

READING ACADEMY



READING ACADEMY

**PART 1
DECODING**

TEACHING CHILDREN TO READ

10 HOURS needed To Complete All 10 Lessons

LIMPOPO PROVINCIAL GOVERNMENT
EDUCATION

FundaWande
Reading for Meaning

READING ACADEMY

**PART 2
COMPREHENSION**

TEACHING CHILDREN TO READ

10 HOURS needed To Complete All 10 Lessons

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**PART 3
CAPS READING ACTIVITIES 1**

TEACHING CHILDREN TO READ

10 HOURS needed To Complete All 10 Lessons

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**PART 4
CAPS READING ACTIVITIES 2**

TEACHING CHILDREN TO READ

10 HOURS needed To Complete All 10 Lessons

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TEACHING CHILDREN TO READ

40
HOURS



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION



FundaWande

Reading for Meaning

Welcome and Orientation

Welcome to Funda Wandé Reading Academy!

These materials are divided into 4 parts.

Each part should take you 10 hours to complete.

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

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 Part 1 and 2.
- Test 2 after the completion of Part 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!

Overview of the Lessons and topics

LESSON 1 What is reading?	<i>Page 5</i>
LESSON 2 The Big Five components of reading	<i>Page 9</i>
LESSON 3 What are phonological and phonemic awareness?	<i>Page 11</i>
LESSON 4 Teaching phonological and phonemic awareness	<i>Page 15</i>
LESSON 5 Letter-sound knowledge and phonics	<i>Page 18</i>
LESSON 6 Blending and segmenting (syllables and words)	<i>Page 22</i>
LESSON 7 Assessing letter-sound knowledge	<i>Page 25</i>
LESSON 8 Developing word reading (recognition)	<i>Page 29</i>
LESSON 9 Oral Reading Fluency (ORF)	<i>Page 33</i>
LESSON 10 Assessing ORF	<i>Page 38</i>

Lesson 1: What Is Reading?

60
mins

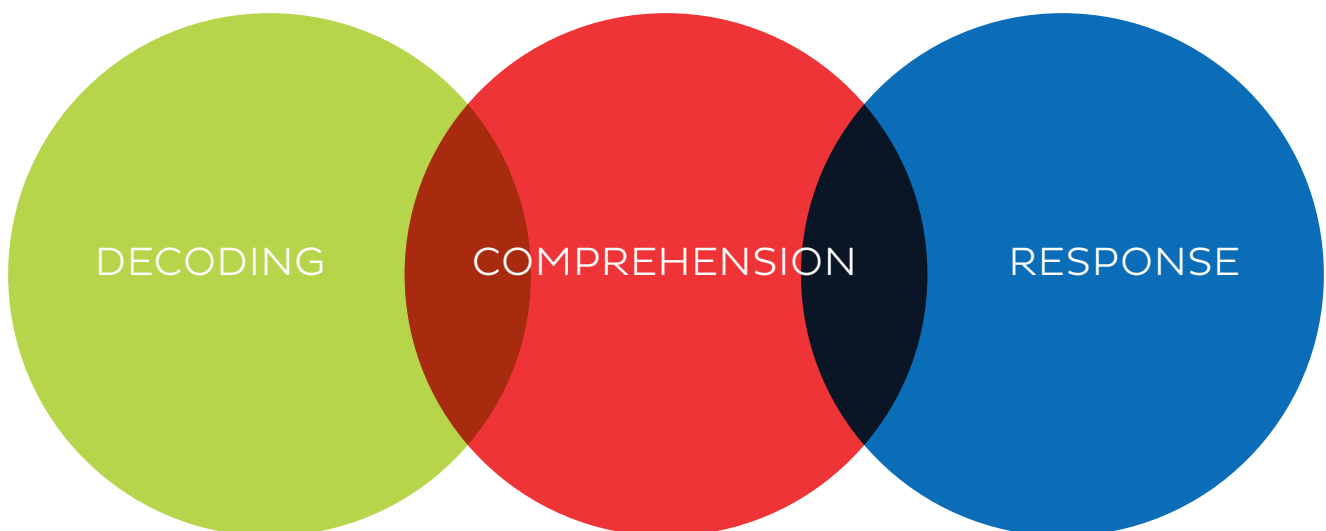
Learning to read with understanding is the most important academic skill that any person can learn. A few learners might learn to read at home, but the majority need to be taught how to read. This means that their Foundation Phase teachers are the most important teachers they will ever have! At the start of this course, it is helpful for you to get an overall picture of how children learn to read and how reading is best taught. You will learn more about this in the modules that follow.

What you will learn in this lesson

- Why it is essential that children learn to read in the early grades
- The three key components of reading
- How reading develops over the Foundation Phase

What is reading?

There are three over-arching components involved in reading: decoding, comprehension and response.



1. Decoding includes:

- Recognising the individual sounds of a language (phonemes).
- Matching the sounds to the letters of the alphabet.
- Using knowledge of letter-sound relationships to read words, sentences, and longer texts.
- Doing this quickly, accurately and with appropriate intonation (oral reading fluency).

2. Comprehension includes:

- a) Knowing the meaning of individual words.
- b) Understanding words in sentences.
- c) Making sense of sentences, paragraphs, and longer texts.
- d) Linking new knowledge with existing knowledge.

3. Response includes:

- a) Experiencing success in reading so that you are confident in your abilities as a reader.
- b) Gaining knowledge and insight from what you read.
- c) Being motivated to read – this develops when learners are confident and read many interesting books at the right level. Learners' reading is supported when they have reading role-models.
- d) Thinking about what you read and responding to it with feeling.

It is important to understand that these three over-arching components (decoding, comprehension and response) work together. While the first step in learning to read is decoding, the ultimate purpose for reading is to develop understanding.

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



Reading development in the Foundation Phase

Please go through the table below which provides a sense of how the three elements of reading (decoding, comprehension, and response) accumulate over the three years of the Foundation Phase. The table outlines the aspects of reading that the teacher typically focuses on in different grades in the Foundation Phase.

As you read the table, notice that it is the teacher's responsibility to actively motivate and encourage learners throughout the reading process. It is critical that reading is an enjoyable activity which learners find meaningful and relevant.

Grade	Reading skills/attitudes	How it is developed	How it contributes to reading
R	Phonological awareness (especially phonemic awareness)	By playing with sounds in rhymes, songs and games	Helps learners to decode in Grade 1
	Alphabetic knowledge	Through exposure to print; by learning to form letters in a playful way	Helps learners to decode in Grade 1
	Vocabulary	By having conversations, listening to stories read aloud, answering questions and talking about texts	Helps learners to read with comprehension in Grades 1, 2 & 3
	Motivation to read	By making reading enjoyable; teacher as role model	Helps learners to be responsive readers in the FP
1	Phonological awareness (especially phonemic awareness)	By teaching learners to hear individual sounds	Supports decoding
	Phonics	By teaching letter-sound relationships (single letters and some digraphs)	Supports decoding
	Vocabulary	Through exposure to rich language and the teaching of vocabulary during shared reading; word walls, etc.	Supports comprehension
	Reading comprehension	By asking questions before, during and after reading	Supports comprehension
	Motivation to read	By making learners' experience of reading successful and enjoyable	Encourages responsive reading
2 & 3	Phonics	By teaching letter-sound relationships (digraphs & trigraphs)	Supports decoding
	Reading fluency	Repeated practice (paired reading)	
		Supports decoding & comprehension	
	Vocabulary	Exposure & direct teaching and assessment of vocabulary	Supports comprehension
	Reading comprehension	By asking questions before, during & after reading	Supports comprehension
	Motivation to read	By making learners' experience of reading successful and enjoyable	Encourages responsive reading

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

Well done, you have completed Lesson 1.

Lesson 2: The Big Five In Teaching Reading

60
mins

Welcome back.

In this lesson you will explore what is referred to as the Big Five in teaching reading. Unlike speaking, reading does not come naturally. It must be taught. And it must be taught in a systematic, ordered way. Research tells us that we should explicitly teach the following five things (the “Big Five”):

What you will learn in this lesson

- The importance of motivation
- The **Big Five** in teaching reading:
 - 1) Phonemic Awareness
 - 2) Phonics
 - 3) Vocabulary
 - 4) Fluency
 - 5) Comprehension

VIDEO

Watch video 25: Big Ideas in Reading

While you watch, think about:

How do the Big Five relate to decoding, comprehension and response?

11
mins**WATCH NOW**

Reading development across the Foundation Phase

Take a second look at the table in Lesson 1 showing Reading Development across the Foundation Phase. Note what the teacher focuses on in different grades in the Foundation Phase. Remember that when learners start school, they are likely to be in different phases of their reading development. Some learners will have well-developed phonemic awareness and vocabulary, and some will have print awareness and alphabetic knowledge. However, others may not.

QUIZ

Check your understanding: Multiple choice

Watch video 25 again to answer these questions. Write your answer in your notebook and check your answers at the end of the lesson.

- 1 The teacher asks Lebo to beat the drum in order to support her to:**
 - a) Hear that there are two beats (syllables) in her name
 - b) Hear that her name starts with a “l” sound
 - c) Help her see the link between the “l” letter and the sound “l”.

- 2 When teaching phonics, the focus is on:**
 - a) Helping the child hear the sound
 - b) Helping the child see the link between the letter shape and the letter sound
 - c) Helping the child write the letter.

- 3 Fluency refers to:**
 - a) Reading speed and intonation
 - b) Reading accuracy
 - c) Both a) and b).

Reflection

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

- 1** What did you see from the video that you would like to do in your classroom?
- 2** Which of the Big Five do you need more information on?

Answers

Well done, you have completed Lesson 2.

We will go into detail for each of the Big Five in the next lessons, beginning with the decoding component, which includes phonological and phonemic awareness, phonics and fluency.

Lesson 3: What are phonological and phonemic awareness?

60
mins

Welcome back.

When we learn to read, we build on the knowledge we already have about spoken language. However, we do not usually pay attention to individual sounds in speech. Therefore, we need to help beginning readers to notice the individual sounds in spoken words so that they can match those sounds with letters when they read and write.

What you will learn in this lesson

- Why teaching learners to hear and recognise sounds is so important
- What phonemic awareness includes
- Why teaching phonological awareness (PA) is critical to developing reading skills
- When to do phonological and phonemic awareness exercises with learners

VIDEO

Watch video 42: Phonological awareness & Phonemic awareness

While you watch, think about:

- 1 What is the difference between phonological and phonemic awareness?
- 2 When is the most important time to focus on building this awareness?

4
mins

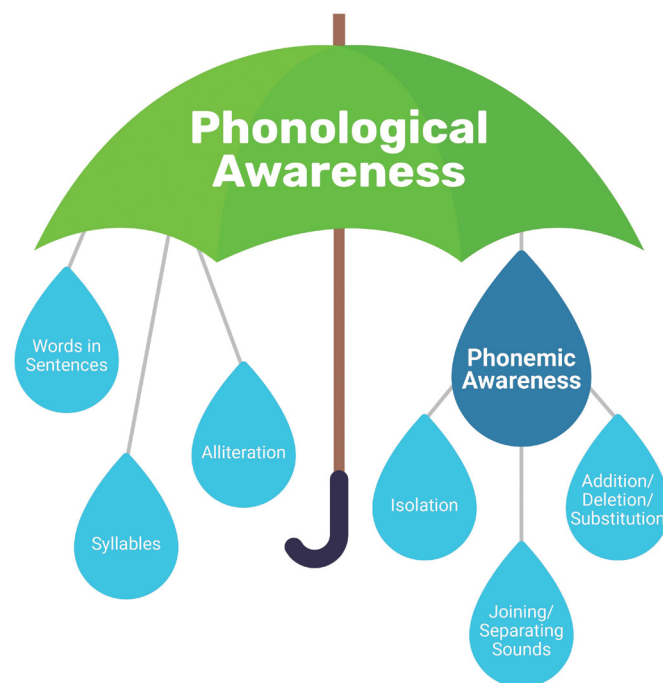

Phonological awareness

Phonological awareness is about being aware of the **sounds in speech**. It is concerned with the sounds we **hear in spoken language**, not the way we write those words.

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

When they have phonological awareness, learners can:

- Distinguish individual words** in the stream of speech (e.g. they know that *imini yonke* is two words, not one continuous word).
- Recognise words with similar sounds**, such as rhyming words in English and alliteration in Sepedi (e.g. The fat cat sat on the mat and *Lebo o lala a lora*).
- Identify syllables in words** (e.g. *sepela* has three syllables, se+pe+la)
- Recognise individual sounds in speech** (e.g. they can tell that /t/, /ts/ and /tsh/ are three different sounds).
- Recognise different sounds within words and manipulate them** (e.g. they can tell that the first sound in *pala* is /p/, but in *phala* the first sound is /ph/. The sound at the end of both words is /a/).



Phonemic awareness

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

A child with phonemic awareness can:

- Isolate sounds** or distinguish individual sounds in words (know that the word “cat” is made up from three letter sounds, /c/, /a/ and /t/).
- Delete sounds** or remove them from words (know that if you remove the sound /s/ from “cats”, then it becomes “cat”).
- Substitute sounds** or replace them with other sounds (if you replace the sound /c/ in “cat” with the sound /b/, it becomes “bat”).
- Blend sounds** together with other sounds (if you add the sound /l/ after /c/ in “cap”, it becomes “clap”).

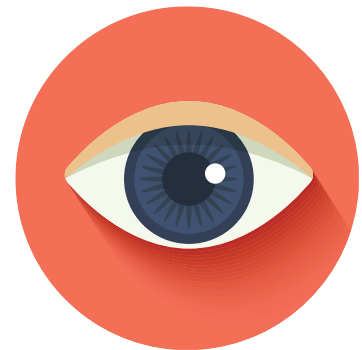
Why phonemic awareness is important

- 1 Hearing separate sounds in language is necessary for reading and writing: In languages with an alphabetic writing system, letters represent sounds. It is therefore important for learners to be able to hear separate sounds within words so that they can match up letter symbols and sounds in order to read written words. Developing phonological awareness and phonemic awareness helps them do that. Learners who do not have this awareness struggle to learn to read.
- 2 Manipulating sounds is key for reading and writing: When they have phonemic awareness, learners can manipulate sounds by blending (putting together sounds) or breaking words up (segmenting) into sounds.
- 3 It connects auditory and visual language in the brain: Developing learners' phonological and phonemic awareness helps to form a bridge in the brain that links the auditory perception of language (oral language) with the visual perception of language (written language). These are processed in different parts of the brain, so it is important that these different brain parts get connected in early literacy development.

Auditory Perception ↔ Visual Perception



/pot/
/khudu/



/pot/
/khudu/



When do I teach Phonological and Phonemic Awareness?

- 1 **In Grade R and early Grade 1:** With good teaching learners should have phonological and phonemic awareness by mid-Grade 1, which means you then only need to spend time on it with the learners who need extra help.
- 2 **Throughout the day:** Look for opportunities to focus on sounds and manipulating sounds throughout the day. You can do it whenever you teach a new word, in all learning areas. Provide practice opportunities during mat work, in small groups and individually.
- 3 **With short, fast activities:** Phonological awareness activities should be short but fast paced. DO NOT spend 15 minutes on phonological awareness without any other learning objective.
- 4 **In HL and in EFAL:** Phonological awareness can transfer across languages. If learners can do it in the HL, they'll find it easier to do in FAL.



QUIZ

Check your understanding: True or False?

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

- 1 Phonological awareness is becoming aware of the sound system of a language. **True or False?**
.....
- 2 Phonemic awareness is part of phonological awareness. **True or False?**
.....
- 3 Phonological awareness is being able to manipulate individual sounds in a word. **True or False?**
.....
- 4 Phonological awareness is taught in Grade 3. **True or False?**
.....
- 5 Phonemic awareness is necessary for reading and writing. **True or False?**
.....

Reflection

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

- 1 Reflect on what you understand by the idea of learners being able to manipulate sounds.
- 2 Reflect on how important it is in class to help learners know the difference between letters, letter sounds, syllables and words.

Answers

Well done, you have completed Lesson 3.

Lesson 4: Teaching phonological and phonemic awareness

60
mins

Welcome back.

You have learnt phonological awareness and phonemic awareness. Now we look at how **you teach these skills** to your learners. Remember that phonemic awareness falls under the broader umbrella term of phonological awareness.

What you will learn in this lesson

- How to teach learners phonological and phonemic awareness
- Using learners' names to develop sound awareness
- Practising sound manipulation (isolating, deleting, substituting)
- How to assess phonological awareness

VIDEO

Watch video 26: Teaching Phonological and Phonemic awareness

While you watch, think about:

- 1 What is the difference between phonological and phonemic awareness?
- 2 How do the teachers use gestures to show learners that they should listen to the sounds in the words?

9
mins


Helping learners manipulate sounds and syllables

We say that learners can manipulate sounds when they can do the following: identify, delete, and substitute syllables and sounds in words.

Here are some suggestions for how to get learners to do this:

- a) Tell the learners we are going to play games with words and sounds and we are going to make silly words that don't even exist!
- b) Tell learners to **listen** to the word "kitima" and **say** the word after you: (*kitima*).
- c) Ask them to **clap** out the syllables in "ki-ti-ma" and **count** how many there are: (*three*).
- d) Ask them to **say** kitima without the /ki/ (without the first syllable): (*-tima*).
- e) Now say kitima without the "k-" (without the first sound): (*-itima*).
- f) Ask them to **say** kitima without the "-ma" (without the last syllable): (*kiti-*).
- g) Now **say** kitima without the "-a" at the end (without the last sound): (*kitim-*).
- h) Ask them to **say** it without "-ti-" (without the middle syllable): (*ti-ma*).
- i) Ask them to **say** kitima without the "ki-" and then to say it with "mi-" instead of "ki-" (substituting the first syllable) (*mitima*), with "pi-" instead of "ki-" (*pitima*), then with "si-" instead of "ki-" (*sitima*).

