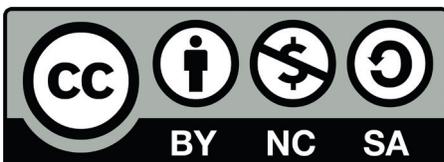


Uhlelo Lokwenza Ngcono Ulimi Ebangeni R
Grade R Language Improvement Programme

Umhlahlandlela Wokuqonda Concept Guide



IsiZulu | English



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★ Umlayezo Ovela kuMphathi Womnyango/ Foreword from the Head of Department



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

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.

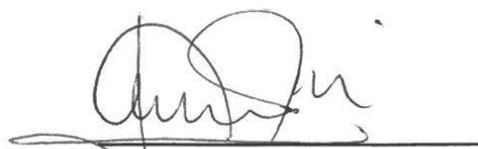
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. 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: 3/6/2020

★ Uhlelo Lokwenza Ngcono Ulimi

Umhlahlandlela walomqondo wolimi uhlukaniswe waba yizingxenye ezintathu ezingafundwa noma yingayiphi indlela zilandelanise futhi zixhumane. Sikhuthaza ukuthi ubuyele kulo mhlahlandlela kulolonke uhlelo lokuqeqeshwa, ulokhu uzifunda izingxenye ezahlukahlukeni. Uzothola ukuthi ukuqonda kangcono okuqokethwe njalo uma ufunda izindlela zokwenza izifundo ekilasini. Leli khasi lihlukene kabili, likwethulela isifinyezo sengxenye ngayinye, liphinde likukhombisa emakhasi ozofunda okwengeziwe kuwo.

ikhasi 10

Ingxenye yokuqala 1:

Uhlelo Lokwenza Ngcono Ulimi Ebangeni R

Le ngxenye idingida **izimo ezine** Zohlelo Lokwenza Ngcono Ulimi oludidiyelwe yi-GDE ngenhloso yokuqinisa ukufundiswa kolimi kanye nokufunda eBangeni R.

- ★ Lolu hlelo luthatha abafundi olimini olukhulunywayo lubabeke olimini olubhaliwe.
- ★ Lolu hlelo lungumthombo onikeza abafundi ithuba lokufinyelela olwazini oluzobathokozisa.
- ★ Lolu hlelo ludinga imizuzu engama-50 kubhekiswa ukufundiswa kolimi nsuku zonke.
- ★ Lolu hlelo lunemisebenzi yokwenziwa nsuku zonke ekilasini kanye namaqembu amancane.
- ★ Kunemisebenzi womjikelezo wamasonto amabili eyenzelwe ukufundisa isuselwa endabeni.
- ★ Kunemisebenzi yonyaka ehlelwe umjikelezo wamasonto angu-19.
- ★ Kunemisebenzi eyakha amathuba okulolonga wonke amakhono olimi abalulwa kubafundi yi-CAPS. Kunemisebenzi enika abafundi ithuba lokwakha wonke amakhono olimi e-CAPS.
- ★ Kunemisebenzi evumela ukuthi uqaphele inqubekela-phambili yabafundi bese iba namathuluzi okuhlola okuqhubekayo.



Ukwethulwa kukaStella

Uzoqaphela ukuthi kunothisha ozovela njalo kulo Mhlahlandlela. Uzokuchithisa isizungu ngenkathi ufunda bese ekucebisa njengoba emnkantshubomvu ekufundiseni iBanga R. Unegama elikhethekile elivela olimini lwesiNgisi:

Strengthening the Teaching of Early Language and Literacy for All.



ikhasi 38

Ingxenywe yesibili 2:

Izimiso eziqondisayo zokufundisa nokufunda Ebangeni R

Le ngxenywe idingida **izimo eziyisishiyagalombili** eziwumhlahlandlela wokudizayina Uhlelo Lokwenza Ngcono Ulimi Ebangeni R esethemba ukuthi luzolokhu likuchushisa ekufundiseni kwakho.

- ★ *Isimiso sengqikithi.* Ukufunda kwenzeka ezimeni ezihlelekile futhi ezifanelekile.
- ★ *Isimiso somsebenzi.* Kumele abafundi bazibandakanye ekufundeni nase kufundisweni.
- ★ *Isimiso sokudlala.* Abafundi bafunda kangcono ekudlaleni okukhululekile nasemisebenzini eyimidlalo eqondiswayo.
- ★ *Isimiso sezinga.* Abafundi badlula emazingeni amaningi nahlukene okuqonda nokuthuthuka.
- ★ *Isimiso sokusebenzisana.* Ukufunda kwenzeka lapho kukhona ukuxhumana kanye nokwabelana ngemibono.
- ★ *Isimiso sokuqonda.* Ukufunda kwenzeka uma othisha besiza abafundi ukuthuthukisa ulwazi olusha.
- ★ *Isimiso sokubandakanya.* Ukufunda kwenzeka endaweni lapho wonke umuntu amukeleke khona, abandakanywe, aphathwe ngendlela, ahlonishwe futhi abambe iqhaza.
- ★ *Isimiso sokwenza.* Ukufunda kuhlanganiswa nokusebenzisa amakhono amasha kanye nolwazi olusha.

Loluhlelo luphinde lubhekisise ukubaluleka ikakhulukazi isisekelo sokuqonda kanye nokuthuthukisa ukufunda ulimi, kugcizelelwa kakhulu ezintweni ezibonakalayo, ozizwayo, ezibambekayo kanye nezithintwayo kusetshenziswa imizwa.

ikhasi 78

Ingxenywe yesithathu 3:

Izimiso eziqondisa ukufunda nokufundisa Ebangeni R

Lengxenywe ichaza indlela abafundi abasebancane abafunda ngayo ukubhala nokufunda, iphinde isetshenziswe ekwakheni kohlelo nokuqonda ulwazi. **Lamaphuzu** alandelayo afingqa lemicabango.

- ★ Ulwazi Lokufunda Nokubhala akuyona into eyenzeka ngokushesha, kodwa yinto ethatha iminyaka. Lokhu sikubiza ngokufunda ngokuqala ukubhala nokufunda.
- ★ Ngaphandle kwamakhono olimi olukhulunywayo, ukufunda nokubhala kungaba nzima kakhulu kubafundi abasebancane.
- ★ Ulwazimagama olunothile nolubanzi lubayi inkaba ekukhuliseni ukufunda kanye nasekwandiseni amagama amasha, abafundi badinga ukuhlale behlangabezana namagama amasha ezikhathini eziningi kanye nasezimeni ezahlukahlukene.
- ★ *Ulimi oluqhamuka encwadini* lubaluleke kakhulu uma kufundwa. Lolo limi lusetshenziswa ezindabeni noma sikhuluma ngezinto ezingabambeki ngesandla njengemicabango, imizwa, kanye nezehlakalo ezenzeka kwenye indawo nakwesinye isikhathi.
- ★ Ngokudlala indima ekuxoxeni izindaba, imidlalo yokuzenzisa nokuphindaphinda ukubafundela izindaba ezibakhayo kusiza ukwakha ukuqonda kwabo abalingiswa, umongo, izigameko kanye nokuyilandelanisa indaba ukuze baqonde ukufunda nokubhala.
- ★ Ngezingxoxo ezibandakanya abafundi baba nethuba lokubuza baphendule imibuzo evulekile. Lokhu kubakhuthaza ukuthi bacabange bese babelana ngemibono namaphuzu abafikelayo.
- ★ Abafundi ababona abantu abadala befunda bephinde bebhala bayagqugquzeleka nabo ukuthi bafunde, njengoba befunda ukuthi lokho obakubhale ephepheni kunemilayezo nezincazelo.
- ★ Abafundi baqala "ukufunda imibhalo" ngaphandle kokufunda amagama okuyiwona, noma "babhale" amagama ngendlela engeyona – lesi isigaba esibalulekile ohambweni lwabo lokufunda nokubhala.
- ★ Ukuze abafunde babe namakhono kumele bafunde umthetho wama-alphabhehi – kunokuxhumana phakathi kwezinhlamvu abazibona ekhasini kanye nemisindo abayizwa emagameni akhulunywayo.
- ★ Ukuqwashisa ngemisindo nezinhlamvu kuyizinkomba ezinhle zokubona ukuthi abafundi bazofunda ukubhala nokufunda imibhalo ngempumelelo.



★ Using the Language Concept Guide

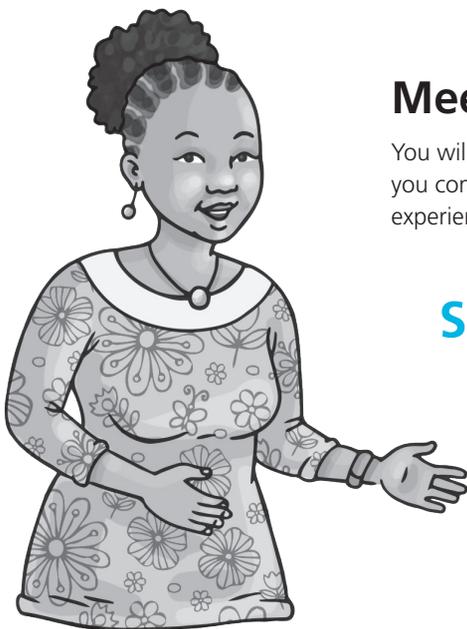
The Language Concept Guide is divided into three sections which can be read in any order because they all connect with one another. We encourage you to return to this guide throughout your training on the programme and to reread the different sections. You will find that your understanding of the content 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.

page 11

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.



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

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.

★ Ingxenye yokuqala 1: Uhlelo Lokwenza Ngcono Ulimi Ebangeni R

Isingeniso

Ngabe sewuke wacabanga ukuthi abafundi baqala nini ukufunda ukubhala? Kulesi singeniso siyaqikelela ukubheka leli phuzu elibalulekile.

Kubalulekile ukufunda kusenesikhathi

Phezu kokuba sazi ukuthi othisha banendima ebalulekile abayidlalayo, ucabanga ukuthi ngeke wethuke uma ukubhala nokufunda imibhalo kuqala umntwana esekude ukuthi angene esikoleni? Ukufunda kuqala umntwana ezalwa ndawonye nenhlalakahle kanye namakhono anawo ngaphakathi kuye, ulimi lufundeka ngenkathi eqala ukujwayelana namalungu omndeni, nabangane kanye nawothisha bakhe. Konke lokhu kuletha isesekelo empilweni yakhe ephuphuma ukufunda, kube nesesekelo lapho isikole sitshala khona amakhono afana nokulalela, ukukhuluma, ukufunda imibhalo kanye nokubhala okuyizinto ezithuthukiswa nguthisha. Abafundi abakufunda ngempumelelo ukufunda ukubhala imibhalo abagcini ngokuba nothisha abancomekayo esikoleni, kodwa kuba yilabo abazuza kakhulu ekufundeni kusukela besazelwe baze babe seminyakeni eyisithupha.



Ukulalela nokukhuluma

Ucwaningo lukuvezile ukuthi ikhono lokubhala nokufunda imibhalo lincika kakhulu olimini olukhulunywayo (ukwamukela kanye nokuveza), amandla olimi aqala ukuthuthuka isaqala impilo yomfundi. Ngobudlelwano obukhulayo nakho kuyaye kuholele ekukhuleni kwamakhono okucabanga ukuze kwesekelwe ukukhula kolimi kumfundi kusukela ezalwa. Ulimi lomfundi lukhuliswa ukunakekelwa kwakhe uqobo kanye nokukhuluma ngokuthi ichaza ukuthini lento okuthiwa ngamagama, balandela izinto abazithandayo empilweni, bebuza bephendule imibuzo, bephinde babambisane ezincwadini, ezindabeni nesezehlakalweni zansuku-zonke. Siyazi ukuthi abafundi abakhulela ezindaweni ezinolimi olunothile, baba nolwazimagama olusha babuye babe ngcono nasekufundeni kanye nasekuqondiseni uma befika onyakeni wesishiyagalolunye wobudala. Ngubani obazi ukuthi ukukhuluma nabafundi kuyisipho esikhulu esingabapha sona?



Othisha balaba bafundi abasebancane kumele badlale indima ebalulekile ekukhuliseni kolimi olukhulunywayo. Kulokhu asibali imfundo egunyaziwe! Othisha bangenza lokhu ngokwabelana ngezindaba kanye nangamabhuku, bakhuthaza imidwebo kanye nokubhala kokuqala okuhambisana nokukhulisa ulimi olukhulunywayo ngokwethula izincizelo, lokwethula kwamagama amasha kukhuthaza abafundi ukuba babuze baphinde baphendule imibuzo.

Ukubhala kokuqala kulabo abasaqala

Ngaphezu kokuzwa nokusebenzisa ulimi eminyakeni yabo yokuqala abafundi, kudingeka bafunde ngolwazi lwemibhalo. Ulimi olubhaliwe luhluke kakhulu kolukhulunywayo, futhi luyisinyathelo esikhulu kubafundi ukuqonda ukuthi ukubhala kuchaza inkulumbo ebhaliwe. Lokhu singakwenza ngokuba khombisa imibhalo efana nezimpawu, amagama, namalebuli, bavama ukuqala babone ukuthi ukubhala kunenhloso.

Uma abafundi bekwazi ukuthola amaphepha namakhrayoni, kufanele bakhuthazwe ukubhala, ukudweba kanye nokuklwebhahlwebha ngamapeni, lapho bezozizwa bezethemba ngemibono yabo yokudweba kanye "nangokubhala". Lokhu sikubiza ngemizamo yokubhala lapho abafundi besazama ukuqala ukubhala sike sithi "ukubhala kokuqala"; njengoba kona kungafani nombhalo wabantu abadala – ngoba abalandeli imigqa, bahlanganisa izinhlamvu, izinamba kanye nezithombe, nokubiza amagama asasungulwa. Leli yizinga elijwayelekile ekuthuthukeni kwabo. Ukufunda ukubhala kuthatha isikhathi, njenganoma yiliphi ikhono, kuthatha isikhathi impela, njengoba kufuna ukuzejwayeze kanye nokukhuthazwa okukhulu ngaphambi kokuthi umfundi aphumelele kukho.



Ukufunda kokuqala

Uma abafundi bebona abantu abadala befunda bephinda bebhala bayagqugquzeleka nabo ukuthi bafunde badlulise umlayezo nezincizelo. Bafunda ukuthi izincwadi zisebenza kanjani, bakhuliswe izindaba ezikhulunywa ngabantu abehlukahlukene kanye nezindawo abakuzo. Uma kunabantu abadala abafunda imibhalo kanye nabo, bayaye bakubone kuyinto abangakha ngayo ubudlelwano obufudumele nobuthembekile, lokhu kubanika isibindi sokuzama ukuzithemba ukuzifundela ngokwabo. Abafundi abasebancane indlela abafunda ngayo ingahle ingabi enembayo kodwa "bangafunda" besusela kwabakukhumbulayo bakhe izindaba ezihambisana nezithombe. Ngokuhamba kwesikhathi, bazoqala ukugxila ezinhlamvini nasemagameni abhaliwe, kanti-ke ukufunda kwabo kube okunembayo kakhudlwana.

★ 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 language-rich 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

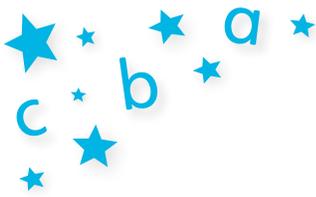
In addition to hearing and using language in their early years, learners need to learn about print. Written language is different to spoken language, and it is a big step for learners to understand that writing is in fact speech written down. By pointing out print in the environment such as signs, names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

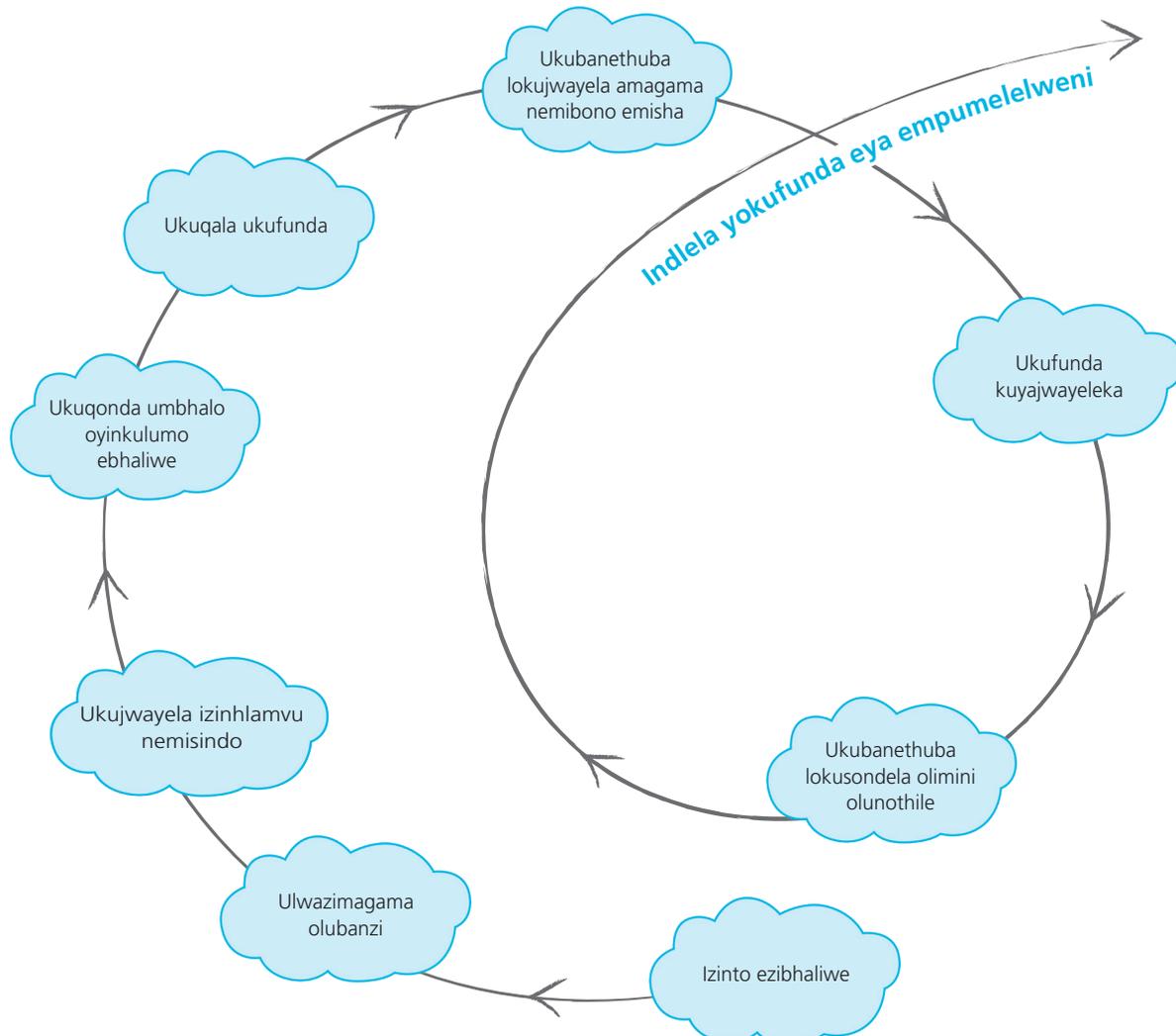
Ukuze kufundwe ukubhala nokufunda imibhalo, abafundi abasebancane badinga ukwazi ukuthi izimpawu abazibona ekhasini empeleni yinkulumo zethu ezibhaliwe! Leli yigxathu elikhulu kubafundi abasebancane, ngoba lisho ukuthi kumele bazi imisindo yamagama akhulunywayo, futhi baxhumanise lemisindo nezimpawu zezinhlamvu. Ukubafundisa ngemidlalo yezandla yamaqoqo nezinhlamvu zamalunga zokulalela amagama kufana nomdlalo othi “Ngiyahlola ngamehlo ami amancane” lokhu kusiza abafundi bazi imisindo emagameni. Ukufunda izinhlamvu kungaqala ngokuthi babhale amagama abo, babhale izinhlamvu enhlabathini, bazibhale ngopende noma bazakhe ngenhlama yokudlala. Konke lokhu kuyimidlalo emnandi engabonakali ifanelekile uma kusetshenzwa ngokusemthethweni ekufundiseni ukubhala nokufunda, kodwa yizo lezi zinto ezenza abafundi bangene kahle ohlelweni lokufunda nokubhala.

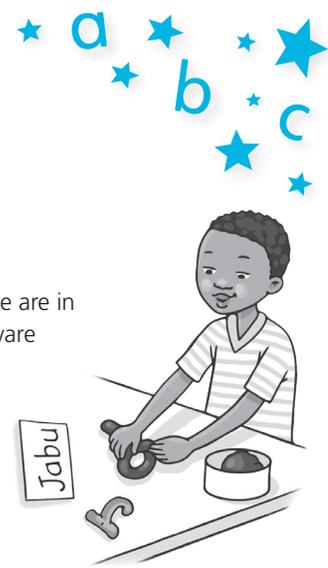


Ulimi ezintweni ezibhaliwe

Abafundi abakhulele ezindaweni ezinolimi olubhaliwe emakhaya kanye nasezinkulisa banethuba elihle lokuqala esikoleni sebenolwazimagama olujulile nolubanzi. Baqonda masinya ukuthi amagama achaza ukuthini, nokuthi bazokwazi ukusebenzisa ulimi asebevele belwazi ukuliqonda ikakhulukazi uma abantu bekhuluma noma befunda ngokuzwakalayo, ngalendlela bafunda ulimi nemibono emisha. Bazoqala isikole sebezijwayele izinhlamvu nemisindo, bese beqonda ukuthi imibhalo iyinkulumo ebhalwe phansi. Lokhu kusho ukuthi bazokwazi ukuqonda kahle imibhalo eyisisekelo ekuqaleni kwebanga lokuqala, baqhubekele masinya emibhalweni emide nenxakanxaka, okuzobasondeza emagameni nasemibonweni emisha. Ngokuqhubeka kwabo befunda, kuzogculiseka ukufunda kwabo, kukhule nolimi lwabo, baphinde basizakale ekuzibandakanyeni nasekusebenziseni imibhalo elukhuni. Uma benjalo basendleleni efanelekile eya empumelelweni yokufunda imibhalo.

Umjikelezo wempumelelo





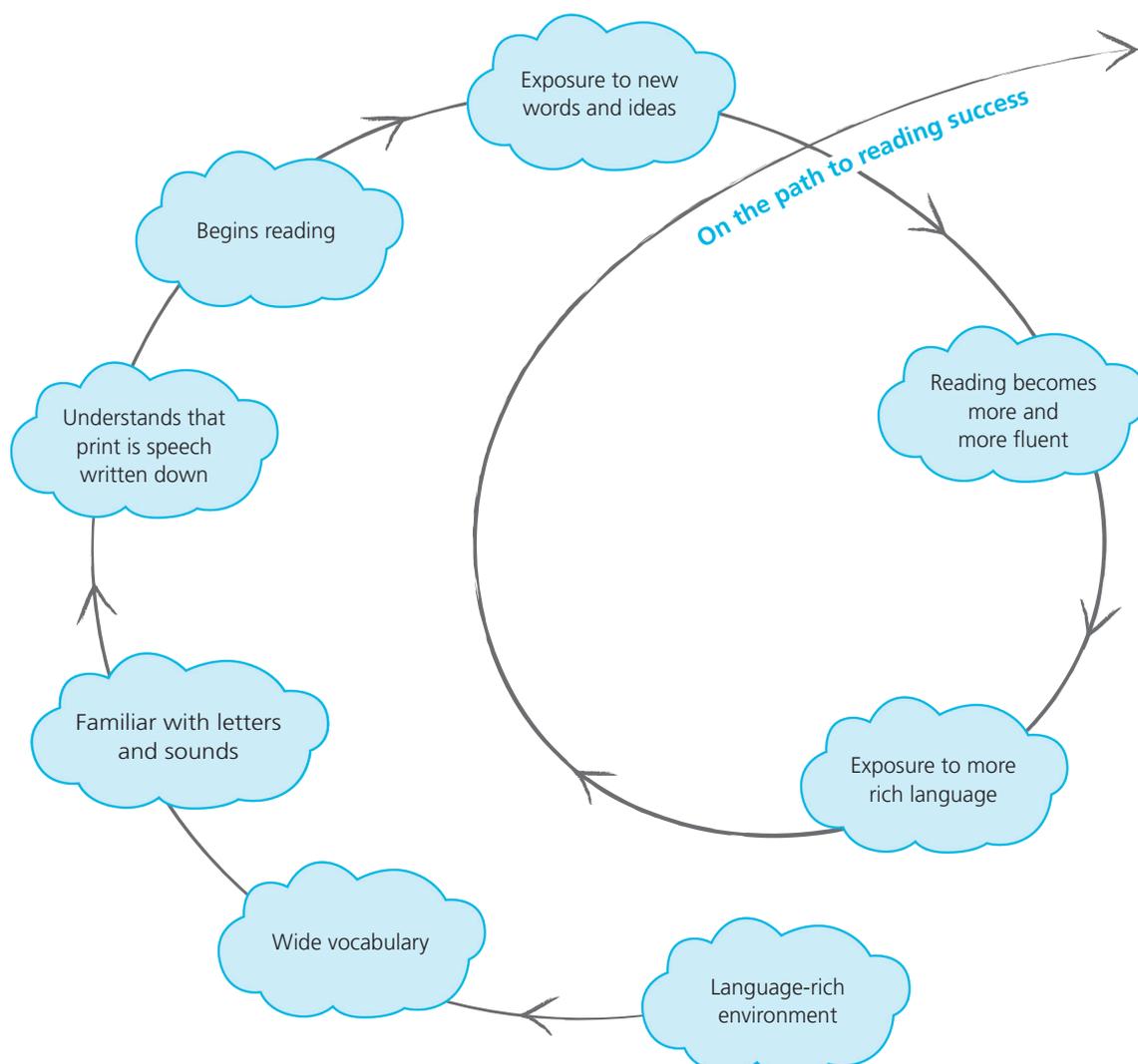
Learning about letters and sounds

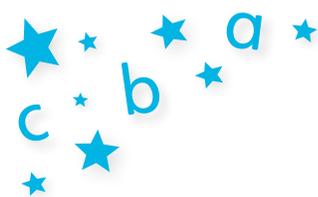
In order to learn to read and write, young learners need to understand that the marks they see on a page are in fact our speech written down! This is a big step for young learners, as it means they need to become aware of the sounds of spoken words, and to link these sounds to letter symbols. Clapping 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.

A cycle of success





Ngeshwa, iNingizimu Afrika inabafundi abambalwa kakhulu ababanethuba lokwazi ukufunda ngaphambi kwesikhathi okubalungiselela ukuba sendleleni eya empumelweni yokufunda. Ungahle uzibuze ukuthi sesihambe kakhulu yini isikhathi sokwakha amakhono olimi eBangeni R. Cha, thina asikholelwa kulokho. Uma othisha beBanga R bengazimisela ukwethula ukunotha kolimi kubafundi nsuku-zonke, lokho kungenza umahluko omkhulu kakhulu empumelweni yabo yokufunda. Yikho-ke lokhu okwakhelwe lolu**Hlelo Lokwenza Ngcono Ulimi Ebangeni R!**

Ake uzwe ukuthi uStella uthini lapha ngezansi ngalolu hlelo, funda kabanzi emakhasini alandelayo.

Uhambo olusuka olimini olukhulunywayo luya kolubhaliwe ...

Uhlelo Lokwenza Ngcono Ulimi lwakhiwele ukunikeza abafundi beBanga R isisekelo ekukhuliseni ulimi lokufunda nokubhala kokuqala. Lolu hlelo lusebenzisa izindaba ezisuselwe ezindabeni ezixoxwayo ziya kwezibhalwayo. Indaba ngayinye entsha iba yinsika yemisebenzi yokufunda nokufundisa emaseontweni amabili.

