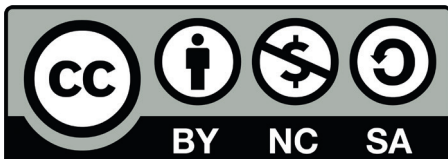


Lenaneotokafatso la Puo ya Mophato R  
Grade R Language Improvement Programme

# Kaedi ya Mogopolo Concept Guide



Setswana | English



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Laesense e e letlelela go phatlalatsa, go tswakanya, go fetola, le go agelela mo godimo ga didiriswa ka mofuta mongwe le mongwe wa tiriso kgotsa tsela nngwe le nngwe fela ya go sa dire letseno, le fela fa e le gore o kaya motlhami wa tiro. Fa o tswakanya, o fetola, kgotsa go agelela mo godimo ga didiriswa, o tshwanetse go batla laesense e e tsamaelanang le se o se dirileng.

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# ★ Diteng

Molaetsa go tswa go go Tlhogo ya Lefapha .....	5
Tiriso ya Kaedi ya Mogopolo ya Puo .....	6

## **KAROLO 1 Lenaneotokafatso la Puo ya Mophato R**

Matseno .....	10
Didiriswa tsa lenaneo la puo.....	16
O ka baakanyetsa jang Tebelelo ya Puo letsatsi le letsatsi .....	18
O ka rulaganya jang phaposiborutelo ya gago o e baakanyetsa Tebelelo ya Puo ya letsatsi le letsatsi.....	22
Go rulaganya tsheko ya ditirwana tsa dibeke tse pedi.....	26
Go tlhatlhoba tswelopele ya barutwana mo Mophatong wa R.....	30
Ditirwana tsa lenaneo di itlameletse mo PPKT.....	34

## **KAROLO 2 Melawana e e kaelang go ruta le go ithuta mo Mophatong wa R**

Melawana e robedi ya go ruta le go ithuta .....	38
Kgolo ya tthaloganyo le mesifa .....	68

## **KAROLO 3 Go ruta puo le tshimololo ya go itse go buisa le go kwala mo Mophatong wa R**

Go reetsa le go bua (puo ya molomo).....	78
Go buisa le go kwala.....	86
Ditlhaka le medumopuo.....	92
Direferense le puisotlaleletso.....	98





# Contents

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



# ★ Molaetsa go tswa go go Tlhogo ya Lefapha/ Foreword from the Head of Department



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

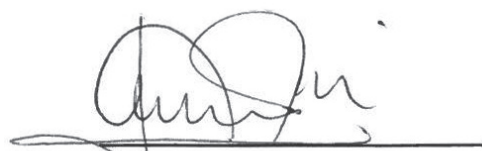
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely

  
**MR EDWARD MOSUWE**  
**HEAD OF DEPARTMENT**  
DATE: 3/6/2020

# ★ Tiriso ya Kaedi ya Mogopolo ya Puo

Kaedi ya Mogopolo ya Puo e arogantswe ka dikarolo di le tharo tse di ka buisiwang ka thulaganyo nngwe le nngwe gonne tsotlhe di golagana. Re go rotloetsa go boela mo kaeding eno mo katisong yotlhe ya gago ya lenaneo le go buisa dikarolo tse di farologaneng gape. O tlaa lemoga gore go tlhologanya diteng ga gago go tlaa gola nako nngwe le nngwe fa o buisa mme seo se tlaa nna le seabe mo go reng o ruta jang bana ba bannye mo phaposiborutelong ya gago. Ditsebe tse pedi tseno di go tlamela ka tshobokanyo ya karolo nngwe le nngwe mme e bile e go isa kwa ditsebeg tse o ka buisang go feta mo go tsona.

tsebe 10

## Karolo 1:

### Lenaneotokafatso la Puo ya Mophato wa R

*Karolo eno e tlhlosa **diponagalo di le robedi** tsa Lenaneotokafatso la Puo, le le diretsweng Lefapha la Thuto la Gauteng (GDE) go matlafatsa go rutiwa ga puo le go buisa le go kwala mo Mophatong wa R.*

- ★ Lenaneo leno le tsamaisa barutwana leeto la go tswa mo puong e e buiwang go ya go e e kwalwang.
- ★ Lenaneo leno le ikaegile ka didiriswa, le neela barutwana tšhono ya go dirisa didiriswa tse di kgatlhisang.
- ★ Lenaneo leno le tlhoka metsotso e le 50 e mo go yona go lebeleletsweng go ruta puo letsatsi le letsatsi.
- ★ Lenaneo leno le neelana ka ditirwana tsa phaposiborutelo yotlhe le tsa ditlhopho tse dinnye letsatsi lengwe le lengwe.
- ★ Ditirwana tsa tshoko ya dibeke tse pedi tsa go ruta di tshamilwe go ikaegilwe ka kanelo.
- ★ Ditirwana tsa ngwaga di rulagantswe ka ditsheko tsa dibeke tse pedi di le 19.
- ★ Ditirwana tseno di tlamela barutwana ka ditšhono tsa go nna le dikgonopuo tsotlhe tsa PPKT.
- ★ Ditirwana tseno di go letla go ela tswelelopele ya barutwana tlhoko mme e bile didiriswa tsa thatlhobotsweledi di a neelwa.



## Go kopana le Stella

O tlaa lemoga gore morutabana o nna a le teng go ralala Buka-Kaelo eno yotlhe ya Morutabana. O tlaa bo o patilwe ke ena mo tirong yotlhe ya gago ya go ithuta e bile o tlaa go naya kgakololo gantsi e e theilweng mo maitemogelong a gagwe a dingwaga-ngwaga a go ruta Mophato R. O na le leina le le kgethegileng go tswa mo Seesimaneng:

Strengthening the Teaching of Early Language and Literacy for All.



tsebe 38

## Karolo 2:

### Melawana e e kaelang go ruta le go ithuta mo Mophatong wa R

Melawana eno e tshlosa **melawana e robedi** e e kaetseng mo tshamong ya Lenaneotokafatso la Puo ya Mophato R leo re tshelang gore le tlaa go kaela fa o ruta.

- ★ Molawana wa bokaello. Go rutega go diragala mo maemong a a amogelesegang e bile a le maleba.
- ★ Molawana wa ditirwana. Barutwana ba tshwanetse go nna le seabe ka tshamalalo mo go rutweng le go ithuteng.
- ★ Molawana wa motshameko. Barutwana ba rutega botoka mo ditirwaneng tse ba lokologileng le tse di mo kaelong.
- ★ Molawana wa maemo. Barutwana ba feta mo maemong a a farologaneng a go tshaloganya le kgolo.
- ★ Molawana wa tirisano. Thuto e diragala fa go na le tshaeletsano le thefosano ya dikakanyo.
- ★ Molawana wa go kaelwa. Go rutega go diragala fa barutwana ba kaela barutwana mo go ageng kitso e ntšhwa.
- ★ Molawana wa kakaretso. Go rutega go diragala mo tikologong e mongwe le mongwe a ikutlwang a amogelesegile, a akarediwa, a tshwerwe sentle, a tlotliwa mme e bile a na le seabe.
- ★ Molawana wa tiragatso. Go rutega go lotaganngwa ka tiragatso ya dikgono tse dintšhwa le kitso.

Gape e lebeletse tlhokagalo e e botlhokwa ya kgolo ya temogo le tsamaisomesifa go ithuta puo, ka go gatelela temogo ya pono, kutlo, kgomô le tsamaisommele.

## Karolo 3:

### Go ruta puo le tshimololo ya go itse go buisa le go kwala mo Mophatong wa R

Karolo eno e tshlosa gore bana ba banye ba ithuta jang go buisa le go kwala mme e bile e bontsha gape gore lenaneo leno le agelela jang mo go se. **Dintlha** tse di sobokanya kakanyo.

- ★ Go ithuta go buisa le go kwala ke sengwe se se diragalang mo letsatsing le le lengwe, mme ke leeto le le tsayang dingwaga di le dintsi.
- ★ Kwa ntle ga dikgono tsa go itse go buisa puo, go ithuta go e buisa le go e kwala go ka nna boima thata mo barutwaneng ba banye.
- ★ Tlotlofoko e e atologileng mme e bile e humile ke motheo wa kgolo ya go itse go kwala le go buisa le go ithuta mafoko a mašwa, barutwana ba tlhoka go kopana le ona gantsi mo mefuteng ya maemo a a farologaneng.
- ★ *Puo ya dibuka* e botlhokwa mo kitsong ya go buisa le go kwala. Mofuta ono wa puo o dirisiwa mo dikanelong le fa re bua ka dilo tse di sa bonaleng jaaka dikakanyo, maikutlo le ditiragalo kwa lefelong le lengwe le mo motlheng o mongwe.
- ★ Ka go etsisa, go dira e kete ba a tshameka, go anela le go anela dikanelo sešwa, barutwana ba kgona go tshaloganya baanelwa, bokaello le tatelano ya ditiragalo. Seno ke motheo wa botlhokwa mo puisong, mo go tshaloganyeng le go kwala.
- ★ Ka dipuisano tsa tirisano, barutwana ba nna le tšhono ya go botsa dipotso tse di bulegileng. Seno se rotloetsa barutwana go akanya le go abelana dikakanyo le megopolo.
- ★ Barutwana ba ba bonang bagolo ba buisa le go kwala ba nna le tlhotlheletso ya go buisa le go kwala gone ba ithuta gore matshwao a ba a dirang mo pampiring a ka rwala molaetsa le go nna le bokao.
- ★ Barutwana go le gantsi ba simolola go "buisa" kwa ntle ga go buisa mafoko, le go "kwala" kwa ntle le gore ba kwale mafoko ka nepagalo – eno ke kgato ya botlhokwa mo leetong la bona la go itse go buisa le go kwala.
- ★ Gore ba nne babuisi ba ba tlhotlhwa, barutwana ba tlhoka go tshaloganya molawana wa dialefabete – gore go na le kgolagano magareng ga ditlhaka tse ba di bonang mo tsebeng le medumopuo e ba e utlwang mo mafokong.
- ★ Temogo ya medumopuo le kitso ya modumo wa ditlhaka ke tse dingwe tse di ka dirang gore o bonelepele gore barutwana ba tlaa ithuta go buisa le go kwala ka katlego.

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# ★ Using the Language Concept Guide

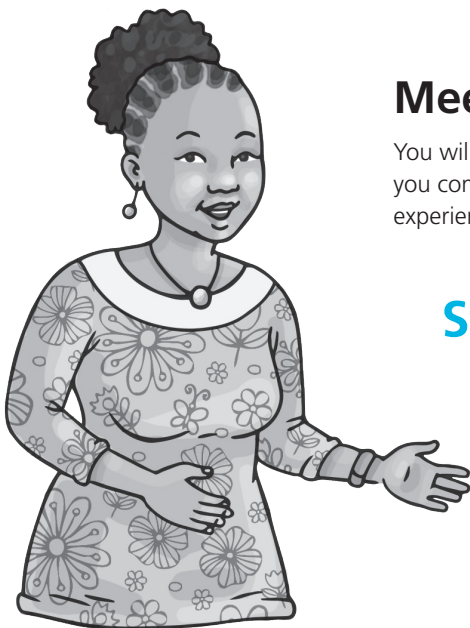
The Language Concept Guide is divided into three sections which can be read in any order because they all connect with one another. We encourage you to return to this guide throughout your training on the programme and to reread the different sections. You will find that your understanding of the content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

page 11

## Section 1: The Grade R Language Improvement Programme

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

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



## Meet Stella

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

**Strengthening the Teaching of Early Language and Literacy for All.**



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

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

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

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

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

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

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

# ★ Karolo 1: Lenaneotokafatso la Puo ya Mophato wa R

## Matseno

A o kile wa akanya ka motsi oo barutwana ba simololang go ithuta go buisa le go kwala? Mo matsenong ano, re leba ntlha eno ya bothokwa ka kelotlhoko.

### Go ithuta ga pele go bothokwa

Lefa re itse karolo ya bothokwa e e tshamekiwang ke morutabana mo go ruteng bana, a o ka makalela gore go ithuta go buisa le go bala go simologa sentle pele ga ngwana a fitlha mo phaposiborutelong ya Mophato wa R? Go ithuta ga pele go simologa fela fa ngwana a belegwa mme, mmogo le dikgono tsa loago le maikutlo, o ithuta puo fa a ntse a buisana le balelapa, ditsala le barutabana. Tseno tsothe di tlamela bana ka motheo wa go ithuta botshelo jotlhe le go alela sekolo maitshetlego a go lebelela dikgono tse di tshwanang le go reetsa, go bua, go buisa le go kwala tse di godisiwang go feta ke morutabana. Barutwana ba ba ithutang go buisa le go kwala ka katlego ga se ba nang le barutabana ba ba itseng go ruta fela kwa sekolong, mme o fitlhela e le ba ba ungwetsweng mo maitemogelong a thuto ya pele go tloga kwa pelegong ya bona go fitlhelela ba nna le dingwaga di le thataro.



### Go reetsa le go bua

Dipatlisiso di bontsha gore dikgono tsa go buisa le go kwala di ikaegile ka bokgoni jwa puo ya molomo (go e amogela le go e tlhagisa) e e simololang go agega mo malatsing a ntlhantlha mo botshelong jwa morutwana. Ka go aga dikamano, dikgokagao tse di bothokwa tsa boboko di a dirwa go tshegetsa kgolo ya puo ya morutwana go simolola fela fa a belegwa. Puo ya bana e a gola fa batlhokomedi le barutabana ba bua le bona, ba tlhalosa bokao jwa mafoko, ba sala dikgatlhego tsa bona morago, ba botsa le go araba dipotso le go abelana dibuka mmogo le go anelana dikanelo ka ga ditiragalo tsa letsatsi le letsatsi. Re itse sentle gore barutwana ba ba golang mo ditikolong tse di humileng ka puo tseno ba na le tlotlofoko e e botoka mme e bile ba ka buisa botoka ditemana ka go di tlhaloganya ba le dingwaga di le robonngwe. Ke mang yo o neng a ka re go bua fela le barutwana e ka nna mpho e e gaisang e re ka e ba abelang?

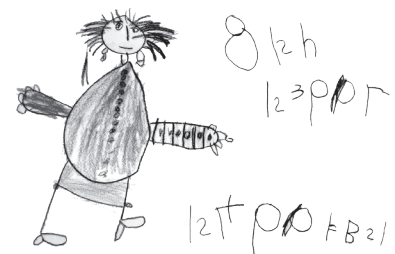


Barutabana ba barutwana ba banye le bona ba na le karolo e e bothokwa tota e ba e tshamekang go puo ya barutwana ba banye ya molomo. Se ga se kaye thuto e e tlhomamisitsweng! Barutabana ba ka dira seno ka go abelana le barutwana dikanelo mmogo le dibuka, go ba rotloetsa go thala le tshimololo ya go kwala le go aga puo ya molomo ka go neela ditlhaloso, tlhagiso ya mafoko a mašwa le go rotloetsa barutwana go botsa le go araba dipotso.

### Go kwala ga pele

Mo godimo ga go utlwa le go dirisa puo mo dingwageng tsa bona tsa bonyana, barutwana ba tlhoka go ithuta ka ga kgatiso. Puo e e kwalwang e farologana le puo e e buiwang, mme e bile ke kgato e kgolo tota gore barutwana ba tlhaloganye gore mokwalo tota ke puo e e kwadilweng. Ka go supa kgatiso mo tikologong e e tshwanang le matshwao, maina le dileibole, barutwana ba simolola go bona gore mokwalo o na le maitlhommo.

Fa barutwana ba kgona go fitlhelela pampiri le dikherayone mme re ba rotloetsa go dira matshwao, go tshwantsha le go kwalakwala, ba ikutlwa ba itshepa go lekeletsa ka go tlhagisa dikakanyo tsa bona ka go tshwantsha le go "kwala". Re bitsa maiteko a barutwana a pele a go leka go kwala "mokwalo wa tshimologo" ka jaana o ise o tshwane le mokwalo wa bagolo – mokwalo wa teng ga o nne mo mmeleng, ba tlhakatlhakanya ditlhaka, dinomere le ditshwantsho, le mopeleto wa bona ke wa maitlhamelo! Eno ke kgato e e tlwaelegileng ya kgolo. Go tsaya nako go ithuta go kwala, fela jaaka kgono nngwe le nngwe e ntšhwa e tsaya nako, ikatiso le thotloetso e e seng kana ka sepe pele go ka itsege.



### Puiso ya pele

Fa barutwana ba lebeletse bagolo ba buisa le go kwala, ba ithuta gore matshwao a a mo pampiring le mokwalo di rwele molaetsa le gore di na le bokao. Ba ithuta gore dibuka di dira jang, mme e bile ba kgatlihiwa ke dikanelo tsa batho le mafelo a a farologaneng.

Fa ba na le bagolo ba ba buisang le bona, ba ithuta go golaganya puiso le dikamano tse di bothitho e bile di tshpega, mme seno se dira gore ba itshepe go leka go buisa ka bobona. Puiso ya barutwana ba banye e ka nna ya se nepagale mme e bile ba ka "buisa" go tswa mo mogopolong kgotsa ba itlhamele dikgannyana tse di tsamaelanang le ditshwantsho. Morago ga nako, ba tlaa simolola go lebelela thata ditlhaka tse di gatisitsweng le mafoko, mme puiso ya bona e feleletse e nepagetse.



# ★ Section 1: The Grade R Language Improvement Programme

## Introduction

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

### Early learning is crucial

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



### Listening and speaking

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



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



### Early writing

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

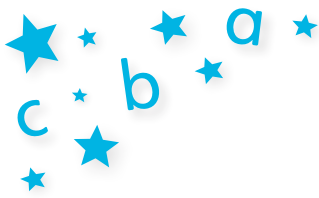
When learners have access to paper and crayons and we encourage their mark making, drawing and scribbling, they feel confident to experiment with expressing their ideas through drawing and "writing". We call learners' very earliest attempts to write "emergent writing" as it does not yet look like grown-up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



### Early reading

As learners watch adults reading and writing, they learn that the marks on paper carry a message and have meaning. They learn how books work, and become captivated by the stories of different people and places.

If they have adults in their lives who read with them, they learn to associate reading with warm and trusting relationships, and this gives them confidence to try and read themselves. Young learners' reading may not be accurate and they may "read" from memory or make up stories to go with pictures. Over time, they will start to focus more on printed letters and words, and their reading will become more accurate.



### Go ithuta ka ga ditlhaka le medumopuo

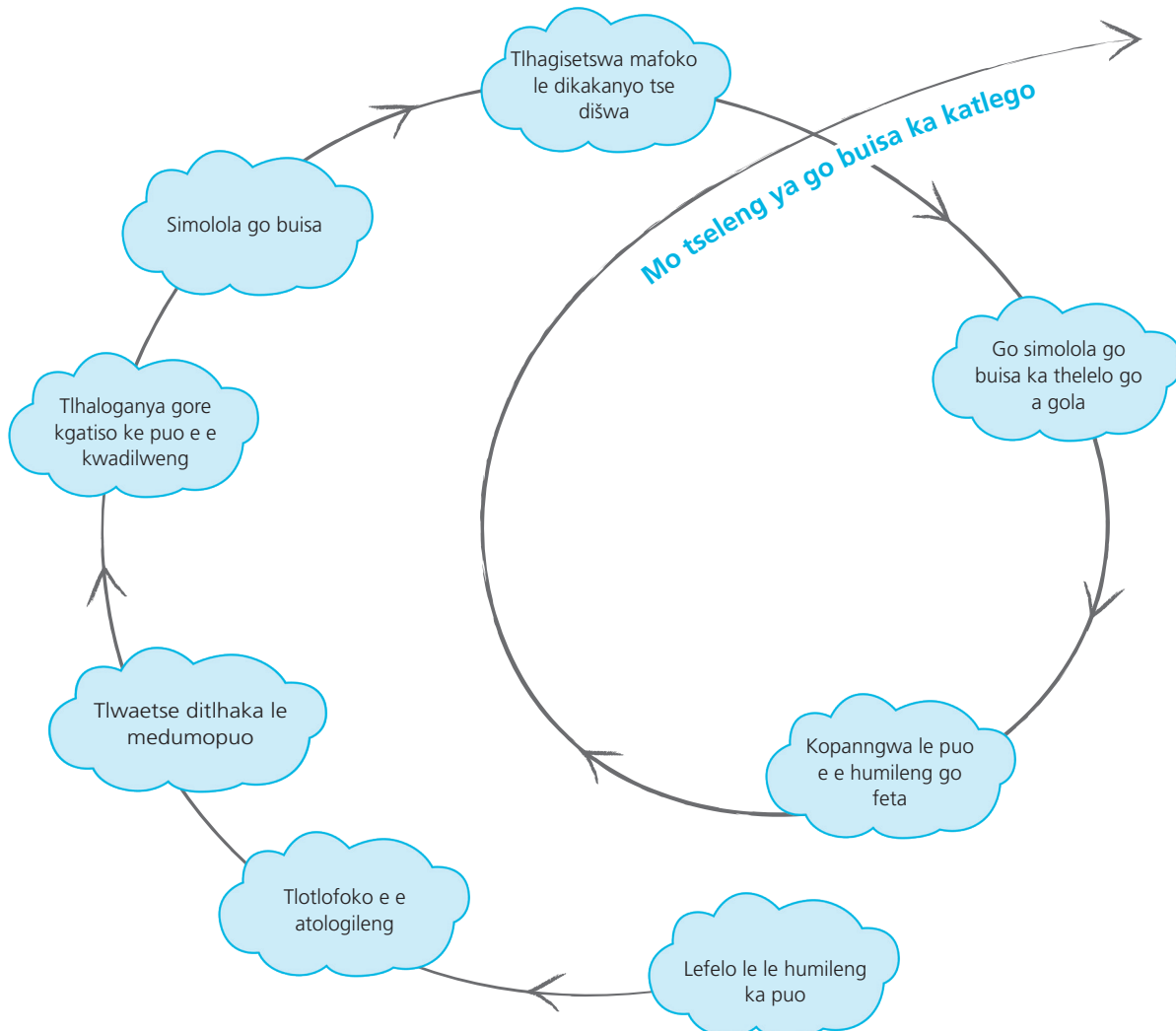
Barutwana ba banye ba tlhoka go tlhologanya gore matshwao a ba a bonang mo tsebeng a tota e le puo e e kwadilweng gore ba kgone go ithuta go buisa le go kwala! Seno ke kgato e kgolo mo barutwaneng ka jaana se se kaya gore ba tlhoka go nna le temogo ya medumopuo ya mafoko a a buiwang, le go golaganya medumopuo eno le matshwao a ditlhaka. Go iteela dinoko diatla le metshameko ya go reetsa jaaka "Ke tswa setlhodi ka leitlhonyana la me" go thusa barutwana go nna le temogo ya medumopuo mo mafokong. Ditlhaka di ka tlhagisiwa ka go kwadisa barutwana maina a bona, go kwala ditlhaka mo metlhabeng, go kwala ditlhaka ka pente kgotsa go dira ditlhaka ka tege ya go tshameka. Ditirwana tsotlhe tse di kgatlhisang tseno di ka tswa di sa bontshe fa di le maleba mo tirong e e tiisitseng e ya go ithuta go buisa le go kwala, fela ke ka maitemogelo ano moo barutwana ba tsenang mo lefatsheng la go itse go buisa le go kwala.



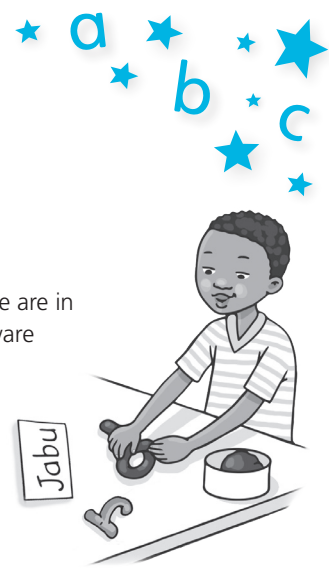
### Mafelo a a humileng ka dikgatiso le dipuo

Barutwana ba ba goletseng mo magaeng a a humileng ka dipuo le dikgatiso le mo dikeretsheng go le gantsi ba ka simolola sekolo ba na le tlotlofoko e e atologileng e bile e tseneletse. Ba tlaa tlhologanya se se kaiwang ke mafoko mme e bile ba tlaa kgona go dirisa puo e ba setseng ba e itse go tlhologanya fa batho ba bua le go buisetsa kwa godimo, ka yona tsela e ba tlaa ithuta puo le dikakanyo tse dišwa. Ba tlaa simolola sekolo ba setse ba itse ditlhaka le medumopuo, mme e bile ba tlaa tlhologanya gore kgatiso ke puo e e kwadilweng. Se se raya gore ba ya go itse mokwalo wa motheo kwa tshimologong ya Mophato wa 1, ba bo ba ya ka bonako kwa mokwalong o moleele le o o bokete o o tlaa ba kopanyang le mafoko le dikakanyo tse dišwa. Fa ba ntse ba buisa gangwe le gape, ba ya go feleletsa ba buisa ka thelelo, mme e bile le puo ya bona e ya go gola le go ba kgontsha go mekamekana le mekwalo e e bokete le go feta. Ba mo tseleng ya go buisa ka katlego.

### Tsheko ya katlego







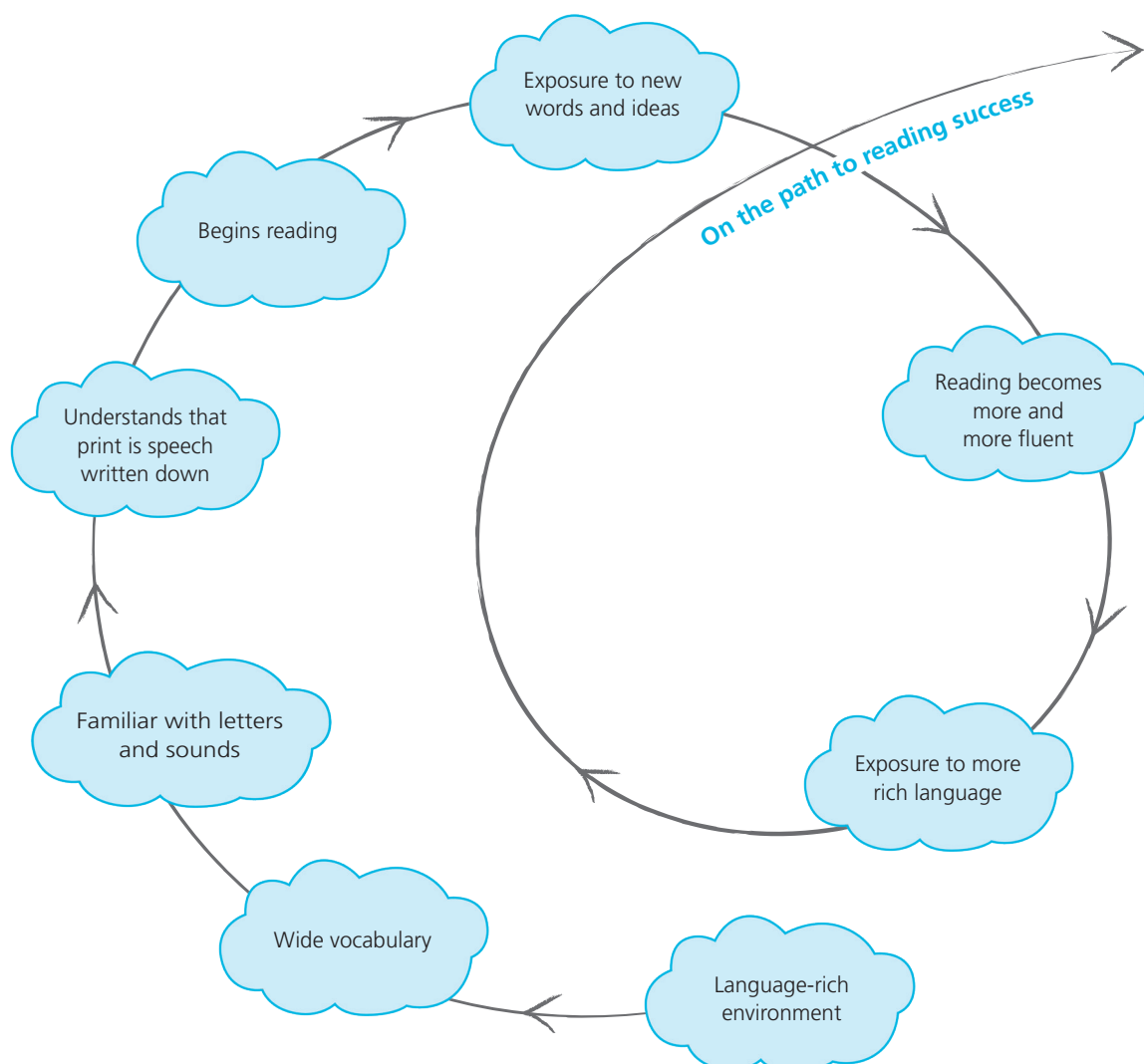
## Learning about letters and sounds

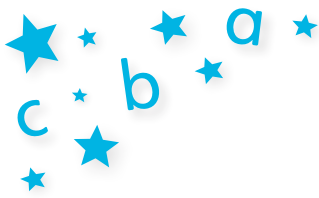
In order to learn to read and write, young learners need to understand that the marks they see on a page are in fact our speech written down! This is a big step for young learners, as it means they need to become aware of the sounds of spoken words, and to link these sounds to letter symbols. Clapping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

## Language- and print-rich environments

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

## A cycle of success





Ka bomadimabe, mo Aforikaborwa ke barutwana fela ba le mmalwa ba ba nang le mofuta wa maitemogelo a a ba bayang mo tseleng eno ya go buisa ka katlego. O ka tswa o ipotsa gore a ga go thari go agelela dikgono tseno tsa puo mo Mophatong wa R. Nnyaa, ga re dumele jalo. Fa barutabana ba Mophato R ba ineetse go tlamela barutwana ka maitemogelo a a humileng ka puo letsatsi le letsatsi, go ka dira phapang e e bonagalang mo go rutegeng go go atlegileng. Seno ke se **Lenaneotokafatso la Puo ya Mophato R** le tlhametsweng go se dira!

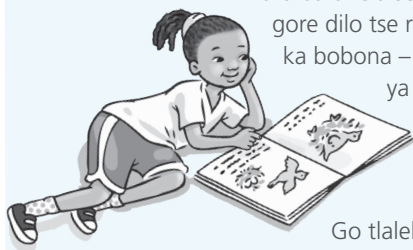
Lebelela se Stella a se buang fa tlase ka ga lenaneo mme o ithute go le gontsi mo ditsebeng tse di tlaa latelang.

## Leeto la go tswa mo puong e e buiwang go ya go e e kwalwang ...

Lenaneotokafatso la Puo ya Mophato R le diretswe go naya barutwana ba Mophato R maitemogelo a a tshegetsang kgolo ya puo le go buisa le go kwala go sa le gale. Ka go dirisa dikanelo, lenaneo le tseisa barutwana leeto go tswa mo puong e e buiwang go ya go e e kwalwang. Kanelo nngwe le nngwe e ntšhwa e ala motheo wa dibeke tse pedi wa ditirwana tsa go ruta, go ithuta le go tlhatlhaba.

