Teacher knowledge
and implementation of
phonological awareness
in Grade R

Elsabé Wessels

1267 6977

Thesis submitted for the degree of

Doctor of Philosophy in Teaching and Learning at the

Potchefstroom campus of the North West University

Promoter: Prof. C. Nel

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To my grandchildren

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DEFINITION OF KEY TERMS

Alphabetical principle: The understanding that letters represent sounds in an alphabetical language. The alphabetical principle is taught through phonics instruction. For the letter-sound correspondence to have meaning, learners must also have emerging phonemic awareness.

Early childhood education: Early Childhood Education is a term that refers to educational programmes and strategies geared toward children from birth to the age of eight.

Emergent literacy: The earliest phase of understanding about print that enables the child to generate hypotheses about the nature of reading and writing.

Explicit instruction: The intentional design and delivery of information by the teacher to the students. It begins with the teacher's modelling of the skill followed by an opportunity for the learners to practice the newly taught skills and knowledge under the supervision of the teacher.

Lower levels of language: Units smaller than the word, such as sounds, syllables, letters and some morphemes.

Onset: The consonants that precede the vowel in a word. For example, the <u>dr</u> in *dress* is the onset. The onset is followed by the rime.

Phonemic awareness: The ability to identify and manipulate sounds into syllables or words.

Phonics: The type of instruction that emphasizes the deciphering of the relationship between letters and sounds.

Phonological awareness: Phonological awareness is the conscious access to the phoneme level of speech stream and some ability to cognitively manipulate representations at this level.

Professional development: Professional development of teachers is concerned with the ongoing development of teacher knowledge and skills.

Rhyme: Rhyme refers to the same sound in different words, for example *hear* and *here*.

Rime: The vowel and following consonants in a word. For example, the <u>ess</u> in *dress* is the rime. The rime follows the onset.

Teacher knowledge: The knowledge that teachers have about teaching and learning.

Teacher training: Professional preparation of teachers, usually through formal course work and practice teaching.

SUMMARY

Keywords: *Alphabetical principle, early childhood, emergent literacy, explicit instruction, lower levels of language, onset, phonemic awareness, phonics, phonological awareness, professional development, rhyme, rime, teacher knowledge, teacher training.*

South Africa's current performance on national and international studies is an indication that all is not well with our literacy teaching. In spite of the implementation of the *National Curriculum Statement Grade R-9*, illiteracy is currently a serious problem in South Africa.

Current international and national documents call for direct, explicit, systematic teaching of reading and language concepts to beginning readers. The five principal components of reading instruction, namely phoneme awareness; phonics; word study and spelling; reading fluency; and text comprehension encompass language instruction at the phoneme, grapheme, syllable, word, sentence, and discourse levels. Teachers need specific and explicit linguistic knowledge to recognise and address the needs of all learners on the continuum of reading and language proficiency.

Phonological awareness skills are considered as the most important indicators of early reading skills. Literature suggests a strong positive correlation between phonological awareness skills and reading skills development. Longitudinal studies show that children who don't have phonological awareness skills have difficulties in reading. Experimental studies on phonological awareness suggest that the implementation of phonological awareness training has positive effects on the development of reading and spelling abilities. Phonological awareness is a key component in the prevention of reading failure. The information collected through the assessment of phonological awareness, enables teachers to make informed decisions about modifications of the literacy learning programme and implement reading interventions to prevent failure of reading acquisition. This early, preventative intervention reduces the possibility that learners fall behind in reading.

The teaching of phonological awareness is par excellence for emergent literacy in the grade R class. Phonological awareness can be improved through the systematic, explicit instruction thereof. Therefore, teachers need to be able to implement a variety

of phonological awareness activities in their classroom instruction. Teachers need content knowledge about phonological awareness, and how to implement it successfully.

The purpose of this study was to determine:

- What a SWOT analysis reveals about grade R-teachers':
    - Current in-depth knowledge of phonological awareness.
    - Preparedness to teach phonological awareness.
    - Implementation of instructional practices relevant to phonological awareness.
    - Perceptions of the support received from DoBE, in terms of relevant documentation, teaching and learning support material and professional development.
- The limitations, if any, in the teacher support documents of the DoBE, regarding the teaching of phonological awareness in grade R and to make suggestion with regard to the improvement thereof.
- What the perceptions of grade R teachers are about their in-depth knowledge, instructional practices and preparedness, concerning phonological awareness, after the implementation of a teacher training programme, focussing specifically on phonological awareness.

