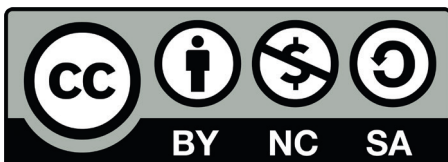


Luhlelo lwekutfufukisa luLwimi lweLibanga R
Grade R Language Improvement Programme

Sicondziso seMcondvo Concept Guide



SiSwati I English



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Lelayisensi ivumela basebentisi labasebentisa kabusha kusabalalisa, hlanganisa kabusha, kutayela, nekwakha kulokucuketfwe noma nguyiphi indlela noma ifomethi ngetinjongo lekungasito tekutsengisa kuphela, futsi kuphela uma imfanelo iniketwa kumdali. Uma uhlanganisa kabusha, utayela, noma kwakha kulokucuketfwe, kufanele unikete imphahla leguculiwe kwemigomo lefanele ilayisensi.

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★ Umlayeto lovela kuNhloko yeLitiko/ 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: 3/10/2020

★ Kusebentisa lesicondziso seMcondvo

Lesicondziso semsebenti sihlukaniswe ngetigaba letintsafu letingafundwva nanome ngaluphi luhlobo ngobe tonkhe tiyachumana. Siyakugcugcutela kutsi ubuyele kulesicondziso ngalesikhatsi uceceshelwa loluhlelo futsi uphindze ufundze tigaba letahlukahlukene. Utawutfole kutsi kuvisisa kwakho kwalokucuketfwe kuya ngekujula njalo nawufundza futsi utfole nendlela yekutsi ungafundzisa njani bafundzi labancane ekilasini lakho. Lelikhasi lelikabili likuniketa sibutsetelo sesigaba ngasinye liphindze likukhombise emakhasi lapho ungafundza khona lokunyenti.

likhasi 10

Sigaba 1:

Luhlelo lwekutfutukisa luLwimi lweLibanga R

Lesigaba sichaza **timphawu letisiphohlango** teluhlelo lwekutfutukisa luLwimi, lolacalelwa i-GDE kucinisa kufundziswa kwelulwimi nelwati lwekukufundza nekubhala elibangeni R.

- ★ Loluhlelo lutsatsa bafundzi luhambo basuke elulwimini lwekukhuluma baye elulwimini lwekubhala.
- ★ Loluhlelo lusekelwe ngetinsita, kufinyelelisa bafundzi kutinsita letitsakasisako.
- ★ Loluhlelo ludzinga imizuzu lenge-50 lecondziswa ngco ekufundziseni lulwimi onkhe emalanga.
- ★ Loluhlelo luniketa imisebenti yelikilasi lonkhe kanye neyemacembu lamancane.
- ★ Imisebenti yesitungeletane sekufundzisa semaviki lamabili isuselwa endzabeni.
- ★ Imisebenti yemnyaka ihlelelwe situngeletane semaviki lamabili lesi-19.
- ★ Lemisebenti inika bafundzi amatfuba ekwakha onkhe emakhono elulwimi eCAPS.
- ★ Lemisebenti ikuvumela kubukisisa kuchubeka kwebafundzi futsi kunetinsita teluhlolo loluchubekako.



Hlangana naStella

Utawubona kutsi kunathishela lokhona kuso sonkhe leSicondziso saThishela. Utawuba ngumngani wakho eluhambeni lwakho lwekufundza futsi utawuhle akunika teluleko letisukela esipiliyonini sakhe selikilasi leLibanga R. Unelibito lelikhetsekile lelisuselwa elulwimini lwesiNgisi:

Strengthening the Teaching of Early Language and Literacy for All.



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Sigaba 2:

Timisomtsetfo leticondzisako tekufundzisa kanye nekufundza teLibanga R

Lesigaba sichaza **timisomtsetfo letisiphohlongo** leticondzise simo seLuhlelo lwekutfutukisa luLwimi lweLibanga R futsi siyetsembe kutsi itawuhola kufundzisa kwakho.

- ★ *Simisomtsetfo sendzawo.* Kufundza kwenteka etimeni letivakalako naletifanele.
- ★ *Simisomtsetfo semsebenti.* Bafundzi kufanele batsintseke ngco eluhlelweni lwekufundza-nekufundzisa.
- ★ *Simisomtsetfo sekudlala.* Kudlala kuyajabulisa futsi kuyindlela yemvelo yekufundza kwebafundzi labancane, kungaba sekhaya nome esikolweni.
- ★ *Simisomtsetfo semazinga.* Bafundzi bandlula ngaphansi kwemazinga lahlukahlukene ekuvisisa nekutfutuka.
- ★ *Simisomtsetfo sekuchumana.* Kufundza kwenteka uma kunekukhulumisana nekwabelana ngemibono.
- ★ *Simisomtsetfo sekuhola.* Kufundza kwenteka uma thishela ahola bafundzi ekutfutukiseni lwati lolusha.
- ★ *Simisomtsetfo sekufaka wonkhe umuntfu.* Kufundza kwenteka endzaweni lapho khona wonkhe umuntfu amukelekile, afakiwe, aphafwwe ngekulingana, ahlonishwe futsi akwati nekuhlanganyela.
- ★ *Simisomtsetfo sekutetayeta.* Kufundza kuhlanganiswa ngekutetayeta emakhono lamasha nelwati.

Sibuye sigcile ekubalulekeni lokusisekelo sekutfutukisa kucondza nemisipha ekufundzeni lulwimi, ngekugcizelela kucondza ngekubona, ngekuva, ngekutsintsa nangekunyakatisa umtimba.

Sigaba 3:

Kufundzisa lulwimi nelwati lwekufundza nekubhala kokucala ebangeni R

Lesigaba sichaza kutsi bantfwana bafundza njani kufundza nekubhala futsi sikhombisa kutsi loluhlelo lwakha njani kuvisisa. **Lamaphuzu** abutsetela lokucabanga.

- ★ Kufundza kubhala nekufundza akusiyi intfo leyenteka masinyane, kepha kuyinchubo letsatsa iminyaka leminyenti. Loku sikubita ngekutsi kufundza nekubhala lokusavela.
- ★ Ngephandle kwemakhono lamahle elulwimi lwetemlomo, kufundza kubhala nekufundza kungaba matima kubafundzi labancane.
- ★ Lwatimagama lolunotsile nalolubanti yindlela yekutfutukisa lwati lwekufundza nekubhala kanye nekufundza emagama lamasha, bafundzi badzinga kuhlangana nawo kanyenti etimeni letehlukahlukene.
- ★ *Lulwimi lwemabhuku* lubalulekile elwatini lwekufundza nekubhala. Lenhlobo yelulwimi isetjentiswa etindzabeni nanome sikhuluma ngetintfo letingaphatseki njenge micabango, imiva netehlakalo takulenywe indzawo nesikhatsi.
- ★ Ngemdlalo wekulingisa, umdlalo wekutentisa, kucoca nekuphindze ucoce tindzaba, bafundzi batakhele ngekuvisisa balingiswa, indzawo nekulandzelana kwetigameko. Loku kusisekelo lesibalulekile sekufundza, kuvisisa kanye nekubhala.
- ★ Ngekucoxa ngekuchumana, bafundzi baba nelitfuba lekubuta nekuphendvula imibuto lenetimphelevulo letehlukene. Loku kugcugcutela bafundzi kutsi bacabangisise futsi babelane ngemibono nangemicabango yabo.
- ★ Bafundzi lababona bantfu labadzala bafundza futsi babhala baba nelugcozi lweku fundza nekubhala ngekwabo ngobe bafundza kutsi letimphevu lebatenta ephepheni tingaphatsa umlayeto futsi tisho lokutsite.
- ★ Bafundzi bavamise kucala "kufundza" ngaphandle kwekufundza emagama lekungwiwo, "nekubhala" ngaphandle kwekubhala emagama ngendlela lekungwiwo – lesi sinyatselo lesibalulekile endleleni yabo yelwati lwekufundza nekubhala.
- ★ Kuba bafundzi labanelikhono, bafundzi badzinga kuvisisa simisomtsetfo se-alfabhethi – kutsi kunekuchumana phakatsi kwetinhlavu lebatibona ephepheni nemisindvo lebayiva emagameni.
- ★ Kucaphelisisa tincenye teligama ngekwemisindvo kanye nelwati lweluhlavu-msindvo kuyincenye yetintfo letisho kutsi bafundzi batawufundza kufundza nekubhala ngemphumelelo.

likhasi 78

★ Using the Language Concept Guide

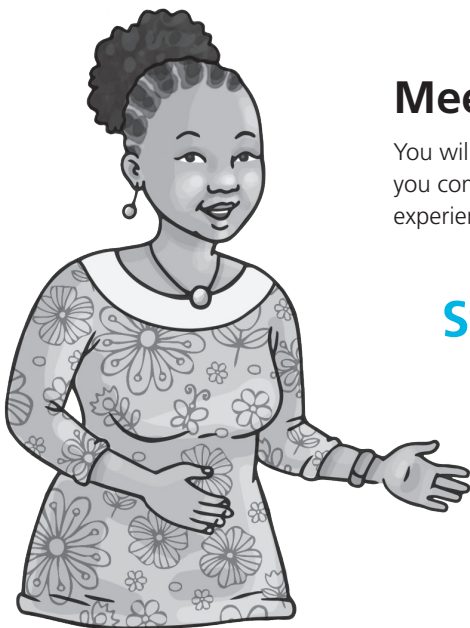
The Language Concept Guide is divided into three sections which can be read in any order because they all connect with one another. We encourage you to return to this guide throughout your training on the programme and to reread the different sections. You will find that your understanding of the content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

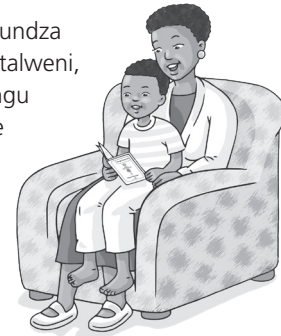
★ Sigaba 1: Luhlelo lwekutfufukisa luLwimi lweLibanga R

Singeniso

Uke wacabanga ngesikhatsi lapho bafundzi bafundza kufundza nekubhala? Kulesingeniso sibukisisa loludzaba.

Kufundza kwakucala kubalulekile

Nanome sati kutsi bothishela badlala indzima lebalulekile, ungamangala kwati kutsi inchubo yekufundza kufundza nekubhala icala ngembi kwekutsi umntfwana angene ekilasini leLibanga R? Kufundza kwakucala kucala ekutalweni, kuhambisane nemakhono etenhlo nemiva, lulwimi lufundvwa ngalesikhatsi umfundzi achumana nemalungu emndeni, bangani nabothishela. Konkhe loku kuniketa tisekelo ekufundzeni kwemfundzi kwemphilo yonkhe futsi kube sendlalelo semakhono lahloswe sikolo njenge kulalela, kukhuluma, kufundza nekubhala lokutfufukiselwa embili nguthishela. Bafundzi labafundza kufundza nekubhala ngekuphumelela abanabothishela labakahle kuphela, kepha bangulabo labazuze ekufundzeni kwakucala emkhatsini kwekutalwa neminyaka lesitfupha.



Kulalela nekukhuluma



Lucwaningo lukhombise kutsi kufundza nekubhala lokunelikhono kusukela kumakhono elulwimi lwetemplomo (lolumukelako naloluvakalako) lacala kutfutuka emalangenini akucala emphilo yemfundzi. Ebudlelwaneni bekukhulisa, kwenteka kuchumana kwemicondvo lokubalulekile lokwesekela kutfutuka kwelulwimi lwemfundzi kusukela ekutalweni. Lulwimi lwebafundzi luyakhula ngalesikhatsi banakekeli nabothishela bakhuluma nabo, bachaza emagama, balandzele labakutsandzako, babute futsi baphendvule imibuto futsi babelane ngemabhuku netindzaba ngethlakalo temalanga onkhe. Siyati kutsi bafundzi labakhulele kuletinhlobo tetindzawo letinelulwimi lolunotsile banelwatimagama loluncono futsi bangenta ncono ekufundzeni ngekuvisisa baneminyaka leyimfica. Ngubani bekati kutsi kukhuluma nebafundzi kusipho lesihle lesingabapha sona?

Bothishela bebafundzi labancane banendzima lebalulekile lekumele bayidlale ekwakheni lulwimi lwetemplomo lwebafundzi labancane. Loku akusho kufundzisa lokuhlelekile! Bothishela bangenta loku ngekwebelana ngetindzaba nemabhuku, bagcugcutele kudwweba nekubhala lokusavela futsi nekwakha lulwimi lwetemplomo ngekuniketa tinchazelo, kwetfula emagama lamasha kanye nekugcugcutela bafundzi kubuta nekuphendvula imibuto.

Kubhala kwekucala

Etulu kwekuva nekusebentisa lulwimi eminyakeni yabo yekucala, bafundzi badzinga kufundza ngemibhalo. Lulwimi lolubhalwako lwehlukile elulwimini lolukhulunywako, futsi kusinyatselo lesikhulu kutsi bafundzi bavisise kutsi kubhala ecinisweni kuyinkhulumo lebhahle phansi. Ngekukhomba umbhalo wesimondzawo njenge timphawu, emagama nemalebula, bafundzi bacala kubona kutsi kubhala kunenhloso.

Uma bafundzi bakwati kufinyelela liphepha nekhayoni futsi sigcugcutela kwenta kwabo emamaki, kudwweba nekukupilita, beva batetsemba ngekulinga kuveta imibono yabo ngekudwweba "nekubhala". Sibita lemitamo yekubhala kwakucala kwebafundzi ngekutsi "kubhala kwakucala" njengobe kusengakabukeki njengembhalo walabakhulile – abahambi ngemugca, bahlanganisa tinhlavu, tinombolo netitfombe, nelupelomagama lwabo luyasungulwa! Lesi sigaba sekutfufuka lesitayelekile. Kufundza kubhala kuyinchubo, njengawonkhe emakhono, kutsatsa sikhatsi, kutetayeta, nekugcugcuteleka lokukhulu ngembi kwekutsi bakwati.



Kufundza kwekucala

Uma bafundzi babukela bantfu labadzala bafundza futsi babhala, bafundza kutsi emamaki lasephepheni aphefse umlayeto futsi asho lokutsite. Bafundza kutsi emabhuku asebenta njani, batsatseke ngetindzaba tebantfu netindzawo letehlukahlukene. Uma banebantfu labadzala lababafundzelako, bafundza kuhambisa kufundza nebhulobu lobufutfumalako nalobutsembekile, futsi kubanika litsemba lekwetama kutifundzela ngekwebabo. Kufundza kwebafundzi labancane kungahle kungacandzi futsi bangahle bafundze ngekusebentisa inkhumbulo nome batentele tindzaba letitawuhambisana netitfombe. Ngekuhamba kwesikhatsi, batawucala kunaka kakhulu tinhlavu letibhaliwe nemagama, futsi kufundza kwabo kutawucondza.

★ 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.

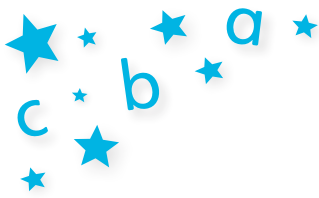
When learners have access to paper and crayons and we encourage their mark making, drawing and scribbling, they feel confident to experiment with expressing their ideas through drawing and "writing". We call learners' very earliest attempts to write "emergent writing" as it does not yet look like grown-up 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.



Kufundza ngetinhlavu nemisindvo

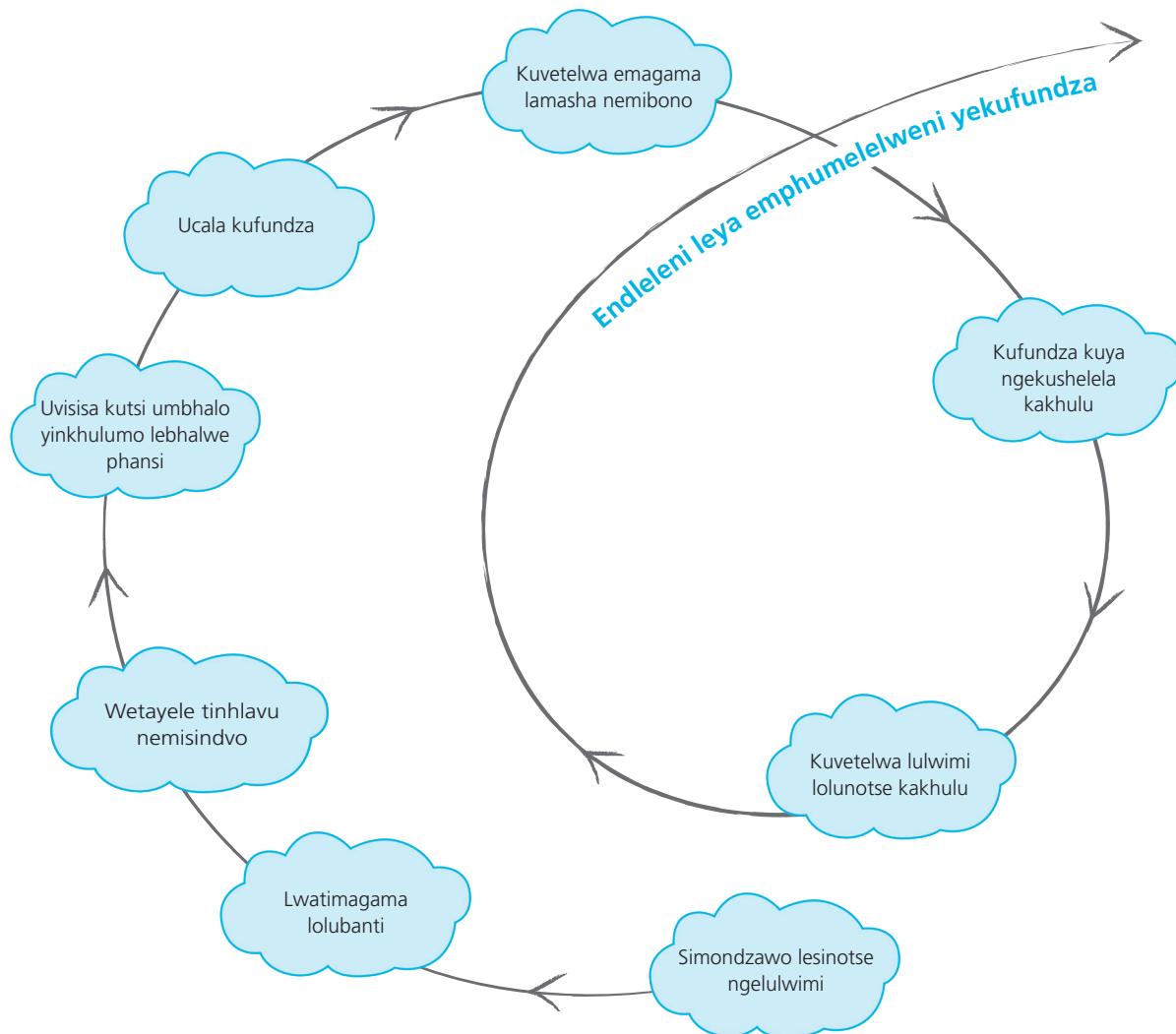
Kute bafundze kufundza nekubhala, bafundzi labancane badzinga kuvisisa kutsi emamaki lebawabona ekhasini ayinkhulumo yetfu lebhalwe phansi! Lesi sinyatselo lesikhulu sebafundzi labancane, njengobe kusho kutsi badzinga kunaka imisindvo yemagama lakhulunywako, nekuhlanganisa lemisindvo netimphawu tetinhlavu. Kushayela emalunga nekulalela imidlalo lenjenge “Ngiyahlola ngeliso lami lelincane” kusita bafundzi kutsi banake imisindvo emagameni. Tindhavu tingetfulwa ngekutsi bafundzi babhale emagama abo, babhale tindhavu esihlabatsini, babhale tindhavu ngapende nome kwenta tindhavu ngenhlama yekudlala. Yonkhe lemisebenti lejabulisako ingahle ibonakale ingakafaneli umshikashika wekufundza kufundza nekubhala, kepha kungenca yalo lolwati lokwenta kutsi bafundzi bangene esigabeni selwati lwekufundza nekubhala.

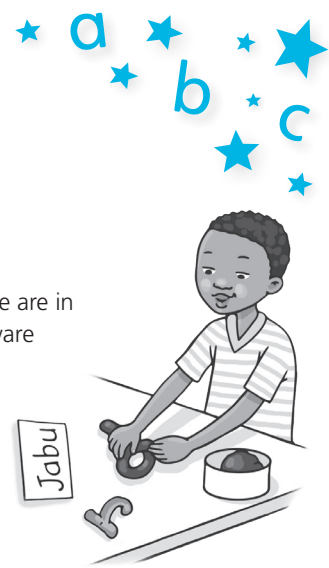


Lulwimi – nesimondzawo lesinotse ngembhalo

Bafundzi labakhulele emakhaya lanotse ngelulwimi nangembhalo nasetindzaweni tetinkhulisa banekucala esikolweni banelwatimagama lolubanti nalolujulile. Batawuvisisa kutsi emagama asho kutsini futsi batawukwati kusebentisa lulwimi labalwatiko kuvisisa uma bantfu bakhuluma futsi bafundzela etulu, ngalendlela batawufundza lulwimi lolusha nemibono. Batawucala sikolo batetayele tindhavu nemisindvo, futsi batawuvisisa kutsi umbhalo uyinkhulumo lebhalwe phansi. Loku kusho kutsi batawusheshe bati imibhalo lesisekelo uma bafundza Libanga 1, basheshe bandlulele emibhalweni lemidze nalephicako lebetetela emagama lamasha nemibono. Uma bafundza kakhulu, kufundza kwabo kutawushelela, futsi lulwimi lwabo lutawutfutfuka kute bakwati kumelana nemibhalo lehlupha ngalokwengetiwe. Basendleleni leya emphumelelweni yekufundza.

Umjikeleto wemphumelelo





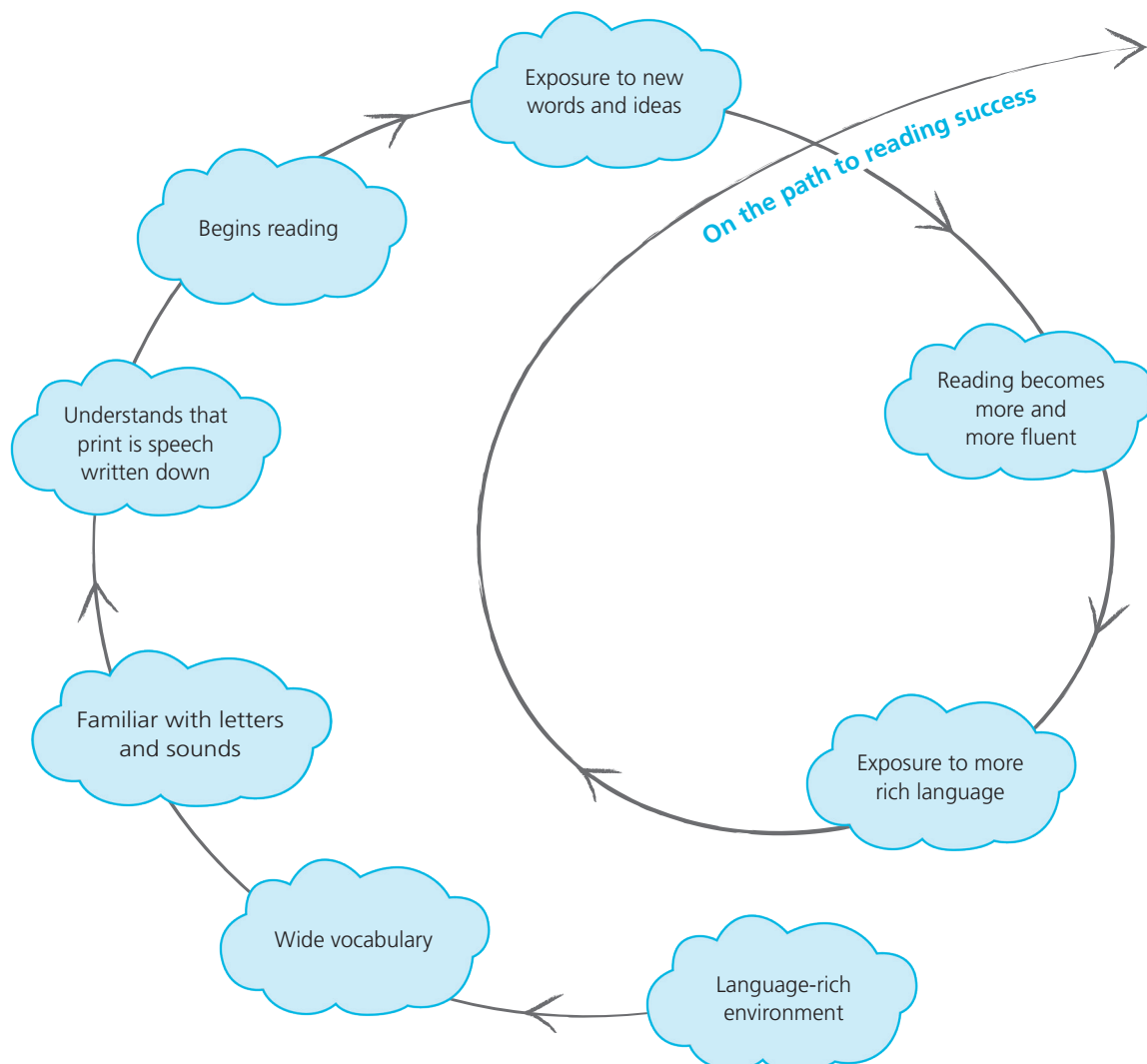
Learning about letters and sounds

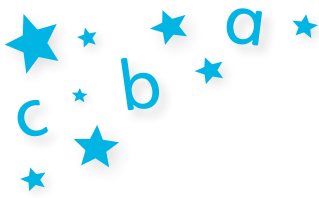
In order to learn to read and write, young learners need to understand that the marks they see on a page are in fact our speech written down! This is a big step for young learners, as it means they need to become aware of the sounds of spoken words, and to link these sounds to letter symbols. Clapping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





Ngelishwa, eNingizimu Afrika bambalwa bafundzi labatfola litfuba lalenhlobo yekufundza kwakucala lekubabeka kulendlela leya emphumelelweni yekufundza. Ungatibuta kutsi sekundlule sikhatsi yini kutsi wakhe lamakhono elulwimi ebangeni R. Cha, asetsembi njalo. Uma bothishela beLibanga R batibophelela ekuniketeni bafundzi lwati lwelulwimi lolunotsile onkhe emalanga, kungenta umehluko lomkhulu kakhulu emphumelelweni yekufundza. Loku nguloko **Luhlelo lwekutfutukisa luLwimi lweLibanga R** lakhelwe kona!

Bona kutsi Stella utawutsini ngaphansi ngaloluhlelo bese ufundza lokunyenti emakhasini lalandzelako.

Luhambo lolusuka elulwimini lolukhulunywako luye kulolubhalwako ...

Luhlelo lwekutfutukisa luLwimi lweLibanga R lwakhelwe kuniketa bafundzi belibanga R ematfuba lasekela kutfutukisa lulwimi lwakucala nelwati lwekufundza nekubhala. Ngekusebentisa tindzaba, loluhlelo lutsatsa bafundzi luhambo lolusuka elulwimini lolukhulunywako luye elulwimini lolubhalwako. Indzaba lensha ngayinye yakha sisekelo sesitungeletane semaviki lamabili sekufundzisa.

