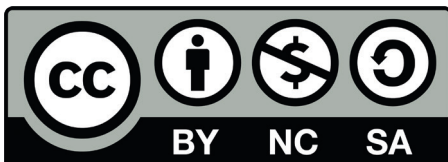


Nongonoko wa Antswiso wa Ririmi wa Giredi ya V  
Grade R Language Improvement Programme

# Xiletelo xa Minongoti Concept Guide



Xitsonga I English



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Mpfumelelo lowu wu pfumelela vatirhisi-kambe ku va va hangalasa, ku pfallanganyisa na kambe, ku tekelela na ku aka ehenhla ka xitirhisiwa hi xihangalasa mahungu kumbe xivumbeko xin'wana na xin'wana ntsena ku nga ri hi xikongomelo xa ku endla mali, naswona ntsena nxiximo wu nyikiwa mutumbuluxi. Loko u pfallanganyisa nakambe, tekelela kumbe ku aka ehenhla ka xitirhisiwa, u fanele ku pasisa xitirhisiwa lexi antswisiweke ehansi ka swipimelo leswi fanaka.

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# ★ Hungu ro huma eka Nhloko ya Ndzawulo/ 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

# ★ Ku tirhisa Xiletelo xa Minongoti ya Ririmi

Xiletelo xa Minongoti ya Ririmi xi avanyisiwile hi swiyenge swinharhu leswi nga hlayiwaka hi nongonoko wun'wana na wun'wana hikuva hinkwaswo swa fambisana. Hi mi hlohlotela ku tlhelela eka xiletelo lexi nkarhi hinkwawo wa ku leteriwa ka n'wina eka phurogiremu leyi na ku tlhela mi hlaya nakambe swiyenge leswi swo hambana. Mi ta kuma leswaku ku twisisa ka n'wina ka enta nkarhi wun'wana na wun'wana loko mi hlaya naswona swi ta mi letela leswi mi nga kongomisaka xiswona madyondziselo ya vadyondzi va n'wina etlilasini. Mapheji lamambirhi ma nyika nkomiso wa xiyenge xin'wana na xin'wana naswona ma mi komba mapheji lama mi nga hlayaka kona swo tala.

pheji 10

## Xiyenge xa 1:

### Nongonoko wa Antswiso wa Ririmi wa Giredi ya V

Xiyenge lexi xi kana hi **nhumgu wa swihlawulekisi** swa Nongonoko wa Antswiso wa Ririmi, lowu endleriweleke GDE ku tiyisa madyondziselo ya ririmi na litheresi eka Giredi ya V.

- ★ Nongonoko lowu wu teka vadyondzi eka rendzo ro suka eka ririmi ro vulavula ku ya eka ririmi ro tsariwa.
- ★ Nongonoko lowu wu simekiwe eka switirhisiwa, leswi nyikaka vadyondzi ku fikelela eka switirhisiwa swo tsakisa.
- ★ Nongonoko lowu wu lava 50 wa timinete leti kongomisiweke eka nkarhi wo dyondzisa ririmi siku rin'wana na rin'wana.
- ★ Nongonoko lowu wu nyika migingiriko ya ntlawa hinkwawo na ntlawa lowuntsongo wa siku rin'wana na rin'wana.
- ★ Migingiriko leyi ya ndzhendzeleko wa mavhiki mambirhi yo dyondzisa yi vumbiwile hi ku rhendzelekela xitori.
- ★ Migingiriko ya lembe yi kunguhatiwile tanihi ndzhendzeleko wa mavhiki mambirhi ya 19.
- ★ Migingiriko yi nyika vadyondzi nkarhi wo aka vuswikoti hinkwabyo bya ririmi bya XIPHOKHAMA.
- ★ Migingiriko yi ku pfumelela ku xiyisisa ku ya emahlweni ka vadyondzi naswona switirhisiwa swa makambelelo yo yisa emahlweni swi nyikiwile.



## Hlangana na Stella

Mi ta swi vona leswaku ku na mudyondzisi eka Xiletelo xa Mudyondzisi lexi hinkwaxo. U ta va kona eka rendzo ra n'wina ro dyondza naswona u ta mi nyika switsundzuxo leswi simekiweke eka ntokoto wa yena etlilasini ya Giredi ya V. U na vito ro hlawuleka leri humakaka eka Xinghezi:

Strengthening the Teaching of Early Language and Literacy for All.



pheji 38

## Xiyenge xa 2:

### Milawu ya swiletelo swo dyondzisa na ku dyondza eka Giredi ya V

Xiyenge lexi xi kana hi **nhungu wa milawu** leyi leteleke nkunguhato wa Nongonoko wa Antswiso wa Ririmi ra Giredi ya V, naswona hi tshemba leswaku swi ta letela madyondziso ya wena.

- ★ *Nawu wa mbangu.* Ku dyondza swi humelela eka swiyimo swo tivikana na ku va leswi faneleke.
- ★ *Nawu wa nghingiriko.* Vadyondzi va fanela ku nghenelela hi ku kongoma eka endlelo ro dyondza no dyondzisa.
- ★ *Nawu wa ntlangu.* Ku tlanga swa hungasa naswona i ndlela ya ntumbuluko ya vadyondzi lavantsongo ku dyondza, hambani va ri le kaya kumbe exikolweni.
- ★ *Nawu wa levhele.* Vadyondzi va hundza eka tilevhele to hambana hambana to twisisa na nhluvuko.
- ★ *Nawu wa n'wangulano.* Dyondzo yi humelela loko ku ri na mbhurisano na ku avelana mavonelo.
- ★ *Nawu wa ndzetelo.* Dyondzo yi humelela loko vadyondzisi va letela vadyondzi eka ku hlulukisa vutivi byintshwa.
- ★ *Nawu wa nkatsahinkwavo.* Dyondzo yi humelela eka mbangu lowu un'wana na un'wana a amukeriwaka, a katsiwaka, a khomiwaka kahle, a xiximiwaka naswona a kota ku va na xiave eka dyondzo.
- ★ *Nawu wo titoloveta.* Dyondzo yi tiyisisiwa hi ku titoloveta vuswikoti na vutivi byintshwa.

Swi tlhela swi kongomisa eka nkoka wa ndlandlamuko wa misiha yo kota ku vona na ya mfambafambo eka ku dyondza ririmi, hi ku tshikilela eka swo voniwa, swo twiwa, swo khomiwa na switwi swa mfambafambo wa swirho.

## Xiyenge xa 3:

### Ku dyondzisa Ririmi na ku hlaya ko sungula eka Giredi ya V

Xiyenge lexi xi hlamusela leswi vana lavantsongo va dyondzisa xiswona ku hlaya no tsala na ku kombisa hi laha nongonoko wu akerisaka xiswona eka ntwisiso lowu. **Swikombeto leswi** swi nyika nkomiso wa miehleketo leyi.

- ★ Ku dyondza ku hlaya na ku tsala a hi swilo leswi humelalaka hi vusiku byin'we, kambe i maendlelo lama tekaka malembe yo tala. Leswi hi swi vitana ku hlaya na ku tsala ko sungula.
- ★ Handle ka vuswikoti bya ririmi bya swa nomo, ku dyondza ku hlaya na ku tsala swi nga tika swinene eka vadyondzi lavantsongo.
- ★ Mfuwo na ntivomarito lowu anameke hi xona xilotlelo eka nhlulukiso wa litheresi na ku dyondza marito mantshwa, vadyondzi va fanele ku hlangana na wona minkarhi yo tala eka swiyimo swo hambana.
- ★ *Ririmi ra buku* i ra nkoka swinene eka litheresi. Ririmi ro tano ri tirhisiwa eka switori na loko hi vulavula hi swianakanyiwa swo fana na miehleketo, ntwiwo na swiendleko eka ndhawu yin'wana na nkarhi.
- ★ Hi ntlangu wo encenyeta, wo endla onge, ku rungula na ku vuyelela xitori, vadyondzi va aka ntwisiso wa vona hi swimunhuhata, mbangu na ndzandzelelano wa swiendleko. Lawa i masungulo ya nkoka ya ku hlaya, ntwisiso na ku tsala.
- ★ Hi minkanerisano ya ku hlangana, vadyondzi va na nkarhi wo vutisa na ku hlamula swivutiso leswi pfulekeke. Leswi swi hlohlotela vadyondzi ku ehleketa na ku avelana hi mavonelo ya vona.
- ★ Vadyondzi lava vonaka vatswatsi va ri karhi va hlaya na ku tsala va kuma nhlhlotelo wo hlaya na ku tsala vona vini hikuva va dyondza leswaku mimfungho leyi va yi endlaka ephepheni yi nga rhwala hungu naswona yi na nhlamuselo.
- ★ Vadyondzi hi xitalo va sungula "ku hlaya" handle ko hlaya marito hi woxe, na ku "tsala" handle ko tsala marito hi mfanelo – lexi i xiyenge xa nkoka swinene eka rendzo ra vona ra litheresi.
- ★ Ku hundzuka vahlayi va vuswikoti, vadyondzi va fanela ku twisisa nawu wa alifabete – leswaku ku na vuxaka exikarhi ka maletere lawa va ma vonaka eka pheji na mimpfumawulo leyi va yi twaka eka marito.
- ★ Vutivi bya Ndzemuko wa marito na mpfumawulo wa letere swi le xikarhi ka swikombiso swa leswaku vadyondzi va ta humelela eka ku dyondza ku hlaya na ku tsala.

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# ★ Using the Language Concept Guide

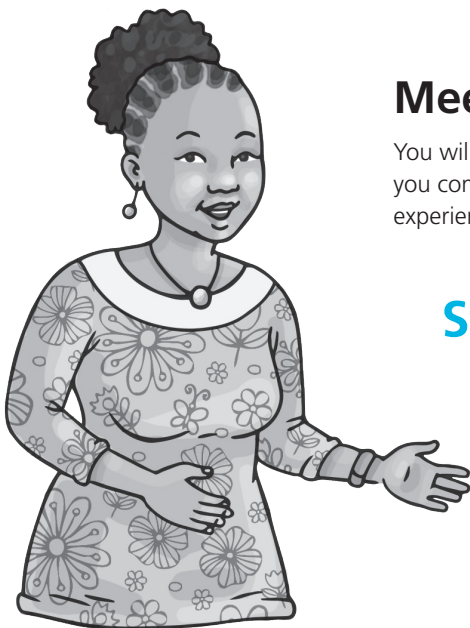
The Language Concept Guide is divided into three sections which can be read in any order because they all connect with one another. We encourage you to return to this guide throughout your training on the programme and to reread the different sections. You will find that your understanding of the content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

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## Section 1: The Grade R Language Improvement Programme

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

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



## Meet Stella

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

Strengthening the Teaching of Early Language and Literacy for All.



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

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

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

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

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

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

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

# ★ Xiyenge xa 1: Nongonoko wa Antswiso wa Ririmi wa Giredi ya V

## Manghenelo

Xana u tshama u ehleketa hi leswaku vadyondzi va sungula rini ku dyondza ku hlaya na ku tsala? Eka manghenelo lawa hi langutisa hi vukheta mhaka leyi ya nkoka.

### Dyondzo ya masungulo i ya nkoka swinene

Loko hi ri karhi hi swi tiva leswaku vadyondzi va na xiave xa nkoka lexi va faneleke ku xi tlanga, xana swi nga ku hlamarisa ku tiva leswaku maendlelo ya ku dyondza ku hlaya na ku tsala swi sungula kahle n'wana a nga si sungula magoza yo nghena etlilasini ya Giredi ya V? Dyondzo ya masungulo yi sungula eku velekiweni naswona, swi fambisana na vuswikoti bya ximunhu na ntwiwo, ririmi ri dyondziwa loko mudyondzi a hlangana na swirho swa ndyangu, vanghana na vadyondzi. Hinkwaswo leswi swi nyika mudyondzi masungulo ya madyondzelo layo leha na ku veka masungulo ya nkongomiso wa xikolo eka vuswikoti byo fana na ku yingisela, ku vulavula, ku hlaya na ku tsala leswi swi ndlandlamuxiwaka ku yisa emahlweni hi mudyondzi. Vadyondzi lava dyondzaka ku hlaya na ku tsala hi ku humelela, a va na vadyondzi va kahle ntsena exikolweni, kambe hi lava va nga vuyeriwa ku sukela eka mintokoto ya dyondzo ku sukela eku velekiweni ku ya fika eka malembe ya ntsevu.



### Ku yingisela na ku vulavula



Ndzavisiso wu kombise leswaku vuswikoti byo hlaya na ku tsala swi kucetela hi vuswikoti bya swa nomo (swo amukeriwa na swo endliwa) lebyi sungulaka ku ndlandlamuka ku sukela eka masiku yo sungula evuton'wini bya mudyondzi. Hi ku ndlandlamuxa vuxaka, ku hlangana ka byongo ka humelela leswi pfunaka ndlandlamuko wa ririmi ku suka eku velekiweni. Ririmi ra vadyondzi ra kula loko vahlayisi va vana na vadyondzi va vulavula na vona, va hlamusela leswi marito ya hlamuselaka swona, va landzelela ku tsakela ka vona, va vutisa na ku hlamula swivutiso na ku avelana hi tibuku na switori hi swindleko swa siku rin'wana na rin'wana. Hinkwerhu ha swi tiva leswaku vadyondzi lava va kulaka eka tindhawu to fana na leti nga fuwa hi ririmi va na ntivomarito wo antswa naswona va nga kota ku hlaya hi ntwisiso loko va ri na malembe ya kaye. Xana i mani loyi a ta va a swi ehleketile leswaku

ku vulavula na vadyondzi yi nga va nyiko leyikulu leyi hi nga va nyikaka yona? Vadyondzi va vadyondzi lavantsongo na vona va na xiave xa nkoka lexi va faneleke ku xi tlanga eku akeni ririmi ra swa nomo eka vadyondzi lavantsongo. Leswi a swi vuli ku dyondza ximfumo! Vadyondzi va nga endla leswi hi ku avelana switori na tibuku, va hlohlotela ku dirowa na ku tsala ko sungula na ku aka ririmi ra swa nomo hi ku nyika tinhlamuselo, ku tivisa marito mantshwa na ku hlohlotela vadyondzi ku vutisa na ku hlamula swivutiso.

### Ku tsala ka masungulo

Ku engetela eka ku twa na ku tirhisa ririmi eka malembe ya vona ya masungulo, vadyondzi va fanela ku dyondza hi leswi tsariweke. Ririmi ro tsariwa ri hambanile na ririmi ro vulavuriwa, i goza lerikulu eka vadyondzi ku twisisa leswaku ku tsala i ku vulavula lo ku tsariweke ehansi. Hi ku komba leswi tsariweke eka mbangu swo fana na mimfungho, mavito na tilebulu, vadyondzi va sungula ku vona leswaku ku tsala swi na xikongomelo.

Loko vadyondzi va fikelela phepha na tikhirayoni na loko hi hlohlotela mimfungho leyi va yi endlaka, ku dirowa na ku nwayanwaya, va twa va ri na vutitshembi bya ku humelerisa mavonelo ya vona hi ku dirowa na "ku tsala". Hi vitana ku ringeta loku ko sungula ka vadyondzi ku tsala "ku tsala ko sungula" tanihi leswi swi nga siki languteka tanihi matsalelo ya lavakulu – a va tsaleli etilayinini, va hlanganisa maletere, tinomboro na swifaniso, naswona mpeleto wa vona wu lo tumbuluxiwa! Leri i goza ra kahle ra ku ndlandlamuka. Ku dyondza ku tsala i ndlela, naswona hi ku tirhisa vuswikoti byintshwa, swi teka nkarhi, ku titoloveta na nhlohlotelo lowukulu swi nga si koteka.



### Ku hlaya ka masungulo

Loko vadyondzi va languta vatswatsi loko va ri karhi va hlaya na ku tsala, va dyondza leswaku mimfungho leyi va yi endlaka ephepheni yi rhwala hungu naswona yi na nhlamuselo. Va dyondza leswi tibuku ti tirhisaka xiswona, kutani va sungula ku tsakisiwa hi switori swa vanhu na tindhawu to hambana. Loko va ri na vanhu lavakulu evuton'wini bya vona lava va hlayaka na vona, va dyondza ku tolovela ku hlaya hi nkufumelo na vuxaka bya ku tshemba, naswona leswi swi va nyika vutitshembi byo ringeta ku hlaya hi voxo. Ku hlaya ka vadyondzi lavantsongo swi nga endlaka ku nga hetisekanga naswona va nga "hlaya" ku suka eka ku tsundzuka kumbe va tiendlela switori leswi fambelanaka na swifaniso. Hi ku famba ka nkarhi, va ta sungula ku kongomisa swinene eka maletere na marito lama tsariweke, naswona ku hlaya ka vona ku ta ya ku hetiseka.



# ★ 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

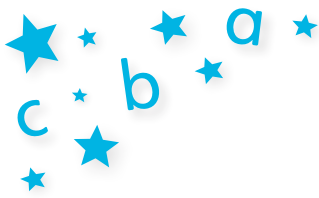
In addition to hearing and using language in their early years, learners need to learn about print. Written language is different to spoken language, and it is a big step for learners to understand that writing is in fact speech written down. By pointing out print in the environment such as signs, names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



## Ku dyondza hi maletere na mimpfumawulo

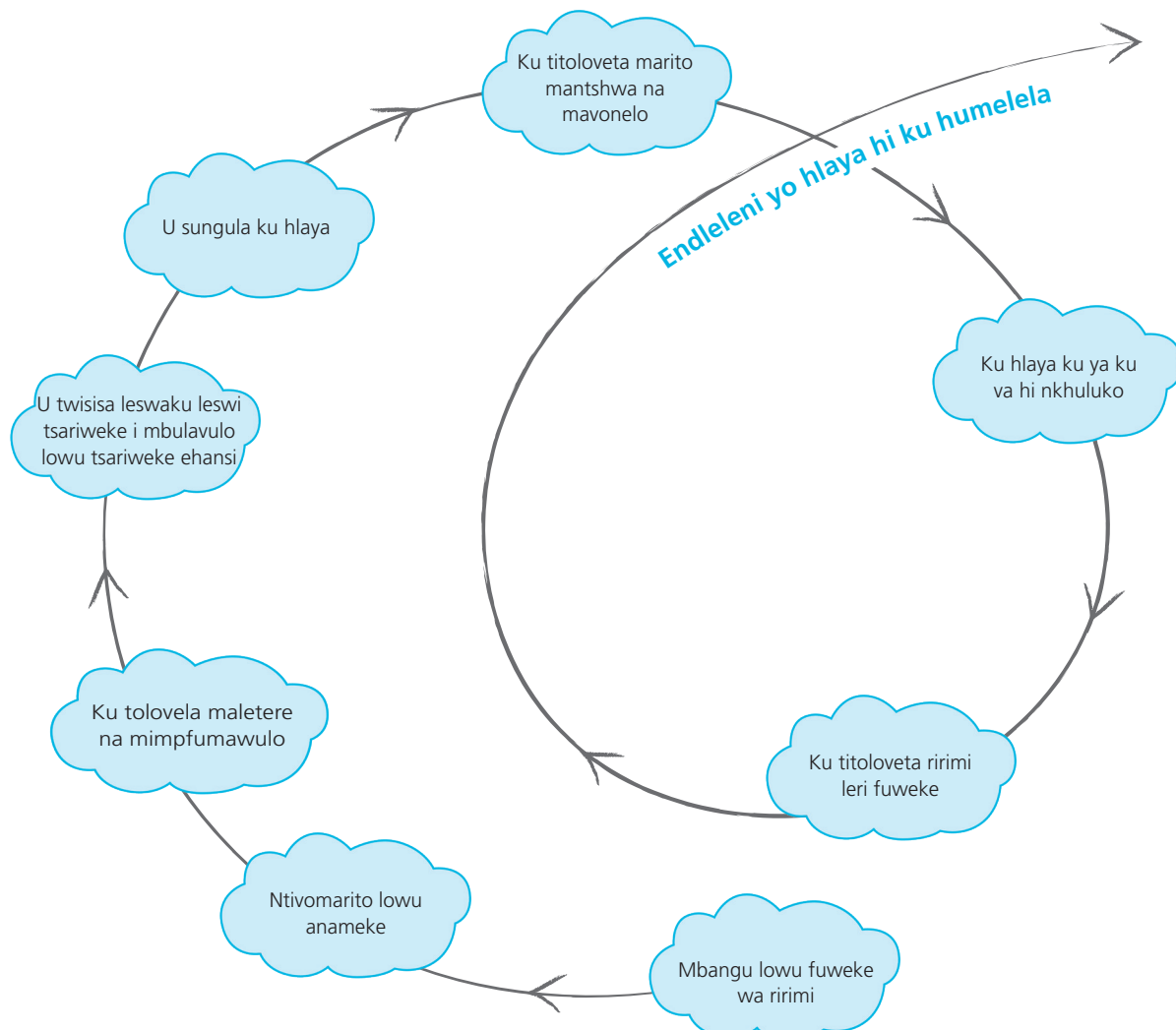
Leswaku vadyondzi lavantsongo va kota ku hlaya na ku tsala, va fanele ku twisisa leswaku mimpfungho leyi va yi vonaka ephephehi hi ntiyiso i mbulavulo wa hina lowu tsariweke ehansi! Leri i goza lerikulu eka vadyondzi lavantsongo, naswona swi vula leswaku va fanela ku lemuka mimpfumawulo ya marito ya ririmi leru vulavuriwaka, kutani va hlanganisa mimpfumawulo leyi na mimpfungho ya letere. Ku phokotela mapeletwana na ku yingisela mintlangu yo fana na "Ndza hlometela hi tihlo ra mina" swi pfuna vadyondzi ku lemuka mimpfumawulo eka marito. Maletere ya nga tivisiwa hi ku va vadyondzi va tsala mavito ya vona, va tsala maletere esaveni, va tsala maletere hi pende kumbe va endla maletere hi vumba byo tlangisa. Hinkwayo misingiriko leyi yo hungasa yi nga languteka yi nga yelani na mhakankulu yo dyondza ku hlaya na ku tsala, kambe swi ta endleka hikwalaho ka mintokoto leyi leswaku vadyondzi va nghena eka tiko ra litheresi.



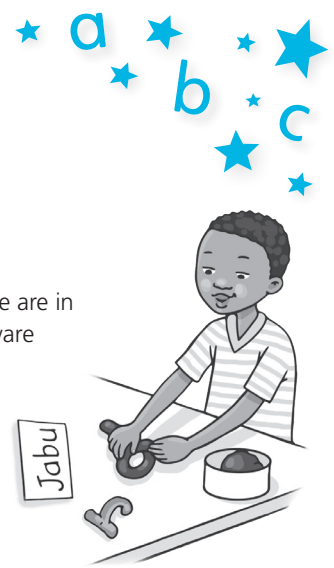
## Ririmi – na mimbangu leyi fuweke hi swo tsariwa

Vadyondzi lava nga kulela eka mindyangulu na swikolo swa tindzumulo leti nga fuwa hi ririmi na mbangu lowu fuweke hi swo tsariwa va tala ku sungula xikolo va ri na ntivomarito lowu anameke no enta. Va ta swi kota ku twisisa leswaku marito ma hlamusela yini naswona va ta swi kota ku tirhisa ririmi leru va ri tivaka ku twisisa loko vanhu va vulavula na ku hlayela ehenhla, kutani hi mukhuva lowu va ta dyondza ririmi rintshwa na mavonelo. Va ta sungula xikolo va toloverile maletere na mimpfumawulo, naswona va ta twisisa leswaku leswi tsariweke i mbulavulo lowu tsariweke hansi. Leswi swi hlamusela leswaku va ta kota matsalwa yo sungula eka Giredi ya 1, hi xihatla va ya eka yo leha na yo tika leswi swi va nyika ku tiva marito mantshwa na mavonelo. Loko va ri karhi va hlaya swinene, hi laha va kotaka ku hlaya hi nkholuko, naswona ririmi ra vona ri ya ri ndlandlamuka kutani va kota ku nghenelela na le ka matsalwa lawo tika swinene. Va le ndleleni yo hlaya hi ku humelela.

## Ndzhendzeleko wa ku humelela







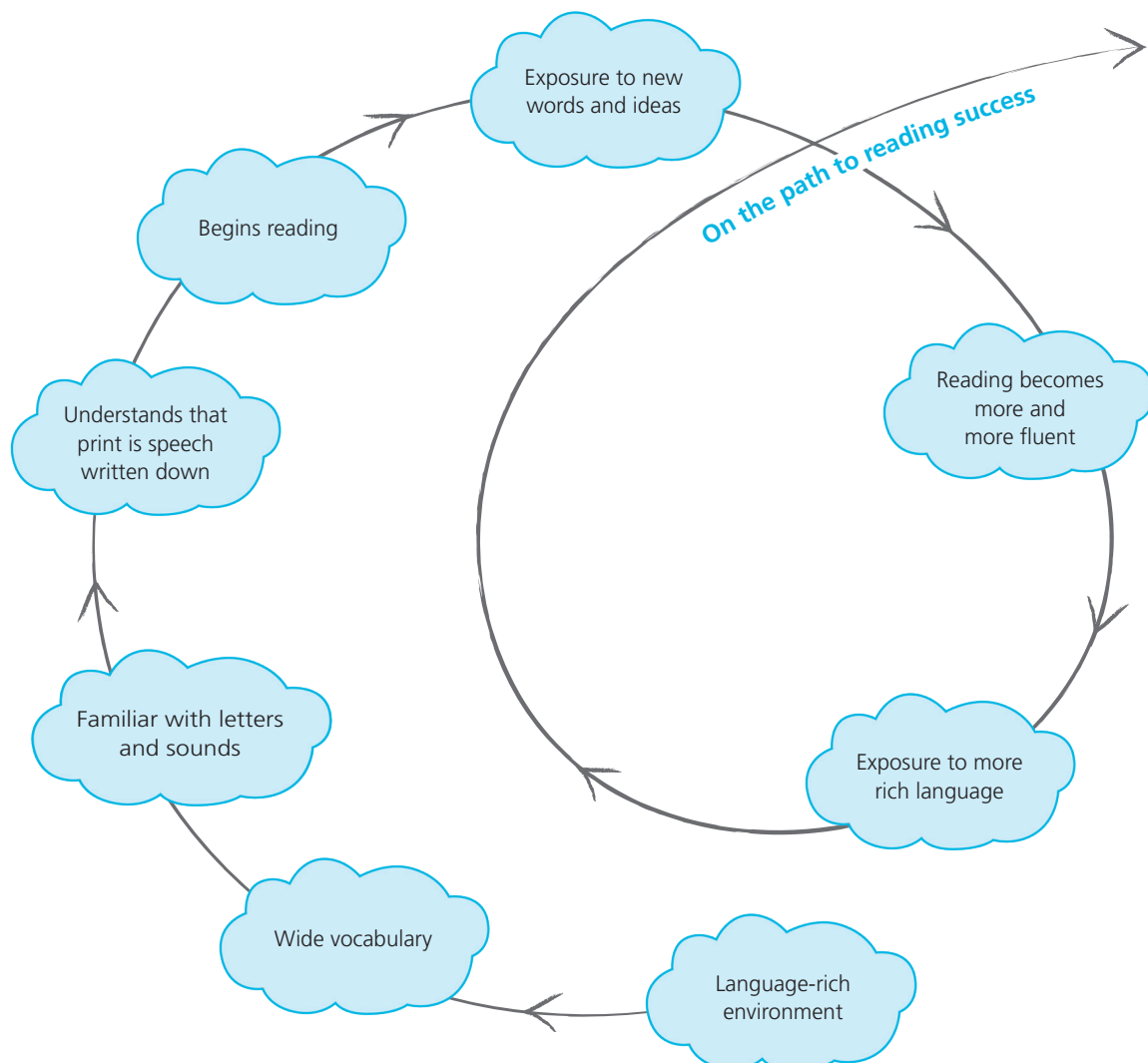
## Learning about letters and sounds

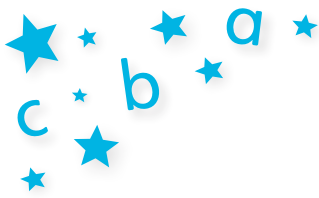
In order to learn to read and write, young learners need to understand that the marks they see on a page are in fact our speech written down! This is a big step for young learners, as it means they need to become aware of the sounds of spoken words, and to link these sounds to letter symbols. Clapping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





Khombo ra kona, eAfrika Dzonga i vadyondzi vantsongo swinene lava nga na ntokoto lowu wo dyondza eku sunguleni loku ku va vekaka eka ndlela yo hlaya hi ku humelela. Mi nga va mi ti vutisa leswaku nkarhi wu nga va wu hundzile ku va va hi aka vuswikoti lebyi eka Giredi ya V. Ee, a hi tshembi. Loko vadyondzisi va le ka Giredi ya V va nga tiyimisela ku nyika vadyondzi ntokoto wa ririmi leri fuweke masiku hinkwawo, swi nga tisa ku hambana lokukulu eka ku dyondza hi ku humelela ka vona. Leswi hi swona leswi **Nongonoko wo Antswisa wa Ririmi wa Giredi ya V** wu endleriweke ku endla swona!

Languta leswi Stella a swi vulaka laha hansi mayelana na nongonoko kutani u dyondza swo tala eka mapheji lama landzelaka.

## Rendzo ku suka eka ririmi ro vulavula ku ya eka ro tsariwa ...

Nongonoko wa Antswiso wa Ririmi eka Giredi ya V wu vumberiwe ku nyika vadyondzi va Giredi ya V ntokoto lowu seketelaka ririmi ro sungula na ndlandlamuko wa litheresi. Hi ku tirhisa switori, nongonoko wu teka vadyondzi hi rendzo ku suka eka ririmi ro vulavula ku ya eka ririmi ro tsariwa. Xitori xin'wana na xin'wana xintshwa xi vumba masungulo ya ndzhendzeleko wa mavhiki mambirhi yo dyondzisa, ku dyondza na misingiriko ya makambeleo.

