



Mbekanyamushumo ya u Khwinisa  
Luambo ya Gireidi ya R

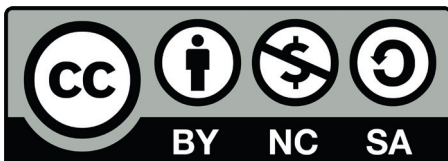
Grade R Language Improvement Programme

# Nyendedzi ya **Divhaipfi** Concept Guide



Tshivenda | English





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Iyi laisentsi i tendela vhashumisihafhu uri vha i phadaladze, tanganyise, shandule, na u fhaṭa nṭha ha tshishumiwa tshi re kha tshivhumbeo tshiṅwe na tshiṅwe nahone ndi zwa u sa bindudza, tenda ndivhuwo dza netshedzwa musiki. Arali vha tanganyisa, shandula kana u fhaṭa nṭha ha tshishumiwa, vha tea u netshedza laisentsi kha tshishumiwa tsho khwiniswaho fhasi ha milayo i fanaho.

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# ★ Mulaedza u bva kha ̩ho ho ya Muhasho/ Foreword from the Head of Department



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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


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

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

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

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

Yours Sincerely

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

# ★ U shumisa Nyendedzi ya Divhaipfi ya Luambo

Nyendedzi ya Divhaipfi ya luambo yo khethekanyiwa ya bva khethekanyo tharu dzine dzi nga vhaliwa nga thevhekano inwe na inwe ngauri dzi na vhuṭumani. Ri vha tuṭuwedza uri vha humele kha iyi nyendedzi tshifhinga tshoṭhe tsha vhugudisi havho ha mbekanyamushumo na u vhala hafhu khethekanyo dzo fhambanaho. Vha ḑo wana uri kupfesesele kwavho kwa zwigudwa kwu a engedzea tshifhinga tshinwe na tshinwe vha tshi vhala nahone zwi ḑo vha laedza uri vha shumise hani kha u funza vhagudi vhaṭuku vha re kijasirumuni yavho. Iḽi siaṭari ḽo itaho kavhili ḽi vha netshedza manweledzo a khethekanyo inwe na inwe na u vha rumela kha masiaṭari ane vha nga kona u vhala nga vhuḑalo.

siaṭari ḽa 10

## Khethekanyo ya 1:

### Mbekanyamushumo ya u Khwinisa Luambo ya Gireidi ya R

*Khethekanyo iyi i rera nga zwiṭaluli zwa malo zwa Mbekanyamushumo ya Khwiniso ya Luambo, ye ya bveledzelwa GDE u khwaṭhisa pfunzo ya luambo na nḑivho ya u vhala na u ṅwala kha Gireidi ya R.*

- ★ Mbekanyamushumo i tshimbidza vhana kha lwendo lwa u amba kana lwa u ṅwala.
- ★ Mbekanyamushumo yo ḑisendeka kha zwiko, zwi itaho uri vhagudi vha swikelele zwishumiswa zwi nyanyulaho.
- ★ Mbekanyamushumo i ṭoḑa miniti ya 50 ya tshifhinga tsho sedzaho kha u funziwa ha luambo ḑuvha ḽinwe na ḽinwe.
- ★ Mbekanyamushumo i netshedza mishumo ya kijasiri yoṭhe na ya tshigwada tshṭuku ya ḑuvha ḽinwe na ḽinwe.
- ★ Mishumo ya mutevheṭhaḑu wa vhege mbili wa u funza yo olwa u mona na nganea.
- ★ Mishumo ya ṅwaha i dzudzanyelwa mitevheṭhaḑu ya vhege mbili ya 19.
- ★ Mishumo i netshedza zwikhala kha vhagudi u fhaṭa zwikili zwoṭhe zwa luambo zwa CAPS.
- ★ Mishumo i vha tendela uri vha lavhelese mvelaphanḑa ya vhagudi nahone zwishumiswa zwo netshedzwa u itela u linga ha tshifhinga tshoṭhe.



## U ṭangana na Stella

Vha ḑo zwi vhona uri hu na mudededzi a re hone u swikela magumoni a Nyendedzi ya Divhaipfi. U ḑo tshimbila na vhone kha lwendo lwavho lwa u guda nahone tshifhinga tshoṭhe u ḑo vha netshedza nyeletshedzo yo ḑisendekaho kha tshenzhemo yawe ya miṅwaha a kha kijasirumu ya Gireidi ya R. U na dzina ḽo khetheaho ḽi bvaho kha English:

Strengthening the Teaching of Early Language and Literacy for All.



siatari la 38

## Khethekanyo ya 2:

### Milayo ya u endedza u funza na u guda kha Gireidi ya R

Iyi khethekanyo i rera nga ha **milayo ya malo** ye ya endedza u oliwaha Mbekanyamushumo ya u Khwinisa Luambo ya Gireidi ya R nahone ri fulufhela uri i do vha ranga phanda kha kufunzele kwavho.

- ★ *Mulayo wa nyimele.* U guda hu bvelela kha nyimele dzi pfeseseaho na dzo teaho.
- ★ *Mulayo wa mushumo.* Vhagudi vha fanela u dzhenelela thwii kha kuitele kwa u guda na u funza.
- ★ *Mulayo wa u tamba.* Vhana vha guda lwa khwinesa kha nyito dzine vha tamba nga u funa na dzine dza endedzwa.
- ★ *Mulayo wa vhuimo.* Vhagudi vha pfuka nga kha maimo o fhambanaho a u pfesesa na mveledziso.
- ★ *Mulayo wa nyambedzano.* U guda hu bvelela musi hu na vhudavhidzani na u kovhekana mihumbulo.
- ★ *Mulayo wa nyendedzi.* U guda hu bvelela musi mugudisi a tshi ranga phanda vhagudi kha u bveledza ngivho ntswa.
- ★ *Mulayo wa vhuKateli.* U guda hu bvelela kha vhupo vhune muhwe na muhwe o tšanganedzwa, o katelwa, u farwa zwavhuḁi, u a tšonifhiwa nahone u kona u shela mulenzhe.
- ★ *Mulayo wa ndowendowe.* U guda hu pfumbiswa nga kha u ita ndowendowe ya zwikili zwiswa na ngivho.

I dovha ya sedza ndeme ya mutheo wa mveledziso ya zwipfi na misipha u itela u gudiwa ha luambo, hu na nyombedzelo ya u vhona, u pfa, u kwama na vhukoni ha vhezani.

## Khethekanyo ya 3:

### U funza luambo na u rangela u kona u vhala na u ḁwala kha Gireidi ya R

Iyi khethekanyo i tšalutshedza uri vhana vhaḁuku vha guda hani u vhala na u ḁwala na u sumbedza uri mbekanyamushumo i fhaḁa hani kha kupfesesele ukwu. Idzi **mbuno** dzi nweledza muhumbulo.

- ★ U guda u vhala na u ḁwala a si zwithu zwine zwa itea nga khathihi, fhedzi ndi kuitele kwune kwa dzhia miḁwaha. Izwi ri zwi vhidza uri ndi ngivho ya u rangela u vhala na u ḁwala.
- ★ Hu si na zwikili zwa luambo zwa u amba, u guda u vhala na u ḁwala zwi nga konḁa vhukuma kha vhagudi vhaḁuku.
- ★ Divhaipfi yo pfumaho na yo tšandavhuwaho ndi ya ndeme kha mveledziso ya u guda u vhala na u ḁwala na u guda maipfi maswa, vhagudi vha tea u tšangana nao lunzhilunzhi kha nyimele dza masia o fhambanaho.
- ★ *Luambo lwa bugu* ndi lwa ndeme kha u guda u vhala na u ḁwala. Luambo lwo raliho lu shumiswa kha dzinganea na musi ri tshi amba nga zwithu zwi sa vhonealiho sa mihumbulo, vhuḁipfi na zwiḁwe huḁwe fhethu na tshinwe tshifhinga.
- ★ Nga kha litambwa, nyedziselo, u tšalutshedza na u tšalutshedza hafhu dzinganea, vhagudi vha fhaḁa kupfesesele kwavho kwa vhabvumbudzwa, nzulele na thevhekano ya zwiwo. Izwi ndi mutheo wa ndeme wa u vhala, kupfesesele na u ḁwala.
- ★ Nga kha therisano, vhagudi vha na tshikhala tsha u vhudzisa na u fhindula mbudziso dzi tšogaho phindulo i fhiraoh nthihi. Izwi zwi tšutuwedza vhagudi u humbula ngazwo na u kovhekana mihumbulo na mavhonele avho.
- ★ Vhagudi vhane vha vhona vhaaluwa vha tshi khou vhala na u ḁwala vha a tšutuwedzea u vhala na u ḁwala nga vhone vhaḁe ngauri vha guda uri tšwayo dzine vha dzi ita kha bambiri dzi nga hwala mulaedza nahone dza vha na zwine dza amba.
- ★ Vhagudi vha anzela u thoma u “vhala” vha sa khou vhala maipfi a re one, na u “ḁwala” vha sa khou ḁwala maipfi nga ḁdila yone – ulwu ndi luḁa lwa ndeme kha lwendo lwavho lwa u guda u vhala na u ḁwala.
- ★ U vha vavhali vha re na vhuḁsila, vhagudi vha tea u pfesesa mulayo wa thevhekano ya alifabethe – wa uri hu na vhuḁumani vhuḁkati ha maḁedere ane vha a vhona kha siatari na mibvumo ine vha i pfa kha maipfi.
- ★ Ngivho ya u ḁivha mabulele na ngivho ya leḁere na mubvumo zwi vhuḁkati ha zwibvumbi zwa khwinesa kha uri vhagudi vha do guda u vhala na u ḁwala nga ḁdila i bveledzaho.

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# ★ Using the Language Concept Guide

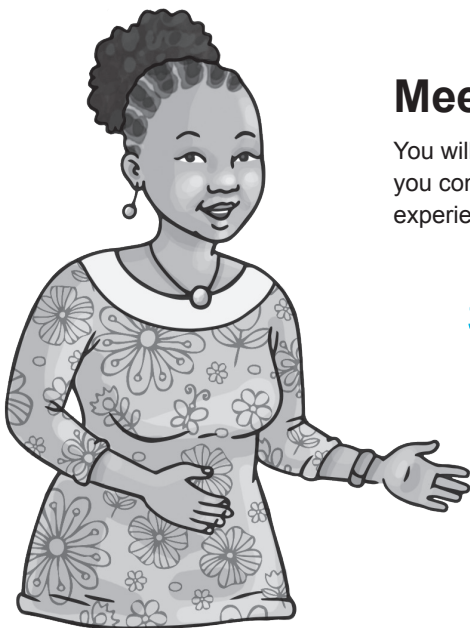
The Language Concept Guide is divided into three sections which can be read in any order because they all connect with one another. We encourage you to return to this guide throughout your training on the programme and to reread the different sections. You will find that your understanding of the content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

# ★ Khethekanyo ya 1: Mbekanyamushumo ya u Khwinisa Luambo ya Gireidi ya R

## Marangaphanda

Vho no vhuya vha hambula nga ha musi vhagudi vha tshi thoma u guda u vhala na u n'wala naa? Kha marangaphanda aya ri sedza nga vhurongwane fhungo ili ja ndeme.

### U rangela u guda ndi zwa ndeme

Saizwi ri tshi zwi divha uri vhagudisi vha na mushumo wa ndeme une vha tea u u ita, vha nga mangala u divha uri kuitele kwa u guda u vhala na u n'wala kwu thoma zwavhuqi n'wana a sa athu u dzhena kijasirumuni ya Gireidi ya R naa? U rangela u guda hu thoma vhuṭukuni, khatihhi na zwikili zwa matshilisano na u nyanyuwa, luambo lwu gudiwa musi mugudi a tshi ambedzana na miraḡo ya muṭa, dzikhonani na vhagudisi. Izwi zwoṭhe zwi netshedza mitheo kha u guda lwa vhutshilo hoṭhe kha mugudi na u fhaṭa mutheo wa zwikili zwine zwa sedziwa nga tshikolo u fana na u thetshesela, u amba, u vhala na u n'wala zwe zwa bveledzwa zwi tshi ya phanda nga mugudisi. Vhagudi vhane vha guda u vhala na u n'wala nga nḡila i bveledzaho a vha tou vha na vhagudisi vhavhuqi tshikoloni, fhedzi hu anzela u vha avho vho vhuelwaho u bva kha tshenzhemo dza ndeme dza u rangela u guda u bva vhuṭukuni u ya kha miṅwaha ya rathi.



### U thetshesela na u amba

Ṭhoḡisiso yo sumbedza uri u vhala na u n'wala nga nḡila ya vhuṭukuni zwi ḡitika nga vhukoni ha luambo lwa u amba (u fhindula na u nyanyuwa) zwine zwa thoma u bva maḡuvhani a u tou thoma kha vhutshilo ha mugudi. Nga kha vhuṭukuni ha u alusa, vhuṭumani ha vhuṭukuni ha ndeme hu itelwa u tikedza mveledziso ya luambo lwa mugudi u bva vhuṭukuni. Luambo lwa vhagudi lu aluwa izwo vhaṭhogomeli na vhagudisi vha tshi amba navho, u ṭalutshedza zwine maipfi a amba zwone, vha tshi tevhedzela zwine vha zwi takalela, u vhudzisa na u fhindula dzimbudziso na u kovhekana dzibugu na nganea dza zwiwo zwa ḡuvha na liṅwe na liṅwe.

Ri a zwi divha uri vhagudi vhane vha aluwa vhuṭukuni hu re na luambo lwo pfumaho ngaurali vha na divhaipfi ya khwine nahone hu vha vhone vha khwine kha u pfeṣesa u vhala musi vha na miṅwaha ya ṭahe. Ndi nnyi we a vha a tshi nga zwi hambula uri u amba na vhagudi hu nga vha iṅwe ya mpho khulwane dzine ri nga fha?



Vhagudisi vha vhagudi vhaṭuku na vhone vha na mushumo wa ndeme une vha tea u u ita kha u fhaṭa luambo lwa u amba lwa vhagudi vhaṭuku. Izwi a zwi ambi u funza lwa fomaḡa! Vhagudisi vha nga ita izwi nga u kovhekana dzinganea na dzibugu, u ṭuṭuwedza u ola na u rangela u n'wala na u fhaṭa luambo lwa u amba nga kha u fha dziṭhalutshedzo, u ḡivhadza maipfi maswa na u ṭuṭuwedza vhagudi uri vha vhudzise na u fhindula dzimbudziso.

### U rangela u n'wala

Zwiṅwe hafhu kha u pfa na u shumisa luambo miṅwahani yavho ya u thoma, vhagudi vha tea u guda nga ha khandiso. Luambo lwo n'waliwaho lwo fhambana na luambo lwo ambiwaho, nahone ndi liḡa jihulwane ja vhagudi ja u pfeṣesa uri u n'wala zwavhuḡivhuqi ndi tshipitshi tsho n'waliwaho fhasi. Nga u sumbedza khandiso kha vhuṭo vhu ngaho sa kha zwiḡa, madzina, na zwinambatedzwa, vhagudi vha thoma u zwi vhone uri u n'wala hu na ndivho.

Musi vhagudi vha na bammbiri na dzikhirayoni nahone ra ṭuṭuwedza u ita havho tswayo, u ola na u talatadza, vha pfa vha na vhuḡifulufheli ha u lingedza nga u sumbedza mihumbulo yavho nga u "ola" na u "n'wala", ri vhidza u lingedza ha u tou thoma u n'wala u "rangela u n'wala" saizwi hu sa athu u fana na muṅwalo wa vhaaluwa – a vha tevhedzeli mitaladzi, vha ṭanganyisa maḡedere, dzinomboro na zwifanyiso, nahone mupeleṭo wavho ndi wa u tou ḡiitela! Iḡi ndi liḡa lo ḡowealeho ja mveledziso. U guda u n'wala ndi kuitele, nahone u tou fana na tshikili tshiṅwe tshiswa, zwi a dzhia tshifhinga, nḡowenḡowe na ṭuṭuwedzo khulwane hu sa athu u koniwa.



### U rangela u vhala

Saizwi vhagudi vha tshi ṭalela vhaaluwa vha tshi khou vhala na u n'wala, vha a guda uri tswayo dzi re kha bammbiri dzi hwala mulaedza nahone dzi na zwine dza amba zwone. Vha guda uri bugu dzi shumisa hani, na u mbo ḡi kunguwa nga nganea dza vhatu vho fhambanaho na fhethu. Arali vha vha na vhaaluwa matshilioni avho vhane vha vhala navho, vha guda u baḡekana u vhala na vhuṭukuni ha tsini, nahone izwi zwi vha n'wala vhuḡifulufheli ha u lingedza u vhala nga vhone vhaṅe. U vhala ha vhagudi vhaṭuku hu nga kha ḡi vha ho khakhea nahone vha nga "vhala" u bva kha nyelelwo kana vho ḡi vhuṭukuni nganea uri dzi tshimbidzane na zwifanyiso. Musi tshifhinga tshi tshi khou ḡi ṭanḡulukana, vha ḡo thoma u sedzesa kha maḡedere na maipfi o ganḡiswaho, nahone u vhala havho hu ḡo vha hu songo khakhea.

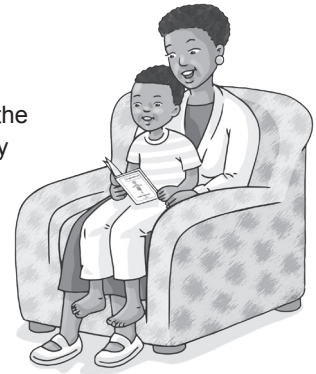
# ★ Section 1: The Grade R Language Improvement Programme

## 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?



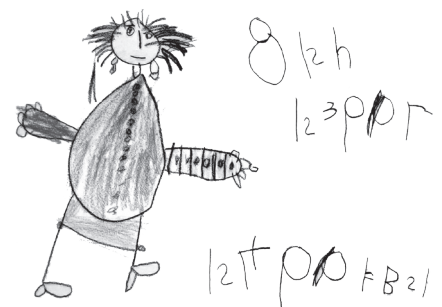
Teachers of young learners also have a very important role to play in building young learners' oral language. This does not mean formal teaching! Teachers can do this by sharing stories and books, encouraging drawing and emergent writing and building oral language through giving explanations, introducing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



### Early writing

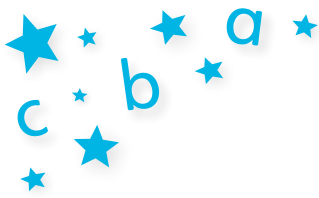
In addition to hearing and using language in their early years, learners need to learn about print. Written language is different to spoken language, and it is a big step for learners to understand that writing is in fact speech written down. By pointing out print in the environment such as signs, names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



## U guda nga ha maḷeḷere na mibvumo

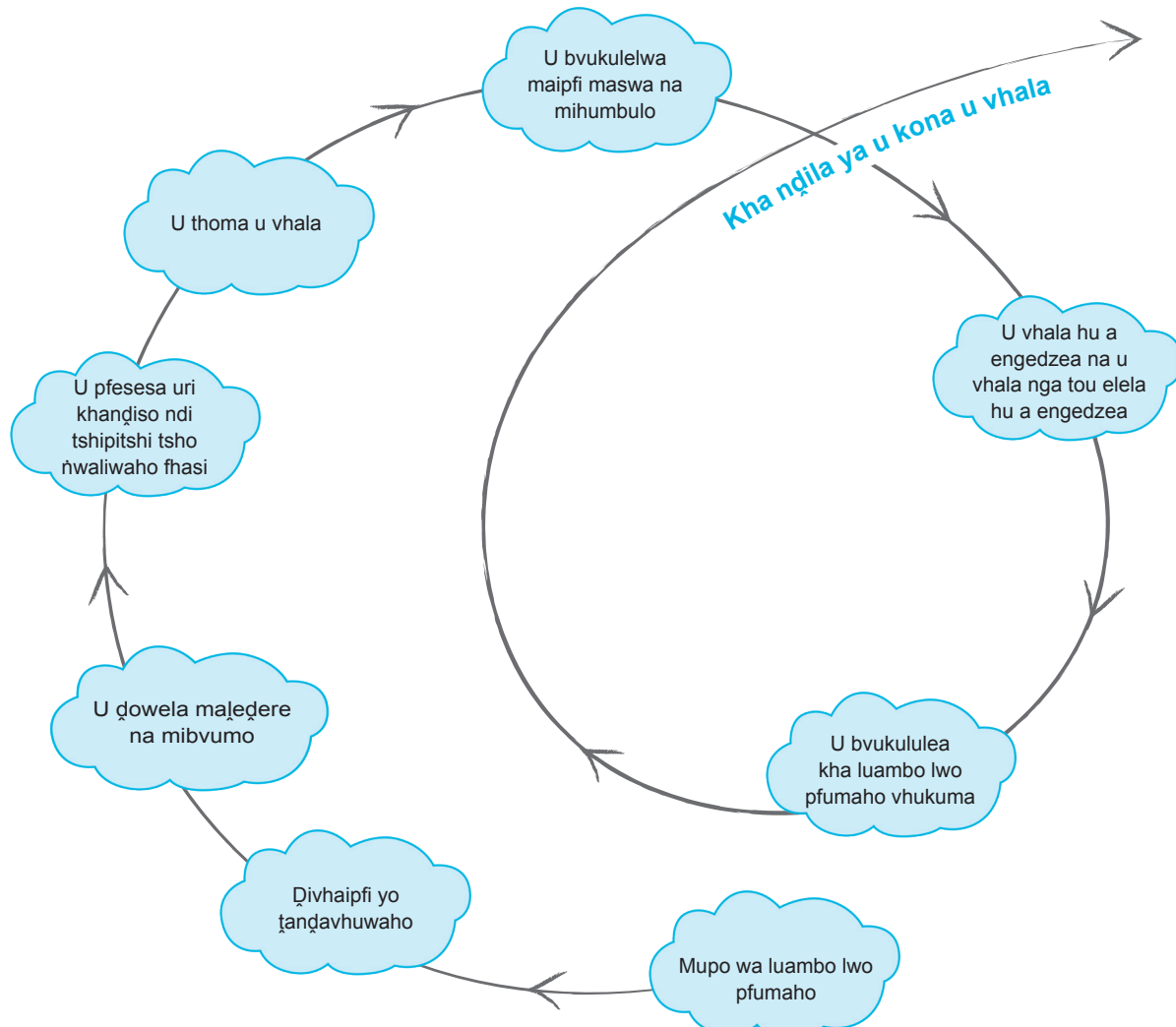
Uri vha kone u vhala na u ṅwala, vhagudi vhaṭuku vha tea u pfelesa uri tswayo dzine vha vhona kha siaṭari zwavhuḍivhuḍi ndi tshipitshi tshashu tsho ṅwalwaho fhasi! Iḷi ndi ḷiga ḷihulwane kha vhagudi vhaṭuku, saizwi zwi tshi amba uri vha tea u ḍivha mibvumo ya maipfi a ambiwaho, na u ṭumanya iyi mibvumo kha zwiga zwa maḷeḷere. Mitambo ya u vhandelela madungo na u thetshesela i ngaho sa “Ndi a ṭolela nga ḷiṭo ḷanga ḷiṭuku” i thusa vhagudi uri vha ḍivhe mibvumo i re kha maipfi. Maḷeḷere a nga ḍivhadziwa nga kha vhagudi musi vha tshi khou ṅwala madzina avho, u ṅwala maḷeḷere fhethu ho ḍalaho muṭavha, u ṅwala maḷeḷere nga pennde kana u ita maḷeḷere nga suko ḷa u tamba. Mitambo iyi yoṭhe ya u takadza i nga kha ḍi vhonala i songo tea kha mushumo muhulwane wa u guda u vhala na u ṅwala, fhedzi ndi nga kha tshenzhemo dzenedzi dzine vhagudi vha dzhena kha ḷifhasi ḷa u kona u vhala na u ṅwala.

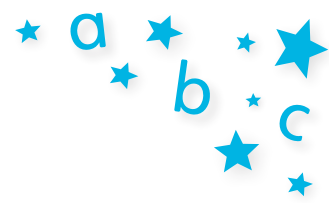


## Vhupo ho pfumaho luambo na khandiso

Vhagudi vho alutshelaho mahayani o pfumaho luambo na khandiso na kha dzikhiresha vha anzela u thoma tshikolo vha na maipfi o ṭandavhuwaho na o nwelelaho. Vha ḍo pfelesa uri maipfi a amba mini nahone vha ḍo kona u shumisa luambo lune vha vho lu ḍivha u itela uri vha kone u pfelesa musi vhathu vha tshi khou amba na u vhaela ṅṅha, nahone nga ṅḍila iyi vha ḍo guda luambo luswa na mihumbulo. Vha ḍo thoma tshikolo vho no ḍowela maḷeḷere na mibvumo, na u pfelesa uri khandiso ndi tshipitshi tsho ṅwaliwaho fhasi. Izwi zwi amba uri vha ḍo kona maṅwalwa a mutheo nga u ṭavhanya vha tshi ya kha Gireidi ya 1, vha ya nga tshihadu kha maṅwalwa malapfu a tserekano ane a dovha a vha bvukululela maipfi maswa na mihumbulo. Musi vha tshi vhala tshifhinga tshoṭhe, zwi ḍo ita uri vha kone u vhala nga tou elela, nahone musi luambo lwavho lwo tshi aluwa nga maandḍa lu ḍo vha konisa uri vha ḍidzhenise kha maṅwalwa ane a khou thoma u konḍa. Vha ṅḍilani ya u kona u vhala.

## Mutevheṭhadu wa u bveledza





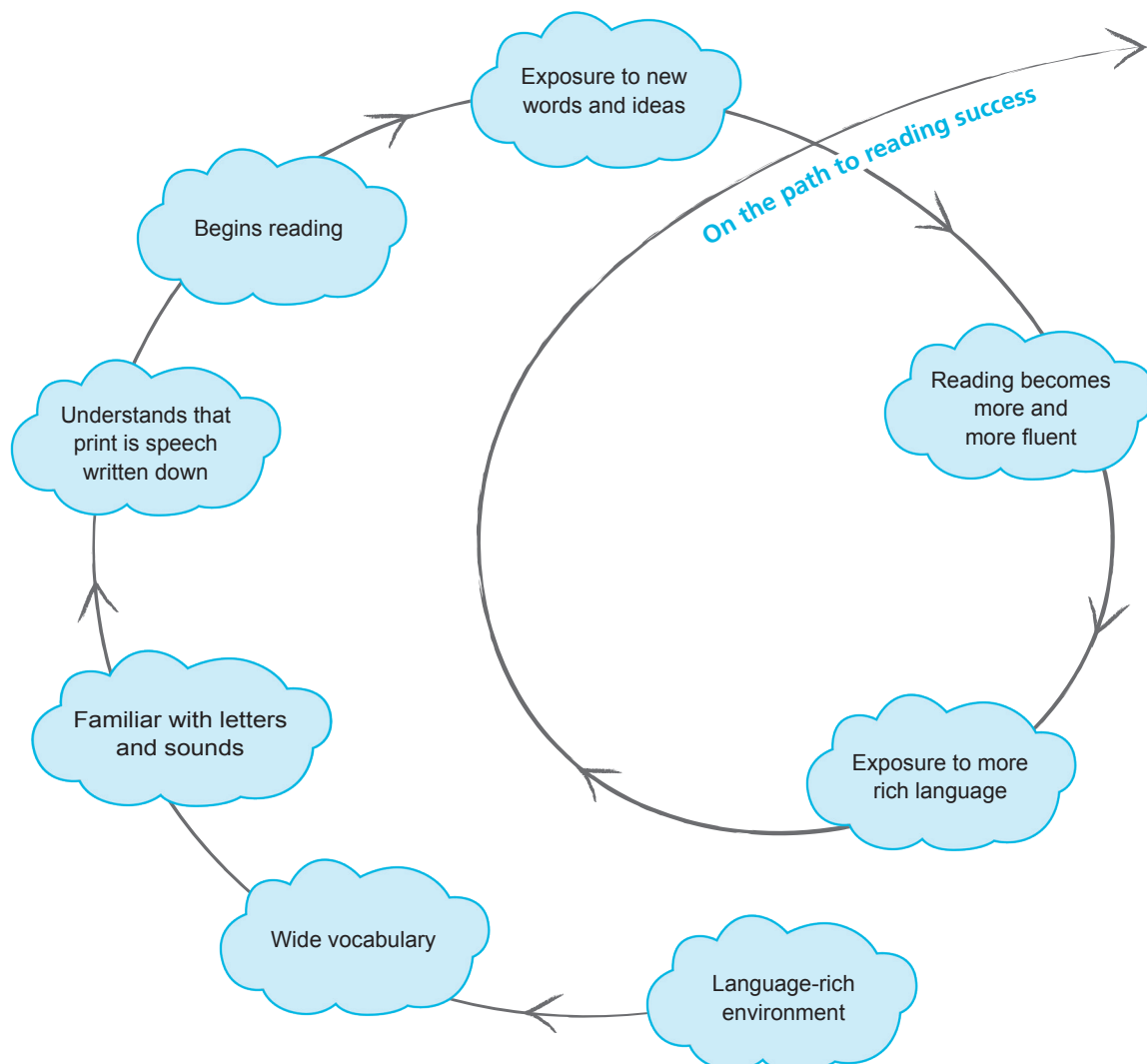
## Learning about letters and sounds

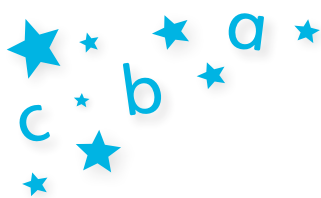
In order to learn to read and write, young learners need to understand that the marks they see on a page are in fact our speech written down! This is a big step for young learners, as it means they need to become aware of the sounds of spoken words, and to link these sounds to letter symbols. Clapping 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





Mashudu mavhi, Afurika Tshipembe hu na vhagudi vha si gathi vhane vha vha na tshenzhemo dza u guda dza u thoma dzine dza vha dzudzanyela kha iyi ndila ya u kona u vhalo. Vha nga vha vha tshi khou divhudzisa arali ho no tou vha u lenga u fhaṭa zwikili izwi zwa luambo kha Gireidi ya R. Hai, a ri tendi kha izwo. Arali Vhagudisi vha diimisela u ṅetshedza tshenzhemo ya luambo lwo pfumaho kha vhagudi divvha liṅwe na liṅwe, zwi nga ita phambano khulwane kha u guda havho nga ndila i bvedezaho. Izwi ndi zwine **Mbekanyamushumo ya u Khwinisa Luambo ya Gireidi ya R** yo olelwa u ita zwone!

Kha vha sedze zwine Stella a ṭoḡa u amba afho fhasi nga ha mbekanyamushumo nahone vha gude zwinzhi kha masiatari a tevhelaho.

## Lwendo lwa u bva kha luambo lwa u amba u ya kha lwa u ṅwala ...

Mbekanyamushumo ya u Khwinisa Luambo ya Gireidi ya R yo bvedzelwa u itela u ṅetshedza vhagudi vha Gireidi ya R tshenzhemo ine ya tikedza luambo lwa u thoma na mveledziso ya u guda u ṅwala na u vhalo. Hu tshi khou shumiswa dzinganea, mbekanyamushumo i isa vhagudi kha lwendo lwa u bva kha luambo lwa u ambiwa u ya kha lwa u ṅwaliwa. Nganea iṅwe na iṅwe i ita mutheo wa u funza wa vhege mbili, mishumo ya u guda na u linga.

U ṭangana lwa u tou thoma ha vhagudi na nganea ndi musi vha tshi pfa nganea i tshi khou anetshelwa nga mugudisi nga zwipopai na dziṅwe dzisifhereswenda u itela uri vhaanewa vha nyanyule. Nga murahu ha u pfa nganea i tshi khou ambiwa, vhagudi vha ḡo vha na tshifhinga tsha u imba luimbo lu ṭutshelanaho na nganea. Dzinyimbo ndi ṅdila yavhuḡi ya u bvedeza zwikili zwa luambo nahone vhaṅwe vhagudi vha wana zwo leluwa u humbula luambo luswa nga kha luimbo, pfallandoṭhe, mutevhetsindo na tshidade. Nga murahu ha u imba, vhagudi vha a dzhenelela kha u edzisela nganea musi i tshi khou anetshelwa. Izwi zwi vha ṅea tshifhinga tsha u dzhenelela kha u ṭalutshedza nganea nga ṅdila i nyanyulaho na u shumisa maipfi na mafhungo a vhaanewa vho fhambanaho. Zwi dovha zwa vha ṭoḡa uri vha humbule nga ha thevhekano ya nganea – hu itea mini nga murahu.



U fhaṭa kha u anetshela nganea nga mulomo, u imba, liṭambwa, thevhekano ya zwiwo, vhagudi vha vha na tshifhinga tsha u ola tshipiḡa tshavho tshine vha tshi funesa kha nganea na u ita ndingedzo dzavho dza u thoma dza u ṅwala mihumbulo yavho (naho izwi hu u talatadza. Vha dovha vha vhona uri u ṅwala hu shumisa hani na uri mihumbulo yavho i nga ṅwaliwa hani fhasi musi u tshi edzisela u ṅwala liṅwalwa u itela ndivho (ḡeḡere, mutevhe, luimbo). Mushumo uyu u thoma nga therisano dzo pfumaho na u kovhekana mihumbulo, nga u dzhenelela hu bvaho kha vhunzhi ha vhagudi nga hune zwa nga konadzea ngaho.



