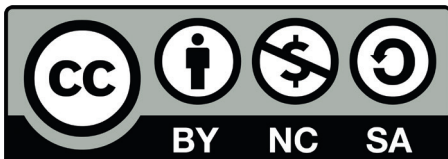


INkqubo yokuPhucula uLwimi kwiBanga R  
Grade R Language Improvement Programme

# IsiKhokelo seeKhonsepthi Concept Guide



IsiXhosa | English



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# Amazwi engabula-zigcawu aphuma kwiNtloko yeSebe leMfundo/ 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.

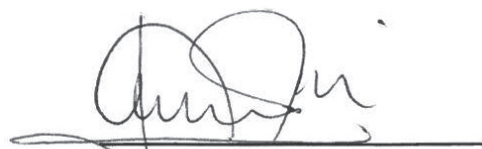
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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



# Indlela yokusebenzisa isiKhokelo seeKhonsepthi soLwimi

Isikhokelo seeKhonsepthi soLwimi sahlulwe sangamacandelo amathathu anokufundwa nangoluphi ulandelelwano kuba onke enxulumene. Siyakukhuthaza ke ukuba umana usijonga esi sikhokelo ngalo lonke ithuba uqeqeshwa kule nkqubo futhi uwafunde onke la macandelo ahlukileyo. Uza kufumanisa ukuba indlela oza kuwugonda ngayo umxholo iya kuya ngokubalasele qho xa uwufunda ukuze oko kukuncedise ekubeni uyazi indlela omele ukufundisa ngayo abafundi abaselula eklasini yakho. La maphepha mabini asekuqaleni akunika isishwankathelo secandelo ngalinye kwaye akuchazela ngamaphepha onokuwafunda ukuze wandise ulwazi lwakho.

iphepha lesi-10

## Icandelo loku-1:

### INkqubo yokuPhucula uLwimi kwiBanga R

*Kweli candelo kuxoxwa ngeempawu ezisibhozo zeNkqubo yokuPhucula uLwimi, ezincedisana neGDE ngeenjongo zokomeleza ukufundiswa kolwimi kunye nelitheresi kwiBanga R.*

- ★ Inkqubo incedisa abafundi kuhambo lokusuka kulwimi oluthethwayo ukuya kolubhalwayo.
- ★ Inkqubo isekelwe kwizixhobo zokufunda nokufundisa, inika abafundi ufikelelo kwizixhobo ezinika umdla.
- ★ Inkqubo kufuneka igqaliselwe ekufundiseni ulwimi yonke imihla kwimizuzu engama-50.
- ★ Le nkqubo inemisebenzi yeklassi yonke kunye neyamaqela amancinci ngemini nganye.
- ★ Imisebenzi yomjikelo/yesayikili yeeveki ezimbini zokufundisa isekelwa kwibali.
- ★ Imisebenzi yonyaka icwangciselwe isayikili ezili-19 zeeveki ezimbini ngesayikili nganye.
- ★ Imisebenzi inika abafundi ithuba lokuphuhlisa zonke izakhono zolwimi zeCAPS.
- ★ Imisebenzi ikunika ithuba lokuqwalasela inkqubelaphambili yabafundi kwaye zikhona nezixhobo zohlolo olwakhayo.



## Khawudibane noStella

Uza kufumanisa ukuba kukho utitshala okhoyo kuso sonke esi siKhokelo seeKhonsepthi. Olu hambo lokufunda uza kuluhamba kunye nalo titshala oza kusoloko ekunika amacebo awathatha kumava akhe eminyaka yokufundisa kwiklassi yeBanga R. Unegama elikhethekileyo:

## Strengthening the Teaching of Early Language and Literacy for All.



## Icandelo lesi-2:

### Imigaqo ekhokela ukufundisa nokufunda kwiBanga R

Eli candelo lixoxa **ngemigaqo esibhozo** ebisikhokelo sokuyilwa kweNkqubo yokuPhucula ulwimi kwiBanga R nesinethemba lokuba iza kuyikhokela indlela yakho yokufundisa.

- ★ *Umgaqo womxholo/wesimo.* Ukufunda kwenzeka kwiimeko ezinentsingiselo nezifanelekileyo.
- ★ *Umgaqo womsebenzi.* Abafundi kufuneka bathathe inxaxheba ngqo kwinkqubo yokufunda nokufundiswa kwabo.
- ★ *Umgaqo wokudlala.* Abantwana bafunda ngokugqibelela xa bezidlalela naxa besenza imisebenzi eyimidlalo ekhokelwayo.
- ★ *Umgaqo wenqanaba.* Abafundi badlula kumanqanaba ahlukeneyo okuqonda nawophuhliso.
- ★ *Umgaqo wentsebenziswano.* Ukufunda kwenzeka xa kukho amathuba onxibelelwano nokwabelana ngezimvo.
- ★ *Umgaqo wokukhokela.* Ukufunda kwenzeka xa ootitshala bekhokela abafundi ekuphuhliseni ulwazi olutsha.
- ★ *Umgaqo woquko.* Ukufunda kwenzeka kwimeko apho wonke umntu amkelekileyo, abandakanywayo, aphethwe kakuhle, anikwa imbeko nathabatha inxaxheba kuyo.
- ★ *Umgaqo wokuziqhelanisa.* Ukufunda kuzinziswa ngokuziqhelanisa nezakhono ezitsha nolwazi.

Iphinda igxile ekubalulekeni kokuphuhliswa kokuqonda komntwana kunye nokwenza iintshukumo ukuze akwazi ukufunda ulwimi egxile ekuqondeni oko akubonayo, akuvayo, akuchukumisayo nasekuqondeni iintshukumo zomzimba.

## Icandelo lesi-3:

### Ukufundisa ulwimi nelitheresi esavelayo kwiBanga R

Eli candelo licacisa indlela yokufunda ukufunda nokubhala futhi libonisa nendlela le nkqubo ethi ikukhulise ngayo oku. La **manqaku** ashwankathela le ngcinga.

- ★ Ukufunda ukubhala nokufunda asiyonto yenzeka ngokukhawuleza, kodwa yinkqubo ethatha iminyaka emininzi. Oku ke sikubiza ngokuba kukubhala nokufunda okusavelayo.
- ★ Ngaphandle kwezakhono zokuthetha ulwimi, ukufunda ukubhala nokufunda kunganzima kakhulu kubafundi abancinci.
- ★ Isigama esityebileyo nesibanzi sibaluleke kakhulu ekuphuhleni kwelitheresi nasekufundeni amagama amatsha, ngoko ke abafundi kufuneka badibane nawo la magama kwiimeko ezininzi ezahlukileyo.
- ★ *Ulwimi olusezincwadini* luyintsika kwilitheresi. Olu hlobo lolwimi lusetyenziswa emabalini naxa sithetha ngezinto ezingaphathekiyo ezifana neengcinga, iimvakalelo kunye neziganeko ezenzeka kwenye indawo nangelinye ixesha.
- ★ Xa abafundi belinganisa ibali, besenza umdlalo wokulinganisa, bebalisa baze baphinde bawabalise kwakhona amabali, oku kwenza ukuba babaqonde ngakumbi abalinganiswa, isimo sebali nokulandelelana kweziganeko. Esi ke sisiseko esibaluleke kakhulu sokufunda, sengqiqo nesokubhala.
- ★ Ukusetyenziswa kweengxoxo ezibandakanyayo, kunika abafundi ithuba lokubuza nokuphendula imibuzo engenampendulo inye ichanekileyo. Oku kukhuthaza abafundi ukuba bacinge ukuze bakwazi ukuncokola ngezimvo neengcamango zabo.
- ★ Abafundi ababukela abantu abadala xa befunda naxa bebhala bayakhuthazeka ukuba nabo bafunde futhi babhale kuba bafunda ukuba izinto abazibhala ephapheni zinokuqulatha umyalezo futhi zibe nentsingiselo.
- ★ Abafundi badla ngokuqala "ukufunda" bengafundi magama enyani, baze baqalise "ukubhala" ngaphandle kokubhala amagama ngokuchanekileyo – esi ke sisigaba esibalulekileyo sohambo lwabo kwilitheresi.
- ★ Ukuze abafundi babe nesakhono sokufunda, kufuneka baqonde umgaqo wealfabhethi – baqonde ukuba kukho unxulumano phakathi koonobumba abababona ephapheni kunye nezandi abaziva emagameni.
- ★ Ulwazi ngezandi kunye nolwazi ngonxulumano loonobumba nezandi zezinye zezinto ezikwalatha kakuhle ukuba abafundi baza kukwazi ukufunda ukubhala nokufunda ngempumelelo.

# ★ Using the Language Concept Guide

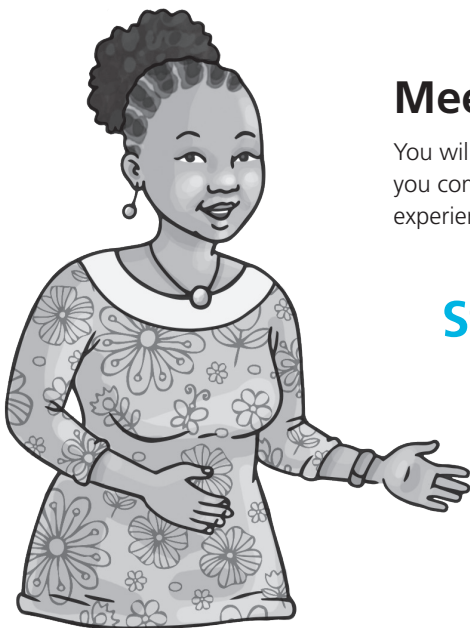
The Language Concept Guide is divided into three sections which can be read in any order because they all connect with one another. We encourage you to return to this guide throughout your training on the programme and to reread the different sections. You will find that your understanding of the content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

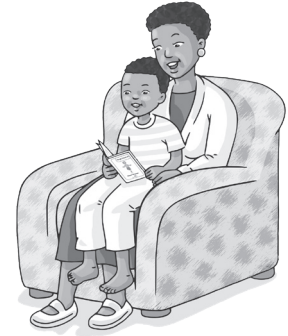
# ★ Icandelo Loku-1: INkqubo yokuPhucula uLwimi kwiBanga R

## Intshayelelo

Ingaba ukhe ucinge ukuba abafundi baqala nini ukufunda ukubhala nokufunda? Kule ntshayelelo siwuqwalasela ngenyameko lo mbandela ubaluleke kangaka.

### Ukufunda komntwana eselula kubaluleke kakhulu

Naxa sisazi ukuba ootitshala badlala indima enkulu, ingaba ungamangaliseka xa unokwazi ukuba inkqubo yokufunda ukubhala nokufunda iqalisa phambi kokuba umntwana angene eklasini yeBanga R? Ukufunda komntwana esemncinci kuqala xa ezalwa kwaye ulwimi umntwana ulufunda ngokuthetha namalungu osapho, abahlobo kunye nootitshala, nto leyo yenzeka ngoncedo lwezakhono zokuhlalisana kwabantu nezo zovakalelo. Zonke ezi zinto zisisiseko sokufunda futhi kwakhelwa kuzo izakhono ekugxilwa kuzo esikolweni ezifana nesakhono sokuphulaphula, sokuthetha, sokufunda nesokubhala. Ezi zakhono ziphuhliswa ngakumbi ngutitshala. Abafundi abafunda ukubhala nokufunda ngempumelelo asingobantwana abaxhomekeke kuphela kootitshala abalungileyo esikolweni, koko ngabo baxhamle ekufundeni besebancinci ukususela ekuzalweni kwabo ukuya kwiminyaka emithandathu.



### Ukuphulaphula nokuthetha

Uphando lubonisa ukuba isakhono sokufunda nokubhala sixhomekeke kwizakhono zolwimi (ezokulwamkela nezokuluthetha) neziqalisa ukuphuhla kwiintsuku zokuqala zobomi bomfundi. Xa obu budlelwane bukhathalelwa, kwenzeka unxulumano olubalulekileyo nobuchopho ukuze uphuhliso lolwimi lomntwana lufumane inkxaso ukususela ekuzalweni kwakhe. Ulwimi lwabafundi luyakhula njengoko abagcini babo kunye nootitshala bencokola kunye nabo, becacisa iintsingiselo zamagama, belandela izinto abanomdla kuzo abafundi, bebuza baze baphendule imibuzo yabo futhi bafunde kunye nabo iincwadi namabali amalunga nezinto ezenzeka imihla ngemihla. Siyazi ukuba abafundi abakhulele kwiindawo ezityebileyo ngolwimi baba nesigama esingcono kwaye baba ngabafundi abakwazi phucukileyo ukufunda ngengqiqo xa beneminyaka elithoba. Ngubani owayesazi ukuba ukuncokola nabafundi sesinye seziphondo ezikhulukazi esinokusiphisa abantwana?

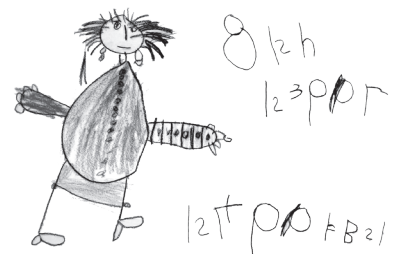


Ootitshala babafundi abaselula banendima enkulu ekufuneka beyidlalile ekwakheni ulwimi oluthethwa ngabafundi. Oku akuthethi ukuba baza kufundiswa ngokusesikweni! Bangakwenza oku ootitshala ngokufunda kunye nabo amabali neencwadi, ngokukhuthaza ukuzoba nokubhala okusavelayo kunye nokukhulisa ulwimi abaluthethayo ngokubancedisa ngokuchaza, ngokubazisa amagama amatsha kwanokubakhuthaza ukuba babuze baze baphendule imibuzo.

### Ukubhala kwabafundi abaselula

Ngaphandle kokuba abafundi beluva futhi belusebenzisa ulwimi beselula, kuyafuneka ukuba bafunde nangokushicilelweyo. Ulwimi olubhalwe phantsi lwahlukile kolo luthethwayo, kwaye linyathelo elikhulu kakhulu xa abafundi beqonda ukuba ukubhala yile nto ithethwayo koko ebhalwe phantsi. Xa kuchazwa ukuba okushicilelweyo okufana nemiqondiso, amagama kunye neeleyibheli, oko kwenza ukuba abafundi babone ukuba ukubhala kuneenjongo.

Xa abafundi benako ukusebenzisa iphepha neekhrayoni futhi sibakhuthaza ukuba barhixize, bazobe babhale namarhoqololo, bayazithemba xa kufuneka bevelise iingcamango zabo ngokuzoba "nokubhala". Imizamo yokuqala yokubhala yabafundi siyibiza ngokuba "kukubhala okusavelayo" kuba kaloku akukakhangeleki njengokubhala komntu osele ekhulile – abafundi ababhali emigceni, bayabaxuba oonobumba, amanani kunye nemifanekiso, kwaye upelo lwabo loluqanjweyo! Esi ke sisigaba esiqhelekileyo sokukhula. Ukufunda ukubhala yinkqubo kwaye njengaso nasiphi isakhono esitsha, kuthatha ixesha, kufuna ukuba umfundi aziqhelanise nako futhi anikwe inkuthazo encomekayo phambi kokuba akwazi ukubhala.



### Ukufunda kwabafundi abaselula

Xa abafundi bebukela abantu abadala befunda futhi bebhala, bafunda ukuba imirhixizo esemaphapheni inomyalezo nentsingiselo. Bafunda ukuba zisetyenziswa njani iincwadi baze bathinjwe iingqondo ngamabali abantu neendawo ezahlukileyo. Ukuba ebomini babantwana kukho abantu abadala abafunda kunye nabo, baye bafunde ukunxulumanisa ukufunda kunye nobudlelwane obufudumeleyo bokuthembana ukuze oku kubenze bazithembe ekuzameni ukuzifundela. Ukufunda kwabafundi abaselula kungangachaneki kwaye basenoku "funda" into abayikhumbulayo okanye basenokuqweba amabali ahambelana nemifanekiso. Ngokuya lihamba ixesha, baza kuqalisa ukugxila kakhulu koonobumba namagama ashicilelweyo kude kuchaneke ukufunda kwabo.

# ★ 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.

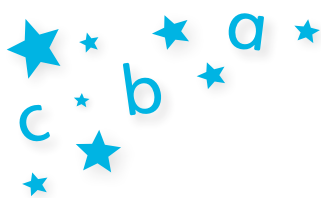
When learners have access to paper and crayons and we encourage their mark making, drawing and scribbling, they feel confident to experiment with expressing their ideas through drawing and "writing". We call learners' very earliest attempts to write "emergent writing" as it does not yet look like grown-up 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.



## Ukufunda ngoonobumba nezandi

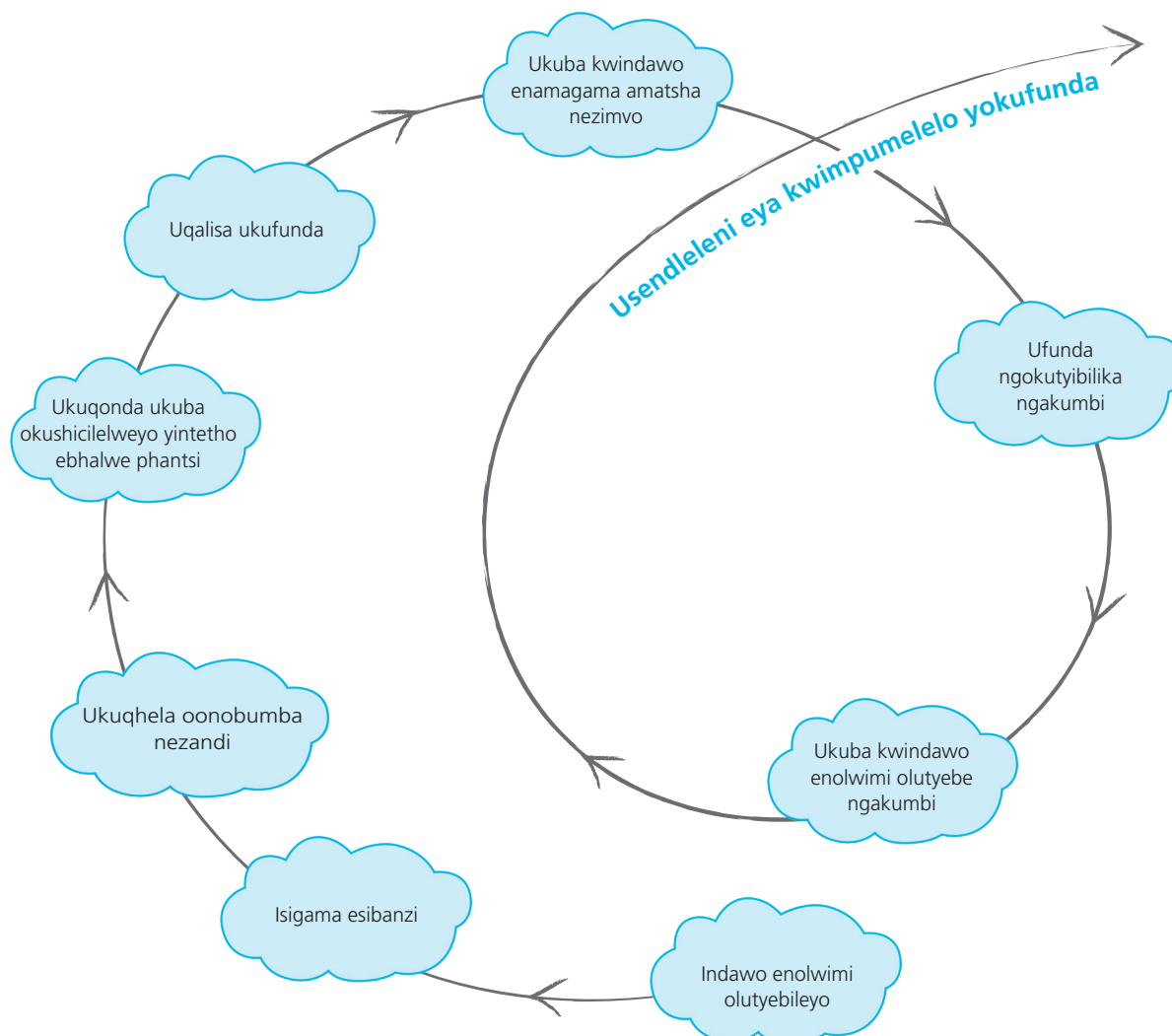
Ukuze abafundi abaselula bakwazi ukufunda nokubhala, kufuneka baqonde ukuba okubhaliweyo okusephepheni yinto ethethwayo ebhalwe phantsi! Eli linyathelo elibaluleke kakhulu kubafundi abaselula, kuba oku kuthetha ukuba kufuneka bazazi izandi zamagama athethwayo ukuze bazinxulumanise ezi zandi kunye noonobumba. Ukuqhwaba xa kubizwa amalungu amagama nemidlalo yokuphulaphula efana nomdlalo othi "Ndiyacupha ngeliso lam elincinci" iyabanceda abafundi ukuba bazazi izandi zamagama. Abafundi bangaziswa oonobumba ngokuthi babhale amagama abo, ngokubhala oonobumba esantini, ngokubhala oonobumba ngepeyinti okanye ngokubumba oonobumba ngentlamba yokudlala. Yonke le misebenzi yonwabisayo ingakhangeleka ingangeni ndawo ekufundeni ukubhala nokufunda, kodwa la mava anika abafundi indlela yokungena kwihlabathi lelitheresi.

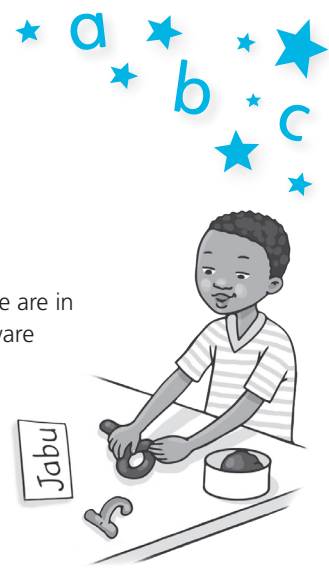


## Ulwimi – neendawo ezityebe ngokushicilelweyo

Abafundi abakhulele kumakhaya nakwiinkulisa ezityebe ngolwimi nangokushicilelweyo baqalisa isikolo benesigama esityebileyo nesinzulu. Baya kuziqonda lula iintsingiselo zamagama futhi bakwazi nokusebenzisa ulwimi abasele belwazi ukuze baqonde xa abantu bethetha futhi befunda ngokuvakalayo, ngolu hlobo baza kufunda ulwimi neengcamango ezintsha. Baza kuqalisa isikolo sele bebaqhelile oonobumba nezandi, batsho baqonde ukuba enyanisweni okushicilelweyo yintetho ebhalwe phantsi. Oku ke kuthetha ukuba baza kukwazi kwangoko ukufunda baqonde iitekisi ezilula kwiBanga loku-1, babe sebekhawuleza ukuya kwiitekisi ezinde nezinzima neziza kubanceda bazi iingcamango namagama amatsha. Okukhona besiya befunda, kokukhona baza kufunda ngokutyibilika, kwaye nolwimi lwabo luza kuphuhla ngakumbi babe nako nokufunda iitekisi ezinzima. Le yindlela yabo eya kwimpumelelo yokufunda.

## Isayikili yempumelelo





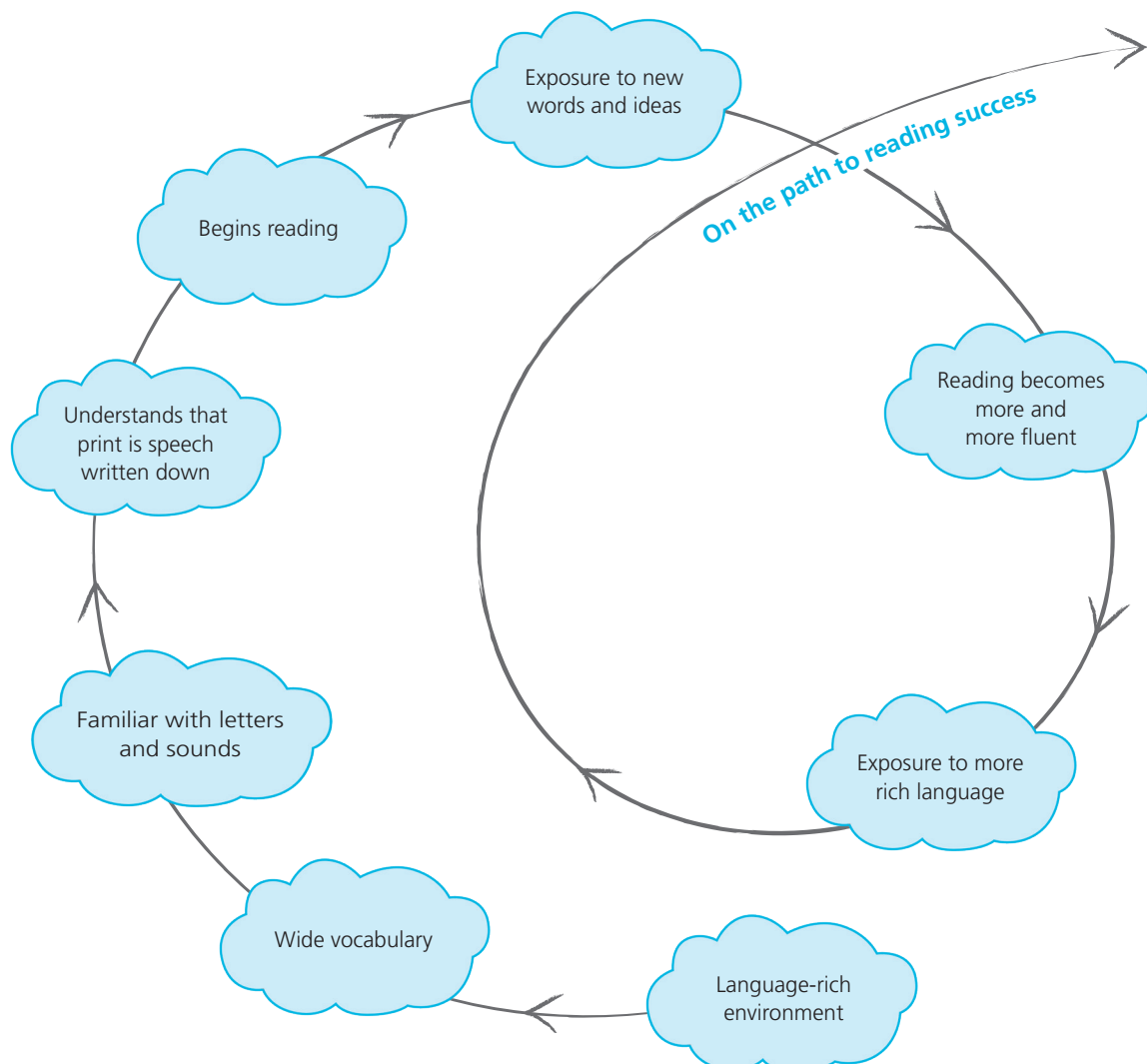
## Learning about letters and sounds

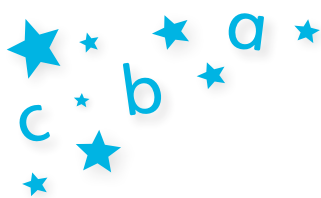
In order to learn to read and write, young learners need to understand that the marks they see on a page are in fact our speech written down! This is a big step for young learners, as it means they need to become aware of the sounds of spoken words, and to link these sounds to letter symbols. Clapping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





Ngelishwa ke, apha eMzantsi Afrika bambalwa kakhulu abafundi abawafumana kwangoko amava okufunda athi abancede bakwazi ukuyihamba le ndlela ebakhokelela kwimpumelelo yokufunda. Mhlawumbi uyafuna engqondweni ukuba ingaba selidlulile na ixesha lokwakha ezi zakhono zolwimi kwiBanga R. Hayi, asiqondi ukuba kunjalo. Ukuba ootitshala beBanga R bazinikele ekunikeni abafundi amava olwimi olutyebileyo yonke imihla, oku kungadala umahluko omkhulu kwimpumelelo yokufunda kwabo. **INKqubo yokuPhucula uLwimi kwiBanga R** iyilelwe ukwenza oku!

Jonga apha ngezantsi ukuba uthini uStella ngale nkqubo uze ufunde banzi kumaphepha aza kulandela.

## Uhambo olusuka kulwimi oluthethwayo oluya kulwimi olubhalwayo ...

INKqubo yokuPhucula uLwimi kwiBanga R yenzelwe ukunika abafundi beBanga R amava aza kuxhasa ukuphuhlisa kolwimi nelitheresi. Ukusetyenziswa kwamabali, kwenza ukuba le nkqubo ikwazi ukuhamba nabafundi khambo olusuka kulwimi oluthethwayo ukuya kulwimi olubhalwayo. Ibali elitsha ngalinye lisisiseko seeveki ezimbini semisebenzi yokufundisa, yokufunda nokuhlola.

