

# SESOTHO AND ISIZULU READING PROJECT (SIRP)

## SIX KEY STUDY UNITS ON READING DEVELOPED BY SIRP

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## SIRP

- ✓ The Sesotho and isiZulu Reading Project was initiated by PrimTEd.
- ✓ The SIRP initiative is funded by DHET and Nedbank.
- ✓ The project commenced in December 2018 while the funding is secured until the end of 2020.

# SIRP's TASKS

1. Preparation for empirical research
2. Conduct empirical research on the state of teaching reading in Sesotho and isiZulu at the 12 participating HEIs and compile a report
3. Liaise and network with stakeholders in early literacy
4. Arrange SIRP conference to involve stakeholders
5. Develop and conventionalise terminology needed to teach at FP level
6. Align the SIRP work to the curriculum frameworks and knowledge and practice standards developed by PrimTEd

# SIRP's TASKS

7. Decide on 6 core study units for reading (and writing) and develop them
8. Assist lecturers to prepare for the teaching of the newly developed study units
9. Assist the 12 participating HEIs to integrate the newly developed core study units into the B Ed programmes

# THE 6 CORE STUDY UNITS

- The 6 core study units to be developed were agreed upon at the SIRP conference on 7 August 2019
- Writing teams from the participating HEIs are busy writing these core study units
- Completed study units to be submitted to DHET and DBE by the beginning of December this year

# STUDY UNIT 1

## Introduction to the development of reading and approaches to reading

- Reading (and writing) unlike hearing sounds and speaking, is an explicitly acquired skill
- Introduction to reading and the development of reading
- Learning to read and reading to learn
- An overview of approaches to reading
- Factors that influence reading development: socio-economic situation, home background, cognitive development, exposure to written language (in print or digital form) in the particular language, parental/guardian/community support for reading
- Multilingualism and the challenges of language variation

## STUDY UNIT 2

### **Oral language proficiency, vocabulary building and motivation for reading**

- Oral language development and its relationship to reading (Phonological awareness)
- Vocabulary building and its importance for developing reading
- Motivation for reading and its importance for the development of reading

# STUDY UNIT 3

## The alphabetic principle and coding/decoding

- Manipulating oral language, focusing on:
  - Progressing from phonological awareness to phonics
    - Syllable identification in the word with particular focus on syllable segmentation and blending
    - Phoneme identification in the word with particular focus on phoneme blending, segmenting, replacement, reduction (and epenthesis)



# STUDY UNIT 3 - continued blending, segmenting, replacing and reduction

- Phonics

Orthographic word decoding using:

- alphabetical knowledge
- syllable segmenting and blending
- phoneme matching, blending, segmenting, replacement and reduction

Support meaning making

- morphological awareness
- syntactic knowledge

# STUDY UNIT 4

## Reading comprehension

- Different levels of comprehension
- Factors that support reading comprehension
- Comprehension strategies
- Developing reading comprehension
- Oral reading fluency (essential for comprehension)
- Detecting meaning (relevant for comprehension)

# STUDY UNIT 5

## Children's literature

- The role of literature in early literacy
- Different genres
- Characteristics of children's literature
- Selecting Grade appropriate literature
- Decodable texts

## STUDY UNIT 6

### Integrating the reading components and linking reading to writing and spelling

- Integrating the reading components
- Linking reading and writing skills
  - Emergent literacy
  - Multi-literacies
  - Critical literacies
- Teaching spelling
- Addressing the slump that sets in in reading

# IMPLEMENTATION OF STUDY UNITS IN PROGRAMME

- Ideal would be to implement all the study units since they are all important
- Academic freedom and HEI's autonomy comes into play
- Rely on colleagues at the participating HEIs to lobby for the implementation of the study units at the various HEIs
- SIRP will liaise with individual Deans and the Education Deans Forum
- DHET will also assist with the implementation

Siyabonga  
Re a leboha  
Thank you

