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
### Module 8

**Teaching EFAL in the FP 2**

#### 8.1 Teaching vocabulary and grammar in EFAL

10 lessons in this unit

---

**L1: What is it?**

**What is vocabulary?**

Our vocabulary is our knowledge of words. When children begin to learn English in Grade 1, they know a lot of words in their home language but very few in English. In order to learn English, they must start by learning the words in the language.

**What is grammar?**

Grammar is the way words are put together to make sentences. Different sentence patterns communicate different meanings.

For example, the following sentences have different patterns and meanings:

- They like reading.
- Do they like reading?
- They do not like reading.

When children learn English, they have to learn both the words and the sentence patterns commonly used in 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.
L2: What does it look like?

What does learning vocabulary look like?
When children learn words, they have to learn:
- The meaning of the word
- How it is pronounced in English
- How to use it correctly in a sentence.
- How to read it quickly with understanding
- How to spell the word.

What does learning grammar look like?
When children learn grammar, they have to learn
- The sentence patterns in English.
- Which words can be used in different parts of a sentence.
For example, what kind of words can be used to complete the following sentences:
- I ___ my teeth every day.
- He _____ his face every day.
- They ____ their breakfast every day.

What kind of words are the missing words in these sentences? (verbs)
Learners must be able to remember the words and sentence patterns. This requires lots of practice.

Why is it important?

In order to communicate, children must know all the words that are commonly used in English. These are called high frequency words. They must understand these words when they are used in English sentences.

For reading comprehension. Vocabulary and grammar are also important for reading comprehension. In order to understand English textbooks in Grade 4, learners need to know about 2,000 high frequency words by the end of Grade 3. They must be able to understand and use these words in sentences.

For learning after Grade 3. In Grade 4, learners will be assessed in all their subjects in English. It is therefore important that learners can use the vocabulary and grammar to write in English.
The table shows the language structures that should be covered

– In Grade 1, these are acquired mainly through exposure to spoken English
– In Grade 2, they are acquired through exposure to both spoken and written English
– In Grade 3, grammar is also taught explicitly

## Language structures

<table>
<thead>
<tr>
<th>Grade</th>
<th>通过接触主要的口语表达，学习者应该能够：</th>
<th>通过接触两种表达形式（口语和书面），学习者应该能够：</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>• Understand some imperatives (e.g. Sit down, Don’t run.)&lt;br&gt;• Understand and begin to use some sentences in the simple present tense (e.g. I like carrots.)&lt;br&gt;• Understand and begin to use some sentences in the present progressive/continuous tense (e.g. I am reading.)&lt;br&gt;• Understand some question forms (What...? Who...? How many/much/old...?)&lt;br&gt;• Understand and begin to use personal pronouns (e.g. I, you, he, she); these are subject pronouns&lt;br&gt;• Understand and begin to use the modals ‘can’ and ‘may’ (e.g. I can read.)&lt;br&gt;• Begin to use some sentences in the negative form (e.g. She is not reading.)&lt;br&gt;• Recognise and begin to use some plural forms of countable nouns e.g. book/books&lt;br&gt;• Recognise and begin to use some possessive pronouns (e.g. my name, your name)&lt;br&gt;• Understand and begin to use some prepositions (e.g., in)&lt;br&gt;• Understand and begin to use a few adjectives (e.g. happy, sad) and adverbs (e.g. quickly, slowly)</td>
<td>• Use the grammar they were exposed to in Grade 1&lt;br&gt;• Understand and begin to use the past tense (e.g. I washed my face.)&lt;br&gt;• Understand and begin to use some irregular past tense forms (e.g. I went to school.)&lt;br&gt;• Understand and begin to use time connectors (e.g. first, next, then)&lt;br&gt;• Understand and begin to use some more question forms (e.g. When did you ...?)&lt;br&gt;• Understand and begin to use some more pronouns e.g. (me, him, her); these are object pronouns&lt;br&gt;• Understand and begin to use a greater range of adjectives and adverbs (e.g. old, new, always)&lt;br&gt;• Understand and begin to use the verb ‘to be’ (e.g. She is happy.)</td>
</tr>
<tr>
<td>Grade 2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Through exposure to spoken and written language in context and as a result of explicit teaching, learners are able to:

- Understand and use the simple present (I read every day), present progressive/continuous (I am reading an exciting book), simple past tense (I read that book last year.), and future tenses (I will read that book. I am going to read that book.)
- Understand and use countable (e.g. book/books) and uncountable (e.g. chalk) nouns
- Understand and use the articles ‘a’ and ‘the’ with nouns (e.g. a book, the books, the chalk)
- Understand and use the possessive form of nouns (e.g. Thandi’s face.)
- Understand and use ‘There is …’ / ‘There are …’ (e.g. There is a book on the table.)
- Understand and use comparative adjectives (e.g. old, older, oldest) and adverbs (e.g. fast, faster, fastest)
- Understand and use demonstrative pronouns (this, that, those, these)
- Understand and use a variety of question forms (e.g. Which …? Why …?)

The 100 most frequent words used in English children’s books (CAPS p 87)

|   | 1. the | 2. and | 3. a | 4. to | 5. said | 6. in | 7. he | 8. I | 9. of | 10. it | 11. was | 12. you | 13. they | 14. on | 15. she | 16. is | 17. for | 18. at | 19. his | 20. but |
|---|--------|-------|------|-------|--------|------|------|-----|------|------|--------|--------|--------|------|------|------|------|-------|-------|
| 1. | 21. that | 41. not | 61. look | 81. put |
| 2. | 22. with | 42. than | 62. don’t | 82. could |
| 3. | 23. all | 43. were | 63. come | 83. house |
| 4. | 24. we | 44. go | 64. will | 84. old |
| 5. | 25. can | 45. hide | 65. into | 85. too |
| 6. | 26. are | 46. as | 66. back | 86. by |
| 7. | 27. up | 47. run | 67. from | 87. day |
| 8. | 28. had | 48. one | 68. children | 88. made |
| 9. | 29. my | 49. one | 69. him | 89. time |
| 10. | 30. her | 50. them | 70. Mr | 90. I'm |
| 11. | 31. what | 51. do | 71. girl | 91. if |
| 12. | 32. there | 52. me | 72. just | 92. help |
| 13. | 33. out | 53. down | 73. now | 93. Mrs |
| 14. | 34. this | 54. dad | 74. came | 94. called |
| 15. | 35. have | 55. big | 75. oh | 95. here |
| 16. | 36. went | 56. when | 76. about | 96. off |
| 17. | 37. be | 57. it's | 77. got | 97. asks |
| 18. | 38. is | 58. see | 78. their | 98. saw |
| 19. | 39. some | 59. looked | 79. people | 99. make |
| 20. | 40. so | 60. very | 80. your | 100. and |

Activity 8.1
Look at this text from a Grade 1 English reader.

Look at me
Look at me.
Look at my ball.
Look at my head.
Look at my foot.
Look at my arm.
Look at my leg.
Look at my finger.
Look at us play!

○ What is the sentence pattern?
  - Look at
  - Look at me
  - Look at my head

○ How many words are in the most frequent 100 words in English children’s books? (Look at the list of these words alongside)
  - 100
  - 20
  - 3

○ What words do children learn from reading this text?
  - me, my, us, ball, head, foot, arm, leg, finger, play, look at
  - look, at, me
  - head, foot, arm, leg, finger

L5: What resources do I use?

Big Books to expose learners to new vocabulary and grammar during shared reading. The books should contain some new words. The words and sentence patterns should be recycled in the text so that learners see them several times.

Graded readers at learners’ ability level to expose them to English words and sentence patterns.

Plenty of English books in the reading corner to give learners more exposure.

English picture dictionaries and junior dictionaries; bilingual dictionaries

An English wordwall for new words

Flashcards and sentence strips

Vocabulary Books (or Word Banks) for learners to write new words in

A classroom that is print-rich in both Home Language and EFAL

Labels in both Home Language and EFAL
Resources for the teacher: It is helpful if you have a bilingual dictionary and a grammar book that you can refer to when preparing lessons

L6: When do I teach it?

When do I teach vocabulary?
Watch video 228. Zaza and Permie are discussing vocabulary teaching in EFAL. While you watch, think about when vocabulary should be taught.

The teaching of vocabulary needs to be part of every lesson.

In Shared Reading and GGR: Introduce new vocabulary when you start with a new Big Book or graded reader. Teach new vocabulary that comes up in the DBE Workbook.

In Listening and Speaking: Teach new vocabulary that comes up in songs, rhymes and poems.

In Phonics lessons: Teach new vocabulary that comes up in phonics lessons.

In writing lessons: Practise new vocabulary

Throughout the day: Use the word wall, dictionaries and learners' personal dictionaries every day.

When do I teach grammar?
In Shared Reading: Expose learners to English grammar (e.g. book/books) and sentence structure

In Shared Reading and Shared Writing: Draw learners' attention to grammar and sentence structure

In Paired and Independent Writing: Give learners opportunities to practice using grammar and sentence structure

In Grade 3: Teach grammar explicitly.

L7: How do I teach it?

How do they learn English vocab?
Existing knowledge: Learners will probably already know some English words before they come to school (e.g. English numbers, colours, etc.)

Extract from EFAL FP CAPS, p 17

In Grade 1, vocabulary and grammar are learned incidentally through exposure to the spoken language.

In Grades 2 and 3, learners also acquire vocabulary and grammar through reading English.

In Grade 3, there are specific activities focused on Language Use

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.
Explicit teaching: Some of these words should be taught to learners.

Exposure: A lot of the words will be learned through exposure to oral and written English, especially when the teacher reads aloud to learners and during shared reading. Reading in English and talking about texts is the best way to develop learners' vocabulary and knowledge of grammar.

How do I teach vocabulary?
Watch video 122. Which of the 6 principles can you see in action in this lesson?

When teaching vocabulary:
Choose at least 5 new words from the Big Book or the graded reader each week.

Write the words on flash cards.

Say the words aloud clearly so that children can learn to pronounce them.

Explain the meaning of the words: use the pictures in the Big Book or real objects; translate the words into the HL.

Show learners how to spell the words and write them in their personal dictionaries.

Recycle the words; give learners the opportunity to use them in speech and writing, provide feedback.

Use the flashcards every day so that children learn to read them quickly; this builds automaticity.

Put the flashcards on the word wall where learners can see them every day.

Add new words that come up in rhymes, songs and the DBE Workbook.

How do I teach grammar explicitly in Grade 3?
Watch video 227. Notice how Permie explains the grammar and then provides practice and feedback.

Half an hour a week is set aside for teaching English grammar in Grade 3

Preparation: Check which part of grammar you should be teaching that week. Make sure you understand the grammar.

Think of simple, clear ways that you can teach learners to understand and use the grammar.

Give learners lots of practice.

Give them feedback and respond to their work.

Teacher's Guide to teaching English grammar in Grade 3
Read this teacher’s guide to teaching English Grammar in Grade 3.
How do I teach grammar in context?

Choose a sentence pattern from the Big Book e.g. The goat says ‘Meh, meh.’

Make sentence strips and cut them in half. The learners must match the two halves and read each sentence aloud.

Cut each sentence into words. Learners put the words in the correct order to make a sentence. They read the sentence aloud and copy it into their exercise books.

In Shared writing, you could write your own sentences together e.g. The cat says, ‘______.’ The duck says, ‘______.’

This teaches learners how to form sentences in English and how to use new vocabulary in sentences.
L8: How do I assess it?

How do I assess vocabulary?
Informally, assess vocabulary while you are teaching e.g. at the beginning of a Shared Reading lesson, revise vocabulary: “What’s this? ... Yes, it’s a goat.” Note whether learners remember the words and can use them. Give feedback. Provide more opportunities for revision, if necessary.

Use Flashcards: Take flashcards down from the English word wall and ask individual learners to read them.

Regularly, assess learners’ vocabulary in writing e.g.
- Matching words and pictures
- Filling gaps in sentences
- Matching words and definitions.

Formally: Give learners short vocabulary tests every week or fortnight.

How do I assess grammar in Grade 3?
Give learners lots of practice after you have taught a part of grammar, and provide feedback.

Then assess learners in writing. Make sure that the test assesses the grammar you have taught:
- Use vocabulary that the learner already knows
- Keep the test fairly short and simple
- The test should tell you whether the learner understands the grammar you have taught and can use it.

Examples of grammar tests for Grade 3

**Singular and plural 1**
Choose the correct word in each sentence.

1. She is eating an apple/apples.
2. I have 10 finger/fingers.
3. I know all the letter/letters of the alphabet.
4. Please give me a cup/cups.
5. He likes carrot/carrots.

**Singular and plural 2 - spelling**
Add -es to these words:

1. Baby
2. Butterfly
3. Story
4. Party
5. Body

**Countable and uncountable nouns 1**
Choose the correct word in each sentence.

1. I would like some rice/rices.
2. I can have some beans/beans.
3. I would like some peach/peaches.
4. Please give me some milk/milks.
5. I would like some samp/samps.