While the activities above should be done daily with the whole class it is important to make time to regularly check each individual child's phonological awareness. This can be done orally and quickly with each learner. Look at the checklist below and see how you can assess and capture the results of each child.

You mainly need to do this assessment in Grade R. After that it will probably only be necessary for a few learners who might be struggling.

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



A tool for recording Phonological awareness

Learners can do the following ORALLY:	Malebo	Lerato	Tuki	Child's Name	Child's Name	Child's Name	Child's Name
Identify first sound in name / verb	x	x	x	x		x	
Clap syllables in word	x	x	x				
Delete first syllable in word							
Substitute first syllable in word							
Delete last syllable in word							
Substitute last syllable in word							
Break syllables into separate sounds							
Blend sounds to make syllables							
Blend syllables to make words							

QUIZ

Check your understanding: Mix and match

Match the **activity in column A** with the **correct skill it develops in column B**. Write your answer in your notebook and check your answers at the end of the lesson.

A/ ACTIVITY	B/ SKILL BEING DEVELOPED
1 Lebo drums out the syllables in her name.	a. Identifying words within a sentence (phonological awareness).
2 The teacher asks which sound is different in the three names: BONOLO, BOKANG and BONANG	b. Substituting (replacing) the first sound with a new letter sound (phonemic awareness).
3 The teacher asks learners to replace first sound in BALA with a L.	c. Isolating a sound within a word (phonemic awareness).
4 The teacher says the sentence, "Lolo ran to the bus". She repeats the sentence and then asks the class how many words they heard.	d. Syllabification – breaking a word into syllables (phonological awareness)

Reflection

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

- Which aspects (isolating sounds, deleting, replacing, syllabification, rhyming, blending, segmenting) of the lesson on phonological awareness were new to you?
- How could a Grade R/1 teacher include phonological awareness in their daily classroom practice?

Answers

Well done, you have completed Lesson 4.

Lesson 5: Letter-sound knowledge and phonics

60
mins

Welcome back.

We have talked about the importance of learners being able to identify and manipulate sounds. However, in order for learners to read print, they need to know how these sounds are captured in writing. They need to learn which letters correspond to which sounds. **Phonics** is the teaching of letter-sound knowledge, and how to use this to read words.

What you will learn in this lesson

- What phonics refers to
- Why phonics is important
- Phonics in Sepedi, Afrikaans and English
- How to teach phonics explicitly and systematically

Teaching letter-sound relationships

Teachers need to explicitly teach learners the relationship between the letter symbol and the sounds it makes. Let's watch a Grade R teacher teach the symbol for the letter "b", and then let's watch a Grade 1 teacher teach letter-sound relationships.

VIDEO

Watch video 95: Letter-sound knowledge

- 1 How does this grade R teacher help children to link the letter and the sound?
- 2 Does this activity involve and benefit all the children?

5
mins



Watch video 96: Introduction to letter sound relationships

While you watch, think about:

- 1 How does this grade 1 teacher teach letter-sound relationships?
- 2 Do these activities involve and benefit all the children?

7
mins

**Why is teaching phonics important?**

- 1 **All learners benefit** from explicit phonics teaching, especially those who struggle to read and those with learning difficulties.
- 2 **It establishes the alphabetic principle:** (the insight that letters in written language represent the sounds of language)
- 3 **It helps learners decode new words they have not encountered before.** This is very empowering.
- 3 **It promotes reading and writing success.**
- 3 **Phonics is essential but not enough:** We need to focus on comprehension and response as well.

How to teach phonics

- 1 Teach it explicitly and systematically**, in a planned sequence and pace. Do not leave it to chance that learners will learn all the letter-sounds. Without explicit phonics teaching, many learners will not acquire this knowledge, or will learn it too slowly.
- 2 Use the gradual release model.** First model the letter-sound relationship for the learners (I do), then do it with them (we do), then ask individual learners (you do). The sequence is: **I do → we do → you do**
- 3 Teach it in a dedicated period every day and provide time for practice.** CAPS sets aside 15 minutes a day for phonics, but you can provide additional practice throughout the day, including while the teacher is busy with small reading groups.
- 4 Include multi-sensory activities.** Let learners use their bodies, gestures, ears, eyes and voice. Let them work with different kinds of writing equipment. Incorporate songs and movement. For teaching blending, use actions to show how the separate sounds come together.
- 5 Work with single sounds as well as syllables.** Make sure that learners can recognise single letter-sounds as well as syllables. It is important for them to be able to distinguish the different letters that make up a syllable.
- 6 Make sure that learners can distinguish the letter-sounds that they represent quickly and accurately in any order** that you present them. They should be able to say the sound when you show them the letter and write the letter when you say the sound.
- 7 Teach blending.** Make sure that learners can blend sounds. This includes blending single C+V (Consonant + Vowel) syllables, as well as blending syllables together to form words.
- 8 Reinforce with writing or word building using letter cards.** Make sure that learners write the letters and words they are learning. Reading and writing reinforce each other. Learners should also build words using letter cards.
- 9 Do not neglect meaning.** Make sure that learners know the meanings of the words that they decode. It is more difficult for learners to decode words that they don't understand.



Check your understanding: True or False?

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

- 1 Phonics refers to the teaching of letter-sound knowledge. **True or False?**
.....
- 2 Phonological awareness teaches learners to hear and identify sounds whereas phonics helps learners to recognise the written letter and the sound it represents. **True or False?**
.....
- 3 No matter what language children are learning, they all need to be taught about phonics. **True or False?**
.....

Reflection

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

- 1 Do you understand the difference between teaching phonological awareness and phonics?
- 2 Do you use the gradual release method when teaching phonics ["I do" (teacher models); "We do" (whole class with me) and "You do" (learners)]

Answers

Well done, you have completed Lesson 5

Lesson 6: Blending and segmenting

60
mins

The focus in the previous lessons has been on single letter sounds. This lesson focuses on teaching learners to blend letters to form syllables and syllables to form words.

What you will learn in this lesson

- Blending of letters and syllables
- Games and activities to encourage learners to blend and segment (both syllables and words)

VIDEO

Watch video 145: Blending letters to form syllables

10
mins

While you watch, think about:

- 1 What activities do learners do to segment (break apart) syllables or words?
- 2 What activities do they do to blend (build up)?
- 3 Why is practice in both blending and segmenting valuable?



Watch video 93: Building words from syllable cards

The teacher is doing activities with the learners to build words from syllables.

4
mins

While you watch, think about:

- 1 How does the teacher scaffold and support learners to put syllables together to build words?
- 2 How does she provide feedback?



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 show children how a syllable can be broken down into separate letters, and how these letters can be blended together again to make the syllable. **True or False?**
.....
- 2 The teacher should always show the syllables in the same order (e.g. ba, be, bi, bo, bu). **True or False?**
.....
- 3 The teacher should use phonics terminology (e.g. segmenting, syllables, blending) with the learners. **True or False?**
.....
- 4 Being able to blend and segment is very important in learning to read. **True or False?**
.....

Reflection

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

- 1 Which activities do you do with the whole class and with individuals and small groups to support learners to learn how to segment words and to blend letters and syllables in words?
- 2 Do you check that your learners can recognise syllables quickly and correctly?

Answers

Well done, you have completed Lesson 6

Lesson 7: Assessing letter-sound knowledge**60**
mins

Welcome back.

This lesson is about assessing phonics. Knowledge of letter-sounds should become “finger-tip” knowledge. It is important for the teacher to know which learners are still struggling with matching letters and sounds and to adjust teaching to help those learners.

What you will learn in this lesson

- The importance of assessing letter sound knowledge
- Some ideas to assess letter sound knowledge informally
- Assessing letter-sound knowledge formally

Informal letter-sound assessment

We start with informal assessment of letter-sound knowledge. Before watching the video take note of these three important points:

Assess regularly:

- a) Give learners the sounds and ask them to write them down.
- b) Show them the letters and ask them to say what sounds they stand for.
- c) Notice what kinds of letter-sound errors they make when reading words and sentences.
- d) Notice learners using invented spelling – which sounds are or aren’t being matched correctly to letters.

Look for speed and accuracy:

- a) Learners should be able to say letter-sounds quickly and accurately in any order that you present them.
- b) They also need to identify letter-sounds quickly and accurately in words.

Re-teach and practise often:

- a) Re-teach the sounds that learners are struggling to recognise.
- b) Give learners plenty of practise using different methods.

Watch video 110: Letter-sound recognition6
mins

While you watch, think about:

- 1 Why is it important for learners to recognise letters rapidly, accurately and in any order?
- 2 How does the teacher informally assess the learners?

**Check your understanding: Multiple choice**

In Video 110:

- 1 **Which of the following does the teacher do to informally assess learners' letter-sound knowledge? Choose all the correct answers.**
 - a) She asks learners to write down the letter as she names it.
 - b) She randomly points to the letters on the alphabet frieze and gets them to call out the letter-sound.
 - c) She gives each learner letter cards and when she calls out the letter-sound they must show her which letter she is sounding out.
- 2 **Why does the teacher point to letters on the alphabet frieze in a random order?**
 - a) To confuse the learners.
 - b) To trick the learners.
 - c) To ensure that the learners really know the letters and have not just learnt the order of the alphabet.

Answers

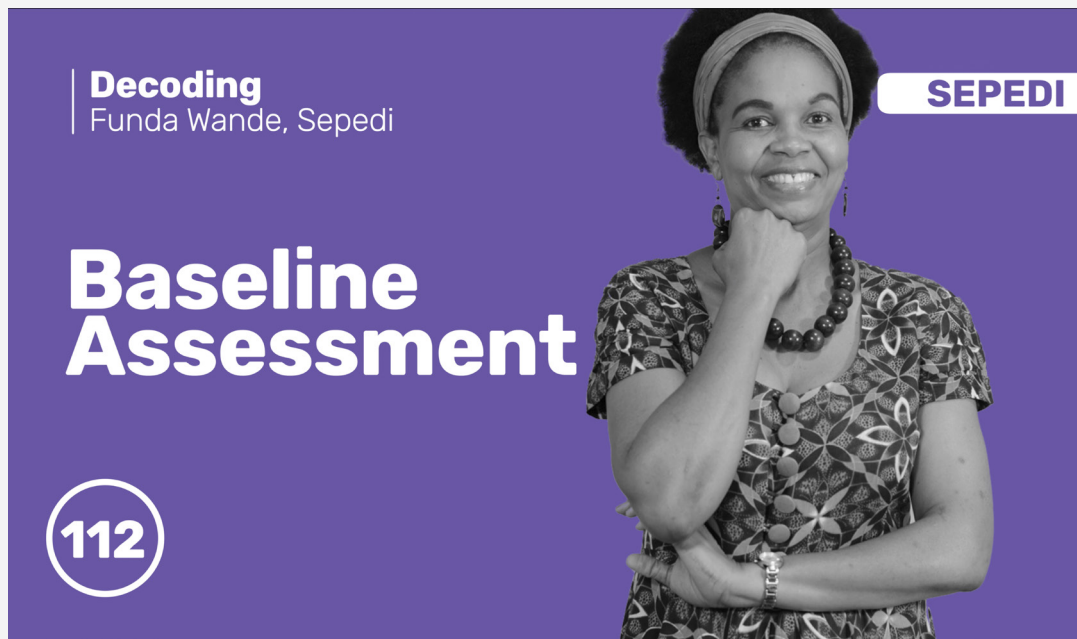
Formal letter-sound assessment

VIDEO

Watch video 112: Formally assessing letter-sounds

While you watch, think about:

- 1 Why is this formal assessment test timed?
- 2 What does the teacher do during this assessment?

3
mins**Important points to note**

- 1 The teacher assesses one child at a time, at her desk.
- 2 The learner should read from left to right.
- 3 The chart includes random letters of both lower and upper case. There are single letters and digraphs and trigraphs
- 4 The learner is given one minute to complete as many letter-sounds as possible.
- 5 If the learner does not know a letter he/she should move on to the next letter.
- 6 The number of correct letter-sounds is recorded. The teacher notes which learners need additional help.
- 7 While the learner is being assessed, the rest of the class are busy with work that has been set for them.
- 8 By the end of Grade 1, a learner should be able to correctly sound out approximately 40 letters in one minute.

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 do both formal and informal testing of phonics. **True or False?**
.....
- 2 Formal assessment of letter-sound knowledge needs to be done on an individual basis. **True or False?**
.....
- 3 Formal letter-sound assessments do not need to be timed. **True or False?**
.....
- 4 The teacher must keep a record of each learner's results in order to assess progress. **True or False?**
.....

Reflection

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

- 1 Think about two things that you have learnt in this lesson about assessment.
- 2 Think about which resources you could make to enable you to teach and assess letter-sound knowledge regularly in your grade.

Answers

Well done, you have completed Lesson 7

Lesson 8: Developing word reading (word recognition)

60
mins

In this lesson, we look at the importance of sight words and developing rapid word reading. Reading words from flashcards or lists does not require the reader to read for meaning. Therefore, reading individual words must never be the main kind of reading learners do. However, it does give learners the opportunity to practise reading words quickly and accurately.

What you will learn in this lesson

- What is meant by word reading/ recognition
- The importance of sight words
- Rapid word recognition
- Ways of improving word reading
- The importance of regular practice in reading.
- Doing word reading within Shared and Group Guided Reading

Word reading

What is word reading and why is it important?

Word recognition (or word reading) is the ability to recognise and read a written word automatically without conscious effort – a result of practice in reading.

Automatic and accurate word recognition frees up the mind so the reader can focus on meaning. Being able to recognise words quickly (without painstakingly decoding each syllable) leads to oral reading fluency.

Look at the diagram of the house. Notice the role of word recognition in building the speed and accuracy necessary to read fluently.

Sight words

An important part of learning to read quickly and accurately is the use of sight words.

- a) “Sight Words” is used to refer to lists of high frequency words that learners are taught to recognise quickly and accurately.
- b) This means they should recognise the word as a whole and not have to decode it letter by letter.
- c) Learners must practise reading sight words every day (through flash cards and lists).
- d) Sight words are particularly important in English as there are many key words that cannot be easily decoded, such as “the”, “their”, “although”, etc.
- e) Sight words are less important in Sepedi, but it is still helpful for learners to recognise short, high frequency words quickly without reading them syllable by syllable (e.g. ka, ya, go, godimo, rena, bona, yena, se, la, mo).
- f) There are many games and activities that the teacher can use to ensure that word recognition is fun and active.

Now watch video 109: Word recognition Part 1: Word reading in Shared Reading

10
mins

While you watch, think about:

- 1 How are flash cards used to develop word recognition?
- 2 How is the word wall used to develop word recognition?



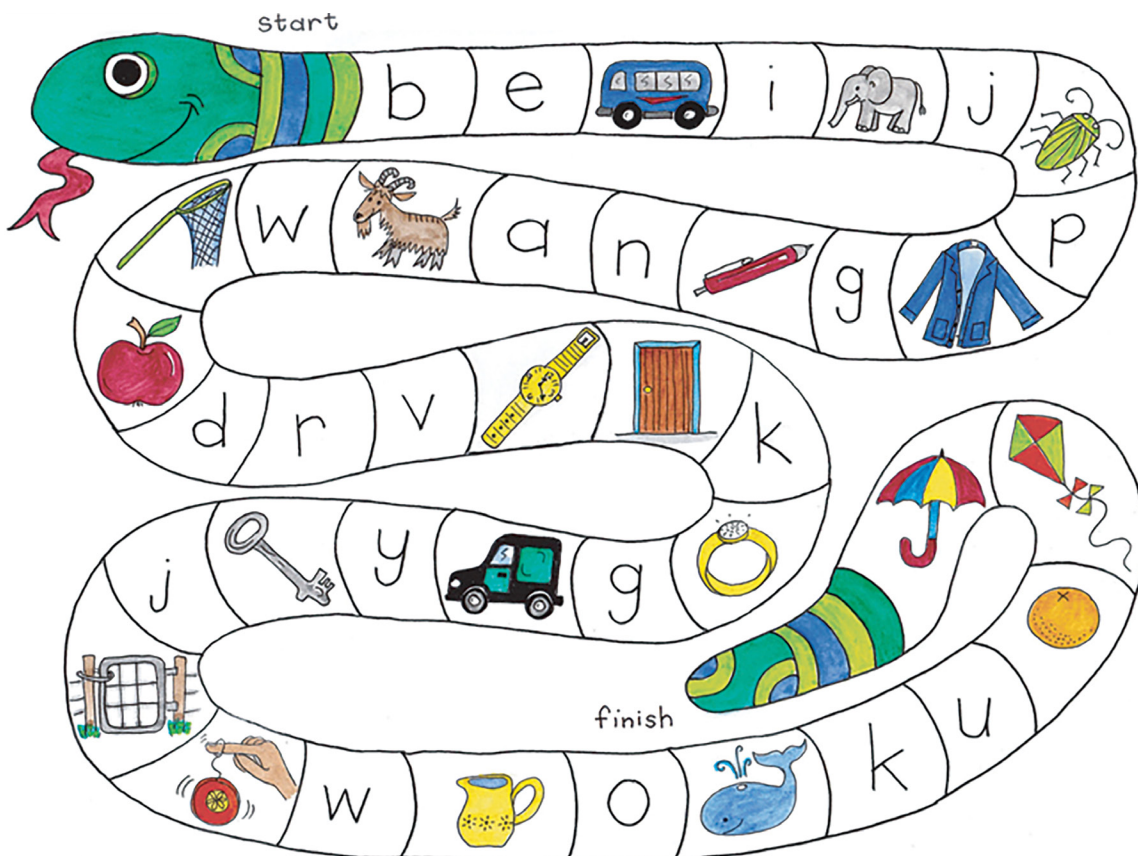
Practice, practice ...

