



2018 TRAINING WORKSHOP NO.2  
**ISIZULU HL & EFAL**



**FOUNDATION PHASE**



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase  
Just-in-Time Training Workshop  
2018: No.2**

**Facilitator's Guide**

**isiZulu Home Language  
and  
EFAL**



**Jika iMfundo**  
what I do matters

Endorsed by:



## Programme

Session Name	Time Guide
Session 1: Introduction	5 min
Session 2: Theory of Writing	40 min
Session 3: The Writing Process	60 min
Session 4: An integrated approach to writing	120 min
Session 5: Writing a story, analysing learners' writing and deciding how to help	85 min
Session 6: Closure	5 min
<b>Total</b>	<b>5 hrs 15 m</b>

### THINGS YOU NEED FOR THIS WORKSHOP: CHECKLIST

NO.		TOTAL NUMBER	CHECK
1	Facilitator's Guide		
2	Participants' Handout		
3	Flip chart paper; kokis		
4	Paper for participants to write on		
5	Poster – <i>Under the sea</i>		

Introduction	
<b>TIME GUIDE</b>	5 minutes
<ul style="list-style-type: none"> <li>• Give each HoD a Participants' handout at registration.</li> <li>• Welcome the HoDs.</li> <li>• Explain the following:               <ul style="list-style-type: none"> <li>○ The workshop focuses on <b>Writing</b></li> <li>○ <b>The purposes of this workshop are to:</b> <ul style="list-style-type: none"> <li>○ develop teachers' understanding of the theory of writing, the writing process and the integrated approach to teaching/learning writing skills adopted in the lesson plans</li> <li>○ give teachers an experience of writing themselves</li> <li>○ give teachers an opportunity to analyse certain learners' writing and to consider ways to help these learners.</li> </ul> </li> </ul> </li> </ul>	

### ACTIVITY 1: WRITING THEORY

<b>TIME GUIDE</b>	40 minutes
<b>RESOURCES</b>	Participants' guide; Facilitators' guide
<p><b>Share experiences and reflections of teaching writing</b> <span style="float: right;"><b>20 minutes</b></span></p> <p><b>Activity 1 : Ask the participants to answer the following questions in their groups:</b></p> <ul style="list-style-type: none"> <li>○ Many learners' writing skills are poor. They experience difficulty writing sentences and paragraphs. What do you think could be causing this?</li> <li>○ Some teachers are not managing to complete the writing activities in the lesson plans. Why do you think this is?</li> <li>○ What do you have difficulty with in writing lessons?</li> </ul> <p>Ask a few participants to share what was said in their groups with the whole group.</p> <p><b>Conclude</b> this activity by telling the participants that the workshop will address some of these issues and help them to improve their learners' writing skills.</p>	
<p><b>Input</b> <span style="float: right;"><b>10 minutes</b></span></p> <ul style="list-style-type: none"> <li>• Writing is putting <b>language onto paper</b>. When we write we use vocabulary (words), sentences and the grammar of the language that we are writing in. There is a strong link between learners' speaking and writing skills. 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 repeatedly 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 <i>went</i> 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.</li> <li>• Learners need <b>explicit</b> 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.</li> <li>• <b>Feedback</b> 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 <i>positive</i> and <i>how to improve</i> 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.</li> <li>• It is important <b>with learners who have difficulty with the writing process</b> that teachers don't modify</li> </ul>	

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. If teachers ask the class to write 6 sentences they could ask learners with barriers to write 3 or 4 sentences. However, teachers must expect sentences that make sense, use verbs and punctuation correctly and if they have been asked to use a conjunction learners with barriers should make sure that at least 2 of their sentences contain conjunctions.

**Activity 2: Putting theory into practice – sharing ideas**

**10 minutes**

- Ask participants to talk in their groups about any new information that they have heard and how they think they could implement this in their teaching of writing.

**ACTIVITY 2: THE WRITING PROCESS**

<b>TIME GUIDE</b>	60 minutes
<b>RESOURCES</b>	Facilitator's guide; Participants' handout; flip chart paper; kokis

**Input: How writing develops from Grade 1 – Grade 3 and what the CAPS expects**

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.

**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.

**The different kinds of writing expected from learners according to the CAPS**

**Captions**

**Input:** Writing a **caption** means writing one 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 always make sense without the picture but it always tells

what the picture is about.