**Countable and uncountable nouns 2**
Fill in the gaps. Use a or some.

1. I would like ___ rice.
2. Please give me ___ peach.
3. I can have ___ samp, please.
4. May I have ___ sweet.
5. Please give me ___ milk.

**MATCH THE WORDS AND PICTURES**

Match the word and its meaning

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>We sit around it.</td>
</tr>
<tr>
<td>desk</td>
<td>We put books on it.</td>
</tr>
<tr>
<td>bed</td>
<td>We sit on it.</td>
</tr>
<tr>
<td>table</td>
<td>We sleep on it.</td>
</tr>
<tr>
<td>shelf</td>
<td>We sit at it at school.</td>
</tr>
</tbody>
</table>

**Use these words to complete the sentences:**

Grass is ___.
A banana is ___.
The sky is ___.
A carrot is ___.
The importance of feedback in language learning

Feedback tells learners what they are getting right and where they need to improve. It is very important in language learning. It pushes their learning forward. If learners do not get feedback, they may not notice their mistakes.

Feedback should be encouraging and motivating. Teachers should judge when to correct learners and how much feedback to give. Too much correction may discourage learners.

Learners need to understand that making mistakes is an important part of language learning. Everyone makes mistakes and they learn from them.

L9: Find out more

Other important things to know

Build on words that children already know in English e.g. they often know numbers, colours and shapes in English before they know them in their home language.

Use words that are similar in English and learners’ home language (borrowed words) as a starting point e.g. rubber/irabha, ruler/irula, duster/idasta, taxi/iteksi. They will be easier to remember.

Teach bilingually. If you introduce a new word in home language, you can then teach the word in English.

Common mistakes teachers make

- Treating learners as if they already know the language
- Using English vocabulary and grammar that is too difficult
- Failing to teach and recycling new words
- Making use of too much codeswitching.

L10: Review

An example of Feedback.

Teacher: How many apples are there?
Learner: Two apples.
Teacher: How many oranges are there?
Learner: Three oranges.
Teacher: How many bananas are there?
Learner: Five bananas.
Teacher: Well done! Five bananas.
Activity 8.2
Assess your own knowledge of English vocabulary and grammar
Choose the correct word (or words) in each sentence.
1. The teacher gave the learners _____ homework.
   ○ a
   ○ some

2. She ________ in Makhanda.
   ○ lives
   ○ leaves

3. I ________ all the letters of the alphabet.
   ○ know
   ○ am knowing

4. Can I ________ your pencil, please.
   ○ lend
   ○ borrow

5. The teacher was angry because the learners did not do their ________.
   ○ homeworks
   ○ homework

6. The teacher prepared all his ________ before the lesson.
   ○ equipments
   ○ equipment

7. She ________ chocolate ice-cream.
   ○ is liking
   ○ likes

8. A snake sheds ________ skin.
   ○ its
   ○ it’s

9. Be careful not to ________ your money.
   ○ lose
   ○ loose

10. Because he is shy, he is very ________ in lessons.
    ○ quite
    ○ quiet

True or false?:
1. When children learn new vocabulary in EFAL, it is not necessary to learn to pronounce the words.
   ○ True
   ○ False

2. Teaching learners high frequency words makes it possible for them to understand English.
   ○ True
   ○ False

3. Aptitude, contagious and dismal are all high frequency words.
   ○ True
   ○ False

4. Most new words are learned through exposure either by listening to spoken English or reading books written in English.
   ○ True
   ○ False

5. Learners need to hear or read words several times in different contexts in order to remember them.
   ○ True
   ○ False

6. Grammar should be taught explicitly from Grade 1 onwards.
   ○ True
   ○ False

7. When assessing grammar, teachers should use vocabulary that learners already know.
   ○ True
   ○ False

8. Feedback supports language learning because it tells learners what they are getting right and where they need to improve.
   ○ True
   ○ False

9. Learners should be very careful not to make mistakes.
   ○ True
   ○ False

10. Teachers should make sure that their feedback is informative, encouraging and motivating.
    ○ True
    ○ False
Why is it important to teach writing in EFAL?

Writing things down is a strategy for language learning. It helps learners to remember what they’ve learned. For example, they can write English words in their vocabulary books and memorise them.

Writing gives learners an opportunity to practise what they already learned orally. For example, they can use the vocabulary and grammar they have learned, to write sentences and paragraphs.

Teachers can assess written work and give individual feedback. This information helps children to make progress in learning English and the teacher to monitor their progress.

Writing is a way of creating and organising ideas. Writing is a creative process in both Home Language and English. It helps us to express, connect and sequence our ideas.

In Grade 4 learners will be assessed by means of written English in all their subjects. Their success will depend on their ability to read and write well in English.

Watch video 219. While you watch, think about these questions:
– How is Permie teaching vocabulary bilingually?
– How does writing down English words with their equivalents in isiXhosa support the children’s language learning?

Building on learners’ Home Language knowledge
When children start learning to write in English, they already have some knowledge and skills in their HL:

The **fine motor skills** necessary for handwriting.

How to sit and hold their pencils correctly, and **how to form the letters** of the alphabet.

Some knowledge of **concepts of print:**
– Print communicates meaning.
– Letters represent sounds and together letters make words.
– We write from left to right and top to bottom of the page.
– We leave spaces between words.
– We start sentences with a capital letter and end them with a full stop.
– Books have a title, an author, a front cover and a back cover.

Children do not need to learn this all over again in English. Teachers can build on what children already know in their HL. However, they also need to help learners adjust to differences, for example in spelling. This is called **teaching for transfer.**

**Transfer of writing skills from HL to EFAL in the CAPS**
The CAPS is organised to support the transfer of skills. The table shows how the writing skills taught in HL in Grade 1 (e.g. using capital letters and full stops) are put into practice in EFAL in Grade 2.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Home Language</th>
<th>English FAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Developing fine motor skills</td>
<td>No formal teaching of EFAL in Grade R</td>
</tr>
<tr>
<td></td>
<td>Phonological awareness &amp; alphabetic knowledge</td>
<td>However, most learners are exposed to environmental print in English</td>
</tr>
<tr>
<td></td>
<td>Letter formation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emergent literacy – using drawing and scribbling to communicate meaning</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Handwriting [print]</td>
<td>Developing oral skills (vocabulary &amp; grammar) necessary for writing</td>
</tr>
<tr>
<td></td>
<td>Writing at least 3 sentences, using capital letters and full stops, and spelling common words correctly</td>
<td>Using handwriting taught in HL to write captions for drawings</td>
</tr>
<tr>
<td></td>
<td>Organising ideas in a diagram e.g. a timeline</td>
<td>Organising ideas in lists</td>
</tr>
<tr>
<td>2</td>
<td>Writing different kinds of texts (at least 2 paragraphs)</td>
<td>Writing sentences using a frame</td>
</tr>
<tr>
<td></td>
<td>Uses the writing process (draft, write, revise, publish)</td>
<td>Writing a paragraph of at least 3 sentences on a familiar topic</td>
</tr>
<tr>
<td></td>
<td>Organises ideas in a chart or table</td>
<td>Using punctuation already taught in HL</td>
</tr>
<tr>
<td></td>
<td>Handwriting (cursive)</td>
<td>Organising ideas e.g. chart or time line</td>
</tr>
<tr>
<td>3</td>
<td>Writing different kinds of texts e.g. own story at least 12 sentences long</td>
<td>With guidance, writing a personal recount, instructions and a story</td>
</tr>
<tr>
<td></td>
<td>Writing information texts</td>
<td>Writing 1 or 2 paragraphs (6-8 sentences) on a familiar topic</td>
</tr>
<tr>
<td></td>
<td>Organising ideas - sequencing information and putting it under headings</td>
<td>Using punctuation taught in HL</td>
</tr>
<tr>
<td></td>
<td>Summarising and recording information e.g. using mindmaps</td>
<td>Using the writing process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organising ideas in a chart, table or bar graph</td>
</tr>
</tbody>
</table>
What do you need to teach?
In order to transfer writing skills acquired in their HL, learners must have the necessary English language knowledge. They must know the English words they need to communicate what they want to write (vocabulary and spelling) and how to put the words together in sentences (grammar and punctuation). They must also know how to write different types of texts in English (e.g. recounts, instructions and narratives).

This will not all be taught in the Writing Lesson. The vocabulary will be taught in Listening and Speaking and Shared Reading. Spelling will be taught in Phonics. Learners’ attention will be drawn to sentence structure, punctuation and text types in Shared Reading.

Learners also need opportunities to put this into practice during Shared and Independent Writing activities. Feedback from the teacher is vital if learners’ writing is to improve.

Example of a personal recount (adapted from CAPS)

**PERSONAL RECOUNT**

<table>
<thead>
<tr>
<th>Example</th>
<th>Structure and features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our school readathon</strong></td>
<td>1. Heading</td>
</tr>
<tr>
<td>Last week we had a Readathon at our school. It was in the school hall.</td>
<td>2. Orientation: tells us - what happened - when it happened - who was involved</td>
</tr>
<tr>
<td>First the Grade Rs sang songs in isiXhosa and English. Everyone clapped.</td>
<td>3. Series of events in the order that they happened</td>
</tr>
<tr>
<td>Then some Grade 1 learners read a story in isiXhosa. Everyone clapped again.</td>
<td><em>Time connectives</em> first, then, next, last</td>
</tr>
<tr>
<td>Next some Grade 2 learners acted a play in isiXhosa. It was funny. Everyone laughed.</td>
<td><em>Past tense</em> had, was, sang, clapped</td>
</tr>
<tr>
<td>Last some Grade 3 learners read stories in isiXhosa and English. Everyone clapped.</td>
<td>4. Personal comment concludes the text</td>
</tr>
<tr>
<td>Then the principal gave prizes. Everyone clapped again.</td>
<td></td>
</tr>
<tr>
<td>Last of all we had juice and biscuits. That was the best!</td>
<td></td>
</tr>
</tbody>
</table>

L2: When do you teach writing in EFAL?

The table below shows the time set aside for the teaching of writing in CAPS.

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>15 mins per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>30 mins per week</td>
</tr>
<tr>
<td>Grade 3</td>
<td>1 hour per week</td>
</tr>
</tbody>
</table>
Teachers need to plan well in order to use this time effectively. Planning needs to include preparation for writing (teaching vocabulary, sentence structure and punctuation prior to the Writing Lesson). Text types can be modelled in Shared Reading (e.g. the structure and language features of a personal recount) and put into practice with the teacher’s support during Shared Writing. Time must also be allocated for independent writing. This could be done for homework or during GGR when learners are working in groups.

**L3: How do you teach writing in EFAL?**

**Use the gradual release of responsibility method:**

**Exposure:** Provide models of sentences, paragraphs and different text types during Shared Reading; draw learners’ attention to vocabulary, spelling, grammar, punctuation, the structure and features of text different text types.

**Model how to write sentences,** paragraphs and different text types during Shared Writing; involve the learners in the writing.

**Model the writing process** during Shared Writing. Demonstrate:
- How you think about what you are going to write – think out loud (planning).
- How you read through what you have written and make changes where necessary (revising).
- How you check your grammar, spelling and punctuation (editing).
- How you share what you’ve written with others (publishing).

**Provide learners with templates** (also called Writing Frames) so that they have support when they first write sentences, paragraphs and different text types in English.

**Give learners opportunities to write independently.** This could be when they are working in groups during GGR or for homework.

**Choose topics that young learners can relate to** and will enjoy (e.g. friends, the best day in my life).

Watch **video 225**. This is an example of Shared Writing, and at the end, learners do Independent Writing. Learners are practising the important skill of writing to learn. Notice how Permie models the structure of the life cycle and also provides the vocabulary on flash cards.
L4: EFAL writing activities for Grade 1

Teach the oral form first. *What is your name? My name is ______._*
- Teach simple sentence patterns learners can use to label their drawings e.g. *This is a ______._*
- Teach a variety of sentence patterns using writing frames e.g. *I like ___./ I do not like ___._* (colours, food, etc.)
- Use sentence patterns that are in the Big Books used for Shared Reading e.g. *Look at the ______._*

**During Shared Writing,** teach learners how to write the sentence *My name is ______._*

*Give learners a writing frame* to write the sentence in their exercise books.

*Use sentence strips.* Cut the sentence into individual words. Get learners to put the words into the correct order and copy the sentence into their exercise books.

*Teach learners how to organize English words into lists.*

*Always get learners to read back what they have written* to a partner.

*Teach letter-sounds in English that are different from HL* so that children learn to spell English words correctly (e.g. learning to spell the words ‘live’ and ‘leave’).

*Display the learners’ writing* on the classroom wall.

*Make sure your classroom is English print-rich* (alphabet chart, word wall, English phonics words, posters).

Watch **Video 218.** This is a Grade 3 class, but you can clearly see some of the steps outlined above. Permie is teaching learners the sentence *My favourite clothes are...*_

- How does Permie build her learners’ oral language before writing?
- How does Permie model the sentence?
- What do you think about children using erasers when writing?
- Can you think of any ways that Permie could improve the lesson?
**L5: EFAL writing activities for Grade 2**

**Build on what was done in Grade 1.** Continue to teach English sentence patterns.

**Dictate sentences** (e.g. Thandi is 7 years old.) Dictation is a valuable activity, which links spoken and written language.