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

Here are some examples of games that practise word reading.

- 1 **Swop Shop:** This is a teacher-led activity. You need two identical sets of sight word cards (one card per learner) and a list of the words for the teacher. Give each learner a card. The teacher reads out a word. Learners must quickly read their words and learners who have the word the teacher has read out must quickly swap places.
- 2 **Bingo:** Another teacher-led activity, the teacher needs a list of all the words. Make bingo cards (one per learner) with sight words on them – put a different set of words on each card. For Grade 1 there could be just six words on a card and in higher grades you could have nine or more words. Each learner gets a card and some counters (e.g. dried beans). The teacher calls out a word and the learners look at their cards to see if the word appears on their bingo card. If it does, they put a counter on the word. The first player who has a counter on every word on their card shouts “Bingo” and wins the game.

- 3 Memory:** Choose five to ten high-frequency words. Make two cards for each word. Players play in pairs. They put the cards face down on the table. They take turns to turn over two cards and read the words. If the cards match, they can keep them. If they do not match, they turn the cards over again in the same place. The other player can remember where each word was to increase their chances of getting a matching pair. The winner is the one with the most cards.
- 4 Go Fish:** Make two cards for each of 20 high-frequency words. Two to four players can play the game. Deal out six cards to each player and put the rest face down in a stack on the table. Players hold their cards so that the others can't see them. The aim is to make pairs of words. Player A asks Player B if they have X word, trying to find the pair for one of their own cards. If Player B has the card, they give it to Player A. If not, B tells A to "Go Fish" and Player A must take the top card from the stack on the table. When a player has two of the same cards, they put them down on the table. The winner is the first one to have no cards left in their hand.
- 5 Snap:** Make two sets of cards for 30 high-frequency words. This is a game for two players. Shuffle the cards and deal them out to the players. At the same time players turn over the top card in their pile and read the word aloud. Whoever sees two identical words says Snap! They keep the two cards. The winner is the one with the most cards.
- 6 Board games:** Use a board with words of pictures on it. Each player needs a counter. Throw a dice, move the corresponding number of places and read the word. For games with pictures, if they land on a picture they have to spell or write the word.



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

Check your understanding: Multiple choice**1 Word reading refers to:**

- a) Blending sounds into syllables.
- b) Recognising and reading words quickly and accurately.
- c) Understanding the meaning of vocabulary.

2 Being able to read words rapidly is important because:

- a). It builds phonemic awareness.
- b) It improves oral reading fluency.
- c) It develops vocabulary knowledge.

3 A high frequency word is:

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

4 Sight words are:

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

Reflection

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

- 1** How often do you use games in your classroom to reinforce skills?
- 2** Do you send home sight words for learners to practice reading them at home?

Answers

Well done, you have completed Lesson 8

Lesson 9: Oral Reading Fluency (ORF)

60
mins

Oral reading fluency (ORF) refers to the ability to read a text fast and accurately, with appropriate intonation and feeling. This kind of reading sounds natural, like spoken language.

What you will learn in this lesson

- The three components of oral reading fluency (ORF)
- The key link between understanding and fluency
- How fluency can be taught and developed

The three components of ORF:

- 1 Accuracy:** Learners must decode and recognise words quickly and correctly.
- 2 Speed:** Learners must read at a good pace (appropriate to age/grade level) not slowly, word-for-word. Decoding words must become automatic in order to free up memory for comprehension.
- 3 Prosody (intonation and expression):** Learners must read with feeling and in a natural way, chunking up the text in suitable ways, pausing in appropriate places.

Understanding is key to fluency. ORF activities should encourage accurate, fluent reading that sounds natural, like spoken language. Readers can only “sound natural” if they understand what they are reading. Learners who “bark at print” (i.e. decode fast without understanding what is read) do not pay attention to accuracy and intonation.



Now watch videos 106, 113 & 115: What is ORF Parts 1, 2 & 3, in succession:

While you watch, think about these questions:

While you watch, think about:

- 1 How did the first learner read?
- 2 What did you notice about the way the learner read?
- 3 How did the second learner read and what did you notice about how she read?
- 4 How did the teacher assist the learner in developing her fluency skills? What did she repeatedly ask her to do?
- 5 What does the teacher do after the whole group has finished reading? Why is this important?
- 6 What strategies is the teacher sharing with her colleagues that they can use if a learner is battling with their reading?



4
mins

Decoding

Funda Wandé, Sepedi

SEPEDI**5**
mins**What is ORF?**

Part 2: Why is Oral Reading Fluency important?

113**Decoding**

Funda Wandé, Sepedi

SEPEDI**2**
mins**What is ORF?**

Part 3: What happens when reading is too slow?

115

Teaching ORF

- 1 Model fluent reading during Read-alouds and Shared Reading.
- 2 Explicitly draw learners' attention to what it sounds like to read with
- 3 Speed, accuracy, and intonation.
- 4 Explicitly draw learners' attention to how they should respond to punctuation by pausing (commas), raising voice (question marks), adding volume (bold or exclamation marks) or stopping briefly at full stops.
- 5 Encourage learners to read quickly and not to exaggerate syllables.
- 6 Ask learners to read sections again (more quickly and with intonation).
- 7 Encourage learners to read as they would say words in natural talk.
- 8 Praise and encourage learners generously.

What teachers can do to promote each aspect of ORF

1. To promote accuracy, you can say:

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

2. To promote speed you can say:

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

3. To promote prosody and expression, you can say:

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



Check your understanding: Select the correct word**re-read – syllables – individual – prosody – accuracy**

- 1 The three components of oral reading fluency are speed, prosody and _____ .
.....
- 2 Oral reading fluency needs to be checked on an _____ basis.
.....
- 3 The teacher can ask the reader to _____ the sentence (or phrase) in order to encourage them to read more fluently.
.....
- 4 The teacher should encourage learners not over to exaggerate _____ when reading.
.....
- 5 When reminding learners to adjust their reading according to the punctuation the teacher is supporting _____ .
.....

Reflection

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

- 1 Do I spend enough time in class explicitly developing oral reading fluency?
- 2 Do I regularly read an interesting text aloud to the learners where I model fluent reading?

Answers

Well done, you have completed Lesson 9

Lesson 10: Letter-sound knowledge and phonics

60 mins

Welcome back.

We have talked about the importance of learners being able to identify and manipulate sounds. Fluency is measured in terms of how many words are read correctly in a minute (word count per minute, WCPM). Learners who cannot read fluently read slowly, word for word, with lots of pauses and inaccuracies. They often nod on each syllable or word.

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

What you will learn in this lesson

- How oral reading fluency is measured
- When to do ORF assessments
- How to do ORF assessments
- How to keep records of ORF results

How is ORF measured?

Formal assessments of ORF usually take place at the beginning of the year and ideally again about half-way through the year. Teachers need to note the ORF result of each learner to have a baseline to assess progress.



Watch video 108: Assessing ORF**6**
mins

While you watch, think about:

- 1 Why is it important for children to read smoothly and at a reasonable pace?
- 2 How does the teacher help learners to read fluently?
- 3 What is the teacher doing to assess learner's ORF?

**What tool is used to measure ORF?**

Below is an example of an ORF measurement tool. The teacher has taken a short text from a graded reader from the previous year and has retyped the text into a table with a word count at the end of each sentence. This facilitates a quick word count at the end of each assessment. The teacher makes a “master copy” which she places on her desk for each learner to read. She then makes a copy of the text for each learner. She uses this copy to mark and keep records of the assessment.

The teacher calls a learner to her desk and asks them to read the text from the master copy for **one minute**. While the learner is reading, the teacher marks which words they have misread or left out. At the end of a minute the learner stops reading and the teacher can quickly count how many words the learner read correctly.

Look at the example below:

Go bala ka go Thelela le Kwešišo

- Kgopela morutwana a balele kanegelo godimo.
- Thalela mantšu ao a palelago morutwana.
- Laela morutwana go emiša ka go bala gomme o hlakanye mantšu ao morutwana a kgonnogo go a bala. Se e tla ba moputso wa gagwe wa go bala ka go thelela.
- Botšiša dipotšišo tša go lekola kwešišo. Botšiša fela dipotšišo go fihla mo morutwana a badileng.
- Swaya fela ge morutwana a kgonne go araba potšišo.

Oral reading fluency and Comprehension

- Ask the learner to read the story aloud.
- Underline any words the learner reads incorrectly.
- Stop after 1 minute and note the number of words read correctly. This is the score for oral reading fluency.
- Then ask the comprehension questions. Only ask the questions up to where the learner stopped reading.
- Tick if the learner answers correctly.

Matome o be a na le mpšanyana.	7
Mpšanyana ye e be e nonne.	13
Ka letšatši le lengwe Matome a ya go bapala le mpšanyana ya gagwe	26
Mpšanyana ya timela.	29
Ka morago ga nakwana, mpšanyana ya boa	36
Matome a sepela le yona ba ya gae.	44
Ge ba fihla gae Matome a efa dijo.	52
Mpšanyana ya khora ya ba ya robala.	59
Matome le yena a robala.	64
Ge morutwana a se a kgona go bala, emiša molekwana o swaye.	
Palomoka ya mantšu a wo a badilwego ka motsotso o tee.	
Palomoka ya mantšu a wo a se go a balwa gabotse.	
Palomoka ya mantšu a wo a badilwego gabotse.	/64
Ge morutwana a ka kgona go fetša go bala pele motsotso o tee o fela, ngwala palomoka ya metsotswana.	

Once the teacher has assessed all the learners she will record the results in a file or record book. These results will be useful in deciding how to put learners in ability groups for Group Guided Reading (GGR).

Check your understanding: True or False?

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

- 1 Each learner's ORF is assessed at the beginning of the year and again towards the middle of the year.

True or False?

.....

- 2 The ORF assessment does not need to be timed.

True or False?

.....

- 3 The ORF assessments only assess the speed of reading. **True or False?**
-

- 4 The ORF results are useful for establishing ability groups for Group Guided Reading. **True or False?**
-

Reflection

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

- 1 What preparation do I need to do to ensure that I can assess each learner's ORF at least once a year?
- 2 How will it benefit my teaching to keep records of the ORF results?

Answers

Well done, you have completed Lesson 10!
This is the end of Part 1 of the Module, on Decoding.
In Part 2, we will look at Comprehension.

Lesson Quiz Answers

Lesson 1

- 1. True.** The teacher needs to consciously teach all three aspects of reading.
- 2. False.** A teacher will continue teaching more complex phonics in Grade 3, as well as keep reinforcing the simpler phonics learnt in the previous grades. (And of course, if there are learners who do not have any phonic knowledge in Grade 3, a teacher will start at the beginning of simple letter sounds with those learners.)
- 3. True.** Reading stories and discussing the meaning is one of the most effective ways to develop understanding and comprehension.

Lesson 2

- 1. a)** The teacher wants Zintle to hear that her name has two syllables (two beats).
- 2. b)** Phonics is specifically about teaching learners to know which letter makes which sound.
- 3. c)** Fluency is about reading speed, reading accuracy, as well as reading intonation (expression).

Lesson 3

- a) True.** Phonological awareness is becoming aware of the sound system of a language.
- b) True.** Phonemic awareness is part of phonological awareness.
- c) False.** Phonemic awareness is about manipulating or playing with the sounds in words.
- d) False.** Phonological awareness is a focus in Grades R and 1. By Grade 3 it should only be necessary for remedial help.
- e) True.** We need to be able to distinguish the sounds in words in order to write the words and read them.

Lesson 4

- 1. d)** Zintle's name is segmented into syllables (syllabification).
- 2. c)** Isolating a sound within a word (aSanda, aYanda ...).
- 3. b)** Substituting (or replacing) (Bala into Lala).
- 4. a)** Identifying words within a sentence.

Lesson 5

- 1. True.** Phonics does refer to the teaching of letter-sounds.
- 2. True.** Phonics teaches learners to see the printed letter/syllable/word whereas phonological awareness helps learners hear the sounds.
- 3. True.** Even if different languages have different phonic systems they need to be taught purposefully and in a deliberate and organised way.

Lesson 6

- 1. True.** The teacher can use the same pair of letters to show learners what happens when she brings the letters together to make a syllable and when she separates a syllable into letters..
- 2. False.** If the teacher always uses the same order for letters and syllables, the learners will learn the order off-by-heart. To ensure that they recognise the sounds of letters and syllables, the teacher should mix up the order in which she shows them.

- 3. True.** The teacher needs to teach the learners the correct terms (the metalanguage) so that learners have an awareness of what they are doing in order to make sense of printed words.
- 4. True.** Being able to blend and segment is a critically important aspect of learning to read.

Lesson 7

- 1. Both b) and c).** The teacher uses the alphabet frieze and individual letter cards to check understanding.
- 2. c)** The teacher points to letters randomly to ensure that learners are not just memorising the order of letters.

Lesson 8

- 1. b)** Word reading refers to learning to recognise and read words quickly and accurately.
- 2. b)** Rapid word reading improves oral reading fluency.
- 3. b)** A high frequency word is a word that is used often in texts. (Many high frequency words in English are also sight words.)
- 4. b)** Sight Words are words that can be recognised without sounding out every phoneme.

Lesson 9

- 1. b)** Word reading refers to learning to recognise and read words quickly and accurately.
- 2. b)** Rapid word reading improves oral reading fluency.
- 3. b)** A high frequency word is a word that is used often in texts. (Many high frequency words in English are also sight words.)
- 4. b)** Sight Words are words that can be recognised without sounding out every phoneme.

Lesson 10

- 1. True.** It is ideal to assess ORF at the beginning of the year to obtain a baseline and then around mid-year to assess progress and identify problem areas.
- 2. False.** The ORF is a time-based assessment. The teacher wants to find out if the learner can read quickly and accurately within a given time.
- 3. False.** The ORF assesses speed and accuracy.
- 4. True.** Assessing learners' ORF provides an accurate idea of how well they read. The results can then be used to place learners of similar abilities in the same group for Group Guided Reading.

Overview of the Lessons and topics

LESSON 1 What is vocabulary and why is it important?	<i>Page 45</i>
LESSON 2 How do we teach vocabulary?	<i>Page 49</i>
LESSON 3 Teaching comprehension	<i>Page 54</i>
LESSON 4 Strategy 1 – Activating background knowledge	<i>Page 57</i>
LESSON 5 Strategy 2 – Predicting	<i>Page 60</i>
LESSON 6 Strategy 3 – Visualising	<i>Page 64</i>
LESSON 7 Strategy 4 – Inferring	<i>Page 68</i>
LESSON 8 Strategy 5 – Monitoring and repair	<i>Page 72</i>
LESSON 9 Strategy 6 – Summarising	<i>Page 76</i>
LESSON 10 Using questions to build comprehension	<i>Page 80</i>
.....	
LESSON QUIZ ANSWERS	<i>Page 84</i>

Lesson 1: What is vocabulary and why is it important?

60
mins

Welcome back.

From Grades 1 to 9 children learn many words every year, in their Home Language and in additional languages. We don't yet have a figure for isiXhosa speakers, but English-speaking learners learn approximately 2000–3000 new words each year. That's about five to eight new words a day! Learners' vocabulary development depends on their exposure to rich vocabulary. In this unit we look at ways in which teachers can provide learners with rich exposure to ensure that they gain a large and deep knowledge of words.

What you will learn in this lesson

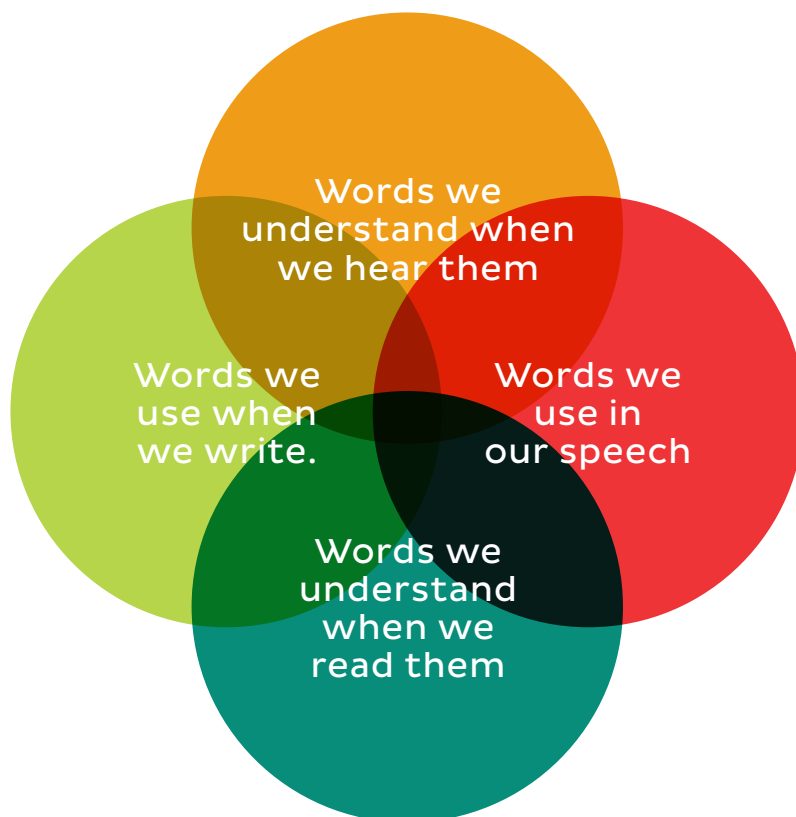
- What is meant by vocabulary
- What it means to know a word
- Why vocabulary is important
- The size and depth of vocabulary
- The importance of exposure and of reading in vocabulary development

What do we mean by vocabulary?