Maitemogelo a barutwana a ntlha go kopana le dikanelo ke fa ba utlwa kanelo ka morutabana wa bona a dirisa diphaphete le ditshegetsi tse dingwe go direla gore baanelwa e nne ba ba tshelang. Morago ga gore ba tselwe kgang, barutwana ba opela pina e e tsamaelanang le kanelo eo. Dipina ke ditsela tse di gagamatsang go godisa dikgono tsa puo mme e bile barutwana bangwe ba gopola puo e ntšhwa bonolo ka molodi, moribo le morumo. Morago ga go opela barutwana ba nna le seabe mo go etsiseng kanelo fela jaaka ba ne ba e anegelwa. Seno se ba neela tšhono go tlhaba naane ka matlhagatlhaga ba dirisa mafoko le dipolelwana tsa baanelwa ba ba farologaneng. Seno se ba tlhoka gape go akanya ka tatelano ya ditiragalo – gore go diragalang gape.

Go agelela mo kanelong ya kgang ka molomo, go opela, go etsisa le tatelano ya ditiragalo, barutwana ba na le tšhono ya go nopola karolo e ba e ratang mo kanelong le go dira maiteko a bona a ntlha go kwala dikakanyo tsa bona (le fa e ka tswa e le mekgwarinyo). Ba kgona gape go bona gore go kwalwa jang le gore dikakanyo tsa bona di ka kwalwa ka tsela e e ntseng jang fa o ba direla sekai ka go kwala dikwalo ka maikaelelo (lekwalo, lenane, pina). Tirwana eno e simolola ka dipuisano tse di utlwalang le thefosano ya dikakanyo, go na le barutwana ba le bantsi ba ba nang le seabe.



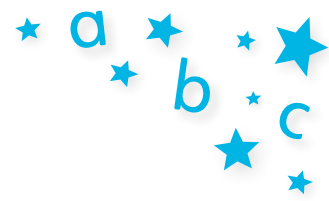
Fa o ba direla sekai sa mkgwa wa go kwala, o dirisa mafoko le dikakanyo tsa bona, ba kgona go bona gore dilo tse re di buang di ka kwalwa. Se se tlaa ba fa go itshepa gore ba simolole go leka go ikwalela ka bobona – le fa ba ka simolola ka go kgwarinya le makwalo a a itlhametsweng! Mo godimo ga puiso ya dikwalo tse ba di kwadileng mmogo le wena, barutwana ba tlaa nna le tšhono e nngwe ya go bona gore puiso e dira jang fa ba dira dibukana tse dinnye tse ba di tselang kwa gae, le fa o ba buisetsa Buka e Kgolo mo bekeng ya bobedi. Fano ba tlaa kopana le kgang e ba e itseng sentle e kwadilwe.

Go tlaletsa ditirwana tse di ikaegileng ka dikanelo tse di agang go reetsa, go bua, go buisa, go lebelela le go kwala ga barutwana, lenaneo le akaretsa ditsela tse di itumedisang, e bile di le maleba le bogolo jwa barutwana tsa go aga kitso ya barutwana ya ditlhaka. Re itse go tswa mo dipatlisisong gore barutwana ba ba setseng ba itse sengwe ka ditlhaka le medumopuo e di e dirang, go na le kgonagalo ya gore ba ithute go buisa le go kwala bonolo go na le barutwana ba ba senang kitso e e lekaneng ya ditlhaka le medumopuo.

Le fa go ntse jalo, ga re tshikhinye gore barutwana ba ba mo Mophatong wa R ba tshwanetse go rutiwa ka ga ditlhaka ka tsela e e rulagantsweng. Barutwana ba ithuta botoka thata fa sengwe se na le bokao mo go bona, ka jalo ditlhaka le medumopuo di golaganngwa le dikgang – le mafoko a mašwa, ditshwantsho le dilo. Barutwana ba ithuta ka ga puo fa ba ntse ba aga kitso ya bona ya ditlhaka.

Dipatlisiso gape di bontshitse gore go botlhokwa gore barutwana ba lemoge medumopuo mo puong e e buiwang (kitso ya medumopuo). Fa barutwana ba sa ithute go tsepamisa megopolo mo medumopuong e e mo puong e e buiwang, ba ka itse gore ba batla go kwalang, mme ba sa kgone go utlwa medumopuo mo mafokong gore ba kgone go e kwala. Karolo ya lenaneo e e ka ga ditlhaka le medumo e akaretsa ditirwana tse dintsi tsa molomo tse di thusang barutwana go nna le kitso eno.





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

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

## A journey from spoken to written language ...

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

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



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

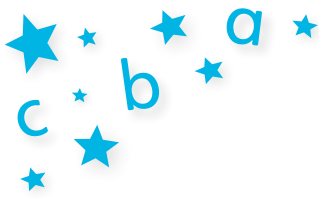


As you model the writing process, using the learners' words and ideas, they see that what we say can be written down. This will give them the confidence to start trying to write themselves – even if they begin with scribbles and made-up letters! In addition to reading the texts they have co-written with you, learners will have another opportunity to see how reading works when they make little books to take home, and when you read the Big Book to them in the second week. Here they will encounter the same, familiar story but in print form.

In addition to story-based activities that build learners' listening, speaking, reading, viewing and writing, the programme includes many fun, age-appropriate ways to build learners' knowledge of letters. We know from research that learners who know something about letters and the sounds they make, are likely to learn to read and write more easily than learners who have limited letter-sound knowledge. However, we are not suggesting that learners in Grade R should be taught about letters in a formal way. Learners learn best when something has meaning to them, so letters and sounds are linked to stories – and to new words, pictures and objects. Learners learn about language while building their knowledge of letters.

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



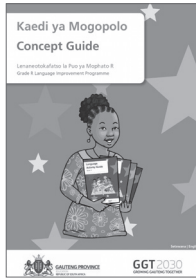


# Didiriswa tsa lenaneo la puo

Barutabana ba ba dirisang lenaneo la puo ba tlaa amogela palo ya didiriswa tsa maemo a a kwa godimo fa ba katisiwa.

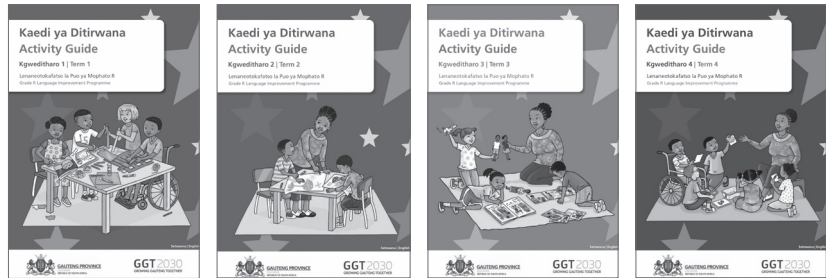
## ★ Dikaedi

Kaedi ya Mogopolo



Barutabana ba tlaa dirisa kaedi eno jaaka motswedi mo ngwageng otlhe wa thuto go ba gopotsa dikakanyo tsa bothokwa.

Dikaedi tsa Ditirwana di le nne



Kaedi ya Ditirwana tsa kgweditharo nngwe le nngwe e tthagisa dikanelo tse dišwa, dipina, tlotlofoko le ditirwana, mmogo le ditlhaka tse dintšhwa le medumopuo e mešwa e barutwana ba tlaa e ithutang.

## ★ Dikgetsana tsa dikanelo tse di lesomerobongwe

Kgetsana e nngwe le e nngwe ya kanelo e dirisiwa mo tshelong ya dibeke tse pedi mme e na le didirisiwa go ka neela barutwana maitemogelo a a farologaneng a kanelo:

- Diphaphete tsa moanelwa o o tswelang kwa ntle mo karateng



Barutabana ba dirisa diphaphete le dithusi tse dingwe go anela kgang. Diphaphete didirisiwa gape ke barutwana.

- Sete ya dikaratatshwantsho tsa tatelano



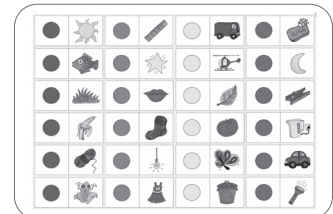
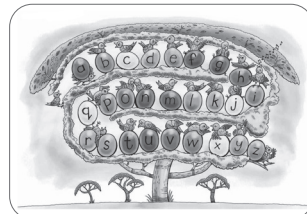
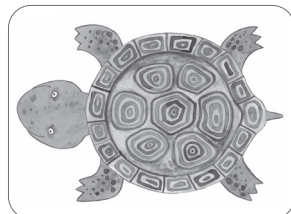
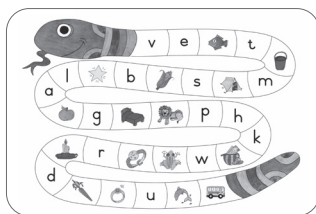
Barutwana ba itemogela lwanthla kanelo mo dikarolong tse pedi ka dikarata tsa tatelano.

- Buka e Kgolo e e nang le kanelo e e bonolo



Buka e Kgolo e na le dithalo tse di tshwanang le ditshwantsho tsa tatelano, mme e bile e tthagisa mafoko a a gatisitsweng go anela kgang.

## ★ Kgetsana ya Didiriswa ya mmala gotlhe go akaretsa diboto tsa metshameko le ditsebe tsa tirwana ya mmala



## ★ Didiriswa tsa go tshegetsana go ithuta kwa gae

Barutabana ga ba kgone go agelela metheo ya puo kwa ntle ga thuso ya batsadi. Fa ba tlametswe ka didiriswa tseno, batsadi ba ka itsiwe le go tlotlheletswa go tshegetsana maeto a bana ba bona a go ithuta go buisa le go kwala kwa gae.





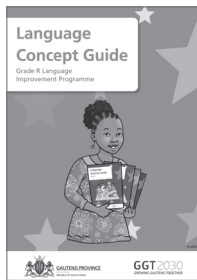


## Language programme resources

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

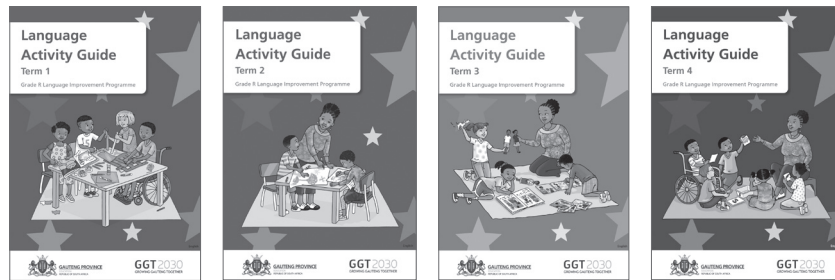
### ★ Guides

Language Concept Guide



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

Four Language Activity Guides



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

### ★ Nineteen story packs

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

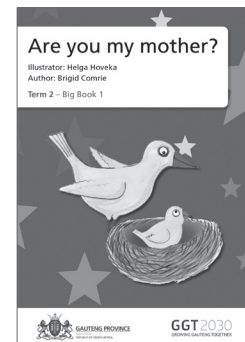
- Pop-out character puppets on card
- A set of sequence picture cards
- A Big Book with simple text



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

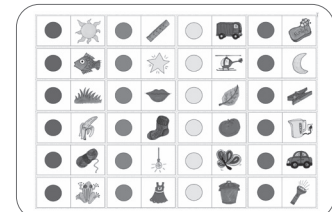
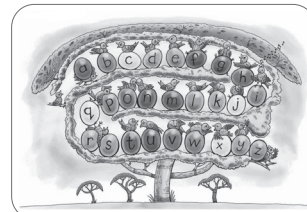
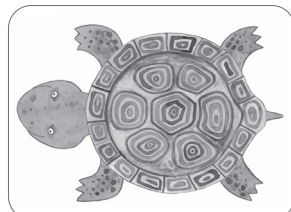
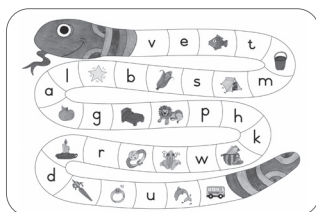


Learners first experience the story in two dimensions through the sequence pictures.



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

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



### ★ Resources for supporting learning at home

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



# O ka baakanyetsa jang Tebelelo ya Puo letsatsi le letsatsi

**LENANEO LA LETSATSI LE LETSATSI LA MOPHATO R**

Dikaelo tsa nako	<b>KGOROGO le TSHAMEKO E E LOKOLOGILENG</b>	<p><b>DIPALO</b> (ura e le 1 le metsotso e le 24)</p> <p><b>NAKO E E TOTILWENG: metsotso e le 50 ka letsatsi</b> Dinomore, Ditiro le Dikamano Dipaterone, Ditiro le Alejebra Boalo le Popego (Jeometri) Tekanyo Go Ranola Tshedimotsetso</p> <p><b>LE TOMAGANO: metsotso e le 34 ka letsatsi</b> Dirisa ditšhono mo dinakong tse dingwe tse di totilweng mmogo le ka nako ya motshameko o o lokologileng wa ka fa teng/kwa ntle, tumedisio, ntlwanaboithusetso le dinako tsa dilapolosi.</p>
20	TUMEDISO, TŠHATE YA MAEMO A BOSA, BONTSHA MME O BOLELE, REJISETARA, MALATSI A MATSALO, DIKGANG Puo, Dipalo, Dikgono tsa Botshelo	
50	<b>TEBELELODIPALO</b> Ditirwana tsa mophato otlhe le tsa kwa thoko	
26	<b>TSHAMEKO E E LOKOLOGILENG le PHEPAFATSO MO TENG</b>	
40	<b>GO TOTA DIKGONO tsa BOTSHEL</b> Ditirwana tsa mophato otlhe le tsa kwa thoko	
10	<b>MOETLO WA NTLWANABOITHUSETSO</b> Puo, Dipalo, Dikgono tsa Botshelo	
20	<b>DILAPOLOSI</b> Puo, Dipalo, Dikgono tsa Botshelo	
30	<b>TSHAMEKO E E LOKOLOGILENG le PHEPAFATSO KWA NTL</b>	
10	<b>MOETLO WA NTLWANABOITHUSETSO</b> Puo, Dipalo, Dikgono tsa Botshelo	
50	<b>GO TOTA PUO</b> Ditirwana tsa mophato otlhe le tsa kwa thotko	
20	<b>KANELO LETSATSI LE LETSATSI</b>	<p><b>DIKGONO TSA BOTSHELO</b> (ura e le 1 le metsotso e le 12)</p> <p><b>NAKO E E TOTILWENG: metsotso e le 40 ka letsatsi</b> Boitekanelo jwa sebele le Loago Kitso ya tshimologo Botsweretshi jwa Boitlhamedi Thutakatisommele</p> <p><b>LE TOMAGANO: metsotso e le 32 ka letsatsi</b> Dirisa ditšhono ka nako ya nako e nngwe e e totilweng mmogo le ka nako ya motshameko o o lokologileng wa mo teng/kwa ntle, tumedisio, ntlwanaboithusetso le nako ya dilapolosi.</p>
NAKO YA GO IKHUTSA/TIDIMALO		
MOSEPELE		

MOTSHAMEKO WA KELETSO  
MOTSHAMEKO WA KETSISO  
MOTSHAMEKO WA DIKAGO  
DIBOLOKO  
DITSHAMEKISI TSA THUTO  
METSHAMEKO YA TLHALOGANYO  
DIPHAZELE  
SEKHUTLO SA DIBUKA  
NAKO YA TIDIMALO

DIKGWELE  
MOTSHAMEKO WA METSI  
MOTSHAMEKO WA MOTLHABA  
MOTSHAMEKO WA KETSISO  
MOTSHAMEKO WA MOTSHIKINYEGO  
DITSHAMEKISI TSA THUTO  
DIAKGI  
DITSHAMEKISI TSA MAOTWANA  
MALEPA A IKATISO  
DITHAERE ('DITAERE')

**PUO**  
(diura di le 2)

**NAKO E E TOTILWENG: metsotso e le 50 ka letsatsi**  
Go reetsa le go Bua  
Puiso ya Tshoganyetso  
Kitso ya Thutamedumopuo le Difoneme  
Go kwala ka Tshoganyetso  
Mokwalo wa Tshoganyetso

**LE TOMAGANO: metsotso e le 70 ka letsatsi**  
Bontsha mme o bolele (metsotso e le 10)  
Leinane letsatsi le letsatsi (metsotso e le 20)  
Mo metsotso e le 40 e e setseng, dirisa ditšhono mo nakong e e totilweng mmogo le ka nako ya motshameko o o lokologileng wa ka fa teng/kwa ntle, tumedisio, ntlwanaboithusetso le dinako tsa dilapolosi

*Lebelela tsebe e e latelang gore o ka baakanyetsa jang ditirwana tsa metsotso e le 50 mo go Tebelelo ya Puo.*

Lenaneo la Mophato R la kwa Gauteng le le ikaegileng ka PPKT





**TEBELELO YA PUO**  
Ditirwana tsa metsotso e le 50 tsa phaposiborutelo yotlhe le tsa ditlhopha tse dinnye

**DITIRWANA TSA BOTLHE MO PHAPOSIBORUTELONG**  
(morutabana a eteletse pele)  
metsotso e le 25

**DITIRWANA TSA SETLHOPHA SE SENNYE**  
(di rulagantswe ke morutabana)  
metsotso e le 25

Ditirwana tse di theilweng mo kgannyeng

Ditirwana tsa ditlhaka le modumo

Kaelo ya kgato ka kgato ya phaposiborutelo yotlhe le ditirwana tsa ditlhopha tse dinnye di rulagantswe mo Dikaeding tsa Ditirwana tsa kgweditharo e nngwe le e nngwe.



**TIRWANA 1**  
Go thala setshwantsho le go ithuta go kwala  
(mo kaelong ya morutabana mo Bekeng 1)



**TIRWANA 2**  
Malepa le metshameko  
(mo kaelong ya morutabana mo Bekeng 2)



**TIRWANA 5**  
Mantlwane



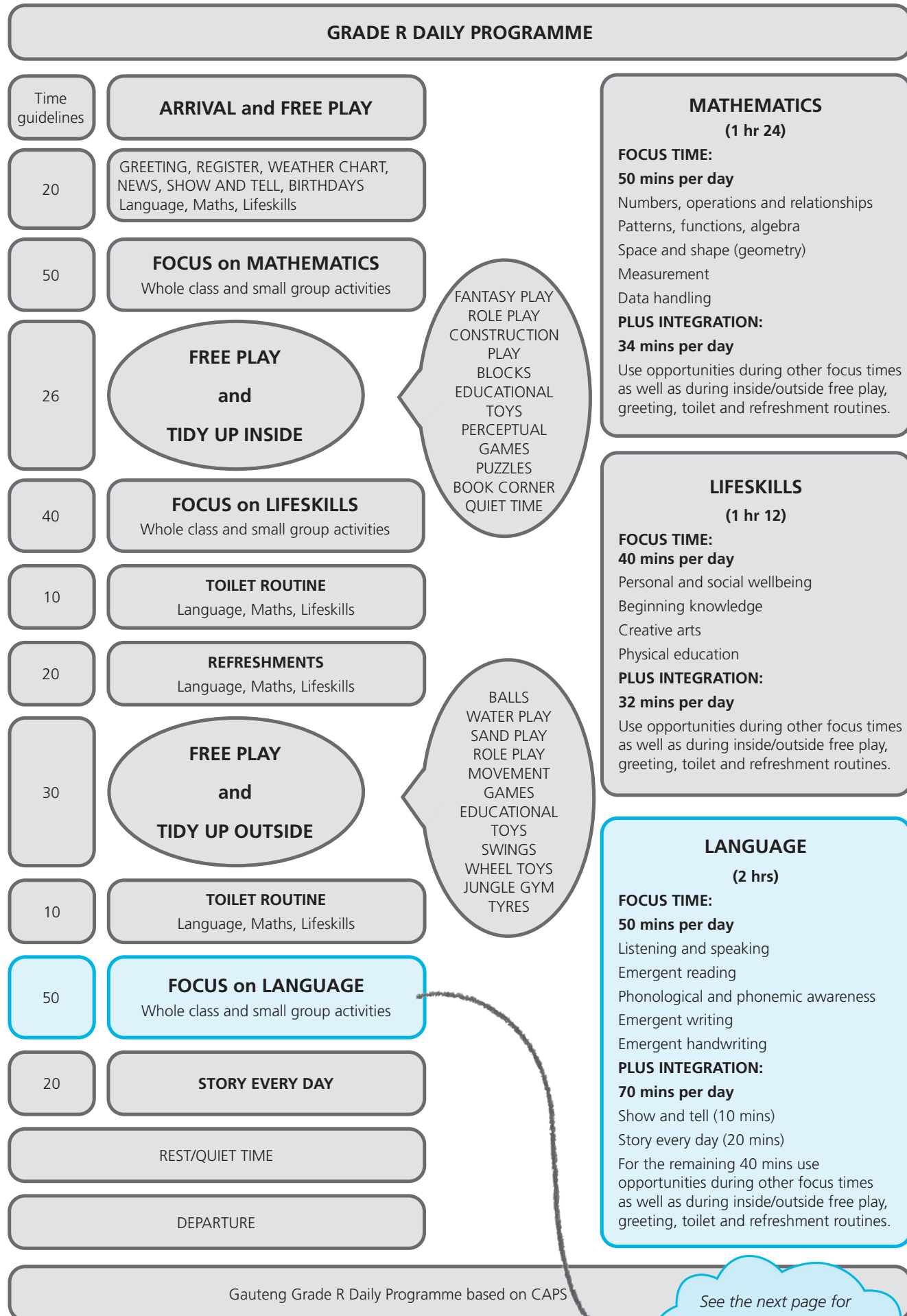
**TIRWANA 3**  
Go buisa ka bongwe



**TIRWANA 4**  
Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla



# How to plan for a Focus on Language every day



Gauteng Grade R Daily Programme based on CAPS







**FOCUS ON LANGUAGE**  
50 minutes whole class and small group activities

**WHOLE CLASS ACTIVITIES**  
(led by the teacher)  
25 minutes

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

Story-based activities

Letter and sound activities

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



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

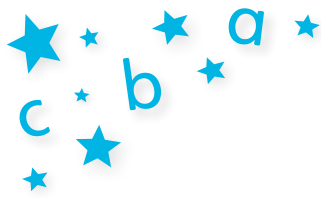
**ACTIVITY 2**  
Puzzles and games  
(teacher-guided in Week 2)

**ACTIVITY 5**  
Pretend play

**ACTIVITY 3**  
Independent reading

**ACTIVITY 4**  
Fine motor skills and handwriting





## O ka rulaganya jang phaposiborutelo ya gago o e baakanyetsa Tebelelo ya Puo ya letsatsi le letsatsi

Jaaka re bone, nako ya tebelelo ya Puo e tshwanetse go rulagangwa go letla gore go nne le ditirwana tsa phaposiborutelo yotlhe le tsa ditlhopha tse dinnye letsatsi le letsatsi. Kaelo ya kgato ka kgato ya ditirwana tsa puo e bontshitswe mo Dikaeding tsa Ditirwana tsa kgweditharo nngwe le nngwe. Fano re lebelela mokgwa o o rutang phaposiborutelo yotlhe le ditirwana tsa ditlhopha tse dinnye go tlamela barutwana ka maitemogelo a a farologaneng le go kgontsha maikaelelo a a farologaneng a thuto.

### Ditirwana tsa phaposiborutelo yotlhe

Barutwana botlhe ba dula kwa ditafoleng tsa bona, kgotsa ba dire sediko mo mmetsheng, fa morutabana:

- ★ a tlhagisa/atolosa/gatelela kgang, kgono kgotsa mogopolo
- ★ a etelela dipuisano tse di akaretsang barutwana botlhe pele
- ★ a etelela tirwana e e akaretsang barutwana botlhe pele.

Kwa bofelong jwa tirwana ya phaposiborutelo yotlhe, morutabana o tlhalosa tirwana nngwe le nngwe ya setlhopha se sennye pele, pele ga a romela barutwana kwa ditulong tsa bona.

### Ditirwana tsa ditlhopha tse dinnye

Mo sebakeng sa malatsi a le matlhano, setlhopha sengwe le sengwe se fetola go ya go dira tirwana e e farologaneng letsatsi le letsatsi. Se se kaya gore mo bekeng, barutwana botlhe ba na le tšhono ya go nna le seabe mo ditirwaneng tsa puo tsa ditlhopha tse dinnye di le tlhano – tirwana e e kaelwang ke morutabana mmogo le ditirwana tse dingwe di le nne tsa ditlhopha.

- ★ Ditirwana tse tlhano tsa ditlhopha tse dinnye di rulagangwa ke morutabana.
- ★ Didiriswa le ditlamelwana tsotlhe tsa ditirwana tse tlhano di ntshiwa letsatsi le letsatsi.
- ★ Ditirwana di baakanyetswa kwa ditafoleng, mo mmetsheng, mo sekhutlong sa ditirwana kgotsa kwa ntle.
- ★ Setlhopha se sengwe sa barutwana se dira le morutabana (tirwana e e kaelwang ke morutabana).
- ★ Ditlhopha tse dingwe tsa barutwana di le nne di dira ka nosi.

## Mo phaposiborutelong ...

### O aroganya barutwana jang ka ditlhopha

- ★ Go le gantsi barutwana ba arogangwa ka ditlhopha tse tlhano. (Fa bogolo jwa phaposiborutelo ya gago bo tlhoka setlhopha sa borataro, neela ditlhopha tse pedi tiro e e tshwanang.)
- ★ Setlhopha sengwe le sengwe se nne le leina la sona le letshwao.
- ★ Ditlhopha di seka tsa nna di tshwana sebaka lobaka lo loleele.

Go na le *ditsela tse pedi tse dikgolo* go ka aroganya barutwana ka ditlhopha. Mo go tsona tsoopedi, morutabana o tlhoka go nna le kakanyo e e siameng ya bokgoni jwa barutwana ba gagwe ka go ba ela tlhoko tota mo tsamaong ya letsatsi la sekolo.

*Ditlhopha tsa bokgoni jo bo tswakantsweng:* Go le gantsi go atlanegisiwa gore barutwana ba kopanngwe le ba bangwe ba ba mo maemong a a farologaneng a dikgono tsa puo. Morutwana yo o nang le dikgwetlho tsa go thala a ka thusiwa ke balekane ba gagwe mme e bile a ka kgona go abelana ka bokgoni jwa gagwe mo dikgonong tse dingwe tse di tlhokiwang ke tirwana, jaaka dikgono tsa loago, go rulaganya, kago kgotsa tsa go akanya.

*Ditlhopha tsa bokgoni bo le bongwe:* Fa tshetsetso e e rileng e tlhokega, ka dinako dingwe go a thusa go kopanya barutwana ba ba leng mo seemong se se tshwanang sa kgolo. Seno se letla gore morutabana a kgone go tlhophisa maemo a tirwana, le bokaakang jwa nako le tlhaloso e e tlhokegang, ntle le gore mongwe a salele morago.





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

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

### Whole class activities

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

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

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

### Small group activities

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

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

## In the classroom ...

### How to group learners

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

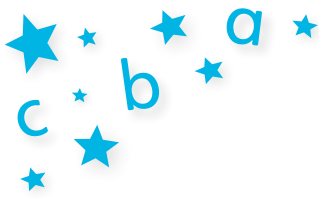


There are *two main ways* to group learners. For both of these, the teacher needs to have a good idea of her learners' abilities through careful observation of each learner across the school day.

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

*Same-ability groups:* When particular support is needed, it is sometimes useful to group learners together with other learners who are on a similar developmental level. This allows the teacher to choose the level of the activity, and the amount of explanation and time needed, without leaving anyone behind.





## Mosola wa ditirwana tsa ditlhophha tse dinnye

- ★ Go tlhokega fela didiriswa di se kae mo setlhopheng se sennye go na le phaposiborutelo yotlhe, sekao: dikere, maraše a go penta, tege ya go tshameka le metshameko ya diboto.
- ★ Morutwana mongwe le mongwe o na le tšhono ya go tshwara dimatheriale le didiriswa.
- ★ Barutwana ba godisa dikgono tsa tirisano, sekao: go abelana, go refosana, go bua le go reetsa.
- ★ Barutwana ba tsaya maikarabelo a ditiro tsa setlhophha, sekao: go phepafatsa.
- ★ Setlhophha se sennye se dira sentle go lotaganya le go diragatsa megopolo le dikgono tse di kileng tsa rutiwa.

## Ditirwana tsa ditlhophha tse dinnye tse di kaelwang ke morutabana

Tseno di rulagangwa gore morutabana a:

- ★ dire le morutwana mo bodilong kgotsa kwa tafoleng
- ★ neelane ka ditaelo le go botsa dipotso mo seemong sa setlhophha
- ★ ele morutwana mongwe le mongwe tlhoko le go buisana nae
- ★ tlhatlhobe gore a morutwana mongwe le mongwe o agile dikgono tse di tlhokegang
- ★ dire gore thuto e diragadiwe mme go nne le thefosano ya dikakanyo, moo wena le barutwana lo tsayang karolo.

## Ditirwana tsa ditlhophha tse dinnye tse di ikemetseng

Tseno di rulagangwa gore barutwana ba:

- ★ di bone di na le bokao mme e bile di itumedisa
- ★ dire ntle le go thusiwa ke morutabana
- ★ dire ka lebelo le ba le kgonang
- ★ ba dirang ka bonya ba kgone go ka fetsa tirwana mo nakong e e neetsweng
- ★ ba fetsang tirwana pele ba rotloediwa go tsamaya ka tidimalo le go itlhophela tirwana mo go tse di tlhaotsweng ke morutabana.

*Fa o lemoga gore barutwana ga ba kgone go simolola, kgotsa ga ba tsewelele pele, batla mabaka. Fetolela barutwana ka bosì kgotsa ditlhophha tirwana, fa go tlhokega.*

## Mo phaposiborutelong ...

### Ruta barutwana melawana e e bonolo ya:

- ★ gore ba ka tsamaya jang mo gare ga ditirwana
- ★ gore ba tshwanetse go itshola jang mo ditirwaneng tsa ditlhophha tse dinnye
- ★ gore ba tshwanetse go phepafatsa le go phutha jang fa ba feditse.

*Boeletsa melawana letsatsi le letsatsi go fitlhelela barutwana ba e itse le go itse go e latela ka bobona. Seno se tsaya nako! Tsepama. Tshwaya barutwana diphoso ka bonolo fa ba gwetlha melawana.*





## The advantage of small group activities

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

## The teacher-guided small group activities

These are planned so that the teacher:

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



## The independent small group activities

These are planned so that the learners:

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

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

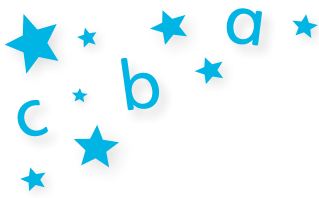
## In the classroom ...

