

# ENGLISH

First Additional Language

## PSRIP

Grade **1-3**

Teacher Training Guide

**Terms 1 & 2**

**Edition 5, 2023**



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



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Read to Lead

A Reading Nation is a Leading Nation



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South African Council for Educators  
Towards Excellence in Education

## **Workshop Aims**

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1. To train teachers to implement the PSRIP.
2. To build teachers' knowledge of the PSRIP routine, core methodologies and components.
3. To ensure that teachers feel confident in using the core methodologies.

## **Before the Training**

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1. Be fully prepared, have all of your materials laid out in an orderly fashion.
2. Display the objectives of the workshop and go through these with participants.
3. Have the slide show loaded and ready to play.
4. Be prepared to use energizers and motivational videos appropriately.

## WHAT YOU WILL NEED FOR THIS TRAINING:

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ITEM	QUANTITY	CHECK
<b>MATERIALS FOR DISTRIBUTION TO PARTICIPANTS</b>		
Training Handout	1 per participant	
Pre-Test	1 per participant	
Post-Test	1 per participant	
Grade 1-3 Lesson Plans	1 per participant	
Grade 1-3 Big Books	1 per participant	
Grade 1-3 Resource Packs	1 per participant	
Grade 2-3 Worksheet Packs	1 per participant	
Grade 1-3 Management Documents	1 per participant	
<b>EQUIPMENT AND MATERIALS FOR YOUR USE</b>		
Trainer's Guide	1	
Laptop, data projector and speakers	1	
Flipchart stand and paper	1	
A4 paper	1 ream	
Marker pens	5	
Prestik	5	
Attendance register	1	
Slideshow with videos	1	

# REMINDERS

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1. MODEL EXCELLENCE!
2. Prepare some **energizers** and use those when the group needs an energy boost.
3. Take note of your **time management** and make plans to catch up if you are running behind schedule.
4. Be prepared to **answer questions to the best of your ability**. If you aren't sure of an answer to a question asked, please be honest with participants – and do your best to find them an answer before the training is completed!
5. Think about the atmosphere and mood of the training – share stories and successes, motivate each other, **give praise and encouragement**.
6. Have **fun!**

# AGENDA

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*This agenda is written for a **12-hour workshop over two days**. Tea and lunch breaks should be inserted at the trainer's discretion.*

DAY ONE			
	TIME	ACTIVITY	FACILITATOR
1.1	30 minutes	Pre-Test	
1.2	15 minutes	Welcome, introduction, agenda, and ground rules	
1.3	15 minutes	Distribution of materials	
1.4	30 minutes	Orientation to materials	
1.5	60 minutes	Treasure hunt	
1.6	30 minutes	Routines and components	
1.7	30 minutes	Reading through a theme	
1.8	60 minutes	Listening and speaking	
1.9	85 minutes	Phonemic awareness and phonics	
1.10	5 minutes	Closure	

DAY TWO			
	TIME	ACTIVITY	FACILITATOR
2.1	5 minutes	Welcome and Day 2 Agenda	
2.2	90 minutes	Shared Reading	
2.3	90 minutes	Group Guided Reading	
2.4	60 minutes	Writing	
2.5	30 minutes	Post Test	
2.6	30 minutes	Management Document	
2.7	55 minutes	Closure	

# DAY ONE

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1.1	30 minutes	PRE-TEST	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Pre-tests</li> </ul>
<ol style="list-style-type: none"> <li>1. Settle participants in their seats.</li> <li>2. Hand out a copy of the pre-test to each participant.</li> <li>3. Ask participants to write their details on the test.</li> <li>4. Give participants 30 minutes to complete the test under regular test conditions.</li> <li>5. Once time is up, collect all test papers.</li> <li>6. Ensure that tests are clearly and correctly named and labelled.</li> </ol>			

1.2	15 minutes	<b>WELCOME, INTRODUCTION, AGENDA AND GROUND RULES</b>	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Agenda</li> <li>• Flipchart</li> <li>• Marker</li> <li>• Training Handout</li> </ul>
<p><b>SLIDE 1</b></p> <ol style="list-style-type: none"> <li>1. <b>Welcome</b> participants and <b>introduce yourself</b>.</li> <li>2. Start the day with a <b>short message, song or prayer</b> if appropriate.</li> <li>3. <b>Share the relevant housekeeping notes</b>, to ensure that participants are clear about toilet and catering arrangements.</li> <li>4. <b>Remind</b> participants that to have a successful workshop, we need a set of universal <b>Ground Rules</b>.</li> <li>5. <b>Work with</b> participants to <b>set ground rules</b>. Write each rule down on the flipchart.</li> <li>6. Ensure that all participants commit to the rules.</li> </ol> <p><b>SLIDE 2</b></p> <ol style="list-style-type: none"> <li>7. Show participants the <b>agenda</b>, and read through each activity, explaining how this training has been designed.</li> <li>8. Read through the <b>objectives</b> of the training.</li> <li>9. Explain that in this training we will be focusing on <b>orientating teachers to the PSRIP IP EFAL programme, its routine, components and core methodologies</b>.</li> </ol>			

