

# Training of Teachers

Guide for facilitators

Terms 3 and 4: Workshops 7–11

Grade R Language Improvement Programme



**GAUTENG PROVINCE**

EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER



The Grade R Language and Mathematics Improvement Project is an initiative of the **Gauteng Department of Education** and its key partner, the **Gauteng Education Development Trust**.

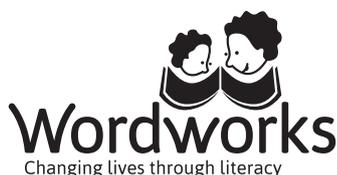


**USAID**  
FROM THE AMERICAN PEOPLE



The development and production of these resources for the Grade R Language Improvement Programme were made possible by generous project funding from the **United States Agency for International Development** and the **Zenex Foundation**.

The Grade R Language and Mathematics Improvement Project is managed by the **JET Education Services** with **Wordworks** and **UCT's Schools Development Unit** as technical partners.



The **Grade R Language Improvement Programme** was developed by **Wordworks**.

Wordworks is a South African non-profit organisation that focuses on early language and literacy development in the first eight years of children's lives. Since 2005, Wordworks has developed and shared its programmes and materials with those adults best positioned to impact on young children's language and literacy development.

This edition of the language materials has benefited from collegial engagement with the SDU and has been improved by its alignment with the materials of the Mathematics Improvement Programme. It has been enriched by the work of officials of the Gauteng Department of Education's Early Childhood Development and Foundation Phase Curriculum Sub-Directorates at District and Provincial level who have made valuable contributions to the content of the materials and engaged constructively to ensure alignment with provincial policies, practices and values.

## ACKNOWLEDGEMENTS

### Special thanks to:

- ★ The Teacher Development, Inclusion and Special Schools, Communication and E-Learning Directorates of the Gauteng Department of Education for their support to this project.
- ★ Colleagues from the Schools Development Unit at the University of Cape Town, Mathematics technical partners on the Grade R Improvement Project – for sharing the journey and the learning with us.
- ★ The Molteno Trust for their careful versioning of programme materials into all our official languages and the Gauteng Department of Education for quality assurance of the versioned materials.

### The programme draws on work done previously by Wordworks and the following partners:

- ★ The Western Cape Education Department in the Emergent Literacy (ELIT) provincial project roll-out during 2015–2016 and subsequently.
- ★ Khululeka, ITEC, Early Inspiration, Rhodes University's Centre for Social Development, Lebone Centre, K2A Project, Knysna Education Trust, University of Cape Town's Schools Development Unit, Primary Science Programme and ELRU, who have taken the programme into their work with schools and ECD centres in the Eastern and Western Cape; and who share their learning with us.
- ★ DG Murray Trust, USAID, the ELMA Foundation and JP Morgan, who funded the earlier development of this work.

### Publishing:

- ★ Illustrations: Jiggs Snaddon-Wood and Helga Hoveka
- ★ Design and typesetting: Jacqui Botha

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# ★ Foreword from the Head of Department



**GAUTENG PROVINCE**

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Dear Teacher/Practitioner

Welcome to the training of the Grade R teachers/practitioners. The Gauteng Department of Education (GDE) has prioritized Early Childhood Development as its Strategic Goal 1. This is to ensure that we can lay a solid foundation and seamless transitioning of learners to Grade 1.

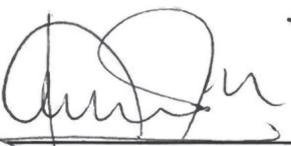
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. This is in response to a study that reported that 65% of children across South Africa have not mastered the skills required to be able to succeed in Literacy and Numeracy when entering Grade 1. This project is intended to support the Grade R practitioners/teachers to address this challenge.

The Department's expectation is that you are ready to learn and be a more empowered Grade R teacher/practitioner. Your commitment to the training process and thereafter the implementation of lessons learnt in your classroom will contribute to the improvement of Grade R learner readiness for Grade 1.

We trust that this intervention will help enhance your potential, innovation and creativity as you lay an important foundation for learning of our children. This project would not have been possible without the support of our partners. The GDE is grateful for the support of the GEDT, Zenex Foundation and USAID who contributed to this initiative.

I trust you will learn a great deal from this training programme and improve the learning experience of the young children in your care.

Yours Sincerely



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**MR EDWARD MOSUWE**  
**HEAD OF DEPARTMENT**  
DATE: 3/6/2020

## Time allocation



## Overview

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# Orientation



**Notes:** Welcome participants and make sure everyone has signed the register. Show the slide with the overview for the day.

## 30 Welcome

## 55 Reflection

### Work in groups.

1 In Workshop 6 you were asked to reflect on the following statements and rate your classroom.

- ★ Learning about letters and sounds in my classroom is linked to pictures, stories and the development of new vocabulary.
- ★ I write children’s words, read with them, and point out environmental print so that children see how sounds and letters are linked to the words we read and write.
- ★ Children have daily practice to develop their ability to hear sounds in words and to build their knowledge of letter–sound relationships.
- ★ Children learn about the sounds that letters make and the formation of letters through being active and using all their senses (listen, look, touch, move).

Reflect on your teaching over the past few weeks and think about whether you have made progress in those areas that you felt still needed work (if you have your notes from Workshop 6 with you, look back at your ratings).

2 Look at the slides showing examples of activities from previous stories. If you have brought examples of your learners’ work, share these in small groups. Discuss the following questions.

- ★ Which activities worked well in your class?

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- ★ Which were challenging to teach? What did you do to try and overcome these challenges?

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- ★ Do you have any tips/ideas to share with your colleagues?

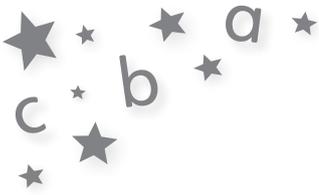
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Listen while some groups share their feedback.

**Notes:** If you are training online for this workshop and are unable to break into small groups, all small group activities can be done in one large group.





## Play-based teaching in Grade R

### 50 Activity 1: The play principle

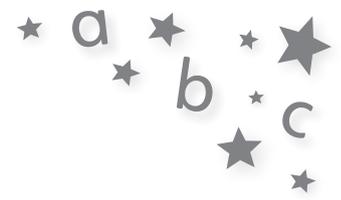
#### Work on your own and then in groups.

- Most child development experts agree that play is an essential part of a high-quality early learning programme. Play is not a break from learning, it is the way young children learn. Listen as a volunteer reads the first paragraph on page **50** (26) of the *Concept Guide*. Then discuss the following in groups.
  - Do you think learners have enough opportunities to learn through play in Grade R? Explain your answer.
  - What types of play do teachers include in their daily programme? What types of play are not often included? Why not?

#### Work in pairs.

- Read about the different types of play on page **50** (26) of the *Concept Guide*. Think about how language can be taught using a play-based approach. Page through the Term 3 *Activity Guide* and find these examples of play-based activities in the first two stories and then complete the following table in pairs.

Example of teaching through play	Type of play	Language skills that are being taught	Benefits of using a play-based approach
<ul style="list-style-type: none"> <li>Acting out the story during the role play activity</li> <li>Pretend play (pages <b>34/19</b> and <b>48/35</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Pretend and sociodramatic play</li> <li>Symbolic play</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Expressive language</li> <li>Symbolic representation (one thing can represent something else)</li> </ul>	<ul style="list-style-type: none"> <li>Learners are motivated.</li> <li>Promotes social development and perspective taking.</li> <li>Teaches learners to manage their own behaviour.</li> <li>Learners develop confidence to use language to explain what they are thinking.</li> <li>Develops problem-solving skills.</li> </ul>
<ul style="list-style-type: none"> <li><i>Racing car board game</i> (page <b>32/18</b>)</li> <li>Sorting sounds in an egg box (page <b>64/34</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Games with rules</li> </ul>	<ul style="list-style-type: none"> <li>Letter recognition</li> <li>Listening for focus sounds</li> </ul>	<ul style="list-style-type: none"> <li>Learners have fun while revising letter-sounds.</li> <li>Teaches learners to follow and explain rules, share and take turns, help one another, deal with disappointment and try again.</li> <li>Develops self-regulation (the ability to control one's own emotions, behaviours, thinking processes).</li> </ul>
<ul style="list-style-type: none"> <li>Listening and phonological awareness games</li> <li>Listening for focus sounds (pages <b>28/16</b> and <b>66/32</b>)</li> <li>Blending and segmenting (syllables) (page <b>62/33</b>)</li> <li>Learning to listen (pages <b>40/22</b> and <b>72/38</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Symbolic play</li> <li>Games with rules</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Listening for focus sounds</li> <li>Matching sounds to letters</li> <li>Remembering a sequence</li> <li>Using language to describe something</li> </ul>	<ul style="list-style-type: none"> <li>Learners have fun while practicing listening to sounds in words.</li> <li>Teaches learners to follow rules and to help one another.</li> <li>Develops problem-solving skills and self-regulation</li> <li>Learners develop confidence to use language to explain what they are thinking.</li> </ul>



## 60 Activity 2: Pretend and sociodramatic play

### Work in small groups.

- 1 Listen as a volunteer reads the following paragraph.

*Young children may use language as they play outside in physical play, or as they interact with other children while doing construction play. However, the type of play that has been shown to be most important for the development of language and literacy is pretend or sociodramatic play. Sociodramatic, imaginative or pretend play has the following characteristics: make-believe play that involves roles (pretending to be Spot the dog); objects which children use to stand for something else (an old box for a car); situations (working in a shop); persists for at least 10 minutes; includes language and social interaction.*

- 2 Now read, "In the classroom ..." on page 56 (27) of the *Concept Guide*. How do you feel about pretend play in your classroom? Choose **three** of these sentences to complete and then share in your group.

a In my classroom, pretend play is fun for learners, but I don't give it too much attention because ...

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b I find pretend play to be noisy and disruptive and therefore ...

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c I try to always make time to visit the pretend play corner because ...

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d I can see the following benefits of pretend play for learners ...

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e I think learners should have time to play without too much direction from me because ...

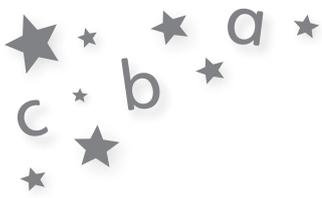
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f While some learners are very active during pretend play, others don't participate much. I try to get them more involved by ...

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- 3 Teachers can play different roles with respect to supporting children's play. Read through the role descriptions below. Think of your role with respect to supporting pretend play in your classroom. Which of these do you do well? Which role do you think you can develop further?

- ★ **Observer:** observe to determine whether and when to intervene.
- ★ **Stage manager:** provide a 'theme' for the play linked to a set of common experiences or knowledge, provide time, space and props.
- ★ **Co-player:** involve yourself in the play, scaffolding language and intervening to support and extend the play. The most helpful teacher support involves modelling, demonstrating, guiding, extending children's language rather than instructing or explaining.



4 Look at the following cartoon. Then look at the suggestions for contributing to your learners' pretend play on page 66/35 in the Term 3 Activity Guide. How do you feel about being a co-player? Share your thoughts with a colleague.



Too much direction usually means less interaction.



When you join in and play, the interaction takes off.

(From Weitzman, E. & Greenberg, J. (2002). *Learning language and loving it: A guide to promoting children's social, language and literacy development in early childhood settings*. Toronto: Hanen Centre.)

## Did you know?

- ★ In a study of 4-year olds who participated in dramatic play with props related to themes, it was found that there was an increase in the total number of words in their conversation and in the length and complexity of their sentences. When these children were compared to a non-dramatic play control group, they also used more theme specific vocabulary words as well as general concept words relating to colour, shape and quantity.
- ★ Thematic-fantasy play has been shown to benefit children's reading comprehension. In one study, children were read a story and then did one of three activities: 1) thematic fantasy play in which they acted out the story; 2) discussion in which they talked about the story; and 3) drawing a picture of the story. The researchers compared their performance on a story comprehension and story recall task and the children who participated in the thematic-fantasy play activity performed better on both tasks. Children who participated more actively, scored better than those with less active roles.



### 30 Activity 3: Including literacy materials in pretend play areas

1 Play provides a context in which children read and write for real purposes. Look at the pretend play activity for "David's new bike". Read the list of props to provide for this theme. List three ways in which learners could incorporate reading and writing materials into their play. The first one has been done for you:

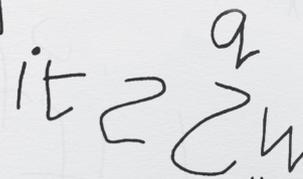
a Learners could use a clipboard to make notes about a car that needs fixing. \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_



2 Enjoy these real examples of children's writing from a mixed age class in the UK (partly Reception (Grade R) children and partly Year One (Grade 1 children). The children's teacher decided to make the dramatic play area a garage, to fit with the theme of transport.

wobliy  
sits it <sup>a</sup>   
a wyl is wobliy  
niyds nyw peynte  
noo oyol

Clipboard notes about a bike for repair  
(wobbly seat, it squeaks, a wheel is wobbly,  
needs new paint, new oil)

OFIS  
  
Now Smoin

Labels and signs  
(office, no smoking, Mr pipe garage, workshop)

Mr PIPE garage  

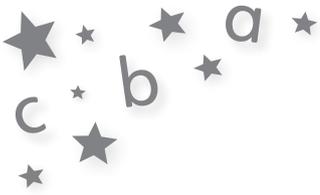

How to chej  
h i y / 2  
1. undoow nuts and  
bolts wiv a  
spanner  
2. tec wyl off  
3. put nyoo wyl on  
4. taityn up nuts  
and bolts wiv a spanner

Instructions for changing wheels  
(How to change wheels: 1 Undo nuts and bolts  
with a spanner; 2 Take wheel off; 3 Put new wheel  
on; 4 Tighten up nuts and bolts with a spanner.)

a h Gif  
L L  
K P L t e i  
K a l t e i

A telephone message  
(Is my bike fixed and ready?)

(from Hall, N. & Robinson, A. (2016). *Exploring writing and play in the Early Years*. London: Routledge.)



30 **Activity 4: Games to teach letters**

**Work on your own.**

- 1 Look in the Term 3 *Activity Guide* to find the **Puzzles and games** activity for “David’s new bike” and “Spot goes to the shop”. Then fill in the table below. Report back to the big group.

