



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

TERMS 1&2 2020

**NECT TUC PSRIP**

Foundation Phase

---



Trainer's & Handout  
Guide



**NECT  
TUC PSRIP  
FOUNDATION PHASE  
TRAINER'S GUIDE  
TERMS 1&2 2020**

# CONTENTS

Workshop Objectives .....	3
Before the Training.....	3
Agenda .....	4
What you will need for this Training: .....	5
REMINDERS .....	6
Treasure Hunt Memo .....	28

## **Workshop Objectives**

1. Orientate teachers to the EFAL structured learning programme
2. Equip teachers with a deeper knowledge and understanding of each literacy component
3. Motivate and inspire teachers to use the programme

## **Before the Training**

1. Be fully prepared, have all of your materials laid out in an orderly fashion.
2. Display the objectives and agenda of the workshop, and go through these with participants.
3. At the end of every training day, reflect on the objectives and agenda, and tick off what has been achieved that day.
4. Be prepared to use energizers and motivational videos appropriately.

## Agenda

This agenda is designed to take 16.5 hours.

DAY 1: 5 HOURS

DAY 2: 7 HOURS

DAY 3: 4.5 HOURS

If you need to reduce the duration of the teacher training, select the most valuable activities to complete in the available time.

	TIME	ACTIVITY	TUC TRAINING	TEACHER TRAINING
1	30 minutes	Welcome, housekeeping and opening address		
2	1 hour	Pre-test		
3	30 minutes	Introductions, agenda and ground rules		
4	90 minutes	Classroom Culture: Getting the basics right		
5	30 minutes	Orientation to the PSRIP		
6	1 hour	Treasure hunt		
7	1 hour	How children learn to read		
8	2 hours	Listening & speaking		
9	90 minutes	Phonemic awareness & phonics		
10	2 hours	Shared reading		
11	30 minutes	Study Cards		
12	90 minutes	Group guided reading		
13	90 minutes	Writing		
14	15 minutes	Orientation to Trainer's Guide		
15	15 minutes	Evaluation & Closure		
16	1 hour	Post-test		
		Study Cards		

## What you will need for this Training:

ITEM	QUANTITY	CHECK
<b>MATERIALS FOR DISTRIBUTION TO PARTICIPANTS</b>		
USB with all materials and videos	1 per participant	
Training Handout	1 per participant	
Sample lesson plans and big books for demonstrations	1 per participant	
<b>EQUIPMENT AND MATERIALS FOR YOUR USE</b>		
Trainer's Guide	1	
Flipchart stand and paper	1	
Laptop	1	
Data-Projector and Speaker	1	
A4 paper	1 pack	
Prestik	4	
Scissors and glue for study cards	As many as possible	
<b>USB WITH THE FOLLOWING FOLDERS</b>		
FP PSRIP Videos	1	
Motivation videos	1	

## REMINDERS

1. MODEL EXCELLENCE!
2. Prepare some **energizers** and use those when the group needs an energy boost.
3. As you proceed, **tick off completed items on your display agenda**.
4. Take note of your **time management**, and make plans to catch up if you are running behind schedule.
5. Between training items, **revise what has been done to date** – this **helps participants to structure and internalise** the training process, which they will have to deliver to teachers.
6. Take photographs, make notes of meaningful comments, and **document all required information** for your reports.
7. Think about the team – share stories and successes, motivate each other, **have everyone's back**.
8. Have **fun!**

**‘We rise by lifting others.’**

**Robert Ingersoll**

2	1 hour	PRE-TEST	Facilitator:	What you will need: Pre-Tests
<ol style="list-style-type: none"> <li>1. <b>Distribute the pre-tests</b>, but tell participants not to look at them yet.</li> <li>2. <b>Explain the purpose</b> of the pre-test and post-test is to test the impact of the programme, not to look at individual scores.</li> <li>3. Ask participants to please use the <b>same name</b> on all official documents – this should be their first name and surname as it appears on their <b>ID Documents</b>.</li> <li>4. Explain that this test will be written under <b>regular test conditions</b>, i.e.: no talking or communication of any kind.</li> <li>5. Tell participants to look at the test, and <b>briefly orientate</b> them to each section.</li> <li>6. Do not read through the questions.</li> <li>7. Ask participants to begin, and work to a maximum of 30 minutes.</li> <li>8. Tell participants that if they are finished, they must please sit quietly and wait for their colleagues.</li> <li>9. After 30 minutes or when all participants are finished, collect all test papers.</li> <li>10. Carefully check that all identification and contact details are filled in and are legible.</li> <li>11. Collect papers to pass on to MQA .</li> <li>12. Thank participants for their efforts and co-operation.</li> </ol>				



3	30 minutes	INTRODUCTION, AGENDA, GROUNDRULES	Facilitator:	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Koki pen</li> </ul>
<ol style="list-style-type: none"> <li>1. <b>Welcome</b> participants, and <b>introduce yourself</b>.</li> <li>2. Start the day with a <b>short message, song or prayer</b> if appropriate.</li> <li>3. Briefly do a round of introductions. <b>Ask participants to say:</b> <ul style="list-style-type: none"> <li>• their <b>name</b></li> <li>• their <b>designation (lead teachers / union representatives)</b></li> <li>• <b>something positive</b> that they recently experienced</li> </ul> </li> <li>4. <b>Thank participants</b> for sharing their feelings.</li> <li>5. Show participants the <b>agenda</b>, and read through each activity.</li> <li>6. Set <b>ground rules</b> by explaining the following to participants: <ol style="list-style-type: none"> <li>a. First <b>decide on the values for the group</b>. The <b>ground rules should reflect these values</b>.</li> <li>b. The <b>ground rules should be universal</b>. This means that they should be <b>true ALL the time</b>.</li> <li>c. Rules should be <b>phrased in the positive</b> so that they tell participants what to do, rather than what NOT to do.</li> <li>d. Every participant should <b>internalise the ground rules</b>. This means there <b>shouldn't be too many</b>, and they should be used in practice throughout the training!</li> </ol> </li> <li>2. Next, ask participants to <b>suggest values</b> that they feel are important for the training room. Write these values down.</li> <li>3. Ask participants to suggest <b>corresponding ground rules</b>. This means that the rules should ensure our values will always be met in our workspace!</li> <li>4. <b>Ask participants to sign the ground rules</b>, to show their commitment to the values and ground rules of your training room!</li> <li>5. Finally, ask participants if this method of setting rules could add value to their classrooms – could they do this with their learners in a simple way?</li> </ol>				

4	90 minutes	CLASSROOM CULTURE: GETTING THE BASICS RIGHT	Facilitator:	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Video clips</li> <li>• Training handout</li> </ul>
<ol style="list-style-type: none"> <li>1. Give each participant a copy of the Training Handout, and ask them to write their names on it.</li> <li>2. Ask participants to take a few minutes to think about and discuss: <b>What makes the culture of a classroom?</b> Ask participants to document their thoughts in the training handout in the section titled 'Classroom Culture'.</li> <li>3. After a few minutes, ask participants for feedback.</li> <li>4. As participants give feedback, documents their points on a flipchart paper under the heading: <b>What constitutes classroom culture?</b></li> <li>5. Next, show participants the <b>series of videos on Classroom Culture</b>, excluding the introduction: <ul style="list-style-type: none"> <li>• FP Classroom Culture 2 – <b>Environment</b></li> <li>• FP Classroom Culture 3 – <b>Classroom Rules</b></li> <li>• FP Classroom Culture 4 – <b>Routines, Transitions &amp; Attention Getters</b></li> <li>• FP Classroom Culture 5 – <b>Useful Strategies</b></li> <li>• FP Classroom Culture 6 – <b>Atmosphere &amp; Relationships</b></li> </ul> </li> <li>6. After each video, <b>hold a brief discussion</b> to see what participants <b>liked / found interesting / found useful</b>.</li> <li>7. Ask participants if they need to <b>add anything to their list of what makes classroom culture</b>, and add accordingly.</li> <li>8. Once all videos have been watched and discussed, ask participants to <b>turn to the commitment form</b> in the training handout.</li> <li>9. Ask participants to <b>think about 3 changes</b> that they can commit to making. These can be really small or really significant changes.</li> <li>10. Give participants a few minutes to think about this and to complete the form.</li> <li>11. Finally, if time allows, <b>go around the room</b> and <b>ask each participant to share one change</b> that they have committed to making.</li> <li>12. <b>Thank participants</b> and encourage them to follow through on these changes.</li> </ol>				

<b>5</b>	<b>30 minutes</b>	<b>ORIENTATION TO THE PSRIP</b>	<b>Facilitator:</b>	<b>What you will need:</b>
				<ul style="list-style-type: none"> <li>• Training handout</li> <li>• Sample lesson plans</li> <li>• Sample big books</li> </ul>

### Introduction

1. Explain to participants that the PSRIP (Primary School Reading Improvement Programme) is a **structured learning programme developed by the DBE/NECT** to ensure a **standardised approach** to the **teaching of EFAL reading**.
2. Ask participants to turn to the section in the **Training Handout titled: How the PSRIP works**.
3. Ask different participants to read each of the ten points, and explain them briefly.
4. Next, go back to the first point: **Follow the same routine every week**.
5. Explain that next, we are going to **look at the weekly routines for Grade 1-3**.

### Routines

1. Turn to the section in the Training Handout titled: **PSRIP Routines**.
2. Point out that this programme follows the **maximum time for EFAL**, which means that teachers must use the minimum time for HL. Ask participants how they feel about this.
3. Then, ask participants to take a close look at the **three routines**. Ask them what **differences** they observe **across the grades?**

(**Grade 1** – Shared Reading every day; no GGR; writing only once per week; no language use.)

(**Grade 2** – Shared Reading twice per week; GGR every day; writing twice per week for 15 minutes; no language use.)

(**Grade 3** – Shared Reading twice per week; GGR every day; writing twice per week for 30 minutes. Language Use once per week for 30 minutes.)

### PSRIP Resources

1. Explain that unfortunately, full sets of print materials have not been made available for this training.
2. However, **participants will be given a USB** with the full set of print-ready materials. This can be printed at any time.
3. **Go through the list** with participants, briefly explaining the purpose of each item.

### Classroom Displays

1. Briefly look at the section titled: **Classroom Displays** in the Training Handout.

2. If possible, **show participants samples of the display boards**, so they can see how these boards ‘frame’ the work for the week in a visual way.

### **Core Methodologies**

1. Point out to participants that the **core methodologies**, together with the **routine**, are the **heart of the PSRIP**.
2. Stress that once participants **master the activities** in the **core methodologies**, they will be able to fully implement the programme.
3. Skim through the core methodologies, pointing out the categories:
  - **Daily Activities** – these are the oral, or listening and speaking activities
  - **Shared Reading and Comprehension Strategies** – the ‘big book’ is used for the shared reading lessons. This is where you teach new language in context and comprehension skills.
  - **Phonemic Awareness and Phonics** – this is where you teach learners English phonics, and build their phonic decoding skills
  - **Group Guided Reading** – this is only done in Grades 2 and 3 for EFAL. This is where the teacher works with a small group of learners to build their technical reading skills. At the same time, the rest of the class read the Reading Worksheets.
  - **Writing** – this is where learners express their own ideas, thoughts and opinions on paper. From Gr 1-3, learners slowly learn all the steps of process writing, and they learn strategies that support them as they become independent writers.

### **Engagement**

1. Hand out the **sample copies of lesson plans and big books**.
2. Finally, give participants a few minutes to look through these resources and the relevant sections in the Training Handout on their own.
3. Allow participants to ask questions, and answer as best as you can.

6	1 hour	TREASURE HUNT	Facilitator:	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Training Handout</li> <li>• Sample lesson plans</li> <li>• Sample big books</li> </ul>
<ol style="list-style-type: none"> <li>1. Next, ask participants to turn to the section in the Training Handout titled: <b>Treasure Hunt</b>.</li> <li>2. Ask participants to please <b>complete this activity with a partner</b>.</li> <li>3. Orientate participants to the treasure hunt, and ask them to please work through it and <b>finish all questions</b> in in order to get a good overview of the programme.</li> <li>1. As participants work, <b>walk around</b> and <b>offer assistance</b> where needed.</li> <li>2. In the <b>last 20 minutes</b>, call participants to order.</li> <li>3. Go through all the <b>questions and answers</b> together – explain where necessary.</li> <li>4. Find out which participants answered the most questions correctly, and if possible, award a small prize.</li> <li>5. Hold a <b>brief discussion</b> about the <b>value of the treasure hunt</b> – did participants find this activity useful? Why or why not? What did they learn from it?</li> </ol> <p><b>Closure</b></p> <ol style="list-style-type: none"> <li>1. Thank participants for a good first day.</li> <li>2. Remind participants to take care of the resources and to bring them back to training the next day.</li> <li>3. Wish participants a good night.</li> </ol>				

7	1 hour	HOW CHILDREN LEARN TO READ	Facilitator:	What you will need: • Training Handout
<ol style="list-style-type: none"> <li>1. Welcome participants back to training.</li> <li>2. Explain that <b>literacy is fundamental and critical to learners' success in all areas of the curriculum.</b></li> <li>3. Turn to the article in <b>the Training Handout: <i>Understanding how children learn to read.</i></b></li> <li>4. Read through the article with participants. <ol style="list-style-type: none"> <li>a. <b>Call on different participants</b> to read each section of the article.</li> <li>b. After they have read, <b>briefly discuss or clarify any queries.</b></li> <li>c. <b>Demonstrate activities</b> where possible.</li> </ol> </li> <li>5. Explain that it is important to think about both building learners' <b>technical reading skills</b> and their <b>comprehension skills.</b></li> <li>6. Ask participants: Why is it important to <b>separate technical reading from reading comprehension,</b> especially in the foundation phase?</li> <li>7. <b>Discuss</b> this with participants.</li> <li>8. Explain that <b>in order to become fluent, critical readers</b> learners must be <b>explicitly taught</b> how to <b>decode text</b> and how to <b>comprehend text.</b></li> <li>9. Thank participants for their attention. Tell them to take <b>notice of how the rest of this training is geared to build technical reading skills</b> and <b>reading comprehension skills.</b></li> </ol>				