Musi vha tshi edzisela kuitele kwa u ṅwala, vha tshi khou shumisa maipfi na mihumbulo ya vhagudi, vha a zwi vhona uri zwine ra amba zwi nga ṅwalwa fhasi. Izwi zwi ḡo vha ṅea vhuḡifhindleli ha u thoma u lingedza u ṅwala nga vhona vhaṅe – naho arali vha tshi nga thoma nga u talatadza na u vumba maḡeḡere! Zwiṅwe hafhu, kha u vhalo maṅwalwa e vha a ṅwala navho, vhagudi vha dovha vha vha na tshiṅwe tshikhala tsha u vhona uri u vhalo hu shumisa hani musi vha tshi ita zwibugu zwine vha ṭuwa nazwo hayani, na musi vha tshi vha vhalela Bugu Khulu kha vhege ya vhuvhili. Afha vha ḡo ṭangana na nganea i fanaho, yo ḡowealeho fhedzi i kha tshivhumbeo tsha khandiso.

Zwiṅwe hafhu kha mishumo yo ḡisendekaho kha nganea ine ya fhaṭa u thetshesela, u amba, u vhona na u ṅwala ha vhagudi, mbekanyamushumo i katela u ḡiphina hunzhi, ṅdila dza miṅwaha yo teaho kha u fhaṭa ṅdivho ya nga ha maḡeḡere ya vhagudi. Ri a zwi divvha zwi tshi bva kha ṭhoḡisiso uri vhagudi vhane vha divvha zwiṅwe nga ha maḡeḡere na mibvumo ine a i ita, vha a anzela u guda u vhalo na u ṅwala nga ṅdila i leluwaho u fhira vhagudi vha re na ṅdivho yo pimeaho ya ḡeḡere na mubvumo. Naho zwo ralo, a ri khou tsivhudza uri vhagudi vha re kha Gireidi ya R vha gudiswe nga ha maḡeḡere nga ṅdila ya fomaḡa. Vhagudi vha guda lwa khwinesa musi tshithu tshi na ṭhalutshedzo khavho, zwino maḡeḡere na mibvumo yo ṭmanywaho na dzinganea – na kha maipfi maswa, zwifanyiso na zwithu. Vhagudi vha guda nga ha luambo musi vha tshi khou fhaṭa ṅdivho yavho ya maḡeḡere.

ṭhoḡisiso yo dovha ya sumbedza uri ndi zwa ndeme uri vhagudi vha divve mibvumo kha luambo lune lwa ambiwa (ṅdivho ya ḡivhamabulele). Arali vhagudi vha sa guda u thetshesela mibvumo kha luambo lwa u ambiwa, vha nga divvha zwine vha ṭoḡa u ṅwala, fhedzi vha si kone u pfa mibvumo i re kha maipfi u itela uri vha i ṅwale. Khethekanyo ya maḡeḡere na mibvumo ya mbekanyamushumo i katela mishumo ya u amba nga mulomo ine ya thusa vhagudi u bvedeza ṅdivho iyi.





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.

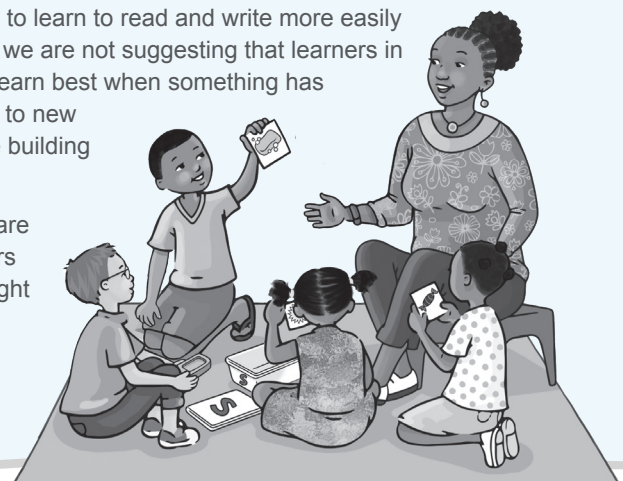
Building on the oral telling of the story, the singing, role play and sequencing of events, learners have a chance to draw their favourite part of the story and make their first attempts to write their ideas (even if these are scribbles). They also see how writing works and how their ideas can be written 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.

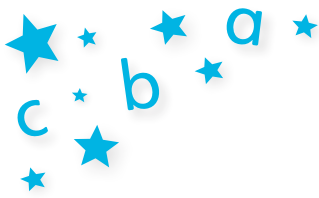


As you model the writing process, using the learners' words and ideas, they see that what we say can be written down. This will give them the confidence to start trying to write themselves – even if they begin with scribbles and made-up letters! In addition to reading the texts they have co-written with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



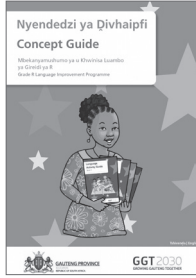


# Zwiko zwa mbekanyamushumo ya luambo

Vhagudisi vhane vha khou shumisa Mbekanyamushumo ya Luambo vha ḡo ṭanganedza zwiko zwa ndeme ya nṭha musi vha kha vhugudisi havho.

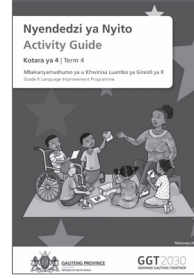
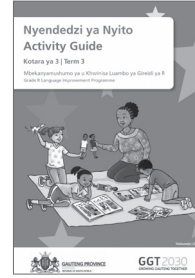
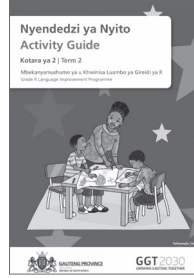
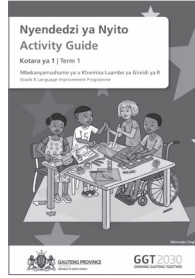
## ★ Dzinwendedzi

Nyendedzi ya Ḋivhaipfi



Vhagudisi vha ḡo shumisa iyi nyendedzi ṅwaha woṭhe wa u funza u itela u vha humbudza mihumbulo ya ndeme

Nyendedzi ṅṅa dza Nyito



Nyendedzi ya Nyito ya kotara iṅwe na iṅwe i ḡivhadza dzinganea, nyimbo, ḡivhaipfi na mishumo zwiswa, ho ṭangana na maḡedere na mibvumo miswa ine vha ḡo i guda.

## ★ Mabuto a fumiṭahe a nganea

Buto iṅwe na iṅwe ḡa nganea ḡi shumisiwa kha mutevheṭhaḡu wa vhege mbili wa u funza nahone ḡi na zwiko zwi ṅeaho vhagudi tshenzhemo dzo fhambanaho dza nganea:

- Kha vha bvisele ṅṅa zwipopai zwa vhaanewa



Vhagudisi vha shumisa zwipopai na dzinṅwe dzisifhereswenda u anetshela nganea. Zwipopai zwi dovha zwa shumiswa nga vhagudi.

- Sethe ya thevhekano ya garaṭa dza zwifanyiso



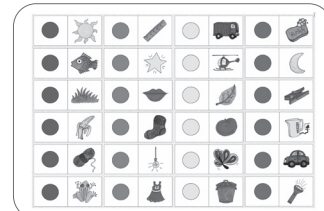
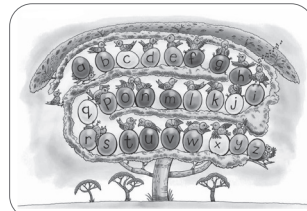
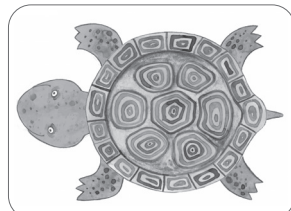
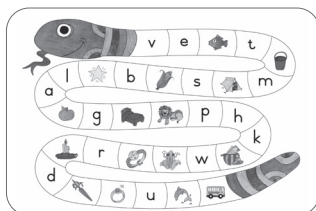
Vhagudi vha thoma u vha a na tshenzhemo ya nganea kha masia mavhili nga kha thevhekano ya zwifanyiso.

- Bugu Khulu na iṅwalwa ḡo leluwaho



Iyi Bugu Khulu i na zwifanyiso zwi fanaho na zwa thevhekano ya zwifanyiso, na u ḡivhadza maipfi o ganḡiswaho a u anetshela nganea.

## ★ Buto ḡa Zwiko ḡa mivhala yoṭhe ḡo katela na bodo dza mitambo na masiaṭari a mushumo wa u pennda

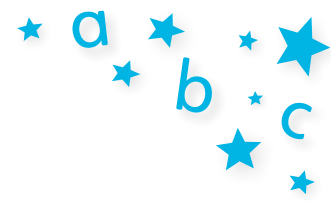


## ★ Zwiko zwa u tikedza u guda u hayani

Vhagudisi vha nga si kone u fhaṭa mitheo ya luambo hu si na thikhedzo ya vhabebi. Vho shomedzwa nga izwi zwiko, vhabebi vha nga kha ḡi ḡivhadzwa khathihi na u vha ṭuṭuwedzwa uri vha tikedze lwendo lwa u guda u ṅwala na u vhalha ha ṅwana wavho hayani.





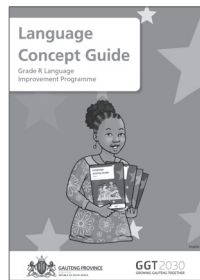


## Language programme resources

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

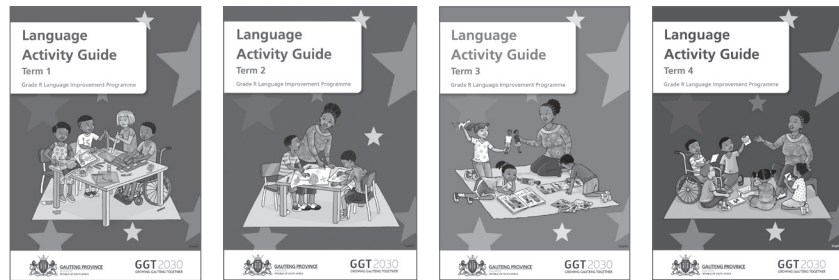
### ★ Guides

#### 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:

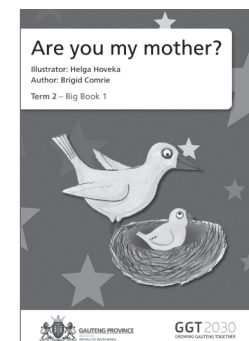
- Pop-out character puppets on card
- A set of sequence picture cards
- A Big Book with simple text



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

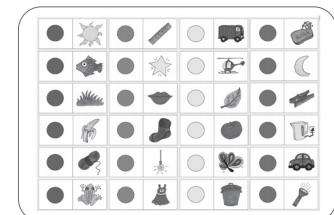
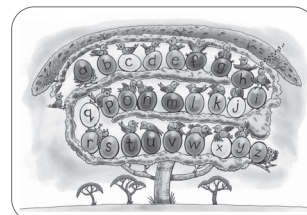
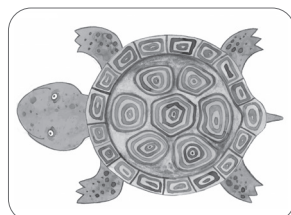
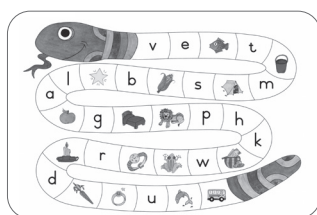


Learners first experience the story in two dimensions through the sequence pictures.



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.



# Ndila ya u pulana u sedza kha luambo duvha lijwe na lijwe

## MBEKANYAMUSHUMO YA GIREIDI YA R YA DUVHA LIJWE NA LIJWE

Nyendedzi dza tshifinga	U SWIKA na U TAMBA NGA U FUNA	MBALO (awara 1 na miniti ya 24) TSHIFINGA TSHO SEDZWAHO: miniti ya 50 nga duvha Nomboro, Tswayo na Vhushaka Phetheni, Fankisheni na Aǀidzhebura Tshikhala na Tshivhumbeo (Dzhometiri) Muelo U shuma na Data NA U TANGANELANA: minetse dza 34 nga duvha U shumisa zwikhala nga tshifinga tsha zwinwe zwifinga zwo sedzwaho khathihi na nga tshifinga tsha u tamba nga u funa ngomu/nnḁa, na zwifinga zwa bunga na zwinwiwa.
20	NDUMELISO, TSHATHI YA MUTSHO, U SUMBA NA U BULA, REDZHISIṬARA, MAḐUVHA A MABEBO, MAFHUNGO Luambo, Mballo, Zwikili zwa Vhutshilo	MITAMBO KHUMBULELWA U EDZISELA MUTAMBI MITAMBO YA U FHAṬA ZWIBUḐOKO ZWITAMBISWA ZWA PFUNZO MITAMBO YA MUHUMBULO DZIPHAZILI KHUḐA YA BUGU TSHIFINGA TSHA U FHUMULA
50	U SEDZA kha MBALO Mishumo ya kijasi yoṱhe na dza u tikedza	
26	U TAMBA NGA U FUNA na U KUNAKISA NGOMU	DZIBOLA MUTAMBO WA MAḐI U TAMBA MUTAVHANI U EDZISELA MUTAMBI MITAMBO YA NNḐA ZWITAMBISWA ZWA PFUNZO DEMBETITI ZWITAMBISWA ZWA MAVHILI DEU MATHAILA
40	U SEDZA kha ZWIKILI ZWA VHUTSHILO Mishumo ya kijasi yoṱhe na dza u tikedza	
10	TSHIFINGA TSHA U YA BUNGANI Luambo, Mballo, Zwikili zwa Vhutshilo	DZIBOLA MUTAMBO WA MAḐI U TAMBA MUTAVHANI U EDZISELA MUTAMBI MITAMBO YA NNḐA ZWITAMBISWA ZWA PFUNZO DEMBETITI ZWITAMBISWA ZWA MAVHILI DEU MATHAILA
20	ZWINWIWA Luambo, Mballo, Zwikili zwa Vhutshilo	
30	U TAMBA NGA U FUNA na U KUNAKISA NNḐA	DZIBOLA MUTAMBO WA MAḐI U TAMBA MUTAVHANI U EDZISELA MUTAMBI MITAMBO YA NNḐA ZWITAMBISWA ZWA PFUNZO DEMBETITI ZWITAMBISWA ZWA MAVHILI DEU MATHAILA
10	TSHIFINGA TSHA U YA BUNGANI Luambo, Mballo, Zwikili zwa Vhutshilo	
50	U SEDZA kha LUAMBO Mishumo ya kijasi yoṱhe na ya u tikedza	DZIBOLA MUTAMBO WA MAḐI U TAMBA MUTAVHANI U EDZISELA MUTAMBI MITAMBO YA NNḐA ZWITAMBISWA ZWA PFUNZO DEMBETITI ZWITAMBISWA ZWA MAVHILI DEU MATHAILA
20	NGANEA DUVHA LIJWE NA LIJWE	
	TSHIFINGA TSHA U AWELA KANA TSHA U FHUMULA	DZIBOLA MUTAMBO WA MAḐI U TAMBA MUTAVHANI U EDZISELA MUTAMBI MITAMBO YA NNḐA ZWITAMBISWA ZWA PFUNZO DEMBETITI ZWITAMBISWA ZWA MAVHILI DEU MATHAILA
	U TUWA	
	Mbekanyamushumo ya Duvha Lijwe na Lijwe ya Gireidi ya R ya Gauteng yo ḁisendeka kha CAPS	DZIBOLA MUTAMBO WA MAḐI U TAMBA MUTAVHANI U EDZISELA MUTAMBI MITAMBO YA NNḐA ZWITAMBISWA ZWA PFUNZO DEMBETITI ZWITAMBISWA ZWA MAVHILI DEU MATHAILA

Kha vha sedze siaṱari ji tevhelaho uri vha pulana hani mishumo ya miniti ya 50 yo Sedzaho kha Luambo.





**U SEDZA KHA LUAMBO**  
Miniti ya 50 ya mishumo ya kilasi yothe na tshigwada tshițuku

**MISHUMO YA KILASI YOŦHE**  
(i rangiwa phanđa nga mugudisi)  
miniti ya 25

**MISHUMO YA TSHIGWADA TSHIŦUKU**  
(i dzudzanywa nga mugudisi)  
miniti ya 25

Mishumo yo  
đisendekaho kha  
nganea

Mishumo ya  
majedere na  
mibvumo

Nyendedzi nga  
liđa nga liđa ya  
mishumo wa kilasi  
yothe na tshigwada  
tshițuku yo dzudzanywa  
kha Nyendedzi dza  
Mushumo u itela kotara  
iñwe na iñwe.



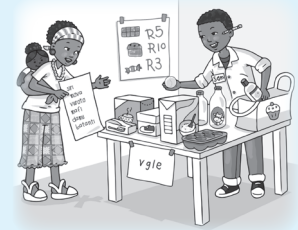
**MUSHUMO WA 1**  
U ola na nđivho i rangelaho u ñwala ha vhana  
(u rangwa phanđa nga mugudisi kha vhege  
ya 1)



**MUSHUMO WA 2**  
Khanganyiso na mitambo  
(i rangwa phanđa nga mugudisi kha vhege  
ya 2)



**MUSHUMO WA 5**  
U điita u nga u khou tamba



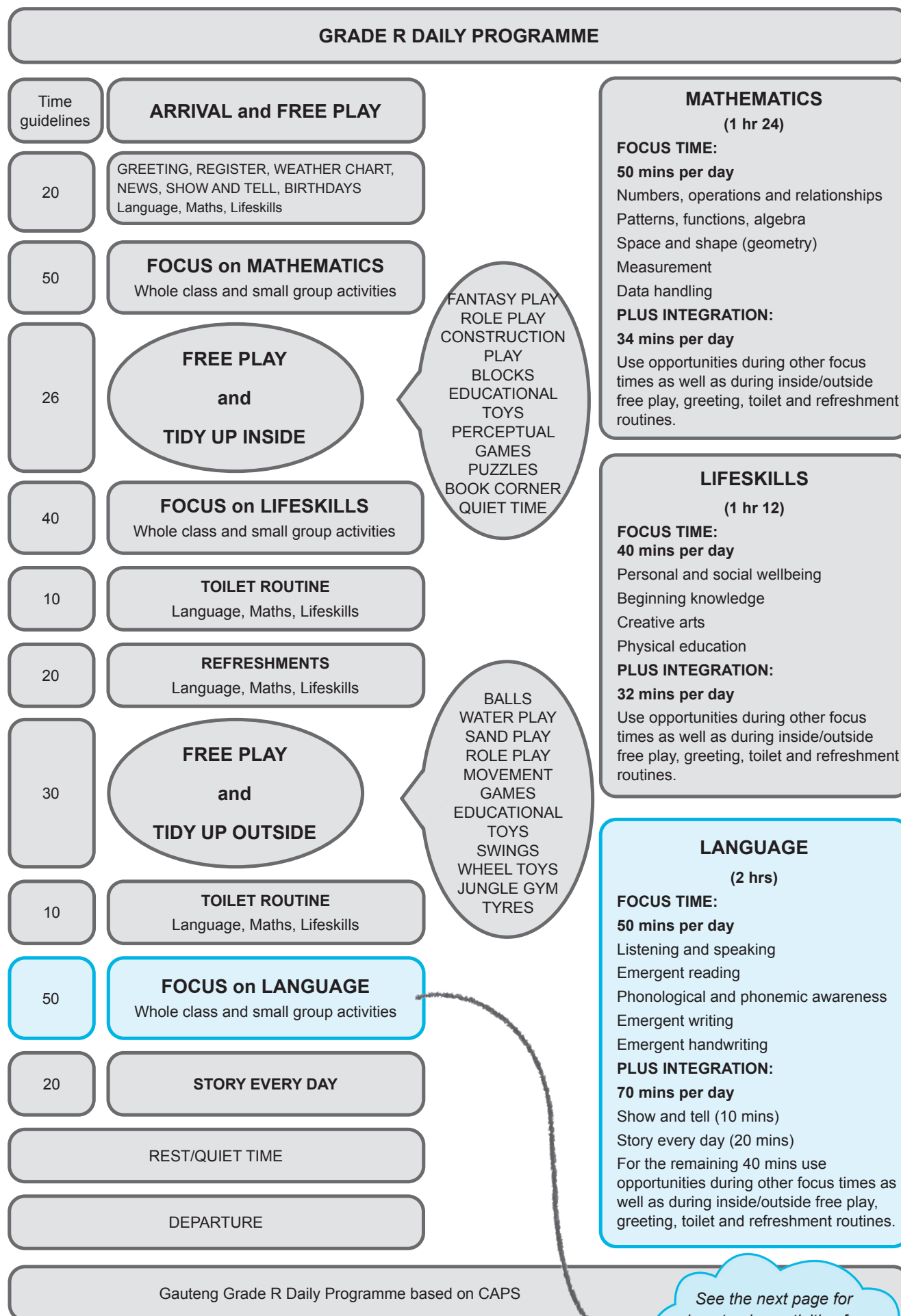
**MUSHUMO WA 3**  
U vhalo nga iwe muņe



**MUSHUMO WA 4**  
Zwikili zwa u sudzuluwa ha misipha havhuđi  
na muñwalo



# How to plan for a Focus on Language every day



See the next page for how to plan activities for the 50 minutes Focus on Language.





**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)

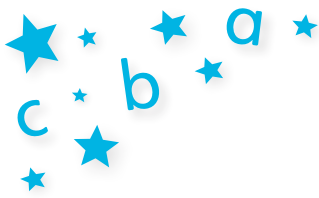
**ACTIVITY 2**  
Puzzles and games  
(teacher-guided in Week 2)

**ACTIVITY 5**  
Pretend play

**ACTIVITY 3**  
Independent reading

**ACTIVITY 4**  
Fine motor skills and handwriting





## Ndila ya u dzudzanya kilasirumu yavho u itela u sedza kha luambo duvha liñwe na liñwe

Saizwi ro zwi vhona, tshifhinga tsha u sedza luambo tshi tea u dzudzanywa uri tshi kone u tendela mishumo ya duvha liñwe na liñwe ya kilasi yothe na ya tshigwada tshituku. Ngeletshedzo ya liga nga liga ya mishumo ya luambo yo dzudzanywa kha Nyendedzi ya Divhaipfi ya kotara inwe na inwe. Hafha ri sedza kha uri vha funzisa hani kilasi yothe khathihi na mishumo ya tshigwada tshituku u itela u getshedza vhagudi tshenzhemo dzo fhambanaho na u leludza zwipikwa zwa u guda zwo fhambanaho.

### Mishumo ya kilasi yothe

Vhagudi vhothe vha dzula tafulani dzavho, kana vha ita tshitendeledzi kha methe, musi mugudisi vha tshi khou:

- ★ divhadza/u engedza/u khwaṭhisa nganea, tshikili kana muhumbulo
- ★ ranga phanda therisano dzi kwamaho vhagudi vhothe
- ★ ranga phanda mushumo u kwamaho vhagudi vhothe.

Mafheloni a mushumo wa kilasi yothe, mugudisi u talutshedza mushumo wa tshigwada tshituku muñwe na muñwe a sa athu u rumela vhagudi madzuloni avho.

### Mishumo ya tshigwada tshituku

Tshifhinganani tsha maduvha maṭanu, tshigwada tshiñwe na tshiñwe tshi do sielisana kha mushumo wo fhambanaho duvha liñwe na liñwe. Izwi zwi amba uri kha vhege vhagudi vhothe vha do vha vho wana tshikhala tsha u dzuhenelela kha mishumo miṭanu ya luambo ya tshigwada tshituku – mushumo wo rangwa phanda nga mugudisi khathihi na miñwe mishumo miṭa ya tshigwada.

- ★ Mishumo miṭanu ya tshigwada tshituku i pulaniwa nga mugudisi.
- ★ Zwiko na zwishumiswa zwa mishumo yothe miṭanu zwi dzudzanywa duvha liñwe na liñwe.
- ★ Mishumo i dzudzanywa dziṭafulani, metheni, kha khuḍa dza mushumo kana nḍa.
- ★ Tshigwada tsha mugudi muthihi tshi shuma na mugudisi (mushumo wo endedzwa nga mugudisi).
- ★ Zwigwada zwa vhañwe vhagudi vhaṅa zwi shuma nga zwothe.

## Kilasirumuni ...

### Vha dzudzanya hani tshigwada tsha vhagudi

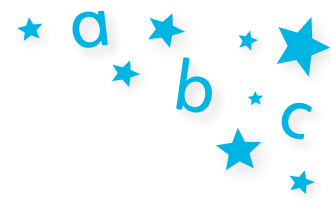
- ★ Vhagudi vha anzela u khethekanyiwa vha bva zwigwada zwiṭanu. (Arali muelo wa kilasi yavho u tshi ṭoda tshigwada tsha vhurathi, kha vha avhele mushumo u fanaho kha zwigwada zwivhili.)
- ★ Tshigwada tshiñwe na tshiñwe tshi tea u vha na dzina na tshivhumbeo zwatsho.
- ★ Zwigwada zwi songo dzula zwi tshi fana lwa tshifhinga tshilapfu.

Hu na *ndila mbili khulwane* dza u dzudzanya zwigwada zwa vhagudi, kha vhuvhili ha izwi, mugudisi u tea u vha na muhumbulo wavhuḍi wa vhukoni ha vhagudi vhawe nga kha u lavhelesa nga vhuronwane mugudi muñwe na muñwe vhuḍi ha duvha ḷa tshikolo.

*Zwigwada zwa vhukoni ho vanganaho:* Zwi anzela u themendelwa uri vhagudi vha vheiwe kha tshigwada tshi re na vhañwe vhagudi vha re na zwikili zwa vhuimo ho fhambana ha luambo. Mugudi ane a vha na khaedu kha u ola a nga thusiwa nga thangana dzawe nahone a nga ḍi shela mulenzhe nga vhukoni hawe kha zwiñwe zwikili zwi ṭodiwaho nga mushumo, u fana na zwikili zwa matshilisano, u dzudzanya, u fhaṭa kana zwikili zwa u sika zwithu zwiswa.

*Zwigwada zwa vhukoni vhu fanaho:* Musi thikhedzo yo tiwaho i tshi ṭodea, tshiñwe tshifhinga zwi a shuma u vhea vhagudi kha tshigwada tshithihi na vhagudi vha re kha vhuimo hu fanaho ha mveledziso. Izwi zwi tendela mugudisi uri a nange vhuimo ha mushumo, tshikalo tsha ṭhalutshedzo na tshifhinga tshine tsha ṭodea, hu si na ane a khou salela.





## 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.

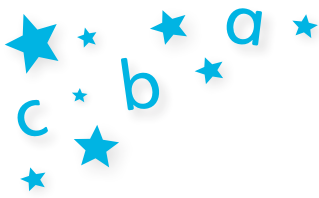


There are *two main ways* to group learners. For both of these, the teacher needs to have a good idea of her learners' abilities through careful observation of each learner across the school day.

*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.





## Zwivhuya zwa mishumo ya tshigwada tshiṭuku

- ★ Hu ṭodea zwiko zwiṭuku kha tshigwada tshiṭuku u fhirisa kha kiḷasi yoṭhe, sa tsumbo: zwigero, bulatsho dza u pennda, suko ḷa u tamba na bodo dza mutambo.
- ★ Mugudi muṅwe na muṅwe u vha na tshikhala tsha u fara zwishumiswa na zwiko.
- ★ Vhagudi vha bveledza zwikili zwa vhukoni ha u davhidzana na vhaṅwe, sa tsumbo: u kovhekana, u sielisana, u amba na u thetshesesa.
- ★ Vhagudi vha dzhia vhuḍifhinduleli ha mishumo ya tshigwada, sa tsumbo: u kunakisa.
- ★ Tshigwada tshiṭuku tshi shuma zwavhuḍi kha u ṭanganyisa na u ita ṅdowṅdowe ya mihumbulo na zwikili zwo funziwaho murahu.

## Mishumo ya tshigwada tshi endedzwaho nga mugudisi

Izwi zwo dzudzanyelwa u itela uri mugudisi:

- ★ a shume na mugudi a fhasi kana a ṭafulani
- ★ a ṅee ndaela na u vhudzisa dzimbudziso kha vhuimo ha tshigwada
- ★ a lavhelese na u ṭhangela mugudi muṅwe na muṅwe e eṭhe
- ★ a sedze arali mugudi muṅwe na muṅwe o fhaṭa zwikili zwi ṭodeaho
- ★ a ite uri dzulo ḷi itiwe na u vha na vhudavhidzani, nga ene na vhagudi vhuvhili havho vho ṭangana.

## Mishumo ya tshigwada tshiṭuku tsho ḡiimisaho nga tshoṭhe

Izwi zwo dzudzanyelwa u itela uri vhagudi:

- ★ vha i wane i tshi pfesesea na u takadza
- ★ vha shume vha sa khou wana thuso i bvaho kha mugudisi
- ★ vha shume nga luvhilo lwavho
- ★ vhane vha shuma nga u ongolowa vha kone u ṭhaphudza mushumo nga tshifhinga tsho ṅetshedzwaho
- ★ vhane vha ṭhaphudza mushumo nga u ṭavhanya vha a ṭuṭuwedzwa u ṭuwa kha tshigwada vho fhumula vha nanga mushumo une vha funa u bva kha yo vheiwaho nga mugudisi.

*Arali vha vhona uri vhagudi a vha khou kona u thoma, kana a hu na mvelaphanḡa, kha vha sedzuluse zwiitisi. Kha vha shandukise kana vha shandule mushumo, arali zwo tea, kha vhaṅwe vhagudi kana tshigwada.*

## Kiḷasirumuni ...

**Kha vha funze vhagudi milayo yo leluwaho ya uri:**

- ★ hu sudzuluwiwa hani vhukati ha mishumo
- ★ vha ḡifarisa hani nga tshifhinga tsha mishumo ya tshigwada tshiṭuku
- ★ vha kunakisa hani na u paka mushumo wavho musi vho fhedza.

*Kha vha dovholele milayo ḡuvha ḷiṅwe na ḷiṅwe u swikela vhagudi vha tshi ḡivha u sokou i tevhedzela nga vhone vhaṅe. Izwi zwi a dzhia tshifhinga! Vha songo shanduka. Kha vha khakhulule vhagudi nga ṅḡila ya vhulenda arali vha kundelwa nga milayo.*







## 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.*

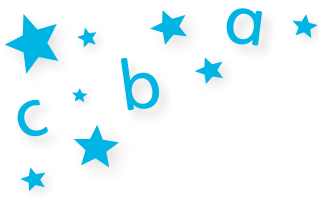
## In the classroom ...

**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.*





# Ndila ya u pulana mutevheṭhadu wa mushumo wa vhege mbili

Mbekanyamushumo ya Luambo yo ḡisendeka kha pulane ya vhege mbili ya mishumo. Maitele a mushumo a dovhololiwa ṅwaha woṭhe u itela u tendela marangaphanda, mveledziso na ṭhanganyiso ya zwikili zwa vhagudi.