Example of teaching through play	Type of play	Benefits of using a play-based approach
David’s new bike	<i>Racing car board game</i>	Learners: <ul style="list-style-type: none"> <li>★ identify a letter and match it to a focus sound in a word</li> <li>★ take turns</li> <li>★ help each other</li> <li>★ deal with disappointment and try again</li> <li>★ count the correct number of spaces</li> </ul>
Spot goes to the shop	Sorting sounds using egg boxes	Learners: <ul style="list-style-type: none"> <li>★ identify a letter and match it to a focus sound in a word</li> <li>★ take turns</li> <li>★ help each other</li> <li>★ deal with disappointment and try again</li> </ul>

**Work in pairs.**

- 2 Ask a participant to pretend to be the HOD and another a Grade R teacher. The HOD visits the Grade R classroom and sees the learners playing a board game in a small group. Role-play a situation where the Grade R teacher explains to the HOD why games are used to reinforce the letters that have been taught in class.

## Getting to know the next two stories: “David’s new bike” and “Spot goes to the shop”

45 **Activity 1: “David’s new bike”**

**Work on your own.**

- 1 Find the story, “David’s new bike” on page **18** (11) in the Term 3 *Activity Guide*. Read through the story on your own and then answer the following questions.

- ★ How does this story fit with the Life Skills themes for Term 3?

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- ★ What great ideas do you have for props/ways of making this story fun?

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Listen as some participants share their answers.



**Notes:** Remind participants that they can adapt the words of the song in the *Activity Guide* or choose a different tune, as long as the song reinforces and builds on the story language.

- 2 Find the song for this story and enjoy listening to the audio recording. Then choose the version of the song in another language and listen as some participants lead the singing.
- 3 Look at the slides showing the Puppets, Sequence pictures and the Big Book for this story.
- 4 Find the **Read and do** activity for “David’s new bike” on page 42 (23) and read through the instructions. Look at the activity pages for this activity at the back of the *Activity Guide*.
  - ★ What are learners ‘reading’ in this activity?
  - ★ What part of this activity might be challenging for some learners?
  - ★ What other skills are being developed through this activity?



Listen while some groups share their feedback.

**Notes:**

- Learners ‘read’ the pictures on both activity pages as well as the headings in each column.
- Some learners may find cutting and pasting challenging. Some may struggle with categorising the pictures correctly.
- Following instructions, fine motor skills and categorising. New vocabulary is also being reinforced.

60 **Activity 2: “Spot goes to the shop”**

**Work on your own.**

- 1 Find the story, “Spot goes to the shop” on page 50 (27) in the Term 3 *Activity Guide*. Watch the video of Ada Brown’s class telling this story using sequence pictures. If you see Ada using any of the steps in the checklist, make a tick. Then think about your own teaching and tick the steps you usually follow.



Checklist	Ada Brown’s lesson	My own lessons
a Introduce new vocabulary from the story.		
b Ask learners about each picture and talk about the pictures in detail.		
c Arrange the pictures in a random order (a silly story).		
d Ask learners to help you arrange the pictures in the correct sequence.		
e Keep learners active by asking questions about the sequence.		
f When the sequence is correct, learners retell the story.		
g Choose some learners to hold the pictures and stand in line in the correct picture order so that the story makes sense.		

- 2 Watch the video of learners taking part in a role play activity for “Spot goes to the shop” and then discuss the questions below.

★ The role play activity was directed mostly by the teacher. Do you think this is a good thing? Why?

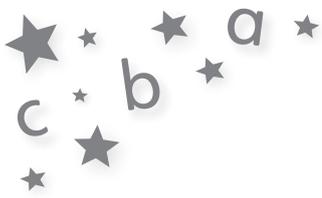
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**Notes:** In the beginning, when this activity is new to learners, the teacher directs most of the role play so that the learners know what to do. As learners become familiar with the activity and develop confidence, the teacher hands over more responsibility to learners. This will lead to learners playing a more active role and using more of the language from the story.



★ What did you notice about the learners using the language of the story?

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★ What do learners learn by being in the audience?

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★ In this video, Ada Brown encourages teachers to be prepared. Why is this important?

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★ Did the learners look like they were having fun? What was helping them stay engaged?

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**3** Read the steps for the **Make, draw and write** activity in the *Activity Guide* on page **62** (33). Watch the video of Ada Brown teaching this activity and then think about the following questions. Work on your own and write your answers below. Share your answers with the group once everyone has completed the activity.



★ What do learners learn from this activity?

Learners learn that writing is meaningful and connected to their daily lives.

They learn that the words they say can be represented in writing.

★ What did the teacher do to get the learners' interested in creating a shopping list?

By asking them what shops they go to and what their mothers write on their shopping lists.

★ How did the teacher bring phonics into the activity?

By emphasising the focus sound for the words that she wrote down. She also gave examples of other words starting with the same sound.



- ★ The learners in Ada Brown’s class did ‘have-a-go’ writing. What do you think this is?

‘Have-a-go’ writing gives learners an opportunity to write about their drawing without any pressure to spell correctly. They are encouraged to write down the sounds they hear in words.

## Planning my next steps

**Notes:** Allow participants some time to go through the *Activity Guide* to familiarise themselves with the preparation for these stories.

### 15 Activity 1: Resources I need to collect and prepare for “David’s new bike” and “Spot goes to the shop”

Look at the checklist below and tick off what you have already done. Make a note of what you still need to do or collect in preparation for the stories.

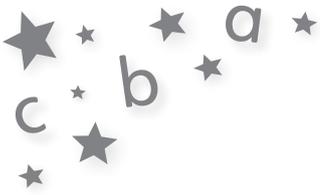
- 1 Record sounds on your phone of different kinds of transport for **Learning to listen** (page 40/22).
- 2 Make a ‘Spot’ sock puppet for **Blending and segmenting** (pages 62/33 and 76/40).
- 3 Check the list of resources to collect or buy for these stories, especially the items in the second last bullet.
- 4 Refer to the **You will need** boxes to see what you need to collect for story props and pretend play props.
- 5 Prepare the *Racing car board game* and the *Egg box game*.
- 6 Make letter boxes for new letters and collect objects to go inside (refer to the **You will need** boxes).
- 7 Photocopy activity pages for each learner.
- 8 Photocopy and fold little books for each learner.


**Notes:** Being prepared is very important! Encourage teachers to look at all the **You will need** boxes so that they can plan ahead and make sure they have everything they need for each activity.

### 25 Reflection

- 1 Think about today’s sessions and complete the following.
  - ★ What did you find most interesting? \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - ★ What new information did you learn?
  - \_\_\_\_\_
  - \_\_\_\_\_

Now listen as some participants share their feedback.



- 2 Then read the following statements and think about them as you teach over the next few weeks. Decide whether you agree with the points that are being made.

#### Statement 1

“Although joining in the play of children can be fun for a teacher or parent, adults need to know when to step out and let children take over. Among the most important benefits of play are the opportunities it provides for children to develop their own creativity, solve their own conflicts and pursue their own ideas. Sometimes, the best thing that a parent or teacher can do for children is simply to let them play.” (*Children’s play: The roots of reading*, p. 37.)

#### Statement 2

The play-based approach to teaching and learning recognises that at times learners learn best from free play activities initiated and directed by the learner without adult involvement. At other times, learners learn best from guided play activities that are directed by the teacher. The two-week cycle has a balance of play-based activities that can be directed by learners, and guided play activities directed by the teacher.

#### Statement 3

Why use pretend play for teaching and learning rather than teacher-led group work or worksheets? One reason is that young children are very motivated to play and so there is no need to coerce them to participate or stay focused which may be the case with a teacher-directed activity.

## Closure and reading task

- 1 Read page 54 (28) of the *Concept Guide*.
- 2 Then read more about this free course on learning through play: <https://playsa.org/about/>

**Notes:** This can be done at the end of the session, if there is time, or it can be a homework task.

*PLAY is a FREE in-service training course that complements existing and formal training. The course qualifies the participant for the 15 CPD credits as set out by the South African Council for Educators.*

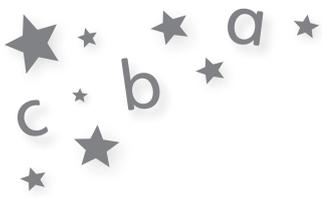


## Time allocation



## Overview

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## Orientation

30 Welcome

55 Reflection

**Notes:** Welcome participants and make sure everyone has signed the register. Show the slide with the overview for the day.

**Notes:** If you are training online for this workshop and are unable to break into small groups, all small group activities can be done in one large group.



### Work in groups.

- 1 At the end of the last workshop, you were asked to reflect on the following statements and decide whether or not you agreed with the points being made. Based on your experience in the classroom over the past few weeks, share your ideas with your colleagues.

#### Statement 1

“Although joining in the play of children can be fun for a teacher or parent, adults need to know when to step out and let children take over. Among the most important benefits of play are the opportunities it provides for children to develop their own creativity, solve their own conflicts and pursue their own ideas. Sometimes, the best thing that a parent or teacher can do for children is simply to let them play.” (*Children’s play: The roots of reading*, p. 37.) **Do you agree?**

#### Statement 2

The play-based approach to teaching and learning recognises that at times learners learn best from free play activities initiated and directed by the learner without adult involvement. At other times, learners learn best from guided play activities that are directed by the teacher. The two-week cycle has a balance of play-based activities that can be directed by learners, and guided play activities directed by the teacher. **Do you agree?**

#### Statement 3

Why use pretend play for teaching and learning rather than teacher-led group work or worksheets? One reason is that young children are very motivated to play and so there is no need to coerce them to participate or stay focused which may be the case with a teacher-directed activity. **Do you agree?**

- 2 Look at the slides showing examples of activities from previous stories. If you have brought examples of your learners’ work, share these in your group.
- 3 While looking at the examples of learners’ work, think about the progress your learners have made over the past few months. What have you noticed about how your learners are progressing in these different areas? Share some examples from your class.
  - ★ Spoken language
  - ★ Listening and understanding
  - ★ Emergent reading
  - ★ Drawing and emergent writing
  - ★ Awareness of sounds in words
  - ★ Letter identification.



Listen while some groups share feedback.

# Creating supportive spaces for teaching and learning

## 25 Activity 1: Learning through guided participation

### Work in small groups.

- 1 According to a well-known theory of child development, children learn through participating alongside an adult or someone who is more skilled at a task. Look at these pictures of children learning through guided participation. Think about how this applies to the way children learn in your classroom. Can you think of an example from your classroom? Share your ideas in the group.
- 2 Listen as a volunteer reads the second paragraph on page 58 (32) of the *Concept Guide*: Give learners responsibilities.



- 3 One of the benefits of guided participation is that it helps to develop self-regulation (the ability to control one's own emotions, behaviours, thinking processes). Listen as a volunteer reads the third paragraph on page 58 (32) of the *Concept Guide*: Self-regulation is key. List two examples of how you promote self-regulation in your classroom. One example has been provided for you.

a When learners play games in small groups, I model turn taking before they \_\_\_\_\_  
 \_\_\_\_\_  
 start the game so that they learn the importance of waiting their turn.

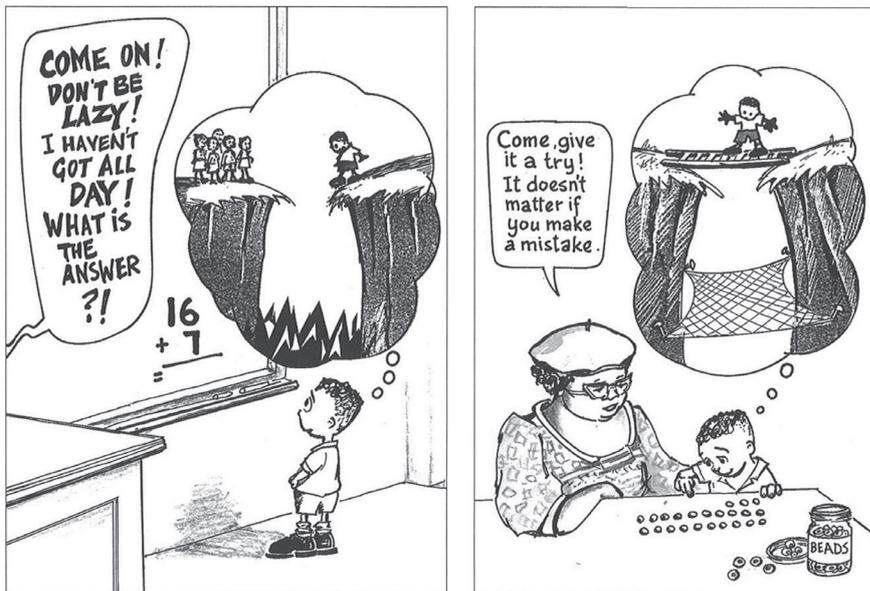
b \_\_\_\_\_  
 \_\_\_\_\_

c \_\_\_\_\_  
 \_\_\_\_\_

25 **Activity 2: The guidance principle**

**Work in pairs.**

- 1 Think about a new skill that you have learnt as an adult (baking, driving a car, learning a new sport, knitting, learning to sing or dance). Discuss these questions in pairs.
  - ★ Who taught you this new skill?
  - ★ What did they do to build your confidence and help you to develop this skill?
  - ★ Was it difficult to learn this new skill (did you have any 'barriers to learning')?
  - ★ Did your 'teacher' do anything that made you feel like you wanted to give up?
- 2 Look at the following cartoon.



(From Winkler, G., Modise, M. and Dawber, A. (2004). *All children can learn. A handbook on teaching children with learning difficulties*. Second Edition. Cape Town: Francolin Publishers.)

Now imagine you are the little boy in the cartoon on the left. How would you feel? In which situation do you think children learn best? Which cartoon best describes your classroom environment?

- 3 Listen as a volunteer reads the first paragraph on page 58 (32) of the *Concept Guide*: Learning takes place when teachers guide learners in developing new knowledge. Underline this phrase in the *Concept Guide*: Nurturing and trusting relationships are the cornerstones of all learning.

## The inclusivity principle

25 **Activity 1: Screening, Identification, Assessment and Support (SIAS)**

**Work in small groups.**

- 1 In a previous workshop, we reflected on the inclusivity principle and barriers to learning that impact on language and literacy development. Turn to page 62 (34) of the *Concept Guide* and review the list of barriers to learning. Then listen as a volunteer reads the second paragraph on page 64 (35) of the *Concept Guide* which explains SIAS, the national policy for Screening, Identification, Assessment and Support (SIAS).
- 2 Listen as a few participants in the group have a chance to share one experience related to SIAS from their classroom or school: include both successes and challenges.

