



Lenaneo le Ntlafaditsweng la Puo
la Kereiti ya R

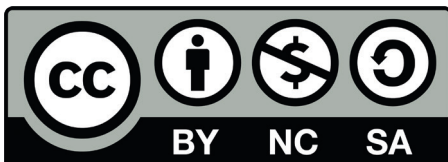
Grade R Language Improvement Programme

Tataiso ya Mareo Concept Guide



Sesotho I English





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★ Foreword by 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.

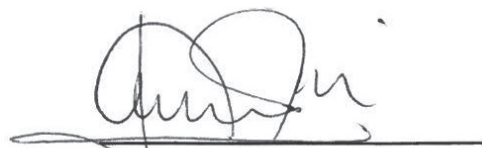
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. 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

★ Ho Sebedisa Tataiso ya Mareo a Puo

Tataiso ya Mareo a Puo e arotswe ka dikarolo tse tharo tse ka balwang ka tatellano efe kapa efe hobane tsohle di a tsamaelana. Re o kgothaletsa ho kgutlela tataisong ena thupellong yohle ya hao ya lenaneo lena le ho bala hape dikarolo tse fapaneng. O tla fumana hore kutlwisiso ya hao ya dikahare e dula e teba nako le nako ha o bala mme e tla o ruta tsela ya ho ruta baithuti ba banyenyane phaposing ya hao ya borutelo. Leqephe lena le habedi le o fa kakaretso ya karolo ka nngwe mme le o supisa ho maqephe ao o ka balang tse ding hape ho ona.

Leqephe la 10

Karolo ya 1:

Lenaneo le Ntlafaditsweng la Puo la Kereiti ya R

Karolo ena e bua ka **makgetha a robedi** a Lenaneo le Ntlafaditsweng la Puo, le etseditsweng GDE ho matlafatsa ho ruta puo le tsebo ya ho bala le ho ngola Kereiting ya R.

- ★ Lenaneo lena le tsamaisa baithuti leetong le tlohang ho puo e buuwang ho isa ho e ngolwang.
- ★ Lenaneo lena le theilwe ho mehlodi, e fang baithuti phihlello ho disebediswa tse kgahlang.
- ★ Lenaneo lena le hloka metsotso e 50 ya nako e tsepameng ho thuto ya puo letsatsi le letsatsi.
- ★ Lenaneo le fana ka diketsahalo tsa tielase yohle le tsa dihlotshwana bakeng sa letsatsi ka leng.
- ★ Diketsahalo bakeng sa saekele ya dibeke tse pedi tsa ho ruta di radilwe hodima pale.
- ★ Diketsahalo bakeng sa selemo di radilwe bakeng sa disaekele tsa dibeke tse 2 tse 19.
- ★ Diketsahalo di fana ka menyetla bakeng sa baithuti ho ikahela bokgoni bohle ba puo ba SLKT.
- ★ Diketsahalo di o dumella ho bona kgatelopele ya baithuti mme ho fanwa ka disebediswa bakeng sa tekanyetso e tswellang.



Kopana le Stella

O tla hlokomela hore ho na le mosuwetsana ka nako tsohle bukeng ena ya tataiso ya Matitjhere. O tla o tsamaisa tsela a o tataise leetong lena la hao la ho ithuta ebile o tla o eletsa ho ya ka dilemo tsa boitemohelo ba hae phaposing ena ya Kereite R. O na le lebitso le kgethehileng le tswang puong ya English:

Strengthening the Teaching of Early Language and Literacy for All.



Karolo ya 2:

leqephe la 38

Dintlhatheo tse tataisang tsa ho ruta le ho ithuta Kereiting ya R

Karolo ena e bua ka **makgetha a robedi** a tataisitseng ho ralwa ha Lenaneo le Ntlafaditsweng la Puo la Kereiti ya R leo re tshelang hore le tla tataisa le wena ha o ntse o ruta.

- ★ *Ntlhatheo ya tikoloho.* Ho ithuta ho etsahala maamong a nang le moelelo le a loketseng.
- ★ *Ntlhatheo ya diketsahalo.* Baithuti ba lokela ho nka seabo ka ho otloha mokgwatshebetsong wa ho ruta le ho ithuta.
- ★ *Ntlhatheo ya ho bapala.* Bana ba ithuta hantle ho feta diketsahalang tsa ho bapala ka bolokolohi le ho bapala ho tataiswang.
- ★ *Ntlhatheo ya mekgahlelo.* Baithuti ba feta mekgahlelo e fapaneng ya kutlwisiso le ntshetsopele
- ★ *Ntlhatheo ya kgokahano.* Ho ithuta ho etsahala ha ho ena le dipuisano le ho abelana ka mehopollo.
- ★ *Ntlhatheo ya tataiso.* Ho ithuta ho etsahala ha matijhere a tataisa baithuti ho ntshetsa pele tsebo e ntjha.
- ★ *Ntlhatheo ya kenyetso.* Ho ithuta ho etsahala tikolohong eo ho yona batho bohle ba amohelwang, ba kenyetswang, ba tshwarwang ntle le leeme, ba hlomphehang le moo ba ka bang le seabo.
- ★ *Ntlhatheo ya boikwetliso.* Ho ithuta ho kgobokangwa ka ho ikwetlisetsa bokgoni le tsebo e ntjha.

Hape e tsepame ho bohlokwa ba motheo ba ntshetsopele ya kutlwisiso le motsamao bakeng sa ho ithuta puo, ho hatellwa haholo ho kutlwisiso ka pono, kutlo, boamo le ka motsamao wa mmele.

Karolo ya 3:

leqephe la 78

Ho ruta puo le tsebo ya ho bala le ho ngola e holang Kereiting ya R

Karolo ena e hlalosa kamoo bana ba banyenyane ba ithutang ho bala le ho ngola kateng mme e bontsha kamoo lenaneo lena le ahellang ho kutlwisiso ena kateng. **Dintlha tsena** di akaretsa monahano ona.

- ★ Ho ithuta ho bala le ho ngola ha se ntho e etsahalang ka letsatsi le le leng, empa ke tshebetso e nkang dilemo tse ngata. Re bitsa sena ho bala le ho ngola ho holang.
- ★ Ntle le bokgoni bo botle ba puo ya molomo, ho ithuta ho bala le ho ngola ho ka nna ha eba thata haholo bakeng sa baithuti ba banyenyane.
- ★ Tlotlontswe e nonneng le e batsi e bohlokwa bakeng sa ntshetsopele ya tsebo ya ho bala le ho ngola esitana le ho ithuta mantswe a matjha, baithuti ba lokela ho kopana le ona ka makgetlo a mangata letotong la maemo a fapaneng.
- ★ *Puo ya dibuka* e hlokolosi haholo bakeng sa tsebo ya ho bala le ho ngola. Mofuta ona wa puo o sebediswa dipaleng le ha re bua ka dintho tse sa tshwareheng tse kang menahano, maikutlo le diketsahalo tse sebakeng se seng le nakong e nngwe.
- ★ Ka ho tshwantshisa baphetwa ba paleng, ho etsa papadi ya ho iketsisa, ho pheta dipale le ho di pheta hape, baithuti ba aha kutlwisiso ya bona ya baphetwa, tikoloho le tatellano ya diketsahalo. Ona ke motheo wa bohlokwa bakeng sa ho bala, ho utlwisisa le ho ngola.
- ★ Ka dipuisano tsa kgokahano, baithuti ba fumana monyetla wa ho botsa le ho araba dipotso tse dikarabo di ngata. Sena se kgothaletsa baithuti ho nahanisisa le ho abelana ka maikutlo le menahano ya bona.
- ★ Baithuti ba bonang batho ba baholo ba bala le ho ngola ba ba le tshusumetso ya ho bala le ho ngola ka bobona hobane ba ithuta hore matshwao ao ba a etsang pampiring a ka fetisa molaetsa mme a ba le moelelo.
- ★ Hangata baithuti ba qala ho "bala" ntle le ho bala mantswe a nnete, le ho "ngola" ntle le ho ngola mantswe ka nepo – ona ke mekgahlelo wa bohlokwa haholo leetong la bona la tsebo ya ho bala le ho ngola.
- ★ Ho ba babadi ba nang le bokgoni, baithuti ba hloka ho utlwisisa ntlhatheo ya ho ya ka alfabete – hore ho na le kamano pakeng tsa ditlhaku tseo ba di bonang leqepheng le medumo eo ba e utlwang mantsweng.
- ★ Temoho ya medumo puong le tsebo ya tlhaku-modumo di hara dipontsho tse pele tsa hore baithuti ba tla ithuta ho bala le ho ngola ka katleho.

★ Using the Language Concept Guide

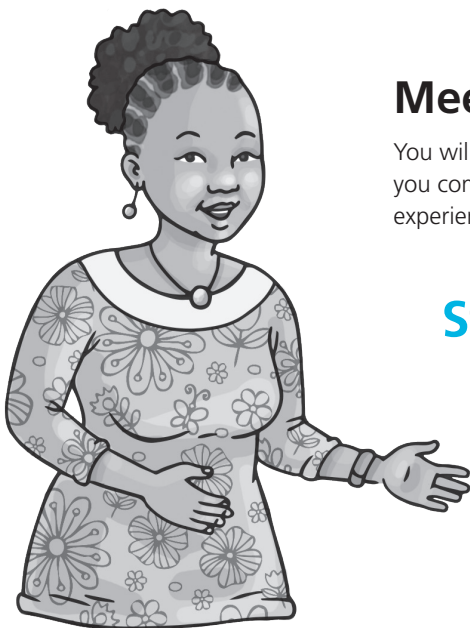
The Language Concept Guide is divided into three sections which can be read in any order because they all connect with one another. We encourage you to return to this guide throughout your training on the programme and to reread the different sections. You will find that your understanding of the content 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.

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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 le Ntlafaditsweng la Puo la Kereiti ya R

Selelekela

Na o kile wa nahana ka ha baithuti ba qala ho ithuta ho bala le ho ngola? Selekeng sena re sheba ka hloko taba ena ya bohlokwa.

Ho ithuta ha pele ho sekolo ho bohlokwa

Le ha re tseba hore matijhere a na le seabo sa bohlokwa seo ba ka se nkang, na o ka makala ho tseba hore tselela ho ithuta ho bala le ho ngola e qala hantle pele ngwana a kena ka phaposeng ya Kereiti ya R? Ho ithuta ha pele ho sekolo ho qala ha ngwana a hlaha mme, mmoho le bokgoni ba phedisano le ba maikutlo, puo e ithutwa ha moithuti a ntse a hokahana le ditho tsa lelapa, metswalle le matijhere. Tseno tsohle di fana ka motheo bakeng sa ho ithuta ha bophelo bohle ha moithuti mme di lokisa sebaka bakeng sa tsepamo ya sekolo ho bokgoni bo kang ba ho mamela, ho bua, ho bala le ho ngola e leng dintho tse ntshetswang pele le ho feta ke tijhere. Baithuti ba ithutang ho bala le ho ngola ka katleho ha se feela ba nang le matijhere a hlwahlwa sekolong, empa e ba bao ba unneng molemo ho boitemohelo ba bohlokwa ba ho ithuta pele ba qala sekolo ho tloha ha ba tswalwa ho fihlela dilemong tse tsheletseng.



Ho mamela le ho bua

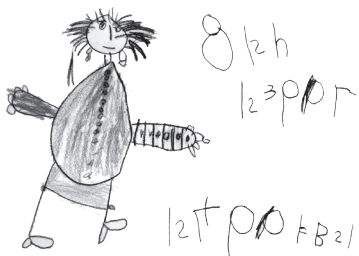


Dipatlisiso di bontshitse hore ho bala le ho ngola ho tswileng matsoho ho itshetlehle ka bokgoni ba puo ya molomo (e amohelang le e ikutlwahatsang) e qalang ho hola ho tloha matsatsing a pele a bophelo ba moithuti. Ka dikamano tse hodisang, dikgokahano tse bohlokwa tsa boko di a etswa tse tshehetsang ntshetsopele ya puo ya ngwana ho tloha ha a tswalwa. Puo ya baithuti e hola ha bahlokomedi le matijhere ba bua le bona, ba hlalosa hore mantswe a bolela eng, ba sala morao dintho tse ba kgahlang, ba botsa le ho araba dipotso le ho abelana ka dibuka le dipale tse mabapi le diketsahalo tsa letsatsi le letsatsi. Re a tseba hore baithuti ba holang ditikolohong tse ruileng puo ba na le tlotlontse e hlwahlwa mme ba ka nna ba ba hlwahlwa bakeng sa ho balla kutlwisiso ha ba le dilemo tse robong. Ke mang ya neng a ka nahana hore ho bua le baithuti e ka ba e nngwe ya dimpho tse kgolo ka ho fetisisa eo re ka fanang ka yona?

Matijhere a baithuti ba banyenyane le ona a na le karolo ya bohlokwa eo a ka e etsang ho aheng puo ya molomo ya baithuti ba banyenyane. Sena ha se bolele ho ruta ho hlophisitsweng! Matijhere a ka etsa sena ka ho abelana dipale le dibuka, ho kgothaletsa motako le ho bala ho holang le ho aha puo ya molomo ka ho fana ka ditlhaloso, ho tsebisa mantswe a matjha le ho kgothaletsa baithuti ho botsa le ho araba dipotso.



Ho ngola ha pele ho sekolo



Ka hodima ho mamela le ho sebedisa puo dilemong tsa bona tsa bonyenyane, baithuti ba hloka ho ithuta mabapi le mongolo. Puo e ngotsweng e fapane le puo e buuwang, mme ke mohato o moholo ho baithuti ho utlwisisa hore mongolo hantlentle ke puo e ngotsweng fatshe. Ka ho supa hore mongolo tikolohong jwalo ka matshwao, mabitso le dileibole, baithuti ba qala ho bona hore mongolo o na le sepheo.

Ha baithuti ba ena le phihlelo ho dipampiri le dikerayone mme re ba kgothaletsa ho etsa matshwao, ho taka le ho kgwaritsa, ba ikutlwa ba ena le boitshepo ho etsa diteko ka ho utlwahatsa mehopolo ya bona ka ho taka le ho "ngola". Re bitsa diteko tsa pele tsa baithuti tsa ho ngola "ho ngola ho holang" kaha ho eso ka ho shebahala jwaloka mongolo wa batho ba baholo – ha ba ngole ka hara mela, ba kopakopanya ditlhaku, dinomoro le ditshwantsho, mme mopeleto wa bona ke wa boiqapelo! Ona ke mokgahlelo o tlwaelehileng wa ntshetsopele/kgolo. Ho ithuta ho ngola ke tsebetso e tswelang, mme jwaloka bokgoni bofe kapa bofe bo botjha, ho nka nako, boikwetliso le kgothaletso e ngata pele ho ka etswa ka katleho.

Ho bala ha pele ho sekolo

Ha baithuti ba shebella batho ba baholo ha ba bala le ho ngola, ba ithuta hore matshwao a pampiring a jere molaetsa mme a na le moelelo. Ba ithuta kamoo dibuka di sebetsang kateng, mme ba hohelwa ke dipale tsa batho le dibaka tse fapaneng. Haeba ba na le batho ba baholo maphelong a bona ba balang le bona, ba ithuta ho amahanya ho bala le dikamano tse mofuthu le tse tletseng ho tshepana, mme sena se ba fa boitshepo ba ho leka ho ipalla ka bobona. Ho bala ha baithuti ba banyenyane ho ka nna ha se nepahale hantle mme ba ka nna ba "bala" tseo ba di hopolang kapa ba iqapela dipale tse tsamaelanang le ditshwantsho. Ha nako e ntse e tsamaya, ba tla qala ho tsepamisa maikutlo haholo ho ditlhaku tse ngotsweng le mantswe, mme ho bala ha bona ho tla nepahala le ho feta.

★ 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?



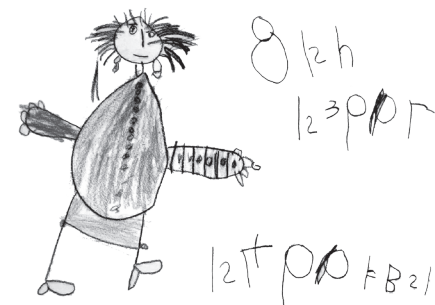
Teachers of young learners also have a very important role to play in building young learners' oral language. This does not mean formal teaching! Teachers can do this by sharing stories and books, encouraging drawing and emergent writing and building oral language through giving explanations, introducing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



Early writing

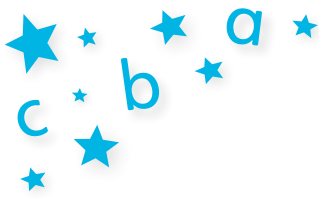
In addition to hearing and using language in their early years, learners need to learn about print. Written language is different to spoken language, and it is a big step for learners to understand that writing is in fact speech written down. By pointing out print in the environment such as signs, names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



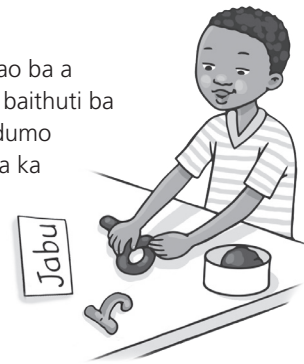
Early reading

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.



Ho ithuta mabapi le ditlhaku le medumo

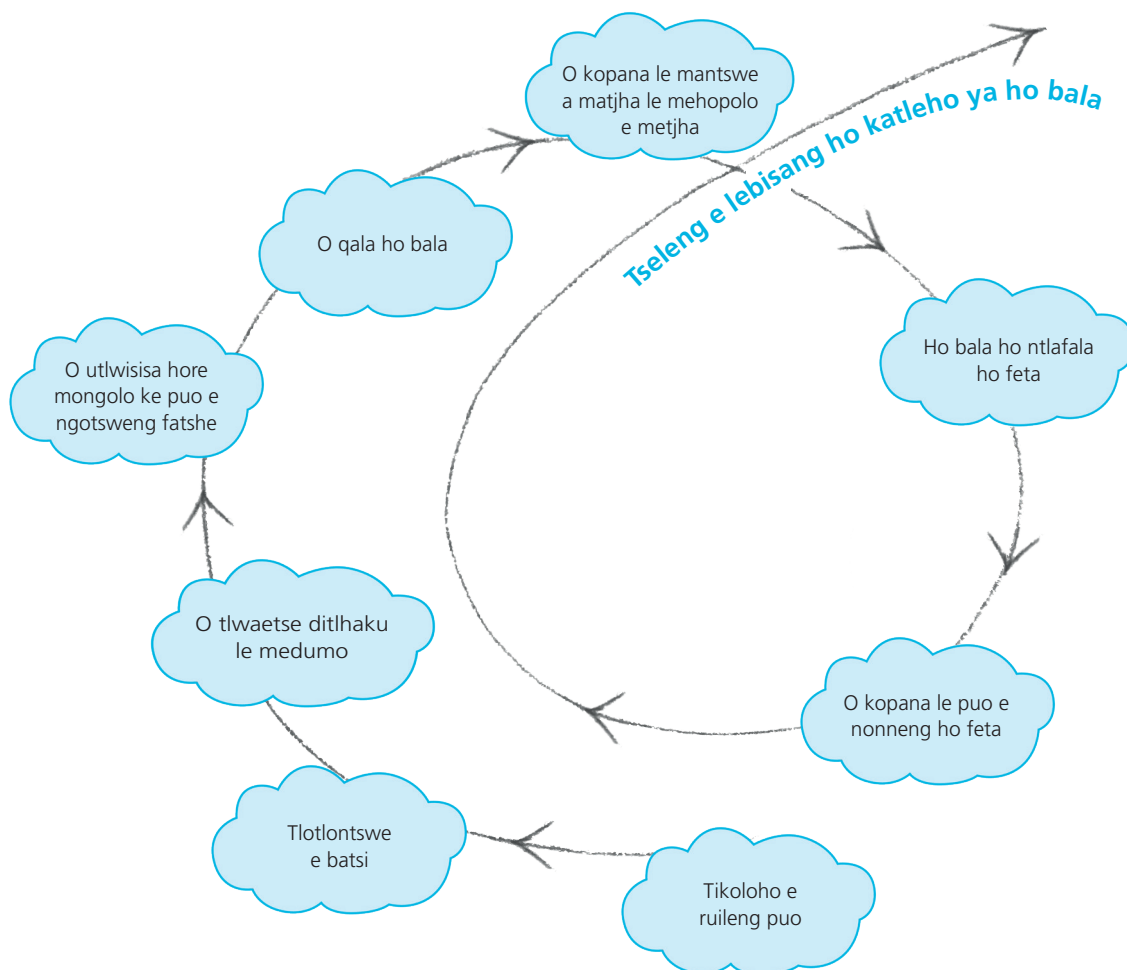
Hore ba tle ba ithute ho bala le ho ngola, baithuti ba banyenyane ba hloka ho utlwisa hore matshwao ao ba a bonang leqepheng hantlentle ke puo ya rona e ngotsweng fatshe! Ona ke mohato o moholo bakeng sa baithuti ba banyenyane, kaha o bolela hore ba hloka ho elellwa medumo ya puo e buuwang, mme ba hokanye medumo ena le matshwao a ditlhaku. Dipapadi tsa ho opa ha ba bitsa dinoko le tsa ho mamela tse kang "Ke bona ka ihlwana la ka" di thusa baithuti ho elellwa medumo ka hara mantswa. Ditlhaku di ka tsebiswa ka hore baithuti ba ngole mabitso a bona, ba ngole ditlhaku lehlatheng, ba ngole ditlhaku ka pente kapa ba etse ditlhaku ka hlama ya ho papala. Diketsahalo tse tsohle tsa ho ithabisa di ka nna tsa se ke tsa bonahala di tshwanelehile bakeng sa mosebetsi wa nnete wa ho ithuta ho bala le ho ngola, empa ke ka diketsahalo tse kang tseba moo baithuti ba kenang lefatsheng la tsebo ya ho bala le ho ngola.

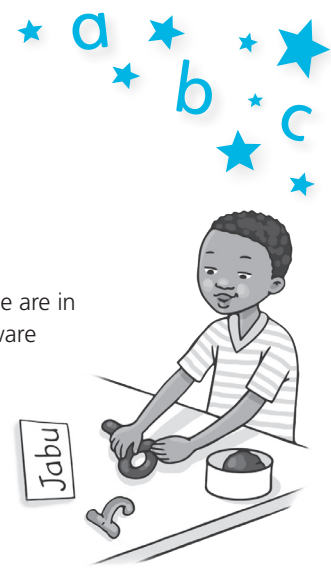


Ditikoloho tse ruileng ka puo le mongolo

Baithuti ba holetseng malapeng a ruileng puo le mongolo le ditikolohong tsa thuto ya pele ho sekolo ba na le kgonahalo ya ho qala sekolo ba se ba ena le tlotlontswa e tebileng le e batsi. Ba tla utlwisa seo mantswa a se bolelang mme ba tla kgona ho sebedisa puo eo ba seng ba e tseba ho utlwisa ha batho ba bua le ho balla hodimo, mme ka tseba ena ba tla ithuta puo e ntjha le mehopollo e metjha. Ba tla qala sekolo ba se ba tlwaetse ditlhaku le medumo, mme ba tla utlwisa hore mongolo ke puo e ngotsweng fatshe. Sena se bolela hore ba tla tseba ho bala mongolo ya motheo e sa le pele Kereiting ya 1, ba potlakele ho mongolo e melelele le e boimanyana e leng se tla ba hlahisa le ho ba kopanya le mantswa a matjha le mehopollo e metjha. Ha ba bala haholo, ba tla tseba ho bala hantle ntle le mathata, mme puo ya bona e tla nne e ntlafala le ho ba fa bokgoni ba ho sebetsana le mongolo e ntseng e thatafala ho ya pele. Ba tseleng e lebisang katlehong ya ho bala.

Saekele ya katleho





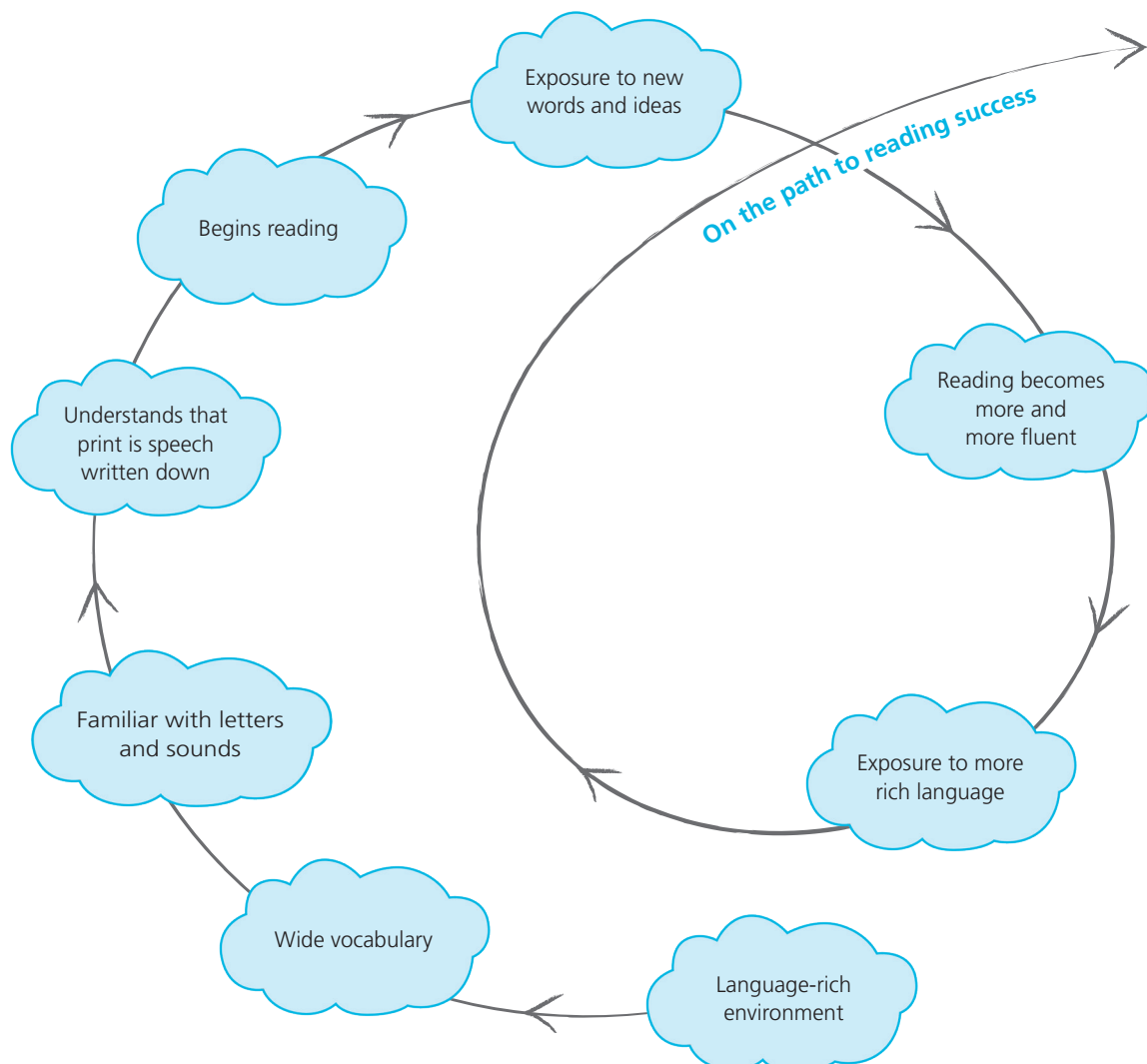
Learning about letters and sounds

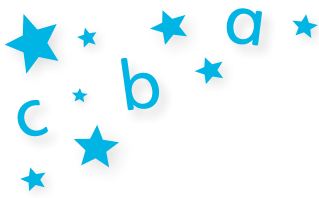
In order to learn to read and write, young learners need to understand that the marks they see on a page are in fact our speech written down! This is a big step for young learners, as it means they need to become aware of the sounds of spoken words, and to link these sounds to letter symbols. Clapping 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 bomadimabe, Afrika Borwa mona ke baithuti ba mmalwa haholo ba nang le mofuta wa boitsebelo ba ho ithuta pele ho sekolo bo ba lokisetsang katlehong ya ho bala. Mohlomong o a ipotsa hore ebe ho se ho le morao nakong bakeng sa ho aha bokgoni bona ba puo Kereiting ya R. Tjhe, ha re kgolwe jwalo. Haeba matitjhere a Kereiti ya R ba inehela ho fana ka boiphihlelo ba puo e nonneng ho baithuti letsatsi le leng le le leng, hona ho ka etsa phapang e kgolo katlehong ya bona ya ho ithuta. Sena ke seo **Lenaneo le Ntlafaditsweng la Puo la Kereiti ya R** le etseditsweng ho se etsa!

Sheba hore na Stella o reng ka tlase mona mabapi le Lenaneo lena mme o ithute ho feta maqepheng a latelang.

Leeto la ho tloha puong e buuwang ho isa ho e ngolwang ...

