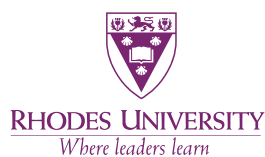


COURSE 3

# RHODES UNIVERSITY SHORT COURSES

DECODING



Name: \_\_\_\_\_



These resources were developed by Funda Wandé in collaboration with Rhodes University to be used in the Rhodes Short Courses in Foundation Phase Literacy Teaching.



BURSARIES  
AVAILABLE!

Photos: Funda Wandé

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## WHEN ARE THE CONTACT SESSIONS AND WORKSHOPS?

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### **Session 1:**

25 - 29 March 2019

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### **Session 2:**

1 - 5 July 2019

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### **Session 3:**

16 - 20 Sept 2019

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### **1 Day Workshops**

in Districts on:

26 April, 31 May, 2 August,  
6 September, 18 October and  
15 November

---

### **For further information contact:**

Centre for Social Development  
Rhodes University  
Grahamstown, 6140  
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[s.murray@ru.ac.za](mailto:s.murray@ru.ac.za)

## SHORT COURSES

IN FOUNDATION PHASE LITERACY TEACHING

#### FUNDA WANDE APP ICON BREAKDOWN



REVIEW



QUIZ



LESSON



ASSESSMENT

MODULE

0

# Introduction

0.1

## Introduction to the Rhodes Funda Wande Course

3 lessons in this unit



L1. Course Overview



L2. Technology Overview



L3. Learning and Teaching Support Materials



## L1. Course Overview

### 1. What is this course?

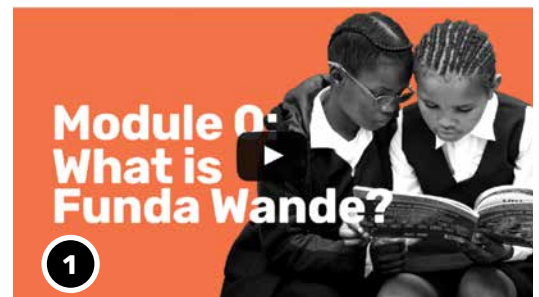
Watch **Video 1** to find out more about Funda Wande and what we will be covering in this course.

### 2. How will I learn?

There are three main ways of learning in this course:

- 1) Online learning:** For each Module, there are online videos and text which you will work through in your own time.
- 2) Contact sessions:** Each Module has a 2½ day contact session at Rhodes University in which you will learn content, discuss and engage in activities.
- 3) Applying and Reflecting:** For each Module you will gather evidence of how you apply the content in your work. You will share and reflect on this with fellow students in a 1-day workshop. This will form the basis of a group assignment.

VIDEO 1



# Course Contents

Module	Description
1 CAPS Reading Activities	<ul style="list-style-type: none"> <li>Introduction to teaching reading</li> <li>Introduction to CAPS reading activities</li> <li>Baseline testing</li> <li>Read Aloud</li> <li>Shared Reading - Group Guided Reading</li> <li>Paired Reading</li> <li>Independent Reading</li> <li>Assessing CAPS reading activities</li> </ul>
2 EMERGENT LITERACY	<ul style="list-style-type: none"> <li>Importance of the grade R year</li> <li>Listening and speaking</li> <li>Emergent reading &amp; writing</li> <li>Phonological awareness &amp; letter/sound knowledge</li> </ul>
3 DECODING	<ul style="list-style-type: none"> <li>Introduction to decoding</li> <li>Phonological (&amp; phonemic) awareness</li> <li>Letter-sound knowledge &amp; phonics</li> <li>Word reading</li> <li>Oral reading fluency</li> <li>Assessing decoding</li> </ul>
4 VOCABULARY	<ul style="list-style-type: none"> <li>Introduction to vocabulary</li> <li>Vocabulary development</li> <li>Teaching vocabulary incidentally</li> <li>Teaching vocabulary explicitly</li> <li>Strategies for children to use to identify and learn words</li> <li>Assessing vocabulary</li> </ul>
5 COMPREHENSION	<ul style="list-style-type: none"> <li>Teaching comprehension</li> <li>Teaching comprehension strategies</li> <li>Using questions to build comprehension</li> <li>Text types</li> <li>Assessing comprehension</li> </ul>
6 WRITING	<ul style="list-style-type: none"> <li>Introduction to writing</li> <li>Stages of writing development</li> <li>A process &amp; genre approach to teaching writing</li> <li>CAPS writing activities</li> <li>Teaching creative writing and ways to extend writing</li> <li>Teaching language and grammar</li> <li>Assessing writing</li> </ul>
6 HANDWRITING	<ul style="list-style-type: none"> <li>Introduction to teaching handwriting</li> <li>Teachers role in teaching handwriting</li> <li>What, when &amp; how of handwriting</li> <li>Assessing handwriting</li> </ul>
7 EFAL 1	<ul style="list-style-type: none"> <li>Principles for teaching an additional language in the Foundation Phase</li> <li>Setting up the classroom and doing baseline assessment</li> <li>Teaching oral language</li> <li>Teaching phonemic awareness, phonological awareness &amp; phonics</li> <li>Teaching reading in EFAL</li> </ul>
8 EFAL 2	<ul style="list-style-type: none"> <li>Teaching writing in EFAL</li> <li>Teaching vocabulary and grammar in EFAL</li> <li>Preparing learners for English LoLT in Grade 4</li> <li>Assessing learners' English</li> <li>Planning for EFAL</li> </ul>
9 CREATING A CULTURE OF READING	<ul style="list-style-type: none"> <li>Affect, engagement and motivation in reading</li> <li>Texts for teaching reading</li> <li>Print-rich classrooms</li> <li>Managing resources</li> <li>Establishing a culture of reading across the school</li> </ul>
10 INCLUSIVE EDUCATION	<ul style="list-style-type: none"> <li>A teacher's role in an inclusive classroom</li> <li>What is available to help the teacher?</li> <li>Barriers to learning, strategies and suggestions</li> </ul>
11 ASSESSMENT AND REMEDIATION	<ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Formative and summative assessment of reading and writing</li> <li>Helping struggling readers and writers</li> </ul>
12 PLANNING & PROGRESSION	<ul style="list-style-type: none"> <li>Introduction to the planning cycle</li> <li>Becoming a reflective teacher</li> <li>Levels of planning</li> <li>Planning for routines and classroom management</li> </ul>

### 3. What is the course content?

The course is made up of 12 Modules, as you can see in the [table on page 5](#) to the right. You will complete 6 Modules in each year of the 2-year course.

It is important to remember that although these modules focus on discrete aspects of the reading process, in reality we (and our learners) use all these aspects at the same time when reading.

### 4. How much time will I need?

**1) Contact sessions:** There are 3 residential contact sessions per year, each lasting 5 days. Please see the dates for the flyer alongside.

**2) Online Self-study:** We suggest that you set aside 2 hours a week to watch the videos and to complete the online part of the course. It helps if you set aside a regular time for this. It is a good idea to watch the videos more than once.

**3) Workshops:** There is a one-day workshop per Module. Please see the dates for these in the brochure.

### 5. What resources will I need?

**1) Devices:** You can access the course from the website [funda.fundawande.org](http://funda.fundawande.org) on a computer, smart-phone or tablet. Use your ID number as BOTH your **username** and **password** when logging in.

**2) Connectivity:** You will need to be connected to the internet to access the app. You can download and save the videos to watch later.

## L2. Technology Overview

### 1. Accessing the course on your computer

You can access this course on a computer, smart-phone or tablet. You will need an internet or Wifi connection for all of these ways of accessing the course. You will not need internet to access videos if you receive them on a flash drive.

### 2. Accessing materials on flash drives

- 1) Insert** the USB flash drive into your computer.
- 2) Go** to File Explorer on your computer and find the USB Drive.
- 3) Click** to open the folder you need.
- 4) Select** the video you want to watch and click open.

### ADVANCED CERTIFICATE: FOUNDATION PHASE TEACHING LITERACY



WHEN ARE THE CONTACT SESSIONS AND WORKSHOPS?

**Session 1:** 01 - 03 March 2019

**Session 2:** 1 - 3 July 2019

**Session 3:** 01 - 03 August 2019

**1 Day Workshops**  
24 October 2019  
26 April 21 (Pre-2 August)  
6 November 19 (October and 12 November)

For further information contact:  
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SHORT COURSES  
IN FOUNDATION PHASE LITERACY TEACHING

FACULTY OF EDUCATION

SHORT COURSES  
IN FOUNDATION PHASE LITERACY TEACHING



PDF is downloadable on the app



5) You can copy the entire folder onto your desktop. Right-Click on the folder, click "Copy". Right-Click on your desktop and click "Paste"

### 3. Accessing Wifi on a computer

- 1) Go to your desktop. Click the **Wifi icon** at the bottom right of your screen.
- 2) If you don't see the Wifi icon, click the **small up arrow**. It will appear above.
- 3) If it says "**Wifi Turned off**", click this button once. It should turn blue.
- 4) **Click** on whatever **network** you have access to.
- 5) **Type** in the **password** here, then click Next.

### 4. Logging in to the Funda Wande App

- 1) **Go** to your desktop. Click the Windows Icon.
- 2) **Click** "MicrosoftEdge" to open your browser
- 3) In the address bar type: [funda.fundawande.org](http://funda.fundawande.org) - You will need to register if this is your first log-in. Use your ID number as BOTH your **username** and **password** when logging in.

### 5. Adjusting your screen size

You can make the text size of the app larger or smaller by adjusting your screen size. Press "**Control**" & "**+**" (Ctrl+) to enlarge your screen and "**Control**" & "**-**" (Ctrl-) to make it smaller. The recommended screen size for the Funda Wande app is at 100%.

### 6. How to "Drag and Drop"

In this course there are a number of "Drag and Drop" activities. This means that you select an object/section of text on your screen and move it (dragging) to place it somewhere else on the screen (dropping). To drag and drop, select what you want to move by clicking on the item with the left button on your mouse or touchpad. Hold down the left button and drag or move the item to the target destination. Then release the touchpad or mouse.

#### ACCESSING WIFI ON A COMPUTER



#### LOGGING IN TO THE FUNDA WANDE APP

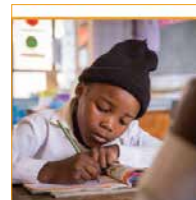


#### Activity

##### Practice Dragging and Dropping



CHILD



TEACHER

## L3: Learning and Teaching Support Materials

### Learning and Teaching Support Materials

This course refers to Learning and Teaching Support Materials which are provided free of charge to all schools in the Eastern Cape, as well as to some materials provided to Funda Wande project schools in the Eastern Cape.

See Introduction Addendum Learning and Teaching Support Material videos Timetables on page 8 an 9

#### LEARNING AND TEACHING SUPPORT MATERIALS



MODULE  
**0**

# Introduction Addendum

## Video Numbering:

The Video number in the circle at bottom left corner of the video image corresponds to the number of the video on your flash-drive and also the number of the video on the Funda Wande YouTube channel. This makes it easy for you to find the video you are looking for. There is only one number per video.



## The Vula Bula Anthologies



## The DBE Workbooks



**Funda Wande  
Materials**

**Big Idea 2**  
Funda Wande

# What's in the box?

2



**Funda Wande  
Materials**

**Big Idea 3**  
Funda Wande

# Lesson Plans

Introduction to Lesson Plans

3



**Funda Wande  
Materials**

**Big Idea 3**  
Funda Wande

# Lesson Plans

Components of Lesson Plans

4



# Teaching Decoding

## 3.1

### Introduction to decoding skills in reading

8 lessons in this unit



L1: Key terminology



L2: What is decoding



L3: Three important principles to remember for decoding



L4: When do I teach decoding?



L5: Decoding across the grades



L6: Assessing Decoding



L7: Find Out More



L8: Review



## L1. Key terminology

Reading consists of three main components, namely decoding, comprehension and response. This module focuses on the **decoding** part of reading.

Quite a lot of technical vocabulary is used in relation to Decoding. It is very important to understand the terms fully and to use them correctly when teaching children. It causes confusion when the words are incorrectly used. A very common mistake is when teachers use the words letters, sounds, syllables and words interchangeably

Here is a handy glossary which you can download and refer to. These terms will be explained in greater detail in the units which follow.

### Terminology used to talk about Decoding

Decoding, comprehension and response are three essential elements of learning to read



isiXhosa	Meaning
i-alfabhethi	The collective noun that refers to the complete set of 26 letters in our writing system. <b>N.B. you cannot use the term "alphabet" to refer to one letter.</b>
ukudibanisa	The ability to join speech sounds together to form words.
amaqabane	A phoneme that is made when the tongue, teeth or lips block the flow of air from the mouth.
ukuguqula umbhalo ofihlakeleyo	The process of changing written language into spoken language (or language in the head), using knowledge of letter-sound relationships.
unombini	A <i>single sound</i> (or phoneme) that is written using two letters. N.B. a digraph is not two sounds blended together. The two letters make one sound, which cannot be broken into smaller sounds.  In isiXhosa, digraphs are combinations of consonants. In English they may be combinations of 2 vowels (e.g. ea) or 2 consonants (e.g. ch), or a vowel and a consonant (e.g. aw).
unobumba (singular) oonobumba (plural)	The written symbols that represent sounds. These are sometimes called graphemes. In English, the 26 letters also have names.  We have only 26 letters in our writing system, so some phonemes have to be written using more than one letter.
ifonimi	The smallest individual sounds in language. If you change a phoneme in a word, you will change the meaning of the word (e.g. cula, vula)  Depending on the dialect of English, there are 44 phonemes in English (19 vowel and 25 consonant phonemes). In isiXhosa there are 68 phonemes (58 consonant and 5 vowel phonemes).  Note that since we only have 26 letters in our alphabet, some phonemes have to be written using more than one letter.
ukungqinelana kwefonimi-negrafimi	Sound-letter correspondence. The relationship between a phoneme (a sound) and the letter(s) of the alphabet

Read the PDF about Terminology used to talk about Decoding (page 50&51)



## L2: What is decoding

### What is decoding?

**Watch Video 103, Part 1:** What is Decoding? Zaza explains what decoding is about. While you watch try to define decoding in your own words.

### Key Points

**1) Letters are symbols that stand for the sounds in spoken words.** We can say that the letters are a code for the sounds. We have to learn this alphabetic code in order to read.

**2) Decoding** is when the eyes 'read' the printed symbols (letters) of the code and the brain processes these letters by 'translating' (de-coding) them back into language.

**3) Fast, accurate and fluent decoding helps readers to achieve comprehension and enjoyment** during reading. Decoding enables comprehension but does not guarantee it –teaching children to decode is important, but it is not enough! Readers need to use all the different strands of the **reading rope** to become skilled readers.

### What does decoding involve?

**Watch Video 103, Part 2:** The sub-components of decoding to find out about the sub-components of decoding.

When you have finished watching, check that you can name the 4 sub-components of decoding.

**1. The sub-components of decoding are:**

**a) Phonological Awareness**

**b) Letter sound knowledge and blending**

**c) Word reading**

**d) Oral Reading Fluency**

It is important to understand the different sub-components of decoding because if learners in Foundation Phase struggle with decoding, you as their teacher need to be able to find out where the decoding problem lies, in which sub-component the child has a problem. If you know this, then it is easy to know which activities you need to do with the child to overcome the problem and strengthen the decoding skills

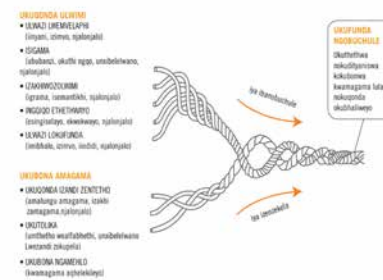
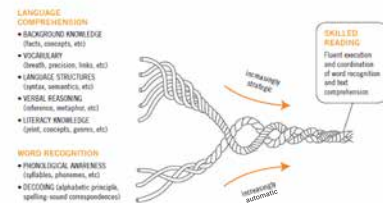
### Why is decoding important?

**Watch Video 103, Part 3:** Why is decoding important? Zaza discusses why decoding is so important in the reading process.

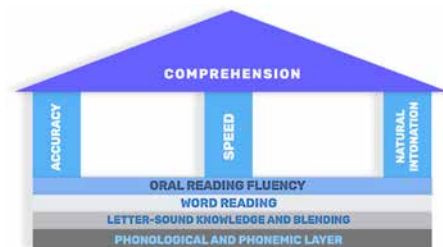
#### VIDEO 103 PART 1



The many strands that are woven into skilled reading  
(Source: Scarborough, 2001.)



