



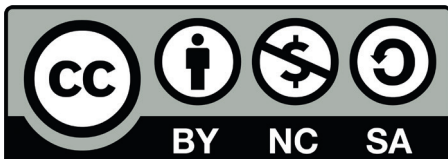
Lenaneo la go Kaonafatša Thuto
ya Leleme Mphatong wa R
Grade R Language Improvement Programme

Pukutlhahlo ya Mareo Concept Guide



Sepedi I English





Pukutlhahlo ya Mareo e ka tlase ga laesentshe ya Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>).

Laesentshe ye e dumelela bašomiši ba leboelela gore ba phatlalatše, ba hlakanye leswa, ba lekelelanye, le gona go aga sedirišwa ka mokgwa goba sebopego sefe goba sefe feela mabakeng ao e se go a thekišo, ebile feela ge seabe seo se filwe mohlodi. Ge o hlakanya ka leswa, o lekelelanya, goba o aga go sedirišwa, o swanetše go ba le laesentshe ya sedirišwa seo se nolofaditšwego ka tlase ga mabaka ao a swanago.

Molaodi wa protšeke ya diphetolelo le tšweletšo ya dikgatišo: Ingrid Brink

Mosepediši wa diphetolelo: Ingrid Brink

Mofotoledi wa Sepedi: Mpho Masipa

Morulaganyi wa polelo ya Sepedi: Julia Theko

Barulaganyi ba Polelo ya Seisemane: Magdel Palm

Diswantšho: Jiggs Snaddon-Wood

Peakanyo ya ka gare ga puku: Robin Yule

Bokgabo bja khabara: Jacqui Botha

This Concept Guide is licensed under a Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>).

This license allows re-users to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

Translation and publishing project management: Ingrid Brink

Translation co-ordination: Ingrid Brink

Sepedi translation: Mpho Masipa

Sepedi editing and proofreading: Julia Theko

English editing and proofreading: Magdel Palm

Illustrations: Jiggs Snaddon-Wood

Typesetting: Jacqui Botha

Cover and text design: Jacqui Botha





★ Diteng

Molaetša go tšwa go Hlogo ya Lefapha.....	5
Tirišo ya Pukutlhahlo ya Mareo ya Leleme	6

KAROLO YA 1 Lenaneo la go Kaonafatša Thuto ya Leleme Mphatong wa R

Matseno	10
Didirišwa tša lenaneo la leleme	16
Ka fao o ka beakanyetšago Nepišo ya Leleme letšatši le lengwe le le lengwe	18
Ka moo o ka beakanyetšago phapoši ya gago ya Nepišo ya Leleme ya tšatši ka tšatši.....	22
Ka fao o ka beakanyetšago saekele ya mešongwana ya dibeke tše pedi.....	26
Ka fao o lekolago tšwelopele ya morutwana Mphatong wa R.....	30
Mešongwana ya lenaneo e sepedišana le CAPS.....	34

KAROLO YA 2 Ditheo tša go hlahlala go ruta le go ithuta ka Mphatong wa R

Ditheo tše seswai tša go ruta le go ithuta	38
Kgopolo le tshpetšo ya ditho tša mmele	68

KAROLO YA 3 Go ruta leleme le tsebo ya go bala le go ngwala go go itlhagišago ka Mphatong wa R

Go theeletša le go bolela (go bolela).....	78
Go bala le go ngwala	86
Ditlhaka le medumo.....	92
Ditšhupetšo le go bala mo go oketšegilego.....	98



★ Contents

Foreword from the Head of Department	5
Using the Language Concept Guide.....	8
SECTION 1 The Grade R Language Improvement Programme	
Introduction	10
Language programme resources.....	17
How to plan for a Focus on Language every day.....	20
How to organise your classroom for the daily Focus on Language.....	23
How to plan for a two-week activity cycle	27
How to assess learners' progress in Grade R	31
Programme activities are CAPS aligned.....	35
SECTION 2 Guiding principles of teaching and learning in Grade R	
Eight principles for teaching and learning	39
Perceptual and motor development.....	69
SECTION 3 Teaching language and emergent literacy in Grade R	
Listening and speaking (oral language).....	79
Reading and writing.....	87
Letters and sounds	93
References and further reading	98

★ Molaetša go tšwa go Hlogo ya Lefapha/ Foreword from the Head of Department



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

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


MR EDWARD MOSUWE
HEAD OF DEPARTMENT
DATE: 3/10/2020

★ Tirišo ya Pukutlhahlo ya Mareo ya Leleme

Pukutlhahlo ya Mareo ya Leleme e arotšwe ka dikarolo tše tharo tše di ka balwago ka tatelano efe goba efe ka gobane ka moka di a tswalana. Re go hlohleletša go boela pukutlhahlong ye ge o le tlhahlong ya lenaneo o be o bale dikarolo tša go fapana. O tla bona kwešišo ya gago e oketšega nako le nako ge o bala gomme seo se tlo laola ka fao o tlo rutago barutwana ba gago ba bannyane ka phapošing. Letlakala le la bobedi le go fa kakaretšo ya karolo ye nngwe le ye nngwe la go šupetša matlakala ao o ka hwetšago tshedimošo go ona.

letlakala la 10

Karolo ya 1:

Lenaneo la go Kaonafatša Thuto ya Leleme Mphatong wa R

Karolo ye e bolela ka **dipopego tše seswai** tša Lenaneo la go Kaonafatša Thuto ya Leleme, la go hlamiwa ke GDE go tlišetša thuto ya leleme le tsebo ya go bala le go ngwala ka Mphatong wa R.

- ★ Lenaneo le tsenya barutwana leetong la go thoma ka leleme la go bolelwa go ya go la go ngwalwa.
- ★ Lenaneo le le diriša didirišwa, le nea barutwana phihlelelo ya ditlabelo tša go thabiša.
- ★ Lenaneo le nyaka metsotso ye 50 ya nako ya go ruta leleme ya nepišo letšatši le lengwe le le lengwe.
- ★ Lenaneo le neelana ka mešongwana ya bana ka moka ka phapošing le ya sehlopha se sennyane ya tšatši ka tšatši.
- ★ Mešongwana ya saekele ya dibeke tše pedi tša go ruta e akantšwe go ya ka kanegelo.
- ★ Mešongwana ya ngwaga e beakanywa ka disaekele tša dibeke tše pedi tše 19.
- ★ Mešongwana e nea barutwana menyetla ya go aga mabokgoni a leleme a CAPS ka moka.
- ★ Mešongwana e go dumelela go lebelela tšwelopele ya morutwana gomme go na le dithulusi tša kelotšweledi.



Tsebana le Stella

O tla bona gore go na le morutiši ka Pukutlhahlong ya Morutiši. O tlo sepela le wena leetong la gago la go ithuta gomme o tlo fela a go fa maele go ya ka mengwaga ya maitemogelo a gagwe ka phapošing ya Mphato wa R. O na le leina la go kgethega:

Strengthening the Teaching of Early Language and Literacy for All.



letlakala la 38

Karolo ya 2:

Ditheo tša go hlahla go ruta le go ithuta ka Mphatong wa R

Karolo ye e bolela ka **ditheo tše seswai** tše di hlahlilego moakanyetšo wa Lenaneo la go Kaonafatša Thuto ya Leleme Mphatong wa R leo gape re tshepago gore le tlo hlahla go ruta ga gago.

- ★ *Setheo sa dikamano/sebaka.* Go ithuta go direga maemong a go kgotsofatšo ebile a maleba.
- ★ *Setheo sa mošongwana.* Barutwana ba swanetše go akaretšwa tshepedišong ya go ruta le go ithuta.
- ★ *Setheo sa dipapadi.* Dipapadi tša tokologo le tša go bapala ka go hlahliwa di thuša bana go ithuta.
- ★ *Setheo sa kgato ya maleba.* Barutwana ba feta dikgato tše di fapafapanego tša kwešišo le tlabologo.
- ★ *Setheo sa tswalano.* Go ithuta go phethagala ge go na le dipoledišano le go abelana dikgopolo.
- ★ *Setheo sa tlhahlo.* Go ithuta go phethagala ge barutiši ba hlahla barutwana ka go tlabollo tsebo ye mpsha.
- ★ *Setheo sa boakaretši.* Go ithuta go phethega ka tlase ga seemo se yo mongwe le yo mongwe a omogegilego, akareditšwego, swarago gabotse, hlomphiwa le gona a ka kgatha tema.
- ★ *Setheo sa go itlwaetša.* Go ithuta go akaretšwa ka go itlwaetša mabokgoni le tsebo ye mpsha.

E nepiša gape le bohlokwa bja kgolo ya monagano le mmele go ithuta leleme, kudu kgolong ya pono, go kwa, kwešišo le mosepelo wa mmele.

Karolo ya 3:

Go ruta leleme le tsebo ya go bala le go ngwala go go itlhagišago ka Mphatong wa R

Karolo ye e hlaloša ka moo barutwana ba bannyane ba ithutago go bala le go ngwala gape e bontšha ka fao lenaneo le oketšago kwešišo ye. **Dintlha tše** di akaretša kgopolo..

- ★ Go ithuta go bala le go ngwala ga go direge gabonolo, efela ke tshepedišo ye e tšeago mengwaga ye mentši. Se se bitšwa tsebo ya go bala le go ngwala go go itlhagišago.
- ★ Ntle le mabokgoni a go bolela a mabotse, go ithuta go bala le go ngwala go ka ba bothata go barutwana ba bannyane.
- ★ Tlotlontšu ya go huma ye ntši e bohlokwa tlabollong ya tsebo ya go bala le go ngwala le go ithuta mantšu a maswa, barutwana ba swanetše go itemogela ona maemong a go fapana.
- ★ *Leleme la dipuku* le bohlokwa tsebong ya go bala le go ngwala. Leleme le le dirišwa dipukung le dikanegelong le ge re bolela ka dilo tša go swana le dikgopolo, maikutlo le ditiragalo lefelong le lengwe le nakong ye nngwe.
- ★ Ka go dira mešongwana ya go fapana ya go tswalana le kanegelo, barutwana ba diriša leleme la kanegelo le tlotlontšu gantši gomme ba oketša kwešišo ya bona.
- ★ Ka go boledišana, barutwana ba ba le monyetla wa go botšiša le go araba dipotšišo tše di bulegilego. Se se hlohleletša barutwana go nagana le go abelana dikgopolo le maikutlo.
- ★ Barutwana ba go bona batho ba bagolo ba bala le go ngwala ba tutuetšega go bala le go ngwala ka gobane ba ithuta gore maswao ao ba a dirago pampiring a ka ba le molaetša gomme a kwagala.
- ★ Gantši barutwana ba thoma go "bala" ntle le go bala mantšu a nnete, le go "ngwala" ntle le go ngwala mantšu gabotse – le legato le bohlokwa leetong la go ithuta go bala le go ngwala.
- ★ Go ba babadi ba go ba le bokgoni, barutwana ba hloka go kwešiša setheo sa dialfabeto – gore go na le tswalano magareng ga ditlhaka tše ba di bonago letlakaleng le medumong ye ba e kwago mantšung.
- ★ Temogo ya fonolotši le tsebo ya ditlhaka-medumo di magareng a ditaetšo tše kaone kudu tša gore barutwana ba tla ithuta go bala le go ngwala ka katlego.

letlakala la 78

★ Using the Language Concept Guide

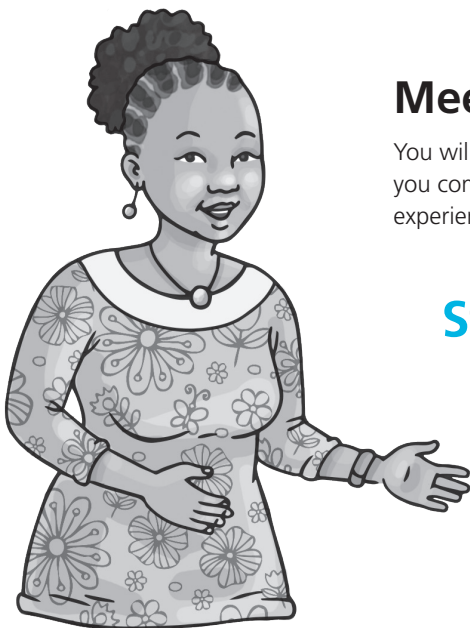
The Language Concept Guide is divided into three sections which can be read in any order because they all connect with one another. We encourage you to return to this guide throughout your training on the programme and to reread the different sections. You will find that your understanding of the content deepens each time you read and that it will inform how you approach your teaching of the young learners in your classroom. This double page offers you a summary of each section and refers you to the pages where you can read more.

page 11

Section 1: The Grade R Language Improvement Programme

*This section discusses **eight features** of the Language Improvement Programme, which was developed for the GDE to strengthen the teaching of language and literacy in Grade R.*

- ★ The programme takes learners on a journey from spoken to written language.
- ★ The programme is resource-based, giving learners access to exciting materials.
- ★ The programme requires 50 minutes of focused language teaching time every day.
- ★ The programme provides whole class and small group activities for each day.
- ★ The activities for a two-week cycle of teaching are designed around a story.
- ★ The activities for the year are planned for 19 two-week cycles.
- ★ The activities provide opportunities for learners to build all the CAPS language skills.
- ★ The activities allow you to observe learners' progress and tools are provided for continuous assessment.



Meet Stella

You will see that there is a teacher present throughout this Concept Guide. She will keep you company on your learning journey and will often give advice based on her years of experience in the Grade R classroom. She has a special name:

Strengthening the Teaching of Early Language and Literacy for All.



Section 2: Guiding principles of teaching and learning in Grade R

This section discusses **eight principles** which have guided the design of the Grade R Language Improvement Programme and which we trust will guide your teaching.

- ★ *The context principle.* Learning takes place in meaningful and appropriate situations.
- ★ *The activity principle.* Learners should be directly involved in the learning-teaching process.
- ★ *The play principle.* Children learn best in free-play and guided-play activities.
- ★ *The level principle.* Learners pass through various levels of understanding and development.
- ★ *The interaction principle.* Learning takes place when there is communication and sharing of ideas.
- ★ *The guidance principle.* Learning takes place when teachers guide learners in developing new knowledge.
- ★ *The inclusivity principle.* Learning takes place in an environment where everyone is welcomed, included, treated fairly, respected and can participate.
- ★ *The practice principle.* Learning is consolidated through practising new skills and knowledge.

It also focuses on the fundamental importance of perceptual and motor development for the learning of language, with an emphasis on visual, auditory, tactile and kinaesthetic perception.

Section 3: Teaching language and emergent literacy in Grade R

This section explains how young children learn to read and write and shows how the programme builds on this understanding. These **points** summarise the thinking.

- ★ Learning to read and write is not something that happens overnight, but is a process that takes many years. We call this emergent reading and writing.
- ★ Without good oral language skills, learning to read and write can be very difficult for young learners.
- ★ A rich and wide vocabulary is key to literacy development and to learn new words, learners need to encounter them many times in a range of different situations.
- ★ *Book language* is critical for literacy. This kind of language is used in stories and when we talk about abstract things such as thoughts, feelings and events in another place and time.
- ★ Through role play, pretend play, telling and retelling stories, learners build their understanding of characters, context and the sequence of events. This is an important foundation for reading, comprehension and writing.
- ★ Through interactive discussions, learners have the opportunity to ask and answer open-ended questions. This encourages learners to think through and share their own ideas and opinions.
- ★ Learners who see adults reading and writing are inspired to read and write themselves because they learn that the marks they make on paper can carry a message and have meaning.
- ★ Learners usually start to “read” without reading actual words, and to “write” without writing words correctly – this is a very important stage in their literacy journey.
- ★ To become skilled readers, learners need to understand the alphabetic principle – that there is a link between the letters they see on a page and the sounds they hear in words.
- ★ Phonological awareness and letter–sound knowledge are among the best predictors that learners will learn to read and write successfully.

★ Karolo ya 1: Lenaneo la go Kaonafatša Thuto ya Leleme Mphatong wa R

Matseno

O ile wa nagana ka ga nako ye barutwana ba thomago go ithuta go bala le go ngwala? Mo matsenong a re lebelela taba ye ya bohlokwa ka hlokomelo.

Go ithuta ga motheo go bohlokwa

Le ge re tseba gore barutiši ba na le karolo ye bohlokwa ye ba swanetšego go e bapala, o ka makalela go kwa gore tshepedišo ya go ithuta go bala le go ngwala e thoma gabotse pele ngwana a tseba ka phapošing ya Mphato wa R? Go ithuta ga motheo go thoma ge ngwana a belegwa gomme, mmogo le mabokgoni a segwera le maikutlo, morutwana o ithuta leleme ge a bolela le maloko a lapa, bagwera le barutiši. Tšohle tše di fa morutwana motheo wa go ithuta bophelo ka moka gape difa sekolo motheo wa go nepiša mabokgoni a go swana le go theeletša, go bolela, go bala le go ngwala a go tlabollwa ke morutiši go ya pele. Barutwana ba go ithuta go bala le go ngwala ka katlego, ga ba na fela le barutiši ba go loka sekolong, efela ke bao ba hotšwego ke maitemogelo a go ithuta a motheo go thoma ge ba belegwa go fihla ngwageng wa botshelela.



Go theeletša le go bolela

Dinyakišišo di bontšhitše gore mabokgoni a go bala le go ngwala a ithekga go bokgoni bja go bolela (kamogelo le hlagišo) bja go thoma matšatšing a mathomo a bophelo bja morutwana. Ka go hlokomela ditswalano, dikgokaganyo tša bjoko tša bohlokwa tša go thekga kgolo ya leleme la morutwana go thoma ge a belegwa di a hlolega. Leleme la morutwana le a gola ge bafepi le barutiši ba bolela le yena, ba hlaloša mantšu, ba latela dikgahlego tša bona, ba botšiša le go araba dipotšišo le go abelana dipuku le dikanegelo ka go ditiragalo tša tšatši ka tšatši. Re a tseba gore barutwana ba go gola ditikologong tša go huma ka leleme ba ba le tlotlontšu ye kaone gape ba kgona go dira bokaone go temana ya go bala ka kwešišo ge ba na le mengwaga ye senyane. Ke mang yo a bego a ka nagana gore go bolela le barutwana e ka ba ye nngwe ya dimpho tše dikgolo yeo re ka ba fago yona?



Barutiši ba barutwana ba bannyane le bona ba na le karolo ya bohlokwa kudu ye ba swanetšego go e bapala go aga polelo ya barutwana ba bannyane. Se ga se šupetše thuto ya semolao! Barutiši ba ka dira se ka go abelana ka dikanegelo le dipuku, go hlohleletša go thala le go ngwala go go itlhagišago le go aga go bolela ka go fa ditlhalošo, go tsebiša mantšu a maswa le go hlohleletša barutwana go botšiša le go araba dipotšišo.

Go ngwala ga motheo

Go tlaletša go kwa le go diriša leleme mengwageng ya mathomo, barutwana ba swanetše go ithuta ka ga kgatišo. Leleme la go ngwalwa le fapana le leleme la go bolelwa, gomme ke kgato ye kgolo go barutwana go kwešiša gore go ngwala ke polelo yeo e ngwadilwego. Ka go šupa kgatišo mo tikologong go swana le maswao, maina le ditlankane, barutwana ba thoma go bona gore go ngwala go na le morero.

Ge barutwana ba na le pampiri le dikherayone gomme re hlohleletša go dira maswao, go thala le go kgwarinya, ba ba le boitshepo bja go itekela go hlagiša dikgopolo tša bona ka go thala le "go ngwala". Re bitša maitekelo a barutwana a motheo a go ngwala "go ngwala go go itlhagišago" ka ge mongwalo o sešo wa swana le wa batho ba bagolo – ga ba latela methaladi, ba kopanya ditlhaka, dinomoro le diswantšho, gomme mopeleto wa bona ke wa boithamelolo! Le ke legato la tlwaelo la tlhabollo. Go ithuta go ngwala ke tshepedišo, gomme bjalo ka mabokgoni afe goba afe a mafa, go tšea nako, go hlokega go ikatiša le hlohleletšo ye kgolo pele ba kgona.



Go bala ga motheo

Bjalo ka ge barutwana ba lebelela batho ba bagolo ge ba bala le go ngwala, ba ithuta gore maswao a pampiring a na le molaetša le tlhalošo. Ba ithuta gore dipuku di šoma bjang, gomme ba tanywa šedi ke dikanegelo tša batho le mafelo a go fapana. Ge ba na le batho ba bagolo maphelong a bona ba go bala le bona, ba ithuta go tswalanya go bala le ditswalano tša borutho tša tshepano, gomme se se ba fa boitshepo bja go leka go bala ka bobona. Go bala ga barutwana ba bannyane go ka no se nepagale gomme ba ka no "bala" go ya ka se ba se gopolago goba ba dira dikanegelo go ya ka diswantšho. Ge nako e sepela, ba tlo thoma go nepiša ditlhaka le mantšu, gomme go bala ga bona go tlo nepagala.

★ Section 1: The Grade R Language Improvement Programme

Introduction

Have you ever thought about when learners begin learning to read and write? In this introduction we look carefully at this important issue.

Early learning is crucial

While we know that teachers have a very important role to play, would you be surprised to know that the process of learning to read and write begins well before a child steps into a Grade R classroom? Early learning starts from birth and, along with social and emotional skills, language is learnt as the learner interacts with family members, friends and teachers. All these provide foundations for the learner's life-long learning and lay the ground for the school's focus on skills such as listening, speaking, reading and writing which are developed further by the teacher. Learners who learn to read and write successfully do not only have good teachers at school, but tend to be those who have benefited from critical early learning experiences from birth to six years.



Listening and speaking

Research has shown that skilled reading and writing depends on oral (receptive and expressive) language abilities that begin developing from the earliest days in a learner's life. Through nurturing relationships, critical brain connections are made that support a learner's language development from birth. Learners' language grows as caregivers and teachers talk with them, explain what words mean, follow their interests, ask and answer questions and share books and stories about day-to-day events. We know that learners who grow up in these sorts of language-rich environments have a better vocabulary and are likely to be better at reading comprehension at age nine. Who would have thought that talking with learners would be one of the greatest gifts we could give?



Teachers of young learners also have a very important role to play in building young learners' oral language. This does not mean formal teaching! Teachers can do this by sharing stories and books, encouraging drawing and emergent writing and building oral language through giving explanations, introducing new words and encouraging learners to ask and answer questions.



Early writing

In addition to hearing and using language in their early years, learners need to learn about print. Written language is different to spoken language, and it is a big step for learners to understand that writing is in fact speech written down. By pointing out print in the environment such as signs, names and labels, learners start to see that writing has a purpose.

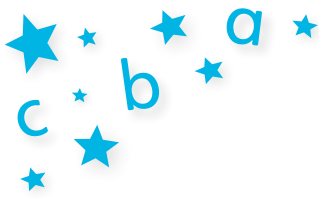
When learners have access to paper and crayons and we encourage their mark making, drawing and scribbling, they feel confident to experiment with expressing their ideas through drawing and "writing". We call learners' very earliest attempts to write "emergent writing" as it does not yet look like grown-up writing – they do not keep to the lines, they mix letters, numbers and pictures, and their spelling is invented! This is a normal stage of development. Learning to write is a process, and as with any new skill, it takes time, practice and a great deal of encouragement before it is mastered.



Early reading

As learners watch adults reading and writing, they learn that the marks on paper carry a message and have meaning. They learn how books work, and become captivated by the stories of different people and places.

If they have adults in their lives who read with them, they learn to associate reading with warm and trusting relationships, and this gives them confidence to try and read themselves. Young learners' reading may not be accurate and they may "read" from memory or make up stories to go with pictures. Over time, they will start to focus more on printed letters and words, and their reading will become more accurate.



Go ithuta ka ga ditlhaka le medumo

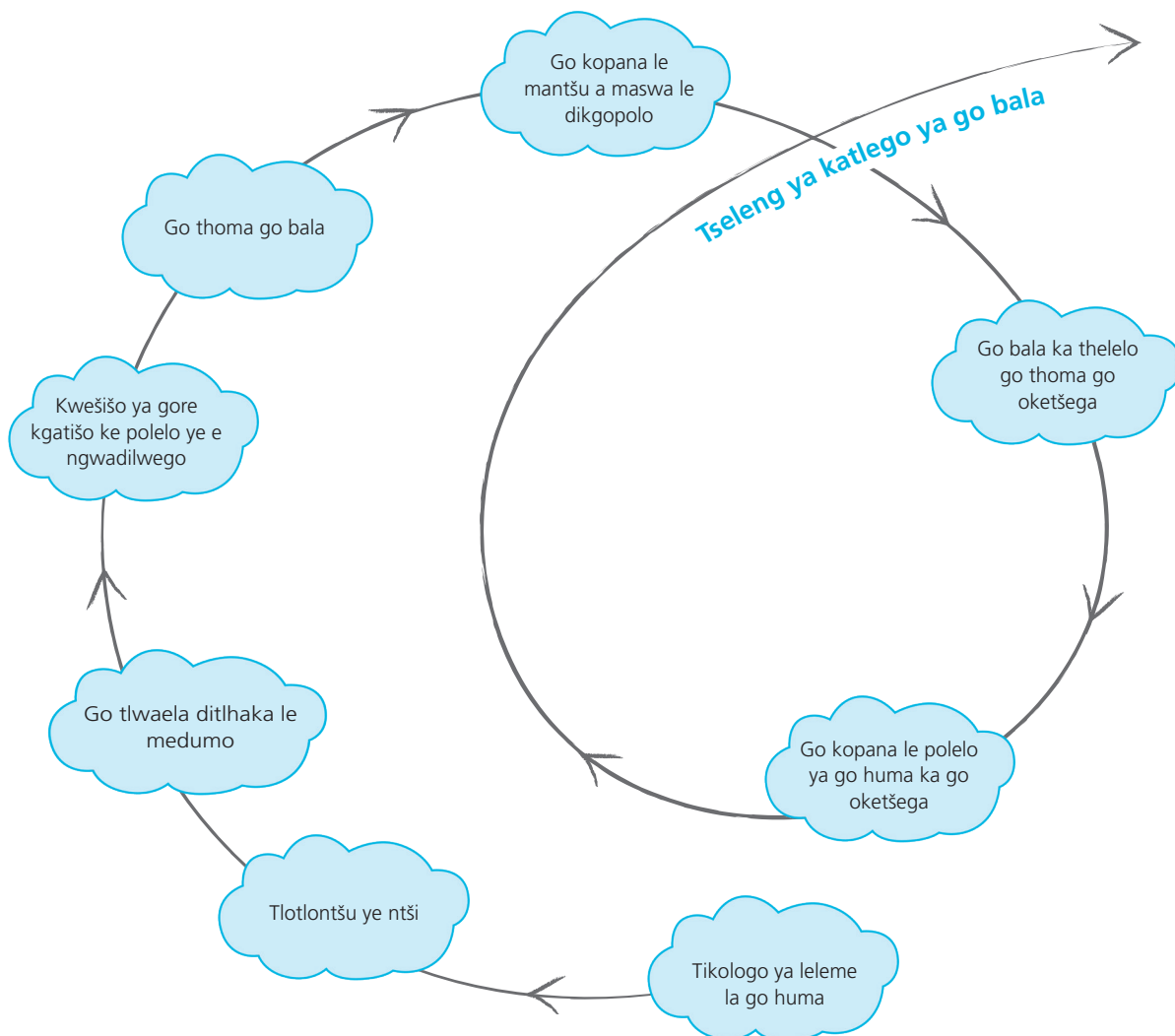
Go ithuta go bala le go ngwala, barutwana ba bannyane ba swanetše go kwešiša gore maswao ao ba a bonago pampiring ke polelo ya rena ye e ngwadilwego! Ye ke kgato ye kgolo barutwaneng ba bannyane, ka gore e ra gore ba swanetše go lemoga medumo ya mantšu ao a bolelwago, gomme ba tswalanya medumo ye le maswao a ditlhaka. Go phaphathela dinoko diatla le meraloko ya go theeletša ye bjalo ka "Ke dira bohloodi ka leihlo la ka le lennyane" go thuša barutwana go lemoga medumo mantšung. Ditlhaka di ka tsebišwa ge barutwana ba ngwala maina a bona, ba ngwala ditlhaka moleteng wa santa, go ngwala ditlhaka ka pente goba go dira ditlhaka ka tlhama. Mešongwana ye ya boipshino ka moka e ka bonala e se ya maleba go mošomo wo mogolo wa go ithuta go bala le go ngwala, efela ke ka maitemogelo a moo barutwana ba tsenago lefaseng la tsebo ya go bala le go ngwala.

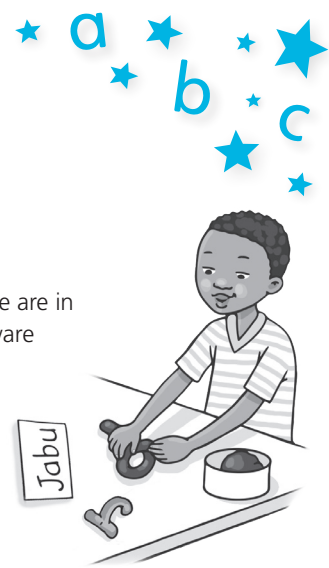


Leleme – le ditikologo tša go-huma-ka-kgatišo

Barutwana ba go gola ka malapeng a go huma-ka-leleme-le-kgatišo le ditikologo tša sekolo sa digotlane ba thoma sekolo ka tlotlontšu ye ntši ya go tsenelela. Ba tlo kwešiša gore mantšu a ra go reng gomme ba kgona go diriša leleme le ba le tsebago go kwešiša batho ge ba bolela le go bala ba hlaboša lentšu, gomme ka tsela ye re ithuta leleme le leswa le dikgopolo. Ba tlo thoma sekolo ba na le tlwaelo ya ditlhaka le medumo, gomme ba tlo kwešiša gore kgatišo ke polelo ye e ngwadilwego. Se se ra gore ba tlo kwešiša dingwalwa tša motheo ka Mphatong wa 1, ba fetela go dingwalwa tše ditelele tša bothata ka lebelo gomme ba utullelwa mantšu a maswa le dikgopolo. Ge ba bala kudu, ba tlo kgona go bala ka thelelo, le leleme la bona le tlo tlhabologa kudu ba kgona go bala dingwalwa tša bothata. Ba tseleng ya katlego ya go bala.

Saekele ya katlego





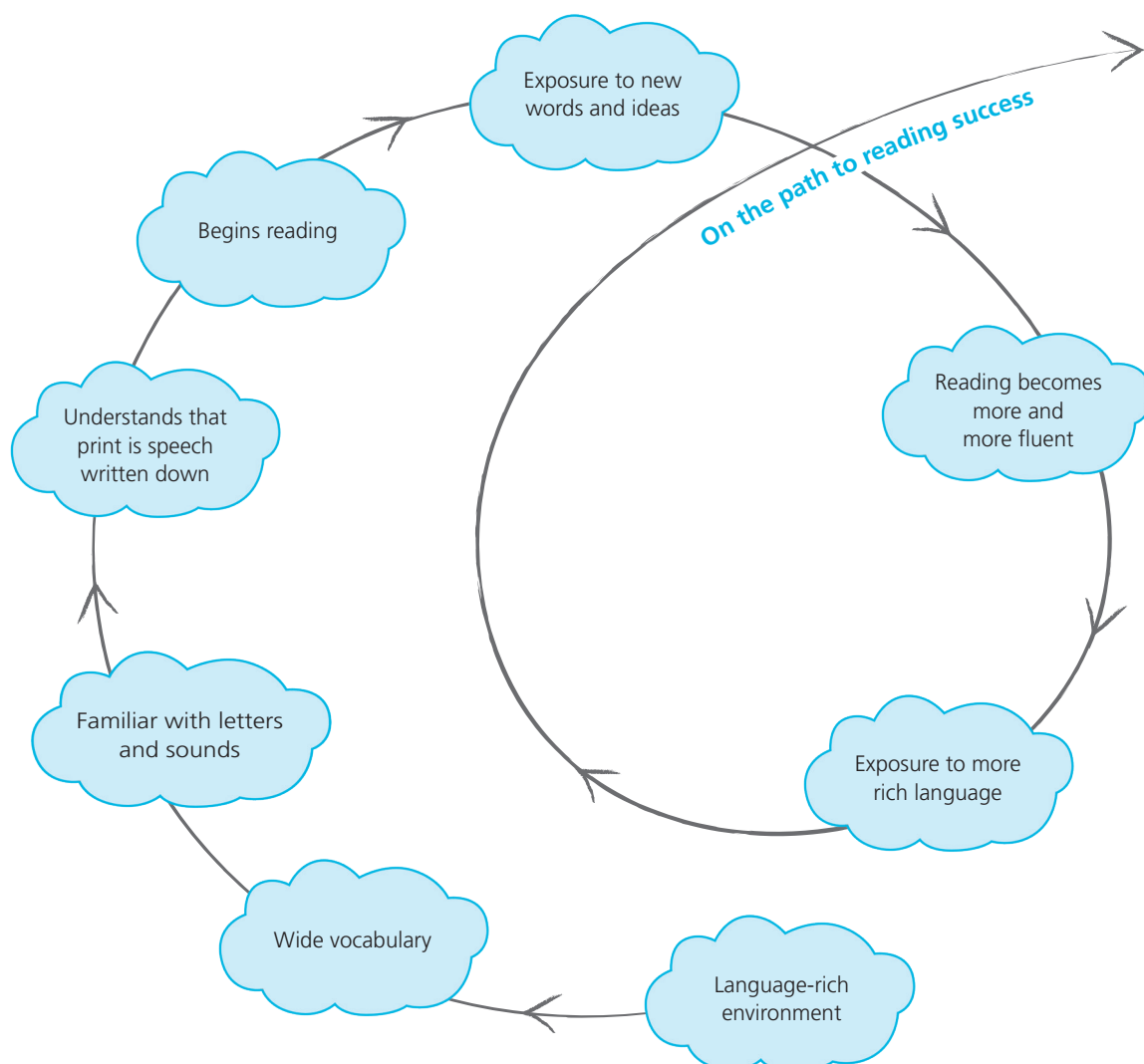
Learning about letters and sounds

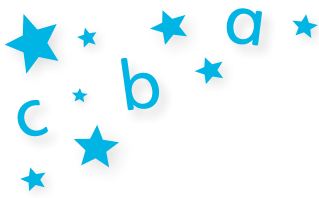
In order to learn to read and write, young learners need to understand that the marks they see on a page are in fact our speech written down! This is a big step for young learners, as it means they need to become aware of the sounds of spoken words, and to link these sounds to letter symbols. Clapping out syllables and listening games such as "I spy with my little eye" help learners to become aware of sounds in words. Letters can be introduced through learners writing their names, writing letters in the sandpit, writing letters with paint or making letters with playdough. All of these fun activities might not seem that relevant for the serious business of learning to read and write, but it is through these experiences that learners enter the world of literacy.

Language- and print-rich environments

Learners who have grown up in language- and print-rich homes and preschool environments are likely to begin school with a wide and deep vocabulary. They will understand what words mean and will be able to use the language they already know to understand when people talk and read aloud, and in this way will learn new language and ideas. They will start school being familiar with letters and sounds, and will understand that print is speech written down. This means that they will master basic texts early on in Grade 1, quickly moving onto longer and more complex texts which give them exposure to new words and ideas. The more they read, the more fluent their reading will become, and the more their language will develop and enable them to engage with increasingly difficult texts. They are on a path to reading success.

A cycle of success





Ka madimabe, mo Afrika Borwa ke barutwana ba mmalwa ba go ba le maitemogelo a thuto ya motheo a a go ba beya tseleng ya katlego ya go bala. O ka ipotšiša ge eba o latetšwe go aga mabokgoni a leleme Mphatong wa R. Aowa, ga go bjalo. Ge barutiši ba Mphato wa R ba ka ikgafa go neela barutwana maitemogelo a leleme la go huma letšatši le lengwe le le lengwe, ba ka hlola phapano ye kgolo katlegong ya bona ya go bala. Se ke seo **Lenaneo la go Kaonafatša Thuto ya Leleme Mphatong wa R** le akanyeditšwego go se dira!

Lebelela seo se bolelwago ke Stella ka fa tlase ka ga lenaneo gomme o ithute tše dintši matlakaleng a go latela.

Leeto la go tloga lelemeng la go bolelwa go ya go la go ngwalwa ...

Lenaneo la go Kaonafatša Thuto ya Leleme Mphatong wa R le hlametšwe go fa barutwana ba Mphato wa R maitemogelo a go thekga tlhabollo ya leleme la motheo le tsebo ya go bala le go ngwala. Ka go diriša dikanegelo, lenaneo le tsenya barutwana leetong la go thoma ka leleme la go bolelwa go ya go la go ngwalwa. Kanegelo ye nngwe le ye nngwe ye mpsha e ba motheo wa dibeke tše pedi tša go ruta, go ithuta le mešongwana ya tekolo ya bokgoni.

