

ENGLISH

First Additional Language

PSRIP

Grade **4-6**

Teacher Training Guide

Terms 1 & 2

Edition 5, 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**NATIONAL
EDUCATION
COLLABORATION
TRUST**



Read to Lead

A Reading Nation is a Leading Nation



ETDP • SETA



SACE

South African Council for Educators
Towards Excellence in Education

Workshop Aims

1. To train teachers to implement the PSRIP.
2. To build teachers' knowledge of the PSRIP routine, core methodologies and components.
3. To ensure that teachers feel confident in using the core methodologies.

Before the Training

1. Be fully prepared, have all of your materials laid out in an orderly fashion.
2. Have the slide show loaded and ready to play.
3. Display the objectives of the workshop and go through these with participants.
4. Display the agenda on the wall in the training venue.
5. At the end of every activity, reflect on the objectives and agenda, and tick off what has been achieved that day.
6. Be prepared to use energizers and motivational videos appropriately.

What You Will Need for this Training

ITEM	QUANTITY	CHECK
MATERIALS FOR DISTRIBUTION TO PARTICIPANTS		
Training Handout	1 per participant	
Pre-Test	1 per participant	
Post-Test	1 per participant	
Grade 4-6 Lesson Plans	1 per participant	
Grade 4-6 Resource Packs	1 per participant	
Grade 4-6 Worksheet Packs	1 per participant	
Grade 4-6 Management Documents	1 per participant	
EQUIPMENT AND MATERIALS FOR YOUR USE		
Trainer's Guide	1	
Laptop, data projector and speakers	1	
Flipchart stand and paper	1	
A4 paper	1 ream	
Marker pens	5	
Prestik	5	
Attendance register	1	
Slideshow with videos	1	

REMINDERS

1. MODEL EXCELLENCE!
2. Prepare some **energizers** and use those when the group needs an energy boost.
3. Take note of your **time management** and make plans to catch up if you are running behind schedule.
4. Be prepared to **answer questions to the best of your ability**. If you aren't sure of an answer to a question asked, please be honest with participants – and do your best to find them an answer before the training is completed!
5. Think about the atmosphere and mood of the training – share stories and successes, motivate each other, **give praise and encouragement**.
6. Have **fun!**

AGENDA

This agenda is written for a 12-hour workshop over two days. Tea and lunch breaks should be inserted at the trainer's discretion.

DAY ONE			
	TIME	ACTIVITY	FACILITATOR
1.1	30 minutes	Pre-Test	
1.2	15 minutes	Welcome, introduction, agenda, and ground rules	
1.3	15 minutes	Distribution of materials	
1.4	30 minutes	Orientation to materials	
1.5	60 minutes	Treasure Hunt	
1.6	30 minutes	Routines and components	
1.7	30 minutes	Reading through a theme	
1.8	85 minutes	Listening and Speaking	
1.9	60 minutes	Phonics	
1.10	5 minutes	Closure	

DAY TWO			
	TIME	ACTIVITY	FACILITATOR
2.1	5 minutes	Welcome and Day 2 Agenda	
2.2	90 minutes	Shared Reading	
2.3	90 minutes	Group Guided Reading	
2.4	60 minutes	Writing	
2.5	30 minutes	Post Test	
2.6	30 minutes	Management Document	
2.7	55 minutes	Closure	

DAY ONE

1.1	30 minutes	PRE-TEST	What you will need: <ul style="list-style-type: none"> • Pre-tests
<ol style="list-style-type: none"> 1. Settle participants in their seats. 2. Hand out a copy of the pre-test to each participant. 3. Ask participants to write their details on the test. 4. Give participants 30 minutes to complete the test under regular test conditions. 5. Once time is up, collect all test papers. 6. Ensure that tests are clearly and correctly named and labelled. 			