## Vhege ya 1






Mishumo ya kilasi yoṭhe	Musumbuluwo	Ḳavhuvhili	Ḳavhuraru	Ḳavhuṅa	Ḳavhuṭanu
<b>Mishumo yo ḡisendekaho kha nganea</b>	<b>U ṭalutshedza nganea na u fhaṭa ṅdivho ya maipfi</b>	<b>U ṭalutshedza nganea na u imba</b>	<b>U ṭalutshedza nganea na Ḳitambwa</b>	<b>U vhekanya zwifanyiso</b>	<b>U ita, u ola na u ṅwala</b>
	Vhagudi vha pfa nganea lwa u tou thoma ngeno vha tshi khou guda ṅdivho ya maipfi maswa.	Vhagudi vha thetshesela hafnu nganea na u imba luimbo lu elanaho na nganea.	Vhagudi vha dzhia mishumo yo fhambanaho na u shumisa luambo lwa nganea vhone vhaṅe, musi nganea i tshi anetshelwa.	Vhagudi vha ṭalutshedza hafnu nganea nga u shumisa zwifanyiso.	Vhagudi vha imela mihumbulo yavho zwi tshi kwama nganea nga u vhumba tshiṭhu, u ola tshifanyiso kana u shela mulenzhe kha u vhala nga u sielisana.
<b>Mishumo ya maḲedere na mibvumo</b>	<b>U ḡivhadza mubvumo u bva kha nganea</b>	<b>U vhumba Ḳedere</b>	<b>Mabogisi a maḲedere</b>	<b>U thetshesela mibvumo yo sedzwaho</b>	<b>U ṭanganyisa na u khethekanya</b>
	Vhagudi vha a gudiswa mubvumo wo sedzwaho na u u ṭumana na maipfi a bvaho kha nganea.	Vhagudi vha vhumba Ḳedere Ḳo sedzwaho vha tshi khou shumisa zwishumiswa zwo fhambanaho na tshenzhemo ya zwipfi yo pfumaho.	Vhagudi vha vhona, u fara na u amba nga zwithu na zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho.	Vhagudi vha topola mibvumo yo sedzwaho kha maipfi.	Vhagudi vha ṭanganyisa mibvumo u itela u vhumba maipfi maswa na u ṭhukhukanya maipfi uri a vhe mibvumo.
<b>Mishumo ya tshigwada tshiṭuku</b>	<b>Musumbuluwo</b>	<b>Ḳavhuvhili</b>	<b>Ḳavhuraru</b>	<b>Ḳavhuṅa</b>	<b>Ḳavhuṭanu</b>
Stella u a sumbedza uri ndi ifhio mishumo ya tshigwada tshiṭuku ine ya tshimbidzwa nga mudededzi ḡuvha Ḳiṅwe na Ḳiṅwe.					
<b>Tshigwada tsha lutombo</b>	<b>Mushumo wa 1:</b> U ola na ṅdivho i rangelaho u ṅwala ha vhagudi	<b>Mushumo wa 2:</b> Khanganyiso na mitambo	<b>Mushumo wa 3:</b> U vhala nga iwe muṅe	<b>Mushumo wa 4:</b> Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo	<b>Mushumo wa 5:</b> U ḡiita u nga u khou tamba
	Vhagudi vha rekhoda mihumbulo yavho nga kha nyolo na ṅdivho i rangelaho u ṅwala.	Vhana vha ita khanganyiso na u tamba mitambo ya luambo.	Vhagudi vha vhala nga vhoṭhe na u ḡiphiṅa nga dziḡuḡu na dziṅwe khangiso.	Vhana vha ita mishumo ya u sudzuluwa ha misipha havhuḡi na u guda u vhumba maḲedere.	Vhagudi vha fhaṭa kha luambo lwa nganea na thero nga kha u ḡiita u nga vha khou tamba.
<b>Tshigwada tshidala</b>	<b>Mushumo wa 5:</b> U ḡiita u nga u khou tamba	<b>Mushumo wa 1:</b> U ola na ṅdivho i rangelaho u ṅwala ha vhagudi	<b>Mushumo wa 2:</b> Khanganyiso na mitambo	<b>Mushumo wa 3:</b> U vhala nga iwe muṅe	<b>Mushumo wa 4:</b> Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo
<b>Tshigwada tsha ṭaḡa</b>	<b>Mushumo wa 4:</b> Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo	<b>Mushumo wa 5:</b> U ḡiita u nga u khou tamba	<b>Mushumo wa 1:</b> U ola na ṅdivho i rangelaho u ṅwala ha vhagudi	<b>Mushumo wa 2:</b> Khanganyiso na mitambo	<b>Mushumo wa 3:</b> U vhala nga iwe muṅe
<b>Tshigwada tshitswuku</b>	<b>Mushumo wa 3:</b> U vhala nga iwe muṅe	<b>Mushumo wa 4:</b> Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo	<b>Mushumo wa 5:</b> U ḡiita u nga u khou tamba	<b>Mushumo wa 1:</b> U ola na ṅdivho i rangelaho u ṅwala ha vhagudi	<b>Mushumo wa 2:</b> Khanganyiso na mitambo
<b>Tshigwada tsha phephuḲu</b>	<b>Mushumo wa 2:</b> Khanganyiso na mitambo	<b>Mushumo wa 3:</b> U vhala nga iwe muṅe	<b>Mushumo wa 4:</b> Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo	<b>Mushumo wa 5:</b> U ḡiita u nga u khou tamba	<b>Mushumo wa 1:</b> U ola na ṅdivho i rangelaho u ṅwala ha vhagudi

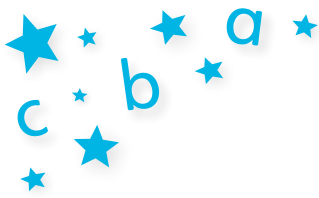


## How to plan for a two-week activity cycle

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
<b>Story-based activities</b>	<b>Storytelling and building vocabulary</b>	<b>Storytelling and singing</b>	<b>Storytelling and role play</b>	<b>Sequencing pictures</b>	<b>Make, draw and write</b>
	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.
<b>Letter and sound activities</b>	<b>Introducing a sound from the story</b>	<b>Forming the letter</b>	<b>Letter boxes</b>	<b>Listening for focus sounds</b>	<b>Blending and segmenting</b>
	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.					
<b>The blue group</b>	<b>Activity 1: Drawing and emergent writing</b> 	<b>Activity 2: Puzzles and games</b>	<b>Activity 3: Independent reading</b>	<b>Activity 4: Fine motor skills and handwriting</b>	<b>Activity 5: Pretend play</b>
	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.
<b>The green group</b>	<b>Activity 5: Pretend play</b>	<b>Activity 1: Drawing and emergent writing</b> 	<b>Activity 2: Puzzles and games</b>	<b>Activity 3: Independent reading</b>	<b>Activity 4: Fine motor skills and handwriting</b>
<b>The yellow group</b>	<b>Activity 4: Fine motor skills and handwriting</b>	<b>Activity 5: Pretend play</b>	<b>Activity 1: Drawing and emergent writing</b> 	<b>Activity 2: Puzzles and games</b>	<b>Activity 3: Independent reading</b>
<b>The red group</b>	<b>Activity 3: Independent reading</b>	<b>Activity 4: Fine motor skills and handwriting</b>	<b>Activity 5: Pretend play</b>	<b>Activity 1: Drawing and emergent writing</b> 	<b>Activity 2: Puzzles and games</b>
<b>The purple group</b>	<b>Activity 2: Puzzles and games</b>	<b>Activity 3: Independent reading</b>	<b>Activity 4: Fine motor skills and handwriting</b>	<b>Activity 5: Pretend play</b>	<b>Activity 1: Drawing and emergent writing</b> 

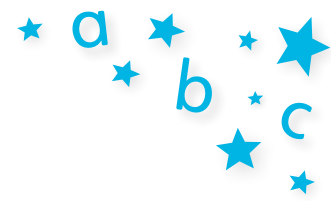


Dzangalelo la vhagudi li fariwa nga kha maipfi a nganea ane a dzulela u shanduka na kuhumbulele kuswa kha mishumo ine ya vha yo vhekanywa - zwine zwa khou ya phanda na u konda musi n'waha u tshi belva phanda. Zwidombedzwa zwa nganea na mishumo ya mutveha mu'we na mu'we wa vhege mbili zwo getshedzwa kha Nyendedzi dza Mishumo dza kotara in'we na in'we.

## Vhege ya 2






Mishumo ya kilasi yothe	Musumbuluwo	Lāvuhvili	Lāvuraru	Lāvhuṅa	Lāvhuṅanu
<b>Mishumo yo qisendekaho kha nganea</b>	<b>U ṭalutshedza nganea na u fhaṭa nḡivho ya maipfi</b>	<b>U ṭalutshedza nganea na u imba</b>	<b>U ṭalutshedza nganea na litambwa</b>	<b>U vhekanya zwifanyiso</b>	<b>U ita, u ola na u ṅwala</b>
	Vhagudi vha pfa nganea lwa u tou thoma ngeno vha tshi khou guda nḡivho ya maipfi maswa.	Vhagudi vha thetshesela hafu nganea na u imba luimbo lu elanaho na nganea.	Vhagudi vha dzhia mishumo yo fhambanaho na u shumisa luambo lwa nganea vhone vhaṅe, musi nganea i tshi anetshelwa.	Vhagudi vha ṭalutshedza hafu nganea nga u shumisa zwifanyiso.	Vhagudi vha imela mihumbulo yavho zwi tshi kwama nganea nga u vhumba tshithu, u ola tshifanyiso kana u shela mulenzhe kha u vhala nga u sielisana.
<b>Mishumo ya maḡere na mibvumo</b>	<b>U qivhadza mubvumo u bva kha nganea</b>	<b>U vhumba ḡere</b>	<b>Mabogisi a maḡere</b>	<b>U thetshesela mibvumo yo sedzwaho</b>	<b>U ṅanganyisa na u khethekanya</b>
	Vhagudi vha a gudiswa mubvumo wo sedzwaho na u u ṭumana na maipfi a bvaho kha nganea.	Vhagudi vha vhumba ḡere lo sedzwaho vha tshi khou shumisa zwishumisa zwo fhambanaho na tshenzhemo ya zwipfi yo pfumaho.	Vhagudi vha vhona, u fara na u amba nga zwithu na zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho.	Vhagudi vha topola mibvumo yo sedzwaho kha maipfi.	Vhagudi vha ṅanganyisa mibvumo u itela u vhumba maipfi maswa na u ṭhukukanya maipfi uri a vhe mibvumo.
<b>Mishumo ya tshigwada tshituku</b>	<b>Musumbuluwo</b>	<b>Lāvuhvili</b>	<b>Lāvuraru</b>	<b>Lāvhuṅa</b>	<b>Lāvhuṅanu</b>
Stella u a sumbedza uri ndi ifhio mishumo ya tshigwada tshituku ine ya tshimbidzwa nga mudededzi ḡvha liḡwe na liḡwe.					
<b>Tshigwada tsha lutombo</b>	<b>Mushumo wa 1: U ola na nḡivho i rangelaho u ṅwala ha vhagudi</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b> 	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḡi na muḡwalo</b>	<b>Mushumo wa 5: U ḡiita u nga u khou tamba</b>
	Vhagudi vha rekhoda mihumbulo yavho nga kha nyolo na nḡivho i rangelaho u ṅwala.	Vhana vha ita khanganyiso na u tamba mitambo ya luambo.	Vhagudi vha vhala nga vhoṭhe na u ḡiphina nga dzibugu na dziḡwe khandiso.	Vhana vha ita mishumo ya u sudzuluwa ha misipha havhuḡi na u guda u vhumba maḡere.	Vhagudi vha fhaṭa kha luambo lwa nganea na thero nga kha u ḡiita u nga vha khou tamba.
<b>Tshigwada tshidala</b>	<b>Mushumo wa 5: U ḡiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na nḡivho i rangelaho u ṅwala ha vhagudi</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b> 	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḡi na muḡwalo</b>
<b>Tshigwada tsha ṭaḡa</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḡi na muḡwalo</b>	<b>Mushumo wa 5: U ḡiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na nḡivho i rangelaho u ṅwala ha vhagudi</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b> 	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>
<b>Tshigwada tshitswuku</b>	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḡi na muḡwalo</b>	<b>Mushumo wa 5: U ḡiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na nḡivho i rangelaho u ṅwala ha vhagudi</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b> 
<b>Tshigwada tsha phephuḡu</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b> 	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḡi na muḡwalo</b>	<b>Mushumo wa 5: U ḡiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na nḡivho i rangelaho u ṅwala ha vhagudi</b>



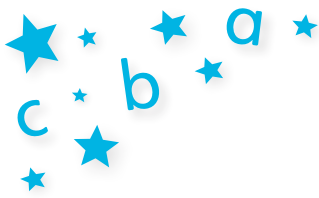


Learners' interest is held through the ever-changing story context and through creative variation in the activities which are graded – becoming more challenging as the year progresses. Details of stories and activities for each two-week cycle are provided in the Activity Guides for each term.

## Week 2

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<b>More sequencing pictures</b>	<b>Shared reading – Big Book</b>	<b>Learning to listen</b>	<b>Read and do</b>	<b>Make, draw and write</b>
	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.
<b>Letter and sound activities</b>	<b>Introducing a sound from the story</b>	<b>Forming the letter</b>	<b>Letter boxes</b>	<b>Listening for focus sounds</b>	<b>Blending and segmenting</b>
	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.
<b>Small group activities</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	Stella indicates which small group activities are teacher-guided each day.				
<b>The blue group</b>	<b>Activity 1: Drawing and emergent writing</b>	<b>Activity 2: Puzzles and games</b> 	<b>Activity 3: Independent reading</b>	<b>Activity 4: Fine motor skills and handwriting</b>	<b>Activity 5: Pretend play</b>
	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.
<b>The green group</b>	<b>Activity 5: Pretend play</b>	<b>Activity 1: Drawing and emergent writing</b>	<b>Activity 2: Puzzles and games</b> 	<b>Activity 3: Independent reading</b>	<b>Activity 4: Fine motor skills and handwriting</b>
<b>The yellow group</b>	<b>Activity 4: Fine motor skills and handwriting</b>	<b>Activity 5: Pretend play</b>	<b>Activity 1: Drawing and emergent writing</b>	<b>Activity 2: Puzzles and games</b> 	<b>Activity 3: Independent reading</b>
<b>The red group</b>	<b>Activity 3: Independent reading</b>	<b>Activity 4: Fine motor skills and handwriting</b>	<b>Activity 5: Pretend play</b>	<b>Activity 1: Drawing and emergent writing</b>	<b>Activity 2: Puzzles and games</b> 
<b>The purple group</b>	<b>Activity 2: Puzzles and games</b> 	<b>Activity 3: Independent reading</b>	<b>Activity 4: Fine motor skills and handwriting</b>	<b>Activity 5: Pretend play</b>	<b>Activity 1: Drawing and emergent writing</b>





## Ndila ya u linga mvelaphanda ya vhagudi vha Gireidi ya R

Kha Gireidi ya R, u linga ndi maitete a bvelaho phanda, kuitele kwo pulaniwa kwa u kuvhanganya, u sengulusa na u tlatshedza mafhungo nga ha mugudi muñwe na muñwe.

U linga hu fanela u sa vha ha foma ja na u vha **hu funzaho**. Nga mañwe maipfi, mafhungo o kuvhanganywaho nga ha mvelaphanda ya vhagudi nga tshifhinga tsha u linga a fanela u vha thusa u pulana na u shandula mishumo ya u guda u itela uri u guda ha vhagudi hu khwinisee. Kha Gireidi ya R, zwi sedzwaho kha u linga a si u fha dzimaraga, fhedzi ndi u dzhia ttheo nga ha ndila ya khwinesa ya u tikedza mveledziso ya mugudi muñwe na muñwe.

Vha nga si linge zwe vha si zwi funze! U linga ndi vhuṭumani vhukati ha zwi gudwaho kha thero ya CAPS na kufunzele kwavho na mishumo ya u guda. U linga kufunzele na u guda zwi itelwa u:

- ★ wana vhuimo ha mugudi muñwe na muñwe
- ★ tṭuwedza mveledziso ya mugudi muñwe na muñwe
- ★ sedza mvelephanda ya mugudi muñwe na muñwe
- ★ endedza pulane na u nanga mishumo
- ★ ḡivhadza vhuimo ha kufunzele kwavho
- ★ pulana thikhedzo yo engedzwaho ya vhagudi vhane vha khou tṭangana na zwithivheli kha u guda
- ★ thusa u ita mivhigo ya zwe vhagudi vha swikelela.

### Guṭosari

#### u linga hu funzaho

u linga hune ha ṭetshedza mafhungo nga ha mvelaphanda ya vhagudi musi u guda hu tshi khou itea

## Kiḡasirumuni ...

### Ngeletshedzo dza u linga

Mafhungo a ṅdivho ya vhagudi na mveledziso ya zwikili a tea u kuvhanganyiwa ḡuvha liñwe na liñwe nga ṅdila dzo fhambanaho na nga zwiḡhinga zwo fhambanaho.

- ★ Kha vha lavhelese vhagudi nga tshifhinga tsha mishumo ya kiḡasi yoṭhe khathihi na nga tshifhinga tsha musi vha tshi khou tamba nga u funa vhe ngomu na ṅṅa ha kiḡasirumu.
- ★ Nyambedzano na mugudi a eṭhe kana zwiḡwada zwiṭuku zwa vhagudi zwi nga vha thusa u pfesesa vhuimo na vhudzivha ha kuhumbulele kwa vhagudi.
- ★ Kha vha sedze nga vhuronwane kha zwithu zwine vhagudi vha ita na u vhumba (zwiḡanyiso, dzinyolo, zwithu na/kana 'u ṅwala') uri zwi vha sumbedze uri vha a pfesesa na uri vho swikelela.
- ★ Kha vha shume na tshigwada tshiṭuku tsha vhagudi ḡuvha liñwe na liñwe kha mushumo wo tiwaho wo ṭumanywaho na tshipiḡa kana tshikili tsha CAPS. Musi vhagudi vho dzhenelela kha mushumo, kha vha lavhelese nga vhuronwane mugudi muñwe na muñwe kha tshigwada tshiṭuku nahone vha vha vhudzise dzimbudziso u itela u wana luvhonele lwa kuhumbulele na vhuimo ha kupfesesele kwavho.



### Zwishumiswa zwa u linga

Kha vha humbule uri u linga a hu faneli u ita uri vhagudi vha pfe vha na mazhuluzhulu kana vho tshuwa. Nga ṅṅhani ha zwenezwi, vhagudi vha songo vhuya vha zwi limuwa uri mugudisi u khou rekhoda mafhungo nga havho.

Nga u rekhoda zwine vha lavhelesa ṅwaha woṭhe, tshifanyiso tsho fhelelaho tsha mugudi muñwe na muñwe, nga vhukoni na u kundelwa havho hoṭhe, tshi a fhaṭiwa nga zwiṭuku nga zwiṭuku. Hu na zwishumiswa zwiṅa zwo fhambanaho zwine zwi nga shumisiwa: faela dza vhagudi, u lavhelesa dzibugu, mutevhe wa u sedzulusa na dzirubiriki.

*Kha vha sedze na kha Buto ja Zwiko zwa ṅḡowenḡowe dza u Linga dza GDE ya Gireidi ya R u itela u wana mihumbulo minzhi.*





## 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.



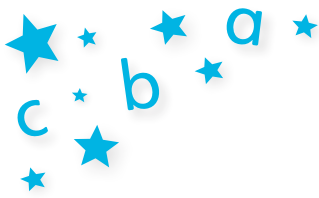
## Assessment tools

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.





### Faela ya vhagudi

Mugudisi u tea u lugisa faela ya mugudi muñwe na muñwe kijasini nahone a i shumise u vhea mushumo u re kha mabambiri wa mugudi muñwe na muñwe uri u tsireledzee. Kha vha ñwale dzina ja mugudi na datumu kha siafari liñwe na liñwe lo faeliwaho. Izwi zwi ðo ñea mugudi vhuðipfi ha vhundeme ho tumanyiwa kha mushumo wawe nahone zwi ðo vha fha ñdila yavhuði ya u linga mvelaphanda ñwaha wothe. (Vha humbelwa uri vha sa athu faela, kha vha tane mushumo wa vhagudi kijasirumuni.)



### Bugu dza u lavhelesa

Kha Gireidi ya R, mugudisi u fanela u lavhelesa vhagudi vhe ngomu na nnda ha kijasirumu, nga tshifhinga tsha u tamba nga u funa na nga tshifhinga tsha mishumo yo dzudzanywaho. Kha vha vhee masiafari a si gathi a mugudi muñwe na muñwe nahone vha rekhode zwine vha vhona nga ha vhuðifari, zwikili, mavhonele na kushumele kwavho na zwiwo zwa kijasirumuni. (Idzi notsi dza rekhodo ya ñwana dzi ðo vha thusa u thaphudza mutevhe wa u sedzulusa kotara inwe na inwe.)



### Mutevhe wa u sedzulusa

Mitevhe ya u sedzulusa i netshedza ndila dza u linga zwikili zwe zwa funziwa kha kotara. Mugudisi u ðo swaya nga thiki kana tshifhambano u sumbedza “u swikelela” kana “u sa swikelela”. Khetho ya vhuraru ndi tshithoma, tshine tsha sumbedza uri mugudi ha na vhukoni ho fhelelaho, fhedzi u khou sumbedza uri u khou ya hone u swikelela tshikili. (Thempuleithi dza mutevhe wa u sedzulusa dzo katelwa kha Nyendedzi ya Mushumo wa kotara inwe na inwe.)

Themo ya 1: Rekhodo ya tshidziso ya u linga ha tshifhinga tshotha (mutevhe wa zwine zwa fanela u sedzwa)

Themo	Themo ya 1: Rekhodo ya tshidziso ya u linga ha tshifhinga tshotha (mutevhe wa zwine zwa fanela u sedzwa)
1	...
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### Dzirubiriki

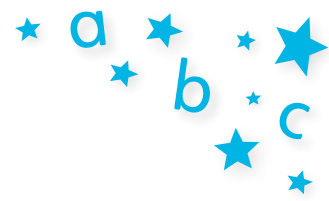
Rubiriki ndi tshiñwe tshishumiswa tsha u linga zwe vhagudi vha swikelela. I dovha ya katela mutevhe wa dzindila, fhedzi i ñea thaluso nga vhuðalo u fhira tshithoma, tshifhambano na thiki. Rubiriki i sumbedza thaluso dza maimo o fhambanaho a kushumele kwa ndila dziñwe na dziñwe dza u linga. Rubiriki i tendela vhagudisi uri vha songo vha na tshiñalula na u sa shanduka kha malingele avho na u fha ngeletshedzo nga vhuðalo kha mugudisi uri ndi thikhedzo ifhio ine ya todiwa nga mugudi muñwe na muñwe. (Thempuleithi dza rubiriki dzo kateliwa kha Nyendedzi ya Mushumo ya kotara inwe na inwe.)

Tshiñalusavhuimo tsha rubiriki tsho tumanywa na khoudu ya u ela nahone itshi tsho pangwiwa kha Sisiteme ya Ndaulo na Ndangulo ya Tshikolo ya Afurika Tshipembe (SA-SAMS) kha rubiriki inwe na inwe yo shumiswaho ñwaha wothe. Sisiteme i sengulusa dzikhoudu na u bvedza muvhigo kha vhabebi na vhaundi.

Ndila dza u linga	1. U sa swikelela (0–29%)	2. U swikelela ha vhukati (30–49%)	3. U swikelela ho edanaho (50–74%)	4. U swikelela lwa nthesa (75–100%)
<b>U tšalutshedza dzinganea na u tšalutshedza hafhu dzinganea nga maipfi awe</b>	Ha koni u tšalutshedza dzinganea na u tšalutshedza hafhu dzinganea; o kona u amba maipfi a si gathi fhedzi.	U tšalutshedza hafhu ho pimeaho; hu katela zwiñwe zwiwo fhedzi; thevhekano i nga vha yo khakhea; u shumisa mafhungo mapfufhi na ndivho ya maipfi yo leluwaho.	U kona u tšalutshedza hafhu vñunzhi ha zwiwo kha dzinganea u bva mathomoni, vhukati na magumoni, fhedzi nga zwidodombedzwa zwi si gathi; u toda zwiñtuwedzi zwi fanaho na: ‘nga murahu nyana...’; ‘ho itea mini zwi tevhelaho?’; u thoma u shumisa mafhungo malapfu.	Nganea i tevhela thandulukano kwayo na u vha na mathomo, vhukati na magumo; vhaanewa na fhethuvhupo zwo buletshedzwa nga vhuðalo, ndivho na zwipfi zwa vhaanewa zwo buletshedzwa; u shumisa mafhungo malapfu na manzhi a tserekano na u tanganya maipfi a fanaho na ‘nga murahu nyana’; ‘nga murahu ha izwo’; u shumisa ndivho ya maipfi maswa a bvaho kha nganea.







### 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.

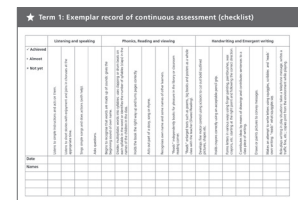
(These anecdotal notes will assist you to complete the checklist each term.)



### 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.)



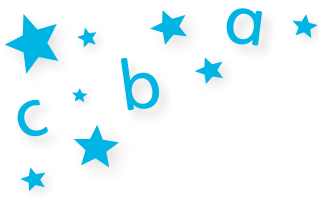
### Rubrics

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%)
<b>Tells stories and retells stories in own words</b>	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.



## Mishumo ya mbekanyamushumo yo disendeka kha CAPS

Thebuḽu iyi i sumbedza uri mishumo ya mutevheṭhaḽu wa vhege mbili i fhaṭisa hani zwikili zwo tiwaho zwa luambo zwa CAPS, na u sumbedza uri vha nga shumisa hani mishumo iyi u linga mvelaphanḽa ya mugudi zwi tshi hanedzana na nḽila dza u linga dza CAPS.

Mutevheṭhaḽu wa vhege mbili	Mishumo ya kīḽasi yoṭhe yo disendekaho nga nganea	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
			(zwo vhumbiwa u bva kha nḽila dza u linga dza CAPS)	
<b>Vhege ya 1:</b> Musumbuluwo	U ṭalutshedza nganea na u fhaṭa nḽivho ya maipfi	U thetshesela na u amba	U thetshesela dzinganea pfufhi zwi tshi mu ḽifhela na u dzhena nga khorasi nga tshifhinga tsho teaho U vhudzisa dzimbudziso	
ḽavhuhili	U ṭalutshedza nganea na u imba	U thetshesela na u amba	U imba nyimbo dzi leluwaho na u ita nyito (a tshi khou thuswa)	
ḽavhuraru	U ṭalutshedza nganea na ḽitambwa	U thetshesela na u amba	U tamba tshipiḽa tsha nganea, luimbo kana tshidade	
ḽavhuḽa	U vhekanya zwifanyiso	U thetshesela na u amba		<b>Rubiriki ya 1 ya u Thetshesela na u Amba:</b> U ṭalutshedza dzinganea na u ṭalutshedza hafhu dzinganea nga maipfi awe
ḽavhuṭanu	U ita, u ola na u ḽwala	U thetshesela na u amba  Nḽivho i rangelaho u ḽwala	U shela mulenzhe nga mihumbulo nga nḽila ya nyolo na u shela mulenzhe nga mafhungo kha muḽwalo wa kīḽasini.  U ola kana u pennda zwifanyiso u fhirisa milaedza	
<b>Vhege ya 2:</b> Musumbuluwo	Huḽwe u vhekanya zwifanyiso	U thetshesela na u amba  U vhala na u ṭalela		<b>Rubiriki ya 2 ya u Thetshesela na u Amba:</b> U dzudzanya sethe dza zwifanyiso nga nḽila ine zwa vhumba nganea na ṭhandulukano kwayo ya zwiwo musi zwi tshi ambiwa na u zwi ṭumana na nganea yo sikwaho
ḽavhuhili	U vhala nga u sielisana – Bugu Khulu	U vhala na u ṭalela	U “vhala” maḽwalwa o hudziwaho a fanaho na zwirendo, Dzibugu Khulu na dziphosiṭara (phosiṭara) sa kīḽasi yoṭhe vha na mudededzi (u Vhala khathihi)	
ḽavhuraru	U thetshesela na u ita	U thetshesela na u amba	U thetshesela ndaela dzi leluwaho na u ita nyito khadzo	
ḽavhuḽa	U vhala na u ita	U vhala na u ṭalela	U ḽivha dzina ḽawe na maḽwe madzina a vhaḽwe vhagudi	
ḽavhuṭanu	U ita, u ola na u ḽwala	U thetshesela na u amba  Nḽivho i rangelaho u ḽwala	U shela mulenzhe nga mihumbulo nga nḽila ya nyolo na u shela mulenzhe nga mafhungo kha muḽwalo wa kīḽasini  U ola kana u pennda zwifanyiso u fhirisa milaedza	



## 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)	
<b>Week 1:</b> 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		<b>Listening and Speaking Rubric 1:</b> 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	
<b>Week 2:</b> Monday	More sequencing pictures	Listening and speaking Reading and viewing		<b>Listening and Speaking Rubric 2:</b> 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	



Mutevheṭhaḡu wa vhege mbili	Maḡedere oṭhe a kijasi na mishumo ya mibvumo	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
Vhege ya 1 na 2: Musumbuluwo	U ḡivhadza mubvumo u bva kha nganea	Mibvumo		<b>Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela:</b> U ḡivha nga nḡila ya u thetshesela na nga u vhona dziṅwe dzithemba na dziṭfalandoṭhe
Ḳavhuhili	U vhumba ḡedere	Muṅwalo	U vhumba maḡedere nga nḡila dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u pennda, khirayoni dza pfuraṅotshi na zwiṅwe. U thoma kha tshauḡa a tshi khou tevhela sia ḡone	<b>Rubiriki ya 1 ya Nḡivho i Rangelaho u ṅwala na Muṅwalo:</b> U bveledza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḡi
Ḳavhuraru	Mabogisi a maḡedere	Mibvumo	U ḡivha nga nḡila ya u thetshesela na nga u vhona dziṅwe themba na pfalandoṭhe dza u thoma nga maanda mathomoni a ipfi	<b>Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela:</b> U ḡivha nga nḡila ya u thetshesela na nga u vhona dziṅwe dzithemba na dziṭfalandoṭhe
Ḳavhuḡa	U thetshesela mibvumo yo sedzwaho	Mibvumo		<b>Rubiriki ya 2 ya Mibvumo, ya u Vhala, na ya u ṭalela:</b> U thoma u ḡivha uri maipfi o vhumbiwa nga mibvumo: u ṅetshedza mubvumo wa u thoma wa dzina ḡawe
Ḳavhuṭanu	U ṭanganyisa na u khethekanya	Mibvumo	U khethekanya maipfi a madungo manzhi a vha madungo: u shumisa u vhanda zwanḡa kana u lila ha ngoma kha dungo ḡiṅwe na ḡiṅwe kha ipfi kana u topola tshivhalo tsha madungo (u vhanda zwanḡa) kha madzina a vhana kijasini	
Mutevheṭhaḡu wa vhege mbili	Mishumo ya tshigwada tshiṭuku	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
Vhege ya 1 na 2: Musumbuluwo	U ola na nḡivho i rangelaho u ṅwala	Nḡivho i rangelaho u ṅwala	U lingedza u ṅwala maḡedere a tshi khou shumisa masongesonge, u talatadza, na zwiṅwe. "u vhala" muṅwalo wawe: "u vhala" zwine masongesonge a amba U fara khirayoni nga nḡila yone a tshi khou shumisa kufarele kwa penisela kwu ṭanganedzeaho	<b>Rubiriki ya 2 ya Nḡivho i rangelaho u ṅwala na Muṅwalo:</b> U ola zwifanyiso a tshi khou dzhia muhumbulo muhulwane wa dzinganea, dzinyimbo kana tshidade <b>Rubiriki ya 3:</b> U pfesesa uri u ṅwala na u ola zwo fhambana: u ḡiita u nga u khou ṅwala ho sumbedzwa nga u shumisa masongesonge
Ḳavhuhili	Khanganyiso na mitambo	Mibvumo U thetshesela na u amba	U shumisa luambo u humbula na u amba zwi pfalaho: u fananyisa zwithu zwine zwa tshimbilelana na u vhambedza zwithu zwi sa fani.	<b>Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela:</b> U ḡivha nga nḡila ya u thetshesela na nga u vhona dziṅwe dzithemba na dziṭfalandoṭhe
Ḳavhuraru	U vhala nga woṭhe	U vhala na u ṭalela	U "vhala" dzibugu nga eṭhe u itela u ḡitakadza ḡaiburari kana kha khone ya u vhala ya kijasirumu U fara bugu nga nḡila yone a i imisele nṅha na u vula masiaṭari nga nḡila yone	<b>Rubiriki ya 3 ya Mibvumo, ya u Vhala, na ya u ṭalela:</b> U vhumba nganea yawe nga "u vhala" zwifanyiso
Ḳavhuḡa	Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo	Muṅwalo	U vhumba maḡedere nga nḡila dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u pennda, khirayoni dza pfuraṅotshi na zwiṅwe. U thoma kha tshauḡa a tshi khou tevhela sia ḡone U kopa maḡedere a ḡivheaho kha dzina ḡawe u sumbedza muṅwalo: u kopa dzina ḡawe U bveledza ndango ya u sudzuluwa ha misipha havhuḡi a tshi khou shumisa tshigero u gera zwifanyiso zwa mutalo mudenya, zwivhumbeo, na zwiṅwe	<b>Rubiriki ya 1 ya Nḡivho i rangelaho u ṅwala na Muṅwalo:</b> U bveledza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḡi
Ḳavhuṭanu	U ḡiita u nga u khou tamba	U thetshesela na u amba Nḡivho i rangelaho u ṅwala	Maṅwalo a matambwa kha nyimele dza matambwa: u dzhia mulaedza wa luṅingo, u ṅwala ndaṭiso ya zwa vhuendi na zwiṅwe U kopa khaṅḡ iso i bvaho kha vhuṭo musi a tshi khou tamba	





Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
<b>Week 1 and 2:</b> Monday	Introducing a letter from the story	Phonics		<b>Phonics, Reading and Viewing</b> <b>Rubric 1:</b> 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	<b>Emergent Writing and Handwriting</b> <b>Rubric 1:</b> 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	<b>Phonics, Reading and Viewing</b> <b>Rubric 1:</b> Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		<b>Phonics, Reading and Viewing</b> <b>Rubric 2:</b> 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
<b>Week 1 and 2:</b> 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	<b>Emergent Writing and Handwriting</b> <b>Rubric 2:</b> Draws pictures capturing main idea of the stories, songs or rhymes <b>Rubric 3:</b> 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	<b>Phonics, Reading and Viewing</b> <b>Rubric 1:</b> 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	<b>Phonics, Reading and Viewing</b> <b>Rubric 3:</b> 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.	<b>Emergent Writing and Handwriting</b> <b>Rubric 1:</b> 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	

# ★ Khethekanyo ya 2: Milayo ya u endedza u funza na u guda kha Gireidi ya R

Mbekanyamushumo i tšutwedza maele a u funza na u guda a nyanyulaho na u tšutwedza vhagudi u itela uri vha ḡo bveledza mavhonele, ṅdivho na zwikili zwine vha ḡo fhaṭa khazwo kha gireidi dza phanḡa. Tḡodiso ya zwa pfunzo nga ngomu dzikiḡasirumuni yo bvisela khagala sethe ya **milayo** ya u funza ine ya shela mulenzhe kha u guda hu bveledzaho. Mbekanyamushumo iyi yo fhaṭwa nga milayo iyi ya malo.