Lenaneo le Ntlafaditsweng la Puo la Kereiti ya R le etseditswe ho fa baithuti ba Kereiti ya R boiphihlelo bo tshhetsang ntshepele ya puo ya pele ho sekolo le tsebo ya ho bala le ho ngola. Ka ho sebedisa dipale, Lenaneo lena le nka bana leetong la ho tloha ho puo e buuwang ho isa ho e ngolwang. Pale ka nngwe e ntjha e bopa motheo wa dibeke tse pedi tsa ho ruta, ho ithuta le diketsahalo tsa tekanyetso.

Lekgetlo la pele leo baithuti ba kopanang le pale ke ha ba utlwa pale e phetwa ke titjhere ya bona ka diphapete le disebediswa tse ding ho etsa hore baphetwa ba phele. Kamora ho utlwa pale ha e phetwa, baithuti ba tla ba le monyetla wa ho bina pina e tsamaelanang le pale eo. Dipina ke tsela e ntle ya ho ntlafatsa bokgoni ba puo mme baithuti ba bang ba fumana ho le bobebe ho hopola puo e ntjha ka mmimo, morethetho le raeme. Kamora ho bina baithuti ba nka karolo ya ho bapala karolo ya baphetwa ba paleng ha e ntse e phetwa. Sena se ba fa monyetla wa ho ba le seabo ha ho phetwa pale ka tsela e mahlahlaha mme ba sebedisa mantswa le dipolelwana tsa baphetwa ba fapaneng. Hape ba hloka ho nahana ka tatelano ya ditaba tsa pale – hore ho etsahalang kamora moo.



Bakeng sa ho ahella hodima ho pheta pale ka molomo, ho etsisa baphetwa le ho hlahlamanya diketsahalo, baithuti ba na le monyetla wa ho taka karolo eo ba e ratang ho feta ya pale mme ba etsa teko ya bona ya pele ya ho ngola mehopolu ya bona (esitana le ha ele mekgwaritso feela). Hape ba bona kamoo ho ngola ho etswang ka teng le kamoo mehopolu ya bona e ka ngolwang fatshe ha wena o ba bontsha kamoo ho ngola ka sepheo ho etswang ka teng (tlhaku, lenane, pina). Ketsahalo ena e qala ka dipuisano tse matla le ho abelana maikutlo, ka ditlahiso tse tswang ho baithuti ba bangata kamoo ho ka kgonehang.

Ha o ntse o ba bontsha mokgwatshebetso wa ho ngola, o sebedisa mantswa le mehopolu ya baithuti, ba bona hore seo re se buang se ka ngolwa fatshe. Sena se ka ba fa boitshepo ba ho qala ho leka ho ngola ka bobona – le ha ba ka qala ka mekgwaritso le ditlhaku tse iqapetsweng! Ka hodima ho bala mengolo eo ba e ngotseng mmoho le wena, baithuti ba tla ba le monyetla o mong wa ho bona kamoo ho bala ho sebetsang ka teng ha ba iketsetsa dibukanyana tseo ba yang le tsona hae, le ha o ba balla Buka e Kgolo bekeng ya bobedi. Mona ba tla kopana le pale yona eo, e tlwaelehileng empa e se e ngotswe fatshe.



Ka hodima diketsahalo tse theilweng paleng tse bopang ho mamela, ho bua, ho bala, ho shebella le ho ngola ha baithuti, lenaneo lena le kenyeletsa ditsela tse ngata tse thabisang, tse tshwanelang dilemo tsa bona bakeng sa ho aha tsebo ya baithuti ya ditlhaku. Re tseba ka dipatlisiso hore baithuti ba tsebang ho hong ka ditlhaku le medumo eo di di etsang, ba na le kgonahalo ya ho ithuta ho bala le ho ngola ha bobebe ho feta baithuti ba nang le tsebo e nyane ya ditlhaku le medumo. Le ha ho le jwalo, ha re hlahise hore baithuti ba Kereiti ya R ba lokela ho rutwa ka ditlhaku ka tsela e hlophisitsweng. Baithuti ba ithuta hantle haholo ha ntho e itseng e ena le moelelo ho bona, kahoo ditlhaku le medumo di amana le dipale – le mantswa a matjha, ditshwantsho le dintho tse ntjha. Baithuti ba ithuta ka puo ha ba ntse ba aha tsebo ya bona ya ditlhaku.

Hape patlisiso e bontshitse hore ho bohlokwa bakeng sa baithuti ho ehlwala medumo puong e buuwang (kelohlolo ya medumo puong). Ha baithuti ba sa ithute ho mamedisisa medumo e puong e buuwang, ba ka nna ba tseba seo ba batlang ho se ngola, empa ba se kgone ho utlwa medumo ka hara mantswa ele hore ba kgone ho a ngola. Karolo ya ditlhaku le medumo ya lenaneo lena e kenyeletsa diketsahalo tse ngata tsa molomo tse thusang baithuti ho aha kelohlolo ena.





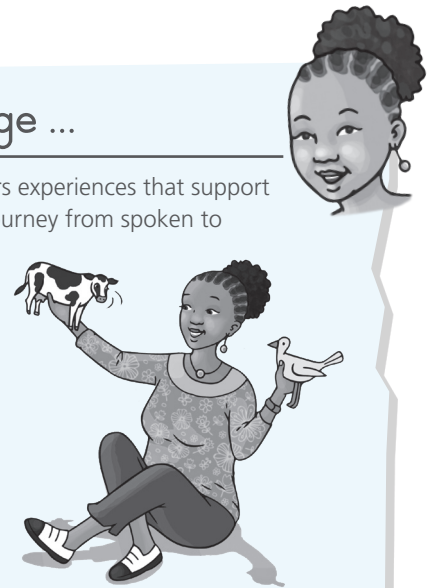
Unfortunately, in South Africa very few learners have the kind of early learning experiences that set them on this path to reading success. You may be wondering if it is too late to build these language skills in Grade R. No, we do not believe so. If Grade R teachers commit to providing a rich language 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.

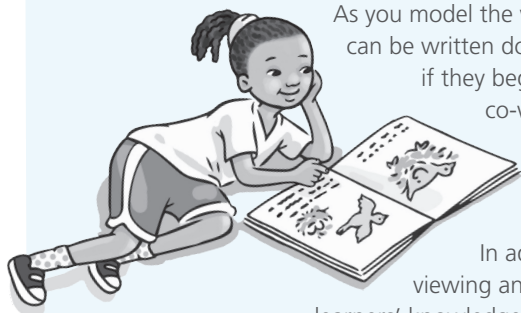
A journey from spoken to written language ...

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.

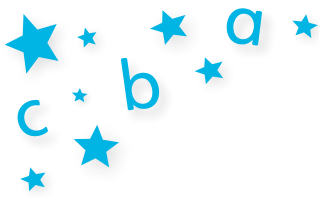


As you model the writing process, using the learners' words and ideas, they see that what we say can be written down. This will give them the confidence to start trying to write themselves – even if they begin with scribbles and made-up letters! In addition to reading the texts they have co-written with 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.



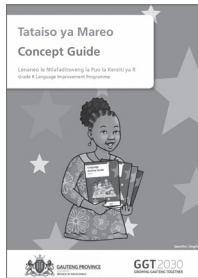


Disebediswa tsa lenaneo la puo

Matijhere a sebedisang Lenaneo la Puo a tla fumana lenane la disebediswa tsa boleng bo hodimo nakong ya thupello ya bona.

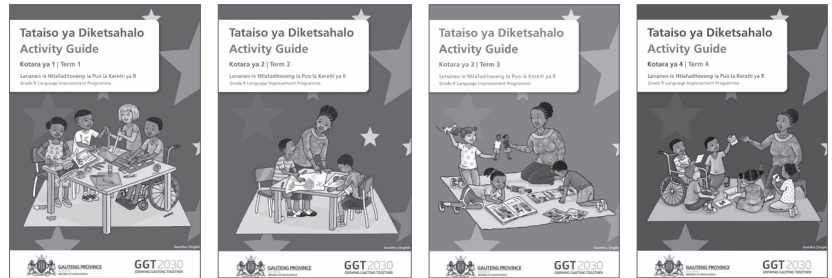
★ Ditataiso

Tataiso ya Mareo



Matijhere a tla dula a sheba ho tataiso ena selemong sohle sa ho ruta bakeng sa ho ikgopotsa ka mehopolo ya sehlooho.

Ditataiso tse Nne tsa Diketsahalo



Tataiso ya Diketsahalo bakeng sa kotara ka nngwe e tsebisa dipale tse ntjha, dipina, tlotlontswa le diketsahalo tse ntjha, mmoho le ditlhaku le medumo e metjha tseo baithuti ba ka ithutang tsona.

★ Dipakana tse leshome le metso e robong tsa dipale

Pakana ka nngwe ya pale e sebediswa bakeng sa saekele ya dibeke tse pedi tsa ho ruta mme e na le disebediswa tse ka fang baithuti boiphihlelo bo fapaneng ba pale:

- Diphapete tsa baphetwa tse tlolelang ka ntle hodima karete
- Sete ya dikarete tsa ditshwantsho tse hlahlamanang
- Buka e Kgolo e nang le mongolo o bonolo



Matijhere a sebedisa diphapete le disebediswa tse ding ho pheta pale. Diphapete di sebediswa hape ke bana.

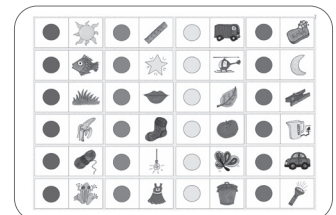
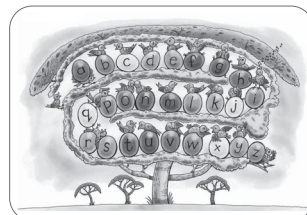
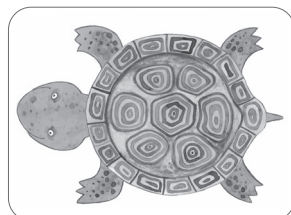
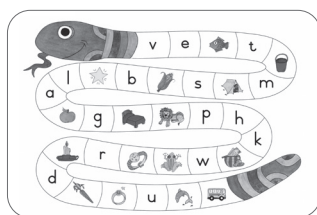


Baithuti ba qala ka ho kopana le pale ka mahlakore a mabedi ka tshedisano ya ditshwantsho tse hlahlamanang.



Buka e Kgolo e na le metako e tshwanang le ditshwantsho tsa tatelano, mme e hlahisa mantswa a ngotsweng bakeng sa ho pheta pale.

★ Pakana ya Disebediswa e tletseng mebala e kenyeletsang diboto tsa dipapadi le maqephe a diketsahalo tsa ho kenya mebala.



★ Disebediswa tsa ho tshheheta ho ithuta lapeng

Matijhere a keke a aha metho ya puo ntle le thuso ya batswadi. Ba hlometse ka disebediswa tseena, batswadi ba ka fuwa lesedi esitana le ho kgothaletswa ho tshheheta leeto la ngwana wa bona la tsebo ya ho bala le ho ngola lapeng.

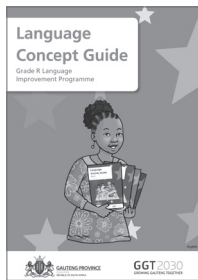


Language programme resources

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

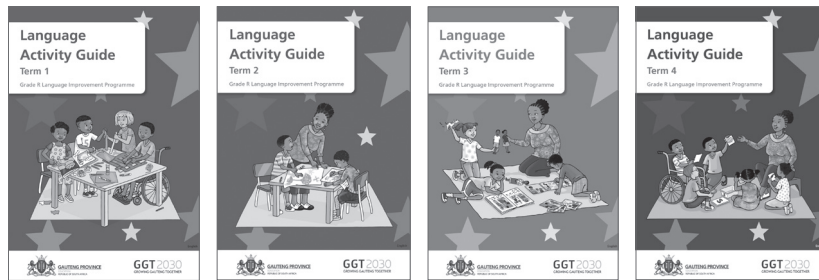
★ Guides

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:

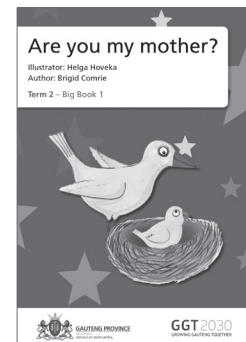
- Pop-out character puppets on card
- A set of sequence picture cards
- A Big Book with simple text



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

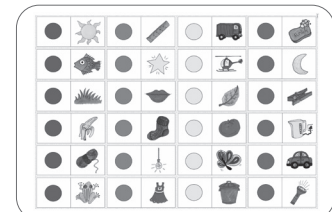
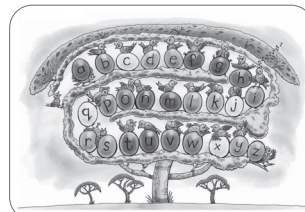
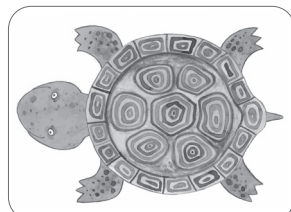
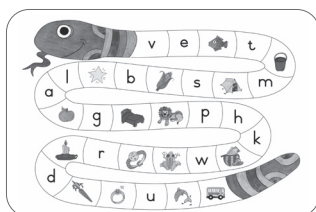


Learners first experience the story in two dimensions through the sequence pictures.



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.



Tsela ya ho rera bakeng sa Tsepamiso ya Maikutlo Puong letsatsi le letsatsi

LENANEO LA KEREITI YA R LA LETSATSI LE LETSATSI

Ditataiso tsa nako	HO FIHLA le HO BAPALA KA BOLOKOLOHU		
20	TUMEDISANO, TJHATE YA MAEMO A LEHODIMO, BONTSHA O BOLELE, REJISTARA, MATSATSI A TLHAHO, DITABA Puo, Mmetse, Bokgoni ho tsa Bophelo		
50	TSEPAMISO ho MMETSE Diketsahalo tsa sehlopha sohle le tsa ka thoko	PAPADI YA BOINAHANELO PAPADI YA BONKETSISANE PAPADI YA HO AHA DIBOLOKO DIBAPADISWA TSA THUTO DIPAPADI TSE SEBEDISANG KUTLWISISO DIPHAZELE HUKU YA DIBUKA NAKO YA KGUTSO	MMETSE (hora e 1 mets e 24) NAKO YA TSEPAMISO: Mets e 50 ka letsatsi Dinomoro, Matshwao le Dikamano Dipaterone, Ditshebetso le Aljebra Sebaka le Sebopheho (Jeometri) Mometho Ho Sebetsa ka Datha KGOKAHANYO MMOHO: Mets e 34 ka letsatsi Sebedisa menyetla ka dinako tse ding tsa tsepamiso esitana le nakong ya papadi ya bolokolohi ya ka hare/ka ntle, ya tumedisano, ya ditlwaelo tsa ho sebedisa ntlwana le tsa phomosetso.
26	HO BAPALA KA BOLOKOLOHU le HO HLWEKISA KA HARE		
40	TSEPAMISO ho BOKGONI HO TSA BOPHELO Diketsahalo tsa tlelase yohle le tsa dihlotshwana		BOKGONI HO TSA BOPHELO (hora e 1 mets e 12) NAKO YA TSEPAMISO: Mets e 40 ka letsatsi Bophelo bo botle ba Motho le ba Phedisano Tsebo ya Qalong Bonono ba tsa Boiqapelo Thuto ya Boithapollo ba Mmele KGOKAHANYO MMOHO: Mets e 32 ka letsatsi Sebedisa menyetla ka dinako tse ding tsa tsepamiso esitana le nakong ya papadi ya bolokolohi ka hare/ka ntle, tumedisano, ditlwaelo tsa ho sebedisa ntlwana le tsa phomosetso.
10	TLWAELO YA HO SEBEDISA NTLWANA Puo, Mmetse, Bokgoni ho tsa Bophelo		
20	PHOMOSETSO Puo, Mmetse, Bokgoni ho tsa Bophelo	DIBOLO HO BAPALA KA METSI HO BAPALA KA LEHLABATHE HO BAPALA BONKETSISANE DIPAPADI TSA TSHEBEDISO YA MMELE DIBAPADISWA TSA THUTO MESWINKI DIBAPADISWA TSA MABIDI JANKELE JIMI DITAERE	
30	HO BAPALA KA BOLOKOLOHU le HO HLWEKISA KA NTLE		
10	TLWAELO YA HO SEBEDISA NTLWANA Puo, Mmetse, Bokgoni ho tsa Bophelo		PUO (dih tse 2) NAKO YA TSEPAMISO: Mets e 50 ka letsatsi Ho Mamela le ho Bua Ho Bala ho Holang Ho eellwa tshebediso ya Medumo (Fonoloji) le Difonemi Ho Ngola ho Holang Ho Ngola ka Letsoho ho Holang KGOKAHANYO MMOHO: Mets e 70 ka letsatsi Bontsha o bolele (mets e 10) Pale kamehla (mets e 20) Ka metsotso e 40 e setseng, sebedisa menyetla ka dinako tse ding tsa tsepamiso esitana le nakong ya ho bapala ka bolokolohi ka hare/ka ntle, ho dumedisana, ditlwaelo tsa ho sebedisa ntlwana le tsa phomosetso.
50	TSEPAMISO ho PUO Diketsahalo tsa sehlopha sohle le tsa ka thoko		
20	PALE LETSATSI LE LETSATSI		
	NAKO YA PHOMOLO/KGUTSO		
	HO TSAMAYA		
	Lenaneo la Letsatsi le Letsatsi la Kereiti ya R Gauteng le theilweng ho SLKT		

Sheba leqephe le latelang bakeng sa kamoo o ka hlophisang diketsahalo bakeng sa metsotso e 50 ya Tsepamo Puong.



TSEPAMISO YA MAIKUTLO HO PUO
Metsotso e 50 ya diketsahalo tsa tlelase yohle le tsa dihlotshwana

DIKETSAHALO TSA TLELASE YOHLE
(e tataiswa ke titjhere)
metsotso e 25

DIKETSAHALO TSA DIHLOTSHWANA
(di hlophiswa ke titjhere)
metsotso e 25

Mosebetsi e itshetlehileng paleng

Mosebetsi wa tlhaku le modumo

Ditataiso tsa mohato ka mohato bakeng sa diketsahalo tsa tlelase kaofela le tsa dihlotshwana di hlophisitse hantle ho Ditataiso tsa Diketsahalo bakeng sa kotara ka nngwe.



MOSEBETSI WA 1
Ho taka le mongolo wa sethatho
(e tataiswang ke titjhere ho Beke ya 1)



MOSEBETSI WA 2
Malepa le dipapadi
(tse tataiswang ke titjhere ho Beke ya 2)



MOSEBETSI WA 5
Ho bapala boiketsiso



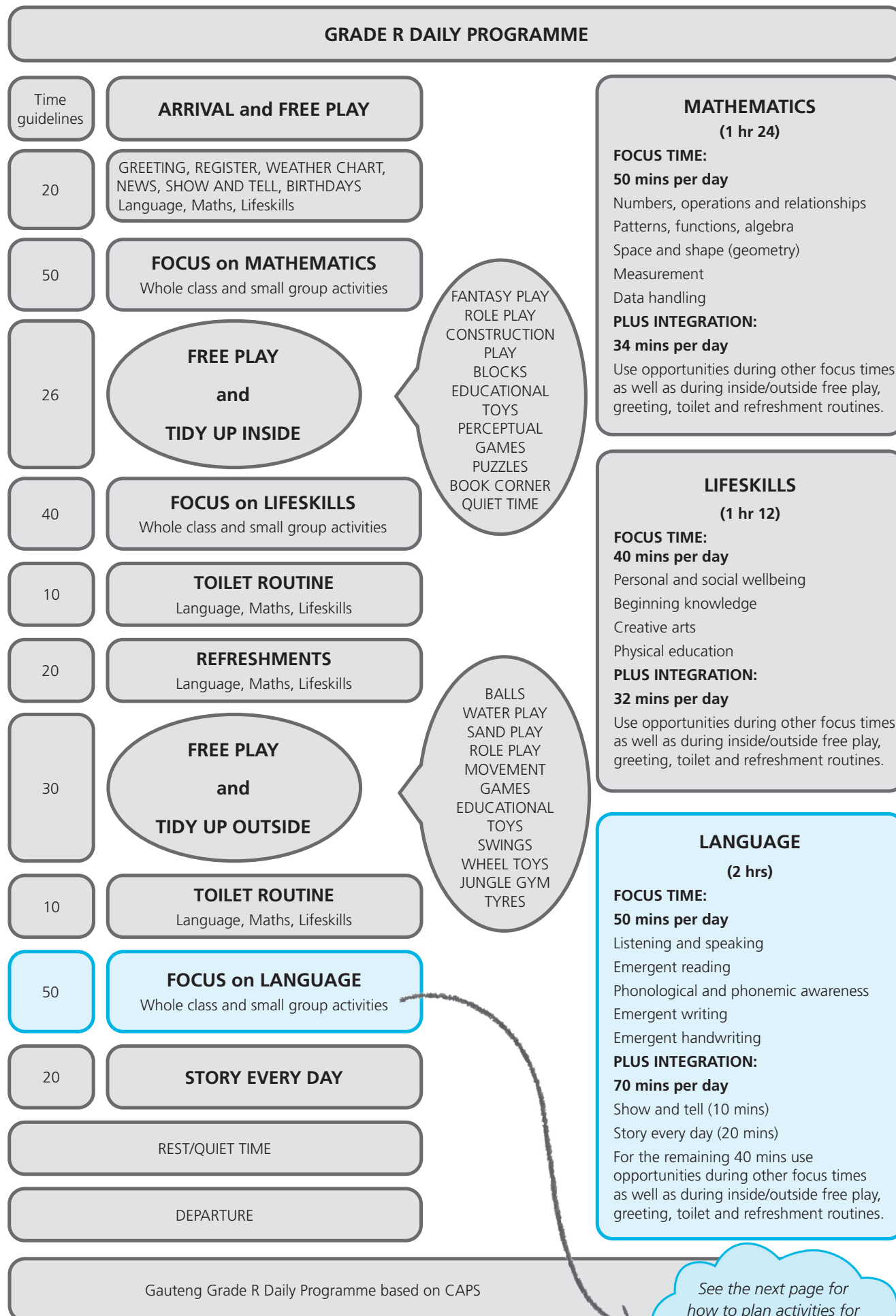
MOSEBETSI WA 3
Ho ikemela ho baleng



MOSEBETSI WA 4
Bokgoni ba ho sebedisa mesifa e mesesane mongolong



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)

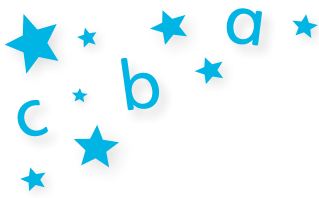
ACTIVITY 2
Puzzles and games
(teacher-guided in Week 2)

ACTIVITY 5
Pretend play

ACTIVITY 3
Independent reading

ACTIVITY 4
Fine motor skills and handwriting





Mokgwa wa ho hlophisa phaposi ya borutelo bakeng sa Tsepamo Puong ya letsatsi le letsatsi

Jwaloka ha re bone, nako ya ho tsepama Puong e lokela ho hlophisetswa ho dumella diketsahalo tsa tlelase yohle le tsa dihlotshwana letsatsi le leng le leng. Tataiso ya mohato le mohato bakeng sa diketsahalo tsa puo e hlophisitswe hantle ho Ditataiso tsa Diketsahalo bakeng sa kotara ka nngwe. Mona re tsepama ho kamoo o rutang diketsahalo tsa tlelase yohle esitana le tsa dihlotshwana bakeng sa ho fa baithuti boitsebelo bo fapaneng le ho tsamaisa dipheo tse fapaneng tsa ho ithuta.

Diketsahalo tsa tlelase yohle

Baithuti bohle ba dula ditafoleng tsa bona, kapa ka sedikadikwe hodima mmata, ha titjhere yena:

- ★ a tsebisa/atolosa/hatella pale, bokgoni kapa lereo
- ★ a etella puisano pele e kenyeleditseng baithuti bohle
- ★ a etella ketsahalo pele e kenyeleditseng baithuti bohle.

Qetellong ya ketsahalo ya baithuti bohle, titjhere o hlalosa ketsahalo ya dihlotshwana ka nngwe pele a romela baithuti dibakeng tsa bona.

Diketsahalo tsa dihlotshwana

Nakong ya matsatsi a mahlano, sehlotshwana ka seng se potoloha ho tloha ketsahalang e nngwe ho ya ho e fapaneng letsatsi ka leng. Sena se bolela hore bekeng baithuti bohle ba na le monyetla wa ho nka karolo ho diketsahalo tse hlano tsa dihlotshwana – ketsahalo e tataiswang ke titjhere mmoho le diketsahalo tse ding tse nne tsa dihlotshwana.

- ★ Diketsahalo tsa dihlotshwana tse hlano di hlophiswa ke titjhere.
- ★ Mehlodi le disebediswa bakeng sa diketsahalo tsohle tse hlano di a ntshuwa letsatsi le leng le leng.
- ★ Diketsahalo di lokisetswa ditafoleng, mmateng, dihukung tsa diketsahalo kapa ka ntle.
- ★ Sehlotshwana se nang le moithuti a le mong se sebetsa le titjhere (ketsahalo e tataiswang ke titjhere).
- ★ Dihlotshwana tse ding tse nang le baithuti ba bane di sebetsa ka boikemelo.

Ka phaposing ya borutelo ...

Tsela ya ho bea baithuti ka dihlotshwana

- ★ Baithuti ka tlwaelo ba arolwa ka dihlotshwana tse hlano. (Haeba boholo ba tlelase ya hao bo hloka sehlotshwana sa botshelela, fana ka ketsahalo e tshwanang ho dihlotshwana tse pedi.)
- ★ Sehlotshwana ka seng se lokela ho ba le lebitso la sona le letshwao la sona.
- ★ Dihlotshwana ha di a lokela ho dula di tshwana nako e telele.



Ho na le *ditsela tse pedi tsa sehlooho* tsa ho bea baithuti ka dihlotshwana. Bakeng sa tse pedi tsena, titjhere e hloka ho tseba hantle bokgoni ba baithuti ba hae ka ho shebella moithuti ka mong ka hloko letsatsi lohle sekolong.

Dihlopha tsa bokgoni bo tswakileng: Ka tlwaelo ho kgothaletswa hore baithuti ba hlophiswe mmoho le baithuti ba bang ba leng maemong a fapaneng le a bona a bokgoni ba puo. Moithuti ya nang le bothata ba ho taka a ka thuswa ke bomphato ba hae mme hape a ka kgona ho nyehela matla a hae ho bokgoni bo bong bo hlokehang ketsahalang eo, bo kang bokgoni ba phedisano, ba ho rala, ba ho aha kapa ba boinahanelo.

Dihlopha tsa bokgoni bo tshwanang: Ha ho hlokeha tshehetso e itseng, hangata ho a thusa ho hlophisa baithuti mmoho le baithuti ba bang ba leng maemong a lekanang le a bona a ntshetsopele/kgolo. Sena se dumella titjhere ho kgetha boemo ba ketsahalo, le boholo ba tlhaloso le nako e hlokehang, ntle le ho siya mang kapa mang morao.





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.

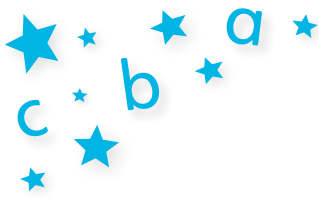


There are *two main ways* to group learners. For both of these, the teacher needs to have a good idea of her learners' abilities through careful observation of each learner across the school day.

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.





Melemo ya diketsahalo tsa dihlotshwana

- ★ Disebediswa tse mmalwa di a hlokeha bakeng sa sehlotshwana ho ena le tselase yohle, ho etsa mohlala: dikere, diborosolo tsa pente, hlama ya ho bapala le diboto tsa dipapadi.
- ★ Moithuti e mong le e mong o na le monyetla wa ho sebedisa/tshwara dintho le disebediswa.
- ★ Baithuti ba fumana bokgoni ba ho phedisana le ba bang, ho etsa mohlala: ho abelana, ho fana sebaka, ho bua le ho mamela.
- ★ Baithuti ba nka boikarabelo bakeng sa mesebetsi ya dihlotshwana, ho etsa mohlala: ho phutha kapa ho hlwekisa.
- ★ Mosebetsi wa dihlotshwana o sebetsa hantle bakeng sa ho kgobokanya le ho ikwetlisa ka mareo le bokgoni tse rutilweng nakong e fetileng.

Diketsahalo tsa dihlotshwana tse tataiswang ke titjhere

Tsena ke tse rerilweng ele hore titjhere:

- ★ e sebetse mmoho le baithuti fatshe kapa tafoleng
- ★ e fane ka ditaello le ho botsa dipotso ho ya ka maemo a sehlotshwana
- ★ e shebelle le ho buisana le moithuti e mong le e mong ka bonngwe
- ★ e lekole hore ebe moithuti ka mong o se a fumane bokgoni bo hlokehang
- ★ e etse hore thuto e sebetsehe le ho kopanelwa, moo wena mmoho le baithuti le kenang kgabong.