This refers to the words, idioms and phrases that we know. Knowing a word means that we understand its:

- meaning
- sound (pronunciation)
- spelling
- parts and function.

We do not need to know about all these aspects for every word, but the more we do know about the word, the more likely we are to recognise it or use it again.



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**

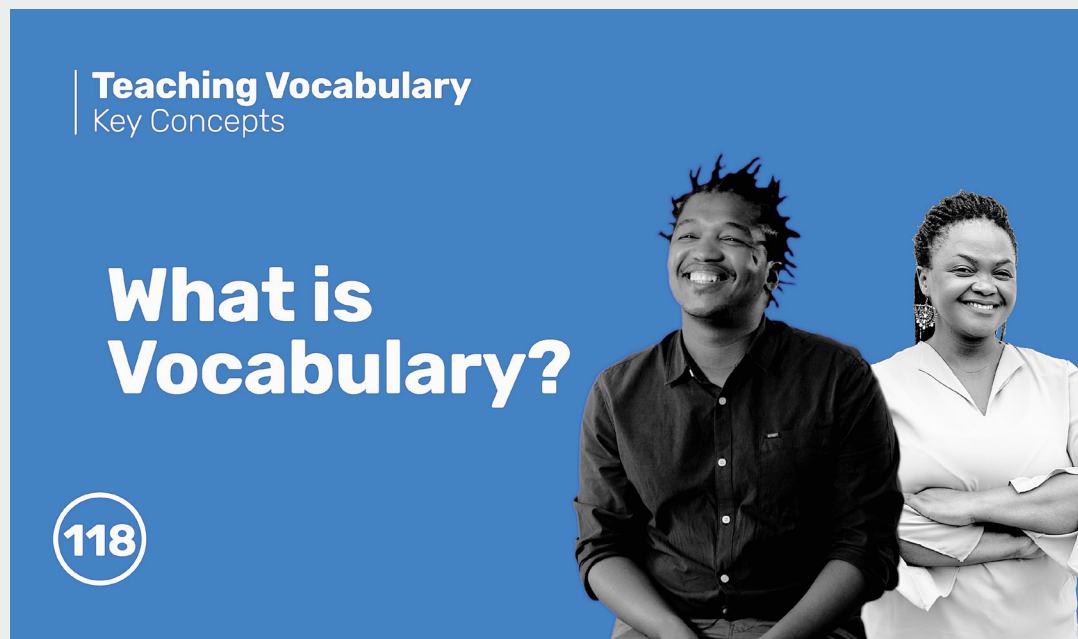
VIDEO

Now watch video 118: What is vocabulary?

While you watch, think about:

- 1 What kind of words do children need to know?
- 2 How many words do you think they should be taught each week?
- 3 Why is it important for teachers to use interesting words when they speak to children?

5
mins



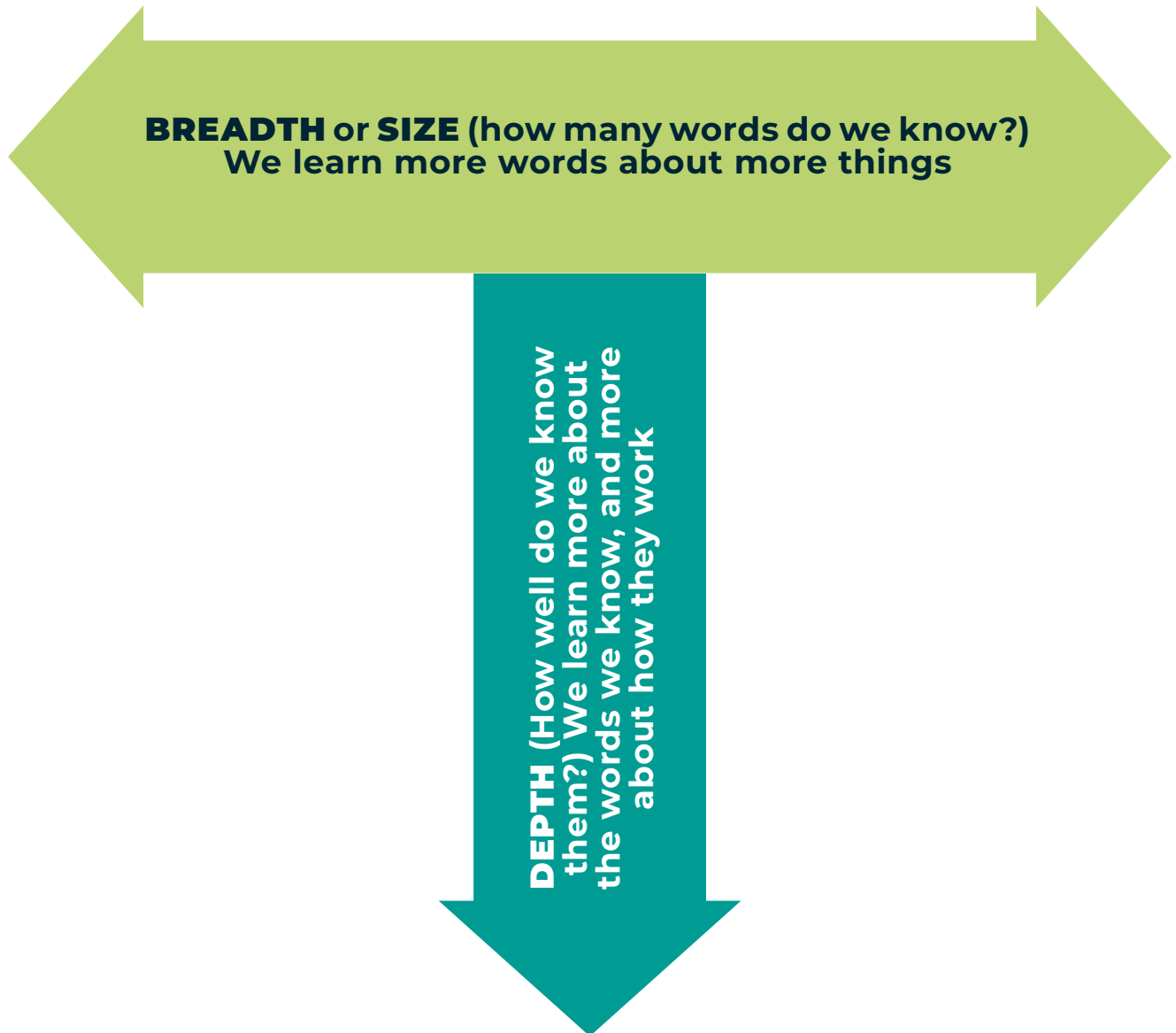
WATCH NOW

Size and depth of vocabulary

The teachers in video 118 spoke about the size and depth of vocabulary. Let's look at these concepts:

Size: It is important to know lots of words. Learners who read know far more words, about more topics, than learners who don't read. Learners who do well in school usually know more words than learners who struggle in school.

Depth: Depth of vocabulary refers to how well we know words. Can we recognise the word fast and accurately? Can we spell it? Do we know its meaning? What connotations does it have? For example, the adjectives slim and skinny both have the meaning of not being fat, but slim has a more positive connotation (neither fat nor thin), while skinny has a slight negative connotation (a bit too thin).



Check your understanding: True or False?

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

- 1 We can claim to know a word if we are able to pronounce it correctly. **True or False**

- 2 Vocabulary knowledge is a key component of school success. **True or False?**

- 3 Developing depth of vocabulary is more important than size of vocabulary. **True or False?**

- 4 Vocabulary depth refers to the knowledge of how to use and apply a word in context. **True or False?**

Reflection

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

- 1 Do you make a conscious effort to expose your learners to a wide range of vocabulary regularly during class?

- 2 Do you plan which vocabulary you want learners to learn when you plan your lesson?

Answers

Well done, you have completed Lesson 11.

Lesson 2: How do we teach vocabulary?

60
mins

Welcome back.

Two key principles for vocabulary development

- 1 Learners need regular exposure to rich spoken and written language.

What you will learn in this lesson

- The importance of exposure and reading to vocabulary development
- What is meant by RICH language?
- The Matthew effect on reading
- Explicit and incidental vocabulary development

- 2 Learners need to **read** extensively to be exposed to words that are not used in everyday speech.

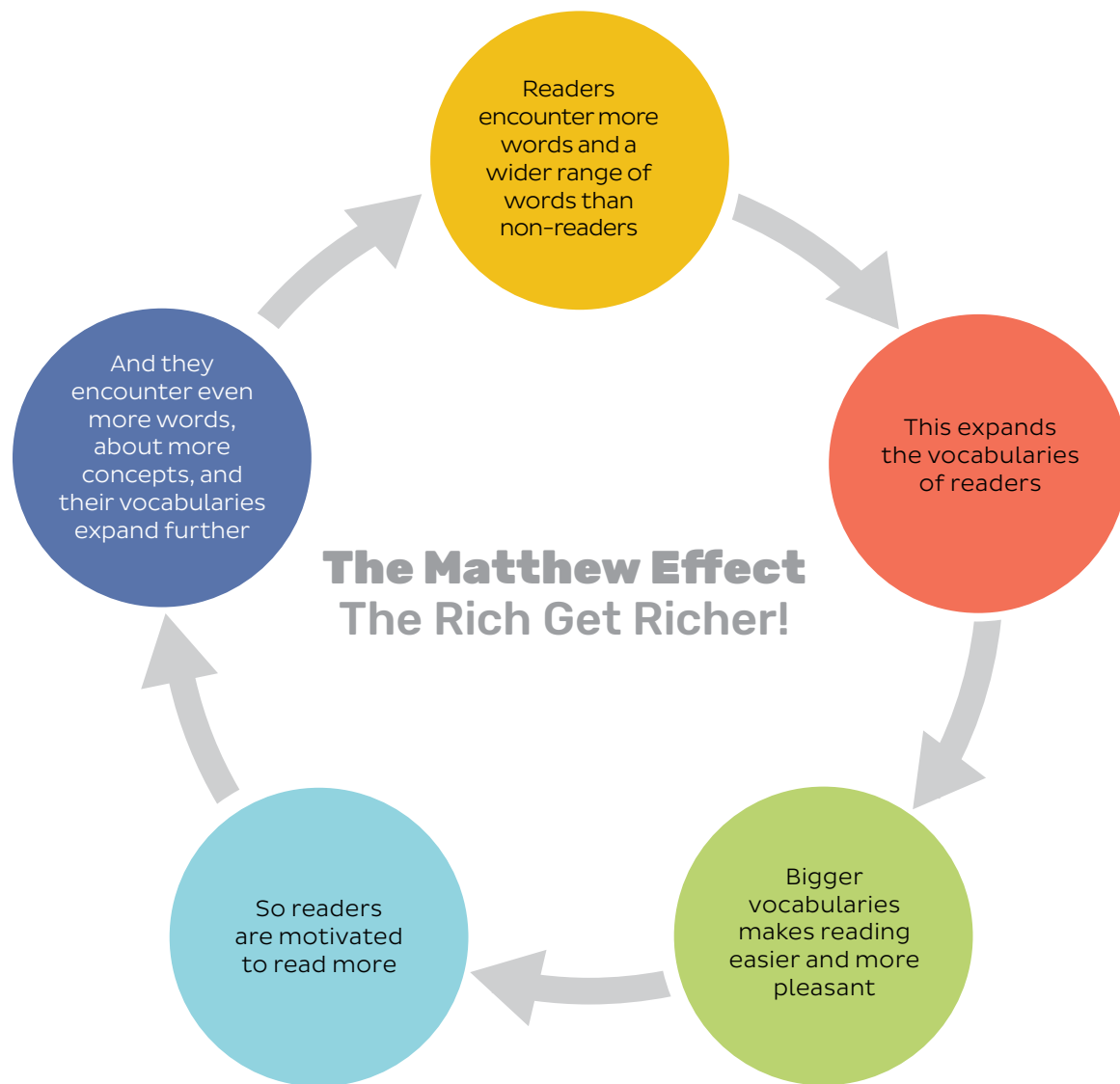
Two key principles for vocabulary development

- 1 Learners need regular exposure to rich spoken and written language.
- 2 Learners need to read extensively to be exposed to words that are not used in everyday speech.

What do we mean by rich language?

Rich language is varied, expressive and extensive. While spoken language can be rich, we know that written language contains more words, more concepts, more expressive vocabulary and a larger range of words than spoken language. This is one of the key reasons why the more learners read, the larger their vocabulary. This has been referred to as the Matthew Effect.





The more people read, the more words they encounter, which makes their vocabularies bigger, which makes them even better readers. We call this the Matthew Effect (referring to the biblical parable of the talents, Matthew 25:29).

In summary, the more you read the better you read, and better is your chance of succeeding at school.

Teachers must create opportunities for exposure

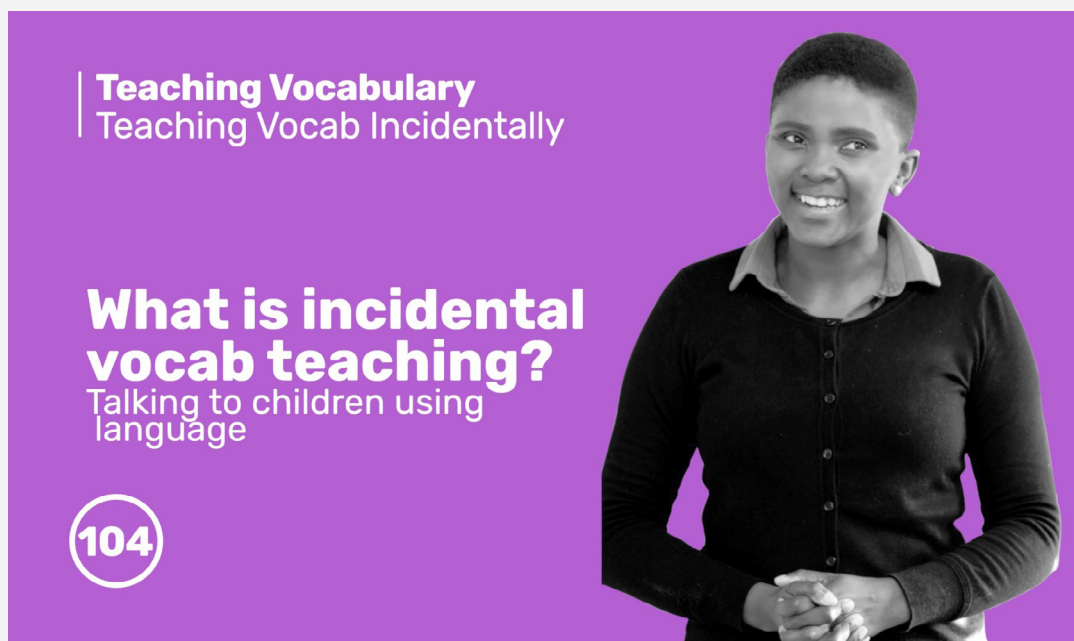
Teachers need to create opportunities for learners to engage with a range of relevant, interesting, and varied texts. This is critical because:

- 1 Exposure to language affects vocabulary size. Learners who come from homes where there is a lot of rich language know many more words than learners who do not have this exposure. We need to remember that multilingual learners are developing vocabulary knowledge in all their languages.
- 2 Amount of reading affects vocabulary size. People who read a lot (in any language) always have much larger vocabularies than people who don't read. Also, people who come from homes where there are more books have larger vocabularies. Many learners do not have access to books at home because of poverty. These vocabulary differences can have a big influence on how well learners do at school.

Now watch video 104: What is incidental vocab teaching?**7**
mins

While you watch, think about these questions:

- 1 Why is it so important for the teacher to talk with children, including about new topics?
- 2 How does reading aloud to children build their vocabulary?
- 3 How does the teacher extend (add to) what children say? Why is this important?