**Activity 3: Ask** the participants what they think the difference is between what is expected in HL and in EFAL. **5 minutes**

(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 e.g. if the caption drawing is a man and the word man is to be copied by the learners, the teacher needs to teach the vocabulary word *man* before the learners write it.)

### Sentences

**Input: Sentences** have meaning. It is very important that this is explained to learners when they first write sentences.

**Activity 4** **5 minutes**

- Ask two participants to tell the group how they would explain what a sentence is to learners.

**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.)*

**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

**Paragraph** writing needs to be explicitly taught.

**Activity 5** **5 minutes**

- Ask two participants to tell the group how they would explain what a paragraph is to learners.

**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. The order of the sentences in the paragraph*

*must also be in the correct logical sequence.*

### Stories

Learners need to know how a story must be structured.

### Activity 6

**5 minutes**

- Ask two participants to tell the group how they would explain what a story is to learners.
- **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.*

- 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**.

### 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 the list of good adjectives and adverbs stuck up in your classroom. Learners can then refer to this list when they are writing.

### Some strategies for helping learners learn to write

### Writing frames

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 is given guidance in how to think about what to do in various ways – such as what words to begin sentences or paragraphs with; they are given a sentence with gaps in it and they must fill in words that make the sentence make sense or the topic sentence for a series of paragraphs.

**Activity 7:** Ask participants to:

- **Discuss** the following question in your group: How do the following writing frames help develop learners' writing skills? **20 minutes**

----- runs to school.

First the ----- man ate a chocolate ..... and then he ..... ..

#### My Fishing Trip

On the week end I went fishing with my family. First I

When we arrived at the beach I took my fishing rod and bait to the edge of the sea. My father helped me

At the end of the day I helped put the fish in the cooler box. Then I

Ask a few groups to report back on their answers.

### Self-editing

- 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.
  - Sentences must make sense.
  - Spelling
  - Punctuation – capital letters, full stops, commas, exclamation marks
  - 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 plans:

*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 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.

### **Activity 8: Explore ways of giving feedback**

**10 minutes**

#### **Ask participants to:**

- Discuss in groups 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.

#### **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.

<b>TIME GUIDE</b>	120 minutes
<b>RESOURCES</b>	Facilitators' Guide; Participants' handout; flip chart paper; kokis; paper for participants

## Introduction

### An integrated approach to the teaching of writing skills

**Input:** Writing does not only happen in writing lessons. Learners are prepared for writing in other components – Shared Reading, Listening and Speaking and Phonics.

### Writing skills introduced in Shared Reading and Listening and Speaking

**Input:** In many **Shared Reading lessons** from Grade 1 to Grade 3 the important aspects of learning to write are pointed out to the learners and should also be **modelled** by teachers so that learners have an experience of what the teacher has pointed out or explained to them. These are:

- Sentences – learners are shown what a sentence is in a story. A sentence is made up of words and makes sense (we can understand it). Teachers can then read a sentence to the learners, thus modelling what a sentence is.
- Punctuation - at the beginning of Grade 1 they are shown that sentences begin with capital letters and end with full stops. Then question marks, exclamation marks, commas and speech marks are pointed out to the learners as they are expected to begin using these in their writing.
- Paragraphs are read in Shared Reading and then these are explained to the learners.
- When learners are expected to write a story with a beginning, middle and end a story is used to show them what a beginning, middle and end is. The fact that stories are written in a sequence from beginning to end is pointed out using examples from the passages read in Shared Reading. Learners are told that stories are not jumbled up but happen in a sequence. This is also reinforced in Listening and speaking lessons where learners are expected to tell stories in the correct sequence. Teachers tell a story in the correct sequence first so that the learners understand how to tell a story. Learners need to be able to tell a story in the correct sequence before they can write a story in the correct sequence.
- In Shared Reading lessons learners are not only told what sentences, punctuation, paragraphs and stories are but are also asked to tell the class what they are. You can **model** sentences for the learners by reading sentences to learners to show them what a sentence is once you have explained this.
- When adjectives, adverbs and conjunctions are learnt these must also be shown to learners when stories are read to them or they read with the teacher in Shared Reading lessons. The more learners become conscious of these when they are reading the more likely they are to use them when they are writing.

