



2018 TRAINING WORKSHOP NO.1
ISIZULU HL & EFAL



FOUNDATION PHASE



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase
Just-in-Time Training Workshop
2018: No.1**

Facilitator's Guide

**isiZulu Home Language
and
EFAL**



Jika iMfundo
what I do matters

Endorsed by:



Programme

Number	Session Name	Time Guide
1	Session 1: Introduction	5 min
2	Session 2: Feedback on the use of Languages' Toolkits	30 min
3	Session 3: Group Guided Reading	1 h 50 min
4	Session 4: EFAL Phonics	2h 30 min
5	Session 5: Closure	5 min
Total Working Time:		5 hours

CHECKLIST OF ITEMS THAT ARE NEEDED FOR THIS WORKSHOP

NO.	HANDOUTS IN ORDER OF USE:	TOTAL NUMBER	CHECK
1	Facilitators' Guide	1	
OTHER ITEMS			
2	Flashcards: kanzima, Uphi, uZinzi; new, Sally, bike (1 of each word)	1 of each word	
3	Copy of Reading sheets: Homework look-and-say words	1	
4	Readers: Uphi uZinzi ; Sally's New Bike; Big books–Too Small, Fruit For the Class	Uphi uZini? (8) Sally's New Bike; Too Small; Fruit for the Class (1)	
5	Notebook, pencil/pen	1	
6	Flip chart paper and stand	1	
7	Flashcards – ai, ay	1 of each	
8	EFAL CD; laptop/CD player/speakers	1 of each	
9	A4 Paper, pens/pencils (participants)	Need 3 pieces but can bring any amount	

SESSION 1: Introduction

TIME GUIDE	5 minutes
<ul style="list-style-type: none"> • Give each participant a handout at registration. • Welcome the participants. • Explain the following: <ul style="list-style-type: none"> ○ The first session is a feedback session in which you get an opportunity to raise any concerns or issues that you have with regard to the lesson plans. 	

- The second session focusses on practising the methodology used for Group Guided Reading in isiZulu and EFAL.
- The third session focusses on practising the EFAL phonic sounds. These will be practised as individual sounds and then when reading and spelling. Some Term 2 lessons will be demonstrated.

SESSION 2: FEEDBACK ON THE USE OF THE LANGUAGES' TOOLKITS

TIME GUIDE	30 minutes
RESOURCES	Facilitators' guide

Purpose of this session:

- to address any concerns participants have with content and use of the languages toolkits

Facilitator Input: You have used the lesson plans and planners and trackers for Term 1. We would like to hear any questions, concerns or issues that you have found in using them so that if possible we can answer them and/or come to a solution together.

- **Activity 1 (5 minutes):** Discuss with the person sitting next to you any questions, issues or concerns that you have with the lesson plans and trackers and planners. Please don't raise issues about delivery of materials, number of readers etc. but rather specific things to do with lesson plans and planners and trackers.
- **Activity 2 (25 minutes):** Take feedback from as many pairs as possible and then address their concerns or questions. If possible address the issue immediately after it has been raised.

SESSION 3: GROUP GUIDED READING

TIME GUIDE	110 minutes
RESOURCES	Facilitators: Flashcards: kanzima, Uphi, uZinzi; new, Sally, bike (1 of each word) Sally's New Bike book (1); Uphi uZinzi? books (8) note book (1); pen/pencil (1); Facilitators' guide (1)

Purposes of this session:

This is a practical session in which it is hoped that participants will

- Gain clarity about the two kinds of GGR lessons and the purposes of each
- Gain confidence in managing both types of GGR lessons
- Develop their ability to support learners' reading skills in the GGR lessons

Facilitator Input (5 minutes):

Group guided reading lessons happen several times a week. These lessons offer an important opportunity for you to work with individual learners, to assess their reading skills, to help them improve and to reflect on how to improve your own practices related to teaching reading. It is really important that you follow the methodology in the lesson plans, and do not try to teach reading to the whole class together. With practise, you will find that managing the class and working with small groups one at a time is not as daunting a task as it might seem.

