# Ihlelo Lokuthuthukisa Ilimi kuGreyidi R Grade R Language Improvement Programme

# Umhlahlandlela Womqondo Concept Guide



IsiNdebele I English





Umhlahlandlela Womqondo lo ulayisenswe ngaphasi kwe-Creative Commons Attribution 4.0 License (http://creativecommons.org/licenses/4.0/).

Ilayisensi le ivumela abasebenzisi bona babelane, bahlanganise godu bazijayeze, bese bayakha ngaphezulu kwezinto ezivela nanyana kungiyiphi indlela yokuveza imibono nofana indlela incwadi ijame ngakhona nofana ubukhulu bayo ngesibanga sokungazuzi litho, ikani kukobana ubuhlakaniphi bunikelwe umtlami okunguye umenzi. Lokha nawuhlanganisako, ujayeza nofana wakhela phezulu kwezinto, kufuze ulayisense izinto lezo ozitjhugulule ngeyakho indlela ngaphasi kwemigomo yokufana poro.

Ukulawulwa kwephrojekthi yokutjhugulula nokukhutjhwa: ngu-Ingrid Brink Ukuthintanisa okutjhugululwako (amaLimi wesiNguni): ngu-Ingrid Brink

Ukutjhugululela esiNdebeleni: nguVincent Mahlangu

Ukulungisa ilimi nokutjheja iimphoso esiNdebeleni: nguVusi Mtsweni Ukulungisa ilimi nokutjheja iimphoso esiNgisini: nguMagdel Palm

linthombe: nguJiggs Snaddon-Wood Ukuhlela umtlolo: nguWarren Brink Ukutlama ikhava: nguJacqui Botha

This Concept Guide is licensed under a Creative Commons Attribution 4.0 License (http://creativecommons.org/licenses/by/4.0/).

This license allows re-users to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

Translation and publishing project management: Ingrid Brink

Translation co-ordination: Ingrid Brink isiNdebele translation: Vincent Mahlangu

isiNdebele editing and proofreading: Vusi Mtsweni English editing and proofreading: Magdel Palm

Illustrations: Jiggs Snaddon-Wood

Typesetting: Jacqui Botha

Cover and text design: Jacqui Botha









# **★** Okumumethweko

Umlayezo obuya kuHloko womNyango	5
Ukusebenzisa Umhlahlandlela Womqondo Welimi	6
ISIGABA SOKU-1 Ihlelo Lokuthuthukisa Ilimi kwaGreyidi R	
Isingeniso	10
linsetjenziswa zehlelo lelimi	16
Ungahlelela njani ukutjheja ilimi qobe lilanga	18
Ungalihlela njani itlasi lakho qobelanga ukuqalisa elimini	22
Ungawuhlela njani umsebenzi womzombe weemveke ezimbili	26
Ulihlola bunjani iragelo phambili labafundi kuGreyidi R	30
Ihlelo lemisetjenzana elikhambelana ne-CAPS	34
ISIGABA SESI-2 Imigomo ehlahla ukufunda nokufunda kwaGreyidi R	
Imigomo ebunane yokufundisa nokufunda	38
Ukuthuthukiswa kwamakghonofundwa wokulalela nokusebenza kwezitho zomzimba	68
ISIGABA SESI-3 Ukufundisa ilimi nokutlola okusathomako kwaGreyidi R	
Ukulalela nokukhuluma (ilimi elikhulunywako)	78
Ukufunda nokutlola	86
Amaledere namatjhada	92

Isilululwazi nokufunda okudephileko......98









Foreword from the Head of Department	5
Using the Language Concept Guide	8
SECTION 1 The Grade R Language Improvement Programme	
Introduction	11
Language programme resources	17
How to plan for a Focus on Language every day	20
How to organise your classroom for the daily Focus on Language	23
How to plan for a two-week activity cycle	27
How to assess learners' progress in Grade R	31
Programme activities are CAPS aligned	35
SECTION 2 Guiding principles of teaching and learning in Grade R	
Eight principles for teaching and learning	39
Perceptual and motor development	69
SECTION 3 Teaching language and emergent literacy in Grade R	
Listening and speaking (oral language)	79
Reading and writing	87
Letters and sounds	93
References and further reading	98









# Umlayezo obuya kuHloko womNyango/ Foreword from the Head of Department





Dear Teacher/Practitioner

Welcome to the training of the Grade R teachers/practitioners. The Gauteng Department of Education (GDE) has prioritized Early Childhood Development as its Strategic Goal 1. This is to ensure that we can lay a solid foundation and seamless transitioning of learners to Grade 1.

The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. This is in response to a study that reported that 65% of children across South Africa have not mastered the skills required to be able to succeed in Literacy and Numeracy when entering Grade 1. This project is intended to support the Grade R practitioners/teachers to address this challenge.

The Department's expectation is that you are ready to learn and be a more empowered Grade R teacher/practitioner. Your commitment to the training process and thereafter the implementation of lessons learnt in your classroom will contribute to the improvement of Grade R learner readiness for Grade 1.

We trust that this intervention will help enhance your potential, innovation and creativity as you lay an important foundation for learning of our children. This project would not have been possible without the support of our partners. The GDE is grateful for the support of the GEDT, Zenex Foundation and USAID who contributed to this initiative.

I trust you will learn a great deal from this training programme and improve the learning experience of the young children in your care.

Yours Sincerely

MR EDWARD MOSUWE HEAD OF DEPARTMENT

DATE:

6 202



UMLAYEZO OBUYA KUHLOKO WOMNYANGO/FOREWORD FROM THE HEAD OF DEPARTMENT





# Ukusebenzisa Umhlahlandlela Womqondo Welimi

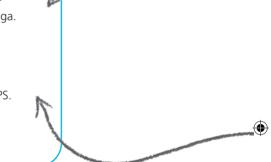
Umhlahlandlela Womqondo Welimi uhlukaniswe ngeengaba ezintathu ungafundwa ngelinye nelinye irherho ngombana zoke ziyathintana. Sikukhuthaza bonyana ubuyele emhlahlandleleni lo nawuzibandulako ehlelweni bese ufunda godu iingaba ezihlukileko. Uzokuthola bonyana ukuzwisisa kwakho umqondo kuyangenelela ngasosoke isikhathi nawufundako godu kuzokuhlahla indlela yokufundisa abafundi abancani betlasi yakho. Amakhasi angamabili la akunikela isirhunyezo sesigaba ngasinye godu akuse emakhasini lapho ungafunda okhunye.

ikhasi 10

# Isigaba soku-1: Ihlelo Lokuthuthukisa Ilimi kwaGreyidi R

Isigaba lesi sicoca **ngezakhiwo ezibunane** zeHlelo lokuThuthukisa iLimi, ezathuthukiswa yi-GDE ukuginisa ukufundiswa kwelimi, ukufunda nokutlola kuGreyidi R.

- ★ Ihlelo likhambisa abafundi ukusukela elimini elikhulunywako ukuya kelitlolwako.
- ★ Ihlelo linzinze eensetjenzisweni ezinikela abafundi ukufikelela eentlabagelweni ezikarisako.
- ★ Ihlelo lifuna uthathe imizuzu ema-50 ngokuqala isikhathi sokufundiswa kwelimi gobe lilanga.
- ★ Ihlelo linikela ngemisebenzi yetlasi loke neyesiqhema esincani yelanga ngalinye.
- Imisebenzi yomzombe weemveke ezimbili zokufundisa itlanywe ngendatjana.
- ★ Imisebenzi yomnyaka ihlelwe ngemizombe yeemveke ezimbili eli-19.
- Imisebenzi inikela abafundi amathuba wokwakha woke amakghonofundwa welimi le-CAPS.
- ★ Imisebenzi ikuvumela ukuqala iragelo phambili labafundi neentlabagelo ezinikelwe ukusetjenziselwa ukuhlola okuragela phambili.





# Ukuhlangana noStella

Uzokubona bona kunotitjhere okhona kiwo woke Umhlahlandlela Womqondo lo kaTitjhere. Uzakuphekelela kilo loke igadango lakho lokufunda begodu uzakubuya unikele iinyeleliso kanengi ezidzimele eminyakeni yakhe yelemuko etlasini leGreyidi R. Unebizo elikhethekileko elivela esiNgisini:

Strengthening the Teaching of Early Language and Literacy for All.







## Isigaba sesi-2:

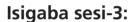
## Imigomo ehlahla ukufunda nokufunda kwaGreyidi R

Isigaba lesi sicoca ngemigomo ebunane ehlahle umtlamo weHlelo lokuThuthukisa iLimi leGreyidi R godu esithemba bonyana izokuhlahla ukufundisa kwakho.

- Umgomo wobujamo. Ukufunda kwenzeka ebujameni obuzwisisekako nobufaneleko.
- Umgomo womsebenzi. Abafundi kufanele babandakanywe bunqopha ekambisweni yokufunda nokufundiswa.
- Umgomo wokudlala. Abantwana bafunda ngcono emisebenzini yokudlala ngokutihaphuluka nokudlala okuhlahliweko.
- Umgomo wezinga. Abafundi badlula emazingeni ahlukileko wokuzwisisa nokukhula.
- Umgomo wokukhulumisana. Ukufunda kwenzeka lokha nakunokukhulumisana nokwabelana ngemibono.
- Umgomo wokuhlahla. Ukufunda kwenzeka lokha abotitjhere nabahlahla abafundi bathuthuke elwazini elitjha.
- Umgomo wokufaka koke. Ukufunda kwenzeka endaweni lapho woke umuntu amukelekile, afakwe, aphathwe kuhle, ahlonitjhwe begodu akwazi ukuzibandakanya.
- Umgomo wokujayeza. Ukufunda kuhlanganiswa ngokuzijayeza amakghonofundwa nelwazi elitjha.

Igalise godu esisekelweni sokugakatheka kokuthuthukiswa kwamakghono wokulalela nokusebenza kwezitho zomzimba ngesikhathi ufunda ilimi, ngokuqalisisa ekuboneni, ekuzweni, ikghono lokuzwisisa okuphathekako nekuzwisiseni ikghono lokuzwisisa ngokusikinyeka.





## Ukufundisa ilimi nokutlola okusathomako kwaGreyidi R

Isigaba lesi sihlathulula ukufunda nokutlola kwabantwana abasesebancani ukutjengisa ukwakheka kwehlelo ngokuzwisisa lokhu. Amaphuzu arhunyeza ukucabanga.

ikhasi 78

- Ukufunda ukutlola nokufunda akusiyinto eyenzeka ngobusuku bunye, kodwana lihlelo elithatha iminyaka eminengi. Lokhu sikubiza ngokuthi kuthuthukisa ukufunda nokutlola.
- Ngaphandle kwamakghonofundwa wokukhuluma kuhle ilimi, ukufunda nokutlola kungaba budisi ebafundini abasesebancani.
- Ilwazimabizo elinothileko nelibanzi lisilodlhululo sokuthuthukisa ukufunda nokutlola amabizo amatjha ekufanele abafundi bazijayeze wona eenkhathini ezinengi godu ebujameni obuhlukeneko nobuhlukileko.
- Ilimi lencwadi liqakathekile ekufundeni nekutloleni. Umhlobo welimi leli usetjenziswa eendatjaneni nasikhuluma ngezinto ezingaphathekiko ezinjengemizwa, imizwa nezehlakalo kenye indawo nesikhathi.
- Ngokudlala indima, ukulingisa umdlalo, ukucoca nokucocela iindatjana, abafundi bazwisisa abalingisi, ubujamo nokulandelana kwezehlakalo ngendlela yabo. Lesi sisekelo esiqakathekileko sokufunda, ukuzwisisa nokutlola.
- Ngemicociswano ebandakanyako, abafundi banethuba lokubuza nokuphendula imibuzo evulekileko. Lokhu kukhuthaza abafundi bonyana bacabange bebabelane ngemibono namazizo wabo.
- Abafundi nababona abantu abadala nabafundako nabatlolako bayakhuthazeka bonyana nabo bazifundele bebazitlolele ngombana bafunda bona amatshwayo abawenzako ephepheni angathwala umlayezo bese abe nehlathululo.
- Esikhathini esinengi abafundi bathoma "ukufunda" ngaphandle kokufunda amabizo ngendlela angakho, godu "nokutlola" ngaphandle kokutlola amabizo ngefanelo – lesi sigaba esigakatheke kwamambala ekhambeni labo lokufunda nokutlola.
- Ukuba bafundi abanekghono, abafundi bafanele ukuzwisisa umgomo wamaledere bonyana kunethungelelwano hlangana kwamaledere ebawabonako ekhasini namatjhada abawezwako emabizweni.
- Ukutjhejwa kwamatjhada namaledere ilwazi lamatjhada ngelinye hlangana kwalokho okucatjangelwako bonyana abafundi bazokufunda bebatlole ngepumelelo.





UKUSEBENZISA UMHLAHLANDLELA WOMQONDO WELIMI





# **★** Using the Language Concept Guide

The Language Concept Guide is divided into three sections which can be read in any order because they all connect with one another. We encourage you to return to this guide throughout your training on the programme and to reread the different sections. You will find that your understanding of the content deepens each time you read and that it will inform how you approach your teaching of the young learners in your classroom. This double page offers you a summary of each section and refers you to the pages where you can read more.

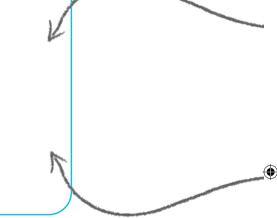
## Section 1:

### The Grade R Language Improvement Programme

This section discusses eight features of the Language Improvement Programme, which was developed for the GDE to strengthen the teaching of language and literacy in Grade R.

- The programme takes learners on a journey from spoken to written language.
- The programme is resource-based, giving learners access to exciting materials.
- The programme requires 50 minutes of focused language teaching time every day.
- The programme provides whole class and small group activities for each day.
- The activities for a two-week cycle of teaching are designed around a story.
- The activities for the year are planned for 19 two-week cycles.
- The activities provide opportunities for learners to build all the CAPS language skills.
- The activities allow you to observe learners' progress and tools are provided for continuous assessment.







# Meet Stella

You will see that there is a teacher present throughout this Concept Guide. She will keep you company on your learning journey and will often give advice based on her years of experience in the Grade R classroom. She has a special name:

Strengthening the Teaching of Early Language and Literacy for All.



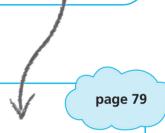




This section discusses **eight principles** which have guided the design of the Grade R Language Improvement Programme and which we trust will guide your teaching.

- ★ The context principle. Learning takes place in meaningful and appropriate situations.
- ★ The activity principle. Learners should be directly involved in the learning-teaching process.
- ★ The play principle. Children learn best in free-play and guided-play activities.
- ★ The level principle. Learners pass through various levels of understanding and development.
- ★ The interaction principle. Learning takes place when there is communication and sharing of ideas.
- ★ The guidance principle. Learning takes place when teachers guide learners in developing new knowledge.
- ★ The inclusivity principle. Learning takes place in an environment where everyone is welcomed, included, treated fairly, respected and can participate.
- ★ The practice principle. Learning is consolidated through practising new skills and knowledge.

It also focuses on the fundamental importance of perceptual and motor development for the learning of language, with an emphasis on visual, auditory, tactile and kinaesthetic perception.



# Section 3: Teaching language and emergent literacy in Grade R

This section explains how young children learn to read and write and shows how the programme builds on this understanding. These **points** summarise the thinking.

- ★ Learning to read and write is not something that happens overnight, but is a process that takes many years. We call this emergent reading and writing.
- ★ Without good oral language skills, learning to read and write can be very difficult for young learners.
- ★ A rich and wide vocabulary is key to literacy development and to learn new words, learners need to encounter them many times in a range of different situations.
- ★ Book language is critical for literacy. This kind of language is used in stories and when we talk about abstract things such as thoughts, feelings and events in another place and time.
- ★ Through role play, pretend play, telling and retelling stories, learners build their understanding of characters, context and the sequence of events. This is an important foundation for reading, comprehension and writing.
- ★ Through interactive discussions, learners have the opportunity to ask and answer open-ended questions. This encourages learners to think through and share their own ideas and opinions.
- ★ Learners who see adults reading and writing are inspired to read and write themselves because they learn that the marks they make on paper can carry a message and have meaning.
- ★ Learners usually start to "read" without reading actual words, and to "write" without writing words correctly this is a very important stage in their literacy journey.
- ★ To become skilled readers, learners need to understand the alphabetic principle that there is a link between the letters they see on a page and the sounds they hear in words.
- ★ Phonological awareness and letter—sound knowledge are among the best predictors that learners will learn to read and write successfully.

USING THE LANGUAGE CONCEPT GUIDE





# Isigaba soku-1: Ihlelo Lokuthuthukisa Ilimi kwaGreyidi R

## Isingeniso

Ukhe wacabanga bonyana kwenzakalani abafundi nabathoma ukufunda nokutlola? Esingenisweni lesi sizokuqala khulu ukuqakatheka kwendaba le.

#### Ukufunda okusesemanzi kuqakathekile

Nanyana sazi bona abotitjhere banendima eqakatheke kwamambala ebangayidlala, ungarareka nawungazi bonyana ihlelo lokufunda ukutlola nokufunda lithoma kuhle ngaphambi kokuthi umntwana angene ngetlasini leGreyidi R? Ukufunda okusesemanzi kuthoma ekubelethweni godu, kukhambisane namakghonofundwa womphakathi nemizwa, ilimi lifundwa lapho umfundi ahlangana namalunga womndeni, abangani nabotitjhere. Koke lokhu kunikela ngesisekelo sokufunda komfundi ubuphilo bakhe boke nokunikela ngesizinda sokuthi isikolo siqalise kumakghonofundwa anjengokulalela, ukukhuluma, ukufunda nokutlola azabe aragela phambili ngokuthuthukiswa ngutitjhere. Abafundi abafunda ukutlola nokufunda kuhle abenzi kwaphela ngombana banabotitjhere abafaneleko esikolweni, kodwana lokho kukghonakala khulu ngombana bazabe bazuze ngokufunda okusesemanzi basesebancani (ligotjwa lisesemanzi) ukusukela ekubelethweni kwabo ukuya eminyakeni esithandathu.

#### Ukulalela nokukhuluma

Irhubhululo likhombisa bonyana ukukghona ukufunda nokutlola kuya ngamakghono womlomo wokuphimisa nokukhuluma ilimi (ukwamukela nokukhupha amatjhada) okuthoma ukwakheka epilweni yomfundi asesemncani. Ngokukhulisa ubudlelwano, kubumbana ubudlelwano kwezitho zobuqopho ezisekela ukuthuthuka kwelimi lomfundi ukusukela ekubelethweni kwakhe. Ilimi labafundi likhula ngesikhathi abatjheji nabotitjhere babo bakhuluma nabo, babahlathululela bonyana amabizo atjho ukuthini, ngokulandela iinkareko zabo, ukubuza nokuphendula imibuzo godu nokwabelana ngeencwadi begodu nangeendatjana zezehlakalo zelanga ngelanga. Siyazi



bonyana abafundi abakhulela emabhodulukweni la anothe ngelimi elikhulunywako anelwazimabizo elingcono begodu kunerhuluphelo lokuzwisisa ukufunda ngcono ukusukela eminyakeni yobuthoba. Ngubani obekacabanga nje bonyana ukukhuluma nabafundi ngesinye sesipho esikhulu kwamambala esinganikela ngaso?

Abotitjhere babafundi abancani banendima eqakatheke kwamambala abangayidlala ekwakheni ilimi elikhulunywa bafundi abancani. Lokhu akutjho bona kufundisa okuhlelekileko! Abotitjhere bangakwenza lokhu ngokwabelana ngeencwadi neendatjana, ukukhuthaza ukudweba nokuthuthukisa ukutlola nokwakha ilimi lomlomo ngokunikela iinhlathululo, ukwethula amabizo amatjha nokukhuthaza abafundi bonyana babuze bebaphendule imibuzo.

#### **Ukuthoma ukutlola**

Ngokungezelela ekulaleleni bese kusetjenziswa ilimi eminyakeni yabo yobuncani, abafundi bafuna ukufunda okutloliweko. Ilimi elitloliweko liyahluka elimini elikhulunywako, begodu kuligadango elikhulu ebafundini ukuzwisisa bonyana umtlolo loyo kuhlekuhle kuyikulumo etlolwe phasi. Ngokukhomba umtlolo eendaweni ezinjengematshwayeni, amabizo namaleyibula, abafundi bathoma ukubona umtlolo unomngopho.

Nasele abafundi banokufikelela ephepheni nemakhrayonini, sibakhuthaza bona benze amatshwayo, imidwebo, amakophorotjho, bese bazizwe banokuzithemba ngokuveza ilwazi labo ngokubonakalisa imibono yabo ngemidwebo "nangokutlola". Lemizamo yokutlola okuthomako kwabafundi siyibiza ngokuthi "mtlolo osathomako" ngombana awuqaleki njengomtlolo othuthukileko – abalandeli imida, bahlangahlanganisa amaledere, iinomboro neenthombe begodu nokupeleda kwabo ngokokuzisungulela! Lesi sigaba esijayelekileko setuthuko. Ukufunda ukutlola kulihlelo, njengelinye ikghonofundwa elitjha, kuthatha isikhathi, kufuna ukuzijayelela begodu nokukhuthazeka okukhulu kwamambala ngaphambi kokukwazi kuhle.

#### Ukufunda okusathomako

Ngesikhathi abafundi babukela abantu abakhulu nabafundako godu batlolako, bafunda bonyana amatshwayo asemaphepheni athwala umlayezo begodu anehlathululo. Bafunda ukusebenzisa iincwadi bese bakhuthazwa ziindatjana zabantu neendawo ezihlukileko. Nangabe banabantu abakhulu eempilweni zabo, ababafundelako, bafunda ukuzihlobanisa nokufunda ngobudlelwano obufuthumeleko nokuthembeka, begodu lokhu kubanikela ukuzithemba kokulinga kuzifundela ngokwabo. Ukufunda kwabantwana abancani angekhe kwaba ngokunembako begodu "bangafunda" ukusukela engqondweni nofana ngokuzenzela iindatjana ezikhambisana neenthombe. Ngokukhamba kwesikhathi, bazokuthoma ukuqala khulu emaledereni nemabizweni atloliweko, bese-ke ukufunda kwabo kuzokuya kube ngokunembako khulu.



ISIGABA SOKU-1: IHLELO LOKUTHUTHUKISA ILIMI KWAGREYIDI R





# ★ Section 1: The Grade R Language **Improvement Programme**

## Introduction

Have you ever thought about when learners begin learning to read and write? In this introduction we look carefully at this important issue.

#### Early learning is crucial

While we know that teachers have a very important role to play, would you be surprised to know that the process of learning to read and write begins well before a child steps into a Grade R classroom? Early learning starts from birth and, along with social and emotional skills, language is learnt as the learner interacts with family members, friends and teachers. All these provide foundations for the learner's life-long learning and lay the ground for the school's focus on skills such as listening, speaking, reading and writing which are developed further by the teacher. Learners who learn to read and write successfully do not only have good teachers at school, but tend to be those who have benefited from critical early learning experiences from birth to six years.

#### Listening and speaking



Research has shown that skilled reading and writing depends on oral (receptive and expressive) language abilities that begin developing from the earliest days in a learner's life. Through nurturing relationships, critical brain connections are made that support a learner's language development from birth. Learners' language grows as caregivers and teachers talk with them, explain what words mean, follow their interests, ask and answer questions and share books and stories about day-to-day events. We know that learners who grow up in these sorts of languagerich environments have a better vocabulary and are likely to be better at reading comprehension at age nine. Who would have thought that talking with learners would be one of the greatest gifts we could give?

Teachers of young learners also have a very important role to play in building young learners' oral language. This does not mean formal teaching! Teachers can do this by sharing stories and books, encouraging drawing and emergent writing and building oral language through giving explanations, introducing new words and encouraging learners to ask and answer questions.

#### **Early writing**

In addition to hearing and using language in their early years, learners need to learn about print. Written language is different to spoken language, and it is a big step for learners to understand that writing is in fact speech written down. By pointing out print in the environment such as signs, names and labels, learners start to see that writing has a purpose.

When learners have access to paper and crayons and we encourage their mark making, drawing and scribbling, they feel confident to experiment with expressing their ideas through drawing and "writing". We call learners' very earliest attempts to write "emergent writing" as it does not yet look like grown-up writing – they do not keep to the lines, they mix letters, numbers and pictures, and their spelling is invented! This is a normal stage of development. Learning to write is a process, and as with any new skill, it takes time, practice and a great deal of encouragement before it is mastered.



#### Early reading

As learners watch adults reading and writing, they learn that the marks on paper carry a message and have meaning. They learn how books work, and become captivated by the stories of different people and places. If they have adults in their lives who read with them, they learn to associate reading with warm and trusting relationships, and this gives them confidence to try and read themselves. Young learners' reading may not be accurate and they may "read" from memory or make up stories to go with pictures. Over time, they will start to focus more on printed letters and words, and their reading will become more accurate.









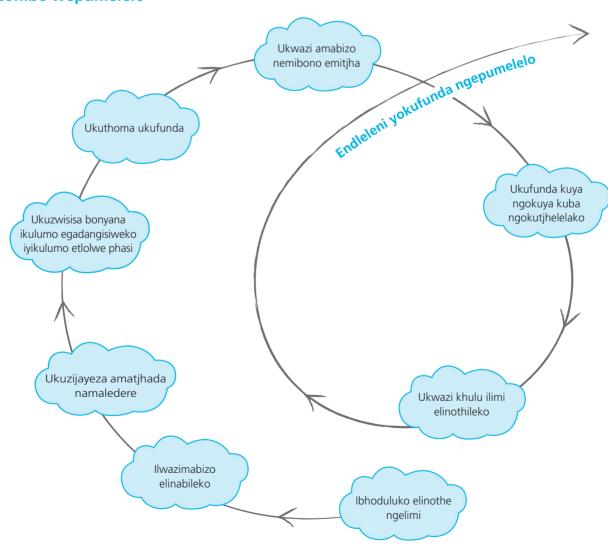
#### Ukufunda ngamaledere nangamatjhada

Ukuze bakghone ukufunda nokutlola, abafundi abancani bafanele bazwisise amatshwayo layo abawabona ephepheni ngiwo kwamambala wekulomo etlolwe phasi! Leli ligadango elikhulu ebafundini abancani, njengombana kutjho bonyana bafuna ukwazi ngamatjhada wamabizo akhulunywako, begodu nokuhlanganisa amatjhada namaledere wamatshwayo. Imidlalo yokuwahla izandla ngokulingisa amatjhada wamasilibhuli wamabizo nemidlalo yokulalela enjengokuthi "Ngiyabona ngelihlo lami elincani" isiza abafundi bonyana bazi amatjhada wamabizo. Amaledere angathulwa ngokuthi abafundi batlole amagama wabo, batlole amaledere wabo ehlabathini, batlole amaledere ngepende nofana babumbe amaledere layo ngomdzubha. Yoke lemisebenzi yokudlala kungenzeka ingabonakali njengencamileko emsebenzini wamambala wokufunda ukutlola nokufunda, kodwana kungalelo lwazi lokuthoma ukungena kwabafundi ephasini lokufunda nokutlola.

#### Amabhoduluko welimi neendawo ezineentlabagelo zokugadangisa

Abafundi ebazabe bakhulele emakhaya neenkuliseni zelimi neentlabagelo zokugadangisa bathanda ukuthoma isikolo ngelwazimabizo elinabileko nelingeneleleko. Bazokuzwisisa bonyana amabizo atjho ukuthini godu bazokukghona ukusebenzisa ilimi esele balazi ukuzwisisa abantu nabakhulumako godu nabafundela phezulu, begodu ngalendlela bazokufunda ilimi nemibono emitjha. Bazokuthoma isikolo sele bazijayeze amatjhada namaledere, begodu bazokuzwisisa ikulumo egadangisiweko kuyikulumo ekhulunywako. Lokhu kutjho bonyana bazokwazi imitlolo esisekelo basesebancani kuGreyidi 1, msinyazana nje beqele emitlolweni ebudisana ebanikela ilwazi ngemibono namabizo amatjha. Nabaragela phambili ngokufunda, kuzokuba kuthuthuka kwekghono labo lokufunda kuhle, begodu kulapho-ke ilimi labo lizokuthuthuka ukuze bakghone ukuqalana nemitlolo ebudisi. Basendleleni yokufunda ngepumelelo.

#### Umzombe wepumelelo





ISIGABA SOKU-1: IHLELO LOKUTHUTHUKISA ILIMI KWAGREYIDI R



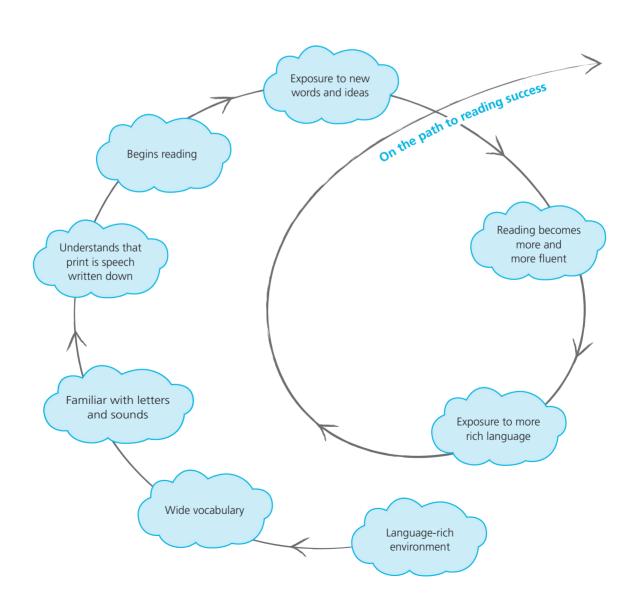


#### Learning about letters and sounds

In order to learn to read and write, young learners need to understand that the marks they see on a page are fact our speech written down! This is a big step for young learners, as it means they need to become aware of the sounds of spoken words, and to link these sounds to letter symbols. Clapping out syllables and listening games such as "I spy with my little eye" help learners to become aware of sounds in words. Letters can be introduced through learners writing their names, writing letters in the sandpit, writing letters with paint or making letters with playdough. All of these fun activities might not seem that relevant for the serious business of learning to read and write, but it is through these experiences that learners enter the world of literacy.

#### Language- and print-rich environments

Learners who have grown up in language- and print-rich homes and preschool environments are likely to begin school with a wide and deep vocabulary. They will understand what words mean and will be able to use the language they already know to understand when people talk and read aloud, and in this way will learn new language and ideas. They will start school being familiar with letters and sounds, and will understand that print is speech written down. This means that they will master basic texts early on in Grade 1, quickly moving onto longer and more complex texts which give them exposure to new words and ideas. The more they read, the more fluent their reading will become, and the more their language will develop and enable them to engage with increasingly difficult texts. They are on a path to reading success.









Ngetjhudu elimbi, eSewula Afrika bambalwa khulu abafundi abanelwazi lefundo basesebancani ebafake endleleni le yokufunda ngepumelelo. Ungarareka bonyana sesikhambe khulu isikhathi sokwakha amakghonofundwa welimi kuGreyidi R. Awa, asikholwa. Nangabe abotitjhere beGreyidi R bazibophelela ekunikeleni ngelwazi lelimi elinothileko ebafundini qobe lilanga, lokho kungenza umehluko omkhulu ekufundeni okuyipumelelo kwabafundi. Lokhu ngilokhu Ihlelo Lokuthuthukisa Ilimi kuGreyidi R elatlanyelwa ukukwenza!

Bona bonyana uStella uthini ngenzasapha ngehlelo bese ufunda okunengi emakhasini alandelako.

# Igadango ukusuka elimini elikhulunywako ukuya kelitlolwako ...

Ihlelo Lokuthuthukisa Ilimi kuGreyidi R lithuthukiselwe ukunikela abafundi beGreyidi R ilwazi elisekela ilimi labantwana abancani nokuthuthukisa ukufunda nokutlola. Ngokusebenzisa iindatjana, ihlelo likhambisa abafundi ukusukela elimini elikhulunywako ukuya kelitlolwako. Indatjana ngayinye etja yakha isisekelo semisebenzi yeemveke ezimbili zokufundisa, ukufunda nokuhlolwa.

