

READING ACADEMY



BOOKLET 4

CAPS READING ACTIVITIES 2

**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 4, 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

12 mins

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?



CAPS Reading Activities
Funda Wandé

Teaching Reading Overview

31

WATCH NOW

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:

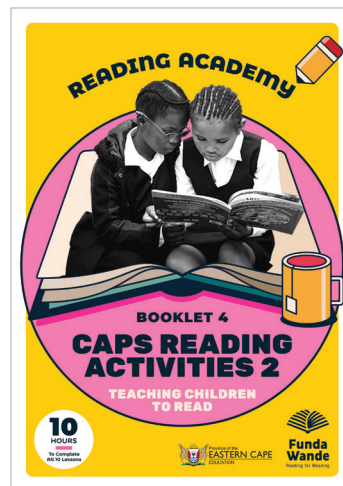
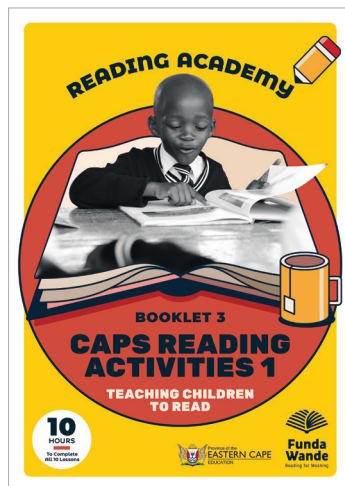
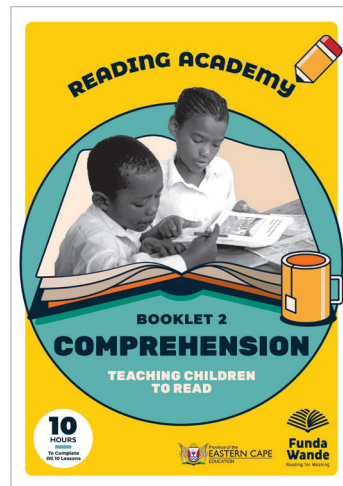
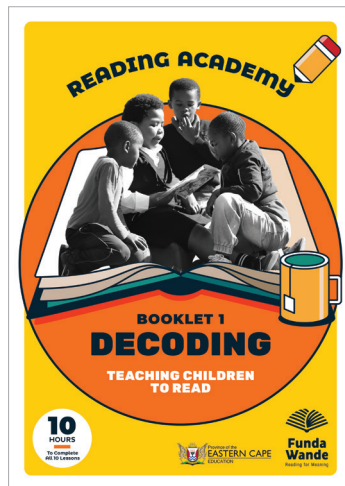
- 1 Which aspect of the lesson did you find the most informative?
- 2 What do you do daily in your class to encourage and motivate learners to read?

Answers

Overview Of The Lesson and Topics

LESSON 11 All about Group Guided Reading	<i>Page 5</i>
LESSON 12 Texts for Group Guided Reading	<i>Page 9</i>
LESSON 13 Setting up Group Guided Reading lessons	<i>Page 13</i>
LESSON 14 The teacher's role in Group Guided Reading	<i>Page 21</i>
LESSON 15 Assessing during Group Guided Reading	<i>Page 26</i>
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LESSON 18 All about Independent Reading	<i>Page 38</i>
LESSON 19 The role of the teacher in Independent Reading	<i>Page 41</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 11: All about Group Guided Reading

60
mins

Welcome back.

Group Guided Reading is an extremely important reading activity as it is probably the only time in the busy school day when the teacher gets to work closely with small groups of learners. Group Guided Reading gives the teacher the chance to give learners individual attention and gives the learners the chance to read at the right level.

What you will learn in this lesson

- What Group Guided Reading involves
- Why Group Guided Reading is critical for learners' reading development
- What grade or level readers are at
- How to ensure that the correct readers are selected

What is Group Guided Reading?

- 1 In Group Guided Reading (also referred to as GGR) the teacher works with small groups of children who have similar reading abilities.
- 2 She guides and supports them to use different reading strategies while they read books at a level where they can mostly cope. We call this reading at the right level.
- 3 The teacher also gets children to practise strategies that she has taught during Shared Reading.

Why is learning vocabulary important?

- 1 **You can say/write what you mean.** The more words you know the more accurately you can express your ideas and feelings. Vocabulary knowledge is key for success in content subjects at school.
- 2 **You can understand what you hear/read.** If you do not understand at least 95% of the words in a text you will have difficulty comprehending it.
- 3 **You can read more fluently and efficiently.** When you read words you already know and understand your brain recognises them quickly. This enables you to read fluently.
- 4 **Vocabulary is essential for gaining knowledge**

Watch video 59: What is GGR?**20**
mins

While you watch, think about these questions:

- 1 Is it a good thing to group learners in “ability groups”? Why/why not?
- 2 What are “levelled readers”?
- 3 How does Group Guided Reading link up with other reading activities?

**Key points from the video**

- 1 **Small groups at similar ability:** It's important during Group Guided Reading lessons to use a baseline assessment to create groups of learners who are reading at the same level.
- 2 **Reading books at the right level:** During Group Guided Reading the teacher should select stories from a levelled reader that is the right level for that group of learners.
- 3 **Individual learners read aloud:** The teacher should listen to each child reading aloud.
- 4 **The right amount of support from the teacher:** During the lesson, the teacher should have the right balance between supporting learners and giving them a chance to practise reading.

Why is Group Guided Reading important?

- 1 **Each learner gets individual guidance from the teacher:**
 - a) Group Guided Reading is the only time in the week that learners get individualised reading instruction.
 - b) The teacher guides each learner to read successfully with understanding.
- 2 **Learners can practise reading with success:**
 - a) Learners practise reading and using the skills and strategies they have been taught.
 - b) They can experience success because they read books that are at the right level, which motivates them to read more.
- 3 **The teacher can assess what help each learner needs to read better:**
 - a) Teachers can give specific and focused assistance when and where it is needed because they are able to hear each learner read.

When do I do Group Guided Reading?

Each day, Monday to Friday, the teacher works with two **Group Guided Reading** groups for 15 minutes each.

- 1 Thirty minutes a day has been **allocated** to Group Guided reading in CAPS.
- 2 A teacher should spend time with two groups of learners each day giving them 15 minutes per group in Home Language.
- 3 Ideally, this will mean that you **work** with each **Group Guided Reading** group twice a week.
- 4 Group Guided Reading is also done in English First Additional Language from Grade 2 for 15 minutes per day.



Check your understanding: True or False?

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

- 1 In Group Guided Reading learners work in small groups of similar ability. **True or False?**

- 2 In Group Guided Reading the teacher reads the story to the learners. **True or False?**

- 3 In Group Guided Reading the teacher should hear each learner read. **True or False?**

- 4 In Group Guided Reading each learner should have his/her own book. **True or False?**

Reflection

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

- 1 Why do you think experiencing success with reading is so important for a learner’s motivation and confidence?
- 2 Do you manage to hear each learner read aloud for you at least once a week?

Answers

Well done, you have completed Lesson 11.

Lesson 12: Texts for Group Guided Reading

60
mins

Welcome back.

What you will learn in this lesson

- What graded (levelled) readers are and why you use them.
- How to choose a book at the right level for Group Guided Reading.

What texts are used in Group Guided Reading?

