Where to access Funda Wande materials

- The Funda Wande Reading for Meaning Course for teachers is available on the Funda Wande APP: 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.
What is Inclusive Education?

**Outcomes**

- Define Inclusive Education and how it differs from Special Education.
- Understand that inclusive education means making it possible for all children to learn.

Inclusive education is not only about helping children with obvious disabilities but about helping ALL children to learn effectively.

This includes learners who are struggling and learners who are excelling.

**What does it mean to be an inclusive teacher?**

An inclusive teacher may have learners with different social, emotional, cultural or language needs in her class, but she makes sure they all succeed in learning.
Watch video 232 in which the teacher talks about her understanding of Inclusive Education (IE).

While you watch, notice what she says about her beliefs and what she knows about including learners with diverse needs.

What does she do to include Khaya?

**Reflection**
- What are your personal beliefs about inclusive education?
- What do you know about strategies to support struggling learners?
- What do you want to learn about being an inclusive teacher?

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**L2: Barriers to learning**

**Outcomes**
- Understand and identify barriers that interfere with learning.
- Understand the different types of barriers.
- Understand how important it is that learners feel safe and respected in the classroom.

**What are the different kinds of barriers that affect learning?**

1. **Barriers within the system** (Education Department, school structures and management, teachers, lack of resources or infrastructure).

2. **Socio-economic barriers** (poverty, violence, discrimination, racism, sexism, hunger, health issues...). These often lead to emotional barriers.

3. **Internal barriers** (sensory or intellectual disabilities like ADHD, Down Syndrome, deafness, dyslexia, sight problems, autism, anxiety disorders, physical disabilities).
Not all barriers are the same!

Barriers are things that hamper or prevent children from learning effectively.

| Barriers can be temporary, or more permanent. | Barriers can be visible or harder to identify. | Barriers can be relatively simple to improve, others require more time and specialised knowledge. |

Early detection of barriers is critical to achieving success.

As soon as teachers notice that a learner is struggling, they need to identify the barrier through relevant assessments and put support in place as soon as possible.

What does Special Needs refer to?
Special needs refer to learners who have specific needs which cannot be addressed by the classroom teacher alone.

Severe needs require specialist knowledge. For example: severe forms of dyslexia.

Signs of dyslexia include:
- Letter reversals (confusing b and d)
- putting letters in the wrong order (reading ‘felt’ as ‘left’)
- elisions (reading ‘cat’ for ‘cart’); spelling words as they sound
- reading very slowly and hesitantly
- reading with poor comprehension
- poor handwriting.

Learn more about this in Module 11: Assessment and remediation.

What do physical barriers refer to?
Physical barriers for learning include poor eyesight and poor hearing. These need to be addressed as soon as possible.

Watch video 234, where the teacher notices that one of the learners is struggling to see properly.

See what she does about it.

Reflection
- Think about a learner who had/has learning barriers.
- What did you do to support the learner?

Activity 10.2
Click True or False.
1. Barriers are things that hamper or prevent effective learning.
   - True
   - False
2. Some intrinsic challenges such as dyslexia or autism require support from a trained remedial teacher.
   - True
   - False
3. Teachers need to be observant and aware of any changes in their learners’ behaviour or achievement.
   - True
   - False
4. If Grade 3 learners do not know their letter sounds, they must go for Special Education.
   - True
   - False
5. Since teachers are not trained as special needs teachers, they cannot support struggling learners in their classroom.
   - True
   - False
L3: Processes for dealing with barriers

Outcomes
- **Understand barriers** and how they present in the classroom.
- **Know the process** of identifying a barrier, assessing what is required to address it and designing an intervention to improve it.
- **Understand your own beliefs and knowledge** about including all learners in the classroom.

What process do I follow?
* A **process needs to be followed** to ensure that struggling learners get the right kind of support.

Incorrect diagnoses are made when teachers do not assess the problem correctly and jump into an intervention too early.

What process did the teacher in the first video you watched follow to support Khaya?

The process the teacher followed when she realized that Khaya could not read:

1. **Identify the problem/barrier.**
2. **Assess** with appropriate form of assessment to have confirmation of the problem.
3. **Design an intervention** and schedule it in your lesson planning.
4. **Assess regularly** to record progress.

Watch video 230, where the teacher discusses an incident that occurred with her learners.

Process of identifying and supporting learners with learning barriers

1. **Identify** the problem/barrier.
2. **Assess** with appropriate form of assessment to have confirmation of the problem.
3. **Design an intervention** and schedule it in your lesson planning.
4. **Assess regularly** to record progress.

Watch video 230, where the teacher discusses an incident that occurred with her learners.
Learners cannot learn effectively if they are afraid or anxious. Emotional barriers hamper learning.

Notice how calm and in control the teacher is.

Reflection

– Think back to a successful intervention that you implemented for a struggling learner.
– Remember how good it felt to know that you had helped this learner.

L4: When and how does Inclusive Education take place?

Outcomes

– Understand when Inclusive Education takes place.
– Understand how it fits into the school day.
– Understand what forms are needed in an inclusive classroom.