Ukuthoma kwabafundi ukuhlangabezana nendatjana nanyana bathoma ukuzwa indatjana ebayicocelwa ngutitjhere ngamaphaphethi nezinye izinto zokudlala ukwenza abalingisi babonakale njengabaphilako. Ngemva kokulalela indatjana ecocwako, abafundi bazokuba nethuba lokuvuma ingoma emayelana nendatjana. Umvumo yindlela eyikarisamraro yokuthuthukisa amakghonofundwa welimi godu abanye abafundi bathola kulula ukukhumbula ilimi elitiha ngemilozi, izigi nokufana kwamatihada. Ngemva kokuvuma, abafundi bazibandakanya ekudlaleni indima endatjaneni nayisacocwako. Ibanikela ithuba lokuzibandakanya ekucocweni kwendatjana ngendlela enomdlandla nokusebenzisa amabizo nemitihwana yabalingisi abahlukileko. Ifuna godu bonyana bacabange ngokulandela kwezehlakalo zendatjana – kuzokwenzakalani okulandelako.

Ukwakhela endatjaneni ecocwako, ukudlala indima nokulandelanisa izehlakalo, abafundi banethuba ukuzidwebela izithombengqondo zengcenye abayithandako yendatjana bese benza imizamo yabo yokuthoma yokutlola imibono yabo (nanyana kungaba makoporotjho). Bakghona godu ukubona bonyana umsebenzi wokutlola unjani nokuthi imibono yabo ingatlolwa njani phasi ngesikhathi ufuzisela ngomnqopho wokukutlola (incwadi, irhelo, ingoma). Umsebenzi lo uthoma ngemicociswano enothileko nokwabelana ngemibono, ngemifakela yabafundi abanengi ngendlela kukghonakala

> Ngesikhathi ufuzisela ihlelo lokutlola, usebenzisa amabizo nemibono yabafundi, babona bonyana lokho esikutjhoko kungatlolwa phasi. Lokhu kuzobanikela ukuzithemba kokuthoma ukulinga ukuzitlolela – nanyana bangathoma ngokutlola amakoporotjho nokwakha amaledere! Ukungezelela ekufundweni kwemitlolo abayitlole nawe, abafundi bazokuba nelinye ithuba lokubona bonya ukufunda kusebenza njani nabazenzela incwajana encani abazokukhamba nayo ekhaya, begodu nawubafundela Incwadi Ekulu evekeni yesibili. Laphake, bazokuhlangabezana nokufanako, indatjana efanako kodwana ngendlela egadangisiweko.

Ukungezelela emisebenzini enzinze endatjaneni eyakha ikghono labafundi lokulalela, ukukhuluma, ukufunda, ukubona nokutlola, ihlelo lifaka imidlalo eminengi, ngeendlela ezifaneleko zokwakha ilwazi lamaledere. Siyazi ukusukela erhubhululweni bonyana abafundi abazi okuthileko ngamaledere namatjhada abawenzako, bathanda ukufunda nokutlola khulu godu lula kunabafundi abanelwazi lamaledere elinomkhawulo – ilwazi lamatjhada. Nanyana kunjalo, asihlongozi bonyana abafundi abakuGreyidi R bafanele ukufundiswa ngamatjhada ngendlela ehlelekileko. Abafundi bafunda kuhle into nayizwakalako kibo, ngalokho-ke, amaledere namatjhada ahlobene neendatjana namabizo, iinthombe nezinto ezitjha. Abafundi bafunda ngelimi nabakha ilwazi labo lamaledere.

Irhubhululo likhombise bonyana kuqakathekile ukutjheja amatjhada elimini elikhulunywako (ukwazi ngamatjhada). Nangabe abafundi balalela amatjhada elimini elikhulunywako, bangazi bonyana yini ebafuna ukuyitlola, kodwana bangakghoni ukuzwa amatjhada emabizweni ukuze bawatlole. Isigaba samatjhada namaledere wehlelo leli sifaka imisebenzi eminengi yangokomlomo esiza abafundi ukuthuthukisa ilwazi leli.

ISIGABA SOKU-1: IHLELO LOKUTHUTHUKISA ILIMI KWAGREYIDI R



Concept Guide Ndebele indd 14 2021/11/29 06:30









#### A cycle of success

Unfortunately, in South Africa very few learners have the kind of early learning experiences that set them on this path to reading success. You may be wondering if it is too late to build these language skills in Grade R. No, we do not believe so. If Grade R teachers commit to providing a rich language experience for learners every day, it can make a significant difference to their learning success. This is what the **Grade R Language Improvement Programme** was designed to do!

# A journey from spoken to written language ...

The Grade R Language Improvement Programme has been developed to give Grade R learners experiences that support early language and literacy development. Using stories, the programme takes learners on a journey from spoken to written language. Each new story forms the basis of two weeks of teaching, learning and assessment activities.

The learners' first encounter with the story is when they hear the story being told by their teacher with puppets and other props to make the characters come alive. After hearing the story being told, learners will have a chance to sing a song related to the story. Songs are a wonderful way to develop language skills and some learners find it easier to remember new language through melody, rhythm and rhyme. After singing, learners participate in role playing the story as it is narrated. This gives them a chance to participate in the telling of the story in an active way and use the words and phrases of the different characters. It also requires them to think about story sequence – what happens next.

Building on the oral telling of the story, the singing, role play and sequencing of events, learners have a chance to draw their favourite part of the story and make their first attempts to write their ideas (even if these are scribbles). They also see how writing works and how their ideas can be written down as you model writing a text for a purpose (a letter, a list, a song). This activity begins with rich discussions and sharing of ideas, with contributions from as many learners as possible.

As you model the writing process, using the learners' words and ideas, they see that what we say can be written down. This will give them the confidence to start trying to write themselves – even if they begin with scribbles and made-up letters! In addition to reading the texts they have

co-written with you, learners will have another opportunity to see how reading works when they make little books to take home, and when you read the Big Book to them in the second week. Here they will encounter the same, familiar story but in print form.

In addition to story-based activities that build learners' listening, speaking, reading, viewing and writing, the programme includes many fun, age-appropriate ways to build learners' knowledge of letters. We know from research that learners who know

something about letters and the sounds they make, are likely to learn to read and write more easily than learners who have limited letter–sound knowledge. However, we are not suggesting that learners in Grade R should be taught about letters in a formal way. Learners learn best when something has meaning to them, so letters and sounds are linked to stories – and to new words, pictures and objects. Learners learn about language while building their knowledge of letters.

Research has also shown that it is vital for learners to become aware of sounds in spoken language (phonological awareness). If learners don't learn to pay attention to sounds in spoken language, they might know what they want to write, but not be able to hear the sounds in words in order to write them. The letters and sounds section of the programme includes many oral activities that help learners to develop this awareness.







# Iinsetjenziswa zehlelo lelimi

Abotitjhere abasebenzisa ihlelo leLimi bazokuthola iintlabagelo ezinengi zezinga eliphezulu ngesikhathi sokubandulwa kwabo.

#### **★** Imihlahlandlela

Umhlahlandlela Womgondo



Abotitjhere bazokwenza isilululwazi ngomhlahlandlela lo kiwo woke umnyaka wokufundisa ukuba khumbuza ngemibono eqakathekileko.

#### Imihlahlandlela Yemisesebenzi Emine









Umhlahlandlela Womsebenzi wethemu ngayinye wethula iindatjana, iingoma, ilwazimagama nemisebenzi emitjha, kunye namaledere godu namatjhada amatjha azokufundwa bafundi.

#### limpaka ezilithoba zeendatjana

Ipaka ngayinye yendatjana isetjenziswa umzombe wokufundisa weemveke ezimbili godu imumethe iinsetjenziswa ezizokunikela abafundi ilwazi elihlukileko lendatjana:

 Ukuvela kwabalingisi abamaphaphethi ekaradeni



Abotitjhere basebenzisa amaphaphethi nezinye izinto zokudlala ukucoca indatjana. Amaphaphethi asetjenziswa godu bafundi  Isede yokulandelana kwamakarada weenthombe



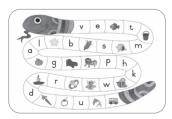
Abafundi bathoma ngokubona indatjana ngeenthombe ezimabumbeko abubusombili.

INcwadi Ekulu ngemitlolo elula

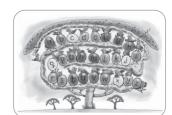


INcwadi Ekulu ineenthombe ezifanako neenthombe zezehlakalo ezilandelanako, begodu yethula amabizo agadangisiweko ukucoca indatjana.

\* IPaka yeensetjenziswa yemibala ezeleko efaka hlangana amabhodo wemidlalo namakhasi wemisebenzi angemibala.









#### linsetjenziswa ezizokusekela ukufundela ekhaya

ISIGABA SOKU-1: IHLELO LOKUTHUTHUKISA ILIMI KWAGREYIDI R

Abotitjhere angekhe bakhe iinsekelo zelimi ngaphandle kokusizwa babelethi. Ngokuba neensetjenziswa lezi, ababelethi bangaba nelwazi begodu bakhuthazwe ukusekela ikhambo lokufunda labantwana babo ekhaya.







See what Stella has to say below about the programme and learn more in the pages that follow.

## Language programme resources

Teachers using the Language programme will receive a number of high quality resources during their training.

#### ★ Guides

Language Concept Guide



Teachers will reference this guide throughout the teaching year to remind them of key ideas.

#### Four Language Activity Guides









The Language Activity Guide for each term introduces new stories, songs, vocabulary and activities, together with new letters and sounds that learners will learn.

#### Nineteen story packs

Each story pack is used for a two-week teaching cycle and contains resources to give the learners different experiences of the story:

Pop-out character puppets on card



Teachers use the puppets and other props to tell the story. The puppets are used again by the learners. A set of sequence picture cards



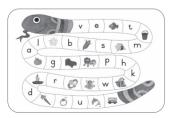
Learners first experience the story in two dimensions through the sequence pictures.

A Big Book with simple text

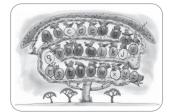


The Big Book has similar illustrations to the sequence pictures, and introduces printed words to tell the story.

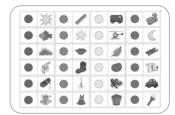
#### A full colour **Resource Pack** including game boards and colour activity pages







**SECTION 1:** THE GRADE R LANGUAGE IMPROVEMENT PROGRAMME



#### Resources for supporting learning at home

Teachers cannot build language foundations without the assistance of parents. Equipped with these resources, parents can be informed as well as inspired to support their child's literacy journey at home.



#### •

## Ungahlelela njani ukutjheja ilimi qobe lilanga

#### **IHLELO LEGREYIDI R LANGAMALANGA**

UMDLALO

WESITHOM-

RENGCONDO

**UMDLALO** 

WOKULINGISA

**UMDLALO** 

WOKWAKHA

**AMABHLOGO** 

IINDLALISI

**EZIFUNDISAKO** 

IMIDLALO YOMCABANGO

**AMAPHAZILI** 

**IKHONA** 

YEENCWADI

ISIKHATHI

SOKUTHULA

IIMBHOLO

**UMDLALO** 

WAMANZI

**UMDLALO** 

WEHLABATHI

**UMDLALO** 

WOKULINGISA

IMIDLALO YOKUSIKINYA

UM7IMBA

**IINDLALISI** 

EZIFUNDISAKO IMIJINKO

IINDLALISI

ZAMAVILO

**IMIDLALO** 

YEPHAGENI

AMATAYERE

Umhlahlandlela wesikhathi

#### UKUFIKA NOKUDLALA OKUTJHAPHULUKILEKO

20

UKULOTJHISA, ITJHADI LOBUJAMO BEZULU, UKUKHOMBISA NOKUCOCA, IREJISTA, AMALANGA WOKUBELETHWA, IINDABA ILimi, iimBalo, amaKghono wePilo

50

#### **UMQOPHO NEEMBALO**

Imisebenzi yetlasi loke neyeenghema ezincani

26

UKUDLALA OKUTJHAPHULUKILEKO NOKUBUTHA NGAPHAKATHI

40

#### **UKUNQOPHANA NAMAKGHONO**

**WEPILO** Imisebenzi yetlasi loke neyeenqhema ezincani

10

## IKAMBISO YOKUYA ENDLWANENI

ILimi, iimBalo, amaKghono wePilo

20

#### UMBAMBANDLALA

ILimi, iimBalo, amaKghono wePilo

30

#### UKUDLALA OKUTJHAPHULUKILEKO NOKUBUTHA NGAPHANDLE

10

#### **IKAMBISO YOKUYA ENDLWANENI**

ILimi, iimBalo, amaKghono wePilo

50

#### **UKUNQOPHANA NELIMI**

Imisebenzi yetlasi loke neyeenqhema ezincani

20

#### INDATJANA YANGAMALANGA

PHUMULA/ISIKHATHI SOKUTHULA

UKUSUKA

IHlelo laQobelanga le-Gauteng eliqaliswe ku-CAPS yamaGreyidi R

**IIMBALO** 

(I-iri eli-1 nemizuzu ema-24)

**ISIKHATHI SOKUNQOPHANA:** 

Imizuzu ema-50 ngelanga

linomboro, ama-Opharetjhini noBudlelwana

AmaPhethini, amaFanktjhini ne-Aljibhra IsiKhala neBumbeko (Ijiyomethri) Ukumeda

Ukuphatha iDatha

#### UKUHLANGANISA NGOKUNGEZELELA: Imizuzu ema-34 ngelanga

Sebenzisa amathuba ngezinye iinkhathi zokunqophana nangeenkhathi zekambiso yokudlala ngokutjhaphuluka ngaphandle/ngaphakathi, ukulotjhisa, indlwana neyombambandlala.

**AMAKGHONO WEPILO** 

(I-iri eli-1 nemizuzu eli-12) ISIKHATHI SOKUNQOPHANA:

Imizuzu ema-40 ngelanga

IHlalakuhle yoMuntu nokuPhila emPhakathini

ILwazi lokuThoma

UbuKghwari bokuTlama IFundo yokuSikinya umZimba

UKUHLANGANISA NGOKUNGEZELELA: Imizuzu ema-32 ngelanga

Sebenzisa amathuba ngezinye iinkhathi zokunqophana nangeenkhathi zekambiso yokudlala ngokutjhaphuluka ngaphandle/ngaphakathi, ukulotjhisa, iindlwana neyombambandlala.

ILIMI

(Ama-iri ama-2) ISIKHATHI SOKUNQOPHANA:

Imizuzu ema-50 ngelanga

UkuLalela nokuKhuluma UkuFunda okusaThomako UkuZwisisa imiDumo yamaGama neyamaLedere

UkuTlola okusaThomako

UkuTlola ngeSandla okusaThomako

UKUHLANGANISA NGOKUNGEZELELA: Imizuzu ema-70 ngelanga

Khombisa bese uyacoca (imizuzu eli-10) Indatjana yangamalanga (imizuzu ema-20) Imizuzu ema-40 eseleko, sebenzisa amathuba ngesinye isikhathi sokunqophana kunye nangesikhathi sokudlala ngokutjhaphuluka ngaphandle/ngaphakathi, ukulotjhisa, iindlwana, nangekambiso yombambandlala.

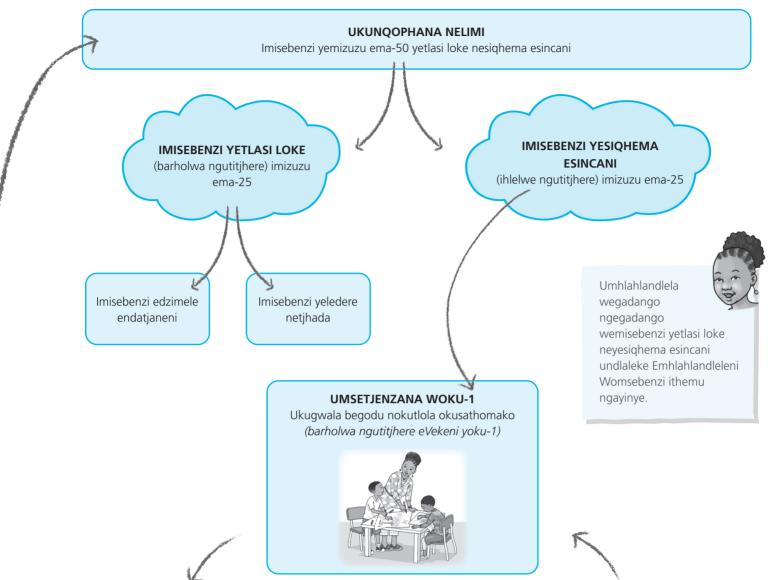
Qala ekhasini elilandelako bonyana ungayihlela bunjani imisebenzi yemizuzu ema-50 ngokuQalisa eLimini.



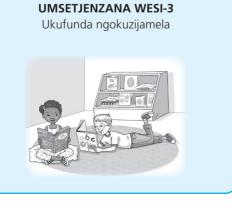
ISIGABA SOKU-1: IHLELO LOKUTHUTHUKISA ILIMI KWAGREYIDI R

Concept Guide\_Ndebele.indd 18 2021/11/29 06:30















INGXENYE YOKUQALA 1: UHLELO LOKWENZA NGCONO ULIMI EBANGENI R

#### •

## How to plan for a Focus on Language every day

#### **GRADE R DAILY PROGRAMME**

FANTASY PLAY

**ROLE PLAY** 

CONSTRUCTION

PLAY

**BLOCKS** 

EDUCATIONAL

TOYS PERCEPTUAL

> GAMES PUZZLES

**BOOK CORNER** 

QUIET TIME

**BALLS** 

WATER PLAY

SAND PLAY

**ROLE PLAY** 

**MOVEMENT** 

GAMES EDUCATIONAL

**TOYS** 

SWINGS WHEEL TOYS

JUNGLE GYM

**TYRES** 

Time guidelines

20

#### **ARRIVAL and FREE PLAY**

GREETING, REGISTER, WEATHER CHART, NEWS, SHOW AND TELL, BIRTHDAYS Language, Maths, Lifeskills

50

#### **FOCUS on MATHEMATICS**

Whole class and small group activities

26

#### **FREE PLAY**

and

**TIDY UP INSIDE** 

40

#### **FOCUS on LIFESKILLS**

Whole class and small group activities

10

#### **TOILET ROUTINE**

Language, Maths, Lifeskills

20

#### **REFRESHMENTS**

Language, Maths, Lifeskills

30

#### **FREE PLAY**

and

**TIDY UP OUTSIDE** 

10

#### **TOILET ROUTINE**

Language, Maths, Lifeskills

50

#### **FOCUS on LANGUAGE**

Whole class and small group activities

20

#### STORY EVERY DAY

**REST/QUIET TIME** 

DEPARTURE

Gauteng Grade R Daily Programme based on CAPS

**MATHEMATICS** 

(1 hr 24)

**FOCUS TIME:** 

#### 50 mins per day

Numbers, operations and relationships

Patterns, functions, algebra

Space and shape (geometry)

Measurement

Data handling

#### **PLUS INTEGRATION:**

#### 34 mins per day

Use opportunities during other focus times as well as during inside/outside free play, greeting, toilet and refreshment routines.

#### **LIFESKILLS**

(1 hr 12)

#### FOCUS TIME:

#### 40 mins per day

Personal and social wellbeing

Beginning knowledge

Creative arts

Physical education

#### PLUS INTEGRATION:

#### 32 mins per day

Use opportunities during other focus times as well as during inside/outside free play, greeting, toilet and refreshment routines.

#### **LANGUAGE**

(2 hrs)

#### **FOCUS TIME:**

#### 50 mins per day

Listening and speaking

Emergent reading

Phonological and phonemic awareness

**Emergent writing** 

Emergent handwriting

#### **PLUS INTEGRATION:**

#### 70 mins per day

Show and tell (10 mins)

Story every day (20 mins)

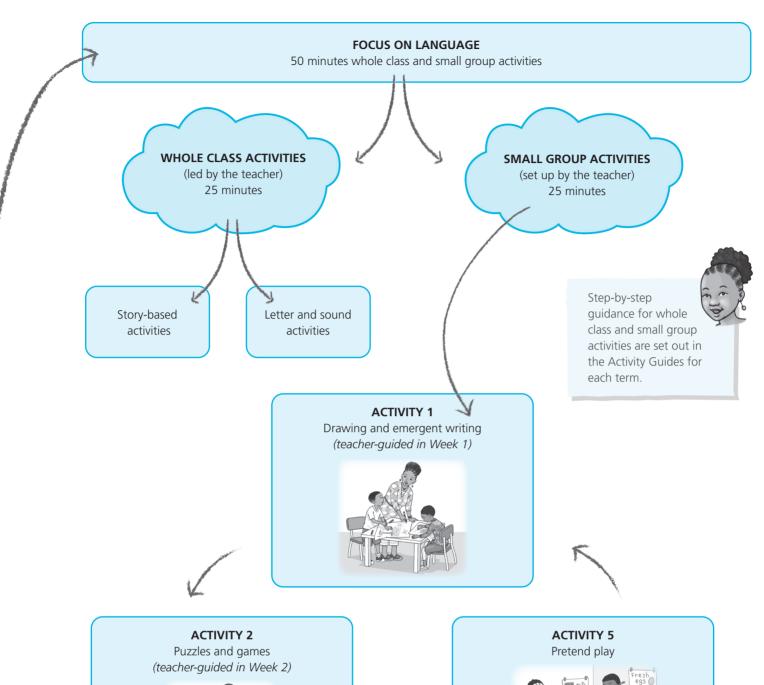
For the remaining 40 mins use opportunities during other focus times as well as during inside/outside free play, greeting, toilet and refreshment routines.

See the next page for how to plan activities for the 50 minutes Focus on Language.

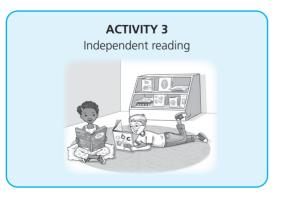


**SECTION 1:** THE GRADE R LANGUAGE IMPROVEMENT PROGRAMME



















# Ungalihlela njani itlasi lakho qobelanga ukuqalisa elimini

Njengombana sele sibonile, isikhathi sokuqalisa elimini kufanele senziwe ngokuqala imisebenzi eyenziwa litlasi loke nesighema esincani gobelanga. Umhlahlandlela wegadango ngegadango wemisetjenzana yelimi undlaleke emHlahlandleleni Womsebenzi ithemu ngayinye. Lapha siqalise ekutheni ungayifundisa njani imisebenzi yetlasi loke nesighema esincani ukunikela abafundi ilwazi elihlukileko nokulawula imingopho yokufunda ehlukileko.

#### Imisetjenzana yetlasi loke

Boke abafundi bazokuhlala eentafuleni zabo nofana ngendulunga emadeni nofana emsemeni, ngesikhathi utitjhere:

- ethula/angezelela/aqinisa amakghonofundwa nofana umqondo wendatjana
- arhola phambili imicociswano ebandakanya abafundi
- arhola phambili umsebenzi obandakanya boke abafundi.

Ekupheleni komsebenzi wetlasi loke, utitjhere uhlathululela isighema esincani ngasinye ngomsetjenzana ngaphambi kokuba thumela eendaweni zabo.

#### Imisetjenzana yesighema esincani

Emalangeni amahlanu, isiqhema ngasinye sidlhegana ngomsetjenzana ohlukileko waqobelanga. Lokhu kutiho bonyana ngeveke boke abafundi bazabe banethuba lokuzibandakanya emisetjenzaneni yelimi emihlanu yesiqhema esincani – utitjhere urhola phambili begodu neminye imisetjenzana yeenghema ezine.

- Imisetjenzana yeenqhema ezihlanu ihlelwa ngutitjhere.
- linsetjenziswa neentlabagelo zayo yoke imisetjenzana yeenqhema ezihlanu ihlelwa qobelanga.
- Imisetjenzana yendlalwa ematafuleni, emadeni nofana emsemeni, emakhoneni womsebenzi nofana ngaphandle.
- Isiqhema sabafundi sinye sisebenza notitjhere (umsebenzi urholwa phambili ngutitjhere).
- Ezinye iinghema ezine zabafundi zizozisebenzela ngokwazo.

# Ngetlasini ...

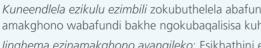
#### Ungabahlela njani abafundi ngeenghema

- Esikhathini esinengi abafundi bahlukaniswa ngeenghema ezihlanu. (Nangabe ubukhulu betlasi lakho bufuna iinghema ezisithandathu, yabela iinghema ezimbili umsebenzi ofanako.)
- Isiqhema ngasinye kufanele sibe nebizo kunye netshwayo laso.
- linghema akukafaneli zihlale zifana njalo isikhathi eside.

Kuneendlela ezikulu ezimbili zokubuthelela abafundi. Kizo zombili, utitjhere kufanele abe nombono omuhle wokubona amakghono wabafundi bakhe ngokubagalisisa kuhle umfundi ngamunye ngesikhathi basesikolweni.

linghema ezinamakghono avangileko: Esikhathini esinengi kuhlongozwa bonyana abafundi bahlelwe ngeenghema bahlanganiswe nabanye abafundi bamazinga ahlukileko wamakghonofundwa welimi. Umfundi onomraro wokudweba angasizwa ngabanye abafundi godu bangafaka isandla ekuginiseni amanye amakghonofundwa afunekako emsetjenzaneni, anjengewezomphakathi, ukuhlela, ukwakha nokucabanga.

linghema zamakghonofana: Nakunesizo elifunekako, kuqakathekile ukubuthelela abafundi ndawonye bahlanganiswe nabanye abafundi abasezingeni letuthuko elifanako. Lokhu kuvumela utitjhere ukukhetha izinga lomsebenzi, namandla ekufanelwe afakwe ekuhlathululeni begodu nesikhathi esifunekako, ngaphandle kokutjhiya omunye ngemuva.









# How to organise your classroom for the daily **Focus on Language**

As we have seen, the Language focus time should be organised to allow for whole class and small group activities every day. Step-by-step guidance for the language activities is set out in the Activity Guides for each term. Here we focus on how you teach whole class as well as small group activities to provide learners with different experiences and facilitate different learning goals.

#### Whole class activities

All the learners sit at their tables, or in a circle on the mat, while the teacher:

- introduces/extends/reinforces a story, skill or concept
- leads discussion involving all the learners
- leads an activity involving all the learners.

At the end of the whole class activity, the teacher explains each small group activity before sending learners to their places.

#### **Small group activities**

Over the course of five days, each group rotates to a different activity each day. This means that in a week all learners have the opportunity to participate in five small group language activities - the teacher-guided activity as well as four other group activities.

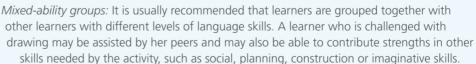
- Five small group activities are planned by the teacher.
- Resources and equipment for all five activities are set out every day.
- Activities are set out at tables, on the mat, in activity corners or outside.
- One learner group works with the teacher (teacher-guided activity).
- The other four learner groups work more independently.

## In the classroom ...

#### How to group learners

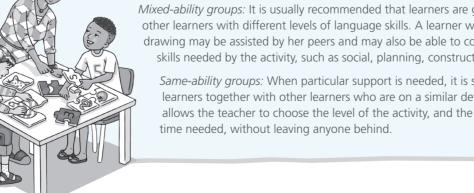
- Learners are usually divided into five groups. (If your class size requires a sixth group, allocate the same activity to
- Each group should have their own name and symbol.
- Groups should not remain the same over an extended time.





Same-ability groups: When particular support is needed, it is sometimes useful to group learners together with other learners who are on a similar developmental level. This allows the teacher to choose the level of the activity, and the amount of explanation and









#### Ubuhle bemisetjenzana yeenqhema ezincani

- ★ Kufuneka iinsetjenziswa ezincani ezizokwanela isiqhema esincani ingasi itlasi loke, isibonelo: iinkero, iimbratjhi zokupenda, umdzubha wokudlala namabhodo wemidlalo.
- Omunye nomunye umfundi unethuba lokubamba umetheriyali neensetjenziswa.
- ★ Abafundi bathuthukisa amakghonofundwa wobudlelwano babantu, isibonelo; ukwabelana, ukudlhegana, ukukhulumisana nokulalela.
- ★ Abafundi badlala indima emisetjenzaneni yeenqhema, isibonelo: ukuzibopha.
- Umsetjenzana weenqhema ezincani usebenza kuhle ukuhlanganisa nokuzijayeza imiqondo namakghonofundwa afundwe ngaphambilini.

#### Utitjhere urhola phambili imisetjenzana yeenghema ezincani

Lokhu kuhlelwe ngendlela yokuthi utitjhere akghone:

- ukusebenza nabafundi phasi nofana etafuleni
- ukunikela imiyalo godu abuze nemibuzo ngokwezinga lesighema
- ★ ukugala nokukhulumisana nomfundi ngamunye
- ★ ukuhlola bonyana umfundi ngamunye wakhe amakghonofundwa afunekako
- \* ukwenza isifundo sibe ngesibonakalako godu sibandakanye yena bese abafundi nabo balandele.

#### Imisetjenzana ezijameleko yeenqhema ezincani

Lokhu kuhlelwe ngendlela yokuthi abafundi bakghone:

- \* ukuzithabisa ngesifundo begodu kube sifundo esizwisisakalako
- ukuzisebenzela babodwa ngaphandle kokusizwa ngutitjhere
- ukusebenza ngebelo labo
- ★ bonyana labo abasebenza buthaka bakghone ukuqedelela umsetjenzana ngesikhathi esibekiweko
- ★ bonyana labo abaqeda umsetjenzana msinyana bakhuthazwe ukusuka esiqhemeni ngaphandle kwetjhada begodu bazikhethele omunye umsetjenzana ebangawenza kileyo ezabe ihlelwe ngutitjhere.

Nangabe ubona bonyana abafundi abathomi ukusebenza, nofana abanaragelo phambili, funa iinzathu. Tjhugulululela nofana ubenzele ngcono umsetjenzana ngeenqhema nofana umfundi ngamunye, nangabe kunesidingo salokho.

# Ngetlasini ...

#### Fundisa abafundi imithetho elula ngokuthi:

- bangakhambakhamba njani hlangana nemisetjenzana.
- ★ bangaziphatha njani ngesikhathi semisetjenzana yesighema esincani
- ★ bangabutha bebapake njani umsetjenzana wabo nabaqedileko ngawo.

Buyelela imithetho le qobe lilanga ukufikela lapho abafundi bazi khona godu bayilandele bangakatjelwa. Lokhu kuthatha isikhathi! Sebenza ngendlela yinye efanako. Lungisa iimphoso zabafundi ngokuzithoba nangabe abalandeli imithetho.











#### The advantage of small group activities

- Less resources are required for a small group than a whole class, for example: scissors, paintbrushes, playdough and game boards.
- Every learner has an opportunity to handle the materials and resources.
- Learners develop interpersonal skills, for example: sharing, taking turns, talking and listening.
- Learners take responsibility for group tasks, for example: tidying up.
- Small group work works well for consolidating and practising previously taught concepts and skills.

#### The teacher-guided small group activities

These are planned so that the teacher:

- works with the learner on the floor or at a table
- gives instructions and asks questions at the level of the group
- observes and engages with each learner individually
- assesses whether each learner has built the required skills
- makes the session practical and interactive, with both you and the learners joining in.



These are planned so that the learners:

- find them meaningful and enjoyable
- can work without help from the teacher
- can work at their own pace
- who work slowly should be able to complete the task within the
- who complete the task early are encouraged to leave the group quietly and choose a free-choice activity from those set out by the teacher.

If you notice learners can't get started, or are not progressing, explore the reasons. Change or adapt the activity, if necessary, for individual learners or groups.



#### Teach the learners simple rules for:

- how to move between activities
- how to behave during small group activities
- ★ how to tidy and pack up their work when done.

