

READING ACADEMY



BOOKLET 3

CAPS READING ACTIVITIES 1

**TEACHING CHILDREN
TO READ**

10

HOURS

To Complete
All 10 Lessons



**Funda
Wande**

Reading for Meaning

Welcome and Orientation

Welcome to Funda Wandé Reading Academy booklet 3, the Gradual Release Model of Teaching Reading: Five CAPS Reading Activities.

This module covers Five Reading Activities which are used to teach the components of the reading curriculum described in CAPS. These reading activities are:

- Teacher Read Alouds
- Shared Reading
- Group Guided Reading
- Paired Reading
- Independent Reading.

Across these activities, the teacher gradually decreases the amount of scaffolding she provides to learners as they read, and learners increasingly take responsibility to read independently. We call this the Gradual Release of Responsibility Model of Teaching. The model is explained in the first two lessons.

There are 20 lessons in this Module, each of which will take approximately an hour to complete. You should be able to complete the Module in 20 hours.

It is important that you go through the lessons in sequence as each lesson builds on the content from the previous one. We encourage you to be an active reader while engaging with each lesson.


Each lesson has a **video(s)** that you need to watch by clicking watch now and a **self assessment** to completed.

VIDEO

Now watch video 31: Teaching reading overview

While you watch, think about:

- 1 What are the three over-arching components which make up the reading process?
- 2 What does the teacher focus on to develop learners' reading skills?



12 mins

QUIZ

Check your understanding: True or false?

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 Decoding, comprehension and response need to be taught together in order to ensure learners can read with meaning. **True or False?**
- 2 A teacher no longer needs to teach phonics in Grade 3. **True or False?**
- 3 When teachers read stories and discuss what has been read, they are developing comprehension. **True or False?**
- 4 A teacher needs to be a reader herself so that she can be a role model for her learners. **True or False?**

Reflection

Before checking on the answers to your self-assessment, please reflect on the following:

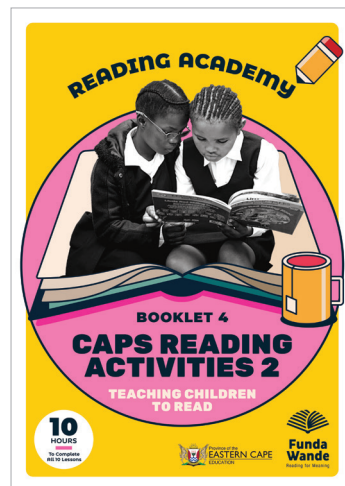
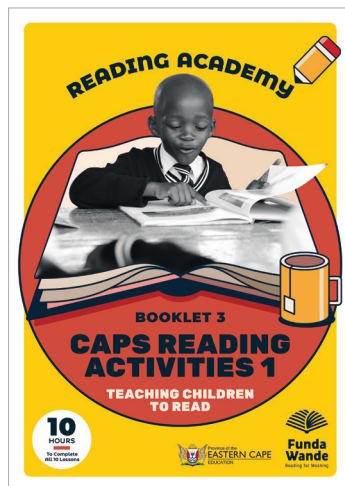
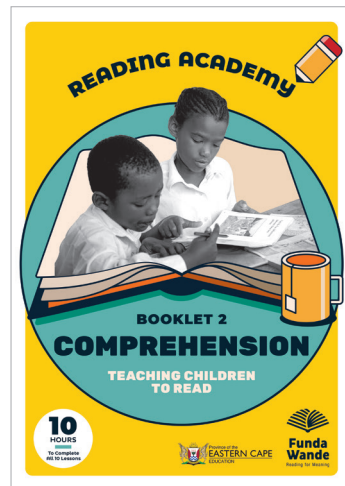
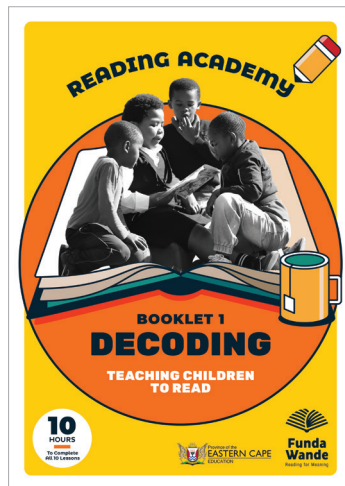
- 1 Which aspect of the lesson did you find the most informative?
- 2 What do you do daily in your class to encourage and motivate learners to read?

Answers

Overview Of The Lesson and Topics

LESSON 1 The Gradual Release Model	<i>Page 3</i>
LESSON 2 Overview of the CAPS Reading Activities	<i>Page 9</i>
LESSON 3 The Five Reading Activities Across The Grades	<i>Page 16</i>
LESSON 4 All about Teacher Read Aloud	<i>Page 18</i>
LESSON 5 The Read Aloud Lesson	<i>Page 23</i>
LESSON 6 Assessing During Read Aloud	<i>Page 28</i>
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LESSON 8 + 9 Teaching Shared Reading Three Times A Week	<i>Page 36</i>
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The Funda Wande READING ACADEMY Series



In order to gain the most from this course, please ensure that you watch the videos in full and that you complete each self-assessment.

We encourage you to be active readers and viewers throughout the course. The assessments during the course are self-checks and the answers are given at the end of each lesson. At the end of the module there will be a final assessment.

The final assessment is made up of two tests and the details are as follows:

- Test 1 is taken after the completion of Booklet 1 and 2.
- Test 2 after the completion of Booklets 3 and 4.
- Each test lasting 1 hour and is in multiple-choice format.
- An online link for each test will be provided on the scheduled date.
- You will receive your results after clicking the submit button at the end of each the test.
- If you fail the test you will be provided a second chance to take the test and a new date will be scheduled for this.

We hope you enjoy the course and find it beneficial!

Lesson 1: The Gradual Release Model

60
mins

What you will learn in this lesson

- What the Gradual Release Model is
- How the various CAPS reading activities provide a structured approach to teaching reading

The CAPS specifies five activities for teaching reading in the Foundation Phase, in addition to teaching phonics systematically and explicitly, they are:

- 1 Teacher Read Aloud
- 2 Shared Reading
- 3 Group Guided Reading
- 4 Paired Reading
- 5 Independent Reading

In these activities, the teacher provides different levels of support to learners. The responsibility for reading is gradually released from the teacher to the learners. This process happens over the three years of the Foundation Phase.

Together, the Five CAPS Reading Activities are an example of an approach to teaching called the Gradual Release Model. In this model the teacher gradually releases responsibility for an activity (such as reading) from herself to the learners. The teacher initially demonstrates (or models) what she wants children to learn and then does it with them, providing less and less support (i.e. she gradually releases support) until they can do it on their own (or are fully responsible for doing the activity). As the teacher releases responsibility, the learner takes on increasing responsibility for the activity.

The Gradual Release Model can be applied to any learning situation. For example, think about how a child learns to ride a bicycle:

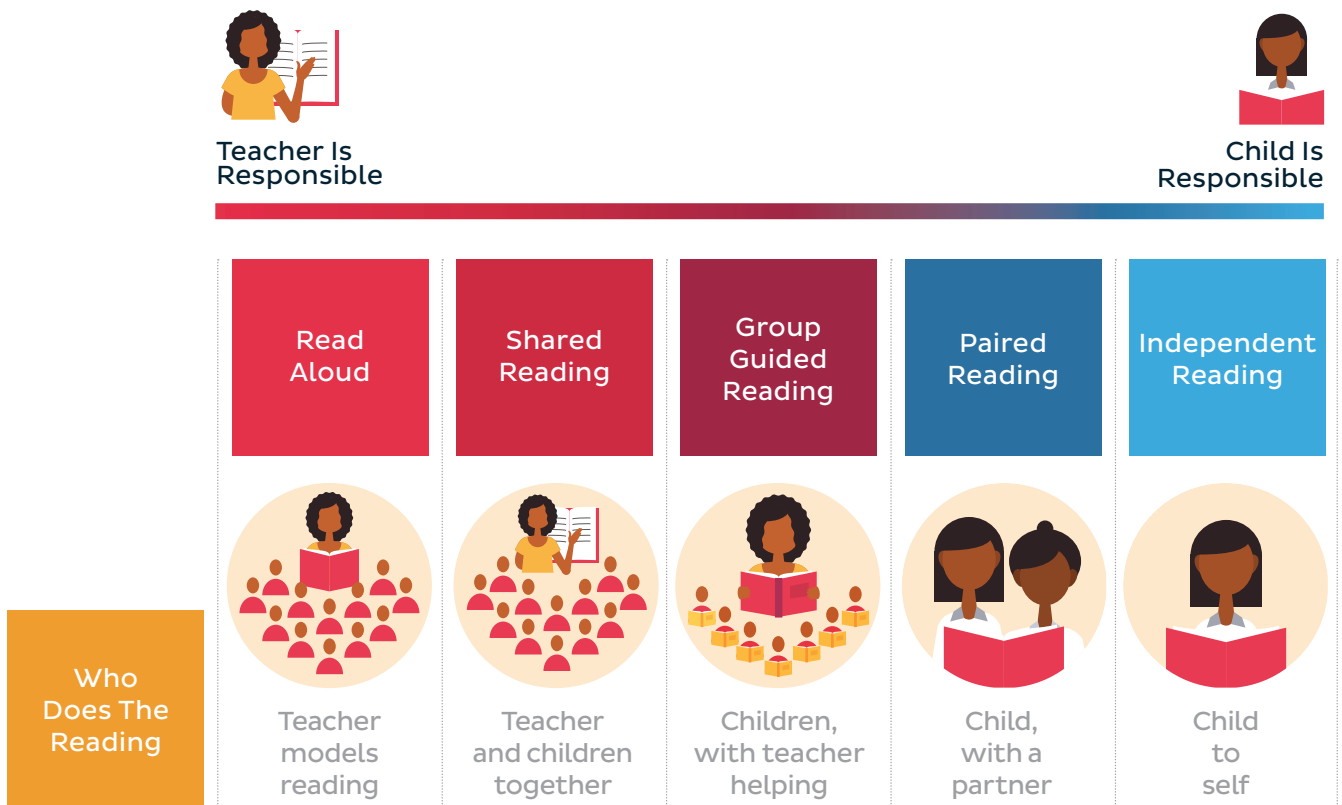
Learning to read is like learning to ride a bicycle:

- In the beginning:** Lots of help and support
- In the middle:** a little less help but the child still can't ride by themselves
- At the end:** The child can ride by themselves



Look at the diagram below

Notice who does the reading in the different CAPS Reading Activities.
Another way to think of this gradual approach is with these three steps:



- 1 Teacher modelling (I do).
- 2 Teacher and children together practising (We do).
- 3 The children having opportunities to do it on their own (You do).

Watch video 24: Gradual Release9
mins

While you watch, think about these questions:

- 1 Which are the “I do” activities done by the teacher?
- 2 Which are the “We Do” activities done by the teacher and learners together?

Which are the “You do” activities done by the learners alone?



WATCH NOW

Key points from the video

The CAPS Reading Activities

Provide a structured process: This structured process helps learners to become independent readers.

Support learners: They allow the teacher to give support to the whole class, as well as to individuals, at the level they need.

Give opportunities for different kinds of practice: The classroom is organised differently for each activity, so learners experience different patterns for practising their reading.

Check your understanding: True or False?

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 The Five CAPS Reading Activities are framed on the Gradual Release Model. **True or False?**

- 2 A teacher does a Read Aloud to small groups while the rest of the class is busy. **True or False?**

- 3 The Five CAPS Reading Activities are aimed at getting children to a stage where they can read an appropriate text, with understanding on their own. **True or False?**

- 4 The Five CAPS Reading Activities are practised in all grades in the Foundation Phase. **True or False?**

Reflection

Before checking on the answers to your self-assessment, please reflect on the following:

- 1 Think about the benefits of using different ways of organising learners (whole class, small groups, pairs, individuals) in the Foundation Phase classroom.

- 2 Is it useful to compare teaching someone to read with teaching someone to ride a bicycle?

Answers

Well done, you have completed Lesson 1.

Lesson 2: Overview of the CAPS Reading Activities

60
mins

Welcome back.

What you will learn in this lesson

- How to organise classroom space differently for each reading activity
- The varying roles of the teacher in these activities
- How these activities are allocated on a timetable
- Which texts to use in each activity

VIDEO

Watch video 24 again: Gradual Release

While you watch, think about these questions:

- 1 How is the classroom organised for each reading activity?
- 2 What role does the teacher play in each activity?
- 3 Why are different kinds of texts used in each activity?

9
mins



WATCH NOW

Classroom organisation for the CAPS Reading Activities

Video 24, in Lesson 1, discussed how the different reading activities take place in different spaces in the classroom.

Look at the diagram below:



Notice the different spatial configurations for each reading activity.

- 1 Read Aloud** – whole class at their desks. Teacher’s role is most important.
- 2 Shared Reading** – whole class on the mat around a big book. Teacher and learners playing their roles together.
- 3 Group Guided Reading** – small groups on mat with teacher. Rest of class at their desks. Learners do most of the reading with a bit of support from teacher.
- 4 Paired Reading** – children in pairs (could be whole class or rest of class during Group Guided Reading). Partners take equal responsibility for reading.
- 5 Independent Reading** – each child reads own text (could be at desks, on mats, in library or even outside) and takes individual responsibility for reading.

Teacher and learner roles

The teacher and the children play different roles in each reading activity.

Look at the diagram below:

Notice what the teacher and the children should be doing during each reading activity.



Teacher Is Responsible



Child Is Responsible

	Read Aloud	Shared Reading	Group Guided Reading	Paired Reading	Independent Reading
What the children do	Watch, listen, interact	Join in, use reading strategies	Take turns to read, teacher helps	Read to a buddy	Read by myself
What the teacher does	Models reading aloud, inspires & motivates	Explicitly teach strategies. Lead children in reading together	Listens to children reading. Helps them when they get stuck	GGR while the rest of the class does paired reading	Read alone. Also reads independently. Shares reading life with children

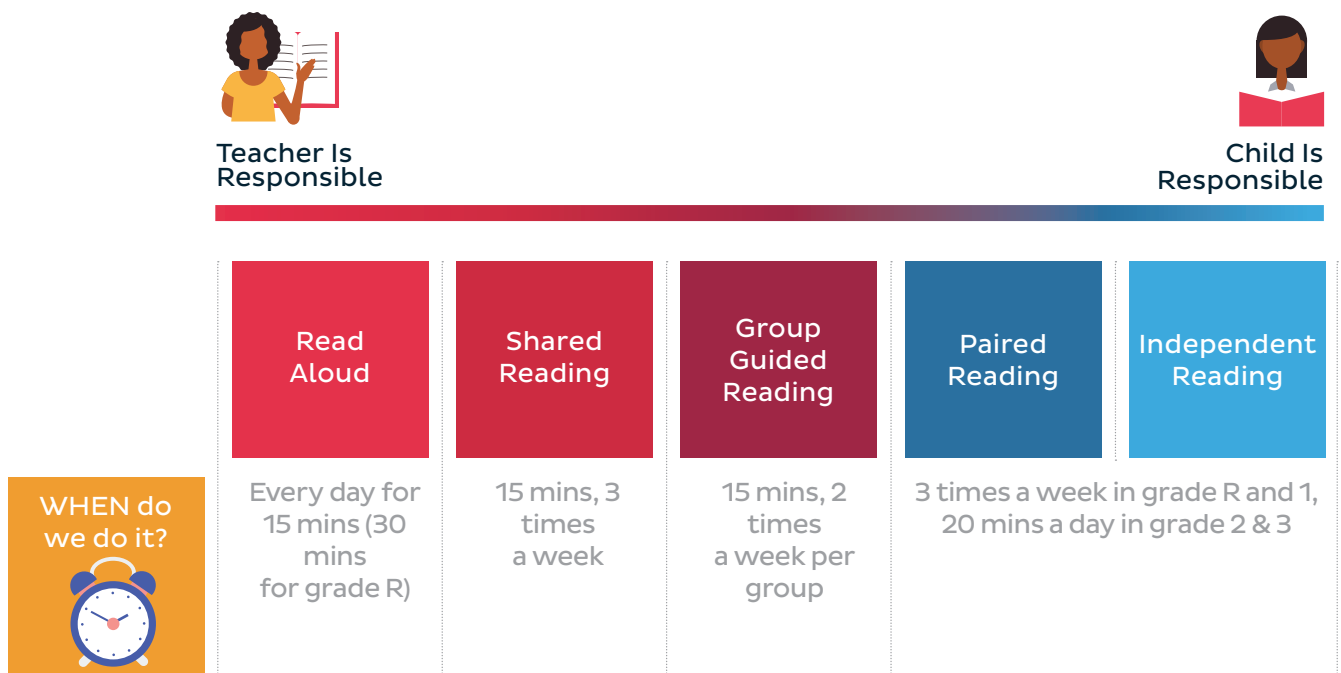
Notice that neither the teacher nor the learner is passive at any time. Even during Independent Reading the teacher should be reading a book of her choice.