8	2 hours	LISTENING & SPEAKING	Facilitator:	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Training Handout</li> <li>• Video clips</li> </ul>
<ol style="list-style-type: none"> <li>1. Explain to participants that we will now <b>work through all the core methodologies</b> of the PSRIP, in order to <b>gain a clear understanding</b>.</li> <li>2. Ask participants to open their Training Handouts to the section: <b>Core Methodologies – Daily Activities</b>.</li> <li>3. Explain that this is a <b>reference document</b> for participants. You are going to show them videos of the methodologies, but if they forget what to do, everything is written down in this section.</li> <li>4. Show participants the <b>video clips</b> for: <ul style="list-style-type: none"> <li>• FP Listening &amp; Speaking, Series A: <b>Greeting, Song or Rhyme; Theme Vocabulary</b></li> <li>• FP Listening &amp; Speaking, Series A: <b>Question of the Day</b></li> </ul> </li> </ol>				
<p><b>Lesson engagement</b></p>				
<ol style="list-style-type: none"> <li>1. Break participants into <b>10 equal sized groups</b>.</li> <li>2. Explain that participants are now going to <b>prepare a L&amp;S demonstration lesson, or an answer to an L&amp;S question</b> in their groups.</li> <li>3. Turn to the section in the Training Handout titled: <b>Engaging with each set of activities</b>.</li> <li>4. Look at the <b>Listening &amp; Speaking Tasks</b>, and <b>allocate one task</b> to each group.</li> <li>5. Remind them that they have information on the PSRIP in the <b>training handout</b>, and they have <b>sample lesson plans and big books</b>.</li> <li>6. Make it clear that <b>PARTICIPANTS DEMONSTRATING LESSONS MUST FOLLOW THE LESSON PLANS EXACTLY</b> – at this stage they <b>must not deviate</b> in any way.</li> <li>7. Give groups <b>10 minutes to quickly prepare</b>.</li> <li>8. As participants prepare, <b>walk around and offer guidance</b>.</li> <li>9. Then, <b>settle the participants</b> so that you have their attention.</li> <li>10. Call on <b>each group to answer or demonstrate</b> their lessons.</li> <li>11. Before they start, explain that you have <b>limited time for the demonstrations</b>, so you will cut off groups that <b>take too long</b>. Explain that this is not to be rude, but just to be practical.</li> <li>12. Call each group to present in order.</li> <li>13. Ask participants to please engage with demonstrations by giving them their full attention.</li> </ol>				

## **Feedback**

1. Ask the **other participants** to **give feedback**. This should **start with something positive**, and must be **constructive criticism**, i.e.: they not only point out faults, but must say how it could be improved.
2. **Thank the participants** for their demonstrations and feedback.

Note: If a presentation is done incorrectly, you must ensure that you correct this, either through feedback, or by redoing the demonstration quickly.



9	90 minutes	PHONEMIC AWARENESS & PHONICS	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Training handout</li> <li>• Video clips</li> </ul>
<p><b>English Phonics</b></p> <ol style="list-style-type: none"> <li>1. Next, turn to the <b>core methodologies</b> for <b>Phonemic Awareness &amp; Phonics</b>.</li> <li>2. Tell participants that one of the <b>most difficult parts of phonics</b> is to master the <b>pronunciation of sounds in English</b>.</li> <li>3. Watch the following video clips that form part of: <b>Guide to English Phonics</b> <ul style="list-style-type: none"> <li>• Guide to English Phonics 2 – <b>consonant sounds</b></li> <li>• Guide to English phonics 3 – <b>short vowel sounds</b></li> </ul> </li> <li>4. Explain to participants that these <b>videos cover all 44 phonemes of English</b>. Advise them to watch the videos a few times over, and to practice their pronunciation.</li> <li>5. Hold a <b>short competition</b> – ask for volunteers to <b>say all the SOUNDS of the alphabet</b> – allow 2-3 people to demonstrate. Give a <b>small prize</b> to the most successful participant.</li> </ol> <p><b>Phonic Activities</b></p> <ol style="list-style-type: none"> <li>1. Explain that you will show participants some videos to demonstrate some of the core methodologies.</li> <li>2. Show participants the <b>video clips</b> for: <ul style="list-style-type: none"> <li>• Phonemic Awareness &amp; Phonics Activities: <b>Review and Build</b></li> <li>• Phonemic Awareness &amp; Phonics Activities: <b>Introduce new sounds and words</b></li> <li>• Phonemic Awareness &amp; Phonics Activities: <b>Differentiate sounds</b></li> <li>• Phonemic Awareness &amp; Phonics Activities: <b>Segment and blend</b></li> <li>• Phonemic Awareness &amp; Phonics Activities: <b>Letter swap</b></li> <li>• Phonemic Awareness &amp; Phonics Activities: <b>Word find</b></li> </ul> </li> </ol> <p><b>Lesson Engagement</b></p> <ol style="list-style-type: none"> <li>1. Next, instruct participants to quickly get into their <b>ten, small groups</b>.</li> <li>2. Explain that participants are now going to <b>prepare a PPA demonstration lesson</b> in their groups, or <b>answer a PPA question</b>.</li> <li>3. Turn to the <b>PPA tasks in the Training Handout</b>, and <b>distribute one task</b> to each group.</li> <li>4. Make it clear that <b>PARTICIPANTS MUST FOLLOW THE LESSON PLANS EXACTLY</b> – at this stage they <b>must not deviate</b> in any way.</li> <li>5. Give groups <b>10 minutes to quickly prepare</b>.</li> <li>6. As participants prepare, <b>walk around and offer guidance</b>.</li> </ol>			

7. Then, **settle the participants** so that you have their attention.
8. Call on **each group to demonstrate** their lessons.
9. Remind participants that you have **limited time for the demonstrations**, so you will cut off groups that **take too long**.
10. Call each group to present in order.
11. Ask participants to please engage with demonstrations by giving them their full attention.

#### **Feedback**

1. Ask the **other participants to give feedback**. This should **start with something positive**, and must be **constructive criticism**, i.e.: they not only point out faults, but must say how it could be improved.
2. **Thank the participants** for their demonstrations and feedback.

Note: If a presentation is done incorrectly, you must ensure that you correct this, either through feedback, or by redoing the demonstration quickly.

<b>10</b>	<b>2 hours</b>	<b>SHARED READING</b>	<b>What you will need:</b>
			<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Video Clips</li> <li>• Big Books</li> <li>• Training handout</li> </ul>

1. Settle participants so that you have their attention.
2. Ask participants to turn to the section in the Training Handout for the **core methodologies for shared reading**.
3. Ask participants if they remember the **routine of the shared reading lessons**. (pre-read; first read; illustrate the story (Grade 1) second read; post-read)
4. Now, you are going to show them a video, so they can see what the activities look like in a classroom.
3. Show the **SHARED READING VIDEOS** as follows:
  - FP Shared Reading 2A: **Pre-read**
  - FP Shared Reading 3A: **First read**
  - FP Shared Reading 4A: **Second read**
  - FP Shared Reading 5A: **Post-read**

#### **Lesson Engagement**

1. Next, ask participants to get back into their **small groups**.
2. **Allocate an activity to each group** to prepare for demonstration as per the table in the Training Handout.
3. Give groups **10 minutes to quickly prepare**.
4. As participants prepare, **walk around and offer guidance**.
5. Then, **settle the participants** so that you have their attention.
6. Call on **each group to demonstrate** their lessons.
7. Remind participants that you have **limited time for the demonstrations**, so you will cut off groups that **take too long**.
8. Call each group to present in order.
9. Ask participants to please engage with demonstrations by giving them their full attention.

### **Giving feedback**

1. Ask the **other participants** to **give feedback**. This should **start with something positive**, and must be **constructive criticism**, i.e.: they not only point out faults, but must say how it could be improved.
2. **Thank the participants** for their demonstrations and feedback.

Note: If a presentation is done incorrectly, you must ensure that you correct this, either through feedback, or by redoing the demonstration quickly.

11	30 minutes	STUDY CARDS	Facilitator:	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Training Handout – Study Cards</li> </ul>
<ol style="list-style-type: none"> <li>1. Ask participants to <b>work in pairs</b> to complete this activity.</li> <li>2. Ask participants to turn to the <b>back of the training handout</b>, and to find the <b>DAY 2 STUDY CARDS</b>.</li> <li>3. Give participants a few minutes to <b>cut these cards out</b>, and to <b>fold them in half</b>.</li> <li>4. Next, participants must work with a partner to see what they have retained and to clarify their understanding of what has been covered.</li> <li>5. The first partner must <b>hold up a study card</b>, so that the second <b>partner can only see the ‘topic’</b>.</li> <li>6. The second partner must then <b>say everything they know about the topic</b>.</li> <li>7. The person holding the card must then <b>correct them if there were any errors</b>, or must <b>fill in the missing information</b>.</li> <li>8. The answers are on the back of the study cards.</li> <li>9. Partners then <b>swap roles</b> and repeat this for the next card, and so on.</li> </ol> <p><b>Closure</b></p> <ol style="list-style-type: none"> <li>1. Close the day by thanking participants for their attention, and remind them of the starting times for the next day.</li> <li>2. Make sure that all programme resources are safe – if participants take them away, they <b>MUST BRING THEM TO TRAINING THE FOLLOWING DAY</b>.</li> </ol>				

12	90 minutes	GROUP GUIDED READING	What you will need: <ul style="list-style-type: none"> <li>• Video clip</li> <li>• Lesson Plans</li> </ul>
<ol style="list-style-type: none"> <li>1. <b>Welcome participants back to training.</b></li> <li>2. <b>Settle participants</b> so that you have their attention.</li> <li>3. Ask participants to <b>turn to the core methodology for group guided reading</b> in the Training Handout.</li> <li>4. Explain to participants that for this activity, we are just going to <b>watch videos</b>, and hold a discussion.</li> <li>5. Watch the following video clips: <ul style="list-style-type: none"> <li>• GGR Management 1 – <b>introduction</b></li> <li>• GGR Management 2 – <b>form same ability reading groups</b></li> <li>• GGR Management 3 – <b>have a regular activity for the class</b></li> <li>• GGR Management 4 – <b>train learners to follow routines</b></li> <li>• GGR Management 6 – <b>manage your resources</b></li> <li>• Group Guided Reading 2A – <b>routine of GGR</b></li> <li>• Group Guided Reading 4A – <b>learners who are struggling to read</b></li> </ul> </li> </ol> <p><b>Discussion</b></p> <p><b>Ask learners to discuss the following questions with a partner or small group:</b></p> <ol style="list-style-type: none"> <li>1. How should reading groups be formed?</li> <li>2. What needs to be done to effectively manage the rest of the class?</li> <li>3. What must be done with each small group?</li> </ol> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. After 10 minutes, ask for feedback on each question.</li> <li>2. Allow groups to comment on the first answer to each question, and to add to it.</li> <li>6. Make sure participants understand that Group Guided Reading: <ol style="list-style-type: none"> <li>a. Must happen in <b>same ability groups</b>.</li> <li>b. Must happen in <b>small groups</b> of no more than 8 learners (ideally).</li> <li>c. Must be done <b>every day with 2 groups for 15 minutes each</b> (<i>and should be happening for 15 minutes in FAL as well. It is important for learners to be doing both!</i>)</li> <li>d. Must <b>include the teacher helping learners</b> with their <b>word attack and decoding skills</b>.</li> <li>e. Must <b>include the teacher helping more proficient readers</b> with <b>fluency and comprehension skills</b>.</li> <li>f. The <b>teacher must listen to each learner read individually</b>.</li> </ol> </li> </ol>			

g. Only one learner should be reading at any given time, unless it is a short fluency exercise.

7. **Ask participants: What is the purpose of Group Guided Reading?**

8. Make sure participants understand that **Group Guided Reading is meant to build learners technical reading skills.**

9. This is a time for the **teacher to help the learner actually learn *how* to read.**

10. This means that the **teacher must help the learner know what to do** when they encounter a word they do not immediately know how to read.

11. Finally, ask participants if they have **any questions about GGR.** Answer them as best as you can, or promise to find the answer.