Ku hlangana ka vadyondzi ro sungula na xitori hi loko va xi twa loko mudyondzisi a va byela hi tiphaphete na tipuropo tin'wana ku endla swimunhuhata swi va leswi hanyaka. Endzhaku ko twa xitori xi runguriwa, vadyondzi va ta kuma nkarhi wo yimbelela risimu leri yelanaka na xitori. Tinsimu i ndlela yo hlamarisa yo ndlandlamuxa vuswikoti bya ririmi naswona vadyondzi van'wana va kuma swi olova ku tsundzuka ririmi rintshwa hi risimu, ncino na xinsin'wana. Endzhaku ko yimbelela, vadyondzi va nghenelela eka ku encenyeta xitori loko xi ri karhi xi runguriwa. Leswi swi va nyika nkarhi wo nghenelela eka ku rungula xitori hi ndlela leyi hanyeke na ku tirhisa marito na swivulwa swo koma swa swimunhuhata swo hambana. Leswi swi lava va ehleketa hi ndzandzelelano wa xitori – ku landzela yini ku humelela.



Ku akela ehenhla ka ku rungula xitori hi nomo, ku yimbelela, ku encenyeta na ku landzelerisa swiendleko, vadyondzi va kuma nkarhi wo dirowa xiphemu xa vona xo tsakisa na ku ringeta ro sungula ku titsalela mavonelo ya vona (hambiloko va halahala). Va tlhela va vona leswaku ku tsala ku tirha njhani naswona mavonelo ya vona ya tsariwa njhani ehansi loko u ri karhi u kombisa matsalelo ya tsalwa hi xikongomelo (papila, nongonoko, risimu). Nghingiriko lowu wu sungula hi nkanerisano lowu fuweke na ku avelana mavonelo, lawa ma humaka eka vadyondzi vo tala hi laha swi kotekaka ha kona.



Loko u ri karhi u kombisa ndlela ya matsalelo, hi ku tirhisa marito na mavonelo ya vadyondzi, va kota ku vona leswaku leswi hi swi vulaka swi nga tsariwa ehansi. Leswi swi ta va nyika ntshembo wa leswaku va nga ringeta ku sungula ku titsalela hi voxo – hambiloko va sungula hi ku halahala na hi maletere yo tivumbela! Ku engetela eka matsalwa lawa va tsaleke swin'we na wena, vadyondzi va kuma nkarhi wun'wana wo vona leswaku ku hlaya ku tirhisa xinjhani loko va endla swibukwana leswintsongo swo muka na swona ekaya, na loko u va hlayela Buku Leyikulu eka vhiki ra vumbirhi. Laha va ta hlangana na swo fana na, xitori lexi va xi toloveleke kambe hi xivumbeko xo tsariwa.

Ku engetela eka misingiriko leyi nga na masungulo ya xitori lama akaka ku yingisela, ku vulavula, ku hlaya, ku langutisisa na ku tsala, nongonoko wu katsa swihungasi swo tala, tindlela leti ringaneke malembe ku vumba vutivi bya vadyondzi bya maletere. Ha swi tiva ku suka eka ndzavisiso leswaku vadyondzi lava tivaka swin'wana hi maletere na mimpfumawulo leyi ma yi endlaka, va nga swi kota ku dyondza ku hlaya na ku tsala hi ku olova ku tlula lava nga na vutivi lebyi pimiweke bya letere na mpfumawulo. Hambiswiritano, a hi ringanyeti leswaku vadyondzi va le ka Giredi ya V va fanela ku dyondzisiwa hi maletere hi ndlela ya ximfumo. Vadyondzi va dyondza ku antswa loko swin'wana swi ri na nkoka eka vona, kutani maletere na mimpfumawulo swi hlanganile na switori – na marito mantshwa, swifaniso na minchumu. Vadyondzi va dyondza hi ririmi loko va ri karhi va vumba vutivi bya vona bya maletere.

Ndzavisiso wu tlhele wu komba leswaku swi na nkoka eka vadyondzi ku lemuka mimpfumawulo eka ririmi leri vulavuriwaka (ndzemuko wa mimpfumawulo). Loko vadyondzi va nga yingiseli hi vukheta mimpfumawulo eka ririmi leri vulavuriwaka, swi nga endleka va nga swi tiva leswi va lavaka ku tsala swona, kambe va nga swi koti ku twa mimpfumawulo eka marito leswaku va ta kota ku ma tsala. Xiyenge xa maletere na mimpfumawulo xa nongonoko lowu xi katsa misingiriko yo tala ya swa nomo leswi pfunaka vadyondzi ku ndlandlamuxa ndzemukiso lowu.





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.

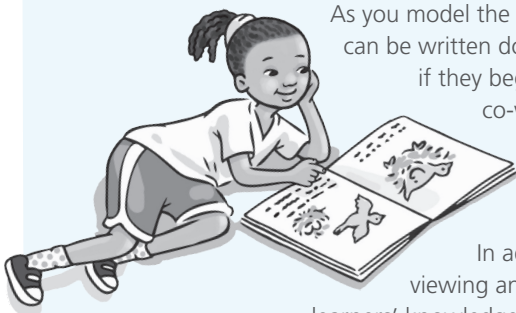
## A journey from spoken to written language ...

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.

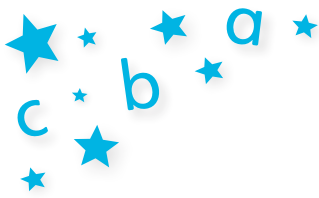


As you model the writing process, using the learners' words and ideas, they see that what we say can be written down. This will give them the confidence to start trying to write themselves – even if they begin with scribbles and made-up letters! In addition to reading the texts they have co-written with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



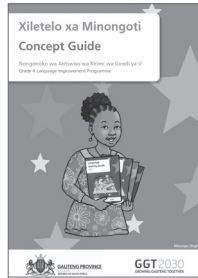


# Switirhisiwa swa Nongonoko wa Ririmi

Vadyondzisi lava tirhisaka Nongonoko wa Ririmi va ta amukela nhlayo ya switirhisiwa swa nkoka wa le henhla hi nkarhi wa ndzetelo.

## ★ Swiletelo

Xiletelo xa Minongoti



Vadyondzisi va ta languta eka xiletelo lexi nkarhi hinkwawo wa lembe loko va dyondzisa ku va tsundzuxa mavonelo-nkulu.

Mune wa Swiletelo swa Migingiriko



Xiletelo xa Migingiriko xa kotara yin'wana na yin'wana xi tivisa switori swintshwa, tinsimu, ntivomarito na migingiriko, xikan'we na maletere mantshwa na mimpfumavulo leyi vadyondzi va nga ta yi dyondza.

## ★ Maphaki ya Khumekaye ya switori

Phaki yin'wana na yin'wana ya xitori yi tirhisiwa eka ndzhendzeleko wa mavhiki mambirhi yo dyondzisa naswona yi na switirhisiwa leswi nyikaka vadyondzi mintokoto yo hambana ya xitori:

- Tiphaphete ta swimunhuhatwa to humesiwa ekhadini



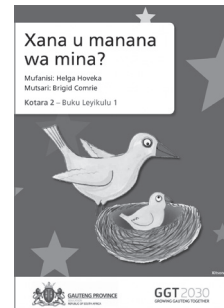
Vadyondzisi va tirhisa tiphaphete na tipuropo tin'wana ku rungula xitori. Tiphaphete ti tlhela ti tirhisiwa hi vadyondzi.

- Sete ya nongonoko wa makhadi ya swifaniso



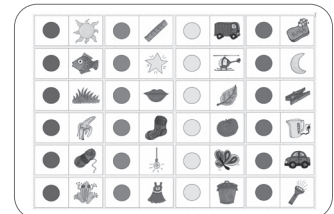
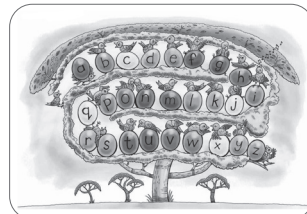
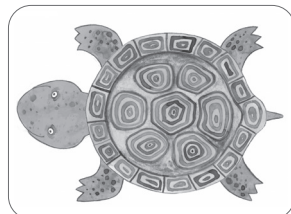
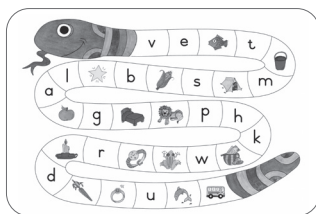
Vadyondzi va sungula va kuma ntokoto wa xitori hi matlhelo mambirhi hi nongonoko wa swifaniso.

- Buku Leyikulu leyi nga na xitshuriwa xo olova



Buku Leyikulu yi na mimpfapfarhuto yo fana na nongonoko wa swifaniso, naswona yi tivisa marito mantshwa lama tsariweke ku rungula xitori

## ★ Phaki ra Switirhisiwa leswi hlovohatiweke ku katsa na tibodo ta mintlangu na tipheji leti hlovohatiweke ta migingiriko



## ★ Switirhisiwa swo seketela dyondzo ekaya

Vadyondzisi a va nge swi koti ku vumba masungulo ya ririmi ehandle ko pfuniwa hi vatswari. Loko va hlomisiwile hi switirhisiwa leswi, vatswari va nga va na vutivi na ku hlohloteriwa ku seketela n'wana wa vona eka rendzo ra litheresi ekaya.





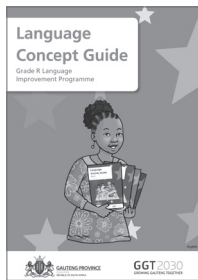


## Language programme resources

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

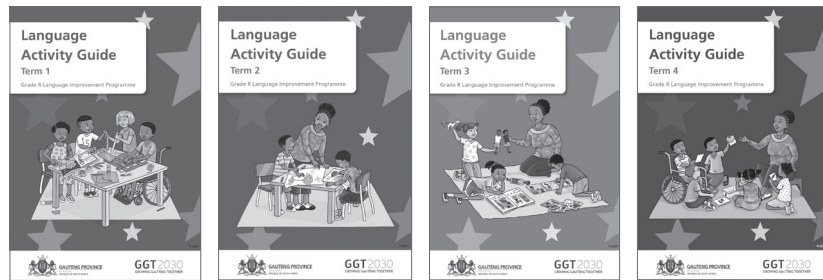
### ★ Guides

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:

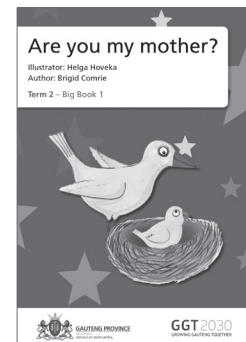
- Pop-out character puppets on card
- A set of sequence picture cards
- A Big Book with simple text



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

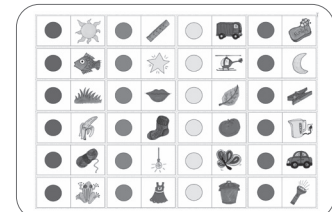
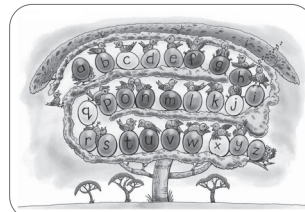
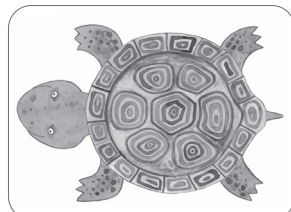
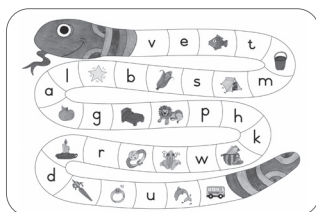


Learners first experience the story in two dimensions through the sequence pictures.



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.



# Ku kunguhata Nkongomiso eka Ririmi siku na siku

**NONGONOKO WA SIKU NA SIKU WA GIREDI YA V**

Swiletelo swa nkarhi	<b>KU FIKA na KU TLANGA VA TSHUNXEKILE</b>		
20	KU XEWETA, CHATI YA TA MXELO, KOMBA KUTANI U BYELA, RHIJISITARA MASIKU YA KU VELEKIWA, MAHUNGU Ririmi, Matematiki, Swikili swa Vutomi		
50	<b>NKONGOMO eka MATEMATIKI</b> Migingiriko ya tllasi hinkwayo na ya le tlhelo		
26	<b>KU TLANGA VA TSHUNXEKILE na KU BASISA ENDZENI</b>	NTLANGU WA MILORHO KU ENCENYETA NTLANGU WO AKA TIBULOKO SWITLANGISO SWA DYONDZO MITLANGU YO VONA SWIPHAZAMISO KHONA YA TIBUKU NKARHI WO MIYELA	
40	<b>NKONGOMO eka SWIKILI SWA VUTOMI</b> Migingiriko ya tllasi hinkwayo na ya le tlhelo		
10	<b>NKARHI WA XIHAMBUKELO</b> Ririmi, Matematiki, Swikili swa Vutomi		
20	<b>NKARHI WA SWAKUDYA</b> Ririmi, Matematiki, Swikili swa Vutomi		
30	<b>KU TLANGA VA TSHUNXEKILE na KU BASISA EHANDLE</b>	TIBOLO NTLANGU WA MATI NTLANGU WA MISAVA KU ENCENYETA MITLANGU YA MFAMBAFAMBO SWITLANGISO SWA DYONDZO MIJOMBHE SWITLANGISO SWA MAVHILWA FUREME RO KHANDZIYWA HI VANA ('MUJOMBE WA LE NHOVENI') MATHAYERE	
10	<b>NKARHI WA XIHAMBUKELO</b> Ririmi, Matematiki, Swikili swa Vutomi		
50	<b>NKONGOMO eka RIRIMI</b> Migingiriko ya tllasi hinkwayo na ya le tlhelo		
20	<b>XITORI MASIKU HINKWAWO</b>		
ISIKHATHI SOKUPHUMULA NOMA SOKUMA			
USHITSHO			
Uhlelo lwe-CAPS Lwansuku-zonke lweBanga R e-Gauteng			

**MATEMATIKI**  
(1 awr 24 min)

**NKARHI WA NKONGOMO: 50 min hi siku**  
Tinomboro, Tioparexini na Vuxaka Tipatironi, Tifankixini, Alijebura Ndhawu na Xivumbeko (Jometiri) Mpimo  
Matirhiselo ya Vuxokoxoko bya Tinhlayo

**KU KATSA NA MPFANGANISO: 34 min hi siku**  
Tirhisa swivandlanene hi mikarhi leyin'wana ya nkongomo xikan'we na hi mikarhi ya ku tlanga va tshunxekile va ri endzeni/ehandle, ku xeweta, ku ya exihambukelweni na hi nkarhi wa swakudya.

**SWIKILI SWA VUTOMI**  
(1 awr 12 min)

**NKARHI WA NKONGOMO: 40 min hi siku**  
Dyondzo ya swa Rihanyo Vutivi bya Masungulo Vutshila byo Tumbuluxa Dyondzo ya swa Vutiolori

**KU KATSA NA MPFANGANISO: 32 min hi siku**  
Tirhisa swivandlanene hi mikarhi leyin'wana ya nkongomo xikan'we na hi mikarhi ya ku tlanga va tshunxekile va ri endzeni/ehandle, ku xeweta, ku ya exihambukelweni na hi nkarhi wa swakudya.

**RIRIMI**  
(2 awr)

**NKARHI WA NKONGOMO: 50 min hi siku**  
Ku yingisela naku Vulavula Ku Hlaya ko Sungula Vulemukisi bya Mipfumawulo na Tifonimi Ku Tsala ka Masungulo Matsalelo ya Voko ya Masungulo

**KU KATSA NA MPFANGANISO: 70 min hi siku**  
Komba kutani u byela (10 ra timinete) Xitori masiku hinkwawo (20 wa timinete)  
Eka 40 wa timinete leti nga sala, tirhisa swivandlanene hi mikarhi leyin'wana ya nkongomo xikan'we na hi mikarhi ya ku tlanga va tshunxekile va ri endzeni/ehandle, ku xeweta, ku ya exihambukelweni na hi nkarhi wa swakudya.

*Languta eka pheji leri landzelaka leswi u nga endlisaka xiswona nkunguhato wa migingiriko eka 50 wa timinete ta Nkongomiso eka Ririmi.*



## XIYENGE XA 1: NONGONOKO WA ANTSWISO WA RIRIMI WA GIREDI YA V



**NKONGOMISO EKA RIRIMI**  
50 wa timinete ta migingiriko ya tlilasi hinkwayo na ntlawa lowuntsongo

**MIGINGIRIKO YA TLILASI HINKWAYO**  
(wu rhangeriwa hi mudyondzisi)  
25 wa timinete

**MIGINGIRIKO YA NTLAWA LOWUNTSONGO**  
(lowu lulamisiweke hi mudyondzisi)  
25 wa timinete

Migingiriko leyi simekiweke eka xitori

Migingiriko ya letere na mpfumawulo

Maletelelo ya goza hi goza ya migingiriko ya tlilasi hinkwayo na ntlawa lowuntsongo ma vekiwile kahle eka Xiletelo xa Migingiriko xa kotara yin'wana na yin'wana.



**NGHINGIRIKO 1**  
Ku dirowa na ku tsala ko sungula  
(lowu leteriwaka hi mudyondzisi eka vhiki ra 1)



**NGHINGIRIKO 2**  
Swiphazamiso na mintlangu  
(lowu leteriwaka hi mudyondzisi eka vhiki ra)



**NGHINGIRIKO 5**  
Ntlangu wo endla onge



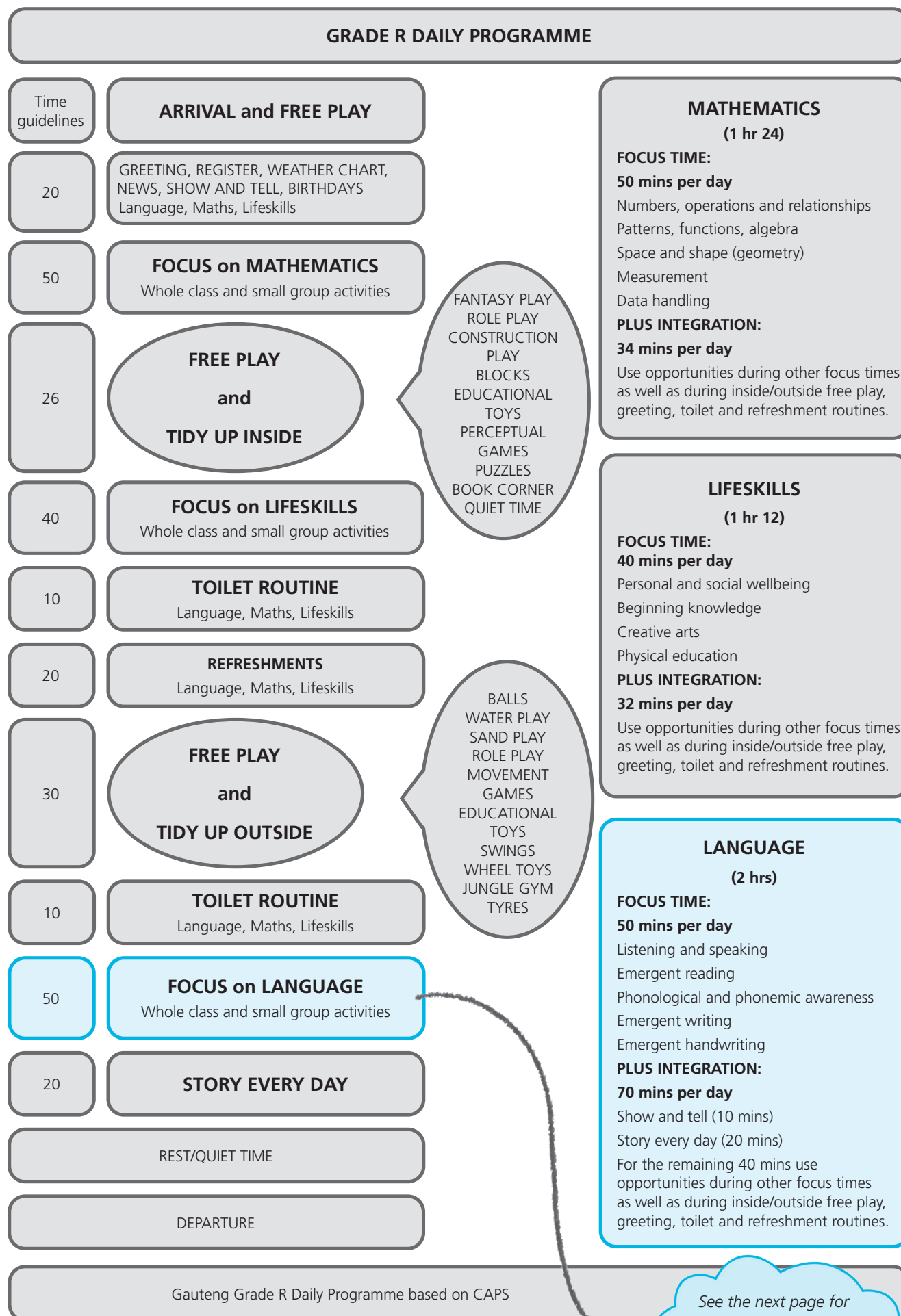
**NGHINGIRIKO 3**  
Ku hlaya ka munhu un'we



**NGHINGIRIKO 4**  
Vuswikoti bya mimpfimi leyitsongo wa swirho na ntivontsalo



# How to plan for a Focus on Language every day



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





**FOCUS ON LANGUAGE**  
50 minutes whole class and small group activities

**WHOLE CLASS ACTIVITIES**  
(led by the teacher)  
25 minutes

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

Story-based activities

Letter and sound activities

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



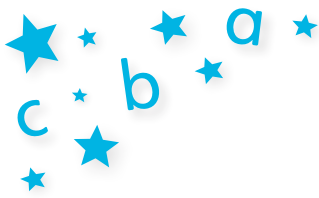
**ACTIVITY 1**  
Drawing and emergent writing  
(teacher-guided in Week 1)

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

**ACTIVITY 5**  
Pretend play

**ACTIVITY 3**  
Independent reading

**ACTIVITY 4**  
Fine motor skills and handwriting



## Malulamiso eka Nkongomiso wa Ririmi wa siku na siku

Tanihi leswi hi swi voneke, nkarhi wa nkongomo wa Ririmi wu fanela ku lulamisiwa leswaku wu pfumelela migingiriko ya tlilasi hinkwayo na ya ntlawa lowuntsongo masiku hinkwawo. Xiletelo xa goza na goza wa migingiriko ya ririmi xi lulamisiwile eka Xiletelo xa Migingiriko swa kotara yin'wana na yin'wana. Laha hi kongomisa eka ndlela leyi u dyondzisaka ha yona tlilasi hinkwayo xikan'we na migingiriko ya ntlawa lowuntsongo ku nyika vadyondzi mintokoto yo hambana na ku olovisa swikongomelo swo hambana swa dyondzo.

### Migingiriko ya tlilasi hinkwayo

Vadyondzi hinkwavo va tshama ematafuleni ya vona, kumbe hi xirhendzevutana emetini, loko mudyondzisi a ri karhi a:

- ★ tivisa/ndlandlamuxa/tiyisisa xitori, vuswikoti kumbe nongoti
- ★ rhangela nkanerisano lowu nghenisaka vadyondzi hinkwavo
- ★ rhangela nghingiriko lowu nghenisaka vadyondzi hinkwavo.

Emakumu ka nghingiriko wa tlilasi hinkwayo, mudyondzisi u hlamusela nghingiriko wa ntlawa wun'wana na wun'wana lowuntsongo a nga si va tlherisela etindhawini ta vona.

### Migingiriko ya ntlawa lowuntsongo

Eka ntlhanu wa masiku, ntlawa wun'wana na wun'wana wa rhendzeleka ku ya eka nghingiriko wo hambana siku rin'wana na rin'wana. Leswi swi hlamusela leswaku vadyondzi hinkwavo va kuma nkarhi wo nghenelela eka ntlhanu wa migingiriko ya ririmi ya mintlawa leyintsongo – nghingiriko lowu leteriwaka hi mudyondzisi xikan'we na mune wa migingiriko yin'wana ya mintlawa leyintsongo..

- ★ Ntlhanu wa migingiriko ya mintlawa leyintsongo yi kunguhatiwa hi mudyondzisi.
- ★ Switirhisiwa na swo engetela vutivi swa ntlhanu wa migingiriko hinkwayo swa lulamisiwa siku na siku.
- ★ Migingiriko yi lulamisiwa ematafuleni, emetini, ekhoni ya migingiriko kumbe ehandle.
- ★ Ntlawa wun'we wu tirha na mudyondzisi (nghingiriko lowu leteriwaka hi mudyondzisi).
- ★ Mintlawa leyin'wana ya mune yi tirha yi ri yoxe.

## Etlilasini ...

### Malulamiso ya mintlawa ya vadyondzi

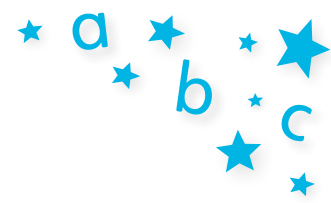
- ★ Hi xitalo vadyondzi va avanyisiwa hi mintlawa ya ntlhanu. (Loko sayizi ya tlilasi ya wena yi lava mintlawa ya ntsevu, nyika nghingiriko wo fana eka mintlawa mimbirhi.)
- ★ Ntlawa wun'wana na wun'wana wu fanele wu va na vito na mfungho.
- ★ Mintlawa a yi fanelanga ku tshama yi ri tano nkarhi wo leha.

Ku na *tindlela timbirhi ta nkoka* to ntlawahata vadyondzi. Eka ha timbirhi, mudyondzisi u fanela ku va na vonelo ra kahle hi vuswikoti bya vadyondzi va yena hi ku xiya mudyondzi un'wana na un'wana hi vukheta eka siku hinkwaro ra xikolo.

*Mintlawa ya vuswikoti byo hambana-hambana:* Hi xitalo swa pfumeleriwa leswaku vadyondzi va ntlawahatiwa swin'we na vadyondzi van'wana lava nga na tilevhele to hambana ta vuswikoti bya ririmi. Mudyondzi loyi a tsandzekaka ku dirowa a nga pfuniwa hi vanghana naswona a nga va a swi kota ku teka xiave xo tiyisa eka vuswikoti lebyi lavekaka eka nghingiriko, ku fana na vuswikoti bya vumunhu, nkunguhato, ku hlanganisa kumbe swianakanyiwa.

*Vuswikoti byo fana:* Loko swi lava nseketelo wo karhi, nkarhi wun'wana swa pfuna ku ntlawahata vadyondzi swin'we na vadyondzi van'wana lava va nga eka levhele yo fana. Leswi swi pfuna mudyondzisi ku hlawula levhele ya nghingiriko, ku hlamusela na nkarhi lowu lavekaka, ehandle ko siya van'wana endzhaku.





## 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.

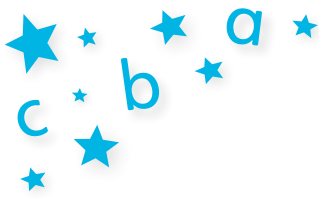


There are *two main ways* to group learners. For both of these, the teacher needs to have a good idea of her learners' abilities through careful observation of each learner across the school day.

*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.





## Mpfuno wa migingiriko ya ntlawa lowuntsongo

- ★ Ku laveka switirhisiwa swintsongo swa ntlawa lowuntsongo ku tlula tlilasi hinkwayo, xikombiso: swikero, tiburachi to penda, vumba na tibodo ta ntlangu.
- ★ Vadyondzi hinkwavo va kuma nkarhi wo tirhisa swilaveko na switirhisiwa.
- ★ Vadyondzi va hlohlotela vuswikoti bya ntirhisano, xikombiso: ku avelana, ku cincana, ku vulavula na ku yingisela.
- ★ Vadyondzi va byarha vutihlamuleri bya mintirho ya ntlawa, xikombiso: ku basisa.
- ★ Ntlawa lowuntsongo wu tirha kahle eka ku katsakanya na ku titoloveta minongoti leyi dyondziweke masiku lama hundzeke na vuswikoti.

## Migingiriko ya ntlawa lowuntsongo lowu leteriwaka hi mudyondzisi

Leswi swi kunguhatiwile leswaku mudyondzisi a:

- ★ tirha na vadyondzi ehansi kumbe etafuleni
- ★ nyika swileriso na ku vutisa swivutiso leswi nga swa levhele ya ntlawa
- ★ xiyisisa na ku tihlanganisa na mudyondzi un'wana na un'wana
- ★ kambela loko mudyondzi un'wana na un'wana a kumile vuswikoti lebyi lavekaka
- ★ endla sexini yi endleka naswona ku va na ku vulavurisana, ha vumbirhi bya n'wina, wena na mudyondzi mi nghenelela.



## Migingiriko ya ntlawa lowuntsongo lowu tirhaka wu ri woxe

Leswi swi kunguhatiwile leswaku vadyondzi va:

- ★ kuma migingiriko yi ri na nkoka no tsakisa
- ★ kota ku tirha ehandle ko pfuniwa hi mudyondzisi
- ★ kota ku tirha hi goza ra vona vini
- ★ loyi a tirhaka hi ku nonoka u kota ku heta ntirho hi nkarhi lowu nyikiweke
- ★ lava hetaka ntirho hi ku hatlisa va hlohloteriwa ku sukela ntlawa va miyerile va ya tihlawulela nghingiriko lowu va wu lavaka lowu lulamisiweke hi mudyondzisi.