### Teach the learners simple rules for:

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

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










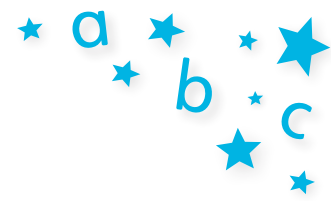
## Go rulaganya tsheko ya ditirwana tsa dibeke tse pedi

Lenaneo la puo le ageletswe mo lenaneong la ditirwana tsa dibeke tse pedi. Tatelano ya ditirwana e boelediwa ngwaga otlhe go letla go tlhagisiwa ga dikgono tsa barutwana, kgolo le tomagano ya tsona.

### Beke 1

Ditirwana tsa botlhe mo phaposi-borutelong	Mosupologo	Labobedi	Laboraro	Labone	Labotlhano
Ditirwana tse di theilweng mo kgannyeng	<b>Go tlotla dikgang le go aga tlotlofoko</b> Barutwana ba utlwa kgang lekgetlo la ntlha fa ba ithuta tlotlofoko e ntšhwa.	<b>Go tlotla kgang le go opela</b> Barutwana ba reetsa kgang gape le go opela pina e e amanang le kgang.	<b>Go tlotla kgang le go etsisa mafoko</b> Barutwana ba tshameka dikarolo tse di farologaneng ba bo ba dirisa puo ya kgang eno ka bobone, fa kgang e ntse e anelwa.	<b>Go latelanya ditshwantsho</b> Barutwana ba tlotla kgang eno gape ka go dirisa ditshwantsho.	<b>Bopa, thala le go kwala</b> Barutwana ba bontsha dikgopolo tsa bone ka kgang eno ka go betla dilo, go thala setshwantsho kgotsa go tsaya karolo mo tirong ya go kwala e e kopanetsweng.
	<b>Tsenyeletsa modumo nngwe go tswa mo kgannyeng</b> Barutwana ba itsisiwe modumo o go ithutwang one le tlhaka e e golaganang le mafoko a a tswang mo kgannyeng.	<b>Go bopa tlhaka</b> Barutwana ba bopa tlhaka e go ithutwang yone ba dirisa dilo tse di farologaneng tse di dirang gore ba nne le maitemogelo a a monate thata a go e kgoma.	<b>Mabokoso a ditlhaka</b> Barutwana ba leba, ba tshwara le go bua ka dilo le ditshwantsho tse di simololang ka modumo o go ithutwang one.	<b>Go reetsa medumo e go ithutwang yone</b> Barutwana ba tlhaola medumo e go ithutwang yone mo mafokong.	<b>Go kopanya le go kgaoganya</b> Barutwana ba kopanya medumo go bopa mafoko ba bo ba kgaoganya mafoko ka medumo.
Ditirwana tsa setlhopha se sennyane	<b>Mosupologo</b>	<b>Labobedi</b>	<b>Laboraro</b>	<b>Labone</b>	<b>Labotlhano</b>
	Stella o supa gore ke ditirwana dife tsa ditlhopha tse dinnye tse di kaelwang ke morutabana letsatsi lengwe le lengwe.				
Setlhopha se se pududu	<b>Tirwana 1:</b> Go thala setshwantsho le go ithuta go kwala 	<b>Tirwana 2:</b> Malepa le metshameko	<b>Tirwana 3:</b> Go buisa ka bongwe	<b>Tirwana 4:</b> Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla	<b>Tirwana 5:</b> Mantlwane
	Barutwana ba rekota dikgopolo tsa bone ka go thala ditshwantsho le ka tshimololo ya puo.	Barutwana ba dira malepa ba bo ba tshameka metshameko ya puo.	Barutwana ba buisa ba le bosu le go itumelela dibuka le dikgatiso tse dingwe.	Barutwana ba tsamaisa dikarolo tsa mmele le go ithuta go bopa ditlhaka.	Barutwana ba tlotla go ya pele ka puo ya kgang le ka sethogo sa yone ka go tshameka mantlwane.
Setlhopha se se tala	<b>Tirwana 5:</b> Mantlwane	<b>Tirwana 1:</b> Go thala setshwantsho le go ithuta go kwala 	<b>Tirwana 2:</b> Malepa le metshameko	<b>Tirwana 3:</b> Go buisa ka bongwe	<b>Tirwana 4:</b> Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla
Setlhopha se se serolwana	<b>Tirwana 4:</b> Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla	<b>Tirwana 5:</b> Mantlwane	<b>Tirwana 1:</b> Go thala setshwantsho le go ithuta go kwala 	<b>Tirwana 2:</b> Malepa le metshameko	<b>Tirwana 3:</b> Go buisa ka bongwe
Setlhopha se se hibidu	<b>Tirwana 3:</b> Go buisa ka bongwe	<b>Tirwana 4:</b> Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla	<b>Tirwana 5:</b> Mantlwane	<b>Tirwana 1:</b> Go thala setshwantsho le go ithuta go kwala 	<b>Tirwana 2:</b> Malepa le metshameko
Setlhopha se se phepole	<b>Tirwana 2:</b> Malepa le metshameko	<b>Tirwana 3:</b> Go buisa ka bongwe	<b>Tirwana 4:</b> Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla	<b>Tirwana 5:</b> Mantlwane	<b>Tirwana 1:</b> Go thala setshwantsho le go ithuta go kwala 










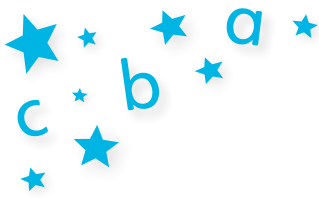
## How to plan for a two-week activity cycle

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

### Week 1






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





Dikgatlhego tsa barutwana di etswe tlhoko mo bokaelong jwa kgang e e fetogang go ya go ile le ka go farologanya ditirwana tse di abelwang maduo – tse di gwetlhang fa ngwaga o ntse o tsamaya. Dintlha tsotlhe tsa dikanelo le ditirwana tsheko e nngwe le e nngwe ya dibeke tse pedi mo Dikaeding tsa Ditirwana tsa kgweditharo e nngwe le e nngwe.

## Beke 2

Ditirwana tsa botlhe mo phaposi-borutelong	Mosupologo	Labobedi	Laboraro	Labone	Labotlhano
Ditirwana tse di theilweng mo kgannyeng	<b>Ditshwantsho tse dingwe go di latelanya</b>	<b>Puisokopanelo – Buka e Kgolo</b>	<b>Go ithuta go reetsa</b>	<b>Go buisa le go dira</b>	<b>Bopa, thala le go kwala</b>
	Barutwana ba kopanya kitso ya bone ya kgang ka go latelanya ditshwantsho a le mongwe ka nako ba sa thusiwe.	Barutwana ba reetsa go buisiwa ga kgang e ba e itseng jaaka fa morutabana a ntse a etsisa mafoko a kgang.	Barutwana ba reetsa ka kelotlhoko le go latela ditaello tse di dirwang ka molomo.	Barutwana ba tshalosa bokao jwa matshwao a a kwadilweng kgotsa a a tshwantshitsweng.	Barutwana ba bontsha dikgopolo tsa bone ka kgang eno ka go betla dilo, go thala setshwantsho kgotsa go tsaya karolo mo tirong ya go kwala e e kopanetsweng.
Ditirwana tsa ditlhaka le modumo	<b>Tsenyeletsa modumo nngwe go tswa mo kgannyeng</b>	<b>Go bopa tlhaka</b>	<b>Mabokoso a ditlhaka</b>	<b>Go reetsa medumo e go ithutwang yone</b>	<b>Go kopanya le go kgaoganya</b>
	Barutwana ba ruta modumo o go ithutwang one o o golaganang le mafoko a a tswang mo kgannyeng.	Barutwana ba bopa tlhaka e go ithutwang yone ba dirisa dilo tse di farologaneng tse di dirang gore ba nne le maitemogelo a a monate thata a go e kgoma.	Barutwana ba leba, ba tshwara le go bua ka dilo le ditshwantsho tse di simololang ka modumo o go ithutwang one.	Barutwana ba tshaola medumo e go ithutwang yone mo mafokong.	Barutwana ba kopanya medumo go bopa mafoko ba bo ba kgaoganya mafoko ka medumo.
Ditirwana tsa setlhophisa se sennyane	<b>Mosupologo</b>	<b>Labobedi</b>	<b>Laboraro</b>	<b>Labone</b>	<b>Labotlhano</b>
	Stella o supa gore ke ditirwana dife tsa ditlhophisa tse dinnye tse di kaelwang ke morutabana letsatsi lengwe le lengwe.				
Setlhophisa se se pududu	<b>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</b>	<b>Tirwana 2: Malepa le metshameko</b> 	<b>Tirwana 3: Go buisa ka bongwe</b>	<b>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</b>	<b>Tirwana 5: Mantlwane</b>
	Barutwana ba rekota dikgopolo tsa bone ka go thala ditshwantsho le ka tshimololo ya puo.	Barutwana ba dira malepa ba bo ba tshameka metshameko ya puo.	Barutwana ba buisa ba le bosu le go itumelela dibuka le dikgatiso tse dingwe.	Barutwana ba tsamaisa dikarolo tsa mmele le go ithuta go bopa ditlhaka.	Barutwana ba tlotla go ya pele ka puo ya kgang le ka sethogo sa yone ka go tshameka mantlwane.
Setlhophisa se se tala	<b>Tirwana 5: Mantlwane</b>	<b>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</b>	<b>Tirwana 2: Malepa le metshameko</b> 	<b>Tirwana 3: Go buisa ka bongwe</b>	<b>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</b>
Setlhophisa se se serolwana	<b>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</b>	<b>Tirwana 5: Mantlwane</b>	<b>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</b>	<b>Tirwana 2: Malepa le metshameko</b> 	<b>Tirwana 3: Go buisa ka bongwe</b>
Setlhophisa se se hibidu	<b>Tirwana 3: Go buisa ka bongwe</b>	<b>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</b>	<b>Tirwana 5: Mantlwane</b>	<b>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</b>	<b>Tirwana 2: Malepa le metshameko</b> 
Setlhophisa se se phepole	<b>Tirwana 2: Malepa le metshameko</b> 	<b>Tirwana 3: Go buisa ka bongwe</b>	<b>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</b>	<b>Tirwana 5: Mantlwane</b>	<b>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</b>








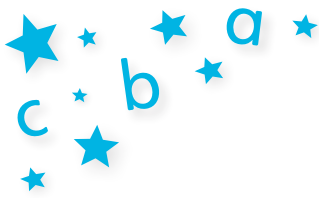




Learners' interest is held through the ever-changing story context and through creative variation in the activities which are graded – becoming more challenging as the year progresses. Details of stories and activities for each two-week cycle are provided in the Activity Guides for each term.

## Week 2

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



## Go tlhatlhoba tswelelopele ya barutwana mo Mophatong wa R

Mo Mophato wa R, tlhatlhobo ke e e tswelelang, kgobokanyo e e rulagantsweng, go sekaseka le go ranola tshedimosetso ka ga morutwana.

Tlhatlhobo e tshwanetse go nna e e sa tlhomamang mme e bile e **tswelela**. Ka mantswe a mangwe, tshedimosetso e e kokoantsweng ka ga tswelelopele ya morutwana ka nako ya tlhatlhobo e tshwanetse go go thusa go rulaganya ditirwana tsa thuto go kgontsha morutwana go rutega. Mo Mophato R, tlhatlhobo ga e dirisiwe go fa maduo, e dirisiwa go tsaya ditshwetso ka ga tsela e e maleba tota ya go tshegetsatsa kgolo ya morutwana mongwe le mongwe.

O ka seke wa tlhatlhoba se o iseng o se rute. Tlhatlhobo ke kgolagano magareng ga diteng tsa serutwa sa PPKT leditirwana tsa gago tsa go go ruta le go ithuta. Tlhatlhobo ya go ruta le go ithuta e dirwa go:

- ★ tlhomamisa maemo a morutwana mongwe le mongwe
- ★ rotloetsa tswelelopele ya kgolo ya morutwana mongwe le mongwe
- ★ tlhola tswelelopele ya morutwana mongwe le mongwe
- ★ kaela thulaganyetsothuto le tlhopho ya ditirwana
- ★ sedimosa maemo a gago a go ruta
- ★ rulaganya tshegetso ya tlaletso mo barutwaneng ba ba itemogelang dikgoreletsathuto
- ★ thusa go aga dipegelo tse di botlhokwa mo diphithelelong tsa morutwana.

### Lenanefoko

#### tlhatlhobo e e tswelelang

tlhatlhobo e e tlamelang ka tshedimosetso ya tswelelopele ya morutwana fa thutego e ntse e diragala

## Mo phaposiborutelong ...

### Maele a tlhatlhobo

Tshedimosetso ka ga kgolo ya kitso le dikgono tsa barutwana e tshwanetse go kokoangwa letsatsi le letsatsi ka ditsela tse di farologaneng le mo nakong e e farologaneng.

- ★ Ela barutwana tlhoko ka nako ya ditirwana tsa phaposiborutelo yotlhe le ka nako ya tshameko e e lokologileng mo teng le kwa ntle ga phaposiborutelo.
- ★ Go tlotla le barutwana ka nosi kgotsa dithlopha tse dinnye tsa barutwana go ka go thusa go tlhologanya maemo le boteng jwa dikakanyo le peomabaka ga barutwana.
- ★ Lebelela ka kelotlhoko dilo tse barutwana ba di dirang mme lo dire (ditshwantsho, dithalo, dilo le/kgotsa 'mokwalo') go go bontsha se ba se tlhologanyang le se ba se fitlheletseng.
- ★ Dira le setlhopho se sennye sa barutwana se le sengwe letsatsi le letsatsi mo tirwaneng e e rileng e e gokaganeng le karolo kgotsa kgono ya PPKT. Fa barutwana ba dira tiro, ela morutwana mongwe le mongwe tlhoko mo setlhopheng se sennye mme o botse dipotso go tlhologanya maemo a bona a go akanya le go tlhologanya.



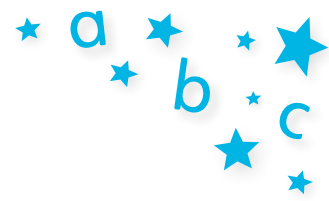
## Didiriswa tsa tlhatlhobo

Gakologelwa gore tlhatlhobo ga e a tshwanela go dira gore barutwana ba tlhobaele kgotsa ba boife. Ka ntlha ya lebaka le, barutwana ga ba a tshwanela go lemoga gore morutabana o rekota tshedimosetso ka ga bona.

Ka go rekota maemo a o a etseng tlhoko ngwaga yotlhe, setshwantsho se se feletseng sa morutwana mongwe le mongwe, ka bokgoni le makoa a bona se tshwantshitswe ka iketlo. Go na le didiriswa tse di farologaneng di le nne tse di ka dirisiwang: difaele tsa barutwana, dibuka tsa go ela barutwana tlhoko, mananenetefatso le diruburiki.

*Lebelela gape Kgetsana ya Didiriswa tsa Tiragatso ya Tlhatlhobo ya Mophato R ya GDE fa o batla dikakanyo tse dingwe.*





## How to assess learners' progress in Grade R

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

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

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

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

**Glossary**

**formative assessment**

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

### In the classroom ...

#### Assessment tips

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

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



#### Assessment tools

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

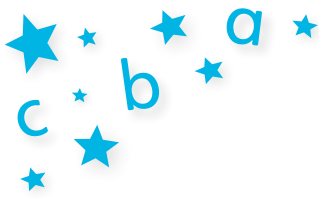
By recording observations throughout the year, a complete picture of each learner, with all their strengths and weaknesses, is gradually built up. There are four different tools that can be used: learners' files, observation books, checklists and rubrics.

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*Refer also to the GDE  
Grade R Assessment  
Practices Resource Pack  
for more ideas.*

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### Difaele tsa barutwana

Morutabana o tshwanetse go baakanyetsa morutwana mongwe le mongwe faele mo phaposiborutelong le go e dirisa go tsenya tiro nngwe le nngwe e e kwadilweng ya morutwana go e boloka. Kwala leina la morutwana le letlha mo pampiring nngwe le nngwe fa e tsenngwa mo faeleng. Seno se tlaa dira gore morutwana a bone fa ditiro tsa gagwe di na le boleng mme e bile go tlaa go abela tšhono e ntle go ka tlhatlhoba tswelelopele ya morutwana ngwaga yotlhe.

(Pele ga o e faela, tsweetswee supa tiro ya morutwana mo phaposiborutelong).



### Dibuka tsa go ba ela tlhoko

Mo Mophato R, morutabana o tshwanetse go ela barutwana tlhoko mo phaposiborutelong le kwa ntle, fa ba tshameka ka tokologo le fa ba dira ditirwana tse di rulagantsweng. Rulaganyetsa morutwana mongwe le mongwe ditsebe di se kae mme o rekote se o se lemogang ka ga maitsholo, dikgono, boitshwaro, tiragatso le tse ba di dirang mo phaposiborutelong.

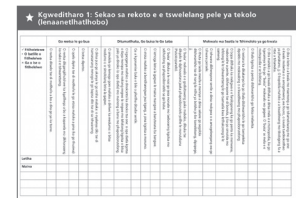
(Dintlha tse di sa batlisisiwang tseno di tlaa go thusa go tlatsa lenanenetefatso kgweditharo nngwe le nngwe.)



### Mananenetefatso

Mananenetefatso a neelana ka lenane la mekgwa ya tlhatlhoba dikgono tse di rutilweng mo gare ga ngwaga. Morutabana o tlaa tshwaya ka letshwao la nepagalo kgotsa sefapaano go bontsha "o fitlhetse" kgotsa "ga a fitlhelela". Tlhopho ya boraro ke lerontho, go supa gore morutwana ga a na bokgoni jo bo feletseng, mme o bontsha ditshupo gore o sa ntse a le mo tseleng ya go fitlhelela kgono.

(Dithempoleiti tsa mananenetefatso di akareditswe mo Kaeding ya Ditirwana tsa kgweditharo nngwe le nngwe.)



### Diruburiki

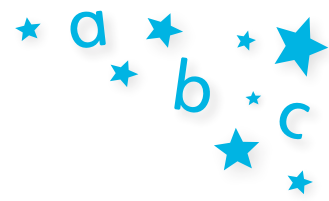
Ruburiki ke sediriswa se sengwe sa go tlhatlhoba diphitlhelelo tsa barutwana. Le sona se na le lenane la mekgwa ka tlhaloso fela e neelana ka dintlha tse dingwe tsa tlhaloso go gaisa lerontho, sefapaano le letshwao la nepagalo. Ruburiki e neela ditlhaloso tsa tiragatso ya maemo a a farologaneng a mofuta o mongwe le o mongwe wa tlhatlhobo. Ruburiki ka jalo e kgontsha morutabana go sa tseye letlhakore le go tsepama mo tlhatlhobong ya gagwe le go neela morutabana kaelo e e nang le dintlha tse dintsi gore ke tshagetso efe e morutwana a e tlhokang.

(Dithempoleiti tsa ruburiki di akareditswe mo Kaeding ya Ditirwana tsa kgweditharo nngwe le nngwe.)

Tlhaloso ya maemo ya ruburiki e gokagane le khoutu ya seelo mme seno se tsentswe mo Matlhamaganyaneng a Tsamaiso le Bolaodi jwa Dikolo tsa Aforikaborwa (South African School Administration and Management System: SA-SAMS) mo ruburiking nngwe le nngwe e e diriswang mo gare ga ngwaga. Matlhamaganyane ano a sekaseka dikhoutu mme a ntshetse batsadi le batlhokomedi pegelo.

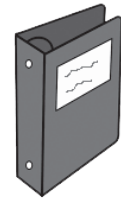
Mokgwa wa tekolo	1. Ga a o fitlhelwa (0–29%)	2. Phitlhelelo e e mo magareng (30–49%)	3. Phitlhelelo e e lekaneng (50–74%)	4. Phitlhelelo e kgolo go di feta (75–100%)
<b>Go tlotla dikgang le go tlotla dikgang gape ka mafoko a gagwe.</b>	Ga a kgone go tlotla dikgang le go tlotla dikgang gape; o kgona go bua mafoko a le mmalwa fela.	Go tlotla kgang gape ka tsela e e lekanyeditsweng; o akaretsa ditiragalo dingwe fela; tatelano e ka tswa e sa nepagala; o dirisa dipolelo tse di khutshwane le tlotlofoko e e motlhofo.	O kgona go tlotla gape bontsi jwa ditiragalo tse di mo kgannyeng ka go dirisa tshimologo, mmele le bokhutlo jwa kgang mme ka dintlha tse di seng dintsi thata; o tlhoka mafoko a a mo thusang a a jaaka: 'mme morago ga moo...'; 'ga diregang morago ga moo?'; o simolola go dirisa dipolelo tse di telele.	Kgang e latelana ka tsela e e siameng e bile e na le tshimologo, mmele le bokhutlo; baanelwa le maemo a tiragalo di tlhalositswe ka botlalo; maikaelelo le maikutlo a baanelwa di tlhalositswe; o dirisa dipolelo tse di telelenyana le tse di raraaneng e bile o dirisa makopanyi a a jaaka 'mme morago ga moo'; 'fa ... sena'; o dirisa tlotlofoko e ntšha go tswa mo kgannyeng.





### Learners' files

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



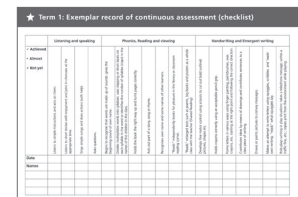
### Observation books

In Grade R, the teacher should observe the learners inside and outside the classroom, during free play and structured activities. Set up a couple of pages for each learner and record what you notice about their behaviours, skills, attitudes, performance and classroom incidents. (These anecdotal notes will assist you to complete the checklist each term.)



### Checklists

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



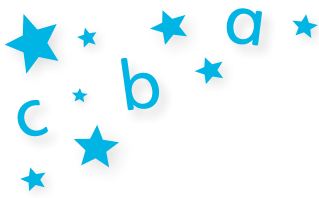
### Rubrics

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

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

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



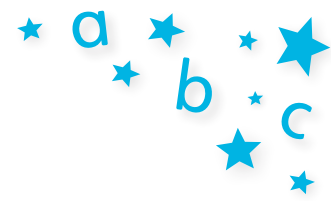


## Dirirwana tsa lenaneo di itlameletse mo PPKT

Papetla e e bontsha ka moo ditirwana tsa tsheko ya dibeke tse pedi di agang dikgono tsa puo tse di maleba le PPKT, mme e bontsha gore o ka dirisa jang ditirwana tseno go tlhatlhoba tswelelopele ya morutwana kgatlhanong le mokgwatlhatlhobo wa PPKT.

Modikologo wa dibeke tse pedi	Dirirwana tsa phaposiborutelo yotlhe tse di theilweng mo kgannyeng	PPKT Dikgono tsa puo	Lenaanetlhatlhobo la Tlhatlhobo	Lenaanethalo la Tlhatlhobo
			(di tserwe mo kelong ya tlhatlhobo ya PPKT)	
<b>Beke 1:</b> Mosupologo	Go tlotla dikgang le go aga tlotlofoko	Go reetsa le go bua	O reetsa dikgangkhutshwe ka kgatlhego a bo a kopanela mo dikhoraseng ka nako e e tshwanetseng O botsa dipotso	
Labobedi	Go tlotla kgang le go opela	Go tlotla kgang le go opela	O opela dipina tse di motlhofo le go etsisa mafoko a pina (ka go thusiwa)	
Laboraro	Go tlotla kgang le go etsisa mafoko	Go reetsa le go bua	O etsisa mafoko a bontlhanngwe jwa kgang, a pina kgotsa a morumo	
Labone	Go latelanya ditshwantsho	Go reetsa le go bua		<b>Go Reetsa le go Bua Lenaanethalo 1:</b> Go tlotla dikgang le go tlotla kgang gape ka mafoko a gagwe
Labothano	Bopa, thala le go kwala	Go reetsa le go bua Tshimololo ya go kwala	O neelana ka dikakanyo ka go thala ditshwantsho le go tsenyeletsa dipolelo mo mokwalong o o kwadilweng mo phaposiborutelong O thala kgotsa o penta ditshwantsho go fetisa melaetsa	
<b>Beke 2:</b> Mosupologo	Ditshwantsho tse dingwe go di latelanya	Go reetsa le go bua Go buisa le go bogela		<b>Go Reetsa le go Bua Lenaanethalo 2:</b> O rulaganya ditshwantsho di le mmalwa ka mokgwa o o dirang gore di bope kgang le ditiragalo ka tatelano ya tsone fa di buiwa ka molomo a bo a tlotla kgang e a e tlhamileng
Labobedi	Puisokopanelo – Buka e Kgolo	Go buisa le go bogela	O "buisa" mekwalo e e godisitsweng jaaka maboko, dibuka tse dikgolo le diphousetara jaaka phaposiborutelo yotlhe le morutabana	
Laboraro	Reetsa le go dira	Go reetsa le go bua	O reetsa ditaello tse di motlhofo a bo a dira go ya ka tsone	
Labone	Go buisa le go dira	Go buisa le go bogela	O lemoga leina la gagwe le maina mangwe a barutwana ba bangwe	
Labothano	Bopa, thala le go kwala	Go reetsa le go bua Tshimololo ya go kwala	O neelana ka dikakanyo ka go thala ditshwantsho le go tsenyeletsa dipolelo mo mokwalong o o kwadilweng mo phaposiborutelong O thala kgotsa o penta ditshwantsho go fetisa melaetsa	





## Programme activities are CAPS aligned

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

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





Modikologo wa dibeke tse pedi	Ditirwana tsa phaposiborutelo yotlhe tsa ditlhaka le medumo	PPKT Dikgono tsa puo	Lenaanethathobho la Tthatlhobo	Lenaanethalo la Tthatlhobo
Beke 1 le 2: Mosupologo	Tsenyeletsa modumo nngwe go tswa mo kgannyeng	Ditumatlhaka		<b>Ditumatlhaka, Go Buisa le go Bogela Lenaanethalo 1:</b> O lemoga ditumammogo le ditumanosi dingwe fela ka go di utlwa le fa a di bona
Labobedi	Go bopa tlhaka	Mokwalo wa seatla	O bopa ditlhaka ka mekgwa e e farologaneng ka go penta ka menwana, maboratšhe a pente, dikherayone tse di bonota, jj. ka go simolola mo lefelong le le tshwanetseng le go tsamaela kwa letlhakoreng le le siameng	<b>Tshimololo ya go Kwala le ya Mokwalo wa seatla Lenaanethalo 1:</b> O ithuta dikgono tse dinnye tsa mesifa le go tsamaisa mesifa e mennye ya mmele
Laboraro	Mabokoso a ditlhaka	Ditumatlhaka	O lemoga ditumammogo le ditumanosi dingwe tsa ntlha ela ka go di utlwa le fa a di bona segolobogolo mo tshimologong ya lefoko	<b>Ditumatlhaka, Go Buisa le go Bogela Lenaanethalo 1:</b> O lemoga ditumammogo le ditumanosi dingwe fela ka go di utlwa le fa a di bona
Labone	Go reetsa medumo e go ithutwang yone	Ditumatlhaka		<b>Ditumatlhaka, Go Buisa le go Bogela Lenaanethalo 2:</b> O simolola go lemoga gore mafoko a dirilwe ka medumo: o bitsa modumo o o simololang leina la gagwe
Labotlhano	Go kopanya le go kgaoganya	Ditumatlhaka	O kgaoganya mafoko a dinokontsi ka dinoko tsa one: o opa diatla kgotsa o itaya moropa mo nokong nngwe le nngwe mo lefokong kgotsa o bua palo ya dinoko (o opa diatla) mo maineng a bana mo phaposiborutelong	
Modikologo wa dibeke tse pedi	Ditirwana tsa sethlopha se sennye	PPKT Dikgono tsa puo	Lenaanethathobho la Tthatlhobo	Lenaanethalo la Tthatlhobo
Beke 1 le 2: Mosupologo	Go thala setshwantsho le tshimololo ya mokwalo	Tshimololo ya go kwala	O dira maiteko a go kwala ditlhaka a dirisa mela e e motsopodia, ka go kgwarinya, jj le go "buisa" mokwalo wa gagwe: O "buisa" se mela e e motsopodia e se bolelang O tshwara dikherayone sentle a dirisa mokgwa o o amogelesegang wa go tshwara pensele	<b>Tshimololo ya go Kwala le ya Mokwalo wa Seatla Lenaanethalo 2:</b> O thala ditshwantsho tse di supang kgopolo ya konokono ya dikgang, dipina kgotsa merumo Lenaanethalo 3: O a tlhaloganya gore go kwala le go thala setshwantsho ga go tshwane: go itira e kete o a kwala go go bontshiwang ke mela e e motsopodia
Labobedi	Malepa le metshameko	Ditumatlhaka Go reetsa le go bua	O dirisa puo go akanya le go ntsha mabaka: o nyalanya dilo tse di tsamaisanang mmogo le go bapisa dilo tse di sa tshwaneng.	<b>Ditumatlhaka, Go Buisa le go Bogela Lenaanethalo 1:</b> O lemoga ditumammogo le ditumanosi dingwe fela ka go di utlwa le fa a di bona
Laboraro	Go buisa ka bongwe	Go buisa le go bogela	O "buisa" dibuka a le nosi go ijesa monate mo laeboraring kgotsa mo sekhutlong sa phaposiborutelo sa go buisa Ga a kgonamise buka e bile o phetlha ditsebe sentle	<b>Ditumatlhaka, Go Buisa le go Bogela Lenaanethalo 3:</b> O ithamela kgang ka go "buisa" ditshwantsho
Labone	Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla	Mokwalo wa seatla	O bopa ditlhaka ka mekgwa e e farologaneng ka go penta ka menwana, maboratšhe a pente, dikherayone tse di bonota, jj. ka go simolola mo lefelong le le tshwanetseng le go tsamaela kwa letlhakoreng le le siameng O kopolola ditlhaka tse a di itseng mo leineng la gagwe go bontsha go kwala: o kopolola leina la gagwe O ithuta go laola mesifa e mennye a dirisa sekere go segolola ditshwantsho tse di nang le dintlha tsa bontsho jo bo tseneletseng, dipopego, jj.	<b>Tshimololo ya go Kwala le ya Mokwalo wa Seatla Lenaanethalo 1:</b> O ithuta dikgono tse dinnye tsa mesifa le go tsamaisa mesifa e mennye ya mmele
Labotlhano	Mantlwane	Go reetsa le go bua Tshimololo ya go kwala	O dira e kete o a kwala mo maemong a go tshamekiwang mo go one: o kwala molaetsa wa founo, o kwala tuediokothao ya pharakano, jj. O kopolola mafoko a a kwadilweng mo tikologong fa a ntse a tshameka	



### KAROLO 1: LENANEOTOKAFATSO LA PUO YA MOPHATO R







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

# ★ Karolo 2: Melawana e e kaelang go ruta le go ithuta mo Mophatong wa R

Lenaneo le rotloetsa mokgwa o o tsosolosang wa go ruta le go ithuta mme e bile o tlotlheletsa barutwana gore ba kgone go nna le maikutlo a a siameng, kitso le dikgono tse ba tlaa agelelang mo go tsona mo mephatong e e tlaa latelang. Patlisiso ya thuto mo diphaposiborutelong e beile sethlopha sa **melawana** ya go ruta e e nang le seabe mo go rutegeng ka katlego mo pontsheng. Lenaneo le ageletswe mo go e le robedi ya melawana e.