Abafundi badibana okokuqala nebali xa belibaliselwa ngutitshala wabo esebenzisa iipapethi neepropu ukuze abalinganiswa babe ngathi bayaphila. Emva kokuliphulaphula ibali, abafundi bafumana ithuba lokucula ingoma emalunga nebali. Ingoma ziyindlela emnandi yokuphuhlisa izakhono zolwimi futhi abanye abafundi bakufumanisa kulula ukukhumbula ulwimi olutsha xa lukuncuthu lweengoma, kwisingqisho nakwisicengcelezo esinesingqi. Emva kokucula, abafundi balinganisa ibali njengokuba libaliswa. Oku ke kubanika ithuba lokuthabatha inxaxheba ekubaliseni ibali ngendlela enika umdla futhi bakwazi nokusebenzisa amazwi kunye namabinzana amagama asetyenziswe ngabalinganiswa abahlukileyo ebalini. Kwakhona ukulinganisa ibali kufuna ukuba bacinge ngeendlela ezilandelelana ngayo iziganeko zebali – yintoni elandelayo eza kwenzeka.



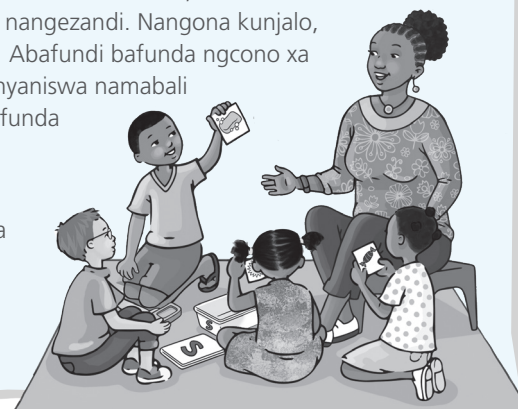
Xa kusetyenziswe ukubaliswa kwamabali, ukucula, ukulinganisa nokulandelelanisa iziganeko njengesiseko, abafundi batsho bafumane ithuba lokuzoba ezona ndawo bazithandayo ebalini baze baqalise ukwenza imizamo yabo yokuqalisa ukubhala iingcamango zabo (nokuba zingamarhoqololo). Bathi babone nokuba kubhalwa njani futhi babone nendlela abanokubhala ngayo izimvo zabo xa ubabonisa indlela yokubhala itekisi ebhalwa ngeenjongo ezithile (ileta, uluhlu, ingoma). Lo msebenzi uqaliswa ngeengxoxo ezityebileyo nokwabelana ngezimvo, futhi kufuneka babe baninzi kangangoko abafundi abanenxaxheba kuwo.



Njengokuba ubabonisa inkqubo yokubhala, usebenzisa amazwi neengcamango zabafundi, batsho babone ukuba into abayithethayo inako ukubhalwa phantsi. Oku ke kuza kubenza bazithembe futhi bafune ukuzama nabo ukuzibhalela – akukhathaliseki nokuba baqale ngokubhala amarhoqololo noonobumba abaziqambeleyo! Ngaphandle kokufunda iitekisi abazibhale kunye nawe, abafundi bafumana elinye ithuba lokubona ukuba kufundwa njani na xa besenza iincwadi ezincinci abaza kugoduka nazo, naxa ubafundela iNcwadi eNkulu kwiveki yesibini. Apha baphinda badibane nebali ebebeliphulaphule, abaliqhelileyo kodwa ke ngoku lishicilelwe.

Ngaphandle kwemisebenzi esekelwe emabalini ethi iphuhlise ukuphulaphula, ukuthetha, ukufunda, ukubuka nokubhala kwabafundi, le nkqubo inazo neendlela ezonwabisayo futhi ezikwibanga lobudala labafundi nezikhulisa ulwazi lwabafundi ngoonobumba. Ngokophando, siyazi ukuba abafundi abanento abayaziyo ngoonobumba nezandi, baza kukwazi lula ukufunda ukubhala nokufunda kunabafundi abangenalwazi ngoonobumba nangezandi. Nangona kunjalo, asitsho ukuba abafundi beBanga R mabafundiswe oonobumba ngokusesikweni. Abafundi bafunda ngcono xa into abayifundayo inentsingiselo kubo, ngoko ke, oonobumba nezandi banxulunyaniswa namabali – nakumagama amatsha, kwimifanekiso kunye nakwizinto ezithile. Abafundi bafunda ulwimi ngelixa bekhulisa ulwazi lwabo loonobumba.

Uphando luphinda lubonise ukuba kubalulekile ukuba abafundi bazazi izandi kulwimi oluthethwayo (ulwazi lwezandi). Xa abafundi bengakufundi ukuqaphela izandi zolwimi oluthethwayo, nangona banokuyazi into abafuna ukuyibhala, basenokungaziva izandi zamagama ukuze bakwazi ukuwabhala. Icandelo loonobumba nezandi kule nkqubo linemisebenzi emininzi ethethwayo encedisa abafundi ukuba baphuhlise olu lwazi.





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.

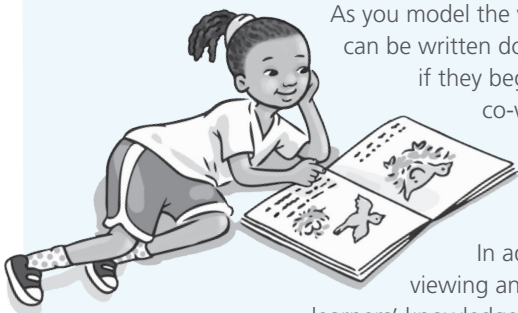
## A journey from spoken to written language ...

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.

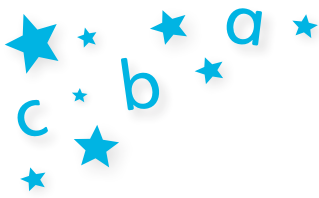


As you model the writing process, using the learners' words and ideas, they see that what we say can be written down. This will give them the confidence to start trying to write themselves – even if they begin with scribbles and made-up letters! In addition to reading the texts they have co-written with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



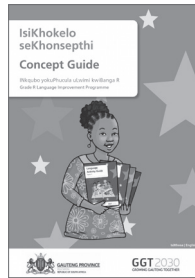


# Izixhobo zenkqubo yolwimi zokufunda nokufundisa

Ootitshala abasebenzisa inkqubo yolwimi baza kufumana izixhobo zokufunda nokufundisa ngelixa beqeqeshelwa le nkqubo.

## ★ IziKhokelo

IsiKhokelo seeKhonsepthi



Ootitshala baza kusebenzisa esi sikhokelo kunyaka wonke wokufundisa kwabo ukuze bazikhumbuze ngezimvo ezingundoqo.

IziKhokelo zeMisebenzi eziNe



IsiKhokelo seMisebenzi sekota nganye sazisa abafundi ngamabali amatsha, iingoma, isigama, imisebenzi kwakunye noonobumba abatsha nezandi eziza kufundwa ngabafundi.

## ★ Iipekhi zamabali ezilishumi elinethoba

Ipekhi nganye yebali isetyenziswa kwisayikili yeeveki ezimbini zokufundisa kwaye inezixhobo eziza kunika abafundi amava ahlukileyo ngebali.

- Iipapethi ezingabalinganiswa ezisekhadini



Ootitshala basebenzisa iipapethi nezinye iipropu zokubalisa ibali. Abafundi baphinda basebenzise iipapethi.

- Isethi yamakhadi anemifanekiso eza kulandelelaniswa



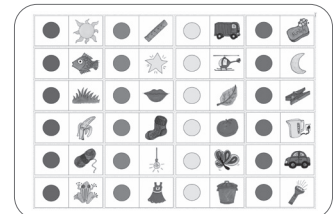
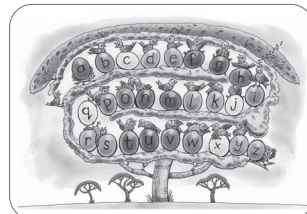
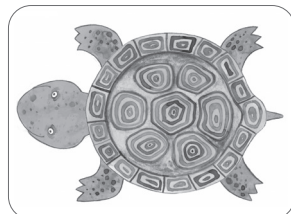
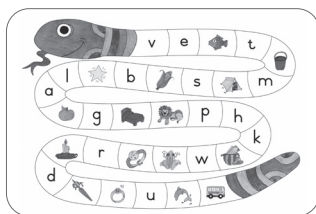
Abafundi baqale balifumana ibali ngeendlela ezimbini ngemifanekiso elandelelaniswayo.

- INcwadi eNkulu enetekisi elula



INcwadi eNkulu inemifanekiso efana naleyo iza kulandelelaniswa aze azise abafundi amagama ashicilelweyo ngokuthi abalise ibali.

## ★ Iipekhi yezixhobo zokufunda nokufundisa ezinemibala eziquka iibhodi zemidlalo kunye namaphepha emisebenzi anemibala.



## ★ Izixhobo zokufunda nokufundisa eziza kuxhasa ukufunda emakhaya

Ootitshala abanako ukwakha iziseko zolwimi ngaphandle koncedo lwabazali. Xa abazali bexhotyiswe ngezi zixhobo zokufunda nokufundisa, baza kufumana ulwazi, bakhuthazeke ukuze baxhase uhambo lwelitheresi lwabantwana babo emakhaya.





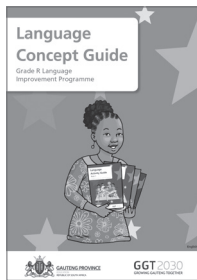


## Language programme resources

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

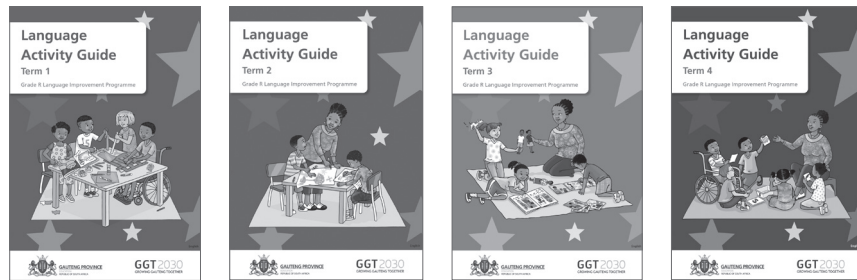
### ★ Guides

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:

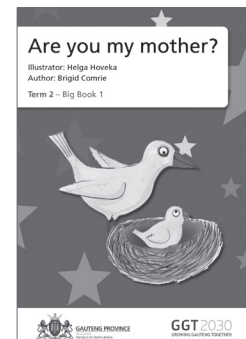
- Pop-out character puppets on card
- A set of sequence picture cards
- A Big Book with simple text



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

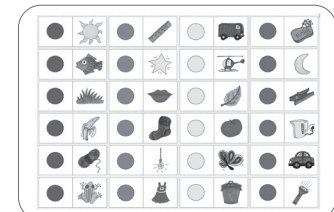
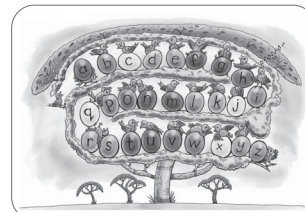
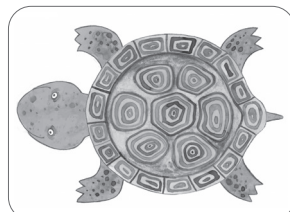
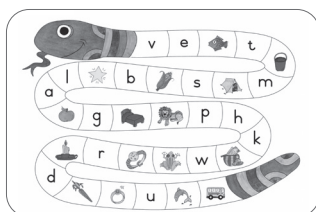


Learners first experience the story in two dimensions through the sequence pictures.



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

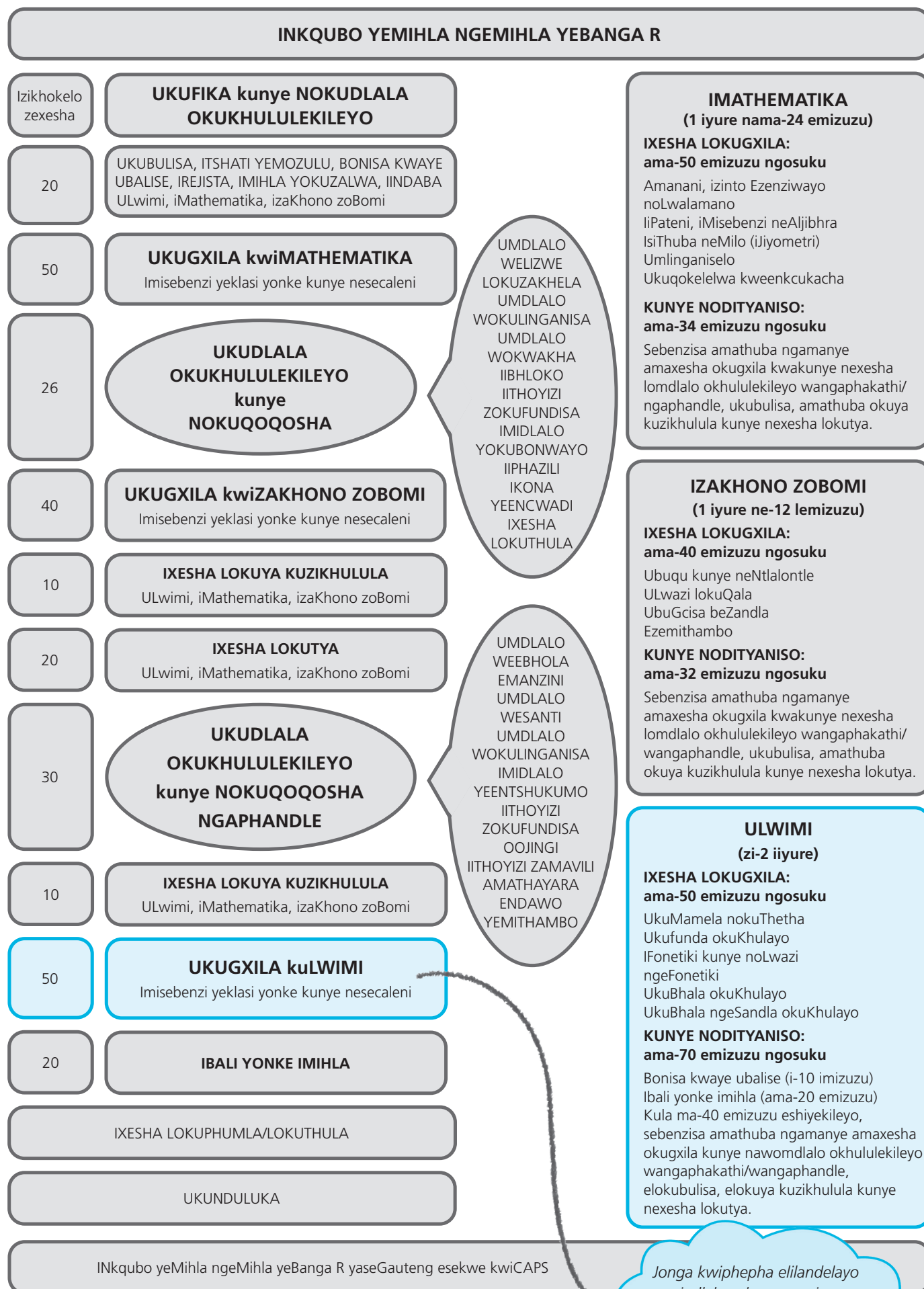


### ★ Resources for supporting learning at home

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.



# Indlela yokucwangcisa ukuGxila kuLwimi yonke imihla



*Jonga kwiphepha elilandelayo indlela yokucwangcisa imisebenzi yemizuzu engama-50 yokuGxila kuLwimi.*





**UKUGXILA KULWIMI**  
Imisebenzi yeklasi yonke neyamaqela amancinci yemizuzu engama-50

**IMISEBENZI YEKLASI YONKE**  
(ikholwa ngutitshala) kwimizuzu engama-25

**IMISEBENZI YAMAQELA AMANCINCI**  
(icwangciswa ngutitshala) kwimizuzu engama-25

Imisebenzi esekelwe ebalini

Imisebenzi yoonobumba kunye nezandi

Isikhokelo senyathelo-nenyathelo semisebenzi yeklasi yonke neyamaqela amancinci sicaciswe kwisikhokelo seeKhonsepthe sekota nganye.



**UMSEBENZI WOKU-1**  
Ukuzoba nokubhala okusavelayo/okusakhulayo  
(kukholwa ngutitshala kwiveki yoku-1)



**UMSEBENZI WESI-2**  
Iiphazili nemidlalo  
(ukholwa ngutitshala kwiveki yesi-2)



**UMSEBENZI WESI-5**  
Umdlalo wokulinganisa



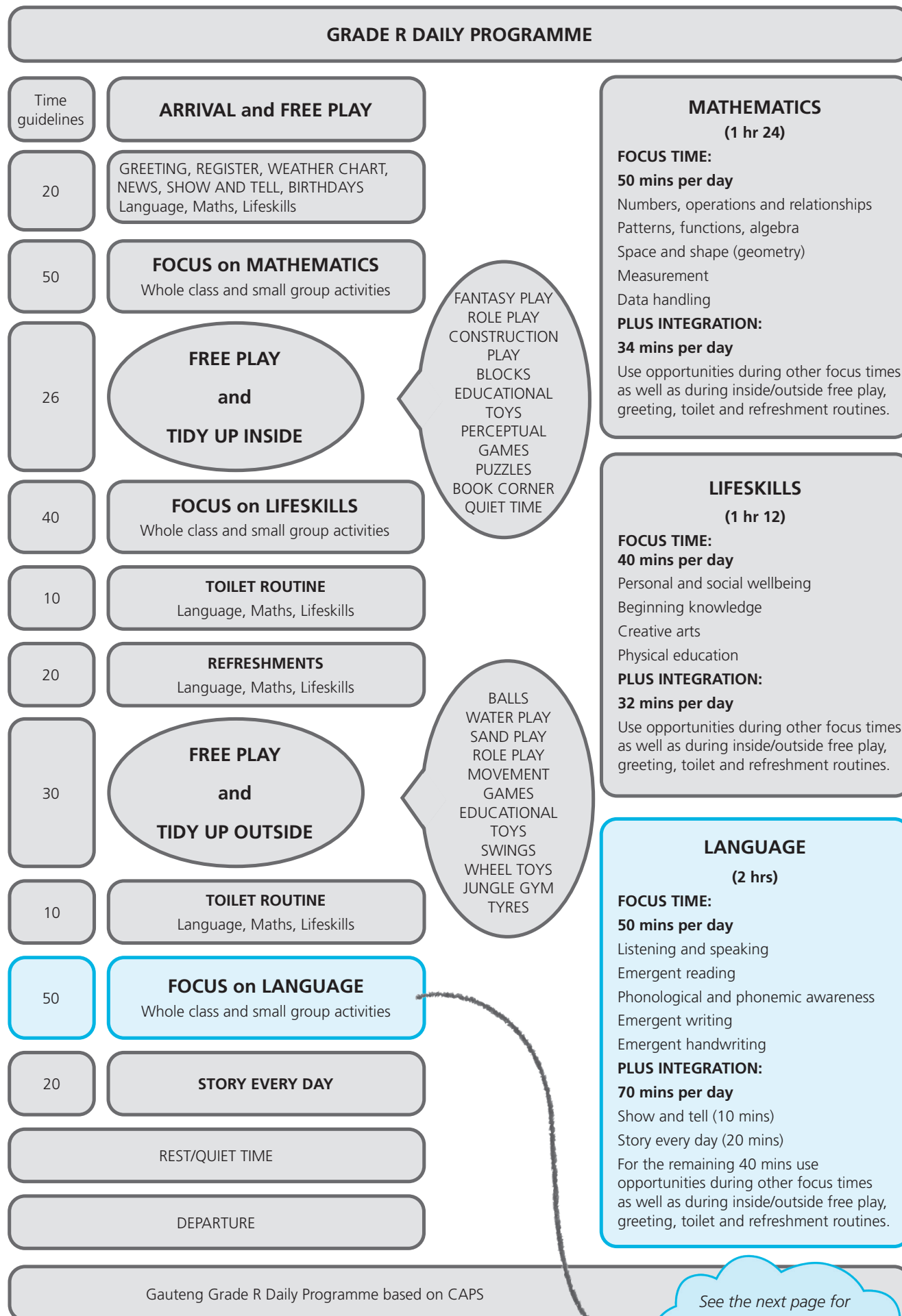
**UMSEBENZI WESI-3**  
Ukufunda komfundi eyedwa/ngokuzimela



**UMSEBENZI WESI-4**  
Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla



# How to plan for a Focus on Language every day



Gauteng Grade R Daily Programme based on CAPS

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.



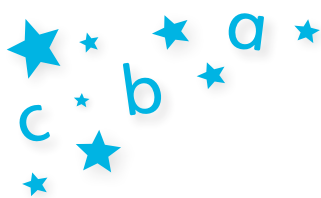
**ACTIVITY 1**  
Drawing and emergent writing  
(teacher-guided in Week 1)

**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



## Indlela yokulungiselela iklasi yakho ukuGxila kuLwimi yonke imihla

Njengoko sele sibonile, ixesha lokugxila kuLwimi kufuneka lilungiselelwe kakuhle ukuze yonke imihla abafundi bakwazi ukwenza imisebenzi yeklasi yonke naleyo yamaqela amancinci. Isikhokelo senyathelo-nenyathelo semisebenzi yolwimi sicaciswe kakuhle kwizikhokelo zeMisebenzi zekota nganye. Apha sigxila kakhulu kwindlela yokufundisa imisebenzi yeklasi yonke kunye neyamaqela amancinci ukuze abafundi bafumane amava ahlukeneyo futhi kuphunyezwe neenjongo zokufunda ezahlukileyo.

### Imisebenzi yeklasi yonke

Bonke abafundi bahlala ezitafileni zabo, okanye bahlala kwimethi benze isangqa ngethuba utitshala:

- ★ ebazisa/esandisa/ebethelela ibali, isakhono okanye ikhonsepthe
- ★ ekhokela ingxoxo ebandakanya abafundi bonke
- ★ ekhokela umsebenzi obandakanya abafundi bonke.

Ekupheleni komsebenzi weklasi yonke, utitshala ucacisa umsebenzi ngamnye wamaqela amancinci phambi kokuba ayalele abafundi ukuba baphindele kwiindawo zabo.

### Imisebenzi yamaqela amancinci

Kwisithuba seentsuku ezintlanu, amaqela ayabolekisa, iqela ngalinye lenza umsebenzi owahlukileyo ngemini. Oku ke kuthetha ukuba ngeveki bonke abafundi baza kufumana ithuba lokuthatha inxaxheba kwimisebenzi yamaqela amancinci – umsebenzi ukhokelwa ngutitshala kunye neminye imisebenzi emine yamaqela.

- ★ Imisebenzi emihlanu yamaqela amancinci icwangciswa ngutitshala.
- ★ Izixhobo zokufunda nokufundisa nezinye izinto zayo yonke le misebenzi mihlanu ziyacwangciswa yonke imihla.
- ★ Imisebenzi yenzelwa ezitafileni, emethini, kwiikona zokusebenzela okanye phandle.
- ★ Iqela elinye labafundi lisebenza kunye notitshala (umsebenzi ukhokelwa ngutitshala).
- ★ Amanye amaqela abafundi amane ayazisebenzela.

## Eklasini ...

### Indlela yokwahlula abafundi ngokwamaqela

- ★ Abafundi bakholisa ukwahlulwa babe ngamaqela amahlanu. (Ukuba ubukhulu beklasi yakho bufuna iqela lesithandathu, nika amaqela amabini umsebenzi ofanayo.)
- ★ Iqela ngalinye malibe negama kunye nesimboli yalo.
- ★ Abafundi abasemaqeleni kufuneka ukuba bangahlali kwiqela elinye ixesha elide.

*Zimbini iindlela ezingundoqo zokwahlula abafundi ngokwamaqela. Kuzo zombini, kufuneka ukuba utitshala abazi abafundi bakhe futhi azi namandla abo ngokuthi aqwalasele ngenyameko umfundi ngamnye xa kuqhuba isikolo ngemini nganye.*

*Amaqela axubileyo ngolwazi:* Kusoloko kucetyiswa ukuba abafundi babekwe kunye emaqeleni nabafundi abakumanqanaba ahlukileyo ngokwezakhono zolwimi. Umfundi onengxaki yokuzoba angancediswa ngabanye abafundi kwaye angakwazi nokufaka isandla kwezinye izakhono ezifunekayo kumsebenzi owenziwayo, ezifana nezakhono zokuhlalisana nabantu, zokucwangcisa, zokwakha okanye izakhono zemifanekiso-ntelekelelo.

*Amaqela anabafundi abafanayo ngokwamandla okufunda:* Xa kufuneka inkxaso ethile, ngamanye amaxesha iyanceda into yokubeka abafundi abafanayo ngokwenqanaba labo lokukhula. Le nto ke ithi inike utitshala ithuba lokukhetha umsebenzi okwinqanaba elithile, ixesha eliza kufuneka xa echaza umsebenzi kungekho mntu uza kushiyeka emva.





## 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.

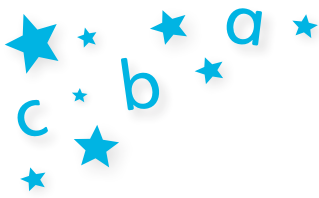


There are *two main ways* to group learners. For both of these, the teacher needs to have a good idea of her learners' abilities through careful observation of each learner across the school day.

*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.





## Izinto eziluncedo ngemisebenzi yamaqela amancinci

- ★ Kufuneka izixhobo ezimbalwa xa kuthelekiswa nemisebenzi yeklasi yonke, umzekelo: izikere, iibhrashi zokupeyinta, intlama yokudlala kunye neebhodi zemidlalo.
- ★ Umfundi ngamnye ufumana ithuba lokubamba nokusebenzisa izixhobo zokufunda nokufundisa.
- ★ Izakhono zokusebenzisana zabafundi ziyaphuhla, umzekelo: ukusebenzisa kunye izinto, ukunikana amathuba, ukuthetha nokuphulaphula.
- ★ Abafundi banoxanduva ekwenzeni imisebenzi yamaqela, umzekelo: ukucoca.
- ★ Umsebenzi weqela elincinci uncedisa ekuhlaziyeni nokuziqhelanisa nemiba kunye nezakhono ebesezifundisiwe.

## Imisebenzi yamaqela amancinci ekhokelwa ngutitshala

Le misebenzi icwangciswa ukuze utitshala:

- ★ asebenze kunye nomfundi phantsi okanye etafileni
- ★ anike imiyalelo futhi abuze nemibuzo ekwinqanaba labafundi beqela
- ★ aqwalasele aze asebenze nomfundi ngamnye
- ★ ahlole ukuba ingaba umfundi ngamnye uzifumene na izakhono ezifunekayo
- ★ enze iseshoni nganye ibe yeyokuziqhelanisa neyentsebenziswano yakho nabafundi abanenxaxheba.

## Imisebenzi yamaqela amancinci azisebenzela ngokuzimela

Le misebenzi icwangciswa ngendlela eyenza ukuba abafundi:

- ★ bayifumane inentsingiselo futhi isonwabisa
- ★ bazisebenzele ngaphandle koncedo lukatitshala
- ★ basebenze ngesantya sabo
- ★ abasebenza ngokucotha babe nako ukuwugqiba umsebenzi ngexesha abaliniweyo
- ★ abafundi abawugqibe kwangoko umsebenzi mabakhuthazwe ukuba basuke eqeleni ngaphandle kokwenza ingxolo baze bazikhethela umsebenzi kuleyo ilungiswe ngutitshala.

*Xa ubona ukuba abafundi abakwazi kuqalisa, okanye abanankqubela, zama ukujonga izizathu. Wutshintsha okanye wuguqule umsebenzi wamaqela okanye womfundi ngamnye, xa kukho imfuneko.*

## Eklasini ...

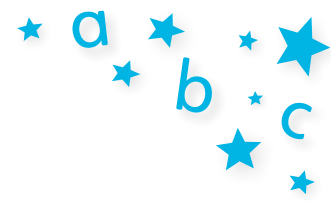
### Fundisa abafundi imithetho elula ukuze bakwazi:

- ★ ukusuka komnye umsebenzi baye komnye
- ★ ukuziphatha ngendlela eyamkelekileyo xa kusenziwa imisebenzi yamaqela amancinci
- ★ ukucoca nokupakisha umsebenzi wabo kakuhle bakugqiba.

*Yiphindaphinde imithetho yonke imihla bade abafundi bayazi futhi bayilandele ngaphandle kokukhunjuzwa. Oku ke kuthatha ixesha! Maze ungababhidisi. Balungise ngobunono abafundi xa bekubuza imibuzo ngale mithetho.*







## 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.*

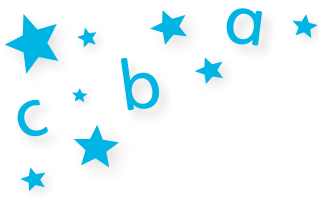
## In the classroom ...

### 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.*










# Indlela yokucwangcisa isayikili yemisebenzi yeeveki ezimbini

Inkqubo yoLwimi iqulunqwe ngokwemisebenzi ecwangciselwe iiveki ezimbini. Isiqhelo semisebenzi eyenziwayo iyaphindaphindwa ude unyaka uphele ukuze kuphuhlise futhi kuhlaziye izakhono zabafundi.

