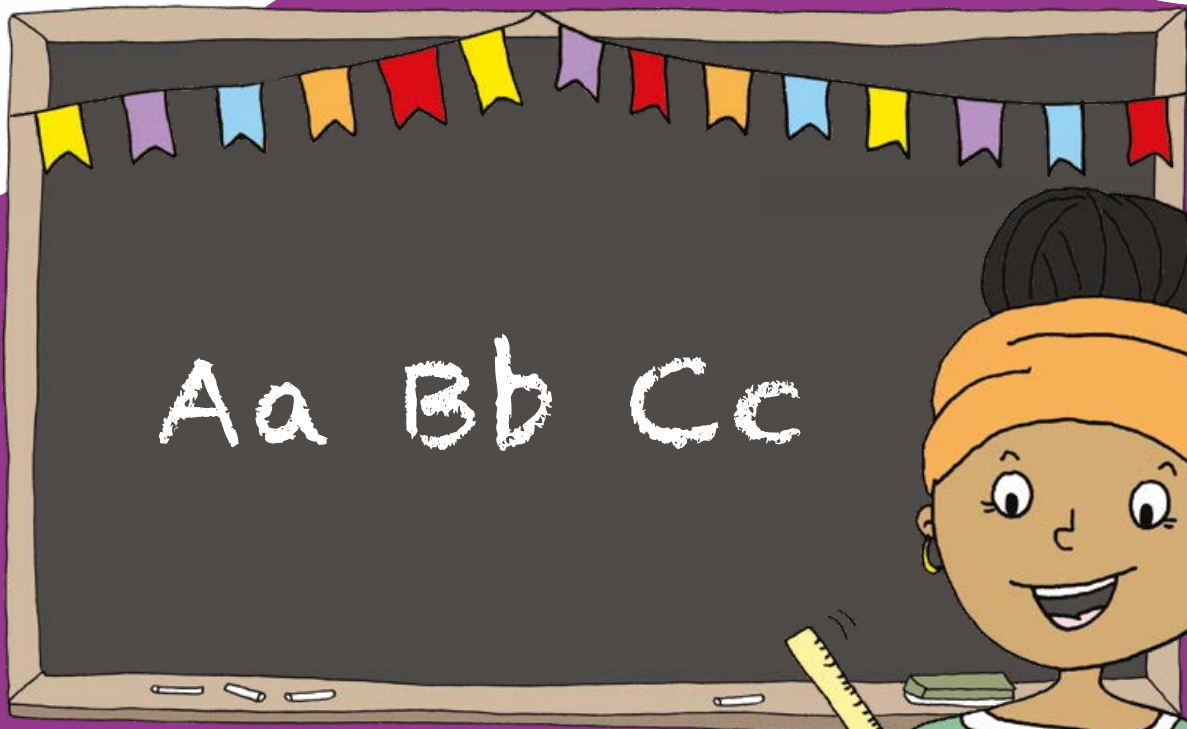


Sepedi

Leleme la Gae le Mabokgoni a Bophelo

1-3



Puku ya go Ruta

1-3

Sepedi

Leleme la Gae le Mabokgoni a Bophelo

Puku ya go Ruta



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Overview

In the Funda Wande programme, there is a **Teachers' Guide** (TG) for every term in each Foundation Phase grade. It is a day-by-day reference for busy teachers, to help with your planning, sequencing and assessment.

The TG outlines the content of each lesson – what to teach and in what sequence. A weekly timetable and a term plan are also provided. There are also suggested **assessment activities** at the end of each TG. The lessons and assessment activities are based on, and cover, the CAPS curriculum.

This **Methodology Guide** (MG) is a general reference for all Foundation Phase teachers using the Funda Wande Literacy materials, Grades 1–3. It gives guidelines for and explains how to teach each type of lesson in the Funda Wande programme. It can be used at the beginning of each term in training and when planning, and anytime you want to check if you are following the lesson steps correctly and optimally. The TG explains **what to teach** in each lesson while the MG explains **how to teach** each type of lesson in the programme.

The description of each lesson type in the MG has the following sections:

1. The **purpose** of this type of lesson. In other words, why we teach these lessons.
2. **Progression** over three years:

► Grade 1

► Grade 2

► Grade 3

3. Step-by step **methodology**: how to teach the lesson.
4. **Differentiation**: how to deal with learners at different levels.
5. **Assessment**:
 - **Informal assessment**: how to assess learners' day-to-day progress.
 - **Formal assessment**: how to formally assess each term.

More information about reading and learning to read is available in the **Funda Wande Reading Academy booklets**, at www.fundawande.org or via this QR code:



The Funda Wande approach

Language: BICS to CALP

Learners have developed everyday communication skills or *Basic Interactive Communication Skills* (BICS) in their home language by the time they start school. The FW programme develops these skills further, but, more importantly, it develops learners' ability to read and write for information and enjoyment. Being able to do this is called *Cognitive Academic Language Proficiency* (CALP). Having CALP gives learners the best chance of succeeding in Grade 4 and with further learning. These crucial skills are learned in meaningful contexts in the home language and can then be transferred to other languages.

Life Skills: foundational knowledge and skills

The FW programme believes Life Skills (LS) also prepares learners for further learning in the following ways:

- **Beginning Knowledge (BK):** FW provides the foundational general knowledge, concepts and vocabulary that underpin Social Science and Natural Science subjects in higher grades. The programme also develops learners' curiosity and understanding of concepts such as investigating, comparing, experimenting and classifying, which are all essential in higher education.
- **Creative Arts (CA):** FW helps learners to develop their creative and aesthetic skills and knowledge as well as learn technological process skills such as designing and making.
- **Physical Education (PE):** FW believes learners need to develop their physical skills and agility to ensure they are healthy and mobile.

Integration of Literacy and Life Skills

The FW programme integrates Home Language Literacy with Life Skills, covering the curriculum in both subjects. It does this through using common themes and integrated lesson plans.

This integration:

- enhances and adds depth to both subjects
- ensures Language skills are learnt in the meaningful context of a relevant Life Skills topic
- simultaneously deepens content and concept knowledge in Life Skills by providing further speaking, reading and writing activities on the topic
- reinforces key vocabulary across both subjects
- encourages the acquisition of general knowledge, which strengthens comprehension and reading for meaning

Optimal learning conditions

Our materials and training are based on the understanding that learners learn best when:

- activities and materials are stimulating, interesting & playful
- teaching and learning are systematic and progressive
- teaching is embedded in a weekly routine
- teachers follow purposeful lesson plans
- there are daily opportunities for reading and writing practice
- support and feedback are provided continuously
- formal assessment is fair and only used on taught materials.



The Funda Wande programme outline

LITERACY		
Lessons	Knowledge and skills	Links to Life Skills
Oral skills		
Morning Meeting	Morning routines, telling news	PSWB
Listening and Speaking	Speaking and presentation skills Listening with understanding skills	Beginning Knowledge Performing Arts
Teacher Read-aloud	Listening for meaning Developing a rich oral vocabulary Modelling of good, expressive reading	Read-aloud texts are aligned to BK topics
Reading and Writing skills		
Phonics	Phonological awareness (sounds in words) Letter recognition taught explicitly and systematically Blending and segmenting of words Decoding skills Spelling skills	
Shared Reading (SR): Reading Together	Reading for meaning skills Decoding in context	Texts are aligned to BK topics
Vocabulary	Rich reading vocabulary* Word recognition Spelling*	Includes vocab from Life Skills
Language	Correct language structures to enhance writing skills*	
Comprehension	Answering written comprehension questions*	Strengthen processing and enquiry skills
Group Guided Reading	Teacher guides the progression of phonic and reading skills Practising reading and writing	
Independent Work (Grade 1 and Grade 2) Paired Reading (Grade 2) Independent Reading (Grade 3)	Practising reading and writing	Activities strengthen Literacy and Life Skills
Handwriting	Printing Cursive writing (Grade 3)	
Writing:* Shared Writing Independent Writing	Writing sentences and paragraphs Writing in different genres Creative writing Correct language and spelling Editing (writing process) skills	Aligned to with BK topic

* Reflected in Writing activities

LIFE SKILLS		
Lessons	Knowledge and skills	Links to Literacy
Beginning Knowledge (BK)		
Read to Learn	Foundational general knowledge to underpin the learning of Social Sciences (History and Geography), Natural Sciences and Technology	Reading for information
	Exposure to different types of non-fiction text, for example, descriptions, experiments	Comprehension skills
	Observing, comparing and classifying skills guided by questions	Vocabulary development
KWL	Scientific process skills, for example, enquiry and research	Reading for information Writing skills
Find Out page (Grade 2)	Scientific process skills, enquiry and research	
BK activity	Process skills, e.g. experimenting, investigating and evaluating	Speaking, listening reading comprehension and writing skills
	Classifying and comparing skills	
	Reinforcement of new knowledge	
Personal and Social Well-Being (PSWB)		
(Integrated with BK and oral lessons)	Emotional and social growth	Link to theme
	Personal safety	Speaking and listening
	Self-knowledge, personal well-being	
Creative Arts		
Art Gallery (Grade 3)	Art appreciation	Link to theme
Visual Arts	Perceptual and fine motor skills	
	Understanding of line, shape, colour and texture	
	Design, construction and technological processes	
Performing Arts	Dance, singing, acting and performance techniques	Link to theme
	Confidence and presentation skills	Speaking and listening
Physical Education		
PE groups	Gross and fine motor skills	Listening
	Physical skills of co-ordination, rhythm, laterality, balance and sports-skills.	

Teaching Home Language Literacy

LISTENING AND SPEAKING LESSONS



Purpose

Good spoken language is the starting point for literacy. Oral skills are essential for learners' social and emotional growth. During Listening and Speaking lessons, learners will:

- develop listening and speaking skills
- develop vocabulary and background knowledge

Progression

► **Grade 1** On Tuesdays, Wednesdays and Thursdays, there is a Morning Meeting for register, calendar, weather and celebrating birthdays. On Monday and Friday, learners tell their news.

In additional Listening and Speaking lessons, three times a week, the learners listen to and discuss a teacher read-aloud story and do a variety of other activities such as listening to and reciting simple poems and rhymes, re-telling known stories, and talking about personal experiences.

► **Grade 2** Listening and Speaking lessons are used for a teacher read-aloud story on Monday, and poems and songs on Thursday. Other oral lessons are integrated with Life Skills to help learners to talk about their feelings and to encourage mindfulness and self-knowledge (PSWB). On Tuesday there is a *Mindful me* lesson, and on Wednesday there is an *I think, I feel ...* lesson. On Friday, learners review what they have discovered in the Find Out challenge.

► **Grade 3** News, both personal and general, is discussed on Monday. On Friday, the week's learning is reviewed and goals set for the following week. Tuesday, Wednesday and Thursday lessons deal with specific Listening and Speaking skills, such as interviews, reciting poetry, giving an opinion, news in different media, role-play, play-reading, and so on. Learners are expected to do individual and group presentations for the class, and take part in a play.

Methodologies

Some oral lessons deal with **everyday routines** and some lessons develop **specific oral skills** aligned to the curriculum. Ideally, especially with everyday routines, the children are seated on the mat.

Morning meeting/everyday routines (15 min)

Why? Introduce the day's activities and develop vocabulary.

- **Register:** Use Bala Wande register poster or your school register. Call out names and reinforce phonics knowledge as well as number sense.
- **Calendar:** Use Bala Wande calendar or any calendar. Discuss the year, month and day as well as the date.
- **Weather:** Share and record weather observations on the classroom weather chart.
- **News:** Use *think-pair-share methodology* and the *My news* frame on the back cover of the LAB (**Grade 1** and **Grade 2**).

- **Today:** Explain if there is anything special happening today so that they are prepared, for example, special assembly. Mention any exciting activities (*We are going to draw beautiful pictures today*).
- **Note:** Not all the routines will be done every day.

Oral/Listening and Speaking lessons (15 min)

These lessons include teacher read-aloud story (see following page) and lessons that develop specific oral Language or Personal and Social Well-Being skills aligned to the curriculum. Think-Pair-Share methodology is often used.

Think-Pair-Share methodology (15 min)

Why? Methodology provides opportunities for all the learners to listen and speak daily.

- **Step 1:** Learners are on the mat (preferable). Teach them how to turn to face a partner, touching knees but keeping hands to themselves.
- **Step 2:** Teacher presents problem or task.
- **Step 3: Think:** Think **in silence** (for at least 1 min).
- **Step 4: Pair:** Tell your thoughts to a partner. Listen respectfully to their thoughts (5 min).
- **Step 5: Share:** Selected learners are invited to share their thoughts with the class (5 min).
- **Step 6: Respond:** Teacher models affirming responses to learners and how to ask for clarification politely. Learners learn and practise these skills.



Differentiation

- When learners work in pairs, try to pair weaker with stronger learners.
- Be patient with learners for whom the language is unfamiliar. Do not allow other learners to tease.
- In any group work, specify that **all** the learners need to contribute.

