a big bat. Hetty the hen has a hat.	Pull the pan, Peter! Run over the rock.	King Kabo kicks the kite. Jabu jumps into the jet.