## Iveki yoku-1






Imisebenzi yeklasu yonke	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
<b>Imisebenzi esekelwe ebalini</b>	<b>Ukubalisa ibali nokukhulisa isigama</b>	<b>Ukubalisa ibali nokucula</b>	<b>Ukubalisa nokulinganisa ibali</b>	<b>Ukulandelelanisa imifanekiso</b>	<b>Yenza, zoba uze ubhale</b>
	Abafundi beva ibali okokuqala ngelixa befunda isigama esitsha.	Abafundi baphulaphula ibali kwakhona baze bacule ingoma emalunga nebali.	Abafundi badlala iindima ezahlukileyo ze basebenzise ulwimi olusetyenziswe ebalini ngethuba libaliswa ibali.	Abafundi baphinda balibalise ngokwabo ibali besebenzisa imifanekiso.	Abafundi babonisa iingcinga zabo ngebali ngokwenza into ethile, ngokuzoba umfanekiso okanye ngokuthatha inxaxheba ekubhaleni kunye.
<b>Imisebenzi yoonobumba kunye nezandi</b>	<b>Ukwazisa abafundi izandi esiphuma ebalini</b>	<b>Ukwakhiwa konobumba</b>	<b>Iibhokisi zoonobumba</b>	<b>Ukuphulaphula izandi ekugxilwe kuzo</b>	<b>Ukuxuba nokwahlula izandi</b>
	Abafundi baziswa ngesandi ekugxilwe kuso esinxulumene namagama aphuma ebalini.	Abafundi bakha unobumba ekugxilwe kuye besebenzisa izinto ezahlukeneyo nto leyo ibanika ithuba lokusebenzisa iziva-mvo zabo ezahlukeneyo.	Abafundi bayabona, bayabamba ze bancokole ngezinto kunye nemifanekiso egxile kwisandi esithile.	Abafundi bachonga izandi agxile kuzo amagama.	Abafundi baxuba izandi bakhe amagama baze baphinde bahlule amagama abe zizandi.
<b>Imisebenzi yamaqela amancinci</b>	<b>Mvulo</b>	<b>Lwesibini</b>	<b>Lwesithathu</b>	<b>Lwesine</b>	<b>Lwesihlanu</b>
UStella ubonisa ukuba yeyiphi imisebenzi yamaqela amancinci ekhokelwa ngutitshala kusuku ngalunye.					
<b>Iqela elizuba</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b> 	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>
	Abafundi bashicilela iingcinga zabo ngokuzoba nokubhala okusavelayo/ okusakhulayo.	Abafundi benza iiphazili badlale nemidlalo yolwimi.	Abafundi bayazifundela bodwa/ ngokuzimela baze bonwabele iincwadi kunye nezinye izinto ezishicilelweyo.	Abafundi benza imisebenzi yokomeleza izihlunu ezincinci baze baziqhelanise nokwakha oonobumba.	Abafundi bakhulisa ulwimi nomxholo webali ngokwenza umdlalo wokulinganisa.
<b>Iqela eliluhlaza</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b> 	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>
<b>Iqela elityheli</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b> 	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ ngokuzimela</b>
<b>Iqela elibomvu</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b> 	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>
<b>Iqela elimsobo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b> 

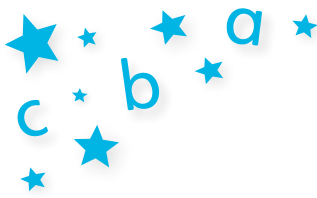


## How to plan for a two-week activity cycle

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> 

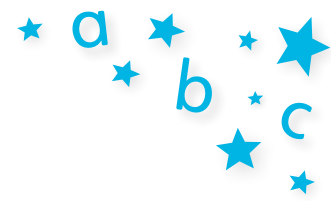


Umdla wabafundi ugcinwa ngezimo zamabali angafaniyo kunye nemisebenzi engafaniyo ekumanqanaba ahlukileyo – le misebenzi iya ngokuba nzima njengokuba unyaka usiya phambili. Iinkcukacha zamabali nemisebenzi yesayikili yeveki ezimbini nganye zifumane kwizikhokelo zeMisebenzi zekota nganye.

## Iveki yesi-2






Imisebenzi yeklasu yonke	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
<b>Imisebenzi esekelwe ebalini</b>	<b>Eminye imifanekiso eza kulandelelaniswa</b>	<b>Ukufunda kunye notitshala – iNcwadi eNkulu</b>	<b>Ukufunda ukuphulaphula</b>	<b>Funda uze wenze</b>	<b>Yenza, zoba uze ubhale</b>
	Abafundi bazikhumbuza ngolwazi lwabo lwebali ngokulandelelanisa imifanekiso bebodwa.	Abafundi baphulaphula ibali abaliquhelileyo abalifundelwa ngutitshala obonisa inkqubo yokufunda.	Abafundi baphulaphula ngenyameko baze balandele imiyalelo.	Abafundi batolika izikhokelo ezibhalileyo nezo ziyimifanekiso.	Abafundi babonisa iingcinga zabo ngebali ngokuthi benze into ethile, bazobe umfanekiso okanye bathathe inxaxheba ekubhaleni kunye.
<b>Imisebenzi yoonobumba nezandi</b>	<b>Ukwazisa abafundi isandi esiphuma ebalini</b>	<b>Ukwakhiwa konobumba</b>	<b>Iibhokisi zoonobumba</b>	<b>Ukuphulaphula izandi ekugxilwe kuzo</b>	<b>Ukuxuba nokwahlula izandi</b>
	Abafundi baziswa ngesandi ekugxilwe kuso esinxulumene namagama aphuma ebalini.	Abafundi bakha unobumba ekugxilwe kuye besebenzisa izinto ezahlukeneyo nto leyo ibanika ithuba lokusebenzisa iziva-mvo zabo ezahlukeneyo.	Abafundi bayabona, bayabamba ze bancokole ngezinto kunye nemifanekiso egxile kwisandi esithile.	Abafundi bathi bachonge izandi agxile kuzo amagama.	Abafundi baxuba izandi bakhe amagama baze baphinde bahlule amagama abe zizandi.
<b>Imisebenzi yamaqela amancinci</b>	<b>Mvulo</b>	<b>Lwesibini</b>	<b>Lwesithathu</b>	<b>Lwesine</b>	<b>Lwesihlanu</b>
UStella ubonisa ukuba yeyiphi imisebenzi yamaqela amancinci ekhokelwa ngutitshala kusuku ngalunye.					
<b>Iqela elizuba</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b> 	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>
	Abafundi bashicilela iingcinga zabo ngokuzoba nokubhala okusavelayo/ okusakhulayo.	Abafundi benza iiphazili badlale nemidlalo yolwimi.	Abafundi bayazifundela bodwa/ ngokuzimela baze bonwabele iincwadi kunye nezinye izinto ezishicilelweyo.	Abafundi benza imisebenzi yokomeleza izihlunu ezincinci baze baziqhelanise nokwakha oonobumba.	Abafundi bakhulisa ulwimi nomxholo webali ngokwenza umdlalo wokulinganisa.
<b>Iqela eliluhlaza</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b> 	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>
<b>Iqela elityheli</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b> 	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>
<b>Iqela elibomvu</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b> 
<b>Iqela elimsobo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b> 	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b>

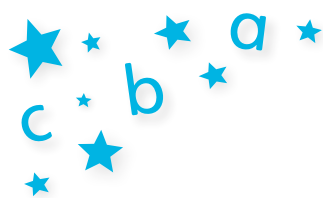




Learners' interest is held through the ever-changing story context and through creative variation in the activities which are graded – becoming more challenging as the year progresses. Details of stories and activities for each two-week cycle are provided in the Activity Guides for each term.

## 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>



## Indlela yokuhlola inkqubela-phambili yabafundi kwiBanga R

KwiBanga R, uhlolo yinkqubo eqhubekayo, ecwangcisiweyo yokuqokelela, ukuhlalutya nokutolika ulwazi ngomfundi ngamnye.

Uhlolo malube lolungekho sesikweni kunye **nolwakhayo**. Ngamanye amazwi, ulwazi oluza kuqokelelwa malunga nenkqubela-phambili yabafundi ngexesha lokuhlola kufuneka lukuncede ekucwangciseni nasekutshintsheni imisebenzi yokufunda ukuze kuphuculwe ukufunda kwabafundi. KwiBanga R, ukuhlola akugxili ekunikeneni amanqaku koko kuncedisa utitshala ukuba akwazi ukuthatha izigqibo malunga nendlela engcono yokuxhasa ukuphuhla komfundi ngamnye.

Akukwazi ukuhlola into ongayifundisanga. Ukuhlola kukudibanisa izifundo zomxholo kaCAPS, imisebenzi yokufundisa kunye neyokufunda. Ukuhlola malunga nokufundisa nokufunda kwenzelwa:

- ★ ukufumanisa inqanaba lomfundi ngamnye
- ★ ukukhuthaza ukuphuhla komfundi ngamnye
- ★ ukuqwalasela inkqubela-phambili yomfundi ngamnye
- ★ ukukhokela ucwangciso nokukhetha imisebenzi
- ★ ukuncedisa wena ekuthatheni isigqibo malunga nomgangatho wokufundisa kwakho
- ★ ukucwangcisa inkxaso eyongezelelwayo enikwa abafundi abanemiqobo yokufunda
- ★ ukuncedisa ekuyileni iingxelo ezimalunga nempumelelo yabafundi.

### Uluhlu lweenkcazelo

#### uhlolo olwakhayo

uhlolo olunika ingxelo ngenkqubela-phambili yomfundi ngelixa ukufunda kuqhubeka

## Eklasini ...

### lingcebiso ngohlolo

linkcukacha ezimalunga nokukhula kolwazi kunye nezakhono zabafundi kufuneka ziqokelelwe yonke imihla ngeendlela nangamaxesha ahlukileyo.

- ★ Qwalasela abafundi ngexesha lemisebenzi yeklassi yonke nangexesha lokuzidlalela ngaphakathi nangaphandle eklassini.
- ★ Iincoko kunye nomfundi ngamnye okanye namaqela amancinci abafundi zingakunceda ukuba uqonde umgangatho kunye nobunzulu bokucinga nokuqqa kwabafundi.
- ★ Jonga ngenyameko izinto ezenziwa ngabafundi (imifanekiso, imizobo, izinto kunye/okanye 'ukubhala') eziza kukubonisa ukuba yintoni esele beyiqonda naleyo baphumelele kuyo.
- ★ Sebenza kunye neqela labafundi elinye elincinci ngemini nenze umsebenzi othile ohambelana neCAPS okanye nesakhono esithile. Ngethuba abafundi besenza umsebenzi, qwalasela umfundi ngamnye oseqeleni elincinci ngononophelo uze ubuze imibuzo eza kukubonisa into abayicingayo kunye nomgangatho wokuqonda abakuwo.



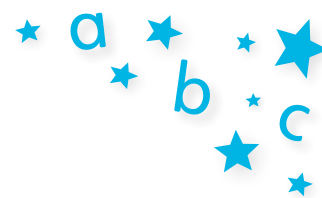
### Izixhobo zokuhlola

Khumbula ukuba ukuhlola akufuneki ukuba kudale ixhala kubafundi okanye kubenze boyike. Ngenxa yesi sizathu ke, abafundi kufuneka bazi xa utitshala erekhodisha ulwazi olumalunga nabo.

Xa kurekhodishwa izinto eziye zaqwalaselwa malunga nabafundi unyaka wonke, oku kwakha futhi kunika umfanekiso opholeleyo womfundi ngamnye, amandla akhe nezinto aqhwalala kuzo. Zine ke izixhobo ezahlukeyo ezinokusetyenziswa: ziifayile zabafundi, iincwadi zokuqwalasela, iitshekhlisti kunye neerubhriki.

*Ngezimvo ezithe vetshe, jonga nePekhi yeziXhobo zokufunda nokufundisa yeGDE yeBanga R yokuQhelaniswa noHlolo.*





## 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.

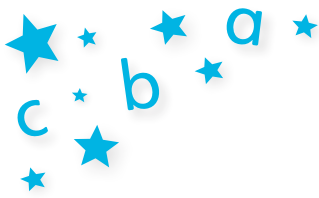


### Assessment tools

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.



### Iifayile zabafundi

Utitshala kufuneka alungiselele umfundi ngamnye oseklasini ifayile okanye ifowulda aze ayisebenzise ekugcineni umsebenzi womfundi ngamnye ukhuselekile malunga namaphepha. Bhala igama lomfundi kunye nomhla ekufayilishwe ngawo iphepha ngalinye. Oku kuza kubonisa umfundi indlela umsebenzi wakho oxabiseke ngayo kanti nawe ukunika indlela yokuhlola inkqubelaphambili yabafundi unyaka wonke. (Uze uncede, phambi kokufaka umsebenzi kwifayile, qala uwubeke kwindawo oza kubonwa kuyo ngabafundi bonke eklasini yakho.)



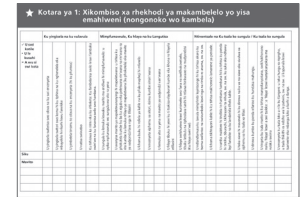
### Iincwadi zokuqwalasela

KwiBanga R utitshala kufuneka aqwalasele abafundi ngaphakathi kunye nangaphandle kweklasi, ngexesha lomdlalo okhululekileyo kunye nemisebenzi eyakhiweyo. Lungiselela umfundi ngamnye amaphepha athile uze urekhodishe into oyiqaphelayo malunga nendlela yakhe yokuziphatha, izakhono zakhe, indlela azibona ngayo izinto, indlela aqhuba ngayo kunye neziganeko zaseklasini. (La manqaku aza kukunceda ukuba ukwazi ukwenza itshekhlisti kwikota nganye.)



### Iitshekhlisti

Iitshekhlisti zinika uluhlu lwezinto eziza kuhlolwa ezimalunga nezakhono ezifundisiweyo ngekota. Utitshala uza kukorekisha ngokufaka uphawu √ okanye X abonise ukuba "uphumelele" okanye "akaphumelelanga" na. Into yesithathu anokuyisebenzisa lichokoza, elibonisa ukuba umfundi akakagqibeleli kodwa ubonisa ukuba usendleleni yokusiphumeza isakhono. (Iithempleyithi zetshekhlisti zifakiwe kwisiKhokelo seMisebenzi sekota nganye.)



### Iirubhriki

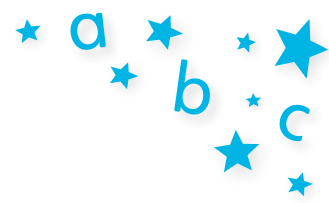
Iirubhriki sesinye isixhobo sokuhlola impumelelo yomfundi. Ikwano noluuhlu lwezinto ekufuneka zihloliwe, kodwa ke inika iinkcazelo ezicacileyo kunechokoza uphawu X no √. Iirubhriki ibonisa iinkcazelo zemigangatho eyahlukileyo yento nganye ehlolwayo. Iirubhriki incedisa utitshala ukuba angalukuhlwa zizinto ezithile xa ehlola futhi aqhuba ngendlela enye engaguqukiyo xa ehlola ngokunjalo inika izikhokelo ezicacileyo kutitshala malunga nenkxaso efunwa ngumfundi ngamnye. (Iithempleyithi zeerubhriki zifakiwe kwisiKhokelo seMisebenzi sekota nganye.)

Inkcazelo yemigangatho yerubhriki inxulunyaniswe neekhowudi zokufakwa kwamanqanaba kwaye oku kufakwa kwiSouth African School Administration and Management System (SA-SAMS) ngerubhriki nganye esetyenzisiweyo ngonyaka. Le nkqubo ihlalutya ezi khowudi ize ikhuphe ingxelo eya kubazali nabagcini babantwana.

Izinto eziza kuhlolwa	1. Ukungaphumeleli (0-29%)	2. Impumelelo ephakathi (30-49%)	3. Impumelelo eyanelisayo (50-74%)	4. Impumelelo esemagqabini (75-100%)
<b>Ubalisa amabali aze aphinde awabalise kwakhona esebenzisa amazwi akhe</b>	Akakwazi ukubalisa amabali kwaye akakwazi nokuphinda alibalise kwakhona ibali. Ubiza nje amagama ambalwa.	Ukuphinda abalise kwakhona ibali kunzima kuye; uthetha ngeziganeko ezithile; indlela ezilandelelana ngayo iziganeko ayichanekanga; usebenzisa izivakalisi ezifutshane kunye nesigama esilula.	Uyakwazi ukuphinda abalise ngeziganeko ezininzi ezisebalini eqala ekuqaleni, eze esiqwini aze agqibele ngesiphelo kodwa zona iinkcukacha zimbawo kakhulu; kufuneka umana umkhokela ngolu hlobo: 'kwaze kwathini ke ...?', 'kwenzeka ntoni emva koko?' uqalisa ukusebenzisa izivakalisi ezinobudana noko.	Iziganeko zebali zilandelelana kakuhle kwaye linesiqalo, isiqu kunye nesiphelo; abalinganiswa kunye nendawo eliqhubeka kuyo ibali icaciswe kakuhle; iinjongo kunye nendlela abavakalelwa ngayo abalinganiswa ichaziwe; usebenzisa izivakalisi ezide nezimbaxa kwaye usebenzisa nezihlanganisi ezifana nezi 'kwaze kwa'; 'emva koko'; usebenzisa namagama amatsha asebalini.

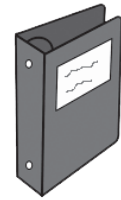






### Learners' files

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.)



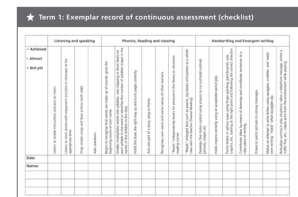
### Observation books

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.)



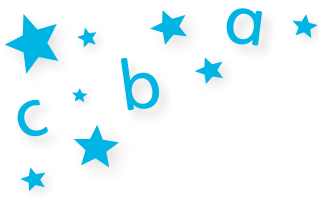
### Rubrics

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.





## Imisebenzi yale nkqubo ihambelana neCAPS

Le theyibhile ibonisa indlela imisebenzi yomjikelo/yesayikili yeeveki ezimbini ethi ikhulise ngayo izakhono zolwimi ezimiselwe yiCAPS, kwaye iphinda ibonise indlela onokuyisebenzisa ngayo le misebenzi ukuze uhlole inkqubo yomfundi ugxile kwizinto ekufuneka zihloliwe ngokweCAPS.

Isayikili yeeveki ezimbini	Umsebenzi weklasi yonke woonobumba nezandi	Izakhono zolwimi zeCAPS	Itshekhlisti Yohlolo	Irubhrikhi Yohlolo
			(Ithathwe kwikhrayitheriya yohlolo yeCAPS)	
<b>Iveki yoku-1:</b> Mvulo	Ukubalisa ibali nokukhulisa isigama	Ukuphulaphula nokuthetha	Bonwabela ukuphulaphula amabali amafutshane baze balandele amakhorasi ngexesha elifanelekileyo Babuza imibuzo	
Lwesibini	Ukubalisa amabali nokucula	Ukuphulaphula nokuthetha	Bacula iingoma ezilula baze benze iintshukumo/izijekulo (bencediswa)	
Lwesithathu	Ukubalisa nokulinganisa ibali	Ukuphulaphula nokuthetha	Badlala indawo ethile yebali, yengoma okanye yesicengcelezo	
Lwesine	Ukulandelelanisa imifanekiso	Ukuphulaphula nokuthetha		<b>Irubhrikhi yokuphulaphula nokuthetha yoku-1:</b> Babalisa amabali ze baphinde bawabalise khwakhona ngamazwi abo
Lwesihlanu	Yenza, zoba uze ubhale	Ukuphulaphula nokuthetha Ukubhala okusavelayo/ okusakhulayo	Bavelisa iingcinga zabo ngemizobo baze banike izivakalisi xa bebhala beyiklasi Bayazoba okanye bazobe imifanekiso enomyalezo ngepeyinti	
<b>Iveki yesi-2:</b> Mvulo	Eminye imifanekiso eza kulandelelaniswa	Ukuphulaphula nokuthetha Ukufunda nokubukela		<b>Irubhrikhi yokuphulaphula nokuthetha yesi-2:</b> Bacwangcisa isethi yemifanekiso ngendlela eza kwenza ibali kwaye ilandelanise iziganeko ngendlela eyamkelekileyo xa sele libaliswa ibali eliyiliweyo
Lwesibini	Ukufunda kunye notitshala – iNcwadi eNkulu	Ukufunda nokubukela	Bekunye notitshala “bafunda” itekisi enamagama amakhulu efana nemibongo, iiNcwadi eziNkulu kunye neepowusta	
Lwesithathu	Phulaphula uze wenze	Ukuphulaphula nokuthetha	Baphulaphula imiyalelo elula ze bayilandele	
Lwesine	Funda uze wenze	Ukufunda nokubukela	Banakana amagama abo namagama abanye abafundi	
Lwesihlanu	Yenza, zoba uze ubhale	Ukuphulaphula nokuthetha Ukubhala okusavelayo/ okusakhulayo	Bavelisa iingcinga zabo ngemizobo baze banike izivakalisi xa bebhala beyiklasi Bazoba imifanekiso enomyalezo ngepeyinti	



## 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	



Isayikili yeeveki ezimbini	Umsebenzi weklasi yonke woonobumba nezandi	Izakhono zolwimi zeCAPS	Itshekhlisti Yohlolo	Irubhrikhi Yohlolo
Iveki yoku-1 neyesi-2: Mvulo	Ukwazisa abafundi unobumba ophuma ebalini	Izandi		<b>Irubhrikhi yoku-1 yeZandi</b> <b>Ukufunda nokuBukela:</b> Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona
Lwesibini	Ukwakhiwa konobumba	Ukubhala ngesandla	Bakha oonobumba ngeendlela ezahlukeneyo ngokubabhala ngeminwe besebenzisa ipeyinti, ibhrashi yokupeyinta, iikhrayoni zewax, njl. beqala ukubhala kwindawo efanelekileyo baze balandele indlela echanekileyo	<b>Irubhrikhi yoku-1 yokubhala okusavelayo/okusakhulayo kunye nokubhala ngesandla:</b> Baphuhlisa isakhono sokusebenzisa izihlunu ezincinci
Lwesithathu	Ilibhokisi zoonobumba	Izandi	Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona ingakumbi ekuqaleni kwegama	<b>Irubhrikhi yoku-1 yeZandi</b> <b>Ukufunda nokuBukela:</b> Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona
Lwesine	Ukuphulaphula izandi ekugxilwe kuzo	Izandi		<b>Irubhrikhi yesi-2 yeZandi</b> <b>Ukufunda nokuBukela:</b> Baqalisa ukunakana ukuba amagama enziwa zizandi: banika isandi sokuqala kumagama abo
Lwesihlanu	Ukuxuba nokwahlula izandi	Izandi	Bahlula amagama anamalungu amaninzi ngokwamalungu: basebenzisa ukuqhwaba okanye ukubetha igubu xa bebiza ilungu ngalinye legama okanye bachaze inani lamalungu (ngokuqhwaba) xa kubizwa amagama abantwana abaseklasini	
Isayikili yeeveki ezimbini	Imisebenzi yamaqela amancinci	Izakhono zolwimi zeCAPS	Itshekhlisti Yohlolo	Irubhrikhi Yohlolo
Iveki yoku-1 neyesi-2: Mvulo	Ukuzoba nokubhala okusavelayo/okusakhulayo	Ukubhala okusavelayo/okusakhulayo	Bazama ukubhala oonobumba berhiphiza, bebhala amarhoqololo, baze "bafunde" into abayibhalileyo "bafunde" ukuba athini amarhoqololo Babamba ngeendlela echanekileyo iikhrayoni besebenzisa indlela eyamkelekileyo yokubamba ipensile	<b>Irubhrikhi yesi-3 yokubhala okusavelayo/okusakhulayo kunye nokubhala ngesandla:</b> Bazoba imifanekiso ebonisa iingcinga ezingundoqo zamabali, iingoma okanye izicengcelezo. <b>Irubhrikhi yesi-3:</b> Baqonda ukuba ukubhala nokuzoba kwahlukile: Benza ngathi bayabhala ngokuthi babhale amarhoqololo
Lwesibini	Iiphazili nemidlalo	Izandi Ukuphulaphula nokuthetha		<b>Irubhrikhi yoku-1 yeZandi</b> <b>Ukufunda nokuBukela:</b> Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona
Lwesithathu	Ukufunda komfundi eyedwa/ngokuzimela	Ukubhala ngesandla	Bonwabela "ukufunda" bebodwa okanye ngokuzimela kwithala leencwadi okanye kwikona yokufunda ekwigumbi lokufundela Babamba incwadi ngeendlela echanekileyo baze batyhile kakuhle amaphepha	<b>Irubhrikhi yesi-3 yeZandi</b> <b>Ukufunda nokuBukela:</b> Bazenzela awabo amabali ngokuthi "bafunde" imifanekiso
Lwesine	Izakhono zezihlunu ezincinci kunye nokubhala ngesandla	Ukubhala ngesandla	Bakha oonobumba ngeendlela ezahlukeneyo ngokubabhala ngeminwe besebenzisa ipeyinti, ibhrashi yokupeyinta, iikhrayoni zewax, njl. beqala ukubhala kwindawo efanelekileyo baze balandele indlela echanekileyo Bakopa oonobumba ababaziyo abakumagama abo ngenjongo zokubhala: bakopa amagama abo Baphuhlisa ukulawulwa kwezihlunu ezincinci ngokusebenzisa izikere basike imifanekiso, iimilo, njl.	<b>Irubhrikhi yoku-1 yokubhala okusavelayo/okusakhulayo kunye nokubhala ngesandla:</b> Baphuhlisa izakhono zezihlunu ezincinci
Lwesihlanu	Umdlalo wokulinganisa	Ukuphulaphula nokuthetha Ukubhala okusavelayo/okusakhulayo	Badlala ngokulinganisa ukubhala: bathatha umyalezo wefoni, babhala itikiti lokwephula umthetho wendlela, njl. Bakopa okushicilelweyo kwindawo abakuyo xa bedlala	





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	

# ★ Icandelo Lesi-2: Imigaqo ekhokela ukufundisa nokufunda kwiBanga R

Le nkqubo ikhuthaza indlela yokufunda nokufundisa ehluphezayo nekhuthaza abafundi ukuze kuphuhle kubo indlela ababona ngayo izinto, ulwazi nezakhono abaza kwakhela kuzo ukufunda kumabanga alandelayo. Uphando olumalunga nokufunda eziklasini lubonisa isethi **yemigaqo** yokufundisa ethe yanegalelo ekufundeni ngempumelelo. Le nkqubo ke yakhelwe kule migaqo isibhozo.

## Uluhlu lweenkcazelo

### umgaqo

ziingcebiso, umthetho jikelele ovunyiweyo ukuba uyinyani

## Imigaqo esibhozo yokufundisa nokufunda

Njengokuba imigaqo inamanani, oku kwenzelwe ukuba kube lula ukusebenza ngayo. Yonke imigaqo ibaluleke ngokufanayo kwaye uza kuqaphela ukuba yonke iyazalana okanye iyanxulumana.



**8 Umgaqo wokuziqhelanisa.** Ukufunda kuqakunjelwa ngokuziqhelanisa nezakhono ezitsha nolwazi.



**1 Umgaqo womxholo.** Ukufunda kwenzeka kwiimeko ezinentsingiselo nezifanelekileyo.



**2 Umgaqo womsebenzi.** Abafundi kufuneka bathathe inxaxheba ngqo kwinkqubo yokufundiswa kwabo.



**7 Umgaqo woquko.** Ukufunda kwenzeka kwimeko apho wonke umntu amkelekileyo khona, aqukwe, aphantswe kakuhle, anikwe imbeko kwaye athathe inxaxheba.

## IMIGAQO ESIBHOZO YOKUFUNDISA NOKUFUNDA KWIBANGA R



**3 Umgaqo wokudlala.** Abantwana bafunda ngokugqibelela xa bezidlalela naxa besenza imisebenzi eyimidlalo ekhokelwayo.



**6 Umgaqo wokukhokela.** Ukufunda kwenzeka xa ootitshala bekhokela abafundi ekuphuhliseni ulwazi olutsha.



**5 Umgaqo wentsebenziswano.** Ukufunda kwenzeka xa kukho amathuba onxibelelwano nokwabelana ngamava.



**4 Umgaqo wenqanaba.** Abafundi badlula kumanqanaba ohlukeneyo okuqonda nawophuhliso.

# ★ 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.



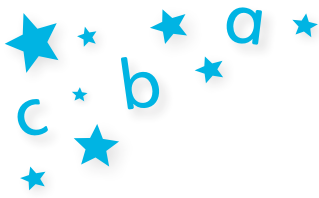
**6 The guidance principle.** Learning takes place when teachers guide learners in developing new knowledge.



**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.



Isigaba esilandelayo sesiKhokelo seeKhonsepthi sikubonisa imigaqo esibhozo yokufundisa nokufunda yeBanga R. Umgaqo ngamnye une:

- ★ ngcaciso
- ★ ngcaciso engaphezulu ngomgaqo lowo
- ★ bhokisi ethi “Eklasini ...” apho siqwalasela khona indlela enokusetyenziswa ngayo ikhonsepthi okanye umgaqo eklasini.