30 **Activity 2: Identifying barriers to learning – Case study 1**

1 Listen as the facilitator reads the following paragraph.

*In the national policy for Screening, Identification, Assessment and Support (SIAS) there are specific steps to be followed to identify and support a learner who presents with a barrier to learning. Before we can develop an Individual Support Plan for a learner, we need to be careful to correctly identify the barrier to learning that is impeding their progress. For example, a learner may be described as being 'difficult or naughty' because they don't listen and never follow instructions. This may lead to strategies to manage their behaviour. However, it may be the case that they are struggling with hearing loss, which would require a different type of intervention.*

2 Look at the following dialogue and then complete the mind map on the next page.

**Panel 1:** Zadik: "Mummy, my ears are sore." Mummy: "Not again! Poor child. He always has a cold and sore ears."

**Panel 2:** Mummy: "You are really naughty. You never listen when I call you." Mummy: "When are you going to teach this child manners?"

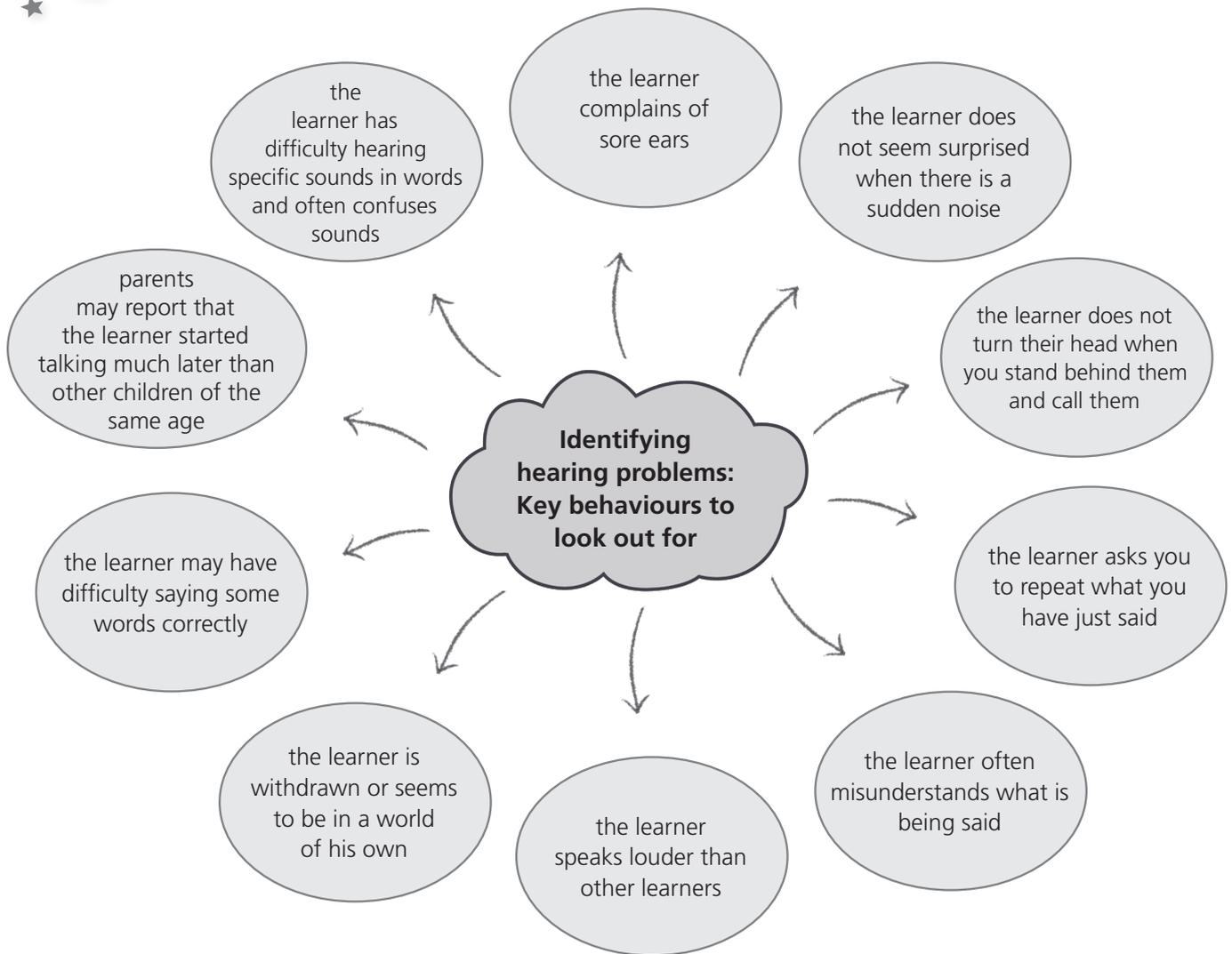
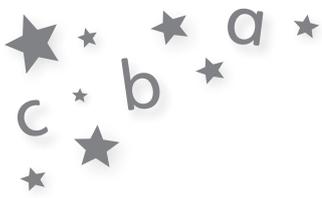
**Panel 3:** Teacher: "Zadik likes creative activities and draws lovely pictures. Zadik is aggressive. Zadik does not sit still during story times. Zadik does not want to do movement rings." Teacher: "He struggles with balance activities. Zadik still needs to learn to listen. He can be difficult to control at school."

**Panel 4:** Mummy: "You make me so sad and ashamed. Promise me you will listen to the teacher and do your best." Zadik: "Zadik looks very sad and cross."

**Panel 5:** Teacher: "I have bad news. The school sent me to the doctor to look at Zadik's ears. He says the child cannot hear and needs an operation." Mummy: "Now I understand. That is why he never listened. Poor child. I hope they can help him."

**Panel 6:** Teacher: "Zadik has such a good report. The teacher says he has changed so much after the operation. He now listens to stories, joins in with movement ring and they are working hard on his balancing activities."

(From Brümmer, L. (1998). *The welcome book. A guide to help teachers include children with difficulties into the classroom.* ELRU, Cape Town.)



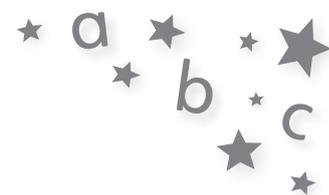
**Notes:** Once participants have filled in their mind maps, write the following on the flipchart so that participants can check that they have included everything.

For more information, download this Factsheet on the Inclusive Education website: <http://www.included.org.za/wp-content/uploads/2019/10/Including-Learners-with-Hearing-Impairments.pdf>

## 35 Activity 2: Identifying barriers to learning – Case study 2

### Work on your own.

- 1 Review the list of barriers to learning on page 62 (34) of the *Concept Guide*. Think about a learner you have taught who has struggled with language and literacy learning and complete the table on the next page (try not to use an example of a learner who has already been assessed or diagnosed with a disability).



	Case study from my class
<b>a</b> What I noticed that concerned me	
<b>b</b> What I did to identify the barrier to learning	
<b>c</b> The barrier to learning I identified	
<b>d</b> The learner's strengths	
<b>e</b> How I supported the learner and adapted my teaching methods, activities, learning and teaching materials	
<b>f</b> Successes	
<b>g</b> Ongoing challenges and needs still to be met	
<b>h</b> How I ensured the learner felt supported and included by other learners	
<b>i</b> How I involved the learners' parents/caregivers	
<b>j</b> What referrals I made and the outcome of these referrals	

**2** Share your case study with other participants in small groups and make notes below.

- ★ What I have learnt from other participants about identifying barriers to learning and supporting learners who present with barriers ...

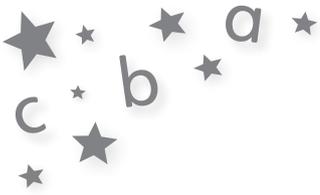
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### Activity 3: Make, draw and write

- 1 Listen as a volunteer reads the following information on dyslexia.

*The word 'dyslexia' comes from Greek and means 'difficulty with words'. Here is a definition of 'dyslexia' from the International Dyslexia Association: "Dyslexia is a specific learning disability that is neurobiological in origin. It is characterised by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."*

*This means that the learner's difficulties with reading are to do with how their brain functions (neurobiological). Although learners will have different degrees/levels of difficulty, they will usually struggle with the following:*

- ★ *poor decoding: difficulty reading accurately or sounding out unknown words;*
- ★ *poor fluency: slow, inaccurate, or laboured oral reading (slow reading rate); and*
- ★ *poor spelling: difficulty with learning to spell, or with spelling words, even common words, accurately.*

*Importantly, these difficulties are often unexpected as the learner seems to cope well with many other activities. Dyslexia is a puzzling mix of distinctive strengths and talents as well as clusters of difficulties. Dyslexics can be exceptionally creative and produce excellent ideas. Difficulties vary in degree from person to person. Dyslexia could be thought of as a different learning ability rather than a disability.*

- 2 Did anything surprise you about this information about dyslexia? Make notes below and then listen as a few volunteers share their thoughts.

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- 3 In Grade R, learners are not yet able to read and write. Is there perhaps anything you can do to identify or support learners who may be at risk for dyslexia? Share your ideas and then make notes below as the facilitator shares some important points.

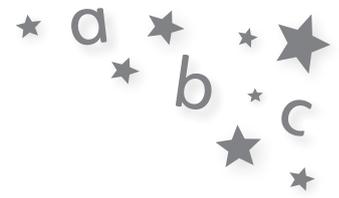
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**Notes:** Young children who struggle with oral language, and in particular with phonological awareness and letter recognition, are at risk for dyslexia. As Grade R teachers, our role is to provide young learners with a rich language environment, age appropriate activities and regular practice learning about sounds in words and letters. We need to look out for learners who struggle with these tasks in whole class activities, and provide support and reinforcement in small groups.





# Reviewing the eight principles of teaching and learning in Grade R

## 25 Activity 1: Why do you teach this way?

**Notes:** The responses to most of the comments include a combination of a number of the eight principles. Encourage participants to identify the principle that applies to each example and use this to explain why they teach in a particular way.

### Work on your own.

- 1 Look at page 38 (22) of the *Concept Guide: Eight principles of teaching and learning*. As a Grade R teacher, use these principles to help respond to the following comments from a principal or HOD who has just visited your Grade R class. The first example has been done for you.

#### Comment 1

I noticed that some of the drawings displayed on the classroom wall look like scribbles. Why do you display these because you can't really see what the learners were trying to draw?

According to the level principle, learners pass through various levels as they learn to draw.

Learners differ in terms of their strengths and challenges and I want to acknowledge the efforts of learners at all levels. This is why I display all the learners' drawings – not just the best ones.

#### Comment 2

I noticed that there was a parent visiting the class who was telling a story to a group of learners in a language that isn't the LOLT. Can you explain why she was doing this?

**Notes:** Inclusivity principle and the Context principle.

#### Comment 3

When I walked past the classroom I saw the learners drawing in the sand. Then the next day, they were outside hopping and marching when I thought they should have been learning.

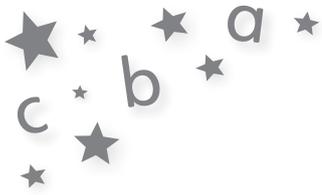
**Notes:** Activity principle and the Practice principle.

#### Comment 4

I noticed that when you were discussing the vocabulary from the story, you asked learners if they knew the word in another language – even in sign language! Shouldn't you only be focusing on the LOLT at the school?

**Notes:** Inclusivity principle.

- 2 Listen as a few volunteers share their responses to the principal or HOD's comments.



## Getting to know the next two stories: “The little tadpole” and “Temo and the plant thieves”

### 60 Activity 1: “The little tadpole”

#### Work on your own.

1 Find the story, “The little tadpole” on page **82** (43) in the Term 3 *Activity Guide*. Read through the story on your own and then answer the following questions.

- ★ How does this story fit with the Life Skills themes for Term 3?

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- ★ What great ideas do you have for props/ways of making this story fun?

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- ★ Do you think it will be easy/challenging for learners?

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- ★ Underline the vocabulary in the story that you think may be new for learners and that you will need to explain to them.

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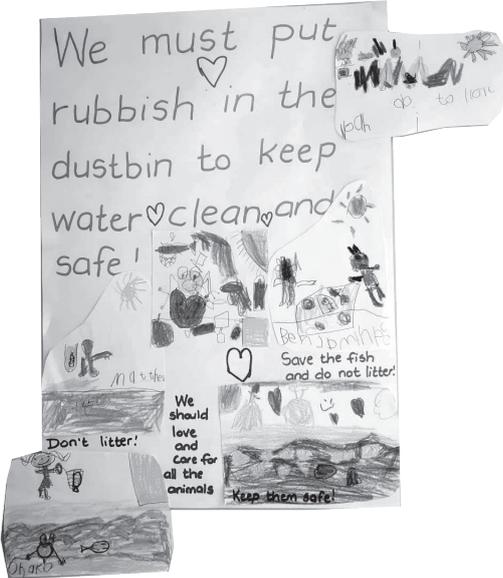
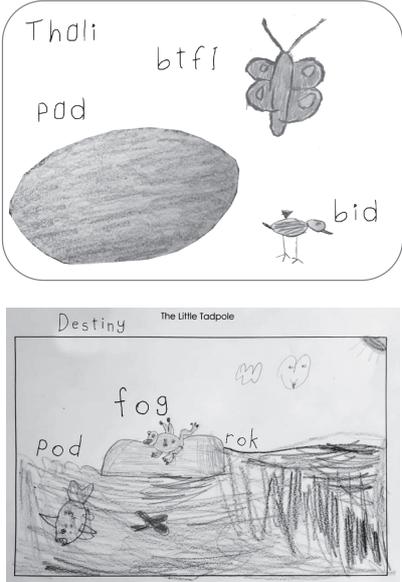
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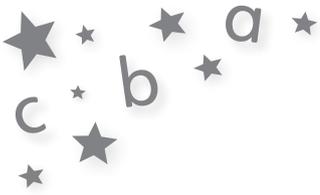
Listen while some groups share feedback.

2 Look at the slides showing the Puppets, Sequence pictures and Big Book for this story. Then look at the pictures on the slide of the **Make, draw and write** activities on pages **94** (49) and **108** (56) and the **Drawing and emergent writing** activity on page **109** (57). Complete the table on the next page.



