

**TERM 1 & 2 2023 PRIMARY SCHOOL READING¹ IMPROVEMENT PROGRAMME 5
INTERMEDIATE PHASE: TEACHER PRE-TRAINING ACTIVITY**

Instructions

*The purpose of this activity is to comply with the ETDP SETA and SACE requirements in the upskilling of Teacher in supporting and improving **English First Additional Language (EFAL)** teaching. This is a Pre-Training Activity. This exercise must be conducted by the facilitator on the first day at the beginning of the training session. A Post-Training Activity will be written at the end of training.*

A. Province				B. District			
C. Venue/ Platform				D. ID Number			
E. First Name				F. Surname			
G. SACE Number				Duration	30 minutes	Total	30
H. Please tick	TEACHER		OTHER		I. Facilitator/s	1.	
						2.	
					J. Date		

SECTION A – CAPS

Total: 12

1. The following are strategies or sub-skills mentioned in CAPS. Select the skill from the list below and write it next to the correct strategy				4
A. Writing & presenting	B. Listening & speaking	C. Language Structures & Conventions	D. Reading & viewing	
STRATEGIES		ANSWER		
1. Vocabulary development is included in this section				
2. Revising, editing, proof reading and presenting				
3. Visual literacy				
4. Communication for social purposes				

2. Select the correct description that will match the Term or Phrase.				4
	2.1 factual accounts	2.2 descriptive text	2.3 pre reading strategy	2.4 writing
a. Brain storming is part of the process of ...				
b. Skimming and scanning				
c. This type of Writing must sequence events in correct order				
d. To describe something in a vivid way				

¹ Designed using the CAPS EFAL Grade 4-6; PSRIP 5 Intermediate Phase Training Materials

MULTIPLE CHOICE	
3. Four answers are provided, select the correct answer to the question or statement.	4

3.1 The reading process is done in the following sequence	
a. reading - post reading – pre reading	
b. pre reading – post reading - reading	
c. pre reading – reading – post reading	
d. writing – pre reading – reading – post reading	

3.2 What should a teacher do in the first 3 days of Term 1 at any school	
a. Listen to learners read	
b. Diagnostic assessment	
c. Baseline assessment	
d. Cover Listening and speaking, reading & viewing, writing & presenting & language structures	

3.3 Which of the following activity helps learners build & practice technical reading skills	
a. Independent reading	
b. Peer Reading	
c. Group guided reading	
d. Silent reading	

3.4 According to Circular S33 of 2022, the amended weighting of the School Based Assessment & Examinations in the IP are as follows?	
a. 80:20	
b. 60:40	
c. 40:60	
d. 25:75	

SECTION B – TRAINING CONTENT	TOTAL: 18
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OVERVIEW OF THE PSRIP PROGRAMME
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1. Indicate whether each statement is True or False	6
1.1 Teach the comprehension strategy is a reading & viewing activity	1.1
1.2 Same ability groups must be used in Group Guided Reading	1.2
1.3 Question of the day is used to keep learners occupied	1.3
1.4 First reading of Shared Reading is on a Week 1 Day 2	1.4
1.5 The phonics Review Programme is different for each grade in the IP	1.5
1.6 Shared reading texts in the Intermediate Phase is found in the DBE workbook.	1.6

ROUTINES AND METHODOLOGIES

MATCHING COLUMNS

2. Choose the description in COLUMN B that explains the term or phrase in COLUMN A . Write only the letters of the selected term (a – f) in the column for answers.		6
A	B	ANSWERS
2.1 PATS	a. Oral recount, and summary	2.1
2.2 Evaluate	b. uses a writing frame or mind map	2.2
2.3 Group guided reading	c. used to teach new vocabulary	2.3
2.4 Planning writing	d. K (what I know) – W(what I want to know) – L(what I have learnt)	2.4
2.5 Post reading	e. assign learners to same ability groups	2.5
2.6 Activate background knowledge	f. Make judgement about the text, based on evidence in the text	2.6

MULTIPLE CHOICE

3.Four answers are provided, select the correct answer to the question or statement.		6
3.1 What is the most important part of Shared Reading?		
a. to revise phonic sounds		
b. builds learners comprehension and critical thinking skills		
c. to improve oral reading fluency		
d. to teach a specific genre		
3.2 In a listening lesson, how often will the teacher read the text to the learners?		
a. Once		
b. Five times		
c. Three times		
d. Twice		
3.3 Why should teachers teach the comprehension strategy “search the text”		
a. teaches learners how to locate information in a text		
b. helps learners with prediction skills		
c. teaches learners how to summarise a text		
d. teaches learners how a dictionary works		
3.4 Why should teachers demonstrate the writing strategy first?		
a. the learners can copy what the teacher has written		
b. to make sure the learners get everything correct		
c. the teacher has not prepared her lesson well		
d. the learners have a clear idea of the task		
3.5 Which of the following <i>are not</i> writing strategies		
a. writers hold mini conference		
b. writers think before they write		
c. phonics review		
d. writers read what they write		
3.6 When can you introduce learners to a particular language structure?		
a. after the pre-read		
b. after the first read of shared reading		
c. after teaching the genre		
d. after the post read		

Thank you for your participation.