Abafundi baqala ukuhlangana nendaba okokuqala lapho uthisha eyifunda esebenzisa amaphaphethi nezinye izinto njengabalingiswa ukwenza bathembe leyondaba. Emva kokuyizwa indaba ixoxwa, abafundi banikezwa ithuba lokucula iculo elihambisana nendaba. Amaculo ayindlela encomeka kakhulu ekukhuliseni amakhono olimi kanti abafundi bakubona lokhu kuyindlela elula ukukhumbula ulimi olusha besebenzisa umculo, umnkenenezo, isigqi kanye sesivumelwano. Emva kokucula, abafundi babamba iqhaza ekulingiseni indaba uma isaxoxwa. Lokhu kubanika ithuba lokubandakanyeka ekuxoxweni kwayo ngokuzimisela besebenzisa amagama nemisho uma kukhulunywa ngabalingiswa abehlukahlukeni. Lokhu kubanika isikhathi sokukhumbula ukuthi indaba ilandelana kanjani – nokwenzekayo ngokulandelayo.

Bangazibona nezingxenywe abazithandayo endabeni abafundi besebenzisa ukuyixoxa ngomlomo, ukucula, ukuyilingisa (ukuyidlala) kanye nokulandelana kwezehlakalo, babe nethuba lokudweba ingxenye abayithanda kakhulu endabeni, noma ngabe bazama okokuqala ukubhala imibono yabo (noma ngabe bayaklwebhakilwebha nje kuphela). Babona nokuthi kubhalwa kanjani ikakhulukazi imibono yabo iyabhaleka njengoba sebebhalwa phansi ngokwenhloso (incwadi, uhla, iculo). Lo msebenzi wandulelwa yingxoxo kanye nokuhlanganyela kwemibono, kube nemibono evela kubafundi ngendlela eyanelisayo.

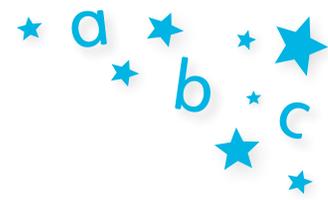


Ngenkathi ubakhombisa indlela okubhalwa ngayo ingengathi uxoxa indaba, nemibono yabo abafundi, bayabona ukuthi esikushoyo kuyakwazi ukuthi kungabhalwa phansi. Lokhu kuzobanika isibindi sokuqala ukuzibhalela – noma ngabe baqala ngokuklwebhakilwebha kanye nangezinhlamvu zokuzakhela. Lokho kwengezwa kuzobekwenziwe nguwe nabo mase bathole namathuba okubhala kanye nawe, bazoba nelinye ithuba lokubona ukuthi kufundwa kanjani okubhaliwe ngenkathi bakha izincwadi ezincane abazoya nazo emakhaya, uphinde ubafundele bona Incwadi Enkulu ngesonto lesibili.

Manje sebezohlangabezana nendaba efanayo, ejwayelekile kodwa ngendlela ebhaliwe ngaphezu kwalokho imisebenzi esekwa indaba ikhulisa ukulalela kubafundi, ukukhuluma, ukufunda, ukubuyekeza kanye nokubhala, lolu hlelo lubandakanya izindlela eziningi zokuzijabulisa, ezihambisana neminyaka yokwakha ulwazi lwabafundi ekubhaleni izinhlamvu. Ngokocwaningo siyazi ukuthi abafundi abanolwazi ngezinhlamvu kanye nemisindo eziwenzayo, kulula ukuthi bakwazi ukufunda imibhalo bese bebhala kalula kunalabo abanolwazi oluncane ngezinhlamvu nemisindo. Noma kunjalo, asikuphakamisi ukuthi abafundi beBanga R kufanele bafundiswe ngezinhlamvu ngendlela esemthethweni. Abafundi bafunda kangcono uma into isho okuthile kubona, ngakho-ke izinhlamvu nemisindo kufanele zixhumane nendaba – nasemagameni amasha, ezithombeni kanye nokunye. Abafundi bafunda ngolimi ngenkathi kwakhiwa ulwazi lwabo lwezinhlamvu.

Ucwaningo luvezile ukuthi kuyiqiniso ukuthi abafundi bayazi imisindo ekhona olimini olukhulunywayo (ukuqwashisa ngemisindo). Uma abafundi bengakujwayeli ukubhekisa imisindo yolimi olukhulunywayo, kungenzeka bakwazi abafunda ukubhala, kodwa bangakwazi ukuzwa imisindo ukuze bayibhale. Ingxenye yezinhlamvu nemisindo kulolu hlelo ibandakanya imisebenzi eminingi eyenziwa ngokukhuluma esiza abafundi ukuthi bathuthukise lokhu abakwaziyo.





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!

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

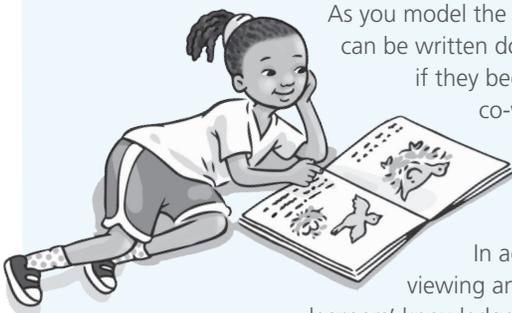
A journey from spoken to written language ...

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.



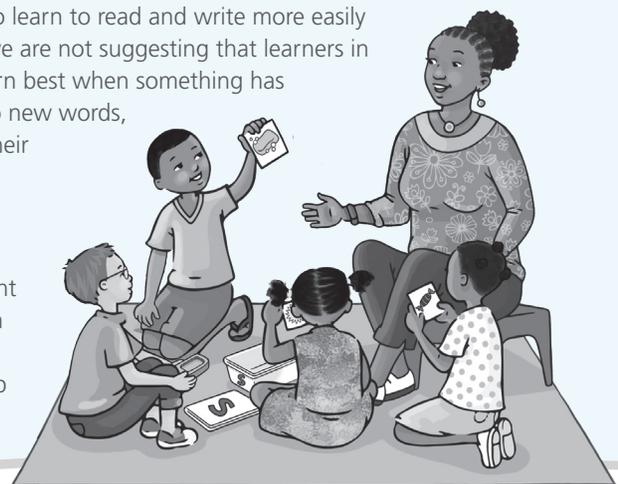
Building on the oral telling of the story, the singing, role play and sequencing of events, learners have a chance to draw their favourite part of the story and make their first attempts to write their ideas (even if these are scribbles). They also see how writing works and how their ideas can be written 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.

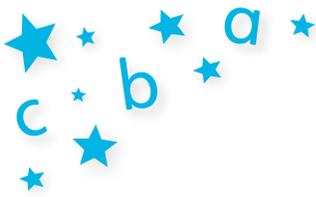


As you model the writing process, using the learners' words and ideas, they see that what we say can be written down. This will give them the confidence to start trying to write themselves – even if they begin with scribbles and made-up letters! In addition to reading the texts they have co-written with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





Izinsiza zohlelo lolimi

Othisha abazosebenzisa uhlelo Lolimi bazothola izinsiza eziningi ezisezingeni eliphakeme ngesikhathi sokuqeqeshwa kwabo.

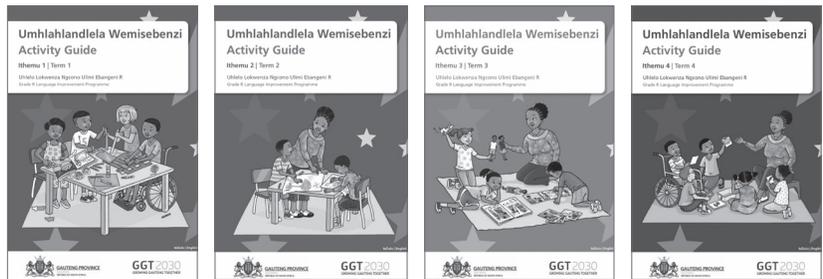
★ Imihlahlandlela

Umhlahlandlela Wokuqonda



Othisha bazobheka lomhlahlandlela unyaka wonke wokufundisa ukuzikhumbuza ngemibono ebalulekile/esemqoka.

Imihlahlandlela Emine Yemisebenzi



Umhlahlandlela Wemisebenzi Yokwenziwa ngethemu ngayinye wethula izindaba ezintsha, amaculo, amagama kanye nemisebenzi yokwenziwa ehambisana nezinhlamvu ezitsha nemisindo emisha ezofundwa ngabafundi.

★ Amaqoqo ezindaba ezingu-19

Iqoqo ngalinye lezindaba lizosetshenziswa emjikelezweni wokufundisa wamasonto amabili futhi liqukethe izinsizakusebenza zokunikeza abafundi amava ehlukahlukene ngendaba:

- Amaphaphethi anezimpawu emakhadini



Othisha basebenzisa amaphaphethi nezinye izinto zokuxoxa indaba. Aphaphethi aphinde asetshenziswe ngabafundi.

- Iqoqo lamakhadi ezithombe alandelanayo



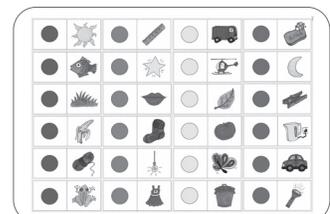
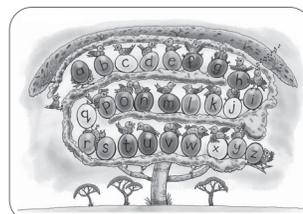
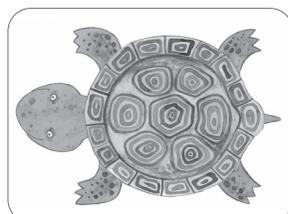
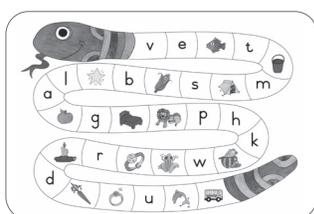
Abafundi baqala bayizwe ngezindlela ezimbili indaba ngokusebenzisa izithombe ezilandelanayo.

- Incwadi Enkulu enombhalo olula



Incwadi Enkulu inemifanekisi nezithombe ezilandelanayo, bese yethula amagama akhomba ukuxoxwa kwendaba.

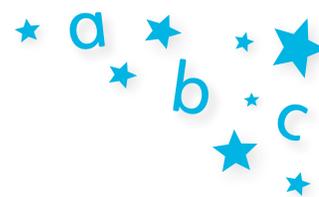
★ **Isethi Yezinsizakusebenza** nemibala, iza namabhodi emidlalo kanye namakhasi emisebenzi – iphakethe lezinsiza nemibala lifaka phakathi amabhodi emidlalo namakhasi emisebenzi anemibala.



★ Izinsizakusebenza zokweseka/zokwexhasa ukufunda ekhaya

Othisha abakwazi ukwakha isekelo solimi ngaphandle kosizo lwabazali. Uma benalezi zinsizakusebenza, abazali bengabasiza baphinde bagqoquzele ukweseka izingane zabo ohambweni lokufunda nokubhala.





Language programme resources

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

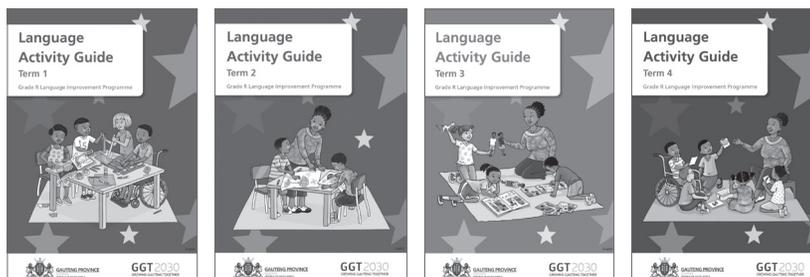
★ Guides

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:

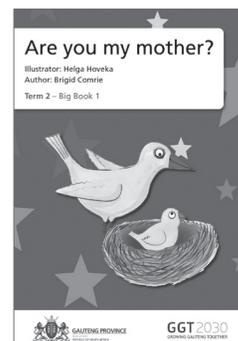
- Pop-out character puppets on card
- A set of sequence picture cards
- A Big Book with simple text



Teachers use the puppets and other props to tell the story. The puppets are used again by the learners.

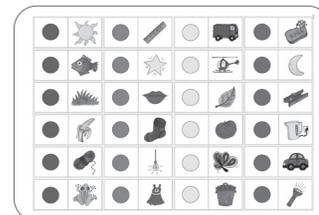
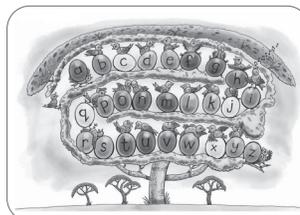
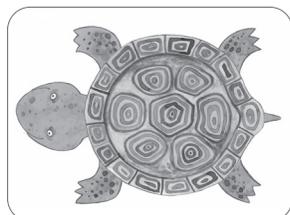
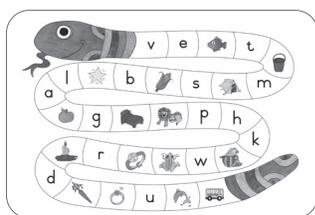


Learners first experience the story in two dimensions through the sequence pictures.



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



★ 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.



Ungakuhlelela kanjani ukugxila olimini nsuku zonke

UHLELO LOSUKU LWEBANGA R

Umhlah-landlela wokuhlelwa kwesikhathi	UKUFIKA kanye NOKUDLALA NGOKUKHULULEKA	IZIBALO (Ihora nemizuzu engama-24) ISIKHATHI SOKUGXILA: Imizuzu engama-50 ngosuku Izinombolo, Izimpawu kanye Nobudlelwane Bazo Amaphethini, Amafankshini kanye ne-Aljebra Indawo Nesimo (Ijiyometri) Isilinganiso Ukusetshenziswa Kolwazi KUHLANGANISWA NOKUXHUMANA: Imizuzu engama-34 ngosuku Sebenzisa amathuba ngezikhathi sokugxila kanjalo nangaphakathi/ngaphandle kudlalwa ngokukhululekile, ukubingelela, inqubo yokuya endlini yangasese kanye nesezidlo.
20	UKUBINGELELA, ISHADI LESIMO SEZULU, KHOMBISA FUTHI UTSHELE, IREJISTA, IZINSUKU ZOKUZALWA, IZINDABA Ulimi, Izibalo, Amakhono Empilo	
50	UKUGXILA EZIBALWENI Umsebenzi wekilasi lonke kanye nemisebenzi eseceleni	UMDLALO WOKUZENZISA UKULINGISA INDAWO YOKWAKHA AMABHULOKHI AMATHOYIZI OKUFUNDISA IMIDLALO YOKUQONDA AMAPHAZILI IKHONA LEZINCWADI ISIKHATHI SOKUTHULA
26	UKUDLALA NGOKUKHULULEKA kanye NOKUQOQA NGAPHAKATHI	
40	UKUGXILA kuMAKHONO EMPILO Umsebenzi wekilasi lonke kanye nemisebenzi eseceleni	AMAKHONO EMPILO (Ihora nemizuzu eyi-12) ISIKHATHI SOKUGXILA: Imizuzu engama-40 ngosuku Okuqondene Nomuntu Uqobo kanye Nokuphila Emphakathini Ulwazi Lokuqala Ubuciko Bokusungula Isifundo Sokuzivocavoca KUHLANGANISWA NOKUXHUMANA: Imizuzu engama-32 ngosuku Sebenzisa amathuba ngezikhathi sokugxila kanjalo nangaphakathi/nangaphandle kudlalwa ngokukhululekile, ukubingelela, inqubo yokuya endlini yangasese kanye nesezidlo.
10	INQUBO YOKUYA ENDLINI YANGASESE Ulimi, Izibalo, Amakhono Empilo	
20	ISIKHATHI SEZIDLO Ulimi, Izibalo, Amakhono Empilo	AMABHOLA UMDLALO WAMANZI UMDLALO WASESIHLABATHINI UKULINGISA IMIDLALO ENYAKAZISA UMZIMBA AMATHOYIZI AFUNDISAYO OZWINGI AMATHOYIZI ANAMASONDO IJANGILIJIMU AMATHAYA
30	UKUDLALA NGOKUKHULULEKA kanye NOKUQOQA NGAPHANDLE	
10	INQUBO YOKUYA ENDLINI YANGASESE Ulimi, Izibalo, Amakhono Empilo	ULIMI (Amahora ama-2) ISIKHATHI SOKUGXILA: Imizuzu engama-50 ngosuku Ukulalela Nokukhuluma Ukufunda Kokuqala Ulwazi Lokuhlukanisa kanye Nokuzwa Imisindo Ukubhala Kokuqala Ukubhala Kahle Ngesandla Kokuqala KUHLANGANISWA NOKUXHUMANA: Imizuzu engama-70 ngosuku Ukukhombisa kanye nokutshela (imizuzu engu-10) Indaba zonke izinsuku (imizuzu engama-20) Ngemizuzu engama-40 esele sebenzisa amathuba ngezikhathi zokugxila kanjalo nangaphakathi/ngaphandle kudlalwa ngokukhululekile, ukubingelela, inqubo yokuya endlini yangasese kanye nesezidlo.
50	UKUGXILA OLIMINI Umsebenzi wekilasi lonke kanye nemisebenzi eseceleni	
20	INDABA ZONKE IZINSUKU	
ISIKHATHI SOKUPHUMULA NOMA SOKUMA		
USHITSHO		
Uhlelo lwe-CAPS Lwansuku-zonke lweBanga R e-Gauteng		

Bheka ekhasini elilandelayo ukuthi ungayihlelela kanjani imisebenzi ibe imizuzu engama-50 emayelana Nokubhekisa Ulimi.



INGXENYE YOKUQALA 1: UHLELO LOKWENZA NGCONO ULIMI EBANGENI R



UKUGXILA OLIMINI
 Imisebenzi yekilasi lonke neyamaqembu amancane yemizuzu engama-50

UMSEBENZI WEKILASI LONKE
 (Iholwa nguthisha) imizuzu engama-25

IMISEBENZI YOKWENZIWA NGAMAQEMBU AMANCANE
 (Ehlelwe nguthisha) imizuzu engama-25

Imisebenzi yokwenziwa esuselwa endabeni

Imisebenzi yokwenziwa ngohlamvu nangemisindo

UMSEBENZI 1
 Ukudweba nokubhala okuvelayo
(Umhlahlandlela kathisha-Isonto lokuqala)



Umhlahlandlela onezinyathelo zonke zemisebenzi yekilasi neyamaqembu amancane eyethulwa Kumhlahlandlela Wemisebenzi wethemu ngayinye. Ukuqondiswa kwezinyathelo zemisebenzi yekilasi lonke kanye namaqembu amancane kwethulwa nguMhlahlandlela wethemu ngayinye.



UMSEBENZI 2
 Amaphazili nemidlalo
(Umhlahlandlela kathisha-Isonto lesibili)



UMSEBENZI 5
 Ukulingisa kokuzenzisa



UMSEBENZI 3
 Ukufunda ngokuzimela



UMSEBENZI 4
 Amakhono omzimba nokubhala ngesandla



How to plan for a Focus on Language every day

GRADE R DAILY PROGRAMME	
Time guidelines	ARRIVAL and FREE PLAY
20	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

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

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.

Gauteng Grade R Daily Programme based on CAPS





FOCUS ON LANGUAGE
50 minutes whole class and small group activities

WHOLE CLASS ACTIVITIES
(led by the teacher)
25 minutes

SMALL GROUP ACTIVITIES
(set up by the teacher)
25 minutes

Story-based activities

Letter and sound activities

Step-by-step guidance for whole class and small group activities are set out in the Activity Guides for each term.



ACTIVITY 1
Drawing and emergent writing
(teacher-guided in Week 1)

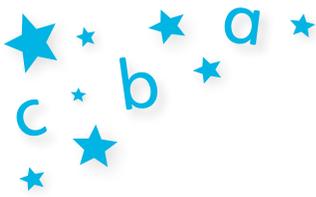
ACTIVITY 2
Puzzles and games
(teacher-guided in Week 2)

ACTIVITY 5
Pretend play

ACTIVITY 3
Independent reading

ACTIVITY 4
Fine motor skills and handwriting





Ungalihlela kanjani ikalasi lakho ukuze kugxilwe olimini nsuku-zonke

Njengoba sesibonile isikhathi sokubhekana noLimi kufanele sihlale, sisungulwe yikalasi lonke kanye nemisebenzi yamaqembu amancane nsuku-zonke. Isinyathelo ngokwethulwa kwemisebenzi yolimi kumhlahlandlela wemisebenzi yethemu ngayinye. Kulokhu, kubhekwe ekutheni ufundisa kanjani ikalasi lonke, kanye nokuthi uyethula kanjani imisebenzi yamaqembu amancane ukuze abafundi bazuze amava ahlukahlukene nokwenza lula imigomo yokufunda eyahlukahlukene.

Umsebenzi wekilasi lonke

Bonke abafundi bazohlala ematafuleni, noma kumata benze indilinga, ngenkathi uthisha:

- ★ ethula/andisa or ongeza/egcizelela indaba, ikhono noma umqondo
- ★ ehola ingxoxo ebandakanya bonke abafundi
- ★ ehola umsebenzi obandakanya bonke abafundi.

Ekupheleni komsebenzi owenziwe yikalasi lonke, uthisha uzochaza ngomsebenzi weqembu ngalinye elincane ngaphambi kokuthumela abafundi ezindaweni okufanele baye kuzo.

Imisebenzi yokwenziwa ngamaqembu amancane

Ezinsukwini ezinhlanu, iqembu ngalinye lenza imisebenzi ngokujikeleza okwehlukile usuku ngalunye. Lokhu kusho ukuthi esontweni lilinye bonke abafundi bazobe belitholile ithuba lokubandakanyeka kuyo yonke imisebenzi yamaqembu amancane amahlanu olimi aholwa/eqondiswa nguthisha kanye neminye imisebenzi yamaqembu amane.

- ★ Imisebenzi emihlanu yamaqembu amancane ihlelwa nguthisha.
- ★ Izinsizakusebenza kuyo yonke imisebenzi emihlanu ebekelwe nsuku-zonke.
- ★ Imisebenzi ehlelwe ematafuleni, kumata, emakhoneni emisebenzi noma-ke ngaphandle.
- ★ Iqembu elilodwa labafundi lisebenza nothisha (imisebenzi iqondiswa nguthisha).
- ★ Amaqembu amanye abafundi amane azosebenza ngokuzimela.

Ekilasini ...

Ungawahlanganisa kanjani amaqembu abafundi

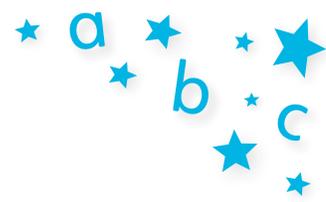
- ★ Kuvame ukuthi abafundi behlukaniswe ngamaqembu amahlanu. (Uma elakho ikilasi lidinga amaqembu ayisithupha, nizeka umsebenzi ofanayo kwamabili amaqembu.)
- ★ Iqembu ngalinye kufanele libe negama kanye nophawu lawo.
- ★ Amaqembu akufanele ahlale engaguquki isikhathi eside.

Kunezindlela ezimbili zokuhlenganisa emaqembu abafundi. Kulokhu kokubili, uthisha kufanele abazi kahle abafundi bakhe ngokwezinto abakwazi ukuzenza ngokuthi ababhekisise ngabanye, ekwenza lokhu ngosuku lwesikole.

Amaqembu anamakhono axubile: Kuvame ukuncomeka ukuxuba abafundi abanamakhono ahlukahlukene ngokolimi. Kuyaye kuthi umfundi onenkinga ekudwebeni abe nethuba lokuthi asizwe ngontanga yakhe, kanti yena kungenzeka abe nekhono kwezinye izingxenywe ezizodingeka kumsebenzi, ezintweni ezifana nenhlalakahle yabantu, ukuhlelwa kwezinto, ukwakhiwa noma ukucatshangwa kwezinto.

Amaqembu anamakhono afanayo: Uma kunokwesekele okudingekayo, kuvame ukuba kuhle ukufaka abafundi emaqenjini adidiyelwe ngokwezinto elithile lokuthuthuka elifanayo. Kusiza uthisha lokhu lapho ekhetha izinga lomsebenzi kanye nenani lencazelo elidingekayo kanye nesikhathi sokwenza lokho, ngaphandle kokuthi kutholakale sekusala abanye 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 two groups.)
- ★ Each group should have their own name and symbol.
- ★ Groups should not remain the same over an extended time.

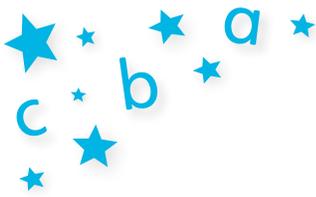


There are *two main ways* to group learners. For both of these, the teacher needs to have a good idea of her learners' abilities through careful observation of each learner across the school day.

Mixed-ability groups: It is usually recommended that learners are grouped together with other learners with different levels of language skills. A learner who is challenged with drawing may be assisted by her peers and may also be able to contribute strengths in other skills needed by the activity, such as social, planning, construction or imaginative skills.

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 time needed, without leaving anyone behind.





Ubuhle bemisebenzi yamaqembu amancane

- ★ Izinsizakusebenza ezimbalwa ziyadingeka eqenjini elincane kunasekilasini lonke, isibonelo: izikele, amabhulashi okupenda, inhlama yokudlala kanye namabhodi okudlala.
- ★ Wonke umfundi unalo ithuba lokuphatha izinsiza zokusebenza.
- ★ Abafundi bafunda ukusebenzisana nabantu, isibonelo: ukwabelana, ukudedelana, ukukhuluma kanye nokulalela.
- ★ Abafundi bafunda ukuthuthukisa amakhono okusebenzisana nabanye, isibonelo: ukuqoqa.
- ★ Umsebenzi wamaqembu amancane usebenza kahle uma uhlanganisa ukudidiyelwa noku lolongwa kwamakhono afundwe phambilini.

Uthisha uqondisa imisebenzi yamaqembu amancane

Lokhu kuhlelelwa ukuthi uthisha:

- ★ asebenze nabafundi behlezi phansi noma besetafuleni
- ★ abuze nemibuzo ngokwezinga leqembu
- ★ abhekisise aphinde axoxisane nomfundi ngamunye
- ★ ahlole ukuthi umfundi ngamunye uwatholile na amakhono adingakalayo
- ★ enze isikhathi sisebenziseke sibenoshitsho, kuwe kanye nakubafundi ababambe iqhaza.

Imisebenzi yeqembu elizimele

Lokhu kuhlelelwa ukuthi umfundi:

- ★ athole incazelo futhi athokoze
- ★ akwazi ukusebenza ngaphandle kosizo lukathisha
- ★ akwazi ukusebenza ngejubane elimvumelayo
- ★ ongakwazi ukushesha ukuqeda ngesikhathi esibekiwe somsebenzi
- ★ oqede umsebenzi ngaphambi kwesikhathi akhuthazwe ukuthi aphumele ngaphandle angabangi umsindo bese ekhetha umsebenzi ongenazimiso ohlelwe nguthisha.

Uma usola ukuthi abafundi bayehluleka ukuqala, noma mhlawumbe abakwazi ukweqhubeka, thola izizathu zalokho. Guqula noma ulungise umsebenzi, uma kunesidingo, okwabanye noma okwamaqembu.

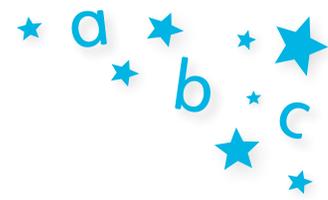
Ekilasini ...

Fundisa abafundi imithetho elula mayelana nokuthi:

- ★ kusukwa kanjani komunye umsebenzi uye komunye
- ★ uziphatha kanjani uma kwenziwa umsebenzi emaqenjini amancane
- ★ indlela yokuqoqa nokupakisha umsebenzi wakho uma usuqedile.

Yisho uyiphindaphinde imithetho baze bayazi bayilandele ngokwabo abafundi. Kuthatha isikhathi yiba ongaguquki! Lungisa abafundi uma bephikisana ngale mithetho, balungisise ngomusa.





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.



The independent small group activities

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 time provided
- ★ 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.

