Where to access Funda Wande materials

- The Funda Wande Reading for Meaning Course for teachers is available on the Funda Wande APP: https://funda.fundawande.org

- A video showing how to get onto and navigate this APP is available at: https://www.youtube.com/watch?v=L0bE1HEuoGA

- PDF versions of the APP (with text and reference to videos on youtube) are available on Funda Wande's website: https://fundawande.org/learning-resources

- Videos can be found on the Funda Wande youtube channel: https://www.youtube.com/channel/UCdbzR2fVsW5AtaQY_WYbvHw

- Other supporting materials such as the Vula Bula stories (in 6 languages) and Funda Wande lesson plans (in isiXhosa and English) are available on the Funda Wande website: https://fundawande.org/learning-resources

Funda Wande Course Modules
1. CAPS Reading Activities
2. Emergent Literacy
3. Teaching Decoding
4. Teaching Vocabulary
5. Teaching Comprehension
6. Teaching Writing and Handwriting
7. Teaching EFAL in Foundation Phase 1
8. Teaching EFAL in Foundation Phase 2
9. Developing a Culture of Reading
10. Inclusive Education
11. Reading Assessment and Remediation
12. Planning and Progression

Logging in to the Rhodes Course on the Funda Wande App.

1. Connect to the internet via mobile phone, pc or tablet

2. Use Google chrome and insert the following link https://funda.fundawande.org/login/
3. If this is your first time, first register for the open course.

4. Fill in the registration form and press the orange 'register' bar.

5. You will know you have successfully registered if you see this. Click on ‘Go to Login’.

6. Anyone who is registered can log in on this page. Type in your ID Number and use the same ID Number as your password. Press ‘Log in’ to proceed.

7. Choose English and then start the Rhodes Course
In this unit, you will be introduced to 6 basic principles for teaching additional languages to beginners. They should be applied whenever you are teaching an additional language to young children.

In this unit, you will also be introduced to an effective method for teaching additional languages.

Definitions:

* **Principles**: Principles are basic ideas or rules. Principles for teaching guide you to teach effectively.

**Exposure**: When learners hear the language or see it written in a meaningful context and they understand it, we say they are exposed to the language.

***Language structures**: All languages have ways of organizing words in sentences to convey meaning. We call this the grammar or the structure of the language.

The 6 basic principles*

1. **Provide exposure** to the additional language
2. **Teach vocabulary** and expose learners to new words
3. **Expose learners to basic language structures**
4. **Give learners opportunities to practise**
5. **Assess learners regularly and give them feedback.**
6. **Motivate** children to want to learn the additional language.
Principle 1: Provide exposure to the additional language

Watch video 180, Provide Exposure to FAL. While you watch, think about: What kind of language are the learners exposed to?

Children need to hear, see and read the additional language as much as possible. The language must be at just the right level – not too easy, not too difficult.

Teachers should use the additional language as much as possible. To make sure learners understand, they should:
- **Speak slowly** but naturally
- **Repeat** or rephrase where necessary
- **Use gestures** and pictures to support understanding
- **Encourage** learners to make the effort to understand and praise them for doing so.

Code-switching

If an isiXhosa–speaking learner is in an English medium school, it is helpful if the teacher code-switches when necessary and allows the child to use the home language. Learners in this situation are exposed to English all day long and code-switching does not prevent them from learning the language. In fact, it can support their learning.

However, if the learners are using isiXhosa as their language of learning and teaching, they will only have three hours a week for English in Grades 1 and 2 and four hours a week in Grade 3. It is, therefore, very important that as much time as possible in the English lessons should be used to expose learners to the language. Code-switching should be kept to a minimum.

**Is it OK to code-switch?**

Sometimes code-switching is useful e.g. to translate words that can’t easily be explained in the additional language or shown in pictures.

But if the teacher uses too much code-switching, learners won’t make the effort to understand what is said in the additional language. Instead they will wait for the translation and they won’t learn the language.
L3: Principles 2 & 3

Principle 2: Teach vocabulary and expose learners to new words

- **Context:** Teach vocabulary in context e.g. as part of a Shared Reading lesson. Use pictures, gestures and translation to communicate meaning.

- **Understand, say, read & spell:** Make sure learners understand new words and can pronounce, read and spell them.

- **Recycle vocabulary** so that learners get plenty of opportunity to hear and see new words in different contexts. They will then understand and remember them.

- **Use:** Learners need many opportunities to use the words in speech and writing.

Principle 3: Expose learners to basic language structures

Teachers can expose learners to basic structures by choosing books that repeat a simple sentence pattern *e.g.* *Look at my skirt. Look at my jeans.*

Structures need to be **recycled** so that learners get many opportunities to hear, see and use them. *E.g.* *The teacher could say:* 

“*Look at the picture. What can you see?*”  

“*Look at the book.*”  

“*Look at your partner.*”

Definition

*Recycling language* means is practising language that learners have seen/heard previously. It is a way of consolidating learning. You can recycle language by re-using it in a different context, or at a different time, or in relation to a different skill. Recycling language helps the student extend their range of use of the new language.

L4: Principles 4 and 5

Principle 4: Give learners many opportunities to practice

Watch video 184. Zaza first models the language, then gives the children opportunities to practice greeting in...
English. While you watch, take note of the different ways that the children practice the language structure.

With sufficient practice, learners will be able to use new words and structures without consciously thinking about them.

- **Provide opportunities**: Learners need many opportunities to use the additional language in simple ways.
- **Model first**: The teacher should model the language first.
- **Practice speaking and writing**: Learners need to practice in both speech and writing e.g. if the teacher has used a book with the structure “Look at my _____,” learners could write their own sentences using this structure.

**Principle 5: Assess learners regularly and give them feedback**

**Why?** Assessment tells the teacher what the children have learned. This enables the teacher to plan revision and support struggling learners. Assessment also helps the teacher and learners to stay on track with the curriculum.

**How?** The teacher should provide feedback. Good feedback shows learners what they have done well, tells them how to improve and provides encouragement.

Activity 7.3
Watch Video 186, which shows 3 clips from an EFAL lesson, labeled Parts 1, 2 and 3. While you watch, pay careful attention to the teacher’s words.

Match photos from video 186 into the correct boxes.

- The teacher gives feedback by praising the children to provide encouragement but does NOT tell them what they did right or well.
- The teacher gives feedback by praising the children to provide encouragement and then repeats what they did well.
- The teacher gives feedback by pointing out what the child is not doing well, demonstrating how to improve and praising the child when she does it right.
L5: Principle 6

Motivate children to learn their additional language

Learners are motivated when they experience success. If we are successful at something, we feel good about ourselves and want to do it more. To ensure success, teachers must pitch lessons at just the right level – not too easy, not too difficult.

Mistakes are part of learning. If learners are anxious and afraid of making mistakes, they will not experience success. Teachers should encourage learners and help them to see that mistakes are a natural part of language learning.

Engage learners. The teacher should engage learners by linking texts to their own lives and making lessons fun.

L6: Other important things to know

1. Do not be afraid of making mistakes
   - Teachers are sometimes reluctant to use the additional language for teaching. They may be worried that they might pronounce words incorrectly or make mistakes.
   - It’s OK for teachers to make some mistakes: The more teachers use the language, the more confident they will become. As motivated language learners who are not afraid of making mistakes, they will be role models for the children they teach.

2. It is effective to teach bilingually
   - Teach the same content in your Home Language and FAL lessons
   - Use the same themes: Plan your lessons around themes and use the same themes for both home and additional languages
   - Teach rhymes and songs first in the home language and then in the additional language e.g. on a learners’ birthday the class will sing birthday songs in both languages.
   - Give exposure and practice: Once something has been taught in the additional language, use it in the classroom e.g. greet in both languages and give classroom instructions in both languages.
   - Make your classroom print-rich in both home and additional languages.
Activity 7.5. Are these principles part of CAPS?

Read the following extract from page 12 of the English First Additional Language CAPS.

The reason for using themes is to make it possible to constantly recycle vocabulary and language structures in meaningful contexts. For example, words related to the body (face, eyes, ears, nose, mouth, arms, legs, feet) and the structures in which they are situated (Point to your _______/This is my _______/These are my ________) first of all need to be heard repeatedly in context; learners then need opportunities to use them. As learners move into Grades 2 and 3, they will also need opportunities to read and write them. Only if vocabulary and structures are constantly recycled, will learners be able to remember and use them.

Tick the principles which are guiding the extract:

- Motivate: Motivate children to want to learn the additional language.
- Exposure: Provide exposure to the additional language
- Structures: Expose learners to basic language structures
- Assess: Assess learners regularly and give them feedback.
- Practice: Give learners opportunities to practice
- Vocabulary: Teach vocabulary and expose learners to new words

3. These principles are in CAPS

Activity 7.6 Summative assessment

True or false?

1. When learners hear and read the same word used repeatedly in different contexts, it deepens their understanding of its meaning and helps them to remember it.
   - True
   - False

2. Teachers should never code-switch in the additional language class.
   - True
   - False

3. Learners need to practise using new vocabulary and language structures so they can use them to communicate.
   - True
   - False

4. Teachers should make sure that learners do not make mistakes in their additional language.
   - True
   - False

5. When teachers choose texts at just the right level, children experience success, which motivates them to learn.
   - True
   - False
In this unit you will learn about how to set up a good environment for learning EFAL, and also how to conduct baseline assessment of EFAL.

It is important to get off to a good start at the beginning of the year. The teacher needs to make sure that:

- The classroom is **print-rich** and provides lots of exposure to English
- The **space** in the classroom is used effectively
- **Resources** are available and well organised
- Learners know how to handle books with care
- A weekly plan, year plan and term plan have been developed
- A **baseline assessment** has been done
- Learners have been taught **routines** necessary for good classroom management
**L2: When do I teach it?**

**A print rich classroom**

Watch Video 176. Ntsika is organising his classroom so that it is print-rich in EFAL as well as isiXhosa. Learners need as much exposure as possible to print in English.

- Items in the classroom should be labelled in both the home language and English (e.g. door/ucango).
- There should be posters on the walls in both languages.
- There should be alphabet charts and/or friezes in both languages.
- There should be word walls in both languages.
- There should be a reading corner containing books in both languages. The books should be at the right level for the range of reading abilities in the class.
- Learners written work should be displayed in both languages.

These resources are not just for decoration. They need to be used regularly to teach English.

In a classroom like this learners will see English as part of their lives and will be motivated to learn the language.

**Using the space in the classroom effectively**

In many Foundation Phase classrooms, there are a lot of learners and not much space. Teachers need to ask themselves:

- Where am I going to put the reading corner?
- Where am I going to put the reading mat? Many activities, for example Shared and Group Guided Reading, are done on the reading mat.
- How will I group the desks so learners can get to the mat and the reading corner?
- How will I make sure that all learners can see the chalkboard?
- Where will I put my table so that I can see all the learners, use the print on the walls and reach the reading mat easily?
- How will I make sure that classroom print is at the right height for learners to interact with it?
Resources you will need:

– Big Books and other forms of enlarged text for Shared Reading
– Graded readers for Group Guided Reading
– Visual aids (e.g. posters, picture cards, real objects, flash cards) to teach vocabulary
– Learners’ personal dictionaries/vocabulary books
– Puppets for teaching oral language
– A reading glove for teaching story maps
– Alphabet charts/friezes and word walls to teach phonics and word recognition
– Sentence strips to teach sentence patterns, reading and writing
– English books at just the right level in the reading corner
– DBE EFAL Workbooks
– Exercise books for learners, pencils, crayons, erasers, etc.

