

[www.vulaBula.co.za](http://www.vulaBula.co.za)



**Accessing Foundation  
Phase literacy resources in  
all our official languages,  
focusing on African  
languages**

# Background



- There are insufficient online open access resources catering for African language literacy pedagogy.
- Molteno recognised the need for properly graded reading materials that are developed in accordance with African language structures.
- With the support of the Zenex Foundation, Molteno has made its innovative *Vula Bula* programme available as an Open Educational Resource that can be wholly accessed via the *Vula Bula* website [www.vulabula.co.za](http://www.vulabula.co.za)



# Why the name **vulaBula** ?

It encompasses all but one of South Africa's indigenous African languages:

**vula** means 'open' in **isiXhosa, isiZulu, isiNdebele, Siswati** and **Tshivenda**  
(and means "speak" in Xitsonga)

**bula** means 'open' in **Setswana, Sesotho** and **Sepedi**

Our hope is that children will **open** books for purposes of reading and writing, and at the same time **open** their minds to the purpose of books and lifelong learning.



**The *Vula Bula* approach  
to materials development**

# Which text would you prefer to read aloud? And why?

## Amaxesha Onyaka

**Text 1**

Ndihlala eRhawutini.

Ehlobo kushushu.

Ehlobo ndinxiba iimpahla ezipholileyo.

Ekwindla kukho umoya.

Ekwindla umoya uyandityhiliza.

Ebusika kuyabanda.

Ebusika ndinxiba iimpahla ezishushu  
ndifudumale.

Entlakohlaza akubandi kodwa  
akushushu.

Entlakohlaza ndithanda ukubukela  
iintyatyambo.

Elona xesha ndilithanda kakhulu  
kusehlobo!

## Utata usele nosana

**Text 2**

Utata usele nosana.

Usana luyalila.

Utata uyadanisa nosana.

Usana lusalila.

Utata uculela usana.

Usana lusalila.

Utata unika usana ipere.

Usana lusalila.

Utata unika usana ubisi.

Usana luyekile ukulila.

Usana ludiniwe luyalala ...

notata udiniwe uyalala!

# Here's why ...

## Amaxesha Onyaka

Text 1

Ndihlala eRhawutini.

Ehlobo kushushu.

Ehlobo ndinxiba iimpahla ezipholileyo.

Ekwindla kukho umoya.

Ekwindla umoya uyandityhiliza.

Ebusika kuyabanda.

Ebusika ndinxiba iimpahla ezishushu  
ndifudumale.

Entlakohlaza akubandi kodwa  
akushushu.

Entlakohlaza ndithanda ukubukela  
iintyatyambo.

Elona xesha ndilithanda kakhulu  
kusehlobo!

## Utata usele nosana

Text 2

Utata usele nosana.

Usana luyalila.

Utata uyadanisa nosana.

Usana lusalila.

Utata uculela usana.

Usana lusalila.

Utata unika usana ipere.

Usana lusalila.

Utata unika usana ubisi.

Usana luyekile ukulila.

Usana ludiniwe luyalala ...

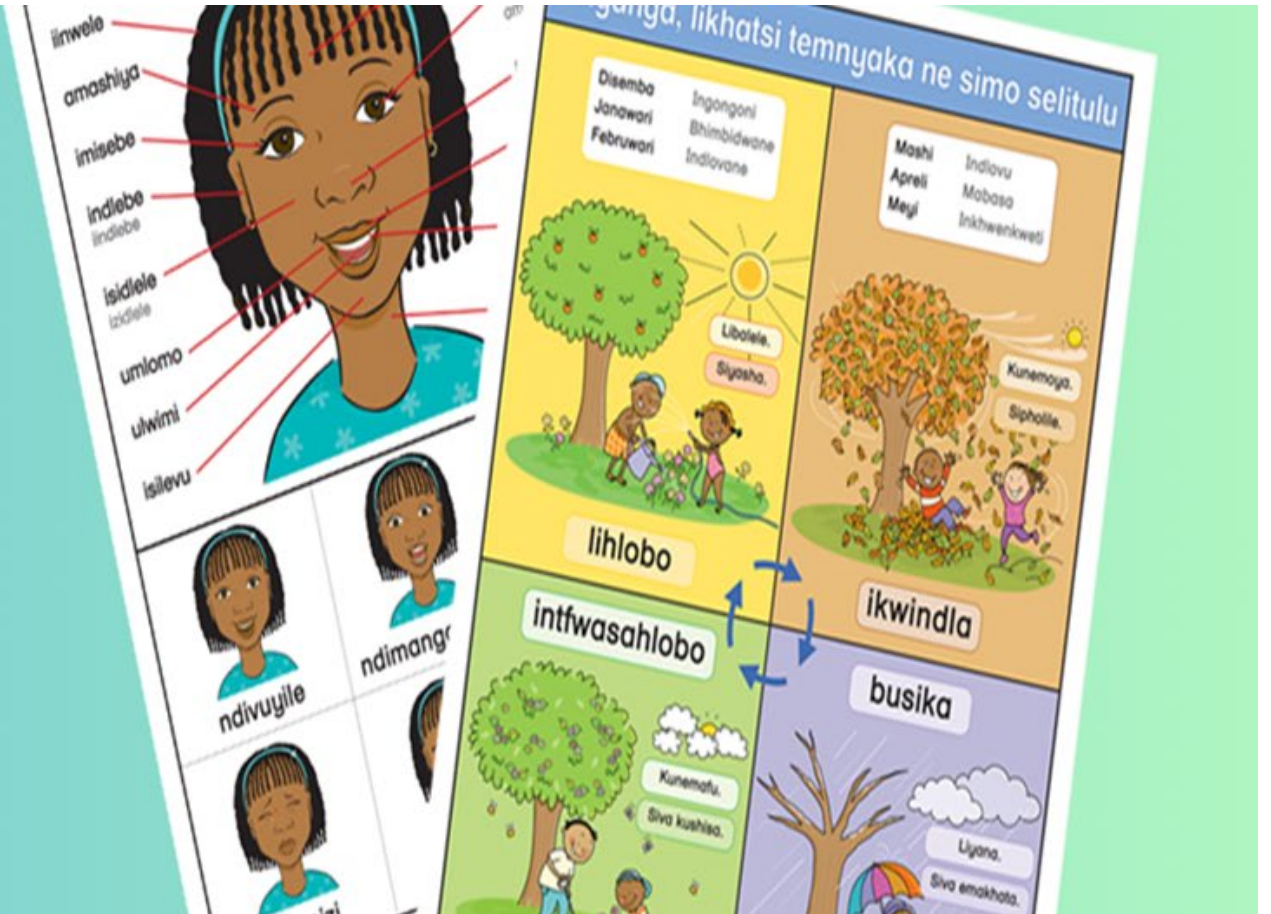
notata udiniwe uyalala!