13	90 minutes	WRITING	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Video clip</li> <li>• Lesson plans</li> <li>• Training Handout</li> </ul>
<ol style="list-style-type: none"> <li>1. Explain to participants that the <b>writing lessons</b> are a little different.</li> <li>2. Explain that throughout the foundation phase, we are <b>building process writing skills</b>. <ul style="list-style-type: none"> <li>• In <b>Grades 1 and 2</b>, learners will <b>plan and draft only</b>, with the inclusion of some editing skills towards the end of Grade 2.</li> <li>• In <b>Grade 3</b>, learners <b>plan and draft, edit</b> and finally <b>publish and present</b></li> </ul> </li> <li>3. Also explain that from Grade 1, the programme uses certain <b>strategies to provide scaffolding and support</b> to learners as they learn to write.</li> <li>4. Show participants where the <b>writing strategies</b> are in the <b>core methodologies</b>, in the Training Handout.</li> <li>5. Next, show participants the <b>WRITING VIDEOS</b> as follows: <ul style="list-style-type: none"> <li>• Show participants the following <b>FP WRITING STRATEGIES VIDEOS</b> <ul style="list-style-type: none"> <li>○ FP Writing Strategies 1A: <b>Introduction</b></li> <li>○ FP Writing Strategies 2A: <b>The importance of each writing strategy</b></li> <li>○ FP Writing Strategies 4A: <b>Grade 2 EFAL</b></li> </ul> </li> </ul> </li> </ol> <p><b>Lesson Engagement</b></p> <ol style="list-style-type: none"> <li>1. Next, ask participants to get back into their <b>ten small groups</b>.</li> <li>2. <b>Allocate an activity</b> to each group to prepare for demonstration, or a question to answer as per the table in the Training Handout.</li> <li>3. Give groups <b>10 minutes</b> to quickly prepare.</li> <li>4. As groups prepare, walk around and offer assistance.</li> <li>5. Then, settle the participants so that you have their attention.</li> <li>6. Call on groups to present in order.</li> </ol> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Ask the <b>other participants to give feedback</b>. This should <b>start with something positive</b>, and must be <b>constructive criticism</b>, i.e.: they not only point out faults, but must say how it could be improved.</li> <li>2. Thank the participants for their demonstrations and feedback.</li> </ol>			



16	15 minutes	ORIENTATION TO TRAINER'S GUIDE	Facilitator:	What you will need: Teachers Trainer's Guide
<ol style="list-style-type: none"> <li>1. <b>Distribute the Trainer's Guides.</b></li> <li>2. Find out <b>how much time</b> participants will have to <b>train their teachers.</b></li> <li>3. Look at the <b>agenda on page 4</b>, and decide which are the <b>most valuable activities</b> to do within the available time.</li> <li>4. Ask participants to <b>tick those activities.</b> (This may vary from participant to participant – they may have different times available.)</li> <li>5. Next, <b>go through the trainer's guide and orientate participants to the use of the guide.</b></li> <li>6. Make sure participants have <b>USBs with the relevant videos</b> to show.</li> <li>7. Remind participants that the <b>most important aspects of training</b> are: <ol style="list-style-type: none"> <li>a. <b>To be well prepared</b></li> <li>b. <b>To treat participants respectfully</b>, politely and in a friendly manner</li> </ol> </li> <li>8. <b>Answer any questions</b> about training that participants may have.</li> </ol>				

15	15 minutes	EVALUATION & CLOSURE	What you will need:
<ol style="list-style-type: none"> <li>1. <b>Settle participants</b> so that you have their attention.</li> <li>2. <b>Thank them</b> for their participation and attention over the past three days.</li> <li>3. Next, ask participants to <b>reflect on everything</b> they have engaged with over this training:</li> <li>4. The <b>lesson plans</b></li> <li>5. The <b>big books</b></li> <li>6. The <b>routine</b></li> <li>7. The <b>core methodologies</b></li> <li>8. The <b>training videos</b></li> <li>9. The <b>demonstrations</b></li> <li>10. The <b>discussions</b></li> <li>11. The <b>feedback</b> from colleagues</li> <li>12. The <b>fun, camaraderie and goodwill</b></li> <li>13. Next, ask participants to share one <b>share <u>one</u> positive thing</b> they are taking away from this training.</li> <li>14. <b>Document what participants say</b> for your report.</li> <li>15. <b>Thank the participants for their ongoing commitment to education, and to the development of South Africa.</b></li> <li>16. <b>Wish participants well as they begin to implement the lesson plans!</b></li> </ol>			

16	30 minutes	POST-TEST	Facilitator:	What you will need: Post-Tests
<p>9. <b>Distribute the post-tests</b>, but tell participants not to look at them yet.</p> <p>10. <b>Remind participants that the purpose</b> of the pre-test and post-test is to test the impact of the programme, not to look at individual scores.</p> <p>11. Remind participants to please use the <b>same name</b> on all official documents – this should be their first name and surname as it appears on their <b>ID Documents</b>.</p> <p>12. Remind participants that this test will be written under <b>regular test conditions</b>, i.e.: no talking or communication of any kind.</p> <p>13. Ask participants to begin, and work to a maximum of 30 minutes.</p> <p>14. Tell participants that if they are finished, they must please sit quietly and wait for their colleagues.</p> <p>15. After 30 minutes or when all participants are finished, collect all test papers.</p> <p>16. Carefully check that all identification and contact details are filled in and are legible.</p> <p>17. Collect papers for submission to MQA.</p> <p>18. Thank participants for their efforts and co-operation.</p>				

14	30 minutes	STUDY CARDS	Facilitator:	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Training Handout – Study Cards</li> </ul>
<ol style="list-style-type: none"> <li>1. Ask participants to work through the Day 3 study cards in their own time, exactly as before.</li> <li>2. Explain to participants that it is a good idea to use all the study cards to revise the key elements of the programme from time to time.</li> </ol>				

*Note: Encourage participants to work through the DAY 3 STUDY CARDS in their own time to consolidate their knowledge and understanding of the programme.*

**Good luck and thank you!**

## Treasure Hunt Memo

1. In the section titled, 'How the PSRIP works', the first three points are very important. What do these three points refer to?
Routine Core methodologies Themes
2. List all the materials provided by the PSRIP every term.
Lesson Plan Tracker and POA Resource Pack Worksheet Pack (Grades 2&3) Big Book
3. Read the weekly routine for the three grades. List all the different activity types that are done.
Daily Activities Phonemic Awareness & Phonics Shared Reading, Writing Group Guided Reading Language Use
4. What is the routine for Shared Reading in Grade 1?
Monday: Pre-Read Tuesday: First Read Wednesday: Illustrate the Story Thursday: Second Read Friday: Post-Read
5. Which lesson is only done in Grade 3? When is it done and for how long?
Language Use Fridays 30 minutes
6. Look at the Themes and Reading Schedules. What theme and story is done in Grade 3, Term 1, Weeks 3&4?
What is friendship? Wendy Whale to the rescue

7. There are similar themes in Grade 1 and Grade 2. What are they?
Grade 1: Friends Grade 2: Helping our friends
8. Which theme and story sounds interesting to you? Why?
Own answer
9. If you are a Grade 2 or 3 teacher, you need to form two different kinds of groups. What are they?
Group Guided Reading Groups Question of the Day Groups
10. In Grade 1, learners learn to read a sight word sentence every week. What do you notice about these sentences?
Every sentence is made of sight words only. Most sentences include words from previous weeks. The sentence relates to the theme.
11. At the start of the PSRIP, teachers should be given four coloured display boards. What are these used for?
<b>Green</b> board –display the theme vocabulary words for the week. <b>Blue</b> board –display the sight words for the week. <b>Yellow</b> board –display the phonic words for the week. <b>Pink</b> board –display the writing frame for the week.
12. The CORE METHODOLOGIES are explanations of the activities that you will do over and over again. You will see these activities on video, but if you ever forget what to do, they are written in the lesson plan.
<ul style="list-style-type: none"> <li>• Read the core methodology for the first PHONEMIC AWARENESS AND PHONICS activity.</li> <li>• Is it clear and easy to understand?</li> <li>• Do you think you could do this lesson?</li> </ul>
Own answer
13. Look at the core methodology for Daily Activities. Four different activities are always done. What are they?
Greeting Song / Rhyme / Finger play Theme Vocabulary Question of the Day

14. PATS is a methodology to teach learners new vocabulary. What does each letter stand for?
P - POINT to a picture or real item, if possible. A - ACT out the theme word, if possible. T - TELL learners what the theme word means. S - SAY the word in a sentence, and have the learners repeat the word after you.
15. How many different Phonemic Awareness & Phonics Activities are there in the PSRIP?
Six
16. What are the different comprehension strategies that are taught in the PSRIP?
Predict Visualise Search the text Summarise Think about the text (wonder) Make connections Make inferences Make evaluations
17. What is the purpose of teaching learners the strategy of making inferences?
Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
18. What different Post-Read activities are done in the PSRIP?
Act out the story Recount the story Illustrate the story Written comprehension
19. During Group Guided Reading, what is done with the rest of the class?
A whole class activity, such as reading the Reading Worksheets that are provided.
20. In Grade 2&3, when does Group Guided Reading take place?
Every day at the end of the EFAL lessons.

21. In Group Guided Reading, the teacher works with a small group to build their technical reading skills. The rest of the class must work quietly on the Reading Worksheet for the week. What icons are on the worksheet, to tell learners what to do, and what do they mean?
<p>The mouth reminds learners to sound out words.</p> <p>The eye reminds learners that they must read these words by sight.</p> <p>The single child reminds learners to read on their own.</p> <p>The two children remind learners to read with a partner.</p> <p>The hand holding a pen reminds learners that they must draw or write.</p>
22. What are five important things to do with individual learners during group guided reading?
<p>Point out the sight words.</p> <p>Build decoding skills.</p> <p>Praise and encourage learners.</p> <p>Build reading fluency.</p> <p>Build reading comprehension.</p>
23. When are writing lessons done in each grade, and for how long?
<p>Grade 1: Thursdays; 15 minutes</p> <p>Grade 2: Tuesdays and Thursdays; 15 minutes</p> <p>Grade 3: Tuesdays and Thursdays; 30 minutes</p>
24. Which parts of process writing are taught in Grade 3?
<p>Planning</p> <p>Drafting</p> <p>Editing</p> <p>Publishing &amp; Presenting</p>
25. Read the Writing Strategies. Which strategy seems useful to you and why?
Own answer



**NECT  
TUC PSRIP  
FOUNDATION PHASE  
TRAINING HANDOUT**

# TABLE OF CONTENTS

CLASSROOM CULTURE .....	3
COMMITMENT .....	4
HOW THE PSRIP WORKS:.....	5
PSRIP ROUTINES: CAPS MAXIMUM TIME.....	6
PSRIP RESOURCES: MASTER LIST .....	8
FOUNDATION PHASE THEMES AND READING SCHEDULES.....	9
CLASSROOM DISPLAYS .....	12
CORE METHODOLOGIES .....	13
Daily Activities .....	13
Shared Reading with Comprehension Strategies .....	17
Phonemic Awareness and Phonics.....	27
Group Guided Reading .....	33
Writing Strategies.....	36
TREASURE HUNT .....	39
UNDERSTANDING HOW CHILDREN LEARN TO READ .....	43
TECHNICAL READING SKILLS.....	43
COMPREHENSION SKILLS .....	46
ENGAGING WITH EACH SET OF ACTIVITIES .....	50
Listening & Speaking .....	50
Phonemic Awareness & Phonics .....	51
Shared Reading.....	52
Writing.....	53
Day 2 Study Cards.....	54
Day 3 Study Cards.....	58

## CLASSROOM CULTURE

*Your classroom culture speaks to your learners before  
you say a word.*

*What is your classroom saying?*

**What is classroom culture?**

## COMMITMENT

I commit to doing the following 3 things in order to improve my classroom culture:


*“A positive learning climate in a school for young children is a composite of many things. It is an attitude that respects children. It is a place where children receive guidance and encouragement from the responsible adults around them. It is an environment where children can experiment and try out new ideas without fear or failure. It is an atmosphere that builds children’s self-confidence so they dare to take risks. It is an environment that nurtures a love of learning.”*

**Carol B Hillman**

## HOW THE PSRIP WORKS:

**1. Follow the same routine every week.**

*The routine integrates all aspects of language in a logical way. Do not skip any lessons.*

**2. Use the same core methodologies to teach all lessons.**

*This means you can master and become an expert in delivering really strong lessons every week.*

**3. Teach themes that last for two weeks.**

*Themes allow learners to 'link their learning' and consolidate new language.*

**4. Use the Display Boards to 'frame your work' for the week.**

*At a glance, see the theme, phonics, sight words and writing frame that you will cover for the week.*

**5. Use your resources in a routine manner, prepare them, use them and store them properly.**

*Do the same thing every week with your resources.*

**6. Divide learners into 2 kinds of groups and make sure they can get into groups quickly.**

*Group Guided Reading groups – Grades 2&3*

*Question of the Day groups – all grades*

**7. Work on your pacing – you will get faster!**

*Learn the core methodologies and teach them to learners. Don't speak too much! Be well prepared.*

**8. Create a happy, safe, ordered space for learning.**

*Be well organised, keep your classroom in order, encourage and praise learners, teach learners to be kind to each other.*

**9. Use transitions and attention getters for better classroom management.**

*Teach a few transition activities and attention getters to learners to make your classroom run smoothly.*

**10. Work as a team!**

*Plan and prepare with colleagues. Discuss challenges together and help each other. Share and celebrate successes!*

## PSRIP ROUTINES: CAPS MAXIMUM TIME

### GRADE 1 WEEKLY ROUTINE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Daily Activities 15	Daily Activities 15	Daily Activities 15	Daily Activities 15	Daily Activities 15
Shared Reading 10	Shared Reading 15	Shared Reading 15	Shared Reading 15	Shared Reading 15
Phonemic Awareness & Phonics 5	Phonemic Awareness & Phonics 5	Phonemic Awareness & Phonics 5		Phonemic Awareness and Phonics 5
			Writing 15	
<b>Total 30</b>	<b>Total 35</b>	<b>Total 35</b>	<b>Total 45</b>	<b>Total 35</b>

### GRADE 2 WEEKLY ROUTINE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Daily Activities 10		Daily Activities 10		Daily Activities 10
	Shared Reading 15		Shared Reading 15	
Phonemic Awareness & Phonics 5		Phonemic Awareness & Phonics 5		Phonemic Awareness and Phonics 5
Group Guided Reading 15	Group Guided Reading 15	Group Guided Reading 15	Group Guided Reading 15	Group Guided Reading 15
	Writing 15		Writing 15	
<b>Total 30</b>	<b>Total 45</b>	<b>Total 30</b>	<b>Total 45</b>	<b>Total 30</b>

## GRADE 3 WEEKLY ROUTINE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Daily Activities 10		Daily Activities 10		Daily Activities 10
	Shared Reading 15		Shared Reading 15	
Phonemic Awareness & Phonics 5		Phonemic Awareness & Phonics 5		Phonemic Awareness and Phonics 5
Group Guided Reading 15	Group Guided Reading 15	Group Guided Reading 15	Group Guided Reading 15	Group Guided Reading 15
	Writing 30		Writing 30	
				Language Use 30
<b>Total 30</b>	<b>Total 60</b>	<b>Total 30</b>	<b>Total 60</b>	<b>Total 60</b>

**‘You’ll never change your life until you change something you do daily.**

**The secret of your success is found in your daily routine.’**

**John Maxwell**

## PSRIP RESOURCES: MASTER LIST

At the start of the PSRIP, teachers should be equipped with the following display boards to help them manage the PSRIP in their classrooms. However, if this is not possible, the PSRIP can still be implemented without these display boards.