Diketsahalo tsa dihlotshwana tse ikemetseng

Tsena ke tse rerilweng ele hore baithuti:

- ★ ba di fumane di ena le moelelo mme di natefela
- ★ ba kgone ho sebetsa ntle le thuso ya titjhere
- ★ ba kgone ho sebetsa ka lebelo la bona
- ★ ba lenama mosebetsing ba kgone ho qeta mosebetsi ka nako eo ba e abetsweng
- ★ ba phethang mosebetsi pele ho nako ba kgothaletswe ho tswa sehlopheng ba kgutsitse mme ba kgethe ketsahalo ya boikgethelo ka bolokolohi ho tswa ho tse beilweng ke titjhere.

Haeba o lemoha hore baithuti ha ba kgone ho qala, kapa ha ba tswela pele, batlisa mabaka. Fetola kapa o lokise ketsahalo eo, ha ho hlokeha, bakeng sa baithuti ka bomong kapa sehlotshwana.

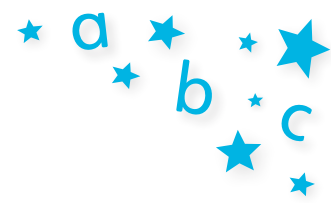
Ka phaposing ya borutelo ...

Ruta baithuti melawana e bonolo bakeng sa:

- ★ mekgwa ya ho tsamaya dipakeng tsa diketsahalo
- ★ tsela ya ho itshwara nakong ya diketsahalo tsa dihlotshwana
- ★ mekgwa ya ho phutha le ho pakela mosebetsi wa bona ha ba qetile.

Pheta melawana kamehla ho fihlela baithuti ba tseba mme ba kgona ho e latela ka boiketso. Sena se nka nako e telele! O se ke wa fetoha. Lokisa baithuti ka bonolo haeba ba phephetsa melawana.





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.

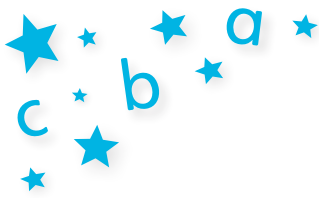
In the classroom ...

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.










Mokgwa wa ho rera bakeng sa saekele ya diketsahalo tsa beke tse pedi

Lenaneo la Puo le theilwe hodima morero wa dibeke tse pedi tsa diketsahalo. Tlwaelo ya diketsahalo e phetaphetwa selemo kaofela ho dumella ho tsebisa, ho ntshetsa pele le ho kgobokanya bokgoni ba baithuti.

Beke 1

Diketsahalo tsa tlalase yohle	Mantaha	Labobedi	Laboraro	Labone	Labohlano
Mosebetsi e itshetlehileng paleng	Ho bua pale le ho eketsa tlotlontswa	Ho bua pale le ho bina	Ho bua le ho papala pale	Ditshwantsho tsa tatelano	Bopa, thala o be o ngole
	Baithuti ba utlwa pale la pele ebile ba ithuta tlotlontswa e ntjha.	Baithuti ba mamela pale hape ebile ba bina pina e tsamaisanang le pale.	Baithuti ba nka ketsiso tse fapaneng ebile ba sebedisa puo ya pale ka bo bona ha pale e ntse e tlalehiwa.	Baithuti ba bolela pale hape ka tshebediso ya ditshwantsho.	Baithuti ba hlalisa kgopolo tsa bona ka pale le ka ho bopa dintho, ho taka setshwantsho kapa ho nka karolo ho ngoleng mmoho.
Mosebetsi wa tlhaku le modumo	Tsebiswa ya modumo ho tswa paleng	Ho bopa tlhaku	Mabokoso a ditlhaku	Mamela modumo o ho tsepamiseditsweng	Ho kopanya le ho kgaohanya
	Baithuti ba tsebiswa tsepamiso ya maikutlo ho modumo le tlhaku e hokahanang le mantswa a tswang paleng.	Baithuti ba bopa tlhaku e ho tsepamiseditsweng maikutlo ho yona ka dintho/ thepa tse/efapaneng mme se se ba fa boiphilele le kelello e ruileng.	Baithuti ba bona, ba tshwara le ho pheta ka dintho le ditshwantsho tse qalang ka moumo o maikutlo a tsepametseng ho ona.	Baithuti ba elahloko modumo o maikutlo a tsepametseng ho ona mantsweng.	Baithuti ba kopanya modumo ho bopa mantswa ba be ba kgaohanye mantswa ka modumo.
Diketsahalo tsa dihlotshwana	Mantaha	Labobedi	Laboraro	Labone	Labohlano
Mosuwetsana Stella o hlokomedisa hore ke sehlophana sefe se tataiswang ke titjhere kamehla.					
Sehlopha se botala ba lehodimo	Mosebetsi wa 1: Ho taka le mongolo wa sethatho 	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho papala boiketsiso
	Baithuti ba hatisa mehopolo ya bona ka ho taka le mongolo wa sethatho.	Baithuti ba etsa malepa le ho papala dipapadi tsa puo.	Baithuti ba bala ka boikemelo le ho natefelwa ke dibuka le mohatso wa dintho tse bonahalang.	Baithuti ba etsa mesebetsi ya mesifa e menyane le ho ikwetlisa ho bopa ditlhaku.	Baithuti ba aha puo ya pale ka sehlooho ka ho etsa eka ba ya papala.
Sehlopha se setala	Mosebetsi wa 5: Ho papala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho 	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong
Sehlopha se sesehla	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho papala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho 	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng
Sehlopha se sefubedu	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho papala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho 	Mosebetsi wa 2: Malepa le dipapadi
Sehlopha se peresa	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho papala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho 








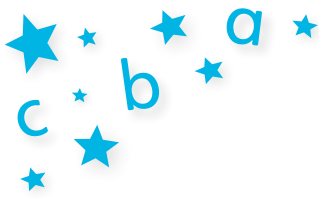


How to plan for a two-week activity cycle

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 



Thahasello ya baithuti e bolokwa ka tikoloho ya pale e dulang e fetoha le ka phapano ya boiqapelo ho diketsahalo tse fetanang ka bothata – tse dulang di thatafala ha selemo se ntse se tsamaya. Dintlha tsa dipale le diketsahalo bakeng sa saekele ka nngwe ya beke tse pedi di fanwe ka hara Ditataiso tsa Diketsahalo bakeng sa kotara ka nngwe.

Beke 2






Diketsahalo tsa tselase yohle	Mantaha	Labobedi	Laboraro	Labone	Labohlano
Mosebetsi e itshetlehileng paleng	Tatelano ya ditshwantsho hape	Padisommoho – Buka e Kgolo	Ho ithuta ho mamela	Bala o be o etse	Bopa, thala o be o ngole
	Baithuti ba kopanya tsebo ya bona ya pale ka ho etsa tatellano ya ditshwantsho ka bonngwe.	Baithuti ba mamela pale e tlwaelehileng e balwa ke titjhene a etsa mohlala wa tshetso ya ho bala kapa mokgwa wa ho bala.	Baithuti ba mamela ka hloko le ho latela ditaello tsa molomo.	Baithuti ba toloka se ngotsweng le dintlha ka ditshwantsho.	Baithuti ba hlahisa kgopolo tsa bona ka pale le ka ho etsa dintho, ho taka setshwantsho kapa ho nka karolo ho ngoleng mmoho.
Mosebetsi wa tlhaku le modumo	Tsebisu ya modumo ho tswa paleng	Ho bopa tlhaku	Mabokoso a ditlhaku	Mamela modumo o ho tsepamiseditsweng	Ho kopanya le ho kgaohanya
	Baithuti ba ithuta tsepamiso ya maikutlo ho modumo le tlhaku e hokahanang le mantswa a tswang paleng.	Baithuti ba bopa tlhaku e ho tsepamiseditsweng maikutlo ho yona ka dintho/thepa tse/e fapaneng mme se se ba fa boiphilele le kelello e ruileng.	Baithuti ba bona, ba tshwara le ho pheta ka dintho le ditshwantsho tse qalang ka modumo o maikutlo a tsepametseng ho ona.	Baithuti ba ela hloko modumo o maikutlo a tsepametseng ho ona mantsweng.	Baithuti ba kopanya medumo ho bopa mantswa ba be ba kgaohanye mantswa ka medumo.
Diketsahalo tsa dihlotshwana	Mantaha	Labobedi	Laboraro	Labone	Labohlano
Mosuwetsana Stella o hlokomedisa hore ke sehlophana sefe se tataiswang ke titjhene kamehla.					
Sehlopha se botala ba lehodimo	Mosebetsi wa 1: Ho taka le mongolo wa sethatho	Mosebetsi wa 2: Malepa le dipapadi 	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho bapala boiketsiso
	Baithuti ba hatisa mehopolu ya bona ka ho taka le mongolo wa sethatho.	Baithuti ba etsa malepa mme ba bapala dipapadi tsa puo.	Baithuti ba bala ka boikemelo mme ba kgahlwa ke dibuka le dintho tse hatitsweng/ tse ngotsweng.	Baithuti ba etsa boikwetliso ba mesifa e mesesane ka ho bopa ditlhaku.	Baithuti ba bopa puo ya pale ka mookotaba ba etsa eka ba bapala.
Sehlopha se setala	Mosebetsi wa 5: Ho bapala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho	Mosebetsi wa 2: Malepa le dipapadi 	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong
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Sehlopha se peresa	Mosebetsi wa 2: Malepa le dipapadi 	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho bapala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho

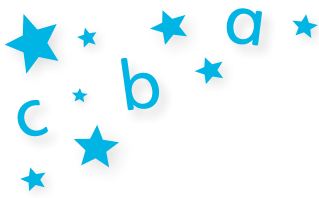




Learners' interest is held through the ever-changing story context and through creative variation in the activities which are graded – becoming more challenging as the year progresses. Details of stories and activities for each two-week cycle are provided in the Activity Guides for each term.

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



Mokgwa wa ho lekanyetsa kgatelopele ya baithuti ba Kereiti ya R

Kereiting ya R, tekanyetso ke tshebetso e tswelang, e rerwang ya ho bokella, ho manolla le ho hlalosa tlhahisoleseding mabapi le moithuti ka mong.

Tekanyetso e lokela ho ba e sa hlophiswang le e nang le sebopeloh. Ka mantswa a mang tlhahisoleseding e bokelletsweng mabapi le kgatelopele ya baithuti nakong ya tekanyetso e lokela ho thusa ho rera le ho bea hantle diketsahalo tsa ho ithuta ele hore ho ithuta ha baithuti ho tle ho ntlafatswe. Kereiting ya R, tsepamo ya tekanyetso ha se ho fana ka matshwao, empa ke ho etsa diqeto mabapi le tsela ya ho tshhetsa ntshetsopele ya moithuti ka mong.

O keke wa lekanyetsa seo o sa se rutang. Tekanyetso ke lehokela pakeng tsa dikahare tsa thuto tsa SLKT le bokgoni le diketsahalo tsa ho ruta le ho ithuta. Tekanyetso bakeng sa ho ruta le ho ithuta e etsetswa ho:

- ★ fumana hore boemo ba moithuti ka mong ke bofe
- ★ kgothaletsa ntshetsopele ya moithuti ka mong
- ★ lekola kgatelopele ya moithuti ka mong
- ★ tataisa morero le kgetho ya diketsahalo
- ★ hlalosa boemo ba ho ruta ha hao
- ★ rera tshebetso e eketsehileng bakeng sa baithuti ba kopanang le ditshita tsa ho ithuta.
- ★ Thusa ho etsa ditlaleho mabapi le diphihlallo tsa baithuti.

Tlelosari

tekanyetso e tswelang

tekanyetso e fanang ka tlhahisoleseding mabapi le kgatelopele ya baithuti ha thuto e ntse e tswela pele

Ka phaposing ya borutelo ...

Dikeletso tsa tekanyetso

Tlhahisoleseding mabapi le tsebo le ntshetsopele ya bokgoni ba baithuti e lokela ho bokellwa letsatsi le leng le le leng ka ditsela tse fapaneng le ka dinako tse fapaneng.

- ★ Shebella baithuti nakong ya diketsahalo tsa tlelase yohle esitana le nako ya papadi ya bolokolohi ya ka hare le ka ntle ho phaposi ya borutelo.
- ★ Dipuisano mmoho le baithuti ka bomong kapa dihlotswana tsa baithuti di ka o thusa ho utlwisa boemo le botebo ba tsela eo baithuti ba nahanang le ho fana ka mabaka ka yona.
- ★ Sheba ka hloko dintho tseo baithuti ba di etsang (ditshwantsho, metako, dintho le/kapa 'mongolo') ho o bontsha seo ba se utlwisang le seo ba se fihletseng.
- ★ Sebetsa le sehlotswana se le seng sa baithuti letsatsi ka leng ketsahalong e itseng e tsamaelanang le karolo ya SLKT kapa bokgoni. Ha baithuti ba ntse ba shebane le ketsahalo, shebella ka hloko moithuti ka mong sehlotshwaneng mme o botse dipotso ho fumanisa hantle se ka monahanong wa bona le boemo ba bona ba kutlwiso.



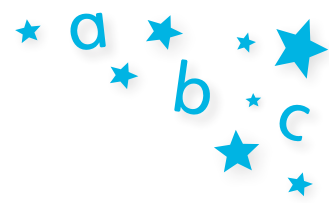
Disebediswa tsa tekanyetso

Hopola hore tekanyetso ha e a lokela ho etsa hore baithuti ba ikutlwe ba kgathatsehile kapa ba tshohile. Ka lebaka lena, baithuti ha ba a tshwanela ho ehlwa hore titjhere o ntse a rekota tlhahisoleseding mabapi le bona.

Ka ho rekota tsohle tseo o di boneng selemo ho pota, setshwantsho se felletseng sa moithuti ka mong, se nang le matla le bokofodi ba bona kaofela, se ahwa butlebutle. Ho na le disebediswa tse nne tse fapaneng tse ka sebediswang: difaele tsa baithuti, dibuka tsa ditekolo, manane a tekolo le diruburiki.

Sheba hape ho Pakana ya Disebediswa tsa Diketso tsa Tekanyetso tsa Kereiti ya R tsa GDE bakeng sa mehopollo e meng.





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.



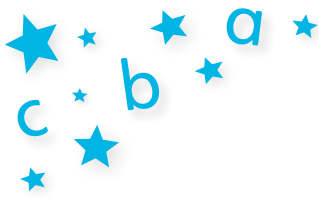
Assessment tools

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 tsa baithuti

Titjhere o lokela ho hlophisa faele kapa fouldara bakeng sa moithuti ka mong tleaseng mme a e sebedise ho boloka mosebetsi wa moithuti ka mong o ngotsweng pampiring o bolokehile. Ngola lebitso la moithuti le letsatsi leqepheng ka leng le faelwang. Sena se tla fa moithuti maikutlo a boleng bo amahanngwang le mosebetsi wa hae mme se tla o fa tsela e ntle ya ho lekanyetsa kgatelopele selemo ho pota. (Ka kopo pele o le faela, bea pepeneng mosebetsi wa moithuti ka phaposing ya borutelo.)



Dibuka tsa ditekolo

Kereiting ya R, titjhere o lokela ho lekola baithuti ka hare le ka ntle ho phaposi ya borutelo, nakong ya papadi ya bolokolohi le diketsahalo tse hlophisitsweng. Hlophisa maqephe a mmalwa bakeng sa moithuti ka mong mme o rekote seo o se eellwang mabapi le boitshwaro ba bona, bokgoni, maikutlo, ditshebetso le diketsahalo tsa ka phaposing ya borutelo. (Dinoutsu tse na tse ingoletseng feela di tla o thusa ho tlatsa lenane la tekolo la kotara ka nngwe.)



Manane a tekolo

Manane a tekolo a fana ka lenane la makgetha a tekanyetso bakeng sa bokgoni bo rutilweng kotareng yohle. Titjhere o tla tshwaya ka letshwao la nepiso kapa la sefapano ho bontsha "phihlello e teng" kapa "phihlello ha eyo". Kgetho ya boraro ke letheba, le bontshang hore moithuti ha a eso fihlelle ka ho phethahala, empa o bontsha hore o tseleng ya ho fihlella bokgoni boo. (Dithempoleiti tsa lenane la tekolo di kenyeleditswe ho Tataiso ya Diketsahalo bakeng sa kotara ka nngwe.)

★ Kotara ya 1: Mohlala wa rekoto ya tekanyetso e tswelang pele

Category	Item	Score	Weight	Total
Kotara ya 1: Mohlala wa rekoto ya tekanyetso e tswelang pele	1. Ho pheta pale le ho e pheta ka mantswe a hao	0-29%	25%	7.25
	2. Katleho e lekanetseng	30-49%	25%	12.25
	3. Katleho e kgotsofatsang	50-74%	25%	18.25
	4. Katleho e babatsehlang	75-100%	25%	24.25
Total			100%	62.00

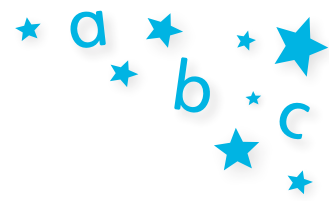
Diruburiki

Ruburiki ke sesebediswa se seng bakeng sa ho lekanyetsa boiphihlelo ba baithuti. Hape e na le lenane la makgetha, empa e fana ka ditlhaloso tse kenelletseng ho feta letheba, sefapano kapa letshwao la nepiso. Ruburiki e bontsha ditlhaloso bakeng sa maemo a fapaneng a tshebetso bakeng sa lekgetha ka leng la tekanyetso. Ruburiki e dumella matitjhere ho se be le tshekamelo haholo le ho se fetohle tekanyetsong ya bona mme e fana ka tataiso e nang le dintlha tse feletseng ho titjhere e mabapi le tshehetso eo moithuti ka mong a e hlohang. (Dithempoleiti tsa diruburiki di kenyeleditswe ho Tataiso ya Diketsahalo bakeng sa kotara ka nngwe.)

Tlhaloso ya boemo ya ruburiki e hokahantswe le khoutu ya tekanyo mme e kenngwa ho Sistimi ya Tsamaiso le Taolo ya Dikolo tsa Afrika Borwa (SA-SAMS) bakeng sa ruburiki ka nngwe e sebediswang hara selemo. Sistimi e manolla dikhoutu mme e hlalisa tlaleho bakeng sa batswadi le bahlokomedi.

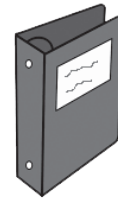
Tekanyetso ya tekolo	1. Ha a ya atleha (0–29%)	2. Katleho e lekanetseng (30–49%)	3. Katleho e kgotsofatsang (50–74%)	4. Katleho e babatsehlang (75–100%)
Ho pheta pale le ho e pheta ka mantswe a hao	Ha a kgone ho pheta pale le ho e pheta: O mpa a leka mantswe a seng makae.	O na le kgaello ya ho pheta; o kenya diketsahalo tse seng kae; tatediso e ka nna ya se be yona; o sebedisa dipolelo tse kgutshwanyane le tlotlontswa e bonolo.	O kgona ho pheta diketsahalo tse ngata paleng ho bontsha qalo, bohareng le pheletso ka dintlha tse seng kae; o hloka kgothatso jwalo ka: 'le, jwale'; ho etsahetse eng kamorao/e nngwe?; o qala ho sebedisa dipolelo tse telele.	Pale e na le tatelano e nang le hlalohanyo ebile e na le qalo, bohareng le qetello; dibapadi le tulo ya ho baballa e hlalositse ka botlalo; maikutlo le maikemisetso a dibapadi a hlalositse ka botlalo; o sebedisitse dipolelokopane tse telele di bile di na le makopanyi a kang "empa, yaba, kamora moo" le tlotlontswa e ntjha paleng.





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.)



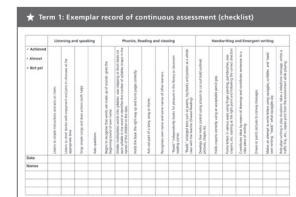
Observation books

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.)



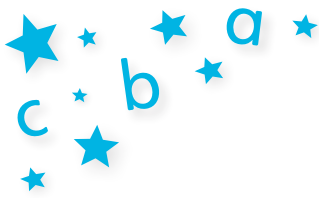
Rubrics

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.

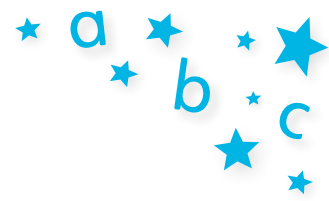




Diketsahalo tsa lenaneo di amahangwa le SLKT

Tafole ena e bontsha kamoo diketsahalo tsa saekele ya dibeke tse pedi e ahang bokgoni ba puo bo ikgethileng ba SLKT, mme e o bontsha kamoo o ka sebedisang diketsahalo tsena ho lekanyetsa kगतelopele ya baithuti kgahlanong le makgetha a tekanyetso a SLKT.

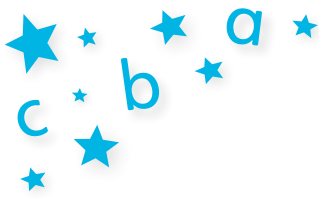
Saekele ya dibeke tse pedi	Hlakiso ya pale sehlopheng kaofela	Tsebo ya puo ho tswa ho SLKT	Lethathamo la tekolo	Ruburiki ya tekolo
			(e nkilwe ho tswa ho ditekanyetso tsa tekolo ya SLKT)	
Beke 1: Mantaha	Ho bua pale le ho eketsa tlotlontswe	Ho mamela le ho bua	Mamela dipale tse kgutshwanyana ka kgahleho mme o kene ka khorase kapa mohoo ka nako e tshwanetseng Botsa dipotso	
Labobedi	Ho bua pale le ho bina	Ho mamela le ho bua	Bina dipina tse bonolo o bopa diketso tsa morethetho (ka thuso)	
Laboraro	Ho bua le ho bapala pale	Ho mamela le ho bua	Ho bapala dikarolo tse itseng tsa pale, pina kapa thothokiso	
Labone	Ditshwantsho tsa tatelano	Ho mamela le ho bua		Ho mamela le ho bua Ruburiki ya 1: Ho bua pale le ho e pheta ka mantswe a hao
Labohlano	Bopa, thala obe o ngole	Ho mamela le ho bua Ho ngola ho holang	Tlatsetsa mehopollo ka ho taka dipolelo tse ngotsweng phaposeng Taka kapa penta ditshwantsho ho fetisa melaetsa	
Beke 2: Mantaha	Tatelano ya ditshwantsho hape	Ho mamela le ho bua Ho bala le ho boha		Ho mamela le ho bua Ruburiki ya 2: Ho hlophisa dihlapha tsa ditshwantsho ka tsela e ka bopang pale ka dipolelo tsa hlalohanyo le tatelano ya diketsahalo ha o bolela le ho pheta pale e qapilweng
Labobedi	Padisommoho – Buka e Kgolo	Ho bala le ho boha	Sehlopha kaofela se bala le mosuwetsana mantswe a hodisitsweng a dithothokiso, dibuka tse kgolo, le diphousetara	
Laboraro	Ho ithuta ho mamela	Ho mamela le ho bua	Ho mamela ditaelo tse bonolo le ho bopa diketso	
Labone	Bala o etse	Ho bala le ho boha	Moithuti o elellwa lebitso la hae le a baithuti ba bang ka phaposeng	
Labohlano	Bopa, thala o be o ngole	Ho mamela le ho bua Ho ngola ho holang	Tlatsetsa mehopollo ka ho taka dipolelo tse ngotsweng phaposeng Taka kapa penta ditshwantsho ho fetisa melaetsa	



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	



Saekele ya dibeke tse pedi	Hlakiso ya pale sehlopheng kaofela	Tsebo ya puo ho tswa ho SLKT	Lethathamo la tekolo	Ruburiki ya tekolo
Beke 1 le 2: Mantaha	Tsebiso ya modumo hotswa paleng	Medumo		Medumo, ho bala le ho boha Ruburiki ya 1: O elellwa ka kutlo le pono ditumammoho le ditumanosi
Labobedi	Ho bopa tlhaku	Mongolo	Bopa ditlhaku a ferefa ka monwana, ka borosolo, dikerayone tsa mafura jj. a qala sebakeng se nepahetseng a latela ditshupasebaka ka nepo	Mongolo wa sethatho le mongolo wa letsoho Ruburiki ya 1: Ntshetsa pele bokgoni ba motsamoa wa mesifa e menyane ho matlafatsa letsoho
Laboraro	Mabokoso a ditlhaku	Medumo	O elellwa ka kutlo le pono ditumammoho le ditumanosi haholo-holo qalong ya lentse	Medumo, ho bala le ho boha Ruburiki ya 1: O elellwa ka kutlo le pono ditumammoho le ditumanosi
Labone	Mamela o ho tsepamiseditsweng	Medumo		Medumo, ho bala le ho boha Ruburiki ya 2: Qala ho elellwa hore mantswe a entswe ka medumo: o fa ditlhaku tse qalang mabitsa a bona
Labohlano	Ho kopanya le ho kgaohanya	Medumo	Arola mantswe a dinoko tse ngata ho dinoko: sebedisa ho opa diatla kapa ho otlala meropa ka noko e nngwe le e nngwe lentse kapa o tsebahatse hore dinoko di kae (opa diatla) mabitsong a bana ka phaposeng	
Saekele ya dibeke tse pedi	Diketsahalo tsa dihlotshwana	Tsebo ya puo ho tswa ho SLKT	Lethathamo la tekolo	Ruburiki ya tekolo
Beke 1 le 2: Mantaha	Ho taka le mongolo wa sethatho	Ho ngola ho holang	O bopa boiteko ho ngola ditlhaku a sebedisa mongolo o otlohileng, ho kgwaritsa mme a bala mongolo wa hae: o bala hore mongolo o otlohileng o reng Ho tshwara kerayone le pentshele ka nepo	Ho ngola ho holang le mongolo wa letsoho Ruburiki ya 2: Taka ditshwantsho ho fetisa molaetsa wa bohlokwa ka pale Ruburiki ya 3: Utlwisisa hore ho ngola le ho taka ho fapane; o iketsisa eka o ngola a sebedisa mongolo o otlohileng
Labobedi	Malepa le dipapadi	Medumo Ho mamela le ho bua	Sebedisa puo ho nahana le ho beha mabaka: ho bapisa dintho tse tsamayang mmoho le ho tshwantsha dintho tse fapaneng	Medumo, ho bala le ho boha Ruburiki ya 1: O elellwa ka kutlo le pono ditumammoho le ditumanosi
Laboraro	Ho ikemela ho baleng	Ho bala le ho boha	Ipalla ka bo yena dibuka ka monyaka hotswa pokellong ya dibuka ka phaposeng sekgutlong sa ho bala Tshwara buka ka tsela e nepahetseng a phetla maqephe ka nepo	Medumo, ho bala le ho boha Ruburiki ya 3: O qapa pale ya hae ka ho bala ditshwantsho
Labone	Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mongolo	Moithuti o bopa ditlhaku a ferefa ka monwana, ka borosolo, dikerayone tsa mafura jj. a qala sebakeng se nepahetseng a latela ditshupasebaka ka nepo Kopisa ditlhaku tse a di tsebang lebitsong la hae ho emela ho ngola: O kopisa lebitso la hae Ntshetsa pele ho tsamaisa mesifa e menyane ka ho sebedisa sekere ho seha ditshwantsho le dibopeho tse sehelleltsweng mola o motenya jj	Ho ngola ho holang le mongolo wa letsoho Ruburiki ya 1: Ntshetsa pele bokgoni ba motsopao wa mesifa e menyane ho matlafatsa letsoho
Labohlano	Ho bapala boiketsiso	Ho mamela le ho bua Ho ngola ho holang	Ketsiso ya sebakadi ka mongolo wa sebaka: o nka molaetsa ka mohala, o ngola tefiso ya sephethephethe jj. Kopisa mongolo ho tswa tikolohong ka papadi	



KAROLO YA 1: LENANEO LE NTLAFADITSWENG LA PUO LA KEREITI YA 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: Dintlhatheo tse tataisang tsa ho ruta le ho ithuta Kereiting ya R

Lenaneo lena le kgothaletsa mokgwa wa ho ruta le ho ithuta o susumetsang le o kgothatsang bakeng sa baithuti ele hore ba tle ba iphumanele maikutlo, tsebo le bokgoni tseo ba tlang ho ahella ho tsona ha morao dikereiting tse latelang. Phuputso ya tsa thuto ka diphaposing tsa borutelo e hlakisitse lenaneo la **dintlhatheo** tsa ho ruta tse nang le seabo ho ithuteng ka katleho. Lenaneo lena le ahilwe hodima dintlhatheo tse robedi tsa tsena.

Tlelosari

ntlhatheo

molawana wa kakaretso o amohelang o nepahetse

Dintlhatheo tse robedi tsa ho ruta le ho ithuta

Le ha dintlhatheo di beilwe ka dinomoro, sena ke bakeng sa ho nolofatsa feela tshupiso. Dintlhatheo tsohle di bohlokwa ka ho lekana mme o tla lemoha hore di atamelane le ho nyalana haholo.