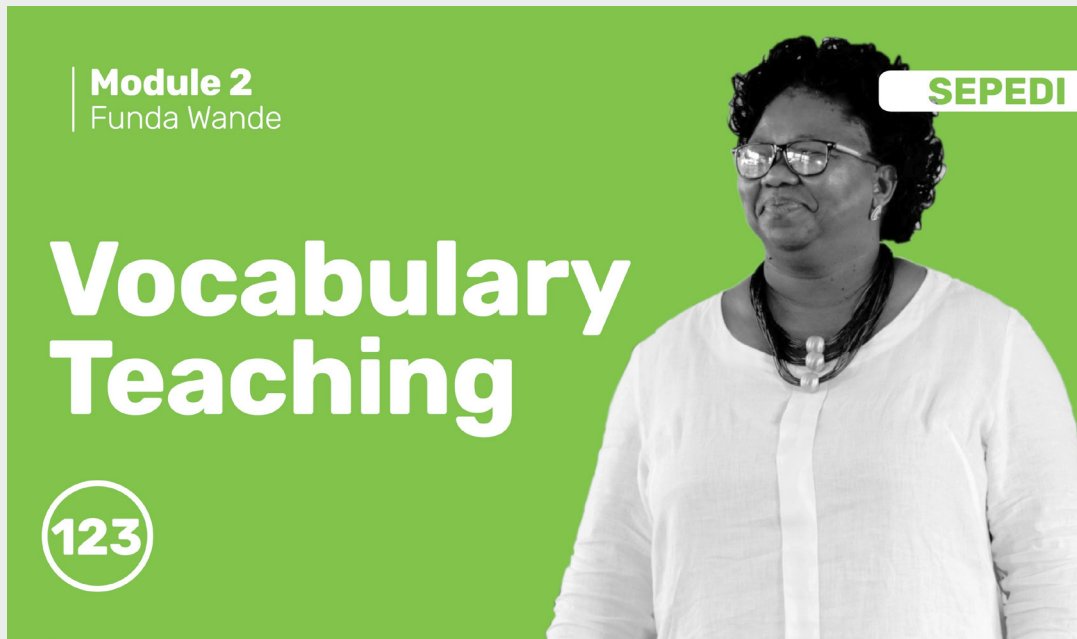
**WATCH NOW****What is explicit word learning?**

- a) Explicit word learning happens when the teaching is carefully planned, and the goal is clear. When teachers teach vocabulary explicitly, they follow a clear programme that enhances learners' vocabulary knowledge. They set specific goals (e.g. To teach 15 new words a week). They plan when they will teach the words, how to teach them and when to assess the vocabulary knowledge.
- b) Explicit word learning is important for deepening our knowledge of words. Remember to teach about meaning, form and use.
- c) Exposure is key. Learners need to see, hear, say and write those new words multiple times in order to learn them.

Now watch video 123: What is explicit vocab teaching?5
mins

While you watch, think about:

- 1 In which lessons can you teach vocabulary explicitly?
- 2 Why are words written on flash cards?
- 3 Why are flash cards put on the word wall?

**Key ideas from the video**

- a) Vocabulary can be taught across all language activities (Shared Reading, Read-Aloud, Phonics, Speaking and Listening, Group Guided Reading and Writing).
- b) The teacher needs to plan and prepare selected vocabulary.
- c) Words can be taken from a Shared Reading text.
- d) Flash cards are useful for introducing the words.
- e) Selected words need to be put up in the classroom every week (Words of the Week).
- f) The teacher must reinforce the words frequently throughout the week (repeated exposure).
- g) Words can be reinforced during writing activities.
- h) Teacher Read-Aloud texts are useful for introducing new and varied words.
- i) Posters can be useful ways of introducing new words and concepts.
- j) Words and vocabulary can also be reinforced during Life Skills. Words can be selected from all subject areas including Maths.
- k) Group Guided Reading offers a space for vocabulary instruction.
- l) Words need to be repeated throughout the week and term so that learners get to remember them.

Check your understanding: Match the columns

Match the **term in column A** with its **meaning in column B**.

A/ TERM	B/ MEANING
1 Exposure	a. Language that is expressive, varied and contains new words and concepts
2 The Matthew Effect	b. Providing opportunities for learners to read and use language to develop their vocabulary.
3 Rich language	c. Developing vocabulary while teaching other ideas and activities.
4 Incidental vocabulary learning	d. Learners who read gain more vocabulary knowledge which encourages them to read more and therefore they are constantly becoming "richer" in their word knowledge

Reflection

Before checking your answers, please reflect on the following:

- 1 What can you do regularly in class to expose your learners to rich language?
- 2 What teaching strategies do you use for explicit vocabulary teaching?

Answers

Well done, you have completed Lesson 12

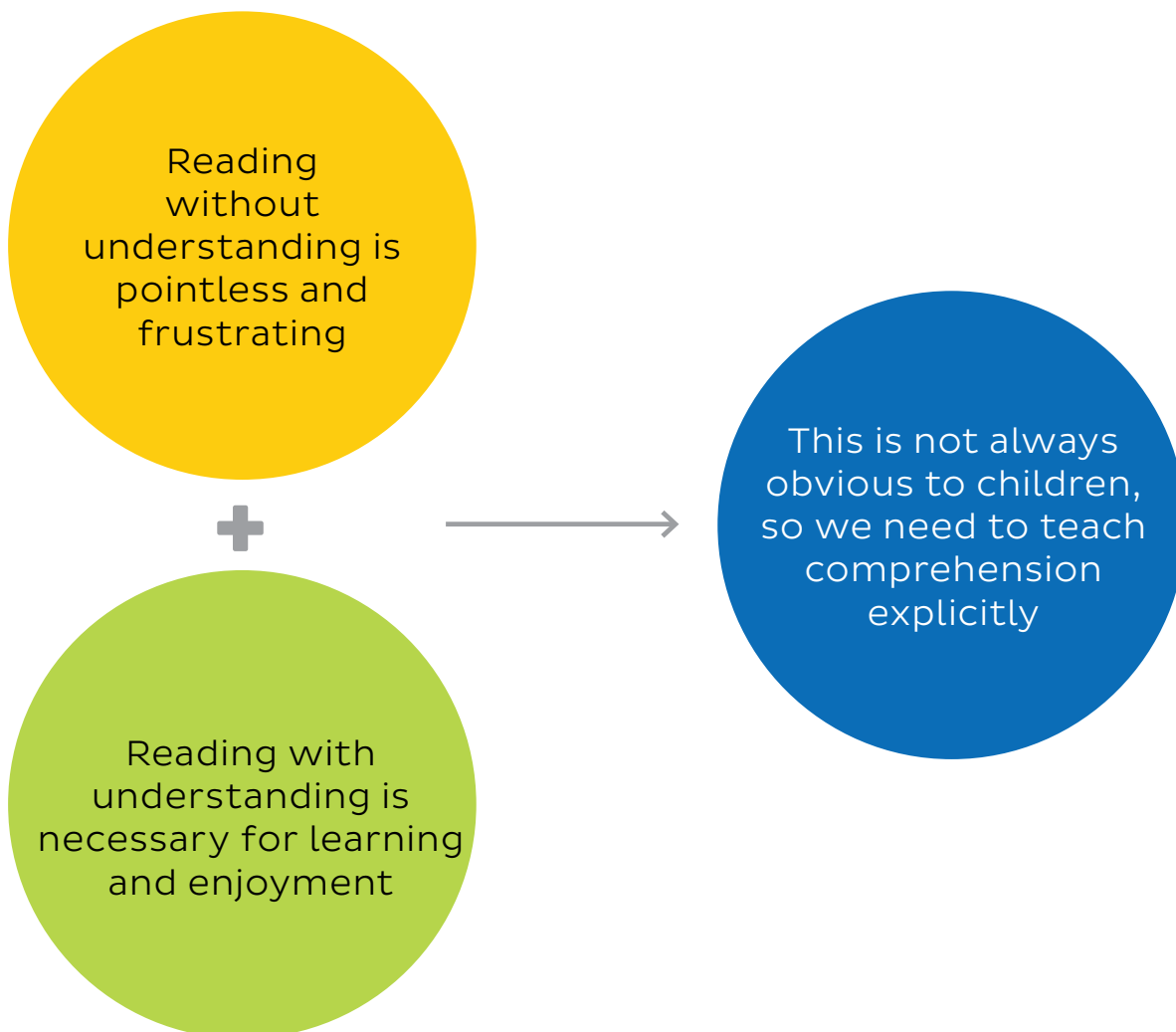
Welcome back.

The primary goal of reading is about understanding or making meaning from a text. Often, we are quick to assess comprehension but do not always pay enough attention to the explicit teaching of comprehension.

What you will learn in this lesson

- Comprehension needs to be taught
- Teach learners strategies for comprehension.
- Asking good questions is key to developing comprehension.

Comprehension Is The Ultimate Goal Of Reading



COMPREHENSION IS

the process of coming to understand what we read.

**TEACHING COMPREHENSION IS**

Teaching children how to be good meaning makers so that they understand what they read.

- Asking questions that guide them to read with understanding.
- Teaching them strategies they can use to understand any text.

**TEACHING COMPREHENSION IS NOT**

just setting questions to answer after reading a text- that is assessing comprehension, not teaching it.

Now watch video 165: Teaching Comprehension

While you watch, think about these questions:

- 1 What does it mean to explicitly teach comprehension strategies?
- 2 What kinds of questions help children think about their reading?

11
mins

VIDEO

Comprehension
Overview

Teaching Comprehension

Overview

165



WATCH NOW

Comprehension strategies are ways of thinking about the texts we are reading. Comprehension strategies can be explicitly taught. The acronym NEMPA provides the five steps to follow to teach a comprehension strategy explicitly. These steps might need to be repeated a few times before learners start doing it habitually.



Since comprehension is a thinking process which cannot be seen, an effective way to model thinking is to “Think Aloud”.

- 1 When thinking aloud, the teacher tells the class what she is thinking. For example, the teacher says, “I don’t know how to say this word, so let me break it up into syllables to try and work out how to read it.”
- 2 “Think Alouds” can be used to teach comprehension strategies, decoding, writing, or working out word meanings.

QUIZ

Check your understanding: Cloze procedure

Fill in the correct word from the list below.

prediction – interact – explicitly – structure – inferential

- 1 The teacher needs to actively teach learners to comprehend by asking questions and assisting the learners to _____ with the text.
.....
- 2 Teaching learners about the _____ of a text will enable them to understand how the format of a text affects meaning.
.....
- 3 The teacher must not only ask literal questions but also _____ questions.
.....
- 4 Asking learners to think about what will happen next in the story is called _____ .
.....
- 5 Comprehension strategies need to be _____ taught and modelled by the teacher.
.....

Reflection

Before checking your answers please reflect on the following:

- 1 Were you ever explicitly taught to comprehend when you were a learner?
.....
- 2 What stood out for you in this video about teaching comprehension?

Answers

Well done, you have completed Lesson 13.

Lesson 4: Strategy 1 – Activating background knowledge

60
mins

Welcome back.

What you will learn in this lesson

- The importance of getting learners to think about what they already know on a topic
- Doing this, motivates learners to engage

Background knowledge is what we already know about something. We get this knowledge from our experiences in life, such as reading, seeing, learning and feeling. A good reading strategy is to activate our background knowledge before we start reading. This means “waking up” that knowledge so that we can use it when we read.


VIDEO

Now watch video 143: Background knowledge

While you watch, think about these questions:

- 1 Why are the learners asked what they already know about insects?
- 2 How will this help them to understand the text?
- 3 Will it motivate them to read the text?

3
mins



Comprehension
Teach strategies explicitly

Background knowledge using mind map

143

Izinambuzane

WATCH NOW

Look at this summary of how to activate learners' background knowledge:



WHAT do I teach?

That they must bring to mind and use their existing knowledge to help them understand new knowledge that is found in reading a text.

Background knowledge includes: knowledge of a topic, of vocabulary, language structure as well as textual conventions including punctuation.



WHY?

To build on what we already know as we read. The old and new knowledge link up in our brains.

To help us fill in the gaps of the print (inferring). This is important as not everything is written explicitly in a text.

To anticipate (predict) what might happen next.



WHEN?

Before reading. In the classroom, the teacher scaffolds this during Shared Reading or Read Aloud. Children practice it during Independent Reading.

During Reading. The teacher models and scaffolds it during Shared Reading and Read Aloud.



HOW?

Preview the text with the class: Talk about the cover, title and contents page and do a "picture walk."

Ask them questions about what they know about the topic. Ask them to think of their own questions, such as "I wonder..."

THINK out ALOUD to demonstrate how children should think about what they already know.

Check your understanding: Cloze procedure

Select the correct word from this list to complete the sentences below.

cover – language structures – infer – motivate

- 1 Tapping into what the learners know about a topic will _____ them to read more.
.....
- 2 The teacher can ask the learners to think about what they know about the topic as well as their knowledge of _____
.....
- 3 The _____ of the book is a good place to start questioning learners about what they know.
.....
- 4 When learners bring their existing knowledge to the text, they will be more able to _____ meanings that are not explicitly stated in the text.
.....

Reflection

Before checking your answers please reflect on the following:

- 1 Do you consciously think about what you know before you read information texts?
- 2 How can you use pair work to get more learners to think about their background knowledge before reading?

Answers

Well done, you have completed Lesson 14.

Welcome back.

The second strategy that we will be exploring, is asking learners to make predictions. Predicting is thinking ahead and anticipating what will happen next. It is important for the teacher to guide the learners in their predictions.

What you will learn in this lesson

- The value of getting learners to predict what will happen in the story/text
- When to ask learners to predict
- How to encourage learners not to make wild guesses

Notes on getting learners to predict

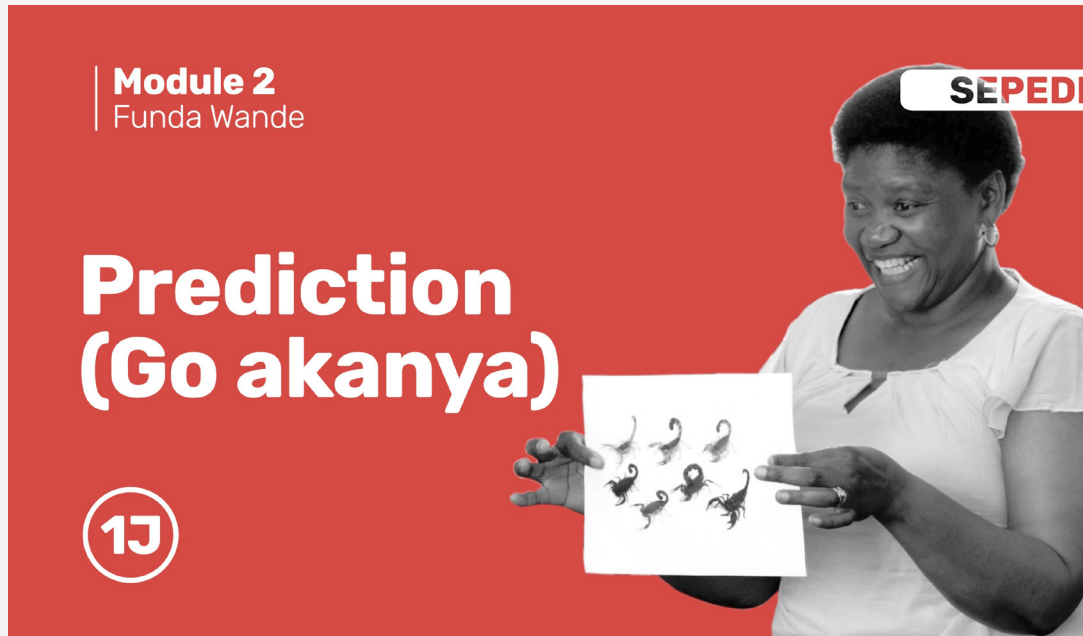
- 1 Predicting is not just wild guessing.
- 2 We base our predictions on clues in the text and on our knowledge of the world and of how texts work.
- 3 If the teacher only asks, “What do you think will happen?”, learners might make random guesses. Therefore, it is better to guide the prediction by drawing learners’ attention to what they have read and then using that knowledge to guide a prediction.
- 4 An example of this would be, “We have just read that Thabo has been misbehaving in class and his teacher has just noticed this. What do you think the teacher is going to do about Thabo’s behaviour?”
- 5 Pictures, illustrations, and the cover page can also be used as prompts for prediction.

Now watch video 1J: Prediction

While you watch, think about these questions:

- 1 What are the children predicting?
- 2 How does it help them to understand the text?

1
mins



Let's look at a summary of how to teach learners to use prediction.



WHAT do I teach?

To use **words or picture clues** in the text and the **knowledge in our heads** to 'look forward into the story' and predict what might happen.

Not to guess wildly! They should be able to give reasons for their predictions.

To **asses whether their predictions are accurate** or not and why.



WHY?

It helps the reader connect **existing knowledge to new knowledge**.

It encourages readers to be **active thinkers** while they read.



WHEN?

Before reading, predictions help children anticipate what they will encounter.

During reading, predictions help readers to wonder about and to anticipate what will happen next.



HOW?

Model predicting by thinking out aloud about how you predict when you read.

Ask children what they think will happen next, based on what they know already and also on what they have already read.

Ask them to evaluate their predictions.

Check your understanding: Multiple choice

Look at these two pages from a Vula Bula story:



Page 1



Page 2

The teacher wants to ask learners to make predictions based on the two pages above. Which of the following would be the best prediction question for her to ask?

- 1 Look at both pictures and think what will happen next.
- 2 Look at the teacher's face and predict what she will say?
- 3 Look carefully at what the little girl in Picture 2 is doing. What do you think she has in her hand? Knowing that the teacher is pregnant and that the learners have been whispering excitedly, what do you think they might be planning?

Reflection

Before checking your answers please reflect on the following:

- 1 Why do you think it is valuable to get learners not only to predict, but also to check later if their predictions are correct, or not?
- 2 Do you think predicting can be used for all types of texts, including information and procedural texts?

Answers

Well done, you have completed Lesson 15.

Welcome back.

Visualising is making pictures of the story in our minds when we read. When learners visualise what they are reading, they are more likely to understand the text and to remember what they have read.

What you will learn in this lesson

- Visualising as a comprehension strategy
- How to guide learners in the visualising process

Notes on visualising

- 1 People tend to remember visuals (pictures) better than words.
- 2 Asking a learner to form a picture in their mind helps them to see and remember what they are reading.
- 3 The teacher can support the visualisation process by guiding the formation of the picture.
- 4 The teacher can support visualising by modelling the process for the learners.