Time allocation

- 1 **Read Aloud** – (teacher reading an interesting text/story to the class) is not allocated a dedicated time in the timetable. It is up to the teacher to make a daily time available for this essential activity.
- 2 **Shared Reading** – is timetabled three times a week.
- 3 **Group Guided Reading** – is timetabled daily, across the grades, for 30 minutes.

It is important that children are provided with regular “official” periods where Independent Reading is encouraged. Paired and Independent Reading can take place while the teacher takes small groups for Group Guided Reading. Many schools have a “Drop Everything and Read” (Independent Reading) period daily or weekly.

Look at the diagram below:



Notice that neither the teacher nor the learner is passive at any time. Even during Independent Reading the teacher should be reading a book of her choice.

Different resources for different reading activities

Since the purpose for each of the Five Reading Activities is different, they make use of different kinds of texts.

Look at the diagram below:


















Notice the different texts that are required for the different activities.

Texts needed for each activity:

- 1 **Read Aloud** – relevant book/text chosen by teacher.
- 2 **Shared Reading** – big book which can be seen by all learners.
- 3 **Group Guided Reading** – graded readers.
- 4 **Paired Reading** – graded readers or other books at right level.
- 5 **Independent Reading** – child to choose own book.

Look at the table below

It summarises the reading activities, teacher's and children's role and the spatial organisation as well as the resources used for each activity.

	Teacher Is Responsible			Child Is Responsible	
	Read Aloud	Shared Reading	Group Guided Reading	Paired Reading	Independent Reading
Who Does The Reading	 Teacher models reading	 Teacher and children together	 Children, with teacher helping	 Child, with a partner	 Child to self
How is the class organised	 Whole Class	 Whole Class/ small group on mat	 Small groups at similar level on the mat	 Pairs seated where they like	 In library/ reading corner/ where they like
What BOOKS do we use?	 Good book: Teachers choice	 Big book	 Same levelled readers	 At right level	 Child's choice
What the children do	Watch, listen, interact	Join in, use reading strategies	Take turns to read, teacher helps	Read to a buddy	Read by myself
What the teacher does	Models reading aloud, inspires & motivates	Explicitly teach strategies. Lead children in reading together	Listens to children reading. Helps them when they get stuck	GGR while the rest of the class does paired reading	Read alone. Also reads independently. Shares reading life with children
WHEN do we do it?	Every day for 15 mins (30 mins for grade R)	15 mins, 3 times a week	15 mins, 2 times a week per group	3 times a week in grade R and 1, 20 mins a day in grade 2 & 3	

Check your understanding: Match the columns

Select the reading activity in **Column 1** which correctly matches with the teacher's role in **Column 2**.

1/ READING ACTIVITY	2/ TEACHER'S ROLE
1 Read Aloud	a. Teacher explicitly demonstrates a reading strategy and guides the children in reading with her.
2 Shared Reading	b. Teacher listens to each child read and guides in terms of applying strategies.
3 Group Guided Reading	c. Teacher silently reads her own book to model and inspire the children.
4 Independent Reading	d. Teacher reads a text aloud to the children.

Reflection

Before checking your answers, please reflect on the following:

- 1 How often do you read an interesting and exciting book aloud to your children?
- 2 When was the last time you read your own book purely for pleasure?

Answers

Well done, you have completed Lesson 2

Lesson 3: The Five Reading Activities across the grades

60
mins

Welcome back.

What you will learn in this lesson

- Revision of the expected reading progression across the Foundation Phase
- How the intensity and focus of the five activities shifts from Grade R to Grade 3

This lesson provides a summary of how the Components of Reading (Module 1) and the Five Reading Activities (this module) fit together. It also highlights that all Five Reading Activities should happen from Grade R to Grade 3, however the focus and intensity of the various activities differs.

VIDEO

Watch video 32: 4 Teaching Questions

While you watch, think about these questions:

- 1 How does each activity develop comprehension?
- 2 Where does decoding fit in?
- 3 Which activities focus on response?

6
mins

The following questions will encourage you to think about how the Five Reading Activities shift slightly in their focus across the Foundation Phase.

- a) How do Read Aloud texts differ from Grade R to Grade 3?
- b) Is Shared Reading necessary in Grade 3 if most children can read on their own?
- c) What kind of activities would a Grade R teacher do in small group sessions and how does this differ from Group Guided Reading?
- d) Is Paired Reading possible in Grade R and Grade 1?
- e) What is the value of Independent Reading in Grade 1?

Planning for Teaching Reading

Funda Wandé

4 Teaching Questions

Questions for teachers to ask

32



WATCH NOW

Check your understanding: True or False?

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 In terms of the Gradual Release model, the focus in Grade 3 should be on independent reading.

True or False?

- 2 Group Guided Reading is essential in grades 1 to 3.

True or False?

- 3 If the majority of learners in Grade 3 can read, it is better to use the Shared Reading time to allow the stronger readers to do Paired Reading and for the teacher to work with a small group of struggling learners to help them read. **True or False?**

- 4 If the teacher does not schedule and stress Independent Reading it is unlikely to happen.

True or False?

Reflection

Before checking on the answers to your self-assessment, please reflect on the following:

- 1 Do I teach and apply all Five Reading Activities with my learners, but make professional judgments about which activities are more useful at certain times?

- 2 Do I have a clearer idea of how the Five Reading Activities work together to support the learners to move from struggling readers to independent readers?

Answers

Well done, you have completed Lesson 3.



Lesson 4: All about Teacher Read Aloud

60
mins

Welcome back.

What you will learn in this lesson

- What happens in a Teacher Read Aloud activity and why it is important
- How to select appropriate texts for Read Aloud activities

What is Teacher Read Aloud?

Teacher Read Aloud is an essential activity where the teacher reads aloud to the whole class. This lesson looks at what Read Aloud is, why it is critical in the learners' reading development and when it should happen in the school day. During Read Aloud the teacher reads an enjoyable story, with expression, to the whole class. The children experience what good reading sounds like and they see how much the teacher enjoys reading. This motivates them to want to read for themselves.

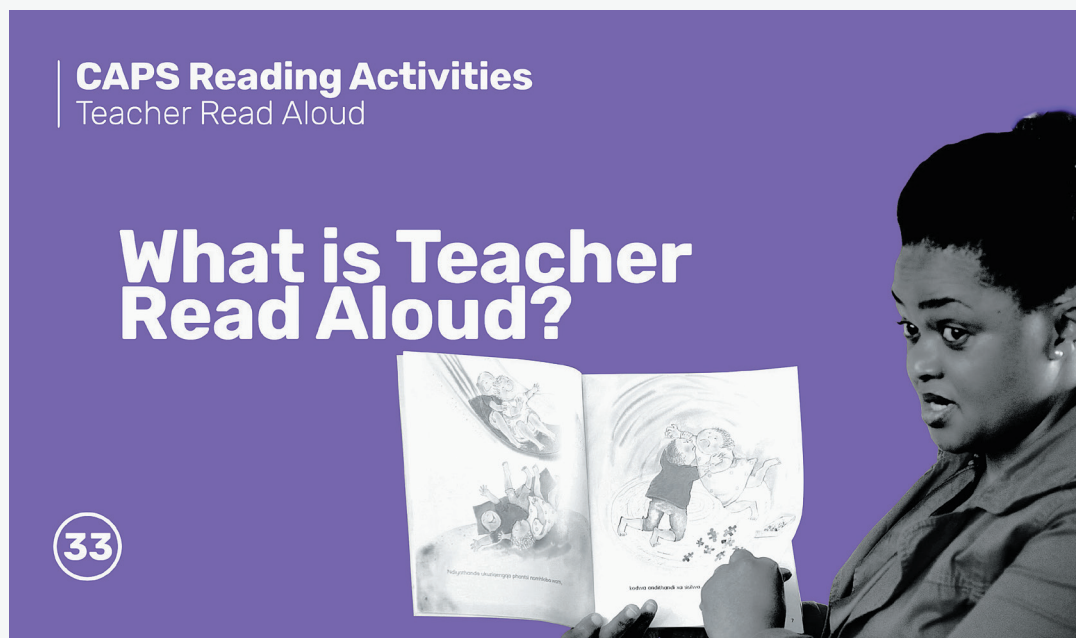
VIDEO

Watch video 33: What is Teacher Read Aloud?

While you watch, think about these questions:

- 1 What are the children learning about what good reading looks and sounds like?
- 2 What does the teacher do to make the story "come alive"?
- 3 Why is it important that the children enjoy the activity?

