



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TERMS 1&2 2020

NECT TUC PSRIP

Intermediate Phase



**Trainer's & Handout
Guide**



**NECT
TUC PSRIP
INTERMEDIATE 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	2.5 hours	Oral activities, Listening, Speaking		
9	1 hour	Phonic Review		
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
MATERIALS FOR DISTRIBUTION TO PARTICIPANTS		
USB with all materials and videos	1 per participant	
Training Handout	1 per participant	
Sample lesson plans for demonstrations	1 per participant	
EQUIPMENT AND MATERIALS FOR YOUR USE		
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	
USB WITH THE FOLLOWING FOLDERS		
IP 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"> 1. Distribute the pre-tests, but tell participants not to look at them yet. 2. Explain the purpose of the pre-test and post-test is to test the impact of the programme, not to look at individual scores. 3. Ask participants to please use the same name on all official documents – this should be their first name and surname as it appears on their ID Documents. 4. Explain that this test will be written under regular test conditions, i.e.: no talking or communication of any kind. 5. Tell participants to look at the test, and briefly orientate them to each section. 6. Do not read through the questions. 7. Ask participants to begin, and work to a maximum of 30 minutes. 8. Tell participants that if they are finished, they must please sit quietly and wait for their colleagues. 9. After 30 minutes or when all participants are finished, collect all test papers. 10. Carefully check that all identification and contact details are filled in and are legible. 11. Collect papers to pass on to MQA . 12. Thank participants for their efforts and co-operation. 				

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

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

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

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 4-6**.

Routines

1. Turn to the section in the Training Handout titled: **PSRIP Routines**.
2. Then, ask participants to take a close look at the two week **routine**. Ask them if they see a **logic to this routine**, and if so, to describe it.

(**Week 1** – receptive language, learning new vocabulary and language, engaging with texts with the teacher)

(**Week 2** – expressive language and independent reading – producing own language, engaging with texts independently)
3. Explain that the alternate routine can be used by schools who insist on more writing time for Grade 6, but that the primary goal of this programme is reading improvement.

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.

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:
 - **Oral Activities** – learners acquire new vocabulary and practice using it in context
 - **Shared Reading and Comprehension Strategies** – the DBE text is used for the shared reading lessons. This is where you teach new language in context and comprehension skills.
 - **Phonic Review** – this is where you teach learners English phonics, and build their phonic decoding skills – particularly useful for learners who are struggling to read
 - **Listening and Speaking Activities** – learners listen to the listening text 3 times, to learn new language in context. They then speak about the text using a discussion frame.
 - **Group Guided Reading** – 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 work independently to read and complete activities on the Reading Worksheets.
 - **Writing** – this is where learners express their own ideas, thoughts and opinions on paper. Learners use 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**.
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:	What you will need: <ul style="list-style-type: none"> • Training Handout • Sample lesson plans
<ol style="list-style-type: none"> 1. Next, ask participants to turn to the section in the Training Handout titled: Treasure Hunt. 2. Ask participants to please complete this activity with a partner. 3. Orientate participants to the treasure hunt, and ask them to please work through it and finish all questions in in order to get a good overview of the programme. 1. As participants work, walk around and offer assistance where needed. 2. In the last 20 minutes, call participants to order. 3. Go through all the questions and answers together – explain where necessary. 4. Find out which participants answered the most questions correctly, and if possible, award a small prize. 5. Hold a brief discussion about the value of the treasure hunt – did participants find this activity useful? Why or why not? What did they learn from it? <p>Closure</p> <ol style="list-style-type: none"> 1. Thank participants for a good first day. 2. Remind participants to take care of the resources and to bring them back to training the next day. 3. Wish participants a good night. 				

7	1 hour	HOW CHILDREN LEARN TO READ	Facilitator:	What you will need: • Training Handout
<ol style="list-style-type: none"> 1. Welcome participants back to training. 2. Explain that literacy is fundamental and critical to learners' success in all areas of the curriculum. 3. Explain that even though Intermediate Phase teachers have traditionally not 'taught reading', it is essential for them to get involved in this, if we are to address the challenges related to reading in South Africa. 4. Explain that, for this reason, the PSRIP trains all teachers in how to teach reading. 5. Turn to the article in the Training Handout: <i>Understanding how children learn to read.</i> 6. Read through the article with participants. <ol style="list-style-type: none"> a. Call on different participants to read each section of the article. b. After they have read, briefly discuss or clarify any queries. c. Demonstrate activities where possible. 7. Explain that it is important to think about both building learners' technical reading skills and their comprehension skills. 8. Ask participants: Why is it important to separate technical reading from reading comprehension, especially in the foundation phase? 9. Discuss this with participants. 10. Explain that in order to become fluent, critical readers learners must be explicitly taught how to decode text and how to comprehend text. 11. Thank participants for their attention. Tell them to take notice of how the rest of this training is geared to build technical reading skills and reading comprehension skills. 				

8	2.5 hours	ORAL ACTIVITIES, LISTENING & SPEAKING LESSONS	Facilitator:	What you will need: <ul style="list-style-type: none"> • Lesson Plans • Training Handout • Video clips
<ol style="list-style-type: none"> 1. Explain to participants that we will now work through all the core methodologies of the PSRIP, in order to gain a clear understanding. 2. Ask participants to open their Training Handouts to the section: Core Methodologies – Oral Activities, Listening Lesson, and Speaking Lesson. 3. Explain that this is a reference document 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. 4. Show participants the video clips for: <ul style="list-style-type: none"> • IP Listening & Speaking, Series A: Oral Activities • IP Listening & Speaking, Series A: Listening Lesson • IP Listening & Speaking, Series A: Speaking Lesson <p>Lesson engagement</p> <ol style="list-style-type: none"> 1. Break participants into 10 equal sized groups. 2. Explain that participants are now going to prepare a L&S demonstration lesson, or an answer to an L&S question in their groups. 3. Turn to the section in the Training Handout titled: Engaging with each set of activities. 4. Look at the Oral Activities and Listening & Speaking Tasks, and allocate one task to each group. 5. Remind them that they have information on the PSRIP in the training handout, and they have sample lesson plans and big books. 6. Make it clear that PARTICIPANTS DEMONSTRATING LESSONS MUST FOLLOW THE LESSON PLANS EXACTLY – at this stage they must not deviate in any way. 7. Give groups 15 minutes to quickly prepare. 8. As participants prepare, walk around and offer guidance. 9. Then, settle the participants so that you have their attention. 10. Call on each group to answer or demonstrate their lessons. 11. Before they start, explain that you have limited time for the demonstrations, so you will cut off groups that take too long. Explain that this is not to be rude, but just to be practical. 12. Call each group to present in order. 13. 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.

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

7. Then, **settle the participants** so that you have their attention.
8. Call on **each group to demonstrate** their lessons or answer the question.
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.

10	2 hours	SHARED READING	What you will need: <ul style="list-style-type: none"> • Lesson Plans • Video Clips • Big Books • Training handout
<ol style="list-style-type: none"> 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; second read; teach the comprehension strategy; 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: <ul style="list-style-type: none"> • IP Shared reading 2A: Pre-read • IP Shared Reading 3A: First read • IP Shared Reading 4A: Second read • IP Shared Reading 5A: Teach the comprehension strategy • IP Shared Reading 6A: Post-read <p>Lesson Engagement</p> <ol style="list-style-type: none"> 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:	What you will need: <ul style="list-style-type: none"> • Training Handout – Study Cards
<ol style="list-style-type: none"> 1. Ask participants to work in pairs to complete this activity. 2. Ask participants to turn to the back of the training handout, and to find the DAY 2 STUDY CARDS. 3. Give participants a few minutes to cut these cards out, and to fold them in half. 4. Next, participants must work with a partner to see what they have retained and to clarify their understanding of what has been covered. 5. The first partner must hold up a study card, so that the second partner can only see the ‘topic’. 6. The second partner must then say everything they know about the topic. 7. The person holding the card must then correct them if there were any errors, or must fill in the missing information. 8. The answers are on the back of the study cards. 9. Partners then swap roles and repeat this for the next card, and so on. <p>Closure</p> <ol style="list-style-type: none"> 1. Close the day by thanking participants for their attention, and remind them of the starting times for the next day. 2. Make sure that all programme resources are safe – if participants take them away, they MUST BRING THEM TO TRAINING THE FOLLOWING DAY. 				