**During Shared Writing,** teach learners how to combine sentences into paragraphs. You could ask them to recount what they did at the weekend. By the end of the year, learners should be able to write paragraphs of at least 3 sentences. Give learners opportunities to write short paragraphs during independent writing.

**Cut a short paragraph into sentences.** Give the sentences to learners and ask them to put the sentences in the right order to create the paragraph. (jumbled paragraphs)

**Give learners opportunities to use writing to communicate** e.g. make a Mother’s Day card to give to their mother.

**Show learners how to organise their ideas** using a chart or timeline e.g. Encourage learners to keep vocabulary books and to write new words in them.

**How to do a Dictation**
1. Tell the learners they are going to write a sentence in their exercise books. Remind them that they must use correct punctuation.
2. Say the whole sentence aloud at a natural pace. Say it twice.
3. Give the learners time to write it down.
4. Learners exchange books and mark each other’s work.
5. Write the sentence on the board.

**Example of a Jumbled Paragraph activity**
*Put the sentences in the right order to make a paragraph.*

- a. Next she took out her pencil and opened the book.
- b. Thandi took her exercise book out of her bag.
- c. Then she wrote a sentence in the book.

*(Answer: 1b, 2a, 3c)*

<table>
<thead>
<tr>
<th>Animals</th>
<th>Wild</th>
<th>Farm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lion</td>
<td></td>
<td>Cow</td>
</tr>
<tr>
<td>Elephant</td>
<td></td>
<td>Sheep</td>
</tr>
<tr>
<td>Giraffe</td>
<td></td>
<td>Goat</td>
</tr>
<tr>
<td>Rhino</td>
<td></td>
<td>Pig</td>
</tr>
<tr>
<td>Buffalo</td>
<td></td>
<td>Horse</td>
</tr>
</tbody>
</table>

**Encourage learners to keep vocabulary books** and to write new words in them.
L6: EFAL writing activities for Grade 3

Build on what was done in Grade 2 e.g. continue to teach lists (insects: butterfly, ant, mosquito, bee, fly).

Teach learners how to write different kinds of texts (recounts, instructions, narratives):
- Help learners notice the structure and features of different text types during Shared Reading.
- Model how to write the different text types during Shared Writing.
- Provide templates to help learners write the different text types.
- Give learners opportunities to practise writing the text types during Independent Writing; they should use the writing process (plan, write, revise, edit, publish).

TEXT TYPES COVERED IN THE FIRST ADDITIONAL LANGUAGE CAPS (FOUNDATION PHASE)

In the Foundation Phase, learners will listen to the following text types:
- personal and factual recounts
- procedures (instructions)
- information reports
- narratives (stories).

In Grade 3, they will also be expected to give simple oral recounts and instructions.

As they start to read and write in their additional language, learners will read simple narratives, recounts, procedures and information reports. In Grade 3, they will also write a simple recount, procedure and narrative with the support of the teacher.

Below are examples of the text types used in the Foundation Phase.

PERSONAL RECOUNT

<table>
<thead>
<tr>
<th>Example</th>
<th>Structure and features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Heading</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. Orientation:</strong> tells us</td>
<td></td>
</tr>
<tr>
<td>- what happened</td>
<td></td>
</tr>
<tr>
<td>- when it happened</td>
<td></td>
</tr>
<tr>
<td>- who was involved</td>
<td></td>
</tr>
<tr>
<td><strong>3. Series of events</strong></td>
<td>in the order that they happened</td>
</tr>
<tr>
<td>Time connectives</td>
<td>first, then, next, last</td>
</tr>
<tr>
<td><strong>Past tense</strong></td>
<td>had, was, sang, clapped</td>
</tr>
<tr>
<td><strong>4. Personal comment</strong></td>
<td>concludes the text</td>
</tr>
</tbody>
</table>

Example:

Our school readathon

Last week we had a Readathon at our school. It was in the school hall.

First the Grade R's sang songs in isiXhosa and English. Everyone clapped.

Then some Grade 1 learners read a story in isiXhosa. Everyone clapped again.

Next some Grade 2 learners acted a play in isiXhosa. It was funny. Everyone laughed.

Last some Grade 3 learners read stories in isiXhosa and English. Everyone clapped.

Then the principal gave prizes. Everyone clapped again.

Last of all we had juice and biscuits. That was the best!
Teach learners **how to make a bar graph:**
- Do a survey of learners’ favourite food.
- Analyse the data collected (e.g. 7 like braaied meat, 6 like fried chicken, 4 like pizza, etc.).
- Use squared or lined paper. Show learners how to count the squares/lines and draw bars to represent the number of learners who like each food.
- Write a caption for the graph (e.g. Favourite food).
- Learners can write sentences about their graph (e.g. 7 learners like braaied meat.)

L7: **How do you assess writing in EFAL?**

**Assess regularly.** This gives you an opportunity to respond to every child, even in a large class, and to monitor their individual progress.

**Provide criteria for assessment.** Share the criteria with learners before they begin the writing task. Encourage them to use the checklist to evaluate their own writing. e.g. The Writing assessment activities could be in the right hand column. for a list:

**Writing assessment activities in EFAL CAPS**

1. **Focus on accuracy**
   - Filling in missing words in sentences
   - Putting jumbled sentences and paragraphs in the correct order
   - Using punctuation correctly
   - Writing from dictation

2. **Focus on communication**
   - Writing lists
   - Creating a greetings card
   - Writing short paragraphs on familiar topics
   - Writing different text types (recount, instructions, narrative)
   - Organising information graphically (tables, graphs, etc)

<table>
<thead>
<tr>
<th>Does the list have a heading?</th>
<th>☺ ☺</th>
<th>☒ ☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the heading underlined?</td>
<td>☒ ☒</td>
<td>☺ ☺</td>
</tr>
<tr>
<td>Do all the words belong in the list?</td>
<td>☒ ☒</td>
<td>☺ ☺</td>
</tr>
<tr>
<td>Are all the words spelled correctly?</td>
<td>☒ ☒</td>
<td>☺ ☺</td>
</tr>
</tbody>
</table>

**Use the criteria to give oral feedback** to learners during the writing process e.g. Have you underlined your heading, Akhona?
Give encouraging and informative written feedback. Use the criteria when you mark learners’ work. Try to mark learners’ work quickly and give feedback as soon as possible after the time of writing. Respond positively to each learner. Your comment should show the learner how to improve e.g. Well done, Buhle. You’ve underlined your heading and all the words are spelled correctly. You chose interesting words, but do cats and dogs belong in the list? Are they wild animals?

If a lot of the learners had a similar problem with the writing task (e.g. they found it difficult to distinguish between domestic and wild animals), give general oral feedback when you hand back learners books.

Use the results of your assessment to evaluate your teaching and to decide whether you need to reteach anything.

L8: Find out more

Watch this video in which Dr Joan Kang Shin, a lecturer at George Mason University in the USA talks about how young learners develop literacy in their additional language. She emphasizes that literacy skills learned in home language can be transferred to your additional language.

Read this article by Wendy Arnold and Fiona Malcolm about teaching writing in EFAL to young learners.
Writing and young learners

In this article, Wendy Arnold and Rosie Anderson explore ideas around developing writing skills with young learners.

Authors:
Wendy Arnold and Fiona Malcolm

Writing and Young Learners

Writing can be an engaging, interesting and inspiring activity for young learners. Children are active learners and thinkers (Piaget 1965), learn through social interaction (Vygotsky 1978) and learn effectively through scaffolding by more able others (Maybin et al 1992), who can be adults or peers. Collaborative and well-planned writing tasks encourage the context for all of these characteristics to be fully exploited in the young learner classroom.

The nature of writing

Writing is a complex skill to develop and master, focusing on both the end product and the steps to arrive there. Writing skills only develop when young learners are taught how to write and are given opportunities to practice these skills and strategies.

Activity 8.3
True or false?

1. It is very confusing for children to be learning to write in two languages.
   - True
   - False

2. Children should be focusing on oral English in the Foundation Phase not reading and writing.
   - True
   - False

3. Writing skills learned in the Home Language do not need to be taught all over again in EFAL.
   - True
   - False

4. Teachers need to build learners’ English language knowledge so that they can transfer literacy skills learned in their Home Language to English.
   - True
   - False

5. It is important that teachers model how to write sentences, paragraphs and text types in English.
   - True
   - False

6. The 3 text types that learners are taught to write in EFAL in the Foundation Phase are recounts, instructions and narratives.
   - True
   - False

7. A recipe is an example of a narrative text type.
   - True
   - False

8. Templates provide temporary support for learners’ writing but eventually they should write without them.
   - True
   - False

9. Teachers should develop criteria to assess learners’ written work.
   - True
   - False

10. Teachers should not share the assessment criteria with their learners.
    - True
    - False
Preparing learners for English LoLT in Grade 4

8.3

9 lessons in this unit

L1: Why is it important to prepare learners for Grade 4?

For many children, when they move from Grade 3 in the Foundation Phase (FP) to Grade 4 in the Intermediate Phase (IP), a number of things change. The transition is difficult for learners if they are not well-prepared for it.

What do you think?
- How do you think these changes affect learners in Grade 4?
- Do you think Grade 3 teachers are aware of this?

L2: Why do schools switch to English in IP?

- Children must learn a Home Language (HL) from Grade R and an Additional Language from Grade 1
- The HL is the Language of Learning and Teaching (LoLT) in the Foundation Phase

- Children are learning to speak, read and write English.
- Children are learning other subjects (e.g. Natural Sciences) through the medium of English.
- Children are learning to read.
- Children are reading longer, information texts (with tables and diagrams) in English.
- Topics are closely linked to learners’ lives; they are familiar.
- Topics are related to school subjects (e.g. Social Sciences); they are less familiar.
- One teacher teaches all subjects.
- Different teachers teach different subjects.
- The teacher provides a lot of support (scaffolding) for learners.
- Learners have to be more independent and think for themselves.
It is the parents’ right, through the School Governing Body (SGB), to choose these languages for their children. In South Africa, approximately 80% of children are learning in an African language in the Foundation Phase, but by Grade 4, 80% are using English as their LoLT.

**What do you think?**
- Why do so many SGBs choose to switch from an African language as LoLT in the FP to English as LoLT in the IP?
- Do you think this is a good decision? Why/why not?

### Activity 8.4
An example of a Grade 4 text

The water cycle

Water in the sea and rivers is heated up by the sun. The water evaporates and turns into vapour. This rises. The water vapour cools as it gets higher and condenses to form clouds. When more and more water condenses, the water droplets become heavy and fall as rain.

The water then falls on the land and forms rivers and lakes, or falls on the ground to help plants grow and becomes ground water. Ground water can also flow back into rivers and seas.

(Text and diagram extracted from a Grade 4, Social Sciences lesson plan, Gauteng Province (2016): https://www.slideshare.net/njanganyane1/social-sciences-lesson-plan-term-4-geography)

Look at the example of a Grade 4 text. Can you find examples of:

1. Subject related terminology?
2. Longer, more complex sentences?
3. Use of the passive?
4. Use of diagrams?

#### Activity 8.4 feedback
**Examples of subject-related terminology:** Water cycle, evaporates, water vapour, condenses, ground water.

**Examples of longer, more complex sentences:** When more and more water condenses, the water droplets become heavy and fall as rain. Or The water then falls on the land and forms rivers and lakes or falls on the ground to help plants grow and becomes ground water.

**Example of the passive:**... is heated up by the sun. Is there an example of a diagram? Yes.

### L3: What makes it difficult to learn in your additional language?
If children get lots of exposure to English, it takes at least 2 years for learners to develop English skills for basic, everyday communication. It takes much longer for learners to develop the kind of language needed to learn school subjects in English (approximately 5–7 years).

<table>
<thead>
<tr>
<th>Basic English for everyday purposes</th>
<th>English for academic purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>High frequency vocabulary is used</td>
<td>Subject related terminology is used</td>
</tr>
<tr>
<td>Shorter, simpler sentences; language is more personal</td>
<td>Longer, more complex sentences; language is more abstract (e.g. use of passive)</td>
</tr>
<tr>
<td>Usually involves listening and speaking</td>
<td>Usually involves reading and writing</td>
</tr>
<tr>
<td>Texts mainly recount or narrative</td>
<td>Mainly information texts; skills such as summarising are required</td>
</tr>
<tr>
<td>You can often work out meaning from the context</td>
<td>Meaning is in the text; background knowledge may be needed</td>
</tr>
<tr>
<td>Used in more relaxed, interpersonal situations</td>
<td>More demanding – new ideas, concepts and language are introduced at the same time</td>
</tr>
</tbody>
</table>
L4: How can I prepare learners for Grade 4?

**Develop learners' basic English** so that it is a strong foundation on which to build academic English.

**Develop strong academic language and skills** (e.g. comparing, classifying, summarising, inferring) in learners' HL. This will transfer to English.