**SLIDE 3**

10. Explain to participants that before we formally begin the training, we are going to be **checking-in**.

11. Give participants 2 minutes to reflect on the following statement on the slide:

***Being a Foundation Phase teacher is a difficult and demanding job.***

*You need to teach learners to be literate, numerate and prepared for a fast-changing world.*

*The PSRIP Programme is meant to help you with this.*

***Think about the following statements in relation to your job and the PSRIP Programme:***

*Progress not perfection...You can't be perfect at everything.*

*But you can gain progress on a daily basis.*

*The only way you become successful is to be consistent, to be confident,  
and to show up over and over again.*

12. After 2 minutes, ask participants to **Turn and Talk**, and to share **their responses to these statements**.

13. Give participants **5 minutes** to talk to and listen to their partners.

14. After 5 minutes, **call everyone to attention**.

15. Ask if anyone would like to **share their responses to the statements**.

16. Allow participants some time to share.

17. **Thank participants** for sharing.

18. Explain to participants that **we value their opinions, thoughts and emotions**. They are welcome to share these at any point throughout the training and know that no judgement will take place.

1.3	15 minutes	DISTRIBUTION OF MATERIALS	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Big Books</li> <li>• Display Boards</li> <li>• Handwriting Charts</li> <li>• Worksheet Packs</li> <li>• Resource Packs</li> <li>• Management Documents</li> <li>• Slideshow</li> </ul>
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#### SLIDE 4

1. On the slide, go through the **list of materials** each participant will receive. This includes:

- a. Term 1 Big Book
- b. Term 2 Big Book
- c. Term 1 Lesson Plan
- d. Term 2 Lesson Plan
- e. Term 1 Management Documents
- f. Term 2 Management Documents
- g. Term 1 Resource Packs
- h. Term 2 Resource Packs
- i. Term 1 Worksheet Packs
- j. Term 2 Worksheet Packs
- k. Display Boards
  - Yellow – Phonics
  - Blue – Sight words
  - Green – Theme vocabulary
  - Pink – Writing frame
- l. Handwriting Charts
  - i. Print – Grade 1 and 2
  - ii. Cursive – Grade 2 and 3

2. **Hand out all resources.** Ask participants to **check their materials.**

3. As participants are checking, ask participants to **write their names on all items.**

4. Ensure that each participant has a **complete set of materials for their grade.**



5. Tell participants that we will be explaining and going through all of the materials and explaining **how and when** to use them in detail throughout the training.

1.4	30 minutes	ORIENTATION TO MATERIALS	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Slideshow</li> </ul>
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**SLIDE 5**

1. Ask participants to look at a **lesson plan**.
2. Ask participants to turn to the **Resources Provided**.
  - a. Read through the table and explain all resources that have been provided.
3. After this, turn to the **Weekly Routine**.
  - a. Show participants that we have created a weekly routine using the maximum time for EFAL.
4. Next, participants should look at the **Themes and Reading Schedule** for the term.
  - a. Point out that a programme is developed using a two week cycle.
  - b. Each theme has Big Books that relate to the theme.
5. Next, we come to the **Core Methodologies**.
  - a. Point out that these core methodologies are a reference for the teachers, if they forget HOW to teach a lesson, they must come to these core methodologies and read the relevant one.
  - b. Show participants that the core methodologies are organised by section.
  - c. Read the heading of each core methodology.
6. The final section included are the **Writing Strategies**.
  - a. Remind participants that if they forget what to do in a writing lesson, this is where they should look.
7. Tell participants that we will be going through all the different components in more detail throughout the training.
8. Next, show participants that we come to the lesson plans for each week.
9. Point out that in Term 1, the first two weeks are used for **Orientation**.
  - a. Give participants a few minutes to **read through an orientation week**.
  - b. Stress that the most important things are to teach the routines to learners, and to listen to each learner read, so that you can place them into group guided reading groups.
10. Tell participants that we will explain how the all the materials work together.
11. Ask if there are any questions. Answer them as best as you can.

1.5	60 minutes	TREASURE HUNT	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Slide show</li> <li>• Training Handout</li> <li>• Lesson Plans</li> <li>• Treasure Hunt Memo</li> </ul>
<p><b>SLIDE 6</b></p> <ol style="list-style-type: none"> <li>1. Ask participants to turn to the section in <b>Training Handout</b> titled: <b>Treasure Hunt</b></li> <li>2. Explain to participants that they will now complete a Treasure Hunt. This Treasure Hunt will help them get a <b>good overview of the PSRIP FP EFAL programme.</b></li> <li>3. Ask participants to use the materials they have been given to <b>work through the Treasure Hunt</b> and <b>answer each question to the best of their ability.</b></li> <li>4. Tell participants that they will have <b>40 minutes</b> to complete this activity <b>independently or with a partner.</b></li> <li>5. <b>After 40 minutes, ask participants to stop.</b></li> <li>6. Go through the <b>Treasure Hunt Memorandum</b> with participants, as found below.</li> <li>7. Use the last <b>20 minutes to go through each question and answer</b> with participants, explaining where necessary.</li> <li>8. Consolidate participants' understanding of the programme by asking them to look at the following in their training handout: <b><i>How the PSRIP Works</i></b> <ol style="list-style-type: none"> <li>a. Explain that before we get into the details, it is important to get a high-level overview.</li> <li>b. Go through each point to consolidate how the programme works.</li> <li>c. Answer any final questions that the participants may have.</li> </ol> </li> </ol>			

## TREASURE HUNT MEMORANDUM

1. Where can you find the written core methodologies?

At the front of the lesson plans.

