

READING SUPPORT PROJECT

Learning and Teaching Support Materials (LTSM) Handbook



SOUTH AFRICA



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Parts of this module are adapted from the following:

1. African Storybook Guides: Using African Storybooks with children, www.africanstorybook.org, African Storybook initiative, 2017.

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Module 1: Introduction

The Context: Reading Support Project (RSP)

The Reading Support Project was piloted in the Ruth Mompati District of the North West Province in South Africa. The main goal of the project was to improve the reading skills of primary grade learners in African Home Languages (AHLs), as well as in English as a first additional language (EFAL). We believe that if all Foundation Phase educators (including Subject Advisors [SAs], Department Heads [DHs] and educators) are supported in language and literacy content knowledge and pedagogy, they can dramatically improve reading skills of primary grade learners. We believe this is true for AHL and for EFAL.

The main way that we supported educators in the Reading Support Project was through a course for teaching early reading. This course was offered on a tablet which gave participants online and offline access to the course and other resources. The other resources included digital graded readers and supplementary readers in AHL and EFAL. Each school also received a number of printed readers and storybooks for use in the classroom.

Another resource was this LTSM Handbook. The purpose of this LTSM Handbook is to provide **opportunities and examples** for Foundation Phase SAs and DHs to **apply in practice** what was explored in the **Reading Support Project course**, and to **support educators to use readers and storybooks** in their teaching of reading. You can use this handbook even if you haven't done the Reading Support Project course. This is a printed copy of the LTSM Handbook. There will be a digital copy available

In the pilot phase of the project, we made a set of good practice videos at three of the schools that were participating in the reading course. The schools and Department Heads who worked with us to make the videos are:

- Kgato-Ntle Primary, Ponalo Kgosieng (DH)
- Othaille Primary, Joyce Mooki (DH)
- Lokgabeng Primary, Masego Leboea (DH)

The following is a list of the videos, with links, on the African Storybook Youtube channel:

1. Using Poster Books <https://youtu.be/KYDO5rKUuOw>
 - a. Using Poster Books, Part 1, Planning <https://youtu.be/EBnLB38iFcE>
 - b. Using Poster Books, Part 2, Implementing <https://youtu.be/Phxw4NcZMM4>
 - c. Using Poster Books, Part 3, Reflecting <https://youtu.be/faLNu4iJlY>
2. Reading and Retelling a Story <https://youtu.be/8ibS41KVnSM>
 - a. Reading and Retelling a Story, Part 1, Planning <https://youtu.be/1iUwZXKX4g0>
 - b. Reading and Retelling a Story, Part 2, Implementing <https://youtu.be/qeNK-E-4W1l>
 - c. Reading and Retelling a Story, Part 3, Reflecting https://youtu.be/wO_vladnINU
3. Stories and Word Walls <https://youtu.be/v9RrynmWZg>
 - a. Stories and Word Walls, Part 1, Planning <https://youtu.be/cpnPxqNn8Uk>
 - b. Stories and Word Walls, Part 2, Implementing <https://youtu.be/4UxRLWjB5rg>
 - c. Stories and Word Walls, Part 3, Reflecting https://youtu.be/1Zlj81G_yc

KEY WORDS and DEFINITIONS:

- **readers** – books suitable for children to read at a particular level of reading
- **storybooks** – books suitable for children to read together and independently as supplementary reading for fun and for practice in order to become fluent readers

- **LTSM pack** – Learning and Teaching Support Materials (LTSM): a set of 10 copies of 20 different readers and storybooks (200 in total) to share across each grade in Foundation Phase in a school
- **activities** – in order to use this handbook effectively, you are expected to do the activities as they are written. If you are a Subject Advisor (SA) or a Department Head (DH), you will do some preparation before you do the activities. For some activities you will:
 - do the activity with other educators, and
 - reflect on what you have learned together

For other activities you will:

- work with a small group of learners
 - reflect on your own lesson
 - share with other educators
 - observe an educator doing the same activity
 - give feedback and reflect together as Foundation Phase educators
- **resources** – anything that you use with learners to support the teaching and learning of reading. This includes LTSM, charts, posters, paper, crayons, cards and so on.
 - **multilingual glossary** – at the end of the module, we have tried to describe in African languages the terms that apply to professional language teaching practice.

In each module you will:

1. select readers and storybooks in relation to teaching reading, and
2. use readers and storybooks to practice what you learn in the course and support other educators to practice these ideas.

The **structure** of the LTSM Handbook is the same as the structure of the Reading Support course. In each of the **six modules** there are activities to do:

1. Some of these **activities will guide you** to select readers and storybooks with other educators you are supporting before you all use them in the classroom.
2. Other activities will guide you to **use readers and storybooks** with children. You will do these activities in the **classroom during normal teaching time**. You can **work through these activities** together with colleagues before you practice them in the classroom. You can **observe other educators** doing these activities if they are willing. There is **guidance after each activity to reflect on your practice** afterwards.
3. There are also a couple of activities that will guide you to **make your own teaching reading resources**.
4. Sometimes you will be **guided to watch** videos as part of your learning.

In the Reading Support course you will find **references** to the LTSM Handbook. The activities in the handbook provide **examples** related to the topic in the Reading Support course at that point. All the examples in the handbook will use the **same readers and storybooks** in your **LTSM pack**. For example, the Reading Support course talks about vocabulary building, and the handbook helps you to select a reader/storybook from your pack for vocabulary building and gives an example to help you to use a reader/storybook for vocabulary building in the classroom.

We have tried to make this handbook **multilingual**. In some cases, we have described the parts of language and the methods of teaching in African languages. We hope this will help you to **apply the teaching concepts in the different languages**. In some activities, we use examples of books in African languages not only from North West province. This will help you to see the similarities and

differences in different languages. Each language is clearly shown. Some of the terms used for early reading are not clear in English. In the **multilingual glossary** at the end of the module, we have tried to describe in African languages the terms that apply to professional language teaching practice.

Accessing resources on a tablet

In the Reading Support Project, the DH of Foundation Phase in each school in Ruth Mompoti District received a tablet on which to study a reading course. On this tablet, you can also access:



- Vula Bula Graded Readers & African Storybook (ASb) supplementary readers



- African Storybook reading app (online)



- Oxford Owl EFAL readers offline



- Oxford Owl EFAK readers online

Perhaps you are a DH in Ruth Mompoti district, and you have been sharing, and will continue to share, ideas from the tablet and Peer Learning Communities with other educators. Or maybe you are a FP educator, and your DH has been sharing the reading course and storybooks from the tablet with you. It might be useful to remind you both how to access some of the resources on the tablet. At the end of this first Module you will find **Appendix One: Accessing stories on the tablet**.

Do the following activity and see which storybooks you can find.

Activity 1: Finding stories on the tablet (30 minutes, or as long as you need)

Do this activity with other educators

Reflect on what you have learned together

1. Read Appendix One: Accessing stories on the tablet at the end of this Module.
2. Find one Vula Bula reader in home language and one African Storybook in home language or EFAL.
3. Read the storybooks alone out loud or to yourself.
4. Find the 'we transfer' symbol on the tablet. Open an EFAL Oxford Owl storybook and read it.
5. If you can go online, explore the ASb reading app and the Oxford Owl website.
6. In pairs, review one or more of the storybooks using the following guide:
 - a. Read aloud two books to each other.
 - b. Evaluate and rate the books using both tables below.

Title of Vula Bula reader:	1 (disagree strongly)	2	3	4	5 (agree strongly)
Has a good storyline and/or characters					
Has pictures that children can talk about					
Can be used to teach particular sounds					
Can be used to teach new vocabulary					
Will raise interesting discussions in class					
Other strong or weak points?					

Title of African Storybook reader:	1 (disagree strongly)	2	3	4	5 (agree strongly)
Has a good storyline and/or characters					
Has pictures that children can talk about					
Can be used to teach particular sounds					
Can be used to teach new vocabulary					
Will raise interesting discussions in class					
Other strong or weak points?					

Title of Oxford Owl reader:	1 (disagree strongly)	2	3	4	5 (agree strongly)
Has a good storyline and/or characters					
Has pictures that children can talk about					
Can be used to teach particular sounds					
Can be used to teach new vocabulary					
Will raise interesting discussions in class					
Other strong or weak points?					

Comment

The next time you are in a meeting with the other Foundation Phase teachers at your school, share the review you have just done. Maybe you can coach other teachers to do a book review themselves. Now, use at least one of the readers or storybooks in class with learners during a lesson. You can choose an appropriate activity from the handbook if you need to. Encourage other teachers to use readers and storybooks too.

Appendix One: Accessing stories on the tablet

1

Turning on the tablet

Press & Hold the smaller side button on the right of the tablet



2

Finding storybooks and graded readers

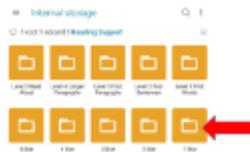
- Begin from home screen
- Swipe left
- Click on reading support folder



3

Choose reading level

- The folders with level 1, 2, 3, 4, 5 are African Storybooks
- The folders with star 1, 2, 3, 4, 5 are Vula-Bula graded readers
- Click on any star or other level you want



4

Choose a language (Setswana) Click on it



5

Choose a reader Click on the one you want



6

Title page will show on screen Scroll up to read it



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Module 2: Classroom environment, teaching methodology and leadership

In Appendix Two at the end of this Module, you will see a guide for how to access the RSP reading course on your tablet, if you have one. If you don't have access to the reading course, you will probably still find the activities in this handbook useful for using storybooks to teach reading in your classroom.

In Appendix Three at the end of this Module, you will find Assignment 1. This was the first assignment that participants on the course were given. Even if you don't do the course, you should try the assignment. You never know what you might gain from it.

Unit 1: Overarching literacy

What makes a classroom print-rich?

In this section of the reading course, you have discussed how a 'print-rich' classroom is decorated with useful posters, charts and learning materials in as many places as possible. This includes readers and storybooks. You know that a print-rich classroom helps learners pick up literacy and other skills through *incidental learning* and *reinforcement*, and that print-rich classrooms can encourage the change in learners from *learning to read* to *reading to learn*.

In the LTSM pack, you received Vula Bula graded readers and African Storybook supplementary readers. The African Storybook readers are not graded. They are meant to be read by the learners to enjoy reading, and to get practice in reading as much as they can. Think about the value of graded readers and supplementary readers in the next activity.

Activity 1: Graded readers and supplementary readers (40 minutes)

Do this activity with other educators
Reflect on what you have learned together

1. Choose one Vula Bula reader and one African Storybook supplementary reader from the LTSM packs.
2. Discuss what you think the similarities and differences are between the two books.
3. How many stars can you see on the cover of the Vula Bula book?
4. Find the level of the African Storybook written on the back cover.

Comment



Graded readers are written to try and provide learners with opportunities to read words that are easy to decode, to begin to teach them phonological awareness. We all know that learning to decode is an important part of learning to read. The Vula Bula readers identify the new and important sounds that learners will find in the books. They are graded by 1-star through to 5-star. This is shown by star symbols on the front covers. These star-grades are not linked to school grades. For example, the 2-star stories are not only meant for Grade 2 learners. The Vula Bula readers are also written so that the stories are interesting to learners, and inspire them to want to read.

It is also important that learners practice reading enough, so that they can read quickly, and they can recognise the sounds of the letters quickly. When learners can read quickly and independently, they achieve what we call *automaticity*, or the ability to connect letters and sounds without thinking. Reading with automaticity is very important for reading with meaning, when learners understand

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what they are reading. This is because they do not get stuck on sounds and words they do not know. When learners can read well with meaning, they can *read to learn*.

You can read about *automaticity* in your own language in the Multilingual Language Glossary at the end of this Module. This glossary describes in African languages terms that apply to professional language teaching practice.

Setswana	<p>Go buisa ka thelelo go botlhokwa thata fa go buisiwa jalo gore go bonwe bokao, fa barutwana ba tlhaloganya se ba se buisang. Ke ka gone ga ba kgonye fa ba buisa medumo mengwe kgotsa mafoko a ba sa a itseng. Fa barutwana ba kgona go buisa sentle ka tsela e e tlhagisang bokao, ba tla kgona <i>go ithuta sengwe fa ba ntse ba busa</i>.</p> <p>O ka buisa ntlha e e amanang le <i>go buisa ka thelelo, ntle le go kgonya</i> ka puo ya lona mo Lenaanefokong la Mareo la Dipuo tse di Farologaneng kwa bokhutlong jwa Yuniti eno. Lenaanefoko leno la mareo le tlhalosa ka dipuo tsa Seaforika mareo a a amanang le tiro ya seporofeshe nale ya go ruta puo.</p>
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isiXhosa	<p>Ukubanako ukufunda kuzenzekela kubaluleke kakhulu kuba abafundi bayayilandela intsingiselo yento abayifundayo. Kungenxa yokuba akukho bugingxi-gingxi bokungalandeli izandi namagama abangawaziyo. Abafundi abafunda belandela intsingiselo yabakufundayo babanako ukufunda beqhubela phambili ngemfundo.</p> <p>Ungafunda <i>ngokubanako</i> okanye <i>ukuzenzekela</i> ngolwimi lwakho kuLuhlu lweNkcazelo Magama lweelwimi ngeelwimi ekupheleni ukuqukumbela esi siQendu. LeNkcazelo Magama ichaza ngeelwimi zakwaNtu amagama asetyenziswa kulwimi lwemfundo ephakamileyo ukufundisa.</p>
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Sesotho	<p>Ho bala feela ntle le boitokiso ho bohlokwa bakeng sa ho bala ka moelelo, ha barutwana ba utlwisisa seo ba se balang. Hona ke hobane ha ba iphumane ba qakehile medumong le mantsweng ao ba sa a tsebeng. Ha barutwana ba ka bala hantle ka moelelo ba ka balla ho tseba.</p> <p>O ka bala ka ho bala feela ntle le boitokiso ka puo ya hao ho Tataiso ya Puo ka Maleme a fapaneng (Multilingual Language Glossary) qetellong ya karolo ena. Tataiso ena e hlalosa ka puo ya seAforika mantse a sebediswang kwetlisong ya ho ruta puo.</p>
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The African Storybook website has hundreds of supplementary stories available in African languages, including all of the South African languages. These stories are written at different levels of easy reading through to more difficult reading. There are 5 levels of African Storybooks:

Level 1: First words

Single words or a short simple sentence

Level 2: First sentences

Two or three short sentences

Level 3: First paragraphs

One or two short paragraphs

Level 4: Longer paragraphs

Two or more paragraphs

Level 5: Read aloud

Fewer pictures, more text

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These levels are not matched to ages or grades. This is because we understand that even a 12-year-old learner may be a beginning reader. A story at the level of First Words will be best for this learner.

In addition to the graded readers and supplementary readers in the LTSM pack, you have graded and supplementary readers loaded on your tablet. The African Storybook reading app is also loaded onto your tablet. You can use the reading app to find and read stories from the African Storybook website. You can also go directly to www.africanstorybook.org to find supplementary stories to read, translate and adapt. These stories are all available for free.



There are also 12 other titles of Oxford Owl EFAL readers available on your tablet. These are aimed at teaching English as a First Additional Language (EFAL) and were carefully selected for use as examples in Grades 1, 2 and 3. These 12 readers are available as offline readers / e-books on your tablet. You will find them on the home screen within the folder named “English FAL Offline Readers” or “wetransfer”. There are many more English readers available online on the Oxford Owl website at www.oxfordowl.co.uk. These are available for free.



Where to find resources

We all know the value of resources for teaching early reading. In the LTSM Handbook, we talk about making word walls and using alphabet friezes. There are other ways of being creative about making your own resources. In the next activity, we talk about making poster books and using children’s drawings.

Activity 2: Poster books (90 minutes)

Work with a small group of learners

Reflect on your own lesson

Share with other educators

Observe an educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. From your pack of Vula Bula readers and African Storybooks, choose one that you think is at the right level of reading for your learners.
2. Write the words on each page of the story onto a separate piece of blank A4 paper, one page per piece of paper.
3. Stick your pieces of paper onto the wall, in the correct sequence of the story.
4. Underneath each page of the story, stick a blank piece of paper.
5. In small groups, during an appropriate lesson in your lesson plan, read the story with the learners. The learners can read the story with you from their own printed version of the story.
6. After the reading, ask the learners to draw their own picture for each page on the blank page below the story. If the learners need more paper, stick more blank pieces on the wall.
 - a. Leave a box of crayons and a copy of the printed story on the floor below the pages for the children to use.
7. Leave the story and the pictures up so that the learners can read it and add pictures when they want to.
8. Spend 15 minutes reflecting on this lesson, using these questions:
 - a. Did the learners enjoy the story?
 - b. Did the learners enjoy drawing pictures for the story?
 - c. What will you do differently next time you do this activity with the learners?

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Comment

The purpose of the Poster Book activity is to support learners to read, understand and interpret the story in order to develop comprehension skills. Writing a poster book, from one of the readers or storybooks in your pack, can also be one way of giving every learner an opportunity to read the story, when you have only a few copies of it. You can choose a story a week, the “book of the week”, and leave the poster book up on the wall for a whole week. By the end of the week, you will see what drawings the learners have made and finish the week with a conversation about the story. You can ask learners to talk about the picture they drew, or retell the story or talk about whether they enjoyed the story. You can even compile the words that you wrote and all the pictures learners drew into a new book by stapling the pages together in the correct sequence. You can also use the pictures in other reading and writing activities later, such as Activity 1 in Module 5.

During the week, you can observe how many learners, and which learners, read the poster book on their own, or with each other. This will help you to know the children who are most interested in reading this story. During your observations, you can write down what you think learners are learning from reading the story. Maybe they are talking to each other, or teaching each other to read the words, or helping each other to draw pictures. We are sure they will love it, and so will you.

Watch a video



If you have access to the internet, go to this <https://youtu.be/KYDO5rKUuOw> and watch a video of Joyce Mooki from Othaile Primary School doing this activity in class with her learners. This will give you a good idea of how to do the activity. You can also spend some time thinking about the activity while you watch the video, as part of your own preparation.

Use these questions as a start:

1. Do you notice there are three parts to the video? Part One is about preparation for the activity. You can watch the first part again at this link <https://youtu.be/EBnLB38iFcE>:
 - a. Why is the preparation important?
 - b. What preparation will you need to do? When will you do it?
 - c. Joyce prepared well. Is there anything you would do differently in your preparation?
2. Watch Part 2 again at this link <https://youtu.be/Phxw4NcZMM4>, and think about the lesson using these questions:
 - a. Did the learners enjoy the story?
 - b. Did the learners enjoy drawing pictures for the story?
 - c. How did Joyce organise the learners for the lesson? In what way was this helpful? Is this the only way to organise learners for this activity?
 - d. What will you do differently when you do this activity with learners?
3. In Part Three, Joyce reflects on her lesson. Listen again to what she says in her reflection at <https://youtu.be/faLNu4iJlY>.
 - a. Why do you think reflecting on a lesson is helpful for her? How often do you reflect on your lessons?

Key points

Try out Activity 2 with educators and in your own classroom if you are a Department Head (DH). What if you are a subject advisor? When do you get opportunities to work with learners? Try and create an opportunity to do some of the activities with learners too.

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Creating rules for using books

In your reading course, you discussed the value of having a well-managed classroom. You read about the things educators and children can do to promote learner involvement and cooperation in classroom tasks. This helps to create a productive learning environment. We suggested that the best rules are those that are co-created by you and the learners. This means you and the learners can create the rules, and together decide on the consequences for breaking the rules.

This also relates to the storybooks that you have in your classroom. Learners need to learn how to look after the books that they have, and what to do if a book is broken or lost. We can extend this to the idea of keeping track of what books the children have read.

Do the next activity to think about how you and the learners can set up a system that looks after the books and records what books they are reading.

Activity 3: Recording what children read (120 minutes)

Do this activity with other educators
Reflect on what you have learned together

1. Discuss these questions:
 - a. Why is it a good idea to have rules about how to take care of our storybooks?
 - b. Why should we ask the children what rules we should have about taking care of our storybooks?
 - c. What rules do you think the children will suggest?
 - d. What rules do you think you should have for taking care of your storybooks?
2. Read the short case-study-in-pictures on the next page called “Paleng: A storybook recording system”. This is a description of how a rural Lesotho children’s library, called Paleng, set up a system to take care of their books. When you have finished reading, answer these questions:
 - a. What do the learners learn from this kind of storybook recording system?
 - b. What is the value of recording the storybooks that learners read even if they don’t take books home?
 - c. Which aspects of the Paleng storybook recording system can you implement in your classroom?
 - d. When would learners use the recording system?
 - e. How will you help learners to understand and use the system?
 - f. What challenges do you think you might experience? How can you overcome these challenges?

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4. All the children's index cards are kept in a box, in alphabetical order. The children can find their own cards. This gives them practice with the letters of the alphabet, and with reading their names.



5. If a book is torn, the children can fix it with sticky tape. We choose a new book monitor every term to find the books that need fixing, and to help with the storybook recording system. The book monitor wears a name badge around her neck so that other children know who to ask for help.

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Comment

Remember, this is just one way of setting rules for looking after books. Maybe there are some ideas that you like. Or perhaps this activity helped you to think about other ideas that you want to apply in your classroom.

When you read the case-study-in-pictures, you can see that learners can learn many things from this kind of system. Of course, they will learn that it is important to look after the storybooks and readers. They will learn to respect the books. This means that you can keep the books out of the cupboard, and accessible for the learners. They will be proud and happy to be able to manage this system, because it is a simple system that they can be involved in.

They will learn about the alphabet, and writing, and the purpose of writing, even if they cannot write themselves. The learners can also learn that you can fix something if it is broken, and take responsibility for that.

Even if learners don't or can't take books home to read, it can still be helpful to have a system for looking after books. The learners will learn responsibility for keeping a record of what they read, and this will help you as their educator to see how much they are reading. Maybe you don't need the book packets if learners do not take the books home. Perhaps each learner can make their own book mark instead of a book packet, which they can decorate and write their names on.

Maybe you can't implement the whole system. You might not want learners to take books home if you are sharing the books with another class, but whenever learners do independent reading in class, or even paired and shared reading, they can record what books they read.

If a book gets lost, you will have a record of who read the book, and the learners can take some responsibility for helping you to find the book, even if they are in another class.

The learners will be able to understand the system because it is simple for you to explain, and for them to be involved in a discussion about it. You can also write the rules that they suggest, and your own rules, on rule cards and stick them on the wall where you keep the books.

You might be surprised at how few challenges there are. Young children love to take responsibility, and will want to have a turn at being the monitor for a term. They will help each other to all follow the rules. Give them time to make mistakes and correct themselves while they are learning the system. You can model it for them by taking your own book to read and recording it on your own index card.

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Unit 2: Speaking and Listening in Home Language (HL)

In addition to vocabulary building and oral language development, listening and speaking are important skills in the development of reading and thinking.

Retelling stories

Remind yourself about the value of learners retelling stories:

- This helps them to form important connections in their brains.
- They begin to use their memory.
- They begin to see patterns in the world.
- They begin to connect causes and effects – the basis of logic and reason.
- The use of HL when learners start learning is key.

How does this relate to readers and storybooks?