Repeat the rules daily until learners know and can follow them automatically. This takes time! Be consistent. Gently correct learners if they challenge the rules.











**SECTION 1:** THE GRADE R LANGUAGE IMPROVEMENT PROGRAMME





# Ungawuhlela njani umsetjenzana womzombe weemveke ezimbili

Ihlelo lelimi lakheke ngemisetjenzana yeqhinga leemveke ezimbili. Ikambiso yomsebenzi ibuyelelwa umnyaka woke ukuze uvumele ukwethulwa, ukuthuthukiswa nokuhlanganiswa kwamakghonofundwa wabafundi.

#### Iveke yoku-1

lmisetjenzana yetlasi loke	ngoMvulo	ngo Lesibili	ngoLesithathu	ngoLesine	ngoLesihlanu
Imisetjenzana edzimele endatjaneni	Ukucoca indatjana nokwakha illwazi- magama	Ukucoca indatjana begodu nokuvuma	Ukucoca indatjana begodu nokulingisa	Ukulandelanisa iinthombe	Yenza, gwala bewutlole
	Abafundi bezwa indatjana kokuthoma babuye bafunde irhelo lamagama amatjha asetjenziswa ekukhulumeni.	Abafundi balalela indatjana godu begodu bavume ingoma ephathelene nendatjana.	Abafundi badlala iindima ezahlukahlukeneko begodu basebenzise ilimi lendatjana ngokwabo, ngesikhathi sokudenjwa kwendatjana.	Abafundi bademba indatjana godu ngokusebenzisa iinthombe.	Abafundi bajamela imikhumbulo yabo manqophana nendatjana ngokwenza into, ukugwala isithombe namkha ngokuhlanganyela ekwabelaneni ngokutlola.
lmisetjenzana yeledere	Ukwethula itjhada elisuselwe endatjaneni	Ukubumba iledere	Amabhoksi wamaledere	Ukulalelela itjhada elinqotjhiweko	Ukwakha nokuphula
netjhada	Abafundi bethulwa etjhadeni elinqophileko begodu neledere elithintaniswa namagama avela endabeni.	Abafundi benza iledere elinqophileko ngokusebenzisa imatheriyali eyahlukahlukeneko ebanikela ilemuko lezwelo elinothileko.	Abafundi bayabona, bayabamba begodu bayakhuluma ngezinto begodu neenthombe ezithoma ngetjhada elinqotjhiweko.	Abafundi bakhomba amatjhada anqotjhiweko ngamagama.	Abafundi bahlanganisa amatjhada ukwenza amagama begodu behlukanise bawenze amatjhada.
lmisetjenzana yesiqhema	ngoMvulo	ngoLesibili	ngoLesithathu	ngoLesine	ngoLesihlanu
esincani				kelwa itjhejo likatitjhere ngelin	
Isiqhema esilijuba	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala
	Abafundi barekhoda imibono yabo ngokugwala begodu nokutlola okusathomako.	Abafundi benza amaphazili begodu badlala imidlalo yelimi.	Abafundi bafunda ngokuzijamela begodu bathabela iincwadi namanye amamatheriyali atloliweko.	Abafundi benza imisetjenzana yemisipha emincani begodu bazijayeze nokubumba amaledere.	Abafundi bakhela phezu kwelimi lendatjana begodu nommongo ngokwenza kwangathi bayadlala.
Isiqhema esihlaza satjani	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla
Isiqhema esisarulani	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela
Isiqhema esibomvu	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono Iokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	<i>Umsetjenzana wesi-5:</i> Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo
Isiqhema esisipiridzana	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako



ISIGABA SOKU-1: IHLELO LOKUTHUTHUKISA ILIMI KWAGREYIDI R









# How to plan for a two-week activity cycle

The Language programme is built around a two-week plan of activities. The activity routine is repeated throughout the year to allow for the introduction, development and consolidation of learners' skills.

#### Week 1

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday			
Story-based activities	Storytelling and building vocabulary	Storytelling and singing	Storytelling and role play	Sequencing pictures	Make, draw and write			
	Learners hear the story for the first time while learning new vocabulary.	Learners listen to the story again and sing a song related to the story.	Learners take on different roles and use the story language themselves, while the story is narrated.	Learners retell the story by using pictures.	Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.			
Letter and sound	Introducing a sound from the story	Forming the letter	Letter boxes	Listening for focus sounds	Blending and segmenting			
activities	Learners are introduced to a focus sound linked to words from the story.	Learners form the focus letter using different materials which give them a rich sensory experience.	Learners see, hold and talk about objects and pictures that start with the focus sound.	Learners identify focus sounds in words.	Learners blend sounds to make words and break up words into sounds.			
Small group	Monday	Tuesday	Wednesday	Thursday	Friday			
activities	Stella indicates which small group activities are teacher-guided each day.							
The blue group	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play			
	Learners record their ideas through drawing and emergent writing.	Learners do puzzles and play language games.	Learners read independently and enjoy books and other printed material.	Learners do fine motor activities and practise forming letters.	Learners build on the story language and theme through pretend play.			
The green group	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting			
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games	Activity 3: Independent reading			
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games			
The purple group	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing			













Ikareko labafundi lisebujameni obutjhugulukako njalonje bendatjana godu nangemisebenzi ehlukileko ehlelwe ngamazinga – ibe ngeqinaqinileko, ibe budisana ngokukhamba komnyaka. Imininingwana neendatjana zomzombe weemveke ezimbili yendlalwe Emihlahlandleleni Yemisebenzi yethemu ngayinye.

## Iveke yesi-2

lmisetjenzana yetlasi loke	ngoMvulo	nge Lesibili	ngeLesithathu	ngeLesine	nge Lesihlanu
lmisetjenzana edzimele endatjaneni	Okunye ngokulandelanisa iinthombe	Ukufunda ngokwabelana-INcwadi eKulu	Ukufunda ukulalela	Ukufunda begodu wenze	Yenza, gwala bewutlole
·	Abafundi bahlanganisa ilwazi labo lendatjana ngokulandelanisa iinthombe ngokuzijamela okukhulu.	Abafundi balalela indatjana efundwako ejayelekileko lokha utitjhere nakamodela ikambiso yokufunda.	Abafundi balalela ngokuyelela begodu balandele iinlayelo ezikhulunywako.	Abafundi barhumutjha imitlhala etloliweko begodu nesesithombeni.	Abafundi bajamiselela imibono yabo ngendatjana ngokwenza into, umgwalo, isithombe nofana bazibandakanye emtlolweni wokutlola ngokuhlanganyela.
lmisetjenzana yeledere	Ukwethula itjhada elisuselwe endatjaneni	Ukubumba iledere	Amabhoksi wamaledere	Ukulalelela itjhada elinqotjhiweko	Ukwakha nokuphula
netjhada	Abafundi bethulelwa itjhada elinqotjhiweko lihlanganiswe namagama.	Abafundi babumba iledere elinqotjhiweko basebenzisa amamatheriyali ahlukahlukeneko okubanikela ilemuko lemizwa elinothileko.	Abafundi bayabona, babambebe bakhulume ngezinto begodu neenthombe ezithoma ngetjhada elinqotjhiweko.	Abafundi babona amatjhada anqotjhiweko emagamani.	Abafundi bahlanganisa amatjhada ukwenza amagama begodu baphule amagama abe matjhada.
Imisetjenzana yesiqhema	ngoMvulo	ngeLesibili	ngeLesithathu	ngeLesine	ngeLesihlanu
esincani	UStella uyatjho	bona ngiyiphi Imisetjenzana	ı yesiqhema esincani enikelwa	i itjhejo likatitjhere ngelinye	nelinye ilanga.
Isiqhema esilijuba	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono Iokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	<i>Umsetjenzana wesi-5:</i> Lingisa ukudlala
	Abafundi barekhoda imibono yabo ngokudweba begodu nangokuthoma ukutlola.	Abafundi benza iinrarejo begodu badlale imidlalo yelimi.	Abafundi bafunda ngokuzijamela begodu bathabela iincwadi kanye nematheriyali egadangisiweko.	Abafundi benza Imisetjenzana esikinyisa umzimba begodu bazijayeze ukwakha amaledere.	Abafundi bakha phezu kwelimi lendaba begodu nommongo ngokusebenzisa ukudlala kokuzenzisa.
Isiqhema esihlaza hlaza	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo	<i>Umsetjenzana wesi-3:</i> Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla
Isiqhema esisarulani	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo	<i>Umsetjenzana wesi-3:</i> Ukufunda ngokuzijamela
Isiqhema esibomvu	Umsetjenzana wesi-3: Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono Iokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako	Umsetjenzana wesi-2: Amaphazili nemidlalo
Isiqhema esisipiridzana	Umsetjenzana wesi-2: Amaphazili nemidlalo	<i>Umsetjenzana wesi-3:</i> Ukufunda ngokuzijamela	Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla	Umsetjenzana wesi-5: Lingisa ukudlala	Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako

ISIGABA SOKU-1: IHLELO LOKUTHUTHUKISA ILIMI KWAGREYIDI R











Learners' interest is held through the ever-changing story context and through creative variation in the activities which are graded – becoming more challenging as the year progresses. Details of stories and activities for each two-week cycle are provided in the Activity Guides for each term.

#### Week 2

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday		
Story-based activities	More sequencing pictures	Shared reading – Big Book	Learning to listen	Read and do	Make, draw and write		
	Learners consolidate their story knowledge by sequencing pictures more independently.	Learners listen to a familiar story being read as the teacher models the reading process.	Learners listen carefully and follow verbal instructions.	Learners interpret written and picture cues.	Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.		
Letter and sound	Introducing a sound from the story	Forming the letter	Letter boxes	Listening for focus sounds	Blending and segmenting		
activities	Learners are introduced to a focus sound linked to words from the story.	Learners form the focus letter using different materials which give them a rich sensory experience.	Learners see, hold and talk about objects and pictures that start with the focus sound.	Learners identify focus sounds in words.	Learners blend sounds to make words and break up words into sounds.		
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday		
activities	Stella indicates which small group activities are teacher-guided each day.						
The blue group	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play		
	Learners record their ideas through drawing and emergent writing.	Learners do puzzles and play language games.	Learners read independently and enjoy books and other printed material.	Learners do fine motor activities and practise forming letters.	Learners build on the story language and theme through pretend play.		
The green group	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting		
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games	Activity 3: Independent reading		
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games		
The purple group	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing		

**(** 











# Ulihlola bunjani iragelo phambili labafundi kuGreyidi R

KwaGreyidi R, ukuhlola kuyikambiso ehleliweko eragela phambili yokubuthelela, ukuhlola nokurhumutjha ilwazi mayelana nomfundi ngamunye.

Ukuhlola kufanele kube ngokungakahleleki **nokuhlelekileko**. Ngamanye amabizo, ilwazi elibuthelelweko mayelana neragelo phambili labafundi ngesikhathi sokuhlolwa kufanele likusize ukuhlela godu utjhugulule ngokukhambisana nobujamo imisebenzi yokufunda. KwaGreyidi R, umnqopho wukuhlola akusikunikela amamaraga kodwana kuthatha iinqunto mayelana nendlela engcono yokusekela ituthuko yomfundi ngamunye.

Angeze wahlola lokho ongakakufundisi. Ukuhlola kusihlanganiso phakathi kokumumethwe sifundo se-CAPS, imisebenzi yokufunda nokufundisa. Ukuhlola ukufundisa nokufunda kwenzelwe:

- ukuqinisekisa izinga lomfundi ngamunye
- ukukhuthaza ituthuko yomfundi ngamunye
- ukutjheja iragelo phambili lomfundi ngamunye
- ukuhlahla ukuhlela nokukhetha imisebenzi
- ukukwazi ngezinga lokufundisa kwakho
- \* ukuhlela isekelo elingezelelweko labafundi abaneengabo zokufunda
- ukusiza ukwenza imibiko yepumelelo yabafundi.

#### Idlhosari

#### kuhlola okuhlelekileko

ukuhlola okunikela ilwazi lokha ukufunda kuragela phambili bese kulinganisa iragelo phambili labafundi



# Ngetlasini ...

#### Iinyeleliso zokuhlola

Ilwazi ngetuthuko namakghonofundwa wababundi kufanele libuthethelwe qobe lilanga ngeendlela ezihlukileko godu nangeenkhathi ezihlukileko.

- ★ Qala abafundi ngesikhathi benza imisetjenzana yetlasi loke nangesikhathi bazidlalelako ngekumbeni nangaphandle kwekumba.
- ★ Imicociswano nomfundi ngamunye nofana iinqhema ezincani zabafundi kungakusiza ukuzwisisa izinga namandla wokucabanga nokunikela ngeenzathu komfundi.
- ★ Qala kuhle izinto ezenziwa bafundi (iinthombe, imidwebo, izinto nofana 'imitlolo') ukukutjengisa lokho abakuzwisisako nebaphumelele kikho.
- ★ Sebenza neenqhema ezincani zabafundi qobelanga ngomsebenzi okhethekileko ohlobene nezakhiwo kunye nekghonofundwa le-CAPS. Ngesikhathi abafundi basebenzana nomsebenzi, baqale kuhle utjheje indlela ebasebenza ngayo ngeenqhema ezincani bese ubuza imibuzo ukuthola ingaphakathi lalokho abakucabangako nezinga abacabanga ngalo.

## linsetjenziswa zokuhlola

Khumbula bonyana ukuhlola akukenzelwa ukuthusa nofana ukwenza abafundi batshwenyeke. Ngesizathu lesi, abafundi akukafaneli balemuke bonyana utitjhere urekhodwa ilwazi leli labo.

Ngokurekhoda ukuqala indlela abasebenza ngayo emnyakeni woke, uzokuba nesithombenqgondo esipheleleko ngomfundi ngamunye – ngamandla nangokuba buthakathaka babo – ozosakha kancanikancani. Kunensetjenziswa ezine ezihlukileko ezingasetjenziswa: amafayili wabafundi, iincwadi zokutjhejiweko, amarhelo wokuhlola namarubhuriki.

Qala godu ePakeni Yeensetjenziswa Zemisebenzi Eyenziwako Yokuhlolwa ku-GDE yeGreyidi R.



ISIGABA SOKU-1: IHLELO LOKUTHUTHUKISA ILIMI KWAGREYIDI R





## How to assess learners' progress in Grade R

In Grade R, assessment is a continuous, planned process of gathering, analysing and interpreting information about each learner.

Assessment should be informal and formative. In other words, the information gathered about the learners' progress during assessment should help you to plan and adapt learning activities so that learners' learning will be enhanced. In Grade R, the focus of assessment is not to give marks, but to make decisions about the best way to support each learner's development.

You cannot assess what you have not taught! Assessment is the link between CAPS subject content and skills and your teaching and learning activities. Assessment for teaching and learning is done to:

- establish the level of each learner
- encourage each learner's development
- check on each learner's progress
- guide planning and the selection of activities
- inform the level of your teaching
- plan additional support for learners who experience barriers to learning
- help to generate reports on learners' achievements.

#### Glossary

#### formative assessment

assessment that provides information about learners' progress while learning is taking place



### In the classroom

#### Assessment tips

Information on learners' knowledge and skills development should be collected every day in different ways and at different times.

- Observe learners during whole class activities as well as during free play inside and outside the classroom.
- Conversations with individual learners or small groups of learners can help you to understand the level and depth of learners' thinking and reasoning.
- Look carefully at the things that learners do and make (pictures, drawings, objects and/or 'writing') to show you what they understand and have achieved.
- Work with one small group of learners each day on a specific activity linked to a CAPS component or skill. While the learners are engaged in the activity, carefully observe each learner in the small group and ask questions to gain insight into their thinking and level of understanding.

#### **Assessment tools**

Remember that assessment should never make learners feel anxious or scared. For this reason, learners should never be aware of the teacher recording information about them.

By recording observations throughout the year, a complete picture of each learner, with all their strengths and weaknesses, is gradually built up. There are four different tools that can be used: learners' files, observation books, checklists and rubrics.

Refer also to the GDE Grade R Assessment Practices Resource Pack

for more ideas.





**SECTION 1:** THE GRADE R LANGUAGE IMPROVEMENT PROGRAMME





#### Ifayili yabafundi

Utitjhere kufane alungise ifayili nofana ifolida yomfundi ngamunye ngetlasini bese uyisebenzisela ukufayila umsebenzi owenzelwe emaphepheni wabafundi bonyana ubulungeke. Tlola igama lomfundi nelanga ekwafayilwa ngalo ikhasi lelo. Lokhu kuzokunikela umfundi umqondo wobukghoni bomsebenzi ngelwazi analo bese kukunikela indlela yokuhlola iragelo phambili lomnyaka woke.

(Sibawa bonyana ngaphambi kokufayila umsebenzi, bonisa ngomsebenzi wabafundi ngetlasini.)



KwaGreyidi R utitjhere kufanele aqale abafundi ngaphakathi nangaphandle kwetlasi, ngesikhathi sokudlala okutjhaphulukileko nangesikhathi semisebenzi ehlelekileko. Beka kuhle amaphepha ambalwa womfundi ngamunye bese urekhoda lokho okubonako ngokuziphatha kwabo, amakhonofundwa, imikghwa, ukusebenza kwabo nezehlakalo zangetlasini.

(Iqiniso elitloliweko ngomfundi lizokusiza ukuqedelela irhelo lokuhlola ithemu ngayinye.)



Amarhelo wokuhlola anikela ngendlela yokuhlola amakghonofundwa afundisiweko ngesikhathi sethemu ngokwerhelo. Utitjhere uzokutshwaya ngetshwayo nofana ngesiphambano ukutjengisa "ukuphumelela" nofana "ukungaphumeleli". Indlela yesithathu liqatjhaza, elikhombisa bonyana umfundi akakalungi ngokupheleleko, kodwana ukhombisa bonyana usendleleni yokuphumelela ngekghonofundwa. (Imifuziselo yerhelo lokuhlola ifakiwe Emhlahlandleleni Womsebenzi wethemu ngayinye.)



#### **Amarubhuriki**

Irubhuriki ngelinye ithulusi lokuhlola ipumelelo yabafundi. Begodu inerhelo lendlela, kodwana inikela ngehlathululo enabileko ukuneqatjhazi, isiphambano netshwayo. Irubhrikhi yendlala iinhlathululo zamazinga wokusebenza ahlukileko ngendlela ngayinye yokuhlola. Irubhrikhi ivumela abotitjhere bahlole ngendlela efanako engathathi ihlangothi begodu inikela ngehlahlo elinabileko kutitjhere ukuze abone bonyana ngiliphi isekelo elifunwa mfundi ngamunye.

(Imifuziselo yerubhriki ifakiwe Emhlahlandleleni Womsebenzi wethemu ngayinye.)

Isikhombisimazinga serubhriki sihlanganiswe nekhowudu yesilinganiso godu lokhu kufakwe eHlelweni lokuPhathwa nokuLawulwa kweenKolo zeSewula Afrika (i-SA-SAMS) erubhrikini ngayinye esetjenziswa phakathi komnyaka. Ihlelo lihlaziya amakhowudu bese likhiqiza umbiko wabazali nabatjheji babafundi.

Ikhrayitheriya yokuhlola	1. Akakabukuphumelela (0–29%)	2. Ukuphumelela okuphakathi (30–49%)	3. Ukuphumelela okulingeneko (50–74%)	4. Ukuphumelela okudluleleko (75–100%)
Ukucoca iindatjana begodu ubuyelela iindatjana ngamabizo okungewakhe	Akakghoni ukucoca iindatjana begodu nokubuyelela iindatjana; ukghona ukutjho amabizo ambalwa kwaphela.	Ukubuyelela okunomkhawulo; ufaka ezinye zezehlakalo kwaphela; ilandelano lingahle lingabi ngelifaneleko; usebenzisa imitjho emifitjhani begodu nelwazimabizo elilula.	Uyakghona ukubuyelela izehlakalo ezinengi ezisendatjaneni ngokuthoma, phakathi begodu nesiphetho kodwana imininingwana embalwa khulu; udinga ukudoswa ngemibuzo efana nokuthi: 'ngemva kwalapho'; 'Okulandelako kwenzekeni?' Ukuthoma ukusebenzisa imitjho emide.	Indatjana ilandela ilandelano ngokunehloko begodu inesithomo, umzimba begodu nesiphetho; abalingisi nesizinda kuhlathululwe ngemininingwana; iinhloso begodu namazizo wabalingisi ahlathululiwe; usebenzisa imitjho emide begodu nebudisi namabizo ahlanganisako afana nokuthi 'kwabese'; 'ngemva kwalapho' kusetjenziswa ilwazimabizo elitjha elisuselwa endatjaneni.













#### Learners' files

The teacher should prepare a file or folder for each learner in the class and use it to keep each learner's paper-based work safe. Write the learner's name and the date on each page filed. This will give the learner a sense of the value attached to their work and will also give you a great way to assess progress across the year. (Please before you file it, display learners' work in the classroom.)

## Observation books

In Grade R, the teacher should observe the learners inside and outside the classroom, during free play and structured activities. Set up a couple of pages for each learner and record what you notice about their behaviours, skills, attitudes, performance and classroom incidents.

(These anecdotal notes will assist you to complete the checklist each term.)

#### Checklists

Checklists provide a list of assessment criteria for the skills that have been taught during the term. The teacher will mark with a tick or a cross to show "achieved" or "not achieved". A third option is a dot, which indicates that the learner is not fully competent, but is showing that they are on the way to achieving the skill

(Checklist templates are included in the Activity Guide for each term.)

#### Rubrics

A rubric is another tool for assessing learners' achievements. It also consists of a list of criteria, but offers more detailed descriptions than the dot, cross and tick. A rubric sets out descriptions for different levels of performance for each assessment criterion. A rubric allows teachers to be more objective and consistent in their assessment and gives more detailed guidance to the teacher as to what support each learner requires. (Rubric templates are included in the Activity Guide for each term.)

The rubric level descriptor is linked to a rating code and this is entered into the South African School Administration and Management System (SA-SAMS) for each rubric used during the year. The system analyses the codes and produces a report for parents and caregivers.

Assessment criteria	1. Not achieved (0-29%)	2. Moderate achievement (30–49%)	3. Adequate achievement (50-74%)	4. Outstanding achievement (75–100%)
Tells stories and retells stories in own words	Unable to tell stories and retell stories; only able to say a few words.	Limited retelling; only includes some events; order might not be correct; uses short sentences and simple vocabulary.	Able to retell most events in story with beginning, middle and end but very few details; needs prompts such as: "and then?"; "what happened next?" Starting to use longer sentences.	Story follows logical sequence and has a beginning, middle and end; characters and setting described in detail; intentions and feelings of characters are described; uses longer and more complex sentences and joining words such as: "and then"; "after that"; uses new vocabulary from the story.











**SECTION 1:** THE GRADE R LANGUAGE IMPROVEMENT PROGRAMME





# Ihlelo lemisetjenzana akhambelana ne TTKH (CAPS)

Ithebula le itjengisa kobana imisetjenzana yomzombe weemveke ezimbili yakha njani amakghono welimi anqophileko we TTKH, begodu akutjengisa kobana ungayisebenzisa bunjani imisetjenzana le ukuhlola iragelo phambili labafundi ngokuya kwemigomo yokuhlola ye TTKH (CAPS).

Umzombe weemveke	lmisetjenzana yesiqhema	TTKH amakghono	Irhelo lokuhlola	Irubhuriki yokuhlola	
ezimbili	esincani	welimi	(Isuselwe kukhrayitheriya yokuhlolla yeCAPS)		
Iveke yoku-1: ngoMvulo	Ukucoca indatjana nokwakha illwazi- magama	Ukulalela nokukhuluma	Ukulalela iindatjana ezifitjhani ngokuzithabela begodu ahlanganyele emakhorasini ngesikhathi esifaneleko		
			Ukubuza imibuzo		
ngoLesibili	Ukucoca indatjana begodu nokuvuma	Ukucoca indatjana begodu nokuvuma	Ukuvuma iingoma ezifitjhani begodu enze imisikinyeko (ngerhelebho)		
ngoLesithathu	Ukucoca indatjana begodu nokulingisa	Ukulalela nokukhuluma	Ukulingisa ingcenye yendatjana, ingoma nofana igido		
ngoLesine	Ukulandelanisa iinthombe	Ukulalela nokukhuluma		Ukulalela nokukhuluma Irubhuriki yoku-1: Ukucoca iindatjana begodu abuyelele iindatjana ngamagama okungowakhe	
ngoLesihlanu	Yenza, gwala bewutlole	Ukulalela nokukhuluma Ukutlola okusathomako	Ukunikela ngemibono ngendlela yemigwalo begodu ukunikelela itlasi imitjho yesiqetjhaneni somtlolo wetlasi  Ukugwala nofana ukupenda iinthombe ukudlulisa umlayezo		
Iveke yesi-2: ngoMvulo	Okunye ngokulandelanisa iinthombe	Ukulalela nokukhuluma Ukufunda nokubukela		Ukulalela nokukhuluma Irubhuriki yesi-2: Ukuhlela isede yeenthombe ngendlela yokobana zibumbe indatjana begodu nelandelano lezehlakalo elinelojiki lokha nakukhulunywako begodu kuhlobaniswe nendatjana etlanyiweko	
ngoLesibili	Ukufunda ngokwabelana – INcwadi eKulu	Ukufunda nokubukela	"Ukufunda" amatheksti akhulisiweko afana neenkondlo, iinCwadi eziKulu begodu namaphostara itlasi loke linotitjhere		
ngoLesithathu	Ukulalela begodu wenze	Ukulalela nokukhuluma	Ukulalela iinlayelo ezilula begodu azilingise		
ngoLesine	Ukufunda begodu wenze	Ukufunda nokubukela	Ukukhumbula igama lakhe begodu namagama wabanye abafundi		
ngoLesihlanu	Yenza, gwala bewutlole	Ukulalela nokukhuluma Ukutlola okusathomako	Ukunikela ngemibono ngendlela yemigwalo begodu ukunikelela itlasi imitjho esiqetjhaneni somtlolo wetlasi Ukugwala nofana ukupenda iithombe ukudlulisa umlayezo		











# **Programme activities are CAPS aligned**

This table shows how the activities of the two-week cycle build specific CAPS language skills, and shows how you can use these activities to assess learner progress against CAPS assessment criteria.

Two-week cycle	Whole class story-based	CAPS language	Assessment checklist	Assessment rubric
	activities	skills	(derived from the CAPS assessment criteria)	
Week 1: Monday	Storytelling and building vocabulary	Listening and speaking	Listens to short stories with enjoyment and joins in choruses at the appropriate time Asks questions	
Tuesday	Storytelling and singing	Listening and speaking	Sings simple songs and does actions (with help)	
Wednesday	Storytelling and role play	Reading and viewing	Acts out part of a story, song or rhyme	
Thursday	Sequencing pictures	Listening and speaking		Listening and Speaking Rubric 1: Tells stories and retells stories in own words
Friday	Make, draw and write	Listening and speaking	Contributes ideas by means of drawings and contributes sentences to a class piece of writing	
		Emergent writing	Draws or paints pictures to convey messages	
Week 2: Monday	More sequencing pictures	Listening and speaking Reading and viewing		Listening and Speaking Rubric 2: Arranges a set of pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created
Tuesday	Shared reading – Big Book	Reading and viewing	"Reads" enlarged texts such as poems, Big Books and posters as a whole class with the teacher	
Wednesday	Learning to listen	Listening and speaking	Listens to simple instructions and acts on them	
Thursday	Read and do	Reading and viewing	Recognises own name and some names of other learners	
Friday	Make, draw and write	Listening and speaking	Contributes ideas by means of drawings and contributes sentences to a class piece of writing	
		Emergent writing	Draws or paints pictures to convey messages	









Umzombe weemveke	Imisetjenzana yetlasi loke-	TTKH amakghono	Irhelo lokuhlola	Irubhuriki yokuhlola
ezimbili	isekelwe endatjaneni	welimi		
Iveke yoku- 1 begodu neyesi-2: ngoMvulo	Ukwethula itjhada elisuselwe endatjaneni	Amatjhada		Amatjhada, ukufunda nokubukela Irubhuriki yoku-1: Ukukhumbula ngokuzwa begodu nokubona abanye babongwaqa nabokamisa
ngoLesibili	Ukubumba iledere	Umtlolo wesandla	Ukubumba amaledere ngeendlela ezihlukeneko kusetjenziswa ukupenda ngomuno, ngamabhratjhi wokupenda, ngamakhrayoni wamafutha, <i>njll</i> kuthonywa endaweni efaneleko begodu kulandelwe ikombatjhuba okungiyo	Umtlolo osathomako begodu nomtlolo wesandla Irubhuriki yoku-1: Ukuthuthukisa amakghono wemisipha emincani begodu namakghono wemisikinyeko emincani
ngoLesithathu	Amabhoksi wamaledere	Amatjhada	Ukukhumbula ngokuzwa begodu nangokubona abanye babongwaqa bokuthoma begodu nabokamisa ikakhulukazi ekuthomeni kwegama	Amatjhada, ukufunda nokubukela Irubhuriki yoku-1: Ukukhumbula ngokuzwa begodu nokubona abanye babongwaqa nabokamisa
ngoLesine	Ukulalelela itjhada elinqotjhiweko	Amatjhada		Amatjhada, ukufunda nokubukela Irubhuriki yesi-2: Ukuthoma ukubona kobana amagama enziwe ngamatjhada:unikela itjhada lokuthoma legama lakhe
ngoLesihlanu	Ukwakha nokuphula	Amatjhada	Ukuhlukanisa amagama amalungu amanenginengi abe amalungu: ukusebenzisa ukuwahla nofana ukubetha isigubhu kelinye nelinye ilunga elisegameni nanyana ukubona inani amalunga (ukuwahla) emabizweni wabantwana abangetlasini	
Umzombe weemveke ezimbili	Imisetjenzana yesiqhema esincani	TTKH amakghono welimi	Irhelo lokuhlola	Irubhuriki yokuhlola
Iveke yoku-1 neyesi-2: ngoMvulo	Ukugwala begodu nomtlolo osathomako	Ukutlola okusathomako	Ukulinga ukutlola amaledere kusetjenziswa amakoporojo, ukutlolatlola, <i>njll</i> begodu "ukufunda" umtlolo okungewakhe: "ukufunda" okutjhiwo makoporojo Ukubamba ikhrayoni ngendlela okungiyo kusetjenziswa indlela eyamukelekako yokubamba ipensela	Ukutlola okusathomako begodu nomtlolo wesandla Irubhuriki yesi-2: Ukugwala iinthombe ukubamba umqondo oqakathekileko weendatjana, iingoma namkha igido Irubhuriki yesi-3: Uyezwisisa bonyana ukutlola nokugwala kuhlukene:wenza ngathi uyatlola ngokusebenzisa amakoporojo
ngoLesibili	Amaphazili nemidlalo	Amatjhada Ukulalela nokukhuluma	Sebenzisa ilimi ukucabanga kanye nokunikela abonobangela: ukumetjha izinto ezikhamba ndawonye begodu nokumadanisa izinto ezingafaniko.	Amatjhada, ukuFunda nokubukela Irubhuriki yoku-1: Ukhumbula ngokuzwa nangokubona abanye babongwaqa begodu nabokamisa
ngoLesithathu	Ukufunda ngokuzijamela	Ukufunda nokubukela	"Ukufunda" iincwadi ngokuzijamela ukuzithabisa ngebulungelweni- leencwadi nofana ekhoneni lokufunda elingetlasini Ukubamba incwadi ngendlela okungiyo begodu aphenye amakhasi ngendlela efaneleko	Amatjhada, ukuFunda nokubukela Irubhuriki yesi-3: Uzenzela yakhe indatjana ngokufunda iinthombe
ngoLesine	Amakghono wemisipha emincani nomtlolo wesandla	Umtlolo wesandla	Ukubumba amaledere ngeendlela ezihlukeneko kusetjenziswa ukupenda ngemino, amabhratjhi wokupenda, amakhrayoni wamafutha <i>njll</i> , kuthonywa endaweni okungiyo begodu kulandelwe ikombatjhuba okungiyo  Amakhophi wamaledere ezaziwako ngebizo lakho ukobana kujamele umtlolo:lbizo lamambala lamakhophi	Ukutlola okusathomako begodu nomtlolo wesandla Irubhuriki yoku-1: Ukuthuthukisa amakghono wemisipha emincani begodu namakghono wokusikinyisa imisipha emincani
			Ukuthuthukisa imisipha emincani ngokulawula ukusebenzisa isikere ukusika emideni egandelelweko yeenthombe, amajamo, <i>njll.</i>	
ngoLesihlanu	Ukwenza kwangathi uyadlala	Ukulalela nokukhuluma Ukutlola okusathomako	Ukulingisa ukutlola ebujameni bokudlala: ukuthatha umlayezo emtatweni, ukutlola ithikithi lokuphula umthetho wendlela <i>njll</i> . Ukukopa umtlolo osebhodulukweni lokha nakudlalwako.	







Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
Week 1 and 2: Monday	Introducing a letter from the story	Phonics		Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Tuesday	Forming the letter	Handwriting	Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction	Emergent Writing and Handwriting Rubric 1: Develops small muscle skills and fine motor skills
Wednesday	Letter boxes	Phonics	Recognises aurally and visually some initial consonants and vowels especially at the beginning of a word	Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		Phonics, Reading and Viewing Rubric 2: Begins to recognise that words are made up of sounds: gives the beginning sound of own name
Friday	Blending and segmenting	Phonics	Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word or identifies the number of syllables (claps) in the names of the learners in the class	
Two-week cycle	Small group activities	CAPS language skills	Assessment checklist	Assessment rubric
Week 1 and 2: Monday	Drawing and emergent writing	Emergent writing	Makes an attempt to write letters using squiggles, scribbles, etc. and "reads" own writing: "reads" what squiggles say Holds crayons correctly using an acceptable pencil grip	Emergent Writing and Handwriting Rubric 2: Draws pictures capturing main idea of the stories, songs or rhymes Rubric 3: Understands that writing and drawing are different: pretend writing represented using squiggles
Tuesday	Puzzles and games	Phonics Listening and speaking	Uses language to think and reason: matches things that go together and compares things that are different	Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Wednesday	Independent reading	Reading and viewing	"Reads" independently books for pleasure in the library or classroom reading corner Holds the book the right way up and turns pages correctly	Phonics, Reading and Viewing Rubric 3: Makes up own story by "reading" the pictures
Thursday	Fine motor skills and handwriting	Handwriting	Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction Copies known letters in own name to represent writing: copies own name  Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc.	Emergent Writing and Handwriting Rubric 1: Develops small muscle skills and fine motor skills
Friday	Pretend play	Listening and speaking Emergent writing	Role plays writing in play situations: takes a telephone message, writes a traffic fine, etc.  Copies print from the environment while playing	











# Isigaba sesi-2: Imigomo ehlahla ukufunda nokufunda kwaGreyidi R

Ihlelo likhuthaza iqhinga lokufundisa nokufunda elinomdlandla elinikela umdlandla nelikhuthaza abafundi ukuze bathuthukise imikghwa, ilwazi namakghonofundwa abazokwakhela phezulu kwawo emagreyidini azokulandela. Irhubhululo lefundo yangematlasini liveze isede **yemigomo** yokufundisa enomthelela ekufundeni ngepumelelo. Ihlelo lakhelwe phezulu kwemigomo le ebunane.

### Imigomo ebunane yokufundisa nokufunda

Nakusaqalwa imigomo, kuzabe kwenzelwa ubulula bokutjheja. Yoke imigomo iqakatheke ngokulinganako begodu uzokubona bonyana ikhambelana khulu.

#### Idlhosari

#### umgomo

umthetho ojayelekileko omukeleka njengeqiniso



8 Umgomo wokujayeza. Ukufunda kuhlanganiswa ngokuzijayeza amakghono nelwazi elitiha.



**Umgomo wobujamo.** Ukufunda kwenzeka ebujameni obuzwisisekako nobufaneleko



2 Umgomo womsebenzi. Abafundi kufanele babandakanywe bunqopha ekambisweni yokufunda nokufundiswa.



7 Umgomo wokufaka koke. Ukufunda kwenzeka endaweni lapho woke umuntu amukelekile, afakwe, aphathwe kuhle ahlonitjhwe begodu akwazi ukuzibandakanya.





Umgomo wokudlala. Abantwana bafunda ngcono emisebenzini yokudlala ngokutjhaphuluka nokudlala okuhlahliweko.



6 Umgomo wokuhlahla. Ukufunda kwenzeka lokha abotitjhere nabahlahla abafundi bathuthuke elwazini elitjha.



5 Umgomo wokukhulumisana. Ukufunda kwenzeka lokha nakunokukhulumisana nokwabelana ngemibono.



**Umgomo wezinga.** Abafundi badlula emazingeni ahlukileko wokuzwisisa nokukhula







### Section 2: Guiding principles of teaching and learning in Grade R

The programme encourages an approach to teaching and learning that is stimulating and motivating for learners so that they will develop the attitudes, knowledge and skills that they will build on in later grades. Education research in classrooms has highlighted a set of teaching principles which contribute to successful learning. The programme is built on eight of these principles.

### Eight principles of teaching and learning

While the principles are numbered, this is purely for ease of reference. All the principles are equally important and you will notice that they are closely linked to one another.

#### Glossary

#### principle

a general rule that is accepted to be true



The practice principle. Learning is consolidated through practising new skills and knowledge.



The context principle. Learning takes place in meaningful and appropriate situations.



The activity principle. Learners should be directly involved in the learning-teaching process.



The inclusivity principle. Learning takes place in an environment where everyone is welcomed, included, treated fairly, respected and can participate.





The play principle. Children learn best in free-play and guided-play activities.



The guidance principle. Learning takes place when teachers guide learners in developing new knowledge.



The interaction principle. Learning takes place when there is communication and sharing of ideas.



The level principle. Learners pass through various levels of understanding and development.



Concept Guide Ndebele indd 39 2021/11/29 06:30





Ingcenye elandelako yoMhlahlandlela woMqondo ikusa emigomeni ebunane yokufundisa nokufundiswa kwaGreyidi R. Umgomo ngamunye:

- unehlathululo
- unelwazi elingezelelweko mayelana nomthethokambiso
- unebhoksi "La ngetlasini ..." lapha sihlathulula khona bonyana umqondo nofana umgomo ungasetjenziswa njani ngetlasini.

#### 1 Umgomo wobujamo

#### Ukufunda okwenzeka ebujameni obuzwisisekako nobufaneleko

Ukufunda kwenzeka lula ngamakghono wagobe langa emakhaya, eentolo, eendleleni, emitholapilo, ngemateksini, emalayibhurari, emajarideni, emasontweni nemasinagogweni, emaphageni, nakezinye iindawo lapha kwenzweka khona izehlakalo zagobe lilanga. Abafundi nabafika kwaGreyidi R, beza nelwazi labo nokuzwisisa kwabo kunye nemibono yabo ngephasi. Leli lilwazi labo lagobe lilanga. Bazakukhula basebenzise ilimi elikhulunywa emindenini yabo. Ilwazi nelimi langamalanga woke angekhe lifane kibo boke abafundi ngombana kuya ngomndeni, umphakathi nesiko lomfundi.

Abafundi nabafika ngakwaGreyidi R, beza namakghono wabo

### Nqetlasini ...

Abafundi abanengi beSewula Afrika bakhulela eendaweni lapho iincwadi ziyindlala khona begodu nalapho ukudweba nokutlola kungasiyingcenye yezehlakalo nofana yelwazi labo langamalanga. Njengabotitihere babafundi abancani, sifuna ukwakha igumbi lokufundela elizokusiza abafundi bonyana bazizwe basekhaya nanyana basesikolweni ukuze ukufunda kube ngokuzwisisakalako kibo.

Singakhuthaza abafundi ukugala imigadangiso namaledere endleleni eya emakhabo nababuya esikolweni nofana nabakhambakhambako, ukuze bakghone ukubona imitlolo yabo ngomgondo wabo. Singakhombisa abafundi bonyana ukufunda nokutlola kunomnqopho ngezehlakalo ezinjengokutlola irhelo lezinto eziyokuthengwa nofana ukwenzela omunye ikarada.

Ukwenza itlasi elizele ngemitlolo godu kusiza abafundi ukubona umngopho womgadangiso. Nasi eminye yemibono ngokusebenzisa imigadangiso ngeendlela ezizwisisakalako ngegumbini lokufundela leGreyidi R:



- Tlola amagama wabafundi ekhalendeni yamalanga wokubelethwa bese nihlola ikhalenda ninabafundi qobe lilanga.
- Beka amaleyibula ngemabhoksini wokubulungela, anjengamabhulogo namaphazili. Lapha okhunye nokhunye ukhupha khona iinsetjenziswa, fundelani phezulu amaleyibula ninabafundi.
- Yenza iphosta ekhombisa ihlelo laqobe lilanga elinamabizo neenthombe. Khuthaza abafundi "ukuzithomela" ukufunda iphosta ukuze ukghone ukubona bonyana ngiwuphi umsebenzi olandelako.
- Tjengisa ngamaphosta wokuhlwengeka ezinkini nofana endlini yokuzithumela ezokukhumbuza abafundi ukuqopha izandla zabo. Sebenzisa iinthombe namabizo kilephosta.
- Funda amaphosta asemabodeni. Yenza itihadi yobujamo bezulu enizoyifunda noke nabafundi qobelanga,
- Bonisa imidwebo yabafundi nemitlolo esathomako ezombeleze igumbi lokufundela.

ISIGABA SESI-2: IMIGOMO EHLAHLA UKUFUNDA NOKUFUNDA KWAGREYIDI R

Siyazi ukusukela emgomeni womqondo bonyana abafundi abancani bafunda kuhle khulu nangabe isifundo esitjha siyezwakala nofana siyahlathululeka begodu sihlobana nenye into esele bayazi. Enye yeendlela ezinamandla ebafundini abancani yokwenza into izwakale ziindatjana. Kungakho-ke iHlelo lokuThuthukiswa kweLimi lakhiwe ngokuqala iindatjana, elivumela abafundi ukwakha amakghonofundwa nelwazi elitjha ngomqondo ofanako weendatjana.



Concept Guide Ndebele indd 40 2021/11/29 06:30





The next part of the Concept Guide takes you through eight principles for teaching and learning in Grade R. Each principle has:

- a definition
- more information about the principle
- an "In the classroom ..." box where we explore how a concept or principle can be applied in the classroom

#### 1 The context principle

#### Learning takes place in meaningful and appropriate situations.

Learning happens during everyday experiences in the home, at the shops, in the street, at the clinic, in the taxi, at the library, in the yard, at church and mosque, in the park, and in many other everyday contexts. When learners arrive in Grade R, they come with their experiences as well as their understanding and ideas about the world. This is their everyday knowledge. They will have grown up using the language of their family. Everyday knowledge and language will not be the same for all learners as it depends on the learner's family, community and culture.

When learners arrive in Grade R, they come with their experiences.



Many learners in South Africa grow up in contexts where there is limited exposure to books and where drawing and writing is not part of their everyday experience. As teachers of young learners, we need to create classroom spaces that help to bridge learners' home and school contexts so that learning is meaningful to them.

We might encourage learners to look for print and letters on their way home from school or around their neighbourhood, so that they see writing in their own contexts. We could show learners that reading and writing has a purpose through activities such as writing a shopping list or making a card for someone.

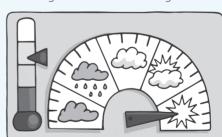
Creating a print-rich classroom environment also helps learners to see the purpose of print. Here are some ideas for using print in meaningful ways in a Grade R classroom:

- Write learners' names on a birthday calendar and check the calendar with the class every day.
- Put labels on storage boxes, such as blocks and puzzles. Whenever you take out resources, read the labels out aloud with
- Create a poster that illustrates the daily programme with pictures and words. Encourage learners to "have a go" at reading the poster to find out what activity is next.
- Display hygiene posters next to the sink or toilet reminding learners to wash their hands. Use pictures and words for these posters.
- Read posters on the walls. Make a weather chart that you read with the learners every day
- Display learners' drawings and emergent writing around the classroom.

We know from the context principle that young learners learn best when new learning has meaning and is connected to something they already know

about. One of the powerful ways young learners make meaning is through stories. This is why the Language Improvement Programme has been structured around stories, allowing learners to build new skills and knowledge in a familiar story context.





SECTION 2: GUIDING PRINCIPLES OF TEACHING AND LEARNING IN GRADE R









#### 2 Umgomo womsetjenzana

#### Abafundi kufanele babandakanywe bunqopha ekambisweni yokufunda nokufundiswa.

Abafundi abancani bafunda kuhle ngokwenza, izinto nokuzibandakanya emisebenzini. Basebenzisa imizimba yabo ukuhlathulula nokufunda ngephasi elibazombezileko, begodu bathola kubudisi ukuhlala nje isikhathi eside. Bafunda lula nabangahlanganisa amabizo amatjha nemiqondo yezenzo nezehlakalo zeqiniso.

Ukufunda kwaGreyidi R kufanele kuthabise, kubabandakanye emisebenzini nezehlakalweni ezizwakalako ezisebenzisa izinto ezinengi. Lapho kukghoneka khona, imisebenzi kufanele inikele abafundi amathuba wokusebenzisa imizimba nemizwa yabo ngokupheleleko, khulukhulu ukubona, ukuzwa nokuthinta.

Abafundi abancani bafunda kuhle ngokwenza.

### Ngetlasini ...

Ngesikhathi abafundi balingisa indatjana, baba nesikhathi sokulingisa abalingisi bese bazakhela yabo indatjana ngelimi labo. Basebenzisa ilimi elitjha bese bakha ukuzithemba kwabo ngokuzibandakanya ezenzweni nabacoca indatjana.













Young learners learn best by being active.

#### 2 The activity principle

#### Learners should be directly involved in the learning-teaching process.

Young learners learn best by being active, doing things and by being involved in hands-on activities. They use their bodies to explore and learn about the world around them, and find it difficult to sit still for a long time. They learn more easily when they can link new words and concepts with actions and real experiences.

Learning in Grade R should consist of enjoyable, hands-on activities and meaningful experiences that make use of many objects. Wherever possible, the activities should provide learners with opportunities to use their whole bodies and their senses, especially sight, hearing and touch.

### In the classroom ...

When learners role play a story, they have a chance to embody the characters and make the language of the story their own. They use new language and build their confidence by being actively involved in telling the story.





Concept Guide\_Ndebele.indd 43 2021/11/29 06:30

SECTION 2: GUIDING PRINCIPLES OF TEACHING AND LEARNING IN GRADE R





### Ngetlasini (iragela phambili) ...

Abafundi beGreyidi R ungabavumisi amaledere, kodwana wakopulule ebhodini nofana utlole amaledere hlangana kwamalayini ephepheni ngepensela ukuze bafunde ukuwatlola. Abafundi abancani kufanele bafunde ukwakha amaledere ngemisikinyeko emikhulu nangezenzo ezibandakanya yoke imizwa yabo. Ukwakhiwa kwamaledere kufanele kufundwe ngeendlela zokusebenzisa imizwanengi enjengokupenda iledere phezulu kwekhonkreyidi ngebhratjhi yokupenda uyifake ngemanzini, benze amaledere ngomdzubha, bahlobanise iledere netjhada elenzako, nofana bagadangiselele amaledere ngokusebenzisa isanda ezabe ithelwe ngesithebeni.



Kuzokuba lula kubafundi ukuzwa amatihada ngamabizo lokha nawuhlanganisa amatihada nezenzo ezenziwako kunye nezinto eziphathekako. Lokhu kungenzeka, isibonelo, ngokuwahla nofana begayege ngokwetihada leledere nofana itihada abalizwako nababiza iledere lelo, nofana ukukhambisa iimbalisi ngesikhathi batjho elinye nelinye ilunga nofana itjhada elithileko ebizweni.



Nangethula iledere elitjha, kumkhumbulo omuhle ukukhombisa abafundi izinto ezithoma ngetjhada lelo - khuluma ngezinto, zidlulisele kibo ukuze boke abafundi bazithinte, bese batjho igama lento leyo ngesikhathi baphimisa itjhada lelo.









### In the classroom (cont.) ...

Grade R learners should not be made to chant the alphabet, copy letters from a board or practise writing letters between lines or on paper with a pencil. Young learners should learn how to form letters through big movements and through experiences that involve all of their senses. Letter formation must be taught in multisensory ways such as painting a letter on concrete with a paintbrush dipped in water, making a letter from playdough, linking the formation of a letter with the sound it makes, or tracing letters in a tray filled with sand.



It will be easier for learners to hear sounds in words by connecting the sounds to physical actions and concrete objects. This can be done, for example, by encouraging learners to clap or hop for each syllable or sound, or to move counters as they say each syllable or sound in a word.



When introducing a new letter, it is a good idea to show learners objects that start with that sound – talk about the objects, pass them around so that learners can touch them, and then say the name of the object while emphasising the focus sound.









#### 3 Umgomo wokudlala

#### Abantwana bafunda ngcono ngemisetjenzana yokudlala ngokutjhaphuluka nangokuhlahliweko.

Ebafundini, ukufunda nokudlala akusiyo imisebenzi ehlukileko, akusiyo into abafundi abayenzako kwaphela 'ngesikhathi esitjhaphulukileko' nofana lokha utitjhere angekho. Ukudlala kungatjho izinto ezinengi, njengemidlalo yangaphandle yokusikinya umzimba; ukudlala ngehlabathi nofana amanzi; imidlalo yokuzenzisa nabangani nofana babodwa; ukudlala ngamabhulogo neendlalisi zokwakha; nofana ukudlala imidlalo yokulalela, imidlalo yokuqagela nofana imidlalo yamakarada. Nanyana eminye imisebenzi yokudlala idinga isikhathi esingezelelweko neensetjenziswa, abafundi bavame ukuthabela ukudlala ngezinto zangamalanga nangezinto ezilula ezenziwe ngemethiriyeli yekhaya. Ukudlala yindlela abafundi abafunda ngayo ekhaya nesikolweni.

Ebantwaneni, ukufunda nokudlala akusiyo imisebenzi ehlukileko.

#### Imihlobo emihlanu yokudlala

Abarhubhululi bathole imihlobo emihlanu yemidlalo etholakala kiwo woke amasiko esekela umzimba, ihlalakuhle, netuthuko yemizwa nemikhumbulo yomfundi.



#### Umdlalo wokusikinya umzimba

- ★ Lokhu kufaka hlangana ukuzithabulula okumajadu, imidlalo esebenzisa imisipha emincani nezitho zomzimba ngesikhathi sinye, imidlalo yamandla nelingisa ukulwa.
- ★ Ukudlala okusikinya umzimba kuqakathekile kumfundi bonyana izitho zoke zomzimba nemisipha emikhulu nemincani isebenzisane ekwakheni amandla nokukghodlhelela.



#### **Ukudlala** ngezinto

- Ngesikhathi abafundi bazijayeza ukubona izinto, ukuphenya nokulinga ngezinto ezihlukileko ephasini labo, bathuthukisa amakghonofundwa wabo bebafunde nokurarulula umraro.
- ★ Lokhu kungaba zizinto ezinetjhada njengamapani neempoto; izinto ezithayako njengamabhodlelo weemplastiki neemvalo; izinto zeemumathi ezinjengezeyogathi; izinto eziminyezekako, ezigobekako, eziphuthekako, eziphoswako, ezibhambhako, ezigonwako nezithwalwako.



#### Ukudlala okufanisako

- ★ Kulokha abafundi basebenzisa isidlalisi, into, isithombe, umdwebo nofana okhunye kokumerega ukujamisela izinto zepilo yamambala emdlalweni yabo.
- Ngendlela yokufanisa, abafundi bafunda bonyana into ngayinye "ijamiselela" nofana ijamela enye ngokukhamba kwesikhathi okuzokufana nokufunda bonyana iledere lingajamiselela itjhada.



#### Umdlalo wokuzenzisa nokulingisa

- Kufaka hlangana ukulingisa isehlakalo, ukudlala iindima ezihlukileko, ukwembatha, ukusebenzisa amaphimbo ahlukileko nokucoca ngezehlakalo.
- ★ Umdlalo wokulingisa uthuthukisa ukucabanga nehlalakuhle begodu kusiza abafundi ukulawula ukuziphatha nokucabanga kwabo.



#### Imidlalo enemithetjhwana

- ★ Lokhu kungafaka hlangana imidlalo yokweqayeqa, ukubala, ukweqa, imidlalo ngamabhodi, umdlalo ngamadayisi, umdlalo ngamakarada nemidlalo kamabhacelana.
- ★ Imidlalo le ikhuthaza abafundi ukufunda, ukulandela nokuhlathulula imithetjhwana yomdlalo, ukufunda ukwabelana nokudlhegana, ukusizana, ukuqalana nokuswabiswa godu nokulinga godu.



Concept Guide\_Ndebele.indd 46 2021/11/29 06:31





#### For learners, learning and play are not separate activities.

#### 3 The play principle

#### Children learn best in free-play and guided-play activities.

For learners, learning and play are not separate activities. It is not something that learners only do in their "free time" or when a teacher is not around. Play can mean many things: outdoor physical activities; playing with sand or water; pretend play with friends or alone; playing with blocks and construction toys; playing listening games, guessing games or card games. Although some play activities need extra time and resources, learners often enjoy playing with everyday objects and simple homemade materials.

#### Five types of play

Researchers have identified five types of play that can been seen in all cultures and that support the physical, social, emotional and cognitive development of the learner.



#### **Physical play**

- This includes active exercise, fine motor practice and rough-and-tumble play.
- Physical play is important for learners to develop gross and fine motor coordination and for building strength and endurance.



#### Play with objects

- As learners explore, investigate and experiment with different objects in their world, they develop their thinking skills and learn to problem solve.
- These can be noisy objects like pots and pans; floating objects like corks and plastic bottles; stacking objects like yoghurt containers; objects that can be squashed, folded, moulded, thrown, bounced, cuddled and carried.



#### Symbolic play

- This is where learners use a toy, object, picture, drawing or other mark-making to represent real-life objects in their game.
- In symbolic play, learners learn that one thing can "stand for" or represent another one just as later they will learn that a letter can represent a sound.



#### Pretend and sociodramatic play

- This involves imagining a scenario, taking on different roles, dressing up, using different voices and negotiating events.
- Pretend play promotes cognitive and social development and helps learners to manage their own behaviour and thinking.



#### **Games with rules**

- These can include hopping, counting, skipping games, board games, dice games, card games, hide and seek games.
- These games encourage learners to learn, follow and explain rules, share and take turns, help one another, deal with disappointment and try again.









### Ngetlasini ...

Abafundi esikhathini esinengi bathanda ukulingisa, godu ukulingisela ukudlala kuyinto ehle khulu ekusekeleni ukufunda kwabo. Ukulingisela kungabanga itjhada, kodwana umhlobo lo womdlalo wakha ikghono labafundi lokuzwisisa nokusebenzisa ilimi eliba ngaphezulu kokwazi kwanje nagadesi ukuthi ngaphezulu kwelwazi labo ngephasi lamambala. Bafanele bacocisane ngeendima zabo godu bahlathulule nalokho abakwenzako. Bafunda godu ngokujameleka – bonyana into ingajamiselela enye. Ukubamba umnqondo obudisi lo kuzobasiza ukuzwisisa bonyana umtlolo osephepheni ujamiselela amabizo esiwakhulumako.

Nasi eminye yemibono ebonakalako ezokusiza ukukhuthaza umdlalo wokulingisa ngetlasini lakho:

- ★ Isitolo sokulingisa sihlelwe kuhle ngamabhoksi, iimmumathi ezimaplastiki nezinye izinto zangephunyaneni. Iphepha elingasasebenziko lingasetjenziswa njengemali. Abafundi bakho godu bangathabela ukudlala ngokudlhegana iindima zokulingisa emidlalweni yangendlini, enjengokupheka nokuhlanza iimpahla.
- \* Kuthaza abafundi ukulingisa ukutlola nokufunda emidlalweni yabo. Isibonelo, ukutlola itshwayo levikili, ukutlola irhelo lokuthenga, ukutlola iimyalelo yeenhlanhla nofana ukutlola uyalelo wokudla eresijurende.
- ★ Hlanganyela nabafundi emsetjenzaneni lokha nabadlalako. Khombisa ukuthaba nokuhlanganyela ngokuphimisa nawucabangako bese ukhuluma ngalokho okwenzekako emdlalweni.
- ★ Siza abafundi bacabange ngamatshwayo ngesikhathi somdlalo wamandlwandlwani. Tjhukumisa bona into enye ingayijamela enye, isib. "Ungatjhugulula itafula iqale phasi bese uyisebenzisa njengesikepe sakho."













### In the classroom ...

Learners often love to pretend, and pretend play is a very good way to support their learning. Pretend play can be noisy, but this kind of play builds learners' ability to understand and use language which goes beyond the here-and-now, beyond their own personal experiences and beyond the real world. They have to negotiate roles and explain what they are doing. They also learn about representation – that one thing can stand for another. Grasping this difficult concept will help them to understand that the writing on a page stands for the words we speak.

Here are some practical ideas to help you to encourage pretend play in your classroom:

- ★ A pretend shop is easy to set up with old boxes, plastic containers and other items from the kitchen. Scrap paper can be used for pretend money. Young learners also enjoy role playing routines around the house, such as cooking and washing.
- Encourage learners to use pretend writing and reading in their play. For example, make a sign for a shop, making a shopping list, writing a prescription for medicine or taking down orders in a pretend restaurant.
- Join in activities with learners as they play. Show your enjoyment and involvement by thinking aloud and talking about what is happening in the activity.
- Help learners to think about symbols during play. Suggest how one thing might represent another. For example, "You could turn that table upside down and use it as your boat."











#### Indlela enzinze ekudlaleni

Indlela yokufundisa nokufunda enzinze ekudlaleni iyelela bona kwesinye isikhathi abafundi bafunda ngcono ngemisebenzi yokudlala ngokutjhaphuluka ethonywe beyalawulwa mfundi ngaphandle kokungenwa mumuntu omdala.

Kwezinye iinkhathi abafundi bafunda ngcono ngemisebenzi yomdlalo ehlahlwako elawulwa ngutitjhere wetlasi loke nofana weenqhema ezincani. Ihlelo lokufundisa nokufunda elihlelwe kuhle kufanele lifake yoke imisebenzi yemihlobo yemidlalo ehlukileko ngokulinganako.

kufanele lilinganise ngokulinganako yoke imihlobo yemisebenzi emidlalo.

Ihlelo lokufunda

Abafundi badinga amathuba amanengi:

- wokuhlola ibhoduluko labo ngokusebenzisa imizwa yabo.
  Isib. imisebenzi yokusikinya umzimba eyenziwa ngaphandle njengemidlalo yokukhwela izinto nokugijima, ihopskotjhi nebholo.
- wokuphenya nokurarulula imiraro.
  Isib. ukusebenzisa imethiriyeli yokwakha ukwenza umbhotjhongo, nofana ukusebenzisa amanzi nofana ihlabathi ukuzalisa iimmumathi.
- ukuzijayeza ngalokho esele bakwazi nofana abakghona ukukwenza.
   Isib. ukudlala imidlalo ehlelekileko njengomdlalo weenyoka namalere nofana amadomino.

#### Ukuqakatheka kokudlala ngokuthuthukisa ukufunda nokutlola ilimi

Abafundi nabadlalako, kanengi basebenzisa izinto ezisebhodulukweni labo bese bazifanisa nezinye izinto nofana benze sengathi ngezinye izinto. Abafundi nabadwebako, benza iinthombe ezijamiselela ipilo yamambala nofana iphasi abazakhela lona ngomkhumbulo.

Ekudlaleni okufanisako lokhu, abafundi basebenzisa into yinye "ukujamiselela" nofana ukujamela enye into. Lokhu kuthoma kokufunda lapho amatshwayo angajamela izinto zamambala. Isibonelo, bafunda bonyana:

- ★ ibhlogo yesitina sokwakha sesigodo esinguncamane singajamiselela umtato
- umdwebo wabantu ababili ungajamiselela abantu ababili
- ★ Iledere u-s lijamele itjhada u-/**s**/ olizwa emabizweni "isanda" ne "sokana".

Lezi ngezinye zezinto ezinengi zokudlala ezakha ilimi nakufundwako. Isibonelo:

- ★ Abafundi nabadlala ireyireyivati (umdlalo wokucagela), bafanele ukusebenza ilimi ukuhlathulula lokho abakucabangako.
  - "Ngicabanga ngesilwana esihlala eplasini. Sisinikela ibisi nenyama."
- Imidlalo enjengethi "Ngiyabona ngelihlo lami elincani" isiza abafundi ukutjho amatjhada wokuthoma emabizweni.
  - "Ngiyabona ngelihlo lami elincani into ethoma ngo-/t/."
- Imidlalo yokulalela isiza ukwakha ilwazimabizo labafundi nokuzwisisa imiqondo.
  - "Jama ngenyawo lakho langesinceleni bese uthwala izandla zakho ehloko."



Ekudlaleni okufanisako, abafundi basebenzisa into yinye "ukujamiselela" nofana ukujamela enye into.







#### The play-based approach

The play-based approach to teaching and learning recognises that at times learners learn best from free play activities initiated and directed by the learner without adult involvement.

At other times, learners learn best from guided play activities that are directed by the teacher in whole class or small groups. A well-planned teaching and learning programme should include a balance of all the different types of play activities.

Learners need many opportunities to:

- explore their environment using their senses.
   For example: outdoor activities like climbing and running, hopscotch and ball games.
- investigate and solve problems.
  - For example: using construction materials to make a tower, or using water or sand to fill containers.
- practise what they already know or can do.
   For example: playing structured games like snakes and ladders or dominoes.

#### The importance of play for literacy and language development

When learners play, they often use objects in their environment and pretend that they are other things. When learners draw, they make pictures to represent real life or an imaginary world.

In this kind of *symbolic play*, learners use one object to "stand for" or represent another one. This is the beginning of learning that symbols can represent real things. For example, they learn that:

- ★ a rectangular wooden construction block can represent a telephone
- ★ a drawing of two people can represent two real people
- the letter **s** stands for the sound /**s**/ that you hear in the words "isanda" and "sokana".

There are many other play activities that promote language learning. For example:

- ★ When learners play guessing games, they have to use language to describe what they are thinking about.
  - "I am thinking of an animal that lives on a farm. It gives us milk and meat."
- ★ Games like "I spy with my little eye" help learners to identify the beginning sounds in words.

  "I spy with my little eye something beginning with /t/."
- ★ Listening games help build learners' vocabulary and understanding of concepts.
  - "Stand on your left leg and put your hands on your head."

A learning programme should include a balance of all the different types of play activities.



In symbolic play, learners use one object to "stand for" or represent another one.











#### 4 Umgomo wezinga

#### Abafundi badlula emazingeni ahlukileko wokuzwisisa nokukhula.

Abafundi betlasi yakwaGreyidi R boke bayalingana ngeminyaka, kodwana baneemilo ezihlukileko, iindingo, amakghono, amandla neentjhijilo. Bazokuhluka ngamazinga welwazi labo langaphambili namazinga welimi. Koke lokhu kungakhuthaza izinga lokusebenza kwabo nesekelo abalidinga ematitjhereni nakabanye kobana bafunde.

Izakhi ezinengi zizokukhuthaza izinga Iokusebenza kwabafundi nesekelo abazolifuna kutitjhere.

### Ngetlasini ...

Nangabe abafundi abakakhuliswa ngendlela yokukhuthazwa ukubuza nokuphendula imibuzo emakhaya, angekhe bazizwe bazigedlile nabenza lokho ngetlasini. Imibuzo eminengi yenza iindingo ezihlukileko zamakghonofundwa wokuthuthukiswa kwelimi labafundi. Abotitjhere kufanele balinge ukusebenzisa imibuzo ngokwezinga elifaneleko lomfundi ngamunye.



