

APPENDIX A1

CONSENT OF PARTICIPANT



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

Title: A support programme for Foundation Phase English Second Language educators to improve their phonological awareness skills.

Dear participant

You are hereby cordially invited to participate in the following research study:

A support programme for Foundation Phase English Second Language educators to improve their phonological awareness skills.

Mrs D. Schaffler conducts the study for the submission of a thesis in fulfilment of the requirements for the degree of Philosophae Doctorate at the North West University, Vaal Triangle Campus.

You are kindly requested to be a participant in all phases of this study.

Data will be collected in two phases:

Phase 1: You will be given an open questionnaire where you need to provide information about your knowledge, skills and perceptions regarding phonological awareness skills and the support of ESL (English Second Language) learners who experience difficulties with these skills. Thereafter the researcher will make appointments with you for individual interviews to follow up on your answers given in the questionnaires. From the data from the questionnaires and the interviews, as well as policy documents, the researcher will compile a checklist to use during class observations. She will arrange convenient times with you to conduct observations with regard to the teaching of phonological awareness skills during class time. Please take note that the focus of the observations is simply an information gathering activity and will not be used to evaluate or criticise the educator. These observations will take more

or less a month, or more, depending on when the researcher has collected rich enough data.

All the data collected from the questionnaires, interviews, observations and documents from the Department of Basic Education will then be analysed, interpreted and integrated to compile a support programme for educators to assist with the teaching and support of phonological awareness to ESL Foundation Phase learners.

Phase 2: The educational psychologist, remedial therapist and speech therapist at the Children's Enrichment Centre in Hartbeespoort will be requested to peruse the programme and voice their professional opinions to the researcher. In addition to this, educators who do not form part of the sample as well as the study leaders will be requested to look at the programme and voice their opinion. Thereafter you will be involved in an in-service training programme on how to implement the programme in your classrooms. As you implement the programme the researcher will conduct classroom visits, to observe the teaching and implementation of the programme. She will arrange these visits with you beforehand. As soon as you have implemented the programme you will be requested to take part in group interviews, after school hours or during break time, to provide feedback and make recommendations to the researcher about the programme.

Confidentiality: Your responses in the questionnaires and during the individual interviews will be kept confidential and will be reported anonymously. However, your colleagues will know your responses during the group interviews, and full confidentiality cannot be ensured during these interviews. Yet, to ensure anonymity and confidentiality your school and own name will not be mentioned during the writing up of the data.

If you wish to withdraw from the study at any stage you are allowed to do so. Please be assured that the information obtained from the questionnaires and interviews will be held in safekeeping, for access to the researcher and supervisor only.

No direct benefits will accrue and no compensation will be paid to participants for their participation in this study. The result of this research study will be reported to the North West University for examination. However, your anonymity is still guaranteed.

Should you have any queries regarding this study, please contact the researcher, D. Schaffler via e-mail: dschaffler@gmail.com or the supervisor of this study, Prof. Nel at 016 910 3095 (during office hours) or e-mail: mirna.nel@nwu.ac.za

Consent:

I _____ have read the above –mentioned and understand the nature of my participation in this research project and hereby agree to participate.

Signature

Date

Researcher

Date

APPENDIX A2

PRIMARY SCHOOL CONSENT OF PARTICIPATION

RESEARCHER: Schaffler, D.

TITLE OF RESEARCH PROJECT:

A support programme for Foundation Phase English Second Language educators to improve their phonological awareness skills.

PURPOSE OF THE RESEARCH:

To determine the perceptions, knowledge and skills of Foundation Phase educators concerning phonological awareness as determinants for developing a support programme for Foundation Phase ESL educators to improve their phonological awareness skills.

DURATION:

- One questionnaire to be completed individually by educators. Approximately 20 minutes.
- Two interviews of approximately 30 minute each.
- One workshop for one full day.
- Two observations of phonological awareness teaching activities in the relevant classroom. Approximately 20 minutes per educator per lesson observed.

PROCEDURES:

- Questionnaires will be completed after school hours and will not interfere with teaching time.
- The first interview will be an individual interview and conducted after school hours.
- The second interview will be a focus group interview and conducted after school hours.
- Observation of teaching activities will be conducted in the literacy period allocated on the timetable during school hours.

STORAGE OF DATA:

Paper data will be locked away and stored in a cabinet in the researcher's office where she resides and will be destroyed after the data analysis. Data will also be entered into a software programme and stored on the researcher's computer which is password protected. This data will be deleted after the data analysis has been completed.

POSSIBLE RISKS:

There are no possible risks envisaged in this study. Should any questions be regarded as threatening, the participant may decline from answering such questions without providing an explanation.

BENEFITS:

- Educators may gain knowledge and skills to enhance their teaching of phonological awareness.
- Educators will receive a support programme covering all steps of phonological awareness development together with relevant, age related activities.
- Educators will receive an in depth rubric that may be used to assess phonological awareness.

VOLUNTARY PARTICIPATION:

Participation in this research is entirely voluntary. Participants may at any stage refuse to participate and or withdraw from the research at any time.