Activity 4: Choose a story suitable for retelling (90 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. Choose a reader from your LTSM pack. Ask yourself these questions:
 - a. Is the story in the HL of the learners? Will the learners understand the language in the story?
 - b. Why will the learners enjoy this story?
 - c. What will be easy for them to remember?
 - d. What will be difficult for them to remember?
 - e. Is there a good sequence to the story?
 - f. What other patterns in the story will help them to remember it (for example, rhyme, rhythm, repetition)?
 - g. What links are there between ideas that will help them to remember the story?
2. Write down or talk about three important reasons why this is a good story, or is not a good story, for a retelling activity with learners.
3. Now choose your own reader / storybook and decide whether it is suitable for retelling.

Comment

Of course, learners can retell stories in any language.

In this activity, we chose the Vula Bula Sesotho example of 'Seba', the Sepedi example of 'Le ke leino la mang?', and the Tshivenda example of 'Hleba', for Grade 1. We think that this story is suitable for retelling in any language because there is a clear sequence, and a surprise ending, that will help the learners to remember.

Sesotho	Re kgethile mohlala wa pale ya 'Seba' ho Sesotho, ho Sepedi mohlala wa 'Le ke leino la mang?', ho Tshivenda mohlala wa 'Hleba' bakeng sa Kereiti 1. Re nahana hore barutwana ba ka kgona ho pheta pale ena hape hobane ho na le tatelano e hlakileng, le pheletso e makatsang, e tla thusa barutwana ho hopola.
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You can find all these stories on your tablet.

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For Grade 2, let's look at the African Storybook Setswana story 'Tlowana marata go itse', or 'Curious Baby Elephant' in English, or 'Xindlopfana Xo Hlamarisa' in Xitsonga, as examples. We think that this is a good story for retelling in any language because:

- It is in the HL of most of the learners in a Setswana class.
- It is quite long, but there is a clear pattern in the story that will help learners to remember the sequence.
- 'Tlowana' asks lots of questions. Learners can try and remember the right question for each animal.
- On some pages, words or phrases are repeated, such as 'inama' and 'ya goga'.
- The learners will be able to remember the names of all the other animals too.

Setswana	<p>Mo mophatong 2, a re lebeng kgang ya Setswana e e reng 'Tlowana marata go itse', kgotsa 'Curious Baby Elephant' ka Seesemane, kgotsa 'Xindlopfana Xo Hlamarisa' ka Xitsonga jaaka dikai. Re akanya gore eno ke kgang e e siametseng go ka boletwa gape ka puo e nngwe ka gonne:</p> <ul style="list-style-type: none"> • E ka puo e barutwana ba e buang mo tlelaseng ya Setswana • E telele thata, mme go na le paterone e e tla thusang barutwana go gakologelwa tatelano. • 'Tlowana' e botsa dipotso tse dintsi. Barutwana ba ka nna ba leka go gakologelwa potso e e siameng ka phologolo nngwe le nngwe. • Mo ditsebeg dingwe go boelediwa mafoko kgotsa dipolelwana dingwe, jaaka 'inama' le 'ya goga'. • Barutwana ba tla kgona go gakologelwa le maina a diphologolo tse dingwe tsotlhe.
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The Grade 3 learners will be able to remember a longer story because they have better memory skills, and they will be able to use their own words more easily. In the Vula Bula example of the isiXhosa story 'Izinyo', we will not expect the learners to remember all the little details, but they will be able to remember the sequence of the story, and names of the animals, and some information about each animals' teeth. They will easily remember the ending because it is a surprise, and because some learners will already have lost a tooth.

isiXhosa	<p>Abafundi beBanga 3 baya kubanako ukukhumbula ibali elidana kuba izakhono zabo zokukhumbula sezomelele kwaye basenokusebenzisa amagama angawabo lula ukukhumbula. Kumzekelo webali lesiXhosa 'Izinyo', akulindelekanga ukuba abafundi bakhumbule zonke iinkcukacha, kodwa baya kukhumbula ukulandelelana kweziganeko zebali, amagama ezilwanyana nolwazi olungephi ngamazinyo esilwanyana ngasinye. Isiphelo sona baya kusikhumbula lula kuba sinomdla singoqashelo, futhi kananjalo kuba abanye babafundi sebekhe bakhumka.</p>
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All these ideas about retelling stories apply to stories in all languages. We think that it might be difficult for learners to remember every part of all the stories, but that does not matter. They are still practising to use their memories well. They will still feel pleased when they manage to retell it to each other.

Of course, you can always tell an oral story if you know one that the learners will enjoy and be able to remember and retell in their own words.

Please don't limit retelling stories to the ones we talk about here. Learners can and should retell as many stories as possible in their own words, often.

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Watch a video



If you have access to the internet, go to this <https://youtu.be/8ibS41KVnSM> and watch a video of Ponalo Kgosieng from Kgato-Ntle Primary School doing this activity in class with her learners. This will give you a good idea of how to do the activity. Use these questions to think about the activity while you watch the video, as part of your own preparation.

1. Do you notice there are three parts to the video? Part One is about preparing the activity. You can watch Part 1 again at <https://youtu.be/1iUwZXKX4g0>:
 - a. Why is the preparation important?
 - b. What preparation will you need to do? When will you do it?
 - c. Ponalo prepared well. Is there anything you would do differently in your preparation?
2. Watch Ponalo implementing the lesson in Part 2 at <https://youtu.be/qeNK-E-4W1>. Think about these questions:
 - a. Did the learners enjoy the story?
 - b. How did Ponalo organise the learners for the lesson? In what way was this helpful? Is this the only way to organise learners for this activity?
 - c. What will you do differently when you do this activity with learners?
3. In Part Three, Ponalo reflects on her lesson with another educator. What do you think the value is of reflecting on a lesson with another educator? You can watch Part 3 again at https://youtu.be/wO_yladnINU.

In Activity 4, you found a reader / storybook that you think learners will be able to retell. You have thought about how to prepare for the lesson, and how you will do it with learners. Now, find a suitable time in your lesson plan to work with a small group of learners on Activity 5.

Activity 5: Retelling a story (45 minutes)

Work with a small group of learners

Reflect on your own lesson

Share with other educators

Observe an educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. Choose an appropriate story to tell or read to the learners, or use the one you chose in Activity 4.
2. Call a small group of learners aside for a group guided reading lesson.
3. If you are reading a story from a book, read it in the way you would normally tell a story. Let's remind ourselves what that is:
 - a. Show the learners the picture on the cover.
 - b. Read the title, and talk about what the title tells us about the story.
 - c. Ask learners pre-reading questions, such as 'What do you think the story is about?', or 'Who do you think is the main character of the story?'
 - d. Introduce any new words before you read (Ask learners to volunteer the meaning of new words, so that they can learn from each other too.)
 - e. Read the story.
4. After the story, ask learners some simple questions about the story.
5. Let the learners ask questions about the story.
6. Retell the story yourself, and ask the learners to help you.
7. Ask if anyone would like to retell the story.

Comment

Now that you have done this activity with a group of learners, spend five minutes reflecting on what happened. You can use these questions to reflect, and of course, add your own questions:

- a. Did the learners enjoy the story?
- b. What did the learners enjoy about the activity?
- c. What did the learners not enjoy?
- d. How well did the learners retell the story? What was easy for them, and what was not so easy?
- e. What will you change or improve next time?
- f. What opportunities can learners have to do this activity independently?

Perhaps you feel that the activity went very well, and you will do it with another group of learners, and another story. There might also be some things which you feel you will change, or improve next time you do it.

It is always a good idea to prepare well before you do work with the learners. Read the story yourself first, and identify words that you think are new for learners. You can even write cards of these words ready for the word wall (see Activity 6). Also, think about questions that you want to ask about the story, and write them down so you can refer to them during the lesson.



How can you do a retelling activity with learners for EFAL? You can think more deeply about this in Activity 11 in Unit 3.

Stop & Think

Word walls

Many educators give learners a list of words to learn each week and then have a spelling test on Friday. This is memorisation of lists of spelling words. Research says that this does not help a lot to develop good spelling and comprehension skills. Many learners who pass the spelling test do not know the meaning of the words when they read them. They also cannot use the words well to express themselves when they write.

Word study is a new way of teaching vocabulary. Word walls are part of a word study approach to teaching. You might have a word wall in your classroom already, or maybe you have heard about word walls but you do not have one or you do not know how to make one.

A word wall is a special section of a classroom wall used to explore and study words. A word wall is not just a display. A word wall is a working, changing resource that supports learners. It should be clearly visible and accessible. In the next activity, you will discuss the purpose of a word wall, and review your word wall, or explore how to make a word wall.

Activity 6: Making word walls (60 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. Share with another educator.
2. What word wall/s do you have in your classroom? or
3. How do you plan to make a word wall/s?
4. What space do you have for a word wall/s?
5. On the next page, you will see Figure 6, Figure 7, Figure 8, Figure 9 and Figure 10. These are pictures of different kinds of word walls. Think about and discuss these word walls, using the following questions as a guide:
6. What do you think the purpose of a word wall is?
7. What are the main features of these word walls?
8. What language/s do you think a word wall should be in?
9. What other kinds of word walls can we use in HL and in EFAL?
10. Could you use these word walls in your classroom? How would you adapt or change them to make them suitable to use in your classroom?
11. Share a plan to make a new word wall for your classroom. Get feedback from your colleagues.

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Figure 6: Bilingual word wall



Figure 7: Days of the Week

Days of the week	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
day	night

Figure 9: List of sight words



Figure 8: Theme words, seasons

Dikgwedi, dipaka le tsa bosa

<p>Sedimonthole Ferikgong Tlhakole</p> <p>Go letsatsi. Re a ša.</p> <p>selemo</p>	<p>Mopitwe Moranang Motsheganong</p> <p>Go phefo. Re tsidifetse.</p> <p>letlhafula</p>
<p>dikgakologo</p> <p>Go maru. Re bothitho.</p> <p>Lwetse Diphokane Ngwanatsele</p>	<p>mariga</p> <p>E ana. Re a gatsela.</p> <p>Seetebosigo Phukwi Phatwe</p>

Figure 10: Alphabetic Word Wall



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Comment

The main purpose of a word wall is to build vocabulary in a print-rich environment. The emphasis should be on helping learners to understand the meaning of new words. We can put pictures on a word wall to reinforce the meaning of the words. The word wall in Figure 6 is a good example of this. Figure 6 also shows that we can have bilingual word walls. Learners can become fluent readers with a strong vocabulary. Learners who read fluently can identify word patterns automatically. You read about automaticity in Unit 1. Read the multilingual glossary again to remind yourself what it means. A word wall can help learners learn to spell and decode words. A word study approach gives learners exposure to many different words with the same pattern and this helps to develop automaticity. So, you can also choose to organise your word wall according to word patterns.

In English, for example, if your weekly objective is to teach the phoneme string 'th', you can introduce the sound using words that contain the pattern 'th': 'thin', 'throw', 'think', and so on. By the end of the week, the learners should be able to recognise the sound 'th' in other words too. During the week, learners will write and read many words using the sound 'th'. We must be careful not to simply translate the words on a Setswana word wall into English. The English word wall must have its own purpose to emphasise the meaning of English words that learners are reading and using during EFAL lessons.

As a Setswana example, you might want to teach the phoneme string 'tlh'. You can introduce the sound using words that contain the pattern 'tlh': 'kelotlhoko', 'latlhile', and so on. By the end of the week, the learners should be able to recognise the sound 'tlh' in other words too. During the week, learners will write and read a variety of words using the sound 'tlh'.

Setswana	Jaaka sekai sa Setswana, o ka nna wa batla go ruta ka ditumammogo 'tlh'. O ka tsenyeletsa modumo ono o dirisa mafoko a a nang le paterone ya 'tlh': 'kelotlhoko', 'latlhile', jalo le jalo. Fa beke e fela, barutwana ba tshwanetse ba bo ba kgona go lemoga modumo wa 'tlh' le mo mafokong a mangwe. Mo tsamaong ya beke, barutwana batla kwala le go buisa mafoko a a farologaneng ba dirisa modumo 'tlh'.
-----------------	--

In Sesotho, an example might be the phoneme string 'hl'. You can introduce the sound using words that contain the pattern 'hl': 'hlapa', 'hlaka', 'hlobola', and so on. By the end of the week, the learners should be able to recognise the letter 'hl' in other words too. During the week, learners will write and read a variety of words using the sound 'hl'.

Sesotho	Ka Sesotho, mohlala e ka ba dumammoho 'hl'. O ka hlahisa modumo o sebedisa mantswa a nang le paterone 'hl': hlapa, hlaka, hlobola, jwalojwalo. Qetellong ya beke barutwana ba tshwanela ho lemoha tlhaku 'hl' le mantsweng a mang. Bekeng barutwana ba tla ngola le ho bala mantswa a fapaneng ba sebedisa modumo 'hl'.
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isiXhosa	NgesiXhosa, umzekelo, ungathanda ukufundisa isandi esisakheko samaqabane u-'gq'. Ungatshayelela ufundisa amagama anesisandi u-'gq': 'gqiba', 'gquma', 'gqogqa', 'igqabi', njalo-njalo. Abafundi baya kubanako ekupheleni kweveki ukusinakana esi sandi u-'gq' nakwamanye amagama. Ekuhambeni kweveki abafundi bayakuthi bakwazi ukubhala bafunde amagama ngamagama besebenzisa isandi u-'gq'.
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Look at the example of another kind of word wall in Figure 9. In this example, the word wall is a list of English frequently used words. Grade 2 learners were making sentences after an oral discussion about a story. The word wall helped them to write their sentences fluently. Many learners can speak more fluently than they can write because they have difficulty spelling high frequency words. You might find that in African home languages there are not many high frequency words. The focus will be more on reinforcing the meaning of difficult words. In Figure 9, the educator has made separate word cards and has laminated them (covered them in plastic). She sticks them on the side of the blackboard when the learners need them. She will be able to use these word cards for many years.

In Figure 10, the educator has organised the word wall alphabetically. She has put all kinds of different words on the word wall, including frequently used words, such as 'be', 'because', and 'for', which are not so easy to sound out or decode. An alphabetic word wall can work well for Setswana or another African home language too. Some educators make phonic word walls too. Think about what other kinds of words you will put on your word wall.

Figures 7 and 8 show how we can use theme word walls to teach theme-related vocabulary, and to use pictures to reinforce the meaning of those words.

Using storybooks with word walls

Now that you have made a word wall, or thought about your existing word wall/s and how you might improve them, let's think about using storybooks and word walls together to build vocabulary, and support learners to use new words with meaning.

Watch a video



If you have access to the internet, go to this <https://youtu.be/v9RrynjmWZg> and watch a video of Masego Leboea from Lokgabeng Primary School doing this activity in class with her learners. This will give you a good idea of how to do the activity. Use these questions to think about the activity while you watch the video, as part of your own preparation.

1. There are three parts to the video. Part One (<https://youtu.be/cpnPxxqNn8Uk>) is about preparation for the activity:
 - a. Why is the preparation important?
 - b. What preparation will you need to do? When will you do it?
 - c. Masego prepared well. Is there anything you would do differently in your preparation?
2. Think about the lesson in Part Two of the video. You can watch it again at <https://youtu.be/4UxRLWjB5rg>:
 - a. Did the learners enjoy the story?
 - b. How did Masego organise all the learners for the lesson? In what way was this helpful? Is this the only way to organise learners for this activity? How will you do it for your lesson?
 - c. How did Masego use her existing word wall for the lesson? Think back to Activity 6. Is there another way that you want to create or use a word wall for this activity?
3. In Part Three, Masego reflects on her lesson with another educator. Listen again to what she says at https://youtu.be/1Zlj81G_yc. What do you think the value is of reflecting on a lesson with another educator? Who can you reflect on your lesson with? When you have finished your lesson in Activity 8, take time reflect alone or with another educator.

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If you were not able to watch the video, the following Activity 7 and Activity 8 will support you to prepare and use storybooks with word walls. If you did manage to watch the video, maybe you saw some things in the video that will help you with your preparation for using a storybook with a word wall in a group guided reading lesson. Do Activity 7 and Activity 8 to see how you use those ideas, and apply new ideas of your own.

Activity 7: Choose a story suitable for use with a word wall (45 minutes)

Do this activity with other educators
Reflect on what you have learned together

1. Choose a HL reader from your LTSM pack.
 - a. What words in this story are new for your learners?
 - b. Write the name of the story and the new words in the following table:

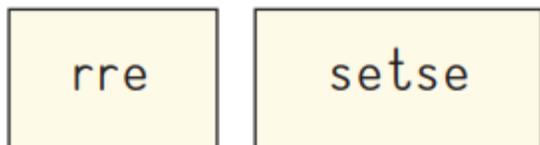
Name of the story:	
New words:	For example, rre

2. Write word cards for these words.
3. If there are no new words in this book, it is not suitable for learning new words. It will be suitable for learning other concepts, and for reading for fluency and for practice.
4. Choose another story. Decide whether it is suitable for learning new words.

Comment

If there are no new words in the first story that you chose, you can still read the story with the learners, but the purpose for reading will not be to learn new words. If some of the new words in the story are already on your word wall, you can read the story to practice those words.

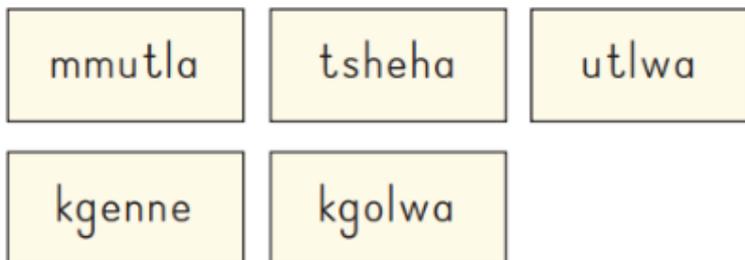
We chose the Vula Bula Setswana story called 'Rre le lesea' for Grade 1 learners. The new words in that story are 'rre' and 'setse'. You will find these words at the back of the book. Maybe there are others too, that are new for your learners. We wrote these word cards for the word wall:



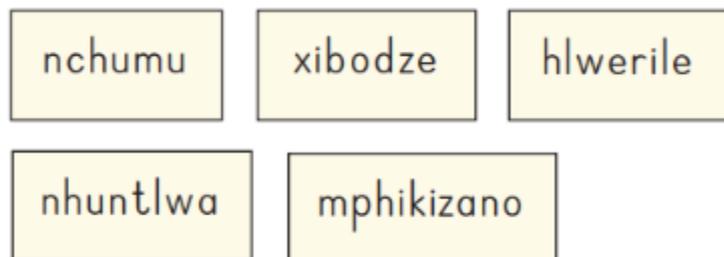
A new word in 'Utata usele nosana', which is the same Vula Bula story in isiXhosa, is 'thusa'. Are there any other isiXhosa words in that story that are new for your learners?

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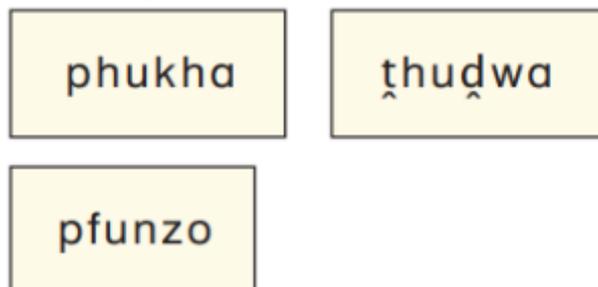
For Grade 2 learners, we chose the Vula Bula Sesotho story 'Mmutla le sekolopata', the same Vula Bula story in Xitsonga called 'Mpfundla na xibodze', and the same Vula Bula story in Tshivenda called 'Mavhuḁa na tshibode'. For 'Mmutla le sekolopata', we wrote out cards for the words:



For 'Mpfundla na xibodze', we wrote out the following word cards for the word wall:



For 'Mavhuḁa na tshibode', we wrote out word cards for these words:



For Grade 3, we chose the Vula Bula Setswana story 'Afrika Borwa wa rona'. There are no new words in the back of the book, but you might still find words that are new for your learners. Read the book carefully to identify those words. Write word cards for them and put them on your word wall.

This Vula Bula book is also in English in your pack. It is called 'Our South Africa'. You can also identify new English words for a EFAL word wall. This might be a good opportunity to create a bilingual word wall, using pictures from the storybook.

Find a good time in your lesson plan for a group guided reading lesson, and use Activity 8 to plan and implement that lesson.

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Activity 8: Using a story with a word wall (45 minutes)

Work with a small group of learners

Reflect on your own lesson

Share with other educators

Observe an educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. Choose an appropriate story to read to the learners.
2. Before you read with the learners, identify some words that are new for the learners, and write words cards for those words.
3. Call a small group of learners aside for a group guided reading lesson.
4. Read the book in the way you would normally read. Remember to:
 - a. Show the learners the picture on the cover.
 - b. Read the title, and talk about what the title tells us about the story.
 - c. Ask learners pre-reading questions, such as 'What do you think the story is about?', or 'Who do you think is the main character of the story?'
5. Discuss with learners the new words you have identified (see Comment below).
6. Put these cards on the word wall for the week.
7. Read the story.
8. After the story, ask learners questions about the story. Try and use the new words in the questions and encourage learners to use the new words in their answers.

Comment

You can see you need to do some preparation for this activity. You need to identify new words and make word cards. You can also write one or two cards for words that learners know. When they read these cards, they will feel more confident.

Before you or the learners put the word cards on the word wall, discuss the words. You can do lots of things. For example, you can:

- Show the word card for each new word and read the word.
- Ask the learners if they know the meaning. If not, explain the word.
- Ask learners to read the card.
- Identify the sounds, for example, 'th' in 'thin'.
- Give examples of how the words can be used in a sentence.
- Show the learners how to use this sound to spell other words, for example 'th' in 'thin' is also 'th' in 'think'.

Setswana	<p>Pele wena kgotsa barutwana ba kgomaretsa dikarata tsa mafoko mo leboteng, tlotla le bone ka mafoko ao. O ka kgona go dira dilo tse dintsi. Ka sekai:</p> <ul style="list-style-type: none">• O ka ba bontsha karata ya mafoko ya lefoko lengwe le lengwe le le ntšha o bo o buisa lefoko leo.• Botsa barutwana gore a ba itse bokao jwa lefoko leo. Fa ba sa bo itse, tlhalosa lefoko leo.• Kopa barutwana go buisa karata.• Tlhaola medumo, ka sekai 'tlh' mo go 'kelotlhoko'.• Kwala dikai tsa ka fa mafoko ano a ka dirisiwang ka gone mo polelong.• Bontsha barutwana gore ba ka dirisa modumo ono jang fa ba peleta mafoko a mangwe, ka sekai 'tlh' mo go 'kelotlhoko' le 'tlh' mo go 'latlhile'.
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isiXhosa	<p>Phambi kokuba uxhome okanye abafundi baxhome amacwecwana eludongeni, dala incoko ngamagama. Zininzi izinto ongazenza. Umzekelo,</p> <ul style="list-style-type: none"> • Ungaveza icwecwana legama ngalinye elitsha ufunde igama. • Ungabuza abafundi ukuba bayayazi na intsingiselo. Ukuba abayazi, uchaze intsingiselo yegama. • Ungacela abafundi bafunde icwecwana. • Ungachonga izandi, umzekelo 'th' ku 'thetha'. • Unganika imizekelo yokusetyenziswa kwamagama kwisivakalisi. • Ungabonisa abafundi ukusebenzisa isandi ukupela amanye amagama, umzekelo u 'th' ku 'thetha' ikwangu 'th' ku 'thuthuzela'.
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Sesotho	<p>Pele wena kapa barutwana le beha dikarete tsa mantswe leboteng la mantswe, buisanang ka ona. O ka etsa dintho tse ngata. Mohlala, o ka:</p> <ul style="list-style-type: none"> • Bontsha karete ya lentswe bakeng sa lentswe le leng le le leng le letjha ebe o bala lentswe leo. • Botsa barutwana hore ba tseba tlhaloso ya lona na. Haeba ho se jwalo, hlalosa lentswe leo. • Kopa barutwana ho bala karete. • Hlwaya medumo, mohlala: 'hl' ho 'hlapa'. • Fana ka mohlala hore mantswe ao a ka sebediswa jwang polelong. • Bontsha barutwana hore ba ka sebedisa modumo ona jwang ho peleta mantswe a mang, mohlala: 'hl' ho hlapa e boetse ke 'hl' ho hlaka le hlobola.
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During the week, you can remove words that all the learners know how to spell and replace them with words for new concepts you are teaching.