#### VIDEO 103 PART 2



#### VIDEO 103 PART 3



## Key Points

**1) Reading skills development:** If learners don't develop efficient and fluent decoding skills during the Foundation Phase, then the other components of reading will not develop properly, and the learners will not become good readers.

**2) Success at school:** There is a strong relationship between reading ability and success at school. When learners become good decoders, they get off to a good start and are likely to become good readers, and this enables them to do well at school.

**3) Cracks turn into gaps:** If learners don't develop good decoding skills in the first three years of school, cracks appear early in the literacy house. We can identify those cracks early in Grade 1 already but if we don't fix the cracks straight away they turn into gaps. These children are likely to fall behind and never properly catch up. The chances of these children dropping out of school also increases.

### Activity 1

Tick the 4 subcomponents of decoding.

- Phonological and phonemic awareness
- Word reading
- Comprehension
- Letter-sound knowledge/phonics
- Grammar
- Oral reading fluency
- Vocabulary



## L3: Three important principles to remember for decoding

### Three important principles to remember for decoding

**1. Explicit teaching of decoding skills:** Explicitly teaching children how the written code works has been found to be the most effective approach. When you teach explicitly, you know exactly what you want to teach and you teach it clearly and directly. Explicit teaching follows the gradual release way of teaching, where the teacher models something, then helps the children to do it, then gets them to do it independently. This must be done with patience, in a fun and interesting way, and with lots of opportunities for children to practice their new skills so that it becomes automatic.

**2. Systematic teaching of decoding skills:** Systematic teaching is teaching in a carefully planned, structured way, in a sensible order. It moves from simple to more complex. For example, teaching children to say the sound when they see the letter/ to write the letter when you say the sound; then teaching them to blend separate sounds into syllables, and syllables into words, and to segment words into syllables, and syllables into separate sounds. At each point you are focusing their attention on a different aspect of decoding.

**3. Decoding skills must become automatic:** Decoding skills need to be regularly practised so that children can develop automaticity (the ability to process written

language without conscious attention). When children start learning letters and their sounds and blending them to form syllables and words, the process happens slowly, and nearly all the child's concentration is taken up with decoding the letters. Gradually the child gets better at it, the process speeds up and after many opportunities of practising to read aloud, the process becomes automatic. Speed matters in decoding; it is very difficult for children to read with comprehension if decoding skills are not automatic.

**Watch Video 102.** Zaza is teaching decoding skills explicitly and systematically in this lesson.

**Notice** in what ways she is teaching systematically.

Did you notice now Zaza built up the lesson, starting with a simpler task and ending with a more difficult one. The lesson began with a phonological awareness as children noticed and counted the syllables in words. Then children used syllables to build up and read words fluently. First they watched someone complete the task with Zaza's help at the board and later they worked in pairs to build and read words and eventually sentences. In the process, Zaza helped children to focus on letter-sound knowledge. This is an example of explicit, systematic teaching of decoding skills.

VIDEO 102



## L4: When do I teach decoding?

### When?

In CAPS, 1½ hours per day (90 minutes) is assigned to the teaching of language and literacy in home language every day. We can break these 90 minutes into 15 minute chunks: Phonological and phonemic awareness can be taught briefly several times throughout the day. Phonics, the cornerstone of decoding, gets a dedicated 15 minutes every day, as the timetables show. Decoding skills can also be taught and practiced during Shared Reading, Group Guided Reading, Paired and Independent Reading and handwriting lessons (learners need to practise writing the letters).

See *Grade Timetables* (page 52&53)

GRADE TIMETABLES

Time	Duration	MON	TUES	WED	THURS	FRI
08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
09:55	90	MATHS BLOCK				
10:25		First Break				
	20	Shared (1)	Shared (2)	Shared (3)	Writing	Writing
11:15	15	Phonics	Phonics	Phonics	Phonics	Phonics
	15	Writing	Handwriting	Writing	Handwriting	Handwriting
12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language (30)				
12:30	30	Second Break				
13:00	30	GGR X 2 groups a day, Paired Reading, Independent Reading				
13:35	35	Creative Arts (x2) / PE (x3)				

Timetable: Grade 2

Time	Duration	MON	TUES	WED	THURS	FRI
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
08:25-09:55	90	MATHS BLOCK				
09:55-10:25		First Break				
	20	Shared (1)	Shared (2)	Shared (3)	Handwriting	Handwriting
10:25-11:15	15	Phonics	Phonics	Phonics	Phonics	Phonics
	15	Handwriting	Writing	Writing	Writing	Writing
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)				
12:00-12:30	30	Second Break				
12:30-13:00	30	GGR X 2 groups a day, Paired Reading, Independent Reading				
13:00-13:35	35	Creative Arts (x2) / PE (x3)				

Table: Grade 3

Time	Duration	MON	TUES	WED	THURS	FRI
08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
09:55	90	MATHS BLOCK				
10:25		First Break				
	20	Shared (1)	Shared (2)	Shared (3)	Shared & Life Skills	Literacy Assessment
11:15	15	Phonics	Handwriting	Phonics	Phonics	
	15	Handwriting	Writing	Writing	Writing	Handwriting
12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)				
12:30	30	Second Break				
13:00	30	GGR X 2 groups a day, Paired Reading, Independent Reading				
13:35	35	Creative Arts (x2) / PE (x3)				



## L5: Decoding across the grades

The teaching emphasis shifts across the grades as learners' decoding skills develop.

	Grade R	Grade 1	Grade 2	Grade 3	End of FP
<b>Phonological awareness</b>	5 – 10 minutes a day	5 min a day in Term 1	[Only for remedial group]	[Only for remedial group]	
<b>Letters of the alphabet</b>	Know single letters by the end of the year.	Know single letters by the end of Term 1.			Children read accurately & fluently, with comprehension and enjoyment
<b>Letter-sound knowledge &amp; Phonics</b>	CAPS doesn't require it but good grade R teachers teach letters of the alphabet and handwriting.	Single sounds – end of Term 1 Digraphs – Term 2 - 4	Continue digraphs, trigraphs and quad graphs. Consolidate by end of year.	Consolidate in Term 1. All learners should know letter-sounds automatically	
<b>Word recognition</b>		High frequency words, Multisyllabic words.	Multisyllabic words.	Multisyllabic words.	
<b>Fluency</b>		Fluency by Term 3	Fluency by grade 4	Fluency by grade 5	



## L6: Assessing Decoding

Deal with cracks before they become gaps.

Remember that decoding is a foundational skill for reading, and big problems can result if children do not develop strong decoding skills in the early grades. It is very important to assess the different components of decoding so that you can identify weaknesses as soon as possible and provide support so that the learner develops that skill further. We call this Formative Assessment.

### Formative Assessment is a SEE-JUDGE-ACT process

**1) Gather information** (or data) about what the learner can do. Observation is a key tool for this data collection.

**2) Use this data to make judgements** about what the learner can do and decide what support the learner needs in order to develop further

**3) Provide the support**

**4) Repeat** the cycle.

You will learn more about assessing each element of decoding in the following units.

Read the PDF about *Barriers To Decoding* (page 54-57) and some things teachers can do to minimise these barriers.

### BARRIERS TO DECODING

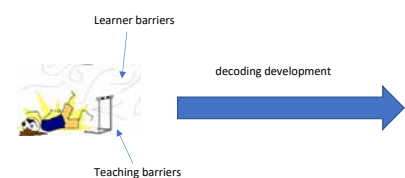
Decoding is a necessary part of reading. Skilled decoding is accurate, occurs rapidly and automatically (i.e. without conscious attention). Without decoding skills, learners will not be able to comprehend texts when they read individually. Some factors can become a barrier or roadblock that can cause decoding to be inaccurate, slow and to lack automaticity.

There are five main barriers or roadblocks that can impede the development of decoding skills in early reading:

- Poor oral language skills
- Poor phonological and phonemic awareness
- Lack of explicit and systematic teaching of phonics
- Lack of practice opportunities to develop decoding skills
- Failure to assess and identify problems early

#### What are reading barriers?

- A barrier or roadblock refers to a factor that can hamper or impede the acquisition and development of one or more of the subcomponents in reading. This causes an imbalance in learning to read and can slow down or block the development of decoding skills. This in turn negatively affects the child's ability to comprehend while reading. In other words, the barrier trips up the learner's progress.
- Barriers can stem from **internal learner factors** or from **external teaching factors**.
- If teachers are aware of the nature of roadblocks and their effects on reading then they can adapt their teaching to make sure that they reduce or minimise the roadblocks.





## L7: Find out more

See app for following resource material.



## L8: Review

Watch **Video 103** again to revise what decoding is and why it is important

### Activity 3.2: Application and Review

Here is a section from a Grade 1 lesson plan:

#### Iveki yoku-1: Usuku loku-1

j	<ul style="list-style-type: none"> <li>• Ijijiki = u/ijijiki, ujiki = u/ujiki. Ijijiki = i/ijijiki, ujiki = u/ujiki.</li> <li>• Ijijiki = u/ijijiki, ujiki = u/ujiki. Ijijiki = i/ijijiki, ujiki = u/ujiki.</li> <li>• Ijijiki = u/ijijiki, ujiki = u/ujiki. Ijijiki = i/ijijiki, ujiki = u/ujiki.</li> </ul>
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This is a plan for an explicit, systematic lesson.

- True
- False
2. This lesson teaches letter-sound knowledge, which is part of decoding.
- True
- False
3. This lesson practices breaking words into syllables, but this is not part of decoding.
- True
- False
4. Phonological awareness is something that children acquire when they formally start learning to read.
- True
- False
5. Teachers should not worry too much if learners do not have good decoding skills in Foundation Phase. They will catch up later in the Intermediate Phase.
- True
- False
6. Processing speed matters in reading; it is difficult to comprehend a text properly if a learner reads very slowly.
- True
- False
7. Teaching phonics helps learners understand the relationship between letters and the sounds they represent.
- True
- False

# Teaching Decoding

## 3.2

## Phonological and Phonemic Awareness

8 lessons in this unit



L1: What is Phonological and Phonemic awareness and why is it important?



L2: What are the components of Phonological Awareness?



L3: Important differences between English and isiXhosa Phonological Awareness



L4: When do I teach phonological and phonemic awareness?



L5: Teaching phonological and phonemic awareness



L6: Assessing Phonological Awareness



L7: Find Out More



L8: Review



### L1. What is Phonological and Phonemic awareness and why is it important?

Decoding is what enables a reader to turn the print on the page into spoken language. Can you remember the 4 subcomponents of decoding? Yes, they are:

**a) Phonological** and phonemic Awareness

**b) Letter** sound knowledge and blending

**c) Word** reading

**d) Oral** Reading Fluency

This unit focuses on phonological and phonemic awareness. This is about being aware of the sounds in spoken language. You have to be able to notice and distinguish the individual sounds in spoken language in order to match those sounds with letters in written language.

If children can't yet notice or hear the sounds in speech, it doesn't necessarily mean that they have a hearing problem. You probably just need to draw their attention to the sounds in speech, because they don't usually think about this when they use language orally. This is what you do when you teach phonological and phonemic awareness.

## What is Phonological and Phonemic Awareness?

**Watch Video 42** Zaza explains what phonological awareness is, and that phonemic awareness is a specific part of phonological awareness. She speaks about helping children to develop phonological and phonemic awareness in Grade R, because it is important for children to be aware of the separate sounds in words by early Grade 1.

### Key Points

**They are about awareness of sounds in speech**, and do not involve letters or writing.

**Phonological awareness is the overall awareness of the sound system** of a language. It is concerned with the sounds we hear in spoken language, not the way we write those sounds.

**Phonemic awareness is a specific part of phonological awareness.** It is the ability to recognise individual sounds within words and to manipulate these sounds.

### How does it develop?

**Words and syllables first:** Children start developing phonological awareness in the preschool years, beginning with larger sound units such as words and syllables, which are easier to recognise.

**Phonemic awareness is harder:** Phonemic awareness (the ability to hear sounds within words) is the most difficult and usually happens in Grade R or Grade 1, when children become literate. Because letters of the alphabet represent separate sounds (phonemes), phonemic awareness is important in languages with alphabetic writing system.

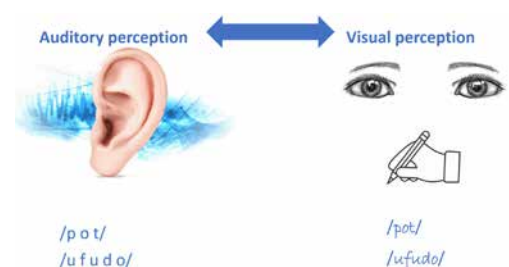
**Reciprocal relationship with writing:** Phonemic awareness and writing develop each other. Phonemic awareness develops as children learn to write and spell, and developing Phonemic awareness helps them to write and spell. Teaching children to use knowledge of letter-sound relationships (i.e. phonics) to read and write helps them develop phonemic awareness and vice versa. In Grade R and early Grade 1, our teaching focuses on awareness of sounds in speech, but we soon move on to focusing on letter-sound knowledge, knowing that this builds their phonemic awareness.

### Why is Phonological Awareness important?

**Hearing separate sounds in language is necessary for reading and writing.** In languages with an alphabetic writing system, letters represent sounds. It is therefore very important for children to be able to hear separate sounds within words so that they can match up letter symbols and sounds in order to read written words. Developing syllable awareness and phonemic awareness helps them do that. Children who don't have this awareness struggle to learn to read.

**Manipulating sounds:** In developing phonemic awareness, children are able to manipulate sounds by

#### VIDEO 42



blending (putting together sounds) or breaking words up (segmenting) into sounds. This is key for reading and writing.

### Connecting auditory and visual language in the brain.

Developing children’s phonological awareness helps to form a bridge in the brain that links the auditory perception of language (oral language) with the visual perception of language (written language). These are processed in different parts of the brain so it is important that these different brain parts get connected in early literacy development.



## L2: What are the components of Phonological Awareness?

Here is the diagram that Zaza shows in [Video 42](#)

### Phonological Awareness

Phonological awareness is an “umbrella term” because it covers different aspects of awareness of the sound system in a language.

When they have phonological awareness, children can:

**1) Distinguish words in the stream of speech** (e.g. they know that **imini yonke** is two words, not one continuous word.)

**2) Recognise words with similar sounds**, such as rhyming words in English and alliteration in isiXhosa (e.g. The **fat cat sat on the mat**; **US**indiswa **us**usa **isele**.)

**3) Identify syllables in words** (e.g. **Kakuhle** has 3 syllables, ka + ku + hle.)

**4) Recognise individual sounds in speech** (e.g. they can tell that /d/, /dl/ and /ndl/ are three different sounds.)

**5) Recognise different sounds within words and manipulate them** (e.g. They can tell that the first sound in dada is /d/, but in dlala the first sound is /dl/. The sound at the end of both words is /a/.)

### Phonemic Awareness

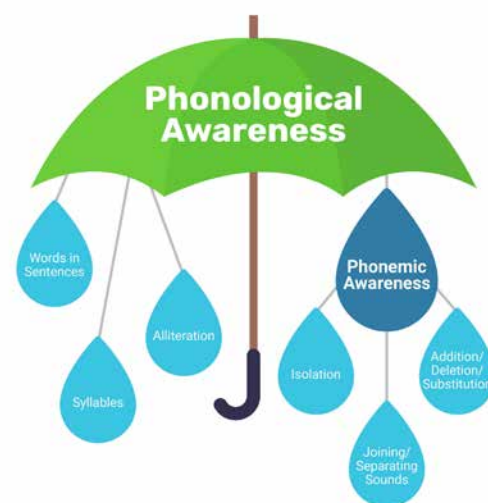
Phonemic awareness is the most complex part of phonological awareness. Numbers 4 and 5 in the list above are phonemic awareness. Phonemic awareness represents a step into literacy.

A child with phonemic awareness can:

**1) Isolate sounds** or distinguish individual sounds in words.

#### Activity 3.4 True or False?

- Phonological awareness is becoming aware of the sound system of a language.
  - True
  - False
- Phonemic awareness is part of phonological awareness.
  - True
  - False
- Phonological awareness is being able to manipulate individual sounds in a word.
  - True
  - False



#### Activity 3.5

**Drag and Drop** to match the activities with the appropriate phonological awareness skills.

1. Drag and Drop to match the activities with the appropriate phonological awareness skills.

How many syllables are there in ...	Syllable awareness
What words sound the same in • I twirl and I whirl • I wiggle and I squiggle	Rhyme awareness
What sound can we hear at the beginning of the word <i>hika</i> ?	Phonemic awareness
How many words are there when I say ikati ijonge impuku.	Word awareness

- 2) **Delete sounds** or remove them from words.
- 3) **Substitute sounds** or replace them with other sounds.
- 4) **Blend sounds** together with other sounds.