**Activity 9: Ask the participants to read 'Indaba kaMimi' in the resources' section in their**

### Participants' Handout in their groups and then practise the following:

- identify a **sentence** and one member of the group practices explaining to learners what a sentence is.
- a different member of the group identifies all **punctuation marks** in the story and practises explaining the use of these to learners.
- another member of the group identifies **two different paragraphs** in the story and practises explaining what a paragraph is to the learners.
- another group member identifies the **beginning, middle and end** of this story and practises explaining these to learners.
- another group member identifies any **adjectives, adverbs and/or conjunctions** in the story and practises explaining these to learners.

### Developing sentence writing skills in Phonics lessons

**Input:** In HL and EFAL phonics lessons learners are taught different sounds that are needed to be able to spell and write words. They are expected to learn a number of spelling words each week and write a spelling test using these words. Every week they also write sentences with these words. These sentences must contain the words given. These words must not be changed in any way by learners. The lesson plan methodology asks the learners to write their own sentences with the spelling words for the week. They should be writing between 3 - 7 sentences a week depending on their Grade and term.

**Activity 10: Write the following sentence *Umakoti ukhethe izimpelesi ezinhle kakhulu* on the flip chart paper. Ask the participants to copy this sentence.**

**Discussion:** Ask a different participant to tell the whole group what skills s/he needed when s/he copied this sentence. Make sure that the participant says that no thinking was involved, did not need to know the meaning of word, how to make a sentence, what a sentence is, what punctuation is needed – just had to copy.

**Activity 11: Write the following 2 words (*izimpiko, impophoma*) on the flip chart paper and ask the participants to write sentences with these words.**

Tell the participants to use these words as they are and not to change them. While they are writing the sentences ask them to think about what skills they needed to write the sentences.

**Discussion:** Ask one participant to tell the whole group what skills s/he needed in order to write the sentences. Add any of the following skills if the participant does not say them: needed to understand the meaning of the word; had to think about how to use this word in a sentence and know the vocabulary to make a sentence; needed to know what a sentence is and be able to make a meaningful sentence; needed to know that a sentence begins with a capital letter and ends with a full stop; needed to know how to spell the words that were used in the sentence.

**Input:** Summarize by saying the following: When learners write their own sentence they have to know the meaning of the word that they choose to write about; they have to think about what they can say about that word; they need to make the sentence make sense and they have to remember to begin with a capital letter and end with a full stop. If they just copy sentences from the board they are not getting this experience which is very important if they are to become competent writers. The more they practise

sentence writing the better they will become at writing sentences. Feedback from the teacher about their sentences is also very important so that they can improve their sentence writing. If learners are having difficulty starting sentences or using different words to begin sentences give them the words that they can begin the sentence with e.g. The boy .....; A puppy.... And then the learner can finish the sentence.

**Activity 12: Ask participants to discuss in their groups the following question:**

What feedback can be given to learners when you mark the sentences they have written in phonic lessons?

Ask a few participants to share what was said in their group with the whole group. Check that the following points are made:

- If the sentence does not make sense this must be shown to the learner;
- punctuation;
- correct spelling and copying of words;
- not always beginning sentences with the same words;
- not understanding the meaning of the word – the sentence must use the word correctly;
- Teachers need to explain any mistakes learners make to them so that they can learn from their mistakes; be encouraging and supportive.

**End this session** by emphasising the importance of showing the learners sentences, punctuation, paragraphs, adjectives, adverbs, conjunctions, sequence and beginning, middle and end in shared reading lessons. The more learners become conscious of these when they are reading or being read to the more likely they are to use them when they are writing. Also the more they practise, and the more you give feedback on their sentences, the better writers they will be. So remember not to write the sentences for the learners to copy in phonics lessons. However, you can **model** writing a sentence. Write a few sentences on the board using the phonic words and then read them to the learners This will help the learners to understand how to write a sentence and what you expect. Erase the sentences before the learners begin to write their own sentences. You don't want any learner copying your sentences.

<b>TIME GUIDE</b>	85 minutes
<b>RESOURCES</b>	Facilitators' Guide, Participants' Handout, <i>Under the Sea</i> poster

**Introduction:** In this session you will experience writing a story and analyse some learners' writing and decide how these pieces of writing can be improved.

### Writing paragraphs and stories

#### Input:

By the end of Grade 2 learners should be able to write 2 paragraphs of at least 10 sentences in Home Language. By the end of Grade 3 learners should be able to write at least 2 paragraphs of 12 sentences in Home Language. They are expected to write stories. It is important that they understand why paragraphs are used, and how a paragraph is constructed.