*Loko u vona leswaku vadyondzi a va swi koti ku sungula, kumbe a va yi mahlweni, lava swivangelo. Cinca kumbe u va toloveta nghingiriko, loko swi laveka, eka vadyondzi vo karhi kumbe ntlawa.*

## Etlilasini ...

### Dyondzisa vadyondzi milawu yo olova ya:

- ★ mafambelo exikarhi ka migingiriko
- ★ matikhomelo hi nkarhi wa migingiriko ya ntlawa lowuntsongo
- ★ mabasiselo na ku longa ntirho wa vona loko va hetile.

*Vuyelela milawu leyi siku na siku ku fikela loko vadyondzi va tiva na ku yi landzela hi voxo. Leswi swi teka nkarhi! Tshembeka. Lulamisa vadyondzi hi ku olova loko va tlhonthla milawu.*





## 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.*

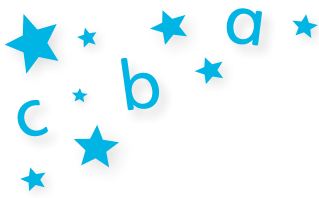
## In the classroom ...

### 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.*










# Malulamiso ya ngingiriko wa mavhiki mambirhi

Nongonoko wa Ririmi wu rhendzeleka eka migingiriko ya mavhiki mambirhi. Ntlovelo wa ngingiriko wu vuyeleriwa lembe hinkwaro ku pfumelela ku tivisa, nhluvuko na nkatsakanyo wa vuswikoti bya vadyondzi.

## Vhiki ra 1

Migingiriko ya tlilasi hinkwayo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
<b>Migingiriko leyi simekiweke eka xitori</b>	<b>Ku rungula xitori na ku aka ntivomarito</b> Vadyondzi va twa xitori ro sungula va karhi va dyondza ntivomarito lamantshwa.	<b>Ku rungula xitori na ku yimbelela</b> Vadyondzi va yingisela xitori nakambe na ku yimbelela risimu leri nga na vuxaka na xitori.	<b>Ku rungula xitori na ku encenyeta ntlangu</b> Vadyondzi va teka swiyenge swo hambana hambana na ku tirhisa ririmi ra xitori vona vini, loko xitori xi karhi xi runguriwa.	<b>Ku landzelerisa swifaniso</b> Vadyondzi va tlhela va rungula xitori hi ku tirhisa swifaniso.	<b>Ku endla, ku dirowa na ku tsala</b> Vadyondzi va humesela mavonelo ya vona hi xitori hi ku endla xanchumu, ku dirowa xifaniso kumbe ku teka xiave eka ku tsala swin'we.
<b>Migingiriko ya letere na mpfumawulo</b>	<b>Ku tivisa mpfumawulo ku suka eka xitori</b> Vadyondzi va tivisiwa eka mpfumawulo lowu kongomisiweke na letere leri nga na vuxaka na marito lama humaka eka xitori.	<b>Mavumbelo ya letere</b> Vadyondzi va vumba letere leri kongomisiweke hi ku tirhisa switirhisiwa swo hambana hambana leswi swi va nyikaka ntokoto wa switwi.	<b>Mabokisi ya maletere</b> Vadyondzi va vona, va khoma na ku vulavula hi minchumu na swifaniso leswi sungulaka hi mpfumawulo lowu kongomisiweke.	<b>Ku yingisela mimpfumawulo leyi kongomisiweke</b> Vadyondzi va lemuka mimpfumawulo leyi kongomisiweke eka marito.	<b>Go kopanya le go kgaoganya</b> Vadyondzi va twananisa mimpfumawulo ku endla marito na ku hambanisa marito ya va mimpfumawulo.
<b>Migingiriko ya ntlawa lowuntsongo</b>	Stella u kombisa leswaku hi yih migingiriko ya ntlawa lowuntsongo lowu leteriwa hi mudyondzi siku rin'wana na rin'wana.				
<b>Ntlawa wa wasi</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b>  Vadyondzi va rhexhoda mavonelo ya vona hi ku dirowa na ku tsala ko sungula.	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b> Vadyondzi va endla swiphazamiso na ku tlanga mintlangu ya ririmi.	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b> Vadyondzi va hlaya hi voxo na ku tiphina hi tibuku na xitirhisiwa xa nkandziyiso wun'wana.	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b> Vadyondzi va endla migingiriko ya minsiya leyintsongo na ko tolovela mavumbelo ya maletere.	<b>Nghingiriko 5: Ntlangu wo endla onge</b> Vadyondzi va akela eka ririmi xitori na nkongomelo hi ntlangu wo endla onge.
<b>Ntlawa wa rihlaza</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> 	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>
<b>Ntlawa wa xitshopana</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> 	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>
<b>Ntlawa wo tshwuka</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> 	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>
<b>Ntlawa wa xivunguvungu</b>	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> 










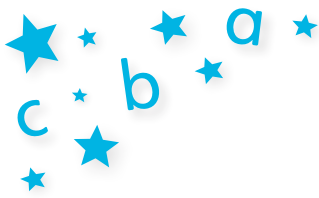


## How to plan for a two-week activity cycle

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> 



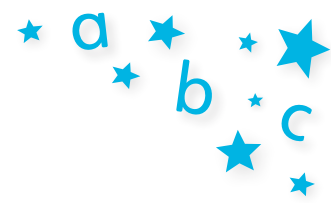
Ku tsakela ka vadyondzi ku hlayisiwa nkarhi hinkwawo exikarhi ka vundzeni bya mhaka ya switori leswi cincaka na vutumbuluxi byo hambana eka migingiriko leyi ntlawahatiweke – yi ya yi va na mintlhonthlo loko lembe ri ri karhi ri ya emahlweni. Vuxokoxoko bya switori na migingiriko ya mavhiki mambirhi man'wana na man'wana byi nyikiwile eka Xiletelo xa Migingiriko bya kotara yin'wana na yin'wana.

## Vhiki ra 2

Migingiriko ya tllasi hinkwayo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
<b>Migingiriko leyi simekiweke eka xitori</b>	<b>Ku landzelerisa swifaniso ko tala</b> Vadyondzi va katsakanya vutivi bya xitori hi ku landzelerisa swifaniso ko tala hi voxe.	<b>Ku hlaya swin'we – Buku Leyikulu</b> Vadyondzi va yingisela xitori xo tiveka xi karhi xi hlayiwa loko mudyondzisi a kombisa mahlayelo.	<b>Ku dyondza ku yingisela</b> Vadyondzi va yingisela hi vukheta na ku landzelela swileriso swa nomo.	<b>Ku hlaya na ku endla</b> Vadyondzi va hlamusela vuthala bya swo tsariwa na xifaniso.	<b>Ku endla, ku dirowa na ku tsala</b> Vadyondzi va humesa mavonelo ya vona hi xitori hi ku endla xanchumu, ku dirowa kumbe ku hoxa xandla eka ku tsala swin'we.
<b>Migingiriko ya letere na mpfumawulo</b>	<b>Ku tivisa mpfumawulo ku suka eka xitori</b> Vadyondzi va tivisiwa mpfumawulo lowu kongomisiweke lowu fambaka na marito lama sukaka eka xitori.	<b>Mavumbelo ya letere</b> Vadyondzi va vumba letere leri kongomisiweke hi ku tirhisa switirhisiwa swo hambana hambana leswi swi va nyikaka ntokoto wa switwi loku fuweke.	<b>Mabokisi ya maletere</b> Vadyondzi va vona, va khoma na ku vulavula hi minchumu na swifaniso leswi swi sungulaka hi mpfumawulo lowu kongomisiweke.	<b>Ku yingisela mimpfumawulo leyi kongomisiweke</b> Vadyondzi va lemuka mimpfumawulo leyi kongomisiweke eka marito.	<b>Ku twanansa na ku hambanisa</b> Vadyondzi va twanansa mimpfumawulo ku vumba marito na ku hambanisa marito hi mimpfumawulo.
<b>Migingiriko ya ntlawa lowuntsongo</b>	Stella u kombisa leswaku hi yihlala migingiriko ya ntlawa lowuntsongo lowu leteriwaka hi mudyondzisi siku rin'wana na rin'wana.				
<b>Ntlawa wa wasi</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b> Vadyondzi va rhexhoda mavonelo ya vona hi ku dirowa na ku tsala ko sungula.	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b>  Vadyondzi va endla swiphazamiso na ku tlanga mintlangu ya ririmi.	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b> Vadyondzi va hlaya va ri voxe na ku ti phina hi tibuku na switirhisiwa swin'wana swo tsariwa.	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b> Vadyondzi va endla migingiriko ya mfambafambo wa swirho na ku ti tololeta ku vumba maletere.	<b>Nghingiriko 5: Ntlangu wo endla onge</b> Vadyondzi va aka ehlenla ka ririmi ra xitori na nkongomelo hi ntlangu wo endla onge.
<b>Ntlawa wa rihlaza</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b>	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b> 	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>
<b>Ntlawa wa xitshopana</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b>	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b> 	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>
<b>Ntlawa wo tshwuka</b>	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b>	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b> 
<b>Ntlawa wa xivunguvungu</b>	<b>Nghingiriko 2: Swiphazamiso na mintlangu</b> 	<b>Nghingiriko 3: Ku hlaya ka munhu un'we</b>	<b>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</b>	<b>Nghingiriko 5: Ntlangu wo endla onge</b>	<b>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</b>








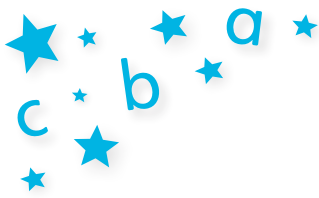




Learners' interest is held through the ever-changing story context and through creative variation in the activities which are graded – becoming more challenging as the year progresses. Details of stories and activities for each two-week cycle are provided in the Activity Guides for each term.

## 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.
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>



## Makambelelo yo yisa emahlweni eka vadyondzi va Giredi ya V

Eka Giredi ya V, **makambelelo** i endlelo leri yaka emahlweni, leri kunguhatiweke hi ku hlengeleta, ku xopaxopa na ku hlamusela hi vuxokoxoko hi mudyondzi un'wana na un'wana.

Makambelelo ma fanele ku va ya nkamafundza naswona ya va **nhlamuselo**. Hi marito man'wana, vuxokoxoko lebyi hlengeletweke hi ku ya emahlweni ka vadyondzi hi nkarhi wa makambelelo, byi fanele ku ku pfuna ku kunguhata na ku tolovela migingiriko yo dyondza leswaku ku dyondza ka vadyondzi ku ta antswisiwa. Eka Giredi ya V, xikongomelo xa makambelelo a hi ku nyika timaraka, kambe ku teka swiboho hi ndlela ya kahle ya ku seketela nhluvuko wa mudyondzi un'wana na un'wana.

A wu nge swikoti ku fikelela leswi u nga swi dyondzisangiki. Makambelelo i mfambelaniso exikarhi ka vundzeni bya tidyondzo ta XIPHOKHAMA na vuswikoti na migingiriko ya wena yo dyondzisa na dyondzo. Makambelelo ya madyondziselo na madyondzelo ma endleriwe ku:

- ★ tumbuluxa levhele ya mudyondzi un'wana na un'wana
- ★ nyika matimba eka nhluvukiso wa mudyondzi un'wana na un'wana
- ★ kambisisa ku ya emahlweni ka mudyondzi un'wana na un'wana
- ★ letela nkunguhato na ku hlawula migingiriko
- ★ tivisa levhele ya madyondziselo ya wena
- ★ kunguhata nseketelo wo engetela wa vadyondzi lava nga na swirhalanganyi eka ku dyondza
- ★ pfuna ku tumbuluxa tirhipoti ta ku humelela ka vadyondzi.

### Dlilosari

#### makambelelo yo aka

makambelelo lama nyikaka vuxokoxoko hi nhluvukiso wa mudyondzi loko dyondzo yi ri karhi yi humelela

## Etlilasini ...

### Switsundzuxo swa makambelelo

Vuxokoxoko hi vutivi na nhluvukiso wa vuswikoti bya vadyondzi byi fanele ku hlengeletwa siku rin'wana na rin'wana hi tindlela na minkarhi yo hambana.

- ★ Xiya vadyondzi hi nkarhi wa migingiriko ya tllasi hinkwayo na loko va tlanga va tshunxekile endzeni na le handle ka tllasi.
- ★ Mbhurisano na vadyondzi hi un'we un'we kumbe hi ntlawa lowuntsongo wa vadyondzi swi nga ku pfuna ku twisisa levhele na vuenti bya maehleketelo na ku anakanya ka vadyondzi.
- ★ Languta hi vukheta swilo leswi vadyondzi va swi endlaka (swifaniso, swo dirowiwa, minchumu na/ kumbe "ku tsala") ku ku komba leswi va swi twisisaka na leswi va humeleleke eka swona.
- ★ Tirha na ntlawa wun'we lowuntsongo wa vadyondzi siku rin'wana na rin'wana hi nghingiriko lowu fambelanaka na xiphemu kumbe vuswikoti bya le ka XIPHOKHAMA. Loko vadyondzi va ri karhi va tirha hi nghingiriko, xiyaxiya hi vukheta mudyondzi un'wana na un'wana eka ntlawa lowuntsongo na ku vutisa swivutiso ku kuma vundzeni bya maehleketelo na levhele ya ntvisiso wa vona.



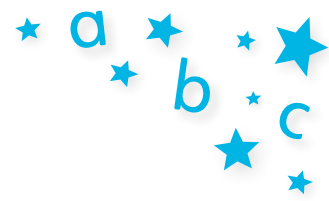
### Switirhisiwa swa Makambelelo

Tsundzuka leswaku makambelelo ya nga pfuki ya endla leswaku vadyondzi va twa va chuha kumbe ku chava. Hi xivangelo lexi, a swi fanelanga ku va vadyondzi va swi lemuka leswaku mudyondzisi u le ku rhekhodeni ka vuxokoxoko hi vona.

Hi ku rhekhoda leswi u xiyaxiyeke swona lembe hinkwaro, xifaniso lexi hetisekeke xa mudyondzi un'wana na un'wana, na vuswikoti na ku tsandzeka ka vona, hi kantsongo kantsongo xa akeka. Ku na mune wa switirhisiwa swo hambana leswi nga tirhisiwaka: fayili ya mudyondzi, buku yo xiyaxiya, minongonoko yo kambela na rhubiriki.

Languta na le ka Phaki ra Switirhisiwa swa Switoloveto swa Makambelelo ya Giredi ya V ya GDE ku kuma mavonelo yo tala.





## 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.



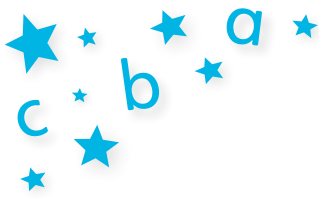
#### Assessment tools

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.





### Tifayili ta vadyondzi

Mudyondzi u fanele ku lulamisa fayili ya mudyondzi un'wana na un'wana etlilasini kutani a yi tirhisa ku hlayisa mintirho ya mudyondzi un'wana na un'wana ya maphepha yi va yi hlayisekile. Tsala vito ra mudyondzi na siku eka phepha rin'wana na rin'wana leri fayiriwaka. Leswi swi ta nyika mudyondzi nkoka wa ntirho naswona swi ta ku nyika ndlela ya kahle ku kambela ku ya emahlweni lembe hinkwaro. (Mi komberiswa ku endla nkombiso wa ntirho wa mudyondzi etlilasini mi nga si wu fayila.)



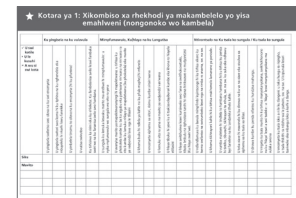
### Tibuku to xiyaxiya

Eka Giredi ya V, mudyondzi u fanele ku xiyaxiya vadyondzi endzeni na le handle ka tlilasi, hi nkarhi wa ntlangu wo ntshunxeka na hi misingiriko leyi kunguhatiweke. Lulamisa tipheji to karhi ta mudyondzi un'wana na un'wana naswona u rhekhoda leswi u swi lemukeke hi matikhomelo, vuswikoti, matitwelo, swendlo na leswi humelelaka etlilasini. (Tinotsi leti ti ta ku pfuna ku hetetisa nongonoko wa wena wo kambela kotara yin'wana na yin'wana.)



### Minongonoko yo kambela

Minongonoko yo kambela yi nyika nongonoko wa swilaveko swa makambeleso swa vuswikoti lebyi dyondzisiweke eka kotara. Mudyondzi u ta fungha hi gwaju kumbe xihambano ku komba "u swi kotile" kumbe "a nga swi kotanga". Endlelo ra vunharhu ku nga va thonsi, leri kombisaka leswaku mudyondzi a nga si fikelela, kambe swa ti komba leswaku va le ndleleni yo fikelela vuswikoti. (Swikombiso swa nongonoko wo kambela swi katsiwile eka Xiletelo xa Nghingiriko xa kotara yin'wana na yin'wana.)



### Tirhubiriki

Rhubiriki i xitirhi xin'wana xo kambela vuswikoti bya vadyondzi. Yi tlhela yi katsa nongonoko wa swilaveko, kambe yi nyika swinene vuxokoxoko bya nhlamuselo ku tlula thonsi, xihambano kumbe gwaju. Rhubiriki yi nyika tinhlamuselo ta tilevhele to hambana ta matirhelo eka xilaveko xin'wana na xin'wana xa makambeleso. Yi pfumelela mudyondzi ku va na xikongomelo na ku tshembeka eka makambeleso na ku nyika vuxokoxoko lebyi enteke lebyi letelaka mudyondzi hi nseketelo lowu mudyondzi a wu lavaka. (Swikombiso swa rhubiriki swi katsiwile eka Xiletelo xa Nghingiriko swa kotara yin'wana na yin'wana.)

Swo hlamusela tilevhele eka rhubiriki swi fambelana na tikhodi ta mapimelo naswona swi ngenhisiwile eka "South African School Administration and Management System" (SA-SAMS) leswi tirhisiwaka elembeeni. Sisiteme yi xopela tikhodi kutani yi humesela vatswari na vahlayisi rhipoto.

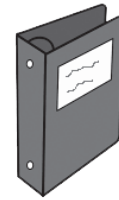
Swipimelo swa makambeleso	1. A nga fikelelanga (0–29%)	2. Vuswikoti byo enelanyana (30–49%)	3. Vuswikoti byo enela (50–74%)	4. Vuswikoti bya le henhla ngopfu (75–100%)
<b>U rungula switori na ku vuyelela switori hi marito ya yena n'wini</b>	A nga swi koti ku rungula switori na ku vuyelela switori; u kota ku vula marito ma nga ri mangani.	Ku vuyelela swi pimekile; u katsa swindleko swin'wana; nongonoko wu nga va wu hoxekile; u tirhisa swivulwa swo koma na ntvomarito wo olova.	U kota ku vuyelela swindleko swo tala exitorini xi ri na masungulo, xikarhi na mahetelelo kambe ku ri na vuxokoxoko byi nga ri byi ngani; u lava ku tlhonthiwa hi swivutiso swo fana na: 'kutani ...'; 'ku landzele yini ku humelela?'; u sungula ku tirhisa swivulwa swo leha.	Xitori xi na ndzandzelelano lowu twisisekaka naswona xi na masungulo, xikarhi na mahetelelo; swimunhuhata na mbangu swi hlamuseriwe hi ku nyika vuxokoxoko; swikongomelo na matitwelo ya swimunhuhata swi hlamuseriwile; u tirhisa swivulwa swo leha swo tika na ku hlanganisa marito yo fana na 'kutani'; 'endzhaku ka sweswo'; u tirhisa ntvomarito wuntshwa wo suka eka xitori.





### 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.)



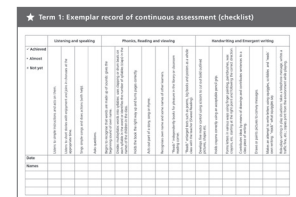
### Observation books

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.)

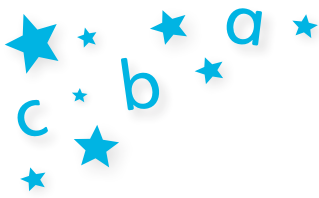


### Rubrics

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.



## Minongonoko ya migingiriko yi fambelana na XIPHOKHAMA

Tafula leri ri kombisa hi laha migingiriko ya nongonoko wa mavhiki mambirhi wu vumbaka ha kona vuswikoti bya ririmi lebyi kongomeke bya XIPHOKHAMA, naswona ri komba hi laha u nga tirhisaka ha kona migingiriko ku kambela ku humelela ka mudyondzi hi ku langutisa eka swilaveko swa makambeleso ya XIPHOKHAMA.

Nongonoko wa mavhiki mambirhi	Migingiriko ya tlišasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
			(yi humesiwe eka swilaveko swa makambeleso ya XIPHOKHAMA)	
<b>Vhiki ra 1:</b> Musumbhunuku	Ku rungula xitori na ku aka ntivomarito	Ku yingisela na ku vulavula	U yingisela switori swo koma hi ku tiphina na ku nghenelela eka khorasi hi nkarhi lowu faneleke U vutisa swivutiso	
Ravumbirhi	Ku rungula xitori na ku yimbelela	Ku yingisela na ku vulavula	U yimbelela tinsimu to olova na ku encenyeta (hi ku pfuniwa)	
Ravunharhu	Ku rungula xitori na ku encenyeta ntlangu	Ku yingisela na ku vulavula	U encenyeta xiphemu xa xitori, risimu kumbe xinsin'wana	
Ravumune	Ku landzelerisa swifaniso	Ku yingisela na ku vulavula		<b>Ku yingisela na ku vulavula</b> <b>Rhubiriki 1:</b> U rungula switori na ku vuyelela switori hi marito ya yena n'wini
Ravuntlhanu	Ku endla, ku dirowa na ku tsala	Ku yingisela na ku vulavula  Ku tsala ko sungula	U hoxa xandla eka mavonelo hi swifaniso na ku hoxa xandla eka swivulwa swa xiphemu xa ku tsala ka tlišasi  U dirowa kumbe ku penda swifaniso ku hundzisa mahungu	
<b>Vhiki ra 2:</b> Musumbhunuku	Ku landzelerisa swifaniso ko tala	Ku yingisela na ku vulavula Ku hlaya na ku langutisa		<b>Ku yingisela na ku vulavula</b> <b>Rhubiriki 2:</b> U longoloxa sete ya swifaniso hi ndlela leyi swi vumbaka xitori na ndzandzelelano lowu nga na lojiki wa swiendleko loko swi runguriwa na ku va na vuxaka na xitori lexi vumbiweke
Ravumbirhi	Ku hlaya swin'we – Buku Leyikulu	Ku hlaya na ku langutisa	U "hlaya" switshuriwa leswi kurisiweke swo fana na switlhokovetselo, tibuku letikulu na tiphositara tanihi tlišasi hinkwayo na mudyondzi	
Ravunharhu	Yingisela u endla	Ku yingisela na ku vulavula	U yingisela swileriso swo olova na ku encenyeta	
Ravumune	Ku hlaya na ku endla	Ku hlaya na ku langutisa	U lemuka vito ra yena na man'wana mavito ya vadyondzi lavan'wana	
Ravuntlhanu	Ku endla, ku dirowa na ku tsala	Ku yingisela na ku vulavula  Ku tsala ko sungula	U hoxa xandla eka mavonelo hi swifaniso na ku hoxa xandla eka swivulwa swa xiphemu xa ku tsala ka tlišasi  U dirowa kumbe ku penda swifaniso ku hundzisa mahungu	





## 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	





Nongonoko wa mavhiki mambirhi	Migingiriko ya tllasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
Vhiki ra 1 na 2: Musumbhunuku	Ku tivisa mpfumawulo ku suka eka xitori	Mimpfumawulo		<b>Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1:</b> U lemuka switatisi na switwari swin'wana swo tviwa na swo voniwa
Ravumbirhi	Mavumbelo ya letere	Ntivontsalo	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tintiho, tiburachi to penda, tikhirayoni ta mhula, sw. na sw. a sungula eka ndhawu leyi faneleke na ku landzelela tlhelo leri faneleke	<b>Ku tsala ko sungula na Ntivontsalo Rhubiriki 1:</b> U hlulukisa vuswikoti bya mimpfimi leyintsongo na vuswikoti bya mfambafambo wa swirho
Ravunharhu	Mabokisi ya maletere	Mimpfumawulo	U lemuka switatisi na switwari swin'wana swa masungula swo tviwa na swo voniwa ngopfu ngopfu eku sunguleni ka rito	<b>Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1:</b> U lemuka switatisi na switwari swin'wana swo tviwa na swo voniwa
Ravumune	Ku yingisela mimpfumawulo leyi kongomisiweke	Mimpfumawulo		<b>Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 2:</b> U sungula ku lemuka leswaku marito ma endlwe hi mimpfumawulo: u nyika mpfumawulo wo sungula wa vito ra yena
Ravuntlhanu	Ku twananisa na ku hambanisa	Mimpfumawulo	U avanyisa marito ya mapeletwananyingi hi mapeletwana: u tirhisa ku phokotela kumbe ku ba ka xigubu eka peletwana rin'wana na rin'wana eka rito kumbe ku tiva nhlayo ya mapeletwana (ku phokotela) eka mavito ya vadyondzi etlilasini	
Nongonoko wa mavhiki mambirhi	Migingiriko ya tllasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
Vhiki ra 1 na 2: Musumbhunuku	Ku dirowa na ku tsala ko sungula	Ku tsala ko sungula	U ringeta ku tsala maletere hi ku tirhisa manyokanyokana, swikhokhonono, sw. na sw. na ku "hlaya" leswi a swi tsaleke: u "hlaya" leswi manyokanyokana ma vulaka swona  U khoma tikhirayoni kahle hi ku tirhisa makhomelo lamanene ya penisele	<b>Ku tsala ko sungula na Ntivontsalo Rhubiriki 2:</b> U dirowa swifaniso leswi humesaka vonelonkulu ra switori, tinsimu na swinsin'wana <b>Rhubiriki 3:</b> U twisa leswaku ku tsala na ku dirowa swi hambanile: ku endla onge i wa tsala ku yimeriwa hi ku tirhisa manyokanyokana
Ravumbirhi	Swiphazamiso na mintlangu	Mimpfumawulo Ku yingisela na ku vulavula		<b>Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1:</b> U lemuka switatisi na switwari swin'wana swo tviwa na swo voniwa
Ravunharhu	Ku hlaya ka munhu un'we	Ku hlaya na ku langutisa	U "hlaya" a ri yexe tibuku ku titsakisa elayiburari kumbe eka khona ro hlayela etlilasini  U khoma buku hi ndlela ya kahle na ku pfula tipheji hi mfanelo	<b>Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 3:</b> U tiendlela xitori xa yena n'wini hi ku "hlaya" swifaniso
Ravumune	Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo	Ntivontsalo	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tintiho, tiburachi to penda, tikhirayoni ta mhula, sw. na sw. a sungula eka ndhawu leyi faneleke na ku landzelela tlhelo leri faneleke  U kopunula maletere lama a ma tivaka eka vito ra yena ku yimela ku tsala: u kopunula vito ra yena  U hlulukisa vulawuri bya mimpfimi leyintsongo hi ku tirhisa xikero ku tsema swifaniso, swivumbeko, sw. na sw.	<b>Ku tsala ko sungula na Ntivontsalo Rhubiriki 1:</b> U hlulukisa vuswikoti bya mimpfimi leyintsongo na vuswikoti bya mfambafambo wa swirho
Ravuntlhanu	Ntlangu wo endla onge	Ku yingisela na ku vulavula  Ku tsala ko sungula	U encenyeta ku tsala loko a ri le ku tlangeni: u teka mahungu ya riqingho, u tsala thikithi ra ndziho wa le patwini, sw. na sw.  U kopunula leswi tsariweke eka mbangu loko a karhi a tlanga	



### XIYENGE XA 1: NONGONOKO WA ANTWSO WA RIRIMI WA GIREDI YA V







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	

# ★ Xiyenge xa 2: Milawu ya swiletelo swo dyondzisa na ku dyondza eka Giredi ya V

Nongonoko wu kondletela maendlelo yo dyondzisa no dyondza lama nyanyulaka na ku hlohotela vadyondzi leswaku va ta hlulukisa matitwelo, vutivi na vuswikoti lebyi va nga ta akela eka byona eka tigiredi leti landzelaka. Ndzavisiso wa dyondzo ya le tllasini wu kombise sete ya milawu yo dyondzisa leyi nga na xiave eka ku humelela ko dyondza. Nongonoko lowu wu vumbiwile eka nhungu ya **milawu** leyi.

## Dlilosari

### nawu

xiboho xo angarhela lexi xi amukeriwaka ku va ntiyiso

## Milawu ya Nhungu yo dyondzisa na ku dyondza eka Giredi ya V

Hambiloko milawu yi ri na tinomboro, leswi i swo olovisa ku yelanisa. Hinkwayo milawu ya ringana hi nkoka naswona u ta swi lemuka leswaku yi na vuxaka.



**8 Nawu wo titoloveta.** Dyondzo yi tiyisisiwa hi ku titoloveta vuswikoti na vutivi byintshwa.



**1 Nawu wa mbangu.** Ku dyondza swi humelela eka swiyimo swo tivikana na ku va leswi faneleke.



**2 Nawu wa nghingiriko.** Vadyondzi va fanela ku nghenelela hi ku kongoma eka endlelo ro dyondza no dyondzisa.



**7 Nawu wa nkatsahinkwavo.** Dyondzo yi humelela eka mbangu lowu un'wana na un'wana a amukeriwaka, a katsiwaka, a khomiwaka kahle, a xiximiwaka naswona a kota ku va na xiave eka dyondzo.



**3 Nawu wa mintlangu.** Vana va dyondza kahle migingiriko yo tlanga va ri voxo na le ka migingiriko yo tlanga leyi leteriwaka.