You will see in your LTSM packs that the Vula Bula books (with stars) identify new phoneme strings at the back of the book. This will help you to choose books with the phoneme strings that you want to teach. Then you can identify the new words and write word cards for them.

In the African storybook books in your LTSM packs, you will also find some of the phoneme strings that you are teaching. You can also find many more stories on your tablet, and on the African Storybook website at www.africanstorybook.org. You can identify new words from all of those stories too.

Asking questions

How will we know if the learners have listened to and understood the story?

When we ask questions and listen to the answers that learners give, we can judge whether they have heard or read the story with comprehension. We need to think carefully about the kind of questions we ask. We want to ask questions that are clear and simple, and questions that help learners to think critically about what they have heard or read.

Before you share a story with children, you should read it yourself. While you are reading, you can ask yourself all these questions. This will help you to be sure that you have chosen a suitable book, but it will also help you to think about what you need to do before you share the story.

In Activity 9, you will choose a story that is a good story for asking critical questions.

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Activity 9: Choose a story for asking questions (45 minutes)

Do this activity with other educators
Reflect on what you have learned together

1. Choose any book that you want to read with learners.
2. Read the story.
3. Use this table:
 - a. Write down questions you can ask during or after the story.
 - b. Write down questions you think learners will ask about the story.

Name of the story:	
Questions you can ask:	1.
	2.
	3.
	4.
	5.
	6.
Questions learners might ask:	1.
	2.
	3.

Comment

After you have read the story yourself, and thought about the questions, write them down. Also think about how you will answer them. Think about what questions learners will ask, and how you will answer them. This will help you to prepare for a discussion after reading the story.

We did this activity using the Vula Bula story in your LTSM pack called “Thusa!” in Setswana. This Vula Bula story is also in Sesotho “Thusa!”, in isiXhosa “Ncedani!”, in Sepedi “Thušang!”, in Xitsonga “Pfunani!”, and in Tshivenda “Thusani!”. Look at the questions we thought of:

Name of the story:	Thusa!
Questions you can ask:	1. Did the cat climb the tree?
	2. Did the bird fly away?
	3. Who fetched the ladder?
	4. What did the cat do?
	5. Where was the bird?
	6. When did they all get stuck in the tree?
	7. Why did the man bring a ladder?
	8. How do you feel about the story?
Questions learners might ask:	1. Did the cat eat the bird?
	2. Why did the cat jump out of the tree?

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Setswana	Leina la kgang:	Thusa!
	Dipotso tse o ka di botsang:	1. A katse e ne ya palama setlhare?
		2. A nonyane e ne ya fofa?
		3. Ke mang yo o neng a tla ka setepisi?
		4. Katse e ne ya dirang?
		5. Nonyane e ne e le kae?
		6. Tsoatlhe di ne tsa kalela leng mo setlhareng?
		7. Goreng monna a ne a tla ka setepisi?
		8. O ikutlwa jang ka kgang eno?
	Dipotso tse barutwana ba ka di botsang:	1. A katse e ne ya ja nonyane?
2. Goreng katse e ne e photsa mo setlhareng?		

Sikwasebenzise lo msebenzi ebalini u “Ncedani!” kuhlelo lwakho lweencwadana zesiXhosa. Qwalasela imibuzo ebesicinga ngayo:

isiXhosa	Igama lebali:	Ncedani!
	Imibuzo oyibuzayo:	1. Ingaba ikati yakhwela emthini?
		2. Ingaba intaka yabhabha?
		3. Ngubani owalanda ileli?
		4. Yenza ntoni ikati?
		5. Yayiphi intaka?
		6. Ingaba baxinga nini bonke emthini?
		7. Kwakutheni indoda ize ize neleli?
		8. Ingaba uyalithanda okanye awulithandi ibali?
	Imibuzo engabuzwa ngabafundi:	1. Ingaba ikati yayitya intaka?
2. Yintoni eyabangela ukuba ikati yehle emthini?		

Pale ena e boetse e ho Sesotho 'Thusa!'. Sheba dipotso tseo re nahanneng ka tsona:

Sesotho	Lebitso la pale:	Thusa!
	Dipotso tseo o ka di botsang:	1. Na katse e ile ya hlwa sefate?
		2. Na nonyana e ile ya fofa?
		3. Ke mang a latileng leri?
		4. Katse e ile ya etsang?
		5. Nonyana e ne e le kae?
		6. Ba ile ba tshwaseha neng kaofela sefateng?
		7. Hobaneng ha monna a ile a tlisa leri?
		8. O ikutlwa jwang ka pale ena?
	Dipotso tseo barutwana ba ka di botsang:	1. Na katse e ile ya ja nonyana?
2. Hobaneng ha katse e ile ya theoha sefateng?		

Reading Support LTSM Handbook

Try to use words from the story, especially if they are new words. This will encourage learners to practice using those words when they answer the questions. You can use the words cards to remind them of the words!

Remember there might be more than one correct answer to the questions. Listen carefully to what the learners say, and accept their answers if they are correct. There is no right or wrong answer to a question about feelings. Sometimes we don't know the answer to a question. Let the learners use their imagination to think of an answer.

Think about questions for different levels of language ability and participation. You can use different kinds of questions, like "yes", "no", "who", "what", "where", "when", "how" and "why" questions:

1. Use "yes/no" questions with very young learners and EFAL learners. These questions are easier than "what" and "who" questions.
2. "What" questions are easier than "where" or "when" questions.
3. "How" and "why" questions are the most difficult, especially for new speakers of a language.

Setswana	<p>Akanya ka dipotso tse di di farologaneng tse di ka arabiwang ke bana go ya ka bokgoni jwa bone. O ka dirisa dipotso tsa mefuta e e farologaneng, jaaka dipotso tse di batlang Karabo ya "ee", "nnyaa", tse di nang le lefoko "mang", "eng", "kae", "leng", "jang" le "goreng":</p> <ul style="list-style-type: none"> • Dipotso tsa tse di batlang "ee/nnyaa" ke tsa bana ba bannye thata le tsa barutwana ba EFAL. Dipotso tseno di motlhofo thata go feta dipotso tsa "eng" le "mang". • Dipotso tse di nang le "eng" di motlhofo go feta dipotso tsa "kae" kgotsa tsa "leng". • Dipotso tsa "jang" le "goreng" di thata go feta, segolobogolo mo barutwaneng ba ba santseng ba ithuta puo.
-----------------	---

isiXhosa	<p>Cinga ngemibuzo ekumanqanaba ahlukeneyo olwazi lolwimi nokuthabatha inxaxheba. Ungasebenzisa imibuzo ngemibuzo eyahlukeneyo, enjengo "ewe", "hayi", "bani", "ntoni", "phi", "nini", "njani", no- "kutheni":</p> <ul style="list-style-type: none"> • Imibuzo engo-"ewe/hayi" ibalungele abafundi abaselula kakhulu nabafundi abafunda ulwimi olongezelelekileyo u-EFAL ukutsho oko. Le mibuzo ilula kunemibuzo engo- "ntoni" no- "bani". • Imibuzo engo- "ntoni" ilula kunemibuzo engo- "phi" okanye "nini". • Imibuzo engo- "njani" no- "ngoba/kutheni" yeyona inzima, ngakumbi kubafundi abaqalayo ukuthetha ulwimi.
-----------------	--

Sesotho	<p>Nahana ka dipotso bakeng sa mehato e fapaneng ya bokgoni ba puo le ho nka karolo. O ka sebedisa mefuta e fapaneng ya dipotso, jwaloka 'E', 'Tjhe', 'Mang', 'Eng', 'Kae', 'Neng', 'Jwang' le 'Hobaneng':</p> <ul style="list-style-type: none"> • E/tjhe le barutwana ba banyenyane haholo, le barutwana ba EFAL (Senyesemane Puo ya Pele ya Tlatsetso). Dipotso tse di bobebe ho feta 'eng' le 'mang'. • Dipotso tsa 'eng' di bobebe ho feta 'kae' kapa 'neng'. • 'Jwang' le 'Hobaneng' ke tsona tse thata, haholoholo bakeng sa dibui tse ntjha tsa puo.
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Go back to Activity 9, and write down at least one of each kind of question. This will help the learners because you will always have different levels of learners in each group. You can write your questions onto question cards. You can use the question cards with the same story with different groups of learners. Even if the learners cannot read the question, they will see that you have written them down. This is one way of showing that we can write down what we think in our heads. That is an important part of learning to read and write. Give learners feedback on their answers so they learn how to answer questions well.

We can encourage children to find out more about the world around them by using stories to ask questions and find possible answers. This means we can use stories for enquiry and exploration. Now you have thought about some questions for a story, think about how to integrate this into your group guided reading.

Activity 10: Using a story for asking questions (45 minutes)

Work with a small group of learners
Reflect on your own lesson
Share with other educators
Observe an educator doing the same activity
Give feedback and reflect together as Foundation Phase educators

1. Choose the same story that you used in Activity 9.
2. Write your questions onto question cards.
3. Call aside a small group of learners for a group guided reading lesson.
4. Read the story in the same way that you usually do, and encourage learners to listen to, think about and answer the questions you have prepared.
5. Allow learners to ask and discuss their own questions too.

Comment

You do not have to only ask the questions that you prepared. You can also ask the learners questions that come into your mind while you are reading, for example, questions like “What do you think will happen next?”, and “What happened before this picture?”

It is possible that learners will ask your prepared questions while you are reading. Be careful to respond to the questions as you go, and encourage the learners to ask questions. You know your children best, and you will respond to their questions and discussions appropriately.

If your questions have not been answered during the story, you can ask your questions after the story. Make sure you give learners time to answer questions. Remember that you want the children to explore the ideas, so don't be too quick to come in with your own ideas. Rather help to keep the conversation going between the children, and help to make sure that all the children who want to share their ideas have a turn. They don't have to always agree with each other.

Reflect on using a story for asking questions:

1. Did the learners enjoy the story?
2. What did the learners enjoy about the activity?
3. What did the learners not enjoy?
4. How well did the learners answer and ask questions about the story? What was easy for them, and what was not so easy?
5. What will you change or improve next time?
6. What opportunities can learners have to do this activity independently?

Reading Support LTSM Handbook

Unit 3: Speaking and listening as a core skill in EFAL

We only provided EFAL storybooks for Grade 3 in the Reading Support Project. For the early grades, you can find English stories on your tablet (see Appendix One, Module 1) or on www.africanstorybook.org or from the African Storybook reading app. You can also use a Grade 3 EFAL story to read aloud to Grade 1 and Grade 2 learners. Learners in Grades 1 and 2 are not yet reading English well, but they still need to learn to listen to and speak English. Stories with pictures are a good way to do that.

In Unit 3 in your reading course, you learned about strategic code-switching.

Here is a summary of the important points about strategic code-switching:

1. Learners should try to speak English in an English language lesson. Code-switching should not replace English. This means that you should not let Setswana dominate in an EFAL lesson. Only use Setswana when you really need to.
2. Use code-switching to create a warm classroom atmosphere and to make learners feel relaxed.
3. Code-switching has a clear purpose. Use code-switching to make sure that learners understand what has been read. Use it to confirm and build vocabulary, and to support learners to answer questions in English.
4. Do not use code-switching too often. Use it carefully and strategically.
5. Sometimes learners understand the question in English but they feel more confident to give their opinion in HL.
6. Code-switching can be used carefully and strategically to explain a word or a concept.
7. Code-switching can be used when there is not a good HL word or terminology.
8. Code-switching can be used to develop an idea.
9. Code-switching should not exclude any learners from the conversation or lesson.
10. Code-switching can be used to motivate learners to behave well.

Maybe you have a positive attitude towards code-switching. Or maybe you are not sure that code-switching is a good thing to do. Try Activity 11, with an open mind, and see how the learners respond.

Remind yourself what you have learned about retelling stories, Word Walls and asking questions. Try and apply those things to learning and teaching for EFAL.

Activity 11: Use code-switching when you read a storybook for EFAL (70 minutes)

Work with a small group of learners

Reflect on your own lesson

Share with other educators

Observe an educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. Choose an English story at an appropriate level for your learners.
2. Read the story to yourself. It will help to read it out loud, even if there is no-one listening.
3. Think about new English words and write English word cards if you need them. Do you have HL word cards on the word wall for those English words?
4. Think about some simple English questions that you want to ask.
5. Call a small group of learners aside.
6. If you are reading a story from a book, read it in the way you would normally tell a story. Let's remind ourselves what that is:

Reading Support LTSM Handbook

- a. Show the learners the picture on the cover.
- b. Read the title, and talk about what the title tells us about the story.
- c. Ask learners pre-reading questions, such as ‘What do you think the story is about?’, or ‘Who do you think is the main character of the story?’
- d. Introduce any new English words before you read (Ask learners to volunteer the meaning of new words, so that they can learn from each other too.).
- e. Read the story.
7. After the story, ask learners some simple questions about the story.
8. Let the learners ask questions about the story.
9. Retell the story yourself, and ask the learners to help you.
10. Ask if anyone would like to retell the story in English.
11. Use the following table to reflect on your EFAL story reading. Put a tick in the column if you used code-switching, or you did not use code-switching.

Recording code-switching in stories	I used code-switching	I did not use code-switching
1. Show learners the picture on the cover.		
2. Read the title, and talk about the title.		
3. Ask pre-reading questions.		
4. Introduce any new English words.		
5. Read the story.		
6. Ask learners simple questions about the story.		
7. Learners ask questions about the story.		
8. Retell the story yourself, and ask the learners to help you.		
9. Learners retell the story in English.		

10. Talk with another educator about why you used code-switching or not.

Comment

Now that you have tried to work with stories using code-switching, you might have some new ideas about why strategic code-switching can be a good thing to do.

Read again the summary of the important points about strategic code-switching. Do you think you used code-switching strategically? What will you do differently next time you read an English story to learners?



Try this out!

Think again about the different kinds of word walls that help learners to build new vocabulary. You explored this in Activity 6.

What kind of word wall could support the development of English vocabulary?

Do you have an existing word wall that helps learners to build their English vocabulary? How could you improve that word wall?

If you don't have an EFAL word wall, design one and begin to build it with learners.

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Unit 4: Supporting each other as educators

In Unit 4 of the reading course, you discussed leadership, and your role as an educational leader in your district or school.

We are sure that you have come across children's stories that talk about adult issues. In the next activity, you will read a children's story about leadership, and use that to reflect on your role as an educational leader. Even if you are not a DH, you can do this activity as a team. We are all leaders in our own small ways.

Activity 12: Being a leader in education (60 minutes)

Do this activity with other Subject Advisors or DHs or educators
Reflect on what you have learned together

1. Find the English story 'Goat the False King' in your LTSM pack, or on your tablet.
2. Ask someone in your group to read the story aloud, clearly and with expression, as they would with learners.
3. Do the following tasks, and discuss the questions together:
 - a. What questions about leadership does this story raise for you? Write the questions down on paper or small cards.
 - b. As a group, choose one or two of these questions to discuss now. You can discuss other issues at another time. You might even refer to them later in your work supporting each other.
 - c. On your own, think about and write down what qualities of leaders you admire.
 - d. As a group, list some characteristics of good leaders.
 - e. Think about what kinds of leadership qualities you possess as an individual:
 - i. What leadership qualities do you think you could improve on?
 - ii. What leadership qualities can you contribute or offer to the teaching team in your school or district?
 - iii. What leadership role do you think you can or do play as a DH?

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Unit 5: Feedback

As educators, we are on a journey of life-long learning. We hope that some of the things that you have learned about using stories from this handbook have been useful for you.

In the reading course, we spoke about positive feedback, negative feedback and self-evaluation. Giving and receiving feedback is one of the most important ways we can learn from each other and improve or change our practice.

In Activity 12, you thought about what it means to be a leader. We are all leaders, in our own way, because we are educators. There doesn't only have to be one leader in a team. Use the next activities to help reflect on whether this handbook has supported you in your role as educator, department head and leader, and what you can do to continue to support each other.

Activity 13: Supporting each other to lead (60 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. Think about, share, discuss and record in the table:
ways in which the handbook has supported you in your role as:
 - i. Educator
 - ii. Department Head
 - iii. Leader

one thing you have learned about yourself as a DH, educator or leader from using the handbook.

	Positive	Neutral	Negative
Educator			
Department Head			
Leader			

2. Discuss new ways you can use the handbook to support each other and continue learning.

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Appendix Two: Accessing the reading course on tablet

Turn on the tablet

Press & Hold the smaller side button on the right of the tablet



Set up the wifi

Step 2:

Go to **Settings** icon from Home page



Select **WLAN** and choose the wifi you can connect to

Select **show password**

Enter the Password for the wifi connection you want to use

Connect to internet

Step 3:

From Home page



Access the web page and course Home Page

Step 4:

Enter the FPD Student website address into your web browser:

student.foundation.co.za



Step 5:

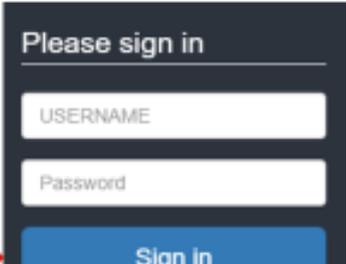
- To access the course content:

Click on **LOG IN/REGISTER** button



Step 6

Enter your username (email address) and password, and click on **Sign in**



Please sign in

USERNAME

Password

Sign in

Access the course

Step 7: Click on **Instructional Leadership in Foundation Phase Literacy**

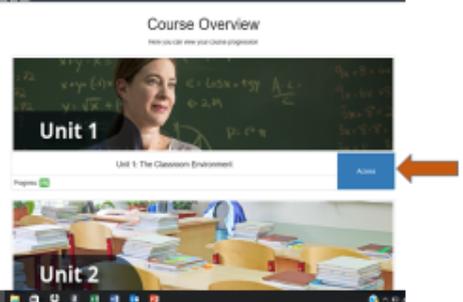


Available Online Courses

02 Instructional Leadership in Foundation Phase Literacy

Access the course

- **Step 8:** Press **access** in Unit 1



Course Overview

Unit 1

Unit 1: The Classroom Environment

Access

Unit 2

Reading Support LTSM Handbook

Update profile

- Select **update** when finished

[If you have accessed the Course before this page won't Show]

Personal Information

Title
Dr.

Initials
L

First Name
Lucille

Preferred Name
Lucille

Summary

is the course

Select pre-test

submit answers
you have completed

Dr. Lucille Moleka

Return to Overview

Module 2

Module 3

Unit 1: Teaching Phonics in African Home Languages

Pre Test

Content

Pretest:

1. Which of the fo

kgomo

kgomo

kgomo

kgomo

kgomo

2. Which of the fo

kg

should

True

False

10. Negative consequences are more important if

True

False

Submit Answers

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Appendix Three: Assignment 1

We have included all the assignments from the Reading Support Project in this handbook, for your reference. Even if you didn't do the course, or complete the course, you might find it interesting and informative to do the assignments in your own time.

As we have discussed in Module 2, one of the key elements of teaching and learning is the classroom environment. The environment must be *conducive* – it must be easy for educators to teach, and for learners to pick up knowledge both from the educator and from other learners and the classroom itself. In fact, the classroom itself is probably your most important teaching tool.

This assignment was written for DHs of the Foundation Phase to observe other Foundation Phase educators. You can do this assignment so that each Foundation Phase educator observes another educator, not just the DH. In this way, you can observe each other as part of a team, and benefit from feedback.

The assignment has three parts.

1. EVALUATE ALL FOUNDATION PHASE CLASSROOMS

- a. In the first step, you will go around to all your educators and grade their classrooms using the *classroom environment checklist* in Appendix Four. Then you will reflect with the individual educator on the results.
- b. Take a picture of each classroom, with your tablet (or your phone if you do not have a tablet) as seen from the door of the class. (See Appendix Five for 'Taking photographs with your tablet'.)

NB: Remember to follow protocol and set up meetings with educators before you visit their class.

2. PRESENT RESULTS TO EDUCATORS AND BRAINSTORM IMPROVEMENTS

- a. Next, you will call a meeting with all Foundation Phase educators to present your results. The classroom environment checklist will give you areas which need improvement and where your team is strong. You should tell all the educators which areas you as a team are doing very well in, and which areas still need work.
- b. Then, you should brainstorm ways you can improve the areas in which you are not strong based on the scores. You will record the suggestions of educators, and then, with your educators, you will decide which to implement.

3. RECORD IMPROVEMENTS

- a. Finally, you will take photos of the classrooms after improvements are made. This should be no more than two weeks after your meeting with educators.

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Appendix Four: Classroom environment checklist

There are six tables in the classroom environment checklist. These six tables should be filled out for every class in the Foundation Phase – even your own. **The table on this page is an example.** For each row, there is an item. For example, the first one is “furniture – desks and chairs for learners and the educator”. There are four options – “None”, “Poor”, “OK” and “Good”. Put a tick in the box next to the item that best describes the class in terms of furniture. For example, if there is no furniture, put a tick in the box below “None”. If the furniture is usable but not in good condition, put a tick in the box under “OK”. **Tick only one box per item.**

There are four questions per table. When you have finished the four questions, add the total number of ticks in each column, and enter it in the total box. For example, if you ticked “None” for items 1.1 and 1.3, you would write the number “2” under “None” in the “Total Number of Ticks in Each Column” row.

Then, multiply each total by the number below it. Write the answer in the “product per column” box.

Finally, add all the numbers in the “product per column” box to give you a total score for the table. You will end up with a score for each of the first five tables.

After you have finished, enter the **total score** for each table in the correct box in table 6. Then you will add all of the total scores together to get the **classroom environment score**. Each class in the Foundation Phase will have a classroom environment score.

It may be hard to assess yourself. If you think you cannot be objective (or that others will not think you were objective!), it is best to ask the principal or another DH to evaluate your classroom.