1.2	15 minutes	WELCOME, INTRODUCTION, AGENDA AND GROUND RULES	What you will need: <ul style="list-style-type: none"> • Agenda • Flipchart • Marker • Training Handout
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SLIDE 1

1. **Welcome** participants and **introduce yourself**.
2. Start the day with a **short message, song or prayer** if appropriate.
3. **Share the relevant housekeeping notes**, to ensure that participants are clear about toilet and catering arrangements.
4. **Remind** participants that to have a successful workshop, we need a set of universal **Ground Rules**.
5. **Work with** participants to **set ground rules**. Write each rule down on the flipchart.
6. Ensure that all participants commit to the rules.

SLIDE 2

7. Show participants the **agenda**, and read through each activity, explaining how this training has been designed.
8. Read through the **objectives** of the training.
9. Explain that in this training we will be focusing on **orientating teachers to the PSRIP IP EFAL programme, its routine, components and core methodologies**.

SLIDE 3

10. Explain to participants that before we formally begin the training, we are going to be **checking-in**.
11. Give participants 2 minutes to reflect on the following statement on the slide:

Being an Intermediate Phase EFAL teacher is a difficult and demanding job.

You need to teach learners to be literate and prepared for a fast-changing world.

The PSRIP Programme is meant to help you with this.

Think about the following statements in relation to your job and the PSRIP Programme:

Progress not perfection...You can't be perfect at everything.

But you can gain progress on a daily basis.

*The only way you become successful is to be consistent, to be confident,
and to show up over and over again.*

12. After 2 minutes, ask participants to **Turn and Talk**, and to share **their responses to these statements**.
13. Give participants **5 minutes** to talk to and listen to their partners.
14. After 5 minutes, **call everyone to attention**.
15. Ask if anyone would like to **share their responses to the statements**.
16. Allow participants some time to share.
17. **Thank participants** for sharing.
18. Explain to participants that **we value their opinions, thoughts and emotions**. They are welcome to share these at any point throughout the training and know that no judgement will take place.

1.3	15 minutes	DISTRIBUTION OF MATERIALS	What you will need: <ul style="list-style-type: none">• Lesson Plans• Worksheet Packs• Resource Packs• Management Documents• Slideshow
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SLIDE 4

1. On the slide, go through the **list of materials** each participant will receive. This includes:
 - a. Term 1 Lesson Plans
 - b. Term 2 Lesson Plans
 - c. Term 1 Resource Packs
 - d. Term 2 Resource Packs
 - e. Term 1 Worksheet Packs
 - f. Term 2 Worksheets
 - g. Term 1 Management Documents
 - h. Term 2 Management Documents
2. **Hand out all resources.** Ask participants to **check their materials.**
3. As participants are checking, ask participants to **write their names on all items.**
4. Ensure that each participant has a **complete set of materials** for their grade.
5. Tell participants that we will be explaining and going through all of the materials and **explaining how and when to use them** in detail throughout the training.

1.4	30 minutes	ORIENTATION TO MATERIALS	What you will need: <ul style="list-style-type: none"> • Lesson Plans • Worksheets • Management Documents • Resource Packs • Slideshow
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SLIDE 5

1. Explain that now that each participant has a complete set of materials, you are going to take them through **how the materials work**.
2. Explain that in the PSRIP, **all the materials work together** to help participants implement the EFAL curriculum for their grade.
3. Show participants the lesson plan. Explain that the **daily lesson plans** provide them with a set of day-to-day activities that **must be covered** as part of the routine. **Each lesson must be taught systematically** from the beginning to the end of a term.
4. Point out that in Term 1, the first two weeks are used for **Orientation**.
 - a. Give participants a few minutes to **read through an orientation week**.
 - b. Stress that the most important things are to teach the routines to learners, and to listen to each learner read, so that you can place them into group guided reading groups.
5. Next, show participants the **resource packs**. Explain that they consist of **theme vocabulary words and pictures** for each theme that is covered in a term.
6. Next, show participants the **worksheet packs**, explaining that they contain activities for learners to **complete during group guided reading**.
7. Lastly, show participants the **management documents**. This includes a guideline for using the PSRIP IP EFAL SLPs, **curriculum trackers** to assist teachers to keep track of **curriculum coverage, textbook activities, as well as assessment activities and memoranda for the term**.