The study was conducted utilizing a case study with thirteen grade R teachers from Lichtenburg, and the surrounding towns, Koster, Coligny and Itsoseng in the North West Province, Department of Basic Education, in South Africa. Data was collected in three phases, using questionnaires, interviews, observations and document analyses.

In the first phase, the researcher gathered information on the knowledge and implementation of phonological awareness before the intervention (i.e., a teacher training programme).

In the second phase, the teachers received training about the concept of phonological awareness and its relevance in reading acquisition. The training programme included relevant teaching activities as well as learning and teaching support material.

In the third phase, the researcher trained the participants in the implementation of phonological awareness and gathered data about the implementation process.

The results indicated that if teachers received explicit training about phonological awareness and are provided with relevant learning and teaching support material, they are able to implement phonological awareness activities in grade R classrooms.

The results of this study have implications for teacher training. The concept of phonological awareness, its relevance in reading acquisition as well as relevant teaching activities need to be included in the training of grade R teachers.

OPSOMMING

Sleutelwoorde: *Alfabetiese beginsel, alliterasie, direkte onderrig, foneem bewustheid, fonologiese bewustheid, klank, onderwyserskennis, onderwysersopleiding, ontluikende geletterdheid, professionele ontwikkeling, rym, vroeë kinderjare.*

Suid Afrika se huidige prestasies in nasionale en internasionale studies is 'n aanduiding dat daar ernstige tekortkominge ten opsigte van onderrig in geletterdheid is. Ten spyte van die implementering van die *Nasionale Kurrikulum Verklaring Graad R-9,* is ongeletterdheid steeds 'n ernstige probleem in Suid Afrika.

Huidiglik doen nasionale en internasionale studies 'n oproep om direkte, eksplisiete en sistematiese onderrig van lees- en taalkonsepte vir beginner lesers. Die vyf basiese komponente van lees, naamlik foneem bewustheid; klank; studie van woorde en spelling; vlotlees en leesbegrip vereis taalonderrig op die vlak van foneme, grafeme, lettergrepe, woorde, sinne en diskoers vlak. Onderwysers benodig spesifieke en eksplesiete kennis om leerders se behoeftes, ten opsigte van lees- en taalvaardighede, te identifiseer en aan te spreek.

Fonologiese bewustheid is die belangrikste aanduider van vroeë leesvaardighede. Die literatuur toon 'n sterk positiewe korrelasie tussen fonologiese bewustheidsvaardighede en die ontwikkeling van leesvaardighede. Longitudinale studies dui aan dat leerders wat nie oor fonologiese vaardighede beskik nie, probleme met lees ervaar. Eksperimentele studies oor fonologiese bewustheid dui aan dat die implementering van fonologiese bewustheidsopleiding positiewe uitkomste ten opsigte van lees en spelvermoë het. Fonologiese bewustheid is 'n sleutelkomponent in die voorkoming van leesprobleme. Inligting wat bekom word deur die assessering van fonologiese bewustheid, stel onderwysers in staat om ingeligte besluite te neem oor aanpassings aan die program waarmee geletterdheid onderrig word. Hierdie vroeë, voorkomende intervensie verminder die moontlikheid dat lees agterstande ontwikkel.

Die onderrig van fonologiese bewustheid is by uitstek geskik vir graad R. Fonologiese bewustheid kan verbeter word deur die sistematiese, eksplisiete onderrig daarvan. Daarom moet onderwysers instaat wees om 'n verskeidenheid fonologiese aktiwiteite tydens onderrig in klaskamers te implementeer. Onderwysers benodig

inhoudskennis ten opsigte van fonologiese bewustheid asook hoe om dit suksesvol te implementeer.

Die doel van hierdie studie was om vas te stel:

- Wat 'n SWOT analiese van graad R-onderwysers openbaar, ten opsigte van:
  - Huidige in diepte kennis van fonologiese bewustheid.
  - Voorbereidheid om fonologiese bewustheid te onderrig.
  - Implementering van onderrig praktyke verwant aan fonologiese bewustheid.
  - Persepsies oor die ondersteuning van die DvBO, in term van relevante dokumente, onderrig-en-leer ondersteuningsmateriaal en professionele ontwikkeling.
- Die tekortkominge, indien enige, in die relevante dokumente van die DvBO, ten opsigte van die onderrig van fonologiese bewustheid in graad R asook om voorstelle te maak ter verbetering van die dokumente.
- Wat die graad R onderwysers se persepsies is van hul in diepte kennis, onderrig praktyke en voorbereidheid, ten opsigte van fonologiese bewustheid, na die implementering van 'n onderwysersopleidingsprogram wat spesifiek fokus op fonologiese bewustheid.