## 1 Umgaqo womxholo

### Ukufunda kwenzeka kwiimeko ezinentsingiselo nezifanelekileyo.

Ukufunda kwenzeka ngenxa yamava abawafumana ekhaya yonke imihla abafundi, abawafumana ezivenkileni, ezitalatweni, eklinihi, etekisini, kwithala leencwadi, eyadini, ecaweni nakwiimosque, epakhini nakwezinye iimeko ezininzi zemihla ngemihla. Xa abafundi befika kwiBanga R, bafika namava abo kwakunye nokuqonda kwabo neengcamango zabo ezimalunga nehlabathi. Olu lwazi lwabo lwemihla ngemihla. Kumele ukuba bakhule besebenzisa ulwimi lweentsapho zabo. Ulwazi lwemihla ngemihla nolwimi lwabafundi alusayi kufana kuba luxhomekeka kusapho lomfundi ngamnye, abahlali kunye nenkcubeko.

*Xa abafundi befika kwiBanga R, bafika benamava abo.*

## Eklasini ...

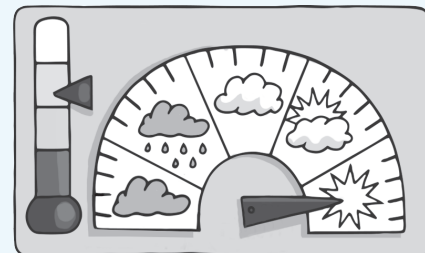
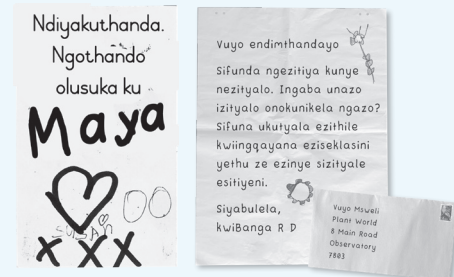


Abafundi abaninzi eMzantsi Afrika bakhula kwiimeko apho bangafumani thuba laneleyo lokudibana neencwadi futhi kwakwezi meko ukuzoba nokubhala asiyonto yenzeka kubo yonke imihla. Njengootitshala babafundi abancinci, kufuneka sidale iiklasi eziza kuncedisa ekuvaleni umsantsa phakathi kwamakhaya abafundi kunye neemeko zesikolo khonukuze ukufunda kwabo kube nentsingiselo kubo.

Kusenokufuneka ukuba sibakhuthaze abafundi ukuba bakhangele okushicilelweyo noonobumba xa besendleleni egodukayo besuka esikolweni okanye kwiindawo abahlala kuzo, ukuze babone okubhaliweyo kwiimeko abahlala kuzo. Sinokubabonisa abafundi ngemisebenzi efana nokubhala uluhlu lwezinto eziza kuthengwa okanye ngokwenzela abantu amakhadi eminqweno emihle ukuba ukubhala nokufunda kuneenjongo.

Ukudala iklasi enokushicilelweyo kuyabanceda abafundi ukuba babone injongo yoko kushicilelweyo. Nazi iingcamango ezithile ezimalunga nokusebenzisa okushicilelweyo ngendlela enentsingiselo kwiklasi yeBanga R:

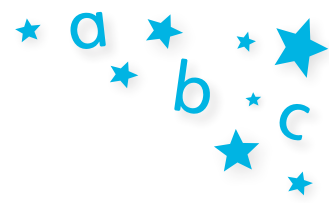
- ★ Bhala amagama abafundi kwikhalenda yemihla yokuzalwa nize niyijonge ikhalenda niyiklasi yonke imihla.
- ★ Leyibhelisha iibhokisi zokugcina izinto, ezifana neebhloko neephazili. Qho xa ukhupha izixhobo zokufunda nokufundisa, funda iileyibheli ngokukhwaza kunye nabafundi.
- ★ Yenza ipowusta ebonisa inkqubo yemihla ngemihla uyifakele imifanekiso namagama. Khuthaza abafundi ukuba “bazame” ukuyifunda ipowusta ukuze bafumanise umsebenzi oza kulandela.
- ★ Beka iipowusta zempilo ecaleni kwesinki ukuze zibonwe ngumntu wonke okanye kwindlu yangasese ukhumbuze abafundi ngokuhlamba izandla zabo. Sebenzisa imifanekiso namagama kwezi powusta.
- ★ Funda iipowusta ezisedongeni. Yenza itshathi yemozulu oza kuyifunda nabafundi yonke imihla.
- ★ Beka imizobo nezinto ezinokubhala okusavelayo kwabafundi zibonakale kumntu wonke apho eklasini.



Siyazi ngokomgaqo wemeko ethile ukuba abafundi abaselula bafunda kakuhle xa into entsha abayifundayo inentsingiselo futhi inxulumene nento esele beyazi. Enye yeendlela ezibalaseleyo abathi abafundi bakwazi ngayo ukuqonda intsingiselo kukusetyenziswa kwamabali. Esi ke sisizathu esibangela ukuba inkqubo yokuPhuculwa koLwimi ibe namabali, nto leyo enika abafundi ithuba lokwakha izakhono ezitsha kunye nolwazi olumalunga nemeko yamabali abawaqhelileyo.







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 ...

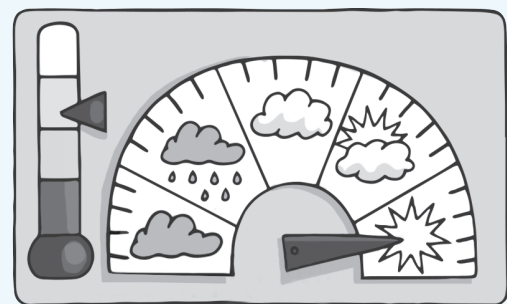
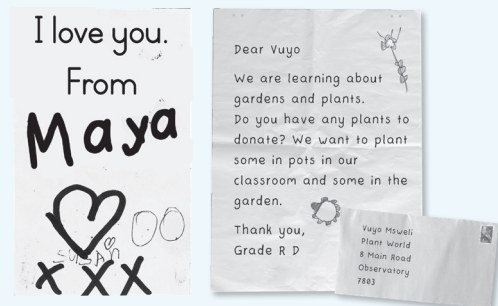


Many learners in South Africa grow up in contexts where there is limited exposure to books and where drawing and writing is not part of their everyday experience. As teachers of young learners, we need to create classroom spaces that help to bridge learners’ home and school contexts so that learning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

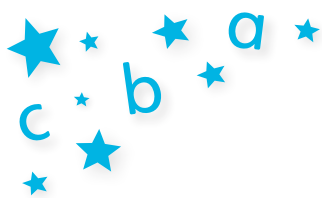
Creating a print-rich classroom environment also helps learners to see the purpose of print. Here are some ideas for using print in meaningful ways in a Grade R classroom:

- ★ 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 Umgaqo womsebenzi

### Abafundi kufuneka bathathe inxaxheba ngqo kwinkqubo yokufunda nokufundiswa kwabo.

Abafundi abaselula bafunda ngcono xa bethatha inxaxheba, besenza izinto kwaye besenza imisebenzi efuna basebenzise izandla zabo. Basebenzisa imizimba yabo ekukhangeleni nasekufundeni ihlabathi elibangqongileyo, kwaye bakufumanisa kunzima ukuhlala bathi cwaka ixesha elide. Bafunda lula xa bekwazi ukunxulumanisa amagama neekhonsepthi ezintsha, izenzo kunye namava abo okwenyani.

Ukufunda kwiBanga R kufanele ukuba kube nemisebenzi eza kufuna abafundi basebenzise izandla zabo, konwabise futhi kube nentsingiselo kwaye abafundi basebenzise izinto ezininzi. Naphi na apho kunokwenzeka khona imisebenzi kufuneka ibonelele abafundi ngamathuba okusebenzisa imizimba yabo yonke kunye nezivo zabo, ingakumbi ukubona, ukuva nokubamba.

Abafundi abaselula  
bafunda ngcono  
ngokuba bathathe  
inxaxheba.

### Eklasini ...

Xa abafundi belinganisa ibali, bafumana ithuba lokuba ngabalinganiswa kwaye ulwimi lwebali balwenze olwabo. Basebenzisa ulwimi olutsha baze bakhulise ukuzithemba kwabo ngokuthatha inxaxheba ekubaliseni amabali.





## 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.

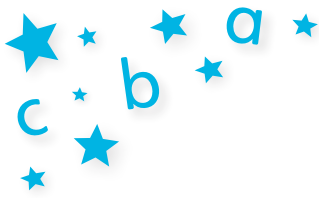
Learning in Grade R should consist of enjoyable, hands-on activities and meaningful experiences that make use of many objects. Wherever possible, the activities should provide learners with opportunities to use their whole bodies and their senses, especially sight, hearing and touch.

*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.





## Eklasini (kusaqhutywa) ...

Abafundi beBanga R akufuneki ukuba bacule ialfabethi, bakope oonobumba abasebhodini okanye baziqhelanise nokubhala oonobumba phakathi kwemigca okanye ephepheni ngepensile. Abafundi abaselula bafanele ukufunda indlela yokwakha oonobumba ngeentshukumo ezinkulu nangamava aquka zonke iziva-mvo zabo. Ukwakhiwa koonobumba kufuneka kufundiswe ngendlela yokusebenzisa iziva-mvo ezininzi ezifana nokubhala unobumba ngebhrashi yokupeyinta efakwe emanzini kwindawo eqinileyo esanyentiweyo, ukubumba unobumba ngentlama yokudlala, ukunxulumanisa ukwakhiwa kukanobumba nesandi esenziwa ngunobumba lowo okanye ukutreyisa oonobumba kwitreyi enesanti.

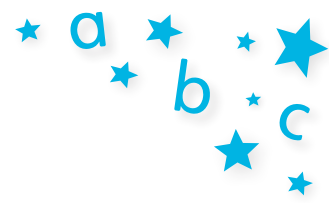


Kuza kuba lula kubafundi ukuva izandi emagameni ngokunxulumanisa izandi kunye neentshukumo ezenziwa ngomzimba kunye nezinto eziphathekayo. Oku ke kunokwenziwa, umzekelo, ngokukhuthaza abafundi ukuba baqhwebane izandla okanye baxhume kwilungu legama ngalinye okanye isandi, okanye bahambise izinto zokubala ngelixa bebiza ilungu okanye isandi ngasinye segama.



Xa usazisa abafundi unobumba omtsha, kulungile ukuba ubonise abafundi izinto ezigxile kweso sandi – ncololani ngezinto, zidluliseni kumntu wonke ukuze abafundi bafumane ithuba lokuzibamba, baze babize igama lento njengoko kugxininiswa kwisandi ekugxilwe kuso.





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

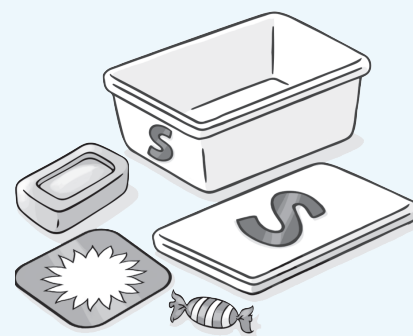
Grade R learners should not be made to chant the alphabet, copy letters from a board or practise writing letters between lines or on paper with a pencil. Young learners should learn how to form letters through big movements and through experiences that involve all of their senses. Letter formation must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

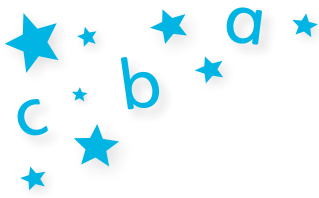


It will be easier for learners to hear sounds in words by connecting the sounds to physical actions and concrete objects. This can be done, for example, by encouraging learners to clap or hop for each syllable or sound, or to move counters as they say each syllable or sound in a word.



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 Umgaqo wokudlala

**Abantwana bafunda ngokugqibelela xa bezidlalela naxa besenza imisebenzi eyimidlalo ekhokelwayo.**

*Ebantwaneni, ukufunda nokudlala asiyomisebenzi yahlukeneyo.*

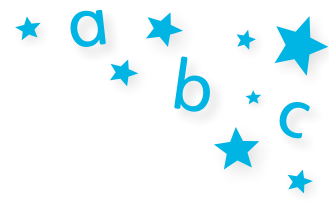
Kubafundi, ukufunda nokudlala asiyomisebenzi yohlukeneyo. Asiyonto abafundi abayenza “ngexesha labo lokungenzi nto” okanye xa utitshala engekho. Ukudlala kungathetha izinto ezininzi: ezifana nemisebenzi yomzimba yaphandle; ukudlala ngesanti okanye ngamanzi; ukwenza ngathi udlala nabahlobo okanye wedwa; ukudlala ngeebhloko kunye neethoyi zokwakha; okanye imidlalo yokumamela, imidlalo yokuqashela okanye imidlalo yamakhadi. Nangona eminye imisebenzi yokudlala idinga ixesha elongezelelweyo nezixhobo, abantwana bahlala rhoqo bekonwabela ukudlala ngezinto zemihla ngemihla kunye nezixhobo ezilula ezenziwe ekhaya.

#### Iindidi ezintlanu zokudlala

Abaphandi bachonge iindidi ezintlanu zokudlala ezibonakala kuzo zonke iinkcubeko kwaye zixhasa ukuphuhlisa komzimba, kwentlalo, kweemvakalelo kunye nokukhula kwengqondo yomfundi.

	<p><b>Ukudlala ngokwasemzimbeni</b></p> <ul style="list-style-type: none"> <li>★ Oku kuquka imithambo, ukuqhelanisa izihlunu ezincinci kunye nokudlala umdlalo ekuthiwa ngumdlalo wokudlala rhabaxa.</li> <li>★ Ukudlala yenye yezinto ezibalulekileyo kubafundi ezithi ziphuhlise ukusebenzisana phakathi kwezihlunu ezincinci nezikhulu ngenjongo yokwakha amandla nokunyamezela.</li> </ul>
	<p><b>Ukudlala ngezinto</b></p> <ul style="list-style-type: none"> <li>★ Njengokuba abafundi behlola, bephanda futhi baqwalasele izinto ezahlukileyo zehlabathi labo, izakhono zabo zokucinga ziyaphuhla futhi bafunde nokusombulula iingxaki.</li> <li>★ Ezi zingazizinto ezingxolayo ezifana neembiza neepani; izinto ezidada phezu kwamanzi ezifana neziciko zeebhoto, iibhotile zeplastiki; izinto ezicukanayo ebezifake iiyogathi; izikhongozeli ezinokubotyoka, ezinokusongwa, ezinokubunjwa ezinokuphoswa, ezinokugqamza phantsi, ezinokuwolwa nezo zinokuthwalwa.</li> </ul>
	<p><b>Umdlalo wokusebenzisa izinto kodwa zimele okuthile</b></p> <ul style="list-style-type: none"> <li>★ Apha kuxa abafundi besebenzisa into yokudlala, into ethile, umfanekiso, umzobo okanye benze iimpawu ezithile ezibonisa izinto zokwenyani kumdlalo wabo.</li> <li>★ Kumdlalo wokusebenzisa izinto zimele okuthile, abafundi bafunda ukuba into inako “ukumela” enye into njengokuba beza kuqonda emva kwethuba ukuba unobumba unako ukumela isandi.</li> </ul>
	<p><b>Umdlalo wokulinganisa kwakunye nokulinganisa imeko yentlalo</b></p> <ul style="list-style-type: none"> <li>★ Kulo mdlalo kuthelakelelwa imeko ethile, abafundi badlala iindima ezahlukileyo, bayanxiba, basebezisa iimvakalozwi ezahlukileyo baze bathethathethane malunga neziganeko.</li> <li>★ Umdlalo wokulinganisa ukhuthaza ukuphuhla kwengqondo nokuhlalisana nabantu kwaye unceda abafundi ukuba bakwazi ukulawula indlela abacinga ngayo kunye nendlela yabo yokuziphatha.</li> </ul>
	<p><b>Imidlalo enemithetho/qathango</b></p> <ul style="list-style-type: none"> <li>★ Le midlalo iquka ukuncileza, ukubala, imidlalo yokuxhumaxhuma, imidlalo yebhodi, imidlalo yamadayisi, imidlalo yamakhadi, undize.</li> <li>★ Le midlalo ikhuthaza abafundi ukuba bafunde, balandele baze bachaze imithetho yomdlalo, babelane futhi banikane amathuba, bancedisane, bakwazi ukujongana nokuphoxeka kodwa baphinde bazame.</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.

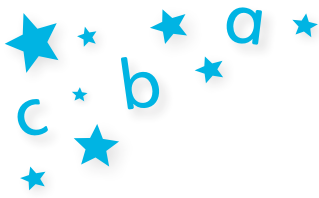
*For learners, learning and play are not separate activities.*

#### 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>





## Eklasini ...

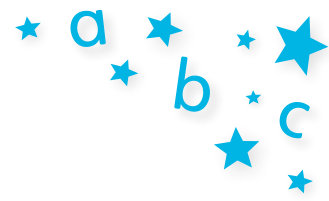
Abafundi bayakuthanda ukulinganisa kwaye umdlalo wokulinganisa yindlela elungileyo yokuxhasa ukufunda. Umdlalo wokulinganisa unganengxolo, kodwa olu hlobo lomdlalo luncedisana nabafundi ukuba bakwazi ukuluqonda ulwimi nokusetyenziswa kwalo ngaphaya kwemeko yangoku, ngaphaya kweemeko zabo zokuphila nangaphaya kwemeko yehlabathi lenene. Kufuneka ukuba bathethathethane ngeendima abaza kuzidlala baze bachaze oko bakwenzayo. Batsho bafunde nokumelwa kwezinto zezinye – bazi ukuba into enye inako ukumela enye. Ukukwazi kwabo ukuqonda lo mba unzima kangaka kuza kubanceda batsho baqonde ukuba okubhalwe ephepheni kumele amagama esiwathethayo.

Nazi ezinye iingcamango eziza kukunceda ukwazi ukukhuthaza umdlalo wokulinganisa eklasini yakho:

- ★ Kulula ukwenza ivenkile yokudlala ngeebhokisi ezindala, ngeezikhongozeli zeplastikhi nezinye izinto ezisetyenziswa ekhitshini. Amaphepha angasebenziyo anokusetyenziswa emdlalweni abe yimali. Abafundi abaselula bayakonwabela kakhulu ukudlala ngokulinganisa endlwini, bangalinganisa izinto ezifana nokupheka kunye nokuhlamba.
- ★ Khuthaza abafundi ukuba balinganise ukubhala nokufunda emdlalweni wabo. Umzekelo, ukwenza uphawu lwevenkile, ukwenza uluhlu lwezinto eziza kuthengwa, ukubhala amayeza amiselwe ngugqirha okanye ukubhala iidolo kwirestyu yokulinganisa.
- ★ Ngenelela emsebenzini ngelixa bedlala abafundi. Bonisa ukonwaba nokuzibandakanya kwakho ngokuthi ucingele ngaphandle uthethe oko kwenzekayo kulo msebenzi.
- ★ Ncedisa abafundi ukuba bacinge ngeesimboli ngelixa bedlala. Bacebise ngendlela enokuthi into imele ngayo enye. Umzekelo, "Ungaphequla itafile uyisebenzise njengesikhephe sakho."







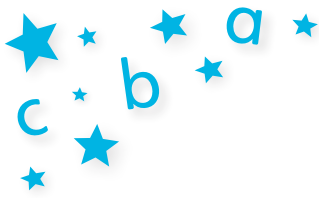
## In the classroom ...

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."





### Inkqubo esekelwe ekudlaleni

Inkqubo yokudlala esekelwe ekufundiseni nasekufundeni iqaphela ukuba ngamanye amaxesha abantwana bafunda ngcono kwimisebenzi apho bedlala ngokukhululekileyo khona neqalwa ize iyalelwe ngumntwana ngaphandle kokubandakanyeka komntu omdala.

Ngamanye amaxesha abafundi bafunda ngcono kwimisebenzi yokudlala ekhokelwa neyalelwa ngutitshala kwiklasi yonke okanye kumaqela amancinci. Inkqubo yokufundisa nokufunda ecwangcise kakuhle kufuneka ibandakanye ukulingana kwazo zonke iintlobo ezahlukileyo zemisebenzi yokudlala.

Abafundi bafuna amathuba amaninzi:

- ★ *okuphonononga okubangqongileyo besebenzisa iziva-mvo zabo.*  
Umzekelo: imisebenzi eyenziwa phandle efana nokukhwela nokubaleka, unochela kunye nemidlalo yebhola.
- ★ *okuphanda nokusombulula iingxaki.*  
Umzekelo: besebenzisa izixhobo zokwakha ukwenza isakhiwo esiphakamileyo, okanye besebenzisa amanzi okanye isanti ukugcwalisa izikhongozeli.
- ★ *okuziqhelanisa noko sele bekwazi okanye banokukwenza.*  
Umzekelo: ukudlala imidlalo ecwangcisiweyo efana neenyoka neeleli okanye iidomino.

### Ukubaluleka kokudlala ekuphuhliseni ilitheresi nolwimi

Xa bedlala abafundi, basoloko besebenzisa izinto ezikhoyo kwindawo abahlala kuyo baze benze ngathi ezo zinto zizezinye izinto. Xa abafundi bezoba, benza imifanekiso ethi imele ubomi bokwenyani okanye ihlabathi lentelekelelo.

Kolu hlobo *lomdlalo wezinto ezimele okuthile*, abafundi basebenzisa into enye "emele" enye. Esi sisiqalo sokufunda ukuba iisimboli zinokumela izinto zokwenyani. Umzekelo, bafunda ukuba:

- ★ ibhloko yeplanga emile okoxande inokumela ifoni
- ★ umzobo wabantu ababini unokumela abantu bokwenyani ababini
- ★ unobumba u **s** umele isandi u **/s/** osivayo kula magama "isiselo" kunye no "isanti".

Mininzi ke eminye imisebenzi yokudlala ekhuthaza ukufundwa kolwimi. Umzekelo:

- ★ Xa abafundi bedlala umdlalo wokuqashela, kufuneka basebenzise ulwimi bachaze loo nto bayicingayo. "Ndicinga ngesilwanyana esihlala efama. Sifumana kuso ubisi kunye nenyama."
- ★ Imidlalo efana nalo "Ndiyacupha ngeliso lam elincinci" incedisa abafundi ukuba bakwazi ukuchonga izandi agxile kuzo amagama. "Ngeliso lam elincinci ndicupha into enesandi u **it!**"
- ★ Imidlalo yokuphulaphula incedisa ekukhuliseni isigama sabafundi kunye nokuqonda kwabo iikhonsepthi. "Yima ngomlenze wasekhohlo uze ubeke izandla zakho entloko."

*Inkqubo yokufunda kufuneka ibe nazo ngokulinganayo iindidi ezahlukileyo zemisebenzi yokudlala.*



*Kumdlalo wokusebenzisa izinto ezimele okuthile, abafundi basebenzisa into enye ukuba "imele" enye.*





### The play-based approach

The play-based approach to teaching and learning recognises that at times learners learn best from free play activities initiated and directed by the learner without adult involvement.

At other times, learners learn best from guided play activities that are directed by the teacher in whole class or small groups. A well-planned teaching and learning programme should include a balance of all the different types of play activities.

Learners need many opportunities to:

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

### The importance of play for literacy and language development

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

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

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

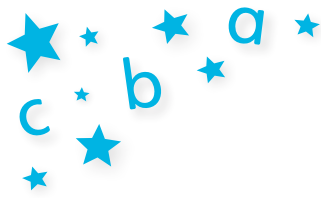
There are many other play activities that promote language learning. For example:

- ★ 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 Umgaqo wenqanaba

### Abafundi badlula kumanqanaba ahlukeneyo okuqonda nawophuhliso.

Kwiklasi yeBanga R abafundi bakwiminyaka ebulingana bonke, kodwa ingulowo wahluke ngesimo sakhe sobuntu, ngeemfuno, ngezakhono, ngemidla, ngokwazi ukwenza izinto, ngokomelela nangemingeni abajongene nayo. Baza kwahluka ngamava abo baphinde bahluke nangomgangatho wabo wolwimi. Konke oku kuza kuba nefuthe kwisantya abasebenza ngaso kwakunye nenkxaso abaza kuyifuna kootitshala nakwabanye ukuze bafunde.

Zininzi izinto eziza kuba nefuthe kwisantya abasebenza ngaso abafundi kwakunye nenkxaso abaza kuyifuna kutitshala.

### Eklasini ...

Ukuba abafundi abakhulelanga kumakhaya abakhuthazwa kuwo ukuba babuze futhi baphendule imibuzo, abazi kuthanda ukuyenza loo nto eklasini. Imibuzo eyahlukeneyo ineemfuno ezahlukileyo ngokwezakhono zolwimi ezisakhulayo zabafundi. Ootitshala kufuneka bazame ukusebenzisa imibuzo ekwinqanaba lomfundi ngamnye.

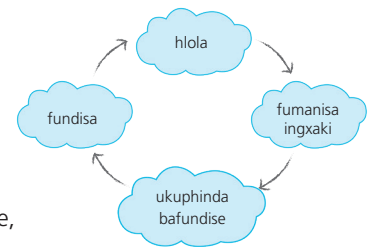
- ★ Eminye imibuzo ingaphendulwa ngokufutshane, umzekelo: *"Ikati izimele phi?"* Ukuba abafundi bakhomba kwindawo echanekileyo, oku kubonisa ukuba bawuqondile umbuzo, nangona bengakhange bathethe.
- ★ Imibuzo efuna abafundi bakhethe phakathi kwezinto ezimbini ingabancedisa ekukhuliseni ukuzithemba, kuba abafundi banako ukuphendula nangona bengenalwimi luthe vetshe: *"Ingaba unqwenela ukusebenzisa ikhrayoni ezuba okanye eluhlaza?"*
- ★ Imibuzo enempendulo enye echanekileyo nayo iyakukhulisa ukuzithemba kubafundi abanolwimi olusakhulayo. Umzekelo: *"Unjani umbala welokhwe yentombazana?"*
- ★ Imibuzo ekhuthaza abafundi ukuba babelane ngamava abo nayo ibalulekile kuba ikhulisa ukuzithemba, njengoko iingcamango kunye neembono zabafundi zixabiseka, kwaye bangafumana izinto abazaziyo baze banike impendulo. Umzekelo: *"Ingaba wawukhe waya epikinikhini?" Ungasichazela ngexesha owawuye ngalo epikinikhini?"*
- ★ Imibuzo emalunga namagama neentsingiselo zawo ihlupheza ukuthatha inxaxheba kwaye incedisa ekuhlakozeni ukuba umfundi abe nomdla wamagama. Umzekelo: *"NgesiXhosa, sithi la 'ngamadolo' ethu, niwabiza njani ngezinye iilwimi?"*
- ★ Imibuzo engenampendulo inye ichanekileyo nayo ibalulekile ekuphuhliseni izakhono zabafundi zokucinga nezolwimi. Umzekelo: *"Ucinga ukuba yintoni elandelayo eza kwenzeka?"; Kutheni ucinga....?"*

Le mibuzo ihlupheza ukuthatha inxaxheba nokwabelana ngezimvo, kodwa abafundi baya kuphendula ngokuzithemba kuphela xa besazi ukuba zonke iimpendulo zamkelekile futhi zixabisekile kwiklasi katitshala.



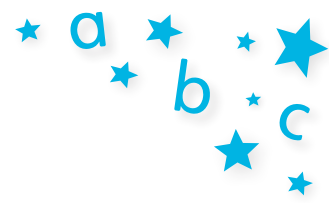
### Ukufundisa ulungiselela zonke iindidi zabafundi eklasini yakho

Ukufundisa ulungiselela zonke iindidi zabafundi eklasini yakho kuthetha ukuba into **oyifundisayo** nendlela **ofundisa** ngayo kufuneka ithathele ingqalelo amandla ahlukeneyo abafundi. Ukuze babe nako ukusebenzisa le ndlela, ootitshala kufuneka baqwalasele baze **bahlole** umfundi ngamnye xa kusenziwa imisebenzi ukuze balusebenzise ulwazi abalufumanayo **ngokufumanisa ingxaki**, ngoko ke, bagqibe malunga nenkxaso edingwa ngumfundi futhi bacwangcise nendlela abaza **kuphinda bafundise** (okanye bancede) ngayo ukuze bakhulise ukuqonda nezakhono zabafundi. Abafundi abathile bangayiqonda ingcamango entsha, ngokuthi baxhaswe nje kancinci ngutitshala. Abanye abafundi bangafuna ithuba elide, bafune ukuboniswa indlela yokuzenza, bafune ukunikwa imizekelo emininzi nokuxhaswa kakhulu ukuze bade baqonde njengabanye. Xa ufundisa ulungiselela zonke iindidi zabafundi eklasini yakho, kufuneka:



- ★ wazi umahluko nezinto abafana ngazo abafundi bakho
- ★ yicwangcise kakuhle indlela oza kuxhasa ngayo umfundi ngamnye ngokwamandla nangokobuthathaka babo
  - Ziziphi izixhobo zokufundisa nokufunda ezinokuba luncedo?
  - Liphi iqela eliza kulungela umfundi ngamnye?
  - Ingaba umfundi uza kufuna ixesha elininzi? Ingaba unokwandiswa njani umsebenzi ulungele umfundi okhawulezayo ukuqonda?
- ★ lungisa olindele ukuba umfundi ngamnye akufunde ekupheleni komsebenzi.