Activity	What do learners learn from this activity?
<p><b>Make, draw and write</b> (Week 1)</p> 	
<p><b>Make, draw and write</b> (Week 2)</p> 	
<p><b>Drawing and emergent writing</b> (Week 2)</p> 	

3 Look for the **Listening for focus sounds** activity on page 92 (48) of the Term 3 *Activity Guide*. This activity focuses on the skill of listening for any sounds in words and not specifically on the focus sound for the story. Choose a participant to role play being the teacher. The “teacher” must read the steps for the whole class activity. The rest of the group should participate as if they are eager young learners.



4 In the small group **Pretend play** activity for this story, learners shouldn't dress up themselves, but they should pretend to be characters in a pretend pond. Can you think of some examples of the language they might use during their play? Write the dialogue below.

★ Learner 1: \_\_\_\_\_

★ Learner 2: \_\_\_\_\_

★ Learner 3: \_\_\_\_\_

★ Learner 1: \_\_\_\_\_

★ Learner 2: \_\_\_\_\_

★ Learner 3: \_\_\_\_\_

Listen as a few volunteers share their examples of the language learners use in their pretend play.

**Notes:** Draw the 'say-it-and-move-it board' on the flipchart and demonstrate this activity by following the instructions in the *Activity Guide*. Ask for a volunteer to be the 'learner'. Enlarge a few pictures of multisyllabic words beforehand to use for this activity.



## 45 Activity 2: "Temo and the plant thieves"

- 1 Find the story, "Temo and the plant thieves" on page **112** (58) of the Term 3 *Activity Guide* and read it on your own.
- 2 Look at the slides showing the Puppets, Sequence pictures and Big Book for this story.
- 3 Watch as the facilitator demonstrates the **Blending and segmenting** activity on page **124** (64) of the Term 3 *Activity Guide*.
- 4 Listen and participate as a volunteer leads the **Learning to listen** activity on page **134** (69).
  - ★ Why is it important for learners to listen carefully to the details of each statement? How will this help them?
  - ★ What else, apart from listening, are learners learning from this activity?
- 5 Find the **Puzzles and games** activity for "Temo and the plant thieves" on pages **126** (65) and **140** (72) of the Term 3 *Activity Guide*. Watch the video showing how to play the *Memory game* and the *Letter soup game*. Then listen as a volunteer reads the following and a few participants respond to the questions.
- 6 Some learners in your class may have played games at home before coming to your class. Others may never have played games like the *Memory game* at home before. Some teachers may have used games in their classrooms, whereas in some classrooms this may be quite a new activity for teachers and learners. Listen as a few volunteers share their responses to these questions.
  - ★ Do you think your learners are getting used to playing games in small groups?
  - ★ Are they benefitting from language and literacy games?
  - ★ Are games becoming more part of the way you teach in your classroom?
  - ★ Do you think parents and caregivers could be encouraged to play more games at home with their children?



**Notes:** Allow participants some time to go through the *Activity Guide* to familiarise themselves with the preparation for these stories.

## Planning my next steps

### 15 Activity 1: Resources I need to collect and prepare for "The little tadpole" and "Temo and the plant thieves"

Look at the checklist below and tick off what you have already done. Make a note of what you still need to do or collect in preparation for the stories.

- 1 Record sounds on your phone of different kinds of transport for the **Learning to listen** activity (page 40/22).
- 2 Make a 'Spot' sock puppet for the **Blending and segmenting** activity (pages 62/33 and 76/40).
- 3 Check the list of resources to collect or buy for these stories, especially the items in the second last bullet.
- 4 Refer to the **You will need** boxes to see what you need to collect for story props and pretend play props.
- 5 Prepare the *Racing car board game* and the *Egg box game*.
- 6 Make letter boxes for new letters and collect objects to go inside (refer to the **You will need** boxes).
- 7 Photocopy activity pages for each learner.
- 8 Photocopy and fold little books for each learner.


**Notes:** Being prepared is very important! Encourage teachers to look at all the **You will need** boxes so that they can plan ahead for what they need for each activity.

### 25 Reflection

1 Think about today's sessions and complete the following.

- ★ What did you find most interesting?

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- ★ What new information did you learn?

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2 Now listen as some participants share their feedback.

## Closure and reading task

Extend and deepen your knowledge about inclusion through the following website:  
<http://www.included.org.za/factsheets/>

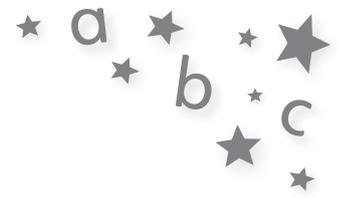
**Notes:** Ask participants to explore the Inclusive Education South Africa website and download some of their factsheets to build their knowledge about different barriers to learning and how to support learners in their classrooms. This can be a homework task.

## Time allocation



## Overview

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# Orientation

30 Welcome

55 Reflection

**Notes:** Welcome participants and make sure everyone has signed the register. Show the slide with the overview for the day.

**Notes:** If you are training online for this workshop and are unable to break into small groups, all small group activities can be done in one large group.



## Work in groups.

1 Look at the slides showing examples of activities from previous stories. If you have brought examples of your learners' work, share these in your group. Make notes below.

- ★ Something that surprised me about the learners' work:

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- ★ Something that I learnt from colleagues that I would like to try in my classroom:

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2 While looking at the examples of activities and learners' work, think about a learner or group of learners in your class whose home language is different to the LOLT at the school. Then discuss the following question.

*If you have learners who do not speak the LOLT at home, have they benefitted from a story-based approach to teaching language and the two-week cycle of activities related to the story? Please give examples for each of the following.*

- ★ Understanding of language
- ★ Production: using language to communicate
- ★ Vocabulary: knowing what words mean
- ★ Confidence
- ★ Participation in class discussions
- ★ Communication with peers

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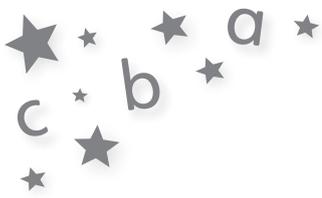


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Listen while some groups share feedback.



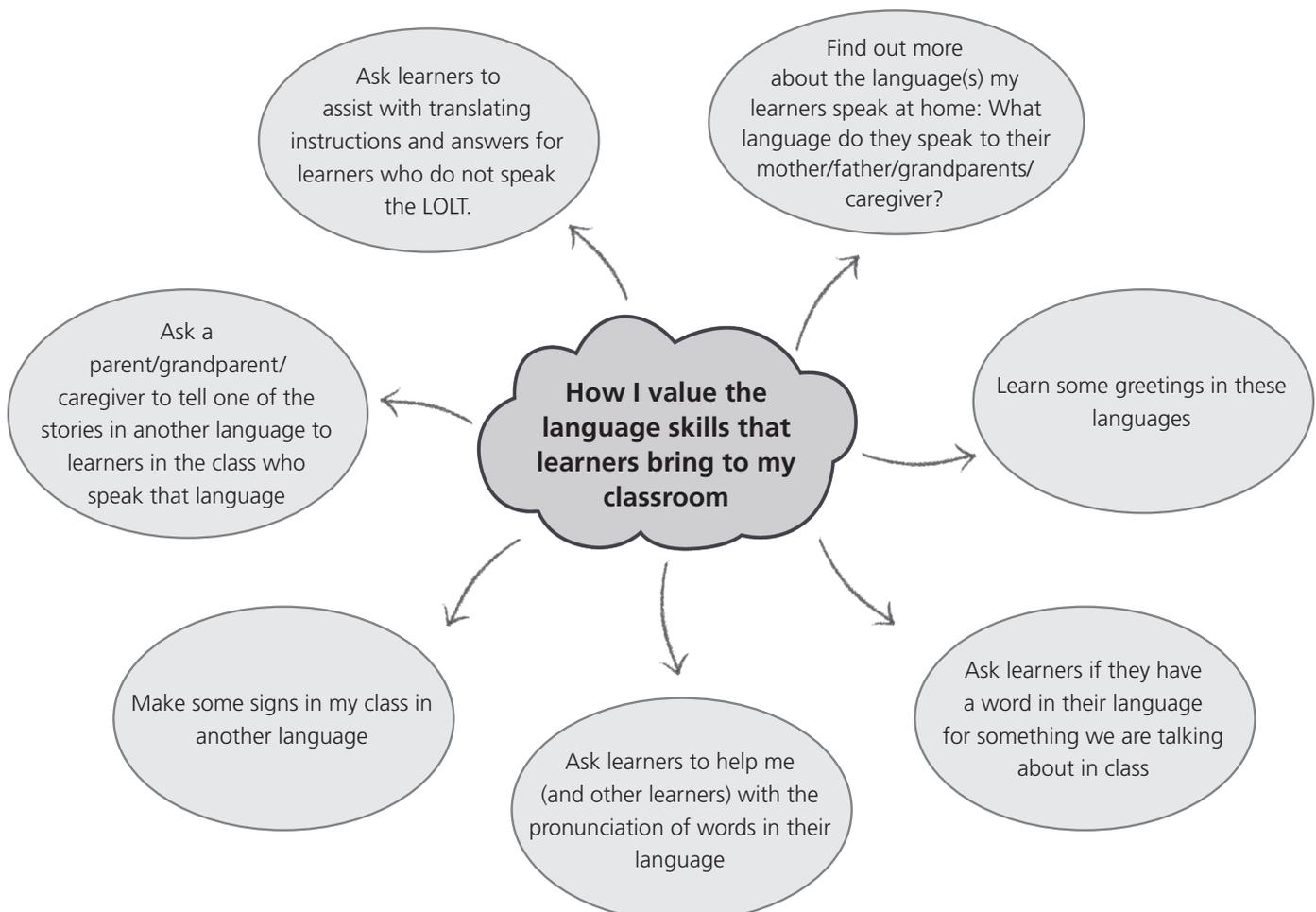
## Teaching in multilingual classes

### 25 Activity 1: Views on language learning

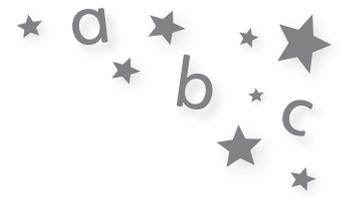
- 1 Listen as a volunteer reads the following.

*Although this programme focuses on teaching Home Language, in our multilingual context there are many learners who attend school in a LOLT that is not the same as the language(s) they speak at home. This may be because the closest school has a different LOLT to their Home Language, or because their parents choose an English school as they feel this may open up more opportunities in the future. It is very important that we build on the learners strengths in their home language(s) as they develop proficiency in the new language that is taught at school. Being multilingual is a strength, but all too often these learners are viewed through a deficit mindset, and our teaching strategies do not enable them to use what they already know to communicate and build new language skills.*

- 2 Have you ever experienced a situation where you did not speak the language being used by others in a group? How did you feel? Did anyone say or do anything to help you in this situation? Listen as a few volunteers share their experiences.
- 3 Watch the video showing a teacher acknowledging and building on a child's home language as she supports and introduces new vocabulary in English. Think about your own classroom and make notes about how you could show you value the language skills that your learners bring to the classroom. Add these to the mind map below.



## Activity 2: Building on the language skills that learners bring to the classroom



**Notes:** Ask a volunteer to read the dialogue for each activity and then ask the group for their responses.

1 The voices of young children should never be silenced because they are not yet able to speak the language of the classroom. A second language should always build on the first, rather than replace it. Look at the following examples of how teachers have responded to second language learners in their classrooms where the LOLT is English. Which responses show that the teacher appreciates the home language that learners bring to the class and are building on this to develop their English skills? Underline these responses.

★ **Letter box activity**

- Teacher: Can you think of a word that has the focus sound /b/?
- Learner: baleka!
- *Teacher 1: That is right – **baleka** does have the focus sound /b/. Can you tell us what baleka means? OR*
- *Teacher 2: Can anyone think of an English word that has the focus sound /b/?*

★ **Blending and segmenting syllables activity**

- Teacher: Look at this picture of a butterfly. Let's jump for each syllable in this word.
- Learner 1: but-ter-fly – 3 jumps!
- Learner 2: se-ru-ru-be-le
- *Teacher 1: Let's try another word in English: caterpillar. OR*
- *Teacher 2: Wow, 'serurubele', that's a longer word than 'butterfly' – 5 jumps!*

★ **Storytelling and vocabulary activity**

- Teacher: What did Amir collect in the glass bottle?
- Learner: maleshwane
- *Teacher 1: Yes, he collected ladybirds. Am I saying it correctly: 'maleshwane'. OR*
- *Teacher 2: No, it is a ladybird.*

★ **Make, draw and write activity**

- Teacher: Tell me about your picture. What is hiding in the grass?
- Learner: seboko
- *Teacher 1: Aaah, 'se-bo-ko', and in English we call it a worm. OR*
- *Teacher 2: That is a worm.*

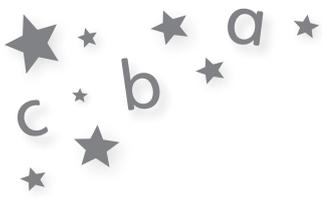
★ **Independent reading activity (learner reading a Big Book in the reading corner)**

- Learner: Ntatemoholo Farouk ya hola, ya hola ya ba ya hola.
- *Teacher 1: Yes that's right, Grandpa Farouk said 'grow, grow, grow'. OR*
- *Teacher 2: Remember, we use English in this class.*

### Note

We encourage you to make your classroom a space where words from more than one language are valued. This gives you the opportunity to talk with your children about our multilingual world. It also allows you to acknowledge the contribution of children who bring language diversity to your classroom – give them a chance to shine!





# On the journey to becoming skilled readers and writers

## 25 Activity 1: The transition from Grade R to Grade 1

### Work in groups.

- 1 As your learners move into Grade 1 in a few months time, what do you think the Grade 1 teachers might say about their skills in different areas? Pretend you are the Grade 1 teacher and complete the sentences. Then share some of the responses in the small group.

### Hints

Here are some areas of learning that you may want to focus on in your comments.

- ★ Spoken language
- ★ Listening and understanding
- ★ Emergent reading
- ★ Drawing and emergent writing
- ★ Awareness of sounds in words
- ★ Letter identification.



- ★ "My Grade 1 class this year has really surprised me with their levels of ...

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- ★ "Although there are always learners who need extra help, overall I have been really impressed with ...

