

TERM 1 & 2 2023 PRIMARY SCHOOL READING¹ IMPROVEMENT PROGRAMME 5
INTERMEDIATE PHASE: SUBJECT ADVISOR PRE-TRAINING ACTIVITY

Instructions

The purpose of this activity is to comply with the ETDP SETA and SACE requirements in the upskilling of Subject Advisors in supporting and improving **English First Additional Language (EFAL)** teaching. This is a Pre-Training Activity. This exercise must be conducted by the facilitator on the first day at the beginning of the training session. A Post-Training Activity will be written at the end of the training.

A. Province					B. District				
C. Venue/ Platform					D. ID Number				
E. First Name					F. Surname				
G. SACE Number					Duration	45 minutes	Total	40	
H. Please tick	Subject Advisor		Provincial Coordinator		Other		I. Facilitator/s		
							1.		
							2.		
							J. Date		

SECTION A – CAPS	Total: 16
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1. Indicate whether each statement is True or False	4
1.1 In the Intermediate phase emphasis is placed on using the First Additional Language for the purposes of thinking and reasoning,	
1.2 Writing forces learners to think about grammar and spelling	
1.3 A dialogue is to tell someone a personal experience	
1.4 The 2023 ATP is CAPS aligned	

2. The following are strategies or sub-skills mentioned in CAPS. Select the skill from the list below and write it next to the correct strategy	4		
A.	B.	C.	D.
Writing & presenting	Listening & speaking	Language Structures & Conventions	Reading & viewing
STRATEGIES		ANSWER	
2.1. Vocabulary development is included in this section		2.1	
2.2. Revising, editing, proof reading and presenting		2.2	
2.3. Visual literacy		2.3	
2.4. Communication for social purposes		2.4	

¹ Designed using the CAPS EFAL Grade 4 - 6; PSRIP 5 Intermediate Phase Training Materials.

3. Select the correct description that will match the Term or Phrase.				4
	3.1 factual accounts	3.2 descriptive text	3.3 pre reading strategy	3.4 writing
a. Brain storming is part of the process of ...				
b. Skimming and scanning				
c. This type of Writing must sequence events in correct order				
d. To describe something in a vivid way				

MATCHING COLUMNS		
4. Choose the description in COLUMN B that explains the term or phrase in COLUMN A . Write only the letters of the selected term (a – f) in the column for answers.		Total: 4
A	B	ANSWERS
4.1. Text based approach	a. Add “s” to form most plurals	4.1
4.2. Spelling rule	b. . Activity if show understanding of a text	4.2
4.3. Dictionary	c. Approach is informed how texts are constructed.	4.3
4.4. Post reading	.d. Core material in the Intermediate Phase classroom	4.4

SECTION B – TRAINING CONTENT	Total: 24
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HOW PSRIP WORKS

5. Indicate whether each statement is True of False	6
5.1 PSRIP is not part of the Structured Learning Programme	5.1
5.2 Reading Worksheets are included for Gr 4 - 7	5.2
5.3 In “Question of the Day” there are no incorrect answers.	5.3
5.4 The PSRIP programme is not aligned to CAPS	5.4
5.5 Classroom culture means being well prepared and organised	5.5
5.6 Mastery of the core methodologies helps teachers improve pacing	5.6

DEVELOP CRITICAL THINKING IN LEARNERS		
There are 3 Strategies that can be used to develop critical thinking.		
1. Consider a different way of thinking		
2. Use logic and reasoning to make decisions & judgements		
3. To question sources & the quality of information		
6. Which strategy would a teacher use to:	Write only the number – 1 or 2 or 3	6
6.1 Teach learners to differentiate between fact and opinion		6.1
6.2 Expose learners to stories with diverse characters & settings		6.2
6.3 Teach learners to use multiple sources for research		6.3
6.4 Encourage learners to ask “how” and “why” questions		6.4
6.5 Use open-ended questions to show learners that people have different opinions about something		6.5
6.6 Teach learners to identify cause and effect in stories and in life.		6.6

SCIENCE OF READING		
MATCHING COLUMNS		
7. Choose the description in COLUMN B that explains the term or phrase in COLUMN A. Write only the letters of the selected term (a – d) in the column for answers.		4
A	B	ANSWERS
7.1 Simple view of Reading	A Represents language comprehension & word recognition	7.1
7.2 Balanced Literacy	B systematic teaching of phonological awareness, word recognition, phonics & decoding	7.2
7.3 Scarborough’s Reading Rope	C word recognition x language comprehension = reading comprehension	7.3
7.4 Structured Literacy	D instruction is based on shared reading, guided reading and independent reading	7.4

8. Indicate which statement is True or False	5
8.1. Lack of repeating and reviewing selected phonics leads to failing to learn phonics	
8.2. Vocabulary should only be taught by one method	
8.3. Weak readers make more mistakes in sounding out words	
8.4. Reading requires a range of mental operations	
8.5. Phonics interferes with reading comprehension	

PHONICS		
9. Read the following paragraph and fill in the correct words from the list below in the missing spaces		3
words	teaching	equip
The aim of phonics instruction is to 9.1 _____ children with the skills to sound out 9.2 _____ independently. Nonwords are primarily used not for 9.3 _____ but for assessment, to index children’s phonics skills independently of their word knowledge.		

Thank you for your participation.