

PSRIP 3
FOUNDATION PHASE
TRAINING HANDOUT

#StrongerTogether

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TREASURE HUNT

Go through all the documents for Term 1 to find the answers to the following questions:

| |
|---|
| 1. Start with the Lesson Plans. Find the Learning Outcomes for the term at the front of the lesson plan. What is the very first outcome for the term? |
| |
| 2. List all the materials you will be given for Term 1. |
| |
| 3. Read the weekly routine for your grade. List the different activity types that are done. |
| |
| 4. When does writing take place in your grade, and for how long? |
| |
| 5. Can you see a logic in the routines? If so, what is this logic? |
| |
| 6. Find the reading schedule for your grade. What themes and stories will you do in Term 1 in your grade? |
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|--|
| 7. How many big book stories are there per theme? |
| |
| 8. Which theme and story sounds interesting to you? Why? |
| |
| 9. Go to the Big Book for Term 1, and quickly look at this story. What do you see at the bottom of the pages? |
| |
| 10. Look through all the stories in the book. In the blocks at the bottom of the pages, certain words are written in bold. Find and write down these bold words: |
| |
| 11. Why do you think these words have been used and highlighted? What do you think this could be about? |
| |
| 12. 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. <ul style="list-style-type: none">• Read the core methodology for the first PHONEMIC AWARENESS AND PHONICS activity for your grade.• Is it clear and easy to understand?• Do you think you could do this lesson? |
| |

| |
|---|
| 13. What happens in the first two weeks of Term 1? |
| |
| 14. Next, turn to weeks 3 and 4 of Term 1. This is the first theme for the term. Read through both weeks carefully and in detail. What are the four things that you always do for DAILY ACTIVITIES? |
| |
| 15. What theme words are taught in Week 3 on Wednesday? |
| |
| 16. What is the routine of the SHARED READING lessons? In Grade 1, this is a weekly routine. In Grades 2&3, it is a theme routine, i.e.: over two weeks. |
| |
| 17. What comprehension strategy is used in the Shared Reading First Read for Term 1 Week 3? |
| |
| 18. Look at the writing lessons once again. How do all writing lessons start? |
| |
| 19. There is always a writing frame given to help learners. What is the writing frame for Term 1 Week 3? |
| |

| |
|---|
| 20. In Grade 2&3, when does Group Guided Reading take place? |
| |
| 21. In Group Guided Reading, the teacher works with a small group to build their technical reading skills. The rest of the class must work quietly on the Reading Worksheet for the week. Go to the Reading Worksheet Pack and look at the Week 3 worksheet. What icons are on the worksheet, to tell learners what to do? |
| |
| 22. Look carefully at the worksheet texts – they are all decodable. This means that learners will have been taught how to read these words before they see them on the worksheet. Do you think these worksheets are a worthwhile activity? Why or why not? |
| |
| 23. Now look at the Term 1 Tracker. Look at the Curriculum Coverage Form at the beginning. How do you think keeping track of your curriculum coverage can help you develop as a teacher? |
| |
| 24. Look at the tracker pages for the first THEME – WEEKS 3&4. Do you see that the tracker gives you a clear overview of exactly what must be done each week? Do you think this is useful? If so, how? |
| |
| 25. Now, look at the RESOURCE PACK for Term 1. Do you see that you have flashcards for: the theme title; the phonic sounds and words; the theme words; the sight words. You also have theme word illustrations and a writing frame. You will only be given these ONCE. How do you think you should protect them and store them? |
| |

WELL DONE!

We hope you have found this orientation useful!

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 2 kinds of groups and make sure they can get into groups quickly.

Group Guided Reading groups – Grades 2&3

Question of the Day groups – all grades

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!

UNDERSTANDING HOW CHILDREN LEARN TO READ

Introduction

This is a **simplified introduction** to **how children learn to read**. It is important that all teachers have at least a rudimentary understanding of how children learn to read, in order to help them along this journey.

Firstly, it is important for **all children** to know that **reading is a code**, and that **we are all capable of learning the code**. Some of us learn the code really quickly, and others take longer to learn the code. But, we can all learn the code. Even children who have progressed through school without learning to read can be helped, unless they have serious barriers to learning.