12	90 minutes	GROUP GUIDED READING	What you will need: <ul style="list-style-type: none"> • Video clip • Lesson Plans
<ol style="list-style-type: none"> 1. Welcome participants back to training. 2. Settle participants so that you have their attention. 3. Ask participants to turn to the core methodology for group guided reading in the Training Handout. 4. Explain to participants that for this activity, we are just going to watch videos, and hold a discussion. 5. Watch the following video clips: <ul style="list-style-type: none"> • GGR 2A– Management • GGR 3A – Whole class activity and independent reading • GGR 4A – What to do with each group • GGR 5A – Working with struggling readers <p>Discussion</p> <p>Ask learners to discuss the following questions with a partner or small group:</p> <ol style="list-style-type: none"> 1. How should reading groups be formed? 2. What needs to be done to effectively manage the rest of the class? 3. What must be done with each small group? <p>Feedback</p> <ol style="list-style-type: none"> 1. After 10 minutes, ask for feedback on each question. 2. Allow groups to comment on the first answer to each question, and to add to it. 6. Make sure participants understand that Group Guided Reading: <ol style="list-style-type: none"> a. Must happen in same ability groups. b. Must happen in small groups of no more than 8 learners (ideally). c. Must be done every day with 2 groups for 15 minutes each d. Must include the teacher helping learners with their word attack and decoding skills. e. Must include the teacher helping more proficient readers with fluency and comprehension skills. f. The teacher must listen to each learner read individually. g. Only one learner should be reading at any given time, unless it is a short fluency exercise. <p>7. Ask participants: What is the purpose of Group Guided Reading?</p>			

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	What you will need: <ul style="list-style-type: none"> • Video clip • Lesson plans • Training Handout
<ol style="list-style-type: none"> 1. Explain that in writing, process writing skills are taught - learners plan and draft, edit and finally publish and present. 2. Also explain that the programme uses certain strategies to provide scaffolding and support to learners as they learn to write. 3. Show participants where the writing strategies are in the core methodologies, in the Training Handout. 4. Next, show participants the WRITING VIDEOS as follows: <ul style="list-style-type: none"> • Show participants the following IP PROCESS WRITING VIDEOS <ul style="list-style-type: none"> ○ IP Process Writing 2: Teach the genre ○ IP Process Writing 3: Planning ○ IP Process Writing 4: Drafting ○ IP Process Writing 5: Editing, Publishing & Sharing <p>Lesson Engagement</p> <ol style="list-style-type: none"> 1. Next, ask participants to get back into their ten small groups. 2. Allocate an activity to each group to prepare for demonstration, or a question to answer as per the table in the Training Handout. 3. Give groups 10 minutes to quickly prepare. 4. As groups prepare, walk around and offer assistance. 5. Then, settle the participants so that you have their attention. 6. Call on groups to present in order. <p>Feedback</p> <ol style="list-style-type: none"> 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. 			

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

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

16	30 minutes	POST-TEST	Facilitator:	What you will need: Post-Tests
<p>9. Distribute the post-tests, but tell participants not to look at them yet.</p> <p>10. Remind participants that the purpose 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 same name on all official documents – this should be their first name and surname as it appears on their ID Documents.</p> <p>12. Remind participants that this test will be written under regular test conditions, 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:	What you will need: <ul style="list-style-type: none"> • Training Handout – Study Cards
<ol style="list-style-type: none"> 1. Ask participants to work through the Day 3 study cards in their own time, exactly as before. 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. 				

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 Plans & POA Tracker Resource Pack Worksheet Pack
3. Read the weekly routine for the two weeks. List all the different activity types that are done.
Introduce the Theme Oral Activities Listening Speaking Phonics Review Shared Reading: Pre-Read; First Read; Second Read; Teach the Comprehension Skill; Post-Read Teach the Genre Writing: Planning LSC Writing: Drafting Writing: Editing and Presenting Group Guided Reading and Comprehension
4. Look at the alternate Grade 6 Routine. What is the difference?
More time for writing. Less time for Group guided Reading
5. Which of the two routines do you prefer? Why?
Own answer

6. Look at the Themes and Reading Schedules. What theme and texts are done in Grade 4, Term 1, Weeks 5&6?
We all matter The big lion and the tiny mouse We all have strengths
7. Which theme and text sounds interesting to you? Why?
Own answer
8. For the PSRIP, you need to form two different kinds of groups. What are they?
Group guided reading groups Small discussion groups
9. 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"> • Read the core methodology for the PHONICS REVIEW activity. • Is it clear and easy to understand? • Do you think you could do this lesson?
Own answer
10. In Word Find, you have to build words from the sounds provided. Build 10 words from these sounds: <i>/a/; /st/; /nd/; /p/; /ou/; /l/; /d/; /e/; /m/</i>
stand land pound loud mend stem step past last mast pend etc
11. Look at the core methodology for Oral Activities. Three different activities are always done. What are they?
Theme vocabulary Rhyme or song Question of the day

12. PATS is a methodology to teach learners new vocabulary. What does each letter stand for?
<p>P – POINT to a picture or real item, if possible.</p> <p>A – ACT out the theme word, if possible.</p> <p>T - TELL learners what the theme word means.</p> <p>S - SAY the word in a sentence, and have the learners repeat the word after you.</p>
13. How many times does the teacher read the 'Listening Text' aloud, and what must the teacher do for each read?
<p>3 reads</p> <p>Read 1 – read aloud and embed meaning</p> <p>Read 2 – read aloud and share thoughts</p> <p>Read 3 – read aloud and ask questions</p>
14. What happens during the Speaking lesson?
<p>Learners get into small discussion groups.</p> <p>The teacher writes the discussion frame on the chalkboard.</p> <p>Learners use a 'talking stick/stone' to take turns to complete the discussion frame – related to the Listening Text.</p>
15. What are the different comprehension strategies that are taught in the PSRIP?
<p>Predict</p> <p>Visualise</p> <p>Search the text</p> <p>Think about the text (wonder)</p> <p>Make connections</p> <p>Make evaluations</p> <p>Make inferences</p> <p>Summarise</p>
16. During Group Guided Reading, what is done with the rest of the class?
They complete the activities on the Reading Worksheet independently.
17. When does Group Guided Reading take place?
In the second week of the cycle. Every day for 30 minutes.

<p>18. 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. How many texts and activities are found in the worksheet, and what are they?</p>
<p>A fiction or non-fiction text with comprehension questions that is read and discussed with the teacher during group guided reading A fiction text and comprehension questions A non-fiction text and comprehension questions A visual text with comprehension questions A summary activity, that requires learners to create a summary of one of the texts</p>
<p>19. What should be done with each small group during group guided reading?</p>
<p>Go through the phonic words, sight words and decodable texts. Move on to the text for the Teacher Activity. Talk about the title of the text. Explain what it means. Next, give learners a few minutes to skim the text in silence. Then, ask each learner to read part of the text aloud, on his or her own. Listen carefully as each learner reads. Help learners to build decoding and fluency skills. Next, go through the comprehension questions with learners. Praise and encourage learners for their efforts as well as their successes.</p>
<p>20. When are writing lessons done, and for how long?</p>
<p>Week 1 Friday: Teach the Genre; 30 minutes Week 2 Monday: Planning; 30 minutes Week 2 Wednesday: LSC and Drafting; 30 minutes Week 2 Friday: Edit and Publish/Present; 30 minutes</p>

**NECT
TUC PSRIP
INTERMEDIATE PHASE
TRAINING HANDOUT**

TABLE OF CONTENTS

CLASSROOM CULTURE	3
COMMITMENT	4
HOW THE PSRIP WORKS:.....	5
PSRIP TWO-WEEK ROUTINES	6
PSRIP RESOURCES: MASTER LIST	9
INTERMEDIATE PHASE THEMES AND READING SCHEDULES.....	10
CORE METHODOLOGIES	16
Phonics Review.....	16
Oral Activities	17
Shared Reading & Teaching the Comprehension Skill.....	21
Listening Lessons	33
Speaking Lessons.....	35
Group Guided Reading	36
Writing.....	41
Writing Strategies.....	43
TREASURE HUNT	46
UNDERSTANDING HOW CHILDREN LEARN TO READ	50
TECHNICAL READING SKILLS.....	50
COMPREHENSION SKILLS	53
ENGAGING WITH EACH SET OF ACTIVITIES	57
Oral Activities, Listening & Speaking	57
Phonic Review	58
Shared Reading.....	59
Writing.....	60
Day 2 Study Cards.....	61
Day 3 Study Cards.....	67

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 two-week cycle.

3. Teach themes that last for two weeks.

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

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

Do the same thing every week with your resources.

5. Divide learners into 3 kinds of groups and make sure they can get into groups quickly.

Group Guided Reading groups

Question of the Day groups

Small Discussion groups

6. 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.