At the beginning of the year Grade 2 and 3 learners are put into ability groups according to their reading level. In Grade 1 this can't be done at the beginning of the year as learners cannot yet read. However, by the beginning of Term 2 the teacher should be able to allocate learners to groups on the basis of their reading proficiency. The teacher should move learners to a different group when she feels that it is necessary because their reading and comprehension skills have improved faster/more than those of the rest of their group. Not all learners will be moved from the group they were put in at the beginning of the year but some learners should move groups. This is especially the case in Term 3 and 4. A few learners who are in the weak ability groups should by Term 3 be able to move to one of the average groups. A few learners who are in the average ability groups should by Term 3 be able to move to one of the strong groups. Or the whole group may be reading a lot better and therefore no-one needs to move.

Remind participants that there are two kinds of GGR lessons – the preparation for GGR, and the lessons where learners read a book in small groups. Tell them that you will discuss and demonstrate each of these in turn. They will also get an opportunity to work in a small group to practise the two different kinds of GGR lessons.

Preparation for GGR (40 minutes)**Facilitator input (5 minutes)**

- In both the EFAL and HL lesson plans there is one session called *Preparation for GGR* the first time a new book is introduced.
- In this session:
 - The teacher works with the whole class.
 - She reads the whole book so that learners hear the whole story, and are encouraged to want to read it for themselves.
 - She uses flashcards to teach learners the look-and-say words. Remember, look-and-say words are words that have phonic sounds in them that have as yet not been learnt or, in English, that can't be sounded out. This means that learners can't decode these words and have to remember them using their visual memories. If they learn them first, they will manage the

reading activity better.

- The guidelines for teaching this lesson are given in the methodology guidelines in the *About the lesson plans* section of the lesson plans.
- **Activity 3: Facilitator Demonstration: How to teach look and say words.** (15 minutes)
 - ❖ Use the three words (kanzima, Uphi, uZinzi) from the reader *Uphi UZinzi?* Demonstrate how to teach these - follow carefully the steps given in the Lesson Plan and reproduced below.
 - ❖ **Preparation for Group Guided Reading: Learning look-and-say words**
 - Settle the learners so that you have their attention.
 - Read the reader to the class.
 - Explain that you are going to teach learners how to read a number of words. Once they know how to read enough words, they will be able to read a book, so they must pay close attention.
 - Hold up one flashcard at a time and clearly say the word twice, while learners look and listen.
 - Ask if the learners know what the word means. Get them to show their understanding through using an action or by explaining the meaning. If possible, show learners the real object or a picture of the flashcard word.
 - Learners now read the word – you can ask the whole class, different groups of learners or individual learners to read the word.
 - Introduce the next word in exactly the same manner.
 - Flash between the two words, asking different learners to read the words.
 - Continue in the same way until all the words for the lesson have been covered.
 - Tell the learners to take out their reading sheets or to open their homework books at the reading sheets.
 - Learners must use **one colour** to tick or circle the words that they have learnt to read.
 - For homework, they must practise reading these words aloud to someone at home or in their community.
 - **Question:** Here (show the words) are three of the look-and-say words from Grade 3 EFAL Sally's New Bike. Do I use the same method to teach these words or a different method? (same method)
- **Activity 4: Participants practise** (20 minutes)
 - Participants in their groups practise teaching look-and-say words.
 - Walk around and help. Make sure it is being done as the methodology says.

Small Group Reading (40 minutes)

Facilitator Input: (5 minutes)

- At the beginning of the year learners are put into ability groups according to their reading level. The teacher should move learners to a different group when she feels that it is necessary because their reading and comprehension skills have improved.

- A small group of learners comes to read with the teacher while the rest of the class is completing a writing activity. The learners in the group read one at a time to the group. This means that the teacher can listen to each child read and answer the comprehension questions, enabling her to support and assess their reading. She can do this without continually having to monitor the other learners because they are busy with a constructive task.
- The comprehension questions are provided at the beginning of each week in IsiZulu and in the GGR block in EFAL. It is very important to ask questions to check that learners are understanding what they are reading - decoding the words and learning look-and-say words is not enough.