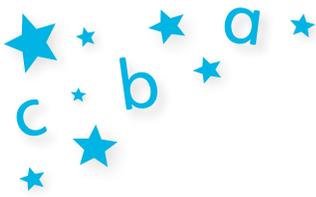
In the classroom ...

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.



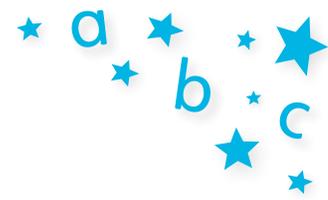


Uwuhlela kanjani umjikelezo womsebenzi wamasonto amabili

Lolu Hlelo lolimi lwakhelwe ukuhlela imisebenzi yamasonto amabili. Inqubo yomsebenzi owenziwa ngayo iyafana kuze kuphele unyaka ukuze imiphumela kube ukwethulwa, ukuthuthukisa kanye nokuqinisa kwamakhono abafundi.

Isonto 1

Umsebenzi wekilasi lonke	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
Imisebenzi yokwenziwa esuselwa endabeni	Ukuxoxa indaba nokwakha uhlu lwamagama amasha Abafundi indaba bayizwa okokuqala ngenkathi befunda amagama amasha.	Ukuxoxa indaba kanye nokucula Abafundi baphinda balalele indaba futhi, bacule iculo elihambisana nendaba.	Ukuxoxa indaba kanye nokuyidlala Abafundi badlala izindawo ezahlukahlukeni besebenzisa ulimi lwendaba ngokwabo, ngenkathi ixoxwa indaba.	Ukulandelanisa izithombe Abafundi bayayixoxa futhi indaba besebenzisa izithombe.	Yakha, udwebe bese uyabhala Abafundi bayayimela imibono yabo ngendaba ngokwenza utho, umdwebo, isithombe noma ngokuzibandakanya ekubhaleni bebambisene.
Imisebenzi yokwenziwa ngohlamvu nangemisindo	Ukwethula umsindo othathwe endabeni Abafundi bethulelwa umsindo okuzogxilwa kuwo kanye nohlamvu oluxhumene namagama asuselwa endabeni.	Ukwakha uhlamvu Abafundi bakha uhlamvu okugxilwe kulo besebenzisa izinto ezahlukahlukeni, okubasiza ukukhulisa izinzwa zabo zomzimba.	Amabhokisi ezinhlamvu Abafundi babona, babamba baphinde bakhulume ngezinto nangezithombe ezinohlamvu okugxilwe kulo.	Ukulalela imisindo okugxilwe kuyo Abafundi bahlonza imisindo okugxilwe kuyo emagameni.	Ukuhlanganisa nokuhlukanisa (amalunga) Abafundi baxuba imisindo ukwenza amagama bese behlukanisa imisindo yamagama.
Imisebenzi yokwenziwa ngamaqembu amancane	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
UStella uyakhomba ukuthi yimiphi imisebenzi yamaqenjana abafundi azosizwa nguthisha usuku ngalunye.					
Iqembu elikhulaza sasibhakabhaka	Umsebenzi 1: Ukudweba nokubhala okuvelayo  Abafundi baqopha imibono yabo ngokudweba kanye nangokubhala okuvelayo.	Umsebenzi 2: Amaphazili nemidlalo Abafundi benza amaphazili bese bedlala imidlalo ebandakanya ulimi.	Umsebenzi 3: Ukufunda ngokuzimela Abafundi bafunda ngokuzimela bathokozele izincwadi kanye nokunye okuphrintiwe.	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla Abafundi benza imisebenzi edinga imizimba yabo bazijwayeze nokwakha izinhlamvu.	Umsebenzi 5: Ukulingisa kokuzenzisa Abafundi bakhela phezu kolimi lwendaba bese benza sengathi bayadlala.
Iqembu elikhulaza satshani	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla
Iqembu eliphuzi	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela
Iqembu elibomvu	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo
Iqembu elibukhwebezane	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 

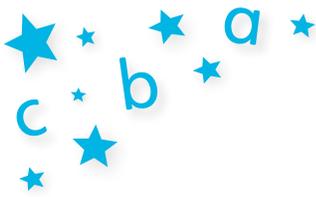


How to plan for a two-week activity cycle

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 activities	Introducing a sound from the story	Forming the letter	Letter boxes	Listening for focus sounds	Blending and segmenting
	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
	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 



Itshisekelo yabafundi, kugcinwa ngesimo sezindaba ezinguqulwayo nangokuhlukahlukana kobuciko bemisebenzini ehlelwe ngokwezigaba – kuba nenselele enkulu ekuhambeni konyaka. Imininingwane yezindaba nemisebenzi womjikelezo wamasonto amabili ngamunye inikezwa Imihlahlandlela Yemisebenzi ithemu ngayinye.

Isonto 2

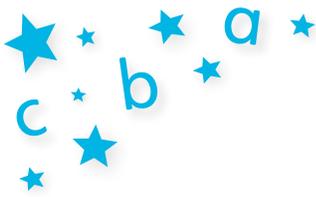
Umsebenzi wekilasi lonke	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
Imisebenzi yokwenziwa esuselwa endabeni	Okunye ukulandelanisa izithombe	Ukufunda ngokubambisana – Incwadi Enkulu	Ukuzejwayeza ukulalela	Funda bese wenza	Yakha, udwebe bese uyabhala
	Abafundi bahlanganisa ulwazi lwabo lwezindaba ngokulandelanisa izithombe ngokuzimela.	Abafundi balalela indaba abayaziyo lapho ifundwa ngenkathi uthisha enza isibonelo sokuthi kufundwa kanjani.	Abafundi balalela ngokucophelela baphinde balandele imiyalelo eyenziwayo.	Abafundi bahumsha izifanekiso zezithombe kanye nezokushicilelwe.	Abafundi bayayimela imibono yabo ngendaba ngokwenza utho, umdwebo, isithombe noma ngokuzibandakanya ekubhaleni bebambisene.
Imisebenzi yokwenziwa ngohlamvu nangemisindo	Ukwethula umsindo othathwe endabeni	Ukwakha uhlamvu	Amabhokisi ezinhlamvu	Ukulalela imisindo okugxilwe kuyo	Ukuhlanganisa nokuhlukanisa (amalunga)
	Abafundi bethulelwa umsindo okuzogxilwa kuwo kanye nohlamvu oluxhumene namagama asuselwa endabeni.	Abafundi bakha uhlamvu okugxilwe kulo besebenzisa izinto ezahlukahlukeni, okubasiza ukukhulisa izinzwa zabo zomzimba.	Abafundi babona, babamba baphinde bakhulume ngezinto nangezithombe ezinohlamvu okugxilwe kulo.	Abafundi bahlonza imisindo okugxilwe kuyo emagameni.	Abafundi baxuba imisindo ukwenza amagama bese behlukanisa imisindo yamagama.
Imisebenzi yokwenziwa ngamaqembu amancane	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
	UStella uyakhomba ukuthi yimiphi imisebenzi yamaqenjana abafundi azosizwa nguthisha usuku ngalunye.				
Iqembu elikhulaza sasibhakabhaka	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo 	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa
	Abafundi baqopha imibono yabo ngokudweba kanye nangokubhala okuvelayo.	Abafundi benza amaphazili bese bedlala imidlalo ebandakanya ulimi.	Abafundi bafunda ngokuzimela bathokozele izincwadi kanye nokunye okuphrintiwe.	Abafundi benza imisebenzi edinga imizimba yabo bazijwayeze nokwakha izinhlamvu.	Abafundi bakhela phezu kolimi lwendaba bese benza sengathi bayadlala.
Iqembu elikhulaza satshani	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo 	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla
Iqembu eliphuzi	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo 	Umsebenzi 3: Ukufunda ngokuzimela
Iqembu elibomvu	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo 
Iqembu elibukhwebezane	Umsebenzi 2: Amaphazili nemidlalo 	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo



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 activities	Introducing a sound from the story	Forming the letter	Letter boxes	Listening for focus sounds	Blending and segmenting
	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
	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



Ungayihlola kanjani inqubekela phambili kubafundi Ebangeni R

Ubangeni R ukuhlola yinto eqhubekayo, inqubo ehleliwe yokuqoqa, ukucubungula kanye nokuhumusha ulwazi olutholakala lomfundi ngamunye.

Ukuhlola kufanele kube okuhlelekile kuphinde **kufundise**. Ngamanye amazwi, ukuqoqwa kwemininingwane ethile ngenqubekela phambili yabafundi ngenkathi ukuhlolwa, kufanele kukusize ekulungiselela imisebenzi ukuze kukhule ukufunda kwabafundi. Ebangeni R, akugxilwa ekunikezeleni imiphumela yamamaki, kodwa kulungiselelwa ukuthatha izinqumo ngezindlela zokwesekela ukukhula komfundi.

Awunakuhlola ungazifundisanga. Ukuhlola kuxhumanisa i-CAPS nokuqokethwe yisifundo kanye namakhono ahambisana nemisebenzi yokufundisa nokufunda. Ukuhlola okubhekiswe ekufundiseni nasekufundeni kwenzelwa ukuthi:

- ★ kutholwe izinga asekulo umfundi ngamunye
- ★ ukhuthaze umfundi ngamunye ukuthi akhule
- ★ uqiniseke ngenqubekela phambili yomfundi ngamunye
- ★ uhlele umhlahlandlela wokukhetha nokulungisa imisebenzi
- ★ uqonde izinga lokufundisa kwakho
- ★ uhlele ukwesekwa okwengeziwe kwabafundi abanobunzima ekufundeni
- ★ usize kwenziwe imibiko ngokuthuthuka kwabafundi ekufundeni.

Uhla lwamagama

ukuhlola okufundisayo

ukuhlola okunikeza ulwazi mayelana nenqubekela phambili ngenkathi kufundwa

Ekilasini ...

Amacebo okuhlola

Kufanele luqoqwe zonke izinsuku ulwazi ngokukhula komfundi namakhono akhe ngezindlela ezahlukeneyo kanye nangezikhathi ezahlukeneyo. Imininingwane yolwazi lwabafundi nokuthuthukiswa kwamakhono kufanele luqoqwe nsuku zonke ngezindlela ezahlukeneyo nangezikhathi ezingafani.

- ★ Babhekisise abafundi uma benza imisebenzi yikilasi lonke kanye nangenkathi beyenza ngokukhululeka ngaphakathi nangaphandle kwekilasi.
- ★ Izingxoxo phakathi kwakho nabafundi ngamunye noma namaqembu amancane abafundi zingakusiza ukuqonda izinga nokujula ngendlela abafundi abacabanga ngayo.
- ★ Bukisisa izinto abafundi abazenzayo nabazakhayo (izithombe, imidwebo, izinto kanye/noma 'ukubhala') ezikhombisa ukuthi yini abayiqondayo abakwazi ukuyenza.
- ★ Sebenza neqembu elilodwa labafundi elincane ngosuku emsebenzini ohambisana ne-CAPS. Ngenkathi abafundi bematasa nomsebenzi lowo, qaphela ngokucophelela umfundi ngamunye eqenjini elincane bese ubuza imibuzo ukuthola ukuthi bacabanga kanjani kanye nokuthi ukuqonda ngaliphi izinga.



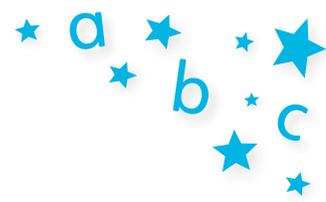
Izinsiza zokuhlola

Khumbula ukuthi ukuhlola akufanele neze kwenze abafundi bethuke noma besabe. Ngalesi sizathu, abafundi akufanele bazi ukuthi uthisha uyayiqopha imininingwane ethile ngabo.

Ukuqopha okwenzeka unyaka wonke, isithombe somfundi ngamunye nawo wonke amakhono akhe namaphutha akhe, ayakheka kancane kancane. Kunezinsiza ezine ezahlukeneyo ezingasetshenziswa: amafayili abafundi, amabhuku okuqaphelekayo ngabafundi, uhla lokuziqinisekisa kanye namarubhriki.

Bheka futhi kwisethi yezinsizakusebenza zolwazi e-GDE yeBanga R lokuzijwayeza ukuthola eminye imibono





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.



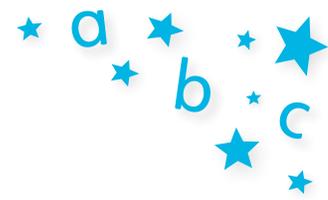
Assessment tools

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.*





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.)



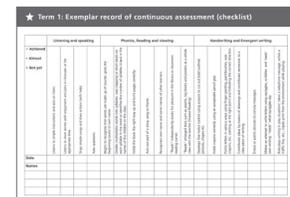
Observation books

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.)



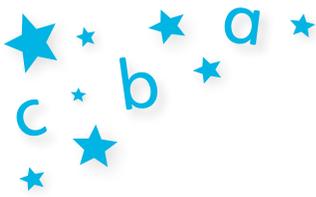
Rubrics

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.

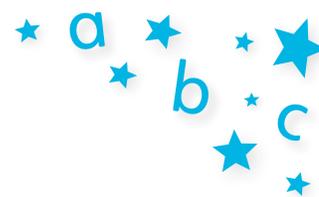




Imisebenzi yohlelo iyahambisana ne-CAPS

Leli thebula likhombisa indlela imisebenzi yomjikelezo wamasonto amabili, ukhulisa amakhono athile olimi ngokwe-CAPS, bese likhombisa futhi indlela ongasebenzisa ngayo le misebenzi ukuhlola inqubekela phambili yomfundi uma uqhathanisa nenqubomgomo yokuhlolwa kwe-CAPS.

Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhriki yokuhlola
			(kwakhelwe esesekelweni sokuhlola nge-CAPS)	
Isonto 1: UMsombuluko	Ukuxoxa indaba nokwakha uhlu lwamagama amasha	Ukulalela nokukhuluma	Ulalela izindaba ezimfushane azenamele bese ehlanganyela emculweni ngesikhathi esifanele Uyayibuza imibuzo	
ULwesibili	Ukuxoxa indaba kanye nokucula	Ukulalela nokukhuluma	Uyawacula amaculo alula awanyakazele (ngokusizwa)	
ULwesithathu	Ukuxoxa indaba kanye nokuyidlala	Ukulalela nokukhuluma	Wenza okusendabeni ngokwenza iminyakazo kanye nemisebenzi esamidlalo	
ULwesine	Ukulandelanisa izithombe	Ukulalela nokukhuluma		Irubhriki 1 Ukulalela nokukhuluma: Uyazixoxa izindaba aziphindaphinde ngamazwi akhe
ULwesihlanu	Yakha, udwebe bese uyabhala	Ukulalela nokukhuluma Ngesandla kokuqala	Uyayifaka imibono esebenzisa imidwebo bese ehlanganyela futhi emishweni ngesikhathi ikilasi libhala Uyadweba noma appende izithombe ukudlulisa imilayezo	
Isonto 2: UMsombuluko	Okunye ukulandelanisa izithombe	Ukulalela nokukhuluma Ukufunda nokubuka		Irubhriki 2 Ukulalela nokukhuluma: Uyazihlela izithombe ezithile ngendlela yokuthi ziyakhe indaba kube nokulandelana okunomqondo ezehlakalweni uma zixoxwa endabeni eyakhekile
ULwesibili	Ukufunda ngokubambisana – Incwadi Enkulu	Ukufunda nokubuka	Uyayifunda imibhalo ekhulisiwe njengezinkondlo, izincwadi ezinkulu namaphosta nekilasi lonke	
ULwesithathu	Ukufunda ukulalela	Ukulalela nokukhuluma	Uyayilalela imiyalelo elula bese enza okufanele	
ULwesine	Funda bese wenza	Ukufunda nokubuka	Uyalibona igama lakhe kanye namagama abanye abafundi	
ULwesihlanu	Yakha, udwebe bese uyabhala	Ukulalela nokukhuluma Ukubhala ngesandla kokuqala	Ufaka imibono ngemibono esebenzisa imidwebo bese ehlanganyela futhi emishweni ngesikhathi ikilasi libhala Uyadweba noma appende izithombe ukudlulisa imilayezo	



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 activities	CAPS language skills	Assessment checklist	Assessment rubric
			(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 Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of 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 Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	



Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhriki yokuhlola
Isonto 1 no-2: UMsombuluko	Ukwethula umsindo othathwe endabeni	Imisindo		Irubhriki 1 Imisindo, Ukufunda Nokubuka: Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesibili	Ukwakha uhlamvu	Ukubhala kahle	Uyazakha izinhlamvu ngezindlela ezahlukene esebenzisa ukupenda ngeminwe, ukupenda ngamabhulashi, ngamakhrayoni asamafutha, njll. esukela lapho kufanele khona athathe inkombandlela efanele	Irubhriki 1 Ukubhala kahle ngesandla kokuqala: Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba
ULwesithathu	Amabhokisi ezinhlamvu	Imisindo	Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo ikakhulu abangasekuqaleni kwegama	Irubhriki 1 Imisindo, Ukufunda Nokubuka: Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesine	Ukulalela imisindo okugxilwe kuyo	Imisindo		Irubhriki 2 Imisindo, Ukufunda Nokubuka: Uqala ukuqonda ukuthi amagama akhiwa ngemisindo: uyawethula umsindo wokuqala osegameni lakhe
ULwesihlanu	Ukuhlukanisa nokuhlukanisa	Imisindo	Uyakwazi ukwehlukanisa amalunga emagameni amalunga-maningi: uyakusebenzisa ukushaya izandla noma isigubhu elungeni ngalinye egameni noma ahlonze inani lamalunga (eshaya izandla) uma ekilasini kusetshenziswa amagama abafundi	
Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhriki yokuhlola
Isonto 1 no-2: UMsombuluko	Ukudweba nokubhala okuvelayo	Ukubhala ngesandla kokuqala	Wenza sengathi uyabhala wenza imidwebo engewona amagama. 'Bafunda' imibhalo yabo ' bafunda' abakubhale noma kanjani ngemidwebo Amakhrayoni uwabamba ngendlela efanele esebenzisa indlela elibanjwa ngayo ipensela	Irubhriki 2 Ukubhala kahle ngesandla kokuqala: Uyazidweba izithombe eziveza umqondo oqavile ezindabeni, emaculweni noma emilolozelweni Irubhriki 3: Uyakuqonda ukuthi ukubhala kanye nokudweba yizinto ezingafani: ukwenza sengathi uyabhala uyakwenza ngemigqa egobile
ULwesibili	Amaphazili nemidlalo	Imisindo Ukulalela nokukhuluma	Sebenzisa ulimi ukucabanga nokuthola isisusa: ifanisa izinto ezihamba ndawonye bese iqhathanise izinto ezahlukene	Irubhriki 1 Imisindo, Ukufunda Nokubuka: Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesithathu	Ukufunda ngokuzimela	Ukufunda nokubuka	"Ufunda" izincwadi ukuzijabulisa ngokuzimela kumtapo wezincwadi noma kwikhona lokufunda ekilasini Ubamba incwadi ngendlela efanele bese uphenya amakhasi ngendlela efanele	Irubhriki 3 Imisindo, Ukufunda Nokubuka: Uyakwazi ukwakha indaba yakhe "ngokufunda" izithombe
ULwesine	Amakhono omzimba nokubhala ngesandla	Ukubhala kahle	Uyazakha izinhlamvu ngezindlela ezahlukene esebenzisa ukupenda ngeminwe, ukupenda ngamabhulashi, ngamakhrayoni asamafutha, njll. esukela lapho kufanele khona athathe inkombandlela efanele Uyazikopisha izinhlamvu azaziyo ezisegameni lakhe emsebenzini wokubhala: uyalikopisha igama lakhe Uthuthukisa ukulawula izicubu ezincane, esebenzisa isikelo ukusika amaphepha, imifanekiso, izimo, njll.	Irubhriki 1 Ukubhala kahle ngesandla kokuqala: Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba
ULwesihlanu	Ukulingisa kokuzenzisa	Ukulalela nokukhuluma Ukubhala ngesandla kokuqala	Uyakulingisa ukubhala emidlalweni: uyayithatha imilayezo yocingo, abhale ithikithi lomgwaqo, njll. Uyakukopisha okushicilelwe okuseduze kwakhe ngenkathi edlala	



INGXENYE YOKUQALA 1: UHLELO LOKWENZA NGCONO ULIMI EBANGENI R





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	

★ Ingxenye yesibili 2: Izimiso eziqondisayo zokufundisa nokufunda Ebangeni R

Lolu hlelo lukhuthaza indlela yokufundisa nasekufundeni inika umfutho nokugqoguzela kubafundi ukuze bathuthukise ukuziphatha, ulwazi kanye namakhono abazokhuliswa yiwo uma befika emabangeni alandelayo. Ucwangingo lwezemfundo emakilasini luphawule laqhakambisa lezimiso zokufundisa ezisiza ekufundeni okuphumelelayo. Uhlelo lolu lwakhelwe phezu **kwezimiso** eyisishiyagalombili.

Uhla lwamagama

izimiso

umthetho ojwayelekile othathwa njengeqiniso lokwamukelwa

Izimiso eziyisishiyagalombili zokufundisa nokufunda

Ngenkathi lezimiso zibaliwe, kwenzelwa ukuthi zisebenziseke kalula. Zonke lezimiso zibaluleke ngendlela efanayo kanti uzobona ukuthi azithi azixhumane ngazinye.



8 Isimiso sokwenza. Ukufunda kuhlanganiswa nokusebenzisa amakhono amasha kanye nolwazi olusha.



1 Isimiso sengqikithi/somongo. Ukufunda kwenzeka ezimeni ezihlelekile futhi ezifanelekile.



2 Isimiso somsebenzi. Kumele abafundi bazibandakanye ekufundeni nase kufundisweni.



7 Isimiso sokubandakanya. Ukufunda kwenzeka endaweni lapho wonke umuntu amukeleke khona, abandakanywe, aphantswe ngendlela, ahlonishwe futhi abambe iqhaza.



3 Isimiso sokudlala. Abafundi bafunda kangcono ekudlaleni okukhululekile nasemisebenzini eyimidlalo eqondiswayo.



6 Isimiso sokuqondisa. Ukufunda kwenzeka uma othisha besiza abafundi ukuthuthukisa ulwazi olusha.



5 Isimo sokusebenzisana. Ukufunda kwenzeka lapho kukhona ukuxhumana kanye nokwabelana ngemibono.



4 Isimiso sezinga. Abafundi badlula emazingeni amaningi nahlukene okuqonda nokuthuthuka.

★ 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.

Glossary

principle

a general rule that is accepted to be true

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.



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



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



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



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

THE EIGHT PRINCIPLES OF TEACHING AND LEARNING IN GRADE R



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



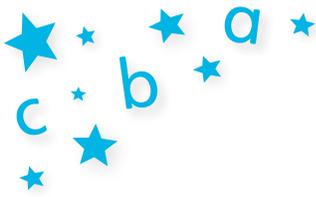
6 The guidance principle. Learning takes place when teachers guide learners in developing new knowledge.



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



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



Ingxenywe elandelayo *Umhlahlandlela Wokuqonda* izokunika ithuba lokubona izimiso eziyisishiyagalombili nokufunda eBangeni R. Isimiso ngasinye sine:

- ★ ncazelo
- ★ mininingwane engaphezulu kwezimiso
- ★ uma "Ekilasini ..." ebhokisini lapho sihlola khona umqondo noma isimiso esingasetshenziswa ekilasini.

1 Isimiso sengqikithi/somongo

Ukufunda kwenzeka ezimeni ezihlelekile futhi ezifanelekile.

Lezizigameko zenzeka zonke izinsuku ekhaya, ezitolo, emgwaqweni, emtholampilo, etekisini, emtatsheni wolwazi, egcekeni, esontweni, epaki, kanye nakwezinye izindawo eziningi kwezinye izimo zansuku zonke. Uma abafundi bezokwenza ibanga R, bafika nalolo lwazi kanye nendlela abaqonda ngayo izinto, ehambisana nemibono ethile ngomhlaba. Lolu lwazi lwabo lwansuku zonke. Kunabantu asebhulile abasebenzisa ulimi emindenini yabo. Ulwazi nolimi ngeke lufane kubo bonke abafundi njengoba kuya ngemindenini yabafundi, umphakathi kanye namasiko.

Uma umfundi efike ebangeni R uza nezizigameko zakhe.

Ekilasini ...

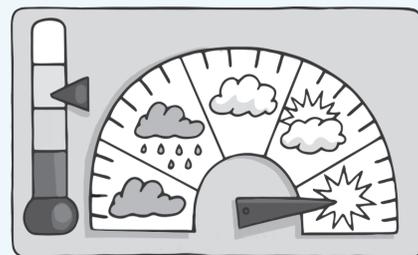
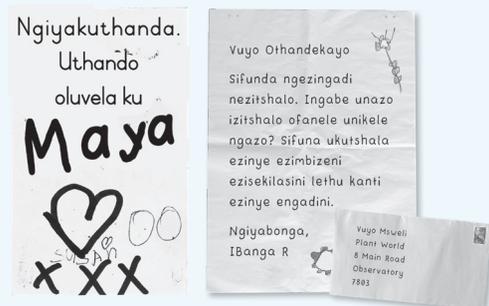


Abafundi abanengi eNingizimu Afrika bakhulela ngaphansi kwezimo lapho izincwadi zingeningi khona nalapho ukudweba nokubhala kungeyona into yansuku zonke. Njengothisha babafundi abasebancane, kufanele sakhe izindawo zokuzisa abafundi ukuxhumanisa izikole namakhaya ukwenza ukufunda kube nenjongo kubo.

Singabakhuthaza abafundi bathole imibhalo nezincwadi ezindleleni eziya emakhaya uma besuka esikoleni noma kube sendaweni zangasemakubo. Singabakhombisa abafundi ukuthi ukufunda nokubhala kunenhloso ngemisebenzi efana nokubhala, uhla lwezinto zokuthenga noma ukwenzela umuntu into ethile.

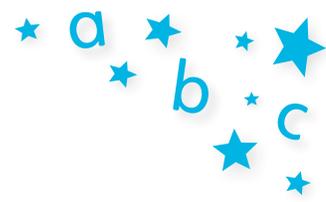
Ukwenza ikilasi libe nemibhalo eminingi kuyabasiza abafundi ukuba babone inhloso yokubhala/yemibhalo. Nansi imibono ngokusebenzisa ngokubhaliwe ngendlela eyakhayo ekilasini leBanga R:

- ★ Bhala usuku lokuzalwa lwabafundi kwikhalenda bese wena nekilasi nilubheka nsuku zonke.
- ★ Beka amalebulo emabhokisini ekugcinwakuwo, njengamabhulokhi namaphazili. Ngasosonke isikhathi uma ukhipha izinsiza, fundani amalebulo uphimisele kanye nabafundi.
- ★ Yakha iphosta enohlelo lwansuku zonke enezithombe namagama. Khuthaza abafundi ukuthi "bafunde" iphosta bazitholele ukuthi yimuphi umsebenzi ozokwenziwa ngokulandelayo.
- ★ Beka obala amaphosta okuhlazeka eduze kwasinki nasendlini yangasese ebakhumbuzisa ukuthi bageze izandla. Sebenzisa izithombe namagama kula maphosta.
- ★ Funda amaphosta ezindongeni, enza ishadi lesimo sezulu enizofunda kanye nabafundi nsuku zonke.
- ★ Khombisa imidwebo yabafundi kanye nokubhala kokuqala ekilasini.



Siyazi kusuka kwisimiso sengqikithi ukuthi abafundi abasebancane bafunda kangcono uma abakufundayo bekuqonda, futhi kuxhumene nento asebeyazi vele. Ezinye zezindlela ezinohlonzwe abayisebenzisayo abafundi abasebancane ukuthola incazelo ngezindaba. Ingakho lolu Hlelo Lokwenza Ngcono Ulimi lwenziwe lwasuselwa ezindabeni, lisiza abafundi ukwakha amakhono amasha nolwazi ngezindaba ezithinta izinto ebazaziyo.





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.

In the classroom ...