Die studie maak gebruik van 'n gevallestudie met dertien graad R onderwysers van Lichtenburg en die omliggende dorpe Koster, Coligny en Itsoseng in the Noord Wes Provinsie, Department van Basiese Onderwys, in Suid Afrika. Die data is versamel in drie fases. Daar is gebruik gemaak van vraelyste, onderhoude, waarnemings en dokument analiese.

In die eerste fase, het die navorser inligting versamel oor die kennis en implementering van fonologiese bewustheid voor intervensie (d.i. 'n onderwysersopleidingprogram).

In die tweede fase, het die onderwysers opleiding ontvang oor die konsep van fonologiese bewustheid en die relevansie daarvan in die verwerwing van leesvaardighede. Die opleidingsprogram sluit opleiding oor die konsep fonologiese bewustheid, asook onderrig-en-leer ondersteuningsmateriaal in.

In die derde fase, het die navorser die deelnemers opgelei in die implementering van fonologiese bewustheid en data versamel oor die implementeringsproses.

Die resultate het aangedui dat indien onderwysers eksplesiete opleiding oor fonologiese bewustheid ontvang en voorsien word van relevante onderrig-en-leer ondersteuningsmateriaal, hulle instaat is om fonologiese bewustheidsaktiwiteite in graad R klaskamers te implementeer.

Die resultate van hierdie studie het implikasies vir onderwysersopleiding. Die konsep van fonologiese bewustheid, asook die relevansie daarvan in die verwerwing van leesvaardighede, moet ingesluit word in die opleiding van graad R onderwysers.

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PROBLEM STATEMENT

1.1 PROBLEM STATEMENT

The South African Department of Basic Education (2008) is calling for increased focus on quality teaching in the Foundation Phase. South Africa's current performance on national and international studies is an indication that all is not well with our literacy teaching.

During the Foundation Phase Conference (30 September 2008), the former South African Minister of Education, Naledi Pandor, emphasized the critical importance of the early years. She acknowledged the fact that quality teaching in the Foundation Phase will provide a solid foundation for learning (Pandor, 2008). In Grade R-3, basic literacy, numeracy and life skills are developed and they provide the building blocks for future learning. To ensure quality education in grade R, the South African Government (DoBE, 2005) planned to incorporate grade R classes, currently at ELC (early learning centres), with primary schools in 2011. However, this goal was postponed to 2014 (Cloete, 2010).

According to the Organisation for Economic Co-operation and Development (OECD) (2008), the quality of education in South Africa fares badly in comparison with that of other poorer countries. Results of a systemic evaluation in 2001 indicated that 30% of learners passed numeracy and literacy tests (OECD, 2008). In 2007, 54 000 learners were tested to see how skilled they were in literacy and numeracy. The learners in grade 3 achieved an average of 36% for literacy and 35% for numeracy. Pandor (2008) stated that even though the increase showed some of the interventions in Foundation Phase learning were having an impact, this however wasn't good enough. An international study, PIRLS (Progress in International Reading Literacy Study) (2006), assessed the reading performance of grade four and grade five learners worldwide. This study revealed that South Africa performed the weakest of all participating countries (Rademeyer, 2007).

Current international and national documents call for direct, explicit, systematic

teaching of reading and language concepts to beginning readers (National Reading Panel[1], 2000; Department of Basic Education[2], 2008). Five principal components of instruction (phoneme awareness[3]; phonics; word study and spelling; reading fluency; and text comprehension) named in the United States, Reading First legislation (Armbruster, Lehr and Osborn, 2001) encompass language instruction at the phoneme, grapheme, syllable, word, sentence, and discourse levels. Even if they use a structured programme, teachers need specific and explicit linguistic knowledge to recognise and address the needs of all learners on the continuum of reading and language proficiency. Moats (1994) states that, "… lower language[4] mastery is as essential for the literacy teacher as anatomy is for the physician" (p. 101).

All teachers in the Foundation Phase face the task of teaching learners to read and write, therefore, teachers need to have knowledge about the language elements and how these elements are represented in writing. For example, teachers need to know the alphabetic principle, phoneme-grapheme correspondences, and how the language is constructed.

The teaching of phonological awareness is par excellence for emergent literacy in the grade R class. Research evidence that phonological awareness is a key component in preventing reading problems, is overwhelming (Mann and Foy, 2006; Zeece, 2006; Foster and Miller, 2007; Truxler and O'Keefe, 2007; Menzies, Mahdavi and Lewis, 2008; Turan and Gul, 2008). Phonological awareness can be improved through the systematic, explicit instruction thereof (Schuele and Boudreau, 2008; Rule, Dockstader and Stewart, 2006). Teachers, therefore need to be able to implement a variety of phonological awareness activities in their classroom instruction.