Kuhlangabetana kwekucala kwebafundzi nendzaba ngulesikhatsi beva indzaba icocwa nguthishela ngemaphaphethi naletinye tipropo kwenta kutsi ebalngiswa baphile. Ngemuva kwekuva indzaba icocwa, bafundzi batawuba nelitfuba lekucala liculo lelihlobene nalendzaba. Emaculo ayindlela lehle yekutfutukisa emakhono elulwimi futsi labanye bafundzi batfola bumalula bekukhumbula lulwimi lolusha ngekuhuba, sigci nemlolotelo. Ngemuva kwekucala, bafundzi babamba lichaza ekulingiseni indzaba ngendlela lecocwa ngayo. Loku kubaniketa litfuba lekubamba lichaza ekucoceni indzaba ngekukhutsala nekusebentisa emagama nemabintana ebalngiswa labehlukahlukene. Futsi kudzinga kutsi bacabange ngekulandzelana kwendzaba – kwentekani ngalokulandzelako.

Kwakha kucoca indzaba ngemlomo, kucula, kulingisa nekulandzelanisa tigameko, bafundzi banelitfuba lekudvweba incenye lebayitsandzako yendzaba nekwenza imitamano yekucala yekubhala imibono yabo (nome kungaba kukipilita). Baphindze babone kutsi kubhala kusebenta njani nekutsi imibono yabo ingabhalwa njani phansi ngalesikhatsi ukhombisa kubhala umbhalo ngenhloso (incwadzi, luhla, liculo). Lomsebenti ucala ngetingcoco letinotsile nekwabelana ngemibono, ngemagalelo ebafundzi labanyenti ngalokungenteka.

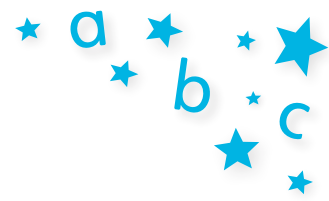


Uma ukhombisa inchubo yekubhala, usebentisa emagama nemibono yebafundzi, bayabona kutsi lesikushoko kungabhalwa phansi. Loku kutawubanika kutetsemba kutsi bacale kubhala ngekwabo- nanome bacala ngekukipilita netinhlavu tekutentela! Etulu kwekufundza imibhalo lebayibhale kanye nawe, bafundzi batawutfofola lelinye litfuba lekubona kutsi kufundza kusebenta njani uma benta emabhuku lamancane ekuhamba nawo emakhaya, nangalesikhatsi ubafundzela liBhuku Lelikhulu evikini lesibili. Lapha batawuhlangana nendzaba lefanako, letayelekile kepha ngesimo sekubhala.

Ngetulu kwemisebenti lesuselwa endzabeni leyakha kulalela, kukhuluma, kufundza, kubuka nekubhala, loluhlelo kufaka ekhatsi tindlela letinyenti letijabulisako, letifanele iminyaka kute kwakheke lwati lwebafundzi lwetinhlavu. Kusukela elucwaningweni, siyati kutsi bafundzi labati lokutsite ngetinhlavu nemisindvo leyentiwa tinhlavu, basetfubeni lekufundza kufundza nekubhala malula kunebafundzi labanelwati loluncane lwetinhlavu-misindvo. Kodwa, asiphakamisi kutsi bafundzi belibanga R kufanele bafundziswe ngetinhlavu ngendlela lehlelekile. Bafundzi bafundza kahle kakhulu uma intfo isho lokutsite kubo, ngako-ke tinhlavu nemisindvo kuchumene nendzaba – nemagameni lamasha, titfombe netintfo. Bafundzi bafundza ngelulwimi ngalesikhatsi bakha lwati lwabo lwetinhlavu.

Lucwaningo futsi lukhombise kutsi kubalulekile kutsi bafundzi bayati imisindvo elulwimini lolukhulunywako (kucaphelisisa tincenye teligama ngekwemisindvo). Uma bafundzi bangalaleli imisindvo elulwimini lolukhulunywako, bangahle bakwati lebafuna kukubhala, kepha bangakhoni kuva imisindvo emagameni kute bayibhale. Lesigaba setinhlavu nemisindvo saloluhlelo sifaka ekhatsi imisebenti leminyenti yetemlomo lesita bafundzi kutfutukisa lokucaphelisisa.





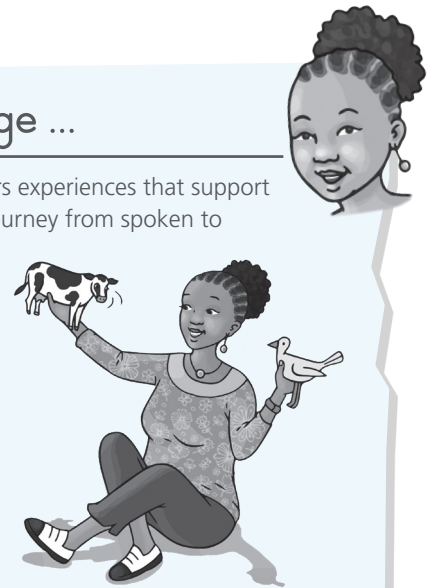
Unfortunately, in South Africa very few learners have the kind of early learning experiences that set them on this path to reading success. You may be wondering if it is too late to build these language skills in Grade R. No, we do not believe so. If Grade R teachers commit to providing a rich language 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.

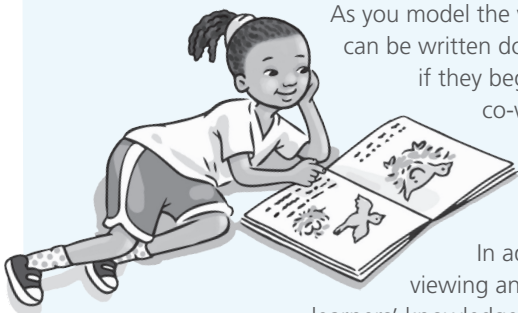
A journey from spoken to written language ...

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.

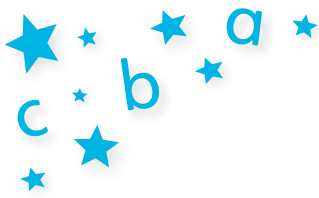


As you model the writing process, using the learners' words and ideas, they see that what we say can be written down. This will give them the confidence to start trying to write themselves – even if they begin with scribbles and made-up letters! In addition to reading the texts they have co-written with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



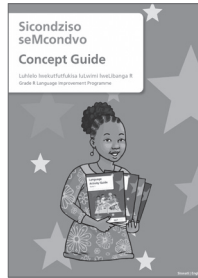


Tinsita teluhlelo lwelulwimi

Bothishela labasebentisa luhlelo lwelulwimi batawufola tinsita letinyenti letisezingeni lelisetulu ngalesikhatsi bacechwaha.

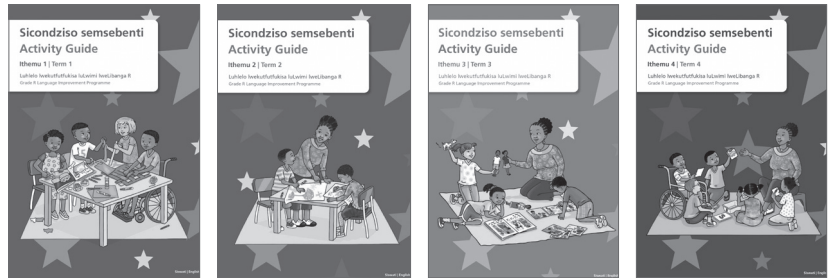
★ Ticondziso

Sicondziso seMcondvo



Bothishela batawubuka lesicondziso emnyakeni wabo wekufundzisa kute sibakhumbute ngemibono lebalulekile.

Ticondziso temsebenti letine



Sicondziso semsebenti sethemu ngayinye setfula tindzaba letisha, emaculo, lwatimagama nemisebenti, kanye netinhlavu nemisindvo lokusha letitawufundvwa bafundzi.

★ Emaphakethe etindzaba lalishumi nemfica

Liphakethe lendzaba ngalinye lisetjentiselwa situngeletane semaviki lamabili futsi sicuketse tinsita tekunika bafundzi lwati lwenzaba loluhlukahlukene:

- Emaphaphethi ebalingiswa lachumako lasekhadini



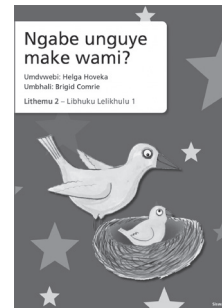
Thishela usebentisa emaphaphethi naletinye tipuropo kucoca indzaba. Lamaphaphethi abuye asetjentiswe bafundzi.

- Isethi yemakhadi-titfombe ekulandzalanisa



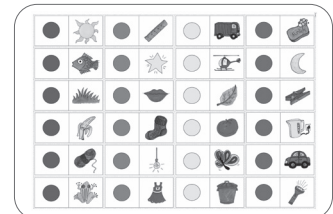
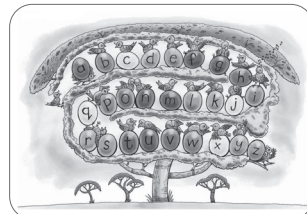
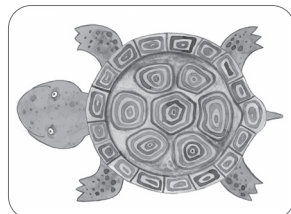
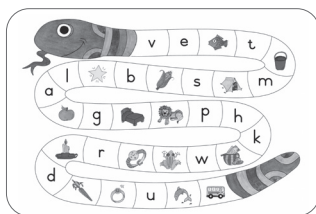
Bafundzi bacala beve indzaba ngetilinganiso letimbili ngetitfombe tekulandzalanisa.

- Libhuku Lelikhulu lelinembhalo lolula



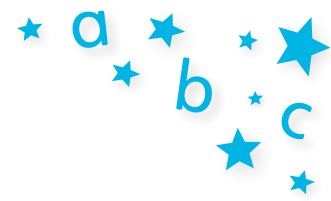
Libhuku Lelikhulu linemidwebo lefanako netitfombe tekulandzalanisa, futsi letfula emagama labhaliwe kucoca indzaba.

★ Liphakethe Letinsita letinembala kufaka ekhatsi emabhodi emidlalo nemakhasi emsebenti lanembala



★ Tinsita tekusekela kufundza ekhaya

Bothishela ngete bakwati kwakha tisekelo telulwimi ngephandle kwelusito lwebatali. Bahlonyiswe ngaletinsita, batali bangaba nelwati futsi babe nemdlandla wekusekela luhambo lwebantfwana babo lwelwati lwekufundza nekubhala ekhaya.

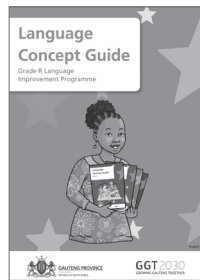


Language programme resources

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

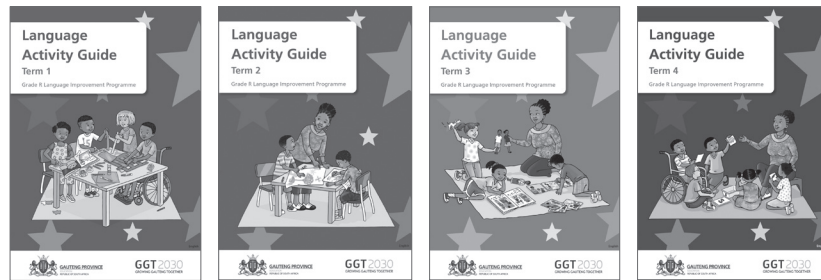
★ Guides

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:

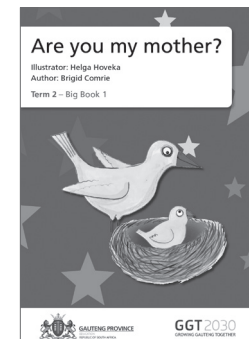
- Pop-out character puppets on card
- A set of sequence picture cards
- A Big Book with simple text



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

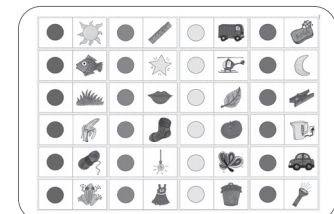
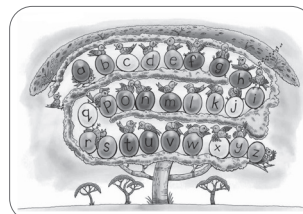
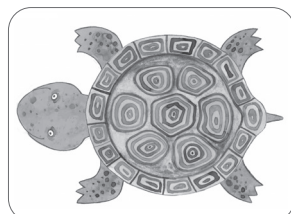
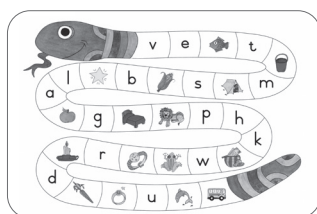


Learners first experience the story in two dimensions through the sequence pictures.



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

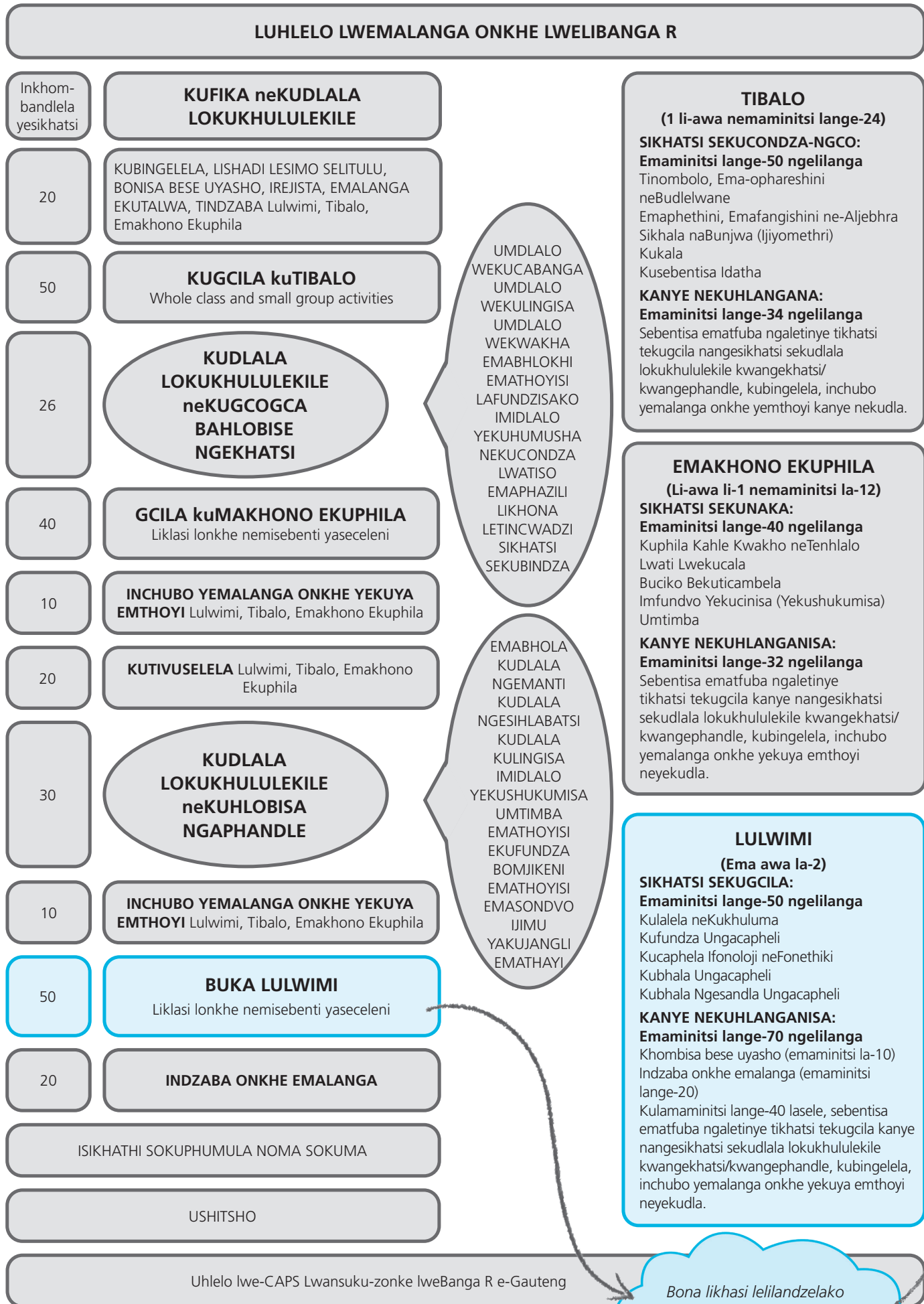


★ Resources for supporting learning at home

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.



Ungakuhlela njani kuGcila eluLwimini lwemalanga onkhe



SIGABA 1: LUHLELO LWEKUTFUFUKISA LULWIMI LWELIBANGA R



KUGCILA KWELULWIMI
50 emaminithi emsebenti weliklasi lonkhe nemisebenti yemacembu lamancane

IMISEBENTI YELIKLASI LONKHE
(kuholwa nguthishela)
25 emaminithi

IMISEBENTI YEMACEMBU LAMANCANE
(ihlelwe nguthishela)
25 emaminithi

Imisebenti lesuselwa endzabeni

Imisebenti yetinhlamu nemisindvo

Kuholwa kancane kancane kwemisebenti yeliklasi lonkhe neyemacembu lamancane kwethemu ngayinye, kubekiwe encwadzini yeSicondziso seMsebenti.



UMSEBENTI 1
Kudweba kanye nekubhala lokusavela
(kuholwa nguthishela Liviki 1)



UMSEBENTI 2
Timpfica kanye nemidlalo
(kuholwa nguthishela Liviki 2)



UMSEBENTI 5
Umdlalo wekuentisa



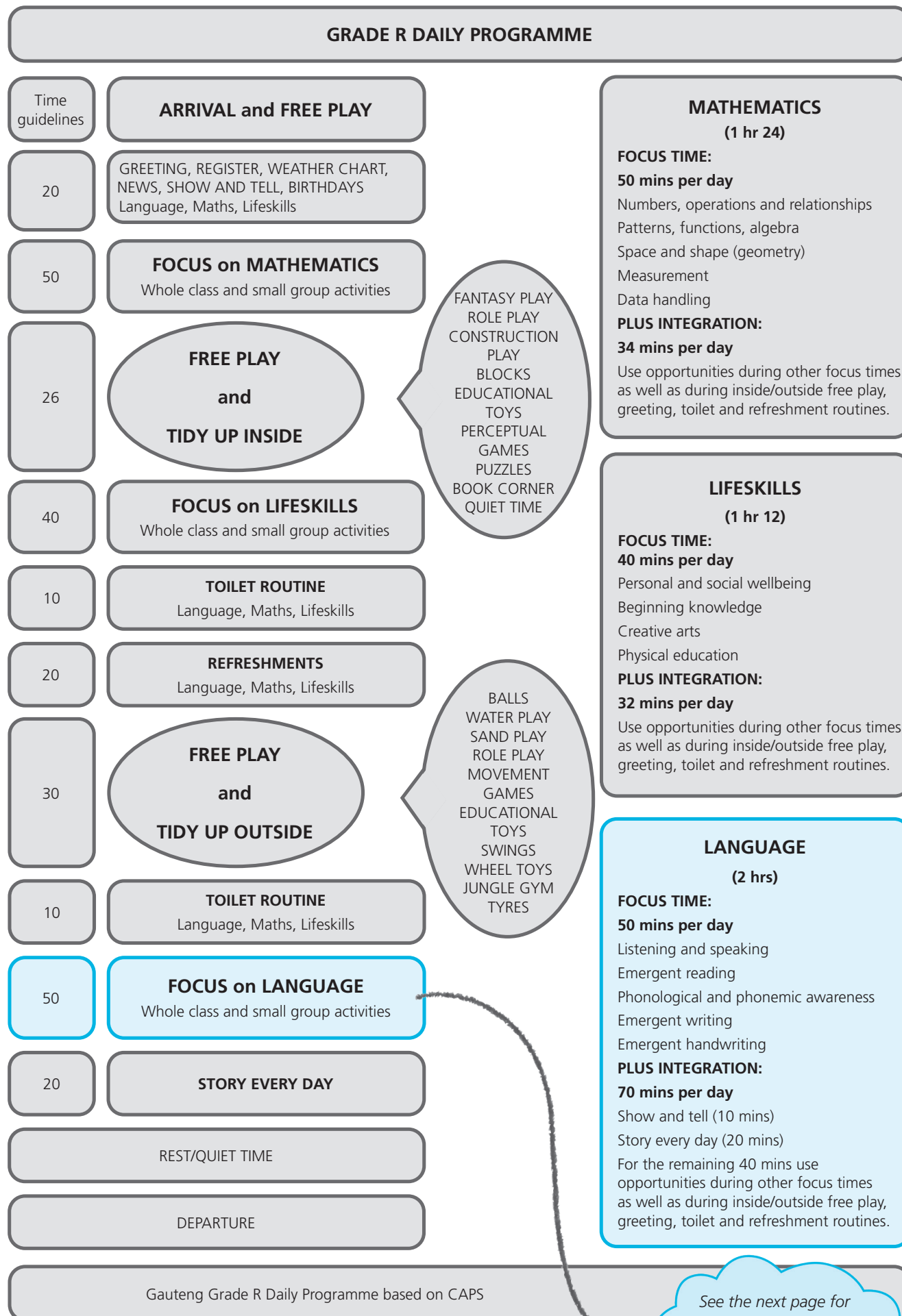
UMSEBENTI 3
Kufundza lokukhululekile



UMSEBENTI 4
Emakhono emamasela lamancane nekubhala ngesandla



How to plan for a Focus on Language every day



See the next page for how to plan activities for the 50 minutes Focus on Language.



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.



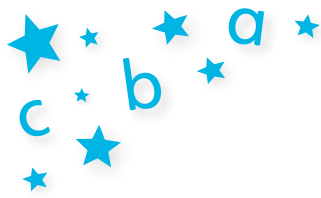
ACTIVITY 1
Drawing and emergent writing
(teacher-guided in Week 1)

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



Kuhlelela liklasi lakho kuGcila eLulwimini kwemalanga onkhe

Njengobe sibonile, sikhatsi ngco seLulwimi kufanele sihlwele kutsi sivumele imisebenti yelikilasi lonkhe neyemacembu lamancane onkhe emalanga. Kuholwa kancane kancane kwethemu ngayinye kwemisebenti yelulwimi kubekiwe encwadzini Sicondziso seMisebenti. Lapha sigcila ekutseni ufundzisa njani imisebenti yelikilasi lonkhe kanye neyemacembu lamancane kuniketa bafundzi emafuba lahlukahlukene nokwelekelela imigomo yekufundza leyehluhluhluke.

Imisebenti yelikilasi lonkhe

Bonkhe bafundzi bahlala ematafuleni abo, nome bente siyingi ematini, ngalesikhatsi thishela:

- ★ atfula/angeta/acinisa indzaba, likhono nome umcondvo
- ★ ahola ingcoco afake bonkhe bafundzi
- ★ ahola umsebenti afake bonkhe bafundzi.

Ekugcineni kwemisebenti welikilasi lonkhe, thishela uchaza umsebenti wemacembu lamancane ngamunye ngembi kwekutfumela bafundzi etindzaweni tabo.

Imisebenti yemacembu lamancane

Ngesikhatsi semalanga lasihlanu, licembu ngalinye lijikeleta nemisebenti lehlukahlukene ngelilanga. Loku kusho kutsi evikini bonkhe bafundzi banelitfuba lekubamba lichaza emisebentini yemacembu lamancane lasihlanu.

- ★ Imisebenti yemacembu lamancane lasihlanu lahlelwe nguthishela.
- ★ Tinsita netinfo tekusebenta temisebenti yemacembu lamancane lasihlanu tibekiwe onkhe emalanga.
- ★ Imisebenti ibekwa ematafuleni, ematini, emakhoneni emisebenti nome ngephandle.
- ★ Licembu linye lebafundzi lisebenta nathishela (umsebenti loholwa nguthishela).
- ★ Lamanye emacembu ebafundzi lamane asebenta ngekutimela.

Eklasini ...

Kwakha emacembu ebafundzi

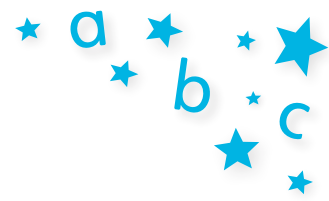
- ★ Bafundzi bavamise kuhlukaniswa babe ngemacembu lasihlanu. (Uma silinganiso selikilasi lakho sidzinga licembu lesitfupha, nika emacembu lamabili umsebenti lofanako.)
- ★ Licembu ngalinye kufanele libe nelibito lalo neluphawu.
- ★ Emacembu awahlali njengobe anjalo sikhatsi lesidze.

Kunetindlela letimbili letinkhulu tekwakha emacembu ebafundzi. Kutotimbili letindlela, thishela udzinga kuba nembono lokahle wemakhono ebafundzi bakhe ngekubukisisa ngekucophelela umfundzi ngamunye lilanga lonkhe lesikolo.

Emacembu emakhono lahlange: Kuvamile kuphakanyiswa kutsi bafundzi bafakwe ecenjini linye nalabanye bafundzi labanemazinga lahlukile emakhono elulwimi. Umfundzi lotfwala bumatima ekudwwebeni angasitwa bangani bakhe futsi angafaka sandla ngemandla lanawo kulamanye emakhono ladzingelelele kulomsebenti, njengetenhlalo, kuhlela, kwakha nome emakhono ekucabanga.

Licembu lemakhono lafanako: Uma kudzingeka kusekelwa lokutsi, kuyaye kusebente kahle kuhlanganisa ndzawonye bafundzi labasezingeni lekutfufuka lelifanako. Loku kuvumela thishela kutsi akhetse lizinga lemisebenti, nelinani lenchazelo kanye nesikhatsi lesidzingelelele, angashiyi lomunye ngephandle.





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.

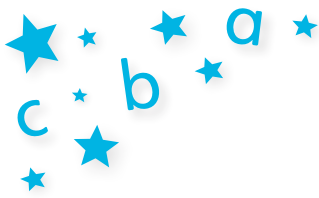


There are *two main ways* to group learners. For both of these, the teacher needs to have a good idea of her learners' abilities through careful observation of each learner across the school day.

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.





Buhle bemisebenti yemacembu lamancane

- ★ Kudzingeka tinsita letincane ecenjini lelincane kunelikilasi lonkhe, sibonelo: tikelo, emabhulashi ekupenda, inhlama yekudlala nemabhodi emidlalo.
- ★ Wonkhe umfundzi unelifuba lekuphatsa letinsita.
- ★ Bafundzi batfutukisa emakhono ekusebentisana, sibonelo: kwabelana, kuntjintjana, kukhuluma nekulalela.
- ★ Bafundzi batsatsa umfwalo ngemisebenti yelicembu, sibonelo: kukhweta.
- ★ Umsebenti welicembu lelincane usebenta kahle kuhlanganisa nekutetayeta imicondvo nemakhono lafundziswe ngaphambilini.

Imisebenti yemacembu lamancane leholwa nguthishela

Loku kuhlelwe kute kutsi thishela:

- ★ asebente nemfundzi phansi nome etafuleni
- ★ anike timfundziso futsi abute imibuto lesezingeni lelicembu
- ★ abukisise futsi ahlanganye nemfundzi ngamunye
- ★ ahlole kutsi umfundzi ngamunye ulakhile likhono lelidzizingekako
- ★ ente lesikhatsi sisebentiseke futsi kube nekuchumana, kuwe nebafundzi nihlanganyela.