1. Phonics Display Board
2. Sight Word Display Board
3. Theme Vocabulary Display Board
4. Writing Frame Display Board
5. Print Handwriting Display Board (Gr 1&2)
6. Cursive Handwriting Display Board (Gr 2&3)

Then, the following resources are required for the implementation of the PSRIP on a termly basis. If teacher's manage these resources, they can be used for many years.

1. Lesson Plan
2. Tracker & POA
3. Resource Pack
4. Worksheet Pack (Grade 2&3)
5. Big Book

Then, in addition to the PSRIP materials, Foundation Phase teachers should use the DBE Workbook and any available graded readers for Group Guided Reading.



# FOUNDATION PHASE THEMES AND READING SCHEDULES

## GRADE 1 TERM 1

WEEK NUMBER	THEME	SHARED READING TEXT	SIGHT WORD SENTENCE
1	Orientation		
2			
3	We go to school	Ben goes to school	I like to play.
4		Olwethu's first day	We play all day at school.
5	My family	Bongi waits	I like my mom and dad.
6		Tseko's new baby	I have a big family.
7	We play outside	A very hot day	We play in the sun all day.
8		Spring Day splashes	Do you like to run in the hot sun?
9	We have feelings	Dan had a bad day	'I am sad,' he said.
10		My name is Buhlebendalo	'He is so happy,' she said.

## GRADE 1 TERM 2

WEEK NUMBER	THEME	SHARED READING TEXT	SIGHT WORD SENTENCE
1	Friends	The 'A' friends	She is my very good friend
2		Andani feels proud	They are friends and they love to play
3	Growing things	The little red hen	There is the little red hen!
4		Khwezi finds a worm	He saw a little worm. He didn't like that little worm!
5	Animals	How the zebra got its stripes	I see some pretty birds.
6		A farm visit	Can you see the small pig and the big cow?
7	Sports and games	Jabu's big kick	Do you want to play with me?
8		Let's play Bhathi	What should we play today?
9	The three little pigs	The three little pigs	I think the three little pigs are funny!
10		The three little mice	We read all about the three little mice!

**GRADE 2 TERM 1**

WEEK NUMBER	THEME	SHARED READING TEXT	INDEPENDENT READING TEXT
1	Orientation		
2			
3	Celebrating Birthdays	A forgotten birthday	Worksheet 3
4			Worksheet 4
5	Getting around	Chuck the truck	Worksheet 5
6			Worksheet 6
7	Helping our friends	Jane's flat tyre	Worksheet 7
8			Worksheet 8
9	Setting goals	Marie saves up	Worksheet 9
10			Worksheet 10

**GRADE 2 TERM 2**

WEEK NUMBER	THEME	SHARED READING TEXT	INDEPENDENT READING TEXT
1	We have feelings!	Dintle visits Dumi	Worksheet 1
2			Worksheet 2
3	Making mistakes	Jabu scrambles eggs	Worksheet 3
4			Worksheet 4
5	Being safe and responsible	Duma and his friends get lost	Worksheet 5
6			Worksheet 6
7	Traditions	My grandmother's story	Worksheet 7
8			Worksheet 8
9	Fact or fiction?	Did you know?	Worksheet 9
10			Worksheet 10

**GRADE 3 TERM 1**

WEEK NUMBER	THEME	SHARED READING TEXT	INDEPENDENT READING TEXT
1	Orientation		
2			
3	What is friendship?	Wendy Whale to the rescue	Worksheet 3
4			Worksheet 4
5	Determination	Zodwa's new shoes	Worksheet 5
6			Worksheet 6
7	Me and my siblings	Bear gets a haircut	Worksheet 7
8			Worksheet 8
9	Imagination	Jack and the beanstalk	Worksheet 9
10			Worksheet 10

**GRADE 3 TERM 2**

WEEK NUMBER	THEME	SHARED READING TEXT	INDEPENDENT READING TEXT
1	Practise makes perfect!	Bheki's new bike	Worksheet 1
2			Worksheet 2
3	Families caring for each other!	Hot toast coming up	Worksheet 3
4			Worksheet 4
5	Bullying	Jojo's new school	Worksheet 5
6			Worksheet 6
7	We are writers!	Mandu's secret diary	Worksheet 7
8			Worksheet 8
9	Things that frighten us!	There's a monster in my cupboard	Worksheet 9
10			Worksheet 10

# CLASSROOM DISPLAYS

## Display Boards

1. As part of this programme, you will receive four large different-coloured display boards.
2. Each coloured board will be used to display a different set of words for the week.
3. Use these boards as follows:
  - a. **Green** board –display the theme vocabulary words for the week.
  - b. **Blue** board –display the sight words for the week.
  - c. **Yellow** board –display the phonic words for the week.
  - d. **Pink** board –display the writing frame for the week.
4. The words on these boards must be updated every week.
5. Please do not leave up all the theme vocabulary and illustrations for the year. These displays should be related to the theme you are doing. If the whole classroom is full of the words and illustrations it becomes overwhelming, and learners will stop noticing them.
6. Once you have taken down a set of words and illustrations, file them carefully.
7. Look after these words so that you can use them again the following year.

## Theme Table and Wall

1. Try to create a theme table and wall in your classroom.
2. Use this space to display pictures and real objects that relate to the theme.
3. Label these items, so that learners can learn this vocabulary.

# CORE METHODOLOGIES

## Daily Activities

These are the oral activities that you will do at the start of the EFAL lesson on Monday, Wednesday and Friday. These are the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak.

### Daily Activities: Greetings

1. The greeting part of the daily activities should be very brief (1 to 2 minutes only).
2. Use common English phrases to welcome and greet different children every morning.
3. Each child should respond and greet you back. For example:
  - a) *Greeting 1: Hello, (child's name). How are you this morning?*
  - b) *Response 1: Hello, Teacher. I am fine, thank you. How are you?*
  - c) *Greeting 2: Good morning, (child's name). How are you today?*
  - d) *Response 2: Good morning, Teacher. I am well, thank you. How are you?*
4. This establishes a ROUTINE. The learners soon know that the English lesson begins every day after the greeting.

### Daily Activities: Song / Rhyme / Finger Play

1. The specific song, rhyme or finger play which you are to do with the learners is listed in the lesson plan.
2. Over time, the learners will get to know these songs and finger plays, and they will sing them automatically.
3. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).
4. On Monday teach the song, rhyme or finger play to the learners, line-by-line as follows:
  - a. Sing or say the song, rhyme or finger play, and then explain the meaning of it to learners, using code-switching if necessary.
  - b. Sing or say the first line, and then let learners repeat after you.
  - c. Sing or say the second line, and then let learners repeat after you.
  - d. Sing or say the first two lines together, and then let learners repeat after you.
  - e. Continue on in this manner until you have taught learners the whole song or rhyme.
5. For the rest of the week, repeat the song, rhyme or finger play with the learners.

6. Always include appropriate actions with the song or rhyme.
7. Let the children request to sing their favourite songs, rhymes or finger plays at the end of the day – this is a fun way of reinforcing the new language that they have learnt.

### **Daily Activities: Theme Vocabulary**

1. Every time you do Daily Activities, you will teach new theme vocabulary words to learners, just before the Question of the Day.
2. Use the methodology 'PATS' to teach new vocabulary.
3. PATS is an acronym for Point, Act, Tell and Say.
4. It is not always possible to do all four actions for each theme word – just do what is appropriate.
  - a. P - POINT to a picture or real item, if possible.
  - b. A - ACT out the theme word, if possible.
  - c. T - TELL learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
  - d. S - SAY the word in a sentence, and have the learners repeat the word after you.
5. Once you have taught the theme vocabulary for the week, display the words on the yellow display board.

### **Daily Activities: The Question of the Day**

Every day after the new vocabulary words are introduced, learners use these new words to answer a question. This method of vocabulary introduction ensures that learners interact with each new theme vocabulary word. This activity creates a context for learners to think about, discuss, and answer questions using new vocabulary words.

#### **The purpose of the question of the day:**

1. The question of the day reinforces new theme vocabulary for learners.
2. It helps learners to use and repeat the target vocabulary words in complete oral sentences.
3. It creates regular opportunities for learners to hear and speak simple English in a real context.
4. It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
5. The question of the day asks learners an opinion based question (there is no right or wrong answer) or a prediction type question, or a question about what they know or like. These types

of questions allow learners to interact with new words without the fear or stress of making a mistake.

**Getting ready for the question of the day:**

1. If you have a large class, divide them into groups for the Question of the Day. Then, call only one group per day to answer the question. For example, if you are a Grade 3 teacher, you could divide your class into 6 groups:
  - a. On Week 1 Mondays, Group 1 will answer
  - b. On Week 1 Wednesdays, Group 2 will answer
  - c. On Week 1 Fridays, Group 3 will answer
  - d. On Week 2 Mondays, Group 4 will answer
  - e. On Week 2 Wednesdays, Group 5 will answer
  - f. On Week 2 Fridays, Group 6 will answer
2. Write the question of the day on the chalkboard before the lesson begins.
3. Draw a two or three column graph below the question of the day, and fill in the options.
4. Label each column with an answer word.
5. Draw or display matching pictures where possible.

For example:

Question of the day: **Who do you have the most fun with?**

<b>my family</b>	<b>my friends</b>	<b>my teacher</b>

**Filling out the graph:**

Modelling:

1. Read the question out loud to the learners.
2. Point to and read the options from which learners may choose.
3. Explain which option you prefer.
4. Write your vote in the correct column by drawing an X.

Learners:

1. Give learners a few seconds to think about which option they will choose.
2. Call a group to come up to the chalkboard to write their answers onto the graph. It is important that you choose a system for this, and that it is always the same so that the learners get used to the routine.
3. Learners line up at the chalkboard.
4. Learners draw their cross on the graph.
5. Once learners have added their response, they return quietly to their seats.
6. As learners answer on the graph, you should repeat their answers so that they hear their choices articulated, with the vocabulary words repeated many times. For example, encourage dialogue, such as:

*Teacher: Pretty, who do **you** have the most fun with?*

*Pretty: I have the most fun with my teacher.*

*Teacher: **She** has the most fun with her teacher.*

(For African language speakers learning English, pronouns are a particularly difficult language feature to learn. For this reason, it is important to model the correct use of pronouns for learners, whenever possible. The question of the day gives teachers an opportunity to do this authentically and in context.)

7. Once learners have added their response, they return quietly to their seats.

**Discussing the question of the day:**

1. Together with the learners count aloud the number of crosses in each column.
2. Write the total number at the bottom of each column.
3. Ask learners to identify which fruit was liked the most.
4. Ask individual learners the questions provided in the weekly lesson plans. You can help learners here by using modelling to answer the questions before you ask the learners. For example if the question is "Who do you have the most fun with?" You could say:
  - I have the most fun with my friends.
  - I see that 6 learners have the most fun with their friends.
  - If you have the most fun with your friends, raise your hand. (*Instruct learners to raise their hands*)
  - Peter, who do you have the most fun with? (*Ask individual learners*)



**Daily Activities: Sight words**

1. From Monday to Thursday, show learners the flashcards of the targeted sight words, and repeat three times.
2. Next, ask learners to repeat each sight word after you, three times.
3. Finally, call on a few individual learners to read each word.
4. On Fridays, do the following:
  - a. Write the sentence on the board.
  - b. Read the sentence to learners, pointing to each word.
  - c. Instruct learners to read the sentence while you point to each word.
  - d. Read the sentence fluently.
  - e. Instruct learners to repeat the sentence fluently.
  - f. Call on a few learners to come and read the sentence while pointing to each word.

**Shared Reading with Comprehension Strategies**

In Grade 1, a new story is read every week, and Shared Reading is done as follows:

Monday:	Pre-Read
Tuesday:	First Read
Wednesday:	Illustrate the Story
Thursday:	Second Read
Friday:	Post-Read

In Grades 2&3, a new story is read every second week, and Shared Reading is done as follows:

Week 1 Tuesday:	Pre-Read
Week 1 Thursday:	First Read
Week 2 Tuesday:	Second Read
Week 2 Thursday:	Post-Read

For these Shared Reading sessions, make sure all learners are settled and can clearly see the big book pictures. Remind learners of your expectations during shared reading time, such as:

1. Sit comfortably and STILL.
2. Keep your HANDS in your laps.
3. Keep your EYES and thoughts on the story.
4. Turn your VOICES off (*make a gesture showing zipped lips*).