Assessment of speaking skills

Informal assessment

- Observe pair work and notice who is not talking or is talking too much. Make notes and choose pairs accordingly or remind the learners to talk and listen.
- Ask different learners to answer questions. In some lessons have 'no hands up'.
- Do not correct harshly but rather model good language. For example, if a learner says, "*I goed to Durban*" say, "*Oh, so you **went** to Durban!*"

Formal assessment

Presentations (individual, pairs, groups). Includes answering questions (**Grade 1**), a talk, show and tell, recitation, dialogue, role-play or play-reading. The presentations may be in Literacy or Life Skills time.

Why? Presentations assess speaking skills, confidence, pronunciation and language skills.

- An example task linked to the topic, together with a marking guide, is provided in the Teacher's Guide each term.
- Share the marking criteria with the learners **before** they present so that they know exactly what you are looking for.
- Pair or group presentations are helpful for shyer learners and save assessment time.

TEACHER READ-ALOUD LESSONS



Purpose

Knowledge of oral text structure will help learners understand written texts. Experiencing enjoyment will help motivate learners to read. Read-aloud stories can be used to introduce the Shared Reading story, a Life Skills topic or a new genre. During Read-aloud lessons, learners will:

- develop listening and concentration skills
- increase oral vocabulary
- hear correct language structures and pronunciation

Progression

► **Grade 1** Read-aloud stories are used to introduce the Shared Reading texts. Use the pictures from the Big Book to keep learners' interest. The story may be shortened as necessary. Explain only the vocabulary needed in order to understand the story (key vocabulary). Let learners respond freely, or ask two to three simple questions after reading to check understanding.

► **Grade 2** Read-aloud stories are mostly introductions to the Shared Reading story for the week. Shorten the story as necessary. Suggested vocabulary is embedded in the story. Questions are in the TG. After reading, learners respond to the story and then discuss the vocabulary words and answer the questions you have chosen. These should include inferential questions.

► **Grade 3** Read-aloud texts are aligned to the Life Skills topic. They include fiction stories aligned to the topic and non-fiction texts introducing and explaining the topic. Different genres are introduced such as myths, legends, poems, jokes and riddles. After reading, learners respond to the story, discuss the vocabulary words and answer the questions you have chosen, focussing on higher-order questions.

Methodologies

Reading aloud (15 min)

***Why?** Reading aloud is for the learners to enjoy, and it will incidentally extend their vocabulary, language and listening skills.*

Step 1: Preparation

- Read the story and questions yourself.
- Shorten or simplify the story as necessary (use a pencil).
- In the TG, choose the questions you will ask, and circle the vocabulary you will discuss afterwards. You do not have to use all the teaching suggestions supplied.

Step 2: Before reading (1–2 min)

- Ask one to two questions (in TG) to link to the learners' prior experience/knowledge (*Have you ever...? Tell me about it.*)
- Provide a purpose or reason for listening (*As you listen, find out how*)

Step 3: Read the story (10 min)

- Demonstrate what good, fluent reading sounds like.
- Use expression or dramatisation to capture the learners' attention.
- Try not to interrupt your reading or spoil the flow of the story.

Step 4: After reading (2–3 min)

- Allow 1–2 minutes of free response.
- Select two or three questions to check understanding and concentration. You do not have to ask all the questions in the TG.
- Discuss one to three vocabulary words that you have selected that are new to the learners.

Differentiation

- Make sure learners who find it difficult to concentrate or those with impaired hearing are seated close to you.
- Put a chalk mark on the mat to indicate where the learner should sit. Some teachers allow fidgety learners to have a piece of plasticine to manipulate.
- Make a point of asking different learners to answer questions after reading.

Assessment of listening skills

Informal assessment

- Observe the learners' response as you read. If many learners are unable to concentrate for the whole 15 minutes, stop and continue with the Read-aloud story at another time. Increase learners' concentration time over the year.
- Follow-up questions are opportunities to move to higher-order questions (*What did Sipho do? Why did he do that?*)

Formal assessment

Listening comprehension

Why? *Listening comprehension assesses the listening skills of the whole class simultaneously.*

- An example Listening Comprehension as well as a marking guide is provided in the TG each term.
- Questions are at different levels, not only literal (*who, what, when, where*) but also inferential or *why* questions. Difficulty increases at each grade.



Methodologies

Level 1: Hearing sounds in words

Why? Learning phonics begins with **hearing syllables and sounds** in individual words (phonological and phonemic awareness).

Step 1: Hearing syllables in words

- Clap the syllables in one word.
- Count the syllables in one word.

Step 2: Hearing sounds in words

- Say beginning sound in a word (*What sound does your name begin with?*)
- Say ending sounds (*What sound is at the end of Zaza's name?*)
- Manipulate sounds in words by orally substituting sounds in the words (*If you put Bs instead of Ms in **mama**, what word do you get?*)

Level 2: Recognising letter-sounds

1. Teach letter-sounds systematically using the LAB

Why? Learners need to link a sound to each letter of the alphabet in order to read.

Step 1: Hear the sound (oral)

- Turn to the LAB page. Identify the picture of the key word.
- Identify the target sound in the key word.
- Learners say the sound and notice the way their mouths move.
- Identify other words with the target sound, using the pictures in the LAB.

Step 2: Link the sound to the written letter(s)

- Demonstrate how to form the letter(s) on the chalkboard.
- Learners make the shape of the letter in the air and practise without pencils first.
- They trace over the letter in the LAB.

Step 3: Reinforce

- Read the sentence or words in the LAB.
- Sing and teach the sound-song if one is provided.
- Write 3–5 words on the board. Learners identify and underline the target letter(s).
- **Written work:** Complete LAB activities. Walk around and assist.

2. Rapid letter-sound recognition: (1–2 min each day)

Why? Develop **automatic letter-sound recognition**.

- Use letter-sounds already taught.
- **Look and say:** at a fast pace, point to an alphabet chart or the letters written on the board or cards. Learners say the sound. Aim for accuracy and speed of recognition.
- **Listen and show:** say a sound. Learners hold up the corresponding letter card.
- **Listen and write:** say a sound. Learners write it on a slate/whiteboard/piece of paper.

Short songs are provided for the letter-sounds taught.
Listen to the song in advance, then teach it to the learners.

Say **Hi** to 060 017 0000
to hear phonics
songs.



Level 3: Reading whole words

1. Blending

*Why? Use letter-sound knowledge to read words (called **decoding**).*

- **Step 1:** Write a letter on the board. Learners say the sound. Write another letter. Learners say the sound.
- **Step 2:** Learners blend the two sounds together to make a syllable or word. At the same time, run your finger slowly underneath the letters.
- **Step 3:** Say it a little more quickly, blending the sounds. Then say it normally.
- **Note:** This should be done with syllables or two-letter words first, and then longer words.

2. Segmenting

Why? Breaking up words. Use letter-sound knowledge to write words.

- **Step 1: Oral:** Say the word from the LAB slowly.
- **Step 2:** Learners listen for and identify the syllables in the word: *ba-la*. Identify the individual sounds in the word: *b-a-l-a*.
- **Step 3:** Convert to letters. Ask: “What is the first sound? So, what is the first letter?” Write the letters on the board to make the word.

3. Building words: (Grade 1 and Grade 2)

Why? Demonstrate how to use letter-sound knowledge to build words using letter cards.

- **Step 1:** Learners cut out the letter cards for the week (at the back of the LAB).
- **Step 2:** Call a learner to the board with their cards. Say the key word aloud. Ask: “What is the first sound? So, what is the first letter?” Let the learner find the letter card and stick it onto the board to build the word.
- **Step 3:** Learners’ individual word-building. Identify the words for the pictures in the LAB. Learners use their own letter cards to build each of the words themselves. Walk around and assist. Learners copy their words into their books.

4. Rapid word recognition: All grades, daily (2 min)

*Why? To develop **automatic** word recognition.*

- At a fast pace, point to the week’s words on the board or show flashcards of words.
- Show the words in different orders.
- Learners say the words. Aim for accuracy and speed of recognition.
- **Listen and write:** Say a word. Learners write it on a slate/whiteboard/piece of paper.
- **Count the cards:** Hold up the word flashcard. Whoever says it first gets the card.
- **Revise** words from previous weeks every now and then.

5. Dictation: All grades, alternate Fridays (15 min)

Why? To check on learners’ phonics progress.

- **Step 1:** Say each word or sentence clearly and slowly. Repeat it once only.
- **Step 2:** Give learners time to write, using neat handwriting.
- **Step 3:** Check and correct: Write the words or sentences on the board for learners to mark. If a word is spelled incorrectly, learners write the correct word in pencil above.
- **Step 4:** Check learners’ books to determine who needs additional help.

Differentiation

Establishing knowledge

- In the middle of **Grade 1**, and at the beginning of **Grade 2** and **Grade 3**, conduct individual tests to ascertain what individual letter-sounds each child knows. Unless all these are known automatically, a child will be unable to read.
- Catch-up is done in GGR time. See GGR lesson on page 24 for suggested activities.

Learners who are significantly behind

- Form a GGR group for the learners who are significantly behind. Use your GGR time with them to do remedial phonic activities that are aligned to their level. This may mean re-teaching the individual letter-sounds, and practising blending and segmenting short words. These should be done as games using letter-cards (see pages 53–59).
- During Individual Work, this group should complete phonic activities at their level. Either make your own worksheet or photocopy pages from lower grade LAB/Rainbow Workbooks. Mark these to check progress.
- Only begin reading texts with the learners once they can recognise most of the letter-sounds and decode simple words.

Learners who learn slowly or are slightly behind

- Use part of your GGR time to revise the week's phonics learning. Show the week's flashcards and repeat the **LAB activities**, **word building** or **timed activity** (in Shared Reading).

Assessment of phonic skills

Informal assessment

- **LAB written activities:** Check to assess which learners are completing the work correctly. Revise in GGR if necessary.
- **Rapid sound/word recognition:** Observe the learners' response as you show the flashcards of the week's sounds or words. Identify learners who don't respond.
- Use the **dictations** to check progress. Learners can do individual corrections in their own time. Revise in GGR if necessary.
- Use the **timed word reading (Grade 2)** or **timed text reading** activities (**Grade 3**) both described in Shared reading, to assess phonic progress. Analyse which words or sounds are not known. Revise these in GGR.
- If there is a particular letter-sound or word that a large number of learners seem unable to recognise, re-teach this to the whole class.
- In Writing, check for common spelling errors. Address by re-teaching the word to the class during phonics.

Formal assessment

1. Dictation test (term)

Why? To check phonic and spelling knowledge.

An example dictation test is provided in the TG each term, based on phonics covered.

2. Word completion

Why? To check phonic and spelling knowledge.

An example word completion activity is provided in the TG each term based on phonics covered.

	Grade 1	Grade 2	Grade 3 (highlighted sounds taught explicitly for the first time)
Term 1			
Week 1	Orientation	Orientation and assessment Revision of all single sounds	Revision: single letter-sounds
Week 2	a	Revision of vowels: a, e, i, o, u	ny, hl
Week 3	o	l, b, n, m	kg, th
Week 4	e	k, t, s, p	kh, tl
Week 5	i	r, f, g, d	mm, nn
Week 6	u, m	h, w, j, y	gw, lw
Week 7	d, k	š, s, ts, tš	rw, sw
Week 8	l, s	ng, ny,	kw, hw
Week 9	b revision	Revision: ng, ny, ts, tš	bj, ph
Week 10	Revision	Revision: all single letters	Revision: single letter-sounds
Term 2			
Week 1	Revision of Term 1	Revision of Term 1 letters	Revision of Term 1 sounds
Week 2	b (revision) n	hl, kg	mp, nt
Week 3	g, r	th, kh	Fs, fš
Week 4	š, y	tl, ph	ngw, tsw
Week 5	t, p	mm, nn	tšw, tlh
Week 6	w, h	gw, lw	kgw, tšh
Week 7	j, f	rw, sw	khw, tsh
Week 8	kg, ts	kw, hw	tlw, thw
Week 9	Revision	Revision: th, tl	psh, pšh
Week 10	Revision	Revision	Revision

	Grade 1	Grade 2	Grade 3 (highlighted sounds taught explicitly for the first time)
Term 3			
Week 1	Revision	Revision; ts	Revision of Term 2 sounds
Week 2	kh, tš	nk, nt	mpš, nyw
Week 3	th, ng	šw, fs	hlw, šw
Week 4	tl, ny	mp, bj	nts, ntš
Week 5	hl, mm	mpš, tsw (introduce trigraphs)	ntl, nkw
Week 6	ph, nn	tšw, tlh	nth, nkg
Week 7	ee, oo	kgw, tšh	mph, ntlw
Week 8	aa, ii	tsh, khw	nngw, tlhw
Week 9	Revision	Revision: tsh, tšh	Revision
Week 10	Revision	Revision	Revision and consolidation
Term 4			
Week 1	Revision	Revision: khw, kgw, tsh, tšh	Revision of Term 3 sounds
Week 2	kw, sw	psh, pšh	tshw, tšhw
Week 3	lw, rw	tlw, thw	mpsh, mpšh
Week 4	gw, hw	nyw, ngw	ntsh, ntšh
Week 5	nt, nk	nts, ntš	ntsw, ntšw
Week 6	mp, bj	nth, hlw	nkgw, ntlh
Week 7	ll	ntl, nkg	nthw, ntlw
Week 8	Assessment	ntlw, nkw	ntlhw, ntshw
Week 9	Consolidation	tpsh, pšh, nyw, ngw	
Week 10	Consolidation	Consolidation	Revision and consolidation

SHARED READING LESSONS



Purpose

Shared Reading provides a core text on which further literacy lessons are based as well as a successful, no-fail reading experience, scaffolding all reading levels. During Shared reading lessons learners will:

- read grade-level texts
- focus on meaning rather than sounding-out words which will ensure comprehension of the text
- read connected text not isolated words
- increase their reading vocabulary as new words are seen and heard
- improve their fluency through repeated readings

Progression

► **Grade 1** Shared Reading texts are very short, and are on 4 pages. There is a new text every week. The texts have large illustrations and large font. The stories help the learners see that reading is fun. The emphasis is on reading the words and understanding the story. However, learners will also look carefully at the illustrations, recognise high-frequency words, and link some words to phonics. Over the year, learners should move from reading word by word to phrasing (a few words at a time).

