



2015 TRAINING WORKSHOP NO.3  
**ISIZULU HL & EFAL**



**FOUNDATION PHASE**



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase  
Just-in-Time Training Workshop 3  
May 2015**

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**Facilitators' Guide**

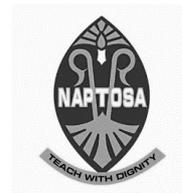
**isiZulu Home Language  
and  
EFAL**

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Endorsed by:



**Jika iMfundo**  
what I do matters



## Programme

Number	Session Name	Time Guide	Real Time / Notes
1	Session 1: Introduction	5 minutes	
2	Session 2 : EFAL Phonics	90 minutes	
3	Session 3 and 4: Writing	120 minutes	
4	Session 5 : Closure	5 minutes	
<b>Total Working Time:</b>		<b>220 minutes</b>	

### THINGS YOU NEED FOR THIS WORKSHOP: CHECKLIST

NO.	HANDOUTS IN ORDER OF USE:	TOTAL NUMBER	CHECK
1	Participants' Training Guide		
2	Facilitator's Training Guide		
<b>OTHER ITEMS</b>			
1	A4 piece of paper per participant		
2	EFAL CD; CD player if possible		
3	Lesson Plans and trackers Grade 1, 2, 3		
4	Flip chart paper		
5	Kokis		

<b>SESSION 1: Introduction</b>	
<b>TIME GUIDE</b>	5 minutes
<b>RESOURCES</b>	
<ul style="list-style-type: none"> <li>• Give each HoD a Participants' Guide at registration.</li> <li>• Welcome the HoDs.</li> <li>• Explain the following:               <ul style="list-style-type: none"> <li>○ In this workshop we will be working with the component Phonics in EFAL. The different sounds will be demonstrated and then you will have an opportunity to practise them yourselves. The use of the EFAL CD will also be demonstrated.</li> <li>○ The next session will focus on Writing in Home Language and EFAL.</li> </ul> </li> </ul>	

## SESSION 2: EFAL Phonics

<b>TIME GUIDE</b>	90 minutes
<b>RESOURCES</b>	EFAL CD; CD player; Participants' and Facilitators' Guide

### Input : Learning the sounds of a language (15 minutes)

**It is important to know the sounds of any language that we want to learn to read and write.**

We can't expect children to learn by sight every word in every book that they want to read. If learners think that this is what they have to do many will give up before they even start. We teach the phonics (sounds) of the language so that children have the skills to sound out unknown words and don't rely on adults to tell them the words. We teach letter-sound relationships so that learners can decode (break words into sounds and build words from sounds) words when they read and write.

**Learners need to be able to break words into the individual sounds and syllables and blend sounds to form words.** Breaking words into sounds and syllables is called **analysis**; and building words from sounds is called **synthesis**. For reading and spelling these two processes need to be done at almost the same time. When we teach the two processes we need to make sure that children see the link between them and that they are done together. CAPS writes them as one process - builds up and breaks words into individual sounds.

For example: **cat** – when we break the word into its sounds (analysis) we say: **c a t**; when we build the word from the sounds (synthesis) **c a t** we get the word **cat**. If children can't automatically read the word **cat** they need to be able to break the word into the sounds and then blend the sounds to form the word (**c-a-t cat**). For spelling they need to be able to break the word into the sounds and write each sound as they say it. They need to know the letter-sound relationships of each of these sounds\letters in order to be able to read and write.

It is for these reasons that we teach the two components phonics and handwriting. In phonics children learn how to recognise the letter-sound relationships of all sounds in the language, how to break words into sounds, how to blend sounds to form words and in handwriting they learn how to write the sounds.

If we want the learners to be independent readers and writers of their FAL, English, we need to be able to recognise and say all the individual and combination of sounds in English ourselves. We

also need to be able to know and pronounce the sounds that are written the same in English and isiZulu but pronounced differently e.g. *a* and *a*. If teachers can't pronounce the sounds and words correctly the children will not be able to do so. Children need a good model when they are learning a new language.

When we speak a language with friends or colleagues it does not matter if we don't pronounce the sounds or words correctly. However, if we are going to teach children how to read and write in that language i.e. English we need to pronounce the sounds and words as accurately as possible. It is difficult for anyone to teach a language that is not their first language. Practise makes perfect and that is what we are going to do today.

### **Practical Activity 1: Assessment activity and discussion (15 minutes)**

#### **Introduce the activity**

Tell the participants that first they are going to write an assessment. You are going to say some English sounds and words and they must try to write down what you say. Explain that this is not a real test, but an activity that will highlight some important points for them.

