

Primary School Reading Improvement Programme (PSRIP) Foundation Phase Teachers



How children learn to read
Daily Activities



FOUNDATION PHASE PROGRAMME

DATE	TOPIC	TIME
1 September 2020	Classroom Culture & How the PSRIP works	16:30 – 17:30
8 September 2020	How children learn to read Listening and speaking	16:30 – 17:30
15 September 2020	Shared Reading with Comprehension strategies	16:30 – 17:30
22 September 2020	Phonemic awareness & phonics activities	16:30 – 17:30
29 September 2020	Group guided reading	16:30 – 17:30
6 October 2020	Writing strategies	16:30 – 17:30
13 October 2020	Assessment	16:30 – 17:30


UNDERSTANDING HOW CHILDREN LEARN TO READ

Technical Reading Skills

1. Phonemic and Phonological Awareness	Child's ability to hear and identify sounds	Clap rhythm Same different Objects - beginning sound
2. Alphabetical Principle	Sounds are represented by letters of the alphabet	Letters and words carry meaning Lower and upper case letters Ex. Letter name start with; Common signs (OMO sign)
3. Vocabulary	The more words a young child knows the more easily and fluently he or she will read.	Exposed to words in context, develop cognitive language Proper sentence structure No baby language Multiple languages
4. Phonics	Building blocks of reading, children learn code of reading	Sounds made by each letter Systematically taught Blend and segment sounds to read and write
5. Sight Words	Words that are not phonetically regular	Must be learnt by sight whale
6. High Frequency Words	Most commonly occurring words in each language	Must be learnt by sight are, his

UNDERSTANDING HOW CHILDREN LEARN TO READ

Comprehension Skills – to understand what you read

1. Vocabulary (Theme words)	Teachers must explicitly teach vocabulary. Part of reading comprehension.	<div>friendship</div> 
2. General Knowledge	What learners know about the world, theme or topic	Leads to better reading comprehension Making inferences
3. Reading Fluency	Learners become fluent readers when they know many words by sight.	Use flash cards Use games
4. Creating a Summary	Important comprehension skill	<ol style="list-style-type: none">1. Summarise part of the text2. Summarise a complete text3. Conceptual summary of text4. (Message, lesson, like/disliked)5. Main idea
5. Modelling how to think about a text	Teacher should model thoughts whilst reading aloud Shows learners that good readers always think about what they are reading	See next slide


Comprehension Strategies

Teach learners to:


Predict	What do you think is happening here?
Visualise	Close your eyes and visualise the story as if you are watching a movie
Search the text	Only one answer to the question, can find it in the text
Summarise	Explained what happened in the story in a few sentences
Think about the text	Teachers models how she wonders/ thinks out loud about the text.
Make connections	Compare story to own lives or another text.
Make inferences	Use what you know to make a good guess of what you don't know. Read between the lines.
Make evaluations	Make a judgement. Would you have done the same thing if you were in her position



CORE METHODOLOGIES



LISTENING AND SPEAKING DAILY ORAL ACTIVITIES VIDEO



Greeting

Song

Theme vocabulary



Daily Activities:

- It is the Listening and Speaking component of EFAL
- Oral activities you will start with.
- Grade 1 – 5 days a week – 15 min
- Grade 2 and 3 – 3 days a week – Mon, Wed, Friday for 10 min
- It gives learners individual opportunities to speak
- Daily Activities – Greetings

Song/Rhyme/Fingerplay

Theme Vocabulary

Question of the Day

Sight Words

DAILY ORAL ACTIVITIES

Greeting:

- Very brief (1-2 min)
- Common English phrases
- Whole class and individual respond and greet you back
- This establishes a ROUTINE
- Helps learners to speak independently

Song/Rhyme/Finger play

- Listed in the lesson plan
- Use it over time – stick to time allocation

Steps: sing or say song/rhyme – explain meaning (code switch if necessary)

Say line by line and learners repeat after you

Sing or say the first two lines... continue

Repeat song/rhyme with actions

Theme vocabulary

- **New Theme Vocabulary words, just before Q of the Day**
- **PATS - Acronym**

P Point to real object or picture

A Act out the theme word

T Tell learners what the theme word means

S Say the word in a sentence

Do it first on the blackboard and then...

- Display the words on the green display board

Theme Vocabulary

Growing things

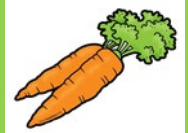
garden



tomatoes



carrots



cabbage



Lesson Plan Grade 1

Term 2 Week 4

WEEK 4: MONDAY: DAILY ACTIVITIES (15 minutes)

GREETING	Greet the learners in English.	
SONG / RHYME	Lyrics	Actions
	Here is a little seed,	<i>Pretend to hold up a tiny seed</i>
	In the dark, dark ground!	<i>Bend over and touch the ground</i>
	Out comes the warm sun,	<i>Make your arms into a round sunshine above your head</i>
	Yellow and round!	<i>Pretend to push the seeds into the soil</i>
	Down comes the rain,	<i>Pretend your fingers are falling rain</i>
	Wet and slow.	<i>Pretend your fingers are falling rain</i>
	Up comes the little seed –	<i>Use your fingers to make a little sprout</i>
	Grow, grow, grow!	<i>Use your arms to show the plant growing tall</i>
THEME VOCABULARY	garden, tomatoes, carrots, cabbage	

LISTENING AND SPEAKING

DAILY ORAL ACTIVITIES VIDEO

Question of the day

Question of the day:

Grade 1: Five mixed ability groups

Every day a different group does question of the day

Grade 2 & 3: Six mixed ability groups

Week 1: Group 1 on Monday, Group 2 on Wednesday and group 3 on Friday

Week 2: Group 4 on Monday, Group 5 on Wednesday and group 6 on Friday

Write question of day on board before start of lesson

Draw a 2 or 3 column graph

Label each column with answer

Add matching picture if possible




Modelling:


Read the question out loud

Point to and read the options

Learners draw their cross and say what vegetables they prefer

Teacher and class repeat

What do you want to grow in your garden?		
XX	X	XXX
Tomatoes 	Carrots 	cabbage 



Learners count aloud the number of crosses in each column.

Write total number at the bottom of each column.

Ask learners to identify which vegetable was the most popular.

Ask individual learners questions in the Lesson Plans.

What do most / fewest / more learners want to grow in their garden?

Question of the Day gives a group of learners the opportunity to speak individually in an authentic context. It gives them confidence.

Question of the Day

Gr 1 Term

2 Week 4

QUESTION OF THE DAY	
Question	What do you want to grow in your garden?
Graph	3 COLUMN GRAPH
Options	tomatoes / carrots / cabbage
Follow up questions	
Question	How many learners want to grow tomatoes?
Answer	__ learners want to grow tomatoes.
Question	How many learners want to grow carrots?
Answer	__ learners want to grow carrots.
Question	How many learners want to grow cabbage?
Answer	__ learners want to grow cabbage.
Question	What do most learners want to grow in their garden?

Question of the Day and Sight Words

WEEK 4 - MONDAY

Answer	Most learners want to grow __
Question	What do fewest learners want to grow in their garden?
Answer	Fewest learners want to grow __
Question	What do you want to grow in your garden?
Answer	I want to grow tomatoes.
Answer	I want to grow carrots.
Answer	I want to grow cabbage.
SIGHT WORD OF THE DAY	
NEW	saw
REVISE	--



Sight words:

Monday to Thursday show flash cards, practise words.
Friday you repeat sight words and read a sentence
that include sight words.
Read the sentence fluently.

Sight words

saw

it takes a
big heart
to teach
little minds.