Example Table 1

ITEM		NONE 1	POOR 2	OK 3	GOOD 4
1.1	Furniture – desks and chairs for learners and the educator		√		
1.2	Blackboard with chalk and prestick/tape, etc.				√
1.3	Bookshelves and bookshelf organisation	√			
1.4	Lighting (natural sunlight or electric lighting)		√		
TOTAL NUMBER OF TICKS IN EACH COLUMN		1	2	0	1
		x 1	x 2	x 3	x 4
PRODUCT PER COLUMN		1	4	0	4
Add all the numbers in the “product per column” boxes		1 + 4 + 0 + 4 = 9			
TOTAL SCORE CLASSROOM INFRASTRUCTURE		9			

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CLASSROOM ENVIRONMENT CHECKLIST:

GRADE: _____ **CLASS:** _____ **DATE:** _____

Table 1: Classroom Infrastructure Ratings

ITEM	NONE	POOR	OK	GOOD
1.1 Furniture – desks and chairs for learners and the educator				
1.2 Blackboard with chalk and prestick/tape, etc.				
1.3 Bookshelves and bookshelf organisation				
1.4 Lighting (natural sunlight or electric lighting)				
TOTAL NUMBER OF TICKS IN EACH COLUMN				
	x 1	x 2	x 3	x 4
PRODUCT PER COLUMN				
Add all the numbers in the “product per column” boxes				
TOTAL SCORE CLASSROOM INFRASTRUCTURE				

Table 2: Classroom Arrangement Ratings

ITEM	NONE	POOR	OK	GOOD
2.1 The educator is able to move around the classroom				
2.2 The learners are able to work in ability groups				
2.3 There is a story reading area <i>used</i> for shared reading				
2.4 There is a library corner				
TOTAL NUMBER OF TICKS IN EACH COLUMN				
	x 1	x 2	x 3	x 4
PRODUCT PER COLUMN				
Add all the numbers in the “product per column” boxes				
TOTAL SCORE CLASSROOM ARRANGEMENT				

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Table 3: Phonics and Vocabulary Ratings

ITEM		NONE	POOR	OK	GOOD
3.1	Alphabet frieze in English				
3.2	Alphabet frieze in home language covering all phonemes in the language				
3.3	Classroom labels to help build vocabulary in two languages				
3.4	The word wall will help learners build vocabulary in two languages – it is bilingual and includes pictures				
TOTAL NUMBER OF TICKS IN EACH COLUMN					
		x 1	x 2	x 3	x 4
PRODUCT PER COLUMN					
Add all the numbers in the “product per column” boxes TOTAL SCORE PHONICS AND VOCABULARY					

Table 4: Classroom Print Ratings

ITEM		NONE	POOR	OK	GOOD
4.1	The mathematics area has a number chart with number symbols and number names; a calendar and birthday chart; a number line; charts or graphs; and posters for shapes, money or other current topics.				
4.2	There are posters or information on sanitation and current life skills topics; materials for drawing/creativity; and learner work is displayed.				
4.3	There is a set of positively stated, clear class rules posted in both home language and English.				
4.4	There is a alphabet frieze and phonics charts for HL and EFAL; a word wall for both languages which is changed weekly or nearly weekly; classroom labels; a communication board which is changed monthly; and posters or materials relating to common topics.				
TOTAL NUMBER OF TICKS IN EACH COLUMN					
		x 1	x 2	x 3	x 4
PRODUCT PER COLUMN					
Add all the numbers in the “product per column” boxes TOTAL SCORE CLASSROOM PRINT					

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Table 5: Library Corner Ratings

ITEM	NONE	POOR	OK	GOOD	
5.1	The library corner has seating for learners				
5.2	The library corner has books displayed so learners can see them				
5.3	The library corner has books the educator has used for shared reading				
5.4	Learners are allowed to use the library corner for independent reading				
TOTAL NUMBER OF TICKS IN EACH COLUMN					
multiply		x 1	x 2	x 3	x 4
PRODUCT PER COLUMN					
Add all the numbers in the "product per column" boxes					
TOTAL SCORE LIBRARY CORNER					

Table 6: Recording Total Scores

Table 1	TOTAL SCORE CLASSROOM INFRASTRUCTURE	
Table 2	TOTAL SCORE CLASSROOM ARRANGEMENT	+
Table 3	TOTAL SCORE PHONICS AND VOCABULARY	+
Table 4	TOTAL SCORE CLASSROOM PRINT	+
Table 5	TOTAL SCORE LIBRARY CORNER	+
Add all numbers		=
CLASSROOM ENVIRONMENT SCORE		

BEFORE PHOTOS: USE YOUR TABLET TO TAKE TWO PHOTOS FROM THE DOOR OF THE CLASSROOM, SHOWING DIFFERENT ANGLES

PHOTO 1

PHOTO 2

TWO WEEKS AFTER YOUR MEETING, TAKE PHOTOS OF THE CLASSROOM AGAIN

PHOTO 1

PHOTO 2

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AVERAGING SCORES FOR ALL CLASSES

This chart will help you to figure out how your classes in each grade are doing with their classroom environment.

On the left are the different classes in Grade 1. On the top are the five areas we are scoring. Write the total score for each area from each class – you can find this in Table 6 of the classroom environment checklist resource.

You may not have this many classes. You can leave the rows blank for classes you do not have. For example, if you only have four classes in Grade 1, only fill out up to row “Grade 1, Class D”. In the TOTAL SUMS boxes on the bottom, add the scores from each column and write the total. Then, in the average box, divide the total (in total sums box) by the total number of classes in the grade. For example, if there are four classes in Grade 1 in your school, you would divide each total by four, and write the answer in the average box directly below it.

Table 7: Averaging Scores for Grade 1

	INFRASTRUCTURE	ARRANGEMENT	PHONICS AND VOCABULARY	CLASSROOM PRINT	LIBRARY CORNER
Grade 1 CLASS A					
Grade 1 CLASS B					
Grade 1 CLASS C					
Grade 1 CLASS D					
Grade 1 CLASS E					
Grade 1 CLASS F					
TOTAL SUMS					
AVERAGE Divide each total by the number of classes in the grade					

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Table 8: Average Scores for Grade 2

	INFRASTRUCTURE	ARRANGEMENT	PHONICS AND VOCABULARY	CLASSROOM PRINT	LIBRARY CORNER
Grade 2 CLASS A					
Grade 2 CLASS B					
Grade 2 CLASS C					
Grade 2 CLASS D					
Grade 2 CLASS E					
Grade 2 CLASS F					
TOTAL SUMS					
AVERAGE Divide each total by the number of classes in the grade					

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Table 9: Average Scores Grade 3

	INFRASTRUCTURE	ARRANGEMENT	PHONICS AND VOCABULARY	CLASSROOM PRINT	LIBRARY CORNER
Grade 3 CLASS A					
Grade 3 CLASS B					
Grade 3 CLASS C					
Grade 3 CLASS D					
Grade 3 CLASS E					
Grade 3 CLASS F					
TOTAL SUMS					
AVERAGE Divide each total by the number of classes in the grade					

On the next page, is the table you will use to present to your educators. It will give you the average scores for each item for each grade. This way, you can easily highlight the areas that you as a team must work on. If some scores are lower than others, your team should address those areas in their meeting. You can hold the meeting in English, home language, or a mix of the two languages.

Look at the questions below the table. Before the meeting, you should have your own answers written down in a notebook, based on your observations of the classrooms. Ask educators the questions and let them come up with answers. Tick off the thoughts you jotted down as other educators bring them up. Write down all the answers to each question in the meeting. If no one brings up your points, bring them up yourself after other educators have had a chance and add them to what you have written. Remember to congratulate your team on high scores.

When you have finished talking, write down a list of **actions to be taken** and who will do them to improve the classroom environments in your school.

NOTE: If one class score is very low while others in the grade are high, you should work with that individual educator. If you talk about one individual's low score in front of others, you may make them feel uncomfortable and they may start to resent you. If one educator is struggling, you should work with just that educator to resolve the issue. If you plan to ask another educator to help the struggling educator, make sure to ask the struggling educator if it is ok first.

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MEETING WITH FP EDUCATORS

DATE: _____

Table 10: PRESENTATION OF AVERAGE SCORES BY AREA

	INFRASTRUCTURE	ARRANGEMENT	PHONICS AND VOCABULARY	CLASSROOM PRINT	LIBRARY CORNER
GRADE 1 AVERAGE					
GRADE 2 AVERAGE					
GRADE 3 AVERAGE					

Questions for the team meeting:

Where do we have high scores?

Where do we have low scores?

What is causing the low scores?

What can we do to improve the low scores?

Where do we have scores in the middle of high and low?

What is causing the mediocre or just OK scores?

What can we do to improve the mediocre scores?

Table 11: ACTION PLAN

ACTIONS TO BE TAKEN	RESPONSIBILITY (WHO WILL DO THEM)
1.	
2.	
3.	
4.	
5.	

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Appendix Five: Taking photographs with your tablet

How to take a photo

- Select **camera** icon from the home screen
- Focus tablet on the picture given to you
- Press camera icon to take photo



Exit camera

- Go To home page of tablet by pressing Home icon (centre button on tablet).
- [tap screen to show icons if they have disappeared]



Find Microsoft word

- Swipe Left (from home screen)
- Find Word icon, and tap on Word icon
- Select start using Word or accept prompts if given
- Select: Blank document



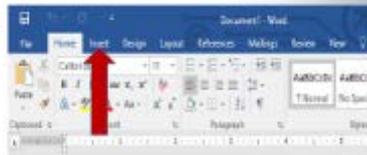
Using Word

- Tap on the screen (cursor should appear on page)
- Press down **arrow** on the **Top right hand corner** (tool bar should appear with: File, Home, Draw etc.)



Insert photo

- Select insert on the top tool bar
- Select picture
- Select photos
- Tap on your photo
- Select the tick showing on your screen
- The picture should appear in your word document



Write photo title

- Tap on a clear space in the document (not on the image)
- Cursor and tool bar should appear on page
- To increase font: Press **A** icon on top tool bar
- Press the arrow facing down (with number inside)
- Select number 16
- Write a title for the picture on top
- Press the green enter button (arrow in circle) for cursor to go under picture



Save and rename document

- Select File (on toolbar)
- Select Save
- Select "Rename this file"



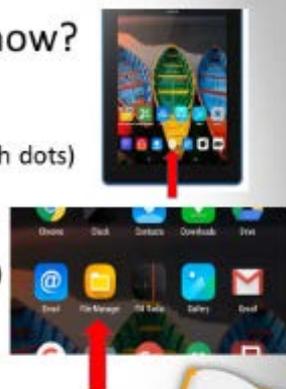
Save and rename (cont...)

- Type new name in box, eg. Ponaló's classroom
- Press enter green button
- Go back to word document by tapping arrow on top left hand corner
- You should see the new name appear on document
- Go home (press middle home button)



Where can I Find it now?

- Your word document is in File Manager. Let's find it....
- Tap full menu icon (round with dots)
- Tap file manager (yellow icon)



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Find document (cont ...)

- Tap 'internal storage'
- Tap on 'Documents'
- Tap on your document, Ponaló's classroom
- You should see what your picture and title. You have found your document!

A screenshot of an Android file manager interface. At the top, there are several circular icons for different file types: Documents, Downloads, Recent, and Desktop. Below these, the 'internal storage' section is visible, showing a folder named 'Documents'. A red arrow points to this folder. Below the 'Documents' folder, there are several document icons, each with a thumbnail image and a title. One of the thumbnails shows a classroom scene, and its title is 'Ponaló's classroom'. Another red arrow points to this specific document icon. The bottom of the screen shows a grid of logos for various organizations: USAID, SOUTH AFRICA, M. MOLTENO, SALDE, and VSG.

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Module 3: Teaching using phonics and vocabulary

Unit 1: Decoding words

Phonological and phonemic awareness

In Module 3 of the reading course, you saw that phonemic awareness is a sub-set of phonological awareness. Phonological awareness is the ability to recognise and manipulate language in general. Oral language can be broken down into individual parts. The four main levels of phonological awareness which you explored in Module 3, Unit 1 are:

- The word level;
- Onset and rime level;
- Syllable level; and
- Phoneme level

You can refer to the reading course, and to the Multilingual Glossary at the end of this Module to remind yourself what the terms 'onset and rime', 'syllable' and 'phoneme' mean. In Module 2 of the handbook, in Activities 6, 7 and 8, you already referred to some of these levels by discussing, making and using Word Walls, for example. In these activities you identified new words in stories, and you made word cards to put on a Word Wall. Before you put the word cards on the Word Wall, you discussed the words and did different activities with learners using those words, such as:

- reading the words on the cards
- explaining the meaning of words
- identifying sounds (phonemes) in words
- using the words in sentences
- finding other words that are similar

These activities are all part of building phonological awareness. In the next activity, you will explore more deeply how to use words from stories to develop phonological awareness in learners. In the next activity, you will select a story suitable for building phonological awareness at the levels of onset and rime, syllable and phoneme.

Activity 1: Select a story suitable for building phonological awareness (90 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. In your reading course, remind yourself about the meaning of onset and rime, syllable, and phoneme.
2. Choose any home language reader or storybook from your LTSM pack.
3. In the story, identify two or three words for one or more of the following:
 - a. Words that can be used to demonstrate onset and rime. In African languages, the onset can be a simple or a complex phoneme.
 - b. Words that have more than one syllable.
 - c. Words that can be broken up into simple (single) phonemes and complex phonemes (sounds written with more than one letter).
4. Write word cards for all of these words.
5. If the story you have chosen is not suitable for any of the three levels, choose another story and see if it is suitable for building phonological awareness.

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Comment

You will probably find that most stories are suitable for at least one of the levels of phonological awareness. In fact, most stories will be suitable for all three levels.

We chose the English story 'Big Blue Bus'. In that story we found these words that are good for onset and rime: t/own, d/own, g/own, br/own, n/ight, f/ight, l/ight, m/ight, b/ig, d/ig, j/ig, p/ig, w/ake, b/ake, c/ake, m/ake, g/ot, c/ot, d/ot, l/ot. This works well in English, but we realise that it might not work well in all African languages. In fact, you have to be a bit careful not to end up making vulgar words, or words that are off-limits.

We found these words that have more than one syllable: travel, window, going

And we found these words that can be broken up into simple and complex phonemes: we, will, big, bus, travel, that, stop.

Setswana	<p>Re tlhophile kgang ya Setswana ya 'Go thuba fensetere!'. Mo kgannyeng eo re fitlhetse go na le mafoko a a siametseng go ithutwa ga tumammogo le tumanosi: kgotla, seba, lema.</p> <p>Re bone mafoko ano a a nang le dinoko tse di fetang e le nngwe: thuba, lefela, lelata, lesomo, lerama, fensetere, thubile, simolola le duela.</p> <p>E bile re na le mafoko ano a a ka kgaogangwang ka ditumammogo tse di motlhofo le tse di raraaneng: Thari, bolela, fensetere, molato, lerama, lerapo, thuba, kgala, kgotla, kgotlha, kgwetlha, kgwele, tlhopha, khutla, phutha</p>
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isiXhosa	<p>Sikhethe ibali u-"Sebeza". Kweli bali sifumana amagama angawo nafanelekileyo anesiqalo nesingqi, angala: <i>yena</i>, (lena, tena, wena), futhi, (buthi, kuthi, luthi, wuthi), qala, (bala, cala, dala, lala, sala, tala, vala, wala, yala, zala).</p> <p>Sifumana amagama anamalungu egama aliqedlana igama, angala: ndiyabulela, kutheni, naye, uyaqala.</p> <p>Sifumana namagama esingawaqhawula abe zizijungqu ezilula nezibuqilimba angala: nomhlobo, ihlebo, futhi, kutheni.</p>
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Sesotho	<p>Re kgethile pale ya 'Moya le Letsatsi'. Paleng eo re fumane mantswe ana a lokileng bakeng sa sehlongwapele kapa qalo ya lentse le raeme kapa sehlongwanthao sa lentse: feta, besa, moya.</p> <p>Re fumane mantswe ana a nang le noko tse fetang bonngwe: letsatsi, kaofela, lefatshe le hlobodisang.</p> <p>Hape re fumane mantswe ana a ka arolwang ka didumammoho tse bobebe le tse batlang di le thata: letsatsi, hlobodisang, emise le hodimo.</p>
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Activity 2: Building phonological awareness using stories (40 minutes)

Work with a small group of learners

Reflect on your own lesson

Share with other educators

Observe an educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. Use the story you selected in Activity 1.
2. Call a small group of learners aside for a group guided reading lesson.
3. Read the book in the way you would normally read. Remember to:
4. Show the learners the picture on the cover.
5. Read the title, and check learners understand all the words in the title.
6. Ask learners predictive questions, such as “Do you think this is a happy story or a sad story?”
7. Identify new words as they come up, talk about the meaning, and write word cards for those words.
8. When you have finished reading, choose a simple sentence from the story, and clap for each word as you read the sentence. Ask the learners to clap with you when you read it again.
9. Use the word cards you have prepared from Activity 1, for onset and rime:
10. Check that learners know the meaning of the words.
11. Choose one word and ask learners to say the first sound of the word.
12. Ask learners what will happen if we change the first sound to ...
13. Ask learners to think of other sounds to put first. What word does that make?
14. Discuss the meanings of all the new words (some of them might be nonsense words!).
15. Repeat this with the other words for onset and rime awareness.
16. Use the word cards you have prepared from Activity 1, for syllables:
17. Check that learners know the meaning of the words.
18. Choose one word and say the word out loud, emphasising the syllables in the word.
19. Ask the learners to say it with you.
20. Ask the learners to clap out the syllables in the word, or stamp their feet to the syllables.
21. Repeat this with the other words for syllable awareness.
22. Use the word cards you have prepared from Activity 1, for phonemes:
23. Check that learners know the meaning of the words.
24. Choose one word and say the word out loud, emphasising the phonemes (simple and complex) in the word.
25. Ask the learners to say it with you.
26. Repeat this with the other words for phonemic awareness.
27. Watch the video Stories and Word Walls, Part 2, Implementing <https://youtu.be/4UxRLWjB5rg>. While you are watching think about this question:
28. How does this activity support learners to develop phonological awareness?

Comment

Once again, you can see that this kind of activity needs plenty of preparation. Teaching reading is a big responsibility, and we have to be well prepared for it. If you have been doing this for a long time, you will know that it gets easier to prepare well. If these activities are new to you, do not be discouraged. As the activities and the stories become familiar, it will be easier to do. Keep at it!

This is how we used the words that we chose from the English story ‘Big blue bus’ in Activity 1.

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First, for word awareness, we clapped each word in the sentence:

Big / blue / bus (3 claps)

For awareness of onset and rime, we made word families with the same rime and a different onset:

t/own, d/own, g/own, br/own

n/ight, f/ight, l/ight, m/ight

b/ig, d/ig, j/ig, p/ig

w/ake, b/ake, c/ake, m/ake

g/ot, c/ot, d/ot, l/ot

For syllable awareness, we clapped the rhythms like this:

travel – tra / vel

window – win / dow

going – go / ing

For phonemic awareness, we sounded the words like this:

we – w / e

will – w / i / ll

big – b / i / g

bus – b / u / s

travel – t / r / a / v / e / l

that – th / a / t

stop – s / t / o / p

Setswana	<p>Eno ke tsela e re dirisitseng mafoko a re a tlhophileng ka yon emo kgannyeng ya Setswana ya 'Go thuba fensetere!' ya Tirwana 1.</p> <p>Sa ntlha, go ithuta mafoko, re kgaogantse mafoko mo polelong: <i>Go / thuba / fensetere!</i> (mafoko a le 3)</p> <p>Go ithuta tumammogo le tumanosi re kwadile mafoko a a rumang: <i>s/eba, l/eba</i> <i>l/ema, e/ma</i></p> <p>Go ithuta dinoko re kgaogantse medumo jaana: <i>thuba – thu / ba</i> <i>fensetere – fen / se / te / re</i> <i>thubile – thu / bi / le</i> <i>simolola – si / mo / lo / la</i> <i>duela – du / e / la</i></p> <p>Go ithuta ditumammogo re kwadile medumo ya mafoko jaana: <i>molato – m / o / l / a / t / o</i> <i>thuba – th / u / b / a</i> <i>thari – th / a / r / i</i> <i>bolela – b / o / l / e / l / a</i> <i>fensetere – f / e / n / s / e / t / e / r / e</i></p>
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isiXhosa	<p>Siwasebenzise ngolu hlobo amagama esiwakhethileyo kwibali lesiXhosa u-“Sebeza” kumsebenzi woku-1.</p> <p>Okokuqala, ukuze kunakanwe igama, siqhwebele igama elikwisivakalisi izandla silibiza: <i>yena / nomhlobo / bayasebeza</i> (ukuqhwaba ka-3)</p> <p>Ukuze kunakanwe isiqalo segama ndawonye nesingqi senze amanye amagama: <i>y/ena, w/ena, l/ena, t/ena</i> <i>f/uthi, b/uthi, k/uthi, l/uthi, w/uthi</i> <i>q/ala, b/ala, d/ala, l/ala, s/ala, t/ala, v/ala, y/ala, z/ala</i></p> <p>Ukunakana amalungu egama siqhwebele isingqisho ngolu hlobo: <i>ndiyabulela – ndi / ya / bu / le / la</i> <i>kutheni – ku / the / ni</i> <i>naye – na / ye</i> <i>uyaqala – u / ya / qa / la</i></p> <p>Ukunakana isandi seqabane sibize amagama ngokwezandi ngolu hlobo: <i>nomhlobo – n / o / m / hl / o / b / o</i> <i>ihlebo – i / hl / e / b / o</i> <i>futhi – f / u / th / i</i> <i>kutheni – k / u / th / e / n / i</i></p>
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Sesotho	<p>Ona ke mokgwa oo re sebedisitseng mantswe ao re a kgethileng ho pale ya ‘Moya le Letsatsi’ ho Mosebetsi wa 1.</p> <p>Sa pele, bakeng sa tlhokomediso ya lentswe, re arotse mantswe polelong: <i>Moya / le / Letsatsi</i>. (karolo tse 3)</p> <p>Bakeng sa tlhokomediso ya sehlongwapele kapa qalo le sehlongwanthao re entse mantswe a utlwahalang a duma ka ho tshwana: <i>f/eta, l/eta, b/eta, m/eta ...</i> <i>b/esa, l/esa, n/esa,</i> <i>m/oya, b/oya, l/oya ...</i></p> <p>Bakeng sa tlhokomediso ya noko re arotse merethetho tjena: <i>letsatsi – le / tsa / tsi</i> <i>kaofela – ka / o / fe / la</i> <i>lefatshe - le / fa / tshe</i> <i>hlobodisang – hlo / bo / di / sang</i></p> <p>Bakeng sa tlhokomediso ya dumammoho re entse medumo ya mantswe tjena: <i>letsatsi – l / e / ts / a / ts / i</i> <i>hlobodisang – hl / o / b / o / d / i / s / a / ng</i> <i>emise – e / m / i / s / e</i> <i>hodimo – h / o / d / i / m / o</i></p>
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Do not limit yourself to what is in Activity 2. You will remember from your reading course that you can do many different activities to raise awareness at each level. Go back and check how you can use word games, rhyming, alliteration, segmenting, adding or deleting, substituting, transposing, isolating and blending to raise awareness at all four phonological levels.

You do not have to try and squash everything into a single lesson. The first time you read the story you can do onset and rime activities. You can read the story again and do syllable activities, and read it again to do phonemic activities, and so on.

The golden rule seems to be 'If there is a new home language or English First Additional Language (EFAL) word, put it on a word wall!'