#### **Steps for the assessment**

- Ask the participants to write numbers 1 – 12 on their piece of paper.
- Tell them to write the sound or word that you say next to the number that you say.
- Tell them that you are not going to repeat any sound or word so they must listen carefully.
- Stand with your back to the participants when you say the sounds/words. Don't repeat any sound or word.

- 1) bed
- 2) ch
- 3) fin
- 4) a
- 5) leave
- 6) bird
- 7) i
- 8) th
- 9) work
- 10) faint
- 11) bird The bird flies. Bird
- 12) a the sound in the middle of bat

**When they have finished,:**

- Write the correct words/sounds on the flip chart paper next to the correct number.
- Ask participants to tell the group which words/sounds they found difficult and why.
- Also discuss numbers 11 and 12; was the word *bird* and the sound *a* easier to spell correctly than the others? Explain that the reason why they might have been is that sentences give a context for the word, allowing the listener to draw on their knowledge of English to give meaning to the word. In Grade 2 and 3 teachers can use this method to help learners – they say the word, say a sentence with the word in it and say the word again.

**Conclusion by facilitator:**

This short exercise shows us how important it is that we all can say the sounds and words correctly so that the learners hear the sounds and words correctly. If the teacher says *bird* but is asking the children to write *bed* she can't expect the children to write the correct word. We also need to hear the differences between isiZulu sounds and English sounds and know the letter-sound relationships of these sounds.

**Practical Activity 2: Practise phonic sounds and breaking words into sounds and building words****2.a. Practising sounds**

Now we are going to practise saying the sounds that we teach. If you are unsure of how to say a sound it often helps to remember a word that begins with that sound.

Short vowels: a (apple, ant); e (elephant, egg); i (ink, igloo); o (orange, on); u (up, umbrella)

Consonant digraphs: sh, ch, th, ng, ck, qu

Long vowels/diphthongs: A – a...e (made); ai (brain); ay (play)

E – ee...e (cheese; ea (dream: ee (sleep); y (plenty); ey (key)

I - i...e (line); igh (fight); ie (pie) y (cry)

O – o...e (bone); oa (boat); ow (blow); oe (toe)

U – u...e (huge); ew (blew); ue (blue)

### **How to practise:**

- 1) Write the sound on flip chart paper.
- 2) Say the sound correctly yourself; say word or words that have the sound; say the sound again.
- 3) Ask the whole group to say the sound. Listen carefully.
- 4) Ask the whole group to say the words after you. Listen carefully.
- 5) Ask smaller groups to say the sound.
- 6) Ask individuals to say the sound.
- 7) Ask people to practise in their groups and listen to each other and correct each other.

if you can, play the short vowel section on the EFAL CD and get the participants to practise the sounds as expected on the CD. Repeat again if necessary. (Remind participants that there is a copy of the EFAL CD inside the back cover of the Term 1 lesson plans. They can listen to this to help them say the sounds correctly.)

### **2.b Breaking words into sounds and building words from sounds**

- Write the words given below on the flip chart paper.
- Ask the participants to break the words into the sounds and then say the word.

For example: rat – r-a-t – rat. Ask the group as a whole to do the first 3 words and then ask individual participants to do the task. You must correct the participant if the sounds are said incorrectly. Get them to practise the word again.

**Words:** fat; bin; bet; pot; cup; hid; dam; fed; got; jug; ship; long; chip; thin; quick; spade; brain; spray; dream; sleep; plenty; spine; fight; pie; cry; bone; boat; blow; flute; flew; clue; song; crash; bunch; quack; take; rain; play; eat; green; family; fly; line; fight; lie; soap; mow; cute; blew; blue.

**Input:** The following can be used if children are experiencing difficulty hearing the difference between isiZulu and English sounds:

- Write the sound e.g. \a\ on board or flashcard
- Say the sound in English first, \a\. Tell the learners this is the way we say it in English. Then say the sound in LoLT, \a\. Tell the learners this is the way we say it in LoLT. Make sure that the learners hear the difference between the sounds.
- Write two \a\s on the board in different colours – red \a\ is English; blue \a\ is LoLT.

- Say English \a\ and ask a learner which \a\. Put a tick next to English \a\.
- Say LoLT \a\ and ask a learner which \a\. Put a tick next to LoLT \a\.
- Continue until you are sure they can hear the difference between the two \a\'s.
- Ask different learners to say the two \a\'s. Make sure the pronunciation is correct.
- Can be practised as a class, groups of learners or with individuals.

### **Concluding input**

Teachers must practise saying the correct sounds before teaching them. They can practise together using the CD to help them. It also helps to have another teacher or two to say whether or not the sound has been pronounced correctly.