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- ★ "I can see that the Grade R teacher really focused on ...

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## 45 Activity 2: Letter–sound knowledge: How many letters?

- 1 Researchers, government officials and teachers have different opinions of how many letters should be taught in Grade R and how many letters learners should be able to recognise by the end of Grade R. Refer to your CAPS document. Look for the Grade R requirements for recognising letters in Grade R. Tick the correct answer and discuss in the group.

- ★ CAPS does not say how many letters learners should know by the end of Grade R.
- ★ CAPS guidelines are as follows: Recognises aurally and visually some initial consonants and vowels especially at the beginning of a word.
- ★ CAPS specifies exactly how many letters learners should be able to recognise aurally and visually.




2 How many letters do you think learners should know by the end of Grade R? Write your answer in the box and then listen as a few volunteers share their answers.

3 Work on your own to read these teachers' opinions on teaching learners letter knowledge in Grade R. Put a tick next to the opinions you agree with and a cross next to the opinions that you disagree with.

- ★ *Teacher A:* CAPS says learners should know 'some letters aurally and visually' in Grade R. So it seems fine if they just know a few letters of the alphabet – they will learn the rest in Grade 1.
- ★ *Teacher B:* If learners are expected to read and write short words in the first few weeks of Grade 1, it would make it so much easier for them if they were familiar with as many letters and the sounds they make right from the start of Grade 1. It is a great advantage for learners to know the sounds of at least 12, but ideally, all 26 letters when they start Grade 1.
- ★ *Teacher C:* Learners know enough about the letters of the alphabet if they can chant A, B, C ... or sing the alphabet song.
- ★ *Teacher D:* When learners read in Grade 1, they will be able to look at the pictures to predict what the words say. Letters are not that important.


4 Discuss your responses in the big group and explain why you disagreed with some opinions. Make a note of anything new you learnt during the discussion.

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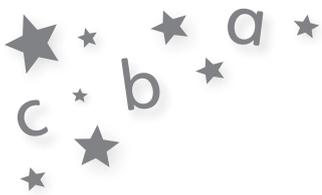
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5 Look at the *Phonics, Reading and Viewing* rubrics in the Term 3 and Term 4 *Activity Guides* and complete the table below.

Term 3	Level 1 Not achieved	Level 2 Moderate achievement	Level 2 Adequate achievement	Level 4 Outstanding achievement
Recognises aurally and visually some consonants and vowels	Is able to recognise 0–3 letters and say the sounds that these letters make.	Is able to recognise 4–6 letters and say the sounds that these letters make.	Is able to recognise 7–11 letters and say the sounds that these letters make.	Is able to recognise 12 or more letters and say the sounds that these letters make.
Term 4	Level 1 Not achieved	Level 2 Moderate achievement	Level 2 Adequate achievement	Level 4 Outstanding achievement
Recognises aurally and visually some consonants and vowels	Is able to recognise 0–5 letters and say the sounds that these letters make.	Is able to recognise 6–9 letters and say the sounds that these letters make.	Is able to recognise 10–17 letters and say the sounds that these letters make.	Is able to recognise 18 or more letters and say the sounds that these letters make.



6 In the rubric developed to assess letter–sound knowledge, the number of letters to be learnt increases from Term 1 to Term 4. Share your views on the progression of letter–sound knowledge expected over the year.

	1	2	3	4
Term 1	0	1–3	4–6	7–8
Term 2	0	1–4	5–7	8–10
Term 3	0–3	4–6	7–11	12 or more
Term 4	0–5	6–9	10–17	18 or more

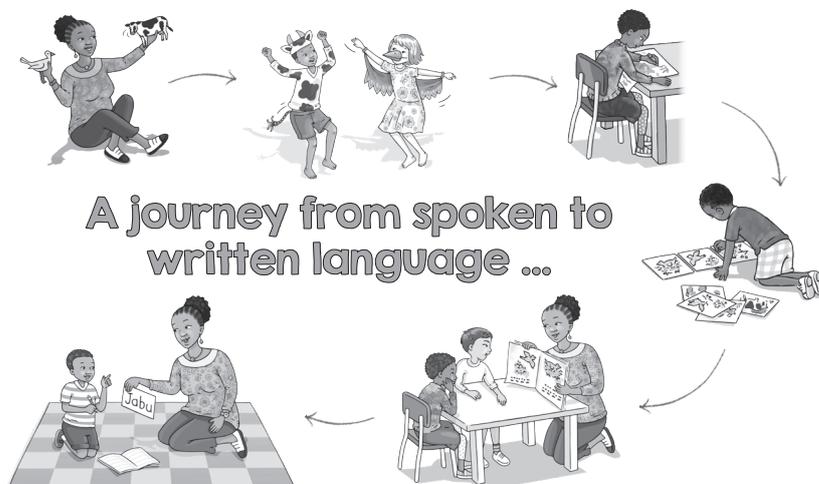
**Notes:** The guidelines in CAPS are not clear about the number of letters that learners should know by the end of Grade R and teachers may have different views about these benchmarks. Although the teaching of letter–sound relationships is part of the Grade 1 CAPS curriculum in Term 1 and Term 2, learners are also expected to read and write short words and sentences in the first two terms. They need to know the sounds that letters make in order to be able to do this. We know how much time it takes for learners to master letter–sound relationships and so it makes sense that the more letters they learn in Grade R, the more they will be able to cope with the Grade 1 Home Language curriculum.

## Becoming a skilled reader and writer

### 20 Activity 1: On the path to reading and writing success

Work in small groups.

- 1 Look at the graphic on page 12 (9) of the *Concept Guide: A cycle of success*. Do you think the training and materials you have received will contribute to this cycle of success?
- 2 Listen as each person in the group reads one paragraph of *A Journey from spoken to written language* on page 14 (10) of the *Concept Guide*. Do you think the way you have taught this year has helped the learners in your class on their journey from spoken to written language? Explain your answer and listen as some colleagues share their ideas.



**Notes:** Being able to read fluently and with comprehension requires a number of different skills. This diagram shows the skills required for language comprehension as one strand and the skills required for word recognition as the other strand. As learners become more proficient at reading automatically and using both strategies, they will become skilled readers.

### 45 Activity 2: Strands of skilled reading

Work in small groups.

- 1 Look at the diagram on the following page.

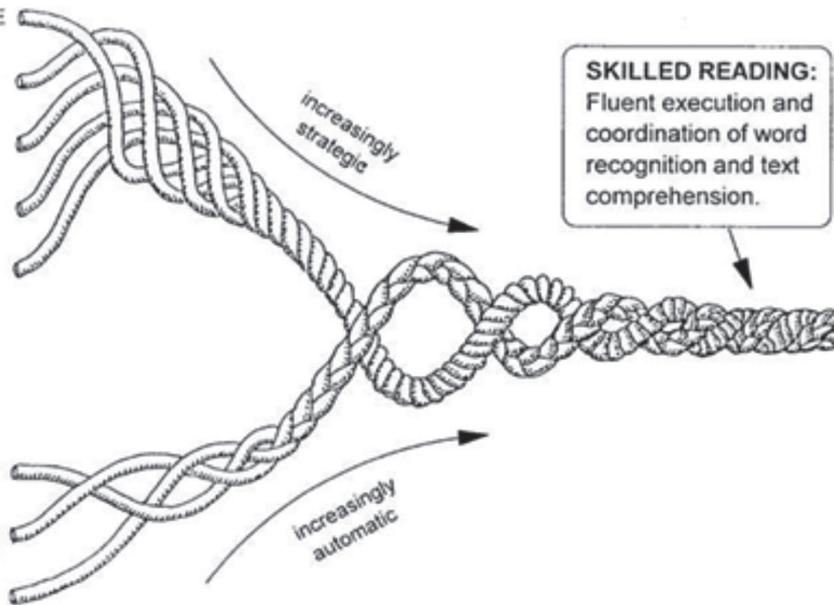
## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

### WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)



(From Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In. Neuman, S. & Dickinson, D. (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.)

2 Think of three of the activities in the two-week cycle and decide which of the strands in the reading rope they relate to.

Activity in two-week cycle	Strand in reading rope
1	
2	
3	

3 Now look at the table on the next page linking the activities in the two-week cycle to the strands in the reading rope. Discuss in small groups and make notes of any questions, comments or things that surprise you.

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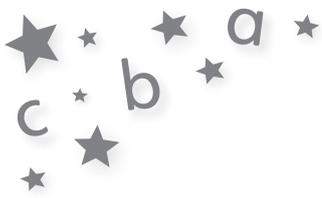


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**Notes:** Listen to questions and comments from participants. There may be queries about why *Sight recognition* is related to letter knowledge. This is explained in the *Did you know?* below.



Language comprehension		Activities in the two-week cycle
<ul style="list-style-type: none"> <li>★ Background knowledge (facts, concepts, etc.)</li> <li>★ Vocabulary (breadth, precision, links, etc.)</li> <li>★ Language structures (syntax, semantics, etc.)</li> <li>★ Verbal reasoning (inference, metaphor, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>★ Storytelling and building vocabulary</li> <li>★ Storytelling and singing</li> <li>★ Storytelling and role play</li> <li>★ Sequencing pictures</li> <li>★ Listen and do</li> <li>★ Pretend play</li> </ul>	
<ul style="list-style-type: none"> <li>★ Literacy knowledge (print concepts, genres, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>★ Make, draw and write</li> <li>★ Shared reading – Big Book</li> <li>★ Read and do</li> <li>★ Independent reading</li> <li>★ Drawing and emergent writing</li> </ul>	
Word recognition		Activities in the two-week cycle
<ul style="list-style-type: none"> <li>★ Phonological awareness (syllables, phonemes, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>★ Introducing a letter from the story</li> <li>★ Listening for focus sounds</li> <li>★ Blending and segmenting</li> </ul>	
<ul style="list-style-type: none"> <li>★ Decoding (alphabetic principle) (spelling-sound correspondences)</li> </ul>	<ul style="list-style-type: none"> <li>★ Introducing a letter from the story</li> <li>★ Forming the letter</li> <li>★ Letter boxes</li> <li>★ Puzzles and games</li> <li>★ Fine motor skills and handwriting</li> </ul>	
<ul style="list-style-type: none"> <li>★ Sight recognition (of familiar words)</li> </ul>	<ul style="list-style-type: none"> <li>★ Introducing a letter from the story</li> <li>★ Forming the letter</li> <li>★ Letter boxes</li> <li>★ Puzzles and games</li> </ul>	

## Did you know?

In English, many 'sight words' are actually decodable (for example: us, in, can, on). Even those words that are difficult to sound out usually have some letters that will give learners a clue about what the word says (for example: the letter 's' and 'd' in the sight word 'said'). In Afrikaans and African languages, 'sight words' can all be sounded out. They are just called 'sight words' because it is helpful if learners learn to recognise them by sight rather than sounding them out each time they see them. These words occur often, and so if learners recognise them quickly then it will increase their reading fluency (speed). Reading fluency is important for comprehension (if learners read too slowly it is difficult to remember and understand what they have read).





# Getting to know the next two stories: “Grandpa Farouk’s garden” and “Dina and her animals”

## 60 Activity 1: “Grandpa Farouk’s garden”

- 1 Find the story, “Grandpa Farouk’s garden” on page **144** (74) in the Term 3 *Activity Guide*. Listen while a volunteer tells the story and then answer the following questions.
  - ★ What great ideas do you have for props/ways of making this story fun?

**Notes:** Before the session, ask a participant to tell the story to the group. Provide them with puppets and props for the story.

Listen as some participants share their feedback.

- 2 Look at the slides showing the Puppets, Sequence pictures and Big Book for this story.
- 3 Look for the **Listening for focus sounds** activity on Week 1 Day 4 of the Term 3 *Activity Guide* on page **154** (79). This activity focuses on the skill of listening for any sounds in words and not specifically on the focus sound for the story. Choose a participant to role play being the teacher. The “teacher” must read the steps for the whole class activity. The rest of the group should participate as if they are eager young learners.
- 4 Look for the **Blending and segmenting** activity on Week 1 Day 5 of the Term 3 *Activity Guide* on page **156** (80). This activity focuses on the skill of blending syllables together to make a word. Choose a participant to role play being the teacher. The “teacher” must read the steps for the activity. The rest of the group should participate as young learners.
- 5 Look in the Term 3 *Activity Guide* to find the **Puzzles and games** activity for “Grandpa Farouk’s garden”. Watch the video showing how to play the *Snake game*. Then play the game with a colleague. If there are colleagues who have a different language version of the game, try playing in a language that is less familiar to you and see how many new words you learn!



**Notes:** Provide a selection of large pictures of garden insects and creatures. Put them in a container for the activity (you can use a bag or a box). Some of these pictures may be multi-syllabic words (caterpillar) while others may be shorter single-syllable words. For example: ant, fly. These will be harder for learners to break into parts: a-n-t, f-l-y.



## 45 Activity 2: “Dina and her animals” (this story is in the Term 4 *Activity Guide*)

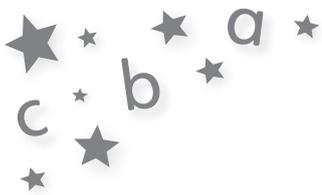
- 1 Find the story, “Dina and her animals” on page **18** (11) in the Term 4 *Activity Guide* and read it on your own.
  - ★ What great ideas do you have for props/ways of making this story fun?

★ What important message does this story give learners?

★ Before turning to page **20** (12), underline the vocabulary in the story that you think may be new for learners and that you will need to explain to them.

- 2 Look at the slides showing the Puppets, Sequence pictures and Big Book for this story.





**Notes:** The sequence pictures for the story are on page 165 (89) of the Term 4 *Activity Guide*. Provide a blank page, glue, scissors and a photocopy of the sequence pictures for each pair. Make sure that participants do not confuse the sequence pictures with the little book which is on page 160 (84) of the *Activity Guide*.

**Work in pairs.**

- 3 Find the **More sequencing pictures** activity for “Dina and her animals” on page 36 (20) in the Term 4 *Activity Guide*. Read the instructions for number 5 and do the activity. Discuss the questions below with your partner.
  - ★ What do you think learners might find challenging about this activity?
  - ★ How will learners benefit from this activity?
- 4 In the Week 1 small group activities for each story, learners draw and try to write (or they ask you to write for them). Think about how the learners in your class have progressed with this activity and choose one learner to focus on. Fill in the table below.