## Guḡosari

### milayo

mulayo u angaredzaho une wa ṭanganedzea sa wa vhukuma

## Milayo ya malo ya u funza na u guda

Musi milayo yo nomboriwa, izwi zwo itelwa uri zwi leluwe. Milayo yoṭhe i na ndeme i linganaho nahone vha ḡo zwi vhona uri i a tshimbizana.



**8 Mulayo wa ṅdowṅdowe.** U guda hu pfumbiswa nga kha u ita ṅdowṅdowe ya zwikili zwiswa na ṅdivho.



**1 Mulayo wa nyimele.** U guda hu bvelela kha nyimele dzi pfeseseaho na dzo teaho.



**2 Mulayo wa mushumo.** Vhagudi vha fanela u dzhenelela thwii kha maitele a u guda na u funza.



**7 Mulayo wa vhukateli.** U guda hu bvelela kha vhupo vhune muṅwe na muṅwe o ṭanganedzwa, o katelwa, u farwa zwavhuḡi, u a ṭhoniffiwa nahone u kona u shela mulenzhe.

## MILAYO YA MALO YA U ENDEDZA U FUNZA NA U GUDA KHA GIREIDI YA R



**3 Mulayo wa u tamba.** Vhana vha guda khwinesa kha nyito dzine vha tamba nga u funa na dzine dza endedzwa.



**6 Mulayo wa nyendedzi.** U guda hu bvelela musu mugudisi a tshi ranga phanḡa vhagudi kha u bveledza ṅdivho ntswa.



**5 Mulayo wa nyambedzano.** U guda hu bvelela musu hu na vhudavhidzani na u kovhekana mihumbulo.



**4 Mulayo wa vhuimo.** Vhagudi vha pfuka nga kha maimo o fhambanaho a u pfesesa na mveledziso.

# ★ 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.



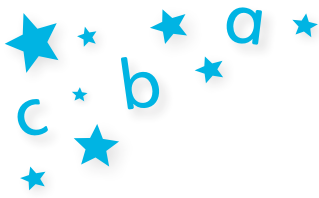
**6 The guidance principle.** Learning takes place when teachers guide learners in developing new knowledge.



**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.



Tshipiḡa tshi tevhelaho tsha *Nyendedzi ya Divhaipfi* tshi vha isa kha milayo ya malo ya u funza na u guda kha Gireidi ya R. Mulayo muḡwe na muḡwe u na:

- ★ ḡhalutshedzo
- ★ mafhungo manzhi nga ha mulayo
- ★ bogisi ḡa “kiḡasirumuni” hune ra sedzulusa uri muhumbulo kana mulayo u nga shumiswa hani.

## 1 Mulayo wa nyimele

**U guda hu bvelela kha nyimele dzi pfeseseaho na dzo teaho.**

U guda hu itea nga kha tshenzhemo dza ḡuvha ḡiḡwe na ḡiḡwe hayani, mavhengeleni, tshiḡaraḡani, kiḡiniki, thekhisini, ḡaiburari, dzhararani, kerekeni na mosiku, phakhani, na kha dziḡwe nyimele dzo vhalaho dza ḡuvha ḡiḡwe na ḡiḡwe. Musi vhagudi vha tshi swika kha Gireidi ya R, vha ḡa na tshenzhemo dzavho khathihi na kupfesesele na mihumbulo yavho ya nga ha ḡifhasi. Iyi ndi ngivho yavho ya ḡuvha ḡiḡwe na ḡiḡwe. Vha ḡo vha vho aluwa vha tshi khou shumisa luambo lwa muḡani wa havho. Ngivho ya ḡuvha ḡiḡwe na ḡiḡwe na luambo zwi nga si fane kha vhagudi vhoḡthe saizwi zwi tshi ḡitika nga muḡa wa mugudi, tshitshavha na mvelele.

*Musi vhagudi vha tshi swika kha Gireidi ya R vha ḡa na tshenzhemo dzavho.*

## Kiḡasirumuni ...

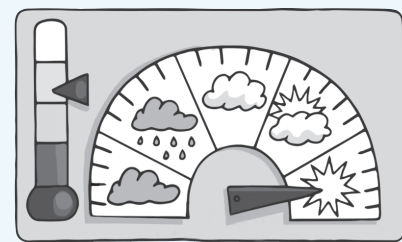
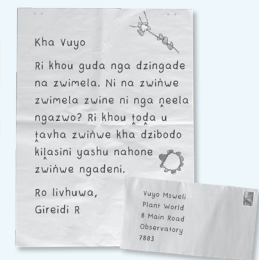
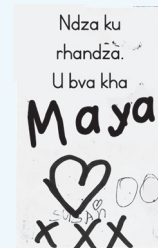
Vhunzhi ha vhagudi vha re Afurika Tshipembe vho aluwa kha nyimele dzine hu na u swikelela dzibugu ho pimeaho na hune u ola na u ḡwala zwa si vhe tshipiḡa tsha tshenzhemo dzavho dza ḡuvha ḡiḡwe na ḡiḡwe. Sa vhagudisi vha vha vhagudi vhaḡuku, ri tea u ita zwickhala kiḡasirumuni zwine zwa ḡo thusa u ḡanganya nyimele dza vhagudi dza hayani na dza tshikoloni u itela uri ngudo i vhe i pfeseseaho khavho.

Ri nga ḡuḡuwedza vhagudi u sedza khandiso na maḡedere ngilani yavho ya u ya hayani vha tshi bva tshikoloni kana muvhunduni wavho, uri vha vhone muḡwalo kha nyimele dzavho. Ri nga sumbedza vhagudi uri u vhalala na u ḡwala hu na ndivho nga kha mishumo i ngaho sa u ḡwala mutevhe wa zwirengwa kana u itela garaḡa muḡwe muthu.

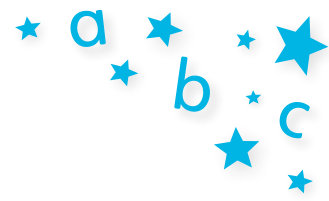
U ita vhuḡo ha kiḡasirumu yo pfumaho nga khandiso na zwone zwi a thusa vhagudi uri vha vhone ndivho ya khandiso. Kheyi miḡwe mihumbulo ya u shumisa khandiso nga ngila dzi pfalaho kiḡasirumuni ya Gireidi ya R:

- ★ Kha vha ḡwale madzina a vhagudi kha khaḡenda ya maḡuvha a mabebo na u sedza khaḡenda na kiḡasi ḡuvha ḡiḡwe na ḡiḡwe.
- ★ Kha vha vhee zwinambatedzwa kha mabogisi a u vhlunga, a ngaho sa zwiḡujoko na dziphazili. Tshifhinga tshoḡthe musu vha tshi bvisa zwiko, kha vha vhaḡale nḡha zwinambatedzwa vhe na vhagudi.
- ★ Kha vha ite phosiḡara ine ya sumbedza mbekanyamushumo ya ḡuvha ḡiḡwe na ḡiḡwe i re na zwifanyiso na maipfi. Kha vha ḡuḡuwedze vhagudi u “ya” u vhalala phosiḡara u itela u wanulusa uri hu khou tevhela mushumo ufho.
- ★ Kha vha ḡane phosiḡara dza tsiravhulwadze tsini na sanzwele kana bungani dzine dza humbudza vhagudi u tamba zwandḡa zwavho. Kha vha shumise zwifanyiso na maipfi kha idzi phosiḡara.
- ★ Kha vha vhaḡe phosiḡara dzi re kha mbondo, vha ite tshati ya zwa mutsho ine vha i vhalala na vhagudi ḡuvha ḡiḡwe na ḡiḡwe.
- ★ Kha vha ḡane nyolo dza vhagudi na u ḡwala ha u rangela u mona na kiḡasirumuni.

Ri a zwi ḡivha u bva kha mulayo wa nyimele uri vhagudi vhaḡuku vha guda lwa khwinesa musu ngudo ntswa i tshi pfala na u ḡumanyiwa na tshiḡwe tshithu tshine vha vho ḡivha nga hatsho. Inḡwe ya ngila dza maandḡa ine vhagudi vhaḡuku vha i pfesesa ndi nga kha dzinganea. Izwi ndi ngazwo Mbekanyamushumo ya Khwiniso ya Luambo yo vhumbiwa u mona na dzinganea, u itela u tendela vhagudi uri vha fhaḡe zwikili na ngivho zwiswa kha nyimele ya nganea yo ḡoweleaho.







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 ...

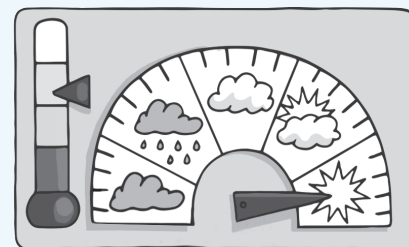


Many learners in South Africa grow up in contexts where there is limited exposure to books and where drawing and writing is not part of their everyday experience. As teachers of young learners, we need to create classroom spaces that help to bridge learners’ home and school contexts so that learning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

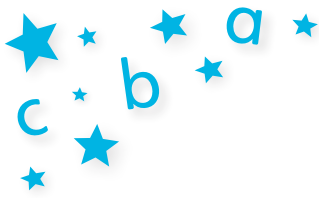
Creating a print-rich classroom environment also helps learners to see the purpose of print. Here are some ideas for using print in meaningful ways in a Grade R classroom:

- ★ 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 Mulayo wa mushumo

**Vhagudi vha fanela u dzhenelela thwii kha kuitele kwa u guda na u funza.**

Vhagudi vhaṭuku vha guda lwa khwinesa nga u vha na mafulufulu, u ita zwithu na u katelwa kha mishumo ya zwanḡa. Vha shumisa mivhili yavho u sedzulusa na u guda nga ha ḡifhasi u mona navho, na u kundelwa u dzula fhethu huthihi lwa tshifhinga tshilapfu. Vha guda zwo leluwaho nga maanḡa musi vha tshi ṭumanya maipfi maswa na nyimele dzi re na nyito na tshenzhemo dza vhukuma.

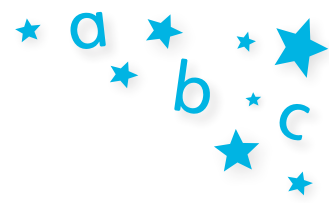
U guda kha Gireidi ya R hu tea u vha na mishumo ya zwanḡa i takadzaho na tshenzhemo dzi pfalaho dza u shumisa zwithu zwinzhi. Hune zwa konadzea, mishumo i fanela u ṅetshedza vhagudi zwikhala zwa u shumisa mivhili yavho yoṭhe na zwipfi zwavho, nga maanḡa u vhona, u pfa na u kwama.

Vhagudi vhaṭuku vha guda lwa khwinesa nga u vha na mafulufulu.

### Kiḡasirumuni ...

Musi vhagudi vha tshi ita ḡitambwa ḡa nganea, vha na tshikhala tsha u edzisela vhatambi na u ita uri luambo lwa nganea lu vhe lwavho. Vha shumisa luambo luswa na u fhaṭa vhuḡifulufheli havho nga u dzhenelela nga mafulufulu kha u anetshela nganea.





## 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.

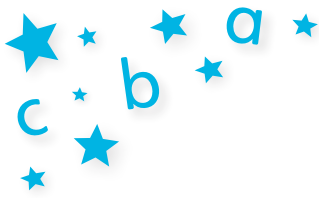
Learning in Grade R should consist of enjoyable, hands-on activities and meaningful experiences that make use of many objects. Wherever possible, the activities should provide learners with opportunities to use their whole bodies and their senses, especially sight, hearing and touch.

*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.





## Kilasirumuni (i iswa phanda) ...

Vhagudi vha Gireidi ya R vha songo itwa uri vha imbe alifabethe, u kopa maḽedere a bvaho kha bodo kana u ita ṅdowṅdowe ya u ṅwala maḽedere vhukati ha mitalo kana kha bambiri nga penisela. Vhagudi vhaṭuku vha tea u guda u vhumba maḽedere nga kha misudzuluwo mihulwane na tshenzhemo dzine dza katela zwipfi zwavho zwoṭhe. U vhumba ḽedere hu tea u gudiswa nga ṅḽila dza zwipfi zwo fhambanaho zwi ngaho sa u pennda ḽedere kha khonkhela nga bulatsho ya u pennda yo mbwandamedzwaho kha maḽi, u vhumba ḽedere u bva kha suko ḽa u tamba, u ṭumanya mbumbo ya ḽedere na mubvumo une ḽa u ita, kana u oledzela ḽedere kha ṭhiredi yo ḽalaho nga muṭavha.

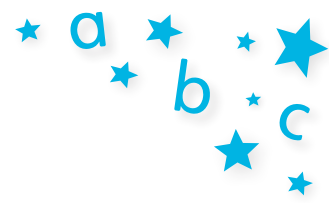


Zwi ḽo lelutshela vhagudi u pfa mibvumo i re kha maipfi nga u ṭumanyisa mibvumo na nyito dza muvhili na zwithu zwi fareaho. Izwi zwi nga itiwa, sa tsumbo, nga u ṭuṭuwedza vhagudi u vhandi zwanḽa kana u fhufha kha dungo kana mubvumo muṅwe na muṅwe, kana u sudzulusa zwivhaleli musi vha tshi amba dungo kana mubvumo muṅwe na muṅwe kha ipfi.



Musi hu tshi ḽivhadziwa ḽedere ḽiswa, ndi muhumbulo wavhuḽi u sumbedza vhagudi zwithu zwine zwa thoma nga mubvumo wonoyo – kha vha ambe nga ha zwithu, vha zwi fhirise zwi tshi mona u itela uri vhagudi vha kone u zwi fara, vha kone u amba dzina ḽa tshithu musi vha tshi khou ombedzela mubvumo wo sedzwaho.





## In the classroom (cont.) ...

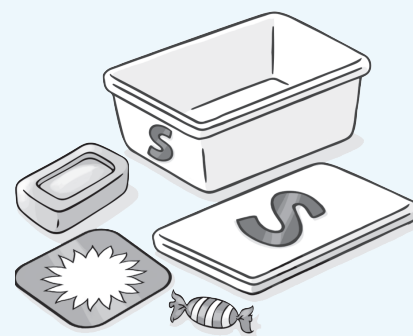
Grade R learners should not be made to chant the alphabet, copy letters from a board or practise writing letters between lines or on paper with a pencil. Young learners should learn how to form letters through big movements and through experiences that involve all of their senses. Letter formation must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

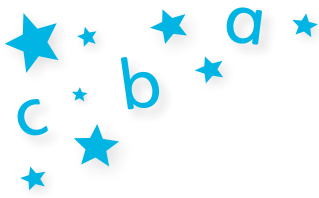


It will be easier for learners to hear sounds in words by connecting the sounds to physical actions and concrete objects. This can be done, for example, by encouraging learners to clap or hop for each syllable or sound, or to move counters as they say each syllable or sound in a word.



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 Mulayo wa u tamba






**Vhana vha guda lwa khwinesa kha nyito dzine vha tamba nga u funa na dzine dza endedzwa.**

Kha vhana, u guda na u tamba a si nyito dzo fhambanaho. A si zwithu zwine vhagudi vha zwi ita fhedzi nga “tshifhinga tsha u awela” tshavho kana musu mugudisi a siho. U tamba zwi nga amba zwithu zwinzhi, u fana na nyito dza muvhili dza nnda; u tamba nga mutavha kana maqi; vha edzisa u tamba na khonani kana vhe vhothe; u tamba nga zwibuloko na zwitambiswa zwa u fhaqa; u tamba mitambo ya u thetshelesa, mitambo ya u humbulela kana mitambo ya garaqa. Naho dziwe dza nyito dza u tamba dzi tshi toqa tshifhinga tsho engedzwaho na zwiko, vhagudi tshifhinga tshinzhi vha diphina nga u tamba nga zwithu zwa duvha liwe na liwe na zwishumiswa zwo leluwaho zwo itwaho hayani.

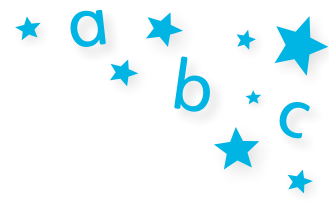
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*Kha vhana, u guda na u tamba a si nyito dzo fhambanaho.*  
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#### Tshaka thanu dza mitambo

Vhatojisisi vho topola tshaka thanu dza mitambo dzine dzi nga vhoniwa kha mvelele dzothe nahone dzine dza tikedza mveledziso ya muvhili, matshilisano, u nyanyuwa na muhumbulo wa mugudi.

	<p><b>Mitambo ya muvhili</b></p> <ul style="list-style-type: none"> <li>★ Iyi i katela nyonyoloso, ndowendowe ya misipha ya minwe na mitambo ya u namelana, u vhumbuluwa na u lwa ha khole.</li> <li>★ Mitambo ya muvhili ndi ya ndeme kha vhagudi u itela u konanya misipha mihulwane ya milenzhe na mituku ya zwandani na u fhaqa u khwatshela ha muvhili na u kongelela.</li> </ul>
	<p><b>Mitambo nga zwithu</b></p> <ul style="list-style-type: none"> <li>★ Musi vhagudi vha tshi sedzulusa, u sengulusa na u ita maedza nga zwithu zwo fhambanaho lifhasini lavho, vha bvedza zwikili zwavho zwa u humbula na u guda u tandulula thaidzo.</li> <li>★ Izwi zwi nga vha zwithu zwi itaho phosho zwi ngaho sa dzibodo na dzipani; zwithu zwi papamalaho sa dzikoroko na mabodelo a pulasitiki, thuli ya zwithu sa midzio ya yogathi; zwithu zwine zwi nga kwashea, u petea, u vhumbea, u posea, fhufha, u kuvhatedzwa na u hwaliwa.</li> </ul>
	<p><b>Mitambo ya zwiga</b></p> <ul style="list-style-type: none"> <li>★ Afha ndi musu vhagudi vha tshi shumisa tshitambiswa, tshithu, tshifanyiso, nyolo kana u ita luwe luswayo lwu imelaho zwithu zwa vhukuma kha mutambo wavho.</li> <li>★ Kha mutambo wa zwiga, vhagudi vha guda uri tshithu tshithihi tshi nga “imela” tshiwe tshithu saizwi nga murahu vha tshi do guda uri ledere li nga imela mubvumo.</li> </ul>
	<p><b>Mitambo ya muhoyo na matambwa a matshilisano</b></p> <ul style="list-style-type: none"> <li>★ Iyi i katela u humbula nga ha tshifanyiso, u dzhia vhatambi vho fhambanaho, u ambara, u shumisa maipfi o fhambanaho na u ita nyambedzano ya zwiwo.</li> <li>★ Mutambo wa muhoyo u tshuwedza mveledziso ya muhumbulo na ya matshilisano na u thusa vhagudi u langula mikhwa na kuhumbulele kwavho.</li> </ul>
	<p><b>Mitambo i re na milayo</b></p> <ul style="list-style-type: none"> <li>★ Iyi i katela u fhufha, u vhaleda, mitambo ya khadi, mitambo ya bodo, mitambo ya madaisi, mitambo ya magaraqa, mitambo ya mudzumbamo.</li> <li>★ Iyi mitambo i tshuwedza vhagudi u guda, u tevhedzela na u talutshedza milayo, u kovhekana na u sielisana, u thusana, u sedzana na u kulea nungo na u lingedza hafhu.</li> </ul>





### 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.

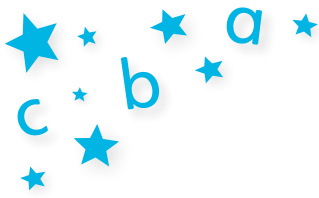
*For learners, learning and play are not separate activities.*

#### 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><b>Physical play</b></p> <ul style="list-style-type: none"> <li>★ This includes active exercise, fine motor practice and rough-and-tumble play.</li> <li>★ Physical play is important for learners to develop gross and fine motor coordination and for building strength and endurance.</li> </ul>
	<p><b>Play with objects</b></p> <ul style="list-style-type: none"> <li>★ As learners explore, investigate and experiment with different objects in their world, they develop their thinking skills and learn to problem solve.</li> <li>★ 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.</li> </ul>
	<p><b>Symbolic play</b></p> <ul style="list-style-type: none"> <li>★ This is where learners use a toy, object, picture, drawing or other mark-making to represent real-life objects in their game.</li> <li>★ 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.</li> </ul>
	<p><b>Pretend and sociodramatic play</b></p> <ul style="list-style-type: none"> <li>★ This involves imagining a scenario, taking on different roles, dressing up, using different voices and negotiating events.</li> <li>★ Pretend play promotes cognitive and social development and helps learners to manage their own behaviour and thinking.</li> </ul>
	<p><b>Games with rules</b></p> <ul style="list-style-type: none"> <li>★ These can include hopping, counting, skipping games, board games, dice games, card games, hide and seek games.</li> <li>★ These games encourage learners to learn, follow and explain rules, share and take turns, help one another, deal with disappointment and try again.</li> </ul>





## Kilasirumuni ...

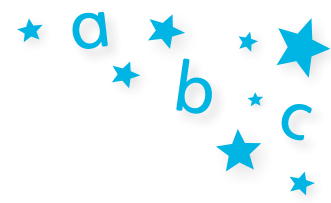
Vhagudi vha anzela u funa u hoya, nahone u diita u nga u khou tamba ndi ndila yavhuqi ya u tikedza vhagudi kha u guda havho. U diita u nga u khou tamba hu nga ita na phosho, fhedzi mutambo wo raliho u fhaṭa vhukoni ha vhagudi ha u pfesesa na u shumisa luambo lune lwa fhira lwa zwino, u fhira na tshenzhemo dza vhone vhaṅe na u fhira lifhasi la vhukuma. Vha tea u ambedzana nga matambwa na u ṭalutshedza zwine vha khou ita. Vha dovha vha guda nga ha u imela – uri tshithu tshithihi tshi nga imela tshiṅwe tshithu. U pfesesa muhumbulo uyu u konḡaho zwi ḡo vha thusa uri vha pfesese uri u ṅwala kha bambiri zwi imela maipfi ane ra a amba.

Kheyi miṅwe ya mihumbulo ya u vha thusa uri vha ṭuṭuwedze U diita u nga u khou tamba kilasirumuni yavho:

- ★ Vhengele la muhoyo lo leluwa u li dzudzanya nga mabogisi a kale, midzio, dziṭuṭasiṭiki na zwiṅwe zwiṅwe zwi bvaho khishini. Zwipiḡa zwa mabambiri zwi nga kha ḡi shumiswa sa tshelede ya mahodze. Vhagudi vhaṭuku vha dovha vha ḡiphina nga liṭambwa la maitele a ṅuni, a ngaho sa u bika na u kuvha.
- ★ Kha vha ṭuṭuwedze vhagudi uri vha ḡiite u nga vha khou ṅwala kana u vhalakha mutambo wavho. Sa tsumbo, u ita luswayo lwa vhengele, u ita mutevhe wa zwirengwa, u ṅwala ndayamushonga ya mushonga kana u dzhia oda kha vhengele la zwiṭiwa zwo bikwaho la kholekhole.
- ★ Kha vha dzhenelele kha mishumo na vhagudi zwenezwi vha tshi khou tamba. Kha vha sumbedze u ḡiphina na u dzhenelele nga u ṭahisa mihumbulo na u amba nga ha zwine zwa khou bvelela kha mishumo iyi.
- ★ Kha vha thuse vhagudi u humbula nga ha zwiga nga tshifhinga tsha mutambo. Kha vha vha humbudze uri tshithu tshithihi tshi nga imela hani tshiṅwe. Sa tsumbo, “Vha nga ganamisa ṭafula vha i shumisa sa ngalavha.”







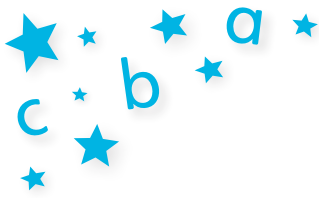
## In the classroom ...

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."





### Maele o qisendekaho kha mutambo

Maele o qisendekaho kha mutambo u itela u funza na u guda a tenda kha uri zwiñwe zwifhinga vhagudi vha guda lwa khwinesa u bva kha mishumo ya u tamba nga u funa ine ya thomiwa na u langwa nga vhagudi hu si na u dzhenelela ha mualuwa.

Nga zwiñwe zwifhinga, vhagudi vha guda lwa khwinesa u bva kha mishumo ya mitambo yo rangwaho phanḁa ine ya langwa nga mugudisi kha kilasi yoṱhe kana zwigwada zwiṱuku. Kufunzele kwo dzudzanyiwaho zwavhuḁi na mbekanyamushumo ya u guda zwi fanela u katela ndinganyiso ya tshakha dzoṱhe dza mishumo ya u tamba yo fhambanaho.

Vhagudi vha ṱoḁa zwikhala zwinzhi zwa u:

- ★ *tandula vhupo havho vha tshi khou shumisa zwipfi zwavho.*  
Sa tsumbo: mishumo ya nḁa u fana na u gonya na u gidima, tseretsere na mitambo ya bola.
- ★ *sedzulusa na u tandulula dzithaidzo.*  
Sa tsumbo: u shumisa zwishumiswa zwa u fhaṱa thawara, kana u shumisa maḁi kana muṱavha u ḁadza midzio.
- ★ *ita ḁowenḁowe ya zwine vha vho zwi ḁivha kana vha nga kona u zwi ita.*  
Sa tsumbo: u tamba mitambo i re na sethe ya milayo kana ndaela i ngaho ya ḁowa na ḁeri kana dzidomino.

### Ndeme ya mutambo wa u guda u ḁwala na u vhala na mveledziso ya luambo

Musi vhagudi vha tshi tamba, vha anzela u shumisa zwithu zwi re kha vhupo havho na u ḁiita u nga vha zwiñwe zwithu. Musi vhagudi vha tshi ola, vha ita zwifanyiso uri zwi imele vhutshilo ha vhukuma kha ḁifhasi ḁa khumbulelo.

Kha ulwu lushaka lwa mitambo ya zwiga, vhagudi vha shumisa tshithu tshithihi u “imela” kana u imelela tshiñwe tshithu. Izwi ndi mathomo a u guda uri zwiga zwi nga imela zwithu zwa vhukuma. Sa tsumbo, vha guda uri:

- ★ Buḁoko ḁa u fhaṱa ḁa khudandeḁa (ṱhofundeḁa) ḁa bulannga ḁi nga imela luṱingo
- ★ Nyolo ya vhatu vhavhili i nga imela vhatu vhavhili vha vhukuma
- ★ ḁeḁere ḁa f ḁi imela mubvumo wa /f/ une vha u pfa kha maipfi “fara” na “fula”.

Hu na miñwe mishumo minzhi ya u tamba ine ya ṱuṱuwedza ngudo ya luambo. Sa tsumbo:

- ★ Musi vhagudi vha tshi tamba mitambo ya u bvumba, vha tea u shumisa luambo u ṱalusa zwine vha khou humbula ngazwo.  
“Ndi khou humbula nga ha tshifuwo tshine tsha dzula bulasini. Tshi ri ḁea mafhi na ḁama.”
- ★ Mitambo i ngaho sa “Ndi ṱola nga ḁiṱo ḁanga ḁiṱuku” i thusa vhagudi u topola mibvumo ya u thoma kha maipfi.  
“Ndi a ṱola nga ḁiṱo ḁanga ḁiṱuku tshiñwe tshithu tshi thomaho nga /t/.”
- ★ Mitambo ya u thetshelisa i thusa u fhaṱa ḁivhaipfi ya vhagudi na u pfesesa mihumbulo.  
“Imani nga mulenzhe waḁu wa monde ni kone u vhea zwangḁa zwaḁu ṱhohoni yaḁu.”

Mbekanyamushumo ya u guda i tea u katela ndinganyiso ya tshaka dzoṱhe dzo fhambanaho dza mishumo ya u tamba.





### 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 **f** stands for the sound /f/ that you hear in the words “fara” and “fula”.

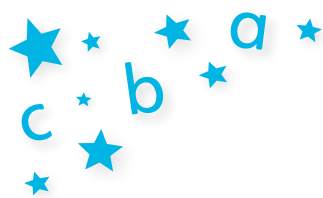
There are many other play activities that promote language learning. For example:

- ★ 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 Mulayo wa vhuimo

### Vhagudi vha pfuka nga kha maimo o fhambanaho a u pfesesa na mveledziso.

Vhagudi vha kijasini ya Gireidi ya R ndi vha thanga nthihi, fhedzi muñwe na muñwe u na vhumuthu hawe, thodea, vhukoni, nungo na dzikhaedu. Vha do fhambana zwi tshi ya kha tshenzhemo dzavho thangeli na zwikili zwa luambo. Izwi zwothe zwi do tufuwedza luvhilo lwavho lwa u shuma na thikhedzo ine vha do i toda u bva kha vhagudisi na kha vhañwe uri vha kone u guda.

Zwiitisi zwinzhi zwi do tufuwedza luvhilo lwa vhagudi lwa u shuma na thikhedzo ine vha do i toda u bva kha mugudisi.

## Kijasirumuni ...

Arali vhagudi vha songo alutshela mahayani ane vha a tufuwedzwa u vhudzisa na u fhindula dzimbudziso, vha nga kha di pfa vha songo vhofoholowa u ita nga u ralo kijasini. Mbudziso dzo fhambanaho dzi ita thodea dzo fhambanaho kha u bvedza zwikili zwa luambo zwa vhagudi. Vhagudisi vha tea u lingedza u shumisa dzimbudziso kha vhuimo ho fanelaho mugudi muñwe na muñwe.



- ★ Dziñwe mbudziso dzi nga fhinduliwa nga luambo lutuku, sa tsumbo: *“Tshimange tsho dzumbama ngafhi?”* Arali vhagudi vha sumba phindulo yone, zwi sumbedza uri vho pfesesa mbudziso, naho vha songo amba.
- ★ Mbudziso dzine dza toda uri vhagudi vha nange vhukati ha phindulo mbili dzi nga thusa u fhaṭa vhuḍifulufheli, saizwi vhagudi vha tshi nga fhindula naho vha sa pfesesi luambo nga u tou ralo: *“Ni nga funa u shumisa khirayoni ya lutombo kana dala naa?”*
- ★ Mbudziso dza phindulo nthihi na dzone dzi a fhaṭa vhuḍifulufheli ha vhagudi vhane luambo lu kha di bvelela. Sa tsumbo: *“Musidzana o ambara rokho ya muvhala ufho?”*
- ★ Mbudziso dzine dza tufuwedza vhagudi uri vha kovhekane tshenzhemo dzavho ndi dza ndeme kha u fhaṭa vhuḍifulufheli, saizwi mihumbulo ya vhagudi na tshenzhemo zwi tshi dzhielwa nṭha, nahone vha nga ola kha tshithu tshine tsho dowelea u itela u nṭshedza phindulo. Sa tsumbo: *“No no vhuya na ya pikiniki naa? Ni nga ri vhudza nga ha musi no ya pikiniki naa?”*
- ★ Mbudziso nga ha maipfi na thalutshedzo dza maipfi dzi tufula nyambedzano na u thusa u fhaṭa u toda u divhesa nga ha maipfi. Sa tsumbo: *“Kha Tshivenḍa, ri ri’ aya ndi magona ashu’ ni a vhidza uri mini nga dziñwe nyambo?”*
- ★ Mbudziso dzine dza toda phindulo i fhiraho nthihi i re yone ndi dza ndeme kha u bvedza luambo lwa mugudi na zwikili zwa u humbula. Sa tsumbo: *“Ni vhone u nga hu do itea mini?”; “Ndi ngani ni tshi humbula ...?”*

Idzi mbudziso dzi tufula vhudavhidzani na u kovhekana mihumbulo, fhedzi vhagudi vha do fhindula fhedzi arali mugudisi a ita kijasirumu ine phindulo dzothe dzi a tangedziwa na u dzhieliwa nṭha.

### U funza ho fhambanyiswaho

Mafhambanyisele zwi amba uri zwine vha funza na ngila ine vha **funza** ngayo zwi tea u dzhiela nṭha vhukoni ho fhambanaho ha vhagudi vhavho. U shumisa maele aya, vhagudisi vha tea u lavhelesa na u **linga** mugudi muñwe na muñwe nga tshifhinga tsha mishumo uri vha kone u shumisa mafhungo aya u **sedzulusa** uri mugudi u toda thikhedzo ifhio na u pulana uri vha do **funza hafhu** hani (kana u **khakhulula**) u itela u fhaṭa na u tharamudza kupfesesele na zwikili zwa vhagudi. Vhañwe vhagudi vha nga pfesesa muhumbulo muswa, nga thikhedzo thukhu i bvaho kha mugudisi. Vhañwe vhagudi vha nga toda tshifhinga tshinzhi, misumbedzo minzhi, tsumbo nanzhi na thikhedzo nanzhi u swikelela u pfesesa hu fanaho. Musi vha tshi shumisa mafhambanyisele kha u kufunzele kwavho, vha tea u:

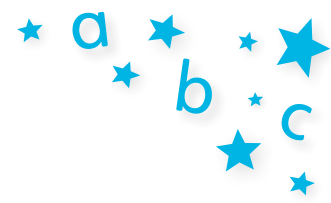


- ★ thogomela zwi fanaho na zwo fhambanaho kha vhagudi vhavho
- ★ pulana ngila ya khwinesa ya u tikedza mugudi muñwe na muñwe zwo disendeka kha vhukoni na dzikhaedu
  - Ndi zwiko zwifhio zwine zwa do thusa?
  - Ndi tshigwada tshifhio tshine tsha nga fanela mugudi?
  - Mugudi u do toda tshifhinga tshinzhi naa? Mushumo u nga engedzwa hani kha vhagudi vhane vha tavhanya?
- ★ kha vha shandukise zwine vha lavhelela uri mugudi muñwe na muñwe a tea u vha o zwi guda mafheloni a mushumo.