Barutwana ba kopana le kanegelo la mathomo ge ba ekwa morutiši a ba anegela yona ka mepopi le ditšhegetšo tše dingwe go dira gore baanegwa ba phele. Morago ga go kwa kanegelo e anegwa, barutwana ba tlo opela koša ya go amana le kanegelo. Dikoša ke tsela ye botse ya go hlabolla mabokgoni a leleme gomme barutwana ba bangwe ba gopola leleme le leswa gabonolo ka molodi, morethetho le sereto. Morago ga go opela, barutwana ba diragatša kanegelo ge e anegwa. Ba hwetša sebaka sa go anega kanegelo ka ka mafolofolo le go diriša mantšu le dikafoko tša baanegwa ba go fapana. Go nyakega gape le gore ba nagane ka tatelano ya kanegelo – go tlo direga eng sa go latela.



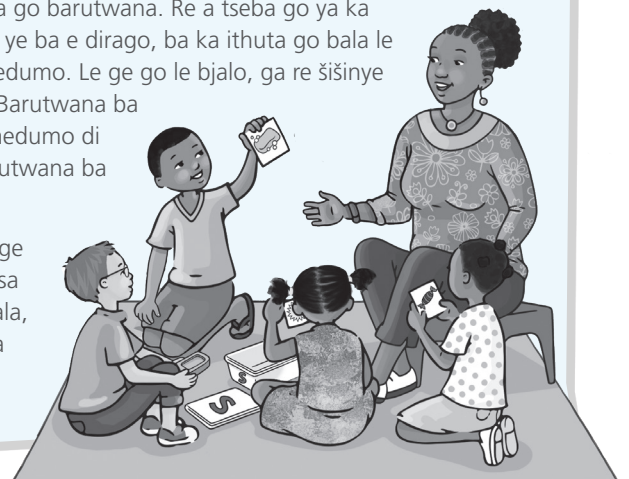
Go aga go anega kanegelo ka molomo, go opela, go diragatša le tatelano ya ditiragalo, barutwana ba ba le sebaka sa go thala karolo ye ba e ratago ya kanegelo le go dira maitekelo a go ngwala dikgopolo tša bona la mathomo (le ge ba ka sekribola). Ba bona le ka fao go ngwala go šomago ka gona le ka fao dikgopolo tša bona di ka ngwalwago ge o ekišetšwa go ngwala sengwalwa sa morero (lengwalo, lenaneo, koša). Mošongwana wo o thoma ka dipoledišano tša go huma le go abelana dikgopolo, fao barutwana ba bantši ba tšeago karolo.



Ge o laetša tšhepedišo ya go ngwala, o diriša mantšu le dikgopolo tša barutwana, ba bona gore se re se bolelago se ka ngwalwa. Ba tlo ba le boitshepo bja go leka go ngwala ka bobona – le ge ba ka thoma ka go kgwarinya le ditlhaka tša maitirelo! Go tlaleletša go bala dingwalwa tše ba di ngwadilego le wena, barutwana ba tlo ba le monyetla o mongwe wa go bona gore go bala go šoma bjang ge ba dira dipukwana tše ba tlo di išago gae, le ge o ba balela Puku ye Kgolo bekeng ya bobedi. Mo ba tlo itemogela yona, kanegelo ye ba e tlwaetšego efela e gatišitšwe.

Go tlaleletša mešongwana ya kanegelo ya go aga go theeletša, go bolela, go bala, go lebelela le go ngwala barutwaneng, lenaneo le akaretša ditsela tše dintši tša boipshino, tša go swanela mengwaga go aga tsebo ya ditlhaka go barutwana. Re a tseba go ya ka dinyakišišo gore barutwana ba go tseba se sengwe ka ditlhaka le medumo ye ba e dirago, ba ka ithuta go bala le go ngwala gabonolo go feta ba go ba le tsebo ye kopana ya ditlhaka le medumo. Le ge go le bjalo, ga re šišinye gore barutwana ba Mphato wa R ba rutwe ditlhaka ka tsela ya semmušo. Barutwana ba ithuta bokaone ge selo se bolela se sengwe go bona, ka moo ditlhaka le medumo di tswalanago le dikanegelo – le go mantšu a maswa, diswantšho le dilo. Barutwana ba ithuta leleme ge ba le gare ba aga tsebo ya bona ya ditlhaka.

Dinyakišišo di bontšhitše le gore go bohlokwa go barutwana gore ba lemoge medumo lelemeng la go bolelwa (temogo ya fonolotši). Ge barutwana ba sa hlokomele medumo ge go bolelwa, ba ka tseba se ba nyakago go se ngwala, efela ba se kgone go kwa medumo ya mantšu gore ba e ngwale. Karolo ya ditlhaka le medumo lenaneong e akaretša mešongwana ya go bolela ye mentši ya go thuša barutwana go tlhabolla temogo ye.





Unfortunately, in South Africa very few learners have the kind of early learning experiences that set them on this path to reading success. You may be wondering if it is too late to build these language skills in Grade R. No, we do not believe so. If Grade R teachers commit to providing a rich language experience for learners every day, it can make a significant difference to their learning success. This is what the **Grade R Language Improvement Programme** was designed to do!

See what Stella has to say below about the programme and learn more in the pages that follow.

A journey from spoken to written language ...

The Grade R Language Improvement Programme has been developed to give Grade R learners experiences that support early language and literacy development. Using stories, the programme takes learners on a journey from spoken to written language. Each new story forms the basis of two weeks of teaching, learning and assessment activities.

The learners' first encounter with the story is when they hear the story being told by their teacher with puppets and other props to make the characters come alive. After hearing the story being told, learners will have a chance to sing a song related to the story. Songs are a wonderful way to develop language skills and some learners find it easier to remember new language through melody, rhythm and rhyme. After singing, learners participate in role playing the story as it is narrated. This gives them a chance to participate in the telling of the story in an active way and use the words and phrases of the different characters. It also requires them to think about story sequence – what happens next.



Building on the oral telling of the story, the singing, role play and sequencing of events, learners have a chance to draw their favourite part of the story and make their first attempts to write their ideas (even if these are scribbles). They also see how writing works and how their ideas can be written down as you model writing a text for a purpose (a letter, a list, a song). This activity begins with rich discussions and sharing of ideas, with contributions from as many learners as possible.

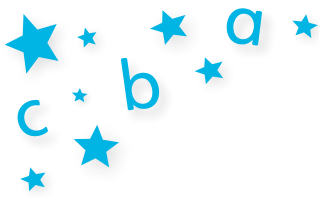


As you model the writing process, using the learners' words and ideas, they see that what we say can be written down. This will give them the confidence to start trying to write themselves – even if they begin with scribbles and made-up letters! In addition to reading the texts they have co-written with you, learners will have another opportunity to see how reading works when they make little books to take home, and when you read the Big Book to them in the second week. Here they will encounter the same, familiar story but in print form.

In addition to story-based activities that build learners' listening, speaking, reading, viewing and writing, the programme includes many fun, age-appropriate ways to build learners' knowledge of letters. We know from research that learners who know something about letters and the sounds they make, are likely to learn to read and write more easily than learners who have limited letter-sound knowledge. However, we are not suggesting that learners in Grade R should be taught about letters in a formal way. Learners learn best when something has meaning to them, so letters and sounds are linked to stories – and to new words, pictures and objects. Learners learn about language while building their knowledge of letters.

Research has also shown that it is vital for learners to become aware of sounds in spoken language (phonological awareness). If learners don't learn to pay attention to sounds in spoken language, they might know what they want to write, but not be able to hear the sounds in words in order to write them. The letters and sounds section of the programme includes many oral activities that help learners to develop this awareness.



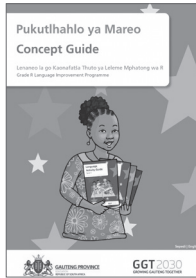


Didirišwa tša lenaneo la leleme

Barutiši ba go diriša lenaneo la leleme ba tlo hwetša didirišwa tše mmalwa tša khwalithi ya godimo ka nako ya tlahlo.

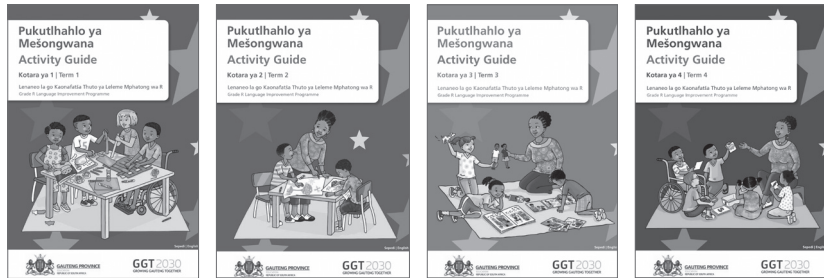
★ Dipukutlhahlo

Pukutlhahlo ya Mareo



Barutiši ba tlo šomiša pukutlhahlo ye ge ba ruta ngwaga ka moka go ikgopotša dikgopolokgolo.

Dipukutlhahlo ya Mešongwana ya Polelo tše Nne



Pukutlhahlo ya Mešongwana ya Polelo ya kotara ye nngwe le ye nngwe e tsebiša dikanegelo tše diswa, dikoša, tlotlontšu le mešongwana gotee le ditlhaka tše diswa le medumo yeo barutwana ba tlo ithutago yona.

★ Dipaka tša dikanegelo tše lesomesenyane

Paka ye nngwe le ye nngwe ya dikanegelo e dirišwa saekeleng ya dibeke tše pedi ya go ruta gomme e na le didirišwa tša go nea barutwana maitemogelo a go fapana a kanegelo:

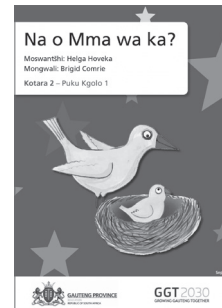
- Mepopi ya baanegwa ya go tšwelela karateng
- Sete ya dikarata tša diswantšho tša tatelano
- Puku ye Kgolo ya go ba le sengwalwa se bonolo



Barutiši ba diriša mepopi le ditshegetšo tše dingwe go anega dikanegelo. Mepopi ye e dirišwa gape ke barutwana.

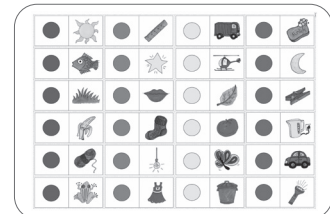
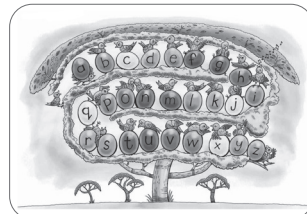
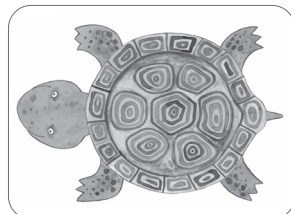
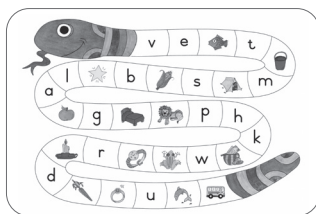


Barutwana ba itemogela kanegelo la mathomo ka ditaemenšene tše pedi go ya ka tatelano ya diswantšho



Puku ye Kgolo e na le diswantšho tša go swana le tša diswantšho tša tatelano, gape di hlagiša mantšu a go gatišwa go anega kanegelo

★ Sephuthelo sa Didirišwa sa mmala ka moka go akaretša le diboto tša meraloko le matlakala a mešongwana ya mebala



★ Didirišwa tša go thekga go ithuta ka gae

Barutiši ba ka se age metheo ya leleme ka ntle le thušo ya batswadi. Ge ba na le didirišwa tše, batswadi ba ka ba le tshedimošo le go tutuetšwa go thekga leeto la ngwana wa bona la tsebo ya go bala le go ngwala ka gae.

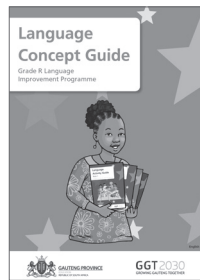


Language programme resources

Teachers using the Language programme will receive a number of high quality resources during their training.

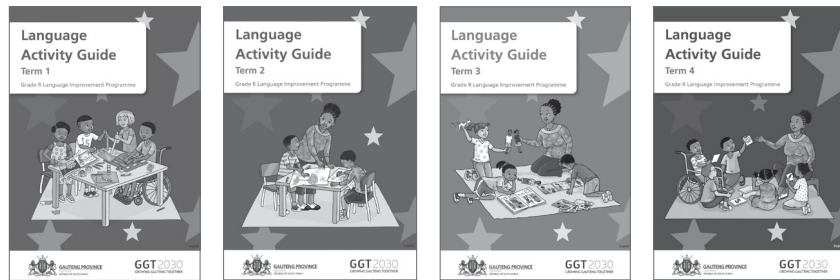
★ Guides

Language Concept Guide



Teachers will reference this guide throughout the teaching year to remind them of key ideas.

Four Language Activity Guides



The Language Activity Guide for each term introduces new stories, songs, vocabulary and activities, together with new letters and sounds that learners will learn.

★ Nineteen story packs

Each story pack is used for a two-week teaching cycle and contains resources to give the learners different experiences of the story:

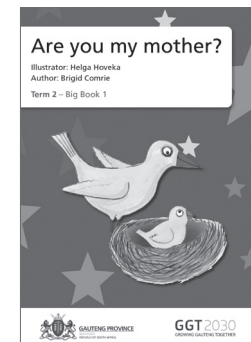
- Pop-out character puppets on card
- A set of sequence picture cards
- A Big Book with simple text



Teachers use the puppets and other props to tell the story. The puppets are used again by the learners.

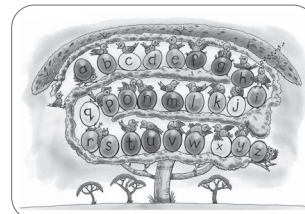
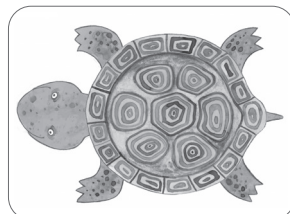
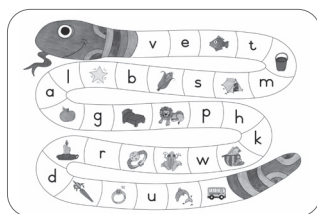


Learners first experience the story in two dimensions through the sequence pictures.



The Big Book has similar illustrations to the sequence pictures, and introduces printed words to tell the story.

★ A full colour Resource Pack including game boards and colour activity pages



★ Resources for supporting learning at home

Teachers cannot build language foundations without the assistance of parents. Equipped with these resources, parents can be informed as well as inspired to support their child's literacy journey at home.



Ka fao o ka beakanyetšago Nepišo ya Leleme letšatši le lengwe le le lengwe

LENANEPHETHAGATŠO LA TŠATŠI KA TŠATŠI LA MPHATO WA R

Tšhupatsela ya dinako	Go FIHLA le go BAPALA ka tokologo		
20	DITUMEDIŠO, TŠHATE YA BOSO, GO LAETŠA LE GO BOLELA, RETŠISITARA, MATŠATŠI A MATSWALO, DITABA Leleme, Dipalo, Mabokgoni a Bophelo		
50	NEPIŠO go DIPALO Phapoši ka moka le mešongwana ya ka thokwana		
26	GO BAPALA KA TOKOLOGO le GO HLWEKIŠA	THALOKO YA BOITHABIŠO BAPALA KAROLO (YE E ITŠEGO) PAPADI YA GO AGA DIPOLOKO DIBAPADIŠWA TŠA THUTO DIPAPADI TŠA TEMOGO MARARA KHUTLO YA DIPUKU NAKO YA GO ITHELETŠA/ HOMOLA	DIPALO (iri e 1 le metsotso e 24) NAKO: Metsotso e 50 ka letšatši Dinomoro, Tirišo le Tswalano Dipatrone, Difankšene le Altšebra Sekgoba le Sebopego (Tšeometri) Kelo Tšhomišo ya Tshedimošo GO TSWALANYA DITHUTO: metsotso e 34 ka letšatši Sebaka sa tsepelelo le nako ya go bapala ka ntle/ka phapošing, ditumedišo, go itlwaetša tshwamare le go ikhutša.
40	NEPIŠO go MABOKGONI A BOPHELO Phapoši ka moka le mešongwana ya ka thoko		MABOKGONI A BOPHELO (iri ye 1 le metsotso e 12) NAKO: metsotso e 40 ka letšatši Thutaphelo Tsebo ya go Thoma Bokgabo bja Boithlamelo Thutatšhidullammele GO TSWALANYA DITHUTO: metsotso e 32 ka letšatši Sebaka sa tsepelelo le nako ya go bapala ka ntle/ka phapošeng, ditumedišo, go itlwaetša tshwamare le go ikhutša.
10	GO ITHUTA TSHWAMARE Leleme, Dipalo, Mabokgoni a Bophelo		
20	NAKO YA GO IKHUTŠA Leleme, Dipalo, Mabokgoni a Bophelo		
30	DITHALOKO GO LOKOLOGA le GO HLWEKIŠA KA NTLE	DIKGWELE GO BAPALA KA MEETSE GO BAPALA KA SANTA BAPALA KAROLO (YE E ITŠEGO) GO ITŠHIDULLA DIBAPADIŠWA TŠA THUTO TEKU DIBAPADIŠWA TŠA MAOTWANA PAPADI YA GO NAMELA MABIL/ MAOTWANA	LELEME (diiri tše 2)) NAKO: metsotso e 50 ka letšatši Go Theeletša le go Bolela Go Ithuta go Bala Go Ithuta Popopolelo/Go Tseba Medumo Go Ithuta go Ngwala Go Ithuta Mongwalo GO TSWALANYA DITHUTO: metsotso e 70 ka letšatši Bontšha o bolele (metsotso e 10) Kanegelo ya ka mehla (metsotso e 20) Metsotso e 40 ya go šala sebaka sa tsepelelo le nako ya go bapala ka ntle/ka phapošing, ditumedišo, go itlwaetša tshwamare le go ikhutša
10	GO ITHUTA TSHWAMARE Leleme, Dipalo, Mabokgoni a Bophelo		
50	NEPIŠO go LELEME Phapoši ka moka le mešongwana ya ka thoko		
20	KANEGELO YA KA MEHLA		
	NAKO YA GO KHUTŠA/SETU		
	GO TLOGA/GO YA GAE		
	Lenaneo la Tšatši ka Tšatši la Mphato wa R Gauteng go ya ka SEPHOLEKE (CAPS)		

Lebelela letlakala la go latela go bona ka fao o ka beakanyago mešongwana ya metsotso ye 50 ya Nepišo ya Leleme lebelela letlakala le



KAROLO YA 1: LENANEO LA GO KAONAFATŠA THUTO YA LELEME MPHATONG WA R



NEPIŠO YA LELEME
Metsotso ye 50 ya mešongwana ya bana ka moka ka phapošing le ya sehlopha se sennyane

MEŠONGWANA YA PHAPOŠI KA MOKA
(morutiši o eta pele)
metsotso ye 25

MEŠONGWANA YA DIHLOPHA TŠE DINNYANE
(e beakanywa ke morutiši)
metsotso ye 25

Mešongwana ye e theilwego godimo ga dikanegelo

Mešongwa ya tlhaka le modumo

Hlahli ya kgato-ka-kgato ya mešongwana ya bana ka moka ka phapošing le ya sehlopha se sennyane ya ka gare ga Pukutlahlo ya Mašongwana ya Polelo ya kotara ye nngwe le ye nngwe.



MOŠONGWANA WA 1
Go thala le mongwalo wo o tšweletšwago pele
(e hlahlwa ke morutiši ka Beke ya 1)



MOŠONGWANA WA 2
Marara le dithalokwana
(e hlahlwa ke morutiši ka Beke ya 2)



MOŠONGWANA WA 5
Thaloko ya maitirišo



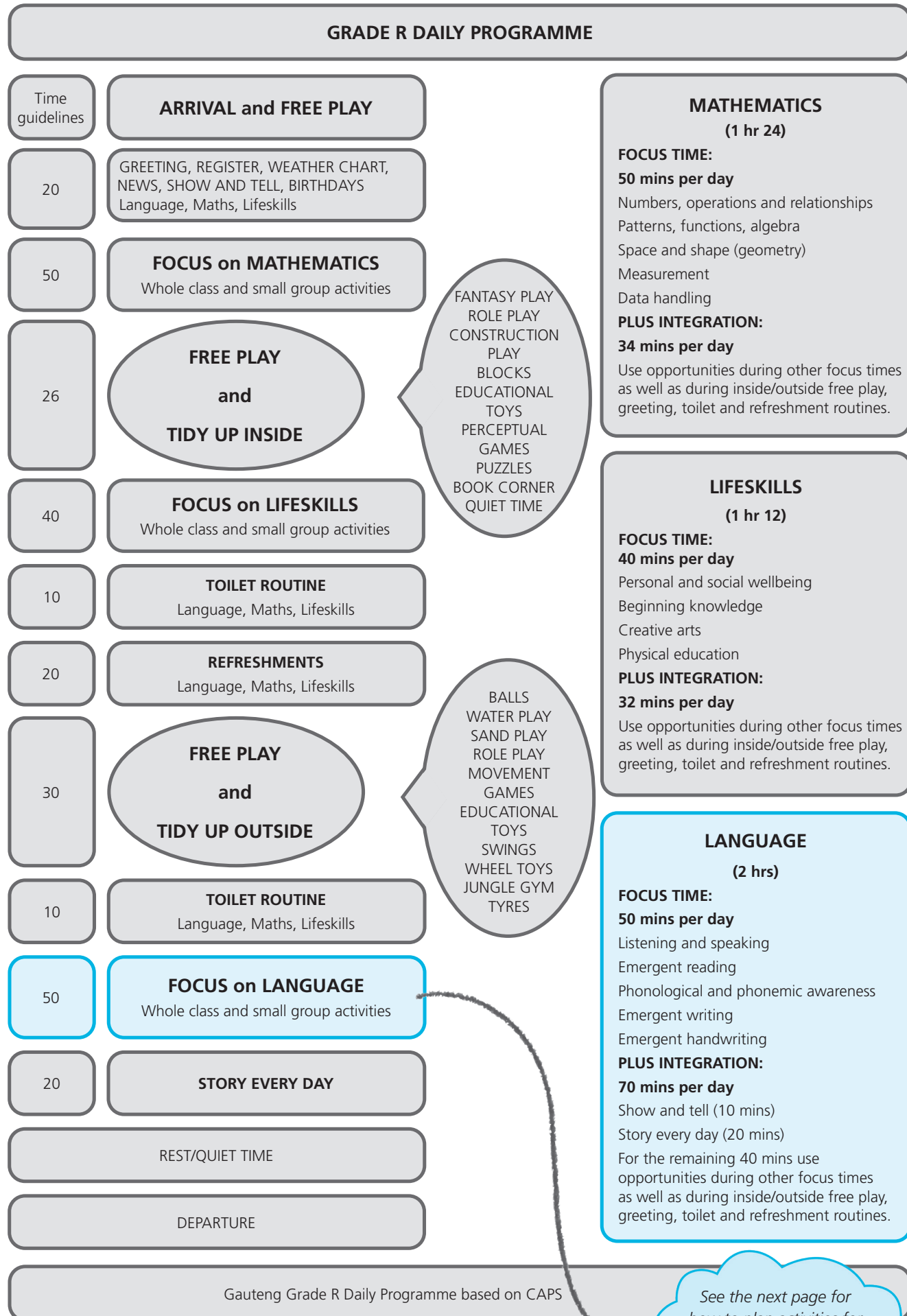
MOŠONGWANA WA 3
Go bala ka go itaola



MOŠONGWANA WA 4
Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo



How to plan for a Focus on Language every day



Gauteng Grade R Daily Programme based on CAPS





FOCUS ON LANGUAGE
50 minutes whole class and small group activities

WHOLE CLASS ACTIVITIES
(led by the teacher)
25 minutes

SMALL GROUP ACTIVITIES
(set up by the teacher)
25 minutes

Story-based activities

Letter and sound activities

Step-by-step guidance for whole class and small group activities are set out in the Activity Guides for each term.



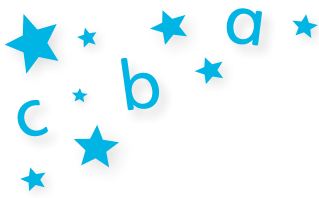
ACTIVITY 1
Drawing and emergent writing
(teacher-guided in Week 1)

ACTIVITY 2
Puzzles and games
(teacher-guided in Week 2)

ACTIVITY 5
Pretend play

ACTIVITY 3
Independent reading

ACTIVITY 4
Fine motor skills and handwriting



Ka moo o ka beakanyetšago phapoši ya gago ya Nepišo ya Leleme ya tšatši ka tšatši

Bjalo ka ge re bone, nako ya Nepišo ya Leleme e swanetše go beakanywa ka moo e tlo dumelelago mešongwana ya bana ka moka ka phapošing le ya sehlopha se sennyane letšatši le lengwe le le lengwe. Hlahli ya kgato-ka-kgato ya mešongwana ya leleme e hlalošwa ka go Pukutlahlo ya Mešongwana ya Polelo ya kotara ye nngwe le ye nngwe. Mo re nepiša ka moo o rutago mešongwana ya bana ka moka ka phapošing le ya sehlopha se sennyane go nea barutwana maitemogelo a go fapana le go nolofatša ditebanyo tša go ithuta tša go fapana.

Mešongwana ya phapoši ka moka

Barutwana ka moka ba dula ditafoleng tša bona, goba ka sediko mmeteng, mola morutiši a:

- ★ tsebiša/lelefatša/gatelela kanegelo, mabokgoni goba lereo
- ★ eta pele dipoledišano tšeo di akaretšago barutwana ka moka
- ★ eta pele mošongwana wo o akaretšago barutwana ka moka.

Mafelelong a mešongwana ya bana ka moka ka phapošing, morutiši o hlaloša mošongwana o mongwe le o mongwe wa sehlopha se sennyane pele a romela barutwana mafelong a bona.

Mešongwana ya dihlopha tše dinnyane

Mo matšatšing a mahlano, sehlopha se sengwe le se sengwe se ya mošongwaneng wo o fapanego tšatši ka tšatši. Se se ra gore mo bekeng barutwana ka moka ba ba le monyetla wa go tšea karolo mešongwaneng ya sehlopha se sennyane ye mehlano – mošongwana wa go hlahlwa ke morutiši le mešongwana ye mengwe ya sehlopha ye mene.

- ★ Mešongwana ya sehlopha se sennyane ye mehlano e beakanywa ke morutiši.
- ★ Didirišwa le ditlabele tša mešongwana ye mehlano ka moka di beakanywa letšatši le lengwe le le lengwe.
- ★ Mešongwana e beakanywa ditafoleng, mmeteng, dikhutlong tša mešongwana goba ka ntle.
- ★ Sehlopha se se tee sa barutwana se šoma le morutiši (mošongwana wa go hlahlwa ke morutiši).
- ★ Dihlopha tše dingwe tše nne tša barutwana di šoma ka go ikemela.

Ka phapošing ...

Ka fao o ka hlophago barutwana

- ★ Gantši barutwana ba arolwa ka dihlopha tše hlano. (Ge palo ya barutwana phapošing ya gago e nyaka sehlopha sa botshelela, abela dihlopha tše pedi mošomo o tee.)
- ★ Sehlopha se sengwe le se sengwe se be le leina la sona le leswao.
- ★ Dihlopha di se swane sebaka se setelele.

Go na le *ditselakgolo tše pedi tša* go hlopha barutwana. Bobeding bja tšona, morutiši o swanetše go tseba bokgoni bja barutwana ba gagwe gabotse ka go hlokomela morutwana yo mongwe le yo mongwe mo letšatšing la sekolo.

Dihlopha tša bokgoni bja go tswakana: Gantši go direlwa gore barutwana ba hlophiwe le barutwana ba mabokgoni a leleme a go fapana le a bona. Morutwana wa go palelwa ke go thala a ka thušwa ke bangwe ka yena gape a ka thuša mabokgonging a mangwe a go nyakega mošongwaneng, bjalo ka segwera, peakanyo, kago goba mabokgoni a boikgopolelo.

Dihlopha tša bokgoni bja go swana: Ge go hlokega thekgo ye itšego, go bohlokwa go hlopha barutwana le barutwana ba go ba maemong a tlabologo a go swana le a bona. Se se kgontšha morutiši go kgetha maemo a mošongwana, le nako ye e nyakegago le tlhalošo, ntle le go tlogela yo mongwe.





How to organise your classroom for the daily Focus on Language

As we have seen, the Language focus time should be organised to allow for whole class and small group activities every day. Step-by-step guidance for the language activities is set out in the Activity Guides for each term. Here we focus on how you teach whole class as well as small group activities to provide learners with different experiences and facilitate different learning goals.

Whole class activities

All the learners sit at their tables, or in a circle on the mat, while the teacher:

- ★ introduces/extends/reinforces a story, skill or concept
- ★ leads discussion involving all the learners
- ★ leads an activity involving all the learners.

At the end of the whole class activity, the teacher explains each small group activity before sending learners to their places.

Small group activities

Over the course of five days, each group rotates to a different activity each day. This means that in a week all learners have the opportunity to participate in five small group language activities – the teacher-guided activity as well as four other group activities.

- ★ Five small group activities are planned by the teacher.
- ★ Resources and equipment for all five activities are set out every day.
- ★ Activities are set out at tables, on the mat, in activity corners or outside.
- ★ One learner group works with the teacher (teacher-guided activity).
- ★ The other four learner groups work more independently.

In the classroom ...

How to group learners

- ★ Learners are usually divided into five groups. (If your class size requires a sixth group, allocate the same activity to two groups.)
- ★ Each group should have their own name and symbol.
- ★ Groups should not remain the same over an extended time.

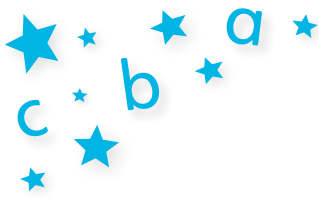


There are *two main ways* to group learners. For both of these, the teacher needs to have a good idea of her learners' abilities through careful observation of each learner across the school day.

Mixed-ability groups: It is usually recommended that learners are grouped together with other learners with different levels of language skills. A learner who is challenged with drawing may be assisted by her peers and may also be able to contribute strengths in other skills needed by the activity, such as social, planning, construction or imaginative skills.

Same-ability groups: When particular support is needed, it is sometimes useful to group learners together with other learners who are on a similar developmental level. This allows the teacher to choose the level of the activity, and the amount of explanation and time needed, without leaving anyone behind.





Mohola wa mešongwana ya sehlopha se sennyane

- ★ Ga go nyakege didirišwa tše dintši sehlopheng se sennyane go na le barutwaneng ba phapoši ka moka, mohlala: dikero, diporaše tša go penta, tlhama le diboto tša meraloko.
- ★ Morutwana yo mongwe le yo mongwe o ba le monyetla wa go swara ditlabelo le didirišwa.
- ★ Barutwana ba ba le mabokgoni a tswalano, mohlala: go abelana, go šiedišana, go bolela le go theeletša.
- ★ Barutwana ba rwala maikarabelo mešomong ya sehlopha, mohlala: ba a hlwekiša.
- ★ Mošomo wa sehlopha se sennyane o šoma gabotse ge go kopanywa le go itlwaetša mareo ao a rutilwego kua morago le mabokgoni.

Mešongwana ya sehlopha se sennyane ya go hlahlwa ke morutiši

Ye e beakantšwe gore morutiši a:

- ★ šome le morutwana mo fase goba tafoleng
- ★ fe ditaelo le go botšiša dipotšišo maemong a sehlopha
- ★ hlokomele le go boledišana le morutwana a le nnoši
- ★ lekole ge e ba barutwana ka moka ba agile mabokgoni ao a nyakegago
- ★ dire gore kopano e be ya kgonthe go boledišanwe, wena le barutwana le tšea karolo.

Mešongwana ya boikemelo ya sehlopha se sennyane

Ye e beakanywa gore barutwana:

- ★ ba e kwe e kgotsofatša ba be ba ipshine ka yona
- ★ ba kgone go šoma ntle le thušo ya morutiši
- ★ ba kgone go šoma ka lebelo la bona
- ★ ba go šoma ka go nanya ba fetše mošomo ka nako ye e beilwego
- ★ ba go fetša mošomo ka pela ba tloge sehlopheng ka setu gomme ba kgethe mošongwana wa boikgethelo wa go beakanywa ke morutiši.

Ge o lemoga gore barutwana ga ba kgone go thoma, goba ga ba na tšwelopele, hlohloliša mabaka. Fetola goba o lekanyetše mošongwana, ge go hlokega, barutwaneng ba itšego goba dihlopheng.

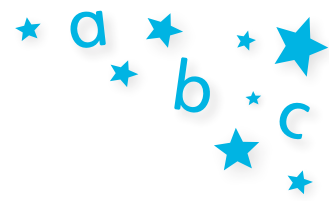
Ka phapošing ...

Ruta barutwana melao ye bonolo ya:

- ★ mosepelo gare ga mešongwana
- ★ maitshwaro ka nako ya mešongwana ya sehlopha se sennyane
- ★ go hlwekiša le go phutha mešomo ya bona ge ba feditše.

Boeletša melao tšatši ka tšatši go fihlela barutwana ba tseba e bile ba latela ka bobona, Se se tšea nako! O se e fetošē fetošē. Phošolla barutwana ka boleta ge ba fetola melao.





The advantage of small group activities

- ★ Less resources are required for a small group than a whole class, for example: scissors, paintbrushes, playdough and game boards.
- ★ Every learner has an opportunity to handle the materials and resources.
- ★ Learners develop interpersonal skills, for example: sharing, taking turns, talking and listening.
- ★ Learners take responsibility for group tasks, for example: tidying up.
- ★ Small group work works well for consolidating and practising previously taught concepts and skills.

The teacher-guided small group activities

These are planned so that the teacher:

- ★ works with the learner on the floor or at a table
- ★ gives instructions and asks questions at the level of the group
- ★ observes and engages with each learner individually
- ★ assesses whether each learner has built the required skills
- ★ makes the session practical and interactive, with both you and the learners joining in.



The independent small group activities

These are planned so that the learners:

- ★ find them meaningful and enjoyable
- ★ can work without help from the teacher
- ★ can work at their own pace
- ★ who work slowly should be able to complete the task within the time provided
- ★ who complete the task early are encouraged to leave the group quietly and choose a free-choice activity from those set out by the teacher.

If you notice learners can't get started, or are not progressing, explore the reasons. Change or adapt the activity, if necessary, for individual learners or groups.

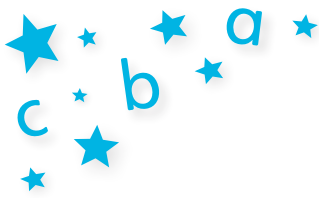
In the classroom ...

Teach the learners simple rules for:

- ★ how to move between activities
- ★ how to behave during small group activities
- ★ how to tidy and pack up their work when done.

Repeat the rules daily until learners know and can follow them automatically. This takes time! Be consistent. Gently correct learners if they challenge the rules.










Ka fao o ka beakanyetšago saekele ya mešongwana ya dibeke tše pedi

Lenaneo la leleme le theilwe go peakanyo ya dibeke tše pedi ya mešongwana. Go itlwaetša mešongwana go boeletšwa ngwaga ka moka go dumelela tsebišo, tlhabollo le kopanyo ya mabokgoni a barutwana.