When do teachers do inclusive education?

– When planning for the week, teachers should include group, pair and individual work for the learners, which will free them up to work with individual learners requiring more support.
– Short (+-15min) regular slots are more effective than once a week for a longer period.
– Find and make time (before school, during break, after school) to support learners requiring extra assistance.

Activity 10.3

Click True or False.

1. Interventions must be based on assessments.
   - True
   - False

2. Emotional barriers are not as important as physical barriers.
   - True
   - False

3. Early detection of barriers results in more effective improvement.
   - True
   - False

4. Teachers must not only identify barriers; they must also teach learners how to deal with them.
   - True
   - False

5. Teachers who do not know how to deal with a barrier must talk to their Head of Department, or a more experienced teacher or Curriculum Advisor.
   - True
   - False

A TEACHER COMPLETES A SPECIAL NEEDS ASSESSMENT FORM (SNA).
Which forms help the teacher to support struggling learners?
- **Class lists** with several columns for various assessments.
- **Anecdotal records** for individual learners.
- **Comprehensive rubrics** to make assessments easy.
- **Weekly lesson plans** (based on tracker) and notes for learners who require support.
- **Support Needs Assessment (SNA1)**. You will learn more about the forms and policies in Unit 3.

Watch **video 233**. In this video, a teacher completes the necessary forms to apply for Departmental support for a learner in her class who has severe learning problems.

This learner has not progressed despite the teacher’s intervention.

Notice how the teacher gets support from her colleague to complete the form requesting further support from the Department.

**Reflection**
- Do you know the background information of all your learners?
- Knowing their home circumstances may assist you in identifying possible barriers.

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### L5: Promoting Resilience

**Outcomes**
- Be aware of your own beliefs around inclusivity.
- Understand the critical importance of the emotional aspect in learning.
- Understand the importance of resilience in learners.
- Understand how teachers can build resilience in learners.

**Introduction**

**Teachers’ beliefs** about how children learn affect how they teach.

**Strong relationships** between teachers and learners based on care and respect, support learning.

**Research has shown** that such relationships are significant in building learners’ resilience, i.e. their ability to recover from setbacks.
Activity: Self-assessment
Do this self-assessment to check your attitudes to inclusion. Answer honestly as it is only when we acknowledge areas that need improvement, that we can improve.

Self-assessment
– Do I believe that all learners in my class are able to learn and succeed?
– Do I label learners?
– Do I talk about learners negatively in front of them?
– Do I go to class unprepared?
– Do I assess learners regularly to ascertain their progress?
– When learners have difficulties, do I assume it is the learner’s problem or do I reflect critically on my teaching?
– Do I place learners in groups and keep them in that group the entire year?
– Do I treat ALL learners with respect and compassion?
– Do I have high expectations of all learners?
– Do I praise and encourage learners daily?
– Do I make learning enjoyable?
– Do I often provide each learner with an opportunity to experience success?
– Do I take a genuine interest in learners and make time to listen to them?

What is resilience?
– Resilience refers to the ability to recover quickly from difficulties and ‘bounce back’.
– Resilient people are flexible and can adapt to changing situations.

Why is it important for learners?
Learners who live in poverty and poor socio-economic circumstances are more likely to drop out of school.

Research has shown that the more resilient the children are, the better chance they have of coping and thriving, despite poor circumstances.

Teachers play an important role in building learners’ resilience.
Which outside supports develop learners’ internal resilience?

What can teachers do to build learners’ resilience?

- **Build caring, consistent** relationships with the learners.
- **Be a positive role model** in terms of your appearance, your behaviour, your consistency.
- **Build learners’ self-control** and self-regulation.
- **Develop children’s** thinking skills.
- **Develop their** confidence.
- **Support learners** to have a positive outlook.

Watch **video 35**. The teacher listens to learners talking about their drawings.

Notice how she:
- **Sits** at their level.
- **Listens** to them.
- **Praises** them.
- **Suggests** ways to improve.

**Reflection**
- Think about how you behave in the classroom – are you a positive role model?

**Activity 10.6**

**True or False?**

1. Helping learners set goals enables them to develop thinking skills.
   - **True**
   - **False**

2. Providing clear rules and encouraging learners to follow them helps learners become self-regulated.
   - **True**
   - **False**

3. Greeting learners warmly by name and listening to them encourages self-regulation.
   - **True**
   - **False**

4. Encouraging learners not to give up improves their outlook on learning.
   - **True**
   - **False**

5. Being a positive role model is about the teacher dressing smartly.
   - **True**
   - **False**
L6: Differentiation

Outcomes

- Understand that all learners need to get to the goal (be able to demonstrate knowledge of a concept or skill) but they do not all get there at the same time.

- Understand how differentiation works.

- Understand that differentiation is not a single strategy but the use of various strategies.

Introduction

A key part of teachers’ work is to teach complex skills and concepts in a way that makes them understandable to all learners.

This requires teachers to scaffold the learning process. That is, they provide support (like the rungs in the ladder) to enable the learners to reach the goal.

Some learners understand the concept quickly (go from start to finish in a leap).