### SESSION 3: WRITING THEORY

**TIME GUIDE** 45 minutes

**RESOURCES** Participants' guide; Facilitators' guide; flip chart paper; kokis

#### Input

- Writing is putting **language onto paper**. When we write we use vocabulary (words), sentences and the grammar of the language that we are writing in. Learners who have poor vocabulary and make grammatical errors in spoken language are likely to make the same errors in written language. Poor spoken vocabulary will mean that learners will use the same nouns and verbs and will have very limited use of adjectives and adverbs. It is important to encourage vocabulary development and the use of correct grammatical structures in Listening and Speaking lessons because this will also help develop the learners' writing. Focussing on verbs is especially important. Children must use different verbs in spoken language. For example using different words for *went* depending on the context – crept, climbed, danced, dashed, dragged, drove, entered, escaped, fell, fled, hurried, ran, raced, slid and crashed. If they can use these words in spoken language it will be easier for them to write them in sentences, paragraphs and stories.
- Learners need **explicit** teaching of the writing process, using various examples and different levels of support. We must not think that it is a process that comes naturally to learners. Teachers must teach learners how to write. Children need to learn what sentences are and how to write them. Each term and year they should be expected to write better and longer sentences. How to use conjunctions, adjectives and adverbs in sentences needs to be taught. The next step in the process is paragraph writing. Children need to understand what a paragraph is and have plenty of practise writing paragraphs. Then they need to understand what a story is and how to write a story. Again practise is important.
- **Feedback** from the teacher is essential. Feedback needs to focus not just on the writing mechanics and grammar but also on improving writing content. It must be given at every part of the writing process: planning, revising and evaluating. Lots of *positive* and *how to improve* feedback should be given to learners and they need to be engaged in dialogue about their writing efforts. There should be a common language between teachers and learners so that the learners understand what is expected from them and also what the feedback means so

that they can improve.

- It is important **with learners who have difficulty with the writing process** that teachers don't modify their writing expectations for these learners but rather modify the level of guidance, feedback and practise that these learners receive. They need more guidance, feedback and practise than other learners.

**Practical activity 3: Putting theory into practice – sharing ideas**

- Ask participants to talk to a partner about what they have heard and how they can implement what was said in their teaching of writing.
- Ask a few groups to report back on how they can implement what they heard.

## SESSION 4: THE WRITING PROCESS

<b>TIME GUIDE</b>	105 minutes
<b>RESOURCES</b>	Facilitators' guide; Participants' guide; Grade 1 – 3 Lesson plans flip chart paper; kokis
<b>PREPARATION</b>	Write the explanations you will give on a flip chart page for the group to refer to

### 1. Introductory Input: How writing develops from Grade 1 – Grade 3

- Writing develops from Grade 1 to Grade 3 in both **HL and EFAL**.
- **Home language:** During Term 1 of Grade 1 **HL** learners are expected to be able to write a caption for a picture and write a sentence. By the end of Grade 1 they should be able to write 3 sentences. In Grade 2 Term 1 they will be writing 3 sentences of their own news. By the end of Term 4 they are expected to write 2 paragraphs of 10 sentences. In Grade 3 Term 1 they are writing paragraphs of 8 sentences and at the end of Term 4 they are writing stories of at least 2 paragraphs (12 sentences). Each year they contribute ideas and write parts of class stories.
- **EFAL:** A similar process happens in **EFAL**. In Grade 1 Term 1 the learners write captions for pictures with the help of the teacher. By the end of the year they are writing captions and lists. In Grade 2 Term 1 they complete sentences and write sentences with frames. By the end of Grade 2 they are writing paragraphs of 3 sentences. In Grade 3 Term 1 learners are expected to write paragraphs of 4 -6 sentences. By the end of the year they write paragraphs of 6 – 8 sentences.

### 2. A closer look at what is expected of learners and ways of helping learners develop writing skills.

**Note:** all the information below applies to both HL and EFAL – but most of the examples are drawn from HL.

## 2a. The different kinds of writing expected from learners

### ❖ Captions

**Input:** Writing a **caption** means writing 1 or a few words about a picture. It is not a sentence but rather just a word or a phrase. For example a caption for a picture of a cat could be *cat* or *black cat* or *a fat cat*. It is different from a sentence because it does not make sense without the picture.