Now watch video 152: Visualising

While you watch, think about these questions:

- 1 How did you visualise the story?
- 2 Does it matter that every person will visualise in a unique way?

4
mins

Teaching Comprehension
Comprehension Strategies

SEPEDI

Visualising
Ponokakanyo

152

WATCH NOW

Look at this summary of how to teach learners the visualising strategy.



WHAT do I teach?

To build a mental picture in their heads as they read.

To use words or picture clues in the text, knowledge in their heads and their thinking skills to form this mind picture of what they are reading.

To use all their senses to make this picture. Our five senses are sight, smell, taste, touch, and hearing.



WHY?

It is a visual representation of our comprehension. It helps us to “see” what is written.

We use all our senses to imagine the scene.

It helps us to remember what we have read.



WHEN?

Model visualisation at a part of the story that is easy to visualise.

Show how your mind-picture can change as you get new clues from reading.

Ask children to describe what they visualise after a description, or after some action has happened.



HOW?

Model the strategy by describing the picture in your head. Talk about the words in the text that helped make this picture.

Show how to use all your senses to visualise.

Ask children to describe their visualisations and to talk about the words in the text which helped create the picture.

Check your understanding: True or False?

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

- 1 Making a mind picture of what we are reading, assists in remembering. **True or False?**
.....
- 2 Vocabulary knowledge is a key component of school success. **True or False?**
.....
- 3 Visualising is not effective for every type of text. **True or False?**
.....
- 4 The teacher needs to prepare beforehand to identify which aspects of the text she would like to get learners to visualise. **True or False?**
.....

Reflection

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

- 1 Do the icons (such as this one **X**) help you to remember these strategies?
.....
- 2 Could you think of better images/icons to use to represent these six strategies?
.....

Answers

Well done, you have completed Lesson 16.

Welcome back.

Often young readers think that all the information they will gain from a text exists on the page. This is not true. Readers need to use their existing knowledge of the world, as well as what the text says, to help them make sense of what the writer means. We call this **inferring**.

What you will learn in this lesson

- What inferring means
- The importance of getting learners to make inferences about a text
- Planning questions beforehand to ensure the inclusion of higher order questions



Now watch video 149: Inferring

While you watch, think about these questions:

- 1 Does the story tell us exactly who Nomsa is?
- 2 What information do the children use to work out who Nomsa is?

3
mins

Teaching Comprehension
Comprehension Strategies

SEPEDI

Inferring

Go Tlaleletša

149

WATCH NOW



WHAT do I teach?

That to understand what is not said explicitly in the text we make connections between

- bits of information in the text
- the text and what you know about the world.

That we need to actively search for implicit meaning in texts.

That you might have to re-read or read slower.



WHY?

A lot of information in texts is implied (not stated). Texts would be too long and boring if writers explained every detail. This means that readers need to **'read between the line'** or fill in the gaps.

Inferencing is crucial for reading with understanding.



WHEN?

Especially when reading stories or poetry.

Explicitly teach this strategy during **Shared Reading**

Remind children to apply inferencing during GGR and Independent Reading



HOW?

Show how you notice when you need to infer.

Model how to use knowledge about language, vocabulary, and background knowledge to fill in the gaps in the text.

Ask inferential questions to help children practice inferring. Ask them to give reasons for their answers.

Check your understanding: Select a question

Look at the following page from a workbook. Select which question below is an inference question.

21 **We get there at last**

Term 1 – Week 5-6

Let's speak Look at the picture and talk about what you see.



Let's read

At last the taxi arrived at Dumi's house. It was already 8 o'clock that night. "At last we are here," said Bongi, and she turned the door knob. Bongi was very glad to see her cousin. "Hi Dumi," Bongi screamed. "Come and see the baby frogs in the river," Dumi shouted. "No, no!" said Dumi's mother. "You must both please sit and eat." "I want to climb in the tree house at the park," Bongi screamed. "No, you can't climb the tree now. It's too late. You must sit and eat," called her mother.

Question: Which one of the three below is an inference question?

- 1 What time did the taxi arrive at Dumi's house?
.....
- 2 Where did Bongi want to climb a tree?
.....
- 3 Why did Bongi "scream" and not just ask Dumi to go to the river?
.....

Reflection

Before checking your answers please reflect on the following:

- 1 Do you remember being explicitly taught to infer when you were in school??
.....
- 2 In what grade should teachers teach learners how to make inferences from a text?

Answers

Well done, you have completed Lesson 17.

Lesson 8: Strategy 5 – Monitoring and repair

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

- Why it is important for readers to monitor their understanding as they read
- Ways in which to “repair” or correct while they are reading
- Encourage learners to reread and go back a little way to check and try again to make sense of the text

Notes on monitoring and repair

- 1 The most important aspect of this strategy is to encourage learners to be alert and to check (monitor) their understanding while they are reading.
- 2 If they monitor as they read, they will pick up gaps/ mistakes/things that do not make sense. When they realise that there is something that does not sense, they go back and reread or check.
- 3 When learners become fast readers, they can look ahead to monitor understanding and anticipate possible problem areas.
- 4 The STOP sign can be used to signal to the learner that if they realise that something is not making sense, that they quickly check and then attempt to “fix” (go back and reread either the sentence or phrase) and that they do not just continue reading.
- 5 Only if rereading and going back does not work, should learners ask for help or consult a dictionary or reference book.
- 6 If learners do not pick up on mistakes or things that do not make sense early in the text they will quickly lose interest and understanding.
- 7 As learners become more fluent in their reading, the monitoring should start to happen unconsciously.



Now watch video 148: Monitoring and repair

While you watch, think about these questions:

- 1 What is the teacher modelling?
- 2 Why does the teacher use the stop sign?

5
mins

Teaching Comprehension
Comprehension Strategies

**Monitoring
and Repair**

Go Hlapetša le go Lokiša

148

SEPEDI

WATCH NOW

Read this summary of monitoring and repair.



WHAT do I teach?

To continually check their **understanding** of what they are reading.

To **stop and re-read** if comprehension breaks down.

To try to **REPAIR or FIX the problem**, if they read a sentence/ word/ section that does not make sense.



WHY?

It helps them to **notice gaps or misunderstandings WHILE they read**, not only at the end of the text.

It ensures that children are **active, thinking readers**.



WHEN?

Model the strategy **during Shared Reading**.

Remind children to apply it in **GGR and Independent Reading**.

Children should monitor and repair their understanding **during reading and after reading**.



HOW?

Explain that the whole reason for reading is to understand, so if we have problems understanding, we try to fix the problem as soon as possible.

Use NEMPA: Name, Explain, Model, Practice and Apply.

Check your understanding: True or False?

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

- 1 Another word for monitor is "check". **True or False?**
.....
- 2 Learners only need to monitor their understanding when they are beginning readers. **True or False?**
.....
- 3 One of the best ways to monitor understanding is to briefly stop when a problem is identified and then go back and reread the section to try and sort out the problem. **True or False?**
.....
- 4 As soon as learners do not understand a word, they need to check it in the dictionary. **True or False?**
.....

Reflection

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

- 1 Do you find yourself monitoring and going back to reread when reading an unfamiliar topic?
.....
- 2 Which kinds of texts usually require more careful monitoring?
.....

Answers

Well done, you have completed Lesson 18.

Welcome back.

Learning how to summarise means learning how to identify key ideas in any text but particularly in non-fiction texts. Summarising is an essential skill for learners to develop and is especially important for the higher grades. When we summarise, we must identify the most important information.

What you will learn in this lesson

- The importance of teaching summarising skills.
- How to teach learners to summarise.
- The use of graphics such as tables and tree diagrams to support summarising.

Notes about teaching summaries

- 1 There are various ways to summarise texts. These include tables, flow charts, one-word summaries, one sentence summaries and tree diagrams. Teach learners how to use these different summary formats
- 2 Teach children where to look in a text for certain kinds of information:
 - a) The overall topic is stated in the heading
 - b) A well-written paragraph usually only has one main idea and the other sentences support or illustrate the main idea. Main ideas are usually captured in one sentence known as the topic sentence.
- 3 We need to ask ourselves, what is the main or key idea in this paragraph?
And then ask which sentences support or provide examples for the main idea.



Now watch video 147: Summarising non-fiction

While you watch, think about these questions:

- 1 Can we only summarise AFTER reading the full text, or do we also summarise WHILE we are reading?
- 2 Would we summarise a story in the same way as a non-fiction text?
- 3 What is the value of producing a summary table?

8
mins

Teaching Comprehension
Comprehension Strategies

SEPEDI

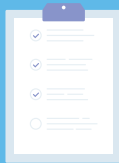
Summarising Non-Fiction

Go Akaretša sengwalwa
seo e se go Nonwane.

147

WATCH NOW

Read this summary of teaching summaries

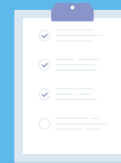


WHAT do I teach?

How to identify the MAIN ideas in a text.

How to differentiate between the main ideas and the supporting ideas.

What is important in different kinds of texts.

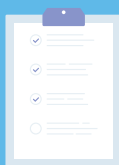


WHY?

It helps with comprehending longer texts.

It is an essential skill for children, especially in the Intermediate and Senior phase of schooling.

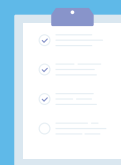
Summaries of key ideas help children to study and remember what they have learnt.



WHEN?

Explicitly teach children how to summarise texts **during Shared Reading.**

Key Ideas should be identified throughout the reading so that a summary can be made at the the end.



HOW?

Show how to identify ideas **in both information texts as well as narrative texts.**

Draw attention to the title and headings/sub-headings.

Ask children to tell what happenend in the story in one sentence or to tell them the main point of the text.

Look at this summary of the summarising strategy

Check your understanding: **Match the columns.**

A/ QUESTION	B/ ANSWER
1 You want learners to have an overall idea of what the text is about.	a. Ask learners to find the topic sentence.
2 You want learners to find what the main idea in a paragraph is.	b. Ask learners to read the heading, as this sums up the topic.
3 You want learners to identify supporting sentences in a paragraph.	c. Ask them to sum up in one sentence what the text is about.
4 You want learners to give you a general summary of what the text is about.	d. Ask learners to see which sentences either illustrate or give examples in a paragraph. These are not the main ideas, just supporting ideas.

Reflection

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

- 1 How would you rate your own ability to do summaries of academic texts?
- 2 What would assist you to improve your summary writing?

Answers

Well done, you have completed Lesson 19.

Lesson 10: Using questions to build comprehension

60
mins

Welcome back.

In this lesson, we look at different types of questions: literal, inferential and evaluative questions.

What you will learn in this lesson

- Learn more about different types of questions

What are the different types of questions?

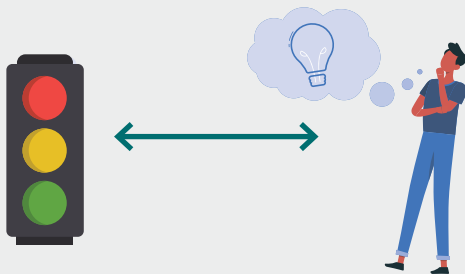
When you ask literal comprehension questions you want the learners to find information that is written in the text. Teach learners to go to the text to find the answers to this kind of question:

- Find specific details within the text.
- Find specific words.
- Identify and locate places and events that are discussed.

Inferential Questions

Stop Think!

Use clues from text **AND** your knowledge of the world

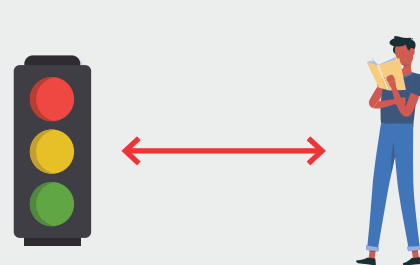


Why? How? Predict.
What's the main idea?
Would you? Why did the author?

Literal Questions

Go directly to the text

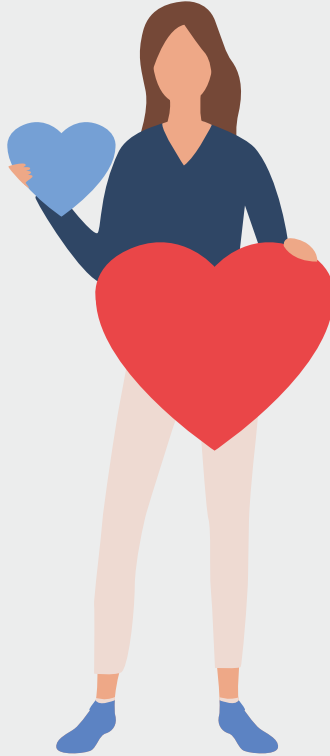
to find the answer



Who? What? Where? When?
What kind? How many?
List, Find, Name.

When you ask Inferential questions, you want learners to find the answers in their heads while using clues in the text.

- They must stop and think about the text.
- They must use their background knowledge **and** clues in the text to infer the answer.
- They must be able to back up their answer with details from the text.

Evaluative Questions**What Do You Think****Give your own opinion related
to the text****In Your Opinion...****Do You Agree?****Why Do You Like?****What Are The Implications**

When you ask **evaluative (or appreciative)** questions, you want learners to give their opinions.

- a) They must think about whether they agree with the writer or not.
- b) They must give their opinions on the subject matter and how it was written.


Now watch video 150: Types of questions

Teaching Comprehension
Using Questions

Types of Questions

Literal

150



8
mins

WATCH NOW

Now watch Video 178: Inferential questions

While you watch, think about these questions:

- 1 Why do the learners struggle to give a reasonable answer?
- 2 How does the teacher help them to find the right answer?


12
mins

Teaching Comprehension
Using Questions

Inferential Questions

Practice

178



WATCH NOW

Check your understanding: Match correctly

Look at this page from a Vula Bula story, then read the questions which follow. What kind of question is each? Select the correct answer from the choices provided.



Morena Kgabo o etela Kgadi Kgabo.
Kgadi Kgabo o pakile borotho.
O bo bea godimo ga lefasetere gore
bo fole. A bea le kase.

Question: Which one of the three below is an inference question?

- 1 What is Mrs Nkawu making?
 - a) Evaluative question
 - b) Inferential question
 - c) Literal question

- 2 Why does she put the bread on the windowsill?
 - a) Evaluative question
 - b) Literal question
 - c) Inferential question

- 3 Who is Nkosazana Nkawu's husband?
 - a) Literal Question
 - b) Evaluative Question
 - c) Inferential Question

Reflection

Before checking your answers please reflect on the following:

- 1 Do you feel completely comfortable about the difference between literal questions and inferential questions?

- 2 Sum up in your own mind the benefits of planning and asking good questions.

Answers

Well done, you have completed Lesson 20!

This is the end of this unit on comprehension, and also the end of this module. We hope you have found the module valuable and enjoyable!

Lesson Quiz Answers

Lesson 1

- 1. False.** In order to know a word, we should usually know what it means, how to use it, which part of speech it is and how to spell it.
 - 2. True.** Vocabulary knowledge is key for school success.
 - 3. False.** Both size and depth are important.
 - 4. True.** The depth of vocabulary refers to knowing how to use the word in various contexts, knowing synonyms and antonyms, knowing associations of the word.
-

Lesson 2

- 1. Exposure:** b. Providing opportunities for learners to read and use language to develop their vocabulary.
 - 2. The Matthew Effect:** d. Learners who read gain more vocabulary knowledge which encourages them to read more and therefore they are constantly becoming “richer” in their word knowledge.
 - 3. Rich language:** a. Language that is expressive, varied and contains new words and concepts.
 - 4. Incidental vocabulary learning:** c. Developing vocabulary while teaching other ideas and activities.
-

Lesson 3

- The teacher needs to actively teach learners to comprehend by asking questions and assisting the learners to **interact** with the text.
 - Teaching learners about the **structure** of a text will enable them to understand how the format of a text affects meaning.
 - The teacher must not only ask literal questions but also **inferential** questions.
 - Asking learners to think about what will happen next in the story is called **prediction**.
 - Comprehension strategies need to be **explicitly** taught and modelled by the teacher.
-

Lesson 4

- Tapping into what the learners know about a topic will **motivate** them to read more.
 - The teacher can ask the learners to think about what they know about the topic as well as their knowledge of **language structures**.
 - The **cover** of the book is a good place to start questioning learners about what they know.
 - When learners bring their existing knowledge to the text, they will be more able to **infer** meanings that are not explicitly stated in the text.
-

Lesson 5

The best prediction question is question 3, as it guides the learner in what to base his/her prediction on and not just to guess.

Lesson 6

1. **True.** Having a picture of something will help you to remember it.
2. **True.** The more senses used the clearer the picture will be.
3. **True.** While visualising can be used for most texts, there might be some texts that do not lend themselves to this creative process.
4. **True.** In order to make visualising effective, the teacher would need to prepare where in the text she might use this strategy as well as how she would scaffold the visualising process.

Lesson 7

Question 3 is an inference question. The text does not say why Bongji screams so we have to infer the answer. Our experience tells us that people scream when they are scared, or when they are very excited. We have already read that Bongji was very glad to see her cousin. We can infer that Bongji is excited and eager and that's why she shouts, rather than quietly asking Dumi to go to the park.

Lesson 8

1. **True.** To monitor means to check.
2. **False.** Even fluent readers need to monitor their understanding, but they are generally able to do it quickly and often unconsciously.
3. **True.** A good way to try and repair a gap in understanding is to go back to where it last made sense and to reread the section after that.
4. **False.** Learners should try to work out the meaning by rereading or even reading ahead. They should only consult a dictionary as a last resort.