In the Draft on the National Integrated Plan for Early Childhood Education (DoBE, 2005), the South African Department of Basic Education recognized the lack of training for Early Childhood practitioners and intended to focus on "ongoing professional developmental opportunities to attract and retain high quality educators" (p. 11). However, relevant documentation made available to support teachers, specifically for grade R

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[1] NRP refers to the American National Reading Panel.
[2] DoBE refers to the South African Department of Basic Education.
[3] Phonemic awareness is a sub-division of phonological awareness.
[4] Lower levels of language refer to units smaller than the word, such as sounds, syllables, letters, and some morphemes.

teachers, lacks explicit guidelines with regard to the teaching of phonological awareness. The Department of Basic Education (2007) has published a booklet: *Teaching reading in the early grades – a teacher's handbook.* The purpose of this booklet is to assist teachers in grades R-6 with instructional aspects of teaching reading and writing. It gives attention to practical issues, such as: time allocation per day, the learning outcomes and the importance of planning. It also provides teachers with useful basic theoretical information, but with little reference to phonological awareness.

Only a few international studies (Moats, 1994; Wong-Fillmore and Snow, 2002; Moats and Foorman, 2003; Spear-Swerling, Brucker and Alfano, 2005) and currently, few, if any, national studies to my knowledge, have documented what teachers typically know about specifically phonological awareness and how teachers' instruction is informed by that knowledge.

1.2 LITERATURE OVERVIEW

Phonological awareness skills are considered as the most important indicators of early reading skills. Literature suggests a strong positive correlation between phonological awareness skills and reading skills development. Longitudinal studies show that children who don't have phonological awareness skills have difficulties in reading (Taylor, 1996). Experimental studies on phonological awareness suggest that the implementation of phonological awareness training has positive effects on the development of reading and spelling abilities (Mann and Foy, 2003).

The National Reading Panel (2000) distinguishes between phonological awareness and phonemic awareness and defines the concepts as follows: **Phonological awareness** includes identifying and manipulating larger parts of spoken language, such as words, syllables, and onsets and rimes[5] as well as phonemes. It also encompasses awareness of other aspects of sound, such as rhyming, alliteration, and intonation. **Phonemic awareness** is a sub-category of phonological awareness. Phonemic awareness is **not** phonics. Phonemic awareness is the understanding that the sounds of **spoken** language work

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[5] ‚Rime' is different from ‚rhyme'. *Rhyme* refers to sharing identical or at least similar medial and final phonemes in the final syllable, for example door and floor. *Onset* and *rime* refer to the different parts of a word, for example /b/ would be the *onset* in bear and /ear/ would be the *rime.*

together to make words. **Phonics** is the understanding that there is a predictable relationship between phonemes and graphemes, the letters that represent those sounds in **written** language. If children are to benefit from phonics instruction, they need phonemic awareness (NRP, 2000; Armbruster et al., 2001).

Phonological awareness is a key component in preventing reading problems (Mann and Foy, 2006; Zeece, 2006; Foster and Miller, 2007; Truxler and O'Keefe, 2007; Menzies et al., 2008; Turan and Gul, 2008). A study by Cohen and Plaza (2006) has found evidence that letter name and sound knowledge, naming speed and phonological awareness are good predictors of multiple reading outcomes in grades one and two. Their findings provide support for implementing early training programmes requiring phonological (syllable manipulation), visual (fine-grain scanning) and cross-modal (visual-verbal matching) processing in children ‚at risk' in kindergarten.

Anthony, Williams, McDonald and Francis (2007) have undertaken a study with learners between the ages of three and five, who were at risk of reading difficulties because of conditions associated with poverty. Their findings indicate that children who are more effective in accessing phonological codes for lexical items, also more readily learn the names of letters and the sounds associated with letters than do children who are less efficient in phonological access. They also found that childrens' early literacy skills would be better predicted by assessments of their own phonological processing abilities than by assessments of their general cognitive ability.

South African researchers (Hugo, Le Roux, Muller, Nel, 2005) discussed phonological awareness as the key issue in identifying at-risk readers and as a helpful tool in developing early reading abilities. Results indicated that: "Solid phonological awareness goes hand in hand with future reading success" (p. 222). They state that phonological awareness training is not age-related, but that success can be achieved by practising. "Pre-school teachers should thus be trained to apply phonological awareness techniques in the classroom" (p. 222).