► **Grade 2** Shared Reading texts are longer (6 pages read over two weeks). The stories contain high-frequency words and are in familiar settings. The same characters re-appear. The emphasis is on reading the words, understanding and then responding to the story. Learners will also be extending their reading vocabulary and working with the language in the text. Learners should be reading phrase by phrase and should be noticing punctuation. Less reliance on illustrations is encouraged. Timed word list reading is introduced to increase fluency.

► **Grade 3** Shared Reading texts are significantly longer (6 longer pages with smaller illustrations) read over two weeks. A mixture of genres, both fiction and non-fiction is provided. The emphasis is on reading with understanding and reading fluently. There are more comprehension activities and a focus on question-answer relationships. Vocabulary and language work are further extended using the text and Timed text reading is introduced to increase fluency.

Methodologies

Shared reading (15 min)

Why? Shared Reading works on a gradual-release model of repeated readings. The overall focus is not memorisation, but comprehension and fluency.

- The same Shared Reading text will be used over the entire theme. Each day you re-read all or part of the story with the learners, to develop their fluency. Each day you will focus on a different aspect of reading.
- In **Grade 2** and **Grade 3** you may decide to read only 1–2 pages per day.

Step 1: Preparation

- Read the story and vocabulary words yourself.
- **Grade 1:** Bring class to the mat and use the Big Book for Reading 1. For Reading 2 and 3 use the LAB.
- **Grade 2** and **Grade 3:** Use the LAB.

Step 2: Orientation (1–2 min)

Why? Draw on learners' prior knowledge to develop prediction skills.

- **Picture walk (Grade 1):** Before the first reading, use the Big Book to show learners each page of the story without reading the text. Learners say what they think is happening in the story. Do not look at the final page. After reading, a picture walk will allow learners to re-tell the story in their own words.
- **In Grade 2 and Grade 3,** orientate learners to the story by reading and discussing the title, and looking at the first illustration. Learners predict what the story will be about.

Step 3: Reading 1: Focus on comprehension (13 min)

Why? Read the entire text to the learners so that they can focus on the meaning.

- Read the entire story **to** the class. Use a natural speed. Run your finger or a ruler under the words as you read if you are using a Big Book.
- Discuss the pictures briefly as you read, linking them to the story and any new vocabulary.
- Ask a question per page to check engagement and comprehension.
- **After reading:** ask one to two questions to check comprehension.
- In **Grade 1**, re-read the story one more time without stopping.

Step 4: Reading 2: Focus on decoding and vocabulary (15 min)

- Ensure learners have their LABs open on the correct page.
- Read the chosen pages **with** the learners. Invite learners to join in where they can.
- Learners follow by running their fingers under the text in their LAB as you all read together.
- **After reading (3–5 min)**
 - Focus on applying decoding skills that have already been learnt or that need reinforcement, for example, identify words with the target phonic sound; identify a high-frequency word; segment a word into the different syllables or letter-sounds etc. Point to a few high frequency words out of context to read.
 - Work with the vocabulary words. In **Grade 1** this means matching the vocabulary flashcards to the words in the text. In **Grade 2** and **Grade 3** it will mean re-reading the sentence in which each vocabulary word occurs and discussing the meaning.

Step 5: Reading 3 Focus on fluency and response (15 min)

- Ensure learners have their LABs open on the correct page. Re-read the pages at a natural speed with learners joining in.
- Model fluent reading, at a good pace, with expression, noticing punctuation. Read softly if learners are reading text correctly.
- **After reading**
 - Point out anything that will enhance fluency, for example, chunking a phrase, pausing at a full stop, reading the words in inverted commas differently.
 - Allow a free or personal response to the story (*What does this story make you remember or wonder about? What did you like? What would you have done?*)
- **Note:** If there is time, allow learners to read a portion of the text in pairs, focusing on reading fluently.

Learners re-read the text for fluency

Why? Repeated reading of the SR text helps learners develop fluency and learn to read silently.

There are opportunities for learners to re-read the Shared Reading text in class when there is spare time, in GGR / Independent Work or during some Literacy lessons.

Reading in pairs or threes

- Learners read in pairs, each reading in turn, supporting one another. They gently touch the partner's arm if they need help.
- In **Grade 2**, an extract is provided to read in IW time. It does not contain illustrations in order to strengthen decoding skills.

Independent reading

- The learners read the pages alone.
- They read very quietly, in a whisper or silently so they don't disturb anyone else.
- They read at their own pace.
- Slowly encourage learners to read completely silently.

Timed reading

Why? Timed reading develops the ability to read quickly and accurately. This leads to better comprehension (see targets below).

- **Timed Word Reading** (**Grade 2** and **Grade 3**) on alternate Fridays in LAB (common, high frequency and phonic words)
- **Timed Paragraph Reading** (**Grade 3**): on alternate Thursdays in LAB (unillustrated paragraph from Shared Reading text)
- Teacher reads the words or text aloud to the learners first to model the reading.
- Learners then work in pairs.
- **Step 1:** Teacher starts clock. First learner reads aloud from the LAB to a partner. Unknown words are skipped.
- **Step 2:** Teacher stops the clock after one minute. Learner circles the last word read.
- **Step 3:** Repeat with other partner reading.
- **Step 4:** Each learner adds up and records the number of words they have read.
- **Step 5:** Each learner in the pair has another turn reading for one minute.


Self-checking

- Teacher reads the list/text aloud so that learners can check their reading.

Repeat

- Repeat this activity so that learners each have an opportunity to improve their own times and correct mistakes.
- **Note:** This is not a competition between learners but rather learners trying to improve their own time.
- After the lesson, learners can reread for further fluency practice with a partner, or at home.

DBE Benchmarks for Oral Reading Fluency in Sepedi

	40	End of Grade 1 All learners should know their LETTER-SOUNDS well, sounding at least 40 correct letters per minute.
	40	End of Grade 2 All learners should be able to read at least 40 correct WORDS per minute when reading a passage.
	60	End of Grade 3 All learners should be able to read at least 60 correct WORDS per minute when reading a passage.

Differentiation

- With the Big Book, learners with impaired eyesight should sit close to you or use their LABs.
- Differentiated reading skills will be taught in GGR. Use GGR time to re-read the SR text with groups who are struggling.
- GGR groups who are struggling can also re-do the timed reading activities with you for practice.
- In Paired Reading, pair stronger with less competent readers.
- Encourage readers to practise reading at home with support. They can re-read the SR text or re-do the timed reading activities. Explain what is required to caregivers.

Assessment of reading skills

Informal assessment

- Observations during SR lessons will reveal who is joining in readily and who is largely listening rather than reading. Ensure that the learners who don't join in are in a supportive GGR group.
- Understand the difference between memorisation and reading. To check, choose a word or a sentence out of context to read. Remediate in GGR by having the learners read individual words before reading the text.
- In **Grade 2** and **Grade 3** use the results of the timed reading activities to check progress twice a month.

Formal assessment

Oral reading fluency

Why? *This is a good indicator of reading ability but needs to be done individually.*

For one week in the term, the GGR lesson time is used to assess oral reading.

Comprehension

Why? *This is an indicator of ability to read for meaning.*

An example comprehension test is provided in the TG each term.

VOCABULARY LESSONS



Purpose

A wide vocabulary predicts strong comprehension skills. During vocabulary lessons learners will:

- improve reading fluence as they recognise more words on sight
- increase the words learners can pronounce, understand, read and write

Methodologies

Most oral vocabulary is learnt incidentally, for example, by listening to the teacher Read-aloud text or in class when the teacher purposely uses rich vocabulary. However, to ensure learners increase the number of words they can read and write, there are formal vocabulary lessons linked to the Shared Reading text that develop reading vocabulary explicitly.

Teaching vocabulary words

Why? Teaching the new words explicitly helps word retention.

Step 1: Preparation

- Make flashcards for the vocabulary words in the SR text.

Step 2: Reading the words

- Show each flashcard and say the word. Learners repeat after you: *dumela*.
- Say it again, sounding out each syllable: *du-me-la*. Learners repeat after you.
- Show the cards again, in a mixed-up order. Learners call out the word. Repeat a few times.

Step 3: Meaning of each word

- Read the sentence in the SR text in which the word occurs.
- Learners find and underline/circle/highlight each vocabulary word in the SR text.
- Discuss the meaning of each word. Add to their word knowledge. For example, discuss homonyms, synonyms, antonyms, words with similar letter patterns to each word, etc.
- Learners provide sentences using the words. Guide learners to make increasingly descriptive/longer sentences.

Step 4: Writing

- Learners write the words and/or meanings as part of the LAB activities.
- Learners copy the vocabulary words into their Personal Dictionaries.

Revision/reinforcement

- Show the flashcards for 1–2 minutes during Literacy every day. Try to go faster each time. Add in some flashcards from previous weeks.

Differentiation

- Readers need to see a word 15–30 times to memorise it. Show the flashcards daily and/or put them on a word wall. Revise regularly, in class or in groups, at least each month and each term.

Assessment of vocabulary skills

Informal assessment

- Take in the LABs each week. Check individual progress.
- Take in Personal Dictionaries each month to check.

Formal assessment

In the FW programme, vocabulary is tested in the formal Writing Assessment task (see page 41).



Purpose

During language and sentence-making lessons, learners will:

- read with comprehension by understanding the structure of sentences
- write grammatically correct sentences by understanding the structure of sentences
- link grammatical features with specific types/genres of writing

Progression

► **Grade 1** The purpose of language work is to help learners write grammatically correct sentences. A sentence from the SR text is identified and written on the board. Learners read and then write the sentence. They use it as a base for their own sentence. Teachers use the opportunity to teach simple language and punctuation skills.

► **Grade 2** The systemic functional grammar approach is used to help learners read a sentence intensively and look at the function of each word. A sentence from the SR text is in the back of the LAB for learners to cut up and then reassemble in the correct order. Teachers use the opportunity to explain and teach parts of speech.

► **Grade 3** Still working within a systemic grammar approach, identify one sentence in the LAB for learners to work with. They underline or circle particular words or punctuation marks according to their function. Use this opportunity to teach different parts of speech or other grammar. Additional practice can be done in the exercise books.

Methodologies

Sentence work (**Grade 2** and **Grade 3**) (15 min)

Why? Intensive reading and construction of one or two pattern sentences will develop grammar knowledge and aid comprehension.

Step 1: Introduce the sentence

- **Grade 2:** Read the sentence in the TG weekly overview.
- Learners cut out the sentence strip from the cut-out page at the back of the LAB.
- **Grade 3:** Write the key sentence on the board or refer learners to the relevant page in the LAB.

Step 2: Work with the sentence

- Ask questions about sentence structure and punctuation.
- Help learners to identify specific words/groups of words/parts of words in sentence. For example:
 - Find the word that tells us **who** did something. Notice how it is at the start of the sentence.
 - Find the word(s) that tell us **what they did**? Notice its position in the sentence. Part of this word tells us that they have already completed that action (tense).
- Help learners think about what the word **does** by asking questions.
- Question examples (depending on what you want to teach or revise):
 - **Who?** and **What?** questions help learners to identify nouns (people and things).
 - **Do what?** questions help learners to identify verbs (actions, things people say and feel, tense).
 - **When?** questions help learners identify the time something occurred (adverbial).
 - **Where?** questions help learners identify a position or location (adverbial).
 - **Why?** questions help learners identify a reason for an action (adverbial).
 - **How?** questions help learners identify the manner in which something happens (adverbial).