## Lenanefoko

### molawana

nnete ya kakaretso e e amogetsweng e le boammaaruri

## Melawana e robedi ya go ruta le go ithuta

Le fa e le gore melawana eno e salana morago ka tatelano ya dinomere, seno ke go direla fela gore e fitlhelelwe bonolo. Melawana eno yotlhe e a lekana ka botlhokwa mme e bile o tlaa lemoga gore e golagane thata.



**8 Molawana wa tiragatso.** Go rutega go lotagangwa ka tiragatso ya dikgono tse dintšhwa le kitso.



**1 Molawana wa bokaelo.** Go rutega go diragala mo maemong a a amogelesegang e bile a le maleba.



**2 Molawana wa ditirwana.** Barutwana ba tshwanetse go nna le seabe ka tlamalalo mo go rutweng le go ithuteng.



**7 Molawana wa kakaretso.** Go rutega go diragala mo tikologong e mongwe le mongwe a ikutlwang a amogelesegile, a akarediwa, a tshwerwe sentle, a tlotliwa mme e bile a na le seabe.

## MELAWANA E ROBEDI YA GO RUTA LE GO ITHUTA MO MOPHATONG WA R



**3 Molawana wa motshameko.** Barutwana ba rutega botoka mo ditirwaneng tse ba lokologileng le tse di mo kaelong.



**6 Molawana wa go kaelwa.** Go rutega go diragala fa barutabana ba kaela barutwana mo go ageng kitso e ntšhwa.



**5 Molawana wa tirisano.** Thuto e diragala fa go na le tllhaeletsano le thefosanyo ya dikakanyo.



**4 Molawana wa maemo.** Barutwana ba feta mo maemong a a farologaneng a go thaloganya le kgolo.

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

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

## Glossary

### principle

a general rule that is accepted to be true

## Eight principles of teaching and learning

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



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



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



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



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

## THE EIGHT PRINCIPLES OF TEACHING AND LEARNING IN GRADE R



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



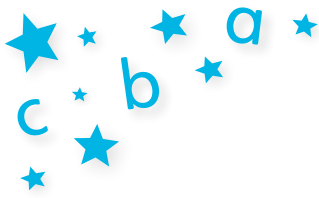
**6 The guidance principle.** Learning takes place when teachers guide learners in developing new knowledge.



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



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



Karolo e e latelang ya *Kaedi ya Mogopolo* e go tshalosetsa ka ga melawana e robedi ya go ruta le go ithuta mo Mophatong wa R. Molawana mongwe le mongwe o na le:

- ★ tshaloso
- ★ tshedimosetso ya tlaleletso tebang le molawana
- ★ lebokoso la “Mo phaposiborutelong ...” moo re sekasekang ka moo mogopolo kgotsa molawana o ka diragadiwang mo phaposiborutelong ka teng.

## 1 Molawana wa bokaelo

### Go rutega go diragala mo maemong a a amogelesegang e bile a le maleba

Thuto e diragala mo maitemogelong a letsatsi le letsatsi kwa gae, kwa mabenkeleng, mo mmileng, kwa tleiniking, mo thekesing, kwa laeborari, mo jarateng, kwa kerekeng le kwa mmosekeng, kwa phakeng, le mo makaelong a mangwe a mantsi a letsatsi le letsatsi. Fa barutwana ba fitlha mo Mophato wa R, ba tla ba na le maitemogelo go tshaloganya le dikakanyo ka ga lefatshe. Eno ke kitso ya bona ya letsatsi le letsatsi. Ba tlaa bo ba godile jalo ba dirisa puo ya mo lapeng. Kitso le puo ya letsatsi le letsatsi ga di ka ke tsha tshwana mo barutwaneng botlhe ka seo se ikaegile ka lelapa la morutwana, morafe le setso.

*Fa barutwana ba fitlha mo Mophato wa R, ba tla le maitemogelo a bona.*

## Mo phaposiborutelong ...

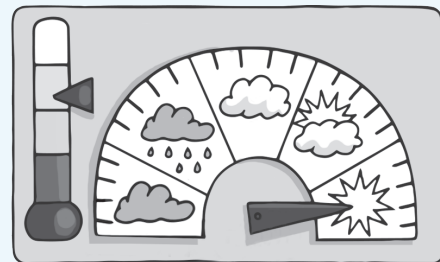
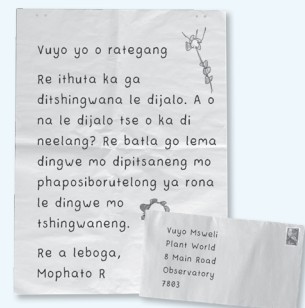
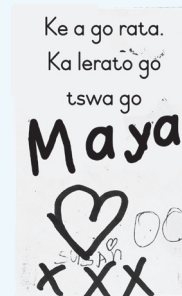


Barutwana ba bantsi mo Aforikaborwa ba golela mo maemong ao go se nang dibuka tse dintsi le moo go thala le go kwala e seng maitemogelo a letsatsi le letsatsi. Jaaka barutwana ba banye, re tlhoka go tlhola dibaka tsa phaposiborutelo tse di thusang go tseganya maemo a barutwana a malapa le a sekolo gore go ithuta go nne le bokao mo go bone.

Re ka tlhoka go rotloetsa barutwana go lebelela dikgatiso le ditlhaka mo tseleng fa ba ya gae go tswa sekolong kgotsa mo mafelong a boagisani, gore ba bone mokwalo mo mafelong a bone. Re ka bontsha barutwana gore go buisa le go kwala go na le maikaelelo ka go dirisa ditirwana tse di tshwanang le go kwala lenaane la dilo tse di tlhokang go rekiwa kgotsa go direla mongwe karata.

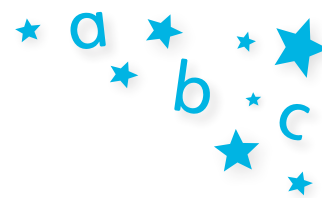
Go tlhola maemo a phaposiborutelo e e humileng ka dikgatiso le gona go thusa barutwana go bona maikaelelo a dikgatiso. Dikakanyo tsa go dirisa dikgatiso ka tsela e e nang le bokao mo phaposiborutelong ya Mophato wa R ke tse di a latela:

- ★ Kwala maina a barutwana mo khalendareng ya malatsi a botsalo mme o tlhole khalendara mmogo le phaposiborutelo letsatsi le letsatsi.
- ★ Baya dileibole mo mabokosong a polokelo, jaaka diboloko le diphazele. Gangwe le gape fa o ntsha didiriswa, buisetsa dileibole kwa godimo le barutwana.
- ★ Dira phousetara e e tshalosang lenaneo la letsatsi le le nang le ditshwantsho le mafoko. Rotloetsa barutwana gore ba buise phousetara botlhe “ka gangwe” go bona gore go latela tirwana efe.
- ★ Bontsha phousetara ya boitekanelo gaufi le sinki kgotsa ntlwanaboithusetso go gopotsa barutwana go tlhapa diatla. Dirisa ditshwantsho le mafoko mo diphousetareng tse.
- ★ Buisa diphousetara mo dipoteng. Dira tshate ya maemo a bosa e o ka e buisang letsatsi le letsatsi le barutwana.
- ★ Bontsha dithalo tsa barutwana le tshimololo ya bona ya go kwala mo phaposiborutelong.



Re itse go tswa mo molawaneng wa bokaelo gore barutwana ba banye ba rutega botoka go gaisa fa go rutega go go ntshwa go na le bokao mme e bile go golagane le sengwe se ba setseng ba itse ka ga sona. Nngwe ya ditsela tse di maatla tseo barutwana ba banye ba ipopelang bokao ke ka dikanelo. Ke ka moo Lenaneotokafatso la Puo le tshamileng le ikaegile ka dikanelo/dikgang, le letla barutwana go aga dikgono tse di ntshwa le kitso mo kaelong ya kgang e e tlwaelegileng.





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

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

## 1 The context principle

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

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

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

### In the classroom ...

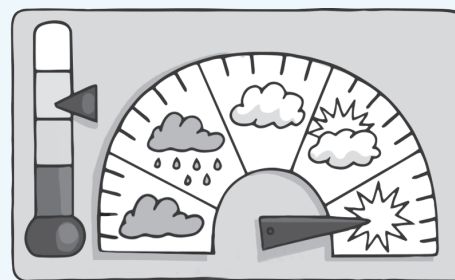


Many learners in South Africa grow up in contexts where there is limited exposure to books and where drawing and writing is not part of their everyday experience. As teachers of young learners, we need to create classroom spaces that help to bridge learners’ home and school contexts so that learning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

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

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

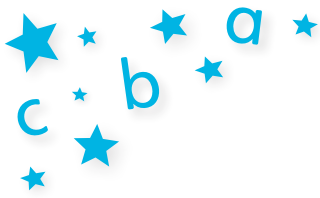
- ★ Write learners’ names on a birthday calendar and check the calendar with the class every day.
- ★ Put labels on storage boxes, such as blocks and puzzles. Whenever you take out resources, read the labels out aloud with the learners.
- ★ Create a poster that illustrates the daily programme with pictures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



We know from the context principle that young learners learn best when new learning has meaning and is connected to something they already know about. One of the powerful ways young learners make meaning is through stories. This is why the Language Improvement Programme has been structured around stories, allowing learners to build new skills and knowledge in a familiar story context.







## 2 Molawana wa ditirwana

**Barutwana ba tshwanetse go nna le seabe ka tlamalalo mo go rutweng le go ithuteng.**

Barutwana ba banye ba ithuta botoka go gaisa ka go nna matlhagatlhaga, le go dira dilo le go nna le seabe mo ditirwaneng tsa tiragatso. Ba dirisa mebele ya bona go sekaseka le go ithuta ka ga lefatshe le le ba potologileng, mme mo go bone go thata go nna ba sa dire sepe sebaka se selelele. Ba ithuta bonolo fa ba kgona go golaganya mafoko a mantšhwa le megopolo ka ditiragatso le maitemogelo a nnete.

Go ithuta mo Mophatong wa R go tshwanetse ga direga ka ditirwana tsa tiragatso tse di itumedisang le maitemogelo a a nang le bokao mme e bile a dirisa dilo tse dintsi. Mo go kgonagalang, ditirwana di tshwanetse tsa kgona go tlamela barutwana ka ditšhono tsa go dirisa mebele yotlhe ya bona le ditemosi, segolobogolo pono, kutlo le kgomô.

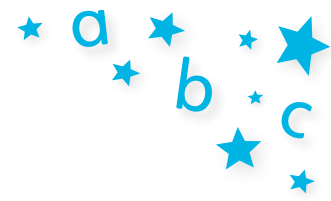
*Barutwana ba banye ba ithuta botoka go gaisa ka go nna matlhagatlhaga.*

### Mo phaposiborutelong ...

Fa barutwana ba etsisa kanelo, ba na le tšhono ya go tsema mo ditlhakong tsa baanelwa le go dira puo ya kanelo ya bona. Ba dirisa puo e ntšhwa le go aga go itshepa ka go nna le seabe go anela kgang ka matlhagatlhaga.







## 2 The activity principle

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

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

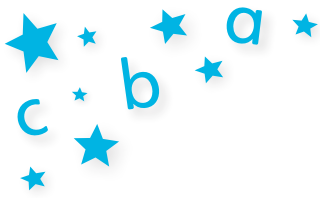
Learning in Grade R should consist of enjoyable, hands-on activities and meaningful experiences that make use of many objects. Wherever possible, the activities should provide learners with opportunities to use their whole bodies and their senses, especially sight, hearing and touch.

*Young learners learn best by being active.*

### In the classroom ...

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





## Mo phaposiborutelong (tswelelo) ...

Barutwana ba Mophato wa R ga ba a tshwanela go opedisiwa dialefabete, kopolola ditlhaka go tswa mo botong kgotsa diragatsa go kwala ditlhaka mo gare ga mela kgotsa mo pampiring ka phensele. Barutwana ba bannye ba tshwanetse go ithuta go bopa ditlhaka ka metsamao e megolo le ka maitemogelo a a akaretsang ditemosi tsotlhe tsa bona. Popo ya ditlhaka e tshwanetse go rutiwa ka ditsela tsa ditemosi tse dintsi jaaka go penta tlhaka mo konkoreiteng ka boratšhe jwa pente jo bo innweng mo metsing, go dira tlhaka ka tege ya go tshameka, golaganya popo ya tlhaka le modumo o e o dirang, kgotsa go thalelela ditlhaka mo thereing e e tshetsweng motlhaba.

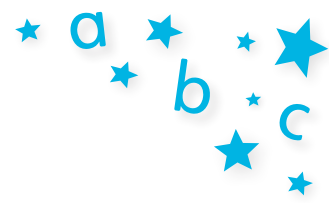


Go tlaa nna bonolo mo barutwaneng go utlwa medumo mo mafokong ka go golaganya medumo le ditragatso tsa sebele le dilo tse di bonalang. Seno se ka dirwa, sekao, ka go rotloetsa barutwana go opa diatla kgotsa go tlolatlolela noko nngwe le nngwe kgotsa modumo, kgotsa go tsamaisa dibadi fa ba bua noko nngwe le nngwe mo lefokong.



Fa o tthagisa tlhaka e ntšhwa, ke kakanyo e e siameng go bontsha barutwana dilo tse di simololang ka modumo oo – bua ka ga dilo, di fetise gore barutwana ba di kgome, le go bua maina a dilo tseo o ntse o gatelela modumo o o totilweng.





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

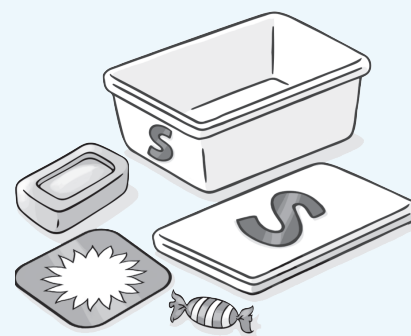
Grade R learners should not be made to chant the alphabet, copy letters from a board or practise writing letters between lines or on paper with a pencil. Young learners should learn how to form letters through big movements and through experiences that involve all of their senses. Letter formation must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

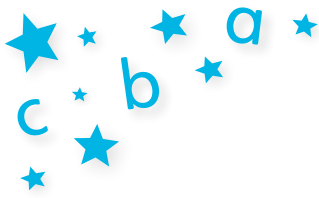


It will be easier for learners to hear sounds in words by connecting the sounds to physical actions and concrete objects. This can be done, for example, by encouraging learners to clap or hop for each syllable or sound, or to move counters as they say each syllable or sound in a word.



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





### 3 Molawana wa motshameko

#### Barutwana ba rutega botoka mo ditirwaneng tse ba lokologileng le tse di mo kaelong.

Mo barutwaneng, go ithuta le go tshameka ga se dilo tse di farologaneng. Motshameko o ka kaya dilo tse dintsi, jaaka metshameko ya kwa ntle; go tshameka ka motlhaba kgotsa metsi; o dira jaaka e kete o tshameka le ditsala kgotsa o tshameka o le nosi; o tshameka ka diboloko kgotsa ditshamekisi tsa dikago; kgotsa o tshameka metshameko ya go reetsa kgotsa metshameko ya dikarata. Le fa ditirwana dingwe tsa metshameko di batla nako e e okeditsweng le didiriswa, barutwana go le gantsi ba itumedisiwa ke go tshameka ka dilo tsa letsatsi le letsatsi le dilo tse di bonolo tse di itiretsweng.

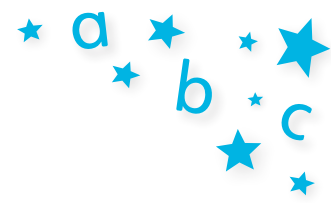
Mo barutwaneng, go ithuta le go tshameka ga se dilo tse di farologaneng.

#### Mefuta e metlhano ya metshameko

Babatlisisi ba supa fa go na le mefuta e metlhano ya metshameko e e fitlhelwang mo ditsong tsotlhe mme e tshegetsa kgolo ya morutwana ya tlhago, loago, maikutlo le kgolo ya tlhologanyo ya morutwana.

	<p><b>Motshameko wa katisommele</b></p> <ul style="list-style-type: none"> <li>★ O akaretsa ikatiso ka matlhagatlhaga, katiso ya go kwala le go tshwara le motshameko wa go lwana.</li> <li>★ Motshameko wa katisommele o botlhokwa go godisa tirisano ya tiriso ya mesifa e megolo, go kwala, go tshwara, go maatlafatsa le go aga kgotlhelelo.</li> </ul>
	<p><b>Go tshameka ka dilo</b></p> <ul style="list-style-type: none"> <li>★ Fa barutwana ba sekaseka, ba batlisisa le go lekeletsa ka dilo tse di farologaneng mo lefatsheng la bona, ba godisa dikgono tsa bone tsa go akanya le go ithuta go rarabolola mathata.</li> <li>★ Tseno e ka nna dilo tse di modumo jaaka dipitsa le dipane; dilo tse di kokobalang jaaka diporopo le mabotlolo a polasetiki; dilo tse di kgomarelang jaaka ditshodi tsa yokate; dilo tse di ka bokelediwang, meniawang, bopiwang, latlhiwang, bampisiwang, tlamparelwang le go tsholediswa.</li> </ul>
	<p><b>Motshameko wa kaediso</b></p> <ul style="list-style-type: none"> <li>★ Ono ke moo barutwana ba dirisang setshamekisi, selo, setshwantsho, sethalo kgotsa go dira matshwao a mangwe go emela dilo tsa nnete mo motshamekong wa bone.</li> <li>★ Mo motshamekong wa kaediso, barutwana ba ithuta gore sengwe se ka "ema boemong" kgotsa sa emela se sengwe fela jaaka morago ba tlaa ithuta gore tlhaka e ka emela modumopuo.</li> </ul>
	<p><b>Go iketsisa le tiragatso ya loago</b></p> <ul style="list-style-type: none"> <li>★ Go akaretsa go ithoma, tshameko ya dikarolo tse di farologaneng, go apara, go dirisa mantswa a a farologaneng le go buelela ditiragalo.</li> <li>★ Motshameko wa go iketsisa o rotloetsa kgolo ya tlhologanyo le loago mme se se thusa bana go laola maitsholo le dikakanyo tsa bone.</li> </ul>
	<p><b>Metshameko e e nang le melao</b></p> <ul style="list-style-type: none"> <li>★ Eno e ka akaretsa go tloatlola, go bala, metshameko ya go tlola kgathi, metshameko ya diboto, metshameko ya mataese, metshameko ya dikarata, le maiphitlhwapitlhwane.</li> <li>★ Metshameko eno e rotloetsa barutwana go ithuta, go latela melao ya motshameko le go e tlhalosa, go abelana le go refosana, go thusana, go amogela go swabisiwa le go leka gape.</li> </ul>





### 3 The play principle

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

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

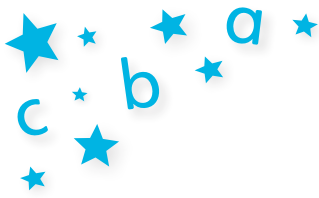
*For learners, learning and play are not separate activities.*

#### Five types of play

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

	<p><b>Physical play</b></p> <ul style="list-style-type: none"> <li>★ This includes active exercise, fine motor practice and rough-and-tumble play.</li> <li>★ Physical play is important for learners to develop gross and fine motor coordination and for building strength and endurance.</li> </ul>
	<p><b>Play with objects</b></p> <ul style="list-style-type: none"> <li>★ As learners explore, investigate and experiment with different objects in their world, they develop their thinking skills and learn to problem solve.</li> <li>★ These can be noisy objects like pots and pans; floating objects like corks and plastic bottles; stacking objects like yoghurt containers; objects that can be squashed, folded, moulded, thrown, bounced, cuddled and carried.</li> </ul>
	<p><b>Symbolic play</b></p> <ul style="list-style-type: none"> <li>★ This is where learners use a toy, object, picture, drawing or other mark-making to represent real-life objects in their game.</li> <li>★ In symbolic play, learners learn that one thing can “stand for” or represent another one just as later they will learn that a letter can represent a sound.</li> </ul>
	<p><b>Pretend and sociodramatic play</b></p> <ul style="list-style-type: none"> <li>★ This involves imagining a scenario, taking on different roles, dressing up, using different voices and negotiating events.</li> <li>★ Pretend play promotes cognitive and social development and helps learners to manage their own behaviour and thinking.</li> </ul>
	<p><b>Games with rules</b></p> <ul style="list-style-type: none"> <li>★ These can include hopping, counting, skipping games, board games, dice games, card games, hide and seek games.</li> <li>★ These games encourage learners to learn, follow and explain rules, share and take turns, help one another, deal with disappointment and try again.</li> </ul>





## Mo phaposiborutelong ...

Barutwana go le gantsi ba rata go iketsisa, ka jalo motshameko wa iketsiso ke tselo e e siameng go tshegetsa go ithuta ga bona. Motshameko wa go iketsisa o ka nna modumo, fela mofuta ono wa motshameko o aga bokgoni jwa morutwana go tllhologanya le go dirisa puo e e fetang ya fano le jaanong, go feta maitemogelo a bone le go feta tsa lefatshe la nnete. Ba tshwanetse go buelela dikarolo le go tllhalosa se ba se dirang. Gape ba ithuta ka kemedi – gore selo sengwe se ka emela se sengwe. Go tshwarelela megopolo e e thata eno go tlaa ba thusa go tllhologanya gore go kwala mo tsebeng go emetse mafoko a re a buang.

Fano ke dikakanyo tse di dirang go go thusa go rotloetsa motshameko mo phaposiborutelong ya gago:

- ★ Lebenkele la go iketsisa le agega bonolo ka mabokoso a kgale, ditshodi tsa polasetiki le dilwana tse dingwe go tswa mo phaposing ya boapeelo. Pampiri ya lekgasa e ka dirisiwa jaaka madi a iketsiso. Barutwana ba banye gape ba itumelela ditlwaelo tsa thefosano ya dikarolo mo ntlong, jaaka go apaya le go tllhatswa.
- ★ Rotloetsa barutwana go dirisa mokwalo le go buisa ga go iketsisa mo motshamekong wa bona. Sekao, dira letshwao la lebenkele, o dira lenanetheko, o kwale lekwalo la ditlhare kgotsa o tseye ditaelo tsa dijo mo lefelong la dijo.
- ★ Nna karolo ya ditirwana le barutwana fa ba ntse ba tshameka. Bontsha boitumelo jwa gago le go tsaya karolo ka go akanyetsa kwa godimo le go bua ka ga se se diragalang mo tirwaneng.
- ★ Thusa barutwana go akanya ka ga matshwao fa ba tshameka. Tshitshinya gore selo sengwe se ka emela se sengwe jang. Sekao, "O ka phetola tafole eo mme o e dirise jaaka mokoro wa gago."







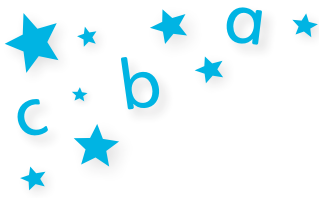
## In the classroom ...

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

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

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





### Mokgwa o o ikaegileng ka motshameko

Mokgwa o o ikaegileng ka motshameko mo go rutweng le mo go ithuteng o etse tlhoko gore ka dinako dingwe barutwana ba rutega sentle thata go tswa mo ditirwaneng tse di lokologileng tse di itshimoleletsweng ke morutwana kwa ntle ga seabe sa mogolo. Ka dinako tse dingwe barutwana ba rutega sentle thata go tswa mo ditirwaneng tsa motshameko mo kaelong ya morutabana go phaposiborutelo yotlhe kana ditlhopho tse dinnye. Lenaneo la go ruta le go rutiwa le le rulagantsweng sentle le tshwanetse go akaretsa maleka a ditirwana tse di farologaneng tsa metshameko.

Barutwana ba tlhoka ditšhono tse dintsi go:

- ★ *sekaseka tikologo ya bona ka go dirisa ditemosi tsa bone.*  
Sekao: metshameko ya kwa ntle jaaka go palama le go taboga, sekotšhe le metshameko ya kgwele.
- ★ *thothomisa le go rarabolola mathata.*  
Sekao: go dirisa didiriswa tsa dikago go aga tora, kgotsa go dirisa metsi kana motlhaba go tlatsa ditshodi.
- ★ *diragatsa se ba setseng ba se itse kgotsa ba itse go se dira.*  
Sekao: go tshameka metshameko e e nang le thulaganyo jaaka dinoga le dillere kgotsa didomino.

### Botlhokwa jwa motshameko mo go ithuteng go itse go buisa le go kwala le kgodiso ya puo

Fa barutwana ba tshameka, go le gontsi ba dirisa dilo tse di mo tikologong ya bone mme ba dire jaaka e kete ke dilo tse dingwe. Fa barutwana ba thala, ba dira ditshwantsho go emela botshelo jwa nnete kgotsa lefatshe la maitlomo. Mo mofuteng ono wa motshameko wa ketsiso, barutwana ba dirisa selo se sengwe go "ema boemong" kgotsa go emela se sengwe. Seno ke tshimologo ya go ithuta gore matshwao a ka emela dilo tsa nnete. Sekao, ba ithuta gore:

- ★ bolokokago jwa lepolanka jo bo khutlonnetsepa bo ka emela founu
- ★ sethalo sa batho ba babedi se ka emela batho ba babedi ba nnete
- ★ tlhaka **s** e emetse modumopuo /s/ o o utlwang mo mafokong "setlhare" le "sekolo".

Go na le ditirwana tse dingwe tse dintsi tsa motshameko tse di rotloetsang boithutapuo. Sekao:

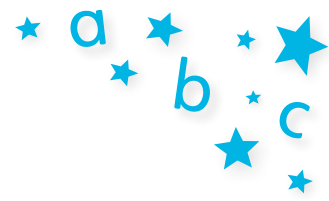
- ★ Fa barutwana ba tshameka metshameko ya go fopholetsa, ba tshwanetse go dirisa puo go tlhalosa se ba akanyang ka ga sona.  
*"Ke akanya ka ga phologolo e e dulang mo polaseng. E re tlamela ka mašwi le nama."*
- ★ Metshameko e tshwana le "Ke tswa setlhodi ka leitlhonyana la me" e thusa barutwana go tlhaola ditlhaka tse di simololang mafoko.  
*"Ke tswa setlhodi ka leitlhonyana la me sengwe se se simololang ka /t/."*
- ★ Metshameko ya go reetsa e thusa go aga tlotlofoko ya barutwana le go tlhaloganya megopolo ga bona.  
*"Ema ka leoto la gago la molema mme o beye diatla tsa gago mo godimo ga tlhogo."*

Lenaneo la go ithuta le tshwanetse go akaretsa maleka a ditirwana tsothe tse di farologaneng tsa metshameko.



Mo motshamekong wa ketsiso, barutwana ba dirisa selo se go "ema boemong" kgotsa go emela se sengwe.





### The play-based approach

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

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

Learners need many opportunities to:

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

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

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

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

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

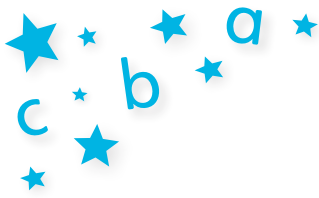
There are many other play activities that promote language learning. For example:

- ★ When learners play guessing games, they have to use language to describe what they are thinking about.  
*“I am thinking of an animal that lives on a farm. It gives us milk and meat.”*
- ★ Games like “I spy with my little eye” help learners to identify the beginning sounds in words.  
*“I spy with my little eye something beginning with /t/.”*
- ★ Listening games help build learners’ vocabulary and understanding of concepts.  
*“Stand on your left leg and put your hands on your head.”*

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



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



## 4 Molawana wa maemo

### Barutwana ba feta mo maemong a a farologaneng a go tihaloganya le kgolo.

Barutwana mo phaposiborutelong ya Mophato wa R botlhe ba lekana ka bogolo, mme mongwe le mongwe wa bona o na le semelo sa gagwe ka nosi, ditlhokego, bokgoni, dithata le dikgwetlho. Ba tlaa farologana tebang le maitemogelo a ba tlang ba na le ona le maemo a puo. Tsothe tseno di tlaa nna le tlotlhetso mo lebelong la tiro le tshegetso e ba tlaa e tlhokang mo barutabaneng le barutwana ba bangwe gore ba rutege.

Dilo tse dintsi di ka tlotlhetso lebelo la tiro ya barutwana le tshegetso e ba tlaa e tlhokang mo morutabaneng.

## Mo phaposiborutelong ...



Fa barutwana ba sa golela kwa malapeng a ba sa rotloediweng go botsa le go araba dipotso, ba ka nna ba se nnisege go dira jalo mo phaposiborutelong. Dipotso tse di farologaneng di dira ditopo tse di farologaneng mo dikgonong tsa barutwana tsa kgodiso ya puo. Barutabana ba leke go dirisa dipotso tsa maemo a a maleba mo morutwaneng yo mongwe le yo mongwe.

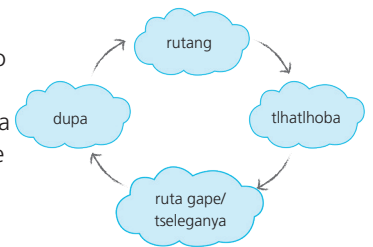
- ★ Dipotso tse dingwe di ka arabiwa ka puo e e seng kalo, sekao: *"Katse e iphitlhile kae?"* Fa barutwana ba supa kwa karabong e e nepagetseng, go bontsha gore ba tihalogantse potso, le fa ba sa bue.
- ★ Dipotso tse di tlhokang gore barutwana ba tlopho magareng ga ditsibogo tse pedi di ka thusa go aga go itshepa, ka jaana barutwana ba ka araba le fa ba se na puo e e kalo: *"A o ka rata go dirisa kherayone e pududu kgotsa e tala?"*
- ★ Dipotso tse di tswalegileng di na le karabo e le nngwe le tsona di aga go itshepa ga barutwana ba puo ya bona e sa ntseng e gola. Sekao: *"Mmala wa mosese wa mosetsana ono ke ofe?"*
- ★ Dipotso tse di rotloetsang barutwana go neelana ka maitemogelo a bona di botlhokwa go aga go itshepa, ka jaana dikakanyo le maitemogelo a bona di tseelwa kwa godimo, mme e bile a ka tlhagisa sengwe se se tlwaelegileng go neelana ka karabo. Sekao: *"A o kile wa ya pikiniking? A o ka re bolelela ka ga nako e o neng o ile pikiniking?"*
- ★ Dipotso ka ga mafoko le bokao jwa ona di baka tirisano mme e bile di thusa go aga go batla go itse go le gontsi ka mafoko. Sekao: *"Ka Setswana, re a re seno ke 'mangole' a rona, o a bitsang mo dipuong tse dingwe?"*
- ★ Dipotso tse di bulegileng mme di na le karabo e e nepagetseng e feta nngwe, di botlhokwa tota go godisa puo ya barutwana le dikgono tsa go akanya. Sekao: *"O akanya gore go a go diragalang gape?"; "Ke ka ntlha yang o akanya jalo?"*

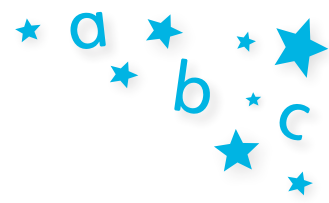
Dipotso tseno di tsosa tirisano le kabelano ya dikakanyo, fela barutwana ba tlaa ikutlwa ba itshepa go tsiboga fa morutabana a dirile phaposiborutelo moo ditsibogo tsothe di tsewang tsia le go amogelwa.