## L3: Important differences between English and isiXhosa Phonological Awareness

### Syllables

An important difference between African languages and English is that **African languages are syllabic languages** – words are pronounced with **equal stress** on each syllable in a word, e.g. *baleka* = *ba+le+ka*. In contrast, English is a stress-timed language – some syllables in a word get stronger stress than others, e.g. *management* has three syllables, but the primary stress is on the first syllable *ma+nage+ment*.

In isiXhosa syllables comprise either a vowel (V) or a consonant + vowel (CV). In English, Syllables are more complex. Some examples are syllables made up of a vowel only (V), a vowel + consonant (CV), a consonant + vowel + consonant (CVC), or two consonants + vowel (CCV).

Because isiXhosa is so strongly syllabic, isiXhosa speaking children find it relatively easy to identify syllables in their words. However, it is important that they also get practice in identifying the separate **sounds within syllables** i.e. the consonant and vowel sounds that make up the syllables, e.g. *ba* = *b+a*. In other words, both phonological awareness and phonemic awareness are important when learning to read in isiXhosa.

### Rhyming words and alliteration

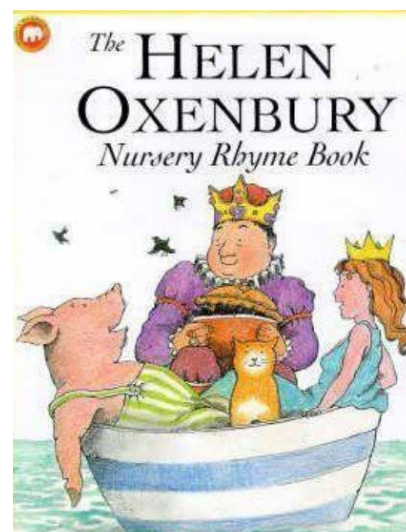
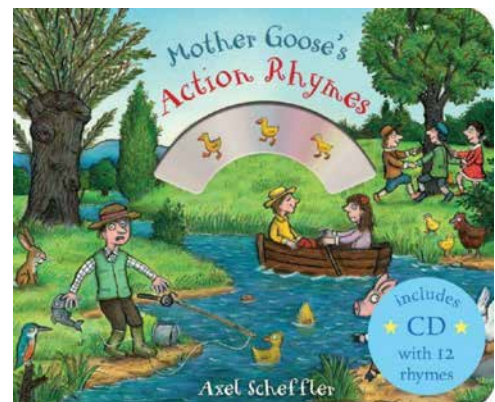
One part of phonological awareness in English and Afrikaans involves identifying rhyming words (*bat, fat, pat, sat, mat; hair, fair, bear, mare, pear*). These seldom occur in agglutinating languages such as isiZulu and isiXhosa, because of their complex morphology.

For children learning English as FAL it is important to help them recognise rhyming words in English. A good way to do this is to use songs and poems in English called **Nursery Rhymes** that contain rhyming words.

In isiXhosa, focus instead on hearing the repeated sounds (alliteration) in sentences such as *Amadada ayadada edameni*.



CHILD CLAPPING OUT A WORD



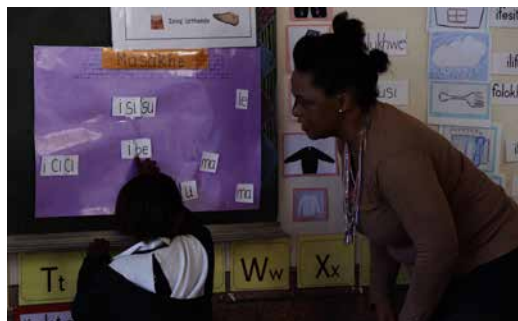
EXAMPLES OF BOOKS WITH RHYMING WORDS

## First and last sounds

Phonemic awareness activities in English focus first on the beginning sounds of words, as these are the easiest to identify. but this only works for verbs in isiXhosa.

Nouns in isiXhosa have prefixes which indicate the noun class, and if the word is singular or plural. Therefore in isiXhosa we have to help children to identify the prefix and then draw their attention to the first sound that comes AFTER the prefix.

English has many words that start and end with consonants and children need to be able to recognise these. In isiXhosa, words end with vowels. Children need to pay attention to the consonants at the beginning of syllables (*ikati vula*) as well as to the vowel sounds.



FIRST AND LAST SOUNDS



## L4: When do I teach phonological and phonemic awareness?

### In Grade R and early Grade 1

Phonological awareness is a focus in Grade R and in early Grade 1. With good teaching children should have "got" phonological and phonemic Awareness by mid grade 1, which means you then only need to spend time on it with children who need extra help.

### Throughout the day

Look for opportunities to focus on sounds and manipulating sounds throughout the day. You can do it whenever you teach a new word, in all learning areas. Provide practice opportunities during mat work, in small groups and individually.

### Short and fast activities

Phonological awareness activities should be short but fast-paced. DO NOT spend 15 mins on phonological awareness without any other learning objective.

### In HL and in EFAL

Phonological awareness can transfer across languages. If learners can do it in the HL, they'll find it easier to do in the FAL.



## L5: Teaching phonological and phonemic awareness

Watch **Video 26**. Zaza talks about teaching phonemic awareness.

### VIDEO 26



Notice how she uses gestures to show children that they should listen to the sounds.

**Look at the PDF *Phonemic Awareness Activities Bilingual (58&59)* to get more information about phonemic awareness activities.**

**1) Working with SYLLABLES and SOUNDS in learners' names**

**a) Point to a child** and ask the children to say the child's name e.g. Siph

**b) Ask the children to clap the syllables** in Siph's name – Si-pho. How many? Two.

**c) Ask what sound** does Siph's name begin with? /s/

**d) Ask what sound** Siph's name ends with? /o/

**e) Tell the children to clap out the syllables** in Siphwe's name – Si-phi-we. Ask how many? Three.

**f) Does Siphwe's name start with the same sound as Siph's name?** Who else has a name that starts with the /s/ sound? let's count how many.

**Watch Video 116, Part 1.** Zaza is working with syllables and sounds in learner's names. What else could Zaza have done to develop children's phonemic awareness, using the children's names. Notice how the sequence of activities moves from simpler to more complex (words, then syllables, then sounds).

**2) Identifying, deleting and substituting SYLLABLES AND SOUNDS in words**

**a) Tell** the children we are going to play games with words and sounds and we are going to make silly words that don't even exist!

**b) Tell** children to listen to the word: baleka and say the word after you: (*baleka*).

**c) Ask** them to clap out the syllables in ba-le-ka and count how many? (*Three*).

**d) Ask** them to say baleka without the ba- (without the first syllable). (*leka*).

**e) Now** say baleka without the b- (without the first sound). (*aleka*).

**f) Ask** them to say baleka without the ka- (without the last syllable). (*bale*).

**g) Now** say baleka without the -a at the end (without the last sound). (*Balek.*)

**h) Ask** them to say it without -le- (without the middle syllable). (*Baka*)

**i) Ask** them to say baleka without the ba- and then to say it with ma- instead of ba- (substituting the first syllable). (*Maleka*). And with da- instead of ba- (*Daleka*). And with Wa instead of ba- (*Waleka*).

**Watch Video 116, part 2.** Zaza is getting the children to delete and substitute syllables and sounds in words.

	Imizekelo
nisa amalungu ukwenza pheleleyo ganisa)	Ufumana eliphi igama xa udibanisa la malungu egama. u/sa/no (usana)
	Ufumana eliphi igama xa udibanisa ezi zandi. v-u-k-a (vuka)
la-hlula amagama jla)	Uva amalungu amangaphi kweligama: baleka. Ba/le/ka (amalungu amathathu)
	Biza izandi ozivayo kwigama: yam. Y-a-m (ifonimi ezinathathu)
okanye ukongeza ezithile zegama	Yithi 'tatamncinci'. Libize kwakhona eligama kodwa ungambizi u 'toto' kushiyeka u 'mncinci'
	Yithi 'Ntombizodwa'. Libize kwakhona eligama kodwa ungambizi u 'ntombi' kushiyeka u 'zodwa'
	Yithi 'sika'. Libize kwakhona eligama kodwa ungambizi u-/s/. kushiyeka u-(ika)
tsha lindawo ezithile	Yithi 'onke'. Yongeza ke ngoku u-/s/ ekuqaleni kwegama Lithini igama elitsha? (sonke)
	Yithi 'vula'. Susa u-/v/ ze endaweni yakhe ufake u-/c/. Lithini

VIDEO 116, PART 1



VIDEO 116, PART 2



Even though the resulting words may not exist, the children are developing Phonemic Awareness. Imagine how much fun they could have if they did this exercise with their names.

### 3) Identifying, segmenting and blending SOUNDS WITHIN WORDS

**a) First say the word** e.g. umama

**b) Clap out the syllables** in u-ma-ma. Get children to break the word into syllables and then blend them together again (say it slow, say it fast)

**c) Break the word into its syllables** icici = i-ci-ci, then break the syllables into their separate sounds: i-ci-ci → i + c + i + c + i

**d) What word** am I saying when I speak like a slow snail: U-sss-aaa-nnn-aaa?

**Watch Video 116, part 3.** Zaza is getting the children to break up a word into syllables, then to break up the syllables into sounds. They are segmenting and blending sounds.

Often teachers do not go beyond breaking words into syllables. This is not enough. Breaking syllables into their separate sounds is very important for developing phonemic awareness and therefore for reading and writing.

### 4) Uphinda-phindo lwezandi

**a) Say a sentence with a repeated sound** e.g. *Amadada ayadada edameni. Duda, Deliwe, Duda!*

**b) Ask children to tell you which sound they heard repeated** in the sentence.

**c) Can you think of a sentence in which a different sound is repeated** a number of times?



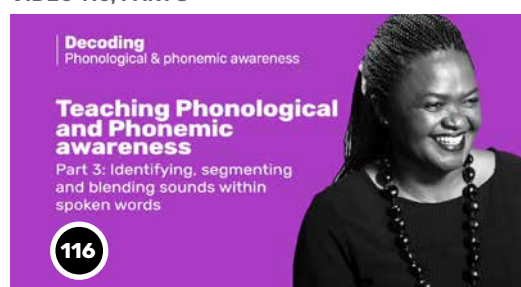
## L6. Assessing Phonological Awareness

**Informally assess** phonological and phonemic awareness as you do activities with the class. To do this, observe the responses of particular children in the class each day, and make notes on your observations. You can use a checklist to record your observations.

**Do this assessment in Grade 1.** After that it will probably only be necessary for a few children who might be struggling.

**Provide corrective feedback:** If a learner responds incorrectly or doesn't get it, always model the correct answer. Be patient and kind – do not get angry or impatient, as this will create barriers to learning.

### VIDEO 116, PART 3



### A TOOL FOR RECORDING PHONEMIC AWARENESS

Learners can do the following ORALLY:	Zenze	Kungwano	Zenze	Chab's Name	Chab's Name	Chab's Name	Chab's Name
Identify first sound in name / verb	✓	✓	✓	✓		✓	
Clap syllables in word	✓	✓	✓				
Delete first syllable in word							
Substitute first syllable in word							
Delete last syllable in word							
Substitute last syllable in word							
Break syllables into separate sounds							
Blend sounds to make syllables							
Blend syllables to make words							

### Activity 3.6

A teacher notices that a Grade 2 learner struggles to read. The first step she should take is:

- Write a letter to the parents requesting that they assist the child with reading homework.
- Assess the phonological and phonemic skills of the learner to see whether the learner has a problem in this area. (Correct: Very often when a child struggles to read, they cannot associate letters with their sounds. In order to do this, they first have to be able to hear the sounds in the words, which is what phonological and phonemic awareness are about.)
- Put the learner in the ability group that struggles with reading and keep an eye on the learner during Group Guided Reading.
- Do not worry unduly. The learner will most likely catch up later in the year.



## L7: Find out more

See app for following resource material.



## L8: Review

See Activity 3.7: Reflection and Activity 3.8: Application

### Activity 3.7: Reflection

Do you yourself find it easy to do phonological awareness activities? Try these activities to check. Hopefully you can give answers quickly!

- How many syllables are in your name?
- What is the last sound in your name?
- Does your name start with the same sound as Nompumelelo?
- Say your name without the first syllable.
- Say your name without the last syllable.
- Change the first sound in your name to Z (if your name starts with Z, substitute with a B).

### Activity 3.8: Application

Answer the phonological awareness questions below, based on this page the Grade 1 VulaBula Anthology.

VULA VALA			
billi			Igama ebalibona njalo
			iyam
amafungu amagama			
va-la	yi-yo-le	i-ka-wu-si	
U u			
asebalini ano-u			Amagama asebalini ano-u
ala			vula, ikawusi
agama ano-u			Amagama amagama ano-u
ivili			cula, ikawusi

1. How many syllables are in 'ufudo'?
  - 2
  - 3
  - 1
2. How many sounds are in 'vuka'?
  - 2
  - 3
  - 4
3. Is the first sound in vuka the same as the first sound in 'cula'?
 

Not sure

  - Yes
  - No
4. What is the first sound after the prefix in 'ikawusi'?
  - Ka
  - K
  - I
5. Segment the sounds in the syllable -la.
  - la
  - l
  - l; a

# Teaching Decoding

## 3.3

## Letter-Sound Knowledge and Phonics

8 lessons in this unit



**L1: What are letter-sounds and phonics and why are they important?**



**L2: Differences between letter-sounds in isiXhosa and English**



**L3: When should letter-sounds be taught?**



**L4: Teaching phonics in isiXhosa**



**L5: Resources needed for phonics**



**L6: Assessing phonics / letter-sound knowledge**



**L7: Find out more**



**L8: Review**

Children who can notice/hear the sounds in spoken language (phonological and phonemic awareness), have a good foundation to learn about how those sounds connect to letters in writing. We call this letter-sound knowledge. Phonics is the process of teaching children letter-sound knowledge and getting them to use this knowledge to read.

### This unit should help you

- a) have a clearer understanding of the importance of teaching** letter-sound relations in the early grades
- b) appreciate why accuracy and speed** are important in building alphabetic knowledge
- c) be aware of the need to include blending and segmentation** activities in phonics lessons
- d) teach children to use their knowledge of letter-sounds** to read texts
- e) monitor letter-sound knowledge regularly** in order to identify struggling learners.



### L1: What are letter-sounds and phonics and why are they important?

#### What are letter-sounds?

When we write we use letters to represent sounds in



WHAT IS PHONICS?

language. We say that letters correspond to sounds. When they learn to read, children have to learn which letters correspond to which sounds. We call this letter-sound knowledge or knowing about letter-sound relationships. For short we call it letter-sounds.

It is useful to know that some languages have more regular letter-sound correspondences than others. We say that the writing systems are either transparent (regular) or opaque (not regular).

### 1) In African languages and Afrikaans

The relationship between letters and their sounds is straightforward or transparent. There is only one way to represent each sound. We say these languages have a transparent orthography or writing system.

**For example**, in IsiXhosa: the sound /f/ is always represented by the letter 'f', no matter what the word is.

### 2) In English

The relationship between sounds and letters is less regular. The same sound can be represented by different letters, and one letter can represent different sounds. We say English has an opaque orthography or writing system, meaning that it is not clear or transparent.

**For example**, in English: The sound /f/ is represented by the letter 'f' in frog, by 'ph' in phone and by '-gh' at the end of the word cough.

### 3) The teaching principle is the same

In both transparent and opaque orthographies, children need to learn which sounds the different letters stand for.

## What is Phonics?

Phonics is a way of teaching children to read by learning letter-sound relationships and using this knowledge to read and write.

Research has found that it is best to teach phonics in an explicit and systematic and synthetic way.

### 1) Explicit phonics

Explicit phonics refers to phonics lessons which deliberately focus on particular letter-sounds. The teacher clearly explains and models the letter-sound relationship and guides the children to use the letter-sounds in practice. When phonics is not taught explicitly it is left to chance that children will learn all the letter-sounds. Without explicit phonics teaching, many children will not acquire this knowledge, or will learn it too slowly.