Others need more support along the way (step by step). This is where differentiation comes in.

What is differentiation?

It is a responsive form of teaching that allows all learners to access the same curriculum but with different – entry points – learning tasks – outcomes.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust the learning process</td>
<td>Adjust the learning product</td>
<td>Adjust the learning environment</td>
<td>Adjust the content or texts</td>
</tr>
</tbody>
</table>

Example:

Allow some learners to begin the activity while the teacher scaffolds the concept or skill further with the rest of the class.

Example:

Ask some learners to write a paragraph on their understanding of a story. Ask others to make a drawing with a caption.

Example:

Work with a smaller group while the rest of the class are meaningfully engaged.

Example:

Ask some learners to summarise a longer text and work with other learners on summarising a more basic text.
Four ways of differentiating to support learners

Watch video 231, where the teacher has learners with different abilities.

Watch how she differentiates the activities at each table.

Reflection
- Reflect on how you differentiate for learners who have different abilities.
- Have you learnt any new ideas from this lesson that you want to try?

1. Read ‘Academic resilience and building effective readers’ by McTigue, et al. (2009) Academic resilience enables learners to read successfully. This article looks at how important socio-emotional development is for reading success.

Academic Resilience and Reading: Building Successful Readers
Erin M. McTigue, Erin K. Washburn, Jeffrey Liew

In order to foster early reading success among young students, teachers should consider literacy skills and socioemotional development in concert.

A six-year pre-post study was conducted to examine students’ growth in literacy and socioemotional skills among first and second graders who were high in socioemotional skills and low in literacy skills or vice versa. However, four months later, a positive correlation was found between literacy skills and socioemotional development.

Ms. Warren notes that two students, Donte and Walter, had nearly identical scores on the pre-test, but Donte was more likely to ask questions and participate in class. Ms. Warren observes that Donte is a quiet boy who often sits in the back of the room and rarely interacts with others.

On another day, when pressed to read more audibly, Donte reveals that he approaches reading group with enthusiasm and confidence. He frequently asks to code unknown words. In contrast, her notes about Walter show that he resists her requests to independently try to decode words, and when reading aloud, he avoids eye contact with the teacher. Ms. Warren concludes that Donte's personality differences appear to be influencing their engagement and participation in class.

When considering the question “What factors are most important for predicting early reading success?” teachers will likely cite alphabet skills and phonological awareness. However, recent evidence shows that language and personality traits may be more important than these factors. We maintain that language and personality traits are important predictors of socioemotional development in reading. Next, via vignettes from a second-grade classroom, we identify the role of socioemotional development in reading. Finally, we consider the contribution of personality traits to develop a theoretical framework for understanding reading success.

Activity 10.7
True or False?
- Differentiation is the same as scaffolding.
- True
- False
- There is only one way to differentiate and that is by giving different groups different tasks.
- True
- False
- Differentiated instruction must be based on assessment results and not a gut feeling.
- True
- False
- Group GuidedReading is a good example of differentiation.
- True
- False
- The teacher is differentiating if she asks learners to all do a summary but with different levels of text.
- True
- False

L7: Find out more

1. Read ‘Academic resilience and building effective readers’ by McTigue, et al. (2009) Academic resilience enables learners to read successfully. This article looks at how important socio-emotional development is for reading success.

Teaching Writing
Differentiation

Differentiating Activities
Teacher Activities
231

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- True
- False
2. Read ‘Differentiated Instruction’ by Watts-Taffe, et al. (2012). They argue that good differentiation techniques allow all learners to experience success in literacy.

3. Follow this link to the Reading Rockets webpage on inclusive classrooms. It contains many useful ideas to promote inclusive education in primary school.

www.readingrockets.org/article/inclusive-classrooms-getting-started

Activity 10.8

True or False?

1. Inclusive education is about supporting most of the learners in your class to succeed.
   - True
   - False

2. A Learning barrier can be something in the school system, something that is happening in the community or some physical or emotional setback in the learner.
   - True
   - False

3. Caring, compassionate, and helpful teachers play an important role in building resilience in their learners.
   - True
   - False

4. Resilient learners cope with difficulties and keep trying even if they are struggling.
   - True
   - False

5. Carefully selected stories and texts can be used to prompt discussion on difficult topics.
   - True
   - False

6. Placing children in different ability groups is a sufficient way to support learners who are struggling or succeeding.
   - True
   - False
L1: The Matthew Effect

**Outcomes**
- Understand that reading is the **gateway to knowledge**.
- Understand the **Matthew Effect in reading**.
- Understand that a **poor start to reading** often means a lifetime of struggle and academic failure.

**Why is reading key to academic success?**
Learners who have not learnt to read by end of Grade 3 will struggle to read to learn.

**Reading for learning** is required from Grade 4 and texts become longer and more complex.

**Poor reading skills** are the most serious barrier to learning.

**Poor readers not only lack skills**, they also do not enjoy reading.

**This lack of love for reading** impacts on them for the rest of their lives.

**The Matthew Effect**
**Ever heard of the biblical expression**, “The rich get richer
In literacy it is known as the Matthew Effect.
It refers to a pattern of reading development.
Learners who master early reading get better at reading as they read more, feel good about reading and keep improving.