2. Read the weekly routine. List the different activity types that are done.

**Grade 1, 2 and 3**

Daily activities

Shared Reading

Phonemic Awareness and Phonics

Writing

**Grade 2 and 3**

Group Guided Reading

**Grade 3**

Language Use

3. When does Writing take place, and for how long?

**Grade 1:** Thursday (15 Minutes)

**Grade 2 and 3:** Tuesday and Thursday (15 Minutes each)

4. How often does Group Guided Reading take place in your grade?

**Grade 1:** Group Guided reading is not done

**Grade 2 and 3:** Every day

5. Find the reading schedule for Term 1. What themes and Big Book stories will you do?

**Grade 1:**

We go to school- Ben goes to school & Olwethu's first day

My family - Bongzi waits & Tseko's new baby

We play outside - A very hot day & Spring day splashes

We have feelings - Dan had a bad day & My name is Buhlebendalo

**Grade 2:**

Celebrating Birthdays - A forgotten birthday

Getting around - Chuck the truck

Helping our friends - Jane's flat tyre

Setting goals - Marie saves up

**Grade 3:**

What is friendship? - Wendy Whale to the rescue

Determination - Zodwa's new shoes

Me and my siblings - Bear gets a haircut

Imagination - Jack and the beanstalk

6. How many big book stories are there per theme?

Grade 1 - 2 Grade 2 and 3 - 1
7. Which theme and story most sounds interesting to you? Why?
Own answer.
8. What comprehension strategy is used in the Shared Reading Second Read for Term 1 Week 6?
<b>Grade 1</b> – Make inferences <b>Grade 2</b> – Make connections <b>Grade 3</b> - Visualise
9. What are the theme vocabulary words taught in Term 1, Week 7, Monday?
<b>Grade 1</b> – ball, kick, throw, bounce <b>Grade 2</b> – friendship, kind, helpful, fun <b>Grade 3</b> – siblings, brother, sister, type
10. What happens in the first two weeks of Term 1?
Orientation.
11. What is the first theme taught in Term 1?
<b>Grade 1</b> – We go to school <b>Grade 2</b> – celebrating birthdays <b>Grade 3</b> – What is friendship?
12. What theme words are taught in Week 3 on Friday?
<b>Grade 1</b> – classroom, read, write, sing <b>Grade 2</b> – surprise, remember, forget, party <b>Grade 3</b> – tease, defend, unkind, threaten
13. What is the routine of the SHARED READING lessons?
<b>Grade 1</b> – Monday – Pre-read Tuesday – First read Wednesday – Illustrate the story Thursday – Second read Friday – Post read  <b>Grade 2 and 3</b> Tuesday (week 1) – Pre-read Thursday (week 1) – First read

Tuesday (week 2) – Second read Thursday (week 2) – Post read
14. What comprehension strategy is used in the Shared Reading First Read for Term 1 Week 9?
<b>Grade 1</b> – I wonder / Making connections <b>Grade 2</b> – Visualise <b>Grade 3</b> - Visualise
15. Name three writing strategies.
<b>Any 3 of the following</b> <ol style="list-style-type: none"> <li>1. Teacher models writing first</li> <li>2. Writers think before they write</li> <li>3. Writers draw a line for each word</li> <li>4. Writers use resources to write words</li> <li>5. Writers use their memories to write words</li> <li>6. Writers say words slowly like a tortoise</li> <li>7. Writers read what they write</li> <li>8. Writers turn and talk</li> <li>9. Hold mini-conferences</li> </ol>
16. What is the writing topic for Term 1, Week 7?
<b>Grade 1</b> – What I like to do outside <b>Grade 2</b> – What I like about my friend <b>Grade 3</b> – Things I like and dislike about my siblings
17. What phonic sounds are taught in <b>Theme 3</b> ?
<b>Grade 1</b> - /s/ (week 7) /t/ (week 8) <b>Grade 2</b> - /dr/ (week 7) /ie/ /s/ ending (week 8) <b>Grade 3</b> - /er/ (week 7) /ay/ (week 8)
18. What is the Question of the Day for Term 1, Week 7 Wednesday?
<b>Grade 1</b> - What is your favourite thing to do on the playground? <b>Grade 2</b> - How do you want to take a trip? <b>Grade 3</b> - Which type of sibling are you?
19. What is the purpose of the Question of the Day?
<ol style="list-style-type: none"> <li>1. The question of the day reinforces new theme vocabulary for learners.</li> <li>2. It helps learners to use and repeat the target vocabulary words in complete oral sentences.</li> <li>3. It creates regular opportunities for learners to hear and speak simple English in a real context.</li> <li>4. It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.</li> <li>5. The question of the day asks learners an opinion-based question (there is no right or wrong answer) or a prediction type question, or a question about what they know or like.</li> </ol>

6. These types of questions allow learners to interact with new words without the fear or stress of making a mistake.

20. What is the purpose of the comprehension strategy: Visualise?

1. Visualisation helps learners to see how the events in the text are connected to each other.
2. This helps them to think about the story as a whole, rather than just page by page.
3. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.