3
mins



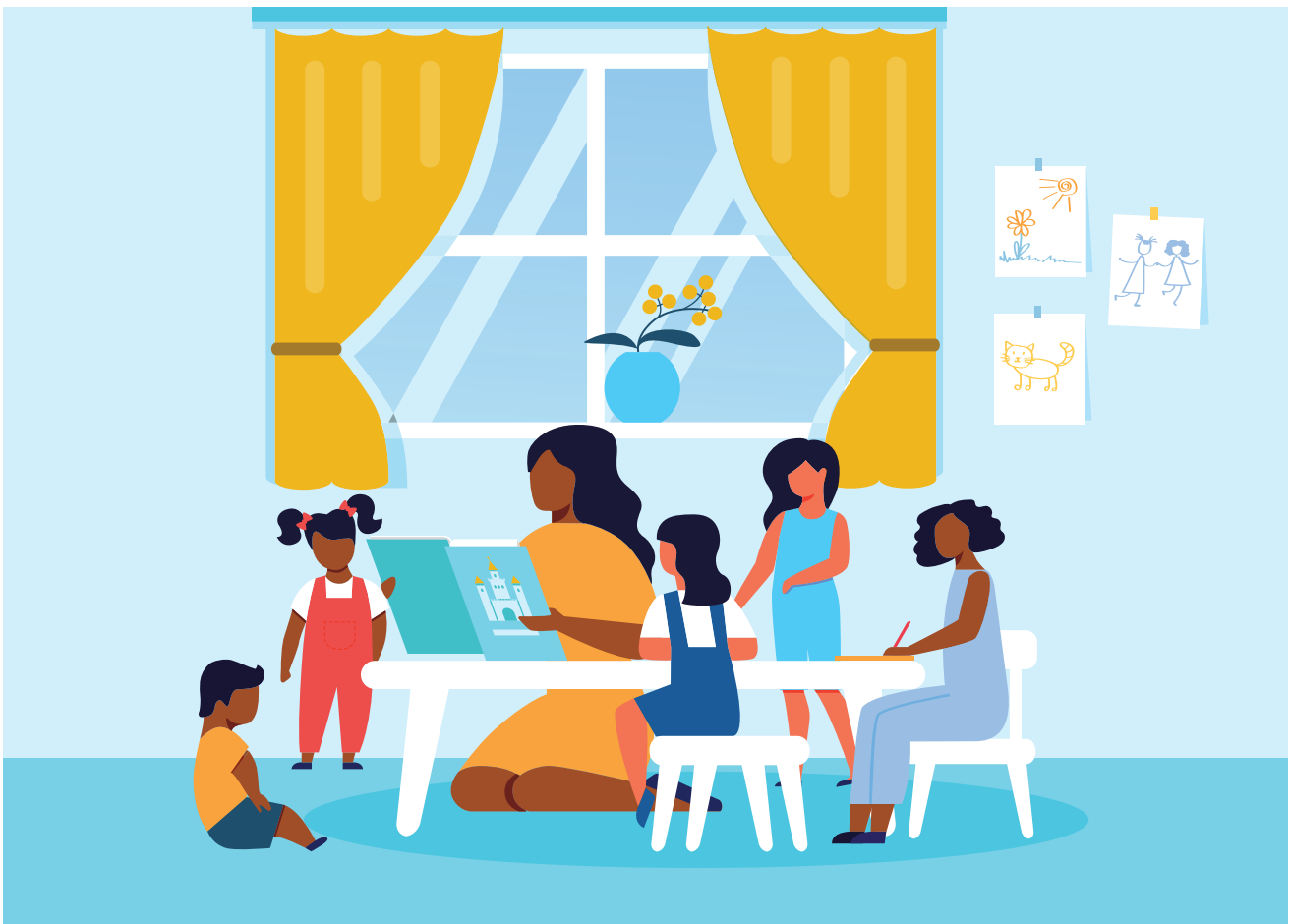
WATCH NOW

Why is Teacher Read Aloud important?

- 1 It is enjoyable: Children see that reading is enjoyable and meaningful. They enjoy hearing the story and learn that reading can be fun. This motivates them to want to read more.
- 2 It allows the teacher to model fluent, expressive reading: Children hear what good reading sounds like.
- 3 It builds knowledge: Children hear interesting words, language and ideas. This builds their vocabulary and knowledge of the world.

When does a Teacher Read Aloud take place?

- 1 Ideally reading aloud should happen daily. Research shows that it makes a positive difference to children's literacy when done often.
- 2 CAPS does not specify a period for reading aloud, but there is plenty of time during Listening and Speaking, as well as during Life Skills.
- 3 Reading aloud is also important during Home Language and English First Additional Language periods.
- 4 Reading aloud can happen at any time of the school day. Many teachers like to read aloud at the start or end of each day, or after break, because it settles and focuses the children.



Texts for Read Aloud

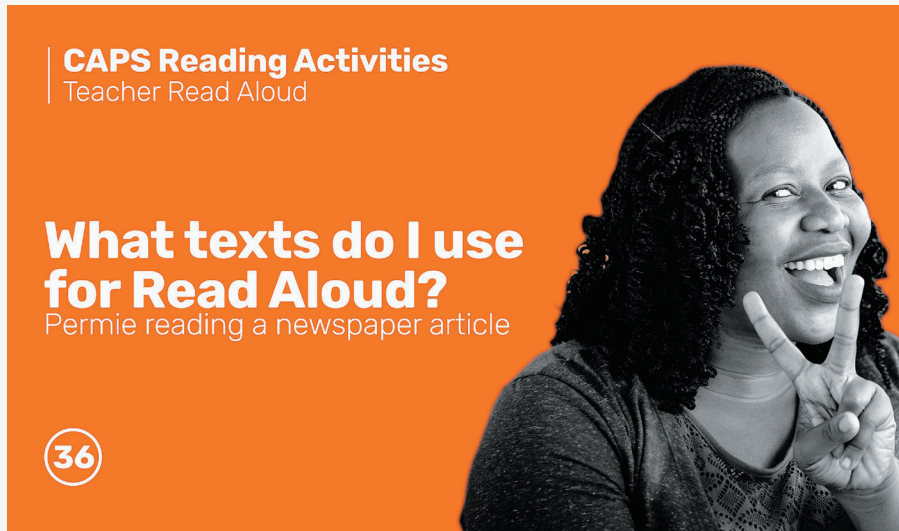
VIDEO

Watch video 36: What texts do I use for Read Aloud?

While you watch, think about these questions:

- 1 Why does the teacher read a topical newspaper report?
- 2 Is this Read Aloud happening in a Literacy lesson?
- 3 Should learners always discuss the texts they hear in Read Aloud? Why/why not?

1
mins



WATCH NOW

Watch video 38: What texts do I use for Read Aloud?

While you watch, think about these questions:

- 1 Where did the teacher get this story from?
- 2 Have you ever read Nal'ibali stories to your learners?
- 3 Why does he use his voice expressively, especially when reading the dialogue between the animals?

2
mins



WATCH NOW

Criteria for selecting Read Aloud books

They should be engaging:

- 1 Select stories that children will find interesting and exciting. These are often well-written children's stories which contain interesting vocabulary, ideas and language.
- 2 Read books which are like mirrors, reflecting your student's life and experience, but also read books that are like windows, opening children's minds to new things and new approaches.
- 3 Graded readers usually don't work well for Read Alouds because they don't have interesting enough language and characters.

They should be varied:

- 1 You can read aloud all kinds of texts. For example, you could use an interesting newspaper article, a non-fiction book, or a song or poem. Choose both fiction and non-fiction.
- 2 Sometimes choose books about the topics you are teaching in the language curriculum or in other learning areas.

They should be a full story/text:

- 1 Read a whole text. It is important for children to hear how a whole text is put together.
- 2 From Grade 2 or Grade 3 you can take a couple of days to finish reading a longer story. Read enough every day to make the children curious about the story. Stop at an exciting spot.

They should be challenging enough:

- 1 The text should contain interesting vocabulary, ideas and language.
- 2 Choose texts which are harder than the children can read on their own, but which they can still understand.



Check your understanding: Match the columns

Correctly match the teacher's thoughts in **Column 1** with the book selection criteria in **Column 2**.

1/ TEACHER'S THOUGHTS	2/ BOOK SELECTION CRITERIA
1 The teacher browses through a story and thinks that it contains interesting characters and that there is a lot of humour in the story.	a. Varied
2 The teacher thinks that she wants to introduce children to more poetry as they have not done much poetry during the year.	b. Challenging
3 The teacher reads a poster and thinks that it will not be useful as the words are too simplistic and repetitive.	c. Be able to complete the story
4 The teacher thinks she must check to see that she will be able to complete the story in a week if she reads a bit every day.	d. Engaging and relevant

Reflection

Before checking your answers, please reflect on the following:

- 1 Can you remember a teacher reading aloud to you when you were in primary school?
- 2 When was the last time you read a book aloud to your learners?