Beke ya 1

Mešongwana ya phapoši ka moka	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
Mešongwana ye e theilwego godimo ga dikanelo	Go anega kanegelo le go bopa tlotlontšu Barutwana ba kwa kanegelo la mathomo le go ithuta tlotlontšu ye mphsa.	Go anega kanegelo le go e raloka Barutwana ba theeletša kanegelo leboelela ba opela koša ye e sepelelanago le kanegelo.	Go anega kanegelo le go e raloka Barutwana ba tšea dikarolo tša go fapana ba šomiša polelo ya kanegelo ka bo bona, ge kanegelo e anegwa.	Go bea diswantšho ka tatelano Barutwana ba anega kanegelo gape ba šomiša diswantšho.	Dira, thala o be o ngwale Barutwana ba laetša dikgopolo tša bona ka ga kanegelo ka go dira selo se sengwe, go thala seswantšho goba ba tšea karolo ka go ngwala mmogo.
Mešongwana ka Tlhaka le Modumo	Go hlagiša modumo go tšwa kanegelong Barutwana ba tsebišwa modumo wo o nepagetšego gammogo le tlhaka ye e bapetšwago le mantšu a go tšwa ka kanegelong.	Go bopa tumatlhaka Barutwana ba bopa tlhaka ye e nepagetšego ba šomiša didiršwa tša go fapana e lego seo se ba fago boitemogelo bjo bo humilego bja dikwi.	Mapokisi la dithlaka Barutwana ba bona, ba swara le go bolela ka dilo le diswantšho tšeo di thomago ka modumo wo o nepagetšego.	Go theeletša medumo ye e nepišetšwego Barutwana ba hlaola medumo ye e nepagetšego ka gare ga mantšu.	Momaganya le go ripaganya Barutwana ba momaganya medumo go bopa mantšu le go ripaganya mantšu ka medumo.
Mešongwana ya dihlopha tše dinnyane	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
Stella o laetša gore ke mešongwana efe ya sehlopha se sennyane yeo e hlahlwago ke morutiši letšatši ka letšatši.					
Sehlopha se setalalerata	Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele 	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo
	Barutwana ba bega dikgopolo tša bona ka go dira dithalwa le ka mongwalo wo o itšweletšago.	Barutwana ba dira marara le go raloka dipapadi tša polelo.	Barutwana ba bala ka bobona ba ipshina ka dipuku le ka didiršwa tše dingwe tše di gatišetšwego.	Barutwana ba dira mešongwana ye boleta le go itlwaetša go bopa dithlaka.	Barutwana ba aga godimo ga polelo ya kanegelo le tabataba ka papadi ya go itiriša.
Sehlopha se setalamorogo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele 	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo
Sehlopha se serolwana	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele 	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola
Sehlopha se sehubedu	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele 	Mošongwana wa 2: Marara le dithalokwana
Sehlopha se sephephole	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele 








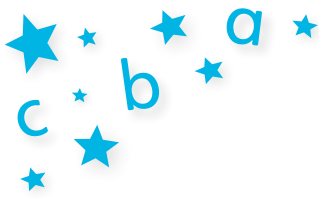


How to plan for a two-week activity cycle

The Language programme is built around a two-week plan of activities. The activity routine is repeated throughout the year to allow for the introduction, development and consolidation of learners' skills.






Week 1

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	Storytelling and building vocabulary	Storytelling and singing	Storytelling and role play	Sequencing pictures	Make, draw and write
	Learners hear the story for the first time while learning new vocabulary.	Learners listen to the story again and sing a song related to the story.	Learners take on different roles and use the story language themselves, while the story is narrated.	Learners retell the story by using pictures.	Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
Letter and sound activities	Introducing a sound from the story	Forming the letter	Letter boxes	Listening for focus sounds	Blending and segmenting
	Learners are introduced to a focus sound linked to words from the story.	Learners form the focus letter using different materials which give them a rich sensory experience.	Learners see, hold and talk about objects and pictures that start with the focus sound.	Learners identify focus sounds in words.	Learners blend sounds to make words and break up words into sounds.
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
	Stella indicates which small group activities are teacher-guided each day.				
The blue group	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play
	Learners record their ideas through drawing and emergent writing.	Learners do puzzles and play language games.	Learners read independently and enjoy books and other printed material.	Learners do fine motor activities and practise forming letters.	Learners build on the story language and theme through pretend play.
The green group	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games
The purple group	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 

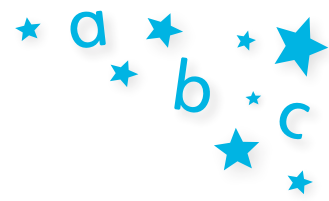


Kgahlego ya barutwana e tanywa ka phetogo phetogo ya tshwaragano ya kanegelo le ka phapano ya bokgabo mešongwaneng ye e lekaneditšwego-e eba bothatana ge ngwaga o ya pele. Dintlha ka botlalo tša dikanegeto le mešongwana ya saekele ya dibeke tše pedi tše dingwe le tše dingwe e filwe ka gare ga Pukutlhahlo ya kotara ye nngwe le ye nngwe.

Beke ya 2






Mešongwana ya phapoši ka moka	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
Mešongwana ye e theilwego godimo ga dikanegeto	Tatelano ya diswantšho tše dingwe gape	Go bala mmogo – Puku ye Kgolo	Go ithuta go theeletša	Bala o dire	Dira, thala o be o ngwale
	Barutwana ba kwa kanegelo la mathomo le go ithuta tlotlontšu ye mphsa.	Barutwana ba theeletša kanegelo leboelela ba opela koša ye e sepelelanago le kanegelo.	Barutwana ba tšea dikarolo tša go fapana ba šomiša polelo ya kanegelo ka bona beng, ge kanegelo e anegwa.	Barutwana ba anega kanegelo gape ba šomiša diswantšho	Barutwana ba laetša dikgopolo tša bona ka ga kanegelo ka go dira selo se sengwe, go thala seswantšho goba ba tšea karolo ka go ngwala mmogo.
Mešongwana ka Tlhaka le Modumo	Go hlagiša modumo go tšwa kanegelong	Go bopa tumatlhaka	Mapokisi la dithlaka	Go theeletša medumo ye e nepišitšwego	Momaganya le go ripaganya (dinoko)
	Barutwana ba rutwa modumo wo o nepagetšego gammogo le tlhaka ye e bapetšwago le mantšu a go tšwa ka kanegelong.	Barutwana ba bopa tlhaka ye e nepilwego ba šomiša didiršwa tša go fapana e lego seo se ba fago boitemogelo bjo bo humilego bja dikwi.	Barutwana ba bona, ba swara le go bolela ka dilo le diswantšho tšeo di thomago ka modumo wo o nepagetšego.	Barutwana ba hlaola medumo ye e nepilwego ka gare ga mantšu.	Barutwana ba momaganya medumo go bopa mantšu le go ripaganya mantšu ka medumo.
Mešongwana ya dihlopha tše dinnyane	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
Stella o laetša gore ke mešongwana efe ya sehlopha se sennyane yeo e hlhlwago ke morutiši letšatši ka letšatši.					
Sehlopha se setalalerata	Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele	Mošongwana wa 2: Marara le dithalokwana 	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo
	Barutwana ba bega dikgopolo tša bona ka go dira dithalwa le ka mongwalo wo o itšweletšago.	Barutwana ba dira marara le go raloka dipapadi tša polelo.	Barutwana ba bala ka bobona ba ipshina ka dipuku le ka didiršwa tše dingwe tše di gatišitšwego.	Barutwana ba dira mešongwana ye boleta le go itlwaetša go bopa dithlaka.	Barutwana ba aga godimo ga polelo ya kanegelo le tabataba ka papadi ya go itiriša.
Sehlopha se setalamorogo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele	Mošongwana wa 2: Marara le dithalokwana 	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo
Sehlopha se serolwana	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele	Mošongwana wa 2: Marara le dithalokwana 	Mošongwana wa 3: Go bala ka go itaola
Sehlopha se sehubedu	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele	Mošongwana wa 2: Marara le dithalokwana 
Sehlopha se sephephole	Mošongwana wa 2: Marara le dithalokwana 	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele

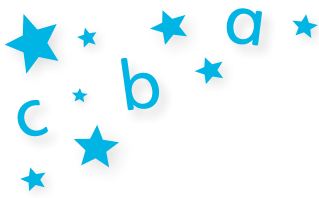




Learners' interest is held through the ever-changing story context and through creative variation in the activities which are graded – becoming more challenging as the year progresses. Details of stories and activities for each two-week cycle are provided in the Activity Guides for each term.

Week 2

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	More sequencing pictures	Shared reading – Big Book	Learning to listen	Read and do	Make, draw and write
	Learners consolidate their story knowledge by sequencing pictures more independently.	Learners listen to a familiar story being read as the teacher models the reading process.	Learners listen carefully and follow verbal instructions.	Learners interpret written and picture cues.	Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
Letter and sound activities	Introducing a sound from the story	Forming the letter	Letter boxes	Listening for focus sounds	Blending and segmenting
	Learners are introduced to a focus sound linked to words from the story.	Learners form the focus letter using different materials which give them a rich sensory experience.	Learners see, hold and talk about objects and pictures that start with the focus sound.	Learners identify focus sounds in words.	Learners blend sounds to make words and break up words into sounds.
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
Stella indicates which small group activities are teacher-guided each day.					
The blue group	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play
	Learners record their ideas through drawing and emergent writing.	Learners do puzzles and play language games.	Learners read independently and enjoy books and other printed material.	Learners do fine motor activities and practise forming letters.	Learners build on the story language and theme through pretend play.
The green group	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 	Activity 3: Independent reading
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 
The purple group	Activity 2: Puzzles and games 	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing



Ka fao o lekolago tšwelopele ya morutwana Mphatong wa R

Ka Mphatong wa R, tekolo ke tšhepedišo ya go beakanywa ye e tšwelago pele ya go kgoboketša, sekaseka le go hlatholla tshedimošo ya morutwana yo mongwe le yo mongwe.

Go swanetše go dirwa **tekolo** ye e sego ya semmušo le **ya semmušo**. Ka mantšu a mangwe, tshedimošo ya go kgoboketšwa ka ga tšwelopele ya morutwana ka nako ya tekolo e swanetše go go thuša go beakanya le go amanya mešongwana go kaonafatša go ithuta ga barutwana. Ka Mphatong wa R, nepišo ya tekolo ga se go fa meputso, efela ke go tšea sephetho ka ga tsela ye kaonekaone ya go thekga tšhabollo ya morutwana.

O ka se lekole se o sego wa se ruta. Tekolo e tswalanya diteng tša SEPHOLEKE (CAPS) le mabokgoni le mešongwana ya go ruta le go ithuta. Tekolo ya go ruta le go ithuta e direlwa go:

- ★ lemoga bokgoni bja morutwana yo mongwe le yo mongwe
- ★ hlohletša kgolo le tšwelopele ya morutwana yo mongwe le yo mongwe
- ★ lekola tšwelopele ya morutwana yo mongwe le yo mongwe
- ★ hlahla go beakanya le kgetho ya mešongwana
- ★ lemoša maemo a go ruta
- ★ beakanya thekgo ya tšaleletšo go barutwana ba go ba le mapheko a go ithuta
- ★ thuša go fa pego ka dipihlelelo tša barutwana.

Tlhalošantšu

tekolo ya semmušo

tekolo yeo e fago tshedimošo ka tšwelopele ya barutwana ge go ithuta go le gare go direga

Ka phapošing ...

Maele a tekolo

Tshedimošo ka ga tšhabollo ya tsebo le mabokgoni a barutwana e kgoboketšwa ka mehla ka ditsela tša go fapana le dinako tša go fapana.

- ★ Lemoga barutwana ka nako ya mešongwana ya bana ka moka ka phapošing, gape le ka nako ya papadi ya tokologo ka gare le ka ntle ga phapoši .
- ★ Dipoledišano le barutwana ka o tee ka o tee goba dihlopha tše nnyane tša barutwana go ka thuša morutiši go kwešiša kgato le botebo bja dikgopolo le go bea mabaka ga barutwana.
- ★ Lebelela ka hlokomelo dilo tše barutwana ba di kgonago le tše ba di dirago (diswantšho, go thala, dilo le/goba 'go ngwala') go go bontšha tše barutwana ba di kwešišago le tše ba di fihleletšego.
- ★ Šoma le sehlopha sa barutwana se tee se sennyane tšatši le lengwe le le lengwe ka mošongwana wa go tswalanywa le karolo goba mabokgoni a SEPHOLEKE (CAPS). Ge barutwana ba dira mošomo, lemoga ka hlokomelo morutwana yo mongwe le yo mongwe mo sehlopheng se se nnyane gomme o ba botšiše dipotšišo tše di tlogo go ba thuša go ba le kwešišo ya dikgopolo le tekanyo ya kwešišo ya bona.



Ditlabela tša tekolo

O gopole gore tekolo ga se ya swanela go dira gore barutwaa ba belaele goba go tšhoga. Ka moo, barutwana ga ba a swanela go lemoga gore morutiši o rekhota tshedimošo ya bona.

Ka go rekhota tše o di bonago mo ngwageng, seswantšho sa morutwana ka botlalo, le bokgoni le mafokodi a gagwe, di a hlolega gannyane-gannyane. Go na le ditlabela tše nne tše di ka dirišwago: difaele tša barutwana, dipuku tša dipego, lenaneo la tše di swanetšego go hlokomelwa le dirubriki.

Lebelela le Sephuthelo sa Didirišwa tša Tlwaetšo ya Tekolo Mphatong wa R ka GDE go hwetša maele a mangwe.





How to assess learners' progress in Grade R

In Grade R, assessment is a continuous, planned process of gathering, analysing and interpreting information about each learner.

Assessment should be informal and **formative**. In other words, the information gathered about the learners' progress during assessment should help you to plan and adapt learning activities so that learners' learning will be enhanced. In Grade R, the focus of assessment is not to give marks, but to make decisions about the best way to support each learner's development.

You cannot assess what you have not taught! Assessment is the link between CAPS subject content and skills and your teaching and learning activities. Assessment for teaching and learning is done to:

- ★ establish the level of each learner
- ★ encourage each learner's development
- ★ check on each learner's progress
- ★ guide planning and the selection of activities
- ★ inform the level of your teaching
- ★ plan additional support for learners who experience barriers to learning
- ★ help to generate reports on learners' achievements.

Glossary

formative assessment

assessment that provides information about learners' progress while learning is taking place

In the classroom ...

Assessment tips

Information on learners' knowledge and skills development should be collected every day in different ways and at different times.

- ★ Observe learners during whole class activities as well as during free play inside and outside the classroom.
- ★ Conversations with individual learners or small groups of learners can help you to understand the level and depth of learners' thinking and reasoning.
- ★ Look carefully at the things that learners do and make (pictures, drawings, objects and/or 'writing') to show you what they understand and have achieved.
- ★ Work with one small group of learners each day on a specific activity linked to a CAPS component or skill. While the learners are engaged in the activity, carefully observe each learner in the small group and ask questions to gain insight into their thinking and level of understanding.



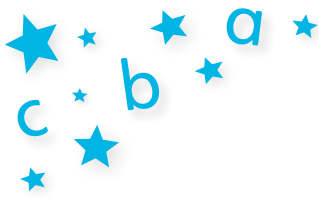
Assessment tools

Remember that assessment should never make learners feel anxious or scared. For this reason, learners should never be aware of the teacher recording information about them.

By recording observations throughout the year, a complete picture of each learner, with all their strengths and weaknesses, is gradually built up. There are four different tools that can be used: learners' files, observation books, checklists and rubrics.

*Refer also to the GDE
Grade R Assessment
Practices Resource Pack
for more ideas.*





Difaele tša barutwana

Morutiši o swanetše go beakanya difaele goba dipampišana tša barutwana bohle go boloka mošomo wa bona wa dipampiring ka gare ga tšona. Matlakala ka moka a go faelwa a be le leina la morutwana le letšatšikgwedi. Morutwana o tlo bona bohlokwa bja boleng bja mošomo wa gagwe gomme o tlo kgona go lekola tšwelopele ngwaga ka moka.

(Pele o faela mošomo, hle, o beye mo o bonalago ka phapošing.)



Dipuku tša dipego

Ka Mphatong wa R, morutiši o swanetše go lemoga barutwana ka phapošing le ka ntle, ka nako ya papadi ya tokologo le mešongwana ya go beakanywa. Beakanya matlakala a morutwana yo mongwe le yo mongwe gomme o rekhote se o se bonago maitshwarong a bona, mabokgoni, boemo bja kgopolo mošomo wa bona le dilo tša go direga ka phapošing.

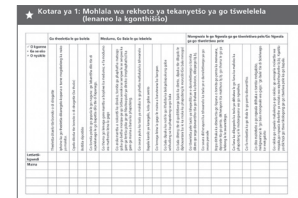
(Dinoutse tše tša anektoute di tlo go thuša go tlatša lenaneo la tše di swanetšego go hlokomelwa kotara ye nngwe le ye nngwe.)



Lenaneo la tše di swanetšego go hlokomelwa

Lenaneo la tše di swanetšego go hlokomelwa ke lenaneo la mokgwa wa tekolo wa mabokgoni ao a rutilwego kotareng. Morutiši o tlo swaya goba a thala sefapano go bontšha "o atlegile" goba "gase a atlega". Kgetho ya boraro e ka ba khutlo, ya go bontšha gore morutwana ga a na bokgoni, efela o tseleng ya go fihlelela bokgoni.

(Dithempoleiti tša lenaneo la tše di swanetšego go hlokomelwa le akareditšwe ka gare ga Pukutlhahlo ya Mešongwana ya Polelo kotara ye nngwe le ye nngwe.)



Dirupuriki

Rupuriki ke setlabela se sengwe sa go lekola bokgoni bja barutwana. E na le lenaneo la mokgwa, efela e hlaloša go feta khutlo, sefapano le leswao. Rupuriki e tlhaloša maemo a go fapana a mošomo wa mokgwa wa tekolo ye nngwe le ye nngwe. Yona e dumelela barutiši go se ahlole le go se fapoge mokgweng o tee ge ba dira ditekolo le gofa tlhahlo ka botlalo go morutiši ka ga thekgo yeo morutwana yo mongwe le yo mongwe a e hlokago. Se se thuša barutiši go kwešiša le go lemoga ditšhitišo, tsebo le bokgoni bja barutwana.

(Dithempoleiti tša dirupuriki di akareditšwe ka gare ga Pukutlhahlo ya Mešongwana ya Polelo kotara ye nngwe le ye nngwe.)

Tlhalošo ya maemo a rupuriki e tswalantšwe le khouto ya go reita gomme e tsenywa go Sehlongwa sa Tshepedišo le Taolo ya Dikolo Afrika Borwa (SA-SAMS) dirupuriking ka moka tša go dirišwa mo ngwageng. Mokgwa wo o sekaseka dikhouto gomme wa tšwelaletša pego tša batswadi le bafepi.

Dilekanyo tša go lekanyetša	1. O paletšwe (0–29%)	2. Go kgona ga magareng (30–49%)	3. Go kgona ga go lekanela (50–74%)	4. Go kgona go fetišiša (75–100%)
Go anega dikanegelo le go di anega gape ka mantšu a gago	Go se kgone go anega dikanegelo le go di anega gape; go kgona go bolela mantšu a se makae fela.	Go anega gape ga go hlaelela; go akaretša tše dingwe tša ditiragalo; tatelano e ka ba ya go se be ya maleba; go šomiša mafoko a makopana le tlotlontšu ye bonolo.	Go kgona go anega bontši bja ditiragalo ka kanegelong ka go fa mathomo, bogare le mafelelo efela ka dintlha di se kae fela; go nyakega mafolofolo go swana le: 'bjale...'; 'gwa diragala eng gape?'; go thoma go šomiša mafoko a mateletšana.	Kanegelo e ba le tatelano ye e kwagalago le gore e na le mathomo, bogare le mafelelo; baanegwa le peakanyo ya ditaba di hlaloswa ka botlalo; maikemišetšo le maikutlo tša baanegwa di a hlaloswa; go šomišwa mafoko a matelele a a raraganego le mantšu a go kgokaganya bjalo ka 'bjale'; 'ka morago ga fao'; go šomišwa tlotlontšu ye mpsha ya go tšwa ka gare ga kanegelo.





Learners' files

The teacher should prepare a file or folder for each learner in the class and use it to keep each learner's paper-based work safe. Write the learner's name and the date on each page filed. This will give the learner a sense of the value attached to their work and will also give you a great way to assess progress across the year. (Please before you file it, display learners' work in the classroom.)



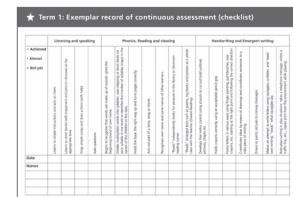
Observation books

In Grade R, the teacher should observe the learners inside and outside the classroom, during free play and structured activities. Set up a couple of pages for each learner and record what you notice about their behaviours, skills, attitudes, performance and classroom incidents. (These anecdotal notes will assist you to complete the checklist each term.)



Checklists

Checklists provide a list of assessment criteria for the skills that have been taught during the term. The teacher will mark with a tick or a cross to show "achieved" or "not achieved". A third option is a dot, which indicates that the learner is not fully competent, but is showing that they are on the way to achieving the skill. (Checklist templates are included in the Activity Guide for each term.)



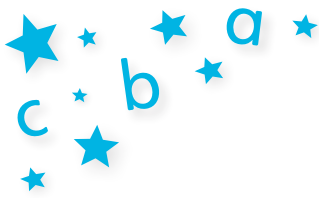
Rubrics

A rubric is another tool for assessing learners' achievements. It also consists of a list of criteria, but offers more detailed descriptions than the dot, cross and tick. A rubric sets out descriptions for different levels of performance for each assessment criterion. A rubric allows teachers to be more objective and consistent in their assessment and gives more detailed guidance to the teacher as to what support each learner requires. (Rubric templates are included in the Activity Guide for each term.)

The rubric level descriptor is linked to a rating code and this is entered into the South African School Administration and Management System (SA-SAMS) for each rubric used during the year. The system analyses the codes and produces a report for parents and caregivers.

Assessment criteria	1. Not achieved (0–29%)	2. Moderate achievement (30–49%)	3. Adequate achievement (50–74%)	4. Outstanding achievement (75–100%)
Tells stories and retells stories in own words	Unable to tell stories and retell stories; only able to say a few words.	Limited retelling; only includes some events; order might not be correct; uses short sentences and simple vocabulary.	Able to retell most events in story with beginning, middle and end but very few details; needs prompts such as: "and then?"; "what happened next?" Starting to use longer sentences.	Story follows logical sequence and has a beginning, middle and end; characters and setting described in detail; intentions and feelings of characters are described; uses longer and more complex sentences and joining words such as: "and then"; "after that"; uses new vocabulary from the story.

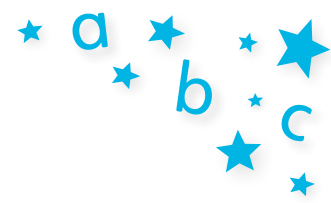




Mešongwana ya lenaneo e sepedišana le CAPS

Tafola ye e laetša ka fao mešongwana ya saekele ya dibeke tše pedi e agago mabokgoni a itšego a leleme a SEPHOLEKE, gape e bontšha ka fao o ka dirišago mešongwana ye go lekola tšwelopele ya morutwana kgahlanong le mokgwa wa tekolo wa SEPHOLEKE.

Sediko sa dibeke tše pedi	Mešongwana ya phapoši ka moka ya go sepelelana le kanegelo	Mabokgoni a Polelo go ya ka CAPS	Lenaneo la go kgonthišiša Tekanyetšo	Tsela ya go ela tekanyetšo
			(di tšwa go dilekanyo tša tekolo go CAPS)	
Beke ya 1: Mošupologo	Go anega kanegelo le go bopa tlotlontšu	Go theeletša le go bolela	Ipshina ka go theeletša dikanegelo-kopana ka boipshino o tsena mogobelong ka nako ya maleba Botšiša dipotšišo	
Labobedi	Go anega kanegelo le go opela	Go theeletša le go bolela	Opela dikoša tše bonolo a di diragatše (ka thušo)	
Laboraro	Go anega kanegelo le go e diragatša	Go theeletša le go lebelela	Bapala karolo ya kanegelo, koša goba sereto	
Labone	Go bea diswantšho ka tatelano	Go theeletša le go bolela		Go theeletša le go bolela Tsela ya kelo ya 1: Go anega dikanegelo le go di anega gape ka mantšu a gago
Labohlano	Dira, thala o be o ngwale	Go theeletša le go bolela Go ngwala ga go tšweletšwa pele	Go fana ka dikgopolo ka tsela ya dithalwa le go fana ka mafoko ka phapošing e le mošongwana wa go ngwalwa Go fa melaetša ka go thala le go penta diswantšho	
Beke ya 2: Mošupologo	Tatelano ya diswantšho tše dingwe gape	Go theeletša le go bolela Go bala le go lebelela		Go theeletša le go bolela Tsela ya kelo ya 2: Beakanya sehlopha sa diswantšho ka tsela ye di tšweletšago kanegelo le tatelano ya maleba ya ditiragalo ge di bewa ka mantšu le go anega kanegelo ye e hlamilwego
Labobedi	Go bala mmogo – Puku ye Kgolo	Go bala le go lebelela	Phapoši ka moka le morutiši ba “bala” diteng tše di godišitšwego bjalo ka direto, dipuku tše dikgolo le diphousetara bjale ka phapoši ka moka le morutisi	
Laboraro	Dira, thala o be o ngwale	Go theeletša le go bolela	Go theeletša ditaelo tše bonolo le go di diragatša	
Labone	Go bala le go dira	Go bala le go lebelela	Go lemoga maina a bona le maina a barutwana ba bangwe	
Labohlano	Dira, thala o be o ngwale	Go theeletša le go bolela Go ngwala ga go tšweletšwa pele	Go fana dikgopolo ka tsela ya dithalwa le go fana mafoko a go ngwala karolwana ke barutwana ka phapošing Go thala goba go penta diswantšho e le go tliša melaetša	



Programme activities are CAPS aligned

This table shows how the activities of the two-week cycle build specific CAPS language skills, and shows how you can use these activities to assess learner progress against CAPS assessment criteria.

Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
Week 1: Monday	Storytelling and building vocabulary	Listening and speaking	Listens to short stories with enjoyment and joins in choruses at the appropriate time Asks questions	
Tuesday	Storytelling and singing	Listening and speaking	Sings simple songs and does actions (with help)	
Wednesday	Storytelling and role play	Reading and viewing	Acts out part of a story, song or rhyme	
Thursday	Sequencing pictures	Listening and speaking		Listening and Speaking Rubric 1: Tells stories and retells stories in own words
Friday	Make, draw and write	Listening and speaking Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	
Week 2: Monday	More sequencing pictures	Listening and speaking Reading and viewing		Listening and Speaking Rubric 2: Arranges a set of pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created
Tuesday	Shared reading – Big Book	Reading and viewing	“Reads” enlarged texts such as poems, Big Books and posters as a whole class with the teacher	
Wednesday	Learning to listen	Listening and speaking	Listens to simple instructions and acts on them	
Thursday	Read and do	Reading and viewing	Recognises own name and some names of other learners	
Friday	Make, draw and write	Listening and speaking Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	



Sediko sa dibeke tše pedi	Mešongwana ya phapoši ki moka ya go sepelelana le kanegelo	Mabokgoni a Polelo go ya ka CAPS	Lenaneo la go kgonthišiša Tekanyetšo	Tsela ya go ela tekanyetšo
Beke ya 1 le 2: Mošupologo	Go hlagiša modumo go tšwa kanegelong	Medumo		Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 1: Go lemoga ditumammogo le ditumanoši tše dingwe ge di bolelwa le ka go di lebelela
Labobedi	Go bopa tumatlhaka	Mongwalo	Go bopa dithaka ka ditsela tša go fapana o penta ka menwana, diporaše tša go penta, dikherayoni tša makhura bj.bj. O thoma le go latela lefelo le le swanetšego	Go ngwala ga go tšweletšwa pele le Mongwalo Tsela ya kelo ya 1: Go tšweletša pele mabokgoni a mešifa ye mennyanne le mabokgoni a tšhepedišo ye e dumeletšwego
Laboraro	Mapokisi a dithlaka	Medumo	Go lemoga ge go bolelwa le ge go lebelelwa tše dingwe tša ditumammogo le ditumanoši tša mathomong kudu tša mo mathomong a lentšu	Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 1: Go lemoga ge go bolelwa tše dingwe tša ditumammogo le ditumanoši
Labone	Go theeletša medumo ye e nepišitšwego	Medumo		Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 2: Go thoma go lemoga gore mantšu a bopilwe ka medumo: go fa medumo ya mathomo ya maina a bona
Labohlano	Momaganya le go ripaganya	Medumo	Arola mantšu a nokontši ka dinoko: o šomiša go phaphatha goba itia moropa ge o bitša senoko se sengwe le se sengwe sa lentšu goba o hlaole palo ya dinoko (ka mephaphatho) ka gare ga maina a bana ka phapošing	
Sediko sa dibeke tše pedi	Mešongwana ya dihlopha tše dinnyane	Mabokgoni a Polelo go ya ka CAPS	Lenaneo la go kgonthišiša Tekanyetšo	Tsela ya go ela tekanyetšo
Beke ya 1 le ya 2: Mošupologo	Go thala le mongwalo wo o tšweletšwego pele	Go ngwala ga go tšweletšwa pele	Go dira maitekelo a go ngwala ditlhaka o šomiša mekgabišo, mekgwarinyo bj.bj. le go 'bala' mongwalo wa gago: 'go bala' tše di bolelwago ke mekgabišo Go swara dikherayoni ka tshwanelo le ka tsela ye e dumeletšwego ya go swara pensele	Go ngwala ga go tšweletšwa pele le Mongwalo Tsela ya kelo ya 2: Go thala diswantšho o laetša dikgopolo tše bohlokwa tša dikanegelo, dikoša goba tša direto Tsela ya kelo ya 3: Go kwešiša gore go ngwala le go thala ke ditsela tša go fapana tša go itriša go ngwala ge go šomišwa mekgabišo
Labobedi	Marara le dithaloko	Medumo Go theeletša le go bolela	Go šomiša polelo go gopola le go nagana: go lebantšha dilo tše di sepelelanago le go bapetša dilo tše di fapanago.	Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 3: Go lemoga ditumammogo le ditumanoši tše dingwe ge di bolelwa le ka go di lebelela
Laboraro	Go bala ka noši	Go bala le go lebelela	"Bala" dipuku go ipshina ka noši ka bokgobapkung goba ka sekhutlwaneng sa go bala sa ka phapošing. Go swara puku ka tsela ya maleba le go phetla matlakala ka tshwanelo	Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 3: Go itlhamela kanegelo ka go 'bala' ditaba go tšwa diswantšhong
Labone	Mabokgoni a tsela ye e dumeletšwego le mongwalo	Mongwalo	Go Bopa dithaka ka ditsela tša go fapana o penta ka menwana, diporaše tša go penta, dikherayoni tša makhura bj.bj. O thoma le go latela lefelo le le swanetšego O ngwalolla ditlhaka tše o di tsebago go tšwa leineng la gago go laetša tsela ya go ngwala: O ngwalolla leina la gago Go tšweletša pele taolo ya tšhepedišo ye e dumeletšwego o šomiša dikero go sega bokantle bjo bo kotofaditšwego bja diswantšho, dibopego, bj.bj.	Go ngwala ga go tšweletšwa pele le Mongwalo Tsela ya kelo ya 1: Go tšweletša pele mabokgoni a mešifa ye mennyanne le mabokgoni a tsela ye e dumeletšwego
Labohlano	Thaloko ya maitirišo	Go theeletša le go bolela Go ngwala ga go tšweletšwa pele	Go bapala karolo ya go ngwala mabakeng a dithaloko: go amogela molaetša wa mogala, go ngwala thekethe ya molato wa sephethephethe, bj.bj. Kgatišo ya dikhopi go tšwa tikologong ge go tšwelwa pele ka go bapala	



KAROLO YA 1: LENANEO LA GO KAONAFATŠA THUTO YA LELEME MPHATONG WA R





Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
Week 1 and 2: Monday	Introducing a letter from the story	Phonics		Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Tuesday	Forming the letter	Handwriting	Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction	Emergent Writing and Handwriting Rubric 1: Develops small muscle skills and fine motor skills
Wednesday	Letter boxes	Phonics	Recognises aurally and visually some initial consonants and vowels especially at the beginning of a word	Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		Phonics, Reading and Viewing Rubric 2: Begins to recognise that words are made up of sounds: gives the beginning sound of own name
Friday	Blending and segmenting	Phonics	Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word or identifies the number of syllables (claps) in the names of the learners in the class	
Two-week cycle	Small group activities	CAPS language skills	Assessment checklist	Assessment rubric
Week 1 and 2: Monday	Drawing and emergent writing	Emergent writing	Makes an attempt to write letters using squiggles, scribbles, etc. and "reads" own writing: "reads" what squiggles say Holds crayons correctly using an acceptable pencil grip	Emergent Writing and Handwriting Rubric 2: Draws pictures capturing main idea of the stories, songs or rhymes Rubric 3: Understands that writing and drawing are different: pretend writing represented using squiggles
Tuesday	Puzzles and games	Phonics Listening and speaking	Uses language to think and reason: matches things that go together and compares things that are different	Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Wednesday	Independent reading	Reading and viewing	"Reads" independently books for pleasure in the library or classroom reading corner Holds the book the right way up and turns pages correctly	Phonics, Reading and Viewing Rubric 3: Makes up own story by "reading" the pictures
Thursday	Fine motor skills and handwriting	Handwriting	Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction Copies known letters in own name to represent writing: copies own name Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc.	Emergent Writing and Handwriting Rubric 1: Develops small muscle skills and fine motor skills
Friday	Pretend play	Listening and speaking Emergent writing	Role plays writing in play situations: takes a telephone message, writes a traffic fine, etc. Copies print from the environment while playing	

★ Karolo ya 2: Ditheo tša go hlahla go ruta le go ithuta ka Mphatong wa R

Lenaneo le le hlohleletša mokgwa wa go ruta le go ithuta wa go tutuetša le go hlohleletša baithuti gore ba tlhabelle boemo bja dikgopolo, tsebo le mabokgoni ao ba tlo agago go ona ka mephato ya go latela. Dinyakišišo tša thuto ka diphapošing di laeditše sete ya **ditheo** tša go hlola katlego ya go ithuta. Lenaneo le theilwe go ditheo tše seswai tše.

Tlhalošantšu

setheo (**ditheo** ka bontshing)

molaokakaretšo wo o amogelwago go ba nnete

Ditheo tše seswai tša go ruta le go ithuta

Le ge ditheo di nomorilwe, se e no ba fela gore re kgone go di šupa. Ditheo ka moka di bohlokwa go lekana ebile o tla lemoga gore di a tswalana.



8 Setheo sa go itlwaetša. Go ithuta go akaretša go itlwaetša ka mabokgoni le tsebo ye mpsha.



1 Setheo sa dikamano/sebaka. Go ithuta go direga maemong a go kgotsafatšo ebile a maleba.



2 Setheo sa mošongwana. Barutwana ba swanetše go akaretšwa tshapedišong ya go ruta le go ithuta.



7 Setheo sa boakaretši. Go ithuta go phethega ka tlase ga seemo seo yo mongwe le yo mongwe a amogegilego, akareditšwego, swarwago ga botse, hlompfiwa le gona a ka kgatha tema.



3 Setheo sa dipapadi. Dipapadi tša tokologo le tša go bapala ka go hlahliwa di thuša bana go ithuta.



6 Setheo sa tlhahlo. Go ithuta go phethagala ge barutiši ba hlahla barutwana ka go tlhabollo tsebo ye mpsha.



5 Setheo sa tswalano. Go ithuta go phethagala ge go na le dipoledišano le go abelana dikgopolo.



4 Setheo sa kgato ya maleba. Barutwana ba feta dikgato tše di fapafapanego tša kweišo le tlhabologo.

★ Section 2: Guiding principles of teaching and learning in Grade R

The programme encourages an approach to teaching and learning that is stimulating and motivating for learners so that they will develop the attitudes, knowledge and skills that they will build on in later grades. Education research in classrooms has highlighted a set of teaching **principles** which contribute to successful learning. The programme is built on eight of these principles.

Glossary

principle

a general rule that is accepted to be true

Eight principles of teaching and learning

While the principles are numbered, this is purely for ease of reference. All the principles are equally important and you will notice that they are closely linked to one another.



8 The practice principle. Learning is consolidated through practising new skills and knowledge.



1 The context principle. Learning takes place in meaningful and appropriate situations.



2 The activity principle. Learners should be directly involved in the learning-teaching process.



7 The inclusivity principle. Learning takes place in an environment where everyone is welcomed, included, treated fairly, respected and can participate.

THE EIGHT PRINCIPLES OF TEACHING AND LEARNING IN GRADE R



3 The play principle. Children learn best in free-play and guided-play activities.



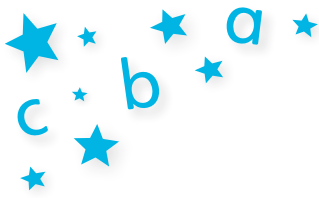
6 The guidance principle. Learning takes place when teachers guide learners in developing new knowledge.



5 The interaction principle. Learning takes place when there is communication and sharing of ideas.



4 The level principle. Learners pass through various levels of understanding and development.



Karolo ye e latelago ya *Pukutliahlo ya Mareo* e go bontšha ka botlalo ditheo tša go ruta le go ithuta Mphatong wa R. Setheo se sengwe le se sengwe se na le:

- ★ tlhalošo
- ★ tshedimošo ka botlalo ka ga setheo.
- ★ lepokisi la “Ka phapošing ...” fao re hlohlomišago gore lereo goba setheo se ka dirišwa bjang ka phapošing.