➤ **Activity 5: Facilitator demonstration - how to manage a small group reading activity (15 minutes)**

Demonstrate: Ask the learners to write sentences with the flashcard words that can be found on their Homework sheet while a small group reads with the teacher.

- Pretend that the whole group are learners and give them the instructions about the flashcard word writing activity.
- Then use the front group closest to you as the GGR group. DO NOT spend more than 15 mins on the group work.
- Give the learners their books (if you don't have books make copies of page 5 from the resources section) and ask them to turn to page 5 in *Uphi uZinzi?*
- Each learner should read 2 sentences.
- Make sure you ask them a comprehension question.

Try to demonstrate decoding of words and helping them to remember their look-and-say words.

Remember to write a few notes at the end of the reading session. Your notes should be about whether or not the learner can read the two sentences fluently; did s/he know the look-and-say words; did s/he try to decode any word s/he did not know; did s/he use the punctuation marks correctly; could s/he answer the comprehension question correctly. Before listening to the group, decide which two or three of the above you will focus on and write notes about. You should also refer back to these notes to make sure that learners are developing their reading skills and becoming competent readers which is what covering the curriculum for reading in the FP means. The learners are expected to be competent readers in both isiZulu and EFAL by the end of Grade 3. Managing GGR lessons is not enough – the learners' achievement must be monitored and supported - if most learners in your class can't read at the end of the term, the curriculum has not been covered even if every lesson has been taught and signed off in the planner and tracker.

Question: When I call Group 3 to come and read Sally's New Bike (show the book) do I use the same

method or a different one? (same)

➤ **Activity 6: Participants' demonstration (20 minutes)**

Participants practise teaching the small group reading activity.

Walk around and help. Make sure it is being done as the methodology says.

➤ **Activity 7: Questions (10 minutes)**

Take any questions. Make sure that participants understand how the 2 parts of GGR are taught. (10 minutes)

Facilitator Input and Activity – How to help learners develop their reading skills in GGR groups (20 minutes)

It is important to encourage learners to decode (sound out words), hence the necessity for them to know all letter-sound relationships; to remember the 'look and say' words; to understanding the vocabulary that they are reading; to read with understanding and to read fluently – not too fast and not too slowly. Reading too fast or too slowly hampers comprehension. If learners don't understand the vocabulary in the passage they won't understand what they are reading.

➤ **Activity 8: Helping learners to read**

Ask the participants to take a few minutes on their own to think about how they have helped learners to improve their reading and comprehension skills in the GGR sessions – the strategies they as teachers have used to help learners to decode better, to learn their 'look and say' words, to read more fluently and to understand what they have read. Give the participants about 10 minutes to share these strategies in their group. They must then decide on two strategies that they found useful to share with the larger group. For the last 10 minutes get feedback from the whole group.

Facilitator conclusion: When we are listening to learners read in their groups it is important to see these sessions as times when we can help children to improve their reading as this is the time when we work with learners individually. We need to help the individual learner with whatever challenge s/he is experiencing e.g. with sounding out words and make sure that s/he knows that reading is not just about decoding skills and fluency but also about understanding what s/he reads. We must also be continually assessing learners to help us work out how to help them and why some learners may not be progressing at the rate that we expect them to. Assessment also helps us to think about which learners could move to a different group as this will also help their confidence if they see that they are being moved to a better group because they have put effort into developing their reading and comprehension skills. It can also motivate some learners to practise their look-and-say words and reading.

SESSION 2: EFAL PHONICS

TIME GUIDE	2 hours 30 minutes
RESOURCES	Graded reader – Look at the Animals; Big book – Too Small; Fruit For the Class; Flashcards – r, v, ai, ay;

Introduction

The purposes of this session are to

- ❖ Deepen participants understanding of the importance of teaching and learning phonics
- ❖ Highlight some of the key aspects of phonics in EFAL that learners learn in the FP
- ❖ Develop participants' understanding of the methodology in the lesson plans and develop their confidence in following the lesson activity steps.