Although the importance of phonological awareness has been discussed widely in research literature, the concept is not well understood by many classroom teachers (Moats, 1994). Teachers should be prepared to incorporate phonological awareness in classroom

practice, but teachers need content knowledge about phonological awareness, and how to implement it successfully.

Teachers with high content knowledge of specific reading skills teach those skills more often, increasing students' performance (McCutchen, Abbott, Green, Beretvas, Cox, Potter, et al., 2002). Knowledge of phonology and experience with literature are important for children on the path to literacy, therefore knowledge of phonology and literature must be important for the teachers who guide them on the path (McCutchen et al., 2002). Tibi (2005) distinguishes between knowledge about the alphabetical principal, phoneme-grapheme correspondence and language constructions. To apply this knowledge to tasks of phonological awareness and various instructional strategies to teach phonological awareness is equally important.

Expecting teachers to create their own curriculum is not realistic, given the lack of available resources and knowledge base (Moats and Foorman, 2003). Training in phonological awareness must be strictly systematic in order to be effective (Kjeldsen, Niemi and Olofsson, 2003). Chard (2004) emphasized the importance of effectively designed instructional material and research-based instructional principles. Teachers need professional development to help them make choices about curricular activities, including classroom coaching to address the pacing of instruction, classroom management and grouping of students (Foorman and Torgesen, 2001).

Grade R teachers in South Africa, given the variety of their training, need to be trained in the explicit, systematic teaching of phonological awareness as well as professional development regarding the theoretical background and implementation of the National Curriculum Statement. The former Minister of Education, Naledi Pandor (2008) stated that teachers are struggling to translate the curriculum into good classroom practice and said that teachers need support to implement the curriculum.

Given the fact that phonological awareness can be an indicator of later reading success, as well as a tool to prevent reading problems, the following questions arise:

➢ What does an SWOT analysis reveal about grade R teachers':
  o Current in-depth knowledge of phonological awareness?
  o Preparedness to teach phonological awareness?

- o Implementation of instructional practices relevant to phonological awareness?
- o Perceptions of the support received from DoBE, in terms of relevant documentation, teaching and learning support material and professional development?

➢ What are the limitations, if any, that need to be addressed in the teacher support documents, supplied by the DoBE regarding grade R teaching of phonological awareness?

➢ What are grade R teachers' perceptions about their in-depth knowledge, instructional practices and preparedness, concerning phonological awareness, after the implementation of a teacher training programme, focussing specifically on phonological awareness?

1.3 PURPOSE OF THE STUDY

The purpose of this study is to determine:

➢ What does an analysis of teachers' strengths, weaknesses, opportunities and threats, reveal about grade R teachers':
- o Current in-depth knowledge of phonological awareness.
- o Preparedness to teach phonological awareness.
- o Implementation of instructional practices relevant to phonological awareness.
- o Perceptions of the support received from DoBE, in terms of relevant documentation, teaching and learning support material and professional development.

➢ The limitations, if any, in the teacher support documents of the DoBE, regarding the teaching of phonological awareness in grade R and to make suggestion with regard to the improvement thereof.

➢ What the perceptions of grade R teachers are about their in-depth knowledge, instructional practices and preparedness, concerning phonological awareness, after the implementation of a teacher training programme, focussing specifically on phonological awareness.

1.4 RESEARCH PROCESS

A detailed outline of the research process and the research methodology is given in chapter four.

1.4.1 Research paradigm

This study is situated within an interpretivist paradigm. In essence, this research paradigm is concerned with the uniqueness of a particular situation, contributing to the underlying pursuit of contextual depth (Myers, 1997).

1.4.2 Methodology and design

A qualitative approach, case study, was utilized. This study was conducted to explore the issue of teachers' knowledge of phonological awareness, their preparedness, their instructional practices, and their perceptions of support received from the DoBE. After implementation of a teacher training programme, specifically addressing phonological awareness, teachers' perceptions of the above-mentioned aspects were once again determined. This was done by means of a multiple case study in thirteen different grade R classes, reflecting the local languages: Afrikaans, English and Setswana. Document analyses of all the relevant DoBE support documents were also undertaken.

1.4.3 Participants

A purposeful, convenient sample was studied. The participants were thirteen grade R teachers as part of the case study:

- four Afrikaans teachers
- one English teacher
- eight Setswana teachers

The specific study population consisted of teachers from Lichtenburg, and the surrounding towns, Koster, Coligny and Itsoseng in the North West Province, Department of Basic Education.