CONFIDENTIALITY:

No names will appear in any publication or presentation of the data. Data will remain confidential at all times.

CONTACT:

The research is conducted by a Doctoral student, Debbie Schaffler, under the supervision of Prof. Mirna Nel, from the School of Educational Sciences: North West University, Vanderbijlpark Campus. Prof Mirna may be reached at 016 9103095 (o/h) or

e-mailed at Mirna.Nel@nwu.ac.za for questions regarding this research project. The North West Ethics Committee (NWU-00033-10-A2) ethically approves the research.

CONSENT:

I, _____ have read and understand the nature of my participation in this research project and agree to participate.

Name

Signature

Date

APPENDIX A3
INSTITUTION CONSENT OF PARTICIPATION:
MADIBENG AREA OFFICE

TITLE OF RESEARCH PROJECT:

A support programme for Foundation Phase English Second Language educators to improve their phonological awareness skills.

PURPOSE OF THE RESEARCH:

To determine the perceptions, knowledge and skills of Foundation Phase educators concerning phonological awareness as determinants for developing a support programme for Foundation Phase ESL educators to improve their phonological awareness skills.

Findings from this research may assist educators to better understand phonological awareness and the teaching thereof in the Foundation Phase.

INCLUSION/EXCLUSION CRITERIA:

Participants consist of educators in Hartbeespoort, employed by the Department of Basic Education in the North West Province. All the educators teach in the Foundation Phase and are qualified educators. The following schools agreed to participate:

- Two Setswana schools with English as First Additional Language.

DURATION:

- One questionnaire to be complete individually by educators. Approximately 20 minutes.
- Two interviews of approximately 30 minutes each.
- One workshop for one full day.
- Two observations of phonological awareness teaching activities in the relevant classroom. Approximately 20 minutes per educator per lesson observed.

PROCEDURES:

- Questionnaires will be completed after school hours and will not interfere with teaching time.
- The first interview will be an individual interview and conducted after school hours.
- The second interview will be a focus group interview and conducted after school hours.
- Observation of teaching activities will be conducted in the literacy period allocated on the timetable during school hours.

STORAGE OF DATA:

Paper data will be locked away and stored in a cabinet in the researcher's office where she resides and will be destroyed after the data analysis. Data will also be entered into a software programme and stored on the researcher's computer which is password protected. This data will be deleted after the data analysis is complete.

POSSIBLE RISKS:

There are no possible risks envisaged in this study. Should any questions be regarded as threatening, the participant may decline from answering such questions without providing an explanation.

BENEFITS:

- Educators may gain knowledge and skills to enhance their teaching of phonological awareness.
- Educators will receive a support programme covering all steps of phonological awareness development together with relevant, age related activities.
- Educators will receive an in depth rubric that may be used to assess phonological awareness.

VOLUNTARY PARTICIPATION:

Participation in this research is entirely voluntary. Participants may at any stage refuse to participate and or withdraw from the research at any time.

CONFIDENTIALITY:

No names will appear in any publication or presentation of the data. Data will remain confidential at all times.

CONTACT:

The research is conducted by a Doctoral student, Debbie Schaffler, under the supervision of Prof. Mirna Nel, from the School of Educational Sciences: North West University, Vanderbijlpark Campus. Prof Mirna may be reached at 016 9103095 (o/h) or e-mailed at Mirna.Nel@nwu.ac.za for questions regarding this research project. The North West Ethics Committee (NWU-00033-10-A2) ethically approves the research.

CONSENT:

I, _____ agree to participate in this research project entitled: A support programme for Foundation Phase English Second Language educators to improve their phonological awareness skills. The study has been explained to me and my questions pertaining to the study have been adequately answered. I have read the description of this project and give my consent to participate. I understand I will receive a copy of this informed consent form to keep for future reference. To the best of my knowledge, the participant meets the inclusion/exclusion criteria for participation in this study.

Name

Signature

APPENDIX B

QUESTIONNAIRE

Dear educators

I would appreciate it if you could kindly complete the following questionnaire as part of the research for my PhD in Learner Support.

Since many ESL (English Second Language) learners in the Foundation phase experience difficulties with regard to phonological awareness skills, the purpose of my research is to determine the perceptions, knowledge and skills of educators as determinants for developing a support programme for Foundation Phase ESL learners to improve their phonological awareness skills.

I value your input and ask of you to please complete the following questionnaire. Please note that you complete the questionnaire anonymously and therefore it will be handled with utmost confidentiality.

Your co-operation is greatly appreciated.