### 2) Systematic phonics

This means teaching the letter-sounds in an organised and methodical sequence, at a deliberate pace, and providing opportunities for practice in isolation and then in text. Systematic phonics recognises that some skills or concepts need to be taught before others.

### 3) Synthetic phonics

In synthetic phonics programmes, learners are taught to read words by blending. They identify the letter-sounds in a written word and say the phonemes together to form the sound of the whole word. Learners are taught to write words by segmenting. They think about the

word they want to write and break it down into syllables and sounds. Then they write the corresponding letters to form the written word. In synthetic phonics every phoneme (sound) is important.

## Why is phonics important?

### 1) All children benefit

Research consistently shows that all children benefit from explicit phonics teaching. Phonics is especially beneficial for children with learning difficulties and those who struggle to read. Phonics knowledge is very empowering and helps children decode new words that they have not encountered before.

### 2) Establishing the Alphabetic Principle

Children's reading development rests on their understanding of the alphabetic principle – the insight that letters in written language represent the sounds of language.

### 3) Teaching letter-sound relationships

The goal of phonics is to teach children how our alphabetic writing system represents sounds by means of letters. It is important for children to learn what the sound-letter relationships are so that they can learn to read.

### 4) Teaching decoding

Knowledge of phonics helps children learn how to convert written language into its spoken form (i.e. phonics helps children decode written language).

### 5) Reading and writing success

Research has shown that children who are given explicit phonics instruction usually learn to read and write more quickly and easily than children who do not get phonics instruction.

### 6) It is essential but not sufficient

But it is important to remember that while phonics knowledge is essential for learning to read, it is not enough. We need to focus on comprehension and response as well.



WHY IS PHONICS IMPORTANT?

#### True or false?

- Phonics is taught systematically.
- The vowel letter-sounds are taught first.
- More difficult letter-sounds are taught first.
- Letter-sounds are not revised /recycled.
- Letter-sounds are introduced at a clear pace.



## L2: Differences between letter-sounds in isiXhosa and English

Most of the resources available for teaching phonics are in English. However, we cannot simply translate these into isiXhosa, because the language structure and letter-sound systems are different. It is important for teachers to be aware of the differences, so that they can teach phonics effectively in both isiXhosa Home Language and English FAL. Also, children have to learn to distinguish spelling in HL and FAL e.g. much, watch, iwotshi.

**The best order for teaching letter-sounds differs for every language, depending on:**

**a) Which letter-sounds are used the most in the language** (teach the most common ones first)

**b) Which combinations of letters are easiest to learn** (single letters are easier to learn than letter combinations)

**c) The knowledge needed to read and write words and sentences quickly** (teach the letters in the highest frequency words first).

**d) Avoiding teaching very similar sounds together** (eg in English, /a/ and /u/ can be easily confused, so should not be taught together).

Look at the table of the differences between the sound systems in isiXhosa and English.

You will find a much more detailed comparison in PDF 3.11 in Lesson 7 of this unit.

**DIFFERENCES BETWEEN SOUND SYSTEMS IN ENGLISH AND ISIXHOSA**

	Some of these vowels are single vowels, and some are diphthongs (where the vowel sound changes slightly when pronouncing it, e.g. boy or cow).
	There are only 6 letters of the alphabet used to represent these vowels (a, e, i, o, u and y) so some use double vowel letters (as in ea, ei, oy, ai, au, etc).
	Learning the vowel system in English is thus a challenge!
nants	Complex consonant system with single consonants as well as many digraphs, trigraphs and quadgraphs. Because there are many digraphs and they occur so commonly in isiXhosa, they need to be taught in Grade 1 already.  The 10 most frequent digraphs are ng, kh, th, nd, ph, kw, ny, hl, mb and nt.  A digraph represents a single sound, a phoneme, e.g. the digraph hl is the phoneme /h/.  It is important that learners can recognise digraphs, trigraphs and quadgraphs quickly and accurately. There are no consonant clusters
	Simple consonant system, comprising mainly single consonants, and a few digraphs (th, sh, ch, ck, wh, ph)  Note: tr, cl, br, str are not digraphs - they are sequences of 2-3 consonants called consonant clusters or consonant blends. They consist of 2-3 separate sounds. There are many common consonant clusters which are helpful to learn to recognise quickly. Some occur at the start of words, others are more common at the end of words.
	IsiXhosa, as in the other Nguni languages, has click consonants. There are three basic clicks represented by the letters c, q and x, and nasalised and aspirated variations of these clicks.
	Click consonants do not exist in English.

## L3: When should letter-sounds be taught?

### Dedicated period every day

Explicit, systematic phonics teaching requires dedicated time every day. 15 mins is set aside daily for phonics in the curriculum. Use the first part of this time to teach the whole class, then let children practice the letter-sounds in pairs or practice writing the letters (and saying the sound while they write them).

### Many other opportunities

There are also many opportunities outside the phonics period for modelling and practicing phonics. For example

**a)** In GGR, monitor and practise the letter-sounds that you have taught that week.

**b)** While you are busy with GGR, make sure you have prepared phonics activities for the other groups who are working on their own at their tables.

**c)** Whenever you do shared writing (eg writing the date, writing a sentence, writing in Life Skills), you can model matching letters and sounds.

### Progression across the grades In Grade R

The focus is on developing phonological awareness. Phonics is only taught informally in Grade R. Learners are usually taught the letters that occur in their names and, in isiXhosa, and learners may also become familiar with

**GRADE TIMETABLES**

Time	Duration	MON	TUES	WED	THURS	FRI
08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
09:55	90	MATHS BLOCK				
10:25		First Break				
	20	Shared (1)	Shared (2)	Shared (3)	Writing	Writing
11:15	15	Phonics	Phonics	Phonics	Phonics	Phonics
	15	Writing	Handwriting	Writing	Handwriting	Handwriting
12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language (30)				
12:30	30	Second Break				
13:00	30	GGR X 2 groups a day, Paired Reading, Independent Reading				
13:35	35	Creative Arts (x2) / PE (x3)				

Timetable: Grade 2

Time	Duration	MON	TUES	WED	THURS	FRI
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
08:25-09:55	90	MATHS BLOCK				
09:55-10:25		First Break				
	20	Shared (1)	Shared (2)	Shared (3)	Handwriting	Handwriting
10:25-11:15	15	Phonics	Phonics	Phonics	Phonics	Phonics
	15	Handwriting	Writing	Writing	Writing	Writing
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)				
12:00-12:30	30	Second Break				
12:30-13:00	30	GGR X 2 groups a day, Paired Reading, Independent Reading				
13:00-13:35	35	Creative Arts (x2) / PE (x3)				

Table: Grade 3

Time	Duration	MON	TUES	WED	THURS	FRI
08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
09:55	90	MATHS BLOCK				
10:25		First Break				
	20	Shared (1)	Shared (2)	Shared (3)	Shared & Life Skills	Literacy Assessment
11:15	15	Phonics	Handwriting	Phonics	Phonics	Phonics
	15	Handwriting	Writing	Writing	Writing	Handwriting
12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)				
12:30	30	Second Break				
13:00	30	GGR X 2 groups a day, Paired Reading, Independent Reading				
13:35	35	Creative Arts (x2) / PE (x3)				

the vowels and some high frequency single consonant sounds such as m, l, v, n. They learn songs and rhymes associated with letters and sounds.

### In Grade 1

It is very difficult to read isiXhosa words fluently if learners do not know their letter-sounds and how to blend them, so a strong phonics foundation must be laid in Grade 1. Most of the letter-sound relations should be taught, including the vowels, single consonant sounds and high frequency digraphs such as bh, ph, th, kh, lw, hl, etc.

### In Grade 2

The trigraphs can be dealt with early in Grade 2, but by then learners should already have a good grasp of the alphabetic principle and should be able to manage the more complex consonant sounds quite readily.



## L4: Teaching phonics in isiXhosa

### Some principles for teaching phonics

#### 1) Use the gradual release model when you teach

**phonics:** first model the letter-sound relationship for the learners (I do), then do it with them (we do), then ask individual learners (you do). The sequence is I do → we do → you do.

**2) Include multisensory activities.** Let children use their bodies, gestures, ears, eyes and voice. Let them work with different kinds of writing equipment. Incorporate songs and movement. For teaching the letter-sounds, different phonics programmes have actions for each letter. For teaching blending, use actions to show how the separate sounds come together.

**3) Work with single sounds and syllables.** Make sure that the learners can recognise single letter-sounds as well as syllables. It is very important for them to be able to distinguish the different letters that make up a syllable.

**4) Teach blending.** Make sure that learners can blend sounds. This includes blending single C+V (Consonant + Vowel) syllables, as well as blending syllables together to form words.

**5) Reinforce with writing or word building using letter cards.** Make sure that children write the letters and words they are learning about. Reading and writing reinforce each other. Learners should also build words using letter cards. Dictation is a good activity for assessing letter-sound knowledge.

**6) Do not neglect meaning.** Make sure that learners know the meanings of the words that they decode. It is more difficult for children to decode words that they don't

#### Activity 3.10

1. When teaching letter-sounds in isiXhosa

- Teach the letters in alphabetic order, from A-Z
- Children must be able to identify the letters in any order.
- Children do not need to write the letter when you say the sound.

2. In isiXhosa the 6 most common consonant sounds are

- b, m, a, h, c, y.
- u, w, n, i, z, o.
- l, k, m, b, z, s,

3. When teaching syllables in isiXhosa

- Children must be able to segment the syllable into its separate sounds.
- The class must recite syllables in order (ba, be, bi, bo, bu, then ca, ce, ci, co, cu then da, de, di, do, du etc)
- It is not important to model how sounds blend into syllables.

understand.

## A suggested approach for teaching phonics in isiXhosa

### Vowels first

**1) Because there are only five vowel sounds in isiXhosa, teach them first.** Teach children to understand what a vowel is. Let them put their hands under their chins and say the sound. If they feel their chin drop, they are saying a vowel sound.

**2) Order of teaching:** Some teachers teach all five vowels first. Others teach a, i, & e first, followed by three high frequency consonants (e.g. l, k, m). This makes it possible for children to quickly start blending sounds into syllables and syllables into words, while they are still learning the other letter-sounds. This makes phonics more engaging and gives children an early sense of success in reading.

**3) Make large letter cards for use in whole class teaching** and make sets of smaller cards for children to use. Keep them in Ziploc bags or envelopes for re-use.

**3) Make sure that the learners can distinguish the vowel letters and the sounds** that they represent quickly and accurately in any order that you present them.

#### 4) They should be able to

- say the sound when you show them the letter and
- write the letter when you say the sound.

**Watch Video 110.** Zaza's class is practicing recognising letter-sounds of both consonants and vowels. She wants them to be able to do it quickly and accurately, in any order.

Notice how she uses big letter cards and then children work with their own packets of smaller cards. What is the advantage of children holding up their letter cards? Zaza can see at a glance who is doing it correctly and who is not. It also improves children's engagement in the task – nobody can "get lost in the chorus".

If you taught this lesson, how would you include writing the letters?

### Consonants

**1) Introduce two high frequency single consonant sounds, a week.** The 9 most frequent consonant sounds in Xhosa are: l, k, m, b, z, s, y, w, n.

**2) As with the vowel sounds, use letter cards** for each of the sounds.

**3) Learners should be able to recognise the letter, say the sound represented by the letter and write the letter.** Let them practise writing the letters and saying the sounds as they write the letters.

**Watch Video 111.** Zaza is working with small groups who are struggling to identify letters and sounds. She gets them interested and engaged by letter-sound games with them. Can you think of other letter-sound games?

#### VOWELS FIRST

Elangeni

Maibhale Cqibezela la magama ukuze angqinelane nonfanekiso. Sebenzisa isikhomiso sibe sinye ngexesha.

a e i o u

ik ti	is li	is le	it phu
ibh la	im to	in thi	it ti
ibh di	uml lo	ip ni	ij gi
il li	is ti	is ty a	ibh si
uz phu	isit lo	il ri	ing bo

#### VIDEO 110

Decoding  
Letter-sounds and phonics

Letter-sound  
recognition  
Teaching and  
Assessing

110

Maibhale Elanga imfanekiso emagqeni abizantsi u f.

Maibhale Elanga imfanekiso emagqeni abizantsi u f.

funda  
ifowuni  
ufudo  
isifuba  
ifama

#### VIDEO 111

Decoding  
Funda Wande

Letter-sound  
games

111

## Blending letters to form syllables

**1) Teach children how to blend consonant and vowel sounds**, by putting a vowel card after a consonant card, e.g. b+a= ba; b+e=be, b+i=bi, etc.

**2) They must sound each letter** and then blend them to form a combined sound: b+a = ba.

**3) Use the I do/ we do/ you do model.** Do this as a whole class first, then provide time for individual or pair practice.

**4) Also practice blending orally without the cards:** say the separate sounds and ask children to tell you the syllables. You can use an elastic band to show how the sounds come together to make a syllable. Stretch the elastic band when you say the separate sounds and release it when the syllable is formed. Other teachers get children to hold their fingers and thumb like an open crocodile mouth to indicate the separate sounds and to snap the hand closed to indicate the blend.

Watch **Video 145** to see how Zaza teaches children to blend sounds into syllables.

## Practice recognising syllables

**1) Make syllable cards presenting the different consonant + vowel combinations.** Show these one after the other and let children say the syllables out loud.

**2) Show the syllables in different vowel sequences** so that the children do not memorise the sequence but are forced to decode the syllables as they appear.

**3) Do not always use the same consonants in the practice either!** It is helpful to include the consonant being focused on plus some syllables with the last consonant focused on.

**4) Pairs of children can also play games with syllable cards** – two children each turn over a syllable card at the same time, and say the syllable. If the syllables are the same they say SNAP. The first to say SNAP keeps the other player's card. The winner is the one with the most cards.

Watch **Video 144**. Some of Zaza's learners are struggling to identify syllables and letters. Notice how she helps them.

## Blending syllables to form words

**1) Use different letter and syllable cards to form two- and three-syllable words**, e.g. mama, sisi, molo, ewe, eli, labo, nalo, siya, sala, yima, wena, ileli, ubusi, usana, iwuli, ubisi, baleka. Two syllable words in which the syllables are repeated (mama, dada, sisi) are the easiest.

**3) Again, use the gradual release model** – I do/ we do/ you do to ensure that children end up doing the work in the classroom.

Watch **Video 93** to see how Zaza teaches blending of syllables to form words.

### BLENDING LETTERS TO FORM SYLLABLES



### VIDEO 145



### PRACTICE RECOGNISING SYLLABLES



### VIDEO 144



### BLENDING SYLLABLES TO FORM WORDS



### VIDEO 93



## Reinforce with writing

Watch **Video 70** to see how Zaza helps children to use letter-sound knowledge to write words.

In each phonics lesson, use shared writing to write a sentence on the board which includes a word with the syllables you have been working with. This shows children how the syllables are used to write words that make sense in a sentence.

## L5: Resources needed for phonics

The following resources are very helpful for teaching phonics.

**1) Letter cards** (big ones for teacher to use when teaching the letter sound; sets of small ones for children to use when working in pairs)

**2) Syllable cards** (big ones for teacher to use when teaching the letter sound; sets of small ones for children to use when working in pairs).

**3) Flashcard strips** for writing high frequency words with the sounds that are the target of your phonics lessons. When you write on flashcards, use clear, large letters.

**4) To make your own fishing game:** a magnet eg from a fridge magnet stuck onto a firm strip of board (the fishing rod), letter cards with a metal paper clip attached to each.

**5) To make your own board game:** cardboard to draw the letters on (draw them in a train, or in a snake, or in a snail's shell) buttons or other counters (different colours), dice.

## L6: Assessing phonics / letter-sound knowledge

Knowledge of letter-sounds should become 'finger-tip' knowledge – something that learners know can do/ say quickly and easily. It is important for the teacher to know which children are still struggling with matching letters and sounds and to adjust teaching to help those children. You can assess informally and formally.

### VIDEO 70



### LETTER SOUND CARDS



## Informal assessment

### 1) Assess regularly

Assess the learners' letter-sound knowledge regularly.

- Give them the sounds and ask them to write them down
- Show them the letters and ask them to say what sounds they stand for.
- Notice what kinds of letter-sound errors they make when reading words and sentences.
- Notice children's writing using invented spelling— which sounds are/aren't being matched correctly to letters?

This can be done in GGR. It gives the teacher a good opportunity to identify learners who are struggling with letter-sounds.