### **Practical Activity 4: How are the expectations of learners in writing a caption different in EFAL and HL?**

**Ask the participants to:**

- **Read** the following activity descriptions:
  - **Home Language Grade 1 Term 2 Lesson plan:** Week 1, Day 5 Activity 3
  - **EFAL Grade 1 Term 2 EFAL Lesson plan:** Week 1 Day 5 Activity 3.
- **Discuss** with 2 participants next to them the difference between what is expected in HL and in EFAL. (In EFAL the teacher gives more help than in HL; the learners copy a word from the board but in HL the learners write a word or words on their own; there is direct language teaching as well as writing in EFAL)

### ❖ Sentences

### **Practical Activity 5: Explaining what a sentence is**

Ask participants to:

- Write down their ideas on how they would explain a sentence to learners.

After the participants have written down their ideas, ask a few to share them with the group, noting the main ideas on the flipchart.

Then emphasise that a very important characteristic of sentences is that they have meaning, and that children need to understand this. You could say: **Sentences have meaning. It is very important that this is explained to learners when they first write sentences.** Offer the following explanation, which makes this clear.

### Teachers could say something like this:

*I am going to say a sentence and I want you to see if you can imagine/see in your head what I am saying. The cat sits. When I said the cat sits could you see the cat sitting? All sentences have meaning. The person who is reading your sentence should be able to see what you have written. All sentences also have doing words in them. These are words that tells us that someone or something is doing something. When you write a sentence it must make sense. Somebody reading must be able to understand it, must be able to see what you are saying. And it must have a doing word in it. All sentences begin with a capital letter and end with a full stop. (Learners learn later about ending sentences with question marks and exclamation marks.)*

Ask a few participants to say if anything has been added to their own way of explaining what a sentence is by this suggestion, and there is anything else they think it should include. (You could have it written up on the flipchart in advance for them to refer to)

### Follow up input

Children need **lots of practise** writing sentences about different topics. In Grade 1 Term 1 they practise writing short sentences. Learners can write sentences of 3 or 4 words. For example: The cat runs; the man talked; I eat a banana.

### ❖ Paragraphs

#### Practical Activity 6: Explaining what a paragraph is

Ask participants to:

- Write down their ideas on how they would explain a paragraph to learners.

After the participants have written down their ideas, ask a few to share them with the group, noting the main ideas on the flipchart.

End this session by saying: **Paragraph** writing needs to be explicitly taught.

Offer a possible way of explaining what a paragraph is: **Teachers could say:**

*Paragraphs are made up of a number of different sentences. Each paragraph is about one main idea. For example my first paragraph could be about **where** I went on holiday. This means all the sentences need to be telling the reader about where I went not about what I did on holiday. What I did on holiday will be written in the next paragraph.*

Ask a few participants to say if anything has been added to their own way of explaining what a paragraph is by this suggestion, and there is anything else they think it should include. (You could have it written up on the flipchart in advance for them to refer to)

## ❖ Stories

### Practical Activity 7: Explaining what a story is

Ask participants to:

- Write down their ideas on how they would explain a story to learners.

After the participants have written down their ideas, ask a few to share them with the group, noting the main ideas on the flipchart.

After the participants have written down their ideas and a few have shared their ideas, emphasise that learners need to know how a story must be structured. Offer the following way of explaining what a paragraph is, that includes this important point: **Teachers could say:**

*Every story has a beginning, middle and an end to it. The beginning introduces the event, the middle tells us more about the event and the end finishes the story. Each section has at least one paragraph telling what happened in this part of the story. A paragraph has one main idea, which is described in two or more sentences. For example, the beginning of this story is told in one paragraph; the middle is told in one paragraph and the end of the story is told in one paragraph.*

- Tell participants that It is often useful to read a story to learners and then show them the beginning, middle and end. This gives them an actual experience of a beginning, middle and an end to a story and how sentences are written in each paragraph. This has been done in **Grade 3 Term 2 lesson plans in Week 2 Day 3 Activity 3.** (This lesson is in the participants' guide – let participants have a look at it.)

## 2b. Making writing more interesting

As well as learning how to structure their writing, as discussed above, learners also need to learn ways of making their writing interesting. Here are some ideas about what can be done:

- When they write sentences they must from the beginning be encouraged **not to begin each sentence with the same word** e.g. I. Different ways to begin sentences must be modelled for them. Write 5 sentences on the board and begin each sentence with a different word to show the children how sentences begin with different words. Point out the beginning of sentences to learners when you are reading stories in Shared Reading. Tell them that this sentences began with Father and the next sentence began with a teddy bear and the sentence on page 6 began with a tall man. You can also bring their attention to this in Group Guided Reading lessons.
- Once learners can write sentences encourage them to **use different verbs**. For example instead of writing *went* asked them to think of another word that they could use in the sentence they are writing. Using different verbs in stories is also very important. Have a mind map of different words that can be used for a verb in your classroom. For example: said – replied, mumbled, answered, murmured, whispered, responded, exclaimed, mentioned.
- Remind learners to use adjectives and adverbs – describing words to make their stories and paragraphs more interesting. Again it is useful to point out good adjectives and adverbs in Shared reading and GGR lessons. Write up different adjectives and adverbs that can be used and leave it stuck up in your classroom. Learners can then refer to it when they are writing.