1.5	60 minutes	TREASURE HUNT	What you will need: <ul style="list-style-type: none"> • Slide show • Training Handout • Lesson Plans • Treasure Hunt Memo
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SLIDE 6

1. Ask participants to turn to the section in **Training Handout** titled: **Treasure Hunt**
2. Explain to participants that they will now complete a Treasure Hunt. This Treasure Hunt will help them get a **good overview of the PSRIP IP EFAL programme.**
3. Ask participants to use the materials they have been given to **work through the Treasure Hunt** and **answer each question to the best of their ability.**
4. Tell participants that they will have **40 minutes** to complete this activity **independently or with a partner.**
5. **After 40 minutes, ask participants to stop.**
6. Go through the **Treasure Hunt Memorandum** as found below.
7. Use the last **20 minutes to go through each question and answer** with participants, explaining where necessary.
8. Consolidate participants' understanding of the programme by asking them to look at the following in their training handout: ***How the PSRIP Works***
 - a. Explain that before we get into the details, it is important to get a high-level overview.
 - b. Go through each point to consolidate how the programme works.
 - c. Answer any final questions that the participants may have.

TREASURE HUNT MEMORANDUM

1. Where can you find the written core methodologies?

At the front of the Lesson Plans

2. Read the weekly routine. List the different activity types that are done.

L&S

Oral Activities

Introduction to theme

Listening activity

Speaking activity

R&V

Phonics Review

Shared Reading: Pre-read; First Read; Second Read; Post-read.

Teach the comprehension strategy

Group Guided Reading

W&P

Teach the genre

Writing: Planning; Drafting; Edit, publish and present

Teach LSC in context

3. Read the weekly routine and the alternative routine for Grade 6. How do these two routines differ?

The alternative routine allocates more time towards the Writing Process.

4. What happens every day in Week 2 of the routine cycle?

Group Guided Reading

5. When does writing take place?

The process starts on a Friday in Week 1 with teaching the genre. Then continues on Monday, Wednesday and Friday in Week 2 of the cycle.

6. Why do you think writing occurs primarily in Week 2 of the cycle?

The first week is to learn new vocabulary, etc. and taking in new language. The second week is for learners to independently produce language.

7. When do learners edit their work?

Week2 Friday in the W&P lesson

(Alt Gr 6: on Thurs)

8. What are the 3 different kind of groupings that are needed for EFAL?
Question of the Day; Speaking Activities; Group Guided Reading
9. Where do the Shared Reading texts come from?
The DBE Workbook
10. Which theme sounds interesting to you? Why?
Own answer.
11. What comprehension strategy is used in the Shared Reading, Second Read for Grade 5 Term 1 Week 6?
Making inferences is used in Term 1 Week 5. There is no Shared Reading in Week 6.
12. Look through all the shared reading stories in the lesson plans. You will find certain words are written in bold. Find and write down these bold words.
Visualise; Make connections; Make inferences; Predict; Search the text; Evaluate/make judgement; Think about the text.
13. Why do you think these words have been used? What do you think this could be about?
The words indicate the comprehension strategies. Teachers should make sure to use these words explicitly and repeatedly as they do Shared Reading.
14. The core methodologies are explanations of the activities that you will do over and over again. You will see these activities on video, but if you ever forget what to do, they are written in the lesson plan. Read the core methodology for the Theme Vocabulary activity. Explain which strategy we use to teach new vocabulary to learners.
We use PATS- Point; Act; Tell; Say
15. What happens in the first two weeks of Term 1?

Orientation
16. What is the first theme taught for each Grade in Term 1?
Gr 4 – Accidents Gr 5 – Sharks Gr 6 – The beach
17. When must same ability groups be used and why?
During Group Guided Reading. This is because the teacher assists learners of similar reading levels with their technical reading skills.
18. Name three writing strategies.
Any three of the following: <ol style="list-style-type: none"> 1. Teacher models writing first. 2. Writers think before they write. 3. Writers turn and talk. 4. Writers may create a framework. 5. Writers use resources to write words. 6. Writers read what they write. 7. Writers hold mini conferences
19. What is the writing genre for Grade 6 Week 8? What is the writing topic?
Visual text: a poster showing a procedure. Create a poster that shows the steps to take to better health.
20. Name the post-read activity that is done in Grade 4 Week 7.
Oral Recount
21. What is the purpose of Question of the Day?