Guidelines for posters and flash cards
The teacher can make some of the resources e.g. posters, flash cards, sentence strips.

They must be of high quality:
– Think about the design of posters
– What colours will you use?
- What size print will you use?
- Where will you position the print and pictures on the chart?

**The poster should be neat:**
- Print should be neat
- Lines should be drawn and cut straight – there should be no jagged edges
- Resources should be covered in contact paper or laminated to make them last longer

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**L4: Organising resources**

It is important for teachers to organize resources so that they are available when they need them. Teachers should ask themselves:

- Where should I store my resources? How will I make sure that my cupboards stay tidy and resources don't get damaged?
- How will I give out resources to learners? How will I make sure this is done quickly and quietly? How will I get the resources back again?
- Who will be responsible for giving out resources? Could this be a duty for a learner? Would doing this help learners to develop responsibility?
- How will I know what resources I have? How could I go about drawing up a list? How could I check at the end of the year that I still have all the resources and they are all in good condition?

**Handling books with care**

Watch Video 183, about how to handle books with care. While you watch, think about why it is important to teach children these things

Teachers should model and teach learners how to take care of books:

- Make sure hands are clean before handling a book
- Turn pages carefully so they are not torn or crumpled
- Treat books gently. Don’t break their spines by pressing
down on them.
- Don’t write in books.
- Don’t turn down the corners of pages – use a bookmark.
- Put books back on the shelf carefully with the spine facing outwards.

Have a poster showing how to take care of books, in your reading corner. Planning is key to successful teaching.

**Activity 7.8**
Tour of Lihle’s classroom
Watch **Video 168**. Lihle takes you on a tour of her classroom.

Tick all the resources you see in this classroom.
- Bilingual labels
- Word wall
- EFAL Phonics for the week
- EFAL Vocabulary for the week
- English Alphabet frieze
- Neat storage for teacher’s resources
- A reading corner with books in English and Home Language
- Storage for flash cards
- Posters in isiXhosa
- A theme table
- Posters in English
- Neat storage for children’s books

**L5: Planning for the year**

At the beginning of the year teachers meet, usually as a phase, and draw up:

- **A year plan for each grade**: teachers look at what needs to be covered during the year for each subject (Home Language, First Additional Language, Mathematics and Life Skills) and the assessment tasks. They set goals for achievement.
- **A weekly timetable for each grade**: this shows when each subject will be taught on each day of the week.
- **A term plan for Term 1**: this maps out what needs to be covered in Term 1, the assessment tasks, the themes to be used to integrate activities and the goals to be achieved.

You will learn more about planning in short course 8

**Doing a baseline assessment**

Watch **video 217**, which introduces baseline assessment. What is the purpose of baseline assessment in EFAL?

A baseline assessment is necessary in order for the teacher to:
- Put learners into ability groups for Group Guided Reading
- Select resources at an appropriate level for each child in the class
- Make sure that classroom print is at an appropriate level for learners
- Ensure that the books in the reading corner cover the full range of ability in EFAL
- Plan effectively for EFAL
- Provide extra support for any learners who are struggling with EFAL

You will learn more about how to do a baseline assessment in short course 8.

L6: Routines for good classroom management

Why routines are important
Routines are necessary to manage transitions between lessons and between different activities in lessons. Routines also support good behaviour in the classroom.

Watch video 185. Notice how routines make it possible for:
- Transitions to happen quickly and quietly
- Learners to focus on the new subject
- The teacher to keep a good pace in the lesson and finish in time

When to use routines
- When starting a new lesson or activity
- When giving out and taking in resources
- When learners are moving from one place in the classroom to another place
- For different kinds of activities (e.g. pair work)
- To regulate learners' behaviour (e.g. if the class becomes too noisy)

Teaching learners the routines
Teachers should model and teach the routines at the beginning of the year and give learners plenty of practice

There are 3 important steps in doing this:
1. Make it clear what you expect of the learners. **Model the routine.**
2. Let learners practise the routine under your supervision.

3. Reinforce the routine until they can do it without any supervision from you. The learners should use the routine when appropriate in the classroom.

**Developing rules for the EFAL class**

At the beginning of the year, the learners and teacher together need to develop a set of rules for the English class. They could include:

- Listen to the teacher. Watch what she is doing. Try to work out what she is saying.
- Try to use English.
- Everyone must get a chance to speak.
- It is OK to make mistakes. We learn from our mistakes.
- Be nice to each other. Help each other.
- Do not laugh at each other.

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**L7: Find out more**

See app for downloadable resource material.

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**L8: Review**

**Activity 7.9**

(A) True or false?

1. The Foundation Phase classroom should be print-rich in English (as well as the HL) and the classroom print should be used to teach English.
   - True
   - False

2. It is not necessary to display the learners' written work in English on the classroom wall.
   - True
   - False

3. Teachers must have sufficient, relevant resources to teach English, some of which they can make themselves.
   - True
   - False

4. It is a waste of time to teach learners routines because they will pick them up from continued daily practice.
   - True
   - False

5. Planning is essential for effective teaching of English.
   - True
   - False
(B) Drag and Drop

Match photos from video 186 into the correct boxes.

- **SPINE OF A BOOK**
- **ALPHABET FRIEZE**
- **PHONIC CARDS**
**L1: What is it and why is it important?**

What is oral language?

Watch video 188 and notice how the children both listen and speak in this oral language lesson.

- What did you learn from watching this lesson?
- What advice would you give the teacher to improve the lesson?

Oral language is spoken language. A conversation is an example of oral language. When we are engaged in conversation, we are both a speaker and a listener. So teaching oral language involves teaching both listening and speaking.

For example, when a teacher uses a Big Book to teach vocabulary, she points to the picture and says the word
e.g “Goat.” The learner listens and then says the word. The teacher may then say, “Point to the goat.” The learner listens and points. At a later stage, the teacher may point to the goat and say in English, ‘What is this?’ and the learner listens and says, ‘It’s a goat.’ Both teacher and learner are speaking and listening.

Listening to stories and answering questions, following instructions, singing songs and saying rhymes are all part of oral language.

Watch Video 200 to see how the children both listen and speak when playing Riddles.

-What did you learn from watching this lesson?
-What advice would you give the teacher to improve the lesson?

Why is oral language important?

Children learn English through exposure. They learn it by listening to English in a context that makes the meaning clear. The words and sentence patterns need to be recycled so that learners hear them over and over again and remember them.

Learners also need opportunities to say the words and sentences. This gives them practice in pronouncing the words and putting them together to communicate meaningfully. It also gives the teacher an opportunity to listen and give each learner feedback. This feedback tells learners whether they are saying the words correctly and using them appropriately. Using the language orally also gives learners practice. With sufficient practice, learners will eventually be able to use the words and sentence patterns without thinking about them. This builds learners’ confidence and motivates them to want to learn English.

Oral language is the foundation for reading and writing. Children will only be able to understand what they read if they already have a good knowledge of the English words and sentence patterns in the text. Similarly, they will only be able to put their thoughts into written English, if they know the words and sentences patterns necessary to do this.

Teaching oral language

In this unit, we are going to discuss 9 ways of teaching listening and speaking in English:
L2: Total physical response

The EFAL CAPS (pages 10 to 11) recommends Total Physical Response (TPR) as a way of developing learners’ English through listening.

**TPR is a ‘Listen and Do’ activity.** The teacher gives instructions in English and the learners respond physically. For example, if the teacher is using the theme ‘My body,’ she can say to the class, Touch your head. Touch your arm. Touch your leg, etc. The learners do not say anything. They just do the action. The teacher can see from what the learners do whether or not they have understood the instruction.

When learners are doing TPR, they are exposed to English in much the same way that infants are exposed to their home language. Infants spend a great deal of time listening before they begin to speak.

**In TPR, learners listen to English, work out the meaning from the context and respond physically.** The focus is on listening and understanding, not speaking. This helps learner to relax because they are not worried about speaking, and they can focus on the meaning of what is being said. Combining listening and physical actions also helps them to remember the language.

The teacher can use TPR to teach classroom instructions in English, for example, Open your books. Turn to page 20. Close your books. Once learners are familiar with the instructions, the teacher can gradually use more English for classroom management. This will give learners more exposure to their FAL.

TPR can be done as a whole class activity on the mat or with learners seated or standing next to their desks.

**Steps for using TPR to develop listening with understanding**

Watch video 201 What steps do you identify in this TPR lesson?

1. The teacher teaches new vocabulary e.g. Head (touching her head), head, head. Arm (touching her arm), arm, arm. Learners watch and listen.

2. The teacher gives instructions e.g. **Touch your head** (Touching her head). **Touch your head** (Points to indicate their heads). **Good. Now, touch your arm** (Touching her arm). **Touch your arm. Good,** etc.

3. If the learners do the wrong action, the teacher provides immediate feedback e.g. **No. Listen. Touch your arm. Arm. Touch your arm. Good, well done.**

4. At first, the teacher uses gestures to make the
meaning clear. Once the learners can respond, she stops using gestures.

5. Initially, the teacher gives the instructions to the whole class, but once they are reasonably comfortable, the teacher gives the instructions to individual learners to make sure that they all understand.

6. As learners become more confident and their English improves, the teacher can give a series of instructions e.g. Thandi, take the white chalk. Write your name on the board. Now, take the duster. Wipe your name off the board.

L3: Shared Reading

The EFAL CAPS (pages 12 to 13) recommends Shared Reading as a way of developing learners’ English through listening.

Shared Reading is usually a whole class activity on the mat. The teacher chooses a Big Book at the right level for the learners. The pictures should clearly illustrate the new vocabulary and be large enough for all the learners to see them. The text should have a simple repetitive structure, using basic sentence patterns.

The teacher uses the pictures to teach the vocabulary and she then reads the story aloud. Children mainly learn through listening but they also join in the reading aloud and answer some very simple questions, so some speaking is involved.

The advantage of using a Big Book is that you can come back to it every day. It reminds the learners of what they were doing in English the previous day. The pictures stimulate memory of the story and the words and sentences in it. The Big Book holds the English lessons together and provides continuity from lesson to lesson. This is very important when you only have 36 minutes a day for English in Grades 1 and 2, and 48 minutes a day in Grade 3.

Steps for using Shared Reading to develop oral language

1. Use the pictures to introduce the new vocabulary e.g. Goat. (Pointing at the picture of a goat) A goat. What is this? It’s a goat. Thabo, point to the goat. Good, it’s a goat.