**6 Nawu wa ndzetelo.** Dyondzo yi humelela loko vadyondzisi va letela vadyondzi eka ku hlulukisa vutivi byintshwa.



**5 Nawu wa n'wanguano.** Dyondzo yi humelela loko ku ri na mbhurisano na ku avelana mavonelo.



**4 Nawu wa levhele.** Vadyondzi va hundza eka tilevhele to hambana hambana to twisisa na nhluvuko.

# ★ 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.



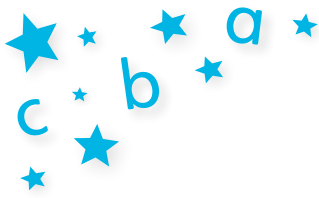
**6 The guidance principle.** Learning takes place when teachers guide learners in developing new knowledge.



**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.



Xiphemu lexi landzelaka xa *Xiletelo xa Minongoti* xi ku fambisa hi le ka nhungu wa milawu yo dyondzisa na ku dyondza eka Giredi ya V. Nawu wun'wana na wun'wana wu na:

- ★ nhlamuselo
- ★ vuxokoxoko byo tala hi mayelana na nawu lowu
- ★ bokisi ra "Etlilasini..." laha hi valangaka leswaku nongoti kumbe nawu wu nga tirhisiwa njhani etlilasini.

## 1 Nawu wa mbangu

**Ku dyondza swi humelela eka swiyimo swo tivikana na ku va leswi faneleke.**

Dyondzo yi humelela eka mintokoto ya siku na siku ekaya, emavhengeleni, epatwini, etliniki, ethekesini, elayiburari, erivaleni, ekerekeni na le ka moski, ephakini, na le ka mimbangu yin'wana ya siku na siku. Loko vadyondzi va fika eka Giredi ya V, va ta na mintokoto xikan'we na ntwisiso na mavonelo ya vona mayelana na misava. Leswi i vutivi bya vona bya masiku hinkwawo. Va ta va ri karhi va kula va tirhisa ririmi ra ndyangu wa vona. Vutivi na ririmi ra masiku hinkwawo a swi nga fani eka vadyondzi hinkwawo tanihi leswi swi lawuriwaka hi ndyangu wa mudyondzi, muganga na ndhavuko.

Loko vadyondzi va fika eka Giredi ya V, va ta na mintokoto ya vona.

## Etlilasini ...

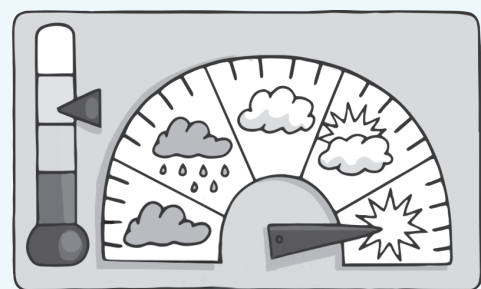
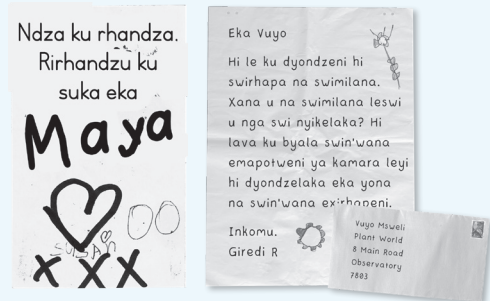
Vadyondzi vo tala eAfrika Dzonga va kula eka mimbangu laha ku nga na swipimelo eka vutihlanganisi na tibuku laha ku dirowa na ku tsala swi nga riki xiphemu xa ntokoto wa siku na siku. Tanihi vadyondzisi va vana lavantsongo, hi fanele ku endla tlilasi ndhawu leyi pfunaka ku werisa vadyondzi eka mbangu wa kaya na xikolo ku endlela leswaku dyondzo yi va ya nkoka eka vona.

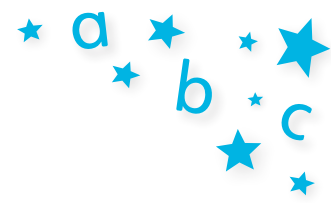
Hi nga hlohlotela vadyondzi ku languta leswi tsariweke na maletere endleleni yo ya ekaya ku suka exikolweni kumbe kwala kusuhi, leswaku va vona swo tsariwa eka mbangu wa vona. Hi nga va komba leswaku ku hlaya na ku tsala ku na xikongomelo hi misingiriko yo fana na ku tsala nongonoko wo xava kumbe ku endlela un'wana khadi.

Ku tumbuluxa mbangu wa tlilasi leyi nga fuwa hi swo tsariwa na swona swi pfuna vadyondzi ku vona nkoka wa swo tsariwa. Hi lawa man'wana mavonelo yo tirhisa swo tsariwa hi ndlela ya kahle etlilasini ya Giredi ya V:

- ★ Tsala mavito ya vadyondzi eka khalendara ya masiku yo velekiwa kutani mi yi languta masiku hinkwawo.
- ★ Veka tilebulu eka mabokisi yo hlayisa swilo, yo fana na tibuloko na tiphazili. Nkarhi hinkwawo loko u humesa switirhisiwa, hlayela vadyondzi tilebulu ehenhla u tlhela u hlaya na vona.
- ★ Tumbuluxa phositara leyi kombisaka nongonoko wa siku na siku yi ri na swifaniso na marito. Hlohlotela vadyondzi ku va "na ku famba" eka ku hlaya phositara ku kuma leswaku hi wihhi nghingiriko lowu landzelaka.
- ★ Endla nkombiso wa phositara ya rihanyu ekusuhi na zinki kumbe xihambukelo ku tsundzuxa vadyondzi ku hlamba mavoko. Tirhisa swifaniso na marito swa tiphositara leti.
- ★ Hlaya tiphositara emakhumbini. Endla chati ya maxelo leyi mi yi hlayaka siku na siku na vadyondzi.
- ★ Endla nkombiso wa leswi vadyondzi va swi diroweke na ku tsala ko sungula etlilasini.

Ha swi tiva ku suka eka nawu wa mbangu leswaku vadyondzi lavantsongo va dyondza ku antswa loko dyondzo yintshwa yi ri na nkoka naswona yi fambelana na swin'wana swa leswi va swi tivaka. Yin'we ya tindlela ta matimba leti vadyondzi lavantsongo va vonaka nkoka i switori. Lexi hi xona xivangelo xo va Nongonoko wo Antswisa Ririmi wu vumbiwe hi switori, leswi pfumelelaka vadyondzi ku aka vuswikoti na vutivi byintshwa eka mbangu wa xitori lexi va xi toloveleke.





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 ...

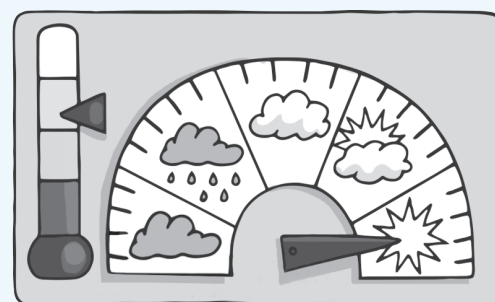


Many learners in South Africa grow up in contexts where there is limited exposure to books and where drawing and writing is not part of their everyday experience. As teachers of young learners, we need to create classroom spaces that help to bridge learners’ home and school contexts so that learning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

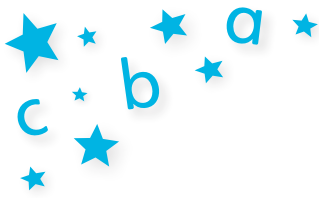
- ★ Write learners’ names on a birthday calendar and check the calendar with the class every day.
- ★ Put labels on storage boxes, such as blocks and puzzles. Whenever you take out resources, read the labels out aloud with the learners.
- ★ Create a poster that illustrates the daily programme with pictures 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 Nawu wa nghingiriko

**Vadyondzi va fanela ku nghenelela hi ku kongoma eka endlelo ro dyondza no dyondzisa.**

Vadyondzi va dyondza kahle hi ku va va khumbeka, hi ku endla swilo na ku nghenisiwa eka migingiriko. Va tirhisa miri ku valanga na ku dyondza mayelana na misava leyi va rhendzeleke, naswona swa va tikela ku tshama va miyerile nkarhi wo leha. Va dyondza hi ku olova loko va yelanisa marito mantshwa na minongoti hi swendlo na mintokoto ya ntiyiso.

Dyondzo eka Giredi ya V yi fanele ku katsa ku tiphina, va nghenisiwa eka migingiriko na mintokoto ya nkoka leyi tirhisaka minchumu yo tala. Hinkwako laha swi kotekaka, migingiriko yi fanele ku nyika vadyondzi nkarhi wa ku tirhisa miri hinkwawo na switwi swa vona, ngopfu ngopfu ku vona, ku twa na ku khumba.

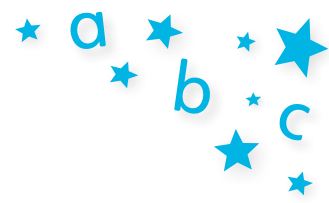
Vadyondzi lavantsongo  
va dyondza kahle hi ku va  
va khumbeka.

### Etlilasini ...

Loko vadyondzi va encenyeta xitori, va kuma nkarhi wo va swimunhuhatwa naswona va endla ririmi ra xitori ri va ra vona. Va tirhisa ririmi rintshwa kutani va aka ku tintshemba hi ku va va nghenisiwa eka ku rungula xitori.







## 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.

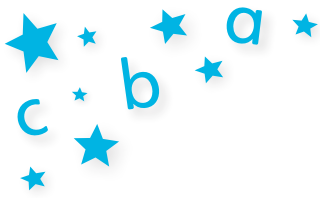
Learning in Grade R should consist of enjoyable, hands-on activities and meaningful experiences that make use of many objects. Wherever possible, the activities should provide learners with opportunities to use their whole bodies and their senses, especially sight, hearing and touch.

*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.





## Etlilasini (ku yisa emahlweni) ...

Vadyondzi va Giredi ya V a va fanelanga ku yimbelela tialifabete, ku kopunula maletere exitsalelweni kumbe ku titoloveta ku tsala maletere endzeni ka malayini kumbe ephepheni hi penisele. Vadyondzi va fanele ku dyondza ku vumba maletere hi mifambafambo leyikulu na hi mintokoto leyi ngenisaka switwi swa vona hinkwaswo. Ku vumba maletere swi fanele ku dyondzisiwa hi tindlela to tirhisa switwi swo hlaya swo fana na ku penda letere hi burachi leyi petiweke ematini, ku endla letere hi vumba, ku yelanisa ku vumba letere na mpfumawulo lowu ri wu endlaka, kumbe ku landzelerisa letere eka thireyi leyi taleke hi sava.

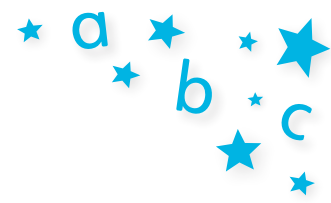


Swi ta va olovela vadyondzi ku twa mpfumawulo hi ku yelanisa na swendlo swa miri na swilo swo khomeka. Leswi swi nga endliwa, xikombiso, hi ku hlohlotela vadyondzi ku phokotela kumbe ku tlula eka peletwana kumbe mpfumawulo, kumbe ku fambisa swo hlayela loko va ri karhi va vula peletwana kumbe mpfumawulo eka rito.



Loko u tivisa letere rintshwa, i vonelo ra kahle ku sungula u komba vadyondzi minchumu leyi sungulaka hi mpfumawulo wolowo – vulavula hi minchumu, yi rhendzelekiseni leswaku vadyondzi va yi khumba, kutani mi vula vito ra nchumu u ri karhi u tshikilela mpfumawulo lowu kongomiweke.





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

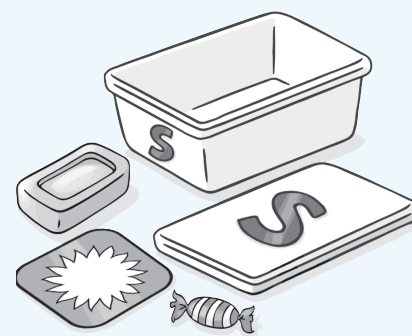
Grade R learners should not be made to chant the alphabet, copy letters from a board or practise writing letters between lines or on paper with a pencil. Young learners should learn how to form letters through big movements and through experiences that involve all of their senses. Letter formation must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

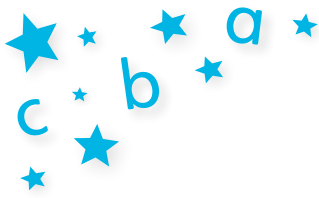


It will be easier for learners to hear sounds in words by connecting the sounds to physical actions and concrete objects. This can be done, for example, by encouraging learners to clap or hop for each syllable or sound, or to move counters as they say each syllable or sound in a word.



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 Nawu wa mintlangu

**Vana va dyondza kahle migingiriko yo tlanga va ri voxo na le ka migingiriko yo tlanga leyi leteriwaka.**

Eka vadyondzi, ku dyondza na ku tlanga a hi migingiriko yo hambana. A hi swin'wana leswi vadyondzi va swi endlaka ntsena hi "nkarhi wo tshunxeka" kumbe loko mudyondzisi a nga ri kona. Ntlangu swi nga vula swilo swo tala: migingiriko ya le handle ka miako yo tirhisa swirho swa miri; ku tlanga hi misava kumbe mati; ku encenyeta ku tlanga na vanghana kumbe a ri yexe; ku tlanga hi tibuloko na switlangiso swo aka; ku tlanga mintlangu yo yingisela; mintlangu yo vhumba kumbe ya makhadi. Hambileswi migingiriko yo tlanga yin'wana yi lavaka nkarhi wo engetela na swipfuno, vadyondzi ko tala va tiphina hi ku tlanga hi minchumu ya masiku hinkwawo na switirhisiwa swo olova swo endliwa ekaya.

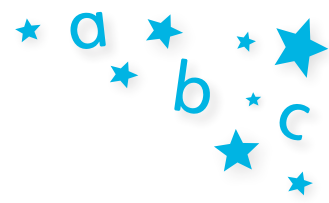
Eka vadyondzi, ku dyondza na ku tlanga a hi migingiriko yo hambana.

#### Ntlhanu wa tinxaka ta mintlangu

Valavisi va kumile ntlhanu wa tinxaka ta mintlangu leyi nga voniwa eka mindhavuko hinkwayo na ku va leyi yi seketelaka nhluvukiso wa mudyondzi emirini, eka ku hanyisana, emoyeni na le miehleketsweni.

	<p><b>Ntlangu wa swirho swa miri</b></p> <ul style="list-style-type: none"> <li>★ Wu katsa vutiolori, vutitoloveti bya mimpfimbi leyintsongo na ntlangu wo hlongorisana na ku lwa.</li> <li>★ Ntlangu wa swirho wu na nkoka eka vadyondzi ku ndlandlamuxa ntirhisano wa mimpfimbi leyikulu na leyintsongo na ku aka matimba na ku tiyisela.</li> </ul>
	<p><b>Ku tlanga hi minchumu</b></p> <ul style="list-style-type: none"> <li>★ Tanihi loko vadyondzi va valanga, va lavisisa na ku kambisisa hi minchumu yo hambana hambana eswivandleni swa vona, va ndlandlamuxa vuswikoti byo ehleketa no dyondza ku ololoxa swiphigo.</li> <li>★ Leswi swi nga va minchumu leyi nga na huwa ku fana na mapoto na mapani, minchumu leyi papamalaka ku fana na tikhokho na mabodlhela ya pulasitiki; minchumu leyi pakekaka ku fana na swibye swa yogati, minchumu leyi nga tshovekaka, yo petseka, yo vumbeka, yo hoxeka, yo bambisiwa, yo angarheka na ku rhwaleka.</li> </ul>
	<p><b>Ntlangu wa vuyimeri</b></p> <ul style="list-style-type: none"> <li>★ Hi laha vadyondzi va tirhisaka xitlangiso, xanchumu, xifaniso, xo dirowiwa kumbe mfungho wun'wana lowu yimelaka minchumu ya ntiyiso eka ntlangu wa vona.</li> <li>★ Eka ntlangu wa vuyimeri, vadyondzi va dyondza leswaku xilo xin'we xi nga "yimela" xin'wana tanihi loko va ta dyondza leswaku letere ri nga yimela mpfumawulo.</li> </ul>
	<p><b>Ntlangu wo endla onge na wo anakanya swiyimo swa vanhu</b></p> <ul style="list-style-type: none"> <li>★ Swi katsa ku anakanya xiyimo, ku tlanga swimunhuhatwa swo hambana, ku ambarisa swin'wana, ku tirhisa marito yo hambana na ku kanerisana.</li> <li>★ Ntlangu wo encenyeta wu kondletela nhluvukiso wa miehleketo na ku hanyisana naswona wu pfuna vadyondzi ku lawula matikhomelo na maehleketo ya vona.</li> </ul>
	<p><b>Mintlangu leyi nga na milawu</b></p> <ul style="list-style-type: none"> <li>★ Leswi swi katsa ku tlula hi nenge wun'we, ku hlayela, mintlangu yo tlula tlula, ya bodo, ya madayizi, ya makhadi na xitumbelelana.</li> <li>★ Mintlangu leyi yi hlohlotela vadyondzi ku dyondza, ku landzela na ku hlamusela milawu, ku avelana na ku cincana, ku pfunana, ku langutana na ku tsandzeka na ku ringeta nakambe.</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.

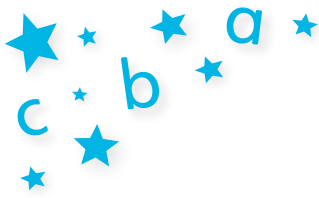
*For learners, learning and play are not separate activities.*

#### 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>





## Etlilasini ...

Vadyondzi va rhandza ku encenyeta, kutani ntlangu wo encenyeta i ndlela ya kahle yo seketela dyondzo ya vona. Ntlangu wo encenyeta wu nga va na huwa, kambe ntlangu lowu wu aka vuswikoti bya vadyondzi ku twisisa na ku tirhisa ririmi leri fambaka mpfhuka, ri hundza na mintokoto ya vona vini na ku hundza misava ya ntiyiso. Va fanele ku kanerisana hi swimunhuhatwa na ku hlamusela leswi va swi endlaka. Va dyondza na hi ku yimela – xilo xi nga yimela xin'wana. Ku khoma nongoti lowo nonoha swi ta va pfuna ku twisisa leswaku leswi tsariweke swi yimela marito lawa hi wa vulavulaka.

Hi lawa mavonelo man'wana ku ku pfuna ku kondletela ntlangu wo endla onge etlilasini:

- ★ Ku encenyeta vhengele swa olova hi ku tirhisa mabokisi ya khale, swibye swa pulasitiki na minchumu yin'wana ya le khixini. Maphepha ma nga tirhisiwa onge i mali. Vadyondzi lavantsongo va tiphina hi ku encenyeta mintolovelo ya le kaya, yo fana na ku sweka na ku hlantswa.
- ★ Hlohlotela vadyondzi ku endla onge va tsala na ku hlaya eka ntlangu wa vona. Xikombiso, endla mfungho wa vhengele, ku endla nxaxamelo wa swo xava, ku tsala swiringanyeto swa mirhi kumbe u endla onge u teka swileriso eka vhengele ro xava swakudya.
- ★ Ngehenelela na ku avelana migingiriko na vadyondzi loko va ri karhi va tlanga. Kombisa ku tiphina ka wena na ku khumbeka hi ku ehleketela ehenhla na ku vulavula hi leswi humelalaka eka nghingiriko.
- ★ Pfuna vadyondzi ku ehleketa hi mimfungho hi nkarhi wa ntlangu. Ringanyeta hi laha xilo xin'we xi nga ha yimelaka xin'wana. Xikombiso, "Mi nga ha ganamisa tafula kutani mi ri tirhisa tanihi xikepe".







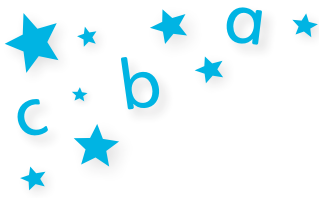
## In the classroom ...

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."





### Endlelo leri simekiweke eka ntlangu

Endlelo leri simekiweke eka ntlangu eka madyondziselo na madyondzelo ri lemuka leswaku hi minkarhi vadyondzi va dyondza ku antswa eka migingiriko yo tlanga va tshunxekile leyi sunguriweke na ku lawuriwa hi vadyondzi ku ri hava ku nghenelela ka ntswatsi.

Minkarhi yin'wana vadyondzi va dyondza ku antswa ku suka eka migingiriko yo tlanga leyi lawuriwaka hi madyondzisi ya tllasi hinkwayo kumbe mintlawa leyintsongo. Nongonoko lowu kunguhatiweke kahle wa madyondziselo na madyondzelo wu fanele ku katsa ndzingano wa mixaka hinkwayo ya migingiriko yo hambana hambana ya ku tlanga.

Vadyondzi va lava nkarhi wo tala ku:

- ★ *tiva mbangu wa vona hi ku tirhisa switwi.*  
Xikombiso: migingiriko ya le handle tanihi ku khandziya na ku tsutsuma, xikoci na mintlangu ya bolo.
- ★ *lavisisa na ku ololoxa swiphiso.*  
Xikombiso, ku tirhisa switirhisiwa swo aka ku endla xihondzo, kumbe ku tirhisa mati kumbe sava ku tata swibye.
- ★ *titoloveta leswi se va swi tivaka kumbe va nga swi endlaka.*  
Xikombiso: ku tlanga mintlangu leyi nga na xivumbeko yo tanihi tinyoka na malerha kumbe tidomino.

### Nkoka wo tlanga eka nhluvukiso wa litheresi na ririmi

Loko vadyondzi va tlanga, hi xitalo va tirhisa minchumu leyi nga le ka mbangu wa vona kutani va endla onge i swin'wana. Loko vadyondzi va dirowa, va tirhisa swifaniso ku yimela vutomi bya ntiyiso kumbe swianakanyiwa.

Eka ntlangu wo yimela wo tani, vadyondzi va tirhisa nchumu wun'we ku "yimela" wun'wana. Lawa hi wona masungulo yo dyondza leswaku mimfungho yi nga yimela swilo swa ntiyiso. Xikombiso, va dyondza leswaku:

- ★ buloko yo aka ya mhandzi ya yinhlamune yi nga yimela riqingho
- ★ xidirowiwa xa vanhu vambirhi xi nga yimela vanhu vambirhi lava hanyaka
- ★ letere **s** ri yimela mpfumawulo /s/ lowu u wu twaka eka marito "sava" na "sangu".

Ku na migingiriko yin'wana yo tala leyi kondletelaka dyondzo ya ririmi:

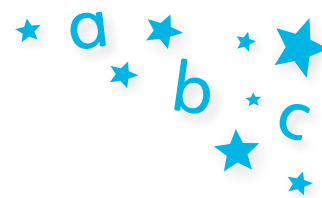
- ★ Loko vadyondzi va tlanga mintlangu yo vhumba, va fanele ku tirhisa ririmi ku hlamusela lexi va ehleketaka hi xona.  
*"Ndzi ehleketa hi xifuwo lexi tshamaka epurasini. Xi hi nyika masi na nyama."*
- ★ Mintlangu yo fana na "Ndza hlometela hi tihlo ra mina" yi pfuna vadyondzi ku lemuka mimpfumawulo leyi sungulaka eka marito.  
*"Ndza hlometela hi tihlo ra mina xin'wana lexi sungulaka hi **tl**."*
- ★ Mintlangu yo yingisela yi pfuna vadyondzi ku aka ntivomarito na ntwisiso wa minongoti.  
*"Yima hi nenge wa ximatsi kutani u veka mavoko enhlokweni ya wena."*

Nongonoko wo dyondza wu fanele ku katsa ndzingano wa mixaka hinkwayo ya migingiriko yo hambana hambana ya ku tlanga.



Eka ntlangu wo yimela, vadyondzi va tirhisa nchumu wun'we ku "yimela" wun'wana.





### 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 “sava” and “sangu”.

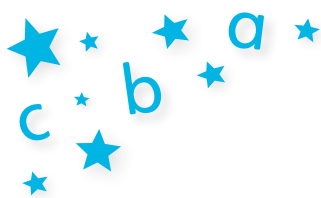
There are many other play activities that promote language learning. For example:

- ★ 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 Nawu wa levhele

### Vadyondzi va hundza hi le ka tilevhele to hambana hambana ta ntwisiso na nhluvuko.

Vadyondzi etlilasini ya Giredi ya V va na malembe yo ringana hi vukhale, kambe un'wana na un'wana u na vumunhu bya yena n'wini, swilaveko, vuswikoti, matimba na mintlhontlho. Va ta hambana hi mintokoto ya vona ya masungulo na tilevhele ta ririmi. Hinkwaswo leswi swi ta kucetela rivilo ra ntirho na nseketelo lowu va nga ta wu lava ku suka eka vadyondzisi na le ka van'wana ku kota ku dyondza..

Swivangelo swo tala swi nga kucetela rivilo ro tirha ra vadyondzi na nseketelo lowu va nga ta wu lava ku suka eka mudyondzisi.

## Etlilasini ...



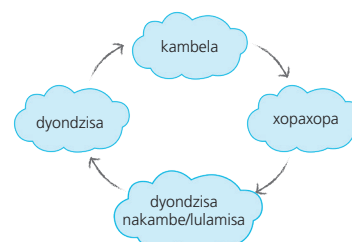
Loko vadyondzi va nga kulelanga emakaya laha va hlohloteriwaka ku vutisa swivutiso na ku hlamula swivutiso, swi nga endleka va twa va nga tshunxeke ku endla leswi etlilasini. Swivutiso swo hambana swi lava swilaveko swo hambana eka ndlandlamuko wa vuswikoti bya ririmi ra mudyondzi Vadyondzisi va fanele ku ringeta ku vutisa swivutiso leswi nga fanela levhele ya mudyondzi un'wana na un'wana.

- ★ Swin'wana swivutiso swi nga hlamuriwa hi ririmi rintsongo, xikombiso: *"Xana ximanga xi tumbele kwihi?"* Loko vadyondzi va komba eka nhlamulo leyi nga yona, swi komba leswaku va xi twisisile xivutiso, hambani loko va nga vulavuli.
- ★ Swivutiso leswi lavaka vadyondzi va hlawula exikarhi ka tinhlamulo timbirhi swi nga pfuna ku aka ku titshemba, tanihi leswi vadyondzi va nga hlamulaka hambiloko va nga vuli swo tala: *"Xana u nga tsakela ku tirhisa khirayoni ya wasi kumbe ya rihlaza?"*
- ★ Swivutiso swo pfaleka leswi nga na nhlamulo yin'we na swona swi nga aka ku titshemba eka vadyondzi lava ririmi ra vona ra ha hlulukaka. Xikombiso: *"I ya muhlovo wa njhani rhoko ya wanhwana?"*
- ★ Swivutiso leswi kondletelaka vadyondzi ku avelana hi mintokoto i swa nkoka eka ku aka ku titshemba, tanihi leswi mavonelo na mintokoto ya vona yi nga ya nkoka, naswona va nga vula swin'wana leswi va swi toloveleke ku nyika nhlamulo. Xikombiso: *"Xana mi tshama mi ya eka pikiniki? Xana u nga hlamusela hi riendzo ra wena epikinikini?"*
- ★ Swivutiso mayelana na marito na tinhlamuselo ta rito swi nyanyula n'wangulano na ku pfuna ku aka rilava – ntivo hi marito. Xikombiso: *"Hi Xitsonga, hi ri leswi i 'matsolo', hi swi vitana yini leswi hi tindzimi tin'wana?"*
- ★ Swivutiso swo pfuleka leswi nga na tinhlamulo totlula yin'we leyi nga ya ntiyiso i swa nkoka swinene eka nhlulukiso wa ririmi na vuswikoti bya miehleketo ya vadyondzi. Xikombiso: *"Xana u ehleketa leswaku ku ta landzela yini swi humelela?"; "Hikokwalaho ka yini u ehleketa ...?"*

Swivutiso leswi swi nyanyula n'wangulano na ku avelana mavonelo, kambe vadyondzi va ta titwa va ri na ntshembo loko mudyondzisi a tumbuluxile tlilasi laha tinhlamulo hinkwato ti amukelekaka na ku va ti ri na nkoka.

### Madyondzisele ya vuhambanisi

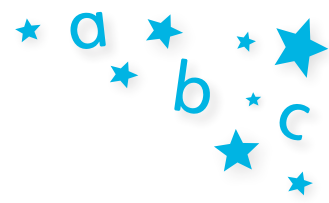
Vuhambanisi swi vula leswaku leswi u swi **dyondzisa** na ndlela leyi u dyondzisa ha yona swi lava u tekela enhlokweni vuswikoti byo hambana hambana bya vadyondzi va wena. Ku tirhisa endlelo leri, vadyondzisi va fanele ku xiya na ku **kambela** mudyondzi un'wana na un'wana hi nkarhi wa migingiriko na ku tirhisa **vuxokoxoko** lebyi ku **lavisisa** nseketelo lowu mudyondzi a wu lavaka na ku kunguhata hi laha va nga ta tlhela **va dyondzisa nakambe** (kumbe ku **lulamisa**) ku endlela ku nava ka matwisisele na vuswikoti bya vadyondzi. Vadyondzi van'wana va nga ha twisisa vonelo rintshwa, hi nseketelo wutsongo ku suka eka mudyondzisi. Vadyondzi van'wana va nga ha lava nkarhi wo tala, minkombiso yo tala, swikombiso swo tala na nseketelo wo tala ku fikelela ntwisiso wo fana. Loko u tirhisa madyondzisele ya vuhambanisi, u fanela ku:



- ★ lemuka ku fana na ku hambana exikarhi ka vadyondzi va wena
- ★ kunguhata ndlela ya kahle yo seketela mudyondzi un'wana na un'wana leyi simekiweke eka matimba na mitlhontlho ya yena
  - Hi swihi swipfuno leswi nga pfunaka?
  - Hi wihi ntlawa lowu nga va ka kahle eka mudyondzi?
  - Xana mudyondzi u ta lava nkarhi wo tala? Xana ngingiriko wu nga engeteriwa eka mudyondzi loyi a hatlisaka?
- ★ lulamisa leswi u langutelaka mudyondzi un'wana na un'wana ku va a swi dyondzile emakumu ka ngingiriko.