Imisebenti letimele yemacembu lamancane

Loku kuhlelwe kute kutsi bafundzi:

- ★ bayitfole inemcondvo futsi ijabulisa
- ★ bangasebenta ngephandle kwelusito lwathishela
- ★ bangasebenta ngekwelitubane labo
- ★ labasebenta kancane bakwati kucedza umsebenti ngesikhatsi lebaniketwe sona
- ★ labacedza lomsebenti kucala bagcugcutelwe kushiya lelicembu babindzile bese bakhetsa ngekukhululeka umsebenti kulebekwe nguthishela.

Uma unaka kutsi bafundzi abakhoni kucala, nome abachubeki, buka imbangela. Ntjintja nome ubetayete lomsebenti, uma kunesidzingo, kubafundzi ngamunye nome emacembu.

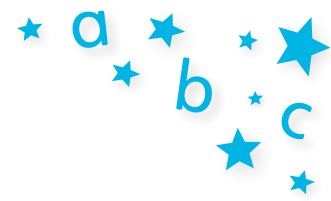
Eklasini ...

Fundzisa bafundzi imitsetfo lelula:

- ★ bahamba njani phakatsi kwemisebenti
- ★ batiphatsa njani ngesikhatsi semsebenti wemacembu lamancane
- ★ bakhweta njani nekupaka umsebenti wabo uma bacedzile.

Phindza lemitsetfo bafundzi badzimate bayati futsi bakwati kuyilandzela ngekutentakalela. Loku kutsatsa sikhatsi! Ungagucucuki. Lungisisa bafundzi ngemusa uma baphikisana nemitsetfo.





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.

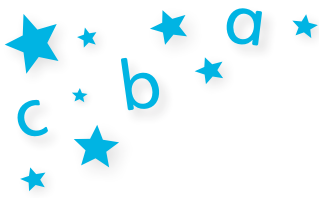
In the classroom ...

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.








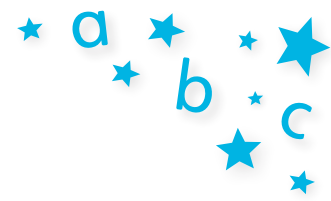


Kuhlelela umjikeleto wemaviki lamabili

Luhlelo lweLulwimi lwakhelwe eluhlelweni lwemisebenti lwemaviki lamabili. Indlela yekwenta umsebenti iphindwa umnyaka wonkhe kuvumela setfulo, kutfutfuka nekuhlanganiswa kwemakhono ebafundzi.

Liviki 1






| Imisebenti yelikilasi lonkhe | UMsombuluko | Lesibili | Lesitsatfu | Lesine | Lesihlanu |
|--------------------------------------|---|---|--|---|---|
| Imisebenti lesuselwa endzabeni | Kucoca indzaba kanye nekwakha silulumagama | Kucoca indzaba nekucula | Kucoca indzaba kanye nekulingisa | Kulandzelanisa titfombe | Yenta, dvweba futsi ubhale |
| | Ebafundzi beva indzaba kwekucala uma bafundza emagama lamasha. | Ebafundzi balalela indzaba futsi bese bacula liculo lelihambisana nalenzaba. | Ebafundzi batsatsa tindzawo letahlukene futsi basebentise ngekwabo lulwimi lwenzaba uma icocwa. | Ebafundzi baphindza bacoca indzaba ngekusebentisa titfombe. | Ebafundzi bamela imibono yabo ngendzaba ngekutsi bente intfo, badvwebe sitfombe nobe batsatse incenye ekubhaleni ngokuhlanganyela. |
| Imisebenti yetinhlamvu nemisindvo | Kwetfula umsindvo lophuma kulenzaba | Kubumba luhlavu | Emabhokisi etinhlamvu | Kulalela imisindvo lesemcoka | Kuhlanganisa nekwehlukana |
| | Ebafundzi bathulelwa umsindvo ngco neluhlavu, lokuchumana nemagama lasenzabeni. | Ebafundzi babumba luhlavu ngco basebentisa tinsita kute batfole lwati lwemivo lolunotsile. | Ebafundzi babona, babambe futsi bakhulume ngetintfo netitfombe leticala ngemsindvo ngco. | Ebafundzi babona imisindvo ngco emagameni. | Ebafundzi bahlanganisa imisindvo kwakha emagama babuye bahlukanise emagama ngemisindvo. |
| Imisebenti yemacembu lamancane | UMsombuluko | Lesibili | Lesitsatfu | Lesine | Lesihlanu |
| | Stella ukhombisa imisebenti yemacembu lamancane leholwa nguthishela lilanga neilanga. | | | | |
| Licembu leliluhlata kwesi-bhakabhaka | Umsebenti 1: Kudvweba kanye nekubhala lokusavela  | Umsebenti 2: Timphica kanye nemidlalo | Umsebenti 3: Kufundza lokukhululekile | Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla | Umsebenti 5: Umdlalo wekutentisa |
| | Ebafundzi babhala imicabango yabo ngekudvweba kanye nekubhala lokusavela. | Ebafundzi benta emaphazeli badlale nemidlalo yelulwimi. | Ebafundzi bafundza ngekutimela futsi batfokotela emabhuku naletinye tintfo letibhaliwe. | Ebafundzi benta imisebenti yemiva yekunyakata lemincane futsi batetayeta kubumba tinhlavu. | Ebafundzi bachubekisa lulwimi lwenzaba nengcikitsi ngemidlalo wekutentisa. |
| Licembu leliluhlata kwetjani | Umsebenti 5: Umdlalo wekutentisa | Umsebenti 1: Kudvweba kanye nekubhala lokusavela  | Umsebenti 2: Timphica kanye nemidlalo | Umsebenti 3: Kufundza lokukhululekile | Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla |
| Licembu lelimtfubi | Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla | Umsebenti 5: Umdlalo wekutentisa | Umsebenti 1: Kudvweba kanye nekubhala lokusavela  | Umsebenti 2: Timphica kanye nemidlalo | Umsebenti 3: Kufundza lokukhululekile |
| Licembu lelibovu | Umsebenti 3: Kufundza lokukhululekile | Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla | Umsebenti 5: Umdlalo wekutentisa | Umsebenti 1: Kudvweba kanye nekubhala lokusavela  | Umsebenti 2: Timphica kanye nemidlalo |
| Licembu lelisabukhwe-beletane | Umsebenti 2: Timphica kanye nemidlalo | Umsebenti 3: Kufundza lokukhululekile | Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla | Umsebenti 5: Umdlalo wekutentisa | Umsebenti 1: Kudvweba kanye nekubhala lokusavela  |

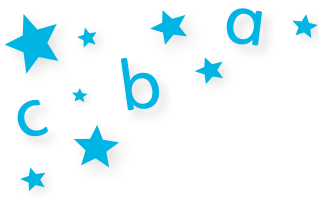


How to plan for a two-week activity cycle

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






Week 1

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



Lutsandvo lwebafundzi lubanjwa simo sendzaba lesintjintja njalo nangekwehluka kwebuciko emisebentini lehlukaniwe – iba lukhuni ngekuchubeka kwemnyaka. Imininingwane yetindzaba nemisebenti yesitungeletane semaviki lamabili ngasinye iniketiwe etincwadzini teSicondziso seMsebenti tethemu ngayinye.






Liviki 2

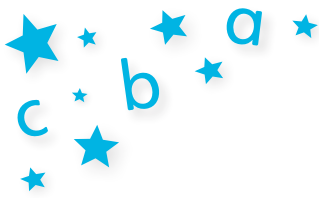
| Imisebenti yelikilasi lonkhe | UMsombuluko | Lesibili | Lesitsatfu | Lesine | Lesihlanu |
|---|--|--|--|--|--|
| Imisebenti lesuselwa endzabeni | Kulandzelaniswa kwetitfombe lokwengetive | Kufundza ngekuhlanganyela – Libhuku Lelikhulu | Kufundza kulalela | Fundza wente | Yenta, dvweba futsi ubhale |
| | Ebafundzi bahlanganisa lwati lwabo lwenzaba ngekulandzelanisa titfombe ngekwabo. | Ebafundzi balalela indzaba leyetyelekile uma ifundwa njengobe thishela akhombisa indlela yokufundza. | Ebafundzi balalela ngekuqophelela futsi balandzele imiyalelo yemlomo. | Ebafundzi bahumusha luhala lwalokubhaliwe neletitfombe. | Ebafundzi bamela imibono yabo ngendzaba ngekutsi bente intfo, badvwebe sitfombe nobe batsatse incenye ekubhaleni ngokuhlanganyela. |
| Imisebenti yetinhlamvu nemisindvo | Kwetfula umsindvo lophuma kulenzaba | Kubumba luhlavu | Emabhokisi etinhlamvu | Kulalela imisindvo lesemcoka | Kuhlanganisa nekwehlukana |
| | Ebafundzi bafundza ngemisindvo ngco neluhlavu, lokuchumana nemagama lasenzabeni. | Ebafundzi babumba luhlavu ngco basebentisa tinsita kute batfole lwati lwemivo lolunotsile. | Ebafundzi babona, babambe futsi bakhulume ngetintfo netitfombe leticala ngemisindvo ngco. | Ebafundzi babona imisindvo ngco emagameni. | Ebafundzi bahlanganisa imisindvo kwakha emagama babuye bahlukanise emagama ngemisindvo. |
| Imisebenti yemacembu lamancane | UMsombuluko Lesibili Lesitsatfu Lesine Lesihlanu | | | | |
| Stella ukhombisa imisebenti yemacembu lamancane leholwa nguthishela lilanga nelilanga. | | | | | |
| Licembu leliluhlata kwesi-bhakabhaka | Umsebenti 1: Kudvweba kanye nekubhala lokusavela | Umsebenti 2: Timpfica kanye nemidlalo  | Umsebenti 3: Kufundza lokukhululekile | Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla | Umsebenti 5: Umdlalo wekutentisa |
| | Ebafundzi babhala imicabango yabo ngekudvweba kanye nekubhala lokusavela. | Ebafundzi benta emaphazeli badlale nemidlalo yelulwimi. | Ebafundzi bafundza ngekutimela futsi batfokotela emabhuku naletinye tintfo letibhaliwe. | Ebafundzi benta imisebenti yemivakunyakata lemincane futsi batetayeta kubumba tinhlavu. | Ebafundzi bachubekisa lulwimi lwenzaba nengcikitsi ngemdlalo wekutentisa. |
| Licembu leliluhlata kwetjani | Umsebenti 5: Umdlalo wekutentisa | Umsebenti 1: Kudvweba kanye nekubhala lokusavela | Umsebenti 2: Timpfica kanye nemidlalo  | Umsebenti 3: Kufundza lokukhululekile | Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla |
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| Licembu lelibovu | Umsebenti 3: Kufundza lokukhululekile | Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla | Umsebenti 5: Umdlalo wekutentisa | Umsebenti 1: Kudvweba kanye nekubhala lokusavela | Umsebenti 2: Timpfica kanye nemidlalo  |
| Licembu lelisabukhwe-beletane | Umsebenti 2: Timpfica kanye nemidlalo  | Umsebenti 3: Kufundza lokukhululekile | Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla | Umsebenti 5: Umdlalo wekutentisa | Umsebenti 1: Kudvweba kanye nekubhala lokusavela |



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

Week 2

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



Kuhlolwa njani kuchubeka kwebafundzi beLibanga R

KuLibanga R, luhlolo yinchubo lechubekako, lehlelelwe kugcogca, kuhlatiya nekuhumusha lwati ngemfundzi ngamunye.

Luhlolo kufanele lungahleleki futsi **lwakhe**. Ngalamanye emagama, lwati lolugcogcwe ngekuchubeka kwemfundzi ngesikhatsi seluhlolo kufanele lukusite kuhlela nekuntjintja imisebenti yekufundza kute kutsi kukhuliseke kufundza kwebafundzi. Ebangeni R, inhloso yeluhlolo akusiko kunika emamaki, kodvwa kwenta tincumo ngendlela lencono yekusekela kutfutuka kwemfundzi ngamunye.

Awukwati kuhlola longakakufundzisi. Luhlolo kuchumana phakatsi kwemakhono nalokucuketfwe yingcikitsi yeCAPS kanye nemisebenti yekufundza nekufundzisa. Luhlolo lwekufundzisa nekufundza lwentelwa ku:

- ★ tfole lizinga lemfundzi ngamunye
- ★ gcugcutela kutfutuka kwemfundzi ngamunye
- ★ buka kuchubeka kwemfundzi ngamunye
- ★ hola kuhlela nekukhetfwa kwemisebenti
- ★ lungiselela lizinga lekufundzisa kwakho
- ★ hlela kusekelwa lokwengetiwe kwebafundzi labahlangabetana netihibe ekufundzeni
- ★ sita kukhucita imibiko ngekuphumelela kwebafundzi.

Luhlu lwesichasiso semagama

luhlolo lolwakhako

luhlolo loluniketa lwati ngekuchubeka kwemfundzi ngesikhatsi sekufundza

Eklasini ...

Tecwayisi tekuhlola

Lwati ngekutfutuka kwelwati nemakhono ebafundzi kufanele kugcogcwe onkhe emalanga ngetindlela letehlukile nangetikhatsi letehlukile.

- ★ Caphelisisa bafundzi ngesikhatsi semisebenti yelikilasi lonkhe nangesikhatsi sekudlala ngekukhululeka ngekhatshi nangehandle kwelikilasi.
- ★ Tingcoco nebafundzi ngamunye nome nemacembu lamancane ebafundzi tingakusita kuvisisa lizinga nekujula kwemicabango yebafundzi.
- ★ Buka ngekuophelelisa tintfo letentiwa bafundzi (titfombe, imidvwebo, tintfo ne/nome kubhala) kukukhombisa lebakuvisisako naloko sebaphumelele kuko.
- ★ Sebenta nelicembu linye lelincane lebafundzi ngelilanga emsebenzini lotsite lochumene nemakhono eCAPS. Ngalesikhatsi bafundzi babandzakanyeke emsebenzini, caphelisisa umfundzi ngamunye ecenjini lelincane futsi ubute imibuto kute utfole kuvisisa ngekucabanga kwabo nelizinga labo lekuvisisa.



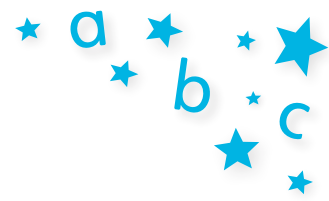
Tinsita tekuhlola

Khumbula kutsi luhlolo akukafaneli lwente bafundzi bative batfukile nome banekwesaba. Ngalesizatfu, bafundzi kumele bangati kutsi thishela urekhoda imininingwane ngabo.

Ngekurekhoda kucaphelisisa kwakho umnyaka wonkhe, sitfombe lesiphelele semfundzi ngamunye, emandla nebutsakatsaka babo, kuyakheka kancane kancane. Kunetinsita letine letehlukene letingasetjentiswa: emafayili ebafundzi, emabhuku ekucaphelisisa, tinhla tekuhlola nemarubhriki.

Buka futsi kuGDE Grade R Assessment Practices Resource Pack utfole leminye imibono.





How to assess learners' progress in Grade R

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

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

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

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

Glossary

formative assessment

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

In the classroom ...

Assessment tips

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

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

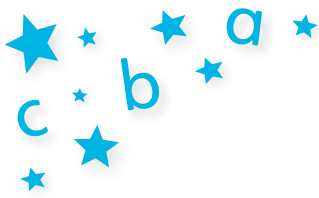


Assessment tools

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

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

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



Emafayela ebafundzi

Thishela kufanele alungise ifayela nome liphepha leligociwe leligcina lamanye emaphepha kwemfundzi ngamunye ekilasini bese ukusebentisa kugcina umsebenzi wemaphepha webafundzi uphephile. Bhalo emagama ebafundzi nelusuku ephepheni ngalinye leligciniwe. Loku kutawunika umfundzi silinganiso sekubaluleka kwemsebenzi wakhe kuphindze kunike nawe indlela lekahle yekuhlola kuchubeka umnyaka wonkhe.

(Ngembi kwekufaka emafayelini, khangisa imisebenzi yebafundzi ekilasini.)



Emabhuku ekucaphelisisa

Elibangeni R, thishela kufanele acaphelisisa bafundzi ngekhati nangehandle kwelikilasi, ngesikhatsi sekudlala lokukhululekile nemisebenzi lehlekile. Lungisa emakhasi lambalwa emfundzi ngamunye urekhode kutiphatsa, emakhono, simo sengcondvo, kusebenta netehlakalo tasekilasini.

(Lamanotsi e-anekdothali atawukusita kugcwalisa luhla lwekuhlola lwethemu ngayinye.)

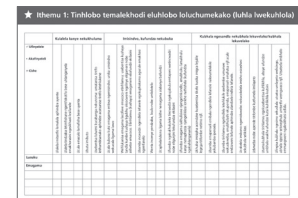


Tinhla tekuhlola

Tinhla tekuhlola tiniketa luhla lwetindlela tekuhlola lwemakhono lafundzisiwe emkhatsini wethemu.

Thishela utawubekela emakhono lafundzisiwe umkhatsi nome siphambano. Kukhatsa kwesitsatfu kungaba licashati, lelikhombisa kutsi umfundzi "akasengakabi nelikhono ngalokugcwele", kodwa ukhombisa kutsi usendleleni leya ekuphumeleleni.

(Emathemplethi etinhla tekuhlola afakiwe encwadzini yeSicondziso seMsebenzi yethemu ngayinye.)



EmaRubhriki

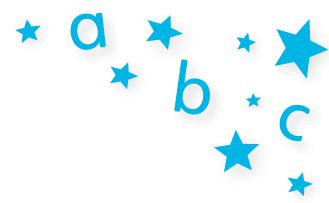
IRubhriki ngulonye insita yekuhlola kuphumelela kwebafundzi. Futsi icuketse luhla lwetindlela, kodwa iniketa tinchazelo letibanti kunelicashati, siphambano nemkhatsi. IRubhriki ibeka tinchazelo temazinga ekwenta lahlukahlukene etindlela tekuhlola ngayinye. IRubhriki ivumela bothishela kutsi babe nenhloso futsi bangagucugucuki eluhloleni lwabo ibuye inike thishela umhlahlandlela kutsi umfundzi ngamunye udzinga kusekelwa njani.

(Emathemplethi emaRubhriki afakiwe encwadzini yeSicondziso seMsebenzi yethemu ngayinye.)

Lesichazi selizinga lerubhriki sichumene nekhodi yekulinganisa bese loku kufakwa eluhloleni lwekuphatfwa kwetikolo taseNingizimu Afrika (SA-SAMS) kwerubhriki ngayinye lesetjentiswa phakatsi nemnyaka. Loluhlelo luhlatiya emakhodi bese likhiphela ebatali nebanakekeli umbiko.

| Tindlela tekuhlola | 1. Akafinyeleli (0–29%) | 2. Ufinyelele ngalokulingene (30–49%) | 3. Ufinyelele ngalokungenhla (50–74%) | 4. Ufinyelele ngalokwegcile (75–100%) |
|---|--|--|--|---|
| Coca tindzaba utiphindze tindzaba ngemagama akho | Akakwati kucoca tindzaba nekutiphindza aticoce: ukwati kusho emagama lambalwa. | Ucoca lokulingene; ugcwalisa letinye tigateko: kulandzelana lokungakalungi: usebentisa imisho lemifishane nemagama lamalula. | Ukwati kucoca cishe tonkhe tigateko tendzaba, ngesicalo, emkhatsini nesiphetho kepha ngemibandzela lembalwa: udzinga lusito njenga; "kwase" kwase kwentekani? Ucala kusebentisa imisho lemidzanyana. | Indzaba ilandzelana ngendlela lengiyo inesicalo, umkhatsi nesiphetho. Balingisi bakhombisa, bachaze imibandzela, tindhloso nemiva yebalingisi iyachazwa, usebentisa imisho lemidze lelukhuni ahlanganise emagama lafana na "kwase" emva kwaloko usebentisa emagama lamasha laphuma endzabeni. |





Learners' files

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



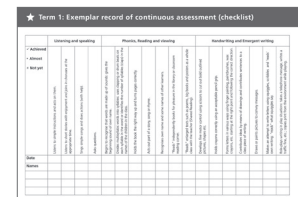
Observation books

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



Checklists

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



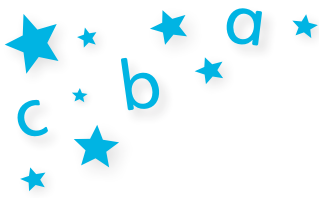
Rubrics

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

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

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



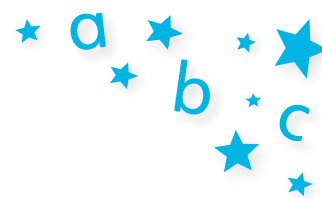


Imisebenti yaloluhlelo ihambisa ngekweCAPS

Lithebula lelingenhla likhombisa kutsi lesitungeletane semaviki lamabili sakha njani emakhono elulwimi latsite eCAPS futsi ikukhombise kutsi ungayisebentisa njani lemisebenti kuhlola kuchubeka kwemfundzi ngendlela yekuhlola yeCAPS.

| Situngeletane semaviki lamabili | Umsebenti welikilasi lonkhe wetindzaba | Emakhono Elulwimi eCAPS | Kuhlola luhla lwekuhlola | Irubhriki yekuhlola |
|---------------------------------|---|---|--|--|
| | | | (Itfolwe kumibandzela yekuhlola kwe CAPS) | |
| Liviki 1: UMsombuluko | Kucoca indzaba kanye nekwakha silulumagama | Kulalela nekukhuluma | Lalela tindzaba ngenjabulo nekuhlanganyela ngemakhorasi ngesikhatsi lesifanele Buta imibuto | |
| Lesibili | Kucoca indzaba nekucula | Kulalela nekukhuluma | Cula emaculo lalula kanye nekuenta (ngelusito) | |
| Lesitsatfu | Kucoca indzaba kanye nekulingisa | Kulalela nekukhuluma | Kwentisa incenye yendzaba, liculo nobe umloloelo | |
| Lesine | Kulandzelanisa titfombe | Kulalela nekukhuluma | | Kulalela kanye nekukhuluma Rubriki 1: Coca tindzaba kanye nekubuye uticoce ngemagama |
| Lesihlanu | Yenta, dwweba futsi ubhale | Kulalela nekukhuluma Kubhala lekuvelako | Kugcwalisela imibono ngemidwwebo kanye nekugcwalisa imisho esiceshini sembhalo welikilasi Dwweba nobe upende titfombe tekwelidlulisa imilayeto | |
| Liviki 2: UMsombuluko | Kulandzelaniswa kwetitfombe lokwengetiwe | Kulalela nekukhuluma Kufundza kanye neku | | Kulalela nekukhuluma Rubriki 2: Kuhlala licucu lwetitfombe ngendlela leyakha indzaba nekulandzelana lokufanele kwetigameko uma ukwenta futsi kuhambisane nendzaba leyakhekile |
| Lesibili | Kufundza ngekuhlanganyela – Libhuku Lelikhulu | Kufundza kanye neku | “Fundza” imibhalo le khulisiwe lefana nemilolotelo, emabhuku lamakhulu kanye nema phosta njengelikilasi lonkhe kanye nathishela | |
| Lesitsatfu | Kulalela kanye nekuenta | Kulalela nekukhuluma | Kulalela imitsetfo lemalula bese uyayilingisa | |
| Lesine | Fundza wente | Kufundza kanye neku | Kubona ligama lakho kanye nalamanye emagama alabanye bafundzi | |
| Lesihlanu | Yenta, dwweba futsi ubhale | Kulalela nekukhuluma Kubhala lekuvelako | Kugcwalisela imibono ngendlela yemidwwebo kanye nekugcwalisa imisho esiceshini sembhalo welikilasi Dwweba nobe upende titfombe kwedlulisa imilayeto | |

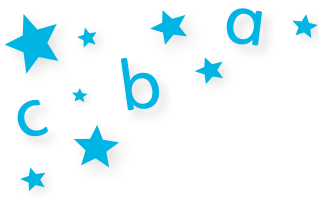




Programme activities are CAPS aligned

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

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



| Situngeletane semaviki lamabili | Umsebenzi welikilasi lonkhe wetindzaba | Emakhono Elulwimi eCAPS | Kuhlola luhlu lokuhlola | Irubhriki yekuhlola |
|--------------------------------------|--|---|--|--|
| Liviki 1 ne 2: UMsombuluko | Kwetfula umsindvo lophuma kulenzaba | Imisindvo | | Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa |
| Lesibili | Kubumba luhlavu | Kubhala ngesandla | Kwakha tinhlavu letehlukile usebentisa kupenda ngemuno, emabhulashi ekupenda, emapensela emibala emafutsa njll. Kusuka elichashatini ngasekudla futsi ulandzelise futsi ngendlela lefanele | Kubhala lokuvallekile kanye nekubhala ngesandla lokusavela. Rubriki 1: Kucinisa emakhono emisipha lemincane kanye nemakhono emamasela lamancane |
| Lesitsatfu | Emabhokisi etinhlamvu | Imisindvo | Kukhumbula ngekuva kanye nekubona bongwaca nabonkhamisa ikakhulukati ekucaleni kweligama | Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa |
| Lesine | Kulalela imisindvo lesemcoka | Imisindvo | | Imisindvo, kufundza kanye nekubona Rubhriki 2: Kucala ngekubona kutsi emagama akhiwa ngemisindvo: anika umsindvo wekucala weligama lakhe |
| Lesihlanu | Kuhlanganisa nekwehlukana | Imisindvo | Yehlukanisa tinhlavu leticofive taba ngemacoco etinhlamvu. Usebentisa kushaya tandla nobe kushaya sigubhu kulelo nalelo licoco eligama, nobe kwe hlukanisa emacoco. Kushaya tandla emagameni ebantwana ekilasini | |
| Situngeletane semaviki lamabili | Umsebenzi welikilasi lonkhe wetindzaba | Emakhono Elulwimi eCAPS | Kuhlola luhlu lokuhlola | Irubhriki yekuhlola |
| Liviki 1 ne 2: UMsombuluko | Kudweba kanye nekubhala lokusavela | Kubhala lokuvelako | Kutama kubhala kukwebha nekuhlikihla njll, kanye nekufundza wakhe umbhalo ngekusho kwemkwebho Bamba ipensela lembala ngendlela lefanele usebentise kubamba lekungiko | Kubhala lokuvallekile kanye nekubhala ngesandla lokusavela Rubriki 2: Dwweba titfombe letikhipha umcondvo longiwo wetindzaba, emaculo nobe imilolotelo. Rubriki 3: Kucondza kutsi kubhala kanye nekudweba kwehlukene: Yenta kwangatsi umbhalo umele kuhlikihla |
| Lesibili | Timphica kanye nemidlalo | Imisindvo Kulalela kanye nekukhuluma | Usebentisa lulwimi kucabanga nekonoma: umatanisa tintfo lethambisanako aphindze acatsanise tintfo letehlukene | Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa |
| Lesitsatfu | Kufundza lokukhululekile | Kufundza nekubuka | “Kufundza” ngekukhululeka tincwadzi tekutijabulisa emtatjini wemabhuku nobe ekhoni lekufundza ekilasini. Bamba incwadzi ngendlela lefanele ngekuphendla emakhasi ngendlela lengiyo | Imisindvo, kufundza kanye nekubona Rubriki 3: Yakha indzaba yakho “ngekufundza” titfombe |
| Lesine | Emakhono emamasela lamancane nekubhala ngesandla | Kubhala ngesandla | Kwakha tinhlavu ngetindlela letehlukene usebentisa ipende yemino, emabhulashi ekupenda, emapensela emafutsa, njll, ucale echashatini lelifanele ulandzele indlela lengiyo Kutsatsela tinhlavu latatiko eligameni lakhe embhalweni wanyalo: tsatsela ligama lakhe Kucinisa imisipha lemincane ngekusebentisa tikelo, kusika titfombe letibiyelwe ngaloku mnyama, bobunjwa njll. | Kubhala lokuvallekile kanye nekubhala ngesandla lokusavela Rubriki 1: Kucinisa emakhono emisipha lemincane kanye nemakhono emamasela lamancane |
| Lesihlanu | Umdlalo wekutentisa | Kulalela kanye nekukhuluma Kulalela lokuvelako welicingo | Kwenta samdlalo wekubhala esimeni sekudlala kutsatsa umlayeto kubhala elucingaweni, njll. Kutsatsela kuloba emmangweni uma adlala | |



SIGABA 1: LUHLELO LWEKUTFUFUKISA LULWIMI LWELIBANGA R



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

★ Sigaba 2: Timisomtsetfo leticondzisako tekufundzisa kanye nekufundza teLibanga R

Loluhlelo lugcugcutela indlela yekufundzisa nekufundza levuselela futsi ishukumise bafundzi kute babe nesimo sengcondvo, lwati nemakhono lokutawukwakheka emabangeni leta kamuva. Lucwaningo lwemfundvo ekilasini lukhombise isethi ye**timisomtsetfo** tekufundzisa letifaka sandla ekufundzeni ngemphumelelo. Loluhlelo lusekelwe kuletimisomtsetfo letisiphohlongo.