2. In subsequent lessons, the teacher revises the vocabulary. Show me the _____. What is this? The learner says, It’s a goat.
3. The teacher may ask one or two simple questions e.g. What do the animals want? ... Yes, they want water.
4. She may ask learners to clap out the sounds in a word e.g. g-oa-t; or to segment and blend the spoken word.
5. She may ask, What is the sound at the beginning of goat? What is the sound at the end of goat?
6. She may play a guessing game e.g. I have 4 legs and a tail. I have horns. I say, Meh, meh. What am I? (A goat)

You will learn more about Shared Reading in Unit 5.

L4: Talking about a poster

A poster is useful for teaching vocabulary in a theme. The pictures on the poster should clearly illustrate the objects and should be large enough for all the learners to see.

Posters can also be used to show things happening. For example, it could show children swimming, running, climbing trees, playing soccer, etc. In this case, the teacher would ask, What is the girl doing? The learners would reply, She is swimming. It is very important that teachers think about the question forms they will need to use when they are planning an oral EFAL lesson using a poster.

This is usually a whole class lesson on the mat. It generally takes place when a new theme is being introduced.

Watch video 202 to see how Permie uses a poster and real objects to develop children’s vocabulary and language. Notice how engaged the children are!

Steps for using a poster to develop oral language

1. Use the pictures to introduce the new vocabulary e.g. Look at the boy. The boy is swimming. He is swimming. (The teacher can mime swimming). Look at the girl. The girl is running. She is running. (The teacher can mime running). Let’s all swim. Let’s all run. (The teacher models the miming action)

2. The teacher makes sure the learners know the vocabulary e.g. Show me the girl running. Point to the girl running.

3. The teacher models the question and answer e.g. Look at the boy. What is the boy doing? He is swimming. Look at the girl. What is the girl doing? She is running.

4. The teacher asks questions as a whole class activity: What is the girl doing? What is the boy doing?

5. The teacher asks individual learners. This step is very important to make sure all the learners can understand and answer the questions.

6. The learners can practice the questions and answers in
pairs. This may happen back at their desks.

7. The teacher assesses whether the learners know the words. They should understand them, be able to pronounce them correctly and remember them.

8. They should understand them, be able to pronounce them correctly and remember them.

L5: Asking and answering questions

When they are planning a Shared Reading lesson or a Poster lesson, teachers should think carefully about the English questions they are going to ask:

– think about the form of the questions.
– think about the English that learners will need to use to answer the questions.

If learners are not familiar with the form of the questions and answers, this must be taught.

The questions must be at an appropriate level for the grade. If the questions are too difficult to understand and answer, the teacher is likely to switch to the learners’ home language and this will reduce their exposure to English.

CAPS provides some guidelines for the question forms to use at different grade levels.

Steps for teaching question forms and answers

1. Think about the grade level when you are planning your lesson. If it is Grade 1, start with easy questions.

2. Model the question form using puppets, or you can use a drill to teach it.

3. Let the learners practise the question form, and then use it in Shared Reading and Talking about Posters

L6: Using puppets to teach simple interactions

Puppets are a useful resource for modelling simple interactions.

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<th>EFAL CAPS guidelines for question forms (page 22)</th>
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</tbody>
</table>
dialogues in EFAL, and they are recommended in the CAPS (page 10). Puppets make the lesson more fun for young learners and they keep them focused on the language.

There are various kinds of puppets you can use. If the teacher is using them to model a dialogue, hand puppets probably work best. If the learners are using puppets for pair work, they can make their own finger puppets, paper bag puppets, ice-lolly stick puppets or sock puppets. They could do this as part of Creative Arts in Life Skills.

Learners may feel more comfortable speaking in English when they take on the role of the puppet.

Steps for using puppets to teach simple interactions

Watch video 203. What is the purpose of using puppets in this lesson? Notice how the teacher gradually releases responsibility to the children in this lesson

1. The teacher uses the puppets to model the dialogue to the whole class e.g.
   Puppet 1: Hello, how are you?
   Puppet 2: I’m fine, thank you. How are you?
   Puppet 1: I’m fine, too, thank you.

2. The teacher divides the class in two. One half of the class talks with Puppet 1 and other half with Puppet 2

3. Then the two groups swap roles.

4. They practise until the learners can greet confidently.

5. Then the puppets can greet one or two individual learners.

Learners can get further practice by working in pairs. If they have their own puppets, they can use them.

L7: Using oral drills to teach vocabulary, sentence patterns and question forms

Oral drills provide learners with practice in listening to and saying particular words, phrases and sentence patterns. They give learners an opportunity to focus on accuracy, for example, to pronounce the words correctly and use appropriate intonation.

Through repeated practice using drills, learners achieve fluency. This means that they can then use the language for real purposes without consciously having to think about it. For example, the teacher could use the drills to teach the English necessary for learners to answer questions about the pictures in a Big Book or a Poster.
We are going to look at drills in 3 steps:
1. Teaching the vocabulary
2. Teaching the sentence pattern
3. Teaching the question form

**Step 1: Using a drill to teach vocabulary**

Watch video 206 to see how step 1 teaches new vocabulary. Notice the steps in the lesson.

1. The teacher needs to think about how many words to introduce. We suggest not more than 5 at a time. These could be key words related to a theme e.g. goat, cow, pig, horse, chicken for the theme ‘farm animals’.

2. The teacher holds up picture of each animal and says each word 3 times. The learners repeat after the teacher.

3. The teacher holds up the pictures one by one again, and the learners say the words 3 times. The teacher doesn’t speak and only helps where necessary.

4. The teacher holds up the pictures again and goes through them more quickly. This time learners only say the words once.

5. The teacher shuffles the cards so that they are in a different order. She shows the pictures and the learners must say the words. She gradually builds up speed so that learners have to do this quickly. In this way, they are able to remember the words without thinking about them too much.

**Step 2: Using a drill to teach a sentence pattern**

Watch video 207 to see how step 2 drills the vocabulary in a sentence pattern. Notice the steps in the lesson.

1. The teacher uses the vocabulary the learners already know (goat, cow, pig, horse, chicken) to teach the sentence structure: It’s a ______.

2. The teacher holds up each picture and says, ‘It’s a goat. It’s a cow. It’s a pig. It’s a horse. It’s a chicken.’

3. The learners repeat after the teacher and then do it on their own.

4. The teacher shuffles the cards and speeds up so that learners can say the sentences without thinking about it too much.

In the writing lesson this sentence pattern can be used as a frame for learners to draw a picture and write their own sentence: It is a ______.

**Step 3: Using a drill to teach the question form**

Watch video 208 to see how step 3 drills the vocabulary in the question form. Notice the steps in the lesson.

The teacher uses the vocabulary (goat, cow, pig, horse,
chicken) and sentence pattern that the learners already know (It’s a _____) to teach the question form.

1. The teacher holds up the picture cards of the animals and says, ‘What’s this?’ The teacher models the answer (It’s a goat, etc.) and then lets the learners answer on their own.

2. The teacher gets learners to repeat the question form (What’s this?) 3 times.

3. The teacher divides the class in two. As she holds up the picture cards, one half asks the question and the other half answers. They then reverse the roles.

4. The teacher gets the learners to practice in pairs. Learners can draw their own pictures for this part of the drill. This can be done as part of Creative Arts.

The teacher can then use the question form to ask questions about the pictures in the Big Book or poster and the children can use the sentence pattern they have learned to answer the questions.

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**L8: Using action rhymes and songs to develop oral language**

**Action rhymes** work well with young children because speaking is combined with physical action, which helps them to understand and remember the meaning of the words. (Words rhyme when the last part of the word sounds the same, e.g. toes – nose; say – day – may; red – bed – said.) The rhyme, rhythm and repetition of action rhymes also helps them to remember the words. In addition, performing action rhymes is fun and children are happy to do it over and over again.

Action rhymes are often put to music, and songs with actions are very like action rhymes.

When choosing action rhymes in English FAL, the teacher needs to:
- Select rhymes that build on what children already know.
- Ensure that there is not too much new vocabulary.
- Try to link the rhyme to the current themes.

It is an advantage if the rhyme contains simple, repeated sentence patterns and vocabulary.

**Steps for teaching action rhymes and songs**

1. The teacher demonstrates the action rhyme and the
actions. Learners watch and listen.

2. The teacher says the words and does the actions; learners join in the actions.

3. Teacher and learners say the words and do the actions together.

4. Learners perform the action rhyme together without the teacher.

5. Teacher asks groups and/or individual learners to perform the action rhyme.

If the action rhyme is longer and more complex, the teacher may need to teach it line by line.

**An example of a song that could be used to teach EFAL**

This song is suitable for teaching EFAL. It has a repeated sentence pattern and vocabulary and could be linked to the theme ‘My body’ or ‘Healthy living’.

It could be used in Grade 1, but it could also be used in Grade 3 to teach the use of the simple present tense to talk about actions that happen regularly. This is part of **Language Structure and Use** in Grade 3.

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**L9: Using action rhymes and songs to develop oral language**

Games are an excellent way of providing children with additional practice once vocabulary and sentence patterns have been taught. Games are fun and they make the language lesson more enjoyable.

There are many different kinds of games you can play to develop learners’ oral language, for example, Simon Says, ring games, vocabulary games and guessing games.

**Steps for teaching ‘Simon Says’**

1. First, you can use TPR to teach the instructions e.g. Touch your head. Touch your arm. Touch your leg, etc.

2. Then you say to the learners, Simon says, Touch your head. Simon says, Touch your arm. Simon says, Touch your leg. The learners must follow Simon’s instructions.

3. However, if you then say, Touch your arm, without mentioning Simon, the learners must not respond because the instruction doesn’t come from Simon. If they follow the instruction, they are out of the game.

4. You can play until there is only one learner left in the game. He or she is the winner.
This game helps learners to listen carefully to English. They must try to understand and respond quickly.

Once they are confident, a learner can take over the role of giving instructions. This will give learners practice in giving instructions.

**Steps for teaching ring games**

*Watch video 211, which shows a ring game.*

1. First model the language that you want to practice e.g. What’s your name? My name is _____. You could also use a drill to do this.

2. Use a ring game to make sure that every child gets a chance to practise.

3. The learners stand in a ring. The teacher is part of the ring.

4. The teacher starts by saying, ‘My name is Mrs Joni. What’s your name?’

5. The learner standing next to the teacher says, ‘My name is Lindiwe,’ and then turns to the next learner and says, ‘What’s your name?’ They carry on around the ring until everyone has had a turn.

6. To make it more interesting, learners can pass something around as they ask the question, for example, a parcel (the game is then called ‘Pass the parcel’).

7. Another way of doing this is for the teacher to stand in the middle of the ring and ask the question. The teacher then throws the ball to a learner who must answer. The learner then comes into the middle, throws the ball and asks the question, and so on until everyone has had a turn or you run out of time.

**Steps for teaching a vocabulary game**

1. This game can be played in groups at learners’ desks.

2. Give learners a set of picture cards showing vocabulary they have learned. There should be no words written on the cards. The more cards they have, the longer they can play the game.