Name of learner: _____	Learner can do this independently	Learner still needs support with this
Knows what they want to draw and write about		
Draws accurately and uses lots of detail		
Can tell you in detail about their drawing		
Attempts to write words		
Writes some letters that correspond to sounds in words		
Can ‘read’ their sentence		

- 5 Look in the Term 4 *Activity Guide* to find the **Puzzles and games** activity for “Dina and her animals”. Watch the video showing how to play the *Word bird game*. Then play the game with a colleague. Try playing in your second language!



## Planning my next steps

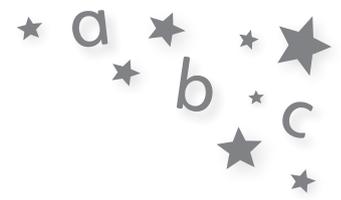
**Notes:** Allow participants some time to go through the *Activity Guide* to familiarise themselves with the preparation for these stories.

### 15 Activity 1: Resources I need to collect and prepare for “Grandpa Farouk’s garden” and “Dina and her animals”

Look at the checklist below and tick off what you have already done. Make a note of what you still need to do or collect in preparation for the stories.

- 1 Check the list of resources to collect or buy for these stories.
- 2 Refer to the **You will need** boxes to see what you need to collect for story props and pretend play props.
- 3 Make letter boxes for new letters and collect object to go inside (refer to the **You will need** boxes).
- 4 Photocopy activity pages for each child.
- 5 Photocopy and fold little books for each child.
- 6 Download different bird calls on your cellphone for “Dina and her animals”.


**Notes:** Being prepared is very important! Encourage teachers to look at all the **You will need** boxes so that they can plan ahead for what they need for each activity.



## Reflection

1 Think about today's sessions and complete the following.

- ★ What did you find most interesting?

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- ★ What new information did you learn?

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2 Now listen as some participants share their feedback.

## Closure and reading task

1 Download and read this article about the essential components of early literacy instruction. Think about how many aspects have been covered in the training workshops: [https://www.researchgate.net/publication/242649333\\_The\\_Essentials\\_of\\_Early\\_Literacy\\_Instruction](https://www.researchgate.net/publication/242649333_The_Essentials_of_Early_Literacy_Instruction).

2 Go to the Bua-lit website to read more about how our beliefs about language shape the way we teach: <https://bua-lit.org.za/our-position/>. Here is an excerpt:

*Beliefs about language (or language ideologies) are extremely powerful in shaping policy, curriculum and the kind of teaching and learning that happens in classrooms. The majority of people globally and in South Africa are multilingual, making use of a range of language resources on a daily basis. The lack of recognition of African language speaking children's resources can be seen as a form of racism. It is essential to develop and implement bi- and multilingual approaches where children are able to learn using their most familiar language resources as well as develop proficiency in English.*

**Notes:** Ask participants to download and read the document and browse the Bua-lit website. This can be a homework task.



## Time allocation



## Overview

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# Orientation

**Notes:** Welcome participants and make sure everyone has signed the register. Show the slide with the overview for the day.

**Notes:** If you are training online for this workshop and are unable to break into small groups, all small group activities can be done in one large group.



30 Welcome

45 Reflection

## Work in groups.

1 In the previous workshop, we reflected on whether we have a 'deficit' view of learners who do not speak the LOLT and focus on their difficulties learning a new language, or whether we acknowledge and build on their strengths in other languages. Tick the correct column to rate yourself on the strategies that acknowledge multilingualism in your classroom.

How I value the language skills that learners bring to my classroom	I have always done this in my classroom	I have started trying this in my classroom	I would like to do more of this in my classroom
a I find out about the language(s) my learners speak at home.			
b I have learnt some greetings in these languages.			
c I ask learners if they have a word in their language for something we are talking about in class.			
d I ask learners to help me (and other learners) with the pronunciation of words in their language.			
e I ensure some signs in my class are in another language.			
f I ask a parent or grandparent to tell a story in another language to learners in the class who speak that language.			
g I ask learners to assist with translating instructions and answers for learners who do not speak the LOLT.			

2 Look at the slides showing examples of activities from previous stories. If you have brought examples of your learners' work, share these in your group. Make notes below.



★ Something that surprised me about the learners' work:

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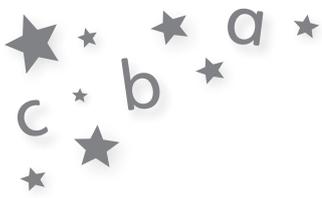
★ Something that I learnt from colleagues that I would like to try in my classroom:

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Listen while some groups share feedback.



## Note

The focus of this workshop is on how we engage families from our school communities and encourage parents and caregivers to support young children's learning at home. We know that not all learners have parents or belong to a traditional family unit. Although we refer to 'parents' throughout the workshop, we include other caregivers such as grandparents or other family members, neighbours or family friends.



## Supporting learning at home

### 30 Activity 1: Parents who are actively involved in their children's learning

- 1 Watch the videos of parents and young children learning together at home. Look at the interaction between the parent and the child and how the child responds to the parent. How do these videos make you feel? What surprises you? Listen as a few volunteers share their responses.
- 2 How do you see your role as a teacher? Underline the statements that apply to you.
  - ★ I am a classroom teacher and it is not my responsibility whether learning happens at home.
  - ★ I am a classroom teacher but my role extends to helping parents to support learning at home.
  - ★ I don't think I can make a difference to the families of learners in my class.
  - ★ I can have a strong influence on whether parents get involved in supporting their children's learning at home.
  - ★ I have been thinking about how to get parents more involved but haven't yet given this my full attention.
  - ★ I have tried involving parents but I am not sure I went about it the right way.
  - ★ I have started doing a few things to involve parents and it seems to be making a difference.
  - ★ I already do a lot to involve parents of learners in my class but I am always looking for new ideas.
- 3 Listen as a few volunteers share how they see their role in relation to the parents of learners in their class.



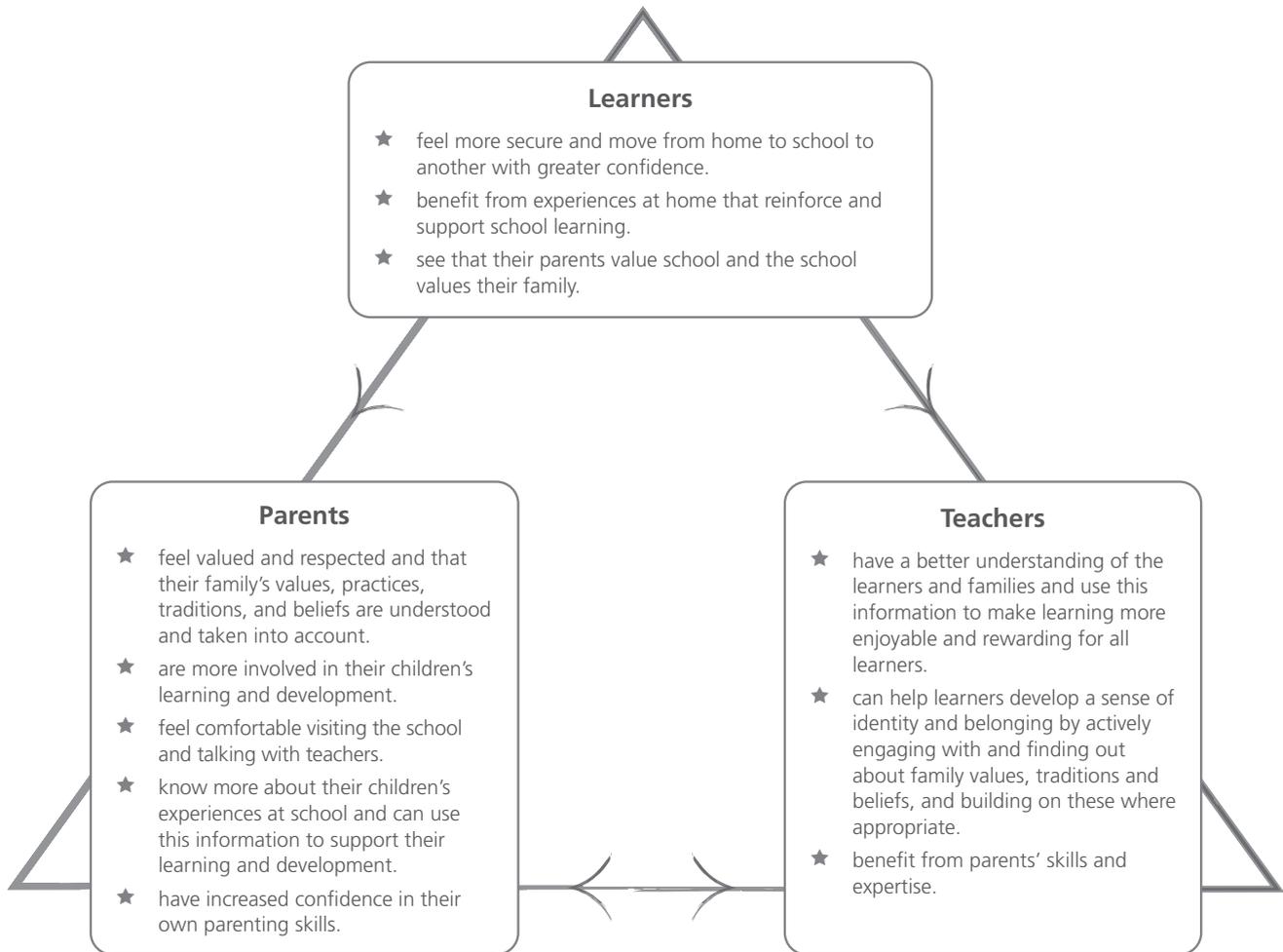
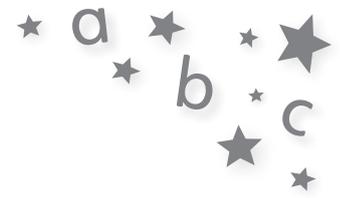
### 30 Activity 2: The benefits of strong home-school partnerships

#### Work in small groups.

- 1 Read the text below.

*When parents are positive about what happens at school, this helps children hold two very important parts of their world together – the home part and the school part. When parents pay attention to their children talking, reading, writing and drawing, then children will believe these activities are valued and important.*

- 2 Brainstorm the benefits of strong partnerships between school and home.
- 3 Listen as volunteers read through the benefits to parents, teachers and learners on the next page. Add any additional points from your discussion.



- 4 Look at the slide showing comments by teachers and parents about the benefits of parental involvement.



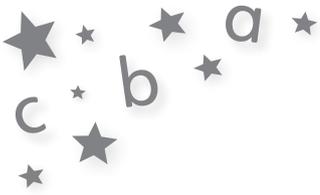
## Creating a positive environment for parent engagement

### 15 Activity 1: Those 'other parents'

#### Work in pairs.

- 1 Read the information below.

*Most teachers would like their learner's parents to be more informed about, and involved in, their children's learning. Many parents want to support their children, but don't always know how. Some parents don't see it as their role – they believe that the school is responsible for all education. Others will say that they are simply too busy to take an interest in what their children are learning at school. Some parents may also feel intimidated or inadequate. This is what one parent said about attending a workshop for parents: "I didn't want to tell you but now I want to explain that I left school in Grade 3 and I don't read well. I am afraid that you will ask me a question and I won't be able to give the answer".*



2 In your experience, why do you think some parents do not get more involved in their children's learning at school? Answer from a parent's point of view and the view of the school.

★ Parent's viewpoint:

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★ School's viewpoint:

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35

## Activity 2: Ideas for encouraging parental involvement

1 Listen as a volunteer reads the following.

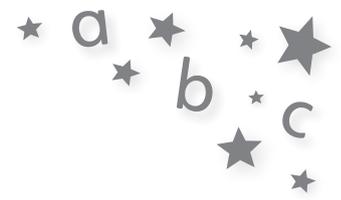
*One of the biggest challenges for teachers is figuring out how to better engage parents in their child's learning. We often hear teachers saying they send letters home or arrange workshops and parents just don't respond. What we do to involve parents is important, but how we do it is perhaps even more important. It is essential to create a safe space and to 'take off your teacher's hat' when you connect with parents.*

2 Share your thoughts about how you 'create a safe space' and 'take off your teacher's hat'.

**Notes:** Creating a 'safe space' means having a non-judgmental approach and ensuring that parents who speak a different language or have low levels of literacy themselves will feel welcome. Even if a parent/caregiver can't read and write, they can make a difference. In our messages to parents we need to value all contributions: if there are few books in homes or parents are not literate, we can emphasise the value of storytelling. If parents work and don't have much time to spend with their children, we can encourage them to involve other family members. We can avoid using jargon that makes parents feel they are inadequate (small muscles instead of fine motor skills; listening for sounds instead of phonological awareness). By taking off a teacher's hat, we don't tell parents what to do, but think of ourselves as parents/grandparents/aunts and show an openness to understanding the lives of parents, and finding solutions together.

### Work in small groups.

3 Look at the ideas on the next page for encouraging parental involvement. Add more ideas suggested in your group, in the blank rows at the bottom of the table. Some resources have been included on the table.



Ideas for encouraging parent involvement	I would like to try this idea	Resources needed
Invite parents to learn more about you, your classroom and the Grade R curriculum.		Letter: Welcoming Grade R parents ( <i>you can find an example of a letter at the end of this workshop</i> )
Arrange a parent meeting at a time that works for most parents. Remember to 'take off your teacher's hat'!		Invitation to a parent meeting ( <i>you can find an example of an invitation at the end of this workshop</i> )
Find out about parents: language(s) spoken at home; have they always lived in the area or is their family from another province or country?		
Ask parents if they'd be interested in participating in your classroom. Do they have a special talent that they would like to share with the class? Would they be interested in reading or telling a story to learners – particularly in a language that is different to the LOLT?		
Make useful resources available to parents about how to support language and literacy development.		Handout: "How families can support children's early language and literacy" ( <i>you can find this handout at the end of this workshop</i> )
Recommend activities that a parent and child can do at home to build on learning in the classroom.		
Thank parents for being involved. Let them know you value their support and that a strong partnership is in the best interest of their child. Praise and celebrate their involvement.		

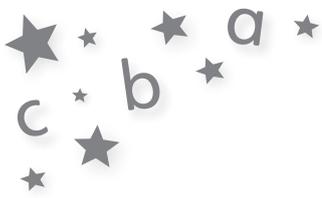
Listen as volunteers from each group share their ideas.