# The *Vula Bula* website

## VULA BULA: READING IN AFRICAN LANGUAGES MADE EASY!

Vula Bula is the first graded reading programme in African languages where progression from level to level is based on the phonics of each language.

ABOUT VULA BULA

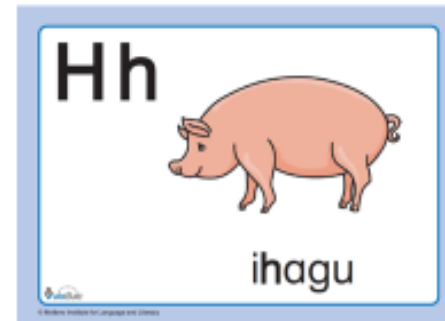
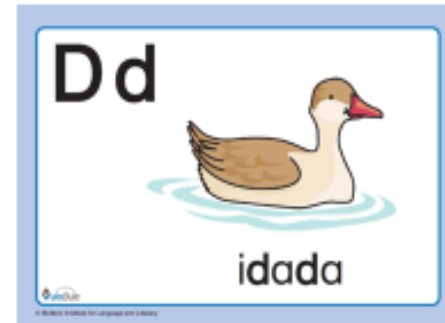




# *Vula Bula* offers the following literacy resources:

- **Alphabet friezes, posters & flashcard words**
- Extended phonics friezes & flashcard words
- Graded readers (Grades 1, 2 and 3) and graded reading anthologies
- Comprehension activities
- Big Books
- Vocabulary posters
- Sight word / high-frequency wordlists
- Resources for teachers