8 Ntlhatheo ya boikwetliso. Ho ithuta ho kgobokanngwa ka ho ikwetlisetsa bokgoni le tsebo tse ntjha.



1 Ntlhatheo ya tikoloho. Ho ithuta ho etsahala maemong a nang le moelelo le a loketseng.



2 Ntlhatheo ya diketsahalo. Baithuti ba lokela ho nka seabo ka kotloloho tshebetsong ya ho ruta le ho ithuta.



7 Ntlhatheo ya kenyeletso. Ho ithuta ho etsahala tikolohong eo ho yona batho bohle ba amohelang, ba kenyeletswang, ba tshwarwang ntle le leeme, ba hlomphuwang le moo ba ka bang le seabo.



3 Ntlhatheo ya ho papala. Bana ba ithuta hantle ho feta diketsahalong tsa ho papala ka bolokolohi le ho papala ho tataiswang.



6 Ntlhatheo ya tataiso. Ho ithuta ho etsahala ha matijhere a tataisa baithuti ho ntshetsa pele tsebo e ntjha.



5 Ntlhatheo ya kgokahano. Ho ithuta ho etsahala ha ho ena le dipuisano le ho abelana ka mehopollo.



4 Ntlhatheo ya mekgahlelo. Baithuti ba feta mekgahlelo e fapaneng ya kutlwisiso le ntshetsopele.

★ 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.



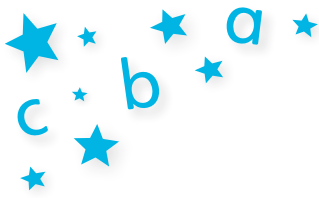
6 The guidance principle. Learning takes place when teachers guide learners in developing new knowledge.



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 e latelang ya *Tataiso ya Mareo* e o lebisla ho dintlhatheo tse robedi bakeng sa ho ruta le ho ithuta Kereiting ya R. Ntlhatheo ka nngwe e na le:

- ★ tlhaloso
- ★ tlhahisoleseding e nngwe mabapi le ntlhatheo
- ★ lebokoso la “Ka phaposing ya borutelo ...” moo re sibollang kamoo kgopolo kapa ntlhatheo e ka sebediswang kateng ka phaposing ya borutelo.

1 Ntlhatheo ya tikoloho

Ho ithuta ho etsahala maamong a nang le moelelo le a loketseng.

Ho ithuta ho etsahala dinthong tse etsahalang kamehla lapeng, mabenkeleng, seterateng, tleliniking, ka teksing, laeboraring, ka jareteng, kerekeng le moskeng, phakeng, le maamong a mang a mangata a kamehla. Ha baithuti ba fihla Kereiting ya R, ba tla le boitsebelo ba bona esitana le kutlwisiso le mehopolo ya bona mabapi le lefatshe. Ena ke tsebo ya bona ya kamehla. Ba tla be ba hotse ba sebedisa puo ya habo bona. Tsebo ya kamehla le puo di keke tsa tshwana ho bana bohle kaha di itshetlehile ho lelapa, setjhaba le botjhaba ba moithuti.

Ha baithuti ba fihla Kereiting ya R, ba tla le boitsebelo ba bona.

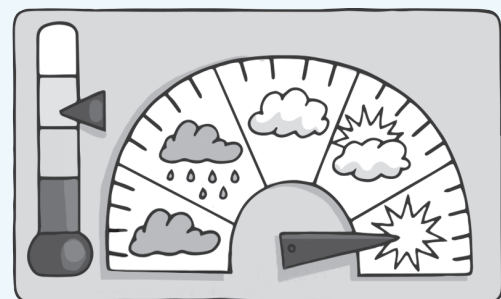
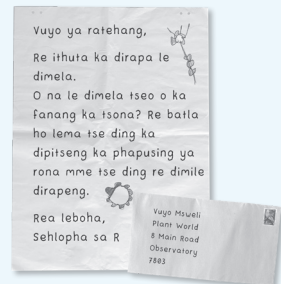
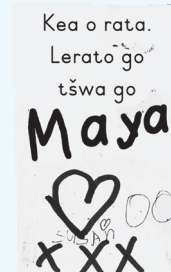
Ka phaposing ya borutelo ...

Baithuti ba bangata Afrika Borwa ba hola ditikolohong tseo ho nang le phihlelo e nyane ya dibuka le moo metako le mongolo e seng karolo ya bophelo ba bona ba kamehla. Jwaloka matijhere a baithuti ba banyenyane, re hloka ho etsa dibaka tsa ka phaposing ya borutelo tse thusang ho kopanya tikoloho ya mahae a baithuti le ya sekolong ele hore ho ithuta ho be le moelelo ho bona.

Re ka nna ra kgothaletsa baithuti ho batlana le mongolo le ditlhaku tseleng e yang lapeng ha ba etswa sekolong kapa ha ba le hara motse, hore ba tle ba bone mongolo ditikolohong tsa bona. Re ka bontsha baithuti hore ho bala le ho ngola di na le sepheo ka diketsahalo tse kang ho ngola lenane la ho ya reka kapa ho etsetsa motho e mong karete.

Ho etsa tikoloho ya phaposi ya borutelo e tletseng mongolo hape ho thusa baithuti ho bona sepheo sa mongolo. Mehopolo e itseng ke ena bakeng sa ho sebedisa mongolo ka ditsela tse molemo phaposing ya borutelo ya Kereiti ya R:

- ★ Ngola mabitsa a baithuti khalendareng ya matsatsi a tswalo mme le shebe khalendara mmoho le baithuti letsatsi le leng le leng.
- ★ Bea dileibole mabokosong a polokelo, jwaloka diboloko le diphazele. Kamehla pele o ntsha disebediswa, balla dileibole hodimo mmoho le baithuti.
- ★ Etsa phoustara e bontshang lenaneo la letsatsi le letsatsi e nang le ditshwantsho le mantswe. Kgothaletsa baithuti ho “iteka” ho bala phoustara ho fumana hore ke ketsahalo efe e latelang.
- ★ Bea leboteng diphoustara tsa tlhweko haufi le sinki kapa ntlwana ho hopotsa baithuti ho hlapa matsoho a bona. Sebedisa ditshwantsho le mantswe bakeng sa diphoustara tsena.
- ★ Balang diphoustara tse maboteng. Etsa tjhate ya maemo a lehodimo eo o e balang le baithuti letsatsi le leng le leng.
- ★ Maneha metako le mengolo e holang ya baithuti ho potoloha le phaposi ya borutelo.



Re a tseba ho tswa ho ntlhatheo ya tikoloho hore baithuti ba banyenyane ba ithuta hantle ho feta ha ho ithuta ho hotjha ho ena le moelelo mme ho hokahantswe le ho hong hoo ba seng ba ho tseba. E nngwe ya ditsela tse matla tseo ka tsona baithuti ba banyenyane ba etsang moelelo ke ka dipale. Ke kahoo Lenaneo le Ntlaforaditsweng la Puo le bopilweng ho tsamaelana le dipale, ho dumella baithuti ho fumana bokgoni bo botjha le tsebo tikolohong e tlwaelehileng ya pale.





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 ...

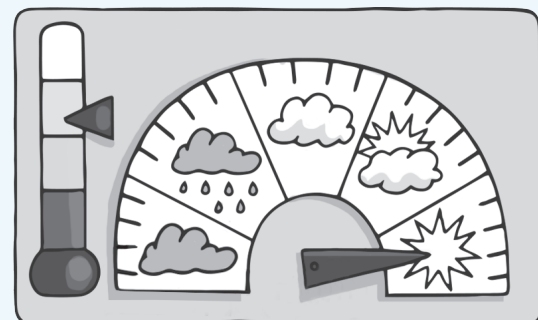
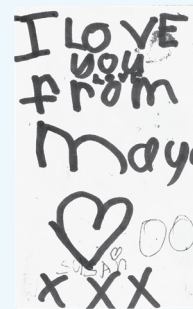


Many learners in South Africa grow up in contexts where there is limited exposure to books and where drawing and writing is not part of their everyday experience. As teachers of young learners, we need to create classroom spaces that help to bridge learners’ home and school contexts so that learning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

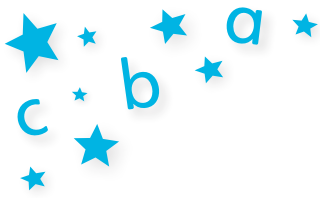
Creating a print-rich classroom environment also helps learners to see the purpose of print. Here are some ideas for using print in meaningful ways in a Grade R classroom:

- ★ 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 Ntlhatheo ya diketsahalo

Baithuti ba lokela ho ba le seabo ka kotlolloho tshebetsong ya ho ithuta le ho ruta.

Baithuti ba banyenyane ba ithuta hantle ho feta ka ho ba mahlahlaha, ba etsa dintho le ka ho ba le seabo diketsahalong tseo ba di etsang ka matsoho. Ba sebedisa mmele ya bona ho sibolla le ho ithuta ka lefatshe le ba potileng, mme ba fumana ho le thata ho dula feela ba sa etse letho nako e telele. Ba ithuta habonolo haholo ha ba hokahanya mantswe a matjha le mareo mmoho le diketso le dintho tse etsahalang bophelong.

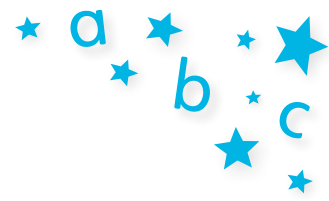
Ho ithuta Kereiting ya R ho lokela ho ba le diketsahalo tse natefelang, tse etswang ka matsoho le boiphihlelo bo nang le moelelo bo sebedisang dintho tse ngata. Moo ho kgonehang, diketsahalo di lokela ho fa baithuti menyela ya ho sebedisa mmele ya bona yohle le dikutlo tsa bona, haholoholo pono, kutlo le ho thetsa.

*Baithuti ba banyenyane
ba ithuta hantle ho feta
ka ho etsa dintho le ho
ba mahlahlaha.*

Ka phaposing ya borutelo ...

Ha baithuti ba tshwantshisa pale, ba na le monyetla wa ho tshwantshisa baphetwa bao mme ba etsa puo ya paleng hore e be ya bona. Ba sebedisa puo e ntjha mme ba aha boitshepo ba bona ka ho ba le seabo ho phetweng ha pale eo.





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.

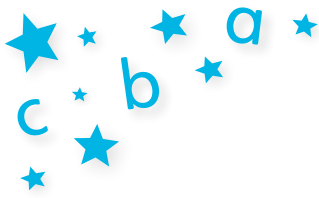
Learning in Grade R should consist of enjoyable, hands-on activities and meaningful experiences that make use of many objects. Wherever possible, the activities should provide learners with opportunities to use their whole bodies and their senses, especially sight, hearing and touch.

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 phaposing ya borutelo (e tswela pele) ...

Baithuti ba Kereiti ya R ba lokela ho bina alfabete, ba kopolle ditlhaku tse tlapangolong kapa ba ikwetlise ho ngola ditlhaku pakeng tsa mela kapa hodima leqephe ka pentshele. Baithuti ba banyenyane ba lokela ho ithuta ho bopa ditlhaku ka ho etsa metsamao e meholo le ka dintho tse ba etsahallang tse kenyeletsang dikutlo tsa bona tsohle. Ho bopa ditlhaku ho lokela ho rutwa ka ditsela tsa dikutlo tse fapaneng jwaloka ho penta tlhaku hodima konkreiti ka borosolo ya pente e qopeditsweng ka metsing, ho etsa tlhaku ka hlama ya ho bapala, ho nyalanya popo ya tlhaku le modumo oo e o etsang, kapa ho hatisa ditlhaku hodima tereyi e tletseng santa/lehlabathe.

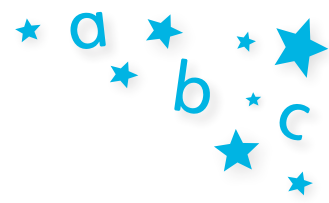


Ho tla ba bobebe ho baithuti ho utlwa medumo e mantsweng ka ho hokahanya modumo le ketso ya mmele le dintho tse tshwarehang. Sena se ka etswa, ho etsa mohlala, ka ho kgothaletsa baithuti ho opa matsoho kapa ho tloatlola bakeng sa senoko ka seng kapa modumo ka mong, kapa ho tsamaisa dibadi ha ba ntse ba bua senoko ka seng kapa modumo lentsweng.



Ha o tsebisa tlhaku e ntjha, ke mohopolo o motle ho bontsha baithuti dintho tse qalang ka modumo oo – buang ka dintho, di potolohise hara baithuti ele hore ba tle ba di tshware, mme ba bolele lebitso la ntho eo ha ba ntse ba hatella modumo oo ho shebanweng le ona.





In the classroom (cont.) ...

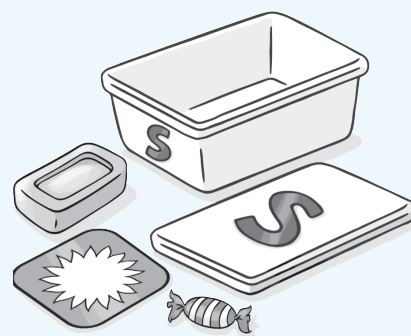
Grade R learners should not be made to chant the alphabet, copy letters from a board or practise writing letters between lines or on paper with a pencil. Young learners should learn how to form letters through big movements and through experiences that involve all of their senses. Letter formation must 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.

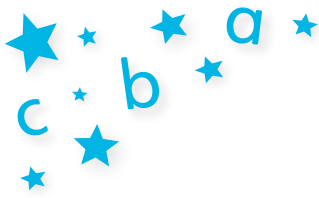


It will be easier for learners to hear sounds in words by connecting the sounds to physical actions and concrete objects. This can be done, for example, by encouraging learners to clap or hop for each syllable or sound, or to move counters as they say each syllable or sound in a word.



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 Ntlhatheo ya ho papala

Bana ba ithuta hantle diketsahalong tsa papadi ya bolokolohi le papadi e tataiswang.

Bakeng sa baithuti, ho ithuta le ho papala ha se diketsahalo tse arohaneng. Ha se feela ntho eo baithuti ba e etsang ka "nako ya bolokolohi" kapa ha titjhare a le siyo. Ho papala ho ka bolela dintho tse ngata; diketsahalo tsa ka ntle tse sebedisang mmele; ho papala ka lehlabathe kapa metsi; ho papala bonketsisane le metswalle kapa o le mong; ho papala ka diboloko le dibapadiswa tsa ho aha; kapa ho papala dipapadi tsa ho mamela, dipapadi tsa ho noha kapa dipapadi tsa dikarete. Leha diketsahalo tse ding tsa papadi di hloka nako e ekeditsweng le disebediswa tse ngata, baithuti hangata ba natefelwa ke ho papala ka dintho tsa kamehla le dintho tse iketseditsweng lapeng.

Bakeng sa baithuti,
ho ithuta le ho papala
ha se diketsahalo tse
arohaneng.

Mefuta e mehlano ya ho papala

Bafuputsi ba hlwaile mefuta e mehlano ya ho papala e ka bonwang ditsong tsohle le e tshhetsang kgolo ya moithuti mmeleng, phedisanong, maikutlong le kelellong.

	<p>Papadi ya mmele</p> <ul style="list-style-type: none"> ★ Sena se kenyeletsa boithapollo ba mmele, kwetliso ya mesifa e menyane le papadi ya ho kwebetellana. ★ Papadi ya mmele e bohlokwa bakeng sa baithuti ho matlafatsa ho tsamaisana ha mesifa e meholo le e menyanae le bakeng sa ho aha matla le mamello.
	<p>Ho papala ka dintho</p> <ul style="list-style-type: none"> ★ Ha baithuti ba ntse ba sibolla, ba batlisisa le ho eksperimenta ka dintho tse fapaneng tse leng moo ba phelang teng, ba hodisa bokgoni ba bona ba ho nahana mme ba ithuta ho rarolla mathata. ★ E ka nna ya eba dintho tse lerata tse kang dipitsa le dipane; dintho tse phaphallang jwaloka dikwahelo le dibotlolo tsa polastiki; ho paka dintho tse kang ditshelo tsa yokate; dintho tse ka petetswang, tsa menwa, tsa botjwa, tsa akgelwa, tsa tloatlodiswa, tsa phuthelwa le ho nkuwa.
	<p>Papadi ya ho etsa matshwao</p> <ul style="list-style-type: none"> ★ Mona ke moo baithuti ba sebedisang sebakadiswa, ntho, setshwantsho, motako kapa ho etsa matshwao a mang ho emela dintho tsa bophelo ba nnete papading ya bona. ★ Papading ya ho etsa matshwao, baithuti ba ithuta hore ntho e le nngwe e ka "ema bakeng sa" kapa ya emela e nngwe jwalo feela kaha ha morao tlhaku e tla emela modumo.
	<p>Papadi ya ho iketsisa le ho tshwantshisa maemo a bophelo</p> <ul style="list-style-type: none"> ★ Sena se kenyeletsa ho nahana ka maemo a itseng, ho nka dikarolo tse fapaneng, ho apara o iketsa batho ba bang, ho sebedisa mantswa a fapaneng le ho rerisana ka diketsahalo. ★ Ho papala ha ho iketsisa ho phahamisa ntshetsopele ya kelello le ya phedisano mme ho thusa baithuti ho laola boitshwara ba bona le menahano ya bona.
	<p>Dipapadi tse nang le melawana</p> <ul style="list-style-type: none"> ★ Tsena di ka kenyeletsa ho qhomaqhoma, ho bala, dipapadi tsa ho tlola, dipapadi tsa diboto, dipapadi tsa mataese, dipapadi tsa dikarete, dipapadi tsa bolekaipatile. ★ Dipapadi tsena di kgothaletsa baithuti ho ithuta, ho latela le ho hlalosa melawana, ho abelana le ho fana sebaka, ho thusana, ho amohela ho swabiswa, le ho leka hape.





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.

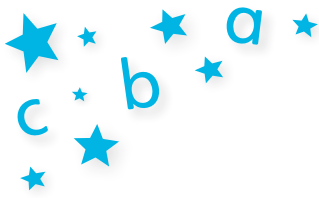
For learners, learning and play are not separate activities.

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 phaposing ya borutelo ...

Baithuti hangata ba rata ho iketsisa, mme ho papala bonketsisane ke tsela e ntle haholo ya ho tshheheta ho ithuta ha bona. Papadi ya ho iketsisa e ka ba lerata, empa mofuta ona wa papadi o aha bokgoni ba baithuti ho utlwisa le ho sebedisa puo e fetang ka nqane ho nako ya jwale, ka nqane ho boitsebelo ba bona le ka nqane ho lefatshe la nnete. Ba tlameha ho rerisana ka dikarolo mme ba hlalose seo ba se etsang. Hape ba ithuta ka ho emela – hore ntho e nngwe e ka emela e nngwe. Ho utlwisa mohopolo ona o thata ho tla ba thusa ho utlwisa hore mongolo o leqepheng o emetse mantswe ao re a buang.

Mehopolo e itseng ke ena e ka o thusang ho kgothaletsa papadi ya boiketsiso ka phaposing ya hao ya borutelo:

- ★ Lebenkele la bonketsisane le bonolo ho etseha ka mabokoso a kgale, ditshelo tsa polastiki le dintho tse ding tse tswang ka kitjhineng. Dikgetjhana tsa pampiri di ka sebediswa bakeng sa tjehele ya maiketsiso. Baithuti ba banyenyane hape ba natefelwa ke ditlwaello tsa ho papala dikarolo tsa batho ba bang lapeng ka tlung, jwalo ka ho pheha le ho hlatswa diaparo.
- ★ Kgothaletsa baithuti ho sebedisa mongolo le ho bala ha boiketsiso papading ya bona. Ho etsa mohlala, etsa letshwao bakeng sa lebenkele, ho etsa lenane la tse rekwang mabenkeleng, ho ngola taelo ya ho fumana moriana kapa ho ngola ditaello fatshe restjherenteng ya boiketsiso.
- ★ Kenella le wena diketsahalong le baithuti ha ba ntse ba papala. Bontsha ho natefelwa ha hao le seabo ka ho nahanela hodimo le ho bua ka se etsahalang ketsahalong.
- ★ Thusa baithuti ho nahana ka matshwao nakong ya papadi. Hlahisa hore ntho e le nngwe e ka emela e nngwe. Ho etsa mohlala, "O ka nna wa phethola tafole eno ya sheba hodimo mme wa e sebedisa jwaloka sekepe."





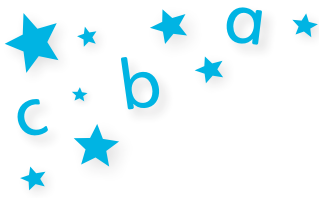
In the classroom ...

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 o theilweng papading

Mokgwa o theilweng papading bakeng sa ho ruta le ho ithuta o eellwa hore ka nako e nngwe baithuti ba ithuta hantle ka ho fetisisa ha ba etsa diketsahalo tsa ho papala ka bolokolohi tse qalwang ke baithuti ntle le seabo sa motho e moholo.

Ka dinako tse ding baithuti ba ithuta hantle haholo diketsahalong tsa papadi tse tataiswang ke titjhene bakeng sa tlelase yohle kapa dihlotshwana. Lenaneo le rerilweng hantle la ho ruta le ho ithuta le lokela ho kenyeletsa tekatekano ya mefuta yohle e fapaneng ya diketsahalo tsa ho papala.

Baithuti ba hloka menyetla e mengata ho:

- ★ *sibolla tikoloho ya bona ba sebedisa dikutlo tsa bona.*
Ho etsa mohlala: diketsahalo tsa ka ntle tse kang ho palamela le ho matha, sekotjhe le dipapadi tsa bolo.
- ★ *fuputsa le ho rarolla mathata.*
Ho etsa mohlala: ho sebedisa disebediswa tsa ho aha ho etsa tora, kapa ho sebedisa metsi kapa lehlabathe ho tlatsa ditshelo.
- ★ *ikwetlisa ka seo ba seng ba se tseba kapa ho se etsa.*
Ho etsa mohlala: ho papala dipapadi tse nang le sebopeliso tse kang *snakes and ladders* kapa didomino.

Bohlokwa ba ho papala bakeng sa ntshelepele ya puo le tsebo ya ho bala le ho ngola

Ha baithuti ba papala, hangata ba sebedisa dintho tse tikolohong ya bona mme ba iketse eka ke dintho tse ding. Ha baithuti ba taka, ba etsa ditshwantsho bakeng sa ho emela dintho tsa nnete bophelong kapa tse lefatsheng la boinahanelo.

Mofuteng ona wa *papadi ya matshwao*, baithuti ba sebedisa ntho e le nngwe ho "ema sebakeng sa" kapa ho emela e nngwe. Ena ke qalo ya ho ithuta hore matshwao a ka emela dintho tsa nnete. Ho etsa mohlala, ba ithuta hore:

- ★ boloko ba ho aha ba lepolanka bo kgutlonne bo ka emela founo
- ★ motako wa batho ba babedi o ka emela batho ba nnete ba babedi
- ★ tlhaku ena **s** e emetse modumo ona **/s/** oo o utlwang lentsweng lena "sefate" le "santa".

Ho na le diketsahalo tse ding tse ngata tsa ho papala tse phahamisang ho ithuta puo. Ho etsa mohlala:

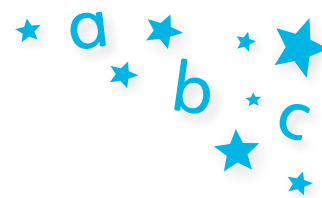
- ★ Ha baithuti ba papala dipapadi tsa ho noha, ba lokela ho sebedisa puo e hlahosang seo ba nahanneng ka sona.
"Ke nahanne ka phoofolo e dulang polasing. E re fa lebeso le nama."
- ★ Dipapadi tse kang: "Ke bona ka ihlwana la ka" di thusa baithuti ho hlwaya medumo e qalang mantsweng.
"Ke bona ka ihlwana la ka ntho e qalang ka /t/."
- ★ Dipapadi tsa ho mamela di thusa ho aha tlotlontswe ya baithuti le kutlwisiso ya mareo.
"Ema ka leoto la hao le letshehadi mme o behe matsoho a hao hloohong."

Lenaneo la ho ithuta le lokela ho kenyeletsa tekatekano ya mefuta yohle e fapaneng ya diketsahalo tsa ho papala.



Ho papadi ya matshwao, baithuti ba sebedisa ntho e le nngwe ho "ema sebakeng sa" kapa ho emela e nngwe.





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 “sefate” and “santa”.

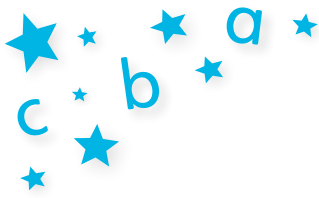
There are many other play activities that promote language learning. For example:

- ★ 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 /t/.”
- ★ 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 Ntlhatheo ya mekgahlelo

Baithuti ba feta mekgahlelong e fapaneng ya kutlwisiso le ntshetsopele.

Baithuti phaposing ya Kereiti ya R ba dilemong tse lekanang kaofela, empa e mong le e mong o na le botho, ditlhoko, bokgoni, ditabatabelo, matla le diphephetso tse ikgethileng. Ba tla fapana ho ya ka tseo ba kileng ba kopana le tsona pele le maemo a puo. Tsena kaofela di tla susumetsa sekgahla sa bona sa mosebetsi le tshetso eo ba tlang ho e hloka matijhereng a bona le ho batho ba bang hore ba kgone ho ithuta.

Dinthe tse ngata di tla susumetsa sekgahla sa mosebetsi wa moithuti le tshetso eo ba tlang ho e hloka ho titjhere.

Ka phaposing ya borutelo ...



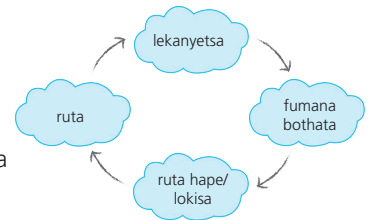
Ha baithuti ba sa holela malapeng ao ho ona ba kgothaletswang ho botsa le ho araba dipotso, ba ka nna ba se ikutlwe ba phutholohile ho etsa jwalo ka tleaseng. Dipotso tse fapaneng di batla dinthe tse fapaneng ho ntshetsopele ya bokgoni ba puo ba moithuti. Matijhere a lokela ho leka ho sebedisa dipotso boemong bo loketseng bakeng sa moithuti ka mong.

- ★ Dipotso tse ding di ka arajwa ka puo e nyane haholo, ho etsa mohlala: *"Katse e ipatile hokae?"* Haeba baithuti ba supa karabo e nepahetseng, hoo ho bontsha hore ba utlwisisitse potso, le ha ba sa bue.
- ★ Dipotso tse hlohang hore baithuti ba kgethe pakeng tsa dikarabo tse pedi di ka thusa ho aha boitshepo, kaha baithuti ba ka araba esita le ha ba se na puo e kaalo: *"Na o ka rata ho sebedisa kerayone e bolou kapa e tala?"*
- ★ Dipotso tse kwalehileng tse nang le karabo e le nngwe le tsona di aha boitshepo ba baithuti bao puo ya bona e sa ntseng e hola. Ho etsa mohlala: *"Mose wa ngwananyana eo o mmala ofe?"*
- ★ Dipotso tse kgothaletsang baithuti ho bua ka dinthe tseo ba kopaneng le tsona bophelong di bohlokwa bakeng sa ho aha boitshepo, kaha mehopollo ya baithuti le boiphilelo ba bona di le bohlokwa, mme ba ka lata nthong tse tlwaelehleng ho fana ka karabo. Ho etsa mohlala: *"Na o kile wa ya pikiniking? Na o ka re bolella ka mohleng o ne o ile pikiniking?"*
- ★ Dipotso tse mabapi le mantswa le meeelo ya mantswa di tsosolosa kgokahano mme di thusa ho aha tjhesehelo ya tsebo mabapi le mantswa. Ho etsa mohlala: *"Ka Sesotho, re re dinthe tsena ke 'mangwele', lona le di bitsa eng ka dipuo tse ding?"*
- ★ Dipotso tse bulehileng tse nang le dikarabo tse fetang e le nngwe di bohlokwa haholo bakeng sa ho ntshetsa pele puo ya baithuti le bokgoni ba ho nahana. Ho etsa mohlala: *"Le nahana hore ho tla etsahala eng kamora moo?"; "Hobaneng o nahana hore ...?"*

Dipotso tsena di kgothaletsa kgokahano le ho abelana ka mehopollo, empa baithuti ba tla ikutlwa ba ena le boitshepo ba ho araba ha feela titjhere a bopile phaposi ya borutelo eo ho yona dikarabo tsohle di amohelehleng mme di ananelwang.