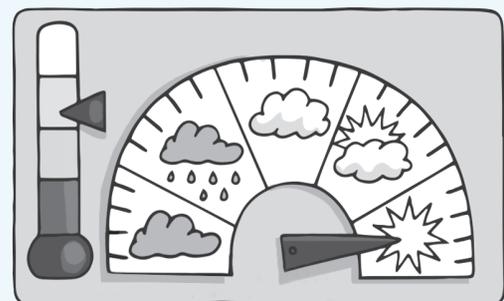


Many learners in South Africa grow up in contexts where there is limited exposure to books and where drawing and writing is not part of their everyday experience. As teachers of young learners, we need to create classroom spaces that help to bridge learners’ home and school contexts so that learning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

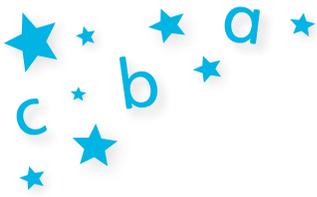
Creating a print-rich classroom environment also helps learners to see the purpose of print. Here are some ideas for using print in meaningful ways in a Grade R classroom:

- ★ 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 the learners.
- ★ 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.





2 Isimiso somsebenzi

Kumele abafundi bazibandakanye ekufundeni nase kufundisweni.

Abafundi abasebancane bafunda kangcono uma besebenza, benza izinto bebandakanyeka nasemisebenzini yokwenziwa. Basebenzisa imizimba yabo ukuthola baphinde bafunde izinto ngomhlaba obazungezile, baze bazizwe behluleka ukuhlala bangenzi lutho isikhathi eside. Bafunda kalula kakhulu uma bezokwazi ukuxhumanisa amagama nezinto kanye nokwenzakayo.

Ukufunda ibanga R kufanele kube okuthokozisayo, imisebenzi yezandla kanye nedinga abafundi ukuthi basebenzise inqondo ngezinto asebeke bahlangana nazo. Uma kuvuma, imisebenzi eyenziwayo kufanele inikezwe abafundi ukuze babe namathuba okusebenzisa imizimba kanye nezinzwa zabo ngokuphelele, ikakhulukazi izinto abazibonayo, ukuzwa kanye nokuthinta.

Abafundi abasebancane bafunda kangcono uma besebenza.

Ekilasini ...

Ngenkathi abafundi bedlala indima, bathola ithuba lokusebenzisa umzimba ngokuba ngabalingiswa bathathe ulimi lwendaba lube ngolwabo. Bayalusebenzisa ulimi olusha baqongelele isibindi sokubamba iqhaza elibonakalayo ekuxoxeni indaba.





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.

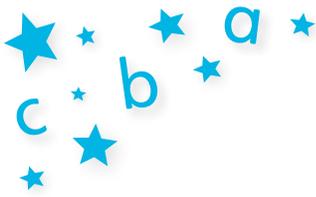
Learning in Grade R should consist of enjoyable, hands-on activities and meaningful experiences that make use of many objects. Wherever possible, the activities should provide learners with opportunities to use their whole bodies and their senses, especially sight, hearing and touch.

Young learners learn best by being active.

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.





Ekilasini (kuyaqhubeka) ...

Abafundi bebanga R akufanele benziswe ukuthi bacule izinhlamvu ze-alfabhethi, bakopishe ezisebhodini noma bazejwayeze ukubhala izinhlamvu ngepensela phakathi kwemigqa ephepheni. Abafundi abasebancane kufanele bafunde ukwakha izinhlamvu ngokunikwa imisebenzi engaphezu kwabo kanye nangokusebenzisa ulwazi oluthinta zonke izinzwa zabo. Ukwakha izinhlamvu kufanele kufundiswe ngezindlela eziningi ezifaka izinzwa zabo ukusebenzisa izinto ezinjengokupenda izinhlamvu kukhonkolo ngebhulashi elicwiliswe emanzini. Ukwakha izinhlamvu ngenhlama yokudlala, ukuxhumanisa ukubunjwa kwezihlamvu nemsindo eziwenzayo, noma babhale phezu kohlamvu oluthile enhlabathini/ethileyini eligcwele ihlabathi.

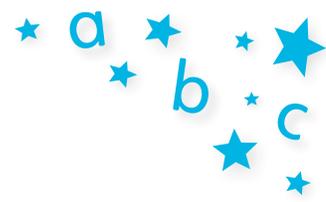


Kuzoba lula kubafundi umabezwa imisindo yamagama ngokuwaxhuma ezenzweni kanye nasezintweni ezibambekayo. Lokhu kuyenzeka, isibonelo, ngokukhuthaza abafundi ukuthi bashaye izandla noma bagxume njalo uma ilunga legama lishiwo, noma bahambise izinto zokubala ngenkathi besho ilunga noma umsindo ngamunye egameni.



Uma wethulwa uhlamvu olusha, kuyinto enhle ukukhombisa abafundi izinto eziqala imisindo – khuluma ngezinto, unike abafundi izinto badluliselane ngazo bazithinte, bese besho igama lento ngenkathi begcizelela umsindo othile.





In the classroom (cont.) ...

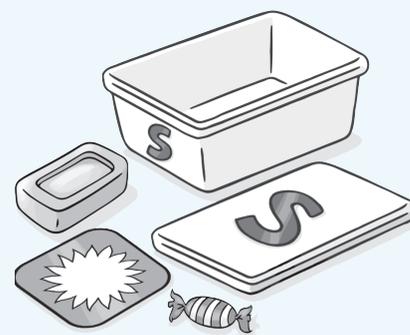
Grade R learners should not be made to chant the alphabet, copy letters from a board or practise writing letters between lines or on paper with a pencil. Young learners should learn how to form letters through big movements and through experiences that involve all of their senses. Letter formation must 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.

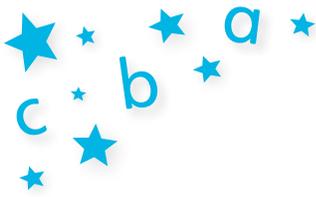


It will be easier for learners to hear sounds in words by connecting the sounds to physical actions and concrete objects. This can be done, for example, by encouraging learners to clap or hop for each syllable or sound, or to move counters as they say each syllable or sound in a word.



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 Isimiso sokudlala

Abafundi bafunda kangcono ekudlaleni okukhululekile nasemisebenzini eyimidlalo eqondiswayo.

Ngokwabafundi ukufunda nokudlala akuyona imisebenzi ehlukeni. Akuyona into abafundi abayenza "ngesikhathi sabo sokukhululeka" noma uma uthisha engekho. Ukudlala kungasho izinto eziningi: ukudlala ngesihlabathi namanzi; ukulingisa ukudlala nomngani noma wedwa; ukudlala ngamabhulokhi namathoyizi okwakha; noma ukudlala imidlalo yokulalela, imidlalo yokuqagela noma imidlalo yamakhadi. Yize eminye imidlalo idinga isikhathi esengeziwe nezinsizakusebenza, abafundi bajwayele ukujabulela ukudlala ngezinto zansukuzonke kanye nezinto ezenziwe ngezinto zasemakhaya.

Ngokwabafundi ukufunda nokudlala akuyona imisebenzi ehlukeni.

Izinhlobo ezinhlanu zokudlala

Abacwaningi bathole izinhlobo ezinhlanu zokudlala ezinokubonakala ngokwenjwayelo ezesekela ukuthuthukisa ukweseka komzimba, inhlalo, umphefumulo nomqondo womfundi.

	<p>Ukudlala ngokomzimba</p> <ul style="list-style-type: none"> ★ Lokhu kubandakanya ukuzivocavoca/ukuvivinya umzimba, ukunyakazisa umzimba, amakhono onawo kanye nokudlala umdlalo ongabalimaza. ★ Ukudlala kubalulekile kubafundi uma befuna ukuba namakhono okuzithuthukisa kanye nokuzikhuthaza.
	<p>Ukudlala ngezinto</p> <ul style="list-style-type: none"> ★ Ngenkathi abafundi befuna ulwazi, uthungatha ufune imiphumela abangayazi ngezinto zomhlaba, indlela abacabanga ngayo, ufunde nokuxazulula izinkinga. ★ Lezi zinto kungaba ngezinemisindo njengamabhodwe namapani; izinto ezintantayo, isivalo namabhodlela epulasitiki; izinto ezinamathelayo njengezitsha zeyogathi; izinto eziboqokayo, ezigoqekayo, ezibazekayo, eziphosekayo, ezigxumayo, ezigonekayo neziphathekayo.
	<p>Ukudlala ngemifanekiso</p> <ul style="list-style-type: none"> ★ Lapha yilapho abafundi besebenzisa khona amathoyizi, izinto, izithombe, imidwebo noma ezinye izinto ezimakwayo uma umuntu efuna ukuveza izinto emdlalweni wakhe. ★ Ekudlaleni kwemifanekiso, abafundi bafunda ukuthi enye into iyakwazi "ukumela enye" njengoba kamuva sebefunde ukuthi uhlamvu luyakwazi ukumela umsindo.
	<p>Ukudlala ngokuzenzisa nangemicabango</p> <ul style="list-style-type: none"> ★ Lokhu kubandakanya okucabanga ngokomqondo, ukuthatha izindima ezahlukeni, ukugqoka, ukusetshenziswa kwamazwi ahlukeni kanye nokuxoxisana. ★ Ukudlala kokuzenzisa kwelekelela indlela izingane ezisebenzisa ngayo umqondo kuphinde kusize abafundi ukuthi bakwazi ukuziphatha nokuzicabangela ngokwabo.
	<p>Ukudlala imidlalo enemithetho</p> <ul style="list-style-type: none"> ★ Lokhu kunokufaka phakathi ukugxuma, ukubala, ukudlala ingqathu, imidlalo yamabhodi, ukudlala idayisi, imidlalo yamakhadi, kanye nomacashelana. ★ Le midlalo ikhuthaza abafundi ukuthi bafunde, ilandela futhi uchaze imithetho, yabelanani niphinde nidedelane, sizanani, bhekanani niphinde nibe nokudumazeka bese niyazama futhi.





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.

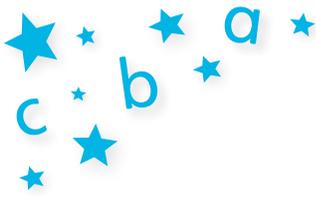
For learners, learning and play are not separate activities.

Five types of play

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

	<p>Physical play</p> <ul style="list-style-type: none"> ★ 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.
	<p>Play with objects</p> <ul style="list-style-type: none"> ★ 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.
	<p>Symbolic play</p> <ul style="list-style-type: none"> ★ 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.
	<p>Pretend and sociodramatic play</p> <ul style="list-style-type: none"> ★ 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.
	<p>Games with rules</p> <ul style="list-style-type: none"> ★ 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.



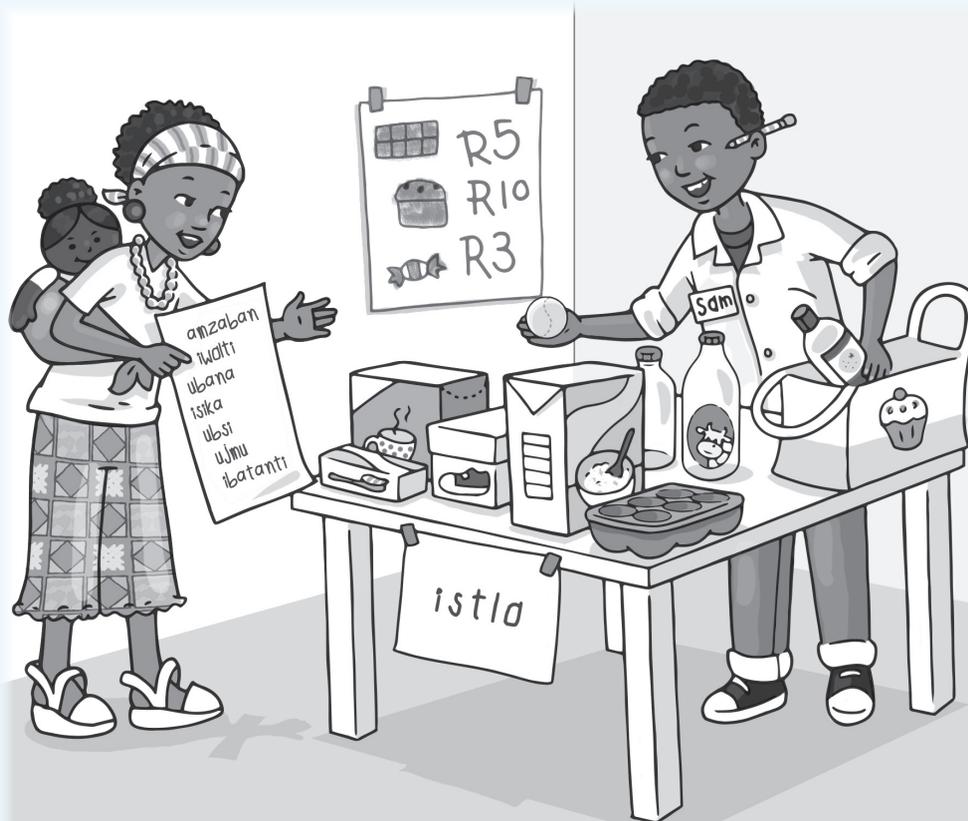


Ekilasini ...

Abafundi bayathanda ukuzenzisa, kanti ukudlala ukuzenzisa kuyindlela enhle ekwesekelayo ukufunda. Umdlalo wokuzenzisa ungaba nomsindo, kodwa wuhlobo lomdlalo oletha ikhono lokuqonda kanye nokusebenza kolimi okuyinto engaphezu kokuthi kuthiwe funda lokho ngalesikhathi samanje, kungaphezu kwendlela abazifundela ngayo izinto ngokwabo, kuphinde kube ngaphezu komhlaba abahlala kuwo. Kufanele bazihlelele izindawo abazozidlala kuzo, baphinde bachaze ukuthi benzani, baphinde bafunde nokuthi kukhona into okuthiwa ukumela – okusho ukuthi into iyakwazi ukumela enye. Ukwazi ukuqonda ukuba lukhuni kwento okuzobenza baqonde ukuthi ukubhala kumele amazwi esiwakhulumayo.

Nansi eminye yemibono engasiza ukukhuthaza imidlalo yokuzenzisa ekilasini lakho:

- ★ Umdlalo wokuzenzisa kulula ukuwulungiselela ngamabhokisi amadala, amaphakethe amapulasitiki kanye nezinye izinto ezingatholakala ekhishini. Iphepha elidala lingasetshenziswa njengemali. Abafundi abasebancane bayakujabulela ukulingisa uma bedlala imidlalo yezindlu, njengokupheka kanye nokuhlaza izinto.
- ★ Khuthaza abafundi ukuthi benze sengethi bayabhala noma bayafunda emidlalweni yabo, isibonelo, enza uphawu lwasesitolo nenze uhlu lwezinto zokuthenga, incwadi ephuma kudokotela, ukuthatha ama-oda uzenze umuntu osizayo.
- ★ Hlanganyela nabafundi ngesikhathi bedlala. Khombisa injabulo ngokuzibandakanya kwakho ngokucabanga ngokuzwakalayo uphinde ukhulume ngokwenzekayo kulowomsebenzi.
- ★ Siza abafundi ukuthi bacabange ngezimpawu ngesikhathi somdlalo. Phakamisa ukuthi into eyodwa ingayimela kanjani enye. Isibonelo, *“Ungaphendula lelotafula ulibhekise phansi ulisebenzise njengesikebhe sakho.”*





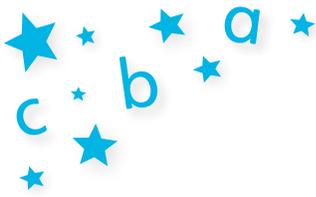
In the classroom ...

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 yokudlala ngokwesekwa

Indlela encike emidlalweni yokwesekwa eyokufundisa abafundi nokufunda ukuthi ngekhathi abenza ngcono emidlalweni yokudlala ekhululekile kumele iqalwe ngumfundi iphinde iqondiswe nguyena ngaphandle komuntu omdala.

Kwezinye izikhathi abafundi bafunda kahle uma imidlalo iqondiswe nguthisha ekilasini lonke noma amaqenjini amancane. Uhlelo oluhlelwe kahle lokufundisa kufanele lubandakanye zonke izinhlobo zemidlalo.

Abafundi badinga amathuba amaningi ukuze:

- ★ *bahlole indawo besebenzisa izinzwa.*
Isibonelo: imidlalo yangaphandle, njengokugibela, ukugijima, noma ungxuma ungxamalaze nemidlalo yebhola.
- ★ *baphenye izinkinga baphinde bazixazulule.*
Isibonelo, besebenzisa izinto zokwakha umbhoshongo, noma besebenzise amanzi noma isihlabathi ukugcwalisa isitsha.
- ★ *bayaziqeqesha ngalokho asebevele bekwazi.*
Isibonelo: ukudlala imidlalo esihleliwe njengeshadi lezinyoka nezitebhisi nama -dominoes.

Uhlelo lokufunda kufanele lube nezinhlobo ezahlukahlukeni zemisebenzi yemidlalo yokudlala.



Ukubaluleka kokudlala ekufundeni nasekukhuliseni ulimi

Uma abafundi bedlala, basebenzisa izinto ezisendaweni ebazungezile bazenze sengathi ezinye izinto. Uma abafundi bedweba, benza izithombe ezimela izinto zangempela noma ezisemiqondweni/abazicabangayo.

Umdlalo ongumfanekiso, *abafundi basebenzisa* into "emele enye" noma ethathe indawo yenye. Lokhu ngukuqala kokufunda ukuthi izimpawu/imifanekiso ziyakwazi ukumela izinto zangempela. Isibonelo, bafunda ukuthi:

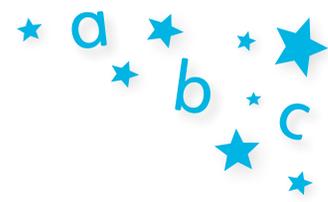
- ★ Ipulangwe lokwakhiwa laba ngxantathu liyakwazi ukumela ucingo lokufona.
- ★ Umdwebo wabantu ababili uyakwazi ukumela abantu abaphilayo ababili.
- ★ Uhlamvu **s** lumela umsindo /s/ owuzwa egameni elifana nelithi "isoso" nelithi "usisi".

Miningi eminye imidlalo yokubamba iqhaza ekufundiseni ulimi. Isibonelo:

- ★ Uma abafundi bedlala umdlalo wokuqagela, basebenzisa ulimi ukuchaza ukuqagela ukuthi bacabangani.
"Ngicabanga isilwane esihlala epulazini. sisinika ubisi nenyama."
- ★ Imidlalo efana nokuthi "Ngiyahlola ngamehlo ami amancane" isiza abafundi ukuthi bakhombe/basho imisindo ekhona emagameni.
"Ngamehlo ami amancane ngihlola into eqala ngomsindo /t/."
- ★ Imidlalo yokulalela isiza abafundi ukukhulisa ulwazimagama kanye nokuqonda umqondo.
"Yima ngomlenze wakho wangasokunxele bese ubeka izandla ekhanda."

Abafundi basebenzisa into "ezomela enye" noma "ezothatha isikhala senye" uma bedlala.





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 “isoso” and “usisi”.

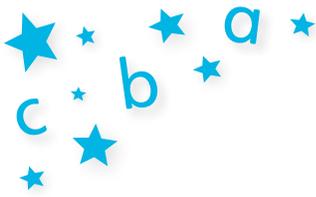
There are many other play activities that promote language learning. For example:

- ★ 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 Isimiso sezinga

Abafundi badlula emazingeni amaningi nahlukene okuqonda nokuthuthuka.

Abafundi ekilasini lebanga R bayalingana ngobudala, kodwa ubuntu babo behlukile, izidingo, amakhono, amandla nezinsalelo. Kuzoba khona ukwahlukahlukana ngolwazi lwabo lwaphambilini kanye namazinga abo olimi. Konke lokhu kuzoba nomthelela ejubaneni abasebenza ngalo kanye nasekwesekweni abazoludinga kothisha kanye nakwabanye ukuze bafunde.

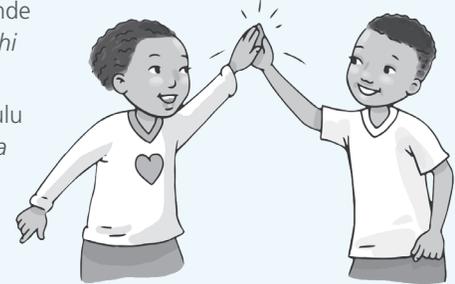
Miningi imithelela ezokwenza umahluko kumfundi angasebenza ngayo kanye nokwesekwa azokudinga kuthisha wakhe.

Ekilasini ...

Uma kungukuthi abafundi abakhulelanga emakhaya lapho bekhuthazwa ukubuza nokuphendula imibuzo, bangahle bangakhululeki ukwenza lokhu uma besekilasini. Imibuzo enhlobonhlobo yakha izidingo ezahlukahlukene ekukhuleni kwekhono lolimi kubafundi. Othisha kufanele bazame ukusebenzisa imibuzo elingene izinga lomfundi ngamunye.

- ★ Eminye imibuzo iyaphenduleka lungasebenzanga kakhulu ulimi, isibonelo: *“Licashe kuphi ikati?”* Uma umfundi besho empendulo okuyiyo, lokho kukhombisa ukuthi bayawuzwa umbuzo, yize bengakhulumi.
- ★ Imibuzo edinga ukuthi abafundi bakhethe phakathi kwezimpendulo ezimbili isiza ukukhulisa ukuzethemba kwabo, njengoba abafundi bephendula noma benganalo ulimi olungako: *“Ngabe ungathanda ukusebenzisa ikhrayoni elikhulaza sasibhakabhaka noma satshani?”*
- ★ Imibuzo evalekile enempendulo eyodwa nayo iyakukhulisa ukuzethemba kwabafundi abasakhula ngolimi. Isibonelo: *“Imbala muni ingubo yentombazane?”*
- ★ Imibuzo ekhuthaza abafundi ukuthi babelane ngolwazi lwabo lwaphambilini ibalulekile ukwakha ukuzethemba, njengoba imibono kanye nolwazi lwabafundi lubalulekile, kanti bakwazi ukucosha ulwazi entweni abayaziyo uma bakha impendulo. Isibonelo: *“Wake waya kupikiniki? Ungasixoxela ngokuya kwakho kupikiniki?”*
- ★ Imibuzo emayelana namagama kanye nezincazelo ikhulisa ukusebenzisa, iphinde isize ekukhuliseni ekufuneni ulwazi lwamagama. Isibonelo: *“NgesiZulu, lokhu sithi ‘ngigeza izandla’, nikubiza ngokuthini lokhu kwezinye izilimi?”*
- ★ Imibuzo evulekile yileyo enezimpendulo ezingaphezu kweyodwa ibaluleke kakhulu ukukhulisa abafundi emakhonweni olimi kanye nakwawokucabanga. *“Ucabanga ukuthi yini ezokwenzeka ngokulandelayo?”; “Kungani ucabanga ...?”*

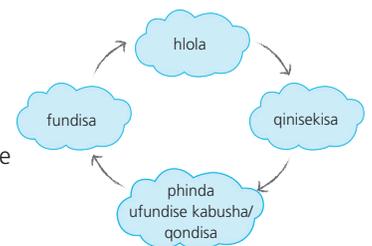
Le mibuzo igqugquzela ukubambisana kanye nokwabelana kwemibono, kodwa abafundi baba nokuzethemba ekuphenduleni kwabo uma uthisha enze ukuthi ekilasini labo yilapho zonke izimpendulo zamukeleka futhi zihlonishwa.

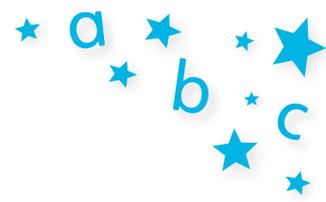


Ukufundisa okuhlukile

Ukwehlukana kusho okufundisayo kuhlukanisa nendlela **yokufundisa** ifaka amakhono angafani kubafundi bakho. Ukusebenzisa lendlela, othisha kufanele baqaphele abafundi babo **bahlele** umfundi ngamunye ngesikhathi kukhona okwenziwayo basebenzise abakubonayo ukuthola ukuthi kwesekelwa kuni umfundi akudingayo, bese behlela ukuthi uma **kuphinda kufundiswa** (noma **kulungiswa**) kwenziwa kanjani lokho ukuze bakhulise umfutho kubafundi kumakhono okuqonda nokuzwisisa. Abanye abafundi bangawuqonda umbono omusha, izibonelo eziningi noma ukwesekwa okuningi ukufeza ukuqonda okufanayo. Uma usebenzisa ukwehlukana ekufundiseni kwakho, udinga ukuthi:

- ★ uqaphele ukufana kanye nokwahlukana kwabafundi bakho
- ★ uhlela indlela engcono kakhulu yokweseka umfundi ngamunye ngokomfutho kanye nezinsalelo zakhe
 - Yiziphi izinsiza ezingasiza?
 - Yiliphi iqembu elimfanelana kangcono umfundi?
 - Ingabe umfundi uzodinga isikhathi esengeziwe? Ungelulwa kanjani umsebenzi ukwanelisa umfundi osebenza asheshe?
- ★ ulungise ngokwanele lokho olindele ukuthi umfundi ekuzuzile ekupheleni 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.

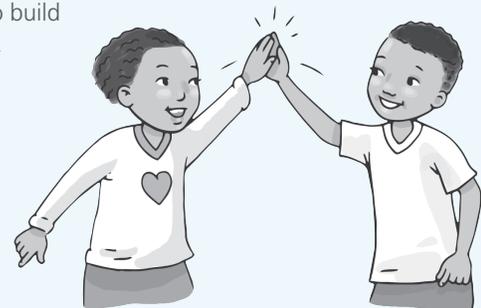
Many factors will influence learners' pace of work and the support they will need from the teacher.

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.

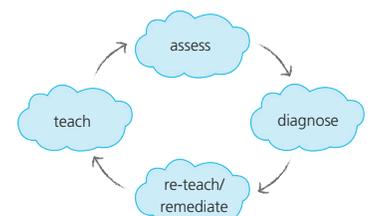
- ★ Some questions can be answered with very little language, for example: "Where is the cat hiding?" If learners point to the correct answer, it shows that they have understood the question, even if they don't speak.
- ★ Questions that require learners to choose between two responses can help build 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.

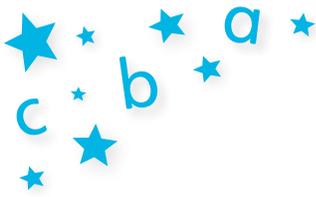


Differentiated teaching

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.



Ekilasini ...

Ekuqaleni konyaka weBanga R, abanye abafundi bangengaba nolwazi olwanele lokudweba nokubhala, ngenkathi abanye kungenzeka babe sebekwazi ukubhala amagama abo, sebenokuzethemba ekwethuleni imibono yabo. Ulwazi lwabo lwaphambilini, amakhono kanye nezinto abazithandayo kungaba nomthelela ekukhuliseni kwabo amazinga, ngokuthi ubaqaphela ngokucophelela, othisha bazokwazi ukubona amazinga amakhono abo, baphinde bakwazi ukuzilungiselela ukwesekela ukuthuthuka kwabo.

Ukuhlolisisa

Lolugcwaningo olulandelayo lukhombisa inqubo yokufundisa, ukuhlola, ukwenza kanye nokulungisa/ukufundisa kabusha. Emuva kokufundisa umsebenzi odinga ukudweba, uthisha uba esehlola abafundi ngokungahleliwe, ukwazi ukubona ukuthi abanye abakwazanga ukuqedela umsebenzi wokudweba ngokwezinga elilindelekile. Ukuqaphela kwakhe kumholela ekutholeni ukuthi abafundi abakwazanga ukubona ukuthi lo mdweba bewudinga ukubukisiswa nokuqinisekisa imininingwane esobala. Ubesethatha isinyathelo sokulungisa ngokuthi enze ngokucophelela okudingekayo. Lezi zithombe izona ezikhombisayo ukuthi kumele kungenelelwe ukuze umfundi adlulele ezingeni elilandelayo.