Debbie Schaffler

Tel: 082 4680 419

E-mail: dschaffler@gmail.com

QUESTIONNAIRE

Part 1: Personal Details

1. Your name and surname OR pseudonym (false name) if you wish to stay anonymous.

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2. Please indicate your training qualifications:

Teaching Diploma ECD/Pre-primary:3 years	
Teaching Diploma ECD/Pre-primary:4 years	
Teaching Diploma Primary School: 3 years	
Teaching diploma Primary School: 4 years	
Degree: Pre-primary	
Degree: Primary School	
Other, Please name:	

3. Please indicate your years of teaching experience by drawing an x in the appropriate box:

0-5	5-10	10-15	15-20	20-25	25-30	30-35	35-40	40-45
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4. Please indicate your age by drawing an x in the appropriate box:

20-25	25-30	30-35	35-40	40-45	45-50	50-55	55-60	60-65
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Part 2: Knowledge of Phonological Awareness

5. Please explain what you understand under the concept “Phonological Awareness”.

6. Please provide a definition and an example of the following terminology:

- Phoneme isolation:

- Phoneme identity:

- Phoneme blending:

- Phoneme segmentation:

- Phoneme deletion:

- Phoneme addition:

- Phoneme substitution:

11. How do you record your assessments of the learner's phonological awareness in ESL?

12. What phonological awareness skills do you think English Second Language (ESL) learners in the Foundation Phase need in order to achieve success in learning to read?

13. What support do you provide to ESL learners who struggle with phonological awareness skills?

14. List any teaching and learning support material that you have and use to teach phonological awareness.

Part 4: Perceptions on Phonological Awareness

15. What do you think are the reasons why ESL learners struggle with phonological awareness skills?

16. What are your training and support needs with regard to the support of ESL learners who struggle with phonological awareness skills?

Part 5: Time management

17. How much time according to CAPS (Curriculum and Assessment Policy Statements) English First Additional Language, should you spend daily teaching literacy in your Grade? Please specify the grade that you teach.

18. How much time more or less are you currently spending daily teaching English Second language in your grade?

Part 6: DBE (Department of Basic Education) Support for Educators

19. How much training and support have you received from the Department of Basic Education regarding CAPS for English First Additional Language?

20. If any workshops were provided by the Department of Basic Education, regarding CAPS for English First Additional Language, what did you think about the quality of these workshops?

APPENDIX C1

INDIVIDUAL INTERVIEW QUESTIONS

Part 1: Knowledge of Phonological Awareness

1. Please explain what you understand under the concept “Phonological Awareness”.
2. Please provide a definition and an example of the following terminology:
 - Phoneme isolation:
 - Phoneme identity:
 - Phoneme blending:
 - Phoneme segmentation:
 - Phoneme deletion:
 - Phoneme addition:
 - Phoneme substitution:
3. What do you understand under phonics?
4. If you start teaching phonological awareness from the very beginning, where would you start?

Part 2: Skills in teaching Phonological Awareness

5. Please describe the teaching strategies that you use to teach phonological awareness skills.
6. Please describe the assessment strategies that you use to assess phonological awareness skills.
7. How do you record your assessments of the learners’ phonological awareness in ESL?
8. What phonological awareness skills do you think English Second Language (ESL) learners in the Foundation Phase need in order to achieve success in learning to read?

9. What support do you provide to learners who struggle with phonological awareness skills?
10. List any teaching and learning support material that you have and use to teach phonological awareness.

Part 3: Perceptions on Phonological Awareness

11. What do you think are the reasons why ESL learners struggle with phonological awareness skills?
12. What are your training and support needs with regard to the support of ESL learners who struggle with phonological awareness skills?

Part 3: Time management

13. How much time according to CAPS (Curriculum and Assessment Policy Statements) English First Additional Language, should you spend daily teaching phonological awareness in your Grade? Please specify the grade that you teach.
14. How much time more or less are you currently spending daily teaching

Part 5: DBE (Department of Basic Education) Support for Educators

15. How much training and support have you received from the Department of Basic Education regarding CAPS for English First Additional Language?
16. If any workshops were provided by the Department of Basic Education, regarding CAPS for English First Additional Language, what did you think about the quality of these workshops?

APPENDIX C2

FOCUS GROUP INTERVIEW

Section 1: EDUCATOR KNOWLEDGE

1. Do you feel you understand phonological awareness better now? Please motivate
2. Do you feel that you are better prepared and more confident to teach phonological awareness? Please explain
3. How would you define phonological awareness and phonics now?

Section 2: TEACHING SKILLS AND STRATEGIES

4. What various teaching strategies did you utilise for teaching phonological awareness?

Section 3: ASSESSMENT STRATEGIES

5. How did you assess the progress of learners?
6. How did you record your assessments?

Section 4: EDUCATOR PERCEPTIONS

7. Do you feel that the training provided and support programme was sufficient to improve the literacy activities in your class? Please motivate
8. What do you think are the main reasons learners struggle with phonological awareness?
9. Do you think all educators could benefit from this programme with similar training to what you received?

Section 5: TIME MANAGEMENT

10. If you could choose the amount of time that should be spent on literacy teaching daily in the Foundation Phase, what time allocation do you think would be sufficient?

11. What amount of time in reality did you spend daily on teaching literacy skills, during this week?

Section 6: DBE DOCUMENTS AND SUPPORT

12. Did you find the guidelines in CAPS useful in relation to the support programme? In what way?
13. Did you use the English First Additional Language book together with the support programme? How did you go about it?