1. The question of the day reinforces new theme vocabulary for learners.
2. It helps learners to use and repeat the target vocabulary words in complete oral sentences.
3. It creates regular opportunities for learners to hear and speak simple English in a real context.
4. It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
5. The question of the day asks learners an opinion-based question (there is no right or wrong answer) or a prediction type question, or a question about what they know or like. These types of questions allow learners to interact with new words without the fear or stress of making a mistake.

22. What are the three types of connections learners can make in reading comprehension?

Text-to-self

To their own lives or experiences - sometimes, learners gain a deeper understanding by thinking about how something from the text is like something in their own lives. This is called a text-to-self connection.

Text-to-text

To another text - sometimes, learners gain a deeper understanding of a text by connecting it to a related text. These texts may deal with similar issues, or have characters who face the same challenges, or they may be about the same topic. This is called a text-to-text connection.

Text-to-world

To the world - sometimes, learners must connect the situations or challenges in a text to a more global context. They must relate the text to what has happened or is happening in the world. This is called a text-to-world connection.

23. What is the purpose of the comprehension strategy, Visualise?

Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the text as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a movie in our minds. Visualisation can also help learners to remember the details in a text.

24. True or False. The Phonics Review Programme in the Intermediate Phase is the same for all three grades.

True.

25. Which tool is used to help learners activate their background knowledge about a topic?

The K-W-L chart.

WELL DONE!

We hope you have found this orientation useful!

1.6	30 minutes	ROUTINE AND COMPONENTS	What you will need: <ul style="list-style-type: none"> • Slide show • Lesson plan • Training Handout
<ol style="list-style-type: none"> 1. Explain to participants that, in completing the Treasure Hunt, they would have come across the EFAL routine. 2. Ask participants: <i>What is the EFAL routine in the PSRIP programme? What are the benefits of having a routine?</i> 3. Listen to participants' responses. <p>SLIDE 7</p> <ol style="list-style-type: none"> 4. Display the PSRIP IP EFAL routine on the slide. 5. Ask participants to turn to the routine in a lesson plan. This routine has also been included in their training handouts. 6. Point out that we have a standard routine that is the same for Grades 4-6. <ol style="list-style-type: none"> a. This routine is designed for 30-minute lessons and can be adjusted per school. b. This routine assumes that EFAL is taught every day. This can also be adjusted per school. 7. Point out that we have also included an alternative routine. <ol style="list-style-type: none"> a. This routine includes more time allocated for the Writing process. 8. Go through the Grade 4-6 standard routine and the alternative routine. 9. Stress that the routine is very important – teachers must learn and follow the routine. 10. Explain that the routine drives the programme, improves time on task and curriculum coverage. 11. Ask if there are any questions. Answer them as best as you can. 12. Tell participants that in the next activity these routines will become clearer. 			

1.7	30 minutes	READING THROUGH A THEME	What you will need: <ul style="list-style-type: none"> • Lesson plans • Training Handout
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SLIDE 8

1. Ask participants to find **Weeks 3 and 4** in a Term 2 **lesson plan** for any grade.
2. Tell participants to take some time to **read through the full theme that takes place over both weeks.**
3. As participants read, they should note down any routines that they notice in their **handout**. They can also **note down any questions** they might have.
4. After **20 minutes**, call participants to attention.
5. Ask participants if they noticed any routines and to **share them with the group.**
6. Make sure that participants **know the routines of each component.** Remind them of the logic of the different components.
7. Tell participants that in the next part of the training we will **go through each component in detail.**

1.8	85 Minutes	LISTENING & SPEAKING	What you will need: <ul style="list-style-type: none"> • Lesson plans • Slideshow
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1. Explain that we will now go through each core methodology, **step-by-step**. The first methodology is **Listening & Speaking.**
2. Make sure participants understand that the **core methodologies are an important resource for them**- if they ever forget what to do in a lesson, they must **read through the core methodology** in the lesson plan.
3. Remind participants that we also have **supporting videos** that help explain how to implement each core methodology.