## Materials and messaging to support learning at home

### 45 Activity 1: Introducing activities for learning at home

- 1 Listen as a volunteer reads the following.

*It can be time-consuming to develop activities that parents and children can do at home to build on learning in the classroom. In the next part of the workshop, we will focus on materials that can be used by parents at home. As a teacher, you may already have materials that you share with parents, or you may be looking for new ideas. We need materials to be relevant for our context, cost-effective and available in all languages. The materials should also encourage positive interaction between parents and their children and help children (and parents) to experience success and have fun while learning.*



2 Watch the slide presentation and make notes below.



Four horizontal lines for taking notes.

**Notes:** Present the slide show giving an overview of the activities for learning at home and the five key activities that are repeated each week. Explain how messages can be accessed via the QR code in the materials.

30 **Activity 2: Next steps for getting parents on board**

**Work on your own.**

- 1 You may be thinking: 'These materials look great, but will parents actually do any of these activities?', 'Have other teachers tried this and what do they say?' and most importantly, 'What is the next step?' Watch the videos showing young children using these materials in their homes, and the feedback from teachers who are supporting parents and caregivers to use the materials.
2 Watch the slides giving ideas for the next steps. Make notes below and then share your questions and thoughts about using these materials with the families of learners in your class.



Four horizontal lines for taking notes.

10 **Activity 3: Other resources to support learning at home**

**Work in small groups.**

- 1 Use flipchart paper or sticky notes to list other materials and resources that parents could use to support learning at home. Then share these in the big group. Make notes below so that you can explore these materials after the session.

Three horizontal lines for taking notes.

**Notes:** Here are some resources to add if these are not listed by teachers:
Na'ibali: www.nalibali.org
Book Dash: www.bookdash.org
African Story Book: www.africanstorybook.org

## Getting to know the next three stories: “Keeper and his nursery”, “Bushbuck’s visitor” and “Zanele’s story”

### 50 Activity 1: “Keeper and his nursery”

#### Work on your own.

- 1 Find the story, “Keeper and his nursery” on page **50** (27) in the Term 4 *Activity Guide*. Read the story on your own and then answer the following questions.
  - ★ How does this story fit with the Life Skills themes for Term 4?

---

- ★ What great ideas do you have for props/ways of making this story fun?

---

Listen as some participants share their answers.

- 2 Look at the slides showing the Puppets, Sequence pictures and Big Book for this story.
- 3 Look on page **64** (34) in the Term 4 *Activity Guide* to find the **Puzzles and games** activity for “Keeper and his nursery”. Read the instructions for how to play the game. Listen while a volunteer reads.



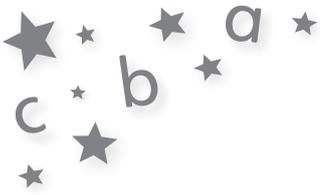
### Did you know?



In English and Afrikaans, this game is played with pictures of short words with the same middle sounds, for example: bed, leg, pen. These words seem short and easy but this task can be difficult for young children as they need to listen for individual sounds (phonemes) in words. We know that even in Grade 1, learners find this a challenge! We see this in their early writing, when they represent the beginning and end sounds in words, but find it difficult to hear the vowel in the middle.



**Errata:** In the African language Activity Guides, the first bullet in the **You will need** box refers to Picture cards – middle sounds. There are no middle sound picture cards in the African language Resource Packs. For this activity, we suggest that you use the picture cards for consonants where the focus sound is at the start of the word or after the vowel prefix. Or use the five vowels where the focus sound is in the middle of the word.



### Work in small groups.

- 4 Look at the **Make, draw and write** activity on page 76 (40). List five learning outcomes for this activity.

- ★ Learners develop new knowledge and vocabulary by being actively involved.
- ★ Learners see how spoken words can be represented in writing.
- ★ Learners see how the sounds in words and the letters they have been learning can be used to help write words.
- ★ Learners have fun being readers by using the new words, the picture and the letters they know (they won't yet be able to read the whole word, but can use some letters as clues to guess what words say).
- ★ Learners are exposed to the type of writing used in Natural Sciences (labelling a picture).

**Notes:** Listen to responses from participants and then add any ideas from the list.

Listen as some participants share their answers.

### 30 Activity 2: "Bushbuck's visitor"

- 1 Find the story, "Bushbuck's visitor" on page 82 (43) in the Term 4 *Activity Guide*. Listen while a volunteer tells the story and then answer the following questions.
- ★ How does this story fit with the Life Skills themes for Term 4?

**Notes:** Before the session, ask a volunteer to tell the story to the group. Provide them with puppets and props for the story.

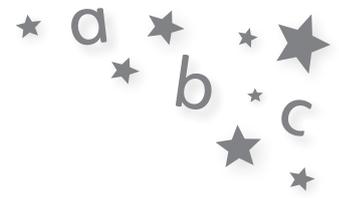
- 
- ★ What great ideas do you have for props/ways of making this story fun?
- 

Listen as some participants share their answers.

- 2 Look at the slides showing the Puppets, Sequence pictures and Big Book for this story.
- 3 Look for the **Listening for focus sounds** activity on page 92 (48) of the Term 4 *Activity Guide*. This activity focuses on listening for the end sounds in words and so it will be more challenging for learners than activities that focus on the initial sound. A volunteer in the group can play the role of the teacher. The "teacher" must read the steps for the whole class activity. The rest of the group should participate as if they are eager young learners.



**Notes:** In the English and Afrikaans *Activity Guides*, the words that have been selected have the same end sound even if this may not be spelt in the same way, for example: *red* and *slide* or *snail* and *bell*. In the African language *Activity Guides*, the words that have been selected have the same syllable at the end of the word, for example: /la/: *lila*, *imela*, *wela*, *vula*, *vala*, *qala*, *iqula*, *ibala*, *tsala*, *sula*, *isela*.



## 25 Activity 3: "Zanele's story"

- 1 Find the story, "Zanele's story" on page 112 (58) in the Term 4 *Activity Guide*. Read it on your own and then answer the questions.
  - ★ What great ideas do you have for props/ways of making this story fun?

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★ What important message does this story give learners?

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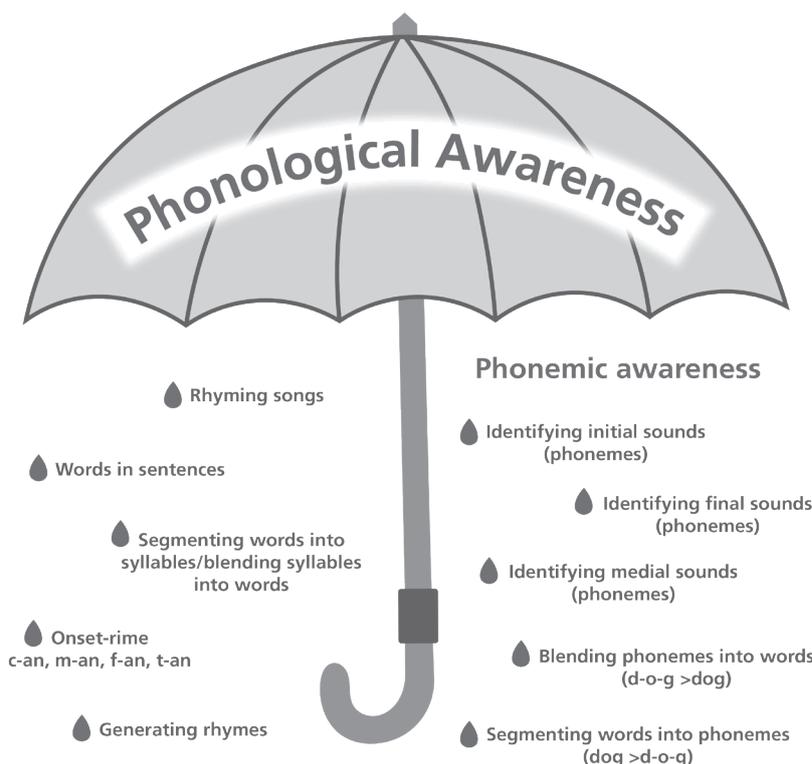
Listen as some participants share their answers.

- 2 Look at the slides showing the Puppets, Sequence pictures and Big Book for this story.
- 3 Look for the **Blending and segmenting** activity on page 124 (64) of the Term 4 *Activity Guide*. The facilitator will pretend to be the "teacher" and everyone should participate as if they are eager young learners.
- 4 Listen as the facilitator explains the visual below which gives an overview of the phonological awareness activities, many of which are covered in the programme.

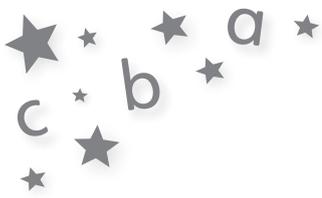


**Notes:** If you are doing this activity in English or Afrikaans, then use the *Picture cards – middle sounds* and also include some objects that are spelt with a consonant–vowel–consonant: *pen, pin, peg, lid, tin, plastic dog or cat, jam, net, cup, zip*. In the African language *Activity Guides*, the learners will be listening for sounds in words related to sports. These words may be shorter or long words. Break the words up into syllables or individual sounds if the words are shorter: 'i-bho-la' or 'i-bh-o-l-a'.

In the English and Afrikaans *Activity Guides* for this story, the **Blending and segmenting** activity focuses on blending single sounds (phonemes) to make a word (p-o-t – pot) and so it will be more challenging for learners than activities that focus on blending and segmenting syllables. The graphic below and on the slide shows how all the phonemic awareness activities in the programme fit under the heading 'Phonological Awareness'.



**Notes:** Rhyming and onset-rime do not apply in African languages. There are very few single syllable CVC words in African languages, as most words consist of more than one syllable and have a CVCV (*wena*) or VCVCV (*umama*) structure. In African languages, the activities to teach consonants focus on the initial sound or first sound after the vowel prefix, while the vowel activities all help learners to listen for individual sounds in the middle and end of words.



## Planning my next steps

**Notes:** Allow participants some time to go through the *Activity Guide* to familiarise themselves with the preparation for these stories.

### 15 Activity 1: Resources I need to collect and prepare for "Keeper and his nursery", "Bushbuck's visitor" and "Zanele's story"

Look at the checklist below and tick what you have already done. Make a note of what you still need to do or collect in preparation for the stories.

- 1 Check the list of resources to collect or buy for these stories.
- 2 Refer to the **You will need** boxes to see what you need to collect for story props and pretend play props.
- 3 Download a recording of the South African national anthem.
- 4 Download a recording of "Zanele's story" read by Sindiwe Magona (link on page 134 (69) in the Term 4 *Activity Guide*).
- 5 Make letter boxes for new letters and collect objects to go inside (refer to the **You will need** boxes).
- 6 Photocopy activity pages for each child.
- 7 Photocopy and fold little books for each child.


**Notes:** Being prepared is very important! Encourage teachers to look at all the **You will need** boxes so that they can plan ahead for what they need for each activity.

### 15 Reflection

- 1 Think about today's sessions and complete the following.
  - ★ What did you find most interesting?

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- ★ What new information did you learn?

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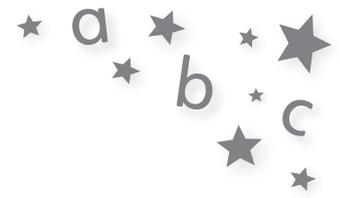
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- 2 Now listen as some participants share their feedback.

## Closure and reading task

Make time to explore some of the websites that you found out about in this workshop that have resources for supporting learning at home.

**Notes:** Ask participants to explore these websites and make notes about any new ideas they want to try. This can be a homework task.



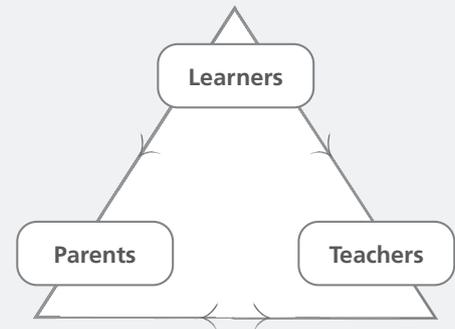
## Example of a letter to parents

Read this letter written for the parents in your class. Consider sending this letter to your Gr R parents as you welcome them at the beginning of the year, or at the end of the year before their children are due to attend Grade R.

### Dear Parents/Grandparents/Caregivers

Welcome to Grade R. This is a very important year in your child's education and we, the teachers, cannot do this alone, you are one of the key players in your child's learning triangle.

Each moment that you spend with your child can be a teaching and learning moment, BUT it must be fun, and interactive! One of the biggest gifts you can give your child is to make time to talk together every day. This will build your relationship and the important language skills that support learning. Communicate with your child in the language that comes naturally to you – this will give them a strong base for learning other languages.



In Grade R we use a story-based programme to teach language and literacy. Every two weeks, your child will be introduced to a new story. They hear this same story every day and do activities related to this story. We discuss, act out, read and write about the story and the children draw pictures about the story with some 'writing' to describe their pictures. Get involved by asking your child to tell the story and if they bring anything home, please talk with your child about it. They will bring home little books that they will 'read' to you. This early reading and writing is appropriate for Grade R and should be encouraged and celebrated. We call it emergent literacy.

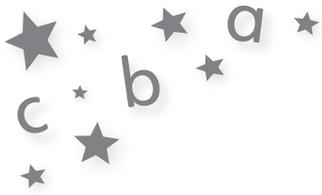
### Learning in Grade R

<p><b>Speaking and listening</b></p> <p>Every day we:</p> <ul style="list-style-type: none"> <li>★ encourage good talking time, giving new vocabulary and asking and answering questions.</li> <li>★ sing and do action rhymes together.</li> <li>★ tell stories and read books aloud in an interactive way.</li> <li>★ give children props to encourage pretend play.</li> </ul>	<p><b>Drawing and emergent writing</b></p> <p>In Grade R, children</p> <ul style="list-style-type: none"> <li>★ draw and talk about their pictures.</li> <li>★ are encouraged to try writing down their own ideas even if their writing looks like scribbles.</li> <li>★ share their ideas while I write them down and read the writing back to them.</li> </ul>
<p><b>Knowledge of sounds and letters</b></p> <p>We have fun</p> <ul style="list-style-type: none"> <li>★ playing listening games and learning about letters and what sounds they make.</li> <li>★ learning about sounds in words.</li> <li>★ forming big letters in different fun ways.</li> </ul>	<p><b>Emergent reading</b></p> <p>We know that children can't yet read words on their own, but</p> <ul style="list-style-type: none"> <li>★ we notice words around us and read them together: labels and signs, birthday dates and names.</li> <li>★ I read books and we talk about them.</li> <li>★ the children read their favourite stories to us, even if they are looking at the pictures and telling the story.</li> </ul>

Learning to read and write is not something that happens quickly. But with the right encouragement and interest from you, your child will quickly become interested in sounds, letters and words. They will start to 'have a go' at (or try) reading and writing. We want you to enjoy this exciting journey with your child.