**WELL DONE!**

**We hope you have found this orientation useful!**

1.6	30 minutes	ROUTINE AND COMPONENTS	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Slide show</li> <li>• Lesson plan</li> <li>• Training Handout</li> </ul>
<ol style="list-style-type: none"> <li>1. Explain to participants that, in completing the Treasure Hunt, they would have come across the <b>EFAL routine</b>.</li> <li>2. <b>Ask participants:</b> <i>What is the <b>EFAL routine</b> in the PSRIP programme? What are the <b>benefits</b> of having a routine?</i></li> <li>3. Listen to participants' responses.</li> </ol> <p><b>SLIDE 7</b></p> <ol style="list-style-type: none"> <li>1. Display the <b>PSRIP IP EFAL routine</b> on the slide.</li> <li>2. Ask participants to turn to the <b>Weekly Routine</b> in a lesson plan. This routine has also been included in their training handouts.</li> <li>3. Go through the routines for each Grade – <b>point out the similarities</b>.</li> <li>4. Stress that the <b>routine is very important</b> – teachers <b>must learn and follow the routine</b>.</li> <li>5. Explain that <b>the routine drives the programme, improves time on task and curriculum coverage</b>.</li> <li>6. Point out that <b>each component has a routine as well</b>.</li> <li>7. Tell participants that in the next activity these <b>routines will become clearer</b>.</li> </ol>			

<b>1.7</b>	<b>30 minutes</b>	<b>READING THROUGH A THEME</b>	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Training Handout</li> </ul>
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**SLIDE 8**

1. Ask participants to find weeks 3 and 4 in a Term 2 **lesson plan**.
2. Tell participants to turn to read through both weeks.
3. As participants read they should **note down any routines** that they notice in their **handout**.
4. After 20 minutes, call participants to attention.
5. Ask participants if they noticed any routines and to share them with the group.
6. Make sure that participants know the **routines of each component**:
  - a. Daily Activities:

**Grade 1**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
Greeting	Greeting	Greeting	Greeting	Greeting
Song/Rhyme	Song/Rhyme	Song/Rhyme	Song/Rhyme	Song/Rhyme
Theme Vocabulary	Theme Vocabulary	Theme Vocabulary	Theme Vocabulary	Theme Vocabulary
Question of the Day	Question of the Day	Question of the Day	Question of the Day	Question of the Day
Practice reading sight words	Practice reading sight words	Practice reading sight words	Practice reading sight words	Practice reading sight words

**Grade 2 and 3**

<b>MONDAY</b>	<b>WEDNESDAY</b>	<b>FRIDAY</b>
Greeting	Greeting	Greeting
Song/Rhyme	Song/Rhyme	Song/Rhyme
Theme Vocabulary	Theme Vocabulary	Theme Vocabulary
Question of the Day	Question of the Day	Question of the Day
Practice reading sight words	Practice reading sight words	Practice reading sight words

- b. Shared Reading

**Grade 1:**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
Pre - Read	First Read	Illustrate the story	Second Read	Post Read



**Grade 2 and 3**

<b>TUESDAY WEEK 1</b>	<b>THURSDAY WEEK 1</b>	<b>TUESDAY WEEK 2</b>	<b>THURSDAY WEEK 2</b>
Pre - Read	First Read	Second Read	Post Read

c. Phonemic Awareness and Phonics

**Grade 1**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>FRIDAY</b>
Review past sounds taught	Introduce new sounds and words	Differentiating new sounds	Segment and blend

**Grade 2**

<b>MONDAY</b>	<b>WEDNESDAY</b>	<b>FRIDAY</b>
Introduce new sounds and words	Segment and blend	Letter Swap

**Grade 3**

<b>MONDAY</b>	<b>WEDNESDAY</b>	<b>FRIDAY</b>
Introduce new sounds and words	Segment and blend	Word find