APPENDIX D1
OBSERVATION TEMPLATE

CLASSROOM OBSERVATION SCHEDULE				
Date: _____ School: _____				
Teacher: _____ Grade: _____				
Observer: _____ Time & Duration of Observation: _____				
The Teacher	Learners	Language	Activity	Comments

APPENDIX D2
OBSERVATION MATRIX GUIDE

1. Sentences and words	2. Compound Words
3. Syllables: Names and words	4. Rhyming words
5. Initial sounds: Names and words	6. Final sounds: Names and words
7. Initial and final sounds: Names and words	8. Phoneme Isolation
9. Phoneme Identification	10. Phoneme segmentation and blending
11. Phoneme deletion	12. Phoneme addition
13. Phoneme substitution	14. Phoneme manipulation: Segment and name letter sounds

APPENDIX E1

OVERVIEW OF PHONICS TO BE TAUGHT IN FAL ACCORDING TO CAPS: GRADE 1, 2 AND 3

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1-3			
PHONICS	GRADE 1	GRADE 2	GRADE 3
<ul style="list-style-type: none"> • Develops phonemic awareness in the FAL through rhymes and songs (e.g. 'The cat in a hat, His name is Pat') • Identifies some rhyming words • Recognises initial sounds in familiar words (e.g. 'p' in 'Pat') • Segments oral sentences into individual words by clapping on each word • Claps out the syllables in familiar words • Distinguishes the first sound (onset) from the remaining part of a syllable (rime) in simple words (e.g. c-at, m-at, t-at) • Recognises plurals ('s and 'es) aurally 	<ul style="list-style-type: none"> • Phonemic awareness • Distinguishes aurally between sounds that are often confused (e.g. 'a and 'e; 'ee and 'i') • Phonics • Identifies letter-sound relationships of single letters starting with those that are the same in the HL and FAL • Identifies letter-sound relationships that are different from those in the HL • Builds up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen) • Recognises common endings in words (e.g. 'ed', 'ing', 'y' and 's') • Groups common words into word families (e.g. bin, pin, tin) • Recognises common consonant digraphs such as sh, ch and th at the beginning and end of words • Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cr-ap, ph-um; br-im, cr-op, dr-ip; gr-ab, tr-ip) • Recognises at least 3 vowel digraphs (e.g. 'oo' as in boot, 'ee' as in feet) 	<ul style="list-style-type: none"> • Identifies letter-sound relationships of all single letters in HL and FAL and is aware of any differences • Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words • Recognises at least 10 vowel digraphs (e.g. 'oa' as in boat, 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt) • Recognises silent 'e' in words (e.g. cake, time) • Uses consonant blends to build up and break down words (e.g. fr-ig, l-nk,) • Recognises known rhyming words, (e.g. fly, sky) • Distinguishes between long and short vowel sounds e.g. ('boor' and 'book') • Distinguishes between onset and rime in more complex syllables (e.g. 'dr-eam', 'scr-eam') • Recognises more complex word families (e.g. 'catch', 'match') • Recognises and uses some suffixes (e.g. '-es', '-ies', '-ly', '-ing', '-ed') • Builds and sounds out words using sounds learnt 	

APPENDIX E2
CAPS FRAMEWORK FOR PHONOLOGICAL AWARENESS:
GRADE 1, 2 AND 3

GRADE 1; TERM 1:

Daily/Weekly Activities:	Identify Initial Sound in words		
<ul style="list-style-type: none"> Segment oral sentences into individual words by clapping on each word. With the help of the educator, begin to identify some rhyming words and sounds in English through stories, songs and rhymes. 	<ul style="list-style-type: none"> Begin to identify different initial sounds in words. Identify the sound in words through words read by the educator. 		
Week 1:	Week 2:	Week 3:	Week 4:
	/b/	/s/	/t/
Week 5:	Week 6:	Week 7:	Week 8:
/m/	/a/	/r/	/c/
Week 9:	Week 10:		
/l/	/a/ /r/ /l/ /c/ /b/ /m/ /s/ /t/		

TERM 2:

<p>Daily/weekly Activities</p> <ul style="list-style-type: none"> • Segment oral sentences into individual words by clapping on each word. • With the help of the educator, begin to identify some rhyming words and sounds in English through stories, songs and rhymes. • Clap out syllables in familiar words, e.g. ba-na-na 	<p>Identify Initial Sound in words</p> <ul style="list-style-type: none"> • Begin to identify different initial sounds in words. • Identify the sound in words through words read by the educator. 		
Week 1:	Week 2:	Week 3:	Week 4:
/n/	/l/	/h/	/d/
Week 5:	Week 6:	Week 7:	Week 8:
/w/	/a/ /b/ /c/ /h/ /e/ /l/ /m/ /n/ /s/ /t/ /g/	a/ /b/ /c/ /h/ /e/ /l/ /m/ /n/ /s/ /t/ /g/	/w/ /h/ /d/ /n/ /l/ /c/
Week 9:	Week 10:		
Assessment	Assessment		