## 2c. Some strategies for helping learners learn to write

### ❖ Provide a writing frame

Writing frames help learners to understand how to write sentences, paragraphs and stories. This is because the learner does not have to think of everything themselves but are given guidance in how to think about what to do in various ways – such what words to begin sentences or paragraphs with; a sentence with gaps in it that they must fill; the topic sentence for a series of paragraphs.

## Practical Activity 8: Consider an example of a writing frame

Ask participants to:

- **Refer to:** HL Grade 2 term 2 Lesson plan: Week 2 Day 3 Activity 4.
- **Read** the activity description
- **Discuss** the following question with 2 other participants: How will this writing frame help develop learners' writing skills?

Ask a few groups to report back on their answers and ideas.

### ❖ Encourage self-editing as part of the writing process

**Input:**

- It is very important that learners develop the habit of editing their work from an early age. When they write a sentence you can get them to check their sentence before they hand in their work. Tell them what to check for: Does the sentence make sense? Have they used a capital letter at the beginning and a full stop at the end? Are there any spelling mistakes? If there are they must try to correct them. After learners have drafted a paragraph or story they must have an opportunity to edit their work.
- **Editing list:** Talk to learners about an editing list and remind them of this when they are editing their work. **For example Grade 3 Term 2 Week 2 Day 5 Activity 3:**
  - 1. Sentences must make sense.
    2. Spelling
    3. Punctuation – capital letters, full stops, commas, exclamation marks
    4. Adjectives and adverbs
- You need explain to learners how to edit their work using a list like this. One way to do this is shown in the lesson plan (same week, day and activity as above):

*First you must read your story to see if it makes sense. Read exactly what you have written word for word. If a sentence does not make sense correct it using a different colour. Next look at each word and make sure it has been spelt correctly. Write the correct spelling of the word above the word. If you are not sure come and ask me but you must try to correct the word first yourself. Then correct the punctuation – full stops, capital letters, commas and exclamation marks. Finally, have you used adjectives and adverbs? If not try to add them.*

### ❖ Provide regular and specific feedback

After learners have written sentences, paragraphs or stories it is very important to give them **feedback**. Tell them what was good about their writing and how they could improve. Feedback needs to be specific. For example: Well done, you began each sentence with a different word. Next time I want you to try to write sentences with 4 or 5 words not just 3. Don't say general things like *make it more interesting*. Rather say 'go back and add three adjectives and think of a different word to use for went and walked'. It is important to set concrete, reasonable and achievable goals for each learner.

### **Practical: Activity 9: Explore ways of giving feedback**

Ask participants to:

- Look at HL Grade 1 Term 2 lesson plans - Week 2, Day 5, Activity 3.
  - Discuss what kind of feedback they could give once learners have completed this activity.
- Discuss in groups other examples of specific not general feedback that can be given to learners when they write sentences, paragraphs and stories.
- Ask a few groups to report back on their feedback suggestions.

### **3. Concluding/summarising input**

- Writing needs to be explicitly taught.
- Learners need to learn how to structure their sentences, paragraphs and stories.
- They need to learn how to make their writing more interesting – such as by using a variety of verbs, different ways of starting a sentence, and a variety of adjectives and adverbs.
- They need to learn how to edit their own work.
- Providing a writing frame is a good way to help learners learn to write.
- Specific feedback is essential. Learners should also make corrections to their work after they have had feedback.
- Don't miss any writing lessons in the lesson plans. Learners need many different opportunities to write and get feedback. The more they write the better writers they will become. This is why there is lots of writing practise in the CAPS and in the lesson plans. Each writing lesson must be completed, marked and feedback given. This will help the learners complete the writing tasks in the ANAs.

<b>TIME</b>	5 minutes – or more if time allows
<b>GUIDE</b>	<ul style="list-style-type: none"><li>• Ask the HoDs if there are any questions, or any comments they want to make about the toolkit as a whole - the lesson plans, the printable resources in the lesson plans, the trackers, reading books and posters. Jot down the key point made.</li><li>• Remind them that they must take what they have learnt back to their teachers. Give them a copy of the facilitators' guide to help them do this.</li><li>• Thank them for attending.</li></ul>