Those who start on a weak footing read less and do not want to read, thus they keep falling further behind.

Watch Video 235 where the teacher is working with a small group of learners who have not yet mastered phonemic awareness.

Without phonemic awareness learners will struggle to read.

Disrupting the negative Matthew Effect: While you watch, think about how this lesson is disrupting the Matthew Effect. Notice how the teacher does not move on until the learners have shown their understanding.

Reflection
Think about the huge difference teachers make when they ensure that all learners can read by the end of Grade 3.

Activity 10.8
True or False?
1. Poor readers fall behind because they become demoralised and do not want to keep on trying.
   - True
   - False
2. The more learners read the better they become.
   - True
   - False
3. Learning to read is only a cognitive process.
   - True
   - False
4. Poor reading skills are the biggest barrier to learning.
   - True
   - False
5. The Matthew Effect in reading refers to good readers reading more and steadily improving whereas poor readers read less and fall further behind.
   - True
   - False

L2: Literacy in the inclusive classroom

Outcomes
– Understand how important motivation is in reading development.
– Understand the importance of self-efficacy.
– Understand the four main influences on self-efficacy.
**Matthew Effect and Motivation**

<table>
<thead>
<tr>
<th>Learners who struggle with decoding</th>
<th>Learners who find decoding easy</th>
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<tbody>
<tr>
<td>• Poor phonological awareness</td>
<td>• Good phonological awareness</td>
</tr>
<tr>
<td>• Find decoding difficult</td>
<td>• Find decoding relatively easy</td>
</tr>
<tr>
<td>• Do not develop fluency</td>
<td>• Develop fluency</td>
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<tr>
<td>• Word recognition takes up most</td>
<td>• Recognise words and develop</td>
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<tr>
<td>of brain power</td>
<td>automaticity</td>
</tr>
<tr>
<td>• Little brain space left for</td>
<td>• Brain space for comprehending</td>
</tr>
<tr>
<td>comprehension</td>
<td>text</td>
</tr>
<tr>
<td>• Reading not rewarding</td>
<td>• Reading becomes meaningful</td>
</tr>
<tr>
<td>• No motivation to read</td>
<td>and rewarding</td>
</tr>
<tr>
<td></td>
<td>• Motivated to read more</td>
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</table>

**Readers’ beliefs about their reading ability affect motivation**

**Self-efficacy** refers to learners’ own beliefs about their ability to succeed.

**Learners with a strong** belief in their ability to read, set themselves **goals and work hard to achieve them.**

**Learners who have low belief** about their ability to read, have **low expectations** of themselves and inevitably **fail.**

**Four things that influence self-efficacy**

- Experiencing success in challenging tasks.
- Seeing others at same level succeed.
- Hearing from important adults that you can succeed.
- Being emotionally supported by the teacher.

**Texts for reading must be at just the right level:**
- Not too hard.
– Not too easy.
– If the texts are too hard or too easy, learners will lose interest.

**Watch Video 35** where a Grade R learner stands up in front of his peers and reads aloud with confidence.

What does this tell us about his self-efficacy and motivation?

What do you think the teacher did to develop this?

**Reflection**
What can you do to ensure that even your weakest learners experience success in reading?

**L3: Boys and reading**

**Outcomes**

– Recognise that girls outperform boys in reading all over the world.

– Understand the reasons that boys fall behind girls.

– Understand how text selection affects motivation.

– Learn what boys enjoy.

**Girls outperform in reading levels across the world**

There is a worldwide trend of girls outperforming boys in reading.

**Examine the graphs** from Australia and South Africa (from PIRLS report).

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<td>519</td>
<td>534</td>
<td>536</td>
<td>555*</td>
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<td></td>
<td>333</td>
<td>367*</td>
<td>391</td>
<td>421*</td>
</tr>
</tbody>
</table>

**Activity 10.9**
Choose the correct answer.

1. Another word for belief in one’s ability to succeed is ………………….
   - Self-efficacy
   - Self-regulation
2. Experiencing success in a reading activity develops…
   - Comprehension
   - Self-efficacy
3. If texts are too hard then learners will become…
   - Demotivated
   - Bored
4. Texts must be set that are …
   - Set below the reader’s level so they can read easily.
   - At the reader’s level with some challenge
5. Learners who experience success in reading become…
   - More confident
   - More reckless

**BOYS UNDERPERFORM IN READING.**
The red line depicts girls whereas the black line depicts boys.

Notice how in both Australia and South Africa girls read better than boys do.

This is the same trend for nearly every country in the world.

What do you think are some of the causes for this?

What research tells us about boys and reading
Boys spend less time reading because, according to research:

Things boys like are not always allowed in school.

Pleasing the teacher is not as important to boys.

Predominantly female Foundation Phase teachers.

Few male role models who enjoy reading.

Boys are often physically more active than girls and do not enjoy sitting for a long time.

Male characters and male heroes are less frequent in texts.

Male characters are often villains.

Boys generally like nonfiction and books that give them useful information.