### 2) Look for speed and accuracy

Learners should be able to say letter-sounds quickly and accurately in any order that you present them. They also need to identify letter-sounds quickly and accurately in words. They should learn to write letter-sounds down fairly quickly. If learners stare at the letter for a long time before saying it, or if they take a long time to write the letter, then they need more practice with their letter-sounds.

**3) Re-teach letter-sounds that are giving learners problems.** Give children plenty of practice using different methods.

## Formal assessment

**Assess children one-on-one** so that you can get an accurate idea of how well each learner knows their letter-sounds. The one-on-one one-minute letter-sound test is useful for baseline assessment and progress checking.

**Assess accuracy as well as automaticity** (giving the answer quickly without thinking)

**Note which children need additional help.**

**Watch Video 112.** Zaza is assessing letter-sound knowledge. What is Zaza writing?

**The assessment follows these steps:**

- Give the learner a chart containing letters that they have learned, presented in random sequence, with upper and lower case mixed up. Remember to include digraphs and trigraphs in the chart.
- Time them for a minute while they read and say the sounds to you.
- On your own copy of the test, underline the errors they make. After a minute, subtract the number of errors from the total number of letters read in a minute. This will give you a score of letters read correctly in a minute. **By the end of Grade 1 learners should be able to sound out at least 40 letters correctly per minute. Learners must develop finger-tip knowledge of their letter-sounds.**

### Activity 3.11

Watch video 110 again. During the lesson, Zaza is informally assessing letter-sound knowledge.



True or false?

1. Zaza should draw a line under letters p, d, u, n, b, d to help children to hold the letters the right way up.

True

False

2. Zaza checks the cards children hold up, so that she knows who is struggling.

True

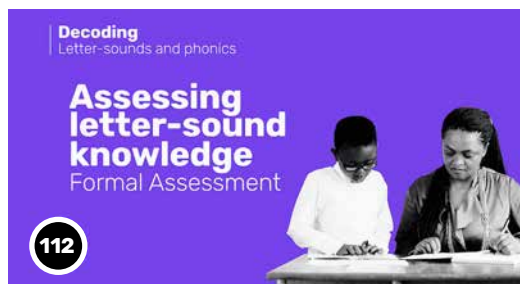
False

3. Zaza helps children immediately but she will plan to give special attention to some children during GGR.

True

False

### VIDEO 112



### A TOOL FOR ASSESSING LETTER-SOUND KNOWLEDGE

m	o	L	e	k	N	u	g	h	i
F	b	a	c	t	h	n	j	s	f
v	W	ph	z	ng	E	q	hl	M	x
y	lw	I	kh	l	S	ny	kw	U	w
o	m	hl	y	th	nd	xh	nc	a	N



# Teaching Decoding

3.4

## Word Reading

7 lessons in this unit



L1: What is word reading and why is it important?



L2: Recognising and reading morphemes



L3: When should word reading be taught?



L4: How should word reading be taught?



L5: Resources needed for word reading practice



L6: Assessing word reading



L7: Review



### L1: What is word reading and why is it important?

#### What is word reading?

##### Reading words without conscious effort

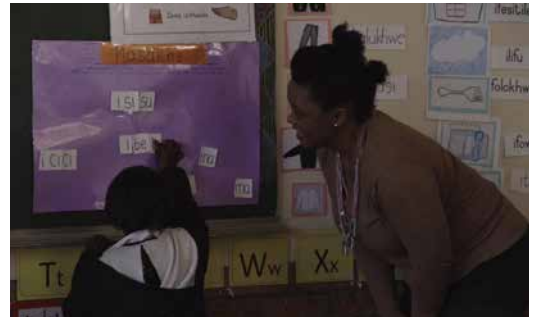
Word recognition (or word reading) is the ability to recognise and read a written word automatically without conscious effort – a result of practice in reading. Automatic and accurate word recognition frees up attention in the mind so that the reader can focus on meaning. Good word reading skills support Oral Reading Fluency.

##### Fast and accurate

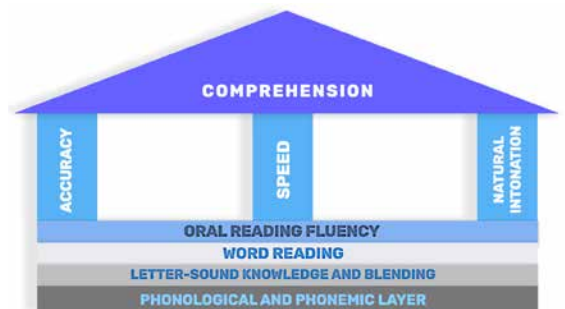
The objective of word recognition is to be able to read words quickly and accurately. Research shows that good readers can recognise and read words quickly and accurately. This takes repeated practice. When children start learning to read, they read slowly. Through practice reading becomes accurate and speeds up.

#### What are sight words?

The term “Sight Words” is used to refer to lists of high frequency words that children are taught to recognise quickly and accurately.



WHAT IS WORD READING?



### 1) In English

In English, sight word vocabulary includes:

#### Irregular Words

Because English is an opaque language, it has many words which cannot be decoded conventionally (e.g. *does, have, their, though, through, eight, one*). These words have to be recognized by sight because they cannot be sounded out.

#### Regular, high frequency words

Sight word vocabulary in English also includes common, high frequency words which are regularly spelled or decodable (e.g. *water, food, jump*) and words that have similar spelling patterns (e.g. *back, pack, stack, rack; sick, stick, brick*).

### 2) In isiXhosa

We get sight word vocabulary in isiXhosa as well. These are high frequency words that children should be able to recognise quickly, without reading them syllable-by-syllable (e.g. *ukuba, kokuba, kwakhuko, kwathi, phezulu, ngaphakathi, ngoku, yonke/bonke, wakhe/lakhe*).

### What does word reading look like?

**Watch Video 106**, in which a learner reads her story with fluency. This is possible because she is able to read the words rapidly and accurately.

To get to this level of fluency, this learner needed lots of practice in reading words. She would have got this practice by:

#### 1) Reading a lot of books

Children need to read a lot in order to get better at reading. The more paired and independent reading they do at the right level, the better. They should do reading homework every day. If possible, teachers should make sure children belong to a public library.

#### 2) Reading flashcards and lists

Teachers often get children to practice reading individual words from flashcards or lists (eg word walls) in order to build up accuracy, automaticity and speed. The rationale is that this will help learners to read the words in complete texts faster and more accurately. Reading words from flashcards or lists does not require the reader to use all the strands that make up reading for meaning. Therefore, reading individual words must never be the main kind of reading children do. However, it does give children the opportunity to practise reading words quickly and accurately.

#### 3) Repeated exposure

Children need to encounter words a number of times in order to read them quickly. Books can be read more than once. Flashcards can be read a number of times. Words remain on view on word walls for at least a week. Children can play games which require them to read the words. The words may be used in shared reading and writing as well. This repeated exposure leads to faster word reading.

Reading words alone need not be boring and mechanistic. Teachers can turn it into a fun activity, and

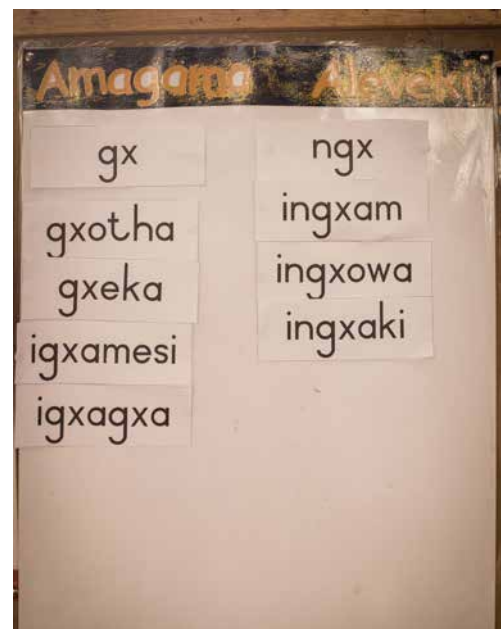
### WHAT ARE SIGHT WORDS?

Ibali-27 EKHAYA			
Izimaphambili		Amagama abawabona njalo	
li- ku-	lika- ba-	eli apha	bani bonke
		labo lilizwe	
Uqingqo lwamalungu amagama			
li-kha-ya ba-hla-la	li-ka-ba-ni li-li-zwe	ku-hla-la	
Izandi			
hl		kh	
Amagama asebalini ano-hl		Amagama asebalini ano-kh	
kuhlala, bahlala		ekhaya, likhaya	
Amanye amagama ano-hl		Amanye amagama ano-kh	
hleka hlaba ihlosi	ihlobo amehlo isihlanu	khaba khasa ukhozi	ikhoba ikhowa isikhova

### VIDEO 106



### READING FLASHCARDS AND LISTS



learners often find it motivating to see how their word reading skill improves over time. Games like SNAP that learners can play in pairs are a fun way to practice word reading skills. Team competitions are also fun.

## Why is rapid word recognition important?

### 1) Contributes to oral reading fluency

Being able to quickly and accurately read words in sentences and stories is the basis for Oral Reading Fluency. ORF, together with vocabulary, textual and world knowledge, is necessary for good comprehension.

### 2) Contributes to comprehension

It is important to make word reading skills as automatic as possible. When reading is faster and more fluent, children can pay more attention to comprehension. The slower they read, the more difficult it is to pay attention to meaning.

### 3) Contributes to reading enjoyment

If children read faster and more fluently, they experience success and enjoy reading more.



## L2: Recognising and reading morphemes

### What is a morpheme?

A morpheme is a part of a word that has a particular meaning.

Children come to school already able to speak using these morphemes and they normally know what they mean. But when we are teaching children to read, we can help them to read faster and with more understanding by using this knowledge consciously. This is especially true for African languages because words often contain a number of morphemes.

### In African languages words are made up of

**a) the root of the word** (which carries the basic meaning of the word)

**b) prefixes (found before the word stem), suffixes (found after the word stem) and infixes (found in the word stem).** All of these are called They add grammatical meaning to the word.

For example: In the word bahlala the morphemes are **ba-**, **-hlal-**, and **-a**. The morpheme **-hlal-** is the root of the word that means "sit." The prefix **ba-** indicates who is sitting." The morpheme **-a** at the end of the word indicates that this action is happening now.

### Activity 3.13

1. Word reading refers to

- Learning to blend sounds into syllables.
- Learning to recognise and read words quickly and accurately.
- Understanding the meaning of vocabulary.

2. Being able to read words rapidly is important because

- It builds phonemic awareness.
- It develops vocabulary knowledge.
- It improves Oral Reading Fluency.

3. A high frequency word is

- A word that is hard to understand.
- A word that cannot be decoded.
- A word that is used often in texts.

4. Sight words are

- Words that do not occur in isiXhosa.
- Words that we decode using letter-sound knowledge.
- Words that we learn to recognise without sounding out every phoneme.

5. In order to recognise a word by sight, the learner must

- Sound out all the sounds in the word.
- Find the word in a story.
- Read the word many times.

### Ibali-42 UKUBHAKA NOMAKHULU

Izimphambili	Izima-mva	Amagama abawabona njalo
um- ama- owa- emi- esi- ezi-	-ni -wa	amaqebengwana
isi- izi- iza- imi- obu- uku-	-na -yo	kodwa nam
uya- usi- uzi- nee- masi-	-ela -isa	wam mna
wezi- yesi- lika- siku- loku-	-ini -eni	kuba kuzo
noku- woku- zoku- buya- nde-	-eka -ile	wezi ukuze
ndi- undi- ngo- ngoku- ngasi-	-ele -weni	zethu bethu
ngama- kwil- kwisi-		kunye phezu

### Uqingqo lwamalungu amagama

a-ma-qe-be-ngwa-na	u-m-li-nga-ni-se-lo	ngo-co-se-le-lo
no-ku-qhu-qha	kwi-si-kho-ngo-ze-lo	u-ndi-lu-ngi-se-le-le
zo-ku-thi-nte-la	i-mi-li-nga-ni-se-lo	e-zi-kha-zi-m-la-yo

### Izandi

Ukuqwalasela kwakhona izandi kwiincwadana esezifundiwe:

hl, kh, mb, ng, bh, ph, nc, th, nz, sh, nd, ty, lw, ny, nt, kw, qh, mv, ndl

### SW

Amagama asebalini ano-sw

iswekile, ebusweni, ukuvaswa, iiswiti

Amanye amagama ano-sw

uswazi umphathiswa  
swela ukhuphiswano  
ukusweleka imvisiwano

### ntl

Amagama asebalini ano-ntl

intlama, intle

Amanye amagama ano-ntl

intloko entla  
intlani ntlanu  
intliziyo iintlani

### Ibali-27 EKHAYA

Izimphambili	Amagama abawabona njalo
li- lika- ku- ba-	eli bani labo apha bonke lilizwe

### Uqingqo lwamalungu amagama

li-kha-ya	li-ka-ba-ni	ku-hla-la
ba-hla-la	li-li-zwe	

### Izandi

hl Amagama asebalini ano-hl kuhlala, bahlala	kh Amagama asebalini ano-kh ekhaya, likhaya
Amanye amagama ano-hl hleka ihlobo hlaba amehlo ihlosi isihlanu	Amanye amagama ano-kh khaba ikhoba khasa ikhowa ukhozi isikhova

### WHAT IS A MORPHEME?

## Why is morphological knowledge important for reading?

- a) It helps readers to understand words and texts by knowing the meaning of word parts.
- b) It helps to develop vocabulary.
- c) It helps readers process words more quickly when they read, which improves fluency.
- d) It helps with their spelling, especially when there are spelling changes when morphemes are put together.

## Teaching children to identify word parts or morphemes within words

### 1) Identify the root

Teach children to find the root of the word. This is the part which holds the core meaning of the word. The root of a word is not always easy to identify. For example, it may be difficult to recognise the root in umthi (tree) in the word emthini (in the tree) or umthikazi (a huge tree). The root will most often be a verb or a noun.

### 2) Read the root quickly

Beginning readers will probably need to sound out the root of the word in order to read it. However, the aim is that they should be able to recognise the word quickly by sight. This allows the reader to pay attention to the prefixes and suffixes which add detail to the meaning.

### 3) Learn prefixes and suffixes by sight

Use flashcards to teach children to recognise different morphemes instantly. For example

- a) Prefixes: ndi-, si-, um- i-
- b) Suffixes: -ile, -wa, -isa, -anga

Colour-coding morphemes in flashcards words is also helpful. Children can also use highlighters to mark a particular morpheme in text.

### 4) Chunking

Next, show them how to recognise 'chunks' of word parts while they read. Chunks are made up of morphemes that commonly occur together, for example, ndiya- or andi-. This helps to speed up word reading even more.

### 5) See the patterns in words

Here is an exercise that children can do with subject morphemes. Cut out the morphemes in the pink block and mix them up. Give each child a copy of the page. They must put the correct morpheme into each sentence. Draw their attention to the patterns. You could do a similar exercise with noun class patterns.

Flashcards of morphemes and roots of words are a helpful tool. Use them to guide learners to change the meaning of a word by adding or changing affixes. For example ask them to:

- a) Change the person (e.g. change ndi- to u-, ni-, or ba-).
- b) Change a noun from singular to plural (e.g. change um-fundi to aba-fundi; change u-mama to oo-mama).
- c) Make a word negative by adding the prefix a- and the

TEACHING CHILDREN TO IDENTIFY WORD PARTS OR MORPHEMES WITHIN WORDS



Mna	thetha	isiXhosa.	ndi
Wena	cima	isibane.	u
Thina	funda	incwadi.	si
Nina	vuka	ekuseni.	ni
Mna	thanda	ukufunda.	ndi
Yena	dlala	phandle.	u
Thina	ncedisa	utiitshala.	si
Nina	funda	ukubala.	Ni
Mna	sela	amanzi.	ndi
Wena	funa	isonka.	u
Thina	ya	esikolweni.	si
Nina	baleka	inja.	ni

suffix -i (remember that the suffix -i replaces the final vowel, such as in sibona > a+si-bon-a -i)

**d) Modify the meaning of a word** (e.g. siyabona “we see” > siyabonana “we see each other / one another.”)



## L3: When should word reading be taught?

### In Grade R

Teach children to recognise their names and even their surnames.

By doing lots of shared reading and writing children may also learn to recognise a few words – usually short words that occur frequently.

### In Grades 1 & 2

Teach phonics explicitly and systematically. Teach children to use this knowledge to read words.

