

# PrimTEd Teaching Reading study guides

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**Description:** This is a set of draft study guides for students who are training to teach reading and writing in Primary Schools and particularly in the Foundation Phase. The guides can be used as self-study material and all include study short self-tests for each unit in each study guide.

The full set is still in development and the drafts currently available are:

## 1. [Introduction to teaching reading](#)

This is a short introductory overview of the teaching of reading. It introduces some of the terminology and key concepts associated with literacy and the teaching of reading. Outlines are provided of the key processes in learning to read and of the necessary components of effective reading instruction programmes. It includes short self-tests for each unit in the Guide.

As an introductory overview it does **not** provide specific instruction on the methods and techniques used in teaching reading and writing, whether for home language or in a first additional language.

## 2. [Language and literacy](#)

This is a short and very basic introduction to the linguistic (language study) terminology and concepts that underlie the teaching of reading and writing. It provides the essential linguistic concepts for teaching reading.

Though suitable for all teachers of South African languages, many of the examples given in the study guide are particularly useful for those who will teach in Sesotho or IsiZulu.

The study guide is an adaptation of Sesotho and isiZulu Reading Project (SIRP) material.

### **3. Decoding**

This study guide is about decoding – about developing the ability to transform written text into spoken words in order to gain access to the meaning of a text. Unless a child is able to convert the written text into spoken language, she or he cannot decode the message behind the words. Children are not born with an innate ability to read and write, they have to be taught to do that.

To decode a text means applying a knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly sound-out and pronounce written words. In other words it is deciphering the alphabetic code into language. To encode is the reverse process of converting spoken words into written text.

This guide provides an introduction to the key elements of decoding in reading, namely phonological awareness, alphabetic knowledge, phonics, morphological awareness and oral reading fluency.

Note that this study guide has focused on decoding in Sesotho and isiZulu, though it will be useful for all teachers of literacy in South Africa's official languages.

The study guide is an adaptation of Sesotho and isiZulu Reading Project (SIRP) material.

### **4. Reading Fluency**

This is a short introduction to the development of reading fluency in initial reading teaching. It describes the components of reading fluency and the methods for developing and assessing it.

The use of fluency norms and benchmarks in the South African context is outlined as are ways of testing oral reading fluency (ORF) in the classroom.

### **6. Vocabulary**

This is a short and basic guide to the development of vocabulary knowledge and use in the primary school.

### **7. Teaching Writing**

This is a short introduction to the development of writing in initial literacy teaching. It describes the components of teaching writing, including handwriting, spelling, genres and the making of multimodal texts.