Answers

Well done, you have completed Lesson 4

Lesson 5: The Read Aloud lesson

60
mins

Welcome back.

What you will learn in this lesson

- What to do before starting a Read Aloud lesson
- What to do during a Read Aloud lesson
- What to do after a Read Aloud lesson
- The importance of gestures and expressions
- Preparing questions to ask during the Teacher Read Aloud

Preparation

VIDEO

Watch video 41: Preparing for Read Aloud

While you watch, think about these questions:

- 1 How does the teacher decide which text to read aloud?
- 2 How does she prepare herself to read aloud?
- 3 When is she preparing?

2
mins

CAPS Reading Activities
Teacher Read Aloud

Preparing for
Read Aloud
Preparation

41

WATCH NOW

Key points from the video

- 1 The teacher selects an engaging story which has good illustrations.
- 2 She reads the story so that she will know how the plot works, where to pause, who the characters are and how long it will take to read.
- 3 She writes down the questions she will ask before, during and after reading.

The Read Aloud lesson

Before reading

- a) Signal that it is time for Read Aloud. For example, use a bell, song or phrase.
- b) Try and use a similar time each day to set up a routine and trigger excitement.
- c) Grab the children's attention by explaining your text choice and why you think they will enjoy it.
- d) Show the children the cover and briefly discuss the title to help activate their existing knowledge. (Do not spend too long on this – most time needs to be spent actually reading!)
- e) Recap if you are continuing a story from the day before.
- f) Explain the meaning of important words or ideas.



During reading

- a) Use expression and gestures.
- b) Show pictures without stopping the story too often.
- c) Ask some questions (who, when, what, where and why) but do not interrupt the flow of the story.

After reading

- a) Ask appreciative questions. For example, check what children enjoyed.
- b) Help children to quickly summarise or retell the story.
- c) Get children to act out parts of the story.



Reading with expression

When a story is read aloud well, with expression and emotion, it comes alive for the listener. Reading expressively and with appropriate intonation requires practice, even from skilled readers.

- 1 Use facial expressions (frowns, smiles, grins, grimaces) to demonstrate emotions.
- 2 Use gestures (shrugs, hand movements, hugs, touching) to demonstrate meaning.
- 3 Use voice variations to show different characters (deep tone for adults, high pitched for children, gruff for big animals).
- 4 Use voice pitch to indicate questions or commands.
- 5 Use a fluent pace but do not read too quickly.
- 6 Use pauses to create dramatic effects.
- 7 Use eye contact to connect with your learners.



Asking questions during Read Aloud

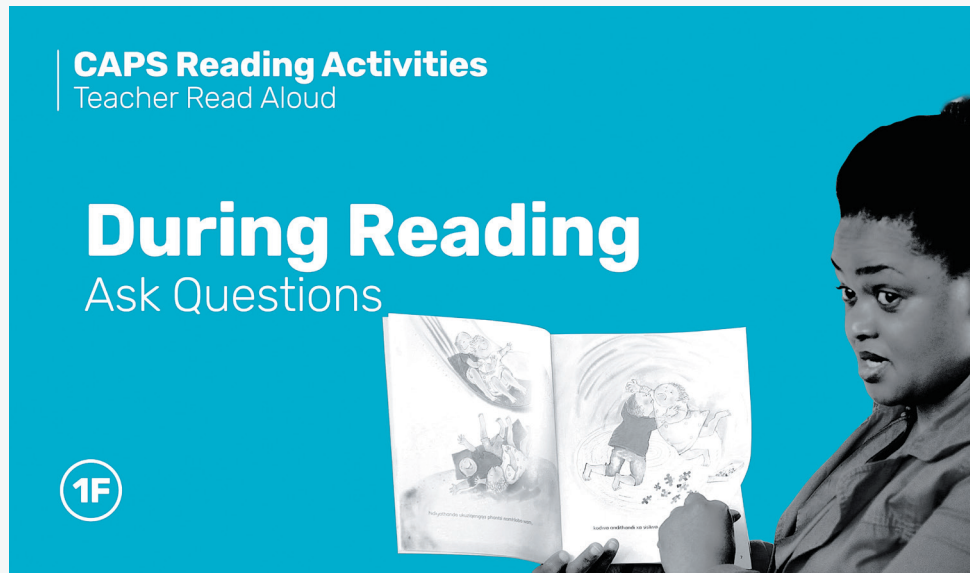
VIDEO

Watch video 1F: *During Reading* – Ask Questions

While you watch, think about these questions:

- 1 How do the teacher's questions help the children to understand the story better?
- 2 How do her questions help children to learn what good readers do?

1
mins



WATCH NOW

Watch video 52: *After Reading* – Ask Questions

While you watch, think about these questions:

- 1 What kind of questions is the teacher asking (literal, inferential or appreciative)?
- 2 Why does she ask this kind of question after reading the story?

2
mins



WATCH NOW

Check your understanding: True or False?

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 Not all books and texts are appropriate for using for a Teacher Read Aloud. **True or False?**
.....
- 2 A teacher should read through the story before reading it aloud for the children. **True or False?**
.....
- 3 Questions do not need to be prepared in advance as the teacher can think of them while she is reading. **True or False?**
.....
- 4 The use of gestures, facial expressions and eye contact by the teacher during a Read Aloud makes the story more interesting for the children. **True or False?**
.....

Reflection

Before checking on the answers to your self-assessment, please reflect on the following:

- 1 Do you ever practise reading a story aloud before doing reading it for your class?
.....
- 2 Would you ever read the same text aloud to your learners more than once and if so why?
.....

Answers

Well done, you have completed Lesson 5



Lesson 6: Assessing during Read Aloud

60
mins

Welcome back.

What you will learn in this lesson

- How to assess yourself reading aloud.
- Assessing the learners during Read Aloud.

While you read aloud, you have the opportunity to carry out two kinds of assessment. One is assessing yourself, as the teacher, and the second is assessing the learners. Both are informal assessments.

It is very important to use your observations in these informal assessments to adjust your teaching in the future. Not all learners will enjoy the same books, so you may decide that you need to do more to get more learners engaged and interested in the books you read aloud. The way you introduce the book makes a big difference in this respect.

Assessing yourself

- Observe the learners' reactions and levels of engagement (look up at them often to see their reactions).
- Check that you are reading in a lively and engaging way.
- Check that you are not reading too fast or too slowly.
- Check that you are reading a variety of text types.
- Check that you are systematically exposing the learners to slightly more complex texts throughout the year.

Assessing learners

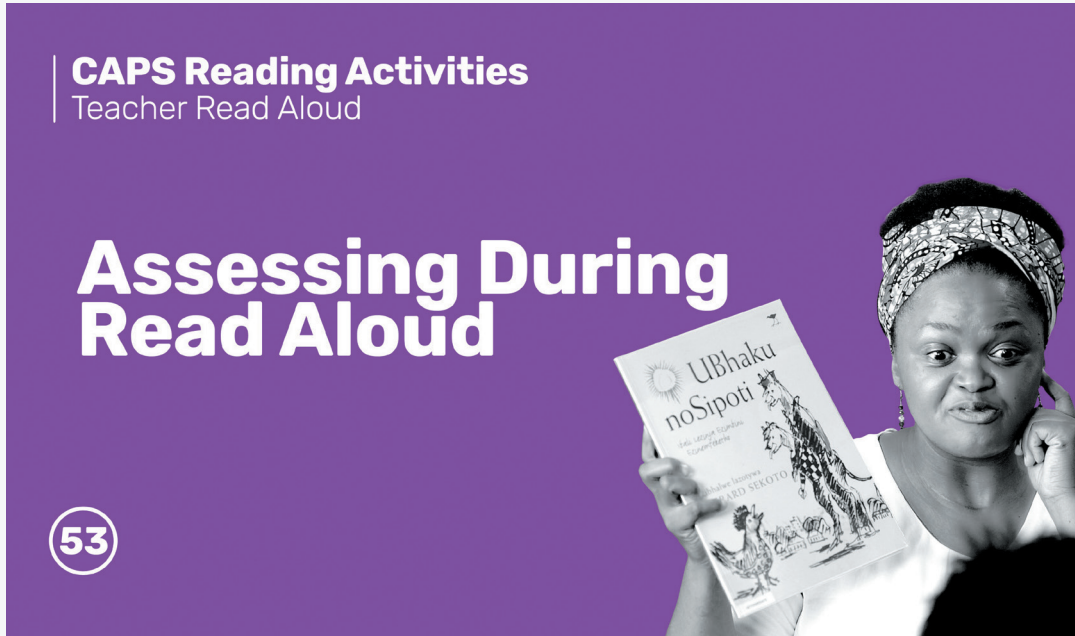
- Notice learners' reactions.
- Notice who is engaged and who is not. What do you do with this information?
- Ask questions to check learners' listening comprehension.
- Remember that the overall goal of a Read Aloud is enjoyment and enrichment. If there is too much focus on assessment and questioning, the learners will quickly lose interest.