Luhlu lesichasiso semagama

simisomtsetfo

umtsetfojikelele lomukelwa njengeliciniso

Timisomtsetfo letisiphohlongo tekufundzisa nekufundza

Nanome letimisomtsetfo tinetinombolo, loku kwentelwe kuphela kutsi tisebentiseke. Tonkhe letimisomtsetfo tibaluleke ngalokulinganako futsi utawunaka kutsi tisondzeleno kakhulu.



8 Simisomtsetfo sekutetayeta.

Kufundza kuhlanganiswa ngekutetayeta emakhono lamasha nelwati.



1 Simisomtsetfo sendzawo.

Kufundza kwenteka etimeni letivakalako naletifanele.



2 Simisomtsetfo semsebenti.

Bafundzi kufanele batsintseke ngco eluhlelweni lwekufundza-nekufundzisa.



7 Simisomtsetfo sekufaka wonkhe umuntu.

Kufundza kwenteka endzaweni lapho khona wonkhe umuntu amukelekile, afakiwe, aphantwe ngekulingana, ahlonishwe futsi akwati nekuhlanganyela.



3 Simisomtsetfo sekudlala.

Kudlala kuyajabulisa futsi kuyindlela yemvelo yekufundza kwebafundzi labancane, kungaba sekhaya nome esikolweni.



6 Simisomtsetfo sekuhola.

Kufundza kwenteka uma thishela ahola bafundzi ekutfutkuiseni lwati lolusha.



5 Simisomtsetfo sekuchumana.

Kufundza kwenteka uma kunekukhulumisana nekwabelana kwemibono.



4 Simisomtsetfo semazinga.

Bafundzi bandlula ngaphansi kwemazinga lahlukahlukene ekuvisisa nekuutfutfuka.

★ 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.



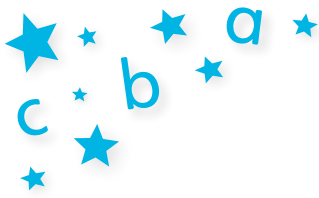
6 The guidance principle. Learning takes place when teachers guide learners in developing new knowledge.



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.



Incenye lelandzelako ye*Sicondziso seMcondvo* ikuchazela kabanti ngetimisomtsetfo letisiphohlongo tekufundzisa nekufundza eBangeni R. Simisomtsetfo ngasinye sine:

- ★ nchazelo
- ★ mininingwane leminyenti
- ★ libhokisi "Ekilasini ..." lapho sihlola khona kutsi umcondvo nome simisomtsetfo sisebenta njani ekilasini.

1 Simisomtsetfo sendzawo

Kufundza kwenteka etimeni letivakalako naletifanele.

Kufundza kwenteka onkhe emalanga ngetintfo lebahlangana nato ekhaya, etitolo, etitaladini, emtfolamphilo, etekisini, emtapeni wetincwadzi, ebaleni, esontfweni, epaki, nakuletinye tindzawo tangemihla. Uma bafundzi bafika eBangeni R, bafika nelwati lwabo kanye nekuvisisa kwabo nemibono yabo ngenhlaba. Lolu lwati lwabo lwemalanga onkhe. Batawukhula basebentisa lulwimi lwemindeni yabo. Lwati lwemalanga onkhe ngete lwafana ebafundzini bonkhe njengobe kuya ngenndeni wemfundzi, umphakatsi nemasiko.

Uma bafundzi bafika eBangeni R, bafika nelwati lwabo.

Ekilasini ...

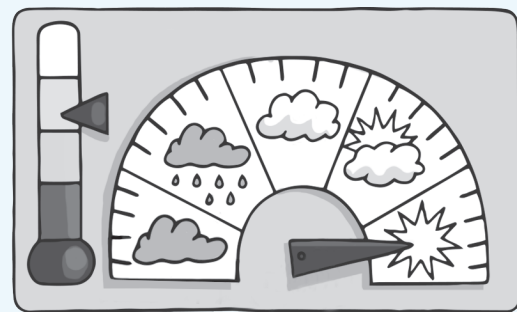
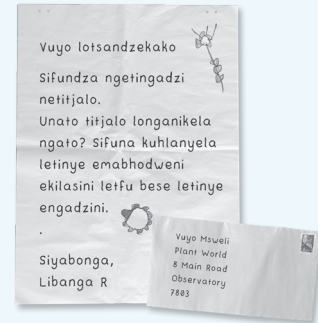
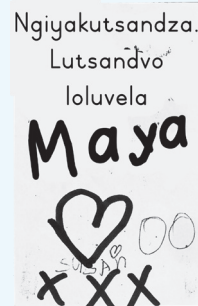
Bafundzi labanyenti eNingizimu Afrika bakhulela etindzaweni lapho khona emabhuku ayimvela kancane nalapho kudvweba nekubhala kungasiyo incenye yemphilo yabo. Njengabothishela bebafundzi labancane, sidzinga kwenta tindzawo temakilasi letisita kuvala sikhala phakatsi kwelikhaya lemfundzi nesikolo kute kufundza kube nemcondvo kubo.

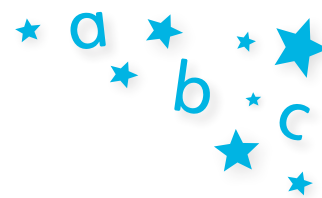
Singahle sigcugcutele bafundzi kubuka umbhalo netinhlavu endleleni yabo lesuka esikolweni iya ekhaya nome emmangweni wangakubo, kute babone kubhala etindzaweni tabo. Singakhombisa bafundzi kutsi kufundza nekubhala kunenhloso ngemisebenti lenjengekubhala luhla lwekutsenga nome kwentela umuntfu lotsite likhadi.

Kwenta simondzawo selikilasi lesinotsile ngembhalo sibuye sisite bafundzi kubona inhloso yembhalo. Nayi leminyenti imibono yekusebentisa umbhalo ngetindlela letinemcondvo lokahle ekilasini leLibanga R:

- ★ Bhala emabito ebafundzi ekhalendeni yetinsuku tekutalwa bese ubuka lekhalela nelikilasi onkhe emalanga.
- ★ Faka emalebula emabhokisini ekugcina tintfo, njengemabhuloki netimphica. Njalo uma ukhipha tinsita, fundza emalebula ngalokuvakalako nebafundzi.
- ★ Yenta iphosta lekombisa luhlelo lwemalanga onkhe lelinetifombe nemagama. Gcugcutela bafundzi kutsi bafundze iphosta kwati kutsi kulandzela muphi umsebeni.
- ★ Khombisa emaphosta ekuhlanteka dvute nesigezelo setandla nome indlu lencane kukhumbuta bafundzi kugeza tandla. Sebentisa titfombe nemagama kulamaphosta.
- ★ Fundza emaphosta eludvongeni. Yenta lishadi lesimo selitulu uyifundze nebafundzi onkhe emalanga.
- ★ Khombisa imidvwebo yebafundzi kanye nekubhala lokusavela ekilasini.

Siyati kusukela esimiswenimtsetfo sendzawo kutsi bafundzi labancane bafundza kahle uma kufundza lokusha kunemcondvo lovakalako futsi kuchumene nentfo letsite lebayatiko. Lenye yetindlela letinemandla ebafundzini labancane kufundza ngetindzaba. Kungako loLuhlelo Lwekutfutukisa Lulwimi lwakhiwe ngetindzaba, kuvumela bafundzi kwakha emakhono lamasha nelwati esimeni sendzaba lesetayelekile.





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 ...

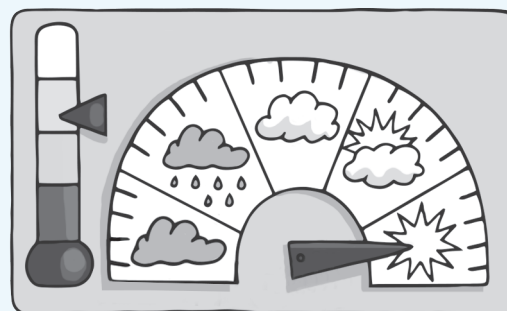
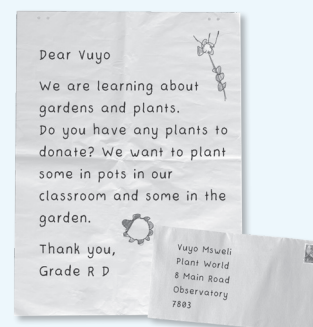
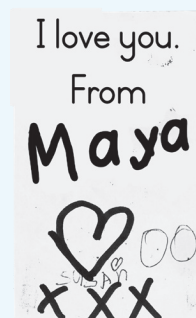


Many learners in South Africa grow up in contexts where there is limited exposure to books and where drawing and writing is not part of their everyday experience. As teachers of young learners, we need to create classroom spaces that help to bridge learners’ home and school contexts so that learning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

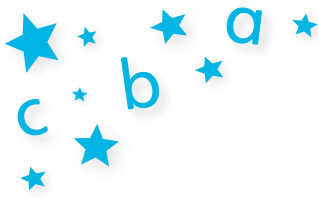
Creating a print-rich classroom environment also helps learners to see the purpose of print. Here are some ideas for using print in meaningful ways in a Grade R classroom:

- ★ 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 Simisomtsetfo semsebenti

Bafundzi kufanele batsintseke ngco eluhlelweni lwekufundza-nekufundzisa.

Bafundzi labancane bafundza ncono ngekuba matasatasa, bente tintfo futsi bahlanganyele emisebentini yetandla. Basebentisa imitimba yabo kuhlola futsi bafundze ngemhlaba lebakuwo, batfole kumatima kuhlala sikhatsi lesidze. Bafundza lula uma bangahlanganisa emagama lamasha nemicondvo netento netehlakalo tangempela.

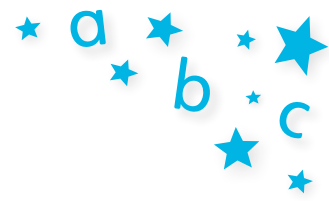
Kufundza eLibangeni R kunemisebenti lejabulisako, yetandla netehlakalo letinemcondvo lovakalako letisebentisa tintfo letinyenti. Lapho kukhonakala khona, lemisebenti kufanele inikete bafundzi ematfuba ekusebentisa yonkhe imitimba yabo kanye nemiva ikakhulukati kubona, kuva nekutsintsa.

*Bafundzi labancane
bafundza ncono ngekuba
matasatasa.*

Eklasini ...

Uma bafundzi balingisa indzaba, banelitfuba lekucukatsa balingiswa futsi bente lulwimi lwenzaba lube lwabo. Basebentisa lulwimi lolusha futsi bakhe kutetsemba kwabo ngekuhlanganyela ekucoeni indzaba.





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.

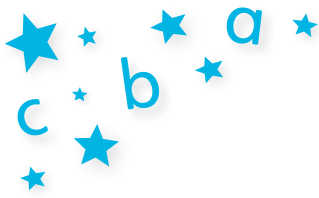
Learning in Grade R should consist of enjoyable, hands-on activities and meaningful experiences that make use of many objects. Wherever possible, the activities should provide learners with opportunities to use their whole bodies and their senses, especially sight, hearing and touch.

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.





Eklasini (kuyachu.) ...

Bafundzi beLibanga R akukafaneli kutsi baculiswe i-alfabhethi, bakope tinhlavu ebhodini nobe batetayete kubhala tinhlavu emkhatsini wemigca nobe ephepheni ngepeniseli. Bafundzi labancane kufanele bafundze kubumba tinhlavu ngekusebentisa kunyakata lokukhulu nangethlakalo letifaka yonkhe imiva yabo. Kubunjwa kwetinhluvu kumele kufundziswe ngetindlela letihlanganisa imiva leminyenti njengekupenda luhlavu kusimende ngelibhulashi le lenywe emantini, kwenta luhlavu ngenhlama yekudlala, kuhlanganisa kubunjwa kweluhlavu nemsindvo leliwentako, nome kukopa ngekucindzetela tinhlavu ethileyini legcwaliswe ngesihlabatsi.

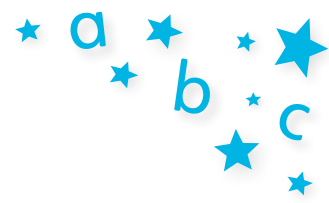


Kutawuba lula kutsi bafundzi beve imisindvo emagameni ngekuhlanganisa imisindvo netento temtimba netintfo letiphatsekako. Loku kungenteka, sibonelo, ngekugcugcutela bafundzi kushayela nome kucomela lilunga ngalinye nome umsindvo nome kuhambisa tibali uma basho lilunga nome umsindvo egameni.



Uma wetfula umsindvo lomusha, kungumbono lomuhle kukhombisa bafundzi tintfo leticala ngalowo msindvo – khuluma ngaletintfo, tindlulisele kubafundzi kute batitsintse, bese usho ligama lalentfo ugczizelele umsindvo ngco.





In the classroom (cont.) ...

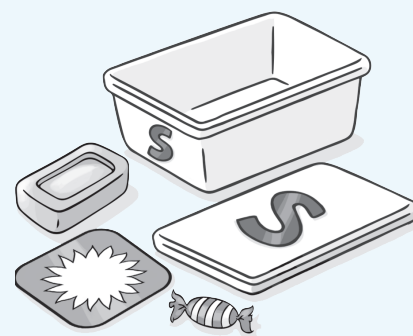
Grade R learners should not be made to chant the alphabet, copy letters from a board or practise writing letters between lines or on paper with a pencil. Young learners should learn how to form letters through big movements and through experiences that involve all of their senses. Letter formation must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

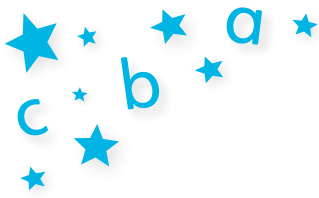


It will be easier for learners to hear sounds in words by connecting the sounds to physical actions and concrete objects. This can be done, for example, by encouraging learners to clap or hop for each syllable or sound, or to move counters as they say each syllable or sound in a word.



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 Simisomtsetfo sekudlala

Kudlala kuyajabulisa futsi kuyindlela yemvelo yekufundza kwebafundzi labancane, kungaba sekhaya nome esikolweni.

Kubafundzi, kufundza nekudlala kumisebenti lengahlukani.

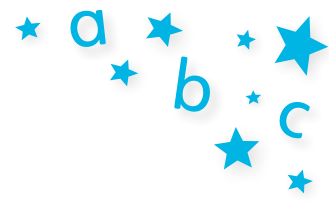
Kubafundzi, kufundza nekudlala kumisebenti lengahlukani. Akusiyo intfo bafundzi lebayenta ngesikhatsi sabo sekukhululeka nome uma thishela angekho. Kudlala kungasho tintfo letinyenti: imisebenti yetemtimba yangephandle; kudlala ngesihlabatsi nome ngemanti; kulingisa nebangani nome babodvwa; kudlala ngemabhuloki nemathoyisi ekwakha; kudlala imidlalo yekulalela, imidlalo yekucombela nome umdlalo wemakhadi. Nakube leminyenti imisebenti yekudlala idzinga sikhatsi lesengetiwe netinsita, bafundzi bahlala bakujabulela kudlala ngetintfo temalanga onkhe netintfo letilula letentiwe ekhaya.

Tinhlobo letisihlanu tekudlala

Bacwaningi batfole tinhlobo tekudlala letisihlanu letingabonakala kuwo onkhe emasiko futsi letisekela kutfutfuka kwemfundzi ngetemtimba, tenhlalo, temiva netengcondvo.

| | |
|--|--|
| | <p>Kudlala ngekwemtimba</p> <ul style="list-style-type: none"> ★ Loku kufaka ekhatsi kutivocavoca, kwetayeta imisipha lemincane nemdlalo wekuwa nekuthembula. ★ Kudlala ngekwemtimba kubalulekile kute bafundzi batfutukise imisipha lemikhulu nekwakha emandla nekubeketela. |
| | <p>Dlala ngetintfo</p> <ul style="list-style-type: none"> ★ Uma bafundzi bahlola, baphenya benta nemsebenti wekubonisa ngetintfo letihlukile emhlabeni wabo, batfutukisa kucabanga kwabo bafundze nekucatulula tinkinga. ★ Kungaba tintfo letinemsindvo njengemabhodo nemapani; tintfo letintantako letifana nekhokho nemabhodlela epulasitiki; tintfo letipakelanako njengetitja teyogati; tintfo letinga-gcotjwa, gocwa, bunjwa, phonswa, bhanjiswa, gonwa nekuphakanyiswa. |
| | <p>Umdlalo wemfanekiso</p> <ul style="list-style-type: none"> ★ Lapha bafundzi basebentisa ithoyi, intfo, sitfombe, umdvwebo nome intfo leyenta imaki kumela tintfo tangempela emdlalweni wabo. ★ Emdlalweni wemfanekiso, bafundzi bafundza kutsi intfo yinye "ingamela" lenye njengobe ngekuhamba kwesikhatsi batawufundza kutsi luhlavu lungamela umsindvo. |
| | <p>Umdlalo wekutentisa wetenhlalo</p> <ul style="list-style-type: none"> ★ Loku kufaka ekhatsi kucabanga ngesimo, kubamba emachaza lahlukahlukene, kugcoka, kusebentisa emavi langefani nekucocisana ngemicimbi. ★ Umdlalo wekutentisa ukhuphula kutfutfuka kwengcondvo netenhlalo futsi usita bafundzi kugadza kutiphatsa nekucabanga kwabo. |
| | <p>Imidlalo lenemitsetfo</p> <ul style="list-style-type: none"> ★ Loku kungafaka ekhatsi kucocoma, kubala, imidlalo yekuzuba, imidlalo yemabhodi, imidlalo yemadayizi, imidlalo yemakhadi, imidlalo yekubhacelana. ★ Lemidlalo igcugcutela bafundzi kufundza, kulandzela nekuchaza imitsetfo, kwabelana nekuntjintjana, kusitana, kumelana nekudvumala nekuphindze balinge. |





3 The play principle

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

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

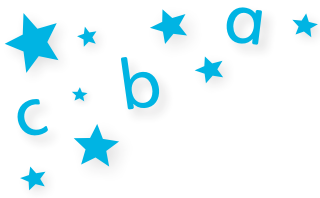
For learners, learning and play are not separate activities.

Five types of play

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

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





Eklasini ...

Bafundzi bayakutsandza kutentisa, futsi umdlalo wekutentisa uyindlela lelungile yekusekela kufundza kwabo. Umdlalo wekutentisa ungaba nemsindvo, kodwa loluhlobo lwemdlalo lwakha likhono lebafundzi lekuvisisa futsi basebentise lulwimi loluchubeka luye phambili, ngetulu kwetehlakalo temphilo yabo nangetulu kwemhlaba wangempela. Bafanele bacocisane ngetindzima futsi bachaze kutsi bentani. Babuye bafundze ngekumelana kwetintfo – kutsi intfo ingamela lenye. Kubamba lomcondvo lolukhuni kutawubasita kuvisisa umbhalo losephepheni umele emagama lesiwakhulumako.

Nayi imibono lesebentako kukusita kugcugcutela umdlalo wekutentisa umfanekiso engcondvweni:

- ★ Sitolo sekutentisa kulula kusimisa ngemabhokisi, titja tepulasitiki naletinye tintfo letiphuma ekhishini. Liphepha lelidzala lingasebenta njengemali. Bafundzi labancane futsi bayakujabulela kulingisa kwenta misebenti yasendlini, njengekupheka nekuwasha.
- ★ Gcugcutela bantfwana kusebentisa kubhala kanye nekufundza ekudlaleni kwabo. Sibonelo, yenta luphawu lwesitolo, yenta luhla lwekutshenga, incwadzi yemitsi yadokotela noma kutentisa kutsatsa endzaweni yekudlela.
- ★ Ngenelela emsebentini nebafundzi uma badlala. Khombisa kujabula nekuhlanganyela kwakho ngekucabanga ngalokuvakalako futsi ukhulume ngalokwenteka kulomsebenti.
- ★ Sita bafundzi kucabanga ngetimphawu ngesikhatsi sekudlala. Phakamisa kutsi intfo ingamela lenye. Sibonelo, "Ungagucula lelitafula ulisebentise njengesikebhe sakho."





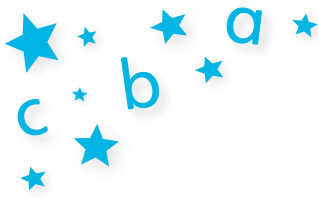
In the classroom ...

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

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

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





Indlela lesuselwa ekudlaleni

Indlela lesuselwa ekudlaleni yekufundzisa nekufundza ivuma kutsi ngalesinye sikhatsi bafundzi bafundza ncono ngemisebenti yekudlala ngekukhululeka lecalwa futsi ihanjiswe ngumntfwana ngephandle kwemuntfu lomdzala.

Ngaletinye tikhatsi bafundzi bafundza ncono emidlalweni leholwako, iholwa nguthishela yelikilasi lonkhe nome yemacembu lamancane. Luhlelo lwekufundza loluhlelwe kahle kufanele lube netinhlobo tonkhe temisebenti yemidlalo.

Bafundzi badzinga ematfuba lamanyenti eku:

- ★ *Hlola simondzawo sabo basebentisa imiva.*
Sibonelo: imisebenti yangaphandle njengekugibela nekugijima, kucocoma nemidlalo yebhola.
- ★ *phenya bacatulule tinkinga.*
Sibonelo, kusebentisa tintfo tekwakha kwenta umbhoshongo, nome kusebentisa emanti nesihlabatsi kugcwalisa titja.
- ★ *tetayeta lebakwatiko nome lebangkwenta.*
Sibonelo: kudlala imidlalo lehlekile njengetinyoka netitebhisi nome emadomino.

Kubaluleka kwekudlala kutfutukisa lwati lwekufundza nekubhala nelulwimi

Uma bafundzi badlala, bavame kusebentisa tintfo tesimondzawo sabo bente shengatsi nguletinye. Uma bafundzi badweba, benta titfombe letimela imphilo yangempela nome umhlaba wekucicabangela.

Kululuhlobo lwemdlalo wemfanekiso, bafundzi basebentisa intfo yinye kumela lenye. Lesi sicalo sekufundza kutsi timphawu tingamela tintfo tangempela. Sibonelo, bafundza kutsi:

- ★ ibhuloko yekwakha yelukhuni lengucalandze ingamela lucingo
- ★ umdwebwe webantfu lababili ungamela bantfu lababili
- ★ luhlavu **m** lumele umsindvo /**m**/ lovakala emagameni "umoya" ne "imoto".

Kunaleminywe imisebenti yekudlala leminyenti letfutukisa kufundwa kwelulwimi. Sibonelo:

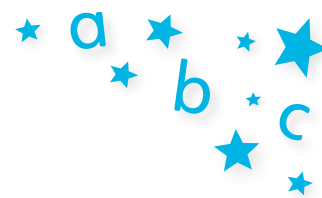
- ★ Uma bafundzi badlala imidlalo yekucombela, kufanele basebentise lulwimi kuchaza lebacabanga ngako.
"Ngicabanga ngesilwane lesihlala epulazini. Sisinika lubisi nenyama."
- ★ Imidlalo lenjenge "Ngiyahlola ngeliso lami lelincane" isita bafundzi kutfolela imisindvo yekucala emagameni.
"Ngiyahlola ngeliso lami lelincane lokutsite lokucala nga /t/."
- ★ Imidlalo yekulalela isita kwakha lwatimagama lwebafundzi kanye nekuvisisa imicondvo.
"Mani ngelunyawo lwakho lwesesancele bese ubeka tandla takho enhloko."

Luhlelo lwekufundza kufanele lufake ekhatsi tonkhe tinhlobo temisebenti yemidlalo.



Emdlalweni wemfanekiso, bafundzi basebentisa intfo yinye kutsi "imele" lenye.





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 “umoya” and “imoto”.

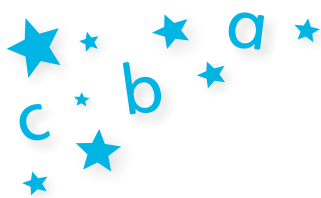
There are many other play activities that promote language learning. For example:

- ★ 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 Simisomtsetfo semazinga

Bafundzi bandlula ngaphansi kwemazinga lahlukahlukene ekuvisisa nekutfufuka.

Bafundzi beliklasi leLibanga R bayalingana ngeminyaka, kodwa ngamunye unebuntfu, tidzingo, emandla, netingcaki, lokuhlukile. Batawuhluka ngelwati lwabo lwangaphambilini nemazinga elulwimi. Konkhe loku kutawuba nemtselela ekufundzeni kwabo kanye nekusekelwa labatawukudzinga kubothishela nakulabanye kute bafundze.

Tizatfu letinyeti
titawuba nemtselela
ekufundzeni kwemfundzi
nangekusekelwa
lekatawukudzinga
kuthishela.

Eklasini ...



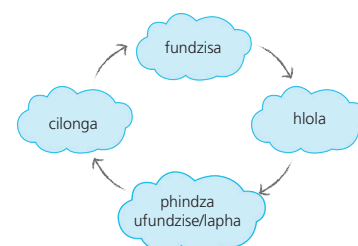
Uma bafundzi bangakakhuleli emakhaya lapho bagcugcutelwa kubuta nekuphendvula imibuto, bangahle bangakhululeki kukwenta ekilasini. Imibuto leyehlukene yenta tidzingo letehlukene ekutfufukeni kwemakhono elulwimi lwebafundzi. Bothishela kufanele balinge kusebentisa imibuto lesezingeni lalowo nalowo mfundzi.