- ★ Imibuzo efuna bonyana abafundi bakhethe hlangana kweempendulo ezimbili ingasiza ukuletha ukuzithemba, ngombana abafundi bangaphendula nanyana banganalwazi elingako lelimi: "Ungathanda ukusebenzisa ikhrayoni elihlaza nofana elilijuba?"
- ★ Imibuzo evalekileko efuna ipendulo yinye nayo yakha ukuzithemba kwabafundi abanelimi elisathuthukako. Isibonelo: "Irogo lomntazana linjani ngombala?"
- ★ Imibuzo ekhuthaza abafundi ukwabelana ngelwazi labo kuqakathekile ekwakheni ukuzithemba kwabo, ngokobana imibono nelwazi labafundi liqakathekile, begodu bangadweba enye into eyazekako ukunikela ngependulo. Isibonelo: "Ukhe waya ephikinikini? Ungasicocela ngesikhathi sakho nawuye ephikinikini?"
- ★ Imibuzo ngamabizo nehlathululo yamabizo iphakamisa ubudlelwano godu isiza ukwakha ukukhuthalela ukwazi ngamabizo Isibonelo: "NgesiNdebele sithi la'madolo', abizwa ngokuthini ngamanye amalimi?"
- ★ Imibuzo evulekileko enempendulo ezingaphezulu kweyodwa efaneleko iqakatheke khulu ekuthuthukiseni amakghonofundwa nokucabanga kwabafundi. Isibonelo: "Ucabanga bonyana kuzokwenzekani ngemva kwalokhu?"; "Kubayini ucabanga ...?"

Imibuzo le iphakamisa ubudlelwano nokwabelana ngemibono, kodwana abafundi bazozizwa bazithemba nangabe utitjhere wakhe ibhoduluko letlasi lapha zoke iimpendulo zamukelwa khona begodu zathathwa njengezigakathekileko.

#### Ifundiso ehlukanisiweko

Ukwehlukanisa kutjho bonyana lokho oku**fundisa**ko nendlela ofundisa ngayo ifanele ithathele ehloko amakghono ahlukileko wabafundi bakho. Ukusebenzisa indlela le, abotitjhere bafenele ukuqala noku**hlola** imisetjenzana yomfundi ngamunye bese basebenzisa ilwazi leli uku**hlahluba** bonyana ngiliphi isizo elidingwa bafundi neqhinga lokuthi bazoku**fundisa** njani **godu** (nofana uku**lungisa**) kobana kwakhekhe ukunabisa amakghonofundwa nokuzwisisa kwabafundi. Abanye babafundi bangazwisisa umbono omutjha, ngesekelo elincani elivela kutitjhere. Abanye babafundi bangafuna isikhathi esingezelelweko, iimbonelo ezinengi ngokwenza, iimbonelo ezinengi nesekelo elinengi ukuphumelelisa ukuzwisisa okufanako. Nawusebenzisa umehluko ekufundiseni kwakho, kufuneka bona:



- \* utjheje ukufana nokuhluka hlangana kwabafundi
- ★ uhlele indlela ehle yokusekela umfundi ngamunye ngokuya ngamandla neentjhijilo zabo
  - Ngiziphi iinsetjenziswa ezingasiza?
  - Ngisiphi isiqhema esingafanela kuhle umfundi?
  - Kghani umfundi udinga isikhathi esingezelelweko? Ungangezelelwa njani umsebenzi womfundi omsinyana?
- khibelela umnqopho ekufanele uzuzwe mfundi ngemva komsebenzi.







#### 4 The level principle

#### Learners pass through various levels of understanding and development.

Learners in a Grade R classroom are all a similar age, but they each have individual personalities, needs, abilities, interests, strengths and challenges. They will differ in terms of their prior experiences and language levels. All of this will influence their pace of work and the support they will need from teachers and others in order to learn.

Many factors will influence learners' pace of work and the support they will need from the teacher.

#### In the classroom ...

If learners have not grown up in homes where they are encouraged to ask and answer questions, they may not feel comfortable to do so in class. Different questions make different demands on learners' developing language skills. Teachers should try to use questions at the appropriate level for each learner.

- ★ Some questions can be answered with very little language, for example: "Where is the cat hiding?" If learners point to the correct answer, it shows that they have understood the question, even if they don't speak.
- ★ Questions that require learners to choose between two responses can help build confidence, as learners can answer even if they don't have much language: "Would you like to use the blue or green crayon?"
- ★ Closed questions that have a single answer also build the confidence of learners whose language is still developing. For example: "What colour is the girl's dress?"
- ★ Questions that encourage learners to share their own experiences are essential for building confidence, as learners' ideas and experiences are valued, and they can draw on something familiar to provide an answer. For example: "Have you ever gone on a picnic? Can you tell us about when you went on a picnic?"
- ★ Questions about words and word meanings stimulate interaction and help to build curiosity about words. For example: "In English, we say these are our 'knees', what do you call these in other languages?"
- ★ Open-ended questions that have more than one correct answer are very important for developing learners' language and thinking skills. For example: "What do you think will happen next?"; "Why do you think ...?"

These questions stimulate interaction and sharing of ideas, but learners will only feel confident to respond if the teacher has created a classroom where all responses are accepted and valued.



#### Differentiated teaching

Differentiation means that what you **teach** and the way in which you teach it needs to take into account the different abilities of your learners. To use this approach, teachers need to observe and **assess** each learner during activities and use this information to **diagnose** what support the learner needs and plan how they will **re-teach** (or **remediate**) so as to build and stretch learners' understanding and skills. Some learners may understand a new idea, with just a little support from the teacher. Other learners might need more time, more demonstrations, more examples and more support to achieve the same understanding. When you use differentiation in your teaching, you need to:



- ★ be aware of similarities and differences amongst your learners
- ★ plan the best way to support each learner based on their strengths and challenges
  - What resources would help?
  - Which group would best suit the learner?
  - Will the learner need more time? How can the activity be extended for a fast learner?
- adjust what you expect each learner to have learnt by the end of the activity.



SECTION 2: GUIDING PRINCIPLES OF TEACHING AND LEARNING IN GRADE R









### Nqetlasini ...

Ekuthomeni komnyaka kwaGreyidi R, abanye babafundi bangaba nelwazi elincani lokudweba nokutlola, ngakwelinye ihlangothi abanye abafundi sebakwazi ukutlola amagama wabo begodu sebazithemba nokudweba abakucabangako. Ilwazi labo langaphambilini, amakghono neenkareko zabo zizokukhuthaza ukuthuthuka kwamazinga wabo, begodu ngokugala kuhle abafundi, abotitjhere bazokukghona ukuthuthukisa nokusekela amazinga wamakghonofundwa wabo nokuza neghinga elihle lokwenza lokho.

#### Irhubhululo ngokudweba

Irhubhululo elilandelako likhombisi ikambiso yokufundisa, yokuhlola, yokuhlahluba, yokufundisa godu/yokulungisa. Ngemva kokufundisa isifundo esifaka hlangana ukudweba, utitjhere uhlole abafundi ngokubaqala nje kwaphela bese wabona bonyana abanye babafundi azange bakghone ukugeda umsebenzi wabo ngokwezinga elilindelweko. Ukugala kwakhe kubangela bonyana ahlahlube bonyana abafundi abakayeleli bona ukudweba kufuna itjhejo elikhulu nokugalisisa okungeneleleko okubonwako. Bese-ke wathatha igadango lokulungisa ngokukhuphula kuhle izinga. Iinthombe zikhombisa bonyana kungenelelwa njani ukuze umfundi akghone ukwegela kelinye izinga.

UBlessing bekaneminyaka emihlanu yobudala nakadweba isithombe lesi. Utitjhere wathinteka nakabona imidwebo le bese wakhumbula bonyana ufuna itjhejo elikhethekileko. Wathatha isiqunto sokumqala ngesikhathi sokudweba, bese weza neghinga lokusekela umdwebo wakhe.

Wakhuluma naye qobe lilanga ngalokho ebekade akudweba. Watjho amagama anjengalawa: "Ngiyabona uzidwebele isithombe sakho la. Unemikhono emingaki? Ungangikhombisa imikhono ... yakho? Iye, ilapha ngemagadi komzimba wakho. Ucabanga bonyana ungazidwebela ngokwakho imikhono?"

Utitjhere amkhuthaze bonyana athathe isikhathi eside – azigedle – nakadwebako nokumsiza ukuhlela imibala azoyisebenzisa. Umkhuthaze bonyana aqalisise kuhle izinto nakadwebako, isibonelo: "Qala i-apula leli – linobujamo obunjani? Iye, liyindulungu. Bese-ke, ngiwuphi umbala ofuna ukuwusebenzisa ukulidweba?" Utitjhere godu wahlathulula lokho ebekakwenza ebabelethini bakaBlessing nokubakhuthaza bonyana bamsekele ekhaya. UBlessing, ababelethi bakhe notitjhere bathabe kwamambala ngeragelo phambili alenzileko!!





#### Ukutlola

Ukulinga ukutlola kokuthoma kwabantwana angekhe kwafana nokomfundi osele akhulile, kodwana kuya ngesikhathi bazakuba batloli ngesikhathi balinga ukukhuluma abakucabangako nokusebenzisa umtlolo emingopheni ehlukileko. Iimbonelo ezilandelako zikhombisa bonyana abafundi sele badlule iingaba ezihlukileko zokuzwisisa nokuthuthukisa amahlelo wokufunda ukutlola. Qala Umgomo Womhlahlandlela ukuthola ilwazi elinabileko ngokuthi bangahlahla njani abafundi ngokwesigaba esibafaneleko sokutlola.



ISIGABA SESI-2: IMIGOMO EHLAHLA UKUFUNDA NOKUFUNDA KWAGREYIDI R





Concept Guide Ndebele.indd 54 2021/11/29 06:31





#### In the classroom

At the start of the Grade R year, some learners may have limited experience of drawing and writing, while others may already know how to write their name and will feel confident about drawing their ideas. Their prior experiences, abilities and interests will influence their developmental levels, and by observing learners carefully, teachers will be able to determine their skill levels and plan how best to support their development.

#### **Drawing case study**

The following case study illustrates the process of teaching, assessing, diagnosing and re-teaching/remediating. After teaching a lesson that included drawing, the teacher assessed the learners through informal observation and noticed that some learners were not able to complete the drawing activity at the expected level. Her observations led her to diagnose that the learners did not realise that drawing required careful looking and paying attention to visual details. She then took steps to remediate through careful scaffolding. The pictures show how this intervention enabled a learner to move to the next level.

Blessing was five years old when he drew this picture. The teacher was concerned when she saw his drawings and realised he needed some special attention. She decided to observe him during drawing time, and came up with a plan to support his drawing. She chatted to him every day about what he was drawing. She said things like: "I can see you have drawn a picture of yourself here. How many arms do you have? Can you show me your ... arms? Yes, they are here on the side of your body. Do you think you can draw some arms for yourself?"



The teacher encouraged him to take more time doing his drawings and helped him to plan which colours to use. She encouraged him to look more carefully at things when he was drawing, for example: "Look at this apple – what shape is it? Yes, it is round. And what colour do you need to draw it?" The teacher also discussed what she was doing with Blessing's parents and encouraged them to support him at home. Blessing, his parents and his teacher were really pleased by the progress he made!



#### Writing

Young learners' first attempts at writing may not look like grown-up writing, but they are becoming writers as they try to communicate their ideas on paper and use writing for different purposes. The following examples show how learners pass through different stages of understanding and development in the process of learning to write. See the Guidance Principle for more about how a teacher can guide learners appropriately for their stage of writing.















#### 5 Umgomo wokukhulumisana

#### Ukufunda kwenzeka lokha nakunokukhulumisana nokwabelana ngemibono.

Abafundi bafunda kuhle nabaphendula eenkarekweni zabo godu nabanikelwa amathuba wokubandakanyeka, babelane ngemibono yabo bebabuze godu baphendule nemibuzo. Iinkhulumiswano hlangana nabafundi nabantu abadala kusisekelo sokuthuthuka kwelimi godu abafundi nabakhuthazwa ukuba yingcenye yekulumiswano bebazakele imibuzo nemibono, kulapha kuzokukhula khona msinya amakghonofundwa welimi nokucabanga kwabo.

Irhubhululo likhombise bonyana abantwana abakhulela ngematlasini wezinga eliphezulu ngilawo lapha utitihere amukela begodu akha khona ibhoduluko elisekela ukubandakanyeka nokuthintana nofana ukukhulumisana. Kulula ukunikela ngemiyalelo bese ulindela abafundi bethu bonyana bathule, kodwana lokhu akusiyindlela yabafundi abancani abafunda ngayo ilimi.

Abotitjhere abamukelako bakha ilimi labafundi.



### Ngetlasini ...

Etlasini leGreyidi R, kunamathuba amanengi wokwakha ilimi elikhulunywako ilanga loke.

Khombisa bese uyatjela, lithuba elingakajayeleki labafundi ukuzilethela zabo izinto ngetlasini, ukuzilungiselela nokukhuluma ngento ekhethekileko kibo esikhathini esibekiweko. Naka amanye wamaghinga ahleliweko angasetjenziswa ngutitihere ukusekela ukubandakanyeka ngesikhathi sokukhombisa nokutiela:

- Qinisekisa ikhetho lomfundi lento ozomkhombisa nezomtjela ngayo.
- Khothama ulingane nobude bomfundi, sebenzisa amehlo ukumgala bese umlalela ngekareko.
- Buyelela lokho umfundi akutjhoko bese ungezelela ngelwazi elinabileko, ubuyelele lokho akutjhwileko ngendlela ezwakalako bese uyakungezelela, kodwana utjheje ihloso yokuthi uqinisekisa umlayezo wakhe.
- Buza imibuzo ekhethekileko bese ulalela iimpendulo zomfundi. Yenza iphuzu lokubuza imibuzo evulekileko engezelela ukucabanga kwabafundi ("Ngiyarareka kobana kubayini ...?"; "Ucabangani ...?"; "Kubayini ucabanga bonyana uzizwe njani
- Nikela abafundi isikhathi esinengi sokucabanga ngaphambi kokulindela ipendulo.
- Tjengisa abafundi bonyana ulalele kuhle (ngokusebenzisa iimpendulo ezinjengalezi: "mmm, kulungile, iye, kwamambala?").
- Qinisekisa amakghonofundwa wokulalela kwabanye abafundi bese ubenzele ithuba lokubuza imibuzo.
- Bandakanya abafundi abalaleleko "ekukhombisweni nekutjelweni" ngokubabuza imibuzo ngalokho abakuzwileko nangezinto ezitja abazifundileko.
- Hlathulula imibono nemizwa yakho (godu nemicabango nemizwa yabanye).

#### Ukubuza imibuzo kukhuthaza ukuthuthuka kwelimi.

Ngokubuza imibuzo, abafundi bafunda kobana ilwazi elihlukeneko nemibono ihlobana njani. Nababuza imibuzo khulu godu bahlathulula nemibono yabo, kuba kukhula msinya kwamakghonofundwa welimi nokucabanga kwabo. Iimpendulo zabafundi angekhe zabetha emhlolweni ngasosoke isikhathi, kodwana ukwenza iimphoso kuyingcenye yokufunda. Abotitjhere kufanele babuze imibuzo ezokukghona ukuphendulwa bafundi godu bangahlazisi umfundi onikele ngependulo ephosakeleko.

Funda ngokunabileko esigabeni esilandelako ngemibuzo ongayibuza abafundi emazingeni ahlukileko wetuthuko.



Concept Guide Ndebele indd 56 2021/11/29 06:31











Responsive teachers build learners' language.

#### 5 The interaction principle

#### Learning takes place when there is communication and sharing of ideas.

Learners learn best when we respond to what interests them and they are given opportunities to interact, share their ideas and ask and answer questions. Conversations between adults and learners are the cornerstone of language development and the more learners are encouraged to be part of a conversation and to articulate their questions and ideas, the quicker their language and thinking skills will grow.

Research has shown that high-quality early childhood classrooms are those where the teacher is responsive and creates an environment that supports interaction and communication. It is so easy to give instructions and expect our learners to be guiet, but this is not how young learners learn language.

#### In the classroom...

In a Grade R classroom, there are many opportunities to build oral language throughout the day.

Show and tell is a unique opportunity for learners to bring something of their own into the classroom, to prepare and to speak for a sustained amount of time about something special to them. Here are some strategies that a teacher could use to support interaction during show and tell:

- Affirm the learner's choice of object for show and tell.
- Get down to the learner's height, make eye contact and listen with interest.
- Repeat what a learner says and then add some more information, rephrase or expand on what they said, while being careful to affirm their message.
- Ask specific questions and listen to the learner's answers. Make a point of asking open-ended questions that extend learners' thinking ("I wonder why ...?"; "What do you think ...?"; "How do you think he felt when ...?")
- Give learners plenty of time to think before expecting a response.
- Show learners you are actively listening (by using responses like: "mmm, ok, yes, really?").
- Affirm the other learners' listening skills and create a safe space for them to ask questions.
- Involve learners who are listening to the "show and tell" by asking them questions about what they heard and about new things they learnt.
- Explain your own thoughts and feelings (and the thoughts and feelings of others).

#### Asking questions enhances language development

Through asking questions, learners learn how different experiences and ideas are connected. The more they ask questions and explain their own ideas, the quicker their language and thinking skills will grow. Learners' answers may not always be correct, but making mistakes is part of learning together. Teachers should ask questions that a learner is able to answer and should never humiliate a learner who has given a wrong answer.

Read more in the next section about questions you can ask learners at different levels of development.







SECTION 2: GUIDING PRINCIPLES OF TEACHING AND LEARNING IN GRADE R





#### 6 Umgomo wokuhlahla

#### Ukufunda kwenzeka lokha abotitjhere nabahlahla abafundi kobana bathuthuke elwazini elitjha.

Abafundi babelethwa banesidingo sokufuna ukufunda godu nanyana bangazitholela zabo izinto, ukuze bafunde bebathuthuke, bafuna ubudlelwano. Ubudlelwano bokutihejana nokuthembana kuziinsekelo zakho koke ukufunda. Abatiheji babafundi nofana abotitihere abaphendula eenkarekweni nemizameni yabafundi, balungisa ifundo bebasize abafundi ukwenza ilwazi labo libe ngelinenggondo.

Ubudlelwano bokutjhejana nokuthembana kuziinsekelo zakho koke ukufunda.

#### Nikela abafundi imisebenzi

Abafundi bayakuthanda ukunikelwa imisebenzi "yabakhulileko" begodu ukufunda okunengi kwabafundi abasesebancani kuzokwenzeka lapha umtjheji nofana udadwabo nofana umnakwabo enza enye into ngeqadi. "Ngokubandakanyeka okuhlahliweko", bazokufunda kabuthaka ukuzenzela ngokwabo umsebenzi. Njengombana isisebenzi esisafundako sifunda umsebenzi esikhulwini sakhe nofana komunye umuntu onekghono emsebenzini loyo, abafundi bafunda amakghonofundwa amatjha ngokufunda kubomnakwabo nofana abodadwabo, emalungeni womndeni nematitjhereni nabenzako.

### Nqetlasini ...



Njengekhaya, abafundi bathanda ukunikelwa iindima nofana imisebenzi ngetlasini. Bawa abafundi bathwale umsebenzi wokutjheja ikhalenda yamalanga wamabeletho wabo, itjhadi lobujamo bezulu, ukunikela ngeensetjenziswa, ukurhola isiqhema sabo, ukusiza abangani bangetlasini, ukuhlwengisa ikhona ekufundelwa kilo. Thoma ngokubabawa bona bakusize. Bazokufunda ngokukubona nawenza imisebenzi leyo, begodu msinyana nje bazabe balungele ukuzenzela ngokwabo imisebenzi.

#### Ukuzilawula kuqakathekile

Abafundi kufanele bafunde ukufunda. Lokhu kutjho bona kufanele bafunde ukuziphatha nokulawula indlela abaziphatha ngayo. Ngokuqeda umsebenzi ninoke nomtjheji nanyana notitjhere owamukelako, abafundi bafunda ukuba buthaka, ukucabanga ngaphambi kokwenza nokungaphenduli msinyana.

Abafundi bafunda ukubamba imizwa yabo, batjhugulule amaqhinga wabo bebalawule nokuhlangahlangana kwabo nangabe umsebenzi abanikelwe wona ubudisi bona ungararululwa. Bafunda ukucabangela phambili begodu bakhethe ezinye iindlela kunokuphendula bangakacabangi. Abotitjhere abanikela abafundi amathuba wokulindela idlhego labo, ukulalela imiyalelo nokuzibandakanya ekuhlelweni komsebenzi, basiza abanye abafundi ukufunda ukuzilawula.

Abotitjhere bangasiza abafundi ukuhlala bavule amehlo nabenza umsetjenzana ngokulawula ibhoduluko lokufunda. Lokhu kungatiho ukwehlisa itihada nokusilaphazeka nofana ukuhlangahlangana ngokurhatiheka kweendlalisi nofana izinto ezingakhambelani nomsebenzi owenziwako begodu kungaphazamisa ukulalela kwabafundi. Abotitjhere bangasiza godu abafundi ukuhlala bavule amehlo ngokutjheja iingcenye ezigakathekileko zomsebenzi nofana umfuziselo wokuthi umsebenzi ungenziwa ngendlela yiphi. Abafundi badinga amathuba amanengi wokuzibandakanya emisebenzini ukuthuthukisa amakghono wabo wokuhlala baqaphile.



Concept Guide Ndebele.indd 58







## 6 The guidance principle Learning takes place when teachers guide learners in developing new knowledge.

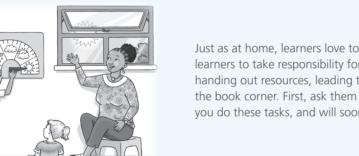
Learners are born wanting to learn and although they can discover some things on their own, in order to learn and develop, they need relationships. Nurturing and trusting relationships are the cornerstones of all learning. Caregivers or teachers who respond to the interests and efforts of a learner, mediate learning and help learners to make sense of their experiences.

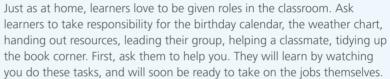
Nurturing and trusting relationships are the cornerstones of all learning.

#### Give learners responsibilities

Learners love to be included in "grown-up" tasks and most of a young learner's early learning will take place while doing something alongside a caregiver or sibling. Through "guided participation", they will gradually learn to do a task on their own. Just as an apprentice learns a job from a master or someone skilled in that job, learners learn new skills by being apprentices to older siblings, family members and teachers.

#### In the classroom ...





SECTION 2: GUIDING PRINCIPLES OF TEACHING AND LEARNING IN GRADE R

#### Self-regulation is key

Learners need to learn how to learn. This means that they must learn to manage or regulate their behaviour. Through completing an activity together with a responsive caregiver or teacher, learners learn how to slow down, think before acting and not respond hastily. Learners learn to control their impulses, change plans and manage their frustration when a task is difficult to solve. They learn to think ahead and consider alternatives rather than just responding thoughtlessly. Teachers who give learners opportunities to wait their turn, listen to instructions and participate in planning a task, are helping learners to learn to self-regulate.

Teachers can help learners to stay focused on a task or activity by managing the learning environment. This might mean reducing the noise or tidying away toys or objects that are not relevant to the activity and might distract learners' attention. Teachers can also help learners to stay focused by pointing out important parts of the activity or modelling how to approach a task. Learners need many opportunities to participate in tasks to develop their ability to stay focused.









#### Ukuhlahlwa ezingeni elifaneleko

Kuqakathekile bonyana ukuhlahlwa ngutitjhere kwenzeke ezingeni letuthuko efanele umfundi. Njengoba sibonile emgomeni wezinga, nasele abafundi bafunda ukutlola, badlula eengabeni ezihlukileko zokutlola begodu kuqakathekile bonyana utitjhere akubone lokho bese usekela umfundi ngendlela efaneleko.

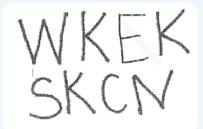
### Ngetlasini ...

Abotitihere banendima egakathekileko ebafanele ukuyidlala ekuhlahleni abafundi nabadwebako godu nabalinga ukutlola kokuthoma. Nanzi ezinye iimphakamiso zeendlela zokuhlahla ukutlola okusathomako kwabafundi bakho:

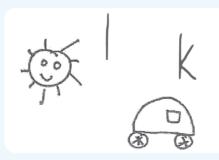




Ungatshwenyeki nangabe abanye babatloli batlola amaledere amade ngaphandle kokutjhiya iinkhala. Kwesinye isikhathi kungasiza ukubala amabizo wabafundi ngemino yakho nabakutjela imitjho yabo, khomba ngomuno nawutjho ibizo ngalinye. Khuthaza umfundi ukwenza okufanako ngemino yabo nabatlolako. Lokhu kungabasiza ukuzwisisa iinkhala hlangana kwamabizo.

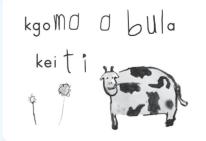


Nakukhamba umnyaka, abafundi bangathoma ukusebenzisa amaledere akhamba ngalinye ukujamiselela amanye wamatjhada emabizo. Yenza isiphakamiso ngalokho okubonileko emtlolweni wabo. Isibonelo: "Ngithanda indlela osebenzise ngayo iledere laka-/b/ ukujamiselela ukutlolwa kwakababa emtlolweni wakho – mkhumbulo omuhle loyo!" Kungenzeka batlole amaledere ngokuwagalisa emuva nofana phezulu. Ungawulungisi umtlolo wabo. Bazozijayeza ukutlola kuhle keminye imisebenzi.





Abanye babafundi kungenzeka bona bayazi bonyana imitlolo yabo "ayikafaneli" begodu bangala ukutlola. Lokhu kungenzeka nasele bathuthukile ekuzwisiseni kabanzi ngamaledere namatjhada, kodwana angekhe basebenzisa indlela efaneleko ("ethuthukileko") yokupeleda. Lesi sigaba esigakathekileko setuthuko yokutlola. Sekela umfundi ngokumtlolela amanye wamabizo bese umkhuthaza ukutlola amabizo layo nokuthi bawabize ngetihada nofana ngamabizo abakghona ukuwapeleda ngawo. Msinyazana nje bazabe batlola godu ngokuzijamela ngokwabo.







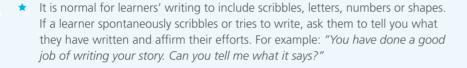


#### Guidance at the right level

It is important that the guidance a teacher offers a learner is suitable for their level of development. As we saw in the level principle, when learners learn to write, they pass through different stages of writing and it is crucial that the teacher recognises this and supports the learner appropriately.

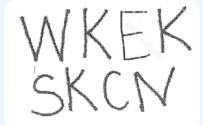
### In the classroom ...

Teachers have an important role to play in guiding learners as they draw and make their first writing attempts. Here are some suggestions for ways to guide young learners' emergent writing:





Don't worry if some learners write a long string of letters without spaces. Sometimes it can be helpful to count the learner's words on your fingers as they tell you their sentence, pointing to a finger as you say each word. Encourage the learner to do the same with their fingers as they are writing. This may help them understand the spaces between words.



As the year progresses, learners may start using single letters to represent some sounds in words. Make a comment about what you have noticed in their writing. For example: "I like the way you used the letter /b/ for baby bird writing - that was good thinking!" They might still write letters backwards or upside down. Don't correct their writing. They will practise the correct formation in other activities.





**SECTION 2:** GUIDING PRINCIPLES OF TEACHING AND LEARNING IN GRADE R

Some learners may become aware that they are not writing "correctly" and may refuse to write at all. This may happen when they have developed a good understanding of letters and sounds, but cannot yet use conventional ("grown-up") spelling. This is an important phase in writing development. Support the learner by writing some words for them and encouraging them to write words that they can sound out or words that they know how to spell. Soon they will be writing again with more independence.









#### 7 Umgomo wokubandakanya

Ukufunda kwenzeka endaweni lapho woke umuntu amukelekile, afakwe, aphathwe kuhle, ahlonitjhwe begodu akwazi ukuzibandakanya.

Abotitjhere abanengqondo yokubandakanya, bamukela ukuhluka phakathi kwabafundi babo. Elinye nelinye itlasi leSewula Afrika linabafundi abanengi abahlukileko, umntwana ngamunye uza nobunjalo, isimilo, amakqhono, amakareko nemvelaphi yakhe.

Umgomo wokubandakanyeka utjho bonyana boke *abafundi* bayabandakanywa emisebenzini yangetlasini. Boke abafundi banelungelo lokuzizwa bakhethekile bebabandakanyeka emisebenzini nemicociswaneni yangetlasini ngaphandle kokuqala ukukhubazeka, imiraro yokuziphatha kwabo nofana iinqabo zokufunda zabo. Abafundi kufanele bamukeleke, bakhuthazwe ukuzibandakanya kizozoke izenzo zesikolo nofana iziko begodu basekelwe ekuphumeleliseni ngokupheleleko woke amakghono wabo.

Umgomo wokubandakanya unabela *ebabelethili neensebenzini* ekufanele zamukelwe, ziphathwe kuhle nangehlonipho ngokungaqali isiko, ubuzwe, ubuhlanga, ubulili, ubunjalo bobulili, ikghono lomzimba nofana lokuhlakanipha, ikolo nofana ubujamo bezokuhlalisana nezomnotho, ilimi neendlela zokufunda zabo.

#### lingabo zokufunda

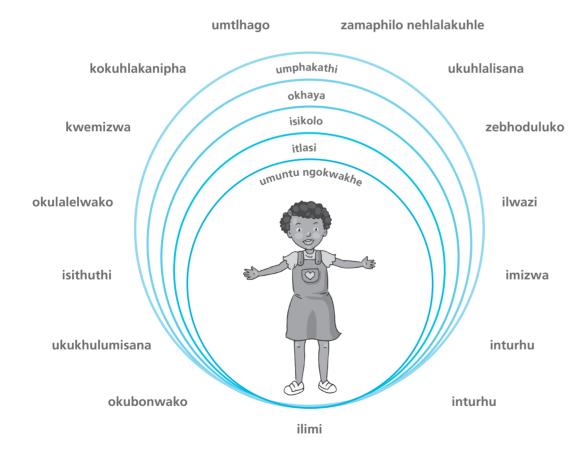
UmThethosivivinyo wezeFundo wesi-6 weemFuneko zeFundo eKhethekileko ubeka ngokuzwakalako endabeni yokubandakanya abafundi, khulukhulu labo ebegade batjhiywe ngaphandle nofana babandlululiwe ngaphambilini efundweni. Lezi ezilandelako **ziinqabo ekufundeni** ezabonwa njengalezo zeenzathu zokuthi abafundi bavaleleke ngaphandle ekufundeni:

Ifundo ebandakanyako itjho bonyana boke abafundi banelungelo lokufikelela efundweni esisekelo ngaphandle kokubandlululwa.

Ukuhlonipha ukuhluka nokuzibophelela ekubandakayeni amalungelo wabafundi nokuvikelwa mThethosisekelo weSewula Afrika.

Umgomo obandakanyako ulawula bona abotitjhere batjheje ubunjalo besimilo, iindingo neemfuneko ukuze kurarululwe ngetlasini.





#### **Idlhosari**

#### isiqabo ekufundeni

ngenye nenye into ekhandela umntwana kobana akghone ukufunda ngepumelelo

linqabo zingaba:

- ngaphakathi: zingahlangana bunqopha nomfundi (isibonelo: ukulimala kwengqondo, imizwa nofana umzimba)
  - nofana
- ngaphandle: ngaphandle lomfundi (isibonelo: indlala, ukungatjhejwa nofana inturhu emphakathini)







#### 7 The inclusivity principle

Learning takes place in an environment where everyone is welcomed, included, treated fairly, respected and can participate.

Teachers who have an inclusive mindset embrace diversity amongst their learners. Every South African classroom has many different learners, each one bringing their own identity, personality, capabilities, interests and background.

The inclusivity principle means that all *learners* are included in all classroom activities. All learners have a right to feel special and to participate in classroom activities and discussions irrespective of disability, behavioural problems or other barriers to learning. Learners should be welcomed, encouraged to participate in all aspects of the school or centre and supported to learn to achieve their full potential.