3. The learners must place the cards face down on the desk.

4. Learners take it in turns to turn over a card. If they can say the word in English, they can keep the card. If they can’t say the word, they must turn it over again and shuffle the cards around.

5. The winner is the learner who keeps the most cards.

**Steps for teaching a guessing game: I spy with my little eye …..**

You can play this game after teaching the English names for objects in the classroom.
1. The teacher explains how to play the game in the learners’ home language.

2. The teacher starts the game off by saying in English, e.g. ‘I spy with my little eye something beginning with ‘d’. (She is thinking of ‘desk’ but she doesn’t tell the learners. They must guess.)

3. One learner says, ‘Door’. The teacher says, ‘No. Try again.’

4. Another learner says, ‘Desk.’ The teacher says, ‘Yes.’

5. The learner then says e.g. ‘I spy with my little eye something beginning with ‘b’. (She is thinking of book.)

6. The learners try to guess what the word is. The game can carry on until you run out of time.

7. This is a good game for practicing phonemic awareness in English.

**Steps for playing Guess what is in the picture?**

1. **Use any picture. Cover it up.**

   2. **Uncover the picture bit by bit**, while the learners guess what the picture is.

   3. **The first learner to guess what it is** and say the word in English is the winner.

   Children love doing this and it can make a vocabulary lesson more exciting!

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**L10: Oral recounts**

**Oral recounts**

In Grade 3, learners are expected to give a simple oral recount in English.

**A recount is when we tell someone about what happened.** We use the simple past tense and words that tell the listener when and in what sequence things happened (e.g. This morning, first, then, next, after that, finally).

When learners share their news in their home language at the beginning of the day, they use an oral recount.

You can find more examples of recounts on pages 90 to 91 of the EFAL CAPS.

**Example of a recount**

This morning, I **got up at 6 o’clock.** I cleaned my teeth, washed my face and brushed my hair. **Then I put on my clothes.** After that, I **ate my breakfast.** Next I **put my books in my bag.** Finally, I **kissed my**
Mom and went to school.

**Frame for a recount**
This morning/last night/yesterday/last weekend, I _______.
First, I _______. Then, I _____.
Next, I _____. After that, I _______. Finally, I _______.

**Steps for teaching learners how to do an oral recount**
1. First tell, the learners what a recount is. Explain that we use words like ‘yesterday, then, next, after that’ to make it easy for people to understand what happened. We use the past tense because the events have already happened. You may need to do this in learners’ home language. You should already have done recounts in learners’ home language and you can refer to this.

2. Then model the oral recount in English. Help learners identify the language features e.g. How did I start my recount? What tense did I use. What words did I use to show when things happened? How did I end my recount?

3. Use the frame to do a shared oral recount. You can lead and encourage the learners to supply information.

4. Let the learners practise in pairs.

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**L11: How do I assess oral language?**

**Assessing oral language**
- It is important that the teacher is familiar with the CAPS informal and formal assessment activities for listening and speaking.
- Informal assessment can be done as part of teaching. For example, when the teacher is asking questions during shared reading, she can note who can confidently answer questions and who struggles. She should note this in her assessment book.
- For formal assessment of oral English, the teacher can use rubrics.

<table>
<thead>
<tr>
<th>Informal assessment activities</th>
<th>Formal assessment activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner</strong></td>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
</tr>
<tr>
<td>Responds physically to simple oral instructions</td>
<td>Responds to simple questions</td>
</tr>
<tr>
<td>Points to objects in the classroom in response to teacher’s instructions</td>
<td>Demonstrates understanding of oral vocabulary by pointing to objects</td>
</tr>
<tr>
<td>Names some objects</td>
<td>Uses short sentences and simple vocabulary e.g. “The cow is brown.”</td>
</tr>
<tr>
<td>Responds to simple questions e.g. “What colour is the cow?”</td>
<td>Responds to simple questions, e.g. “How many goats are there in the picture?”</td>
</tr>
<tr>
<td>Names some objects</td>
<td>Identifies something from a simple oral description e.g. “I am a big animal. I give you milk. I say moo, moo, moo. Who am I?”</td>
</tr>
<tr>
<td>Identifies something from a simple oral description e.g. “I am a big animal. I give you milk. I say moo, moo, moo. Who am I?”</td>
<td>Expresses self in simple ways e.g. “I can jump.”</td>
</tr>
<tr>
<td>Expresses self in simple ways e.g. “I can jump.”</td>
<td>Understands between 700 and 1,000 English words in context</td>
</tr>
</tbody>
</table>
Activity 7.10 Drag and drop & True or False activity.

1. Drag and drop to match the words and the definitions

- Total Physical Response
- A sentence pattern
- An oral drill

A method of teaching language or vocabulary concepts by using physical movement in response to verbal input

Repeated practice in listening to and saying particular words, phrases and sentence patterns.

The correct arrangement of words in a sentence.

True or false?

2. Listening and speaking are skills that should always be taught separately. (F)
   - True
   - False

3. Total physical response (TPR) is a good way of providing learners with exposure to English. (T)
   - True
   - False

4. In TPR, learners listen and do; they do not need to speak. (T)
   - True
   - False

5. During Shared Reading in English FAL, it is important to ask challenging questions that will make learners think critically.
   - True
   - False

6. It is very important that learners get enough practice with English sentence and question patterns so that they can use them without having to think about how they are formed.
   - True
   - False

- For listening, the teacher can also give pencil and paper assessments e.g. Draw a ball. Draw a cup, etc. Or she can give the learners a series of pictures and say, Circle the lion. Circle the dog.

- It is important that the teacher provides feedback to learners. You will learn more about this in Unit 9.
L1: What are phonological awareness and phonics and why are they important?

The difference between Phonological awareness and phonics

Watch video 216. Zaza explains the difference between phonemic awareness, phonological awareness and phonics.

Key points

**Phonological awareness** is the ability to:
- Hear the individual words in spoken sentences
- Hear the individual syllables in spoken words
- Hear the individual sounds in spoken words
- Break spoken sentences into words, words into syllables and syllables into sounds and build them up again.

**Phonemic awareness** is part of phonological awareness. It is the ability to:
- Hear the individual sounds in a spoken word
- Break spoken words down into their individual sounds (segment) and build them up again (blend)

**Phonics** is a method of teaching learners to read and spell by linking the sounds of a language (phonemes) to the letters of the alphabet that represent these sounds (graphemes). Learners are taught the letter-sound relationships in a systematic way. Phonics involves both spoken and written language.

**Why are phonemic and phonological awareness important?**

**Phonological awareness is necessary for children to learn to read and spell.** Phonemic awareness is especially important. Children have to be able to hear the individual sounds (phonemes) of English in order to link them to the letters that represent these sounds (graphemes). For example, they have to be able to hear the 3 phonemes in the word 'goat' so that they can map the sounds onto the graphemes: g- oa-t. It is only when they can do this, that they will be able to read and spell the word 'goat'.

**Children need phonemic awareness to learn the letters of the alphabet.** However, once they recognize the letters, this helps them to hear individual sounds and develops their phonemic awareness.

**Phonological awareness and knowledge of letters of the alphabet predict children’s reading ability.** A child with these skills will find it easier to learn to read and is likely to be a better reader than a child who does not have them. Children with reading difficulties often have poor phonological awareness and need extra practice.

**Why is phonics important?**

**When children know their letter-sound relationships well, they will be able to recognise words quickly and read them aloud.** They will also be able to sound out a word they have never seen before. We call this decoding. Decoding is an important part of learning to read.

Research shows that **systematic phonics teaching** is the best way of teaching children to decode and to spell. This means teaching phonics regularly, explicitly and in a carefully decided order.

**How is phonemic awareness different in home language and English FAL?**

- **In Grade R and 1 learners are developing phonological awareness in their Home Language.** This will help them to develop these abilities in English.

- **However, some sounds are different in the two languages.** English has more vowels than African languages.

- **Children may find it difficult to hear and pronounce some English vowels.** For example, they may find it
difficult to hear the difference between the words ‘live’ and ‘leave’ or ‘bed’ and ‘bad.’ They may pronounce both words in each pair in the same way.

– They may need practice in listening to these sounds in spoken words and learning to recognise them.

– Teachers need to see their learners as bilinguals and help them to understand the differences between the sound systems of their two languages.

How is phonics different in home language and English FAL?

– Although English and African languages use the same alphabet, some of the letter–sound relationships are different. For example, in isiXhosa ‘i’ makes the sound in the word ‘icici.’ In English it can make the short vowel sound in the English word ‘tip’ or the long vowel sound in the word ‘bite’.

– Teachers need to help children learn the letter–sound relationships that are different in English.

Watch the video to hear the letter-sound relationships in English.

L2: Phonological Awareness and Phonics in CAPS (EFAL)

When do I teach it

Do short phonological awareness or phonics activities as part of the Listening and Speaking and Shared Reading lessons. For example:

– When teaching action rhymes and songs, ask learners to identify rhyming words.

– When teaching new vocabulary in Shared Reading let children:
  – Clap out the syllables in word
  – Identify what sound the word begins and ends with
  – Break the word down into sounds (segment) and build it up again (blend)
  – Put the flashcard with the word on it under the correct letter on the word wall.

Activity 7.11

Play Audio

1. What did you hear?
   - Leave
   - Live

2. What did you hear?
   - Men
   - Man

3. What did you hear?
   - Sheep
   - Ship

4. What did you hear?
   - Bird
   - Bud

5. What did you hear?
   - Pen
   - Pan

https://www.youtube.com/watch?v=-ksbIuIiIA8&feature=emb_title

The EFAL CAPS emphasizes phonological awareness in Grade 1:

The learner should:

✔ Develop phonemic awareness through rhymes and songs
✔ Identify some rhyming words
✔ Recognise initial sounds in familiar words
✔ Clap out syllables in familiar words
✔ Distinguish the onset and rime in familiar words (e.g. c-at, m-at, f-at)
Watch video 189. Ntsika asks the children to place new words under the correct letter on the word wall. While you watch, think about what the purpose of this activity is.

**Progression across the grades**

**Grade 1**
- Phonemic and phonological awareness
- The English names and sounds of letters of the alphabet. (Learners need to do this in order to use the English word wall.)