Stop & Think

Under what circumstances might activities for building phonological awareness, such as our Activity 2, be appropriate for Grade 2, or even Grade 3 learners? Haven't they finished learning about phonological and phonemic awareness? What about a Grade 2 or Grade 3 learner who hasn't quite perfected it? What about older learners who are not yet phonologically and phonemically aware? What would you do?

There are likely to be learners in your class with some reading challenges. Remember, misspelling words, exchanging letters and 'mirror writing' are a normal part of learning to read and write. For learners with reading challenges, the stage of making mistakes lasts longer. Many reading challenges are caused by learners not understanding letter-sound relationships well. As educators, we need to give all learners a lot of practice working with letter-sound relationships at all four levels of phonological awareness. We need to be careful not to isolate learners who may take a little longer. Word, letter and sound games are a good way to give all learners more practice. Everyone can benefit from multisensory activities such as 'look (at the letter) / say (the letter) / draw (the letter)' activities. Stories can make phonological awareness fun and build comprehension too, without isolating and drawing attention to learners who need more practice.

Think about learners who may struggle a little, and the activities you have just done for phonological awareness. Would you:

- change the story?
- use the same story but choose different words?
- use the same story but give learners with dyslexia more practice?
- give all learners more practice?
- do something completely different?

Discuss what you think with a colleague.

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Unit 2: Vocabulary and word building

In your reading course, you spoke about vocabulary as the knowledge of words and words in context. You explored ideas in the reading course about how:

- vocabulary supports reading development and increases comprehension. Learners with low vocabulary often struggle with comprehension. Learners with a rich vocabulary do well in comprehension and also in school.
- vocabulary is at the centre of content knowledge. It is important across the curriculum from language to life skills and mathematics.

You also thought about the question “Isn’t it enough to learn the words in English?” Well, we know that African languages are important! But you also learned from research that:

- Learners who learn for longer in mother tongue do better on English tests at the end of school.
- It is easier to learn a language when you discuss *concepts you know* in your home language. Learners who meet a topic for the first time in English will not have the vocabulary and they will not even understand what the educator is saying. But if they know something about the topic in home language, they can use *prior knowledge* and begin to understand the English.
- Learners with six years of school in home language do better in English because they know more.
- Educators in the foundation phase can introduce learners to a wide range of topics in home language, so that they have some prior knowledge to draw from when they meet science, mathematics, technology, history and other subjects in later grades.

Receptive vocabulary refers to all the words we quickly understand when someone speaks or when we read independently.

Productive vocabulary refers to the words we use and produce in writing and speaking.

Receptive vocabulary is much bigger than productive or expressive vocabulary. We understand more words than we use when we speak or write. The goal of teaching vocabulary is to help learners’ language move from receptive vocabulary to productive vocabulary. In other words we want learners to learn new words, but we also want them to use those new words when they speak, read and write.

Most of the activities that you did in Module 2 of the handbook will help you to support the development of vocabulary. These include speaking and listening activities such as re-telling stories, using Word Walls, asking questions and code switching.



Stop & Think

Watch the video Reading and Retelling a Story, Part 2, Implementing <https://youtu.be/qeNK-E-4W11>. While you are watching think about these questions:

1. How does this activity help learners to develop vocabulary?
2. Is it receptive vocabulary or productive vocabulary, or both? Why do you say so?

In Module 3 of the reading course, you read about teaching strategies for building vocabulary:

- through listening and speaking;
- during shared reading and shared writing activities;
- through phonics and decoding activities (odd word out, letter bingo, stretch and snap, etc.).

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Teaching vocabulary using stories

Stories are a good way to help learners build up their receptive vocabulary, and then also move from receptive vocabulary to productive vocabulary:

- Learners can pick up words by listening to stories that are read aloud to them, and by reading on their own.
- In stories, learners can see and hear the words being used in a meaningful context.
- Learners can get inspiration from the stories to use receptive words in a productive way.

In the reading course, you explored what shared reading and shared writing are. You can remind yourself what shared reading is in the multilingual glossary at the end of this module. In summary, shared reading is an interactive reading process that involves the whole class. The educator reads a book and learners join in and share the reading. It is best to use a big book so that every single learner can see the writing and the pictures clearly. You can also use charts or other formats with large text, such as poster books. You can also divide the class into two or even three groups and do shared reading with one group while the other groups are busy with something else. Shared reading is supported by the educator or another experienced reader.

In this Module of the handbook, you will find ways of using stories to build vocabulary during shared reading and shared writing.

Activity 3: Select a story suitable for building vocabulary through shared reading, phonics and decoding (45 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. From your reading course, remind yourself again about the process of shared reading:
 - a. Pre-reading to prepare learners for the story
 - b. First reading
 - c. Second reading
2. Select a story that you think is suitable for shared reading. Use these questions to help you choose:
 - a. Are the pictures and words clear enough for learners to see clearly?
 - b. Is the story level easy enough for learners to read with some support?
 - c. Is the story level challenging enough for learners to get rich meaning, and learn some new words?
3. Identify possible new words in the story, and write word cards for a Word Wall (see Module 2, Activity 6).

Comment

You can see how important it is to do preparation for vocabulary building activities using stories. An important part of preparation for shared reading is finding a balance between easy and challenging stories. Probably the most important part is to make sure all the learners will be able to see the pictures and words clearly. They will not be able to read the words if they cannot see them, and they will not be able to use the pictures to help with comprehension if they cannot see the pictures.

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We have chosen different stories in different languages to demonstrate Activity 3 and Activity 4. We are sure that you will be able to find examples like these in your own language. We think that all the books we chose were easy for the learners to read, but have some new words that learners will be able to use and write down in sentences.

For English, we chose the African Storybook 'One hot Saturday afternoon'. We think it is at a good level for learners to read with some support, with new words for them to use and write in sentences. We identified the new words as 'shade', 'splashed' and 'something'.

For Grade 1:

Setswana	Mo Mophatong 1 re tlhophile kgang ya 'Lelapa mo lebenkeleng' ka Setswana. E motlhofo go ka buisiwa ke barutwana, mme e na le mafoko mangwe a masha, a bat la a dirisang le go a kwala mo dipolelong. Re tlhaotse mafoko a masha a jaaka 'ponalo' le 'seiponeng'.
-----------------	--

For Grade 2:

isiXhosa	Kwibanga lesi-2 sikhetha ibali lesiXhosa elithi 'Indlela imbovane eyalihlangula ngayo ihobe'. Sicinga okokuba likwibakala elililo nelifanele ukufundwa ngabafundi nelinamagama amatsha abangawasebenzisa bawabhale kwizivakalisi. Sichonge amagama amatsha angala 'hlangula', 'krelekrele' no-'ithontsi'.
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Sesotho	Bakeng sa Mophato 2 re kgethile pale ya 'Tau le tweba'. Re nahana hore e boemong bo loketseng bana ho ka e bala, ka mantswe a matjha bakeng sa bona ho ka a sebedisa le ho a ngola dipolelong. We identified the new words as 'tshwara' and 'pholosa'.
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For Grade 3:

Xitsonga	Eka giredi 3 hi ehleketa leswaku xitori xa 'Afrika Dzonga ra hina' xi nga nyika vadyondzi nkarhi wo hlaya va ri karhi va lemuka marito mantshwa eku tsaleni ka swivulwa. Hi kumile marito mantshwa tani hi 'tiphengwini' na 'phurotiya'.
-----------------	--

Remember that you will choose a story in the home language of your learners. In Unit 3 and Unit 4 of this module, we will explore activities to support vocabulary building in English (EFAL).

Do the next activity using the book you have selected in Activity 3, in your own language. Make sure every single learner in the class or group can see the book easily.

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Activity 4: To guide a shared reading activity to build vocabulary (45 minutes)

Work with whole class or a group of learners

Reflect on your own lesson

Share with other educators

Observe an educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. Use the story you have chosen in Activity 3 to conduct a shared reading activity with learners.
Introduce the story to your learners:
 - a. Show learners the cover, discuss the title, and identify the author and illustrator.
 - b. Discuss the cover picture.
 - c. Name parts of the book – cover, pages and back cover.
 - d. Ask learners predictive questions, such as ‘What do you think the story is about?’, or ‘Who do you think is the main character of the story?’
2. Read the book out loud carefully, fluently and with enjoyment.
3. Ask the learners to read the book with you again:
 - a. Point to each word as you read. This demonstrates directionality – left to right, top to bottom, and also word association.
 - b. Encourage learners to join in.
 - c. Pause before a word that is clearly shown by a picture and words (i.e. the words and the picture give learners clues about the word that will come next). Encourage them to say the word.
 - d. Encourage questions and comments.
 - e. Discuss word patterns, plot, structure, characterisation.
 - f. Share the word cards you have prepared. Discuss with learners what those words mean. Help learners to guess the meaning of the words using the pictures, using other words with the same meaning, and using other words in the sentence.
4. Use the words you have identified, and the notes on shared writing from your reading course, and ask the learners to write sentences using the new words.

Comment

The first time you read the book is for enjoyment. Make sure you have fun when you read it! The second time you read it, with the learners joining in, you can focus on comprehension, new words, pictures, contextual clues, directionality and so on.

Some of the benefits of shared reading are:

- Learners have an opportunity to enjoy stories they may not be able to read on their own.
- Learners act as though they are reading.
- Learners are encouraged to predict.
- Learners develop a sense of story.
- Learners can learn new words and generally improve comprehension.

Have you realised that by doing #3f in this activity you have been encouraging a metalinguistic awareness in the learners? This means you have been helping them to see the relationships

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between language, words and other contextual factors, and to develop new vocabulary. This is another way of introducing new words during reading.

In the English African Storybook story, 'One hot Saturday afternoon', we used the new word 'shade'. We asked the learners to guess the meaning of the word by asking them to find in the picture on page 3 the tree next to the river, with a dark patch of shade underneath the tree. We also told them: "This word has a similar meaning to your shadow." We also used the word in this new sentence: "The children did not feel hot in the shade."

During the shared writing, for very young learners you might ask them to say the sentences, and you might have to help some of them with their writing. The Grade 2 and Grade 3 learners should be able to write their own sentences. You will know which of these older learners might still need some support in writing.

For Grade 1:

Setswana	Mo kgannyeng ya Setswana ya Mophato1 'Lelapa mo Lebenkeleng', re dirisitse lefoko le le ntšha mo go bone la 'seipone'. Re kopile barutwana go tlhalosa gore seipone se dirisediwa eng re bo re ba kopa gape gore ba batle setshwantsho sepe se sengwe mo bukeng se se nang le seipone. Gape re dirisitse lefoko leno mo polelong eno e ntšha, "Palesa le ene o itebile mo."
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For Grade 2:

isiXhosa	Kwibanga lesi-2 kwibali lesiXhosa 'Indlela Imbovane Eyalihlangula Ngayo Ihobe', sisebenzise igama elitsha u- 'hlangula'. Sicele abafundi ukuba baqashele intsingiselo ngokubakhokelela ukuba bafumane umfanekiso wehobe (dove)/wenkwenkwe (boy/wamanzi (water). Kanjalo sibachazele ukuba "Igama lithetha into enye neli 'sindisa', 'enengqondo', 'iqabaza'. Futhi sisebenzise eli gama litsha kwesi sivakalisi sitsha "Indlela imbovane eyasindisa ngayo ihobe."
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Sesotho	Bakeng sa Mophato 2 ho tswa ho pale ya 'Tau le Tweba', re sebedisitse lentsewe 'hlorisa'. Re kopile bana hore ba akanye hore lentsewe leo le bolelang. Re boetse ra ba bolella hore lentsewe lena le na le moelelo o tshwanang le 'sotla'. Re ile ra sebedisa lentsewe leo polelong "Mme o hlorisa/sotla ntja ya hae."
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For Grade 3:

Xitsonga	Eka xitori xa giredi 3 xa 'Afrika Dzonga ra hina,' hi tirhisile rito 'tiphengwini'. Hi komberile leswaku vadyondzi va vhumba nhlamuselo ya rito leri hikuva va kuma xifaniso lexi yimelaka rito leri. Hi nga tirhisa rito leri exivulweni hi ndlela leyi: 'Leswi a ndzi fambile na tatana eDurban hi vonile tiphengwini'
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Now that you have done these activities, spend some time reflecting on what happened. You can use these questions to reflect, and, of course, add your own questions:

1. Did the learners enjoy the story/ies?
2. What new vocabulary did learners learn?
3. Are there still words that they don't know well? How can you work with those words to help learners understand their meaning?
4. Did learners manage to think of sentences with the new words, and write the sentences down?
5. What did you do with the sentences that learners wrote down?
6. What will you change or improve next time?

Perhaps you feel that the activity went very well, and you will do it with another group of learners, and another story. There might also be some things which you feel you will change, or improve next time you do it.

In Module 5, Activity 4, you will discuss and practice how to do shared writing by supporting learners to create and write new endings for stories they have read.

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Unit 3: Teaching phonics and word building in EFAL

You will find only Grade 3 English storybooks in the LTSM pack. But for the early grades you can find English storybooks on your tablet, or on www.africanstorybook.org, or from the African Storybook reading app. You might find that one of the Grade 3 EFAL stories is suitable for Grade 2, for shared reading or group guided reading. Remember learners in Grades 1 and 2 are still learning to listen to and speak English, and are not yet reading English well.

In Module 3, Unit 3 in the reading course, you saw that learners already know many letter-sound relationships in their home language, and have had some practice at decoding in their home language. You identified four important things that learners need to know about English. These are that:

- many letter-sound relationships are the same in English and African home languages;
- some sounds are different;
- the vowel sounds in English are often different from the vowel sounds in home languages, and the same vowel sound in English can be written in many different ways; and
- some words in English, called 'sight words', don't follow the usual letter-sound rules.

You also discussed different strategies and activities for developing an understanding of phonics, word building and comprehension in EFAL. In the next activity, you will be able to apply some of those strategies and activities, using an English storybook of your choice.

Activity 5: Choosing a storybook for word building, phonics and comprehension for EFAL (70 minutes)

Do this activity with other educators
Reflect on what you have learned together
Make improvements to your plan

1. Choose an English story at an appropriate level for your learners.
2. Read the story to yourself. It will help to read it out loud, even if there is no-one listening.
3. Identify new English words and sight words from the story and write cards for those words.
4. Identify words that are suitable for word building, phonemic awareness or phonological awareness activities in English.
5. Plan and write down how you will use this story for word building, phonemic and phonological awareness. Use the following template to describe what you will do:

Name of the story:	
New words:	
Sight words:	
What the educator will do:	
What the learners will do:	

6. Share your plan with another educator, ask for feedback, and make any improvements to your plan.

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Comment

We used the English story 'Africa Unity Race' by Ursula Nafula. This is how we completed our table for that story:

Name of the story:	Africa Unity Race
New words:	continent, unity, continued
Sight words:	they, their, the, then, was
What the educator will do:	<ul style="list-style-type: none">• introduce new words during shared reading• divide learners into smaller groups to do activities• during group guided reading use isolating, substituting, alliteration and chunking to build phonemic and phonological awareness of those words
What the learners will do:	<ul style="list-style-type: none">• during shared reading: say new words, use new words in a sentence, add new words to a word wall• after shared reading: work in groups to build words with word tiles, draw pictures of new words, and write a sentence using the new word/s• paired reading

Whenever you write a plan for using storybooks to support reading development, you will refer to your existing plans so that the planning you have already done is not disrupted. You will also refer to Module 3, Unit 5 of the reading course for ideas on planning. So, now that you have a plan from Activity 5 for word building, phonics and comprehension for EFAL, find a suitable time in your weekly plan to implement what you have planned.

Activity 6: Using a storybook for vocabulary, phonics and comprehension for EFAL (70 minutes)

Work with learners

Reflect on your own lesson

Share with other educators

Observe an educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. Read the storybook from Activity 5 with learners, and use the plan you have just made to work with learners during a lesson.
2. After you have done these activities, spend some time reflecting on what happened. You can use these questions to reflect and, of course, add your own questions:
 - a. Did the learners enjoy the story/ies and activities?
3. From the words you introduced, are there still words and/or sounds that learners don't know well? How can you work with those words to help learners understand their meaning, and to further develop phonemic awareness?
 - a. What will you do the same next time?
 - b. What will you change or improve next time?
 - c. What is different and what is the same about these EFAL activities, compared with a shared or guided reading activity in home language?

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Unit 4: Vocabulary building as a core skill in EFAL

In Module 3, Unit 4 of the reading course, you saw how important it is to support the development of vocabulary in EFAL. There is a strong link between vocabulary knowledge and reading comprehension. Learners struggle with reading if they don't understand the words they are reading. Then they can lose interest in reading, and don't practice.

In English, vocabulary knowledge becomes even more important when learners move to Grade 4. This is when they begin to use English for learning, and need to have a wide vocabulary across the curriculum to understand what they are learning. So, in this Unit 4 of the handbook we will focus on vocabulary development in EFAL.

In the reading course, you explored a 4-step strategy of teaching vocabulary:

- Step 1: Modelling and explicit instruction
- Step 2: Guided instruction
- Step 3: Collaborative learning
- Step 4: Independent learning

You also read about three strategies for helping learners remember important vocabulary words. These are: recycling, flashcards, and word walls.

In the next activity, you will think more about how to use word walls for EFAL, and how you can organise them.

Activity 7: Choosing storybooks for EFAL word walls (60 minutes)

Do this activity with other educators
Reflect on what you have learned together
Make improvements to your plan

1. Find an English storybook in your pack, or on your tablet, suitable for the grade you are teaching.
2. Read the story out loud, to yourself, a colleague or a friend.
3. Identify new English words and write cards for those words.
4. Identify some 'sight words' in the story. Are these sight words already on your EFAL Word Wall? If not, write cards for these sight words.
5. If you already have EFAL word walls, where will these words fit on the walls? Do you need a new wall to put these words onto?
6. If you do not yet have any EFAL word walls, go back to Module 2, Activity 6 to get ideas to make an EFAL word wall.

Comment

We know already that building vocabulary is very important for EFAL. An effective way to support learners in EFAL vocabulary development is by using word walls. In Module 2, Unit 2 of the handbook, you explored the purpose of word walls and how to make a word wall. In the same way that you can organise a home language word wall in different ways, you can use word walls in EFAL for different purposes too. We think that one good way of organising EFAL word walls is using themes and subjects. For example, you might have an EFAL word wall that supports vocabulary development about the weather, or about mathematical concepts like shape. Remember to use pictures if you can, and even create bilingual word walls.

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For the next activity, you will use the same guide for using a storybook with a word wall that you did in Activity 8 of Module 2, Unit 2. Go back to that activity in the handbook and refresh your memory, if you need to.

Activity 8: Using storybooks for extended EFAL word walls (60 minutes)

Do this activity with other educators
Reflect on what you have learned together
Make improvements to your plan

1. Read the storybook from Activity 7 with learners, and build your EFAL word wall/s.
2. From the words you introduced, are there still words that learners don't know well?
3. Look at this example of a vocabulary card, and think about the questions:

Word:	
Picture:	Sentence:
Definition:	Examples:
Facts:	
Word: <i>Flower</i>	
Picture: 	Sentence: <i>This flower smells nice.</i>
Definition: <i>A part of a plant.</i>	Examples: <i>Daisy Sunflower Protea</i>
Facts: <i>Bees like to visit flowers.</i> <i>Flowers have petals.</i> <i>Flower plants need sun and water to make their food.</i>	

- a. How can a vocabulary card support learners' vocabulary development?
 - b. Which word/s can you use for vocabulary cards, and why?
 - c. Where can you find pictures / definitions / facts for the vocabulary card/s?
 - d. Write out an example of a vocabulary card, using the template.
4. Describe a plan for an activity using vocabulary cards.
 5. Where in your weekly plan will you do this activity?

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Unit 5: More feedback

You have already given feedback on using the handbook to support your practice as a leader. Use the next activity to help reflect on how you have worked with your colleagues, whether this handbook has been useful or not, and what you can do to continue to support each other.

Activity 9: Supporting each other as educators (60 minutes)

Do this activity with other educators
Reflect on what you have learned together

1. Discuss and record in the table:
 - a. Examples of how you worked together as Foundation Phase educators.
 - b. Examples of how you used the handbook to learn more about teaching reading, such as for reading, discussing, observing and reflecting.
 - c. Examples of how you used the handbook to practice what you learned, such as planning, doing, observing and giving and receiving feedback.

	Positive	Neutral	Negative
a.			
b.			
c.			

2. Discuss new ways you can use the handbook to support each other and continue learning.

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Appendix Seven: Assignment 2

We have included all the assignments from the Reading Support Project in this handbook, for your reference. Even if you didn't do the course, or complete the course, you might find it interesting and informative to do the assignments in your own time.

Improving delivery of phonics instruction and vocabulary development in EFAL Foundation Phase classrooms

In this assignment you will **plan and conduct lesson observations** with the educators in your team.

This assignment consists of three parts. A brief overview of each part is provided below:

Part 1: Purpose and value of lesson observations (Why?)

In this part, you will consolidate **why** lesson observations are useful. Read the information and complete the questions in this part of the assignment. Upload your answers as they will form part of your Portfolio of Evidence.

Part 2: Planning and preparing for lesson observations (What?)

In this part of the assignment, you will plan and prepare **what** you need to do for the lesson observations. Read the information in this part and start planning and preparing. Keep records of your plans as they will form part of your Portfolio of Evidence.

Part 3: Conducting lesson observations (How?)

Finally, you will conduct the lesson observations (the **how**). Your completed Lesson Observation Forms will also form part of your Portfolio of Evidence. (*Use the template/example Lesson Observation Form, provided as a Word file, to guide you. Print the form out, complete it and submit one form for each class which you conduct a lesson observation for.*)

Part 1: Purpose and value of lesson observations (Why?)

What are lesson observations?