### XIYENGE XA 2: MILAWU YA SWILETELO SWO DYONDZISA NA KU DYONDZA EKA GIREDI YA V



## 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.

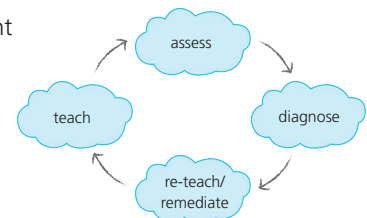
- ★ Some questions can be answered with very little language, for example: "Where is the cat hiding?" If learners point to the correct answer, it shows that they have understood the question, even if they don't speak.
- ★ Questions that require learners to choose between two responses can help build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

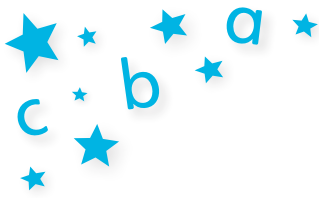
Differentiation means that what you **teach** and the way in which you teach it needs to take into account the different abilities of your learners. To use this approach, teachers need to observe and **assess** each learner during activities and use this information to **diagnose** what support the learner 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.







## Etlilasini ...

Ekusunguleni ka lembe eka Giredi ya V, vadyondzi van'wana va nga va na ntokoto wo pimeka wa ku dirowa na ku tsala, loko van'wana se va swi tiva ku tsala vito naswona va ta va na ntshembo hi ku dirowa mavonelo ya vona. Mintokoto ya vona ya masungulo, vuswikoti na ntsakelo swi ta va na nkucetelo eka nhluvukiso wa tilevhele ta vona, naswona ku xopaxopa vadyondzi hi vukheta, vadyondzisi va ta kota ku lawula levhele ya vuswikoti bya vona na ku kunguhata kahle hi laha va nga ta seketela nhluvukiso wa vona.

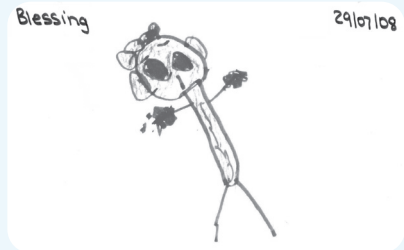
### Ku dyondza xiyimo xa xidirowiwa

Xitshuriwa lexi landzelaka xi kombisa maendlelo ya ku dyondzisa, ku kambela, ku xopaxopa, na ku dyondzisa nakambe/ku lulamisa). Endzhaku ko dyondzisa dyondzo leyi a yi katsa xidirowiwa, mudyondzisi u kamberile vadyondzi hi ku va xiya hi nkamafundza na ku va a lemukile leswaku van'wana vadyondzi a va swi kotanga ku heta nghingiriko wo dirowa eka levhele leyi languteriweke. Nxopanxopo wa yena wu n'wi fikise eka ku kuma xivangelo xa leswaku vadyondzi a va swi lemukanga leswaku ku dirowa a ku lava ku languta hi vukheta eka vuxokoxoko byo voniwa. Kutani u tekile magoza yo lulamisa nseketelo hi vukheta. Swifaniso leswi swi fanele ku va na ku nghenelela loku ku nga ta pfuna mudyondzi ku ya eka levhele leyi landzelaka.

Blessing a ri na ntlhanu wa malembe loko a dirowa xifaniso lexi. Mudyondzisi u vilerile loko a vonile xifaniso xa yena naswona u lemukile leswaku Blessing a lava ku pfuneka ko hlawuleka. U tekile xiboho xo n'wi xiyaxiya hi nkarhi wo dirowa, kutani u tile na kungu ro n'wi seketela eka ku dirowa ka yena. U burisanile na yena masiku hinkwawo mayelana na leswi a swi dirowa. U vurile swilo swo fana na leswi: *"Ndza swi vona leswaku u dirowile xifaniso xa wena laha. Xana u na mavoko mangani? U nga ndzi komba ... mavoko ya wena? Ina, ya laha mathhelo ya miri wa wena. Xana u ehleketa leswaku u nga ti dirowela mavoko ya wena?"*

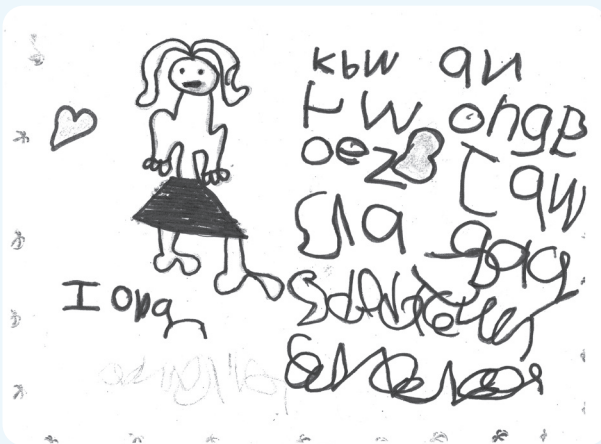


Mudyondzisi u n'wi hlohloterile ku teka nkarhi wo tala a ri karhi a dirowa naswona u n'wi pfunile ku kunguhata mihlovo leyi a nga yi tirhisaka. U n'wi hlohloterile ku languta hi vukheta eka swilo loko a ri le ku diroweni, xikombiso: *"Languta apula leri - ri na xivumbeko xa njhani? Ina, i ra xirhendzevutana. Naswona u ta lava muhlovo wa njhani ku ri dirowa?"* Mudyondzisi u kanerile na vatswari va Blessing na ku va hlohlotela ku n'wi seketela ekaya. Blessing, vatswari va yena na mudyondzisi va tsakisivile hi nhluvuko lowu a wu endleke!

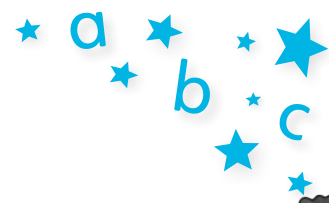


### Ku tsala

Ku ringeta ko sungula ka vadyondzi lavantsongo ku tsala swi nga va swi nga languteki ku fana na matsalelo ya munhu lonkulu, kambe va hundzuka vatsari loko va ringeta ku burisana hi mavonelo ya vona ephopheni na ku tirhisa ku tsala eka swikongomelo swo hambana. Swikombiso leswi landzelaka swi komba hi laha vadyondzi va hundzisaka xiswona eka swiyenge swo hambana swa ntwisiso na nhluvukiso eka madyondzelo yo tsala. Languta Xiletelo xa Milawu ku kuma swo tala hi laha mudyondzisi a nga letelaka ha kona vadyondzi hi mfanelo eka xiyenge xo tsala.







## 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.

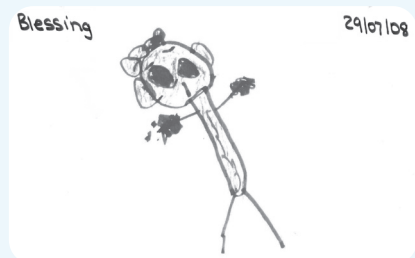
### Drawing case study

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?"

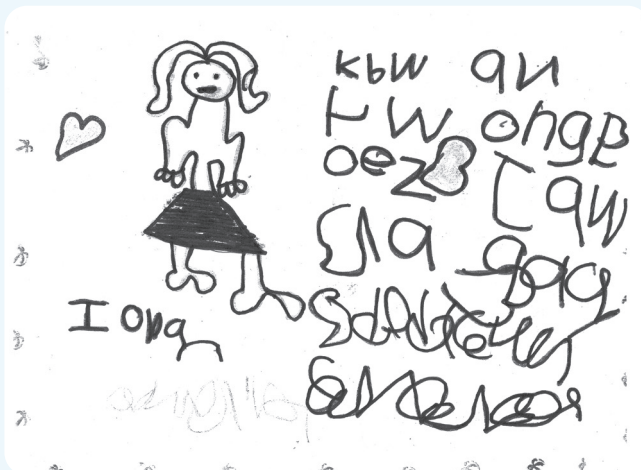


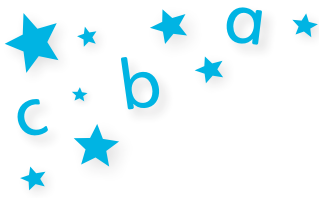
The teacher encouraged him to take more time doing his drawings and helped him to plan which colours to use. She encouraged him to look more carefully at things when he was drawing, for example: "Look at this apple – what shape is it? Yes, it is round. And what colour do you need to draw it?" The teacher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

### Dyondzo yi humelela loko ku ri na ku mbhurisano na ku avelana mavonelo.

Vadyondzi va dyondza ku antswa loko hi hlamula eka leswi va tsakisaka naswona va nyikiwa nkarhi wa n'wagulano, va avelana hi mavonelo na ku vutisa na ku hlamula swivutiso. Mimbhurisano exikarhi ka vatswatsi na vadyondzi hi tona tiphuphu ta nhluvukiso wa ririmi naswona loko vadyondzi va hlohloteriwa hi xitalo ku va xiphemu xa mbhurisano na ku twakarisa swivutiso na mavonelo, va hatla va kula eka ririmi na vuswikoti byo ehleketa.

Ndzavisiso wu kombise leswaku swiyimo swa nkokwa wa le henhla wa titlilasi ta tindzumulo hi laha mudyondzisi a nghenelelaka na ku tumbuluxa mbangu lowu seketelaka n'wagulano na mbhurisano. Swi olova swinene ku nyika swileriso na ku langutela vadyondzi va hina ku miyela, kambe a hi swona leswi vadyondzi va dyondzisaka swona ririmi.

Vadyondzisi lava  
nghenelelaka va aka  
ririmi ra vadyondzi.

## Etlilasini ..

Etlilasini ya Giredi ya V, ku na minkarhi yo tala yo aka ririmi ra swa nomo siku hinkwaro.

*Komba u vula* i xivandla xo hlawuleka xa vadyondzi ku tisa swin'wana swa vona vini etlilasini, ku lulamisa na ku vulavula eka nkarhi lowu tiyisiseweke hi swin'wana swo hlawuleka eka vona. Hi lawa maqhinga man'wana lawa mudyondzisi a nga ma tirhisaka ku seketela n'wagulano hi nkarhi wa *komba u vula*:

- ★ Seketela ku hlawula ka mudyondzi nchumu wo komba a vula.
- ★ Kwarhamela ehansi u ringana na mudyondzi, hlanganisani mahlo kutani u n'wi yingisela hi ntsakelo.
- ★ Vuyelela leswi mudyondzi a swi vulaka kutani u engetela mahungu yo tala, tlhela u vula kumbe u ndlandlamuxa eka leswi va swi vulaka, u ri karhi u seketela hi vukheta hungu ra vona.
- ★ Vutisa swivutiso swo kongoma na ku yingisela tinhlamulo ta vadyondzi. Tekela enhlokweni ku vutisa swivutiso swo pfuleka leswi ndlandlamuxaka maehleketelelo ya vadyondzi ("Ndza ti vutisa leswaku hikokwalaho ka yini ...?"; "Xana u ehleketa yini ...?"; "Xana u ehleketa leswaku a titwa njhani loko ...?").
- ★ Nyika vadyondzi nkarhi wo tala wo ehleketa u nga si langutela nhlamulo.
- ★ Komba vadyondzi leswaku u va yingiserile hi vukheta (hi ku tirhisa tinhlamulo to fana na: "mmm, hi swona, ina, hakunene?").
- ★ Tiyisisa vuswikoti byo yingisela bya vadyondzi lavan'wana na ku tumbuluxa ndhawu yo hlayiseka yo vutisa swivutiso.
- ★ Katsa vadyondzi lava yingisaka "komba u vula" hi ku va vutisa swivutiso mayelana na leswi va swi tweke na hi swilo swintshwa leswi va swi dyondzeke.
- ★ Hlamusela miehleketo na matitwelo ya wena (na miehleketo na matitwelo ya van'wana).

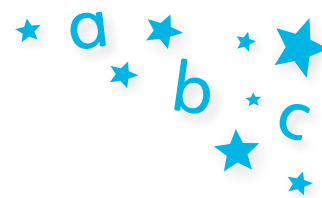


### Ku vutisa swivutiso swi antswisa nhluvukiso wa ririmi

Hi ku vutisa swivutiso, vadyondzi va dyondza hi laha mintokoto yo hambana na mavonelo yi fambelanaka ha kona. Hi ku vutisa swivutiso ko tala na ku nyika tinhlamuselo ta mavonelo ya vona, swi hatlisisa na ndlandlamuko wa vona wa ririmi na vuswikoti byo ehleketa. Tinhlamulo ta vadyondzi swi nga endleka ti hoxekile, kambe ku endla swihoxo i xiphemu xo dyondza swin'we. Vadyondzisi va fanela ku vutisa swivutiso leswi mudyondzi a nga ta kota ku hlamula naswona a nga fanelanga ku khomisa mudyondzi loyi a nyikeke nhlamulo yo hoxeka tingana.

Hlaya swo tala eka xiyenge lexi landzelaka mayelana na swivutiso leswi u nga swi vutisaka vadyondzi eka tilevhele to hambana ta nhluvukiso.





## 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).

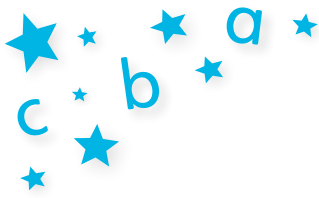


### Asking questions enhances language development

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 Nawu wa ndzetelo

### Dyondzo yi humelela loko vadyondzisi va letela vadyondzi eka ku hlulukisa vutivi byintshwa.

Vadyondzi va velekiwa va ri karhi va lava ku dyondza naswona hambileswi va nga tikumelaka swin'wana swilo hi voxe, leswaku va kota ku dyondza na ku hlulukisa, va lava vuxaka. Vuxaka bya nhlulukiso na ku tshembeka hi tona tiphuphu ta dyondzo hinkwayo. Vahlayisi kumbe vadyondzisi lava kombaka ntsakelo na ku ringeta ka mudyondzi, va lawula dyondzo na ku pfuna vadyondzi ku twisisa mintokoto ya vona.

### Nyika vadyondzi vutihlamuleri

Vadyondzi va rhandza ku katsiwa eka mintirho ya "vatswatsi" naswona dyondzo ya masungulo ya vadyondzi lavantsongo la vo tala yi ta humelela loko va ri karhi va endla swin'wana xikan'we na muhlayisi kumbe makwavo. Hi "ku va na xiave loku leteriwa", va ta dyondza hi kantsongo kantsongo ku endla ntirho va ri voxe. Tanihi loko musunguri a dyondza dyondzo ku suka eka mudyondzisi loyi a nga na vutshila eka ntirho wolowo, vadyondzi va dyondza vuswikoti byintshwa hi ku va vasunguri eka vamakwavo lavakulu, swirho swa ndyangu na vadyondzisi.

Vuxaka bya nhlulukiso na ku tshembeka hi tona tiphuphu ta dyondzo hinkwayo.

## Etlilasini ..



Tanihi le kaya, vadyondzi va rhandza ku nyikiwa swiave etlilasini. Kombela vadyondzi ku byarha vutihlamuleri eka khalendara ya masiku yo velekiwa, chati ya maxelo, ku nyika swipfuno, ku rhangela ntlawa wa vona, ku pfuna mudyondzikulobye, ku basisa khona ya tibuku. Xo sungula, va kombeli ku pfuna wena. Va ta dyondza hi ku ku languta loko u ri karhi u endla mintirho leyi, naswona ku nga ri khale va ta va va lulamerile ku endla mintirho leyi hi voxe.

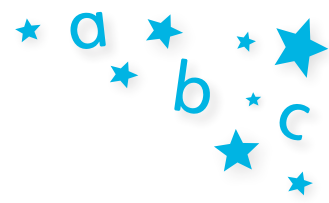


### Ku tilawula hi xona xilotlela

Vadyondzi va fanele ku dyondza madyondzelo. Leswi swi vula leswaku va fanele va dyondza ku lawula matikhomelo ya vona. Hi ku hetisa nghingiriko swin'we na muhlayisi kumbe mudyondzisi loyi a nghenelelaka, vadyondzi va dyondza ku hunguta rivilo, ku ehleketa va nga si endla na ku kala va nga hlamuli hi ku hatlisa. Va dyondza ku lawula rivilo, ku cinca makungu na ku lawula swihingakanyo loko ntirho wu tika ku wu ololoxa. Va dyondza ku ehleketelela emahlweni na ku tekela enhlokweni swiringanyeto swin'wana ku tlula ku hlamula a nga ehleketanga. Vadyondzisi lava nyikaka vadyondzi nkarhi wo yimela nkarhi wa vona, ku yingisela swileriso na ku teka xiave eku kunguhateni ka ntirho, va pfuna vadyondzi ku dyondza ku ti lawula.

Vadyondzisi va nga pfuna vadyondzi ku tshama va kongomisile eka ntirho kumbe nghingiriko hi ku lawula mbangu wo dyondzela. Leswi swi nga vula ku hunguta huwa kumbe ku susa switlangiso kumbe minchumu leyi nga yelaniki na nghingiriko naswona leswi nga hambukisaka rinoko ra vadyondzi. Vadyondzisi va nga pfuna vadyondzi ku tshama va kongomisile hi ku kombeta swiphemu swa nkoka eka nghingiriko kumbe ku kombisa maendlelo ya ntirho. Vadyondzi va nga lava minkarhi yo tala ku va na xiave eka mintirho ku va va hlulukisa vuswikoti bya vona bya ku tshama va kongomisile.





## 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 ...



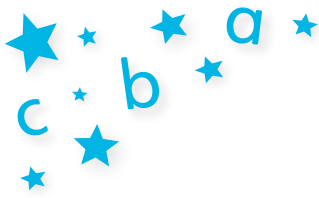
Just as at home, learners love to be given roles in the classroom. Ask learners to take responsibility for the birthday calendar, the weather chart, handing out resources, leading their group, helping a classmate, tidying up the book corner. First, ask them to help you. They will learn by watching you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



### Ku letela eka levhele ya kahle

I swa nkoka leswaku ndzetelo lowu mudyondzisi a nyikaka mudyondzi wu va wu lulamerile levhele ya nhluvukiso wa vona. Tanihi loko hi swi vonile eka nawu wa levhele, loko vadyondzi va dyondza ku tsala, va hundza eka magoza yo hambana yo tsala naswona swi na nkoka leswaku mudyondzisi a swi lemuka leswi na ku seketela vadyondzi hi mfanelo.



### Etlilasini ...

Vadyondzisi va na xiphemu xa nkoka eka ku letela vadyondzi loko va ri karhi va dirowa na ku ringeta ku tsala ka vona ko sungula. Hi leswi swin'wana swa swiringanyeto swa tindlela to letela ku tsala ko sungula ka vadyondzi:

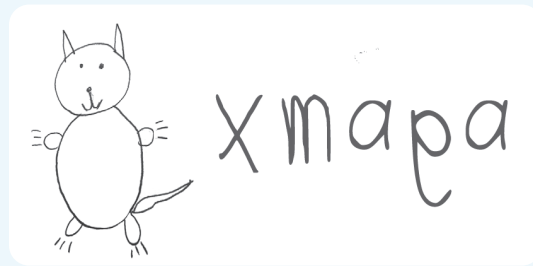
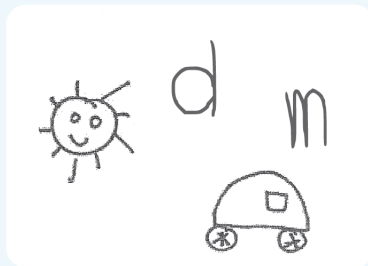
- ★ I swa ntoloveloko eka ku tsala ka vadyondzi ku va swi katsa manyokanyokana, maletere, tinomboro kumbe swivumbeko. Loko mudyondzi a tsala manyokanyokana kumbe ku ringeta ku tsala, n'wi kombele ku ku byela leswi a swi tsaleke na ku tiyisisa ku ringeta ka yena. Xikombiso: *"U endle ntirho wa kahle wo tsala xitori xa wena. Xana u nga ndzi byela leswaku xi ri yini?"*



- ★ U nga vileli loko vadyondzi van'wana va tsala nxaxamelo wo leha wa maletere lama nga hava mavangwa. Minkarhi yin'wana swi nga va na mpfuno ku hlayela marito ya mudyondzi hi tintiho ta wena loko va ri karhi va ku byela xivulwa xa vona, u ri karhi u kombetela rintoho loko u karhi u vula rito rin'wana na rin'wana. Kondletela mudyondzi ku endlisa sweswo hi tintiho loko va ri karhi va tsala. Leswi swi nga va pfuna ku twisisa mavangwa exikarhi ka marito.



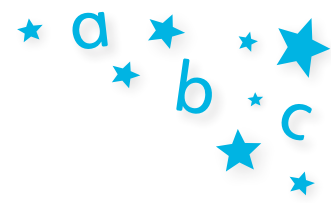
- ★ Loko lembe ri ri karhi ri ya emahlweni, vadyondzi va nga sungula ku tirhisa mpfumawulo wun'we ku yimela mimpfumawulo yin'wana eka marito. Vula swo karhi hi leswi u swi lemukeke eka matsalelo ya vona. Xikombiso: *"Ndzi rhandza ndlela leyi u nga tirhisa letere /b/ eka rito bolo eka ku tsala ka wena – sweswo a ku ri miehleketo ya kahle!"* Swi nga ha endleka va tsala maletere ya tlhelela endzhaku kumbe yo ganama. U nga lulamisi matsalelo ya vona. Va ta titoloveta mavumbelo lamanene eka migingiriko yin'wana.



- ★ Van'wana vadyondzi va nga swi lemuka leswaku a va tsali "hi mfanelo" naswona va nga ala na ku tsala. Leswi swi nga humelela loko va ri na ntwisiso lowunene wa maletere na mimpfumawulo, kambe a va si swi kota ku tirhisa milawu ya mapeletelo ("ya vatswatsi"). Lexi i xiyenge xa nkoka eka nhluvukiso wo tsala. Seketela vadyondzi hi ku va tsalela man'wana marito na ku va hlohlotela ku tsala marito lawa va nga ma twarisaka kumbe marito lawa va tivaka ku ma peleta. Ku nga ri khale va ta tsala nakambe hi voxo.







### Guidance at the right level

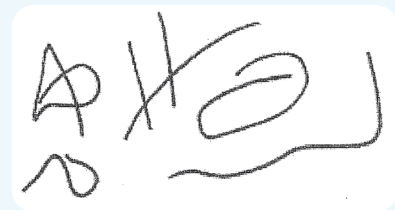
It is important that the guidance a teacher offers a learner is suitable for their level of development. As we saw in the level principle, when learners learn to write, they pass through different stages of writing and it is crucial that the teacher recognises this and supports the learner appropriately.



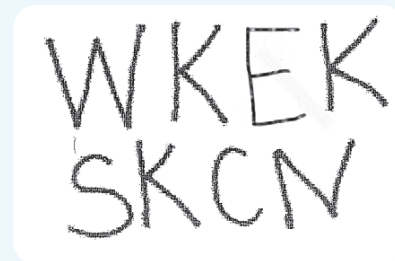
## In the classroom ...

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:

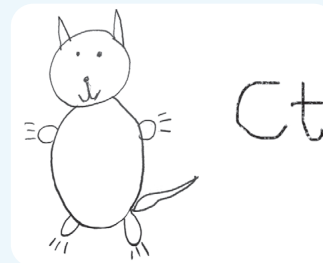
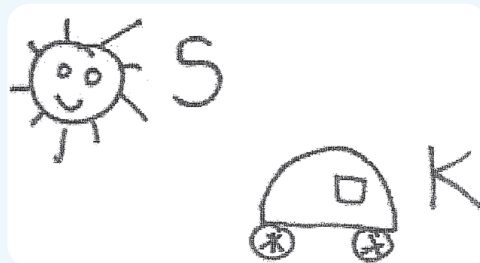
- ★ It is normal for learners' writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts. For example: *"You have done a good job of writing your story. Can you tell me what it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

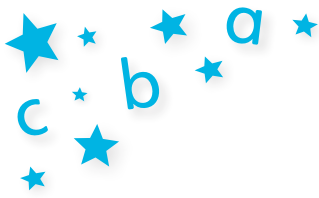


- ★ As the year progresses, learners may start using single letters to represent some sounds in words. Make a comment about what you have noticed in their writing. For example: *"I like the way you used the letter /b/ for baby bird in your writing – that was good thinking!"* They might still write letters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

**Dyondzo yi humelela eka mbangu lowu un’wana na un’wana a amukeriwaka, a katsiwaka, a khomiwaka kahle, a xiximiwaka naswona a kota ku va na xiave eka dyondzo.**

Vadyondzisi lava nga na miehleketo ya nkatsahinkwavo va amukela ku hambana exikarhi ka vadyondzi va vona. Tlilasi yin’wana na yin’wana ya Afrika Dzonga yi na vadyondzi vo tala vo hambana, un’wana na un’wana u tisa vutitivisi, vumunhu, vuswikoti, mintsakelo na mbangu wa yena.

Nawu wa nkatsahinkwavo wu hlamusela leswaku vadyondzi hinkwavo va katsiwile eka migingiriko ya le tlilasi hinkwavo. Vadyondzi hinkwavo va na mfanelo yo titwa va hlawulekile na ku va na xiave eka migingiriko ya le tlilasi na minkanerisano ehandle ka ku languta vutsoniwa, swiphiqu swa matikhomelo kumbe swirhalanganyi swin’wana eka ku dyondza. Vadyondzi va fanele va amukeriwa, va hlohloteriwa ku teka xiave eka swiphemu hinkwaswo swa xikolo kumbe ndhawu na nseketelo wo dyondza ku kota ku fikelela vuswikoti byo helela.

Nawu wa nkatsahinkwavo wu nava ku ya fika eka vatswari na vatirhi lava faneleke ku amukeriwa, ku khomiwa kahle naswona va xiximiwa swi nga ri na mhaka na ndhavuko, rixakamfuwo, rixaka, rimbewu, vutitivisi bya rimbewu, ndzetelo bya rimbewu, vuswikoti bya le mirini na le miehlekotweni, vukhongereri kumbe xiyimo xa swa timali, ririmi na switayili swo dyondza.

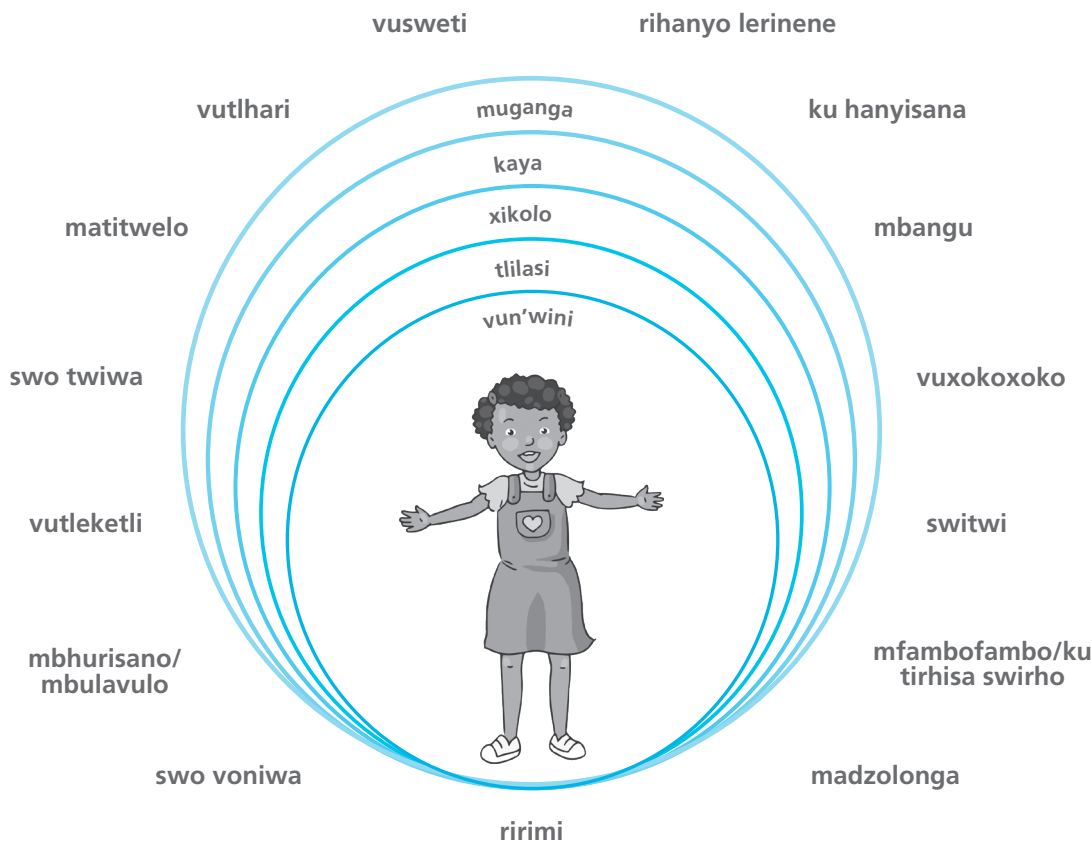
**Swiphiqu leswi swi landzelaka leswi swi sivelaka ku dyondza swi lemukiwile tanihi swivangelo swa ku va vadyondzi va nga vi xiave xa ku dyondza.**

‘The Education White Paper 6 on Special Needs Education’ yi swi veka erivaleni hi ku katsakanya vadyondzi, ngopfu ngopfu lava khale a va nga katsiwi kumbe va tsan’wiwile eka dyondzo ya ntolovelu. Swirhalanganyi leswi landzelaka swi kumiwile tanihi swin’wana swa swivangelo swa ku va vadyondzi va va nga katsiwanga eka dyondzo:

Dyondzo ya nkatsahinkwavo yi vula leswaku vadyondzi hinkwavo va na mfanelo yo fikelela dyondzo ya masungulo ku ri hava ku hambanisa.