Selecting the correct texts is important for the success of teaching Group Guided Reading. There are three important features of a good Group Guided Reading text. Texts should be:

- 1 From a set of graded (levelled) readers
- 2 At the right level for the group
- 3 Able to be read without frustration.

What are graded readers?

- 1 Graded readers are a series of books that have been specially written and sequenced according to difficulty.
- 2 A child can start reading easy books and move on to harder books in the series.
- 3 The easiest books might have pictures with no words or only one word on a page.
- 4 Various commercial series of graded readers are available. A number of Provincial Education Departments have distributed the Vula Bula anthologies. These anthologies are collections of graded stories for use in the classroom during **Group Guided Reading**. Children can also take them home to practise.



The Vula Bula anthologies

There are 66 stories in the Vula Bula series, divided into three anthologies, one for each of grades 1 to 3. An anthology is a collection of stories in a single book. Grade 1 Vula Bula anthology contains stories 1–24, the Grade 2 anthology contains stories 25–44, and the Grade 3 anthology stories 45–66. In the Vula Bula anthologies, the different levels are colour coded.



As you work through an anthology the stories increase in difficulty and use more words. In the more difficult stories the children will find:

- more words (longer sentences and longer texts)
- new vocabulary
- new punctuation (like ?, ! and “ ”)
- new grammar (like past and present tense).

What is meant by the right level?

- 1 A key aspect of Group Guided Reading is matching books to the learners' current reading ability.
- 2 The idea is to give each group a book which they can mostly read with ease. We call this “reading at the right level”.
- 3 There are several readers within each level. This is to allow learners plenty of chances to practise within their level before they move to the next level.
- 4 Once the learner can read all the books at their level they should move on to the next level. The teacher should manage this progression.
- 5 At times the teacher may want to move a learner to a different group.

What does it mean that the text can be read without frustration?

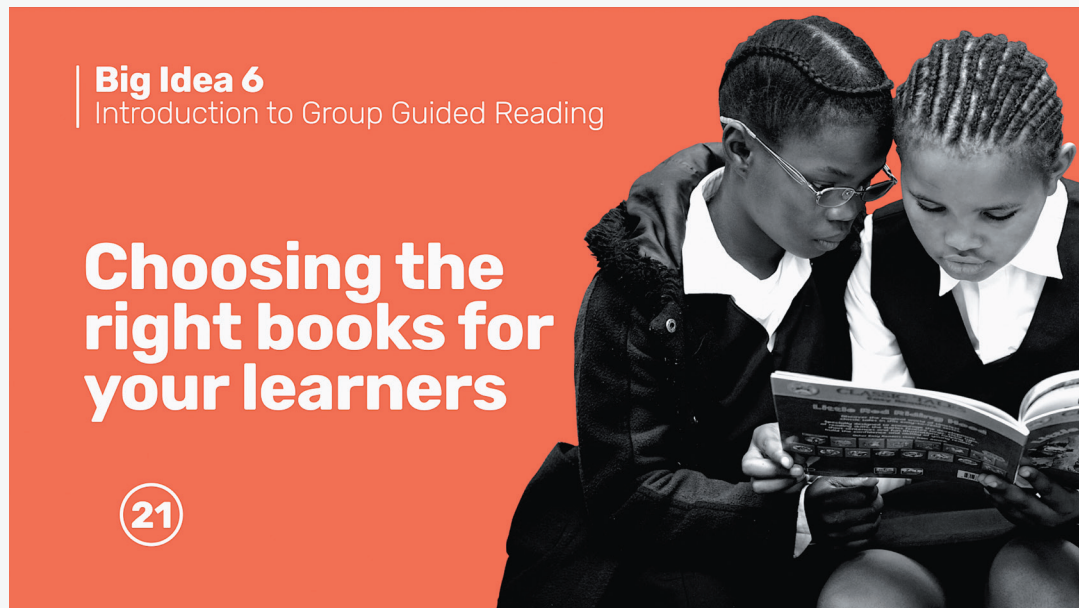
- 1 Children should be able to read and understand 90–95 percent of the words without a struggle.
- 2 This means that the child should be able to read nine out of ten words without difficulty.
- 3 The text is a little harder than the child can probably read alone (the teacher can help at times), but not so difficult that it makes the child frustrated.

Watch video 21: Choosing the right books for your learners

While you watch, think about this question:

- 1 If a book has more words on a page, does that mean it is harder? Why/why not?

4
mins



WATCH NOW

Key points from the video

- 1 The teacher needs to conduct a baseline assessment at the beginning of the year to assess the learners' reading ability.
- 2 The results from this baseline assessment are used to organise learners into similar ability reading groups.
- 3 If the books are too difficult to read, they cause frustration which will put a child off reading.
- 4 If teachers need to have readers which are harder or easier than the ones they currently have for their grade, they can borrow from their Foundation Phase colleagues.

Check your understanding: Word choice

Select the missing word from the list below. Question 4 requires you to look at the picture of the texts provided.


(frustration – aloud – similar)

- 1 Each learner should read _____ during his/her Group Guided Reading lesson.

- 2 Groups consist of learners with _____ reading ability.

- 3 During Group Guided Reading a learner is given a book that he/she can read without _____.

- 4 Have a look at the three texts below. Arrange the texts starting with the simplest and ending with the most difficult:



Lumka! Siza kuwe. Baleka!

Text A

Kusekuseni phakathi evekini. UVuyo usequmbini lakhe lokulala ukungiselela ukuya esikolweni. Unxiba ihempe yesikolo emhlophe, ijezi yesikolo eluhlaza nebhulukhwe yesikolo emfushane engwevu. Unxiba nekawusi ende engwevu.


UVuyo ufuna ukunxiba enye ikawusi kodwa ayifumaneki ndawo. Ukhangele phantsi kweengubo. Ukhangele phantsi kwebheddi. Ukhangele phakathi ezihangwini zolhe. Ukhangele etyesini. Ikawusi ayibonakali, ayifumaneki.

Uyema uVuyo uyacinga, 'Mikowumbi ilapha kule kasi yempahla le kawusi. Mandikhangele.

UVuyo utsala umqheba uvula ikasi yempahla.



Text B



Ifestile yam yophukile. Yekabani le bhola? uyazibuza umama uPhosa.

Text C

Reflection

Before checking your answers, please reflect on the following:

- 1 Have you ever borrowed graded readers from your colleagues so that your learners have access to books which they can read without frustration?

- 2 Why do you think experiencing success with reading is so important for a learner's motivation and confidence?

Well done, you have completed Lesson 12.

Lesson 13: Setting up Group Guided Reading lessons

60
mins

Welcome back.

What you will learn in this lesson

- How to do a baseline assessment and use it to set up Group Guided Reading groups
- How to explain the processes to the learners
- How to plan work for the rest of the class to complete while a group is reading with the teacher

There is a lot of organising that needs to be done before a teacher can start doing Group Guided Reading effectively. This all needs to be done at the beginning of the year so that the teacher can start with her Group Guided Reading groups near the middle of the first term.

There are four things to do to set up:

- 1 Conduct a baseline assessment with each learner.
- 2 Use the results from the baseline to place the learners in their similar ability groups.
- 3 Explain to the learners how Group Guided Reading will happen, how you have grouped them and have a timetable to show them when each group's turn will be.
- 4 Plan work for the rest of the class so that they use the time to learn while you are working on the mat with your small group.