Step 3: Beyond the sentence

- **Grade 1:** Learners complete the sentence in the LAB or write their own sentence.
- **Grade 2:** Learners jumble up the cut-out words/word groups.
- They re-assemble the sentence correctly and read it aloud.
- They stick the sentence in their exercise book.
- **Grade 3:** Learners complete their own sentences based on the pattern sentence.

Step 4: Teach grammar (optional)

- Use the sentence to revise a particular part of speech or language item linked to the curriculum.
- See the curriculum progression on this and the next page for suggestions.
- Additional written work can be done in exercise books.

Language Review and Bridge to English

(**Grade 3** every second Wednesday)

Step 1: Revise vocabulary words

- Review the week's vocabulary: give a meaning/definition and ask class for the word or vice versa.
- Discuss English words that have the same meaning (provided in TG).

Step 2: Revise the sentence and Bridge to English

- Read the sentence with the learners.
- Discuss how learners could say this sentence in English.
- Write the English sentence on the board (it is not in the LAB).
- Briefly focus on the function of one or two words in the same way as for the Home Language
(Which word tells us what he is doing?)

Grammar lessons

Grammar can be taught in Shared Reading and Shared Writing lessons, in Language lessons and also in Phonics lessons. The curriculum progression below can be used as a guide.

Progression**► Grade 1**

Term 1: Form lower case letters correctly; Write captions; Copy and write own name, short words and sentences; Copy alphabet list; tribute ideas for a class story (Shared Writing); Prepositions.

Term 2: Write words using sounds learnt; Write captions; Write one sentence of own news; Compile a list of words; Contribute ideas for a class story (Shared Writing); Dictionary: begin to build own word bank and personal dictionary using initial letter of words.

Term 3: Write two sentences; Punctuation including capital letters when writing people's names; Singular and plural nouns; Present and past tense; pronouns; Spelling; Develop word bank and personal dictionary.

Term 4: Write three sentences; Punctuation including capital letters when writing people's names; Singular and plural nouns; Present and past tense; Prepositions; Spelling; Dictionary: list words in alphabetic order.

► Grade 2

Term 1: Punctuation; Singular and plural; Nouns; Verbs; Messages; List of things using a comma; Develop word bank and personal dictionary

Term 2: Writing process; Descriptive text, directions; Punctuation; Nouns: Proper, diminutives; Pronouns; Verbs: Present and past tense, negatives; Prepositions; Adjectives; Synonyms; Opposites; Homophones; Spelling; Develop word bank and personal dictionary.

Term 3: Writing process; Punctuation; Synonyms; Nouns- singular and plural, diminutives; Verbs: negatives, present, past and future tense; Pronouns; Opposites; Homophones; Spelling; Develop word bank and Dictionary

Term 4: Writing process (poems and songs) Sequence of events (First, next and finally); Punctuation; Nouns: singular and plural, diminutives, young of animals; Verbs – present, past and future tense; Seasons of the year; Opposites; Synonyms; Homophones; Adjectives; Spelling; Develop word bank and personal dictionary

► Grade 3

Term 1: Writing process (8 sentences about news, story, descriptive text); Punctuation; Verbs: present, past and future tense; Nouns: Singular and plural; Concord; Prepositions; Adjectives; Word bank and Dictionary

Term 2: Writing process (two paragraphs, 10 sentences; Keep weekly diary; Content page): Punctuation; Nouns: Singular and plural, diminutives and young of animals; Verbs: past and progressive tense; Adjectives; Adverbs; Prepositions; Opposites; Months and the seasons of the year; Word bank and Dictionary

Term 3: Writing process (Diary writing; summary of story); Punctuation: Conjunctions; Nouns; Verbs; Pronouns; Adjectives; Adverbs; Spelling; Word bank and Dictionary

Term 4: Writing process (Draft, edit and publish two paragraphs (12 sentences)); Sequencing; Compound sentences using conjunctions Spelling; Word bank and Dictionary

Differentiation

- The pattern sentences in Language lessons are used as a kind of substitution table as a no-fail activity to ensure all the learners write a grammatically correct sentence.
- Learners can be given additional grammar work to do in their exercise books.

Assessment of language skills

Informal assessment

- Observations of learners speaking and writing will reveal who is struggling.
- Take in the LABs and exercise books each week.
- Check individual progress and re-teach items where necessary.

Formal assessment

Independent Writing

In the FW programme, grammar is tested in the formal Writing Assessment task (see page 41). Half the marks allocated are for language, including correctly constructed sentences and correct spelling/word choice.

COMPREHENSION LESSONS



Purpose

Comprehension tests are the principal way in which learners' reading ability is tested in external and standardised tests. During Comprehension lessons learners will:

- answer questions about a text through close reading rather than memorisation
- learn about different types of question formats and different levels of questioning tests

Progression

► Grade 1

Asking questions to check understanding of a text is principally an oral activity. It is done after listening to Read-aloud stories or reading SR texts. Learners are introduced to different question words. In Term 1, assessment of reading comprehension is done orally, on a one-to-one basis. From Term 2, simple comprehension tests, based on a text, are used for assessment. There are also comprehension activities after some Life Skills texts.

► Grade 2

Oral questions are suggested after Read-aloud and Shared Reading to check understanding and introduce comprehension strategies, e.g. prediction. The questions are broadly classified into **here**, **hidden**, **head** and **heart** questions. There is one written comprehension activity in each theme, based on the SR text. Different question types are introduced week by week, e.g. multiple choice.

► Grade 3

Oral questions are suggested after Read-aloud and Shared reading texts to check understanding and reinforce comprehension strategies. In Grade 3, written comprehensions are increased to two per theme, both based on the SR text. Different question types are used. Question-answer relationship icons help learners identify if these are Search and find, Read and think or On my own questions. In Term 4, the format of the comprehension activity changes and the number of activities is increased, to prepare learners for standardised assessment. By the end of the year, learners should be able to read most comprehension questions, recognize the question type and understand what is required in the answer.

Methodologies

Step 1: Reading the text (Refer back to Shared Reading)

- Ensure learners have read the text **with** you, as Shared Reading.
- In SR, introduce comprehension strategies that the learners can use as they read. These include:
 - predicting, identifying and empathising with the characters in stories
 - identifying the setting of a story
 - identifying the main idea or purpose of the story
 - understanding the structure of a story – the beginning, middle and end
 - monitoring yourself as you read, to ensure it is making sense
- If you read the SR text some time ago, re-read the text before learners answer the questions.

Step 2: Explaining the questions

- Explain that learners can page back to find answers. This not a memorisation test.
- Read the written questions aloud.
- Explain what is required when answering different types of questions. Explain only the question types for that week. Model and practise some examples on the board.

- Types of questions could include:
 - **Completing a table:** represent the information from the text by writing in missing words in a table.
 - **Multiple-choice question:** read all the possible answers and choose *only* the correct one.
 - The instructions for indicating this may differ. They may require the learners to tick or colour in the circle or actually circle the correct answer.
 - **Checklist:** read all the possible answers and tick *all* that are correct.
 - **Gap-fill:** write the correct word in the space or, if there is a number, write the correct word next to the number.
 - **Full sentence:** answer the question using a full sentence with correct punctuation.
 - **Sequencing of events:** number the events in a story.
- In **Grade 3**, point out the icons that introduce learners to different levels of questions. Help learners to identify different question types, i.e.
 - **Search and find** – literal questions: the answer is right there in the text.
 - **Read and think** – inferential questions: the answer is suggested in the text but you will have to think about it and write it in your own words.
 - **On my own** – personal opinion questions: the answer is not in the text but in your own head or heart.
- In **Grade 3 Term 4**, learners are prepared for the standardised, formal, comprehension tests that they will encounter in higher grades. These comprehension tests require close reading of one or two pages of text, and include integrated vocabulary and language items, as well as different types of questions.
- By **Grade 3 Term 3**, learners should be able to read the questions themselves, and understand what is required. Train the learners to do this in Term 1 and 2 by allowing individual learners to read a question, rephrase in their own words and explain what is required to the class.

Step 3: Written work

- Learners complete the written comprehension exercise in the LAB or an exercise book.

Step 4: Marking

- If there is time, mark the activity with the class, explaining why particular answers are correct or why different answers are appropriate. Corrections are written in pencil.
- Take in the LABs to check.

Differentiation

- Most questions require short answers. This is because written comprehension activities test reading, not writing. If learners require more writing practice, they can write full-sentence answers in their exercise books.
- Learners who need a challenge can answer a generic question, written on the board, after completing the comprehension, e.g. “*Write about what this reminds you of.*”
- Use GGR time to help weaker learners find answers in a text. Make them point to the actual word(s) that give the answers.

Assessment of comprehension

Informal assessment

- Take in the LABs to check the work, whether it has been self-marked or not.
- Consistently poor results show weak reading skills and learners need to be in a supportive GGR group.

Formal assessment

Reading comprehension tests

Why? *Comprehension tests are a measure of reading ability and comprehension/understanding.*

- An example comprehension, together with a marking guide, is provided in the TG each term.

GROUP GUIDED READING LESSONS



Purpose

Group Guided Reading (GGR) enables the teacher to provide differentiated reading instruction in same-ability groups. Teachers can check each learners' progress in learning to read for meaning. During GGR lessons teachers will:

- give each learner individual attention, at their level of need
- listen to each learner in the class read once or twice a week.

Progression and differentiation

GGR groups are differentiated according to ability. Groups may range from non-readers to fluent readers at every grade. This is the teacher's opportunity to meet each child's specific needs.

► **Grade 1** Learners are introduced to group work and GGR. The focus is on knowing the single letter-sounds automatically, recognising high frequency words on sight, and reading simple, predictable text for meaning. They move from reading word by word to reading in phrases or chunks.

► **Grade 2** The focus is on reading and understanding longer texts that differ from page to page. Learners recognise most high-frequency words and use decoding skills to read new words. They read in phrases and at a good pace.

► **Grade 3** The focus is on reading and understanding longer texts or chapter stories. Learners recognise all high-frequency words and use word-attack skills such as decoding and reading to the end of the sentence. They are able to read a wide variety of different types of texts. They read fluently and look for meaning in texts.

Methodologies

Step 1: Assess learners using, e.g. EGRA

- Work out where each learner fits on the reading ladder (see page 25).

Step 2: Preparation for beginning GGR

- Place learners into five ability groups.
- Give groups themed names such as flowers or animals.
- Schedule a Group Guided Reading (GGR) session with each group either once (30 min) or twice (2 x 15 min) a week.
- While the Recovery Timetable is in use, schedule an additional 30 min a day for GGR by replacing specified Life Skills lessons.
- Each day, plan the Independent Work the class will do while you work with the GGR group.
- Each day, plan what you will do with that particular GGR group. Use the GGR activities on pages 26 and 27.

Step 3: Procedure for Group Guided Reading

- First settle the class with their Independent Work.
- Then call up the group you will be working with to sit close to you on the mat.
- Divide the time between **Phonics** and **Reading** activities, depending on needs.
- With groups at Reading Levels 1 and 2, spend a large part of GGR doing phonics and word recognition games and activities. With groups at higher Reading Levels, focus on reading texts and reinforcing phonics in context.

Climbing the Reading Ladder

Reading level	Learners can ...
Level 5 (Longer texts)	<ul style="list-style-type: none"> Read and understand a multi-page text. Read aloud or silently. Read almost all high frequency words automatically. Read fluently, with expression, noticing punctuation. Decode longer unknown words. Sum up the text. Answer literal and higher order questions.
Level 4 (Comprehension)	<ul style="list-style-type: none"> Read a paragraph or page. Read aloud or softly to self. Read at a good pace, noticing punctuation. Read many high frequency words automatically. Say what the text is about. Answer literal and higher order questions.
Level 3 (Read aloud)	<ul style="list-style-type: none"> Read 1–3 short sentences aloud. Recognise some high frequency words. Identify letter-sounds and blend together sounds in short words. Answer literal questions about the sentences read.
Level 2 (Recognise letters)	<ul style="list-style-type: none"> Say the sounds for all the letters in the alphabet. Count and say the letter-sounds in a short word. Read some short, common words. Participate in Shared Reading. Answer literal questions after Shared Reading.
Level 1 (Hear sounds; concepts of print)	<ul style="list-style-type: none"> Clap and count syllables. Say the beginning and ending sounds of words they hear. Run finger from left to right on a page. Show what is a picture and what is writing. Listen to a story and answer questions orally.

Assessment of Group Guided Reading

Informal assessment

- When you listen to each learner read, observe what skills they will need to move to next reading level.
- Make notes as you listen.
- Plan your next group session around this informal assessment. Choose activities at the right level from pages 26–27.
- Do not move on to more complex skills until the earlier ones are in place.
- If necessary, change the level of the reading materials, include more phonics reinforcement, or change the composition of a group.

Formal assessment

Oral reading fluency (see Shared Reading)

For one week in the term, the GGR lesson time is used to assess oral reading.