Next, it is important for teachers to understand the **components of technical reading skills**. In order to master the technical aspects of reading, children must master the following skills:

TECHNICAL READING SKILLS

1. Phonemic and Phonological awareness

- Phonemic awareness refers to a child's ability to hear and identify sounds, and to manipulate sounds. This skill is developed aurally and orally (hearing and speech) – it does not involve any reading.
- Parents and pre-school teachers must be educated to play simple phonemic awareness games with children. These games can include:
 - a. Clapping a rhythm which the child listens to and repeats
 - b. Listening to two sounds with eyes closed, and saying whether they are the same or different
 - c. Placing many objects on a table, and telling the child to pick up something that begins with...(a particular sound)
 - d. I spy with my little eye something beginning with....(a particular sound)
 - e. Identifying the beginning, middle and end sounds of simple words

- f. Playing games to break words up into syllables

2. Alphabetic principle

- Children must learn that different sounds are represented by the letters of the alphabet, and that we write words using these letters.
- In other words, they must know that letters and words carry meaning.
- They must be taught to recognise lower and upper case letters instantly.
- Children usually start by recognising the first letter of their names, and by then learning to write their names.
- Young children will also often learn to read common signs, like the words: Coca Cola, or Checkers.

3. Vocabulary

- A child's spoken vocabulary is a very good indicator of his or her future reading ability. The more words a young child knows, the more easily and fluently he or she will read.
- For this reason, young children must be exposed to many words, in an authentic context.
- Parents, pre-school and primary school teachers must be encouraged to talk to children using expanded vocabulary and proper sentence structures – not baby talk. By repeatedly hearing the word or phrase in context, the child will learn new vocabulary and language.
- For parents, this means that as they do different things with their children, they must talk about what they are doing, even to babies. A parent who is cooking could name and describe the different ingredients, and could describe the cooking process as it happens. A parent taking a child for a walk through a village could point at and talk about different objects, people and events that are seen.
- Parents must not be afraid to expose young children to multiple languages. Young children can easily learn up to four or five languages without getting confused, and in fact, learning multiple languages increases the brain function and makes us smarter!
- Teachers must also be encouraged to expand and enrich children's vocabulary, both in home language and English.
- Teachers must also develop children's cognitive academic language, by using these words in context. This means teachers must explicitly teach learners words like: bigger; heavier; compare; describe; triangle; experiment; same; different; etc.

4. Phonics

- Phonics are the building blocks of reading. By learning phonics, children learn the code of reading.
- Phonics are the sounds made by each letter, and by groups of letters, or blends.
- Children must be systematically taught all the sounds that are made by letters. They must be able to automatically connect letters and sounds.
- Then, children must be taught to blend and segment sounds, in order to read and write. This means that children must be able to say all the individual sounds in a word, and to blend them together until they can 'hear' the word.
- All teachers should know their phonics – the sounds made by different letters or groups of letters. Teachers should know the phonics of the home language, and of English.
- Teachers must also know that sometimes, letters make different sounds in different languages. For example, some letters that make different sounds in African Languages and English are: a; u; ph; c; q; r; x.
- When a child cannot read a word, no matter the grade, the teacher must help the child to sound out the word. The only exception is the group of English words known as 'sight words'. These words must be learnt by sight, because they are not phonetically regular, and therefore cannot be sounded out.

5. Sight words and high frequency words

- Another important technical reading skill is to teach children to recognise many words by sight. The more words that children can read automatically, or by sight, the faster and more fluently they will read.
- In English, we start by teaching children 'sight words'. These are words that are usually not phonetically regular, and therefore cannot be sounded out. For example: the; your; their.
- We also sometimes use this term 'sight words' to describe high frequency words. High frequency words are words that appear in almost every text. These words exist in every language.
- By teaching children to read these words with automaticity, we will improve their reading fluency and speed.