### Go ruta ka go fapologanya

Phapologantsho e kaya gore se o se rutang le tsela e o se **rutang** ka yona di tshwanetse go ela tlhoko bokgoni jo bo farologaneng jwa barutwana. Go dirisa tsela e, barutabana ba tlhoka go ela morutwana yo mongwe le mongwe tlhoko le go **tlhatlhoba** morutwana mongwe le mongwe ka nako ya ditirwana le go dirisa tshedimotsetso eno go **dupa** gore morutwana o tlhoka tshegetso e e ntseng jang le go rulaganya gore o tlaa ruta jang gape (kgotsa **go tsereganya**) e le go aga le go atolosa go tihaloganya barutwana le dikgono tsa bona. Barutwana bangwe ba ka tihaloganya kakanyo e ntshwa, ka tshegetso e e seng kalo go tswa go morutabana. Barutwana ba bangwe bona ba ka tlhoka nako e ntsinyana, ditshupetso tse dintsinzana, dikao tse dintsinzana le tshegetso e ntsinyana go fitlhelela go tihaloganya go go tshwanang. Fa o dirisa phapologantsho fa o ruta, o tlhoka go:

- ★ itse ditshwano le dipharologano tsa barutwana ba gago
- ★ rulaganya tsela e e botoka go gaisa go tshegetsa morutwana mongwe le mongwe o ikaegile ka bokgoni le dikgwetlho tsa bona
  - Ke didiriswa dife tse di ka thusang?
  - Ke setlhopho sefe se se ka tshwanelang morutwana go gaisa?
  - A morutwana o tlaa tlhoka thuso e ntsinyana? Tirwana e ka atolosetswa morutwana yo o bonako jang?
- ★ fetola se o solofelang gore morutwana mongwe le mongwe o se ithutile morago ga tirwana.





## 4 The level principle

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

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

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

### In the classroom ...

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

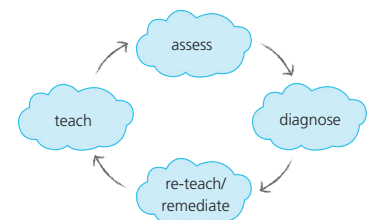
- ★ Some questions can be answered with very little language, for example: "Where is the cat hiding?" If learners point to the correct answer, it shows that they have understood the question, even if they don't speak.
- ★ Questions that require learners to choose between two responses can help build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

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



### Differentiated teaching

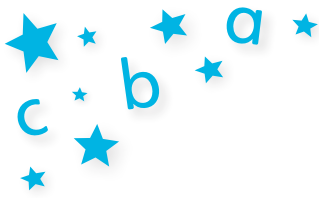
Differentiation means that what you **teach** and the way in which you teach it needs to take into account the different abilities of your learners. To use this approach, teachers need to observe and **assess** each learner during activities and use this information to **diagnose** what support the learner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



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







## Mo phaposiborutelong ...

Mo tshimologong ya ngwaga mo Mophatong wa R, barutwana bangwe ba ka tswa ba na le maitemogelo a a seng kalo go thala le go kwala, fa ba bangwe ba ka tswa ba setse ba itse go kwala maina a bone le gore ba tlaa ikutlwa ba itshepa go ka thala dikakanyo tsa bone. Maitemogelo a bone a pele, bokgoni le dikgatlhego di tlaa thlotlheletsa maemo a bone a kgolo, mme ka go ela barutwana tlhoko sentle, barutabana ba tlaa kgona go lemoga maemo a bona a dikgono le go rulaganya gore ba ka tshegetsatsa jang kgolo ya dikgono tseno botoka go gaisa.

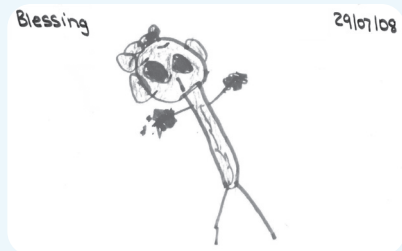
### Go thala patlisiso ya tobiso

Patlisiso e e latelang ya tobiso e supa tsela ya go ruta, go tthatlhoba, go itse le go ruta/go baakanya. Morago ga go ruta thuto e e akaretsang go thala, morutabana o tthatlhoba barutwana ka go dirisa boelatlhoko jo bo sa rulaganngwang mme a lemoga gore barutwana bangwe ga ba a ka ba kgona go wetsa tirwana ya go thala ka maemo a a usang pelo. Temogo ya gagwe e isitse kwa go dupeng gore barutwana ga ba a ka ba lemoga gore go thala go ne go tlhoka go lebelela ka kelotlhoko le go tlhokomedisa dintlha tsa pono. Jaanong o tsaya dikgato go tsereganya ka go tthatlosa maemo ka kelotlhoko. Ditshwantsho di bontsha ka moo tsereganyo eno e kgontshitseng morutwana go ya kwa maamong a a latelang ka teng.

Blessing o ne a le dingwaga di le tlhano fa a ne a thala setshwantsho se. Morutabana o ne a tshwenyega fa a bona ditshwantsho tsa gagwe mme a lemoga gore o ne a tlhoka tlhokomelo e e kgethegileng. O ne a swetsa go mo ela tlhoko ka nako ya go thala ditshwantsho, mme a tla ka leano la go tshegetsatsa dithalotshwantsho tsa gagwe. O ne a tlotla le ena ka ga se a neng a se thala letsatsi le letsatsi. O ne a bua jaana: "Ke a bona gore o thadile setshwantsho sa gago fano. O na le mabogo a le makae? A o ka mpontsha mabogo a ... gago? Ee, a fa lethakoreng la mmele wa gago. A o akanya gore o ka ithalela mabogo mangwe?"

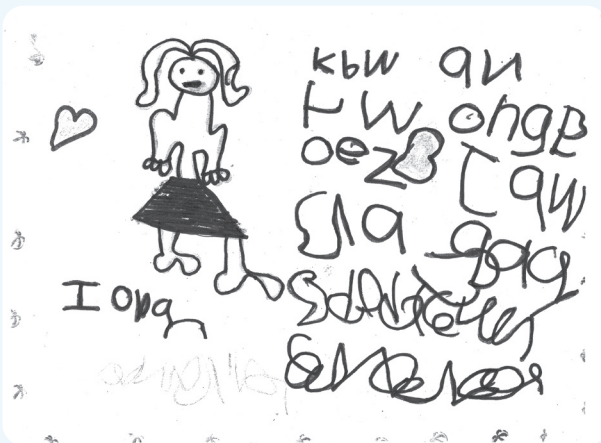


Morutabana o ne a mo rotloetsa go tsaya nako e ntsinyana go thala ditshwantsho le go mo thusa go rulaganya gore a ka dirisa mebala efe. O ne a mo rotloetsa go lebelela dilo ka kelotlhoko fa a di thala, sekao: "Lebelela apole eno – e bopegile jang? Ee, e kgolokwe. O tlhoka go e thala ka mmala ofe?" Morutabana gape o ne a buisana le ena ka ga se o neng a se dira le batsadi ba gagwe le go ba rotloetsa go mo tshegetsatsa kwa gae. Blessing, batsadi ba gagwe le morutabana wa gagwe botlhe ba ne ba itumeletse tswelelopele e a e bontshitseng!

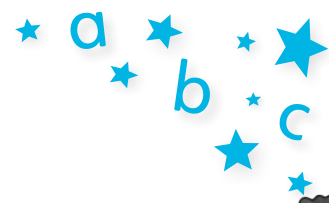


### Go kwala

Maiteko a ntlha go kwala a barutwana ba banyane a ka nna a se tshwane le a bagolo, fela ba fetoga go nna bakwadi ka jaana ba leka go tlhaeletsatsa dikakanyo tsa bone mo pampiring le go dirisetsa bokwadi maitlhommo a a farologaneng. Dikao tse di latelang di bontsha gore barutwana ba feta jang mo dikgatong tse di farologaneng tsa go tlhaloganya le kgolo mo tsamaong ya go ithuta go kwala. Mabapi le dintlha tse dingwe tsa gore morutabana o ka kaela jang barutwana mo go maleba ka kgato ya bona ya bokwadi, lebelela Molawana wa go Kaelwa.







## In the classroom ...

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

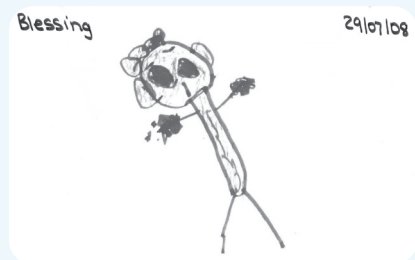
### Drawing case study

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

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

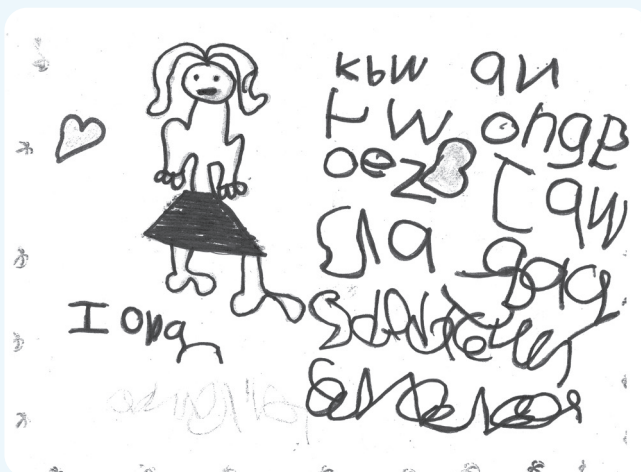


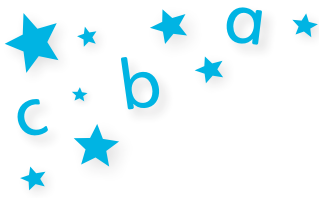
The teacher encouraged him to take more time doing his drawings and helped him to plan which colours to use. She encouraged him to look more carefully at things when he was drawing, for example: "Look at this apple – what shape is it? Yes, it is round. And what colour do you need to draw it?" The teacher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



### Writing

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





## 5 Molawana wa tirisano

### Thuto e diragala fa go na le tlhaeletsano le thefosanyo ya dikakanyo.

Barutwana ba rutega botoka go gaisa fa re tsibogela dikgatlhego tsa bona le fa ba neelwa ditšhono tsa go dirisana, go abelana dikakanyo le go botsa le go araba dipotso. Metlotlo magareng ga bagolo le barutwana ke tsela e e maleba tota ya kgolo ya puo mme e bile gape fa barutwana ba rotloediwa go nna le seabe mo metlotlong le go botsa dipotso le go tlhagisa dikakanyo tsa bona, dikgono tsa bona tsa puo le go akanya di tlaa gola.

Dipatlisiso di bontshitse gore diphaposiborutelo tsa thuto ya pele tse di nang le boleng ke tseo morutabana a tsibogang le go tlhola maemo a a rotloetsang tirisano le tlhaeletsano. Go bonolo thata go neela ditaelo le go solofela gore barutwana ba didimale, fela ga se ka mokgwa oo barutwana ba bannye ba ithutang puo ka teng.

Barutabana ba ba tsibogang ba aga puo ya barutwana.

### Mo phaposiborutelong ...

Mo phaposiborutelong ya Mophato wa R, go na le ditšhono di le dintsi tsa go aga puo ya molomo letsatsi lotlhe.

Go bontsha le go itsise ke nngwe ya ditšhono tse di kgethegileng gore barutwana ba tle ka sengwe se e leng sa bona mo phaposiborutelong, go ipaakanya le go bua nako e telejana ka ga sengwe se ba bonang se kgethegile. Malepa mangwe a morutabana a o ka a dirisang go tshegetsa tirisano ka nako ya go bontsha le go itsise ke ano:

- ★ Dumelana le tlhopho ya morutwana ka ga selo se a se itlhophetseng go bontsha le go itsise.
- ★ Ipeye mo bogodimong jwa morutwana, lebagana le ena mme o reetse ka go supa kgatlhego.
- ★ Boeletsa se morutwana o se buang mme o oketse ka tshedimisetso e nngwe, bua se a se buileng ka tsela e nngwe kgotsa o atolose se a se buileng, ntswa o etse tlhoko gore o dumelane le molaetsa wa gagwe.
- ★ Botsa dipotso tse di rileng mme o reetse dikarabo tsa morutwana. Netefatsa gore o botsa dipotso tse di bulegileng tse di atolosang dikakanyo tsa barutwana (“Ke ipotsa gore goreng ...?”; “O akanyang ...?”; “O akanya gore o ne a ikutlwa jang fa ...?”).
- ★ Naya barutwana nako e ntsi go ikakanya pele o ka solofela tsibogo.
- ★ Bontsha barutwana gore o reeditse ka matlhagatlhaga (ka go dirisa tsibogo e e tshwanang le: “mmm, aha, ee, ka nnete?”).
- ★ Dumelana le dikgono tsa go reetsa tsa barutwana ba bagwe mme o tlole sebaka se se bolokesegileng sa gore ba ka botsa dipotso.
- ★ Akaretsa barutwana ba ba reeditse “go bontsha le go itsise” ka go ba botsa dipotso ka ga se ba se utlwileng le ka ga dilo tse dintšhwa tse ba di ithutileng.
- ★ Tlhalosa dikakanyo le maikutlo a gago (le dikakanyo le maikutlo a ba bangwe).

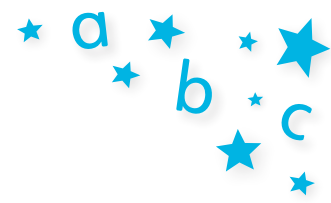


### Go botsa dipotso go kgontsha kgolo ya puo

Ka go botsa dipotso, barutwana ba ithuta maitemogelo a a farologaneng le dikakanyo di a gokagana. Fa ba botsa dipotso thata le go tlhalosa dikakanyo tsa bona, dikgono tsa bona tsa puo le tsa go akanya di a gola. Dikarabo tsa barutwana di ka nna tsa se nepagale ka dinako tsotlhe, fela go dira diphoso ke karolo ya go ithuta mmogo. Barutabana ba tshwanetse go botsa dipotso tse morutwana o ka kgonang go di araba mme a ba seke ba tlabisa morutwana yo o sa arabang sentle ditlhong.

Buisa thata mo karolong e e latelang ka ga dipotso tse o ka di botsang barutwana mo maemong a a farologaneng a kgolo.





## 5 The interaction principle

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

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

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

Responsive teachers build learners' language.

### In the classroom ...

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

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

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

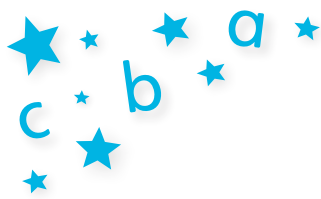


### Asking questions enhances language development

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

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





## 6 Molawana wa go kaelwa

**Go rutega go diragala fa barutabana ba kaela barutwana mo go ageng kitso e ntšhwa.**

Barutwana ba tsalwa ba na le lenyora la go batla go itse mme le fa ba kgona go ribolola dilo dingwe ka bobona, gore ba rutege le go gola, ba tlhoka dikamano. Go godisa le go tshepa dikamano ke mekhutlolo ya dithuto tsothe. Batlhokomedi le barutabana ba ba tsibogelang dikgatlhego le matsapa a morutwana, ba tsereganya thuto mme ba thusa barutwana go bona bokao jwa maitemogelo a bona.

### Neela barutwana ditiro

Barutwana ba rata go akarediwa mo ditirwaneng tsa "bagolo" mme e bile thutego e ntsi ya ngwana ya pele e diragala fa a dira sengwe le motlhokomedi kgotsa kgaitسادie. Ka go dirisa "botsayakarolo jo bo kaelwang", ba tlaa feleletsa ba itse go dira tirwana ka bobona. Fela jaaka maithutathutane a ithuta mo go bomankge kgotsa mongwe yo e leng kwakwabidi mo tirong eo, barutwana ba ithuta dikgono tse dintšhwa ka go nna mo dinaong tsa bomogolowe, balelapa le barutabana.

Go godisa le go tshepa dikamano ke mekhutlolo ya dithuto tsothe.

## Mo phaposiborutelong ...



Fela jaaka kwa gae, barutwana ba rata go newa tiro mo phaposiborutelong. Kopa barutwana go jara maikarabelo a khalendara ya malatsi a botsalo, tšhate ya maemo a bosa, go ntsha didiriswa, go etelela ditlhopho tsa bona pele, go thusa balekane ba bona mo phaposing, go phepafatsa sekhutlo sa dibuka. Mo tshimologong ba kope gore ba go thuse. Ba tlaa ithuta ka go go bogela o dira ditirwana tse, mme go ise go ye kae ba tlaa bo ba kgona go ka dira ditirwana tseo ka bobona.



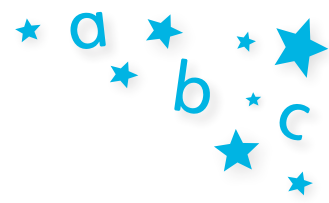
### Go ipeela melawana go botlhokwa

Barutwana ba tlhoka go ithuta gore o ka ithuta jang. Se se raya gore ba tshwanetse go laola maitsholo a bona. Ka go dira tirwana mmogo le motlhokomedi kgotsa morutabana yo o tsibogang, barutwana ba ithuta gore o ka fokotsa lebelo jang, go akanya pele ba dira le go sa tsiboga ka mafega. Barutwana ba tlhoka go laola dikakanyo tsa bona, fetola maano le go laola ditshwabo tsa bona fa tirwana e ba thatafalela. Ba ithuta go akanyetsa kwa pele le go leka ditsela tse dingwe go na le go tsiboga fela ba sa akanya. Barutabana ba ba neelang barutwana ditšhono go emela sebaka sa bona, go reetsa ditaello le go nna le seabe mo go rulaganyetseng tirwana, ba thusa barutwana go ithuta go ipeela melawana.

Barutabana ba ka thusa barutwana go nna ba tsepame mo tirong kana tirwaneng ka go laola maemo a go ithuta. Seno se ka akaretsa go fokotsa modumo kgotsa go phutha ditshamekisi kgotsa dilo tse di seng maleba le tirwana mme di ka kgoreletsa barutwana go tsepama.

Gape barutabana ba ka thusa barutwana go nna ba tsepame ka go ba supetsa dikarolo tsa botlhokwa tsa tirwana kgotsa go ba bontsha gore ba ka dira jang tirwana. Barutwana ba tlhoka ditšhono tse dintsinyana go nna le seabe mo ditirwaneng go godisa bokgoni jwa bona go ka tsepama.





## 6 The guidance principle

### Learning takes place when teachers guide learners in developing new knowledge.

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

### Give learners responsibilities

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

*Nurturing and trusting relationships are the cornerstones of all learning.*

### In the classroom ...



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

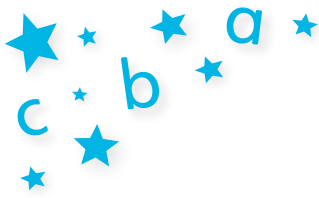


### Self-regulation is key

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

Teachers can help learners to stay focused on a task or activity by managing the learning environment. This might mean reducing the noise or tidying away toys or objects that are not relevant to the activity and might distract learners' attention.

Teachers can also help learners to stay focused by pointing out important parts of the activity or modelling how to approach a task. Learners need many opportunities to participate in tasks to develop their ability to stay focused.



### Kaelo mo maemong a a siameng

Go bothokwa gore kaelo e morutabana a e neelang morutwana e maleba le maemo a kgolo. Jaaka re bone mo molawaneng wa maemo, fa barutwana ba ithuta go kwala, ba feta mo dikgatong tse di farologaneng tsa go kwala mme e bile go bothokwa gore morutabana a lemoge seno le go tshegetsatsa morutwana ka tshwanelo.

## Mo phaposiborutelong ...

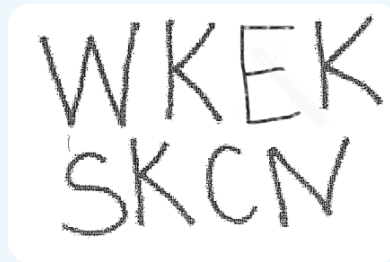


Barutabana ba na le karolo e e bothokwa e ba tshwanetseng go e tshameka go kaela barutwana fa ba thala ditshwantsho le mo maitekong a bona a ntlha a go kwala. Ditshitshinyo tsa ditsela tse ba ka di dirisang go kaela barutwana ba banye mo tshimololong ya go kwala ke tse di a latela:

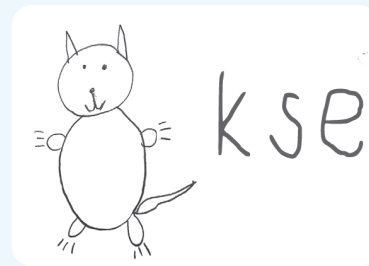
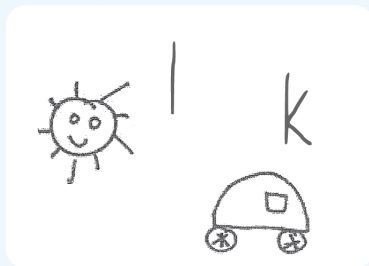
- ★ Go tlwaelegile gore mokwalo wa barutwana o akaretse go kgwarinya, makwalo, dinomere le dipopego. Fa morutwana a kgwarinya fela a sa akanye kgotsa a leka go kwala, ba kope gore ba go itsise se ba se kwadileng mme o ba akgolele matsapa a bona. Sekao: "O dirile tiro e ntle ka go kwala kgang ya gago. A o ka mpolelela gore e a reng?"



- ★ O se tshwenyega fa barutwana bangwe ba kwala ditlhaka tse dintsi fela tse dileele ba sa tlogele diphatlha. Nakonngwe go ka thusa go bala mafoko a morutwana ka menwana ya gago fa ba go bolelela dipolelo tsa bona, o supa monwana fa o bua lefoko lengwe le lengwe. Rotloetsa morutwana go dira fela jalo ka menwana ya bona fa ba kwala. Se se ka ba thusa go tshaloganya dibaka tse di mo magareng ga mafoko.



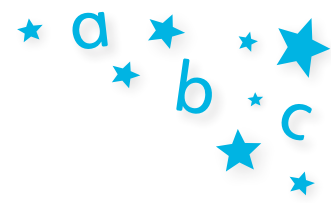
- ★ Fa ngwaga e ntse e ya, barutwana ba ka simolola go dirisa ditlhaka tse di tsamayang di le tsosi go emela medumopuo mengwe mo mafokong. Tshwaela ka ga se o se lemogileng mo mokwalong wa bona. Sekao: "Ke rata ka moo o dirisitseng tlhaka /n/ go kaya ngwana wa nonyane ka teng mo mokwalong wa gago – ke kakanyo e ntle e le ruri!" Ba ka nna ba nna ba kwala ditlhaka go ya kwa morago kgotsa ba di kgonamisa. O seka wa leka go siamisana mokwalo wa bona. Ba tlaa ikatisa go kwala ka tshwanelo mo ditirwaneng tse dingwe.



- ★ Barutwana ba bangwe ba ka lemoga gore ga ba kwale ka "nepagalo" mme ba ka gana go kwala gotlhelele. Se se ka diragala fa ba setse ba tshaloganya ditlhaka le medumopuo sentle, mme ba ise ba kgone go dirisa mopeleto o o tlwaelegileng wa ("bagolo"). Eno ke kgato e e bothokwa mo kgolong ya mokwalo. Tshegetsatsa morutwana ka go ba kwalela mafoko mangwe le go ba rotloetsa go kwala mafoko a ba ka a dumisang kgotsa mafoko a ba itseng gore a peletwa jang. Go ise go ye kae ba tlaa bo ba kwala gape ka nosi.







### Guidance at the right level

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



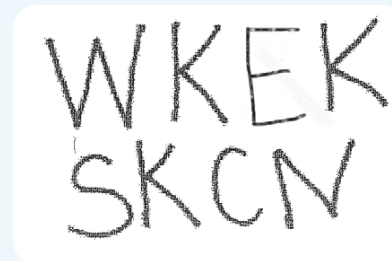
## In the classroom ...

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

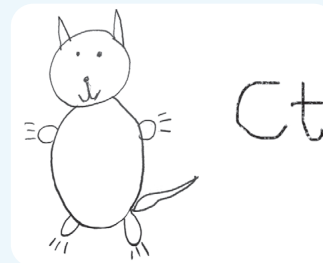
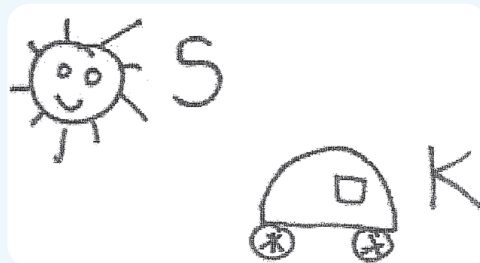
- ★ It is normal for learners' writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts. For example: *"You have done a good job of writing your story. Can you tell me what it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



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

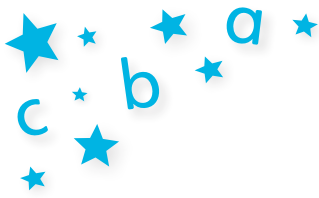


- ★ As the year progresses, learners may start using single letters to represent some sounds in words. Make a comment about what you have noticed in their writing. For example: *"I like the way you used the letter /b/ for baby bird in your writing – that was good thinking!"* They might still write letters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



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





## 7 Molawana wa kakaretso

**Go rutega go diragala mo tikologong e mongwe le mongwe a ikutlwang a amogeselegile, a akareidiwa, a tshwerwe sentle, a tlotliwa mme e bile a na le seabe.**

*Barutabana* ba ba nang le tlhaloganyo ya boakaretsi ba amogela bomethalethale jwa barutwana ba bona. Phaposiborutelo nngwe le nngwe ya Aforikaborwa e na le barutwana ba bantsi ba ba farologaneng, mongwe le mongwe wa bona o na le boitshupo, semelo, bokgoni, dikgatlhego le lemorago la gagwe.

Molawana wa kakaretso o kaya gore *barutwana* botlhe ba akareditswe mo ditirwaneng tsa phaposiborutelo. Barutwana botlhe ba na le tshwanelo ya go ikutlwa ba kgethegile le go tsaya karolo mo ditirwaneng tsa phaposiborutelo le dipuisano go sa kgathalasege gore a ba na le bogole, mathata a maitsholo kgotsa dikgoreletsi tsa thuto. Barutwana ba tshwanetse go amogelwa, go rotloedwa go tsaya karolo mo mererong yotlhe ya sekolo kgotsa setheo le go tshagediwa go ithuta go fitlhelela bokgoni jwa bona jotlhe.

Molawana wa kakaretso o fetela le kwa *batsading le barutabana* ba ba tshwanetseng go amogelwa, go tshwarwa sentle le go tlotliwa go sa kgathalasege gore ke ba setso, lotso, morafe, bong, boikitsiso jwa bong, tshkamelo ya bong, bokgoni bofe jwa mmele le tlhaloganyo, tumelo kgotsa maemo a seloago-ikonomi, puo le mefuta ya go ithuta efe.

