

# ENGLISH

First Additional Language

## PSRIP

Grade **1–3**

Teacher Training Handout

**Terms 1 & 2**

**Edition 5, 2023**



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





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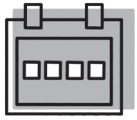
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## Workshop Aims

- 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.

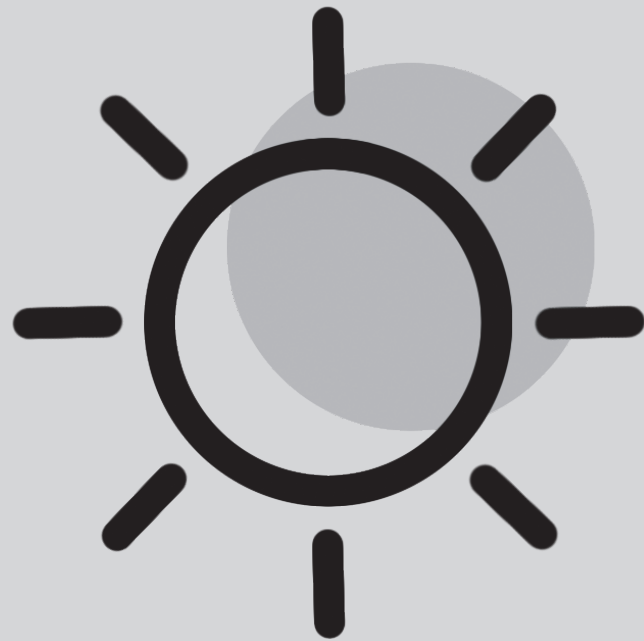


## Agenda

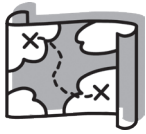
This agenda is written for a 12-hour workshop over two days. Tea and lunch breaks should be inserted at the trainer's discretion.

DAY 1			
	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	60 minutes	Listening and speaking	
1.9	85 minutes	Phonemic awareness and phonics	
1.10	5 minutes	Closure	

DAY 2			
	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	
1.8	60 minutes	Listening and speaking	
1.9	85 minutes	Phonemic awareness and phonics	



**Day 1**



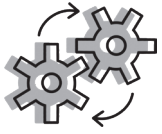
# Treasure Hunt

Go through all the documents for Term 1 to find the answers to the following questions. You will need Lesson Plan for your grade.

NO	QUESTION	ANSWER
1	Where can you find the written core methodologies?	
2	Read the weekly routine. List the different activity types that are done.	
3	When does writing take place, and for how long?	
4	How often does Group Guided Reading take place in your grade?	
5	Find the reading schedule for Term 1. What themes and Big Book stories will you do?	
6	How many big book stories are there per theme?	
7	Which theme and story most sounds interesting to you? Why?	
8	What comprehension strategy is used in the Shared Reading Second Read for Term 1 Week 6?	
9	What are the theme vocabulary words taught in Term 1, Week 7, Monday?	
10	What happens in the first two weeks of Term 1?	
11	What is the first theme taught in Term 1?	
12	What theme words are taught in Week 3 on Friday?	
13	What is the routine of the SHARED READING lessons?	

NO	QUESTION	ANSWER
14	What comprehension strategy is used in the Shared Reading First Read for Term 1 Week 9?	
15	Name three writing strategies.	
16	What is the writing topic for Term 1, Week 7?	
17	What phonic sounds are taught in Theme 3?	
18	What is the Question of the Day for Term 1, Week 7 Wednesday?	
19	What is the purpose of the Question of the Day?	
20	What is the purpose of the comprehension strategy: Visualise?	
<p>WELL DONE!</p> <p>We hope you have found this orientation useful!</p>		





# How the PSRIP Works

**1 Follow the same routine every week.**

*The routine integrates all aspects of language in a logical way. Do not skip any lessons.*

**2 Use the same core methodologies to teach all lessons.**

*This means you can master and become an expert in delivering really strong lessons every week.*

**3 Teach themes that last for two weeks.**

*Themes allow learners to ‘link their learning’ and consolidate new language.*

**4 Use the Display Boards to ‘frame your work’ for the week.**

*At a glance, see the theme, phonics, sight words and writing frame that you will cover for the week.*

**5 Use your resources in a routine manner, prepare them, use them and store them properly.**

*Do the same thing every week with your resources.*

**6 Divide learners into 3 kinds of groups and make sure they can get into groups quickly.**

*Group Guided Reading groups, Speaking activity groups, Question of the Day groups.*

**7 Work on your pacing – you will get faster!**

*Learn the core methodologies and teach them to learners. Don’t speak too much! Be well prepared.*

**8 Create a happy, safe, ordered space for learning.**

*Be well organised, keep your classroom in order, encourage and praise learners, teach learners to be kind to each other.*