Nxiximo wa ku hambana na ku tinyiketela eka ku katsa timfanelo ta vadyondzi na ku sirheleriwa hi Vumbiwa bya Afrika Dzonga.

Pholisi ya nkatsahinkwavo yi seketela leswaku vadyondzisi va lemuka vutitivisi bya mudyondzi un’wana na un’wana, swilaveko na mintsakelo ku endlela ku tirhana na swona eka maendlelo ya le tlilasi.



### Dlilosari

#### xirhalanganyi eka ku dyondza

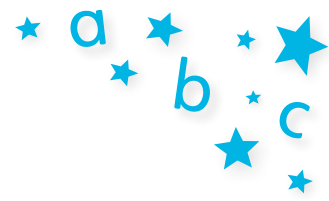
xirhalanganyi eka ku dyondza xirhalanganyi eka ku dyondza i xilo xihl kumbe xihl lexi nga sivelaka mudyondzi ku dyondza hi mfanelo

Swirhalanganyi swi nga va:

- swa le ndzeni: swi kongomane na mudyondzi hi yexe (xikombiso: ku tsandzeka ku twisisa, matitwelo kumbe swa le mirin)

#### kumbe

- swa le handle: swi le handle ka mudyondzi (xikombiso: vusweti, ku fularheliwa, madzolonga emugangen)



## 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.

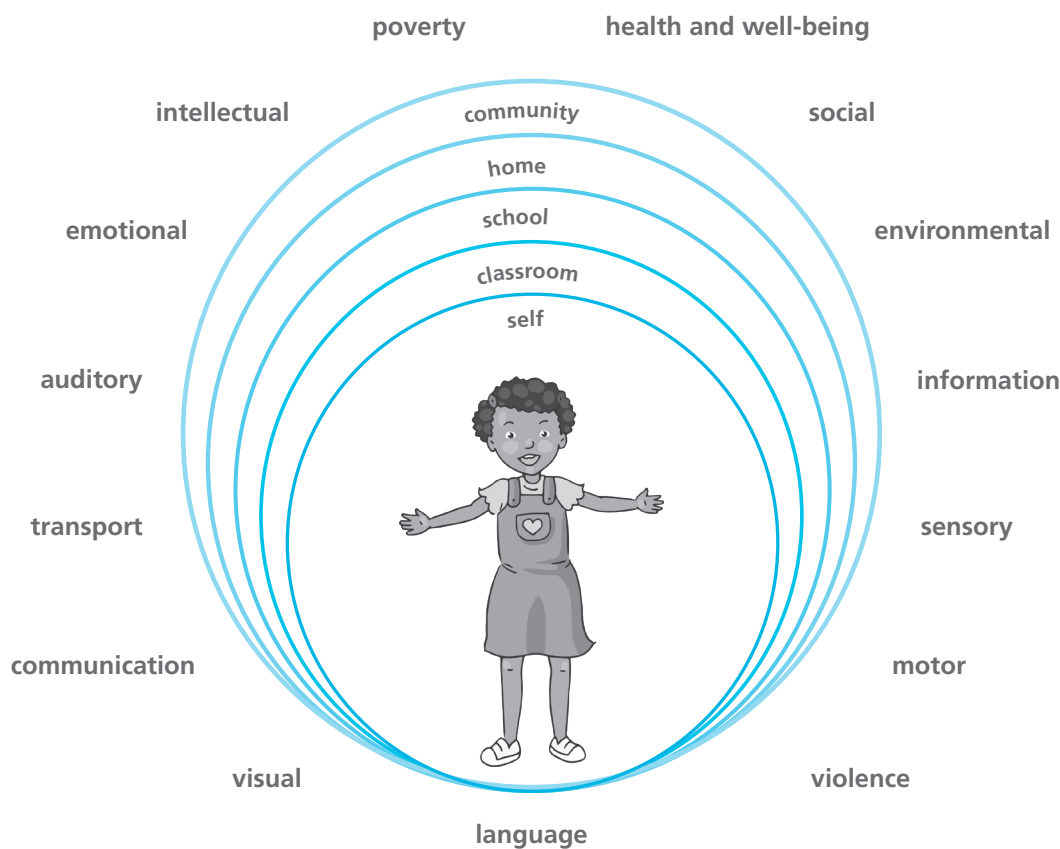
### Barriers to learning

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

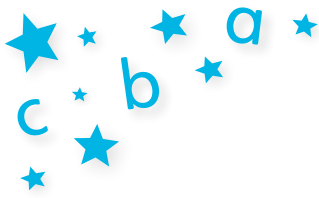
a barrier to learning is anything that prevents a learner from being able to learn effectively

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)



## Etlilasini ...

*Kunguhata tidyondzo, migingiriko na switirhisiwa swa wena swi katsa tindlela ta madyondziselo yo hambana hambana ku endlela leswaku ti ringanela swilaveko swa vadyondzi vo hambana hambana.*

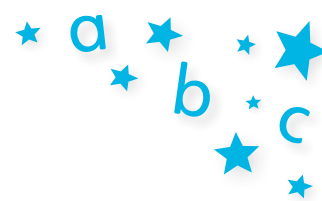
- ★ Tirhisa minchumu, swifaniso na swikoweto ku seketela leswi u swi vulaka leswaku vadyondzi lava nga twiki kumbe lava nga vulavuriki ririmi leri tirhisiwaka ku dyondza va nga kota ku dyondza hi ku vona.
- ★ Tekela enhlokweni ririmi ra vadyondzi ra le kaya naswona laha ri hambanaka na ririmi leri ku dyondziwaka ha rona, hlohlotela vadyondzi ku lemuka marito kumbe swigantsongo hi ririmi ra vona ra le kaya ku twisisa kumbe ku katsakanya mavonelo.
- ★ Nghenisa vadyondzi eka migingiriko yo hambana hambana yo tala ya swoendla hi minchumu ya ntiyiso leswaku va ta kota ku aka ntwisiso wa vona hi swilo swo khomeka.
- ★ Nyika vadyondzi nseketelo wo engetela na nkarhi wo titoloveta na ku dyondza vuswikoti byintshwa.
- ★ Pfumelela vadyondzi ku va na nkarhi wo tala wo ehleketa hi xiphiko, ku hetisa migingiriko na ku hlamula swivutiso.
- ★ Loko u ri na xivilelo hi mudyondzi, fikelela eka mutirhikulobye ku kanerisana hi levhele leyi u tirhaka ha yona ku tiyisisa leswaku u nyika migingiriko leyi faneleke na ku kanerisana hi swin'wana leswi u nga swi endlaka ku nyika mudyondzi swivandlanene swo dyondza na nhluvukiso.

*Tiyisisa leswaku u na vutivi hi "the national policy for Screening, Identification, Assessment and Support" (SIAS):*

- ★ Vadyondzisi va fanele va hlela vadyondzi hinkwavo loko va amukeriwa eka Giredi ya V kutani va rhekhoda leswi va swi kumeke eka Phurofayili ya Mudyondzi.
- ★ Vadyondzisi va fanele va tumbuluxa Kungu ra Nseketelo wa Munhu a ri yexe (KNM) wa mudyondzi wihi kumbe wihi loyi va n'wi kumeke tanihi loyi a nga na swirhalanganyi eka ku dyondza.
- ★ Vuxokoxoko lebyi byi fanele ku avelaniwa na vatswari na/ kumbe vahlayisi leswaku va tiva hi swilaveko swo engetela swihi kumbe swihi na kungu ra nseketelo wa mudyondzi wa vona.
- ★ Vadyondzisi va fanele ku tirhisana na Xikolo/Xipano xa Nseketelo ku nyika nseketelo lowu faneleke eka mudyondzi lowu fambelanaka na nkunguhato wa nseketelo.
- ★ Mudyondzi u ta rhumeriwa eka Xipano xa Nseketelo xa Xifundzha-ntsongo loko ku laveka nseketelo wo engetela.

*Kombela ku leteriwa na nseketelo. Swikolo swi fanele ku tiyisisa leswaku vadyondzisi va na swipfuno swo ringanela na ku fanela leswi katsaka vadyondzi hinkwavo, hambi ku ri na swirhalanganyi eka ku dyondza. Leswi swi katsa swiletele swo tiva swirhalanganyi eka ku dyondza na ku nghenelela ku seketela mudyondzi hi ku tirhisa maqhingana yo hambana yo dyondzisa; ku titoloveta kharikhulamu ku ya hi swilaveko swa mudyondzi; na ku lawula titilasi letikulu. Vadyondzisi va fanele ku va na nseketelo wa vapfuni lava leteriweke etlilasini.*





## In the classroom ...

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

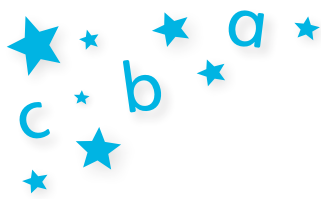
- ★ Use objects, pictures and gestures to support what you are saying so that learners who have a hearing loss or do not speak the language of instruction can learn visually.
- ★ Be aware of learners' home language and where it is different from the language of instruction, encourage them to identify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

### Dyondzo yi tiyisiwa hi ku titoloveta vuswikoti na vutivi byintshwa.

Nkunguhato, ntolovelo, ku titoloveta na mbuyelelo hi swona swa nkoka eka dyondzo ya vadyondzi lavantsongo. Nkunguhato na ntolovelo swi pfuna vadyondzi ku tiyisela leswi nga ta landzela eka siku ra vona, na ku susa ku vilela eka ntokoto wa vona wo dyondza. Ku vuyelela na ku titoloveta swi nyika vadyondzi nkarhi wo ringeta swilo swintshwa, na ku titoloveta vuswikoti ku fikela loko va swi kota. Ku vuyelela na ku titoloveta a swi vuli ku endla xilo xo fana masiku hinkwawo, kambe ku tiyisisa na ku tirhisa vutivi na vuswikoti byintshwa eka mimbangu yo hambana.

*Ku vuyelela na ku titoloveta swi nyika vadyondzi nkarhi wo ringeta swilo swintshwa, na ku titoloveta vuswikoti ku fikela loko va swi kota.*

### Etlilasini ...

Ku dyondza ku twa mimpfumawulo eka marito na ku fambelanisa mimpfumawulo na mimfungho ya letere swi lava ku titoloveta na ku vuyelela ngopfu. Swi teka nkarhi na ku lehisa mbilu, naswona eka Giredi ya V ku na minkarhi yo tala ya nkamafundza ku titoloveta ku yingisela mimpfumawulo eka marito.

Vuswikoti bya Ndzemuko wa mimpfumawulo wu hluvuka hi ku titoloveta siku na siku:

- ★ Loko hi yimele nkarhi wa swakudya swa na nhlikanhi, a hi tlangeni ntlangu wa "Ndza hlometela hi tihlo ra mina!"
- ★ Loko vito ra wena ri sungula hi /b/, u nga sungula ku fola ku kuma swakudya.
- ★ Ndzi ehleketa hi xifuwo lexi rhandzaka ku dya marhambu. Xi sungula hi mpfumawulo /m/.

Ku titoloveta maletere a swi vuli ku vuyelela nghingiriko wo fana siku na siku. Ku na migingiriko yo tala leyi nyikaka ku titoloveta loku lavekaka, kambe hambiswiritano yi hungasa na ku ngenisa vadyondzi:

- ★ Vumba letere emoyeni kumbe exandleni xa wena.
- ★ Titoloveteni ku vumba letere hi ku tirhisa choko, ximhandzana esaveni, kumbe burachi yo penda leyi nga na mati.
- ★ Tlanga mintlangu leyi lavaka vadyondzi ku yelanisa mimfungho ya letere na swifaniso leswi sungulaka hi mpfumawulo wa rito.
- ★ Endla xibukwana xa marito hi ku tsala letere kutani u dirowa swifaniso swa minchumu leyi sungulaka hi letere rero.
- ★ Tsala letere hi tikhirayoni ta mihlovo yo hambana ku endla nkwangulatilo.
- ★ Endla maletere hi ku tirhisa vumba.



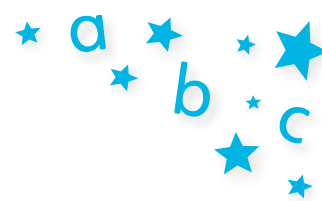
Eka nongonoko wa dyondzo ya ririmi lowu simekiweke eka xitori, hi ku tirhisa migingiriko leyi fambelanaka na xitori, vadyondzi va tokota na ku titoloveta ririmi ra xitori hi tindlela to hambana. Nghingiriko wun'wana na wun'wana wu vumbiwe ku nyika vadyondzi vuhungasi na minkarhi ya nkoka ku titoloveta na ku tirhisa ririmi ra xitori. Hambileswi vadyondzisi va nga va na xivilelo xa leswaku swi nga lolohisa vadyondzi loko migingiriko ya mavhiki mambirhi yo dyondzisa yi nga va yi simekiwe eka xitori xin'we, vadyondzisi va tivisa leswaku vadyondzi va tsakela ku twa xitori ko tala, naswona ku vuyelela na ku titoloveta swi aka ku titshemba na ku entisa dyondzo.

### Etlilasini ...

Ha swi tiva leswaku ku kota ku dyondza ntivomarito wuntshwa na ku wu endla wa vona, vadyondzi va fanele ku twa na ku tirhisa marito ko tala eka mimbangu yo hambana. Vadyondzi va tala ku twisisa marito va nga si va na vutitshembi byo wa tirhisa, naswona swi teka nkarhi na ku titoloveta ku hluvukisa vutivi byo enta lebyi tshamaka nkarhi wo leha bya ntivomarito wuntshwa. Va nga ha twa marito mantshwa na swivulwana eka xitori lexi runguriweke hi mudyondzisi, kambe swi lava nkarhi wo titoloveta wo tirhisa marito mantshwa na swivulwana eka mimbangu yo hambana. Ku rungula xitori nakambe hi ku tirhisa nxaxamelo wa swifaniso, ku encenyeta xitori, ku dirowa xiphemu lexi va tsakisaka na ku hlamusela leswi va swi diroweke na ku muka na xibukwana ku ya "hlayela" vandyangu, hinkwaswo swi nyika ku vuyelela na ku titoloveta leswi akaka vutitshembi na ku swi tiva.







## 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.

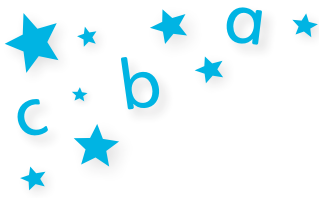


In a story-based language programme, through the daily activities linked to the story, learners experience and practise the language of the story in different ways. Each activity is designed to give learners fun and meaningful opportunities to practise and use the story language. Although teachers might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

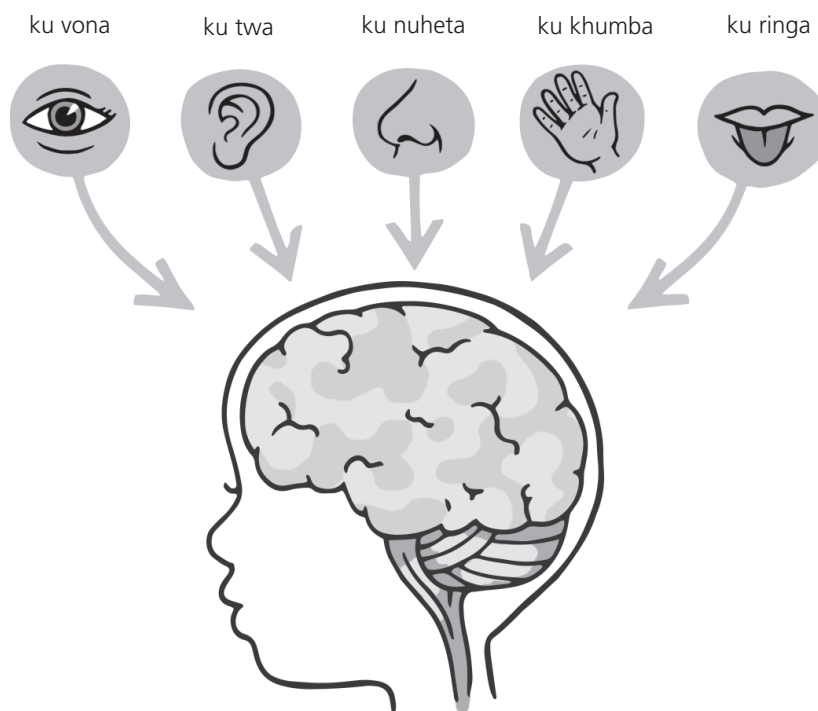




## Nhluvukiso wa swo voniwa no tirhisa swirho

Nhluvukiso wa vuswikoti bya swo voniwa no tirhisa swirho eka tindzumulo i swa nkoka swinene eka ku vumba masungulo ya vumundzuku hinkwabyo byo hluvukisa ririmi na ku dyondza. Ndzemuko wa switwi swi vula ku tirhisa switwi ku kuma vuxokoxoko mayelana na mbangu.

Vuswikoti bya swo voniwa byi hi pfumelela ku twisisa swivandla leswi nga ekusuhi na hina. Vuxokoxoko bya switwi byi hlengeletwa hi ntlhanu wa switwi swa hina, xikombiso, leswi mahlo ya hina ya swi vonaka, tindleve ti swi twaka, nhlonghe yi swi khumbaka, ririmi ri swi ringaka na nhompfu yi swi nuhetaka. Vuxokoxoko lebyi byi rhumeriwa eka byongo bya hina. Byongo byi hluta, byi lulamisa na ku tsundzuka vuxokoxoko lebyi ku endlela leswaku hi ta byi tirhisa eka nkarhi lowu taka eka migingiriko ya masiku hinkwawo.



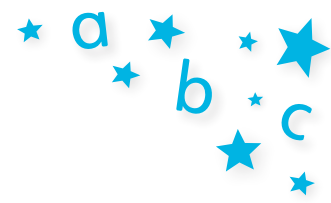
Vuswikoti byo tirhisa swirho i swendlo leswi katsaka ku tirhisa mimpfimbi ya hina. Hi tirhisa minsiha leyikulu emirini wa hina eka migingiriko leyi tirhisaka mimpfimbi leyikulu, xikombiso: ku raha bolo, ku tsutsuma na ku tlula. Hi tirhisa minsiha leyintsongo eka migingiriko leyi tirhisaka mimpfimbi leyintsongo, xikombiso: ku tsema, ku tsala na ku dirowa.

Nhluvukiso wo tirhisa swirho swa miri na switwi swo voniwa swi katsa leswi landzelaka:

- ★ ndzemuko wa swo voniwa
- ★ ndzemuko wa swo twiwa
- ★ ndzemuko wa swo khumba na mfambamfambo wa swirho.

Leswi swi hlamuseriwile hi vuxokoxoko byo enta eka mapheji lama landzelaka.

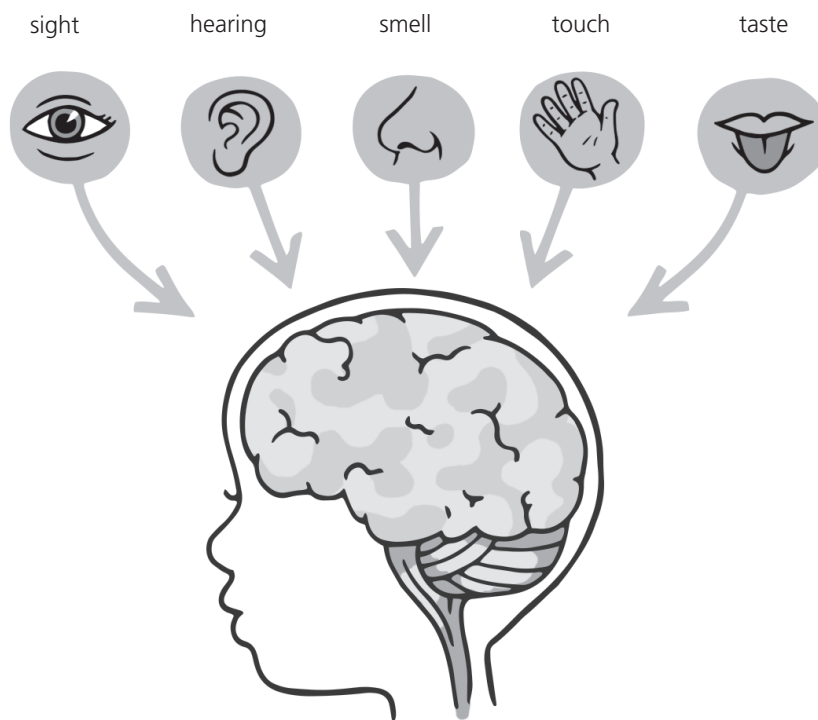




## Perceptual and motor development

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.



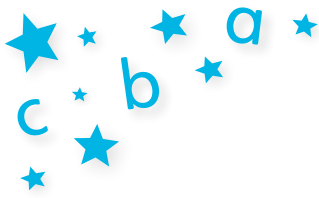
Motor skills are actions that involve using our muscles. We use the big muscles in our bodies for gross motor activities, for example: kicking a ball, running and jumping. We use smaller muscles for fine motor activities, for example: cutting, writing and drawing.

Sensory perceptual motor development includes the following:



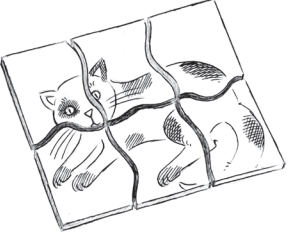


- ★ visual perception
- ★ auditory perception
- ★ tactile and kinaesthetic perception.

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

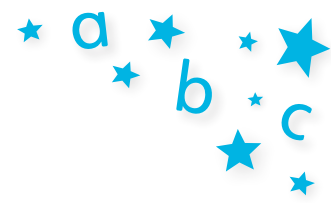






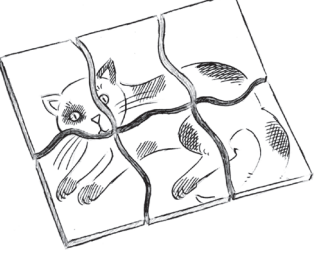


## Vuswikoti byo vona no twisisa

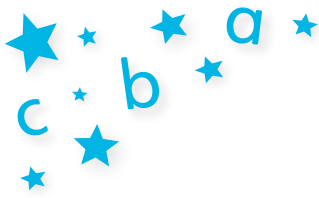
<p><b>Vuhambanisi bya swo voniwa</b></p> <ul style="list-style-type: none"> <li>★ Vuhambanisi bya swo voniwa i vuswikoti byo vona ku fana na ku hambana exikarhi ka minchumu.</li> <li>★ Vadyondzi va tirhisa na ku hlulukisa vuswikoti lebyi loko va fananisa swifaniso swimbirhi na ku vona leswi kayivelaka eka xin'we xa swifaniso.</li> <li>★ Vuhambanisi bya swo voniwa byi tirhisiwa loko vadyondzi va lemuka ku fana na ku hambana exikarhi ka maletere mambirhi yo fana na <b>b</b> na <b>d</b>.</li> </ul>	
<p><b>Ntirhisano wa swirho swa miri wa swo voniwa (ntirhisano wa mahlo na mavoko)</b></p> <ul style="list-style-type: none"> <li>★ Ntirhisano wa swirho swa miri swo voniwa i vuswikoti bya mahlo, byongo na mimpfimi ya miri ku tirhisana ku endla swendlo. I swa nkoka eka migingiriko yo fana na ku khoma minchumu, ku dirowa na ku tsala.</li> <li>★ Vadyondzi va tirhisa na ku hlulukisa ntirhisano wa swirho swa miri swo voniwa hi mintlangu ya bolo na tibinibege, ku aka hi tibuloko, ku tlanga hi minchumu leyi khungulukaka kumbe yo rheta, xikan'we na hi ku hulela ngoti, ku tsema na ku dirowa.</li> </ul>	
<p><b>Ku pfariwa ka swo voniwa</b></p> <ul style="list-style-type: none"> <li>★ Ku pfariwa ka swo voniwa i vuswikoti byo hetisa minchumu, swifaniso kumbe swidirowiwa leswi nga hetisekangiki. Hi marito man'wana, mudyondzi u kota ku lemuka kumbe ku tiva nchumu hinkwawo hambiloko xifaniso hinkwaxo xi nga helelangi.</li> <li>★ Vadyondzi va tirhisa na ku hlulukisa ku pfala swo voniwa loko va hetisa tiphazili kumbe ku hlamusela leswi kayivelaka eka xifaniso lexi nga helelangiki, xikombiso, lexi kombisa tlhelo rin'we ntsena ra xikandza kumbe miri.</li> </ul>	
<p><b>Endla swi nga cinci na ku endla swo voniwa (ndzemuko)</b></p> <ul style="list-style-type: none"> <li>★ Ku endla swi nga cinci i vuswikoti byo lemuka swivumbeko na mimfungho, hambiloko sayizi na xiyimo xi cinca. Hi marito man'wana, swi vula ku kota ku lemuka swihlawulekisi leswi nga cinciki swa xin'wana.</li> <li>★ Vadyondzi va tirhisa na ku hlulukisa vuswikoti lebyi loko va vona maletere eka mbangu wun'wana wo hambana na ku twisisa leswaku mfungho wa letere (xikombiso: <b>j</b>) wu tshamisa sweswo hambi wu tsariwe hi muhlovo wun'wana kumbe hi matsalelo lamakulu kumbe lamantsongo.</li> </ul>	
<p><b>Ndzemuko wa swifaniso swa swivumbeko swo ka swi nga ri erivaleni swo voniwa</b></p> <ul style="list-style-type: none"> <li>★ Ndzemuko wa swifaniso swa swivumbeko swo voniwa swo ka swi nga ri erivaleni i vuswikoti byo lemuka kumbe ku tiva xanchumu, mfungho kumbe xivumbeko loko xi rhendzeriwile hi minchumu yin'wana, mimfungho na swivumbeko.</li> <li>★ Vadyondzi va tirhisa na ku hlulukisa vuswikoti bya ndzemuko wa swifaniso swa swivumbeko swo voniwa swo ka swi nga ri erivaleni loko va komberiswa ku kuma minchumu yo karhi eka xifaniso, xikombiso: <i>"Kuma nhwanyana loyi a ambaleke xikipa xo tshwuka exifanisweni."</i></li> </ul>	





## Visual perceptual skills

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



### Ku longoloxa swo voniwa

- ★ Ku longoloxa swo voniwa i vuswikoti byo veka minchumu kumbe swilo hi nxaxamelo lowu faneleke endzhaku ko swi languta kumbe ku swi xiya.
- ★ Vadyondzi va tirhisa na ku hlulukisa vuswikoti lebyi loko va languta patironi ya vuhlalu bya mihlovo yo hambana engotini kutani va vuyelela patironi hi voxe kumbe va kopunula maletere ya mavito ya vona hi nxaxamelo lowu faneleke



### Mpfanyanyiso wa swirho swa miri wa swo voniwa

- ★ Mpfanyanyiso wa swirho swa miri wa swo voniwa i vuswikoti byo twisisa vuxokoxoko bya swo voniwa kutani endzhaku u tirhisa vuxokoxoko byebyo eka nghingiriko wun'wana lowu tirhisaka mimfimbi leyintsongo.
- ★ Vadyondzi va tirhisa vuxokoxoko bya swo voniwa na ku hlulukisa vuswikoti bya mimfimbi leyintsongo loko, xikombiso, va kopunula mavito ya vona kumbe ku dirowa xanchumu lexi vekiweke emahlweni ka vona.

Khanyi  
Khanyi

### Ku vumba nongoti wa swo voniwa

- ★ Ku vumba nongoti wa swo voniwa i vuswikoti byo endla swifaniso emiehleketweni (swifaniso swa le miehleketweni) leswi simekiweke eka mintokoto, mixiyanxiyo kumbe vuxokoxoko byin'wana bya swo voniwa.
- ★ Vadyondzi va tirhisa na ku hlulukisa vuswikoti lebyi loko va dirowa swifaniso swa swin'wana ku fana na kamara ya le ekaya kumbe ya vandyangu.



### Ku tsundzuka swo voniwa

- ★ Ku tsundzuka swo voniwa i vuswikoti bya byongo ku tsundzuka leswi mahlo ya swi voneke.
- ★ Vadyondzi va tirhisa na ku hlulukisa vuswikoti lebyi ku lemuka marito lama tirhisiwaka hi ntolovelo.



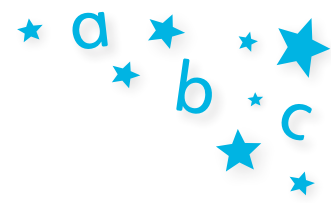
## Etlilasini ...

Xiya vadyondzi loko va ri karhi va tlanga ehandle na le ndzeni hi switirhisiwa swo hambana hambana. Va nga:

- ★ vula ku hambana exikarhi ka mimpfumawulo na marito yo hambana
- ★ vona ku hambana exikarhi ka swifaniso swimbirhi kumbe ntlawa wa minchumu
- ★ tsundzuka leswi va swi voneke na ku swi twa
- ★ vuyelela nongonoko wa marito kumbe tinomboro hi nongonoko lowu faneleke
- ★ angula eka mimpfumawulo yo hambana hambana, mavito ya vona na swileriso
- ★ twa ku hambana exikarhi ka swo rhetela na swo khwaxa
- ★ ringa ku hambana exikarhi ka swo nyanganya na swo dzunga loko va pfariwile mahlo?