1.4.4. Data collection methods

The following data collection methods were used in this study:

Questionnaires: (Appendix A) The information gathered from the literature study was used to develop and design a structured questionnaire with open-ended questions, to gather information regarding teachers' in-depth knowledge about phonological awareness.

Interviews: (Appendix B) Interactive semi-structured interviews were utilized in this study. Individual interviews were conducted before the training and a focus group interview was conducted after the training.

Observations: The observations took place, prior to and during the implementation of the training programme, in a natural setting – the relevant classrooms.

Documents: All support documents from the DoBE were studied to ensure that the intervention adheres to departmental specifications, especially with regard to time spent on literacy teaching and assessment standards.

1.4.5 Data collection procedure

Classroom observations took place in the natural setting, at the relevant grade R classrooms at the different primary schools. Data from the questionnaires and interviews were collected at an independent nursery school.

Data was collected in three phases:

Phase 1: Observations and interviews established the teachers' teaching activities; perceptions about their preparedness to teach phonological awareness as well as their perceptions about support from the DoBE, regarding relevant documentation, teaching and learning support material and professional development.

Phase 2: On the first day of the workshop questionnaires were used to establish teachers' in-depth knowledge about phonological awareness.

The intervention programme formed part of phase 2. The purpose of the programme is the explicit teaching of phonological awareness. This component of reading formed an integral part of all the stories, rhymes and other teaching resources that were used.

On the third day of the workshop, the questionnaire on the in-depth knowledge about phonological awareness was completed again. The reason was to establish whether the teachers' perceptions of their knowledge, etc. had improved and would enhance the implementation of phonological awareness in grade R classrooms.

Phase 3: During the next six weeks, the researcher visited all thirteen classes on a weekly basis. Visits were unannounced, in the literacy teaching time frame, according to the daily programme of the relevant classrooms.

Six weeks after the workshop, focus group interviews were conducted with the participating teachers. Comparisons between the data collected in phases 1 and 3 were made to establish whether the workshop had changed teaching activities; teachers' in-depth knowledge about phonological awareness and their perceptions about their preparedness to teach phonological awareness and support from the DoBE.

1.4.6 Data analysis

The researcher made use of inductive analysis. Categories and themes were generated in the planning phase to ensure the focus of the study.

Questionnaires: The researcher analysed the questionnaires to establish each teacher's in-depth knowledge of phonological awareness.

Interviews: The researcher took notes and scribed answers to questions and summarized as the interview progressed. Conclusions were verified with the teachers to validate the researcher's assumptions.

Observations: The researcher made use of notes to accurately and systematically record data about teachers' use of phonological awareness in instructional practices.

Documents: Document analysis was used to analyse the relevant support documents from the DoBE, to identify limitations specifically with regard to phonological awareness. Four leading, scientifically evidence-based, international documents, were used to inform the recommendations with regard to identified limitations within support documents from the DoBE.

1.5 CHAPTER DIVISION

Chapter one describes the problem statement and context of the research. Chapter

two gives an overview of the relevant literature which explains phonological awareness, a tool to prevent reading problems and enhance reading acquisition. Chapter three explains what knowledge teachers need to teach phonological awareness and in what context professional development should take place to facilitate change in teachers' teaching activities. In chapter four, the method of research is discussed, while chapter five focuses on an analysis and interpretation of the data. The teacher training programme (i.e. professional development intervention) is outlined in chapter six. In chapter seven, the conclusion, implications and recommendations for future research is presented.

1.6 CONCLUSION

Chapter one stated the problem, the purpose of the study and the research process intended to be followed to investigate what teachers know about phonological awareness and the implementation thereof in grade R.

The following chapter explains the theoretical framework of the study as well as defines and discusses phonological awareness in detail.

CHAPTER 2

PHONOLOGICAL AWARENESS

2.1 INTRODUCTION

Phonological awareness, one of the five components of reading[1], is crucial to the acquisition of reading (NRP, 2000). To achieve mastery in an alphabetic language, children must not only develop awareness that words can be segmented into sequences of phonemes, but also be able to detect and manipulate sounds of language (Wagner and Torgesen, 1987). This component of reading is a primary factor underlying early reading achievement (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadec and Shanahan, 2001). Additionally, deficits in phonological awareness have been linked to reading disability (Lyon, Shaywitz and Shaywits, 2003).

This chapter provides the theoretical framework for viewing phonological awareness, defines phonological awareness and distinguishes between phonological awareness, phonemic awareness and phonics. An overview of the role of phonological awareness in reading acquisition is provided and finally, research-based teaching activities to enhance phonological awareness are discussed.