## Alphabet picture cards



# Extended phonics picture cards & flashcard word lists

SESOTHO

hl

5



hlano

© Molteno Institute for Language and Literacy



Phonic  
picture  
card

hl

hlama

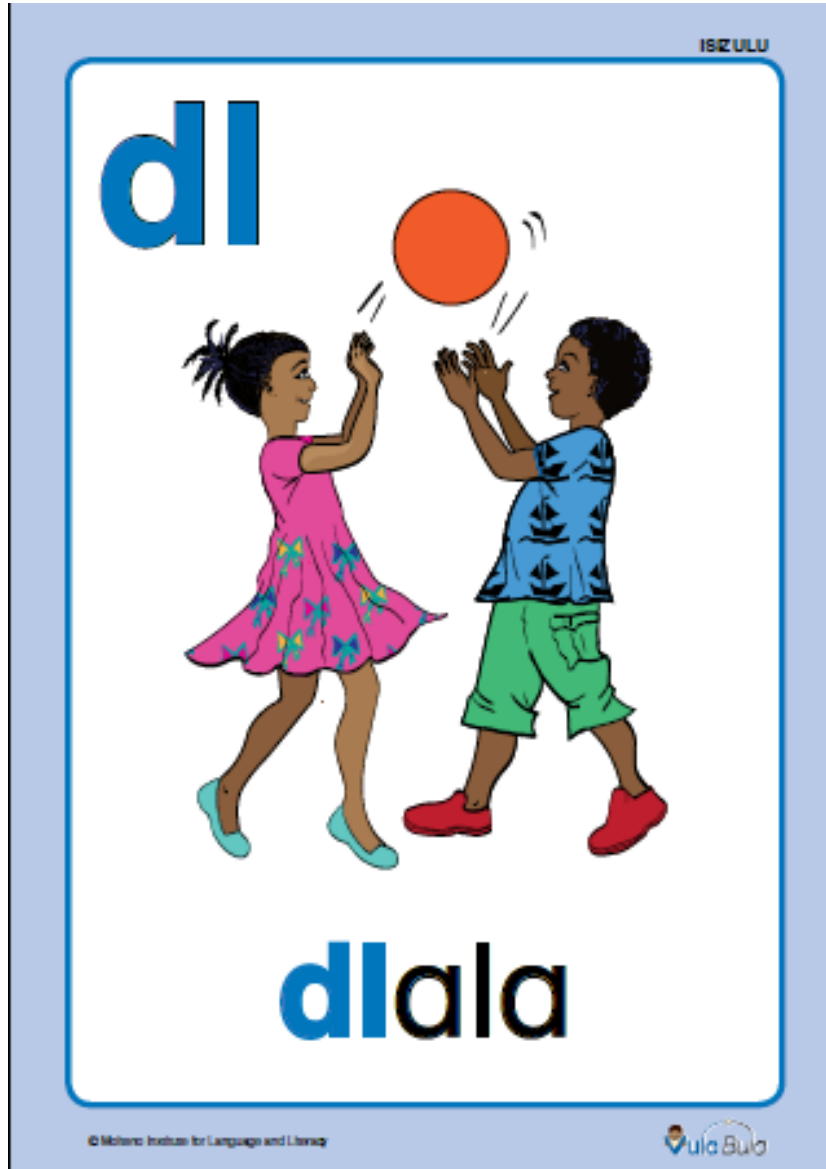
hlooho

leihlo

mohla

Phonics  
flashcard  
wordlist

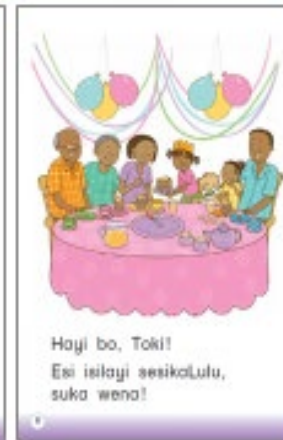
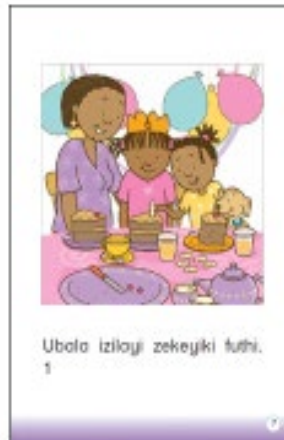
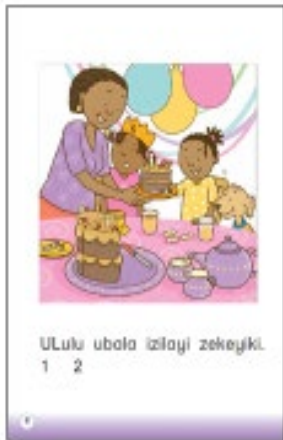
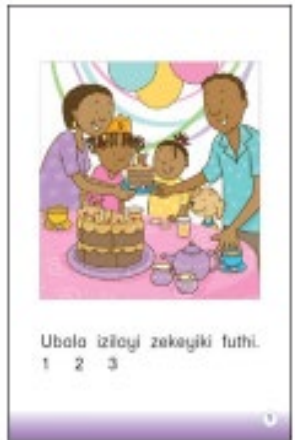
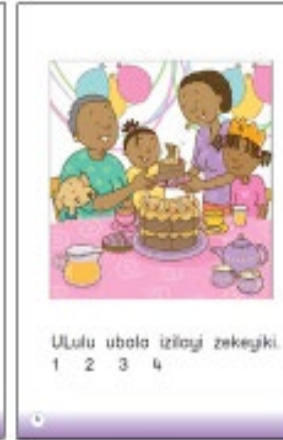
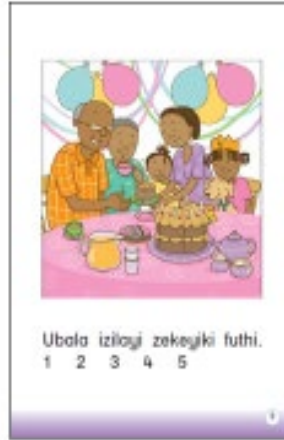
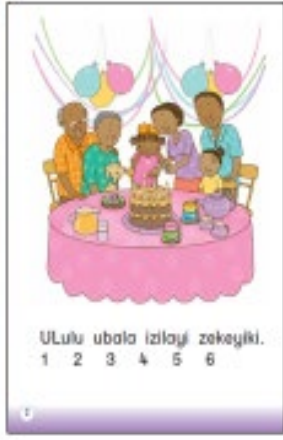
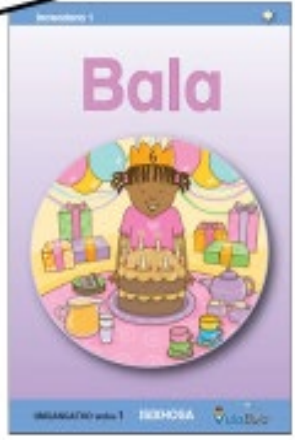
## Example of isiZulu phonic frieze and flashcard words



# Graded readers & \*graded reading anthologies\*

ISIXHOSA

## Graded reader



## Graded reading anthologies

**Incwadi yamabali**

isiXhosa Ibanga loku- **1**







Igama lomfundit:  Ibanga:

# Comprehension activities

## Grade 1

### Umsebenzi




Yevelisa amakhandlela nenani lawo.