7. 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.

8. 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.

9. Work as a team!

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

PSRIP TWO-WEEK ROUTINES

Cycle Routine

COMMON ROUTINE: GRADE 4-6

MONDAY / DAY 1	TUESDAY / DAY 2	WEDNESDAY / DAY 3	THURSDAY / DAY 4	FRIDAY / DAY 5
L&S / LSC THEME INTRO ORAL ACTIVITIES	L&S SPEAKING ACTIVITY	L&S / LSC ORAL ACTIVITIES	R&V SHARED READING: SECOND READ	R&V SHARED READING: POST-READ
L&S LISTENING ACTIVITY	R&V PHONICS REVIEW SHARED READING: PRE-READ	R&V / LSC SHARED READING: FIRST READ LSC IN CONTEXT	R&V TEACH COMPREHENSION STRATEGY	W&P TEACH THE GENRE
MONDAY / DAY 1	TUESDAY / DAY 2	WEDNESDAY / DAY 3	THURSDAY / DAY 4	FRIDAY / DAY 5
W&P PLAN WRITING	L&S ORAL ACTIVITIES	W&P / LSC TEACH LSC DRAFT WRITING	L&S ORAL ACTIVITIES	W&P EDIT & PRESENT WRITING
R&V GROUP GUIDED READING & COMPREHENSION	R&V GROUP GUIDED READING & COMPREHENSION	R&V GROUP GUIDED READING & COMPREHENSION	R&V GROUP GUIDED READING & COMPREHENSION	R&V GROUP GUIDED READING & COMPREHENSION

L&S: 2 HOURS; LSC: 1 HOUR, R&V: 5 HOURS; W&P: 2 HOURS

GRADE 6 ALTERNATIVE ROUTINE

Should districts or schools prefer to have more writing time for Grade 6 as per CAPS, an alternative routine is suggested below, and schools may adjust the programme accordingly.

MONDAY / DAY 1	TUESDAY / DAY 2	WEDNESDAY / DAY 3	THURSDAY / DAY 4	FRIDAY / DAY 5
L&S / LSC THEME INTRO ORAL ACTIVITIES	L&S SPEAKING ACTIVITY	L&S / LSC ORAL ACTIVITIES	R&V SHARED READING: SECOND READ	R&V SHARED READING: POST-READ
L&S LISTENING ACTIVITY	R&V SHARED READING: PRE-READ	R&V / LSC SHARED READING: FIRST READ LSC IN CONTEXT	R&V TEACH COMPREHENSION STRATEGY	W&P TEACH THE GENRE
MONDAY / DAY 1	TUESDAY / DAY 2	WEDNESDAY / DAY 3	THURSDAY / DAY 4	FRIDAY / DAY 5
W&P PLAN WRITING	L&S ORAL ACTIVITIES	W&P / LSC TEACH LSC DRAFT WRITING	L&S ORAL ACTIVITIES	W&P PUBLISH AND SHARE WRITING
R&V GROUP GUIDED READING & COMPREHENSION GROUP 1: 15 MINS GROUP 2: 15 MINS	LSC / W&P TEACH LSC DRAFT WRITING	R&V GROUP GUIDED READING & COMPREHENSION GROUP 3: 15 MINS GROUP 4: 15 MINS	W&P EDIT WRITING	R&V GROUP GUIDED READING & COMPREHENSION GROUP 5: 15 MINS GROUP 6: 15 MINS

L&S: 2 HOURS; LSC: 1 HOUR; R&V: 4 HOURS; W&P:3 HOURS

**‘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

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 & POA
2. Tracker
3. Resource Pack
4. Worksheet Pack

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

The texts included in the lesson plans and reading worksheets are as follows:

- A **Listening Text** linked to the theme, that the teacher reads aloud to learners
- A **DBE Workbook Text** that is used in Shared Reading
- The **Reading Worksheet Texts** are linked to the theme. Every worksheet contains the following texts:
 - A **fiction or non-fiction text** with comprehension questions that is read and discussed with the teacher during group guided reading
 - A **fiction text** and comprehension questions
 - A **non-fiction** text and comprehension questions
 - A **visual text** with comprehension questions
 - A **summary activity**, that requires learners to create a summary of one of the texts

INTERMEDIATE PHASE THEMES AND READING SCHEDULES

Grade 4 Term 1

WEEK NUMBER	THEME	SHARED READING TEXT	LISTENING TEXT	INDEPENDENT READING TEXT
1	ORIENTATION			
2				
3	Accidents	DBE Workbook 1, page 20: Schoolgirls save boy's life	12 year old boy survives three storey fall!	Week 4 Worksheet
4				
5	We all matter	DBE Workbook 1, page 44: The big lion and the tiny mouse	We all have our strengths	Week 6 Worksheet
6				
7	Taking a trip	DBE Workbook 1, page 56: Going visiting	A bus ride to Granny's house	Week 8 Worksheet
8				
9	Dragons	DBE Workbook 1, page 64: Belinda's pet dragon	Buhle's bad dream	Week 10 Worksheet
10				

Grade 4 Term 2

WEEK NUMBER	THEME	SHARED READING TEXT	LISTENING TEXT	INDEPENDENT READING TEXT
1	Misunderstandings	DBE Workbook 1 page 104: Frog and crow get the wrong message	A Private Conversation	Week 2 Worksheet
2				
3	Going Shopping	DBE Workbook 1 page 92: Buying a backpack	Vuyo Tshabalala (45) Wins Shopping Prize	Week 4 Worksheet
4				
5	Incredible Insects	DBE Workbook 1 page 112: What do insects look like?	Bernard Greenberg	Week 6 Worksheet
6				
7	Butterflies	DBE Workbook 1 page 128: Butterflies flutter by	Judgemental Judy	Week 8 Worksheet
8				
9	ASSESSMENT WEEKS			
10				

Grade 5 Term 1

WEEK NUMBER	THEME	SHARED READING TEXT	LISTENING TEXT	INDEPENDENT READING TEXT
1	ORIENTATION			
2				
3	Sharks	DBE Workbook 1, page 20: Sharks matter	Sonto's beach adventure	Week 4 Worksheet
4				
5	Overcoming barriers	DBE Workbook 1, page 6: The story of my life	Sindiswa's secret	Week 6 Worksheet
6				
7	Growing plants	DBE Workbook 1, page 64: How to grow a tree	Kruti's tomatoes	Week 8 Worksheet
8				
9	Amazing elephants	DBE Workbook 1, page 25: Untitled	Bantu's big trip	Week 10 Worksheet
10				

Grade 5 Term 2

WEEK NUMBER	THEME	SHARED READING TEXT	LISTENING TEXT	INDEPENDENT READING TEXT
1	People who changed history	DBE Workbook 1 page 70: Nelson Mandela	The story of a brave young woman	Week 2 Worksheet
2				
3	Spiders	DBE Workbook 1 page 98: Spinning a web	Woman Survives After Deadly Spider Bite!	Week 4 Worksheet
4				
5	Leadership	DBE Workbook 1 page 116: Choosing a leader	Choosing a soccer captain	Week 6 Worksheet
6				
7	Breaking things down	DBE Workbook 1 page 132: Following instructions	Programming a robot	Week 8 Worksheet
8				
9	ASSESSMENT WEEKS			
10				

Grade 6 Term 1

WEEK NUMBER	THEME	SHARED READING TEXT	LISTENING TEXT	INDEPENDENT READING TEXT
1	ORIENTATION			
2				
3	The beach	DBE Workbook 1, page 26: News from the sea	News from the city	Week 4 Worksheet
4				
5	Jokes	DBE Workbook 1, page 36: Michael gets a pet	Cebisa's lesson	Week 6 Worksheet
6				
7	Healthy living	DBE Workbook 1, page 10: Our vegetable garden	A big change	Week 8 Worksheet
8				
9	Space travel	DBE Workbook 1, page 44: There's an alien in my bedroom	First woman in space	Week 10 Worksheet
10				

Grade 6 Term 2

WEEK NUMBER	THEME	SHARED READING TEXT	LISTENING TEXT	INDEPENDENT READING TEXT
1	Exploring new places	DBE Workbook 1 page 70: The brave little fish	Visiting the City of Gold	Week 2 Worksheet
2				
3	Music	DBE Workbook 1 page 94: A radio interview	Litha's First Concert	Week 4 Worksheet
4				
5	Urban and Rural	DBE Workbook 1 page 112: Country mouse and city mouse	A personal letter to Unathi from Simphiwe	Week 6 Worksheet
6				
7	Doing research	DBE Workbook 1 page 118: Workbookpedia	What are 21 st Century skills?	Week 8 Worksheet
8				
9	ASSESSMENT WEEKS			
10				

CORE METHODOLOGIES

Phonics Review

1. A phonics review programme has been designed to cover most of the 44 English graphemes over the course of the year.
2. This is a short activity where teachers can explicitly teach English Phonics to learners who are struggling to read. It will also improve the spelling of all learners.
3. Phonics, knowing the sound of each letter or group of letters, and blending the sounds together to form words, is the key building block of reading and writing.
4. Implement the activity as follows:
 - a. **Show learners the flashcard of each sound.**
 - b. Point to each sound and say it, get learners to repeat after you. Do this three times.
 - c. **Show learners the flashcards of the example words.**
 - d. Point to the letters and sound out the word. Get learners to repeat this after you. Do this with each example word.
 - e. **Write the word find table on the chalkboard.**
 - f. Review each sound in the table. Show learners how to build words using sounds from the table.
 - g. **Tell learners to copy down the table, and to build as many words as possible over the two week cycle.**
5. On the Friday (Day 5) at the end of the cycle, review the word find with learners. Ask learners to say the words that they have built from the table, and write these from the chalkboard. Show learners how to build one or two of the more complex words, by sounding them out.