SLIDE 9

4. Explain that Listening & Speaking includes the following activities:
 - a. **Oral Activities**
 - Introduce the theme

- Activate background knowledge
- Introduce new vocabulary
- Question of the day
- Song/Rhyme

- b. **Listening text**
- c. **Speaking activity**

5. Read through the **core methodologies** for **Oral Activities** with participants in the lesson plans, **calling on different participants to read** each section.

SLIDE 10

6. Show the following video:
 - **IP Listening & Speaking 1A: Oral Activities**
7. After the video, **briefly discuss, or clarify any queries.**
8. Next, read through the core methodology for the **Listening lesson, calling on different participants** to read each section.

SLIDE 11

9. Show the following video:
 - **IP Listening & Speaking 2A: Listening lessons**
10. After the video, **briefly discuss, or clarify any queries.**
11. Next, read through the core methodology for the **Speaking lesson, calling on different participants** to read each section.

SLIDE 12

12. Show the following video:
 - **IP Listening & Speaking 3A: Speaking lessons**
13. After the video, **briefly discuss, or clarify any queries.**

SLIDE 13

14. Ask participants to reflect on the following question: ***How do these activities help children learn to read?***
15. Listen to participants' responses and **thank them for their participation.**

1.9	60 minutes	PHONICS REVIEW	What you will need: <ul style="list-style-type: none"> • Lesson plans • Slideshow
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SLIDE 14

1. Explain that in the PSRIP IP EFAL programme, we have a **Phonics Review** component.
2. The purpose of this is for teachers to **revise phonic sounds, phonic words and high frequency or sight words** with learners.
3. Explain that the **Phonics Review** component is included in the first week of the routine. Show participants where they can find this activity on the routine.
4. Ask participants to turn to **Week 3/Tuesday/Day 2** in a Grade 4 lesson plan.
5. Call on a participant to read through the steps for the **Phonics Review and Sight Words** lesson.
6. When you get to the Word Find, give participants **2 minutes** to complete the activity on their own on a piece of paper. (They simply have to **use the sounds in the table to build as many words as possible!**)
7. Read through the last part of the lesson on **Sight or High Frequency Words**.
8. Make sure participants **understand how to work through each activity** that forms part of the Phonics Review lesson.

SLIDE 15

9. Show the following video:
-IP Phonics 1: Phonics Review

SLIDE 16

16. Ask participants to reflect on the following question: ***How do these activities help children learn to read?***
17. Listen to participants' responses and **thank them for their participation**.

SLIDES 17 - 24

18. Show the following videos:
-A guide to English Phonics series
19. Explain to participants that this is a **useful guide** that will help them with the pronunciation of English phonic sounds.

20. Ask participants if they have **any questions**. Answer them **as best as you can**.

1.10	5 minutes	CLOSURE	What you will need:
<ol style="list-style-type: none">1. Ask participants to gather their belongings.2. Thank participants for a productive day.3. Ensure participants know the starting time for Day 2.4. Ask participants to bring their Term 1 and 2 lesson plans, management documents and handouts to the Day 2 training.5. Wish participants a restful evening.			<ul style="list-style-type: none">• Slideshow

DAY TWO

2.1	5 minutes	WELCOME AND DAY 2 AGENDA	What you will need: <ul style="list-style-type: none">• Slideshow
<p>SLIDE 1</p> <ol style="list-style-type: none">1. Welcome participants to Day 2 of the training.2. Open with a prayer, message, or song if appropriate. <p>SLIDE 2</p> <ol style="list-style-type: none">3. Go through the Agenda for the day.			

2.2	90 minutes	SHARED READING	What you will need: <ul style="list-style-type: none">• Lesson plans• Slideshow• Training Handout
<ol style="list-style-type: none">1. Settle participants so that you have their attention.2. Explain that we will now go through Shared Reading.3. Ask participants: <i>What are the most important things we must remember about shared reading?</i> Ask participants to write their thoughts down in the training handout. <p>SLIDE 3</p> <ol style="list-style-type: none">4. Explain that the most important part of Shared Reading is building learners' comprehension and critical thinking skills.5. In Shared Reading, teachers must help learners understand how to think about and analyse a text as they read.6. They need to show learners how to comprehend and think about a text critically so that they can then begin to do this for themselves.7. Make it clear that we do not only want to build basic comprehension.			