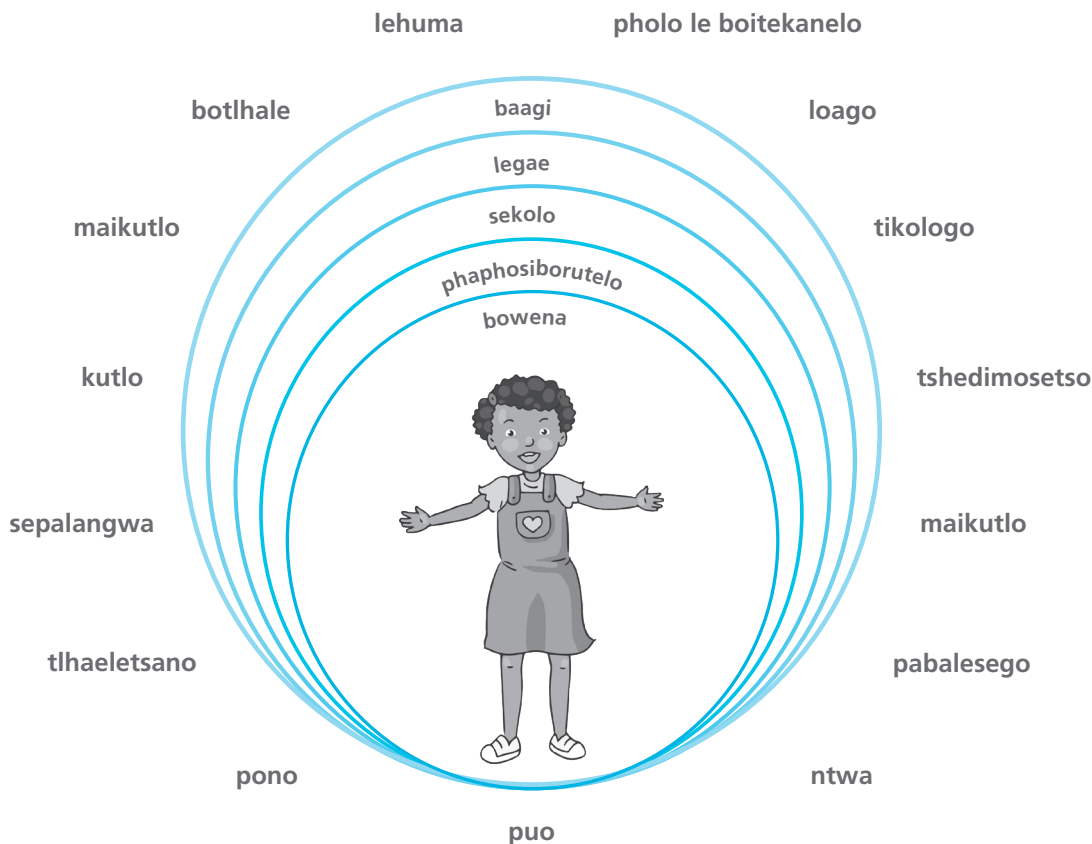
### Dikgoreletsi tsa thuto

Molaotlomo wa 6 wa Thuto o o malebana le Thuto ya Ditlhokego tse di Kgethegileng o tlhamaletse mabapi le kakaretso ya barutwana, segolobogolo ba ba kileng ba kgaphelwa thoko kgotsa ba kgethololwa mo thutong mo malobeng. Tse di latelang di ne tsa lemogiwa jaaka **dikgoreletsathuto** tse di dirileng gore barutwana ba se akareidiwe mo thutong:

*Thuto e e akaretsang e kaya gore barutwana botlhe ba na le tshwanelo ya go fitlhelela thutotheo kwa ntle le go kgethololwa.*

*Go tlotla bomethalethale le boineelo mo go akaretseng ke ditshwanelo tsa barutwana mme e bile di sireleditswe ke Molaotleo wa Aforikaborwa.*

*Pholisi ya kakaretso e lwela gore barutabana ba itse boitshupo, ditlhokego le dikgatlhego tsa barutwana gore ba kgone go di ela tlhoko mo phaposiborutelong fa ba ruta.*



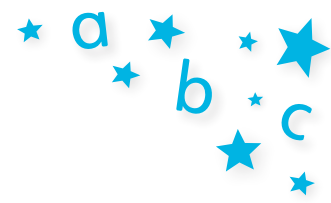
### Lenanefoko

#### sekgoreletsathuto

sekgoreletsathuto ke sengwe le sengwe se se kganelang morutwana go ithuta sentle

Dikgoreletsi e ka nna:

- *tse mo teng:* gokagana le morutwana ka tlhamalalo (sekao: go sa dire sentle ga tlhaloganyo, ga maikutlo kgotsa ga mmele)
- kgotsa**
- *tse kwa ntle:* kwa ntle ga morutwana (sekao: lehuma, ikgatholoso, ntwana mo loagong)



## 7 The inclusivity principle

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

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

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

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

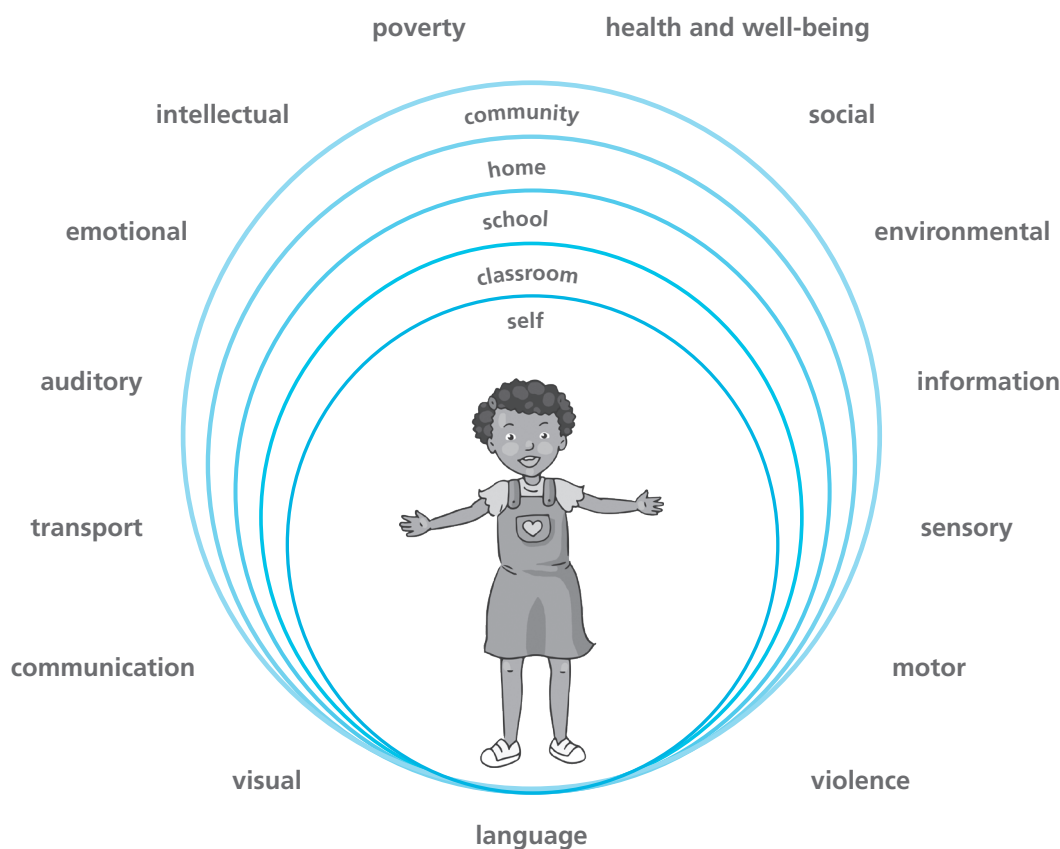
### Barriers to learning

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

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

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

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



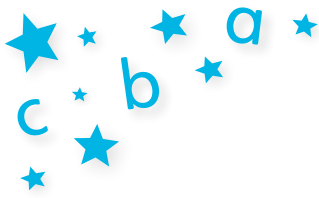
### Glossary

#### barrier to learning

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

Barriers can be:

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



## Mo phaposiborutelong ...

*Rulaganya dithuto tsa gago, ditirwana le didiriswa gore di nne maleba le ditlokego tsa barutwana ba ba farologaneng:*

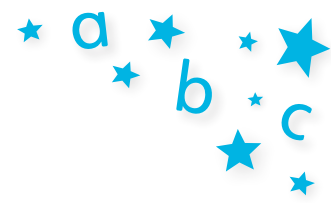
- ★ Dirisa dilo, ditshwantsho le dikai go tshegetsa se o se buang gore barutwana ba ba sa kgoneng go utlwa kgotsa ba ba sa bueng puo e e dirisiwang go ruta ba rutege ka go lebelela.
- ★ Lemoga puogae ya barutwana le ka moo e farologanang ka teng le puo e e dirisiwang go ruta, ba rotloetse go lemoga mafoko kgotsa dipolelwana mo puog ya bona ya gae go tlhaloganya kgotsa go lotaganya dikakanyo.
- ★ Dirisana le barutwana mo ditirwaneng tse dintsi tsa tiragatso ka dilo tsa nnete gore ba kgone go aga go tlhaloganya ga bona ka ditsela tse di bonalang.
- ★ Naya barutwana nako e e lekaneng le tshegetso go diragatsa le go nna bomankge ba dikgono tse dintšhwa.
- ★ Neela barutwana nako e ntsi go akanya ka ga bothata, go dira ditirwana le go araba dipotso.
- ★ Fa o tshwenyegile ka ga morutwana, buisana le modiramongo ka maemo a o dirang mo go ona go netefatsa gore o neelana ka ditirwana tse di maleba le go buisana ka ga se o ka se dirang gape go tlamela morutwana ka ditšhono tsotlhe tse di kgonalang mo thutong le mo kgonong.

*Netefatsa gore o itse Pholisi ya Bosetšhaba ya Poneso, Tlhaolo, Tlhatlhobo le Tshegetso (SIAS):*

- ★ Barutabana ba tlhoka go bonesa barutwana botlhe fa ba amogelwa mo Mophatong wa R le go rekota diphithlelelo tsa bona ka ga Porofaele ya Morutwana.
- ★ Morutabana o tshwanetse go tlamela morutwana mongwe le mongwe yo o lemogang gore o na le dikgoreletsathuto Leanotshegetso la morutwana-ka-nosi.
- ★ Tshedimosetso eno e tshwanetse go abelanwa le batsadi le/kgotsa batlhokomedi gore ba itse ka ga ditlokego tse dingwe le tse dingwe tsa tlaleletso le leanotshegetso la morutwana wa bona.
- ★ Barutabana ba tshwanetse go dirisana mmogo le Sekolo/Setlhopho se se kwa Setheong go neelana ka tshegetso e e tlhokagalang go morutwana go latela leanotshegetso.
- ★ Morutwana o tlaa fetisetwa go Setlhopho se se kwa sedikeng sa Tshegetso fa tshegetso ya tlaleletso e tlhokega.

*Kopa katiso le tshegetso.* Dikolo di tshwanetse go netefatsa gore barutabana ba na le didiriswa tse di lekaneng e bile di le maleba go tlamela barutwana botlhe ba bona, go sa kgathalasege dikgoreletsathuto. Seno se akaretsa katiso ya go lemoga dikgoreletsathuto le go tserenganya go tshegetsa morutwana ka go dirisa malepa a a farologaneng a go ruta; go kobololela kharikhulamo go latela ditlokego tsa morutwana; le go laola barutwana ba bantsi. Barutabana ba tlhoka tshegetso ya bathusi ba diphaposiborutelo ba ba katisitsweng.





## In the classroom ...

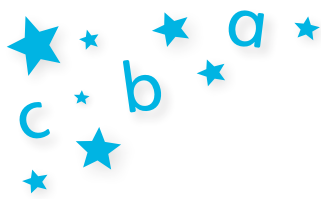
*Plan your lessons, activities and materials to accommodate different learning styles to make them suitable for the needs of different learners:*

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

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

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

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



## 8 Molawana wa tiragatso

### Go rutega go lotagangwa ka tiragatso ya dikgono tse dintšhwa le kitso.

Thulaganyo, tlwaelo, tiragatso le poeletso di botlhokwa mo barutwaneng ba bannye. Thulaganyo le tlwaelo di thusa barutwana go solofela se se tlaa latelang mo letsatsing la bona, le go tlosa go batla go itse mo maitemogelong a thuto. Poeletso le tiragatso di neela barutwana tšhono go leka dikgono tse dintšhwa tsa thuto le tiragatso go fitlhelela ba nna bomankge ba tsona. Poeletso le tiragatso ga di kaye go dira selo se le sengwe letsatsi le letsatsi, mme di kaya go tiisa le go dirisa kitso e ntšhwa le dikgono mo makaelong a a farologaneng.

Poeletso le tiragatso di neela barutwana tšhono go leka go dikgono tse dintšhwa tsa thuto le tiragatso go fitlhelela ba nna bomankge ba tsona.

### Mo phaposiborutelong ...

Go ithuta go utlwa medumopuo mo mafokong le go gokaganya medumopuo eno le matshwao a ditlhaka go tlhoka tiragatso e e lekaneng le poeletso. Go tsaya nako le boitshoko, mme mo Mophatong wa R go na le ditšhono tse dintsi tse di sa tlhomamang gore barutwana ba diragatse go reetsa medumo mo mafokong.

Dikgono tsa temogo ya medumopuo di godisiwa ka go diragatsa letsatsi le letsatsi:

- ★ Fa re ntse re emetse dijo tsa motshegare, a re tshameke motshameko wa "Ke tswa setlhodi ka leitlhonyana la me!"
- ★ Fa leina la gago le simolola ka /b/, o ka ema mola pele go amogela seneke.
- ★ Ke akanya ka phologolo e e ratang go ja marapo. E simolola ka modumopuo /n/.

Go diragatsa ditlhaka ga go kaye poeletso ya tirwana e le nngwe letsatsi le letsatsi. Go na le ditirwana di le dintsi tse di tlhokang go diragatswa, mme fela di jesa monate le go dira gore barutwana ba bannye ba dirisane:

- ★ Dira tlhaka mo moweng kgotsa mo mpeng ya seatla sa gago.
- ★ Katisa go tlhama tlhaka ka go dirisa lenathwana la tšhoko, letlhokwana mo motlhabeng, kgotsa boraše jwa pente ka metsi.
- ★ Tshamekang metshameko e e tlhokang gore barutwana ba nyalanye matshwao a ditlhaka le ditshwantsho tse di simololang ka modumopuo o o dirwang ke tlhaka eo.
- ★ Dira bukana ya ditlhaka ka go kwala tlhaka mme morago o thale ditshwantsho tsa dilo tse di simololang ka tlhaka eo.
- ★ Kwala tlhaka ka dikherayone tsa mebala e e farologaneng go dira tlhaka ya molalatladi.
- ★ Dira ditlhaka ka go dirisa tege ya go tshameka.



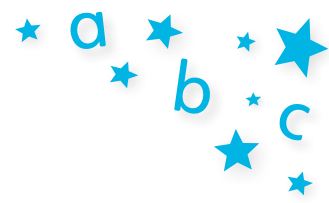
Mo lenaneong la puo le le ikaegileng ka kanelo, ka go dirisa ditirwana tsa letsatsi le letsatsi tse di gokaganeng le kanelo eo, barutwana ba itemogela le go diragatsa puo ya kanelo ka ditsela tse di farologaneng. Tirwana nngwe le nngwe e tlhametswe go neela barutwana ditšhono tse di ba jesang monate mme e bile di na le tlhologanyo ya go diragatsa le go dirisa puo ya kanelo. Lefa barutabana ba ka nna ba tshwenyega gore se se ka tloga sa lapisa barutwana fa ditirwana tsa dibeke tse pedi tsa go ruta di ikaegile ka kanelo, barutabana ba bega gore barutwana ba kgatlhegela go utlwa kanelo gangwe le gape, le gore poeletso le tiragatso di aga go itshepa le go gatelela go rutega.

### Mo phaposiborutelong ...

Re a itse gore go ithuta tlotlofoko e ntšhwa le go e dira ya bona, barutwana ba tlhoka go utlwa le go dirisa mafoko gantsi le mo makaelong a a farologaneng. Gantsi barutwana ba tlhologanya mafoko pele ga ba itshepa go ka a dirisa, mme e bile go tsaya nako le tiragatso gore ba nne le kitso e e tseletseng ya tlotlofoko e ntšhwa lobakanyana. Barutwana ba bannye ba ka utlwa mafoko a mašwa le dipolelwana mo kanelong ka morutabana, fela ba tlhoka ditšhono go diragatsa ka go dirisa mafoko a mašwa le dipolelwana mo maemong a a farologaneng. Go anela kgang sešwa ka go dirisa ditshwantsho tse di latelanang, go etsisa kgang, go thala karolo e e rategang ya kgang le go tlhalosa se ba se thadileng le go tseela bukana kwa gae go "buisetsa" balelapa kgang, tsotlhe tse di neelana ka poeletso le tiragatso e e agang go itshepa le go nna bomankge.







## 8 The practice principle

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

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

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

### In the classroom ...

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

Phonological awareness skills develop through daily practice:

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

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

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

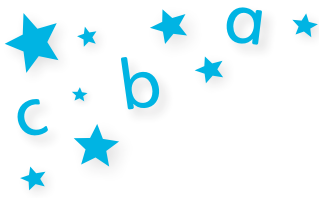


In a story-based language programme, through the daily activities linked to the story, learners experience and practise the language of the story in different ways. Each activity is designed to give learners fun and meaningful opportunities to practise and use the story language. Although teachers might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

### In the classroom ...

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

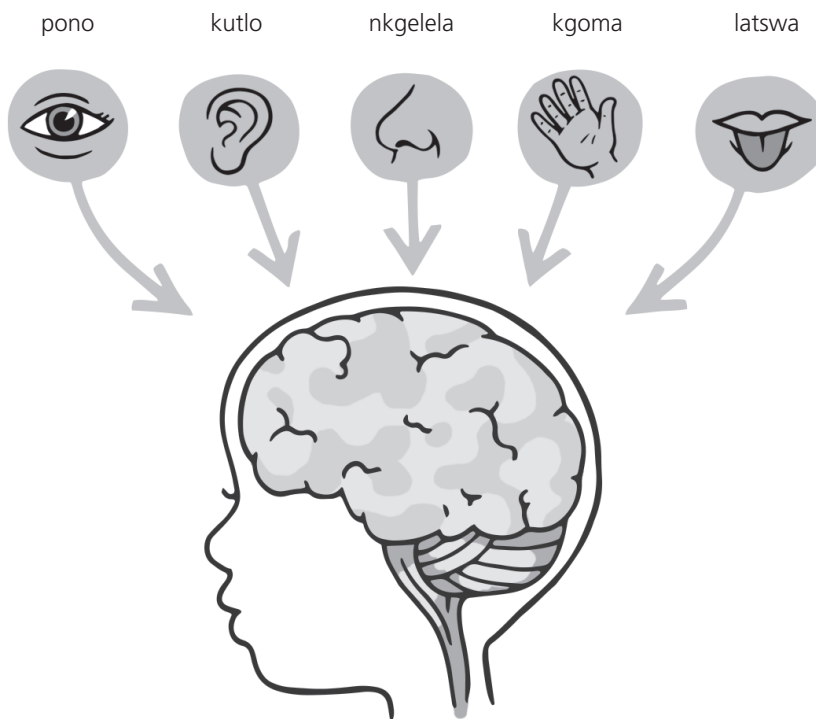




## Kgolo ya tthaloganyo le mesifa

Kgolo ya dikgono tsa tthaloganyo le mesifa mo baneng ba banye e botlhokwa thata mo go aleleng bokgoni jwa go ithuta puo mo isagong motheo. Go tthaloganya ga ditemosi go kaya tiriso ya ditemosi go bona tshedimisetso ka ga tikologo.

Dikgono tsa go tthaloganya di re kgontsha go tthaloganya lefatshe le le re dikologileng. Tshedimisetso ya ditemosi e kgobokanngwa ke ditemosi tsa rona tse tlhano, sekao, se matlho a rona a se bonang, ditsebe di se utlwang, letlalo le se utlwang, leleme le se latswang le nko e se nkgelelang. Tshedimisetso eno e romelwa kwa bobokong jwa rona. Tthaloganyo e a sekaseka, e rulaganya le go gakologelwa tshedimisetso eno gore re tle re e dirise mo nakong e e tlang fa re dira ditirwana tsa letsatsi le letsatsi.



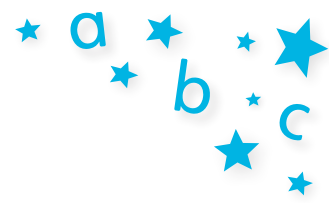
Dikgono tsa mesifa ke ditiragalo tse di akaretsang tiriso ya mesifa ya rona. Re dirisa mesifa e megolo mo mebeleng ya rona go dira ditiro tse di tlhokang mesifa e megolo, sk. go raga kgwele, go taboga le go tloa. Re dirisa mesifa e mennye go dira ditirwana tse di tlhokang mesifa e mennye, sk. go sega, go kwala le go rala.

Kgolo ya temosi ya bokgoni jwa go dirisa mesifa e akaretsa tse di latelang:

- ★ tthaloganyo ya pono
- ★ tthaloganyo ya kutlo
- ★ tthaloganyo ya go tshwara le ya go tthaloganyo ya tsamaisommele.

Tseno di tthalositswe ka botlalo mo ditsebe tse di latelang.

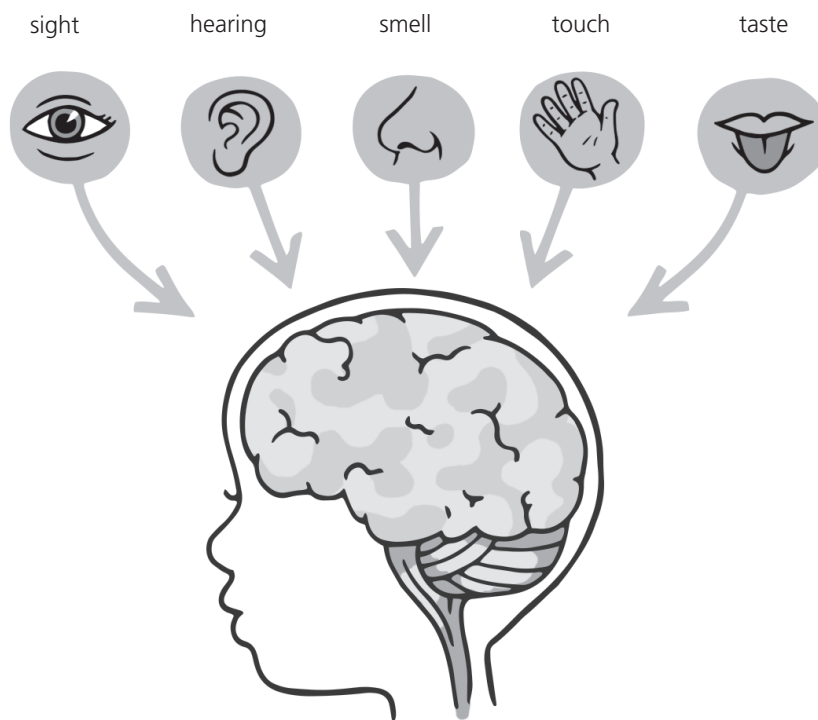




## Perceptual and motor development

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

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



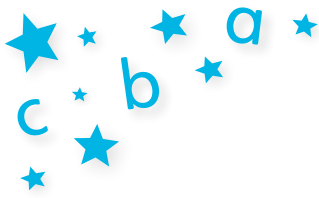
Motor skills are actions that involve using our muscles. We use the big muscles in our bodies for gross motor activities, for example: kicking a ball, running and jumping. We use smaller muscles for fine motor activities, for example: cutting, writing and drawing.

Sensory perceptual motor development includes the following:



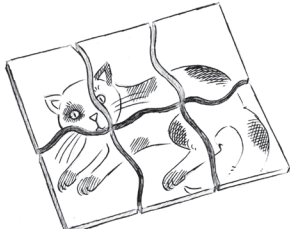


- ★ visual perception
- ★ auditory perception
- ★ tactile and kinaesthetic perception.

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

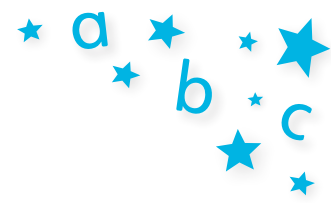






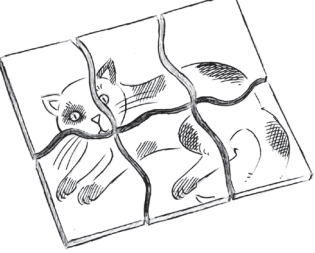


## Dikgono tsa tshloganyo ya pono

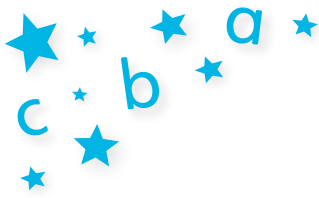
<p><b>Kgethololopono</b></p> <ul style="list-style-type: none"> <li>★ Kgethololopono ke bokgoni jwa go bona dintlhatshwano le dipharologano magareng ga dilo.</li> <li>★ Barutwana ba dirisa le go godisa kgono eno fa ba bapisa ditshwantsho tse pedi le go tlaola se se tlaelang mo go e nngwe ya ditshwantsho tseo.</li> <li>★ Kgethololopono gape e dirisiwa fa barutwana ba lemoga dintlhatshwano le dipharologano magareng ga ditlhaka tse di tshwanang le <b>b</b> le <b>d</b>.</li> </ul>	
<p><b>Tirisano ya mesifa ya pono (tirisano ya leitlho-seatla)</b></p> <ul style="list-style-type: none"> <li>★ Tirisano ya mesifa ya pono ke bokgoni jwa matlho, boboko le mesifa ya mmele go dira mmogo go diragatsa. E botlhokwa mo ditirwaneng tse di tshwanang go tshwara dilo, go rala le go kwala.</li> <li>★ Barutwana ba dirisa le go godisa tirisano ya mesifa ya pono ka metshameko ya kgwele le binibeke, go aga ka diboloko, go tshameka ka dilo tse di kgokologang kgotsa tse di relelang, gape le ka go loga, go sega le go rala.</li> </ul>	
<p><b>Pheleletso ya setshwantsho</b></p> <ul style="list-style-type: none"> <li>★ Pheleletso ya setshwantsho ke bokgoni jwa go feleletsa dilo, ditshwantsho kgotsa dithalo tse di sa felelediwang. Ka mafoko a mangwe, morutwana o kgona go lemoga le go tlaola selo sotlhe le fa bogotlhe jwa setshwantsho bo sa felelediwa.</li> <li>★ Barutwana ba dirisa le go godisa pheleletso ya setshwantsho fa ba feleletsa diphazele kgotsa ba tshalosa se se tlaelang mo setshwantshong se se sa felelang, sekao, sengwe se se bontshang fela karolo ya sefatlhego kgotsa mmele.</li> </ul>	
<p><b>Popobosafetogeng le popokgopolo (temogo)</b></p> <ul style="list-style-type: none"> <li>★ Popobosafetogeng ke bokgoni go lemoga dibopego le matshwao, le fa bogolo le maemo a tsona a ka fetoga. Ka mafoko a mangwe, go kaya go kgona go lemoga dipharologantsho tse di sa fetogeng tsa sengwe.</li> <li>★ Barutwana ba dirisa le go godisa kgono eno fa ba bona ditlhaka mo makaelong a a farologaneng le go tshloganya gore letshwao la tlhaka (sekao: <b>J</b>) ga le fetoge le fa le ka kwalwa ka mebala e e farologaneng kgotsa mokwalo o mogolo kgotsa o monnye.</li> </ul>	
<p><b>Kakanyo ya setshwantsho se se bonalang</b></p> <ul style="list-style-type: none"> <li>★ Kakanyo ya setshwantsho se se bonalang ke bokgoni jwa go lemoga kgotsa go tlaola selo, letshwao kgotsa popego fa e dikogilwe ke dilo, matshwao kgotsa dipopego tse dingwe.</li> <li>★ Barutwana ba dirisa le go godisa dikgono tsa kakanyo ya setshwantsho se se bonalang fa ba kopiwa go tlaola dilo tse di rileng mo setshwantshong, sekao: <i>"Batla mosetsana wa bolouse jo bohibidu mo setshwantshong."</i></li> </ul>	





## Visual perceptual skills

<p><b>Visual discrimination</b></p> <ul style="list-style-type: none"> <li>★ Visual discrimination is the ability to see similarities and differences between objects.</li> <li>★ Learners use and develop this skill when they compare two pictures and identify what is missing from one of the pictures.</li> <li>★ Visual discrimination is also used when learners recognise the similarities and differences between two letters such as a <b>b</b> and <b>d</b>.</li> </ul>	
<p><b>Visual motor coordination (eye-hand coordination)</b></p> <ul style="list-style-type: none"> <li>★ Visual motor coordination is the ability of the eyes, brain and body muscles to work together to perform actions. It is important for activities such as handling objects, drawing and writing.</li> <li>★ Learners use and develop visual motor coordination through ball and beanbag games, building with blocks, playing with objects that roll or slide, as well as through threading, cutting and drawing.</li> </ul>	
<p><b>Visual closure</b></p> <ul style="list-style-type: none"> <li>★ Visual closure is the ability to complete objects, pictures or drawings that are incomplete. In other words, the learner is able to recognise or identify a whole object even though the total picture is incomplete.</li> <li>★ Learners use and develop visual closure when they complete puzzles or describe what is missing in an incomplete picture, for example, one that shows only part of the face or body.</li> </ul>	
<p><b>Form constancy and form perception (recognition)</b></p> <ul style="list-style-type: none"> <li>★ Form constancy is the ability to recognise forms and symbols, even when their size and position change. In other words, it means being able to recognise the constant characteristics of something.</li> <li>★ Learners use and develop this skill when they see letters in different contexts and understand that a letter symbol (for example: <b>J</b>) remains the same whether it is written in different colours or in big or small writing.</li> </ul>	
<p><b>Visual figure-ground perception</b></p> <ul style="list-style-type: none"> <li>★ Visual figure-ground perception is the ability to recognise or identify an object, symbol or shape when surrounded by other objects, symbols or shapes.</li> <li>★ Learners use and develop visual figure-ground perceptual skills when they are asked to identify particular objects in a picture, for example: "Find the girl with the red top in the picture."</li> </ul>	



### Tlhatlhamiso ya pono

- ★ Tlhatlhamiso ya pono ke bokgoni jwa go baya dilo kgotsa dilwana ka tatelano e e nepagetseng morago ga go di lebelela kgotsa go di ela tlhoko.
- ★ Barutwana ba dirisa le go godisa kgono e fa ba lebelela paterone ya dibaga tsa mebala e e farologaneng mo mogaleng mme ba boeletse paterone ka bobona kgotsa ba kopolole ditlhaka tse di mo maineng a bona ka tatelano e e nepagetseng.



### Tomagano ya mesifa ya pono

- ★ Tomagano ya mesifa ya pono ke bokgoni jwa go tshloganya tshedimosetso ya pono le go e dirisa mo tirwaneng e nngwe e e dirisang dikgono tsa mesifa.
- ★ Barutwana ba dirisa le go godisa dikgono tsa go dirisa mesifa fa, sekao, ba kopolola maina a bona kgotsa ba thala selo se se beilweng fa pele ga bona.

Khanyi  
Khanyi

### Popotshwantsho

- ★ Popotshwantsho ke bokgoni jwa go bopa ditshwantsho mo tshloganyong (ditshwantsho tsa tshloganyo) tse di ikaegileng ka maitemogelo, kelotlhoko kgotsa tshedimosetso e nngwe.
- ★ Barutwana ba dirisa le go godisa kgono eno fa, sekao, ba thala ditshwantsho tsa sengwe se se jaaka phaposi kwa magaabo kgotsa tsa malapa a bona.



### Kgopolopono

- ★ Kgopolopono ke bokgoni jwa boboko go gopola se matlho a se boneng.
- ★ Barutwana ba tlaa dirisa le go godisa kgono eno go lemoga mafoko a a tlhagelelang thata.



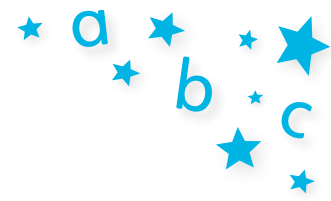
## Mo phaposiborutelong ...

Ela tlhoko barutwana fa ba tshameka kwa ntle le mo gare ka didiriswa tse di farologaneng. A ba ka:

- ★ tshalosa pharologanyo magareng ga medumo le mafoko a a farologaneng?
- ★ supa pharologano magareng ga ditshwantsho tse pedi kgotsa ditlhopho tsa dilo?
- ★ gopola se ba se boneng le se ba se utlwileng?
- ★ boeletsa lenane la mafoko kgotsa dinomoro ka tatelano e e nepagetseng?
- ★ tsibogela medumo e e farologaneng, maina a yona le ditaello?
- ★ utlwa pharologano magareng ga boleta/borethe le bogwata?
- ★ utlwa pharologano magareng ga botshe le botlha fa a thibilwe matlho?