## 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.

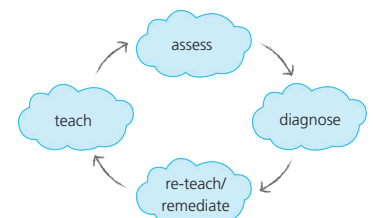
- ★ Some questions can be answered with very little language, for example: "Where is the cat hiding?" If learners point to the correct answer, it shows that they have understood the question, even if they don't speak.
- ★ Questions that require learners to choose between two responses can help build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



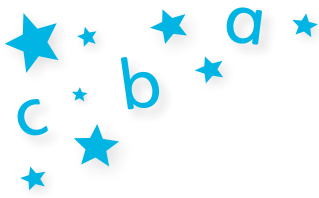
### Differentiated teaching

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.





## Eklasini ...

Xa kuqala unyaka kwiBanga R, abafundi abathile bangangabi nawo kakuhle amava okuzoba nokubhala, ngelixa abanye bangabe sele bekwazi ukubhala amagama abo futhi bezithembile xa bezoba iingcamango zabo. Amava abo angaphambili, amandla nomdla wabo, zonke ezi zinto zinefute kumanqanaba abakuwo okukhula, kwaye ngokubaqwalasela ngenyameko abafundi, ootitshala batsho bakwazi ukubona inqanaba lezakhono zabo baze bacwangcise indlela engcono yokubaxhasa ekuphuhleni kwabo.

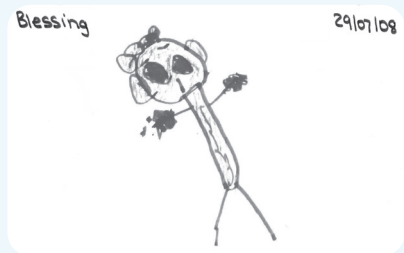
### Uphando nokuphonononga imeko ethile

Olu phando lulandelayo lokuphonononga imeko ethile lubonisa inkqubo yokufundisa, ukuhlola, ukufumanisa ingxaki nokuphinda ufundise/ulungise. Emva kokufundisa isifundo esiquka ukuzoba, utitshala wahlola abafundi ngokubaqwalasela ngendlela engekho sesikweni waze waqaphela ukuba abanye abafundi abazange bakwazi ukuwugqiba umsebenzi wokuzoba ngokwenqanaba elalilindelekile. Iingqalelo zakhe zakhokelela ekubeni afumanise ingxaki yokuba abafundi abazange baqonde ukuba ukuzoba kufuna bajonge ngokuqaphela futhi baqwalasele ngenyameko iinkcukacha ezibonwayo. Wathatha amanyathelo okuphinda afundise umfundi ngomonde. Imifanekiso ibonisa indlela olwamnceda ngayo umfundi olu ngenelelo ukuba adlulele kwinqanaba elilandelayo.

UBlessing wayeneminyaka emihlanu xa wayezoba lo mfanekiso. Utitshala waba nexhala xa ebona imizobo yakhe waze waqonda ukuba ufuna ukuqwalaselwa ngokukhethekileyo. Wamqwalasela ngexesha lokuzoba, weza necebo lokumxhasa kwimizobo yakhe. Wancokola naye ngezinto awayezizoba yonke imihla. Wayencokola naye ngolu hlobo: *“Ndiyabona ukuba uzobe umfanekiso wakho apha. Zingaphi iingalo onazo kanene? Ungandibonisa iingalo ... zakho? Ewe, zisemacaleni kumzimba wakho. Ucinga ukuba ungakwazi ukuzoba iingalo zakho?”*

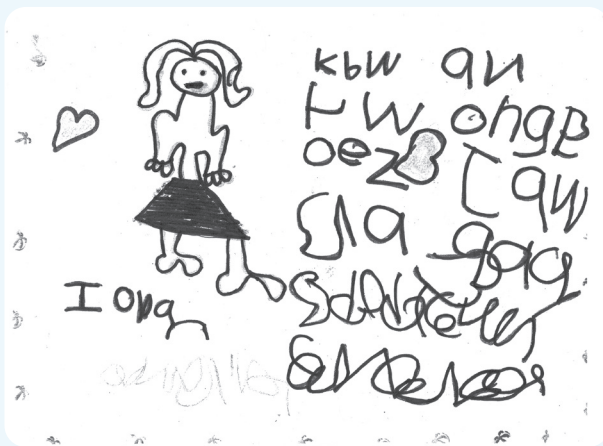


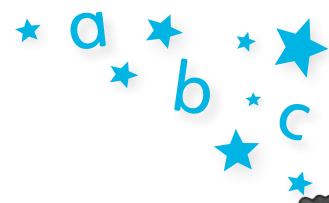
Utitshala wamkhuthaza ukuba achithe ixesha elide ekuzobeni waze wamncedisa ekucwangciseni ukuba yiyiphi imibala aza kuyisebenzisa. Wamkhuthaza ukuba aziqwalasele ngenyameko izinto xa ezoba, umzekelo: *“Jonga eli apile – limile njani? Ewe, lingqukuva. Ingaba uza kuba njani umbala walo xa ulizoba?”* Utitshala waphinda wancokola nabazali bakaBlessing wabachazela ukuba wenza ntoni naye waze wabakhuthaza ukuba bamxhase nabo ekhaya. UBlessing, abazali bakhe kunye notitshala bazingca kakhulu ngenkqubelaphambili kaBlessing!



### Ukubhala

Imizamo yokuqala yabafundi abaselula yokubhala ingangafani nokubhala kwabantu abasele bekhulile, kodwa ke baza kuba ngabantu ababhalayo njengokuba bezama ukubhala iingcamango zabo ephepheni futhi bekusebenzisa ukubhala bebhalela iinjongo ezahlukeneyo. Le mizekelo ilandelayo ibonisa indlela abafundi abadlula ngayo kwizigaba ezahlukeneyo zokuqonda nokuphuhla kwinkqubo yokufunda ukubhala. Jonga uMgaqo wokuKhokela ubone indlela utitshala anokukhokela ngayo abafundi ngendlela eyamkelekileyo kwizigaba sokubhala abakuso.





## 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.

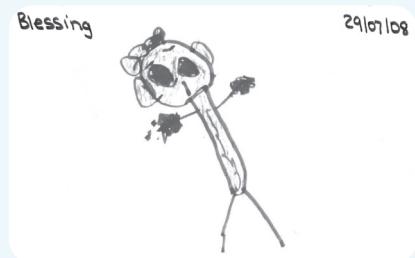
### Drawing case study

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?"

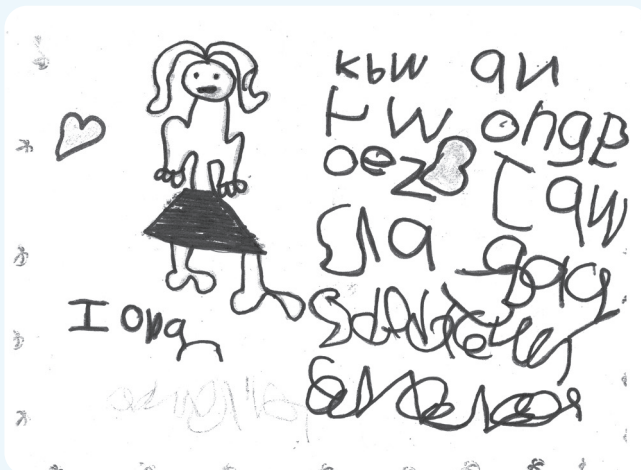


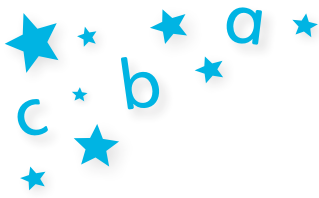
The teacher encouraged him to take more time doing his drawings and helped him to plan which colours to use. She encouraged him to look more carefully at things when he was drawing, for example: "Look at this apple – what shape is it? Yes, it is round. And what colour do you need to draw it?" The teacher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

### Ukufunda kwenzeka xa kukho amathuba onxibelelwano nokwabelana ngamava.

Abafundi bafunda kakuhle xa sithetha siphendula kwizinto ezibanika umdla futhi benikwa amathuba okuthatha inxaxheba, babelane ngeengcamango zabo, babuze ngokunjalo baphendule imibuzo. Iincoko eziphakathi kwabantu abadala kunye nabafundi ziyintsika yokuphuhlisa kolwimi kwaye okukhona bekhuthazwa ukuba bathathe inxaxheba kwincoko, baveze imibuzo neengcamango, kokukhona ziza kukhula ngokukhawuleza izakhono zabo zokucinga nezolwimi.

Uphando lubonisa ukuba iiklasi ezifundela abantwana abaselula ezikumgangatho ophezulu zezo zinootitshala abathethayo futhi babaphendule abafundi nto leyo edala indawo exhasa ukuthatha inxaxheba kunye nonxibelelwano. Kulula kakhulu ukunika imiyalelo uze ulindele ukuba abafundi bathi cwaka, kodwa ke le asiyiyo indlela abalufunda ngayo ulwimi abafundi.

Ootitshala abathethayo nababaphendulayo abafundi bayalwakha ulwimi lwabafundi.

### Eklasini ..

Kwiklasi yeBanga R maninzi kakhulu amathuba okwakha ulwimi lomlomo ekuqhubeni kwemini.

*Ukubonisa uze uchaze* lithuba elahlukileyo elinokusetyenziswa ngabafundi beze nezinto zabo eklasini, ngeenjongo zokuzilungiselela nokuthetha ngento ekhethekileyo kubo ngexesha elibekiweyo. Nanga amacebo athile anokusetyenziswa ngutitshala ekuxhaseni ukuthatha inxaxheba ngexesha lomsebenzi othi: *Bonisa uze uchaze*:

- ★ Ncoma into ekhethwe ngumfundi eza kusetyenziswa kumsebenzi othi: *Bonisa uze uchaze*.
- ★ Yihla ulingane nobude bomfundi, mjonge uze umphulaphule ngomdla.
- ★ Yiphinde into ethethwa ngumfundi uze wongeze olunye ulwazi kuloo nto ayithethayo, yibeke ngamanye amazwi okanye uyandise, ngelixa uzama ukuwuncoma ngenyameko umyalezo wakhe.
- ★ Buza imibuzo ethile uze uphulaphule iimpendulo zabafundi. Qinisekisa ukuba ubuza imibuzo engenampendulo inye ichanekileyo neza kuvula ukucinga kwabafundi ("*Inokuba kutheni ...?*"; "*Ucinga ntoni ...?*"; "*Ucinga ukuba waziva njani xa ...?*").
- ★ Nika abafundi ixesha elaneleyo lokucinga phambi kokuba ulindele impendulo.
- ★ Babonise abafundi ukuba uphulaphule ngenyameko (ngokusebenzisa amazwi afana nala: "*mmm, kulungile, ewe, nyhani?*").
- ★ Zincome izakhono zokuphulaphula zabanye abafundi uze udale umoya owenza kube lula kubo ukubuza imibuzo.
- ★ Yenza abafundi abaphulaphule umsebenzi othi: "*bonisa uze uchaze*" bathathe inxaxheba ngokubabuza imibuzo emalunga nento abayivileyo nangezinto ezintsha abazifundileyo.
- ★ Zichaze iingcinga novakalelo lwakho (kunye neengcinga neemvakalelo zabanye).



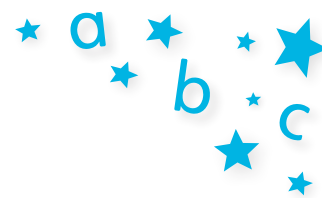
### Ukubuza imibuzo kuphucula ukuphuhla kolwimi

Ngokubuza imibuzo, abafundi batsho bafunde indlela anxibelelana ngayo amava ahlukileyo kunye neengcamango. Okukhona bebuzwa imibuzo futhi becacisa neengcamango zabo, kokukhona luza kukhula ngokukhawuleza ulwimi lwabo kunye nezakhono zabo zokucinga. Iimpendulo zabafundi azisoloko zichanekile kodwa ukwenza iimpazamo yindlela ekufundwa ngayo kunye. Ootitshala kufuneka babuze imibuzo anako ukuyiphendula umfundi kwaye akufuneki ukuba kuhlaziswe ngabafundi abanike iimpendulo ezingachanekanga.

Phinda ufunde malunga nemibuzo onokuyibuza abafundi abakumanqanaba okukhula ahlukeneyo, kwicandelo elilandelayo.







## 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*:

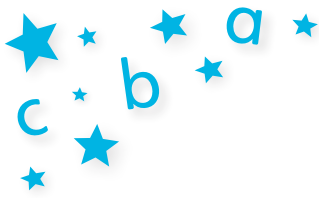
- ★ Affirm the learner's choice of object for show and tell.
- ★ Get down to the learner's height, make eye contact and listen with interest.
- ★ Repeat what a learner says and then add some more information, rephrase or expand on what they said, while being careful to affirm their message.
- ★ Ask specific 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 Umgaqo wokukhokela

### Ukufunda kwenzeka xa ootitshala bekhokela abafundi ekuphuhliseni ulwazi olutsha.

Abafundi bazalwa bekufuna ukufunda nangona benako ukuzifumanisa ngokwabo izinto ezithile, ukuze bafunde futhi baphuhle, bafuna ubudlelwane. Ubudlelwane benkathalo nokuthembana buyintsika yako konke ukufunda. Abagcini babantwana okanye ootitshala abahoya imizamo nezinto anomdla kuzo umfundi bakuqhubela phambili ukufunda futhi bayabancedisa abafundi ukuze bafumane intsingiselo emalunga namava abo.

### Nika abafundi imisetyenzana eluxanduva

Abafundi bayakuthanda ukuba yinxalenye yemisebenzi "yabantu abadala" kwaye okona kufunda komfundi oselula kwenzeka xa esebenza kunye nomntu omgcinayo okanye umntwana wakowabo. Bafunda ukuzenzela umsebenzi xa benikwa ithuba "lenxaxheba ekhokelwayo". Njengokuba umntu oqeqeshwayo ewufunda kumqeqeshi wakhe umsebenzi okanye kumntu onesakhono kuloo msebenzi, nabo abafundi bafunda izakhono ezitsha xa beqeqeshwa ngabantakwabo abadala, ngamalungu osapho kunye nootitshala.

Ubudlelwane benkathalo nobunokuthembana yintsika kuko konke ukufunda.

## Eklasini ..



Kanye njengasekhaya, abafundi bayakuthanda ukunikwa iindima amabazidlale eklasini. Cela abafundi ukuba bathathe uxanduva lwekhalenda yemihla yokuzalwa, lwetshathi yemozulu, lokukhupha izixhobo zokufunda nokufundisa, lokukhokela iqela labo, lokuncedisa omnye umfundi eklasini yakhe nolokucoca ikona yeencwadi. Qala ubacele ukuba bakuncedise. Baza kufunda xa bekubukele usenza le misebenzi, baze ngokukhawuleza bakulungele ukuyenza ngokwabo le misebenzi.



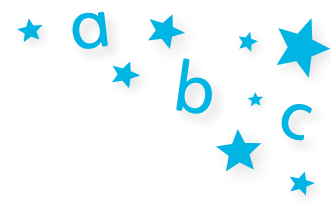
### Ukukwazi ukuziqhuba ngundoqo

Abafundi kufuneka bafunde indlela yokufunda. Oku kuthetha ukuba kufuneka bafunde ukuzilawula okanye ukuziqhuba. Xa begqiba umsebenzi kunye nomgcinini okanye utitshala okhathalayo, abafundi bafunda indlela yokuthoba isantya, yokucinga phambi kokuba benze nokungakhawulezi ukuphendula. Abafundi bafunda ukukwazi ukulawula indlela abeva ngayo iimpembelelo, batsho batshintshe izicwangciso zabo baze bakwazi ukulawula ukuxhalaba kwabo xa kunzima ukwenza umsebenzi. Bafunda ukucinga baze bajonge ezinye iindlela zokwenza kunokuba bavele benze okwabantu abangacingiyo. Ootitshala abanika abafundi amathuba okulinda elabo ithuba, lokuphulaphula imiyalelo nokuthatha inxaxheba ekucwangciseni umsebenzi bayabanceda abafundi ukuba bafunde ukuziqhuba.

Ootitshala bangabancedisa abafundi ukuba bahlale begxile kumsebenzi ngokuthi balawule indawo ekufundelwa kuyo. Oku kusenokuthetha ukuba kuncitshiswe ingxolo okanye kuqoqoshwe izinto zokudlala okanye izinto ezingazukusetyenziswa kuloo msebenzi nezinokuphazamisa abafundi.

Ootitshala banokubancedisa ukuba bahlale begxile kwiindawo ezibalulekileyo zomsebenzi okanye babonise indlela yokwenza umsebenzi. Abafundi kufuneka bafumane amathuba okuthatha inxaxheba kwimisebenzi ukuze kuphuhle isakhono sabo sokuhlala begxile emsebenzini.





## 6 The guidance principle

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

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

### Give learners responsibilities

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

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

### In the classroom ...



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

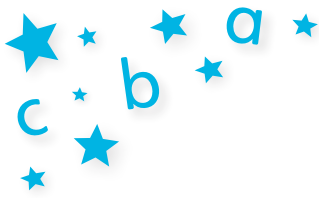


### Self-regulation is key

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

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

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



### Ukukhokelwa kwinqanaba elichanekileyo

Kubalulekile ukuba isikhokelo esinikwa umfundi ngutitshala silifanele inqanaba lokukhula komfundi. Njengoko sesibonile kumgaqo wenqanaba, xa abafundi befunda ukubhala, badlula kwizigaba ezahlukileyo zokubhala kwaye kubalulekile ukuba utitshala akwazi oku futhi amxhase ngokufanelekileyo umfundi.

## Eklasini ...

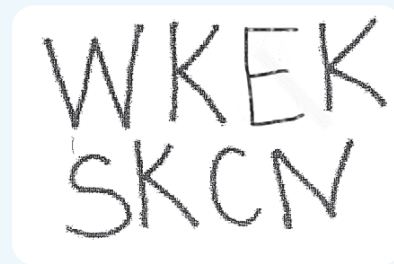


Ootitshala banendima ebalulekileyo ekufuneka beyidlalile ekukhokeleni abafundi xa bezoba futhi besenza amalinge abo okuqalisa ukubhala. Nanzi iingcebiso zeendlela zokukhokela abafundi abaselula ekubhaleni okusavelayo:

- ★ Kuyinto eqhelekileyo ukuba abafundi babhale amarhoqololo oonobumba, amanani okanye iimilo. Xa umfundi ebhala amarhoqololo okanye ezama ukubhala, mcele ukuba akuxelele ngento ayibhalileyo uze uyincome imizamo yabo. Umzekelo: *“Wenze umsebenzi omhle ngokubhala ibali lakho. Ungandichazela ke ngoku ukuba lithini?”*



- ★ Uze ungaxhalabi xa abanye abafundi bebhala udederhu loonobumba bengashiyanga zithuba. Ngamanye amaxesha kungaluncedo ukuba usebenzise iminwe yakho ubale amazwi abafundi ngelixa bechaza ngezivakalisi ukhombe kumnwe ngamnye njengoko bebiza igama ngalinye. Bakhuthaze abafundi ukuba nabo benze ngolo hlobo ngeyabo iminwe njengokuba bebhala. Oku ke kungabanceda ukuba baqonde izithuba eziphakathi kwamagama.

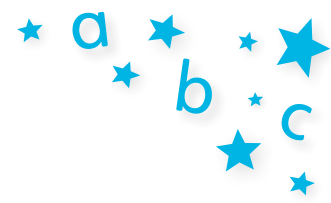


- ★ Njengokuba uqhuba unyaka, baza kuqalisa ukusebenzisa oonobumba abangoononye abamele izandi zamagama. Phawula ngezinto oye waziqaphela ekubhaleni kwabo. Umzekelo: *“Ndiyayithanda indlela omsebenzise ngayo unobumba u /b/ ku “bona babaleka” xa ububhala – ucinge kakuhle kakhulu!”* Basenokubhala oonobumba kakubi bajonge phezulu okanye ezantsi. Uze ungabalungisi ukubhala kwabo. Baza kuziqhelanisa nokubhala kakuhle oonobumba kweminye imisebenzi.



- ★ Abanye abafundi basenokuqonda ukuba ababhali ngendlela “echanekileyo” baze bangafuni ukubhala. Le nto ke inokwenzeka xa sele bebaqonda kakuhle oonobumba nezandi, kodwa bengekakwazi ukusebenzisa upelo oluqhelekileyo (“lwabantu abadala”). Esi sisigaba esibaluleke kakhulu sokuphuhlisa ukubhala. Mxhase ke umfundi ngokumbhalela amagama athile uze umkhuthaze ukuba abhale amagama abanokuwabiza okanye abakwaziyo ukuwapela. Kungekudala baza kukwazi ukuzibhalela bebodwa.





### Guidance at the right level

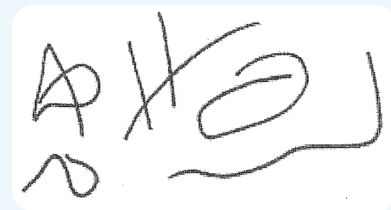
It is important that the guidance a teacher offers a learner is suitable for their level of development. As we saw in the level principle, when learners learn to write, they pass through different stages of writing and it is crucial that the teacher recognises this and supports the learner appropriately.



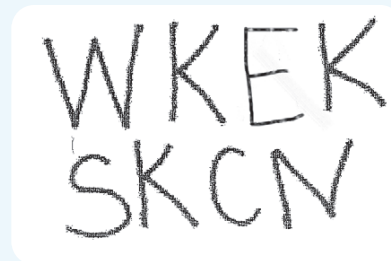
## In the classroom ...

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:

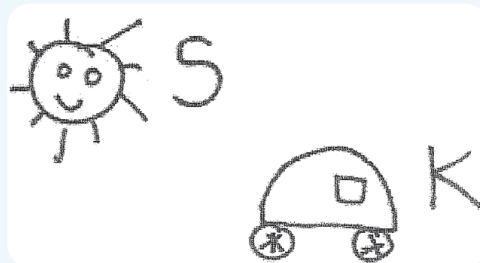
- ★ It is normal for learners' writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts. For example: *"You have done a good job of writing your story. Can you tell me what it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

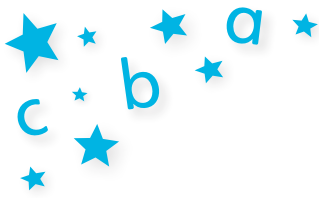


- ★ As the year progresses, learners may start using single letters to represent some sounds in words. Make a comment about what you have noticed in their writing. For example: *"I like the way you used the letter /b/ for baby bird in your writing – that was good thinking!"* They might still write letters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

**Ukufunda kwenzeka apho wonke umntu amkelekileyo, aqukwayo, aphantsa kakuhle, anikwa imbeko futhi athatha inxaxheba khona.**

*Ootitshala* abanengqondo yokuquka wonke umfundi, bayawamkela umahluko phakathi kwabafundi. Iklasi yokufundela yoMzantsi Afrika nganye inabafundi abaninzi abahlukileyo, umfundi ngamnye unguye, unobuntu bakhe, unezinto akwaziyo ukuzenza, unezinto anomdla kuzo kwaye unemvelaphi yakhe.

Umgaqo wokuquka bonke abafundi uthetha ukuba bonke abafundi bayabandakanywa kwimisebenzi yaseklasini. Bonke abafundi banelungelo lokuziva bekhethekile babe nenxaxheba kwimisebenzi neengxoxo zaseklasini nokuba baphila nokukhubazeka, baneengxaki zokuziphatha okanye naziphi izinto ezingumqobo ekufundeni kwabo. Abafundi kufuneka bamkelwe, bakhuthazwe ukuba bathathe inxaxheba kuzo zonke izinto ezenzeka esikolweni okanye kwiziko lokufunda futhi baxhaswe ekufundeni kwabo ngeenjongo zokuphumelela ngokupheleleyo.

Umgaqo wokuquka bonke abafundi udlulela nakubazali kunye nabasebenzi ekufuneka nabo bamkelwe, baphathwe kakuhle futhi bahlonitshwe ngaphandle kokujonga inkcubeko yabo, uhlanga lwabo, isini sabo, indlela abasiveza ngayo isini sabo, uhlobo lokuziphatha ngokwesini sabo, amandla abo engqondo nawomzimba, inkolo yabo okanye imeko yabo yezemali nentlalo, ulwimi lwabo neendlela abafunda ngazo.

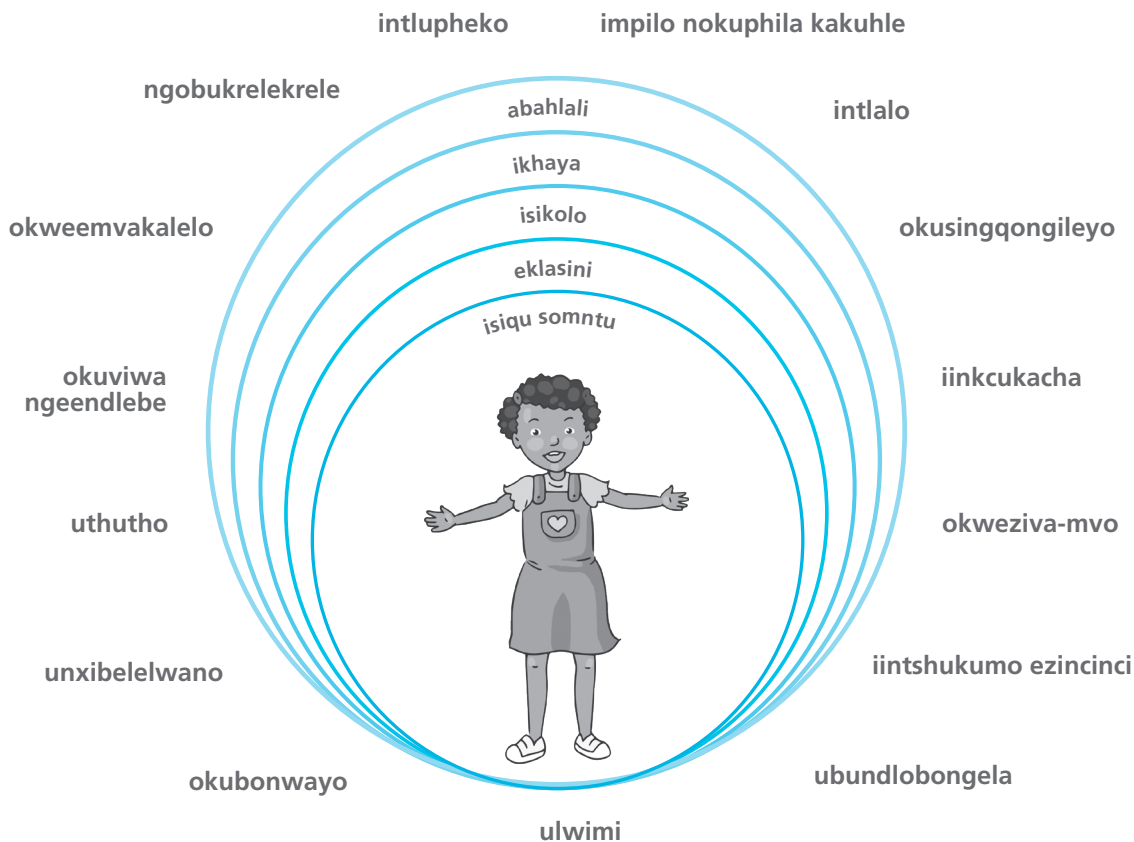
### Imiqobo ethintela ukufunda

Education White Paper 6 emalunga neMfundo yeziDingo eziKhethekileyo (Special Needs Education) ikucacisa kakuhle ukubandakanywa kwabafundi, ngakumbi abo bebekhutshelwe ngaphandle kwimfundo eqhelekileyo. **Imiqobo yokufunda** elandelayo ichongwe njengezinye zezizathu zokuba abafundi bakhutshelwe ngaphandle ekufundeni:

*Imfundo ebandakanya wonke umfundi ithetha ukuba bonke abafundi banelungelo lokufumana imfundo esisiseko ngaphandle kokucalucalulwa.*

*Ukuhlonipha ukwahlukahluka nokuzinikela ekubandakanyeni umntu wonke lilungelo labafundi nelikhuselwa nguMgaqosiseko welizwe loMzantsi Afrika.*

*Umgaqonkqubo woquko wonke umfundi ucebisa ukuba ootitshala mabamazi umfundi ngamnye, bazi iimfuno zakhe kunye nezinto anomdla kuzo ukuze bazihoye ezi zinto xa befundisa kwiiklasi zabo.*



### Uluhlu lweenkcazelo

#### umqobo othintela ukufunda

umqobo othintela ukufunda yiyo nantoni na ethintela umntwana ukuba afunde ngempumelelo

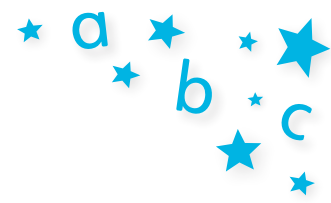
Imiqobo ethintela ukufunda ingaba:

- **kokungaphakathi:** okunxulumana ngqo nomfundi (umzekelo: iingxaki zengqondo, ezimalunga novakalelo okanye umzimba)