Example activities for GGR groups

- The activities for GGR are divided into Phonics activities and Reading activities.
- The **Phonics** activities are levelled according to the *Levels of phonic knowledge* in Phonics lessons on page 8.
- The **Reading** activities are leveled according to the levels shown in the *Reading Ladder* on page 25.
- **Method:** At all reading levels do reading activities to develop fluency, comprehension and phonics skills in context. When each learner reads aloud, assist and teach as necessary, e.g. re-read a word or sentence, help with decoding and check comprehension (*Can you say that in your own words? What was that about?*)

1. Phonics activities for GGR groups

Why? *The more automatic that decoding and word recognition skills become, the more fluently learners will read.*

- Do **one or two** of the following activities according to the needs of the group.
- **Equipment:** Alphabet chart, alphabet letter-cards, word flashcards, whiteboards/slates/paper and pencils

Phonics Level 1 (Sounds in words)	
Oral sounds in words	<ul style="list-style-type: none"> • Say words or show picture cards. • Learners identify initial sound. Move on to ending/middle sounds. • Clap and count syllables in oral words. • Manipulate sounds, e.g. baba to mama. • Play games such as <i>I spy</i>.
Phonics Level 2 (Letter-sounds)	
Single letter-sounds (vowels, then consonants)	<ul style="list-style-type: none"> • Say a sound, learners hold up the correct letter, or write the letter • Show a letter. Learners say the correct sound • Match pictures to sounds
Phonics Levels 3 and 4 (Word recognition, decoding with increasingly complex phonics)	
Blending	<ul style="list-style-type: none"> • Show two letter-sounds cards (vowel and consonant) • Say the sounds individually • Place them together. Learners blend the sounds to make a syllable • Blend syllables together to make words.
Segmenting	<ul style="list-style-type: none"> • Say a familiar oral word • Learners count the sounds • Learners use letter-cards to show each sound • They build a word with the letter-cards
Rapid word recognition of common words	<ul style="list-style-type: none"> • Show phonic words on flashcards • Show words randomly, moving faster each time • Play games with flashcards.
Timed word reading (see Grade 2 LAB)	<ul style="list-style-type: none"> • Use the activity in the LAB or make your own word list • Time for 1 minute while learners read the words with increasing speed.
Decoding new words	<ul style="list-style-type: none"> • Break unfamiliar words up into individual sounds or syllables

2. Reading activities for GGR groups

Why? *The more learners practise reading at their level, the more fluent and confident they become as readers.*

- **Equipment:** The same text for each child. This may be from the Anthology, a SR text in the LAB, or any other suitable books/reading sheets at their reading level. You can use **Grade 1**, **Grade 2** or **Grade 3** materials.
- **Do not provide a text that is too difficult to read as this is counterproductive. Learners should not struggle with more than one word on a short page or four words on a longer page.**

Reading Level of group	Example procedure for teachers
Level 1 (concepts of print)	<ul style="list-style-type: none">• Use an enlarged text (Big Book).• “Read” the pictures with the learners.• Run your finger under the lines as you read.• Ask a simple question per page to check understanding.• Ask each learner to count the words on a page.
Level 2 (letter-sounds and words)	<ul style="list-style-type: none">• Use Grade 1-level reading texts for each learner.• Read the text aloud.• Learners run their fingers under the lines as you read.• Re-read the text with learners joining in.• Ask simple questions to check understanding.• Revise the letter-sounds in selected words.• Ask each learner to identify a letter-sound and read a (known) word.
Level 3 (read aloud)	<ul style="list-style-type: none">• Use Grade 1 or 2-level reading texts for each learner.• Read the text together with the learners.• Point to a few high frequency words for identification.• Help learners decode any new words.• Ask questions to check understanding.• Ask each learner to read a sentence aloud.
Level 4 (comprehension)	<ul style="list-style-type: none">• Use Grade 1, 2 or 3-level reading texts for each learner.• Learners read a page quietly.• Help learners sound out any new or challenging words.• Learners say what the page was about.• Ask each learner to read a paragraph or page aloud.
Level 5 (longer texts)	<ul style="list-style-type: none">• Use Grade 2 or 3-level reading texts for each learner.• Learners read the text silently.• Ask some higher order questions (why and what if ... questions).• Help learners sum up the text.• Discuss any new or challenging words.• Ask each learner to read a section aloud.

INDEPENDENT WORK LESSONS



Purpose

The more they practise, the quicker and better learners will read and write. During Independent Work lessons, learners will:

- develop independence in reading and writing to prepare for higher grades
- develop reading motivation by reading interesting, authentic texts (**Grade 3**)
- deepen their background knowledge which contributes to comprehension (**Grade 3**)

Progression

► **Grade 1** Learners work mainly in the LAB. In Term 1, the tasks reinforce concepts of print. In Terms 2–4, tasks include phonics revision, paired reading and activities from the DBE workbook.

► **Grade 2** Independent Work is written in the board at the beginning of the week. Learners do paired reading from the LAB, and then handwriting practice in their exercise books. They also complete DBE Rainbow workbook pages and fill in their personal dictionaries. This is repeated weekly.

► **Grade 3** The Independent Work is focused on reading practice. There are five texts in the LAB, one for each day of the week. These range from Life Skills topics to chapters of stories. There is a review lesson each Friday.

Methodologies

Beginning independent work

During GGR time each day, the class does meaningful independent work while the teacher works with the GGR reading group. It takes practice to get the class to understand what working independently means.

Step 1

- Explain that independent work means the learners do the work by themselves without asking the teacher for help.
- It is not for marks, but is valuable practice, so learners must try or “have a go”.
- You might want to demonstrate that Independent Work is **not** talking, making a noise, playing or trying to get the teacher’s attention.

Step 2

- Give a practice task (*learners draw a picture of their house*).
- Give a signal for learners to begin. Remind them not to talk.
- After 5 minutes tell them to stop.

Step 3

- Continue this each day, extending the time by a few minutes until they are able to work by themselves for 15 minutes.
- Sit at your desk and do marking to indicate you are not available at this time.
- **Note:** The **Grade 1 Term 1** TG explains how to do this with very young learners. By **Grade 2** and **Grade 3**, the learners may already know how to work independently.

Independent work

Grade 1 (LAB)

The **Grade 1** Independent Work activities are provided in the LAB. They are grouped together at the end of each week. They include:

- Phonics revision pages
- Paired reading page
- DBE workbook activities page

These activities have to be modelled and taught one by one by the teacher as follows:

Phonics

- Work with the class altogether to complete activities before you let them work on their own.
- Teach learners how to work out what to do on every page. Guide them to look for the pencil or worked example and notice if the activity is similar to one they have done before.

Paired reading

- Model paired reading and let the class practise paired reading while you watch. You may have to repeat this a number of times.
- Learners read in pairs/groups of three, supporting one another. The text has previously been read in SR, but is not supported by pictures.
- They gently touch their partner's arm if they need help.
- A question may be provided for the partner to ask.

DBE workbook activities

- Show the learners how to find the page in their own Rainbow workbook and complete the activity.

Grade 2 (TG)

Eight tasks are provided. At the start of the week, the teacher writes the tasks on board as shown in TG. They include:

- Paired reading
- Handwriting (three tasks, completed in Exercise books)
- DBE workbook activities (three pages)
- Writing vocab into personal dictionary

These activities have to be modelled and taught one by one by the teacher as follows:

Paired reading

- Learners read in pairs/groups of three, supporting one another.
- They gently touch their partner's arm if they need help.

Handwriting (done three times per week)

- At the start of the week, write the handwriting tasks on the board. These are for independent practice in exercise books.
- Learners copy the pattern/letters/words/sentences from the board.
- They continue to do this for 15 minutes.
- Teach them to assess their own handwriting and to circle the letters that they are most proud of for the teacher to notice.

DBE Home Language & DBE Life Skills

- Page references are given for the DBE workbooks. Explain to learners how to find the correct page and do the activity.

Personal dictionary

- Write words on board for learners to write into their personal dictionaries.

Grade 3 (LAB)

Five short texts are provided each week for reading practice. The first text consists of sentences based on known phonics so that almost all the learners can read this. The following four texts widen learners' background knowledge while providing reading practice. Each text has a short activity or questions.

Note: These texts can be done as Paired Reading.

Teaching

- Revise what to do if you come to a word you don't understand: *"Look at the parts of the word, sound out the letters, guess what it means and read on."*
- Explain what to do when you finish the text. *"Answer the questions in your exercise book."*

Review every Friday

- On Fridays, the teacher reads the five Independent Reading texts **to** the learners while they follow in their books. This ensures that all learners get the benefit of the additional knowledge.
- Answer questions orally.
- Learners self-correct their written work.
- Explain any words the learners found problematic.

Differentiation

- Learners complete what they can and work at their own pace. It is therefore self-differentiated.
- These activities are not for marks and will not be tested so encourage all learners to "have a go" or try.
- Activities can be done in pairs or small groups if learners are struggling.
- Extremely weak learners can be given a photocopied page from a lower grade workbook to complete.
- There should be an additional task or suggestion for those who complete the task, e.g. read a book, colour, compare work with another early finisher, etc.

Assessment of independent work

Informal assessment

- Take in all the books every week to check the work, whether it has been self-marked or not.
- Consistently poor results show weak reading and writing skills. Consider a different activity at the learner's level, perhaps from a lower level LAB.

Formal assessment

There is no formal assessment but the oral reading fluency test and reading comprehension tests will measure overall progress.



Purpose

Legible handwriting makes written communication effective and is necessary to complete academic tasks on time. During Handwriting lessons learners will:

- learn to form letters correctly and write words using print and cursive
- write at a good pace
- practice writing with good posture and grip to prevent pain and fatigue which can result in slow writing speed and illegibility

Progression

► **Grade 1** *Suggested: Blank paper, then feint lines used as wide lines*

Term 1: Preparation for writing. Patterns. Single lowercase letters (sequence of learning is linked to phonics)

Term 2: Single lowercase letters, sequence linked to phonics.

Term 3: Uppercase letters, short words

Term 4: Sentences

► **Grade 2** *Suggested: Feint lines used as wide lines (with “cat” or similar); then Irish lines.*

Term 1: Revise lowercase and uppercase single letters (any order)

Term 2: Words and sentences

Term 3: Words and sentences

Term 4: Introduce cursive alongside print practice.

► **Grade 3** *Suggested: Feint lines used normally.*

Term 1: Cursive lowercase letters

Term 2: Cursive uppercase letters

Term 3: Cursive joins, words and sentences

Term 4: Cursive sentences

Methodologies

Beginning handwriting in **Grade 1, Term 1**

At the start of **Grade 1**, some learners may not yet have the ability to control fine motor movements. Writing letters in an exercise book requires learners to co-ordinate what they see and their hand movements (visual-motor integration). The small muscles in their fingers may still be developing and they may struggle to hold a pencil correctly. These skills take time to develop and it is a good idea to begin teaching handwriting with **big movements** for the first few weeks of the year when introducing a new letter. The exercise books can be used to practise the new letter the next day.

Examples of handwriting tasks with big movements:

- Form the letter in the air or in the palm of your hand.
- Form the letter using a piece of chalk on concrete or a stick in the sand. Learners can walk on the letter and say the sound the letter makes.
- Learners can use a paintbrush with water to ‘paint’ letters on concrete. They can say the sound the letter makes as they write it.
- Learners can roll playdough into long pieces and use these to make a letter out of playdough.

Note: In **Grade 1**, Handwriting is linked to Phonics. The learners will be learning to form the letter and the sound the letter makes simultaneously.

Demonstration handwriting lessons (all grades)

Why? Learners need to see correct letter formation. They need to have the correct pencil grip, posture and hand movements.

Step 1: Preparation

- Draw sets of four lines on a section of the board. These can be permanent (paint) or semi-permanent (chalk dipped in sugar-water).
- Learners need their LAB, handwriting exercise book and a sharpened pencil ready. No erasers.
- Teachers may consider having a set of Handwriting pencils in a tin, and having a learner/monitor sharpen these before the handwriting lesson.
- Learners should have clean hands. Desks should be facing the board.
- Learners clear their desks of non-handwriting equipment and sit with both feet on the floor.

Step 2: Warm up (1–2 min)

- Do some warm-up exercises with arms (big movements) and with fingers (small movements). This can be in the form of a game such as *Simon Says ...; Windmills*.

Step 3: Demonstration (5 min)

- Draw the writing pattern at the top of the board on the first set of lines.
- Learners face the board for the writing demonstration.
- **Letters:** Explain where to start. Describe/articulate the formation of the letter as you write: *Go around and up and down.*
- **Word:** Explain where to start, spacing between letters, articulate the name of each letter and spacing between words.
- **With cursive:** Articulate the type of joins (upper or lower). Model not lifting the chalk as you write.
- **Demonstrate twice.**

Step 4: Writing (2 min)

- Learners write **with a finger on the desk** as teacher does the second demonstration, articulating the movement quietly.
- Learners begin to write. They write the date and then do one letter.
- Teacher walks around and checks:
 - **pencil and paper grip:** froggy legs grip (tripod grip), a supporting hand on the paper
 - **posture:** sitting up and not bending head to paper, elbow free to move
 - **pressure:** appropriate pressure on paper
 - **correct letter formation:** starting and ending position, when to lift pencil, neat joins.
- If the first letter is correct and has been checked, learners complete the row.
- Teachers check again and if the first row is correct, they can do another row.
- The teacher may write a word or some letter combinations for learners to copy.