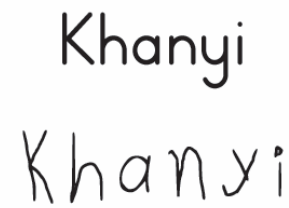
### Visual sequencing

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



### Visual motor integration

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



### Visual conceptualising

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



### Visual memory

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

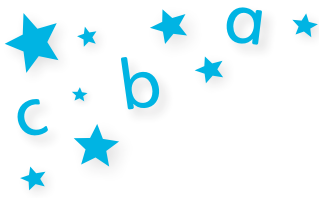


## In the classroom ...



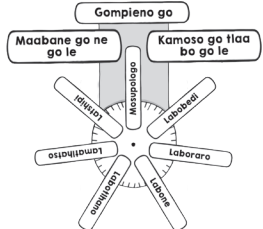
Observe learners playing outside and inside with different equipment. Can they:

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





## Dikgono tsa kakanyokutlo

<p><b>Kgethololokutlo</b></p> <ul style="list-style-type: none"> <li>★ Kgethololo ya kutlo ke bokgoni jwa go lemoga dintlhatshwano le dipharologano mo modumong.</li> <li>★ Barutwana ba dirisa le go godisa kgono eno fa ba tlaola gore a medumo e mebedi e e buiwang ke morutabana e a tshwana kgotsa e farologane (sekao: /p/ le /b/ ke medumo e e farologaneng).</li> <li>★ Ba dirisa gape kgethololokutlo go tlaola modumo wa ntlha mo lefokong (sekao: lefoko "bala" le simolola ka modumo /b/).</li> </ul>	<p>Murutabana: "Opa diatla fa o utlwa lefoko le le simololang ka modumo wa /j/: heke, jeke."</p>
<p><b>Kgopolokutlo</b></p> <ul style="list-style-type: none"> <li>★ Kgopolokutlo ke bokgoni jwa go boloka le go gopola sengwe se o se utlwieng.</li> <li>★ Barutwana ba dirisa le go godisa kgono eno fa ba latela ditaello tse di rileng, opelang pina ka tiragatso le dirisang puo ya kanelo mo tirong ya go etsisa.</li> </ul>	
<p><b>Kakanyo-tlhophokutlo</b></p> <ul style="list-style-type: none"> <li>★ Kakanyo-tlhophokutlo ke bokgoni jwa go lemoga kgotsa go tlhopholola modumo go tswa mo medumong e mengwe.</li> <li>★ Barutwana ba ithuta le go godisa kgono eno fa ba tshwanetse go tota se mongwe o se buang mo sethopheng kwa ntle ga go kgorelediwa ke modumo wa ditlhopha tse dingwe fa di bua.</li> </ul>	
<p><b>Tlhatlhamiso-kutlo</b></p> <ul style="list-style-type: none"> <li>★ Tlhatlhamiso-kutlo ke bokgoni jwa go gopola dilo kgotsa dilwana ka tatelano e e nepagetseng morago ga go utlwa lenane.</li> <li>★ Barutwana ba ithuta le go godisa kgono eno fa ba ithuta dialefabete (A, B, D ...) kgotsa malatsi a beke (Mosupologo, Labobedi, Laboraro ...).</li> </ul>	

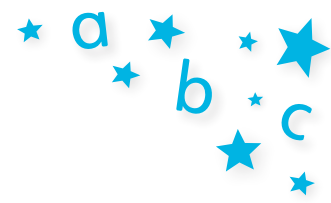
## Mo phaposiborutelong ...

Lenane la Dikgono tsa tthaloganyo (leba Kaedi ya Tlhatlhubo ya GDE) ke sediriswa sa botlhokwa go tlaola barutwana ba ba nang le mathata a a iphithileng a go tthaloganya mme a na le bokgoni jwa go kgoreletsana le dithuto tsa bona mo Mophatong wa R.



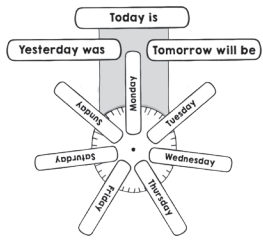
Dikaedi tsa Ditirwana di akaretsa ditirwana tse dintsi tse di ka dirisiwang go tshetsa kgodiso ya dikgono tsa tthaloganyo. Sekao:

- ★ Barutwana ba ba nang le mathata a tomagano ya mesifa ya pono ba ka bona go le thata go dira tlhaka ka tege ya go tshameka kgotsa go penta tlhaka mo pampitshaneng. O ka leka go ba fa tlhaka mo lenathwaneng la karata go e kopolola, kgotsa thempoleiti gore ba e thalelele mo mathokong a tlhaka.
- ★ Barutwana ba ba nang le mathata a go tthaloganya kutlo ba ka bona go le thata go utlwa pharologano magareng ga medumo mo mafokong. O ka leka go ba kopa go lebelela molomo wa gago fa o bua medumo, kgotsa go tshwara seipone fa pele ga melomo ya bona gore ba bone gore modumo o bopilwe jang.





## Auditory perceptual skills

<p><b>Auditory discrimination</b></p> <ul style="list-style-type: none"> <li>★ Auditory discrimination is the ability to recognise similarities and differences in sounds.</li> <li>★ Learners use and develop this skill when they can identify whether two sounds spoken by the teacher are the same or different (for example: <b>p</b> and <b>b</b> are different sounds).</li> <li>★ They also use auditory discrimination to identify the first sound in a word (for example: the word "ball" starts with the sound /<b>b</b>/).</li> </ul>	<p>Teacher: "Clap when you hear a word that starts with the sound /p/: big, pig, dig."</p>
<p><b>Auditory memory</b></p> <ul style="list-style-type: none"> <li>★ Auditory memory is the ability to store and remember something you have heard.</li> <li>★ Learners use and develop this skill when they follow a set of instructions, sing songs with actions and use story language in role play.</li> </ul>	
<p><b>Auditory figure-ground perception</b></p> <ul style="list-style-type: none"> <li>★ Auditory figure-ground perception is the ability to recognise or isolate a sound from other sounds.</li> <li>★ Learners learn and develop this skill when they must focus on what someone in their group is saying without being distracted by the noise of other groups talking.</li> </ul>	
<p><b>Auditory sequencing</b></p> <ul style="list-style-type: none"> <li>★ Auditory sequencing is the ability to remember objects or items in the correct order after hearing a list.</li> <li>★ Learners learn and develop this skill when they learn the alphabet (A, B, C ...) or the days of the week (Monday, Tuesday, Wednesday ...).</li> </ul>	

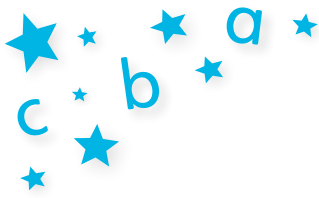
## In the classroom ...

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

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

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





## Dikgono tsa tshwara le tsamaisommele

### Tlhaloganyo ya go tshwara

- ★ Tlhaloganyo ya go tshwara ke bokgoni jwa go dirisa temosi ya kgomô go tlatlhoba tikologo ya gago. Tlhaloganyo ya go tshwara le ya tirisommele di dira mmogo go neela boboko tshedimosetso.
- ★ Barutwana ba dirisa le go godisa tlhaloganyo ya go tshwara fa ba na le seabe mo ditirwaneng tse di tshwanang le tsa go tswala matlho, go tlopha selo se se mo kgetsaneng, le go utlwa le go tthalosa selo. Sekao: ba ka re se na le dikhutlo/se kgolokwe, se borethe/se thata.



### Tlhaloganyo ya tirisommele

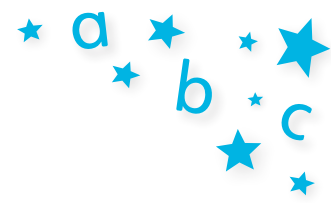
- ★ Tlhaloganyo ya tsamaisommele ke temogo ya tsamao ya mmele le boemo mo boalong.
- ★ Barutwana ba dirisa le go godisa temogo ya mebele ya bona ka go e bapisa le dilo tse dingwe tse mo tikologong ya bona ka metshameko ya kwa ntle jaaka go palama dilo kwa godimo kgotsa kwa tlase le go gagaba mo megogorong.
- ★ Tlhaloganyo ya tsamaisommele gape e godisiwa fa barutwana ba nna le seabe mo tiragatsong ya maboko le dipina tse di thusang go aga temogo ya bona ya tsamaiso ya mmele le boemo mo sebakeng (sekao: pina, "Tlhogo, magetla, mangole le menwana").






### Boemo mo boalong (temogo ya manno) le bontlhakaelo

- ★ Maemo mo boalong ke bokgoni jwa go lemoga maemo a selo mo boalong ka go a bapisa le motho ka boena kgotsa selo se sengwe. Temogo ya manno e simolola ka temogo ya mmele wa motho ka boena mo boalong, mme e atologele kwa bokgoning jwa go tthalosa maemo a dilo ka go a bapisa le tsona (sekao: godimo, tlase, mo pele, morago, magareng, molemeng, mojeng).
- ★ Barutwana ba dirisa le go godisa kgono eno fa ba ithuta go buisa le go kwala go tswa molemeng go ya mojeng mo tsebeng.
- ★ Temogo ya manno gape e tlaa thusa barutwana go lemoga pharologano magareng ga ditlhaka tse di tshwanang, mme di na le tlwaetso e e farologaneng (sekao: **b**, **d**, **p**).





## Tactile and kinaesthetic perceptual skills

<p><b>Tactile perception</b></p> <ul style="list-style-type: none"> <li>★ Tactile perception is the ability to use the sense of touch to explore your environment. Tactile and kinaesthetic perception work together to provide the brain with information.</li> <li>★ Learners use and develop tactile perception when they participate in activities such as shutting their eyes, choosing an object in a bag, and feeling and describing the object. For example: they could say that it has corners/it is round, it is soft/it is hard.</li> </ul>	
<p><b>Kinaesthetic perception</b></p> <ul style="list-style-type: none"> <li>★ Kinaesthetic perception is the awareness of body movements and position in space.</li> <li>★ Learners use and develop awareness of their body relative to other objects around them through outdoor play such as climbing over or under objects and crawling through tunnels.</li> <li>★ Kinaesthetic perception is also developed when learners participate in action rhymes and songs that help build their awareness of their body movements and position in space (for example: the song "Heads, shoulders, knees and toes").</li> </ul>	
<p><b>Position in space (spatial awareness) and directionality</b></p> <ul style="list-style-type: none"> <li>★ Position in space is the ability to perceive an object's position in space relative to oneself or another object. Spatial awareness begins with awareness of one's own body in space, and then extends to being able to describe the position of objects relative to each other (for example: up, down, in front, behind, between, left, right).</li> <li>★ Learners use and develop this skill as they learn to read and write from left to right on the page.</li> <li>★ Spatial awareness will also help learners to notice the difference between letters that look the same, but have a different orientation (for example: <b>b</b>, <b>d</b>, <b>p</b>).</li> </ul>	

# ★ Karolo 3: Go ruta puo le tshimololo ya go itse go buisa le go kwala mo Mophatong wa R

## Go reetsa le go bua (puo ya molomo)

Re ruta jang barutwana go buisa le go kwala? Fa ba ne ba ka bodiwa potso eno, bontsi bo tlaa araba ka gore go itse go kwala le go buisa ga barutwana go godisiwa ka go buisa dibuka, go diragatsa mokwalo le go ithuta ka ga ditlhaka le medumopuo. Tseno ke dintlha tsa *botlhokwa* tsa go itse go buisa le go kwala. Mme le fa go ntse jalo, go nna babuisi le bakwadi ba bomankge, go botlhokwa thata fela gore barutwana ba tshegediwe go godisa puo ya bona ya molomo – dikgono tsa bona tsa go reetsa le go bua. Kwa ntle ga dikgono tsa puo ya molomo tse di tebileng, barutwana ba ka ithuta mafoko, fela ba sa tlhologanye se ba se buisang. Ba ka nna ba kgona go kwala mafoko, fela ba sa kgone go tlhagisa dikakanyo tsa bona ka mokwalo. Ka ntlha ya mabaka ano, mo lenaneong leno, go gatelelwa thata kgodiso ya dikgono tsa go reetsa le go bua mo tshekgong yotlhe ya dibeke tse pedi, segolobogolo mo bekeng ya ntlha.

A re lebe dintlha tse pedi tsa botlhokwa tsa kgodiso ya puo ya molomo tse di tshegediwang ke lenaneo: kgolo ya tlotlofoko e ntšhwa le puo ya dibuka.

### Tlotlofoko e ntšhwa

Tlotlofoko e e humileng e bile e atologile e botlhokwa mo kgo long ya go itse go buisa le go kwala (Scarborough, 2001).

Ka go reetsa puo e e buiwang mme morago ka go bua ka bobona, barutwana ba nna le kitso ya bokao jwa mafoko (a re a bitsang tlotlofoko). Dipatlisiso di bontshitse gore barutwana ba banyane ba ba nang le tlotlofoko e ntsinyana ba le dingwaga tse tlhano gantsi o fitlhela e nna bona ba dirang sentle thata mo go buiseng ditekatlhaloganyo mo Mephatong 3, 4 tota le 7 (Sénéchal, Ouellette & Rodney, 2006; Tabors, Snow le Dickinson, 2001). Ka fa letlhakoreng le lengwe, fa barutwana ba tlhabela tlotlofoko fa ba simolola sekolo, le fa ba ka kgona go buisa ditemana tse di bonolo, go tlaa ba ketefalela go tlhologanya se ba se buisang fa ba kopana le ditemana tse di bokete go gaisa.

Gore ba kgone go godisa go tlhologanya ga bona le bokgoni jwa go dirisa mafoko a mašwa, barutwana ba tlhoka go kopana le mafoko ano gantsi mo mefuteng e e farologaneng ya maemo. Mafoko ga a ithutiwe ka go tlhopholola, fela a tsepamisiwa le go nna le bokao mo barutwaneng mo bokaelong jwa kanelo kgotsa thitokageng le ka go nna le seabe mo motlotlong kgotsa mo tirwaneng.

### Puo ya dibuka

Ngenkathi ulwazi lezincazelo namagama lubalulekile ekuqondeni ulimi, elinye ikhono litholakele futhi lle fa e le gore kitso ya bokao jwa mafoko e botlhokwa go tlhologanya puo, kgono e nngwe ya puo e fitlhetswe fa le yona e le botlhokwa mo kgo long ya go itse go buisa le go kwala. Fa bana ba banyane ba simolola go bua, ba dirisa puo ka tsela e e bonalang – go tlhaleletsana ka ga sengwe se se diragalang ga jaana mo tikologong e ba e phitlhelang ba le mo go yona ("fano le jaanong"). Sekao, ba neela maina a dilo tse ba di bonang kgotsa ba tlhalosa ditiragalo kgotsa dilo tse di diragalang. Gantsi ba tlhalosa se ba se kayang ka go supa dilo mo tikologong, kgotsa go dira diketso kana ditlhagiso tsa sefatlhego. Seno se itsiwe jaaka puo ya letsatsi le letsatsi mme e bile ke puo e bontsi jwa rona bo e dirisang fa re ntse re ya godimo le tlase mo matshelong a rona a letsatsi le letsatsi.

Fa puo ya barutwana e gola, le fa go ntse jalo, ba ithuta go dirisa puo go bua ka ga dilo tse dintsinzana tse di sa bonalang. Ba ithuta go bua ka ga dilo tse di diragetseng mo nakong e e fetileng kgotsa dilo tse di rulaganyeditsweng bokamoso. Ba nna le dikgono tsa go tlhalosa gore goreng dilo di diragetse le go bua ka ga maikutlo le dikakanyo. Ba ithuta go dirisa puo mo maemong a metshameko ya maitlhommo moo dilo dingwe di emetseng tse dingwe, mme e bile ba ithuta go anela dikanelo ka ga dilo tse di diragetseng mo matshelong a rona. Puo eno e tseneletse thata go gaisa ya letsatsi le letsatsi mme e bile e tshwana le puo e e kwadilweng kgotsa ya dibuka eo barutwana ba tlaa kopanang le ona kwa sekolong fa ba buisa dibuka le fa ba kwala. Go bontshitse go le botlhokwa tota go nnisega ka mofuta ono wa puo go ka itse go buisa le go kwala mmogo le katlego ya seakademi (Dickinson le Snow, 1987; Snow, Burns le Griffin, 1998).

*Walker, Greenwood, Hart & Carta (1994) o fitlheletse gore barutwana ba puo e e bokoa le dikgono tsa tlotlofoko mo dingwageng tsa pele ba nnile le dipjhithelelo tse di kwa tlase mo go buiseng le dikgono tse di amanang le go itse go buisa le go kwala dingwaga di le supa morago ga moo.*

*Tlhagiso ya tlotlofoko go ya ka merero go thusa barutwana go dira kgo lagano magareng ga mafoko le go tlhatlosa go ithuta ga barutwana (McGee & Richgels, 2003). Go ithuta go kgontshiwa ka tšhono ya go dirisa mafoko go latela morero kgotsa kanelo (Barone & Xu, 2008; Tabors, 2008).*



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

## Listening and speaking (oral language)

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

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

### New vocabulary

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

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

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

### Book language

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

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

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

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



## Ditirwana tsa go aga tlotlofoko e ntšhwa le puo ya dibuka

### Go reetsa dikanelo

Tsele nngwe ya go thusa barutwana go tlwaela puo ya dibuka ke ya go tlhaba dinaane. Dipatlisiso dibontshitse fa go na le kamano magareng ga go reetsa dikanelo le go buisana ka ga tsona, le go feleletsa o itse go buisa le go kwala. E nna e kete go tlhaba dinaane go thusa go tsereganya magareng ga puo ya molomo le e e kwalwang. Wells (1987) o tshikinya gore go utlwa dikanelo ke selo sa bothokwa go gaisa go go nang le seabe mo go itseng go buisa le go kwala ga barutwana. Fa barutwana ba tlhabelwa dinaane, ba tlhagisetswa mofuta o o farologaneng wa puo ya molomo go na le o ba o tlwaetseng mo metlotlong ya letsatsi le letsatsi. Eno ke puo e e fetang "fano le jaanong" mme e dirisa mafoko go fetisa tshedimosetso ka ga dilo tse di diragalang ka nako e nngwe le mo lefelong le lengwe. E bothokwa mo go rutweng kwa sekolong.

Go tlhabelana dinaane ka go refosana go bontshitswe e le tsela e e dirang go godisa tlotlofoko le go tlhaloganya puo, segolobogolo fa go akaretsa kgatelelo mo go lebeng tlotlofoko pele, ka go dirisa dithuso tse di gokaganngwang le tlotlofoko e e totilweng, dipuisano tsa thefosano ka ga tlotlofoko mo dikanelong, le go dirisa tlotlofoko e ntšhwa mo ditirwaneng tsa ditlhopha tse dinnye.



## Mo phaposiborutelong ...

Opelang nngwe ya morumo lo re *Matlho-pedi re a bona* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

### 1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: Tlotla gore ba dingwaga di le kae, gore a ba na le bomogoloabone le bokgaisadiabone, gore ba nna kae, ba ya jang sekolong, ba apara eng fa ba ya sekolong.
- 1.3 E re: "*Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšha a re tšileng go a bona mo kgannyeng.*" Tlotla ka mafoko a a bothokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai: Bopa sefatlhego se se tshwenyegileng mme o kope barutwana go go bontsha gore ba lebege jang fa ba tshwenyegile. Kopa barutwana go bua lefoko ka puogae ya bone fa e le gore ba bua puo e nngwe e sele kwa gae.

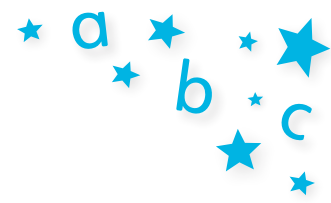
### 2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelapele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso, jaaka: "*Ke ipotsa gore Zinzi o ne a ikutlwa jang fa ba ne ba le mo tseleng go ya sekolong?*"

### 3 Fa o sena go tlotla kgang

- 3.1 Botsa barutwana jaana: "*O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e?*"



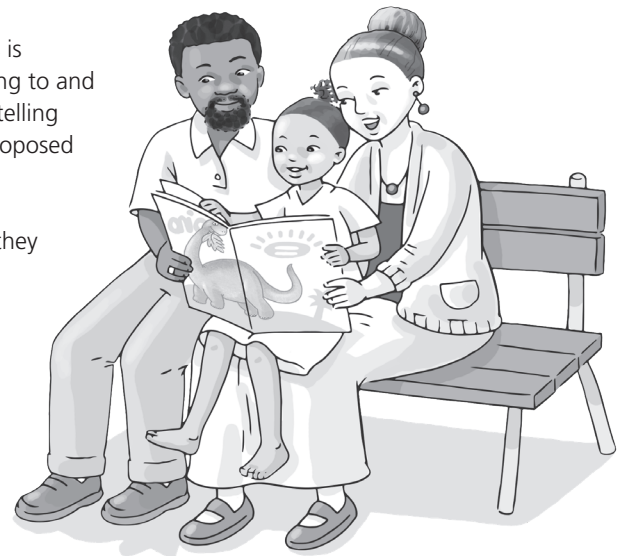


## Activities to build new vocabulary and book language

### Listening to stories

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

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



### In the classroom ...



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

#### 1 Before you tell the story

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

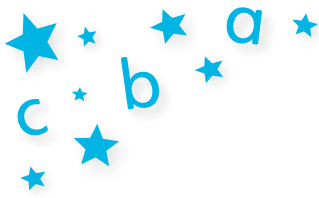
#### 2 While you tell the story

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

#### 3 After you tell the story

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





### Go anela dikanelo

Barutwana ba ithuta ka go utlwa le go tlotlelana dikanelo. Ono ke mokgwa o o bonolo wa tlhologo go itse puo le go katisetsa barutwana puo ya dibuka. Dikanelo e ka nna dinaane tsa setso, kgotsa e ka nna dikanelo tsa kwa sekolong kgotsa tsa lelapa ka ga ditiragalo tse di diragetseng bogologolo kgotsa sengwe se se diregileng fa gautshwane. Barutwana ba bannye ba rata go nna le seabe mo motlotlong wa dikanelo mme fa puo ya bona e ntse e gola, ba kgalhegela go tlotlela barutabana le batlhokomedi ba ba supang kgalhego le go tsaya fa tse ba di buang di na le boleng mo dikanelong tsa bona. Fa barutwana ba ithuta go tlotla dikanelo tse di utlwalang ba sa ntse ba le bannye, go tlaa nna bonolo mo go bona go kwala dikanelo tse di utlwalang fa ba godile.

Ka go tlotla kang kgotsa go tlotla kang gape kana go tlotla ka maitemogelo a nako e e fetileng, barutwana ba ithuta gore ba tlhoka go tlhalosa baanelwa ba ba amegang le go neela bokaelo jwa kanelo (ba tlhalosa gore se diragetse kae le gore se diragetse leng). Ba ithuta gore dikanelo tsa bona di tshwanetse tsa sala thulaganyo e e rileng ya ditiragalo morago gore e nne le bokao.

Fa barutwana ba latedisanya ditshwantsho go tlhama kang, ba dirisa bokgoni jwa bona go bonelapele, go solofela, go dira dikgolagano le go tlhaloganya. Tseno ke dikgono tse di botlhokwa go ka tlhaloganya puo. Go tlotla kang ka tatelano e e nepagetseng ke kgono e e botlhokwa mme e bile ke sengwe se se ka nnang le kgwetlho mo barutwaneng ba bannye, moo ba tlhokang ditshono tse dintsi go diragatsa kgono eno. Fa barutwana ba tlhaloganya gore dikanelo di dirilwe ke ditiragalo tse di latelanang, ba kgona go rulaganya dikgang tsa bona go nna le tshimologo, bogare le bokhutlo. Seno se tlaa tshegetsa kgolo ya bona jaaka bakwadi.

*“Dikanelo tsa ditiragalo ka molomo tse barutwana ba ithutang go di tlotla jaaka bana ba ba iseng ba tsene sekolo, di tshwana le ditemana tse barutwana ba ithutang go di buisa kwa sekolong. Ka ntlha ya seo, go ithuta ka ga dikanelo le go di dirisa go thusa barutwana go tlhama ditsholofelo ka ga moo ditemana di rulagantsweng ka teng.”*  
(Peterson, 2006, p. 2)

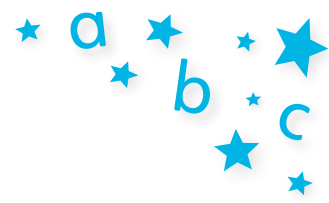
## Mo phaposiborutelong ...

Mo bekeng ya ntlha ya tsheko, fa barutwana ba utlwile kanelo e e anetsweng le go anelasešwa, le morago ga gore ba nne le seabe mo kopelong le mo go diragatseng kanelo, ba na le tšhono ya go akanya ka kelotlhoko ka ga ditiragalo le go di latedisanya ka thulaganyo e e nepagetseng.

### Tiriso ya ditshwantsho go latedisana ditiragalo mo kanelong

- 1 Tlhopha tatelanyo nngwe ya ditshwantsho mme o di tsholetse.
- 2 Botsa barutwana gore ba bona eng, o bo o bua nakonyana ka setshwantsho. Tseno ke dipotso tse di mosola go di botsa ka setshwantsho:
  - ★ “O bona mang?” (baanelwa)
  - ★ “O dira eng/le dira eng?” (madiro le go dira ditiro)
  - ★ “O bona eng gape?” (ba leba gape)
  - ★ “... e kwa kae?” (bitsa mafelo/boemo)
  - ★ “Ke eng fa o akanya gore ...?” (bokgoni jwa go akanya, jwa go tlhalosa megopolo)
- 3 Fa o sena go tlotla ka setshwantsho sengwe le sengwe, se kgomaretse mo botong gore barutwana ba se bone. Tlhomamisa gore ditshwantsho tseno ga di latelane ka nako ya tirwana eno.
- 4 Fa o sena go bua ka ditshwantsho tsotlhe, botsa barutwana jaana: “A ditshwantsho di latelana ka tsela e e siameng?”
- 5 Kopa barutwana go supa setshwantsho se se simololang kang. Dira mmogo le bona go rulaganya tatelano ya ditshwantsho gore kang e tlhaloganyesege.
- 6 Dira gore barutwana ba tseye karolo ka tlhagafalo mo thulaganyo eno. Botsa dipotso tse di jaaka: “Go ne ga direga eng morago ga moo? Ke mang yo o gopolang karolo e e latelang ya kang?”
- 7 Fa ditshwantsho di le ka tatelano e e siameng, kopa barutwana ba le mmalwa gore ba tlotle kang gape ka tatelano e e siameng.





## Telling stories

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

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

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

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

## In the classroom ...

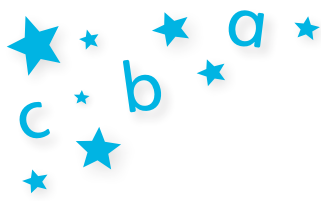
In the first week of the cycle, once learners have heard the story being told and retold, and after they have participated in singing and acting out the story, they have an opportunity to think carefully about the events and to sequence these in the correct order.

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

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







### Go diragatsa dikanelo

Fa barutwana ba tsaya karolo mo metshamekong ya tiragatso, a ba kopise le go dirisa mafoko a ba utlwileng ba bangwe ba a bua mme seno se thusa go tiisa tlotlofoko le dikgono tsa puo. Ba tsaya baanelwa ba ba farologaneng mo kanelong mme seo se ba thusa gore ba bone ditiragalo ka megopolo e e farologaneng. Ba tshwanetse go latela tatelano ya ditiragalo gore ba kgone go tsaya karolo mo go itseseng ka nako e e nepagetseng mo kanelong.



## Mo phaposiborutelong ...

### Go tlotla kgang le go etsisa mafoko

- 1 Tlhophha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 2 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tlile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 3 Tlhalosetsa barutwana gore wena (morutabana) o tlile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tlile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tlileng go ema gona.
- 4 Simolola go tlotla kgang me o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 5 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

Motshameko wa maitlomo le ona o tlamela barutwana ka ditšhono tsa go dirisa puo e e farologaneng le e e buiwang letsatsi le letsatsi. Go na le puo e e kgethegileng e e dirisiwang mo motshamekong wa maitlomo, moo barutwana ba tlhokang go buisanela dikarolo le poloto, le go tlhalosetsa balekane ba bona se ba se dirang le se ba se akanyang. Motshameko wa maitlomo o aga bokgoni jwa barutwana go tlhaloganya le go dirisa puo e e potang fano le jaanong ka kwa, go feta maitemogelo a bona le go feta lefatshe la nnete. Mo motshamekong wa maitlomo, barutwana gape ba ithuta ka kemedi – gore sengwe se ka emela se sengwe (seka, bolokogong bo ka emela selefounu mo motshamekong). Go tshwarelela mogopolo o o thata ono go tlaa ba thusa go tlhaloganya go kwala mo pampiring go ka emela mafoko a re a buang.

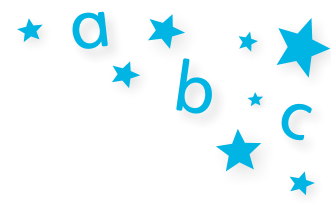
### Go buisa buka ya dikanelo ka go refosana

Bontsi jwa barutwana mo Aforikaborwa ga ba kitla ba simolola sekolo ba na le maitemogelo mangwe a boitumelo jwa go buisetswa. Leeto la bona la dibuka le ka simologa mo Mophatong wa R ka jalo re tshwanetse go netefatsa gore ba utlwa dikanelo tse ba di buisetswang go ba itumedisa. Nako e ke eo barutwana ba buisetswang dikanelo tse di nang le puo e e humileng le ditshwantsho tse dintle, go sa solofelwa sepe fela go akaretsa le ditirwana. Barutwana ba tlhoka "go nna mo nakong" – gore ba tsepamisa mogopolo mo kanelong e e monate le go itemogela maatlametlo a dibuka. Maikaelelo ga se go dirisa buka go ruta, mme ke go tlhola sebaka se se gogelang se se bothitho sa go abelana monate wa dibuka moo wena jaaka morutabana le barutwana lo tlaa o itumelelang.

Fa lo ntse lo godisa lorato lwa dibuka, go buisa dikanelo le gona go tlamela ka polatefomo ya go godisa puo ya molomo ka go bua ka ga dilo mo bukeng le ka ga dilo tse di seng mo bukeng. Dibuka di ka isa kwa dipuisanong ka ga maitemogelo a a fetileng kgotsa diponelopele ka ga se se tlaa diragalang. Ditshwetso di ka tsewa gape ka ga dilo tse di seng mo temaneng kgotsa mo ditshwantshong. Go buisa go ka baka dipotso mabapi le kanelo le ditshwantsho, go akaretsa dipotso tse di bulegileng jaaka, "Ke ipotsa gore ...?", "Fa go ka ...?", "Goreng o akanya ...?". Dipotso tse di bulegileng tseno di rotloetsa barutwana go tlhagisa dikakanyo tsa bona le go tlhola dipuisano. Tselo e nngwe ya go thusa barutwana go buisana mo mofuteng ono wa puisano ke ka dipuiso tse di boelediwang tsa dibuka tse di rategang, ka jaana dipatlisiso di supile gore ka kakaretso barutwana ba tsaya karolo thata mo dipuisong tse di latelang tsa ditemana tse ba kileng ba di buisetswa, tse di ka akaretsang go fopholetsa go gontsi le thanolo (DeTemple, 2001).







### Acting out stories

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



## In the classroom ...

### Storytelling and role play

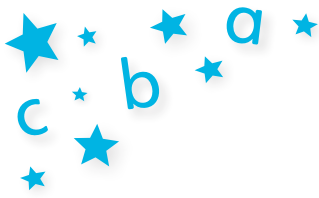
- 1 Choose learners to play the characters in the story.
- 2 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 3 Explain to learners that you (the teacher) are going to be the storyteller, also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

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

### Interactive storybook reading

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

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



## Go buisa le go kwala

Go ithuta go buisa le go kwala ga se selo se se diragalang mo letsatsing le le lengwe, ke leeto le le tsayang dingwaga. Re dirisa lereo "tshimololo ya go buisa le go kwala" re kaya gore go ithuta go buisa le go kwala go simolola go sa le gale mo matshelong a barutwana, go na le go simologa fa barutwana ba simolola go tseba sekolo ba le mo Mophatong wa 1. Barutwana ga ba tlhoke go emela go rutiwa go buisa go ribolola monate wa mafoko a a gatisitsweng le go ithuta ka ga gore ke ka ntlha ya eng re buisa le go kwala!