- Children learn these words by memory. They must be shown the word, and asked to 'take a picture of the word with their mind'. They can also write the word in sand, or form the word with clay.
- It is pointless to ask children to look at a word and repeat it many times. Rather, teachers must hold up flashcards of different words in a different order. They can repeat this for a number of days, but they must not show each word more than 3 times on a given day.
- Teachers must remember that some children will learn to recognise words by sight very quickly, and others will need a lot of practice. Some children just take more time.
- Because of this, teachers must accept that some learners will not grasp all sight words the first time they see them. But, sight words can be revisited to allow children multiple opportunities to learn them.

COMPREHENSION SKILLS

Whilst teaching children technical reading skills is very important, it is equally important to teach them **comprehension skills**, so that they **understand what they are reading**.

Firstly, it is important to teach children that they must **think about** and **understand every text that they read**. Children must be taught that there is no point to reading if you do not understand what you are reading. Children must also know that the **minute they lose their way in a text**, they must **go back and reread** what has been read, and **try to visualise and remember** what is happening.

We can also explicitly teach **comprehension skills** in the following ways:

1. Vocabulary

- Again, vocabulary forms a big part of reading comprehension. The more words a child knows and understands, the more they will understand what they are reading.
- All teachers, regardless of the grade and subject that they are teaching, must be trained to explicitly teach vocabulary as part of every lesson.
- This is especially important where the child is not learning in his or her home language.
- Teachers must also realise that if a child is taught a concept in his or her home language, and they understand what that concept is, it is easier for them to learn the equivalent

conceptual word in another language. They can transfer their understanding of concepts across languages.

2. General knowledge

- Improved general knowledge about the world also leads to better reading comprehension.
- Obviously, the more children knows about a topic, the easier it will be for them to understand what they are reading.
- This is especially true when expecting learners to make inferences. In order to make an inference, a child must take what is written, and put it together with what they already know about a topic, to make a good guess about what is not being said in the text. If the child knows very little or nothing about a topic, they will not be able to make meaningful inferences.

3. Reading fluency

- Children who read very slowly and who have to sound out many words will often not understand what they are reading.
- Therefore, we have to help children to become fluent readers. There are different ways to do this.
- Firstly, we must continue to build children’s vocabulary. The more words they know, they more likely they are to recognise and remember different words.
- Secondly, we must teach learners to read some words by sight – we must make flashcards, and must play games to help children to recognise and read these words.
- When reading a text with learners, all teachers can improve reading fluency in the following way.
 - a. Start by giving learners some time to try and read the text silently on their own. This allows the children to see what they can and can’t read.
 - b. Next, read the text aloud for learners, encouraging them to follow along as you read it. As you read, you may stop and explain the text to learners, so that they are building meaning as they read.
 - c. Then, read the text aloud once again. This time, tell the children to join in and read with you. Children must read quietly, so that they can hear you. Keep reading at a normal pace, and with proper expression and intonation – do not fall into a sing-song pattern.

- d. Finally, tell learners to take turns to read the text with a partner. Instruct them to take turns to read alternating sentences or paragraphs.
- e. It is very important to only do fluency development in small, same-ability groups. This must never be done as a whole class activity.

4. Creating a summary

- Summaries are a very important comprehension skill.
- There are many different ways to summarise a text.
 - a. First, we start by asking children to recount or summarise part of the story or text.
 - b. We can then move to asking children to summarise a complete story or text.
 - c. Finally, we can ask children to complete a high-level, conceptual summary of the text.

Here, we can ask learners to say what the text was about, what the message or lesson of the text was, what they liked about the text, etc.
- This is also an important comprehension skill for older children to grasp. Often, we get caught up with teaching children technical aspects of making a summary. We confuse them by telling them to mainly use nouns and verbs. Or we tell them that they must reduce the number of words from say, 150 to 60. Or, we tell them to identify the lead sentence in every paragraph, and to focus on this in our summary. This can be very intimidating and confusing for children.
- Rather we must make sure that children understand what a summary is – they must understand the concept of it.
- Teachers must understand that the point of a summary is not to check that children use specific words, or a specific number of words. It is to check that children understand the text literally and conceptually, that they have grasped the main ideas of the text, and that they can reflect on the text in a meaningful way.

5. Modelling how to think about a text

- As proficient readers, we automatically think about every text that we read. In our minds, we ask questions, we read between the lines, we make connections, we make judgements, and we predict what will happen next.
- As teachers, we have to teach children how to think about a text by modelling this for them.