Doing a baseline assessment

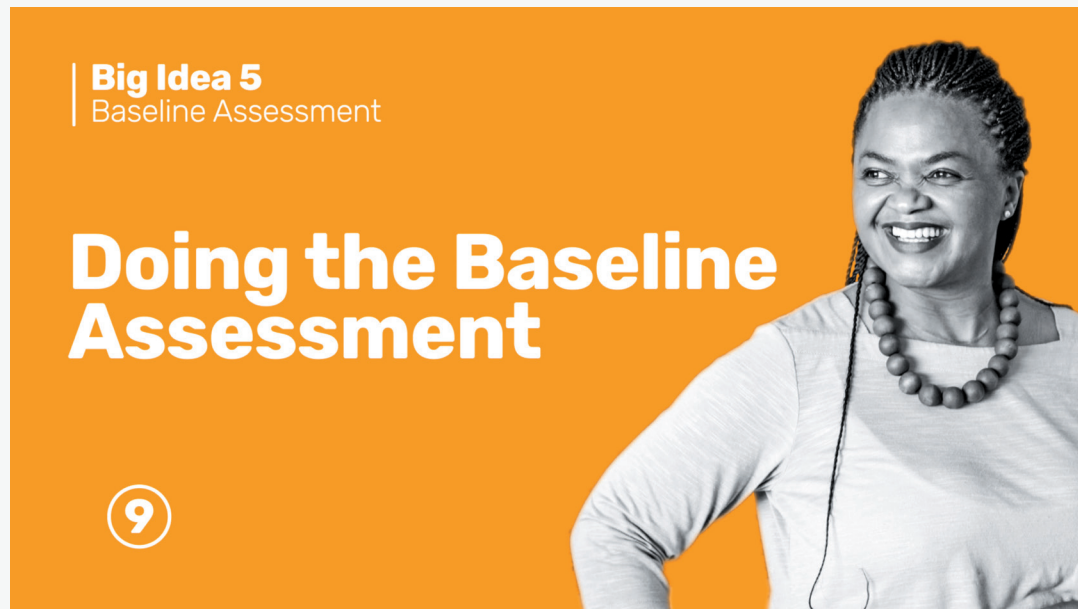
- 1 A baseline assessment is a short reading test your learners do at the start of the year.
- 2 Use the results of the baseline to put learners into different ability groups.
- 3 Redo your baseline assessment in the second half of the year to assess learner progress and change ability groups where necessary.

Watch video 9: Doing the Baseline Assessment

3
mins

While you watch, think about these questions:

- 1 What is the best way to quickly and effectively assess children's reading ability?
- 2 What does the teacher do to ensure that she can assess each individual without the class making too much noise?



WATCH NOW

Key points from the video

- 1 The teacher ensures that the class has productive work to do while she calls individuals to read for her.
- 2 She explains what she is doing to the class.
- 3 She calls learners one by one to read aloud for her.
- 4 She reminds them to be quick.
- 5 She calls up her first learner and explains what he must do.
- 6 She reminds the class to keep working and not to watch her.

For Grade 1, note that learners won't know how to read at the beginning of the year so your baseline test can be to find out who knows the letters of the alphabet and test their phonemic awareness.

For grades 2 and 3 the baseline should assess fluency (accuracy, speed, and expression). To test this, choose a book from the previous grade. Get each child to read from this book for one minute. Use a simple rubric to mark how well each child does on this test.

Setting up Reading Groups

Once you have assessed the learners you can use the results to put them into similar reading ability groups.

VIDEO

Watch video 19: Using Baseline to make groups

While you watch, think about this question:

- 1 Why do you think we keep referring to “similar” and not to “same” reading ability?

3
mins

Big Idea 5
Baseline Assessment

**Using Baseline to
make groups**

19

WATCH NOW

Key points from the video

- 1 The teacher records all the reading results in her mark book.
- 2 The reading test was based on the learners' fluency (this is a Grade 2 class).
- 3 Fluency includes reading speed, accuracy and prosody (intonation and expression).
- 4 The test is timed (each read for 1 minute).
- 5 The rest of the class are busy with work that the teacher has set for them.
- 6 The teacher must not assist the learners during the test, even if they're struggling, as the focus is to assess their ability to read.
- 7 The teacher identifies that there are children who cannot read at all (they are in Grade 2). She decides to group these learners together. She will prioritise them and start with basic phonics.
- 8 There should be about 6 to 8 learners in a group.
- 9 The groups are not permanent as learners progress differently. When learners progress beyond their group, they should be moved to a stronger group.
- 10 If learners are struggling to keep up with their group, then they should be moved to a group using easier texts.



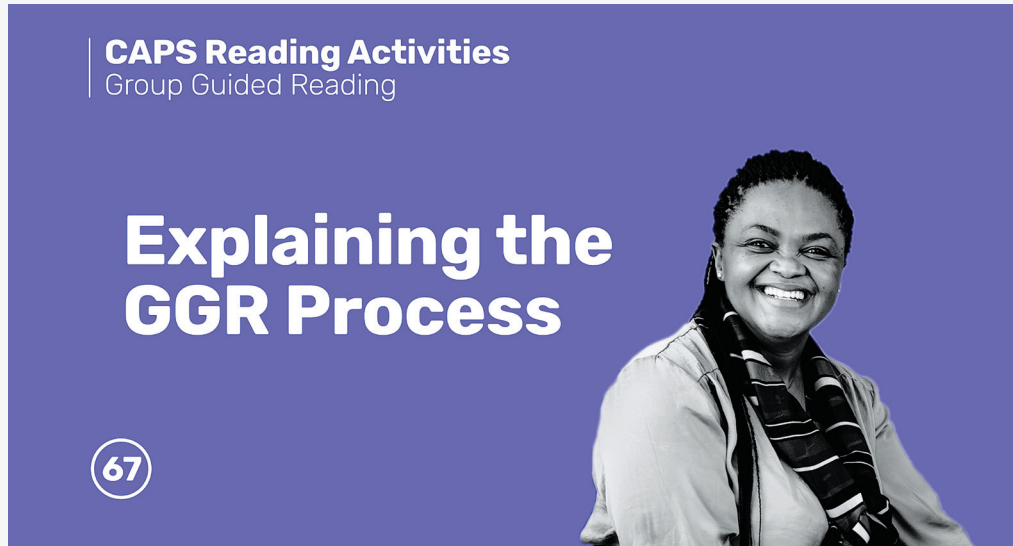
Explaining the Group Guided Reading process to learners

- 1 Explain how they will find out which group they are in.
- 2 Explain how and when Group Guided Reading will happen, and which days they will have their turn.
- 3 Ask learners to get into their groups.
- 4 Ask learners to select a group leader.
- 5 Let the children practise what to do when you call their group to the mat.

Watch video 67: Explaining the GGR Process**11**
mins

While you watch, think about these questions:

- 1 How will a learner know which group they are in?
- 2 How will the learner know which days they have Group Guided Reading?
- 3 What is the point of having group leaders?