TERM 3:

Daily/ Weekly Activities	Identify initial sound in words		
<ul style="list-style-type: none"> • Segment oral sentences into individual words by clapping on each word. • With the help of the educator, begin to identify some rhyming words and sounds in English through stories, songs and rhymes. • Clap out syllables in familiar words, e.g. ba-na-na • Recognise plurals aurally (s and es) eg. bird/ birds 	<ul style="list-style-type: none"> • Begin to identify different initial sounds in words. • Identify the sound in words through words read by the educator. 		
Week 1:	Week 2:	Week 3:	Week 4:
/p/	/p/	/i/	/i/
Week 5:	Week 6:	Week 7:	Week 8:
/n/	/n/	/b/	/m/
Week 9:	Week 10:		
Assessment	Assessment		

TERM 4:

Daily/Weekly Activities:		Identify Initial Sound in Words	
<ul style="list-style-type: none"> Segment oral sentences into individual words by clapping on each word. With the help of the educator, begin to identify some rhyming words through stories, songs and rhymes. Clap out syllables in familiar words, e.g. ba-na-na Recognise plural aurally (s and es) e.g. bird/birds 		<ul style="list-style-type: none"> Begin to identify different initial sound in words. Identify the initial sound in words through words read by the educator. 	
Week 1:	Week 2:	Week 3:	Week 4:
/g/ words	/o/ words	/e/ words	/h/ words
Week 5:	Week 6:	Week 7:	Week 8:
/f/ words	/u/ words	/k/ words	/d/ words
Week 9:	Week 10:		
/x/ , /y/ , /z/ words	/c/ , /w/ words		

GRADE TWO: PHONEMIC AWARENESS**TERM 1:**

Week 1:	Week 2:	Week 3:	Week 4:
Baseline Assessment	Identify letter sound relationship. <i>/a/ , /k/ , /s/</i>	Identify letter sound relationship. <i>/e/</i> at- and en-	Identify letter sound relationship. <i>/t/ /e/ /p/</i>
Week 5:	Week 6:	Week 7:	Week 8:
Identify letter sound relationship. <i>/l/ /b/ /i/</i>	Identify letter sound relationship. <i>/d/ /f/ /o/</i>	Identify letter sound relationship. <i>/n/ /q/ /y/</i>	Identify letter sound relationship. <i>/m/ /c/ /j/ /v/</i>

Week 9:	Week:10		
Identify letter sound relationship. <i>/w/ /g/ /h/</i>	Identify letter sound relationship. <i>/r/ /x/ /z/</i>		

TERM 2:

Week 1:	Week 2:	Week 3:	Week 4:
<p>Revision - term 1. Single letter sounds with pictures. Single letter sounds without pictures. Build up and break down 3-letter words using sounds learnt</p>	<p>Revision – term 1. Single letter sounds with pictures. Single letter sounds without pictures. Build up and break down 3- letter words using sounds learnt.</p>	<p>Build up and break down 3- letter words beginning with a single consonant into onset = rime and into individual sounds. b-at, c-at, h-at, p-at, r-at, s-at b-an, c-an, f-an, m-an, p-an, t-an, v-an d-am, h-am, j-am, r-am b-ag, h-ag, n-ag, r-ag, t-ag, w-ag b-ad, d-ad, h-ad, m-ad, p-ad, s-ad</p>	<p>Recognise common endings in words (ed, ing,) Build up and break down 3-letter words beginning with a single consonant into onset + rime and into individual sounds. c-ot, d-ot, g-ot, h-ot, j-og, l-ot, n-ot, p-ot, r-ot d-og, f-og, h-og, j-og, l-og c-od, n-od, p-od, r-od</p>
Week 5:	Week 6:	Week 7:	Week 8:
<p>Recognise common ending in words (y, s) Build up and break down 3-letter words beginning with a single consonant into onset+ rime and into individual sounds. g-et, j-et, l-et, m-et, n-et, p-et, s-et, v-et, w-et d-en, h-en, m-en, p-en, t-en</p>	<p>Distinguish aurally between long and short vowel sounds (eg. not + note, hat + hate). Build up and break down 3-letter words beginning with a single consonant into onset+ rime and into individual sounds. b-it, f-it, p-it, s-it, h-it b-in, f-in, g-in, p-in,</p>	<p>Build up and break down 3-letter words beginning with a single consonant into onset+ rime and into individual sounds. b-un, f-un, g-un, n-un, r-un, s-un b-ug, h-ug, m-ug, r-ug, t-ug p-ub, r-ub, t-ub</p>	<p>Revision: Build up and break down 3-letter words beginning with a single consonant into onset+ rime and into individual sounds.</p>

b-eg, l-eg, p-eg h-em b-ed, f-ed, r-ed	s-in, t-in, w-in b-ib, f-ib d-ip, l-ip, p-ip, r-ip, s-ip, t-ip, z-ip h-id, k-id		
Week 9:	Week 10:		
Assessment: Formal Identify letter sound relationship of single letters.	Revision Single letters Build up and break down 3-letter words.		