- |    |   |                                |
|----|---|--------------------------------|
| 1. |    | <input type="text" value="1"/> |
| 2. |    | <input type="text" value="2"/> |
| 3. |    | <input type="text" value="3"/> |
| 4. |    | <input type="text" value="4"/> |
| 5. |    | <input type="text" value="5"/> |
| 6. |  | <input type="text" value="6"/> |

### UMSEBENZI

## Grade 2

Sesiphi izivakalisi esihambelana nomfanekiso?

- |    |   |   |
|----|---|---|
| 1. |    | A. Ingonyama yabamba impuku.<br>B. Impuku yabamba ingonyama.<br>C. Ingonyama yatya impuku.              |
| 2. |    | A. Ingonyama yayikhululekile.<br>B. Ingonyama yayonwabile.<br>C. Ingonyama yayibhajisiwe.               |
| 3. |    | A. Impuku zange iyinceda ingonyama.<br>B. Impuku yayinceda ingonyama.<br>C. Ingonyama yayinceda impuku. |
| 4. |  | A. Ingonyama yayihleka impuku.<br>B. Impuku yayiyoyika ingonyama.<br>C. Ingonyama yayibulela impuku.    |

## Grade 3

### Sidlala undize

#### A. Uvavanyo lokuhlola ulwazi

Sebenzisa izivakalisi ukuphendula imbuzo.

- Umninawa kaSandile uNdimiso wangenelela emdlalweni kuba \_\_\_\_\_.  
a) wayefuna ukudlala nabantwana abadala  
b) abahlobo bakaSandile bamcela ukuba adlale nabo  
c) kwakubanda ngaphandle
  - Kwakutheni uSandile ebala ukuya kutsho ku-20?
  - Zintoni ezamkhokelela ukuba abafumane abahlobo bakhe uSandile?  
a) egumbini lokuvasela, elokulala nelokuphelela  
b) egumbini lokuphuma, elokulala nelokutyela  
c) egumbini lokuphelela, elokulala nelokuphuma
  - Ingaba umama kaSandile wayebabizela ntoni abantwana?  
a) egumbini lokuvasela, elokulala nelokuphelela  
b) egumbini lokuphuma, elokulala nelokutyela  
c) egumbini lokuphelela, elokulala nelokuphuma
  - Ingaba umama kaSandile wayebabizela ntoni abantwana?  
a) egumbini lokuvasela, elokulala nelokuphelela  
b) egumbini lokuphuma, elokulala nelokutyela  
c) egumbini lokuphelela, elokulala nelokuphuma
  - Khangela kwiphepha lama-157. Sesiphi izivakalisi esikuchazela ukuba abantwana babesonwabele isidlo.
  - Wayezimele phi uNdimiso?
  - Phawula ngenani elingu-1 ukuya ku-4 izivakalisi ngokulandelelana kwazo ebalini.
- |   |  |
|---|--|
| a) USandile wathi nguye ophumeleleyo.   |  |
| b) USandile wabala ukuya kutsho ku-20 ukunika abahlobo bakhe ithuba elaneleyo lokuzimela. |  |

- |   |  |
|---|--|
| c) UNdimiso wathi nguye ophumeleleyo kuba uSandile wayengazange amfumane. |  |
| d) USandile wabafumana bobathathu abahlobo bakhe.                         |  |

#### B. Ukusetyenziswa kolwimi

Incwadi yomsebenzi yala 1 yelanga lesi 3 yalwa O6: Iphepha 21  
Incwadi yomsebenzi yali 2 yelanga lesi 3 yalwa O6: Iphepha 21

Khetha [bhax] (.) okanye uphawu lombuzo (?) okanye uphawu lwenkxhuzo (!) ukugqibezela izivakalisi ezilandelayo.

- Sendifikele, nokuba umntu akakayifumani indawo yokuzimela
- USandile ubaleka ungena egumbini lokuphuma
- Inokuba aphi la mantombazana

#### C. Ukubhala

Incwadi yomsebenzi yala 1 yelanga lesi 3 yalwa O6: Iphepha 24  
Incwadi yomsebenzi yali 2 yelanga lesi 3 yalwa O6: Iphepha 24

Balisa okukhumbulayo ngebali. Sebenzisa esi siseko singezantsi ukukunceda.