Ubeneminyaka emihlanu ubudala uBlessing ngenkathi edweba lesi sithombe. Waphatheka kabi uthisha uma ebona isithombe, wabona lapho ukuthi udinga ukwesekwa okukhulu. Wanquma lapho ukuthi kumele amqaphele uma kudwetshwa, wathola isu lokumeseka ekudwebeni. Ubekhuluma naye nsuku-zonke ngezinto azidwebayo. Ubeke asho izinto ezifana nokuthi: *“Ngibona udwebe isithombe sakho lapha. Ngabe unezingalo ezingaki? Ungangikhombisa izingalo... zakho? Yebo, zisemaceleni emzimbeni wakho. Uyakwazi ukudweba izingalo zakho ngokwakho?”*

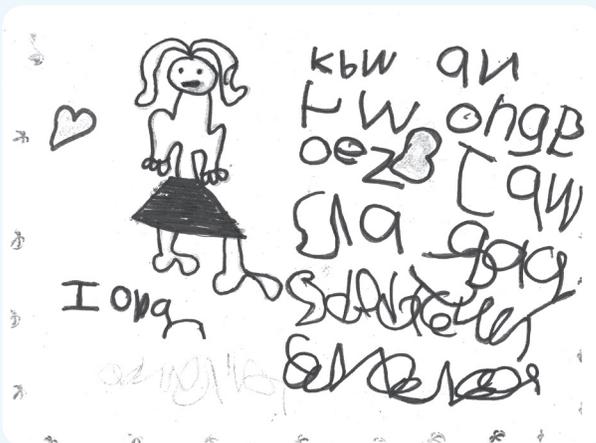


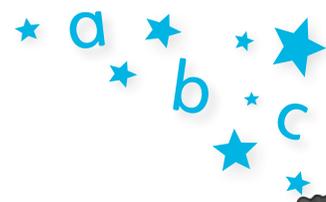
Uthisha uke wamsiza ngokumcebisa ukuthi kufanele athathe isikhathi uma edweba, waphinda wamsiza ngokulungiselela ukuthi yimiphi imibala angayisebenzisa. Wamkhuthaza ukuthi avame ukuzibukisisa izinto uma ezidweba, isibonelo: *“Bheka leli apula – isimo salo sinjani? Yebo, liyindilinga. Nokuthi, mbala muni odinga ukulidweba libe yiwo?”* Waphinda wakhuluma nabazali bakaBlessing wabakhuthaza ukuthi bameseke nasekhaya. UBlessing uqobo lwakhe, abazali kanye nothisha kwabajabulisa ukubona indlela ayeqhubekela ngayo phambili!



Ukubhala

Uma abafundi beqala ukubhala imibhalo yabo ayifani neyabantu abadala, kodwa bakhula njengababhali ngenkathi bezama ukudlulisa imibono yabo ngokubhala ephapheni, baphinde basebenzise ukubhala okusezinhlosweni zabo. Lezi zibonelo ezilandelayo zikhombisa ukuthi abafundi badlula kumaphi amazinga ahlukehukene okuqonda kanye nokuthuthuka ekufundeni kwabo ukubhala. Bheka izimiso zomhlahlandlela ubone kuwo ukuthi uthisha uqondisa kanjani abafundi ngokufanele ngezinga labo lokubhala.





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, 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?"

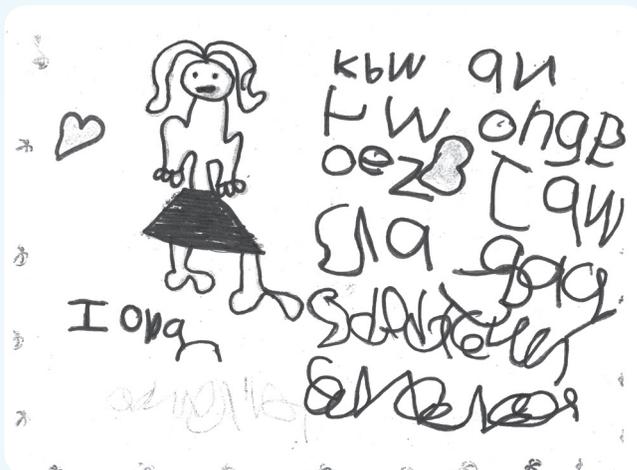


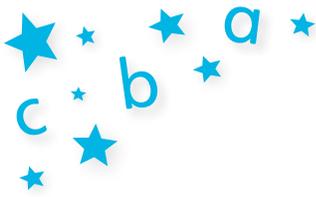
The teacher encouraged him to take more time doing his drawings and helped him to plan which colours to use. She encouraged him to look more carefully at things when he was drawing, for example: "Look at this apple – what shape is it? Yes, it is round. And what colour do you need to draw it?" The teacher 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 Izimiso zokusebenzisana

Ukufunda kwenzeka lapho kukhona ukuxhumana kanye nokwabelana ngemibono.

Abafundi bafunda kangcono kakhulu uma sithatha izinyathelo ezibhekiswe kwabakuthandayo sibanika amathuba okuphendula nabo, babelane nathi ngemibono baphinde babuze baphendule nemibuzo. Ingxoxo phakathi kwabantu abadala nabafundi iyinsika ekuthuthukiseni ulimi, ukukhuthazwa kwabafundi ukuba babeyingxenywe yokuxoxisana bethule imibuzo nemibono yabo, kuzobangela ukukhula masinya kolimi nokucabanga kwabo.

Ucwaningo luyakuveza ukuthi ukukhulisa izinga labantwana ekilasini, kulapho uthisha ekubeka khona emahlombe akhe ukwenza isimo sesekelo sokuxoxisana nokuxhumana nabafundi. Kulula ukukhiphela abafundi imiyalelo uphinde ulindele ukuthi bazothula, kanti-ke akuyona indlela leyo abafundi abasebancane abazofunda ngayo ulimi.

Othisha abakhuthele
bayalukhulisa ulimi
lwabafundi.

Ekilasini ...

Ekilasini lebanga R maningi kakhulu amathuba okukhulisa ulimi olukhulunywayo ngosuku.

Ukuveza bese usho ithuba elingajwayelekile kubafundi lokuthi balethe izinto ezithile ekilasini ulungiselela ukuthi babe nethuba lokukhuluma isikhathi esibekiwe, bekhulume ngento ekhethekile kubo. Nanka amanye amasu uthisha angawasebenzisa ukweseka ukuxoxisana ngesikhathi *sokuveza bese usho*:

- ★ Isho into ekhethwe ngumfundi ngokohlelo lokuveza bese usho.
- ★ Zehlise uzifanise nomfundi, uzwe uphinde ulalelisisise.
- ★ Phinda okushiwo ngumfundi bese wengeza ngolwazi lwazo lakho, lingisa noma wandise kwabakushilo, uqiniseke lokho abakugcizelelayo emilayezweni yabo.
- ★ Buza imibuzo ulalele izimpendulo zomfundi. Enza iphuzo ngokubuza imibuzo evulekile ekhulisa imicabango yabo (“Ngazi kungani ...?”, “Ucabangani ...?”, “Ucabanga ukuthi wahamba nini...?”).
- ★ Nikeza abafundi isikhathi esanele sokucabanga ngaphambi kokuthi baphendule.
- ★ Bakhombise abafundi ukuthi ulalele ngokuzimisela (ngokuthi uphendule kanje: “mmm, o, yebo, ngempela?”).
- ★ Bathembise ukuthi amakhono okucabanga abanika ithuba elanele lokuthi babuze imibuzo.
- ★ Babandakanye abafundi abalalele ohlelweni “lokuveza bese usho” ngokuthi ubabuze imibuzo mayelana nabakuzwile ngezinto ezintsha abazifundile.
- ★ Bachazele ngemicabango nemizwa (nangemicabango nezimo zabanye).

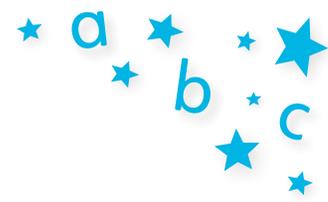


Ukubuza imibuzo kuthuthukisa ulimi kubafundi

Ngokubuza imibuzo, abafundi bagcina befunda ukuthi ulwazi nemibono okwahlukahlukene nokuthi kuxhumana kanjani. Izinga ababuza ngalo imibuzo nabachaza ngayo imibono yabo, kukhuphula amakhono olimi nokucabanga. Izimpendulo zabafundi zinganganemba njalo, kodwa amaphutha abawenzayo ayigxenywe yokukhula ekufundeni kwabo. Kufanele uthisha abuze imibuzo ezokwenza umfundi abe nempendulo futhi akufanele alulaze umfundi onikeze impendulo enganembi.

Uzothola okunye okwengeziwe engxenyeni elandelayo mayelana nemibuzo ongayibuza abafundi abehlukahlukene ngezinga lokukhula kokufunda.





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 quiet, but this is not how young learners learn language.

Responsive teachers build learners' 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).

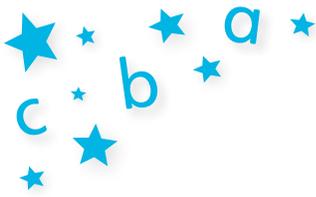


Asking questions enhances language development

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.





6 Isimiso sokuqondisa

Ukufunda kwenzeka uma othisha besiza abafundi ukuthuthukisa ulwazi olusha.

Abafundi bazalwa benesifiso sokufunda nakuba bekwazi ukuthola izinto ngokwabo, ukuze bafunde baphinde bathuthuke, bayabudinga ubudlelwano. Ubuhlobo bokunakekelana nokwethembana buyinsika yazo zonke izinhlobo zokufunda. Abaqapheli noma othisha abayikhuthalelayo intshisekelo nemizamo yomfundi, benza ncono ukufunda baphinde babasize abafundi ukuqonda ulwazi abahlangabezana nalo.

Nikeza abafundi imisebenzi

Abafundi bayathanda ukubamba iqhaza ezintweni “zabantu abadala” kanti okuningi ukufunda komfundi osemncane kwenzeka ngenkathi enza izinto eseduzane nomqaphi noma nezelamani zakhe. Uma “belawulwa ekuhlanganyeleni”, bazofunda kancane-kancane ukwenza imisebenzi ngokwabo. Njengoba umuntu osafufusa emsebenzini efunda kumpetha noma kumuntu onekhono lalowo msebenzi, abafundi bathola amakhono amasha ngokufunda ezinganeni zakwabo, emalungwini omndeni kanye nakothisha.

Ubuhlobo
bokunakekelana
nokwethembana
buyinsika yazo zonke
izinhlobo zokufunda.

Ekilasini ...



Njengoba kujwayele ukwenzeka emakhaya, abafundi bayathanda ukunikwa izinto abazozenza ekilasini. Kufanele ubacele abafundi kube yibo abalawula ikhalenda lezinsuku zokuzalwa, ishadi lesimo sezulu, ukunikezela kozakwabo, ukuhola iqembu, ukusiza abalingani babo ekilasini, ukuqoqa ekhoni lezincwadi. Baqala ngokubona wena wenza lemisenzi kungekudala bazolungela ukuthatha lemisebenzi ngokwabo.



Ukuzilawula kubalulekile

Abafundi bayakudinga ukuthi kufundwa kanjani. Lokho kusho ukuthi bayadinga ukuzijwayeza ukulawula indlela yokuziphatha. Uma benza umsebenzi bebambisene nomqaphi noma nothisha bayakufunda ukwehlisa ijubane, bacabange ngaphambi kokwenza bangaphenduli ngokushesha. Abafundi bayakufunda ukuzibamba, baguqule izinto abazihlelile bakwazi ukulwa nengcindezi uma kunomsebenzi olukhuni okumele bawuxazulule. Bafunda ukucabanga basebenzise ezinye izindlela esikhundleni sokwenanela ngaphandle kokucabanga. Othisha abanika abafundi amathuba okulinda balalele imiyalelo bese beba yingxenywe yokulungiswa komsebenzi, basiza abafundi ekuziphatheni kahle kwabo.

Bayakwazi othisha ukusiza abafundi banamathele emsebenzini abawenzayo ngokulawula indawo yokufunda. Lokhu kufaka phakathi ukwehlisa izinga lomsindo, ukuqoqa izinto zokudlala nezinto ezingadingeki kulowo msebenzi ezingabadidisa imiqondo yabo. Othisha bangabasiza abafundi ngokubakhombisa izingxenywe ezibalulekile emisebenzini noma babakhombise ukuthi kumele baphendule ngokucabanga. Badinga amathuba amaningi abafundi okuthi babandakanyeke emisebenzini ayakhelwe ukukhulisa amakhono okusebenza.





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.

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.

Nurturing and trusting relationships are the cornerstones of all learning.

In the classroom ...



Just as at home, learners love to be given roles in the classroom. Ask learners to take responsibility for the birthday calendar, the weather chart, handing out resources, leading their group, helping a classmate, tidying up the book corner. First, ask them to help you. They will learn by watching you do these tasks, and will soon be ready to take on the jobs themselves.

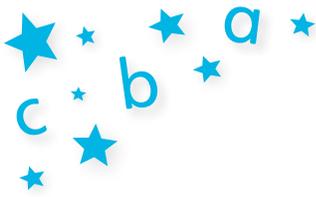


Self-regulation is key

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.





Ukusiza abafundi ezingeni elifanele

Kubalulekile ukuqaphela ukuthi usizo anikwa lona umfundi lilingene nejubane akhula ngalo. Kubonakele ezimisweni zezinga ngesikhathi abafundi befunda ukubhala ukuthi badlula ezigabeni ezahlukahlukene zokubhala, kanti kubaluleke kakhulu ukuthi uthisha akuqaphele lokhu ukuze eseke umfundi ngendlela efanele.

Ekilasini ...

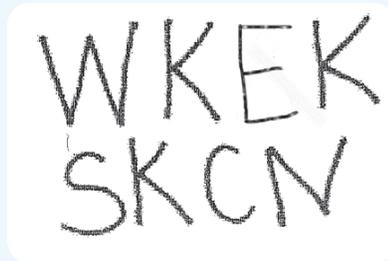


Othisha baneghaza elibalulekile okumele balibambe ekuhlangeni abafundi ngenkathi bedweba ekubhaleni kwabo kokuqala. Nazi iziphakamiso zokuhlenga abafundi abasebancane abasafunda ukubhala okokuqala:

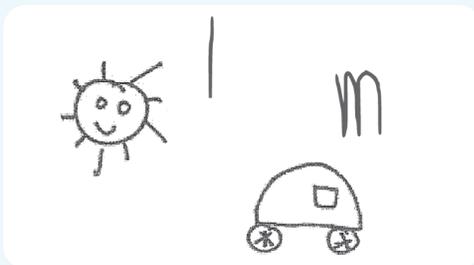
- ★ Kujwayelekile ukuthi ekubhaleni kwabo kube nokuklwiklwiza, nezinhlamvu, izinamba kanye nezimo. Uma umfundi kwenzeka ukuthi aklwebhahlwebhe noma azame ukubhala, mtshele asho ukuthi ubhalani, bese umqinisekisa ngemizamo yakhe emihle. Isibonelo: *“Wamuhle umsebenzi wakho wokubhala indaba. Ngitshele, ithini le ndaba?”*



- ★ Ungakhathazeki uma abanye abafundi bebhala izinhlamvu ezingi ezilandelanayo ngaphandle kokushiya izikhala. Ngesinye isikhathi kungaba wusizo ukubala amagama omfundi ngeminwe yakho ukuze kukutshale ukuthi ingabe umusho yini, ukhombe ngomunwe igama ngalinye alishoyo. Khuthaza umfundi ukuthi enze okufanayo ngeminwe yakhe ngenkathi ebhala. Lokhu kungabasiza bafunde ukuthi izikhala zichazani emagameni.

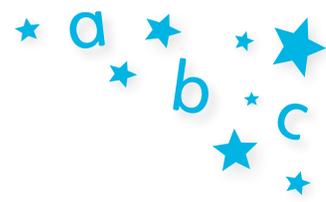


- ★ Ngokuhamba konyaka, abafundi bangaqala ukusebenzisa izinhlamvu ukwakha imisindo emagameni. Bhala imibono mayelana nosukuqaphelile ekubhaleni kwabo. Isibonelo: *“Ngiyayithanda indlela osebenzise ngayo uhlamvu /b/ ngesikhathi ubhala ubaba – ucabange kahle!”* Kungenzeka babe besabhala bebhakise emuva noma phansi. Ungakulungisi lokho. Bazozijwayeza kweminye imisebenzi.



- ★ Abanye abafundi bangahle basole ukuthi ababhali “kahle” mhlawumbe benqabe ukubhala. Lokhu kunokwenzeka uma sebezinqonda kangcono izinhlamvu nemisindo, kodwa bengakakwazi ukubhala ngokuyikho (“njengokwabantu abadala”). Leli yiqophelo elibalulekile ekubhaleni okukhulayo. Beseke abafundi ngokubabhalela amagama bese ubakhuthaza ukuthi babhale amagama abakwazi ukuwaphimisa noma amagama abawazi ukuwabiza. Masinyane bazobe sebekwazi ukubhala ngokuzimela.





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.



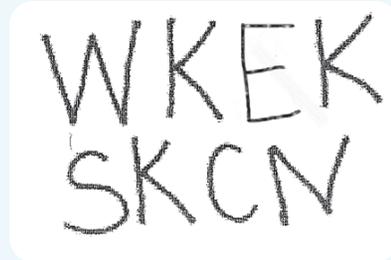
In the classroom ...

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:

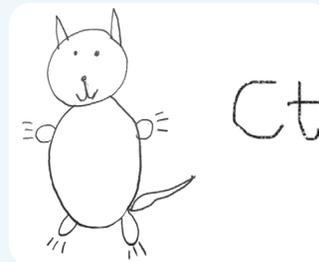
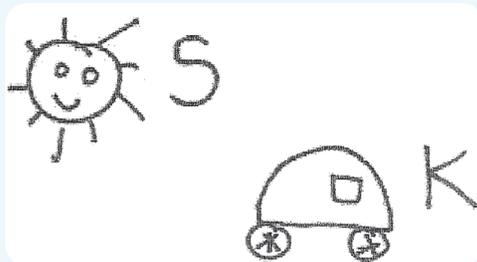
- ★ It is normal for learners' writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts. For example: "You have done a good job of writing your story. Can you tell me what it says?"



- ★ 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.

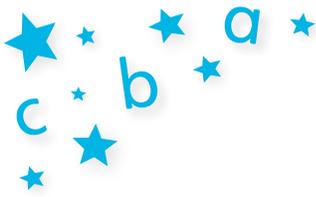


- ★ As the year progresses, learners may start using single letters to represent some sounds in words. Make a comment about what you have noticed in their writing. For example: "I like the way you used the letter /b/ for baby bird in your writing – that was good thinking!" They might still write letters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



- ★ 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 Isimiso sokubandakanya

Ukufunda kwenzeka endaweni lapho wonke umuntu amukeleke khona, abandakanywe, aphathwe ngendlela, ahlonishwe futhi abambe iqhaza.

Othisha abamukela ukuvuleleka kokufunda bayakubhekelela ukwahlukahlukana kubafundi babo. Wonke amakilasi eNingizimu Afrika anabafundi abaningi abehlukahlukene, ngamunye ufika nobuyena, ubuntu, amakhono, akuthandayo kanye nesesekele sempilo sakhe.

Ukufunda okuvulelekile kusho ukuthi bonke *abafundi* babandakanyeka kuyo yonke imisebenzi yekilasi. Bonke abafundi banelungelo lokuzizwa bekhethekile, bebendakanywa emisebenzini nasezingxoxweni zekilasi noma ngabe banakuphi ukukhubazeka, nezinye izinkinga zokuziphatha noma ezinye izithiyi ekufundeni. Abafundi kumele bemukeleke, bakhuthazwe kuzo zonke izinto ezenzeka esikoleni noma kuleso sikhungo sokufunda bakwazi ukuze ngamandla abo wonke.

Ukufunda okuvulelekile kudlulela *nakubazali nakubasebenzi bezemfundo* okumele nabo bemukeleke, baphathwe kahle futhi bahlonishwe noma ngabe bangabaliphi isiko, ubuzwe, nobulili, amakhono omzimba nengqondo, ukholo, isimo senhlalo, esomnotho, ulimi kanye nezindlela zokufunda.

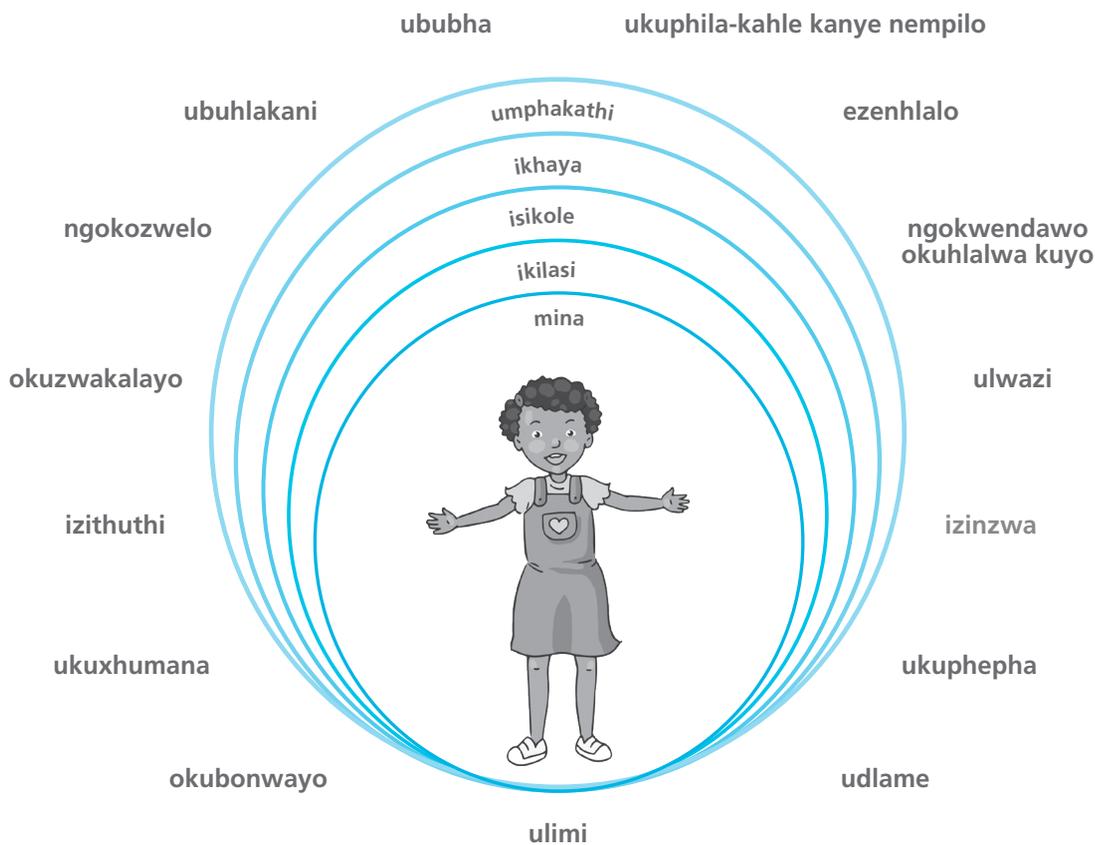
Izingqinamba zokufunda

Kwi-Education White Paper 6 engxenyeni Yezidingo Ezikhethekile Zokufunda kucacisiwe kahle ukubandakanywa kwabafundi, ikakhulukazi kulabo abebengenamalungelo, noma labo abebencishwe amathuba okufunda ngaphambilini. Lezi **izingqinamba** ezilandelayo ezinye zezizathu zokukhishwa inyumbazana ekufundeni:

Ukufunda kubandakanya bonke abafundi kusho ukuthi bonke banelungelo lokuthola imfundo uyisisekelo ngaphandle kokubandlululwa.

Ukuhlonishwa, ukwahlukahlukana kanye nokushisekela ngezinye zezinto ezingamalungelo abafundi ezivikelekile kuMthethosisekelo weNingizimu Afrika.

Lokhu kuvuleleka kugunyaza othisha ukuthi baqaphele umfundi ngamunye, izidingo zakhe kanye nezinto azithandayo ukuthi zibhekeleke ekilasini. Inqubomgobo yokubandakanya ikhuthaza ukuthi othisha bazi umfundi ngamunye, nezidingo zakhe kanye nezitshisekelo ukuze babhekane nakho ekilasini.



Uhla lwamagama

izingqinamba zokufunda

izingqinamba ekufundeni yinoma yini evimbela umfundi ukufunda ukuthi akwazi ukufunda ngokwanelisekayo

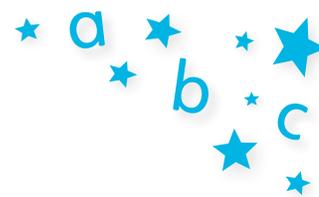
Lezo zingqinamba kungaba e:

- *zezici zangaphakathi:* ezithinta umfundi (isibonelo: ukulimala kwengqondo, ukungabi nakuthula noma ukuthinteka emzimbeni)

noma

- *zeci zangaphandle:* ezingathinti umfundi (isibonelo: ukuhlupheka, ukulahlwa, udlame 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.

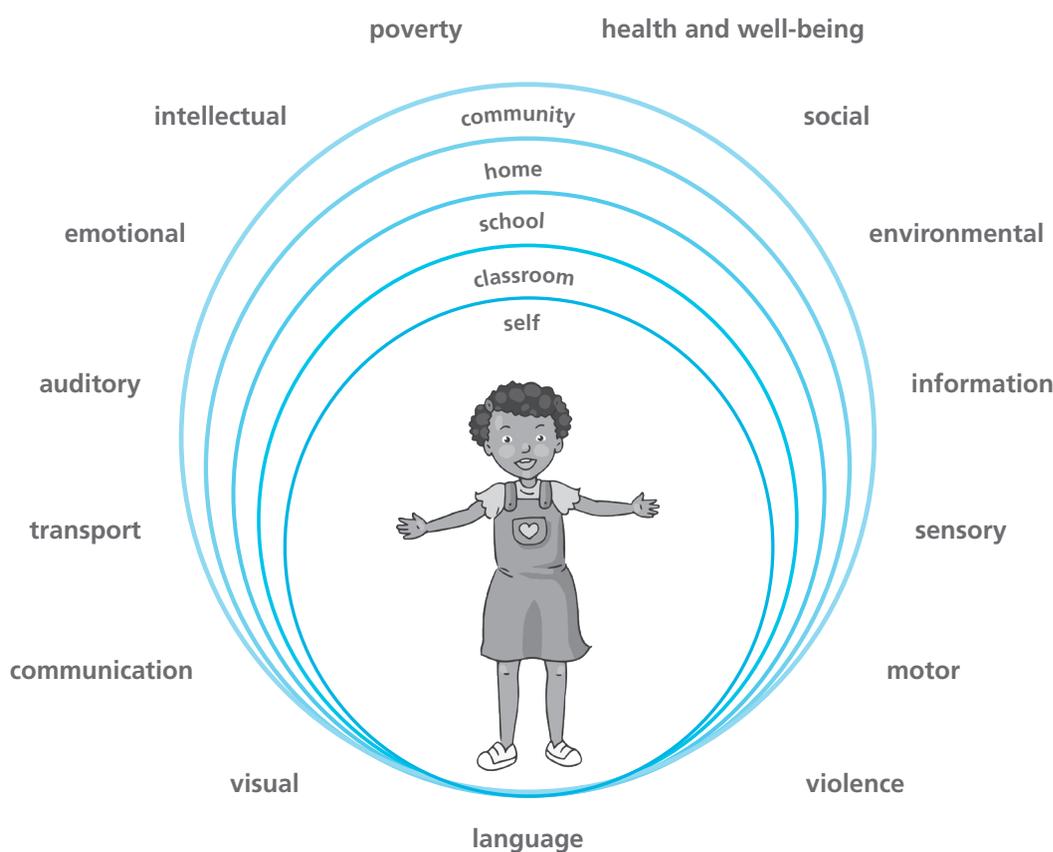
Barriers to learning

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.