- ★ Leminye imibuto ingaphendvulwa ngelulwimi loluncane kakhulu, sibonelo: *"Libhace kuphi likati?"* Uma bafundzi bakhomba imphendvulo lekungiyi, kuyabonakala kutsi bawuvisisile umbuto, nanome bangakhulumi.
- ★ Imibuto ledzinga kutsi bafundzi bakhethse kuletimbili timphendvulo ingasita kwakha kutetsemba, njengobe bafundzi bangakwati kuphendvula nanome bangenalo lulwimi lolunyenti: *"Ungatsandza kusebentisa ikhrayoni yembali loluhlata kwesibhakabhaka nome leluhlata kwetjani?"*
- ★ Imibuto levalekile lenemphendvulo yinye nayo yakha kutetsemba kwebafundzi labanelulwimi lolusatfufuka. Sibonelo: *"Lirogo lentfombatana limbala lonjani?"*
- ★ Imibuto legcugcutela bafundzi kwabelana ngetehlakalo tabo ibalulekile ekwakheni kutetsemba, njengobe imibono netehlakalo tebafundzi tiyatiswa, futsi bangasusela kulebakwatiko kute banikete imphendvulo. Sibonelo: *"Wake waya epikinikini? Ungasicocela ngalesikhatsi uya epikinikini?"*
- ★ Imibuto ngemagama nenchazelo yemagama ikhutsata kuchumana futsi isita kwakha inshisekelo ngemagama. Sibonelo: *"NgesiSwati, sitsi loku 'madvolu', nitsini ngaletinye tilwimi?"*
- ★ Imibuto levulekile lenetiphendvulo letehlukene lekungito ibaluleke kakhulu ekutfufukiseni emakhono ebafundzi elulwimi nekucabanga. Sibonelo: *"Ucabanga kutsi kutawukwentekani ngalokulandzelako?"; "Kungani ucabange ...?"*

Lemibuto ikhutsata kuchumana nekwabelana ngemibono, kodwa bafundzi batawutiva kuphela batetsemba kutsi baphendvule uma thishela ente likilasi lapho khona tonkhe timphendvulo tivunyelwa futsi tatiswa.

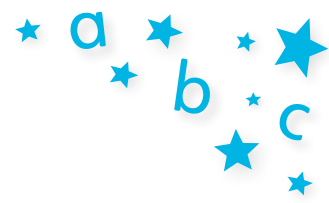
Kufundzisa lokwehlukile

Kwehlukana kusho kutsi loko lokufundzisa kwenendlela lofundzisa ngayo idzinga kucabangela emakhono lahlukene ebafundzi bakho. Kusebentisa lendlela, bothishela badzinga kubukisisa nekuhlola umfundzi ngamunye ngesikhatsi semisebenti bese basebentisa lolwati kucilonga kutsi ngikuphi kusekelwa lokudzingwa ngumfundzi bese bahlela kutsi batawuphindza bafundzise njani (nome balaphe) kute kutsi bakhe futsi belule kuvisisa kwebafundzi nemakhono. Labanye bafundzi bangavisisa umcondvo lomusha, ngekusekelwa lokuncane nguthishela. Labanye bafundzi bangahle badzinge sikhatsi lesinyenti, kukhombisa lokunyenti, tibonelo letinyenti nekusekelwa lokunyenti kutfolo kuvisisa lokufanako. Uma usebentisa kwehlukana ekufundziseni kwakho, udzinga:



- ★ kwati kufana nekwehluka kwebafundzi bakho
- ★ hlela indlela lencono kakhulu yekusekela umfundzi lesuselwa emandleni nasetingcikitini tabo
 - Ngutiphi tinsita letingasita?
 - Nguliphi licembu lelifanele lomfundzi?
 - Ngabe umfundzi utawudzinga sikhatsi lesinyenti? Ungangetwa njani lomsebenti wemfundzi lokhaliphile?
- ★ lungisa lolindzele kutsi bafundzi bakwati ekugcineni kwemsebenti.





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.

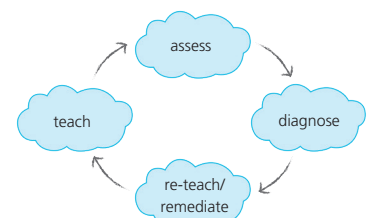
- ★ Some questions can be answered with very little language, for example: "Where is the cat hiding?" If learners point to the correct answer, it shows that they have understood the question, even if they don't speak.
- ★ Questions that require learners to choose between two responses can help build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



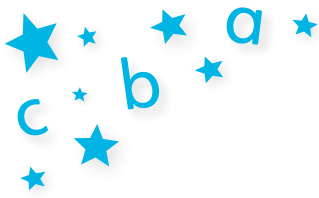
Differentiated teaching

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.





Eklasini ...

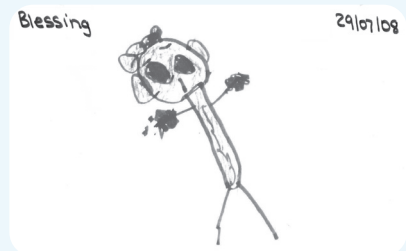
Ekucaleni kwemnyaka weLibanga R, labanye bafundzi bangahle babe netehlakalo letikhawulekile tekudvweba nekubhala, uma labanye bakwati kubhala emabito abo futsi bangaba nekutetsemba ngekubhala imibono yabo. Tehlakalo tabo tangaphambilini, emakhono, nalebakutsandzako titawuba nemtselela ekutfufukeni kwemazinga abo, futsi ngekubukisisa bafundzi ngekuophelela, bothishela batawukhona kwenta sincumo ngemazinga emakhono abo bese bahlela kutsi bangasekela njani kutfutfuka kwabo.

Kudvweba lucwaningo lwesigameko

Lolucwaningo lwesigameko lolulandzelako lukhombisa inchubo yekufundzisa lokwehlukile kufundzisa, kuhlola, kucilonga, kuphindza ufundzise/welaphe. Ngemuva kwekufundzisa sifundo lesifake ekhatsi kudvweba, thishela uhlole bafundzi ngekubukisisa lokungakahleleki wase unaka kutsi labanye bafundzi bahlulekile kucedza umsebenzi wekudvweba ngelizinga lelilindzelekile. Kubukisisa kwakhe kumente wacilonga kutsi labafundzi abamange babone kutsi kudvweba kudzinga kubukisisa nekunaka iminingwane lebonakalako. Wase utsatsa sinyatselo sokwelapha ngekubasekela ngekuophelela. Letitfombe tikhombisa kutsi lokungenelela kumsite njani umfundzi kutsi aye ezingeni lelilandzelako.

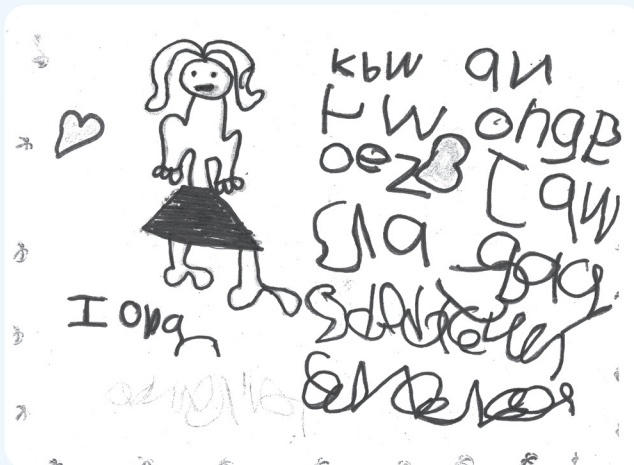
Blessing abeneminyaka lesihlanu ngalesikhatsi advweba lesitfombe. Thishela abekhatsatekile uma abona imidvwebo yakhe wase uyabona kutsi udzinga kunakwa ngalokuhlukile. Watsatsa sincumo sekutsi ambukisise ngesikhatsi sekudvweba, wase wenta luhlelo lokwesekela kudvweba kwakhe. Wacoca naye onkhe emalanga ngekutsi udwebani. Washo tintfo letinjenge: *"Ngiyabona udvwebe sitfombe sakho lapha. Unemikhono mingaki? Ungangikhombisa imikhono yakho? Yebo, ilapha emaceleni emtimba wakho. Ucabanga kutsi ungatidvwebela imikhono?"*

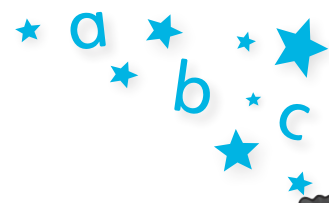
Thishela wamgugcutela kutsi atsatsa sikhatsi lesinyenti enta imidvwebo yakhe futsi wamsita nekuhlela imibala langayisebentisa. Wamgugcutela kubukisisa kakhulu tintfo uma advweba, sibonelo: *"Buka leli-apula – linesimo lesinjani? Yebo, liyindingilizi. Udzinga kulidvweba ngembali lonjani?"* Thishela wabuye wacoca ngalakwentako nebatali baBlessing futsi wabagcugcutela kutsi bamesekele ekhaya. Blessing, batali bakhe nathishela wakhe bakujabulela kakhulu kuchubeka kwakhe!



Kubhala

Imitam o yekucala kubhala yebafundzi labancane ingahle ingabukeki njengembhalo walabadzala, kodvwa baba babhali uma balinga kukhuluma ngemibono yabo ephepheni nekusebentisa kubhala babhalele tinhloso letehlukene. Tibonelo letilandzelako tikhombisa kutsi bafundzi bandlula njani etigabeni letehlukene tekuvisisa nekutfutfuka kulenchubo yekufundza kubhala. Bona Simisomtsetfo sekuhola utfole lokunyenti ngekutsi thishela angabahola njani bafundzi ngalokufanele ezingeni labo lekubhala.





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.

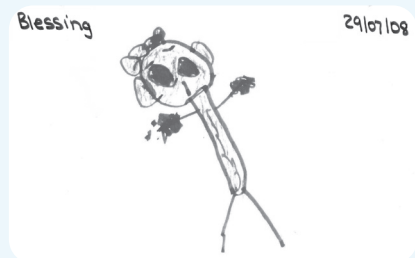
Drawing case study

The following case study illustrates the process of teaching, assessing, diagnosing and 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?"

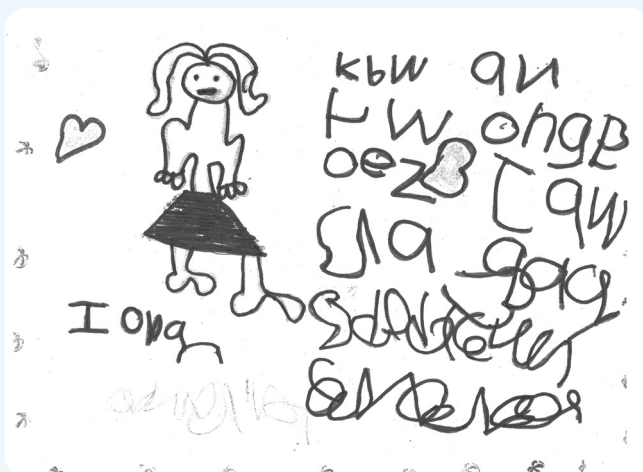


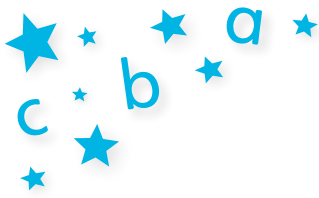
The teacher encouraged him to take more time doing his drawings and helped him to plan which colours to use. She encouraged him to look more carefully at things when he was drawing, for example: "Look at this apple – what shape is it? Yes, it is round. And what colour do you need to draw it?" The teacher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

Kufundza kwenteka uma kunekukhulumisana nekwabelana kwemibono.

Bafundzi bafundza kahle uma siphendvula kuloko lebakutsandzako futsi baniketwe ematfuba ekuchumana, babelane ngemibono nekuphendvula imibuto. Tingcoco phakatsi kwalabadzala nebafundzi tisisekelo sekutfufukiswa kwelulwimi futsi uma bafundzi bagcugcutelwa kuba yincenye yengcoco nekuchaza imibuto nemibono yabo, emakhono abo elulwimi nekucabanga atawukhula.

Lucwangingo lukhombise kutsi emakilasi asebuntfwaneni elizinga lelisetulu ngulawo lapho khona thishela aphendvula futsi ente nesimondzawo lesisekela kuchumana nekukhulumisana. Kulula kunika imiyaletu bese silindzela kutsi bafundzi betfu babindze, kodvwa loku akusiyo indlela lebafundza ngayo bafundzi labancane.

Bothishela
labaphendvulako bakha
lulwimi lwebafundzi.

Eklasini ...

Ekilasini leLibanga R, kunematfuba lamanyenti ekwakha lulwimi lwetemlomo lonkhe lilanga.

Khombisa usho litfuba lelingaketayeleki kubafundzi kutsi baletse lokutsite kwabo ekilasini, kutilungiselela futsi nekukhuluma sikhatsi lesanele ngentfo lekhetsekile kubo. Nati tindlela letingasetjentiswa nguthishela kusekela kuchumana ngesikhatsi sa *Khombisa usho*:

- ★ Cinisa kukhetsa kwemfundzi intfo yekukhombisa usho.
- ★ Yehla ulingane nebudze bemfundzi, mbuke emehlweni futsi ulalele ngekutsatseka.
- ★ Phindza lokushiwo ngumfundzi bese wengeta lwati, lungisa nome uchubekise lebakushilo, kepha ucaphela kucinisa umlayeto wabo.
- ★ Buta imibuto lecondzile bese ulalela timphendvulo temfundzi. Cinisekisa kutsi ubuta imibuto levulekile leyelula kucabanga kwemfundzi (“*Kumbe kungani ...?*”; “*Ucabangani ...?*”; “*Ucabanga kutsi wativa njani uma ...?*”).
- ★ Nika bafundzi sikhatsi lesanele sekucabanga ngembi kwekulindzela imphendvulo.
- ★ Khombisa bafundzi kutsi ulalele ngekukhutsala (ngekusebentisa timphendvulo letinjengaleti: “*mmm, ok, yebo, imbala?*”).
- ★ Cinisa emakhono ekulalela alabafundzi labanye ubentele indzawo lephephile yekubuta imibuto.
- ★ Bandzakanya bafundzi labalalele “*khombisa usho*” ngekubabuta imibuto ngaloko lebakuvile nangetintfo letinsha lebatifundzile.
- ★ Chaza imicabango nemiva yakho (nemicabango nemiva yalabanye).

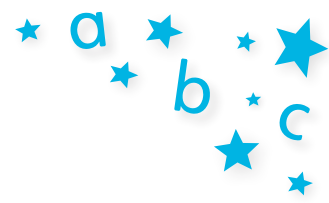


Kubuta imibuto kukhulisa kutfutuka kwelulwimi

Ngekubuta imibuto, bafundzi bafundza kutsi tehlakalo nemibono leyehlukene ichumana njani. Uma babuta imibuto kakhulu, lulwimi lwabo nemakhono abo ekucabanga kutawukhula masinyane. Timphendvulo tebafundzi atinawuhlala tilungile, kodvwa kwenta emaphutsa yincenye yekufundza ndzawonye. Bothishela kufanele babute imibuto umfundzi lakhona kuyiphendvula futsi akukafaneli nakancane baphoce umfundzi lonikete imphendvulo leliphutsa.

Fundza lokunyenti esigabeni lesilandzelako ngemibuto longayibuta bafundzi emazingeni ekutfufuka lahlukene.





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*:

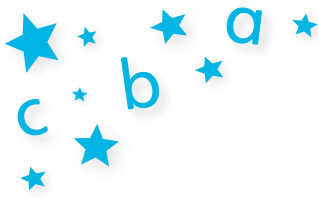
- ★ Affirm the learner's choice of object for show and tell.
- ★ Get down to the learner's height, make eye contact and listen with interest.
- ★ Repeat what a learner says and then add some more information, rephrase or expand on what they said, while being careful to affirm their message.
- ★ Ask specific 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 Simisomtsetfo sekuhola

Kufundza kwenteka uma thishela ahola bafundzi ekutfufukiseni lwati lolusha.

Bafundzi batalwa bafuna kufundza futsi nanome bangakwati kutitfolela letinye tintfo ngekwabo, kute bafundze kutfutfuka, badzinga budlelwano. Budlelwano bekukhulisa lobunekwetsembana busisekelo sako konkhe kufundza. Banakekeli nome bothishela labaphendvula etintfweni letitsandwva bafundzi kanye nemitam o yabo, bangenelela ekufundzeni futsi basita bafundzi kutsi babe nemcondvo ngetahlakalo tabo.

Nika bafundzi imisebenti

Bafundzi bayatsandza kufakwa emisebentini "yalabadzala" futsi kufundza kwakucala kwelinengi lebafundzi labancane kwenteka uma benta lokutsite dvute nemnakekeli nome nalabatalana nabo. "Ngekubamba lichaza lokucondzisiwe", batawufundza kancane kancane kwenta umsebenti ngekwabo. Njenge sifundzamsebenti sifundza umsebenti kumphatsi waso nome emuntfwini lonelikhono kulowo msebenti, bafundzi bafundza emakhono lamasha ngekutsi babe tifundzamsebenti kulabadzala labatalana nabo, emalungu emndeni nabothishela.

Budlelwano bekukhulisa lobunekwetsembana.

Eklasini ...



Njengasekhaya, bafundzi bayatsandza kunikwa imisebenti ekilasini. Cela bafundzi kutsatsa umtfwalo wekhalenda, lishadi lesimo selitulu, kuhambisa tinsita, kuhola licembu labo, kusita lomunye umfundzi, kukhweta likhona lemabhuku. Kwekucala, bacele bakusite. Batawufundza ngekukubukela wenta lemisebenti, bese masinyane batawulungela kutsatsa lemisebenti ngekwabo.

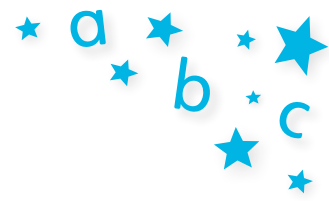


Kutilawula kubalulekile

Bafundzi badzinga kufundza kutsi kufundwva njani. Loku kusho kutsi kumele bafundze kulawula kutiphatsa kwabo. Ngekwenza umsebenti kanye nemnakekeli nome nathishela lophendvulako, bafundzi bafundza kutsi kumele behlise njani litubane kancane, bacabange ngaphambi kokwenta futsi bangaphendvuli ngelitubane. Bafundzi bafundza kulawula imiva yabo, bantjintje emachinga futsi balawule kukhungatseka kwabo uma kumatima kucatulula umsebenti. Bafundza kucabangela embili futsi bacabange naletinye tindlela kunokumane baphendvule bangakacabangi. Bothishela labanika bafundzi ematfuba ekulindzela sikhatsi sabo, balalele imiyalelo futsi bahlanganyele ekuhleleni umsebenti, basita bafundzi kufundza kutilawula.

Bothishela bangasita bafundzi kuhlala bagcile emsebentini ngekuphatsa simondzawo sekufundza. Loku kungahle kusho kunciphisa umsindvo nome kukhweta emathoyisi nome tintfo letingakacondzani nalomsebenti letingahle tiphatamise kunaka kwebafundzi. Bothishela bangabuye basite bafundzi kuhlala bagcile ngekukhomba tincenye temsebenti letibalulekile nome bakhombise kutsi ungacalwa njani umsebenti. Bafundzi badzinga ematfuba lamanyenti ekuhlanganyela emisebentini kute batfutukise likhono labo lekuhlala bagcile.





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 ...



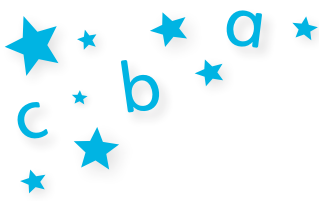
Just as at home, learners love to be given roles in the classroom. Ask learners to take responsibility for the birthday calendar, the weather chart, handing out resources, leading their group, helping a classmate, tidying up the book corner. First, ask them to help you. They will learn by watching you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



Buholi ezingeni lelifanele

Kubalulekile kutsi buholi thishela labunika umfundzi bulilungele lizinga lakhe lekutfufuka. Njengobe sibonile esimiswenimsetfo semazinga, uma bafundzi bafundza kubhala, badlula etigabeni letihlukene tekubhala futsi kubalulekile kutsi thishela akubone loku bese wesekela umfundzi ngalokufanele.

Eklasini ...

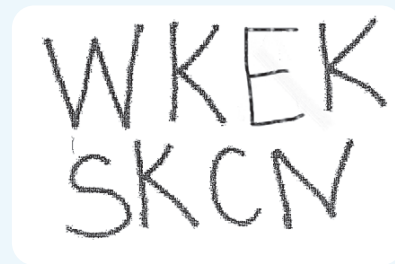


Bothishela banenzima lebalulekile lekumele bayidlale ekuholeni bafundzi uma badweba futsi benta imitamo yabo yekucala kubhala. Nati letinye tiphakamiso tetindlela tekuhola kubhala lokusavela kwebafundzi labancane:

- ★ Kwetayelekile kutsi umbhalo webafundzi ufake ekhatsi kukipilita, tinhlavu, tinombolo nome timo. Uma umfundzi akipilita ngekutentakalela nome alinga kubhala, bacele bakutjele kutsi babhaleni bese ucinisa imitamo yabo. Sibonelo: *"Wente umsebenti lomuhle wekubhala indzaba yakho. Ungangitjela kutsi itsini?"*



- ★ Ungakhatsateki uma labanye bafundzi babhala umucu lomudze wetinhlavu bangashiyi tikhala. Ngalesinye sikhatsi kungasita kubala emagama ebafundzi ngeminwe yakho uma bakutjela imisho yabo, ukhombe umunwe uma usho ligama ngalinye. Gcugcutela bafundzi kutsi bente njalo ngeminwe yabo uma babhala. Loku kungabasita kuvisisa tikhala letisemkhatsini wemagama.



- ★ Uma umnyaka uchubeka, bafundzi bangacala kusebentisa luhlavu lunye kumela imisindvo emagameni. Phawula ngaloko lokubonile embhalweni wabo. Sibonelo: *"Ngitsandza indlela losebentise ngayo luhlavu /b/ kubabe embhalweni wakho – kucabanga lokuhle loko!"* Bangahle bachubeke babhale tinhlavu ngekutigucula nome batibhekise phansi. Ungalungisi kubhala kwabo. Batawutetayeta kubhala lekungiko kuleminye imisebenti.



- ★ Labanye bafundzi bangahle babone kutsi ababhali "kahle" futsi bangahle bangavumi kubhala. Loku kungenteka uma bacale kuvisisa kahle tinhlavu nemisindvo, kodwa basengakakhoni kusebentisa sipelingi lesetayelekile ("salabadzala"). Lesi sigaba lesibalulekile ekutfufukiseni kubhala. Sekela umfundzi ngekumbhalela lamanye emagama bese ubagcugcutela kutsi babhale emagama labakhona kuwabita ngemisindvo nome emagama labakhona kuwapela. Masinyane batawubhala futsi ngekutimela lokwengetelekile.





Guidance at the right level

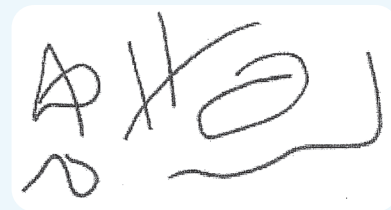
It is important that the guidance a teacher offers a learner is suitable for their level of development. As we saw in the level principle, when learners learn to write, they pass through different stages of writing and it is crucial that the teacher recognises this and supports the learner appropriately.



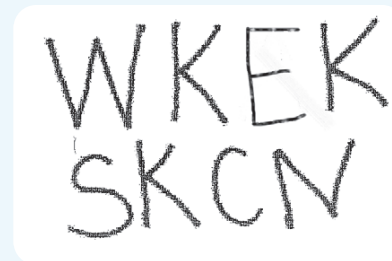
In the classroom ...

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:

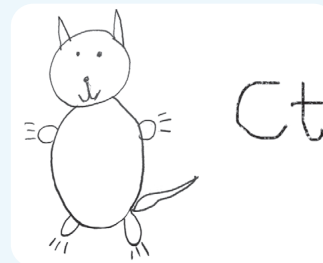
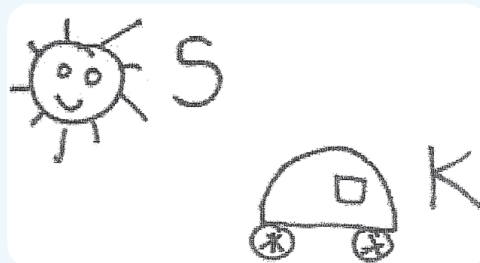
- ★ It is normal for learners' writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts. For example: *"You have done a good job of writing your story. Can you tell me what it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

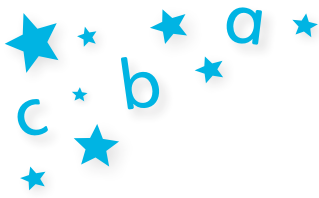


- ★ As the year progresses, learners may start using single letters to represent some sounds in words. Make a comment about what you have noticed in their writing. For example: *"I like the way you used the letter /b/ for baby bird in your writing – that was good thinking!"* They might still write letters 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 Simisomtsetfo sekufaka wonkhe umuntfu

Kufundza kwenteka endzaweni lapho wonkhe umuntfu amukelekile, ahlanganisiwe, aphantfwe ngekulingana, ahlonishwe futsi akwati nekuhlanganyela.

Bothishela labanesimo sengcondvo yekufaka wonkhe umuntfu bamukela kwehluka kwebafundzi babo.

Lonkhe likilasi laseNingizimu Afrika linebafundzi labanyenti labehlukile, ngulowo abe aletsa bunikati bakhe, buntfu, emakhono, tinshisakalo kanye nelingemuva.

Lesimisomtsetfo sekufaka wonkhe umuntfu sisho kutsi bonkhe *bafundzi* bayafakwa kuyo yonkhe imisebenti yasekilasini. Bonkhe bafundzi banelilungelo lekutiva babalulekile futsi bahlanganyele emisebentini yasekilasini nasetingcocweni kungakhatsaleki kukhubateka, tinkinga tekutiphatsa nome letinye tihibe ekufundzeni. Bafundzi kufanele bamukeleke, bagcugcuteleke kuhlanguyela kuto tonkhe tinhlangothi tesikolo nome tesikhungo futsi basekelwe kute bafundze kutfolo emanda abo onkhe.

Lesimisomtsetfo sekufaka wonkhe umuntfu sindlulela nakubatali *nebasiti* lekumele bamukeleke, baphantfwe ngekulingana futsi bahlonishwe kungabinandzaba nelisiko labo, buhlanga, buve, bulili, likhono lemtimba, likhono lebuhlakaniphi, tenkholo, nome simonhlalo semnotfo, lulwimi netitayela tekufundza.

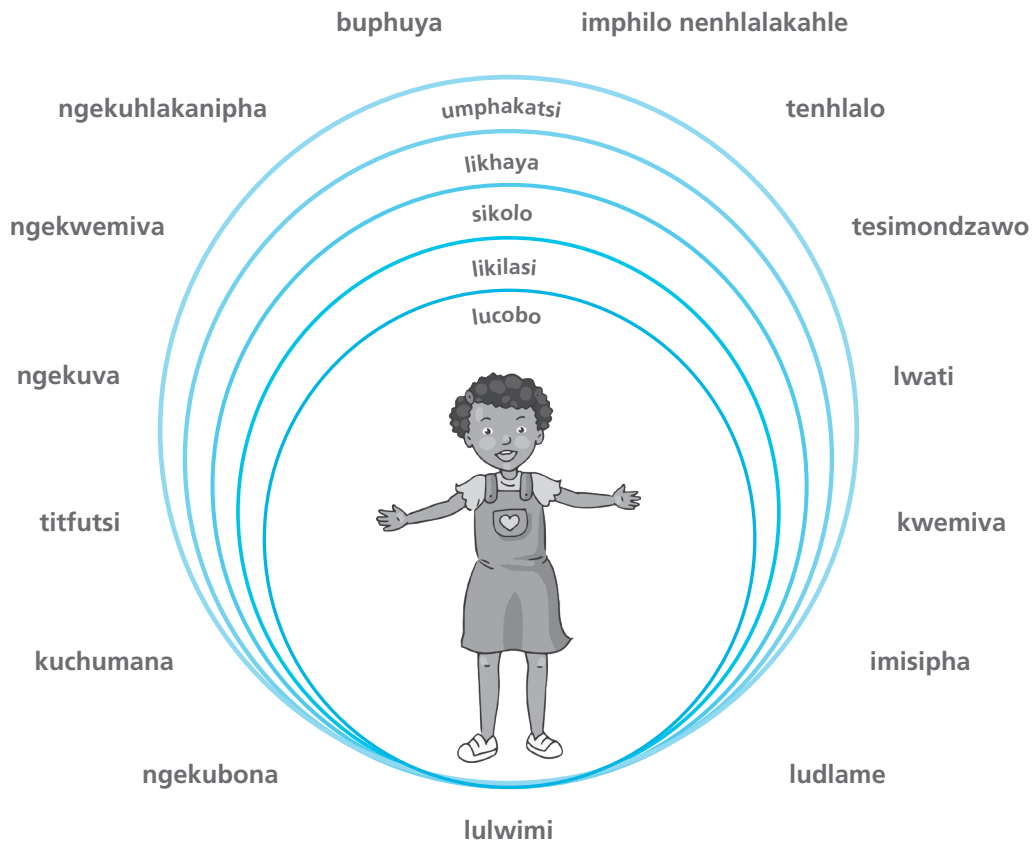
Tihibe ekufundzeni

Inchubomgomo *iEducation White Paper 6 on Special Needs Education* icacisa kahle ngekufakwa kwebafundzi, ikakhulukati labo bebashiyelwa ngaphandle ngaphambilini nome babandlululwa emfundvweni letayelekile. Tihibe letilandzelako **ekufundzeni** titfolwe tinguletinye tetizatfu letenta bafundzi bakhishelwe ngaphandle ekufundzeni:

Kufundza lekufaka wonkhe umuntfu kusho kutsi bonkhe bafundzi banelilungelo lemfundvo lesisekelo ngephandle kwekubandlululwa.