**Read and write information texts** in both HL and EFAL, in addition to stories.

**Teach learners how terminology is used** in both HL and EFAL to express meaning precisely (e.g. water cycle, evaporate).

**Teach learners how to interpret and create visual texts** (e.g. diagrams) in both HL and EFAL.

**Teach thematically** using the Life Skills Beginning Knowledge topics; use the same themes to teach HL and EFAL.

**Using the HL as a foundation**, start to build learners' academic language in English.

Teach learners to **think for themselves**, but provide scaffolding.

**Activity 8.5**

In the EFAL class, a Grade 1 teacher asks learners to write these words in the table:

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td></td>
</tr>
<tr>
<td>bananas</td>
<td></td>
</tr>
<tr>
<td>cabbage</td>
<td></td>
</tr>
<tr>
<td>oranges</td>
<td></td>
</tr>
<tr>
<td>carrots</td>
<td></td>
</tr>
<tr>
<td>spinach</td>
<td></td>
</tr>
</tbody>
</table>

Is the teacher giving learners practice in:
- Classifying?
- Inferring?
- Summarising?
- Comparing?

**When should I do this?**
- Teachers should start in Grade 1.
- It should be a strong focus in Grade 3.
L5: Developing academic English in a Shared Reading lesson

In the next video, Permie uses the EFAL Shared Reading lesson to read a text about the life cycle of a frog with her learners. This is a Grade 3 Life Skills Beginning Knowledge topic.

Watch Video 226, and as you watch, think about the questions below:

- How does Permie elicit learners' background knowledge?
- How does she draw their attention to the pictures?
- How does Permie make sure that learners understand key concepts (e.g. life cycle)?
- How does she get learners to think for themselves?

Activity 8.6
Choose the correct answer, about video 226

- Permie discusses the pictures with the learners:
  - So that learners can visualise what is happening in the life cycle of a frog.
  - So that learners will understand the English text when she reads it.
  - Both a. and b.
- Permie makes sure learners know the terminology in both HL and EFAL (e.g. life cycle)
  - So that weak learners will understand the concept without having to know the English term.
  - Both a. and b.
  - To deepen their understanding of the terms and the concepts to which they refer.
- In the interaction below, Permie is:

  P: What is happening here? What is the frog doing in this picture? Thandi?
  L: Eggs.
  P: What is it doing with the eggs? There’s a word we learned. It is ...? L...?
  Ls: Laying.
  P: It is laying the eggs. Where? ....

  - Correcting what the learners say.
  - Repeating what the learners say.
  - Expanding what the learners say.
Watch video 225. In this video, Permie and her learners summarise the life cycle of a frog. Permie elicits the information from the learners and draws the diagram on the board. When they have finished, the learners will draw their own diagrams.

As you watch, think about the following questions:
- How does Permie elicit the information from the learners?
- How does she make her English accessible to the learners?
- How does this activity recycle and consolidate the English the children learned in the Shared Reading activity?

After you watch, look at the transcript of Permie’s lesson. Study how she recycles and consolidates the new English that the children have learned.

### Transcript of Permie’s summary lesson

P: So, what do we do? What’s the first thing we do when we’re doing a summary? Kula life cycle chart (on that life cycle chart), is flow chart (that flow chart.) [Using hands] What do we do? What’s the first thing we must write? … What did we do with the butterfly one?

Ls: No response.

P: Ningalali ke. (Please don’t sleep)

Ls: No response

P: What did we do with the butterfly one?

L1: Eggs.

P: What is the... And what do we write next to eggs?

L1: Number two.

P: The number two?

L2: Number one.

P: The number one, because it's the first thing that...? Happens

Ls: ... happens.

P: It’s the first thing that happens. Okay, number one for the frog cycle. What do we write? Who can tell me what we write? What do we write?

Ls: Eggs.

P: Eggs. Then it starts moving [drawing the arrow pointing to the next stage of the life cycle]. Then we write number ...?

Ls: Two.

P: What happens in number two?

L: Caterpillar hatch.

P: You’re right, that happens for the butterfly. But for the frog, what happens for the frog?

L: Tadpole.

P: A tadpole. It turns into a tadpole. [While writing] ‘To... a... tadpole’ [finishes writing]. That’s the second stage. And then we have the ...? What do we have next?

L: Legs.

P: What do we have next?

Ls: Legs.

P: Which legs? ... Which legs?

Ls: The back legs.

P: Number three, back legs. [Writes on the board]
L7: How do I assess learners’ Academic English

Provide a good balance of different kind of assessment:

Assess learners’ basic English communication skills; this is the foundation for academic English.

Assess learners’ vocabulary (including their knowledge of any terminology used).

Assess learners’ comprehension of information texts. Can they compare, classify, infer and summarise?

Assess learners’ writing of information texts and diagrams.

Make sure learners know the criteria for assessment; give them a check-list – use the checklist to provide feedback.

Provide opportunities for self- and peer-assessment. This builds learners’ independence.

Provide ongoing feedback (informal, continuous assessment).

Do regular formal, written assessment so that you can check individual learners’ progress.

---

Activity 8.8
Take a look at the transcript of Permie’s summary lesson. How does she provide feedback?

Listen to feedback
Do regular formal, written assessment so that you can check individual learners’ progress.

The first reading is Chapter 11 from The Basic Education Rights Handbook, dealing with Language in Schools. You can read it to find out more about the legal rights of learners and parents with regard to language in education.

The second reading is an article by Prof Lilli Pretorius entitled “Supporting transition or playing catch up in Grade 4?” In the article, she describes research she carried out with Grade 4 learners in a township school. You can read it to find out how well prepared the learners were for Grade 4 and what she and her colleagues did to assist them.

Supporting transition or playing catch-up in Grade 4? Implications for standards in education and training

Elizabeth J Pretorius

This paper describes an intervention programme that was originally intended to support transition to English as language of learning and teaching (LoLT) in Grade 4 in a township school, using a pre- and post-test design. Because the pre-tests revealed very poor literacy levels in both Zulu home language and English, the intervention programme was modified in an attempt to fast-track the learners to literacy levels more appropriate to their grade. This paper outlines the intervention, presents the pre- and post-test results of the English literacy assessments, reflects on the effects of the intervention, and briefly considers some of the reasons for the initial poor literacy performance. Finally, a model for literacy development in high-poverty contexts is proposed to minimise the need to play catch-up in the Intermediate Phase.

Keywords: literacy, decoding, comprehension, Grade 4, Foundation Phase, Intermediate Phase, high-poverty schools

Introduction

“Our kids are struggling. Please can you help us help them?” These words were spoken in 2009 by the principal of a primary school in a Gauteng township who asked for literacy support to be given to the Grade 4 learners and teachers at the school. The school provided initial instruction in Zulu in the Foundation Phase, but the learners struggled when they changed to English as the language of learning and teaching (LoLT) in Grade 4 and the school was looking for ways to support this transition. This was a functional school in that it was well managed, the school grounds were neat and clean, school hours and the timetable were adhered to and the school had a good reputation in the community and the district office. Yet, despite its good governance,
Activity 8.9
True or False?

1. School Language Policy states that all learners must switch to English as LoLT by Grade 4.
   - True
   - False

2. If children get lots of exposure to English, it still takes 5-7 years for them to fully develop the kind of language needed to study through the medium of English.
   - True
   - False

3. Learners are reading mainly narrative texts and recounts in the Intermediate Phase.
   - True
   - False

4. Texts in Grade 4 often contain terminology and longer, more complex sentences (e.g. with passive verbs)
   - True
   - False

5. “Clouds are formed by condensation of vapour” is an example of a sentence with a verb in the passive
   - True
   - False

6. Teachers should not start introducing academic English until Grade 3.
   - True
   - False

7. Diagrams can help readers to understand difficult concepts in information texts.
   - True
   - False

8. Diagrams can help readers to see the relationship between ideas.
   - True
   - False

9. Teachers can introduce learners to academic English in Grade 1 by getting them to classify information using tables.
   - True
   - False

10. Academic skills (e.g. comparing, classifying, inferring, summarising) can be transferred from the HL to EFAL.
    - True
    - False
L1: Why is it important to assess learners’ English?

Assessment tells teachers whether or not learning is happening. Regular assessment helps teachers to monitor learners’ progress.

**Learners’ results tell teachers:**
- Whether the goals (or learning outcomes) of lessons have been achieved.
- Whether lessons were pitched at the right level.
- What needs to be revised and consolidated.
- Who is succeeding and who is still struggling.

**Feedback helps learners see** what they need to do to improve.

**Assessment provides** evidence of learning that can be shared with parents and education authorities.

**The assessment cycle**

Assessment tells teachers *whether goals are being achieved.*

**Assessment informs:**
- Setting of future learning outcomes
- Planning and design of lessons (including planning for learners of different abilities)
- Future assessments

**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.**
Questions to think about
– Do you assess your learners regularly?
– Do you see assessment as a way of evaluating the impact of your teaching?

L2: What does good assessment of EFAL look like?

Assessment of EFAL must be appropriate for learners’ age and stage of development:
– Engaging for young children
– Not too long.

Assessment must be appropriate for beginners:
– At just the right language level
– Not too easy, not too difficult.

It should assess all language skills:
– Listening and speaking
– Reading and writing.

Criteria for assessment should be shared with learners.

Feedback should be informative, encouraging and in line with the assessment criteria.

Mistakes should be seen as opportunities for learning.

There should be opportunities for self-assessment and peer assessment.

Assessment must be in line with the curriculum.

What do you think?
– Look at Table 1. How do you think learners are going to feel if tests are either too easy or too difficult?
– Look at Table 2. How much do you think learners are likely to know by the end of Grade 3.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Children’s cognitive and emotional development in the FP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approx. Age</td>
<td>How children think and learn</td>
</tr>
<tr>
<td>4-7</td>
<td>Children learn mainly through doing, interacting and participating</td>
</tr>
<tr>
<td>7-11</td>
<td>Children’s thinking and reasoning is becoming more logical. Their ability to organize ideas is developing.</td>
</tr>
</tbody>
</table>
L3: When should EFAL be assessed?

At the beginning of the year, in Grades 2 and 3 a baseline assessment should be carried out to:
- Inform teachers about learners’ strengths and weaknesses.
- Group learners.
- Set goals and plan.

During the year, teachers should provide ongoing continuous assessment by:
- Asking questions, listening to learners and providing feedback (formative assessment).
- Setting regular tests at just the right level to monitor each learner’s progress.

At the end of each term/year teachers should do formal assessments that can be shared with learners, parents and education authorities (summative assessment).

### Table 2
Comparing children’s knowledge of HL and EFAL by the end of Grade 1

<table>
<thead>
<tr>
<th></th>
<th>Home Language</th>
<th>EFAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How long have they been learning?</strong></td>
<td>They have had rich exposure since birth (7 years of learning).</td>
<td>Approximately 120 hours of learning in Grade 1.</td>
</tr>
<tr>
<td><strong>How well do they know the language?</strong></td>
<td>They can listen and speak the language fluently. They are beginning to learn to read and write.</td>
<td>They can only understand and say the most basic things. Ability to read and write is very limited.</td>
</tr>
<tr>
<td><strong>What is their vocabulary knowledge?</strong></td>
<td>Most children will know several thousand words, sufficient to express their ideas.</td>
<td>Children will know a few hundred words, not enough to freely express their ideas.</td>
</tr>
<tr>
<td><strong>How confident are children in using the language?</strong></td>
<td>Most children are confident in using their HL.</td>
<td>Children are only confident, if EFAL is at just the right level and the teacher is encouraging.</td>
</tr>
</tbody>
</table>

Listen to feedback
L4: How do you assess learners’ English in Grade 1?

Keep the child in mind:
- What is learners’ stage of development?
- How much English do they know?
- How can you build their competence and confidence?

Types of assessment in Grade 1:
- Most assessment will be oral and formative.
- Assessment will be done mainly through observation using a checklist.

Ensure the language of assessment is appropriate:
- Don’t ask questions that are beyond the learners’ level.
- Vocabulary should be familiar.

Provide high quality feedback:
- Immediate
- Informative
- Encouraging.

Watch Video 201, in which Zaza is teaching learners EFAL in the first term of Grade 1. In the lesson, she uses the Total Physical Response method. This is a Listen and Do assessment activity.

As you watch, think about the questions below:
- What is the learners’ level of English?
- How does Zaza engage the learners in the activity?
- Does she observe learners’ responses? How does she
provide feedback?
- How could you use this Listen and Do activity to assess learners?

Listen to feedback

<table>
<thead>
<tr>
<th>GRADE 1: CONTINUOUS ASSESSMENT IN EFAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner’s name: ____________________</td>
</tr>
<tr>
<td>Term: ______________________________</td>
</tr>
<tr>
<td>Observe the learner and assess by ticking one of the boxes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Adequate</th>
<th>Moderate</th>
<th>Poor</th>
<th>Not achieved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen and do</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Who am I?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answering simple questions</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Vocabulary</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Naming objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA and phonics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word recognition</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completing sentences</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Observations in class

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L5: Assessing oral language across the grades

It is important that children progress in learning English as they move through the grades and that assessment becomes more challenging.