In this session we will practise EFAL phonics, have some of the lessons in the lesson plans demonstrated and practise decoding (sounding out) words in reading and spelling. We will be practising decoding EFAL phonics, but decoding of words for reading and spelling must also be encouraged in HL.

Facilitator Input (10 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 others 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. This is called analysis (breaking words into sounds and syllables) and synthesis (building words from sounds). For reading and spelling these two processes need to be done at almost the same time.

For example: **made** – when we break the word into its sounds (analysis) we say: **m A d**; when we build the word from the sounds (synthesis) **m A d** we get the word **made**. If children can't automatically read the word **made** they need to be able to break the word into the sounds and then blend the sounds to form the word. In the lesson plans any capital written in the middle of the word represents the long sound or the name of the letter.

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. They also need to know some of the 'rules' of phonics, such as with **made** they need to know that the silent e at the end of the word makes the a sound say **A**.

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. 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.

➤ **Activity 9 (20 minutes): Assessment and comments**

First we are going to write an assessment. I am going to say some English sounds and words and I want you to write down what I say. 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.

- bed
- ch
- fin
- a
- leave
- bird
- i
- th
- work
- faint
- bird The bird flies. Bird
- a the sound in the middle of bat

Write the correct words/sounds on the flip chart paper next to the correct number.

Comments

Ask participants to tell the group which words/sounds they found difficult and why. Also discuss number 11 and 12 and why these were easier for people to spell correctly. Sentences gave them a context, they drew on their knowledge of English which gave meaning to the word. In Grade 2 and 3 teachers can use this method to help learners – 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.

➤ **Activity 10 (35 minutes): Practise phonic 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. Remember to use the EFAL Phonics CD to practice the sounds. You could also record yourself saying the sound and compare this to the CD.

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

Consonant digraphs: sh (shop), ch (chop), th (thin), ng (sing), ck (block), qu (quiet)

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)

- Point out that the sounds in the long vowel/diphthong words sound the same but are spelt/written differently e.g. made, brain and play. They all have the A sound but the A is written differently in each word.

How to practise:

- Write the sound on flip chart paper.
- Say the sound correctly yourself; say word or words that have the sound; say the sound again.
- Ask the whole group to say the sound. Listen carefully to make sure that the sound is being said correctly by the group.
- Ask the whole group to say the words after you. Listen carefully to make sure that the words are being said correctly by the group.
- Ask smaller groups to say the sound.
- Ask individuals to say the sound.
- Ask participants to practise in their groups and to listen to each other and correct each other.
- Walk around and help any group or participant who is experiencing difficulty saying the sounds correctly.
- Play the section of the CD: Short Vowels for participants to hear how they practise the sounds with fellow teachers.

➤ **Activity 11 (20 minutes): Breaking words into their phonic sounds**

Ask the participants to break the words you say 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. Remember not to write any of the words. The participants must just hear the word and then break it into sounds.

Words: fat; bin; bet; pot; cup; ship; long; chip; then; quick; spade; brain; spray; dream; sleep; plenty; spine; fight; pie; cry; bone; boat; blow; flute; flew; clue; crash; bunch; quack.

Remind the participants that this skill is practised in most phonic lessons when sounds are taught.

Facilitator 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\ on the board in different colours – yellow \a\ is English; white \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\.
- Ask different learners to say the two \a\.
- Make sure the pronunciation is correct.
- Can be practised as a class, groups of learners or with individuals.

➤ **Activity 12 (1 hour): Term 2 phonic lessons**

- **Grade 1:** In Grade 1 Term 2 during phonic lessons learners begin to identify different initial sounds in words; identify some rhyming words; clap out syllables in words and segment sentences into individual words. One of these skills will be practised. In Grade 1 learners listen to the sounds; they don't read or write the sounds. In Grade 1 it is important that they can identify, read and write the sounds in isiZulu.