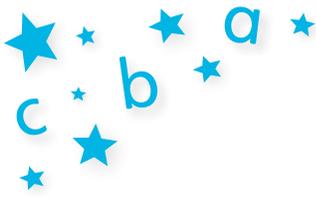
Glossary

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)



Ekilasini ...



Hlela izifundo zakho, imisebenzi nezinto zokusebenza zihambisane nezidingo zabafundi nokufunda okwahlukahlukene:

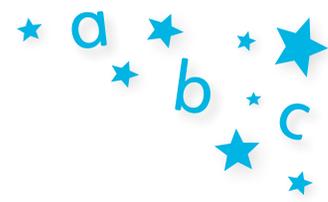
- ★ Sebenzisa izinto, izithombe kanye nokokwesekela konke okushoyo ukuze abafundi abangakwazi ukuzwa ezindlebeni bakuzwe, nalabo abangakwazi ukukhuluma ulimi lokufunda bakwazi ukufunda ngokubona.
- ★ Qaphela abafundi abakhuluma ulimi olwehlukile ekhaya kunolimi lokufunda, bakhuthaze ukuthi bathole amagama noma idlanzana lamagama olimini abalukhuluma ekhaya ukuze baqonde okushiwoyo noma badidiyele imibono.
- ★ Nikeza abafundi imisebenzi eminingi ehluahlukene ubandakanye ezintweni zangempela ukuze bakwazi ukukhulisa ukuqonda kwabo ngokufanele.
- ★ Nikeza abafundi ukwesekwa okwengeziwe kanye nesikhathi sokuthi bazejwayeza amakhono abo.
- ★ Banike isikhathi esanele sokucubungula izinkinga zabo ukuze baqedele imisebenzi baphendule nemibuzo.
- ★ Uma kunomfundi okhathazeke ngaye, thola umlingani nikhulume ngezinga akulo umfundi ukuziqinisekisa ukuthi umnike imisebenzi efanele nixoxe ngokuthi yini enye angayenza ukuze abe namathuba anele okufunda futhi akhule ngokwanelisayo.

Qiniseka ukuthi uyayazi inqubomgomo kazwelonke mayelana nokuHlunga, Ukuthola, Ukuhlola Nokweseka, (SIAS):

- ★ Othisha kufanele baqaphe abafundi uma bamukelwa eBangeni R baqophe izinto abazitholayo Emininingwaneni Yabafundi.
- ★ Othisha kufanele bakhe Uhlelo Lokweseka Umfundi ngamunye (ISP) kubo bonke abafundi abahlangabezana nezingqinamba ekufundeni.
- ★ Lolu lwazi kufanele balwabelane nabazali kanye nabaqaphi babafundi ukuze bazi zidingo abafundi abanazo kanye nesu lokubeseka.
- ★ Othisha kufanele babambisane Nethimba Lokweseka Izikhungo Nezikole ukuze bakwazi ukweseka okudingekayo kumfundi lokhu kuhambisana nesu lokweseka abafundi.
- ★ Umfundi uzobe esedluliselwa Ethimbeni Lesifunda Lokweseka abafundi uma kubonakala ukuthi kudingeka asekw.

Cela ukuqeqeshwa nokwesekwa. Izikole kufanele ziniqiniseke ukuthi othisha banezinsiza ezifanele ukweseka bonke abafundi, noma ngabe kunaziphi izingqinamba ekufundeni kwabo. Lokhu kubandakanya nokuqeqeshelwa ukuthola izingqinamba zokufunda kanye nokungenelela ukuze kwesekwe umfundi ngokusebenzisa amasu ahluahlukene okufundisa; ukulungisa uhlelo lokufundisa ngokwezidingo zomfundi; kanye nokulawula amakilasi amakhulu. Othisha kumele babe nokwesekwa ngabelekeleli.





In the classroom ...

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

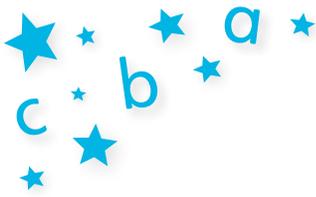
- ★ Use objects, pictures and gestures to support what you are saying so that learners who have a hearing loss or do not speak the language of instruction can learn visually.
- ★ Be aware of learners' home language and where it is different from the language of instruction, encourage them to identify 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 Isimiso sokwenza

Ukufunda kuhlenganiswa nokusebenzisa amakhono amasha kanye nolwazi olusha.

Isakhiwo, ukuphindaphinda, ukuzejwayeza kanye nokwenza imikhuba kubalulekile ekufundiseni abafundi abasebancane. Imikhuba kanye nokuphindaphinda kubasiza abafundi ukuthi balindele okuzolandela kulolo suku, basuse ingcindezi ekufundeni kwabo. Ukuphindaphinda kanye nokuzejwayeza kubanika ithuba lokuzama izinto ezintsha, kanye nokuba jwayeza ukwenza amakhono kuze baqeqesheka ngokugcwele. Ukuphindaphinda kanye nokuzejwayeza akusho ukwenza into efanayo nsuku zonke, kodwa kusho ukugcizelela nokusebenzisa ulwazi olusha kanye namakhono ezimeni ezahlukahlukene.

Ukuphindaphinda
kanye nokuzejwayeza
kunika abafundi ithuba
lokuzama izinto ezintsha
kanye nokubanika
amakhono baze babe
ngompetha.

Ekilasini ...

Ukufunda ukuzwa imisindo emagameni kanye nokuxhumanisa izinhlamvu kudinga ukuziqeqesha kanye nokuphindaphinda. Kuthatha isikhathi nokubekezela ngoba eBangeni R kunamathuba angahleliwe amaningi kubafundi ukuthi baziqeqeshele ukulalela imisindo emagameni.

Amakhono okuqaphela imisindo akhula kangcono ngokuzejwayeza njalo:

- ★ Ngenkathi silinde isikhathi sokudla, masidlaleni umdlalo othi "Ngihlola ngeso lami elincane!"
- ★ Uma igama lakho liqala ngohlamvu /b/, ungama ngaphambili ukuze ubengowokuqala ukuthola okudliwayo.
- ★ Ngicabanga isilwane esithanda ukudla amathambo. Igama laso liqala ngomsindo /d/.

Ukuzejwayeza izinhlamvu akusho ukuphindaphinda umsebenzi owodwa nsuku zonke. Miningi imisebenzi eza nokuzejwayeza okuyisidingo, ejabulisayo eyenza banamathele kuyo abafundi abasebancane:

- ★ Yakha uhlamvu emoyeni noma ngesandla.
- ★ Zejwayeze ukwakha uhlamvu usebenzisa ushoki, induku nenhlabathini, noma ibhulashi lokupenda elimanzi.
- ★ Dlalani imidlalo edinga abafundi baqondanise izimpawu zezinhlamvu nezithombe ezinomsindo yalolo hlamvu.
- ★ Yakhani ibhuku lokubhala izinhlamvu bese nidweba isithombe esenza leyomsindo yalolo hlamvu.
- ★ Bhala uhlamvu ngombala owehlukile wamakhrayoni kwakheke ukuze bakwazi ukhumbula lolohlamvu.
- ★ Yakha izinhlamvu ngenhlama yokudlala.

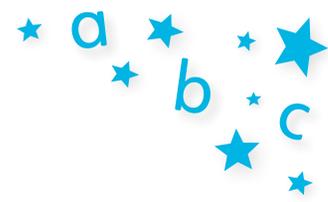


Ohlelweni lolimi olwakhiwe yindaba, emisebenzini yansuku zonke esuselwe endabeni, abafundi bahlangabezana baphinde baziqeqeshe ngolimi lwendaba ngezindlela ezahlukahlukene. Umsebenzi ngamunye wakhiwe ngendlela yokuthi abafundi bakwazi ukuzijabulisa ngendlela isize ekusebenziseni ulimi. Nakuba othisha bengaba nokungakhuleki ukuthi abafundi bangahle bangayijabuleli lemisebenzi yamasonto amabili ngoba isuselwe endabeni eyodwa, othisha bajwayele ukubuza abafundi ukuthi kungabe banayo yini intshisekelo yokuzwa indaba ngokuphindiwe, nokuphindaphinda nokuziqeqesha okubanika ukuzethemba kanye nokujulisa ukufunda.

Ekilasini ...

Siyazi ukuthi indlela yokufunda ulwazimagama olusha kusho ukuthi kumele balenze kube ngolwabo, kujwayelekile ukuthi abafundi bawazi amagama ngaphambi kokuwasebenzisa, kuphinde kuthathe isikhathi ukuthi bawazi lawomagama futhi ahlale emqondweni. Abafundi abasebancane bangawezwa amagama amasha kanye nemishwana yamazwi endabeni ngenkathi ixoxwa nguthisha, kodwa badinga ithuba lokuziqeqesha ukuze bekwazi ukusebenzisa lamagama amasha emishweni nasezimeni ezahlukahlukene. Ukuyixoxa ngokuyiphinda indaba kusetshenziswa izithombe, ukuyilingisa, ukudweba indawo abayithandayo endabeni kanye nokuchaza abakudwebile kuhambisana nokuhamba nebhuku elincane, baye nalo emakhaya "ukuyofunda" ukuze bafundele imindeneni yabo, konke lokuphindaphinda kanye nokuziqeqesha kwakha ukukhula nokuzethemba.





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.

In the classroom ...

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.

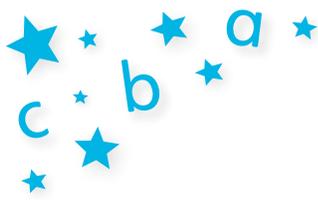


In a story-based language programme, through the daily activities linked to the story, learners experience and practise the language of the story in different ways. Each activity is designed to give learners fun and meaningful opportunities to practise and use the story language. Although teachers might 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.

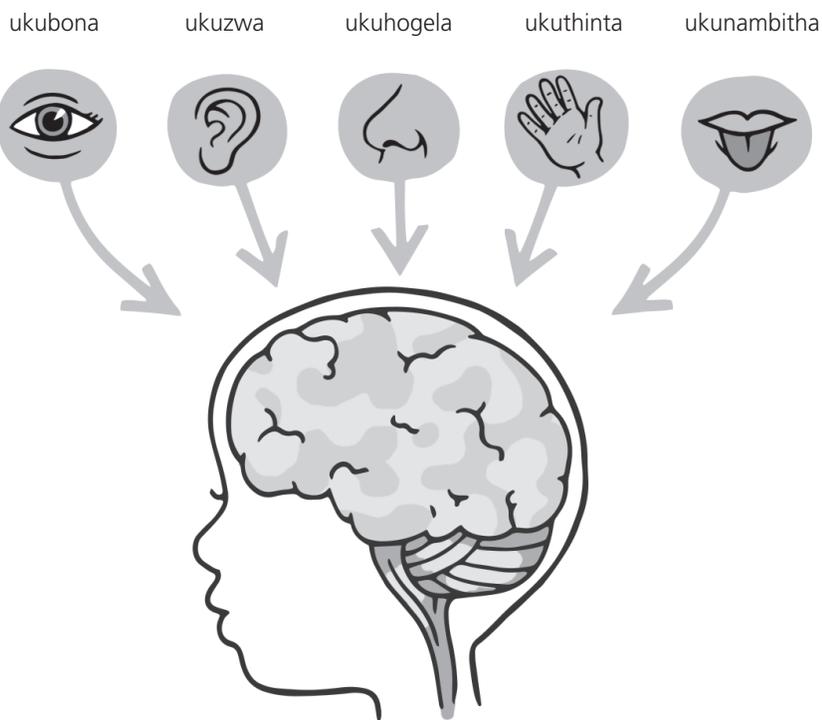




Ulwazi nokuthuthuka komqondo

Ulwazi kanye nokuthuthuka ngokomqondo kubafundi abasebancane kubaluleke kakhulu ukwendlala isisekelo sokuthuthukisa ulimi ukuze bafunde. Ukuqonda izinzwa kusho ukusebenzisa izinzwa ukuze uthole ulwazi mayelana nokwenzekalayo. Amakhono okuqonda izinzwa asemqoka ekufundeni ukuthi siphila kanjani.

Amakhono okuqonda asivumela ukuba senze umqondo ngomhlaba osizungezile. Ulwazi lwezinzwa luqoqwa izinzwa zethu ezinhlanu, isibonelo, yini ebonwa amehlo ethu, izindlebe zethu zokulalela, isikhumba sokuthi sizwe, ulimi lokunambitha, ikhala lokuhogela. Lolu lwazi luthunyelwa emqondweni wethu. Umqondo uqhube, uhlele uphinde ukhumbule lolu lwazi ukuze sikwazi ukulusebenzisa ngesinye isikhathi kwimisebenzi yansuku zonke.



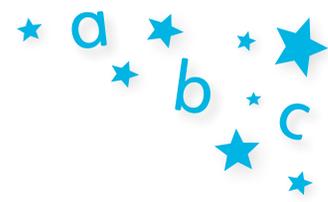
Amakhono okuqonda asiza kumnyakazo ohlanganisa ukusetshenziswa kwemisipha. Sisebenzisa imisipha emikhulu emizimbeni ukwenza imisebenzi edinga amandla, isibonelo: ukukhahlela ibhola, ukugijima kanye nokugxuma. Sisebenzisa imisipha emincane ukwenza imisebenzi engadingi amandla, isibonelo, ukusika, ukubhala, kanye nokudweba.

Izinzwa zokuqonda zikhulisa ziphinde zihlanganise lokhu okulandelayo:

- ★ okubonwayo
- ★ okuzwakalayo
- ★ okubonakalayo nokuthintwayo.

Konke lokhu kuxoxwa ngakho kabanzi emakhasini alandelayo.

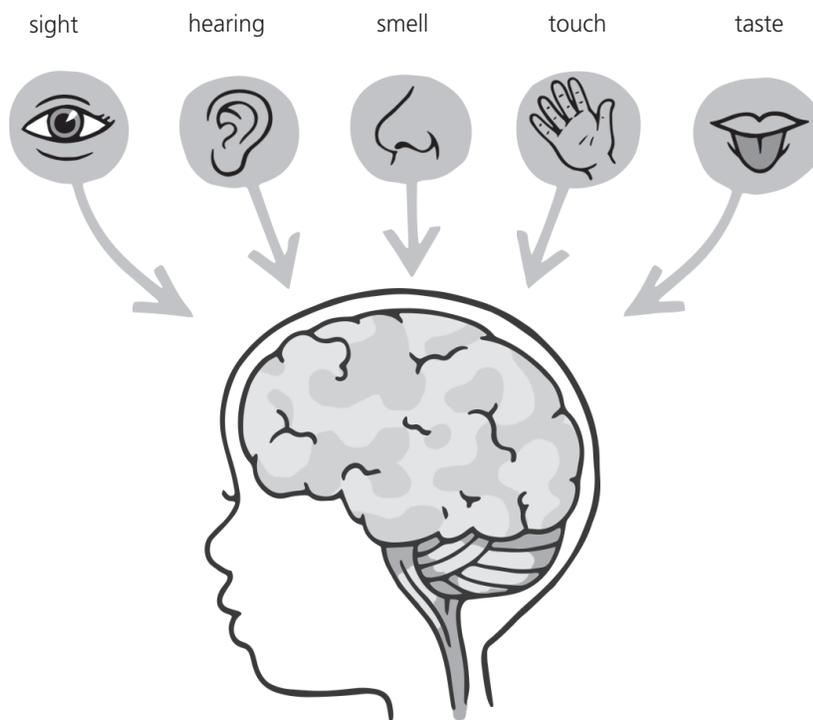




Perceptual and motor development

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.



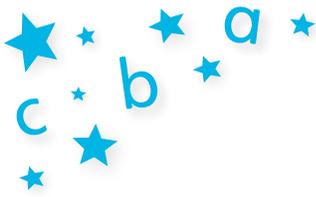
Motor skills are actions that involve using our muscles. We use the big muscles in our bodies for gross motor activities, for example: kicking a ball, running and jumping. We use smaller muscles for fine motor activities, for example: cutting, writing and drawing.

Sensory perceptual motor development includes the following:

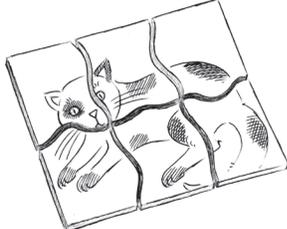
- ★ visual perception
- ★ auditory perception
- ★ tactile and kinaesthetic perception.

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

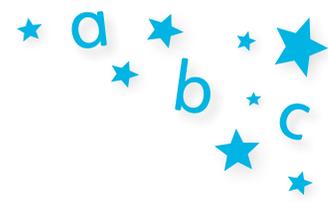




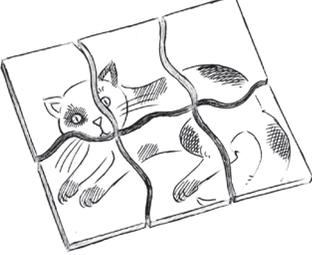
Amakhono okuqonda okubonakalayo

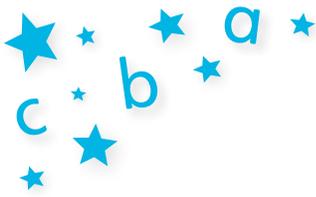
<p>Ukwehlukana ngokubonayo</p> <ul style="list-style-type: none"> ★ Ukwehlukana okubonayo ikhono lokwazi ukubona okufanayo kanye nokwehlukile phakathi kwezinto. ★ Abafundi basebenzisa baphinde bafunde leli khono uma beqhathanisa izithombe ezimbili futhi bethole okungekho kwesisodwa sezithombe. ★ Ukwehlukana ngokubona kuphinde kusetshenziswe kubafundi bakwazi ukuhlukana okufanayo nokwehlukile phakathi kwezinhlamvu ezimbili njengo-b no-d. 	
<p>Ukuxhumana kwezinzwa zokubona (ukuxhumana kwamehlo nezandla)</p> <ul style="list-style-type: none"> ★ Izinzwa zokubona ikhono lamehlo, ingqondo nemisipha yomzimba isebenzisana ndawonye ukwenza umnyakazo. Kubalulekile lokhu ukwenza imisebenzi efana nokubamba izinto, ukudweba kanye nokubhala. ★ Abafundi basebenzisa baphinde bakhulise ukubona ngokudlala imidlalo yebhola neyokuphonsa ukwakha amabhulokhi, imidlalo yezinto ezingingqikayo kanye nemidlalo yokuchusha ukusika nokudweba. 	
<p>Ukukhumbula</p> <ul style="list-style-type: none"> ★ Ukukhumbula yikhono lokuqedela izinto, izithombe noma imidwebo engaphelele. Ngamanye amazwi, umfundi ukwazi ukuthola nokubona okungaphelele noma ngabe isithombe esiphelele. ★ Abafundi bayakusebenzisa okokubuka uma begcwalisa amaphazili noma bechaza okungekho esithombeni esingaphelele, isibonelo, isithombe esikhombisa uhlangothi lobuso noma lomzimba. 	
<p>Ubunjalo bokuma kwezinto (ukwazi)</p> <ul style="list-style-type: none"> ★ Ukubona ubunjalo bokuma kwezinto nezimpawu noma ngabe indlela nokuma kushitsha. Ngamanye amagama kusho ukwazi ukubona izimpawu zobunjalo bento. ★ Abafundi basebenzisa baphinde bafunde leli khono uma bebona izinhlamvu ezimeni ezahlukahlukene baqonde ukuthi uphawu lohlamvu (isibonelo: J) luma ngendlela efanayo noma lungabhalwa ngemibala engafani emikhulu noma ebhalwe ngemibhalo emincane. 	
<p>Ukuqonda izinto ngokuzibona</p> <ul style="list-style-type: none"> ★ Ukuqonda izinto ozibonayo phakathi kokunye yilapho umfundi efunda khona ukukhumbula noma ukuthola into, uphawu noma isimo uma izungezwe ngezinye izinto, izimpawu noma izimo. ★ Abafundi basebenzisa ukubona ukuze basebenzise umqondo ukwenza izinto abacelwe ukuthi bazithole ezintweni ezithile esithombeni, isibonelo: <i>"Kulesi sithombe, thola intombazane egqoke okubomvu ngesinghla."</i> 	





Visual perceptual skills

<p>Visual discrimination</p> <ul style="list-style-type: none"> ★ 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. 	
<p>Visual motor coordination (eye-hand coordination)</p> <ul style="list-style-type: none"> ★ 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. 	
<p>Visual closure</p> <ul style="list-style-type: none"> ★ 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. 	
<p>Form constancy and form perception (recognition)</p> <ul style="list-style-type: none"> ★ 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. 	
<p>Visual figure-ground perception</p> <ul style="list-style-type: none"> ★ 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." 	



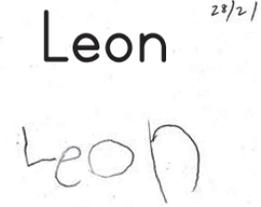
Amandla okubona nokulandelanisa

- ★ Ukubona ngokulandelanisa ikhono lokubeka izinto noma okuthile ngendlela yokulandelana emva kokuzibuka noma kokuziqaphela.
- ★ Abafundi basebenzisa bafunde leli khono uma bebona amaphethini emibala ehlukehlayane obuhlalu ebufakwe intambo bese bekuphindaphinda lokhu ngokwabo noma bekopisha izinhlamvu ngamagama abo ngendlela efanele.



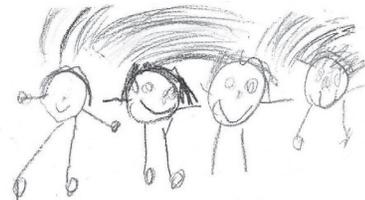
Ukunyakaza komzimba

- ★ Ukunyakaza komzimba kuyindlela yokwenza umqondo olwazini olubonwayo bese ulisebenzisa kwezinye izinto.
- ★ Abafundi basebenzisa ulwazi lokunyakaza komzimba ukufunda ngenkathi, isibonelo, bekopisha amagama abo noma bedweba into ebekwe phambi kwabo.



Umcabango okhona

- ★ Umcabango okhona ukusebenzisa izithombe emqondweni wakho (imicabango) esekelwe ulwazi, ukuqaphela noma olunye ulwazi olubonakalayo.
- ★ Abafundi basebenzisa bafunde leli khono uma, isibonelo, badweba izithombe zezinto ezifana njengekamelo emakhaya abo noma lemindeni yabo.



Ukukhumbula okubonile

- ★ Ukukhumbula okubonile ukusebenzisa umqondo, ukukhumbula into oyibonile.
- ★ Abafundi basebenzisa baphinde bafunde leli khono ukuze bakwazi ukubona amagama ajwayelekile.

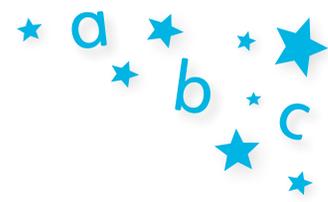


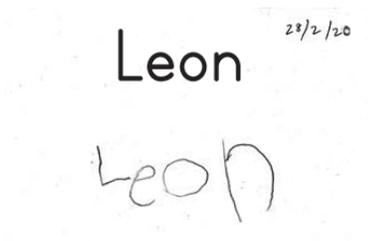
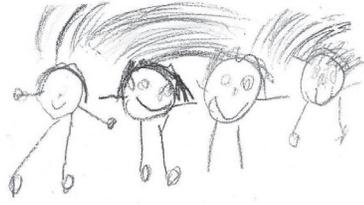
Ekilasini ...

Qaphela abafundi uma bedlala ngaphandle nangaphakathi besebenzisa izinto zokudlala ezehlukehlayane. Bangakwazi:

- ★ ukusho umehluko phakathi kwemisindo namagama ahlukehlayane
- ★ ukukhomba umehluko phakathi kwezithombe ezimbili noma amaqoqo ezinto
- ★ ukukhumbula lokho abakubonile nabakuzwile
- ★ ukuphinda uhlu lwamagama noma lwezimbongo ngokulandelana kwazo
- ★ ukuphendula emisindweni enhlobonhlobo, amagama awo, nemiyalelo
- ★ ukuzwa umehluko phakathi kokushelelayo nokulikhuni
- ★ umehluko phakathi kokunoshukela nokumuncu ngesikhathi kovalwe amehlo?





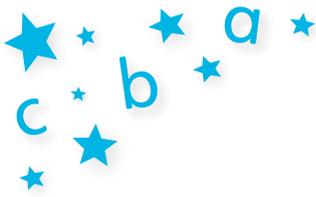
<p>Visual sequencing</p> <ul style="list-style-type: none"> ★ Visual sequencing is the ability to place objects or items in the correct order after looking at them or observing them. ★ Learners use and develop this skill when they look at a pattern of different coloured beads on a string and then repeat the pattern themselves or copy the letters in their name in the correct order. 	
<p>Visual motor integration</p> <ul style="list-style-type: none"> ★ 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. 	
<p>Visual conceptualising</p> <ul style="list-style-type: none"> ★ 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. 	
<p>Visual memory</p> <ul style="list-style-type: none"> ★ 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 ...

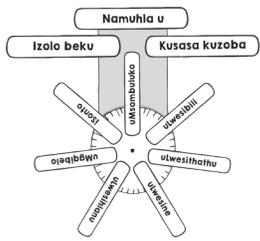
Observe learners playing outside and inside with different equipment. Can they:

- ★ 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?





Ikhono lokuqonda okuzwile

<p>Ukuzwa ngezindlebe</p> <ul style="list-style-type: none"> ★ Ukuzwa umehluko kokufanayo kanye nokwehlukile phakathi kwezinto. ★ Abafundi basebenzisa baphinde bafunde leli khono uma bekwazi ukuthola ukuthi imisindo emibili eshiwo nguthisha iyafana noma yehlukene yini (isibonelo: u-/p/ no-/b/ yimisindo engafani). ★ Baphinda basebenzise lelikhono lokuzwa, ukulalela bezwe umsindo wokuqala egameni (isibonelo: igama "bona" liqala ngohlamvu /b/). 	<p>Mfundisi: "Shaya izandla uma ezwa igama eliqala ngomsindo /b/: lala, bala, vala."</p>
<p>Ukuzwa ukhumbule</p> <ul style="list-style-type: none"> ★ Ukuzwa ukhumbule ukwazi ukugcina futhi ukhumbule okuthile okuzwile. ★ Abafundi basebenzisa baphinde bafunde leli khono ngenkathi belandela imiyalelo embalwa, uma becula amaculo baphinde benze noma basebenzisa amazwi kuleyo ndima. 	
<p>Ukuzwa endaweni enomsindo/ukuzwa emsindweni</p> <ul style="list-style-type: none"> ★ Ukuzwa umsindo okhethekile kweminye yikhono lokukhumbula noma lokuhlukanisa imisindo kweminye imisindo. ★ Abafundi bafunda baphinde basebenzise lelikhono uma belalelisa okushiwo eqenjini labo ngaphandle kokuphazinyiswa umsindo kwamanye amaqembu. 	
<p>Ukwazi ukulalela imisindo</p> <ul style="list-style-type: none"> ★ Ukwazi ukulalela ukukhumbula izinto noma okuthile ngokulandelana emuva kokuzwa uhlu. ★ Abafundi basebenzisa baphinde bafunde ukufunda izinhlamvu zama-alfabhethi (A, B, C ...) noma izinsuku zesonto (uMsombuluko, uLwesibili, uLwesithathu ...). 	

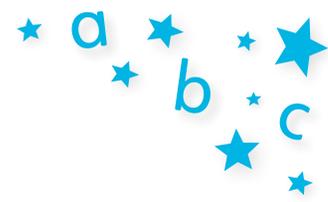
Ekilasini ...

Uhla Lokuziqinisekisa Mayelana Nokuqonda (Bheka Umhlahlandlela Wokuhlola-I GDE) yinsiza yokuthola/yokubona abafundi abanekinga yokungabi nekhono lokuqonda izinto okungaholela ekutheni bafunde kalukhuni.