2.2 THEORETICAL FRAMEWORK

This chapter focuses on Vygotsky's theory of social constructivism (Vygotsky, 1978). A social constructivist perspective is a view that sees knowledge as actively constructed by individuals, groups and society and not simply transferred. The theoretical framework arises from the process of mediation, especially the key concepts of zone of proximal development (ZPD) and its direct implications for the process of teaching and learning phonological awareness.

One of the key concepts that is crucial in social constructivism is the notion of mediation. The implications of Vygotsy's theory for teaching phonological awareness are

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[1] The five principal components of reading instruction are phoneme awareness, phonics, reading fluency and text comprehension. Phoneme awareness is a sub-division of phonological awareness.

that the teacher considers herself to be an active participant with learners in constructing their learning. She designs and sets up an appropriate context in which learners will become engaged in interesting activities that encourage and facilitate learning. The quality of classroom language is also a particular concern of a constructivist teacher; these teachers agree that logical thought is expressed through language. This means that language practices are an important part of classroom activity. Learners must be encouraged to ask questions and explore all topics under discussion.

According to Monteith (2006), there are four key concepts, derived from Vygotsky's theory, which play an important role in teaching and learning. They are:

- A social context.
- Zone of proximal development (ZPD).
- Scaffolding.
- Cognitive apprenticeship.

2.2.1 A social context

In looking at the interaction between learning and development, Vygotsky (1978) stated that initially children will be able to learn much more in collaboration with others than they will be able to achieve alone and that this learning will then feed back into future learning situations. Vygotsky observed how higher mental functions developed historically within particular cultural groups, as well as individually through social interactions with significant people in a child's life, particularly parents, but also other adults. Through these interactions, a child comes to learn the habits of her/his culture, including speech patterns, written language, and other symbolic knowledge through which the child derives meaning and which affects a child's construction of her/his knowledge. This key premise of Vygotskian psychology is often referred to as cultural mediation. The specific knowledge gained by children through these interactions also represents the shared knowledge of a culture. Vygotsky (1981) states:

> Any function in the child's cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an inter-psychological category, and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition…It goes without saying that the internalization transforms the process itself

and changes its structure and functions. Social relations or relationships among people genetically underlie all higher functions and their relationships. (p.163)

Learning in the social context also takes place in zones of development. In other words, there are no single points of development; development occurs within a range (Goldhaber, 2000).

2.2.2 Zone of proximal development (ZPD)

Zone of proximal development (ZPD) is Vygotsky's term for the range of tasks that are too difficult for the child to master alone but that can be learned with guidance and assistance of adults or more-skilled children (Vygotsky, 1978). Doolittle (1997) defines the ZPD as the difference that exists between what a child can do on her own and what the child can do with help.

According to Goldhaber (2000), the lower level in the zone of the ZPD is the actual level of development; the individual has mastered everything below the lower level and can work independently. The upper level in the zone of the ZPD is the potential level of development. The individual does not yet have the ability to achieve on this level without the assistance of an able instructor. The ZPD captures the child's cognitive skills that are in the process of maturing and can be accomplished only with the assistance of a more-skilled person, in this case, the teacher (Goldhaber, 2000).

Children are supported in the ZPD primarily through dialogue and for this reason it can be seen that talk is central in the learning process. Vygotsky compares children's *actual developmental level* with their *mental developmental level* and suggests that what children can achieve with help is more indicative of their mental developmental level as it is an indication of their potential, that is, what they are actually capable of (as cited in Evans, 2000).

2.2.3 Scaffolding

Scaffolding is a concept closely related to the idea of ZPD. Initially, the person interacting with the child assumes most of the responsibility for guiding and problem solving, but gradually the responsibility transfers to the child. The scaffold supports

children to acquire skills they would be unlikely to acquire without assistance (Schunk, 2008).

According to Woolfolk (1995), the learners are supported during the learning process, by scaffolds which are supplied by the teacher. Scaffolding is changing the level of support. Over the course of a teaching session, the teacher adjusts the amount of guidance to fit the child's current performance. Dialogue is an important tool of this process in the zone of proximal development. In a dialogue, unsystematic, disorganized, and spontaneous concepts of a child are met with the more systematic, logical and rational concepts of the skilled helper, in this case, the teacher.

According to Tharp and Gallimore (1988), scaffolding allows students to perform tasks that would normally be slightly beyond their ability without the assistance and guidance from the teacher. Appropriate teacher support can allow students to function at the cutting edge of their individual development. Scaffolding is therefore an important characteristic of constructivist learning and teaching. Authentic activities and real-world environments are frequently associated with constructivist learning and teaching.