Lesson observations are formal or informal observations of teaching in the classroom. It is a collaborative process as the observer observes and records the teaching practices and learner actions, and then meets with the educator to discuss the observations. Lesson observations are used to provide feedback to educators. This feedback is aimed at improving teaching practices or to discuss and share best teaching practices. Lesson observations can be for a few minutes, for a full lesson, or even over a school day. The observer can be the Department Head (DH) or another educator. Lesson observations are a form of professional development when they are used to:

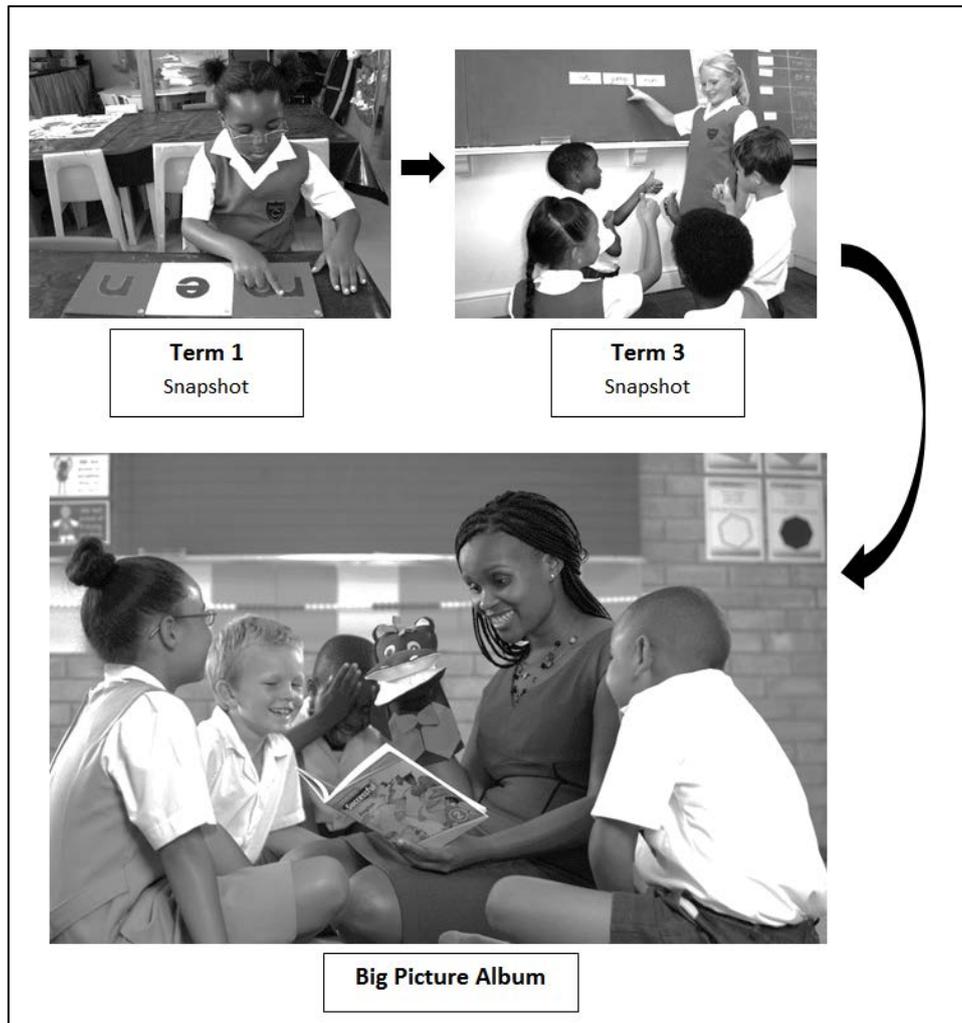
- improve teaching;
- develop insights into teaching practice; and
- promote collaboration and sharing of best practice among educators.

Lesson observations that are used as a form of professional development are different from classroom observations that are used to evaluate job performance.

Why should DHs do lesson observations?

Observing lessons helps you to see what is happening in the classrooms. Regular lesson observations allow you to build a big picture of the quality of teaching and learning in your department. The photos on the next page show how each lesson observation is a small picture or snapshot in time, and together these help you to build an album or a big, overall picture.

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Conducting lesson observations brings many benefits to DHs, educators, and, of course, learners. Some key benefits are listed below:

- Lesson observations help DHs to support good teaching practices. They help you to see what educators are doing well and where they need to improve.
- Lesson observations help educators to know what is expected of them in their teaching practice. They provide valuable feedback and also help educators to reflect on their practice.
- Lesson observations should be planned and conducted so that they empower educators and promote improvement in the quality of teaching and learning.
- Lesson observations can help DHs and educators to develop and focus on clear teaching and learning goals, and can help them to maintain these. For example, if a teaching and learning goal is to get all learners reading in EFAL at grade level by the end of Grade 3, DHs and educators can use the lesson observation experiences as follows:
 - To identify practices that are working and supporting this goal.
 - To discard practices that are not working and supporting this goal.
 - To better understand the challenges in the classroom that may prevent this goal from being reached.
 - To find ways to overcome these challenges.

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Now that you have a clear idea on the purpose and value of conducting lesson observations, answer the questions below:

1. Imagine you are about to observe a lesson. What is one thing you could say to the educator whose lesson you are observing to make her feel comfortable?

2. What is one thing you can say about a lesson observation that will help educators to understand why these observations can give you a better understanding of the bigger picture of the quality of learning and teaching in your school?

Part 2: Planning and preparing for lesson observations (What?)

In this assignment, you are going to observe EFAL **phonics lessons** presented by the educators in your department. During these lesson observations, you are also going to observe how educators incorporate vocabulary development into their lessons.

In order to plan for the lesson observations, you will need to do the following:

1. Arrange and organise someone who can look after your class while you are conducting the lesson observations. The person looking after your class should do something purposeful and that has educational value with the learners. Below are some options to consider:
 - The school principal can look after your class and spend time with your learners. He or she can play games to build vocabulary or read to them.
 - You could arrange for a parent to come and read stories to the class.
 - You could arrange for a NGO or community organisation to give a talk to the class or do sporting, cultural or other educational activities.
2. Arrange the dates and times for the lesson observations with the educators in your department. You also need to arrange time to give feedback to the educator after the lesson. Try and do this after school hours or during a break. If you do the feedback immediately after the lesson observation, you will need to ensure that there is someone to look after both your class as well as the educator's class.
3. Plan a proposed timetable and share this with the educators in your team. Make sure you schedule time for the sharing of your observations and insights after each lesson. This does not need to be more than 15 minutes. See an example template below (note: if you are observing a Grade 1 class, you will only complete this for the Grade 1 educators. You might need to add more rows if there are 4 or more Grade 1 classes in your school. The same applies to Grade 2 or 3 classes.).

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Lesson Observation time table		
Grade 1	Date and time for lesson observation	Date and time for feedback session
Name: Educator A		
Name: Educator B		
Name: Educator C		
Grade 2	Date and time for lesson observation	Date and time for feedback session
Name: Educator A		
Name: Educator B		
Name: Educator C		
Grade 3	Date and time for lesson observation	Date and time for feedback session
Name: Educator A		
Name: Educator B		
Name: Educator C		

Top tips for planning

- Ensure that educators understand the purpose of the lesson observations.
- Provide copies of the observation form that you will use during the lesson observation.
- Supporting educators with their phonics lessons:
 - In Module 3, Unit 3, Activity 2 you completed example lesson plans to teach key phonics skills and knowledge in Grades 1, 2 and 3.
 - Print out copies of your completed lesson plans and give these to the relevant educators in your team.
 - Each educator can use the lesson plan as a guide to plan and deliver a phonics-based lesson for the learners in their class.
- Remind educators that they should also build explicit vocabulary-teaching into all EFAL lessons.

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In order to make lesson observations effective and to improve feedback, it is a good idea to use an observation form. **An example Lesson Observation Form is provided at the end of this assignment.**

Go through the information on the Lesson Observation Form before you conduct the lesson observations. Think about your responses to the following questions when you do this:

1. What are your expectations?
2. What is best practice?
3. What are the teaching and learning targets in your department?
4. What is the educator doing in the lesson to meet these?

The Lesson Observation Form for this assignment is organised around the areas that impact teaching practice and learner achievement. It includes easy prompt questions of what is expected, and a place for you to write your observations about these.

Remember to familiarise yourself with the information on the observations form before the lesson observations take place. It is also important to share the forms with the educators before the lesson observations take place.

Your timetable for lesson observations and the completed Lesson Observation Forms will also form part of your Portfolio of Evidence.

Part 3: Conducting lesson observations (How?)

In the final part of this assignment, you will observe the phonics lesson delivered by each educator in your team. You will also be observing how the educator incorporates vocabulary development.

- While observing the lesson, complete the lesson observation checklists. Record answers to the prompt questions in the comment column and circle the relevant aspects of the lesson under some of the prompt questions.
- Keep teaching and learning targets in mind when you record the strengths and areas for improvements for both the phonics-specific aspects of the lesson and the parts that focused on vocabulary development.
- In your discussion with the educator:
 - Ask her to share her own reflections on the lesson: What worked and what did not work for her?
 - Share your feedback in a non-judgemental manner. Talk about what worked and what could be improved.
 - Use “you” statements. For example: “You brought specific objects to the classroom to explain the meaning of words and so avoided translating these. This was great as it made the meaning of the words really clear.” / “What you could work more on is to practice keeping the pace lively so that learners don’t lose focus.”
 - Identify ways in which you can support the educator. Some examples are correct pronunciation, error correction, re-teaching, adding practice, and arranging for the educator to observe best practices in another classroom.
- Upload your completed Lesson Observation Forms (one for each class) to your Portfolio of Evidence.

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Lesson Observation Form – Phonics & Vocabulary Development	
Go through the information on the Lesson Observation Forms before you conduct the lesson observations.	
Date:	Time:
Name of educator:	Name of observer:
Phonics lesson prompts:	Comments:
Planning: Is there a lesson plan? Are the learning objectives for the lesson clear?	
Time and pacing: How long does the actual lesson last? It is longer or shorter than the prescribed time in CAPS? Is the lesson lively and fast-paced?	
Warm up and revision of previous lesson: Does educator ensure learners practise phonemes already taught?	
Teaching of key skill and knowledge focus: What is being taught? [Circle relevant skills from the list below] Phonological awareness: <ul style="list-style-type: none"> - Rhyming (e.g. mat, fat, cat, rat, hat, sat) - alliteration (is the sound repeated?) - syllables (breaking the words up into parts) - word building Phonemic awareness (sound manipulation and discrimination): <ul style="list-style-type: none"> - isolating sounds - blending sounds - segmenting sounds - substituting sounds - adding phonemes - deleting phonemes How is this being taught? [Circle from the list below] <i>Teaching is explained with:</i> <ul style="list-style-type: none"> - modelling - monitoring learner application - giving feedback - re-teaching a skill or strategy <i>Teaching is with:</i> <ul style="list-style-type: none"> - whole class - small groups - both Is this method appropriate for what is being taught?	
Other prompts to consider: <ul style="list-style-type: none"> ● Is the pronunciation of phonemes correct? ● Are the learners taught the name of the letter? ● Are learners required to say the phonemes themselves? 	

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<ul style="list-style-type: none"> • Are the learners shown clearly how to read and write the letter? (Linked to handwriting as per CAPS) • Is there evidence of new learning? 	
<p>Learners practice and apply new skill: Do learners have opportunities to practise the new skill? Do learners have opportunities to apply their phonics knowledge and skills in meaningful activities? Are these activities effective and, if so, why?</p>	
<p>Learner engagement: Is the lesson fun and interactive? Are all learners encouraged to participate? How many of the learners are engaged? [Provide ratios] <i>Examples:</i></p> <ul style="list-style-type: none"> - Small groups: 4/6, 2/6, 3/6, 2/6, 5/6 – this shows 5 small groups of 6 in the class and in first group 4 out of 6 were engaged, in second group 2 out of 6 were engaged, etc. - Whole class: 20/40 – this shows that, in whole class teaching, 20 out of 40 were engaged. 	
Vocabulary development in this lesson:	Comments:
<p>Words: The educator selected words that are...</p> <ul style="list-style-type: none"> - unknown to the learners - crucial to develop background knowledge - important for LAC (Language Across the Curriculum) 	
<p>Meaning: The educator clearly explained meanings by using...</p> <ul style="list-style-type: none"> - learner friendly definitions - real objects, pictures or drawings - facial expressions, gestures or mime - the word in a sentence to show meaning - synonyms or opposites 	
<p>Instruction: The educator effectively...</p> <ul style="list-style-type: none"> - introduced new words through modelling and explicit instruction - got learners to use the word and checked pronunciation, comprehension and gave corrective feedback if necessary - involved learners by providing collaborative or independent learning opportunities for learners to practice the word on their own in speaking, writing or reading activities 	
<p>Expanded instruction to help learners remember old and new words: Educator expanded instruction in appropriate ways using...</p> <ul style="list-style-type: none"> - recycling (using words again and again) - flashcards effectively - extended vocabulary cards - personal picture dictionaries - word maps 	

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- word walls (sight words or high frequency words) - content specific words, e.g. triangle, circle	
Assessment: Is assessment for learning opportunities built into the lesson? If yes, give some examples. Does the educator observe individual learners' progress?	

Note down:

Strengths Observed [what worked well and things to keep doing]:

1. _____

2. _____

3. _____

4. _____

5. _____

Recommendations for future practice [suggestions for improvement]:

1. _____

2. _____

3. _____

4. _____

5. _____

In your feedback session with the educator, start by asking the educator the following questions:

1. What did you want to achieve in this lesson?

2. Do you think you achieved this?

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Module 4: Reading, fluency and assessment

Unit 1: Fluency

In Module 4 of the reading course, you read about three parts of fluency:

- accuracy
- speed
- prosody

Go to the multilingual glossary at the end of this module and refresh your memory about the meaning of accuracy, speed and prosody.

The aim of developing fluency is not just to read fast, but also to read with understanding, in other words, comprehension.

The strategies, processes and methodologies for developing fluency in Home Language (HL) and English First Additional Language (EFAL) are the same. By the time young readers are in the fluency stage they have gone through many different stages, including understanding letter-sound relationships and decoding. This does not mean that learners have to wait to learn fluency. Learners can be reading simple sentences with fluency and meaning, so even in Grade 1 learners can be reading to learn, not just learning to read. Learners need opportunities to practice reading, often, to become fluent.

Shared reading

You will remember in the LTSM Handbook for [Module 3, Unit 2, Activities 3 and 4](#), you thought about how to choose a story suitable for shared reading, and how to conduct a shared reading activity using a storybook. Go back and look at those activities to refresh your memory. If you haven't done those activities, you should try them now.

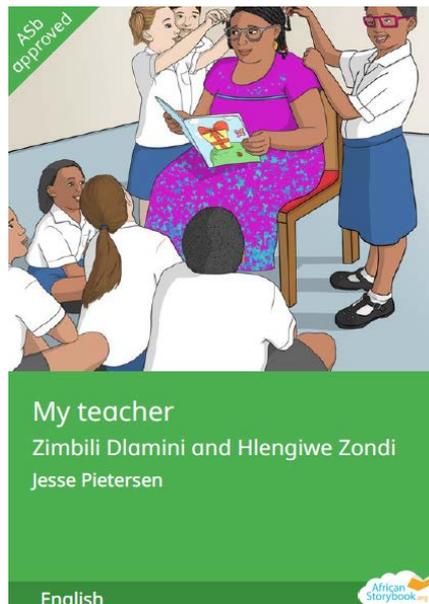
In the next activity, you will analyse a case study about Ms Khumalo, who is a Grade 1 educator using stories with her class. It is quite a long case study, and there are many different ideas in it. Before you do the activity, read the case study carefully. Actually, read it twice, or even three times. The storybook in the case study, called 'My Educator', is on the tablet.

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Case study: Ms Khumalo and 'My Educator'

Ms Khumalo is a Grade 1 educator who loves reading storybooks as part of her language lessons. Today Ms Khumalo has chosen a storybook called 'My educator'. She thinks the learners will enjoy reading this story because they will relate to it well. It is a story about a educator.

Before she reads the story to the learners, she reads it herself. While she reads it, she identifies words that she knows are new for the learners. She writes these new words on cards for the word wall. She writes these word cards: educator, hair, braided, beads, and, she. She also writes word cards for the colours of the beads: 'green', 'white', 'red', 'yellow'.



There are 55 learners in Ms Khumalo's class. She has designed other activities for learners to do while she is reading the story with a smaller group of 20 learners. She organises her class like this:

- She forms one bigger group of 20 learners.
- She forms another two small groups of 10 learners each. She provides paper and crayons, and asks them to draw a picture of their educator.
- She divides another 10 learners into pairs, and asks them to choose a story from the reading corner to read in pairs.
- She knows that the remaining 5 learners like to read by themselves, and she asks them to choose a story to read independently.

While the other learners are busy, she takes her group of 20 learners outside to read 'My educator'. She begins reading by showing the learners the picture on the cover, and asks the learners to guess what the story is called. She reads the title of the storybook, points to the word 'educator', and shows the learners the word card 'educator'. She shows the learners the other word cards she has written, and reads each one with the learners. She asks a learner to hold each of the word cards, and to keep it safe. She asks the learners to talk about the meaning of each word. Then she reads the story with the learners, showing the pictures and pointing to the new words when they appear, and showing the word card for that word. While she is reading the storybook, she asks questions about the story. Afterwards, she asks the learners to read the new words again, and to use them in new sentences. For example, she asks a learner a question "Who is your educator?", and encourages the learner to answer by saying, "My educator is Ms Khumalo."

She asks the learners who were keeping the word cards to put them on the word wall. The learners will be able to use the words on the word wall to write about their pictures.

Then she divides her group of 20 into two smaller groups of 10 learners each. She asks one group of 10 learners to choose a word card, and to draw a picture of the word. She makes sure that they choose words that they can draw.

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While they are busy she works with the remaining 10 learners. She reads the story again, this time asking the learners to read a page one by one. As they read, she helps them if they get stuck or if there is a word they do not understand.

She chooses the two word cards that begin with the sound 'b' – 'braided' and 'beads'. She shows the word cards and asks the learners, one by one, to read the word. She asks the learners to clap the syllables for each word: 'brai//ded' (two claps); 'beads' (one clap). Then she asks, "What sound can you hear at the beginning of the word 'beads'? I can hear 'b'. Can you say the sound 'b'?" "What sound can you hear at the beginning of the word 'braided'? I can hear 'b'. Say the sound 'b'."; "What other words do you know that begin with the sound 'b'?"

She will follow up tomorrow with the learners who drew pictures of their educator, and the learners who drew pictures of other words, and help them to talk about their pictures and write some words to go with the picture.

Now, do Activity 1.

Activity 1: Using stories for shared reading (60 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. Read the case study about Ms Khumalo again.
2. Identify and highlight or underline the sentences in the case study which describe Ms Khumalo conducting a shared reading activity.

Comment

When Ms Khumalo is working outside with her group of 20 learners, she is doing shared reading. During shared reading, she reads the story, introduces new words, asks questions and encourages the learners to talk about the story.

Remember, the level of the story for HL and for EFAL will need to be different. Learners should be reading HL at a higher level than EFAL. Sometimes educators will read a Grade 3 story in HL to a Grade 2 class of learners, or a Grade 2 story in HL to a Grade 1 class of learners during shared reading.

Activity 2: Conduct a shared reading activity (45 minutes)

**Work with whole class or a group of learners
Reflect on your own lesson
Share with other educators
Observe a educator doing the same activity
Give feedback and reflect together as Foundation Phase educators**

1. Read again about shared reading in Module 3, Unit 2, Activity 4, and think again about what Ms Khumalo did in her shared reading activity.
2. Conduct your own shared reading activity with the whole class, or with a manageable-sized group of learners.
3. After the shared reading activity, reflect on what happened. You can use these questions to reflect, and, of course, add your own questions:
 - a. Did the learners enjoy the story?

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- b. Did the learners manage to talk about the meaning of each new word?
- c. Did the learners manage to answer your questions about the story?
- d. Did the learners ask their own questions about the story?
- e. What ideas did you use from Ms Khumalo? Did they work well?
- f. What will you do the same, and what will you change next time you conduct a shared reading activity?

Group guided reading

In Activity 3, you can explore a group guided reading activity.

Activity 3: Choosing and using stories for group guided reading (60 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. Read the case study about Ms Khumalo again.
2. Identify and highlight or underline that part of the case study which describes Ms Khumalo conducting a group guided reading activity.
3. Choose a storybook in HL or EFAL that you think is good for a group guided reading activity.
 - a. In the table below, tick the boxes that apply to the book you have chosen.

Storybook title:			
Group guided reading for:	<i>HL</i>		<i>EFAL</i>
<i>Tick the blocks in the right hand column that apply:</i>			
The learners will find the story interesting and enjoyable.			
Learners have already read this story in a shared reading lesson.			
The story is short enough to keep the learners' attention, but long enough to give them reading practice.			
Learners in the group know most of the words.			
There are one or two new words which learners will be able to easily decode or guess.			
The storybook is at the appropriate HL/EFAL level for learners.			
The purpose of my group guided reading lesson is: (Write your purpose in the space below)			

Comment

When Ms Khumalo works with the smaller group of 10 learners, she is doing group guided reading, and giving the learners a chance to read more independently, with her support. She might include other support such as sounding out new words, or consolidating letter-sound relationships and phonemic awareness.

If you have ticked all the blocks in the table in Activity 3, then the storybook you chose is ideal for a group guided reading activity. If not, you should consider doing a shared reading activity using this story before you do group guided reading.

Remember, the level of the story for HL and for EFAL will need to be different. Learners should be reading HL at a higher level than EFAL.

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Unit 2: Reading comprehension

In Module 4 of the reading course, you explored the idea that comprehension is about learners understanding what they read, not just reading the words. They are learning to read so that they can read, with meaning, to learn.

You have also watched a video that asked you to think about reading comprehension as the basis for scientific enquiry. These are important skills for lifelong learning.

In Module 2, Unit 2, Activity 9, you explored how stories can be helpful for asking and answering questions. This is all work that you and learners do to build comprehension, and encourage reading for meaning.

Meaningful enquiry

Meaningful enquiry sounds very sophisticated, and many adults think that it is too advanced for learners. But really it is about learning how to ask questions, how to give an opinion, and how to discuss ideas together. This is not always about 'science'. Learners naturally ask a lot of questions, and want answers to questions about all kinds of things in life. Young learners begin to ask questions from as young as two years old. Like all of us, they ask questions in order to understand the world around them, to understand about science and how things work. We have heard learners asking questions like:

1. What is that?
2. Why did the person do that?
3. How can the chicken lay eggs?

We can encourage learners to find out more about the world around them by using stories to raise questions and explore possible answers. In other words, we can use stories for meaningful, scientific enquiry. Meaningful enquiry often follows a simple process of:

- Asking a question about an idea or concept. For example, "What is love?"
- Defining an idea or concept, like, "Love is a good feeling we have about someone else ..."
- Turning the definition into more questions that we explore in dialogue with other people. For example, "Can I be angry with someone I love?"

Often these ideas and concepts are about things that are important and interesting to all human beings, things that we don't always have an answer to, or that are mysterious to us, and that different people have different opinions about. They are moral, theoretical, deep-thinking or philosophical issues. Most of us, even young learners, ask philosophical questions about our lives every day. Are some of these philosophical issues familiar to you?

- Love/hate
- Greed/selflessness
- Responsibilities/rights
- Kindness/cruelty
- Rich/poor
- Famine/plenty
- True/false
- Good/bad
- Beauty/ugliness
- Power/impotence
- Imaginary/real
- Wisdom/ignorance
- Bravery/cowardice

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We can also ask questions to help us use language across the curriculum. Language across the curriculum means that learners are using language to read and think about topics like maths and life skills, and even natural sciences and other subjects of interest. This is important to do in HL and EFAL. It builds learners' vocabulary for a wider range of topics, it helps learners to understand that they can read to find out something that is interesting to them (reading to learn), and it prepares them well for further learning in Grade 4, particularly in English.

You will remember that in Module 2, Unit 2, Activity 9 you explored different kinds of questions that we can ask. In summary, we spoke about different kinds of questions for different levels of language ability and participation, like "yes", "no", "who", "what", "where", "when", "how" and "why" questions:

1. "Yes/no" questions with very young learners, and EFAL learners. These questions are easier than "what" and "who" questions.
2. "What" questions are easier than "where" or "when" questions.
3. "How" and "why" questions are the most difficult, especially for new speakers of a language.

These questions can all be asked to help learners to explore ideas across the curriculum. These can be questions like "Why is the earth round?", "How do birds fly?", "Why do we get famine?", "Why are some people greedy?", "What makes it rain?", and so on.

The next activity is similar to Activity 10 in Module 2, but this time we focus on meaningful enquiry about ideas across the curriculum.