Note: It is important for all EFAL teachers to know the English phonic sounds. Use the PSRIP English Phonics Video to help you master these sounds.

Oral Activities

Oral activities are done four times per cycle. In the first week, they take place on the Monday (Day 1) and Wednesday (Day 3). In the second week, they take place on the Tuesday (Day 2) and Thursday (Day 4). These lessons form part of the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak. They also address some of the Language Structures & Conventions (LSC) requirements, as they explicitly develop learners' vocabulary.

1. Oral Activities: Song / Rhyme / Poem

- a. The specific song, rhyme or poem which you are to do with the learners is listed in the lesson plan.
- b. Over time, the learners will get to know these songs, rhymes and poems, and they will sing or say them automatically.
- c. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).
- d. On the first Tuesday teach the song, rhyme or poem to the learners, line-by-line as follows:
 - Sing or say the song, rhyme or poem, and then explain the meaning of it to learners, using code-switching if necessary.
 - Sing or say the first line, and then let learners repeat after you.
 - Sing or say the second line, and then let learners repeat after you.
 - Sing or say the first two lines together, and then let learners repeat after you.
 - Continue on in this manner until you have taught learners the whole song or rhyme.
- e. For the rest of the cycle, repeat the song, rhyme or poem with the learners.
- f. Always include appropriate actions with the song, rhyme or poem. Many learners are kinesthetic learners, which means that the physical movements added help them to retain what they are learning.

2. Oral Activities: Theme Vocabulary

- a. Every time you do Oral Activities, you will teach new theme vocabulary words to learners, just before the Question of the Day.
- b. Use the methodology 'PATS' to teach new vocabulary.
- c. PATS is an acronym for Point, Act, Tell and Say.
- d. It is not always possible to do all four actions for each theme word – just do what is appropriate.

- **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. 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.
 - **S - SAY** the word in a sentence, and have the learners repeat the word after you.
- e. Once you have taught the theme vocabulary for the week, display the words on the yellow display board.
 - f. At the end of the Oral Activities, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition and sentence.

3. Oral Activities: The Question of the Day

Once 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:

- a. The question of the day reinforces new theme vocabulary for learners.
- b. It helps learners to use and repeat the target vocabulary words in complete oral sentences.
- c. It creates regular opportunities for learners to hear and speak simple English in a real context.
- d. It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
- e. 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:

- a. Divide your learners into groups for the Question of the Day. Then, call only one group per lesson to answer the question.
- b. Divide learners into 4 groups. This will allow all learners in the class to answer the Question of the Day at least once per cycle.

- On Week 1 Mondays (Day 1), Group 1 will answer
 - On Week 1 Wednesdays (Day 3), Group 2 will answer
 - On Week 2 Tuesdays (Day 2), Group 3 will answer
 - On Week 2 Thursdays (Day 4), Group 4 will answer
- c. Write the Question of the Day on the chalkboard before the lesson begins.
- d. Draw a two or three column graph below the question of the day and fill in the options.
- e. Write the answer frame on the chalkboard for learners to see.
- f. For example:

Question of the day: **Where would you like to travel to?**

Answer frame: **I would like to travel to...**

India	the USA	Ethiopia

Filling out the graph:

- a. Modelling:
- Read the question out loud to the learners.
 - Point to and read the options from which learners may choose.
 - Explain which option you prefer.
 - Write your vote in the correct column by drawing an X.
- b. Learners:
- Give learners a few seconds to think about which option they will choose.
 - 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.
 - Learners line up at the chalkboard.

- Learners draw their cross on the graph.
- Once learners have added their response, they return quietly to their seats.
- 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, where would **you** like to travel to?*

Pretty: I would like to travel to the USA.

*Teacher: **She** would like to travel to the USA.*

(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.)

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

Discussing the Question of the Day:

- Count the number of crosses in each column.
- Write the total number at the bottom of each column.
- Ask learners to identify where most learners would like to travel to.
- Ask individual learners the follow-up 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 “Where would you like to travel to?” You could say:

- I would like to travel to Ethiopia.
- I see that 6 learners would like to travel to Ethiopia.
- If you would like to travel to Ethiopia, raise your hand. *(Instruct learners to raise their hands)*
- Peter, where would you like to travel to? *(Ask individual learners)*

Shared Reading & Teaching the Comprehension Skill

1. In Grades 4-6, Shared Reading & Teaching the Comprehension Skill all happen in the first week of the cycle as follows:
 - Week 1 Tuesday (Day 2): **Pre-Read**
 - Week 1 Wednesday (Day 3): **First Read**
 - Week 1 Thursday (Day 4): **Second Read**
 - Week 1 Thursday (Day 4): **Teach the Comprehension Strategy**
 - Week 1 Friday (Day 5): **Post-Read**
2. For these Shared Reading sessions, make sure all learners are settled with their DBE Workbooks.
3. Explain to learners that they must listen carefully and think about the text as you read it.
4. Also explain that you will share your own thoughts about the text as you read.
5. **The main purposes of the Shared Reading lessons in this programme are as follows:**
 - a. The learners experience what it is like to read an entire story as a fluent reader. Because learners are not worried about the technical part of reading, they can focus on elements of the text, like the storyline and the characters. The learners can also enjoy the text, and develop a love for reading.
 - b. As the teacher reads the story aloud, she incidentally models certain reading skills: she reads fluently and at a good pace; and she reads with expression; she uses the correct intonation; and she follows punctuation marks, which all 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.
 - d. Then, very importantly, the teacher models how to think about a text, by explicitly sharing her thoughts about the text. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies.
 - e. The programme focusses on the following comprehension strategies:
 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

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

Pre-Read

In the Pre-Read, we build comprehension and story-telling skills through prediction. We get learners to think about the text before it is read to them.

1. Instruct learners to look at the pictures and any headings on the page. Ask learners what clues the pictures and heading give them about the topic of the text.
2. **Ask a learner to read the title of the text. Explain the meaning of the title.**
3. **Next, instruct the learners to skim or scan the text.**
 - a. Explain that skimming is to read the text quickly, to get a general idea of the meaning.
 - b. Explain that scanning is allowing your eyes to quickly run over the text to find a certain word or piece of information.
 - c. Instruct learners to underline any words they might think are important to telling us what the text is about.
 - d. Also instruct learners to circle words that they do not understand.
 - e. Give learners a few minutes to skim the text and underline important words, and circle words they do not understand.
 - f. Ask learners: Which words did you underline? Why?
 - g. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
 - h. Ask learners: Which words did you circle?

- i. Write these words on the chalkboard. Then, identify words that will help learners to understand the text, and explain the meanings in context.
 - j. Finally, instruct learners to think about the heading and the words listed on the board.
4. **Ask learners predictive questions, like:**
- a. What do you think we will learn from this text?
 - b. Why? (What evidence do you have?)
 - c. What do you think the text will tell us first?
 - d. What do you think the text will tell us next?
 - e. Do you think this text is fiction or non-fiction? Why?