Watch Video 53: Assessing During Read Aloud3
mins

While you watch, think about these questions:

- 1 What is the teacher noticing about how the learners respond?
- 2 What might she be thinking about the way she is reading the book?



WATCH NOW

Key points from the video

- 1 The teacher maintained eye contact by looking up and checking to see that the children were following.
- 2 She used lots of facial and vocal expression.
- 3 She used a steady pace.
- 4 She praised the learners when they responded appropriately.
- 5 She asked different types of questions.
- 6 One of her questions checked their understanding.
- 7 Another question asked the learners to predict what was going to happen next.
- 8 She stopped reading when she saw that the class was not fully engaged.

Examine the following table for ideas on how the teacher can monitor and adjust her reading based on what she observes from her learners.

READ ALOUD INFORMAL ASSESSMENT TOOL		
Assessment	If ...	Then ...
Do children focus and engage with the story?	They want you to read the same story again and again...	<ul style="list-style-type: none"> • Read the stories they love, but make sure to read many other stories.
	They wriggle and do not focus ...	<ul style="list-style-type: none"> • Include more actions, expression and energy in your reading. • Focus their listening by giving a task such as “Listen out for these three important things”.
Do the children show understanding by answering questions appropriately?	If yes ...	<ul style="list-style-type: none"> • That is great! Try a follow-up question that extends their thinking.
	If no ...	<ul style="list-style-type: none"> • Rephrase the question, re-read the section and provide some clues.
Do the children struggle with particular types of questions (e.g. prediction, giving opinions)?	If yes ...	<ul style="list-style-type: none"> • Make a note to yourself to explicitly model and explain that question type in your next Shared Reading.
Can the children retell the story afterwards?	They leave out important details.	<ul style="list-style-type: none"> • Provide prompts to help them include all the details.
Can the children show comprehension by acting out the story?	They can do it on their own.	<ul style="list-style-type: none"> • Great! Extend them by asking to provide details or change the ending.
	They struggle to do it on their own.	<ul style="list-style-type: none"> • Provide them with a framework which might include you narrowing part of the story or assigning roles to the children.

Check your understanding: Yes or No?

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 The Teacher Read Aloud needs to be formally assessed. **Yes or No?**
.....
- 2 Only the learners are assessed during the Teacher Read Aloud. **Yes or No?**
.....
- 3 Observing the learners is an important way of assessing whether children are enjoying the story/text. **Yes or No?**
.....
- 4 The teacher should continue reading what she has prepared regardless of the learners' reactions. **Yes or No?**
.....

Reflection

Before checking on the answers to your self-assessment, please reflect on the following:

- 1 Why do you think learners enjoy having a teacher read aloud to them?
.....
- 2 How often do you observe learners' reactions and adjust your teaching to accommodate what you have observed?
.....

Answers

Well done, you have completed Lesson 6



Lesson 7: All about Shared Reading

60
mins

What you will learn in this lesson

- Shared Reading is done by the teacher **with** the children
- Big books (or enlarged texts) are used
- During Shared Reading the teacher introduces and practises reading and comprehension strategies

What is Shared Reading?

The previous unit covered Teacher Read Alouds. When the teacher is reading aloud, she is taking full responsibility for the reading process. She is doing the “I do” part of the Gradual Release Model. In Shared Reading, she now supports the learners to read with her. Shared reading is the “We Do it Together” CAPS Reading Activity. The teacher shows the children how to read a text with understanding and does it with them.

VIDEO

Watch video 63: What is Shared Reading?

This is a long video, but it gives a good overview of Shared Reading.

While you watch, think about these questions:

- 1 Why are big books used for Shared Reading?
- 2 How does the teacher guide the children to join her in reading?
- 3 Why is the same text used for all three Shared Reading lessons in the week?

22
mins



WATCH NOW

Key points from the video

- 1 The teacher and learners read a big book or enlarged text together.
- 2 Before reading the text she does a “picture walk” through the book to familiarise the children with the story plot and characters.
- 3 The teacher leads the reading in the first lesson – learners join in during the following lessons.
- 4 The teacher facilitates discussion around the text and there is a strong focus on developing comprehension.
- 5 The teacher explicitly teaches the vocabulary needed to understand the text. She revises the new vocabulary in the second and third lessons.
- 6 The teacher explicitly teaches a reading strategy (in this case, interpreting punctuation while reading).
- 7 The teacher supports learners in practising the strategy she has taught them (in this case, using punctuation).

Why is Shared Reading important?

- 1 All children can feel successful: In Shared Reading the teacher and children read slightly challenging texts together. Because they are sharing the reading with the teacher, children can successfully read texts that are a bit harder than those they can read alone.
- 2 It helps children pay attention to the text: The teacher helps children to see where to focus their attention when reading. She can focus their attention on getting to the meaning of the text.
- 3 Children learn reading strategies: The teacher focuses the children’s attention on strategies used by good readers. The whole class practises these strategies with the teacher’s assistance.

Examples of strategies, behaviours and skills are:

- interpreting punctuation when reading
- making links between ideas in the text
- linking ideas in the text to background knowledge
- working out what to do when you do not understand a word
- monitoring your understanding.



When do I do Shared Reading?

- 1 Three times a week. Shared reading is timetabled to happen three times a week for 15 minutes in grades 1 to 3.
- 2 Use the same text for the three lessons. Repeated reading with support from the teacher helps develop reading skills.
- 3 It is important to remember that learners need less and less help as they become independent readers. The teacher provides different help in Grade 3 to Grade 1.

What texts to use during Shared Reading

- 1 Apart from using a text with big or enlarged print, what else must a teacher consider when choosing texts to use for Shared Reading?
- 2 Choose texts that are good for teaching the focus reading strategy: EG: if you are going to teach the skill of sequencing, then choose a text which has a sequence of events that is easy to identify.
- 3 Choose texts that children will need a little help to read: The text must be a little bit harder than those that children can read on their own. Shared Reading books are often the big books of levelled readers for guided reading – they prepare children for Group Guided Reading. Be sure that you use longer and more complex texts as the year progresses and that harder texts are used in higher grades.
- 4 Choose a variety of text types: During the year, use different types (genres) of texts, such as stories, songs, poems, rhymes, plays, information and procedural texts.

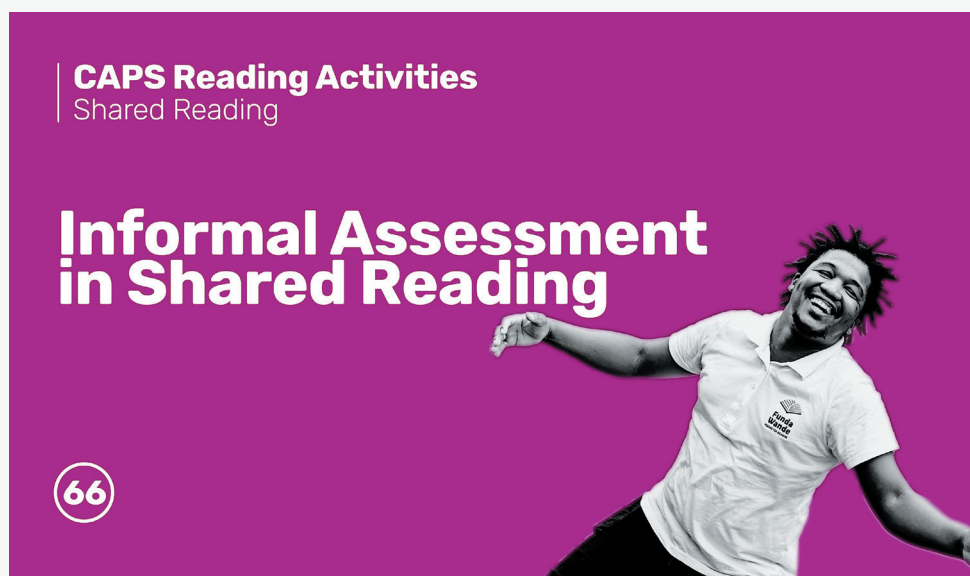
VIDEO

Watch video 66: Informal Assessment in Shared Reading

While you watch, think about these questions:

- 1 What kind of text is the teacher reading?
- 2 What does the teacher do to allow the learners to take the lead with reading?