Activity 4: Using a story for meaningful enquiry across the curriculum (45 minutes)

Work with whole class or a group of learners

Reflect on your own lesson

Share with other educators

Observe a educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. Go back to Module 2, Unit 2 and read through Activity 9 again. If you haven't done Activity 9, do it first as part of your preparation for this activity.
2. For this activity, use the book that you chose in Activity 9. Remember to prepare by reading the book to yourself, and thinking of ideas and questions beforehand.
3. Read the storybook to learners. Ask the learners to listen carefully and think about an idea that is in the storybook.
4. Ask learners to share one idea from the story. Write each idea, issue, or concept on a separate card as the learners suggest them. You might need to give an example to help the learners.
5. For each issue, write a question on the back of the card, for example, "What is jealousy?" or "Why is the sky blue?" Let the learners help you to think of the questions. Maybe some of the learners are even able to write the questions themselves. This is valuable learning in itself.
6. From the cards, choose one for discussion, or let the learners choose one.
7. The learners can have an open and guided discussion about the issues.

Comment

We might need to explain some of the concepts openly as we introduce them through the concept cards. For example, if the concept of jealousy is new to the learners, we might say something like "I

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feel jealous when I want something that someone else has, but I can't have it." By talking openly about these concepts, the learners will learn new vocabulary, and can begin to understand what it means to have their own opinion about something, and share it with someone else. These are important life skills that learners can learn from talking about stories.

Remember there might be more than one correct answer to the questions. Listen carefully to what the learners say, and accept their answers if they are correct. There is no right or wrong answer to a question about feelings. Sometimes we don't know the answer to a question. Let the learners use their imagination to think of an answer.

You know your learners best, and you will respond to their questions and discussions appropriately. Remember that you want the learners to explore the ideas, so don't be too quick to come in with your own ideas. Rather help to keep the conversation going between the learners, and help to make sure that all the learners who want to share their ideas have a turn. They don't have to always agree with each other.

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Unit 3: More reading methodologies in EFAL

In the first few modules of this handbook, you explored shared reading and group guided reading as methodologies for both HL and EFAL in Grades 1, 2 and 3.

In this Unit 3 of Module 4, we want to explore paired reading and independent reading as methodologies for encouraging children to read with comprehension, fluency and confidence.

Paired and independent reading

In the reading course, there is a video that talks about paired reading and independent reading. In that video, you hear that:

Paired reading is when learners sit together and read. They can read together or take turns to read to each other. Paired reading helps learners to practice reading out loud. Learners can help each other to read and apply reading strategies.

Independent reading is when learners read a book on their own without the support of an educator. This helps them to develop fluency and confidence, and to begin to read silently to themselves.

Learners can do **paired and independent reading** while the educator is working with a small group during a group guided reading lesson.

Learners can also do **paired and independent reading** if they have completed a task in class or in their free time at school or at home.

After **paired and independent reading**, we should ask learners questions about what they have read in pairs or alone to encourage them to talk about what they have read.

For **paired reading**, learners should read stories they have read before in group guided reading. This is because they need to be able to read without any help from you.

For **independent reading**, the learners should be encouraged to read stories that are at the same level or a lower level than the stories they have read in group guided reading.

Now do Activity 5, which will help you to think about how to give learners an opportunity to do paired and independent reading in your classroom.

Activity 5: Preparing for paired and independent reading (60 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. Go back to Unit 1, Activity 1, and read the case study about Ms Khumalo again.
2. Identify and highlight or underline that part of the case study which describes Ms Khumalo supporting paired and independent reading in her classroom.
3. How did Ms Khumalo use paired and independent reading to manage her classroom?
4. How can you incorporate paired and shared reading into a lesson that you are planning to do?
5. Talk about how you currently manage, or how you plan to manage, your storybooks for paired and independent reading. Complete the table below during or after your discussion. Don't be scared to change the way you manage your classroom. Include and try out new ideas from other educators too.

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Managing storybooks for paired and independent reading			
<i>Tick the blocks in the right hand column that apply:</i>			
How have you, or how will you, set up your classroom to encourage paired and independent reading?	Box	Shelf	Other (Please describe below)
Will you / do you have HL and EFAL storybooks in your classroom?			
Are there, or will there be, a variety of books, including fiction and non-fiction storybooks, and graded and supplementary readers?			
Are there, or will there be, books that learners have read before in group guided reading, for paired reading?			
Are there, or will there be, books that are at the same level or a lower level than stories they have read in group guided reading, to support independent reading?			
Are there, or will there be, EFAL storybooks at a lower level than HL storybooks?			

Comment

In the case study, you noticed that Ms Khumalo:

- divided 10 learners into pairs, and asked them to choose a story from the reading corner to read in pairs.
- Asked the remaining 5 learners to choose a story to read independently.

In this way, she gave learners different kinds of activities to keep them meaningfully engaged while she was doing other work with learners. At the same time, this helped her to manage her classroom efficiently and effectively.

With a little careful thought and planning, you can do the same in your classroom. You will find that you do it differently for different lessons. Look carefully at your lesson plans to see how you can incorporate different methodologies into your work with learners.

When you organise your reading resources, think about the questions we have put into the table in Activity 5. This will help you to make sure that you have a variety of storybooks in the classroom, including fiction and non-fiction readers and supplementary readers, in HL and EFAL. You might decide to store some storybooks away until later in the year, if they are too difficult for your learners. There might be other storybooks which are way below the level of your learners, and you will only use them early next year with your new learners. Remember, if books are too easy for learners, there is no challenge and learners can lose interest and become bored. And if books are too difficult, learners may not be able to read them and could become frustrated and be put off reading. Just enough challenge to support problem solving while still supporting fluency and meaning. But don't forget to have something for your advanced readers, and something for learners who are still at the beginning stages!

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Unit 4: Reading comprehension in EFAL

Reading comprehension has to be developed right from the start when learners are beginning to learn to read. We must not wait until the learners are able to break words down into the components (decoding) or until they can read a certain number of sight words, before we begin to develop comprehension.



What is different and what is the same for developing comprehension in HL and developing comprehension in EFAL?

Stop & Think

Ways of developing comprehension

All through the reading course and all through this handbook, we have been exploring ways of supporting learners to become fluent readers who read with meaning and enjoyment, in HL and in EFAL.

Spend 10 minutes thinking, and then make a list of strategies and methods that you have explored for developing comprehension in early reading. Then do Activity 6.

Activity 6: Developing comprehension (60 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. Choose any graded reader or supplementary storybook that learners have read, or that you plan to use in a reading lesson with learners.
2. Think about how you have used, or will use, this storybook in different ways to support the development of comprehension.

Using storybooks to develop comprehension	
When we use this reader or storybook in class: <i>Write 'yes' or 'no' in the blocks in the right hand column. If you write 'yes' then give an example from the story you have chosen in the space below each sentence.</i>	Yes / No
We can link it to something learners already know.	
I can read aloud to learners, with meaning and expression.	
We can use clues and illustrations in and around the text.	
We can develop fluency by having lots of practice to read.	
We can increase vocabulary.	
We can apply higher order thinking skills.	

Comment

From what you have read in the reading course, and from doing the activities in this handbook, you will know that, as early reading educators, it is important to create opportunities to:

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- Activate the reader's prior knowledge. Encourage the learner to activate his or her knowledge when they read a new text by linking it back to what the learner already knows.
- Read aloud to the learners and then discuss the meaning, the learners' impressions, and ask them to guess ahead to what they think is going to happen next. This is why shared reading is so important.
- Help learners to use clues and illustrations in and around the text. These clues include what is written on the cover, the paragraph or chapter headings, sub-headings and words in bold, the contents page, and the index. Draw the learners' attention to the illustrations, photographs, tables, graphs and cartoons that may appear on the page. These are usually very important to help the reader make meaning.
- Develop fluency. If learners can read fluently, they can work out the meaning of a word by reading the whole phrase or sentence, rather than decoding, word by word. Fluent readers also read quickly enough to remember the beginning of a sentence before they get to the end of it.
- Increase vocabulary. Learners develop their vocabulary by reading and by listening to someone else reading to them. The more words they know, the easier it is for them to work out the meaning of words for their context. Educators can read aloud from a variety of texts such as stories, newspaper articles or non-fiction books.
- Develop learners' ability to apply higher-order thinking skills. The best way to develop these skills is to ask the kind of questions that will get your learners to think about the questions and process information using these higher-order thinking skills. Even Grade R and Grade 1 learners are capable of developing higher-order thinking skills.

Go back and read the list you made before you did Activity 6. Did you include all of these things in your list? Are there things you would like to add to your list? Maybe there are some strategies and methods that you would like to revisit and improve on. You can go to the reading course, or go back in the handbook and re-read or re-do the relevant sections and activities. Remember we are lifelong learners, all of us.

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Unit 5: Assessment and feedback

Assessment

We have done so much work thinking, discussing, practicing and reflecting on how to teach reading to young learners. Remind yourself about the things we do at the different stages of reading a story:

Pre-reading stage:

- We discuss the pictures on the front cover of the book by asking the children what they think is happening, what the story is about and who the characters are.
- We point out the title of the story and can ask if anyone knows what it means.
- We link the story to prior knowledge and experience.
- We develop questions and activities to develop reading comprehension.
- We accept all suggestions from the learners.
- We encourage “quiet” learners to contribute.

During-reading stage:

- We provide opportunities for learners to recognise new words.
- We model, demonstrate and coach how to use word attack skills to identify unknown words.
- We model fluent reading of a text.
- We ask learners to comment on what is happening / predict what will happen next.

Post-reading stage:

- We ask post-reading questions to check comprehension of new vocabulary and comprehension of the text as a whole.
- We ask children to re-tell the story.
- We prepare activities to consolidate understanding and comprehension.



What kind of assessment are we conducting during the pre-reading stage?
What kind of assessment are we conducting during the during-reading stage?
What kind of assessment are we conducting during the post-reading stage?

Stop & Think

Let's explore this in the next activity.

Activity 7: Using storybooks for assessment (60 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. Choose any graded reader or supplementary storybook that learners have read, or that you plan to use in a reading lesson with learners.
2. Use the following table to answer the question: “How can I use this storybook for assessment at different stages of reading?”

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Name of storybook:			
	Diagnostic assessment	Formative assessment	Summative assessment
Pre-reading stage			
During-reading stage			
Post-reading stage			

Comment

There is a strong connection between the stages of reading and assessment. In the pre-reading stage, we are trying to find out what learners know, how they are able to guess what will happen, what words they understand, and how well they are able to participate. We can think about this as a form of diagnostic assessment. Of course, if learners have read the storybook before, then this can become formative assessment too.

During the reading of a storybook, we are asking questions about the story, checking whether learners have understood, if they know the meaning of certain words, and what strategies learners use to make sense of the story. This is a perfect way to conduct formative assessment because it gives learners a chance to practice using their reading and meaning-making skills.

In the after-reading stage, we might ask learners to draw a picture to show that they understand the meaning of the story, or a part of the story. This can be a good form of summative assessment, especially if the learners have read the story a few times. Work that learners do in groups can also be a good method of summative assessment, using questions and activities like re-telling a story.

Check back with what you wrote in the table, and discuss with a colleague whether you think you have understood the value of using storybooks for assessment of reading.

Continuous feedback

You have already given feedback on using the handbook to support your practice as a leader. Use the next activity to help reflect on how you have worked with your colleagues, whether this handbook has been useful or not, and what you can do to continue to support each other.

Activity 8: Supporting each other as educators (60 minutes)

Do this activity with other educators
Reflect on what you have learned together

1. Discuss and record in the table:
 - a. Examples of how you worked together as Foundation Phase educators.
 - b. Examples of how you used the handbook to learn more about teaching reading, such as for reading, discussing, observing and reflecting.
 - c. Examples of how you used the handbook to practice what you learned, such as planning, doing, observing, and giving and receiving feedback.

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	Positive	Neutral	Negative
a.			
b.			
c.			

2. Discuss new ways you can use the handbook to support each other and continue learning.

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Appendix Eight: Assignment 3 Fluency, comprehension and assessment

At the end of each Module in the handbook, we have put the assignment from the reading course for that Module. Assignment 3 is the reading course assignment for **Module 4**. If you do not have access to the tablet that was used in the reading course, you will not be able to do this assignment. Try and find someone who was part of the course and who still has their tablet. A group of you can do the assignment together, supporting each other.

What you will need:

- The Educator Instruction Sheet that explains how to do the test
- The template Excel sheet on your tablet titled (database template for diagnostic test PLC 5). You will find this in the shareIT folder under files
- Diagnostic test question-by-question worksheet
- Excel guide hand out [diagnostic test question-by-question worksheet]
- The template on your tablet titled 'Presentation of diagnostic results'

The assignment consists of 2 parts.

Part 1:

Conducting the Early Grade Reading Assessment (EGRA) with four Grade 2 learners in your school. Bring back the marked, four-learner response forms to the next PLC. [Use the Educator Instruction Sheet that explains how to do the test.]

Part 2:

1. Diagnostic test
 - a. Test a Grade 3 class: give the diagnostic test to Grade 3 learners to do on their own.
Mark the tests.
2. Capturing results
 - a. Record the marks for the learners in the template Excel sheet on your tablet titled *database template for diagnostic test plc 5*. You will find this in the shareIT folder under files.
Record the marks per question (question 1 to 17) for all the learners.
Answer all the 7 questions in the diagnostic test question-by-question worksheet.
Use the Excel guide hand out to help you answer the questions in the *diagnostic test question-by-question worksheet*.
3. PowerPoint report: do a five-slide PowerPoint report using the template on your tablet titled 'Presentation of diagnostic results'.
 - a. Slide 1 is the cover page. Please add your school's name and your own name and surname below "Grade 3, term 1, 2018".
 - b. On slide 2, tell us how many learners perform above 80%, how many perform below 50%, and the overall average performance from the total scores.
 - c. On slide 3, do the bar graph highlighting performance per area in phonics, grammar and comprehension in Excel then paste the graph in PowerPoint on slide 3.
 - d. On slide 4, give us insights on specific areas where learners performed well (drawn from question-by-question analysis) and where they performed badly (also drawn from question-by-question analysis). What are the learners' strengths and weaknesses based on the results of the test?
 - e. On slide 5, write an action plan by filling in the table on slide 5. Write a list of action points with responsibility and time frames to 'fill content gaps' in the areas that the learners are struggling in.

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Module 5: Writing

Unit 1: Introduction to writing

In Module 5 of the reading course, you read that:

- Teaching handwriting and writing are two very different things.
- Handwriting involves teaching the correct formation of letters and words.
- Writing involves teaching learners how to communicate ideas so that they can be understood by the reader or audience.
- Learners use handwriting skills learnt in home language (HL) and transfer these to writing in English.

In this Module of the handbook, we will explore ways of linking reading and writing by using storybooks with learners.

In Module 2, Activity 2, you did an activity called 'Poster Books'. In that activity, you chose a suitable story for your learners and then you:

1. wrote the words on each page of the story onto a separate piece of blank A4 paper, one page per piece of paper;
2. put your written pages onto the wall, in the correct sequence of the story, with blank pages underneath each written page;
3. read the story with the learners, and then asked the learners to draw their own picture for each written page on the blank paper below the story;
4. left the written story and the pictures on the wall for learners to read and add pictures in their own time.

The purpose of that activity was to support learners to read, understand and interpret the story in order to develop comprehension skills. If you haven't done Activity 2 in Module 2 with your learners yet, you can do it now. Learners can use the pictures they draw to do their writing.

In the next activity, you will turn that process around. Learners will draw their own pictures, or use the pictures from the storybook, and write their own version of the story.

Let's see how to do that.

Activity 1: Poster books reversed (60 minutes)

**Do this activity with other educators
Reflect on what you have learned together**

1. Choose a storybook suitable for your learners in HL. You can choose a story they know or a story that is new. If learners already know the story well, you can skip to 2c.
2. If the story is new, read the storybook with your learners in a shared reading lesson:
 - a. Read the story for enjoyment and talk about what the learners see, hear, think and feel.
 - b. Read the story for enjoyment again, and encourage a deeper discussion about the story. You can focus on asking questions, learning language, learning new vocabulary and so on.
 - c. Learners read the storybook themselves, and do the activity in #3, based on the storybook.

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3. You can do this activity with small groups of learners to make it more manageable. If you do this, remember to give other groups of learners something meaningful to do at the same time.
 - a. Learners choose a page from the storybook, and draw their own picture to illustrate that page. They can use the pictures they have drawn from Activity 2 in Module 2 if you have done that activity with them.
 - b. Stick all their drawings on the wall, in sequence. They can write the number of the page in the storybook on their drawing, and sequence the drawings themselves.
 - c. Learners talk to a partner, or the whole group, about their drawing, and then write two or three sentences on a blank paper, to describe their drawing.
 - d. When they have finished writing, learners stick their written pages underneath their drawing.
 - e. Learners can take turns to read each other's writing.
4. Spend 15 minutes reflecting on this lesson, using these questions:
 - a. Did the learners enjoy the story?
 - b. Did the learners enjoy writing about the story?
 - c. Did the learners manage to write appropriate sentences about their pictures? What support do you need to give them in the next lesson?
 - d. What will you do differently next time you do this activity with learners?

Comment

We have written this activity for a Grade 2 class in HL.



Think about:

- How can you adapt this activity for Grade 1 learners?
- How will Grade 3 EFAL learners do this activity?

Stop & Think

In Grade 1, you should do this activity in HL. In Grade 1, writing activities are simple and involve labelling pictures or writing lists or words or phrases. Learners can talk about what they see in a picture, and you can write it down for them. In this way, you are modelling writing. Give learners a chance to write their own words about the picture if they want to. It does not matter if they make mistakes.

In Grade 3, learners are already writing well in their HL. You are busy extending their vocabulary and general reading skills in English. If Grade 3 learners have a solid foundation in writing in HL, they will be able to transfer handwriting skills which they learn in HL to writing in English.

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Unit 2: Genres and sub-genres

In the reading course, you spoke about fiction, non-fiction and faction writing. It is important in the Foundation Phase to start exposing learners to different types of writing. Learners must learn that we write for different reasons:

- We write to give others information.
- We write to convince or persuade others.
- We write to express ourselves.
- We write for fun.

There are two main types of stories, **fiction and non-fiction**. There is also a type of story called **faction**. Here is a summary of the key points about each:

- Fiction is any text that tells a story that is not true – it is not based on fact. There are many types, or sub-genres, of fiction, including romance, detective, fairy stories, adventure stories and science fiction.
- Non-fiction is any text about real people and real events now or in the past – it is based on fact. There are also sub-genres of non-fiction, including biographies, essays, opinion pieces and informational text.
- “Faction”, or part-fact, part-fiction, is also called *realistic fiction* or *narrative non-fiction*. You will know these stories because they have some element of truth, and some element of not-truth.

Readers are different from storybooks. Their main purpose is to teach reading. However, both readers and storybooks will have genres and sub-genres and can be used to help learners begin to understand fiction, non-fiction and faction.

Teaching Genres

Most of the things we do as good reading educators will help learners to understand genres:

- What is this book about?
- Who is the main character in the book? Is this a real person or not? How do you know?
- Is this text fiction, non-fiction, or a little bit of both?
- What parts of this text are fiction? Which parts are non-fiction?
- What is the message in this story? What is the author trying to tell us?
- Why did the author write this story?
- What does the author think about this topic?

These questions will help learners start thinking more deeply about text and help them to begin learning critical thinking skills.



Do you ever ask learners these questions? All of them? Which ones will you introduce next time you read with the learners?

How can we help learners to understand the different genres of writing, and to begin practicing this understanding themselves?

Stop & Think

Summarising

One good exercise to do is to use shared writing to summarise a story you have read with learners. The educator guides learners to write the main points of the story as a shared writing exercise. This helps learners to retell a story and also helps them to begin to understand the skill of summarising.

Try out the next shared writing activity with some learners in your class.

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Activity 2: Group guided activity for summarising a fiction storybook (45 minutes)

Work with whole class or a group of learners

Reflect on your own lesson

Share with other educators

Observe an educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. Go back to Module 2, Unit 2, and read through Activity 5 again. In this activity, learners retell a story in their own words, in HL. This is a way of helping learners to summarise a story that they hear or read. If you have not done Activity 4, do it now.
2. For this Activity 2, use the book that you chose in Module 2, Activity 4, or another one that learners have retold or which they have read in a shared reading lesson.
3. In a small group, learners read the storybook themselves, with your support. Ask the learners to listen carefully and think about an idea that is in the storybook.
4. Learners do the following activity, based on the storybook:
 - a. Each learner shares one idea from the story, verbally in a sentence.
 - b. As each learner speaks, you write each idea on a large paper (on the wall). You can carefully correct the sentence as you write, without undermining the learner's idea.
 - c. Learners illustrate the summary on the large paper, or on separate small pages. You can stick small pages with drawings around the large summary page. Try to match the drawings to the sentences.
 - d. Learners talk to a partner, or the whole group, about their drawings. Maybe they can identify, and even read, the sentence that matches their drawing.
5. Spend 15 minutes reflecting on this lesson, using these questions:
 - a. Did the learners enjoy the activity?
 - b. Did each learner manage to talk about one idea? What support do they need?
 - c. Did any learners manage to read the sentence you had written?
 - d. Did any learners manage to write their own sentence?
 - e. What will you do differently next time you do this activity with learners?

Comment

Shared reading and shared writing should take place in Grades 1 to 3. We have written this activity for a Grade 1 class in HL.



Think about:

- How can you adapt this activity for Grade 2 learners?
- How will Grade 3 EFAL learners do this activity?

Stop & Think

Remember, in shared writing the educator models how to write. You can refer back to the storybook to help learners make the connection between your or their writing, and what is written in the storybook. In Grade 1, as the educator, your role is to facilitate and write for the learners. This modelling of the writing process helps to prepare learners for their own writing tasks. In Grade 2, learners will still do writing in HL, but might also have more confidence to do this activity in English.

The following is another activity to encourage learners to write in their own words in HL in any grade, or even in English in Grade 2 or Grade 3.

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In the next activity, you can support learners to write a 'book report' about a story they have read. Learners can do this activity after a shared reading lesson, a group guided reading activity, paired reading, or even after learners have read a storybook independently. Learners can do this activity in pairs or alone, and then share their work with others in a small group if there is time. Read through the activity, and then do any preparation that you think is necessary beforehand.

Activity 3: Writing a book report about a non-fiction story (45 minutes)

Work with whole class or a group of learners

Reflect on your own lesson

Share with other educators

Observe an educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. Prepare a sentence frame for a book you know learners have read before and know well. Your sentence frame might look something like this:

My name and surname:
Date:
Storybook:
Book report
I enjoyed this story because it makes me feel _____ _____ _____.
I learned from the story that _____ _____ _____.
I did not like what happened when _____ _____ _____.
I will read this story again because _____ _____ _____.

2. In pairs or alone, learners write their opinion about the story, completing the sentence frame that you have prepared.
3. Now that you have done this activity with a group of learners, spend five minutes reflecting on what happened. You can use these questions to reflect, and, of course, add your own questions:

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- a. What grade of learners did you do this activity with? Was it at the correct level for most of the learners? If not, how did you adapt it to suit the level of your learners?
- b. What did the learners enjoy about the activity?
- c. What did the learners not enjoy?
- d. How well did the learners write a 'book report'? What was easy for them, and what was not so easy?
- e. What will you change or improve next time?
- f. What opportunities can learners have to do this activity independently?