**WATCH NOW****Key notes from the video**

- 1 The teacher has prepared a chart of the reading groups and has written the learners' names in each of the four groups.
- 2 She has used animal names so as not to say which group is stronger than others.
- 3 She explains how she formed the groups after she asked each child to read for her.
- 4 She asks the learners to form their groups and get to know each other.
- 5 She shows them the timetable and makes sure that each group knows which day of the week they will do Group Guided Reading.
- 6 She explains why they do Group Guided Reading.
- 7 She explains what she wants them to do when it is time for their group.
- 8 She asks each group to select a leader who will assist with managing each group.
- 9 She explains clearly what is expected of the group leaders.

Planning work for the rest of the class

Besides doing the baseline test, forming similar ability groups, and explaining to the learners how the groups will work, the teacher still needs to do one more thing before she can start doing the Group Guided Reading: She has to plan what the rest of the class will do when she is busy working with the Group Guided Reading groups.

- 1 When the teacher is working on the mat with a reading group, the other learners must have an activity to do without the teacher's help.
- 2 If they are not kept occupied, the children will become noisy and disruptive.
- 3 At first, it will be more manageable if the class all does the same activity, especially if the class is large.
- 4 Some teachers set up four or five different activities for a week and get the reading groups to rotate through these activities so that each group does a different activity every day. The teacher needs to plan this carefully, making sure that there is enough work to do and that learners know exactly what to do.

	Mon	Tues	Wed	Thurs	Fri
Lions	GGR with teacher	Paired Reading	WB Activity 1	WB Activity 2	WB Activity 3
Leopards	WB Activity 3	GGR with teacher	Paired Reading	WB Activity 1	WB Activity 2
Zebras	WB Activity 2	WB Activity 3	GGR with teacher	Paired Reading	WB Activity 1
Kudus	WB Activity 1	WB Activity 2	WB Activity 3	GGR with teacher	Paired Reading
Rhinos	Paired Reading	WB Activity 1	WB Activity 2	WB Activity 3	GGR with teacher



- 1 Here are three suggested activities that learners can do while you are with the reading group on the mat:
- Workbook or textbook activities:** You can get children to do an activity from the DBE workbook, or the textbook. This is a good way to practise the phonics for the week.
 - Paired Reading:** Towards the end of Grade 1, and in grades 2 and 3, children can do paired reading while the teacher is doing Group Guided Reading. They can read the graded reader from the previous week to each other. See Unit 5 of this Module.
 - Individual Writing:** This is a good time for children to focus on their writing tasks.



Check your understanding: True or False

Activities from the DBE Workbooks	
Grade 1	<ul style="list-style-type: none"> ■ Practising handwriting ■ Using words to complete sentences ■ Labelling pictures ■ Matching activities ■ Simple phonics activities e.g. filling in missing letters in words
Grade 2	<ul style="list-style-type: none"> ■ Labelling pictures ■ Matching activities ■ Simple phonics activities e.g. sorting words into sound families ■ Completing sentences ■ Writing simple sentences ■ Punctuating sentences ■ Writing answers to questions
Grade 3	<ul style="list-style-type: none"> ■ Putting words into alphabetical order ■ Matching activities ■ Phonics activities e.g. sorting words into sound families ■ Completing sentences ■ Writing sentences ■ Punctuating sentences ■ Writing answers to questions ■ Simple grammar activities

- 1 The reading groups are organised into similar ability groups. **True or False?**

- 2 The baseline assessment needs to happen early in the year so that the teacher can set up Group Guided Reading as soon as possible. **True or False?**

- 3 All the weaker readers, even those who cannot read at all, will be grouped together. **True or False?**

- 4 Explaining the process to the learners will make the actual Group Guided Reading more efficient. **True or False?**

- 5 Once the groups are established, they will remain that way for one term. **True or False?**

- 6 Key to the success of Group Guided Reading is that the rest of the class has enough challenging work to do so that they will not distract the teacher while she is working with a small group. **True or False?**

Reflection

Before checking your answers please reflect on the following:

- 1 While it takes time to set these processes up, do you agree that it is worth it to ensure that the Group Guided Reading lessons are effective?
- 2 What would you say are the three main benefits of being able to work in small groups with individual learners to guide them in their reading?

Answers

Well done, you have completed Lesson 13.

Lesson 14: The teacher's role in Group Guided Reading

60
mins

Welcome back.

The specific practices the teacher does with groups will differ slightly according to the grade and the level of the learners. However, there are five things that all teachers should do during Group Guided Reading.

What you will learn in this lesson

- What the teacher does during a Group Guided Reading lesson
- Five important practices the teacher does during Group Guided Reading

Five important practices

- 1 Listen to individual learners read aloud.
- 2 Ensure that the other learners in the group follow silently in their own readers.
- 3 Guide learners to apply the reading strategies you have taught. These include:
 - a) fluency
 - b) word attack strategies
 - c) comprehension.
- 4 Guide learners to develop comprehension through asking questions.
- 5 Provide individual feedback to each learner during and after they have read.



Watch video 68: The GGR Lesson**13**
mins

While you watch, think about these questions:

- 1 Which reading skill was the teacher getting the learners to practise?
- 2 How does she control the rest of the class?
- 3 What kind of feedback does she give each learner?

**WATCH NOW****Key points from the video**

- 1 The teacher called the learners to the mat and told them to hurry.
- 2 The group leader handed out the books.
- 3 Each child had a turn to read.
- 4 The teacher listened and observed them very closely.
- 5 She focused on getting them to read more fluently.
- 6 She asked learners to repeat words and sentences in order to encourage them to read more fluently.
- 7 She told the other children to follow in their own books.
- 8 She occasionally looked up at the rest of the class to see that they were working.

Watch video 81: Focusing attention on a Skill in GGR

Now you will watch another teacher doing Group Guided Reading with a Grade 3 class.

2
mins

While you watch, think about this question:

- 1 How is this lesson similar or different from the Grade 2 lesson in video 68?

CAPS Reading Activities
Group Guided Reading

Focusing attention on a Skill in GGR

81



WATCH NOW

Key points from the video

- 1 The teacher used a non-fiction text with the group.
- 2 She reminded learners about reading the title of the book.
- 3 She encouraged learners to break up a long word into syllables and put them together again to read the word.
- 4 She reminded them to re-read the whole sentence again after working out individual words.
- 5 She encouraged them to read loudly so the whole group could hear.
- 6 She reminded them that how they read affects how they make meaning of the sentence.



Watch video 1G: Giving Individual Feedback

1
mins

While you watch, think about these questions:

- 1 Why is it so important to give each learner feedback during Group Guided Reading?
- 2 What is the difference between praise and constructive feedback?

The video thumbnail features a red background. At the top left, it says 'CAPS Reading Activities' and 'Group Guided Reading'. The main title 'Giving Individual Feedback' is in large white text. Below the title is a circular icon with '1G'. On the right side, there is a black and white photograph of two women smiling. One woman is making a peace sign. At the bottom right, there is a grey button that says 'WATCH NOW'.

Key points from the video

- 1 The teacher explained clearly to the learner what she wanted him to do.
- 2 She modelled fluent reading for him.
- 3 She asked him to re-read twice.
- 4 She praised him when he got it right.

Check your understanding: Match columns

Match what the teacher says in **Column 1** with the reason in **Column 2**

1/ WHAT THE TEACHER SAYS ...	2/ REASON
1 "That's much more fluent, well done."	a. To check meaning
2 "Break the word up into syllables"	b. To develop fluency
3 "Why do you think he did that?"	c. To help work out how to read the word
4 "Read it again but try and read it faster this time."	d. To praise and encourage

Reflection

Before checking your answers please reflect on the following:

- 1 Why is it so important to praise learners during Group Guided Reading?
- 2 Reflect on what you observed in the videos regarding how many skills were practised in a period of only 15 minutes.