Look the table showing the EFAL CAPS oral assessment activities and think about these questions:
- How much spoken language are learners expected to
### L6: How do you assess learners’ English in Grade 3?

**Keep the child in mind:**
- How old are learners now? In what ways have they developed since Grade 1?
- How much English do they now know?
- How can you continue to build their competence and confidence?

**Types of assessment in Grade 3:**
- Observation is still an important tool.
- Written assessment increases.

**Ensure the language of assessment is appropriate:**
- Don’t ask questions that are beyond the learners’ level.
- Vocabulary should be familiar.

### FP EFAL CAPS oral assessment activities

<table>
<thead>
<tr>
<th>Grade</th>
<th>Informal assessment activities</th>
<th>Formal assessment activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>Responds physically to simple oral instructions, points to objects in the classroom in response to teacher’s instructions, names some objects, responds to simple questions e.g. “What colour is the cow?” Names some objects, 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?” Expresses self in simple ways e.g. “I can jump.”</td>
<td>Responds to simple questions, demonstrates understanding of oral vocabulary by pointing to objects, uses short sentences and simple vocabulary e.g. “The cow is brown.” Responds to simple questions, e.g. “How many goats are there in the picture?” 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?” Expresses self in simple ways e.g. “I can write my name.”</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Identifies pictures from simple oral descriptions, listens to a simple recount and answers questions about it e.g. “What did Mandela do first? What did he do next?” Follows a sequence of instructions e.g. “Draw a happy face. Now, draw a sad face. Lastly, draw an angry face.” Answers some simple questions e.g. “What is the weather like today?” Answers simple, literal questions about a story/text. Retells the story/summarises the text.</td>
<td>Responds to simple questions, expresses self in simple ways. Responds to a simple recount and answers questions about it e.g. “What did the old woman do first? What did she do next?” Demonstrates understanding of basic oral vocabulary by pointing/doing actions. Using a frame, gives a simple oral recount in 3 or 4 sentences e.g. what happened at a football match. Understands between 700 and 1,000 English words in context.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Understands and responds to simple questions e.g. “Where...? What...?” Gives a simple oral recount in 3 or 4 sentences. Identifies an object from a simple description. Retells a story orally. Participates in a conversation on a familiar topic. Talks about a picture of a photo. Follows and gives instructions. Demonstrates knowledge of oral vocabulary.</td>
<td>Gives a simple oral recount in 3 or 4 sentences. Listens to a story/non-fiction text e.g. factual recount or information report and answers questions about it. Retells the story. Gives a simple oral summary (3-4 sentences) of a non-fiction text. Demonstrates understanding of vocabulary. Given an oral recount of a recent experience. Understands between 1,500 and 2,500 English words in context.</td>
</tr>
</tbody>
</table>
Provide high-quality feedback:
– Immediate
– Informative
– Encouraging.

Watch Video 225 again.

As you watch, think about the questions below:
– How does the learners' level of English compare with the Grade 1s who you watched earlier?
– How does Permie make her questions understandable? (You can refer to the transcript).
– How do you think Permie will assess the diagrams of the life cycle that learners produce?

Listen to feedback

Transcript of Permie’s summary lesson

P: So, what do we do? What’s the first thing we do when we’re doing a summary? (Kula life cycle chart on that life cycle chart), (la flow chart [that flow chart.] [Using hands] What do we do? What’s the first thing we must write? ... What did we do with the butterfly one?

Ls: [No response]

P: Ningalali ke. (Please don’t sleep)

Ls: No response

P: What did we do with the butterfly one?

L1: Eggs.

P: What is the... And what do we write next to eggs?

L1: Number two.

P: The number two?

L2: Number one.

P: The number one, because it’s the first thing that...? Happens

Ls: ... happens.

P: It’s the first thing that happens. Okay, number one for the frog cycle. What do we write? Who can tell me what we write? What do we write?

Ls: Eggs.

P: Eggs. Then it starts moving [drawing the arrow pointing to the next stage of the life cycle]. Then we write number ...?

Ls: Two.

P: What happens in number two?

L: Caterpillar hatch.

P: You’re right, that happens for the butterfly. But for the frog, what happens for the frog?

L: Tadpole.

P: A tadpole. It turns into a tadpole. (While writing) ‘To... a... tadpole’ [finishes writing]. That’s the second stage. And then we have the ...? What do we have next?

L: Legs.

P: What do we have next?

Ls: Legs.

P: Which legs? ... Which legs?

Ls: The back legs.

P: Number three, back legs. [Writes on the board]
L7: How do you assess learners’ writing across the grades?

Look the table showing the EFAL CAPS writing assessment activities and think about these questions:

- How much written language are learners expected to produce in Grade 1?
- How do the assessment activities become progressively more challenging year by year?
- In what ways do assessment activities become more challenging throughout each year?
- Do you think Permie’s Grade 3s would be able to do these assessments?

<table>
<thead>
<tr>
<th>EFAL CAPS Writing assessment activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 1</strong></td>
</tr>
<tr>
<td>The learner:</td>
</tr>
<tr>
<td>• Copies a caption for a picture he/she has drawn and reads back what is written</td>
</tr>
<tr>
<td>• Writes a simple list with a heading</td>
</tr>
</tbody>
</table>

| **Grade 2**                             |
| The learner:                            |
| • With help, writes a caption for a picture |
| • Completes 3 sentences by filling in missing words |
| • Writes sentences using words containing the phonic sounds and common sight words already taught |
| • Uses punctuation already taught in the HL (capital letters and full stops) |
| • Writes a caption for a picture e.g. The cow is eating the grass. |
| • Writes a sentence using a frame e.g. I like _____. I do not like ____. |
| • Writes a sentence from dictation and punctuates the sentence |
| • Writes and illustrates a greetings card (e.g. a get well card) |
| • Writes 3 sentences from dictation and punctuates them correctly. |
| • Puts jumbled sentences in the right order to make a paragraph and copies it. |
| • Writes a paragraph of at least 3 sentences on a familiar topic |
| • Organises information in a simple graphic form e.g. chart or timeline |

| **Grade 3**                             |
| The learner:                            |
| • Writes a paragraph of 4-6 sentences on a familiar topic |
| • Organises information in a chart, table or bar graph |
| • With support, writes a simple set of instructions e.g. a recipe |
| • Writes 6-8 sentences on a familiar topic (one or two paragraphs) |
| • Writes a personal recount |
| • Writes a simple story with some support from the teacher |
| • Using the drafting process (drafting, writing, editing and publishing) |

Listen to feedback
L8: Providing feedback and recording assessment

Feedback is “the breakfast of champions.” It should:
– Let the learner know what they have done well and how they can improve.
– Be linked to assessment criteria, where appropriate.
– Be given as soon as possible so that the learner can act on it.
– Be encouraging and motivating.
– Build the learner’s belief that if they work hard and practise, they will succeed.

Create an environment that supports feedback:
– Respect learners and encourage them to respect each other.
– Encourage the attitude that we learn from our mistakes.
– Don’t compare learners with each other. This lowers confidence and increases anxiety.

Recording assessment results
Systematic recording of learners’ results is important. Teachers should:
– Have a section in their Assessment Files for EFAL.
– Keep a systematic record of each learner’s informal and formal assessment results (observation checklists, results of tests, etc.).

Use these results to:
– Monitor each learner’s progress.
– Identify learners’ who need additional support.
– Report to parents and education authorities.

Activity 8.11
Choose the best answer:

1. When feedback is linked to assessment criteria, it:
   - Gives learners a sense of confidence and achievement.
   - Encourages learners to see mistakes as an opportunity to learn.
   - Makes it clear to the learners where they have done well and where they need to improve.

2. Comparing learners can:
   - Encourage them to work harder.
   - Lower learners’ anxiety and increase their confidence.
   - Lower learners’ confidence and increase their anxiety.

3. If feedback is delayed, it:
   - Sets a bad example to learners
   - Shows that the teacher is not systematic.
   - Is not effective because it no longer means much to learners.

---

<table>
<thead>
<tr>
<th>Does the recount tell what happened?</th>
<th>☑</th>
<th>☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it in the past tense?</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Are the events in the right order?</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Are linking words used e.g. first, then, next?</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Are all the words spelled correctly?</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Is the punctuation correct?</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>
The reading is an article by Anne Molloy entitled “Seven essential considerations for assessing young learners”. In this article, Anne Molloy looks at some of the characteristics of young language learners and discusses how this influences the way we should assess them.

Seven essential considerations for assessing young learners

Amy Malloy looks at how special children are as learners and weighs up the implications for assessing them.

True or False?

1. Assessment tells teachers how much English children have learned
   - True
   - False

2. Assessment gives teachers information about what they should teach next.
   - True
   - False

3. It is important that the English used in assessments is at the right level.
   - True
   - False

4. The teacher should not share the criteria for assessment with learners.
   - True
   - False

5. Making mistakes is a natural part of learning a language, and feedback on mistakes supports learning.
   - True
   - False

6. Formative assessment is the evaluation of learners at the end of a period of instruction.
   - True
   - False

7. It is important that assessments become progressively more challenging throughout each term and each year.
   - True
   - False

8. A competitive atmosphere in the classroom helps all learners to succeed in learning English.
   - True
   - False

9. It is important that teachers systematically record each learner’s results and use this to monitor each learner’s progress.
   - True
   - False

10. Feedback is called “the breakfast of champions” because, like breakfast, it sustains champion athletes (and language learners) and enables them to succeed.
    - True
    - False

“Children are not yet sufficiently self-aware or psychologically developed to control or counteract the powerful feelings brought on by stress and anxiety.”

Activity 8.12

1. Children react differently to stress.
   - True
   - False

2. Anxiety begins with a sense of threat which releases chemicals known to trigger the ‘fight or flight’ reaction. In this situation, the body experiences a range of physical and mental symptoms, including raised blood pressure and faster breathing. Under extreme stress, the memory and concentration are affected too. Children are not yet sufficiently self-aware or psychologically developed to control or counteract the powerful feelings brought on by stress and anxiety.

3. Most things that involve children are ‘special’ and language assessment is no exception (Hasselgreen, 2005: 337).

4. Young learners have very different needs to adult learners – they are much less tolerant to formal tests and stress, and perform much better when they are having fun. When assessing young learners, it is important that we take the differences which make children special into account, to avoid assessing something other than their language learning.

5. This article introduces seven essential considerations for assessing young learners, to help you plan motivating assessment techniques for your students and to ensure you get accurate progress reports for your parents.

6. Assessment tells teachers how much English children have learned.
   - True
   - False

7. Assessment gives teachers information about what they should teach next.
   - True
   - False

8. It is important that the English used in assessments is at the right level.
   - True
   - False

9. The teacher should not share the criteria for assessment with learners.
   - True
   - False

10. Making mistakes is a natural part of learning a language, and feedback on mistakes supports learning.
    - True
    - False

11. Formative assessment is the evaluation of learners at the end of a period of instruction.
    - True
    - False

12. It is important that assessments become progressively more challenging throughout each term and each year.
    - True
    - False

13. A competitive atmosphere in the classroom helps all learners to succeed in learning English.
    - True
    - False

14. It is important that teachers systematically record each learner’s results and use this to monitor each learner’s progress.
    - True
    - False

15. Feedback is called “the breakfast of champions” because, like breakfast, it sustains champion athletes (and language learners) and enables them to succeed.
    - True
    - False
L1: Why is it important to plan teaching and learning?

Planning allows you to:
- Use time and resources effectively.
- Apply the 6 principles for effective EFAL teaching.
- Put lessons in a meaningful sequence so they build on each other.
- Schedule regular assessment and revision.
- Make lessons more challenging as the year progresses.
- Cover the curriculum and achieve the learning outcomes.

Planning enables you to set goals and have a vision of how you will achieve them.

What do you think?
1. Why do so many teachers not plan their lessons?
2. What happens if you don’t plan your lessons?

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.

Listen to feedback
L2: When do you plan?

At the **beginning of the year**, the HoD and her team decide on the weekly timetable. They:

- Look at how much time is available for different subjects including EFAL.
- Decide how to allocate the time over the week.

CAPS says that schools using EFAL as LoLT in the IP, should use maximum time for EFAL in the FP:

- 3 hours in Grades 1 and 2
- 4 hours in Grade 3.

Look at Table 1 for one possible way of organising this time.

Next the FP Phase team looks at **how this time is allocated to different EFAL activities** (see Table 2). It is helpful to think about these as 15-minute blocks.

Look at Tables 3-5 to see how time could be allocated to different EFAL activities in Grades 1-3.

Once teachers in the phase have a working timetable, they need to do **Term planning**.

**What do you think?**

1. How can teachers make time for Shared Reading in EFAL in Grades 2 and 3?
2. When can the learners do more phonics, language use and writing exercises?

