

9 April 2020

**PSRIP Intermediate Phase**  
COVID-19 MESSAGING

Good day **Intermediate Phase PSRIP** colleagues,

This Easter, think about building children's comprehension skills by telling, reading and discussing stories of important religious and cultural events, like Easter, Ramadan or Pesach.

**STRATEGY 1: BUILD COMPLEX ENGLISH VOCABULARY**

- It is important to expand children's English vocabularies with more complex, technical terminology. They will need more and more CALP (cognitive academic language proficiency) as they progress through school and life.
- Do this by teaching children more advanced English words as you share stories, give instructions or hold discussions.
- Around Easter, you may want to ensure that your own children know and understand some of the following English words, or other English words that link to your beliefs: *religion; event; calendar; celebrate; Christian; church; Muslim; mosque; traditional; ancestors; compare; execute; crucify; death; raised; resurrected; beliefs; rituals; forgiveness, 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 terminology 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: plan and cook a meal from a recipe; repair something mechanical using YouTube as a reference; prepare and grow a garden; and, keep a budget.
- 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 or encourage them to read English stories and texts independently. Then, take time to explicitly show children how to make connections between the text and 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**