Answers

Well done, you have completed Lesson 14.

Lesson 15: Assessing during Group Guided Reading

60
mins

Welcome back.

In this lesson you will learn about how to assess learners in Group Guided Reading. Two types of assessment take place:

What you will learn in this lesson

- The importance of the baseline assessment at the start of Group Guided Reading
- Doing formative assessments during Group Guided Reading
- About the rubrics to use for assessment

1 Baseline assessment

a) This is done at the beginning of the year to form similar ability groups.

2 Formative assessment during Group Guided Reading

a) This happens during every Group Guided Reading.

b) Not every assessment item will be visible in every Group Guided Reading lesson. That is why you need to keep a record over time.



Watch video 76: Assessment during GGR3
mins

While you watch, think about these questions:

- 1 How does the teacher assess if the learners understand the text?
- 2 How does he assess if the learners are using the reading strategies that have been taught?



WATCH NOW

Key points from the video

- 1 The teacher explicitly taught the learners to pause at a full stop.
- 2 He modelled how to do it and then got the whole group to do it.
- 3 He used Home Language when he saw that children did not understand his instruction.
- 4 He praised them often.
- 5 He checked that they understood the meaning of the words and the sentences.

Assessment rubrics for Group Guided Reading

- 1 Keep records of the reading skills that children are demonstrating as they read.
- 2 Use rubrics to help you to notice what children are doing as they read and to work out how to support each child.

Here are two examples of rubrics. One for beginners and one for more advanced readers.

For beginner readers

Behaviours to notice and support	Child's name	Child's name	Child's name	Child's name	Child's name	Child's name
Notices detail in pictures						
Begins to match words and print, pointing with finger under words						
Uses language patterns in the text						
Pays close attention to print						
Uses print information, eg first letter of a word to read new words						
Notices when it doesn't make sense						
Re-reads to confirm/figure out new words						
Can show understanding by answering questions						
Attempting to apply taught reading strategies						

For more advanced readers

Behaviours to notice and support	Child's name	Child's name	Child's name	Child's name	Child's name	Child's name
Uses visual information to predict, check and confirm meaning						
Recognises known words easily and uses this knowledge to work out new words.						
Self-corrects, using visual information						
Searches for understanding while reading						
Pays close attention to the structure of words (eg syllables, affixes)						
Reads fluently, with phrasing						
Solves some new words independently						
Uses the specific comprehension strategy taught recently in Shared 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 teacher should informally assess all the learners during each Group Guided Reading? **True or False?**
.....
- 2 All the reading skills as well as comprehension should be assessed at each Group Guided Reading. **True or False?**
.....
- 3 Keeping records during Group Guided Reading is a waste of time as learners' abilities change so often. **True or False?**
.....
- 4 Group Guided Reading assessments need only be done for Home Language Group Guided Reading. **True or False?**
.....

Reflection

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

- 1 Do you keep records and notes during Group Guided Reading?
- 2 Do you think these rubrics are useful for your own class?

Answers

Well done, you have completed Lesson 15.

Lesson 16: All about Paired Reading

60
mins

Welcome back.

In this unit we look at Paired Reading. Teachers often neglect this type of reading as it takes some time to set it up. However, once in place, it can have a profound impact on reading development.

What you will learn in this lesson

- What Paired Reading is
- Why Paired Reading is important
- What texts are used for Paired Reading
- When Paired Reading should take place

What is Paired Reading?

- 1 In Paired Reading, two children read softly to each other.
- 2 They take turns to read from the same book.
- 3 Their aim is to practise reading accurately and fluently, with understanding.
- 4 The children support and help each other to read.



Watch video 82: What are Paired and Independent Reading?5
mins

While you watch, think about these questions:

- 1 Where does Paired Reading fit in the Gradual Release Model?
- 2 What is the point of getting learners to read with a partner?



WATCH NOW

Key points from the video

- 1 In Paired Reading children read to each other (in pairs).
- 2 This is different from Independent Reading where the child reads on his/her own.
- 3 Paired Reading enhances and strengthens the skills they have learnt during Shared Reading and Group Guided Reading.
- 4 Before asking learners to read in pairs, the teacher should set the rules and explain what they must do.
- 5 During Paired Reading they should read books that are at their level.
- 6 It is a good idea for learners to do Paired Reading while the teacher works with a group doing Group Guided Reading.

Why is Paired Reading important?

- 1 It builds independent readers, if done regularly.
- 2 It is a powerful way to improve oral reading fluency.
- 3 Everyone in the class reads actively. Nobody can switch off.
- 4 It lets children use the skills they have got.
- 5 It encourages cooperation and peer support.
- 6 It keeps the learners occupied while the teacher is doing Group Guided Reading with a small group.

What texts do we use for Paired Reading?

Whole texts:

- a) Paired Reading time is not for reading lists of words or flash cards.
- b) Children must read whole sentences, paragraphs and stories, so that they can develop comprehension, fluency and reading speed.

Texts at the right level:

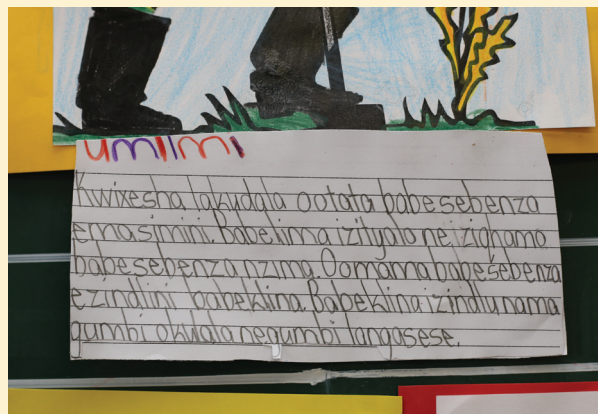
- a) Graded readers at the right level are usually used for Paired Reading.
- b) Children can re-read books that they have read in their Group Guided Reading, but avoid over-reading of one text.
- c) If a school has supplementary readers, they can be used.
- d) Texts must not be too difficult as this will frustrate the children.

Texts usually chosen by teacher:

- a) Teachers usually allocate books to the reading pairs.
- b) If the school has enough books give each pair a few books at the right level and let them choose which one to read. Children find this motivating.

Learners can read their own writing:

- a) Paired reading is a great time for children to read their own writing to each other.
- b) This makes them proud of themselves as authors and gives them a real audience to write for.



What texts do we use for Paired Reading?

- 1 Paired Reading is required by CAPS, but a specific time is not set aside for it. Therefore, the teacher needs to make a time to do it.
- 2 Paired Reading should start from Grade 1 Home Language.
- 3 From Grade 2, Paired Reading should also be done for English First Additional Language.
- 4 Paired Reading can be slotted in:
 - a) while the teacher is doing Group Guided Reading
 - b) during Life Skills learners they read to each other from the Life Skills textbook
 - c) when the quicker learners have completed their work, they can read softly in pairs
 - d) during break older children could read to their younger peers
 - e) while the teacher is doing some remediation with a few learners.