- a. When we **critically think about a text**, we **question the text**, we have **opinions about the text**, and we may **use our own experiences to make inferences and connections** between the text and our own lives.
 - b. We want learners to be able to think about **why things happen in the text**, to understand **how characters' thoughts and feeling influence their actions**, and to **make connections, evaluations, and inferences**.
 - c. Teachers need to use the **boxes** (first and second read!) in the text to **model the comprehension strategies** for learners. This helps teachers make sure they are showing learners **how good readers think about a text as they are reading**.
 - d. Point out the **comprehension strategies** in the **core methodologies**. Explain that for each cycle, one of these strategies has already been selected for teachers!
 - e. Ask participants to **please read these carefully to develop their understanding of the strategies**. (In their own time).
 - f. To **prepare for shared reading**, the teacher must **read through the story and the boxes** (first and second read!) so she knows the story well!
 - g. The teacher must ensure that they can help **direct learners ideas towards the main idea of the story and towards answering the why questions**.
8. Tell teachers that we will read the core methodologies and watch videos on Shared Reading. Ask participants to write their thoughts down in the training handout.

SLIDE 4

9. Explain that in IP, Shared Reading includes the following activities:
- a. **Pre-read**
 - b. **First read**
 - c. **Second read**
 - d. **Teach the comprehension strategy**
 - e. **Post-read**
10. Read through the **core methodology** for *Shared Reading: Pre-read* in the lesson plans, **calling on different participants to read** each section.

SLIDE 5

11. After reading the Pre-read methodology, show the following video:
-IP Shared Reading 2A: Pre-read
12. After the video, **briefly discuss, or clarify any queries.**
13. Next, read through the core methodology for *Shared Reading: First Read*, **calling on different participants to read** each section.

SLIDE 6

14. Show the following video:
-IP Shared Reading 3A: First read
15. After the video, **briefly discuss, or clarify any queries.**
16. Next, read through the core methodology for *Shared Reading: Second Read*, **calling on different participants to read** each section.

SLIDE 7

17. Show the following video:
-IP Shared Reading 4A: Second Read
18. After the video, **briefly discuss, or clarify any queries.**
19. Next, read through the methodology for *Shared Reading: Teach the comprehension strategy*, calling on different participants to read each section.

SLIDE 8

20. Show the following video:
-IP Shared Reading 5A: Teach the Comprehension Strategy
21. After the video, **briefly discuss, or clarify any queries.**
22. Lastly, read the methodology for *Shared Reading: Post Read* in the lesson plan, **calling on different participants to read** each section.

SLIDE 9

23. Show the following video:
-IP Shared Reading 6A: Post-Read

SLIDE 10

24. Ask participants to reflect on the following questions:
- How is this different** to the way Shared Reading has been done in the past?
 - What is the main purpose** of the Shared Reading methodology as a whole?
 - Do you think this methodology will **help develop comprehension skills** in a more explicit way? Why?
25. Make sure that participants are clear on the Shared Reading methodology.
26. Answer any outstanding questions to the best of your ability.

2.3	90 minutes	GROUP GUIDED READING	What you will need: <ul style="list-style-type: none"> • Slideshow • Training handout • Lesson plans
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- Settle participants. Explain that we are now going to look at **Group Guided Reading**.
- Ask participants: *What are the most important things we must remember about Group Guided Reading?***
- Ask participants to write their thoughts down in the training handout.