The main purposes of Shared Reading in this programme are as follows:

- a. The learners experience what it is like to read an entire story that is more complex than they are able to read alone. Because learners are not worried about the technical part of reading, they can focus on the storyline and the characters. The learners can also enjoy the stories, and develop a love for reading.
- b. As the teacher reads the story aloud, she incidentally models certain reading skills: she reads from the first to the last page; she reads from the top of the page to the bottom; she reads from left to right; she responds to punctuation marks; she reads fluently and at a good pace; and she reads with expression, which adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.
- c. As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and watching her, the learners are acquiring new language skills.
- d. Then, very importantly, during Shared Reading, the teacher must teach the learners how to think about a story, and how to build their understanding of a story. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies. The following comprehension strategies are used:
  1. Predict
  2. Visualise
  3. Search the text
  4. Summarise
  5. Think about the text (wonder)
  6. Make connections
  7. Make inferences
  8. Make evaluations

## Comprehension strategies

The table below provides information on each strategy.

<b>Strategy 1: Predict</b>	
Explanation	When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
Purpose	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
Steps <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> <li>1. Look at the picture.</li> <li>2. Ask learners: What do you think is happening here?</li> <li>3. Let learners think about the question.</li> <li>4. If learners cannot answer, give an example answer to the question.</li> </ol>
Examples <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> <li>1. What do you think is happening here?</li> <li>2. How do you think this character feels? Why?</li> <li>3. What do you think you will see in the next picture?</li> </ol>
Steps <i>(For predicting with text)</i>	<ol style="list-style-type: none"> <li>1. Read a page of text.</li> <li>2. Ask learners: What do you think happens next?</li> <li>3. Let learners think about the question.</li> <li>4. If learners cannot answer, give an example answer to the question.</li> </ol>
Examples <i>(For predicting with text)</i>	<ol style="list-style-type: none"> <li>1. What do you think happens next?</li> <li>2. What do you think this character does next?</li> <li>3. How do you think this story ends?</li> </ol>
<b>Strategy 2: Visualise</b>	
Explanation	When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story in their minds as it happens.
Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Say: Now we are going to visualise the story as if we were watching a movie.</li> <li>3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind.</li> <li>4. Read the text again.</li> <li>5. Tell learners what you visualised. (Model the skill.)</li> <li>6. Ask learners: What did you see? (What happened in your movie?)</li> </ol>

	7. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the story.
Examples	<ol style="list-style-type: none"> <li>1. I visualised when Joe won the race. I could see the sweat coming off his head and flying everywhere. I could see his eyes focussed on the finish line, and his body working as hard as it could.</li> <li>2. What did you visualise? What happened in your movie?</li> </ol>
<b>Strategy 3: Search the text</b>	
Explanation	<i>Search the text</i> questions are the most basic type of comprehension questions. These questions ask learner to think about or look at the words on the page, and to recall information.
Purpose	These questions are a basic check for understanding of the words on the page.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question about the information in the text, like: Who did Joe want to beat in the race?</li> <li>3. Let learners answer the question.</li> <li>4. NOTE: There is only one correct answer to this type of question. If the learner answers the question incorrectly, you must read the sentence with the correct answer out loud and/or point to the picture for support. Then, give the correct answer to the question. It is important that the learner knows if their answer was incorrect, and that they hear the correct answer.</li> </ol>
Examples	<p>These kind of questions usually begin with:</p> <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• When?</li> <li>• Where?</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>1. <b>Who</b> did Joe want to beat in the race?</li> <li>2. <b>What</b> did Joe do before the race?</li> <li>3. <b>When</b> did Joe train for the race?</li> <li>4. <b>Where</b> was the race being held?</li> </ol>
<b>Strategy 4: Summarise</b>	
Explanation	When learners summarise, they think about the most important points in a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding.
Steps	<ol style="list-style-type: none"> <li>1. Read the text.</li> <li>2. Remind learners: When we summarise, we think of the most important parts of a story.</li> <li>3. Explain: Today we will summarise the story we just read. That means we will explain what happened in the story in a few sentences.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Give learners a minute to think about the story.</li> <li>5. Instruct learners to turn and talk and tell their summary to a friend (oral recount).</li> <li>6. Next, instruct learners to write their summary down.</li> </ol>
Examples	<p>Story: Joe wins the race</p> <p><u>Learners should summarise the story into a few sentences as follows:</u></p> <ol style="list-style-type: none"> <li>1. Sizwe always won everything at school.</li> <li>2. The school was holding a big cross country race.</li> <li>3. Joe trained every day after school when he ran home.</li> <li>4. Joe beat Sizwe in the race.</li> <li>5. Everyone was happy for Joe.</li> </ol>
<b>Strategy 5: Think about the text (Wonder)</b>	
Explanation	When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text.
Purpose	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text.</p> <p>By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p>
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the Read One and Read Two columns in the lesson plans.)</li> <li>3. Say: I see / I notice ...</li> <li>4. Say: I wonder ...</li> <li>5. Let learners think about the question.</li> <li>6. Give a sample answer to the question.</li> <li>7. Learners do <b>not</b> need to answer the question.</li> </ol>
Example	<b>I see</b> that Sizwe laughed at Joe when he entered the race. <b>I wonder</b> if this will upset Joe?
<b>Strategy 6: Make connections</b>	
Explanation	When learners <i>make connections</i> , they compare the story to their own lives, or to another text. Sometimes, they think about how something from the story is like something in their own lives. Sometimes, these questions ask learners to think about what they would have done if they were in the story. Sometimes, learners must connect the character's feelings and actions to those of characters in other stories they have read.
Purpose	These kinds of questions help learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy and understanding for the feelings and experiences of other people.

Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question, like: When was a time that you wanted to win something, like Joe?</li> <li>3. Use modelling to give a sample answer, like: When Joe wanted to win the race, it reminded me of how I used to compete with my sister at school. She always got top marks for everything, and my parents were so proud. I wanted my parents to feel proud of me too.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1. How does this remind you of your own life?</li> <li>2. Tell me about a time when something similar happened to you.</li> <li>3. If you were Joe, what do you think you would have done when Sizwe laughed at you?</li> <li>4. How do you think Sizwe felt when Joe beat him?</li> <li>5. Which other character does this remind you of?</li> </ol>
<b>Strategy 7: Make inferences</b>	
Explanation	<p>Making an inference involves using what you know to make a good guess about what you don't know. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something using what they have read together with their own experiences and knowledge.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p>
Purpose	<p>Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.</p>
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners: What do you know about this? What does the text say?</li> <li>3. Ask learners: What else can we guess about this? Is there something that the text does not say?</li> <li>4. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...</li> </ol>
Example	<p><b>Text:</b> My brother applied to go to University. I came home and saw my brother holding a letter and smiling. My mother was crying, and laughing and hugging him.</p> <p><b>Inference:</b> Based on the fact that my brother applied to go to university, and that he is holding a letter looking very happy, we guess that his application was successful.</p>

<b>Strategy 8: Make Evaluations</b>	
Explanation	When we evaluate a text, we make a judgement about an aspect of the text.
Purpose	Learners must be taught that they must always evaluate what they read, and must be able to support or justify their evaluations.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not?</li> <li>3. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>4. If learners struggle, share your own evaluation as an example: <b>I think</b> x did the right thing <b>because</b> x</li> </ol>
Example	<p><b>Some evaluation questions start with:</b></p> <ol style="list-style-type: none"> <li>1. Do you think...</li> <li>2. Do you agree with...</li> <li>3. In your view...</li> <li>4. Did you like...</li> </ol>

Below is a description of the core methodology of each of the Shared Reading lessons: Pre-Read; First Read; Second Read; and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson.

### **Shared Reading: Pre-Read**

#### ***Comprehension Strategy: Predict***

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read to them.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Explain to learners that they must not think of each picture on its own. They must think about how the pictures relate to each other. They must connect all the pictures to each other to try and work out what the entire story is about.
4. Show learners the cover of the story and read the title aloud.
5. Ask learners: What do you think will happen in this story?
6. Next, look at each picture in the story, and as you look, ask learners:
  - a. What do you see in this picture?

- b. What do you think is happening here?
- c. What do you think might happen next?
7. If learners forget to connect the different pictures, prompt them to do this. For example: 'Can you remember what this boy was doing in the last picture? What is he doing now? What do you think is happening?'
8. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?
9. Thank learners for their predictions.
10. If you have time, read through the story once without stopping.

### **Shared Reading: First Read**

***Comprehension Strategy: The strategy that must be used is identified in the lesson plan.***

In the First Read, we first build comprehension skills by reading and explaining the story to learners. We also model how to think about the story.

- Before reading, tell the class what you are going to do. Say something like: '*Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story.. This means that as I read, I will make a movie of the story in my mind.*'
1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
  2. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This gives learners a clear understanding of the story.
  3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
  4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
  5. Once you have read and explained the page to learners, pause and show that you are thinking. Then, read or say the text in block 1. By doing this, you are modelling how to think about the story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
  6. On the last page of the story, there are a few questions in block 1.
  7. Ask different learners to answer the questions.



8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

### **Shared Reading: Second Read**

***Comprehension Strategy: The strategy that must be used is identified in the lesson plan.***

In the Second Read, we continue to build comprehension skills by reading the story to learners, and by modelling how to think about the story.

- Once again, tell the class what you are going to do. Say something like: *'Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story.. This means that as I read, I will make a movie of the story in my mind.'*
1. Next, read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
  2. This time, try to avoid code switching.
  3. At the same time, during the Second Read, you will model how to think about the story.
  4. At the end of each page you will see two coloured blocks, numbered 1 and 2.
  9. Once you have read and explained the page to learners, pause and show that you are thinking. Then, read or say the text in block 2. By doing this, you are modelling how to think about the story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
  5. On the last page of the story, there are a few questions in block 2.
  6. Ask different learners to answer the questions.
  10. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

### **Shared Reading: Post-Read**

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practise using the new language that they have learnt.

**In Grade 2 during the post-read, you will do one of the following activities:**

- Act out the story

- Recount the story
- Illustrate the story

### **Act out the story (oral activity)**

1. Settle the learners on the carpet, or in a quiet space outside.
2. Tell learners that today they will act out parts of the story that they have read.
3. Hold up the big book. Read the first page.
4. Give learners the instruction of what to act out. (in lesson plan)
5. Act out the instruction with learners.
6. Repeat with every page.
7. Train learners to respond to a signal that they should be quiet and listen as you read a page between actions.

### **Recount the story (oral activity)**

1. Settle the learners so that you have their attention.
2. Follow the steps in the lesson plan to recount the story with learners.
3. First, you will model recounting something from the story.
4. Next, you will tell learners to think of something from the story – they should not copy your recount.
5. Then, learners will TURN AND TALK and share their recount with a partner.
6. Finally, you will call on a few learners to share their recounts with the class.

### **Illustrate the Story (written activity)**

#### **Modelling**

1. Begin by modelling the activity for learners.
2. Explain that today, learners will draw their **favourite** part of the story.
3. Use **modelling** to **think before you write**.
4. Use **modelling** to **explain** your favourite part of the story.
5. Use **modelling** to draw a picture of the part of the story you like best.
6. Use **modelling** to add a label to your drawing.

#### **Oral Instructions:**

1. Tell learners they must choose their **favourite** part of the story.

2. Hold up the pictures in the story for all the learners to see.
3. Remind learners that we **think before we write**.
4. Instruct learners to decide which part of the story they will write about.
5. Call on 2-3 learners to tell you their favourite part of the story. (*Learners can point to the picture that they like best if they cannot yet use English words.*)
6. Explain that learners can try to add a label.

### Writing:

1. **Hand out learner books.**
2. As learners write, walk around the room and complete **mini conferences**.
3. Ask learners to tell you about their drawings.
4. Help learners to add a label.
5. Encourage learners!

### Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils down.
2. Instruct learners to **turn and talk** with a partner about their drawings.

*Hang up learner drawings at LEARNER EYE-LEVEL around the room. This helps learners have conversations about the story.*

## Phonemic Awareness and Phonics

From Grade 1-3, only six different phonemic awareness and phonic activities are used. Once you understand and master these six simple activities, you can teach phonemic awareness and phonics to any grade.

### Activity 1

#### REVIEW PAST SOUNDS AND WORDS

1. Put some past flashcards in a pile, for example: /i/ /p/ /t/ /s/
2. Hold up a flashcard in random order.
3. Call on an individual learner to say the sound.
4. Instruct the class to repeat the correct sound.
5. Do this until you have gone through all of the past sounds.
6. Explain that you will now sound out a word.

7. Learners must listen carefully to the sounds and try to make out what the word is.
8. Say the sounds of a word, for example: /s/ - /i/ - /t/
9. Ask learners: What word do those sounds make?
10. Model blending the sounds to make a word: /s/ - /i/ - /t/ = **sit**
11. Show the flashcard for the word: **sit**. Say the word clearly.
12. Ask learners: Which word family does **sit** belong in?
13. Explain that it belongs in the **-it** word family.
14. If you have time, repeat for the word: **sip (it belongs to the -ip family)**

### BUILD A WORD WITH PAST SOUNDS

1. Write some past sounds on the chalkboard, for example: /i/ /p/ /t/ /s/ /a/
2. Ask learners if they can use these sounds to build a word.
3. As learners build words, write them on the chalkboard, in word families.
4. Brainstorm other words on the chalkboard. Nonsense words are also acceptable.

<b>pat</b>	<b>pit</b>	<b>tap</b>	<b>sip</b>
<b>sat</b>	<b>sit</b>	<b>sap</b>	<b>tip</b>
<b>tat</b>	<b>it</b>	<b>pap</b>	<b>pip</b>

### PURPOSE OF THE ACTIVITY

- Learners must know the sound made by each letter and must be able to blend sounds to form words. This is a key building block of reading.

