

**TERM 1 & 2 2023 PRIMARY SCHOOL READING¹ IMPROVEMENT PROGRAMME V
FOUNDATION PHASE: TEACHER POST-TRAINING ACTIVITY**

Instructions

*The purpose of this activity is to comply with the ETDP SETA and SACE requirements in the upskilling of Subject Advisors in supporting and improving **English First Additional Language (EFAL)** teaching. This exercise must be conducted by the facilitator on the last day at the end of the training session and will be marked. Both activities will contribute towards your competency outcome.*

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.

SECTION A - CAPS	TOTAL: 12
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TRUE/ FALSE State whether the following statements are True/ False.	12
Statement	TRUE/ FALSE
1. Children come to school knowing their first additional language.	
2. In South Africa, many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4.	
3. Learners' progress in literacy in English must be accelerated in Grades 1 and 2.	
4. Children can transfer many literacy skills from their home language.	
5. In Grade 3, there are specific vocabulary and grammar activities focused on Language Use.	
6. Phonics is learning to isolate the different sounds of the language.	
7. Phonemic awareness is relating the sounds to the letters that represent them and then blending the letters together to form words.	
8. Children learn the skills of letter formation and handwriting in their First Additional Language.	

¹ Designed using the CAPS EFAL Grade 1-3; PSRIP 3 Foundation Phase Training Materials.

TERM 1 & 2 2021 PSRIP 4 FP SUBJECT ADVISOR PRE-TRAINING ACTIVITY

MATCHING COLUMNS		4
Match the following terms with their descriptions and write the correct letter in the answer column.		
Term	Description	Answer
9. Paired and independent reading	A. The teacher needs a set of readers graded according to level of difficulty.	
10. Group Guided Reading	B. Short, simple books with predictable text and colourful illustrations are ideal.	
11. Environmental print	C. Introduced in Grade R and continues throughout the Foundation Phase.	
12. Shared reading	D. Traffic signs, shop signs, advertisements and packaging	

SECTION B – TRAINING CONTENT	TOTAL : 16
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HOW PSRIP WORKS	4
TRUE OR FALSE	4
State whether the following statements are true or false.	
13. PSRIP follows the same routine every week.	
14. Themes change every week.	
15. Teachers can increase their pace of teaching if they learn the core methodologies.	
16. Teachers must prepare for their lessons in isolation.	

STRATEGIES TO DEVELOP CRITICAL THINKING IN THE CLASSROOM	
Indicate whether the following scenarios teach:	8
1. Considering different perspectives (different ways of thinking) 2. Using logic and reasoning to make decisions and judgments 3. How to question sources and quality of information. Indicate 1, 2 or 3 in the answer column.	
Scenario	Answer (1,2 or 3)
21.1 Ask learners 'how' and 'why' questions.	21.1
21.2 Model how to research something when you don't have all the answers.	21.2
21.3 Encourage learners to value other people's beliefs and ideas.	21.3
21.4 Teach learners to distinguish between fact and opinion.	21.4
21.5 Show learners how to question the quality and reliability of sources.	21.5
21.6 Read complex stories to learners, with diverse characters, settings and themes.	21.6
21.7 Teach learners to identify cause and effect.	21.7
21.8 Show learners how to back up an argument with evidence.	21.8

TERM 1 & 2 2021 PSRIP 4 FP SUBJECT ADVISOR PRE-TRAINING ACTIVITY

THE SCIENCE OF READING	
MATCHING COLUMNS	
State whether the following terms fall under Language Comprehension or Word Recognition.	
Term	Answer
22.1 Background knowledge	
22.2 Decoding	
22.3 Vocabulary	
22.4 Sight recognition	

Thank you for your participation.