- This means that, as you read, all the thoughts, opinions, questions and conclusions that enter your mind, you need to say out loud. In this way, children will learn that good readers always think about what they are reading. They will also learn the kinds of thoughts that good readers have about different texts.
- In the PSRIP, this is set up for teachers as they read different texts to learners.
- As teachers read a text, they teach learners to:
 - a. Make predictions about the text
 - b. Search the text for details
 - c. Visualise what is happening in the text
 - d. Make connections between the text and their own lives
 - e. Make judgements and evaluations about characters or events
 - f. Make inferences, or read between the lines
 - g. Make summaries of the text

THE ABRIDGED CAPS SECTION 4 AMENDMENTS

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MEDIATION OF THE ABRIDGED SECTION 4 FOR FOUNDATION PHASE



1

CAPS Section 4 : Assessment

Section 4 of CAPS is aligned with the :

- **National Policy Pertaining to the Programme and Promotion Requirements (NPPR)** of the National Curriculum Statement (NCS) Grades R-12;
- **National Protocol for Assessment (NPA)** Grades R-12 and
- **Regulations Pertaining to the National Curriculum Statement Grade R-12: Government Notice No.9792** in Government Gazette 35542 dated 25 July 2012.



2

Guiding Principles: Assessment Programme

It is imperative that the **assessment programme** should take heed of the importance to not only assess the **'acquisition' of the required knowledge and skills, but also the 'application' of the knowledge and skills.**

The need to both **acquire and apply knowledge and skills** should **inform and shape the design and practice of assessment activities in the classroom**, whether they be **Assessment for learning or Assessment of learning.**



Teaching and Learning Cycle

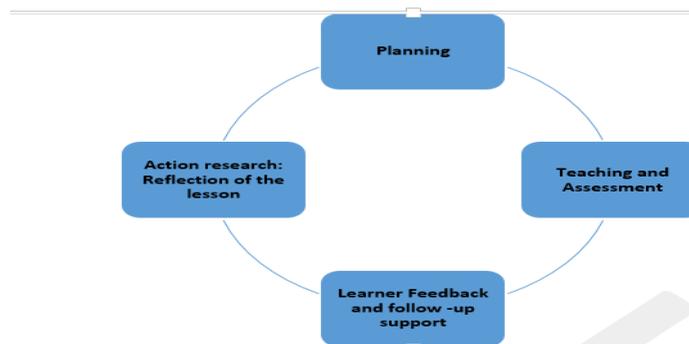


Diagram 2: The importance of Assessment-Why do we assess?



Assessment for Learning (AFL)

- ❑ **Assessment for learning** is the process whereby the teacher uses evidence on a **continuous basis** to inform teaching and learning.
- ❑ Assessment for learning is the process whereby the **teacher periodically records children's progress and achievement** for reporting to parents and other stakeholders.
- ❑ It helps the teacher and learners to focus on three key question where are learners now in their learning
 - ❖ where are learners going in their learning
 - ❖ where are learners now in their learning?
 - ❖ how will learners get to the next point in their learning?
- ❑ It usually takes place in the **day to day minute by minute interactions between the teacher and learners.**
- ❑ Everything the learners **do, say and make, ask questions, working on task independently or in pairs** has the potential of **providing the teacher with information about what each learner can and cannot do.**
- ❑ The teacher should **use this information to support learners, make changes to her planning, teaching methodologies and assessment methods.**

Assessment of learning (AoL)

- ❖ **Assessment of learning** focusses on medium and long-term assessment.
- ❖ It generally **involves assessing the learner at the end of a unit of work, a week, term or a year.**
- ❖ **Assessment of learning** helps the teacher to **plan future work, to set new targets and to provide feedback and information for term end and year end assessments.**
- ❖ **Assessment for learning and Assessment of learning are used for reporting namely compiling the learner's report** which can inform discussion between teacher and parents about each learner's learning strengths and weaknesses.