Remember that in Shared Reading lessons it is important to decode (sound out) some words so that learners begin to hear how to analyse and synthesize words. Demonstrate this by using the Big Book *Too Small pages 2 and 3* or the pages 2 and 3 that are in the Resources at the end of this handout. Read: M-o-m (Mom), calls Lebo. Come a-n-d (and) look. Th-E-s (these) clothes are all too small f-or (for) me. L-e-t (let) me s-E (see) says M-o-m (Mom).

- Tell the participants that you have demonstrated sounding out a number of words but when teachers

do this with learners they should only sound out 2 per page so that learners can follow the story.

- **Activity 12 (a)** (10 minutes): Demonstrate the following bullet points from Grade 1 Term 2 Week 3 Day 4 Activity 1 to the participants. This is a Shared Reading lesson using the Big Book *Fruit for the class*. Explain to them that you will be the teacher and they must be the learners. This activity focuses on learners beginning to identify different initial sounds in words. Don't write the letters when you do this lesson.
 - Point to the boy on page 2. Say: **pineapples**. Say **pineapples** again, but this time emphasise the **p** at the beginning of **pineapples**.
 - Ask: **Did you hear the p at the beginning of pineapples?** Say: **pineapples starts/begins with p.**
 - Point to the pineapples again. Say: **pineapples**. Ask the learners what sound they hear at the beginning of **pineapples**? They say **p**. Choose a few individual learners and ask them.
 - Follow the same procedure for: **pear**. It begins with **p**.
 - Follow the same procedure for: **oranges**. It begins with **o**.
 - Follow the same procedure for: **bananas, peaches, paw-paws, naartjies** and **apples**. **Bananas** begin with **b**; **peaches** begin with **p**; **paw-paws** begin with **p**; **naartjies** begin with **n** and **apples** begin with **a**.
- **Grade 2:** In Grade 2 Term 2 during phonic lessons learners identify letter-sound relationships of all single letters, recognise common endings in words; build up and break down simple words with a single consonant into onset and rime and distinguish aurally between long and short vowels. One of these skills will be practised.
- **Activity 12 (b) (10 minutes):** Demonstrate the following bullet points from Grade 2 Term 2 Week 5 Day 2 Activity 1 to the participants. Explain to them that you will be the teacher and they must be the learners. This lesson focuses on building up and breaking down simple words beginning with a single consonant into onset and rime.
 - Settle the class so that you have their attention. They should have their homework books on their desks.
 - Write the following words on the board: **mat, sat, bat, cat, rat.**
 - Ask the learners to look at the words and tell you what all the words have; what is the same? They all have **-at**.
 - Rewrite the words separating the first consonant from the rhyming part of the word: **m-at; s-at; b-at; c-at; f-at; r-at**. Tell the learners that you are writing the first letter separate from the part that is the same.
 - Ask again: **What is the same in all these words?**
 - Learners answer: **The words all end with -at.**
 - Ask: **What is different in all these words?**
 - Learners answer: The beginning letter/sound is different.
 - Say: **These are rhyming words – they all end with the same sound.**
- Follow the same procedure with the following words. Ask individual learners to come and break the words into consonant and rime, i.e. separate the part that is different from the parts that are the same in each word in the list.