#### okanye

- **kokungaphandle:** okungaphandle kumfundi (umzekelo: intlupheko, ukungakhathalelwa, ubundlobongela ekuhlaleni)





## 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.

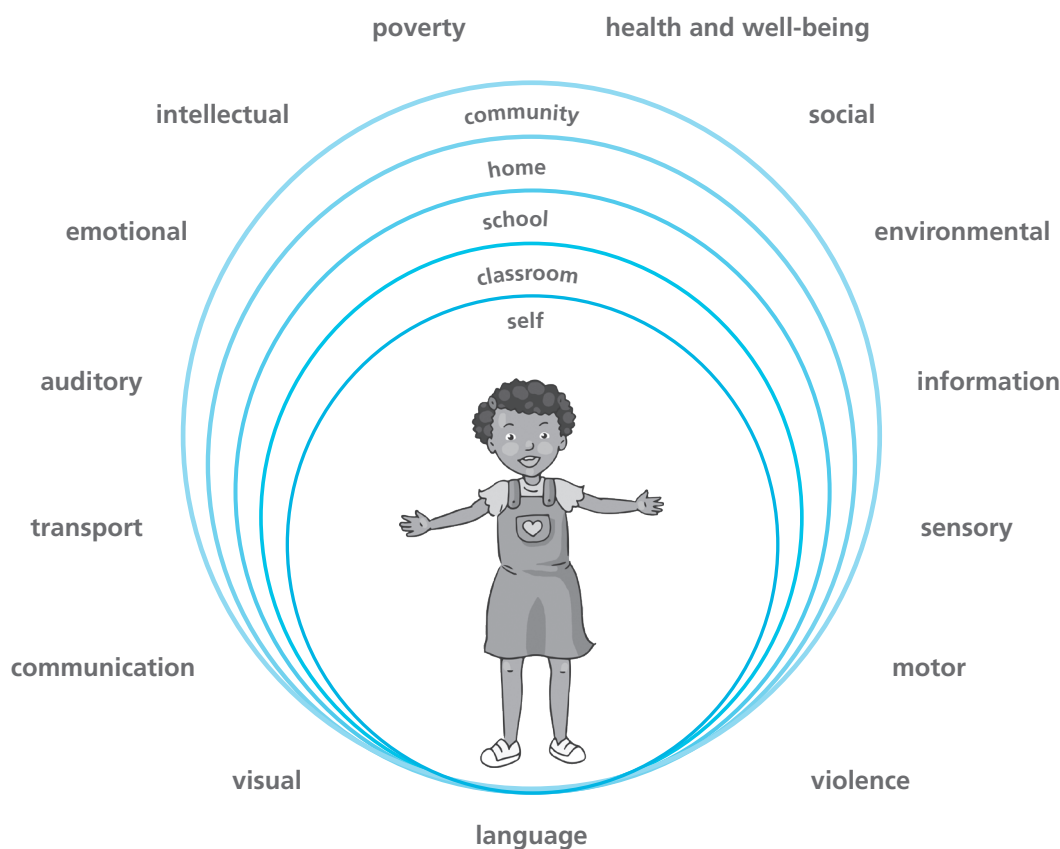
### Barriers to learning

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.*



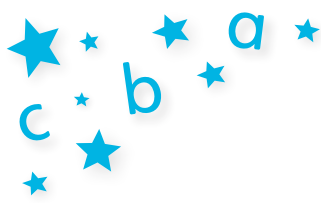
### Glossary

#### 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)



## Eklasini ...



*Cwangcisa izifundo zakho, imisebenzi kunye nezixhobo zokufunda nokufundisa ezifanele iindlela zokufunda ezahlukeneyo ukuze zilungele izidingo zabafundi abahlukeneyo:*

- ★ Sebenzisa izinto, imifanekiso kunye nezijekulo ukuxhasa into oyithethayo ukuze abafundi abangeva kakuhle okanye abangaluthethiyo ulwimi ekufundiswa ngalo bafunde ngokubona.
- ★ Kufuneka ulwazi ulwimi lwasekhaya lwabafundi wazi nalapho lwahluka khona kolo kufundiswa ngalo, bakhuthaze ukuba bachonge amagama okanye amabinzana amagama ngolwimi lwabo lwasekhaya ukuze baqonde okanye bahlaziye iingcamango.
- ★ Babandakanye kwimisebenzi eyahlukeneyo abafundi nisebenzise izinto zokwenyani ukuze bakwazi ukukhulisa ukuqonda kwabo ngokusebenzisa iindlela zezinto ezibonwayo.
- ★ Nika abafundi inkxaso eyongezelelekileyo kunye nexesha lokuziqhelanisa futhi bafunde izakhono ezitsha.
- ★ Banike ithuba elaneleyo lokucinga ngengxaki, lokugqiba imisebenzi nelokuphendula imibuzo.
- ★ Ukuba uxhalabile malunga nomfundi othile, thetha nomntu ophangela naye nize nixoxe ngenqanaba osebenza kulo ngeenjongo zokuqinisekisa ukuba ubanika imisebenzi efanelekileyo kwaye nixoxe ukuba ningenza ntoni eyenye ukuzama ukunika umfundi amathuba anokufumaneka okufunda nokuphuhla.

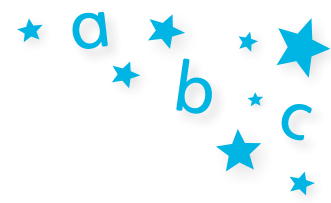
*Qinisekisa ukuba uyawazi umgaqonkqubo wesizwe owenzelwe ukuHluzwa, ukuChonga, ukuHlola nokuXhasa (Screening, Identification, Assessment and Support – SIAS):*

- ★ Ootitshala kufuneka babaqwalasele ngononophelo okanye bavavanye bonke abafundi xa besamkelwa kwiBanga R baze barekhodishe kwiiNkcazo eziMfutshane ngoMfundi izinto abazifumanisileyo.
- ★ Ootitshala kufuneka benze isicwangciso somfundi ngamnye esibizwa ngokuba sisiCwangciso seNkxaso yomFundi (Individual Support Plan – ISP) benzele nawuphi umfundi abambonayo ukuba unemiqobo emthintela ekufundeni.
- ★ Abazali nabagcini babantwana bafanele ukuchazelwa ngolu lwazi ukuze bazi izidingo zabafundi kunye nesicwangciso senkxaso elungele abafundi.
- ★ Ootitshala kufuneka ukuba basebenzisane neQela leNkxaso eliSekwe kwisiKolo/kwiZiko (School/Centre Based Support Team) ukuze kunikwe umfundi inkxaso efunekayo ehambelana nesicwangciso sokuxhasa.
- ★ Umfundi uya kuthunyelwa kwiQela leNkxaso eliSekwe kwisiThili (District Based Support Team) ukuba kufuneka inkxaso eyongezelelekileyo.

*Cela ukuqeqeshwa kunye nenkxaso.* Izikolo kufuneka ziqinisekise ukuba ootitshala banezixhobo zokufundisa ezifanelekileyo nezaneleyo eziza kulungela bonke abafundi nokuba banemiqobo ethintela ukufunda kwabo. Oku ke kuquka uqeqesho olumalunga nokuchonga imiqobo ethintela ukufunda kwanokungenelela ngokuxhasa umfundi ngokuthi kusetyenziswe iindlela zokufundisa ezingafaniyo; ukuguqula ikharithyulam ngokwezidingo zabafundi kunye nokulawula iiklasi ezinenani elikhulu labafundi. Ootitshala bafanele ukufumana inkxaso kubancedisi beklasi abaqeqeshiweyo.







## In the classroom ...

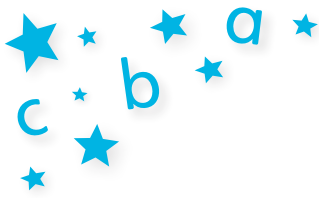
*Plan your lessons, activities and materials to accommodate different learning styles to make them suitable for the needs of different learners:*

- ★ 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 Umgaqo wokuziqhelanisa

### Ukufunda kuzinziswa ngokuziqhelanisa izakhono ezitsha nolwazi.

Indlela yokucwangcisa umsebenzi, isiqhelo semihla ngemihla, ukuziqhelisa uphinda-phindo zizinto ezibalulekileyo ekufundeni kwabafundi abaselula. Indlela yokucwangcisa umsebenzi nesiqhelo semihla ngemihla iyabancedisa abafundi ukuba bakwazi ukuthelekelela into eza kwenzeka kwimini yabo, litsho lisuke tu ixhala ekufundeni kwabo. Ukuphindaphinda nokuziqhelanisa kunika abafundi ithuba lokuzama ukufunda izinto ezintsha, baze baziqhelanise nezakhono bade bazichane. Ukuphindaphinda nokuziqhelanisa akuthethi ukwenza into enye yonke imihla koko kuthetha ukubethelela nokusebenzisa ulwazi olutsha kunye nezakhono kwizimo ezahlukeneyo.

Ukuphindaphinda  
nokuziqhelanisa  
kunika abafundi ithuba  
lokuzama ukufunda  
izinto ezintsha, baze  
baziqhelise nezakhono  
bade bazichane.

### Eklasini ...

Ukufunda ukuva izandi zamagama ukuze ezi zandi zinxulunyaniswe neesimboli ezingoonobumba, kufuna ukuba ubani aziqhelanise kakhulu futhi aphindaphinde. Oku kufuna ixesha nomonde, kwaye kwiBanga R maninzi amathuba angekho sesikweni apho abafundi banokuziqhelanisa nokuphulaphula izandi ezikumagama.

Izakhono zolwazi lwezandi ziphuhla ngokuziqhelanisa yonke imihla:

- ★ Ngelixa sisalinde ixesha lokutya, masidlaleni umdlalo othi "Ngeliso lam elincinci!"
- ★ Ukuba igama lakho liqala ngo /b/, ungema emgceni ufolele ukufumana amashwamshwam.
- ★ Ndinga ngesilwanyana esithanda ukudada edamini. Igama laso ligxile kwisandi u /d/.

Ukuziqhelanisa noonobumba akuthethi ukuba uza kuphindaphinda umsebenzi omnye yonke imihla. Mininzi kakhulu imisebenzi enika ithuba elifunekayo lokuziqhelanisa, kodwa nangona injalo iyonwabisa kwaye ibenza bathathe inxaxheba abafundi abaselula.

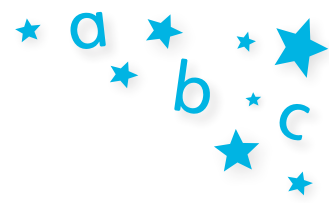
- ★ Yakha unobumba emoyeni okanye esandleni sakho.
- ★ Ziqhelanise nokwakha unobumba usebenzise iqhekeza letshokhwe, ubhale ngoluthi esantini okanye usebenzise ibhrashi yokupeyinta namanzi.
- ★ Dlala imidlalo efuna abafundi batshatise iisimboli ezingoonobumba kunye nemifanekiso egxile kwisandi esenziwa ngunobumba.
- ★ Yenza incwadi encinci yoonobumba ngokuthi ubhale unobumba uze uzobe imifanekiso yezinto ezigxile kuloo nobumba.
- ★ Bhala unobumba ngeekhrayoni ezinemibala eyahlukileyo ukuze wenze unobumba ofana nomnyama.
- ★ Bumba oonobumba ngentlamba yokudlala.

Kwinkqubo yolwimi esekwe emabalini, abafundi bafumana baze baziqhelanise nolwimi lwebali ngeendlela ezahlukeneyo ngokuthi benze imisebenzi yemihla ngemihla enxulumene nebali. Umsebenzi ngamnye wenziwe ngohlobo lokuba ubonwabise abafundi futhi ubanike namathuba okuziqhelanisa nokusebenzisa ulwimi olusebalini. Nangona ootitshala basenokuba nexhala lokuba abafundi basenokukruquka xa imisebenzi yeeveki ezimbini isekelwe kwibali elinye, ootitshala banika ingxelo ethi abafundi bayakuthakazelela ukuva ibali liphindaphindwa, kwaye oko kuliphindaphinda nokuziqhelanisa nalo kukhulisa ukuzithemba kwenze nokufunda kube nzulu.

### Eklasini ...

Siyazi ukuba ukuze abafundi bafunde isigama esitsha baze basenze esabo, kufuneka baweve loo magama futhi esetyenziswa rhoqo kwizimo ezahlukeneyo. Abafundi basoloko bewaqonda amagama phambi kokuba bazithembe ukuba bangawasebenzisa kwaye kuthatha ixesha nokuziqhelanisa ukuze bakwazi ukukhulisa ulwazi abaya kuhlala benalo nolunzulu lwesigama esitsha. Abafundi abaselula bangaweve amagama amatsha kunye namabinzana amagama kwibali elibaliswa ngutitshala kodwa kufuneka bafumane ithuba lokuziqhelanisa nokusebenzisa la magama namabinzana amagama amatsha kwiimeko ezahlukeneyo. Ukuphinda ubalise ibali kusetyenziswa imifanekiso elandelelaniswayo, ukulinganisa ibali, ukuzoba eyona ndawo bayithandileyo ebalini nokuchaza into abayizobileyo kunye nokugoduka nencwadi encinci ukuze "bafunde" ibali neentsapho zabo, konke oku kunika ithuba lokuphindaphinda nokuziqhelanisa okukhulisa ukuzithemba nobuchule.





## 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.

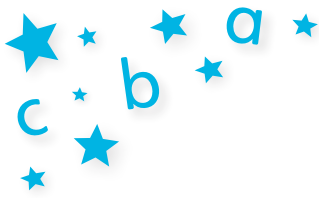


In a story-based language programme, through the daily activities linked to the story, learners experience and practise the language of the story in different ways. Each activity is designed to give learners fun and meaningful opportunities to practise and use the story language. Although teachers might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

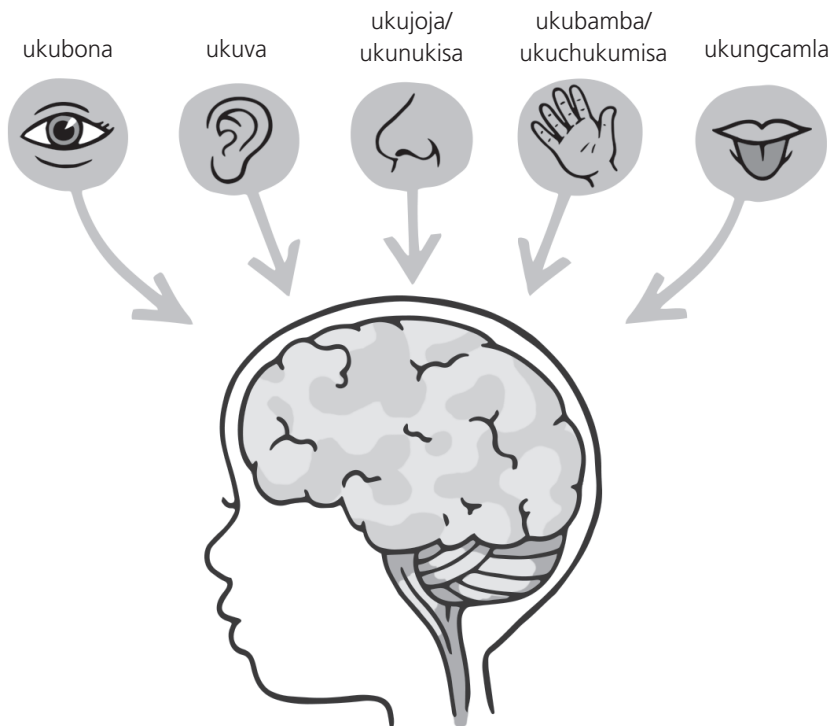




## Ukuphuhliswa kokuqonda nokweentshukumo zezihlunu ezincinci

Ukuphuhliswa kwezakhono zokuqonda kunye neentshukumo zezihlunu kubaluleke kakhulu kubafundi abaselula njengesiseko sako konke ukuphuhla kolwimi nokufunda kwikamva. Ukuqonda ngokusebenzisa iziva-mvo kuthetha ukusebenzisa iziva-mvo ngeenjongo zokufumana ulwazi malunga nokusingqongileyo.

Izakhono zokuqonda zisivumela ukuba sifumane ingqiqo ngehlabathi elisingqongileyo. Iinkcukacha esizifumana ngeziva-mvo ziqokelewa ziziva-mvo ezihlanu, umzekelo: okubonwa ngamehlo ethu, okuviwa ziindlebe zethu, okuviwa lulusu lwethu, okungcanyulwa lulwimi kunye nokujojwa ziimpumlo. Ezi nkcukacha zithunyelwa ebuchotsheni bethu zethu. Ubuchopho buhambisa, bulungelelanise buphinde bukhumbule ezi nkcukacha ukwenzela ukuba sikwazi ukuzisebenzisa kwilixa elizayo kwimisebenzi yemihla ngemihla.



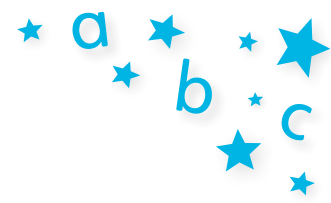
Izakhono zokwenza iintshukumo zomzimba zibandakanya ukusebenzisa izihlunu zethu. Sisebenzisa izihlunu ezikhulu emizimbeni yethu ukulungela imisebenzi efuna intshukumo, umzekelo: ukukhaba ibhola, ukubaleka nokuxhumaxhuma. Sisebenzisa izihlunu ezincinci ukwenza imisebenzi esebenzisa iintshukumo ezincinci, umzekelo, ukusika, ukubhala kunye nokuzoba.

Uphuhliso lwesakhono sokuqonda izinto ngeziva-mvo nesokwenza iintshukumo ezincinci kuquka oku kulandelayo:

- ★ ukuqonda into ebonwayo
- ★ ukuqonda into eviwayo
- ★ ukuqonda into ephathwayo nokuqonda iintshukumo zomzimba.

Ezi zinto ke zichazwe kakuhle kumaphepha aza kulandela.

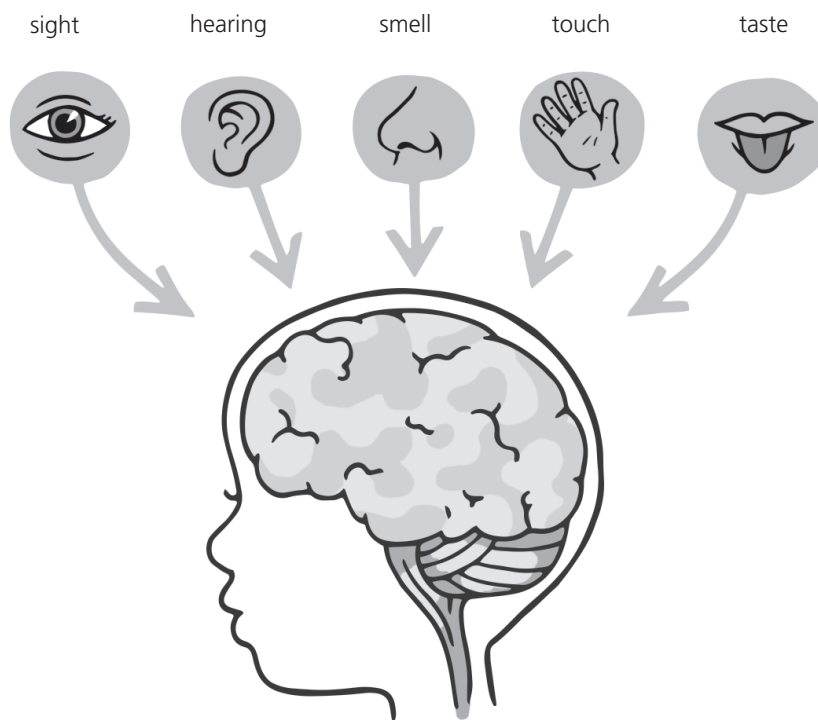




## Perceptual and motor development

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.



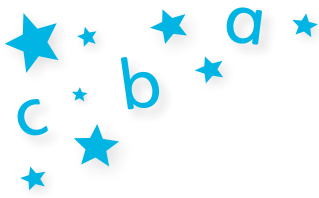
Motor skills are actions that involve using our muscles. We use the big muscles in our bodies for gross motor activities, for example: kicking a ball, running and jumping. We use smaller muscles for fine motor activities, for example: cutting, writing and drawing.

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.





## Izakhono zokuqonda izinto ezibonwayo

### Ukwahlula izinto ezibonwayo

- ★ Ukwahlula izinto ezibonwayo kukukwazi ukubona umahluko nokufana phakathi kwezinto.
- ★ Abafundi basebenzisa baze basiphuhlise esi sakhono xa bethelekisa imifanekiso emibini baze bachonge izinto ezingekhoyo komnye wemifanekiso.
- ★ Ukwahlula izinto ezibonwayo kuphinda kusetyenziswe xa abafundi bekwazi ukubona umahluko kunye nezinto ezifanayo phakathi koonobumba ababini abafana no **b** kunye no **d**.



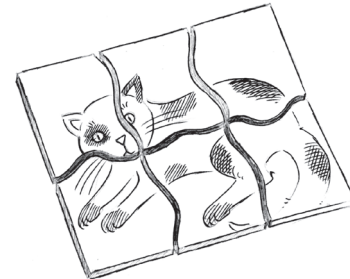
### Ukusebenzisana kwamehlo neentshukumo zomzimba (ukusebenzisana kweliso-nesandla)

- ★ Ukusebenzisana kwamehlo neentshukumo zomzimba, sisakhono samehlo, ubuchopho nezihlunu zomzimba sokukwazi ukusebenza kunye ekwenzeni iintshukumo. Ibalulekile imisebenzi efana nokuphatha izinto, ukuzoba nokubhala.
- ★ Abafundi basebenzisa baze baphuhlise ukusebenzisana kwamehlo neentshukumo zomzimba ngemidlalo yebhola neyeengxowana zembotyi, ngokwakha ngeebhloko, ngokudlala ngezinto eziqengqelekayo okanye ezitshebezayo, ngokufaka umsonto enalitini, ngokusika nangokuzoba.



### Ukusebenzisa ukubona uze ugqibezele into engaphelelanga

- ★ Ukusebenzisa ukubona sisakhono sokugqibezela okungaphelelanga, imifanekiso okanye imizobo engagqitywanga. Ngamanye amazwi, umfundi uyakwazi ukubona okanye ukuqaphela into epheleleyo nangona umfanekiso wento ungaphelelanga.
- ★ Abafundi basebenzisa baze baphuhlise ukusebenzisa ingqondo bagqibezele into engaphelelanga xa besenza iiphazili okanye bechaza ukuba yintoni engekho kumfanekiso ongaphelelelanga, umzekelo, umfanekiso obonisa indawo ethile yobuso okanye yomzimba kuphela.



### Ukuqaphela, ukutolika nokuqonda iimilo neesimboli (ukuqaphela)

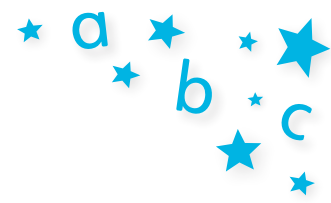
- ★ Ukuqaphela, ukutolika nokuqonda iimilo neesimboli nokuchaza umahluko phakathi kwazo, nangona ubukhulu bazo nendawo ezikuyo zitshintsha. Ngamanye amagama, oku kuthetha ukuba unako ukuqonda iimpawu zento ezingundoqo.
- ★ Esi sakhono siyaphuhla size sisetyenziswe ngabafundi xa bebona oonobumba kwizimo ezahlukileyo baze baqonde ukuba isimboli engunobumba (umzekelo: **J**) akaguquki nokuba ubhalwe ngemibala eyahlukileyo okanye ubhalwe wamncinci okanye wamkhulu.





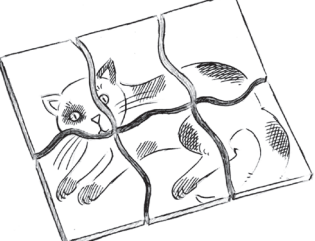


### Ukukwazi ukubona into ecaca kuqala engqondweni xa ujonge ngamehlo

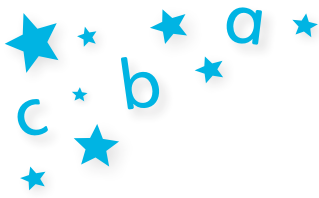
- ★ Ukukwazi ukubona into ecaca kuqala engqondweni xa ujonge ngamehlo bubuchule bokunakana okanye bokuqaphela into, isimboli okanye imilo xa ijikelezwe zezinye izinto, iisimboli okanye iimilo.
- ★ Abafundi bazisebenzisa baziphuhlise ezi zakhono xa becelwa ukuba bachonge into ethile emfanekisweni, umzekelo: "Khangela uze ufumane intombazana enesikhipha esibomvu emfanekisweni."





## 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: "Find the girl with the red top in the picture."</li> </ul>	



### Ukulandelelanisa izinto ezibonwayo

- ★ Ukulandelelanisa izinto ezibonwayo kukukwazi ukubeka izinto ngendlela echanekileyo emva kokuba umfundi ezibonile okanye ezijongile.
- ★ Abafundi bayasisebenzisa baze basiphuhlise esi sakhono xa bejonga ipatheni yamaso ahlukileyo amibalabala ahlohlweyo baze bazenzele eyabo ipatheni efana naleyo okanye bakope oonobumba kumagama abo ngendlela echanekileyo.



### Ukudibanisa okubonwayo neentshukumo zomzimba

- ★ Ukudibanisa okubonwayo neentshukumo zomzimba kukukwazi ukufumana intsingiselo kwiinkcukacha ezibonwayo zize ezo nkcukacha zisetyenziswe komnye umsebenzi ofuna izakhono zeentshukumo zomzimba.
- ★ Abafundi basebenzisa iinkcukacha ezibonwayo baze baphuhlise izakhono zezihlunu ezincinci xa umzekelo, bekopa amagama abo okanye bezoba into ebekwe phambi kwabo.

Khanyi  
Khanyi

### Ukuqonda into ngokuyibona

- ★ Ukuqonda into ngokuyibona kukukwazi ukuzenzela imifanekiso engqondweni yakho (imifanekiso-ngqondweni) esekwe kumava, ekuqwalaseleni okanye kolunye ulwazi olubonwayo.
- ★ Abafundi basebenzisa baze basiphuhlise esi sakhono xa umzekelo, bezoba imifanekiso yezinto ezifana negumbi elikumakhaya abo okanye umfanekiso weentsapho zabo.



### Ukukhumbula into obuyibonile

- ★ Ukukhumbula into obuyibonile kuxa ingqondo ikwazi ukukhumbula into ebonwe ngamehlo.
- ★ Abafundi baza kusisebenzisa baze basiphuhlise esi sakhono ekunakaneni amagama asetyenziswa rhoqo.



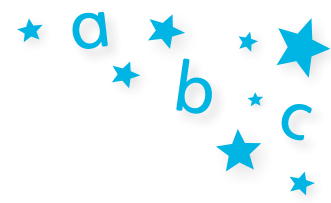
## Eklasini ...




Qwalasela abafundi xa bedlala ngezixhobo ezahlukileyo ngaphandle nangaphakathi eklasini.

- ★ Bangawuxela umahluko ophakathi kwezandi ezahlukileyo namagama ahlukileyo?
- ★ Bangawubona umahluko ophakathi kwemifanekiso emibini okanye amaqela ezinto?
- ★ Bangakukhumbula abakubonileyo nabakuvileyo?
- ★ Bangaluphinda uluhlu lwamagama okanye olwamanani ngokulandelelana okuchanekileyo?
- ★ Bangaphendula kwizandi ezahlukeneyo, amagama azo nemiyalelo?
- ★ Bangawuva umahluko phakathi kwento empuluswa nerhabaxa?
- ★ Bangawuva umahluko phakathi kwento eswiti nemuncu xa bengcamla begqunywe amehlo?







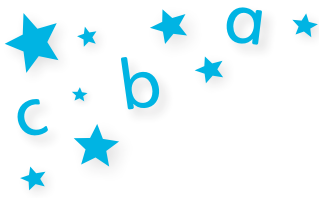
<p><b>Visual sequencing</b></p> <ul style="list-style-type: none"> <li>★ Visual sequencing is the ability to place objects or items in the correct order after looking at them or observing them.</li> <li>★ Learners use and develop this skill when they look at a pattern of different coloured beads on a 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?