Listen to feedback

<table>
<thead>
<tr>
<th>Table 1: Allocating the time available for EFAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2: Time allocated to each EFAL activity in CAPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Listening &amp; speaking</td>
</tr>
<tr>
<td>Reading &amp; phonics</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Language use</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3: Suggested timetable for Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>L &amp; S</td>
</tr>
<tr>
<td>Shared reading</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4: Suggested timetable for Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Shared Reading</td>
</tr>
<tr>
<td>GGR</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 5: Suggested timetable for Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Shared Reading</td>
</tr>
<tr>
<td>GGR</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

L3: How do you plan?

**Term planning**

At the **beginning of the year**, term planning is done together by teachers who teach the same grade.

- **Block out any public holidays or school events** (e.g. Sports Day)
- **Map out for each term** what must be done in the curriculum. Include the phonics that must be taught.
- **Schedule Assessment**: Baseline Assessment for...
beginning of Term 1 and formal assessment tasks required for EFAL throughout the year.

- **Decide which themes** will be used for teaching EFAL.

### Table 6: Life Skills Themes for Grade 2

<table>
<thead>
<tr>
<th>Term</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What we need to live; Everyone is special; Healthy living; Religious days and special days</td>
</tr>
<tr>
<td>2</td>
<td>Seasons; Animals; Animals and creatures that live in water; Animal houses; Religious days and special days</td>
</tr>
<tr>
<td>3</td>
<td>Soil; Transport; Road safety; People who help us; Religious days and special days</td>
</tr>
<tr>
<td>4</td>
<td>Our country; Ways we communicate, Life at night; Religious days and special days</td>
</tr>
</tbody>
</table>

**Using themes to integrate teaching of EFAL**

Thematic teaching has the following advantages:

- It provides links between the different activities and makes the programme more coherent and meaningful.
- It allows vocabulary and language structures to be recycled throughout the week.
- If the themes are well chosen it can make lessons more interesting and motivating for learners.
- If the same theme is used for HL and EFAL, it allows the teacher to build on what has already been taught in HL.

Teachers often use Life Skills Beginning Knowledge topics as their themes.

**What do you think?**

1. Look at the Grade 2 Life Skills themes in Table 6? Do you think they would work for EFAL?
2. Are there any disadvantages of thematic teaching? What are they?

**Listen to feedback**

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**L4: Weekly planning for EFAL**

**Weekly Planning EFAL Grade 1**

Weekly planning is sometimes done together by teachers in the same grade. It can also be done by an individual teacher.

The teacher:
- Checks the term plan for theme and curriculum content
- Reflects on what has already been taught in EFAL: What can she build on? What needs revision? Are there any learners who need extra help?
- Reflects on what has been taught in HL: What can she build on?
- Considers resources available.
- Plans how to provide:
  - Exposure to new **vocabulary** and **language structures**
  - Opportunities to **practise** using new vocabulary and language structures in speech and writing
  - A variety of interesting and enjoyable activities that will **motivate** learners
  - Informal and/or formal **assessment**.

### What do you think?

Look at the Weekly Plan for Grade 1 EFAL and think about these questions:

1. What revision does the teacher do? How does she use what has been learned in previous weeks?
2. What vocabulary and structures are taught?
3. What different activities are used?
4. How is learning assessed?
5. Does this weekly plan demonstrate the 6 principles?

### Weekly Planning Template – Grade 1 EFAL

<table>
<thead>
<tr>
<th>Grade: ________ Week: ________ Term: ________ Theme: ________</th>
<th>Grade: ________ Week: ________ Term: ________ Theme: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening &amp; Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resource:</strong> Puppets, flashcards</td>
<td></td>
</tr>
<tr>
<td><strong>Learning outcomes:</strong></td>
<td></td>
</tr>
<tr>
<td>- <strong>R1:</strong> Vocabulary and language structures are taught</td>
<td></td>
</tr>
<tr>
<td>- <strong>R2:</strong> Learners can use new vocabulary</td>
<td></td>
</tr>
<tr>
<td>- <strong>R3:</strong> Learners can use new language structures</td>
<td></td>
</tr>
<tr>
<td>- <strong>R4:</strong> Learners can use new language structures in speech and writing</td>
<td></td>
</tr>
<tr>
<td>- <strong>R5:</strong> Learners can use new language structures in writing</td>
<td></td>
</tr>
<tr>
<td>- <strong>R6:</strong> Learners can use new language structures in conversations</td>
<td></td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td></td>
</tr>
<tr>
<td>- <strong>R1:</strong> Vocabulary and language structures are taught</td>
<td></td>
</tr>
<tr>
<td>- <strong>R2:</strong> Learners can use new vocabulary</td>
<td></td>
</tr>
<tr>
<td>- <strong>R3:</strong> Learners can use new language structures</td>
<td></td>
</tr>
<tr>
<td>- <strong>R4:</strong> Learners can use new language structures in speech and writing</td>
<td></td>
</tr>
<tr>
<td>- <strong>R5:</strong> Learners can use new language structures in writing</td>
<td></td>
</tr>
<tr>
<td>- <strong>R6:</strong> Learners can use new language structures in conversations</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>- <strong>R1:</strong> Vocabulary and language structures are taught</td>
<td></td>
</tr>
<tr>
<td>- <strong>R2:</strong> Learners can use new vocabulary</td>
<td></td>
</tr>
<tr>
<td>- <strong>R3:</strong> Learners can use new language structures</td>
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<td>- <strong>R4:</strong> Learners can use new language structures in speech and writing</td>
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</tr>
<tr>
<td>- <strong>R5:</strong> Learners can use new language structures in writing</td>
<td></td>
</tr>
<tr>
<td>- <strong>R6:</strong> Learners can use new language structures in conversations</td>
<td></td>
</tr>
</tbody>
</table>

### L5: Planning across and planning down

**Planning across involves planning how each activity will develop over the week**, e.g.:

- **What will be introduced in the first Shared Reading lesson?**
- **What will be revised in the second Shared Reading lesson?**
- **What will be new?**
How will learning be taken forward in the third Shared Reading lesson?

Planning down is about daily planning: [e.g.]
- What resources will I need? How will I give them out and get them back?
- How will I manage transitions between one activity and the next? What routines do I use?
- What instructions do I need to give?
- How do I make sure the sequence of activities makes sense?
- Are there any learners who need special attention?

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLANNING ACROSS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared Reading</td>
<td>L &amp; S</td>
<td>Shared Reading</td>
<td>Phonics</td>
<td>Shared reading</td>
</tr>
<tr>
<td>GGR</td>
<td>GGR</td>
<td>GGR</td>
<td>GGR</td>
<td>GGR</td>
</tr>
<tr>
<td><strong>PLANNING DOWN</strong></td>
<td>Writing</td>
<td>Lang Use</td>
<td>Writing</td>
<td>Lang Use</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you think?
A number of organisations provide ready-made lesson plans (e.g. NECT).

What are the advantages and disadvantages of ready-made lesson plans?

Listen to feedback

L6: Find out more

The reading is an article by Joan Shin entitled “Ten helpful ideas for teaching English to young learners.” These ideas are important ones to keep in mind when planning EFAL lessons for learners in the Foundation Phase.

Joan Shin is a specialist in Teaching English to Young Learners (TEYL) working at George Mason University in the USA. She has made many videos on TEYL, which are available on You Tube. You will find all her resources at this website:

sites.google.com/site/shinjinshil/resources

Teaching English to Young Learners (TEYL) has become its own field of study as the age of compulsory English education has become lower and lower in countries around the world. It is widely believed that starting the study of English as a Foreign Language (EFL) before the critical period—12 or 13 years old—will build more proficient speakers of English. However, there is no empirical evidence supporting the idea that an early start in English language learning in foreign language contexts produces better English speakers (Nunan 1999). Levels of proficiency seem to be dependent on other factors—type of program and curriculum, number of hours spent in English class, and techniques and activities used (Rixon 2000). If an early start alone is not the solution, then what can EFL teachers of young learners do to take advantage of the flexibility of young minds and the malleability of young tongues to grow better speakers of English? As the age for English education lowers in classrooms across the globe, EFL teachers of young learners struggle to keep up with this trend and seek effective ways of teaching.

This article contains some helpful ideas to incorporate into the TEYL classroom. These ideas come from the discussions and assignments done in an online EFL teacher education course designed for teachers, teacher supervisors, and other TEYL professionals. The participants in the online course came from a number of different classroom situations and countries in the Middle East, North Africa, Central Asia, and Southeast Asia. Some of the teachers worked in immersion classrooms; others saw their students in class two to three hours per week. Regardless of the country and the types of classrooms these teachers of young learners came from, the list of helpful ideas below seemed to be applicable to most situations.

To clarify for whom these ideas are targeted, it is important to define young learners. The online course used the definitions provided by Slatterly and Willis (2001, 4): “Young Learners” (YL) were 7–12 years old; “Very Young Learners” (VYL) were defined as under 7 years of age. Although the

Ten Helpful Ideas for Teaching English to Young Learners

Activity 8.13
True or false?
1. Planning lessons ahead of time helps teachers to use time effectively and cover the curriculum.
   - True
   - False
2. Drawing up a weekly timetable enables the HoD and her team to schedule lessons in an appropriate sequence.
   - True
   - False
3. Schools using EFAL as LoLT in Grade 4, should use minimum time for EFAL in the FP.
   - True
   - False
4. CAPS recommends that themes are used to integrate the various EFAL activities.
   - True
   - False
5. It is not easy to fit all the literacy activities in the time available for EFAL.
   - True
   - False
6. In Grade 1, there is a strong focus on listening and speaking in EFAL.
   - True
   - False
7. A baseline assessment can be planned for any time during the first term.
   - True
   - False
8. Shared Reading can be included as part of the time allocated for Listening and Speaking.
   - True
   - False
9. EFAL phonics activities from the DBE Workbook can be done by the rest of the class during GGR, while the teacher is on the mat with the reading group.
   - True
   - False
10. The teacher uses the results of assessment to plan for revision in her weekly plan.
    - True
    - False

Joan Kang Shin
UNITED STATES
Research suggests that by the age of 8 or 9 children benefit from some explicit teaching of grammar (Roehr-Brackin & Tellier 2019). However, their ability to learn in this way is still developing so it is important to teach grammar in a child-friendly way.

In Grade 3, the Curriculum and Assessment Policy Statement (CAPS) sets aside 30 minutes a week for explicit teaching of grammar. It is important that teachers understand the grammar covered in the English First Additional Language (EFAL) CAPS. Below is:

- An explanation of each item of grammar
- An example of exercises that could be used by learners to practise this. The exercises could also be used for assessment.

1. **Using different tenses**

1.1 **Simple present tense** e.g. *He cleans his teeth every day. I like oranges. Whales are mammals.*

   The simple present tense is used:
   - To refer to actions that happen regularly (e.g. *He cleans his teeth every day.*)
   - With verbs that refer to feelings (e.g. *I like oranges. I hate bananas. I want/need a pencil.*)
   - To refer to facts i.e. things that are true over time (e.g. *Whales are mammals.*) The simple present tense is, therefore, used in information reports.

   **An example of exercises used to practice using the simple present tense**

   1. Choose the correct verb in each sentence:

      Chickens ____ (lay/lays) eggs. A chicken ____ (sit/sits) on its eggs. After 21 days the eggs ____ (hatch/hatches) into chicks. Chicks ____ (is/are) small and fluffy. They ____ (eat/eats) a lot. They ____ (grow/grows) into chickens.

   2. Fill in the gaps. Use verbs in the simple present tense.

      Frogs ____ eggs in water. After some days the eggs ____ into tadpoles. A tadpole ____ like a tiny fish. Tadpoles ____ a lot. They ____ frogs.

1.2 **Present progressive tense** (also called **present continuous tense**) e.g. *He is eating his breakfast.*

   The present progressive tense is used to refer to actions that are happening right now as I speak (e.g. *Where is Sipho? He is eating his breakfast.*)
An example of exercises used to practice using the present progressive tense

1. Circle the verbs that are used in the present progressive tense.

   Ayanda is learning to ride a bicycle. Her Dad is teaching her. Her brother and sister are
   watching. Dad is holding the bicycle. He wants Ayanda to stay on the bike.

2. We add -ing to verbs to talk about things that are happening now. Some verbs end in a vowel
   and a consonant. Be careful! Always double the consonant.

   run – running                sit – sitting                hop – hopping
   swim – swimming              stop – stopping            put – putting

Fill in the gaps. Use the present progressive.

1. The car _____ (stop) at the traffic robots.
2. The children _____ (swim) in the river.
3. The teacher ____ (sit) at her desk.
4. Mpho ____ (put) her jersey on.

1.3 Simple past tense e.g. The boy shouted and shouted but no-one helped him.

   The simple past tense is used to refer to actions that took place in the past. It is used in
   narratives and recounts. There are many verbs that have irregular past tense forms (e.g.
   went, said, thought, etc.)

An example of exercises used to practise the simple past tense

1. Circle the verbs that are used in the simple past tense.

   Yesterday, Sipho played soccer with his friends. They kicked the ball. Sipho scored a goal.
   Then he went home. He helped his Mom and then he watched TV.