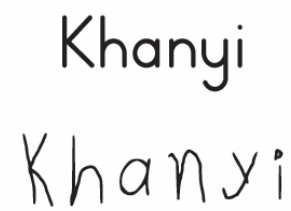
### Visual sequencing

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



### Visual motor integration

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



### Visual conceptualising

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



### Visual memory

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

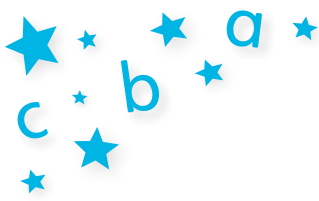


## In the classroom ...



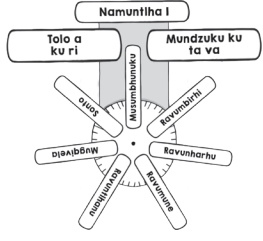
Observe learners playing outside and inside with different equipment. Can they:

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





## Ndzemuko wa vuswikoti bya swo twiwa

<p><b>Vuhambanisi bya swo twiwa</b></p> <ul style="list-style-type: none"> <li>★ Vuhambanisi bya swo twiwa i vuswikoti byo lemuka ku fana na ku hambana eka mpfumawulo.</li> <li>★ Vadyondzi va tirhisa na ku hlulukisa vuswikoti lebyi loko va kota ku tiva loko mimpfumawulo yimbirhi leyi vuriwaka hi mudyondzisi yi fana kumbe yi hambana (xikombiso: /p/ na /b/ i mimpfumawulo yo hambana).</li> <li>★ Va tlhela va tirhisa vuhambanisi bya swo twiwa ku tiva mpfumawulo wo sungula eka rito (xikombiso: rito “bolo” ri sungula hi mpfumawulo /b/).</li> </ul>	<p>Mudyondzisi: “Phokotelani loko mi twa rito leri sungulaka hi mpfumawulo /k/: jamu, kamu.”</p>
<p><b>Vuswikoti byo twisisa leswi twiseke</b></p> <ul style="list-style-type: none"> <li>★ Ku tsundzuka swo twiwa i vuswikoti byo hlayisa na ku tsundzuka swin’wana leswi u swi twiseke.</li> <li>★ Vadyondzi va tirhisa na ku hlulukisa vuswikoti lebyi loko va landzelela sete ya swileriso, va yimbelela tinsimu leti nga na swendlo na ku tirhisa ririmi ra xitori loko va encenyeta.</li> </ul>	
<p><b>Ndzemuko wa swifaniso swa swivumbeko swo ka swi nga ri erivaleni swo twiwa</b></p> <ul style="list-style-type: none"> <li>★ Ndzemuko wa swifaniso swa swivumbeko swo ka swi nga ri erivaleni swo twiwa i vuswikoti byo lemuka kumbe ku hambanisa mpfumawulo eka mimpfumawulo yin’wana.</li> <li>★ Vadyondzi va tirhisa na ku hlulukisa vuswikoti lebyi loko va fanele ku kongomisa eka leswi un’wana entlaweni a swi vulaka handle ka ku kavanyetiwa hi huwa ya van’wana lava vulavulaka eka ntlawa.</li> </ul>	
<p><b>Ku longoloxa swo twiwa</b></p> <ul style="list-style-type: none"> <li>★ Ku longoloxa swo twiwa i vuswikoti byo tsundzuka minchumu kumbe swilo hi ndzandzelelano lowu faneleke endzhaku ko twa nongonoko.</li> <li>★ Vadyondzi va dyondza na ku hlulukisa vuswikoti lebyi loko va dyondza maletere ya alifabete (A, B, C ...) kumbe masiku ya vhiki (Musumbhunuku, Ravumbirhi, Ravunharhu ...).</li> </ul>	

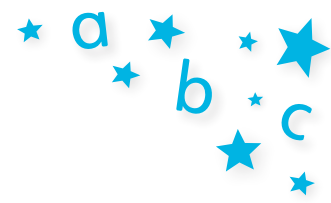
## Etlilasini ...

Nongonoko wo kambela Vuswikoti bya Swo voniwa (languta eka GDE Assessment Guide) i xitirhisiwa xa nkoka swinene ku tiva vadyondzi lava nga na ku tikeriwa hi swo voniwa leswi nga va ka na nkucetelo eka dyondzo ya le ka Giredi ya V.



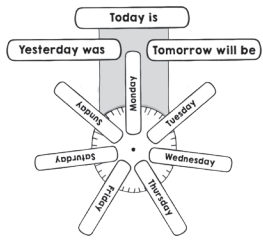
Swiletelo swa Nghingiriko swi katsa misingiriko leyi nga tirhisiwaka ku seketela nhlulukiso wa vuswikoti bya swo voniwa. Xikombiso:

- ★ Vadyondzi lava nga na ku tikeriwa hi ntirhisano wa swirho swa miri swo voniwa swi nga va tikela ku vumba letere hi ku tirhisa vumba kumbe ku penda letere ephepheni. U nga ringeta ku va nyika letere eka xiphemu xa khadi leswaku va kopunula, kumbe xikombiso leswaku va landzelerisa letere ehenhla ka rimba.
- ★ Vadyondzi lava nga na ku tikeriwa hi ndzemuko wa swo twiwa swi nga va tikela ku twa ku hambana exikarhi ka mimpfumawulo eka marito. U nga ringeta ku va kombela ku languta nomo wa wena loko u ri karhi u vula mimpfumawulo, kumbe u vekela xivoni emahlweni ka milomo ya vona leswaku va vona leswi mpfumawulo wu vumbisiwaka xiswona.





## 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>	

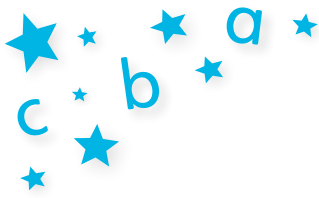
## In the classroom ...

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.





## Ku vona swo khoma na ku tirhisa swirho swa miri

### Ndzemuko wa ku vona swo khoma

- ★ Ndzemuko wa swo khoma i vuswikoti byo tirhisa xitwi xo khumba ku valanga mbangu. Ndzemuko wa ku vona swo khoma na ku tirhisa swirho swa miri swa tirhisana ku nyika byongo vuxokoxoko.
- ★ Vadyondzi va tirhisa na ku hlulukisa ku vona swo khoma loko va nghenelela eka migingiriko yo fana na ku pfala mahlo ya vona, ku hlawula xanchumu enkwameni, na ku twa na ku hlamusela nchumu wa kona. Xikombiso: va nga vula leswaku xi na tinhla/i xirhendzevutana, xa olova/xa tsindziyela.



### Ndzemuko wa swirho swa miri

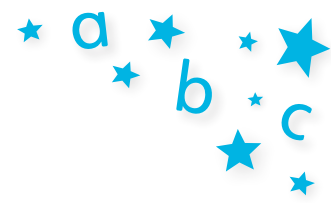
- ★ Ndzemuko wa swirho swa miri i ndzemuko wa mfambamfambo wa miri na xiyimo endhawini.
- ★ Vadyondzi va tirhisa na ku hlulukisa ndzemuko wa vuxaka bya miri wa vona na minchumu yin'wana leyi yi va rhendzeleke hi ku tlanga ka le handle tanihi ku khandziya ehenhla kumbe ehansi ka minchumu na ku kasa va huma eka mihocho.
- ★ Ndzemuko wa swirho swa miri wu hlulukisiwa nakambe hi loko vadyondzi va nghenelela eka swinsin'wana leswi nga na swendlo na tinsimu leti pfunaka ku aka ndzemukiso wa mfambamfambo wa miri na xiyimo endhawini (xikombiso: risimu, "Nhloko, makatla, matsolo na swikunhwana").






### Xiyimo eka ndhawu (ndzemuko wa matlhelo) na ntivomatlhelo

- ★ Xiyimo eka ndhawu i vuswikoti byo vona xiyimo xa xanchumu endhawini lexi nga na vuxaka na un'wana kumbe na nchumu wun'wana. Ndzemuko wa matlhelo endhawini wu sungula hi ndzemuko wa miri wa un'wana endhawini, kutani swi ndlandlamukela eka ku kota ku hlamusela vuxaka bya xiyimo xa minchumu na yin'wana (xikombiso: henhla, hansi, emahlweni, endzhaku, exikarhi, ximatsi, xinene).
- ★ Vadyondzi va tirhisa na ku hlulukisa vuswikoti lebyi loko va ri karhi va dyondza ku hlaya na ku tsala ku suka exineneni ku ya eximatsini eka pheji.
- ★ Ndzemuko wa matlhelo wu ta tlhela wu pfuna vadyondzi ku lemuka ku hambana exikarhi ka maletere lama langutekaka ku fana, kambe ya ri na xiyimo xo hambana (xikombiso: **b, d, p**).





## Tactile and kinaesthetic perceptual skills

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



# Xiyenge xa 3: Ku dyondzisa ririmi na ku hlaya ko sungula eka Giredi ya V

## Ku yingisela na ku vulavula (ririmi ra swa nomo)

Xana vadyondzi hi va dyondzisa njhani ku hlaya na ku tsala? Loko ho vutisiwa xivutiso lexi, vanyingi va nga hlamula leswaku vadyondzi va hlulukisa ku hlaya hi ku hlaya tibuku, ku titoloveta ku tsala na ku dyondza maletere na mimpfumawulo. Leswi hinkwaswo i swihlawulekisi swa nkoka swa ku hlaya. Nakambe, ku va va va vahlayi na vatsari va vuswikoti, i swa nkoka leswaku vadyondzi va seketeriwa ku hlulukisa ririmi ra vona ra swa nomo – vuswikoti byo yingisela na ku vulavula. Handle ka vuswikoti bya kahle bya ririmi ra swa nomo, ku dyondza ku hlaya na ku tsala swi nga va tikela swinene vadyondzi lavantsongo. Handle ka masungulo lama tiyeke ya vuswikoti bya ririmi, swi nga endleka vadyondzi va dyondza ku hlaya marito, kambe va nga twisisi leswi va swi hlayaka. Swi nga endleka va kota ku tsala marito, kambe va nga swi koti ku hlamusela mavonelo ya vona hi ku tsala. Hikokwalaho ka swivangelo leswi, eka nongonoko lowu, ku na ntshikilelo wo tiya eka nhlulukiso wa vuswikoti byo yingisela na ku vulavula eka nongonoko wa mavhiki mambirhi, kambe ngopfu ngopfu eka vhiki lero sungula.

A hi languteni hi vuenti eka swihlawulekisi swimbirhi swa nkoka swa nhlulukiso wa ririmi ra swa nomo leswi nongonoko wu swi seketelaka: nhlulukiso wa ntivomarito wuntshwa na ririmi ra buku.

### Ntivomarito wuntshwa

Ntivomarito lowu fuweke lowu anameke hi xona xilotlela eka nhlulukiso wa ku hlaya (Scarborough, 2001).

Hi ku yingisela ririmi leri vulavuriwaka, kutani endzhaku hi ku vulavula vona vini, vadyondzi va hlulukisa vutivi bya tinhlamuselo ta marito (leswi hi swi vulaka ntivomarito). Tidyondzo ti kombise leswaku vadyondzi lavantsongo lava nga na ntivomarito wa kahle eka malembe ya ntlhanu hi lava va tirhaka kahle eka swikambelo swa xikambelantwisiso eka Tigiredi ta 3, 4 hambani na 7 (Sénéchal, Ouellette & Rodney, 2006; Tabors, Snow na Dickinson, 2001). Hi tlhelo lerin'wana, loko vadyondzi va ri na ntivomarito lowu pimiweke loko va sungula xikolo, hambani loko va nga kota ku dyondza ku hlaya switshuriwa hi ku olova, va ta va na ku tikeriwa hi ku twisisa leswi va swi hlayaka loko va hlangana na switshuriwa swo tika.

Ku kota ku hlulukisa ntwisiso wa vona na vuswikoti byo tirhisa marito mantshwa, vadyondzi va fanele ku hlangana na marito lawa minkarhi yo tala eka swiyimo swo hambana. Marito a ma dyondziwi emoyeni, kambe swi endlwa leswi hanyaka na ku va na nkoka eka vadyondzi eka mbangu wa xitori kumbe nkongomelo na hi ku nghenelela eka mbhurisano kumbe nghingiriko.

### Ririmi ra buku

Loko vutivi bya tinhlamuselo ta marito byi ri bya nkoka eka ku twisisa ririmi, vuswikoti byin'wana bya ririmi byi kumiwile ku va byi ri bya nkoka eka nhlulukiso wa ku hlaya. Loko vana va sungula ku vulavula, va tirhisa ririmi hi ndlela ya swo khomeka – ku burisana hi swin'wana leswi humelelaka hi nkarhi wolowo eka mbangu lowu nga kusuhi na vona (swa "laha na sweswi"). Xikombiso, va vula mavito ya minchumu leyi va yi vonaka kumbe ku hlamusela swindleko kumbe migingiriko leyi humelelaka. Hi xitalo va hlamusela leswi va swi vulaka hi ku kombetela swilo eka mbangu, kumbe hi ku endla swikoweto kumbe ku kombisa matitwelo hi xikandza. Leswi swi tiveka tanihi ririmi ra siku rin'wana na rin'wana naswona i ririmi leri vo tala va hina hi ri tirhisaka eka vutomi bya hina bya siku na siku.

Loko ririmi ra vadyondzi ri ya ri hlulukisa, hambiswiritano, va dyondza ku tirhisa ririmi ku vulavula hi swilo swo tala hi swianakanyiwa. Va dyondza ku vulavula hi swilo leswi humeleleke nkarhi lowu nga hundza kumbe swilo leswi kunguhateriweke nkarhi lowu taka. Va hlulukisa vuswikoti ku hlamusela leswaku hikokwalaho ka yini swilo swi humelerile na ku vulavula hi matitwelo na miehleketo. Va dyondza ku tirhisa ririmi eka swiyimo swa mintlangu yo endla onge laha swilo swin'wana swi yimelaka swin'wana, naswona va dyondza ku rungula switori hi swilo leswi nga humelela evuton'wini bya vona. Ririmi leri ri le mahlweni ku tlula ririmi ra siku rin'wana na rin'wana naswona ri fana na ririmi ro tsariwa kumbe ra buku leyi va nga ta hlangana na yona exikolweni loko va hlaya tibuku na loko va tsala. Ku va va titwa kahle hi muxaka wo tani wa ririmi swi kombisiwile ku va swi ri swa nkoka swinene eka ku hlaya na ku humelela eka swa dyondzo (Dickinson na Snow, 1987; Snow, Burns na Griffin, 1998).

*Walker, Greenwood, Hart & Carta (1994) va kume leswaku vadyondzi lava nga na vuswikoti bya ririmi na ntivomarito lowu nga fuwangiki eka malembe ya masungulo hi vona lava nga tirhiki kahle eka ku hlaya na leswi nga na vuxaka na swo hlaya endzhaku ka nkombo wa malembe.*

*Ku tivisa ntivomarito hi minkongomelo swi pfuna vadyondzi ku endla vuxaka exikarhi ka marito na nseketelo wa dyondzo ya machudeni (McGee & Richgels, 2003). Dyondzo yi antswisiwa hi nkarhi wo tirhisa marito ku suka eka nkongomelo kumbe xitori (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).



## Migingiriko yo aka ntivomarito wuntshwa na ririmi ra buku

### Ku yingisela switori

Ndlela yin'we yo pfuna vadyondzi ku va va tolovela ririmi ra tibuku i ku rungula switori swa nomo. Ndzavisiso wu kombise vuxaka exikarhi ka ku yingisela eka na ku tihlanganisa na switori, naswona swi landzela hi vuswikoti byo hlaya. Swi ti komba onge ku rungula switori swi pfuna ku pfala vangwa exikarhi ka ririmi ra swa nomo na ro tsariwa. Wells (1987) u nyike vonelo ra leswaku ku twa switori i swa nkoka swinene eka vutihlanganisi lebyi haxaka xandla ku va vadyondzi va dyondzeka. Loko va byeriwa switori, va tivisiwa eka muxaka wo hlawuleka wa ririmi ra swa nomo leri hambaneke na ririmi leri va ri tirhisaka eka mbulavulo wa masiku hinkwawo. Leri i ririmi leri fambaka ri hundza "laha na sweswi" naswona ri tirhisa marito ku hundzisa hungu hi swilo leswi humelelaka hi nkarhi wun'wana na ndhawu. I swa nkoka swinene eka dyondzo exikolweni.

Vutihlanganisi byo rungula xitori byi kombisiwile ku va yi ri ndlela yo tirha kahle eka ku hlulukisa ntivomarito na ntwisiso wa ririmi, ngopfu ngopfu loko ri katsa ntshikilelo eka ku langutisisa ntivomarito, hi ku tirhisa tipuropo leti fambelanaka na nkongomiso wa ntivomarito, vutihlanganisi eka minkanerisano mayelana na ntivomarito eka switori, na ku titoloveta ntivomarito wuntshwa eka migingiriko ya mintlawo leyintsongo.



## Etlilasini ...

Vula xinsin'wana *Mahlo mambirhi* ku vona ku yisa vadyondzi emetini eka nkarhi wa xitori.

### 1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhatwa hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: Vulavulani hi vukhale bya vona, loko va ri na vona vaboti kumbe vasesi, laha va tshamaka kona, leswi va yisaka swona exikolweni, leswi va swi ambalaka loko va ya exikolweni.
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela nhlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso, Endla xikandza xo vilela kutani u kombela vadyondzi ku ku komba leswaku va languteka njhani loko va vilela. Kombela vadyondzi ku vula rito hi ririmi ra vona loko va vulavula ririmi ro hambana ekaya.

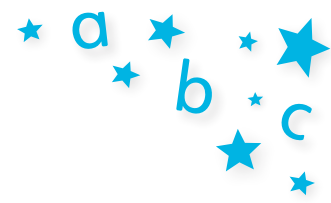
### 2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito.
- 2.2 Endla miencyeto na ku tirhisa tiphaphete na tipuropo.
- 2.3 Kombela vadyondzi ku vhumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Ndza tivutisa leswaku Zinzi a titwa njhani loko va ri le ndleleni yo ya exikolweni?"*

### 3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori?"*



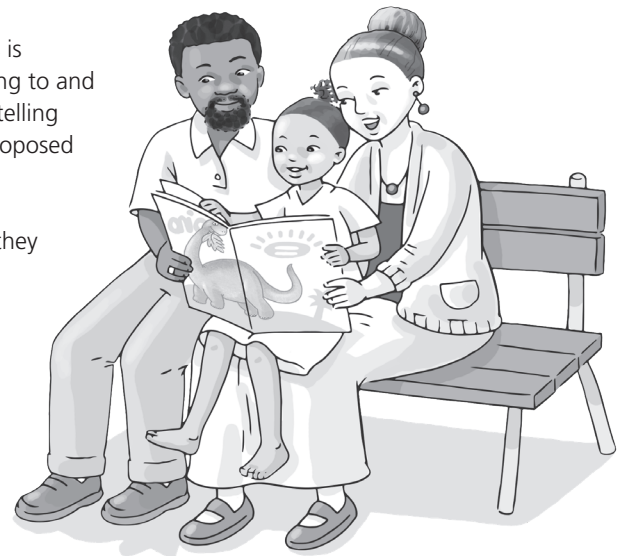


## Activities to build new vocabulary and book language

### 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.

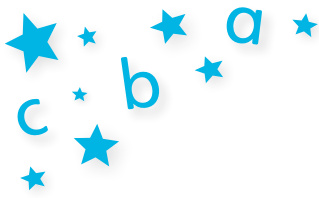
#### 2 While you tell the story

- 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?"*





### Ku rungula switori

Vadyondzi va dyondza hi ku twa na ku rungula switori. Leyi i ndlela yo olova ya ntumbuluko ku hlulukisa ririmi na ku lulamisa vadyondzi eka ririmi ra tibuku. Switori swi nga va mintsheketo ya ntolovelo, kumbe swi nga va swa le xikolweni kumbe swa ndyangu hi swilo leswi swi nga humelela khale kumbe swin'wana swa ha ku humelelaka. Vadyondzi lavantsongo va rhandza ku va na xiave eka ku rungula xitori naswona loko ririmi ri karhi ri hlulukisa, va ta tiphina hi ku rungulela vadyondzisi kumbe vahlayisi switori swa vona vini lava kombaka ntsakelo na nkoka wa leswi va lavaka ku swi vula. Loko va dyondza ku rungula switori swa kahle loko va ha ri vantsongo, swi ta va olovela ku tsala switori swa kahle loko va kurile.

Hi ku rungula kumbe ku vuyelela ku rungula xitori kumbe ku hlamusela ntokoto wa swa khale, vadyondzi va dyondza leswaku va fanele ku hlamusela swimunhuhata leswi nga kona na ku nyika mbangu eka xitori xa vona (va hlamusela ndhawu na nkarhi lowu swi humeleleke hi wona). Va dyondza leswaku xitori xa vona xi fanele ku landzelela nongonoko wo kongoma wa swiendleko.

Loko va longoloxa swifaniso ku endla xitori, va tirhisa vuswikoti bya vona ku vhumba, ku tiyisela, ku fambelanisa na ntwisiso. Leswi hinkwaswo i vuswikoti bya nkoka eka ku hlaya hi ntwisiso. Ku rungula xitori hi ndzandzelelano lowu faneleke i vuswikoti bya nkoka swinene naswona i swin'wana leswi nga va ka ntlhonthlo eka vadyondzi lavantsongo, kutani va lava nkarhi wo tala ku titoloveta vuswikoti lebyi. Loko vadyondzi va twisisa leswaku switori swi endlwe hi ndzandzelelano wa swiendleko, va kota ku kunguhata switori swa vona vini swi va na masungulo, xikarhi na mahetelelo. Leswi swi ta seketela nhlulukiso wa vona tanihi vatsari.

*"Ku rungula swiendleko leswi vadyondzi va dyondzaka ku swi vula tanihi tindzumulo swi fana na switshuriwa leswi vadyondzi va dyondzaka ku swi hlaya exikolweni. Tanihi mbuyelo, ku dyondza na hi ku tirhisa ku rungula swi pfuna vadyondzi ku vumba swo swi langutela mayelana na hi leswi switshuriwa swo tsariwa swi lulamisiweke ha kona ku tsala" (Peterson, 2006, p. 2)*

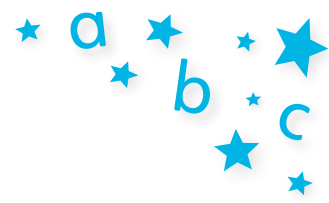
## Etlilasini ...

Eka vhiki ro sungula ra ndzhendzeleko, loko vadyondzi va twile xitori xi vuriwa na ku tlhela xi vuriwa, na le ndzhaku ka loko va ngenelerile eka ku yimbelela na ku encenyeta xitori, va na nkarhi wo ehleketa hi vukheta hi swiendleko na ku swi xaxameta hi nongonoko lowu faneleke.

### Ku tirhisa swifaniso ku xaxameta swiendleko eka xitori

- 1 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla.
- 2 Vutisa vadyondzi leswaku va vona yini, kutani vulavula hi xifaniso hi ku nyika vuxokoxoko. Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:
  - ★ "Xana mi vona va mani?" (swimunhuhata)
  - ★ "Xana u/xi endla yini?" (maendli na swiendlo)
  - ★ "Xana mi vona yini swin'wana?" (ku languta nakambe)
  - ★ "Xana xi kwihi ...?" (ku vula ndhawu/xiyimo)
  - ★ *Hikokwalaho ka yini u ehleketa ...?* (miehleketo ya vutumbuluxi, ku humesela mavonelo)
- 3 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa ngingiriko.
- 4 Endzhaku ko vulavula hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 5 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twakala kahle.
- 6 Endla leswaku vadyondzi va tshama va ngenelerile eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 7 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.





## 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 ...

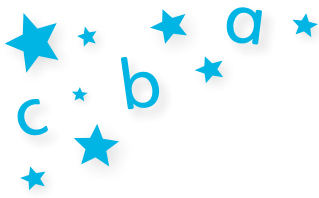
In the first week of the cycle, once learners have heard the story being told and retold, and after they have participated in singing and acting out the story, they have an opportunity to think carefully about the events and to sequence these in the correct order.

### 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.







### Ku encenyeta switori

Loko vadyondzi va hoxa xandla eka mixaka ya mintlangu yo encenyeta, va kopunula na ku titoloveta marito lawa va tweke van'wana va wa vula naswona leswi swi pfuna ku tiyisa ntivomarito na vuswikoti bya ririmi. Va tlanga swimunhuhatwa swo hambana eka xitori leswi swi va pfunaka ku vona swiendleko hi mavonelo yo hambana. Va fanele ku landzelela ndzandzelelano wa swiendleko leswaku va kota ku nghenelela eka ntlangu wo encenyeta hi nkarhi lowu faneleke exitorini.



## Etlilasini ...

### Ku rungula xitori na ku encenyeta ntlangu

- 1 Hlawula vadyondzi ku va va tlanga swimunhuhatwa swa le ka xitori.
- 2 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 3 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 4 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tlilasi hinkwayo yi ri karhi yi hlalela ntlangu wo encenyeta ntlangu.
- 5 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

Ntlangu wo endla onge wu nyika vadyondzi nkarhi ku tirhisa ririmi leri hambaneke eka mavulavulelo ya masiku hinkwawo. Ririmi ra muxaka wo kongoma ra tirhisiwa eka ntlangu wo endla onge, laha vadyondzi va faneleke ku kanerisana hi ku encenyeta na ku kunguhata, na ku hlamusela leswi va swi endlaka na ku swi ehleketa eka vanghana. Ntlangu wo endla onge wu aka vuswikoti bya vadyondzi ku twisisa na ku tirhisa ririmi leri fambaka ku hundza eka laha na sweswi, ku hundza na mintokoto ya vona vini na ka le ka vutomi bya ntiyiso. Eka ntlangu wo endla onge, vadyondzi va dyondza hi vuyimeri – leswaku xilo xin'wana xi nga yimela xin'wana (xikombiso, buloko ya mhandzi yi nga yimela riqingho entlangwini). Ku khoma minongoti yo tika swi ta va pfuna ku twisisa leswaku leswi tsariweke eka pheji swi yimela marito lama hi wa vulavulaka.

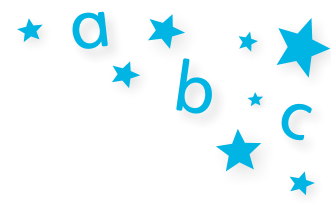
### Vutihlanganisi hi ku hlaya buku ya xitori

Vadyondzi vo tala eAfrika Dzonga a va nge sunguli xikolo va ri na ntokoto wa ku tiphina hi ku hlayeriwa. Rendzo ra vona hi tibuku ri nga sungula ntsena eka Giredi ya V naswona hi fanele ku tiyisisa leswaku va twa switori leswi va hlayeriwaka ku va va tiphina. Lowu hi wona nkarhi laha va hlayeriwaka switori hi ririmi leri fuweke na mimpfampfarhuto yo saseka, ku nga ri na leswi languteriweke kumbe migingiriko leyi nga ta landzela. Va fanele ku va hi ntiyiso "va ri na nkarhi" – wo tikuma va tswongekile eka xitori xo saseka na ku tokota masalamusi ya tibuku. Xikongomelo a hi ku tirhisa buku ku dyondzisa, kambe ku tumbuluxa ndhawu yo kufumela na ku navetisa ku avelana mahlori ya tibuku leti wena mudyondzisi na vadyondzi mi nga ta ti rhandza.

Loko u ri karhi u byala rirhandzu ra tibuku, ku hlaya switori swi tlhela swi nyika xiyimo xa kahle xo hlukukisa ririmi ra swa nomo hi ku vulavula hi swilo leswi nga le bukwi na hi leswi swi nga riki ebukwini hi yoxe. Tibuku ti nga hundzisela eka minkanerisano hi ntokoto wa leswi hundzeke kumbe ku vhumba leswi nga ha ta humelela. Minkumbetelo yi nga ha endliwa hi swilo leswi nga riki kona eka xitshuriwa kumbe mimpfampfarhuto. Ku hlaya swi nga hundzela eka ku vutisa swivutiso hi xitori na hi swifaniso, ku katsa na swivutiso swo pfuleka swo fana na, "Ndza tivutisa loko ...?", "Loko ...?", "Hikokwalaho ka yini u ehleketa ...?". Swivutiso leswi swo pfuleka swi kondletela vadyondzi ku vula mavonelo ya vona na ku sungula nkanerisano. Ndlela yin'we yo pfuna vadyondzi ku nghenelela eka muxaka lowu wo vulavula wu nga va hi ku hlaya va vuyelela tibuku leti va tirhandzaka, tanihi leswi tidyondzo ti kombiseke leswaku vadyondzi hi ku angarhela va nghenelela swinene eka ku hlaya xitshuriwa xo fana, lexi katsaka ku vhumba na ku hlamusela (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

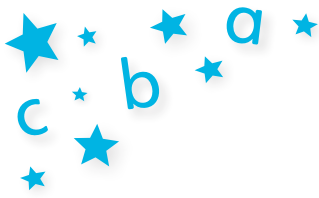
- 1 Choose learners to play the characters in the story.
- 2 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 3 Explain to learners that you (the teacher) are going to be the storyteller, also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



## Ku hlaya na ku tsala

Ku dyondza ku hlaya na ku tsala a hi swilo leswi humelalaka hi vusiku byin'we, kambe i endlelo leri tekaka malembe yo tala. Loko hi tirhisa rito "ku hlaya na ku tsala ko sungula" hi hlamusela leswaku ku hlaya na ku tsala swi sungula evuton'wini byo sungula bya mudyondzi, ku nga ri swin'wana leswi sungulaka loko ku dyondzisiwa ku hlaya ximfumo loku sungulaka eka Giredi ya 1. Vadyondzi a va fanelanga ku rindzela tidyondzo to hlaya ku lemuka masalamusi ya marito lama tsariweke na ku dyondza leswaku hikokwalaho ka yini hi hlaya na ku tsala!