QUIZ

Check your understanding: True or False

- 1 During Paired Reading children read a text softly to their partner. **True or False?**
- 2 Paired reading is the same as Independent Reading. **True or False?**
- 3 The most beneficial aspect of Paired Reading is that learners get more reading practice. **True or False?**
- 4 The teacher is actively involved with the learners while they do Paired Reading. **True or False?**

Reflection

Before checking your answers please reflect on the following:

- 1 How often do you get your learners to read in pairs to each other? Do you want to change this now?
- 2 Do you think you could use the Nal'ibali supplements during Paired Reading?

Answers

.....

.....

.....

.....

Well done, you have completed Lesson 16.

Lesson 17: Setting up Paired Reading

60
mins

Welcome back.

Monitoring and repair involves checking our understanding as we read (monitoring), and going back and re-reading if something doesn't make sense to us (repairing).

What you will learn in this lesson

- To explain to learners the value of pair work
- To teach learners how to sit and what to do during Paired Reading
- The importance of getting learners to practise the Paired Reading routine
- How to pair learners

VIDEO

Watch video 83: What does Paired Reading Look like?

While you watch, think about these questions:

- 1 What does the teacher need to explain before learners read in pairs?
- 2 How could a teacher model Paired Reading before the class does it?

5
mins



WATCH NOW

Key points from the video

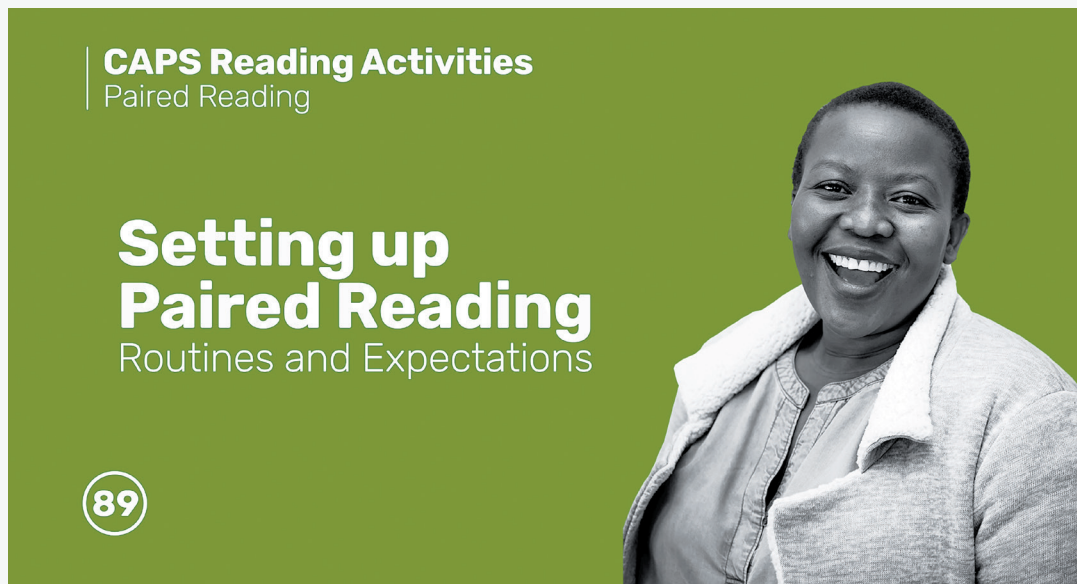
- 1 The teacher explained why Paired Reading is helpful.
- 2 She said they should have one book between them.
- 3 She told them that they should sit elbow to elbow.
- 4 She told them to read aloud but softly.
- 5 She explained that they read softly so as not to disturb their peers who are also reading.
- 6 She told them to read a paragraph each before swapping.
- 7 She told them what to do if their partner made a mistake while reading.

VIDEO

Watch video 89: Setting up Paired Reading

While you watch, think about these questions:

- 1 What is on the chart of rules and expectations for Paired Reading?
- 2 Why does the teacher ask learners to mark where they have read up to? Could a teacher model Paired Reading before the class does it?

3
mins

WATCH NOW

Key points from the video

- 1 The teacher is working with a Group Guided Reading group, while the rest of the class reads together in pairs.
- 2 She told them to choose their favourite story.
- 3 To read the pairs sit close to each other, elbow to elbow.
- 4 The paired readers refer to the chart of rules for Paired Reading.
- 5 They read softly to each other.
- 6 They mark where they have read up to so that they know where to read from next time.

Watch video 85: Children Reading in Pairs

2
mins

While you watch, think about these questions:

- 1 Why is the teacher assisting the learners in this lesson?
- 2 At the end what problems are experienced by the learners who do not hold the book correctly between them?



WATCH NOW

How to organise the reading pairs

- 1 Organise pairs at the beginning of the year, using your baseline assessment. You can change the pairs during the year.
- 2 You can pair readers of the same ability together – for instance, strong readers with strong readers, and weaker readers with weak readers.
- 3 You can also mix abilities and pair strong readers with weaker readers. To pair a strong reader with a weaker reader, use the following steps.
 - a) List the learners in order from highest to lowest reading ability, based on your baseline assessment.
 - b) Divide the list in half.
 - c) Place the top learner in the first half of the list with the top learner in the second half of the list. Continue until all the learners have a partner.
 - d) Be sensitive to pairing learners with special needs. Make sure they are paired with a supportive partner who can manage the situation.
 - e) Let them read a book that the weak reader can mostly cope with. The stronger reader will be able to read this fluently and therefore model good reading and be able to support the weaker reader where necessary.

Check your understanding: Match columns

Match the Paired Reading “rule” in **Column 1** with the matching reason in **Column 2**

1/ PAIRED READING RULES	2/ REASON FOR RULE
1 Learners must sit elbow to elbow (or shoulder to shoulder).	a. If learners each had their own book they would have no reason to read to each other.
2 Learners must share a book.	b. It will become too loud and learners will get distracted.
3 Learners must read softly.	c. It is clear how much each learner should read.
4 Learners must each read a paragraph.	d. Learners must both be able to see the page.

Reflection

Before checking your answers please reflect on the following:

- 1 What rules do you think are important for Paired Reading?
- 2 What do you think about organising Pair Reading between the older grades and your grade? This is referred to as Cross-Grade Paired Reading.

Answers

Well done, you have completed Lesson 17.

Lesson 18: All about Independent Reading

60
mins

Welcome back.

The goal of teaching reading is for the child to become an independent reader. That is, a child who can read an age-appropriate text with understanding. This lesson looks at what independent reading is and why it is important.

What you will learn in this lesson

- What Independent Reading is
- Why Independent Reading is important

What is Independent Reading?

- 1 Reading independently means reading on your own.
- 2 It means being able to understand and interpret what you read.
- 3 It means wanting to read.
- 4 It means making a daily habit of reading.
- 5 It means choosing what you want to read.
- 6 It means finding pleasure and enjoyment from reading.
- 7 It is usually silent reading.
- 8 It needs to be nurtured and developed by the teachers and the school and home.
- 9 It is the key to further success in school and life.



Why is Independent Reading important?

- 1 Children see reading as a valuable and important activity:
- 2 Teachers need to schedule Independent Reading periods. If scheduled, children realise that it is a valuable and important activity.
- 3 It motivates children to read when they have chosen a book they are interested in.
- 4 This helps to improve their reading.
- 5 It develops good habits for lifelong reading.

