

FIRST ADDITIONAL LANGUAGE

GRADE 2

LISTENING & SPEAKING					
NORMS		Term 1	Term 2	Term 3	Term 4
1	Oral vocabulary		Develops vocabulary using themes and topics chosen by teacher.	Develops vocabulary using themes and topics chosen by teacher.	Develops vocabulary using themes and topics chosen by teacher.
2	Short sequence of instructions		Follows instructions, e.g. 'Draw a happy face. Now draw a sad face.'	Follows instructions, e.g. "Stand up. Walk to the door and open it."	Follows instructions, e.g. 'Take the chalk and write your name on the board. Now take the duster and clean the board.'
3	Simple instructions		Gives one instruction e.g. 'Draw a happy face.'	Give two instructions e.g. "Open the door." 'Close the door.'	Give instructions e.g. 'Kick the ball.'
4	Simple questions		Understands and responds to questions, e.g. 'Which ...?' 'Whose ...?' (Whose book is this? Which story do you want?)	Understands and responds to questions, e.g. 'Which ...?' 'Whose ...?' (Whose umbrella is this?)	Understands and responds to questions, e.g. 'Which ...?' 'Whose ...?' (Which season do you like best? Summer.)
5	Simple requests and statements		Makes request and statements, e.g. 'I feel thirsty. May I have a glass of water?'	Makes request and statements, e.g. 'It is cold. Can I have a jersey?'	Makes request and statements, e.g. 'Can I go outside and play, please?'
6	Simple oral descriptions		Identifies and match description with picture e.g. 'The girl is sad. She is crying.'	Identifies and match description with picture e.g. "It is cloudy."	Identifies and match description with picture e.g. 'It is summer. The sun is shining. The flowers are in bloom. The children are wearing shorts and sandals.'
7	Simple questions		Responds to questions,, e.g. 'What colour is the jersey? Red.'	Responds to questions	Responds to questions
8	Objects in a pictures		Talks in response to instructions, e.g. 'What can you see in the picture?' 'Tell me what you can see in the picture.'	Talks in response to instructions, e.g. 'What can you see in the picture?' 'Tell me what you can see in the picture.'	Talks in response to instructions, e.g. 'What can you see in the picture?' 'Tell me what you can see in the picture.'
9	Simple recount	Listens to teacher telling what she did last week.	Listens to teacher telling about a trip to the swimming pool.	Listens to teacher telling about a soccer match.	Listens to teacher telling what she did on a shopping trip.
		With help, gives simple recount, e.g. 'Tells what he/she did last weekend.'	With help, gives simple recount , e.g. 'a trip he/she went on	With help, gives simple recount, e.g. 'Tells about a match he/she watched.'	With help, gives simple recount, e.g. 'Ttell the teacher about something they did.'
10	Simple poems, action rhymes and songs		Memorises and performs.	Memorises and performs.	Memorises and performs.

NORMS (Focussed Listening & Speaking)		Term 1	Term 2	Term 3	Term 4
11	Language games	Plays, e.g. Guesses how someone is feeling from their expression and gestures.	Plays, e.g. learners work in teams – they must think of the names of clothes you wear on a hot day . The team with the most words wins.	Plays, e.g. 'Simon Says: Simon says walk quickly. Simon says walk slowly. Walk quickly! Simon says look left. Look right!	Plays, e.g. I spy with my little eye something beginning with
12	Short stories, recounts or non-fiction texts	Listens to short stories told or read or illustrated poster.	Listens with enjoyment to short stories told or read or illustrated poster.	Listen to short stories told or read or illustrated poster.	Listen to short stories told or read or illustrated poster, e.g. 'Winter.'
13	Simple instructions	Understands and responds to, e.g.'Show me the Happy Duck swimming in the dam.'	Understands and responds to, e.g."Show me the cloud. Show me the sky. Count the raindrops. How many are there?"	Understands and responds to, e.g. 'Show me the pitch. Show me the goal. Show me the goalkeeper. Count the players. How many are there?'	Understands and responds to, e.g. "Show me the trees. Have they got any leaves? What time of year is it?"
14	Simple literal questions	Answers with short answers, e.g. 'Where does the Happy Duck swim? What does the Happy Duck like to eat?'	Answers with short answers, e.g. "How did the raindrops know a storm was coming?"	Answers with short answers, e.g. 'Who scored the goal?'	Answers with short answers, e.g. 'What happens to the trees in winter?'
15	Naming things in pictures	Names in response to questions, e.g. 'What is this?' 'A fish.'	Names in response to questions, e.g. 'What is this?' 'A raindrop.'	Names in response to questions, e.g. 'What is this?' 'A fish.'	Names in response to questions, e.g. 'What is this?' 'Snow.'
16	Dramatise	Acts out the story by using some of the dialogue	Acts out the story by using some of the dialogue	Acts out the story by using some of the dialogue	Acts out the story by using some of the dialogue
17	Retelling stories		Retells story with help from teacher.	Retells the story or gives a simple summary of the text.	Retells the story or gives a simple summary of the text.