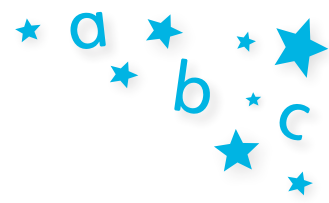
Ho ruta ho elellwang diphapano

Ho elellwa diphapano ho bolela hore seo o se **rutang** le tsela eo o se rutang ka yona se hloka ho nkela hloohong bokgoni bo fapaneng ba baithuti ba hao. Ho sebedisa mkgwa ona, matijhere a hloka ho shebella le ho **lekanyetsa** moithuti ka mong nakong ya diketsahalo le ho sebedisa tlhahisoleseding ena ho **fumana** hore ke tshetso efe eo moithuti a e hlohang mme ba itokisetse hore ba tla e **ruta hape** jwang (kapa ho **lokisa**) ele hore ba ahe le ho otlolla kutlwisiso le bokgoni ba baithuti. Baithuti ba bang ba ka utlwisisa mohopollo o motjha, ka tshetso e nyane feela e tswang ho titjhere. Baithuti ba bang ba ka hloka nako e ngata, dipontsho tse ngata, mehlala e mengata, le tshetso e ngata ho fihlella kutlwisiso e tshwanang le ya ba bang. Ha o sebedisa ho elellwa diphapano thutong ya hao o hloka ho:



- ★ elellwa ditshwano le diphapano hara baithuti ba hao
- ★ rera tsela e ntle ka ho fetisisa ya ho tshetso moithuti ka mong ho ya ka matla a hae le diphephetso tsa hae
 - Ke disebediswa dife tse ka thusang?
 - Ke sehlopha sefe se ka tshwanelang moithuti eo?
 - Na moithuti eo o tla hloka nako e nngwe? Ketsahalo e ka atoloswa jwang bakeng sa moithuti ya tshwarang kapele?
- ★ lokisa seo o lebeletseng hore moithuti ka mong o tla be a ithutile sona qetellong ya ketsahalo.





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.

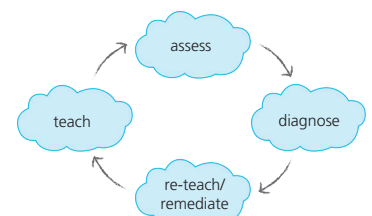
- ★ Some questions can be answered with very little language, for example: "Where is the cat hiding?" If learners point to the correct answer, it shows that they have understood the question, even if they don't speak.
- ★ Questions that require learners to choose between two responses can help build 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.



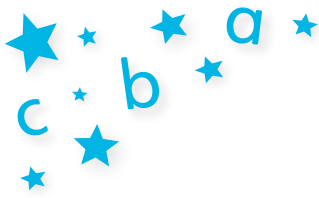
Differentiated teaching

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 phaposing ya borutelo ...

Qalong ya selemo Kereiting ya R, baithuti ba bang ba ka ba le boiphihlelo bo fokolang ba ho taka le ho ngola, ha ba bang ba ka be ba se ba tseba ho ngola mabitso a bona mme ba ena le boitshepo ba ho taka mehopollo ya bona. Boiphihlelo ba bona ba pele, bokgoni le dithahasello di tla susumetsa mekgahlelo ya bona ya ntshetsopele, mme ka ho shebella baithuti ka hloko, matijhere a tla kgona ho bona maemo a bona a bokgoni mme a tsebe ho rera tsela e nepahetseng ka ho fetisisa ya ho tshehetsa ntshetsopele ya bona.

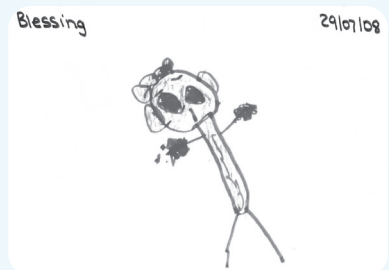
Ho taka taba e ithutwang

Taba e latelang e bontsha tshebetso ya ho ruta, ho lekanyetsa, ho lekola le ho ruta hape/ho lokisa. Kamora ho ruta thuto e neng e kenyetsa ho taka, titjhere o lekotse baithuti ka ho ba bea leihlo ho sa hlophiswang mme a eellwa hore baithuti ba bang ha ba kgone ho qetella ketsahalo ya motako boemong bo lebelletsweng. Ditemoho tsa hae di ile tsa lebisa ho hore a fumane hore baithuti ba ne ba sa eellwe hore motako o ne o hloka ho shebiswa ka hloko le ho tsepamisa maikutlo ho dintlha tse bonwang. Yaba o nka mehato ya ho lokisa seo ka ditshehetso tse hlokolosi. Ditshwantsho di bontsha kamoo bokenadipakeng bona bo entseng hore moithuti a kgone ho fetela mokgahlelong o latelang.

Blessing o ne a le dilemo tse hlano ha a ne taka setshwantsho sena. Titjhere o ne a kgathatsehile ha a bona motako wa hae mme a eellwa hore o hloka tlhokomelo e ikgethang. O ile a etsa qeto ya ho mmea leihlo nakong ya ho taka, mme a tla ka leano la ho tshehetsa motako wa hae. O ile a buisana le yena letsatsi le leng le le leng mabapi le seo a neng a se taka. O ile a re: "Ke a bona hore o takile setshwantsho sa hao mona. O na le diphaka tse kae? Na o ka mpontsha...diphaka tsa hao? E, di mona ka lehlakoreng la mmele wa hao. Na o nahana hore o ka itaka matsoho setshwantshong sa hao?"

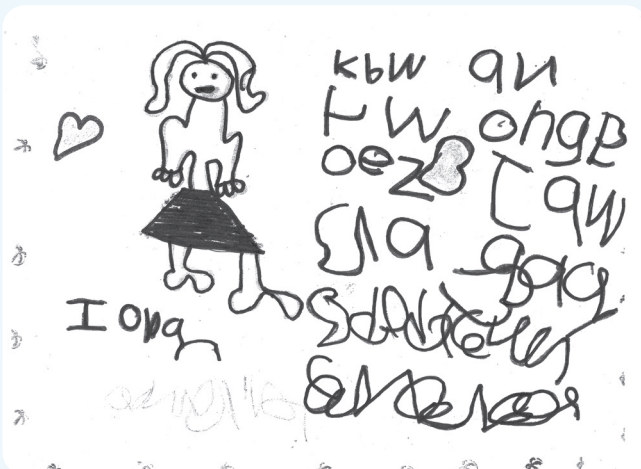


Titjhere o ile a mo kgothaletsa ho nka nako e ngata a etsa metako ya hae mme a mo thusa ho rera hore ke mebala efe eo a tla e sebedisa. O ile a mo kgothaletsa ho sheba ka hloko dintho ha a taka, ho etsa mohlala: "Sheba apole ena – e na le sebopeho sefe? E, e tjitjita. Mme o hloka mmala ofe bakeng sa ho e taka?" Titjhere hape o ile a buisana ka seo a se etsang mmoho le batswadi ba Blessing mme a ba kgothaletsa hore ba mo tshehetse lapeng. Blessing, batswadi ba hae le titjhere ya hae ba ne ba thabile haholo ke kgatelopele eo a e entseng!



Mongolo

Diteko tsa pele tsa baithuti ba banyenyane di ka nna tsa se shebehe jwaloka mongolo wa batho ba baholo, empa ba fetoha bangodi ha ba ntse ba leka ho fetisa mehopollo ya bona pampiring mme ba sebedisa mongolo bakeng sa dipheo tse fapaneng. Mehlala e latelang e bontsha kamoo baithuti ba fetang mekgahlelong e fapaneng ya kutlwisiso le ntshetsopele tshebetsong ya ho ithuta ho ngola. Sheba Ntlhatheo ya Tataiso bakeng sa tse ding mabapi le kamoo titjhere a ka tataisang baithuti ka tsela e nepahetseng bakeng sa mokgahlelo wa bona wa ho ngola.





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.

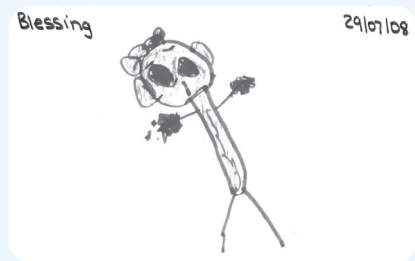
Drawing case study

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?"

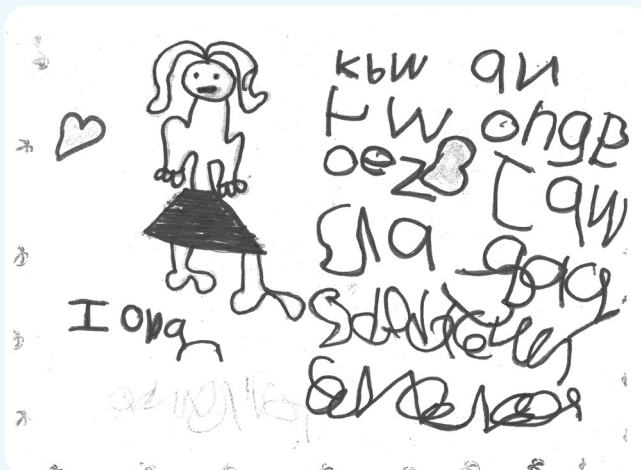


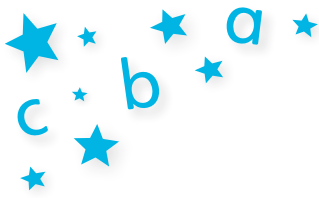
The teacher encouraged him to take more time doing his drawings and helped him to plan which colours to use. She encouraged him to look more carefully at things when he was drawing, for example: "Look at this apple – what shape is it? Yes, it is round. And what colour do you need to draw it?" The teacher 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 Ntlhatheo ya kgokahano

Ho ithuta ho etsahala moo ho nang le puisano le ho abelana ka maikutlo.

Baithuti ba ithuta hantle ha re arabela ho dintho tse ba kgahlang mme ba fuwa menyetla ya ho hokahana, ho abelana ka mehopolole ho botsa le ho araba dipotso. Dipuisano pakeng tsa batho ba baholo le baithuti ke majwe a motheo a ntshetsopele ya puo mme ha baithuti ba kgothaletswa ho ba karolo ya moqoqo le ho qapodisa dipotso le mehopolole ya bona, bokgoni ba bona ba puo le ho nahana bo hola kapele ho feta.

Diphuputso di bontshitse hore diphaposi tsa borutelo tsa boleng bo hodimo tsa thuto ya pele ho sekolo ke tseo ho tsona titjhere a arabelang mme a bopang tikoloho e tshhehatsang kgokahano le puisano. Ho bonolo haholo ho fana ka ditaello le ho lebella hore baithuti ba rona ba kgutse, empa ha se kamoo baithuti ba banyenyane ba ithutang puo ka teng.

Matitjhere a arabelang a aha puo ya baithuti.

Ka phaposing ya borutelo ...

Phaposing ya borutelo ya Kereiti ya R, ho na le menyetla e mengata ya ho aha puo ya molomo letsatsi lohle.

Bontsha o bolele ke monyetla o ikgethileng bakeng sa baithuti ho tlisa ntho eo e leng ya bona ka phaposing ya borutelo, ho itokisa le ho bua nako e itseng mabapi le ntho e itseng e ikgethileng ho bona. Ana ke a mang a mawa ao titjhere a ka a sebedisang ho tshhehatsa kgokahano nakong ya *bontsha o bolele*:

- ★ Netefatsa kgetho ya moithuti ya ntho bakeng sa ho bontsha o bolele.
- ★ Theohela bophahamong ba moithuti, mahlo a lona a shebane mme o mamele ka thahasello.
- ★ Pheta seo moithuti a se buang mme o kenyeletse le ditaba tse ding, fetola seo a se buang kapa o se atolose, o ntse o etse hloko ho netefatsa molaetsa wa hae.
- ★ Botsa dipotso tse itseng mme o mamele dikarabo tsa baithuti. Etsa bonnete ba hore o botsa dipotso tse bulehileng tse atolang ho nahana ha baithuti ("Ke a ipotsa hore ke hobaneng ...?"; "O nahana eng ...?"; "O nahana hore o ile a ikutlwa jwang ha ...?").
- ★ Efa baithuti nako e ngata ya ho nahana pele o ka lebella karabo.
- ★ Bontsha baithuti hore o mametse ka hloko (ka ho sebedisa dikarabelo tse kang: "mmm, ho lokile, e, ka nnete?").
- ★ Ananela bokgoni ba ho mamela ba baithuti ba bang mme o bope sebaka se bolokehileng sa hore ba ka botsa dipotso.
- ★ Kenyeletsa baithuti ba mametseng ho "bontsha o bolele" ka ho ba botsa dipotso tse mabapi le seo ba se utlwileng le mabapi le dintho tse ntjha tseo ba ithutileng tsona.
- ★ Hlalosa menahano ya hao le maikutlo a hao (le menahano le maikutlo a ba bang).

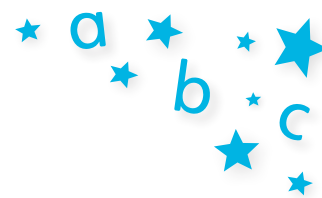


Ho botsa dipotso ho eketsa ntshetsopele ya puo

Ka ho botsa dipotso, baithuti ba ithuta kamoo diketsahalo tsa bophelo tse fapaneng le mehopolole di hokahanang ka teng. Ha ba ntse ba botsa dipotso le ho hlalosa mehopolole ya bona hangata, puo ya bona le bokgoni ba ho nahana di tla hola kapele. Dikarabo tsa baithuti di ka nna tsa se nepahale ka dinako tsohle, empa ho etsa diphoso ke karolo ya ho ithuta mmoho. Matitjhere a lokela ho botsa dipotso tseo moithuti a kgonang ho di araba mme ha ba a lokela ho tlontlolla moithuti ya faneng ka karabo e fosahetseng le kgale.

Bala ho feta karolong e latelang mabapi le dipotso tseo o ka di botsang moithuti maamong a fapaneng a ntshetsopele.





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).

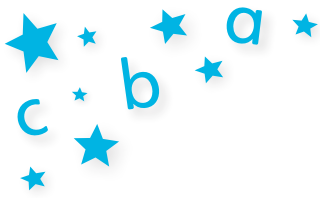


Asking questions enhances language development

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 Ntlhatheo ya tataiso

Ho ithuta ho etsahala nakong eo matijhere a tataisang baithuti ho aha tsebo e ntjha.

Baithuti ba tswetswe ba batla ho ithuta mme le ha ba ka sibolla tse ding tsa dintho ka bobona, hore ba tle ba ithute le ho hola, ba hloka dikamano. Dikamano tse kgothatsang le ho tshepana ke motheo wa ho ithuta hohle. Bahlokamedi kapa matijhere ba arabelang ho dithahasello le maiteko a bana, a tsamaisa ho ithuta le ho thusa baithuti ho utlwisisa dintho tseo ba kopanang le tsona bophelong.

Efa baithuti maikarabelo

Baithuti ba rata ho kenyeletswa mesebetsing ya "ba baholo" mme boholo ba ho ithuta ha pele ho sekolo ha moithuti e monyenyanane ho tla etsahala ha a etsa ho hong a ena le mohlakomedi kapa ngwanabo. Ka "seabo se tataiswang", ba tla ithuta butlebutle ho etsa mesebetsi ka bobona. Jwale feela ka morupellwa mosebetsing a ithuta ka mesebetsi ho monga hae kapa motho e mong ya nang le tsebo mesebetsing oo, baithuti ba ithuta bokgoni bo botjha ka ho ba barupellwa ba baholwane ba bona, ditho tsa lelapa le matijhere a bona.

Dikamano tse kgothatsang le ho tshepana ke motheo wa ho ithuta hohle.

Ka phaposing ya borutelo ...



Jwale ka lapeng feela, baithuti ba rata ho fuwa dikarolo tse itseng ka phaposing ya borutelo. Kopa baithuti ho nka boikarabelo bakeng sa khalendara ya letsatsi la tswalo, tjhate ya maemo a lehodimo, ho ntsha disebediswa, ho etella pele sehlotshwana, ho thusa mphato, ho hlwekisa huku ya dibuka. Pele, ba kope hore ba o thuse. Ba tla ithuta ka ho o shebella ha o ntse o etsa mesebetsi ena, mme e se neng ba tla be ba loketse ho phetha mesebetsi eo ka bobona.

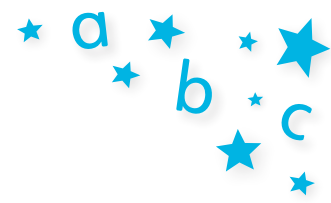


Boitaolo ke senotlolo

Baithuti ba hloka ho ithuta tsela ya ho ithuta. Sena se bolela hore ba lokela ho ithuta ho tsamaisa le ho laola boitshwaro ba bona. Ka ho phetha ketsahalo mmoho le mohlakomedi ya arabelang kapa tijhere, baithuti ba ithuta tsela ya ho ya butle, ho nahana pele ba etsa le ho se arabele feela ntle le ho inahana. Baithuti ba ithuta ho laola ditakatso tsa bona, ho fetola merero le ho laola ho tlalellana ha bona ha mesebetsi o le thata ho ka rarolleha. Ba ithuta ho nahanela pele le ho lemoha dikgetho tse ding ho ena le ho arabela feela ntle le ho nahana. Matijhere a fang baithuti menyetla ya ho emela sebaka sa bona, ho mamela ditaello le ho nka seabo sa ho rala mesebetsi, ba thusa baithuti ho ithuta ho itaola.

Matijhere a ka thusa baithuti ho dula ba tsepame mesebetsing kapa ketsahalang ka ho laola tikoloho ya ho ithuta. Sena se ka bolela ho fokotsa lerata kapa ho phutha dibapadiswa kapa dintho tse sa tsamaelaneng le ketsahalo eo mme di ka nna tsa sitisa tsepamiso ya maikutlo a baithuti. Matijhere hape a ka thusa baithuti ho dula ba tsepamisitse maikutlo ka ho supa dikarolo tsa bohlokwa tsa ketsahalo kapa ho ba bontsha kamoo ba ka etsang mesebetsi oo ka teng. Baithuti ba hloka menyetla e mengata ya ho nka seabo mesebetsing e le ho ntshetsa pele bokgoni ba bona ba ho dula ba tsepamisitse maikutlo.





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 ...



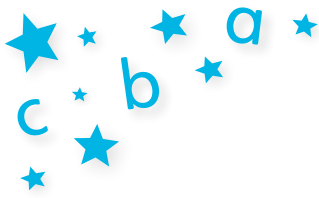
Just as at home, learners love to be given roles in the classroom. Ask learners to take responsibility for the birthday calendar, the weather chart, handing out resources, leading their group, helping a classmate, tidying up the book corner. First, ask them to help you. They will learn by watching you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



Tataiso boemong bo nepahetseng

Ho bohlokwa hore tataiso eo titjhere a fanang ka yona ho moithuti e tshwanele mokgahlelo wa hae wa ntshetsopele. Jwaloka ha re bone ho ntlhatheo ya mekgahlelo, ha baithuti ba ithuta ho ngola, ba feta mekgahlelong e fapaneng ya ho ngola mme ho bohlokwa haholo hore titjhere a elellwe sena mme a tshetse moithuti ka tsela e nepahetseng.



Ka phaposing ya borutelo ...

Matitjhere a na le seabo sa bohlokwa seo ba ka se nkang tataisong ya baithuti ha ba taka le ho etsa maiteko a pele a ho ngola. Ditlhahiso tse itseng ke tsena bakeng sa mekgwa ya ho tataisa mongolo o holang wa baithuti ba banyenyane:

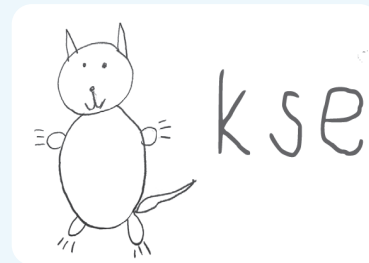
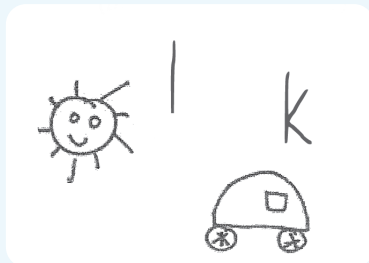
- ★ Ho tlwaelehile bakeng sa mongolo wa baithuti ho kenyeletsa mekgwaritso, ditlhaku, dinomoro kapa dibopeho. Haeba moithuti a kgwaritsa feela kapa a leka ho ngola a sa ikemisetsa, mo kope hore a o bolelle seo a se ngotseng mme o netefatse maiteko a hae. Ho etsa mohlala: *"O entse mosebetsi o motle wa ho ngola pale ya hao. Na o ka mpoella hore e reng?"*



- ★ O se kgathatsehe haeba baithuti ba bang ba ngola letoto le le lelele la ditlhaku ntle le dibaka. Ka dinako tse ding ho ka thusa ho bala mantswe a moithuti ka menwana ya hao ha ba ntse ba o bolella dipolelo tsa bona, o supa ka monwana ha o ntse o bitsa lentswe ka leng. Kgothaletsa moithuti ho etsa jwalo le yena ka menwana ya hae ha a ntse a ngola. Sena se ka ba thusa ho utlwisisa dibaka tse dipakeng tsa mantswe.

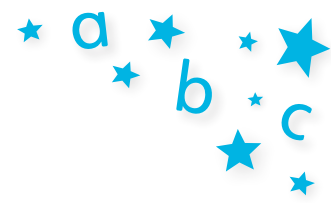


- ★ Ha selemo se ntse se tswella, baithuti ba ka nna ba qala ho sebedisa tlhaku e le nngwe ho emela medumo e itseng mantsweng. Etsa tshwaelo mabapi le seo o se elellwang mongolong wa bona. Ho etsa mohlala: *"Ke rata tsela eo o sebedisitseng tlhaku ya /b/ bakeng sa bana beso mongolong wa hao – o nahanne hantle!"* Ba ka nna ba be ba ntse ba ngola ditlhaku di shebile morao kapa di toname. O se ke wa lokisa mongolo wa bona. Ba tla ikwetlisa popo e nepahetseng diketsahalong tse ding.



- ★ Baithuti ba bang ba ka nna ba elellwa hore ha ba ngole ka "nepo" mme ebe ba hana ho ngola hohang. Sena se ka etsahala ha ba se ba ena le kutlwisiso e ntle ya ditlhaku le mantswe, empa ba esoka ba kgona ho sebedisa mopeleto o nepahetseng ("wa ba baholo"). Ona ke mohato wa bohlokwa ho ntshetsopele ya ho ngola. Tshetse moithuti ka ho mo ngolla mantswe a mang le ho mo kgothaletsa ho ngola mantswe ao ba kgonang ho a bitsa kapa mantswe ao ba tsebang ho a peleta. Ese kgale ba tla be ba ngola hape ka boikemelo bo fetang.





Guidance at the right level

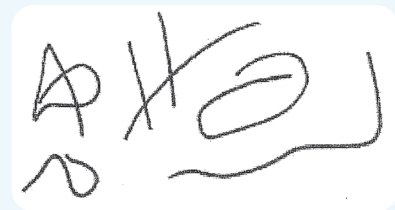
It is important that the guidance a teacher offers a learner is suitable for their level of development. As we saw in the level principle, when learners learn to write, they pass through different stages of writing and it is crucial that the teacher recognises this and supports the learner appropriately.



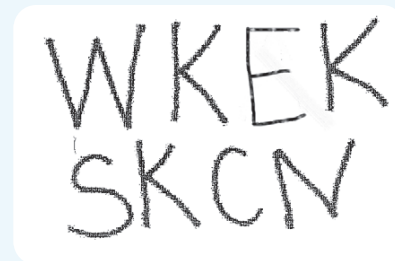
In the classroom ...

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:

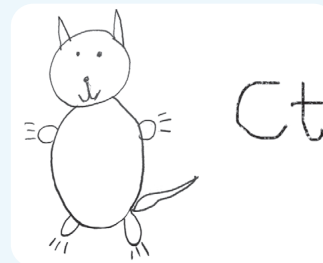
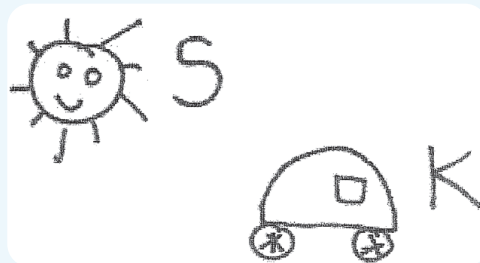
- ★ It is normal for learners' writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts. For example: *"You have done a good job of writing your story. Can you tell me what it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

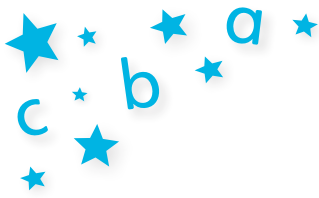


- ★ As the year progresses, learners may start using single letters to represent some sounds in words. Make a comment about what you have noticed in their writing. For example: *"I like the way you used the letter /b/ for baby bird in your writing – that was good thinking!"* They might still write letters 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 Ntlhatheo ya kenyeletso

Ho ithuta ho etsahala tikolohong eo ho yona bohle ba amohetsweng, ba kenyeletswang, ba tshwarwang ntle le leeme, ba hlompfuwang mme ba ka nkang seabo.

Matijhere a nang le kgopolo ya kenyeletso a amohela diphapano hara baithuti ba bona. Phaposi ka nngwe ya borutelo ya Afrika Borwa e na le baithuti ba bangata ba fapaneng, e mong le e mong a etla le boitsebo ba hae, botho, bokgoni, dithahasello le nalane tsa hae.

Ntlhatheo ya kenyeletso e bolela hore *baithuti* bohle ba kenyeletswa diketsahalong tsohle tsa phaposing ya borutelo. Baithuti bohle ba na le tokelo ya ho ikutlwa ba kgethehile le ho nka seabo diketsahalong le dipuisanong tsa phaposi ya borutelo ho sa natswe ho se itekanele ha bona, mathata a boitshwaro kapa ditshita tse ding tsa ho ithuta. Baithuti ba lokela ho amohelwa, ho kgothaletswa ho nka seabo dikarolong tsohle tsa sekolo kapa setsi mme ba tshehetswe ho ithuta ho fihlella bokgoni ba bona bo felletseng.

Ntlhatheo ya kenyeletso e kenyeletsa le *batswadi le basebetsi* ba lokelang ho amohelwa, ho tshwarwa ntle le leeme le ho hlompfuwa ho sa natswe botjhaba ba bona, setso, mmala, bong, boitsebiso ho ya ka bong, tshekamelo ho tsa bong, bokgoni ba tsa mmele le tsa keello, bodumedi kapa maemo a phedisano le ekonomi, puo le ditsela tsa ho ithuta.

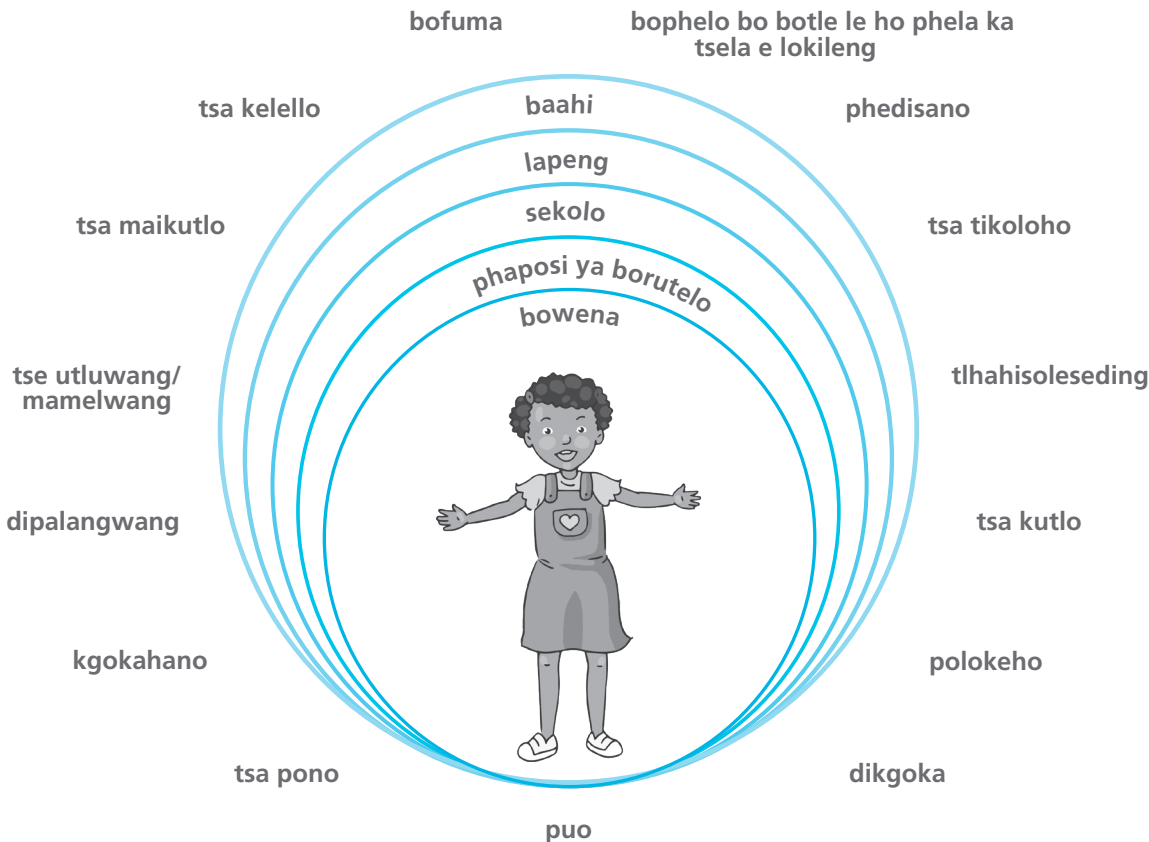
Ditshita tsa ho ithuta

White Paper ya 6 ya Thuto e mabapi le Thuto ya Ditlhoko tse Kgethehileng e hlakile tabeng ya kenyeletso ya baithuti, haholoholo ba neng ba qheletswe ka thoko nakong e fetileng kapa ba kotetswe thutong ya ba itekanetseng. Ditshita tse latelang tsa ho ithuta di ile tsa hlwauwa jwaloka a mang a mabaka a hore baithuti ba qhelelwe ka thoko thutong:

Thuto e kenyeletsang bohle e bolela hore baithuti bohle ba na le tokelo ya ho fumana thuto ya motheo ntle le kgethollo.