- Igama: \_\_\_\_\_ Umhla: \_\_\_\_\_
- Igama labali: \_\_\_\_\_
- Ngobani abalinganiswa abophambili?
  - Bhala isishwankathelo esifutshane sebali. Isishwankathelo sakho kufuneka sibe nesiqalo, isiqu nesiphelo.
  - Yeyiphi eyana ndawo ayithandayo ebalini?
  - Ulithandile eli bali? Kungani ulithandile okanye ungalthandanga?

## GRADE 3

Each story is followed by:

- **COMPREHENSION QUESTIONS**
- a **LANGUAGE USAGE** activity
- a **WRITING ACTIVITY**

The activities link to the **Grade 3 CAPS**.

In addition, the comprehension questions are modelled on the type of questions asked in the ANAs and in PIRLS.

### A. Comprehension

1. Whose birthday is it?
2. How do you know that it is someone's birthday party?
  - a) There are presents and balloons.
  - b) There is a cake with candles.
  - c) Everyone sings the *Happy Birthday* song.
  - d) All of the above.
3. Why does Mama cut the cake into six slices?
4. Who was the first person to get a slice?
5. What three parts of the cake does Lulu dream about eating?
6. Why wouldn't Lulu share her cake with Bobby?
  - a) Bobby has his own cake.
  - b) Lulu wants to eat the whole slice herself.
  - c) Dogs don't like cake.
7. Why did Mama give Bobby a dog biscuit instead of cake?

### B. Language usage

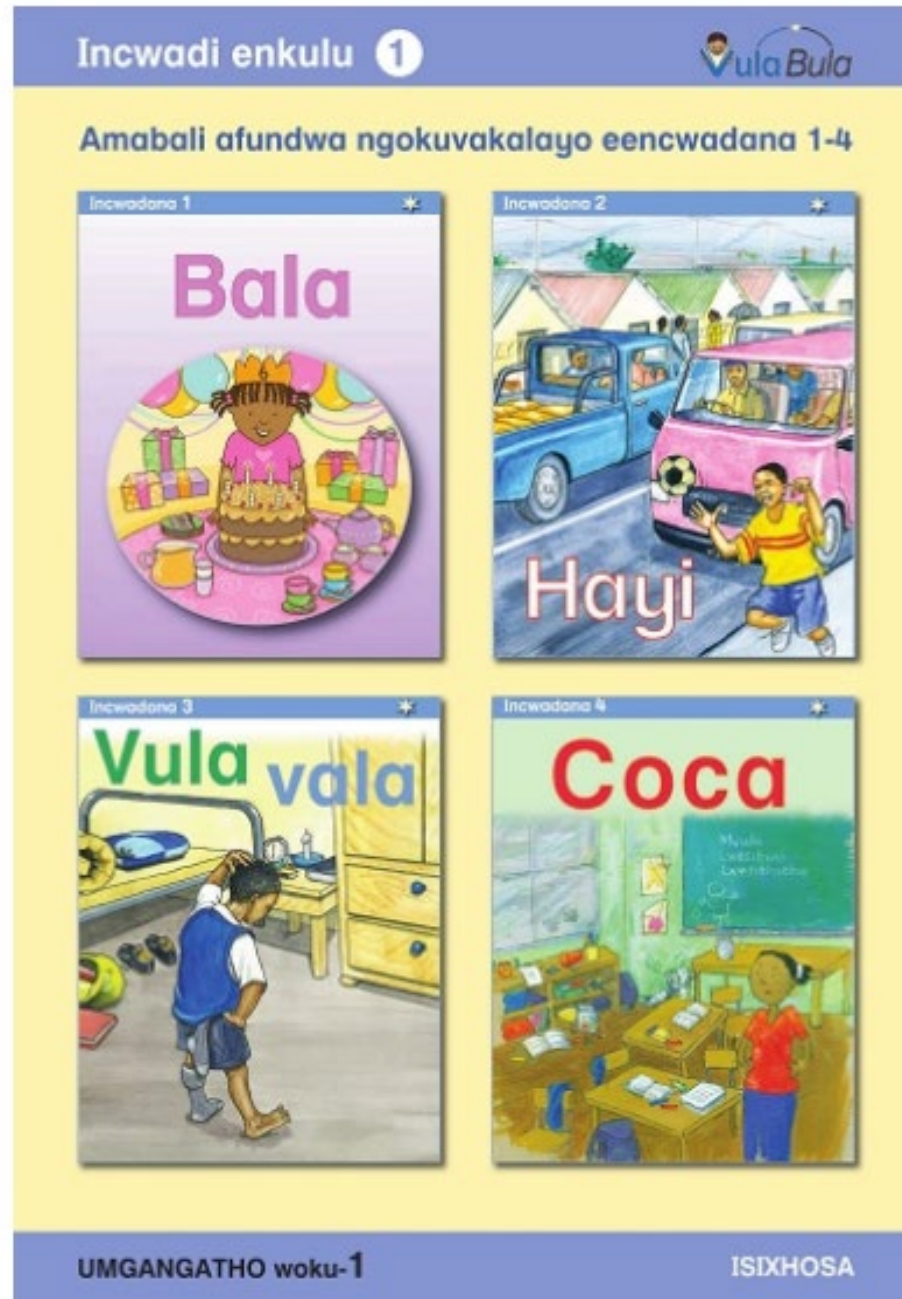
Write a list of adjectives (describing words) that tell you about the cake.