## KHETHEKANYO YA 2: MILAYO YA U ENEDZA U FUNZA NA U GUDA KHA GIREIDI YA R





## 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.

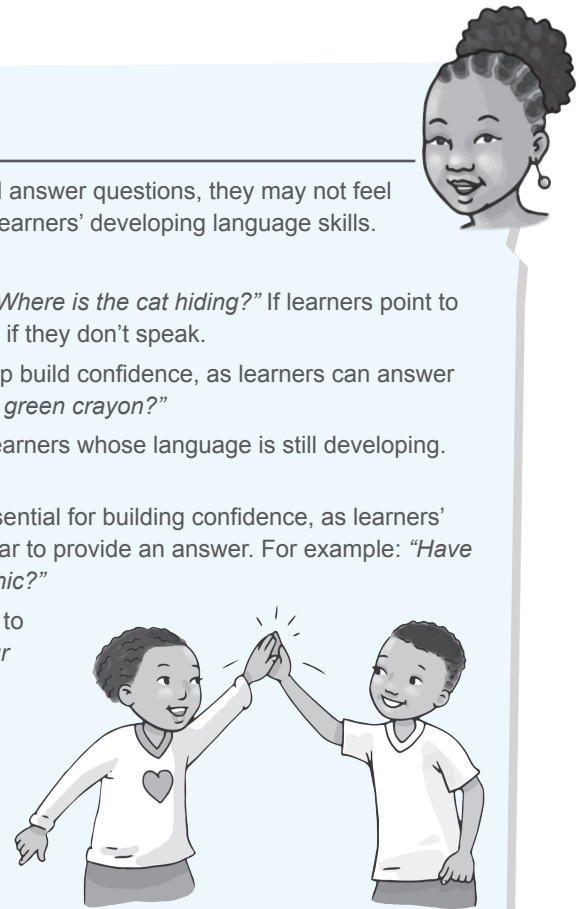
Many factors will influence learners' pace of work and the support they will need from the teacher.

### 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 ...?"*

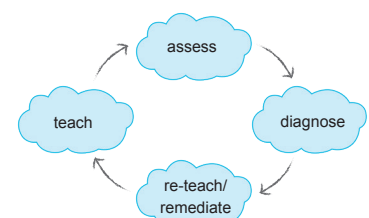
These questions stimulate interaction and sharing of ideas, but learners will only feel confident to respond if the teacher has created a classroom where all responses are accepted and valued.

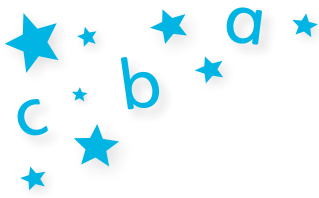


### Differentiated teaching

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.





## Kilasirumuni ...

Mathomoni a n̄waha kha Gireidi ya R, vhañwe vhagudi vha nga vha na tshenzhemo yo pimeaho ya u ola na u n̄wala, ngeno vhañwe vha tshi nga vha vha tshi vho ðivha u n̄wala dzina lavho na u pfa vha na vhuðifulufheli nga mihumbulo yavho ya u ola. Tshenzhemo thangeli, vhukoni na madzangalelo zwavho zwi ðo tuñuwedza maimo avho a u vha na mveledziso, nahone nga u lavhelesa vhagudi nga vhuronwane, vhagudisi vha ðo kona u wana maimo a zwikili zwavho na u pulana uri vha ðo tikedza mveledziso yavho hani.

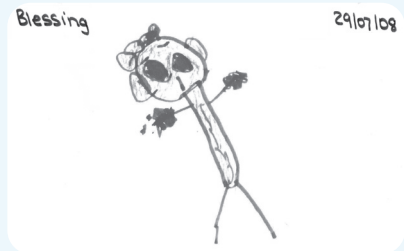
### U ola nganetshelo

Nganetshelo i tevhelaho i sumbedza kuitele kwa u funza, u linga, u sedzulusa thaidzo, u funza hafhu/u khakhulula. Nga murahu ha u funza ngudo ine yo vha yo katela u ola, mugudisi o linga vhagudi nga kha ndavheleso i si ya fomaja nahone o vhona uri vhañwe vhagudi vho vha vha sa khou kona u thaphudza mushumo wa u ola kha vhuimo ho lavhelelwaho. Nдавheleso dzawe dzo mu livhisa kha uri a sedzuluse uri vhagudi a vho ngo zwi limuwa uri nyolo i toða u sediwa nga vhuronwane na u dzhielwa nzhele zwidodombedzwa zwine zwa vhonwa. Vho mbo ði dzhia maga a u khakhulula nga kha u ñea thikhedzo nga vhuronwane. Zwifanyiso zwo sumbedza uri u shela mulenzhe uhu ho thusa hani mugudi uri a ye kha vhuimo hu tevhelaho.

Blessing o vha a na miñwaha miñanu musi a tshi ola tshifanyiso itshi. Mugudisi vho vha vha tshi khou vhañwala musi vha tshi vhona nyolo dzawe nahone vho zwi limuwa uri u toða thuso yo khetheaho. Vho dzhia tsho ya u mu lavhelesa nga tshifhinga tsha u ola, vho mbo ði ða na pulane ya u tikedza nyolo yawe. Vho amba nae ðuvha liñwe na liñwe nga ha zwe a vha a tshi khou ola. Vho amba zwithu zwi ngaho: *“Ndi khou zwi vhona uri no ola tshifanyiso tsha inwi muñe hafha. Ni na zwanða zwingana? Ni nga ntsumbedza zwanða... zwanu naa? Ee, zwi kha lurumbu lwa muvhili wanu. Ni vhona u nga ni nga ola zwiñwe zwanða zwanu naa?”*

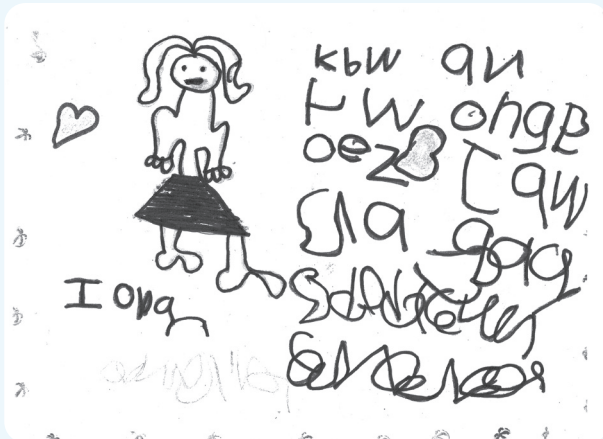


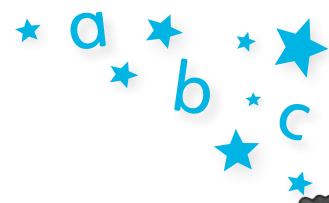
Mugudisi vho mu tuñuwedza uri a fhedze tshifhinga tshinzi a tshi khou ita nyolo dzawe khathihi na u mu thusa u pulana uri a shumise mivhala ifhio. Vho mu tuñuwedza uri a sedze nga vhuronwane zwithu musi a tshi khou ola, sa tsumbo: *“Sedzani apuñi ili – ndi tshivhumbeo tshifhio? Ee, ndi tsha tshipulumbu. Ni toða muvhala ufhio u li ola?”* Mugudisi vho dovha vha rera nga zwe vha vha vha tshi khou ita na vhabebi vha Blessing na u vha tuñuwedza uri vha mu tikedze hayani. Blessing, vhabebi vhawe na mugudisi wawe vho vha vho takala vhukuma nga mvelaphanða ye a ita!



### U n̄wala

U lingedza ha u thoma ha vhagudi vhañuku kha u n̄wala hu nga si fane na u n̄wala ha vhaaluwa, fhedzi vha khou vha vhañwali musi vha tshi lingedza u amba mihumbulo yavho kha bammbiri na u shumisa u n̄wala kha ndivho dzo fhambanaho. Tsumbo dzi tevhelaho dzi sumbedza uri vhagudi vha fhira kha maimo o fhambanaho a u pfesesa na mveledziso kha kuitele kwa u guda u n̄wala. Kha vha vhone Mulayo wa u Endedza uri vha wane zwinzhi nga ha uri mugudisi a nga endedza vhagudi hani nga n̄dila yo teaho kha maimo avho a u n̄wala.





## 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.

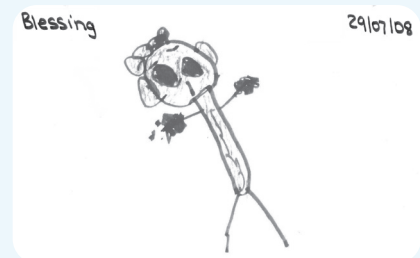
### Drawing case study

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?"*

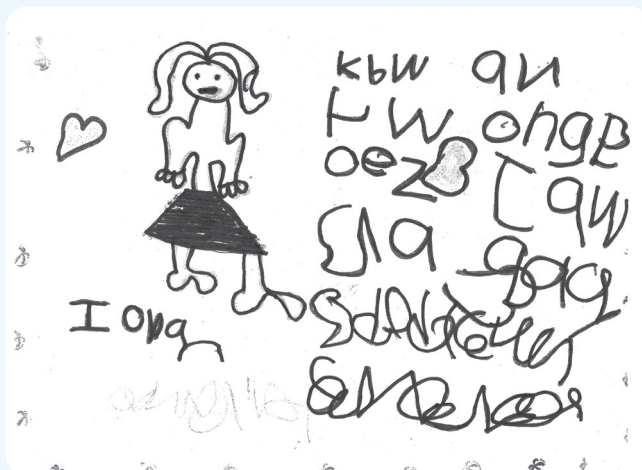


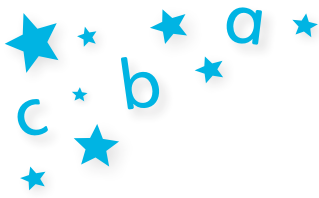
The teacher encouraged him to take more time doing his drawings and helped him to plan which colours to use. She encouraged him to look more carefully at things when he was drawing, for example: *"Look at this apple – what shape is it? Yes, it is round. And what colour do you need to draw it?"* The teacher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

### U guda hu bvelela musi hu na vhudavhidzani na u kovhekana mihumbulo.

Vhagudi vha guda lwa khwinesa musi ri tshi fhindula zwine zwa vha takadza na musi vha tshi fhiwa tshikhala tsha u davhidzana na u kovhekana mihumbulo yavho na u vhudzisa na u fhindula dzimbudziso. Nyambedzano vhukati ha vhaaluwa na vhagudi ndi mutheo wa mveledziso ya luambo nahone musi vhagudi vha tshi ũtũwedzeswa u vha tshipiũa tsha nyambedzano na u amba mbudziso na mihumbulo yavho, ndi hone luambo lwavho na zwikili zwi tshi ũo aluwa nga u ũavhanya.

ũhoũisiso yo sumbedza uri kiũasirumu dza vhana vhaũuku dza maimo a nũha ndi idzo dza mugudisi a humbulaho nga kufunzele na u guda na u ita vhupo vhune ha tikedza nyambedzano na vhudavhidzani. Zwo leluwa u fha dzindaela na u lavhelela uri vhagudi vhashu vha fhumule, fhedzi hezwi a si zwine vhagudi vhaũuku vha tea u gudisa zwone luambo.

Vhagudisi vha humbulaho nga kufunzele na u guda vha fhaũa luambo lwa vhagudi.

### Kiũasirumuni ..

Kiũasirumuni ya Gireidi ya R, hu na zwikhala zwinzhi zwa u fhaũa luambo lwa u amba ũuvha loũthe.

*U sumbedza na u amba* ndi tshikhala tsho khetheaho kha vhagudi tsha u ũisa tshithu tshavho kiũasirumuni, u lugisela na u amba lwa tshifhinga tshilapfu nga ha tshithu tsho khetheaho tshine vha tshi pfesesa. Khedzi dziũwe nũila dzine mugudisi a nga dzi shumisa u tikedza nyambedzano nga tshifhinga tsha *u sumbedza na u amba*:

- ★ Kha vha khwaũhisedze ketho ya tshithu tsha mugudi tsha u sumbedza na u amba.
- ★ Kha vha tsele fhasi kha vhuimo ha mugudi, vha mu sedze maũoni nahone vha vhe na dzangalelo ũa u thetshesela.
- ★ Kha vha dovholole zwine mugudi a amba zwone nahone vha engedze maũwe mafungo manzhi, vha ũalutshedze hafhu kana u ũandavhudza kha zwe vha amba, ngeno vha tshi khou khwaũhisedza mulaedza wavho nga vhuronwane.
- ★ Kha vha vhudzise mbudziso dzo tiwaho na u thetshesela phindulo dza mugudi. Kha vha vhe na vhuũanzi ha uri vha vhudzise mbudziso dzi re na phindulo i fhiraho nthihi dzine dza ũandavhudza kuhumbulele kwa vhagudi (*"Ndi a ũivhudzisa uri ndi ngani...?"*; *"Ni humbula mini..."*; *"Ni humbula uri o ũipfa hani musi...?"*).
- ★ Kha vha fhe vhagudi tshifhinga tshinzhi tsha u humbula vha sa athu u lavhelela phindulo.
- ★ Kha vha sumbedze vhagudi uri vho thetshesela nga mafufufulu nga u shumisa phindulo dzi ngaho: (*"mmm, ndi zwone, ee, zwa vhuũkuma?"*).
- ★ Kha vha khwaũhise zwikili zwa u thetshesela zwa vhaũwe vhagudi na u vha itela tshikhala tsho tsireledzeaho tsha uri vha vhudzise dzimbudziso.
- ★ Kha vha katele vhagudi vhane vha khou thetshesela "u sumbedza na u amba" nga u vha vhudzisa dzimbudziso nga ha zwe vha pfa na nga ha zwithu zwiswa zwe vha guda.
- ★ Kha vha ũalutshedze mihumbulo na vhuũipfi havho vhone vhaũe (na mihumbulo na vhuũipfi ha vhaũwe).



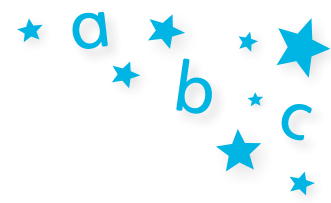
### U vhudzisa dzimbudziso zwi khwinisa mveledziso ya luambo

Nga kha u vhudzisa dzimbudziso, vhagudi vha guda uri tshenzhemo na mihumbulo yo fhambanaho zwi ũumana hani. Musi vha tshi vhudzisesa mbudziso na u ũalutshedza mihumbulo yavho, ndi hune luambo na zwikili zwavho zwa u humbula zwa ũo aluwa nga u ũavhanya. Phindulo dza vhagudi dzi nga si dzulele u vha dzone tshifhinga tshoũthe, fhedzi u ita vhuũkhakhi ndi tshipiũa tsha u guda kha roũthe. Vhagudisi vha tea u vhudzisa mbudziso dzine mugudi a kona u dzi fhindula nahone vha songo vhuya vha shonisa mugudi we a ũea phidulo i si yone.

Kha vha vhale nga vhuũalo kha khethekanyo i tevhelaho ya nga ha mbudziso dzine vha nga dzi vhudzisa vhagudi kha maimo a mveledziso o fhambanaho.







## 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).

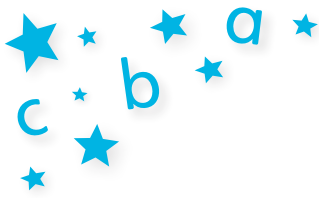


### Asking questions enhances language development

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 Mulayo wa nyendedzi

**U guda hu bvelela musi mugudisi a tshi ranga phanḁa vhagudi kha u bveledza nḁivho ntswa.**

Vhagudi vha bebiwa vha tshi khou ḁoḁa u guda naho zwo ralo vha nga kona u tumbula zwiḁwe zwithu nga vhone vhaḁe, uri vha kone u guda na u bveledza, vha ḁoḁa vhushaka. U ḁahulela na u fulufhela vhushaka ndi mitheo ya ngudo dzoḁhe. Vhaunḁi kana vhagudisi vhane vha fhindula madzangalelo na vhuḁidini ha mugudi, vha ḁanganya ngudo na u thusa vhagudi u pfesesa tshenzhemo dzavho.

**Kha vha fhe vhagudi vhuḁifhinduleli**

Vhagudi vha a funa u kateliwa kha mishumo ya “vhaaluwa” nahone vhunzhi ha ngudo ya u thoma ya mugudi muḁuku i ḁo itea musi a tshi khou ita tshithu a nga thungo ha muunḁi kana ḁwana wa hawe. Nga kha “u shela mulenzhe ho endedzwaho”, vha ḁo guda nga zwiḁuku nga zwiḁuku u ita mishumo nga vhone vhaḁe. U tou fana na mugudiswa a tshi guda mishumo kha makone kana muthu ane a vha na zwikili kha uyo mishumo, vhagudi vha guda zwikili zwiḁwa nga kha u gudiswa nga vhakomana, miraḁo ya muḁa na vhagudisi.

U ḁahulela na u fulufhela  
vhushaka ndi mitheo ya  
ngudo dzoḁhe.

## Kiḁasirumuni ..



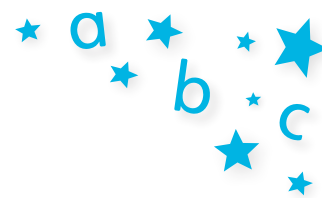
U tou fana na hayani, vhagudi vha funa u fhiwa mishumo kiḁasirumuni. Kha vha humbele vhagudi uri vha dzhie vhuḁifhinduleli ha khaḁenda ya maḁvha a mabebo, tshati ya zwa mutsho, u phakhela zwiko, u ranga phanḁa tshigwada tshavho, u thusa ane vha dzhena nae kiḁasini, u kunakisa khuḁa ya bugu. Tsha u thoma, kha vha vha humbele uri vha vha thuse. Vha ḁo guda nga u lavhelesa vhone vha tshi khou ita mishumo iyi, nahone ngavhuya vha ḁo vha vho lugela u ita mishumo nga vhone vhaḁe.

**U ḁilanga ndi zwa ndeme**

Vhagudi vha tea u guda uri hu gudiwa hani. Izwi zwi amba uri vha tea u guda u langula kana u langa vhuḁifari havho. Nga kha u ḁhaphudza mishumo vho ḁangana na muunḁi kana mugudisi a humbulaho kufunzele na u guda ha vhana, vhagudi vha guda uri hu fhungudziswa hani luvhilo, u humbula vha sa athu u ita nyito na u sa fhindula nga u ḁavhanya. Vhagudi vha guda u langa vhuḁipfi havho, u shandukisa dziḁulane na u langula u hanganea havho musi mishumo u tshi khou konḁa u u tandulula. Vha guda u humbulela phanḁa na u humbula dziḁwe nḁila nḁhani ha u fhindula vha songo humbula. Vhagudisi vhane vha fha vhagudi zwikhala zwa u lindela tshifhinga tshavho, u thetshesela dzindaela na u dzhenelela kha u ḁilanga.

Vhagudisi vha nga thusa vhagudi uri vha dzule vho futelela kha mishumo nga u langula vhupo ha u gudela. Izwi zwi nga amba u fhungudza phosho kana u bvisa zwiḁambiswa kana zwithu zwine zwa vha zwi songo tea kha mishumo nahone zwi tshi nga ḁi thithisa u thetshesela ha vhagudi. Vhagudisi vha nga dovha vha thusa vhagudi uri vha dzule vho futelela nga u topola zwipiḁa zwa ndeme zwa mishumo kana u sumbedza uri vha itise hani mishumo. Vhagudi vha ḁoḁa zwikhala zwinzhi zwa u dzhenelela kha mishumo uri vha bveledze vhukoni havho ha u dzula vho futelela.





## 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.

*Nurturing and trusting relationships are the cornerstones of all learning.*

### 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.

## 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.

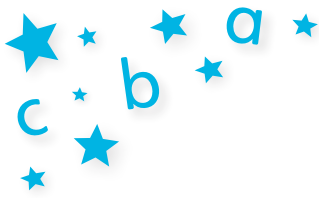
### Self-regulation is key

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.





### Nyendedzi kha vhuimo ho fanelaho

Ndi zwa ndeme uri nyendedzi ine mugudi a i fha vhana i vhe yo teaho vhuimo havho ha mveledziso. Saizwi ro zwi vhona kha mulayo wa vhuimo, musi vhaugudi vha tshi guda u űwala, vha fhira kha maimo a u űwala o fhambanaho nahone ndi zwa ndeme uri mugudisi izwi vha zwi dzhieie nűha na u tikedza mugudi lwo fanelaho.

## Kiġasirumuni ...

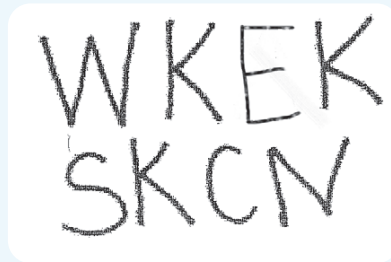


Vhagudisi vha na mushumo wa ndeme une vha tea u u ita kha u endedza vhagudi musi vha tshi ola na u ita ndingedzo dzavho dza u űwala lwa u thoma. Idzi ndi dziűwe khumbudzo dza nűila dza u endedza u rangela u űwala ha vhagudi vhaűuku:

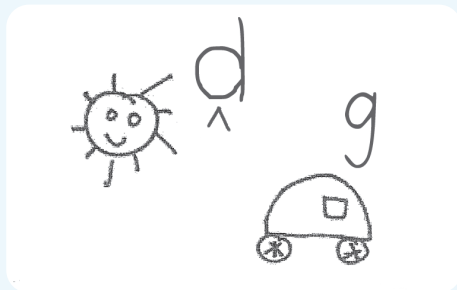
- ★ Zwo űwelea uri u űwala ha vhagudi hu katele u talatadza, maġedere, dzinomboro na zwiwhumbeo. Arali mugudi a sokou talatadza kana u lingedza u űwala, kha vha mu humbele uri a vha vhudze zwe a űwala nahone vha khwaűhise vhuġidini hawe. Sa tsumbo: *"No ita mushumo wavhuġi wa u űwala nganea yaűu. Ni nga mmbudza uri i ri mini?"*



- ★ Vha songo vhiġaela arali vhaűwe vha vhagudi vha tshi űwala maġedere malapfu hu si na zwiġhala. Tshiűwe tshifhinga zwi a thusa u vhaġela maipfi a mugudi kha minwe yavho musi vhaugudi vha tshi vha vhudza fhungo ġavho, vha vhe vha tshi khou sumba munwe musi vha tshi amba ipfi ġiűwe na ġiűwe. Kha vha vha űuűuwedze u ita nga u ralo nga minwe yavho musi vha tshi khou űwala. Izwi zwi nga vha thusa u pfesesa zwiġhala vhuġati ha maipfi.

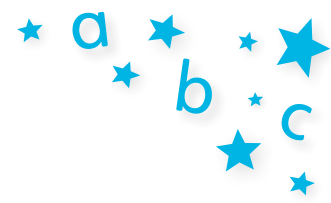


- ★ Musi űwaha u tshi bvela phanġa, vhagudi vha nga thoma u shumisa maġedere mathihi u imela miűwe mibvumo i re kha maipfi. Kha vha űahise vhuġiwa havho nga ha zwe vha vhona kha muűwalo wavho. Sa tsumbo: *"Ndi funa nűila ye na shumisa ngayo ġedere ġa /d/ ġo imelaho dugu dala kha zwe na űwala – ukwo kwo vha kuhumbulela kwavhuġi!"* Vha nga vha vha tshi kha ġi űwala maġedere a tshi thoma murahu kana o ganama. Vha songo khakhulula zwe vha űwala. Vha ġo ita nġowenġowe ya zwi re zwone kha miűwe mishumo.



- ★ Vhaűwe vhagudi vha nga kha ġi limuwa uri a vha khou űwala "zwone" nahone vha nga hana u űwala na luthihi. Izwi zwi nga itea musi vho no bveledza kupfesesele kwavhuġi kwa maġedere na mibvumo, fhedzi vha sa athu u shumisa mupeġo wo űweleaho wa ("vhaaluwa"). Ulwu ndi luġa lwa ndeme lwa mveledziso ya u űwala. Kha vha tikedze vhagudi nga u vha űwalela maűwe maipfi nahone vha vha űuűuwedze uri vha űwale maipfi ane vha nga a bula kana maipfi ane vha ġivha u a peġela. Hu si kale vha ġo vha vha tshi khou űwala hafhu nga vhone vhaġe.





### 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:

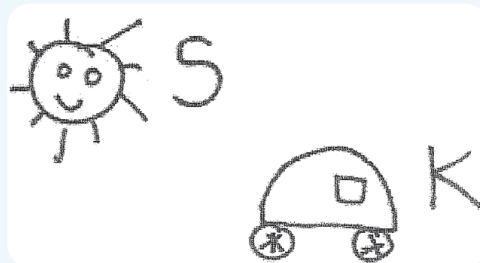
- ★ It is normal for learners' writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts. For example: "You have done a good job of writing your story. Can you tell me what it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

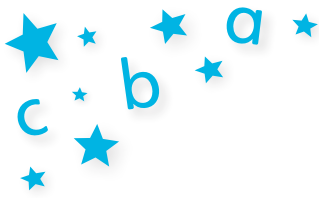


- ★ As the year progresses, learners may start using single letters to represent some sounds in words. Make a comment about what you have noticed in their writing. For example: "I like the way you used the letter /b/ for baby bird in your writing – that was good thinking!" They might still write letters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

U guda hu bvelela kha vhupo vhune muñwe na muñwe o țanganedzwa, o katelwa, u farwa zwavhuđi, u a țhonifhiwa nahone u kona u shela mulenzhe.

Vhagudisi vha re na muhumbulo wa vhukateli vha țanganedza na u kuvhatedza phambano vhukati ha vhagudi vhavho. Kijasiromu iñwe na iñwe ya Afurika Tshipembe i na vhagudi vhanzhi vho fhambanaho, muñwe na muñwe u ɗa na vhuñe hawe, vhumuthu, vhukoni, madzangalelo na siangane.

Mulayo wa vhukateli zwi amba uri *vhagudi* vhoțhe vho katelwa kha mishumo yoțhe ya kijasiromuni. Vhagudi vhoțhe vha na pfanelo ya u pfa vho khethea na u dzhenelela kha mishumo ya kijasiromuni na dzitherisano hu songo sedzwa vuholefhali, thaidzo dza vhuđifari kana zwiñwe zwithithisi zwa u guda. Vhagudi vha tea u țanganedzwa, u țuțuwedzwa u dzhenelela kha masia oțhe a tshikolo kana a sentharani na u tikedziwa kha u guda uri vha swikelela vhukoni havho ho fhelelaho.

Mulayo wa vhukateli u țandavhuwa wa ya na kha *vhabebi na vhashumi* vhane vha fanela u țanganedzwa, u katelwa, u farwa zwavhuđi na u țhonifhiwa hu sa sedzwi mvelele, murafho, lushaka, mbeu, mbeu ine wa i takalela, vhukoni ha muvhili kana ha muhumbulo, vhurerele kana tshiimo tsha ikononi na matshilisano, luambo na zwitaela zwa u guda.

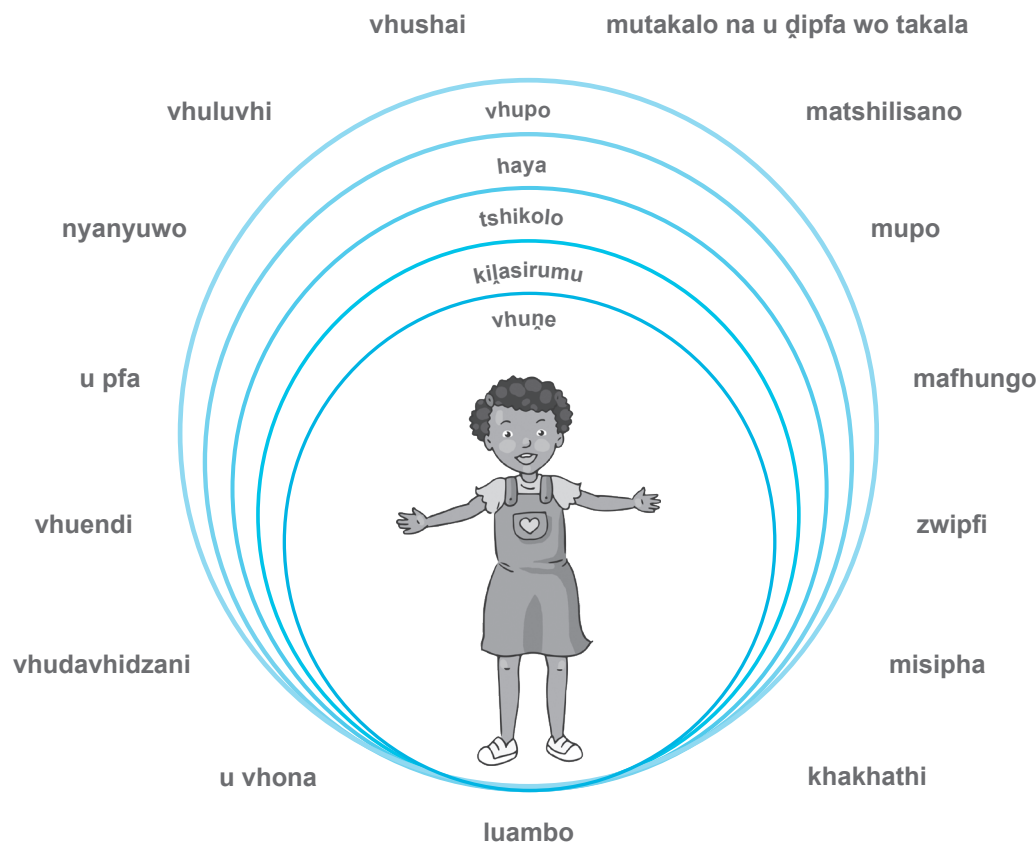
### Zwithithisi zwa u guda

Nđivhadzamalayotibe ya 6 ya Pfunzo kha Pfunzo ya Țhođea dzo Khetheaho i amba zwi khagala kha vhukateli ha vhagudi, nga maandā avho vhe vha vha vha sa kateliwi kale kana vhe vha vha vha tshi dzhielwa fhasi kha pfunzo yo ɗowealeho. **Zwithithisi zwa u guda** zwi tevhelaho zwo topolwa sa zwiñwe zwa zwiitisi zwa uri vha songo katelwa kha u guda:

Pfunzo ya vhukateli zwi amba uri vhagudi vhoțhe vha na pfanelo ya u wana pfunzo ya mutheo hu si na tshițalula.

Țhonifho ya phambano na vhuđiimiseli kha vhukateli ndi pfanelo dza vhagudi nahone dzo tsireledziwa nga Ndayotewa ya Afurika Tshipembe.