7. Tell participants that in the next part of the training we will go through each component in detail.

1.8	60 Minutes	LISTENING & SPEAKING	What you will need:
<ol style="list-style-type: none"> <li>1. Explain that we will now go through each core methodology, <b>step-by-step</b>. The first methodology is <b>Listening &amp; Speaking</b>.</li> <li>2. Revise the weekly routines for <b>Daily Activities</b>.</li> <li>3. Clarify that <b>the methodologies for Gr 1-3 are the same</b>. The only difference is the <b>frequency</b> (every day in Grade 1 and Monday, Wednesday and Friday in Grades 2 &amp; 3) of the activities and the amount of time allocated (15 minutes in Grade 1 and 10 minutes in Grades 2 &amp; 3)</li> <li>4. <b>Read through</b> the core methodologies for Daily Activities (Listening &amp; Speaking) with participants in the lesson plans, <b>calling on different participants to read</b> each section.</li> <li>5. After they have read, briefly <b>discuss or clarify any queries</b>.</li> </ol> <p><b>SLIDES 9 -10</b></p> <ol style="list-style-type: none"> <li>6. Show the following videos: <ul style="list-style-type: none"> <li>- FP Daily Activities 1A</li> <li>- FP Daily Activities 2A</li> </ul> </li> <li>7. Finally, ask participants: <b><i>How do these activities help children learn to read?</i></b> <ol style="list-style-type: none"> <li>a. Build vocabulary</li> <li>b. Build general knowledge</li> <li>c. Rhymes and songs – develop phonological awareness</li> </ol> </li> <li>8. Listen to participants’ responses and <b>thank them for their participation</b>.</li> </ol>			<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Slideshow</li> </ul>

1.9	85 minutes	PHONEMIC AWARENESS AND PHONICS	What you will need: <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Slideshow</li> </ul>
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1. Ask participants: ***Do you know the difference between phonemic awareness and phonics?***

**SLIDE 11**

**2. Phonemic Awareness:**

- a. Phonemic awareness is the **ability to hear, identify and manipulate the individual sounds** (or phonemes) in spoken words.
- b. **Phonemic awareness is not phonics.** Phonemic awareness is the understanding that spoken language is comprised of sounds, and that sounds work together to make words.
- c. For children to benefit from phonics instruction, they need phonemic awareness.
- d. Children need to be able to first hear and play with the sounds in spoken words. Only then will they be able to learn how these sounds (phonemes) connect to written letters (graphemes).
- e. You learn phonemic awareness with your ears. **You can do phonemic awareness with your eyes closed.**

**SLIDE 12**

**3. Phonics:**

- a. Phonics is the teaching that helps children learn **the relationships between the sounds of spoken language (phonemes) and the letters of written language (graphemes).**
- b. Phonics instruction teaches children the **sounds made by each letter**, and sometimes by groups of letters (like digraphs - when two letters together form one, new sound like: ai, ph).
- c. Phonics are the **building blocks of reading.** By learning phonics, children learn the code of reading.
- d. Most children cannot learn to read without being explicitly and systematically taught phonic decoding.
- e. **You learn phonics with your eyes and ears.**

4. Revise the weekly routines for Phonics and Phonemic Awareness

5. **Call on different participants** to read the **core methodologies** in the lesson plan.

6. **Then**, watch the videos and read the methodologies for **Phonics & Phonemic Awareness** as follows:

**SLIDES 13-19**

- VIDEO: FP Phonemic Awareness and Phonics Activities: Introduction
- Read Grade 1 core methodology: Review and Build

- **VIDEO: FP Phonemic Awareness and Phonics Activities: Review and Build**
- Read Grade 1 core methodology: Introduce new sounds and words
- **VIDEO: FP Phonemic Awareness and Phonics Activities: New sounds and words**
- Read Grade 1 core methodology: Differentiate new sounds
- **VIDEO: FP Phonemic Awareness and Phonics Activities: Differentiate new sounds**
- Read Grade 2 core methodology: Segment and Blend
- **VIDEO: FP Phonemic Awareness and Phonics Activities: Segment and blend**
- Read Grade 2 core methodology: Letter Swap
- **VIDEO: FP Phonemic Awareness and Phonics Activities: Letter Swap**
- Read Grade 3 core methodology: Word Find
- **VIDEO: FP Phonemic Awareness and Phonics Activities: Word Find**

7. After each video, **briefly discuss any queries.**
8. **Finally, ask participants: *How do these activities help children learn to read?***
  - Build letter-sound knowledge
  - Develop blending skills
  - Develop segmenting skills
  - Develop phonic decoding skills
9. Listen to participants' responses and **thank them for their participation.**

1.10	5 minutes	CLOSURE	What you will need: Slideshow
<ol style="list-style-type: none"> <li>1. Ask participants to gather their belongings.</li> <li>2. <b>Thank participants</b> for a productive day.</li> <li>3. Ensure participants know the <b>starting time for Day 2.</b></li> <li>4. Ask participants to <b>bring their Term 1 and 2 lesson plans, management documents and handouts</b> to the Day 2 training.</li> <li>5. Wish participants a restful evening.</li> </ol>			

## DAY TWO

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2.1	5 minutes	WELCOME AND DAY 2 AGENDA	What you will need: <ul style="list-style-type: none"> <li>• Slideshow</li> </ul>
<p><b>SLIDE 1</b></p> <ol style="list-style-type: none"> <li>1. <b>Welcome participants</b> to Day 2 of the training.</li> <li>2. Open with a <b>prayer, message, or song</b> if appropriate.</li> </ol> <p><b>SLIDE 2</b></p> <ol style="list-style-type: none"> <li>3. Go through the <b>Agenda</b> for the day.</li> </ol>			