School Based Assessment (SBA)

- The **main purpose of School Based Assessment (SBA)** is to enable the teacher to make decisions that influence a learner's progress positively.
- It should therefore be viewed as a fundamental practice that is embedded in the **teaching and learning process.**
- It involves the **teacher from the beginning to the end; from planning the assessment programme, to identifying and/or developing appropriate assessment tasks and selection of appropriate assessment tools right through to making the assessment judgments.**
- It can be **adapted and modified by the teacher to match the teaching and learning goals of the particular class and learners being assessed.**
- It allows the **teacher to give constructive feedback to learners.**

What is Continuous Assessment?

The following characteristics of continuous assessment are important.

- ❖ takes place over a period of time and is ongoing;
- ❖ supports growth and development;
- ❖ it mediates feedback from learning and teaching;
- ❖ allows for integrated assessment;
- ❖ encourages assessing a number of related concepts/content knowledge/skills within a single activity;
- ❖ combines a number of different forms of assessment;
- ❖ uses strategies that cater for a variety of learner needs e.g. Learners with Special Education Needs (LSEN) , language barriers etc.;
- ❖ allows competence to be demonstrated in a number of ways;
- ❖ is an integral part of teaching and learning;
- ❖ is based on selected concepts/content knowledge/skills;
- ❖ recording is against these concepts/content knowledge/skills

Aims and objective of the Programme of Assessment (POA)

The POA is aimed at strengthening assessment practices in Grades R-3. The main objectives are to map out:

- **What will be assessed** – this must be done using concepts/content knowledge/skills from the Annual Teaching Plan (ATP) in during the planning process
- **How it will be assessed** - the applicable forms of assessment (observation, oral, practical or written)
- **What kind of activity must be designed** in order for the learners to demonstrate their understanding of the concepts/content knowledge/skills
- **When assessment will take place** - during group work, as a class activity, individual work
- **The tool to be used** - checklist, holistic rubric, set of concepts/content knowledge/skills
- To ensure that assessment **activities are differentiated and accommodate the needs and levels of learners**

Aims and objective of the Programme of Assessment (POA) contd...

- The objectives will be achieved through **Assessment for Learning** and **Assessment of Learning practices** which is done continuously.
- **NB: It is important to remember that activities are not assessed, but rather the concepts, content, knowledge and skills against which activities are developed** where learners are asked to create, produce or demonstrate something.
- The **end product** as well as the **process learners use to complete the activity** are assessed.
- The demonstration of **understanding of the concept** is what is **important** at this level.
- Learners should therefore be **observed while they are busy with the activities** and notes made in the observation book or on an observation sheet or using a checklist or a rubric. The final product of the task should be included in the overall rating.
- Assessment in the **Foundation Phase is largely Assessment for learning** and is **continuous**.
- The **assessment for learning and assessment of learning activities** should be **recorded by the teacher** using tools such as checklist, rubrics, etc.

Programme of assessment and Monitoring

- The **Programme of Assessment (POA)** will comprise one **Assessment Task (AT)** per **subject** which will be done per term in Grades 1 to 3.
- This therefore means that there will be **4 Assessment tasks per grade**.
- Teachers should plan together for assessment, make sure that the **assessment activities developed allow learners to demonstrate their understanding of the concepts/content knowledge/skills** and decide on the final date by which these activities will be completed.
- Assessment tasks should be **jointly planned and developed by the grade-specific teachers** and internally monitored at school level to determine whether the activities allow the learners to demonstrate their understanding of the concepts/content knowledge/skills at appropriate grade levels.
- This planning and activity development will be **internally monitored** at school level to determine the extent to which the desired outcome of assessment will be achieved.
- **Departmental heads should provide mentoring and support** in the developing of effective assessment programmes for inexperienced teachers and others who might need guidance and support.
- **Oversight and monitoring should also be carried out at district, provincial and national level for quality assurance purposes** (assessment tasks are grade appropriate, aligned to the curriculum for the term, appropriate forms of assessment are used and differentiated to cater for all ability levels).