Give lots of opportunity to practise reading at the right level every day. This helps children to recognise common words fast and accurately.

Let them learn to recognise 2-3 syllable high frequency words by sight (e.g. wonke, lakho, okanye, ukuba, ngubani, kakhulu, phambili). This saves them time when they read words in text.

### By Grade 3

Revise phonics covered in Grade 1 and 2 and keep on giving practice in using this knowledge to read. Shift attention to developing Oral Reading Fluency (ORF).



## L4: How should word reading be taught?

### Teach the words using flashcards

**1. Use flashcards of common, high frequency words** in Xhosa to develop word reading skills.

**2. Make sure that children can identify the letter-sounds and syllables in the words** and they know the meanings of the words that they read.

**3. Introduce the words.**

**4. Read the words a few times together.** Jumble the sequence of words around so that learners actually pay attention to reading the words rather than memorizing



IN GRADE R



IN GRADE 3



TEACH THE WORDS USING FLASHCARDS

their sequence. Once learners have gained confidence, flash the words faster and faster. Include a few old words as well.

## Practice in the CAPS Reading Activities

In the first Shared reading lesson, introduce new vocabulary using flashcards. Put these on the wordwall. In the next Shared Reading Lesson, revise the vocabulary using the flashcard (word recognition). Once the learners can recognise the words, shuffle the flashcards and speed up the process so that learners have to recognise them increasingly quickly. Follow up in Group Guided Reading. Children can get further practice in paired reading – instruct the pairs to look out for the sight words and to help each other to read these words quickly and accurately without sounding them out.

**Watch Video 109** which shows word reading in Shared and Group Guided Reading, as well as in EFAL and in small group work with the teacher.

## Practicing with games

Reading words need not be boring and mechanistic. Teachers can turn it into a fun activity, and learners often find it motivating to see how their word reading skill improves over time.

Fun word games create opportunities to work in small groups. Children can play these games in pairs or groups while you are taking GGR groups. Some games work well as teacher-led activities for small groups or the class. Children who do not show word reading skills should get additional attention by playing games with the teacher and opportunities to practice reading to help them improve.

## Here are some examples of games that practice word reading.

**1) Swop Shop:** this is a teacher-led activity. You need two identical sets of sight word cards (one card per child) and a list of the words for the teacher. Give each child a card. The teacher reads out a word. Children must quickly read their words and any children who have the word the teacher has read must quickly swap places.

**2) Bingo:** another teacher-led activity. The teacher needs a list of all the words. Make bingo cards (one per child) with sight words on them – put a different set of words on each card. For grade 1, there can be just 6 words on a card and in higher grades you could have 9 or more words. Each child gets a card and some counters (eg dried beans). The teacher calls out a word and the learners look at their cards to see if the word appears on their bingo card. If it does, they put a counter on the word. When a player has put a counter on every word on their card, the player shouts “Bingo” and is the winner.

**3) Memory:** Choose 5 - 10 high frequency words. Make two cards for each word. Players play in pairs. They put the cards face downwards on the table. They take turns to turn over 2 cards and read the words. If the cards match, they can keep them. If they do not match, they turn the cards over again in the same place. The other

### VIDEO 109



### SWOP SHOP



### BINGO

nam	wam	bam
yam	mna	hayi

bonke	umama	bam
yam	mna	utata

nam	hayi	umama
bonke	wam	mna

### MEMORY



player can remember where each word was to increase their chances of getting a matching pair. The winner is the one with most cards.

Could you use the words in the middle exercise on this page from a DBE workbook to make a set of cards for a Memory Game?

**4) Go Fish:** Make 2 cards for each of 20 high frequency words. 2-4 players can play the game. Deal 6 cards to each player and put the rest face down in a stack on the table. Players hold their cards so that the others can't see them. The aim is to make pairs of words. Player A asks Player B if they have X word, trying to find the pair for one of their own cards. If Player B has the card, they give it to Player A. If not, B tells A to "Go Fish" and Player A must take the top card from the stack on the table. When a player has 2 cards the same, they put them down on the table. The winner is the first one to have no cards left in their hand.

Take and Insert a still photograph of isiXhosa flashcards arranged on a table - Use vulabula word cards for this (clare to help with this in May)

**5) Snap:** Make pairs cards for 30 high frequency words. This is a game for 2 players. Shuffle the cards and deal them out to the players. At the same time, players turn over the top card in their pile and read the word aloud. Whoever sees two identical words (e.g. kudala) says Snap! They keep the 2 cards. The winner is the one with the most cards. Could you use the words from these VulaBula materials to play a game of Snap?

**6) Board Games:** Use Wordworks games for this or make your own. Download the caterpillar game, the snake game or the snail game from <http://www.wordworks.org.za/games-2/> (you can also watch videos of children playing the games).

Each player needs a counter. Throw a dice, move the corresponding number of places and read the word. For games with pictures, if they land on a picture they have to spell or write the word.

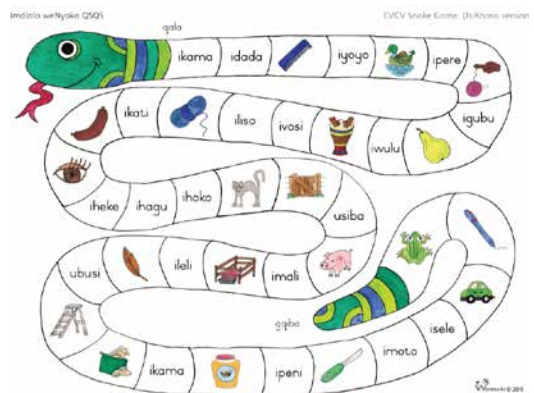
**7) Competitions:** Make word reading fun! Have little competitions between groups for reading a list of words in a given time without making a mistake and reading the word clearly without rushing through it. Make sure they know the meanings of the words they read!



GO FISH



SNAP



BOARD GAMES

**Activity 3.5**

**Drag and Drop** to match the activities with the appropriate phonological awareness skills.

1. Drag and Drop to match the activities with the appropriate phonological awareness skills.

nam	wam	bam
yam	mna	hayi

**Word Reading Competition**

bonke	umama	bam
yam	mna	utata

nam	hayi	umama
-----	------	-------

**Bingo Cards**



**Word Reading Board Game**



**L5: Resources needed for word reading practice**

**Books/texts**

The best kind of practice is for learners to encounter the words often in books or other texts. This can be in Shared Reading, GGR, paired and independent reading. The

VulaBula Anthologies contain list of words for practice, as well as using these words in the stories.

### Flashcards

Use index cards or pieces of cardboard to make flashcards of:

- a) high frequency words containing the sounds that are the target of your phonics lessons
- b) high frequency words in IsiXhosa and EFAL

### Word Walls

Put the decoding flashcards up on the wall in your classroom and remind the learners to practise reading them.

Change the sequence every day as this forces them to actually look at the word and not just memorise the words orally from the sequence in which you taught them.

Word walls can be organised alphabetically or thematically. Children can use the word walls as a reference resource for their writing. They can “read around the room” or read all the words on the word wall and on display in the classroom during paired or independent reading time.



BOOKS/TEXTS



WORD WALLS



## L6: Assessing word reading

### Books/texts

A timed one-minute word reading test can be used. Remind the child that the idea is to read the words as quickly and accurately as possible. Mark how many of the words the child reads correctly in one minute. For remediation purposes, it is useful to notice which letter-sounds the child makes mistakes with.



## L7: Review

### Activity 16: Reflection

Think about your own classroom or one that you are familiar with. How is automatic word reading promoted in this classroom? Are you satisfied with this, now that you have completed this module? How would you like to change the practice in this classroom?

### ASSESSING WORD READING

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

idada	abafana	udaka	uwele	ulele
ukuba	watsho	kakhulu	ke	kodwa
kwaye	le	umama	yakhe	emva
kunye	lo	ngoku	nje	ukuze
ubisi	wakhe	xa	abantu	apha

#### Simple Words

- Nika abafundi lithali enamagama.
- Yalatha igama ngalinyeeethalini uyalele umfundi ulifunde.
- Ukuba umfundi ulifunde kakuhle igama v ukuba akakwazanga ukufunda X.
- Olu kuvavanya okubekelwa kwesha, thatha umzuzu omnye kuphela.
- Bala imikorekitho.
- Gola uberabise umzekelo wandule ukuqala ngavavanya.
- Give the learner the chart with the words on it.
- Point to each word on the chart and ask the learner to read it.
- If the learner reads it correctly v and if the learner reads incorrectly X on your copy.
- This is a timed test. Stop after 1 minute.
- Count the ticks (v) for the score.
- Start with the practice example then do the assessment.

biza	nini	imoto	vala	wam
lala	idolo	iti	zoba	ileli
xoxa	ulele	vuka	isisu	izolo
thatha	chuba	hleka	ncume	uyantywil

### Activity 17: Application

Look at this page from the DBE grade 1 workbook. The second exercise is about word building. Which square (s) practice reading morphemes?



- 1) top left
- 2) top right
- 3) bottom left (correct)
- 4) bottom right

# Teaching Decoding

## 3.5

## Oral Reading Fluency (ORF)

8 lessons in this unit



**L1: What is oral reading fluency and why is it important?**



**L2: Differences between ORF in English and isiXhosa**



**L3: When should oral reading fluency be taught?**



**L4: How should oral reading fluency be taught?**



**L5: Important things to remember about ORF**



**L6: Assessing oral reading fluency**



**L7: Find out more**



**L8: Review**



### L1: What is oral reading fluency and why is it important?

#### Three components of ORF

**1) Accuracy:** It is very important for learners to decode and recognise words quickly and correctly. Not being accurate can change the meaning of what is being read, e.g. if a child reads 'I was these trees' instead of 'I saw three trains' in English, or 'ndiyanithanda' instead of 'ndiyayithanda' in Xhosa, he will get the wrong meaning of what he is reading.

**2) Speed:** This refers to reading at a good pace (appropriate to age/grade level), not slowly, word-for-word. Decoding words must become automatic to free up memory for comprehension. Reading at a speed suitable to their age and grade enables learners to 'get the message' more easily.

**3) Prosody:** This refers to reading with feeling and in a natural way, chunking up the text in suitable ways, pausing in appropriate places (e.g. after a full stop or for effect, and adopting a character's voice in direct speech). Prosody can tell us whether children understand what they read. If children simply bark at text (decode without comprehension) and read in a monotonous tone, then their prosody will not sound natural.

#### VIDEO 106



#### VIDEO 113 PART 2



**Watch Video 106**, Part 1 which shows what ORF looks like. First you will see a child reading her story with fluency. Then you will see Permie helping children to develop the three components of ORF.

then...

**Watch Video 113 part 2 & Video 115 part 3.**

Zaza and colleagues discuss why ORF is important. After that you can see a graphic representation of what happens when reading is too slow. The example comes from the NEEDU Grade 5 test for rural areas in English, but the point it makes applies to all grades and all languages.

### How is ORF measured?

Fluency is measured in terms of how many words are read correctly in a minute (WCPM). Learners who cannot read fluently read slowly, word for word, with lots of pauses and inaccuracies. Their heads often nod up and down on each syllable or word.

As they get older, learners read with increasing speed. There are usually big gains in ORF between Grade 1 and 2, and after that the gains proceed more slowly and steadily..



## L2: Differences between ORF in English and isiXhosa

ORF rates differ across languages, depending on their linguistic and orthographic features.

isiXhosa is an agglutinating language with a conjunctive writing system, so it has much longer word units than in English. As a result, ORF norms will be slower in isiXhosa than in English, which has many short words which can be read quickly.

There has not yet been much research on recommended ORF rates in isiXhosa. It is being proposed that children who read below 20 words a minute are really at risk. In order to comprehend 60% of what they read, children should be reading a minimum of 32 words a minute.

Initially, EFAL learners read more slowly in English than mother-tongue readers of English, usually between 20-25% slower. However, if English later becomes the language of learning and teaching (LoLT), then EFAL readers should try and reach reading speeds close to those of mother-tongue English readers.

### VIDEO 115 PART 3



#### Activity 3.18: True or False?

1. Oral Reading Fluency is only about reading fast.

- True  
 False

2. Oral Reading Fluency is necessary for comprehension

- True  
 False

3. WCPM stands for Words Correct Per Minute.

- True  
 False

#### BASED ON GRADE 1-3 XHOSA DATA OBTAINED FROM THE ZENLIT PROJECT OVER A 2 YEAR PERIOD. ENGLISH DATA FROM HASBROUCK & TINDA

Based on Grade 1-3 Xhosa data obtained from the Zenlit project over a 2-year period. English data from Hasbrouck & Tindal 2006

	Grade 1	Grade 2	Grade 3
Xhosa home language	18	36	45
English home language	53	89	107



## L3: When should oral reading fluency be taught?

### Model it in Grade 1

Grade 1 teachers can demonstrate fluent reading during Read Aloud and Shared Reading. Talk about what fluent reading sounds like.

### Work on it in Grade 2 & 3

Fluency work can be started properly in Grades 2 and 3. It is especially important to do fluency work in Grade 3, to prepare learners for the transition into Intermediate Phase, when 'reading to learn' from textbooks becomes important.

### What to do when readers struggle

Fluency depends on ALL the decoding skills, therefore it is very important that these foundation skills be developed from Grade 1 through to Grade 3. If you still have slow, struggling readers in Grades 2 and 3, go back to basics. Do 15 minutes of phonics with them on a daily basis to make sure that they:

**1) Develop good letter-sound knowledge.**

**2) Can do blending and segmenting to join letters into syllables and syllables into words.** Fluency cannot develop without these foundational skills.

**3) Can recognise high frequency words in Xhosa** quickly, using flashcards, e.g. *bonke, zonke, kodwa, uthi, yatsho, kakhulu, ngoko, ukuba, phantsi*.



## L4: How should oral reading fluency be taught?

### General Principles

**1) Model it:** Model fluent reading to your learners every day. If they are not exposed to good reading models, they won't know how to become a good reader themselves. This helps them learn how to use their voice to help make sense of written text. You can do this in the CAPS Reading Activities.

**2) Don't exaggerate syllables:** Because Xhosa is a syllabic language, there is a tendency to encourage children to

read words in a slow and exaggerated syllabic manner. Although this may be helpful in the early stages of reading in Grade 1, syllabic reading in African languages does not sound natural, and does not follow the natural rhythm of spoken language. By Grades 2 and 3 children should read aloud in Xhosa in a way that sounds like natural, spoken language.

**3) Recognise morphological units:** Help your learners identify the morphological units in words such as prefixes (izimaphambili) (for example no-, yo-, ye-, ndi-, asi-, ka-, kuyi-, uku-) and suffixes (isimamva) (for example -ile, -iwe, -ela). This helps them decode high frequency word units more quickly, which in turn improves their fluency.

**4) Teach the components of ORF:** Remind your learners that their goal is to become a fluent reader. Make your learners aware of the three components of fluency: accuracy, a steady reading rate and reading with feeling (e.g. by paying attention to punctuation, meaning, changing the voice).

**5) Give feedback:** Always provide corrective feedback in a kind, supportive way. If they read in a monotonous or syllabic way, ask them: Did that sound natural? Did that make sense? Read the paragraph again and make your voice sound like natural speech.

**6) Celebrate achievements:** Help your learners develop a sense of accomplishment in what they're doing. Their goal is to become fluent readers who read with meaning and enjoyment

**Watch Video 107**, which shows ORF instruction in three CAPS Reading Activities. Look out for examples of

- a) Modelling ORF
- b) How children are taught not to exaggerate syllables
- c) Feedback and Celebration

## Promoting ORF

**Watch Video 68.** Zaza is working with this GGR reading group to read more fluently. Notice all the things she says to help children to read fluently

**To promote accuracy, you can say:**

- a) Did that make sense?
- b) Slow down.
- c) Look at the words carefully.
- d) Read that sentence again.

**To promote speed, you can say:**

- a) Slow down when the text is unfamiliar.
- b) Speed up when the text is easier.
- c) Read that sentence again faster.

**To promote prosody and expression, you can say:**

### VIDEO 107



### VIDEO 68



- a) Try reading three or more words together without pausing.
- b) Take a breath and try read to the comma or end punctuation without stopping for another breath.
- c) Read as if you are talking to someone.
- d) What does this punctuation mark tell you to do?

### Timed repeated reading in GGR

This can be done in both HL and FAL classes, during GGR.