Ho hlompha diphapano bathong le boitlamo bakeng sa kenyeletso ke ditokelo tsa baithuti mme di sireleditswe ke Molaotheo wa Afrika Borwa.

Leano la kenyeletso le kgothaletsa hore matijhere a eellwe boitsebo ba moithuti ka mong, ditlhoko le dithahasello tsa hae e le hore ba tle ba shebane le tsona ha ba le phaposing ya borutelo e tlwaelehileng.



Tlelosari

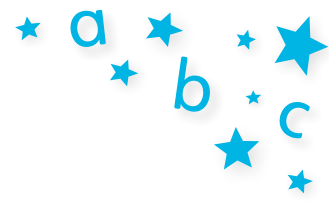
tshita ya ho ithuta

tshita ya ho ithuta ke ntho efe kapa efe e thibelang moithuti hore a kgone ho ithuta ka katleho

Ditshita e ka ba:

- *tse ka hare:* tse amanang ka kotloloho le moithuti (ho etsa mohlala: kgolofalo ya keello, ya maikutlo kapa ya mmele)
- kapa**
- *tse ka ntle:* ka ntle ho moithuti (ho etsa mohlala: bofuma, ho se hlokomelwe, dikgoka setjhabeng)





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.

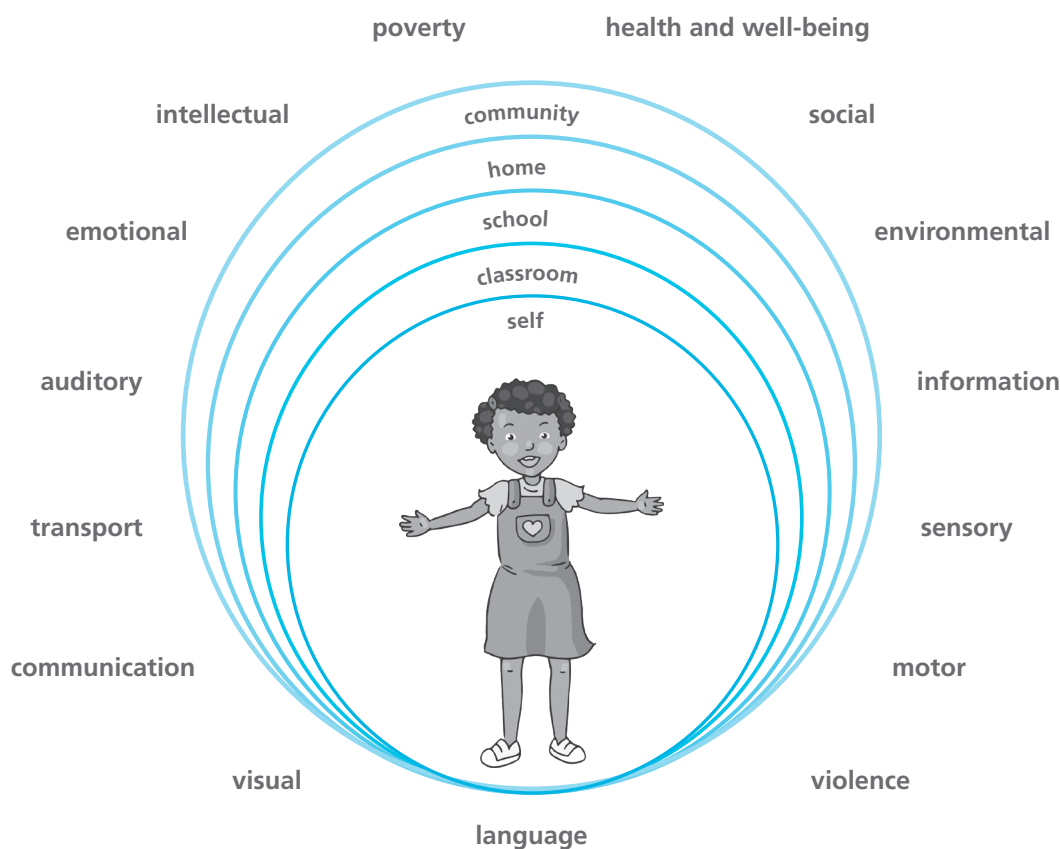
Barriers to learning

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.



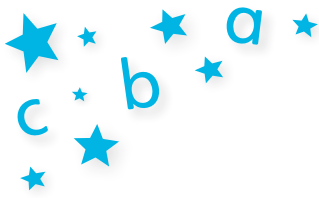
Glossary

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 phaposing ya borutelo ...

Hlophisa dithuto tsa hao, diketsahalo le disebediswa tsa hao ho kenyeletsa mekgwa e fapaneng ya ho ithuta ho etsa hore di tshwanele ditlhoko tsa baithuti ba fapaneng:

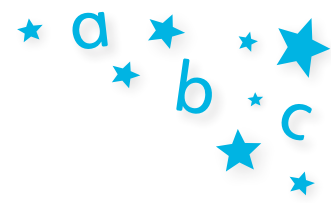
- ★ Sebedisa dintho, ditshwantsho le dipontsho ho tshehetsa seo o se buang ele hore baithuti ba haellwang ke kutlo kapa ba sa bueng puo eo ho rutwang ka yona ba ka ithuta ka ho sheba.
- ★ Lemoha puo ya lapeng ya baithuti le moo e fapanang le puo ya ho ruta, ba kgothaletse ho hlwaya mantswa le dipolelwana ka puo ya bona ya lapeng ho utlwisisa le ho hokahanya mehopollo.
- ★ Kenyeletsa baithuti diketsahalong tse ngata tse fapaneng tse ka etswang ka dintho tsa nnete ele hore ba kgone ho aha kutlwisiso ya bona ya dintho tse tshwarehang.
- ★ Efa baithuti tshehetso le nako e eketsehileng ya ho ikwetlisa le ho tseba bokgoni bo botjha.
- ★ Dumella baithuti ho ba nako e ngata ya ho nahanisisa ka bothata, ho phethela diketsahalo le ho araba dipotso.
- ★ Haeba o kgathatsehile ka moithuti, ikopanye le mosebetsimmoho ho buisana ka boemo boo o sebetsang ho bona ho etsa bonnete ba hore o fana ka diketsahalo tse loketseng le ho buisana le ka tse ding tseo o ka di etsang ho fa moithuti menyetla yohle e ka fumanehang bakeng sa ho ithuta le ntshetsopele.

Etsa bonnete ba hore o tseba leano la naha bakeng sa Tlhahlobelo, Ho Hlwaya, Tekanyetso le Tshehetso (SIAS):

- ★ Matitjhere a hloka ho hlalobela baithuti bohle ha ba amohelwa ho Kereiti ya R mme ba rekote diphumano tsa bona ho Profaele ya Moithuti.
- ★ Matitjhere a lokela ho ntshetsa pele Moralo wa Tshehetso ya Moithuti ka mong (ISP) bakeng sa moithuti ofe kapa ofe eo ba fumanang hore o kopana le ditshita tsa ho ithuta.
- ★ Tlhahisoleseding ena e lokela ho abelanwa le batswadi le/kapa bahlokomedi ele hore ba tle ba ele hloko ditlhoko dife kapa dife tse ding le moralo wa tshehetso bakeng sa moithuti wa bona.
- ★ Matitjhere a lokela ho sebedisana le Sehlopha sa Tshehetso se Theilweng Sekolong/Setsing ho fana ka tshehetso e hlokehang ho moithuti ho ikamahantswe le moralo wa tshehetso.
- ★ Moithuti o tla romelwa ho Sehlopha sa Tshehetso se Theilweng Seterekeng haeba ho hlokeha tshehetso e eketsehileng.

Kopa thupello le tshehetso. Dikolo di lokela ho netefatsa hore matitjhere a na le disebediswa tse lekaneng le tse tshwanetseng bakeng sa ho amohela baithuti ba bona bohle, ho sa natswe ditshita tsa ho ithuta. Sena se kenyeletsa ho rupellwa ho hlwaya ditshita tsa ho ithuta le ho kenella bakeng sa ho tshehetsa moithuti ka ho sebedisa mawa a fapaneng a ho ruta; ho fetola kharikhulamo hore e tshwanele ditlhoko tsa moithuti; le ho laola ditelase tse kgolo. Matitjhere a lokela ho ba le tshehetso ya bathusi ba rupelletseng ba phaposi ya borutelo.





In the classroom ...

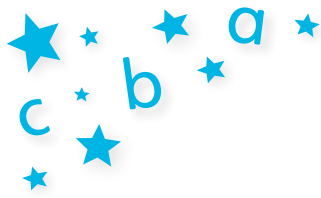
Plan your lessons, activities and materials to accommodate different learning styles to make them suitable for the needs of different learners:

- ★ 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 Ntlhatheo ya boikwetliso

Ho ithutwa ho hokahantswe ka ho ikwetlisetsa bokgoni le tsebo tse ntjha.

Sebopeho, tlwaelo, ho ikwetlisa le ho phetapheta di bohlokwa bakeng sa ho ithuta ha baithuti ba banyenyane. Sebopeho le diketso tsa tlwaelo di thusa baithuti ho nahanela se tlang ho latela letsatsing la bona, mme ba tlose letshoho ho boiphihlelo ba ho ithuta. Ho phetapheta le ho ikwetlisa ho fa baithuti sebaka sa ho leka ho ithuta ho hotjha le ho ikwetlisetsa bokgoni ho fihlela ba bo tsebisisa hantle. Phetapheto le boikwetliso ha di bolele ho etsa ntho e le nngwe letsatsi le letsati, empa e hatella le ho sebedisa tsebo e ntjha le bokgoni maemong a fapaneng.

Phetapheto le ho ikwetlisa ho fa baithuti monyetla wa ho leka ho ithuta ho hotjha, le ho ikwetlisetsa bokgoni ho fihlela ba se ba bo nepa hantle haholo.

Ka phaposing ya borutelo ...

Ho ithuta ho utlwa medumo ka hara mantswe mme o nyalanye medumo ena le matshwao a ditlhaku ho hloka boikwetliso le phetapheto e ngata. Ho nka nako le mamello, mme Kereiting ya R ho na le monyetla e mengata e sa hlophiswang bakeng sa baithuti ho ikwetlisa ho mamela medumo ka hara mantswe.

Bokgoni ba temoho ya medumo puong bo hola ka ho ikwetlisa kamehla:

- ★ Ha re ntse re emetse nako ya dijo tsa motsheare, ha re bapaleng papadi ya "Ke bona ka ihlwana la ka!"
- ★ Haeba lebitso la hao le qala ka /d/, o ka nna wa ema moleng pele bakeng sa seneke.
- ★ Ke nahanne ka mmala o tshwanang le lehodimo. O qala ka modumo ona /b/.

Ho ikwetlisa ka ditlhaku ha ho bolele phetapheto ya letsatsi le letsatsi ya ketso e le nngwe. Ho na le diketsahalo tse ngata tse fanang ka kwetliso e hlokehang, empa le ha ho le jwalo di ntse di natefela mme di kgahla bakeng sa baithuti ba banyenyane:

- ★ Bopa tlhaku moyeng kapa ka hara seatla sa hao.
- ★ Ikwetlise ho bopa tlhaku o sebedisa sekotwana sa tjhoko, thupa santeng, kapa borosolo ya pente le metsi.
- ★ Bapalang dipapadi tse hlokehang hore baithuti ba nyalanye matshwao a ditlhaku le ditshwantsho tse qalang ka modumo oo tlhaku eo e o etsang.
- ★ Etsa bukana ya ditlhaku ka ho ngola tlhaku ebe o taka ditshwantsho tsa dintho tse qalang ka tlhaku eo.
- ★ Ngola tlhaku ka dikerayone tsa mebala e fapaneng ho etsa tlhaku ya mookodi.
- ★ Etsa ditlhaku ka hlama ya ho bapala.

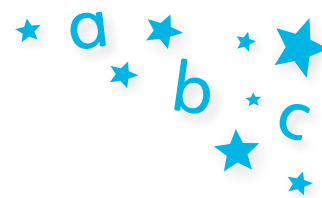


Lenaneong la puo e theilweng paleng, ka diketsahalo tsa letsatsi le letsatsi tse tsamaelanang le pale, baithuti ba ithuta le ho ikwetlisa ka puo ya pale ka ditsela tse fapaneng. Ketsahalo ka nngwe e etseditswe ho fa baithuti monyetla e thabisang le e molemo ya ho ikwetlisa le ho sebedisa puo e ka hara pale. Leha matitjhere a ka kgathatseha hore e ka nna ya qetella e se e sa natefele baithuti haeba diketsahalo tsa dibeke tse pedi tsa ho ruta di thehilwe hodima pale e le nngwe, matitjhere a tlaleha hore baithuti ba tjhesehela ho utlwa pale eo makgetlo a mangata, le hore phetapheto le kwetliso di aha boitshepo mme di tebisa ho ithuta.

Ka phaposing ya borutelo ...

Re a tseba hore ele hore baithuti ba tle ba ithute tlotlontswe e ntjha mme ba e etse ya bona, ba hloka ho utlwa le ho sebedisa mantswe kgafetsa le maemong a fapaneng. Baithuti hangata ba utlwisisa mantswe pele ba eba le boitshepo ba ho a sebedisa, mme ho nka nako le boikwetliso ho bona ho ba le tsebo e tebileng le e tshwarellang ya tlotlontswe e ntjha. Baithuti ba banyenyane ba ka utlwa mantswe a matjha le dipolelwana paleng e phetwang ke titjhere, empa ba hloka monyetla ya ho ikwetlisa ho sebedisa mantswe ana le dipolelwana tsena tse ntjha maemong a fapaneng. Ho pheta pale hape o sebedisa letoto la ditshwantsho, ho tshwantshisa pale, ho taka karolo eo ba e ratang ya pale le ho hlalosa seo ba se takileng le ho tsamaya le bukana ho ya lapeng ho ya "balla" ba malapa a bona pale eo, tsena tsohle di fana ka phetapheto le kwetliso e ahang boitshepo le ho tsebisisa.





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.

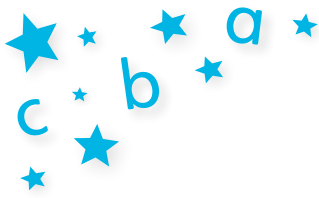


In a story-based language programme, through the daily activities linked to the story, learners experience and practise the language of the story in different ways. Each activity is designed to give learners fun and meaningful opportunities to practise and use the story language. Although teachers might 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.

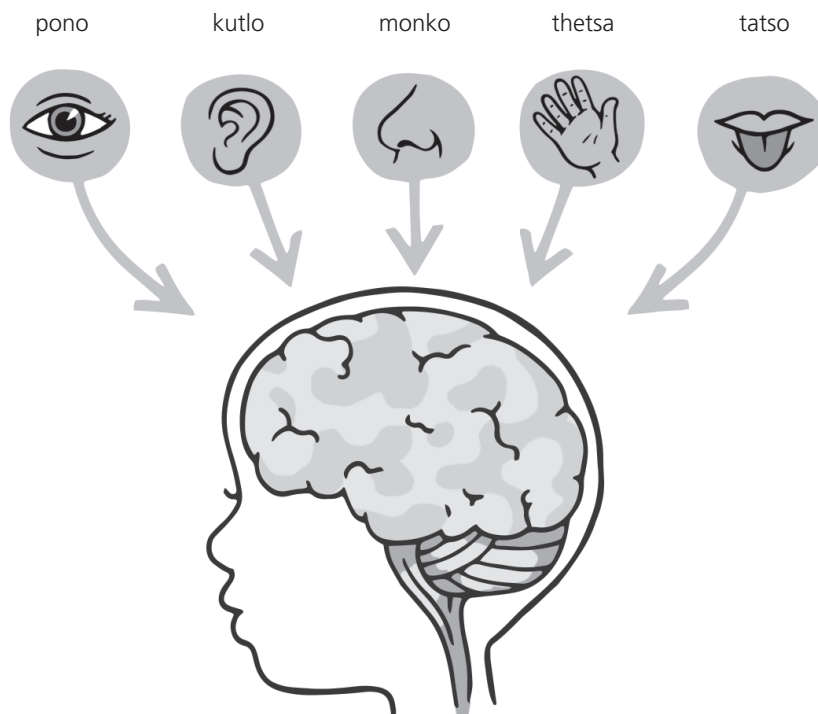




Ntshetsopele ya kutlwisiso le motsamao

Ntshetsopele ya bokgoni ba kutlwisiso le motsamao ho baithuti ba banyenyane e bohlokwa ka ho fetisisa bakeng sa ho aha motheo bakeng sa ntshetsopele le ho ithuta puo nakong e tlang. Kutlwisiso ka dikutlo e bolela ho sebedisa dikutlo bakeng sa ho fumana tlhahisoleseding mabapi le tikoloho.

Bokgoni ba kutlwisiso bo re dumella ho utlwisisa lefatshe leo re phelang ho lona. Tlhahisoleseding ya dikutlo e bokellwa ka dikutlo tsa rona tse hlano, ho etsa mohlala, seo mahlo a rona a se bonang, ditsebe di se utlwang, letlalo le se utlwang, leleme le se latswang le nko e se fofonelang. Tlhahisoleseding ena e romelwa bokong ba rona. Boko bo manolla, bo hlophisa le ho hopola tlhahisoleseding ena ele hore re tle re e sebedise hamorao bakeng sa diketsahalo tsa letsatsi le letsatsi.



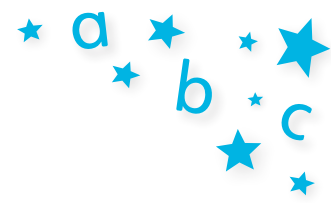
Bokgoni ba motsamao ke diketso tse kenyeletsang ho sebedisa mesifa ya rona. Re sebedisa mesifa e meholo mmeleng ya rona bakeng sa diketso tsa motsamao wa mesifa e meholo, ho etsa mohala: ho raha bolo, ho matha le ho tlola. Re sebedisa mesifa e menyane bakeng sa diketso tsa motsamao wa mesifa e menyane, ho etsa mohlala: ho seha, ho ngola le ho taka.

Ntshetsopele ya motsamao wa kutlwisiso ka kutlo e kenyeletsa tse latelang:

- ★ kutlwisiso ka pono
- ★ kutlwisiso ka kutlo
- ★ kutlwisiso ka ho thetsa le motsamao ya mmele.

Tsena ho buuwe ka tsona ka botebo maqepheng a latelang.

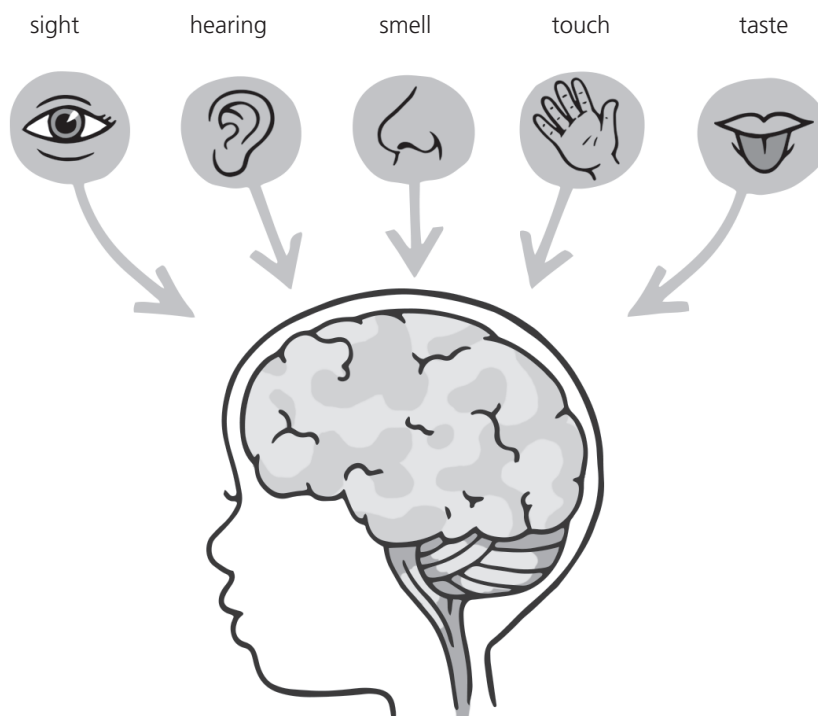




Perceptual and motor development

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.



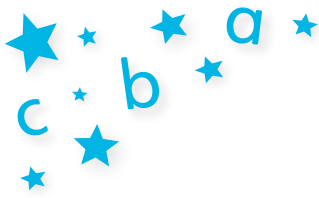
Motor skills are actions that involve using our muscles. We use the big muscles in our bodies for gross motor activities, for example: kicking a ball, running and jumping. We use smaller muscles for fine motor activities, for example: cutting, writing and drawing.

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.





Bokgoni ba kutlwisiso ka pono

Ho kgetholla ka pono

- ★ Ho kgetholla ka pono ke bokgoni ba ho bona ditshwano le diphapano dinthong.
- ★ Baithuti ba sebedisa le ho fumana bokgoni bona ha ba bapisa ditshwantsho tse pedi mme ba hlwaya ho siyo ho se seng sa ditshwantsho tseo.
- ★ Ho kgetholla ka pono hape ho sebediswa ha baithuti ba lemoha ditshwano le diphapano pakeng tsa ditlhaku tse pedi tse kang **b** le **d**.



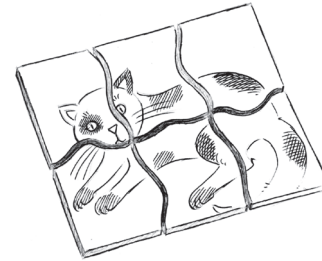
Tshebedisano ya motsamao le pono (tshebedisano ya letsoho le leihlo)

- ★ Tshebedisano ya motsamao le pono ke bokgoni ba mahlo, boko le mesifa ya mmele ho sebeta mmoho bakeng sa ho etsa diketso. E bohlokwa bakeng sa diketsahalo tse kang ho tshwara dintho, ho taka le ho ngola.
- ★ Baithuti ba sebedisa le ho fumana tshebedisano ya motsamao le pono ka dipapadi tsa bolo le tsa mekotlana ya dinawa, ho aha diboloko, ho bapala ka dintho tse thethehang kapa tse thellang, esitana le ka ho roka, ho seha le ho taka.



Ho qetella ka pono

- ★ Ho qetella ka pono ke bokgoni ba ho phethela dintho, ditshwantsho kapa metako e sa fellang. Ka mantswe a mang, moithuti o kgona ho lemoha le ho hlwaya ntho e felletseng le ha setshwantsho sa teng se sa fella.
- ★ Baithuti ba sebedisa le ho fumana ho qetella ka pono ha ba tlatsa diphazele kapa ba hlalosa ho siyo setshwantshong se sa fellang, ho etsa mohlala, se bontshang feela karolo ya sefahleho kapa ya mmele.



Ho se fetole popeho le kutlwisiso ya popeho (temoho)

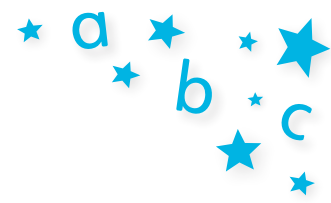
- ★ Ho se fetole popeho ke bokgoni ba ho lemoha popeho le matshwao, esitana le ha boholo le boemo ba tsona bo ka fetoha. Ka mantswe a mang, se bolela ho kgona ho lemoha makgetha a sa fetoheng a ntho e itseng.
- ★ Baithuti ba sebedisa le ho ntshetsa pele bokgoni bona ha ba bona ditlhaku ditikolohong tse fapaneng mme ba utlwisisa hore letshwao la tlhaku (ho etsa mohlala: **J**) le dula le tshwana le ha e ka ngolwa ka mebala e fapaneng kapa ka mongolo o moholo kapa o monyane.





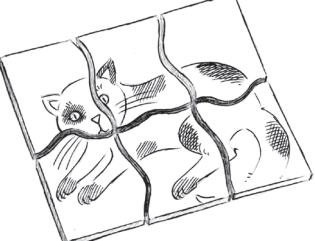


Kutlwisiso ya tikoloho ka pono

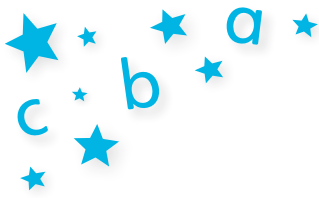
- ★ Kutlwisiso ya tikoloho ka pono ke bokgoni ba ho lemoha kapa ho hlwaya ntho, letshwao kapa sebopeho ha di potilwe ke dintho, matshwao kapa dibopeho tse ding.
- ★ Baithuti ba sebedisa le ho ntshetsa pele bokgoni ba kutlwisiso ya tikoloho ka pono ha ba kotjwa ho hlwaya dintho tse itseng setshwantshong, ho etsa mohlala; *"Batla ngwananyana ya apereng seaparo se sefubedu setshwantshong sena."*





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."	



Tlhahlamanyo ka pono

- ★ Tlhahlamanyo ka pono ke bokgoni ba ho bea dintho ka tatelano e nepahetseng kamora ho di sheba kapa ho di boha.
- ★ Baithuti ba sebedisa le ho ntshetsa pele bokgoni bona ha ba sheba pateroneng ya difaha tse mebala e fapaneng kgweleng mme ba phete paterone eo ka bobona kapa ba kopolla ditlhaku tse mabitsong a bona ka tatelano e nepahetseng.



Kgokahanyo ya motsamao ka pono

- ★ Kgokahanyo ya motsamao ka pono ke bokgoni ba ho utlwisa tlhahisoleseding ya pono mme ebe o utlwisa tlhahisoleseding eo ketsahalong e nngwe e sebedisang bokgoni ba motsamao.
- ★ Baithuti ba sebedisa tlhahisoleseding ya pono mme ba ntshetsa pele bokgoni ba motsamao wa mesifa e menyane, ho etsa mohlala, ha ba kopolla mabitso a bona kapa ba taka ntho e beilweng ka pela bona.

Khanyi
Khanyi

Ho bopa setshwantsho kelellong

- ★ Ho bopa setshwantsho kelellong ke bokgoni ba ho etsa ditshwantsho ka kelellong ya hao (ditshwantsho tsa kelello) ho ya ka dintho tseo o kopanang le tsona, tseo o di eellwang kapa tlhahisoleseding e nngwe ya pono.
- ★ Baithuti ba sebedisa le ho ntshetsa pele bokgoni bona, ho etsa mohlala, ha ba taka ditshwantsho tsa ntho e itseng jwaloka phaposi e itseng lapeng la bobona kapa tsa malapa a bona.



Kgopolo ka pono

- ★ Kgopolo ka pono ke bokgoni ba kelello ba ho hopola seo mahlo a se boneng.
- ★ Baithuti ba tla sebedisa le ho ntshetsa pele bokgoni bona ho lemoha mantswe a phetwang hangata.

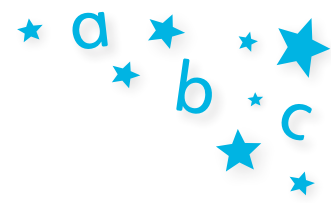


Ka phaposeng ya borutelo ...

Shebella baithuti ba bapala ka ntle le ka hare ka disebediswa tse fapaneng. Na ba ka:

- ★ bolela phapang pakeng tsa medumo e fapaneng le mantswe a fapaneng
- ★ fumana phapang pakeng tsa ditshwantsho tse pedi kapa dihlopha tse pedi tsa dintho
- ★ hopola seo ba se boneng le ho se utlwa
- ★ pheta lenane la mantswe kapa dinomoro ka tatelano e nepahetseng
- ★ arabela ho medumo e fapaneng, mabitso a bona le ditaalo
- ★ utlwa phapang pakeng tsa boreledi le mahwashe
- ★ latswa phapang pakeng tsa ntho e tswekere le e bodila ba kwetse 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.