1 Setheo sa dikamano

Go ithuta go direga maemong a go kgotsofatša ebile a maleba.

Go ithuta go direga maitemogelong a tšatši ka tšatši ka gae, mabenkeleng, mebileng, kliniking (ka thekising, bokgobapukung, ka jarateng, kerekeng le moskhung, phakeng (le dikamanong tše dingwe letšatšing le lengwe le le lengwe. Ge barutwana ba fihla ka Mphatong wa R, ba tla le maitemogelo a bona le kwešišo le kgopolo ya bona ya lefase. Ke tsebo ya bona ya ka mehla. Ba gola ba diriša leleme la ka gae. Tsebo ya letšatšing le lengwe le le lengwe le leleme di ka se swane barutwaneng ka ge di eya ka lapa la morutwana, setšhaba le setšo.

Ge barutwana ba fihla ka Mphatong wa R, ba tla le maitemogelo a bona.

Ka phapošing ...

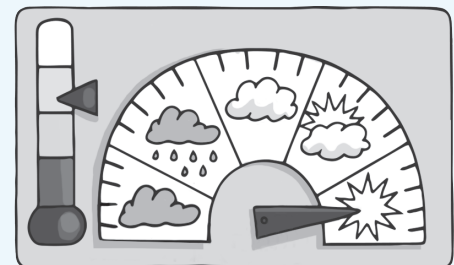
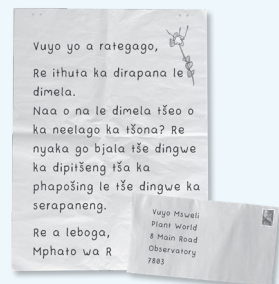
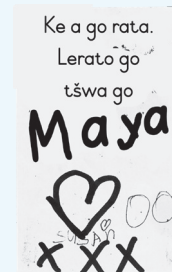


Barutwana ba bantši ba Afrika Borwa ba gola dikamanong tša go se be le phihlelelo ya dipuku le moo go thala le go ngwala e sego karolo ya maitemogelo a bona a letšatši le lengwe le le lengwe. Bjalo ka barutiši ba barutwana ba bannyane, re hloka go hlama sekgoba ka phapošing sa go tswalanya legae la morutwana le kamano ya sekolo gore go ithuta go be bohlokwa go bona.

Re ka hlohleletša barutwana go lebelela kgatišo le ditlhaka tseleng ya go ya gae ge ba etšwa sekolong goba tikologong ya bona, gore ba bone mongwalo kamanong ya bona. Re ka bontšha barutwana gore go bala le go ngwala go na le morero ka go mešongwana ya go swana le go ngwala lenaneo la direkwa goba go direla motho yo mongwe karata.

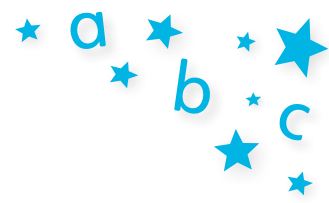
Go hlama tikologo ya phapoši ya go huma ka kgatišo go thuša barutwana go bona morero wa kgatišo. Mo ke dikgopolo tša go ka šomiša kgatišo ka ditsela tša mohola ka phapošing ya Mphato wa R:

- ★ Ngwala maina a barutwana khalentareng ya matšatši a matswalo gomme o lekole khalentara le barutwana letšatši le lengwe le le lengwe.
- ★ Bea maina mapokising a go swara dilo, tše bjalo ka dipoloko le marara. Ge o ntšha didirišwa, bala maina le barutwana le hlaboša mantšu.
- ★ Hlama phoustara ya go bontšha lenaneo la letšatši ka diswantšho le mantšu. Hlohleletša barutwana “leka” go bala phoustara go hwetša gore go latela mošongwana ofe.
- ★ Bea diphoustara tša paballo ya mmele kgauswi le sinki goba botshwamare e gopotše barutwana go hlapa diatla. Diriša diswantšho le mantšu diphoustareng tše.
- ★ Bala diphoustara tše di lego maboteng. Dira tšhate ya boso ye o e balago le barutwana letšatši le lengwe le le lengwe.
- ★ Bea dithalwa tša barutwana le mongwalo wo o itlhagišago go dikologa phapoši.



Re tseba ka setheo sa kamano gore barutwana ba bannyane ba ithuta bokaonekaone ge go ithuta go gofsa go na le morero gomme go tswalana le selo se ba se tsebago. Tsela ye maatla yeo barutwana ba bannyane ba kwešišago ka yona ke ya go diriša dikanegelo. Ke ka moo Lenaneo la go Kaonafatša Leleme le dirilwe ka dikanegelo, go dumelela barutwana go aga mabokgoni a maswa le tsebo kamegong ya kanegelo ya go tlwaelega.





The next part of the *Concept Guide* takes you through eight principles for teaching and learning in Grade R. Each principle has:

- ★ a definition
- ★ more information about the principle
- ★ an “In the classroom ...” box where we explore how a concept or principle can be applied in the classroom.

1 The context principle

Learning takes place in meaningful and appropriate situations.

Learning happens during everyday experiences in the home, at the shops, in the street, at the clinic, in the taxi, at the library, in the yard, at church and mosque, in the park, and in many other everyday contexts. When learners arrive in Grade R, they come with their experiences as well as their understanding and ideas about the world. This is their everyday knowledge. They will have grown up using the language of their family. Everyday knowledge and language will not be the same for all learners as it depends on the learner’s family, community and culture.

When learners arrive in Grade R, they come with their experiences.

In the classroom ...

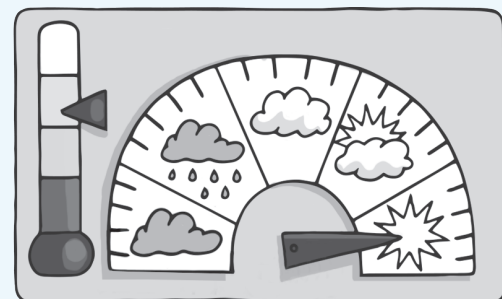
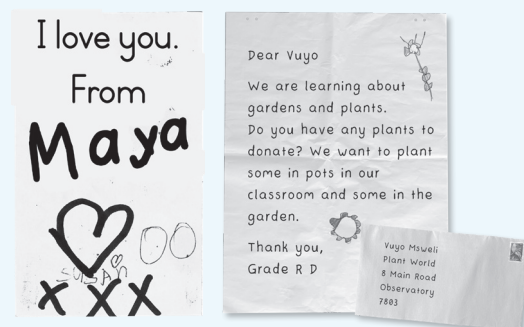


Many learners in South Africa grow up in contexts where there is limited exposure to books and where drawing and writing is not part of their everyday experience. As teachers of young learners, we need to create classroom spaces that help to bridge learners’ home and school contexts so that learning is meaningful to them.

We might encourage learners to look for print and letters on their way home from school or around their neighbourhood, so that they see writing in their own contexts. We could show learners that reading and writing has a purpose through activities such as writing a shopping list or making a card for someone.

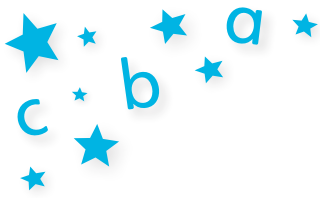
Creating a print-rich classroom environment also helps learners to see the purpose of print. Here are some ideas for using print in meaningful ways in a Grade R classroom:

- ★ Write learners’ names on a birthday calendar and check the calendar with the class every day.
- ★ Put labels on storage boxes, such as blocks and puzzles. Whenever you take out resources, read the labels out aloud with the learners.
- ★ Create a poster that illustrates the daily programme with pictures and words. Encourage learners to “have a go” at reading the poster to find out what activity is next.
- ★ Display hygiene posters next to the sink or toilet reminding learners to wash their hands. Use pictures and words for these posters.
- ★ Read posters on the walls. Make a weather chart that you read with the learners every day.
- ★ Display learners’ drawings and emergent writing around the classroom.



We know from the context principle that young learners learn best when new learning has meaning and is connected to something they already know about. One of the powerful ways young learners make meaning is through stories. This is why the Language Improvement Programme has been structured around stories, allowing learners to build new skills and knowledge in a familiar story context.





2 Setheo sa mošongwana

Barutwana ba swanetše go akaretšwa tshepedišong ya go ruta le go ithuta.

Barutwana ba bannyane ba ithuta bokaonekaone ka go ba mahlahla, ge ba dira dilo le ka go akaretšwa mešongwaneng ya go dira. Ba diriša mebele ya bona go hlohlomiša le go ithuta ka ga lefase, gomme ga ba kgone go dula fase ba iketla sebaka se setelele. Ba ithuta gabonolo ge ba tswalanya mantšu a maswa le mareo ka ditiro le maitemogelo a nnete.

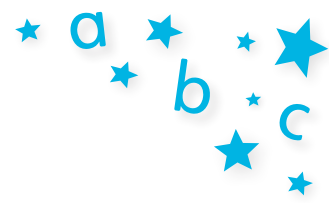
Go ithuta ka Mphatong wa R go swanetše go ba le boipshino, mešongwana ya go dira le maitemogelo a go kwešišega a go diriša dilo tše dintši. Mo go kgonegago, mešongwana e swanetše go nea barutwana menyetla ya go diriša mebele ya bona ka moka, dikwi, gagolo go bona, go kwa le go swara.

Barutwana ba bannyane
ba ithuta bokaonekaone
ka go ba mahlahla.

Ka phapošing ...

Ge barutwana ba diragatša kanegelo, ba ba le sebaka sa go ba baanegwa gomme ba dira gore leleme la kanegelo e be la bona. Ba diriša leleme le leswa gomme ba aga boitshepo bja bona ka go anega kanegelo.





2 The activity principle

Learners should be directly involved in the learning-teaching process.

Young learners learn best by being active, doing things and by being involved in hands-on activities. They use their bodies to explore and learn about the world around them, and find it difficult to sit still for a long time. They learn more easily when they can link new words and concepts with actions and real experiences.

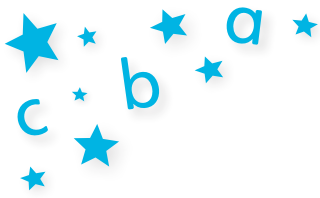
Learning in Grade R should consist of enjoyable, hands-on activities and meaningful experiences that make use of many objects. Wherever possible, the activities should provide learners with opportunities to use their whole bodies and their senses, especially sight, hearing and touch.

Young learners learn best by being active.

In the classroom ...

When learners role play a story, they have a chance to embody the characters and make the language of the story their own. They use new language and build their confidence by being actively involved in telling the story.





Ka phapošing (e tšwela pele) ...

Barutwana ba Mphato wa R ga ba swanela go opela dialfabeto, go kopolla mantšu ao a lego letlapeng goba go itlwaetša go ngwala ditlhaka gare ga methaladi goba pampiring ka phensele. Barutwana ba bannyane ba swanetše go ithuta go hlama ditlhaka ka mesepele ye megolo le ka maitemogelo a go ama dikwi tša bona ka moka. Tlhamo ya ditlhaka e rutwe ka ditsela tša dikwintši bjalo ka go thala tlhaka mo konkoriting ka poraše ya go penta e tsentswe ka meetseng, go dira tlhaka ka tlhama, go tswalanya tlhamo ya tlhaka le modumo wa yona, goba go gatiša ditlhaka ka thereing ya go tlala santa.

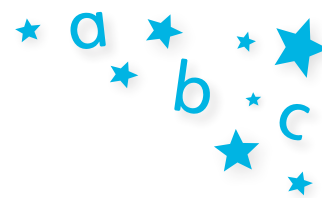


Go tlo ba bonolo go barutwana go kwa medumo mantšung ka go tswalanya medumo le ditiro le dilo tša go swarwa. Se se ka dirwa, mohlala, ka go hlohleletša barutwana go phaphatha diatla goba go tlola senokong se sengwe le se sengwe goba modumong goba go sepetša sebaledi ge ba bolela senoko se sengwe le se sengwe goba modumo lentšung.



Ge o tsebiša tlhaka ye mpsha, e ka ba kgopolo ye botse go bontšha barutwana dilo tša go thoma ka tlhaka yeo – bolela ka dilo, di fetiše gore barutwana ba di sware, gomme ba bolele leina la selo mola o gatelela modumo wa nepišo.





In the classroom (cont.) ...

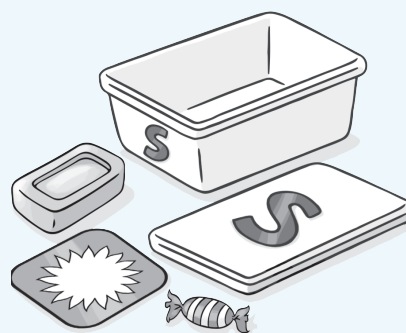
Grade R learners should not be made to chant the alphabet, copy letters from a board or practise writing letters between lines or on paper with a pencil. Young learners should learn how to form letters through big movements and through experiences that involve all of their senses. Letter formation must be taught in multisensory ways such as painting a letter on concrete with a paintbrush dipped in water, making a letter from playdough, linking the formation of a letter with the sound it makes, or tracing letters in a tray filled with sand.

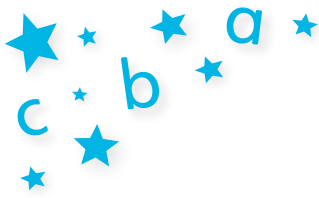


It will be easier for learners to hear sounds in words by connecting the sounds to physical actions and concrete objects. This can be done, for example, by encouraging learners to clap or hop for each syllable or sound, or to move counters as they say each syllable or sound in a word.



When introducing a new letter, it is a good idea to show learners objects that start with that sound – talk about the objects, pass them around so that learners can touch them, and then say the name of the object while emphasising the focus sound.





3 Setheo sa dipapadi






Dipapadi tša tokologo le tša go bapala ka go hlahlwa di thuša bana go ithuta.

Mo baneng go bapala le go ithuta ke selo se tee.

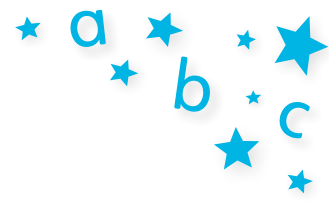
Mo baneng go bapala le go ithuta ke selo se tee. Ga se fela selo seo barutwana ba se dirago ka "nako ya tokologo" goba ge morutiši a se gona. Go bapala go akaretša dilo tše mmalwa bjalo ka go bapala ka ntle; mešongwana ya go itšhidulla; go bapala ka mabu le meetse (maraga); go itshema go raloka le bagwera goba ka noši; go bapala ka dipoloko tša go aga; go bapala dipapadi tša go theeletša, dipapadi tša go phopholetša le go bapala dikarata. Dipapadi tše dingwe di nyaka nako le dibapadišwa le ge go le bjalo bana ba rata dipapadi ka moka le tšeo di bapalwago ka ditlabelo tša maitirelo.

Mehuta ye mehlang ya dipapadi

Banyakišiši ba utullotše mehuta ye mehlang ya dipapadi yeo e hwetšwago ditšong ka moka gomme e thekga kgolo ya mmele, tša leago, maikutlo le ya monagano tša barutwana.

	<p>Papadi ya boitšhidullo</p> <ul style="list-style-type: none"> ★ Go akaretša go itšhidulla ka mafolofolo, tshepetšo ya maleba ya matsogo le papadi ya makgwakgwa -ya go wa- le go kgokologa. ★ Papadi ya boitšhidullo bohlokwa go barutwana go hlabolla tshepetšo ya matsogo le maoto le go aga maatla le kgotlelelo.
	<p>Papadi ka didirišwa</p> <ul style="list-style-type: none"> ★ Ge barutwana ba hlotletša, ba nyakišiša le boitekelo ka dilo tša go fapana lefaseng la bona, dithaloko tša mohuta woo di ba ruta mabokgoni a dikgopolo le go rarolla mathata. ★ E ka ba dilo tša go dira lešata bjalo ka dipoto le dipane; dilo tša go phaphasela bjalo ka dikhurumelo tša mabotlelo le mabotlelo a polasetiki; go nametša dilo godimo ga tše dingwe bjalo ka diswaro tša diyokate; dilo tše di ka thubjago, phuthiwa, bopiwa, fošiwa, fofa fofago, go gokariwa goba go rwalwa.
	<p>Papadi ya kemela-nnete</p> <ul style="list-style-type: none"> ★ Ke ge bana ba šomiša dibapadišwa, dilo, diswantšho, dithalwa le maswao a mangwe go emela dilo tša nnete dipapading tša bona. ★ Go papadi ya kemela-nnete, barutwana ba ithuta gore selo se setee se ka "emela" goba sa emela se sengwe bjalo ka ge morago ba tlo ithuta gore tlhaka e ka emela modumo.
	<p>Mantlwane le dipapadi tša boikgopolelo</p> <ul style="list-style-type: none"> ★ Di akaretša go nagana tiragalo, go tšea dikarolo tša go fapana, go apara gabotse, go diriša mantšu a go fapana le poledišano ka ga ditiragalo. ★ Go itshema go raloka go godiša tlhabollo ya kgopolo le segwera gomme e thuša barutwana go laola maitshwano a bona le menagano.
	<p>Dipapadi tša melao</p> <ul style="list-style-type: none"> ★ Di ka akaretša go tshela, go balela, dipapadi tša kgati, dipapadi tša boto, dipapadi tša mataese, dipapadi tša dikarata, dipapadi tša khuta o nyake. ★ Dipapadi tše dihlhohletša barutwana go ithuta, go latela le go hlaloša melao ya papadi, go abelana le go šielana, go thušana, go šomana le go swabišwiwa le go leka gape.





3 The play principle

Children learn best in free-play and guided-play activities.

For learners, learning and play are not separate activities. It is not something that learners only do in their “free time” or when a teacher is not around. Play can mean many things: outdoor physical activities; playing with sand or water; pretend play with friends or alone; playing with blocks and construction toys; playing listening games, guessing games or card games. Although some play activities need extra time and resources, learners often enjoy playing with everyday objects and simple homemade materials.

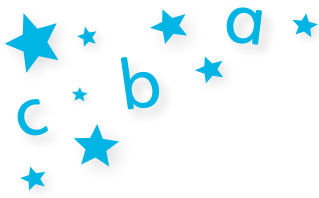
For learners, learning and play are not separate activities.

Five types of play

Researchers have identified five types of play that can be seen in all cultures and that support the physical, social, emotional and cognitive development of the learner.

	<p>Physical play</p> <ul style="list-style-type: none"> ★ This includes active exercise, fine motor practice and rough-and-tumble play. ★ Physical play is important for learners to develop gross and fine motor coordination and for building strength and endurance.
	<p>Play with objects</p> <ul style="list-style-type: none"> ★ As learners explore, investigate and experiment with different objects in their world, they develop their thinking skills and learn to problem solve. ★ These can be noisy objects like pots and pans; floating objects like corks and plastic bottles; stacking objects like yoghurt containers; objects that can be squashed, folded, moulded, thrown, bounced, cuddled and carried.
	<p>Symbolic play</p> <ul style="list-style-type: none"> ★ This is where learners use a toy, object, picture, drawing or other mark-making to represent real-life objects in their game. ★ In symbolic play, learners learn that one thing can “stand for” or represent another one just as later they will learn that a letter can represent a sound.
	<p>Pretend and sociodramatic play</p> <ul style="list-style-type: none"> ★ This involves imagining a scenario, taking on different roles, dressing up, using different voices and negotiating events. ★ Pretend play promotes cognitive and social development and helps learners to manage their own behaviour and thinking.
	<p>Games with rules</p> <ul style="list-style-type: none"> ★ These can include hopping, counting, skipping games, board games, dice games, card games, hide and seek games. ★ These games encourage learners to learn, follow and explain rules, share and take turns, help one another, deal with disappointment and try again.





Ka phapošing ...

Barutwana ba rata mantlwane, gape go itshema go raloka ke tsela ye botse kudu ya go thekga go ithuta ga bona. Go itshema go raloka go ka ba le lešata, efela e ba kgontšha go kwešiša le go diriša leleme go feta fa-le-gona-bjale, go feta maitemogelo a bona le lefase la bona la nnete. Ba swanetše go boledišana ka ga dikarolo tše ba di bapalago gomme ba tlhaloše se ba se dirago. Ba ithuta le ka boemedi – gore selo se ka emela se sengwe. Kwešišo ya kgopolo ye boima ye e tlo ba thuša go kwešiša gore mongwalo wa letlakaleng o emetše mantšu ao re a boelago.

Mo ke dikgopolo tše di šomago go go thuša go hlohleletša go itshema go raloka ka phapošing ya gago:

- ★ Go bonolo go dira lebenkele la mantlwane ka mapokisi a kgale, ditšhelo tša polasetiki le dilo tše dingwe tša khitšhi. Tšhelete ya mantlwane e ka dirwa ka dipampiri. Barutwana ba bannyane ba rata go diragatša ka ntlong, go swana le go apea le go hlatswa.
- ★ Hlohleletša barutwana go šomiša go itshema go ngwala le go bala dipapading tša bona. Mohlala dira leswao la lebenkele, go dira lenaneo la go reka, go ngwala taelo ya dihlare goba go ngwala otara ka restauranteng ya go itshema.
- ★ Tsenela mešongwana le barutwana ge ba bapala. Šišinya ka mo dilo tšeo di ka emago legatong la tše dingwe, mohl. *“O ka ribega tafola gomme la e dira seketswana.”*
- ★ Thuša barutwana go gopola ka maswao ge ba bapala. Bontšha boipshino le go ba le seabe ka go naganela godimo le go bolela ka seo se diregago mošongwaneng.





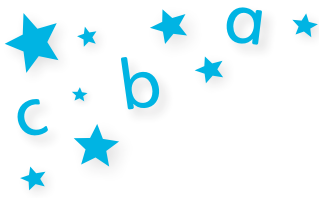
In the classroom ...

Learners often love to pretend, and pretend play is a very good way to support their learning. Pretend play can be noisy, but this kind of play builds learners' ability to understand and use language which goes beyond the here-and-now, beyond their own personal experiences and beyond the real world. They have to negotiate roles and explain what they are doing. They also learn about representation – that one thing can stand for another. Grasping this difficult concept will help them to understand that the writing on a page stands for the words we speak.

Here are some practical ideas to help you to encourage pretend play in your classroom:

- ★ A pretend shop is easy to set up with old boxes, plastic containers and other items from the kitchen. Scrap paper can be used for pretend money. Young learners also enjoy role playing routines around the house, such as cooking and washing.
- ★ Encourage learners to use pretend writing and reading in their play. For example, make a sign for a shop, making a shopping list, writing a prescription for medicine or taking down orders in a pretend restaurant.
- ★ Join in activities with learners as they play. Show your enjoyment and involvement by thinking aloud and talking about what is happening in the activity.
- ★ Help learners to think about symbols during play. Suggest how one thing might represent another. For example, "You could turn that table upside down and use it as your boat."





Mokgwa wa go ruta ka dipapadi

Mokgwa wa go ruta le go ithuta ka dipapadi o lemoga gore barutwana ba ithuta bokaone ka mešongwana ya dipapadi tša tokologo tša go thomiwa le go laolwa ke barutwana ntle le kamego ya batho ba bagolo.

Ka nako ye nngwe barutwana ba ithuta bo kaone dipapading tša go šetšwa, e ka ba ba bapala ka noši goba ka dihlopha. Morero wa go ruta le go ithuta o nyaka tekanyetšo magareng ga mešongwana ya dipapadi tša go fapana.

Barutwana ba nyaka menyetla ye mentši go:

- ★ *hlohloliša tikologo ka go šomiša dikwi.*
Mohlala: mešongwana ya ka ntle bjalo ka go namela le go kitima, tsheretshere le dipapadi tša kgwele.
- ★ *nyakišiša ba rarolle mathata*
Mohlala: go šomiša dipoloko tša go aga go aga se sengwe goba go šomiša meetse le mabu go tlatša kgamelolo.
- ★ *itlwaetša go dira seo ba se tsebago goba ba kgonago go se dira.*
Mohlala: go bapala dipapadi tša go ba le melao bjalo ka papadi ya llere le dinoga goba ditomino.

Bohlokwa bja dipapadi tsebong ya go bala le go ngwala le tlabollong ya leleme

Ge barutwana ba bapala, gantši ba diriša dilo tše di lego tikologong ya bona ba dira eke ke bona dilo tše dingwe. Ge barutwana ba thala, ba dira diswantšho go emela lefase la nnete goba la boikgopolelo.

Papading ye ya kemela-nnete, barutwana ba diriša selo se setee go "emela" goba go ba le kemedi ya se sengwe. Ke mathomo a go ithuta fao didirišwa di emelago dilo tša nnete. Mohlala, ba ka ithuta gore:

- ★ poloko ya go aga ya kota ya khutlonnethwii e ka emela mogala
- ★ go thala batho ba babedi gore ba emele batho ba babedi ba nnete
- ★ tlhaka ya **s** e emetše modumo wa /s/ wo o kwewago mantšung "seeta" le "santa".

Go na le mešongwana ya dipapadi ye mengwe ye mentši ya go godiša go ithuta leleme. Mohlala:

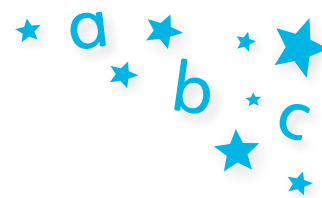
- ★ Ge barutwana ba bapala dipapadi tša go phopholetša, ba swanetše go diriša leleme go tlhaloša seo ba naganago ka sona.
"Ke nagana ka phoofolo ya go dula polaseng. E re fa maswi le nama."
- ★ Dipapadi tše bjalo ka "Ke dira bohlopi ka leihlo la ka le lennyane" di thuša barutwana go hlatha medumo ya mathomo mantšung.
"Ke dira bohlopi ka leihlo la ka le lennyane e thoma ka /k/."
- ★ Dipapadi tša theeletšo di thuša go aga tlotlontšu le kwešišo ya mareo barutwaneng.
"Ema ka leoto la nnegele o beye diatla tša gago hlogong."

Lenaneo la go ithuta le swanetše go akaretša tekanelo ya mešongwana ya mehuta ya dipapadi ka moka tša go fapana.



Go papadi ya kemela-nnete ya didirišwa, barutwana ba diriša selo se setee go "emela" goba go ba le kemedi ya se sengwe.





The play-based approach

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 in whole class or small groups. A well-planned teaching and learning programme should include a balance of all the different types of play activities.

Learners need many opportunities to:

- ★ *explore their environment using their senses.*
For example: outdoor activities like climbing and running, hopscotch and ball games.
- ★ *investigate and solve problems.*
For example: using construction materials to make a tower, or using water or sand to fill containers.
- ★ *practise what they already know or can do.*
For example: playing structured games like snakes and ladders or dominoes.

The importance of play for literacy and language development

When learners play, they often use objects in their environment and pretend that they are other things. When learners draw, they make pictures to represent real life or an imaginary world.

In this kind of *symbolic play*, learners use one object to “stand for” or represent another one. This is the beginning of learning that symbols can represent real things. For example, they learn that:

- ★ a rectangular wooden construction block can represent a telephone
- ★ a drawing of two people can represent two real people
- ★ the letter **s** stands for the sound /s/ that you hear in the words “seeta” and “santa”.

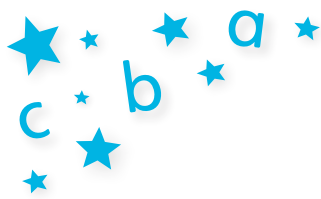
There are many other play activities that promote language learning. For example:

- ★ When learners play guessing games, they have to use language to describe what they are thinking about.
“I am thinking of an animal that lives on a farm. It gives us milk and meat.”
- ★ Games like “I spy with my little eye” help learners to identify the beginning sounds in words.
“I spy with my little eye something beginning with /k/.”
- ★ Listening games help build learners’ vocabulary and understanding of concepts.
“Stand on your left leg and put your hands on your head.”

A learning programme should include a balance of all the different types of play activities.



In symbolic play, learners use one object to “stand for” or represent another one.



4 Setheo sa kgato ya maleba

Barutwana ba feta dikgato tše di fapafapanego tša kwešišo le tlabologo.

Barutwana ba Mphatong wa R ka moka ba lekana ka mengwaga, efela yo mongwe le yo mongwe o na le semelo sa gagwe. dinyakwa, dikgahlego, bokgoni le dithlohlo. Ba tlo fapana go ya ka maitemogelo a bona a peleng le maemo a leleme. Tše di tlo ama kgato ya mošomo wa bona le thekgo ye ba tlo e nyakago barutišing le bathong ba bangwe gore ba ithute.

Kgato ya mošomo wa barutwana e laolwa ke dilo tše dintši le thekgo ye ba e hlokago morutišing.

Ka phapošing ...



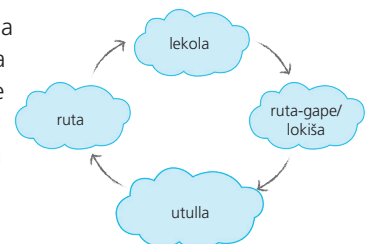
Ge barutwana ba se ba gola ka malapeng a go hlohleletša go botšiša le go araba dipotšišo, ba ka se lokologe go dira se ka phapošing. Dipotšišo tša go fapana di nyaka dilo tša go fapana barutwaneng bao mabokgoni a bona a leleme a hlabologago. Barutiši ba swanetše go leka go botšiša dipotšišo go ya ka maemo a maleba a morutwana.

- ★ Dipotšišo tše dingwe di ka arabiwa ka polelo ye nnyane fela, mohlala: *"Katse e khutile kae?"* Ge barutwana ba šupa karabo ya go nepagala, go ra gore ba kwešišitše potšišo, le ge ba sa bolele.
- ★ Dipotšišo tša go nyaka gore barutwana ba kgethe magareng ga dikarabo tše pedi di ka aga boitshepo bja bona, ka gobane ba tlo araba le ge ba sa tsebe leleme kudu: *"O nyaka go diriša kherayone ye tlalalerata goba ye talamorogo?"*
- ★ Potšišothwii ya go ba le karabo e tee le yona gape e aga boitshepo barutwaneng bao e lego gore leleme la bona le sa gola. Mohlala: *"Mmala wa roko ya mosetsana wo ke ofe?"*
- ★ Dipotšišo tša go hlohleletša barutwana go abelana ka maitemogelo di bohlokwa go aga boitshepo, ka ge dikgopolo le maitemogelo a barutwana a le bohlokwa, gomme ba ka araba go ya ka se ba se tsebago. Mohlala: *"O ile wa ya pikiniking? O ka re anegela ka pikiniki yeo?"*
- ★ Dipotšišo tša mantšu di tutuetša poledišano gape di aga tumo ya go tseba mantšu. Mohlala: *"Ka Sepedi re re 'dikhuru' tša rena, ka maleme a mangwe di bitšwa eng?"*
- ★ Dipotšišo tša go lokologa tša karabo ya go feta e tee di bohlokwa go hlabolla leleme le mabokgoni a go nagana barutwaneng. Mohlala: *"O nagana gore go tlo direga eng se sengwe?"; "Ke ka lebaka la eng o nagana gore ...?"*

Dipotšišo tše di tutuetša poledišano le go abelana dikgopolo, efela ba tlo fetola ge fela morutiši a hlotše phapoši ya go amogela le go bona bohlokwa bja dikarabo ka moka.

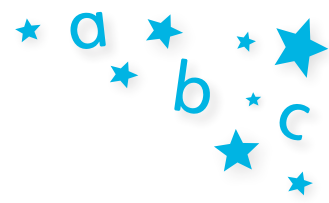
Go diriša phapanyo ge o ruta

Phapanyo e ra gore se o se **rutago** le tsela ya go se ruta di swanetše go akaretša bokgoni bja go fapana bja barutwana. Go diriša mogwa wo, barutiši ba swanetše go hlokomela le go **lekola** barutwana ka moka ka nako ya mešongwana gomme ba diriše tshedimošo ye go **utulla** thekgo yeo morutwana a e hlokago gape ba beakanye ka moo ba tlogo **ruta gape** (goba go **lokiša**) go aga le go oketša mabokgoni a barutwana. Barutwana ba bangwe ba ka kwešiša kgopolo ye mpsha, ka thekgo ya morutiši ye nnyane fela. Barutwana ba bangwe ba ka hloka nako ye ntši, go bontšhwa gantši, mehlala ye mentši le thekgo ye ntši go fihlelela kwešišo ya go swana le ya ba bangwe. Ge o ruta ka go diriša phapanyo, o hloka go:



- ★ lemoga dilo tše barutwana ba swanago le go fapana ka tšona
- ★ beakanya tsela ye kaonekaone ya go thekga barutwana ka moka go ya ka bokgoni le dithlohlo tša bona
 - Ke didirišwa tše dife tše di ka thušago?
 - Ke sehlopha sefe seo se ka swanelago morutwana bokaone?
 - Morutwana o tlo nyaka nako ye ntši? Nka godiša mošongwana wa morutwana wa go fetša ka pela bjang?
- ★ beakanya se o nyakago morutwana yo mongwe le yo mongwe a se fihlelela mafelong a mošongwana.





4 The level principle

Learners pass through various levels of understanding and development.

Learners in a Grade R classroom are all a similar age, but they each have individual personalities, needs, abilities, interests, strengths and challenges. They will differ in terms of their prior experiences and language levels. All of this will influence their pace of work and the support they will need from teachers and others in order to learn.

Many factors will influence learners' pace of work and the support they will need from the teacher.

In the classroom ...

If learners have not grown up in homes where they are encouraged to ask and answer questions, they may not feel comfortable to do so in class. Different questions make different demands on learners' developing language skills. Teachers should try to use questions at the appropriate level for each learner.

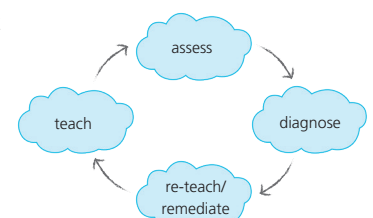
- ★ Some questions can be answered with very little language, for example: "Where is the cat hiding?" If learners point to the correct answer, it shows that they have understood the question, even if they don't speak.
- ★ Questions that require learners to choose between two responses can help build confidence, as learners can answer even if they don't have much language: "Would you like to use the blue or green crayon?"
- ★ Closed questions that have a single answer also build the confidence of learners whose language is still developing. For example: "What colour is the girl's dress?"
- ★ Questions that encourage learners to share their own experiences are essential for building confidence, as learners' ideas and experiences are valued, and they can draw on something familiar to provide an answer. For example: "Have you ever gone on a picnic? Can you tell us about when you went on a picnic?"
- ★ Questions about words and word meanings stimulate interaction and help to build curiosity about words. For example: "In English, we say these are our 'knees', what do you call these in other languages?"
- ★ Open-ended questions that have more than one correct answer are very important for developing learners' language and thinking skills. For example: "What do you think will happen next?"; "Why do you think ...?"

These questions stimulate interaction and sharing of ideas, but learners will only feel confident to respond if the teacher has created a classroom where all responses are accepted and valued.



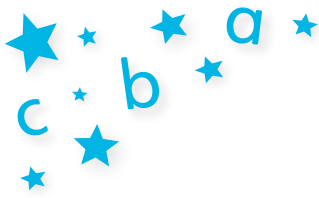
Differentiated teaching

Differentiation means that what you **teach** and the way in which you teach it needs to take into account the different abilities of your learners. To use this approach, teachers need to observe and **assess** each learner during activities and use this information to **diagnose** what support the learner needs and plan how they will **re-teach** (or **remediate**) so as to build and stretch learners' understanding and skills. Some learners may understand a new idea, with just a little support from the teacher. Other learners might need more time, more demonstrations, more examples and more support to achieve the same understanding. When you use differentiation in your teaching, you need to:



- ★ be aware of similarities and differences amongst your learners
- ★ plan the best way to support each learner based on their strengths and challenges
 - What resources would help?
 - Which group would best suit the learner?
 - Will the learner need more time? How can the activity be extended for a fast learner?
- ★ adjust what you expect each learner to have learnt by the end of the activity.





Ka phapošing ...

Mathomong a ngwaga ka Mphatong wa R, barutwana ba bangwe ba ka ba le maitemogelo a mannyane a go thala le go ngwala, mola ba bangwe ebile ba tseba go ngwala leina la bona gomme ba kgona go thala dikgopolo tša bona. Maitemogelo a peleng, bokgoni le dikgahlego di tlo tutuetša maemo a bona a tlabologo, gomme ka go hlokomela barutwana gabotse, barutiši ba tlo kgona go bona maemo a mabokgoni a bona gomme a beakanya thekgo ya bona.