**Grades 2 & 3**
- English phonics

**The EFAL CAPS emphasizes phonics in Grades 2 and 3**

<table>
<thead>
<tr>
<th>GRADE 2 EFAL PHONICS</th>
<th>GRADE 3 EFAL PHONICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can...</td>
<td>The learner can...</td>
</tr>
<tr>
<td>• Distinguishes between sounds that are often confused (e.g. ‘x’ and ‘s’, ‘ee’ and ‘y’)</td>
<td>• Identifies all letter-sound relationships and is aware of differences between HL and FAL</td>
</tr>
<tr>
<td>• Identifies single-letter sound relationships that are different from those in HL</td>
<td>• Recognises consonant digraphs at the beginning and end of words</td>
</tr>
<tr>
<td>• Builds up and breaks down 3 letter words (e.g. p-e-n)</td>
<td>• Recognises at least 10 vowel digraphs (e.g. ‘oa’ as in boat, ‘ar’ as in far)</td>
</tr>
<tr>
<td>• Recognises common consonant digraphs (sh, ch, th) at the beginning and end of words</td>
<td>• Distinguishes between long and short vowel sounds</td>
</tr>
<tr>
<td>• Builds up and breaks down words with consonant blends (e.g. fl, pl, sl, pl)</td>
<td>• Recognises silent ‘v’ in words (e.g. cake, time)</td>
</tr>
<tr>
<td>• Recognises at least 3 vowel digraphs (e.g. ‘oo’ as in boot, ‘ee’ as in feet)</td>
<td>• Recognises some rhyming words (e.g. sky, fly)</td>
</tr>
<tr>
<td>• Recognises common endings in words (e.g. ‘ed’, ‘ing’, ‘-s’, ‘-s’)</td>
<td>• Uses consonant blends to build up and break down words (e.g. ‘i-r-n’)</td>
</tr>
</tbody>
</table>

**Definitions of terms used in EFAL CAPS**

**Short and long vowel sounds:** In the English alphabet the names of the vowel letters have a long sound, but the sounds of the letters are short.

Watch video 213 to see how Zaza teaches the names and sounds of the vowels in English.

- **Onset and rime:** The onset is the part of the word before the vowel. The rime is the vowel and everything that follows it.
- In the word *top* the onset is *t* and the rime is *op*
- In the word *stop* the onset is *st* and the rime is *op*
- In the word *strong* the onset is *str* and the rime is *ong*

In English, when words have a different onset but the same rime (e.g. say and day), we say they rhyme with each other.

**Digraph:** A digraph is a combination of two letters that represent one sound (phoneme) e.g.
- *sh* is a **consonant digraph**. There are 3 sounds in the word ‘shop’ (sh-o-p)
- *ea* is a **vowel digraph**. There are 3 sounds in the word ‘look’ (t-ea-m)

**Consonant blend:** A consonant blend is a combination of two separate consonant phonemes which have to be blended together when reading.

For example flat, brush, jump, plant
Activity 7.12

1. What is the onset of the word Cream?
   - scream
   - eam
   - cr
   - c
   - Cream

2. What is the rime in the word Scream?
   - am
   - eam
   - scr
   - Scream
   - Cream

3. Click on the words that rhyme.
   - Boy
   - Way
   - Tray
   - Pay
   - When
   - Sail
   - Say
   - Plan
   - Play

4. Click on the words that have vowel digraphs.
   - Bed
   - Pail
   - Food
   - Red
   - Head
   - Car
   - Grow
   - Grab
   - Play
   - Catch
   - Boil

5. Click on the words that have consonant digraphs.
   - Chop
   - Ant
   - Sleep
   - Thin
   - Sharp
   - Green
   - Wheel

6. Click on the words with short vowel sounds.
   - Hope
   - Cap
   - Cub
   - Cube
   - Cot
   - Hop
   - Coat
   - Cape
   - Cute
   - Cut
   - Beat
   - Ran
   - Bet
   - Rain
   - Win
How do I teach phonemic and phonological awareness?
We’ll look at how to teach the following activities:

1. Clapping out:
   - Words in sentences
   - Syllables in words
   - Sounds in words
2. Onset and rime
3. Identifying rhyming words
4. Recognizing initial, final and middle sounds in spoken words
5. Segmenting and blending spoken words

1. Clapping out

Watch video 214. How does Zaza teach phonological awareness?

**Clapping out words in sentences**
You can do this during Shared Reading. For example, you could read the title of the story Look at the animals, and say, “How many words in the title? Let’s clap it out. Four words.”

**Clapping out syllables in words**
You can do this when you introduce new vocabulary. For example, “Animals. Point to the animals. How many animals can you see? Yes, five. Let’s say the word animals together. Animals. Let’s clap out the syllables. An-i-mals. How many syllables? Yes, three syllables. What is the word for animals in isiXhosa? ... Yes, it’s izilwanyana.”

**Clapping out sounds in words**
You can do this when learners are familiar with the words. For example, “What is this? Yes it’s a goat. Let’s clap out the sounds in goat. G-oa-t. How many sounds in goat? ... Yes, three.”

2. Teaching onset and rime

- Teaching onset and rime helps learners to recognize common sound patterns in words e.g. fat, cat, mat, rat, bat. Words with the same rime belong to same word family.
- It helps children learn to decode and spell words.
- In English FAL, you first need to teach the meaning of the words. You can use pictures, real objects, gestures and translations to teach the meanings.
- You can then use flash cards like the following:

```
 m  b  c  r  f
```
```
 at
```
– Hold up the letter ‘m’ and ask ‘What sound does this make?’ ‘Yes, mmm.’ Hold up the ‘at’ card and show them to blend m – at to make the word mat. Do the same with the word ‘rat.’ Then hold up different onsets with the rime ‘at’ and let the learners blend them to make words. You can tell the learners that all these words rhyme.

– The learners could then work in pairs or groups with their own set of cards. You could call out the word and they could spell and read it.

3. Teaching learners to identify rhyming words

If learners have done work on onset and rime, they should be able to identify some rhyming words in English. The teacher can help them do this by:

Teaching some simple songs and rhymes that make the rhymes very clear and helping the learners to recognise them e.g.

We’re going to the zoo, zoo, zoo
You can come too, too, too

Helping learners identify any rhyming words that may come up when doing Shared Reading.

Having a place for rhyming words in the phonics section on the classroom wall. The teacher can write the rhyming words that have been discussed on flashcards and place them there.

Rhyme comes easily to English speaking children and helps them to develop phonemic awareness. However, it is not a feature of African languages so children who speak these languages may not find it so easy or so helpful.

Therefore, teachers may not need to put a lot of focus on identifying rhyming words.

4. Recognising initial, final and middle sounds in words

You can do this during Shared Reading when you are teaching new vocabulary or as a short activity.

– Start with initial sounds because these are easiest. Say the word aloud and ask ‘What sound can you hear at the beginning of this word?’

– Then teach learners to hear the sounds at the end of words. Say the word aloud and ask, ‘What sound can you hear at the end of this word?’

– Finally, teach learners to hear the sounds in the middle of one syllable words e.g. cat, run, shop.

Remember the focus is hearing and identifying the sounds in the spoken word. Try to make the activity fun by turning it into a game.
5. Segmenting and blending spoken words
This is the most important part of phonological awareness, but it is also the most difficult.

– At first, use single syllable words that learners are already familiar with e.g. sun, man, mug.
– Show a picture card (e.g. sun). Say, “What is this? ...Yes, it’s the sun.’
– Say the word aloud sounding out each phoneme and then blend them together again: “s-u-n, sun.” Draw the sounds out as you segment them. You can use hand gestures: hands out wide for segmenting, bring them together for blending.
– Then get learners to do this with you. Make sure they connect the sounds to each other when they blend. Once they are confident, you can ask them to do it on their own.
– Once learners can segment and blend, you can introduce more words. You could give the learners picture cards and let them work in pairs or groups.

L4: Teaching phonics in English

How do I teach phonics in English?
We’ll look at how to teach the following activities:

1. The alphabet
2. Word families
3. Word building
4. Consonant digraphs
5. Consonant blends
6. Vowel digraphs
7. Silent ‘e’
8. Sight words

1. Teaching the alphabet in English
Watch video 217. How does Zaza teach children about the letter names and sounds?

– Build on what children already know about the alphabet in their home language, to help them to learn the new letter-sound relationships in English. Do this in Grade 1.
– In English, we teach the letter name, the letter sound and its shape.
– Don’t teach all the English letter–sound relationships at the same time. Do one or two every day.

– Practice every day using the alphabet frieze/word wall or your letter cards.

■ Use the word wall frequently. When you have introduced new words, ask learners to go and put the words under the correct letter on the word wall.

■ Give learners their own set of letter cards and/or plastic letters so that they can practice in pairs.

■ Learners should also have an alphabet on their desk.

– Assess the learners regularly. You can do this by holding them up a letter card and saying, “What is the name of this letter? What sound does it make? Can you make the shape of the letter?” If possible, do individual assessments of learners as well as group and whole class assessments?

Watch video 189 again. How does putting words on the word wall develop the children’s alphabetic knowledge?

Resources needed:
– English alphabet frieze on classroom wall (word wall)
– Letter cards
– Plastic letters

2. Teaching word families in English
Teaching word families enables learners to recognize familiar patterns in words and read them more quickly and fluently.

– Use word cards
– Make different words (ran, can, fan, man, pan) and ask the learners to read them.

– Make sure learners understand the meaning of the words.
– Give the learners cards and let them work in pairs.

– The learners could make mind maps with ‘an’ in the middle. Or they could make a flower with the ‘an’ in the middle and the words forming each petal.

– Put the word families chart on the wall.

– As learners progress through the grades, do more advanced word families e.g. and, band, land, hand, sand, stand

<table>
<thead>
<tr>
<th>Some English word families</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
</tr>
<tr>
<td>can</td>
</tr>
<tr>
<td>bad</td>
</tr>
<tr>
<td>cap</td>
</tr>
<tr>
<td>hop</td>
</tr>
<tr>
<td>cot</td>
</tr>
<tr>
<td>bug</td>
</tr>
<tr>
<td>pen</td>
</tr>
<tr>
<td>bin</td>
</tr>
<tr>
<td>big</td>
</tr>
</tbody>
</table>
3. Teaching word building in English
Word building is an excellent way of consolidating and assessing children’s knowledge. Learners can work in groups, pairs or individually.

1. Each child/pair/group will need a set of cards with letters needed to make the words on them.
2. The teacher calls out the words and the learners must make the word and then read it aloud. e.g. I want you to make the word ‘tree.’ Let’s sound it out together: t-r-e-e, tree. The teacher can see immediately whether or not learners are able to do this and give them instant feedback.
3. This activity is often done on the mat.

4. Teaching consonant digraphs
Below is an example using the digraph ‘sh’:

1. Hold up the letters ‘s’ and ‘h’ and tell learners that together these letters make one sound: /sh/.
2. Put your finger to your lips and make the sound. Let the learners join in.
3. Tell the learners that ‘sh’ makes the same sound in English as in isiXhosa (e.g. lishumi).
4. Together with the learners, segment the following words into their onset and rime: shoe, shop, shut, ship e.g. ‘sh-ue.’ You can extend the sounds ‘shhh--ooo.’
5. Segment and blend all the words.
6. Put the words on the phonics word wall. Let learners copy the words into their phonics exercise books. They can write the digraph ‘sh’ in a different colour or underline it.
7. In the next lesson, introduce words that end with ‘sh’: fish, wish, push, bush, wash.
8. Segment and blend the words.
9. Put the words on the wordwall. Let the learners copy the words into their phonics exercise books. They can write the digraph ‘sh’ in a different colour or underline it.