### C. Writing

Write half a page about a special day in your life, for example a birthday party or Christmas Day or a relative's wedding.



# Big Books for shared reading



# Vocabulary posters

Sefahleho sa ka le maikutlo a ka

ntshi dintshi

ntshi dintshi

tsebe ditsebe

lerama marama

molomo

leleme

seledu

hlooho moriri

phatla leihlo mahlo

nko

pounama dipounama

leino meno

molala

Ke thabile.	Ke maketse.	Ke tshohile.
Ke hlomohile.	Ke tenehile.	Ke halefile.

Iinyanga, amaxesha onyaka nemozulu

<p>uDisemba eyomNga</p> <p>uJanuwari eyoMqungu</p> <p>uFebruwari eyoMdumba</p>	<p>uMatshi eyoKwindla</p> <p>u-Aprili uTshazimpunzi</p> <p>uMeji uCanzibe</p>
<p>ihlobo</p> <p>kunelanga kushushu</p>	<p>ukwindla</p> <p>kunomoya kupholile</p>
<p>intlakohlaza</p> <p>kunamafu kufudumele</p>	<p>ubusika</p> <p>kuyana kuyabanda</p>
<p>uSeptemba eyoMsintsi</p> <p>u-Oktobha eyeDwarha</p> <p>uNovemba eyeNkanga</p>	<p>uJuni eyeSilimela</p> <p>uJulayi eyeKhala</p> <p>u-Agasti eyeThupha</p>

Amanani			Iintsuku zeveki	
nye	1	●	Mvulo	
mbini	2	●●	Lwesibini	
ntathu	3	●●●	Lwesithathu	
ne	4	●●●●	Lwesine	
ntlanu	5	●●●●●	Lwesihlanu	
ntandathu	6	●●●●●●	Mgqibelo	
sixhenxe	7	●●●●●●●	Cawe	
sibhozo	8	●●●●●●●●	imini	
lithoba	9	●●●●●●●●●	ubusuku	
lishumi	10	●●●●●●●●●●		

ISIXHOSA



# Sight word lists



**ISIXHOSA**

**Amagama abonwa  
rhoqo ndawonye**

# Resources for teachers

Reading record

 **ISIXHOSA**  
Uthotho lweencwadana zebanga loMgangatho osisiSeko

Ingxelo  
yokufunda  
eshicilelweyo

Igama lomfundi \_\_\_\_\_

Ibanga \_\_\_\_\_

Model  
Answers  
booklet

 **ISIXHOSA**

Iincwadana zebanga  
Iimpendulo Ekuzekeliswe  
Ngazo



zembali zokuhlola ulwazi nokuhlola  
imisebenzi yokubhala engolwimi  
(UNGAZENZELA EYAKHO NGOKUKHUPHELA)

**IBANGA lesi-3**

**WHERE and HOW can  
Foundation Phase teachers  
access appropriate and levelled  
literacy materials for their  
classrooms in all the official  
South African languages?**

# Create your personal account



MAKE A DONATION



HOME

BROWSE BY LANGUAGE

BROWSE BY TYPE

HOW TO USE RESOURCES

CONTACT US

LOGIN



## LOGIN

Username \*

Password \*

[FORGOT YOUR PASSWORD?](#)

[→ LOG IN](#)

OR LOG IN WITH...



## CREATE AN ACCOUNT

Username \*

E-mail address \*

Password \*

Confirm password \*

I'm not a robot



[CREATE NEW ACCOUNT](#)



[www.vulabula.co.za](http://www.vulabula.co.za)



## BROWSE BY LANGUAGE

View our comprehensive Learner and Teacher Support Materials (LTSM) by language.

- ★ ISINDEBELE
- ★ ISIXHOSA
- ★ ISIZULU
- ★ SEPEDI
- ★ SESOTHO
- ★ SETSWANA
- ★ SISWATI
- ★ TSHIVENDA
- ★ XITSONGA
- ★ AFRIKAANS
- ★ ENGLISH

[www.vulabula.co.za](http://www.vulabula.co.za)



# BROWSE BY RESOURCE TYPE

Select Learner and Teacher Support Materials (LTSM) from the Vula Bula catalogue from graded readers to big books, alphabet friezes and vocabulary posters.