Can you think of any other reasons to add to the list?

Which books do boys enjoy?
Books with exciting plots and action (not too much drama and emotions)

Visually appealing books

Information books that give useful information

Books with (male) characters they can relate to

Books with humour and jokes (especially mischief and slapstick humour)

Shorter texts.

Reflection
- Think about the reading books in your classroom. Do they have sufficient topics that might appeal to boys?
- What can you do in class to encourage boys to read?
Activity 10.10
Answer the questions below.

The title page of The Gruffalo - a favourite among boys.

Based on the covers, which three books might interest boys?
- Foxy Joxy; Grandpa Farouk's Garden; I Will Help You.
- A Very Busy Day; Auntie Boi's Gift; Dance Mihlali.
- Foxy Joxy Plays a Trick; A Very Busy Day; Grandpa Farouk's Garden.

Why are these books more likely to appeal to boys?
- They all look like they topics and characters that boys might like (building carts, playing tricks and being with Grandpa in the garden.
- They all have boys on the title page.
- They have animals and gardens.

What ideas can you think of to make Dance, Mihlali more attractive to boys?
- Tell the boys to imagine that it is a boy on the cover.
- Not read it to the boys.
- You could talk to them about boys also being dancers and possible show pictures of famous male dancers.
L4: Early detection of reading problems and interventions

Outcomes

– Know the key reasons for poor reading skills.
– Understand the effects of poverty and poor socio-economic circumstances on reading.
– Know the importance of early detection of reading problems.
– Know how essential it is for the teacher to intervene as early as possible.

The socio-economic context influences the development of learners’ reading skills.

Three most common warning signs of reading difficulties are:
1. Poor phonological awareness.
2. Poor letter-sound knowledge.
3. Slow word recognition.

Also, learners with poor oral vocabulary struggle with reading.

Detecting problems through observation

Teachers need to observe the following while learners are reading:

– Signs of tension and anxiety.
– Tense posture.
– Lack of fluency.
– Interpretation of punctuation.
– Frequent finger pointing.
– Word-by-word reading.
– Learner often asks to leave the room during reading time.
– Frequent rereading.
– Struggling to read silently.

NB: You do not want the learner to feel frustrated and become demoralised. You must intervene as soon as possible.

Interventions must be:

Designed according to the ‘Goldilocks principle’: Not too long, not too short, not too hard, not too easy.
Quality: The right kind and quality of instruction delivered with good resources.

Intensity & Duration: The right level of intensity and duration to ensure the improvement is sustainable.

Right children: The right children at the right time.

Watch video 236 where the teacher is doing an intervention with a small group of learners focusing on their phonological awareness.

- Notice how patiently and calmly the teacher responds to their answers.
- She also repeats things often. Why do you think she does this?

Reflection
- Are you regularly noticing warning signs that learners may be falling behind in your class?
- How quickly do you respond in assessing and intervening with learners showing potential reading difficulties?

L5: Assessing for difficulties

Outcomes
- Learn which assessments can give insight into reading problems.
- When designing interventions, know how to ensure they are:
  - The right quality
  - The right child
  - The right timing
  - The right duration.

On the following page you will find a table showing how to identify literacy problems and how to assess for these difficulties.

Activity 10.11
Answer the questions based on video 236. Select the correct answer.

1. What is the ratio between boys and girls in the group?
   - There are more girls.
   - There are more boys.

2. Why does the teacher ask the learners to clap the syllables?
   - To check if they can hear the number of syllables in the word.
   - To check if they can count.
   - What aspect of reading is she working on?
     - Sight words.
     - Phonological awareness.

3. When the teacher asks the learners to substitute I for the first A in the word BALA, she is developing their:
   - Phonemic awareness.
   - Blending.

4. In this intervention is the teacher focusing on their:
   - Decoding skills.
   - Language ability.
### Identifying a problem and knowing what to assess

#### Oral competency

<table>
<thead>
<tr>
<th>Signs of a problem</th>
<th>Assessment</th>
<th>Example of assessment items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners cannot answer questions in their Home Language</td>
<td>It is important to assess their oral language ability.</td>
<td>Asses their ability to name common objects:</td>
</tr>
<tr>
<td>2. They know very few words and do not enjoy engaging.</td>
<td></td>
<td>1. Colours</td>
</tr>
<tr>
<td>3. They struggle to express themselves.</td>
<td></td>
<td>2. Numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Animals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Natural items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Household items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Other everyday things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pictures of animals and everyday things can be used to check if learners can recognise them and name them.</td>
</tr>
</tbody>
</table>