Comment

Perhaps you feel that the activity went very well, and you will do it with another group of learners, and another story. There might also be some things which you feel you will change, or improve next time you do it.

You will realise now that you need to write the frames to suit the level of writing of your learners. For example, in Grade 1, learners might fill in only words or phrases, but in Grade 2 and Grade 3 they can complete a sentence, and even write whole sentences and paragraphs of their own.



Think about:

- How can you adapt this activity for another grade?
- How will EFAL learners do this activity, in different grades?

Stop & Think

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Unit 3: Teaching writing for EFAL

You know that there is a difference between handwriting and (creative) writing. Teaching **handwriting** is about teaching the proper **way to write the letters of the alphabet**.

- It involves knowing *how to form the letters*;
- *controlling the pen or pencil*; and
- *using the correct hand movements*.

Teaching **handwriting** is done in the **HL classroom**. Learners will apply this skill when they begin to write in their First Additional Language (FAL).

In this unit, we will talk about teaching **writing** – also referred to as **creative writing**. This is something different.

The link between reading and writing is strong. Some ideas about that are:

- In order for learners to **write well**, they need to **read a lot**.
- Learners first begin their **own writing by copying what they are reading**.
- Reading therefore provides learners with **vocabulary, letter-sound combinations and language structure** that learners need.

Key teaching strategies for teaching writing include:

- Draw on **writing skills learned in the HL**.
- Give learners **many opportunities** to write.
- Do **guided writing** activities using **writing frames**.

In the reading course, you saw an example of a prepared writing frame. It is slightly different from the one in the reading course. We have changed the writing frame so the learners will write a new ending for a story.

Your name and surname:	
Date:	
Storybook:	
Who [drawing]	[Learners write sentences to match picture.]
Where [drawing]	[Learners write sentences to match picture.]
What happened [drawing]	[Learners write sentences to match picture.]
How it ended [drawing]	[Learners write sentences to match picture.]
My new ending [Learners draw their own picture to match the new ending they have written.]	[Learners write their own new ending to the story in one or two sentences.]

Try out the revised learning frame in the next activity the think about what learners learn from this writing frame.

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Activity 4: Using a story for shared writing of new endings (45 minutes)

Do a shared reading lesson, followed by pair work

Reflect on your own lesson

Share with other educators

Observe an educator doing the same activity

Give feedback and reflect together as Foundation Phase educators

1. Use a storybook you have chosen at the correct level for the group of learners you are reading with.
2. Go back to Module 3, Activity 4, or in this Module Activity 1, to remind yourself how to do a shared reading activity.
3. Introduce the writing lesson after a shared reading lesson.
4. Copy the writing frame onto large paper or onto the board. You can use photocopied pictures from the storybook, or draw your own.
5. Give each learner a copy of the blank writing frame.
6. Model the writing using the writing frame.
 - a. Ask learners “Who is the main character in the story?” Write it down in the frame next to the picture of ‘who’. Learners can copy, or write their own sentence.
 - b. Ask learners “Where ...?” Write it down in the frame next to the picture of ‘where’. Learners can copy, or write their own sentence.
 - c. Ask learners “What ...?” Write it down in the frame next to the picture of ‘what happened’. Learners can copy, or write their own sentence.
 - d. Ask learners “How did the story end?” Write down your own idea in the frame next to the picture of ‘How it ended?’.
 - e. Ask learners “What would you do if ...?” Write down one or two of the learners’ new endings next to ‘My new ending’.
7. In pairs, learners complete their writing frames. They can copy what the educator has written, or write their own sentences. Encourage them to talk to each other before they write. They don’t have to write the same thing.
8. Learners read what they have written to each other.
9. Learners can draw their own picture next to each sentence.

Comment

When you have done the activity with learners, think about what learners learn by using this frame. Sit with some other educators who have also done this or a similar activity, and talk about what worked well, what you will do differently next time, and other ways that you can support learners’ writing skills.

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Appendix Nine: Assignment 4

Writing concepts

At the end of each Module in the handbook, we have put the assignment from the reading course for that Module. Assignment 4 is the reading course assignment for **Module 5**.

Instructions:

This assignment can be done in a group of Foundation Phase educators.

Form 3 discussion groups: one group will discuss Grade 1, one group will discuss Grade 2, and one group will discuss Grade 3, as follows:

Part 1:

In your group, write a list of writing concepts to teach learners in your assigned grade.

Part 2:

Choose one of the items on your list. In the group, prepare:

1. A training session for other educators, of 10-15 minutes' duration;
2. An agenda, and an invitation to the training session (one document).

Part 3:

Choose a representative (or two) to present your training invitation, agenda and session to the whole group.

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Appendix Ten: Multilingual Language Glossary (Terms that apply to professional language teaching practice)

Term	English	Setswana	isiXhosa	Sesotho	Afrikaans
Accuracy	The rate of mistakes someone makes when reading	Nepagalo - Palo ya diphoso tse motho a di dirang fa a buisa	Izinga nenani leempazamo umntu azenzayo xa efunda	Sekgahla sa diphoso tseo motho a di etsang ha a bala.	
Automaticity	Ability to act without thinking about it, automatically	Kgono ya go dira kwantle ga go akanya ka gone, go itirisa	Ukubanako ukwenza ngaphandle kokucinga kuzenzekela	Bokgoni ba ho etsa ka ntle le ho nahana ka se itseng	Automatisiteit – Die vermoë om te handel sonder om bewustelik daaroor te dink.
Code / encode / decode	Language / put something into a written language / work out the meaning of written symbols in a language	Puo / go tsenya sengwe mo puong e e kwadilweng / go bona gore ditshwantsho tse di kwadilweng di kaya eng	Ulwimi / ukuguqula into ibe lulwimi olubhaliweyo / ukunakana intsingiselo yeempawu okanye oonobumba ababhaliweyo kulwimi	Puo/ho ngola/ho fumana moelelo wa matshwao a ngotsweng puong	Kode /enkodeer/dekodeer – Taal / om 'n boodskap mondelings of skriftelik te formuleer / om die betekenis van geskrewe simbole in 'n bepaalde taal te ontsyfer.
Cognitive	Thinking skills like reasoning, remembering, information processing, interpreting and so on.	Dikgono tsa go akanya jaaka go ntsha mabaka, go gopola, go tlotlha tshedimosetso, go toloka jalo le jalo.	Izakhono zengqiqo ezifana nokulandela intetho okanye incoko, ukukhumbula, ukuhlalutya ulwazi nokuguqula intetho ngokunjalo	Bokgoni ba ho nahana jwaloka ho fana ka mabaka, ho hopola, tshebediso ya lesedi, ho hlalosa, jwalojwalo	Kognitief – Denkvaardighede soos bv. redenering, onthou, inligtingsverwerking, interpretasie.
Concept	Abstract idea or set of ideas	Kgopolo-kakaretso kgotsa dikgopolo di le mmalwa	Ingqiqo/Ingqikelelo – umfanekiso ngqondweni wento okanye ngento, okanye indlela into emayenziwe ngayo	Mohopolo	Konsep - 'n abstrakte begrip of groep idees.

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Term	English	Setswana	isiXhosa	Sesotho	Afrikaans
Contextualise / context (noun)	Think about a word in a particular setting	Go akanya ka lefoko mo maamong a a rileng	Isakhelo/ukwakhela ukubandakanya into kunye nemo. Indlela into eyenzeke ngayo neemeko eyenzeke phantsi kwazo.	Ho nahana ka lentswe boemong bo itseng / Ho nahana ka lentswe maamong ao le sebedisitsweng ho ona	Kontekstualiseer (werkwoord); konteks (selfstandige naamwoord) – Om ‘n woord of ervaring of beskrywing van ‘n gebeurtenis binne verband te plaas sodat dit maklik verstaan of geïnterpreteer kan word.
Domains	Areas or categories, e.g. emotional, cognitive, physical domains of development	Dikarolo kgotsa ditlhopha, ka sekai kgolo ya maikutlo, ya tlhaloganyo, ya mmele	Amacandelo aqokelele okuzalanayo, umzekelo imvakalelo, ingqiqo, ukwakheka angamacandelo okukhula ngokubumbekileyo	Dibaka/mekgahlelop, mohlala, mekgahlelo ya ntshetsopele ya maikutlo, kelello le mmele	Domeine – Kategorieë of areas bv. emosionele, kognitiewe, fisiese domeine van ontwikkeling.
Empathy	Understanding and sharing a feeling	Go tlhaloganya boikutlo le go boabelana le ba bangwe	Ukuqonda nokwabelana kwemeko yomnye umntu ngokwemvakalelo	Kutlwisisano	Empatie – Begrip van en die vermoë om mee te leef met ‘n ander se gevoelens.
Engagement	Emotional and cognitive attention, interest or involvement	Go tsepa mogopolo ka maikutlo le tlhaloganyo, kgatlhego kgotsa go nna le seabe	Umsebenzi wokuzibandakanya okanye ukuzimanya ngengqiqo imvakalelo nomdla entweni ethile uziquka ekwenzeni into	Tsepaniso ya maikutlo le kelello, tjantjello kapa ho ba le seabo	Betrokkenheid – intense emosionele en kognitiewe aandag, belangstelling of gefokusdheid tydens ‘n leergeleentheid.
Extrinsic motivation	External rewards or incentives to do something, e.g. gold star	Meputso ya ka fa ntle kgotsa dithotloetso tsa go dira sengwe, ka sekai, go newa naletsana ya gauta	Umvuzo ongqalileyo kukukhuthazwa okanye ukukhuthazeka yimeko ethile ukwenza into umzek. Inkwenkwezi egolide	Tlotloetso e tswang ka ntle ho etsa ntho, jk. naledi ya kgauta	Ekstrinsieke motivering – Belonings of aanmoediging deur iemand anders om iets te bereik bv. goue sterretjies vir goeie werk.

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Term	English	Setswana	isiXhosa	Sesotho	Afrikaans
Grapheme	A written symbol or alphabetic letter	Setshwantsho se se kwadilweng kgotsa tlhaka ya alefabeto	Uphawu olubhaliweyo noluzimeleyo okanye unobumba we-alfabhethi	Letshwao le ngotsweng kapa tlhaku	Grafeem – ‘n Geskrewe simbool of alfabetletter.
Graphomotor	The action of making marks on paper	Tiro ya go dira matshwao mo pampiring	Isenzo sokubonakalisa okubhaliweyo okanye okuzotyweyo ephepheni	Ho taka matshwao pampiring	Grafies-motories – Die voortbring van “skrif” (merkies) op papier.
Group guided reading	Learners read together in a small group, guided by the teacher.	Barutwana ba buisa mmogo ba le setlhopho se sennye, ba kaelwa ke morutabana.	Abafundi bafunda ngokukhokelwa	Ho bala ka dihlopha ebile ho tataiswa	
Intrinsic motivation	Internal desire to do something	Keletso ya ka fa teng ya go dira sengwe	Umnqweno ongowakho ukwenza into	Tlotloetso ya ka hare ho etsa ntho	Intrinsieke motivering – ‘n Innerlike behoefte om ‘n doelwit te bereik.
Manipulables / manipulate (verb)	manipulable (<i>noun</i>) an object that can be handled and used to practise a co-ordination skill	Dithusi tsa go tsamaisa dikarolo tsa mmele (<i>leina</i>). Sedirisiwa se se kgonang go tshwarwa le go dirisediwa go ikatisetsa go tsamaisa dikarolo tsa mmele.	Uqulunqo (<i>isibizo</i>) into okanye indlela ethile nengasetyenziswa ukuziqhelisa isakhono sokulungelelanisa	Sesebediswa se ka tshwarwang mme sa sebedisetswa ho lokisetsa bokgoni	Manipuleerbare voorwerpe (selfstandige naamwoord)– ‘n Voorwerp wat hanteer kan word met die doel om koördinasievaardighede in te oefen bv. klei of knopies.
Metacognition	A learner’s awareness of his/her thinking processes	Temogo ya morutwana ya mokgwa wa gagwe wa go akanya	Ulwazi olungokuzazi nokuziqonda indlela acinga ngayo umfundi	Temoho ya morutwana ba ho nahana	Metakognisie – ‘n Leerder se bewustheid van sy of haar denkprosesse.
Miscue	Replacing an unfamiliar word with a known word when reading	Go emisetsa lefoko le le sa tlwaelegang ka le le itsiweng fa o buisa.	Ukubuyisela igama ngeliqhelekileyo endaweni yelingaqhelekanga xa kufundwa	Ho sebedisa lentswe le tsejwang bakeng sa le sa tsejweng haholo ha ho balwa	Invoeging – Vervanging van ‘n onbekende woord met ‘n bekende woord tydens die leeshandeling.

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Term	English	Setswana	isiXhosa	Sesotho	Afrikaans
Narrative	An oral or written account of events in a sequence	Pego e e bolelwang ka molomo kgotsa e e kwadilweng ya ditiragalo ka tatelano	Ingxelo yentetho okanye okubhaliweyo kweziganeko ngokulandelelana kwazo	Ho pheta kapa ho ngola diketsahalo ka tatelano	Vertelling – ‘n Mondelinge of geskrewe weergawe van gebeure in ‘n bepaalde volgorde.
Neural connections	Biological network that links the nerves and the brain	Mafaratlhatlha a a golaganyang ditshika le boboko	Uxokelelwano lwendalo yomzimba oluqhagamshelisa imithanjana yokuqiqa nengqondo	Marangrang a tlholeho a hokahanyang dinerefe le kelello	Neurale verbindings - Biologiese netwerke wat die brein en senuwees verbind.
Neuroscience	Scientific study of the brain and nervous system	Thuto ya saense ka boboko le methapo ya mmele	Izifundo zenzululwazi ezingezengqondo nengqokelelo yemithambo yokuqiqa	Thuto ya saense ya tshebetso ya kelello le dinerefe	Neurowetenskap – Die wetenskaplike bestudering van hoe die brein en senuweestelsel funksioneer.
Onset and rime	Onset is the first letter or sound in a word; rime is the rest of the word.	Tumammogo ke tlhaka ya ntlha kgotsa modumo mo lefokong; tumammogo gantsi e salwa morago ka tumanosi.	Isiqalo nesingqi	Ke sehlongwapele kapa qalo ya lentswe; raeme ke sehlongwanthao kapa qetelo lentsweng.	
Paired reading	Learners read in pairs together, or take turns to read.	Barutwana ba buisa mmogo ka bobedi le bobedi, kgotsa ba buisa ka go refosana.	Ukufunda ngababini okanye ngamaqabane	Ho bala ka ho ikopanya/dihlopha	
Paradigm	A set of beliefs that informs a theory or method of doing something	Ditumelo di le mmalwa tse di amanang le kgopolo kgotsa mokgwa wa go dira sengwe	Inggokelela ngokwenkolo ejolise kulwazi okanye inkqubo yokwenza into	Mohopolo/Tumelo e tshehetsang mokgwa wa tshebetso	Paradigma – ‘n Stel oortuigings wat ‘n teorie of die uitvoer van ‘n bepaalde handeling beïnvloed.
Pedagogy	Theory and practice of education	Kgopolo ka thuto le go dirisa thuto	Imfundo yolwazi nokusebenza ngezemfundo	Mohopolo le tshebediso ya thuto	Pedagogiek – Die teorie en praktyk/beoefening van onderwys.

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Term	English	Setswana	isiXhosa	Sesotho	Afrikaans
Phonemes	Sounds represented by alphabetic letters	Medumo e e emelwang ke ditlhaka tsa dialefabete	Isandi seqabane nesilelona lungu lincinci lentetho elinokusetyenziswa ukubonakalisa umahluko wegama kwelinye	Medumo e emetsweng ke ditlhaku	Foneem – ‘n Klank wat deur ‘n enkele alfabetletter of kombinasie van letters voorgestel word.
Phonemic awareness	Awareness of how letters represent sounds	Go lemoga medumo e e emelwang ke ditlhaka tsa dialefabete	Ingqiqo ngawona malungu mancinci egama ukwazi ukuva izandi emagameni	Temoso ka medumo e emetsweng ke ditlhaku	Fonemiese bewustheid - Die besef dat woorde saamgestel is uit individuele klanke wat deur alfabetletters voorgestel kan word.
Phonological awareness	Awareness of the sounds of a language	Go lemoga medumopuo	Ingqiqo ngokwakhiwa kwamagama: ulwazi, ukuqonda nokusetyenziswa kwezandi noxokelelwano lwazo entethweni yolwimi	Temoso ka diphetoho tsa medumo ya puo	Fonologiese bewustheid – Die vermoë om fyn te onderskei tussen klanke in ‘n taal.
Proprioception	The body’s ability to sense position, movement and balance.	Kgono ya mmele ya go lemoga fa o leng teng, motsamao le go itsetsepela.	Isakhono somzimba ukuqingqa ukuma ngxi , intshukumo nokuzinza	Bokgoni ba mmele ba kutlo ya boemo, tshisinyeho le botsitso	Proprioepsie – Die menslike liggaam se vermoë om ruimtelike posisie, beweging en balans waar te neem/ervaar.
Prosody	A person can use the appropriate speech intonations, melody and emphasis, and chunk a string of words appropriately.	Palo ya diphoso tse motho a di dirang fa a buisa - Motho a ka dirisa pheto-phetogo ya lentswe e e tshwanetseng fa a bua, segalo le kgatelelo ya mafoko, le go dirisa	Umntu angasebenzisa imvakalozwi eyiyo, ukunambitheka kwesingqi nogxininiso kwintetho, aze anqumbanise uluhlu lwamagama ngokufanelekileyo.	Motho a ka sebedisa ho phahama le ho theoha ha lentswe ka tshwanelo, melodi le kgatelelo, le lethathamo la mantswa hantle.	

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		bontsi jwa mafoko ka tshwanelo.			
Routines	Regular activities that contribute to effective classroom management or help to develop learners' working memories.	Ditiro tsa ka gale tse di tlatseletsang tsela ya go laola tlelase sentle kgotsa tsa go thusa go godisa go dira ga tlhaloganyo ya morutwana.	Indlela eqhelekileyo yokwenza izinto ukulungiselela inkqubo efanelekileyo neyakuba nempumelelo ukuncedana nokukhulisa ukukhumbula umsebenzi ofundisiweyo kumfundi egumbini lokufundela	Diketsahalo tsa setlwaedi tse thusang tsamaiso e tjhatsi ya phaposi ya borutelo kapa ho thusa ntshetsopele ya morutwana ya ho hopola	Roetine – Gereelde aktiwiteite/herhaalde handelingte wat bydra tot goeie klaskamerbestuur of help om 'n leerder se werkende geheue te ontwikkel.
Shared reading	Learners read with the teacher as a whole class or in larger groups.	Barutwana ba buisa le morutabana botlhe mo tlelaseng ba le setlhophha se segolo.	Abafundi bafunda notitshala/notitshalakazi	Ho bala ka ho abelana	
Speed	The rate of reading in words per minute.	Lobelo lwa mafoko a a buisiwang ka motsotso	Amendu okukhawuleza ukufunda amagama ngomzuzu	Sekgahla sa ho bala ka mantswa ka motsotso.	
syllabification	Breaking words into groups of alphabet letters	Go kgaoganya mafoko ka ditlhophha tsa ditlhaka tsa dialefabete	Ukuqhawulwa kwamagama ngamaqela oonobumba be-alfabhethi	Nokofatso ya mantswa	Lettergreepverdeling – Die opdeel van 'n woord in kleiner groepies alfabetletters volgens die (klank)reëls van 'n taal.
Strategic code switching	Using code-switching so that speakers do not resort to using the mother tongue in a way that it dominates or impedes the learning of the target language	go fetofetola puo gore puogae e se nne yone fela e dibui di e dirisang kgotsa gore e se ka ya kgoreletsa go ithutwa ga puo e go ithutwang yone	Ukusebenzisa inguqu-inguqulo yolwimi ukuze izithethi zingabheneli ukusebenzisa ulwimi lwasekhaya ngendlela eyakuthi idobebele okanye ingavumeli		

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			ukufundwa kolwimi ekujoliswe kulo.		
Incidental learning	Unplanned and informal learning that takes place during a lesson	Go ithuta go go sa rulaganyediwa go e seng ga semmuso go go dirwang ka nako ya thuto	Ukufunda ngaphandle kokuxhotyiswa kuzenzekela nokwenzeka ngexesha lesifundo	Ho ithuta ho sa lebellwang thutong ya letsatsi	
Digraph	One phoneme written with two letters	Tumammogo e le nngwe e e kwalwang ka ditlhaka tse pedi	Isandi seqabane elinye nelibhalwe laba ngonobumba ababini	Modumo o le mong o ngotsweng ka ditlhaku tse pedi	
Trigraph	One phoneme written with three letters	Tumammogo e le nngwe e e kwalwang ka ditlhaka tse tharo	Isandi seqabane elinye nelibhalwe laba ngonobumba abathathu	Modumo o le mong o ngotsweng ka ditlhaku tse tharo	
Blend	Two consonants joined together and you can hear the sound of each e.g. br – bread	Ditumammogo tse di golagantsweng mme o kgona go utlwa modumo wa nngwe le nngwe ya tsone, s.k. kg - kgolo	Iceba elingonobumba abaqokelelene ndawonye nelinesandi sikanobumba ngamnye esivakalayo umz. nt - intaka	Didumammoho tse pedi tse hoketsweng nqa e le nngwe ebile o ka utlwa modumo wa e nngwe le e nngwe	
Sight words	Words that a learner should learn to recognise without sounding out the letters; they often include common and frequently used words such as "the", "were", etc.	Mafoko a morutwana a tshwanetseng go ithuta go a lemoga a sa bitse ditlhaka; gantsi a akaretsa mafoko a a bonwang gantsi e bile a dirisiwa gangwe le gape jaaka: "lo", "du". jj	Amagama umfundi ekufuneka awanakane ngaphandle ngokugxininisa ukufunda izandi zonobumba ; magama lawo aquka amagama aqhelekileyo nasetyenziswa rhoqo afana nala: "ke", "kaloku", "wena", "hayi"	Mantswe ao morutwana a lokelang ho ithuta ho a hlokomela ntle le ho bitsa ditlhaku;hangata a kenya mantswe a tlwaelehileng	

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High frequency words	Common words that frequently appear in print and learners' books.	Mafoko a gantsi a tlhagang a gatisitswe le mo dibukeng tsa barutwana.	Amagama aqhelekileyo nafundeka rhoqo avela njalo kushicilelo lokubhaliweyo nakwiincwadi zabafundi	Mantswe a tlwaelehileng a hlahang dibukeng tsa bana le dikgatisong	
Word attack skills	Strategies that learners use to work out the meaning of a word that they are unfamiliar with and cannot read.	Maano a barutwana ba a dirisang go lemoga bokao jwa lefoko le ba sa le tlwaelang e bile ba sa itse go le buisa	lindlela eziqingqiweyo ezisetyenziswa ngabafundi ukuqikelela intsingiselo yegama elingaqhelekanga nabangakwaziyo ukulifunda	Mawa ao bana ba a sebedisang ho fumana moelelo wa lentswe leo ba sa le tsebeng le ho sitwa ho le bala	