

Language Activity Guide

Term 4

Grade R Language Improvement Programme



The GDE Grade R Language Improvement Programme is fully CAPS-aligned.

Each two-week cycle of teaching is built around a story which is brought to life for the learners through a carefully designed programme of activities which strengthen their oral language and emergent literacy.

The programme is supported by the following resource components:

- ★ A Concept Guide which sets out the educational and curriculum principles that underpin the programme design.
- ★ Activity Guides for each term which provide stories, songs, whole class and small group activities for a daily 50-minute focus on Language.
- ★ Resource packs for each term which include a Big Book, puppets, sequence pictures, games and templates for each story-based plan of activities.

English

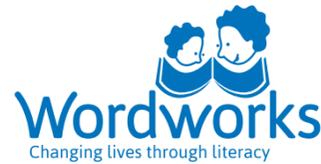




The Grade R Language and Mathematics Improvement Project is an initiative of the **Gauteng Department of Education** and its key partner, the **Gauteng Education Development Trust**.



The development and production of these resources for the Grade R Language Improvement Programme were made possible by generous project funding from the **United States Agency for International Development** and the **Zenex Foundation**. The Grade R Language and Mathematics Improvement Project is managed by the **JET Education Services** with **Wordworks** and **UCT's Schools Development Unit** as technical partners.



The **Grade R Language Improvement Programme** was developed by **Wordworks**.

Wordworks is a South African non-profit organisation that focuses on early language and literacy development in the first eight years of children's lives. Since 2005, Wordworks has developed and shared its programmes and materials with those adults best positioned to impact on young children's language and literacy development.

This edition of the language materials has benefited from collegial engagement with the SDU and has been improved by its alignment with the materials of the Mathematics Improvement Programme. It has been enriched by the work of officials of the Gauteng Department of Education's Early Childhood Development and Foundation Phase Curriculum Sub-Directorates at District and Provincial level who have made valuable contributions to the content of the materials and engaged constructively to ensure alignment with provincial policies, practices and values.

Acknowledgements

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- ★ The Molteno Trust for their careful versioning of programme materials into all our official languages and the Gauteng Department of Education for quality assurance of the versioned materials.

The programme draws on work done previously by Wordworks and the following partners:

- ★ The Western Cape Education Department in the Emergent Literacy (ELIT) provincial project roll-out during 2015–2016 and subsequently.
- ★ Khululeka, ITEC, Early Inspiration, Rhodes University's Centre for Social Development, Lebone Centre, K2A Project, Knysna Education Trust, University of Cape Town's Schools Development Unit, Primary Science Programme and ELRU, who have taken the programme into their work with schools and ECD centres in the Eastern and Western Cape; and who share their learning with us.
- ★ DG Murray Trust, USAID, the ELMA Foundation and JP Morgan, who funded the earlier development of this work.

★ Learning is a journey ...

Learning is a journey. It takes time and much practice in a safe space to learn something new. When babies are learning to walk, they take months to develop the skills needed to walk independently. They practise each new skill over and over before they progress to the next level of strength and mobility.

Think about how we talk to babies as they take their first steps towards walking. Can you hear how sweetly we speak to encourage our learners? "Come on, Thandi. Come to Mama. Look how strong your legs are getting."

Imagine that these pictures show a young learner on the journey to becoming an independent reader and writer. Think of all the skills and new knowledge they need to acquire. Think too of how much practice they will need every day to become confident with each new skill.

How can we create learning environments where young learners experience the support, understanding and delight we would express if they were babies taking their first steps?