## Activity 2

### DIFFERENTIATING NEW SOUNDS

1. Remind learners that we have learned the sounds /p/ and /s/ (for example).
2. Tell learners to listen carefully.
3. Explain that you will say one sound.
4. Learners must decide if it is /p/ or /s/
5. If learners think you said /p/, they must hold up 1 finger.
6. If learners think you said /s/, they must hold up 2 fingers.
7. Instruct learners to close their eyes.
8. Say one sound (either /p/ or /s/).

9. Instruct learners to hold up 1 or 2 fingers.
10. Look around the room to see which learners correctly identified the sounds, and which learners are struggling.
11. Instruct learners to open their eyes.
12. Tell learners which sound you said, and show the flashcard.
13. Repeat this as many times as possible.

### **PURPOSE OF THE ACTIVITY**

Learners must be able to isolate and identify different letter-sounds. Before learning to read these sounds, learners must be able to hear them.

## **Activity 3**

### **INTRODUCE THE SOUND AND WORDS**

1. Say the sound and hold up the flashcard **/sh-/** for learners to see.
2. Say the sound and instruct learners to repeat the sound. Do this three times.
3. Explain that when we see the letters **s** and **h** together in a word, we must not say the sounds separately. We must say one sound: **/sh-/**
4. Say each word loudly and clearly as you show the flashcard: **ship, shop, shut, shed, shell, shack, shock, shall**
5. Ask learners to repeat each word after you.
6. Stick up the flashcards on the Phonics Display Board.

<b>ship</b>	<b>shell</b>
<b>shop</b>	<b>shack</b>
<b>shut</b>	<b>shock</b>
<b>shed</b>	<b>shall</b>

### **PURPOSE OF THE ACTIVITY**

- Learners must make the connection between written letters and spoken sounds. Showing the letter and saying the sound helps learners make this connection.
- Learners must understand that written letters can have more than one sound. Learners must learn to distinguish between sounds in English and in the home language.
- Learners must learn to hear and see patterns in words. This helps learners write and read new words more easily.

## Activity 4

### SEGMENTING AND BLENDING (I DO)

1. Say the word **ship**
2. Segment the word into the individual sounds: /sh/ - /i/ - /p/
3. Say the beginning sound of the word: /sh/
4. Say the middle sound of the word: /i/
5. Say the end sound of the word: /p/
6. Write the word on the board: **ship**
7. Model pointing and blending the sounds to make a word: /sh/ - /i/ - /p/ = **ship**
8. Remind learners that in English, when **s** and **h** are together in a word they must be read together as one sound: /sh/
9. Repeat this with the word **shut**

### SEGMENTING AND BLENDING (WE DO)

1. Say the word **shell**
2. Ask learners: What is the first sound in the word? /sh/
3. Ask learners: What is the middle sound in the word? /e/
4. Ask learners: What is the last sound in the word? /ll/
5. Ask learners to segment the word into each individual sound: /sh/ - /e/ - /ll/
6. Write the word: **shell**
7. Instruct learners to blend the sounds in the word with you: /sh/ - /e/ - /ll/ = **shell**
8. Repeat this with the word **shock**

### SEGMENTING AND BLENDING (YOU DO)

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **sh- words**.
3. Instruct learners to write the numbers 1-8.
4. *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*
5. Say each of the following words. Instruct learners to write the word in their books.
 

**ship    shop    shut    shed    shell    shack    shock    shall**
6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.
7. Instruct learners to practise reading the phonic words for **homework**.

**PURPOSE OF THE ACTIVITY**

- Learners must understand that words are made up of distinct sounds. These sounds can be put together (blended) or taken apart (segmented).
- Learners must be able to hear and isolate the sounds in words.
- Learners must be able to blend the sounds they hear into a full word. Children can often segment a word (point to and say the individual sounds in a word) but have trouble putting the sounds back together to make a full word. Blending is a critical skill for children to be able to decode words.

**Activity 5****BEGINNING SOUND**

1. Model isolating the beginning sound for learners. Say:
  - /c/ - ash (cash)
  - /fl/ - ash (flash)
2. Say another two words that begin with different sounds, like: mash and bash.
3. Ask learners to identify the word that begin /b/ - (bash).
4. Repeat with different pairs of words.

**LETTER SWAP**

1. Say the word: rash
2. Identify the beginning sound. /r/ - ash. Ask what is left (-ash).
3. Swap the first sound and ask learners what word this makes. /tr/ -ash = trash
4. Do this orally and in writing.
5. Ask learners to think of other words that end the same (rhyme).

**INFORMAL ASSESSMENT**

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **-ash words**.
3. Instruct learners to write numbers 1-4 and to write down the following words as you say them:  
cash      flash      rash      trash

**PURPOSE OF THE ACTIVITY**

- Learners must understand that words are made up of distinct sounds. These sounds can be put together (blended) or taken apart (segmented).

- Learners must be able to hear and isolate the sounds in words.
- Learners must recognise patterns in speech and in written language. Recognising patterns helps learners to decode more quickly and effectively. Manipulating (changing) sounds and letters in words help practise seeing and hearing patterns in words.

## Activity 6

### WORD FIND

Write the following table on the chalkboard:

<b>bl-</b>	<b>i</b>	<b>p</b>
<b>oo</b>	<b>d</b>	<b>a</b>
<b>nk</b>	<b>e</b>	<b>m</b>

### MODEL

1. Remind learners of the sound of the week: **/bl/**
2. Review all of the sounds and blends on the chalkboard.
3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.
4. Show learners how to make a word using the target sound, like: **/bl/ - /oo/ - /d/**
5. Remind learners they can make a word using any of the sounds – they do not need to use **/bl/**.
6. Show learners how to make another word, like: **/p/ - /i/ - /nk/**
7. Remind learners they can make words using the target sound, like **blood**, or words without the target sound, like **pink**.

### LEARNERS DO

1. Tell learners to open their exercise books and write the heading: **bl words**.
2. Instruct learners to begin writing.
3. Give learners 3 minutes to find and build as many words as they can.
4. Allow learners to correct their own work. Show learners how to build these words (and others):  
**blood, blink, blank, bloom, pink, map, dam, doom, pad, dip, mood**

### PURPOSE OF THE ACTIVITY

- Learners must understand that words are made up of distinct sounds. These sounds can be put together (blended) or taken apart (segmented).
- Learners must be able to blend and segment on their own in order to form new words.



## Group Guided Reading

It is very important that you listen to every learner read individually, at least once per week.

### What to do with the rest of the class:

1. Before you begin the group guided reading session with a group, you must first settle the rest of the class with their exercise books and decodable Reading Worksheets.
2. Make sure the worksheets are protected, by using flip files or plastic sleeves.
3. Train learners on the routine of Group Guided Reading as follows:
  - a. Settle the class with their reading worksheets
  - b. Explain the worksheet activity that must be completed
  - c. Call a group to read for you
  - d. Once you have listened to every learner in the group, send the group back to their seats
4. It is a good idea to seat a weaker reader next to a stronger reader, so that as learners read the worksheets, some peer tutoring can take place.

### Structure of the Reading Worksheets:

1. Each weekly worksheet consists of 5 activities. There are 5 group guided reading sessions per week, so learners must complete one activity per group guided reading session.
2. However, learners who finish before the end of the session must be allowed to select another book or text for independent reading.
3. Try to build a class library for this purpose.
4. **Icons remind the learners of what to do on each day:**
  - a. The mouth reminds learners to sound out words.
  - b. The eye reminds learners that they must read these words by sight.
  - c. The single child reminds learners to read on their own.
  - d. The two children remind learners to read with a partner.
  - e. The hand holding a pen reminds learners that they must draw or write.
5. A master list of all phonic and sight words taught is kept. New stories are structured using the phonic and sight words of the week, and by including phonic and sight words that were previously taught. This means that learners never encounter words on the worksheet that they have not seen before.

**Assigning groups and text selection for Group Guided Reading:**

1. In the first two weeks of school, listen to every learner read individually.
2. Use the rubric below to sort learners according to their abilities.
3. Assign learners to same-ability groups.
4. In this programme, there are 5 slots per week to listen to reading. This means that you should ideally form 5 groups.
5. In your Tracker you will find a form to fill in the names of learners per group, and a table that allows you to keep track of what each group has read.
6. **Please note:** this rubric divides learners based on their technical reading skills.
7. If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
8. **In a class of 40 learners, there may be:**
  - No full group at level 1, only a few individual learners
  - 1 group at level 2
  - 2 groups at level 3
  - 1 group at level 4
  - No full group at level 5, only a few individual learners

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<ul style="list-style-type: none"> <li>• This learner knows no or very few words.</li> <li>• This learner does not seem to recognise many letter-sound relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows just a few common words.</li> <li>• This learner does not seem to recognise some letter-sound relationships, OR this learners needs a lot of help to read previously unseen words.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows many common words.</li> <li>• This learner needs help to decode previously unseen words.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows many common words and can decode most previously unseen words.</li> <li>• This learner occasionally needs help to decode more challenging words.</li> <li>• This learner reads with some fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows many common words.</li> <li>• This learner can decode previously unseen words.</li> <li>• This learner reads with fluency and expression.</li> <li>• This is one of the best readers in the class.</li> </ul>

**What to do with each group during Group Guided Reading:**

1. Call a group to read to you.
2. Select a text to read with the group – IF YOU HAVE A SERIES OF GRADED READERS, PLEASE MAKE USE OF THIS.
  - a. Make sure that learners all have the correct text.
  - b. Seat the group in a circle.
  - c. Remind learners of the sight words they have learnt for the week. Show the group the flashcards of these words and practice reading them.
  - d. Next, give learners a few minutes to read part of the text independently and in silence.
  - e. Then, ask each learner to read part of the text aloud, on his or her own.
3. During group guided reading, it is important to remember to:
  - a. **Point out the sight words.** Remind learners that there are some words that we cannot sound out, so we must learn to read them by sight.
  - b. **Build decoding skills.** If a learner cannot read a word, do not just help the learner with the word straight away. Rather, encourage the learner to sound the word out, and then blend the sounds together to form the word.
  - c. **Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
  - d. **Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they are talking. Model reading fluency for learners and let them repeat after you.
  - e. **Build reading comprehension.** Tell learners that they must always think about what they are reading. Teach learners to pause, go back, and reread what they have read if they lose track of the meaning. Teach learners to visualise as they read – to build a movie in their heads of what they are reading. Teach learners to try and remember what they have read. Also encourage learners to ask if they do not understand something.

**Care of the Reading Worksheets:**

1. It is a good idea to put the worksheets into flip files or plastic sleeves when learners use them.
2. Look after these worksheets carefully and store them properly once they have been used.
3. You should be able to use the same worksheets for many years, as learners do not write on them. Instead, they write in their exercise books.

## Writing Strategies

1. Follow the lesson plans to complete the writing task for each week.
2. In the lesson plans, you will notice that the same routine is always followed. This is to help learners, so that they know what to expect in writing lessons. This helps to build confidence.
3. In Grades 1&2, the routine includes planning and drafting. In Grade 3, the routine includes all the main steps of process writing, namely: planning; drafting; editing; publishing and presenting.
4. You will also notice that different strategies are slowly taught to learners so they are able to successfully complete sentence frames.
5. The aim is for learners to eventually use these strategies automatically.
6. These strategies help learners feel confident about their writing by showing them that there is a series of steps to follow when they write.

### Strategy 1: Teacher models writing first

- a. The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).
- b. By watching the teacher, the learners have a clear idea of the task.

### Strategy 2: Writers think before they write

- a. Writing is the act of putting thoughts onto paper.
- b. This means that writers must think first and decide what to write about before writing.
- c. It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about.
- d. Always build in time for learners to think about what they want to write.

### Strategy 3: Writers draw a line for each word

- a. Learners think about the sentence they want to write, and say it aloud.
- b. They count how many words there are in the sentence, and draw a line to represent each word.
- c. Lines must be drawn from left to right and from the top of the page to the bottom.
- d. Lines must be the approximate length of the words.
- e. Spaces must be left between words.
- f. At the end of the sentence, the learner puts a full stop.
- g. With lines in place, the learner fills in words that are known, or must try to write down the starting sounds of a word before asking for help.

- h. This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.

**Strategy 4: Writers use resources to write words**

- a. Teach learners not to ask for help to write all unknown words. They should first use other resources to find out how to write the unknown word. For example:
- Words on a word wall
  - Other books
  - Spelling lists
  - They can even ask their classmates.

**Strategy 5: Writers use their memories to write words**

- a. Learners should try to remember words they have learnt, and to write these words from memory.

**Strategy 6: Writers say words slowly like a tortoise**

- a. Teach learners to say an unknown word very slowly to hear its different sounds.  
(Segmenting)
- b. Next, teach learners to write down every sound that they can hear. (They may not spell the word correctly, but this will be a starting point to write unknown words. For example, **are** may be written as **ar** or even **r**. The teacher can then build on this and show the writer the correct spelling.)
- c. Try to read the learner's phonetic writing, and praise them for using their phonetic knowledge to try and build words. This is an important skill to encourage.

**Strategy 7: Writers read what they write**

- a. Learners read their sentences aloud to themselves or to a peer. Reading one's writing to a classmate makes the writing process more meaningful.
- b. As they do this, they check they have not left out any words.
- c. They also check that the word order is correct.
- d. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.

**Strategy 8: Writers Turn and Talk**

- a. At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
- b. This can be used to share ideas about what to write about, to read their writing to each other, to tell each other about their pictures, or to check that they understand what to do.
- c. Teach learners to face each other and talk quietly when they turn and talk.