2.2	90 minutes	SHARED READING	What you will need: <ul style="list-style-type: none"> <li>• Slide show</li> <li>• Handout</li> </ul>
<ol style="list-style-type: none"> <li>1. Settle participants so that you have their attention.</li> <li>2. Explain that we will now go through <b>Shared Reading</b>.</li> <li>3. <b>Ask participants: <i>What are the most important things we must remember about shared reading?</i></b> Ask participants to write their thoughts down in the training handout.</li> </ol> <p><b>SLIDE 3</b></p> <ol style="list-style-type: none"> <li>4. Explain that the most important part of Shared Reading is <b>building learners' comprehension and critical thinking skills</b>.</li> <li>5. In Shared Reading, teachers must <b>help learners understand how to think about and analyse a text</b> as they read.</li> <li>6. They need to <b>show learners how to comprehend and think about a text critically</b> so that <b>they can then begin to do this for themselves</b>.</li> <li>7. Make it clear that <b>we do not only want to build basic comprehension</b>. <ol style="list-style-type: none"> <li>a. When we <b>critically think about a text</b>, we <b>question the text</b>, we have <b>opinions about the text</b>, and we may <b>use our own experiences to make inferences and connections</b> between the text and our own lives.</li> </ol> </li> </ol>			

- b. We want learners to be able to think about **why things happen in the text**, to understand **how characters' thoughts and feeling influence their actions**, and to **make connections, evaluations and inferences**.
  - c. Teachers need to use the **boxes** (first and second read!) in the text to **model the comprehension strategies** for learners. This helps teachers make sure they are showing learners **how good readers think about a text as they are reading**.
  - d. Point out the **comprehension strategies** in the **core methodologies**. Explain that for each cycle, one of these strategies has already been selected for teachers!
  - e. Ask participants to **please read these carefully to develop their understanding of the strategies**. (In their own time)
  - f. To **prepare for shared reading**, the teacher must **read through the story and the boxes** (first and second read!) so she knows the story well!
  - g. She must ensure that she can help **direct learners' ideas towards the main idea of the story and towards answering the why questions**.
8. Tell teachers that we will read the core methodologies and watch videos on Shared Reading. Ask participants to **write their thoughts down in the training handout**.

#### SLIDE 4

9. Watch the **Shared Reading Introduction** video on the slide
10. Read core methodology: **Pre-Read**

#### SLIDE 5

11. Watch the Pre-Read video.
12. Afterwards, point out that the coach did three things very successfully:
  - a. **She directed learners to the main idea** – when learners commented on unnecessary things (like the buildings and dogs in the first picture) she directed them to the boy with the eggs
  - b. **She linked the pictures and events** to help learners create a storyline
  - c. **She introduced background knowledge and vocabulary** that learners needed to discuss the story (mistake; carefully; shopkeeper; scrambled eggs)
13. Make sure that participants are clear on the Pre-Read methodology.
14. Answer any outstanding questions to the **best of your ability**.
15. Read core methodology: First Read

## SLIDE 6

16. Watch the **First Read** video.
17. After the video, point out that the coach did three things very successfully:
  - a. **She read fluently, clearly and with appropriate expression.**
  - b. **She embedded meaning as she read** by using her voice, gestures and actions, by pointing to the pictures, and by code switching or explaining where needed
  - c. **She clearly modelled what she was thinking about the text** – there was a clear change in her voice and demeanour, and she was well prepared – she did not have to read ‘word-by-word’ from the read one box.
18. Make sure that participants are clear on the First Read methodology.
19. Read the core methodology: **Second Read**

## SLIDE 7

20. Watch the **Second Read** video on the slide.
21. Afterwards, point out that the coach did four things very successfully:
  - a. **She read fluently, clearly and with appropriate expression.**
  - b. **She embedded meaning as she read** by using her voice, gestures and actions, by pointing to the pictures, and by code switching or explaining where needed.
  - c. **She clearly modelled what she was thinking about the text** – there was a clear change in her voice and demeanour, and she was well prepared – she did not have to read ‘word-by-word’ from the read TWO box.
  - d. **She gave learners a deeper understanding of the text.**
22. Make sure that participants are clear on the Second Read methodology.
23. Read core methodology: Post-Read

## SLIDE 8

24. Watch the Post Read video on the slide.
25. Afterwards, point out the following:
  - a. The coach asked learners to **summarise PART OF THE TEXT** – she asked for **three points about part of the text, in the correct sequence.**
  - b. Also point out that **she gave clear instructions**, then **she modelled the task**, then she **told learners to turn and talk and share their summary** with a partner, and finally, **she called on a few learners to share their summaries** with the class.
26. Make sure that participants are clear on the Post Read methodology.

27. **Answer any outstanding questions** to the best of your ability.

**SLIDE 9**

28. Go through each of the following questions and facilitate a discussion: Ask participants to write their thoughts down in the training handout.

- a. **How is this different** to the way Shared Reading has been done in the past?
- b. **What is the main purpose** of the Shared Reading methodology as a whole?
- c. Do you think this methodology will help develop comprehension skills in a more explicit way? Why?
- d. Make sure that participants are clear on the Shared Reading methodology.