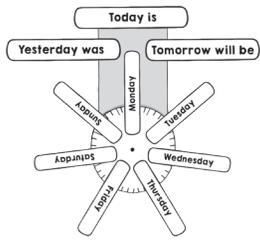
Imihlahlandlela Wemisebenzi iza nemisebenzi eminingi ingasetshenziselwa ukweseka ukukhula kwamakhono okuqonda. Isibonelo:

- ★ Abafundi abanokuphazamiseka kokubona kunzima ukwakha uhlamvu ngenhlama yokudlala noma ukupenda uhlamvu olusephepheni. Kufanele uzame ukubanika uhlamvu olusekhadini uthi mabazame ukulukopisha, noma isifanekiso ukuze babhale phezu kwamachashazi ohlamvu.
- ★ Abafundi abanekinga yokuzwa izinto bangakuthola kulukhuni ukuzwa umehluko phakathi kwemisindo namagama. Kufanele uzame ukubacela babuke umlomo wakho uma usho umsindo, noma ubeke isibuko phambi kwemilomo yabo ukuze babone ukuthi umsindo wakhiwa kanjani.





Auditory perceptual skills

<p>Auditory discrimination</p> <ul style="list-style-type: none"> ★ Auditory discrimination is the ability to recognise similarities and differences in sounds. ★ 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/). 	<p>Teacher: "Clap when you hear a word that starts with the sound /p/: pig, dig."</p>
<p>Auditory memory</p> <ul style="list-style-type: none"> ★ 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. 	
<p>Auditory figure-ground perception</p> <ul style="list-style-type: none"> ★ 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. 	
<p>Auditory sequencing</p> <ul style="list-style-type: none"> ★ Auditory sequencing is the ability to remember objects or items in the correct order after hearing a list. ★ Learners learn and develop this skill when they learn the alphabet (A, B, C ...) or the days of the week (Monday, Tuesday, Wednesday ...). 	

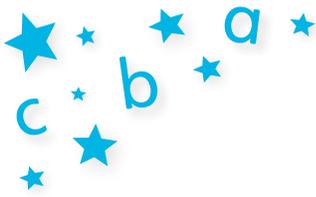
In the classroom ...

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 outline of the letter.
- ★ 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.





Amakhono okuqonda ukuzwa nokuthinta

Ikhono lokwazi ukuzithinta

- ★ Ikhono lokwazi ukuzithinta ukusebenzisa inzwa yokuthinta ukuqonda okwaziyo. Amakhono okuthinta nokuzwa asebenza ndawonye ukunikeza inqondo ulwazi.
- ★ Abafundi basebenzisa baphinde bafunde ukwazi nokuthinta ngenkathi bezibandakanya ezintweni ezifana nokuvala amehlo, ukukhetha okuthile okusesikhwameni, kanye nokuthinta uzwe bese beyichaza. Isibonelo: bangasho bathi inamakhona/iyindilinga, ithambile/ilukhuni.



Ukuthinta uzwe

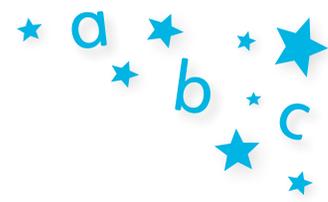
- ★ Ukuzwa uma uthintwa ilapho umzimba womuntu unyakaza wazi nendawo yawo.
- ★ Abafundi basebenzisa baphinde bafunde leli khono lomzimba ngokulibhekisa ezintweni ezibazungezile uma bedlala ngaphandle, njengokugibela phezu kwezinto noma ukuphuma ngaphansi begaqa.
- ★ Ikhono lokuzwa uma uthinta lisebenza ngenkathi abafundi bezibandakanya kwimilozelo namaculo asiza ukuthi baqonde imizimba neminyakazo yabo ithatha isikhundla (isibonelo: iculo, "Ikhandla, amahlombe, amadolozelozwane").



Ukwazi ukulawula umzimba

- ★ Ukumisa umzimba ukwazi ukubona isimo sezinto ubone ukuhlobana kwakho nezinto. Ukwazi ukuthi umzimba usebenza kanjani ukuqala ukwazi umzimba wakho bese ukwazi ukusebenzisa lokho ukuchaza ezinye izinto ukuthi zikuphi futhi zihlobene kanjani (isibonelo: phezulu, phansi, ngaphambili, ngemuva, phakathi, kwesokunxele, kwesokudla).
- ★ Abafundi basebenzisa baphinde bafunde leli khono ngenkathi befunda ukufunda okubhala besuka kwesokunxele beya kwesokudla ekhasini.
- ★ Ukwazi umzimba kuphinde kusize abafundi ukuqaphela umehluko phakathi kwezinhlamvu ezifanayo, kodwa ezisebenza ngokungefani (isibonelo: **b, d, p**).





Tactile and kinaesthetic perceptual skills

<p>Tactile perception</p> <ul style="list-style-type: none">★ 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.	
<p>Kinaesthetic perception</p> <ul style="list-style-type: none">★ 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").	
<p>Position in space (spatial awareness) and directionality</p> <ul style="list-style-type: none">★ 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).	

★ Ingxenye yesithathu 3: Izimiso eziqondisa ukufunda nokufundisa Ebangeni R

Ukulalela nokukhuluma (ulimi olukhulunywayo)

Sibafundisa kanjani abafundi ukufunda imibhalo nokubhala? Uma kubuzwa lombuzo, iningi liphendula lithi imfundo kubafundi ikhula uma befunda izincwadi, beziqeqesha ngokubhala kanye nokufunda ngezinhlamvu nemisindo. Lezi yizimpawu ezibalulekile zemfundo. Nokho ukuze ube ngumfundi onekhono lokufunda imibhalo kanye nokubhala, *kubalulekile* ukuthi abafundi besekwe ekhuliseni ulimi olukhulunywayo – nasemakhonweni okulalela nokukhuluma. Ngaphandle kwamakhono okukhuluma kahle ulimi olukhulunywayo, ukufunda kanye nokubhala kungaba yinto elukhuni kubafundi abasebancane. Uma singekho isesekelo esiqinile samakhono olimi, abafundi bangakwazi ukwazi ulwazi lokufunda amagama, kodwa *bangaqondi* ukuthi bafundani. Bangaba nolwazi lokubhala amagama, kodwa bangakwazi ukwethula imibono yabo ngokuyibhala phansi. Ngaleso sizathu, lolu hlelo lugcizelela kakhulu amakhono okulalela nokukhuluma kusukela ekuqaleni kuze kuyoba sekugcineni komjikelezo wamasonto amabili, ikakhulukazi esontweni lokuqala.

Ake sibheke ezintweni ezimbili ezibalulekile ngasohlangothini lolimi olukhulunywayo nokukhula kulo okwesekwa yilolu hlelo: Ukuthuthuka kolwazimagama olusha kanye nolimi lwencwadi.

Ulwazimagama olusha

Ulwazimagama uma lunothile luba yisesekelo esihle sokufunda (Scarborough, 2001).

Ngokulalela ulimi olukhulunywayo bese beyazikhulumela, abafundi bafunda ngolwazi nezincwadi zamagama (esilubiza ngolwazimagama). Izifundo ziveza ukuthi abafundi abasebancane abanolwazimagama oluphakeme besaseminyakeni emihlanu ubudala bavame ukuba kulabo abathola amamaki amahle ezivivinyweni zomsebenzi wokuzwisisa emaBangeni 3, 4 no-7 (Sénéchal, Ouellette & Rodney, 2006; Tabors, Snow kanye noDickinson, 2001). Ngakolunye uhlangothi, uma abafundi benolwazimagama olungalinganiselwe ngenkathi beqala isikole, noma bangafunda kahle imibhalo elula, kuzoba nzima ukuqonda abakufundayo uma behlangabezana nemibhalo elukhuni.

Ukuze bakhule ngokwazi kanye nokuba nekhono lokusebenzisa amagama amasha, abafundi badinga ukuhlangabezana nalomagama kaningi ezimweni ezahlukahlukene. Amagama awafundwa ngokuwahlukanisa, kwawangempela futhi enenjongo kubafundi bewabona endabeni noma endikimbeni behlanganyela ezinkulumeni kanye nasezintweni ezenziwayo.

Ulimi lwencwadi

Ngenkathi ulwazi lezincwadi namagama lubalulekile ekuqondeni ulimi, elinye ikhono litholakele futhi lubalulekile kakhulu ukukhuliseni ukufunda. Uma abantwana abancane beqala ukukhuluma, basebenzisa ulimi ngendlela ebumbekile – ukudlulisa imilayezo ngento eyenzeka ngaleso sikhathi endaweni abakuyo (esingathi “okwenzeka lapha namanje”). Isibonelo, abasho into abayibonayo noma bachaze okwenzekayo noma utho. Bavame ukunikeza incwadi yezinto abazishoyo ngokuzikhomba ngomunwe lapho bekhona, noma ngokwenza izimpawu noma ngokushintsha ubuso. Lokhu kwaziwa njengolimi lwansukuzonke kanti lolu wulimi elusebenziswa iningi lethu nsukuzonke.

Ngokukhula kolimi kubafundi, noma kunjalo, basebenzisa lona ulimi ukukhuluma ngezinto abazicabangayo. Bafunda ukukhuluma ngezinto esezenzekile noma izinto ezizokwenzeka ngokuzayo. Baba namakhono okuchaza isizathu sokwenzeka kwezinto baphinde bakhulume ngemizwa nemicabango. Bafunda ukusebenzisa ulimi emidlalweni yokuzenzisa lapho kunezinto ezimele ezinye noma ezithatha indawo yezinye, baphinde bafunde ukuxoxa izindaba ezithinta izinto ezenzekile empilweni yabo. Loluhlobo lolimi olusezingeni eliphakeme kunolimi lwansuku zonke kanti lufana nolimi olubhaliwe noma olusencwadini abazohlalanga nalo esikoleni, abafundi ngenkathi befunda izincwadi uma bebhala. Ukukhululeka ngalolu hlobo lolimi sekukhombise ukubaluleka okukhulu ekufundeni kanye nasekuphumeleleni kwezemfundo (Dickinson kanye noSnow, 1987; Snow, Burns kanye noGriffin, 1998).

Walker, Greenwood, Hart & Carta (1994) uthole ukuthi abafundi abanolwazi olungeluhle lolimi nolwazimagama uma besakhula yibo abavame ukuba nemiphumela ephansi yokufunda kanye namakhono emfundo eminyakeni eyisikhombisa elandela lapho.

Ukwethula kolwazimagama ngezindikimba kusiza abafundi ukuthi babone ubuhlobo phakathi kwamagama nezinhlaka zokufunda (McGee & Richgels, 2003). Ukufunda kuthuthukiswa kuyithuba lokusebenzisa amagama asuka endikimbeni ethile noma endabeni (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.

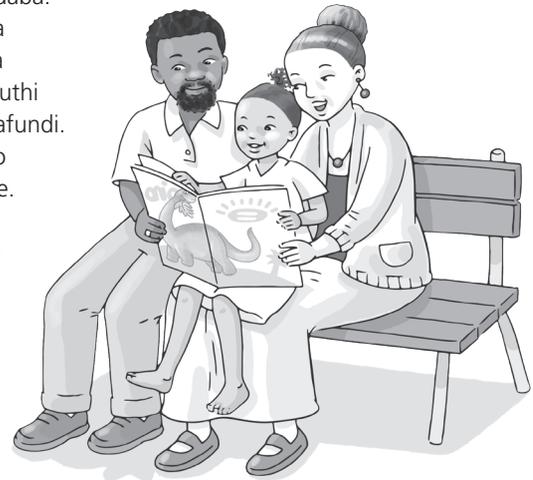
Presenting vocabulary thematically helps learners make associations between words and scaffolds students' learning (McGee & Richgels, 2003). Learning is enhanced by an opportunity to use the words from a theme or story (Barone & Xu, 2008; Tabors, 2008).

Imisebenzi yokwakha ulwazimagama olusha kanye nolimi lwencwadi

Ukulalela izindaba

Indlela yokusiza abafundi ukuthi bajwayele ulimi lwezincwadi ukuthi baxoxelwe izindaba. Ucwangingo selukhombisile ubedlelwano phakathi kokulalela kanye nokuhlanganyela izindaba, kanye nokufunda ngempumelelo. Sengathi ukuxoxa indaba kusiza ukuvala isikhala phakathi kwendaba exoxwayo nebhalloway. UWells (1987) waphakamisa ukuthi ukulalela izindaba yikhona okubaluleke kakhulu nokufaka isandla ekufundeni kwabafundi. Ngenkathi abafundi bexoxelwa izindaba, baba sethubeni lokuhlangabezana nohlobo olukhethekile lolimi olukhulunywayo olwehlukile olimini abalusebenzisa nsuku-zonke. Lolo ulimi lungaphezu lwalelo oluchaza "olwamanje" futhi lusebenzisa amagama ukudlulisa ngezinto ezenzeka ngesinye isikhathi kwenye indawo. Lubalulekile emfundweni yesikole.

Ukuxoxa indaba ngokuhlanganyela kubonwa kuyindlela enenzuzo ukukhulisa ulwazimagama kanye nokuqonda ulimi, ikakhulukazi uma lungcizelela ukuhlolwa kolwazimagama, ukusebenziswa kwezinto ezigcizelelayo kuhlose ukulikhulisa, ukusetshenziswa kwezinsizakusebenza ukuxhuma kolwazimagama oluqondiswe ngezingxoxo ezisebenzisanayo mayelana nolwazimagama oluse zindabeni, nase kulisebenziseni kabusha emsebenzini wamaqembu amancane.



Ekilasini ...

Yisho la mazwi *Amehlo amabili okubona* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: Khuluma ngokuthi baneminyaka emingakhi, ngabe banabo abafowabo noma odadewabo, bahlala kuphi, bafika kanjani esikoleni, bagqokani esikoleni.
- 1.3 Yithi: "*Ngaphambi kokuthi siqale, ngifuna ukunitshela ukuthi yimaphi amagama amasha esizowathola kule ndaba.*" Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Yenza ubuso kube sengathi bekhathazekile bese ucela abafundi bakukhombise ukuthi babukeka kanjani uma bekhathazekile. Cela abafundi basho igama ngolimi lwabo uma kungukuthi bakhuluma olunye ulimi ekhaya.

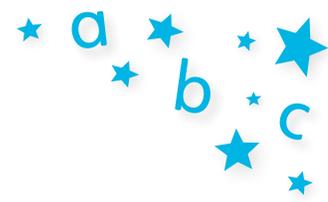
2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cella abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpindulo eziningi, efana nokuthi: "*Kazi uZinzi wazizwa enjani ngenkathi besendleleni beya esikoleni?*"

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: "*Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenywe ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba?*"



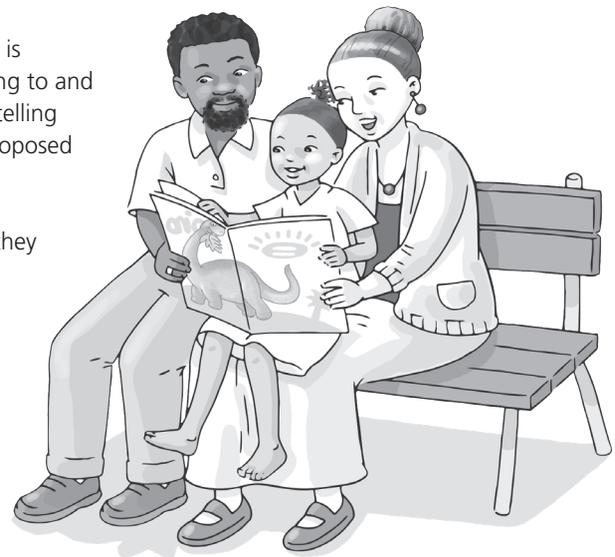


Activities to build new vocabulary and book language

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.

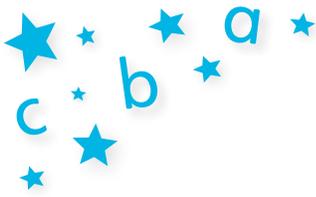
2 While you tell the story

- 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?"*





Ukuxoxa izindaba

Abafundi bafunda ngokuzwa nangokuxoxwa kwezindaba. Lena indlela elula futhi iyimvelo yokukhulisa ulimi nokulungiselela abafundi ulimi lwasezincwadini. Izindaba zingaba yizinganekwane, noma kube ngezixoxwa esikoleni noma emindenini ngezehlakalo ezenzeka kudala noma into esenda kwenzeka. Abafundi abasebancane bayakuthanda ukuhlanganyela ekuxoxweni kwezindaba uma ulimi lwabo lusakhula, bazokujabulela ukuxoxwa kwezindaba bexoxela othisha kanye nabaqaphi babo laba abanentshisekelo nabakuthandayo ukuzwa okushiwo ngabafundi. Uma abafundi befunda ukuxoxa izindaba ezimnandi ngenkathi besakhula, kubalula ukubhala izindaba ezimnandi uma sebekhulakhulile.

Ngokuxoxa noma ukuphindwa kwezindaba ngokuphindaphindwa ngesehlakalo esesadlula, abafundi bafunda ukuthi kudingeka bachaze abalingiswa ababandakanyekayo, bethule nesimo sendaba (bachaze ukuthi yenzeke kuphi, nini). Bagcina befunda ukuthi indaba idinga ukulandelaniswa ngezehlakalo ngendlela ethile enomqondo.

Uma abafundi belandelanisa izithombe bakha indaba, basebenzisa ulwazi labo ukuqagela, ukwandulela baxhumanise bese beqonda. Lamakhono abalulekile ekufundeni ngokuqonda. Ukuxoxa indaba ilandelaniswe kahle kuyikhono elibaluleke kakhulu kuyinto engaba nenselele kubafundi abasebancane, ngaleyo ndlela badinga amathuba amaningi okuziqeqesha kuleli khono. Ngenkathi abafundi beqonda ukuthi izindaba zakhiwe yizehlakalo ezilandelanayo, bayakwazi ukulungisa izindaba zabo zibe nesingeniso, imaphakathi kanye nesiphetho. Lokhu kuyabeseka ekuthuthukeni kwabo njengababhali.

*“Ukuxoxwa kwezehlakalo ngomlomo okwenziwa ngabafundi ngaphambi kokuthi baqale inkulisa kuyafana nemibhalo abafundi abayifunda uma besesikoleni. Ngaleyo ndlela, ukufunda izindaba kuyabasiza abafundi ukuthi balindele indlela yokubhala okwiyiyo.”
(Peterson, 2006, p. 2)*

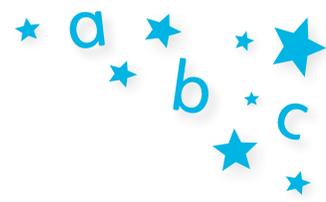
Ekilasini ...

Esontweni lokuqala lomjikelezo, uma abafundi sebeyizwile indaba ixoxwa yaze iphindwa, ngemuva kokubamba iqhaza ekuculeni nasekulingiseni indaba, banethuba lokucabanga ngokucophelela ngezehlakalo kanye nokuzilandelanisa ngendlela efanele.

Ukusetshenziswa kwezithombe nokulandelanisa izehlakalo endabeni

- 1 Khetha esisodwa sezithombe usibambe usiphakamise.
- 2 Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile. Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:
 - ★ “Ngabe ubona bani?” (abalingiswa)
 - ★ “Ngabe wenzani?” (izenzo ngesithombe ngokujulile)
 - ★ “Yini enye oyibonayo?” (ukubheka futhi)
 - ★ “Ikuphi i...?” (veza imibono ngezindawo/ngendawo)
 - ★ “Kungani ucabanga ukuthi ...?” (ukucabanga okunokuqamba, ukuveza imibono)
- 3 Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- 4 Emva kokukhuluma ngazo zonke izithombe, buza abafundi ukuthi: “iNgabe izithombe zilandelana ngokwamukelekile na?”
- 5 Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- 6 Gcina abafundi benamathele kukho konke okwenziwayo. Buza imibuzo efana nokuthi: “Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?”
- 7 Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezehlakalo.





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)

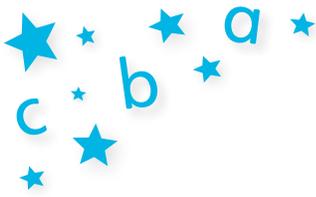
In the classroom ...

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

- 1 Choose one of the sequence pictures and hold it up.
- 2 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)
- 3 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.
- 4 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 5 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.
- 6 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 7 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.





Ukulingisa izindaba

Uma abafundi bezibandakanya emidlalweni yeshashalazi, bayalingisa baphinde baziqeqeshe ngamagama asebakhe bezwa abanye bewasho lokhu kubasiza ukuqinisa ulwazimagama kanye namakhono olimi. Badlala izindawo zabalingiswa abehlukene endabeni okubasiza ukuthi babone izehlakalo beziqhamukela ngakolunye uhlangothi. Kumele balandele ubunjalo bezehlakalo ukuze umdlalo ube ngokufanelekile.



Ekilasini ...

Ukuxoxa izindaba nokuzilingisa

- 1 Khetha abafundi abazoba ngabadlali endabeni.
- 2 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 3 Chazela abafundi ukuthi wena (thisha) uzoba ungumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukhlela ukuthi bazokuma kanjani.
- 4 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 5 Uma isikhathi sikhona, bangawuphinda umdlalo ungumxoxi sewudlalwa ngabanye abafundi.

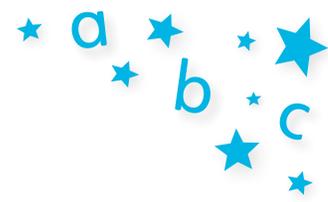
Umdlalo wokuzenzisa unika abafundi amathuba okusebenzisa ulimi olungafani/olwehlikile kunolwansuku zonke. Kunohlobo oluthile lolimi olusetshenziswa emdlalweni wokuzenzisa, lapho abafundi bedinga khona ukuxoxisana ngezindawo abazozidlala kanye nesakhiwo, bachazele ukuthi benzani nokuthi bacabangani kubalingani babo. Umdlalo wokuzenzisa ukhulisa ikhono labafundi lokuqonda nokusebenzisa ulimi oluphambili kunolamanje, ngaphandle kwezinto abahlangabezane nazo abafundi kanye nezenzekalayo nanoma ikuphi. Emdlalweni wokuzenzisa, abafundi baphinda bafunde ngokwethulwa – ukuthi into iyakwazi ukumela enye (isibonelo, isinqamu sepulangwe singamela ifoni emdlalweni). Ukubamba imibono enzima kuzobasiza ukuqonda ukuthi ukubhala umbhalo ozomela amagama esiwakhulumayo.

Ukufunda ngokuqonda izindaba/izindatshana

Abafundi abanengi eNingizimu Afrika baqala isikole bengenalo ulwazi nenjabulo yokufundelwa incwadi. Uhambo lwabo lokufunda lungahle luqale uma befika eBangaeni R ingakho kufanele siqiniseke ukuthi bayafundelwa izindaba bazilalele ngokujabula okukhulu. Lapha abafundi bafunda izindaba ngolimi lwabo olunothile lapho kunemidwebo emihle, ngaphandle kokulindleka ukulandela imisebenzi. Okwamanje – kumele balalele lezindaba bezwe nobunjalo bencwadi. Inhloso akukona ukufundisa incwadi, kodwa ukuletha imfudumalo nokwabelana ngezimanga ezisezincwadini ezizothandwa nguwe nabafundi bakho.

Ngenkathi lukhula uthando lwezincwadi, ukufunda izindaba indlela enhle yokukhulisa ulimi olukhulunywayo lapho kukhulunywa khona ngezinto ezisencwadini nangezingekeho encwadini. Izincwadi ziyakuholela ezingxoxweni ngezinto esezadlula, ongahlangabezana nazo noma okusazokwenzeka. Ziyakwazi ukwenziwa nangezinto ezingekho embhalweni wencwadi noma ezithombeni. Ukufunda kungakuholela emibuzweni mayelana nendaba nezithombe, kufaka nemibuzo engelula ukuyiphendula efana nokuthi, "Kaze ngabe ...?", "Kungathiwani uma ...?", "Ubona ukuthi ...?". Imibuzo engaphenduleki ikhuthaza abafundi ukuveza imibono baphinde baqale izingxoxo. Indlela yokusiza abafundi ukuthi bazibandakanye kulezi zingxoxo ukuzifunda, uziphindaphinda lezi zincwadi ezibe yizintandokazi, njengoba ucwaningo lwaveza ukuthi abafundi ngokujwayelekile babamba iqhaza kakhulu ngemuva kokufunda imibhalo efanayo obenza babe nemicabango abayiqagelayo baphinde bahumushe okufundiwe (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

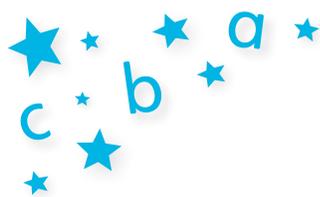
- 1 Choose learners to play the characters in the story.
- 2 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 3 Explain to learners that you (the teacher) are going to be the storyteller, also 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.

Pretend play also provides learners with opportunities to use language that is different to everyday talk. A specific kind of language is used in pretend play, where learners need to negotiate roles and plot, and explain what they are doing and thinking to their playmates. Pretend 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. In pretend play, learners also learn about representation – that one thing can stand for another (for example, a wooden block can stand for a cell phone in the game). Grasping this difficult concept will help them to understand that the writing on a page can stand for the words we speak.

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 nokubhala

Ukufunda ukubhala nokufunda imibhalo akwenzeki masinya, kodwa kuthatha iminyaka. Uma sisebenzisa itemu elithi “isiqalo sokufunda nokubhala” lichaza ukuthi ukufunda nokubhala kuqala ebuncaneni bempilo yomfundi, kunokuthi kube yinto eqala njengezifundo zokufunda eBangeni 1. Abafundi abadingi ukulinda izifundo zokufunda ukubhalo ngaphambi kokuthi bezwe ubuciko bamagama abhaliwe ukuze bazi ukuthi kungani sifunda futhi sibhala!

Ukubhala kokuqala

Ngenkathi abafundi bezofunda ukuthi izincwadi zisebenza kanjani ngenkathi yokuzifundela, othisha bangabakhombisa indlela okufundwa ngayo ngokubafundela Izincwadi Ezinkulu, amaphosta neminye imibhalo eseduzane. Ngesikhathi kufundwa ngokuhlanganyela, uma “singacabanga ngokuphimisela” bese sikhuluma ngokuthi sicabanga kanjani sisebenzise amacebo, abafundi abasebancane bayaqala ukufikelwa ukuqonda “indlela” ofunda ngayo. Singabakhela amathuba okufunda imibhalo eseduzane nabo bese siyabahlola ngemiphumela yokubabhalisa ohlelweni lwansuku zonke eBangeni R. Uma ubakhuthaza abafundi ngokubhala kokuqala ilapho bezoba nomdlandla emibhalweni eseduzane nabo.



Uthisha ukhombisa indlela zokufunda.

Uma ngabe abafundi bebuka abantu abadala uma befunda bephinda bebhala, bafunda ukuthi izimpawu abazibhala ephepheni ziqukethe umlayezo onomqondo. Baqala nokuqonda ukuthi ngowani umbhalo oshicileliwe bese kubagququzela ukuthi bafunde ukubhala nokufunda.

Ekilasini ...

Ukufunda Incwadi Enkulu kanye nabafundi, babona ukuthi amagama ekhasini axhumana kanjani namagama owashoyo. Indaba eseNcwadini Enkulu yenziwe lula ukuze abafundi bazizwe bezethemba ukuzama “ukuzifundela yona ngokwabo”. Lokhu kubanikeza ulwazi njengabafundi bemibhalo – noma ngabe bathokoziswa amagama asencwadini ngoba bewacabanga.

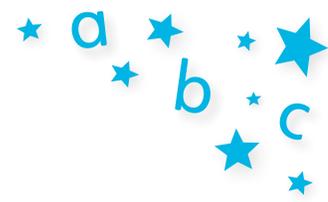
Ukufunda ngokubambisana – Incwadi Enkulu

- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma “sewuyiphenyaphenyile” yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi “bafunde” kanye nawe.