Kuhlonipha kwehluka kanye nekutibophelela ekufakeni wonkhe umuntfu kumalungelo ebafundzi futsi avikelwe nguMtsetfosisekelo waseNingizimu Afrika.

Inchubomgomo yekufakwa iphakamisa kutsi bothishela bati umfundzi ngamunye ngekwe: bunikati, tidzingo netinshisakalo kute bakwati kuticondzisa ekilasini leletayelekile.



Luhlu lwesichasiso semagama

sihibe ekufundzeni

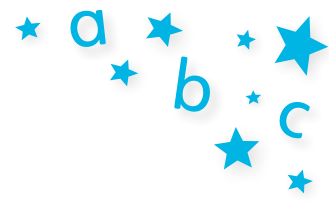
sihibe ekufundzeni yintfo levimbela umfundzi kutsi akwati kufundza ngemphumelelo

Tihibe kungaba:

- *kwangekhatsi:* ichumene ngco nemfundzi (sibonelo: kukhubateka kwengcondvo, ngekwemiva, nome ngekwemtimba)

nobe

- *kwangephandle:* ngephandle kwemfundzi (sibonelo: buphuya, kunganakwa, ludlame emphakatsini)



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.

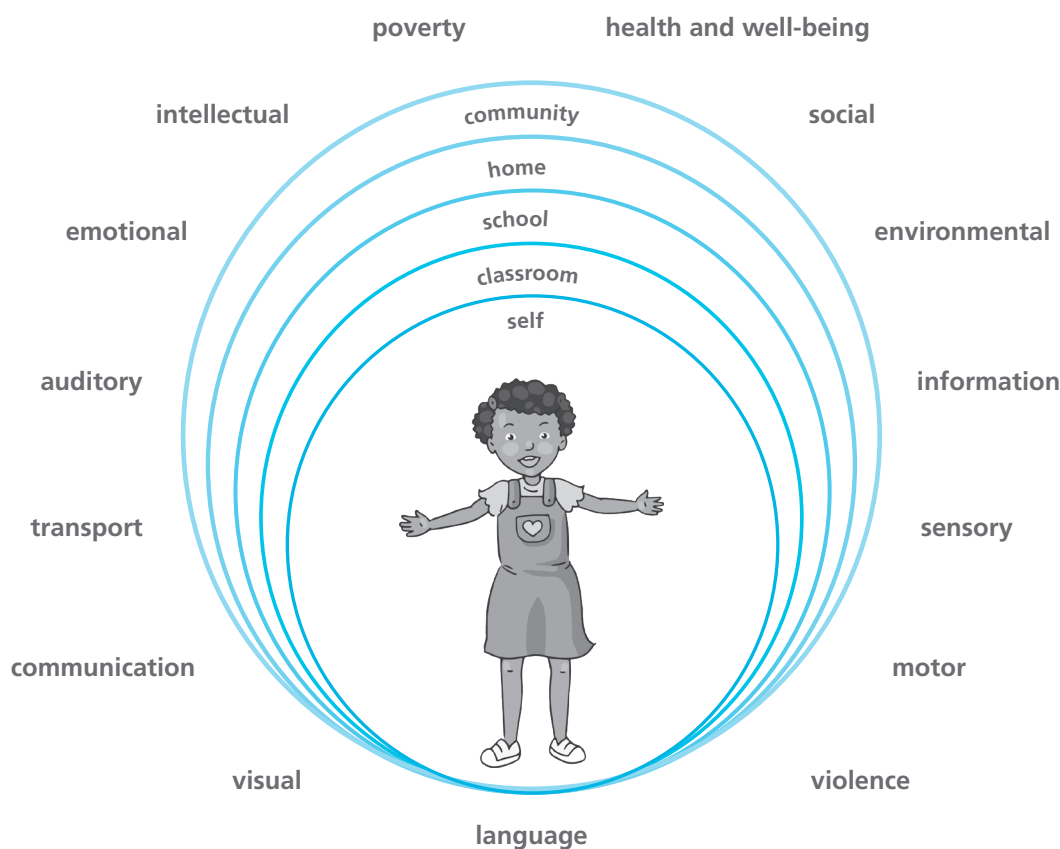
Barriers to learning

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.



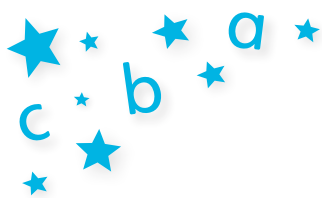
Glossary

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)



Eklasini ...

Hlela tifundvo takho, imisebenti netinsita kufake ekhatsi tonkhe titayela tekufundza futsi wente tilungele tidzingo tebafundzi labehlukene:

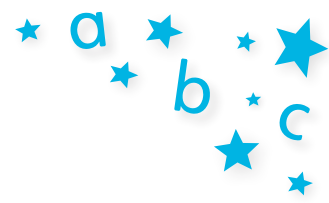
- ★ Sebentisa tintfo, tifombe netento kusekela lokushoko kute bafundzi labangeva etindlebeni nome labangakhulumi lolulwimi lekufundziswa ngalo bakwati kufundza ngekubona.
- ★ Kumele wati lulwimi lwasekhaya lwebafundzi nalapho luhluka khona nelulwimi lwekufundzisa, bagcugcutele kutfolo emagama nemabintana elulwimini lwabo lwasekhaya kuvisisa nekuhlanganisa imibono.
- ★ Bandzakanya bafundzi emisebentini yekwenta leminyenti leyehluhluke ngetintfo letiphathsekako kute bakwati kwakha kuvisisa kwabo ngetindlela letiphathsekako.
- ★ Nika bafundzi kusekelwa nesikhatsi lokwengetiwe kutsi batetayete futsi babambe emakhono lamasha.
- ★ Vumela bafundzi sikhatsi lesinyenti sekucabanga ngenkinga, kucedza imisebenti nekuphendvula imibuto.
- ★ Uma ukhatsatekile ngemfundzi, sondzelela bozakwenu emisebentini nicocisane ngelizinga losebenta ngalo kucinisekisa kutsi umnika imisebenti lefanele futsi nicoce nekutsi yini lenye longayenta kuniketa umfundzi onkhe ematfuba lakhonakalako ekufundza nekutfufuka.

Cinisekisa kutsi uyetye inhubomgomo yavelonkhe iScreening, Identification, Assessment and Support (SIAS):

- ★ Bothishela badzinga kuhlolisa bafundzi uma bamukelwa ebangeni R bese barekhoda lebakutfolako kuPhrofayili yeMfundzi.
- ★ Bothishela kumele bente luhlelo lwekwesekela umfundzi ngamunye (ISP) lwebafundzi lebatfolwa kutsi banetihibe ekufundzeni.
- ★ Lolwati kufanele babelane ngalo nebatali nome banakekeli kute bakwati uma kunetidzingo letengetiwe neluhlelo lwekwesekela umfundzi wabo.
- ★ Bothishela kufanele basebentisane nelicembu lekwesekela lesikolo/lesikhungo kuniketa umfundzi kwesekelwa lekudzingekako lekuhambisana neluhlelo lwekwesekela.
- ★ Umfundzi utawundluliselwa ecenjini lekwesekela lesifundza uma kudzingeka kwesekwa lokwengetiwe.

Cela kuceleshwa nekwesekwa. Tikolo kumele ticinisekise kutsi bothishela banetinsita letanele naletifanele kute bamukele bonkhe bafundzi babo, kungakhatsaleki tihibe ekufundzeni. Loku kufaka ekhatsi kuceleshelwa kutfolo tihibe ekufundzeni nekungenelela weseke umfundzi ngekusebentisa tindlela tekufundzisa letahlukahluke; kugucula ikharikhulamu ngekwetidzingo temfundzi; nekuphatsa emakilasi lamakhulu. Bothishela kumele babe nekwesekwa basiti basemakilasini labacelesiwe.





In the classroom ...

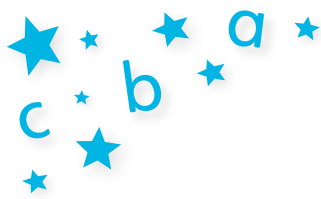
Plan your lessons, activities and materials to accommodate different learning styles to make them suitable for the needs of different learners:

- ★ 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 Simisomtsetfo sekutetayeta

Kufundza kuhlanganiswa ngekutetayeta emakhono lamasha nelwati.

Sakhiwo, indlela, kutetayeta nekuphindzaphindza kubalulekile ekufundzeni kwebafundzi labancane. Sakhiwo nendlela kusita bafundzi kulindzela lokutakwenteka ngalokulandzelako elangeni labo, kususe kukhatsateka ekufundzeni. Kuphindzaphindza nekutetayeta kunika bafundzi litfuba lekwetama kufundza lokusha, nekutetayeta emakhono badzimate bawabambe. Kuphindzaphindza nekutetayeta akusho kwenta intfo yinye onkhe emalanga, kepha kucinisa nekusebentisa lwati lolusha nemakhono etindzaweni letahlukahlukene.

Kuphindzaphindza nekutetayeta kunika bafundzi litfuba lekwetama kufundza lokusha, nekutetayeta emakhono lamasha badzimate bawabambe.

Eklasini ...

Kufundza kuva imisindvo emagameni bese uchumanisa lemisindvo netimphawu tetinhlavu kudzinga kutetayeta nekuphindzaphindza lokunyenti. Kutsatsa sikhatsi nekubeketela, futsi ebangeni R kunematfuba lamanyenti langakahleleki ekutsi bafundzi balalele imisindvo emagameni.

Emakhono ekunakisisa imisindvo atfutfuka ngekutetayeta kwemalanga onkhe:

- ★ Uma sisalindzele sikhatsi sekudla, asidlaleni umdlalo lotsi "Ngiyahlola ngeliso lami lelincane!"
- ★ Uma ngabe libito lakho licala nga /b/, ungafola kucala kutfola sistsibandlala.
- ★ Ngicabanga ngesilwane lesitsandza kudla ematsambo. Sicala ngemsindvo /d/.

Kutetayeta tinhlavu akusho kuphindzaphindza umsebenti lofanako onkhe emalanga. Kunemisebenti leminyenti leniketa kutetayeta lokunyenti, kepha ayabajabulisa futsi ayababandzakanya bafundzi labancane:

- ★ Bumba luhlavu emoyeni, nome empameni yesandla sakho.
- ★ Tetayete kubumba loluhlavu usebentisa ishoki, indvuku esihlabatsini nome libhulashi lekupenda nemanti.
- ★ Dlala imidlalo ledzinga kutsi bafundzi bafananise timphawu tetinhlavu netitfombe leticala ngemsindvo lowentiwa nguluhlavu.
- ★ Yenta libhokisi lelincane letinhlavu ngekubhala luhlavu bese udweba titfombe tetintfo leticala ngalohlavu.
- ★ Bhala luhlavu ngemakhrayoni emibala lehlukahlukene kwenta umushi wenkhosatana.
- ★ Yenta tinhlavu ngenhlama yekudlala.

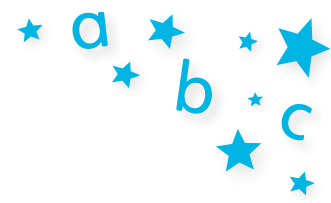


Eluhlelweni lwelulwimi lolususelwa endzabeni, ngemisebenti yemalanga onkhe lechumene nendzaba, bafundzi bahlangana futsi batetayete lulwimi lwenzaba ngetindlela lehlukene. Umsebenti ngamunye wakhelwe kunika bafundzi ematfuba lanenjabulo nemcondvo kutsi batetayete futsi basebentise lulwimi lwenzaba. Nakube bothishela bangakhatsateka ngekutsi kungahle kube sicefe kubafundzi uma imisebenti yemaviki lamabili isuselwa endzabeni yinye, bothishela babika kutsi bafundzi balangatelela kuva lenzaba kanyenti, nekutsi kuphindzaphindza nekutetayeta kwakha kutetsemba kubuye kujulise kufundza.

Eklasini ...

Siyati kutsi kute bafundze lwatimagama futsi balwente lwabo, bafundzi badzinga kuva nekusebentisa emagama kanyenti nasetindzaweni letahlukahlukene. Bafundzi bavame kuvisisa emagama ngembi kwekuba nekutetsemba ekuwasebentiseni, futsi kubatsatsa sikhatsi nekutetayeta kutsi batfutfukise lwati lolujulile nalohlalako lwemagama lamasha. Bafundzi labancane bangahle beve emagama lamasha endzabeni lecocwa nguthishela, kodvwa badzinga ematfuba ekutetayeta kusebentisa lamagama lamasha nemabintana etimeni letahlukahlukene. Kuphindze bacoce indzaba basebentisa kulandzelana kwetifombe, kulingisa indzaba, kudweba incenye yenzaba lebayitsandzako nekuchaza lebakudwebile kanye nekutsatsa libhuku lelincane baye nalo ekhaya bayofundza indzaba emindenini yabo, konkhe kuletsa kuphindzaphindza nekutetayeta lokwakha kutetsemba nebuciko.





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.

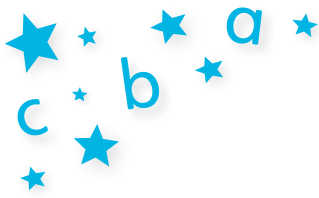


In a story-based language programme, through the daily activities linked to the story, learners experience and practise the language of the story in different ways. Each activity is designed to give learners fun and meaningful opportunities to practise and use the story language. Although teachers might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

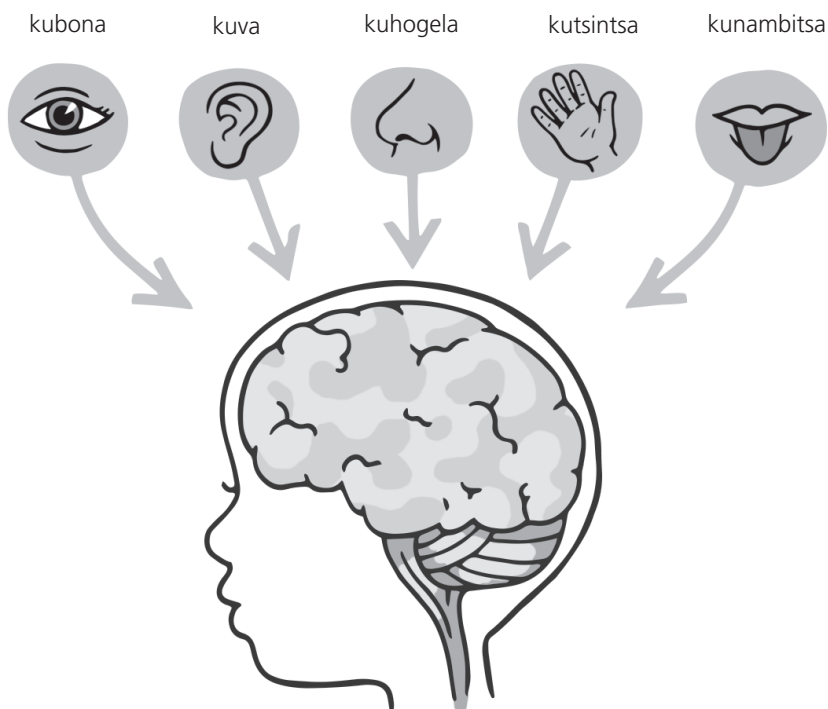




Kutfufukisa kucondza nemisipha

Kutfufukisa emakhono ekucondza nemisipha kubafundzi labancane kubaluleke kakhulu ekubekeni sisekelo sako konkhe kutfufukisa nekufundza lulwimi kwesikhatsi lesitako. Kucondza ngemiva kusho kusebentisa imiva kute utfole lwati ngesimondzawo.

Emakhono ekucondza asivumela kuvisisa umhlaba lesikuwo. Lwati lwemiva lucokelelwa ngekusebentisa imiva yetfu lesihlanu, sibonelo, lokubonwa mehlo, lokuviwa tindlebe, lokutsintswa sikhumba, lokunambitfwa lulwimi nalokuhogelwa yimphumulo. Lolwati lutfunyelwa engcondvweni yetfu. Ingcondvo icubungula, ihlele futsi ikhumbule lolwati kute sikwati kulusebentisa nasesikhatsini lesitako emisebentini yemalanga onkhe.



Emakhono emisipha yetento letifaka ekhatsi kusebentisa emamasela. Sisebentisa emamasela lamakhulu emitimbeni yetfu kwenta imisebenti yemisipha lemikhulu, sibonelo: kukhahlela ibhola, kugijima nekuzuba. Sisebentisa emamasela lamancane kwenta imisebenti yemisipha lemincane, sibonelo, kusika, kubhala nekudvweba.

Kutfufukisa kucondza ngemiva nemisipha kufaka tintfo letilandzelako:

- ★ kucondza ngekubona
- ★ kucondza ngekuva
- ★ kucondza ngekutsintsa nekusebentisa umtimba.

Loku kuchazwa kabanti emakhasini lalandzelako.

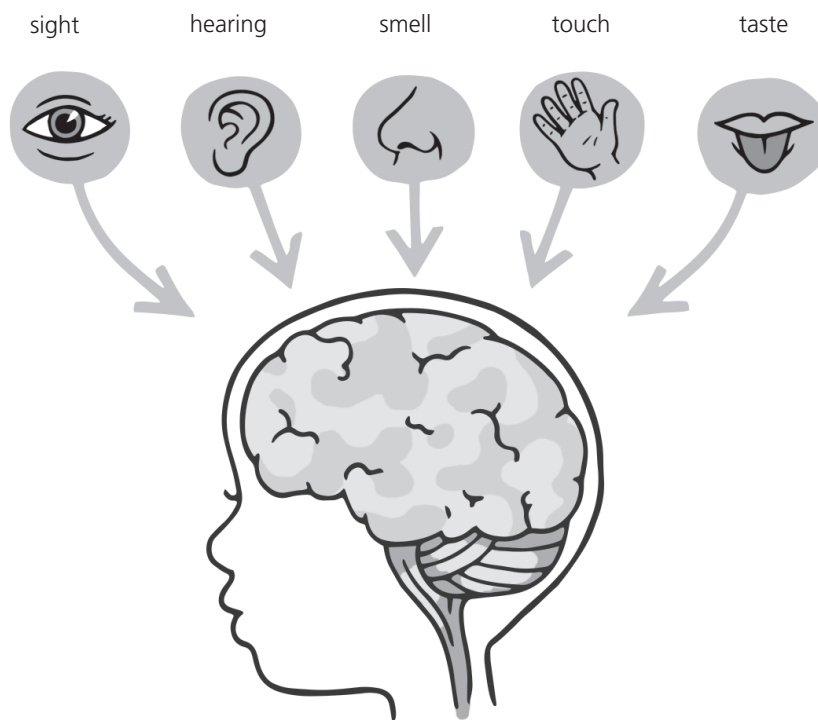




Perceptual and motor development

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.



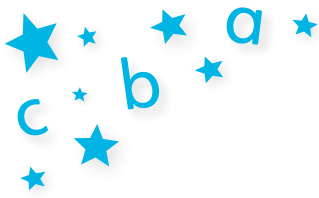
Motor skills are actions that involve using our muscles. We use the big muscles in our bodies for gross motor activities, for example: kicking a ball, running and jumping. We use smaller muscles for fine motor activities, for example: cutting, writing and drawing.

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.





Emakhono ekuondza ngekubona

Kubona tintfo ngalokubandlululako

- ★ Kubona tintfo ngekubandlulula likhono lekubona kufana nekwehluka kwetintfo.
- ★ Bafundzi basebentisa batfutukise lelikhono uma bacatsanisa titfombe letimbili batfole lokungekho kusinye saletitfombe.
- ★ Kubona tintfo ngekubandlulula kubuye kusetjentiswe uma bafundzi babona kufana nekwehluka emkhatsini wetinhlavu letimbili njenga **b** na **d**.



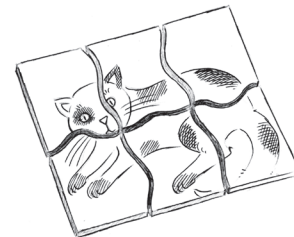
Kusebentisana kwekubona nemisipha (kusebentisana kwemehlo netandla)

- ★ Kusebentisana kwekubona nemisipha likhono lekusebentisana kwemehlo, ingcondvo, nemamasela emtimba kwenta tento. Kubalulekile emisebentini, lefana nekubamba tintfo, kudweba nekubhala.
- ★ Bafundzi basebentisa futsi batfutukise likhono lekusebentisana kwekubona nemisipha ngemidlalo yebhola, imidlalo yebhinibhegi, kwakha ngemabhuloki, kudlala ngetintfo letigicikako naletishelelako, kanye nangekutfunga, kusika nekudweba.



Kuphelelisa lokubonwako

- ★ Kuphelelisa lokubonwako likhono lekucedzisa tintfo, titfombe nome imidwebo lengakapheleli. Ngalamanye emagama, umfundzi uyakwati kubona nome kutfole intfo lephelele nanome sitfombe sonkhe singakapheleli.
- ★ Bafundzi basebentisa futsi batfutukise likhono lekuphelelisa lokubonwako uma bacedzisa timphica nome bachaza intfo leshodako esitfombeni lesingakapheleli, sibonelo, lesikhombisa kuphela incenye yebuso nome yemtimba.



Kuondza ngebunjalo nangesimo (kubona)

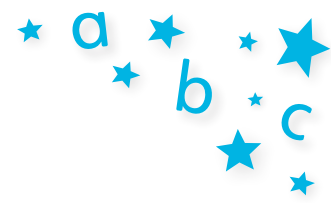
- ★ Bunjalo besimo likhono lekubona timo netimphawu, nanome bungako nekubekeka kungahle kuntjintje. Ngalamanye emagama, kukwati kubona timphawu letingagucuki tentfo letsite.
- ★ Bafundzi basebentisa futsi batfutukise lelikhono uma babona tinhlavu etindzaweni letahlukahlukene futsi bavisise kutsi luphawu lweluhlavu (sibonelo: **J**) luhlala lunjalo nanome lubhalwe ngemibala lehlukene nome lubhalwe ngembhalo lomkhulu nome lomncane.





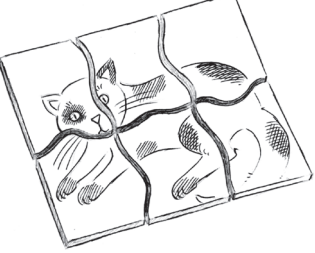


Kuondza ngekunaka intfo letsite kulokubonakalako unganaki letinye

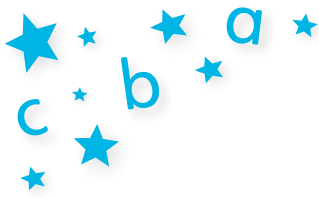
- ★ Kuondza ngekunaka intfo letsite kulokubonakalako unganaki letinye, likhono lekubona nome kutfole intfo, luphawu nome simo uma situngeletwe nguletinye tintfo, timphawu nome timo.
- ★ Bafundzi basebentisa futsi batfutukise emakhono ekuondza ngekunaka intfo letsite kulokubonakalako unganaki letinye uma bacelwa kutsi batfole intfo letsite esitfombeni, sibonelo: *"Tfole intfombatana legcoker lihembe lelibovu esitfombeni."*





Visual perceptual skills

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



Kulandzelanisa tintfo lotibonile

- ★ Kulandzelanisa tintfo lotibonile likhono lekubeka tintfo ngendlela lekungiyi ngemuva kwekutibuka nome kutinakisisa.
- ★ Bafundzi basebentisa futsi batfutukise lelikhono uma babuka iphethini yebuhlalu lobunemibala leyahlukahlukene lobentiwe ngentsambo bese baphindza lephethini ngekwabo nome bakope tinhlavu emagameni abo ngendlela lefanele.



Kuhlanganisa kubona nemisipha

- ★ Kuhlanganisa kubona nemisipha likhono lekuvisisa lwati lobalubonako bese balusebentisa kulomunye umsebenti losebentisa emakhono emisipha.
- ★ Bafundzi basebentisa lwati lolubonakalako bese batfutukisa imisipha lemincane, sibonelo, bakopa emagama abo nome badvweba intfo lebekwe phambi kwabo.

Khanyi
Khanyi

Kucabanga ngalokubonile

- ★ Kucabanga ngalokubonile likhono lekwenza titfombe engcondwveni (titfombe tengcondvo) letisuselwa etehlakalweni, ekunakisiseni nome kulolunye lwati lwalebakubonile.
- ★ Bafundzi basebentisa futsi batfutukise lelikhono, sibonelo, uma badvweba titfombe letifana nelikamelo lasekhaya kubo nome badvweba imindeni yabo.



Kukhumbula tintfo lotibonile

- ★ Kukhumbula tintfo lotibonile kukwati kwengcondvo kukhumbula tintfo letibonwe mehlo.
- ★ Bafundzi basebentisa futsi batfutukise lelikhono kubona emagama lavela njalo.

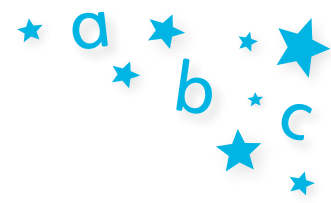


Eklasini ...

Nakisisa bafundzi uma badlala ngephandle nangekhatsi ngetintfo letahlukahlukene. Banga:

- ★ sho umehluko emkhatsini wemisindvo nemagama lahlukahlukene
- ★ bona umehluko emkhatsini kwetitfombe letimbili nome emacembu etintfo
- ★ khumbula lebakubonile nalebakuvile
- ★ phindza luhla lwemagama nome tinombolo ngendlela lekungiyi
- ★ bangaphendvula emisindwveni lehlukene, emabito abo nemiyalelo
- ★ beve umehluko emkhatsini kwalokubusheleleti nalokuhhedlako
- ★ banambitse umehluko phakatsi kwalokunongotelako nalokumunyu uma bavalwe emehlo?





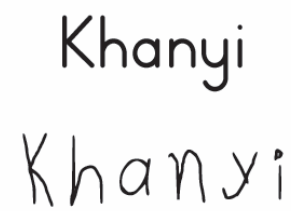
Visual sequencing

- ★ 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.