Nyakišišo ya go thala

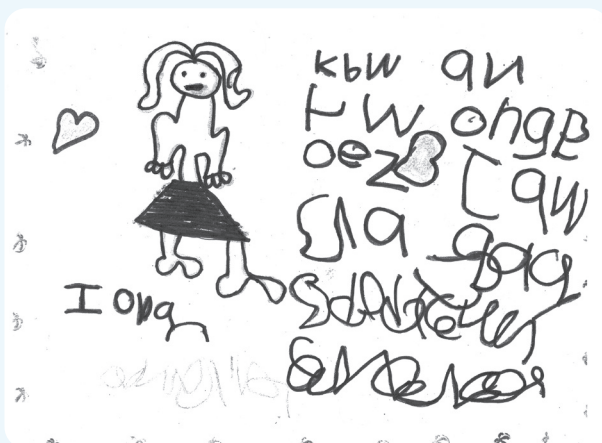
Nyakišišo ye e latelago e bontšha tshepedišo ya go ruta, go lekola, go utulla le go ruta gape/go lokiša. Morago ga go ruta thuto ya go akaretša go thala, morutiši o lekotše barutwana ka hlokomelo ye e sego ya semmušo gomme a lemoga gore barutwana ba bangwe ga se ba kgona go fetša mošongwana wa go thala ka maemo ao a bego a lebeletšwe. Hlokomelo ya gagwe e dirile gore a utulle gore barutwana ba bangwe gase ba lemoga gore go thala go nyaka gore morutwana a lebelele ka hlokomelo a be a šetše dintlha tša pono. O tšere dikgato tša go ba thuša go lokiša ka go nolofatša ka hlokomelo. Diswantšho di bontšha ka moo tsenogare ye e kgontšhitšego morutwana go ya maemong a go latela.

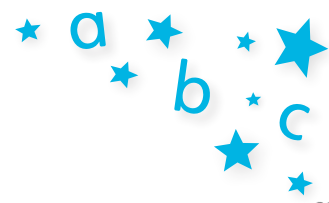
Blessing o thadile seswantšho se a na le mengwaga ye mehlano. Morutiši o belaeditšwe ke dithalwa tša gagwe a lemoga gore o hloka hlokomelo ya go kgethega. O ile a nagana go mo lebelela ge a thala, gomme a loga leano le go thekga go thala ga gawe. Ka mehla o be a boela le yena ka se a se thalago. O boletše mantšu a bjalo ka: *"Ke a bona gore o thadile seswantšho sa gago. O na le matsogo a makae? O ka mpontšha ... matsogo a gago? Ee, a ka mathoko a mmele wa gago. O nagana gore o ka ithalela matsogo?"*

Morutiši o mo hlohleletšwe go tšea nako ge a thala a ba a mo thuša go nagana ka mebala ye a ka e dirišago. O mo hlohleletšwe go lebelela se a se thalago ka hlokomelo, mohlala: *"Lebelela apole ye – ke sebopego sefe? Ee, ke nkgokolo. O hloka go e thala ka khalara efe?"* Morutiši o ahlahlile se a bego a se dira le batswadi ba Blessing a ba a hlohleletša go mo thekga ka gae. Blessing, batswadi ba gagwe le morutiši, ba ile ba thabišwa ke tšwelopele ya gagwe!

Go ngwala

Ge barutwana ba ngwala la mathomo mongwalo wa bona o ka se swane le wa batho ba bagolo, efela e ba bangwadi ge ba leka go hlagiša dikgopolo tša bona pampiring le go diriša mongwalo mabakeng a go fapana. Mehlala ye e latelago e bontšha magato a go fapana a barutwana ba fetago go yona kwešišo le tlabologo ge ba ithuta go ngwala. Lebelela Setheo sa Tlhahlo go kwa ka moo morutiši a ka hlahlago barutwana ka tshwanelo kगतong ya bona ya go ngwala.





In the classroom ...

At the start of the Grade R year, some learners may have limited experience of drawing and writing, while others may already know how to write their name and will feel confident about drawing their ideas. Their prior experiences, abilities and interests will influence their developmental levels, and by observing learners carefully, teachers will be able to determine their skill levels and plan how best to support their development.

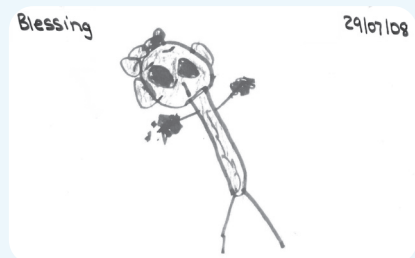
Drawing case study

The following case study illustrates the process of teaching, assessing, diagnosing and re-teaching/remediating. After teaching a lesson that included drawing, the teacher assessed the learners through informal observation and noticed that some learners were not able to complete the drawing activity at the expected level. Her observations led her to diagnose that the learners did not realise that drawing required careful looking and paying attention to visual details. She then took steps to remediate through careful scaffolding. The pictures show how this intervention enabled a learner to move to the next level.

Blessing was five years old when he drew this picture. The teacher was concerned when she saw his drawings and realised he needed some special attention. She decided to observe him during drawing time, and came up with a plan to support his drawing. She chatted to him every day about what he was drawing. She said things like: "I can see you have drawn a picture of yourself here. How many arms do you have? Can you show me your ... arms? Yes, they are here on the side of your body. Do you think you can draw some arms for yourself?"

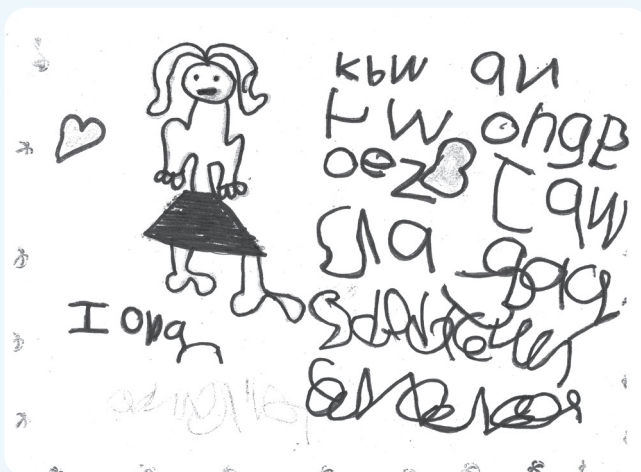


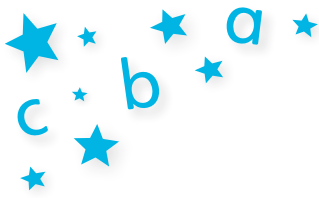
The teacher encouraged him to take more time doing his drawings and helped him to plan which colours to use. She encouraged him to look more carefully at things when he was drawing, for example: "Look at this apple – what shape is it? Yes, it is round. And what colour do you need to draw it?" The teacher also discussed what she was doing with Blessing's parents and encouraged them to support him at home. Blessing, his parents and his teacher were really pleased by the progress he made!



Writing

Young learners' first attempts at writing may not look like grown-up writing, but they are becoming writers as they try to communicate their ideas on paper and use writing for different purposes. The following examples show how learners pass through different stages of understanding and development in the process of learning to write. See the Guidance Principle for more about how a teacher can guide learners appropriately for their stage of writing.





5 Setheo sa tswalano

Go ithuta go phethagala ge go na le dikamano, dipoledišano le go abelana dikgopolo.

Barutwana ba ithuta bokaone ge re hlokomela dikgahlego tša bona le go ba fa menyetla ya go bolela, ba abelana ka dikgopolo, ba botšiša le go araba dipotšišo. Poledišano gare ga batho ba bagolo le barutwana ke motheo wa tlhabollo ya polelo gomme ge barutwana ba tšea karolo poledišanong gantši le go botšiša dipotšišo le go hlagiša dikgopolo, mabokgoni a bona a polelo le go nagana a tlo gola ka bjako.

Dinyakišišo di bontšhitše gore diphapoši tša digotlane tša boleng bja godimo ke tša morutiši wa maikarabelo le go hlola tikologo ya go thekga tirišano le poledišano. Go bonolo go fa ditaello wa lebelela gore barutwana ba homole, efela ga se ka fao barutwana ba bannyane ba ithutago leleme ka gona.

Barutiši ba go ba le maikarabelo ba aga polelo ya barutwana ba bona.

Ka phapošing ..

Ka phapošing ya Mphato wa R, go na le menyetla ye mentši mo letšatšing ya go aga go bolela.

Bontšha o be o anege ke monyetla wa moswananoši wa gore barutwana ba tle le selo se sengwe sa bona ka phapošing, ba beakanye le go bolela nako ye telele ka selo sa go kgethega go bona. Mo ke maano a mangwe a go thekga tirišano ka nako ya *bontšha o be o anege*:

- ★ Tiiša selo se morutwana a se kgethilego sa bontšha o be o anege.
- ★ Khunama o lekane le morutwana, mo lebelele ka mahlong gomme o mo theeletše ka kgahlego.
- ★ Boeletša se a se boletšego o be o oketše tshedimošo, bolela se a se boletšego ka tselo ye nngwe goba o se oketše, efela o tiiše molaetša wa gagwe.
- ★ Botšiša dipotšišo tše itšego gomme o theeletše dikarabo. Kgonthiša go botšiša dipotšišo tše di bulegilego tša go dira gore morutwana a nagane kudu ("Ke ipotšiša gore ke ka lebaka la eng ...?"; "Ke ka lebaka la eng o nagana gore ...?"; "O nagana gore o ikwele bjang ge ...?").
- ★ Efa barutwana nako ya go nagana pele ba araba.
- ★ Ba bontšhe gore o theeditše (ka gore: "mmm, agaa, ee, ka nnete?").
- ★ Tiiša mabokgoni a go theeletša a barutwana ba bangwe gomme o ba hlamele sekgoba sa go botšiša dipotšišo ba sa tšhabe selo.
- ★ Akaretša barutwana bao ba theeditšego "bontšha o be o anege" ka go ba botšiša ka se ba se kwelego le tše diswa tše ba ithutilego tšona.
- ★ Hlaloša dikgopolo le maikutlo a gago (le dikgopolo le maikutlo a ba bangwe).

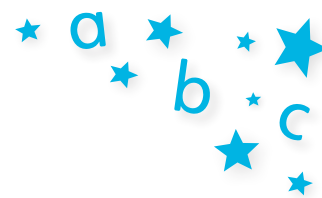


Go botšiša dipotšišo go kaonafatša tlhabollo ya leleme

Ka go botšiša dipotšišo, barutwana ba ithuta ka tswalano ya maitemogelo le dikgopolo. Ge ba botšiša dipotšišo kudu ba hlaloša dikgopolo tša bona, mabokgoni a bona a leleme le a go nagana a gola ka bjako. Dikarabo tša barutwana di ka se nepagale ka mehla, efela go dira diphošo ke karolo ya go ithuta mmogo. Barutiši ba swanetše go botšiša dipotšišo tšeo morutwana a kgonago go di araba gomme ga ba swanela go gobatša seriti sa morutwana wa go foša.

Bala go gontši karolong ya go latela ka ga dipotšišo tše o ka botšišago barutwana ba maemong a go fapana a tlhabologo.





5 The interaction principle

Learning takes place when there is communication and sharing of ideas.

Learners learn best when we respond to what interests them and they are given opportunities to interact, share their ideas and ask and answer questions. Conversations between adults and learners are the cornerstone of language development and the more learners are encouraged to be part of a conversation and to articulate their questions and ideas, the quicker their language and thinking skills will grow.

Research has shown that high-quality early childhood classrooms are those where the teacher is responsive and creates an environment that supports interaction and communication. It is so easy to give instructions and expect our learners to be quiet, but this is not how young learners learn language.

Responsive teachers build learners' language.

In the classroom ...

In a Grade R classroom, there are many opportunities to build oral language throughout the day.

Show and tell is a unique opportunity for learners to bring something of their own into the classroom, to prepare and to speak for a sustained amount of time about something special to them. Here are some strategies that a teacher could use to support interaction during *show and tell*:

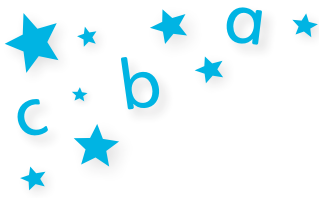
- ★ Affirm the learner's choice of object for show and tell.
- ★ Get down to the learner's height, make eye contact and listen with interest.
- ★ Repeat what a learner says and then add some more information, rephrase or expand on what they said, while being careful to affirm their message.
- ★ Ask specific questions and listen to the learner's answers. Make a point of asking open-ended questions that extend learners' thinking ("I wonder why ...?"; "What do you think ...?"; "How do you think he felt when ...?").
- ★ Give learners plenty of time to think before expecting a response.
- ★ Show learners you are actively listening (by using responses like: "mmm, ok, yes, really?").
- ★ Affirm the other learners' listening skills and create a safe space for them to ask questions.
- ★ Involve learners who are listening to the "show and tell" by asking them questions about what they heard and about new things they learnt.
- ★ Explain your own thoughts and feelings (and the thoughts and feelings of others).



Asking questions enhances language development

Through asking questions, learners learn how different experiences and ideas are connected. The more they ask questions and explain their own ideas, the quicker their language and thinking skills will grow. Learners' answers may not always be correct, but making mistakes is part of learning together. Teachers should ask questions that a learner is able to answer and should never humiliate a learner who has given a wrong answer.

Read more in the next section about questions you can ask learners at different levels of development.



6 Setheo sa tlhahlo

Go ithuta go phethagala ge barutiši ba hlahla barutwana go tlabolla tsebo ye mpsha.

Barutwana ba tswalwa ba nyaka go ithuta le ge ba ka ikutullela dilo tše dingwe ka bobona, go ithuta le go tlabologa, ba hloka ditswalano. Ditswalano tša hlokomelo le tshapano ke motheo wa go ithuta ka moka. Bafepi le barutiši ba go araba dikgahlego le boikgafo bja barutwana, ba thekga go ithuta le go thuša barutwana go kwešiša maitemogelo a bona.

Efa barutwana maikarabelo

Barutwana ba rata go tšea karolo medirong ya “batho ba bagolo” gomme go ithuta ga morutwana yo monnyane go direga ge a dira se sengwe kgauswi le mofepi goba mogolo wa gagwe. Le ge “ba tšea karolo ka go hlahlwa”, ba ithuta go dira dilo ka bobona gannyane gannyane. Bjalo ka ge moaprinthisi a ithuta mošomo mogolong wa gagwe goba mothong wa go ba le mabokgoni a mošomo woo, barutwana ba ithuta mabokgoni a mafsa ka go ba baaprinthisi baneng ba bagolwane go bona, malokong a lapa le barutišing.

Ditswalano tša hlokomelo
le tshapano ke motheo
wa go ithuta.

Ka phapošing ..



Bjalo ka ka gae, barutwana ba rata go fiwa dikarolo ka phapošing. Kgopela barutwana go rwala maikarabelo a khalentara ya matšatši a matswalo, tšhate ya boso, go aba didirišwa, go eta sehlopha pele, go thuša moithuti ka yena, go hlwekiša khutlo ya dipuku. Thoma ka go ba kgopela gore ba go thuše. Ba tlo ithuta ka go go bona o dira mešomo ye, gomme gateetee ba e dira ka bobona.

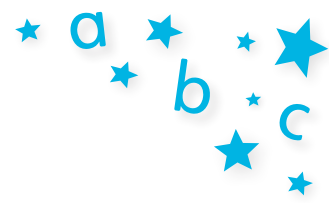


Go ipha melao go bohlokwa

Barutwana ba hloka go ithuta. Se se ra gore ba swanetše go ithuta go laola maitshwara a bona. Ka go dira mošongwana le mofepi goba morutiši wa maikarabelo, barutwana ba ithuta go tšea nako ya bona, ba nagana pele ba dira gomme ba se wele mošongwana godimo. Barutwana ba ithuta go laola maikutlo a bona, go fetola maano le go laola maikutlo a bona ge mošongwana o le bothata go o rarolla. Ba ithuta go naganela pele le go lemoga dikgetho tše di lego gona go na le go araba ntle le go nagana. Barutiši ba go dumelela barutwana go emela sebaka sa bona, ba theeletša ditaello le go tšea karolo peakanyong ya tiro, ba ba ruta go ba le taolo.

Barutiši ba ka thuša barutwana go nepiša tiro goba mošongwana ka go laola tikologo ya go ithuta. E ka ba ka go fokotša lešata goba go phutha dibapadiši goba dilo tše e sego tša mošongwana tša go gakantšha šedi ya bona. Barutiši ba ka laetša dikarolo tša bohlokwa tša mošongwana goba ba ba bontšha gore o thomiwa bjang. Barutwana ba hloka menyetla ye mentši ya go tšea karolo ditirong go hlabolla bokgoni bja go nepiša.





6 The guidance principle

Learning takes place when teachers guide learners in developing new knowledge.

Learners are born wanting to learn and although they can discover some things on their own, in order to learn and develop, they need relationships. Nurturing and trusting relationships are the cornerstones of all learning. Caregivers or teachers who respond to the interests and efforts of a learner, mediate learning and help learners to make sense of their experiences.

Give learners responsibilities

Learners love to be included in "grown-up" tasks and most of a young learner's early learning will take place while doing something alongside a caregiver or sibling. Through "guided participation", they will gradually learn to do a task on their own. Just as an apprentice learns a job from a master or someone skilled in that job, learners learn new skills by being apprentices to older siblings, family members and teachers.

Nurturing and trusting relationships are the cornerstones of all learning.

In the classroom ...



Just as at home, learners love to be given roles in the classroom. Ask learners to take responsibility for the birthday calendar, the weather chart, handing out resources, leading their group, helping a classmate, tidying up the book corner. First, ask them to help you. They will learn by watching you do these tasks, and will soon be ready to take on the jobs themselves.



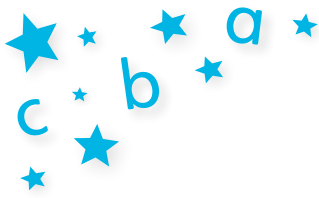
Self-regulation is key

Learners need to learn how to learn. This means that they must learn to manage or regulate their behaviour. Through completing an activity together with a responsive caregiver or teacher, learners learn how to slow down, think before acting and not respond hastily. Learners learn to control their impulses, change plans and manage their frustration when a task is difficult to solve. They learn to think ahead and consider alternatives rather than just responding thoughtlessly. Teachers who give learners opportunities to wait their turn, listen to instructions and participate in planning a task, are helping learners to learn to self-regulate.

Teachers can help learners to stay focused on a task or activity by managing the learning environment. This might mean reducing the noise or tidying away toys or objects that are not relevant to the activity and might distract learners' attention. T

eachers can also help learners to stay focused by pointing out important parts of the activity or modelling how to approach a task. Learners need many opportunities to participate in tasks to develop their ability to stay focused.





Tlhahlo maamong a maleba

Go bohlokwa gore morutiši a fe tlhahlo ya go sepelelana le maemo a morutwana a tlabologo. Bjalo ka ge re bona setheong sa kgato ya maleba, ge barutwana ba ithuta go ngwala, ba feta dikgato tša maleba tša go ngwala gomme go bohlokwa gore morutiši a lemoge se a be a thekge morutwana gabotse.



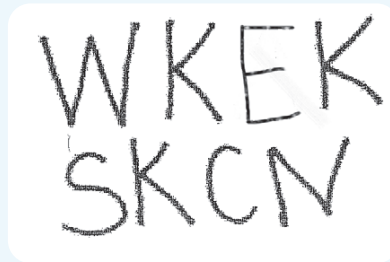
Ka phapošing ...

Barutiši ba hloka go bapala karolo ya bohlokwa ya go hlahla barutwana ge ba thala le go ngwala la mathomo. Mo ke ditšhišinyo tša go hlahla go ngwala ga motheo barutwaneng ba bannyane:

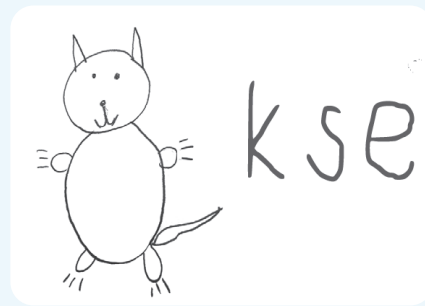
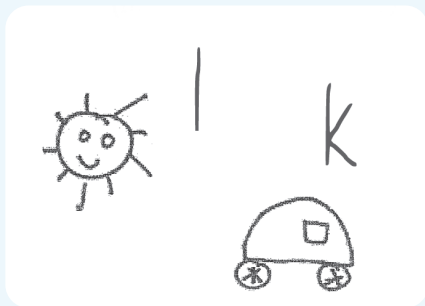
- ★ Go amogelebile gore mongwalo wa barutwana o be le mošongwana wa go kgwarinya, ditlhaka, dinomoro le dibopego. Ge morutwana a kgwarinya goba a leka go ngwala, mmotše a go botše gore o ngwadile eng gomme o tiiše maitekelo a gagwe Mohlala: *"O šomile gabotse ka go ngwala kanegelo ya gago. O ka mpotša gore e bolela ka eng?"*



- ★ O se belaele ge barutwana ba ngwala molokoloko wa ditlhaka ntle le dikgoba. Ka nako go ka thuša go bala mantšu a bona ka menwana ge ba bolela mafoko a bona, ba šupa monwana ge o bolela lentšu le lengwe le le lengwe. Ba hlohleletše go diriša menwana ge ba ngwala. E ka ba thuša go lemoga sekgoba sa gare ga mantšu.

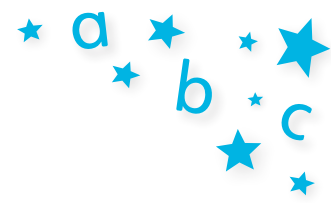


- ★ Ge ngwaga o sepela, barutwana ba ka diriša tlhaka e tee go emela medumo ya mantšu. Swayaswaya ka se o se lemogilego mongwalong wa bona. Mohlala: *"Ke rata ka moo o dirišitšego tlhaka ya /b/ go borotho – o naganne gabotse!"* Ditlhaka tša bona di ka furela goba bokagodimo ba ya ka tlase. O se phošolle mongwalo wa bona. Ba tlo itlwaetša popego ya go nepagala mešongwaneng ye mengwe.



- ★ Barutwana ba bangwe ba ka lemoga gore ga ba ngwale "gabotse" gomme ba ka gana go ngwala. Se se direga ge ba kwešiša ditlhaka le medumo gabotse, efela ba se ba tšwa ba diriša mopeleto ("wa batho ba bagolo") gabotse. Kgato ye e bohlokwa hlabologong ya mongwalo. Thekga morutwana ka go mo ngwalela mantšu a mangwe o be o mo hlohleletše go ngwala mantšu ao a kgonago go a bolela goba go a peleta. Ba tlo ngwala ka bobona e se kgale.





Guidance at the right level

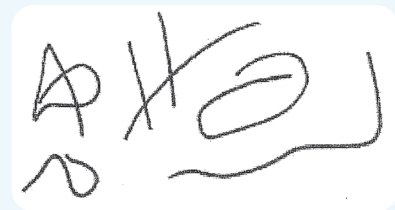
It is important that the guidance a teacher offers a learner is suitable for their level of development. As we saw in the level principle, when learners learn to write, they pass through different stages of writing and it is crucial that the teacher recognises this and supports the learner appropriately.



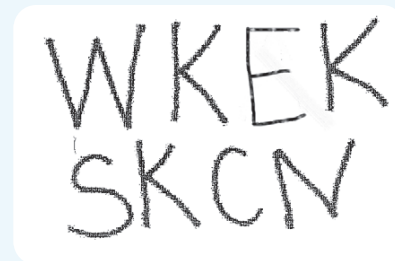
In the classroom ...

Teachers have an important role to play in guiding learners as they draw and make their first writing attempts. Here are some suggestions for ways to guide young learners' emergent writing:

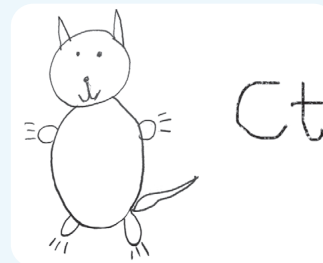
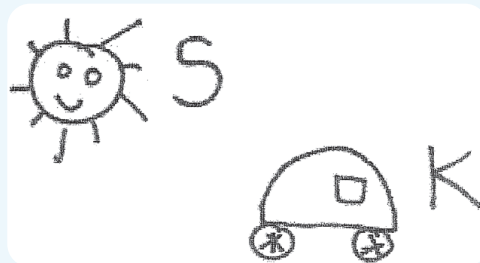
- ★ It is normal for learners' writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts. For example: "You have done a good job of writing your story. Can you tell me what it says?"



- ★ Don't worry if some learners write a long string of letters without spaces. Sometimes it can be helpful to count the learner's words on your fingers as they tell you their sentence, pointing to a finger as you say each word. Encourage the learner to do the same with their fingers as they are writing. This may help them understand the spaces between words.

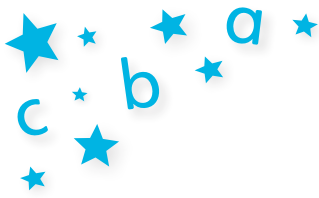


- ★ As the year progresses, learners may start using single letters to represent some sounds in words. Make a comment about what you have noticed in their writing. For example: "I like the way you used the letter /b/ for baby bird in your writing – that was good thinking!" They might still write letters backwards or upside down. Don't correct their writing. They will practise the correct formation in other activities.



- ★ Some learners may become aware that they are not writing "correctly" and may refuse to write at all. This may happen when they have developed a good understanding of letters and sounds, but cannot yet use conventional ("grown-up") spelling. This is an important phase in writing development. Support the learner by writing some words for them and encouraging them to write words that they can sound out or words that they know how to spell. Soon they will be writing again with more independence.





7 Setheo sa boakaretši

Go ithuta go phethega ka tlase ga seemo seo yo mongwe le yo mongwe a amogelelegilego, akareditšwego, swarwago ga botse, hlompfiwa le gona a ka kgatha tema.

Barutiši ba go nagana ka boakaretši ba amogela phapano magareng a barutwana. Diphapoši tša Afrika Borwa di na le barutwana ba go fapana ba bantši, mongwe le mongwe o tla le boitsebišo, boyena, bokgoni, dikgahlego le tikologo ye e fapanego.

Setheo sa boakaretši se ra gore barutwana ka moka ba akaretšwa mešongwaneng ka moka ya phapoši. Barutwana ka moka ba na le tokelo ya go ikwa ba kgethegile go tšea karolo mešongwaneng le dipoledišanong go sa kgathelele mafokodi a ba ka bago ba na le wona, ba na le tlhotlo ya maitshwaro goba mapheko a go ithuta. Barutwana ba swanetše go amogelwa, ba hlohleletšwe go tšea karolo ditebong tša sekolo ka moka goba gare gomme ba thekgiwe gore ba fihlelele bokgoni bja bona ka moka.

Setheo sa boakaretši se fetelela le go *batswadi le bašomi* bao ba swanetšego go amogelwa, ba swarwe gabotse le go hlompfiwa ntle le go kgethollwa go ya ka setšo, morafe, bong, kgetho ya bong, bokgoni bja monagano, sedumedi goba maemo a leago le ekonomi, leleme le mekgwa ya go ithuta.

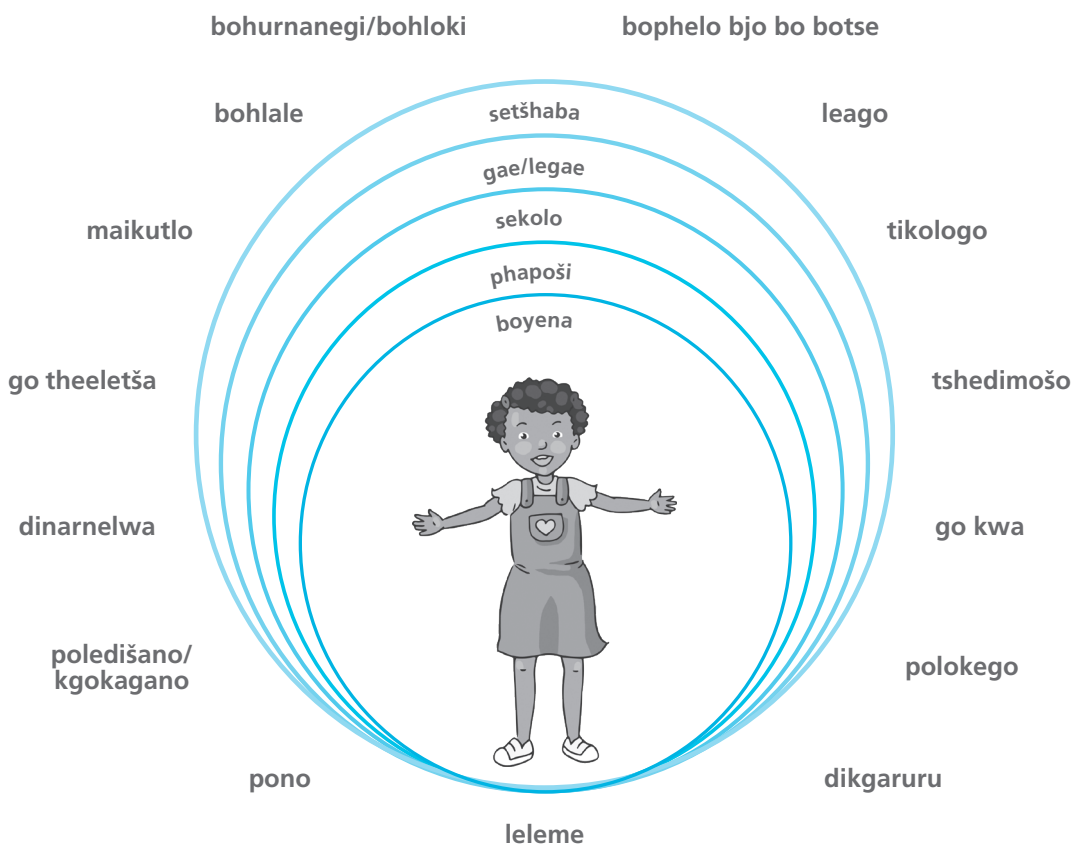
Mapheko a go ithuta

Pampiri ye Tšweu ya Thuto ya 6 ya Thuto ya Ditlhoko tša go Kgethega e bolela ka kakaretšo ya barutwana, kudu bao ba kgetholotšwego thutong ya bohle kgale. **Mapheko a go ithuta** a a latelago a hlathilwe go ba mabaka a kgethollo ya barutwana ba bangwe thutong:

Thuto ya boakaretši e ra gore barutwana ka moka ba na le tokelo ya go fihlelela thuto ya motheo ntle le kgethollo.

Tlhompfo ya phapano le boikgafo go kakaretšo ke ditokelo tša barutwana tša go šireletšwa ke Molaotheo wa Afrika Borwa.

Pholisi ya kakaretšo e bolela gore barutiši ba lemoga boitsebišo, ditlhoko le dikgahlego tša barutwana ka moka gore ba šomane le tšona ka phapošing.



Tlhalošantšu

mapheko a go ithuta

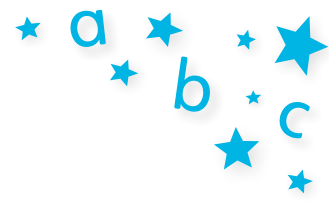
ke se sengwe le se sengwe seo se šitišago morutwana go ithuta ka katlego

Mapheko a go ithuta e ka ba:

- *boyena*: a tswalantšhwa le morutwana (mohlala: go ba le mathata a go gopola, go ithuta dilo tše diswa le hlokomedišišo, maikutlo goba mmeleng)

goba

- *ka ntle*: ga morutwana (mohlala: mohlako, go hlokomologwa, dikgaruru setšhabeng)



7 The inclusivity principle

Learning takes place in an environment where everyone is welcomed, included, treated fairly, respected and can participate.

Teachers who have an inclusive mindset embrace diversity amongst their learners. Every South African classroom has many different learners, each one bringing their own identity, personality, capabilities, interests and background.

The inclusivity principle means that all learners are included in all classroom activities. All learners have a right to feel special and to participate in classroom activities and discussions irrespective of disability, behavioural problems or other barriers to learning. Learners should be welcomed, encouraged to participate in all aspects of the school or centre and supported to learn to achieve their full potential.

The inclusivity principle extends to parents and staff who should be welcomed, treated fairly and respected regardless of their culture, ethnicity, race, sex, gender identity, sexual orientation, physical or intellectual ability, religion or socio-economic status, language and learning styles.

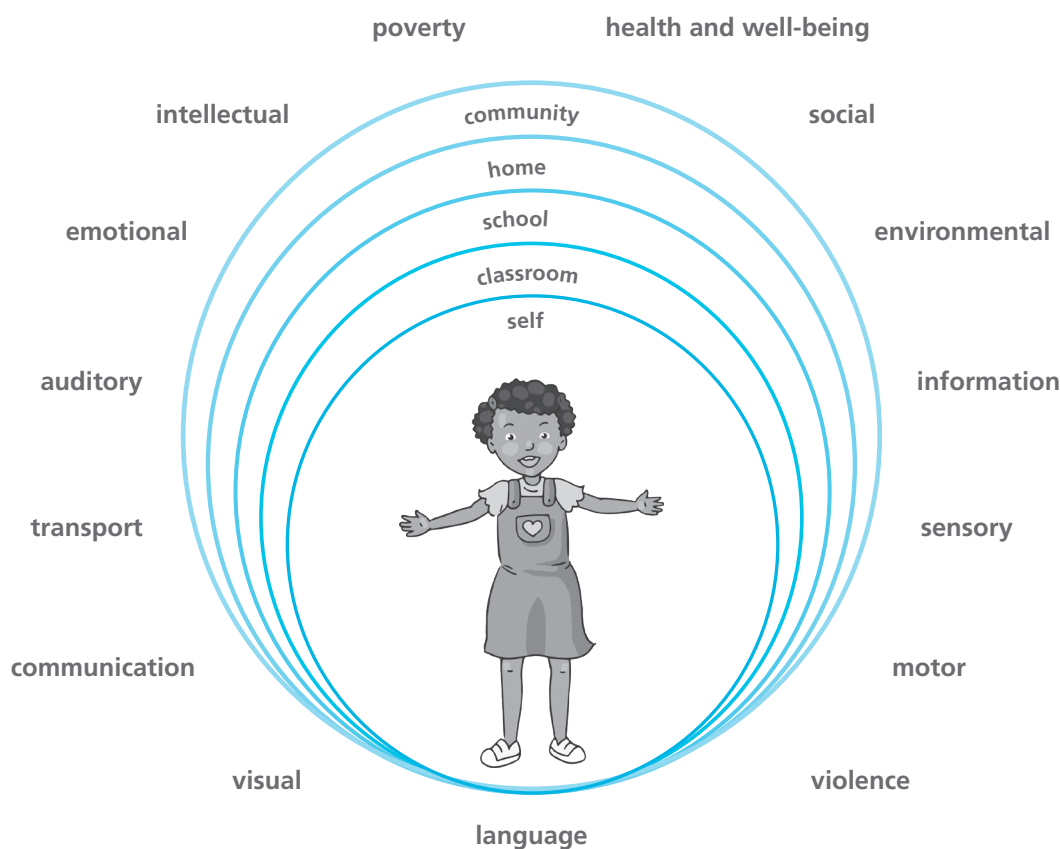
Barriers to learning

The Education White Paper 6 on Special Needs Education is clear on the inclusion of learners, especially those who have previously been excluded or marginalised from mainstream education. The following barriers to learning were identified as some of the reasons for learners being excluded from learning:

Inclusive education means that all learners have the right to access basic education without discrimination.

Respect for diversity and a commitment to inclusion are learners' rights and protected by the South African Constitution.

Inclusion policy advocates that teachers are aware of each learner's identity, needs and interests in order to address them in the mainstream classroom.



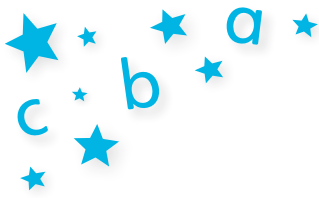
Glossary

barrier to learning

a barrier to learning is anything that prevents a learner from being able to learn effectively

Barriers can be:

- *intrinsic*: linked directly to the learner (for example: cognitive impairment, emotional or physical)
- or**
- *extrinsic*: outside of the learner (for example: poverty, neglect, violence in the community)



Ka phapošing ...