Note: The articulations of the letter formations for print letters, upper case and lower case are on pages 34 and 35.

Handwriting practice lessons

Why? Learners need to practise writing until they are able to write smoothly and legibly.

- Learners need to practice handwriting each day for 15 minutes.
- Work in an exercise book, depending on Departmental specifications.
- The handwriting may be part of Independent Work or it may be a class activity.
- Encourage learners to evaluate their own work and choose the best letter or word to be marked by circling or ticking it.
- Teacher takes in books at the end of the week to check progress.

Differentiation

- Seat left-handed learners on the left of a desk. Help them position their paper for ease of writing. Help with their pencil grip.
- Ensure every child has the correct equipment. Working with a blunt or very short pencil will make handwriting difficult.
- Fine motor control is learnt through practice. Encourage drawing, writing at home and further practice for learners who have not developed these skills yet.
- Consider making a set of handwriting cards for additional practice. Tape tracing paper over each card for learners to copy.

Assessment of handwriting

Informal assessment

- **Demonstration lesson:** Check and correct errors on the spot: pencil grip, holding paper, pressure, lifting pencil, keeping on lines.
- With further practice, check LABs and Handwriting exercise books each week. Tick good letters, show where letters and words are not on line, incorrectly spaced, badly formed.
- Learners do corrections in their exercise books.
- In addition, look at all the writing the child does in all subjects to check handwriting progress.

Formal assessment

Handwriting test

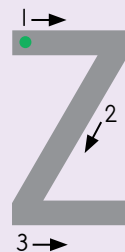
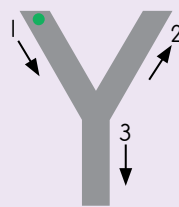
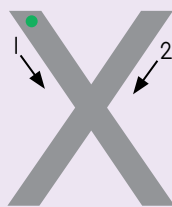
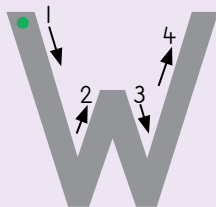
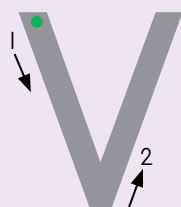
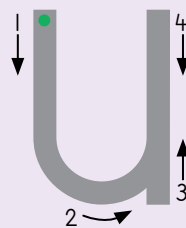
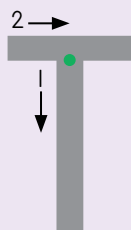
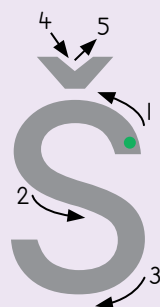
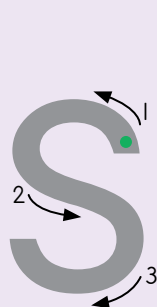
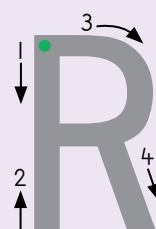
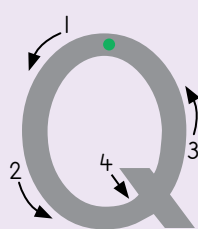
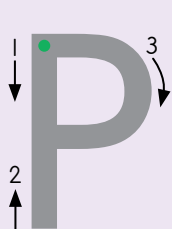
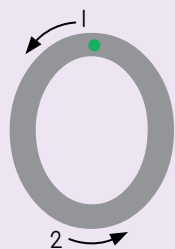
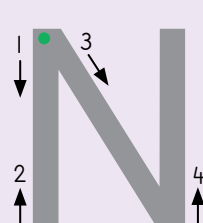
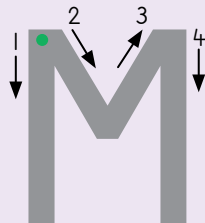
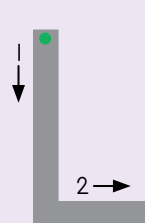
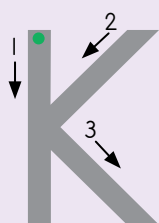
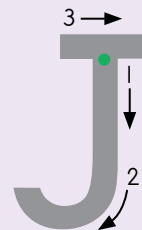
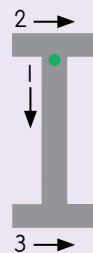
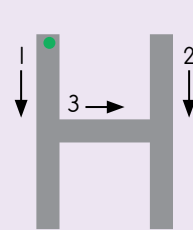
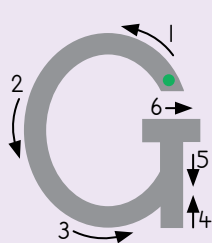
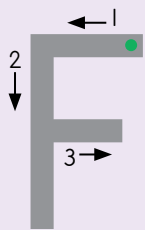
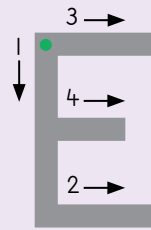
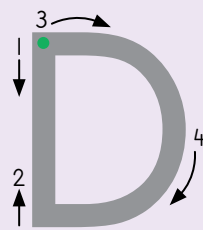
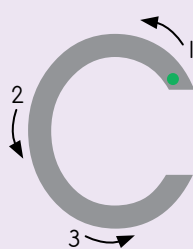
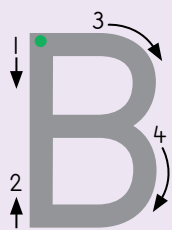
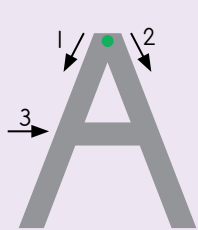
Why? *To check letter formation and writing progress.*

- An example test is provided in the TG each term based on work covered in the term.
- Use a rubric to mark fairly.

LETTER FORMATION**Articulation**

a	Re a hlaba, ra rarela go ya letsogong la ngele, ra ya godimo ra ya fase.
b	Re a hlaba, ra theoga, ra dira sediko ka letsogong la go ja.
c	Re a hlaba, ra rarela go ya letsogong la ngele, ra dira seripana sa ngwedi.
d	Re a hlaba, ra theoga ra dira sediko ka letsogong la ngele.
e	Re a hlaba, ra putla, ra ya godimo, ra rarela.
f	Re a hlaba, ra ya morago, ra theoga, ra putla mo gare.
g	Re a hlaba, ra rarela go ya letsogong la ngele, ra ya godimo, ra ya fase, ra dira mogokwana.
h	Re a hlaba, ra theoga, ra ya godimo, ra ya fase.
i	Re a hlaba, ra theoga, ra dira hlogwana.
j	Re a hlaba, ra theoga, ra dira mokgokwana fase ra dira hlogwana.
k	Re a hlaba, ra theoga, ra ya ka ka thoko godimo, ra ya ka thoko fase.
l	Re a hlaba, ra theoga.
m	Re a hlaba, ra theoga, ra ya godimo, ra theoga, ra ya godimo, ra theoga.
n	Re a hlaba, ra ya fase, ra ya godimo, ra ya fase.
o	Re a hlaba, ra rarela ra dira sediko.
p	Re a hlaba, ra ya fase, ra ya godimo ra dira sediko ka letsogong la go ja.
q	Re a hlaba, ra rarela go ya letsogong la ngele, ra ya godimo, ra ya fase.
r	Re a hlaba, ra ya fase, ya ya godimo, ra dira mokgokwana.
s	Re a hlaba, ra ya morago letsogong la ngele, ra boa, ra ya morago.
š	Re a hlaba, ra ya morago letsogong la ngele, ra boa, ra ya morago, ra bea hlogwana godimo.
t	Re a hlaba, ra ya fase, ra dira mokgokwana go ya letsogong la go ja, ra putla gare.
u	Re a hlaba, ra ya fase, ra putla go ya letsogong la go ja, ra ya godimo, ra ya fase.
v	Re a hlaba, ra ya fase ka go tsepama, ra ya godimo ka go tsepama.
w	Re a hlaba, ra ya fase, ra ya godimo, ra ya fase, ra ya godimo.
x	Re a hlaba, ra ya fase ka go tsepama, ra ya fase ka go tsepama.
y	Re a hlaba, ra ya fase ka go tsepama, ra ya godimo, ra yfase, ra dira mokgokwana.
z	Re a hlaba, ra ya pele letsogong la go ja, ra ya fase ka go tsepama, ra ya pele letsogong la go ja.





a b c d e f g
h i j k l m n
o p q r s š t
u v w x y z

A B C D E F G
H I J K L M N
O P Q R S Š T
U V W X Y Z

WRITING LESSONS



Purpose

Writing coherently and correctly is an important aspect of CALP. During Writing lessons learners will:

- practise forming grammatically correct sentences and structured paragraphs
- write for specific purposes in level-appropriate genres, such as lists, recipes, diary entries
- use correct tense, punctuation and spelling
- communicate personal feelings and experiences in writing
- write creatively, using imagination, for example, a picture caption, a story
- write for information using informational structures such as descriptions or experiments

Progression

► **Grade 1** Drawing, a form of written expression, is included in most writing activities. Writing is based on the Shared Reading story or on personal experience, so vocabulary will be familiar. Some level-appropriate text types (genres) are introduced such lists and captions. Learners are helped to write sentences, not phrases, using simple punctuation and spelling high-frequency words correctly. They write at least three sentences of their own by end of Grade 1.

► **Grade 2** In Grade 2, writing is linked to the Shared Reading story or the theme. Learners begin using the writing process to write and edit. Every week, they will also write their personal news. Different types of texts are introduced each week, such as a cards, letters and stories. They write 4–6 sentences and begin to write in paragraphs. They use more punctuation marks, the three main tenses and spell common words correctly. Time is allocated for editing.

► **Grade 3** In Grade 2, writing is closely linked to the theme. Different genres are scaffolded and taught over 2–3 weeks. Learners write a selection of texts for specific purposes, including recounts, book reviews, diaries, experiments, dialogues and scientific descriptions, using both fictional and informational text structures. The learners write 8–12 sentences or 2–3 paragraphs depending on the genre. Sentences include both short sentences and longer, joined sentences, punctuated corrected and with all common words spelt correctly.

Methodologies

Scaffolding writing throughout the week

Why? The more writing is scaffolded, the better the results.

Step 1: Teach all lessons with writing in mind

- Read the Writing topic at the beginning of the week.
- Focus on how new learning from Oral work, Vocabulary and Language lessons can feed into the Writing lesson.
- During Shared Reading, point out text features such as paragraphing, headings and subheadings. Also point out aspects of grammar such as tense, who is writing, special punctuation.

Step 2: Writing frame or sentence starters

- In Writing lessons, use the writing frames or sentence starters that are provided.
- Demonstrate the writing process in Shared Writing.
- Before learners write independently, explain your **marking criteria** (what you are looking for).
- Writing is done in an exercise book.
- All work should be dated.

Step 3: Self-edit

- Encourage learners to read their writing to each other and self-edit before handing in.

Shared Writing

***Why?** Model how to write and edit texts; demonstrate the link between thoughts, words and writing; provide examples of correct language patterns and spelling; teach the features of a particular genre.*

Step 1: Preparation

- Prepare the Shared Writing task by copying the writing frame, sentence starters or questions from the TG onto the board.

Step 2: Teaching

- You are the scribe (writer), learners supply the ideas and oral sentences.
- If appropriate, read or refer to an example of the genre of writing such as a list or a diary entry.
- Explain the purpose of the type of writing: *Why write a diary? Who reads it?*
- Read the writing frame/sentence starters **with** the learners.
- Orally, brainstorm ideas. Choose the best idea or write a few suggestions on one side of the board. Learners can vote on which idea to use.
- When writing, get help from the learners (*Which word do I write first? Do I use a capital here? How do you spell ...?*) so learners see the process and mechanics of creating a text.

Step 3: Reading

- When it is complete, the class reads the new text together.
- Leave the Shared Writing text on the board as a reference for the Independent Writing lesson.
- To extend the activity, learners can copy the new text into their exercise books and illustrate it.

Independent Writing

***Why?** Provide the opportunity for learners to write with a purpose. There are different forms of independent writing in the FW programme.*

1. Structured writing

Use a writing frame or sentence starters to help learners write in a particular genre.

Step 1: Brief pre-writing discussion (2–3 min)

- Revise the purpose of the genre.
- Re-read the text created in the Shared Writing lesson.
- Explain your marking criteria/what you will be looking for when they write.

Step 2

- Learners select their own ideas.
- They use the writing frame to structure their writing.

2. Free writing

A stress-free opportunity for learners to develop writing confidence.