First Read

1. **In the First Read, we first build comprehension skills by reading and explaining the text to learners.**
 - a. Read each paragraph or section fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
 - b. Where necessary, stop and explain a word or phrase to learners. If you need to code switch, you may do so. This helps to give learners a basic understanding of the story.
2. **At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.**
 - a. In the lesson plan, the text is written in columns. In the second column, you will see additional text that is there to help us teach and model the comprehension strategy.
 - b. Read the text in Column 1, and then say the text in Column 2. Pause before saying the Column 2 text, and use a different tone of voice to show learners that you are thinking. Learners must clearly be able to see when you are reading and when you are thinking aloud.
 - c. The think aloud in the First Read is focused on using the comprehension strategy to understand the text in a deeper way.
3. **Finally, we give learners the opportunity to answer questions.**
 - a. Ask different learners to answer the questions that follow the text, at the end of the First Read.

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

4. Introduce the LSC in context

- a. At the end of the first read lesson, you will tell learners which Language Structure and Convention you will focus on for the cycle.
- b. Point out an example of this to learners in the shared reading text.(in lesson plan)
- c. Give a simple explanation of the LSC. (in lesson plan)

Second Read

Comprehension Strategy: The same strategy is used in the First and Second Reads. This is identified in the lesson plan.

1. In the Second Read, we continue to build comprehension skills by reading and explaining the text to learners.

- a. Read each paragraph or section fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
- b. Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.
- c. This repeated reading helps learners to gain a basic understanding of the text, and to learn new vocabulary and sentence structures.

2. During the Second Read, we also continue to model and teach a comprehension strategy to learners.

- a. In the lesson plan, the text is written in columns. In the second column, you will see additional text that is there to help us teach and model the comprehension strategy.
- b. Read the paragraph in Column 1, and then say the text in Column 2. Pause before saying the Column 2 text, and show learners that you are thinking. Learners must clearly be able to see when you are reading and when you are thinking aloud.
- c. The think aloud in the Second Read is again focused on giving learners a deeper understanding of the text by using the comprehension strategy.

3. Next, we give learners the opportunity to answer questions.

- a. Ask different learners to answer the questions that follow the text, at the end of the Second Read.

- b. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.
4. **Finally, ask learners to formulate a question about the text.**
- a. Ask learners to independently think of a question that they can ask about the text.
 - b. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
 - c. Tell learners to turn and talk, and share their questions with each other.
 - d. Then, ask a few learners to share their questions with the class.
 - e. Give other learners the opportunity to answer these questions.

Note: Formulating questions is an important part of critical thinking, and must therefore be encouraged and developed. It is important to equip learners with the skills and confidence to pose meaningful questions, and to start to think critically about all texts and issues.

Teach the Comprehension Strategy

1. On Thursdays (Day 4), we explicitly teach the comprehension strategy that has been modelled and practiced throughout the week.
2. This is done through a I DO, WE DO, YOU DO process.
 - a. First, we explicitly tell learners which strategy we have been focussing on that week. Then, we demonstrate how to use this strategy – I DO.
 - b. Next, we involve learners in helping us to use the strategy. We do the examples together – WE DO.
 - c. Finally, we set an activity for learners to complete without our help. We get learners to use the strategy independently – YOU DO.
3. Every lesson ends with learners writing down or re-reading a simple reminder of the strategy.
4. Sometimes, we use two or even three strategies together.
5. Ultimately, we want to develop learners who instinctively use all the comprehension strategies every time they read. This explicit teaching and practicing of strategies is a step in that direction.
6. The table below provides the purpose/s of each strategy.

Strategy 1: Predict	
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"> 1. Look at the picture. 2. Ask learners: What do you think is happening here? 3. Let learners think about the question. 4. If learners cannot answer, give an example answer to the question.
Examples <i>(For predicting with pictures)</i>	<ol style="list-style-type: none"> 1. What do you think is happening here? 2. How do you think this character feels? Why? 3. What do you think you will see in the next picture?
Steps <i>(For predicting with text)</i>	<ol style="list-style-type: none"> 1. Read a page of text. 2. Ask learners: What do you think happens next? 3. Let learners think about the question. 4. If learners cannot answer, give an example answer to the question.
Examples <i>(For predicting with text)</i>	<ol style="list-style-type: none"> 1. What do you think happens next? 2. What do you think this character does next? 3. How do you think this story ends?
Strategy 2: Visualise	
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 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"> 1. Read the text on the page. 2. Say: Now we are going to visualise the story as if we were watching a movie. 3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind. 4. Read the text again. 5. Tell learners what you visualised. (Model the skill.) 6. Ask learners: What did you see? (What happened in your movie?) 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"> 1. I visualised.... 2. What did you visualise? What happened in your movie?
Strategy 3: Search the text	
Explanation	<p><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.</p>
Purpose	These questions are a basic check for understanding of the words on the page.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners a question about the information in the text, like: What did x do? 3. Let learners answer the question. 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.
Examples	<p>These kind of questions usually begin with:</p> <ul style="list-style-type: none"> • Who? • What? • When? • Where? • Name... • List... • Describe...

Strategy 4: Summarise	
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"> 1. Read the text. 2. Remind learners: When we summarise, we think of the most important parts of a text. 3. Explain: Today we will summarise the text we just read. That means we will explain only the main points of the text. 4. If the text is a story, you may want to think about: what happened first; what happened next; and what happened last. 5. You could also summarise a story by thinking about: <ul style="list-style-type: none"> • Who are the main characters? • Where does the story take place? • What happens first? • What problem arises? • How is the problem solved? • How does the story end? 6. If the text is non-fiction, think about: what are the main things this text teaches me? 7. Always give learners time to think about the text. 8. Always instruct learners to turn and talk and tell their summary to a friend (oral recount). 9. Next, instruct learners to write their summary down. 10. Give learners a frame to help with more complex summaries.
Examples	<p>Summarise the story in the following way:</p> <ol style="list-style-type: none"> 1. Who were the main characters in the story? 2. What was the story about? 3. What problem arose in the story? 4. How was the problem resolved?

Strategy 5: Think about the text (Wonder)	
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	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. 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.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the First Read and Second Read columns in the lesson plans.) 3. Say: I see / I notice ... 4. Say: I wonder ... 5. Let learners think about the question. 6. Give a sample answer to the question. 7. Learners do not need to answer the question.
Example	I see that xx. I wonder how xx?
Strategy 6: Make connections	
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"> 1. Read the text on the page. 2. Ask learners a question, like: When was a time that you felt x? 3. Use modelling to give a sample answer, like: xx
Examples	<ol style="list-style-type: none"> 1. How does this remind you of your own life? 2. Tell me about a time when something similar happened to you.

	<ol style="list-style-type: none"> 3. If you were x, what do you think you would have done? 4. How do you think x felt when x? 5. Which other character does this remind you of?
Strategy 7: Make inferences	
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"> 1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we guess about this? Is there something that the text does not say? 4. Listen to and discuss learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...
Example	<p>Text:</p> <p>We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.</p> <p>Inference:</p> <p>Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we guess that she might be pregnant.</p>
Strategy 8: Evaluate	
Explanation	<p>When we evaluate a text, we make a judgement about an aspect of the text.</p>
Purpose	<p>Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations.</p>

	Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 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? 3. Listen to and discuss learners' answers. Make sure learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because x
Example	<p>Some evaluation questions start with:</p> <ol style="list-style-type: none"> 1. Do you think... 2. Do you agree with... 3. In your view... 4. Did you like...

Post-Read

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

In Grades 4-6 during the Post-Read you will do one of the following activities:

1. Written comprehension
2. Oral recount (summary)
3. Visualise

Written comprehension (written activity)

- a. Before the lesson, write the title of the text as a heading on the chalkboard.
- b. Next, write the comprehension questions on the chalkboard, together with the sentence starters for the answers. (Where applicable.)
- c. Instruct learners to open their exercise books and write the heading.
- d. Tell learners that today, they are going to think about and write the answers to these questions.
- e. Read through the questions with learners, and explain if required.
- f. Tell learners they do not need to write down the questions, only the answers.
- g. Walk around and help learners who struggle.

- h. In the last two minutes, go through the answers with learners, and allow them to correct their own work.

Oral or Written Recount (Summary)

- a. Settle the learners so that you have their attention.
- b. Write the summary frame on the chalkboard before the lesson.
- c. Explain to learners that when we summarise a text, we share what we think are the most important points about the text. This can include what we have learnt or what we think about the text.
- d. Read through and explain the summary frame to learners.
- e. Remind learners that they can skim and scan the text again, before writing their summaries. This can help them remember what the text was about.
- f. Give learners 10-15 minutes to write their own summaries in their exercise books, using the summary frame.
- g. Then, tell learners to turn and talk, and share their summaries with a partner.
- h. Finally, create a class summary together – ask different learners to answer each part of the frame.
- i. Write down the class summary.
- j. Ask learners to go back to their own summaries, and to see if they missed any important details. Give learners time to correct their summaries.