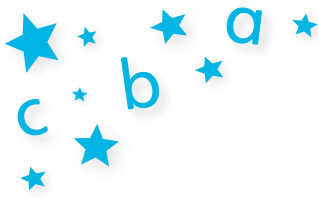


In the classroom ...



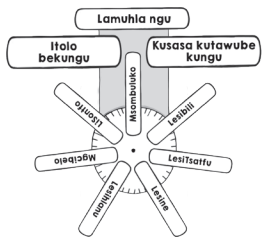
Observe learners playing outside and inside with different equipment. Can they:

- ★ 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?





Emakhono ekucondza ngekuva

| | |
|--|--|
| <p>Kuva tintfo ngalokubandlululako</p> <ul style="list-style-type: none"> ★ Kuva tintfo ngalokubandlululako likhono lekuva kufana nekwehluka kwemisindvo. ★ Bafundzi basebentisa futsi batfutukise lelikhono uma bangatfolo kutsi imisindvo lemibili leshiwo nguthishela iyefana nome yehlukene (sibonelo: /p/ na /b/ misindvo lehlukene). ★ Baphindze basebentise kuva tintfo ngalokubandlululako kutfolo umsindvo wekucala egameni (sibonelo: ligama "babe" licala ngemisindvo /b/). | <p>Thishela: "Shaya tandla uma uva ligama lelicala ngemisindvo /n/: buka, nuka."</p> |
| <p>Kukhumbula tintfo lotivile</p> <ul style="list-style-type: none"> ★ Kukhumbula tintfo lotivile likhono lekugcina nekukhumbula intfo loyivile. ★ Bafundzi basebentisa futsi batfutukise lelikhono uma balanzela isethi yemiyalelo, bacula emaculo lanetento babuye basebentise lulwimi lwenzaba ekulingiseni. |  |
| <p>Kucondza ngekunaka intfo letsite kulokuvakalako unganaki letinye</p> <ul style="list-style-type: none"> ★ Kucondza ngekunaka intfo letsite kulokuvakalako unganaki letinye likhono lekubona nome kwehlukana umsindvo kuleminyane imisindvo. ★ Bafundzi bafundza futsi batfutukise lelikhono uma bagcila kulokushiwo ngulomunye ecenjini labo ngephandle kwekuphatanyiswa ngumsindvo wekukhuluma kwalamanye emacembu. |  |
| <p>Kulandzelanisa tintfo lotivile</p> <ul style="list-style-type: none"> ★ Kulandzelanisa tintfo lotivile likhono lekukhumbula tintfo ngendlela lekungiyi ngemuva kwekuva luhla. ★ Bafundzi bafundza futsi batfutukise lelikhono uma bafundza i-alfabhethi (A, B, C ...) nome emalanga eliviki (uMsombuluko, Lesibili, Lesitsatfu ...). |  <p>Jacs please change artwork to "Lesitsatfu" ie without a capital T</p> |

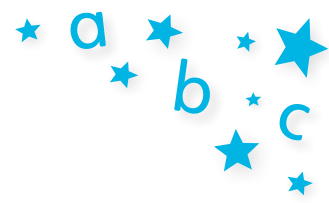
Eklasini ...

Luhla lwekuhlola emakhono ekucondza (bona GDE Assessment Guide) lithulusi lelibalulekile lekutfolo bafundzi labanetinkinga tekucondza letibhacile letingahle tibe nemtselela ekufundzeni kwabo ebangeni R.



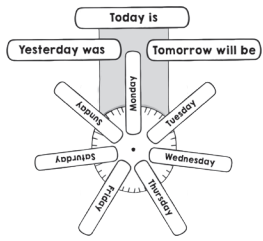
Ticondziso temsebenti tifaka ekhatsi imisebenti leminyenti lengasetjentiswa kusekela kutfutukiswa kwemakhono ekucondza. Sibonelo:

- ★ Bafundzi labanenkinga yekuhlanganisa kubona nemisipha bangahle batfole kumatima kwenta luhlavu ngenhlama yekudlala nome kupenda luhlavu esiceshini seliphepha. Ungetama kubanika luhlavu lolusesiceshini selikhadi kutsi bakope, nome ithemplethi kute balandzelele emaceleni aloluhlavu.
- ★ Bafundzi labanenkinga yekucondza ngekuva bangahle batfole kumatima kuva umehluko emkhatsini wemisindvo emagameni. Ungetama kubacela kutsi babuke umlomo ngalesikhatsi usho imisindvo, nome ubambe sibuko phambi kwemlomo wabo kute babone kutsi lomsindvo wenteka njani.





Auditory perceptual skills

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

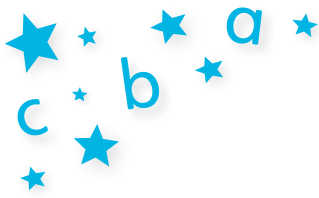
In the classroom ...

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

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

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





Emakhono ekucondza ngekutsintsa nangekunyakata kwemtimba

Kucondza ngekutsintsa

- ★ Kucondza ngekutsintsa likhono lekusebentisa umuva wekutsintsa kuhlola simondzawo sakho. Kucondza ngekutsintsa nangekunyakata kwemtimba kuyasebentisana kunika ingcondvo lwati.
- ★ Bafundzi basebentisa futsi batfutukise kucondza ngekutsintsa uma bahlanganyela emisebentini lenjenge kuvala emehlo abo, kukhetsa intfo esikhwameni, nekutsintsa futsi bachaze lentfo. Sibonelo: bangasho kutsi inemakhona/iyindingilizi, itsambile/ilukhuni.



Kucondza ngekunyakata kwemtimba

- ★ Kucondza ngekunyakata kwemtimba kukwati kubona kunyakata kwemtimba nekubekeka kwawo endzaweni.
- ★ Bafundzi basebentisa futsi batfutukise kubona kuhlobana kwemtimba yabo naletinye tintfo letibatungeletile ngemidlalo yangephandle njengekugibela etulu nome ngephansi kwetintfo nekukhasa baphume emathanelini.
- ★ Kucondza ngekunyakata kwemtimba kubuye kutfutukiswe uma bafundzi bahlanganyela ekwenteni imilolotelo lenetento nemaculo lokubasita ekwakheni kubona kunyakata kwemtimba yabo nekubekeka kwawo endzaweni (sibonelo: liculo, "Inhloko, mahlombe, madvolo netintwane").






Kuvisisa kubekeka endzaweni (kukwati kubona indzawo) netinkhombandlela

- ★ Kubekeka endzaweni likhono lekucondza kuhlobana kwekubekeka kwentfo endzaweni nabo nome nalenye intfo. Kukwati kubona indzawo kucala ngekukwati kubona umtimba wakho endzaweni, bese kwendlulela ekukwatini kuchaza kubekeka kwetintfo tihlobene naletinye (sibonelo: etulu, phansi, ngaphambili, ngemuva, emkhatsini, ngesesancele, ngesekudla).
- ★ Bafundzi basebentisa futsi batfutukise lelikhono uma bafundza kufundza nekubhala basuke ngesesancele baye ngesekudla ekhasini.
- ★ Kukwati kubona indzawo kubuye kusite bafundzi kunaka umehluko emkhatsini wetinhlavu letibukeka ngalokufanako, kepha time ngalokuhlukile (sibonelo: **b, d, p**).





Tactile and kinaesthetic perceptual skills

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

★ Sigaba 3: Kufundzisa Iulwimi nelwati lwekufundza nekubhala kokucala ebangeni R

Kulalela nekukhuluma (Iulwimi lwetemplomo)

Sibafundzisa njani bafundzi kufundza nekubhala? Uma babutwa lombuto, labanyenti bawuphendvula batsi lwati lwekufundza nekubhala lwebafundzi lutfutuka ngekufundza emabhuku, kutetayeta kubhala nekufundza ngetinhlavu nemisindvo. Konkhe loku tinhlangotsi letibalulekile telwati lwekufundza nekubhala. Kepha, kuba bafundzi nebhali labanelikhono, *kubalulekile* kutsi bafundzi basekelwe kute batfutukise Iulwimi lwabo lwetemplomo – emakhono abo ekukhuluma nekulalela. Ngaphandle kwemakhono lamahle elulwimi lwetemplomo, kufundza kufundza nekubhala kungaba matima kubafundzi labancane. Ngaphandle kwesisekelo lesicinile semakhono elulwimi, bafundzi bangahle bafundze kufundza emagama, kodwa bangakhoni kuvisisa lebakufundzako. Bangahle bakwati kubhala emagama kodwa bangakwati kuveta imibono yabo ngekubhala. Ngaletizatfu, kuloluhlelo, kunekugcizelela kakhulu kutfutukisa emakhono ekulalela nekukhuluma ngalesitungeletane semaviki lamabili, kepha kakhulukati evikini lekucala.

Asibuke ngalokwenabile tinhlangotsi letimbili letibalulekile tekutfutukisa Iulwimi lwetemplomo letisekelwa nguloluhlelo: kutfutukiswa kwelwatimagama lolusha nelulwimi lwetincwadzi.

Lwatimagama lolusha

Lwatimagama lolunotsile nalolubanti yindlela leya ekutfutukeni kwelwati lwekufundza nekubhala (Scarborough, 2001).

Ngekulalela Iulwimi lolukhulunywako, bese kamuva bakhulume bona ngekwabo, bafundzi batfutukisa lwati lwenchazelo yemagama (lesitsi lwatimagama). Lucwaningo lukhombise kutsi bafundzi labancane labanelwatimagama loluhle eminyakeni lesihlanu bavame kuba ngulabo labaphumelela kahle eluhlolweni lwekufundza ngekuvisisa emabangeni 3, 4 na 7 (Sénéchal, Ouellette & Rodney, 2006; Tabors, Snow ne Dickinson, 2001). Ngakulolunye luhlangotsi, uma bafundzi banelwatimagama lolukhawuliwe uma bacala esikolweni, nanome bangafundza kufundza imibhalo lelula, kutawuba matima kuvisisa lebakufundzako uma bahlangana nemibhalo leluhuni.

Kute batfutukise kuvisisa kwabo nelikhono lekusebentisa emagama lamasha, bafundzi badzinga kuhlanguana nalamagama kanyenti etimeni letahlukahlukene. Emagama awafundwa ngekwelukaniswa, kodwa entiwa abe liciniso futsi abe nemcondvo kubafundzi ngekusebentisa indzaba nome ingcikitsi kanye nangekuhlanganyela engocweni nome emsebenitini.

Tincwadzi telulwimi

Uma lwati lwenchazelo yemagama lubalulekile kuvisisa Iulwimi, lelinye likhono lelulwimi lutfolakele lubalulekile nalo ekutfutukiseni lwati lwekufundza nekubhala. Uma bantfwana labancane bacala kukhuluma, basebentisa Iulwimi ngendlela lephatsekako – kukhuluma ngentfo leyenteka ngaleso sikhatsi kusimondzawo lebakuso (“lapha nanyalo”). Sibonelo, bacamba tintfo lebatibonako, nome bachaze tento nalokwentakalako. Bavame kuchaza kutsi basho kutsini ngekukhomba tintfo letisenzaweni, nome ngekunyakatisa sitfo semtimba nome ngesimo sebuso. Loku kwatiwa njenge Iulwimi lwemalanga onkhe futsi Iulwimi lolusetjentiswa linyenti letfu ekuphileni kwetfu kwemalanga onkhe.

Uma Iulwimi lwebafundzi lutfutuka, bafundza kusebentisa Iulwimi bakhulume ngetintfo letingabonakali. Bafundza kukhuluma ngetintfo letenteka kudzala nome tintfo letihlelelwe likusasa. Batfutukisa likhono lekuchaza kutsi kungani tintfo tentekile futsi bakhulume ngetimvo nemicabango. Bafundza kusebentisa Iulwimi etimeni temidlalo yekutentisa lapho letinye tintfo timela letinye, bafundza nekucoca tindzaba ngetintfo letenteke etimphilweni tabo. Lolulwimi lutfutuke kakhulu kunelulwimi lwemalanga onkhe futsi luyefana nelulwimi lolubhaliwe nome lwetincwadzi bafundzi lebatawuhlangana nalo esikolweni uma bafundza tincwadzi nome uma babhala. Kuneliseka ngaloluhlelo lwelulwimi kukhonjiswe kubalulekile elwatini lwekufundza nekubhala kanye nasemphumelelweni etimfundweni (Dickinson ne Snow, 1987; Snow, Burns ne Griffin, 1998).

Walker, Greenwood, Hart & Carta (1994) watfola kutsi bafundzi labanemakhono lamabi elulwimi nelwatimagama ngeminyaka yekucala abaphumeleli kahle ekufundzeni nakulamanye emakhono elwati lwekufundza nekubhala eminyakeni lesikhombisa lelandzelako.

Kwetfula lwatimagama ngekwezingcikitsi kusita bafundzi kwenta budlelwano phakatsi kwemagama kubuye kusekele nekufundza kwebafundzi (McGee & Richgels, 2003). Kufundza kutfutukiswa litfuba lekusebentisa emagama engcikitsi nome endzaba (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).

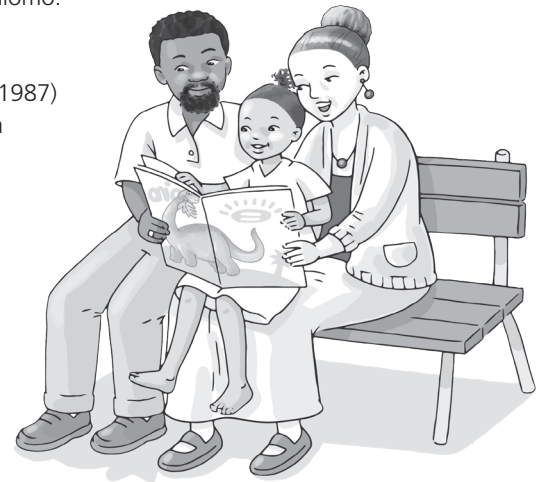


Imisebenti yekwakha lwatimagama lolusha netincwadzi telulwimi

Kulalela tindzaba

Lenye indlela yekusita bafundzi batayele lulwimi lwetincwadzi kucoca indzaba ngemlomo. Lucwaningo lukhombise budlelwano phakatsi kwekulalela nekuchumana nendzaba, nelikhono lelwati lwekufundza nekubhala lelandzelako. Kwangatsi kucoca indzaba kusita kuvala sikhala phakatsi kwelulwimi lolukhulunywako nalolubhalwako. Wells (1987) uphakamise kutsi kuva tindzaba kubaluleke kwendlula konkhe kuchumana lokufaka sandla ekutseni bafundzi bakwati kufundza nekubhala. Uma bafundzi bacocelwa tindzaba, bavetwa elulwimini lolukhetsekile lwetemplomo loluhlukile elulwimini lolusetjentiswa onkhe emalanga. Lolulwimi lolwendlula "lapha na nyalo" futsi lusebentisa emagama kwendlulisa umlayeto ngetintfo letenteka ngalesinye sikhatsi kulenye indzawo. Lubalulekile ekufundzeni kwesikolo.

Kucoca indzaba ngekuchumana kukhonjiswe kuyindlela lephumelelako yekutfufukisa lwatimagama nekuvisisa lulwimi, kakhulukati uma ifaka ekhatsi kugcizelela kubuka kucala lwatimagama, kusebentisa tipuropo letihambisana nemagama lahlosiwe, tingcoco tekuchumana mayelana nelwatimagama lolusetindzabeni, nekutetayeta emagama lamasha emisebentini yemacembu lamancane.



Eklasini ...

Shano lomlotelo *Emehlo lamabili ekubona* kubitela ebafundzi emethini ngesikhatsi sendzaba.

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: Khuluma ngebudzala babo, nobe banabo yini bomnakabo kanye nabodzadzewabo, bahlala kuphi, bafika njani esikolweni, bagcokani kuya esikolweni.
- 1.3 Tsani "*Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzabani.*" Coca ngemagama lasemcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini. Sibonelo, khombisa buso lobukhatsatekile bese ucela ebafundzi bakhombise kutsi babukeka njani uma bakhatsatekile. Cela ebafundzi basho leligama ngelulwimi lwabo uma bakhuluma lulwimi loluhlukile ekhaya.

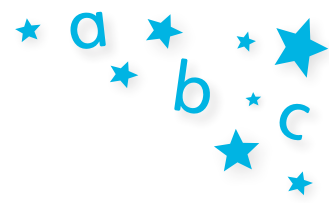
2 Ngalesikhatsi ucoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene.
- 2.2 Khombisa ngekwenta ubuye usebentise emaphaphethi netinsita.
- 2.3 Cela bafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile, njengekutsi: "*Ngiyatibuta kutsi Zinzi wativa njani ngalesikhatsi basendleleni leya esikolweni?*"

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: "*Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba?*"



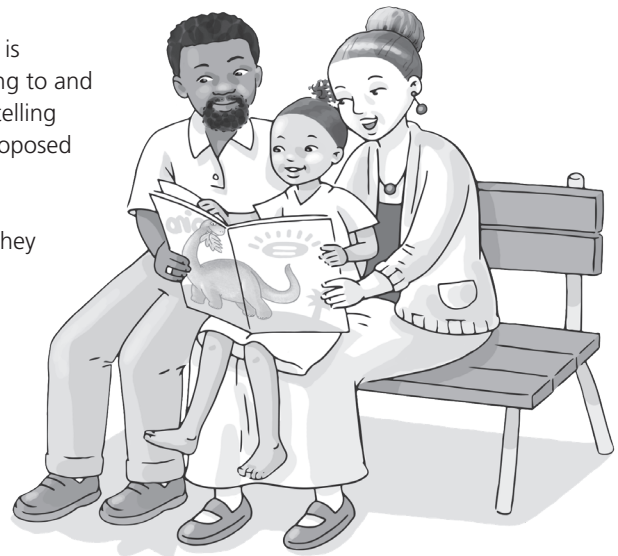


Activities to build new vocabulary and book language

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.

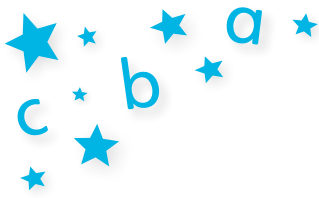
2 While you tell the story

- 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?"*





Kucoca tindzaba

Bafundzi bafundza ngekuva nangekucoca tindzaba. Lena yindlela lelula yemvelo yekutfufukisa lulwimi nekulungiselela bafundzi lulwimi lwetincwadzi. Tindzaba kungaba tinganekwane tendzabuko, nome tibe tindzaba tesikolo nome temndeni ngetehlakalo takudzala nome intfo lesandza kwenteka. Bafundzi labancane bayakutsandza kuhlanganyela ekucoceni tindzaba futsi uma lulwimi lwabo lutfutuka, batawutfokotela kucocela bothishela nebanakekeli tindzaba tabo labakhombisa inshisakalo futsi bahlonipha labafuna kukusho. Uma bafundzi bacoca tindzaba letikahle uma babancane, kutawuba lula kubo kubhala tindzaba letikahle uma bakhulile.

Ngekucoca nome kuphindza ucoce indzaba nome kulandzisa ngeshlakalo lesandlula, bafundzi bafundza kutsi badzinga kuchaza balingiswa labakhona bese banika indzaba yabo simo sendzawo (chaza kutsi indzaba yenteke kuphi nanini). Bafundza kutsi indzaba yabo idzinga kulandzela luhlelo lolutsite lwetehlakalo kute sibe nemcondvo.

Uma bafundzi balandzelanisa titfombe kutsi bente indzaba, basebentisa likhono lekusho ngembali, kulindzela, kuchumanisa nekuvisisa. Loku konkhe kungemakhono labalulekile ekufundza ngekuvisisa. Kucoca indzaba ngekulandzelanisa kahle kulikhono lelibaluleke kakhulu futsi yintfo lengahle ihluphe kubafundzi labancane, ngako badzinga ematfuba lamanyenti kutetayeta lelikhono. Uma bafundzi bavisisa kutsi tindzaba tentiwe ngetehlakalo letilandzelanako, bayakwati kuhlela tindzaba tabo tibe nesicalo, umkhatsi nesiphetho. Loku kutawusekela kutfutuka kwabo njenge babhali.

“Tingcoco temcimbi temlomo bafundzi lebafundza kucicoca basenkulisa tifana nemibhalo lebafundza kuyifundza esikolweni. Ngaloko, kufundza ngetingcoco nekutisebentisa kusita bafundzi babe nekulindzela kutsi imibhalo ihlelwa njani.” (Peterson, 2006, p. 2)

Eklasini ...

Evikini lekucala lesitungeletane, uma bafundzi sebayivile indzaba icocwa iphindze icocwa, nangemuva kwekuhlanganyela ekuculeni nasekulingiseni lendzaba, banelitfuba lekucabangisisa ngetehlakalo nekutilandzelanisa ngendlela lekungiyiyo.

Kusebentisa titfombe kulandzelanisa tigateko tendzaba

- 1 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu.
- 2 Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile. Imibuto lebalulekile ngesitfombe ngasinye:
 - ★ “Ubona bani?” (balingiswa/badlali)
 - ★ “Wentani?” (tento nekwentu)
 - ★ “Yini lenye loyibonako?” (uyabuka futsi)
 - ★ “Iphi i...?” (indzawo/sikhundla)
 - ★ “Kungani ucabange?” (kucabanga ngalokujulile, kuveta imibono)
- 3 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 4 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: *“Ingabe letitfombe tilandzelana ngendlela lefanele?”*
- 5 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 6 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: *“Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?”*
- 7 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lendzaba ngendlela lefanele yekulandzelanisa.





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)

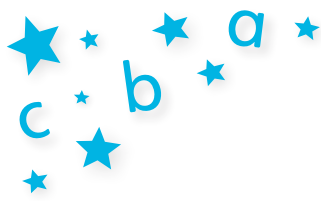
In the classroom ...

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.





Kulingisa tindzaba

Uma bafundzi bahlanganyela emidlwalweni yeluhlubo lwedrama, bakopa futsi batetayete emagama labeve labanye bawakhuluma futsi kubasita kucinisa lwatimagama nemakhono elulwimi. Batsatsa balingiswa labehlukahlukene endzabeni kutsi kubasite kubona letehlakalo ngemibono lehlukile. Kumele balandzele kulandzelana kwetehlakalo kute bakwati kuhlanyanya kulomdlalo wekulingisa ngesikhatsi lekungiso endzabeni.



Eklasini ...

Kucoca indzaba kanye nekulingisa

- 1 Khetsa ebafundzi kutsi badlale kuba balingisi endzabeni.
- 2 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingisi kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 3 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze ative ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenza konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 4 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 5 Uma kusenesikhatsi, ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

Umdlalo wekutentisa ubuye unikete bafundzi ematfuba ekusebentisa lulwimi loluhlukile ekukhulumeni kwemalanga onkhe. Kusetjentiswa luhlobo lolutsite lwelulwimi, lapho bafundzi badzinga kucocisana ngetindzima nangetakhiwo, babuye bachaze kutsi bentani futsi bacabangani kubalingani babo. Umdlalo wekutentisa wakha likhono lebafundzi lekuvisisa nekusebentisa lulwimi lolwendlula lapha-na-nyalo, lwendlule tehlakalo temphilo yabo nemhlaba wangempela. Emdlalweni wekutentisa, bafundzi babuye bafundze ngekumelana kwetintfo – kutsi intfo ingamela lenye (sibonelo, ibhuloki yelukhuni ingamela makhalekhukhwini emdlalweni). Kucondza lomcondvo lomatima kutawubasita kuvisisa kutsi umbhalo losekhasini ungamela emagama lesiwakhulumako.

Kufundvwa kwencwadzi yetindzaba ngekuchumana

Bafundzi labanyenti eMzansi Afrika ngeke bacale sikolo banelwati lwenjabulo yekufundzelwa. Luhambo lwabo nemabhuku lungahle lucale ebangeni R ngako kumele sicinisekise kutsi bafundzelwa tindzaba kutsi bajabule. Lesi sikhatsi lapho khona bafundzi bafundzelwa tindzaba letinelulwimi lolunotsile nemidvwebo lemihle, kungekho lokulindzelwe nome umsebenzi lotawulandzela. Bafundzi badzinga “kuba kuleso sikhatsi” – kute bangene ngekhatshi kwenzaba lemangalisako nekuva umlingo wemabhuku. Inhlolo akusiko kusebentisa libhuku kufundzisa, kodvwa kwenta indzawo lefutfulmalako futsi lehehako yekwabelana ngemilingo yemabhuku letawutsandvwa nguwe thishela nebafundzi bakho.

Ngalesikhatsi kukhula lutsandvo lwemabhuku, kufundza tindzaba kubuye kunikete ipulatifomu lekahle yekutfufukisa lulwimi lwetemplomo ngekukhuluma ngetintfo letisebhukwini netintfo letingekho ebhukwini. Emabhuku angaholelana etingcocweni tetehlakalo lesetindlulile nome kusho ngembili kutsi kutawukwentekani ngalokulandzelako. Tincumo nato tingatsatswa ngetintfo letingekho embhalweni nome emidvwebeni. Kufundza kungahle kuholele emibutweni lenjenge, “Ngiyatibuta kutsi ...?”, “Uma ngabe ...?”, “Kungani ucabange ...?”. Lemibuto levulekile igcugcutela bafundzi kuveta luvo lwabo futsi bacale netingcoco. Lenye indlela yekusita bafundzi kutsi babandzakanyeke kuloluhlobo lwetingcoco kufundza ngekuphindzaphindza emabhuku lebwatsandzako, njengobe lucwaningo lukhombise kutsi bavame kuhlanyanya kakhulu ekufundvweni kwamuva kwembhalo lofanako, lokufaka ekhatshi kucabangela nekuhumusha (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

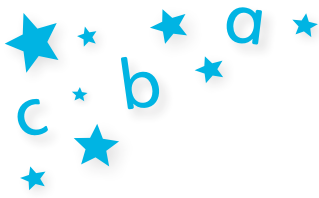
- 1 Choose learners to play the characters in the story.
- 2 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 3 Explain to learners that you (the teacher) are going to be the storyteller, also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



Kufundza nekubhala

Kufundza kufundza nekubhala akusiyo intfo leyenteka ngesikhashana lesincane, kepha inchubo letsatsa iminyaka leminyenti. Uma sisebentisa ligama lelitsi “kufundza nekubhala lokusavela” sisho kutsi kufundza kufundza nekubhala kucala ekucaleni kwemphilo yebafundzi, kunekuba yintfo lecala uma kucala kufundziswa kufundza lokuhlekile ebangeni 1. Bafundzi abadzingi kulindza timfundvo tekufundza kute batfole timanga temagama labhaliwe nekufundza kutsi kungani sifundze futsi sibhale!

Kucala kubhala

Uma bafundzi batawufundza kutsi emabhuku asebenta njani ngalesikhatsi bafundzela intfokoto, bothishela bangakhombisa indlela yekufundza ngekufundza emabhuku lamakhulu, emaphosta kanye nemibhalo yesimondzawo. Ngalesikhatsi salemisebenti yekufundza ngekuhlanganyela, uma “sicabanga ngalokuvakalako” futsi sikhulume ngetinchubo netindlela tetfu tekucabanga, bafundzi labancane bacala kuvisisa kutsi inchubo yekufundza isebenta njani. Singentela bafundzi ematfuba ekufundza umbhalo wesimondzawo sabo bese balinga ngekubhala kulo lonkhe luhlelo lweLibanga R. Uma ugcugcutela kakhulu kubhala lokusavela kwebafundzi, bangakhona kutibandzakanya kakhulu nembhalo wesimondzawo.



Thishela ukhombisa inchubo yekufundza.