What texts do we use for Independent Reading?

- 1 Independent Reading requires a range of interesting, relevant reading material to be available in the school.
- 2 Send books home with learners. Some teachers do not want to do this because they think learners will mess up the books. But if learners are taught how to handle books properly, they should be allowed to take them home.
- 3 When choosing books for independent reading, consider the following:
 - a) There needs to be a variety of fiction and non-fiction books.
 - b) Books should be displayed in the classroom reading corner or in a library.
 - c) Learners can also access digital stories on tablets or computers if your school is equipped.
 - d) Biblionef, Shine Literacy, Nal'ibali, Book Dash or local libraries can provide more books. If you have internet access then look them up online.
 - e) Books can be also bought cheaply at book sales and markets.



Check your understanding: True or False

- 1 The main point of teaching reading is to grow independent readers. **True or False?**
.....
- 2 It doesn't matter if children don't read for a long period at a time. **True or False?**
.....
- 3 An important aspect of independent reading is that children choose the book they want to read. **True or False?**
.....
- 4 The teacher plays an essential role in developing independent readers. **True or False?**
.....

Reflection

Before checking your answers please reflect on the following:

- 1 What can you do as a teacher to support Independent Reading?
- 2 When last did you share what you had read for enjoyment with your class?

Answers

Well done, you have completed Lesson 18.

Lesson 19: The role of the teacher in Independent Reading

60
mins

Welcome back.

Foundation Phase teachers play an essential role in developing lifelong readers because they teach learners how to read with understanding and they motivate for the importance and pleasure of reading.

What you will learn in this lesson

- Why teachers are important for promoting and supporting children to read on their own
- Four things teachers can do to motivate learners to read
- How to schedule an Independent Reading period each week

This lesson also explores the importance of scheduling an Independent Reading period which shows the learners that it is important.

There are four things a teacher can do to motivate learners to read:

- 1 Schedule an Independent Reading period each week.
- 2 Explicitly explain the value and importance of reading.
- 3 Model being an Independent reader. The children look up to you and will want to do what you do.
- 4 Make interesting and relevant reading material available for learners and teach them how to select appropriate books.



Promote and support Independent Reading

- 1 Allow children to read on their own for five to ten minutes every day around the same time (when they arrive, after break or before going home).
- 2 Allocate a period every week for each class to go to the school library. If you don't have a library, start a classroom library or do block loans from your public library.
- 3 Establish a daily or weekly period when everyone in the school reads independently at the same time. Even the teachers and the principal read! This period might be called DEAR (Drop Everything and Read) or SSR (Sustained Silent Reading) or just Reading Time.
- 4 After school reading clubs are fantastic, but you must still schedule class time for independent reading, to signal to children that it is an important part of what they learn at school.



Watch video 90: What Does Independent Reading Look Like?**3**
mins

While you watch, think about these questions:

- 1 What is the point of Grade R children having Independent Reading time when they cannot yet read?
- 2 What role does the Grade R teacher play in developing children's interest and enjoyment in reading?

**WATCH NOW**

Watch video 87: Teach how to behave in Independent Reading**2**
mins

While you watch, think about these questions:

- 1 Why do these children jump up so eagerly to go and find books to read?
- 2 How does the teacher teach them how to behave?



CAPS Reading Activities
Independent Reading

Teach how to behave in Independent Reading

87

WATCH NOW

Check your understanding: True or False

- 1 Independent Reading can only happen when learners are able to read. **True or False?**
.....
- 2 It is impossible to do Independent Reading without a school library. **True or False?**
.....
- 3 If there is a school library the teacher should regularly schedule a reading period and take the learners to the library. **True or False?**
.....
- 4 Afternoon reading clubs are a way of promoting Independent Reading. **True or False?**
.....

Reflection

Before checking your answers please reflect on the following:

- 1 Do you have a reading corner in your classroom which you update regularly?
- 2 Have you connected with your public library to ask them for support in developing your learners' love of reading?

Answers

Well done, you have completed Lesson 19.

Lesson 20: Promoting independent readers

60
mins

Welcome back.

What you will learn in this lesson

- Why teachers are important for promoting and supporting children to read on their own
- What the teacher should do to promote and support independent readers

Learners look up to their teacher and want to be like them. Therefore, it is important that the teacher models being a reader. The teachers can do this by:

- 1 telling the learners what they are reading an Independent Reading period each week.
- 2 letting the learners see them read (when they are reading independently)
- 3 sharing insights that they have gained from reading
- 4 telling learners why reading is beneficial.

VIDEO

Watch video 86: Model being a Reader

While you watch, think about these questions:

- 1 Why does the teacher show the children the book he is reading?
- 2 Why does he tell them about his visit to the library?

In addition to explaining the importance of reading, teachers should make interesting, relevant books available and explain to learners how to select books.

5
mins



WATCH NOW

Watch video 88: Teach how to choose books

While you watch, think about these questions:

- 1 How can the teacher help children to choose books when there are a lot of children in the class?
- 2 What if the children do not want to choose a book?

1
mins



WATCH NOW



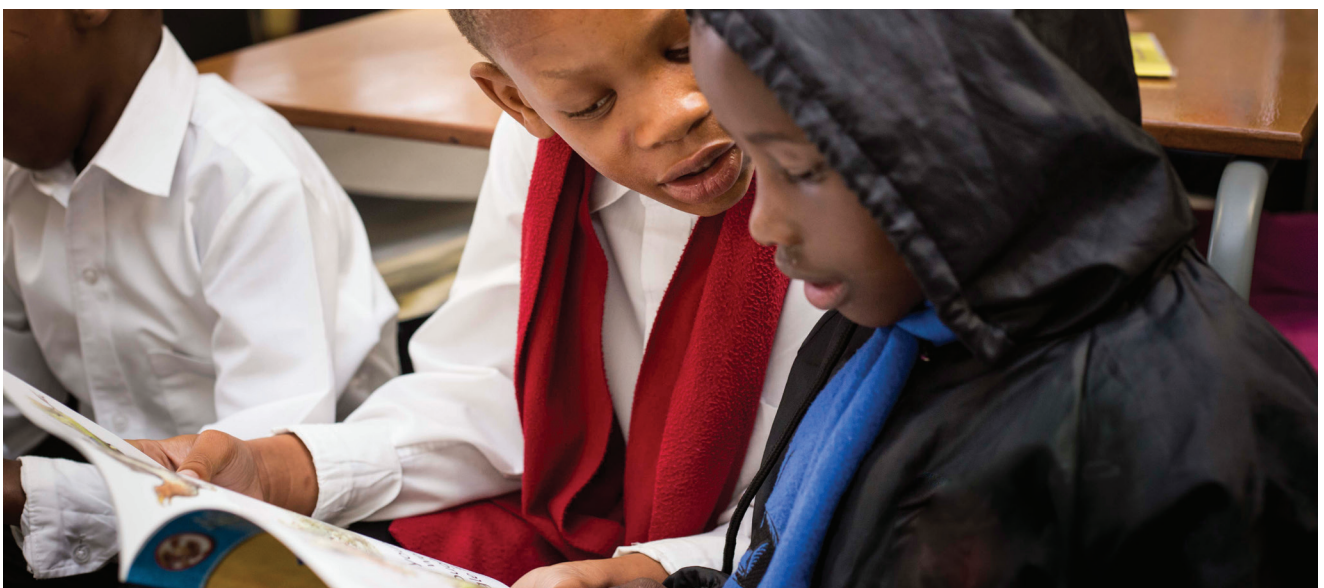
Some notes about guiding book selection

- 1 The teacher plays an important role in helping learners to find something that they find interesting and enjoyable to read.
- 2 The teacher should emphasise that while the pictures are very interesting they must also read the text.
- 3 Teach learners the five-finger rule for choosing books at the right level. Hold up a finger every time they cannot read a word. If they cannot read more than five words on a page, they should probably choose an easier book.
- 4 Remember to give each learner a chance to choose the books that interest them, and to read them at their reading ability.