Step 1: Brief pre-writing discussion (1–2 min)

- Read the instructions.

Step 2

- Learners write freely based on the task
- Encourage and compliment new and interesting ideas and vocabulary.
- Encourage learners to “have a go” with ideas and spelling.
- Explain that you will read and comment on the work rather than allocate a mark.

3. Creative writing

To develop learners' imagination and creativity.

Step 1: Brief pre-writing discussion (2–3 min)

- Remind learners of similar stories they have heard or read.
- If you have done Shared Writing, re-read the text created.
- Remind the learners of the brainstorm exercise and the many ideas generated.
- Explain what you will be looking for when you read or mark the work (interesting ideas, imaginative people or places).

Step 2

- Learners select their own ideas
- When they have finished, they may draw an illustration for their writing.

4. Personal news

To draw on learners' own experiences by writing about the past week.

Step 1

- Write the question words on the board or refer to the framework or icons if appropriate.
- In the brief pre-writing discussion (2–3 min) read the instructions for the activity.
- Remind learners that when we write news we ask ourselves these questions: **when, who, where, what happened** and **how they felt**.

Step 2

- Learners share news briefly with a partner using the question words as prompts.

Step 3

- They write their news, either using the framework or writing using their own format.

Step 4

- Learners can illustrate their news.

Process of writing: Editing and revising

Why? Introduce learners to simple editing of their own writing and seeing writing as a process.

Note: You can use this time for consolidating whatever language or writing skills you are focusing on: use of punctuation, capital letters; sentence structure and length; structure of paragraphs; specific parts of speech such as adjectives, pronouns, adverbs.

Step 1: Select a Writing exercise from the week

- Explain the language or text feature for the week identified in the TG: check punctuation, add adjectives, use pronouns, and so on. Only focus on one feature at a time.

Step 2: Edit or revise independently

- Learners whisper-read their writing and identify any changes they need to make. They mark the changes in pencil.

Step 3: Edit or revise in pairs

- Learners read their edited texts to each other and make suggestions about improving the text still further.

Step 4: (Grade 3 only)

- Write the new draft of their text in their exercise books.

Note: Be guided by the TG as not every piece of writing will be edited and revised.

Differentiation

- Learners' individual writing is self-differentiated.
- Careful scaffolding of each writing task gives all learners a chance to write well.
- Marking should be balanced to acknowledge different strengths (see below).
- Comments after writing should be affirming.
- Display good writing or have it read to the class for encouragement.

Assessment of writing

Informal assessment

- Take in the writing each week.
- It is important to mark some of the writing but some can just have a brief comment.
- Mark in a balanced way and adjust criteria per task.

Allocate 50% of the marks for the content.

- If appropriate, look for:
 - logical writing, not random thoughts
 - ideas that deviate from your example (to be encouraged)
 - interesting word choice (adjectives, adverbs, pronouns) that make the writing more interesting
 - logical sequencing, paragraphing based on one main idea per paragraph
 - clear understanding of the genre
 - correct layout for genre
 - good illustrations, if required

Allocate 50% of the marks for language and spelling.

- If appropriate, look for:
 - sentences rather than phrases
 - correct sentence structure
 - appropriate punctuation
 - correct spelling of high-frequency words
 - attempted spelling that uses phonic knowledge
 - consistent tense use
 - appropriate tense for genre
 - variation in length of sentences
 - conjunctions

Formal assessment

Two writing topics, together with a marking guide, are provided in the TG each term. A rubric may also be used. These are scaffolded writing tasks that form part of the term's work but can be used for assessment.

Teaching Life Skills

Progression

► Grade 1

- BK and PSWB are integrated in BK lessons, although different themes may emphasise one or the other. New topics always begin by drawing on learners' prior knowledge.
- Read-to-learn texts are short and well-illustrated to interest learners and there are activities to do each week. There is a teacher-story each week where teachers tell a story or explain anything that the learners still need to know about the topic. Photographs and professional illustrations are used to bring the topics to life.

► Grade 2

- Each new theme begins and ends with a KWL activity to draw on learners' prior knowledge and find out what they want to learn. In Grade 2 this is done orally and written on the board by the teacher.
- This is followed by read-to-learn pages providing content knowledge and activities that focus on enquiry and process skills.
- PSWB is integrated into Literacy through Listening and Speaking lessons.
- At the end of the theme, the KWL chart is completed on the board.
- In each theme there is a Find Out page with a question for learners to research at home.

► Grade 3

- Each new theme begins with a Read-aloud text to introduce and explain the topic. The teacher then moves on to a KWL activity to draw on prior knowledge. This is done orally, on the board and written by the learners in their exercise books.
- This is followed with read-to-learn pages that provide content knowledge, and activities that focus on developing process skills. PSWB is integrated into the themes.
- More of the Literacy texts are non-fiction this year and this feeds into learners' content knowledge. Different informational structures, such as writing an experiment or classifying an animal are taught during Writing and aligned to the BK topic.
- The important concepts and vocabulary learnt in each theme are pre-tested with a Thumbs up/Thumbs down activity.
- The theme is expanded through four illustrated independent reading texts, which are linked to the topic but are not tested in any way.

BEGINNING KNOWLEDGE (BK) LESSONS



Purpose

Foundational general knowledge underpins the learning of Social Sciences (History and Geography), Natural Sciences and Technology in higher grades and enhances learner's interaction with the world. During BK lessons learners will:

- develop creativity, critical thinking, communication and collaboration
- concept and skill development, particularly scientific enquiry and process skills
- contribute to reading comprehension by expanding general knowledge and vocabulary

Skills taught

Enquiry skills

- **Observe:** Pay close attention to colour, shape, size, texture, similarities, differences.
- **Compare:** How are things the same or different? Consider colour, shape, size, texture, age, use.
- **Classify:** Arrange things into categories on the basis of shared characteristics.
- **Measure:** Size, capacity, growth, height, weight, length, temperature.
- **Experiment:** Do experiments to test our predictions. Observation and recording of what happens is critical.
- **Research:** Encourage learners to find out through questioning others, reading and observing.
- **Communicate:** Record, describe and explain through speaking, drawing, writing, graphs, diagrams, dramatising.

Process skills

When learners make something, help them to focus on both the **process** and the product.

- **The problem/need/want:** What do we need? How can we solve the problem/get what we need?
- **Research (find out):** What materials to use? What can be made?
- **Design:** Plan and draw what you will make.
- **Make:** Glue, cut, draw, fold, tie, roll and so on
- **Evaluate:** Is the product fit for purpose? What changes would make it better?

Preparation for BK

The curriculum lists themes and topics for each grade. These headings are just an outline of the content that will build learners' foundational knowledge.

- Each heading represents an entire body of knowledge.
- A few hours of research using the Internet, encyclopedias, dictionaries, colleagues' knowledge and other sources of information will deepen the teacher's knowledge beyond the superficial. You do not have to teach everything you learn but additional knowledge will enrich your teaching.
- Additional knowledge will also help teachers answer questions and understand why the topic is important.
- **Step 1:** Read the BK pages in the FW LAB and TG for the entire theme before you begin teaching a topic. This will give you the bigger picture of what is covered in which sequence of lessons. Compare this with the Rainbow Workbook and see how they can feed into one other.
- **Step 2:** It is valuable to ask yourself these questions before you begin a topic:
 - Why is it important for my learners to learn about this topic?
 - How can I make this topic more relevant and valuable for them?
 - What are the most important concepts and facts I would like them to know by the end of this new learning?
 - What skills can I teach using this topic? (*classification, experimentation and so on*)
 - Can I make this topic more interesting with objects, posters, an interest table or books?
 - How can I help learners do more research on this topic?

BEGINNING AND SOCIAL RESPONSIBILITY AND WELL-BEING (PSWB) LESSONS



Purpose

This section will help learners make positive contributions to class, family, community and society and to apply the values embedded in the Constitution, including tolerance and inclusivity. During PSWB lessons learners will:

- learn to look after themselves and take care of their social and emotional health
- understand how to relate to others positively

Preparation for PSWB

- Look for opportunities to integrate PSWB teaching into Beginning Knowledge topics.
- Use teaching opportunities created spontaneously in the classroom or community. Build on learners' concerns and conversations revealed informally or in Morning Meetings.
- Use relaxation and mindfulness activities in class when tensions are high.
- Encourage participation in and enthusiasm for Physical Education and Performing Arts activities.
- Explain teamwork and use group work and team activities as often as possible.
- Model and encourage kindness, listening to others, and respecting each other in all lessons.
- Within this context, teach learners to:
 - keep themselves and their bodies safe and healthy
 - recognise abuse and identify where they can get help (important for you to find out in your area)
 - relate to peers positively, be friendly and work as a team
 - solve problems through talking and listening and not violence
 - protect the vulnerable, the disabled and very young, for example, by reporting bullying or teasing
 - care for and protect pets and other animals
 - protect the environment and learn how to deal with litter

Methodologies

Read-to-learn lessons

Why? Develop read-to-learn skills for future textbook and non-fiction reading; develop a knowledge of the structure of non-fiction texts and organisational devices such as tables; develop skills of transferring knowledge.

Step 1: Prior knowledge

- As for Shared Reading, read the title and orientate learners to the topic.
- Find out what they know about the topic already (orally).

Step 2: New knowledge

- Point out the structure/format of the text: table, Venn diagram, experiment, labelled diagram, comparison, paragraphs with subheadings, photographs with captions, and so on.
- Read the text slowly to the learners, explaining any new words in context.
- Ensure learners understand every word as this information will be tested.

Step 3: After reading

- Ask learners what they learnt. Accept different answers but guide them to the most important points.

Activity/process lessons

Why? For learners to apply the new knowledge in a meaningful way; focus on both the process and the product.

Step 1: Preparation

- Read the activity in the LAB.
- Source and prepare any equipment you may need.
- **Decide if this is an individual, pair or group task.**

Step 2: Teaching

- Re-read or sum up the read-to-learn text.
- Read the instructions in the LAB with the learners.
- Allow learners to complete the work.
- Give a few minutes warning before the task needs to end.

Find Out lessons (Grade 2)

Why? To develop simple research skills; encourage home involvement in schooling.

Step 1: Read and discuss

- Look at the picture on the LAB Find out page.
- Learners talk about what they think it shows. They also say what they know about the topic.
- Read the text and the question.
- Learners take the question home to find the answer with the help of their family/carers.

Step 2: Report back

- At the end of the week, have an oral report back. Write sentences on the board as learners give you information.
- Learners write what they have learned.

KWL lessons (Grade 2 and Grade 3)

Why? Help learners build knowledge by integrating new information with what is already known; provide practice in formulating their own questions and looking for answers; encourage learners to reflect on what they have learnt.

Step 1: Copy the KWL chart on the chalkboard

Use the chart as shown alongside. Please note the prompts are for the teacher's information only.

Step 2: Think-Pair-Share

What we know

- **Think:** On their own, learners think about what they already know about the topic.
- **Pair:** Learners discuss together what they already know.
- **Share:** Some learners tell the class (give everyone a chance over the term).
- Teacher records some ideas in row 1 of KWL chart on the board.

What we want to know

- **Think:** On their own, learners think about what they want to learn.
- **Pair:** Learners discuss together.
- **Share:** Some learners tell the class (give everyone a chance over the term).
- Teacher records some ideas in row 2 of KWL chart on the board.




Step 3: Writing (Grade 3 only)

- Learners choose at least one thing from each of the first two rows to write into their exercise book.

Step 4

What we learned

- At the end of the theme, go back to the KWL chart.
- Ask oral questions:
 - What have we learned this week?
 - Did we find out what we wanted to know?
 - What do you want to find out next week?
- **Grade 2:** Write one or two responses on the board.
- **Grade 3:** Help learners to write their answers in the chart.

What we know		Write what learners know. Learners choose at least one point to copy into the KWL chart in their LAB.
What we want to know		Write learners questions here. They choose at least one point to copy into their KWL chart.
What we learned		Complete during report back on Thursday. Learners write at least one point.

Thumbs up/Thumbs down lessons (also called Concept-checking questions) (Grade 3 only)

Why? To deepen learners' knowledge of key concepts / vocabulary; to assess learners' understanding of key concepts/vocabulary at the end of a theme.

Activity

- **Step 1:** Choose three key concepts/vocabulary words related to the topic. Write each one on a flashcard or on the board (eg *thorax, abdomen, head*).
- **Step 2:** Hold up a flashcard/point to a word and ask learners to read it aloud.
- **Step 3:** Make three statements related to the concept, for example, *Wings come from the insect's head*.
 - Ask learners to put thumbs up if the statement is true and thumbs down if it is false.
 - Repeat for the other two concepts.

Bridge to English (Grade 3 only)

Why? To prepare learners for reading textbooks in English in Grade 4; to develop learners' academic literacy in English.

