



Grade 2

Week 2 – Term 2

Weekly Progress Checks

Progress Check Guide

TERM 2: Week 2

Literacy Readiness	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
Literacy Readiness	2.LR.P.1: Decode and spell one- and two-syllable words with short and long vowel patterns.	Refer to the Monster Phonics Programme		
	2.LR.P.5: Use letter-sound knowledge to spell grade-level high-frequency words with support.	Teacher demonstrates the Look–Cover–Write–Check strategy. Learners complete high-frequency words by filling in missing letters with support.	Worksheet	5
SLOC	2.SLOC.LC.4: Ask specific questions to clarify understanding of oral information.	Teacher introduces topic through video, audio or text, prompting discussions that connect content to learners own personal experiences. Encourage learners to ask questions to clarify any misunderstanding or confusion. (Teacher may demonstrate) Learners ask questions to clarify any misunderstanding or confusion.	Rubric	10
	2.R.VD.2: Categorise words into groups based on shared features.	Teacher introduces the new vocabulary through listening activities, such as listening to an audio clip or engaging in guided discussions about different fruits and vegetables. Learners match fruits and vegetables to words and categorise them by colouring fruits yellow and vegetables green.	Worksheet	4
Reading	2.R.RF.1: Read grade-level sentences and short paragraphs with accuracy and appropriate speed.	Teacher reads the text and highlights new words and quantifiers. Learners identify fruits and vegetables, practise reading	Reading Text-Worksheet	6
	2.R.RC.1: Answer literal and basic inferential questions about a text.	Teacher asks the questions orally first and encourages discussion to check understanding. Learners read the text by themselves and answer the multiple-choice questions independently.	Worksheet	7
Writing	2.W.WC.3: Apply comma rules correctly when writing items in a series.	Teacher models writing one sentence first, showing how to use commas in a list. Learners then write their own sentences using the sentence starters and familiar vocabulary.	Worksheet & Rubric	9 & 10
	2.W.WPD.2: Combine simple ideas using conjunctions.			

FRUIT AND VEGETABLES



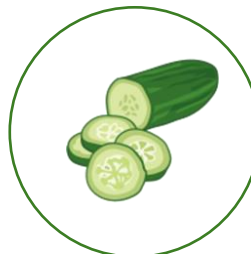
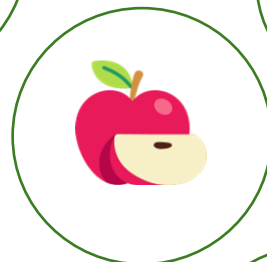
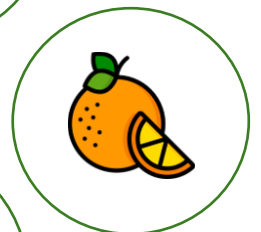
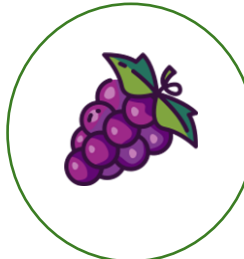
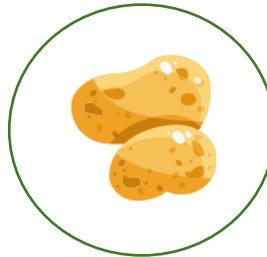
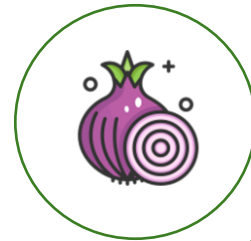
READING

2.R.VD.2: Categorise words into groups based on shared features.

Match the word to the picture.

Colour the **vegetables green** and the **fruits yellow**.

1. oranges
2. grapes
3. bananas
4. apples
5. dates
6. onions
7. potatoes
8. peppers
9. carrots
10. cucumbers





LITERACY READINESS

2.LR.P.5: Use letter-sound knowledge to spell grade-level high-frequency words with support.

Fill in the missing letters to complete the word. (Look – Cover – Write – Check)

c	o	m	e
c		m	e
c			e
c			

s	o	m	e
s		m	e
s			e
s			

w	e	r	e
w		r	e
w			e
w			

o	n	e
	n	e
		e

READING

2.R.RF.1: Read grade-level sentences and short paragraphs with accuracy and appropriate speed.

2.R.RC.1: Answer literal and basic inferential questions about a text.

Read the text.

At the Fruit and Vegetable Market



Mr. Ali has a fruit and vegetable stall.

He sells fresh fruits and vegetables.

Mr. Ali likes healthy food.

He grows some vegetables in his garden.

Mum likes to buy fruits and vegetables from Mr. Ali.

She buys a few carrots and cucumbers for the salad.

She buys some apples for the apple pie.

She buys a lot of dates during Ramadan.

Choose the correct answer.

Literal Questions

1. Who owns the fruit and vegetable stall?
 - a) mum
 - b) Mr. Ali
 - c) dad
2. What does Mr. Ali sell?
 - a) clothes
 - b) fruits and vegetables
 - c) toys
3. Where does Mr. Ali grow his vegetables?
 - a) in the garden
 - b) on the table
 - c) in the kitchen
4. What does mum buy for the salad?
 - a) carrots and cucumbers
 - b) apples and dates
 - c) grapes and oranges
5. What does mum buy for the apple pie?
 - a) apples
 - b) bananas
 - c) dates
6. When does mum buy a lot of dates?
 - a) during Ramadan
 - b) on her birthday
 - c) for school

Basic Inferential Questions

7. Why does Mr. Ali grow vegetables in his garden?
- a) because he likes healthy food
 - b) because he wants toys
 - c) because he likes chocolate
8. Why do you think mum likes to buy fruit and vegetables from Mr. Ali?
- a) because the food is fresh and healthy
 - b) because it is far away
 - c) because it is very expensive

WRITING

2.W.WC.3: Apply comma rules correctly when writing items in a series.

2.W.WPD.2: Combine simple ideas using conjunctions.

Write 3–4 sentences about fruits or vegetables.

Use

a few

some

a lot of

Write a list of items in your sentence and use commas to separate them.

Example:

I like peppers, carrots, apples **and** grapes.

I have some grapes, apples **and** one banana.



I



I



I

Rubrics (MENs)

Term 2 – Week 2

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	1. Apply comma rules correctly when writing items in a series.	The student consistently uses commas to separate items in a series (including the comma before "and") in independent writing.	Uses commas in series with some support; may forget commas or place them incorrectly.	Consistently applies commas correctly when writing items in a series.	Uses commas in series correctly and can identify when comma use makes lists easier to read.
	2. Combine simple ideas using conjunctions.	The student independently combines simple ideas using coordinating conjunctions (and, but, or) to create more complex sentences.	Combines simple ideas using basic conjunctions with some support.	Independently combines simple ideas using appropriate conjunctions.	Combines ideas effectively using conjunctions and can choose the best conjunction for different purposes.
SPEAKING	1. Ask specific questions to clarify understanding of oral information.	The student independently asks relevant, specific questions when they need clarification about oral information presented in various contexts.	Asks general questions when confused, may need prompting to formulate questions.	Independently asks specific, relevant questions to clarify understanding.	Asks thoughtful questions that demonstrate deep thinking and help extend understanding beyond basic comprehension.