A paragraph is a group of sentences about one main idea. It can be short or long. A space must be left after each paragraph so that a reader can see that there is a new paragraph. This shows the reader that a new idea is coming. It is easier for a reader to understand something if it is divided into paragraphs. A long, undivided text looks boring and unattractive. Any information or unnecessary information about the main idea of the paragraph must be left out. Usually one sentence (the topic sentence) tells us what the main idea of the paragraph is and then all the other sentences (supporting sentences) are about that main idea. The sentences in the paragraph must be written in the correct order i.e. the correct sequence. Learners can be helped to write paragraphs by using writing frames i.e. starting the paragraph for the learners by giving them the first sentence and then they write the next two or three sentences themselves.

#### Activity 13 : Preparing for writing and writing and editing a story

**30 minutes**

Put the poster where all groups can see it. Ask the participants to follow this procedure in their groups:

- Look at the poster on the topic: **Impilo yangaphansi kolwandle**.
- Make up a story about something that happened under the sea, some events that happened; there must be people and/or animals in the story i.e. their story must have a plot and characters. Tell a partner your ideas for your story, and listen to their ideas for their story. (5 minutes)
- All participants must write a story of at least 12 sentences with 2 – 3 paragraphs with the title, **Impilo yangaphansi kolwandle**. Their story should have a beginning, middle and end and they should use adjectives and adverbs.
- Tell them they have 15 minutes to do this

While the participants are writing write the following up on flip chart paper or prepare it before the workshop:

- Story must have paragraphs. Each paragraph should have topic sentence and supporting sentences. There should be at least 12 sentences. (Learners who have writing difficulties are likely not to be able to write 12 sentences. They should be asked to write fewer sentences.)
- Story must be in the correct sequence and have a beginning, middle and end.
- Sentences must make sense.
- Spelling must be correct
- Punctuation – capital letters, full stops, commas, exclamation marks
- Adjectives and adverbs

After 15 minutes revise the editing skills that you have written up with the participants. Remind them that these are introduced to the learners in Grade 2, used in Grade 2 and Grade 3 and are used in HL and EFAL. Ask the participants to edit their work using the criteria on the flip chart paper. Then ask them to give their writing to another member of their group and this person must see if they can find any mistakes not edited and if they can improve the story by adding adjectives and adverbs, shortening long sentences, using different punctuation marks etc. **10 minutes**

**Activity 14:** Ask the participants to discuss in their groups their experiences of first discussing their ideas for their story poster, writing the story, editing the story and finally having the teacher mark their work. Why is it important that the learners go through all these experiences to become competent writers? What do you think they learn or gain from each step – discussing; writing; editing and then teacher marking? **10 minutes**

**End this part of the session by saying:**

- discussing their ideas for the story will help the learners to generate ideas, to think of the correct sequence of the story; develop vocabulary
- writing is practise with putting their ideas on paper, using paragraphs, writing in the correct sequence, practising spelling and punctuation; learners need to be told that these are the skills that are necessary for good writing
- editing is where the learners learn to find their own mistakes and correct them;
- Teacher marking can help learners to see mistakes that they did not pick up and learn from these errors. It also shows the learners how their writing can be improved.

**Identify strengths and weaknesses in writing, and suggest how the writing passage can be improved**

**Activity 15: Ask the participants to turn to the isiZulu example of a learner's writing in the Resources Section** **20 minutes**

**Ask them to read the isiZulu piece of writing quietly on their own and then answer the following questions in their group about it:**

- ° What are the strengths and weaknesses of this piece of writing? Why do you say this? (give reasons with examples)
- ° How would you help this learner to improve? What areas do you think s/he needs help with?

**Ask one group to report back on their answers to the isiZulu piece of writing.** Then ask any group to report on anything that has been missed. Make sure that all the strengths and weaknesses have been mentioned and how to help learners with these difficulties. Add anything that has been left out.

**Activity 16: Critique writing of a passage and give the learner constructive feedback** **25 minutes**

Ask the participants to work with another person and to mark the EFAL piece of writing (Granny) and say what errors the learner has made and how to help the learner. They must also write a comment of a few sentences at the bottom of the writing to the learner who wrote it.

Give them about 15 minutes to do this. Then they must discuss in their groups what they marked and read their comments to each other.

Ask a few groups to share what errors they marked and a few of their comments. Stress the need to write

comments that help learners see their strengths and weaknesses, and how they can improve their work – comments such as ‘well done’ or ‘try harder’ are not sufficient. In large classes i.e. 75 to 90 learners perhaps teachers could mark some learners’ books (30) the first time they do writing and then the second set of 30 learners the second time they do writing. Teachers should make a note of the common errors and revise these with the class as a whole.