- sit, hit, bit; s-it; h-it; b-it
 - pot, lot, not p-ot; l-ot; n-ot
 - bed, red, fed b-ed; r-ed; f-ed
 - cut, nut, hut c-ut; n-ut; h-ut.
- **Grade 3:** In Grade 3 Term 2 during phonic lessons learners recognise at least three new vowel digraphs, recognise silent 'e' in words, build and sound out words using sounds learnt, uses consonant blends to build up and break down words, recognises known rhyming words and distinguishes between long and short vowels. A few of these skills will be practised.
- **Activity 12 (c) (10 minutes):** Demonstrate the following bullet points from Grade 3 Term 2 Week 5 Day 2 Activity 1 with the participants. Explain to them that you will be the teacher and they must be the learners. This lesson focuses on recognising the silent **e** in words, building and sounding out words using sounds learnt and recognising known rhyming words.
- Settle the class so that you have their attention.
 - Say: **The A sound has a number of ways that it can be written. Listen to these words. They all have the A sound in them but they are written differently: made, train, play.**
 - Tell the learners to listen to the sounds in the words. Sound out: **m-A-d (e); t-r-A (ai)-n; p-l-A (ay).**
 - Say: **First we will learn the A sound with the silent e.**
 - Write the word **mad** on the board. Ask the learners to read it.
 - Write **made** underneath it.
 - Point to **e** at the end of *made* and tell the learners that the e makes a sound change to **A** sound.
 - Do the following examples with the learners, showing them how the **e** changes the sound **a** to **A**: **cake, spade, grapes, taste.**
 - Show the learners the picture or real object so that they understand the meaning of the words.
 - Break the words into their sounds with the learners, e.g. **c-A-k(e); s-p-A-d(e); m-A-d(e);**
 - Write the words on the board: **made, cake, spade, grapes, taste.**
 - Ask individual learners to break the words into their sounds.
 - Show the learners the words that rhyme, i.e. words that end with the same sounds: **spade** and **made.**
 - Ask if any learner can give another word that rhymes with any of these words, e.g. **cake.**
- **Activity 12 (d) (10 minutes):** Demonstrate the following bullet points from Grade 3 Term 2 Week 6 Day 2 Activity 1 to the participants. Explain to them that you will be the teacher and they must be the learners. This lesson focuses on recognising vowel digraphs (ai, ay), building and sounding out words using sounds learnt and recognising known rhyming words.
- Settle the learners so that they are facing the front and listening to you.
 - Show them the **ai** flashcard and tell them that these two letters say **A**
 - Tell them to listen for the **A** sound in these words: **rain, brain, drain, paint.**
 - Say the words again and sound them out: **r-ai-n; d-r-ai-n; p-ai-n-t, b-r-ai-n.**

- Write the words on the board: **rain, brain, paint, drain.**
- Tell the learners to sound out the words, e.g. **r-ai (A)-n; b-r-ai (A)-n; p-ai (A)-n-t; d-r-ai (A)-n**
- Follow the same procedure with **ay**.
- Show them the **ay** flashcard and tell them that these two letters say **A**.
- Tell them to listen for the **A** sound in these words: **play, clay, spray.**
- Say the words again and sound them out: **p-l-A (ay); c-l-A (ay); s-p-r-A (ay).**
- Write the words on the board: **play, clay, spray.**
- Tell the learners to sound out the words.
- Show the learners the words that rhyme, i.e. words that end with the same sounds: **rain and drain** and **play, clay, spray.**

➤ **Activity 13 (20 minutes): Sounding out (decoding) words when reading**

Ask the participants to find the passage from, *Look at the animals* in the resources section. In their groups they must take it in turn to read two lines from the page. Any word that is a phonic word they must sound out and then say the word. Some words e.g. the they can just read without sounding them out.

Facilitator: Points to make after this activity: 98% of the words in this book can be sounded out once the learners know their phonic sounds. This is why it is so important to teach the English phonic sounds to the learners. It means that they can work out unknown words themselves. Learners who have difficulty with reading can also be helped this way. Many learners who have difficulty reading are having difficulty because they don't know the sounds of the language and therefore can't decode the words. This is the same for HL.

➤ **Activity 14 (20 minutes): Sounding out (decoding) words when spelling**

Give the participants a piece of paper and tell them that you are going to give them a few words to write. Tell them that you will say a word e.g. cloth. Before they write the word they must sound it out and write down the letter or letters that correspond to that sound. Demonstrate cloth for the participants. Sound out *cloth* – **c-l-o-th** and as you say one sound write it on the flip chart paper. Say the following words to the participants. Make sure that they are sounding out words before they write them.

Words: crash, song, drug, pond, pin, paint, freeze, peg, spray, dream, plenty, dam, flake, sleep.

In the lesson plans the different ways of writing the long sounds are taught e.g. ee and ea are both Long E sounds but are written differently.