TERM 3:

Week 1:	Week 2:	Week 3:	Week 4:
Build up and break down 3-letter words beginning with a single consonant into onset+ rime and into individual sounds.	Groups common words into word family (e.g. pin, bin, tin)	Identify plural and singular /a/ and/e/ sound	/i/ and /ea/ sound
Week 5:	Week 6:	Week 7:	Week 8:
sh-sound	ck- sound	Past tense: ed- sound	Recognise ending 'ing'
Week 9:	Week 10:		
th- sound	ch-sound		

TERM 4:

Week 1:	Week 2:	Week 3:	Week 4:
Groups common words into word family (e.g. jug, mug, bug, bag, rag, wag, hip, tip, rip)	Recognise vowel diagraphs (ee- and oo- sound) -ing words blends: bl, fl, sl, pl, gr	Distinguish aurally between sounds that are often confused (e.g. /i/ and /e/) -ed sound	ch, sh, th sound

Week 5:	Week 6:	Week 7:	Week 8:
/a/ /e/ /i/ /o/ /u/ and /y/ sounds	Blends: pl, bl, cl, fl, sl	Blends: cl, fl, pl, bl, sl, br, cr, dr, gr, tr	Build up and break down simple words beginning with some common consonant blend (e.g. fl-at, sl-ip, cl-ap, pl-um, br-im, cr-op, dr-ip, gr-ab, tr-ip)
Week 9:	Week 10:		
Assessment	Assessment		

GRADE THREE:

TERM 1:

Week 1:	Week 2:	Week 3:	Week 4:
Revision of Grade 2 sounds learnt. Recognise sound at first with pictures then without the help of pictures. Build up and break down 3-4 letter words with sounds learnt.	Revision of Grade 2 sounds learnt. Recognise sounds at first with pictures then without the help of pictures. Build up and break down 3-4 letter words with sounds learnt.	Revision of Grade 2 sounds learnt. Recognise sounds at first with pictures then without the help of pictures. Build up and break down 3-4 letter words with sounds learnt.	Recognise common consonant digraph (sh, th) at the beginning of words. Distinguish between different vowel sounds aurally (e.g. u in bus and u in put) Build up and break down 3-4 letter words with sounds learnt.
Week 5:	Week 6:	Week 7:	Week 8:
Recognise common consonant digraphs (ch, wh) at the beginning of words. Build up and break down 3-4 letter words using sounds learnt.	Revise letter Sound relationships of all single letters. Recognise common digraph at the beginning of words (sh, th, ch, wh). Distinguish between different vowel	Recognise common consonant digraph (sh, th, ch, wh) at the end of words. Build up and break down 3-4 letter words using sounds learnt. Recognise vowel	Recognise vowel digraph oa as in boat. Build up and break down 3-4 letter words using sounds learnt.

	sounds aurally. Build up and break down 3-4 letter words using sounds learnt.	digraphs oo and ee as in boot and beef.	
Week 9:	Week:10		
Identify letter sound relationship of all single letters.	Identify letter sound relationship of all single letters.		

TERM 2:

Week 1:	Week 2:	Week 3:	Week 4:
Revision of term one; Identify letter-sound relationship of all single letters. Build up and break down 3-4 letter words using sounds learnt. Distinguish between different vowel sounds aurally. Recognise common consonant digraph (sh, th, ch, wh) at the beginning and end of words. Recognise vowel digraphs oo as in boot and oa as in boat and ee as in feet.	Revision of term one; Identify letter-sound relationship of all single letters. Build up and break down 3-4 letter words using sounds learnt. Distinguish between different vowel sounds aurally. Recognise common consonant digraph (sh, th, ch, wh) at the beginning and end of words. Recognise vowel digraphs oo as in boot and oa as in boat and ee as in feet.	Build up and break down 3-4 letter words with sounds learnt. Recognise vowel digraph ea as in eat. Recognise vowel digraph oo as in boot and oa as in boat.	Build up and break down 3-4 letter words with sounds learnt. Recognise silent e in words; a-e, e-e, and o-e.
Week 5:	Week 6:	Week 7:	Week 8:
Build up and break down 3-4 letter words with sounds learnt. Recognise silent e	Distinguish aurally between long and short vowel sounds (eg. not + note, hat + hate). Build up and break	Build up and break down 3-4 letter words with sounds learnt. Use consonant blends (ck and cl) to	Build up and break down 3-4 letter words with sounds learnt. Recognise rhyming

in words i-e and u-e. Distinguish between long and short vowel sounds orally; kit and kite.	down 3-4 letter words using sounds learnt. Use consonant blends (ing and nk) to build up and break down words. Example king, wink.	build up and break down words. Example; black and clap. Recognise rhyming words.	words.
Week 9: Assessment	Week 10:		

TERM 3:

Week 1:	Week 2:	Week 3:	Week 4:
Revision of term two: Build and sound out words using sounds learnt. Recognise vowel digraph (ea as in eat, oa as in boat, oo as in book). Recognise silent 'e' in words (cake, time, hope,) Use consonant blends (ing, nk, ck, cl) to build up and sound out words.	Revision of term two: Build and sound out words using sounds learnt. Recognise vowel digraph (ea as in eat, oa as in boat, oo as in book). Recognise silent 'e' in words (cake, time, hope,) Use consonant blends (ing, nk, ck, cl) to build up and sound out words.	Distinguish between different vowel sounds aurally (e.g. bird and bed, ship and sheep). Recognise some differences between sound/spelling relationships in home language and first additional language (e.g. thatha and thin , jas and jet). Recognise at least five new vowel digraphs (e.g. ai as in pain). Build and sound out words using sounds learnt.	Recognise at least five new vowel digraphs (e.g. ay as in pay, and oi as in coin). Build and sound out words using sounds learnt.
Week 5:	Week 6:	Week 7:	Week 8:
Build and sound out words using sounds learnt. Recognise at least five new vowel digraphs (e.g. oy as in toy, ou as in	Build and sound out words using sound learnt. Distinguish between different vowel sounds aurally (e.g. bad, and bed.)	Build and sound out words using sounds learnt. Distinguish between different consonant digraphs e.g chip and ship.	Build and sound out words using sounds learnt. Distinguish between different vowel sounds aurally. Recognise three

round).	Recognise some difference between sound/spelling relationships in home language and first additional language (e.g. cat and icici).	Recognise consonant digraphs (ph, ll, ss and ff) in words.	letter consonant blends at the beginning and end of words (e.g. str, scr, tch, nch)
Week 9:	Week 10:		
Assessment	Assessment		

TERM 4:

Week 1:	Week 2:	Week 3:	Week 4:
<p>Revision of term three:</p> <p>Distinguish between different vowel sounds aurally (e.g. bird, bed, ship, sheep)</p> <p>Recognise at least five new vowel digraphs (e.g. ai, ay, oi, oy, ou).</p> <p>Recognise three-letter consonant blends at the beginning and end of words (e.g. str, scr, tch, nch).</p> <p>Recognise consonant digraphs in a word (e.g. ph, ll, ss, ff).</p> <p>Build and sound out words using sounds learnt.</p>	<p>Revision of term three:</p> <p>Distinguish between different vowel sounds aurally (e.g. bird, bed, ship, sheep)</p> <p>Recognise at least five new vowel digraphs (e.g. ai, ay, oi, oy, ou).</p> <p>Recognise three-letter consonant blends at the beginning and end of words (e.g. str, scr, tch, nch).</p> <p>Recognise consonant digraphs in a word (e.g. ph, ll, ss, ff).</p> <p>Build and sound out words using sounds learnt.</p>	<p>Recognise at least five new vowel digraphs (e.g. 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt).</p>	<p>Recognise the first sound and the last syllable in more complex patterns (e.g. dr-eam, cr-eam, scr-eam, str-eam).</p> <p>Build and sound out words using sounds learnt.</p>
Week 5:	Week 6:	Week 7:	Week 8:
Revise:	Revise:	Recognise and use suffixes (e.g. es,	Recognise more complex word

Recognise at least five new vowel digraphs (e.g. 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt).	Recognise the first sound and the last syllable in more complex patterns (e.g. dr-eam, cr-eam, scr-eam, str-eam). Build and sound out words using sounds learnt.	ies, ly, ing, ed). Build and sound out words using sounds learnt.	families (e.g. tch as in hatch, match). Build and sound out words using sounds learnt.
Week 9:	Week 10:		
Assessment	Assessment		

APPENDIX F

GRADE 2 EDUCATOR LESSON PLAN EXAMPLE

FIRST ADDITIONAL LANGUAGE: FOUNDATION PHASE LESSON PLAN				
THEME	GRADE: 2	TERM 1	WEEK 1	DATE 15-17.1.2016
	DAY 1	DAY 2	DAY 3	DAY 4
Prior knowledge	Greetings and introductions. holidays. Welcome back.	Greetings and emotions.		
Vocabulary	happy. Sad book shelf table	school happy Sad		
Sight words	mat Sad bag cat		any are around	
Topic/ What are you going to teach. 15 minutes x 4	Back at school. Emotions I feel = happy = sad.	What we have in class	what I did in the holidays I went to -	
Integration	Maths How many boys in picture How many girls.	Maths How many count number of chains tables	How many boys and girls in Class.	
Resources	DBE BOOKS	DBE BOOKS. chalk-board.	word chart. Chalkboard.	
Listening and speaking daily 15minutes X 3	Oral. Me. (about me)	What I did during the holiday	What I did during the holidays My feelings	
Focus listening & speaking (story) 15 minutes X 1				