Resources:
- Letter cards: s, h
- Digraph card: sh
- Flash cards: shoe, shop, shut, ship

5. Teaching consonant blends
A consonant blend is a combination of two separate consonant phonemes which have to be blended together when reading. Below is an example of how to teach these blends using ‘gr’:

1. Show flash cards of the following words and read them aloud: green, grass, grow, grab, grape. Make sure the learners know what they mean. Then read the cards aloud again with the learners. Make sure that learners
can say the words clearly.

2. Explain that ‘g’ and ‘r’ have to be blended together at the beginning of the word. Demonstrate. Let the learners practise saying the blend.

3. Together with the learners sound out the onset and rime in each word e.g. ‘Gr-ee-n, green. Gr-ass, grass. Green grass.’

4. Segment and blend all the words.

5. Put the words on the phonics word wall. Let the learners copy the words into their exercise books. They can write the blend ‘gr’ in a different colour or underline it.

**Resources:**
- Letter cards: g, r
- Blend card: gr
- Flash cards: green, grass, grow, grab, grape

6. **Teaching vowel digraphs**
   
   Below is an example using the digraph ‘ai’:

   1. Explain that together the letters ‘a’ and ‘i’ make the sound /ai/.
   2. Model the sound /ai/. Let the learners join in. Make sure they can all say the sound.
   3. Hold the following flashcards up: rain, tail, jail, snail, chain. Read the words aloud. Make sure learners understand the meaning of the words.
   4. Let the learners read the words.
   5. Model how to segment and blend the words and then let the learners do it, e.g. ‘r-ai-n, rain.’
   6. Put the words on the phonics word wall.
   7. In the next lesson, introduce the digraph ‘ay’ (day, say, way, may, play). Explain that when this sound is in the middle of a word we spell it ‘ai’ and when it is at the end of a word, we spell it ‘ay’.

   **Resources:**
   - Letter cards: a, i
   - Digraph card: ai
   - Flash cards: rain, tail, jail, snail, chain

7. **Teaching silent e**

   1. Write the word ‘tap’ on the board. Ask the learners to show you what it means and ask the learners to blend it. Then ask them to say the vowel in the middle. Respond: ‘Yes, it’s /a/. It’s short when we say it so we call it a short vowel. Now watch carefully to see what happens next.’
   2. Now write ‘tape’ in a column next to ‘tap’ and say, ‘When we put an ‘e’ at the end of ‘tap,’ two things happen: 1) the ‘e’ becomes silent, but 2) it makes the
vowel in the middle longer, so /a/ becomes /ay/ like the name of the vowel.

3. Move your finger first to 'tap' and say the word carefully, then move it to 'tape' and say the word carefully so that learners can hear the difference between /a/ and /ay/. Say, ‘The ‘e’ at the end tells us that the vowel sound is /ay/.

4. Take another word pair e.g. ‘can’ and ‘cane.’ Ask the learners, ‘Tell me what happens to the vowel sounds now. Yes, ‘e’ becomes silent and the short vowel changes to a long vowel.’

5. Continue with at/ate, man/mane, pan/pane, cap/cape.

6. In the next lesson, introduce the ‘i’ words (bit/bite, etc.) and so on.

8. Sight words

Phonics teaches learners how to sound out (decode) words. However, some common words in English can’t be decoded (e.g. was, said, do, were), so they have to be memorised. It is very important for learners to recognize them quickly and correctly. There are also a number of very common words in English that must be recognized instantly. We call these sight words.

1. When you are planning for shared reading, identify two or three sight words in the Big Book to focus on. Write them on flash cards.

2. Plan a short word recognition activity as one of your shared reading activities. Explain to the learners how they are pronounced and then use the flashcards to practice with them.

3. Put the flashcards in a special place on your classroom wall. Encourage children to learn them during the week.

4. Give learners a quick spelling and word recognition test on Fridays.

L5: How do I assess it?

1. Assessing knowledge of the alphabet
   - Use letter cards. Hold up a card and say, What sound does this letter make? Continue for one minute. Note how many letters the learner can recognize accurately.
   - Make sounds which learners write. Say, I’m going to make a sound, you must write the letter.

2. Assessing knowledge of word families
   - Assess informally. Say, How many words do you know that rhyme with ‘sat’?

3. Assessing word building
   - Assess informally. When learners build a word, check
that they have done it correctly.
– Give immediate feedback e.g. ‘Listen to the word again. C-a-n, can. Let’s read what you have written. Cam. Which letter do we need to change? Good, well done!’

L6: More information

Other important things to know

1. When teaching phonological awareness and phonics always:
– Give clear explanations
– model the activity (show how to do it)
– Give opportunities to practice
– Give corrective feedback
– Give more opportunities for practice.
2. Move from easier to more difficult activities.
3. Always explain the meanings of words. Teach vocabulary all the time.
4. Phonological awareness and phonics should be taught little and often. Try to teach it for a short time every day.

Common misunderstandings

1. Some people believe that you should not have phonics lessons. You should rather teach phonics using words in a text that you are reading e.g. in shared reading. However, research shows that it is very important to teach phonics systematically. You need to teach phonics in a clear and direct way. You can then give learners lots of opportunities to use what they have learned when reading texts.

2. Sometimes teachers struggle because they don’t have a good enough knowledge of the English sound system. For example, they fail to distinguish between the long vowel in ‘food’ and the short vowel in ‘cook’ and mix the use words up in the same lesson. Learners get confused! It is very important to think carefully about the words you are going to use when you are planning a phonics lesson.

3. Teachers often download phonics worksheets from the internet. Sometimes these are useful, but often they have mistakes in them. It is important to check downloaded worksheets before you use them.

L7: Find out more

Comparing literacy elements of African languages and English (Katz & Rees, Molteno).

This reading was developed by Jenny Katz and Sian Rees of the Molteno Institute for Language and Literacy. It compares the sound system and grammar of English with that of Nguni and Sotho languages.
Activity 7.14

1. Do these two words have the same vowel sound: look, boot?
   - No
   - Yes

2. Do these two words have the same vowel sound: rain, hair?
   - Yes
   - No

3. Do these words have the same vowel sound: day, rain, plate?
   - No
   - Yes

4. Which of these words have the same vowel sound: road, rode, rod?
   - Road and rode
   - Rode and rod
   - Road and rod

5. Do these words rhyme: head, said, bed?
   - Yes
   - No

6. Which of these words rhyme: seed, bead, head?
   - Bead and head
   - Seed and head
   - Seed and Bead

7. Which of these words rhyme: Pete, sheet, meat, pet?
   - Pete, pet and sheet
   - Sheet, meat and pet
   - Pete, sheet and meat

8. Which of these words are in the same word family: skate, hate, hat, plate, mate?
   - All except hat
   - All the words
   - None of the words

9. True or false? ‘Br’ is a consonant digraph.
   - No
   - Yes

10. True or false? ‘ch’ is a consonant digraph.
    - True
    - False

11. Drag and drop to match the words with the definitions.

   - rhyme
     A group of words that have the same rhyme. The spelling of the last part of the words is the same.

   - Word family
     When the last part of the words sound the same, even if the spelling is different.

   - onset
     The part of a word before the vowel
L1: What does teaching reading in EFAL involve?

When children begin learning to read in EFAL, they already know something about letter-sound relationships in their HL. Some learners can decode simple texts. This knowledge transfers from HL to FAL; for example, learners know that the letter ‘d’ in the word ‘idada’ makes the same sound as ‘d’ in ‘dog.’ However, children still have much to learn about decoding in English.

One of the challenges of learning to read in EFAL, is that children have only just begun to learn the language. Their knowledge of vocabulary and grammar is limited, which makes comprehension difficult. In order to read for meaning, children must learn to recognize new letter-sound relationships in English, and build vocabulary, word recognition and fluency.

What is reading fluency?

Reading fluency is the ability to read at a steady pace, accurately and with feeling. In order to read fluently, learners must be able to recognise and understand words automatically. Learners who cannot read fluently read slowly, word for word, with lots of pauses and wrong reading of words.

The 6 basic principles

1. Provide exposure to the additional language
2. Teach vocabulary and expose learners to new words
3. Expose learners to basic language structures
4. Give learners opportunities to practise
5. Assess learners regularly and give them feedback.
6. Motivate children to want to learn the additional language.
Fluent readers have better reading comprehension. Because fluent readers do not have to slow down, they can focus on understanding what they are reading. This is why fluency is called a ‘bridge’ to reading comprehension. If learners read too slowly, they will not understand what they read.

Children learning EFAL need lots of reading practice in order to become fluent readers. It is more difficult for children to learn to read fluently in an additional language because they don’t yet have a good knowledge of oral language. For example, when an English speaking child reads the sentence, ‘The dog barked,’ he already knows what the words mean so when he reads ‘do-’ he can predict ‘dog’ and when he reads ‘bar-‘ he can predict ‘barked.’ This helps him to decode the words and understand the sentence more quickly. It is not so easy for an additional language learner to do this.

Gradual release through the CAPS reading activities help learners to develop fluency. In shared reading the teacher can model how to read fluently. In group guided reading the teacher can assess learners’ oral reading fluency and help them develop strategies to read more fluently. In paired reading, learners get practice in reading the same text again and again, which helps them to become fluent. Independent reading also supports reading fluency.

What is reading comprehension?
Reading comprehension is reading with understanding and engagement. The reader actively uses what they already know about a topic to make sense of the text. In order to read with comprehension in English, learners need lots of exposure to English to develop their knowledge of vocabulary and sentence patterns.

Shared reading supports comprehension development. Shared reading exposes learners to English vocabulary and sentence patterns in the context of a story with pictures. The teacher uses strategies such as asking learners to retell the story to develop their comprehension. She also asks simple questions that learners are able to answer in English. If the teacher does Shared Reading regularly, this will also build learners’ background knowledge of the popular topics in children’s literature, which supports reading comprehension.

Paired and independent reading support comprehension development. When learners are doing paired reading, they can ask each other questions about the text. Independent reading, especially if it is done outside the classroom, increases learners’ vocabulary and knowledge of sentence patterns, and develops their reading fluency and comprehension.
Why is reading in English important?

Children must be able to read well in EFAL by the end of Grade 3. In Grade 4, English becomes the language of learning and teaching and children will be learning subjects such as Mathematics, Natural Sciences and Social Sciences in English. They will be expected to read textbooks and write tests and exams in English. Learners’ success at school will depend on their ability to read and write well in English.

Reading is also important because it gives learners exposure to English. There is very little time for English in the curriculum, only three hours a week in Grades 1 and 2, and four hours a week in Grade 3. This is not enough time for children to become proficient in English. Many children do not get opportunities to hear English at home or in their community. However, if they read English books at home, they will get more exposure to the language. They will increase their English vocabulary, become familiar with the way the language works and understand it much better.

L2: Shared Reading in EFAL

What does Shared Reading look like?

Watch video 215. This is a Grade 1 Shared Reading lesson. Notice how Zaza teaches and revises new vocabulary

During shared reading the teacher and learners sit on the mat and read a Big Book together.