Beakanya dithuto tša gago, mešongwana, didirišwa go akaretša mekgwa ya go fapana ya go ithuta go e dira gore e lokele dinywakwa tša baithuti ba ba fapanego:

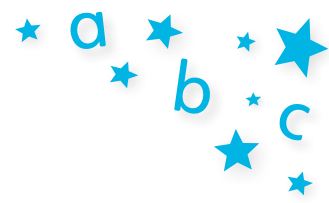
- ★ Diriša dilo, diswantšho le dihlagišo go thekga se o se bolelago gore barutwana ba go se kwe gabotse le ba go se bolele leleme la thuto ba ithute ka go bona.
- ★ Lemoga phapano magareng ga leleme la barutwana la ka gae le leleme la thuto, ba hlohleletše go hlatha mantšu le dikafoko ka polelo ya ka gae go kwešiša dikgopolo.
- ★ Šomiša mešongwana ya go fapana go ruta thuto ka dilo tša nnete gore o age kwešišo ya barutwana.
- ★ Efa barutwana thekgo ya tlaleletšo le nako ya go itlwaetša le gore ba kwešiše mabokgoni a mafsa.
- ★ Efa barutwana nako ye ntši ya go nagana ka ga bothata, go phetha mešongwana le go araba dipotšišo.
- ★ Ge o na le pelaelo ka morutwana, boledišana le mogwera ka maemo a o šomago ka ona go kgonthiša gore o fa barutwana mešongwana ya maleba le gore o ka dira bjang go nea barutwana menyetla ya maleba ya go ithuta le go tlabologa.

Kgonthiša gore o tseba pholisi ya bosetšhaba ya Hlokolo, Go hlatha, Tekolo le Thekgo (SIAS):

- ★ Barutiši ba swanetše go hlokola barutwana ka moka ge ba amogelwa Mphatong wa R gomme ba rekhote tshedimošo ka Profaeleng ya Morutwana.
- ★ Barutiši ba swanela ke go hlamela barutwana ba go ba le mapheko a go ithuta Leano la Thekgo ya Bonoši (ISP).
- ★ Tshedimošo ye e abelwe batswadi le/goba bafepi gore ba lemoge ditlhoko tša tlaleletšo le leano la thekgo la bana ba bona.
- ★ Barutiši ba dirišane le Sekolo/Sehlopha sa Thekgo sa Senthara go thekga morutwana ka leano la thekgo.
- ★ Morutwana o tlo šupetšwa go Sehlopha sa Thekgo sa Selete ge go hlokega thekgo ya tlaleletšo.

Kgopela tlhahlo le thekgo. Dikolo di swanetše go kgonthiša gore barutiši ba na le didirišwa tša maleba tša go akaretša barutwana ba bona ka moka, go sa kgathalele mapheko a go ithuta. Go akaretšwa tlhahlo go hlatha mapheko a go ithuta le tsenogare ya go thekga morutwana ka go diriša mekgwa ya go ruta ya go fapana; go beakanya kharikhulamo go ya ka ditlhoko tša morutwana; le go laola diphapoši tša barutwana ba bantši. Barutiši ba swanetše go ba le bathuši ba ka phapošing ba go hlahliwa.





In the classroom ...

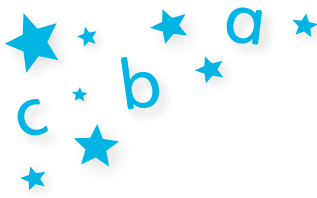
Plan your lessons, activities and materials to accommodate different learning styles to make them suitable for the needs of different learners:

- ★ Use objects, pictures and gestures to support what you are saying so that learners who have a hearing loss or do not speak the language of instruction can learn visually.
- ★ Be aware of learners' home language and where it is different from the language of instruction, encourage them to identify words or phrases in their home language to understand or consolidate ideas.
- ★ Engage learners in many different practical activities with real objects so that they can build up their understanding in concrete ways.
- ★ Give learners additional support and time to practise and master new skills.
- ★ Allow learners more time to think through a problem, to complete activities and to answer questions.
- ★ If you are concerned about a learner, reach out to a colleague to discuss the level you are working at to make sure you are offering appropriate activities and to discuss what else you can do to provide the learner with all possible opportunities for learning and development.

Make sure you are familiar with national policy for Screening, Identification, Assessment and Support (SIAS):

- ★ Teachers need to screen all learners when they are admitted to Grade R and record their findings on a Learner Profile.
- ★ Teachers should develop an Individual Support Plan (ISP) for any learners they identify as experiencing barriers to learning.
- ★ This information should be shared with the parents and/or caregivers so that they are aware of any additional needs and the support plan for their learner.
- ★ Teachers should collaborate with the School/Centre Based Support Team to provide the necessary support to the learner in line with the support plan.
- ★ A learner will be referred to the District Based Support Team if additional support is required.

Ask for training and support. Schools must ensure that teachers have adequate and appropriate resources to accommodate all their learners, despite barriers to learning. This includes training to identify barriers to learning and to intervene to support the learner by using diverse teaching strategies; adapting the curriculum according to learner needs; and managing large classes. Teachers should have the support of trained classroom assistants.



8 Setheo sa go itlwaetša

Go ithuta go akaretšwa ka go itlwaetša ka mabokgoni le tsebo ye mpsha.

Popego, ditlwaelo, go itlwaetša le poeletšo di bohlokwa go ithuteng ga barutwana ba bannyane. Popego le ditlwaelo di thuša barutwana go letela gore go ka direga eng letšatšing la go latela, le go tloša pelaelo go maetemogelo a go ithuta. Poeletšo le go itlwaetša di fa barutwana sebaka sa go leka go ithuta go go mpsha, le go itlwaetša mabokgoni go fihlela ba a kgona. Poeletšo le go itlwaetša ga se go dira selo se setee tšatši ka tšatši, efela ke go tiiša le go šomiša tsebo ye mpsha le mabokgoni dikamanong tša go fapana.

Poeletšo le go itlwaetša go fa barutwana monyetla wa go leka go ithuta selo se seswa, le go itlwaetša mabokgoni go fihlela ba a kgona

Ka phapošing ...

Go ithuta go kwa medumo mantšung le go tswalanya medumo ye ditlhaka go hloka go itlwaetša go gontši le poeletšo. Go hloka nako le go se fele pelo, gomme ka Mphatong wa R go na le menyetla ye mentši ye e sego ya semmušo ya barutwana go itlwaetša go theeletša medumo mantšung.

Mabokgoni a temogo ya fonolotši a tlabologa ka go itlwaetša ga ka mehla:

- ★ Ge re sa emetše nako ya matena, a re bapale papadi ya "Ke dira bohloki ka leihlo la ka le le nnyane!"
- ★ Ge leina la gago le thoma ka /b/, o ka ema mo pele mothalading go humana seneke.
- ★ Ke nagana ka phoofolo ya go rata go ja marapo. E thoma ka modumo wa /m/.

Go itlwaetša ditlhaka ga se poeletšo ya mošongwana o motee ka mehla. Go na le mešongwana ye mentši ya go neelana ka go itlwaetša go go hlokegago, le ge go le bjalo e fa boipshino le go akaretša barutwana ba bannyane:

- ★ Hlala tlhaka moyeng goba ka seatleng sa gago.
- ★ Itlwaetše go hlala tlhaka o diriša tšhoko, kota santeng, goba poraše ya go penta le meetse.
- ★ Bapala meraloko ya go dira gore barutwana ba tswalanye ditlhaka medumo le diswantšho tša go thoma ka modumo wa go dirwa ke tlhaka.
- ★ Dira puku ya ditlhaka ka go ngwala tlhaka gomme wa thala diswantšho tša dilo tša go thoma ka tlhako yeo.
- ★ Ngwala tlhaka ka dikherayone tša mebala ya go fapana go dira tlhaka ya molalatladi.
- ★ Dira ditlhaka ka tlhama.

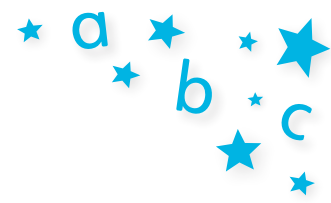


Lenaneong la leleme la kanegelo, ka mešongwana ya ka mehla ya go tswalana le kanegelo, barutwana ba itemogela le go itlwaetša leleme la kanegelo ka ditsela tša go fapana. Mošongwana o mongwe le o mongwe o hlametšwe go nea barutwana boipshino le menyetla ya go kgotsofatša ya go itlwaetša le go diriša leleme la kanegelo. Le ge barutiši ba gopola gore go ka bolaiša bodutu go thea mešongwana ya dibeke tše pedi kanegelong e tee, barutiši ba bega gore barutwana ba thabela go kwa kanegelo gantši le gantši le gore poeletšo le go itlwaetša di aga boitshepo le go tiiša go ithuta.

Ka phapošing ...

Re a tseba gore go dira gore barutwana ba ithute tlotlontšu, e be ya bona, ba hloka go kwa le go diriša mantšu gantši, dikamanong tša go fapana. Barutwana gantši ba kwešiša mantšu pele ba ka ba le boitshepo bja go a diriša, gape go ba tšea nako le go itlwaetša go aga tsebo ya tlotlontšu ya botebo ye e sa felego. Barutwana ba ba nnyane ba ka kwa mantšu le dikafoko tše mpsha kanegelong ye e anegwago ke morutiši, efela ba nyaka menyetla ya go itlwaetša go diriša mantšu a maswa le dikafoko maemong a go fapana. Go anega kanegelo lefsa o diriša tatelano ya diswantšho, go diragatša kanegelo, go thala karolo ye ba e ratago ya kanegelo le go hlaloša sethalwa le go ya gae le pukwana go "balela" ba malapa a bona, ke poeletšo le go itlwaetša tše di agago boitshepo le bokgoni.





8 The practice principle

Learning is consolidated through practising new skills and knowledge.

Structure, routine, practice and repetition are important for young learners' learning. Structure and routine help learners to anticipate what will come next in their day, and remove anxiety from the learning experience. Repetition and practice give learners the chance to try out new learning, and practise skills until they have mastered them. Repetition and practice do not mean doing the same thing every day, but reinforcing and using new knowledge and skills in different contexts.

Repetition and practice give learners the chance to try out new learning, and practise skills until they have mastered them.

In the classroom ...

Learning to hear sounds in words and link these sounds to letter symbols require much practice and repetition. It takes time and patience, and in Grade R there are many informal opportunities for learners to practise listening for sounds in words.

Phonological awareness skills develop through daily practice:

- ★ While we're waiting for lunchtime, let's play a game of "I spy with my little eye!"
- ★ If your name begins with /b/, you can line up first for a snack.
- ★ I am thinking of an animal that likes to eat bones. It starts with the sound /d/.

Practising letters does not mean daily repetition of the same activity. There are many activities that provide much needed practice, but are nevertheless fun and engaging for young learners:

- ★ Form the letter in the air or in the palm of your hand.
- ★ Practise forming the letter using a piece of chalk, a stick in the sand, or a paintbrush with water.
- ★ Play games that require learners to match letter symbols and pictures that start with the sound the letter makes.
- ★ Make a little letter book by writing a letter and then drawing pictures of objects that start with that letter.
- ★ Write a letter with different colour crayons to make a rainbow letter.
- ★ Make letters out of playdough.

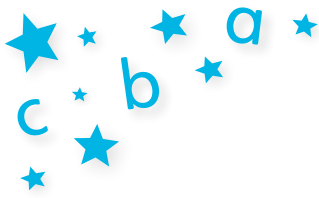


In a story-based language programme, through the daily activities linked to the story, learners experience and practise the language of the story in different ways. Each activity is designed to give learners fun and meaningful opportunities to practise and use the story language. Although teachers might be concerned that it may become boring for learners if the activities for two weeks of teaching are based on one story, teachers report that learners are eager to hear the story over and over again, and that repetition and practice build confidence and deepen learning.

In the classroom ...

We know that in order to learn new vocabulary and make it their own, learners need to hear and use words often and in different contexts. Learners often understand words before they have the confidence to use them, and it takes time and practice for them to develop a deep and lasting knowledge of new vocabulary. Young learners might hear new words and phrases in a story told by the teacher, but need opportunities to practise using these new words and phrases in different situations. Retelling the story using a sequence of pictures, role playing the story, drawing their favourite part of the story and explaining what they have drawn and taking a little book home to "read" the story to their families, all provide the repetition and practice that build confidence and mastery.

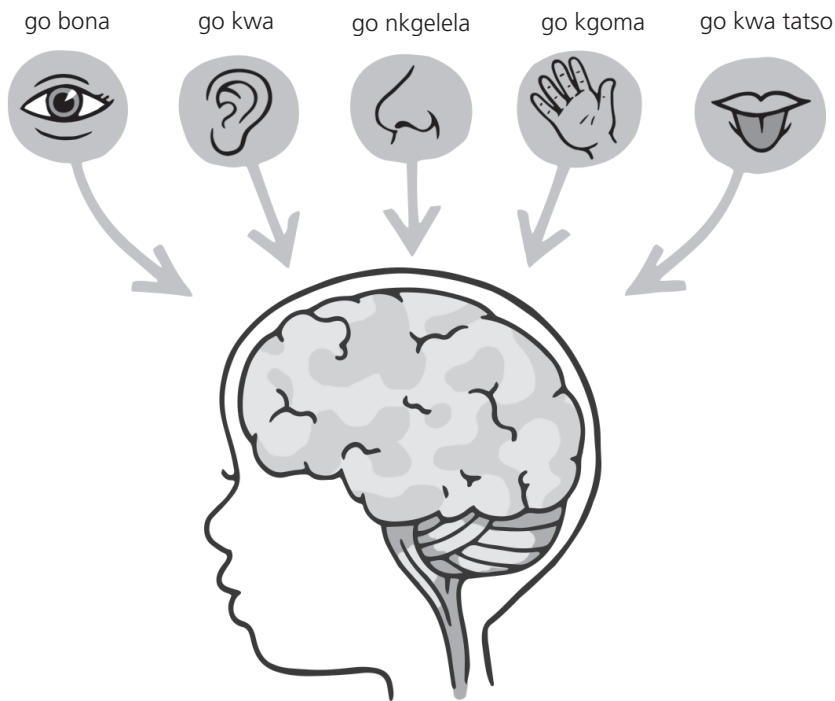




Kgopolo le tshepetšo ya ditho tša mmele

Tlhabollo ya kgopolo le tshepetšo ya ditho tša mmele e bohlokwa kudu go aga motheo wa bokamoso bja go tlhabolla leleme le go ithuta. Kgopolo ya dikwi e bolela go šomiša dikwi go kwešiša le go hwetša tshedimošo ka tikologo.

Mabokgoni a go gopola a re dumelela go kwešiša lefase leo le re dikologilego. Tshedimošo ya dikwi e kgoboketswa kedikwi tša rena tše hlano, mohl. seo mahlo a bona a se bonago, ditsebe di se kwago, letlalo le se kwago, tatso ka leleme le monkgo ka dinko. Tshedimošo ye e išwa bjokong. Bjoko bja e šila, beakanya le go gopola tshedimošo ye gore re tle re kgone go e šomiša ka morago ka mešongwana ya ka mehla.



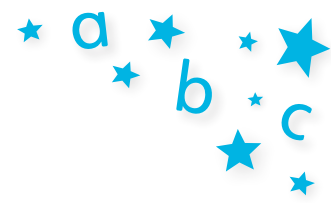
Mabokgoni a Tshepetšo ya mmele ke ditiro tša go akaretša tshepetšo ya mešifa ya rena. Re šomiša mešifa ye megolo mebeleng ya rena go dira mešongwana ya go sepetša ditho tše kgolo tša mebele, mohl. go raga kgwele, go kitima le go fofa. Ba šomiša mešifa ye mennyane go dira mešongwana ye mennyane, mohlala: go ripa, go ngwala le go thala.

Tlhabollo ya dikwi e akaretša:

- ★ temogo ya pono/go bona
- ★ temogo ya go kwa
- ★ temogo ya go kgoma le tirišo ya ditho tša mmele.

Tše di ahlaahlwa ka botlalo matlakaleng a go latela.

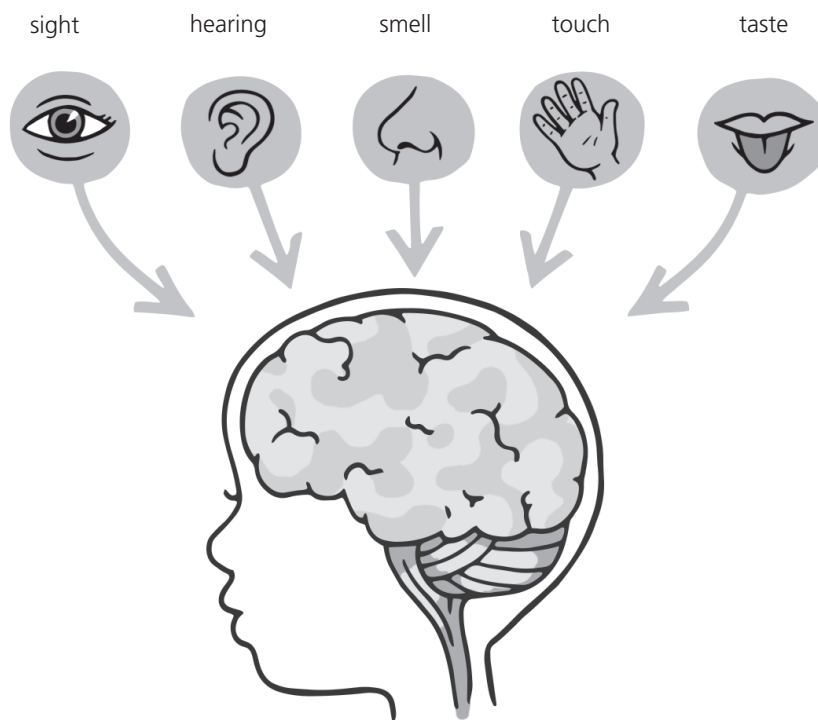




Perceptual and motor development

The development of perceptual and motor skills in young learners is extremely important in laying a foundation for all future language development and learning. Sensory perception means using the senses to get information about the environment.

Perceptual skills allow us to make sense of the world around us. Sensory information is collected by our five senses, for example: what our eyes see, our ears hear, our skin feels, our tongue tastes and our nose smells. This information is sent to our brain. The brain processes, organises and remembers this information so that we can use it later for everyday activities.



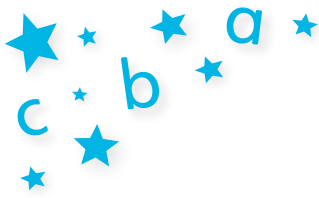
Motor skills are actions that involve using our muscles. We use the big muscles in our bodies for gross motor activities, for example: kicking a ball, running and jumping. We use smaller muscles for fine motor activities, for example: cutting, writing and drawing.

Sensory perceptual motor development includes the following:

- ★ visual perception
- ★ auditory perception
- ★ tactile and kinaesthetic perception.

These are discussed in more detail on the pages that follow.





Mabokgoni a temogo ya pono/go bona

Temogo ya go bona

- ★ Temogo ya go bona ke bokgoni bja go bona go swana le go fapana magareng a dilo.
- ★ Barutwana ba diriša le go hlabolla mabokgoni a ge ba bapetša diswantšho tše pedi gomme ba lemogagore go hlokega eng seswantšhong se setee.
- ★ Temogo ya go bona e dirišwa gape ge barutwana ba lemoga go swana le go fapana magareng ga ditlhaka tše pedi tše bjalo ka **b** le **d**.



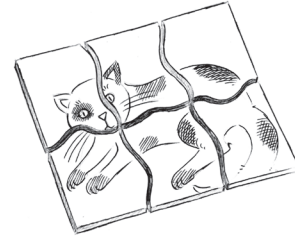
Temogo ya tshepetšo ya mešifa (tshepetšo ya leihlo le seatla)

- ★ Temogo ya tshepetšo ya mešifa ke bokgoni bja mešifa ya mahlo le bjoko go šoma mmogo go dira tiro. Go bohlokwa go mešongwana ya go swana le go swara dilo, go thala le go ngwala.
- ★ Barutwana ba diriša le go hlabolla tshepetšo ya mešifa ka dipapadi tša kgwele le mokotla wa dinawa, go aga ka dipoloko, go raloka ka dilo tša go kgokologa goba go thetha, le ka go loga, go ripa le go thala.



Tlogelo

- ★ Tlogelo ke bokgoni bja go feleletša dilo tšeo di tlogetšwego, bjalo ka diswantšho goba dithalwa. Ka mantšu a mangwe, morutwana o kgona go lemoga goba go bontšha selo ka moka le ge seswantšho se sa felela.
- ★ Barutwana ba diriša le go hlabolla tlogelo ge ba feleletša mararankodi goba go hlaloša tšeo di tlogetšwego seswantšhong bjalo ka lehlakore le le tee la sefahlego goba mmele.



Kgopolo ya kgafetša le popego (go gopola)

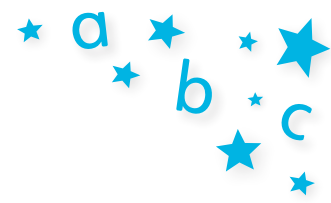
- ★ Kgopolo ya kgafetša ke bokgoni bja go lemoga diboepogo le maswao, le ge bogolo le maemo a tšona a fetoga. Ka mantšu a mangwe, ke go lemoga dipharologantšho tša selo.
- ★ Barutwana ba diriša le go hlabolla mabokgoni a ge ba bona ditlhaka dikamanong tša go fapana le go kwešiša gore leswao la tlhaka (mohlala: **j**) ga le fetoge le ge le ka ngwalwa ka mebala ya go fapana goba ka mongwalo o mogolo goba o monnyane.





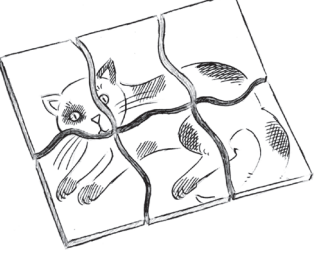


Temogo ya boemo

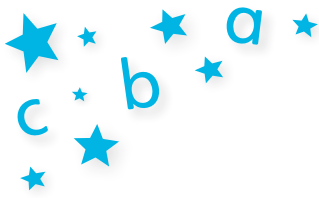
- ★ Temogo ya boemo ke bokgoni bja go lemoga goba go hlatha selo, leswao goba seboepogo ge o dikologilwe ke dilo, maswao goba diboepogo tše dingwe.
- ★ Barutwana ba diriša le go hlabolla mabokgoni a temogo ya boemo ge ba kgopelwa go hlatha selo se se itšego seswantšhong, mohlala: *"Hwetša mosetsana wa sekhapha se sehubedu seswantšhong."*





Visual perceptual skills

<p>Visual discrimination</p> <ul style="list-style-type: none"> ★ Visual discrimination is the ability to see similarities and differences between objects. ★ Learners use and develop this skill when they compare two pictures and identify what is missing from one of the pictures. ★ Visual discrimination is also used when learners recognise the similarities and differences between two letters such as a b and d. 	
<p>Visual motor coordination (eye-hand coordination)</p> <ul style="list-style-type: none"> ★ Visual motor coordination is the ability of the eyes, brain and body muscles to work together to perform actions. It is important for activities such as handling objects, drawing and writing. ★ Learners use and develop visual motor coordination through ball and beanbag games, building with blocks, playing with objects that roll or slide, as well as through threading, cutting and drawing. 	
<p>Visual closure</p> <ul style="list-style-type: none"> ★ Visual closure is the ability to complete objects, pictures or drawings that are incomplete. In other words, the learner is able to recognise or identify a whole object even though the total picture is incomplete. ★ Learners use and develop visual closure when they complete puzzles or describe what is missing in an incomplete picture, for example, one that shows only part of the face or body. 	
<p>Form constancy and form perception (recognition)</p> <ul style="list-style-type: none"> ★ Form constancy is the ability to recognise forms and symbols, even when their size and position change. In other words, it means being able to recognise the constant characteristics of something. ★ Learners use and develop this skill when they see letters in different contexts and understand that a letter symbol (for example: J) remains the same whether it is written in different colours or in big or small writing. 	
<p>Visual figure-ground perception</p> <ul style="list-style-type: none"> ★ Visual figure-ground perception is the ability to recognise or identify an object, symbol or shape when surrounded by other objects, symbols or shapes. ★ Learners use and develop visual figure-ground perceptual skills when they are asked to identify particular objects in a picture, for example: "Find the girl with the red top in the picture." 	



Temogo ya tatelano

- ★ Temogo ya tatelano ke bokgoni bja go bea dilo ka tatelano ya go nepagala morago ga go di lebelela.
- ★ Barutwana ba diriša le go hlabolla mabokgoni a ge ba lebelela paterone ya dipheta tša mebala ya go fapana lenting gomme ba boeletša paterone ka bo bona goba ba kopolla ditlhaka tša leina la bona ka tatelano ya maleba.



Temogo ya pono

- ★ Temogo ya tshepetšo ya pono ke bokgoni bja go kwešiša tshedimošo ya pono gomme gwa dirišwa tshedimošo yeo mošongwaneng o mongwe wa mabokgoni a tshepetšo.
- ★ Barutwana ba diriša tshedimošo ya pono le go hlabolla mabokgoni a tshepetšo ya digoba tše dinyane ge, mohlala, ba kopolla maina a bona goba ba thala selo sa go bewa pele ga bona.

Khanyi
Khanyi

Temogo ya pono

- ★ Temogo ya pono ke bokgoni bja go ihlamela diswantšho ka monaganong (diswantšho tša monagano) go ya ka maitemogelo, ditemogo goba tše ba di bonego.
- ★ Barutwana ba diriša le go tlabolla mabokgoni a, mohlala, ge ba thala diswantšho tša dilo tša go swana le phapoši ya ka magaeng a bona goba ka malapeng a gabo bona.



Go gopola se o se bonego

- ★ Go gopola se o se bonego ke bokgoni bja bjoko go gopola se se bonwego ke mahlo.
- ★ Barutwana ba tlo diriša le go hlabolla mabokgoni a go lemoga mantšu a go dirišwa gantši.

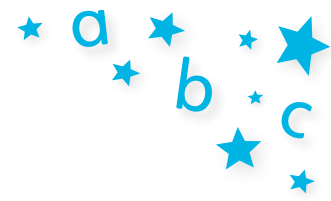


Ka phapošing ...

Lemoga barutwana ge ba bapala ka ntle goba ka phapošing ka dibapadišwa tša go fapana. Ba ka:

- ★ tseba phapano gare ga medumo ya go fapana le mantšu a go fapana
- ★ šupa phapano magareng ga diswantšho tše pedi goba dihlopha tša dilo
- ★ gopola se ba se bonego goba ba se kwelego
- ★ bušeletša lenaneo la mantšu goba dinomoro ka tatelano ya maleba
- ★ arabela medumo ya go fapana, maina a bona le ditaelo
- ★ ekwa phapano magareng ga thelelo le makgwakgwa
- ★ hlatha tatso ya bodila le ya bose ge ba tswaletšwe mahlo?





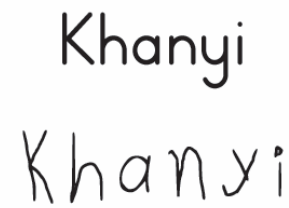
Visual sequencing

- ★ Visual sequencing is the ability to place objects or items in the correct order after looking at them or observing them.
- ★ Learners use and develop this skill when they look at a pattern of different coloured beads on a string and then repeat the pattern themselves or copy the letters in their name in the correct order.



Visual motor integration

- ★ Visual motor integration is the ability to make sense of visual information and then use that information in another activity that uses motor skills.
- ★ Learners use visual information and develop fine motor skills when, for example, they copy their name or draw an object placed in front of them.



Visual conceptualising

- ★ Visual conceptualising is the ability to make pictures in your mind (mental images) based on experiences, observations or other visual information.
- ★ Learners use and develop this skill when, for example, they draw pictures of something like a room in their homes or of their families.



Visual memory

- ★ Visual memory is the ability for the brain to recall what the eyes have seen.
- ★ Learners will use and develop this skill to recognise high frequency words.

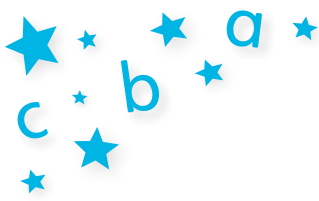


In the classroom ...



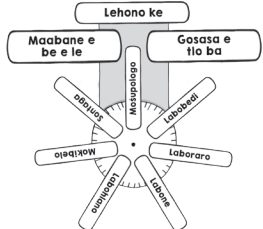
Observe learners playing outside and inside with different equipment. Can they:

- ★ tell the difference between different sounds and different words
- ★ spot the difference between two pictures or groups of objects
- ★ remember what they have seen and heard
- ★ repeat a list of words or numbers in the correct order
- ★ respond to different sounds, their names and instructions
- ★ feel the difference between smooth and rough
- ★ taste the difference between sweet and sour while blind-folded?





Mabokgoni a temogo ya go kwa

<p>Go kwa ka go kgetholla</p> <ul style="list-style-type: none"> ★ Go kgetholla se o se kwago ke bokgoni bja go lemoga go swana le go fapana go medumo. ★ Barutwana ba diriša le go hlabolla mabokgoni a ge ba kgona go hlatha gore medumo ye mebedi ya go bolelwa ke morutiši e a swana goba go fapana (mohlala: /p/ le /b/ ke medumo ya go fapana). ★ Ba kgetholla se se ba se kwago go hlatha modumo wa mathomo lentšung (mohlala: lentšu "bolo" le thoma ka modumo wa /b/). 	<p>Morutiši: "Phaphatha ge o ekwa lentšu le le thomago ka modumo wa /p/: dula, pula, bula."</p>
<p>Go gopola se o se kwelego</p> <ul style="list-style-type: none"> ★ Go gopola seo o se kwelego ke bokgoni bja go boloka le go gopola seo o se kwelego. ★ Barutwana ba šomiša bokgoni bjo go latela ditaelo le go bušeletša tatelano ya ditaelo, go opela ba dira ditiro le go diragatša ka leleme la kanegelo. 	
<p>Temogo ya go kwa ka kgopolo</p> <ul style="list-style-type: none"> ★ Temogo ya go kwa ka kgopolo ke bokgoni bja go lemoga goba go arola modumo go medumo e mengwe. ★ Barutwana ba ithuta le go hlabolla mabokgoni a ge ba swanetše go nepiša go se se bolelwago ke yo mongwe sehlopheng sa bona ba sa tshwenywe ke lešata la dihlopha tše dingwe ge di bolela. 	
<p>Go kwa ka tatelano</p> <ul style="list-style-type: none"> ★ Go kwa ka tatelano ke bokgoni bja go gopola dilo ka tatelano ka tatelano ye e nepagetšego ka morago ga go kwa lenaneo la tšona. ★ Barutwana ba ithuta le go hlabolla mabokgoni a ge ba ithuta dialfabeto (A, B, C ...) goba matšatši a beke (Mošupologo, Labobedi, Laboraro ...). 	

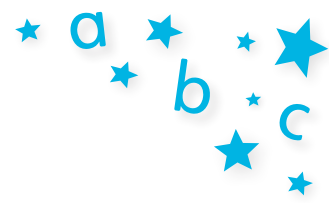
Ka phapošing ...

Lenaneo la Mabokgoni a Kgopolo (lebelela Pukuthalo ya Tekolo ya GDE) ke sedirišwa sa bohlokwa sa go hlatha barutwana ba go ba le mafokodi a kgopolo a go iphihla ao a ka amago go ithuta ga bona Mphatong wa R.



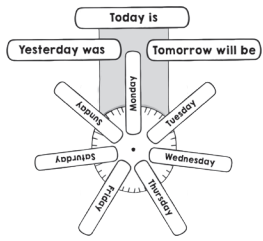
Dipukuthahlo tša Mešongwana ya Polelo di akaretša mešongwana ye mentši ye e ka šomišwago go thekga tlhabollo ya mabokgoni a kgopolo. Mohlala:

- ★ Barutwana ba go ba le bothata bja temogo ya pono ba ka palelwa ke go bopa tlhaka ka tlhama goba go penta tlhaka seripeng sa pampiri. O ka ba fa tlhaka seripeng sa karata gore ba e kopolle, goba thempoleiti ye ba ka gatelelago tlhaka go yona.
- ★ Barutwana ba go ba le bothata bja temogo ya go kwa ba ka palelwa ke go kwa phapano magareng ga medumo mantšung. O ka re ba lebelele molomo wa gago ge o bolela medumo, goba o sware seipone pele ga bona gore ba bone gore modumo o hlolega bjang.





Auditory perceptual skills

<p>Auditory discrimination</p> <ul style="list-style-type: none"> ★ Auditory discrimination is the ability to recognise similarities and differences in sounds. ★ Learners use and develop this skill when they can identify whether two sounds spoken by the teacher are the same or different (for example: p and b are different sounds). ★ They also use auditory discrimination to identify the first sound in a word (for example: the word "ball" starts with the sound /b/). 	<p>Teacher: "Clap when you hear a word that starts with the sound /p/: big, pig, dig."</p>
<p>Auditory memory</p> <ul style="list-style-type: none"> ★ Auditory memory is the ability to store and remember something you have heard. ★ Learners use and develop this skill when they follow a set of instructions, sing songs with actions and use story language in role play. 	
<p>Auditory figure-ground perception</p> <ul style="list-style-type: none"> ★ Auditory figure-ground perception is the ability to recognise or isolate a sound from other sounds. ★ Learners learn and develop this skill when they must focus on what someone in their group is saying without being distracted by the noise of other groups talking. 	
<p>Auditory sequencing</p> <ul style="list-style-type: none"> ★ Auditory sequencing is the ability to remember objects or items in the correct order after hearing a list. ★ Learners learn and develop this skill when they learn the alphabet (A, B, C ...) or the days of the week (Monday, Tuesday, Wednesday ...). 	

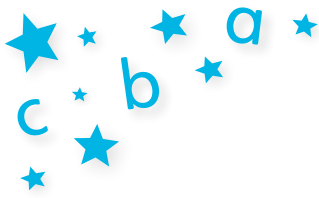
In the classroom ...

The Perceptual Skills Checklist (see GDE Assessment Guide) is a useful tool for identifying learners who have underlying perceptual difficulties that are likely to impact on their learning in Grade R.

The Activity Guides include many activities that can be used to support the development of perceptual skills. For example:

- ★ Learners with visual-motor integration difficulties might find it difficult to make a letter out of playdough or paint a letter on a piece of paper. You could try giving them a letter on a piece of card to copy, or a template so that they can trace over the outline of the letter.
- ★ Learners with auditory perceptual difficulties might find it difficult to hear the difference between sounds in words. You could try asking them to watch your mouth as you say the sounds, or hold a mirror in front of their mouth so that they see how the sound is formed.





Temogo ya mabokgoni a go kgoma le ya tirišo ya ditho tša mmele

Temogo ya go kgoma

- ★ Temogo ya go kgoma ke bokgoni bja go hlohlomiša tikologo ka go kgoma. Temogo ya go kgoma le ya tirišo ya ditho tša mmele di šoma mmogo go fa bjoko tshedimošo.
- ★ Barutwana ba diriša le go hlabolla temogo ya go kgoma ge ba dira mešongwana ya go tswalela mahlo, kgetha selo ka mokotleng, phophola le go hlaloša selo. Mohlala: ba ka re e na le dikhutlo/ke nkgokolo, e boleta/e bothata.



Temogo ya tirišo ya ditho tša mmele

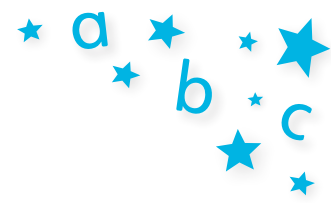
- ★ Temogo ya tirišo ya ditho tša mmele ke temogo ya mosepelo wa mmele le boemo sekgobeng.
- ★ Barutwana ba lemoga le go hlabolla temogo ya mebele ya bona go ya ka dilo tše ba di bonago ge ba bapala ka ntle go swana le ge ba fofa ka godimo goba ka tlase ga dilo le ge ba gagaba ka dithaneleng.
- ★ Temogo ya tirišo ya ditho tša mmele e hlabolla ke merumokwano le dikoša tša go aga temogo ya mosepelo wa mmele le boemo sekgobeng (mohlala: koša, "Hlogo, magetla, mangwele le menwana").






Maemo sekgobeng (temogo ya sekgoba) le tšhupetšo

- ★ Maemo sekgobeng ke bokgoni bja go bona maemo a selo sekgobeng ge a bapetšwa le a se sengwe. Maemo sekgobeng a thoma ka go lemoga mmele sekgobeng, gwa latela tlhalošo ya maemo a dilo (mohlala: godimo, fase, ka pele, ka morago, gare, la ngele, la go ja).
- ★ Barutwana ba diriša le go hlabolla mabokgoni a ge ba ithuta go bala le go ngwala go thoma go la ngele go ya go la go ja letlakaleng.
- ★ Temogo ya sekgoba e tlo thuša baithuti go lemoga phapano magareng ga ditlhaka tša go bonala di swana, efela di na le orientheišene ya go fapana (mohlala: **b, d, p**).