## Izakhono zokuqonda okuvileyo

<p><b>Ukucalucalula okuviwa ngeendlebe</b></p> <ul style="list-style-type: none"> <li>★ Ukucalucalula okuviwa ngeendlebe kukukwazi ukuqaphela izinto ezifanayo nezo zahlukileyo kwizandi.</li> <li>★ Abafundi basebenzisa baze baphuhlise esi sakhono xa bekwazi ukuqaphela umahluko okanye ukufana kwezandi ezibizwa ngutitshala (umzekelo: u /p/ no /b/ zizandi ezahlukileyo).</li> <li>★ Baphinda basebenzise esi sakhono ukuqaphela isandi sokuqala kwigama (umzekelo: igama "baleka" liqala ngesandi u /b/).</li> </ul>	<p>Utitshala: "Qhwaba xa usiva igama eliqala ngesi sandi /s/: jika, sika, nika."</p>
<p><b>Ukukhumbula okuvileyo</b></p> <ul style="list-style-type: none"> <li>★ Ukukhumbula okuvileyo kukukwazi ukugcina nokukhumbula into oyivileyo.</li> <li>★ Abafundi bayasisebenzisa baze basiphuhlise esi sakhono xa belandela isethi yemiyalelo, becula iingoma besenza nezijekulo naxa besebenzisa ulwimi olusebalini xa belinganisa ibali.</li> </ul>	
<p><b>Ukuqonda okuviwa ngeendlebe nangona kukho enye ingxolo</b></p> <ul style="list-style-type: none"> <li>★ Ukuqonda okuviwa ngeendlebe nangona kukho enye ingxolo, kukukwazi ukuqaphela okanye ukwahlukanisa isandi kwezinye izandi.</li> <li>★ Abafundi bayasifunda baze basiphuhlise esi sakhono xa kufuneka begxile kwinto ethethwa ngomnye umfundi okwiqela labo ngaphandle kokuphazanyiswa yingxolo yamanye amaqela athethayo.</li> </ul>	
<p><b>Ukulandelelanisa okuvileyo</b></p> <ul style="list-style-type: none"> <li>★ Ukulandelelanisa okuvileyo kukukwazi ukukhumbula izinto okanye izinto ezibekwe ngeendlela echanekileyo emva kokuva uluhlu.</li> <li>★ Abafundi bayasifunda baze basiphuhlise esi sakhono xa befunda ialfabethi (A, B, C ...) okanye iintsuku zeveki (Mvulo, Lwesibini, Lwesithathu ...).</li> </ul>	

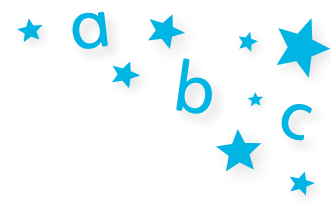
## Eklasini ...

Itshekhlisti yezakhono zokuqonda (Jonga isiKhokelo sokuHlola seGDE) isisixhobo esiluncedo sokuchonga abafundi abaneengxaki zokuqonda ezinokuchaphazela ukufunda kwabo kwiBanga R.



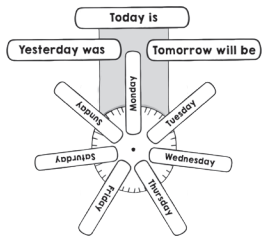
IziKhokelo zeMisebenzi zinemisebenzi emininzi enokusetyenziswa ekuxhaseni ukuphuhlisa kwezakhono zokuqonda. Umzekelo:

- ★ Abafundi abaneengxaki ezimalunga nokunxulumanisa ukubona neentshukumo zezihlunu ezincinci bangakufumanisa kunzima ukubumba unobumba ngentlamba yokudlala okanye ukubhala unobumba ephepheni ngepeyinti. Ungazama ukubanika unobumba okwikhadi bamkope, okanye ithempleyithi ukuze bamtreiyise unobumba.
- ★ Abafundi abaneengxaki zokungakwazi ukuqonda abakuvileyo bangakufumana kunzima ukuva umahluko phakathi kwezandi zamagama. Ungazama ukubacela ukuba baqwalasele umlomo wakho xa ubiza izandi, okanye ubeke isipili phambi kwemilomo yabo ukuze babone indlela esiphinyiselwa ngayo isandi.





## 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>	

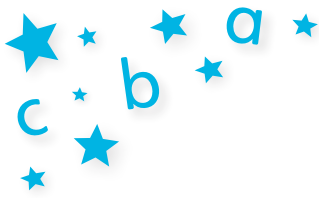
## In the classroom ...

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.

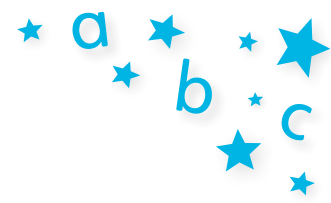







## Izakhono zokuqonda izinto ezichukunyiswayo/ezibanjwayo nezokuqonda iintshukumo zomzimba

<p><b>Ukuqonda izinto ozichukumisayo/ozibambayo</b></p> <ul style="list-style-type: none"> <li>★ Ukuqonda izinto ozibambayo/ozichukumisayo kukukwazi ukusebenzisa izivamvo zokubamba nokuphonononga indawo ekungqongileyo. Ukuqonda izinto ozibambayo neentshukumo zomzimba kuyasebenzisana kuze kunikele ngeenkukacha ebuchotsheni.</li> <li>★ Abafundi bakusebenzisa baze bakuphuhlise oku xa bethatha inxaxheba kwimisebenzi efana nokucimela, nokukhetha into ebhegini, nokubamba baze bachaze into ethile. Umzekelo: banokuthi into ineekona/ingqukuva, ithambile/iqinile.</li> </ul>	
<p><b>Ukuqonda iintshukumo zomzimba</b></p> <ul style="list-style-type: none"> <li>★ Ukuqonda iintshukumo zomzimba kukukwazi ukusebenzisa iintshukumo zomzimba kwisithuba sendawo.</li> <li>★ Abafundi basebenzisa baze baphuhlise ulwazi lokuzalana kwemizimba yabo nezinye izinto ezibangqongileyo ngokuthi badlale phandle izinto ezifana nokugwencela/ukukhwela okanye ukungena phantsi kwezinto nokukhasa kumatonela.</li> <li>★ Ukuqonda iintshukumo zomzimba kuyaphuhla xa abafundi bethatha inxaxheba kwizicengcelezo neengoma ezinceda ukwakha ulwazi olumalunga neentshukumo zemizimba yabo kunye nendawo ezikuyo izinto ezithile (umzekelo: ingoma ethi, "Intloko, amagxa, amadolo neenzwane").</li> </ul>	
<p><b>Indawo ekuyo into (ulwazi olumalunga nendawo) kunye necala lentsingiselo elililo</b></p> <ul style="list-style-type: none"> <li>★ Indawo ekuyo into yindlela yokuqonda ukuba into ethile iphi xa ithelekiswa nomntu okanye nenye into. Ulwazi olumalunga nendawo luqala ngokwazi ukuba umzimba womntu undawoni kanyekanye, kuze kugqithele ekukwazini ukuchaza indawo ezikuyo izinto xa zithelekiswa nezinye (umzekelo: phezulu, phantsi, phambili, emva, phakathi, ekhohlo, ekunene).</li> <li>★ Abafundi bayasisebenzisa basiphuhlise esi sakhono xa befunda ukubhala nokufunda besuka ekhohlo besiya ekunene ephepheni.</li> <li>★ Ulwazi olumalunga nendawo luza kubanceda abafundi baqaphele umahluko phakathi koonobumba abakhangeleka ngathi bayafana, kodwa babe behlukile (umzekelo: <b>b, d, p</b>).</li> </ul>	





## 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>	



# Icandelo Lesi-3: Ukufundisa ulwimi nelitheresi esavelayo kwiBanga R

## Ukuphulaphula nokuthetha (ulwimi oluthethwayo)

Ingaba sibafundisa njani abafundi ukufunda nokubhala? Xa unokubuzwa lo mbuzo, abaninzi bangaphendula bathi ilitheresi yabafundi iphuhla ngokufunda iincwadi, ngokuziqhelanisa nokubhala nokufunda ngoonobumba nezandi. Zonke ezi zinto zibalulekile kwilitheresi. Kanti ukuze abafundi babe ngabantu abanezakhono zokufunda nokubhala, *kubalulekile* ukuba baxhaswe ekuphuhliseni ulwimi lwabo oluthethwayo – izakhono zabo zokuphulaphula nezokuthetha. Ngaphandle kwezakhono zolwimi oluthethwayo, ukufunda ukubhala nokufunda kunganzima kakhulu kubafundi abaselula. Xa abafundi bengenaso isiseko esomeleleyo sezakhono zolwimi, bangafunda nje ukufunda amagama kodwa bangakwazi ukuyiqonda into abayifundayo. Banganako ukubhala amagama, kodwa bangakwazi ukuchaza izimvo zabo ngokuzibhala. Ngenxa yezi zizathu, kule nkqubo, kugininiswa ngamandla ekuphuhliseni kwezakhono zokuphulaphula nokuthetha kuyo yonke isayikili yeeveki ezimbini ngakumbi kwiveki yokuqala.

Masikhe sijonge ngenyameko imibandela emibini ebalulekileyo ngokuphuhliswa kolwimi oluthethwayo exhaswa yile nkqubo: ukukhuliswa kwesigama esitsha nolwimi lwencwadi.

### Isigama esitsha

Isigama esityebileyo nesibanzi sisentloko kuphuhliso lwelitheresi (Scarborough, 2001).

Xa abafundi bephulaphula ulwimi oluthethwayo, baze emva koko bathethe nabo, batsho babe nolwazi lweentsingiselo zamagama (esiwabiza ngokuba sisigama). Uphando lubonisa ukuba abafundi abaselula abanesigama esilungileyo xa beneminyaka emihlanu ubudala bangaba ngabafundi abafumana amanqaku aphezulu kuvavanyo lokufunda ngengqiqo kwiBanga lesi-3 elesi-4 nakwelesi-7 (Sénéchal, Ouellette & Rodney, 2006; Tabors, Snow & Dickinson, 2001). Kwelinye icala, ukuba abafundi banesigama esinqongopheleyo xa beqala isikolo, nangona benako ukufunda iitekisi ezilula, baza kuba nengxaki yokuqonda into abayifundayo xa befunda iitekisi ezinzima.

Ukuze kukhuliswe ukuqonda nokukwazi kwabo ukusebenzisa amagama amatsha, abafundi kufuneka bawabone la magama amaxesha amaninzi kwiimeko ezahlukeneyo. Amagama awafundwa ewodwa, kodwa enziwa aphile, futhi abe nentsingiselo kubafundi xa esebalini okanye kumxholo naxa abafundi benikwa ithuba lokuthatha inxaxheba kwincoko okanye emsebenzini.

### Ulwimi lwencwadi

Nangona ulwazi lweentsingiselo zamagama lubalulekile ukuze kuqondwe ulwimi, esinye isakhono solwimi sifumaniseke sibalulekile ekuphuhliseni ilitheresi. Xa abantwana abaselula beqalisa ukuthetha, balusebenzisa ulwimi ngokwezinto abazibonayo – xa bethetha ngento ethile eyenzekayo ngaloo mzuzu kwindawo abakuyo (“oko kukuthi apha nokuthi ngoku”). Umzekelo, babiza izinto abazibonayo okanye bachaze iintshukumo okanye imisebenzi eqhubekayo. Bakholisa ukuchaza intsingiselo ngokukhomba izinto kwindawo abakuyo, okanye benze izijekulo okanye babonise ngenkangeleko yobuso. Oku kwaziwa ngokuba lulwimi lwemihla ngemihla kwaye lulwimi olusetyenziswa ngabanye bethu abaninzi xa siqhuba nobomi bethu.

Ngokuya lukhula ulwimi lwabafundi, batsho bakwazi ukusebenzisa ulwimi bancokole ngezinto ezingaphathekiyo. Bafunda ukuncokola ngezinto ezenzeka kudala okanye izinto ezicwangciselwe ixesha elizayo. Kukhula izakhono ezibanceda ukuba bachaze isizathu sokwenzeka kwezinto futhi bancokole ngendlela abavakalelwa ngayo kwakunye neengcinga zabo. Bafunda ukusebenzisa ulwimi kumdlalo wokulinganisa apho izinto ezithile zimela ezinye, kwaye bafunda nokubalisa amabali ngezinto ezenzeke ebomini babo. Olu lwimi ke lukumgangatho ophezulu xa luthlekiswa nolo lwemihla ngemihla kwaye lufana nolo lubhaliweyo okanye nolwencwadi abaza kudibana nalo abafundi esikolweni xa befunda iincwadi naxa bebhala. Ukuqhelana nokonwabela olu lwimi kubonakala kubaluleke kakhulu kwilitheresi nakwimpumelelo yokufunda esikolweni (Dickinson, Snow, 1987; USnow, Burns noGriffin, 1998).

*Walker, Greenwood, Hart & Carta (1994) bafumanisa ukuba abafundi abaselula abanezakhono ezilambathayo zolwimi nesigama ngabona baqhuba kakubi xa befunda nakwizakhono ezimalunga nelitheresi kwiminyaka esixhenxe elandelayo.*

*Ukunika abafundi isigama esikumxholo kuyabanceda kakhulu batsho bakwazi ukunxulumanisa futhi kuxhaswe nokufunda kwabo (McGee & Richgels, 2003). Ukufunda kuphuculwa lithuba lokusebenzisa amagama akumxholo okanye asebalini (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).

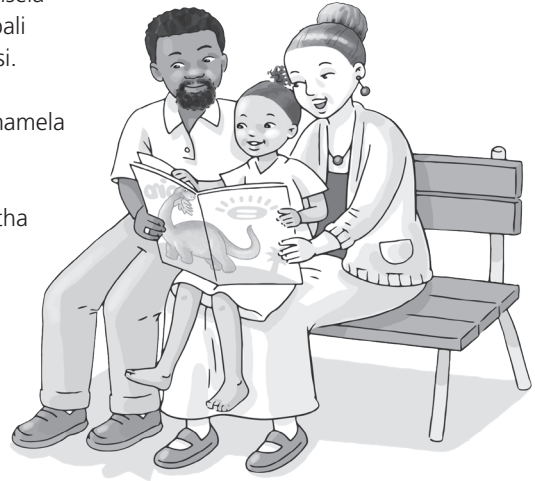


## Imisebenzi yokukhulisa isigama esitsha nolwimi lwencwadi

### Ukuphulaphula amabali

Enye indlela yokuncedisa abafundi ukuze baqhelane nolwimi lweencwadi kukubabalisela amabali. Uphando lubonise ukuba kukho ukuzalana phakathi kokuphulaphula amabali kunye nokuthatha inxaxheba kumabali, ekugqibeleni nakubungcaphephe kwilitheresi. Kukhangeleka ngathi ukubaliswa kwamabali kuvala umsantsa phakathi kolwimi oluthethwayo kunye nolo lubhalwayo. UWells (1987) wenza isindululo sokuba ukumamela amabali yenye yezinto ezibaluleke kakhulu nenegalelo ekwenzeni ukuba abafundi bakwazi ukufunda nokubhala. Xa abafundi bebaliselwa amabali, bafumana ithuba lokufumana ulwimi olukhethekileyo oluthethwayo nolwahlukileyo kulwimi abaluthetha imihla ngemihla. Olu lwimi olungaphaya kolo lwaziwa ngokuba "Iwalapha futhi ngoku" batsho basebenzise amagama ngeenjongo zokudlulisa ulwazi olumalunga nezinto ezenzeka kwindawo ethile ngexesha elithile. Lubaluleke kakhulu ke ngoko, ekufundeni esikolweni.

Ukubalisa ibali ngendlela enentsebenziswano kubonise ukuba kuyindlela enefuthe yokukhulisa isigama nokuqonda ulwimi, ngakumbi xa kuquka ugxininiso nokuqwalaselwa kwesigama, ngokusebenzisa iipropu ezihambelana nesigama, iingxoxo zentsebenziswano ngesigama esisebalini, nokuziqhelanisa nesigama esitsha kwimisebenzi yamaqela amancinci.



## Eklassini ...

Yenza isicengcelezo esithi *Ngamehlo amabini* ndiyabona ukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

### 1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawuzame ukunxulumanisa ibali kunye nobomi babafundi: Ncokolani ngobudala babafundi, banabo na abanakwabo okanye oodade, bahlala phi na, baya njani esikolweni, banxiba ntoni xa besiya esikolweni.
- 1.3 Yithi: *"Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini."* Xoxani ngamagama abalulekileyo kuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yegama. Umzekelo: Bonisa abafundi ukuba buba njani ubuso bomntu okhathazekileyo uze ubacele ukuba bakubonise ukuba bona baba njani xa bekhathazekile. Bacele ukuba balibize igama ngolwimi lwabo ukuba ekhaya bathetha ulwimi olwahlukileyo kolo lwasesikolweni.

### 2 Ngexesha ubalisa ibali

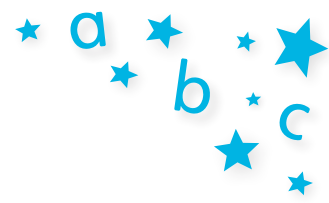
- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi.
- 2.2 Yenza izijekulo uze usebenzise iipapethi neepropu.
- 2.3 Cela abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *"Inokuba uZinzi wayeziva njani bethu ngexesha besendleleni eya esikolweni?"*

### 3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *"Uthande ntoni kweli bali? Yintoni ongakhange uyithande? Yeyiphi eyona ndawo uyithande kakhulu? Yiyiphi imibuzo onayo ngeli bali?"*





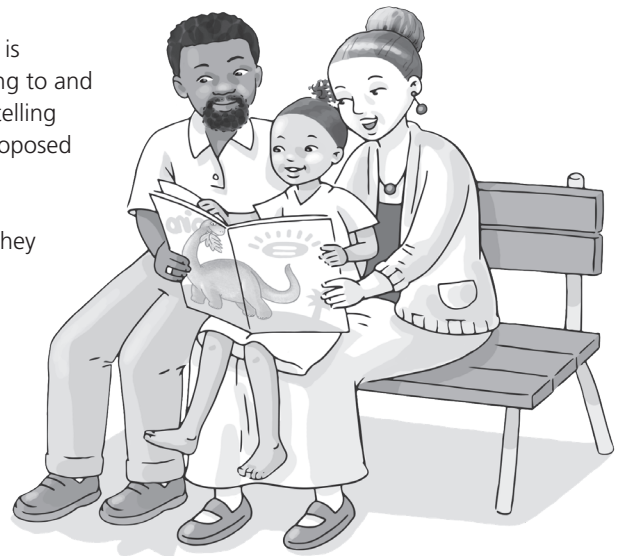


## Activities to build new vocabulary and book language

### Listening to stories

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

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



### In the classroom ...

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

#### 1 Before you tell the story

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

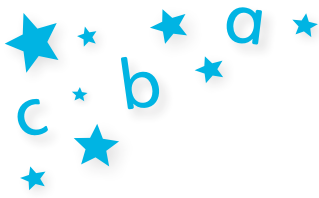
#### 2 While you tell the story

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

#### 3 After you tell the story

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





## Ukubalisa amabali

Abafundi bafunda ngokumamela nangokubalisa amabali. Le yindlela elula nezenzekelayo yokuphuhlisa ulwimi kwaye ibenza balungele ukufunda iincwadi zolwimi abafundi. Amabali asenokuba ziintsomi zakudala, okanye asenokuba ngamabali eentsapho okanye esikolo athetha ngeziganeko zakudala okanye into esandula ukwenzeka. Abafundi abaselula bayakuthanda ukuthatha inxaxheba ekubaliseni amabali kwaye njengokuba ulwimi lwabo lukhula, baza kukonwabela ukubaliseni utitshala nabagcini babo awabo amabali abaza kubonisa umdla kuwo futhi babonise ukuyixabisa into abafunda ukuyithetha. Ukuba abafundi bafunda ukubalisa amabali alungileyo beselula, kuza kuba lula kubo ukubhala amabali alungileyo xa bebadala.

Xa bebaliselwa ibali okanye kubaliswa ngamava akudala, abafundi batsho bafunde ukuba kufuneka bachaze abalinganiswa abasebalini baze bachaze nesimo sebali labo (bachaze ukuba kuphi kwaye yenzeke nini loo nto). Bafunda ukuba iziganeko zebali kufuneka zilandelelane ngendlela ethile ukuze libe nentsingiselo.

Xa abafundi belandelelanisa imifanekiso ngenjongo zokubalisa ibali, basebenzisa ubuchule babo bokuqikelela, bokuthokelelela, benza nonxulumaniso ukuze baliqonde. Ezi ke zonke zizakhono ezibalulekileyo zokufunda ngengqiqo. Ukubalisa ibali ngokulandelelanisa iziganeko ngendlela echanekileyo sisakhono esibaluleke kakhulu kwaye yinto enokuba yingxaki kubafundi abaselula, ngoko ke, kufuneka banikwe ithuba lokuziqhelanisa nesi sakhono. Xa abafundi beqonda ukuba amabali enziwe ziziganeko ezilandelelanayo, batsho bakwazi ukucwangcisa awabo amabali abe nesiqalo, isiqu kunye nesiphelo. Oku ke kuza kubaxhasa ekuphuhleni kwabo njengababhali abasakhulayo.

*"Amabali eziganeko abaliswa ngomlomo abafundi abafunda ukuwabalisa xa bekwiinkulisa ayafana neetekisi abaza kuzifunda esikolweni. Ngenxa yesi sizathu, ukufunda nokusebenzisa amabali kuyabanceda abafundi bakwazi okulindelekileyo malunga nokucwangciswa kweetekisi ezibhalwayo."*  
(Peterson, 2006, p. 2)

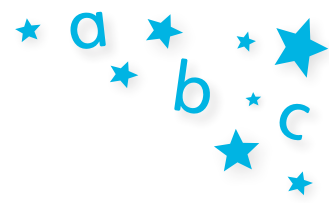
## Eklasini ...

Kwiveki yokuqala yesayikili, bakuba belimamele ibali abalibaliselwayo abafundi, kwaye emva kokuba bethathe inxaxheba ekuculeni nasekulinganiseni ibali, bafumana ithuba lokucinga ngenyameko ngeziganeko nangendlela yokuzilandelenisa ngokuchanekileyo.

### Ukusebenzisa imifanekiso ngenjongo zokulandelelanisa iziganeko zebali

- 1 Khetha umfanekiso ube mnye kuleyo iza kulandelelaniswa uze uwuphakamise.
- 2 Buza abafundi ukuba babona ntoni nize nincokole banzi ngezinto ezisemfanekisweni. Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:
  - ★ "Ubona bani?" (abalinganiswa)
  - ★ "Wenza ntoni?" (izenzi neentshukumo)
  - ★ "Yeyiphi enye into oyibonayo?" (ukujonga kwakhona)
  - ★ "Iphi i...?" (ukubiza amagama eendawo)
  - ★ "Ucinga ukuba kutheni ...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)
- 3 Xa sele nixoxile ngomfanekiso ngamnye, wuncamathisele ebhodini ukuze bonke abafundi bawubone. Qinisekisa ukuba imifanekiso awuyilandelelanisi ngendlela echanekileyo xa uyincamathisela ebhodini.
- 4 Emva kokuncokola ngayo yonke imifanekiso, buza abafundi: "Ingaba le mifanekiso ilandelelana ngendlela echanekileyo?"
- 5 Cela abafundi ukuba bakhombe umfanekiso obonisa isiqalo sebali. Sebenzani kunye nizame ukulandelelanisa imifanekiso ngendlela eyiyo khonukuze ibali libe nentsingiselo.
- 6 Qinisekisa ukuba abafundi bathatha inxaxheba kulo msebenzi. Ungababuza imibuzo efana nale: "Yintoni eza kwenzeka emva koku? Ngubani oyikhumbulayo indawo yebali eza kulandela?"
- 7 Xa imifanekiso ilandelelaniswe ngendlela echanekileyo, cela abafundi abambalwa ukuba balibalise kwakhona ibali balandelelanise iziganeko ngendlela echanekileyo.





## 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)*

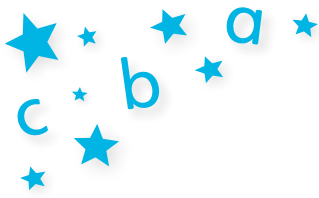
## In the classroom ...

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.





## Ukulinganisa amabali

Xa abafundi bethatha inxaxheba ekulinganiseni amabali, bakopa baze baziqhelanise namagama abawavileyo ethethwa ngabanye kwaye oku kunceda ekubetheleleni isigama nezakhono zolwimi. Badlala indawo yabalinganiswa abahlukeneyo abasebalini nto leyo ebanceda ukuba babone iziganeko zebali ngohlobo olwahlukileyo. Kufuneka balandele indlela ezilandelelana ngayo iziganeko ukuze bakwazi nabo ukungena emdlalweni wokulinganisa ibali ngexesha elichanekileyo.



## Eklasini ...

### Ukubalisa nokulinganisa ibali

- 1 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 2 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali kwaye ubabonise neepropu eziza kusetyenziswa xa kubaliswa ibali.
- 3 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 4 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 5 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

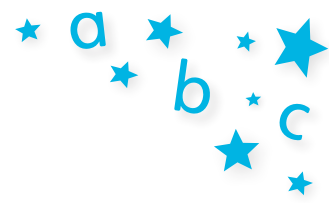
Umdlalo wokulinganisa unika abafundi amathuba okusebenzisa ulwimi olwahlukileyo kolo lweencoko zemihla ngemihla. Ulwimi oluthile olukhethekileyo lusetyenziswa kumdlalo wokulinganisa, apho abafundi kufuneka ukuba bathethathethane malunga neendima abaza kuzidlala kunye nesakhiwo sebali baze bachazele abanye abafundi into abayenzayo nabayicingayo. Umdlalo wokulinganisa ukhulisa ubuchule bokuqonda nokusebenzisa ulwimi ngendlela engaphaya kolwimi lwalapha-futhi-ngoku, buphinda bube ngaphaya kwamava abo nakwilizwe labo lokwenyani. Kumdlalo wokulinganisa, abafundi bafunda nangezinto ezinokumelwa – ukuba into ethile inako ukumela enye (umzekelo, ibhloko yeplanga inako ukuba yiselfoni emdlalweni). Ukuwuqonda lo mba unzima kangaka kuya kubanceda baqonde ukuba ukubhala ephepheni kunokumela amagama esivathethayo.

### Ukufunda incwadi yamabali ngendlela ebandakanya abafundi

Abafundi abaninzi eMzantsi Afrika abasayi kukwazi ukuqala isikolo benamava okonwabela ukufundelwa iincwadi. Uhambo lwabo lweencwadi lungaqala kwiBanga R ngoko ke kufuneka siqinisekise ukuba bayawamamela amabali abawafundelwa ngenjongo zokubonwabisa. Eli lixesha lokufundelwa kwabo amabali anolwimi olutyebileyo nemifanekiso emihle, kungekho misebenzi iza kulandela ekulindeleke ukuba bayenze emva koko. Kufuneka abafundi “bonwabele loo mzuzu” ngenene – bathinjwe libali elimangalisayo baze bafumane amava omlingo weencwadi. Injongo asikokusebenzisa incwadi ekufundiseni, koko kukudala indawo efudumeleyo nenomdla yokwabelana ngommangaliso weencwadi oza kuwuthanda wena nabafundi. Ngethuba ukhulisa uthando lweencwadi, ukufunda amabali kudala iqonga elilungileyo lokuphuhlisa ulwimi oluthethwayo ngokuncokola ngezinto ezisencwadini nezinto ezingekhoyo encwadini. Iincwadi zingakhokelela kwingxoxo ngezinto ezidlulileyo okanye kuqikelelo ngezinto ezinokwenzeka.

Lungenziwa nalo uqikelelo malunga nezinto ezingekho kwitekisi okanye kwimifanekiso. Ukufunda kunokukhokelela kwimibuzo emalunga nebali kunye nemifanekiso, loo mibuzo ingaquka leyo ingenampendulo inye ichanekileyo efana nale, “*Ndiyazibuza ukuba xa ...?*”, “*Ukuba beku ...?*”, “*Kutheni ucinga ...?*”. Le mibuzo ingenampendulo inye ichanekileyo ikhuthaza abafundi ukuba bachaze ezabo iingcamango futhi baqalise nengxoxo. Enye indlela yokuncedisa abafundi bakwazi ukuthatha inxaxheba kule ncoko kukuphindaphinda ukufunda iincwadi abazithandayo, njengoko uphando lubonisa ukuba abafundi bathatha inxaxheba ngakumbi xa befundelwa kaninzi itekisi enye, nto leyo enokuthetha ukuthekelela nokutolika okongezelelweyo. (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

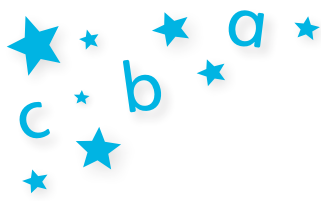
- 1 Choose learners to play the characters in the story.
- 2 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 3 Explain to learners that you (the teacher) are going to be the storyteller, also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



## Ukufunda nokubhala

Ukufunda ukubhala nokufunda asiyonto yenzeka ngokukhawuleza, koko yinkqubo ethatha iminyaka emininzi. Xa sisebenzisa la magama “ukufunda nokubhala okusavelayo” sithetha ukuba abafundi bakuqala kwangoko ukufunda nokubhala ebomini babo, oku akuyonto iqala xa befundiswa ukufunda ngokusesikweni xa beqala iBanga loku-1. Akudingeki ukuba abafundi balinde izifundo zokufunda ukuze baqaphele umlingo wamagama ashicilelweyo kwanokufunda ngezizathu zokuba kutheni sibhala futhi sifunda!