**Strategy 9: Hold Mini-Conferences**

- a. This is a useful strategy to use as learners are writing.
- b. Walk around the room, and stop where you see a learner struggling.
- c. Hold a mini-conference with that learner.
- d. Engage with the learner's work, listen to the learner, and help the learner as needed.
- e. Remember to try and give all learners some individual attention, and to praise their efforts and improvements.

# TREASURE HUNT

Use the information from page 5 to page 38 to complete the following treasure hunt.

Work in pairs to find as many answers as possible in 30 minutes.

This is a competition, so work as efficiently as possible!

1. In the section titled, 'How the PSRIP works', the first three points are very important. What do these three points refer to?
2. List all the materials provided by the PSRIP every term.
3. Read the weekly routine for the three grades. List all the different activity types that are done.
4. What is the routine for Shared Reading in Grade 1?
5. Which lesson is only done in Grade 3? When is it done and for how long?

6. Look at the Themes and Reading Schedules. What theme and story is done in Grade 3, Term 1, Weeks 3&4?
7. There are similar themes in Grade 1 and Grade 2. What are they?
8. Which theme and story sounds interesting to you? Why?
9. If you are a Grade 2 or 3 teacher, you need to form two different kinds of groups. What are they?
10. In Grade 1, learners learn to read a sight word sentence every week. What do you notice about these sentences?
11. At the start of the PSRIP, teachers should be given four coloured display boards. What are these used for?
12. The CORE METHODOLOGIES are explanations of the activities that you will do over and over again. You will see these activities on video, but if you ever forget what to do, they are written in the lesson plan.
<ul style="list-style-type: none"> <li>• Read the core methodology for the first PHONEMIC AWARENESS AND PHONICS activity.</li> <li>• Is it clear and easy to understand?</li> <li>• Do you think you could do this lesson?</li> </ul>



13. Look at the core methodology for Daily Activities. Four different activities are always done. What are they?
14. PATS is a methodology to teach learners new vocabulary. What does each letter stand for?
15. How many different Phonemic Awareness & Phonics Activities are there in the PSRIP?
16. What are the different comprehension strategies that are taught in the PSRIP?
17. What is the purpose of teaching learners the strategy of making inferences?
18. What different Post-Read activities are done in the PSRIP?

19. During Group Guided Reading, what is done with the rest of the class?
20. In Grade 2&3, when does Group Guided Reading take place?
21. In Group Guided Reading, the teacher works with a small group to build their technical reading skills. The rest of the class must work quietly on the Reading Worksheet for the week. What icons are on the worksheet, to tell learners what to do, and what do they mean?
22. What are five important things to do with individual learners during group guided reading?
23. When are writing lessons done in each grade, and for how long?
24. Which parts of process writing are taught in Grade 3?
25. Read the Writing Strategies. Which strategy seems useful to you and why?

# UNDERSTANDING HOW CHILDREN LEARN TO READ

## Introduction

This is a **simplified introduction to how children learn to read**. It is important that all teachers have at least a rudimentary understanding of how children learn to read, in order to help them along this journey.

Firstly, it is important for **all children** to know that **reading is a code**, and that **we are all capable of learning the code**. Some of us learn the code really quickly, and others take longer to learn the code. But, we can all learn the code. Even children who have progressed through school without learning to read can be helped, unless they have serious barriers to learning.

Next, it is important for teachers to understand the **components of technical reading skills**. In order to master the technical aspects of reading, children must master the following skills:

## TECHNICAL READING SKILLS

### 1. Phonemic and Phonological awareness

- Phonemic awareness refers to a child's ability to hear and identify sounds, and to manipulate sounds. This skill is developed aurally and orally (hearing and speech) – it does not involve any reading.
- Parents and pre-school teachers must be educated to play simple phonemic awareness games with children. These games can include:
  - a. Clapping a rhythm which the child listens to and repeats
  - b. Listening to two sounds with eyes closed, and saying whether they are the same or different
  - c. Placing many objects on a table, and telling the child to pick up something that begins with...(a particular sound)
  - d. I spy with my little eye something beginning with....(a particular sound)
  - e. Identifying the beginning, middle and end sounds of simple words

- f. Playing games to break words up into syllables

## 2. Alphabetic principle

- Children must learn that different sounds are represented by the letters of the alphabet, and that we write words using these letters.
- In other words, they must know that letters and words carry meaning.
- They must be taught to recognise lower and upper case letters instantly.
- Children usually start by recognising the first letter of their names, and by then learning to write their names.
- Young children will also often learn to read common signs, like the words: Coca Cola, or Checkers.

## 3. Vocabulary

- A child's spoken vocabulary is a very good indicator of his or her future reading ability. The more words a young child knows, the more easily and fluently he or she will read.
- For this reason, young children must be exposed to many words, in an authentic context.
- Parents, pre-school and primary school teachers must be encouraged to talk to children using expanded vocabulary and proper sentence structures – not baby talk. By repeatedly hearing the word or phrase in context, the child will learn new vocabulary and language.
- For parents, this means that as they do different things with their children, they must talk about what they are doing, even to babies. A parent who is cooking could name and describe the different ingredients, and could describe the cooking process as it happens. A parent taking a child for a walk through a village could point at and talk about different objects, people and events that are seen.
- Parents must not be afraid to expose young children to multiple languages. Young children can easily learn up to four or five languages without getting confused, and in fact, learning multiple languages increases the brain function and makes us smarter!
- Teachers must also be encouraged to expand and enrich children's vocabulary, both in home language and English.
- Teachers must also develop children's cognitive academic language, by using these words in context. This means teachers must explicitly teach learners words like: bigger; heavier; compare; describe; triangle; experiment; same; different; etc.

## 4. Phonics

- Phonics are the building blocks of reading. By learning phonics, children learn the code of reading.
- Phonics are the sounds made by each letter, and by groups of letters, or blends.
- Children must be systematically taught all the sounds that are made by letters. They must be able to automatically connect letters and sounds.
- Then, children must be taught to blend and segment sounds, in order to read and write. This means that children must be able to say all the individual sounds in a word, and to blend them together until they can 'hear' the word.
- All teachers should know their phonics – the sounds made by different letters or groups of letters. Teachers should know the phonics of the home language, and of English.
- Teachers must also know that sometimes, letters make different sounds in different languages. For example, some letters that make different sounds in African Languages and English are: a; u; ph; c; q; r; x.
- When a child cannot read a word, no matter the grade, the teacher must help the child to sound out the word. The only exception is the group of English words known as 'sight words'. These words must be learnt by sight, because they are not phonetically regular, and therefore cannot be sounded out.

## 5. Sight words and high frequency words

- Another important technical reading skill is to teach children to recognise many words by sight. The more words that children can read automatically, or by sight, the faster and more fluently they will read.
- In English, we start by teaching children 'sight words'. These are words that are usually not phonetically regular, and therefore cannot be sounded out. For example: the; your; their.
- We also sometimes use this term 'sight words' to describe high frequency words. High frequency words are words that appear in almost every text. These words exist in every language.
- By teaching children to read these words with automaticity, we will improve their reading fluency and speed.

- Children learn these words by memory. They must be shown the word, and asked to 'take a picture of the word with their mind'. They can also write the word in sand, or form the word with clay.
- It is pointless to ask children to look at a word and repeat it many times. Rather, teachers must hold up flashcards of different words in a different order. They can repeat this for a number of days, but they must not show each word more than 3 times on a given day.
- Teachers must remember that some children will learn to recognise words by sight very quickly, and others will need a lot of practice. Some children just take more time.
- Because of this, teachers must accept that some learners will not grasp all sight words the first time they see them. But, sight words can be revisited to allow children multiple opportunities to learn them.

## COMPREHENSION SKILLS

Whilst teaching children technical reading skills is very important, it is equally important to teach them **comprehension skills**, so that they **understand what they are reading**.

Firstly, it is important to teach children that they must **think about** and **understand every text that they read**. Children must be taught that there is no point to reading if you do not understand what you are reading. Children must also know that the **minute they lose their way in a text**, they must **go back and reread** what has been read, and **try to visualise and remember** what is happening.

We can also explicitly teach **comprehension skills** in the following ways:

### 1. Vocabulary

- Again, vocabulary forms a big part of reading comprehension. The more words a child knows and understands, the more they will understand what they are reading.
- All teachers, regardless of the grade and subject that they are teaching, must be trained to explicitly teach vocabulary as part of every lesson.
- This is especially important where the child is not learning in his or her home language.
- Teachers must also realise that if a child is taught a concept in his or her home language, and they understand what that concept is, it is easier for them to learn the equivalent

conceptual word in another language. They can transfer their understanding of concepts across languages.

## 2. General knowledge

- Improved general knowledge about the world also leads to better reading comprehension.
- Obviously, the more children knows about a topic, the easier it will be for them to understand what they are reading.
- This is especially true when expecting learners to make inferences. In order to make an inference, a child must take what is written, and put it together with what they already know about a topic, to make a good guess about what is not being said in the text. If the child knows very little or nothing about a topic, they will not be able to make meaningful inferences.

## 3. Reading fluency

- Children who read very slowly and who have to sound out many words will often not understand what they are reading.
- Therefore, we have to help children to become fluent readers. There are different ways to do this.
- Firstly, we must continue to build children’s vocabulary. The more words they know, they more likely they are to recognise and remember different words.
- Secondly, we must teach learners to read some words by sight – we must make flashcards, and must play games to help children to recognise and read these words.
- When reading a text with learners, all teachers can improve reading fluency in the following way.
  - a. Start by giving learners some time to try and read the text silently on their own. This allows the children to see what they can and can’t read.
  - b. Next, read the text aloud for learners, encouraging them to follow along as you read it. As you read, you may stop and explain the text to learners, so that they are building meaning as they read.
  - c. Then, read the text aloud once again. This time, tell the children to join in and read with you. Children must read quietly, so that they can hear you. Keep reading at a normal pace, and with proper expression and intonation – do not fall into a sing-song pattern.

- d. Finally, tell learners to take turns to read the text with a partner. Instruct them to take turns to read alternating sentences or paragraphs.
- e. It is very important to only do fluency development in small, same-ability groups. This must never be done as a whole class activity.

#### **4. Creating a summary**

- Summaries are a very important comprehension skill.
- There are many different ways to summarise a text.
  - a. First, we start by asking children to recount or summarise part of the story or text.
  - b. We can then move to asking children to summarise a complete story or text.
  - c. Finally, we can ask children to complete a high-level, conceptual summary of the text.
 

Here, we can ask learners to say what the text was about, what the message or lesson of the text was, what they liked about the text, etc.
- This is also an important comprehension skill for older children to grasp. Often, we get caught up with teaching children technical aspects of making a summary. We confuse them by telling them to mainly use nouns and verbs. Or we tell them that they must reduce the number of words from say, 150 to 60. Or, we tell them to identify the lead sentence in every paragraph, and to focus on this in our summary. This can be very intimidating and confusing for children.
- Rather we must make sure that children understand what a summary is – they must understand the concept of it.
- Teachers must understand that the point of a summary is not to check that children use specific words, or a specific number of words. It is to check that children understand the text literally and conceptually, that they have grasped the main ideas of the text, and that they can reflect on the text in a meaningful way.

#### **5. Modelling how to think about a text**

- As proficient readers, we automatically think about every text that we read. In our minds, we ask questions, we read between the lines, we make connections, we make judgements, and we predict what will happen next.
- As teachers, we have to teach children how to think about a text by modelling this for them.



- This means that, as you read, all the thoughts, opinions, questions and conclusions that enter your mind, you need to say out loud. In this way, children will learn that good readers always think about what they are reading. They will also learn the kinds of thoughts that good readers have about different texts.
- In the PSRIP, this is set up for teachers as they read different texts to learners.
- As teachers read a text, they teach learners to:
  - a. Make predictions about the text
  - b. Search the text for details
  - c. Visualise what is happening in the text
  - d. Make connections between the text and their own lives
  - e. Make judgements and evaluations about characters or events
  - f. Make inferences, or read between the lines
  - g. Make summaries of the text

## ENGAGING WITH EACH SET OF ACTIVITIES

### Listening & Speaking

NUMBER	TASK	GROUP MEMBERS
L&S 1	What is PATS?	
L&S 2	How do you correct a learner who makes a mistake when speaking?	
L&S 3	What management strategies can you use to ensure that all learners get a chance to speak or answer a question?	
L&S 4	Please demonstrate: Teaching learners how to greet in English.	
L&S 5	Please demonstrate: Teaching theme vocabulary (Grade 3, Term 1, Week 3, Monday)	
L&S 6	Please demonstrate: Teaching the song or rhyme (Grade 3, Term 1, Week 3, Monday)	
L&S 7	Please demonstrate: Teaching the Question of the Day (Grade 3, Term 1, Week 3, Monday)	
L&S 8	How do you manage the implementation of the Question of the Day to ensure that all learners get a chance to participate?	
L&S 9	Please explain the process involved in making new vocabulary part of a child's lexicon?	
L&S 10	When do we use 'turn and talk'? Please name some instances.	

## Phonemic Awareness & Phonics

NUMBER	TASK	GROUP MEMBERS
PPA 1	What is the value of PPA Activity 1, reviewing past sounds and words, and building words using past sounds?	
PPA 2	Please demonstrate: Introduce new sounds and words (Grade 3, Term 1, Week 3, Monday)	
PPA 3	Please demonstrate: Differentiate between 2 sounds (e and a)	
PPA 4	Please demonstrate: Blend and Segment (Grade 3, Term 1, Week 3, Wednesday)	
PPA 5	What are rhyming words, and why are they important in English phonics?	
PPA 6	Please demonstrate: Word find (Grade 3, Term 1, Week 3, Friday)	
PPA 7	Please explain the difference between phonics and phonemic awareness?	
PPA 8	What is inventive spelling and why is it important?	
PPA 9	Please demonstrate sounding out all the single sounds of the alphabet in English.	
PPA 10	Please demonstrate saying 5 single sounds that sound different in English and an African language.	