Kusukela ekubukeni abantu abadala befunda abafundi bazithola behlanganyela ekufundeni izincwadi nakuba ukufunda kwabo kungeke kube ngokunemba kangako, kanti bangaba “nokufunda” okukhunjulwa imiqondo yabo noma bazakhele ezabo izindaba ngezithombe. Lokhu sikubiza ngokubhala kokuqala. Abafundi abasebancane abangenalo ulwazi ngokubhala besebenzisa uhlelo lwama-alfabhethi ngokujwayelekile “bafunda” ngokwenza abakushoyo noma beyiqondanise nezithombe indaba esencwadini. Bangazikhomba izithombe uma “befunda”, kodwa kancane-kancane baqale ukuzwa ukuthi empeleni wena ufunda amagama ashicilelwe phansi. Noma kunjalo, bangahle bangabi nomqondo wokwazi ukuthi igama liyini empeleni, bese bejwayela ukukhomba umusho uma befunda igama ngalinye, noma bakhombe igama bebe befunda umusho wonke.





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.

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.



Teacher models the reading process.

In the classroom ...

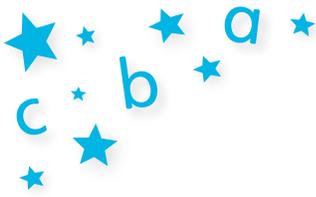
By reading the Big Book with learners, they will see how words on a page link with the words you say. The story in the Big Book is a simplified version, so that learners feel confident to try to “read” it themselves. This gives them the experience of being a reader – even if they are just reciting the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

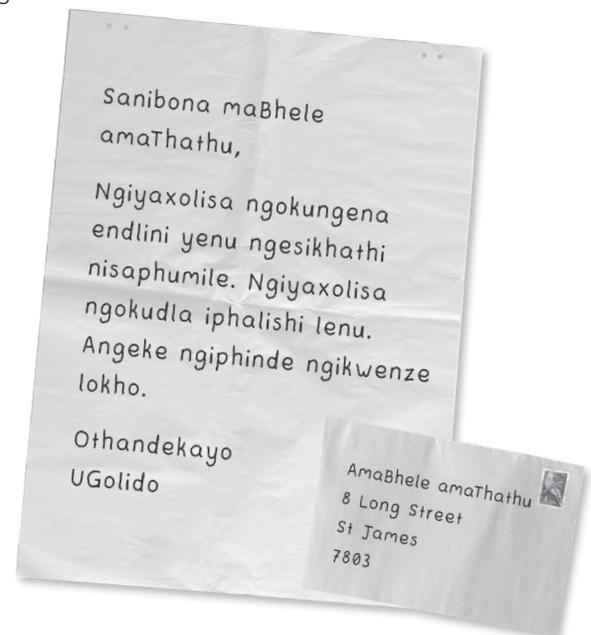


Abafundi kuleli zinga basancike kakhulu kwingqikithi uma bezifundela, ngangokuthi basebenzise imibala ukukhumbula ukuthi uphawu lomgwaqo olichaza ukuthi “yima” noma bafunde bathi “KFC” kanti uphawu. Abazi ukuthi izinhlamvu emagameni abhaliwe zihlobene nemisindo evela olimini olukhulunywayo, bona babona ukufunda kungukukhumbula ukulandelana kwezinhlamvu abazibonayo lapho besebenzisa noma yini ebanika umkhondo, njengo bude bento nokuma, ukuma kwamagama.

Ukubhala kokuqala okuvelayo

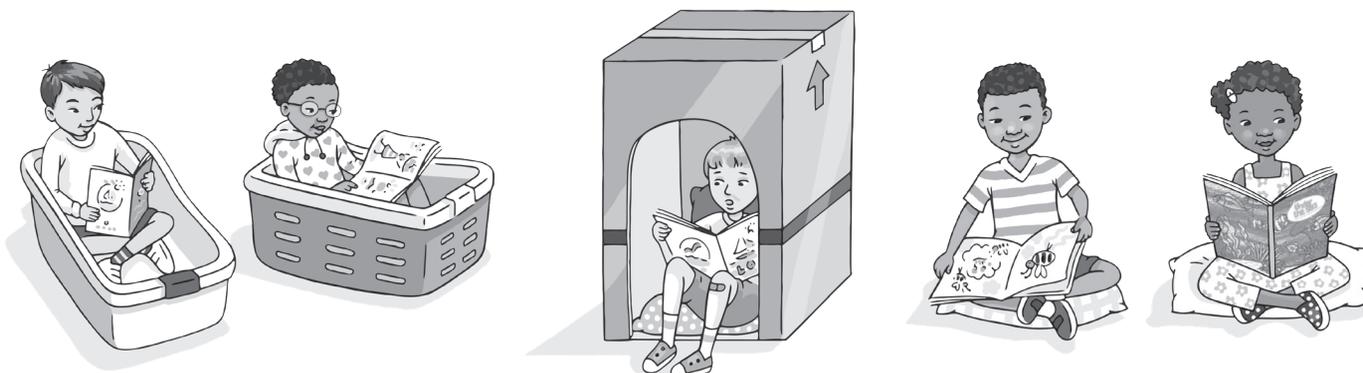
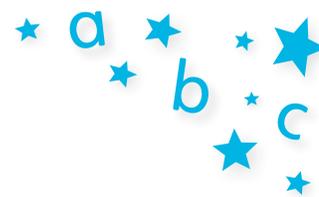
Ngendlela efanayo abafundi bangafunda ukuthi umbhalo usebenza ngokuqaphela uthisha wabo uma “efundela phezulu” ngenkathi efunda emsebenzi yokuhlanganyela, ilapho othisha bekhombisa khona indlela yokubhala kubafundi beBanga R. Lemibhalo yakhiwa othisha bebambisene nabafundi kanti lesa yisikhathi esibalulekile lapho abafundi beqala khona ukubona imibono yabo nabakukhulumayo kushicilelwa! Ukubhala ngokuhlanganyela kuyinto ebalulekile ekufundeni njengoba umbhalo osetshenziswayo uqukethe imibono, amagama kanye nemishwana ejwayelekayo kubafundi – bayaziqhenya ukuzibona “befunda” abakubhalile. Uma othisha bebhala imibhalo abasizwe abafundi kuyona, kuwumbono omuhle ukuthi kufundwe lokho kanyekanye, kukhonjwe igama ngalinye ukuze abafundi bazoqala ukubona ukuthi inkulumbo yethu yakhiwe ngamagama amaningi ahlukahlukene, futhi anezikhala phakathi kwamanye.

Ngenkathi abafundi bebanga R bengafunda ukubhala ngokuqaphela uma othisha babo bebhala, ngeke bakuthole kulula ukubhala ngokuzimela. Indlela yokuqala abazokwenza ngayo ukuthi imibono nemicabango yabo ibe sephepheni kuzoba ukudweba. Ngaphambi kokufunda ukubhala, iningi labo lijwayele ukudweba okuyonandlela abakhombisa ngayo izinto. Imidwebo yezinto ibukeka njengezinto abazethulayo/abazibonisayo. Noma kunjalo, ubunzima ekubhaleni ukuthi amagama awahlangene nento ebonwayo, kanti abafundi badinga ukwazi ukuthi amagama ahlobene nendlela esisho ngayo izinto, hhayi izinto uqobo lwazo. Ucwangingo selukhombisile ukuthi iningi labafundi abasebancane bavame ukucabanga ukuthi amagama abhaliwe aveza izinto abazibonayo, ngokwabo into enkulu kufanele imelwe yigama elide kuthi encane imelwe yigama elincane (Ferreiro kanye noTeberosky, 1982). Imizamo yokuqala yabafundi abasebancane yokubhala inokubukeka ifana nemibhalo yabantu abadala, kodwa baba ngababhali ngokuzama ukudlulisa imilayezo yemibono yabo ephepheni bese bebhala ngezinhloso ezahlukahlukeni. Sisebenzisa amazwi athi “ukubhala kokuqala” ukuze uchaze izimpawu nokubhala okwenziwa ngabafundi abasebancane ngaphambi kokuthi bafunde ukubhala ngendlela ejwayelekile.



Othisha bakhombisa indlela yokubhala.





Learners in this phase rely heavily on context when reading print in their environment, such as using colour cues to remember that a street sign says “stop” or reading “KFC” because of the logo. They do not understand that letters in written words are related to sounds in spoken language, and see reading as remembering a visual sequence of letters.

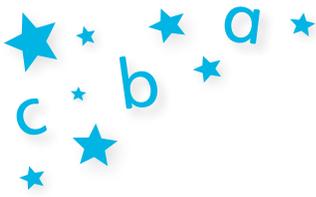
Emergent writing

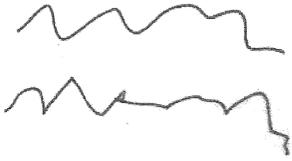
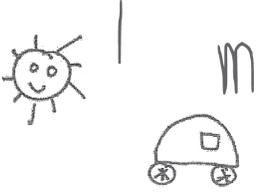
In the same way that learners might learn how reading works by watching their teacher and listening to her “thinking aloud” as she reads, through shared writing activities, teachers model the writing process for Grade R learners. These texts are co-created by teachers and their learners and it is an 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.



 <p>1. Klwebhakilwebha ngepeni (uqale noma yikuphi)</p>	 <p>2. Klwebhakilwebha ngepeni (usuke kwesokunxele uye kwesokudla)</p>	 <p>3. izinhlamvu zokuzenzisa</p>	 <p>4. Izinhlamvu ezilandelanayo (zisuka kwesokunxele ziya kwesokudla)</p>
 <p>5. Amaqoqwana ezinhlamvu ahlukane yizikhala phakathi abukeka njengamagama</p>	 <p>6. Amakhophi ezinto ezibhaliwe</p>	 <p>7. Sebenzisa uhlamvu lokuqala lwegama ukwakha lelogama</p>	 <p>8. Sebenzisa izinhlamvu ezingaphezu kwegama ukuze limele lelogama</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Vusi utalidada</p> </div> <div style="text-align: center;">  <p>Kani utdaikatilke</p> </div> </div> <p>9. Sebenzisa isibizelo sakhe ukwakha amagama anesiqalo, umzimba kanye nesiphetho</p>			

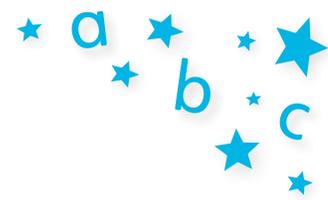
Kuleli banga lokukhula kwabo ngokufunda, bangaba nentshisekelo enkulu yokufunda ukubona ukuthi izinto zibhalwa kanjani besebebuza noma kubani omdala oseduzane ukuthi abathshengise "abhale phansi". Lengxenywe yokukhula ekubhaleni ibaluleke kakhulu, nakuba bengebona ababhali bangempela, kodwa bafunda izinto ezibalulekile mayelana nolimi olubhaliwe: ukuthi amagama akhulunywayo ayakwazi ukubhalwa futhi, nokuthi igama ngalinye elikhulunywe liwumphumela wegama obhaliwe. Basathuthukisa ukuzethemba ekukhulumeni kanye nasekudluliseni umlayezo ngokukhuluma nokubhala. Uma ngabe "sebeqala" ukubhala, bavama ukuklwebhakilwebha, bahlikhile kube yingxubevane yezinhlamvu nezinama.

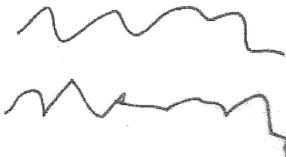
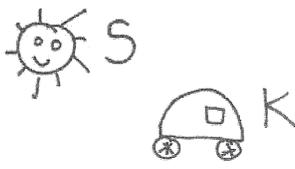
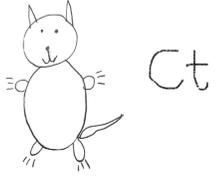
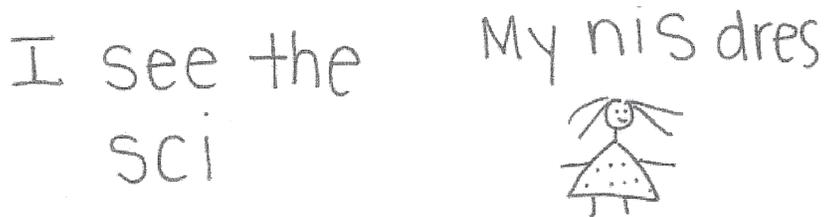
Ekilasini ...

Ukudweba nokubhala okuvelayo

- 1 Buza abafundi ukuthi bafuna ukuzidweba bona begqoke umfaniswano noma begqoke izingubo ezithandwa yibo.
- 2 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdweba wakhe.
- 3 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo.
- 4 Phimesela ngenkathi ubhala umusho ovela kumfundi "Ngi ... thanda ... ukugqoka ... isikhindi ... sami ... esiluhlaza ... nesigqoko ... esibomvu." Uma bethanda ubabhalele, ubabambise iqhaza ubacela basho amagama ngokunensa ngenkathi uwabhala phansi.
- 5 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama. Khumbula ukubhala kuhlanzeke kucace.
- 6 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.





 <p>1. Scribble (starting point at any place on the page)</p>	 <p>2. Scribble (left to right progression)</p>	 <p>3. Pretend letters</p>	 <p>4. Letter string (left to right)</p>
 <p>5. Groups of letters with space in between to look like words</p>	 <p>6. Copies environmental print</p>	 <p>7. Uses first letter of a word to represent a word</p>	 <p>8. Uses more than one letter to represent a word</p>
 <p>9. Uses invented spelling and writes words with beginning, middle and ending letters</p>			

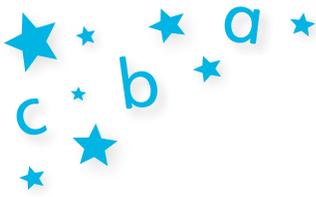
At this stage of their literacy development, learners might be keen to see how things are written and often ask a nearby adult to “write it down”. This is an important part of writing development, for even though they are not physically doing the writing, learners are learning important things about 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.





Ukuklwebhakiwebha noma ukubhala unganaki izinhlamvu lezi izimpawu ezibalulekile ekubhaleni. Noma kunjalo, izinga elilandelayo lokukhula ekubhaleni ilona elikhombisa ukuthi umfundi useqala izinyathelo eziya emfundweni. Ake ubheke lesi sibonelo sokubhala (uhla lwezinto ezizothengwa olibhalwe ngumfundi osanda kuqala esikoleni). Nakuba lawa magama ebizelwe ngendlela engamukelekile, kodwa ayimizamo onomqondo yokusebenzisa amagama amele imisindo. Lolu hlobo lwesibizelo “sokuzenzela” noma sokubhala kokuqala kuwuphawu oluhle olusho ukuthi lo mfundi uyakwazi ukuzwa imisindo emagameni, unolwazi lokuhlobana nezinhlamvu nemisindo, futhi uyazi ukuthi ulimi olubhaliwe luhlobene nemisindo emagameni akhulunywayo. Lomfundi uqala ukuthola ukuthi kubhalwa kanjani.



Ucwaningo lwabafundi abasezinkulisa olwenziwe emazweni asethuthukile, abacwaningi bathole ukuthi abafundi abasebancane badlula esigabeni “sesibizelo sokuzenzela”. Isibizelo sokuzenzela sichaza ukuthi abafundi bayahlola ukuthi imisindo imela kanjani amagama. Ucwaningo lukuvezile ukuthi ezimeni zobumpofu abafundi abavamile ukuba kulesi sigaba “sesibizelo sokuzenzela”. Ucwaningo luphindile lwaveza ubuhlobo phakathi kwesibizelo sokuzenzela nokufunda okubhaliwe. UBryant noBradley (1980) bathole ukuthi ikhono lokubhala amagama ngendlela imisindo yawo ezwakala ngayo kufika kuqala kunekhono lokufunda, okusho ukuthi ukuqonda ama-alfabethi kuyinto ekhona kubafundi uma bebhala ngaphambi kokuthi bakwazi ukufunda. UMann, uTobin kanye noWilson (1987) bathole ukuthi isibizelo sokuzenzela sichaza ikhono lokubhala elisazofika, ekubalulekeni kokukhula kwekhono lamagama amele imisindo.

Izinhlamvu nemisindo

Uma abafundi beqala ukusebenzisa izinhlamvu ezimela imisindo emagameni uma bebhala, kungenzeka ukuthi banake izinhlamvu uma befunda. Lokhu kubenza babe ngcono kunabafundi abangazazi izinhlamvu namagama besebenzisa izinto ezibonakalayo kuphela. Abanye othisha bakholwa ukuthi abafundi baqala ngokufunda amagama ngokuwabona kuthi kamuva baqale ukusebenzisa ulwazi abalufundile lwezinhlamvu uma beshitsha noma bephimisa amagama. Abacwaningi bawuthelele inselele umqondo othi ukuqeqesheka ekufundeni amagama kuqala ekuwagcineni emiqondweni bezama ukwenza isimo samagama noma izakhiwo ezibonakalayo – baphakamise ukuthi leyo misindo idlala indima esigabeni sokuqala sokuthuthukisa ukufunda nokubhala (Dixon, Stuart, kanye noMasterson, 2002; Ehri, 1998).

Uma abafundi sebejwayele izinhlamvu nemisindo abayenzayo, bayakwazi ukusebenzisa lelokhono ukuphimsa lawomagama ukuze bathole izincazelo zawo, ngamanye amagama ukufunda kuchaza lokho. Umfundi osafunda ukubhala uthembele ekutholeni ulwazi kumuntu ukuze amazise lelo gama, abanayo indlela yokuzihlelela ngokwabo ukuthi amagama achazani. Abafundi abanokuqagela bahlanganisa lokho nemicabango.





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.

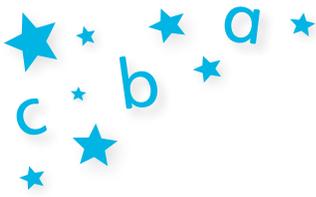


Letters and sounds

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.





Ekilasini ...



Ukuze ube ngumholi onekhono okwazi ukubhala amagama, abafundi kudingeka bafunde ukusebenzisa loluhlelo lwama-alphabethi. Ukufunda ngezinhlamvu nemisindo kungathatha isikhathi kanti kubalulekile ukuthi amakilasi eBanga R ukuthi abafundi bacebe ngamathuba okufunda ngezinhlamvu nemisindo amagama abayenzayo ngokusebenzisa zonke izinzwa zabo.

Ukulalela imisindo

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *uSindi, kusasa, sasekuseni, Sukani-ke!, sengathi, usebenzile, sewunqobe. Uyayizwa imisindo okugxilwe kuyo: uSindi, kusasa, sasekuseni, Sukani-ke? Yebo, uqinisile! Wonke anomsindo /s/.*
- 2 *"Lalelisisa, nanka amagama aqala ngomsindo /s/: sebenza, iso, sika, isokisi, isinkwa, songa, susa, usana, usiba, isisu, isaha, isando."* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)

Ukusho imisindo

- 1 Yisho lo msindo /s/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 2 Cela abafundi ukuthi basho lo msindo /s/: **"s-s-s"**. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.
- 3 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi baphethe usana bayamshushuzela ukuze alale bemangile.

Ukucabanga amagama anemisindo ethile

Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /s/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /s/.

Ukwakha uhlamvu

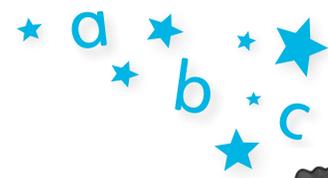
- 1 Buza abafundi ukuthi bayakwazi yini ukubhala uhlamvu olwenza umsindo /s/.
- 2 Buza abafundi ukuthi bayakhumbula yini ukuthi uhlamvu **s** lubhalwa kanjani. Bancome emizameni yabo, bese ubhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: *"Qala echashazini, fola, wehle."*
- 3 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.



Ukuxhumanisa uhlamvu neshadi lama-alphabethi

Uma unalo ishadi lama-alfabethi ekilasini, khombisa abafundi uhlamvu **s** eshadini lwama-alfabethi.





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

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "Sanibonani, umsila, (u)Sipoti, siyabonga, (u)Sam. Can you hear the focus sound: umsila, (u)Sipoti, (u)Sam? Yes, you are right! They all have the sound /s/."
- 2 "Listen carefully, here are some more words with /s/: sebenza, sika, siza, songa, usawoti, iseke, isokisi, isinkwa, usana, isisu." (Emphasise the focus sound as you say these words.)

Saying the sounds

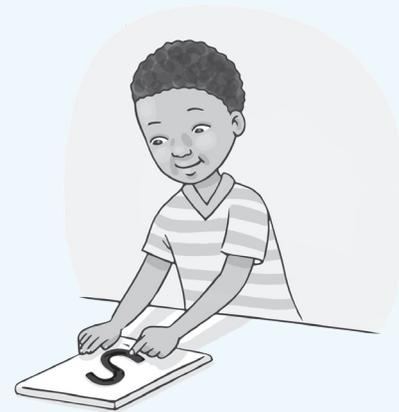
- 1 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 2 Ask learners to say the sound /s/: "s-s-s". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.
- 3 Teach learners an action associated with the sound. For example: Learners can pretend to move around like a millipede while saying: "s-s-s-s".

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/.

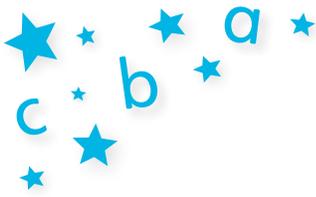
Forming the letter

- 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 **s** on the alphabet chart.



Uma bezoba ngabafundi abanamakhono okubhala, abafundi kufanele bazazi izimiso zama-alfabhethi – kukhona ukuxhumana ezinhlamvini abazibona ekhasini nemisindo abayizwa emagameni. Nakuba kucacile lokhu kubantu abadala, lesi yisinyathelo esikhulu kubafundi abasebancane, ikakhulukazi njengoba besazofunda ukuzwa imisindo ehluahlukene emagameni. Abafundi abasebancane bavame ukwazi nokusebenzisa amagama amaningi, kodwa bengakaqapheli ukwazi imisindo eyakha lamagama. Kungenzeka bazi ncazelo yegama elithi 'gijima', kepha begahle bangazi ngalowo msindo owakha leligama. Isibonelo, igama elithi '**gijima**' lakhiwa ngamaqoqo amathathu (**okuyimisindo yezinhlamvu** zamagama): **gi/ji/ma**. Igama liqala ngomsindo u /g/. Amanye amagama analomsindo amagama afana nelika **gogo**, **igusha**, **gibela**, njll. Ukuqwashisa kwemisindo emagameni kunenzazelo kolawomagama kubizwa ngokuthi **ukuqwashisa ngemisindo**. Imisebenzi eqhwashisa ngemisindo ayidingi ukuthi ugxile ezinhlamvini– eminingi iyenzeka noma uvale amehlo!

Ukuqwashisa ngemisindo yamagama akufani nokusho imisindo:

- ★ ukuqwashisa ngemisindo = ukwazi ukuzwa imisindo emagameni akha isesekelo semisindo
- ★ imisindo = ukwazi ukuthi izinhlamvu ezithile ezibhaliwe zihlobana kanjani nemisindo ethile ekhulunywayo.

Ukuqwashisa ngemisindo nezinhlamvu zemisindo kuyizinto eziwuphawo olubonakayo ukuthi abafundi bazoba ngabafundi abazokwazi ukufunda. Ababoni/bangababoni abangcono-kunokuhlakanipha! Lokhu kuchaza ukuthi abafundi abasebancane abanekhono elihle lokuqaphela imisindo nokuba nolwazi lohlamvu nomsindo, bazoba sethubeni elihle lokufunda kahle.

Uhlu lwamagama

ilunga

ilunga yigama noma ingxenye yegama enonkamisa oyedwa

ukuqwashisa ngemisindo

ukuqwashisa ngemisindo egameni esikhundleni sokusho incazelo yegama

ukuhlukanisa

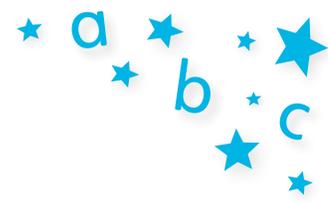
ukuhlakaza amagama abe yizingxenye

Ekilasini ...

Amakhono amaningi asiza ukuqwashisa imisindo. Leli thebula linohlu lwamakhono ahluahlukene anekhono lokwazi kancono ngokuqwashisa kwemisindo iphinde inike izibonelo zemisebenzi engasetshenziswa ukufundiseni, ukuqeqesha kanye nokuhlola lokhu.

Umsebenzi wokuqwashisa ngemisindo	Izibonelo
1 Ukuzwa imisindofana.	<ul style="list-style-type: none"> ★ Ingabe lemisindo iyefana noma yehlukile: /p/, /p/? (iyefana); /p/, /d/? (yehlukile) ★ Ingabe lamagama aqala ngemisindo efanayo: geza, gone? (yebo iyefana)
2 Ukuzwa isiqalo semisindo yokugxila.	<ul style="list-style-type: none"> ★ Yingabe imuphi umsindo owuzwayo ekuqaleni kwegama elithi lala? (/l/) ★ Yimuphi umsindo okugxilwe kuwona kulamagama: idolo, idada, idube? (d); isipikili, isitini, isigingci? (i)
3 Ukuzwa izinhlamvu zamagama kanye nezijobelelo.	<ul style="list-style-type: none"> ★ Ingabe yiliphi uhlamvu lomsindo oluzwa luphindeka kulamagama: ujusi, unesi, usisi, ubisi? (si)
4 Ukuhlanganisa izingxenye zamagama ukwenza amabizo.	<ul style="list-style-type: none"> ★ Ingabe yiliphi igama olithola uma uhlanganisa lezi zingxenye zamagama: i-si-kho-va? (isikhova)
5 Ukuhlukanisa amagama ngemisindo yawo (ukuhlukanisa).	<ul style="list-style-type: none"> ★ Hlukanisa lezinhlaka zamagama ngemisindo yawo: ibhubesi. (i-bhu-be-si) ★ Uzwa imisindo yamagama amangaki egameni elithi unogwaja? (u-no-gwa-ja: imisindo emine)
6 Ukwakhiwa kwamagama esuselwa kwamanye.	<ul style="list-style-type: none"> ★ Isho igama elithi lala. Kulelogama susa isiqalo u-/la/ endaweni yalelogama olisusile jobelela ngo /ba/. Lithini igama elisha? (lithi bala) ★ Isho igama elithi vula. Phinda ususe isiqalo salo u-/cu/ ujobelele ngo /vu/ lithini igama elisha? (lithi cula)





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 the meaning of the word 'run', 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 the sound /g/. Other words also have this sound (such as **gibela**, **igusha**, **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.	<ul style="list-style-type: none"> ★ Are these sounds the same or different: /p/, /p/? (same); /p/, /d/? (different) ★ Do these words start with the same sound: geza, gone? (yes)
2 Hearing the beginning or focus sound in words.	<ul style="list-style-type: none"> ★ What sound do you hear at the beginning of the word lala? (/l/) ★ What is the focus sound in these words: idolo, idada, idube? (d); isipikili, isitini, isigingci? (i)
3 Hearing the end sound or syllable in words.	<ul style="list-style-type: none"> ★ What syllable do you hear at the end of these words: ujusi, unesi, usisi, ubisi? (si)
4 Combining parts of words to make the full word (blending).	<ul style="list-style-type: none"> ★ Which word do you get if you put these syllables together: i-si-kho-va? (isikhova)
5 Breaking words into parts (segmenting).	<ul style="list-style-type: none"> ★ Break this word into syllables: ibhubesi. (i-bhu-be-si) ★ How many syllables do you hear in the word unogwaja? (u-no-gwa-ja: 4 syllables)
6 Substituting parts of words.	<ul style="list-style-type: none"> ★ Say lala. Now take away the /la/ and in its place, add /ba/. What is the new word? (bala) ★ Say vula. Now say it again, but say /cu/ instead of /vu/. (cula)



Inkomba yokufunda nokuqhubekayo/ References and further reading

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