### Ukufunda okusavelayo/okusakhulayo

Ngelixa abafundi beza kufunda ngendlela iincwadi ezisebenza ngayo xa kufundelwa ulonwabo, ootitshala banokubonisa inkqubo yokufunda ngokuthi bafunde iNcwadi eziNkulu, iipowusta kunye neetekisi ezikwindawo abakuyo ebangqongileyo. Xa besenza le misebenzi yokufunda kunye, ukuba singakhe “sicinge ngokuvakalayo” sincokole ngenkqubo yokucinga kwethu neendlela esenza ngazo izicwangciso, abafundi abaselula baqalisa ukuqonda “indlela” esebenza ngayo inkqubo yokufunda. Sinako ukudala amathuba okuba abafundi bafunde okushicilelweyo kwiindawo abakuzo okanye ezibangqongileyo baze bazame ukulinga ukubhala kwinkqubo yemihla ngemihla yeBanga R. Okukhona ubakhuthaza abafundi ekufundeni okusavelayo, kokukhona baza kuthatha inxaxheba ekufundeni okushicilelweyo kwindawo abakuyo/ ebangqongileyo.



Utitshala ubonisa inkqubo yokufunda.

Xa abafundi bebukela abantu abadala befunda futhi bebhala, batsho bafunde ukuba into abayibhala ephapheni inomyalezo kwaye inentsingiselo. Baqalisa ukuyiqonda injongo yokushicilelweyo kwaye oko kubakhuthaze ukuba bazifunele ukufunda nokubhala.

## Eklasini ...

Xa kufundwa nabafundi iNcwadi eNkulu, batsho babone indlela anxulumana ngayo amagama asephapheni kunye namagama owathethayo. Iballi elikwiNcwadi eNkulu libali elenziwe lalula, ukuze abafundi bazithembe ekuzameni “ukuzifundela”. Oku kubanika amava okuba ngabantu abafundayo – nokuba bacula nje amagama abawakhumbulayo asencwadini.

### Ukufunda kunye notitshala – iNcwadi eNkulu

- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinkanayo.
- 2 Fundela iklisi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda ufunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi, nixoxe ngayo kwaye ubakhuthaze ukuba babuze imibuzo.
- 4 Khomba inani elibonisa iphepha lencwadi nize nincokole ngenani eliza kulandela.
- 5 Xa sele “niyijonge” yonke imifanekiso esencwadini, phindela ekuqaleni kwencwadi uze ufunde isihloko kwakhona. Tyhila ke ngoku amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo nelivakalayo. Khomba igama ngalinye njengokuba ufunda.
- 6 Yifunde kwakhona incwadi uze ubakhuthaze abafundi ukuba “bafunde” kunye nawe.



Ngokuqwalasela abantu abadala befunda, abafundi batsho nabo baqalise ukuthatha inxaxheba ekufundeni iincwadi nangona indlela abafunda ngayo isenokungachaneki futhi basenoku “funda” into abayikhumbulayo okanye baziqambeke awabo amabali ahambelana nemifanekiso. Oku ke sikubiza ngokuba kukufunda okusavelayo/okusakhulayo. Abafundi abaselula abakazi nto ngokubhala okuyinkqubo yealfabhethi, badla ngoku “funda” ngokuthi baziqambeke okanye bacengceleze ibali eliza kuhambelana nemifanekiso esencwadini. Bangaqala bakhombe imifanekiso xa “befunda”, kodwa baye ngokuqalisa ukuqonda ukuba ufunda amagama ashicilelweyo. Nangona kunjalo, basenokungabi nangqiqo ngento eliyayo igama, baze bakhombe isivakalisi esipheleleyo xa bebiza igama elinye, okanye bakhombe igama elinye xa befunda isivakalisi esipheleleyo.





## Reading and writing

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

### Emergent reading

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



*Teacher models the reading process.*

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

## In the classroom ...

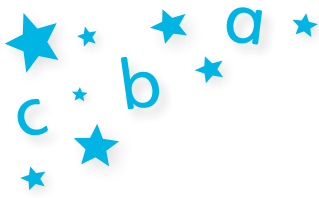
By reading the Big Book with learners, they will see how words on a page link with the words you say. The story in the Big Book is a simplified version, so that learners feel confident to try to “read” it themselves. This gives them the experience of being a reader – even if they are just reciting the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



### Shared reading – Big Book

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

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

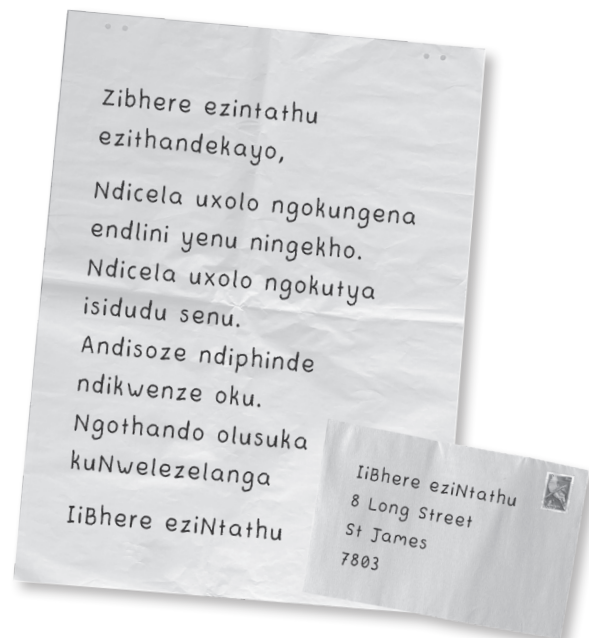


Kwesi sigaba abafundi baxhomekeka kakhulu kwimeko abakuyo xa befunda okushicilelweyo kwindawo abakuyo/ebangqongileyo, imeko ke zizinto ezifana nokusebenzisa imibala njengesikhokelo ukuze bakhumbule ukuba umqondiso wendlela othi “stop” okanye ukufunda u “KFC” ngokuncedwa yilogo/ isithetho esithile. Abakaqondi ukuba oonobumba abakumagama abhaliweyo bayazalana nezandi ezisetyenziswa kulwimi oluthethwayo, baze ke bakujonge ukufunda njengokukhumbula ukulandelelana koonobumba ababonileyo besebenzisa izikhokelo eziluncedo, ezifana nobude nemilo yegama kwakunye nemilo yoonobumba.

### Ukubhala okusavelayo/okusakhulayo

Ngendlela abafunda ngayo ukuba kusebenza njani ukufunda abafundi xa bejonge utitshala bemphulaphula “ecinga ngokuvakalayo” xa efunda, ootitshala bathi babonise abafundi beBanga R inkqubo yokubhala ngemisebenzi yokubhala kunye nabafundi. Ootitshala bazibhala kunye nabafundi ezi tekisi kwaye liba lixesha elibalulekileyo kubafundi xa beqala ukubona iingcamango zabo namagama ebebewathetha ebhalwe phantsi okanye eshicilelwe! Iitekisi ezibhalwe kunye nabafundi zilungela kakhulu ukufundwa kunye nabafundi kuba zineingcamango, amagama namabinzana amagama abawaqhelileyo abafundi – baza kuzingca kakhulu xa “befunda” amagama aphuma kubo. Bakuba bebhale itekisi ephuma kubafundi ootitshala, kulungile ukuba bayifunde kunye nabafundi, bakhombe igama ngalinye ukuze abafundi baqaphele indlela intetho eyakhiwa ngayo ngamagama ahlukileyo, anezithuba phakathi kwawo.

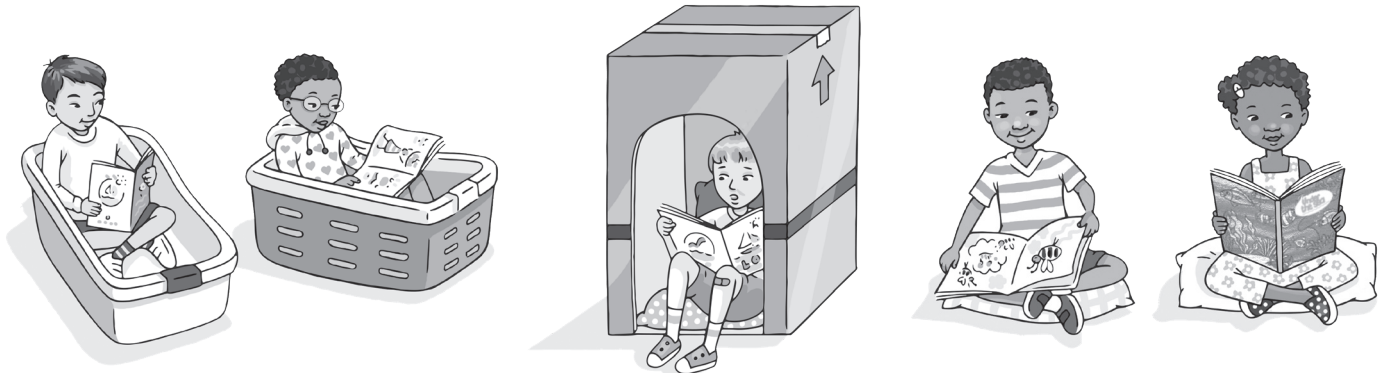
Ngelixa abafundi beBanga R benako ukufunda ukubhala ngokuqwalasela utitshala wabo ebhala, akusayi kuba lula kubo ukuzibhalela. Indlela yokuqala abanokubeka ngayo iingcamango neengcinga zabo ephepheni iya kuba kukuzoba. Phambi kokufunda ukubhala nokufunda, abafundi abaninzi babe sebeqhelene nokuzoba njengendlela emele izinto ezithile. Ukuzoba izinto kukhangeleka njengezinto ezimelwe yiloo mizobo. Nangona kunjalo, ubunzima bokubhala kukuba amagama awanxulumani tu neendlela ezikhangeleka ngayo izinto, kwaye abafundi kufuneka bafunde ukuba amagama abhalwe phantsi anxulumana nendlela esizibiza ngayo izinto, awanxulumani noqobo lwezinto. Uphando lubonisa ukuba abafundi abaninzi abaselula badlula kwisigaba sokucinga ukuba amagama abhaliweyo ahambelana nendlela izinto ezikhangeleka ngayo, bacinga ukuba into enkulu iya kuba negama elide ize encinci ibe negama elifutshane (Ferreiro & Teberosky, 1982). Imizamo yokuqala yokubhala yabafundi abaselula ayinakufana nokubhala komntu omdala, kodwa baza kuba ngababhali njengokuba bezama ukubeka iingcinga zabo ephepheni futhi bekusebenzisela iinjongo ezahlukileyo ukubhala. Sisebenzisa la magama “ukubhala okusavelayo/okusakhulayo” xa sicacisa izinto ezibhalwa ngabafundi abaselula phambi kokuba bafunde ukubhala ngendlela eqhelekileyo.



Ootitshala babonisa inkqubo yokubhala.







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.

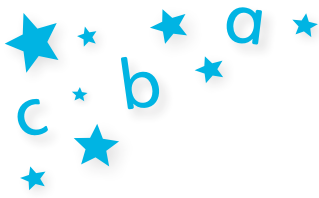
### Emergent writing











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. Uyarhoqoza (eqalisa nandawoni ephepheni)	 2. Uyarhoqoza (ukusuka ekhohlo ukuya ekunene)	 3. Oonobumba bokulinganisa	 4. Uderhu loonobumba (ukusuka ekhohlo ukuya ekunene)
 5. Amaqela oonobumba ahlukaniwe ngezikhewu ukuze abe ngathi ngamagama	 6. Ukopa okubhalwe kwindawo akuyo	 7. Usebenzisa unobumba wokuqala wegama ukuze amele igama	 8. Usebenzisa ngaphezu kukanobumba omnye ukuze bamele igama
 iselyagez		 Kani uyataba iktiyy	
9. Uziqambela upelomagama abhale amagama anoonobumba abasekuqaleni, abaphakathi nabasekupheleni			

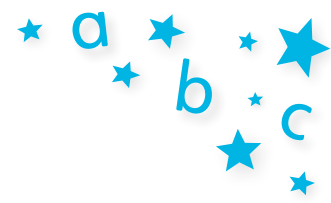
Kwesi sigaba sokuphuhlisa kwelitheresi, abafundi bangafuna ukwazi ukuba izinto zibhalwa njani baze basoloko bemcela umntu omdala okufuphi kubo ukuba "abhale phantsi". Esi sigaba esibaluleke kakhulu ekuphuhliseni kokubhala, nangona bengabhali bona ngokunokwabo, abafundi bafunda izinto ezibalulekileyo malunga nolwimi olubhaliweyo: bafunda ukuba ulwimi oluthethwayo lunako ukubhalwa, kwaye igama ngalinye elithethwayo lihambelana nelo libhaliweyo. Ukuzithemba kwabo ekuthetheni nasekudluliseni umyalezo nako kuyakhula xa bethetha bebhala. Xa abafundi beqala "ukuzibhalela", bathanda ukurhoqoza, benze umxube wamanani noonobumba.


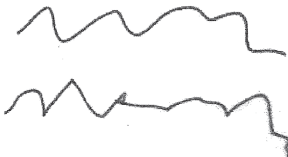

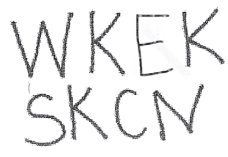



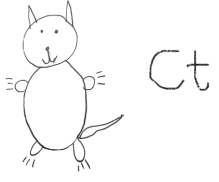
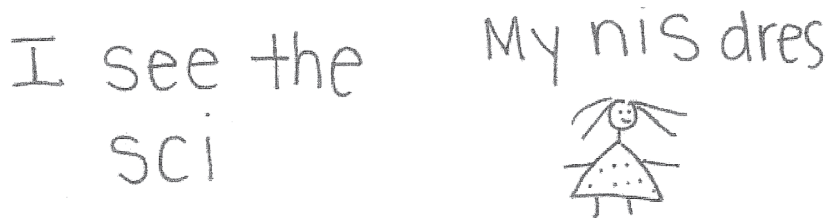
## Eklasini ...

### Ukuzoba nokubhala okusavelayo/okusakhulayo

- 1 Babuze abafundi ukuba ingaba bayafuna na ukuzoba umfanekiso wabo benxibe iyunifom okanye benxibe iimpahla zabo abazithandayo.
- 2 Khawuphawule ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe.
- 3 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele.
- 4 Cinga ngokuvakalayo ngelixa ubhala izivakalisi zabafundi: "Ndi ... thanda ... ukunxiba ... umnqwazi ... wam ... obomvu ... nebhlukhwe ... ezuba." Ukuba bathanda ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubacela ukuba babize amagama ngokucutha njengokuba uwabhala phantsi.
- 5 Bhala kanye le nto uyixelelwa ngabafundi, igama negama. Uze ukhumbule ukubhala cacileyo nangokucocekileyo.
- 6 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde izivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.





 <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>			

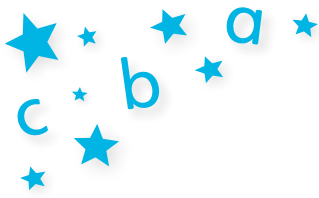
At this stage of their literacy development, learners might be keen to see how things are written and often ask a nearby adult to “write it down”. This is an important part of writing development, for even though they are not physically doing the writing, learners are learning important things about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





Kuphando oluninzi olumalunga nabafundi beenkulisa kumazwe aselephuhlile, abaphandi bafumanise ukuba abafundi abaselula bayafikelela kwisigaba “sopelo oluqanjweyo”. Upelo oluqanjweyo luthetha ukuba abafundi balinga indlela yokubhala izandi zamagama. Uphando lukwabonise ukuba kwiimeko zentlupheko, kunzima ukuba abafundi bafike kwesi sigaba “sopelo oluqanjweyo”. Uphando luphinda lubonise ukuzalana phakathi kopelo oluqanjweyo kunye nokufunda. UBryant noBradley (1980) bafumanise ukuba ukukwazi ukubhala amagama ngendlela avakala ngayo kwenzeka phambi kokuba abafundi bakwazi ukufunda, nto leyo ethetha ukuba ukuqonda ialfabethi kunokuvela kwinto ebhalwe ngabafundi phambi kokufunda kwabo. UMann, Tobin noWilson (1987) bona bafumanise ukuba upelo oluqanjweyo lulo oluchaza ukuba unako na umfundi ukufunda, kucacisa ukukhula kwamandla omfundi okubhala izandi zamagama.



ubisi



amqada



ibatanti



ibanga

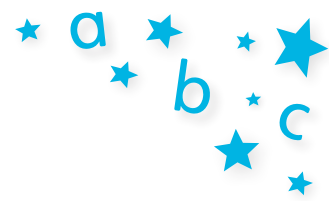
Ukurhoqoza okanye ukubhala kusetyenziswa oonobumba neesimboli linyathelo elibalulekileyo lokuphuhlisa ukubhala. Nangona kunjalo, lisisigaba esilandelayo sokuphuhlisa ukubhala esibonisa ngokwenene ukuba umfundi selelithathile inyathelo lokuqala kwilitheresi. Jonga lo mzekelo wokubhala (uluhlu lwezinto eziza kuthengwa olubhalwe ngumfundi osandula ukuqala esikolweni). Nangona la magama engapelwanga ngendlela eqhelekileyo, kodwa yimizamo emihle yokubonisa izandi ezisemagameni. Olu hlobo “lopelo oluqanjweyo” okanye lokubhala okusavelayo luphawu oluhle olubonisa ukuba umfundi uyaziva izandi zamagama, unolwazi ngoonobumba nangezandi kwaye uyazi ukuba ulwimi olubhaliweyo lunento yokwenza nezandi ezikumagama athethwayo. Umfundi uqalisa ukubona indlela esebenza ngayo inkqubo.

## Oonobumba kunye nezandi

Bakuqalisa abafundi ukusebenzisa oonobumba ukuba bamele izandi zamagama xa bebhala, oku kuthetha ukuba baza kukwazi ukubona oonobumba xa befunda. Oku kwenza ukuba babe ngcono kunabafundi abangabaziyo oonobumba nabafunda amagama ngokusebenzisa kuphela izikhokelo abazibonayo. Ootitshala abathile bakholelwa ukuba abafundi baqala bafunde amagama ngokuwabona ukuze emva koko baqalise ukusebenzisa ulwazi lwabo loonobumba xa benxulumanisa izandi noonobumba okanye bebiza amagama. Abaphandi bayiphikisile ingcamango ethi ukuzifundisa ukufunda amagama kuqala ngokufaka engqondweni iimilo zamagama okanye ezinye iimpawu ezibonwayo – bacebisa ukuba ukuhambelana koonobumba nezandi kudlala indima enkulu kwizigaba zokuqala kuphuhliso lwelitheresi (UDixon, Stuart noMasterson, 2002; Ehri, 1998).

Bakuba abafundi beqhelene noonobumba nezandi ezimelwe ngoonobumba, baya kukwazi ukusebenzisa izikhokelo zolwazi lwezandi ukuze bazi ukuba athini na amagama. Okuchasene noku ke, kubonisa ukuba indlela yokufunda ngokubonwayo kuthetha ukuba umfundi osavelayo uqala axhomekeke komnye umntu oza kumchazela ukuba lithini igama – akanayo indlela yokuzazela ngokwakhe ukuba lithini na igama. Abafundi abafunda ngokwezikhokelo ezibonwayo nabo kufuneka bakhumbule unxulumano olungangqalanga oluphakathi kwezinto namagama azo.





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.



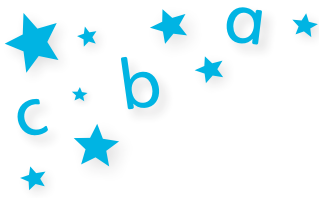
In many studies of preschool learners in developed countries, researchers have found that young learners go through a phase of “invented spelling”. Invented spelling means that learners are experimenting with how to represent sounds in words. Studies have shown that in high poverty contexts, learners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





## Eklasini ...



Ukuze abafundi babe nezakhono zokufunda, bakwazi nokubhala amagama, kufuneka bafunde ukusebenzisa inkqubo yealfabhethi. Basenokuthatha ixesha elide befunda ngoonobumba nezandi ezenziwa ngaba nobumba kwaye kubalulekile ukuba iiklasi zeBanga R zinike abafundi amathuba okufunda ngoonobumba nezandi ezenziwa ngaba nobumba ngokuthi basebenzise zonke iziva-mvo zabo.

### Ukuphulaphula izandi

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *"Spoti, Sam, isonka, isipaza. Ingaba uyasiva isandi ekugxilwe kuso: Spoti, Sam, isonka, isipaza? Ewe, uchanile! Isandi ekugxile kuso ngu Is!*"
- 2 *"Phulaphula ngenyameko, nanga amanye amagama agxile ku Is! sela, ise, isiselo, usana, iselula."* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)

### Ukubiza izandi

- 1 Biza isandi u /s/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 2 Bacele abafundi ukuba basibize isandi esingu /s/: *"s-s-s"*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.
- 3 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangajikeleza behamba okwamasongololo baze bathi: *"s-s-s-s"*.

### Ukucinga ngamagama aqala ngesandi

Babuze ukuba ingaba ukhona umfundi onegama elinesandi u /s/ okanye ubacele bacinge ngamanye amagama agxile kwisandi u /s/.

### Ukwakhiwa kuanobumba

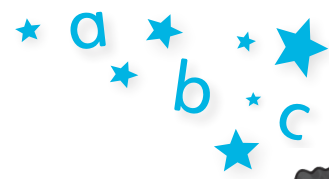
- 1 Babuze abafundi ukuba bayakwazi na ukubhala unobumba omele isandi u /s/.
- 2 Khawubabonise abafundi ukuba ubhalwa njani unobumba u s. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: *"Qala echaphazeni phezulu, wehle, jika esiphakathini, jika futhi ubuyele emva."*
- 3 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.



### Ukunxulumanisa unobumba netshathi yealfabhethi

Ukuba unayo itshathi yealfabhethi eklasini yakho, bonisa abafundi unobumba u s okwitshathi yealfabhethi.





## 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: "Spoti, Sam, isonka, isipaza. Can you hear the focus sound: **S**poti, **S**am, isonka, isipaza? Yes, you are right! They all have the sound /s/."
- 2 "Listen carefully, here are some more words with /s/: sela, isele, isiselo, usana, iselula." (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 move around like a millipede while saying: "s-s-s-s".

### 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/.

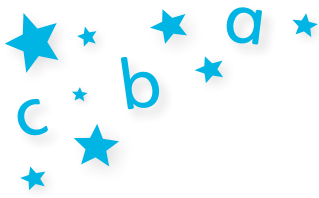
### Forming the letter

- 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.



Ukuze abafundi babe nezakhono zokufunda ezilungileyo, kufuneka ukuba baqonde umgaqo wealfabhethi – baqonde ukuba kukho unxulumano phakathi koonobumba abababona ephepheni kunye nezandi abazivayo emagameni. Nangona kucacile oku kubantu abadala abafundayo, eli linyathelo elikhulu kubafundi abaselula, ngakumbi kuba kufuneka baqale bafunde ukumamela izandi ezahlukileyo zamagama. Abafundi abaselula bathanda ukusebenzisa amagama amaninzi ukuze bawaqonde, naxa bengekazazi izandi ezakhe loo magama. Basenokuyazi intsingiselo yegama elithi 'baleka', kodwa kungenzeka ukuba abazi nto ngezandi ezenza eli gama. Umzekelo, igama elithi **baleka** lakhiwe ngeenxalenye ezintathu (esizibiza ngokuthi **amalungu**): **ba** | **le** | **ka**. Igama elithi baleka liqala ngesandi u **/b/**. Amanye amagama anesisandi nawo (anjengala **bala**, **bomvu**, **ubuso**). Inggqiqo ngezandi ezisegameni, okanye intsingiselo yegama, ibizwa ngokuba **lulwazi lwezandi**. Imisebenzi yolwazi lwezandi ayigxili koonobumba – emininzi ungayenza ucimele!

Ulwazi lwezandi asiyonto ifanayo nefonikhsi:

- ★ ulwazi lwezandi = kukukwazi ukuva izandi zamagama kwaye oku kusisiseko sefonikhsi
- ★ ifonikhsi = kukwazi ukuba oonobumba abathile ababhaliweyo bazalana njani nezandi ezithile ezithethwayo.

Ulwazi ngezandi kunye nolwazi loonobumba nezandi zabo zezinye zezinto ezisetyenziswayo ukuqikelela ukuba abafundi baza kukufunda ngempumelelo na ukufunda okubhaliweyo. Ezi zinto ziqikelela ngcono kunamandla engqiqo yomntu (IQ)! Oku ke kuthetha ukuba abafundi abaselula abanolwazi lwezandi nolonobumba nezandi zabo baya kuba nethuba elihle lokufunda ngempumelelo ukufunda okubhaliweyo.

### Uluhlu lweenkcazelo

#### ilungu legama

ilungu legama sisiqanaqwana okanye yinxalenye yegama enesikhamiso esinye

#### ulwazi lwezandi

ulwazi lwezandi ezisemagameni ingeyiyo intsingiselo yamagama

#### ukwahlula

ukwahlula okanye ukuhlalela amagama ngokweenxalenye zawo ezahlukeneyo

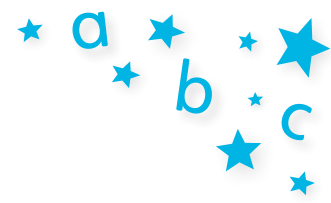
## Eklasini ...

Zininzi izakhono ezinefuthe kulwazi ngezandi (phonological awareness: PA). Le theyibhile ingezantsi inoluhlu lwezakhono ezahlukileyo zolwazi lwezandi kwaye inika nemizekelo yemisebenzi enokusetyenziswa xa kufundiswa, xa beziqhelanisa naxa kuhlolwa:

Umsebenzi wolwazi lwezandi	Imizekelo
1 Ukuthatha isigqibo sokuba ingaba izandi ziyafana na.	<ul style="list-style-type: none"> <li>★ Ingaba ezi zandi ziyafana okanye zahlukile: <b>/p/</b>, <b>/p/?</b> (ziyafana); <b>/p/</b>, <b>/d/?</b> (zahlukile)</li> <li>★ Ingaba la magama aqala ngesandi esifanayo: <b>bamba</b>, <b>bona?</b> (ewe)</li> </ul>
2 Ukumamela isandi esiqalayo okanye ekugxilwe kuso emagameni.	<ul style="list-style-type: none"> <li>★ Sesiphi isandi osiva ekuqaleni kwegama <b>hamba?</b> (/h/)</li> <li>★ Sesiphi isandi ekugxilwe kuso kula magama: <b>ikati</b>, <b>ikayiki</b>, <b>ikama?</b> (/k/); <b>isipili</b>, <b>ipilisi</b>, <b>itikiti?</b> (/i/)</li> </ul>
3 Ukumamela isandi esigqibelayo okanye ilungu emagameni..	★ Leliphi ilungu oliva ekugqibeleni kula magama: <b>sula</b> , <b>bala</b> , <b>lala</b> , <b>sela</b> , <b>cela?</b> (la)
4 Ukudibanisa iinxalenye zamagama ukwenza igama elipheleleyo (ukuxuba).	★ Leliphi igama elifumaneka ngokudibanisa la malungu: <b>i-si-kho-va?</b> (isikhova)
5 Ukwahlula amagama ngokweenxalenye zawo ( <b>ukwahlula</b> ).	<ul style="list-style-type: none"> <li>★ Yahlula eli gama ngokwamalungu alo: <b>itumato</b>. (i-tu-ma-to)</li> <li>★ Mangaphi amalungu oweva kweli gama <b>ibhabhathane?</b> (i-bha-bha-tha-ne: amalungu ma-5)</li> </ul>
6 Ukususa iinxalenye zegama uze ufakele ezinye.	<ul style="list-style-type: none"> <li>★ Yithi <b>cela</b>. Ngoku susa u <b>/c/</b> uze endaweni yakhe ufakele u <b>/s/</b>. Ngubani igama elitsha? (sela)</li> <li>★ Yithi <b>jika</b>. Phinda ulibize kwakhona, kodwa yithi <b>/s/</b> endaweni ka <b>/j/</b>. (sika)</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 the meaning of the word 'baleka', but might not know about the sounds that make up this word. For example, the word **baleka** is made up of three parts (that we call **syllables**): **ba | le | ka**. The word **baleka** starts with a /b/ sound. Other words also start with this sound (such as **bala**, **bomvu**, **ubuso**). 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>bamba</b>, <b>bona</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>hamba</b>? (/h/)</li> <li>★ What is the focus sound in these words: <b>ikati</b>, <b>ikeyiki</b>, <b>ikama</b>? (/k/); <b>isipili</b>, <b>ipilisi</b>, <b>itikiti</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>sula</b>, <b>bala</b>, <b>lala</b>, <b>sela</b>, <b>cela</b>? (la)</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>i-si-kho-va</b>? (isikhova)</li> </ul>
5 Breaking words into parts ( <b>segmenting</b> ).	<ul style="list-style-type: none"> <li>★ Break this word into syllables: <b>itumato</b>. (i-tu-ma-to)</li> <li>★ How many syllables do you hear in the word <b>ibhabhathane</b>? (i-bha-bha-tha-ne: 5 syllables)</li> </ul>
6 Substituting parts of words.	<ul style="list-style-type: none"> <li>★ Say <b>cela</b>. Now take away the /c/ and in its place, add /s/. What is the new word? (sela)</li> <li>★ Say <b>jika</b>. Now say it again, but say /s/ instead of /j/. (sika)</li> </ul>

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