Parents, we need you!

Yours sincerely



## Example of an invitation to a workshop for parents

Read this letter written for the parents in your class. Consider sending this letter to your Gr R parents as you welcome them at the beginning of the year, or at the end of the year before their children are due to attend Grade R.

### Dear Parents and Caregivers

Do you wonder what your child does in Grade R every day?  
Have you ever wished you could see what happens in your child's Grade R classroom?  
Did you know that a lot of learning goes on while children play?  
Would you like to know more about the Grade R curriculum?  
Would you like to know how you can support your child's learning this year?

You are invited to a meeting of Grade R parents on \_\_\_\_\_  
from \_\_\_\_\_ to \_\_\_\_\_.

We hope to have a lot of fun and at the same time talk about ways of building important language and literacy foundations in Grade R.

Confirm your attendance by filling in the reply slip and returning it to school by \_\_\_\_\_.

.....

#### REPLY SLIP:

I / we \_\_\_\_\_ parent/grandparent/guardian of  
\_\_\_\_\_ would like to attend the parent's meeting on  
\_\_\_\_\_.

Number of adults attending: \_\_\_\_\_.

★ Please note that children are not invited to the meeting as the discussion and activities have been designed for you as parents. This will be your time to learn and share. Please arrange for someone to look after your children while you attend the meeting. ★

.....

# How families can support children's early language and literacy



## Talk and listen

Through talking, listening and being listened to, children learn words and how to communicate.

### Activity

Follow what interests your child and respond using comments, questions and careful listening.



## Help children play

Play is the most natural way of learning for children. Pretend play helps children to develop language.

### Activity

Let children take the lead in their games. Give simple equipment like a hat or a box to encourage pretend play. As you play alongside children, introduce new language and ideas.



## Enjoy stories and books

Telling and reading stories creates lots of opportunities to learn, as children hear new words, find out about their world and talk about what is going on.

### Activity

Involve children in storytelling by making it a time full of conversation. Welcome children's comments and help them relate the story to their own lives and think about what is going on.



## Enjoy songs and rhymes

Songs and action rhymes are fun ways for children to express themselves and to hear and use new language.

### Activity

Sing songs and do action rhymes often.



### Point out print (writing)

When children notice the printed writing around them they start to understand that it is speech written down. Children are keen to have a go at writing when they see what it is for.

#### Activity

Point out print on labels and signs and in storybooks. Encourage children to 'read' the print around them.



### Support drawing and mark-making

Children love to draw and paint. Drawing is a way of representing what we see around us or what is in our head. This is similar to how writing works.

#### Activity

Help children to notice how things look. Encourage them to draw what they see. Ask children to say what they have drawn.

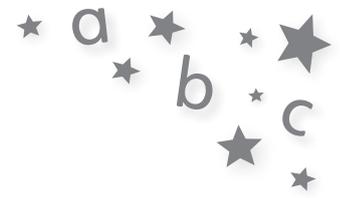


### Encourage early writing

Children's early attempts at writing may look like scribbles or marks. It is important for you to encourage, and not correct, these early writing efforts.

#### Activity

Let children see you writing and write down children's words for them. Give children materials to enable them to include pretend writing in their play. Help children to write their name.

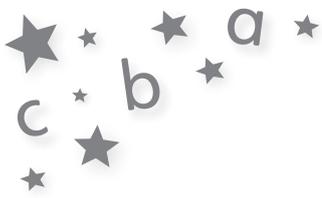


## Time allocation



## Overview

Workshop 11		Page
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Welcome		54
<b>Reflection</b>		<b>54</b>
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<b>Closure</b>		<b>60</b>



# Orientation

**Notes:** Welcome participants and make sure everyone has signed the register. Show the slide with the overview for the day.

**Notes:** The time allocated for the final reflection is longer than the reflection times for the previous workshops. This is intentional so that the participants can connect personally to the year's programme of learning and implementation.

## 30 Welcome

# Reflection



## 45 Activity 1: Share reflections, learning, challenges and achievements

### Work in groups.

1 Using the prompts below, share your reflections, learning, challenges and achievements experienced during this year of implementation.

★ Share a lowlight. When I was most concerned/stressed/confused/overwhelmed:

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★ Share a highlight. When I was most excited/proud/optimistic/inspired or when I had a sense of achievement or an accomplishment:

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★ Share an "aha" moment. This can be about teaching language, about children's learning or about your role as a Grade R teacher:

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Listen while the groups share their reflections.

**Notes:** If you are training online for this workshop and are unable to break into small groups, all small group activities can be done in one large group.

**Notes:** Remind participants that in 2023 they will also be implementing the *Grade R Mathematics Improvement Programme* in their Grade R classrooms. Thorough advanced preparation of their Language lessons will free up time so that they can focus on the new Mathematics content.

## 45 Activity 2: Planning for 2023 – what worked, what to do differently

### Work in groups.

1 Think about getting ready to teach the *Grade R Language Improvement Programme* in 2023. Work with the theme/s your group has been given. Here are the themes.

★ Preparing and managing your resources

★ Setting up your classroom

**Notes:** Give each small group one or two themes to discuss and present to the large group.



- ★ Managing small groups

- 
- ★ Planning lessons

- 
- ★ Planning assessment (make sure you have the correct forms from your District official)

- 
- ★ Engaging with parents

- 
- ★ Foundation Phase/Grade meetings

---

Listen while the groups share their plans on their themes.

- 2 Consider the planning and preparation that worked well for you this year and what you might want to adapt or change. Talk about this in your group.

## Create a presentation to report back at school

### 45 Activity 1: Key learning points from the programme

#### Work in groups.

- 1 The aim of this presentation is for you to share the highlights and insights you gained from the *Grade R Language Improvement Programme*.
- 2 Discuss the main learning points you have taken from the programme over the course of the year. Below is a list of programme areas to consider.
  - ★ Listening, Speaking – The importance of language for literacy

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- ★ Reading, Writing – Emergent literacy

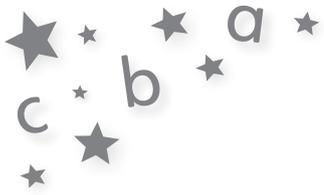
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**Notes:** The aim of this presentation is for participants to share the highlights and the insights they have gained from the *Grade R Language Improvement Programme*. The participants could present to selected members of the school community – parents, Grade 1 teachers, Foundation Phase teaching teams or the Principal. This will align perspectives on Grade R in the school and, in addition, give credibility to the Grade R teacher who is often under-estimated in the broader school system.





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★ Phonological awareness, Letter–sound knowledge

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★ The Level Principle – Barriers to learning, differentiated teaching, inclusion

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★ The Play Principle

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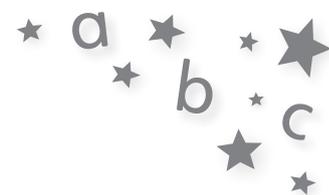
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★ Multilingualism

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★ Planning and Assessment

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★ Parents and caregivers

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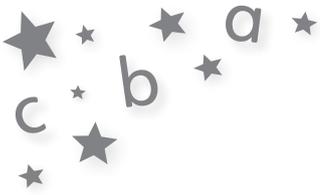
★ Add any other topics you feel are relevant to your experience on the programme this year.

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### 30 Activity 2: Present the major learning points

- 1 Listen while a volunteer from each group presents the learning points that they have identified.
- 2 Make notes of any interesting points under the list of programme areas in Activity 1.

### 15 Activity 3: Trainers' overview of the major learning points

- 1 Watch the slideshow of highlights and learning points that were shared by participants over the course of this year.
- 2 Continue to make any notes you would like to remember under the list of programme areas in Activity 1.



**Notes:** Thirty minutes is set aside for this activity. Participants will need more time than this to complete the presentation. Tell them that this is just the beginning of their planning and they can return to their ideas and work on them over time.

### 30 Activity 4: Create a programme presentation

#### Work in pairs.

- 1 Use the template below to plan a presentation that you could offer to your parents, Grade 1 teachers, Foundation Phase teaching teams or the Principal.
- 2 Your presentation could take the form of a slideshow, an informal talk or perhaps you could put up pictures and invite guests to a "gallery walk" where you talk them through each picture.
- 3 Each programme topic you address can be structured as follows:
  - ★ *The larger ideas*, for example: CAPS curriculum, literacy and language skills, perceptual skills, life skills.
  - ★ *Programme specific ideas*, for example: resources, activities, equipment, assessment.
  - ★ *Classroom experiences*, for example: examples of children's work, "aha" moments, visuals, videos.
- 4 Refer to the *Concept Guide* and *Activity Guides* to help you reflect on the training presentations you have watched.

Topic: \_\_\_\_\_

The larger ideas: \_\_\_\_\_  
 \_\_\_\_\_

Programme specific ideas: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

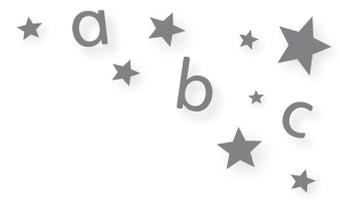
Classroom experiences: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Topic: \_\_\_\_\_

The larger ideas: \_\_\_\_\_  
 \_\_\_\_\_

Programme specific ideas: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Classroom experiences: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Topic: \_\_\_\_\_

The larger ideas: \_\_\_\_\_  
\_\_\_\_\_

Programme specific ideas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Classroom experiences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic: \_\_\_\_\_

The larger ideas: \_\_\_\_\_  
\_\_\_\_\_

Programme specific ideas: \_\_\_\_\_  
\_\_\_\_\_  
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Classroom experiences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic: \_\_\_\_\_

The larger ideas: \_\_\_\_\_  
\_\_\_\_\_

Programme specific ideas: \_\_\_\_\_  
\_\_\_\_\_  
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Classroom experiences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic: \_\_\_\_\_

The larger ideas: \_\_\_\_\_  
\_\_\_\_\_

Programme specific ideas: \_\_\_\_\_  
\_\_\_\_\_  
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Classroom experiences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic: \_\_\_\_\_

The larger ideas: \_\_\_\_\_  
\_\_\_\_\_

Programme specific ideas: \_\_\_\_\_  
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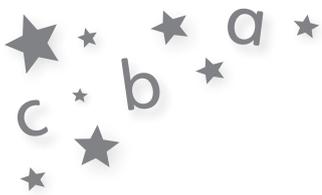
Classroom experiences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic: \_\_\_\_\_

The larger ideas: \_\_\_\_\_  
\_\_\_\_\_

Programme specific ideas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Classroom experiences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Notes:** Two activities have been included in this section. Use your discretion to decide if you have the time to do both activities or whether it would be better to only do one activity.

**Notes:** If you have a big group and the game cannot be completed in the allotted 15 minutes, divide the participants into smaller groups.

## Celebration, thanks and gratitude

### 15 Activity 1: Play a game

#### Work in groups.

- 1 Play a listening and memory game. Ask a participant to begin by saying, "I am thankful for the opportunity of this programme because ... (fill in your thoughts)". Then go around the room and let each participant add on to the sentence until there is a list of gratitudes from the group. Try to respond with one thought or only a few adjectives.

**Notes:** If you are playing the game with the whole group, write their responses on flipchart paper. If the participants are playing in smaller groups, let them write their own responses on newsprint and then put them up for the bigger group to see.

### 60 Activity 2: Create a celebratory item to perform

#### Work in groups.

- 1 Create a celebratory item such as a story, song, drawing, chants or any other way you'd like to express your sense of achievement in a short performance. Use the props provided if you'd like to. Feel happy and proud of your achievements. Celebrate how hard you have worked this year in the *Grade R Language Improvement Programme*.
- 2 Take turns to perform and enjoy the celebratory items that the groups have created.

**Notes:** Collect, prepare and make available props for the participants to make use of during their performances. The props can be programme-related and can also be fun items you may have.

### 75 Closure

**Notes:** This time will be used for completing the register, filling in a feedback form, completing the post-training test (which could take about 45 minutes) and issuing certificates to participants. It could also be a time to take photos in front of the specially created slide. Thank the participants, assure them of your continued support and wish them well with their endeavours in 2023.



# Well done and good luck!

# ★ Learning is a journey ...

Learning is a journey. It takes time and much practice in a safe space to learn something new.

When babies are learning to walk, they take months to develop the skills needed to walk independently. They practise each new skill over and over before they progress to the next level of strength and mobility.

Think about how we talk to babies as they take their first steps towards walking. Can you hear how sweetly we speak to encourage our learners? "Come on, Thandi. Come to Mama. Look how strong your legs are getting."

Imagine that these pictures show a young learner on the journey to becoming an independent reader and writer. Think of all the skills and new knowledge they need to acquire. Think too of how much practice they will need every day to become confident with each new skill.

How can we create learning environments where young learners experience the support, understanding and delight we would express if they were babies taking their first steps?



The background features a repeating pattern of stars in various shades of gray. Some stars are light gray and contain lowercase letters: 'b' in the top left, 'e' in the center, 'g' in the bottom left, and 'f' in the bottom right. Other stars are dark gray and contain uppercase letters: 'c' in the top right and 'd' in the top center. The stars are scattered across the page, creating a textured, educational backdrop.

b

c

e

g

f

**The GDE Grade R Language Improvement Programme is fully CAPS-aligned.**

Each two-week cycle of teaching is built around a story which is brought to life for the learners through a carefully designed programme of activities which strengthen their oral language and emergent literacy.

The programme is supported by the following resource components:

- ★ A Concept Guide which sets out the educational and curriculum principles that underpin the programme design.
- ★ Activity Guides for each term which provide stories, songs, whole class and small group activities for a daily 50-minute focus on Language.
- ★ Resource packs for each term which include a Big Book, puppets, sequence pictures, games and templates for each story-based plan of activities.