The inclusivity principle extends to *parents and staff* who should be welcomed, treated fairly and respected regardless of their culture, ethnicity, race, sex, gender identity, sexual orientation, physical or intellectual ability, religion or socio-economic status, language and learning styles.

#### **Barriers to learning**

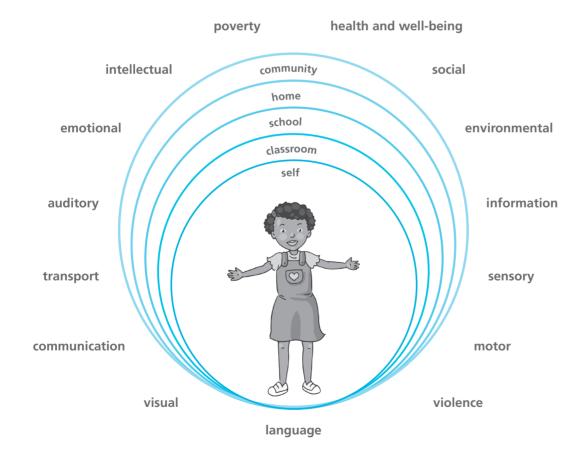
The Education White Paper 6 on Special Needs Education is clear on the inclusion of learners, especially those who have previously been excluded or marginalised from mainstream education. The following barriers to learning were identified as some of the reasons for learners being excluded from learning:

Inclusive education means that all learners have the right to access basic education without discrimination.

Respect for diversity and a commitment to inclusion are learners' rights and protected by the South African Constitution.

Inclusion policy advocates that teachers are aware of each learner's identity, needs and interests in order to address them in the mainstream classroom





#### Glossary

#### barrier to learning

a barrier to learning is anything that prevents a learner from being able to learn effectively

Barriers can be:

- intrinsic: linked directly to the learner (for example: cognitive impairment, emotional or physical)
  - or
- extrinsic: outside of the learner (for example: poverty, neglect, violence in the community)







### Ngetlasini ...

Hlela iimfundo, imisebenzi nemetheriyali yakho uyenze ifanele iindingo zabafundi ngokuhluka kwabo:

- ★ Sebenzisa izinto, iinthombe neemfaniso ukusekela lokho okutjhoko ukuze labo bafundi abangezwa kuhle nofana abangakhulumi ilimi okufundwa ngalo emakhaya bangafunda ngokubona.
- ★ Tjheja ilimi lemakhaya labafundi kuthi lapha lihluka khona nelimi lemiyalelo, bakhuthaze ukukhomba amabizo nofana imitjhwana ngelimi lekhaya labo ukuze bazwisise nofana bahlanganise imibono.
- ★ Bandakanya abafundi emisebenzini eminengi ehlukileko enezinto zamambala ukwakha ukuzwisisa kwabo ngeendlela ezibonakalako.
- Nikela abafundi isekelo nesikhathi sokuzijayeza nokuveza ilwazi labo lamakghonofundwa amatjha.
- ★ Vumela abafundi babe nesikhathi esinengi sokucabanga ngomraro, ukugeda imisebenzi nokuphendula imibuzo.
- ★ Nangabe utshwenyeka ngomfundi, bonana nomlingani wakho wemsebenzini kobana nicocisane ngezinga osebenza ngalo begodu uqinisekise bonyana ubanikela imisebenzi efaneleko bewucoce ngokuthi kuyini okunye ongabanikela khona abafundi bakho ngokuthuthukisa woke amathuba akqhonakalako wokufunda.

Qinisekisa bonyana uzijayeza umthethomgomo wenarha wokuHlolisisa, ukuFaniswa, ukuHlola nokuSekela (i-SIAS):

- ★ Abotitjhere badinga ukuhlolisisa boke abafundi nabamukelwa kuGreyidi R godu barekhode imiphumela ePhrofayilini yomFundi.
- ★ Abotitjhere kufanele bathuthukise iHlelo lokuSekela umFundi ngaMunye (i-ISP) komunye nomunye umfundi ohlangabezana neengabo zokufunda.
- ★ Ilwazi leli kufanele labelwane nababelethi begodu/nofana nabatlhogomeli ukuze bazi nganofana ngiliphi ihlelo lomfundi leendingo nesekelo elingezelelweko.
- ★ Abotitjhere kufanele babambisane neSikolo/nesiQhema seSekelo seZiko ukunikela isekelo elidingekako kumfundi ngokukhambisana neqhinga lokusekela.
- Umfundi udluliselwa esiQhemeni seSekelo sesiYingi nangabe kudingeka isekelo elingezelelweko.

Bawa ukubandulwa nokusekelwa. Iinkolo kufanele ziqinisekise bonyana abotitjhere baneensetjenziswa ezaneleko nezifaneleko ezingasetjenziswa ngibo boke abafundi, ngaphandle kokuqala iinqabo zokufunda kwabo. Lokhu kufaka hlangana ukubandulelwa ukubona iinqabo zokufunda nokungenelela ekusekeleni umfundi ngokusebenzisa amaqhinga ahlelekileko nahlukileko wokufundisa; usebenzise ikharikhyulamu ngendlela ebandakanya iindingo zabafundi abakhethekileko; begodu ulawule amatlasi amakhulu. Abotitjhere kufanele babe nabasizi ababanduliweko abazobasiza ngetlasini.













#### In the classroom ...

Plan your lessons, activities and materials to accommodate different learning styles to make them suitable for the needs of different learners:

- ★ Use objects, pictures and gestures to support what you are saying so that learners who have a hearing loss or do not speak the language of instruction can learn visually.
- ★ Be aware of learners' home language and where it is different from the language of instruction, encourage them to identify words or phrases in their home language to understand or consolidate ideas.
- ★ Engage learners in many different practical activities with real objects so that they can build up their understanding in concrete ways.
- ★ Give learners additional support and time to practise and master new skills.
- ★ Allow learners more time to think through a problem, to complete activities and to answer questions.
- ★ If you are concerned about a learner, reach out to a colleague to discuss the level you are working at to make sure you are offering appropriate activities and to discuss what else you can do to provide the learner with all possible opportunities for learning and development.

Make sure you are familiar with national policy for Screening, Identification, Assessment and Support (SIAS):

- ★ Teachers need to screen all learners when they are admitted to Grade R and record their findings on a Learner Profile.
- ★ Teachers should develop an Individual Support Plan (ISP) for any learners they identify as experiencing barriers to learning.
- ★ This information should be shared with the parents and/or caregivers so that they are aware of any additional needs and the support plan for their learner.
- ★ Teachers should collaborate with the School/Centre Based Support Team to provide the necessary support to the learner in line with the support plan.
- ★ A learner will be referred to the District Based Support Team if additional support is required.

Ask for training and support. Schools must ensure that teachers have adequate and appropriate resources to accommodate all their learners, despite barriers to learning. This includes training to identify barriers to learning and to intervene to support the learner by using diverse teaching strategies; adapting the curriculum according to learner needs; and managing large classes. Teachers should have the support of trained classroom assistants.













#### 8 Umgomo wokujayeza

#### Ukufunda kuhlanganiswa ngokuzijayeza amakghono nelwazi elitjha.

Isakhiwo, nokwenza ngendlela efanako, ukuzijayeza nokubuyelela kugakathekile ekufundeni komfundi omncani. Isakhiwo nokwenza ngendlela efanako kusiza abafundi ukucabangela lokho okuzokwenziwa elangeni lelo, begodu kususe nokuthukwa ekufundeni kwabo. Ukubuyelela nokuzijayeza kunikela abafundi ithuba lokulinga ukufunda nokuzijayeza amakghonofundwa amatjha ukufikela lapho sele bawakghona khona. Ukubuyelela nokuzijayeza akutjho ukwenza into yinye qobe ngamalanga, kodwana kutjho ukugandelela nokusebenzisa ilwazi namakghonofundwa amatjha ebujameni obuhlukileko.

Ukubuyelela nokuzijayeza kunikela abafundi ithuba lokulinga ukufunda nokuzijayeza amakghonofundwa amatjha ukufikela lapha sele bawakghona khona.



Ukufunda ukuzwa amatjhada ebizweni bese uwahlanganisa namatjhada lawo namaledere kufuna ukuzilolonga nokubuyelelwa. Kuthatha isikhathi nesineke, godu kuGreyidi R kunamathuba amanengi angakahleleki wabafundi wokuzilolonga ukulalela amatjhada emabizweni.

Amakghonofundwa wokuthuthukisa ikghono lokuzilolonga gobe langa:

- Ngesikhathi sisajamele isikhathi sokudla ngamadina, asidlaleni umdlalo "Ngiyahlola ngelihlo lami elincani!"
- Nangabe igama lakho lithoma ngo-/b/, ungeza uzokujamela umbambadlala sakho.
- Ngicabanga ngesilwana esithanda ukudla amathambo. Sithoma ngetihada laka-/d/.

Ukuzijayeza amaledere akutjho bonyana uwabuyelele qobe lilanga emsebenzini ofanako. Kunemisebenzi eminengi efuna ukuzijayeza, kodwana okungasenani iyathabisa begodu ibandakanya abafundi abancani:

- Tlola iledere emmoyeni nofana phakathi kwesandla sakho.
- Zijayeze ukutlola iledere ngokusebenzisa itjhogo, isigodo utlole ehlabathini, nofana ngebhratjhi yokupenda namanzi.
- Dlala imidlalo efuna bonyana abafundi bamadanise amatshwayo wamaledere neenthombe ezithoma ngetjhada leledere
- Yenza incwajana yamaledere ngokutlola iledere neenthombe zemidwebo yezinto ezithoma ngeledere lelo.
- Tlola iledere ngamakhrayoni wemibala ehlukileko ukwenza iledere lezungu lekosi.

ISIGABA SESI-2: IMIGOMO EHLAHLA UKUFUNDA NOKUFUNDA KWAGREYIDI R

Yenza iledere ngomdzubha

Ehlelweni lendatjana yelimi, ngemisebenzi yaqobe lilanga ehlanganiswe nendatjana, abafundi bazijayeza bebabenelwazi lelimi lendatjana ngeendlela ezihlukileko. Umsebenzi ngamunye utlanyelwe ukunikela abafundi amathuba wokuzithabisa nokuzwisisa ukuzijayeza ukusebenzisa ilimi lendatjana. Nanyana abotitjhere bangatshwenyeka ngayo, ingavilaphisa abafundi nangabe imisebenzi yeemveke ezimbili zokufundiswa idzimelele endatjaneni yinye, abotitjhere babika bonyana abafundi bathanda ukuzwa indatjana kanengikanengi, begodu ukubuyelela nokuzijayeza lokho kwakha ukuzithemba nokufunda okudephileko.

### Ngetlasini ...

Siyazi bonyana ukuze bafunde ilwazimabizo elitjha godu balenze libe ngelabo, abafundi bafanele bezwe bebasebenzise amabizo kanenginengi begodu ebujameni obuhlukileko. Kanengi abafundi bazwisisa amabizo ngaphambi kokuzithemba ngokuwasebenzisa, begodu kuthatha isikhathi nokuzijayeza bonyana bathuthuke ngokungeneleleko nokuba nelwazi elidzimeleleko lelwazimabizo elitjha. Abafundi abancani bangezwa amabizo amatjha nemitjho endatjaneni ebayifundelwa ngutitihere, kodwana badinga amathuba wokusebenzisa amabizo nemitiho leyo ezehlakalweni ezihlukileko. Ukucoca godu indatjana ngokusebenzisa iinthombe, balingise ukudlala indatjana, ukudweba iingaba abazithandako zendatjana nokuhlathulula lokho abakudwebileko godu ukukhamba nencwajana yendatjana ekhaya "ukuyokufundela" imindeni yabo, koke lokhu kunikela ngethuba lokubuyelela nokuzijayeza okwakha ukuzithemba nelwazi elingeneleleko.



Concept Guide Ndebele indd 66 2021/11/29 06:31











#### 8 The practice principle

#### Learning is consolidated through practising new skills and knowledge.

Structure, routine, practice and repetition are important for young learners' learning. Structure and routine help learners to anticipate what will come next in their day, and remove anxiety from the learning experience. Repetition and practice give learners the chance to try out new learning, and practise skills until they have mastered them. Repetition and practice do not mean doing the same thing every day, but reinforcing and using new knowledge and skills in different contexts.

Repetition and practice give learners the chance to try out new learning, and practise skills until they have mastered them.



Learning to hear sounds in words and link these sounds to letter symbols require much practice and repetition. It takes time and patience, and in Grade R there are many informal opportunities for learners to practise listening for sounds in words.

Phonological awareness skills develop through daily practice:

- ★ While we're waiting for lunchtime, let's play a game of "I spy with my little eye!"
- ★ If your name begins with /b/, you can line up first for a snack.
- ★ I am thinking of an animal that likes to eat bones. It starts with the sound /d/.

Practising letters does not mean daily repetition of the same activity. There are many activities that provide much needed practice, but are nevertheless fun and engaging for young learners:

- ★ Form the letter in the air or in the palm of your hand.
- ★ Practise forming the letter using a piece of chalk, a stick in the sand, or a paintbrush with water.
- ★ Play games that require learners to match letter symbols and pictures that start with the sound the letter makes.
- ★ Make a little letter book by writing a letter and then drawing pictures of objects that start with that letter.
- ★ Write a letter with different colour crayons to make a rainbow letter.
- ★ Make letters out of playdough.

In a story-based language programme, through the daily activities linked to the story, learners experience and practise the language of the story in different ways. Each activity is designed to give learners fun and meaningful opportunities to practise and use the story language. Although teachers might be concerned that it may become boring for learners if the activities for two weeks of teaching are based on one story, teachers report that learners are eager to hear the story over and over again, and that repetition and practice build confidence and deepen learning.

### In the classroom ...

We know that in order to learn new vocabulary and make it their own, learners need to hear and use words often and in different contexts. Learners often understand words before they have the confidence to use them, and it takes time and practice for them to develop a deep and lasting knowledge of new vocabulary. Young learners might hear new words and phrases in a story told by the teacher, but need opportunities to practise using these new words and phrases in different situations. Retelling the story using a sequence of pictures, role playing the story, drawing their favourite part of the story and explaining what they have drawn and taking a little book home to "read" the story to their families, all provide the repetition and practice that build confidence and mastery.







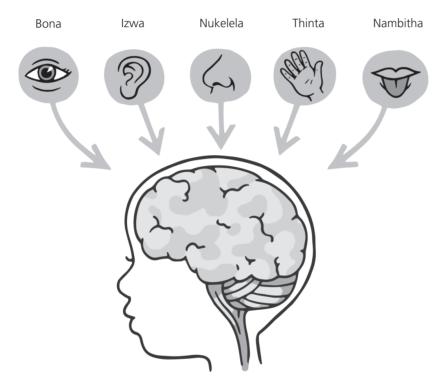




### Ukuthuthukiswa kwamakghonofundwa wokulalela nokusebenza kwezitho zomzimba

Ukuthuthukiswa kwamakqhono wokulalela nokusebenza kwezitho zomzimba ebafundini abancani kuqakatheke khulu ekwendlaleni isisekelo sekusasa lakho koke ukuthuthuka nokufunda ilimi. Ikghono lokulalela litjho ukusebenzisa imizwa ukuthola ilwazi mayelana nebhoduluko.

Amakghono wokulalela asivumela bona sikghone ukuzwisisa iphasi elisibhodileko. Ilwazi lokulalela libuthelelwa mimizwa yethu yokulalela emihlanu, isibonelo, lokho amehlo wethu akubonako, iindlebe ziyezwa, isikhumba siyalalela, ilimi liyanambitha nepumulo iyanukelela. Ilwazi leli lithunyelwa ebuqhopheni bethu. Ubuqhopho bulungisa, buhlele bese bukhumbula ilwazi leli bonyana sikghone ukulisebenzisa ngemuva kwesikhathi emisebenzini.



Amakghono wokunyakazisa izitho zomzimba zizenzo ezifaka ukusebenzisa imisipha yethu. Sisebenzisa imisipha emikhulu emizimbeni yethu ukwenza imisebenzi yemisipha emikhulu, isib. ukurarha ibholo, ukugijima nokweqa. Sisebenzisa imisipha emincani ukwenza imisebenzi yemisipha emincani, isib. ukusika, ukutlola nokudweba.

Ukuthuthukiswa kwamakghono wokusetjenziswa kwezitho zokulalela kufaka okulandelako:

- ikghono lokuzwisisa okubonwako
- ikghono lokuzwisisa okulalelwako
- ikghono lokuzwisisa okuphathekako nokulalela ngokusikinya umzimba.

Lokhu kuhlathululwa ngokunabileko ekhasini elilandelako.







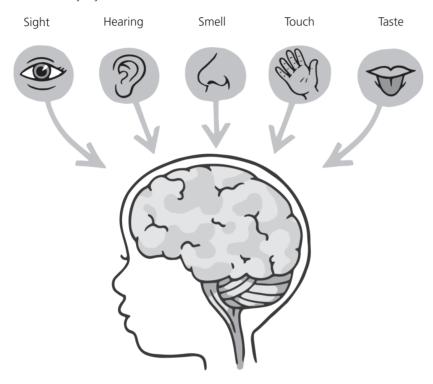


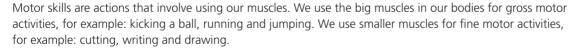


### Perceptual and motor development

The development of perceptual and motor skills in young learners is extremely important in laying a foundation for all future language development and learning. Sensory perception means using the senses to get information about the environment.

Perceptual skills allow us to make sense of the world around us. Sensory information is collected by our five senses, for example: what our eyes see, our ears hear, our skin feels, our tongue tastes and our nose smells. This information is sent to our brain. The brain processes, organises and remembers this information so that we can use it later for everyday activities.





Sensory perceptual motor development includes the following:

- visual perception
- auditory perception
- tactile and kinaesthetic perception.

These are discussed in more detail on the pages that follow.





SECTION 2: GUIDING PRINCIPLES OF TEACHING AND LEARNING IN GRADE R





#### Amakghonofundwa wokubona okufanako nokuhlukileko

#### Ukuhlukanisa okubonwako

- Ukuhlukanisa okubonwako likghono lokubona okufanako nokuhlukileko phakathi kwezinto.
- ★ Abafundi basebenzisa bebathuthukise ikghonofundwa leli nabamadanisa iinthombe ezimbili godu babone nalokho okutlhayelako kesinye seenthombe.
- ★ Ibandlululo lokubonwako godu lisetjenziswa lapho abafundi babona khona okufanako nokuhlukileko emaledereni amabili anjengo-b no-d.

### Ikghonofundwa lokusebenzisana kokubonwako (ukusebenzisana kwelihlo nesandla)

- ★ Ukusebenzisana kwelihlo nesandla likghono lamehlo, ubuqhopho nemisipha yomzimba kobana isebenzisane ndawonye ukwenza iminyakazo. Kuqakathekile emisebenzini enjengokuphatha izinto, ukudweba nokutlola.
- ★ Abafundi basebenzisa bebathuthukise ukusebenzisana kwemisipha nokubonwako ngemidlalo yebholo neyomgodlana weembhontjisi, ukwakha ngamabhlogo, ukudlala ngezinto ezigedekako nofana ezitjhelelako, kunye nokuthunga, ukusika nokudweba.

#### Ukuqedelela okubonwako

- ★ Ukuqedelela okubonwako likghono lokuqedelela izinto, iinthombe nofana imidwebo engakapheli. Ngamanye amabizo, umfundi ukghona ukukhumbula nofana ukubona into yoke nanyana isithombe singakapheleli soke.
- ★ Abafundi basebenzisa bebathuthukise ikghono lokuqedelela abakubonako nabaqedelela amaphazili nofana bahlathulula lokho okutlhayelako esithombeni esipheleleko, isibonelo, isithombe esikhombisa ingcenye yobuso nofana yomzimba.

#### Ukwakha okungatjhugulukiko nokwakha ukuzwisisa (ukukhumbula)

- ★ Ikghono lokwakha okungatjhugulukiko likghono lokubona umehluko phakathi kwemihlobo namatshwayo, nanyana ubukhulu nobujamo bungatjhuguluka. Kamanye amabizo, kutjho bona kukghona ukukhumbula amatshwayo wento ahlala akhona.
- ★ Abafundi basebenzisa bebathuthukise ikghonofundwa nababona amaledere ebujameni obuhlukileko begodu bonyana itshwayo leledere (isibonelo: J) lihlala linjalo kungakhethisi bonyana litlolwa ngemibala ehlukileko nofana likhulu nofana lincani nalitloliweko.

#### Ikghono lokubona isithombe kwesinye isithombe

- ★ Ukubona isithombe kwesinye isithombe likghono lokubona umehluko phakathi kwezinto nofana ukukhomba into, itshwayo nofana ubujamo nabuzungezwe ngezinye izinto, amatshwayo nofana amajamo.
- ★ Abafundi basebenzisa bebathuthukise amakghonofundwa wokubona isithombe kwesinye isithombe nabakhonjelwa ukukhomba izinto ezikhethekileko esithombeni, isibonelo: "Khomba umntazana ombethe isikhipha esibovu esithombeni."



















#### Visual perceptual skills

#### **Visual discrimination**

- Visual discrimination is the ability to see similarities and differences between objects.
- ★ Learners use and develop this skill when they compare two pictures and identify what is missing from one of the pictures.
- ★ Visual discrimination is also used when learners recognise the similarities and differences between two letters such as a **b** and **d**.



#### Visual motor coordination (eye-hand coordination)

- ★ Visual motor coordination is the ability of the eyes, brain and body muscles to work together to perform actions. It is important for activities such as handling objects, drawing and writing.
- ★ Learners use and develop visual motor coordination through ball and beanbag games, building with blocks, playing with objects that roll or slide, as well as through threading, cutting and drawing.



#### Visual closure

- ★ Visual closure is the ability to complete objects, pictures or drawings that are incomplete. In other words, the learner is able to recognise or identify a whole object even though the total picture is incomplete.
- ★ Learners use and develop visual closure when they complete puzzles or describe what is missing in an incomplete picture, for example, one that shows only part of the face or body.



#### Form constancy and form perception (recognition)

- ★ Form constancy is the ability to recognise forms and symbols, even when their size and position change. In other words, it means being able to recognise the constant characteristics of something.
- ★ Learners use and develop this skill when they see letters in different contexts and understand that a letter symbol (for example: J) remains the same whether it is written in different colours or in big or small writing.



#### **Visual figure-ground perception**

- ★ Visual figure-ground perception is the ability to recognise or identify an object, symbol or shape when surrounded by other objects, symbols or shapes.
- ★ Learners use and develop visual figure-ground perceptual skills when they are asked to identify particular objects in a picture, for example: "Find the girl with the red top in the picture."















#### Ukulandelanisa okubonwako

- Ukulandelanisa okubonwako likghono lokubeka izinto ngendlela efaneleko ngemuva kokuziqala nofana ukuzibukela.
- Abafundi basebenzisa bebathuthukise ikghonofundwa leli nabaqala amabala wemincamo yemibala ehlukileko esentombeni bese babuyelela ibala lelo ngokwabo nofana bakopa amaledere asemagameni wabo ngendlela efaneleko.



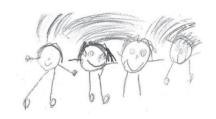
#### Ukuhlanganisa okubonwako nemisipha

- Ukuhlanganisa okubonwako nemisipha likghono lokuzwisisa ilwazi lokubonwako bese ulisebenzisa keminye imisebenzi esebenzisa amakghono wemisipha.
- Abafundi basebenzisa ilwazi lokubonwako nemisipha emincani lokha, isibonelo, bakopa ibizo labo nofana badweba izinto ezibekwe phambili kwabo.

# Khanyi Khanyi

#### Ukucabanga ngokubonwako

- Ukucabanga ngokubonwako likghono lokwakha iinthombe engcondweni yakho (iinthombe zengqondo) ngokususelwa elemukweni, ukubukela nofana elinye ilwazi lokubonwako.
- Abafundi basebenzisa bebathuthukise ikghonofundwa leli lokha, isibonelo, nabadweba iinthombe zento njengegumbi lemakhaya wabo nofana lemindeni yabo.



#### Ukukhumbula okuboniweko

- Ukukhumbula okuboniweko likghono lengqondo lokukhumbula lokho okubonwe mamehlo.
- Abafundi bazokusebenzisa bebathuthukise ikghonofundwa leli ukubona izinga eliphezulu lamabizo.



### Ngetlasini ...

Bukela abafundi nabadlala ngaphandle nangaphakathi ngeentlabagelo ezihlukileko. Bayakghona:

- ukubona umehluko phakathi kwamatjhada ahlukileko, amabizo ahlukileko
- ukukhomba umehluko phakathi kweenthombe ezimbili nofana kwesiqhema sezinto
- ukukhumbula lokho abakubonileko nabakuzwileko
- ukubuyelela irhelo lamabizo nofana leenomboro bazilandelanise ngefanelo

ISIGABA SESI-2: IMIGOMO EHLAHLA UKUFUNDA NOKUFUNDA KWAGREYIDI R

- ukuwaphendula amatjhada ahlukileko, amagama wabo, iinlayelo
- ukuzwa umehluko phakathi kokubutjhelelezi nokumakghwakghwa
- ukunambitha umehluko phakathi kokunetjhukela nokubabako nabavalwe amehlo?





Concept Guide Ndebele.indd 72 2021/11/29 06:31







#### Visual sequencing

- Visual sequencing is the ability to place objects or items in the correct order after looking at them or observing them.
- Learners use and develop this skill when they look at a pattern of different coloured beads on a string and then repeat the pattern themselves or copy the letters in their name in the correct order.



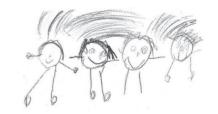
#### **Visual motor integration**

- Visual motor integration is the ability to make sense of visual information and then use that information in another activity that uses motor skills.
- Learners use visual information and develop fine motor skills when, for example, they copy their name or draw an object placed in front of them.

# Khanyi Khanyi

#### Visual conceptualising

- Visual conceptualising is the ability to make pictures in your mind (mental images) based on experiences, observations or other visual information.
- Learners use and develop this skill when, for example, they draw pictures of something like a room in their homes or of their families.



#### Visual memory

- Visual memory is the ability for the brain to recall what the eyes have seen.
- Learners will use and develop this skill to recognise high frequency words.



# In the classroom ...

Observe learners playing outside and inside with different equipment. Can they:

- tell the difference between different sounds and different words
- spot the difference between two pictures or groups of objects
- remember what they have seen and heard
- repeat a list of words or numbers in the correct order
- respond to different sounds, their names and instructions
- feel the difference between smooth and rough
- taste the difference between sweet and sour while blind-folded?









### Amakghonofundwa wokuhlukanisa okulalelwako

#### Ukuhlukanisa okulalelwako

- ★ Ukuhlukanisa okulalelwako likghono lokukhumbula ukufana nokuhluka kwamatjhada.
- ★ Abafundi basebenzisa bebathuthukise ikghonofundwa nabakghona ukuhlukanisa amatjhada amabili akhulunywa ngutitjhere ayafana nofana ahlukile (isibonelo: u-/p/ no-/b/ matjhada ahlukileko).
- ★ Basebenzisa ukuhlukanisa amatjhada abawezwako ukutjho bonyana ngiliphi itjhada lokuthoma ebizweni (isibonelo: ibizo "bholo" lithoma ngetjhada u-/b/).

Utitjhere: "Wahla nawuza igama elithoma ngetjhada u-/**k**/: lala, kala."

#### Umkhumbulo wokulalelwako

- ★ Umkhumbulo wokulalelwako likghono lokubeka nokukhumbula into okhe wayizwa.
- ★ Abafundi basebenzisa bebathuthukise ikghonofundwa leli nabalandela isede yemiyalelo, bavuma iingoma ngezenzo bebasebenzise nelimi lomdlalo nabalingisako emdlalweni.



#### Ikghono lokuzwa itjhada hlangana namatjhada

- ★ Ikghono lokuzwa itjhada hlangana namatjhada likghono lokuzwa nofana ukuhlukanisa itjhada elithileko hlangana namanye amatjhada.
- ★ Abafundi bangafunda bebathuthukise ikghonofundwa leli nabaqalise khulu kilokho okutjhiwo ngomunye esiqhemeni sabo ngaphandle kokuphazanyiswa litjhada elenziwa ngezinye iinqhema ezikhulumako.

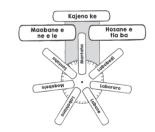


### Ukulandelanisa okulalelwako

★ Ukulandelanisa okulalelwako likghono lokukhumbula izinto ngendlela efaneleko ngemuva kokuzwa irhelo.

ISIGABA SESI-2: IMIGOMO EHLAHLA UKUFUNDA NOKUFUNDA KWAGREYIDI R

★ Abafundi bafunda bebathuthukise ikghonofundwa leli nabafunda amaledere (A, B, C ...) nofana amalanga weemveke (ngoMvulo, ngoLesibili, ngoLesithathu ...).

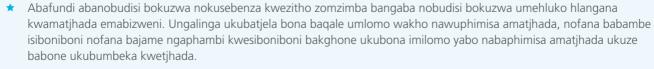


# Ngetlasini ...

IRhelo lokuHlola amaKghonofundwa wokuZwa (qala Umhlahlandlela Wokuhlola we-GDE) kulithulusi elisebenzisekako ekuboneni abafundi abanobudisi bokuzwa okungathanda ukuthikameza ukufunda kwabo kwaGreyidi R.









Concept Guide\_Ndebele.indd 74 2021/11/29 06:31









### **Auditory perceptual skills**

#### **Auditory discrimination**

- Auditory discrimination is the ability to recognise similarities and differences
- Learners use and develop this skill when they can identify whether two sounds spoken by the teacher are the same or different (for example: **p** and **b** are different sounds).
- They also use auditory discrimination to identify the first sound in a word (for example: the word "ball" starts with the sound /b/).

Teacher: "Clap when you hear a word that starts with the sound /p/: big, pig, dig."

#### **Auditory memory**

- Auditory memory is the ability to store and remember something you have heard.
- Learners use and develop this skill when they follow a set of instructions, sing songs with actions and use story language in role play.



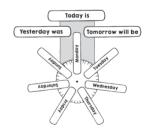
#### **Auditory figure-ground perception**

- Auditory figure-ground perception is the ability to recognise or isolate a sound from other sounds.
- Learners learn and develop this skill when they must focus on what someone in their group is saying without being distracted by the noise of other groups talking.



#### **Auditory sequencing**

- Auditory sequencing is the ability to remember objects or items in the correct order
- Learners learn and develop this skill when they learn the alphabet (A, B, C ...) or the days of the week (Monday, Tuesday, Wednesday ...).



# In the classroom ...

The Perceptual Skills Checklist (see GDE Assessment Guide) is a useful tool for identifying learners who have underlying perceptual difficulties that are likely to impact on their learning in Grade R.

The Activity Guides include many activities that can be used to support the development of perceptual skills. For example:

- Learners with visual-motor integration difficulties might find it difficult to make a letter out of playdough or paint a letter on a piece of paper. You could try giving them a letter on a piece of card to copy, or a template so that they can trace over the
- Learners with auditory perceptual difficulties might find it difficult to hear the difference between sounds in words. You could try asking them to watch your mouth as you say the sounds, or hold a mirror in front of their mouth so that they see how the sound is formed.









### Ukuzwa ngokulalela nokusikinyeka komzimba

#### Ukuzwa ngokulalela

- ★ Ukuzwa ngokulalela nokusikinyeka komzimba likghono lokusebenzisa imizwa yokuthinta ukuhlola ibhoduluko lakho. Ukuzwa okuphathekako nokufunda ngokwenza kuyasebenzisana ukunikela ubuqopho ilwazi.
- ★ Abafundi basebenzisa bebathuthukise ukuzwa okuphathekako nabazibandakanya emisebenzini enjengeyokuvala amehlo wabo, ukukhetha into ngemgodleni, nokuzwa bebahlathulule into. Isibonelo: bangathi lelo likhona/iyindulungu, ilula/iqinile.