### Phonological Awareness

<table>
<thead>
<tr>
<th>Signs of a problem</th>
<th>Assessment</th>
<th>Example of assessment items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners cannot tell you the individual sounds that make up a syllable or word.</td>
<td>Segmentation of phonemes</td>
<td>Say the syllable or word slowly and ask for the number of sounds they hear. You can ask them to clap or stamp the number of sounds.</td>
</tr>
<tr>
<td>2. Learners cannot tell you what the first and last sounds in a word are.</td>
<td>Phoneme isolation</td>
<td>Say a word and ask them to identify the first sound, the middle sound, and the last sound.</td>
</tr>
<tr>
<td>3. Learners cannot tell you what sound is left when you take B away from BALA.</td>
<td>Phoneme deletion</td>
<td>Ask learners to say the sound after they have taken away one of a few letters. What will the syllable BA sound like if I remove B from BA?</td>
</tr>
<tr>
<td>4. If a learner is unable to tell you the sound of a word or syllable if you replace it with a different letter.</td>
<td>Phoneme substitution</td>
<td>Listen to the word MAMA. If I put a B in the beginning instead of M what will it sound like?</td>
</tr>
<tr>
<td>5. A learner struggles to tell you what sound is made if you put two letters or two syllables together.</td>
<td>Phoneme blending</td>
<td>What will it sound like if I add the letter S and the letter A?</td>
</tr>
</tbody>
</table>
Assessing individual learners is the only accurate way to be sure that each learner has phonemic awareness, oral language competence and letter knowledge.

This can be done **informally** through observations and questions, quick checks.

**It can also be done formally** with a standardised assessment such as EGRA (Early Grade Reading Assessment).

**The right quality and Intensity**
Prepare a variety of tasks that are fun and appropriate.

**For the right child**
Ensure that you are supporting the specific knowledge gaps of each learner.

**The right timing.**
Start the intervention as soon as possible! Catch them before they fall.

**The right duration.**
Ensure that you continue the intervention until the assessments indicate the gap has been filled.

Watch **video 116 Part 2** where the teacher works with a group of learners who are struggling with phonemic awareness.

– After having assessed the learners’ Phonological Awareness this teacher designed **several activities** to support the learners fill in gaps.

– **Notice which** tasks she uses to support the development of phonemic awareness.
Reflection

Most of learners not meeting normal development benchmarks: If you find that most of your learners have poor letter-sound knowledge and phonemic awareness.

How would you manage this and ensure that the few who do have knowledge can continue to progress?

L6: Writing problems

Outcomes

Handwriting problems: Understand how to support learners with handwriting problems.

Learn the correct pencil grip.

Learn about correct writing posture.

Learn about the CAT method of letter formation.

Highlighter: Learn about the use of a highlighter to support spatial problems.

Activity 10.12

True or False?

1. Baseline tests are important to inform the teacher about the starting level of each learner.
   - True
   - False

2. As soon as teachers suspect a learner might be showing signs of reading difficulties, they must organise an intervention.
   - True
   - False

3. If learners cannot identify letters and their sounds, the teacher must practise phonemic awareness.
   - True
   - False

4. The teacher must decide upfront how long the intervention must last.
   - True
   - False

5. During interventions teachers should work with individuals, pairs, or small groups.
   - True
   - False

A LEARNER WITH POOR POSTURE AND PENCIL GRIP.
<table>
<thead>
<tr>
<th>How the problem presents</th>
<th>Possible causes</th>
<th>Possible strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner struggles with the curves and twists.</td>
<td>Poor pencil grip, fine motor skills Possibly posture.</td>
<td>Demonstrate correct grip and remind learner to check each time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage learner to sit up straight with lower arms on the desk and feet on the floor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use pencil grip devices or an elastic band.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine motor skills can be developed with games like Pick up Sticks and cutting, colouring in...</td>
</tr>
<tr>
<td>Learner struggles to write between the lines.</td>
<td>Hand grip, Fine motor and spatial challenges.</td>
<td>The use of a highlighter or a DOT help the learners focus where to place their pencils.</td>
</tr>
<tr>
<td>Learners make letters too small or too big.</td>
<td>Fine motor and spatial challenges.</td>
<td>A highlighter can mark the top of the line and the bottom of the line to help focus the writer.</td>
</tr>
<tr>
<td>Learners do not know which letters should start above the line or go below the line.</td>
<td>Fine motor and spatial challenges.</td>
<td>Teaching learners about the Cat method.</td>
</tr>
<tr>
<td>Do not have consistent spaces between words/letters.</td>
<td>Many learners struggle with this initially.</td>
<td>Allow learners to use their index finger of other hand as a space marker between words. You can use a piece of string between letters.</td>
</tr>
</tbody>
</table>

Teach learners which letters use a body only, which use a body and head and which use a body an tail.
Left-handed and right-handed learners

Place left-handed learners on the left side of a desk, so that their elbows do not bump into those of their neighbours.

Watch video 237 where the teacher supports two learners who are struggling with forming their letters.
- Watch how she uses simple techniques to assist the boys.
- What do you think is the purpose of the elastic band?
- Why don’t you try it out with your learners who have poor pencil grip?

L7: Find out more

1. Read the article by Spear-Swerling, L. (2006) on the importance of teaching handwriting. She discusses the importance of developing speed and legibility in children’s handwriting.
   [https://www.readingrockets.org/article/importance-teaching-handwriting](https://www.readingrockets.org/article/importance-teaching-handwriting)

   [https://www.readingrockets.org/article/importance-teaching-handwriting](https://www.readingrockets.org/article/importance-teaching-handwriting)

2. Watch this video showing a teacher supporting a learner to read multi-syllabic words.

3. Read the following article by Pinnell (2006) which

Activity 10.13
True or False?