Language Structure and Use (to be learned in context)

NORMS		Term 1	Term 2	Term 3	Term 4
18	Conceptual oral vocabulary	Builds vocabulary one.g. expressing feelings	Builds vocabulary one.g. weather	Builds vocabulary one.g. direction: left/right	Builds vocabulary one.g. change/cycles : the seasons
19	Simple language structures	Develop understanding and ability to use: <ul style="list-style-type: none">• <i>past tense</i> e.g. 'I visited.'• <i>time connectors</i> e.g. 'first, next, then.'	Develop understanding and ability to use: <ul style="list-style-type: none">• <i>verb</i> e.g. 'It is cold.'• <i>adjectives</i> e.g. 'windy,cloudy, rainy, warm, sunny.'	Develop understanding and ability to use: <ul style="list-style-type: none">• <i>present progressive tense</i> e.g. 'He is kicking the ball'• <i>adverb</i> e.g. 'quickly', 'slowly'	Develop understanding and ability to use: <ul style="list-style-type: none">• <i>verb</i> e.g. It is summer;,'• <i>adverbs</i> e.g. 'softly'

READING & PHONICS: Phonological and Phonemic Awareness						
NORMS		Term 1	Term 2	Term 3	Term 4	
1	Sounds that are often confused		Distinguishes aurally, e.g. 'a' and 'e', 'b' and 'p')	Revises distinguishing aurally	Revises distinguishing aurally	Distinguishes aurally, e.g. 'i' and 'e')
2	Letter-sound relationships		Identifies of single letters, e.g. a, b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, v, w, y	Identifies of single letters, e.g. a, b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, v, w, y	Revises identification of single letters	Revises identification of single letters
3	Building up and breaking down		Builds up and breaks down 3-letter words using sounds learnt e.g. p-e-n, p-en, pen; t-e-n, t-en, ten)	Builds up and breaks down simple words beginning with a single consonant: <ul style="list-style-type: none"> into onset and rime, e.g. f-at, p-in, r-ed into individual sounds, e.g. f-a-t, p-i-n, r-e-d 	Builds up and breaks down simple words beginning with a single consonant: <ul style="list-style-type: none"> into onset and rime, e.g. p-ig, h-en 	Builds up and breaks down simple words beginning with common consonant blends, e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip
4	Long and short vowel sounds			Distinguish aurally between them, e.g. 'not' and 'note', 'hat' and 'hate'	Revises distinguishing aurally	Revises distinguishing aurally
5	Common endings in words			Recognises common endings in words, e.g. 'ed', 'ing', 'y' and 's'	Recognises common endings in words, 'ing' and 'ed'	Revises recognition of common endings in words.
6	Word families			Groups common words into word families, e.g. bin, pin, tin	Groups common words into families, e.g. hug, mug, jug; bag, rag, wag; hip, tip, rip)	
7	Common consonants diagraphs			Recognises common consonant diagraphs (e.g. sh, ch, th) at the beginning and end of words	Revises recognition of common consonant diagraphs	
8	Vowel diagraphs				Recognises vowel diagraphs, e.g. oo as in boot, ee as in feet	

READING & PHONICS: Emergent Literacy					
NORMS		Term 1	Term 2	Term 3	Term 4

READING & PHONICS: Shared Reading (time has been allocated under Listening & Speaking)						
NORMS		Term 1	Term 2	Term 3	Term 4	
1	Short stories, recounts or non-fiction texts		Listens to short stories told or read or illustrated poster.	Listens with enjoyment to short stories told or read or illustrated poster.	Listen to short stories told or read or illustrated poster.	Listen to short stories told or read or illustrated poster, e.g. 'Winter.'
2	Simple instructions		Understands and responds to, e.g. 'Show me the Happy Duck swimming in the dam.'	Understands and responds to, e.g. "Show me the cloud. Show me the sky. Count the raindrops. How many are there?"	Understands and responds to, e.g. 'Show me the pitch. Show me the goal. Show me the goalkeeper. Count the players. How many are there?'	Understands and responds to, e.g. "Show me the trees. Have they got any leaves? What time of year is it?"

