

**TERM 1 & 2 2023 PRIMARY SCHOOL READING¹ IMPROVEMENT PROGRAMME V
FOUNDATION 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 and will be marked. A Post-Training Activity will be written at the last training. Both activities will contribute towards your competency outcome.*

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	Other	
		I. Facilitator/s	1.
			2.

SECTION A - CAPS	TOTAL: 16
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TRUE/ FALSE State whether the following statements are True/ False.	12
Statement	TRUE/ FALSE
1. Children come to school knowing their first additional language.	
2. In South Africa, many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4.	
3. Learners must reach a high level of competence in English by the end of Grade 1, and they need to be able to read and write well in English.	
4. Learners' progress in literacy in English must be accelerated in Grades 1 and 2.	
5. Children can transfer many literacy skills from their home language.	
6. Group Guided reading is introduced in the Home Language CAPS in Grade 1.	
7. Total Physical Response develops learners' writing skills.	
8. In Grade 3, there are specific vocabulary and grammar activities focused on Language Use.	
9. Phonics is learning to isolate the different sounds of the language.	
10. Phonemic awareness is relating the sounds to the letters that represent them and then blending the letters together to form words.	
11. Children learn the skills of letter formation and handwriting in their First Additional Language.	
12. Children learn the writing process in their Home Language, and they then apply these skills when writing in the First Additional Language.	

¹ Designed using the CAPS EFAL Grade 1-3; PSRIP 3 Foundation Phase Training Materials.

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MATCHING COLUMNS		4
Match the following terms with their descriptions and write the correct letter in the answer column.		
Term	Description	Answer
13. Paired and independent reading	A. The teacher needs a set of readers graded according to level of difficulty.	
14. Group Guided Reading	B. Short, simple books with predictable text and colourful illustrations are ideal.	
15. Environmental print	C. Introduced in Grade R and continues throughout the Foundation Phase.	
16. Shared reading	D. Traffic signs, shop signs, advertisements and packaging	

SECTION B – TRAINING CONTENT	TOTAL : 24
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HOW PSRIP WORKS	4
TRUE OR FALSE	4
State whether the following statements are true or false.	
17. PSRIP follows the same routine every week.	
18. Themes change every week.	
19. Teachers can increase their pace of teaching if they learn the core methodologies.	
20. Teachers must prepare for their lessons in isolation.	

21. STRATEGIES TO DEVELOP CRITICAL THINKING IN THE CLASSROOM	
Indicate whether the following scenarios teach:	8
<ol style="list-style-type: none"> 1. Considering different perspectives (different ways of thinking) 2. Using logic and reasoning to make decisions and judgments 3. How to question sources and quality of information. 	
Indicate 1, 2 or 3 in the answer column.	
Scenario	Answer (1,2 or 3)
21.1 Ask learners 'how' and 'why' questions.	21.1
21.2 Model how to research something when you don't have all the answers.	21.2
21.3 Encourage learners to value other people's beliefs and ideas.	21.3
21.4 Teach learners to distinguish between fact and opinion.	21.4
21.5 Show learners how to question the quality and reliability of sources.	21.5
21.6 Read complex stories to learners, with diverse characters, settings and themes.	21.6
21.7 Teach learners to identify cause and effect.	21.7
21.8 Show learners how to back up an argument with evidence.	21.8

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22. THE SCIENCE OF READING	
MATCHING COLUMNS	
State whether the following terms fall under Language Comprehension or Word Recognition.	
Term	Answer
22.1 Background knowledge	
22.2 Decoding	
22.3 Vocabulary	
22.4 Sight recognition	
22.5 Literacy knowledge	
22.6 Language structures	
22.7 Phonological awareness	
22.8 Verbal reasoning	

23. INSTRUCTIONAL PRACTICES ALIGNED WITH THE SCIENCE OF READING	
Indicate whether the following statements are aligned to the science of reading or not. Indicate YES or NO.	
Statement	Answer
23.1 Connected text reading to build reading accuracy automaticity, fluency, and comprehension.	
23.2 Emphasis on larger units of speech (syllables, rhyme, onset-rime) rather than individual phonemes.	
23.4 Implicit instruction of grammatical structures.	
23.5 Robust conversations to develop students' academic language (e.g., narrative and inferential language).	

Thank you for your participation.