#### Discussion points:

- Confusion of /a/ and /u/ and /e/ and /i/; confusion with: they and there; he and she, where and were; not all combination of letters for sounds known e.g. ar, er, ea, silent e; does not use past tense ed correctly; sequence of story muddled)
- Need to work on discrimination of short vowels in isolation and in words; teach combination of letters for different sounds;
- Teach meanings of they/there/their and were and where;
- Sequence of stories – do orally, then written, emphasize when editing; explain the errors to the learner; give the learners feedback about whether or not their sentences were written in a good sequence and linked to each other; whether or not they had a main idea in their paragraphs and were the paragraphs in the correct sequence – beginning, middle and end.
- If most learners make the same mistake it is important to reflect on how you taught that phonic sound, main idea in paragraphs etc. and how you could teach it differently.

**Summing up:** It is very important that the learners write the sentences in the Phonics lessons and complete all the Writing lessons in the lesson plans in both HL and EFAL. Grade 1 teachers must help the learners to write good sentences in HL and to be able to write 3 sentences on a topic by the end of Grade 1. Learners who have difficulty writing sentences can be given the beginning of a sentence to help them i.e. a writing frame. Modelling of the writing of sentences will also help learners to write better sentences. The teacher writes a sentence on the board using a phonic word to help the learners think about sentences that they could write. The teacher’s sentences must then be erased so that the learners don’t copy these sentences but think about their own. Grade 2 teachers need to make sure that by the end of Grade 2 HL the learners can competently write paragraphs of 8 sentences. Talking about what they will write before writing it helps the learners to clarify their ideas. By the end of Grade 3 HL the learners need to have been helped to write a story with a beginning, middle and end of at least 12 sentences. Explanation and examples of the beginning, middle and end of a story should be given. Mind maps can be used to help learners plan their stories. The more practise they get with writing and the more feedback they get the better they will become. Practice and support definitely make perfect when it comes to writing.

### CLOSURE

<b>TIME GUIDE</b>	5 minutes
<ul style="list-style-type: none"> <li>• Ask the HoDs if there are any questions.</li> <li>• Remind them that they must take what they have learnt back to their teachers. Give them a copy of the facilitator’s guide to help them do this.</li> <li>• Thank them for attending.</li> </ul>	

## **RESOURCES SECTION**

## Activity 9

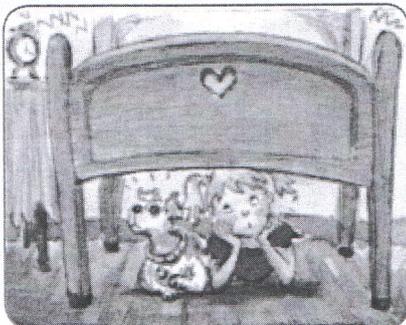
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## Ukuduma nesichotho

Ithemu 2 – Isonto 5



Masifunde



## Indaba kaMimi

Besizhlalele sobabili noSipoti ekhaya.

Kade sizidlalela esivandeni. ✓

Ngibone amafu eba bomvu.

Bengithi alizukuna.

Kweza isichotho.

Besingangebhola legalofu.

Kwafahlaka yonke into.

USipoti yena uye wawasukela amatshe esichotho.

Ngizamile ukumcela abuye, waqhubeka.

Ngamjaha waze wezwa, wawayeka.

Sithe siphela isichotho thina bese sihlezi ngaphansi kombhede.

Lithe uma libalela, saphuma.

Sibone amatshe esichotho angangebhola legalofu.

### **Activity 15: isiZulu passage**

ufana omuhle wavakashela eGoli. Wayehamba ngezitimela. Umphako wakho kwakuyiyama khukhu namadobholo Wadla esitimela wasutha. Wafaka uthwalo wakhe esitimela efika.

Wahlangabeziwa umalume wake ngemoto ebovu. Udadewabo wake ngemoto ebovu. Udadewabo uzodwa wajabula ebona. Kwaba kumnandi.

### **Activity 16: EFAL passage: Granny**

Once upon a time there was a magic garden owned by a granny. He was 2 hundred years old. She had many flowers in the garden. The granny loved to eat meat. He went to bed at five. She made her children do the work. They did not want to dig. She gave them food once there where they dug.