Activity

- **Step 1:** Hold up each of the flashcards or point to the words used in Thumbs up/thumbs down.
- **Step 2:** Ask learners if they know the words in English; help them to use the words in sentences.
- **Step 3:** Write the English words on flashcards or the board. Flashcards can go on the EFAL wall.
- **Step 4:** Learners copy the words into their personal dictionaries/vocabulary books next to the HL word.

Differentiation

In Life Skills, all learners will learn the basic content and skills by engaging with the programme. However, there are opportunities for more able learners to do more and this should be encouraged:

- the KWL activities to see what learners want to learn and what they found out provide opportunities for further research and writing.
- the Find Out pages are an opportunity for independent research and oral report backs.
- the Independent Work reading pages will extend learning and help learners respond in creative ways to new topics.

Assessment of BK and PSWB lessons

Informal assessment

- Take in LABs each week to check if activities have been completed by every learner and no-one is falling behind.
- At the end of a theme, check the KWL chart.
- Also at the end of each theme, use the Thumbs up/Thumbs down methodology as a quick, whole-class way of ascertaining if important concepts were understood. Re-teach particular concepts if necessary.

Formal assessment

Why? To test if knowledge and skills are progressing.

Knowledge and skills are tested twice a term. Suggested assessment activities are integrated into the FW programme. These are provided, together with a marking guide, in the TG for each term.



Purpose

- Develops perceptual and fine motor skills and awareness of line, shapes, colour, texture.
- Mastery of art techniques: painting, drawing, collage, construction, design.
- Develops process skills as projects are completed.
- Nurtures creativity and imagination and explores different ways of looking at the world.
- Creates an appreciation for the visual arts.

Progression

► **Grade 1** Visual Arts activities are described in the TG. 2D work focuses on identifying and naming colours and shapes, developing fine motor control, representing objects in 2D, and developing drawing, cutting, tearing, sticking, stamping and folding skills for perceptual development. 3D work is in clay or paper. The activities are all linked to the theme, and are vital for early perceptual development.

► **Grade 2** Visual Arts activities extend learners' experience of art by experimenting with concepts of space, texture and line. The learners will do 2D representations in different media, such as pencil, crayon, paint, wax resist and stamping, using the skills learnt in Grade 1. Learners make 3D constructions out of clay, papier mache or waste materials.

► **Grade 3** There is a LAB page for Visual Arts every second week. These alternate between teaching skills and art appreciation. The teaching pages teach concepts and vocabulary dealing with aspects of the visual arts, such as perspective, design and pattern. The art appreciation pages are gallery pages with photographs of well-known artworks. Practical Visual Arts activities are usually conducted over three lessons in Grade 3 and include 2D or 3D constructions. The process is as important as the product.

Preparation

Basic art equipment

- Some schools ask learners to supply their own small box of wax crayons, glue stick, drawing pencil and blunt-nosed scissors. Make sure these are clearly labelled with the learners' names and stored safely.
- Many schools buy the basic equipment that learners use for VA. You can put together a teacher-pack of materials that learners without equipment can borrow for VA.
- The school will need to supply paper or cardboard. Scrap paper of any sort can be used. A4 printing paper or cardboard can be ordered in bulk.

Additional art equipment

- Make a collection of **waste materials** with learners' help.
 - collect clean empty cardboard boxes and Styrofoam trays of all sizes, toilet rolls and packing materials for 3D constructions. Flatten the boxes, sort materials and store them neatly.
 - old newspapers are useful to protect desks
 - old magazines are useful for collage
 - for cardboard constructions you will need to supply strong “wood” glue and masking tape (from a hardware shop)

- **Paints** should be supplied by the school. Poster paint or powder paint is best for young learners. Have them pre-mixed in plastic containers.
- Brushes should be large and sturdy. Have at least one brush for each colour.
- Paint for stamping activities should be poured into shallow saucers or Styrofoam containers.
- Play dough, clay, plasticine, papier mache or mud can be used for modelling. Simple recipes for making play dough and papier mache can be found online.
- Other equipment will be needed for specific projects: cotton wool (buds on trees), paper plates (masks), scrap fabric (collage), wool or string (mobiles), wide hangers (mobiles), and so on.

Displays

- Display beautiful artwork pictures in the classroom. Old calendars are a good source of pictures.
- Display the learners' completed work in the classroom labelled with learners' names.

Methodologies

Step 1

- Always check equipment the day before.
- Sort into shoe boxes, ready for each group. This includes newspaper to cover desks.
- Have a finished product to show the learners, for example, a completed mask.

Step 2

- Explain the project carefully before beginning.
- Show the completed project.

Step 3

- If equipment is limited, work on rotating activity stations over two or more days. For example:
 - Activity station 1: Draw your pet (pencil and paper)
 - Activity station 2: Colour in the cat and cut it out (crayons, scissors and the outline of a cat)
 - Activity station 3: Paint a dog running in a field (paper, paint jars and brushes)
 - Activity station 4: In a group, make a pet house (pieces of waste cardboard, masking tape, wood glue)
- Walk around and check everyone is trying their best.
- Allow a level of quiet talking during art.
- Give advice carefully, being careful not to criticise. Show interest in what they are drawing/making.

Step 4

- Allow 5 minutes before the end of the lesson for tidy-up time.

Differentiation

Because there will be natural variations in ability in VA, try to:

- comment on the thought and care put into artwork
- focus on process and enjoyment rather than end result

Assessment of Visual Arts

Informal assessment

- Check that everyone is participating and enjoying the lesson.
- Notice which learners are natural artists and who may need encouragement.

Formal assessment

Why? To check that learners are progressing in VA skills and techniques.

Skills are tested once a term. Suggested assessment activities are in the TG for each term.

PERFORMING ARTS LESSONS



Purpose

- Explores dance, singing, acting and performance techniques.
- Nurtures creativity and develops imagination.
- Develops confidence and presentation skills.
- Creates an appreciation for the performing arts.

Progression

► **Grade 1** Learners sing familiar songs, say action rhymes, move to music and role-play familiar situations. They also re-tell stories and do traditional dancing. They work both as a class or in groups.

► **Grade 2** Learners present songs, poems, role-plays or rhymes in groups to the class. Performance skills are taught. Singing, dancing and movement is more structured, skills are extended and learners draw on their imagination, especially for role-play. They explore different types of music and use homemade musical instruments.

► **Grade 3** Learners work as a class and in groups, present role-plays as a group but present poems and talks individually to the class. They continue to learn presentation skills, different dancing skills and new ways of singing in groups. They also learn to work with a formal play format and perform plays, sometimes using masks.

Preparation

- Source a classroom collection of acting props, such as old scarves, hats and a mock microphone.
- Use home-made or discarded musical instruments.
- Use a speaker for your cell phone or a CD player.
- Make sure there is room to move. Move tables, go outside, use a school hall.

Methodologies

Classwork

- **Step 1:** Explain any activity before learners begin or move into groups.
- **Step 2:** Have a signal to stop and start the activity, for example, a song or note on a musical instrument.
- **Step 3:** Begin with a class **warm-up activity:** *walk silently like a cat, walk like a giant.*
- **Step 4:** Do the activity. Work as a class to encourage a sense of community. Or work in large or small groups to encourage collaboration.
- **Step 5:** End with a class **cool-down activity:** *lie down and take deep breaths, move in slow motion, shake your arms.*

Presentations

- Some activities will entail a presentation. Preparation time for group or individual presentations is as important as the presentation itself. Ensure learners enjoy this time and learn process skills.
- Explicitly teach any skills that are not naturally acquired, such as standing confidently, making eye contact, projecting your voice, facing the audience, introducing the presentation and so on.

Note:

- Use the TG and practise all aspects of the performing arts over the term: **song, dance, movement, dramatisation, storytelling, recitation, presentations.**
- Incorporate learners' own experiences, emotions, senses and observations where possible.
- Use **creative games** to teach and practise new skills, for example, playing cat and mouse; act out part of a story and others guess which part; play charades and so on.
- Use **improvisation** to encourage creativity and innovation: show how you are feeling using only your face/body; role play a funny situation and so on.
- In groups, dramatise or re-tell stories from Read-aloud or Shared Reading.
- Do choral verse in groups and extend choral singing skills with rounds or parts.
- Use the learners' context and cultural background to make activities more familiar and relevant.

Differentiation

- Learners who are shy will find it helpful to work as a class or in pairs or groups for presentations.
- This may be an opportunity to praise learners who do not excel at academic work.
- Focus more on process, enjoyment and building confidence rather than the end result.

Assessment of Performing Arts**Informal assessment**

- Check that everyone is participating and enjoying the lesson.
- Notice which learners are natural, confident performers and which may need encouragement to attain this.

Formal assessment

Why? To check that learners are progressing in PA skills and are becoming more confident.

Skills are tested once a term. Suggested assessment activities are integrated into the FW programme. These are provided, together with a marking guide, in the TG for each term.



Purpose

- Development of learners' gross and fine motor skills and perceptual development.
- Development of physical skills such as co-ordination, rhythm, laterality, balance.
- To use play, movement, games and sport to contribute to positive attitudes and teamwork.
- To form the basis of participating in sports.
- To contribute to the child's holistic (social, personal and emotional) development.
- To develop a positive body image.

Progression

► **Grade 1** Include short physical activities as a break between lessons: playing *Simon Says* or a doing a clapping/stomping rhythm. In PE lessons, learners work in four large groups in activity stations. All the physical skills in the curriculum are covered.

► **Grade 2** Learners work in four large groups in activity stations. All the physical skills in the curriculum are covered.

► **Grade 3** Learners work in four large groups in activity stations. All the physical skills in the curriculum are covered.

Preparation

Learners need some physical activity. Do not neglect PE even if you have no equipment. PE can be done as a whole class or in groups, indoors or outdoors.

Step 1: Prepare a gentle **warm-up activity** before any physical activity to ensure learners don't strain muscles:

- run on toes like fairies/stomp like a giant/glide like a swan
- walk sideways/turn left/turn right/squat/jump up

Step 2: Prepare a **cool-down activity** for afterwards:

- deep breathing
- standing or seated stretches of different body parts
- tense and release muscles, starting at toes and moving up to head

Step 3: Prepare **whole-class or group PE activities:**

- Whole class: games (*statues, cat and mouse, catches and so on*) or sports (races, soccer, netball and so on)
- Groups: Set up four activity stations each week. These could be the four corners of the playground, the school hall or the sports field. A different activity takes place at each station. By the end of the week, each group will have done all four activities. This makes the best use of minimal resources, ensures learners learn to work in groups and that every learner gets a turn.

Note:

- With **outdoor activities**, if the weather is hot, encourage learners to wear hats, put on sunscreen and drink water frequently. Use shady places.
- Have some **indoor activities** ready that the learners can do in bad weather: *Do this do that, Simon says*.
- Give learners a chance to have a drink and wash their hands before other work.

- Collect a cardboard box of **PE equipment** such as old tennis balls, a large soccer ball, skipping ropes, bean bags and so on. Some PE equipment can be home-made from waste, for example bean bags from scraps of fabric, filled with sand, or soft balls made from plastic bags.
- Outdoors, use what is available (jungle gym, trees, benches). Old tyres and climbing ropes can be sourced.
- Have a sports whistle for outdoor activities so that you can call the learners in.

Methodologies: Activity stations

Planning

- Read the FW list of possible activities for the week.
- Choose **four different activities** for the week.
- Prepare the equipment for each of the four activities. Improvise or change the activities suggested if there is a lack of equipment.
- Divide the class into four groups for the week.

Monday

- Show the equipment and explain the four activities for the week.
- Demonstrate each activity either yourself or ask a confident learner.
- Assign each group to a starting activity station.
- Use any additional time to play a whole-class game.

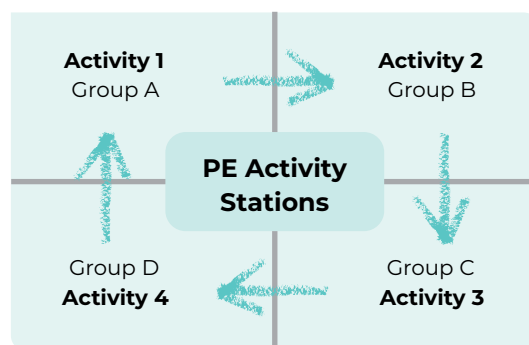
Tuesday–Friday

Whole-class warm-up (2–5 min)

- Do a simple warm up with the whole class

Activity stations (20 min)

- Each group goes to one station.
- On following days, groups rotate through the activity stations, doing a different one each day.
- Teacher moves from group to group, observing and advising. Spend at least 5 minutes with each group.



Cool down (5 min)

- Do a simple cool down activity.

Differentiation

In PE there will be natural variation in ability. Encourage learners to help each other rather than be too competitive.

Assessment of Physical Education

Informal assessment

With each group, check to see that no learners are being teased or ignored.

Formal assessment

Why? *To check that learners are progressing in their physical skills.*

Skills are tested once a term. Suggested assessment activities are provided in the TG for each term.



Funda Wande

Reading for Meaning