Khanyi
Khanyi

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.

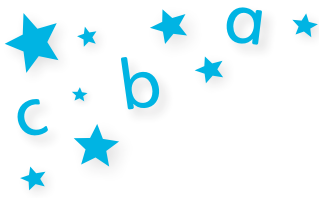


In the classroom ...

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?





Bokgoni ba kutlwisiso ka pono

Ho kgetholla ka kutlo

- ★ Ho kgetholla ka kutlo ke bokgoni ba ho lemoha ho tshwana le ho fapana medumong.
- ★ Baithuti ba sebedisa le ho ntshetsa pele bokgoni bona ha ba kgona ho hlwaya hore ebe medumo e mmedi e bitsitsweng ke titjhare e a tshwana kapa e fapane (ho etsa mohlala: /p/ le /b/ ke medumo e fapaneng).
- ★ Hape ba sebedisa kgethollo ka kutlo bakeng sa ho hlwaya modumo wa pele lentsweng (ho etsa mohlala: lentse lena "bolo" le qala ka modumo /b/).

Titjhare: "Netefatsa hore o opa diatla ha o utlwa lentse le qalang ka modumo wa /p/: fene, pene."

Kgopolo ya kutlo

- ★ Kgopolo ya kutlo ke bokgoni ba ho boloka le ho hopola ntho eo o e utlwieng.
- ★ Baithuti ba sebedisa le ho ntshetsa pele bokgoni bona ha ba latela lenane la ditaelo, ba bina dipina tse nang le diketso mme ba sebedisa puo ya pale ho tshwantshisa.



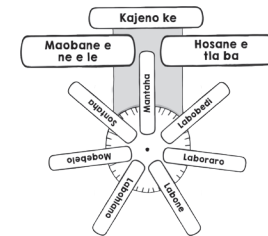
Kutlwisiso ya tikoloho ka kutlo

- ★ Kutlwisiso ya tikoloho ka kutlo ke bokgoni ba ho lemoha kapa ho ntsha modumo ka hara medumo e meng.
- ★ Baithuti ba ithuta le ho ntshetsa pele bokgoni bona ha ba tlameha ho tsepamisa maikutlo ho seo motho e mong ya sehlopheng sa bona a se buang ntle le ho sitiswa ke lerata la dihlotshwana tse ding tse buang.



Tlhahlamanyo ka kutlo

- ★ Tlhahlamanyo ka kutlo ke bokgoni ba ho hopola dintho ka tatelano e nepahetseng kamora ho utlwa lenane.
- ★ Baithuti ba ithuta le ho ntshetsa pele bokgoni bona ha ba ithuta alfabeto (A, B, C ...) kapa matsatsi a beke (Mantaha, Labobedi, Laboraro ...).



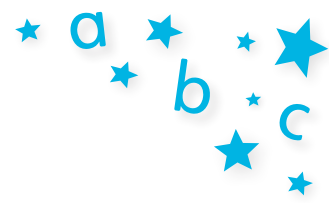
Ka phaposing ya borutelo ...

Lenane la Bokgoni ba Kutlwisiso (Sheba Tataiso ya Tekanyetso ya GDE) ke sesebediswa se thusang bakeng sa ho hlwaya baithuti ba nang le mathata a kutlwisiso a ipatileng a ka nngang a ama hampe ho ithuta ha bona Kereiting ya R.



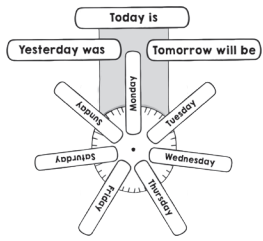
Ditataiso tsa Diketsahalo di kenyeletsa diketsahalo tse ngata tse ka sebediswang ho tshehetsa ntshetsopele ya bokgoni ba kutlwisiso. Ho etsa mohlala:

- ★ Baithuti ba nang le mathata a ho hokahanya motsamao le pono ba ka fihlela ho le boima ho etsa tlhaku ka hlama ya ho bapala kapa ho penta tlhaku sekgetjhaneng sa pampiri. O ka nna wa leka ho ba fa tlhaku e kareting ho e kopolla, kapa thempleiti ele hore ba tereise ho potoloha tlhaku eo.
- ★ Baithuti ba nang le mathata a kutlwisiso ka kutlo ba ka fihlela ho le boima ho utlwa phapang pakeng tsa medumo e mantsweng. O ka leka ho ba kopa hore ba shebe molomo wa hao ha o bitsa medumo, kapa ba tshware seipone ka pela melomo ya bona hore ba bone kamoo modumo o bopehang kateng.





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 ...). 	

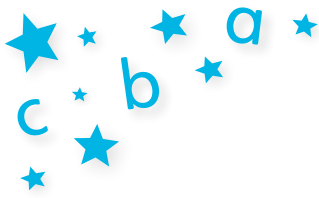
In the classroom ...

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.





Bokgoni ba kutlwisiso ka boamo le motsamao wa mmele

Kutlwisiso ka boamo

- ★ Kutlwisiso ka boamo ke bokgoni ba ho sebedisa kutlo ya ho thetsa ho sibolla tikoloho ya hao. Kutlwisiso ka boamo le ka motsamao wa mmele di sebetse mmoho ho fa boko tlhahisoleseding.
- ★ Baithuti ba sebedisa le ho ntshetsa pele kutlwisiso ka boamo ha ba nka seabo diketsahalong tse kang ho tutubala, ho kgetha ntho ka hara mokotla, le ho phopholetsa mme ba hlalose ntho. Ho etsa mohlala; ba ka re ntho eo e na le dihuku/e tshitja, e bonolo/e thata.



Kutlwisiso ka motsamao wa mmele

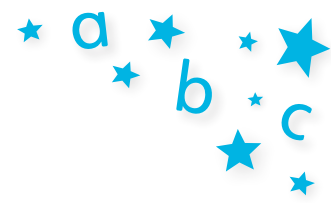
- ★ Kutlwisiso ka motsamao wa mmele ke ho lemoha motsamao ya mmele le boemo sebakeng se itseng.
- ★ Baithuti ba sebedisa le ho ntshetsa pele temoho ya mmele ya bona papisong le dintho tse ba potileng ka papadi ya ka ntle e kang ho palama hodima dintho kapa ka tlasa tsona le ho kgasa ho feta ka hara dithanele.
- ★ Kutlwisiso ka motsamao wa mmele hape e ntshetswa pele ha baithuti ba nka seabo ho diraeme tsa diketso le dipina tse thusang ho aha temoho ya bona ya motsamao ya mmele le boemo sebakeng se itseng (ho etsa mohlala: pina, "Hlooho, mahetla, mangwele le menwana").






Boemo sebakeng se itseng (temoho ya sebaka) le nqa/tshupiso

- ★ Boemo sebakeng ke bokgoni ba ho lemoha boemo ba ntho sebakeng se itseng papisong le motho ka boyena kapa ntho e nngwe. Temoho ya sebaka e qala ka temoho ya mmele wa motho ka boyena sebakeng, mme e atlohele ho ho kgona ho hlalosa boemo ba dintho papisong le tse ding (ho etsa mohlala: hodimo, tlase, ka pele, ka morao, pakeng tsa, ho le letona, ho le letshehadi).
- ★ Baithuti ba sebedisa le ho ntshetsa pele bokgoni bona ha ba ithuta ho bala le ho ngola ho tloha ho le letshehadi ho isa ho le letona leqepheng.
- ★ Temoho ya sebaka e tla thusa hape baithuti ho lemoha phapano pakeng tsa ditlhaku tse shebehang di tshwana, empa di na le tlwaetso e fapaneng (ho etsa 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: Ho ruta puo le tsebo ya ho bala le ho ngola e holang Kereiting ya R

Ho mamela le ho bua (puo ya molomo)

Re ka ruta jwang baithuti ho bala le ho ngola? Ha ho ka botswa potso ena, ba bangata ba tla araba hore tsebo ya ho bala le ho ngola ya baithuti e ntshetswa pele ka ho bala dibuka, ho ikwetlisa ho ngola le ho ithuta ka ditlhaku le medumo. Tsena tsohle ke dintlha tsa bohlokwa tsa tsebo ya ho bala le ho ngola. Mme hape, ho ba babadi le bangodi ba ipabotseng, ho *bohlokwa* hore baithuti ba tshehetswe hore ba ntshetse pele puo ya bona ya molomo – bokgoni ba bona ba ho mamela le ho bua. Ntle le bokgoni bo botle ba puo ya molomo, ho ithuta ho bala le ho ngola ho ka ba thata haholo ho baithuti ba banyenyane. Ntle le motheo o tiileng wa bokgoni ba puo, baithuti ba ka ithuta ho bala mantswe, empa ba se *utlwisise* seo ba se balang. Ba ka kgona ho ngola mantswe, empa ba se kgone ho bolela maikutlo a bona ka mongolo. Ka mabaka ana, lenaneong lena, ho na le kगतello e matla ho ntshetsopele ya bokgoni ba ho mamela le ho bua nakong yohle ya saekele ya dibeke tse pedi, empa haholoholo bekeng ya pele.

Ha re shebisiseng ka botebo dintlha tse pedi tsa bohlokwa tsa ntshetsopele ya puo ya molomo eo lenaneo lena le e tshehetsang: ntshetsopele ya tlotlontswe e ntjha le puo ya dibuka.

Tlotlontswe e ntjha

Tlotlontswe e nonneng le e batsi ke senotlolo sa ntshetsopele ya tsebo ya ho bala le ho ngola (Scarborough, 2001).

Ka ho mamela puo e buuang, mme ka morao ho bua ka bobona, baithuti ba ba le tsebo ya moelelo wa matswe (hoo re ho bitsang tlotlontswe). Diphuputso di bontshitse hore baithuti ba banyenyane ba nang le tlotlontswe e ntle ho tloha dilemong tse hlano hape ba ka ba hara baithuti ba sebetsang hantle haholo ditekong tsa kutlwisiso ya ho bala Kereiting ya 3, 4 esitana le ya 7 (Sénéchal, Ouellette & Rodney, 2006; Tabors, Snow le Dickinson, 2001). Ka lehlakoreng le leng, ha baithuti ba ena le tlotlontswe e fokolang ha ba qala sekolo, esitana le ha ba ka ithuta ho bala mongolo o bonolo, ba tla thatafallwa ke ho utlwisisa seo ba se balang ha ba ntse ba kopana le mongolo o thata ho feta.

Bakeng sa ho ntshetsa pele kutlwisiso ya bona le bokgoni ba ho sebedisa mantswe a matjha, baithuti ba hloka ho kopana le mantswe ana hangata letotong la maemo a fapaneng. Mantswe ha a ithutwe a eme a le mang, empa a netefatswa le ho fuwa moelelo ho baithuti ka tikoloho ya pale kapa mookotaba le ka ho nka seabo dipuisanong kapa ketsahalang.

Puo ya dibuka

Le ha tsebo ya moelelo wa mantswe e le bohlokwa bakeng sa ho utlwisisa puo, bokgoni bo bong ba puo bo fumanwe bo le bohlokwa haholo bakeng sa ntshetsopele ya tsebo ya ho bala le ho ngola. Ha bana ba banyenyane ba qala ho bua, ba sebedisa puo ka tsela e tshwarehang haholo – ho bua ka ntho e itseng e etsahalang nakong eo tikolohong e pela bona (“mona le hona jwale”). Ho etsa mohlala, ba bitsa dintho tseo ba di bonang kapa ba hlalosa diketso kapa diketsahalo tse etsahalang. Hangata ba hlalosa seo ba se bolelang ka ho supa dintho tse tikolohong, kapa ka ho etsa ditshupiso kapa dipontsho tsa sefahleho. Sena se tsejwa ka hore ke puo ya letsatsi le letsatsi mme ke puo eo ba bangata ba rona ba e sebedisang ha re ntse re phetha mesebetsi ya letsatsi le letsatsi.

Ha puo ya baithuti e ntse e hola, le ha ho le jwalo, ba ithuta ho sebedisa puo bakeng sa ho bua ka dintho tse sa tshwareheng. Ba ithuta ho bua ka dintho tse etsahetseng nakong e fetileng kapa dintho tse reretsweng nako e tlang. Ba ithuta bokgoni ba ho hlalosa hore ke hobaneng ha dintho di etsahala mme ba bua ka maikutlo le menahano. Ba ithuta ho sebedisa puo le maemong a papadi ya bonketsisane moo dintho tse ding di emtseng dintho tse ding, mme ba ithuta ho pheta dipale mabapi le dintho tse etsahetseng maphelong a bona. Puo ena e tswetse pele ho feta puo ya kamehla mme e tshwana le puo e ngotsweng kapa ya dibuka eo baithuti ba kopanang le yona sekolong ha ba bala dibuka le ha ba ngola. Ho lokoloha bakeng sa ho sebedisa puo e kang ena ho bontshitswe ho le hlokolosi bakeng sa tsebo ya ho bala le ho ngola le katleho ho tsa thuto (Dickinson le Snow, 1987; Snow, Burns le Griffin, 1998).

Walker, Greenwood, Hart & Carta (1994) o ile a fumana hore baithuti ba nang le bokgoni bo fokolang ba puo le tlotlontswe nakong ya dilemo tse qalang ba ba boemong bo tlase ba ho bala le ba bokgoni ba tsebo ya ho bala le ho ngola dilemong tse supileng tse latelang.

Ho hlalosa tlotlontswe ka mookotaba ho thusa baithuti ho etsa kamano pakeng tsa mantswe mme ho tshehetsa ho ithuta ha baithuti (McGee & Richgels, 2003). Ho ithuta ho matlafatswa ke monyetla wa ho sebedisa mantswe a tswang ho mookotaba kapa paleng (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).

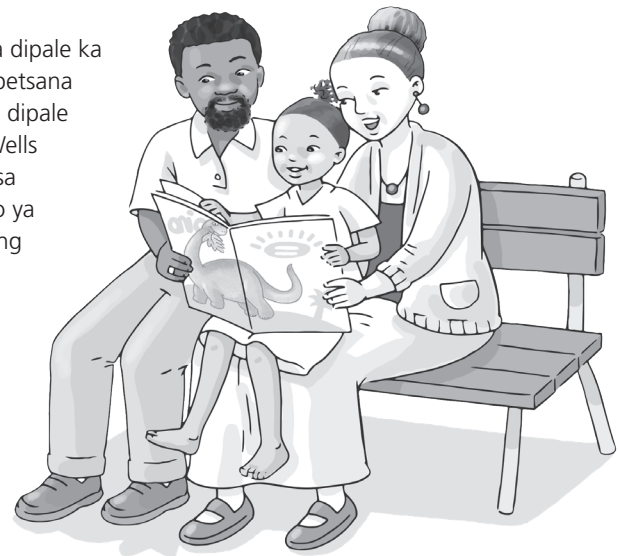


Diketsahalo tsa ho aha tlotlontswe e ntjha le puo ya dibuka

Ho mamela dipale

Tsela e nngwe ya ho thusa baithuti ho tlwaela puo ya dibuka ke ka ho pheta dipale ka molomo. Diphuputso di bontshitse kamano pakeng tsa ho mamela le ho sebetsana le dipale, le boitsebelo ba ho bala le ho ngola bo bang teng. Ekare ho pheta dipale ho thusa ho fedisa sekgeo se pakeng tsa puo ya molomo le e ngotsweng. Wells (1987) o ile a hlalisa hore ho utlwa dipale ke ntho ya bohlokwa ka ho fetisisa ho dikgokahano tsohle tse nyehelang bakeng sa hore baithuti ba be le tsebo ya ho bala le ho ngola. Ha baithuti ba phetelwa dipale, ba pepesetswa mofuteng o ikgethang wa puo ya molomo e fapaneng le puo eo ba e tlwaetseng dipuisanong tsa kamehla. Ena ke puo e fetelang ka nqane ho "mona le hona jwale" mme e sebedisa mantswe ho fetisa tlhahisoleseding mabapi le dintho tse etsahalang nakong e nngwe le sebakeng se seng. E hlokolosi bakeng sa ho ithuta ha sekolong.

Ho pheta dipale ka tsela e kenyeletsang ho bontshitswe e le tsela e sebetsang ya ho ntshetsa pele tlotlontswe le kutlwisiso ya puo, haholoholo ha e kenyeletsa kgetello ho kaho ya tlotlontswe, ho sebediswa dipropo (disebediswa) tse amanang le tlotlontswe e lebeleletsweng, dipuisano tse kenyeletsang tse mabapi le tlotlontswe e dipaleng, le ho ikwetlisa ka tlotlontswe e ntjha diketsahalong tsa dihlotshwana.



Ka phaposing ya borutelo ...

Bua raeme ya *Mahlo a mabedi ho bona* ho tliisa baithuti mmateng ka nako ya pale.

1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: Bua ka hore na ba na le lemo tse kae, hore na ba na le banababo bona, moo ba dulang, hore na ba yang jwang sekolong, hore na ba apara eng ha ba ya sekolong.
- 1.3 E re: *"Pele re qala, ke batla ho le hlaloesetsa mantswe a mang ao re tllileng ho a fumana paleng hore a bolelang."* Buisanang ka mantswe a sehloohong a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha tlhaloso ya lentswe. Mohlala: Bontsha sefahleho se tshwenyehileng ebe o laela baithuti ba ho o bontsha hore na ba shebahala jwang ha ba tshwenyehile. E re baithuti ba qapodise lentswe ka puo ya bona ya lapeng haeba ba bua puo e fapaneng lapeng.

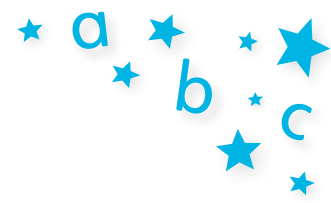
2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le dipropo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka tsena: *"Ke a makala hore Zinzi o ne a ikutlwa a le jwang ha ba ne ba le tseleng ya ho ya sekolong?"*

3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng eo o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena?"*



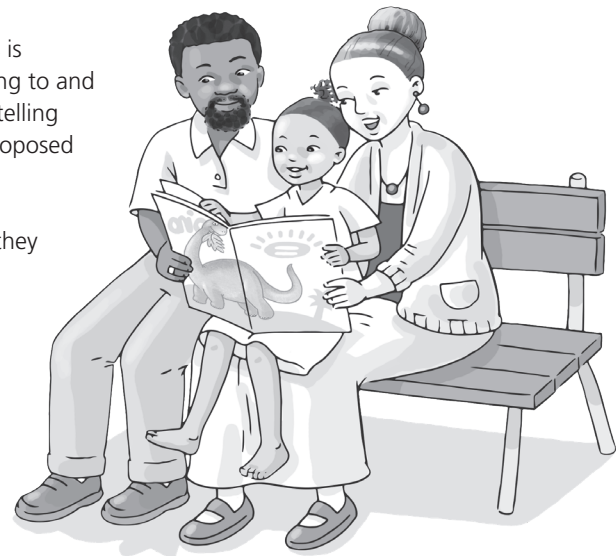


Activities to build new vocabulary and book language

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.

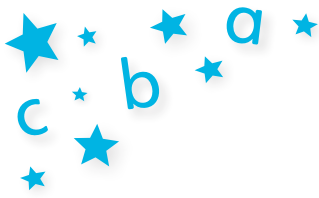
2 While you tell the story

- 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?"*





Ho pheta dipale

Baithuti ba ithuta ka bobedi ho mamela le ho pheta dipale. Ena ke tsela e bobebe le ya tlhaho ya ho hodisa puo le ho lokisetsa baithuti puo ya dibuka. Dipale e ka nna ya eba tsa kgale tse kang ditshomo, kapa dipale tsa sekolo kapa tsa malapa tse mabapi le diketsahalo tsa kgalekgale kapa ntho e etsahetseng haufinyane. Baithuti ba banyenyane ba rata ho nka seabo ho pheteng dipale mme ha puo ya bona e ntse e hola, ba tla natefelwa ke ho pheta dipale tsa bona ho matijhere le bahlokamedi ba bona ba bontshang thahasello le ho hlomphe seo ba batlang ho se bua. Ha baithuti ba ithuta ho pheta dipale tse monate ha ba le banyenyane, ho tla ba bobebe ho bona ho ngola dipale tse monate ha ba se ba hodile.

Ka ho pheta le ho pheta hape dipale kapa ho hopola dintho tse fetileng, baithuti ba ithuta hore ba hloka ho hlalosa bapphetwa ba ditabeng tseo mme ba fane ka tikoloho ya pale ya bona (ba hlalose hore e etsahetse neng le hokae). Ba ithuta hore pale ya bona e hloka ho latela tlhahlamano e itseng ya diketsahalo haeba e lokela ho ba le moelelo.

Ha baithuti ba hlahlamanya ditshwantsho ho etsa pale, ba sebedisa bokgoni ba bona ba ho noha, ho lebella, ho hokahanya le ho utlwisa. Tsena tsohle ke bokgoni ba bohlokwa bakeng sa ho balla kutlwiso. Ho pheta pale ka tlhahlamano e nepahetseng ke bokgoni ba bohlokwa haholo mme ke ntho e ka fanang ka mathata ho baithuti ba banyenyane, kahoo ba hloka menyetla e mengata ya ho ikwetlisa ka bokgoni bona. Ha baithuti ba utlwisa hore dipale di entswe ka tatellano ya diketsahalo, ba kgona ho rera dipale tsa bona hore di be le qalo, bohare le qetelo. Sena se tla tshehetsa ntshetsopele ya bona jwaloka bangodi.

"Dipale tsa diketsahalo tse etswang ka molomo tseo baithuti ba ithutang ho di pheta jwaloka bana ba pele ho sekolo di tshwana le mengolo eo baithuti ba e balang sekolong. Ka lebaka lena, ho ithuta ka le ho pheta dipale ho thusa baithuti ho ba le ditebello mabapi le kamoo mongolo o ngotsweng o hlophiswang kateng."
(Peterson, 2006, p. 2)

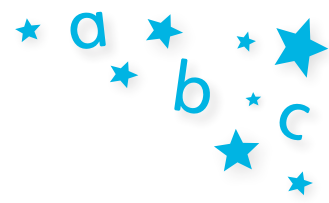
Ka phaposeng ya borutelo ...

Bekeng ya pele ya saekele, ha baithuti ba se ba utlwile pale e phetwang le e phetwang hape, mme kamora hoba ba nkile seabo ho bineng le ho tshwantshiseng pale eo, ba na le monyetla wa ho nahana ka hloko mabapi le diketsahalo le ho di hlahlamanya ka tatellano e nepahetseng.

Ho sebedisa ditshwantsho ho hlahlamanya diketsahalo tsa pale

- 1 Kgetha se seng sa ditshwantsho tsa tatellano o se phahamise.
- 2 Botsa baithuti hore ba bona eng, ebe o qoqa ka setshwantsho ka botlalo.
Tsena ke dipotso tsa bohlokwa tseo o ka dibotsang ka ditshwantsho tsena:
 - ★ "O bona mang?" (dibapadi)
 - ★ "O etsa eng?" (maetsi le diketso)
 - ★ "Ke eng se seng se o ka se bonang?" (o sheba hape)
 - ★ "E hokae ...?" (bolela tulo/boemo)
 - ★ "Hobaneng o nahana ...?" (monahano o batsi wa ho hlalisa maikutlo)
- 3 Hang ha o qoqile ka setshwantsho, se kgomaretse tlapantshong hore baithuti ba se bone. Netefatsa hore ditshwantsho ha di ka tatellano kgatheng lena la tshebetso.
- 4 Ha o se o buile ka ditshwantsho kaofela, botsa baithuti: "Ekaba ditshwantsho di dutse ka mokgwa o nepahetseng?"
- 5 Botsa baithuti ho supa setshwantsho se tlang pele. Sebetsang mmoho ho lokisa tatellano ya ditshwantsho hore pale e utlwisisehe.
- 6 Boloka baithuti hore ba nke karolo ka mafolofolo tsamaisong ena. Botsa dipotsa tse kang tsena: "Ho etsahetse eng se latelang? Ke mang ya ka hopolang hore ho latela eng paleng?"
- 7 Ha ditshwantsho di le ka tatellano e nepahetseng, mema baithuti ba seng ba kae ho tla pheta pale ka tsela e nepahetseng.





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)

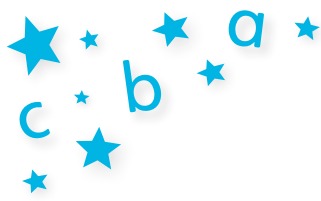
In the classroom ...

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.





Ho tshwantshisa dipale

Ha baithuti ba nka seabo mefuteng e tshwantshisehang ya pale, ba kopolla le ho ikwetlisa ka mantswa ao ba utlwileng batho ba bang ba a bua mme sena se thusa ho hatella tlotlontswe le bokgoni ba puo. Ba iketsa baphetwa ba fapaneng paleng e leng se ba thusang ho bona diketsahalo ho tswa mahlakoreng a fapaneng. Ba lokela ho latela tatelano ya diketsahalo hore ba tle ba kenelle tshwantshisong ka nako e nepahetseng ya pale.



Ka phaposing ya borutelo ...

Ho bua le ho bapala pale

- 1 Kgetha baithuti ho ba dibapadi tsa pale.
- 2 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore e tlo ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 3 Hlalosetsa baithuti hore (wena titjhere) tlo ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho e nngwe le e nngwe eo o e buang. Ba thuse ho lokisa moo ba tla ema teng.
- 4 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswa ha bohle ba shebile tshwantshiso.
- 5 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

Papadi ya ho iketsisa hape e fa baithuti menyetla ya ho sebedisa puo e fapaneng le puo ya kamehla. Mofuta o itseng wa puo o sebediswa ho papadi ya ho iketsisa, moo baithuti ba hlokang ho rerisana ka dikarolo le poloto, mme ba hlalose seo ba se etsang le ho se nahana ho bomphato ba bona. Ho bapala ka ho iketsisa ho aha bokgoni ba baithuti ba ho utlwisisa le ho sebedisa puo e fetang ka nqane ho mona le jwale, ka nqane ho boiphihlelo ba bona le ka nqane ho lefatshela nnete. Ho papadi ya ho iketsisa, baithuti hape ba ithuta ka ho emela – hore ntho e le nngwe e ka emela e nngwe (ho etsa mohlala, boloko ba patsi bo ka emela selefouno papading). Ho utlwisisa mohopolo ona o thata ho tla ba thusa ho utlwisisa hore mongolo o leqepheng o ka emela mantswa ao re a buang.

Ho bala buka ya pale ho kenyeletsang

Baithuti ba bangata Afrika Borwa ha ba no qala sekolo ba ena le boiphihlelo bofe kapa bofe ba monyaka wa ho ballwa. Leeto la bona le dibuka le ka nna la qala feela Kereiting ya R mme kahoo re hloka ho nnetefatsa hore ba utlwa dipale tseo ba di ballwang bakeng sa monyaka feela. Ena ke nako eo ka yona baithuti ba ballwang dipale tse nang le puo e nonneng le ditshwantsho tse ntle, mme ho se ditebello kapa diketsahalo tse tla latela. Baithuti ba hloka hore ba be "ka hare nakong eo" e le ka nnete – ho hoheleha ka hara pale e monate le ho ikutlwela mohlolo wa dibuka. Sepheo ha se ho sebedisa buka bakeng sa ho ruta, empa e le ho bopa sebaka se mofutu le se hohelang bakeng sa ho abelana ka monate wa dibuka tseo wena jwaloka titjhere mmoho le baithuti ba hao le tlang ho di rata.

Ha lerato la dibuka le ntse le hola, ho bala dipale hape ho fana ka sebaka se setle bakeng sa ho ntshetsa pele puo ya molomo ka ho bua ka dintho tse ka hara buka le dintho tse seng ka hara buka eo. Dibuka di ka lebisana ho dipuisano tse mabapi le dintho tse etsahetseng nakong e fetileng kapa ho noha mabapi le tse tla etsahala. Ho ka ba ha etswa dikgopolotaba mabapi le dintho tse seng mongolong kapa ditshwantshong. Ho bala ho ka lebisana ho dipotso tse mabapi le pale le ditshwantsho, ho kenyeletswa dipotso tse bulehileng tse kang, *Ke a ipotsa hore ebe ...?*, *"Ho ka ba jwang ha ...?"*, *"Hobaneng o nahana hore ...?"*. Dipotso tsena tse bulehileng di kgothaletsa baithuti ho ikutlwahatsa maikutlo a bona le ho qala puisano. Tsela e nngwe ya ho thusa baithuti ho nka seabo mefuteng ona wa puisano ke ka ho balwa hangata ha dibuka tseo ba di ratang, kaha diphuputso di bontshitse hore baithuti ka kakaretso ba nka seabo haholo ha ho balwa mongolo o le mong makgetlo, e leng se ka kenyeletsang dikgopolotaba le ditlhaloso tse ngata. (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

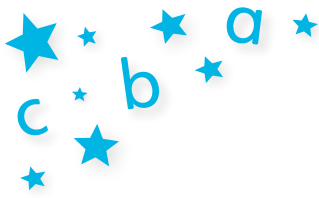
- 1 Choose learners to play the characters in the story.
- 2 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 3 Explain to learners that you (the teacher) are going to be the storyteller, also 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).