Mbekanyamaitela ya vhukateli i themendela uri vhagudisi vha ɗivhe vhuñe, țhođea na madzangalelo zwa mugudi muñwe na muñwe u itela u zwi sedza kijasiromuni yo ɗowealeho



### Guļosari

#### zwithithisi zwa u guda

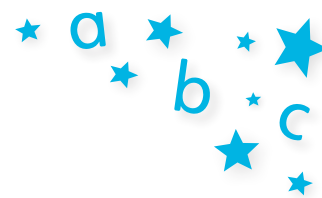
zwithithisi zwa u guda ndi tshiñwe na tshiñwe tshine tsha kundisa mugudi u guda zwavhuđi

Zwithithisi zwi nga vha:

- mupo: zwi țumanywaho thwii na mugudi (sa tsumbo: vuholefhali ha muhumbulo, ha vhuđipfi kana ha muvhili)

#### kana

- wi si zwa mupo: zwi sa țumaniwi na mugudi, (sa tsumbo, vhusai, u litshedzelwa, khakhathi dzi re kha vhupo)



## 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.

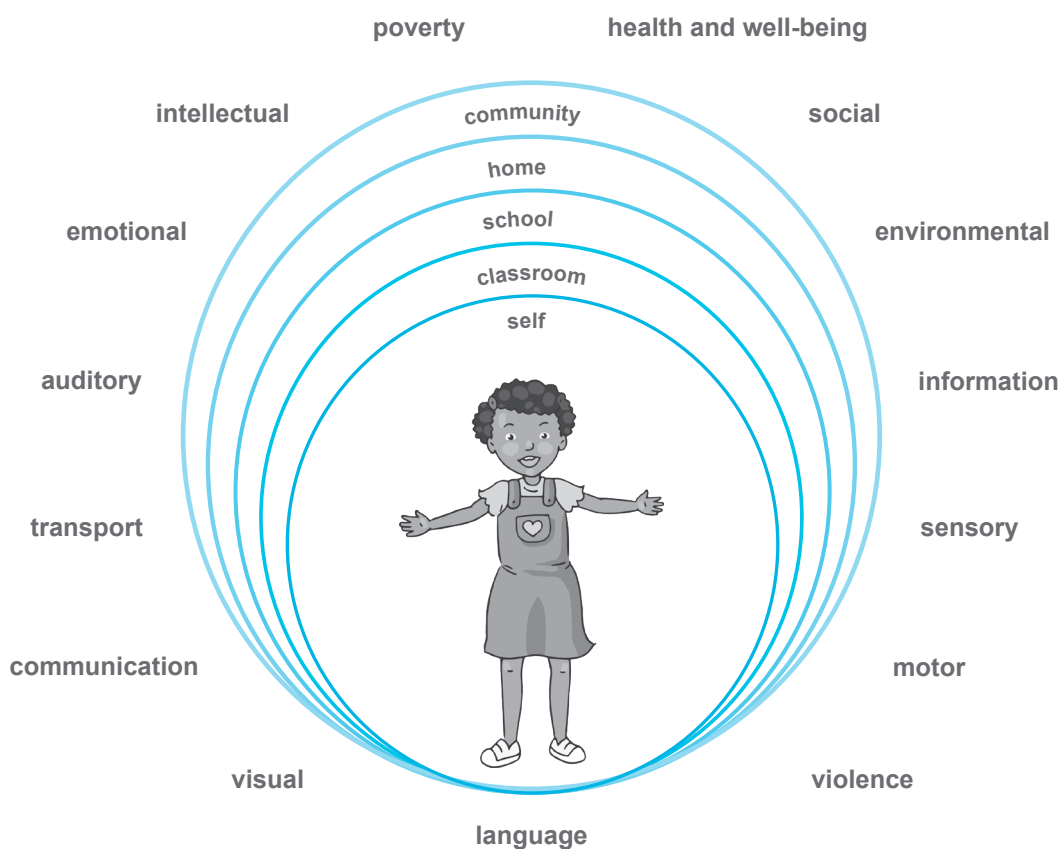
### Barriers to learning

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

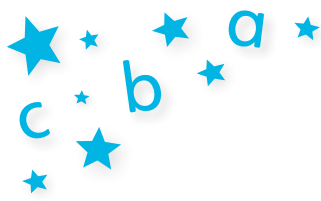
#### barrier to learning

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)





## Kiḷasirumuni ...

Kha vha pulane ngudo dzavho, mishumo na zwishumiswa uri zwi katele zwitaela zwa u guda zwo fhambanaho na u ita uri zwi vhe zwo tea kha ḥoḡea dza vhagudi vho fhambanaho:

- ★ Kha vha shumise zwithu, zwifanyiso na dzingafhadzo u tikedza zwine vha khou amba u itela uri vhagudi vha re na thaidzo ya nḡevhe kana vhane a vha ambi luambo lwa u funza vha kone u guda nga u vhona.
- ★ Kha vha ḡivhe luambo lwa hayani lwa vhagudi nahone arali lwo fhambanaho na luambo lwa u funza, kha vha vha ḥuḥwedze u wana maipfi kana mafhungo nga luambo lwavho lwa hayani uri vha pfesese kana u ḥanganyisa mihumbulo.
- ★ Kha vha ite uri vhagudi vha ḡidzhenise kha mishumo ya nḡowenḡowe yo fhambanaho nga zwithu zwa vhukuma u itela uri vha kone u fhaḡa kupfesesele kwavho nga nḡila dzo khwaḥhaho.
- ★ Kha vha fhe vhagudi thikhedzo na tshifhinga nyengedzedzwa tsha nḡowenḡowe na u kona zwikili zwiswa.
- ★ Kha vha fhe vhagudi tshifhinga tshinzi tsha u humbula nga ha thaidzo, u ḥaphudza mishumo na u fhindula dzimbudzo.
- ★ Arali vha tshi khou vhilaela nga mugudi, kha vha ye kha mushumisani navho uri vha rere nga vhuimo vhune vha khou shuma vha khaho u itela uri vha vhe na vhuḡanzi ha uri vha khou ḡetshedza mishumo yo fanelaho na u rera nga ha uri vha nga ita mini zwihwe uri vha ḡetshedze mugudi zwikhala zwoḥe zwi konadzeaho zwa u guda na mveledziso.

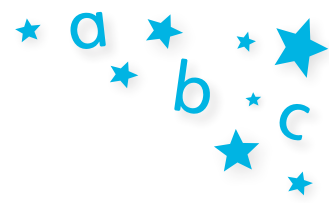
*Kha vha vhe na vhuḡanzi ha uri vha a ḡivha mbekanyamaitela ya lushaka ya u Ḥola, u Topola, u Linga na Thikhedzo (SIAS):*

- ★ Vhagudisi vha tea u ḥola vhagudi vhoḥe musi vha tshi ḥanganedzwa kha Gireidi ya R na u rekhoda mawanwa avho kha Phurofaili ya Mugudi.
- ★ Vhagudisi vha tea u bvedza Pulane ya Thikhedzo ya Muthu muthihi (ISP) u itela vhagudi vhaḥwe na vhaḥwe vhane vha vha topola sa vha re na zwithithisi zwa u guda.
- ★ Mafhungo aya a fanela u kovhekanywa na vhabebi na/kana vhaunḡi u itela uri vha ḡivhe nga ha ḥoḡea dza u engedza na pulane ya thikhedzo ya ḥwana wavho.
- ★ Vhagudisi vha tea u shumisana na Tshigwada tsha Thikhedzo tsha Tshikolo/Senthara u itela u ḡetshedza thikhedzo yo fanelaho kha mugudi zwi tshi anana na pulane ya thikhedzo.
- ★ Mugudi u ḡo rumelwa kha vha Tshigwada tsha Thikhedzo tsha Tshiḡiriki arali hu tshi ḥoḡea inḥe thikhedzo ya u engedza.

*Kha vha humbele vhugudisi na thikhedzo.* Zwikolo zwi fanela u vhona uri vhagudisi vha na zwiko zwo eḡanaho nahone zwo teaho zwi katelaho vhagudi vhoḥe, naho hu na zwithithisi zwa u guda. Izwi zwi katela vhugudisi ha u topola zwithithisi zwa u guda na u dzhenelela u itela u tikedza mugudi nga u shumisa nḡila dzo fhambanaho dza u funza; u shandula kharikhulamu u ya nga zwine mugudi a ḥoḡa; na u langula kiḷasi khulwane. Vhagudisi vha fanela u vha na thikhedzo ya vhathusi vho gudiswaho vha kiḷasirumuni.







## In the classroom ...

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

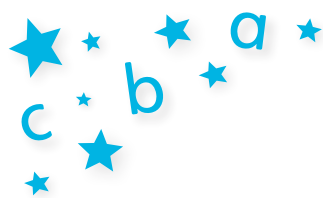
- ★ Use objects, pictures and gestures to support what you are saying so that learners who have a hearing loss or do not speak the language of instruction can learn visually.
- ★ Be aware of learners' home language and where it is different from the language of instruction, encourage them to identify 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 Mulayo wa ndowendowe

**U guda hu pfumbiswa nga kha u ita ndowendowe ya zwikili zwiswa na ndivho.**

Tshivhumbeo, ndowelo, ndowendowe na ndovhololo ndi zwa ndeme kha ngudo ya vhagudi vhaṭuku. Tshivhumbeo na ndowelo zwi thusa vhagudi uri vha humbule uri ḍuvha li tevhelaho hu ḍo ḍa mini, na u bvisa mazhuluzhulu kha tshenzhemo ya u guda. Ndovhololo na ndowendowe zwi ṅea vhagudi tshikhala tsha u lingedza ngudo ntswa, na u ita ndowendowe ya zwikili u swikela vha tshi zwi kona. Ndovhololo na ndowendowe a zwi ambi u ita tshithu tshithihi ḍuvha liṅwe na liṅwe, fhedzi zwi khwaṭhisa na u shumisa ndivho na zwikili zwiswa kha nyimele dzo fhambanaho.

Ndovhololo na ndowendowe zwi fha vhagudi tshikhala tsha u lingedza ngudo ntswa na u ita ndowendowe ya zwikili u swikela vha tshi zwi kona.

### Kiḷasirumuni ...

U guda u pfa mibvumo kha maipfi na u ṭumanya iyi mibvumo kha zwiḡa zwa maḷedere zwi ṭoḍa ndowendowe na ndovhololo nanzhi. Zwi dzhia tshifhinga na u sa fhela mbilu, nahone kha Gireidi ya R hu na zwickhala zwinzhi zwi si zwa fomaḷa zwa vhagudi uri vha ite ndowendowe ya u thetshesha mibvumo i re kha maipfi.

Zwikili zwa ndivho ya ḍivhamabulele zwi bvelela nga kha ndowendowe ya ḍuvha liṅwe na liṅwe:

- ★ Musi ri tshi khou lindela tshifhinga tsha u ḷa, kha ri tambe mutambo wa “Ndi a ṭolela nga liṭo ḷanga liṭuku!”
- ★ Arali dzina ḷanu li tshi thoma nga /b/, ni nga vha wa u thoma u ima kha mutevhe wa u wana zwidyangudyangu.
- ★ Ndi khou humbula nga ha tshipuka tshine tsha funa u ḷa marambo. Tshi thoma nga mubvumo wa /d/.

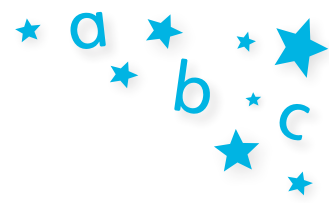
U ita ndowendowe ya maḷedere a zwi ambi ndovhololo ya ḍuvha liṅwe na liṅwe ya mushumo muthihi. Hu na mishumo minzhi ine ya ṅetshedza ndowendowe dzi ṭoḍeaho nga maanda, fhedzi naho zwo ralo dzi a takadza na u kunga vhagudi vhaṭuku:

- ★ Kha vha ite ḷedere muyani kana nga ngomu ha tshanda tshavho.
- ★ Kha vha ite ndowendowe ya u ita ḷedere vha tshi khou shumisa tshipiḍa tsha tshoko, tshitanda kha muṭavha, kana bulatsho ya u pennda nga maḍi.
- ★ Kha vha tambe mitambo ine ya ṭoḍa uri vhagudi vha fanyise zwiḡa zwa maḷedere na zwifanyiso zwi no thoma nga mubvumo une ḷedere ḷa u ita.
- ★ Kha vha ite kubugu kuṭuku nga u ṅwala ḷedere vha kone u ola zwifanyiso zwa zwithu zwine zwa thoma nga ḷedere ḷeneḷo.
- ★ Kha vha ṅwale ḷedere nga khirayoni dza mivhala yo fhambanaho uri vha ite ḷedere ḷa musengavhadzimu.
- ★ Kha vha ite maḷedere nga suko ḷa u tamba.

Kha mbekanyamushumo ya luambo yo ḍisendekaho kha nganea, nga kha mishumo ya ḍuvha liṅwe na liṅwe yo ṭumanywaho na nganea, vhagudi vha wana tshenzhemo na u guda luambo lwa nganea nga ṅḡila dzo fhambanaho. Mushumo muṅwe na muṅwe wo olelwa u itela u ṅea vhagudi zwickhala zwa u ḍiphina nahone zwi funzaho zwa u ita ndowendowe na u shumisa luambo lwa nganea. Naho vhagudisi vha tshi nga vhilaela uri tshifhinga tshi tshi ya i ḍo bora vhagudi arali mishumo ya vhege mbili ya u funza yo ḍisendeka kha nganea nthihi, vhagudisi vha vhiga uri vhagudi vha na dikitela ḷa u thetshesha nganea lunzhilunzhi, na uri ndovhololo na ndowendowe zwi fhaṭa vhuḍifulufheli na u goḍombedza ngudo.

### Kiḷasirumuni ...

Ri a zwi ḍivha uri vha kone u guda maipfi maswa na u a ita avho, vhagudi vha tea u pfa na u anzela u shumisa maipfi nahone kha nyimele dzo fhambanaho. Vhagudi vha anzela u pfesesa maipfi vha sa athu vha na vhuḍifulufheli ha u a shumisa, nahone zwi dzhia tshifhinga na ndowendowe uri vha bveledze ndivho yo khwaṭhaho nahone ya tshoṭhe ya maipfi maswa. Vhagudi vhaṭuku vha nga pfa maipfi maswa na mafhungo kha nganea yo ambiwaho nga mugudisi, fhedzi vha ṭoḍa zwickhala zwa u ita ndowendowe vha tshi khou shumisa maipfi na mafhungo maswa kha nyimele dzo fhambanaho. U anetshela hafhu nganea hu tshi khou shumiswa thevhokano ya zwifanyiso, liṭambwa ḷa nganea, u ola tshipiḍa tsha nganea tshine vha tshi funesa na u ṭalutshedza zwe vha ola na u ṭuwa na kubugu kuṭuku hayani vha “vhalela” miṭa yavho, zwoṭhe zwi ṅetshedza ndovhololo na ndowendowe ine ya fhaṭa vhuḍifulufheli na vhuḡoni.



## 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.

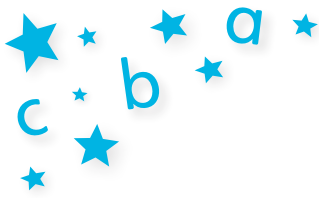


In a story-based language programme, through the daily activities linked to the story, learners experience and practise the language of the story in different ways. Each activity is designed to give learners fun and meaningful opportunities to practise and use the story language. Although teachers might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

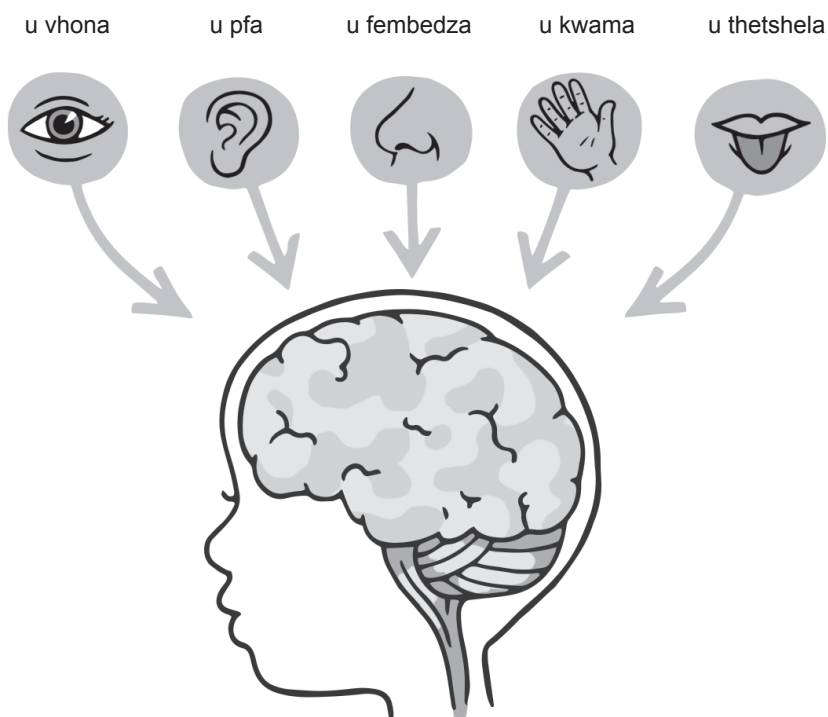




## Mveledziso ya zwipfi na misipha na marambo

Mveledziso ya zwikili zwa zwipfi na misipha na marambo kha vhagudi vhaṭuku ndi ya ndeme nga maanḡa kha u tea mutheo wa mveledziso yoṭhe ya luambo ya tshifhinga tshi ḡaho na u guda. U ḡivha ha muhumbulo zwine zwa khou itwa nga zwipfi zwi amba u shumisa zwipfi u wana mafhungo nga ha vhupo.

Zwikili zwa zwipfi zwi ri tendela u pfesesa liḡhasi u mona na riḡe. Mafhungo a zwipfi a kuvhanganywa nga zwipfi zwashu zwiṭanu, sa tsumbo: zwine maṭo ashu a vhona, zwine nḡevhe dza pfa, zwine lukanda lwashu lwa pfa, zwine lulimi lwashu lwa thetshela na zwine ningo yashu ya fembedza. Mafhungo aya a rumelwa vhuluvhini hashu. Vhuluvhi vhu a bveledza, u dzudzanya na u humbula mafhungo aya u itela uri ri kone u a shumisa nga murahu u itela mishumo ya ḡuvha liḡwe na liḡwe.



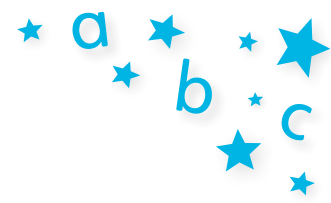
Zwikili zwa misipha ya marambo ndi nyito dzine dza kwama u shumisa misipha. Ri shumisa misipha mihulwane mivhilini yashu u ita mishumo guṭe ya misipha, sa tsumbo: u raha bola, u gidima na u fhufha. Ri shumisa misipha miṭuku u ita mishumo guṭe ya misipha, sa tsumbo: u gera, u ḡwala na u ola.

Mveledziso ya ṭhanganyo yo zwikili zwa zwipfi na misipha ya muvhili i katela zwi tevhelaho:

- ★ zwipfi zwa u vhona
- ★ zwipfi zwa u pfa
- ★ zwipfi zwa u kwama na zwa vhunzani.

Izwi zwo rerwa nga vhuḡalo kha siaṭari li tevhelaho.

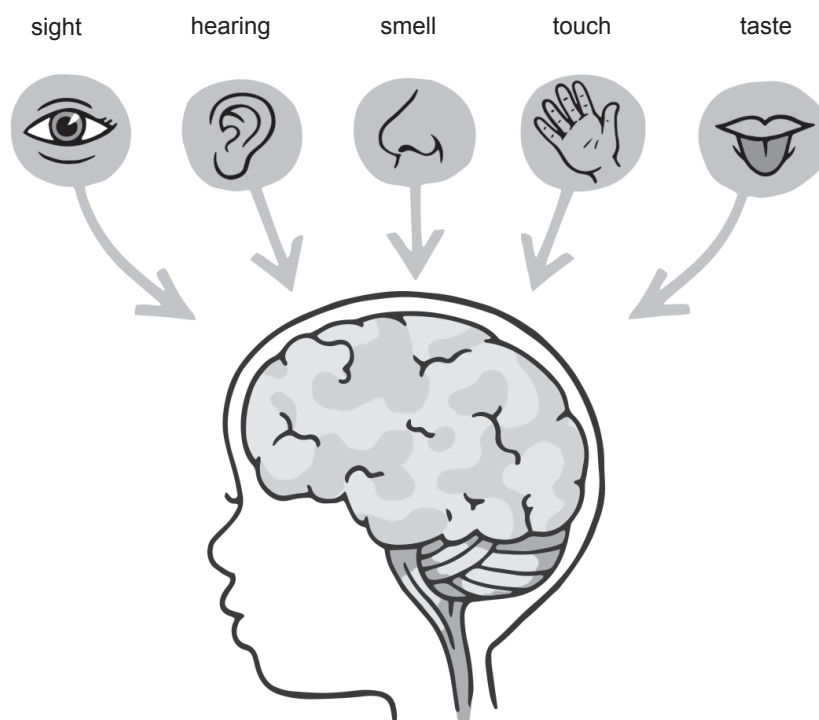




## Perceptual and motor development

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.



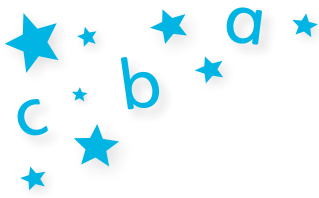
Motor skills are actions that involve using our muscles. We use the big muscles in our bodies for gross motor activities, for example: kicking a ball, running and jumping. We use smaller muscles for fine motor activities, for example: cutting, writing and drawing.

Sensory perceptual motor development includes the following:



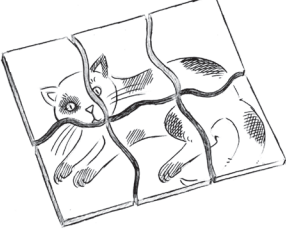


- ★ visual perception
- ★ auditory perception
- ★ tactile and kinaesthetic perception.

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

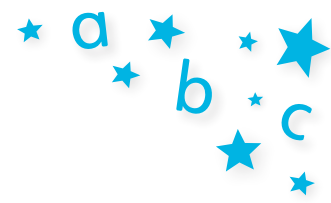






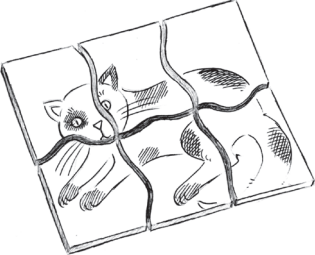


## Zwikili zwa zwipfi zwa u vhona

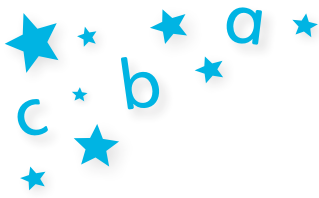
<p><b>U vhona hu khethululaho</b></p> <ul style="list-style-type: none"> <li>★ U vhona hu khethululaho ndi vhukoni ha u vhona zwi fanaho na zwo fhambanaho vhukati ha zwithu.</li> <li>★ Vhagudi vha shumisa na u bvedeza tshikili itshi musu vha tshi vhambedza zwifanyiso zwivhili vha wana uri ndi mini tshine tsha khou tshela kha tshinwe tsha zwifanyiso.</li> <li>★ U vhona hu khethululaho hu dovha ha shumisiwa musu vhagudi vha tshi divha u fana na phambano vhukati ha majedere mavhili a ngaho sa <b>b</b> na <b>d</b>.</li> </ul>	
<p><b>U pfananya maṭo, vhuluvhi na misipha (u pfananya maṭo na tshanḁa)</b></p> <ul style="list-style-type: none"> <li>★ U pfananya maṭo, vhuluvhi na misipha ndi vhukoni ha maṭo, vhuluvhi na misipha ya muvhili uri zwi shumisane u ita nyito. Ndi zwa ndeme kha mishumo i fanaho na kufarele kwa zwithu, u ola na u ṅwala.</li> <li>★ Vhagudi vha shumisa na u bvedeza pfananyo ya maṭo, vhuluvhi na misipha nga kha mitambo ya bola na ya zwisagana zwa ṅawa, u fhaṭa nga zwiḅujoko, u tamba nga zwithu zwi kunguluwaho na zwi suvhaho, u ola phetheni, u gera na u ola.</li> </ul>	
<p><b>U vhona zwo fhelelaho musu zwi songo fhelela</b></p> <ul style="list-style-type: none"> <li>★ U vhona zwo fhelelaho musu zwi songo fhelela ndi vhukoni ha u fhedzisa zwithu, zwifanyiso kana nyolo dzi songo fhelelaho. Nga maṅwe maipfi, mugudi u kona u divha kana u topola tshithu tsho fhelelaho na musu tshifanyiso itsho tshi songo fhelela.</li> <li>★ Vhagudi vha shumisa na u bvedeza u vhona zwo fhelelaho ngeno zwi songo fhelela musu vha tshi khou tshaphudza dziphazili kana u tḁalusa zwine zwa khou tshela kha tshifanyiso tshi songo fhelelaho, sa tsumbo, tshine tsha sumbedza tshipiḁa tsha tshifhaṭuwo kana tsha muvhili fhedzi.</li> </ul>	
<p><b>U kona u fhambanya zwivhumbeo na zwiga na u kona u vhona zwipiḁa zwa tshithu</b></p> <ul style="list-style-type: none"> <li>★ U kona u fhambanya zwivhumbeo na zwiga ndi vhukoni ha u divha phambano vhukati ha zwivhumbeo na zwiga, na musu muelo na vhuimo hazwo zwi tshi nga shanduka. Nga maṅwe maipfi, zwi amba u kona u divha zwiṭaluli zwi sa shanduki zwa tshithu.</li> <li>★ Vhagudi vha shumisa kana u bvedeza itshi tshikili musu vha tshi vhona majedere kha nyimele dzo fhambanaho na u pfesesa uri zwiga zwa jedere (sa tsumbo: j) i dzula yo ralo naho ya ṅwaliwa nga mivhala yo fhambanaho kana ya ṅwaliwa i tshukhu kana i khulu.</li> </ul>	
<p><b>U vhona hu nanguludzaho vhukati ha zwiṅwe</b></p> <ul style="list-style-type: none"> <li>★ U vhona hu nanguludzaho vhukati ha zwiṅwe ndi vhukoni ha u divha kana u topola tshithu, tshiga kana tshivhumbeo musu hu na khuvhanganyo ya zwiṅwe zwithu, zwiga kana zwivhumbeo.</li> <li>★ Vhagudi vha shumisa kana u bvedeza zwikili zwa u vhona hu nanguludzaho vhukati ha zwiṅwe musu vha tshi humbelwa u topola zwiṅwe zwithu kha tshifanyiso, sa tsumbo: <i>“Wanani musidzana o ambaraho tshikipa tshitswuku kha tshifanyiso.”</i></li> </ul>	





## Visual perceptual skills

<p><b>Visual discrimination</b></p> <ul style="list-style-type: none"> <li>★ Visual discrimination is the ability to see similarities and differences between objects.</li> <li>★ Learners use and develop this skill when they compare two pictures and identify what is missing from one of the pictures.</li> <li>★ Visual discrimination is also used when learners recognise the similarities and differences between two letters such as a <b>b</b> and <b>d</b>.</li> </ul>	
<p><b>Visual motor coordination (eye-hand coordination)</b></p> <ul style="list-style-type: none"> <li>★ 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.</li> <li>★ 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.</li> </ul>	
<p><b>Visual closure</b></p> <ul style="list-style-type: none"> <li>★ 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.</li> <li>★ 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.</li> </ul>	
<p><b>Form constancy and form perception (recognition)</b></p> <ul style="list-style-type: none"> <li>★ 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.</li> <li>★ Learners use and develop this skill when they see letters in different contexts and understand that a letter symbol (for example: <b>J</b>) remains the same whether it is written in different colours or in big or small writing.</li> </ul>	
<p><b>Visual figure-ground perception</b></p> <ul style="list-style-type: none"> <li>★ Visual figure-ground perception is the ability to recognise or identify an object, symbol or shape when surrounded by other objects, symbols or shapes.</li> <li>★ Learners use and develop visual figure-ground perceptual skills when they are asked to identify particular objects in a picture, for example: <i>“Find the girl with the red top in the picture.”</i></li> </ul>	



### U vhona hu tevhekanaho

- ★ U vhona hu tevhekanaho ndi vhukoni ha u vhea zwithu nga mutevhe wo teaho nga murahu ha u zwi sedza kana u zwi lavhelesa.
- ★ Vhagudi vha shumisa na u bvedeza itshi tshikili musi vha tshi sedza phetheni ya vhulungu ha mivhala yo fhambanaho kha thambo vha kona u dovhola phetheni nga vhona vhaṅe kana vha kopa maḽedere a re kha madzina avho nga thevhekanano yone.



### Nyanḽano ya maḽo na misipha

- ★ Nyanḽano ya maḽo na misipha ndi vhukoni ha u kona u pfelesa mafhungo nga u tou sedza na u a shumisa kha muṅwe mushumo u shumisaho zwikili zwa misipha ya muvhili.
- ★ Vhagudi vha shumisa mafhungo e vha a vhona na u bvedeza zwikili zwa u sudzuluwa ha misipha musi, sa tsumbo, vha tshi kopa dzina ḽavho kana u ola zwithu zwo vheiwaho phanḽa havho.

Khanyi  
Khanyi

### Zwifanyiso zwa muhumbulo

- ★ Zwifanyiso zwa muhumbulo ndi vhukoni ha u ita zwifanyiso muhumbuloni wau (zwifanyiso zwa muhumbulo) zwo ḽisendeke kha tshenzhemo, u lavhelesa kana maṅwe mafhungo e muthu a vhona.
- ★ Vhagudi vha shumisa kana u bvedeza itshi tshikili musi, sa tsumbo, vha tshi ola zwifanyiso zwa tshithu tshi ngaho sa lufhera lwa mahayani avho kana lwa miḽani ya havho.



### Nyelelwo ya u vhona

- ★ Nyelelwo ndi vhukoni ha vhuluvhi ha u humbula zwe maḽo a vhona.
- ★ Vhagudi vha shumisa na u bvedeza itshi tshikili u ḽivha maipfi a tshifhinga tshoṽe.



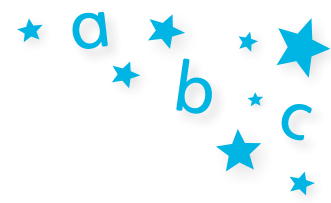
## Kiḽasirumuni ...




Kha vha lavhelese vhagudi vha tshi khou tamba nga zwithu zwo fhambanaho vha nḽa na musi vhe ngomu. Vha nga:

- ★ bula phambano vhukati ha mibvumo yo fhambanaho na maipfi o fhambanaho naa?
- ★ topola phambano vhukati ha zwifanyiso zwivhili kana zwigwada zwa zwithu naa?
- ★ humbula zwe vha vhona kana vha pfa naa?
- ★ dovhola mutevhe wa maipfi kana wa dzinomboro nga thekhekano yone naa?
- ★ kona u pfa mibvumo yo fhambanaho, madzina avho, na ndaela naa?
- ★ pfa phambano vhukati ha u suvhelela na u hwasa naa?
- ★ wana phambano vhukati ha u ḽifha na u dunga vho valwa maḽo naa?







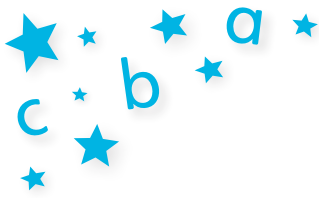
<p><b>Visual sequencing</b></p> <ul style="list-style-type: none"> <li>★ Visual sequencing is the ability to place objects or items in the correct order after looking at them or observing them.</li> <li>★ Learners use and develop this skill when they look at a pattern of different coloured beads on a string and then repeat the pattern themselves or copy the letters in their name in the correct order.</li> </ul>	
<p><b>Visual motor integration</b></p> <ul style="list-style-type: none"> <li>★ Visual motor integration is the ability to make sense of visual information and then use that information in another activity that uses motor skills.</li> <li>★ 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.</li> </ul>	<p>Khanyi</p> <p>Khanyi</p>
<p><b>Visual conceptualising</b></p> <ul style="list-style-type: none"> <li>★ Visual conceptualising is the ability to make pictures in your mind (mental images) based on experiences, observations or other visual information.</li> <li>★ Learners use and develop this skill when, for example, they draw pictures of something like a room in their homes or of their families.</li> </ul>	
<p><b>Visual memory</b></p> <ul style="list-style-type: none"> <li>★ Visual memory is the ability for the brain to recall what the eyes have seen.</li> <li>★ Learners will use and develop this skill to recognise high frequency words.</li> </ul>	

## In the classroom ...



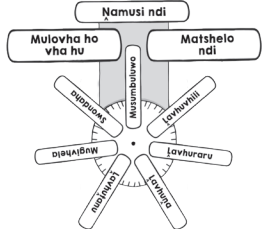
Observe learners playing outside and inside with different equipment. Can they:

- ★ 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?





## Zwikili zwa zwipfi zwa u pfa

<p><b>U pfa hu khethululaho</b></p> <ul style="list-style-type: none"> <li>★ U pfa hu khethululaho ndi vhukoni ha u ðivha zwi fanaho na zwo fhambanaho kha mibvumo.</li> <li>★ Vhagudi vha shumisa na u bvedza itshi tshikili musi vha tshi kona u ðalula arali mibvumo mivhili yo ambiwaho nga mugudisi i tshi fana kana yo fhambana (sa tsumbo: /p/ na /b/ ndi mibvumo yo fhambanaho).</li> <li>★ Vha dovha vha shumisa khethululo ya u pfa u ðivha mubvumo wa u thoma kha ipfi (sa tsumbo: ipfi “bola” ði thoma nga mubvumo wa /b/).</li> </ul>	<p>Mudededzi: “Ni vhande musi ni tshi pfa ipfi ðine ða thoma nga mubvumo /s/: raha, saha.”</p>
<p><b>U rwela ngomani</b></p> <ul style="list-style-type: none"> <li>★ U rwela ngomani ndi vhukoni ha u vhulunga na u humbula tshiñwe tshithu tshe muthu a pfa.</li> <li>★ Vhagudi vha shumisa na u bvedza itshi tshikili musi vha tshi tevhedzela sethe ya dzindaela, uimba nyimbo dzi re na nyito na u shumisa luambo lwa nganea kha ðitambwa.</li> </ul>	
<p><b>U nanguludza mubvumo vhukati ha miñwe</b></p> <ul style="list-style-type: none"> <li>★ U nanguludza mibvumo vhukati ha miñwe ndi vhukoni ha u ðivha kana u nanguludza mubvumo u bva kha miñwe mibvumo.</li> <li>★ Vhagudi vha guda na u bvedza itshi tshikili nga u sedza zwine muñwe a re kha tshigwada tshavho a khou amba vha sa khou thithisiwa nga phosho ya zwiñwe zwigwada zwi tshi khou amba.</li> </ul>	
<p><b>U pfa hu tevhekanaho</b></p> <ul style="list-style-type: none"> <li>★ U pfa hu tevhekanaho ndi vhukoni ha u humbula zwithu nga u tevhekana hazwo nga murahu ha u pfa mutevhe wazwo.</li> <li>★ Vhagudi vha guda na u bvedza itshi tshikili musi vha tshi khou guda alifabethe (A, B, C ...) kana maðuvha a vhege (Musumbuluwo, Lāvuhvhili, Lāvhuraru ...).</li> </ul>	

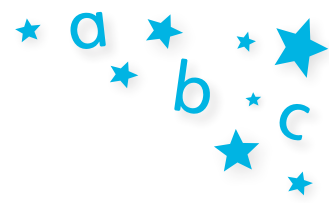
## Kiñasirumuni ...