Tactile and kinaesthetic perceptual skills

<p>Tactile perception</p> <ul style="list-style-type: none"> ★ Tactile perception is the ability to use the sense of touch to explore your environment. Tactile and kinaesthetic perception work together to provide the brain with information. ★ Learners use and develop tactile perception when they participate in activities such as shutting their eyes, choosing an object in a bag, and feeling and describing the object. For example: they could say that it has corners/it is round, it is soft/it is hard. 	
<p>Kinaesthetic perception</p> <ul style="list-style-type: none"> ★ Kinaesthetic perception is the awareness of body movements and position in space. ★ Learners use and develop awareness of their body relative to other objects around them through outdoor play such as climbing over or under objects and crawling through tunnels. ★ Kinaesthetic perception is also developed when learners participate in action rhymes and songs that help build their awareness of their body movements and position in space (for example: the song "Heads, shoulders, knees and toes"). 	
<p>Position in space (spatial awareness) and directionality</p> <ul style="list-style-type: none"> ★ Position in space is the ability to perceive an object's position in space relative to oneself or another object. Spatial awareness begins with awareness of one's own body in space, and then extends to being able to describe the position of objects relative to each other (for example: up, down, in front, behind, between, left, right). ★ Learners use and develop this skill as they learn to read and write from left to right on the page. ★ Spatial awareness will also help learners to notice the difference between letters that look the same, but have a different orientation (for example: b, d, p). 	

★ Karolo ya 3: Go ruta leleme le tsebo ya go bala le go ngwala go go itlhagišago ka Mphatong wa R

Go theeletša le go bolela (go bolela)

Re ruta barutwana go bala le go ngwala bjang? Ba bantši ge ba botšišwa potšišo ye, ba tlo araba ka gore tsebo ya go bala le go ngwala ya morutwana e tlabollwa ke go bala dipuku, go itlwaetša go ngwala le go ithuta ditlhaka le medumo. Tše ka moka ke dikokwane tša bohlokwa tša tsebo ya go bala le go ngwala. Efela, go ba babadi le bangwadi ba go ba le mabokgoni, go *bohlokwa* gore barutwana ba thekgiwe tlabollong ya go bolela ga bona – mabokgoni a bona a go theeletša le go bolela. Ntle le mabokgoni a mabotse a go bolela, go ithuta go bala le go ngwala go ka thatafalela barutwana ba bannyane. Ntle le motheo wa go tia wa mabokgoni a go bolela, barutwana ba ka ithuta go bala mantšu, efela ba se *kwešiše* se ba se balago. Ba ka kgona go ngwala mantšu, efela ba palelwa ke go hlagiša dikgopolo tša bona ka go ngwala. Ka mabaka a, lenaneong le, go gatelelwa tlabollo ya mabokgoni a go theeletša le go bolela saekeleng ya dibeke tše pedi, kudu bekeng ya mathomo.

A re lebelele ka botlalo dintlha tše pedi tša bohlokwa tša tlabollo ya go bolela tša go thekgwa ke lenaneo le: tlabollo ya tlotlontšu ye mpsha le leleme la ka dipukung.

Tlotlontšu ye mpsha

Tlotlontšu ya go huma ye ntši ke senotlelo sa tlabollo ya tsebo ya go bala le go ngwala (Scarborough, 2001).

Ka go theeletša leleme la go bolelwa, gwa latela go bolela ka bo bona, barutwana ba tlabolla tsebo ya tlhalošo ya mantšu (se re se bitšago tlotlontšu). Dithuto di bontšhitše gore barutwana ba bannyane bao ba go ba le tlotlontšu ye botse ba mengwaga ye mehlano ba tlo šoma gabotse dihlalobong tša go bala ka kwešišo ka Mphatong wa 3, 4 le 7 (Sénéchal, Ouellette & Rodney, 2006; Tabors, Snow & Dickinson, 2001). Ka go le lengwe, barutwana ba go thoma sekolo ba na le tlotlontšu ye nnyane, le ge ba ka ithuta go bala dingwalwa tše bonolo, ba tlo palelwa ke go kwešiša se ba se badilego ge ba kopana le dingwalwa tša bothata.

Go tlabolla kwešišo le bokgoni bja bona bja go diriša mantšu a maswa, ba swanetše go kopana le mantšu a gantši maamong a go fapana. Mantšu ga a rutwe ka go aroganywa, efela a fetolwa a nnete le go kgotsofatša barutwaneng kamanong le kanegelo goba morerong le ka go tšea karolo poledišanong goba mošongwaneng.

Leleme la dipuku

Le ge kwešišo ya mantšu e le bohlokwa gore go kwešišwe leleme, mabokgoni a mangwe a leleme a hweditšwe go ba bohlokwa tlabollong ya tsebo ya go bala le go ngwala. Ge bana ba bannyane ba thoma go bolela, ba diriša leleme ka tselo ya nnete – go bolela ka selo se se diregago ka nako yeo tikologong ya bona (“fa gona bjale”). Mohlala, ba bolela ka dilo tše ba di bonago goba ba hlaloša ditiro goba mešongwana ye e diregago. Gantši ba hlaloša se ba se bolelago ka go šupa dilo tikologong ya bona, goba ka go dira ditlhagišo sefahlegong. Se ke leleme la ka mehla, gomme ke leleme leo re le dirišago ka bontši maphelong a rena tšatši ka tšatši.

Ge leleme la barutwana le gola, ba diriša leleme go bolela ka dilo tše ba di naganago. Ba ithuta go bolela ka dilo tša kgonthe le go akaretša. Ba bolela ka dilo tše di fetilego goba dilo tše di beakanyeditšwego bokamoso. Ba ba le mabokgoni a go hlaloša gore ke ka lebaka la eng dilo di diregile gape ba bolela ka maikutlo le dikgopolo. Ba ithuta go diriša polelo maamong a go itshema go raloka fao dilo di emelago goba di emelwago ke tše dingwe, gape ba ithuta go anega dikanegelo ka ga dilo tše di diregilego maphelong a bona. Leleme le le tlabologile go feta la tšatši ka tšatši gape le swana le la go ngwalwa goba la ka dipukung leo ba tlogo itemogela lona sekolong le ge ba bala dipuku le ge ba ngwala. Go iketla ka leleme la mohuta wo go bontšhitše go ba bohlokwa katlegong ya tsebo ya go bala le go ngwala le dithutong (Dickinson & Snow, 1987; Snow, Burns le Griffin, 1998).

Walker, Greenwood, Hart & Carta (1994) o hweditše gore barutwana ba mabokgoni a tlase a leleme le tlotlontšu mengwageng ya tlase ba ba le bokgoni bja tlase bja go bala le mabokgoni a go tswalana le tsebo ya go bala le go ngwala mengwageng ye šupa ka morago.

Go hlagiša tlotlontšu ye e bontšhago morero go thuša barutwana go tswalanya mantšu le go ithuta ga barutwana sethaleng (McGee & Richgels, 2003). Go ithuta go hlabollwa ke monyetla wa go diriša mantšu a morero goba kanegelo (Barone & Xu, 2008; Tabors, 2008).

★ Section 3: Teaching language and emergent literacy in Grade R

Listening and speaking (oral language)

How do we teach learners to read and write? If asked this question, many will answer that learners' literacy develops through reading books, practising writing and learning about letters and sounds. These are all important aspects of literacy. And yet, to become skilled readers and writers, it is *as important* that learners are supported to develop their oral language – their listening and speaking skills. Without good oral language skills, learning to read and write can be very difficult for young learners. Without a solid foundation of language skills, learners might learn to read words, but not *understand* what they are reading. They might be able to write words, but not be able to express their ideas in writing. For these reasons, in this programme, there is a strong emphasis on the development of listening and speaking skills throughout the two-week cycle, but particularly in the first week.

Let us look in more detail at two important aspects of oral language development that the programme supports: the development of new vocabulary and book language.

New vocabulary

A rich and wide vocabulary is key to literacy development (Scarborough, 2001).

Through listening to spoken language, and later through speaking themselves, learners develop knowledge of word meanings (which we call vocabulary). Studies have shown that young learners who have a good vocabulary at age five are also likely to be those that score well on reading comprehension tests in Grades 3, 4 and even 7 (Sénéchal, Ouellette & Rodney, 2006; Tabors, Snow and Dickinson, 2001). On the other hand, if learners have limited vocabulary when they start school, even though they might learn to read easy texts, they will have difficulty understanding what they read as they encounter more difficult texts.

In order to develop their understanding of and ability to use new words, learners need to encounter these words many times in a range of different situations. Words are not learnt in isolation, but are made real and meaningful to learners in the context of a story or a theme and through participation in a conversation or activity.

Book language

While the knowledge of word meanings is important for understanding language, another language skill has also been found to be very important for literacy development. When young children first begin talking, they use language in a very concrete way – to communicate about something that is happening at that moment in their immediate environment (the "here and now"). For example, they name objects they see or describe actions or activities that are happening. They often explain what they mean by pointing to things in the environment, or by making gestures or facial expressions. This is known as everyday language and is the language most of us use while going about our daily lives.

As learners' language develops, however, they learn to use language to talk about more abstract things. They learn to talk about things that happened in the past or things that are planned for the future. They develop the skills to explain why things happened and talk about feelings and thoughts. They learn to use language in pretend play situations where some things stand for or represent other things, and they learn to tell stories about things that have happened in their lives. This language is more advanced than everyday language and is similar to written or book language that learners will encounter in school when they read books and when they write. Being comfortable with this kind of language has been shown to be critical for literacy and academic success (Dickinson and Snow, 1987; Snow, Burns and Griffin, 1998).

Walker, Greenwood, Hart & Carta (1994) found learners with poor language and vocabulary skills during the early years were the lowest achievers in reading and related literacy skills seven years later.

Presenting vocabulary thematically helps learners make associations between words and scaffolds students' learning (McGee & Richgels, 2003). Learning is enhanced by an opportunity to use the words from a theme or story (Barone & Xu, 2008; Tabors, 2008).

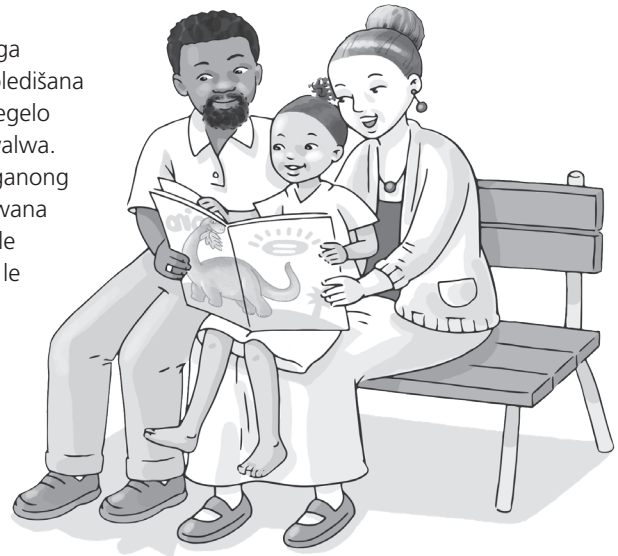


Mešongwaa ya go aga tlotlontšu le leleme la dipuku

Go theeletša dikanegelo

Tsela e tee ya go thuša barutwana go tlwaela leleme la dipuku ke ya go anega dikanegelo. Dinyakišišo di bontšhitše tswalano gare ga go theeletša le go boledišana ka dikanegelo, le bokgoni bja tsebo ya go bala le go ngwala. Go anega kanegelo go bonala go tswalela sekgoba sa gare ga leleme la go bolelwa le la go ngwalwa. Wells (1987) o šišintše gore go kwa dikanegelo go bohlokwa kudu dikgokaganong ka moka tša go ama tsebo ya go bala le go ngwala barutwaneng. Ge barutwana ba anegelwa dikanegelo, ba kwa leleme la go bolelwa la go fapana le le ba le dirišago polelong ya ka mehla. Ke leleme la go feta "fa gona bjale" gomme le diriša mantšu go fetiša tshedimošo ka dilo tša go direga ka nako ye nngwe tikologong ye nngwe. Le bohlokwa maemong a go ithuta sekolong.

Go boledišana ka nako ya go anega kanegelo go tlabolla tlotlontšu le kwešišo ya leleme, kudu ge go akaretšwa tiišetšo ya go lebelela tlotlontšu pele, wa diriša ditshegetšo tša go sepelelana le tlotlontšu, poledišano ka ga tlotlontšu ya ka kanegelong, le go itlwaetša tlotlontšu ye mpsha ka nako ya mešongwana ya dihlopha tše dinnyane.



Ka phapošing ...

Bolela sereto *Mahlo a mabedi* a go bona e le ge o tliša barutwana go dula mmeteng ka nakong ya kanegelo.

1 Pele o ka anega kanegelo

- 1.1 Botša barutwana hlogo ya kanegelo o ba tsebiša baanegwa o šomiša dipopi.
- 1.2 Tswalanya kanegelo le maphelo a barutwana: Bolela gore ke ba bogolo bjo bokaakang, ge e le gore ba na le bana babo ba bašemane goba ba basetsana, gore ba dula kae, gore ba ya sekolong bjang, ba apara eng ge ba eya sekolong.
- 1.3 E re: "*Pele re ka thoma, ke rata go le tsebiša ka ga dithalošo tša a mangwe a mantšu a mafsa ao re tla a humanago ka gare ga kanegelo.*" Boledišanang ka mantšu a bohlokwa go tšwa lenaneong la tlotlontšu, o bontšhe barutwana selo goba seswantšho goba o ba bontšhe ka go diragatša tlhaloso ya lentšu. Mohlala: Laetša sefahlego sa gago sa go bontšha go tshwenyega o kgopela barutwana go o bontšha gore ba lebelelega bjang ge ba tshwenyegile. Kgopela barutwana ba bolele lentšu leo ka polelo ya bona ge e le gore gae ba bolela polelo e šele.

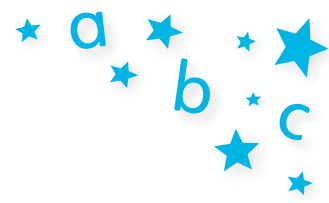
2 Ge o anega kanegelo

- 2.1 Anega kanegelo ka tsela ya go bontšha bophelo o šomiša mantšu a go fapana.
- 2.2 Laetša ka ditiro o šomiše dipopi le ditshegetšo.
- 2.3 Kgopela barutwana gore ba akanye gore ke eng se se tla latelago mo kanegelong o dire gore ba tšee karolo ka go ba botšiša dipotšišo tše di bulegilego bjalo ka: "*Ke ipotšiša gore Zinzi o be a ikwa bjang ge ba be ba le tseleng ya go ya sekolong?*"

3 Ka morago ga gore o anega kanegelo

- 3.1 1 Botšiša barutwana: "*Ke eng se o se ratilego ka ga kanegelo? Ke eng seo o sa ka go wa se rata? Ke karolo efe ye e go kgahlilego go fetiša ka moka? Ke dipotšišo dife tše o nago le tšona ka ga kanegelo?*"



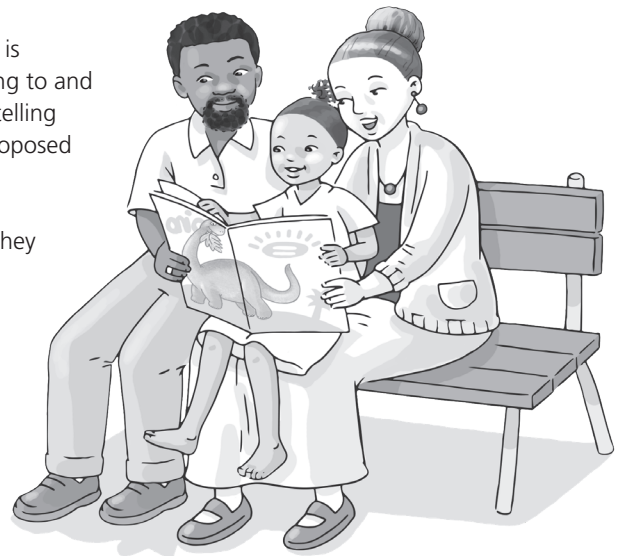


Activities to build new vocabulary and book language

Listening to stories

One way of helping learners to become familiar with the language of books is through oral storytelling. Research has shown a relationship between listening to and interacting with stories, and subsequent literacy competence. It is as if storytelling helps to bridge the gap between oral and written language. Wells (1987) proposed that hearing stories is the most crucial of all the interactions that contribute towards learners becoming literate. When learners are told stories, they are exposed to a special type of oral language that is different to the language they use in everyday speech. This is language that goes beyond the "here and now" and uses words to convey information about things happening at another time and place. It is critical for school learning.

Interactive storytelling has been shown to be an effective way to develop vocabulary and comprehension of language, particularly when it includes an emphasis on previewing vocabulary, using props linked to target vocabulary, interactive discussions about vocabulary in the stories, and practising new vocabulary in small group activities.



In the classroom ...



Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Talk about how old they are, whether they have brothers or sisters, where they live, how they get to school, what they wear to school.
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example: Make a worried face and ask learners to show you how they look when they are worried. Ask learners to say the word in their own language if they speak a different language at home.

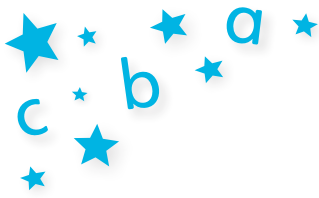
2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"I wonder how Zinzi felt when they were on their way to school?"*

3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*





Go anega dikanegelo

Barutwana ba ithuta ka go kwa le go anega dikanegelo. Ye ke tsela ye bonolo ya tlhago ya go tlabolla leleme le go lokišetša barutwana leleme la ka dipukung. Dikanegelo e ka ba dinonwane tša setšo, goba e ka ba dikanegelo tša sekolo goba dikanegelo tša ka malapeng ka ga dilo tša kgale goba selo se e sego kgale se diregile. Barutwana ba bannyane ba rata go tšea karolo ge go anegwa kanegelo gomme ge leleme la bona le tlabologa, ba tlo ipshina ka go anegela dikanegelo tša bona go barutiši le bafepi ba go ba le kgahlego le go bona bohlokwa bja se ba se boelago. Ge barutwana ba ithuta go anega dikanegelo e le ba bannyane, go tlo ba bonolo go bona go ngwala dikanegelo mohla ba gotše.

Ka go anega kanegelo goba go e anega leswa goba go gopola maitemogelo ao a fetilego, barutwana ba ithuta ba gore ba swanetše go hlaloša baanegwa ba ba amegago gomme ba neelane ka kamego ya bona go kanegelo (ba hlaloše gore e diregile kae le gona neng). Ba ithuta gore kanegelo ya bona e swanetše go latela tatelano ya ditiragalo ye itšego gore e kwešišege.

Ge barutwana ba latelanya diswantšho go dira kanegelo, ba diriša bokgoni bja go akanya, go hutša, go dira diitwalano le go kwešiša. Mabokgoni a ka moka a bohlokwa go go bala ka kwešišo. Go anega kanegelo ka tatelano ya go nepagala ke mabokgoni a bohlokwa seo e ka bago tlhotlo barutwaneng ba bannyane, ka fao ba hloka menyetla ye mentši ya go itlwaetša mabokgoni a. Ge barutwana ba kwešiša gore dikanegelo di dirwa ke ditiragalo tša go latelana, ba kgona go beakanya kanegelo ya bona gore e be le mathomo, gare le mafetšo. Se se tlo thekga tlabologo ya bona bjalo ka bangwadi.

"Ditiragalo tša Dikanegelo tša molomo tše barutwana ba ithutago go di anega e sa le digotlane di swana le dingwalwa tšeo barutwana ba ithutago go di bala sekolong. Ka fao, go ithuta ka ga le go diriša dikanegelo go thuša barutwana go bopa ditetelo ka thulaganyo ya dingwalwa." (Peterson, 2006, letl. 2)

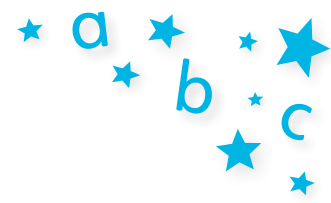
Ka phapošing ...

Bekeng ya mathomo ya saekele, ge barutwana ba kwele kanegelo e anegwa le go anegwa leswa, le morago ga go tšea karolo ge go opelwa le go diragetša kanegelo, ba ba le monyetla wa go nagana ka ditiragalo ka hlokomelo le go di latelanya.

Go diriša diswantšho go latelanya ditiragalo tša ka kanegelong

- 1 Kgetha se sengwe sa diswantšho go tšwa tatelanong ya tšona o se swarele godimo.
- 2 Botšiša barutwana gore ba bona eng, o tšwele pele ka go bolela ka seswantšho seo ka botlalo. Tše ke dipotšišo tša mohola tša go botšišwa ka ga seswantšho se sengwe le se sengwe:
 - ★ "Ke mang yo o ka mmonago?" (baanegwa)
 - ★ "O/Se dira eng?" (lediri le ditiragatšo)
 - ★ "Ke eng se sengwe gape se o se bonago?" (lebelela gape)
 - ★ "... e mo kae?" (o bolela mafelo/boemo)
 - ★ "Go reng o nagana ...?" (kgopolo ya go itlhamela, go hlagiša maikutlo)
- 3 Ge o boledišane ka seswantšho se sengwe le se sengwe, o se kgorametša godimo ga letlapa gore barutwana ba se bone. Leka gore diswantšho di se dule ka tatelano ge go dirwa mošongwana wo.
- 4 Ka morago ga go boledišana ka diswantšho ka moka, botšiša barutwana gore: "Naa diswantšho di ka tatelano ya maleba?"
- 5 Kgopela barutwana go laetša seswantšho sa go tla mathomong a kanegelo. Šomang mmogo go beakanya diswantšho ka tatelano gore kanegelo e be yeo e kwagalago ya go ba le mohlodi.
- 6 Dira gore barutwana ba tšee karolo ka mafolofolo mo tiragalong ye. Botšiša dipotšišo tša go swana le: "Go diragetše eng ka morago ga fa? Ke mang yo a ka gopolago karolo ye e latelago ya kanegelo?"
- 7 Ge diswantšho di le ka tatelano ya maleba, mema barutwana ba se bakae go tlo anega kanegelo ye gape ka tatelano ya yona ya maleba.





Telling stories

Learners learn through both hearing and telling stories. This is an easy and natural way to develop language and prepare learners for the language of books. Stories can be traditional tales, or they can be school or family stories about long ago events or something that happened recently. Young learners love participating in storytelling and as their language develops, they will enjoy telling their own stories to teachers and caregivers who show interest and value what they have to say. If learners learn to tell good stories when they are young, it will be easier for them to write good stories when they are older.

Through telling or retelling a story or recounting a past experience, learners learn that they need to describe the characters involved and give a context to their story (describe where and when it took place). They learn that their story needs to follow a specific order of events if it is to make sense.

When learners sequence pictures to make a story, they use their ability to predict, anticipate, make links and comprehend. These are all important skills for reading comprehension. Telling a story in the correct sequence is a very important skill and something that can be challenging for young learners, so they need lots of opportunities to practise this skill. When learners understand that stories are made up of sequenced events, they are able to plan their own stories to have a beginning, middle and end. This will support their development as writers.

"Oral event-narratives that learners learn to tell as preschoolers are similar to the texts that learners learn to read in school. As a result, learning about and using narratives help learners form expectations about how written texts are organised." (Peterson, 2006, p. 2)

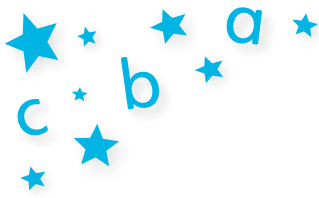
In the classroom ...

In the first week of the cycle, once learners have heard the story being told and retold, and after they have participated in singing and acting out the story, they have an opportunity to think carefully about the events and to sequence these in the correct order.

Using pictures to sequence the events in a story

- 1 Choose one of the sequence pictures and hold it up.
- 2 Ask learners what they see, then talk about the picture in detail. These are useful questions to ask about each picture:
 - ★ "Who can you see?" (characters)
 - ★ "What is he/she/it doing?" (verbs and actions)
 - ★ "What else can you see?" (looking again)
 - ★ "Where is the ...?" (naming places/position)
 - ★ "Why do you think ...?" (creative thinking, expressing opinions)
- 3 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 4 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 5 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 6 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 7 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.





Go diragatša dikanegeto

Ge barutwana ba tšea karolo papading ya terama, ba kopisa le go itlwaetša mantšu ao ba kwelego a bolelwa ke ba bangwe gomme se se thuša go tiiša tlotlontšu le mabokgoni a leleme. Ba raloka dikarolo tša go fapana mo kanegelong se se ba thuša go bona ditiragalo ponegong ya fo fapana. Ba swanetše go latela tatelano ya ditiragalo gore ba diragatše ka nako ya maleba kanegelong.



Ka phapošing ...

Go anega kanegelo le go e raloka

- 1 Kgetha barutwana go raloka karolo ya baanegwa ba ka gare ga kanegelo.
- 2 Bolela ka moanegwa yo mongwe le yo mongwe wa ka gare ga kanegelo. Botša barutwana gore ba ya go ba baanegwa bafe ge ba raloka kanegelo le go ba bontšha ditshegetšo tšeo di tla šomišwago go anega kanegelo.
- 3 Hlalosetša barutwana gore wena (morutiši) o ya go ba molaodiši wa kanegelo. Barutwana ba go raloka ba tla raloka dikarolo ka moka tšeo ba botšwago go di raloka. Ba thuše go beakanya moo ba tlogo ema gona.
- 4 Thoma go ba anegela kanegelo o ba hlohletše go dira ditaetšo tša go sepelelana le mantšu a gago ge phapoši ka moka e bogetše ge ba tšea karolo.
- 5 Ge nako e sa le gona, o ka somiša barutwana ba bangwe go boeletša go tšea karolo kanegelong.

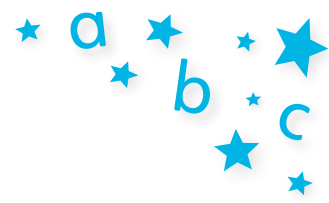
Go itshema go raloka go fa gape barutwana menyeta ya go diriša leleme la go fapana le polelo ya ka mehla. Leleme le mohuta wo o itšego le dirišwa ka go itshema go raloka, fao barutwana ba swanetše go rerišana ka dikarolo le thulaganyo, gomme ba hlalošetše baralokimmogo se ba se dirago le se ba se naganago. Go itshema go raloka go aga bokgoni bja barutwana bja go kwešiša le go diriša leleme la go feta fa-gona-bjale, go feta maitemogelo a bona le go feta lefase la nnete. Ka go itshema go raloka, barutwana ba ithuta ka kemedi – gore selo se ka emela se sengwe (mohlala, poloko ya kota e ka emela mogala wa selula papading). Kwešišo ya se e tlo ba thuša go kwešiša gore mongwalo wa letlakaleng o ka emela mantšu ao re a bolelago.

Poledišano ge go balwa puku ya kanegelo

Barutwana ba bantši Afrika Borwa ba ka se thome sekolo ka maitemogelo a boipshino bja go balelwa. Leeto la bona le dipuku le ka thoma fela Mphatong wa R gomme re hloka go kgonthiša gore ba kwa kanegelo ya go anegelelwa boipshino. Ke nako yeo barutwana ba anegelwago kanegelo ya leleme la go huma ya diswantšho tše di botse, go se se lebeletšwego goba mešongwana ya go latela. Barutwana ba hloka "go ba fao" ka nnete – go sobelela ka kanegelong ye bose le go itemogela maleatlana a dipuku. Morero ga se go diriša puku go ruta, efela go hlama sekgoba sa borutho sa go abelana bobotse bja dipuku tše di tlo ratwago ke wena bjale ka morutiši le barutwana.

Ge re le gare re godiša lerato la dipuku, go bala dikanegeto go fa sebaka sa maleba go tlabolla leleme la go bolelwa ka go bolela ka dilo tša ka dipukung le tše di sego ka dipukung. Dipuku di ka hlola dipoledišano ka ga maitemogelo ao a fetilego goba go akanya tše di tlogo direga. Dipheto di ka dirwa ka dilo tše di sego gona sengwalweng goba seswantšhong. Go bala go ka hlola dipotšišo ka ga dikanegeto le diswantšho, go akaretšwa dipotšišo tše di bulegilego bjalo ka, "Ke ipotšiša gore ...?", "Ge ...?", "O nagana go reng ...?". Dipotšišo tše di bulegilego di hlohletša barutwana go neelana ka dikgopolo le go thoma dipoledišano. Tsela ye nngwe ya go dira gore barutwane ba bolele ke ka go bala puku ye ba e ratago gantši, ka ge dithuto di bontšhitše gore barutwana ba tšea karolo ge sengwalwa se balwa gape, go eba le kgonono le hlathollo (DeTemple, 2001).





Acting out stories

When learners participate in dramatic types of play, they copy and practise the words they have heard others saying and this helps to reinforce vocabulary and language skills. They take on different characters in the story which helps them see the events from different points of view. They have to follow the sequence of events in order to join in the role play at the correct time in the story.



In the classroom ...

Storytelling and role play

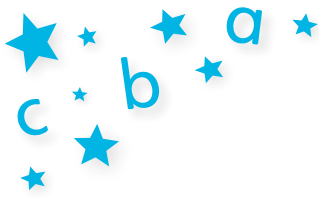
- 1 Choose learners to play the characters in the story.
- 2 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 3 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 4 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 5 If there is time, you may want to repeat the role play with different learners.

Pretend play also provides learners with opportunities to use language that is different to everyday talk. A specific kind of language is used in pretend play, where learners need to negotiate roles and plot, and explain what they are doing and thinking to their playmates. Pretend play builds learners' ability to understand and use language which goes beyond the here-and-now, beyond their own personal experiences and beyond the real world. In pretend play, learners also learn about representation – that one thing can stand for another (for example, a wooden block can stand for a cell phone in the game). Grasping this difficult concept will help them to understand that the writing on a page can stand for the words we speak.

Interactive storybook reading

Many learners in South Africa will not begin school with any experience of the joy of being read to. Their journey with books might only start in Grade R and so we need to ensure that they hear stories read to them for pure enjoyment. This is a time when learners are read stories with rich language and beautiful illustrations, with no expectations or activities to follow. Learners need to truly "be in the moment" – to become absorbed in a wonderful story and to experience the magic of books. The aim is not to use a book to teach, but to create a warm and inviting space for sharing the wonder of books that both you as the teacher and your learners will love.

While growing a love of books, reading stories also provide an ideal platform for developing oral language through talking about things in the book and about things that are not in the book itself. Books can lead to discussions about past experience or predictions about what will happen. Inferences can also be made about things that are not in the text or illustrations. Reading might lead to questions about the story and the pictures, including open-ended questions such as, "I wonder if ...?", "What if ...?", "Why do you think ...?". These open-ended questions encourage learners to express their own ideas and initiate discussion. One way to help learners to engage in this type of talk is through repeated readings of favourite books, as studies have shown that learners generally participate more in later readings of the same text, which can include more speculation and interpretation (DeTemple, 2001).



Go bala le go ngwala

Go ithuta go bala le go ngwala ga go direge ka bjako, efela go tšea mengwaga. Ge re diriša lereo “go ngwala le go bala go go itlhagišago” re ra gore go bala le go ngwala go thoma ka pela maphelong a barutwana, sebakeng sa selo sa go thoma ge go balwa semmušo dithutong tša Mphato wa 1. Barutwana ga ba swanela go emela dithuto tša go bala go utulla maleatlana a mantšu a go gatišwa le go ithuta gore ke ka lebaka la eng re bala le go ngwala!

Go bala go go itlhagišago

Ge barutwana ba ithuta ka fao dipuku di šomago ka gona ka go balela boipshino, barutiši ba ka bontšha tshepedišo ya go bala ka go bala Dipuku tše Dikgolo, diphoustara le dingwalwa tša ditikologong tša bona. Ka nako ye ya mešongwana ya go bala mmogo, ge re “nagana ka go hlaboša lentšu” gomme ra bolela ka se re se naganago le maano, barutwana ba bannyane ba thoma go kwešiša gore tshepetšo ya go bala e šoma “bjang”. Re ka hlamelela barutwana menyetla ya go bala kgatišo tikologong ya bona le go itemogela go ngwala ka lenaneo la tšatši ka tšatši la Mphato wa R. Ge o hlohletša mongwalo wa go itlhagiša barutwaneng gantši, ba tlo diriša kgatišo ya tikologo kudu.



Morutiši o bontšha tshepedišo ya go bala.

Ge barutwana ba bona batho ba bagolo ba bala le go ngwala, ba ithuta gore maswao ao a lego pampiring a rwele molaetša gomme a bolela se sengwe. Ba thoma go kwešiša gore kgatišo e šoma eng gomme se se ba hlohletša gore ba nyake go ipalela le go ngwala.

Ka phapošing ...

Ka go bala Puku ye Kgolo le barutwana, ba tlo kgona go bona tswalano gare ga mantšu a letlakaleng le mantšu a go bolelwa ke wena. Kanegelo ya ka Pukung ye Kgolo e nolofaditšwe, gore barutwana ba leke go e “bala” ka bobona. Ba ba le maitemogelo a go ba mmadi – le ge e ka ba ba bolela mantšu ao ba a swerego ka hlogo.

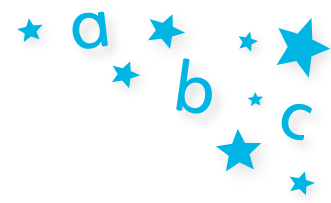
Go bala mmogo – Puku ye Kgolo

- 1 Hlohletša barutwana go lebelela seswantšho sa bokantle bja puku le go bolela ka seo ba se bonago le seo ba se lemogago.
- 2 Balela barutwana ka phapošing hlogo ya kanegelo. O šupe lentšu le lengwe le le lengwe ge o tšwela pele ka go bala. E bale gape o kgopele barutwana go bala le wena.
- 3 Phetla maphephe a puku ka letee ka letee ka laetša barutwana diswantšho, o hlatholla diswantšho le go hlohletša barutwana go botšiša dipotšišo.
- 4 Šupa dinomoro tša matlakala o bolela le gore ke letlakala la bokae leo le tla go latela.
- 5 Ge o “feditše” go phetla puku ka moka, boela morago mathomong o bale hlogo ya kanegelo gape. O bule matlakala o bale lefoko le lengwe le le lengwe ka lentšu la tlhago la go kwagala. Šupa lentšu le lengwe le le lengwe ge o le bala.
- 6 Bala puku gape o hlohletše barutwana go “bala” le wena.



Ka go bona batho ba bagolo maphelong a bona ba bala, barutwana ba thoma go tšea karolo ka mafolofolo go baleng le ge ba ka se bale ka nepagalo gape ba ka “bala” se ba se swerego ka hlogo le go ithomela dikanegeto go ya ka diswantšho. Se se bitšwa go bala go go itlhagišago. Barutwana ba bannyane ba go se tsebe gore go ngwala ke peakanyo ya ditlhaka, gantši ba “bala” ka go hlama goba go bolela kanegelo ya go tswalana le diswantšho tša ka pukung. Ba ka šupa diswantšho ge ba “bala”, efela ba tlo lemoga gannyane gannyane gore o bala mantšu a go gatišwa. Le ge go le bjalo, ba ka no se be le kgopolo ya gore lentšu ke eng, gomme ba tlo šupa lefoko ge ba bolela lentšu le letee, goba ba šupa lentšu ba bolela lefoko.





Reading and writing

Learning to read and write is not something that happens overnight, but is a process that takes many years. When we use the term “emergent reading and writing” we mean that learning to read and write starts early in learners’ lives, rather than being something that begins when formal reading tuition begins in Grade 1. Learners don’t need to wait for reading lessons to discover the magic of printed words and to learn about why we read and write!

Emergent reading

While learners will learn about how books work through reading for pleasure, teachers can also model the reading process by reading Big Books, posters and texts in their environment. During these shared reading activities, if we “think aloud” and talk about our thought processes and strategies, young learners begin to understand “how” the reading process works. We can create opportunities for learners to read print in their environment and experiment with writing across the daily programme in Grade R. The more you encourage learners’ emergent reading, the more they can engage with environmental print.



Teacher models the reading process.

When learners watch adults reading and writing, they learn that the marks they make on paper carry a message and have meaning. They begin to understand what print is for and this motivates them to want to read and write themselves.

In the classroom ...

By reading the Big Book with learners, they will see how words on a page link with the words you say. The story in the Big Book is a simplified version, so that learners feel confident to try to “read” it themselves. This gives them the experience of being a reader – even if they are just reciting the words in the book from memory.