Anthologies



Big Books



Early Graded Readers



Fluent Graded Readers



Phonics



Resources for Teachers



Sight Word Lists



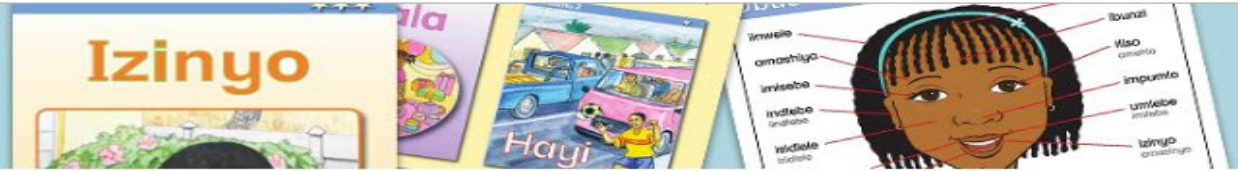
Vocabulary Posters

[www.vulabula.co.za](http://www.vulabula.co.za)

# View, download or buy each resource



ISIXHOSA



## Browse by type

-  FLUENT GRADED READERS (GRADE 3)  
-  EARLY GRADED READERS (GRADE 1 AND 2)  
-  PHONICS  
-  VOCABULARY POSTERS  
-  BIG BOOKS  
-  SIGHT WORDS  
-  ANTHOLOGIES  
-  RESOURCES FOR TEACHERS  



[www.vulabula.co.za](http://www.vulabula.co.za)

# Assistance for Teachers – on and off line



MAKE A DONATION



HOME

BROWSE BY LANGUAGE

BROWSE BY TYPE

HOW TO USE RESOURCES

CONTACT US

LOGIN



## HOW TO USE RESOURCES

GRADED READERS



READING RECORD



MODEL ANSWERS BOOK



BIG BOOKS



PHONICS



VOCABULARY POSTERS



[www.vulabula.co.za](http://www.vulabula.co.za)



# Need help?



HOME | BROWSE BY LANGUAGE | BROWSE BY TYPE | **HOW TO USE RESOURCES** | CONTACT US

## HOW TO USE RESOURCES

GRADED READERS

READING RECORD

MODEL ANSWERS BOOK

BIG BOOKS

PHONICS

VOCABULARY POSTERS

### Leave Message

Leave a message and we will come back to you shortly. Please provide as many details as possible along with your contact information.

Department:

**Leave Message**

LiveZilla Helpdesk

A vertical sidebar of five circular icons: a lightbulb, an envelope, a speech bubble, and a close (X) button.

[www.vulabula.co.za](http://www.vulabula.co.za)

**This is a solid start for our country,  
but many more appropriate and  
quality reading resources are needed  
in order to improve literacy levels,  
particularly in our African languages.**

# ULWAZI LWETHU PROJECT

2020-2023



## Graded readers (72 in each language)

- **Molteno Institute for Language and Literacy:** ISIZULU, SISWATI, ISINDEBELE, XITSONGA, TSHIVENDA
- **Room to Read:** SESOTHO, SETSWANA, SEPEDI
- **Nelson Mandela Institute:** ISIXHOSA

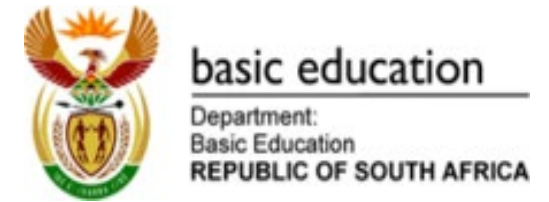
## Storybooks (80+ in each language)

- **SAIDE:** ALL LANGUAGES

# EGRS 2



- **Mpumalanga** province: Gert Sibande & Ehlanzeni Districts
- **Foundation Phase:** Grades 1-3
- 3-year project: **2017-2019** (pilot in 2016)
- Literacy focus: English First Additional Language (**EFAL**)
- Model: **Materials provision + teacher training + coaching**
  - Intervention 1: **on-site** coaching support
  - Intervention 2: **virtual** coaching support



# EGRS 2 materials supplied

GRADE 1
Classroom display boards
Alphabet frieze
Story posters
Big Books
Handwriting chart (print)
Flashcard words
Vocabulary word illustrations
Revision words
Examples of learners work
Lesson plans in hard copy
Teacher Tracker & Support Tool
SMT Monitoring Tool
Lesson plans on tablet
Video clips
Audio clips

GRADE 2
Classroom display boards
Big Books
Handwriting charts (print & cursive)
Flashcard words
Vocabulary word illustrations
Examples of learners work
Graded reader pack
Lesson plans in hard copy
Teacher Tracker & Support Tool
SMT Monitoring Tool
Lesson plans on tablet
Video clips
Audio clips

GRADE 3
Classroom display boards
Big Books
Handwriting chart (cursive)
Flashcard words
Vocabulary word illustrations
Examples of learners work
Graded reader anthologies
Independent Reading Worksheets
Lesson plans in hard copy
Teacher Tracker & Support Tool
SMT Monitoring Tool
Lesson plans on tablet
Video clips
Audio clips