Lesson 9

1. **b)** Word reading refers to learning to recognise and read words quickly and accurately.
2. **b)** Rapid word reading improves oral reading fluency.
3. **b)** A high frequency word is a word that is used often in texts. (Many high frequency words in English are also sight words.)
4. **b)** Sight Words are words that can be recognised without sounding out every phoneme.

Lesson 10

1. **c)** Literal, as the text tells us she is making bread.
2. **b)** Inferential, as the readers have to work out for themselves why she puts the bread on the windowsill.
3. **a)** Literal, as the text tells us that her husband is Umnumzana Nkawu.

Overview of the Lessons and topics

LESSON 1 The Gradual Release Model	<i>Page 87</i>
LESSON 2 Overview of the CAPS Reading Activities	<i>Page 91</i>
LESSON 3 The Five Reading Activities Across The Grades	<i>Page 98</i>
LESSON 4 All about Teacher Read Aloud	<i>Page 100</i>
LESSON 5 The Read Aloud Lesson	<i>Page 105</i>
LESSON 6 Assessing During Read Aloud	<i>Page 110</i>
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LESSON 8 + 9 Teaching Shared Reading Three Times A Week	<i>Page 118</i>
LESSON 10 Assessing During Shared Reading	<i>Page 123</i>
.....	
LESSON QUIZ ANSWERS	<i>Page 126</i>

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

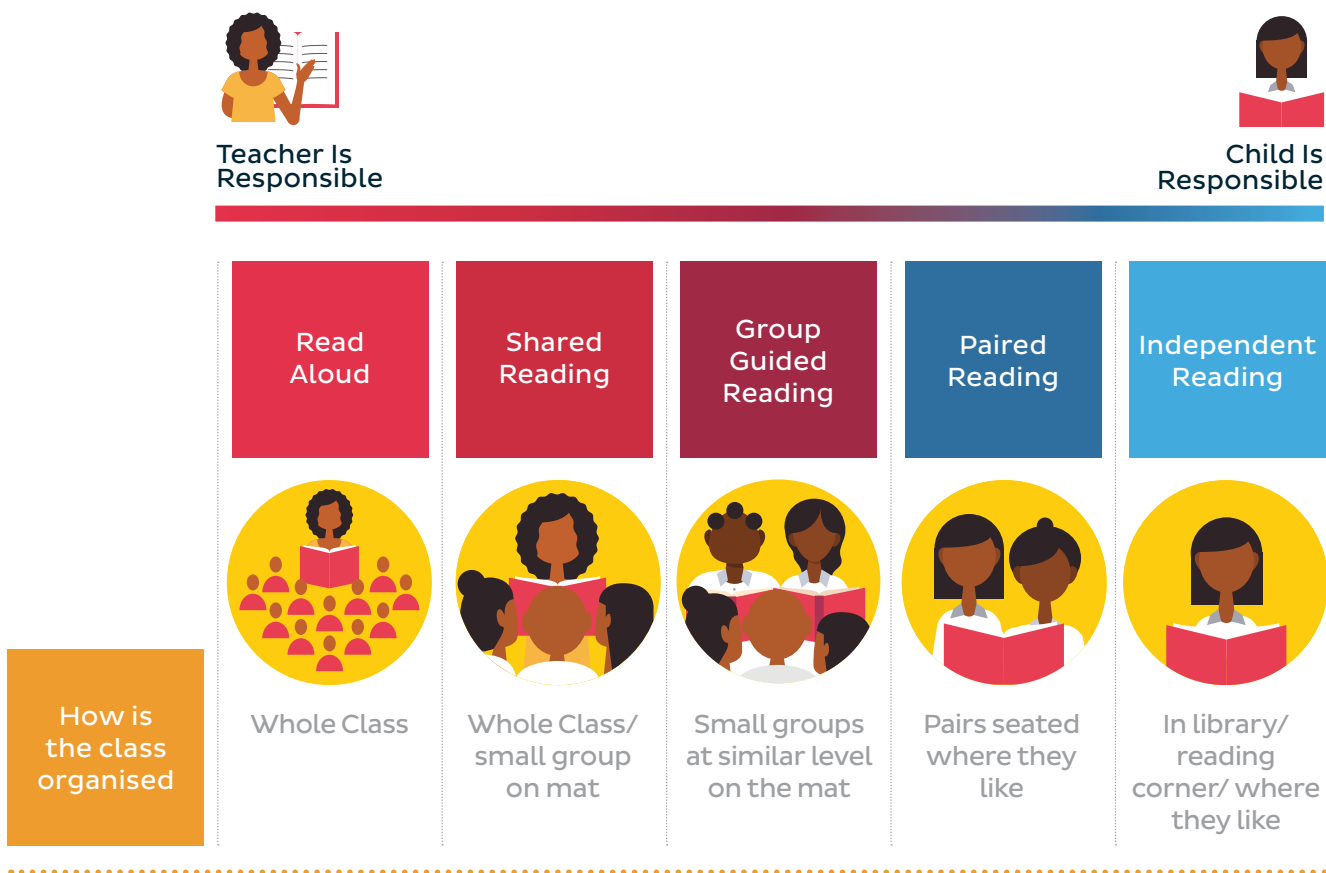


WATCH NOW

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

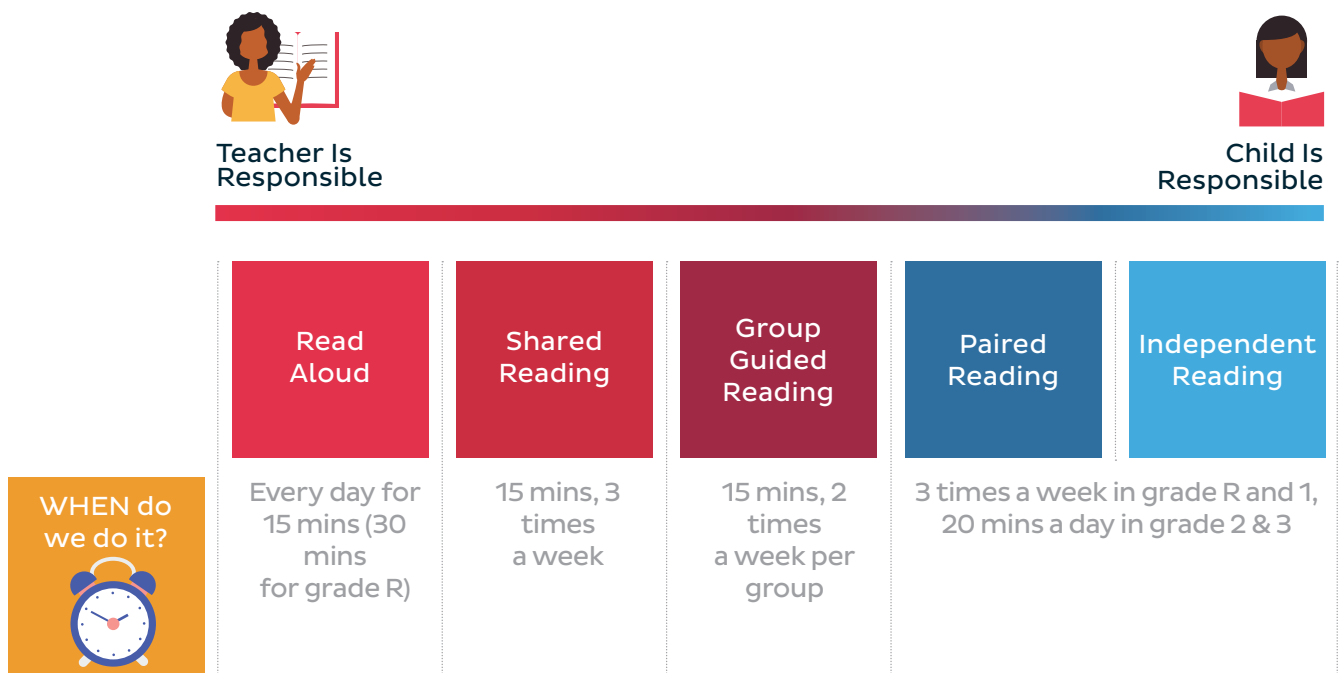
Notice that neither the teacher nor the learner is passive at any time. Even during Independent Reading the teacher should be reading a book of her choice.

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

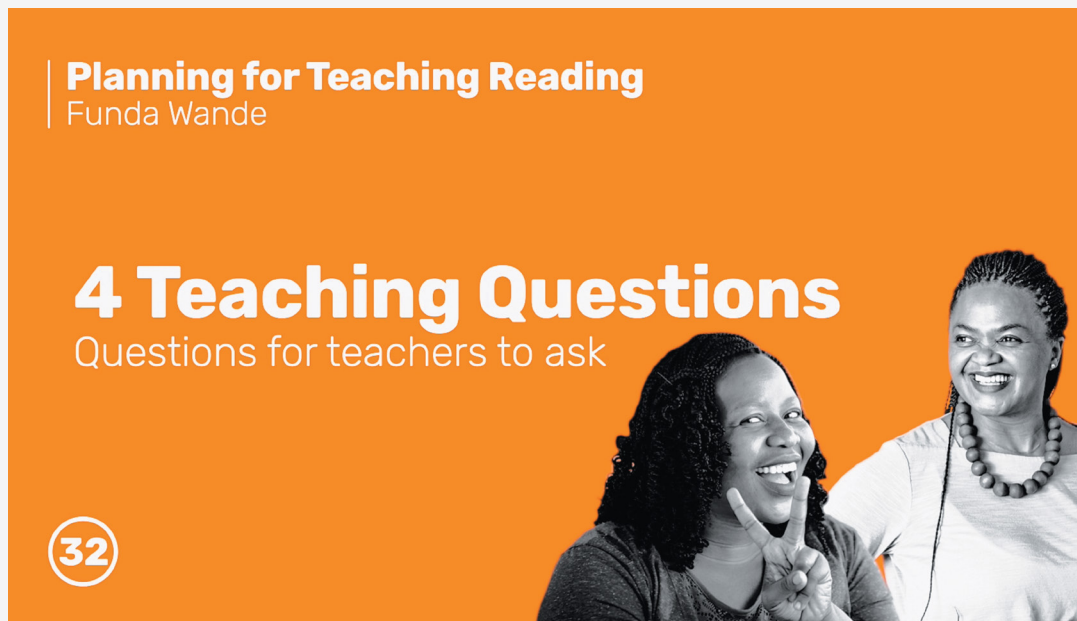
While you watch, think about these questions:

- 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



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

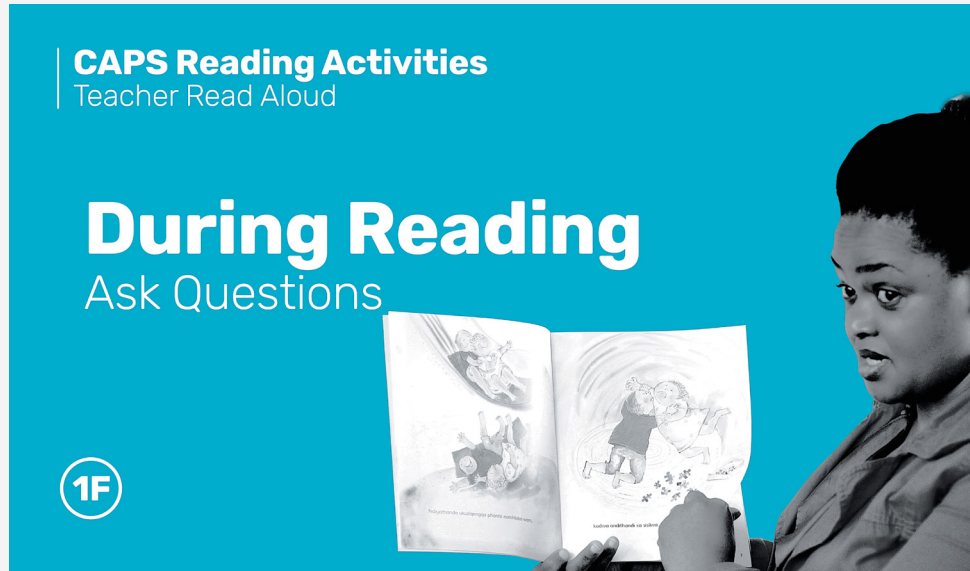
VIDEO

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



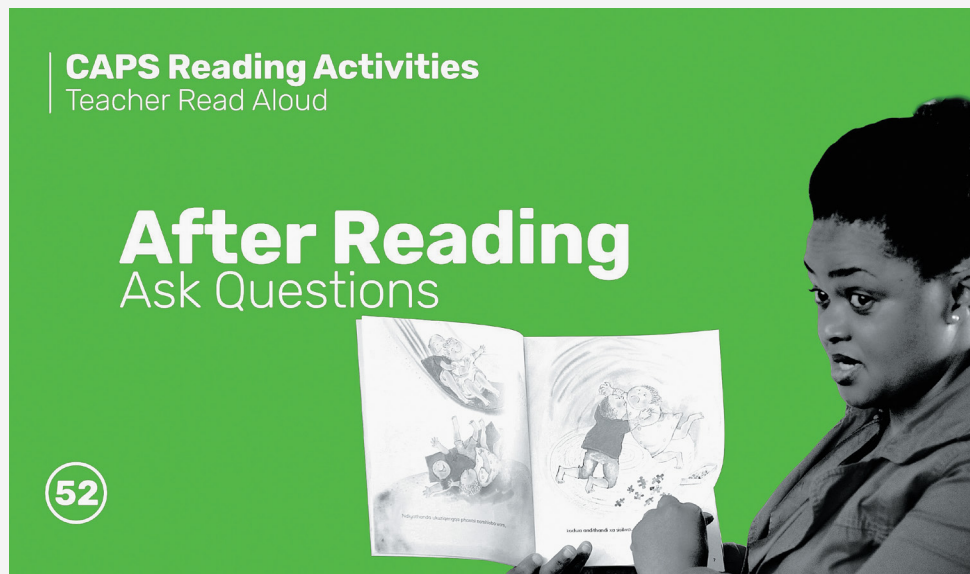
WATCH NOW

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



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

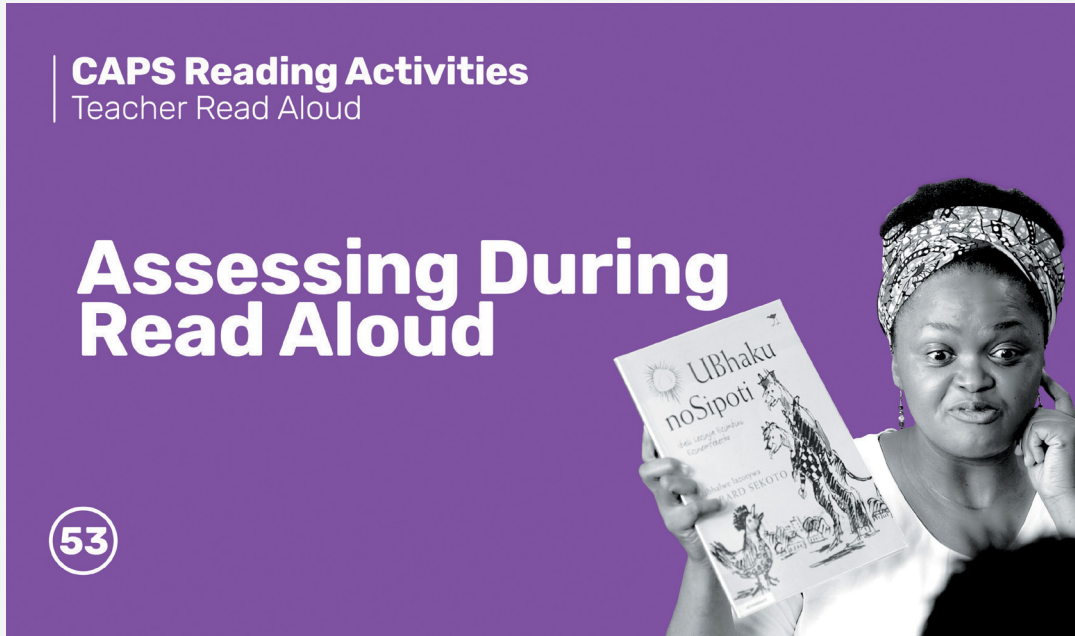
- Notice learners' reactions.
- Notice who is engaged and who is not. What do you do with this information?
- Ask questions to check learners' listening comprehension.
- Remember that the overall goal of a Read Aloud is enjoyment and enrichment. If there is too much focus on assessment and questioning,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

22
mins

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?



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.