### Tshimololo ya go buisa

Le mororo barutwana ba tlaa ithuta ka ga gore dibuka di dira jang ka go buisetsa monate, barutabana le bona ba ka supa ka moo go buisiwang ka teng ka go buisa Dibuka tse Dikgolo, diphousetara le ditemana mo tikologong ya bona. Ka nako ya ditirwana tseno tsa puiso ya thefosano, fa re "akanyetsa kwa godimo" le go bua ka moo ditlhaloganyo tsa rona di dirang ka teng le malepa a tsona, barutwana ba banye ba simolola go tlhaloganyo gore go buisa go diragala "jang." Re ka baka ditshono tsa gore barutwana ba buise dikgatiso mo ditikologong tsa bona le gore ba lekeletse ka go kwala go ralala lenaneo la letsatsi le letsatsi mo Mophatong wa R. Fa o rotloetsa barutwana go simolola go buisa, ba ka rotloetsega go mekamekana le dikgatiso tsa tikologo ya bona.



Morutabana o ba diragaletsa puiso.

Fa barutwana ba lebeletse bagolo fa ba buisa le fa ba kwala, ba ithuta gore matshwao a ba a dirang mo pampiring a rwele molaetsa le gore a na le bokao. Ba simolola go tlhaloganyo se kgatiso e leng ka ga sona mme se se ba tlhotlheletsa go batla go buisa le go kwala le bona.

## Mo phaposiborutelong ...

Ka go buisa Buka e Kgolo le barutwana, ba tlaa bona gore mafoko a a mo tsebeng a gokagana le mafoko a o a buang. Kanelo e e mo Bukeng e kgolo ke thanolelo e e nolofaiditsweng, gore barutwana ba ikutlwe ba itshepa go leka go e "ipuisetsa". Seno se ba fa maitemogelo jaaka babuisi – le fa ba ka tswa ba peteketsa mafoko a a mo bukeng go tswa mo megopolong ya bona.

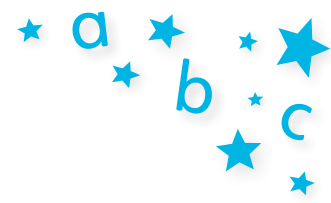
### Puisokopanelo – Buka e Kgolo

- 1 Rotloetsa barutwana go leba setshwantsho se se ka fa ntle mme ba bue ka se ba se bonang le se ba se lemogang.
- 2 Buisetsa bana setlhogo sa kgang. Supa lefoko lengwe le lengwe fa o le buisa. A buise gape mme o kope barutwana go a buisa le wena.
- 3 Leba ditshwantsho tse di mo bukeng le barutwana, o tlotle ka tsone mme o rotloetse barutwana go botsa dipotso ka tsone.
- 4 Supa dinomere tsa tsebe mme o bue gore go tla latela nomere efe.
- 5 Fa lo sena "go di leba" mo bukeng yotlhe, boela kwa tshimologong mme o buise setlhogo gape. Morago ga moo pitikolola tsebe mme o buise polelo nngwe le nngwe ka tswa e e utlwalang le ka lentswe la gago fela la tlhago. Supa lefoko lengwe le lengwe fa o le buisa.
- 6 Buisa buka gape mme o rotloetse barutwana go e "buisa" le wena.



Ka go ela tlhoko bagolo mo matshelong a bona fa ba buisa, barutwana ba simolola go nna matlhagatlhaga mo go buiseng dibuka le fa puiso ya bona e ka tswa e sa nepagala le gore ba ka "buisa" go tswa mo megopolong kgotsa ba itirela dikgang tse di tsamaelanang le ditshwantsho. Seno re se bitsa tshimololo ya puiso. Barutwana ba banye ba ba se nang kitso ya mokwalo jaaka thulagano ya dialefabete, ka kakaretso ba "buisa" ka go itlhamela kgotsa go bolelela kgang go e nyalanya le ditshwantsho mo bukeng. Mo tshimologong ba ka "buisa" ba nse ba tsamaya ba supa mo bukeng, mme ba nne ba tsewele go lemoga gore o buisa mafoko a a gatisitsweng. Le fa go ntse jalo, ba ka tswa ba sa ntse ba na le kakanyo ya se lefoko e leng sona, mme ba ka supa polelo e tswa ba bua lefoko le le lengwe, kgotsa ba supe lefoko e tswa ba bua polelo yotlhe.





## Reading and writing

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

### Emergent reading

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

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



*Teacher models the reading process.*

## In the classroom ...

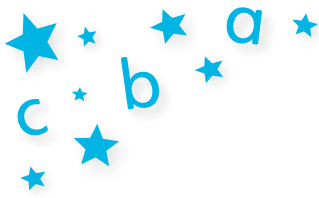
By reading the Big Book with learners, they will see how words on a page link with the words you say. The story in the Big Book is a simplified version, so that learners feel confident to try to “read” it themselves. This gives them the experience of being a reader – even if they are just reciting the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

### Shared reading – Big Book

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



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

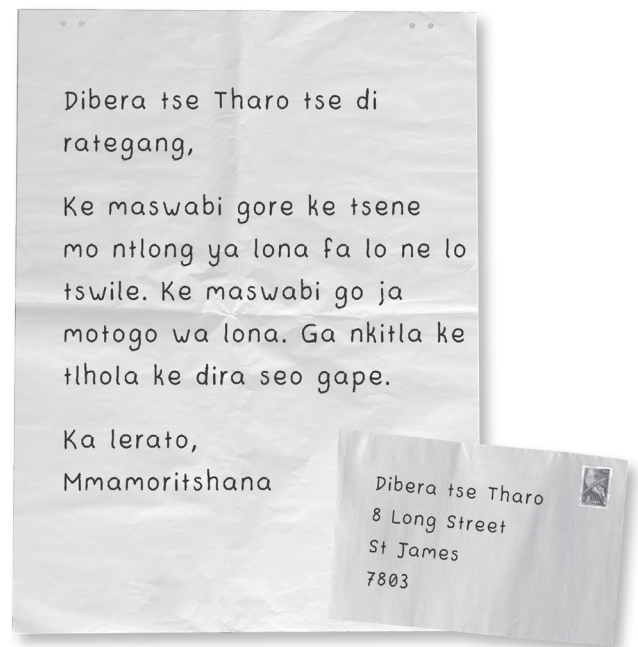


Barutwana ba ba mo kगतong eno ba ikaegile thata ka bokaelo fa ba buisa mafoko a a gatisistweng mo tikologong ya bona, jaaka go dirisa dikai tsa mmala go gopola gore letshwao la tsela le a re "ema" kgotsa ba buisa "KFC" ka ntlha ya letshwaokgwebo. Ga ba tlhologanye gore ditlhaka mo mafokong a a kwadilweng di amana le medumopuo mo puong e e buiwang, mme ba bona puiso jaaka tatelano kgopolo ya ditlhaka tse di latelanang tsa pono ka go dirisa dikai dife kana dife tse di thusang thata, jaaka boleleele jwa lefoko le popego, le dipopego tsa ditlhaka.

### Tshimololo ya go kwala

Ka yona tsela e barutwana ba ka ithutang gore puiso e dira jang ka go lebelela morutabana wa bona le go mo reetsa "fa a akanya ka go bua" fa a buisa, ka ditirwana tsa go kwala go go kopanetsweng, barutabana ba bontsha barutwana ba Mophato R ka moo go kwalwang ka teng. Ditemana tseno di tshamilwe mmogo ke barutabana le barutwana ba bona mme e bile ke nako e e botlhokwa tota fa barutwana ba simolola go bona dikakanyo tsa bona le mafoko a ba a buileng a gatisitswe! Ditemana tse di kopanetsweng di botlhokwa mo puisong e e kopanetsweng ka jaana ditemana di na le dikakanyo, mafoko le dipolelwana a a tlwaelegileng mo barutwaneng – ba tlaa ipelela go "buisa" mafoko a a leng a bona. Fa barutabana ba setse ba kwadile karolwana ya temana ka go tsenyeletsa dikakanyo tsa barutwana, ke kakanyo e e siameng go buisa temana mmogo, ka go supa lefoko lengwe le lengwe gore barutwana ba simolole go lemoga gore puo ya rona e dirwa ke mafoko a a farologaneng, go na le sebaka magareng ga mafoko ao.

Fa barutwana ba Mophato R ba ntse ba ithuta ka ga go kwala ba etse mokgwa o barutabana ba bona ba kwalang ka ona tlhoko, ga ba na go itse go ka kwala ka bobona bonolo. Tsela ya ntlha e ka yona ba tlaa tlhagisang dikakanyo tsa bona mo pampiring e tlaa nna ka go thala. Pele ga ba ka itse go buisa le go kwala, barutwana ba bantsi ba a bo ba setse ba tlwaetse go thala e le tsela ya go tlhagisa dilo. Dithalo tsa dilo di lebelega jaaka sengwe sa dilo tse ba di tlhagisang. Le fa go ntse jalo, bothata jwa go kwala ke gore mafoko ga a amane ka tsela epe fela le ka moo dilo di ntseng ka teng, mme e bile barutwana ba tlhoka go ithuta gore mafoko a a kwadilweng a amana le ka mokgwa o re bitsang dilo ka ona, e seng dilo ka botsona. Dipatlisiso di bontshitse gore bonsti jwa barutwana ba bannye bo feta mo kगतong ya kakanyo ya gore mafoko a a kwadilweng a amana le ka mokgwa o dilo di lebegang ka ona, selo se segolo se tshwanetse go ka emelwa ke lefoko le leleele le gore selo se sennye se tshwanetse go emelwa ke lefoko le lekhutshwane (Ferreiro le Teberosky, 1982). Maiteko a ntlha a barutwana ba bannye a go kwala a ka nna a se tshwane le go kwala ga batho ba ba godileng, fela ba fetoga go nna bakwadi ka ba leka go tlhaeletsa dikakanyo tsa bona mo pampiring le go dirisetsa mokwalo maitlhommo a a farologaneng. Re dirisa lereo "tshimololo ya go kwala" go tlhalosa go dira letshwao le mokwalo o barutwana ba bannye ba o dirang pele ga ba ithuta go kwala ka tsela e e tlwaelegileng.



Barutabana ba dira sekai ka tsela e go kwalwang ka yona.





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

### Emergent writing

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

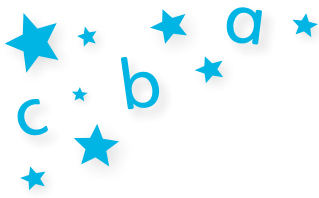
While Grade R learners can learn about writing from observing their teacher’s writing, they will not yet find it easy to write independently. The first way they will represent their ideas and thoughts on paper will be through drawing. Before learning to read and write, most learners are familiar with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







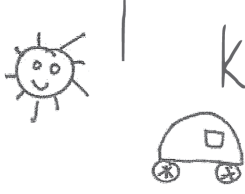





Teachers model the writing process.







 <p>1. Kgwarinya (tshimologo gongwe le gongwe fela mo tsebeng)</p>	 <p>2. Kgwarinya (go tswela go tswa molemeng go ya mojeng)</p>	 <p>3. Ditlhaka tse di itlhametsweng</p>	 <p>4. Setlhophsa sa ditlhaka (go tswa molemeng go ya mojeng)</p>
 <p>5. Ditlhophsa tsa ditlhaka go na le sebaka mo gare go lebeja jaaka mafoko</p>	 <p>6. Kopolola kgatiso ya tikologo</p>	 <p>7. O dirisa tlhaka ya ntlha ya lefoko go emela lefoko</p>	 <p>8. O dirisa ditlhaka tse di fetang nngwe go emela lefoko</p>
 <p>Vusi ofesemedle</p>		 <p>Kani oratekaseh yape</p>	
<p>9. O dirisa mopeleto o o itlhametsweng le go kwala mafoko ka ditlhaka tse di simololang, tse di mo gare le tse di mo bokhutlong</p>			

Mo kगतong eno ya bona ya kgolo ya kitso ya go buisa le go kwala, barutwana ba ka tswa ba elets a go bona gore dilo di kwalwa jang le go kopa mogolo o o gaufi gantsi go "kwala". Eno ke karolo e e botlhokwa ya kgolo ya go kwala, gonne le fa ba sa dire tiro ya go kwala ka bobona, barutwana ba ithuta dilo tsa botlhokwa ka ga puo e e kwalwang: gore puo e e buiwang e ka kwalwa, le gore lefoko lengwe le lengwe le le buiwang le tsamaelana le le kwalwang. Ba aga go itshepa mo go itlhagiseng le go tlhaelets a molaets a ka go bua le go kwala. Fa barutwana ba simolola go "kwala" ka bobona, o fitlhela ba kgwarits a, ba dirisa matshwao le go tlhakathakanya dinomere le ditlhaka.

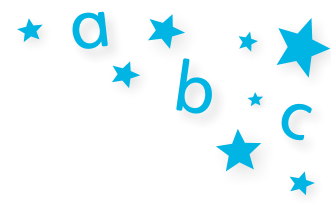
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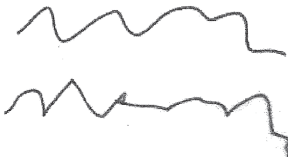

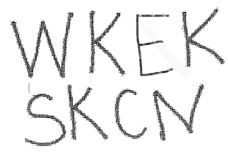



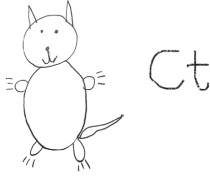
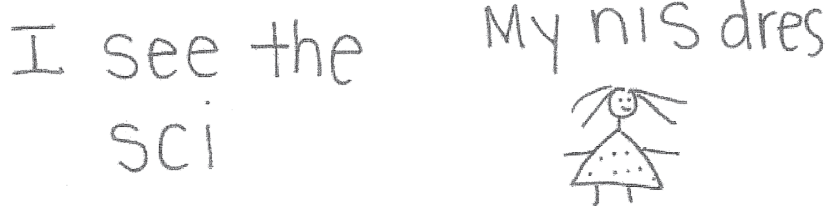
### Go thala setshwantsho le go ithuta go kwala

- 1 Botsa barutwana gore a ba tlaa kgona go thala setshwantsho ka bobona ba apere unifomo kgotsa diapar o tsa bona tse ba di ratang.
- 2 Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sona.
- 3 Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe.
- 4 Buela kwa godimo fa o kwala polelo ya morutwana: "Ke ... rata ... go apara ... borukgwana ... jwa ... me ... jo ... botala ... le ... hutshe ... e ... khibidu." Fa ba elets a gore o ba kwalele, dira gore ba nne le seabe ka go ba kopa gore ba bua mafoko ka iketlo fa o a kwala.
- 5 Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle.
- 6 Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone.







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

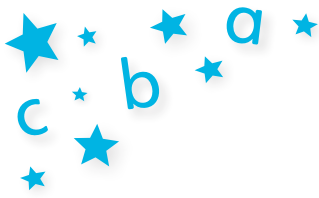
At this stage of their literacy development, learners might be keen to see how things are written and often ask a nearby adult to “write it down”. This is an important part of writing development, for even though they are not physically doing the writing, learners are learning important things about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

## In the classroom ...

### Drawing and emergent writing

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





Go kgwarinya kgotsa go kwala ka go dirisa ditlhaka tse dikopakopaneng le matshwao ke kgato e e botlhokwa ya kgolo. Le fa go ntse jalo, ke kgato e nngwe ya kgolo ya mokwalo e tota e bontshang gore morutwana o tsera dikgato tsa ntlha tsa go itse go buisa le go kwala. Lebelela sekao seno sa mokwalo (lenane la dilo tse di tlhokang go rekiwa le kwadilwe ke morutwana yo o sa tswang go simolola sekolo). Le fa mafoko ano a sa peletive ka tsela e e tlwaelegileng, ke maiteko a a nang le bokao go emela medumo mo mafokong. Mofuta ono wa "mopeleto o o itlhametsweng" kgotsa tshimololo ya go kwala ke letshwao le le siameng la go bontsha gore morutwana o kgona go utlwa medumopuo mo mafokong, le gore o na le kitso ya medumo ya ditlhaka, le gore o itse gore puo e e kwalwang e amana le medumo mo mafokong a a buiwang. Morutwana o simolola go lemoga gore thualaganyo e dira jang.

Mo dithutong tse dintsi tsa barutwana ba ba iseng ba tsene sekolo mo dinageng tse di tlhabologileng, babatlisisi ba fitlhetse gore barutwana ba banyne ba feta mo kगतong ya "mopeleto o o itlhametsweng". Mopeleto o o itlhametsweng o kaya gore barutwana ba lekeletsa ka gore o ka tlhagisa jang medumo mo mafokong. Dipatlisiso di bontshitse gore mo makaelong a a tletseng ka lehuma, barutwana ga se gantsi ba ka nna le kgato ya "mopeleto o o itlhametsweng". Dipatlisiso gape di supile fa go na le kamano magareng ga mopeleto o o itlhametsweng le go buisa. Bryant le Bradley (1980) ba fitlhetse gore bokgoni jwa go kwala mafoko ka moo a utlwalang ka teng go tlile pele ga bokgoni jwa go buisa mo barutwaneng, se se rayang gore go tlhaloganya dialefabete go ka tswa go itshupa mo go kwaleng ga barutwana pele ga go buisa. Mann, Tobin le Wilson (1987) ba fitlhetse gore mopeleto o o itlhametsweng o bonetse pele bokgoni jo bo tlileng morago jwa go buisa, go netefatsa botlhokwa jwa kgolo ya morutwana ya bokgoni jwa go tlhagisa medumo mo mafokong.



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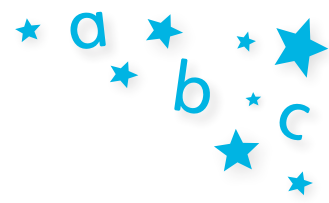
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## Ditlhaka le medumopuo

Fela fa barutwana ba simolola go dirisa ditlhaka go emela medumo ya mafoko fa ba kwala, go na le kgonagalo ya gore ba ka tota ditlhaka fela fa ba buisa. Se se ba naya tshiamelo mo barutwaneng ba ba sa itseng ditlhaka dipe fela mme ba ithuta mafoko ka go dirisa dikai tsa pono fela. Barutabana bangwe ba dumela gore barutwana ba simolola go ithuta ka pono e be e le gona ba simololang go dirisa kitso ya ditlhaka morago fa ba ribolola kgotsa ba dumise mafoko. Babatlisisi ba ganeditse mogopolo wa gore go ithuta go buisa mafoko go simologa ka go tshwarelela dipopego tsa mafoko kgotsa diponagalo tse dingwe tsa pono – ba tshikintse gore tsamaelano ya ditlhaka le medumo e na le seabe go tloga fela mo dikgatong tsa ntlhantlha tsa kgodiso ya go itse go buisa le go kwala (Dixon, Stuart le Masterson, 2002; Ehri, 1998).

Fa barutwana ba tlwaetse ditlhaka le medumo e di e dirang, ba tlaa kgona go dirisa dikai tsa fonetiki go tlhotlhomisa gore mafoko a reng. Ka pharologantsho, malepa a go ithuta ka pono a kaya gore mmuisi yo o simololang, mo tshimologong o ikaegile ka mongwe yo o ka mmolelang gore lefoko le a reng – ga ba kgone go itirela seo ka bobona gore lefoko e ka nnang. Babuisi ba dikai tsa pono gape ba tshwanetse go gopola makopanyi a a tsereganyang.





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



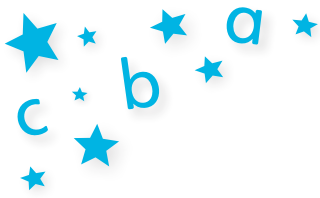
In many studies of preschool learners in developed countries, researchers have found that young learners go through a phase of “invented spelling”. Invented spelling means that learners are experimenting with how to represent sounds in words. Studies have shown that in high poverty contexts, learners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

## Letters and sounds

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

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





## Mo phaposiborutelong ...



Barutwana ba tlhoka go ithuta go dirisa thulaganyo eno ya dialefabete gore ba nne babuisi ba ba tlhotlwa le gore ba kgone go kwala mafoko. Go ithuta ka ga ditlhaka le medumopuo, ba tshwanetse go dira nako mme e bile go botlhokwa gore dipaposiborutelo tsa Mophato di hume ka ditšhono tsa go ithuta ka ga ditlhaka le medumopuo e di e dirang ka go dirisa ditemosi tsotlhe tsa bona.

### Go reeletsa medumo

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: "supa, setlhareng, sentle, senang, sepe, sekhurumelong, simolola. A lo utlwa modumo o re tlileng go ithuta one: **supa**, **sentle**, **simolola**? Ee, o nepile! Yotlhe e na le modumo /s/."
- 2 "Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /s/: setulo, seatla, sebaga, seboko, sediko, seipone, sekere, sesiro, sesupanako, segwagwa, sefako, sebeso, sapa." (Gatelela modumo o o simololang fa o bitsa mafoko ano.)

### Go bua/kapodisa modumopuo

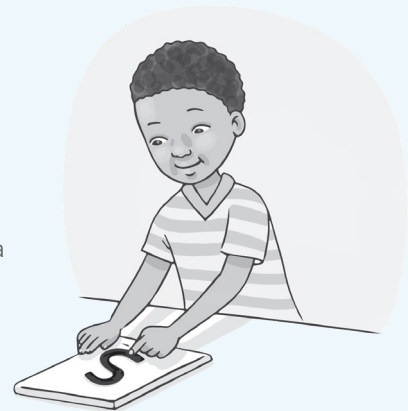
- 1 Bitsa modumo **s** ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 2 Kopa barutwana go bitsa modumo /s/: "**s-s-s**". Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.
- 3 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira **sebokwana** se se roromang ka monwana wa bona wa tshupabalo.

### Go akanya ka mafoko a a simololang ka modumopuo

Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /s/ kgotsa gore a go na le mafoko mangwe a ba akanyang a simolola ka modumopuo /s/.

### Go bopa tlhaka

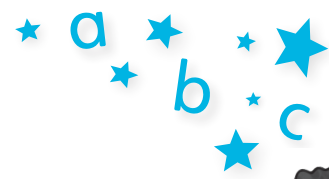
- 1 Botsa barutwana gore a ba itse go kwala tlhaka e e dirang modumo /s/.
- 2 Botsa barutwana gore a ba a gopola gore tlhaka ya **s** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "Simolola fa leronthong, dikologela ka fa molemeng o bo o dikologela ka fa mojeng."
- 3 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.



### Go golaganya tlhaka le tšhate ya dialefabete

Fa o na le tšhate ya dialefabete mo phaposiborutelong ya gago, bontsha barutwana tlhaka **s** mo tšhateng ya dialefabete.





## In the classroom ...

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

### Listening for sounds

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "*supa, setlhareng, sentle, senang, sepe, sekhurumelong, simolola*. Can you hear the focus sound: **s***upa, s*entle, **s**imolola? Yes, you are right! They all have the sound /s/."
- 2 "Listen carefully, here are some more words with /s/: *setulo, seatla, sebaga, seboko, sediko, seipone, sekere, sesiro, sesupanako, segwagwa, sefako, sebeso, sapa*." (Emphasise the focus sound as you say these words.)

### Saying the sounds

- 1 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 2 Ask learners to say the sound /s/: "**s-s-s**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.
- 3 Teach learners an action associated with the sound. For example: Learners can make a little wiggling worm with their left index finger (**sebokwana**).

### Thinking of words beginning with the sound

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

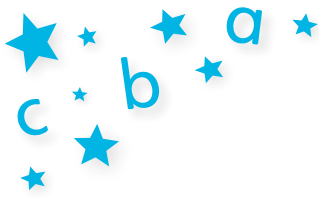
### Forming the letter

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

### Linking the letter to the alphabet chart

If you have an alphabet chart in your class, show learners the letter **s** on the alphabet chart.





Go nna babuisi ba ba tlhotlha, barutwana ba tlhoka go tihaloganya molawana wa dialefabete –gore go na le kgolagano magareng ga ditlhaka tse ba di bonang mo tsebeng le medumopuo e ba e utlwang mo mafokong. Le fa seno se itsiwe ke babuisi ba bagolo, seno ke kgato e kgolo mo barutwaneng ba bannye, segolobogolo ka gonne ba tshwanetse go ithuta pele go utlwa medumopuo e e farologaneng mo mafokong. Barutwana ba bannye gantsi ba dirisa le go tihaloganya mafoko a mantsi, fela ga ba ise ba lemoge medumopuo e e dirang mafoko ano. Ba ka itse gore serurubele ke tshenekegi e ntle, fela ba sa itse ka modumo e e dirang lefoko le. Sekao, lefoko **serurubele** le dirilwe ka dikarolo di le tlhano (tse re di bitsang **dinoko**): **se | ru | ru | be | le**. Lefoko serurubele le simolola ka modumo wa /s/. Mafoko a mangwe le ona a simolola ka modumo o (jaaka **setena**, **sefofane**, **sesepa**). Thuto ya medumopuo mo lefokong, e seng bokao jwa lefoko, e bidiwa **thutamedumopuo/fonoloji**. Ditirwana tsa thutamedumopuo ga di tlhoke tebelelo ya ditlhaka – tse dintsi di ka dirwa motho a tswetse matlho!

Thutamedumopuo ga e tshwane le ditumatlhaka:

- ★ thutamedumopuo = bokgoni jwa go utlwa modumo mo mafokong mme e bile ke motheo wa ditumatlhaka
- ★ tumatlhaka = kitso ya gore ditlhaka tse di rileng tse di kwadilweng di nyalana jang le modumo e e rileng e e buiwang.

Thutamedumopuo le kitso ya ditlhaka le medumopuo ke dingwe tse di bonelang pele go gaisa gore barutwana ba tlaa ithuta go buisa ka katlego. Di bonela pele go gaisa IQ! Se se kaya gore barutwana ba bannye ba ba nang le kitso e e siameng ya thutamedumopuo le kitso ya ditlhaka le medumopuo, ba tlaa nna le tšhono e e botoka ya go ithuta go buisa ka katlego.

### Lenanefoko

#### noko

noko ke lefoko kgotsa karolwana ya lefoko e e nang le modumo o le mongwe wa tumanosi

#### thutamedumopuo

thuto ya medumopuo mo lefokong e seng bokao jwa lefoko

#### karoganyo

go tlhatlhamolola mafoko go ya ka dikarolo tse di farologaneng

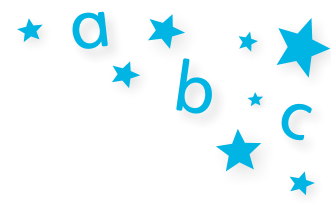
## Mo phaposiborutelong ...

Go na le dikgono tse dingwe tse di tlaletsang mo thutameduopuo. Papetla e e neelana ka lenane la dikgono tsa thutamedumopuo mme e bile gape e neelana ka dikao tsa ditirwana tse di ka dirisiwang go di ruta, go di diragatsa le go di tlhatlhoba.

Tirwana ya thutamedumopuo	Dikao
1 Go bona gore a medumo e a tshwana.	<ul style="list-style-type: none"> <li>★ A medumo e a tshwana kgotsa e farologane: /p/, /p/? (tshwana); /p/, /d/? (farologane)</li> <li>★ A mafoko a a simolola ka modumo o o tshwanang: <b>buka, bata?</b> (ee)</li> </ul>
2 Go utlwa tshimologo kgotsa tsepamo ya modumo mo mafokong.	<ul style="list-style-type: none"> <li>★ O utlwa modumo ofe kwa tshimologong ya lefoko <b>hempe?</b> (h)</li> <li>★ Ke modumo ofe wa tshimologo mo mafokong a: <b>tau, tamati, tafole?</b> (t)</li> <li>★ Ke modumo ofe wa tsepamo mo mafokong a: <b>kerese, sekere, phensele, fensetere?</b> (e)</li> </ul>
3 Go utlwa modumo wa bokhutlo kgotsa nook ya bofelo mo mafokong.	<ul style="list-style-type: none"> <li>★ O utlwa noko efe kwa bokhutlong jwa mafoko a: <b>jesa, busa, gasa?</b> (sa)</li> </ul>
4 Go kopanya dikarolo tsa mafoko go dira lefoko le le feletseng (kopanyo).	<ul style="list-style-type: none"> <li>★ O bona lefoko lefe fa o tlhakanya dinoko tse: <b>a-po-le-ko-si?</b> (apolekosi)</li> </ul>
5 Go tlhatlhamolola mafoko go ya ka dikarolo tse di farologaneng ( <b>karoganyo</b> ).	<ul style="list-style-type: none"> <li>★ Kgaoganya lefoko le ka dinoko: <b>komokomoro</b>. (ko-mo-ko-mo-ro)</li> <li>★ O utlwa dinoko tse kae mo lefokong <b>helikopotara?</b> (he-li-ko-po-ta-ra: dinoko tse 6)</li> </ul>
6 Go emela dikarolo tsa mafoko.	<ul style="list-style-type: none"> <li>★ Go re <b>raga</b>. Jaanong ntsha /ra/ mm emo boemong jwa yone, tsenya /ša/. Lefoko le le ntšhwa ke eng? (šaga)</li> <li>★ Go re <b>jeki</b>. Jaanong e bue gape mme go re /he/ mo boemong jwa /je/. (heke)</li> </ul>







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

Phonological awareness is not the same as phonics:

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

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

### Glossary

#### syllables

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

#### phonological awareness

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

#### segmenting

breaking words into different parts



## In the classroom ...

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

PA activity	Examples
1 Judging whether sounds are the same.	<ul style="list-style-type: none"> <li>★ Are these sounds the same or different: /p/, /p/? (same); /p/, /d/? (different)</li> <li>★ Do these words start with the same sound: <b>buka</b>, <b>bata</b>? (yes)</li> </ul>
2 Hearing the beginning or focus sound in words.	<ul style="list-style-type: none"> <li>★ What sound do you hear at the beginning of the word <b>hempe</b>? (/h/)</li> <li>★ What is the beginning sound in these words: <b>tau</b>, <b>tamati</b>, <b>tafole</b>? (t)</li> <li>★ What is the focus sound in these words: <b>kerese</b>, <b>sekere</b>, <b>phensele</b>, <b>fensetere</b>? (e)</li> </ul>
3 Hearing the end sound or syllable in words.	<ul style="list-style-type: none"> <li>★ What syllable do you hear at the end of these words: <b>jesa</b>, <b>busa</b>, <b>gasa</b>? (sa)</li> </ul>
4 Combining parts of words to make the full word (blending).	<ul style="list-style-type: none"> <li>★ Which word do you get if you put these syllables together: <b>a-po-le-ko-si</b>? (apolekosi)</li> </ul>
5 Breaking words into parts ( <b>segmenting</b> ).	<ul style="list-style-type: none"> <li>★ Break this word into syllables: <b>komokomoro</b>. (ko-mo-ko-mo-ro)</li> <li>★ How many syllables do you hear in the word <b>helikopotara</b>? (he-li-ko-po-ta-ra: 6 syllables)</li> </ul>
6 Substituting parts of words.	<ul style="list-style-type: none"> <li>★ Say <b>raga</b>. Now take away the /ra/ and in its place, add /ša/. What is the new word? (šaga)</li> <li>★ Say <b>jeke</b>. Now say it again, but say /he/ instead of /je/. (heke)</li> </ul>

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