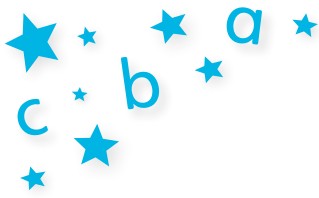


Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to “read” with you.

Through observing adults in their lives reading, learners start to become active participants in reading books even though their reading may not be accurate and they may “read” from memory or make up stories to go with pictures. We call this emergent reading. Young learners who have no knowledge of writing as an alphabetic system, generally “read” by making up or reciting a story to match the pictures in a book. They might initially point to the pictures while “reading”, but gradually start to realise that you read printed words. However, they might still not have a concept of what a word is, and will tend to point to a sentence while saying a single word, or to a word while saying a whole sentence.



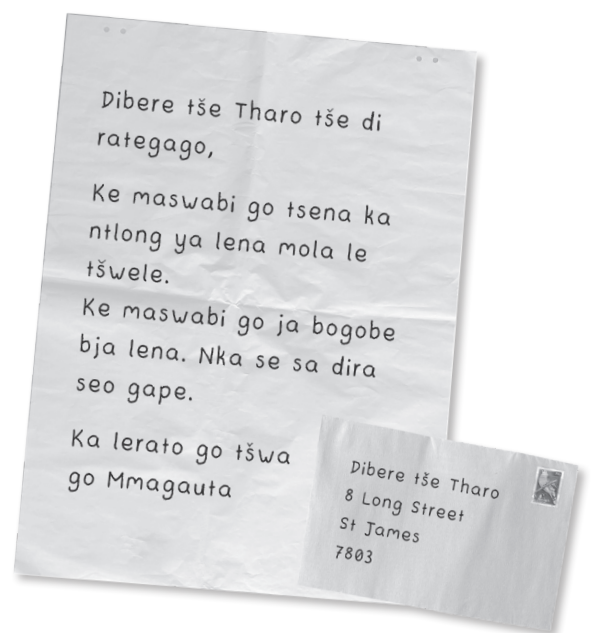


Barutwana ba kgato ye ba ikanya kudu go kamano ge ba bala kgatišo ya tikologong ya bona, bjalo ka go diriša mehlala ya mebala go gopola gore leswao la mmila le re "ema" goba go bala "KFC" ka lebaka la loko. Ga ba kwešiše gore ditlhaka mantšung a go ngwalwa di tswalane le medumo ya leleme la go bolelwa, gomme ba bona go bala e le go gopola tatelano ya ditlhaka ya go bonwa ba diriša mehlala ya go ba thuša, bjalo ka botelele le sebopego sa lentšu, le diboepo tša ditlhaka.

Go ngwala go go itlhagišago

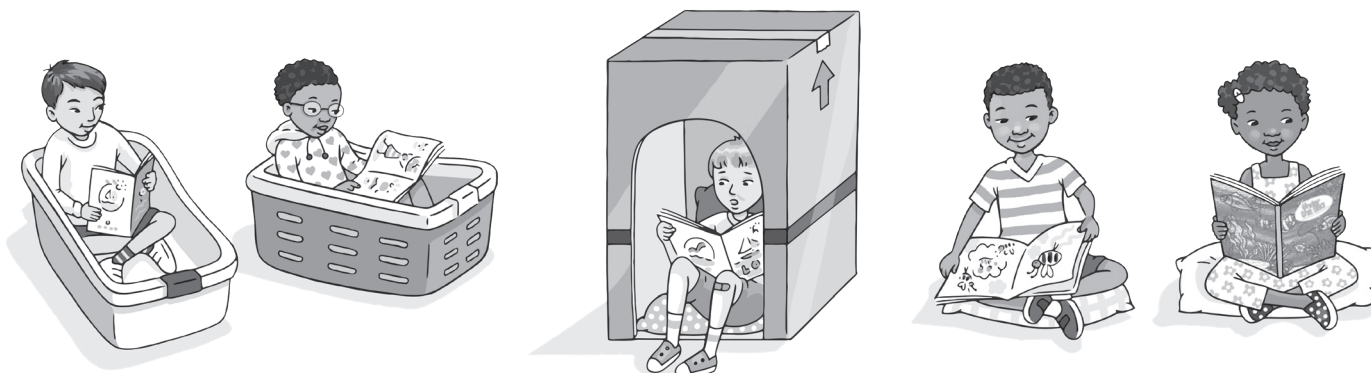
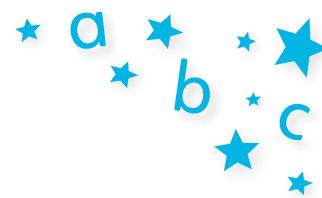
Ka tsela ya go swana barutwana ba ka ithuta go bala ka go lebelela morutiši wa bona goba go mo theeletša ge a "nagana ka go hlaboša lentšu" ge a bala, ka mešongwana ya go ngwala, morutiši a bontšha barutwana ba Mphato wa R tshapedišo ya go ngwala. Barutiši ba hlamile dingwalwa tše mmogo le barutwana gomme ke nako ye bohlokwa ge barutwana ba thoma go bona dikgopolo tša bona le mantšu ao ba a boletšego a gatišitšwe! Dingwalwa tša go ngwalwa mmogo di loketše go balwa mmogo ka ge di na le dikgopolo, mantšu, le dikafoko tšeo barutwana ba di tsebago – ba tlo ikgantšha ka go "bala" mantšu a bona. Ge morutiši a ngwadile sengwalwa sa go ba le dikgopolo tša barutwana, ke kgopolo ye botse go bala sengwalwa seo mmogo, o šupa lentšu le lengwe le le lengwe gore barutwana ba lemoge gore polelo e dirwa ke mantšu a go fapana, a go ba le dikgoba gare ga ona.

Le ge barutwana ba Mphato wa R ba ka ithuta go ngwala ka go bona morutiši wa bona a ngwala, ba ka se kgone go ngwala ka bobona gabonolo ga bjale. Ba ka laetša dikakanyo le dikgopolo tša bona pampiring ka go thala. Pele ba ithuta go bala le go ngwala, barutwana ba tlwaetše go thala bjalo ka tsela ya go emela dikgopolo le dilo. Dithalwa di swana le dilo tše di di emetšego. Efela, bothata bja go ngwala ke gore mantšu ga se a tswalane le ka fao dilo di lebelelegago, gomme barutwana ba swanetše go ithuta gore mantšu a go ngwalwa a tswalana le tsela ye re bolelago ka yona, e sego dilo ka botšona. Dithuto di bontšhitše gore barutwana ba bannyane ba ba legatong la go nagana gore mantšu a go ngwalwa a tswalana le ka fao dilo di lebelelegago ka gona, selo se segolo se swanetše go emelwa ke lentšu le letelele gomme selo se sennyane se emelwe ke lentšu le lennyane (Ferreiro le Teberosky, 1982). Maitekelo a barutwana ba bannyane a mathomo a mongwalo wa barutwana ba bannyane o ka se swane le mongwalo wa batho ba bagolo, efela e ba bangwadi ge ba leka go bolela dikgopolo tša bona pampiring le ge ba diriša go ngwala mererong ya go fapana. Re diriša lereo la "go ngwala go go itlhagišago" go hlaloša go dira leswao le mongwalo wa barutwana ba bannyane pele ba ithuta go ngwala gabotse.



Barutiši ba bontšha tshapedišo ya go ngwala.





Learners in this phase rely heavily on context when reading print in their environment, such as using colour cues to remember that a street sign says “stop” or reading “KFC” because of the logo. They do not understand that letters in written words are related to sounds in spoken language, and see reading as remembering a visual sequence of letters using whatever cues are most helpful, such as word length and shape, and shapes of letters.

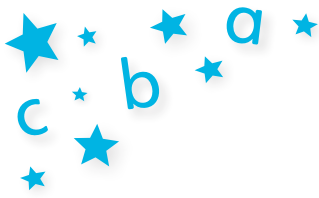
Emergent writing


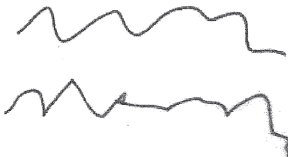




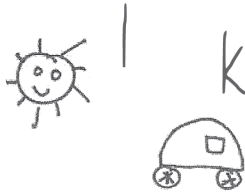



In the same way that learners might learn how reading works by watching their teacher and listening to her “thinking aloud” as she reads, through shared writing activities, teachers model the writing process for Grade R learners. These texts are co-created by teachers and their learners and it is an important moment when learners start to see their own ideas and spoken words in print! Shared writing texts are ideal for shared reading as the text contains ideas, words and phrases that are very familiar to the learners – they will take great pride in “reading” their own words. Once teachers have written a piece of text with input from learners, it is a good idea to read over the text together, pointing to each word so that learners start noticing how our speech is made up of different words, with spaces between the words.

While Grade R learners can learn about writing from observing their teacher’s writing, they will not yet find it easy to write independently. The first way they will represent their ideas and thoughts on paper will be through drawing. Before learning to read and write, most learners are familiar with drawing as a way of representing things. Drawings of things look something like the things they represent. However, the difficulty with writing is that words are not in any way related to how things look, and learners need to learn that written words are related to how we say things, not the things themselves. Studies have shown that many young learners go through a stage of thinking that written words relate to how things look, a big thing should be represented by a long word and a small thing by a small word (Ferreiro and Teberosky, 1982). Young learners’ first attempts at writing may not look like grown-up writing, but they are becoming writers as they try to communicate their ideas on paper and use writing for different purposes. We use the term “emergent writing” to describe the mark making and writing that young learners do before they learn to write in a conventional way.



Teachers model the writing process.



 1. Kgwarinya (thoma kae goba kae letlakaleng)	 2. Kgwarinya (la ngele go ya go la go ja)	 3. Ditlhaka tša mantlwane	 4. Lenti la ditlhaka (la ngele go ya go la go ja)
 5. Dihlopha tša ditlhaka tša go ba le dikgoba gare gore di lebelelege bjalo ka mantšu	 6. O kopolla kgatišo ya tikologo	 7. O diriša tlhaka ya mathomo ya lentšu go emela lentšu	 8. O diriša ditlhaka tša go feta e tee go emela lentšu
 Vusi o tple mtle		 Kani ortakase yapwe	
9. O diriša mopeleto wa go hlamiwa le go ngwala mantšu a go ba le mathomo, gare le ditlhaka tša mafelelo			

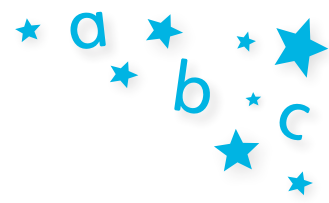
Legatong le la tlhabollo ya tsebo ya go bala le go ngwala, barutwana ba ka rata go bona gore dilo di ngwalwa bjang gomme gantši ba kgopela motho yo mogolo wa kgauswi le bona gore a "ngwale fase". Ye ke kgato ya bohlokwa ya tlhabologo ya go ngwala, ka gore le ge ba sa ngwale ka bobona, barutwana ba ithuta dilo tša bohlokwa ka ga leleme la go ngwalwa: gore mantšu a go bolelwa a ka ngwalwa, le gore lentšu la go bolelwa le sepelelana le lentšu la go ngwalwa. Ba godiša le boitshepo bja go ihlagiša le go fetiša molaetša ka go bolela le go ngwala. Ge barutwana ba thoma go "ngwala" ka bobona, ba a kgwarinya, ba dira maswao le motswako wa dinomoro le ditlhaka.


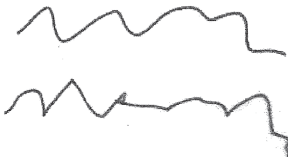

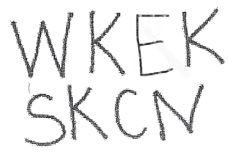



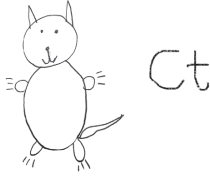
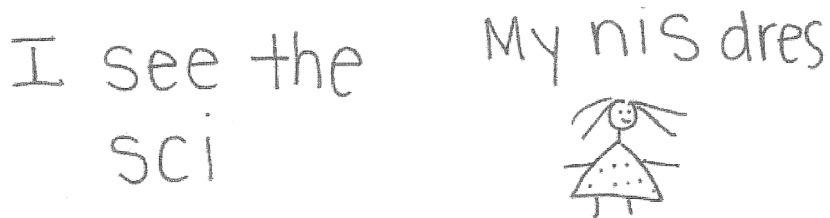
Ka phapošing ...

Go thala le mongwalo wo o tšweletšwago pele

- 1 Botšiša barutwana gore ba ka rata go thala seswantšho sa bona ba apere yunifomo goba diaparo tše ba di ratago.
- 2 Dira tshwayatshwayo goba o kgopele morutwana a go botše ka ga sethalwa sa gagwe.
- 3 Kgopela barutwana ge e le gore ba rata go ngwala se sengwe ka ga diswantšho tša bona goba ge ba nyaka wena o ba ngwalela.
- 4 Nagana ka go hlaboša lentšu ge o ngwala lefoko la morutwana: "Ke ... rata ... go apara ... šoti ... ya ka ... ye talalerata ... le ... mongatse ... o mohubedu." Ge ba nyaka gore o ba ngwalele, e re ba bolele mantšu ka go nanya ge o a ngwala.
- 5 Ngwala se morutwana a go botšago sona, lentšu ka lentšu. O gopole gore o ngwale ka bothakga le ka mongwalo wo o bonagalago.
- 6 Ge o feditše go ngwala, hlohleletša morutwana go bala lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a.





 <p>1. Scribble (starting point at any place on the page)</p>	 <p>2. Scribble (left to right progression)</p>	 <p>3. Pretend letters</p>	 <p>4. Letter string (left to right)</p>
 <p>5. Groups of letters with space in between to look like words</p>	 <p>6. Copies environmental print</p>	 <p>7. Uses first letter of a word to represent a word</p>	 <p>8. Uses more than one letter to represent a word</p>
 <p>9. Uses invented spelling and writes words with beginning, middle and ending letters</p>			

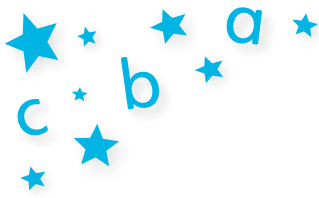
At this stage of their literacy development, learners might be keen to see how things are written and often ask a nearby adult to “write it down”. This is an important part of writing development, for even though they are not physically doing the writing, learners are learning important things about written language: that spoken words can be written, and that each spoken word corresponds to a written word. They are also developing confidence in expressing themselves and communicating a message through speaking and writing. When learners initially “write” themselves, they tend to use scribbles, marks and a mixture of numbers and letters.

In the classroom ...

Drawing and emergent writing

- 1 Ask learners whether they would like to draw a picture of themselves in their uniform or in their favourite clothes.
- 2 Make a comment or ask the learner to tell you about their drawing.
- 3 Ask learners if they would like to write something about their picture or if they would like you to write for them.
- 4 Think aloud as you write the learner’s sentence: “I ... like ... to wear ... my ... blue ... shorts ... and ... red ... hat .” If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down.
- 5 Write exactly what the learner tells you, word for word. Remember to write neatly and clearly.
- 6 When you have finished writing, encourage the learner to read the sentence with you. Point to each word as you read and acknowledge their efforts.





Go kgwarinya le go ngwala o diriša ditlhaka le maswao ke kgato ya tlabologo ya bohlokwa. Le ge go le bjalo, ke kgato ya go latela ya tlabollo ya mongwalo ye e bontšhago gore morutwana o tšere kgato ya mathomo ya tsebo ya go bala le go ngwala. Akanya ka mohlala wo wa go ngwala (lenaneo la direkwa la go ngwalwa ke morutwana yo a sa tšwago go thoma sekolo). Le ge mantšu a sa peletywa gabotse, ke maiteko a go kwagala a go emela medumo mantšung. Mohuta wo wa "mopeleto wa go hlamiwa" goba mongwalo wa go itlhagiša ke sešupo se sebotse sa gore morutwana o kwa medumo mantšung, o na le tsebo ya modumo-tlhaka, ebile o tseba gore leleme la go ngwalwa le sepelelana le medumo ya mantšu a go bolelwa. Morutwana o thoma go utulla gore peakanyo e šoma bjang.



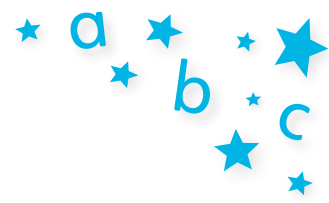
Dithutong tše dintši tša barutwana ba digotlane dinageng tša go hlabologa, banyakišiši ba hweditše gore barutwana ba bannyane ba ba dikgatong tša "mopeleto wa go hlamiwa". mopeleto wa go hlamiwa o ra gore barutwana ba itemogela ka ga go emela medumo mantšung. Dithuto di bontšhitše gore mo go lego motlhako o montši, barutwana ga ba be le kgato ya "mopeleto wa go hlamiwa". Dithuto di bontšhitše tswalano magareng ga mopeleto wa go hlamiwa le go bala. Bryant le Bradley (1980) ba hweditše gore bokgoni bja go ngwala mantšu ka mo a kwagalago bo tla pele ga bokgoni bja go bala magarenga a barutwana, se se ra gore kwešišo ya dialfabeto e ka ba gona barutwaneng pele ba bala. Mann, Tobin & Wilson (1987) ba hweditše gore mopeleto wa go hlamiwa o be o laetša gore go tlo ba le bokgoni bja go bala, o kgonthiša kgolo ya bokgoni bja morutwana bja go emela medumo mantšung.

Ditlhaka le medumo

Ge barutwana ba thoma go diriša ditlhaka go emela medumo mantšung ge ba ngwala, ba ka kgona go hlokomela ditlhaka ge ba bala. Se se ba bea maemong a makaone go barutwana ba go se tsebe ditlhaka ba go ithuta mantšu ba diriša mehlala ya pono fela. Barutiši ba bangwe ba dumela gore barutwana ba ithuta mantšu ka go a bona gomme ba thoma go diriša tsebo ya ditlhaka ka morago ge ba thoma go tikhouta goba go bolela mantšu. Banyakišiši ba bile kgahlanong le kgopolo ya gore go ithuta go bala mantšu go ama go swara dibopego tša mantšu ka hlogong goba dibopego tše dingwe tša pono – ba šišintše gore modumo wa ditlhaka o bapala karolo go thoma dikgatong tša mathomo tša tlabollo ya tsebo ya go bala le go ngwala (Dixon, Stuart & Masterson, 2002; Ehri, 1998).

Ge barutwana ba thoma go tlwaela ditlhaka le medumo ye di e dirago, bat la kgona go diriša mehlala ya sefonetiki go nagana seo mantšu a se bolelalgo. Kgahlanong le se, leano la pono le ra gore mmadi wa go itlhagiša o nyaka go botšwa ke motho yo mongwe gore lentšu le reng – ga ba inaganele gore lentšu le reng. Babadi ba mehlala ya pono ba swanetše go gopola dikgokagano tša boithatelo.





Scribbling or writing using random letters and symbols is an important developmental step. However, it is the next phase of writing development that really shows that a learner has taken the first steps into literacy. Consider this example of writing (a shopping list written by a learner who has just started school). Although these words are not spelt in a conventional way, they are meaningful attempts to represent the sounds in words. This type of “invented spelling” or emergent writing is a good sign that the learner can hear sounds in words, has some letter–sound knowledge, and knows that written language has something to do with the sounds in spoken words. The learner is starting to discover how the system works.



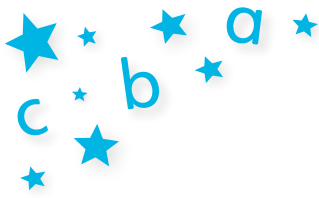
In many studies of preschool learners in developed countries, researchers have found that young learners go through a phase of “invented spelling”. Invented spelling means that learners are experimenting with how to represent sounds in words. Studies have shown that in high poverty contexts, learners are less likely to have an “invented spelling” phase. Studies have also demonstrated a relationship between invented spelling and reading. Bryant and Bradley (1980) found that the ability to write words the way they sound preceded the ability to read among learners, which suggests that alphabetic understanding might well be evident in learners’ writing before their reading. Mann, Tobin and Wilson (1987) found that invented spelling was a predictor of later reading ability, confirming the importance of a learner’s growing ability to represent sounds in words.

Letters and sounds

Once learners start using letters to represent sounds in words when writing, they are also likely to be paying attention to letters when they read. This gives them an advantage over learners who do not know any letters and are learning words using visual cues only. Some teachers hold the view that learners initially learn words by sight and then only later start to use letter knowledge when they decode or sound out words. Researchers have challenged the idea that learning to read words initially involves memorising shapes of words or other visual features – they have proposed that letter–sound correspondence plays a role from the earliest stages of literacy development (Dixon, Stuart and Masterson, 2002; Ehri, 1998).

Once learners are familiar with letters and the sounds they make, they will be able to use phonetic cues to work out what words say. In contrast, a visual learning strategy means that an emergent reader is initially reliant on someone to tell them what a word says – they have no way of working out by themselves what the word could be. Visual cue readers also have to remember arbitrary connections.





Ka phapošing ...



Go ba mmadi wa go ba le mabokgoni, le go kgona go ngwala mantšu, barutwana ba swanetše go ithuta go diriša peakanyo ye ya go ngwala ga dialfabeto. Go ithuta ditlhaka le medumo ye di e dirago go tšea nako gomme go bohlokwa gore diphapoši tša Mphato wa R di hume ka menyetla ya barutwana ya go ithuta ka ditlhaka le medumo ye ba e dirago ka dikwi tša bona ka moka.

Go theeletša medumo

- 1 Kgopela barutwana go dula godimo ga mmete ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: *sengwe, seo, serolwana, seswantšho, setulo, sega*. Le kgona go kwa modumo wo o nepišitšwego: *sengwe, serolwana, seswantšho*? Ee, le nepile! Ka moka ba file modumo wa /s/.
- 2 "Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /s/: *seboko, seširo, sešupanako, setimela, setulo, sego, seipone, seroto, sebešo*." (Gatelela modumo wa mathomo ge o bitša mantšu a.)

Go bolela medumo

- 1 Bolela modumo wa /s/ ka go hlaboša o botše barutwana gore ba šetše molomo wa gago.
- 2 Kgopela barutwana go bolela modumo wa /s/: "**s-s-s**". Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširatlhakeng le go yo mongwe le yo mongwe.
- 3 Ruta barutwana tiragatšo ya go sepelelana le modumo wo. Mohlala: Barutwana ba ka dira sebokwana sa go nyokanyoka ka menwana ya bona ya mogogorupa ge ba re: **s-s-seboko**.

Go nagana ka mantšu a go thoma ka modumo

Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /s/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /s/.

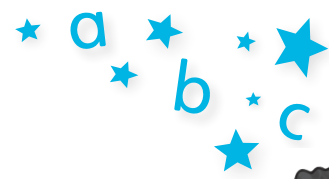
Go bopa tumatlhaka

- 1 Botšiša barutwana ge e ba ba tseba go ngwala tlhaka ya go dira modumo wa /s/.
- 2 Botšiša barutwana ge ba gopola ka moo s e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "*Thoma mo go khutlo, o ye ka godimo o ye le fase*".
- 3 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga mmete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.

Go tswalanya tlhaka le tšhate ya dialfabeto

Ge o na le tšhate ya dialfabeto ka phapošing, bontšha barutwana tlhaka ya **s** tšhateng ya dialfabeto.





In the classroom ...

To become a skilled reader, and to be able to write words, learners need to learn how to make use of an alphabetic system. Learning about letters and the sounds they make takes time and it is important that Grade R classrooms are rich with opportunities for learners to learn about letters and the sounds they make through using all of their senses.

Listening for sounds

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"sengwe, seo, serolwana, seswantšho, setulo, sega. Can you hear the focus sound: sengwe, serolwana, seswantšho? Yes, you are right! They all have the sound /s/."*
- 2 *"Listen carefully, here are some more words with /s/: seboko, seširo, sešupanako, setimela, setulo, sego, seipone, seroto, sebešo."* (Emphasise the focus sound as you say these words.)

Saying the sounds

- 1 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 2 Ask learners to say the sound /s/: **"s-s-s"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.
- 3 Teach learners an action associated with the sound. For example: Learners can make a little wiggling worm with their left index finger while saying: **s-s-seboko**.

Thinking of words beginning with the sound

Ask learners if anyone's name starts with /s/ or if they can think of any other words that start with the sound /s/.

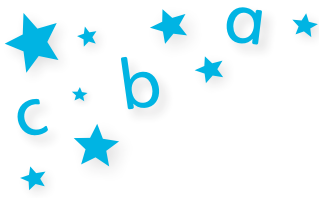
Forming the letter

- 1 Ask learners if they know how to write a letter that makes the sound /s/.
- 2 Show learners how to write the letter **s**. Praise their attempts, then write a large letter on the board or in the air while saying the following: *"Start at the dot, over the top, turn, across the middle, turn and go back."*
- 3 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.



Linking the letter to the alphabet chart

If you have an alphabet chart in your class, show learners the letter **s** on the alphabet chart.



Gore e be babadi ba go ba le mabokgoni, barutwana ba hloka go kwešiša setheo sa dialfabeto – gore go na le tswalano gare ga ditlhaka tša letlakaleng le medumo ye ba e kwago mantšung. Le ge go le bjalo go babadi ba batho ba bagolo, se ke kgato e kgolo go barutwana ba bannyane, kudu ka ge ba swanetše go ithuta go kwa medumo ya go fapana mantšung pele. Barutwana ba bannyane gantši ba diriša le go kwešiša mantšu a mantši, efela ga se ba hlwa ba lemoga medumo ya go dira mantšu ao. Ba ka no be ba tseba gore serurubele ke khunkhwane ye botse, efela ba ka no se be ba tseba ka ga medumo ye e dirago lentšu le. Mohlala, lentšu **serurubele** le dirwa ke dikarolo tše hlano (tšeo re di bitšago **dinoko**): **se | ru | ru | be | le**. Lentšu **serurubele** le thoma ka modumo wa /s/. Mantšu a mangwe a thoma ka modumo wo (go swana le **seboko**, **sega**, **sesepe**). Temogo ya medumo mantšung, legatong la seo se bolelwago ke lentšu, ke temogo ya fonolotši. Mešongwana ya **temogo ya fonolotši** ga e hloke nepišo ya ditlhaka – o ka dira e mentši o tswaletše mahlo!

Temogo ya fonolotši ga e swane le tumatlhaka:

- ★ temogo ya fonolotši = go kgona go kwa medumo mantšung gomme e ba motheo wa ditumatlhaka
- ★ ditumatlhaka = go tseba gore ditlhaka tše itšego tša go ngwalwa di tswalana le mantšu a itšego a go bolelwa.

Temogo ya fonolotši le tsebo ya modumo-tlhaka ke diakanyi tše dikaonekaone tše barutwana ba tlo ithuta go bala ka katlego. Ke diakanyi tše dikaone go feta IQ! Se se ra gore barutwana ba bannyane ba go ba le temogo ya fonolotši ye botse le tsebo ya modumo-tlhaka ba ba le monyetla wo mobotse wa go bala ka katlego.

Tlhalošantšu

senoko (dinoko ka bontšhing)

ke lentšu goba karolo ya lentšu ya go ba le modumo wa tumanoši e tee

temogo ya fonolotši

temogo ya medumo lentšung legatong la se se bolelwago ke lentšu

karoganyo

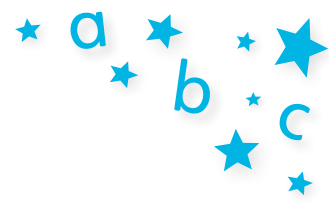
go arola mantšu ka diripa tša go fapana

Ka phapošing ...

Go na le mabokgoni a mantši ao a tlaeletšago go temogo ya fonolotši. Tafola ye ke lenaneo la mabokgoni a temogo ya fonolotši gape e fa le mehlala ya mešongwana ye e ka dirišwago go ruta, go itlwaetša le go lekola tše.

Mošongwana wa Temogo ya Fonolotši	Mehlala
1 Go lekola gore medumo e a swana.	<ul style="list-style-type: none"> ★ Na medumo ye e a swana goba go fapana: /p/, /p/? (swana); /p/, /d/? (fapana) ★ Na mantšu a a thoma ka modumo wa go swana: pere, pudi? (same)
2 Go kwa mathomo goba modumo wa tsepelelo mantšung.	<ul style="list-style-type: none"> ★ O kwa modumo ofe mo mathomong a lentšu naledi? (n) ★ Modumo wa mathomo mo mantšung a ke ofe: katse, koko, kobo? (k) ★ Modumo wa tsepelelo mo mantšung a ke ofe: lebese, selepe, kereke, phensele? (e)
3 Go kwa modumo wa mafelelo goba senoko mantšung.	<ul style="list-style-type: none"> ★ Ke senoko sefe se o se kwago mo mafelelong a mantšu a: bina, wena, wona? (na)
4 Go kopanya dikarolo tša mantšu go dira lentšu la go felela (kopanyo).	<ul style="list-style-type: none"> ★ Ke lentšu lefe le o le hwetšago ge o kopanya dinoko tše mmogo: a-po-le-ko-se? (apolekose)
5 Go aroganya mantšu ka dikarolo (karoganyo).	<ul style="list-style-type: none"> ★ Aroganya lentšu le ka dinoko: letapola. (le-ta-po-la) ★ O kwa dinoko tše ka emo lentšung lepidibidi? (le-pi-di-bi-di: dinoko tše 5)
6 Go dira dikemedi tša dikarolo tša mantšu.	<ul style="list-style-type: none"> ★ E re bula. Bjale tloša /bu/ bomme lefelong la yona, bea /pu/. Ke lefe lentšu le lefsa? (pula) ★ E re nama. Bjale e bolele gape efela o re /ga/ bakeng sa /na/. (gama)





To become skilled readers, learners need to understand the alphabetic principle – that there is a link between the letters they see on a page and the sounds they hear in words. Although this is obvious to adult readers, this is a big step for young learners, particularly as they must first learn to hear the different sounds in words. Young learners often use and understand many words, but haven't yet become aware of the sounds that make up these words. They might know that a butterfly is a beautiful insect, but might not know about the sounds that make up this word. For example, **serurubele** is made up of five parts (that we call **syllables**): **se | ru | ru | be | le**. The word **serurubele** starts with a /s/ sound. Other words also start with this sound (such as **seboko**, **sega**, **sesepe**). The awareness of the sounds in a word, rather than the meaning of the word, is called **phonological awareness**. Phonological awareness activities don't require a focus on letters – most can be done with your eyes closed!

Phonological awareness is not the same as phonics:

- ★ phonological awareness = the ability to hear sounds in words and it lays the foundation for phonics
- ★ phonics = knowing how specific written letters relate to specific spoken sounds.

Phonological awareness and letter-sound knowledge are among the best predictors that learners will learn to read successfully. They are even better predictors than IQ! What this means is that young learners who have good phonological awareness and letter-sound knowledge will have a better chance of learning to read successfully.

Glossary

syllables
a syllable is a word or part of a word with one vowel sound

phonological awareness
the awareness of the sound in a word rather than the meaning of the word

segmenting
breaking words into different parts



In the classroom ...

There are different levels of phonological awareness (PA). This table lists different phonological awareness skills and gives examples of activities that can be used to teach, practise and assess these skills.

PA activity	Examples
1 Judging whether sounds are the same.	<ul style="list-style-type: none"> ★ Are these sounds the same or different: /p/, /p/? (same); /p/, /d/? (different) ★ Do these words start with the same sound: pere, pudi? (yes)
2 Hearing the beginning or focus sound in words.	<ul style="list-style-type: none"> ★ What sound do you hear at the beginning of the word naledi? (n) ★ What is the beginning sound in these words: katse, koko, kobo? (k) ★ What is the focus sound in these words: lebese, selepe, kereke, phensele? (e)
3 Hearing the end sound or syllable in words.	<ul style="list-style-type: none"> ★ What syllable do you hear at the end of these words: bina, wena, wona? (na)
4 Combining parts of words to make the full word (blending).	<ul style="list-style-type: none"> ★ Which word do you get if you put these syllables together: a-po-le-ko-se? (apolekose)
5 Breaking words into parts (segmenting).	<ul style="list-style-type: none"> ★ Break this word into syllables: letapola. (le-ta-po-la) ★ How many syllables do you hear in the word lepidibidi? (le-pi-di-bi-di: 5 syllables)
6 Substituting parts of words.	<ul style="list-style-type: none"> ★ Say bula. Now take away the /bu/ and in its place, add /pu/. What is the new word? (pula) ★ Say nama. Now say it again, but say /ga/ instead of /na/. (gama)

★ Ditšhupetšo le go bala mo go oketšegilego/ References and further reading

- ★ Barone, D., & Xu, S. H. (2008). *Literacy instruction for English language learners Pre-K-2*. New York: The Guilford Press.
- ★ Bryant, P., & Bradley, L. (1980). Why children sometimes write words which they do not read. In U. Frith (Ed.), *Cognitive processes in spelling* (pp. 355-370). New York: Academic Press.
- ★ Department of Basic Education. (2001). *Special Needs Education: Building an Inclusive Education and Training System*. Education White Paper 6. Pretoria: Department of Basic Education.
- ★ Department of Basic Education. (2011). *National Curriculum Statement (NCS). Curriculum and Assessment Policy Statement. Foundation Phase Grades R-3*. Pretoria: Department of Basic Education.
- ★ DeTemple, J. M. (2001). Parents and children reading books together. In D.K. Dickinson, & P.O. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and at school* (pp 31-51). Maryland: Paul H Brookes Publishing Company.
- ★ Dickinson, D. K., & Snow, C. E. (1987). Interrelationships among prereading and oral language skills in kindergartners from two social classes. *Early Childhood Research Quarterly*, 2(1), 1–25.
- ★ Dixon, M., Stuart, M., & Masterson, J. (2002). The relationship between phonological awareness and the development of orthographic representations. *Reading & Writing: An Interdisciplinary Journal*, 15, 295-316.
- ★ Ehri, L. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. Metsala & L. Ehri (Eds.), *Word recognition in beginning literacy* (pp 3-40). Mahwah, NJ: Lawrence Erlbaum Associates.
- ★ Ferreiro, E., & Teberosky, A. (1982). *Literacy before schooling*. Portsmouth, NH: Heinemann.
- ★ Gauteng Department of Education. (2019). *Assessment Practices in Grade R: Resource Pack*.
- ★ Justice, L.M. (2004). Creating Language-Rich Preschool Classroom Environments. *Teaching Exceptional Children*, 36-44.
- ★ Kamii, C. & Manning, M. (1999). Before 'invented' spelling: Kindergartners' awareness that writing is related to the sounds of speech. *Journal of Research in Childhood Education*, 14(1), 16-25.
- ★ Mann, V., Tobin, P., & Wilson, R. (1987). Measuring phoneme awareness through invented spellings of kindergarten children. *Merrill-Palmer Quarterly*, 33, 365-391.
- ★ McGee, L.M. & Richgels, D.J. (2003). *Literacy's Beginnings: Supporting Young Readers and Writers*. 6th ed. Boston: Pearson.
- ★ Peterson, S.S. (2006). Conceptualizations of writing in early years curricula and standards documents: international perspectives. *The Curriculum Journal*, 499–521.
- ★ Roskos, K.A., Christie, J.F., Richgels, D.J. (2003). *The Essentials of Early Literacy Instruction*. National Association for the Education of Young Children. www.naeyc.org/resources/journal.
- ★ Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook of Early Literacy Research*, Vol. 1 (pp. 97–110). New York, NY: Guilford Press.



- ★ Sénéchal, M., Ouellette, G., & Rodney, D. (2006). The misunderstood giant: On the predictive role of early vocabulary in future reading. In D. Dickinson & S. Neuman (Eds.), *Handbook of Early Literacy Research*, Vol. 2 (pp 173-184). New York, NY: Guilford Press.
- ★ Snow, C.E., Burns, M.S. & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press. www.nap.edu.catalog/6023.html
- ★ Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language*. 2nd ed. Baltimore: Paul H. Brookes Publishing Co.
- ★ Tabors, P., Snow, C., & Dickinson, D. (2001). Homes and schools together: Supporting language and literacy development. In D. Dickinson & P. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and at school*. Maryland: Paul H Brookes Publishing Company.
- ★ Teale, W. H. & Sulzby, E. (1986). *Emergent literacy: writing and reading*. Norwood, N.J.: Ablex.
- ★ Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of School Outcomes Based on Early Language Production and Socioeconomic Factors. *Child Development*, 65(2), 606-621.
- ★ Wells, G. (1985). *Language development in the pre-school years*. New York: Cambridge University Press.





Digopodišo/Notes







★ Digopodišo/Notes

A series of 25 horizontal lines spaced evenly down the page, intended for taking notes or writing.