- 1) Select a passage, appropriate for the learners' reading level.
- 2) Ask the learner to read aloud when you say Go! Time them and after 1 minute say Stop!
- 3) Now time them a second time and a third time for 1 minute, reading the same passage.
- 4) Each time you get them to re-read the text you can focus on a different aspect, For example:
  - Ok, now let's focus on accuracy.
  - This time let's focus on our reading rate. Can we try to read it a bit faster – but still read the words naturally.
  - Nice work. But now let's read with as much feeling as possible. Remember the pauses and full stops!
- 5) Motivate them, encourage them to do their best and really exercise their reading brains.
- 6) You can write up their results on the chalkboard so that they can see the progress that they're making, e.g. 1 = 29 wcpm, 2 = 31 wcpm, 3 = 34 wcpm.

### ORF during Paired reading

**Watch Video 89.** Children are doing paired reading while Permie works with a GGR group. Notice how Permie refers the paired readers to a wall chart to guide them when they read.

#### Procedure

- 1) Give each pair a book to read. Make sure that the books are suited to their reading level. (Don't give the longer and more difficult texts to struggling readers – let them start with the easier texts.)
- 2) Once they have each read the text to one another, let them discuss their reading and decide what needs to be improved when they read it again.
- 3) When they re-read the text, they can focus on different things each time, for example:
  - Let's read it again. Can we read it more smoothly this time?
  - Let's try and read it without a mistake this time.
  - What don't we understand in this text? Can we read it with more feeling?

### Reader's Theatre

Reader's Theatre is like reading the script for a play. Sometimes teachers re-write the text as a play script, especially for beginning readers. Reader's Theatre is a

#### VIDEO 89



good activity to do with GGR groups, in both HL and EFAL.

**1) Select** a text that has a good story line and different characters so that different learners can participate, and each read a character in their own voice. Make sure that the text is suited to their reading level, or slightly above it.

**2) Read** the text through with the learners and allocate different roles for them, according to the characters in the text. One of them can be the narrator who reads the non-speaking parts.

**3) Discuss** with them how they are going to use their voices when they read. Practice the text with them in repeated readings, making sure that they read it with accuracy, an appropriate rate and with feeling and good intonation. They must prepare it well enough to be able to perform in front of an audience (e.g. the rest of the class), without any errors!

### Activity

Which of these texts would be best to use for Reader's Theatre?



- Text A
- Text B
- Text C



## L5: Important things to remember about ORF

### Speed is not all that matters

Some teachers mistakenly think that ORF is about making learners read fast. Although the aim of reading is to enable learners to read fluently and with understanding, this does not mean that speed is all that matters. The teacher should focus instead on accuracy and good intonation and provide lot of opportunities for practice. Speed increases with practice.

### No ORF without comprehension

ORF activities should encourage accurate, fluent reading that sounds natural, like spoken language. Readers can only 'sound natural' if they understand what they are reading. Children who 'bark at print' (i.e. decode fast without understanding what is read) do not pay attention to accuracy and intonation. This means that their teacher has not understood the strong relationship of ORF to comprehension and is not doing ORF activities correctly.



## L6: Assessing oral reading fluency

Watch **Video 108**, in which Zaza conducts formal and informal assessments of Oral Reading Fluency. While you watch, think about how you would assess these children's ORF.

See the rubric Zaza used in the Video.

The **Baseline Assessment Booklet** has a text for assessing ORF and a more precise tool.



RUBRIC IN VIDEO 108

Ukuhlola okusisiseko: Ukufunda ngokutyibilika  
Baseline assessment : Fluency  
Text: (1 minute of reading from end of Grade 1 reader)  
Criteria for assessment

Ukufunda ngokuchanekileyo - Accuracy

<input checked="" type="checkbox"/> Ufunda amagama aji 95-100% ngokuchanekileyo Child reads 95-100% words correctly	<input type="checkbox"/> Uyayophuzwa / awaqhekele emegama amaninzi Child misreads/guesses many words
--	---

Ukufunda ngokushushane - Speed of reading

<input checked="" type="checkbox"/> Ufunda ngasantya esifanelekileyo ngokwamagama abhalweyo Fast and words flow	<input type="checkbox"/> Ujathingisa, ucotha, ufunda gama elinye ngasentha Utters slow and hesitant, word for word
--	---

Ukuzisa amagama ngobucala ezandak lona ngokwemthetho - Intonation

<input checked="" type="checkbox"/> Uvelakala efunda ngokufanelekileyo ngokwemthetho Sounds natural/appropriate intonation	<input type="checkbox"/> Akavakali imetho yemthetho efunda Intonation, wrong intonations, poor phrasing
---	--

Learners' name	Term 1			Term 2		
	Accuracy	Speed	Expression (prosody)	Accuracy	Speed	Expression (prosody)
Silindokuhle B	✓	✓	✓			
Mbali G	✓	✓	✓			
Asankete H	✓	✗	✗			
Anamny H	✓	✗	✗			
Lizo J	✗	✗	✗			
Tandazo J	✓	✓	✓			
*Mlani K	✓	✓	✗			
Rhethwe L	✓	✓	✓			
Bukho M	✓	✗	✗			
Lwanga M	✗	✗	✗			
Tumelo M						
Tyanda M						



## L7: Find out more

See app for following resource material.



## L8: Review

### Activity 3.20 : Reflection

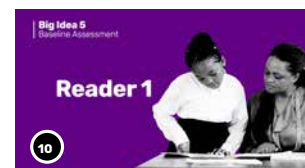
Think about a classroom that you are familiar with. What kinds of fluency activities are regularly used in this classroom, and with which children? In the light of what you have learned in this unit, do you think that fluency is neglected in this classroom? Set a goal to change how fluency is dealt with in this classroom. Write your goal down and share it with your colleagues in a contact session.

### Activity 3. 21 Application

Read story 35 from the Grade 2 Anthology. Re-write this story in the format of Reader's Theatre Play script. Plan how you would use this play script over a week to get children fluent enough to present this play to the class. Share your script and lesson plan with your colleagues.

### Activity

Watch the children in these three videos. Which reader shows the best Oral Reading Fluency?



- Reader 2
- Reader 3
- Reader 1





# Teaching Decoding Addendums

## Terminology used to talk about Decoding

English	isiXhosa	Meaning
Alphabet	i-alfabhethi	The collective noun that refers to the complete set of 26 letters in our writing system. <b>N.B. you cannot use the term “alphabet” to refer to one letter.</b>
Blending	ukudibanisa	The ability to join speech sounds together to form words.
Consonant	amaqabane	A phoneme that is made when the tongue, teeth or lips block the flow of air from the mouth.
Decoding	ukuguqula umbhalo ofihlakeleyo	The process of changing written language into spoken language (or language in the head), using knowledge of letter-sound relationships.
Digraph	unombini	<p>A <i>single sound</i> (or phoneme) that is written using two letters. N.B. a digraph is not two sounds blended together. The two letters make <i>one</i> sound, which cannot be broken into smaller sounds.</p> <p>In isiXhosa, digraphs are combinations of consonants. In English they may be combinations of 2 vowels (e.g. ea) or 2 consonants (e.g. ch), or a vowel and a consonant (e.g. aw).</p>
Letters	unobumba (singular) oonobumba (plural)	<p>The written symbols that represent sounds. These are sometimes called graphemes. In English, the 26 letters also have names.</p> <p>We have only 26 letters in our writing system, so some phonemes have to be written using more than one letter.</p>
Phoneme	ifonimi	<p>The smallest individual sounds in language. If you change a phoneme in a word, you will change the meaning of the word (e.g. cula, vula)</p> <p>Depending on the dialect of English, there are 44 phonemes in English (19 vowel and 25 consonant phonemes). In isiXhosa there are 68 phonemes (58 consonant and 5 vowel phonemes).</p> <p>Note that since we only have 26 letters in our alphabet, some phonemes have to be written using more than one letter.</p>
Phoneme-grapheme correspondence	ukungqinelana kwefonimi-negrafimi ubudlelwane bezandi zoonobumba	Sound- letter correspondence. The relationship between a phoneme (a sound) and the letter(s) of the alphabet that represent it in writing.
Phonemic awareness	ulwazi ngefonimi	Being able to notice the phonemes in words, and to manipulate or play around with these small units of

		sound. Phonemic Awareness is necessary for reading and writing words.
Segmenting	ukwahlula	The ability to break up, or separate out, the speech sounds in words.
Sounds	isandi(singular) izandi (plural)	Something you can hear or that can be heard. The sounds we hear in language are the sounds of strings of phonemes which make up syllables, words and sentences.
Syllable	ilungu (single) amalungu (plural)	Words can be broken into syllables. Syllables are like beats in a word; they can be clapped. A syllable always contains a vowel, and usually contains at least one consonant.
Trigraph	unontathu	A single sound that is written using three letters. Note that a trigraph is not three sounds blended together. The three letters make one sound, which cannot be broken into smaller sounds.
Vowel	isikhamiso	A phoneme that is made without blocking the flow of air from the mouth in any way. You can sing a vowel sound.
Word	igama	A unit of spoken or written language that has meaning and is used to communicate in sentences. Words are written with spaces on either side. Some languages, like isiXhosa, have relatively long words because they include prefixes, infixes and suffixes which change the meaning of the word.



# Teaching Decoding Addendums

## Grade 1 Timetable

Time	Duration	MON	TUES	WED	THURS	FRI
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
08:25-09:55	90	MATHS BLOCK				
09:55-10:25		First Break				
10:25-11:15	20	Shared (1)	Shared (2)	Shared (3)	Writing	Writing
	15	Phonics	Phonics	Phonics	Phonics	Phonics
	15	Writing	Handwriting	Writing	Handwriting	Handwriting
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language (30)				
12:00-12:30	30	Second Break				
12:30-13:00	30	GGR X 2 groups a day; Paired Reading; Independent Reading				
13:00-13:35	35	Creative Arts (x2) / PE (x3)				
		HL & LS	EFAL	MATHS	ASSESSMENT	

## Grade 2 Timetable

Time	Duration	MON	TUES	WED	THURS	FRI
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
08:25-09:55	90	MATHS BLOCK				
09:55-10:25		First Break				
10:25-11:15	20	Shared (1)	Shared (2)	Shared (3)	Handwriting	Handwriting
	15	Phonics	Phonics	Phonics	Phonics	Phonics
	15	Handwriting	Writing	Writing	Writing	Writing
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)				
12:00-12:30	30	Second Break				
12:30-13:00	30	GGR X 2 groups a day; Paired Reading; Independent Reading				
13:00-13:35	35	Creative Arts (x2) / PE (x3)				
		HL & LS	EFAL	MATHS	ASSESSMENT	

## Grade 3 Timetable

Time	Duration	MON	TUES	WED	THURS	FRI
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
08:25-09:55	90	MATHS BLOCK				
09:55-10:25		First Break				
10:25-11:15	20	Shared (1)	Shared (2)	Shared (3)	Shared & Life Skills	Literacy Assessment
	15	Phonics	Handwriting	Phonics	Phonics	
	15	Handwriting	Writing	Writing	Writing	Handwriting
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)				
12:00-12:30	30	Second Break				
12:30-13:00	30	GGR X 2 groups a day; Paired Reading; Independent Reading				
13:00-13:35	35	Creative Arts (x2) / PE (x3)				
		HL & LS	EFAL	MATHS	ASSESSMENT	

MODULE  
**3**

# Teaching Decoding Addendums

## Barriers to Decoding

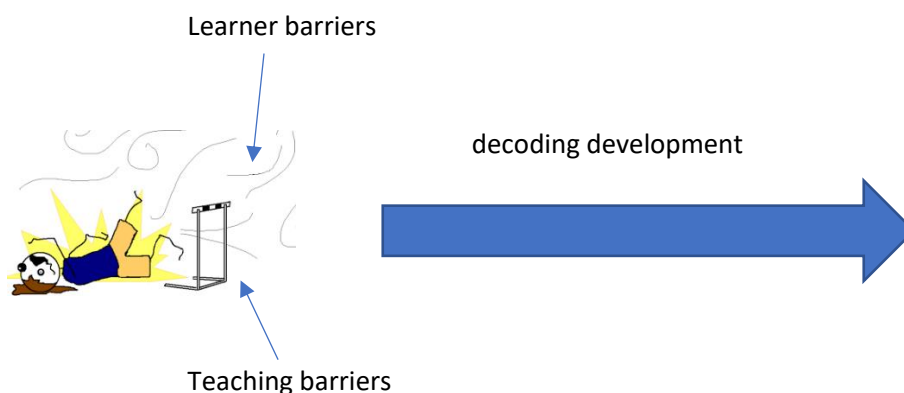
Decoding is a necessary part of reading. Skilled decoding is accurate, occurs rapidly and automatically (i.e. without conscious attention). Without decoding skills, learners will not be able to comprehend texts when they read individually. Some factors can become a barrier or roadblock that can cause decoding to be inaccurate, slow and to lack automaticity.

There are five main barriers or roadblocks that can impede the development of decoding skills in early reading:

- Poor oral language skills
- Poor phonological and phonemic awareness
- Lack of explicit and systematic teaching of phonics
- Lack of practice opportunities to develop decoding skills
- Failure to assess and identify problems early

### What are reading barriers?

- A barrier or roadblock refers to a factor that can hamper or impede the acquisition and development of one or more of the subcomponents in reading. This causes an imbalance in learning to read and can slow down or block the development of decoding skills. This in turn negatively affects the child's ability to comprehend while reading. In other words, the barrier trips up the learner's progress.
- Barriers can stem from **internal learner factors** or from **external teaching factors**.
- If teachers are aware of the nature of roadblocks and their effects on reading then they can adapt their teaching to make sure that they reduce or minimise the roadblocks.



## Identifying the Barriers

### 1. Poor language ability

All children have acquired the basics of their home language by the time they start school. However, children differ in the quality of their language ability (i.e. how well they know their HL). Some children know far more words than their peers, they can use a greater variety of syntactic (grammatical) structures in their sentences and their listening comprehension is good. They may also speak more easily, express their thoughts clearly and not be shy about talking. However, some children may have a more limited vocabulary. They may be shy to talk and when they do, they may not always speak in full sentences or be able to express their thoughts clearly. When asked questions they may give short, one-word answers. Children who have poor language ability when they start school often take longer to learn to read and write and struggle to master decoding skills.

### 2. Poor phonological and phonemic awareness

Phonological and phonemic awareness are very important foundational skills when learning to read and write in an alphabetic language.

If children (i) find it hard to say which words rhyme (for English), or (ii) struggle to accurately identify words within sentences, (iii) struggle to identify syllables within words and (iv) struggle to identify and manipulate sounds within words, then they will struggle to grasp the **alphabetic principle**, namely the realisation that spoken language is broken down into words in written language and that letters stand for sounds in written language. Problems in (i) – (iii) relate to **phonological awareness** while problems with (iv) relate to **phonemic awareness**.

Children who have poor phonological and phonemic awareness when they start school take longer to learn letter-sound relations, which in turn makes it difficult for them to recognise and decode words while they read.

### 3. Lack of explicit and systematic phonics teaching

Teaching phonics **explicitly** means explaining and modelling letter-sound relations to learners, showing them where the letters occur in words, and providing practice opportunities for them to recognise and identify the letter-sounds and use their knowledge to sound out new words.

Teaching phonics **systematically** means teaching the letter-sounds in an organised and methodical way, for example, (i) setting aside 15 minutes every day to teach and practice new letter-sounds and spelling patterns, (ii) teaching the letters in an orderly way (e.g. starting first with high frequency letter-sounds and then dealing with ones that occur less frequently), and (iii) showing learners how to combine or blend letter-sounds to form words or how to use word attack skills to break up new words into syllables and sounds, and then put them together again to decode.

Research has shown that children benefit from explicit and systematic phonics teaching and they make steady progress in building up their decoding skills and they learn to read more quickly than children who do not have this instructional advantage.

# Teaching Decoding Addendums

## 4. Lack of practice opportunities

Children need lots of opportunities to practise their newly acquired decoding skills. This practice must be regular and occur on a daily basis.

Learners need practice in (i) identifying letter-sounds, (ii) breaking up new words (especially longer words) into syllables and sounds (iii) combining letter-sounds to form syllables and words, (iv) learning to recognise high frequency words accurately and quickly and (v) learning to read words in sentences and connected text (ORF).

Many children come from homes where there is little homework support, so they have fewer opportunities to practise their newly acquired skills. It is important for their teachers to recognise this and to provide as many practise opportunities as possible in class.