Mutevhe wa u Sedzulusa Zwikili zwa Zwipfi (kha vha sedze Nyendedzi ya Ðivhaipfi) ndi tshishumiswa tshi shumaho u topola vhagudi vha re na vhuleme vhuhulwane ha zwipfi vhune vhu nga kwama ngudo yavho kha Gireidi ya R.



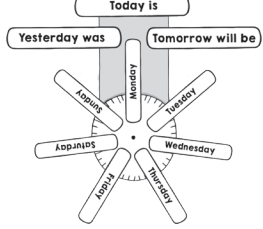
Nyendedzi dza Mishumo dzi katela mishumo minzhi ine i nga shumiswa u tikedza mveledziso ya zwikili zwa zwipfi. Sa tsumbo:

- ★ Vhagudi vha re na vhuleme ha nyanðano ya maço na misipha vha nga kongelwa u vhumba ðeðere nga suko ða u tamba kana u pennda ðeðere kha tshipiða tsha bambbiri. Vha nga lingedza u vha ñea ðeðere kha tshipiða tsha garaða uri vha kope, kana thempleithi u itela uri vha oledzele kha mitalo ya ðeðere.
- ★ Vhagudi vha re na vhuleme ha zwipfi zwa u pfa vha nga kongelwa u pfa phambano ya mibvumo i re kha maipfi. Vha nga lingedza u vha humbela uri vha sedze mulomo wavho musi vha tshi amba mubvumo, kana vha fare tshivhoni phanða ha milomo yavho u itela uri vha vhone uri mubvumo u itiswa hani.





## Auditory perceptual skills

<p><b>Auditory discrimination</b></p> <ul style="list-style-type: none"> <li>★ Auditory discrimination is the ability to recognise similarities and differences in sounds.</li> <li>★ Learners use and develop this skill when they can identify whether two sounds spoken by the teacher are the same or different (for example: <b>p</b> and <b>b</b> are different sounds).</li> <li>★ They also use auditory discrimination to identify the first sound in a word (for example: the word “ball” starts with the sound /<b>b</b>/).</li> </ul>	<p>Teacher: “Clap when you hear a word that starts with the sound /p/: big, pig, dig.”</p>
<p><b>Auditory memory</b></p> <ul style="list-style-type: none"> <li>★ Auditory memory is the ability to store and remember something you have heard.</li> <li>★ Learners use and develop this skill when they follow a set of instructions, sing songs with actions and use story language in role play.</li> </ul>	
<p><b>Auditory figure-ground perception</b></p> <ul style="list-style-type: none"> <li>★ Auditory figure-ground perception is the ability to recognise or isolate a sound from other sounds.</li> <li>★ 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.</li> </ul>	
<p><b>Auditory sequencing</b></p> <ul style="list-style-type: none"> <li>★ Auditory sequencing is the ability to remember objects or items in the correct order after hearing a list.</li> <li>★ Learners learn and develop this skill when they learn the alphabet (A, B, C ...) or the days of the week (Monday, Tuesday, Wednesday ...).</li> </ul>	

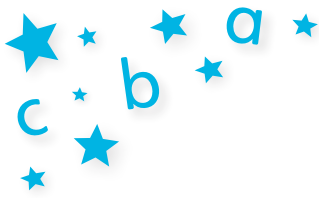
## In the classroom ...

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.





## U kwama na zwikili zwa zwipfi

### Zwipfi zwa u kwama

- ★ U kwama ndi vhukoni ha u shumisa zwipfi zwa u kwama u sedzulusa vhupo hau. Vhukoni ha u kwama na vhunzani zwi a shumisana u netshedza vhuluvhi mafhungo.
- ★ Vhagudi vha shumisa na u bveledza vhukoni ha u kwama musu vha tshi dzhenelela kha mishumo i ngaho sa u bonya maṭo avho, u phuphuledza na u ṭalusa tshivhalo tsha zwithu zwo fhambanaho ngomu ha bege. Sa tsumbo: vha nga ḡi ri tshi na dzhikhudḡa kana ndi tshipulumbu, tshi a suvhelela kana tshi a hwaswa.



### Vhukoni ha vhunzani

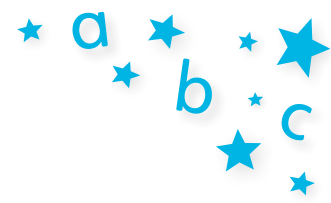
- ★ Vhukoni ha vhunzani ndi ḡivho ya tsudzuluwo ya muvhili na vhuimo tshikhalani.
- ★ Vhagudi vha shumisa u bveledza ḡivho ya mivhili yavho i tshimbidzanaho na zwiṅwe zwithu zwi re tsini navho nga kha mitambo ya nḡa i ngaho sa u gonya kana u sera zwithu na u kokovha kha dzithaneḡe.
- ★ Vhukoni ha vhunzani vhu dovha ha bveledzwa musu vhagudi vha tshi dzhenelela kha nyito ya zwidade na nyimbo dzine dza vha thusa u fhaṭa ḡivho ya tsudzuluwo ya mivhili yavho na vhuimo tshikhalani (sa tsumbo: luimbo “Ṭhoho, mahaḡa, magona na zwikunwane”).






### Vhuimo tshikhalani (ḡivho ya nga ha tshikhala) na vhulivhisi

- ★ Vhuimo tshikhalani ndi vhukoni ha u vhona vhuimo ha tshithu kha tshikhala tshi tshimbidzanaho na iwe muṅe kana tshiṅwe tshithu. ḡivho ya nga ha tshikhala i thoma nga u vhona muvhili wa iwe muṅe kha tshikhala, na u ṭandavhudza u kona u ṭalusa vhuimo ha zwithu zwi tshimbidzanaho na zwiṅwe (sa tsumbo: ṅṅha, fhasi, phanḡa, murahu, vhukati, tshanḡa tsha monde, tshanḡa tshauḡa).
- ★ Vhagudi vha shumisa na u bveledza itshi tshikili musu vha tshi guda u vhalo na u ṅwala u bva kha tshanḡa tsha monde u ya kha tshanḡani tshauḡa kha siaṭari.
- ★ ḡivho nga ha tshikhala i ḡo dovha ya thusa vhagudi u vhona phambano vhukati ha maḡedere ane a fana, fhedzi a na nzulele i fhambanaho (sa tsumbo: **b, d, p**).





## Tactile and kinaesthetic perceptual skills

<p><b>Tactile perception</b></p> <ul style="list-style-type: none"> <li>★ 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.</li> <li>★ 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.</li> </ul>	
<p><b>Kinaesthetic perception</b></p> <ul style="list-style-type: none"> <li>★ Kinaesthetic perception is the awareness of body movements and position in space.</li> <li>★ 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.</li> <li>★ 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”).</li> </ul>	
<p><b>Position in space (spatial awareness) and directionality</b></p> <ul style="list-style-type: none"> <li>★ 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).</li> <li>★ Learners use and develop this skill as they learn to read and write from left to right on the page.</li> <li>★ Spatial awareness will also help learners to notice the difference between letters that look the same, but have a different orientation (for example: <b>b</b>, <b>d</b>, <b>p</b>).</li> </ul>	



# ★ Khethekanyo ya 3: U funza luambo na u rangela u kona u vhala na u n̄wala kha Gireidi ya R

## U thetshesela na u amba (luambo lwa u amba)

Ri funzisa hani vhagudi u vhala na u n̄wala? Arali ha vhudziswa iyi mbudziso, vhanzhi vha ḡo fhindula uri u guda u n̄wala na u vhala hu bvelela nga kha u vhala dzibugu, u ita ḡowendḡowe ya u n̄wala na u vhala na u guda nga ha maḡedere na mibvumo. Masia aya oḡhe ndi a ndeme kha u guda u n̄wala na u vhala. Nahone, u vha muvhali na muḡwali a re na zwikili, ndi zwa ndeme uri vhagudi vha tikedzwe u bveledza zwikili zwavho zwa luambo lwa u amba - zwikili zwavho zwa u thetshesela na u amba. Hu si na zwikili zwavhuḡi zwa luambo, u guda u vhala na u n̄wala zwi nga konḡela vhagudi vhaḡuku. Hu si na mutheo wo khwaḡhaho wa zwikili zwa luambo, vhagudi vha nga guda u vhala maipfi, fhedzi vha si p̄fesese zwine vha khou vhala. Vha nga kona u n̄wala maipfi, fhedzi vha si kone u sumbedza mihumbulo yavho nga u n̄wala. Nga nḡhani ha izwi, kha iyi mbekanyamushumo, hu na u ombedzela ho khwaḡhaho kha mveledziso ya zwikili zwa u thetshesela na u amba kha mutevheḡhadu woḡhe wa vhege mbili, fhedzi nga maanḡa kha vhege ya u thoma.

Kha ri sedze nga vhuḡalo kha masia mavhili a ndeme a mveledziso ya luambo lwa u amba ane mbekanyamushumo ya a tikedza: mveledziso ya ḡivhaipfi ntswa na luambo lwa bugu.

### ḡivhaipfi ntswa

ḡivhaipfi yo p̄fumaho na yo ḡanḡavhuwaho ndi ya ndeme kha mveledziso ya u guda u vhala na u n̄wala (Scarborough, 2001).

Nga kha u thetshesela luambo lwa u ambiwa, na nga murahu ha u amba nga vhone vhaḡe, vhagudi vha bveledza ḡivho ya ḡhalutshedzo dza maipfi (ine ra i vhidza ḡivhaipfi). Ngudo dzo sumbedza uri vhagudi vhaḡuku vha re na ḡivhaipfi yavhuḡi vha na miḡwaha miḡanu ndi vhone vhone vha anzela u phasa zwavhuḡi ndingo dza ḡivho ya u vhala kha Gireidi ya 3, 4 khathihi na 7 (Sēnēchal, Ouellette & Rodney, 2006; Tabors, Snow na Dickinson, 2001). Kha tshiḡwe tshanḡa, arali vhagudi vha na ḡivhaipfi yo pimeaho musi vha tshi thoma tshikolo, naho vha tshi nga guda u vhala maḡwalwa o leluwaho, vha ḡo konḡelwa u p̄fesese zwine vha vhala musi vha tshi ḡangana na maḡwalwa a konḡaho.

Uri vha kone u bveledza kup̄fesesele na vhukoni ha u shumisa maipfi maswa, vhagudi vha tea u ḡangana na maipfi aya lunzhi kha nyimele dzo fhambanaho. Maipfi ha guḡiwi a oḡhe, fhedzi a itwa uri a vhe a vhukuma na a funzaho vhagudi kha nyimele ya nganea kana thero na nga kha u dzhenelela kha nyambedzano kana mushumo.

### Luambo lwa bugu

Musi ḡivho ya ḡhalutshedzo ya ipfi i ya ndeme kha u p̄fesese luambo, tshiḡwe tshikili tsha luambo tsho dovha tsha waniwa uri ndi tsha ndeme nga maanḡa kha mveledziso ya u kona u vhala na u n̄wala. Musi vhagudi vhaḡuku vha tshi thoma u amba, vha shumisa luambo nga ḡiḡila yo khwaḡhaho vhukuma - u davhidzana nga ha tshithu tshine tsha khou itea nga tshifhinga tshenetsho kha vhupo havho (“nga tshifhinga tshenetsho”). Sa tsumbo, vha rina zwithu zwine vha zwi vhona kana u ḡalusa nyito kana mishumo ine ya khou itea. Vha anzela u ḡalutshedza zwine vha amba nga u sumba zwithu kha vhupo, kana nga u ita dzingafhadzo kana mbonalo ya tshifhḡuwo. Izwi zwi ḡivhiwa sa luambo lwa ḡuvha ḡiḡwe na ḡiḡwe nahone ndi luambo lune vhunzhi hashu ra lu shumisa kha maḡshilo ashu.

Musi luambo lwa vhagudi lu tshi bvelela, naho zwo ralo, vha guda u shumisa luambo u amba nga ha zwithu zwinzhi zwi sa vhonali. Vha guda u amba nga zwithu zwe zwa itea tshifhingani tsho fhiraho kana zwo pulanelwaho tshifhinga tshi ḡaho. Vha bveledza zwikili u ḡalutshedza uri ndi ngani zwithu zwo itea na u amba nga ha vhuḡipfi na mihumbulo. Vha guda u shumisa luambo kha nyimele dza ḡitambwa hune zwiḡwe zwithu zwa imela zwiḡwe zwithu, vha dovha vha guda u anetshela nganea dza nga ha zwithu zwe zwa itea maḡshiloni avho. Ulwu luambo ndi lwa nḡhesa u fhira luambo lwa ḡuvha ḡiḡwe na ḡiḡwe nahone lwu fana na luambo lwo n̄waliwaho kana lwa buguni lune vhagudi vha ḡo ḡangana nalwo tshikoloni musi vha tshi vhala dzibugu na musi vha tshi n̄wala. U ḡowela luambo lwo raliho zwo sumbedzwa u vha zwa ndeme kha u guda u n̄wala na u vhala na u bvelela kha p̄funzo (Dickinson na Snow, 1987; Snow, Burns na Griffin, 1998).

Walker, Greenwood, Hart & Carter (1994) vho wana uri vhagudi vhone vha vha na luambo na zwikili zwa ḡivhaipfi zwi si zwavhuḡi kha miḡwaha ya u rangela ho vha hu vhone vha sa shumihho zwavhuḡi kha u vhala na kha zwi elanaho na zwikili zwa u kona u vhala na u n̄wala nga murahu ha miḡwaha ya sumbe.

U n̄tshedza ḡivhaipfi nga ḡiḡila i tshimbidzanaho na thero ya tshithu zwi thusa vhagudi u ita vhukonani vhukati ha maipfi na ngudo ya u tikedza maḡshudeni (McGee & Richgels, 2003). Ngudo i khwiniswa nga tshikhala tsha u shumisa maipfi a bvaho kha thero kana nganea (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).*

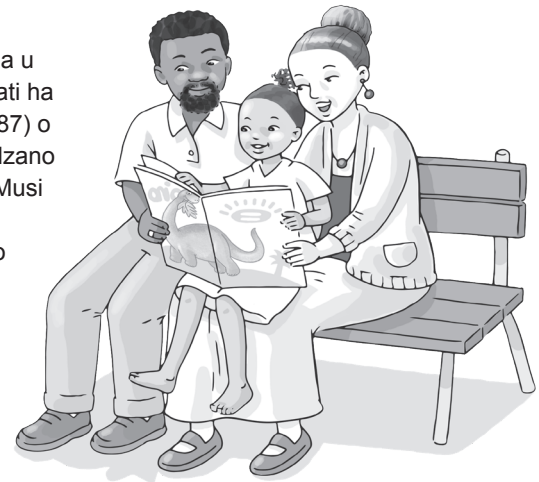


## Mishumo ya u fhaṭa ḡivhaipfi ntswa na luambo lwa bugu

### U thetshesela dzinganea

Nḡila nthihi ya u thusa vhagudi uri vha ḡowela luambo lwa dzibugu ndi nga kha u anetshela nganea nga mulomo. Ṭhoḡisiso yo sumbedza vhushaka vhukati ha u thetshesela na u ambedzana nga dzinganea, na thevhekano ya u kona u vhala na u ḡwala. Zwi tou fana na musi arali u anatshela hu tshi thusa u vala tshikhala vhukati ha luambo hu tshi khou shumiswa mulomo na luambo lwo tou ḡwaliwaho. Wells (1987) o dzinginya uri u thetshesela dzinganea ndi zwa ndeme nga maanḡa kha nyambedzano dzoṭhe dzine dza shela mulenzhe kha uri vhagudi vha kone u vhala na u ḡwala. Musi vhagudi vha tshi vhudziwa nganea, vha bvukululelwa luambo lwa u amba lwo khetheaho lune lu a fhambana na luambo lune vha lu shumisa kha nyambedzano ya ḡuvha ḡiḡwe na ḡiḡwe.

Ulwu ndi luambo lu fhiraho "lwa tshifhinga tsha zwino" nahone lu shumisa maipfi u fhirisa mulaedza nga ha zwithu zwine zwa khou itea kha tshiḡwe tshifhinga na huḡwe fhethu. Ndi lwa ndeme kha ngudo ya tshikoloni.



## Kiḡasirumuni ...

Kha vha ambe tshidade *Maḡo mavhili a u vhona* uri vhagudi vha ḡe metheni u itela nganea.

### 1 Vha sa athu vha ḡalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ṭhoho ya nganea na u ḡivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ṭumane nganea na vhutshilo ha vhagudi: Kha vha ambe nga ha uri vha na miḡwaha mingana, kana vha na vhakomana kana dzikhaladzi, hune vha dzula hone, uri vha ḡisa hani tshikoloni, zwine vha ambara zwone vha tshi ya tshikoloni.
- 1.3 Kha vha ri: "*Ri sa athu thoma, ndi khou ṭoḡou ni vhudza ṭhalutshedzo dza maḡwe maipfi ane ra ḡo a wana nganeani.*" Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa nḡivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi ḡa amba zwone. Sa tsumbo: Kha vha ite tshifhaṭuwo tsha u dinalea nahone vha humbele vhagudi uri vha vha sumbedze uri vha vhonealisa hani hani musi vho dinalea. Kha vha humbele vhagudi uri vha ambe ipfi nga luambo lwavho arali vha tshi amba luambo lwo fhambanaho hayani.

### 2 Musi vha tshi ḡalutshedza nganea

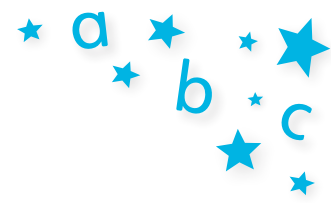
- 2.1 Kha vha ḡalutshedze nganea nga nḡila i nyanyulaho na u shumisa maipfi o fhambanaho.
- 2.2 Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.3 Kha vha humbele vhagudi uri vha bule zwi ḡaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi ṭoḡaho phindulo i fhiraho nthihi, dzi fanaho na: "*Ndi a ṭoḡa u ḡivha uri Zinzi o ḡipfisa hani musi vho vha vhe nḡilani yavho ya u ya tshikoloni?*"

### 3 Nga murahu ha musi vho no ḡalutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: "*Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipiḡa tshaḡu tsha khwinesa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea?*"





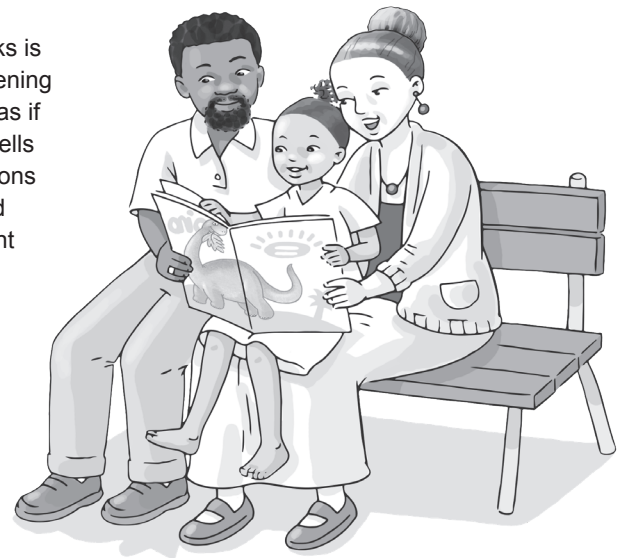


## Activities to build new vocabulary and book language

### 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



## 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.

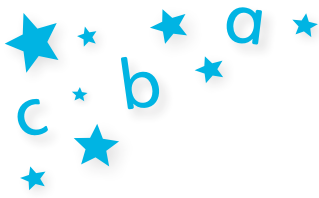
### 2 While you tell the story

- 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?*”





## U anetshela dzinganea

Vhagudi vha guda nga kha u thetshesela na u anetshela dzinganea vhuvhili hazwo zwo țangana. Iyi ndi ngila yo leluwaho na yo ȝoweleaho ya u bveledza luambo na u lugisela vhagudi luambo lwa dzibugu. Nganea dzi nga vha ngano dza sialala, kana dza tshikolo kana nganea dza muța dza nga ha zwe zwa vhuya zwa itea kale kana tshithu tsho iteaho zwino. Vhagudi vhațuku vha funa u dzhenelela kha u anetshela nganea nahone musi luambo lwavho lu tshi bvelela, vha ȝo ȝiphina nga u anetshela nganea dzavho mugudisi na vhaunȝi vhane vha sumbedza dzangalelo na u dzhiela nȝha zwine vha khou țoȝa u amba. Arali vhagudi vha guda u anetshela nganea dzavhuȝi musi vha tshe vhațuku, zwi ȝo vha lelutshela u nȝwala nganea dzavhuȝi musi vho no aluwa.

Nga kha u anetshela na u anetshela hafhu nganea kana u țalutshedza tshenzhemo ya kale, vhagudi vha guda uri vha tea u țalusa vhaanewa vho kwameaho na u nȝea nyimele ya nganea yavho (kha vha țaluse uri ndi ngafhi nahone zwo itea lini). Vha guda uri nganea yavho i tea u tevhezela mutevhe wo fanelaho wa zwiwo arali i tshi tea u pfala.

Musi vhagudi vha tshi vhekanya zwifanyiso uri zwi ite nganea, vha shumisa vhukoni havho u humbulela, u lavhelela, u țumanya na u pfesesa. Izwi zwithu zwoȝhe ndi zwikili zwa ndeme zwa nȝivho ya u vhalo. U anetshela nganea nga thevhekano i re yone ndi tshikili tsha ndeme na u vha tshithu tshine tshi nga vha khaedu kha vhagudi vhațuku, zwino vha țoȝa zwikhala zwo vhalaho zwa u ita nȝowendowe ya tshikili itshi. Musi vhagudi vha pfesesa uri nganea dzo itywa nga thevhekano ya zwiwo, vha ȝo kona u pulana nganea dzavho uri dzi vhe na mathomo, vhukati na magumo. Izwi zwi ȝo tikedza mveledziso yavho sa vhaȝwali.

*“Nganea dza u anetshela zwiwo nga mulomo dzine vhagudi vha guda u anetshela vha tshe khireshe dzi fana na maȝwalwa ane vhagudi vha guda u vhalo tshikoloni. Nga zwenezwo, u guda nga ha u shumisa nganea ya u anetshela zwi thusa vhagudi uri vha ite ndavhelelo dza uri maȝwalwa a u nȝwalwa a dzudzanywa hani.”*  
(Peterson, 2006, siațari ȝa 2)

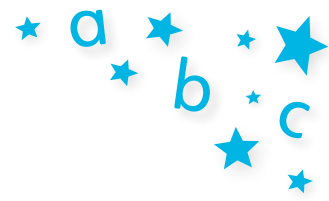
## Kiȝasirumuni ...

Kha vhege ya u thoma ya mutevhețhaȝu, musi vhagudi vho no pfa nganea i tshi khou ambiwa na u ambiwa hafhu, na nga murahu ha musi vho dzhenelela kha u imba na u tamba nganea, vha na tshikhala tsha u hambula nga vhuronwane nga ha zwiwo na u vhekanya izwi nga thevhekano yone.

### U shumisa zwifanyiso u vhekanya zwiwo kha nganea

- 1 Kha vha nange inȝe ya thevhekano ya zwifanyiso vha i imisela nȝha.
- 2 Kha vha vhudzise vhagudi zwine vha vhona, u bva afho vha ambe nga tshifanyiso nga vhuȝalo. Idzi ndi mbudziso dzo teaho u vhudziswa nga tshifanyiso tshiȝwe na tshiȝwe:
  - ★ “Ni kona u vhona nny?” (vhaanewa)
  - ★ “U khou ita mini?/Tshi khou ita mini?” (maiti na nyito)
  - ★ “Ndi zwifhio zwiȝwe zwine na kona u zwi vhona?” (sedzani hafhu)
  - ★ “Tshi ngafhi ...?” (u bula fhethu/tshiimo)
  - ★ “Ndi ngani ni tshi hambula...?” (kuhumbulele kuswa, u amba mihumbulo)
- 3 Nga murahu ha musi vho no rera nga tshifanyiso tshiȝwe na tshiȝwe, kha vha tshi nambatedze bodoni u itela uri vhagudi vha kone u tshi vhona. Kha vha vhe na vhuțanzi ha uri zwifanyiso a zwiho kha thevhekano nga tshifhinga hetshi tsha mushumo.
- 4 Nga murahu ha musi vho no amba nga zwifanyiso zwoȝhe, kha vha vhudzise vhagudi: “Zwifanyiso izwi zwi kha thevhekano kwayo naa?”
- 5 Kha vha humbele vhagudi uri vha sumbe tshifanyiso tsha mathomoni a nganea. Kha vha shumisane u dzudzanya thevhekano ya zwifanyiso uri nganea zwi vhe na ndunzhendunzhe.
- 6 Kha vha ite uri vhagudi vha shela mulenzhe vho ȝala mafulufu kha kuitele ukwu. Kha vha vhudzise mbudziso dzi fanaho na: “Hu ȝo bvelela mini? Ndi nny ane a nga hambula tshipiȝa tshi tevhelaho tsha nganea?”
- 7 Musi zwifanyiso zwi kha thevhekano kwayo, kha vha rambe vhagudi vha si gathi u țalutshedza hafhu nganea nga thevhekano kwayo.





stories, and practising new vocabulary in small group activities.

### 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)*

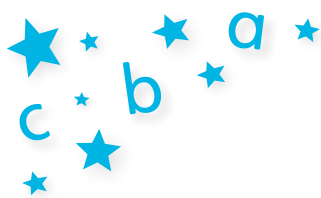
## In the classroom ...

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.





## U tamba nganea

Musi vhagudi vha tshi dzehenelela kha mutambo wa litambwa, vha kopela na u ita ndowendowe ya maipfi e vha pfa vhanwe vha tshi khou a amba nahone izwi zwi thusa u khwaṭhisa divhaipfi na zwikili zwa luambo. Vha tamba sa vhaanewa vho fhambanaho kha nganea zwine zwa vha thusa uri vha vhone zwiwo nga kuvhonele kwo fhambanaho. Vha tea u tevhedzela thevhekano ya zwiwo u itela uri vha dzhene kha litambwa nga tshifhinga tsho fanelaho kha nganea.



## Kilasirumuni ...

### U ṭalutshedza nganea na litambwa

- 1 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 2 Kha vha ambe nga muanewa muṅwe na muṅwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza ḡo shumiswa u ṭalutshedza nganea.
- 3 Kha vha ṭalutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha muṭalutshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwoṭhe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 4 Kha vha thome u ṭalutshedza nganea na u tuṭuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musiki kiasi yoṭhe i tshi khou ṭalela litambwa.
- 5 Arali hu na tshifhinga, vha nga ḡi ṭoḡou dovholola litambwa vha na vhagudi vho fhambanaho.

Litambwa li dovha la netshedza vhagudi zwickhala zwa u shumisa luambo lune lwa fhambana na kuambele kwa ḡuvha liṅwe na liṅwe. Luambo lwo khetheaho lu shuma kha litambwa, hune vhagudi vha tea u ambedzana nga vhatambi na puloto, na u ṭalutshedza zwine vha khou ita na u humbula na vhane vha khou tamba navho. Litambwa li fhaṭa vhukoni ha vhagudi ha u pfesesa na u shumisa luambo lu fhiraho lwa tshifhinga tsha zwino, u fhira tshenzhemo dzavho dza vhuṅe na u fhira lifhasi la vhukuma. Kha litambwa, vha dovha vha guda nga ha u imela – uri tshiṅwe tshithu tshi nga imela tshiṅwe (sa tsumbo: buḷoko la bulannga li nga imela luṭingothendeleki kha mutambo). U pfesesa uyu muhumbulo u kongaho zwi ḡo vha thusa u pfesesa uri u ṅwala kha siaṭari hu nga imela maipfi ane ra a amba.

### U vhalu bugu ya nganea hu na nyambedzano

Vhunzhi ha vhagudi vha Afurika Tshipembe vha nga si thome tshikolo nga tshenzhemo iṅwe na iṅwe ya dakalo la u vhalawa. Lwendo lwavho na dzibugu lu nga thoma kha Gireidi ya R fhedzi nga zwenezwo ri tea u khwaṭhisedza uri vha pfe nganea dzine vha vhalawa dzi tshi takadza. Itshi ndi tshone tshifhinga tsha uri vhagudi vha vhalawe nganea dzo pfumaho luambo na zwifanyiso zwavhuḡi, hu si na ndavhelele kana mishumo ine ya tevhela. Vhagudi ngangoho “vha tea u vha kha tshifhinga” - uri vha tswonzwiwe kha nganea yavhuḡi na u vha na tshenzhemo ya bugu dza vhuṭolo. Tshipikwa a si tsha uri bugu i shumiswe u funza, fhedzi ndi tsha u ita tshikhala tsha lufuno nahone tshi kungaho u itela u amba nga ha tshimangadzo tsha bugu tshine vhuvhili havho vhone sa mugudisi na vhagudi vhavho vha ḡo tshi funa.

Musi hu tshi khou aluswa lufuno lwa dzibugu, u vhalu dzinganea hu dovha ha netshedza tshikhala tshavhuḡi tsha u bvedza luambo lwa u amba nga zwithu zwi re kha bugu na zwithu zwine a zwiho kha bugu yone iṅe. Bugu dzi nga livhisa kha therisano dza tshenzhemo dza kale kana u bvumba nga ha zwine zwa ḡo itea. Tsho dzi nga ḡi itiwa nga ha zwithu zwine zwa si vhe kha liṅwalwa kana zwifanyiso. U vhalu hu nga livhisa kha dzimbudziso nga ha nganea na zwifanyiso, ho katelwa mbudziso dzi re na phindulo i fhiraho nthihi dzi ngaho sa “Ndi a divhudzisa arali ...?”, “Hu ḡo itea mini arali ...?”, “Ndi ngani ni tshi humbula ...?”. Idzi mbudziso dzi re na phindulo i fhiraho nthihi dzi tuṭuwedza vhagudi u amba mihumbulo yavho na u thoma therisano. Nḡila nthihi ya u thusa vhagudi u dzehenelela kha nyambo yo raliho ndi nga kha ndovhololo ya u vhalu bugu dzine vha dzi funesa, saizwi ṭhoḡisiso yo sumbedza uri vhagudi vha dzehenelela zwizhi kha u vhalu musiki hu tshi vhalwa liṅwalwa lithihi, line li nga katela u humbulela na ṭalutshedzo (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

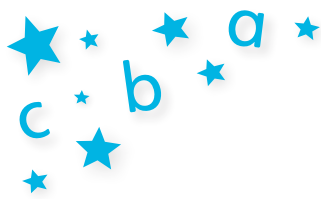
- 1 Choose learners to play the characters in the story.
- 2 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 3 Explain to learners that you (the teacher) are going to be the storyteller, also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



## U vhala na u n̄wala

U guda u vhala na u n̄wala a si zwithu zwine zwa sokou itea nga tshihag̃u, fhedzi ndi kuitele kwune kwa dzhia miñwaha. Musi ri tshi shumisa liithemo “u rangela u n̄wala na u vhala” ri vha ri tshi khou amba uri u guda u vhala na u n̄wala hu thoma miñwahani ya u ranga kha matshilo a vhagudi, n̄thani ha uri hu vhe zwithu zwine zwa thoma musi pfunzo ya u vhala ha fomaḷa i tshi thoma kha Gireidi ya 1. Vhagudi a vha tei u imela ngudo dza u vhala uri vha tumbule vhuṭolo ha maipfi o ganḍiswaho na u guda uri ndi ngani ri tshi vhala na u n̄wala!

### Nḡivho i rangelaho u n̄wala ha vhana

Musi vhagudi vha tshi thoma u guda uri bugu dzi shumisa hani nga kha u vhalela u ḡitakadza, vhagudisi na vhone vha nga kona u sumbedza kuitele kwa u vhala nga u vhala Dzibugu Khulu, dziphosiṭara na mañwalwa a re kha vhupo havho. Tshifhngani tsha mishumo iyi ya u vhala nga u sielisana, arali ra “humbula ra sumbedza vhuḡipfi nga tshenetsho tshifhnga” na u amba nga ha maitete a muhumbulo washu na dzinḡila, vhagudi vhaṭuku vha a thoma u pfesesa uri kuitele kwa u vhala kwu shumisa “hani”. Ri nga sika zwikhala zwa uri vhagudi vha vhale khandiso vhuṭoni havho na u ita maedza nga u n̄wala kha mbekanyamushumo ya ḡuvha liñwe na liñwe kha Gireid ya R. Musi vha tshi ṭuṭuwedza vhagudi tshifhnga tshoṭhe u rangela u vhala, ndi hone vha tshi ḡo dzhenelelesa kha khandiso ya vhuṭoni.