| Table 1 | Number of Assessment Tasks | | | |
|---------------------------|-----------------------------------|---------------|---------------|---------------|
| Grade 1 | Term 1 | Term 2 | Term 3 | Term 4 |
| Home Language | 1 | 1 | 1 | 1 |
| First Additional Language | 1 | 1 | 1 | 1 |
| Mathematics | 1 | 1 | 1 | 1 |
| Life Skills | 1 | 1 | 1 | 1 |
| Total | 4 | 4 | 4 | 4 |

| | Number of Assessment Tasks | | | |
|---------------------------|-----------------------------------|---------------|---------------|---------------|
| Grade 2 | Term 1 | Term 2 | Term 3 | Term 4 |
| Home Language | 1 | 1 | 1 | 1 |
| First Additional Language | 1 | 1 | 1 | 1 |
| Mathematics | 1 | 1 | 1 | 1 |
| Life Skills | 1 | 1 | 1 | 1 |
| Total | 4 | 4 | 4 | 4 |

| Grades 3 | Number of Assessment Tasks | | | |
|---------------------------|----------------------------|----------|----------|----------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| Home Language | 1 | 1 | 1 | 1 |
| First Additional Language | 1 | 1 | 1 | 1 |
| Mathematics | 1 | 1 | 1 | 1 |
| Life Skills | 1 | 1 | 1 | 1 |
| Total | 4 | 4 | 4 | 4 |

RECORDING AND REPORTING

The learner's achievement level is reported upon in terms of the **7-point scale** as stipulated in the **National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12** :

- **Grade R** : All three of the subjects namely **Home Language, Mathematics and Life Skills**.
- **Grades 1-3** : All four of the subjects namely **Home Language, First Additional Language, Mathematics and Life Skills**.

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CAPS Section 4 Assessment: First Additional Language (FAL)



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| FIRST ADDITIONAL LANGUAGE WEIGHTINGS | | | |
|--------------------------------------|---------|---------|---------|
| Components | Grade 1 | Grade 2 | Grade 3 |
| Listening and speaking | 60% | 50% | 40% |
| Reading (Phonics and Comprehension) | 40% | 45% | 50% |
| Writing | | 5% | 10% |
| Language Use | | | |
| | 100% | 100% | 100% |



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Table 3: Programme of Assessment (Minimum Requirements)

| PROGRAMME OF ASSESSMENT : MINIMUM REQUIREMENTS | | | | |
|--|---|---|---|---|
| GRADE 1 | | | | |
| Language Components | Term 1 | Term 2 | Term 3 | Term 4 |
| Listening and Speaking | 1 Oral Integrated Task |
| Reading and Phonics | | | | |
| GRADE 2 | | | | |
| Language Components | Term 1 | Term 2 | Term 3 | Term 4 |
| Listening and Speaking | 1 Integrated Task incorporating Oral and written activities | 1 Integrated Task incorporating Oral and written activities | 1 Integrated Task incorporating Oral and written activities | 1 Integrated Task incorporating Oral and written activities |
| Phonics, Reading and Comprehension | | | | |
| Writing | | | | |



| GRADE 3 | | | | |
|------------------------------------|---|---|---|---|
| Language Components | Term 1 | Term 2 | Term 3 | Term 4 |
| Listening and Speaking | 1 Integrated Task incorporating Oral and written activities | 1 Integrated Task incorporating Oral and written activities | 1 Integrated Task incorporating Oral and written activities | 1 Integrated Task incorporating Oral and written activities |
| Phonics, Reading and Comprehension | | | | |
| Writing | | | | |



Table 2: Mapping of First Additional Language Assessment Task for the Term

| Language component | Grade 1 | Grade 2 | Grade 3 |
|---|---|---|--|
| Listening and speaking | Oral : Integrated with Reading - Responds to simple questions related to Shared Reading text - Begins to identify different initial sounds in words found in the Shared Reading text | Oral and Written Reading and Writing focus time: - identifies the letter-sound relationships of most single letters Group Guided Reading (GGR) Reads aloud a short text with teacher - Completes the story frame related to the reading text | Oral and Written: Reading and Writing focus time - Recognises and makes words with consonant digraphs Group Guided Reading Session (GGR) - Reads a text with teacher and engages in a discussion (title, setting, characters, problem)) |
| Phonics, Reading and Comprehension | | | |
| Writing | | | |



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