Uma bafundzi babukela bantfu labadzala bafundza futsi babhala, bafundza kutsi lamamaki lebawenta ephapheni atfwala umlayeto futsi asho lokutsite. Bacala kuvisisa kutsi wani umbhalo futsi loku kubakhutsata kufuna kutifundzela nekutibhalela ngekwbabo.

Eklasini ...

Ngekufundza Libhuku Lelikhulu nebafundzi, batawubona kutsi emagama lasephepheni ahlangu njani nemagama lowakhulumako. Indzaba lesebhukwini lelikhulu yentiwe yaba lula, kute bafundzi bative banekutetsemba kwekwetama “kulifundza” ngekwbabo. Loku kubanika lwati lwekuba ngumfundzi – nanobe bamane bacala lamagama bawasusela enhloko.

Kufundza ngekuhlanganyela – Libhuku Lelikhulu

- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihlolo sendzaba. Khomba ligama ngalinye uma ufundza. Phindza ufundze bese ucela ebafundzi kutsi bafundze kanye nawe.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugcugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekukuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihlolo. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivalakalo lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futsi uphindze ugcugcutele ebafundzi kutsi “bafundze” kanye nawe.

Ngekubuka bantfu labadzala etimphilweni tabo bafundza, bafundzi bacala kuba bahlanganyeli labakhutsele ekufundzeni mabhuku nanome kufundza kwabo kungahle kube nemaphutsa futsi bangahle “bafundze” ngekukhumbula nome batentele tindzaba letitawuhambisana netitfombe. Loku sikubita ngekutsi kufundza lokusavela. Bafundzi labancane labangenalo lwati lwekubhala njengeluhlelo lwe-alfabhethi, bavame “kufundza” ngekutentela nome balandzele indzaba ihambisane netitfombe ebhukwini. Bangahle ekucaleni bakhombe titfombe uma “bafundza”, kepha kuya ngekuya babone kutsi ufundza emagama labhaliwe. Nanome kunjalo, bangahle babe basengakabi nemcondvo wekutsi liyini ligama, bavele bakhombe umusho uma basho ligama linye, nome ligama uma basho wonkhe umusho.





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.



Teacher models the reading process.

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.

In the classroom ...

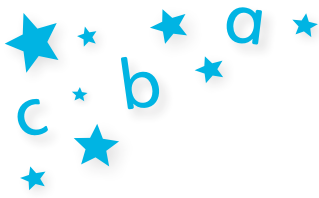
By reading the Big Book with learners, they will see how words on a page link with the words you say. The story in the Big Book is a simplified version, so that learners feel confident to try to “read” it themselves. This gives them the experience of being a reader – even if they are just reciting the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

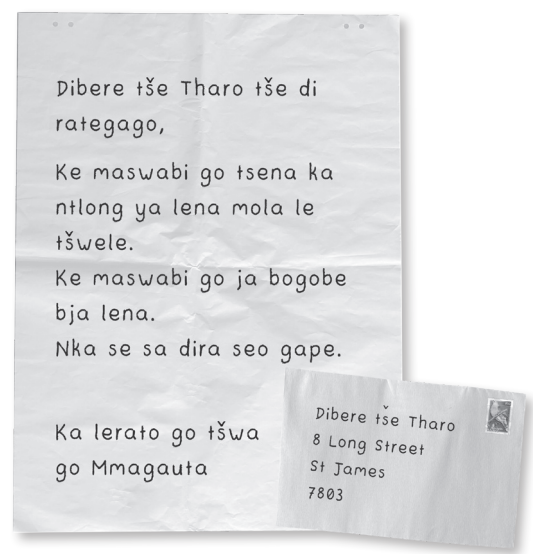


Bafundzi kulesigaba batsembela kakhulu engcikitsini uma bafundza umbhalo endzaweni yabo, njengekusebentisa tinkhomba tembala kukhumbula kutsi luphawu lwesitaladi lutsi "mani" nome lufundzeka lutsi "KFC" ngenca yeluphawu. Abavisisi kutsi tinhlavu letisemagameni labhaliwe tihlobene nemisindvo elulwimi lolukhulunywako, futsi babona kufundza njengekukhumbula luchungechunge lolubonakalako lwetinhlavu basebentisa noma ngabe ngutiphi tinkhomba letisita kakhulu, njenje budze beligama nesimo, timo tetinhlavu.

Kucala kubhala

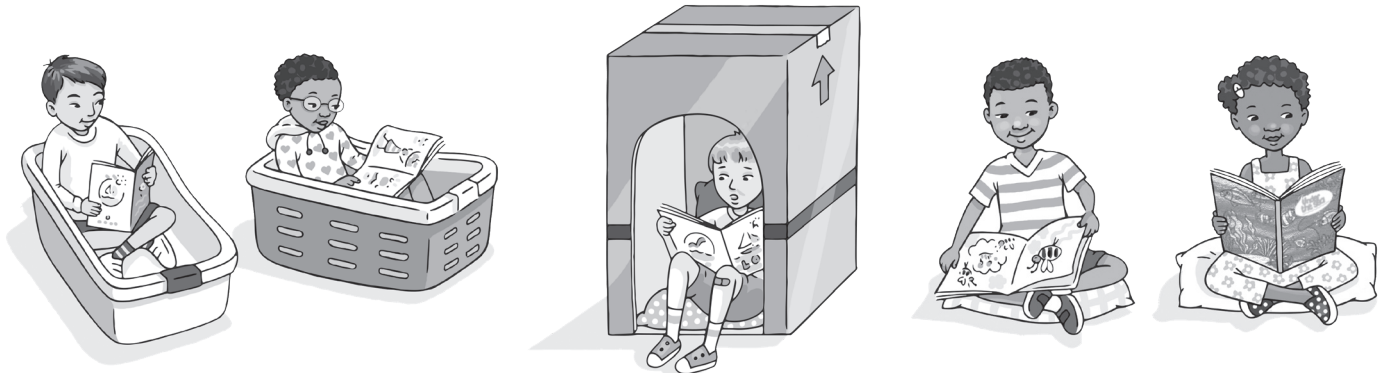
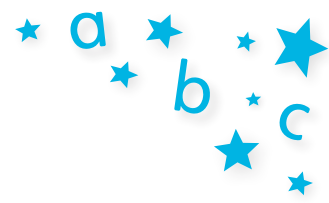
Ngendlela lefanako nekutsi bafundzi bangahle bafundze kutsi kufundza kusebenta njani ngekubukela thishela wabo nekumlalela uma acabanga ngalokuvakalako ngalesikhatsi afundza, ngekubhala ngekuhlanganyela, bothishela bakhombisa inchubo yekubhala kubafundzi belibanga R. Lemibhalo yentiwe ngekubambisana kwabothishela nebafundzi babo futsi kusikhatsi lesibalulekile uma bafundzi bacala kubona imibono yabo nemagama labawakhulumile abhaliwe! Imibhalo yekubhala ngekuhlanganyela ilungele kufundza ngekuhlanganyela njengobe umbhalo ucuketse imibono, emagama nemabintana latayelekile kubafundzi – batawuba neligcabho "ekufundzeni" emagama abo. Uma bothishela sebahale sicephu sembhalo lesinemfakela webafundzi, kumbono lomuhle kufundza umbhalo kanyekanye, ukhombe ligama ngalinye kute bafundzi bacale kubona kutsi inkhulumo yetfu yentiwe njani ngemagama lahlukahlukene, netikhala emkhatsini wemagama.

Nome bafundzi belibanga R bangafundza ngekubhala ngekubukisisa kubhala kwathishela wabo, ngeke bakutfole kulula kutibhalela ngekwabo. Indlela yekucala yekubeka imibono nemicabango yabo ephepheni kutawuba ngekuvwaba. Ngembi kwekufundza kufundza nekubhala, bafundzi labanyenti bakwetaye kudvwaba njengendlela yekumela tintfo. Imidwebo yetintfo ibukeka njengetintfo letimelwe ngulemidwebo. Nanome kunjalo, lokuhluphako ngekubhala ngulokutsi emagama awakahlobani nangaluphi luhlobo nekubukeka kwetintfo, futsi bafundzi badzinga kufundza kutsi emagama labhaliwe ahlobene nendlela lesisho ngayo tintfo, hhayi naletintfo ngekwato. Lucwaningo lukhombise kutsi bafundzi labancane labanyenti bandlula esigabeni sekucabanga kutsi emagama labhaliwe ahlobene nekutsi tintfo tibukeka njani, intfo lenkulu kumele imelwe ligama lelidze bese intfo lencane ligama leincane (Ferreiro ne Teberosky, 1982). Imitamo yekucala yekubhala yebafundzi labancane ingahle ingabukeki njengembhalo walabakhulile, kodwa baba babhali uma betama kuveta imibono yabo ephepheni futsi basebentise kubhala ngetinhloso lehlukene. Sisebentisa ligama "kubhala lokusavela" kuchaza lokwenta imaki nekubhala lokwentiwa bafundzi labancane ngembi kwekufundza kubhala ngendlela letayelekile.



Thishela ukhombisa inchubo yekubhala.





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.

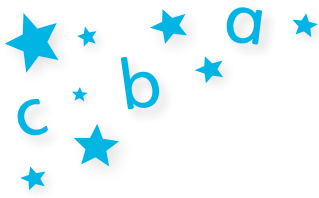
Emergent writing

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.



| | | | |
|--|---|---|--|
|  1. Kukipilita (kucalwa nome kuphi ekhasini) |  2. Kukipilita (kuchubeka kusukela esanceleni kuye kusekudla) |  3. Tindhavu tekutentela |  4. Intsambo yetindhavu (sesancele kuye kusekudla) |
|  5. Emacembu etindhavu lanetikhala emkhatsini kute kubukeke njenge magama |  6. Ukopa umbhalo wesimondzawo |  7. Usebentisa luhlavo lwekucala lveligama kumela ligama |  8. Usebentisa tindhavu letendlula kuyinye kumela ligama |
| <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center; font-size: 1.2em;">Vusi uweimedli kani usalikatilke</p> <p style="text-align: center;">9. Usebentisa sipelengi sekuticala abhale emagama lanetindhavu letisicalo, umkhatsi nesiphetfo</p> | | | |

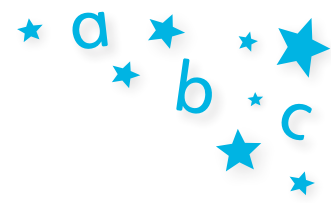
Kulesigaba sekutfutfuka kwelwati lwabo lwekufundza nekubhala, bafundzi bangaba nenshisakalo yekubona kutsi tintfo tibhalwa njani futsi baloku bacala umuntu lomdzala kutsi "ayibhale phansi". Lena yincenye lebalulekile yekutfutukisa kubhala, nanome bangakwenti ngekwemtimba lokubhala, bafundzi bafundza tintfo letibalulekile ngelulwimi lwekubhala: kutsi emagama lakhulunywako angabhalwa, nekutsi ligama ngalinye lelikhulunywako lihambisana neligama lelibhalwako. Futsi babuye bakhulise kutetsembe ekuveteni imiva yabo bandlulise umlayeto ngekukhuluma nekubhala. Uma bafundzi bacala kubhala ngekwabo, basebentisa kukipilita, emamaki nenhlanganisela yetinombolo netindhavu.


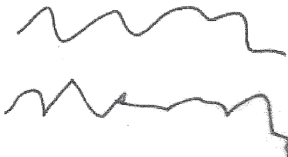

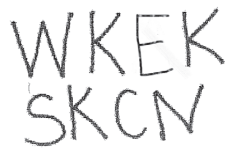



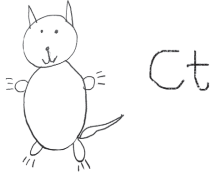
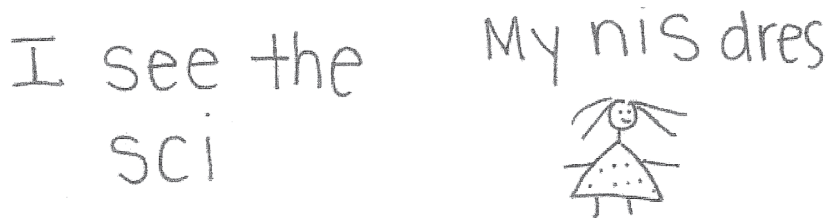
Eklasini ...

Kudvweba kanye nekubhala lokusavela

- 1 Buta bafundzi kutsi bangatsandza kudvweba sitfombe sabo bafake umfaniswano nome timphahla tabo lebatitsandzako.
- 2 Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdwebwe wakhe.
- 3 Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako.
- 4 Cabanga ngalokuvakalako uma ubhala umusho wemfundzi: "Ngi ... tsandza ... kugcoka ... sikhindi ... sami ... lesiluhlata ... ne ... sigcoko ... lesibovu." Uma batsandza kutsi ubabhalele, babandzakanye ngekubacala kutsi basho lamagama kancane ngalesikhatsi uwabhala.
- 5 Bhala njengobe ebafundzi basho, ligama ngeligama. Khumbula kubhala kubonakale nangebunono.
- 6 Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamoyabo.





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

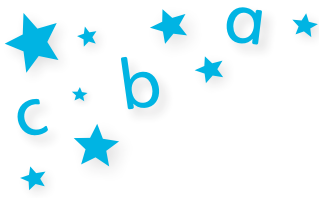
At this stage of their literacy development, learners might be keen to see how things are written and often ask a nearby adult to “write it down”. This is an important part of writing development, for even though they are not physically doing the writing, learners are learning important things about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





Kukupilila nome kubhala usebentisa tinhlamvu letingakahlelwa kusinyatselo lesibalulekile sekutfufuka. Nanome kunjalo, kusigaba lesilandzelako sekutfufukisa kubhala lesikhombisa kutsi umfundzi utsetse sinyatselo sekucala selwati lwekufundza nekubhala. Cabanga ngalesibonelo sekubhala (luhla lwekutsenga lolubhalwe ngumfundzi losandza kucala esikolweni). Nakube lamagama angakapelwa ngendlela letayelekile, amitamo levakalako yekumela imisindvo emagameni. Loluhlobo “lwesipelingi sekuticalela” nome kubhala lokusavela kusibonakaliso lesihle lesisho kutsi umfundzi uyayiva imisindvo emagameni, unelwati lwetinhlavu-magama, futsi uyati kutsi lulwimi lolubhaliwe luhambisana nemisindvo emagameni lakhulunywako. Umfundzi ucala kutfola kutsi loluhlelo lusebenta njani.

Kumacwaningo lamanyenti ebafundzi basenkulisa emaveni latfufukile, bacwaningi batfole kutsi bafundzi labancane bandlula esigabeni “sesipelingi sekuticalela”. Sipelingi sekuticalela sisho kutsi bafundzi balinga kutsi imisindvo imelwa njani emagameni. Lucwaningo lukhombise kutsi etindzaweni letinebuphuya kakhulu, mancane kakhulu ematfuba ekutsi bafundzi babe nesigaba “sesipelingi sekuticalela”. Lucwaningo lubuye lwakhombisa budlelwano emkhatsini wesipelingi sekuticalela kanye nekufundza. Bryant ne Bradley (1980) utfole kutsi likhono lekubhala emagama ngendlela lavakala ngayo kwandvulele likhono lekufundza kubafundzi, lokuphakamisa kutsi kucondza kwe-alfabthethi kungabonakala kahle ekubhaleni kwebafundzi ngembi kwekufundza kwabo. Mann, Tobin ne Wilson (1987) utfole kutsi sipelingi sekuticalela bekungumhlahlo welikhono lekufundza kamuva, kucinisekisa kubaluleka kwekukhula kwelikhono lemfundzi lekumela imisindvo emagameni.

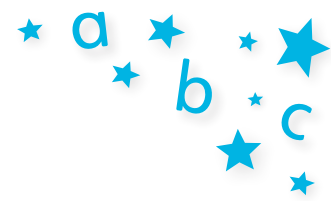


Tinhlavu kanye nemisindvo

Uma bafundzi bacala kusebentisa tinhlavu kumela imisindvo emagameni uma babhala, kungenteka banake netinhlavu uma bafundza. Loku kubanika litfuba lelingetulu kwebafundzi labangatati tinhlavu futsi bafundza emagama basebentisa kuphela tinkhomba letibukwako. Labanye bothishela banembono wekutsi bafundzi bacala kufundza emagama ngekubona bese kamuva bacala kusebentisa lwati lwetinhlavu uma bahumusha nome basho imisindvo emagameni. Bacwaningi baphikise umcondvo wekutsi kufundza kufundza emagama kucala ngekufaka kukhumbula timo temagama nome letinye timphawu letibukwako – baphakamisa kutsi kuhambisana kweluhlavu nemsindvo kudlala indzima kusukela etigabeni takucala tekutfufukiswa kwelwati lwekufundza nekubhala (Dixon, Stuart ne Masterson, 2002; Ehri, 1998).

Uma bafundzi sebatetaye tinhlavu nemisindvo yato, bawukwati kusebentisa tinkhomba te-alfabthethi kutfola kutsi atsini emagama. Ngalokuphikisako, lisu lekufundza ngekubuka lisho kutsi umfundzi losavela ucala ngekutsembela kulomunye kute amtjele kutsi ligama litsini – abanayo indlela yekutitfolela ngekwabo kutsi ligama ngabe litsini. Bafundzi betinkhomba letibonakalako kufuna babuye bakhumbule kuchumana lokungacondzakali.





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.

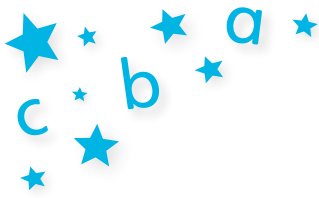


Letters and sounds

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.





Eklasini ...



Kuba ngumfundzi lonelikhono, nekukwati kubhala emagama, bafundzi badzinga kufundza kusetjentiswa kwaloluhlelo lwe-alfabethi. Kufundza ngetinhlavu nemisindvo kutsatsa sikhatsi futsi kubalulekile kutsi emakilasi eLibanga R abe anotsile ngematfuba ekutsi bafundzi bafundze ngetinhlavu nemisindvo yato basebentisa yonkhe imiva yabo.

Kulalela imisindvo

- 1 Cela ebafundzi bahlale emethini futsi bakulalelise. Shano lamagama laphuma kulenzaba: *"Spoti, esitolo, Sam, siyabonga, sibili. Ungawuva umsindvo lohlosiwe: Spoti, esitolo, Sam, siyabonga? Yebo ucinisile! Wonkhe anawo lomsindvo IsI."*
- 2 *"Lalela ngekuqophelelisa, nawa lamanye emagama lacala nga IsI: sipeyidi, sisu, lisokisi, silevu, siketi, sikafu, sikalo, sikelo, sitofu, isudu, sula, sibungu."* (Gcizelela umsindvo lohlosiwe usasho lamagama.)

Kusho lemisindvo

- 1 Shano umsindvo /s/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuqophelelisa.
- 2 Cela ebafundzi kutsi basho umsindvo /s/: **"s-s-s"**. Kwente loku kubemndzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.
- 3 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangenta lokusasibungu nelugalo lekukhomba lasesandleni sesincele.

Kucabanga ngemagama lacala ngalomsindvo

Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /s/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /s/.

Kubumba luhlavu

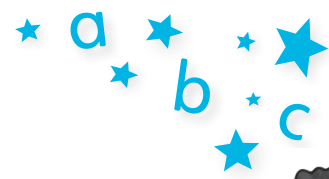
- 1 Buta bafundzi kutsi bayakwati kubhala luhlavu lolwenta umsindvo /s/.
- 2 Khombisa ebafundzi kutsi ubhalwa njani umsindvo /s/. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: *"Cala etulu ujikele ngesesancele, yehla uye emkhatsini ujikele ngesekudla wehle ujikele ngesesancele futsi."*
- 3 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.



Kuchumanisa luhlavu nelishadi le-alfabethi

Uma unelishadi le-alfabethi ekilasini lakho, khomba bafundzi luhlavu **s** eshadini le-alfabethi.





In the classroom ...

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

Listening for sounds

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "*Spoti, esitolo, Sam, siyabonga, sibili.* Can you hear the focus sound: **S**poti, **e**sitolo, **S**am, **s**iyabonga? Yes, you are right! They all have the sound /s/."
- 2 "Listen carefully, here are some more words with /s/: *ssipeyidi, sisu, lisokisi, silevu, siketi, sikafu, sikalo, sikelo, sitofu, isudu, sula, sibungu.*" (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 (**sibungu**).

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/.

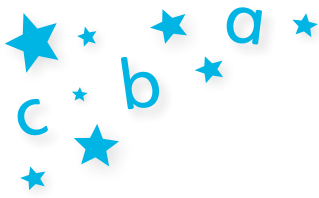
Forming the letter

- 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.



Kuba ngumfundzi lonelikhono, bafundzi badzinga kuvisisa simisomtsetfo se-alfabhethi – kutsi kunekuchumana phakatsi kwetinhlavu lebatibona ephepheni nemisindvo lebayiva emagameni. Nanome loku kusebaleni kubafundzi labadzala, lesi sinyatselo lesikhulu kubafundzi labancane, kakhulukati ngobe kumele bacale bafundze kuva imisindvo lehlukahlukene emagameni. Bafundzi labancane bavame kusebentisa futsi bavisise emagama lamanyenti, kodwa abasengakacapheli imisindvo leyakha lamagama. Kungenteka bati kutsi iphayinaphu sitselo kepha, bangati ngemisindvo leyakhe leligama. Sibonelo, ligama **phayinaphu** lakhiwe ngetincenye letine (sitibita ngekutsi **libintana letinhlamvu**): **pha | yi | na | phu**. Ligama **phayinaphu** licala ngemisindvo **/ph/**. Lamanye emagama acala ngawo lomsindvo (njenga **phayi**, **pheka**, **phosa**). Kucaphelisisa imisindvo egameni, kunekucaphela inchazelo, kutsiwa **kucaphelisisa tincenye teligama ngekwemisindvo**. Kucaphelisisa tincenye teligama ngekwemisindvo akudzingi kugcila etinhlavini – kungenteka nemehlo akho avalekile!

Kucaphelisisa tincenye teligama ngekwemisindvo akufani nelwati lwekuhlobana kwetinhlavu nemisindvo:

- ★ kucaphelisisa tincenye teligama ngekwemisindvo = likhono lekuva imisindvo emagameni futsi kubeka sisekelo selwati lwekuhlobana kwetinhlavu nemisindvo
- ★ lwati lwekuhlobana kwetinhlavu nemisindvo = kukwati kutsi tinhlavu letitsite letibhaliwe tihlobana njani nemisindvo letsite lekhulunywako.

Kucaphelisisa tincenye teligama ngekwemisindvo kanye nelwati lwetinhlavu-msindvo nguletinye tetintfo letisho ngaphambili kutsi bafundzi bawufundza kufundza ngemphumelelo. Titintfo letisho ngaphambili ngalokuncono kune IQ! Loku kusho kutsi bafundzi labancane labanekucaphelisisa tincenye teligama ngekwemisindvo kanye nelwati lwetinhlavu-msindvo lokukahle bawuba nelitfuba lelincono lekukufundza kufundza ngemphumelelo.

Luhlu lwemagama lasetjentsiwe

libintana letinhlamvu

lilunga ligama nome incenye yeligama lenemisindvo-nkhamisa munye

kucaphelisisa tincenye teligama ngekwemisindvo

kucaphelisisa imisindvo egameni kunekucaphela inchazelo

kwehlukana

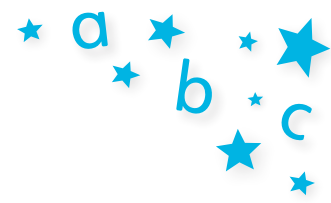
kwehlukana emagama abe tincenye letihlukene

Eklasini ...

Kunemakhono kunemakhono lamanyenti lawengeta kucwashisa ngemisindvo. Lelithebula liniketa luhla lwemakhono ekucaphelisisa imisindvo futsi luniketa tibonelo temisebenti lengasetjentsiwa kufundzisa, kutetayeta nekuhlola lamakhono.

| Umsebenti wekucwashisa ngemisindvo | Sibonelo |
|--|---|
| 1 Kwahlulela kutsi imisindvo iyafana yini. | <ul style="list-style-type: none"> ★ Ingabe lemisindvo iyafana noma yehlukene: /p/, /p/? (iyafana); /p/, /d/? (yehlukile) ★ Ingabe lamagama acala ngemisindvo lofanako: gidza, gona? (yebo) |
| 2 Kuva kucala noma kugcila kwemisindvo. | <ul style="list-style-type: none"> ★ Ngumuphi umsindvo lowudla ekucaleni kweligama sandla? (/s/) ★ Yini umsindvo logcilile kulamagama: imoto, imali, umese? (m); sikhindi, iphikiniki, iswishi? (i) |
| 3 Kuva umsindvo wekugcina noma temagameni tincenye. | <ul style="list-style-type: none"> ★ Yini lilunga loliva ekugcineni kwa lamagama: gogo, imfologo, irogo? (go) |
| 4 Kuhlanganisa emagama kwenta ligama lelingcwele (kucubana). | <ul style="list-style-type: none"> ★ Nguliphi ligama lolitfolako uma uhlanganyela lamalunga: si-kho-va? (sikhova) |
| 5 Kwephula emagama abe tincenye (kwehlukana). | <ul style="list-style-type: none"> ★ Yephula lamagama abe malungu: libhubesi. (li-bhu-be-si) ★ Mangaki emalungu lowevako eligameni livivane? (li-vi-va-ne: 4 emacoco lamane) |
| 6 Kufaka tincenye temagama. | <ul style="list-style-type: none"> ★ Wotsi bala. Manje susa /ba/ endzaweni yakhe, yengeta /la/. Yini ligama lelisha? (lala) ★ Wotsi buka. Buka ulisho futsi kepha wotsi /nu/ kunekutsi /bu/. (nuka) |





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 **phayinaphu** is made up of three parts (that we call **syllables**): **pha | yi | na | phu**. The word **phayinaphu** starts with a **/ph/** sound. Other words also start with this sound (such as **phayi**, **pheka**, **phosa**). The awareness of the sounds in a word, rather than the meaning of the word, is called **phonological awareness**. Phonological awareness activities don't require a focus on letters – most can be done with your eyes closed!

Phonological awareness is not the same as phonics:

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

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

Glossary

syllables

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

phonological awareness

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

segmenting

breaking words into different parts



In the classroom ...

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

| PA activity | Examples |
|--|---|
| 1 Judging whether sounds are the same. | <ul style="list-style-type: none"> ★ Are these sounds the same or different: /p/, /p/? (same); /p/, /d/? (different) ★ Do these words start with the same sound: gidza, gona? (yes) |
| 2 Hearing the beginning or focus sound in words. | <ul style="list-style-type: none"> ★ What sound do you hear at the beginning of the word sandla? (/s/) ★ What is the focus sound in these words: imoto, imali, umese? (m); sikhindi, iphikiniki, iswishi? (i) |
| 3 Hearing the end sound or syllable in words. | <ul style="list-style-type: none"> ★ What syllable do you hear at the end of these words: gogo, imfologo, irogo? (go) |
| 4 Combining parts of words to make the full word (blending). | <ul style="list-style-type: none"> ★ Which word do you get if you put these syllables together: si-kho-va? (sikhova) |
| 5 Breaking words into parts (segmenting). | <ul style="list-style-type: none"> ★ Break this word into syllables: libhubesi. (li-bhu-be-si) ★ How many syllables do you hear in the word iviyaviyani? (li-vi-va-ne: 4 syllables) |
| 6 Substituting parts of words. | <ul style="list-style-type: none"> ★ Say bala. Now take away the /ba/ and in its place, add /la/. What is the new word? (lala) ★ Say buka. Now say it again, but say /nu/ instead of /bu/. (nuka) |

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