**Isigama – amagama  
amatsha amabawaqhele**

**VOCABULARY**

**Izandi**

**PHONICS**

**Amagama  
abawabona rhoqo**

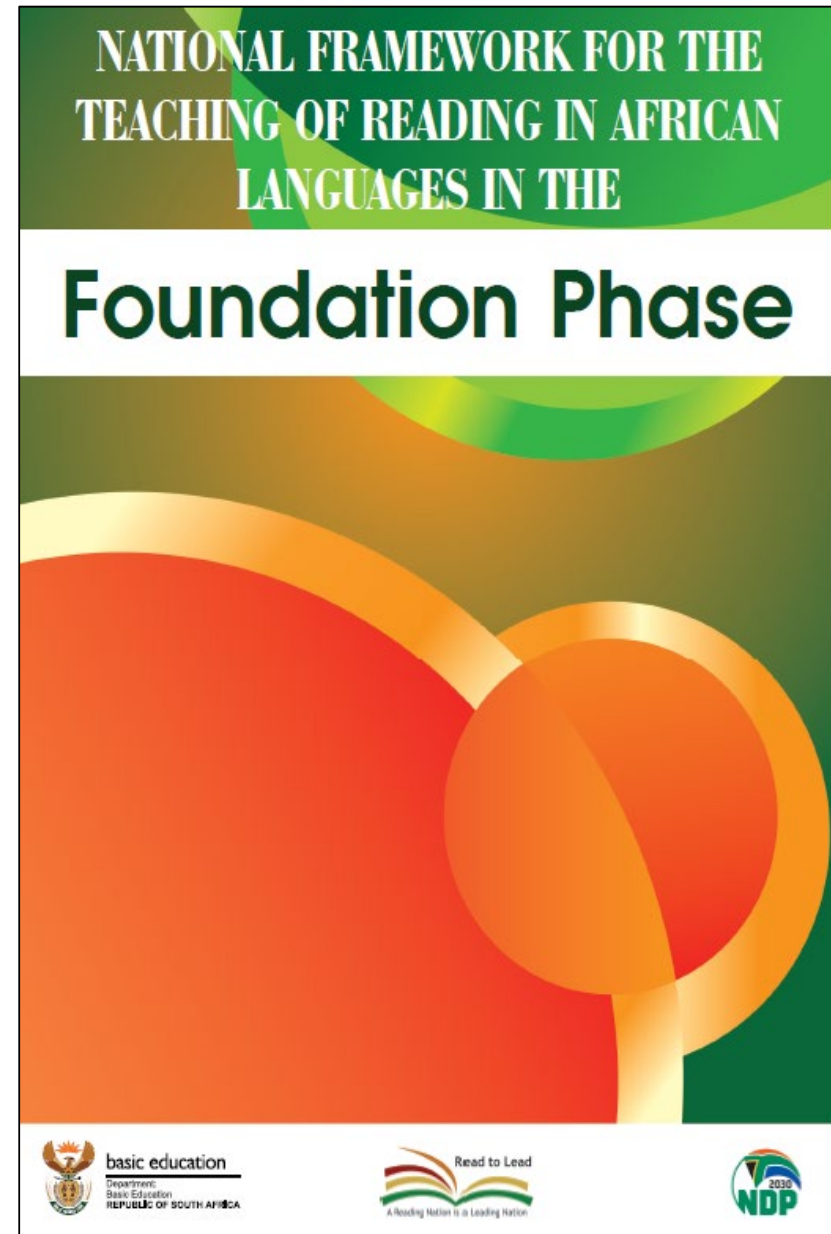
**SIGHT WORDS**

Display boards are used to help teachers frame and structure new language learning in the Foundation Phase classroom  
*(examples in isiXhosa)*

**Isakhelo sokubhala**

**WRITING**

# National Framework for the Teaching of Reading in African Languages in the Foundation Phase



## Section 1: Overview of the Framework

## Section 2: Teaching reading in the early grades

## Section 3: How to use the reading methodologies

## Section 4: The stages of reading development

## Section 5: Classroom reading instruction programme

## Section 6: The enablers that impact on effective reading programmes

### Contents

<b>FOREWORD</b> .....	<b>3</b>
<b>SECTION 1: OVERVIEW OF THE FRAMEWORK</b> .....	<b>5</b>
1.1 Introduction and context .....	5
1.2 Purpose of the Framework .....	7
1.3 Principles underlying the Framework .....	8
1.4 The reading components .....	11
1.5 Fluency in decoding .....	15
1.6 The importance of a solid reading foundation .....	19
1.7 The approach to teaching reading in the African languages .....	20
<b>SECTION 2: TEACHING READING IN THE EARLY GRADES: An Overview of the Reading Components</b> .....	<b>22</b>
2.1 Emergent reading and writing .....	22
2.2 Decoding .....	25
2.3 Reading comprehension .....	43
2.3.1 Strategies for teaching reading comprehension .....	51
2.4 Reader response .....	72
<b>SECTION 3: HOW TO USE THE READING METHODOLOGIES</b> .....	<b>79</b>
<b>SECTION 4: THE STAGES OF READING DEVELOPMENT</b> .....	<b>89</b>
<b>SECTION 5: CLASSROOM READING INSTRUCTION PROGRAMME</b> .....	<b>93</b>
5.1 How to integrate all the language components in a lesson .....	93
5.2 Timetabling and daily routines for reading instruction .....	100
<b>SECTION 6: THE ENABLERS THAT IMPACT ON EFFECTIVE READING PROGRAMMES</b> .....	<b>103</b>
6.1 The enablers .....	103
6.2 Factors to consider when drawing up a support plan for struggling learners .....	106



★ NGIYABONGA ★

★ ENKOSI ★

★ KE A LEBOHA ★

★ THANK YOU ★