1
mins



WATCH NOW

Check your understanding: True or False?

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 A different Shared Reading text is used for the three Shared Reading lessons in the week. **True or False?**
.....
- 2 A big book (or enlarged text) is used during Shared Reading. **True or False?**
.....
- 3 The teacher explicitly develops comprehension throughout the lesson. **True or False?**
.....
- 4 During Shared Reading the teacher reads to the learners. **True or False?**
.....

Reflection

Before checking on the answers to your self-assessment, please reflect on the following:

- 1 Why do you think it is important that an enlarged (or big) text is used for Shared Reading?
.....
- 2 Why is it important for a Grade 1 teacher to point to the words as she reads?
.....

Answers

Well done, you have completed Lesson 7.

Lessons 8 + 9: Teaching Shared Reading three times a week

60 mins

Welcome back.

What you will learn in this lesson

- How to do three Shared Reading lessons using the same text
- The importance of good preparation for Shared Reading lessons
- The importance of repeated exposure and reinforcement of vocabulary, reading & comprehension strategies

You will watch three videos of a teacher teaching a Grade 1 class. Each video shows a Shared Reading lesson in the same week. Although the videos are quite long, it will be helpful to watch them consecutively so that you can compare what the teacher does in each lesson.

VIDEO

Watch video 61: Shared Reading three times a week: Lesson 1

16 mins

While you watch, think about these questions:

- 1 How does the teacher help children understand the text?
- 2 How does she help them respond to the text personally?
- 3 How does she help them to read better?



WATCH NOW

Summary of Lesson 1

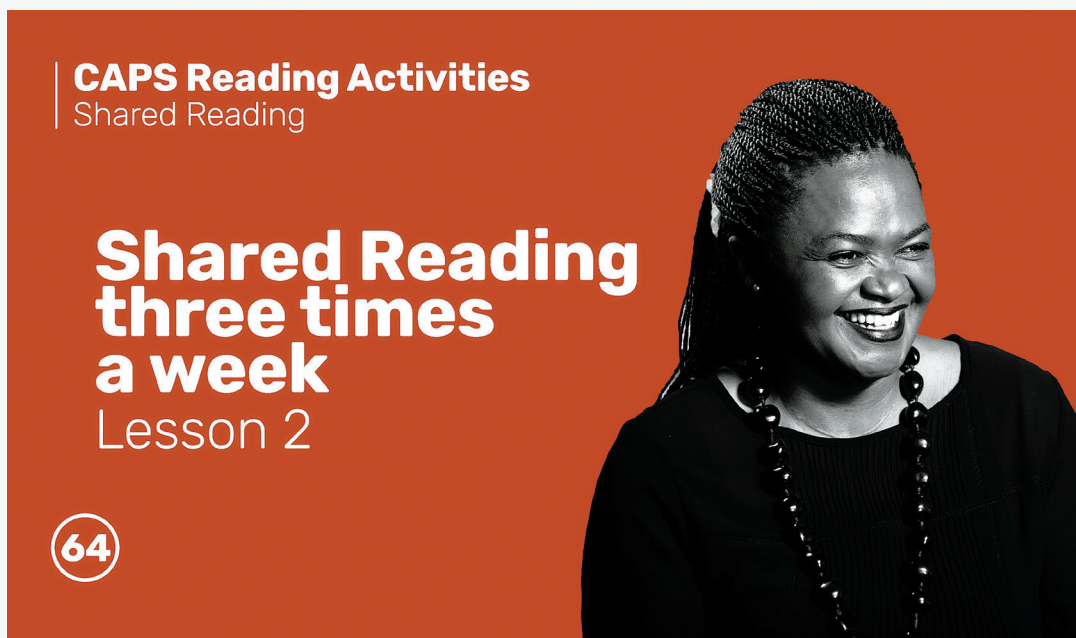
- 1 The focus is on helping the children understand and respond to the text personally:
- 2 The teacher used a pre-during-post frame for her lesson.
- 3 She generated discussion about the topic and got children to recall what they knew about the topic.
- 4 She read through the text and did a “picture walk” to familiarise the children with the story.
- 5 She pointed to the words as she and the class read them.
- 6 She taught key vocabulary from the text and made sure children understood the text.
- 7 She introduced the reading strategy she wanted to teach (how to read punctuation marks to bring meaning to the text).

VIDEO

Watch video 64: Shared Reading three times a week: Lesson 2

While you watch, think about these questions:

- 1 How does this lesson differ from Lesson 1?
- 2 How does the teacher scaffold or support the learners to decode the text?
- 3 How does she support the learners to comprehend the text?

13
mins

WATCH NOW

Summary of Lesson 2

- 1 The focus of the lesson is on learning a new reading strategy (the focus strategy).
- 2 The teacher used a pre-during-post frame for her lesson.
- 3 The teacher revised the vocabulary taught in Lesson 1.
- 4 She consolidated the focus strategy taught in Lesson 1.
- 5 She and the children read the text together while she pointed to the words.
- 6 She reminded the learners to practise the strategy during Group Guided, Paired and Independent Reading.

VIDEO

Watch video 65: Shared Reading three times a week: Lesson 3

While you watch, think about these question:

- 1 How does this lesson differ from lessons 1 and 2?

16
mins



WATCH NOW

Summary of Lesson 3

- 1 This lesson focuses on revising the reading strategy that has already been taught.
- 2 The teacher used a pre-during-post frame for her lesson.
- 3 The teacher reminded the learners about the story title.
- 4 She did word recognition with word cards.
- 5 She ensured that the children knew the meaning of the words by asking them to match the word with the picture it represented.
- 6 She repeated the reading strategy she had taught (how to interpret and read punctuation in a text)
- 7 She encouraged the children to practise the strategy with her.
- 8 She got the children to read the sentences row by row.
- 9 She pointed to the words as they were reading.
- 10 She remained silent at times and let the children read without her.
- 11 She frequently reminded the children to look at the text and words when they read.
- 12 She encouraged the children to read faster and with more intonation.
- 13 She used post-reading questions to check their understanding of what they had read.
- 14 She used pair work to encourage all the children to participate in the discussion.



Check your understanding: True or False?

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 To prepare for a Shared Reading a teacher would only need to select the text and the reading and/or comprehension strategy she wants to teach.

True or False?

- 2 New vocabulary that needs to be taught should come from the Shared Reading text. **True or False?**

- 3 Shared Reading lessons should follow a pre-during-post frame to help understanding. **True or False?**

- 4 Repeated exposure to the new vocabulary, the text and the comprehension strategies reinforces learning and memorising. **True or False?**

- 5 The teacher should always lead the reading during Shared Reading. **True or False?**

- 6 Using pair work during Shared Reading is not possible. **True or False?**

Reflection

Before checking on the answers to your self-assessment, please reflect on the following:

- 1 Do you think that you spend enough time in preparing your Shared Reading lessons to ensure that the learners are systematically exposed to new vocabulary and new reading and comprehension strategies?
- 2 Have any of the videos you've seen in this unit inspired you to change something about the way you teach?

Answers

.....

.....

.....

.....

.....

.....

Well done, you have completed Lesson 8 + 9.

Lesson 10: Assessing during Shared Reading

60
mins

Welcome back.

What you will learn in this lesson

- The importance of informal assessment during Shared Reading
- The importance of the teacher watching and listening
- What the assessments should focus on

Shared Reading offers the teacher the opportunity to conduct ongoing informal assessment. The teacher needs to pay very careful attention to individual learners as well as to the class as a whole.

- 1 Watch learners very carefully, paying attention to who is not following, who joins in and who seems only to be echoing the others.
- 2 Listen carefully to hear if learners lag behind in the reading.
- 3 Notice which learners respond to the questions you ask about the text.
- 4 Notice how learners practise what you have taught in the mini-lesson.
- 5 Make mental notes of learners' problems so you can assist them during Group Guided Reading.