NORMS		Term 1	Term 2	Term 3	Term 4
3	Simple literal questions	Answers with short answers, e.g. 'Where does the Happy Duck swim? What does the Happy Duck like to eat?'	Answers with short answers, e.g. "How did the raindrops know a storm was coming?"	Answers with short answers, e.g. 'Who scored the goal?'	Answers with short answers, e.g. 'What happens to the trees in winter?'
4	Naming things in pictures	In response to uestions, e.g. 'What is this?' 'A fish.'	In response to uestions, e.g. 'What is this?' 'A raindrop.'	In response to uestions, e.g. 'What is this?' 'A fish.'	In response to uestions, e.g. 'What is this?' 'Snow.'
5	Dramatise	Acts out the story by using some of the dialogue	Acts out the story by using some of the dialogue	Acts out the story by using some of the dialogue	Acts out the story by using some of the dialogue

READING & PHONICS: Group Guided Reading

NORMS		Term 1	Term 2	Term 3	Term 4
1	Reading aloud	Same story or non-fiction text with the teacher	Same story or non-fiction text with the teacher	Own book, but the same story or non-fiction text with teacher.	Own book, but the same story or non-fiction text with teacher
2	BLA reading strategies taught in the Home Language	Making sense and monitor self through phonics, context clues, structural analysis, and sight words.	Making sense and monitor self through phonics, context clues, structural analysis, and sight words.	Making sense and monitor self through phonics, context clues, structural analysis, and sight words.	Making sense and monitor self through phonics, context clues, structural analysis, and sight words.
3	Reading	*Reads with fluency and expression *Show understanding of punctuation	*Reads with fluency and expression *Show understanding of punctuation	*Reads with fluency and expression *Show understanding of punctuation	*Reads with fluency and expression *Show understanding of punctuation
4	Sight vocabulary	Builds from the guided, shared and independent reading, e.g. 'have, some, when, them, very'	Builds from the guided, shared and independent reading	Builds from the guided, shared and independent reading	Builds from the guided, shared and independent reading

READING & PHONICS: Independent Reading

NORMS		Term 1	Term 2	Term 3	Term 4
1	Reading texts independently	Reads own and other's writing	Reads own and other's writing	Reads own and other's writing	Reads own and other's writing
		Reads simple caption books and picture story books in the FAL	Reads simple caption books and picture story books in the FAL	Reads simple caption books and picture story books in the FAL	Reads simple caption books and picture story books in the FAL
		Reads picture dictionaries	Reads picture dictionaries (monolingual and bilingual) to find the meaning of unknown words	Reads picture dictionaries (monolingual and bilingual) to find the meaning of unknown words	Reads picture dictionaries (monolingual and bilingual) to find the meaning of unknown words

Writing

NORMS				
	Term 1	Term 2	Term 3	Term 4
1 Handwriting skills	Uses skills already taught in HL	Uses skills already taught in HL	Uses skills already taught in HL	Uses skills already taught in HL
2 Lists	Writes lists with headings.	Writes lists with the help of the teacher and reads back what is written.	Revises writing lists.	Revises writing lists.
3 Captions	Chooses and copies a caption to match a picture. Writes a caption for a picture with help.	Chooses and copies a caption to match a picture. Writes a caption for a picture with help	Writes a caption for a picture	Revises writing captions for pictures.
4 Sentences	Completes by filling in missing words.	Completes by filling in missing words.	Completes sentences by filling in missing words	Revises completing sentences.
		Write sentences using words containing the phonic sounds and common sight words already taught	Writes sentences using words containing the phonic sounds and common sight words already taught.	Writes sentences using words containing the phonic sounds and common sight words already taught.
			Writes sentences using a frame, for example, I like _____. I do not like _____.	Revises writing sentences using sentence frames.
			Writes familiar words and sentences from dictation	Writes familiar words and sentences from dictation
				Puts jumbled sentences in the right order to make a paragraph and copies it
5 Punctuation		Uses punctuation already taught in the Home Language (capital letters and full stops)	Uses punctuation already taught in the Home Language (capital letters and full stops)	Uses punctuation already taught in the Home Language (capital letters and full stops)
6 Word bank and dictionary		Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary	Builds own word bank and personal dictionary
			Uses a children's dictionary where necessary.	Uses a children's dictionary where necessary.
7 Short simple texts			Writes some short, simple texts already taught in the Home Language, e.g. 'a message on a get well card.'	Revises writing short sentences.
8 Written work			Uses some nouns and pronouns (I, you, he, she, it, etc.) in writing	Uses some nouns and pronouns (I, you, he, she, it, etc.) when writing
				Uses simple present, present progressive and past tenses when writing

NORMS		Term 1	Term 2	Term 3	Term 4
					Uses plurals of some familiar words when writing
9	Spelling			Spells words correctly from memory,e.g.' went, play, car,' or using phonic knowledge,e.g. 'net, pet, lip, sip, tip, sip ,tip	Spells words correctly from memory, for example, went, play, car, or using phonic knowledge, for example, net, pet, lip, sip ,tip
10	Paragraph				Writes a paragraph of at least 3 sentences on a familiar topic
11	Simple graphic forms				Using skills taught in Home Language, organises information in a simple graphic form (e.g. chart or time line)