2.3	90 minutes	GROUP GUIDED READING	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Slideshow</li> <li>• Training handout</li> <li>• Lesson plans</li> </ul>
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1. Settle participants. Explain that we are now going to look at **Group Guided Reading**.
2. **Ask participants: *What are the most important things we must remember about Group Guided Reading?***
3. Ask participants to write their thoughts down in the training handout.

#### SLIDE 10

4. Make sure participants understand that Group Guided Reading:
  - a. Must happen in **same ability groups**.
  - b. Must happen in **small groups** of no more than 8 learners (ideally).
  - c. Must be done every day for **15 minutes**.
  - d. Must **include the teacher helping learners** with their **word attack and decoding skills**.
  - e. Must **include the teacher helping more proficient readers** with **fluency and comprehension skills**.
  - f. The **teacher must listen to each learner read individually**.
  - g. Only one learner should be reading at any given time, unless it is a short fluency exercise.
  - h. In EFAL Group Guided Reading is only done from Grade 2
5. **Ask participants: *What is the purpose of Group Guided Reading?***
6. Participants must write their thoughts down in the training handout.
7. Make sure participants understand that:
  - a. **Group Guided Reading is meant to build learners technical reading skills.**
  - b. This is a time for the **teacher to help the learner actually learn *how* to read.**
  - c. This means that the **teacher must help the learner know what to do** when they encounter a word they do not immediately know how to read.
8. **Ask participants: *What does the classroom look like during Group Guided Reading?***
9. Participants must write their thoughts down in the training handout.
  - a. Remind participants that during Group Guided Reading time, the **teacher should be working with a small group**.
  - b. Ideally, this happens on a **reading carpet somewhere** in the classroom.
  - c. **The rest of the class should be in their desks** engaged in a quiet, meaningful, independent task.

## DISCUSS FORMING SAME ABILITY GROUPS

10. Ask participants: *What should be happening within a small group in GGR? (What is the methodology?)*

11. Ask participants to write their thoughts down in the training handout.

## SLIDE 11

12. Make sure participants understand that:

- a. The teacher must **give each learner the same reading materials**. *This does not have to be a book if the group is struggling with sounds!*
- b. The teacher may choose to show the learners some **sight words from the text**, depending on their ability level.
- c. **Learners must first read the text silently.**
- d. Then, the teacher must **call on individual learners to read part of the text out loud.**
- e. All of the **other learners in the group must listen and follow** along with the learner who is reading out loud.
- f. Each learner must be ready to read the next part of the text at any time.
- g. The teacher should **ask some basic comprehension questions** about the text.

13. Explain that the first thing a teacher must do to be successful in Group Guided Reading is to assign learners into same ability groups.

14. Ask participants: *Why is it important to have same ability groups?*

15. Ask participants to write their thoughts down in the training handout.

16. Remind participants that:

- a. Same ability groups means that the **teacher can choose a text that is both challenging and realistic for the learners in a group to read.**
- b. Same ability groups **allow each member of the group to learn from their peers' mistakes.**
- c. Same ability groups **help build learner' confidence**, because they do not have to feel ashamed of their reading abilities!

17. Explain that **in order to assign same ability groups effectively**, the teacher must **assess each learner individually.**

- a. The teacher should give the learner a simple text to read.
- b. If the text is easy for the learner, the teacher should give the learner a more difficult text to read.
- c. If the learner is unable to read the text, the teacher must ask the learner to read sight words and to identify letter sounds.

- d. The teacher must use a rubric to assign learners into groups with other learners who have their same skill level.

#### SLIDES 12-22

18. Show the following videos:

- **GROUP GUIDED READING MANAGEMENT:** Clips 1-7
- **GROUP GUIDED READING SERIES A:** Clips 1A, 2A, 3A, 4A

13. After the videos, **briefly discuss, or clarify any queries.**

15. Explain that we will now practice assessing individually and assigning learners to groups.

16. Instruct participants to turn to the Training Handout: **CREATING SAME-ABILITY GROUPS.**

17. Explain that **as each child reads, the rest of us will be the “teacher”.**

18. We will think about which group we must assign this learner to (according to the rubric!)

#### SLIDES 23-26

19. **Listen to each learner read and “assess” each one.**

20. At the end, point out that **it can be quick to assess each learner in the class!** It doesn't need to take hours and hours! And, it is critically important for doing Group Guided Reading well!

21. Go through the reading rubric with the teachers and point out that the rubric is also in their handout.

22. **Ask participants: *How do you think teachers should choose a text for a small group? (How do we know if a text is at the right level for learners?)***

- a. Explain that for **beginning readers**, we need to be careful to choose texts that are a little bit challenging, but are not frustrating.
- b. At the end of Group Guided Reading, learners must feel that they have been successful readers.
- c. **Guided reading will be successful or not based upon the text choice.**
- d. If the too easy, there's nothing for children to learn!
- e. However, if the text is too difficult, the teacher has to do the reading for the student.
- f. This both lowers the child's confidence as a reader AND doesn't help to increase their actual ability to read texts on their own!
- g. Explain that for struggling readers, we must make sure that we help build up their reading (and even pre-reading) skills.