2. Some past tense verbs end in -ed

   played           kicked        scored      helped         watched

   However, some verbs don’t follow the rule. Match the verbs and their past tenses.

   | Buy       | came     |
   | Come      | gave     |
   | Say       | bought   |
   | Give      | went     |
   | Go        | said     |

1.4 Future tense e.g. I am going to write an exam tomorrow./The lion is going to fall into the
   trap./I will come tomorrow./He will be here soon.

   ‘Going to’ is used to refer to things you have already decided to do in the future (e.g. I am
   going to write an exam tomorrow).
It can also be used to make predictions (e.g. *The lion is going to fall into the trap*).

‘Will’ is used to make promises (e.g. *I will come tomorrow*) and express beliefs about the future (*He will be here soon*).

<table>
<thead>
<tr>
<th>Monday</th>
<th>Sing in the choir.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Play netball</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Visit friends</td>
</tr>
</tbody>
</table>

1. Sindi is **going to**/not going to play netball on Monday.
2. She is **going to**/not going to visit her friends on Tuesday.
3. She is **going to**/not going to play tennis on Tuesday.
4. She is **going to**/not going to visit her friends on Wednesday.
5. She is **going to**/not going to sing in the choir on Monday.

### 2. Using countable and uncountable nouns

In English, some nouns are countable e.g. 1 apple, 2 apples, 3 apples. Countable nouns can be used in both singular and plural e.g. apple/apples. However, other nouns are uncountable e.g. milk. In English, we cannot say ‘milks’.

<table>
<thead>
<tr>
<th>Carrot, milk, rice, banana, bread, peach</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>You can count them</th>
<th>You cannot count them</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Choose the correct word in each sentence.

1. She is eating an **apple/apples**.
2. I have 10 **finger/fingers**.
3. The teacher gave us some **homework/homeworks**.
4. He is drinking some **milk/milks**.
5. He is eating a **banana/bananas**.
3. Using the Articles ‘a/an’ and ‘the’

We can use ‘a’ or ‘an’ with countable nouns. We use ‘a’ with nouns beginning with consonants (e.g. He is reading a book.) and ‘an’ with nouns beginning with vowels (e.g. She is eating an apple.) With uncountable nouns and plural nouns, we use some (e.g. She is drinking some milk.)

An example of exercises used to practice a/an and some

1. Choose the correct word in each sentence.
   1. He is eating a/an apple.
   2. She is riding a/an bicycle.
   3. I am eating a/an egg.
   4. Can I have a/an orange?
   5. She is reading a/an book.

2. Choose the correct word in each sentence.
   1. I would like a/an/some rice.
   2. Can I have a/an/some apple.
   3. I would like a/an/some bread.
   4. Please give me a/an/some milk.
   5. I would like a/an/some banana.

4. Using the possessive form of nouns

We use an apostrophe to tell who owns something e.g.

This is Thandi’s book.

This is the teacher’s desk.

These are the girls’ shoes.

These are the children’s bags.

An example of exercises used to practice the possessive form of nouns

1. Read the sentences. Answer the questions.
   a. Thandi’s dog is called Spot.
      Who owns the dog?...........................
   b. Spot’s tail is long?
      Who has a long tail?......................

2. Rewrite these sentences.
   a. This a book belongs to Adam.
      This is Adam’s book.
b. This desk belongs to the teacher.
   This is ............

c. This tractor belongs to the farmer.
   This is the ...........

d. This bone belongs to my dog.
   This is .............

5. Using ‘There is ....’ and ‘There are .....’

‘There is ....’ and ‘There are .....’ are used to talk about things you can see or things that you know exist e.g.

There is a lion in the picture.

There are desks in the classroom.

There is a library at my school.

An example of exercises used to practice ‘There is ....’ and ‘There are .....’

1. Look at the words below. Put them under the correct heading.

Three schools – two banks – a post office - five shops - a library – a church

| There is ... | There are ...
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Work with a partner. Make questions about your town.

A: Is there a post office?
B: Yes, there is. Is there a library?
A: No, there isn’t. Is there a bank?

6. Making comparisons using adjectives

We add -er and -est to adjectives to make comparisons e.g.

Sipho is 9 years old, Thandi is 7 and Buhle is 5.

- Thandi is older than Buhle but Sipho is the oldest.
- Thandi is younger than Sipho but Buhle is the youngest.

An example of an exercise used to practice making comparisons

Sipho is 53 cms in height, Thandi is 48 cms and Buhle is 42 cms.

1. Who is the tallest?
2. Who is the shortest?
3. Is Thandi shorter than Buhle?
4. Is Sipho taller than Buhle?
5. Is Thandi taller than Buhle?
6. Is Thandi shorter than Sipho?

When we add *-er* or *-est* to adjectives ending in a vowel and a consonant (e.g. big, hot, sad), we double the consonant (e.g. big, bigger, biggest).

When we add *-er* or *-est* to adjectives ending in the letter ‘y’ (e.g. happy, dirty, lucky), we add an ‘i’ (e.g. happy, happier, happiest).

An example of an exercise to practice spelling comparative adjectives

1. Complete the following table

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>hotter</td>
</tr>
<tr>
<td>cool</td>
<td>coolest</td>
</tr>
<tr>
<td>cold</td>
<td>colder</td>
</tr>
<tr>
<td>new</td>
<td>newest</td>
</tr>
<tr>
<td>old</td>
<td></td>
</tr>
<tr>
<td>lucky</td>
<td>luckier</td>
</tr>
<tr>
<td>big</td>
<td>biggest</td>
</tr>
<tr>
<td>dirty</td>
<td>dirtiest</td>
</tr>
<tr>
<td>sad</td>
<td>Sadder</td>
</tr>
<tr>
<td>happy</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the following sentences.
   1. A lion is _____ than a mouse but an elephant is the _____ (big)
   2. A lion is _____ than an elephant but a mouse is the _____ (small)
   3. A kudu is _____ than a warthog but a giraffe is the _____ (tall)
   4. Sipho is _____ than Thandi but Buhle is the _____ (happy)
   5. Sipho is _____ than Buhle but Thandi is the _____ (sad)

7. Using demonstratives

This and these are used to talk about things that are near to you e.g.

<table>
<thead>
<tr>
<th>One</th>
<th>Two or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is my pencil.</td>
<td>These are my pencils.</td>
</tr>
<tr>
<td>This book is for Maths.</td>
<td>These books are for Life Skills.</td>
</tr>
</tbody>
</table>

That and those are used to talk about things that are far from you e.g.

<table>
<thead>
<tr>
<th>One</th>
<th>Two or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is my bag over there.</td>
<td>Those are my bags over there.</td>
</tr>
</tbody>
</table>
Activity to practice using demonstratives

First the teacher models what to do by going around the classroom, pointing to objects and saying:

- What’s this?
- What’s that?
- What are these?
- What are those?

Learners respond:

- It’s a .....  
- They’re .....  

Then learners take it in turns to ask the questions.

7. Using questions (Why? Which?)

**Why** is used to ask for a reason e.g. Why are you crying? Why do babies cry a lot?

**Pattern 1:**

- You are crying.  ➔ Why are you crying?
- She is laughing. ➔ Why is she laughing?

**Pattern 2**

- She is happy. ➔ Why is she happy?
- They are tired. ➔ Why are they tired?

**Pattern 3**

- Babies cry a lot. ➔ Why do babies cry a lot?
- Owls fly at night. ➔ Why do owls fly at night?

**Example of an exercise to practice questions starting with Why**

Below are the answers to 5 questions. Write the questions starting with Why. The first one has been done for you.

1. *Why is Thandi crying?*
   - Thandi is crying because she hurt her foot.
2. .................................................................
   - Sipho is tired because he has worked hard all day.
3. .................................................................
   - Owls sleep during the day because they hunt at night.
4. Giraffes have long necks so they can eat the leaves on tall trees.
5. The boys are happy because it is a holiday today.

**Which** is used when you are choosing between different things e.g.

- Which book is yours? (There are 3 books)
- Which is Thandi’s desk? (There are lots of desks in the classroom)
- Which crayon do you want? (There are several different coloured crayons)
- Which is the biggest: a mouse, a rabbit or a rat?

**Example of an exercise to practice using questions starting with Which**

Use the following words to complete the sentences.

- book - smaller - school – crayon - fruit

1. Which _____ do you go to, Makhanda Primary or Little Flower Primary?
2. Which _____ do you want, the blue one or the red one?
3. Which _____, a mouse or a rat?
4. Which _____ do you like, apples, oranges or bananas?
5. Which _____ is Thandi reading?

**Reference**

TEXT TYPES COVERED IN THE FIRST ADDITIONAL LANGUAGE CAPS
(FOUNDATION PHASE)

In the Foundation Phase, learners will **listen to** the following text types:

- personal and factual recounts
- procedures (instructions)
- information reports
- narratives (stories).

In Grade 3, they will also be expected to give simple oral recounts and instructions.

As they start to read and write in their additional language, learners will **read** simple narratives, recounts, procedures and information reports. In Grade 3, they will also **write** a simple recount, procedure and narrative with the support of the teacher.

Below are examples of the text types used in the Foundation Phase.

**PERSONAL RECOUNT**

<table>
<thead>
<tr>
<th>Example</th>
<th>Structure and features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our school readathon</strong></td>
<td>1. <strong>Heading</strong></td>
</tr>
</tbody>
</table>
| Last week we had a Readathon at our school. It was in the school hall. | 2. **Orientation**: tells us  
- what happened  
- when it happened  
- who was involved |
| First the Grade Rs sang songs in isiXhosa and English. Everyone clapped. | 3. **Series of events**  
  in the order that they happened  
  **Time connectives**  
  first, then, next, last  
  **Past tense**  
  had, was, sang, clapped |
| Then some Grade 1 learners read a story in isiXhosa. Everyone clapped again. | 4. **Personal comment**  
  concludes the text |
| Next some Grade 2 learners acted a play in isiXhosa. It was funny. Everyone laughed. | |
| Last some Grade 3 learners read stories in isiXhosa and English. Everyone clapped. | |
| Then the principal gave prizes. Everyone clapped again. | |
| Last of all we had juice and biscuits. That was the best! | |
## FACTUAL RECOUNT

**Example**

**Fire in Makhanda**

Last week there was a terrible fire in Makhanda. The fire started on Tuesday night in a shop in High Street. It was a hot, windy night and the fire soon spread to other buildings.

At about 11 o’clock a man noticed the fire. He phoned the police station. The police called the fire station. The fire engine arrived about half an hour later. The fire was burning strongly, and the firefighters struggled to put it out.

By 1 o’clock the firefighters had managed to put the fire out. However, two buildings had burned down and another two were badly damaged.

**Structure and features**

1. **Heading**
2. **Orientation**
   - Who? What? When?
3. **Series of events**
   - In the order that they happened
   - **Time connectives**
     - At about
     - Later
     - By
   - **Exact details of time**
     - Tuesday night
     - 11 o’clock
4. **Result**
   - Concludes the text

## PROCEDURE (INSTRUCTIONS)

**Example**

**How to make a peanut butter sandwich**

*You will need:*
- 2 slices of bread
- some peanut butter
- some margarine or butter
- a knife
- a plate

**Method**
1. Spread some margarine or butter on each slice of bread.
2. Spread some peanut butter on one slice.
3. Put the two slices of bread together.
4. Press them together gently.
5. Cut the sandwich in half.
6. Eat your sandwich!

**Structure and features**

1. **Heading**
   - Describes the goal of the instructions
2. **Materials**
   - Describes the items needed.
   - Bullets can be used.
3. **Method**
   - Each instruction starts on a new line and is numbered.
   - **Commands**
     - Spread, put, press, cut, eat
     - (Most sentences start with a verb)
   - **Exact instructions**
     - Press them together gently
### INFORMATION REPORT

<table>
<thead>
<tr>
<th>Example</th>
<th>Structure and features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Snakes</strong>&lt;br&gt;Snakes are reptiles. All reptiles have scales on their skin.&lt;br&gt;Reptiles cannot control their body temperature. Their bodies are the same temperature as the place around them. They are called cold-blooded, but after a reptile has been in the sun for a while, its body becomes warm.&lt;br&gt;All reptiles lay eggs.&lt;br&gt;<strong>Kinds of snakes</strong>&lt;br&gt;Two kinds of snakes are puff adders and pythons.&lt;br&gt;Puff adders are yellow or brown with a black, v-shaped pattern. They can be a metre long.&lt;br&gt;Pythons are bigger than puff adders. They are creamy brown with a brown pattern. They can be 5 metres long.&lt;br&gt;Puff adders eat mainly rats and mice. They poison these animals with their venom.&lt;br&gt;Pythons eat bigger animals such as dassies, rabbits and small buck. They strangle these animals.</td>
<td>1. <strong>Heading</strong>&lt;br&gt;2. <strong>General statement</strong>&lt;br&gt;Usually a definition&lt;br&gt;<strong>Topic is classified</strong>&lt;br&gt;Snakes are classified as reptiles&lt;br&gt;<strong>Technical terms</strong>&lt;br&gt;reptile, temperature&lt;br&gt;<strong>Things are described in general</strong>&lt;br&gt;reptiles, snakes&lt;br&gt;3. <strong>Facts</strong>&lt;br&gt;grouped in paragraphs e.g. what they look like, what they eat&lt;br&gt;<strong>Simple present tense</strong>&lt;br&gt;are, eat, poison, strangle&lt;br&gt;<strong>Sentences often start with topic words</strong>&lt;br&gt;Pythons ...&lt;br&gt;Puff adders ...</td>
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### NARRATIVE (STORY)

<table>
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<tr>
<th>Example</th>
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</table>
| **How the elephant got its trunk**<br>Long, long ago elephants didn’t have trunks.<br>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!’<br>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!<br>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.<br>And ever since then elephants have had trunks. | 1. **Title**<br>2. **Orientation**<br>Introduces characters and setting<br>**Simple past tense**<br>Wanted, said, went, stood, grabbed<br>**Connectives that signal time**<br>Long, long, ago; one day, eventually<br>**Dialogue**<br>“You are not to go ...”<br>**Language used to create impact on reader**<br>He pulled and pulled; WHOOSH!<br>3. **Events leading to a complication**<br>**Simple past tense**<br>Wanted, said, went, stood, grabbed<br>**Connectives that signal time**<br>Long, long, ago; one day, eventually<br>**Dialogue**<br>“You are not to go ...”<br>**Language used to create impact on reader**<br>He pulled and pulled; WHOOSH! | 4. **Resolution and ending**
Transcript of Permie’s summary lesson

P: So, what do we do? What’s the first thing we do when we’re doing a summary? Kula life cycle chart (on that life cycle chart), la flow chart (that flow chart.) [Using hands] What do we do? What’s the first thing we must write? .... What did we do with the butterfly one?