Key points

- The teacher begins by using the pictures to introduce new English words.
- She then reads the story to the learners and asks simple questions.
- In the shared reading lessons that follow, the teacher revises vocabulary and reads the story again, gradually involving the learners more and more.
- She models fluent reading in English, drawing learners’ attention to punctuation and showing how this helps us to read with appropriate phrasing. She models how to read with expression (e.g. He huffed and he puffed and he blew the house down.)
- In Grade 1, she may do work on phonics to support learners’ ability to decode in English.
- Teachers often follow up Shared Reading lessons with shared writing activities, using the vocabulary and English sentence patterns in the Big Book.
**Why is Shared Reading important?**

Shared reading is the main EFAL reading activity in Grade 1. It is important because:

- **It introduces learners to English in child-friendly way.** They sit on the mat with their teacher while she reads them a story from a Big Book with attractive, colourful pictures. This motivates children to learn English.

- **Children learn English words and sentence patterns in the context of a story**, which make this meaningful for them. Because the story is read several times during a week, learners are able to remember the words and sentence patterns.

- Shared reading introduces learners to reading in English. **The teacher provides a model of fluent reading. Learners are invited to join in when they are ready.** They learn about how print works and how texts are structured. Very quickly, learners will be able to recognise some English words in print.

- **Shared reading provides the vocabulary, sentence and text patterns** for Shared Writing.

- As the learners’ knowledge of English grows in Grades 2 and 3, the teacher is able to ask questions that **develop learners’ reading comprehension**. At first, teachers ask simple literal questions but by Grade 3 they can ask some inferential question (e.g. Why was the little boy crying?)

- **Shared Reading integrates listening, speaking, reading and writing.**

**Watch Video 205**, of an EFAL Shared Reading lesson in Grade 3. It is important to expose children to reading non-fiction texts as they prepare to transition to grade 4. How is this lesson different from the Grade 1 Shared Reading lesson?

**What texts do I use for Shared Reading?**

- Teachers usually use Big books for Shared Reading, especially in Grades 1 and 2. However, these are expensive and teachers often don’t have sufficient copies to last the year. Any text with enlarged print can be used, for example, if teachers have taught a rhyme or song orally, they can write it out in large print on news sheet. This could be done in two languages so that learners have the opportunity to read the rhyme (or song) in their home language and English.

- It is important to choose the right Big Book for EFAL:

  - **The Big Book should be at the right level for the learners.** The learners should be able to understand it with support from the teacher. Most of the words should be known but there should be quite a lot of new language. Learners will hear the text read over and over again, and they will learn this language.

  - **Pictures should be large, clear and attractive** so that they can be used to teach new vocabulary.

  - **The Big Book should have a simple story line and ideally some repeated vocabulary and sentence patterns** (e.g. Brown bear, brown bear, What do you see? I see a red bird
looking at me. Red bird, red bird, what do you see? I see a yellow duck looking at me, etc. (Brown bear, brown bear by Eric Carle.

- The topic should be appealing to young, South African learners
- Texts should gradually increase in complexity from term to term, and grade to grade.

When do I teach Shared Reading?

In Grade 1: Shared reading is the main reading activity in Grade 1 and the EFAL CAPS recommends (p. 25) that, if possible, teachers do it for 15 minutes every day. Teachers can fit this in if they treat Shared Reading as both a reading and a listening and speaking activity (Listening to a story). The EFAL CAPS suggests doing this (p. 23).

In Grade 2: Group Guided Reading is introduced and there is less time for Shared Reading, but it should still be possible to do it 2 or 3 times a week, if it is included as a listening and speaking activity.

In Grade 3: more time needs to be given to paired and independent reading, so teachers could reduce the time for Shared Reading to twice a week.

How do I do Shared Reading?

Train learners in the routines for Shared Reading at the beginning of the year.

In your weekly planning, decide what you are going to do in each Shared Reading lesson. Make sure learners revise what has already been learned and also learn something new in each lesson.

Watch Video 209, showing a Grade 2 Shared Reading Lesson. What are the steps in this lesson?

Lesson sequence for Grades 1 and 2:

1. Use the pictures to teach new vocabulary. The teacher points at the picture of a goat and says, Goat. Let’s all say the word together: Goat. What is the word for goat in isiXhosa? Yes, ibhokwe. What sound does goat begin with? … Yes, it begins with /g/.

2. Have the words written on flash cards and ask different learners to put the words under the correct letter of the alphabet on the word wall.

3. Finally, read the story to the learners, slowly but naturally, modelling fluent reading and asking one or two simple questions e.g. What sound does the goat make? … Yes, meh, meh.

In the lessons that follow;

1. Revise the vocabulary: “Show me the _____.”“What is this?” The learner says, “It’s a goat.”

2. Read the story again several times, modelling fluent reading and involving the learners more and more. For example, they can join in the repeated refrains, “Meh,
meh,” said the goat.

3. Ask one or two simple questions. “What do the animals want? ... Yes, they want water.” “Which animal did you like best?”

4. Teach learners to see how punctuation marks help us to read fluently with expression e.g. “What do these marks tell us? ... Yes, they tell us someone is speaking. Who is speaking? ... Yes, it's the goat. The goat speaks with a gruff voice. Let’s try speaking like the goat, ‘Meh, meh’.

5. Do some phonological awareness activities:
   - Ask what sounds words begin with e.g. goat, cow, pig, dog
   - Segment and blend the sounds in the words.

6. Do some phonics activities: Do word building with some of the easier words g. pig, dog
   - Practice some sight words from the story e.g. pig, dog, goat, cow, horse

7. Let learners retell the story, with your support if necessary

8. Use sentence strips and cut them up to do sentence building. Look at the animals.

9. Learners use a sentence frame based on the sentence pattern in the story, to write their own sentence. Look at the ________

10. Play a guessing game to informally assess learners vocabulary knowledge and knowledge of the story e.g. “I have 4 legs and a tail. I have horns. I say, ‘Meh, meh.’ What am I?” (A goat)

**Asking and answering questions during shared reading**

When planning a Shared Reading lesson, teachers should think carefully about the English questions they are going to ask.

The questions must be at an appropriate level for the grade. If the questions are too difficult to understand and answer, the teacher is likely to switch to the learners’ home language and this will reduce their exposure to English.

**How do I assess Shared Reading?**

- Assess learners participation in Shared Reading informally e.g. Can a learner remember the vocabulary? Can they answer simple questions in English about the story?

- In Grades 2 and 3, questions can be a little more challenging. Learners can also retell the story, at first with the teacher's support.

- Teachers should keep records of informal assessment:
  - Observe learners participation in Shared Reading
  - Keep notes of anything that strikes you as important in your Assessment Book

**EFAL CAPS guidelines for question forms (page 22)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Learner understands some question forms e.g.</th>
<th>When did you ....?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 1</td>
<td>Learner understands some question forms e.g.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e.g. What ....? Who ....? How many ....? How</td>
<td></td>
</tr>
<tr>
<td></td>
<td>much ....? How old ....?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Learner understands and begins to use question forms e.g. When did you ....?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 2</td>
<td>Learner understands and begins to use question forms e.g. When did you ....?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Learner understands and uses a variety of question forms e.g.</th>
<th>Which ....? Why ....?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 3</td>
<td>Learner understands and uses a variety of question forms e.g.</td>
<td></td>
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<tr>
<td></td>
<td>Which ....? Why ....?</td>
<td></td>
</tr>
</tbody>
</table>

**EFAL CAPS formal assessment activities**

**The Grade 1 learner:**
- Answers simple oral questions about the story or non-fiction text
- Demonstrates understanding of vocabulary
- Draws a picture capturing the main idea

**The Grade 2 learner:**
- Before reading, uses title to predict
- After reading, answers short, oral questions
- Shows understanding of a story by sequencing pictures, matching captions with pictures or answering questions

**The Grade 3 learner:**
- Before reading, uses title to predict
- After reading, answers short, oral questions
- Demonstrates understanding of a story by sequencing pictures, matching captions with pictures or answering questions

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**Question types**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literal</th>
<th>Inference</th>
<th>Evaluative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Who ate the porridge?</td>
<td>Why was the Daddy Bear cross?</td>
<td>Did you like the story?</td>
</tr>
<tr>
<td>2</td>
<td>Where did the little boy go?</td>
<td>Why was the little boy happy?</td>
<td>What can we learn from the story?</td>
</tr>
<tr>
<td>3</td>
<td>Who was the main character in the story?</td>
<td>Why do you think the villagers didn’t believe the boy?</td>
<td>Do you think the villagers were right to forgive the boy?</td>
</tr>
</tbody>
</table>

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**EFAL CAPS formal assessment activities**

**The Grade 1 learner:**
- Answers simple oral questions about the story or non-fiction text
- Demonstrates understanding of vocabulary
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**The Grade 3 learner:**
- Before reading, uses title to predict
- After reading, answers short, oral questions
- Demonstrates understanding of a story by sequencing pictures, matching captions with pictures or answering questions
Activity 7.15
Read the story and then decide whether these questions about it are literal, inferential or evaluative.

**How the elephant got its trunk**

Long, long ago elephants didn't have trunks.

One day, a baby elephant wanted to go for a swim in the Limpopo River. But his mother said, 'You are not to go to the river. There are crocodiles – they will eat you!'

However, the elephant calf didn't listen. He went down to the river and stood on the bank. 'I will just have a drink,' he said to himself. He put his mouth in the water, and WHOOSH a crocodile grabbed his nose. 'OW!' cried the calf, and he pulled and pulled. The more he pulled, the longer his nose got until he had a TRUNK!

The crocodile eventually let go and the calf ran home to his mother. She was very surprised to see her calf's trunk. However, she soon realised he could do all sorts of things with it. It was very useful.

And ever since then elephants have had trunks.

1. Did the baby elephant listen to his mother?
   - Evaluative
   - Inferential
   - Literal
2. Do you think this story is true? Why/Why not?
   - Evaluative
   - Literal
   - Inferential
3. Why was the baby elephant's mother surprised to see his trunk?
   - Literal
   - Evaluative
   - Inferential
4. Why did the baby elephant's mother not want him to go to the river?
   - Evaluative
   - Inferential
   - Literal
5. Where did the baby elephant want to swim?
   - Inferential
   - Evaluative
   - Litereal
6. Do you think the baby elephant should have listened to his mother? Why/Why not?
   - Evaluative
   - Inferential
   - Literal

– Use these notes to form a picture of each learner’s reading progress

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**L3: Group Guided Reading**

**What does Group Guided Reading look like?**

Learners are divided into ability groups for group guided reading. The teacher reads with a different group each day of the week on the mat. The learners in the

<table>
<thead>
<tr>
<th>Grade</th>
<th>Home language</th>
<th>EFAL</th>
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<tr>
<td>Grade 1</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Grade 3</td>
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reading group each have the same graded reader, but different groups may have different books depending on their ability. Learners take it in turns to read aloud to the teacher. The teacher listens to learners and gives feedback. She helps learners develop reading strategies e.g. if they can’t read a word, she helps them to sound it out.