Give learners a chance to talk about what they have read

- 1 A way to monitor whether learners read during Independent Reading is to give them a chance to tell the class or to tell you individually about what they have read.
- 2 Help them to share what they found exciting and what they enjoyed.
- 3 Learners could also write short recommendations for good books and put them inside the book or in the reading corner. This will motivate others to read the same book.



Check your understanding: Multiple choice

Choose the most appropriate option from the multiple choices to complete the sentence.

- 1 When guiding learners to make good book selection, the teacher should:
 - a) tell them which books they should read.
 - b) teach them about the five-finger rule and get them to browse through the book before choosing.
 - c) give them a list of interesting books and get them to work through the list.

- 2 A learner is doing Independent Reading when he/she is:
 - a) reading aloud for the class.
 - b) reading silently on their own.
 - c) listening to a partner read from a book.

- 3 Independent Reading can take place in:
 - a) the library.
 - b) the classroom.
 - c) Both a) and b).

- 4 The teacher can encourage learners to join the public library by:
 - a) explaining how the library works.
 - b) asking a staff member from the public library to address the learners.
 - c) Both a) and b).

Reflection

Before checking your answers please reflect on the following:

- 1 Have you spent enough time on developing your learners' Independent Reading habits?
- 2 How can you encourage learners to visit the school or public library through setting projects or tasks that require them to read more?

Answers

Well done, you have completed Lesson 20.

Lesson Quiz Answers

Lesson 11

- 1. True.** Learners should be put in a group where they are all at a similar reading ability.
- 2. False.** During Group Guided Reading the learners should be reading, not the teacher.
- 3. True.** The teacher has an opportunity to hear each child reading during Group Guided Reading. This is important for the teacher to know the reading ability of each learner in her class.
- 4. True.** It is important that each learner has his/her own copy. If they are not reading aloud, they should be following in their own books.

Lesson 12

- 1.** Aloud. Each learner should read **aloud** during his/her Group Guided Reading lesson.
- 2.** Similar. Groups consist of learners with **similar** reading ability.
- 3.** Frustration. A learner is given a book that he/she can read without **frustration**.
- 4.** First Text A (only four words), then Text C (one paragraph) and Text B (the longest text). Note that the number of words is only one indicator of text difficulty. The complexity of the words, the language and structure, as well as the subject, will also influence the level of difficulty.

Lesson 13

- 1. True.** The reading groups are organised into similar ability groups.
- 2. True.** The baseline assessment needs to happen early in the year so that the teacher can set up Group Guided Reading as soon as possible.
- 3. False.** If possible (depending on numbers) it is better to have two different groups. Have one group with learners who can decode but slowly and hesitantly and a second group for those who must go back to basic phonics.
- 4. True.** Explaining the process to the learners will make the actual Group Guided Reading more efficient. It does take time to set up and explain the Group Guided Reading process but once the learners know how it works, it will become quicker.
- 5. False.** You may find that some learners did not test well but are actually more fluent than you first realised, in which case you would need to change them. Also, learners progress differently. However, you will try to keep groups as consistent as possible once you have established them accurately.
- 6. True.** Key to the success of Group Guided Reading is that the rest of the class has enough challenging work to do so that they will not distract the teacher while she is working with a small group.

Lesson 14

- 1. d)** "That's much more fluent, well done." This praises and encourages the learner for achieving mastery of a specific reading skill.
- 2. c)** "Break the word up into syllables." This helps the learner to segment the word in order to read it.
- 3. a)** "Why do you think he did that?" This develops meaning to ensure that children are reading with understanding.
- 4. b)** "Read it again but try and read it faster this time." This helps to develop fluency.

Lesson 15

- 1. True.** The teacher should informally assess all the learners during each Group Guided Reading. Teachers should observe each learner in the group and take notes about which aspects need to be retaught or practised more.
- 2. False.** It is not possible to assess all skills in one lesson. The teacher should focus on the skill/strategy that is relevant to the text or that has been taught during the Shared Reading lesson.
- 3. False.** Keeping records during Group Guided Reading is not a waste of time. Keeping records is important as they will inform the choices you make. They are also useful when the teacher needs to

make a case for remedial action. The records need not be detailed; they can simply be a tick or cross.

4. False. Group Guided Reading assessments should be done with Home Language as well as English First Additional Language.

Lesson 16

1. True. Paired reading refers to two children softly reading to each other.

2. False. Paired reading is two children reading to each other whereas Independent Reading is a child reading (usually silently) on their own.

3. True. The most beneficial aspect of Paired Reading is that learners get more reading practice. Having regular Paired Reading has an extremely positive effect on reading fluency.

4. False. The teacher, after setting up the rules, allows the children to read in pairs without interfering. The teacher does, however, need to manage the pairs to ensure that they are reading.

Lesson 17

1. d) Learners must sit elbow to elbow (or shoulder to shoulder) so that they can both see the book they are sharing.

2. a) Learners must share a book. This helps to keep the pair on the same page and reading at a similar pace.

3. b) Learners must read softly. This is not reading silently, but softly. This is so that their partner can hear them but that they don't disturb the whole class.

4. c) Learners must each read a paragraph. They can also each read a page. The two important things are that they must read a meaningful chunk (not just one sentence at a time) and that they must both know how much to read. This prevents any miscommunication.

Lesson 18

1. True. The main point of teaching reading is to grow independent readers.

2. True. It doesn't matter if children don't read for a long period at a time. What is important is that they are reading on their own.

3. True. An important aspect of Independent Reading is that children choose the book they want to read. Children have so few opportunities to make choices at school. Being allowed to select the book you want to read is key to Independent Reading.

4. True. The teacher plays an essential role in developing independent readers. This is especially true for children who come from communities where reading is not valued and seen as important.

Lesson 19

1. False. Independent Reading can happen before children learn to read, as was seen in the Grade R video.

2. False. While having a school library is ideal, teachers can still promote Independent Reading in their classrooms with their own reading corners and reading materials. They can also access free digital books from several sites.

3. True. Teachers need to take their learners to the library regularly.

4. True. Reading clubs are an exciting way to develop a love of reading. Nal'ibali has several ideas about reading clubs on their website.

Lesson 20

1. b) To guide learners on making good choices, it is wise to teach them the five-finger rule and to browse through both pictures and text of the book.

2. b) Reading independently refers to silently reading a book, not reading aloud to the class.

3. c) Independent Reading can take place almost anywhere in the school.

4. c) The teacher could ask the librarian to talk to the learners and she or the teacher can explain how a library works.

For more information, and to access all of our resources
visit fundawande.org