Facilitator: Points to make after this activity: If learners learn the correct letter sound relationships and to sound out words before writing them down they will make fewer spelling mistakes. Learners will also write words that if sounded out will most likely be the word that they are trying to write. For example: the learner wants to write brain but is not sure of the spelling. If he knows that the 2 most likely ways the long A is written is a...e or ai he will either write brane or brain. Whichever he writes you will know what word he

is trying to write. This is why it is so important to teach the English phonic sounds to the learners. It means that they can work out how to spell unknown words themselves. Learners who have difficulty with spelling can also be helped this way. Many learners who have difficulty spelling are having difficulty because they don't know the sounds of the language and therefore will write any letters. Once they know what combination of letters can be used for a sound it is easier to choose the correct combination of letters. It is important to praise learners who write a combination of letters that can be used for a sound even when it is the wrong combination e.g. brane for brain. However, the correct way of writing the word must be pointed out to them and they must correct their spelling of the word e.g. brain not brane.

When learners are learning the words given to them for homework they can use the following method: look-say-cover-write-check.

For example: *brain*

- Look at the word *brain* in your homework book
- Cover the word *brain* with a piece of paper
- Write the word *brain*
- Check the word *brain* that you have written

If the word has been written correctly the learner can move onto the next word. If the word is incorrect repeat the process. This method can be used for EFAL and HL.

Conclusion by facilitator: I hope that it is now easier for you to say the English phonic sounds and that you understand why it is important for reading and spelling for the learners to know all the English letter sound relationships. When most of your learners can tell you the sound that a letter or a combination of letters make and use this knowledge when they are reading, spelling and writing sentences you will have properly covered the curriculum because what you have taught the learners have retained and are using. The Foundation Phase curriculum is teaching skills to learners that they need to be able to use in reading, spelling and written language for the rest of their lives. Covering the curriculum means that the learners have learnt the skills you taught and have integrated them into reading and writing.

SESSION 4: Closure

TIME GUIDE	5 minutes
RESOURCES	
	<ul style="list-style-type: none"> • Ask the participants if there are any questions. • Thank them for attending.

RESOURCES**FOR: GGR: Activity 5**

Uphi uZinzi? page 5

Izisebenzi zomile.

Zisebenze kanzima.

Kushisa kakhulu.

‘Uphi uZinzi?’ ziyabuza.

Comprehension question:

Yisiphi isizathu esenze ukuthi uZinzi ayofuna amanzi? (ukushisa kwelanga/izisebenzi bezomile)

Reading sheets: Homework look-and-say words

Grade: 2

Term: 1

Home Language: isiZulu

Read from left to right / Funda usuke kwesokunxele uye kwesokudla →

nginguZinzi	bengiyofuna	amanzi
kuyashisa	izisebenzi	ukuphuza
zisebenze	kanzima	uphi
uZinzi	namanzi	bekushisa
umsebenzi	onzima	sidlala
sizodlala	nizozifihla	zifihleni
bayazifihla	ngumdlalo	omnandi
uzifihle	siyodla	okumnandi
besidlala	umdlalo	wahluleka
ngolunye	uLwazi	izinyo
ukwazi	umfanekiso	wenyoka
encwadini	yolwazi	ubhekisisa
welulwane	uBhekile	bhekani
liphukile	bhola	uKubheka
phela	libhekeni	uNgema

FOR: EFAL PHONICS: ACTIVITY 13**TOO SMALL: pages 2 and 3**

‘Mom,’ calls Lebo.

‘Come and look. These clothes are all too small for me!’

‘Let me see,’ says Mom.

FOR: EFAL PHONICS: ACTIVITY 15**LOOK AT THE ANIMALS – entire text**

Look at the animals.

The cow says, ‘Moo.’

The goat says, ‘Meh, meh.’

The horse says, ‘Neigh.’

The pig says, ‘Grunt.’

The chicken says, ‘Cluck.’

The dog says, ‘Woof.’

The farmer says, ‘Shhh!’

FOR: EFAL PHONICS: ACTIVITY 14 (d)

ai

ay

kanzima

uphi

uZinzi

FLASHCARD TEMPLATES: Look-and-say words

new

Sally

bike