While the teacher is on the mat with the reading group, the other groups of learners are working quietly on exercises from the DBE Workbook or doing paired reading.

Watch Video 210, which is an EFAL Group Guided Reading lesson in Grade 2. Notice how Ntsika uses the pictures to generate talk and how he guides the learners as they attempt to read. Also notice how he articulates words carefully and slowly for these EFAL learners.

**Why is Group Guided Reading important?**

Group Guided Reading is the main EFAL reading activity in Grade 2 and 3. It is important because:

- It provides an opportunity for learners to read at their reading level, which enables them to make progress in reading.

Watch video 210 again. Which of the above decoding and comprehension strategies does Ntsika help children to use?

**What texts do I use for Group Guided Reading?**

- **Graded readers (also called Levelled Readers)** are used for group guided reading. These are books that are specially written so they are at a particular level of reading ability. Learners move from level to level as their reading improves. This ensures that they make progress in reading.

- It is very important that teachers choose a graded reader at just the right level for each ability group. The reader should be a little bit in advance of the readers’ current level. Most of the words should be known, but there should be some new ones.

- Each learner in the reading group needs a copy of the graded reader.

**When do I do Group Guided Reading?**

Group Guided Reading is the main EFAL reading activity in Grades 2 and 3 and the EFAL CAPS recommends (p. 13) that teachers read with a different group each day for 15 minutes.

Each learner spends 15 minutes a week reading on the mat in a small group with the teacher. The teacher spends 1 hour 15 minutes doing Guided Reading with the different groups.

This reading activity needs excellent planning and time management.
**How do I do Group Guided Reading?**

**Preparation at the beginning of the year**

- At the beginning of the year do a Baseline Assessment so that you can put learners into ability groups. Divide the class into 5 ability groups, one for each day of the week. Let the groups choose their names.

- Draw up a roster for your reading groups and put it on the classroom wall where learners can see it.

- Teach the learners the routines for Group Guided Reading. (Go back to Unit 2 of this module to remind yourself about routines.)

**Each day – working with the reading group on the mat**

**Watch video 212.** This video shows a well planned GGR lesson, lasting 15 minutes. What you think Permie did to stop the rest of the class from disturbing the reading group?

- The learners should be sitting in a circle around you where you can see them and they can see you. You should also have a view of the other learners in the classroom so that you can keep an eye on them.

- If it is a new book, quickly introduce it. Look at the title and pictures, make sure learners know any new vocabulary. You can ask a prediction question. Don’t take more than 2 or 3 minutes for this.

- Ask a learner to read one or two pages. The amount you expect them to read will depend on the reading level of the group, the grade level and the number of learners in the group.

- If a learner struggles over a word, help them to sound it out, Let’s try sounding it out: /cat/ + /er/ + /ill/ + /er/. Let’s say it together quickly, /caterpillar/. Now go back to the beginning of the sentence and read it again.

- If a learner reads word-by-word, you can help them to read it again more fluently (e.g. Let’s try to read this sentence more fluently. Let’s divide it into phrases: He huffed—and he puffed—and he blew—the house down. Now let’s put them together and read the sentence smoothly: He huffed and he puffed and he blew the house down.)

- If there is time at the end of the lesson, ask one or two simple comprehension questions

**How do I assess Group Guided Reading?**

- The teacher should have an assessment book.

- While doing group guided reading she should note anything that might help her support learners’ reading e.g. if a learner struggles to decode simple words.

- The teacher can also choose a learner to assess each day using a rubric. In CAPS teachers are expected to formally assess group guided reading.
L4: Paired Reading

What does Paired Reading look like?
During paired reading two learners read to each other from a graded reader. It can be two readers of the same ability, or a stronger reader can be paired with a weaker reader. They take it in turns to read page or two to each other. If the book has very little text, they can take it in turns to read the whole book to each other.

The teacher trains the learners to help each other e.g. in decoding words that difficult. They are taught how to give encouraging feedback.

Why is paired reading important?
Paired reading is important because it gives the learner practice in reading aloud to someone. Learners have the opportunity to read a text to each other several times. This builds learners’ oral reading fluency. Oral reading fluency is the bridge to comprehension.

Paired reading also encourages learners to cooperate with each other and become more independent of the teacher.

What texts do I use for paired reading?
- The purpose of paired reading is to build oral reading fluency, so the book should be quite easy for the learners (i.e. no more than 1 in 20 words difficult for them)
- The learners could work with a graded reader that they have recently read in Group Guided Reading.
- The book should be interesting with attractive pictures so that learners will remain interested even when they read it several times.

When do I do paired reading?
Paired reading takes place during the Group Guided Reading session. While the teacher is with the reading group on the mat, one of the other groups is doing paired reading. If there is not space in the classroom, learners can go outside on the veranda to read in pairs.

Learners spend 15 minutes each week doing paired reading.

How do I do paired reading?
At the beginning of the year, train the learners in the routines for paired reading. Teach them:
- To take a graded reader and move quickly and quietly outside or to a quiet place in the classroom.
– To sit in the right position – sitting next to each other on the floor, elbow to elbow and knee to knee, sharing one book. This is called the EEK position.

– To read to each other in a whispery (quiet) voice.

– How to support each other if one of them struggles to decode a word (i.e. how to develop each other’s decoding strategies)

– How to ask each other comprehension questions. You can give them cue cards:
  ■ **What** is the story about?
  ■ **Who** was in the story?
  ■ **Where** is the setting?
  ■ **What** new words did you learn?
  ■ **How** did the story end?

– **During** the Group Guided Reading lesson make sure that children in the paired reading group are reading quietly to each other.

**How do I assess paired reading?**

– Teach learners to assess each other and provide supportive feedback

– Before starting paired reading, have a class discussion about how to give positive feedback and support reading partners. Write the guidelines on news sheet and pin them on the classroom wall.

– Model for the learners how to give positive feedback and support reading partners.

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**Examples of how to give positive feedback and support**

- “You can try reading that word again. What sound does it begin with?”
- “Good job!”
- “I like the way you paused after commas and full stops.”
- “You made the giant sound really big and angry!”

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**L5: Independent Reading**

**What does Independent Reading look like?**

When children read on their own without the assistance of the teacher or a fellow learner, they are reading independently. Children can choose a book from the reading corner or they can read a library book.

Children usually read silently when doing independent reading. If they can read fluently, children often start reading silently without being taught. By Grade 3, they should be able to read silently. Some children may need more practice to build reading fluency, before they make the transition to silent reading.

**Why is independent reading important?**

The main goal of the reading teacher is to make sure that learners become independent readers, who can choose books at their reading level which they want to read, and
do so without help. Once children become independent readers, who read for pleasure and information, they are on the pathway to becoming lifelong readers.

If children become independent readers in English, they will increase their exposure to the language and be able to use it well. They will also be well-prepared for reading textbooks written in English in the Intermediate Phase. This will help them to achieve success in all their subjects at school.

**What texts do I use for independent reading?**

- Learners should be able to choose a book for independent reading. It should be something they want to read. There should be a wide range of interesting books from which learners can make a choice.

- The book should at the right level for a learner. The learner should be able to read it without assistance.

- The teacher can teach the 5 finger rule to help learners choose books at the right level:
  - Choose a book that you think you will enjoy.
  - Read the second page.
  - Hold up a finger for each word you are not sure of, or don’t know.

- If there are 5 or more words you did not know, choose an easier book.

- It is very important that children are not reading at frustration level.

**When do learners do independent reading?**

There are many opportunities in class for independent reading:

- It can be one of the activities done as part of Group Guided Reading in when learners are not in the reading group on the mat.

- Learners can do independent reading in English for homework and report back on what they have read in class.

- If learners finish an activity early, they can go and read an English book in the reading corner.

- In Grade 3, learners can be assigned topics to research in Life Skills and some of the books are likely to be in English. This will require independent reading in English.

**How do learners do independent reading?**

- **Teach learners how to choose an English book that they will enjoy.** They should be aware of all the different kinds of books and topics that are available.

- **Teach learners how to choose an English book at the right level for independent reading.**

- **Make sure that children can read silently in English.**

- **Let learners sit quietly at their desks or in the reading corner and read their books.**

- **Make opportunities to talk to the learners about what**
they have been reading in English (e.g. Why did you choose this book? Are you enjoying it? What do you like about it? Have you read any other books by this author?)

Teaching learners to read silently
- Teacher explains that when you read silently, you say the words in your head. You can read more quickly when you read silently.

- Teacher takes a book and models:
  - Reading aloud
  - Whisper reading
  - Mouthing the words (i.e. moving her mouth but with no sound coming out)
  - Reading silently

- She then does the steps again with the learners.
- Finally she lets the children read books silently on their own.

How do I assess independent reading?
- Make opportunities to talk to your learners about what they are reading in English and keep informal notes on the quality of their responses.

- Teach learners how to assess their own progress in Grade 3. They can:
  - Keep a record of all the books they have read in English
  - Write a report of each book they read
  - Fill in a story map
  - Tell a partner about the book they have just read

L6: More information

Other important things to know
- Don’t under-estimate learners. They have often been exposed to print in English before they see it in their home language. For example, they will have seen Stop signs and no parking signs, or signs on shops. When you do Shared Reading in English in Grade 1, learners will soon learn to recognise words and read simple sentences. Support this by making your classroom print-rich in both learners’ home language and English.

- Build on the reading skills that learners are developing in their home language. Make connections between reading in Home Language and reading in English.

- Make sure that learners are reading English books at the right level so that they experience success and become confident readers. Learners should NEVER be reading books at frustration level!

- Motivate learners to read in English by giving them a wide range of interesting books to choose from.

Examples of early exposure to EFAL
Common misunderstandings

1. Some teachers think it will confuse children to learn to read in two languages at the same time. However, research shows that this does not happen. Sometimes children may mispronounce a word because a letter has a different sound in the two languages, but in time they sort this out. In fact, reading skills transfer from one language to another, especially when both languages use the same alphabet.

2. Some teachers think that learners must learn all the letter-sound relationships in phonics before they can read real books. This is not so. Teachers should choose simple books to read with children so that they experience reading real books in English as early as possible.

L7: Find out more

The importance of reading in second language acquisition (Dong, 2019)

This article explains how reading in English exposes learners to new grammar and vocabulary in a meaningful context.

L8: Review

Activity

1. Match the terms with their definitions

   - Silent Reading
   - Levelled Reader
   - Oral Reading Fluency

   - A text designed so that phonics, vocabulary and content is at a given level of difficulty
   - Reading smoothly at the right speed, with expression
   - Reading “in your head”, without saying the words out loud.

2. It is important to learn to read first in your home language
   - True
   - False

3. EFAL learners should read books at the right level so they do not get frustrated or bored
   - True
   - False

4. It is important to teach EFAL vocabulary explicitly
   - True
   - False

5. Children must learn all the letter-sounds for English before they start reading in English
   - True
   - False

6. Children will get confused if they learn to read in two languages at the same time.
   - True
   - False

Examples of early exposure to EFAL