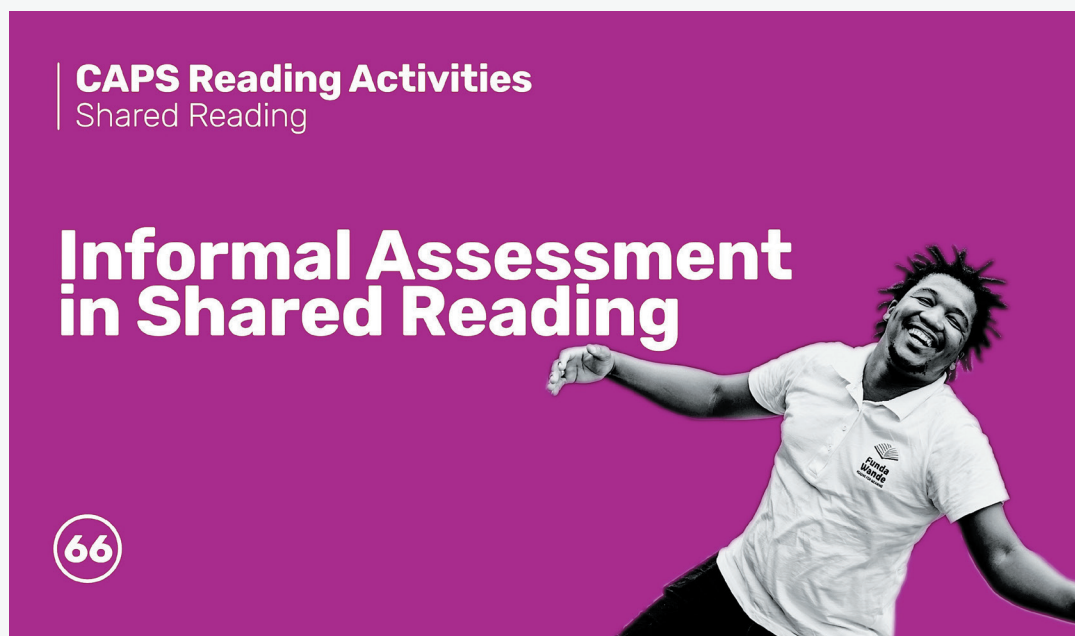
VIDEO

Watch video 66: Informal Assessment in Shared Reading

While you watch, think about this question:

- 1 What does the teacher do when he notices that not all the children are keeping up with the reading pace?

1
mins



WATCH NOW

**Read through the table below.
The table guides informal assessment during Shared Reading.**

SHARED READING INFORMAL ASSESSMENT TOOL		
Assessment	If ...	Then ...
Do children read along with (share) the reading?	If a few children read but many do not seem to be reading ...	<ul style="list-style-type: none"> • Ask a smaller group of children to read with you one at a time. • Read more softly so that the children's voices can be heard.
Are they reading the words at your pace, as shown by your pointing?	If not ...	<ul style="list-style-type: none"> • Go back to the text and explicitly encourage learners to read where you are pointing.
Are they using the reading strategy you have modelled and taught?	If you are not sure whether they are applying the reading strategy ...	<ul style="list-style-type: none"> • Remind the children about the strategy. • Get them to practise the strategy, and then let them apply it with a partner further on in the book.
Do all the children understand the text?	If the same few children want to answer all the questions ...	<ul style="list-style-type: none"> • Get each child to answer the questions and listen to some responses with a partner.
In Grade 3 can they read without a pointer?	If not ...	<ul style="list-style-type: none"> • Explain that you will sometimes remove the pointer and that you want them to read without it. • Consciously move the pointer faster over the words that are repeated in the text and are most common.

Check your understanding: True or False?

Write your answer in your notebook and check your answers at the end of the lesson.

1 Shared Reading is more than children just repeating the text after the teacher. **True or False?**

.....

2 Close observation of the learners while they read along with the teacher is a useful way to assess which children are keeping up and which are not. **True or False?**

.....

3 The teacher needs to adapt her teaching of Shared Reading to address the needs of the learners. **True or False?**

.....

4 The teacher should make a mental note of whether most of the learners are able to apply the strategy she has taught. If most are struggling then she will need to revise the same strategy the following week. **True or False?**

.....

Reflection

Before checking on the answers to your self-assessment, please reflect on the following:

1 Do you watch the children carefully during Shared Reading to pick up on problems and strengths?

2 Are you flexible with adjusting your teaching pace to accommodate the responses from the learners?

Answers

Well done, you have completed Lesson 10.

Lesson Quiz Answers

Lesson 1

- 1. True.** The Five Reading Activities are designed around the concept of gradual release of responsibility of the teacher for reading.
- 2. False.** A Read Aloud is done with the whole class.
- 3. True.** The whole point of teaching children how to read is to get them to become effective independent readers.
- 4. True.** All Five Reading Activities are practised in all grades in the Foundation Phase. However, as you will see later, different reading activities are given more or less time across the grades because the teacher is increasingly able to release responsibility for reading to the learners as they progress across the grades.

Lesson 2

- 1. d)** Teacher reads aloud to the class.
- 2. a)** Teacher demonstrates strategy and children read with her.
- 3. b)** Teacher listens to each child and guides their reading development.
- 4. c)** Teacher silently reads her own book to model and inspire the children.

Lesson 3

- 1. True.** By the end of Grade 3 learners need to be able to read appropriate texts independently with understanding. This will enable them to meet the challenges of learning in the Intermediate Phase.
- 2. True.** Group Guided Reading provides a very important opportunity for the teacher to give individual attention to learners, and to see how their reading is progressing. However, in different grades the process might be different. For example, learners who are able to read independently (probably Grade 3) might read silently and then answer the teacher's questions on what they read.
- 3. True.** Children are unlikely to read their own choice of books if time is not given for this. Since reading improves with practice, it is important to schedule Independent Reading time.

Lesson 4

- 1. d)** The teacher browses through a story and thinks that it contains interesting characters and that there is a lot of humour in the story. This refers to checking engagement and interest levels.
- 2. a)** The teacher thinks that she wants to introduce children to more poetry as they have not done much poetry during the year. This refers to using varied texts so that children get exposed to a range of text types.
- 3. b)** The teacher reads the poster and thinks that it will not be useful as the words are too simplistic and repetitive. This refers to checking if it is challenging enough without being too difficult.
- 4. c)** The teacher has a quick check to see that she will be able to complete the story in a week if she reads a bit every day. This refers to how long it will take to complete the story.

Lesson 5

- 1. True.** Some books such as information texts or reference books would not be effective for a Read Aloud.
- 2. True.** It is essential that teachers read through all texts before teaching them.
- 3. False.** It is important that teachers prepare the questions and when in the text to stop and ask them.
- 4. True.** Facial expressions, gestures and eye contact enrich the listening experience for the learners.

Lesson 6

1. **No.** The Teacher Read Aloud is for informal assessment only.
2. **No.** The teacher should assess herself throughout the reading and make necessary adjustments based on the responses she gets.
3. **Yes.** Careful observation of learners' responses (both verbal and non-verbal) reveals a lot about their engagement and understanding.
4. **No.** If the teacher sees that the children are too distracted or that they are not enjoying the story, then she must stop and adapt her strategy.

Lesson 7

1. **False.** The same text is used for three Shared Reading lessons. This is to give learners repeated exposure to the new words and concepts.
2. **True.** An enlarged or big book is used during Shared Reading.
3. **True.** The teacher should be teaching and (informally) assessing comprehension during every Shared Reading lesson.
4. **False.** The teacher reads with the learners, and increasingly encourages them to read without her.

Lesson 8 + 9

1. **False.** To prepare for a Shared Reading a teacher would need to select the text and the reading and/or comprehension strategy she wants to teach, as well as the questions she will ask and make teaching aids.
2. **True.** New vocabulary should come from the Shared Reading text. This provides a context for the new words.
3. **True.** Shared Reading lessons should follow a pre-during-post frame to help understanding.
4. **True.** Repeated exposure to the new vocabulary, the text and the comprehension strategies reinforces learning and memorising.
5. **False.** The teacher should sometimes lead the reading during Shared Reading and sometimes allow the children to take the lead.
6. **False.** Using pair work during Shared Reading is possible and strongly recommended.

Lesson 10

1. **True.** Shared Reading is much more than children repeating the text after the teacher. It is about the children sharing in the responsibility of making sense of the text.
2. **True.** Learning to observe children closely and carefully is one of the most important ways of checking on their progress and understanding.
3. **True.** The whole point of assessing learners on an ongoing basis is that the teacher can adapt and adjust her teaching. If she sees that the learners are struggling she needs to explain again, slow down or provide additional opportunities for the learners to catch up. This can be done with the whole class (if most are struggling) or with smaller groups during Group Guided Reading or remedial work.
4. **True.** The teacher should regularly be making (or taking) notes to inform her during her next lesson preparations and assessments.

Self-Assessment Notes

A series of horizontal dotted lines for writing notes.



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