#### Ukuzwa ngokusikinyeka

- Ukuzwa ngokusikinyeka komzimba kuyelela ukunyakaza komzimba nesikhundla esikhaleni
- ★ Abafundi basebenzisa bebathuthukise ilemuko lobudlelwano bemizimba yabo nezinye izinto eziseduze nabo ngokudlalela ngaphandle imidlalo enjengokukhwela izinto nokukhokhoba ngaphasi kwezinto nokukhasa emirhobeni.
- ★ Ukufunda ngokuzwa ngokwenza nakho kuyathuthuka nangabe abafundi bazibandakanyana ekwenzeni itjhada elifanako neengoma ezizobasiza ukwakha ilemuko lokusikinyeka kwemizimba yabo ngobujamo obusesikhaleni (isibonelo: ingoma, "Ihloko, amahlombe, amadolo nemizwana").



#### Ubujamo obusesikhaleni (ilemuko lendawo) nekombatjhuba

- ★ Ubujamo obusesikhaleni likghono lokuzwa ubujamo bento esesikhaleni obufana nayo nofana nenye into. Ilemuko lendawo lithoma ngelemuko lomzimba wakho njengomuntu, bese-ke kunabela ekukghoneni ukuhlathulula ubujamo bezinto ezihlobeneko (isibonelo: phezulu, phasi, ngaphambili, ngemuva, hlangana, ngesinceleni, ngesidleni).
- ★ Abafundi basebenzisa bebathuthukise ikghonofundwa leli ngombana bazabe bafunda ukufunda nokutlola ukusukela ngesinceleni ukuya ngesokudla.
- llemuko lesikhala lizobasiza godu abafundi ukubona umehluko hlangana kwamaledere abonakala afana, kodwana anehlathululo ehlukileko (isibonelo: u-b, u-d no-p).













### Tactile and kinaesthetic perceptual skills

#### **Tactile perception**

- ★ Tactile perception is the ability to use the sense of touch to explore your environment. Tactile and kinaesthetic perception work together to provide the brain with information.
- ★ Learners use and develop tactile perception when they participate in activities such as shutting their eyes, choosing an object in a bag, and feeling and describing the object. For example: they could say that it has corners/it is round, it is soft/it is hard.



#### **Kinaesthetic perception**

- ★ Kinaesthetic perception is the awareness of body movements and position in space.
- ★ Learners use and develop awareness of their body relative to other objects around them through outdoor play such as climbing over or under objects and crawling through tunnels.
- ★ Kinaesthetic perception is also developed when learners participate in action rhymes and songs that help build their awareness of their body movements and position in space (for example: the song "Heads, shoulders, knees and toes").



#### Position in space (spatial awareness) and directionality

- Position in space is the ability to perceive an object's position in space relative to oneself or another object. Spatial awareness begins with awareness of one's own body in space, and then extends to being able to describe the position of objects relative to each other (for example: up, down, in front, behind, between, left, right).
- ★ Learners use and develop this skill as they learn to read and write from left to right on the page.
- ★ Spatial awareness will also help learners to notice the difference between letters that look the same, but have a different orientation (for example: **b**, **d**, **p**).











# Isigaba sesi-3: Ukufundisa ilimi nokutlola okusathomako kwaGreyidi R

# Ukulalela nokukhuluma (ilimi elikhulunywako)

Ungabafundisa njani abafundi ukufunda nokutlola? Nawungabuzwa umbuzo lo, abanengi bazokuphendula ngokuthi ilwazi labafundi lokufunda nokutlola lithuthuka ngokufunda iincwadi, ukuzijayeza ukutlola godu nokufunda ngamaledere namatjhada. Lokhu koke zizakhi eziqakathekileko zokufunda nokutlola. Yeke-ke, ukuba bafundi nabatloli abanekghono, kuqakatheke njengokuthi abafundi basekelwe ekuthuthukiseni ilimi abalikhulumako – amakghonofundwa wokulalela nokukhuluma kwabo. Ngaphandle kwamakghonofundwa wokukhuluma kuhle ilimi, ukufunda nokutlola kungaba budisi ebafundini abasesebancani. Ngaphandle kwamakghonofundwa welimi asisekelo, abafundi bangafunda ukufunda amabizo, kodwana *bangazwisisi* lokho abakufundako. Bangakghona ukutlola amabizo, kodwana bangakghoni ukuveza imibono yabo ngokutlola. Ngeenzathu lezi, ehlelweni leli, kunokukatelela khulu etuthukweni yamakghonofundwa wokulalela nokukhuluma kiwo woke umzombe weemveke ezimbili, kodwana khulukhulu evekeni yokuthoma.

Asitjhejeni ngokudephileko ezakhini eziqakathekileko ezimbili zokuthuthuka kwelimi elikhulunywako ezisekelwa lihlelo leli: ukuthuthuka kwelwazimabizo elitiha nelimi lencwadini.

### Ilwazimagama elitjha

Ilwazimabizo elinothileko nelinabileko liqakathekile etuthukweni yokufunda nokutlola (Scarborough, 2001).

Ngokulalela ilimi elikhulunywako, godu ngokukhamba kwesikhathi ngokuzikhulumela, abafundi bathuthukisa ilwazi lehlathululo yamabizo (esiyibiza ngokuthi lilwazimabizo). Irhubhululo likhombise bonyana abafundi abancani abanelwazimabizo elihle eminyakeni esihlanu yobudala bathanda ukuba ngilaba abathola amaphuzu aphezulu nabahlolwako ngokufunda kwabo imitlolo emaGreyidini 3, 4 nele-7 (Sénéchal, Ouellette & Rodney, 2006; Tabors, Snow & Dickinson, 2001). Ngakelinye ihlangothi, nangabe abafundi babanelwazi elincani lelwazimabizo nabathoma isikolo, nanyana bangafunda lula imitlolo, bazokuba nobudisi bokuzwisisa lokho abakufundako nasele bahlangana nemitlolo eminengi.

Ukuze kuthuthuke ukuzwisisa amabizo amatjha nekghono lokusebenzisa amabizo amatjha, abafundi badinga ukuhlangana namabizo lawo amahlandla amanengana godu ezehlakalweni ezihlukileko. Amabizo akafundwa wodwa, kodwana aba liqiniso nomqondo ozwakalako ebafundini nakasendatjaneni nofana ngokommongo begodu nangokuzibandakanya emcociswaneni nofana emsebenzini owenziwako.

Ilimi lencwadini

Ngesikhathi ilwazi lehlathululo yamabizo liqakathekile ekuzwisiseni ilimi, elinye ikghonofundwa lelimi litholakale kungeliqakatheke kwamambala ekuthuthukeni kokufunda nokutlola. Nasele abanfundi abancani bathoma ukukhuluma, basebenzisa ilimi ngendlela eqinileko – ukukhuluma ngento eyenzakala ngaleso isikhathi ebhodulukweni abaphila kilo ("la godu njenganje"). Isibonelo, bathiya amagama izinto abazibonako nofana bahlathulule izenzo nofana imisebenzi eyenzakalako. Esikhathini esinengi bahlathulula lokho abakutjhoko ngokukhomba izinto ebhodulukweni, nofana ngokwenza iimfaniso nofana ukukhombisa ngobuso. Lokhu kubizwa ngokuthi lilimi laqobelanga begodu kulilimi ubunengi bethu esilisebenzisako mihla yoke yobuphilo bethu.

Nasele ilimi labafundi lithuthuka, nanyana kunjalo, bafunda ukusebenzisa ilimi ukukhuluma khulu ngezinto ezithintekako. Bafunda ukukhuluma ngezinto ezenzeka esikhathini esidlulileko nofana izinto ezihlelwa ukwenzeka esikhathini esizako. Bathuthukisa amakghonofundwa kobana bahlathulule bonyana kubayini izinto zenzakala begodu bakhulume ngemizwa nemicabango. Bafunda ukusebenzisa ilimi ngokulingisela ukudlala ukuba balingisi lapho ezinye izinto zijameleka nofana zijamiselela ezinye izinto, begodu bafunda nokucoca iindatjana ngezinto ezenzakale eempilweni zabo. Ilimi leli lithuthuke khulu kunalelo ilimi elikhulunywa qobelanga begodu liyafana nelitlolwako nofana ilimi lencwadi lelo abafundi abazokuhlangana nalo esikolweni nabafunda iincwadi godu nabatlolako. Ukuzigedla ngomhlobo welimi leli kukhonjiswe kuqakatheke kwamambala epumelelweni yokufunda nokutlola nefundweni yamazinga aphezulu (Dickinson & Snow, 1987; Snow, Burns & Griffin, 1998).

Walker, Greenwood, Hart & Carta (1994) uthole bonyana abafundi abanamakghonofundwa welimi nelwazimabizo angasimahle ekuthomeni kweminyaka bebangabathola amaphuzu aphasi ngamakghonofundwa wokufunda nokutlola nahlobene nawo eminyakeni elikhomba yangemva kwalokho.

Ukwethula ilwazimabizo ngokommongo kusiza abafundi ukuhlanganisa amabizo nokukhuphula ukufunda kwabafundi abasemazikweni aphezulu wezefundo (McGee & Richgels, 2003). Ukufunda kuthuthukiswa lithuba lokusetjenziswa kwamabizo avela emmongweni nofana endatjaneni (Barone & Xu, 2008; Tabors, 2008).







# Section 3: Teaching language and emergent literacy in Grade R

# Listening and speaking (oral language)

How do we teach learners to read and write? If asked this question, many will answer that learners' literacy develops through reading books, practising writing and learning about letters and sounds. These are all important aspects of literacy. And yet, to become skilled readers and writers, it is as important that learners are supported to develop their oral language – their listening and speaking skills. Without good oral language skills, learning to read and write can be very difficult for young learners. Without a solid foundation of language skills, learners might learn to read words, but not understand what they are reading. They might be able to write words, but not be able to express their ideas in writing. For these reasons, in this programme, there is a strong emphasis on the development of listening and speaking skills throughout the two-week cycle, but particularly in the first week.

Let us look in more detail at two important aspects of oral language development that the programme supports: the development of new vocabulary and book language.

### **New vocabulary**

A rich and wide vocabulary is key to literacy development (Scarborough, 2001).

Through listening to spoken language, and later through speaking themselves, learners develop knowledge of word meanings (which we call vocabulary). Studies have shown that young learners who have a good vocabulary at age five are also likely to be those that score well on reading comprehension tests in Grades 3, 4 and even 7 (Sénéchal, Ouellette & Rodney, 2006; Tabors, Snow and Dickinson, 2001). On the other hand, if learners have limited vocabulary when they start school, even though they might learn to read easy texts, they will have difficulty understanding what they read as they encounter more difficult texts.

In order to develop their understanding of and ability to use new words, learners need to encounter these words many times in a range of different situations. Words are not learnt in isolation, but are made real and meaningful to learners in the context of a story or a theme and through participation in a conversation or activity.

#### **Book language**

While the knowledge of word meanings is important for understanding language, another language skill has also been found to be very important for literacy development. When young children first begin talking, they use language in a very concrete way - to communicate about something that is happening at that moment in their immediate environment (the "here and now"). For example, they name objects they see or describe actions or activities that are happening. They often explain what they mean by pointing to things in the environment, or by making gestures or facial expressions. This is known as everyday language and is the language most of us use while going about our daily lives.

As learners' language develops, however, they learn to use language to talk about more abstract things. They learn to talk about things that happened in the past or things that are planned for the future. They develop the skills to explain why things happened and talk about feelings and thoughts. They learn to use language in pretend play situations where some things stand for or represent other things, and they learn to tell stories about things that have happened in their lives. This language is more advanced than everyday language and is similar to written or book language that learners will encounter in school when they read books and when they write. Being comfortable with this kind of language has been shown to be critical for literacy and academic success (Dickinson and Snow, 1987; Snow, Burns and Griffin, 1998).

Walker, Greenwood, Hart & Carta (1994) found learners with poor language and vocabulary skills during the early years were the lowest achievers in reading and related literacy skills seven years later.

Presenting vocabulary thematically helps learners make associations between words and scaffolds students' learning (McGee & Richgels, 2003). Learning is enhanced by an opportunity to use the words from a theme or story (Barone & Xu, 2008; Tabors, 2008).









### Imisebenzi yokwakha ilwazimabizo elitjha nelimi lencwadini

#### Ukulalela iindatjana

Enye indlela yokusiza abafundi ukujayela ilimi lencwadini kucoca indatjana ngomlomo. Irhubhululo likhombise ubudlelwano hlangana kokulalela nokubandakanyeka eendatjaneni, bese kulandela ikghono eliphezulu lokufunda nokutlola. Kuba sengathi ukucoca indatjana kusiza ukuvala isikhala hlangana kwelimi elikhulunywako nelitlolwako. UWells (1987) uhlongoze bonyana ukulalela iindatjana kubandakanyeka okugakatheke kwamambala okufaka isandla kobana abafundi bakwazi ukufunda nokutlola kuhle. Abafundi nabacocelwa iindatjana, bavulelwa emhlobeni okhethekileko welimi elikhulunywako elihlukileko nelimi elisetjenziswa eenkulumeni zagobelanga. Leli lilimi eliraga ngaphezulu kwa-"la na njenganje" begodu lisebenzisa amabizo ukudlulisa umlayezo ngezinto ezenzeka kesinye isikhathi nendawo. Ligakathekile ekufundeni ngesikolweni.

Ukubandakanyeka ekucoceni indatjana kukhombise ukuba yindlela efaneleko yokuthuthukisa ilwazimbizo nokutjhelela kwelimi, khulukhulu nakufaka hlangana ukukatelela ukubulunga ilwazimabizo, ukusebenziswa kweensetjenziswa zokulingisa ngomngopho wokwakha ilwazimbizo, imicociswano ebandakanyako mayelana nelwazimabizo eendatjaneni, nokuzijayeza ilwazimabizo elitjha emisebenzini yeengema ezincani.





Yitjho igido, Amehlo amabili wokubona ukuletha abafundi emadeni bazokulalela indatjana.

#### Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: Coca ngokobana badala kangangani, nokobana banabo abomnakwabo namkha abodadwabo na, bahlala kuphi, baya njani esikolweni, bembathani nabaya esikolweni.
- 1.3 Ithi: "Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamabizo amatjha esizowathola endatjaneni." Coca ngamabizo aqakathekileko asuselwe erhelweni lelwazimabizo, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yebizo. Isibonelo: Yenza ubuso obutshwenyekileko begodu ubawe abafundi bakubonise bona baqaleka njani nabatshwenyekileko. Bawa abafundi bona batjho ibizo ngelimi labo nangabe bakhuluma ilimi elahlukileko ekhaya.

#### Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu usebenzise amaphimbo ahlukeneko.
- 2.2 Yenza izenzo begodu usebenzise amaphaphethi neensetjenziswa zokulingisa.
- 2.3 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo evulekileko, efana nokuthi: "Kuyarara bona uZinzi uwe njani ngesikhathi basendleleni eya esikolweni?"

#### Ngemva kobana ucoce indatjana

3.1 Buza abafundi: "Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcenye oyithande khulu? Ngimuphi umbuzo onawo ngendatjana?'











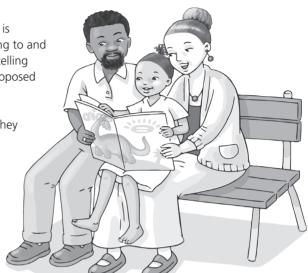


### Activities to build new vocabulary and book language

#### Listening to stories

One way of helping learners to become familiar with the language of books is through oral storytelling. Research has shown a relationship between listening to and interacting with stories, and subsequent literacy competence. It is as if storytelling helps to bridge the gap between oral and written language. Wells (1987) proposed that hearing stories is the most crucial of all the interactions that contribute towards learners becoming literate. When learners are told stories, they are exposed to a special type of oral language that is different to the language they use in everyday speech. This is language that goes beyond the "here and now" and uses words to convey information about things happening at another time and place. It is critical for school learning.

Interactive storytelling has been shown to be an effective way to develop vocabulary and comprehension of language, particularly when it includes an emphasis on previewing vocabulary, using props linked to target vocabulary, interactive discussions about vocabulary in the stories, and practising new vocabulary in small group activities.



# In the classroom ...

Say the rhyme Two eyes to see to bring learners to the mat for story time.

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Talk about how old they are, whether they have brothers or sisters, where they live, how they get to school, what they wear to school.
- 1.3 Say: "Before we begin, I want to tell you the meaning of some new words which we will find in the story." Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example: Make a worried face and ask learners to show you how they look when they are worried. Ask learners to say the word in their own language if they speak a different language at home.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "I wonder how Zinzi felt when they were on their way to school?"

#### 3 After you tell the story

3.1 Ask learners: "What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"













#### Ukucoca iindatjana

Abafundi bafunda ngakho kokubili ukuzwa nokucocela iindatjana. Le yindlela elula neyemvelo yokuthuthukisa ilimi nokulungiselela abafundi ilimi leencwadini. Iindatjana kungaba ziinolwana, nofana kungaba ziindatjana ngesikolo nofana ngomndeni ezenzakala kade nofana into eyenzeke mhlapha nje. Abafundi abancani nabazibandakanya ekucoceni indatjana ngesikhathi kuthuthuka ilimi labo, bayakuthabela ukucocela utitjhere nabatjheji babo iindatjana ngokukhombisa ikareko nokuthathela ehloko lokho abazokutjho. Nangabe abafundi bafunda ukucoca iindatjana basese bancani, kuzokuba lula kibo ukuzitlolela zabo iindatjana ezimnandi nasele babadala.

Ngokucoca nofana ukucocela indatjana nofana ukuqala godu izehlakalo zesikhathi esidlulileko, abafundi bafunda ukuhlathulula abalingisi abakuleyo indatjana bese banikela ngomgondo endatjaneni yabo (bahlathulule bona kwenzakale kuphi godu nini). Bafunde bonyana indatjana yabo idinga ukulandela irherho elikhethekileko lezehlakalo nangabe izokuba nomgondo ozwakala kuhle.

Nasele abafundi balandelanisa iinthombe ukwenza indatjana, basebenzisa ikqhono labo lokucabangela, lokucabanga, lokuthungelelanisa nokuzwisisa. Woke la makghonofundwa agakathekileko wokufunda ngokuzwisisa. Ukucocela indatjana ngendlela elandelanako kulikghonofundwa eligakatheke kwamambala nekuyinto engaba sitjhijilo ebafundini abancani, ngalokho-ke badinga amathuba amanengi wokuzijayeza ikghonofundwa leli. Nasele abafundi bazwisisa bona iindatjana zakheke ngezehlakalo ezilandelanako, bakghona ukuhlela zabo iindatjana zibe nesingeniso, umzimba nesiphetho. Lokhu kuzokusekela ituthuko yabo njengabatloli.

"Ukucocwa ngomlomo kwezehlakalo kucocwa bafundi nabaseenkulisa ukuya emitlolweni efundwa bafundi nabafunda esikolweni. Njengomphumela, ukufunda ngokucoca nangokusebenzisa ukucocela kusiza abafundi ukubumba lokho okulindelekileko ngokuthi umtlolo otloliweko uhlelwa bunjani." (Peterson, 2006, p. 2)

# Ngetlasini ...

Evekeni yokuthoma yomzombe, nasele abafundi bazwe indatjana ebebacocelwa yona godu bayicocelwa, ngemva kokuthi babandakanyeke ekuvumeni nekulingiseni indatjana, babanethuba lokucabangisisa ngezehlakalo ezizokulandelana ngerherho elifaneleko.

#### Ukusebenzisa iinthombe ukulandelanisa izehlakalo endatjaneni

- Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu.
- Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko. Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:
  - "Ngubani okwazi ukumbona?" (abalingisi)
  - "Wenzani?" (isenzo begodu nesehlakalo)
  - "Kuyini okhunye okubonako?" (nawugalako godu)
  - "Ikuphi i...?" (ngokutjho ababizo weendawo/iinkhundla)
  - "Kubayini ucabanga bona ...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

ISIGABA SESI-3: UKUFUNDISA ILIMI NOKUTLOLA OKUSATHOMAKO KWAGREYIDI R

- Lokha nasele ucocileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiginisekiso sokobana iinthombe azilandelani ngendlela okungiyo emsetjenzaneni lo.
- Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: "Kungabe iinthombe lezi zihleleke ngendlela okungiyo?"
- Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoke ukuhlela ilandelano leenthombe ukuze indatjana inikele umgondo.
- Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi: "Kwenzekeni okulandelako? Ngubani ongakhumbula ingcenye yendatjana elandelako?"
- Lokha iinthombe nasele zihleleke ngendlela okungiyo, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.





Concept Guide Ndebele.indd 82 2021/11/29 06:31





#### **Telling stories**

Learners learn through both hearing and telling stories. This is an easy and natural way to develop language and prepare learners for the language of books. Stories can be traditional tales, or they can be school or family stories about long ago events or something that happened recently. Young learners love participating in storytelling and as their language develops, they will enjoy telling their own stories to teachers and caregivers who show interest and value what they have to say. If learners learn to tell good stories when they are young, it will be easier for them to write good stories when they are older.

Through telling or retelling a story or recounting a past experience, learners learn that they need to describe the characters involved and give a context to their story (describe where and when it took place). They learn that their story needs to follow a specific order of events if it is to make sense.

When learners sequence pictures to make a story, they use their ability to predict, anticipate, make links and comprehend. These are all important skills for reading comprehension. Telling a story in the correct sequence is a very important skill and something that can be challenging for young learners, so they need lots of opportunities to practise this skill. When learners understand that stories are made up of sequenced events, they are able to plan their own stories to have a beginning, middle and end. This will support their development as writers.

"Oral event-narratives that learners learn to tell as preschoolers are similar to the texts that learners learn to read in school. As a result, learning about and using narratives help learners form expectations about how written texts are organised." (Peterson, 2006, p. 2)

### In the classroom

In the first week of the cycle, once learners have heard the story being told and retold, and after they have participated in singing and acting out the story, they have an opportunity to think carefully about the events and to sequence these in the correct order.

#### Using pictures to sequence the events in a story

- Choose one of the sequence pictures and hold it up.
- Ask learners what they see, then talk about the picture in detail. These are useful questions to ask about each picture:
  - "Who can you see?" (characters)
  - "What is he/she/it doing?" (verbs and actions)
  - "What else can you see?" (looking again)
  - "Where is the ...?" (naming places/position)
  - "Why do you think ...?" (creative thinking, expressing opinions)
- Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"



SECTION 3: TEACHING LANGUAGE AND EMERGENT LITERACY IN GRADE R







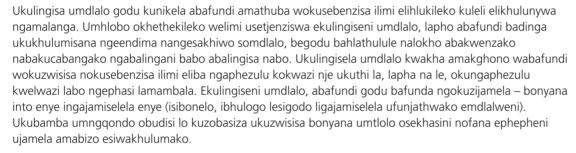
#### Ukulingisa iindatjana

Abafundi nabazibandakanya ekulingiseni imihlobo yemidlalo, bakopa bebazijayeze amabizo abawezwa akhulunywa ngabanye begodu lokhu kusiza ukugandelela amakghonofundwa kwelwazimabizo nelimi. Badlala iindima zabalingisi abahlukileko endatjaneni okuzobasiza ukubona izehlakalo ngelinye ilihlo elihlukileko. Bafanele ukulandela ilandelano lezehlakalo ngerherho ukujoyina indima edlalwako ngesikhathi esifaneleko endatjaneni.

# Ngetlasini ...

#### Ukucoca indatjana begodu nokulingisa

- 1 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 2 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise iinsetjenziswa zokulingisa azokusetjenziswa nakucocwa indatjana.
- 3 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdembi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 4 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze izenzo ezikhambelana namabizo wakho lokha itlasi loke libukele ukulingisa.
- 5 Nangabe kusese nesikhathi esisaseleko, ungathanda ukubuyelela ukulingisa ngabafundi abahlukileko.



#### Ukufunda indatjana ebandakanyako

Abafundi abanengi eSewula Afrika angekhe bathoma isikolo ngelinye nelinye ilwazi lethabo lokufundelwa. Ikhambo labo ngeencwadi lingathoma kwaphela kuGreyidi R, ngalokho-ke, sidinga ukuqinisekisa bonyana bezwa iindatjana abafundelwa zona ukuzithabisa nje kwaphela. Lesi sikhathi lapho abafundi bafunda iindatjana ngelimi elinothileko nangeenthombe ezihle, ngaphandle kokulindela okuthileko nofana ukulindela imisebenzi ezokulandela. Abafundi badinga "ukuba sesikhathini" kwamambala – ukuzizwa basendatjaneni ekarisako begodu bezwe umkarisomraro oseencwadini. Umnqopho akusikusebenzisa incwadi ukufundisa, kodwana kukwakha indawo efuthumeleko neyamukelekako yokwabelana ngesimangaliso seencwadi ezizokuthandwa nguwe njengotitjhere nabafundi bakho.

Ngesikhathi ukhulisa ithando leencwadi, ukufunda iindatjana nakho kunikela indawo engqondweni ngokuthuthukisa ilimi elikhulunywako ngokukhuluma ngezinto ezingencwadini nangezinto ezingasingencwandini. Iincwadi zingarholela emicociswaneni ngezehlakalo zesikhathi esadlulako nofana ukucabangela lokho okusazokwenzeka. Isiphetho singenziwa ngezinto ezingekho ngemtlolweni nofana ngeenthombe. Ukufunda kungarholela emibuzweni ngendatjana neenthombe, kufaka hlangana imibuzo evulekileko enjengokuthi, "Ngiyarareka nangabe ...?", "Bekuzokuba njani nagabe ...?", "Kubayini ucabange bonyana ...?". Lemibuzo evulekileko ikhuthaza abafundi ukuveza yabo imibono bese bathoma imicociswano. Enye indlela yokusiza abafundi ukubandakanyeka emhlobeni lo wemikhulumiswano kufunda ngokubuyelelweko iincwadi ezithandekako, njengombana irhubhululo likhombisile bonyana abafundi bazibandakanya khulu ekufundweni komtlolo munye ngokubuyelelweko, okungaphetha ngokucabangela nangokuhlathulula okunengi (DeTemple, 2001).







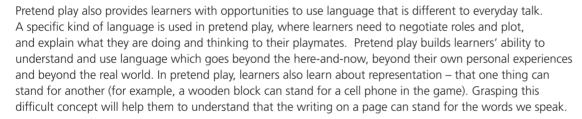
#### **Acting out stories**

When learners participate in dramatic types of play, they copy and practise the words they have heard others saying and this helps to reinforce vocabulary and language skills. They take on different characters in the story which helps them see the events from different points of view. They have to follow the sequence of events in order to join in the role play at the correct time in the story.

## In the classroom ...

### Storytelling and role play

- 1 Choose learners to play the characters in the story.
- 2 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- **3** Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 4 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 5 If there is time, you may want to repeat the role play with different learners.



#### Interactive storybook reading

Many learners in South Africa will not begin school with any experience of the joy of being read to. Their journey with books might only start in Grade R and so we need to ensure that they hear stories read to them for pure enjoyment. This is a time when learners are read stories with rich language and beautiful illustrations, with no expectations or activities to follow. Learners need to truly "be in the moment" – to become absorbed in a wonderful story and to experience the magic of books. The aim is not to use a book to teach, but to create a warm and inviting space for sharing the wonder of books that both you as the teacher and your learners will love.

While growing a love of books, reading stories also provide an ideal platform for developing oral language through talking about things in the book and about things that are not in the book itself. Books can lead to discussions about past experience or predictions about what will happen. Inferences can also be made about things that are not in the text or illustrations. Reading might lead to questions about the story and the pictures, including open-ended questions such as, "I wonder if ...?", "What if ...?", "Why do you think ...?". These open-ended questions encourage learners to express their own ideas and initiate discussion. One way to help learners to engage in this type of talk is through repeated readings of favourite books, as studies have shown that learners generally participate more in later readings of the same text, which can include more speculation and interpretation (DeTemple, 2001).













### Ukufunda nokutlola

Ukufunda ukutlola nokufunda akusiyinto eyenzeka ngobusuku bunye, kodwana lihlelo elithatha iminyaka eminengi. Nasisebenzisa ithemu "ukufunda nokutlola okusathomako" sitiho bonyana ukufunda nokutlola kuthoma abafundi basesebancani eempilweni zabo, kunokuthi kube yinto ethoma efundweni ehlelekileko yeGreyidi 1. Abafundi abadingi ukujamela iimfundo zokufunda ukuze babone umkarisomararo wamabizo atloliweko nokuthi bafunde kokuthi kubayini bafunde bebatlole!

#### Ukufunda okusathomako

Ngesikhathi abafundi bafunda ngokuthi zisebenza njani iincwadi ngokufundela ukuzithabisa, abotitjhere bangenza umfuziselo wehlelo lokufunda ngokufunda lincwadi Ezikulu nemitlolo ebhodulukweni labo. Ngesikhathesi sokwabelana ngemisebenzi yokufunda, "nasicabangela ngaphandle" bese sikhuluma ngalokho esikucabangako ngamahlelo namaghinga ahleliweko, abafundi abancani bathoma ukuzwisisa bonyana lisebenza "njani" ihlelo lokufunda. Singakhela abafundi amathuba wokufunda imitlolo yebhoduluko egadangisiweko bese baba nelwazi emahlelweni wagobelanga wokutlola kwaGreyidi R. Nawuragela phambili ngokukhuthaza abafundi bonyana bathome ukufunda, bazabe bangenelela ebhodulukweni lomtlolo ongadangisiweko.



Utitihere wenza umfuziselo . wehlelo lokufunda

Ngesikhathi abafundi babukela abantu abakhulu nabafundako godu nabatlolako, bafunda bonyana amatshwayo abawenzako emaphepheni athwala umlayezo begodu anehlathululo. Bathoma ukuzwisisa bonyana kugadangiswe ini godu lokho kuyabakhuthaza bonyana bafune ukuzifundela nokuzitlolela ngokwabo.

# Ngetlasini ...

Ngokufunda Incwadi Ekulu nabafundi, bazokubona bonyana amabizo asekhasini ahlangana njani namabizo owakhulumako. Indatjana eziseNcwadini Ekulu zenziwe lula, ukuze abafundi bazizwe bazithemba nabalinga "ukuzifundela" bona ngokwabo. Lokhu kubanikela ilwazi lokuba bafundi – nanyana sebawacoca nje amabizo angencwadini ngokusuka engqondweni.

#### Ukufunda ngokwabelana – INcwadi eKulu

- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye ibizo lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye ibizo lokha nawufundako.
- Funda incwadi godu bese ukhuthaza abafundi "ukufunda" nawe.

Ngokubona abantu abadala bafunda eempilweni zabo, abafundi bathoma ukuba majadu nabo bazibandakanye ekufundeni iincwadi nanyana ukufunda kwabo kungekhe kwaba ngokubetha emhlolweni begodu "bangafunda" ngokusukela engqondweni zabo nofana bazenzele iindatjana ezikhambisana neenthombe. Lokhu sikubiza ngokuthi kufunda okusathomako. Abafundi abancani abanganalo ilwazi lokutlola ngehlelo lokusebenzisa amaledere, kanengi "bafunda" ngokwenza nofana ngokucoca indatjana ukukhambisana neenthombe ezisencwadini. Bangathoma ngokukhomba iinthombe "nabafundako", kodwana kancanikancani bathome ukukhumbula bonyana bafunda amabizo agaangisiweko. Nanyana kunjalo, kungenzeka bangabi nawo umqondo wokuthi yini ibizo, begodu bazokukhomba umutjho nabatjho ibizo linye, nofana ibizo nabatjho woke umutjho.

ISIGABA SESI-3: UKUFUNDISA ILIMI NOKUTLOLA OKUSATHOMAKO KWAGREYIDI R



Concept Guide Ndebele indd 86 2021/11/29 06:31















# Reading and writing

Learning to read and write is not something that happens overnight, but is a process that takes many years. When we use the term "emergent reading and writing" we mean that learning to read and write starts early in learners' lives, rather than being something that begins when formal reading tuition begins in Grade 1. Learners don't need to wait for reading lessons to discover the magic of printed words and to learn about why we read and write!