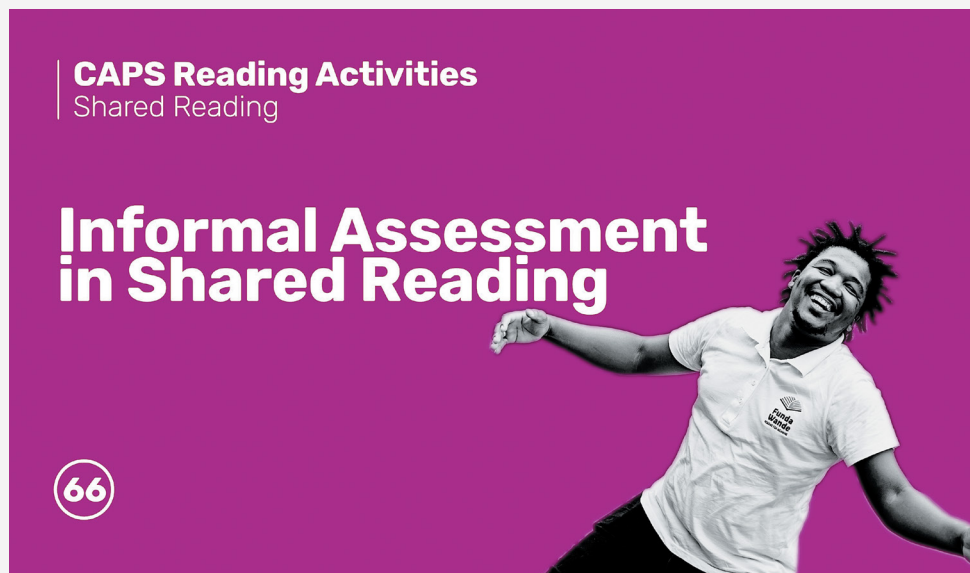
VIDEO

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

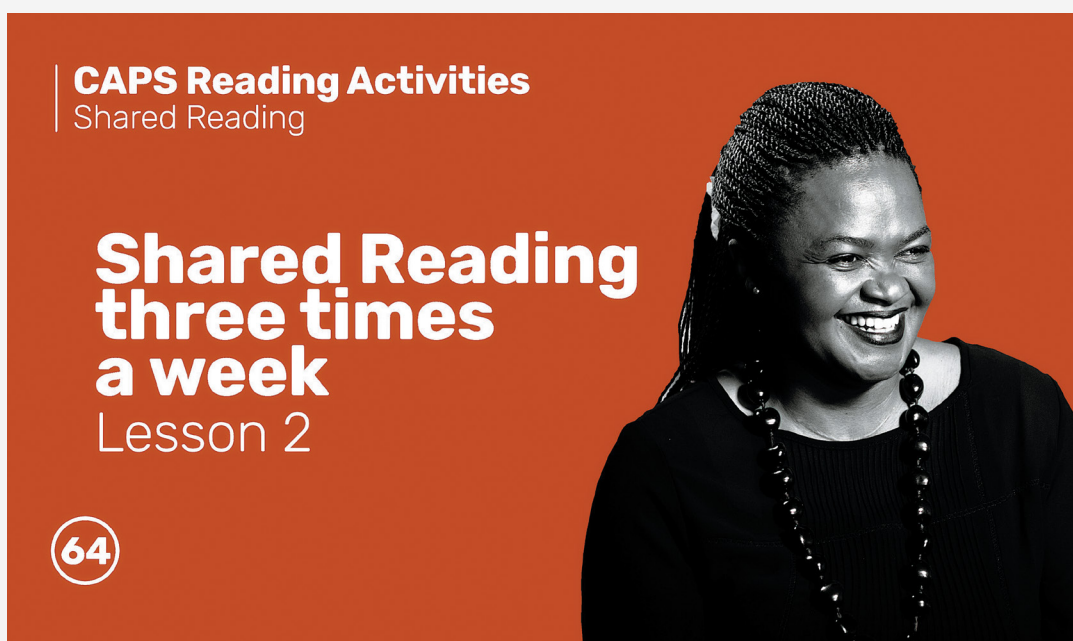
- 1 The focus is on helping the children understand and respond to the text personally:
- 2 The teacher used a pre-during-post frame for her lesson.
- 3 She generated discussion about the topic and got children to recall what they knew about the topic.
- 4 She read through the text and did a “picture 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.

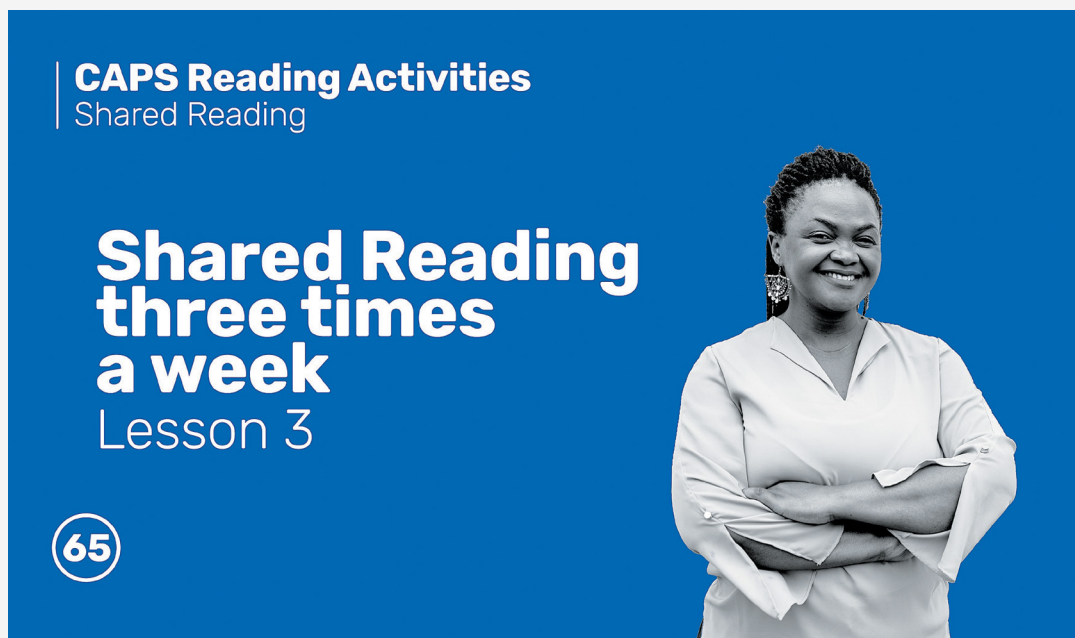
VIDEO

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.

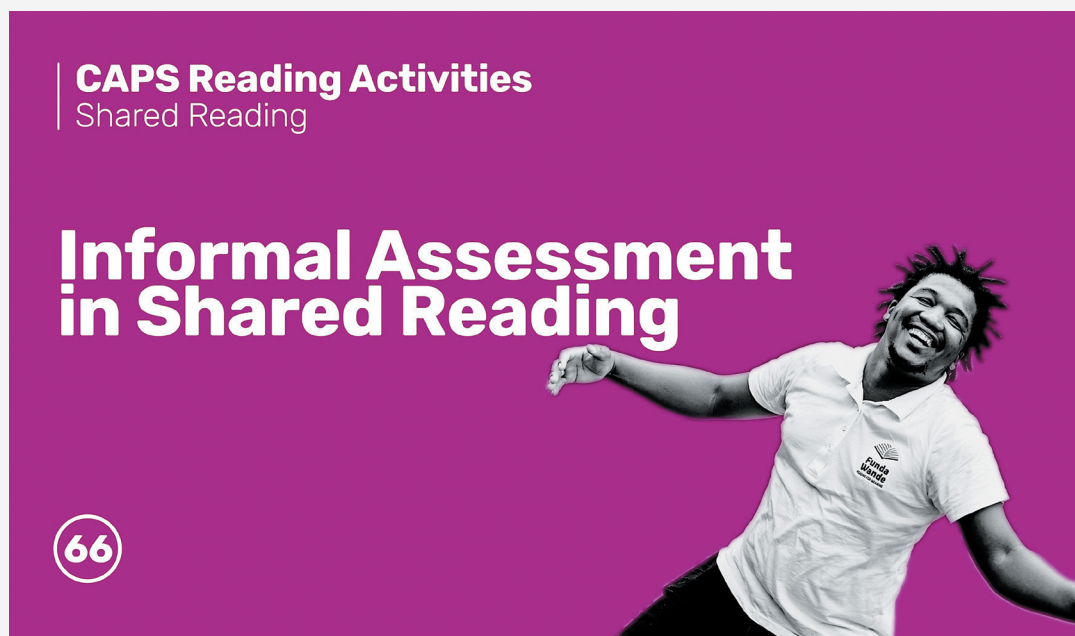
- 1 Watch learners very carefully, paying attention to who is not following, who joins in and who seems only to be echoing the others.
- 2 Listen carefully to hear if learners lag behind in the reading.
- 3 Notice which learners respond to the questions you ask about the text.
- 4 Notice how learners 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.

Overview Of The Lesson and Topics

LESSON 1 All about Group Guided Reading	<i>Page 129</i>
LESSON 2 Texts for Group Guided Reading	<i>Page 133</i>
LESSON 3 Setting up Group Guided Reading lessons	<i>Page 137</i>
LESSON 4 The teacher's role in Group Guided Reading	<i>Page 145</i>
LESSON 5 Assessing during Group Guided Reading	<i>Page 150</i>
LESSON 6 All about Paired Reading	<i>Page 154</i>
LESSON 7 Setting up Paired Reading	<i>Page 158</i>
LESSON 8 All about Independent Reading	<i>Page 163</i>
LESSON 9 The role of the teacher in Independent Reading	<i>Page 165</i>
LESSON 10 Promoting independent readers	<i>Page 170</i>
.....	
LESSON QUIZ ANSWERS	<i>Page 174</i>

Lesson 1: 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:

- Group Guided Reading is the only time in the week that learners get individualised reading instruction.
- The teacher guides each learner to read successfully with understanding.

2 Learners can practise reading with success:

- Learners practise reading and using the skills and strategies they have been taught.
- 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:

- 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.

- Thirty minutes a day has been **allocated** to Group Guided reading in CAPS.
- A teacher should spend time with two groups of learners each day giving them 15 minutes per group in Home Language.
- Ideally, this will mean that you **work** with each **Group Guided Reading** group twice a week.
- 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 2: 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:



Kotsi! Se tlo go ja.
Ke ka mo go lego ka gona.

Text A

Lebogang o ilokisetša go ya sekolong. A apara gemphe ya gagwe ye tšhweu ya sekolo, josi ya gagwe ya mmala botalaleratadima le barokgo bja bakopana bja mmala wo pududu. A apara lesokisi le lebelele la mmala wo pududu.


Lebogang o nyaka go apara lesokisi la bobedi, feela ga a le bone. A lebelela ka fase ga kobo. A lebelela ka fase ga mpete. A lebelela ka dieteng. A lebelela ka khopotlong. Efela lesokisi ga le gona.

Lebogang a nagana. 'Lesokisi le ka ba le le ka laiking. E re ke lebelele.'

A ya ka wotoropong a bula faiki.



Text B



'Yoo! Lefasetere la ka le thubegile!
Ke kgwele ya mang ye?'
Mmathoka o a botšiša.

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 3: 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

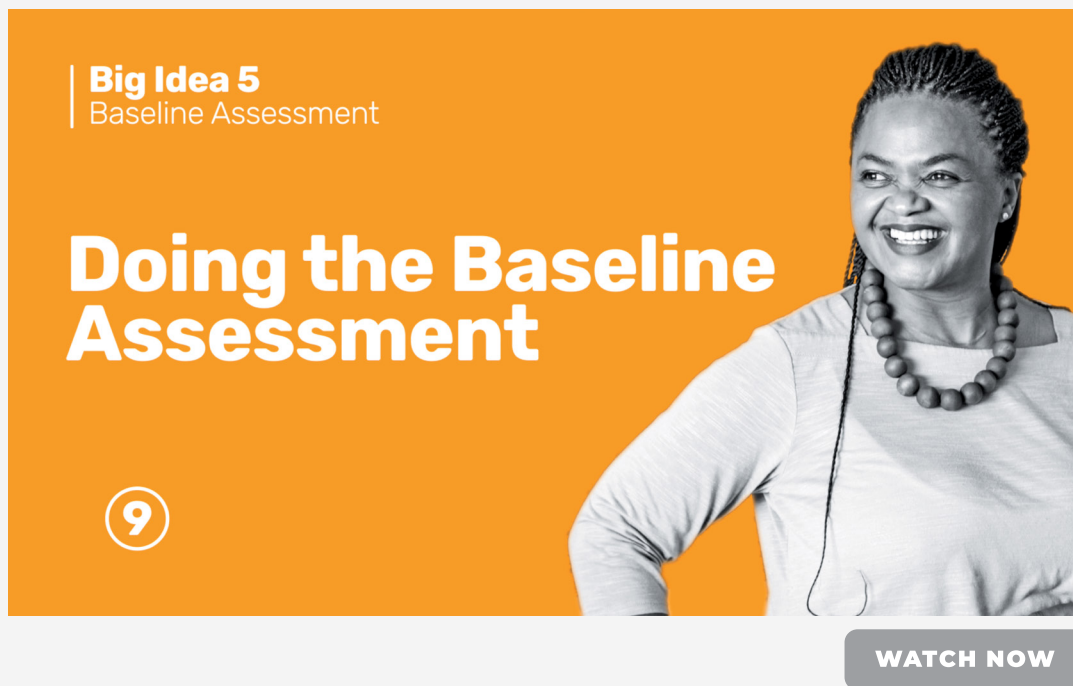
- 1 A baseline assessment is a short reading test your learners do at the start of the year.
- 2 Use the results of the baseline to put learners into different ability groups.
- 3 Redo your baseline assessment in the second half of the year to assess learner progress and change ability groups where necessary.

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?



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

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.



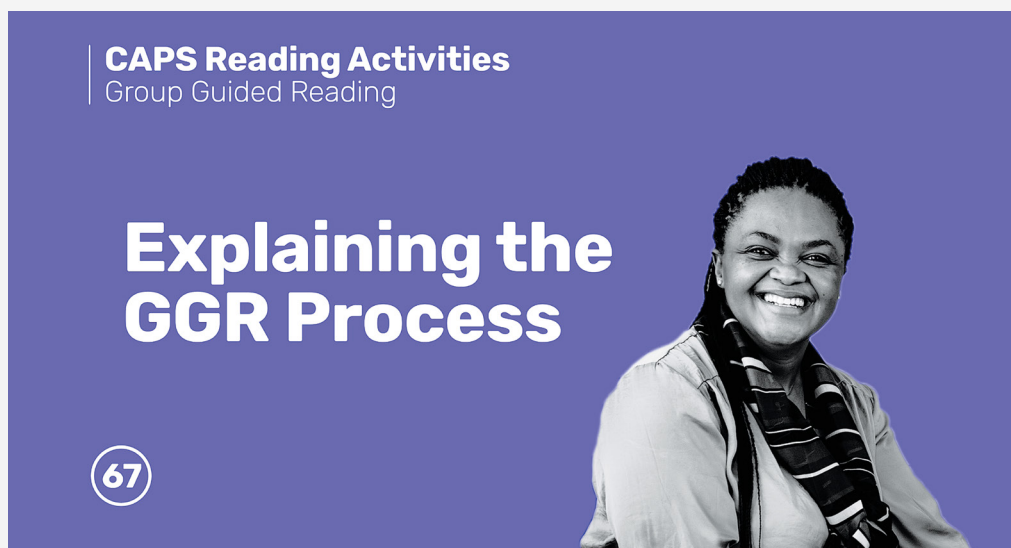
Explaining the Group Guided Reading process to learners

- 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 4: 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 5: 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 6: 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?

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?

CAPS Reading Activities
Paired and Independent Reading

What are Paired and Independent Reading?
"You Do" Activities

82

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 7: 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

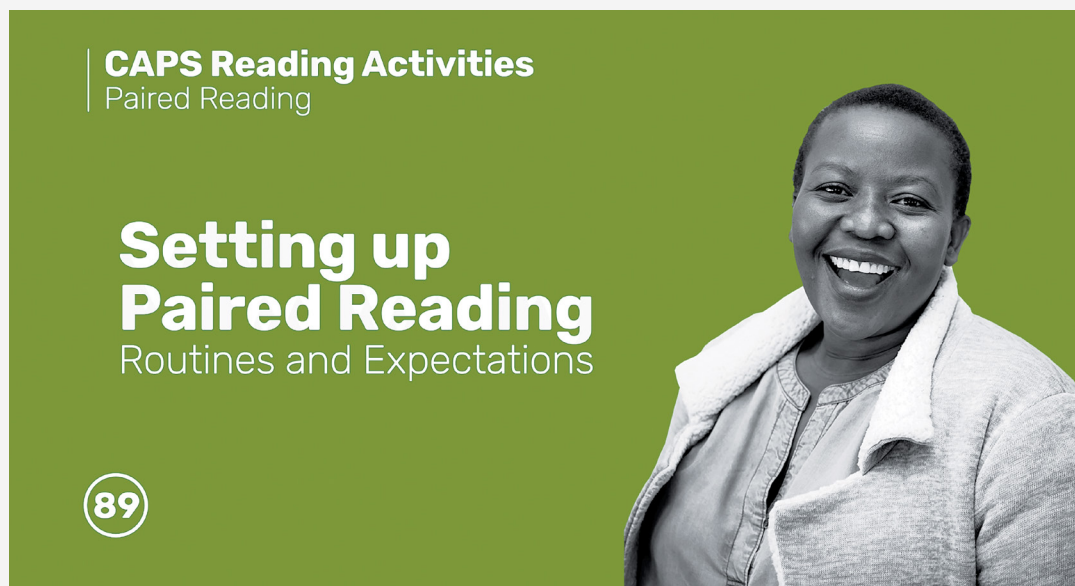
- 1 The teacher explained why Paired Reading is helpful.
- 2 She said they should have one book between them.
- 3 She told them that they should sit elbow to elbow.
- 4 She told them to read aloud but softly.
- 5 She explained that they read softly so as not to disturb their peers who are also reading.
- 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 Reading3
mins

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?



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 Pairs2
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 8: 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 9: 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 Reading2
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?

[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.

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

CAPS Reading Activities
Independent Reading

Model being a Reader

Share your reading life with children

86



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 1

- 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 2

- 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 3

- 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 4

- 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 5

- 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 6

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 7

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 8

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 9

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 10

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.

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