Text Illustration (Visualise)

- a. Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- b. Tell learners that they are going to visualise something from the text. Remind learners that when they visualise something, they think about what it looks like, smells like, feels like, and sounds like. They also visualise how they feel about this character, event or item from the text.
- c. Ask learners to close their eyes and relax. Read the text to them once more.
- d. Then, ask learners to open their eyes, and draw what they have visualised from the text. Learners can add labels to explain smell, taste, etc.
- e. Then, learners must use the sentence starter/s to write a sentence or two about what they have visualised.
- f. Finally, allow learners to turn and talk, and to share their visualisations with a partner.

Listening Lessons

- 1. One of the first lessons of the week is the listening lesson.**
 - a. This lesson takes place on the first day of the new theme, just after the introduction to the new theme and oral activities.
 - b. This introduces learners to some of the key vocabulary, language structures and concepts of the theme, by allowing them to listen to the teacher read the text provided.
 - c. The teacher must be well prepared to read the text. In the 30 minute lesson, she must read the text three times.

- 2. For the first read, the teacher reads the text fluently and with expression.**
 - a. As she reads, she embeds meaning by pointing to pictures or real objects, by using actions, gestures and facial expressions, and by using vocal expression.
 - b. The teacher also explicitly build meaning by pausing to explain something, or even by code-switching.

- 3. For the second read, the teacher once again reads the text fluently and with expression.**
 - a. Again, the teacher embeds meaning as she reads.
 - b. With this read, after reading each part of the text, the teacher shares her thoughts on the text. The teacher is given cues on how to do this in the lesson plans.
 - c. This is a critically important skill to model properly – learners must see that good readers always think about what they are reading.
 - d. Make sure that there is a clear distinction between what you are reading, and what you are thinking.

- 4. Finally, on the third read, the teacher reads the text fluently and with expression.**
 - a. Again, the teacher embeds meaning as she reads.
 - b. With this third and final read, the teacher asks questions about the text.
 - c. The teacher must direct and distribute these questions in order to include many learners in the lesson.
 - d. The teacher must encourage learners as they try to answer, and ask further prompting questions to 'flesh out' partial answers.

5. The purpose of these repeated readings is very clear:

- a. Learners acquire new vocabulary and language in context by hearing the repeated readings with embedded meaning.
- b. Learners see how the teacher 'thinks' about the text, and in time, will start to develop their own critical thinking about texts.
- c. Learners have the opportunity to orally and individually answer questions on the text.
- d. Learners become familiar with the structure of stories, which helps them to develop their own story-telling skills.
- e. Learners develop a love for stories, by hearing engaging stories read to them by a fluent, expressive reader.

Speaking Lessons

- 1. The Speaking lesson follows the Listening lesson. In this lesson, learners will reflect on the text they have listened to.**
 - a. The Speaking text takes place on the first Tuesday (Day 2) of the cycle.
 - b. The teacher starts by writing the conversation frame on the chalkboard.
 - c. Next, the teacher reads the conversation frame to learners, followed by a fourth reading of the listening text.

- 2. Next, the teacher explains the routine for the speaking lesson.**
 - a. The teacher divides the learners into discussion groups (approximately 3-4 learners).
 - b. These groups should be groups of proximity – arrange groups so that learners can easily and quickly get into these groups.
 - c. In the video example, we see that the teacher forms groups of four by asking learners at every second desk to turn around and face their partners.

- 3. The teacher explains the routine and rules for the Discussion Groups.**
 - a. The teacher explains that every learner in the group will take a turn to answer each discussion question.
 - b. Talking and listening may be controlled by a ‘talking stick’ or some other strategy.
 - c. In the video example, the teacher sets the rule as the person who is holding the talking stick gets to talk, and once he or she is finished, the stick is passed to the next person.
 - d. Each person in the group answers question 1, then each person answers question 2, and so on.
 - e. Learners understand that there is no judgement of answers to open-ended questions – differing answers and opinions are welcomed.

- 4. At the end of the lesson, the teacher calls the class to attention.**
 - a. In the last few minutes, the teacher asks different learners or a specific group to share their answers.
 - b. The teacher thanks learners for their answers and contributions.
 - c. She also corrects them if answers are incorrect, or asks prompting questions if the answers need to be expanded on.

Group Guided Reading

The purpose of group guided reading is to listen to each learner read individually, to teach learners technical reading skills, and to allow them to practice reading and comprehending in English.

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 worksheets**.
 - a. Put the worksheet for the week into a plastic sleeve for each learner, or pair of learners.
 - b. Train learners not to remove the worksheets from the plastic sleeve, or to write on them. This will allow you to collect the worksheets and re-use them the following year.
 - c. Next, give the class a quick overview of each text, explaining how it links to the theme.
2. Train learners to work independently or in pairs to complete the activities on the worksheet during Group Guided Reading.

Structure of the Group Guided Reading Worksheets:

1. Phonic Words, Sight Words and Decodable Texts

- Learners must complete as many activities as possible during each group guided reading lesson.
- The activities are always structured in exactly the same way. This should be explained to learners. Once learners see that the activities follow the same structure, this will help them to develop confidence about completing these activities independently.
- The worksheets are structured as follows:

a. PHONIC WORDS

- The worksheet starts with a list of the phonic words for the cycle. Go through these words with learners, sounding them out.

b. SIGHT WORDS

- Next, there is a list of the sight words for the cycle. Remind learners that they need to remember these words by sight – they cannot be sounded out. Go through these words with learners.

c. DECODABLE TEXTS

- The first two texts on the worksheet are both decodable. This means that they are made up from phonic and sight words that have been taught to learners. Learners should be able to read every word in these texts.
- These texts are very useful to use with struggling readers, as they have the opportunity to practice sounding out simple words, as well as recognizing sight words that have been taught.

d. TEACHER ACTIVITY

- This activity is done with the teacher. The learners must **not** do this activity until their group is called to work with the teacher.
- Each group will have a chance to work with the teacher once during the week.
- This is a fiction or non-fiction text that relates to the theme.
- The questions are designed to practice the comprehension skill of the week.

e. ACTIVITY 1

- This is usually a story, a story that relates to the theme.
- Learners are required to: read the text silently on their own; think about the answers to the questions; read the text together with a partner; discuss the questions with a partner; write down the answers to the questions in their exercise books.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.

f. ACTIVITY 2

- This is always a 'non-fiction text', an information text that relates to the theme.
- Learners are required to: read the text silently on their own; think about the answers to the questions; read the text together with a partner; discuss the questions with a partner; write down the answers to the questions in their exercise books.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.

g. ACTIVITY 3

- This is always a 'visual text': a graph; a table; a poster; a picture; or a chart that relates to the theme.
- Learners are required to: read the text silently on their own; think about the answers to the questions; read the text together with a partner; discuss the questions with a partner; write down the answers to the questions in their exercise books.

- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.
- If learners cannot 'read' the visual texts on their own, this is a good teaching opportunity. Take some time to explain to learners how to access the information in a visual text.

h. ACTIVITY 4

- Activity 4 always requires learners to write their own summary of one of the week's activities.
- Learners are required to: re-read the text silently on their own; re-read the text together with a partner; discuss the summary frame with a partner; and then work independently to write down their summary in their exercise books.
- For Term 3, mind-mapping has been selected as the summary strategy to be used.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.

*Note: Look after these worksheets carefully and store them properly once they have been used. 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.*

Assigning Group Guided Reading groups and text selection:

1. In the first two weeks of school, listen to every learner read individually.
2. Assign learners to same-ability groups.
3. Use the rubric below to sort learners according to their abilities.
4. Ideally, try to have 5 groups, with no more than 12 learners per group.
5. However, if you have a very large class, you may have to have more groups and manage your time differently.
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 Grade 4 class of 54 learners, there may be:**
 - *4 learners at level 1 – you may have to find time to work with these learners on a more regular basis.*
 - 1 group x 10 learners at level 2
 - 2 groups x 10 learners at level 3

- 1 group x 10 learners at level 4
- 1 group x 10 learners at level 5

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

What to do with each group during Group Guided Reading:

1. Call a group to read to you.
 - a. Make sure they all bring their worksheet.
 - b. Seat the group in a circle.
2. Go through the phonic words, sight words and decodable texts. If it is a group of struggling readers, spend as much time as required on this. If the group does not need this, then move on quickly to the Teacher Activity.
3. Talk about the title of the text. Explain what it means.
4. Next, give learners a few minutes to skim the text in silence.
5. Then, ask each learner to read part of the text aloud, on his or her own.
6. Listen carefully as each learner reads.
 - a. If the learner is stuck on a word, give him or her some time to try and figure it out.