SLIDE 11

- Make sure participants understand that Group Guided Reading:
 - Must happen in **same ability groups**.
 - Must happen in **small groups** of no more than 8 learners (ideally).
 - Must be done **every day**.
 - Must **include the teacher helping learners** with their **word attack and decoding skills**.
 - Must **include the teacher helping more proficient readers** with **fluency and comprehension skills**.
 - The **teacher must listen to each learner read individually**.
 - Only one learner should be reading at any given time** unless it is a short fluency exercise.
- Ask participants: *What is the purpose of Group Guided Reading?***
- Participants must write their thoughts down in the training handout.
- Make sure participants understand that:
 - Group Guided Reading is meant to build learners technical reading skills**.
 - This is a time for the **teacher to help the learner actually learn *how* to read**.

- c. This means that the **teacher must help the learner know what to do** when they encounter a word they do not immediately know how to read.

8. **Ask participants: What does the classroom look like during Group Guided Reading?** Ask participants to write their thoughts down in the training handout.

- a. Remind participants that during Group Guided Reading time, the **teacher should be working with a small group.**
- b. Ideally, this happens on a **reading carpet somewhere** in the classroom.
- c. **The rest of the class should be in their desks** engaged in a quiet, meaningful, independent task.

DISCUSS FORMING SAME ABILITY GROUPS

9. **Ask participants: What should be happening within a small group in GGR? (What is the methodology?)**

Ask participants to write their thoughts down in the training handout.

SLIDE 12

10. Make sure participants understand that:

- a. The teacher must **give each learner the same reading materials.** *This does not have to be a book if the group is struggling with sounds!*
- b. The teacher may choose to show the learners some **sight words from the text**, depending on their ability level.
- c. **Learners must first read the text silently.**
- d. Then, the teacher must **call on individual learners to read part of the text out loud.**
- e. All of the **other learners in the group must listen and follow** along with the learner who is reading out loud.
- f. Each learner must be ready to read the next part of the text at any time.
- g. The teacher should **ask some basic comprehension questions** about the text.

11. Explain that **the first thing a teacher must do to be successful in Group Guided Reading is to assign learners into same ability groups.**

12. **Ask participants: Why is it important to have same ability groups?**

13. Ask participants to write their thoughts down in the training handout.

14. Remind participants that:

- a. Same ability groups means that the **teacher can choose a text that is both challenging and realistic for the learners in a group to read.**
- b. Same ability groups **allow each member of the group to learn from their peers' mistakes.**
- c. Same ability groups **help build learner' confidence**, because they do not have to feel ashamed of their reading abilities!

15. Explain that **in order to assign same ability groups effectively**, the teacher must **assess each learner individually.**

- a. The teacher should give the learner a **simple text** to read.
- b. **If the text is easy** for the learner, the teacher should give the learner a more difficult text to read.
- c. **If the learner is unable to read the text**, the teacher must ask the learner to read sight words and to identify letter sounds.
- d. The teacher must **use a rubric** to assign learners into groups with other learners who have their same skill level.

SLIDES 13-16

13. Show the following videos:

-IP Group Guided Reading 2A: Management

-IP Group Guided Reading 3A: Whole class activity and independent reading

-IP Group Guided Reading 4A: What to do with each group

-IP Group Guided Reading 5A: Working with struggling readers

14. After the videos, **briefly discuss, or clarify any queries.**

15. Explain that we will now practice assessing individually and assigning learners to groups.

16. Instruct participants to turn to the Training Handout: **CREATING SAME-ABILITY GROUPS.**

17. Explain that **as each child reads, the rest of us will be the "teacher".**

18. We will think about which group we must assign this learner to (according to the rubric!)

19. **Listen to each learner read and "assess" each one.**

20. At the end, point out that **it can be quick to assess each learner in the class!** It doesn't need to take hours and hours! And, it is critically important for doing Group Guided Reading well!

21. Go through the reading rubric with the teachers and point out that the rubric is also in their handout.

SLIDES 17-20

22. Go through the audio of each learner.
23. Give participants time to note which level they think the learner is at.
24. Go through all the learners and show which level they are in.
25. **Ask participants: How do you think teachers should choose a text for a small group? (How do we know if a text is at the right level for learners?)**
 - a. Explain that for **beginning readers**, we need to be careful to choose texts that are a little bit challenging but are not frustrating.
 - b. At the end of Group Guided Reading, learners must feel that they have been successful readers.
 - c. **Guided reading will be successful or not based upon the text choice.**
 - d. If the too easy, there's nothing for children to learn!
 - e. However, if the text is too difficult, the teacher has to do the reading for the student.
 - f. This both lowers the child's confidence as a reader AND doesn't help to increase their actual ability to read texts on their own!
 - g. Explain that for struggling readers, we must make sure that we help build up their reading (and even pre-reading) skills.
 - h. This might mean that our lowest level groups practise phonics, decoding, and high-frequency or sight words. We might ask them to read only a very basic sentence.