### Ku hlaya ko sungula

Hambiloko vadyondzi va ta dyondza hi laha tibuku ti tirhaka ha kona hi ku hlayela ku titsakisa, vadyondzisi va nga ha kombisa maendlelo yo hlaya hi ku hlaya Tibuku Letikulu, tiphositara na switshuriwa eka mbangu wa vona. Hi nkarhi wa migingiriko ya ku hlaya swin'we, loko hi "ehleketela ehenhla" na ku vulavula hi maendlelo yo ehleketela na maqhinga, vadyondzi lavantsongo va sungula ku twisisa "hi laha" maendlelo yo hlaya ya tirhisaka xiswona. Hi nga ha endla nkarhi wa vadyondzi ku hlaya leswi tsariweke eka mbangu wa vona na ku tokota hi swo tsariwa eka nongonoko wa siku na siku eka Giredi ya V. Loko u kucetela vadyondzi ko tala hi ku hlaya ko sungula, va ta lava ku nghenelela hi xitalo eka leswi tsariweke eka mbangu.



Mudyondzisi u kombisa endlelo ra ku hlaya.

Loko vadyondzi va languta vatswatsi va ri karhi va hlaya na ku tsala, va dyondza leswaku mimfungho leyi va yi endlaka ephepheni yi rhwele hungu naswona yi na nhlamuselo. Va sungula ku twisisa leswaku leswi tsariweke i swa yini naswona leswi swi va hlohlotela ku lava ku hlaya na ku tsala na vona.

## Etlilasini ...

Hi ku hlaya Buku Leyikulu na vadyondzi, va ta vona hi laha marito lama nga ephepheni ya fambelanaka ha kona na marito lawa u wa vulaka. Xitori lexi nga le ka Buku Leyikulu i vonelo leri olovisiweke, leswaku vadyondzi va titwa va ri na vutitshembi bya ku ringeta "ku hlaya" hi voxo. Leswi swi va nyika ntokoto wo va vahlayi – hambiloko va phata marito lama nga ebukwini ku suka eka ku tsundzuka.

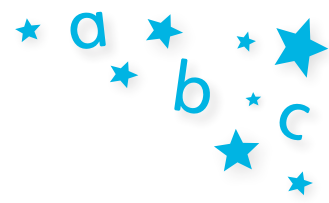
### Ku hlaya swin'we – Buku Leyikulu

- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tlilasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi ri karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi 'langutile' ebukwini hinkwayo, tlhelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntambuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku "hlaya" na wena.



Hi ku xiyaxiya vatswatsi eka vutomi bya vona loko va ri karhi va hlaya, vadyondzi va sungula ku va na xiave eka ku hlaya tibuku hambiloko ku hlaya ka vona ku nga ri kwatsa naswona va nga "hlaya" ku suka eka ku tsundzuka kumbe va tiendlela switori swa vona ku fambisana na swifaniso. Leswi hi swi vula ku hlaya ko sungula. Vadyondzi lavantsongo lava nga riki na vutivi bya leswaku ku tsala i sisiteme ya alifabete, hi ku angarhela va "hlaya" hi ku endla kumbe ku phata xitori hi ku yelanisa na swifaniso ebukwini. Va nga sungula hi ku kombetela swifaniso loko va karhi va "hlaya", kambe hi ku famba ka nkarhi va lemuka leswaku u hlaya marito lama tsariweke. Hambiswiritano, swi nga endlaka va nga ri na vutivi bya leswaku rito i yini, naswona va nga kombetela xivulwa loko va ri karhi va hlaya rito rin'we, kumbe eka rito loko va ri karhi va hlaya xivulwa hinkwaxo.





## 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.

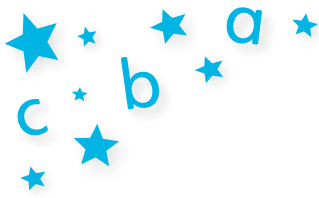


### Shared reading – Big Book

- 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.





Vadyondzi eka xiyenge lexi va tshembela eka vundzeni loko ri va karhi va hlaya leswi tsariweke eka mbangu wa vona, tanihi ku tirhisa vuthala bya muhlovo ku tsundzuka leswaku mfungho wa patu wu ri "yima" kumbe wu vula "KFC" hikwalaho ka logo. A va swi twisisi leswaku maletere lama tsariweke eka rito ma na vuxaka na mimpfumawulo leyi nga le ka ririmi leri vulavuriwaka, na ku vona ku hlaya tanihi ku tsundzuka ndzandzelelano wa maletere hi ku tirhisa vuthala byin'wana na byin'wana bya nkoka swinene, ku fana na ku leha ka rito na xivumbeko, na swivumbeko swa maletere.

### Ku tsala ko sungula

Hi ndlela yo fana, vadyondzi va nga dyondza leswi ku hlaya swi tirhisaka xiswona hi ku languta mudyondzisi wa vona na ku n'wi yingisela eka "ku ehleketela ehenhla" loko a karhi a hlaya, hi misingiriko ya ku tsala swin'we, mudyondzisi u kombisa ndlela ya matsalelo eka vadyondzi va Giredi ya V. Switshuriwa leswi swi tumbuluxiwa hi ku tirhisana ka mudyondzisi na vadyondzi naswona i nkarhi wa nkoka loko vadyondzi va sungula ku vona mavonelo ya vona na marito yo vulavuriwa swi tsariwile! Switshuriwa swo tsala swin'we swi lulamele ku hlaya swin'we tanihi leswi xitshuriwa xi nga na mavonelo, marito na swivulwa na leswi tolovelekeke eka vadyondzi – va ta tinyungubyisa hi "ku hlaya" marito ya vona. Loko vadyondzisi va tsarile xiphemu xa xitshuriwa lexi nga na ku hoxa xandla ku suka eka vadyondzi, i vonelo ra kahle ku hlaya xitshuriwa swin'we, u ri karhi u kombetela eka rito rin'wana na rin'wana leswaku vadyondzi va sungula ku lemuka leswaku mbulavulo wa hina wu endlwiwe hi marito yo hambana hambana, na mavangwa exikarhi ka marito.

Loko vadyondzi va Giredi ya V va ri karhi va dyondza hi ku tsala hi ku xiyisisa ku tsala ka mudyondzisi, a va nga swi kumi swi olova ku tsala hi voxo. Ndlela yo sungula yo yimela mavonelo na miehleketo ya vona ephepheni yi ta va hi ku dirowa. Va nga si dyondza ku hlaya na ku tsala, vadyondzi vo tala va toloverile ku dirowa tanihi ndlela yo yimela swilo. Ku dirowa ka swilo swi languteka tanihi swilo leswi swi swi yimelaka. Hambiswiritano, xo tika hi ku tsala hi leswaku marito a ma hi ndlela leyi nga na vuxaka na leswi swilo swi langutekisaka xiswona, naswona vadyondzi va fanele ku dyondza leswaku marito lama tsariweke ma na vuxaka na leswi hi vurisaka swona swilo, ku nga swilo hi swoxe. Tidyondzo ti kombise leswaku vadyondzi lavantsongo va famba eka xiyenge xa miehleketo leswaku marito lama tsariweke ma na vuxaka na leswi swilo swi langutekisaka xiswona, xilo lexikulu xi nga yimeriwa hi rito ro leha naswona xilo lexintsongo xi nga yimeriwa hi rito lerintsongo (Ferreiro na Teberosky, 1982). Ku ringeta ku tsala ko sungula ka vadyondzi swi nga ka swi nga languteki tanihi ku tsala ka ntswatsi, kambe va sungula ku va vatsari tanihi loko va ringeta ku burisana hi mavonelo ya vona ephepheni na ku tirhisa ku tsala eka swikongomelo swo hambana. Hi tirhisa rito "Ku tsala ko sungula" ku hlamusela ku endlwiwa ka mfungho na ku tsala loku vadyondzi va ku endlaka loko va nga si dyondza ku tsala hi ku tirhisa milawu ya matsalelo.

Eka Tibere Tinharhu,  
Ndza to sola ku va ndzi yile  
endlwini ya n'wina loko mi  
humile.  
Ndza ti sola ku va ndzi dyile  
mukapu wa n'wina.  
A ndzi nga ha swi endlwi  
nakambe.

Rirhandzu ku  
suka eka  
Goldi

Tibere Tinharhu  
8 Long Street  
St James  
7803

Vadyondzisi va kombisa maendlelo ya ku tsala.





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

### Emergent writing

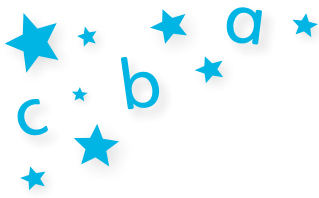
In the same way that learners might learn how reading works by watching their teacher and listening to her “thinking aloud” as she reads, through shared writing activities, teachers model the writing process for Grade R learners. These texts are co-created by teachers and their learners and it is an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

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



Teachers model the writing process.





 <p>1. Manyokanyokana (u sungula ku tsala kun'wana na kun'wana ephepheni)</p>	 <p>2. Manyokanyokana (ndlandlamuko wa le ximatsini ku ya exineneni)</p>	 <p>3. Maletere yo endla onge</p>	 <p>4. Ngoti ya maletere (eximatsini ku ya exineneni)</p>
 <p>5. Mintlawa ya maletere lama nga na mavangwa swi languteka onge i marito</p>	 <p>6. Minkandziyiso ya swo tsariwa swa le ka mbangu</p>	 <p>7. U tirhisa letere ro sungula ra rito ku yimela rito</p>	 <p>8. U tirhisa maletere yo tlula rin'we ku yimele rito</p>
 <p>Vusi uwilemedi</p>		 <p>Kani u azaxfoxayna</p>	
<p>9. U tirhisa ku peleta ko ti tumbuluxela na ku tsala marito lama nga na maletere ya masungulo, xikarhi na makumu</p>			

Eka xiyimo lexi xa nhluvukiso wa ririmi, vadyondzi va nga va na ntsakelo wo vona leswi swilo swi tsarisiwaka xiswona naswona va kombela ntswatsi loyi a nga kusuhi ku "swi tsala ehansi". Lexi i xiphemu xa nkoka xa nhluvukiso wa ku tsala, hambiloko va nga tsali hi swirho, va dyondza swilo swa nkoka hi ririmi ro tsariwa: leswaku marito yo vulavuriwa ya nga tsariwa, naswona rito rin'wana na rin'wana leri vulavuriwaka ri fambisana na rito leri tsariwaka. Va tlhela va hluvukisa vutitshembi eka ku bula hi vona vini na ku hundzisa hungu hi ku vulavula na ku tsala. Loko vadyondzi va sungula "ku tsala" vona vini, va tala ku tirhisa manyokanyokana, mimfungho na mpfanganyiso wa tinomboro na maletere.

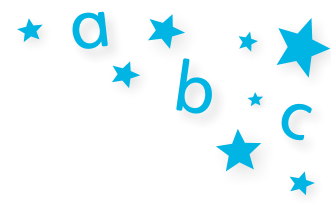
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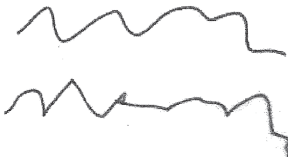

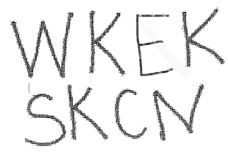



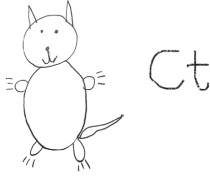
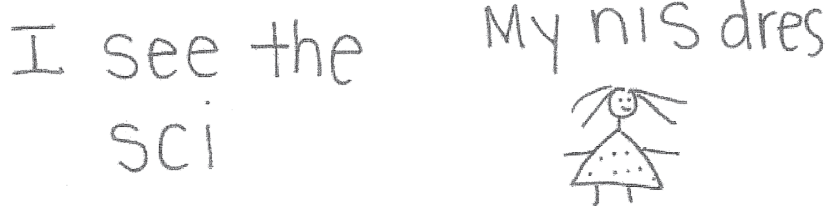
### Ku dirowa na ku tsala ko sungula

- 1 Vutisa vadyondzi loko va nga tsakela ku dirowa xifaniso xa vona vini va ambale yunifomo kumbe swiambalo leswi va swi rhandzaka swinene.
- 2 Vula swo karhi kumbe kombela mudyondzi ku va a ku byela hi xidirowiwa xa yena.
- 3 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela.
- 4 Ehleketela ehlenhla loko u ri karhi u tsala xivulwa xa vona: "Ndzi ... tsakela ... ku ambala ... buruku ... ya ... mina ... ya ... wasi ... na ... xihuku ... xa ... mina ... xo ... tshwuka." Loko va nga tsakela leswaku wena u va tsalela, va ngenisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi.
- 5 Tsala kwatsa leswi mudyondzi a ku byelaka swona, rito hi rito. Tsundzuka ku tsala swi basa swi vonaka.
- 6 Loko u hetile ku tsala, kondletela mudyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u ri karhi u hlaya naswona khensa ku ringeta ka yena.







 <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>			

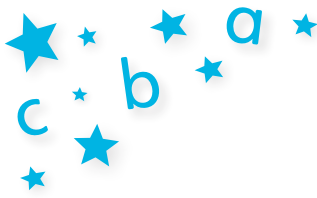
At this stage of their literacy development, learners might be keen to see how things are written and often ask a nearby adult to “write it down”. This is an important part of writing development, for even though they are not physically doing the writing, learners are learning important things about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





Ku tsala manyokanyokana kumbe ku tsala hi ku tirhisa maletere na mfungho i goza ra nhluvukiso ra nkoka. Hambiswiritano, i xiyenge lexi landzelaka xa nhluvukiso wa ku tsala loku kombaka leswaku mudyondzi u tekile magoza yo sungula eka litheresi. Tekela enhlokweni xikombiso lexi xa ku tsala (nongonoko wa ku xava lowu tsariweke hi mudyondzi loyi a ha ku sungulaka xikolo). Hambiloko marito lawa ma nga tsariwanga hi mapeletelo lamanene hi ndlela ya milawu ya matsalelo, leswi i ku ringeta loku nga na nhlamuselo ku yimela mimpfumawulo eka marito. Muxaka lowu wa “mapeletelo yo tiendlela” kumbe ku tsala ko sungula i xikombiso xa kahle leswaku mudyondzi wa yi twa mimpfumawulo eka marito, u na vutivi bya mpfumawulo wa letere, naswona wa swi tiva leswaku ririmi ro tsariwa ri na swin’wana leswi yelanaka na mimpfumawulo eka marito yo vulavula. Mudyondzi u sungula ku lemuka matirhelo ya sisiteme ya ku tsala.



msi



mataza



batanti



lmula

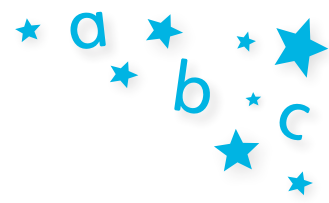
Eka tidyondzo to tala ta tindzumulo eka matiko lama hluvukeke, valavisisi va kume leswaku vadyondzi lavantsongo va hundza eka xiyenge xa “mapeletelo yo tiendlela”. Mapeletelo yo tiendlela swi vula leswaku vadyondzi va tokota hi ku yimela ka mimpfumawulo eka marito. Tidyondzo ti kombise leswaku eka mimbangu leyi ku nga na vusweti swinene, vadyondzi swi nga endleka va va na nkarhi wuntsongo wa xiyenge xa “mapeletelo yo tiendlela”. Tidyondzo ti tlhele ti kombisa vuxaka exikarhi ka mapeletelo yo tiendlela na ku hlaya. Bryant na Bradley (1980) va kume leswaku vuswikoti byo tsala marito hi ndlela leyi ma twalaka ha yona swi hundzela eka vuswikoti byo hlaya exikarhi ka vadyondzi, leswi ringanyetaka leswaku ntwisiso wa maletere ya alifabete ma nga va vumbhoni eka matsalelo ya vona va nga si hlaya. Mann, Tobin na Wilson (1987) va kume leswaku mapeletelo yo tiendlela a ku ri ku xiya vuswikoti byo hlaya nkarhi lowu taka, swi tiyisisa nkoka wa ku kula ka vuswikoti bya vadyondzi ku yimela mimpfumawulo eka marito.

## Maletere na mimpfumawulo

Loko vadyondzi va sungula ku tirhisa maletere ku yimela mimpfumawulo eka marito loko va tsala, va ta swi kota ku va na rinoko eka maletere loko va hlaya. Leswi swi va nyika nkarhi eka vadyondzi lava nga tiviki maletere naswona va dyondza marito hi ku tirhisa vuthala bya swo voniwa ntsena. Vadyondzisi van’wana va na vonelo ra leswaku vadyondzi va sungula ku dyondza marito hi ku vona kutani hi ku famba ka nkarhi va tirhisa vutivi bya letere loko va hundzuluxa kumbe ku vula mpfumawulo wa marito. Valavisisi va ntlhonthile vonelo ra leswaku ku dyondza ku hlaya marito swi ngenisa ku bela enhlokweni swivumbeko swa marito kumbe swihlawulekisi swin’wana swo voniwa – va ringanyete leswaku mpfumawulo na letere swa fambelana naswona swi na xiave ku sukela eka swiyimo swa masungulo eka nhluvukiso wa ku hlaya. (Dixon, Stuart na Masterson, 2002; Ehri, 1998).

Loko vadyondzi va kala va tolovela maletere na mimpfumawulo leyi yi endlaka, va ta swi kota ku tirhisa vuthala bya mimpfumawulo ku tiva leswi marito ma vulaka swona. Hi hala tlhelo, qhinga ra ku dyondza hi ku vona swi hlamusela leswaku muhlayi wo sungula u tshembele eka un’wana ku n’wi byela leswi rito ri vulaka swona – a nga na ndlela yo ti kumela hi yexe leswaku ku nga va rito rihi. Vadyondzi lava tirhisaka vuthala bya swo voniwa va tlhela va kota ku tsundzuka minkucetelo ya ku hambanisa.





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.



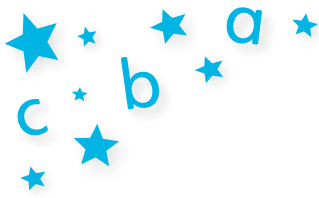
In many studies of preschool learners in developed countries, researchers have found that young learners go through a phase of “invented spelling”. Invented spelling means that learners are experimenting with how to represent sounds in words. Studies have shown that in high poverty contexts, learners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





## Etlilasini ...



Ku va muhlayi loyi a nga na vuswikoti, na ku kota ku tsala marito, vadyondzi va fanele ku dyondza ku tirhisa sisiteme ya alifabete leyi. Ku dyondza hi maletere na mimpfumawulo leyi yi yi endlaka swi teka nkarhi naswona swi na nkoka leswaku titlilasi ta Giredi ya V ti va leti fuweke leswaku vadyondzi va dyondza hi maletere na mimpfumawulo leyi yi yi endlaka hi ku tirhisa switwi swa vona hinkwaswo.

### Ku yingisela mimpfumawulo

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: "suka, Sam, Spot, sungula. Xana ma wu twa mpfumawulo lowu kongomisiweke: suka, Sam, Spot, sungula? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /s/".
- 2 "Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /s/: sekwa, sokisi, saha, sava, supu, senga." (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa.)

### Ku vula mimpfumawulo

- 1 Vula mpfumawulo /s/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 2 Kombela vadyondzi ku vula mpfumawulo /s/: "s-s-s". Swi endlil swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.
- 3 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va tirhisa saha ku va va tsema nsinya va ri karhi vula: "sa-ha, sa-ha".

### Ku ehleketa hi marito lama sungulaka hi mpfumawulo

Vutisa vadyondzi loko vito ra un'wana ri sungula hi /s/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /s/.

### Mavumbelo ya letere

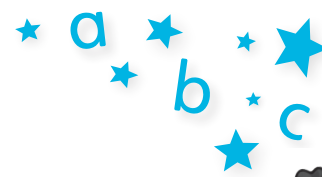
- 1 Vutisa vadyondzi loko va tiva ku tsala letere leri endlaka mpfumawulo /s/.
- 2 Kombisa vadyondzi ku tsala letere s. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ethelo, yana ehansi."
- 3 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.



### Ku yelanisa letere na chati ya alifabete

Loko u ri na chati ya alifabete etlilasini ya wena, komba vadyondzi letere s eka chati ya alifabete.





## 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: "siku, saseka, sesi, sungula. Can you hear the focus sound: **S**am, **S**pot, **s**ad, **s**chool, **s**ock? Yes, you are right! They all have the sound /s/."
- 2 "Listen carefully, here are some more words with /s/: siku, saseka, sesi, sungula." (Emphasise the focus sound as you say these words.)

### Saying the sounds

- 1 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 2 Ask learners to say the sound /s/: "s-s-s". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.
- 3 Teach learners an action associated with the sound. For example: Learners can pretend to use a saw to cut down a tree while saying: "sa-ha, sa-ha".

### 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/.

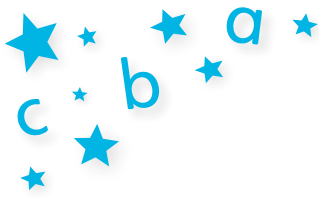
### Forming the letter

- 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.



Ku hundzuka vahlayi lava nga na vuswikoti, vadyondzi va fanele ku twisisa nawu wa alifabete – leswaku ku na vuxaka exikarhi ka maletere lawa va ma vonaka ephepheni na mimpfumawulo leyi va yi twaka eka marito. Hambileswi swi nga erivaleni eka vahlayi lavakulu, leri i goza lerikulu eka vadyondzi lavantsongo, ngopfu ngopfu leswi va faneleke va sungula va dyondza ku twa mimpfumawulo yo hambana eka marito. Vadyondzi lavantsongo va tala ku tirhisa na ku twisisa marito yo tala, kambe va nga si lemuka mimpfumawulo leyi vumbaka marito lawa. Va nga va va switiva leswaku phaphatana i xitsotswana xo saseka, kambe va nga tivi mimpfumawulo leyi vumbaka rito leri. Xikombiso, rito **phaphatana** ri vumbiwile hi swiphemu swa mune (leswi hi swi vitanaka **mapeletwana**): **pha | pha | ta | na**. Rito phaphatana ri sungula hi mpfumawulo **/ph/**. Marito man'wana na wona ma sungula hi mpfumawulo lowu (tanihi **phaka**, **phati**, **phayi**). Ndzemuko wa mimpfumawulo eka rito, ku nga ri nhlamuselo ya rito, swi vuriwa **ndzemuko wa mimpfumawulo**. Migingiriko ya ndzemuko wa mimpfumawulo a yi lavi nkongomiso eka maletere – swo tala u nga swi endla u pfarile mahlo!

Ndzemuko wa mimpfumawulo a wu fani na ntivomimpfumawulo:

- ★ ndzemuko wa mimpfumawulo = vuswikoti byo twa mimpfumawulo eka marito naswona wu veka masungulo ya ntivomimpfumawulo
- ★ ntivomimpfumawulo = vutivi byo kongoma vuxaka bya maletere yo tsariwa na mimpfumawulo yo kongoma yo vulavuriwa.

Vutivi bya ndzemuko wa mimpfumawulo na mpfumawulo wa letere hi swin'wana exikarhi ka swo vhumba leswaku vadyondzi va ta dyondza ku hlaya hi ku humelela. I swo vhumba swo antswa ku tlula na IQ! Leswi swi vula leswaku vadyondzi lavantsongo lava nga na vutivi bya ndzemuko wa mimpfumawulo na mpfumawulo wa letere va ta va na nkarhi wo antswa wo dyondza ku hlaya hi ku humelela.

### Dlilosari

#### peletwana

peletwana i rito kumbe xiphemu xa rito leri nga mpfumawulo wa xitwari xin'we

#### ndzemuko wa mimpfumawulo

i ndzemuko wa mimpfumawulo eka rito ku nga ri nhlamuselo ya rito

#### ku hambanisa

ku tlhantlha marito hi swiphemu swo hambana

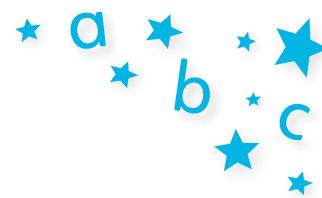
## Etlilasini ...

Ku na vuswikoti byo tala lebyi tisaka ndzemuko wa mimpfumawulo wa marito. Tafula leri ri longoloxa swikili swo hambana hambana naswona ri nyika swikombiso swa migingiriko leyi nga tirhisiwaka ku dyondzisa, ku titoloveta na ku kambela leswi.

Nghingiriko wa ndzemuko wa mimpfumawulo	Swikombiso
1 Ku hlela loko mimpfumawulo yi fana.	<ul style="list-style-type: none"> <li>★ Xana mimpfumawulo leyi ya fana kumbe yi hambanile: <b>/p/</b>, <b>/p/?</b> (fana); <b>/p/</b>, <b>/d/?</b> (hambanile)</li> <li>★ Xana marito lawa ya sungula hi mimpfumawulo yo fana: <b>bolo</b>, <b>buku?</b> (ina)</li> </ul>
2 Ku twa masungulo kumbe mpfumawulo lowu kongomisiweke eka marito.	<ul style="list-style-type: none"> <li>★ Xana i mpfumawulo wihi lowu u wu twaka emasungulweni ya rito <b>hembe?</b> (h)</li> <li>★ Xana hi wihi mpfumawulo wo sungula eka marito lawa: <b>poto</b>, <b>pani</b>, <b>papa?</b> (p)</li> <li>★ Xana hi wihi mpfumawulo lowu kongomisiweke eka marito lawa: <b>kunupu</b>, <b>buruku</b>, <b>xithuthuthu?</b> (u)</li> </ul>
3 Ku twa mpfumawulo wo hetelela kumbe peletwana eka marito.	<ul style="list-style-type: none"> <li>★ Xana i peletwana rihi leri u ri twaka emahetelelwena ya marito lawa: <b>hiko</b>, <b>tiko</b>, <b>voko?</b> (ko)</li> </ul>
4 Ku hlanganisa swiphemu swa marito ku va swi endla rito leri heleleke (ku twananisa).	<ul style="list-style-type: none"> <li>★ Xana i rito rihi u ri kumaka loko u hlanganisa mapeletwana: <b>xi-ti-me-la?</b> (xitimela)</li> </ul>
5 Ku tshovelela marito ya va swiphemu ( <b>ku hambanisa</b> ).	<ul style="list-style-type: none"> <li>★ Tshovelela rito leri ri va mapeletwana: <b>vukarha</b>. (vu-ka-rha)</li> <li>★ Xana i mapeletwana mangani lawa u wa twaka eka rito <b>phaphatana?</b> (pha-pha-ta-na: mapeletwana ya 4)</li> </ul>
6 Ku susa swiphemu swa marito.	<ul style="list-style-type: none"> <li>★ Vula <b>jamu</b>. Sweswi susa <b>/ja/</b> naswona ematshan'wini ya rona, hoxa <b>/ka/</b>. Xana hi rihi rito rintshwa? (kamu)</li> <li>★ Vula <b>wasi</b>. Sweswi vula nakambe kambe vula <b>/ma/</b> ematshan'wini ya <b>/wa/</b>. (masi)</li> </ul>







To become skilled readers, learners need to understand the alphabetic principle – that there is a link between the letters they see on a page and the sounds they hear in words. Although this is obvious to adult readers, this is a big step for young learners, particularly as they must first learn to hear the different sounds in words. Young learners often use and understand many words, but haven't yet become aware of the sounds that make up these words. They might know that a butterfly is a beautiful insect, but might not know about the sounds that make up this word. For example, the word **phaphatana** is made up of four parts (that we call **syllables**): **pha | yi | na | phu**. The word **phaphatana** starts with a **/ph/** sound. Other words also start with this sound (such as **phayi**, **pheka**, **phosa**). 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: <b>/p/</b>, <b>/p/</b>? (same); <b>/p/</b>, <b>/d/</b>? (different)</li> <li>★ Do these words start with the same sound: <b>bolo</b>, <b>buku</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>hembe</b>? (/h/)</li> <li>★ What is the beginning sound in these words: <b>poto</b>, <b>pani</b>, <b>papa</b>? (p)</li> <li>★ What is the focus sound in these words: <b>kunupu</b>, <b>buruku</b>, <b>xithuthuthu</b>? (u)</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>hiko</b>, <b>tiko</b>, <b>voko</b>? (ko)</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>xi-ti-me-la</b>? (xitimela)</li> </ul>
5 Breaking words into parts ( <b>segmenting</b> ).	<ul style="list-style-type: none"> <li>★ Break this word into syllables: <b>vukarha</b>. (vu-ka-rha)</li> <li>★ How many syllables do you hear in the word <b>phaphatana</b>? (pha-pha-ta-na: 4 syllables)</li> </ul>
6 Substituting parts of words.	<ul style="list-style-type: none"> <li>★ Say <b>jamu</b>. Now take away the <b>/ja/</b> and in its place, add <b>/ka/</b>. What is the new word? (kamu)</li> <li>★ Say <b>wasi</b>. Now say it again, but say <b>/ma/</b> instead of <b>/wa/</b>. (masi)</li> </ul>



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 **Tinotsi/Notes**



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