- h. This might mean that our lowest level groups practise phonics, decoding, and high-frequency or sight words. We might ask them to read only a very basic sentence.

**It is key for teachers to remember that learners must never leave a group guided reading lesson feeling like they cannot read.**

We should try to think that there **aren't bad readers in Foundation Phase: only bad text choices!**

2.4	90 minutes	WRITING	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Slide show</li> <li>• Lesson plan</li> </ul>
<ol style="list-style-type: none"> <li>1. Explain that we will now have a look at the core methodology for <b>Writing</b>.</li> <li>2. Revise the weekly routines for Writing.</li> <li>3. Explain to participants that the writing lessons are a little different.</li> <li>4. If time permits, give participants 5-10 minutes to read through one or two writing lesson plans in the lesson plan document.</li> <li>5. <b>Make sure participants understand that they MUST read and follow the lesson plans.</b></li> <li>6. Explain that throughout the foundation phase, we are building process writing skills. <ol style="list-style-type: none"> <li>a. In Grades 1 and 2, learners will plan, draft and present only.</li> <li>b. In Grade 3, learners plan and draft, edit and finally publish and present.</li> </ol> </li> <li>7. Each writing lesson <b>needs to be read in the lesson plans</b>, but they always follow the same basic pattern: The teacher models the task, learners thinking about their ideas, learners write</li> <li>8. Also explain that from Grade 1, the programme uses <b>certain strategies</b> to provide scaffolding and support to learners as they learn to write.</li> <li>9. Ask participants to read through the different strategies aloud one at a time.</li> </ol> <p><b>SLIDES 27-32</b></p> <ol style="list-style-type: none"> <li>10. Show the following videos: <ul style="list-style-type: none"> <li>- <b>FP Process Writing 1: Introduction</b></li> <li>- <b>FP Process Writing 2: Planning</b></li> <li>- <b>FP Process Writing 3: Drafting</b></li> <li>- <b>FP Process Writing 4: Writing and Editing</b></li> <li>- <b>FP Process Writing 5: Rewriting and Publishing</b></li> <li>- <b>FP Process Writing 3: Sharing</b></li> </ul> </li> <li>11. After the videos, have a brief discussion and <b>clarify any questions participants might have.</b></li> </ol>			

<b>2.5</b>	<b>30 minutes</b>	<b>POST-TEST</b>	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Post-tests</li> </ul>
<ol style="list-style-type: none"> <li>1. Settle participants in their seats.</li> <li>2. Hand out a copy of the post-test to each participant.</li> <li>3. Ask participants to write their details on the test.</li> <li>4. Give participants 30 minutes to complete the test under regular test conditions.</li> <li>5. Once time is up, collect all test papers.</li> <li>6. Ensure that tests are clearly and correctly named and labelled.</li> </ol>			

<b>2.6</b>	<b>30 minutes</b>	<b>MANAGEMENT DOCUMENTS</b>	<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Management Documents</li> </ul>
<p><b>SLIDE 33</b></p> <ol style="list-style-type: none"> <li>1. Ask participants to take out their <b>Management Documents</b>.</li> <li>2. Point out that the management document includes the following: <ul style="list-style-type: none"> <li>• A tracker</li> <li>• A baseline assessment</li> <li>• An Assessment scoresheet</li> <li>• Assessment tasks and rubrics</li> </ul> </li> <li>3. The programme is <b>CAPS aligned</b>, and assessment tasks are aligned to the Recovery ATPs.</li> <li>4. Content is <b>developed around a theme</b>, and each theme runs for two-weeks.</li> <li>5. Themes are <b>aligned to the DBE Recovery ATPs</b>.</li> <li>6. As per policy, the programme’s lessons and resources are text-based, communicative, integrated and process orientated.</li> <li>7. In addition, the programme is designed to <b>support the development of decoding, fluency and comprehension</b> skills in a structured, explicit manner.</li> <li>8. Give the participants <b>15 minutes</b> to read through the management document and note down any questions.</li> <li>9. After 15 minutes hold a <b>question-and-answer session</b>.</li> <li>10. Answer questions to the best of your ability.</li> </ol>			

2.7	60 minutes	CLOSURE	<b>What you will need:</b> Slideshow
<p><b>SLIDE 34</b></p> <ol style="list-style-type: none"> <li>1. Settle participants so that you have their attention.</li> <li>2. Settle participants so that you have their attention.</li> <li>3. Again, <b>thank participants for their active participation</b> in this training, and their support of each other and of you.</li> <li>4. Ask participants to briefly <b>share something new that they learnt or realised</b> through this workshop.</li> <li>5. Listen to each participant.</li> <li>6. Document what participants say for feedback.</li> <li>7. Remind participants of the theme for this training: <b>progress is what's important, not perfectionism.</b></li> <li>8. Thank participants and wish them a wonderful term.</li> <li>9. Close the workshop in an appropriate manner.</li> </ol>			

**Thank you for your ongoing dedication and commitment to education!**