It is key for teachers to remember that learners must never leave a group guided reading lesson feeling like they cannot read.

We should try to think that there **aren't bad readers, only bad text choices!**

2.4	90 minutes	WRITING	What you will need: <ul style="list-style-type: none"> • Slideshow • Training handout • Lesson plans
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SLIDE 21

1. Explain that we will now have a look at the core methodology for **Writing**.
2. In the PSRIP IP EFAL programme, the writing process is as follows:
 - a. Teach the genre
 - b. Planning
 - c. Drafting
 - d. Editing
 - e. Publishing and presenting
3. Ask participants to turn to the Writing core methodologies in their lesson plan.
4. Read through the **Teach the genre** methodology, **calling on different participants to read** each section.

SLIDE 22

5. Show the following video:
 - IP Process Writing 2: teach the Genre
6. After the video, **briefly discuss, or clarify any queries**.
7. Next, read through the section on **Planning**, **calling on different participants to read** each section.

SLIDE 23

8. Show the following video:
 - IP Process Writing 3: Planning
9. After the video, **briefly discuss, or clarify any queries**.
10. Next, read through the section on **Drafting**, **calling on different participants to read** each section.

SLIDE 24

11. Show the following video:
 - IP Process Writing 4: Drafting

12. After the video, **briefly discuss, or clarify any queries.**
13. Lastly, read through the sections on *Editing, Publishing and Presenting*, calling on different participants to **read** each section.

SLIDE 25

14. Show the following video:
 - IP Process Writing 5: Editing, Publishing and Presenting
15. Ask participants if they have any questions and **answer to the best of your ability.**
16. Remind participants that when it comes to writing lessons, **they MUST read and follow the lesson plans.**

2.5	30 minutes	POST-TEST	What you will need:
			<ul style="list-style-type: none"> • Post-tests
<ol style="list-style-type: none"> 1. MQA will facilitate the post-test. 			

2.6	30 minutes	MANAGEMENT DOCUMENTS	What you will need:
			<ul style="list-style-type: none"> • Management Documents
<p>SLIDE 26</p> <ol style="list-style-type: none"> 1. Ask participants to take out their Management Documents. 2. Point out that the management document includes the following: <ol style="list-style-type: none"> a. Curriculum tracker b. Textbook activities c. Programme of formal assessment d. Assessment tasks, tools and memoranda e. Reading worksheet memoranda 3. The programme is CAPS aligned, as are the assessment tasks. 4. Content is developed around a theme, and each theme runs for two-weeks. 			

5. As per policy, the programme’s lessons and resources are text-based, communicative, integrated and process orientated.
6. In addition, the programme is designed to support the development of **decoding, fluency** and **comprehension skills** in a structured, explicit manner.
7. Give the participants **15 minutes to read through** the management document and note down any questions.
8. **After 15 minutes** hold a question-and-answer session.
9. Answer questions to the **best of your ability**.

2.7	60 minutes	CLOSURE	What you will need: <ul style="list-style-type: none"> • Slideshow
<p>SLIDE 27</p> <ol style="list-style-type: none"> 1. Settle participants so that you have their attention. 2. Again, thank participants for their active participation in this training, and their support of each other and of you. 3. Ask participants to briefly share something new that they learnt or realised through this workshop. 4. Listen to each participant. 5. Document what participants say for feedback. 6. Remind participants of the theme for this training: progress is what’s important, not perfectionism. 7. Thank participants and wish them a wonderful term. 8. Close the workshop in an appropriate manner. 			

Thank you for your ongoing dedication and commitment to education!