## Shared Reading

NUMBER	TASK	GROUP MEMBERS
SR 1	Please demonstrate: Pre-Read (Grade 3, Term 1, Week 3, Tuesday)	
SR 2	Please demonstrate: First Read (Grade 3, Term 1, Week 3, Thursday)	
SR 3	Please demonstrate: Second Read (Grade 3, Term 1, Week 4, Tuesday)	
SR 4	Please demonstrate: Post-Read (Grade 3, Term 1, Week 4, Thursday)	
SR 5	Describe the purpose of the blocks at the bottom of the big book pages.	
SR 6	What does it mean to make an inference? Please give an example of making an inference.	
SR 7	What does it mean to make an evaluation? Please give an example of making an evaluation.	
SR 8	What does it mean to make a connection? Please give an example of making a connection.	
SR 9	Why must the teacher model how to think about the text?	
SR 10	Why are summaries an important comprehension skill?	

## Writing

NUMBER	TASK	GROUP MEMBERS
W 1	Please explain what is meant by process writing, and describe the steps involved in process writing.	
W 2	Please demonstrate (Grade 3, Term 1, Week 3, Tuesday) ( <i>work together with other demo groups</i> )	
W 3	Please demonstrate (Grade 3, Term 1, Week 3, Thursday) ( <i>work together with other demo groups</i> )	
W 4	Please demonstrate (Grade 3, Term 1, Week 4, Tuesday) ( <i>work together with other demo groups</i> )	
W 5	Please demonstrate (Grade 3, Term 1, Week 4, Thursday) ( <i>work together with other demo groups</i> )	
W 6	Why is it important to teach learners the strategy of 'Writers think before they write'?	
W 7	Why is it important to teach learners the strategy of 'Writers read what they write'?	
W 8	How would you advise teachers to give learners feedback on their writing?	
W 9	Explain the strategy of drawing a line for each word – why is this useful and when can learners stop doing this?	
W 10	Why is it important for learners to share their writing with other people?	

## Day 2 Study Cards

<p><b>IDEAL ARRANGEMENT OF CLASSROOM FURNITURE</b></p>	<ul style="list-style-type: none"> <li>• No excess or broken furniture</li> <li>• A desk and seat for every learner</li> <li>• Correct size furniture</li> <li>• Maximize space to move around room</li> </ul>
<p><b>CHALKBOARD GUIDELINES</b></p>	<ul style="list-style-type: none"> <li>• Sections per subject</li> <li>• For permanent lines, soak chalk in sugar water</li> <li>• Monitor to keep it clean</li> <li>• Model best practice handwriting</li> </ul>
<p><b>CARPET SPACE GUIDELINES</b></p>	<ul style="list-style-type: none"> <li>• Essential for FP classroom</li> <li>• Carpet / mat / carpet tiles or offcuts / old blankets / cardboard squares</li> <li>• Establish and teach routine</li> <li>• Use for oral and shared reading</li> </ul>
<p><b>CLASSROOM DISPLAY GUIDELINES</b></p>	<ul style="list-style-type: none"> <li>• Wall space for each subject</li> <li>• Problem walls – use cord and pegs, strips of wood, corkboard, plaster</li> <li>• Keep current &amp; include learners' work</li> </ul>
<p><b>ROUTINE GUIDELINES FOR YOUNG LEARNERS</b></p>	<ul style="list-style-type: none"> <li>• Pay attention – only 5 to 10 minutes</li> <li>• Frequent active breaks / transitions</li> <li>• Build in toilet routines</li> <li>• End day with reflection and 'read-aloud'</li> </ul>
<p><b>PHONEMIC AWARENESS</b></p>	<ul style="list-style-type: none"> <li>• The ability to hear, identify and manipulate individual sounds</li> <li>• Does not involve reading</li> <li>• Games: clap after me; same or different; what is the first sound?</li> </ul>
<p><b>PHONOLOGICAL AWARENESS</b></p>	<ul style="list-style-type: none"> <li>• The ability to hear, identify and manipulate words or parts of words</li> <li>• Does not involve reading</li> <li>• Games: rhyming words; clap out the syllables; swap a syllable</li> </ul>



<p style="text-align: center;"><b>PHONICS</b></p>	<ul style="list-style-type: none"> <li>• Letter-sound relationships</li> <li>• Symbols used to represent sounds</li> <li>• Building blocks of reading and writing</li> </ul>
<p style="text-align: center;"><b>ALPHABETIC PRINCIPLE</b></p>	<ul style="list-style-type: none"> <li>• Different sounds represented by letters of the alphabet</li> <li>• Letters and words carry meaning</li> <li>• Fixed number of letters / symbols in each alphabet</li> </ul>
<p style="text-align: center;"><b>ENGLISH SIGHT WORDS</b></p>	<ul style="list-style-type: none"> <li>• Not all English words are phonetically regular</li> <li>• Some words must be learnt by sight – cannot be sounded out</li> <li>• Learn to read by sight for fluency</li> </ul>
<p style="text-align: center;"><b>HIGH FREQUENCY WORDS</b></p>	<ul style="list-style-type: none"> <li>• Most commonly occurring words in each language</li> <li>• Must be learnt by sight</li> <li>• Increases reading fluency and speed</li> </ul>
<p style="text-align: center;"><b>TECHNICAL READING SKILLS</b></p>	<ul style="list-style-type: none"> <li>• Phonic decoding</li> <li>• Recognition of sight words</li> <li>• Recognition of high frequency words</li> <li>• Reading fluency</li> <li>• Good oral vocabulary</li> </ul>
<p style="text-align: center;"><b>READING COMPREHENSION SKILLS</b></p>	<ul style="list-style-type: none"> <li>• Good oral vocabulary</li> <li>• Good general knowledge</li> <li>• Stop and reread when lost (self-monitoring)</li> <li>• Summarise and recount text</li> <li>• Predict, remember details; make connections; make inferences; make evaluations</li> </ul>
<p style="text-align: center;"><b>MODELLING HOW TO THINK ABOUT A TEXT</b></p>	<ul style="list-style-type: none"> <li>• Teacher should model thoughts whilst reading aloud</li> <li>• Shows learners that good readers always think about what they are reading</li> <li>• Shows the kinds of thoughts that good readers have</li> </ul>





Day 3 Study Cards

<p style="text-align: center;"><b>ROUTINE &amp; LESSONS FOR LISTENING &amp; SPEAKING GRADE 1&amp;2</b></p>	<ul style="list-style-type: none"> <li>• MONDAY: Greeting; teach vocab; teach song/rhyme; question of the day; revise sight words</li> <li>• TUESDAY: Greeting; teach vocab; teach song/rhyme; question of the day; revise sight words</li> <li>• WEDNESDAY: Greeting; teach vocab; song/rhyme; question of the day; revise sight words</li> <li>• THURSDAY: Greeting; teach vocab; teach song/rhyme; question of the day; revise sight words</li> <li>• FRIDAY: Greeting; teach vocab; song/rhyme; question of the day; revise sight words</li> </ul>
<p style="text-align: center;"><b>ROUTINE &amp; LESSONS FOR LISTENING &amp; SPEAKING GRADE 3</b></p>	<ul style="list-style-type: none"> <li>• MONDAY: Greeting; teach vocab; teach song/rhyme; question of the day; revise sight words</li> <li>• WEDNESDAY: Greeting; teach vocab; song/rhyme; question of the day; revise sight words</li> <li>• FRIDAY: Greeting; teach vocab; song/rhyme; question of the day; revise sight words</li> </ul>
<p style="text-align: center;"><b>ROUTINE &amp; LESSONS FOR PHONEMIC AWARENESS &amp; PHONICS GRADE 1</b></p>	<ul style="list-style-type: none"> <li>• MONDAY: Review and build</li> <li>• TUESDAY: Introduce new sound and words</li> <li>• WEDNESDAY: Differentiate sounds</li> <li>• THURSDAY: Blend and segment</li> <li>• FRIDAY: Letter swap</li> </ul>
<p style="text-align: center;"><b>ROUTINE &amp; LESSONS FOR PHONEMIC AWARENESS &amp; PHONICS GRADE 2</b></p>	<ul style="list-style-type: none"> <li>• MONDAY: Introduce new sound and words</li> <li>• WEDNESDAY: Blend and segment</li> <li>• FRIDAY: Letter swap</li> </ul>



<p><b>ROUTINE &amp; LESSONS FOR PHONEMIC AWARENESS &amp; PHONICS GRADE 3</b></p>	<ul style="list-style-type: none"> <li>• MONDAY: Introduce new sound and words</li> <li>• WEDNESDAY: Blend and segment</li> <li>• FRIDAY: Word find</li> </ul>
<p><b>ROUTINE &amp; LESSONS FOR SHARED READING GRADE 1</b></p>	<ul style="list-style-type: none"> <li>• MONDAY: Pre-Read</li> <li>• TUESDAY: First Read</li> <li>• WEDNESDAY: Illustrate the Story</li> <li>• THURSDAY: Second Read</li> <li>• FRIDAY: Post-Read</li> </ul>
<p><b>ROUTINE &amp; LESSONS FOR SHARED READING GRADE 2&amp;3</b></p>	<ul style="list-style-type: none"> <li>• WEEK 1 TUESDAY: Pre-Read</li> <li>• WEEK 1 THURSDAY: First Read</li> <li>• WEEK 2 TUESDAY: Second Read</li> <li>• WEEK 2 THURSDAY: Post-Read</li> </ul>
<p><b>ROUTINE &amp; LESSONS FOR WRITING GRADE 1</b></p>	<ul style="list-style-type: none"> <li>• THURSDAY: Plan and draft</li> </ul>
<p><b>ROUTINE &amp; LESSONS FOR WRITING GRADE 2</b></p>	<ul style="list-style-type: none"> <li>• TUESDAY: Plan &amp; draft</li> <li>• THURSDAY: Plan and draft</li> </ul>
<p><b>ROUTINE &amp; LESSONS FOR WRITING GRADE 3</b></p>	<ul style="list-style-type: none"> <li>• WEEK 1 TUESDAY: Plan</li> <li>• WEEK 1 THURSDAY: Draft</li> <li>• WEEK 2 TUESDAY: Edit</li> <li>• WEEK 2 THURSDAY: Publish &amp; Present</li> </ul>
<p><b>ICONS AND ACTIVITIES ON READING WORKSHEETS</b></p>	<ul style="list-style-type: none"> <li>• MOUTH: Phonic words – sound out</li> <li>• EYE: Sight / high frequency words – read by sight</li> <li>• ONE CHILD: Read alone</li> <li>• TWO CHILDREN: Read with a partner</li> <li>• HAND: Draw or write</li> </ul>
<p><b>COMPREHENSION STRATEGIES</b></p>	<ul style="list-style-type: none"> <li>• Predict</li> <li>• Visualise</li> <li>• Search the text</li> <li>• Summarise</li> <li>• Think about the text (wonder)</li> <li>• Make connections</li> <li>• Make inferences</li> <li>• Make evaluations</li> </ul>



<p><b>WRITING STRATEGIES</b></p>	<ul style="list-style-type: none"> <li>• Teacher models writing first</li> <li>• Writers think before they write</li> <li>• Writers draw a line for each word</li> <li>• Writers use resources to write words</li> <li>• Writers use their memories to write words</li> <li>• Writers say words slowly and write the words they hear</li> <li>• Writers read what they write</li> <li>• Writers turn and talk</li> <li>• Writers hold mini-conferences</li> </ul>
<p><b>FORMING GROUP GUIDED READING GROUPS</b></p>	<ul style="list-style-type: none"> <li>• Form same-ability groups</li> <li>• Listen to each learner read aloud</li> <li>• Use rubric to place learners in groups</li> <li>• Keep weaker groups small</li> <li>• Update groups regularly</li> <li>• Choose group names that do not indicate reading strength</li> </ul>
<p><b>WHAT TO DO WITH A GROUP DURING GROUP GUIDED READING</b></p>	<ul style="list-style-type: none"> <li>• Use appropriate text</li> <li>• Revise sight / high frequency words</li> <li>• Allow learners to read text silently on their own</li> <li>• Listen to each learner read independently</li> <li>• Build learners' word attack and decoding skills</li> <li>• Improve learners' reading fluency by modelling reading</li> <li>• Ask each learner a question/s</li> <li>• Build comprehension skills by modelling how to find answer</li> </ul>
<p><b>HOW IS PATS USED TO TEACH VOCABULARY?</b></p>	<ul style="list-style-type: none"> <li>• POINT: Point at a picture or real object</li> <li>• ACT: Act, gesture or use facial expressions to explain word</li> <li>• TELL: Tell learners the meaning of the word</li> <li>• SAY: Say the word in a sentence</li> </ul>
<p><b>USING READ 1&amp;2 BLOCKS IN BIG BOOKS</b></p>	<ul style="list-style-type: none"> <li>• Pause after reading text and then 'say' what is in read block</li> <li>• Use to model how to think about a text</li> <li>• Use to model the use of different comprehension strategies</li> </ul>
<p><b>EXAMPLES OF ATTENTION GETTERS</b></p>	<ul style="list-style-type: none"> <li>• One two three, eyes on me. One two, eyes on you!</li> <li>• If you can hear me, clap (once; five times; three times)</li> <li>• Etc.</li> </ul>