## 5. Failure to assess and identify decoding problems early

Some learners take longer to learn new things and may have problems with phonological processing. If they have difficulty learning letter-sound relations and with blending individual sounds into syllables and words, then they make very slow progress in their decoding development.

They do not catch up on their own. If these learners are not given support and attention from the beginning they will continue to struggle to learn to read and fall more and more behind their peers.

Teachers need to be attentive to each learner's decoding progress and identify learners who are struggling.

### What can teachers do to minimise decoding barriers?

#### 1. Poor language ability

- Provide a language-rich classroom environment, encourage word awareness and vocabulary development throughout the school day.
- Encourage learners with weak language ability to speak more, and to talk in sentences and not just give abbreviated or one-word answers.
- Use word walls to encourage vocabulary development.
- Use Listening and Speaking and Shared Reading to build language skills.

#### 2. Poor phonological and phonemic awareness

- If learners struggle with letter-sounds, go back and give them activities that develop their phonological and phonemic awareness.

#### 3. Lack of explicit and systematic phonics teaching

- Make sure that your phonics lessons are well prepared.
- Make sure that you have the relevant letter and syllable cards for the letter-sounds that you are teaching that week.
- Make sure that you have the relevant flashcards for the words that contain the letter-sounds being taught.

- Remember to also always practise blending and segmentation activities as this provides learners with word attack strategies when they encounter new and unfamiliar words.

#### 4. Lack of practice opportunities

- Letter-sounds introduced earlier in the timetable must be practised on subsequent days so that new decoding knowledge can be consolidated.
- Breaking up and blending skills should also be regularly practised so that learners build up word attack skills.
- Learners should be able to recognise letter-sounds and words on their own as well as in connected text, so that the letter-sounds and words they read occur in a meaningful context.
- Providing practice for individual learners during Group Guided Reading.
- Providing practise opportunities through Paired Reading. While you are busy with your GGR, make sure that at least one or two other groups are doing Paired Reading. By having the readers take turns reading to their partner, PR provides learners with an additional 15 minutes of decoding practise on a regular basis. This is especially important if learners come from disadvantaged homes where there are few opportunities for homework support.
- Giving learners reading homework on a regular basis.



Remember that the more children read, the better readers they become!

#### 5. Failure to assess and identify decoding problems early

- Do not let learners struggle on their own. Always be on the look-out for learners who seem to be struggling with decoding.
- It's important to try and pin-point where the problems occur: is the learner having problems with phonological and phonemic awareness? Is there a problem with letter-sound knowledge? With blending sounds to make syllables or words, or with breaking words down into syllables and sounds? Does the learner have problems with word attack strategies when encountering new, unfamiliar words? Does the learner have poor ORF (is she/he reading slowly and inaccurately)?
- Struggling learners may need additional instruction in smaller groups and at a slower pace, or they may need one-on-one attention until they have managed to catch up.
- They also need additional opportunities to practise their decoding skills.
- Additional instructional and practice time can be done for 15 minutes before school starts, somewhere during the day or after school. It is better to provide short additional mini-lessons rather than one long extra lesson (e.g. four short mini-lessons x 10 minutes a week are better than one 40 minute lesson a week).

Struggling learners do not catch up on their own. If you leave them, they will fall more and more behind. It is your responsibility to ensure that poor teaching on your part has not created a barrier to decoding development in your class.

# Teaching Decoding Addendums

## Imisebenzi yolwazi ngefonimi (isiXhosa)

Isakhono	Imizekelo
Ukudibanisa amalungu ukwenza igama elipheleleyo (ukuhlenganisa)	Ufumana eliphi igama xa udibanisa la malungu egama. <i>u/sa/na</i> (usana)
	Ufumana eliphi igama xa udibanisa ezi zandi. <i>v-u-k-a</i> (vuka)
Ukwahlula-hlula amagama (Ukwahlula)	Uva amalungu amangaphi kweligama: <i>baleka</i> . <i>Ba/le/ka</i> (amalungu amathathu)
	Biza izandi ozivayo kwigama: <i>yam</i> . <i>Y-a-m</i> (ifonimi ezinthathu)
Ukucima okanye ukongeza iindawo ezithile zegama	Yithi " <i>tatomncinci</i> ". Libize kwakhona eligama kodwa ungambizi u ' <i>tato</i> ' kushiyeka u ' <i>mncinci</i> '
	Yithi ' <i>Ntombizodwa</i> '. Libize kwakhona eligama kodwa ungambizi u ' <i>ntombi</i> ' kushiyeka u ' <i>zodwa</i> '
	Yithi ' <i>sika</i> '. Libize kwakhona eligama kodwa ungambizi u-/s/. kushiyeka u-(ika)
	Yithi ' <i>onke</i> '. Yongeza ke ngoku u-/s/ ekuqaleni kwegama Lithini igama elitsha? (sonke)
Ukutshintsha iindawo ezithile emagameni	Yithi ' <i>vula</i> '. Susa u-/v/ ze endaweni yakhe ufake u-/c/. Lithini igama elitsha? (cula)

## Phonemic Awareness Activities (English)

Skill	Examples
Combining parts of words to make the full word (blending)	Which word do you get if you put these syllables together. <i>te   le   phone?</i> (telephone)
	Which word do you get if you put these sounds together: <i>c-a-t?</i> (cat)
Breaking words into parts (segmenting)	How many syllables do you hear in the word <i>elephant</i> . <i>e   le   phant</i> (three syllables)
	Say the sounds you hear in the word <i>dog</i> . <i>d-o-g</i> (three phonemes)
Deleting or adding parts of words	Say ' <i>Sunday</i> '. Now say it again but don't say ' <i>sun.</i> ' (day)
	Say ' <i>mice</i> '. Now say it again but don't say <i>/m/</i> . (ice)
	Say ' <i>up</i> '. Now add a <i>/c/</i> at the beginning at the word. (cup)
Substituting parts of words	Say ' <i>packet</i> '. Now take away the <i>/p/</i> and in its place, add <i>/j/</i> . What is the new word? (jacket)

MODULE  
**3**

# Teaching Decoding Addendums

## Differences between sound systems in English and isiXhosa

	IsiXhosa	English
<b>Vowels</b>	Simple vowel system, comprising 5 basic vowel sounds: a, e, i, o u.	<p>Complex vowel system, comprising about 22 vowel phonemes.</p> <p>Some of these vowels are single vowels, and some are diphthongs (where the vowel sound changes slightly when pronouncing it, e.g. <u>boy</u> or <u>cow</u>).</p> <p>There are only 6 letters of the alphabet used to represent these vowels (a, e, i, o,u and y) so some use double vowel letters (as in ea, ei, oy, ai, au, etc).</p> <p>Learning the vowel system in English is thus a challenge!</p>
<b>Consonants</b>	<p>Complex consonant system with single consonants as well as many digraphs, trigraphs and quadgraphs. Because there are many digraphs and they occur so commonly in isiXhosa, they need to be taught in Grade 1 already.</p> <p>The 10 most frequent digraphs are ng, kh, th, nd, ph, kw, ny, hl, mb and nt.</p> <p>A digraph represents a single sound, a phoneme, e.g. the digraph hl is the phoneme /+/.</p> <p>It is important that learners can recognise digraphs, trigraphs and quadgraphs quickly and accurately. There are no consonant clusters</p>	<p>Simple consonant system, comprising mainly single consonants, and a few digraphs (th, sh, ch, ck, wh, ph)</p> <p>Note: tr, cl, br, str are not digraphs - they are sequences of 2-3 consonants called consonant clusters or consonant blends. They consist of 2-3 separate sounds. There are many common consonant clusters which are helpful to learn to recognise quickly. Some occur at the start of words, others are more common at the end of words.</p>
<b>Clicks</b>	IsiXhosa, as in the other Nguni languages, has click consonants. There are three basic clicks represented by the letters c, q and x, and nasalised and aspirated variations of these clicks.	Click consonants do not exist in English.

Ibali-12 SEBEZA			
Izimaphambili	Izima-mva	Amagama abawabona njalo	
ba- baya- la- uya- uyam- uyaba- ndiya- andisa-	-i -ile	nabo nalo naye naba hayi bo futhi ihlebo	
Uqingqo lwamalungu amagama			
u-ya-m-bo-na u-ya-se-be-za ndi-ya-bo-na a-ndi-sa-vu-yi		u-ya-ba-bo-na ba-ya-se-be-za ndi-ya-bu-le-la i-hle-bo	
Izandi			
<b>F f</b> Igama elisebalini elino-f futhi Amanye amagama ano-f		<b>Q q</b> Amagama asebalini ano-q uyaqala, baqalile Amanye amagama ano-q	
ifoto ufudo ifoni ufele ifama ifulegi		iqela qala iqunube qinile iqanda qubha	

Ibali-25 UHAMBO			
Izimaphambili	Izima-mva	Amagama abawabona njalo	
ndi- ndiya- ndine- si- siya- sinama- o- lo- ngo-	-isa -ile	siya kakhulu kude ngomso	
Uqingqo lwamalungu amagama			
si-ya-ha-mba si-na-ma-ti-ki-ti ndi-ya-lu-ngi-sa ngo-lo-li-we		ndi-ya-ha-mba ndi-ne-ti-ki-ti ndi-vu-yi-le si-za-ku-ha-mba	
Izandi			
<b>mb</b> Amagama asebalini ano-mb uhambo, ndiyahamba, sihamba, sizakuhamba Amanye amagama ano-mb		<b>ng</b> Amagama asebalini ano-ng ngomso, ndiyalungisa, ngololiwe, ngomoya Amanye amagama ano-ng	
imbiza igumbi imbali umbona imbewu imbovane		ingubo ilanga ingalo ucango ingoma udonga	

Ibali-39 IDABI LOMOYA NELANGA			
Izimaphambili	Izima-mva	Amagama abawabona njalo	
ama- imi- isi- ubu- uku- usi- uyi- una- kuse- lisi- baya- besa- masi- nama- yayi- wawu- ukuzi- ndi- ndina- ndiyaku- ndinga- andi- ngo- nge- anga- kwa- wakwa- lwa-	-na -yo -ni -eka -eni -ela -ile -iwe	amandla ixhathisile nam mna kuwe musa wena yabe inene kunawe kanobom yonke enkosi lwayo	
Uqingqo lwamalungu amagama			
ba-ya-phi-ki-sa-na ndi-tsha-ba-la-li-se i-xha-thi-si-le	ndi-nga-vu-thu-za ngo-kwa-ne-le-yo ma-si-bo-na-ka-li-se	u-ku-qhu-be-ke-la u-ku-qha-qha-ze-la ndi-ya-ku-hlo-ni-pha	
Izandi			
Ukuqwalasela kwakhona izandi kwiincwadana esezifundiwe: hl, kh, mb, ng, ph, th, nz, sh, nd, nk, lw, ny, ts, gq, nt, kw			
<b>qh</b> Amagama asebalini ano-qh qhuba, yaqhaqazela, waqhubeka, ukuziqhatha, iqhina, amaqhosha, ndiqhayise, ukuqhubekela Amanye amagama ano-qh iqhiya iqhosha qhuma qhawuka qhaqha iziqhamo		<b>tsh</b> Amagama asebalini ano-tsh watsho, isitsho, kutshe, itshisa, nditshabalalise, ubutshilo, kutshona Amanye amagama ano-tsh tshaya umtshato tshayela umtshana utitshala umatshisi	

	Grade R	Grade 1	Grade 2	Grade 3	End of FP
<b>Phonological awareness</b>	5 – 10 minutes a day	5 min a day in Term 1	[Only for remedial group]	[Only for remedial group]	Children read accurately & fluently, with comprehension and enjoyment
<b>Letters of the alphabet</b>	Know single letters by the end of the year.	Know single letters by the end of Term 1.			
<b>Letter-sound knowledge &amp; Phonics</b>	CAPS doesn't require it but good grade R teachers teach letters of the alphabet and handwriting.	Single sounds – end of Term 1 Diagrams – Term 2 - 4	Continue digraphs, trigraphs and quad graphs. Consolidate by end of year.	Consolidate in Term 1. All learners should know letter-sounds automatically	
<b>Word recognition</b>		High frequency words. Multisyllabic words.	Multisyllabic words.	Multisyllabic words.	
<b>Fluency</b>		Fluency in Term 3 - 4	Fluency practice	Fluency practice	

# The many strands that are woven into skilled reading

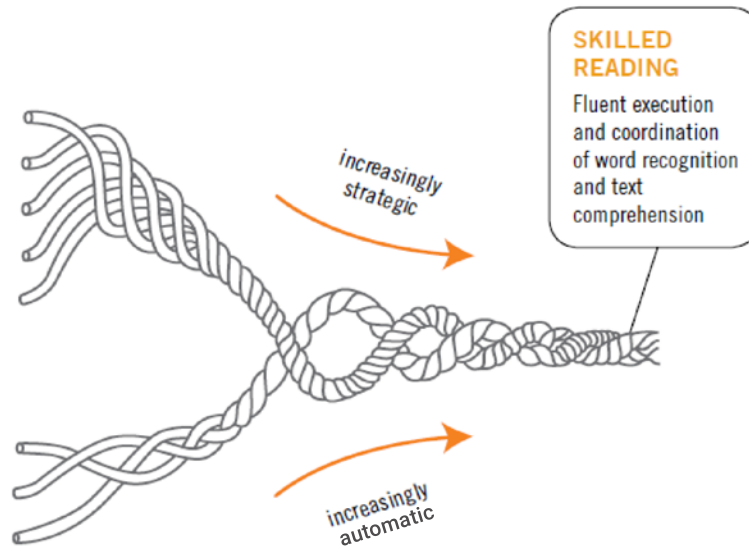
(Source: Scarborough, 2001.)

## LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts, etc)
- VOCABULARY (breadth, precision, links, etc)
- LANGUAGE STRUCTURES (syntax, semantics, etc)
- VERBAL REASONING (inference, metaphor, etc)
- LITERACY KNOWLEDGE (print, concepts, genres, etc)

## WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)



## SKILLED READING

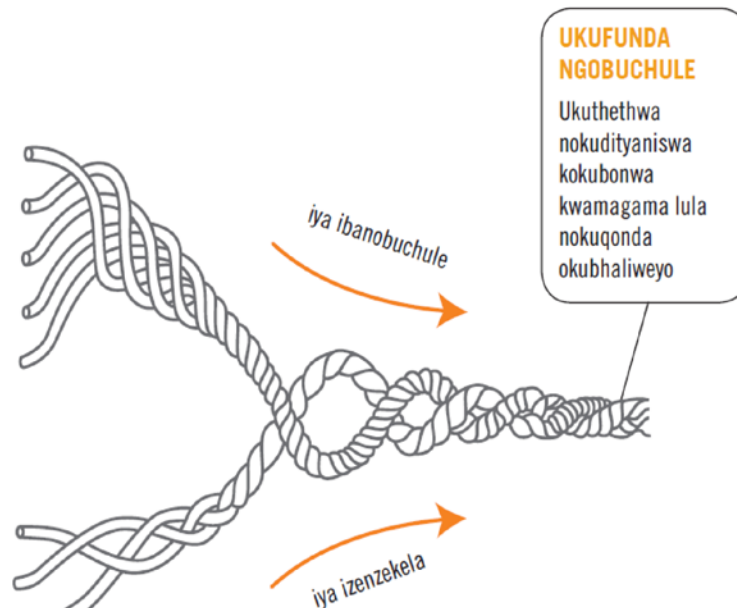
Fluent execution and coordination of word recognition and text comprehension

## UKUQONDA ULWIMI

- ULWAZI LWEMVELAPHI (iinyani, izimvo, njalonjalo)
- ISIGAMA (ububanzi, ukuthi ngqo, unxibelelwano, njalonjalo)
- IZAKHIWOZOLWIMI (igramam, isemantikh, njalonjalo)
- INGQIQO ETHETHWAYO (esingiselayo, ekwekwayo, njalonjalo)
- ULWAZI LOKUFUNDA (imibhalo, izimvo, iindidi, njalonjalo)

## UKUBONA AMAGAMA

- UKUQONDA IZANDI ZENTETHO (amalungu amagama, izakhi zamagama, njalonjalo)
- UKUTOLIKA (umthetho wealfabhethi, unxibelelwano Lwezandi zokupela)
- UKUBONA NGAMEHLO (kwamagama aqhelekileyo)



## UKUFUNDA NGOBUCHULE

Ukuthethwa nokudityaniswa kokubonwa kwamagama lula nokuqonda okubhaliweyo





# Funda Wande

Reading for Meaning