- b. Then, help the learner to sound out the word.
 - c. If the word is irregular, and cannot be sounded out, tell the learner the word.
 - d. Ask the learner to re-read the sentence.
7. If time allows, let each learner read part of the text again. This time, ask learners to work on their fluency – to try and read at a good pace, and in a natural way, as if they were speaking.
 8. Next, go through the questions with learners.
 - a. Give learners an opportunity to discuss and answer the questions.
 - b. Use this time to further teach and practice the comprehension skill, or skills.
 - c. Show learners that there may be different answers to the same question, particularly when it comes to opinions.
 9. Praise and encourage learners for their efforts as well as their successes.
 10. Remember – confidence is a big part of reading – we need learners to feel safe and confident in order to develop their reading skills.

What to do with struggling readers during Group Guided Reading:

1. Keep these groups as small as possible, preferably 2-4 learners per group.
2. Call the group to come and work with you.
3. Practice sounding out the phonic words with learners.
4. Next, practice reading the sight words with learners.
5. Then, give learners a chance to try and read the decodable texts by themselves.
6. Finally, listen to each learner read a text on his or her own.
7. As each learner reads, do the following:
 - a. Be kind and patient.
 - b. Give the learner some time to try and work out the word alone.
 - c. Then, help the learner to sound out the word. (If the word is irregular and cannot be sounded out, then say the word and get the learner to repeat it.)
 - d. Once the learner has managed to read all the words in a sentence, get him or her to reread the sentence.
 - e. Thank learners for their efforts, and praise learners for any improvements.

Note: If these decodable texts are still too difficult for some learners, use flashcards of different sound to teach learners phonics, and to help them build and break down words.

Writing

The writing process consists of the following four lessons:

Teach the Genre

1. This lesson takes place on WEEK 1 FRIDAY (Day 5).
2. Make sure you understand the genre, by reading through the lesson plan carefully.
3. Work through the steps in the lesson plan to explain the genre to learners.
4. Tell learners to write down the brief summary notes in their exercise books, as a reminder of the genre.
5. Tell learners that they will use these genres all the way to matric, the length and complexity of tasks will increase, but if they have a good understanding of the genre now, it will be very helpful to them.

Plan the writing

1. This lesson takes place on WEEK 2 MONDAY (Day 1).
2. This programme focusses on teaching learners how to plan using:
 - a. A list
 - b. A mind map
3. Before learners create their own plan, you must model this for them, so that they know exactly what to do. The lesson plan guides you to do this.
4. Explain to learners that you always THINK about what you are going to write. You must explain your thoughts out loud, so that learners can hear them.
5. Use the planning template to create your own writing plan.
6. Next, give learners a few minutes to think about what they are going to write.
7. Allow learners to turn and talk, and share their ideas with a partner.
8. Finally guide and support learners as they then use the planning template to complete their own plans.

LSC and Drafting

1. This lesson takes place on WEEK 2 WEDNESDAY (Day 3). Before the lesson begins, rewrite your planning frame from the MONDAY (Day 1) lesson on the board. Write the writing frame template on the board.
2. Before learners start their draft, there is a quick LSC lesson to equip learners with useful knowledge as they prepare to draft their own writing.
3. The LSC lesson follows the I DO, WE DO, YOU DO pattern.
4. Work through the steps of the LSC lesson with learners.
5. Next, briefly explain and model how learners will use their plans to create a draft.
6. Show learners the writing frame template that helps them to do this.
7. As learners complete their draft, walk around the classroom and offer support.

Editing and Presenting

1. This lesson takes place on WEEK 2 FRIDAY (Day 5).
2. Write the editing checklist from the lesson plan on the chalkboard.
3. Read through and explain the criteria to learners.
4. You may want to show learners how to correct a common mistake.
5. Allow learners time to edit and correct their own writing, using the checklist.
6. Then, instruct learners to neatly rewrite their final version.
7. At the end of the lesson or week, give learners the opportunity to swap books and read each other's writing.
8. Collect learners' books. You are only required to formally mark 2 pieces of writing per term using the rubrics provided. However, please read and comment on the learners' final writing pieces for every cycle.
9. Again, confidence is an important part of developing writing skills.

Writing Strategies

1. Confidence is a very important part of becoming a successful writer.
2. Start by calling your learners **writers** during writing lessons. Let them know that they are not people 'pretending' to write, but that by expressing their own thoughts and opinions in writing, they are indeed writers.
3. Routine, doing the same thing over and over again, can make learners feel more secure and confident.
4. Routines also give learners direction, so that they know what to do next.
5. In addition, the strategies listed below provide further scaffolding and support for learners who may be struggling.
6. Teaching these writing strategies to learners, and using them over and over again, will give learners direction and confidence when writing.
7. Train learners to recognise these key phrases, and to understand what they must do when they hear them.

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.
- c. Part of modelling writing is to explain the way good writers think about writing. The teacher must verbalise all of the thoughts she has as she goes through the writing process.

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. Use this as a remediation strategy for struggling learners.
- b. Learners think about the sentence they want to write, and say it aloud.
- c. They count how many words there are in the sentence, and draw a line to represent each word.

- d. Lines must be drawn from left to right and from the top of the page to the bottom.
- e. Lines must be the approximate length of the words. Say the word as you are drawing the line.
- f. Spaces must be left between words.
- g. At the end of the sentence, the learner puts a punctuation mark.
- h. 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.
- i. 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
 - Personal dictionaries
 - Classmates
 - Their own memories

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, **special** may be written as **speshil**. 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, take turns, 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 6 to page 46 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 two weeks. List all the different activity types that are done.
4. Look at the alternate Grade 6 Routine. What is the difference?

<p>5. Which of the two routines do you prefer? Why?</p>
Empty response area for question 5
<p>6. Look at the Themes and Reading Schedules. What theme and texts are done in Grade 4, Term 1, Weeks 5&6?</p>
Empty response area for question 6
<p>7. Which theme and text sounds interesting to you? Why?</p>
Empty response area for question 7
<p>8. For the PSRIP, you need to form two different kinds of groups. What are they?</p>
Empty response area for question 8
<p>9. 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.</p> <ul style="list-style-type: none"> • Read the core methodology for the PHONICS REVIEW activity. • Is it clear and easy to understand? • Do you think you could do this lesson?
Empty response area for question 9
<p>10. In Word Find, you have to build words from the sounds provided. Build 10 words from these sounds: /a/; /st/; /nd/; /p/; /ou/; /l/; /d/; /e/; /m/</p>
Empty response area for question 10

11. Look at the core methodology for Oral Activities. Three different activities are always done. What are they?

--

12. PATS is a methodology to teach learners new vocabulary. What does each letter stand for?

--

13. How many times does the teacher read the 'Listening Text' aloud, and what must the teacher do for each read?

--

14. What happens during the Speaking lesson?

--

15. What are the different comprehension strategies that are taught in the PSRIP?

--

16. During Group Guided Reading, what is done with the rest of the class?

--

17. When does Group Guided Reading take place?

18. 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. How many texts and activities are found in the worksheet, and what are they?

19. What should be done with each small group during group guided reading?

20. When are writing lessons done, and for how long?

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

Oral Activities, Listening & Speaking

NUMBER	TASK	GROUP MEMBERS
L&S 1	Please demonstrate: Teaching theme vocabulary (Grade 6, Term 1, Week 3, Monday)	
L&S 2	Please demonstrate: Teaching the song or rhyme (Grade 6, Term 1, Week 3, Monday)	
L&S 3	Please demonstrate: Teaching the Question of the Day (Grade 6, Term 1, Week 3, Monday)	
L&S 4	Please demonstrate: Listening – First Read (Grade 6, Term 1, Week 3, Monday)	
L&S 5	Please demonstrate: Listening – Second Read (Grade 6, Term 1, Week 3, Monday)	
L&S 6	Please demonstrate: Listening – Third Read (Grade 6, Term 1, Week 3, Monday)	
L&S 7	Please demonstrate: Training learners to form small discussion groups efficiently	
L&S 8	Please demonstrate: Speaking (Grade 6, Term 1, Week 3, Tuesday)	
L&S 9	Why do you think 3 reads are done in the Listening lesson? What is the value of this for EFAL learners?	
L&S 10	Please explain the process involved in making new vocabulary part of a child's lexicon.	