1. Sitting posture affects learner’s ability to form letters correctly.
   - True
   - False

2. Teachers must explicitly teach learners how to hold their pencils correctly.
   - True
   - False

3. Lines with big spaces and big pencils support early writers with pencil grip and keeping in the lines.
   - True
   - False

4. Using the CAT idea assists learners to form letters that go above or below the line.
   - True
   - False

5. The letters ‘h’, ‘t’, ‘b’ and ‘e’, all go above the line (cat’s head).
   - True
   - False
expands on the concept that Reading is a right, not a privilege. The writer highlights the importance of getting all learners reading and writing continuous text DAILY. She also talks about the importance of making reading and learning a joyful, exciting activity.


Activity 10.14

True or False?

1. Three common signs of reading difficulties are poor phonological awareness, poor letter knowledge and slow word recognition.
   - True
   - False

2. Learners who come from poor socio-economic contexts are likely to have little access to print which puts them at a disadvantage.
   - True
   - False

3. It is critical to catch reading problems as early as possible.
   - True
   - False

   - True
   - False

5. Handwriting is about getting learners to write neatly.
   - True
   - False

6. Learners with poor phonemic awareness struggle to identify and manipulate sounds.
   - True
   - False

7. If reading problems are not caught early, they can result in long term academic failure.
   - True
   - False

8. The duration of an intervention depends on the progress made by the learner.
   - True
   - False

9. Left handers and right handers can sit next to each other without a problem.
   - True
   - False

10. Reading support is most effective if given in small groups, pairs or individuals.
    - True
    - False
What is available to support teachers?

5 lessons in this unit

- L1: Available support for severe barriers
- L2: Support within the school
- L3: Including parents and guardians
- L4: Find out more
- L5: Review

L1: Available support for severe barriers

Why is this important?

Some learners need more support than the teacher can give on her own.

There is support available from government departments, but you must know where to find it.

Knowing where to find help and which forms and processes to complete, speeds up the chances of getting assistance for learners with special needs.

1. The SIAS document

This document refers to Screening, Identification, Assessment and Support. It is the most important policy for Inclusive Education.

The policy declares that all children with learning barriers must be able to access inclusive, quality, and free education.

It explains all the support levels, processes, roles, and responsibilities as well as all the forms needed to obtain Departmental support.
2. Education White Paper 6 – EWP6 (2001)

The White Paper outlines how the education and training system must transform itself to:

- Create a caring and humane society.
- Accommodate the full range of learning needs.
- Put mechanisms in place to make this happen.

The White Paper talks about mainstreaming and integrating learners into ordinary schools.

Full-Service Schools are schools where learners with disabilities and learning barriers are included with all other learners.

These schools get extra financial support and equipment to ensure that a range of learner needs are met.

You will find the policy at:

3. National School Nutrition Programme

Children cannot study if they are hungry and underfed.

The National School Nutrition Programme ensures that a healthy meal is available for all learners at least once a school day.

The policy document for the programme:
- Explains procedures each school should implement.
- Explains the funding of the meals.
- Explains the staff employment needed to implement the policy.
- Stresses the importance of washing hands before and after meals.
- You will find the policy at:

4. SA-SAMS

What is SA-SAMS? This is the system that DBE schools use to manage all their data. It is where all marks are captured, learner information is stored, school finances are recorded, etc.

Where is it used? In each school's administrative office, using laptops provided by the Department.

Who uses SA-SAMS? The administrative clerk and/or the principal and teachers.

Why is it used? Its main purpose is to capture accurate information that can be used at a national level to understand what is happening in the education system. It produces averages, summaries and statistics for policy development and support.

When is it used? Daily with weekly, monthly, and termly submissions to the DBE.

How can it help a teacher? It can provide summaries, averages, absentee records, and academic records to help teachers understand learners' needs and record support provided.

Find it at

Watch Video 238, where you will hear the Principal of a school talking about the SA-SAMS system.

Listen for why this system is critical for obtaining support for learners with special needs.

Why is it important that the system is connected to the district and national office?

Discussion

Key information about the learners SA-SAMS captures important information about learners, including their absenteeism, their class marks, their progress reports, promotion decisions, and parent information.
When making a case for a learner with special educational needs (LSEN) the teacher needs to have all this information available.

Having information linked to the district and national office is important as the national office makes decisions about staffing and resources based on information on SA-SAMS.

**Reflection**
- Were you aware of the policies around Inclusive Education?
- Which of the policies do you think you will find most useful?

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**L2: Support within the school**

**Outcomes**
- Learn about internal structures and support for Inclusive Education.
- Learn essential acronyms used in Inclusive Education.
- Learn what support can be offered by the district.
- Recognise that collaboration with colleagues is key to supporting learners with mild or severe barriers.