Mugudisi u sumbedza kuitele kwa u vhala.

Musi vhagudi vha tshi lavhelesa vhaaluwa vha tshi khou vhala na u n̄wala, vha a guda uri tswayo dzine vha dzi ita kha bambiri dzi na mulaedza na ṭhalutshedzo. Vha thoma u pfesesa uri khandiso ndi ya mini nahone izwi zwi vha ṭuṭuwedza uri vha ṭoḡe u ḡivhalela na u ḡinwalela vhone vhaṅe.

## Kiḷasirumuni ...

Nga u vhala Bugu Khulu na vhagudi, vha ḡo vhona uri maipfi a re kha siaṭari a ṭumana hani na maipfi ane vha a amba. Nganea i re kha Bugu Khulu ndi vesheni yo leludzwaho, u itela uri vhagudi vha ḡipfe vha na vhuḡifulufheli ha u lingedza u “ḡivhalela”. Izwi zwi vha ṅea tshenzhemo ya u vha muvhali – naho vha tshi sokou amba maipfi a re kha bugu u bva kha nyelelwo.

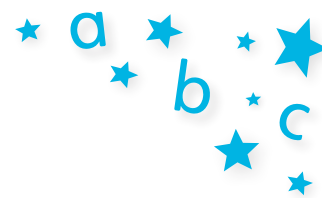
### U vhala nga u sielisana – Bugu Khulu

- 1 Kha vha ṭuṭuwedze vhagudi u sedza tshifanyiso tshihulwane vha ambe nga zwine vha vhona na zwine vha zwi ḡivha.
- 2 Kha vha vhalele kiḷasi ṭhoho ya nganea. Kha vha sumbe ipfi liñwe na liñwe musi vha tshi li vhala. Kha vha i vhale hafhu vha humbele vhagudi uri vha vhale na vhone.
- 3 Kha vha dzhie vhagudi vha fhende zwifanyiso zwa bugu, vha rere nga zwifanyiso na u ṭuṭuwedza vhagudi uri vha vhudzise dzimbudziso.
- 4 Kha vha sumbe nomboro dza masiaṭari vha ambe uri ndi ifhio nomboro ine ya ḡo tevhela.
- 5 Musi vho no “fhenda” bugu yoṭhe, kha vha humele mathomoni vha vhale ṭhoho hafhu. Kha vha vule masiaṭari vha vhale fhungo liñwe na liñwe nga ipfi li pfalaho. Kha vha sumbe ipfi liñwe na liñwe musu vha tshi li vhala.
- 6 Kha vha vhale bugu hafhu vha ṭuṭuwedze vhagudi uri vha “vhale” na vhone.



Nga kha u ṭalela vhaaluwa vha re vhutshiloni havho, vhagudi vha thoma u vha vhadzheneleli vha re na mafufufu kha u vhala dzibugu naho u vhala havho hu si nga si tou vha hone nahone vha nga “vhala” u bva kha nyelelwo kana u ita nganea dzine dza ḡo tshimbudzana na zwifanyiso. Izwi ri zwi vhidza u rangela u vhala. Vhagudi vhaṭuku vhane a vha na nḡivho ya u n̄wala sa sisiteme ya alifabete, vha “vhala” nga u ita kana u amba nganea uri i fane na zwifanyiso zwi re kha bugu. Vha nga thoma nga u sumba zwifanyiso musu vha tshi “vhala”, fhedzi nga zwiṭuku nga zwiṭuku vha thoma u limuwa uri vha khou vhala maipfi o ganḍiswaho. Naho zwo ralo, vha nga ḡi sala vha si na muhumbulo wa uri ipfi ndi mini, izwo zwi ḡo ita uri vha sumbe fhungo loṭhe vha tshi khou amba ipfi liithi, kana ipfi ngeno vha tshi khou amba fhungo loṭhe.





## 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.

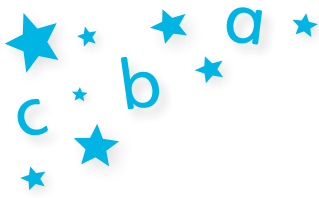
#### Shared reading – Big Book

- 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.



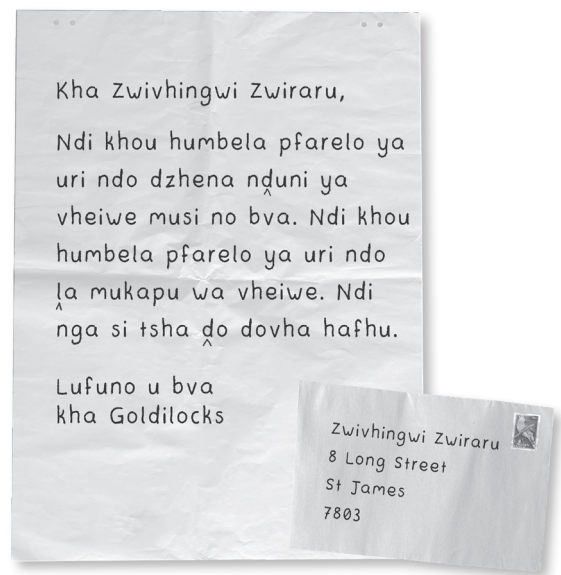


Vhagudi vha re kha vhuimo uvhu vha ditika vhukuma nga nyimele musi vha tshi vhala khangiso i re kha vhupo havho, u fana na u shumisa luswayo lwa uri vha humbule uri tshiga tsha tshitaratani tshi amba uri “kha vha ime” kana u vhala uri “KFC” ho sedzwa tshigaṭhalu. A vha pfesesi uri maḽedere o ṅwalwaho kha maipfi a tshimbidzana na mibvumo ya luambo lune lwa ambiwa, nahone u vhona u vhala sa u humbula thevhekano ya zwifanyiso zwa maḽedere hu tshi khou shumiswa luswayo luṅwe na luṅwe zwi a thusa, u fana na vhulapfu na tshivhumbeo tsha ipfi, na zwivhumbeo zwa maḽedere.

## U rangela u ṅwala

Nga yeneyo ṅḽila nthi ine vhagudi vha nga guda uri u vhala hu shumisa hani nga u ṭalela mugudisi wavho na u mu thetshesela a tshi khou “sumbedza zwine a khou humbula nga tshenetsho tshifhinga” musi a tshi vhala, nga kha mishumo ya u ṅwala nga u sielisana, vhagudisi vha sumbedza kuitele kwa u ṅwala kwa vhagudi vha Gireidi ya R. Aya maṅwalwa o itiwa nga tshumisano ya vhagudisi na vhagudi vhavho nahone ndi tshifhinga tsha ndeme tsha musi vhagudi vha tshi thoma u vhona mihumbulo yavho na maipfi o ambiwaho a kha khangiso! Maṅwalwa a u ṅwala nga u sielisana ndi a ndeme kha u vhala nga u sielisana saizwi ḽiṅwalwa ḽi tshi hwala mihumbulo, maipfi na mafhungo o ḽoweleaho kha vhagudi - vha ḽo ḽihudza nga u “vhala” maipfi a vhone vhaṅe. Musi vhagudisi vho no ṅwala tshipiḽa tsha ḽiṅwalwa vho thusiwa nga vhagudi, ndi mihumbulo wavhuḽi wa uri vha vhale ḽiṅwalwa navho, vha tshi khou sumba ipfi ḽiṅwe na ḽiṅwe u itela uri vhagudi vha thome u zwi vhona uri tshipitshi tshashu tsho itiwa nga maipfi o fhambanaho, hu na zwikhala vhukati ha maipfi.

Naho vhagudi vha Gireidi ya R vha tshi nga guda nga ha u ṅwala zwi tshi bva kha kuṅwalele kwa mugudisi wavho, a zwi nga ḽo vha lelutshela u ṅwala nga vhone vhaṅe. ṅḽila ya u thoma ine vha ḽo sumbedza mihumbulo yavho kha bambiri ndi nga kha u ola. Musi vha sa athu u guda u vhala na u ṅwala, vhunzhi ha vhagudi vho ḽowela u ola sa yone ṅḽila ya u sumbedza zwithu. Nyolo ya zwithu i vhone sa zwithu zwine ya imela. Naho zwo ralo, vhuleme ha u ṅwala ndi ha uri maipfi ha vhuyi a tshimbilelana na zwine zwithu zwa vhone ngayo, nahone vhagudi vha tea u guda uri maipfi o ṅwalwaho a tshimbidzana na uri zwithu ri zwi ambisa hani, hu si zwithu zwone zwine. Ngudo dzo sumbedza uri vhunzhi ha vhagudi vhaṭuku vha fhira nga kha tshiimo tsha u humbula uri maipfi o ṅwaliwaho a tshimbidzana na uri zwithu zwi vhone hani, tshithu tshihulu tshi tea u imelwa nga ipfi ḽilapfu ngeno tshithu tshiṭuku nga ipfi ḽiṭuku (Ferreiro na Teberosky, 1982). Ndingedzo dza u ṅwala lwa u thoma dza vhagudi vhaṭuku dzi nga si fane na u ṅwala ha vhaaluwa, fhedzi vha khou vha vhaṅwali musi vha tshi amba mihumbulo yavho kha bambiri na u shumisa u ṅwala kha ndivho dzo fhambanaho. Ri shumisa ḽithemo “u rangela u ṅwala” u ṭalusa tswayo yo itwaho na u ṅwala hune vhagudi vhaṭuku vha hu ita musi vha sa athu u ṅwala nga ṅḽila yo ḽoweleaho.



Vhagudisi vha sumbedza kuitele kwa u vhala.







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

### Emergent writing

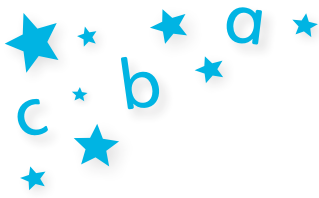
In the same way that learners might learn how reading works by watching their teacher and listening to her “thinking aloud” as she reads, through shared writing activities, teachers model the writing process for Grade R learners. These texts are co-created by teachers and their learners and it is an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


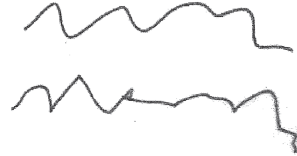




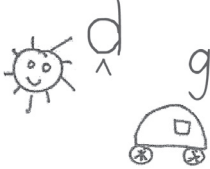


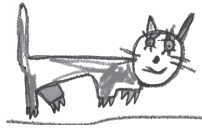
While Grade R learners can learn about writing from observing their teacher’s writing, they will not yet find it easy to write independently. The first way they will represent their ideas and thoughts on paper will be through drawing. Before learning to read and write, most learners are familiar with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



Teachers model the writing process.





 1. U talatadza (u thoma huñwe na huñwe kha siařari)	 2. U talatadza (u bva tshandani tsha monde u ya kha tshauřa)	 3. U ita u nga ndi maředere	 4. Khuvhanganyo ya maředere (u bva tshandani tsha monde u ya kha tshauřa)
 5. Zwigwada zwa maředere hu na zwickhala vhukati hazwo u itela uri zwi vhone sa maipfi	 6. U kopa khandiso dza vhupo	 7. U shumisa ředere řa u thoma řa ipfi u imela ipfi	 8. U shumisa ředere ři fhiraho řithi u imela ipfi
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Vusi o tba fo         </div> <div style="text-align: center;">             Kani u fna smge twe         </div> </div> <p>9. U shumisa kupeřetele kwune wa tou řitela na u řwala maipfi a re na maředere mathomoni, vhukati na magumo</p>			

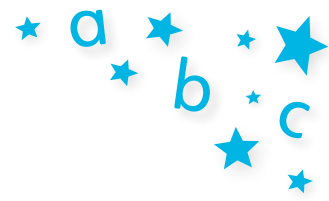
Kha tshiimo itshi tshavho tsha mveledziso ya u kona u řwala na u vhala, vhagudi vha nga vha na mafufufu a u vhona uri zwithu zwi řwalisiwa hani na u anzela u humbela mualuwa a re tsini uri a vha "řwalele zwone fhasi". Itshi ndi tshipiřa tsha ndeme tsha mveledziso ya u řwala, naho vha sa khou řiřwalele, vhagudi vha khou guda zwithu zwa ndeme nga ha luambo lwa u řwala: uri maipfi a ambiwaho a nga řwaliwa, na uri ipfi řiřwe na řiřwe ři ambiwaho ři tshimbizana na ipfi řo řwaliwaho. Vha dovha vha bvedza vhuřifulufheli kha u sumbedza vhuřipfi ha vhone vhaře na u fhirisa mulaedza nga kha u amba na u řwala. Musi vhagudi vha tshi thoma u "řwala" vhone vhaře, vha anzela u shumisa mutalatadzo, tswayo na muvango wa dzinomboro na maředere.


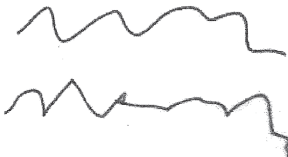

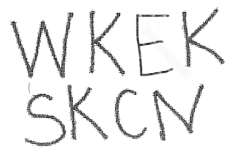



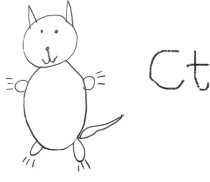
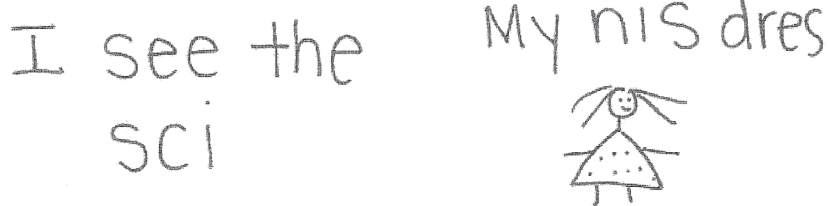
### Kiřasirumuni ...

#### U ola na ndivho i rangelaho u řwala ha vhana

- 1 Kha vha vhudzise vhagudi arali vha tshi nga tama u ola tshifayiso tsha vhone vhaře vho ambara yunifomo kana zwiambaro zwine vha zwi funesa.
- 2 Kha vha ambe vhuřifiwa kana vha humbele mugudi muřwe na muřwe uri a vha vhudze nga nyolo yawe.
- 3 Kha vha vhudzise vhagudi arali vha tshi nga tama u řwala zwiřwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha řwalele.
- 4 Kha vha sumbedze zwine vha khou humbula nga tshenetsho tshifinga musu vha tshi řwala fhungo řa mugudi: "Nře ... ndi funa ... u ambara ... vhurukhu ... hanga ... vhuřufuři ... ha lutombo ... na muřadzi ... mutswuku." Arali vha tshi nga takalela uri vhone vha vha řwalele, kha vha vha katele nga u vha humbela uri vha ambe maipfi nga u ongolowa musu vhone vha tshi khou a řwala fhasi.
- 5 Kha vha řwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi. Kha vha humbule u řwala nga vhudze na nga nřila i vhone.
- 6 Musi vho no fhedza u řwala, kha vha řuřuwedze vhagudi uri vha vha fhungo na vhone. Kha vha sumbe ipfi řiřwe na řiřwe musu vha tshi ři vhala na u dzhiela nřha u řidina havho.





 <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>			

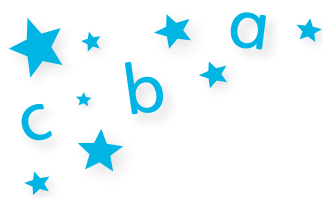
At this stage of their literacy development, learners might be keen to see how things are written and often ask a nearby adult to “write it down”. This is an important part of writing development, for even though they are not physically doing the writing, learners are learning important things about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





U talatadza na u shumisa maḽedere o fhambanaho na zwivhumbeo ndi ḽiga ḽa ndeme ḽa mveledziso. Naho zwo ralo, ndi vhuimo hu tevhelaho ha mveledziso ya u ḽwala hune ha sumbedza uri mugudi ngangoho o dzhia maga a u thoma kha u kona u vhalo na u ḽwala. Kha vha dzhie tsumbo iyi ya u ḽwala (mutevhe wa zwirengwa wo ḽwalwaho nga mugudi ane a khou tou thoma tshikolo). Naho aya maipfi a songo peleḽwa nga ḽḽila yo ḽoweleaho, ndi u lingedza havhuḽi ha u imela mibvumo i re kha maipfi. Lushaka ulwu lwa “kupeleḽele kwa u tou ḽiitela” kana ḽḽivho i rangela u ḽwala ho raliho ndi tshiga tshavhuḽi tshi sumbedzaho uri mugudi u a kona u pfa mibvumo i re kha maipfi, nahone u na ḽḽivho ya ḽedere na mubvumo, nahone u a ḽivha uri luambo lwo ḽwaliwaho lu a tshimbudzana na mibvumo ine ya vha kha maipfi a ambiwaho. Mugudi u khou thoma tumbula uri sisiḽeme i shumisa hani.



mafi



mkuba



batanti



mova

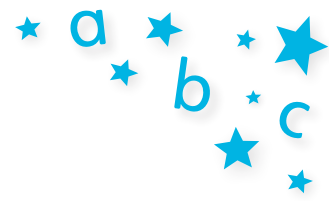
Kha ngudo nanzhi dza vhagudi vha khireshe dzi re mashangoni o bvelelaho, vhaḽoḽisisi vho wanulusa uri vhagudi vhaḽuku vha fhira nga kha vhuimo ha “kupeleḽele kwa u tou ḽiitela”. Kupeleḽele kwa u tou ḽiitela zwi amba uri vhagudi vha khou ita maedza a uri mibvumo i nga imelwa hani kha maipfi. Ngudo dzo sumbedza uri kha nyimele dza vhushai ha ḽḽha, vhagudi vha lavhelelwa u sa vha na vhuimo ha “kupeleḽele kwa u tou ḽiitela”. Ngudo dzo dovha dza sumbedza vhushaka vhukati ha kupeleḽele kwa u tou ḽiitela na u vhalo. Bryant na Bradley (1980) vho wanulusa uri vhukoni ha u ḽwala maipfi nga ḽḽila ine a pfalisa zwone ndi mathomo a vhukoni ha u vhalo kha vhagudi, zwine zwa amba uri u pfesesa kuvheshela kwa alifabethe na kwone kwu nga konadzea kha u ḽwala ha vhagudi vha sa athu u vhalo. Mann, Tobin na Wilson (1987) vho wanulusa uri kupeleḽele kwa u tou ḽiitela kwo vha kwone kwu bvumbaho vhukoni ha u vhalo ngavhuya, kwu tshi khou khwaḽhisedza ndeme ya vhukoni vhune ha khou aluwa kha mugudi ha u imela mibvumo i re kha maipfi.

## Maḽedere na mibvumo

Musi vhagudi vho no thoma u shumisa maḽedere uri a imele mibvumo i re kha maipfi musi vha tshi khou ḽwala, vha lavhelelwa uri vha dzhiele ḽḽha maḽedere musi vha tshi a vhalo. Izwi zwi vha fha mbuelo dzavhuḽi u fhira vhagudi vhane a vha ḽivhi na ḽedere na ḽiithi na u guda maipfi nga tswayo dza maḽo fhedzi. Vhaḽwe vhagudisi vha fara kuvhonele kwa uri vhagudi vha thoma u guda maipfi nga u vhona vha kona u thoma u shumisa ḽḽivho ya maḽedere nga murahu musi vha tshi vhekanya kana u amba maipfi. Vhaḽoḽisisi vho itela khaedu muhumbulo wa uri u guda u vhalo maipfi hu thoma nga u rwela ngomani zwivhumbeo zwa maipfi kana zwiḽwe zwithu zwine zwa vhoniwa – vho dzinginya uri u tshimbudzana ha ḽedere na mubvumo hu ita mushumo u bva kha zwiimo zwa u thoma zwa mveledziso ya u kona u vhalo na u ḽwala (Dixon, Stuart na Masterson, 2002; Ehri, 1998).

Musi vhagudi vho no ḽowela maḽedere na mibvumo ine a i ita, vha ḽo kona u shumisa tswayo dza mibvumo u fhindula zwine maipfi a amba kha tshiḽwe tshifhinga, ḽḽila ya u guda nga u vhona i amba uri muvhali wa u rangela u thoma nga u ḽitika nga muḽwe muthu uri a vha vhudze zwine ipfi ḽa amba zwone – a vha na iḽwe ḽḽila ya u fhindula nga vhone vhaḽe uri ipfi ḽi nga vha ḽi ḽifhio. Vhavhali vha u vhona nga tswayo na vhone vha tea u humbula vhushaka vhukati ha ḽhalutshedzo ya ipfi na mubvumo waḽo.





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.



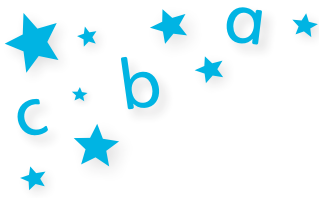
In many studies of preschool learners in developed countries, researchers have found that young learners go through a phase of “invented spelling”. Invented spelling means that learners are experimenting with how to represent sounds in words. Studies have shown that in high poverty contexts, learners 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.





## Kiġasirumuni ...

U vha muvhali a re na zwickili, na u kona u ħwala maipfi, vhagudi vha tea u guda u shumisa sisiteme ya kuvhetshele kwa aġifabethe. U guda nga ha maġedere na mibvumo ine ya a ita zwi a dzhia tshifhinga nahone ndi zwa ndeme uri kiġasirumu dza Gireidi ya R dzi pfume nga zwickhala u itela uri vhagudi vha gude nga ha maġedere na mibvumo ine ya a ita nga kha u shumisa zwipfi zwavho zwoṭhe.

### U thetshelesa mibvumo

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhurwane. Kha vha ambe maipfi aya a bvaho kha nganea: “sala, songo, si, Sam, Spot. Ni khou kona u pfa mubvumo wo sedzwaho: sala, songo, Sam, Spot? Ee, ni khou amba zwone! Yoṭhe i na mubvumo wa /s/.”
- 2 “Thetshelesani nga vhurwane, aya ndi maḥwe a maipfi manzhi a thomaho nga /s/: sosara, sea, saha, sefo, siliga, siaṭari, sale, sibandela, sunzi, sila. (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya.)

### U amba mibvumo

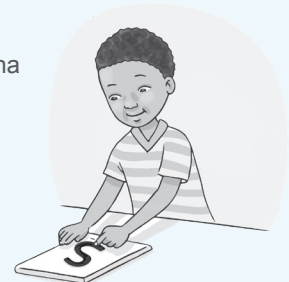
- 1 Kha vha ambe mubvumo wa /s/ nga ngila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhurwane.
- 2 Kha vha humbele vhagudi uri vha ambe mubvumo wa /s/: “s-s-s”. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaṅe.
- 3 Kha vha funze vhagudi nyito i ṭumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza u nga vha khou shumisa saha u gera muri musi vha tshi amba: “sa-ha, sa-ha, sa-ha”.

### U humbula nga ha maipfi ane a thoma nga mubvumo

Kha vha vhudzise vhagudi arali hu na dzina ġa muḥwe muthu ġine ġa thoma nga /s/ kana arali vha tshi nga humbula maḥwe maipfi ane a thoma nga mubvumo wa /s/.

### U vhumba ġedere

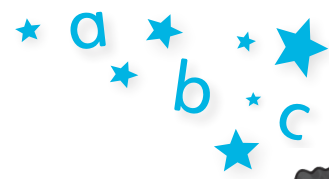
- 1 Vha vhudzise arali vha tshi ḡivha u ħwala ġedere ġine ġa ita mubvumo /s/.
- 2 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri ġedere ġa s ġi ħwaliswa hani. Kha vha khoḡe u lingedza havho, u bva afho vha ħwale ġedere ġihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: “Thomani kha tshithoma, ni ye matungo, ni ye fhasi.”
- 3 Kha vha tendele vhagudi vha gude mbumbo ya ġedere muyani, khaphetheni, miṭanani yavho kana zwanḡani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba ġedere.



### U ṭumanyisa ġedere kha tshati ya aġifabethe

Arali vha na tshati ya aġifabethe kiġasini yavho, kha vha sumbedze vhagudi ġedere ġa s kha tshati ya aġifabethe.





## 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: “*sala, songo, si, Sam, Spot.* Can you hear the focus sound: **sala, songo, Sam, Spot** ? Yes, you are right! They all have the sound /s/.”
- 2 “Listen carefully, here are some more words with /s/: *sosara, sea, saha, sefo, siliga, siaṭari, sale, sibadela, sunzi, sila.*” (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 pretend to use a saw to cut down a tree while saying: “**sa-ha, sa-ha, sa-ha**”.

### 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/.

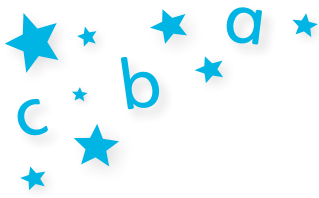
### Forming the letter

- 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.



U vha vhavhali vha re na zwickili, vhagudi vha tea u pfesesa mulayo wa kuvhetshele kwa alifabethe wa uri hu na vhuṭumani vhukati ha maḽeḽere ane vha a vhona kha siaṭari na mibvumo ine vha i pfa kha maipfi. Naho izwi zwi tshi tou vha khagala kha vhavhali vha vhaaluwa, ili ndi ḽiga ḽihulwane kha vhagudi vhaṭuku, nga maanḽa musu vha tshi tea u thoma u guda u pfa mibvumo yo fhambanaho kha maipfi. Vhagudi vhaṭuku vha anzela u shumisa na u pfesesa maipfi manzhi, fhedzi a vha athu u limuwa mibvumo ine ya ita aya maipfi. Vha nga kha ḽi ḽivha uri penisela ndi tshithu tshine wa tshi shumisa u ola ngatsho, fhedzi vha nga kha ḽi vha vha sa ḽivhi nga ha mibvumo yo vhumbarho ili ipfi. Sa tsumbo, ipfi **penisela** lo vhumbarho nga zwipiḽa zwiṅa (zwine ra zwi vhidza uri **madungo**): **pe | ni | se | la**. Ipfi **penisela** ḽi thoma nga mubvumo wa /p/. Maḽwe maipfi na one a thoma nga mubvumo uyu (a ngaho **pani**, **pennda**, **piyere**). Nḽivho ya mibvumo i re kha ipfi, nṅhani ha ṭhalutshedzo ya ipfi, zwi vhidziwa **nḽivho ya ḽivhamabulele**. Mishumo ya nḽivho ya ḽivhamabulele a i ṭoḽi u sedza kha maḽeḽere – minzhi i nga itiwa vho bonya maṭo!

Nḽivho ya ḽivhamabulele a i fani na dzifoniki:

- ★ nḽivho ya ḽivhamabulele = ndi vhukoni ha u pfa mibvumo i re kha maipfi nahone i tea mutheo wa dzifoniki
- ★ dzifoniki = u ḽivha uri maḽeḽere o tiwaho ane a ḽwaliwa a na vhushaka ha hani na mibvumo yo tiwaho ine ya ambiwa.

Nḽivho ya ḽivhamabulele na nḽivho ya ḽeḽere na mubvumo zwi wela kha zwibvumbi zwa khwinesa zwauri vhagudi vha ḽo guda u vhalo nga nḽila i bveledzaho. Hu dovha ha vha na zwibvumbi zwa khwine u fhira IQ (tshikalo tsha vhuṭali ha muthu)! Izwi zwi amba uri vhagudi vhaṭuku vhane vha vha na nḽivho ya ḽivhamabulele yavhuḽi na nḽivho ya ḽeḽere na mubvumo vha ḽo vha na tshikhala tsha khwine tsha u guda u vhalo nga nḽila i bvelelaho.

### Guḽosari

#### madungo

dungo ndi ipfi kana tshipiḽa tsha ipfi tshi re na pfallandoṭhe nthihi

#### nḽivho ya ḽivhamabulele

nḽivho ya mibvumo i re kha ipfi nṅhani ha ṭhalutshedzo ya ipfi

#### u khethekanya

u ṭhukhukanya maipfi a vha zwipiḽa zwo fhambanaho

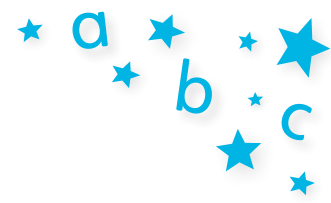
## Kiḽasirumuni ...

Hu na vhuimo ho fhambanaho ha nḽivho ya ḽivhamabulele. Thebuḽu iyi i sumbedza zwickili zwa ḽivhamabulele zwo fhambanaho na u fha tsumbo dza mishumo ine ya nga shumisiwa u funza, u ita nḽowenḽowe na u linga zwickili.

Mishumo ya nḽivho ya ḽivhamabulele	Dzitsumbo
1 U haṭula arali mibvumo i tshi fana.	<ul style="list-style-type: none"> <li>★ Mibvumo iyi i a fana kana yo fhambana: /p/, /p/ naa? (i a fana); /p/, /d/ naa? (yo fhambana)</li> <li>★ Maipfi aya a thoma nga mubvumo u fanaho naa: bola, bege? (ee)</li> </ul>
2 U pfa mubvumo mathomoni kana wo sedzwaho kha maipfi.	<ul style="list-style-type: none"> <li>★ Ndi mubvumo ufhiho une na u pfa mathomoni ha ipfi <b>peni</b>? (p)</li> <li>★ Ndi mubvumo ufhiho wa mathomoni kha maipfi aya: <b>bere</b>, <b>bada</b>, <b>bola</b>? (b)</li> <li>★ Ndi mubvumo ufhiho wo sedzwaho kha maipfi aya: <b>bigiri</b>, <b>philisi</b>, <b>phiriphiri</b>? (i)</li> </ul>
3 U pfa mubvumo kana dungo ḽa u fhedzisela kha maipfi.	<ul style="list-style-type: none"> <li>★ Ndi dungo ḽifhiho ḽine na ḽi pfa magumoni ha maipfi aya: <b>gani</b>, <b>goni</b>, <b>pani</b>? (ni)</li> </ul>
4 ṭanganyisani zwipiḽa zwa maipfi uri zwi vhumbe ipfi lo fhelelaho (u ṭanganyisa).	<ul style="list-style-type: none"> <li>★ Ndi ipfi ḽifhiho ḽine na ḽi wana arali na ṭanganyisa madungo aya: <b>a-pu-ḽi-ko-so</b>? (apuliḽikoso)</li> </ul>
5 U ṭhukhukanya maipfi uri a vhe zwipiḽa ( <b>u khethekanya</b> ).	<ul style="list-style-type: none"> <li>★ ṭhukhukanyani ipfi ili uri ḽi vhe madungo: <b>kherotse</b>. (khe-ro-tse)</li> <li>★ Ndi madungo mangana ane na a pfa kha ipfi <b>heḽikhophutha</b>? (he-ḽi-kho-phu-tha: madungo maṭanu)</li> </ul>
6 U shandukisa zwipiḽa zwa maipfi.	<ul style="list-style-type: none"> <li>★ Ambani uri <b>dzula</b>. Zwino bvusani /dzu/ nahone vhudzuloni haḽo, ni engedze /fu/. Ipfi ḽiswa ndi ḽifhiho? (fula)</li> <li>★ Ambani uri <b>raha</b>. Zwino dovhani ni ḽi ambe fhedzi ambani /sa/ nṅhani ha /ra/. (saha)</li> </ul>







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 pencil is something you use to draw, but might not know about the sounds that make up this word. For example, the word **penisela** is made up of four parts (that we call **syllables**): **pe | ni | se | la**. The word penisela starts with a /p/ sound. Other words also start with this sound (such as **pani**, **pennda**, **piyere**). 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"> <li>★ Are these sounds the same or different: /p/, /p/? (same); /p/, /d/? (different)</li> <li>★ Do these words start with the same sound: <b>bola</b>, <b>bege</b>? (yes)</li> </ul>
2 Hearing the beginning or focus sound in words.	<ul style="list-style-type: none"> <li>★ What sound do you hear at the beginning of the word <b>peni</b>? (/p/)</li> <li>★ What is the beginning sound in these words: <b>bere</b>, <b>bada</b>, <b>bola</b>? (b)</li> <li>★ What is the focus sound in these words: <b>bigiri</b>, <b>philisi</b>, <b>phiriphiri</b>? (i)</li> </ul>
3 Hearing the end sound or syllable in words.	<ul style="list-style-type: none"> <li>★ What syllable do you hear at the end of these words: <b>gani</b>, <b>goni</b>, <b>pani</b>? (ni)</li> </ul>
4 Combining parts of words to make the full word (blending).	<ul style="list-style-type: none"> <li>★ Which word do you get if you put these syllables together: <b>a-pu-ji-ko-so</b>? (apuḽikoso)</li> </ul>
5 Breaking words into parts ( <b>segmenting</b> ).	<ul style="list-style-type: none"> <li>★ Break this word into syllables: <b>kherotse</b>. (khe-ro-tse)</li> <li>★ How many syllables do you hear in the word <b>heḽikhophutha</b>? (he-ḽi-kho-phu-tha: 5 syllables)</li> </ul>
6 Substituting parts of words.	<ul style="list-style-type: none"> <li>★ Say <b>dzula</b>. Now take away the /dzu/ and in its place, add /fu/. What is the new word? (fula)</li> <li>★ Say <b>raha</b>. Now say it again, but say /sa/ instead of /ra/. (saha)</li> </ul>



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