Ho bala le ho ngola

Ho ithuta ho bala le ho ngola ha se ntho e etsahalang ka bosiu bo le bong, empa ke tshebetso e nkang dilemolemo. Ha re sebedisa lereo lena “ho bala le ho ngola ho holang” re bolela hore ho ithuta ho bala le ho ngola ho qala esale pele maphelong a baithuti, ho ena le hore e be ntho e qalang ha thuto ya ho bala e hlophisitsweng e qala Kereiting ya 1. Baithuti ha ba hloke ho emela dithuto tsa ho bala hore ba sibolle mohlolo wa mantswa a ngotsweng le ho ithuta hore ke hobaneng ha re bala le ho ngola!

Ho bala ho holang

Ha baithuti ba tla ithuta ka kamoo dibuka di sebetsang kateng ka ho balla boithabiso, matitjhere a ka bontsha tshebetso ya ho bala ka ho bala Dibuka tse Kgolo, diphoustara le mongolo o tikolohong ya bona. Nakong ya diketsahalo tse na tsa ho bala ka kopanelo, ha re “nahanela hodimo” mme re bua ka mehopollo ya rona le mawa a rona, baithuti ba banyenyane ba qala ho utlwisisa “kamoo” tsela ya ho bala e sebetsang ka teng. Re ka bopa menyetla bakeng sa baithuti hore ba bale mongolo tikolohong ya bona mme ba eksperimente ka ho ngola ho parola lenaneo la letsatsi le letsatsi Kereiting ya R. Ha o ntse o kgothaletsa ho bala ho holang ha baithuti, ba ka tswela pele ho ithuta ka mongolo o tikolohong ya bona.



Titjhere o bontsha tsela ya ho bala.

Ha baithuti ba shebella batho ba baholo ha ba bala le ho ngola, ba ithuta hore matshwao ao ba a etsang pampiring a tshwere molaetsa mme a na le moelelo. Ba qala ho utlwisisa seo mongolo o leng sona mme sena se ba kgothaletsa hore ba batle ho bala le ho ngola ka bobona.

Ka phaposeng ya borutelo ...

Ka ho bala Buka e Kgolo mmoho le baithuti, ba tla bona kamoo mantswa a leqepheng a amanang le mantswa ao o a buang. Pale e Bukeng e Kgolo ke kgatiso e nolofaditsweng, e le hore baithuti ba ikutlwe ba ena le boitshepo ba ho leka ho “bala” ka bobona. Sena se ba fa boiphihlelo ba ho ba babadi – esitana le ha ba pheta feela mantswa a bukeng ka ho a hopola feela.

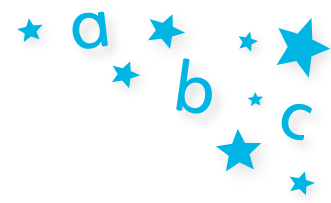
Padisommoho – Buka e Kgolo

- 1 Kgothatsa baithuti ho sheba bokantle ba buka ba bue ka setshwantsho le tseo ba di bonang ebile ba di lemoha.
- 2 Balla bana kaofela sehloho sa pale. Supa lentse ka leng ha o ntse o bala. Bala hape o be o kope baithuti ho bala le wena.
- 3 Nka leeto la ditshwantsho bukeng le baithuti, le qoqe ka ditshwantsho mme o ba kgothaletse ho botsa dipotso.
- 4 Supa nomoro ya leqephe mme le buisane ka hore ho latela nomoro mang/efe qepheng le latelang.
- 5 Ha le se le “tsamaile” buka yohle, kgutlelang morao qalong le bale sehloho sa buka hape. Phuthulla leqephe o bale polelo e nngwe le e nngwe ka lentse la tlhaho le hlakileng. Supa lentse ka leng (le leng le le leng) ha o ntse o bala.
- 6 Bala buka hape mme o kgothatse baithuti ho “bala” le wena.



Ka ho shebella batho ba baholo ba phelang le bona ha ba bala, baithuti ba qala ho ba bankakarolo ba mahlahlaha ha ho balwa dibuka esitana le ha ho bala ha bona ho eso nepahale hantle mme ba ka be ba “bala” feela ka ho hopola kapa ho iqapela dipale tse tsamaelanang le ditshwantsho. Re bitsa sena ho bala ho holang. Baithuti ba banyenyane ba se nang tsebo ya ho ngola jwaloka mokgwa wa alfabete, hangata ba “bala” ka ho iqapela kapa ho pheta pale e tsamaelanang le ditshwantsho tse bukeng. Ba ka nna ba qala ka ho supa ditshwantsho ha ba “bala”, empa ba qala butlebutle ho elellwa hore ba bala mantswa a ngotsweng. Le ha ho le jwalo, ba ka nna ba se utlwisise hantle hore lentse ke eng, mme ba ka tlwaela ho supa polelo empa ba bua ka lentse le le leng, kapa lentse empa ba bua ka polelo yohle.





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.

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.



Teacher models the reading process.

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.

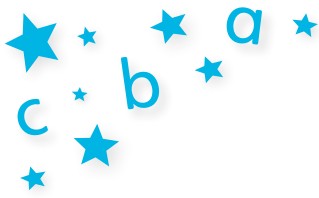
Shared reading – Big Book

- 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.



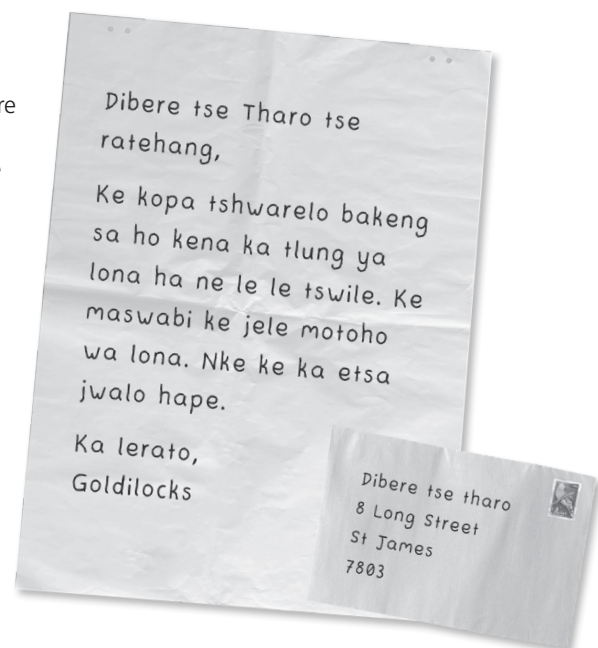


Baithuti mokgahlelong ona ba itshetlehile haholo ka tikoloho ha ba bala mongolo tikolohong ya bona, jwaloka ho sebedisa mehlala ya mmala ho hopola hore letshwao la seterata le re "ema" kapa ho bala "KFC" ka lebaka la lepetjo (*logo*). Ha ba utlwisise hore ditlhaku tse mantsweng a ngotsweng di nyalana le medumo e puong e buuwang, mme ba bona ho bala e le ho hopola tlhahlamanyo ka pono ya ditlhaku ba sebedisa mehlala efe kapa efe e ka ba thusang, jwaloka bolelele ba lentse le sebopelo sa lona, le dibopelo tsa ditlhaku.

Mongolo o holang

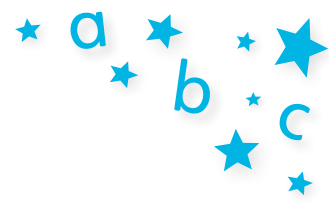
Ka tsela e tshwanang le eo moo baithuti ba ka ithutang kamoo ho bala ho sebetsang ka teng ka ho shebella titjhere ya bona le ho mo mamela a "nahanela hodimo" ha a ntse a bala, ka diketsahalo tsa ho ngola ka kopanelo, matitjhere a bontsha mokgwa wa ho ngola bakeng sa baithuti ba Kereiti ya R. Mengolo ena e bopilwe mmoho ke matitjhere le baithuti ba bona mme ke motsotso wa bohlokwa ha baithuti ba qala ho bona mehopolu ya bona le mantse a buuwang a ngotswa fatshe! Mengolo ya ho ngola ka kopanelo e lokile bakeng sa ho bala ka kopanelo kaha mongolo o ena le mehopolu, mantse le dipolelwana tse tlwaelehileng ho baithuti – ba tla ba motlotlo haholo ho "bala" mantse ao e leng a bona. Hang ha matitjhere a se a ngotse sekotwana sa mongolo ka ditlahiso tse tswang ho baithuti, ke mehopolu o motle ho bala hape mongolo oo mmoho, o supa lentse ka leng ele hore baithuti ba qale ho lemoha kamoo puo ya rona e entsweng ka mantse a fapaneng kateng, ka dibaka tse dipakeng tsa mantse.

Le ha baithuti ba Kereiti ya R ba ka ithuta ho ngola ka ho shebella titjhere ya bona ha a ngola, ba keke ba fumana ho le bobebe ho ngola ka boikemelo. Tsela ya pele eo ba tlang ho fana ka mehopolu ya bona pampiring ke ka ho taka. Pele ba ka ithuta ho bala le ho ngola, baithuti ba bangata ba tlwaetse hore motako ke mokgwa wa ho emela dintho. Metako ya dintho e tswana le dintho tseo e di emtseng. Le ha ho le jwalo, bothata ba ho ngola ke hore mantse ha a tsamaelane hohang le kamoo dintho di shebehang ka teng, mme baithuti ba hloka ho ithuta hore mantse a ngotsweng a tsamaelana le kamoo re buang ka dintho, eseng dintho ka botsona. Diphuputso di bontshitse hore baithuti ba banyenyane ba bangata ba ba le nako eo ba nahanang hore mantse a ngotsweng a tsamaelana le kamoo dintho di shebehang, ntho e kgolo e lokela ho emelwa ke lentse le letelele mme ntho e nyane ke lentse le lenyane (Ferreiro le Teberosky, 1982). Boiteko ba pele ba baithuti ba banyenyane ba ho ngola bo keke ba tswana le mongolo wa batho ba baholo, empa ba fetoha bangodi ha ba ntse ba leka ho fetsetsa mehopolu ya bona pampiring mme ba sebedisa mongolo bakeng sa mabaka a fapaneng. Re sebedisa lentse "mongolo o holang" ho hlalosa ho etsa letshwao le ho ngola hoo baithuti ba banyenyane ba ho etsang pele ba ithuta ho ngola ka tsela e tlwaelehileng.



Matitjhere a bontsha mokgwa wa ho ngola.





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

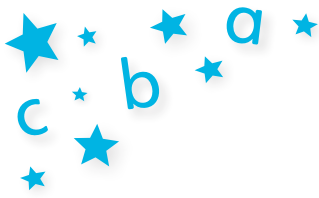
In the same way that learners might learn how reading works by watching their teacher and listening to her “thinking aloud” as she reads, through shared writing activities, teachers model the writing process for Grade R learners. These texts are co-created by teachers and their learners and it is an 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.



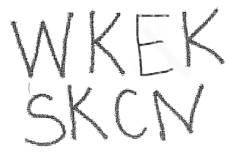




While Grade R learners can learn about writing from observing their teacher’s writing, they will not yet find it easy to write independently. The first way they will represent their ideas and thoughts on paper will be through drawing. Before learning to read and write, most learners are familiar with 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.





 <p>1. Mekgwaritso (ntlha ya ho qala tulong efe kapa efe leqepheng)</p>	 <p>2. Mekgwaritso (tswello ho tlaha ho le letshehadi ho isa ho le letona)</p>	 <p>3. Ditlhaku tsa maiqapelo</p>	 <p>4. Motjha wa ditlhaku (le letshehadi ho isa ho le letona)</p>
 <p>5. O hlopha ditlhaku a siya sebaka dipakeng hore di shebahale jwaloka mantswe</p>	 <p>6. O kopolla mongolo wa tikoloho</p>	 <p>7. O sebedisa tlhaku ya pele ya lentswe ho emela lentswe</p>	 <p>8. O sebedisa ditlhaku tse fetang bonngwe ho emela lentswe</p>
 <p>Vusi o hple k</p>		 <p>Kani ortakaseyane</p>	
<p>9. O sebedisa mopeleto o iqapetsweng mme o ngola mantswe a nang le ditlhaku tse qalong, bohareng le tse qetellong</p>			

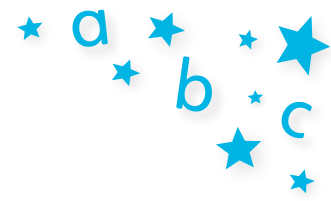
Mothating ona wa ntshetsopele ya tsebo ya ho bala le ho ngola, baithuti ba ka kgahlwa ke ho bona kamoo dintho di ngolwang mme ba botse motho e moholo haufi le bona ho "e ngola fatshe". Ena ke karolo ya bohlokwa ya ntshetsopele ya ho ngola, hobane le ha ba eso ngole hantle ka letsoho, baithuti ba ithuta dintho tsa bohlokwa mabapi le puo e ngolwang: hore puo e buuwang e ka ngolwa fatshe, le hore lentswe ka leng le buuwang le tsamaelana le lentswe le ngolwang. Hape ba hodisa boitshepo ba bona ba ho ikuhlwahatsa le ho fetisa molaetsa ka ho bua le ho ngola. Ha baithuti ba "ngola" ka bobona sethathong, hangata ba sebedisa mekgwaritso, matshwao le metswako ya dinomoro le ditlhaku.


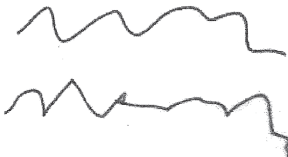

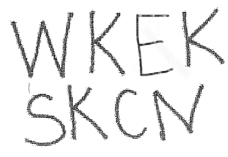



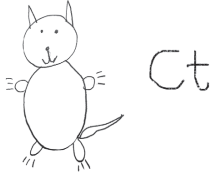
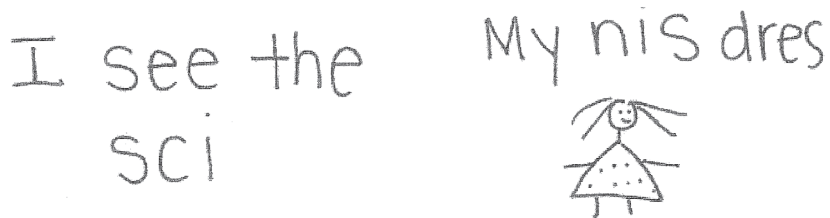
Ka phaposing ya borutelo ...

Ho taka le mongolo wa sethatho

- 1 Botsa baithuti hore ebe ba ka rata ho taka setshwantsho sa bona ba apere diaparo tsa sekolo kapa diaparo tseo ba di ratang.
- 2 Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.
- 3 Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.
- 4 Nahanela hodimo ha o ntse o ngola dipolelo tsa baithuti: "Ke ... rata ... ho apara ... borikgwe ba ka ... bo bolou ... le ... katiba ... e kgubedu." Haeba ba ka rata hore o ba ngolle, etsa hore ba nke karolo thutong ka ho ba kopa hore ba bue mantswe ao butle ha o ntse o a ngola.
- 5 Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe. Hopola ho ngola ka mongolo o makgethe o hlakileng.
- 6 Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.





 <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>			

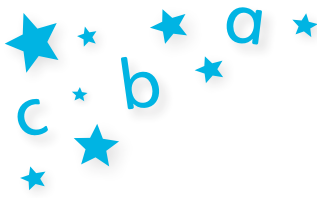
At this stage of their literacy development, learners might be keen to see how things are written and often ask a nearby adult to “write it down”. This is an important part of writing development, for even though they are not physically doing the writing, learners are learning important things about 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.





Ho kgwaritsa kapa ho ngola o sebedisa ditlhaku le matshwao a sa hlophiswang ke mohato wa bohlokwa wa ntshetsopele. Le ha ho le jwalo, ke mokgahlelo o latelang wa ntshetsopele ya ho ngola o bontshang ka nnete hore moithuti o nkile mehato ya pele ho tsebo ya ho bala le ho ngola. Nahana ka mohlala ona wa ho ngola (lenane la ho ya reka le ngotsweng ke moithuti ya sa tswa qala sekolo). Leha mantswe ana a sa peletwa ka tsela e tlwaelehileng, ke boiteko ba bohlokwa ba ho emela modumo mantsweng. Mofuta ona wa "mopeleto o iqapetsweng" kapa mongolo o holang ke pontsho e ntle ya hore moithuti o kgona ho utlwa medumo ka hara mantswe, o na le tsebo e itseng ya ditlhaku - medumo, mme o tseba hore puo e ngolwang e amana le medumo e mantsweng a buuwang. Moithuti o qala ho sibolla kamoo mokgwatshebetso o tsamayang ka teng.



lebse



ma



salsi



Imunu

Diphuputsong tse ngata tsa baithuti ba pele ho sekolo dinaheng tse tswetseng pele, bafuputsi ba fumane hore baithuti ba banyenyane ba feta mokgahlelong wa "mopeleto o iqapetsweng". Mopeleto o iqapetsweng o bolela hore baithuti ba eksperimenta ka ditsela tsa ho emela medumo mantsweng. Diphuputso di bontshitse hore ditikolohong tse futsanehileng haholo, baithuti ha se hangata ba fetang mokgahlelong wa ho etsa "mopeleto wa boiqapelo". Hape diphuputso di bontshitse kamano pakeng tsa mopeleto o iqapetsweng le ho bala. Bryant le Bradley (1980) ba fumane hore bokgoni ba ho ngola mantswe ka tsela eo a dumang ka yona bo tla pele ho bokgoni ba ho bala ka hara baithuti, e leng se bontshang hore kutlwisiso ya alfabeto e ka nna ya bonahala mongolong wa baithuti pele ba bala. Mann, Tobin le Wilson (1987) ba fumane hore mopeleto wa boiqapelo o ne o noha bokgoni bo tlang ba ho bala, o netefatsa bohlokwa ba bokgoni bo holang ba moithuti ba ho bontsha medumo ka hara mantswe.

Ditlhaku le medumo

Hang ha baithuti ba qala ho sebedisa ditlhaku ho emela medumo mantsweng ha ba ngola, ho ba le kgonahalo ya hore ba tla tsepamisa maikutlo ho ditlhaku ha ba bala. Sena se ba fa molemo ho feta baithuti ba sa tsebeng ditlhaku dife kapa dife mme ba ithuta mantswe ka ho sebedisa mehlala ya pono feela. Matitjhere a mang a dumela hore baithuti qalong ba ithuta mantswe ka ho bona mme ebe kamorao ba qala ho sebedisa tsebo ya ditlhaku ha ba hloka ho qapodisa kapa ho bitsa mantswe. Bafuputsi ba phepheditse mohopolo wa hore ho ithuta ho bala mantswe qalong ho kenyeletsa ho boloka kelellong dibopeho tsa mantswe kapa makgetha a mang a pono – ba hlahisitse hore nyallano ya tlhaku le modumo e bapala karolo ho tloha mehatong ya pele ya ntshetsopele ya tsebo ya ho bala le ho ngola. (Dixon, Stuart le Masterson, 2002; Ehri, 1998).

Hang ha baithuti ba se ba tlwaetse ditlhaku le medumo eo di e etsang, ba tla kgona ho sebedisa mehlala ya medumo ho iphumanela hore mantswe a reng. Ho seng jwalo, lewa la ho ithuta ka pono le bolela hore moithuti ya sa ntseng a hola o qala a itshetlehlile ho motho e mong ho mmolella hore lentswe le re eng – ha ba na tsela ya ho iphumanela ka bobona hore lentswe leo e ka ba lefe. Babadi ba tataiswang ke ditshwantsho hape ba hloka ho hopola dikgokahano tse iketsahallang feela.





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.

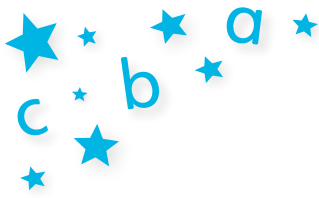


Letters and sounds

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 phaposing ya borutelo ...

Hore e be dibadi tse qatsohileng, le ho kgona ho ngola mantswe, baithuti ba hloka ho ithuta ho sebedisa mokgwa wa alfabete. Ho ithuta ka ditlhaku le medumo eo di e etsang ho nka nako mme ho bohlokwa hore diphaposi tsa borutelo tsa Kereiti ya R di rue menyetla bakeng sa baithuti hore ba ithute ditlhaku le medumo eo di e etsang ka ho sebedisa dikutlo tsohle tsa bona.

Ho mamela medumo

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana ho tswa paleng: *"supileng, sebetsa, seratswaneng sa, sefateng, senang, sekwahelong. Ekaba le utlwa modumo oo ho tsepamiseditsweng maikutlo ho yona: supileng, sebetsa, sefateng? Ee, o nepile! Kaofela a na le modumo /s/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /s/: setulo, sesesi, sesepa, sabole, sakga, seboko, sefaha, leseae, sefate, seipone, sekepe, selepe, semeje, serumola, setene, sirilamunu, sutu."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)

Ho bitsa medumo

- 1 Bua modumo /s/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 2 Kopa baithuti ho etsa modumo /s/: **"s-s-s"**. Etsa ho swaswa hore o ba qabole: O bule tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).
- 3 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa **seboko** se senyane se sisinyang ka monwana wa bona o supang.

Ho nahana ka mantswe a qalang ka modumo ona

Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /s/ kapa ba ka nahana lentse le qalang ka modumo /s/.

Ho bopa tlhaka

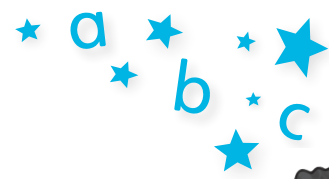
- 1 Botsa baithuti hore na ba tseba ho ngola tlhaku e etsang modumo ona /s/.
- 2 Bontsha baithuti hore tlhaku **s** e ngolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: *"Qala lethebeng, eya hodimonyana, ebe o ya tlase."*
- 3 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.



Ho nyalanya tlhaku le tjhate ya alfabete

Haeba o na le tjhate ya alfabete ka tseleng ya hao, bontsha baithuti tlhaku ya **s** e ho tjhate ya alfabete.





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: "*supileng, sebetsa, seratswaneng sa, sefateng, senang, sekwahelong*. Can you hear the focus sound: **supileng, sebetsa, sefateng**? Yes, you are right! They all have the sound **/s/**."
- 2 "Listen carefully, here are some more words with **/s/**: *setulo, sesesi, sesepa, sabole, sakga, seboko, sefaha, lesea, sefate, seipone, sekepe, selepe, semeje, serumola, setene, sirilamunu, sutu*." (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 (**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/**.

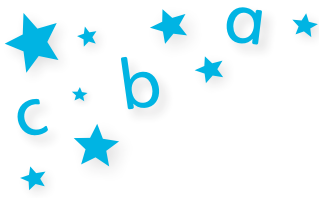
Forming the letter

- 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.





Ho ba babadi ba nang le boitsebelo, baithuti ba hloka ho utlwisa ntlhatheo ya dialfabeto – hore ho na le kamano pakeng tsa ditlhaku tseo ba di bonang leqepheng le medumo eo ba e utlwang mantsweng. Le ha sena se hlakile ho babadi ba batho ba baholo, ona ke mohato o moholo bakeng sa baithuti ba banyenyane, haholoholo kaha ba tlameha ho qala ka ho ithuta ho utlwa medumo e fapaneng mantsweng. Baithuti ba banyenyane hangata ba sebedisa le ho utlwisa mantswa a mangata, empa ha ba eso eellwe medumo e bopang mantswa ana. Ba ka nna ba tseba hore serurubele ke kokwanyana e ntle, empa ba se tsebe ka medumo e etsang lentse lena. Ho etsa mohlala, lentse **serurubele** le entswe ka dikarolo tse hlano (tseo re di bitsang **dinoko**): **se | ru | ru | be | le**. Lentse serurubele le qala ka modumo /s/. Mantswa a mang le ona a qala ka modumo ona (jwale ka **setena**, **seatla**, **sejana**). Ho eellwa medumo e lentsweng, ho ena le moelelo wa lentse, ke ho bitswang **temoho ya medumo puong**. Diketsahalo tsa temoho ya medumo mantsweng ha di batle hore ho tsepamiswe maikutlo ditlhakung – tse ngata di ka etswa motho a ntse a tutubetse!

Temoho ya medumo puong ha se ntho e le nngwe le medumo:

- ★ temoho ya medumo puong = bokgoni ba ho utlwa medumo mantsweng mme e bea motheo wa medumo
- ★ medumo = ho tseba kamoo ditlhaku tse itseng tse ngotsweng di amanang le medumo e itseng e buuwang.

Temoho ya medumo puong le tsebo ya ditlhaku le medumo ke tsona tse pele tse bontshang hore baithuti ba tla ithuta ho bala ka katleho. Di feta le IQ ka ho noha! Sena se bolela hore baithuti ba banyenyane ba nang le temoho ya medumo e ntle le tsebo ya ditlhaku le medumo ba tla ba le monyetla o motle wa ho ithuta ho bala ka katleho.

Tlelosari

dinoko

senoko ke lentse kapa karolo ya lentse e nang le modumo o nang le dumanotshi e le nngwe

temoho ya medumo puong

temoho ya modumo lentsweng ho ena le moelelo wa lentse

ho arola ka dinoko

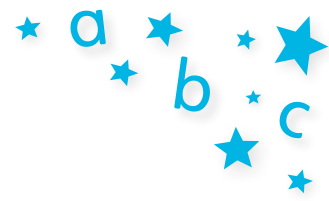
ho arohanya mantswa ka dikarolo tse fapaneng

Ka phaposing ya borutelo ...

Ho na le mefuta e mengata ya bokgoni e nyehelang ho temoho ya medumo puong. Tafote ena e na le lenane la bokgoni bo fapaneng ba temoho ya medumo puong mme e fana ka mehlala ya diketsahalo tse ka sebediswang ho bo ruta, ho ikwetlisa le ho bo lekanyetsa.

Ketsahalo ya temoho ya medumo	Mehlala
1 Ho lekola haeba medumo e a tshwana.	<ul style="list-style-type: none"> ★ Na medumo ena e a tshwana kapa e fapane: /p/, /p/? (e a tshwana); /p/, /d/? (e fapane) ★ Na mantswa ana a qala ka modumo o tshwanang nama, noka? ('e')
2 Ho utlwa modumo o qalang kapa o qatsohileng mantsweng.	<ul style="list-style-type: none"> ★ Ke modumo ofe oo o o utlwang qalong ya lentse tau? (t) ★ Ke modumo ofe o qalang mantsweng ana: pene, podu, pere? (p) ★ Ke modumo ofe o qatsohileng mantsweng ana: foroko, borosolo, konopo? (o)
3 Ho utlwa modumo kapa senoko se qetellang mantsweng.	<ul style="list-style-type: none"> ★ Ke senoko sefe seo o se utlwang qetellong ya mantswa ana: noka, haka, reka? (ka)
4 Ho kopanya dikarolo tsa mantswa ho ka etsa lentse le felletseng (ho tswakanya).	<ul style="list-style-type: none"> ★ Ke lentse lefe leo o le fumanang ha o kopanya dinoko tse: a-po-le-ko-so? (apolekoso)
5 Ho arola mantswa ka dikarolo (ho kgaohanya).	<ul style="list-style-type: none"> ★ Arola lentse lena ka dinoko: sepeneshe. (se-pe-ne-she) ★ Ke dinoko tse kae tseo o di utlwang ho lentse borokwana? (bo-ro-kwa-na: dinoko tse 4)
6 Ho emela dikarolo tsa mantswa ka tse ding.	<ul style="list-style-type: none"> ★ E re bese. Jwale tlosa /be/ mme sebakeng sa yona, kenya /ne/. Lentse le letjha ke lefe? (nese) ★ E re fene. Jwale le bue hape empa o re /pe/ sebakeng sa /fe/. (pene)





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 serurubele is a beautiful insect, but might not know about the sounds that make up this word. For example, the word **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 **setena**, **seatla**, **sejana**). 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: nama, noka? (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 tau? (t) ★ What is the beginning sound in these words: pene, podi, pere? (p) ★ What is the focus sound in these words: foroko, borosolo, konopo? (o)
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: noka, haka, reka? (ka)
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-so? (apolekoso)
5 Breaking words into parts (segmenting).	<ul style="list-style-type: none"> ★ Break this word into syllables: sepeneshe. (se-pe-ne-she) ★ How many syllables do you hear in the word borokwana? (bo-ro-kwa-na: 4 syllables)
6 Substituting parts of words.	<ul style="list-style-type: none"> ★ Say bese. Now take away the /be/ and in its place, add /ne/. What is the new word? (nese) ★ Say fene. Now say it again, but say /pe/ instead of /fe/. (pene)

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