Ls: [No response]

P: Ningolali ke. (Please don’t sleep)

Ls: No response

P: What did we do with the butterfly one?

L1: Eggs.

P: What is the... And what do we write next to eggs?

L1: Number two.

P: The number two?

L2: Number one.

P: The number one, because it’s the first thing that...? Happens

Ls: ... happens.

P: It’s the first thing that happens. Okay, number one for the frog cycle. What do we write? Who can tell me what we write? What do we write?

Ls: Eggs.

P: Eggs. Then it starts moving [drawing the arrow pointing to the next stage of the life cycle]. Then we write number ...?

Ls: Two.

P: What happens in number two?

L: Caterpillar hatch.

P: You’re right, that happens for the butterfly. But for the frog, what happens for the frog?

L: Tadpole.

P: A tadpole. It turns into a tadpole. [While writing] ‘To... a... tadpole’ [finishes writing]. That’s the second stage. And then we have the ...? What do we have next?

L: Legs.

P: What do we have next?

Ls: Legs.

P: Which legs? ... Which legs?

Ls: The back legs.

P: Number three, back legs. [ Writes on the board]
L: [Staring at the teacher while writing on the board]
P: Okay, back legs [finishes writing]. What is number 4? Shh, put your hand up. I’m going to ask anyone, even if your hand isn’t up, I’m going to ask you. Anam [learner’s name], what do we have for this stage? Number four? (pointing to the board)?

L: Front legs.
P: You’re very right. Well done, sithandwa sam (sweetheart). [Writes front legs on the board] Whooo andina space (I don’t have enough space). Number five. What happens in stage five? Abongwe? [learner’s name]

L: The frog turns to be...
P: Okay, let’s think about it. Which legs? [asking all the learners]? The back legs grow first. Then the front legs. Then there’s something that’s there... that ‘tshul’ [gestures] What happens in stage five? Oyintando? [learners name]

L: [learner is silent and looking at the teacher.]
P: [Repeats the question.] What happens in stage 5?

L: [Learner raises a hand.]
P: Oyintando?
L: The legs... The tail disappears. [Ntando replied]
P: The tail disappears. [Teacher writes on the board.]
P: What happens in stage 6?

L: [No response]
P: Ngubani lo ndingekambuzi? (Who haven’t I asked?) ...Sibo? What happens in stage six? When the tail disappears what do we now have? What do we now have when the tail disappears? What do we now have when the tail disappears, Linamandla?

L: A frog.
P: We have a frog! Well done sithandwa sam (sweetheart)! And then what happens?

L: It lays its eggs.
P: It happens all over again. [Pointing at different stages of the life cycle in turn.] It lays its eggs, it hatches into a tadpole, back legs grow, front legs grow, tail disappears, and it turns into a ...?

Ls: Frog.
P: Okay, what do we write for the caption?

Ls: Life cycle of a frog.
P: What do we write [writing the caption on the board]?

Ls: Life cycle of a frog.
P: Life cycle of a frog [writing the caption on the board]. Ndiza kuyicima ke sana yonke lento. (I will rub all of this off), so you have to remember it. Ndiza kuyicima ngoku. (I’m rubbing it off now.) 5… 4… Nyani nyani, kaloku kufuneka usebenzise ingqondo yakho (For real, you need to use your memory). [She rubs it off] So you must make your own, but I will help you because I will put flash cards with these on the board. One group is going to the mat while the others do this.

Ls: Yes Miss.

P: Niyeva? (Are you listening?) Okay.

Ls: [Whispering.] 4… 3… 2…

P: Sukukhala wethu (Don’t panic). Close your eyes if you can’t remember. Close your eyes and try and see what we were doing. You will see it will help you remember.

L: [Students write in their books.]

P: Can the “blues” get ready? We going to go reading.

L: [students whisper]

P: Okay mamela ke, xa senqibile ukufunda. Ndiza kufunda ne “blues” emethini. Ngeli xesha ndifunda ne ‘blues’ emethini, ukuba uqibile ukwenza i-Life cycle yakho kufuneka wenze ntoni? (While I am reading on the mat, what must you do if you have already finished your life cycle?)

L: Ufunde incwadi (You must read a book).

P: No!

L: Siyabala (we must count).

P: Ukhuphele amangama akho phi? (Where must you copy your words?)

Ls: Encwadini (In your book).


L: Yamagama (word bank book)

P: Ukhuphele lamagama, wakugqiba uthini? Uwayeke nje engawe English? (You just copy the words and then leave the task just like that?) What should you do next?

Ls: Hayi! (No!) Ubhala ukuba athetha ntoni (You write their meanings).

P: Ubhala ukuba athetha ukuthini. (You write their meanings.) If uyigqhibile lonto uza kwenza ntoni? (What do you do if you finish that?)

Ls: You read your book.

P: Alright please.

Ls: [some learners stand up for GGR while others continue with the activity]

P: Blues, let’s go to the mat please.
**Weekly Planning Template – Grade 1 EFAL**

Grade: ___________ Week: ___________ Term: ___________ Theme: Healthy living

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening &amp; Speaking:</strong></td>
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<td><strong>Listening &amp; Speaking:</strong></td>
</tr>
<tr>
<td>Resources: Puppets</td>
<td>Resources: Bowl of fruit (e.g. apple, orange, banana, lemon)</td>
<td>Resources: Puppets; pictures of fruit drawn on chalkboard</td>
<td>Resources: The fruit song (You Tube video – first 3 verses)</td>
<td>Resources: The fruit song (You Tube video – first 3 verses)</td>
</tr>
<tr>
<td>Learning outcomes: <strong>Revision</strong>: Learners understand and use “What is this? What are these?” It is a _____; They are ______.</td>
<td>Learning outcomes: Learners understand “Here is ___. And “Take the ___. Give it to ___.”</td>
<td>Learning outcomes: Learners understand and use “How many ___ are there? There are ____.”</td>
<td>Learning outcomes: Learners should understand the song and be able to do the actions.</td>
<td>Learning outcomes: Learners sing the song and do the actions</td>
</tr>
<tr>
<td>Activities: 1. Use puppets to model dialogue. Let learners join in. Let them do it on their own. Let them do it in pairs. Assessment: Can learners understand, ask and answer the questions?</td>
<td>Activities: 1. Hold up each fruit and say: “Here is a/an ___. 2. Ask: “What is this?” Learners respond. 3. Model TPR with one learner: “Take the ___ (apple). Give it to me.” 4. Give instructions to other learners. 5. Model: “Take the ___. Give it to ____ (name of learner).” 6. Practice with the rest of the class. Assessment: Do learners understand “Take the ___ Give it to ___”? Do learners understand new vocabulary?</td>
<td>Activities: 1. Revise plurals: one apple/two apples, etc. 2. Use puppets to model dialogue. Let learners join in. Let them do it on their own and in pairs. Assessment: Can learners understand and use “How many ___ are there? There are ____.”</td>
<td>Activities: 1. Play the song, learners watch and listen. 2. Use HL to make sure they understand the song. 3. Model the song – I sing and do actions. 4. I sing, learners do actions. 5. Let the learners join in the singing where they can. Assessment: Can learners understand the song and do the actions?</td>
<td>Activities: 1. Practice singing the song again and doing the actions until learners can do this themselves. 2. Ask learners: Do you like the song? Assessment: Can learners sing the song and do the actions by themselves? Learner can answer: Do you like ____?</td>
</tr>
</tbody>
</table>

**Shared Reading:**

**Phonics:**

**Shared Reading:**

**Listening & Speaking:**

**Shared Reading:**

**Resources:**
### Teaching EFAL in the FP 2

**Resources:** Big Book – Fruit for the class; vocab flash cards.

**Learning outcomes:**
- Learners can understand and use the following words: pineapple, pear, paw paw, peach, nartjie, apple.
- Learners can answer questions about the pictures in the BB and read the story with the teacher.

**Activities:**
1. Use pictures in BB to teach vocab.
2. Read text aloud to learners.
3. Ask in HL why it’s important to eat fruit instead of sweets. Discuss. (healthy living)
4. Do learners understand vocab?

**Assessment:**
- Can learners understand and answer: I like ____ (apples). What do you like?

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<table>
<thead>
<tr>
<th>Resources: Flashcards (pineapple, pear, paw paw, peach)</th>
<th>Resources: Big Book – Fruit for the class; vocab flash cards</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes:</td>
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</tr>
<tr>
<td>Learners know name, sound, and shape of letter ‘p’</td>
<td>Learners can answer the question: “How many ___ are there?”</td>
<td>Learners can understand,</td>
</tr>
<tr>
<td>and words beginning with ‘p’.</td>
<td>in context of BB</td>
<td>ask and answer: I like ___ (apples).</td>
</tr>
<tr>
<td>Activities:</td>
<td>Activities:</td>
<td>What do you like?</td>
</tr>
<tr>
<td>1. Hold up flash cards and read aloud.</td>
<td>1. Use puppets to model dialogue. Let learners join in.</td>
<td>1. Use puppets to model dialogue.</td>
</tr>
<tr>
<td>2. Read each one and ask what sound and letter it begins with. (Remind learners that English letters have a name and a sound)</td>
<td>2. Play a ring game - learners ask and answer the question.</td>
<td>2. Play a ring game - learners ask and answer the question.</td>
</tr>
<tr>
<td>3. Revise shape of letter (already done in HL)</td>
<td>3. Let learners ask and answer the question in pairs.</td>
<td>3. Let learners ask and answer the question in pairs.</td>
</tr>
<tr>
<td>4. Ask learners where we put the words on the English word wall. Choose learners to do this.</td>
<td>Assessment: Can learners understand and answer the question: “How many ___ are there?”</td>
<td>Assessment: Can learners understand, ask and answer: I like ____ (apples). What do you like?</td>
</tr>
<tr>
<td>5. Ask learners if they know any other English words beginning with ‘p’ (pen, pencil, pen, pot, paw, play)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Do learners know name and sound of letter ‘p’ and words beginning with ‘p’.</td>
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**Phonics:**
- Resources: Vocab flashcards (pineapple, pear, orange, banana, paw paw, peach, nartjie, apple, fruit)

**Activities:**
1. Learners can clap out the syllables in the vocab words.

---

**Writing:**
- Resources: Sentence frame: I like ___. Vocab flash cards.

**Learning outcomes:**
- Learners can write a simple sentence and illustrate it.

**Activities**
1. Write the sentence frame on the board and stick the vocab flash cards next to it.
2. Ask different learners to say what fruit they like (apples, pears, etc.)
3. Each learner writes a sentence in their exercise books and draws a picture.

Assessment:
Take in exercise books to mark.

(Phonological awareness)
2. Learners can read the words on the flashcards (word recognition).
3. Learners can say what sound and letter each word begins with.

Activities:
- Say the vocab words, clap out the syllables, ask learners how many syllables.
- Read the words on the flashcards. (I do) Read the words with the learners. (We do) Learners read. (You do)
- Do it faster.
- Ask learners which sound and letter each word begins with.
- Help learners to put the words on the EFAL word wall

Assessment: Can learners clap out the syllables, read the words and identify sounds & letters at the beginning of words?
The fruit song

I am a cherry, round and red,
Round and red,
Round and red.
I am a cherry, round and red,
And taste very good.

I am an orange, round and orange,
Round and orange,
Round and orange.
I am an orange, round and orange,
And grow on a tree.

I am a banana, yellow and long,
Yellow and long,
Yellow and long.
I am a banana, yellow and long.
I am a banana, yellow and long,
Do you like my song?