Phonics	Sad mat Cat	Sad big mat hat rat cat. DBE BOOK P. 3	Write word sounds in Frim DBE P. 5
Shared reading 15 minutes X 2			
Group guided reading 15 minutes X 1		DBE BOOK P. 3.	
Independent reading			
Writing; 15 minutes X 2			Write about self. My name is _____ I am a _____ Draw Feelings Faces
Language use			
Formal assessment task			
Expanded Opportunities			
Homework	Learners draw on cut out pictures of child	Learners complete events in DBE book P. 3	
Teacher reflection			

APPENDIX G
POWERPOINT PRESENTATION

**Phonological Awareness Training
Workshop**

Foundation Phase Educators

PURPOSE OF TRAINING WORKSHOP

- To provide adequate knowledge of phonological awareness which will enable quality teaching thereof in classrooms.
- To assist with instructional practices to teach phonological awareness.
- To provide practical and uncomplicated activities and resources relevant to teach phonological awareness.
- To provide knowledge regarding the assessment of phonological awareness together with a rubric as a guideline for assessment.
- To assist with correctly interpreting support documents received by the DoBE.

HOW IS LANGUAGE LEARNED?

- A child's first language is learned by **listening and speaking**.
- Reading and writing comes much later after there is a good oral language foundation.
- Children speak first in single words and then in short sentences.
- Children learn nouns, adjectives, and verbs first. Grammar comes later

Vygotskian Theory

- Social constructivism (Vysotsky, 1978)
- Learning and development take place via interaction.
- Active partnership
- Scaffolding and ZPD (Zone of proximal development)
- Build on learners' existing knowledge
- Adjust amount of guidance and support

GOOD LANGUAGE EDUCATION

- **Listening and speaking** are stressed to help develop comprehension and reading skills.
- Conversation and **oral language skills** are important, not dictation
- **Listening skills** are about the ability to extract meaning from a string of words.

WHY IS PHONOLOGICAL AWARENESS SO IMPORTANT?

- Phonological awareness is a precursor to reading ability
- It improves reading, pronunciation and vocabulary.
- Phonological awareness can be implemented in all learning components in the classroom
- Phonological awareness training will benefit English second language learners.

DIFFERENCE BETWEEN PHONOLOGICAL AWARENESS , PHONEMIC AWARENESS AND PHONICS

- Phonological awareness – the ability to break down speech into smaller segments. It involves teaching the sound structure of words and involves auditory skills and aural activities. No writing!!
- Phoneme – the smallest unit of sound
- Phonemic awareness – the ability to break up a word into its smallest parts called phonemes.
- Phonics – the association of sounds and letters. Phonics involves print!!

TEACHING ENGLISH FIRST ADDITIONAL LANGUAGE

- First develop oral language skills.
- Aural activities
- Provide opportunities for learners to learn sounds and new vocabulary.

DANGER OF TEACHING WRITING TOO EARLY

- If writing instruction is introduced too early, learners will learn English like they learn to write Chinese – a series of keystrokes.
- It limits the size of the vocabulary
- The delays development of fluent and accurate reading
- They experience difficulties with talking to people in fluent English.

STAGES OF PHONOLOGICAL AWARENESS DEVELOPMENT AND SEQUENCE OF TEACHING

GRADE 1 PROGRAM

- Sentences are made up of words. Sentences are broken up into words.
- Words are made up of syllables namely;
 - Compound words
 - Two syllables, three or more syllables
- Skill of syllabification: Remember: for every vowel sound, it's one syllable. Two or three vowels with ONE sound count as one syllable. Example: beau/ ti/ ful = three syllables. Tree = one syllable.
- Rhyme detection and alliteration

STAGES OF PHONOLOGICAL AWARENESS CONTINUED

- **GRADE 2 and GRADE 3 PROGRAM**
- Initial sounds—Emphasize correct pronunciation of all English sounds. Especially short vowels.
- Final sounds
- Medial sounds
- Segmentation
- Blending
- Sound discrimination
- Sound substitution
- Sound manipulation
- Phonics

ACTIVITIES TO TEACH AND SUPPORT PHONOLOGICAL AWARENESS

- Break up sentences into words by clapping on each word
- Break up words into syllables orally by clapping on each syllable
- Listen to stories: learners re-tell and dramatize stories
- Sing songs with actions, emphasize rhyming words
- Recite poems, emphasizing rhyming words.
- Games involving sound recognition
- Tongue twisters
- Avoid Code switching

ASSESSMENT OF PHONOLOGICAL AWARENESS

- Assessment rubric P.A.S.T.

DBE DOCUMENTS

- Concepts in CAPS.
- Printing errors in CAPS document for FAL.
- Combining program with CAPS
- Combining program in all components of language learning.

PHONOLOGICAL AWARENESS TEACHING IS GREAT FUN

THANK YOU!



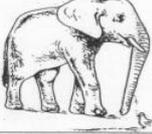
Photos taken at workshop



APPENDIX H

EXAMPLES OF ASSESSMENT WORKSHEETS

Write the word under the picture.

			
			
			
		Total 14	

PHONICS

Date:

Marks: 8

Choose the beginning sound and write it in the correct picture.

b m s t