**Which Acronyms should I know?**
- **SBST** – The school based support team is made up of school management, the learner’s teacher, teachers with expertise or interest one of whom will act as SBST coordinator, the LSA, parents and local community members with expertise.
- **DBST** – The district based support team (sometimes referred to as CBST – Circuit Based Support Team) found in the ESSS (Educational and Social Support Services) department at any District Office.
- **LSA** – The learner support agent who assists with the basic needs of vulnerable learners and then monitors and supports these learners.
- **SIAS** – The policy for screening identification assessment and support.
- **SNA 1 + 2** – Support needs assessment 1 + 2
- **DBE** – Department of basic education
**What is the purpose of the school-based support team (SBST)?**

- **Learner not improving with intervention:** When class teachers have assessed learners, designed and implemented interventions, and the learners are still not progressing, they need to take it to the SBST.

- **The School Based Support Team** is made up of school management, the learner’s teacher, teachers with expertise or interest, one of whom will act as SBST coordinator, the LSA, parents and local community members with expertise.

- **Collaborative decision** Together the SBST will hear the learner’s case and decide on the next action required.

**Watch Video 239.** In this video, you will see the teacher report to the SBST.

**Why** do you think it is necessary for her to do this?

**What is the next step** she must take to help the learner?

**Discussion**

The teacher has intervened with this learner and yet he has not improved. This suggests that there is a more serious problem which requires specialised support.

She must now complete the second SNA form which escalates the case to the district level.

**Now Watch Video 240,** where you will hear a social worker talking about her responsibilities for learners.

She talks about three situations in which she would intervene. What are they?

**Discussion**

**Bullying:** The social worker says that if a learner is always unhappy, then she would interview him or her to find out the cause/s. She mentions a few possible causes, including being bullied at school, at home or in the community.

**The teacher:** She also mentions that a possible cause could be the teacher. Teachers often label learners which demoralises them.

**Domestic violence:** She talks about domestic violence and financial concerns that impact on a learner’s ability to perform well at school.

**Reflection**

- **Why is it important to know that you are not alone when dealing** with a learner who is not responding to your intervention?

- **Do you know what support your district offers to support learners with special needs?**
L3: Including parents and guardians

Outcomes
- Understand the importance of including parents/guardian when a learner has a problem,
- Understand that while parents are sometimes the cause of the problem, they can also be extremely helpful in sorting it out.
- Understand that parent interviews need to be professional and confidential. If information needs to be shared, the teacher must inform the parent/guardian.
- All meetings and interviews with parents must be noted and records kept.

Watch video 241 where the teacher has invited Khaya’s mom to meet with her after school.

As you watch, consider the following:
- Why does the mom ask why the problem has only been picked up in Grade 3?
- Why is it relevant to ask if there were any problems with his birth or during the pregnancy?
- Why does the teacher show the mom the LAZY 8 that Khaya has drawn?
- Why do you think a parent or guardian needs to sign a form requesting further support for their child?

Discussion
The mom asks why the writing problem was not picked up earlier as the learner is already in Grade 3. It should have been picked up in Grade 1.

Pregnancy or birthing problems can cause neurological damage to the baby, which can result in learning problems.

The teacher shows the mom the Lazy 8 to illustrate how severe Khaya’s problem is when compared to the other learners in the grade.

Parents need to give signed consent for any intervention that will occur with their child.

Reflection
- How often do you communicate with the parents or guardians of your learners?
- What are your beliefs about parents and their involvement at school?

Activity 10.14
Multiple choice:
1. Teachers must try to involve parents/guardians as much as possible because:
   (a) They want to support their children.
   (b) They can provide more insight into the causes of learning problems.
   (c) Both a and b are correct.
2. If the teacher suspects child abuse it is essential to:
   Contact the parents urgently.
   Report it to the Police.
   Report it to the school management and SBST.
3. All interventions and special support for learners should have the parents’ permission because:
   (a) It is their right to know what is happening with their child.
   (b) The teacher and school are legally bound to get permission for any extra support they are providing for the learner.
   (c) Both a and b are correct.


3. The National Framework for Teaching of Reading in African
Languages has excellent resources. Key sections are:
- Benchmarks on number of words learners should be able to read at each level (p.44)
- Stages of reading development (pp 91-94)
- Enablers of reading (105–112)


4. The Teaching Reading Guide has good diagnostic tools and checklists for identifying struggling readers (Unit 4).

Activity 10.15

True or False?
1. The SIAS document refers to the Screening, Identification, Assessment and Support of learners needing extra support.
   - True
   - False
2. Full-Service schools can expect extra financial and capacity support for learners with special needs.
   - True
   - False
3. The SBST is an external school structure to support teachers.
   - True
   - False
4. There is both National and District support for learners needing it.
   - True
   - False
5. The school Deputy or Head need to give permission for a Special Needs Assessment 2 (SNA2) to be completed.
   - True
   - False
6. Special Needs schools are different from Full-Service schools.
   - True
   - False
7. It is essential to involve a parent or guardian of a learner requiring extra learning support.
   - True
   - False
8. If a teacher’s intervention has not supported a learner sufficiently, there is nothing more that the teacher needs to do.
   - True
   - False
Funda Wande
Reading for Meaning