

9 April 2020

PSRIP Foundation Phase COVID-19 MESSAGING

Good day **Foundation Phase PSRIP** colleagues,
This Easter, think about building young children's comprehension skills by telling, reading and discussing stories of important religious and cultural events, like Easter, Ramadan or Pesach.

STRATEGY 1: BUILD THEME VOCABULARY

- It is important to expand young children's English vocabularies with words related to a theme, topic or subject. They will need as much English vocabulary as possible as they progress through school.
- Do this by teaching children simple and advanced English words as you share stories, give instructions or hold discussions.
- Around Easter, you may want to ensure that your young children know and understand some of the following English words, or other English words that link to your beliefs: *religion; event; celebrate; Christian; church; Muslim; mosque; traditional; ancestors; dead; death; raised; beliefs; pray; ask; forgive, etc.*

STRATEGY 2: BUILD GENERAL KNOWLEDGE

- The more background or general knowledge children have about a topic, the more likely they are to deeply understand a written text about that topic.
- It is therefore very important to constantly be introducing children to new knowledge.
- Do this by reading to them, telling them stories, watching documentaries on TV or the Internet together, and by discussing things. Do this in both home language and English – or introduce English words as you do this.
- Also do this by building their knowledge of practical and everyday things. Show and explain to children how to do different things, like: cook a meal; repair something mechanical; grow a garden; make a shopping list and budget; understand the rules of a game.
- Help children to make links between a text they are reading, and what they already know.

STRATEGY 3: EXPERIENCE STORIES TOGETHER AND MAKE CONNECTIONS

- Tell or read English stories to children, and then show them how to make connections to what they already know.
- Point out **new vocabulary** that you may have discussed or come across in a different context.
- Help children to make connections between **the story and their own lives**. Say: Doesn't this make you think of the time when...? / Do you remember when...?.
- Help children to make connections between **two different stories**. Say: Doesn't this make you think of the story of...? How is this the same?
- Help children to make connections between the **story and the world**. Say: Remember when we saw ...? These are the same This is like that thing we saw on the news last night, where...

To those who celebrate, wishing you a peaceful and blessed Easter,
The NECT and DBE Team