### **Emergent reading**

While learners will learn about how books work through reading for pleasure, teachers can also model the reading process by reading Big Books, posters and texts in their environment. During these shared reading activities, if we "think aloud" and talk about our thought processes and strategies, young learners begin to understand "how" the reading process works. We can create opportunities for learners to read print in their environment and experiment with writing across the daily programme in Grade R. The more you encourage learners' emergent reading, the more they can engage with environmental print.



Teacher models the reading process.

When learners watch adults reading and writing, they learn that the marks they make on paper carry a message and have meaning. They begin to understand what print is for and this motivates them to want to read and write themselves.

## In the classroom

By reading the Big Book with learners, they will see how words on a page link with the words you say. The story in the Big Book is a simplified version, so that learners feel confident to try to "read" it themselves. This gives them the experience of being a reader – even if they are just reciting the words in the book from memory.

#### **Shared reading – Big Book**

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- **3** Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- **5** When you have "walked" through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to "read" with you.

Through observing adults in their lives reading, learners start to become active participants in reading books even though their reading may not be accurate and they may "read" from memory or make up stories to go with pictures. We call this emergent reading. Young learners who have no knowledge of writing as an alphabetic system, generally "read" by making up or reciting a story to match the pictures in a book. They might initially point to the pictures while "reading", but gradually start to realise that you read printed words. However, they might still not have a concept of what a word is, and will tend to point to a sentence while saying a single word, or to a word while saying a whole sentence.





SECTION 3: TEACHING LANGUAGE AND EMERGENT LITERACY IN GRADE R











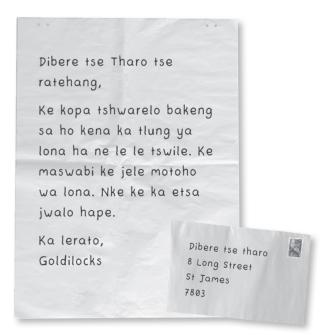


Abafundi kilesisigaba badzimelele khulu emnqondweni omumethweko nabafunda umtlolo ogadangisiweko ebhodulukweni labo, njengokusebenzisa umbala ukukhumbula itshwayo elithi "jama" elisendleleni nofana ukufunda igama elithi "KFC" ngombana lilitshwayo. Abazwisisi bonyana amaledere ebizweni elitloliweko ahlobena njani namatjhada aselimini elikhulunywako, bebabona ukufunda njengokukhumbula ngokubona irherho lamaledere ngokusebenzisa nanyana kungaba yini kusiza khulu, njengobude nobujamo bebizo, namajamo wamaledere.

#### Ukutlola okusathomako

Ngendlela efanako neyokuthi abafundi bangafunda bonyana ukufunda kusebenza njani ngokugala utitjhere wabo nokumlalela "bacabangela ngaphandle" nakafundako, ngemisetjenzana yokutlola eyatjelanwako, abotitjhere babanomfuziselo wehlelo lokutlola ebantwaneni beGreyiyidi R. Imitlolo le yakhiwe ngokuhlanganyelwa botitjhere nafundi babo begodu kusikhathi esigakathekileko abafundi nabathoma ukubona imibono namabizo wabo atloliwe! Umtlolo otloliweko owabelwanako wenzelwe ukwabelwana ngokufunda ngombana umtlolo umumethe imibono, amabizo nemitjhwana ejayelekileko kubafundi bazokuzikhakhazisa kwamambala "ngokufunda" amabizo atlolwe ngibo. Nasele utitjhere atlole istokana somtlolo ngeemphakamiso ezivela kubafundi, kumbono omuhle ukuwufunda kanenginengi, ukhombe ibizo ngalinye ukuze abafundi bathome ukubona bonyana ikulumo yakhiwa mabizo ahlukileko, neenkhala hlangana kwamabizo.

Nanyana abafundi beGreyidi R bangafunda ngokufunda ukuqala umtlolo katitjhere, angekhe bathola kulula ukuzitlolela bona ngokuzijamela kwabo. Indlela yinye ebangajamiselela imibono nemikhumbulo yabo ephepheni kuzokuba ngendlela yomdwebo. Ngaphambi kokuthi bafunde ukufunda nokutlola, abafundi abanengi bajayele ukudweba njengendlela yokujamiselela izinto. Imidwebo yezinto ngokuziqala njengezinto ezizijameleko. Nanyana kunjalo, ubudisi ngomtlolo kukuthi amabizo akasingendlela leyo izinto zifana ngayo, begodu abafundi bafanele ukufunda bonyana amabizo atloliweko ahlobene nangendlela sitjho ngayo izinto, kungasi izinto ngokwazo. Irhubhululo likhombise bonyana abafundi abancani abanengi badlula esigabeni sokucabanga bonyana amabizo atloliweko ahlobene nangendlela izinto ziqaleka ngayo, into ekulu kufanele ijanyelwe libizo elide begodu into encani ijanyelwe libizo elincani (Ferreiro & Teberosky, 1982). Abafundi abancani abathoma ukulinga ukutlola, umtlolo wabo angekhe wafana nomtlolo womfundi okhulileko, kodwana bathoma ukuba batloli nabalinga ukucoca ngemibono yabo ephepheni bebasebenzise umtlolo eenhlosweni ezihlukileko. Sisebenzisa ithemu "ukutlola okusathomako" ukuhlathulula itshwayo elibekwako nomtlolo owenziwa bafundi abasesebancani nabasathomako ukufunda ukutlola ngendlela efaneleko.



Utitjhere uhlahla ikambiso yokutlola.

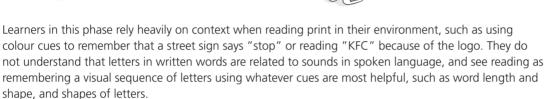












### **Emergent writing**

In the same way that learners might learn how reading works by watching their teacher and listening to her "thinking aloud" as she reads, through shared writing activities, teachers model the writing process for Grade R learners. These texts are co-created by teachers and their learners and it is an important moment when learners start to see their own ideas and spoken words in print! Shared writing texts are ideal for shared reading as the text contains ideas, words and phrases that are very familiar to the learners – they will take great pride in "reading" their own words. Once teachers have written a piece of text with input from learners, it is a good idea to read over the text together, pointing to each word so that learners start noticing how our speech is made up of different words, with spaces between the words.

While Grade R learners can learn about writing from observing their teacher's writing, they will not yet find it easy to write independently. The first way they will represent their ideas and thoughts on paper will be through drawing. Before learning to read and write, most learners are familiar with drawing as a way of representing things. Drawings of things look something like the things they represent. However, the difficulty with writing is that words are not in any way related to how things look, and learners need to learn that written words are related to how we say things, not the things themselves. Studies have shown that many young learners go through a stage of thinking that written words relate to how things look, a big thing should be represented by a long word and a small thing by a small word (Ferreiro and Teberosky, 1982). Young learners' first attempts at writing may not look like grown-up writing, but they are becoming writers as they try to communicate their ideas on paper and use writing for different purposes. We use the term "emergent writing" to describe the mark making and writing that young learners do before they learn to write in a conventional way.



Teachers model the writing process.









1. Amakoporotjho (athoma laphokunye nokunye ekhasini)

2. Amakoporotjho (asukela ngesinceleni ukuya ngesidleni liragelo phambili)

3. Okusamaledere (kungatjhejana naye mathupha nofana zombelele

4. Umcwana weledere (ngesobuncele ukuya kesokudla)

5. Ubuthelela amaledere anesikhala hlangana ukuze kufane namabizo

lemati

6. Ukopulula umtlolo wezebhoduluko



7. Ukusebenzisa iledere lebizo ukujamiselela ibizo



8. Usebenzisa iledere lokuthoma lebizo ukujamiselela ibizo





9. Usebenzisa ukupeleda azithomele khona bese utlola amabizo ekuthomeni, phakathi nekugcineni ngamaledere

Kilesisigaba sokuthuthuka kwabo ngokufunda nokutlola, abafundi bangathanda ukubona bona izinto zitlolwa bunjani begodu bathande ukubuza umuntu omdala oseduze "ukulitlola phasi". Le yingcenye egakathekileko yokuthuthuka kokutlola, nanyana bangatloli ngokwabo, abafundi bafunda izinto eziqakathekileko ngelimi elitlolwako: bonyana amabizo akhulunywako angatlolwa, nokuthi ibizo elinye nelinye elikhulunywako likhambelana nebizo elitloliweko. Bathuthuka godu ngokuzithemba ekuzivezeni bona ngokwabo nokucoca umlayezo ngokukhuluma nokutlola. Nasele abafundi bathoma "ukutlola" ngokwabo, bathanda ukutlola ngamakoporotjho, amatshwayo nokuhlangahlanganisa iinomboro namaledere.

# Ngetlasini ...

#### Ukugwala begodu nokutlola okusathomako

- Buza ababundi bonyana bafuna ukudweba isithombe sabo bangejunifomu nofana ngempahla zabo zekhaya abazithandako.
- 2 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.

ISIGABA SESI-3: UKUFUNDISA ILIMI NOKUTLOLA OKUSATHOMAKO KWAGREYIDI R

- Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.
- Cabangela ngaphandle nawutlola umutjho womfundi: "Ngi ... thanda ... ukumbatha ...i ... bhrugu ... lami ... elihlaza ... nengwani ...ebovu." Nabafuna wena ubatlolele, babandakanye ngokubabawa bonyana kube ngibo abatjho amabizo la kabuthaka ngesikhathi wena uwatlola.
- 5
- njengombana ufunda begodu ukuyelele nokulinga kwabo.



Concept Guide Ndebele.indd 90 2021/11/29 06:31

Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama







1. Scribble (starting point at any place on the page)



2. Scribble (left to right progression)

JOØN

3. Pretend letters

WKEK

4. Letter string (left to right)

S SO KSK

5. Groups of letters with space in between to look like words

desk

6. Copies environmental print



7. Uses first letter of a word to represent a word



8. Uses more than one letter to represent a word

I see the sci

My nis dres



9. Uses invented spelling and writes words with beginning, middle and ending letters

At this stage of their literacy development, learners might be keen to see how things are written and often ask a nearby adult to "write it down". This is an important part of writing development, for even though they are not physically doing the writing, learners are learning important things about written language: that spoken words can be written, and that each spoken word corresponds to a written word. They are also developing confidence in expressing themselves and communicating a message through speaking and writing. When learners initially "write" themselves, they tend to use scribbles, marks and a mixture of numbers and letters.

# In the classroom ...

#### **Drawing and emergent writing**

- 1 Ask learners whether they would like to draw a picture of themselves in their uniform or in their favourite clothes.
- 2 Make a comment or ask the learner to tell you about their drawing.
- 3 Ask learners if they would like to write something about their picture or if they would like you to write for them.
- 4 Think aloud as you write the learner's sentence: "I ... like ... to wear ... my ... blue ... shorts ... and ... red ... hat ." If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down.
- **5** Write exactly what the learner tells you, word for word. Remember to write neatly and clearly.
- **6** When you have finished writing, encourage the learner to read the sentence with you. Point to each word as you read and acknowledge their efforts.









Amakoporotjho nofana ukutlola ngokufaka nanyana ngiliphi iledere netshwayo kuligadango eliqakathekileko ekuthuthukeni kokufunda nokutlola. Nanyana kunjalo, kusigaba esilandelako sokuthuthuka kokutlola okutjho bonyana kwambala umfundi uthethe igadango lokuthoma lokufunda nokutlola. Thathela ehloko isibonelo lesi sokutlola (irhelo lezinto eziyokuthengwa elitlolwe mfundi osanda ukuthoma isikolo). Nanyana amabizo la angakapeledwa ngendlela efaneleko, amizamo ezwisisakalako yokujamiselela amatjhada ngamabizo. Umhlobo lo "wokupeleda kokuzithomela" nofana ukutlola ngamakoporotjho kulitshwayo elihle bonyana umfundi angezwa amatjhada emabizweni, abe nelwazi lamatjhada wamaledere, begodu azi nokuthi ilimi elitlolwako likhambelana namatjhada atlolwa ngamabizo. Umfundi uthoma ukubona bonyana ihlelo lisebenza njani.

Emarhubhululweni amanengi wabafundi abaseseseenkulisa eenarheni ezithuthukileko, abarhubhululi bathole bonyana abafundi abancani bakhamba iingaba "zokuzithomela ukupeleda". Ukupeledwa kokuzithomela kutjho bonyana abafundi bayazitlamela ngokujamiselela amatjhada ngamabizo. Irhubhululo likhombise bonyana ebujameni bendlala ekulu, abafundi bayivela kancani ezigabeni "sokuzithomela ukupeleda". Irhubhululo godu likhombise ubudlelwano hlangana kokupeleda ngokuzithomela nokufunda. UBryant & Bradley (1980) bathole bonyana ikghono lokutlola amabizo ngendlela azwakala ngayo liza ngaphambili kwekghono lokufunda hlangana kwabafundi, okuhlongoza bonyana ukuzwisisa amaledere kungazwisisakala kuhle emtlolweni wabafundi ngaphambi kokufunda kwabo. UMann, Tobin & Wilson (1987) bathole bonyana ukuzithomela ukupeleda bekukucabangela kwekghono lokufunda, baginisekisa ukugakatheka kwekghono lokukhula komfundi ekujamiseleleleni amatjhada ngamabizo.



# Amaledere namatihada

Nasele abafundi bathoma ukusebenzisa amaledere ukujamiselela amabizo nabatlolako, bathanda godu ukuqala khulu emaledereni nabafundako. Lokhu kubanikela amandla kunabanye abangawaziko amaledere qodu bafunda amabizo ngokusebenzisa iimbonelo ezibahlahlako kwaphela. Abanye babotitjhere basesenombono wokuthi abafundi bathoma ngokufunda amabizo ngokuwaqala bese-ke kuthi ngokukhamba kwesikhathi basebenzise ilwazi lamaledere nabadlulisa nofana baphimisa amabizo. Abarhubhululi batjhejile umbono wokuthi ukufunda amabizo bekufaka hlangana ukukhumbula amajamo wamabizo nofana ezinye izinto ezibonwako – baphakamise bonyana ukufana kwetjhada leledere kudlala indima ekulu eengabeni eziphasi zokuthuthuka kokufunda nokutlola (Dixon, Stuart & Masterson, 2002; Ehri, 1998).

Nasele abafundi bazijayeze amaledere namatjhada enziwa ngiwo, bazokukghona ukusebenzisa amatshwayo wamatjhada asebenza ukukhombisa ambizo awatjhoko. Ukuhluka, iqhinga elihlelekileko lokufunda ngokubona kutjho bonyana umfundi osathomako udzimelele komunye umuntu bonyana amtjele bona ibizo lithini – abanayo indlela yokuzenzela bona ngokwabo bona kungaba libizo liphi. Abafundi abafunda ngokukhonjiswa nabo bafanele ukukhumbula iinhlanganiso ezingakahleleki.











Scribbling or writing using random letters and symbols is an important developmental step. However, it is the next phase of writing development that really shows that a learner has taken the first steps into literacy. Consider this example of writing (a shopping list written by a learner who has just started school). Although these words are not spelt in a conventional way, they are meaningful attempts to represent the sounds in words. This type of "invented spelling" or emergent writing is a good sign that the learner can hear sounds in words, has some letter—sound knowledge, and knows that written language has something to do with the sounds in spoken words. The learner is starting to discover how the system works.

In many studies of preschool learners in developed countries, researchers have found that young learners go through a phase of "invented spelling". Invented spelling means that learners are experimenting with how to represent sounds in words. Studies have shown that in high poverty contexts, learners are less likely to have an "invented spelling" phase. Studies have also demonstrated a relationship between invented spelling and reading. Bryant and Bradley (1980) found that the ability to write words the way they sound preceded the ability to read among learners, which suggests that alphabetic understanding might well be evident in learners' writing before their reading. Mann, Tobin and Wilson (1987) found that invented spelling was a predictor of later reading ability, confirming the importance of a learner's growing ability to represent sounds in words.



### Letters and sounds

Once learners start using letters to represent sounds in words when writing, they are also likely to be paying attention to letters when they read. This gives them an advantage over learners who do not know any letters and are learning words using visual cues only. Some teachers hold the view that learners initially learn words by sight and then only later start to use letter knowledge when they decode or sound out words. Researchers have challenged the idea that learning to read words initially involves memorising shapes of words or other visual features – they have proposed that letter–sound correspondence plays a role from the earliest stages of literacy development (Dixon, Stuart and Masterson, 2002; Ehri, 1998).

Once learners are familiar with letters and the sounds they make, they will be able to use phonetic cues to work out what words say. In contrast, a visual learning strategy means that an emergent reader is initially reliant on someone to tell them what a word says – they have no way of working out by themselves what the word could be. Visual cue readers also have to remember arbitrary connections.













#### Ukulalela amatjhada

- Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitiho amabizo la abuya endatjaneni: "Spoti, Sam, sitodlwana, sikaNom Ibrahim, sitolo, singafumana, sabo. Uyalizwa itjhada elinqotjhiweko: Spoti, Sam, sitolo? lye, uwanembile woke anetjhada u-/s/."
- "Lalela ngokuyelela, naka amanye amabizo athoma ngetjhada u-/s/: sala, sebenza, sika, isiba, isabula, isela, isisu, isudu, sula, sela." (Gandelela itihada lokuthoma lokha nawutiho amabizo la.)

#### Ukutjho amatjhada

- Yitjho itjhada u-/s/ lizwakale bese utjele abafundi bonyana bagale umlomo wakho ngokuyelela.
- Bawa abafundi bonyana batiho itihada u-/s/: "s-s-s". Yenza lokhu kukarise: Yitihwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.
- Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangenza sengathi basela amanzi ngerhalasi; izandla zabo zingaba yindulunga wangasuthi babambe isrhalasi lamanzi bese bayasela ngesikhathi bathi: "s-s-sela".

#### Ukucabanga ngamabizo athoma ngetjhada

Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/s/ nofana bangacabanga nanyana ngiwaphi amabizo athoma ngetjhada u-/s/.

#### Ukubumba iledere

- Buza abafundi bona bayakwazi ukutlola iledere elenza itjhada laka-/s/.
- Buza abafundi kobana basakhumbula bonyana iledere u-s litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhazini, iya ngesinceleni phezulu, jika wehle phakathi nendawo uye ngesidleni, jika wehle ubuyele ngesinceleni godu."
- Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.

ISIGABA SESI-3: UKUFUNDISA ILIMI NOKUTLOLA OKUSATHOMAKO KWAGREYIDI R

#### Ukuhlobanisa amaledere netjhadi yamaledere

Nangabe unetjhadi lamaledere ngetlasini lakho, tjengisa abafundi iledere u-s etjhadini lamaledere.









# In the classroom ...

To become a skilled reader, and to be able to write words, learners need to learn how to make use of an alphabetic system. Learning about letters and the sounds they make takes time and it is important that Grade R classrooms are rich with opportunities for learners to learn about letters and the sounds they make through using all of their senses.

#### Listening for sounds

- Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "Spoti, Sam, sitodlwana, sikaNom Ibrahim, sitolo, singafumana, sabo. Can you hear the focus sound: Spoti, Sam, sitolo? Yes, you are right! They all have the sound Is/"
- 2 "Listen carefully, here are some more words with /s/: sala, sebenza, sika, isiba, isabula, isela, isisu, isudu, sula, sela." (Emphasise the focus sound as you say these words.)

#### Saying the sounds

- 1 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 2 Ask learners to say the sound /s/: "s-s-s". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.
- 3 Teach learners an action associated with the sound. For example: Learners can pretend to be drinking from a glass; let their hands be rounded as if they are holding a glass and drinking while they say: "s-s-sela".

#### Thinking of words beginning with the sound

Ask learners if anyone's name starts with /s/ or if they can think of any other words that start with the sound /s/.

#### Forming the letter

- 1 Ask learners if they know how to write a letter that makes the sound /s/.
- 2 Show learners how to write the letter **s**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, over the top, turn, across the middle, turn and go back."
- 3 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.

#### Linking the letter to the alphabet chart

If you have an alphabet chart in your class, show learners the letter  ${\bf s}$  on the alphabet chart.





2021/11/29 06:31







Ukuba bafundi abanekghono, abafundi bafanele ukuzwisisa umgomo wamaledere - bonyana kunethungelelwano hlangana kwamaledere ebawabonako ekhasini namatjhada abawezwako emabizeni. Nanyana lokhu kungaba yinto eyazekako kubafundi abadala, leli ligadango elikhulu ebafundini abancani, khulukhulu ngombana bafanele bathome ngokufunda ukuzwa amatjhada ahlukileko emabizweni. Abafundi abancani kanengi basebenzisa godu bazwisisa amabizo amanengi, kodwana abakafiki ezingeni lokwazi amatjhada abumba amabizo la. Kungenzeka bazi ngehlathululo yebizo 'gijima', kodwana bangazi ngamatjhada akha lelibizo. Isibonelo, ibizo gijima lakhiwe ngenqezu ezintathu (ezibizwa amalunga): gi | ji | ma. Ibizo gijima lithoma ngetjhada u-/g/. Amanye amabizo anetjhada leli (njengo gona, igatja, ugogo). Ilemuko lamatjhada ebizweni, kunehlathululo yegama, libizwa ngokuthi lilemuko ngokwakhiwa kwamabizo ngamatjhada. Imisebenzi yelemuko lokwakhiwa kwamabizo ngamatjhada ayifuni ukuqaliswa emaledereni – eminengi ingenziwa uvale amehlo wakho!

Ilemuko lokwakhiwa kwamabizo ngamatjhada alifani namatjhada wamaledere:

- ilemuko lokwakhiwa kwamabizo ngamatjhada = likghono lokuzwa amatjhada emabizweni godu lendlalela amatjhada wamaledere
- amatjhada wamaledere = ukwazi bona amaledere atlolwe ngokukhethekileko ahlobana njani namatjhada akhulunywako.

llemuko lokwakhiwa kwamabizo ngamatjhada nangamaledere – ilwazi ngamatjhada ngelinye hlangana kwalokho okucatiangelwako bonyana abafundi bazokufunda bebatlole ngepumelelo. Kuneencabangeli ezingcono khulu kune-IQ! Lokhu kutiho bona abafundi abancani abanelemuko elihle lokwakhiwa kwamabizo ngamatihada nangamaledere – ukwazi ngamatihada kuzomnikela ithuba elingcono lokufunda ngepumelelo.

#### Idlhosari

#### amalunga

ilunga libizo nofana ingcenye yebizo elinokamisa munye nofana elinokamisa nama-alfabhethi

#### lilemuko ngokwakhiwa kwamabizo ngamatjhada

lilemuko lamatjhada ebizweni kunehlathululo yebizo

#### ukuhlukanisa

kuphula ibizo lihlukane ngeengceye (ngeentokana)

# Ngetlasini ...

Kunamakghono amanengi anemifakela elemukweni lokwakhiwa kwamabizo. Irhelo letheyibula le liveza amakqhonofundwa welemuko lokwakhiwa kwamabizo ngamatjhada nokunikela ngeembonelo zemisebenzi engasetjenziselwa ukufundisa, ukuzijayeza nokuhlola lokhu.

Umsebenzi welemuko lokwakhiwa kwamabizo ngamatjhada		limbonelo			
1	Ukuhlukanisa bona amatjhada ayafana.	★ Amatjhada la ayafana nofana ahlukile: u-/p/, no-/p/? (ayafana); u-/p/, no-/d/? (ahlukile)			
		★ Ingabe amabizo la athoma ngetjhada linye: jama, jida? (iye)			
2	Ukuzwa isithomo nofana itjhada elincotjhiweko emabizweni.	★ Ngiliphi itjhada olizwako ekuthomeni kwebizo <b>dudu</b> ? (/d/)			
		★ Ngiliphi itjhada elincotjhiweko emabizweni la: ikari, ikatsu, ikuke (k); ibhigiri, isipikiri, itsikiri? (i)			
3	Ukuzwa itjhada nofana ilunga elisemaphethelweni wamabizo.	★ Ngiliphi ilunga olizwako emaphethelweni wamabizo la: iraba, isiba, ubaba? (ba)			
4	Ukuhlanganisa amalunga wamabizo ukwakha ibizo elipheleleko (ukulungelela).	★ Ngiliphi ibizo olitholako nawuhlanganisa ndawonye amalunga la: i-si-kho-va? (isikhova)			
5	Ukuphula ibizo libemalunga	★ Ukuphula ibizo leli libemalunga: <b>ibhubezi</b> . (i-bhu-be-zi)			
	(ukuhlukanisa).	★ Mangakhi amalunga owezwako ebizweni iviyaviyani? (i-vi-ya-vi-ya-ni – malunga a-6)			
6	Ukujamiselele amalunga webizo.	★ Ithi <b>Iala</b> . Kwanjesi khupha u-/ <b>Ia</b> / bese esikhundleini sakhe, faka u-/ <b>ka</b> /. Lithini ibizo elitjha? (kala)			
		★ Ithi <b>irolo</b> . Gadesi itjho godu kodwana ithi-/ <b>vo</b> / esikhundleni sika-/ <b>ro</b> /. (ivolo)			













To become skilled readers, learners need to understand the alphabetic principle – that there is a link between the letters they see on a page and the sounds they hear in words. Although this is obvious to adult readers, this is a big step for young learners, particularly as they must first learn to hear the different sounds in words. Young learners often use and understand many words, but haven't yet become aware of the sounds that make up these words. They might know that a butterfly is a beautiful insect, but might not know about the sounds that make up this word. For example, the word **gijima** is made up of three parts (that we call **syllables**): **gi | ji | ma**. The word **gijima** starts with a /**g**/ sound. Other words also start with this sound (such as gona, igatja, ugogo). The awareness of the sounds in a word, rather than the meaning of the word, is called **phonological awareness**. Phonological awareness activities don't require a focus on letters – most can be done with your eyes closed!

Phonological awareness is not the same as phonics:

- ★ phonological awareness = the ability to hear sounds in words and it lays the foundation for phonics
- phonics = knowing how specific written letters relate to specific spoken sounds.

Phonological awareness and letter–sound knowledge are among the best predictors that learners will learn to read successfully. They are even better predictors than IQ! What this means is that young learners who have good phonological awareness and letter–sound knowledge will have a better chance of learning to read successfully.

#### Glossary

#### syllables

a syllable is a word or part of a word with one vowel sound

# phonological awareness

the awareness of the sound in a word rather than the meaning of the word

#### segmenting

breaking words into different parts

# In the classroom ...

There are different levels of phonological awareness (PA). This table lists different phonological awareness skills and gives examples of activities that can be used to teach, practise and assess these skills.

PA activity		Examples			
1	Judging whether sounds are the same.	* *	Are these sounds the same or different: /p/, /p/? (same); /p/, /d/? (different)  Do these words start with the same sound: jama, jida? (yes)		
2	Hearing the beginning or focus sound in words.	* *	What sound do you hear at the beginning of the word <b>dudu</b> ? (/d/) What is the focus sound in these words: ikari, ikatsu, ikuke (k); ibhigiri, isipikiri, itsikiri? (i)		
3	Hearing the end sound or syllable in words.	*	What syllable do you hear at the end of these words: ira <b>ba</b> , isi <b>ba</b> , uba <b>ba</b> ? (ba)		
4	Combining parts of words to make the full word (blending).	*	Which word do you get if you put these syllables together: <b>i-si-kho-va</b> ? (isikhova)		
5	Breaking words into parts (segmenting).	*	Break this word into syllables: <b>ibhubezi</b> . (i-bhu-be-zi)		
		*	How many syllables do you hear in the word <b>iviyaviyani</b> ? (i-vi-ya-vi-ya-ni: 6 syllables)		
6	Substituting parts of words.	*	Say <b>lala</b> . Now take away the <b>/la</b> / and in its place, add <b>/ka</b> /. What is the new word? (kala)		
		*	Say <b>irolo</b> . Now say it again, but say / <b>vo</b> / instead of / <b>ro</b> /. (ivolo)		



# Isilululwazi nokufunda okudephileko/ References and further reading

- Barone, D., & Xu, S. H. (2008). Literacy instruction for English language learners Pre-K-2. New York: The Guilford Press.
- ★ Bryant, P., & Bradley, L. (1980). Why children sometimes write words which they do not read. In U. Frith (Ed.), *Cognitive processes in spelling* (pp. 355-370). New York: Academic Press.
- ★ Department of Basic Education. (2001). Special Needs Education: Building an Inclusive Education and Training System. Education White Paper 6. Pretoria: Department of Basic Education.
- ★ Department of Basic Education. (2011). National Curriculum Statement (NCS). Curriculum and Assessment Policy Statement. Foundation Phase Grades R-3. Pretoria: Department of Basic Education.
- ★ DeTemple, J. M. (2001). Parents and children reading books together. In D.K. Dickinson, & P.O. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and at school* (pp 31-51). Maryland: Paul H Brookes Publishing Company.
- ★ Dickinson, D. K., & Snow, C. E. (1987). Interrelationships among prereading and oral language skills in kindergartners from two social classes. *Early Childhood Research Quarterly*, 2(1), 1–25.
- ★ Dixon, M., Stuart, M., & Masterson, J. (2002). The relationship between phonological awareness and the development of orthographic representations. *Reading & Writing: An Interdisciplinary Journal*, 15, 295-316.
- Ehri, L. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. Metsala & L. Ehri (Eds.), *Word recognition in beginning literacy* (pp 3-40). Mahwah, NJ: Lawrence Erlbaum Associates.
- ★ Ferreiro, E., & Teberosky, A. (1982). *Literacy before schooling*. Portsmouth, NH: Heinemann.
- ★ Gauteng Department of Education. (2019). Assessment Practices in Grade R: Resource Pack.
- ★ Justice, L.M. (2004). Creating Language-Rich Preschool Classroom Environments. Teaching Exceptional Children, 36-44.
- \* Kamii, C. & Manning, M. (1999). Before 'invented' spelling: Kindergartners' awareness that writing is related to the sounds of speech. *Journal of Research in Childhood Education*, 14(1), 16-25.
- ★ Mann, V., Tobin, P., & Wilson, R. (1987). Measuring phoneme awareness through invented spellings of kindergarten children. *Merrill-Palmer Quarterly,* 33, 365-391.
- ★ McGee, L.M. & Richgels, D.J. (2003). Literacy's Beginnings: Supporting Young Readers and Writers. 6th ed. Boston: Pearson.
- ★ Peterson, S.S. (2006). Conceptualizations of writing in early years curricula and standards documents: international perspectives. The Curriculum Journal, 499–521.
- \* Roskos, K.A., Christie, J.F., Richgels, D.J. (2003). The Essentials of Early Literacy Instruction. National Association for the Education of Young Children. www.naeyc.org/resources/journal.
- ★ Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook of Early Literacy Research*, Vol. 1 (pp. 97–110). New York, NY: Guilford Press.





- ★ Sénéchal, M., Ouellette, G., & Rodney, D. (2006). The misunderstood giant: On the predictive role of early vocabulary in future reading. In D. Dickinson & S. Neuman (Eds.), *Handbook of Early Literacy Research*, Vol. 2 (pp 173-184). New York, NY: Guilford Press.
- ★ Snow, C.E., Burns, M.S. & Griffin, P. (Eds). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press. www.nap.edu.catalog/6023.html
- ★ Tabors, P. O. (2008). One child, two languages: A guide for early childhood educators of children learning English as a second language. 2nd ed. Baltimore: Paul H. Brookes Publishing Co.
- ★ Tabors, P., Snow, C., & Dickinson, D. (2001). Homes and schools together: Supporting language and literacy development. In D. Dickinson & P. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and at school.* Maryland: Paul H Brookes Publishing Company.
- ★ Teale, W. H. & Sulzby, E. (1986). Emergent literacy: writing and reading. Norwood, N.J.: Ablex.
- ★ Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of School Outcomes Based on Early Language Production and Socioeconomic Factors. *Child Development*, 65(2), 606-621.
- ★ Wells, G. (1985). Language development in the pre-school years. New York: Cambridge University Press.