Phonic Review

NUMBER	TASK	GROUP MEMBERS
PR 1	Why is there a need to review phonic sounds with IP learners? Do you think there is value in this activity?	
PR 2	Please demonstrate: Phonic Review lesson (Grade 6, Term 1, Week 3, Tuesday)	
PR 3	Please pronounce all the single consonant sounds correctly in English	
PR 4	Please pronounce all the short vowel sounds correctly in English	
PR 5	Please demonstrate the difference between the pronunciation of short vowel sounds in English and an African language	
PR 6	What are rhyming words, and why do you think they are important in English	
PR 7	What are sight words? How do we teach learners to read these words?	
PR 8	What is inventive spelling and why is it important?	
PR 9	How can you help non-readers in your class?	
PR 10	Please demonstrate saying 3 single consonants that sound different in English and an African language.	

Shared Reading

NUMBER	TASK	GROUP MEMBERS
SR 1	Please demonstrate: Pre-Read (Grade 6, Term 1, Week 4, Tuesday)	
SR 2	Please demonstrate: First Read (Grade 6, Term 1, Week 3, Wednesday)	
SR 3	Please demonstrate: Second Read (Grade 6, Term 1, Week 4, Thursday)	
SR 4	Please demonstrate: Teach the Comprehension Strategy (Grade 6, Term 1, Week 4, Thursday)	
SR 5	Please demonstrate: Post-Read (Grade 6, Term 1, Week 4, Friday)	
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 6, Term 1, Week 3, Friday – teach the genre) (<i>work together with other demo groups</i>)	
W 3	Please demonstrate (Grade 6, Term 1, Week 4, Monday - Planning) (<i>work together with other demo groups</i>)	
W 4	Please demonstrate (Grade 6, Term 1, Week 4, Wednesday - LSC) (<i>work together with other demo groups</i>)	
W 5	Please demonstrate (Grade 6, Term 1, Week 4, Wednesday - Drafting) (<i>work together with other demo groups</i>)	
W 6	Please demonstrate (Grade 6, Term 1, Week 4, Friday – Editing and Publishing/Presenting) (<i>work together with other demo groups</i>)	
W 7	Why is it important to teach learners the strategy of ‘Writers think before they write’?	
W 8	Why is it important to teach learners the strategy of ‘Writers read what they write’?	
W 9	How would you advise teachers to give learners feedback on their writing?	
W 10	Why is it important for learners to share their writing with other people?	

Day 2 Study Cards

<p style="text-align: center;">PSRIP KEY FEATURES</p>	<ul style="list-style-type: none"> • Routines • Core methodologies • Themes
<p style="text-align: center;">PSRIP MATERIALS PER TERM</p>	<ul style="list-style-type: none"> • Lesson plan and POA • Tracker • Resource Pack • Reading Worksheets
<p style="text-align: center;">PSRIP ROUTINE OF SHARED READING LESSONS</p>	<ul style="list-style-type: none"> • Week 1 Tuesday: Pre-Read • Week 1 Wednesday: First Read • Week 1 Thursday: Second Read • Week 1 Thursday: Teach the comprehension strategy • Week 1 Friday: Post-Read
<p style="text-align: center;">PSRIP ROUTINE OF WRITING LESSONS</p>	<ul style="list-style-type: none"> • Week 1 Friday: Teach the genre • Week 2 Monday: Planning • Week 2 Wednesday: LSC and Drafting • Week 2 Friday: Editing and Publishing/Presenting
<p style="text-align: center;">PHONEMIC AWARENESS</p>	<ul style="list-style-type: none"> • The ability to hear, identify and manipulate individual sounds • Does not involve reading • Games: clap after me; same or different; what is the first sound?
<p style="text-align: center;">PHONOLOGICAL AWARENESS</p>	<ul style="list-style-type: none"> • The ability to hear, identify and manipulate words or parts of words • Does not involve reading • Games: rhyming words; clap out the syllables; swap a syllable
<p style="text-align: center;">PHONICS</p>	<ul style="list-style-type: none"> • Letter-sound relationships • Symbols used to represent sounds • Building blocks of reading and writing
<p style="text-align: center;">ALPHABETIC PRINCIPLE</p>	<ul style="list-style-type: none"> • Different sounds represented by letters of the alphabet • Letters and words carry meaning • Fixed number of letters / symbols in each alphabet

ENGLISH SIGHT WORDS	<ul style="list-style-type: none"> • Not all English words are phonetically regular • Some words must be learnt by sight – cannot be sounded out • Learn to read by sight for fluency
HIGH FREQUENCY WORDS	<ul style="list-style-type: none"> • Most commonly occurring words in each language • Must be learnt by sight • Increases reading fluency and speed
TECHNICAL READING SKILLS	<ul style="list-style-type: none"> • Phonic decoding • Recognition of sight words • Recognition of high frequency words • Reading fluency • Good oral vocabulary
READING COMPREHENSION SKILLS	<ul style="list-style-type: none"> • Good oral vocabulary • Good general knowledge • Stop and reread when lost (self-monitoring) • Summarise and recount text • Predict, remember details; make connections; make inferences; make evaluations
MODELLING HOW TO THINK ABOUT A TEXT	<ul style="list-style-type: none"> • Teacher should model thoughts whilst reading aloud • Shows learners that good readers always think about what they are reading • Shows the kinds of thoughts that good readers have
PSRIP ORAL ACTIVITIES	<ul style="list-style-type: none"> • Twice per week • Theme vocabulary • Song/rhyme • Question of the day
PSRIP LISTENING LESSON	<ul style="list-style-type: none"> • Week 1 Monday • Three reads of text • Read 1: Embed meaning • Read 2: Share thoughts • Read 3: Ask questions
PSRIP SPEAKING LESSON	<ul style="list-style-type: none"> • Week 1 Tuesday • Small discussion groups • Take turns to complete discussion frame
PSRIP PHONIC REVIEW	<ul style="list-style-type: none"> • Week 1 Tuesday • Review sounds and words • Model blending of sounds • Build words using sounds in Word Find table

<p style="text-align: center;">PSRIP PRE-READ LESSON</p>	<ul style="list-style-type: none"> • Week 1 Tuesday • Discuss title and look at pictures • Learners skim read • Underline important words • Circle unknown words • Teacher explains unknown words • Teacher puts important words together to try and establish story
<p style="text-align: center;">PSRIP FIRST READ LESSON</p>	<ul style="list-style-type: none"> • Week 1 Wednesday • Teacher reads aloud • Embed meaning & explain • Share thoughts
<p style="text-align: center;">PSRIP SECOND READ LESSON</p>	<ul style="list-style-type: none"> • Week 1 Thursday • Teacher reads aloud • Embed meaning • Share thoughts • Ask questions
<p style="text-align: center;">PSRIP POST-READ LESSON</p>	<ul style="list-style-type: none"> • Week 1 Friday • Learners read text with partner • Learners complete activity: <ul style="list-style-type: none"> ○ Written comprehension ○ Oral recount (summary) ○ Visualise

Day 3 Study Cards

<p style="text-align: center;">PSRIP WRITING STRATEGIES</p>	<ul style="list-style-type: none"> • Teacher models writing first • Writers think before they write • Writers draw a line for each word • Writers use resources to write words • Writers use their memories to write words • Writers say words slowly and write the words they hear • Writers read what they write • Writers turn and talk • Writers hold mini-conferences
<p style="text-align: center;">FORMING GROUP GUIDED READING GROUPS</p>	<ul style="list-style-type: none"> • Form same-ability groups • Listen to each learner read aloud • Use rubric to place learners in groups • Keep weaker groups small • Update groups regularly • Choose group names that do not indicate reading strength
<p style="text-align: center;">WHAT TO DO WITH A GROUP DURING GROUP GUIDED READING</p>	<ul style="list-style-type: none"> • Revise sight / high frequency words • Allow learners to read text silently on their own • Listen to each learner read independently • Build learners' word attack and decoding skills • Improve learners' reading fluency by modelling reading • Ask each learner a question/s • Build comprehension skills by modelling how to find answer
<p style="text-align: center;">READING WORKSHEET ACTIVITIES</p>	<ul style="list-style-type: none"> • All texts theme related • Teacher activity (fiction or non-fiction) • Activity 1: fiction & comprehension • Activity 2: non-fiction & comprehension • Activity 3: visual & comprehension • Activity 4: summary
<p style="text-align: center;">STEPS IN PROCESS WRITING</p>	<ul style="list-style-type: none"> • Teach the genre • Plan • Draft • Edit • Publish • Present
<p style="text-align: center;">PSRIP WRITING PLANNING STRATEGIES</p>	<ul style="list-style-type: none"> • Answer questions to make a list • Make a mind map