**9 Use transitions and attention getters for better classroom management.**

*Teach a few transition activities and attention getters to learners to make your classroom run smoothly.*

**10 Work as a team!**

*Plan and prepare with colleagues. Discuss challenges together and help each other. Share and celebrate successes!*



# Foundation Phase EFAL Routines

## GRADE 1 WEEKLY ROUTINE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	15	Daily Activities	15	Daily Activities	15	Daily Activities	15	Daily Activities	15
Shared Reading Pre-Read	10	Shared Reading First Read	15	Shared Reading Illustrate the Story	15	Shared Reading Second Read	15	Shared Reading Post-Read	15
Phonemic Awareness & Phonics	5	Phonemic Awareness & Phonics	5	Phonemic Awareness & Phonics	5			Phonemic Awareness & Phonics	5
						Writing	15		
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>35</b>	<b>TOTAL</b>	<b>35</b>	<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>35</b>

## GRADE 2 WEEKLY ROUTINE

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	10			Daily Activities	10			Daily Activities	10
		Shared Reading Pre-Read/First Read	15			Shared Reading Second Read/Post-Read	15		
Phonemic Awareness & Phonics	5			Phonemic Awareness & Phonics	5			Phonemic Awareness & Phonics	5
		Writing	15			Writing	15		
Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>30</b>

GRADE 3 WEEKLY ROUTINE

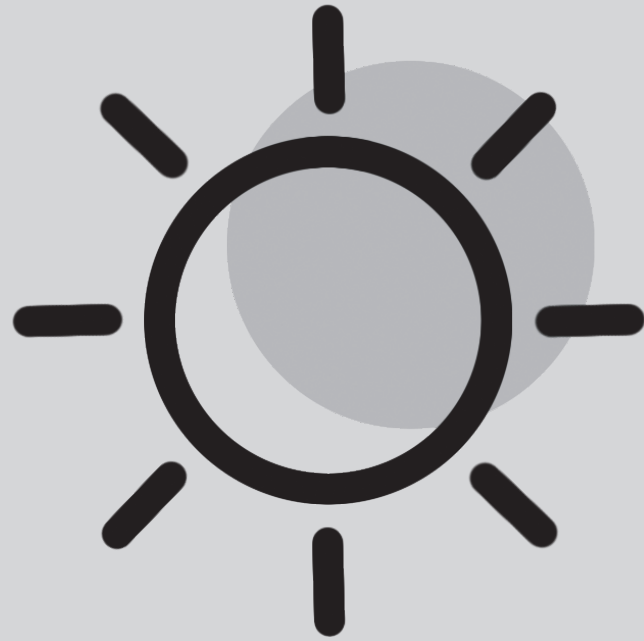
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Daily Activities	10			Daily Activities	10			Daily Activities	10
		Shared Reading Pre-Read/ First Read	15			Shared Reading Second Read/Post- Read	15		
Phonemic Awareness & Phonics	5			Phonemic Awareness & Phonics	5			Phonemic Awareness & Phonics	5
		Writing Plan & Draft/ Edit	30			Writing Plan & Draft/ Publish & Present	30		
								Language Use	30
Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15	Group Guided Reading	15
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>60</b>	<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>60</b>	<b>TOTAL</b>	<b>60</b>



# Reading Through a Theme

What routines do you notice for each component?

DAILY ACTIVITIES	SHARED READING	PHONICS



**Day 2**



# Shared Reading

**What are the most important things we must remember about Shared Reading?**

**What is the purpose of Shared Reading?**

**Do you think this methodology will help develop comprehension skills in a more explicit way? How?**



# Group Guided Reading

**What are the most important things we must remember about Group Guided Reading?**

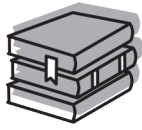
**What is the purpose of Group Guided Reading?**

**What does the classroom look like during Group Guided Reading?**

**What should be happening within a small group in Group Guided Reading?**

**Why is it important to have same ability groups?**





# Creating Same-Ability Groups

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<p>This learner knows no or very few words by sight.</p> <p>This learner does not seem to recognise many letter-sound relationships.</p>	<p>This learner knows just a few common words.</p> <p>This learner does not seem to recognise some letter-sound relationships, OR this learner needs a lot of help to read previously unseen words.</p>	<p>This learner knows many common words by sight.</p> <p>This learner needs support to decode previously unseen words.</p>	<p>This learner knows many common words by sight and can decode most previously unseen words.</p> <p>This learner occasionally needs help to decode more challenging words.</p> <p>This learner reads with some fluency.</p>	<p>This learner knows many common words.</p> <p>This learner can decode previously unseen words easily.</p> <p>This learner reads with fluency and expression.</p> <p>This is one of the best readers in the class.</p>

Learner Name	Reading Level
Zoe	
Isabella	
Juliet	
Kayla	

**How do you think teachers should choose a text for a small group?**