2.2.4 Cognitive apprenticeship

Cognitive apprenticeship refers to the process through which a learner gradually masters a new skill by watching and learning from a more skilled adult or member of the peer group. To Vykotsky, the child is an apprentice who actively learns by interacting with an adult mentor, who provides the child with knowledge and cognitive tools. Vygotsky sees the child as a collaborator with adults (Watson, 2002).

A key characteristic of cognitive apprenticeships is a cognitive modeling strategy, with teachers and competent students serving as cognitive role models. The models should put their thoughts and reasons into words while explaining and demonstrating certain actions, because students cannot otherwise monitor the thinking process (Meichenbaum, 1977; Shunk, 2008). These think-alouds allow students to build a conceptual model and acquire an integrated set of cognitive and metacognitive skills through processes of observation (Collins, Brown and Newman, 1989; Collins, 1991).

A key component of cognitive apprenticeship is that students learn the cognitive processes in realistic contexts so that they may process their thoughts accordingly in actual situations (Collins et al., 1989).

2.2.5 The application of constructivism in the study

In the proposed programme to teach phonological awareness (cf. chapter 6), it was emphasized that teachers should provide learners with opportunities to explore literacy activities in everyday events and authentic activities. Activities are developmentally appropriate, thus including movement, fun and activities.

The teacher models and coaches the activities, whilst the learners take an active role in acquiring phonological awareness skills. Props and teaching aids are provided to enable learners to practise varying strategies, thus gaining self-confidence and independent control of concepts. With appropriate adult help, children can perform tasks that they are incapable of completing on their own. With this in mind, scaffolding, where children use existing knowledge structures, to support new learning, is applied. The adult continually adjusts the level of his or her help in response to the child's level of performance. Scaffolding not only produces immediate results, but also installs the skills necessary for independent problem solving in the future.

The programme includes small and large group work, as well as explicit assistance for learners, to reach higher levels of competence. Eventually, learners will work independently and begin to have an internalised process of thinking and reasoning.

In the teacher-training programme, practical examples of learning experiences are provided. This will enable teachers to draw back on experiences and recall activities once they are back in the classrooms and have to implement the programme. Teachers are provided with the theoretical background of Vygotsky's scaffolding and ZPD. It is demonstrated how this theory formed the basis of the programme that will lead to successful classroom practice.

In the next section the concept of phonological awareness is discussed and placed into context.

2.3 PLACING PHONOLOGICAL AWARENESS IN CONTEXT

Phonological awareness has its roots in the study of language. The base word, phonology is derived from the ancient Greek words *phone* for voice and *logos* for word (Nicholson, 1997). Phonology is one of the four aspects of language. The other three are morphology, semantics and pragmatics, and syntax.

- Morphology is the aspect of language that involves the internal grammar of language and how words are constructed. Words are made up of morphemes which are the smallest unit of meaning. For example ‚ski', a single morpheme, can be combined with other morphemes such as /-s/, /er/, or /ing/ to change the meaning, as well as the word type, of the original morpheme. This construction of spoken words is controlled by rules that humans have internalised and cannot usually verbalise, but which they use all the time (Fromkin, Blair and Collins, 1999).
- Semantics is the aspect of language that involves understanding meaning that is conveyed by words, sentences, phrases. As an example, "hen", "mare", and "daughter" all have the semantic quality of being female, but only "daughter" also has the semantic quality of being human. Pragmatics is the influence of context on meaning making (Fromkin et al., 1999).
- Syntax is another aspect of language that involves the grammatical rules of sentence construction that ensure correct word order. Correct word order allows a listener to understand what has been said. An example of a syntactic rule is when the sentence *neighbour's dog by me bit* does not make grammatical sense. However, *I was bitten by the neighbour's dog* does make grammatical sense. This example illustrates the fact that a sentence must be constructed of a subject noun followed by a verb phrase, not a verb phrase followed by a subject noun in English (Fromkin et al., 1999).

Each of these aspects of language is required to make use of language and is usually internalized with little explicit knowledge of each area. Each aspect can, however, be explicitly thought about and acted on. To understand spoken language a child must be able to hear and distinguish the sounds that make up the language. Phonology carries information that makes spoken words distinct, therefore phonological awareness is one of

the meta-cognitive skills that people have, specifically for consciously reflecting on language (SEDL[2], 2000). The other meta-cognitive skills that people develop for language are morphological awareness, pragmatic awareness, semantic awareness, and syntactic awareness.

Morphological awareness is the explicit knowledge people have about morphemes such as plurals and verb tense markers. Children use morphological awareness to learn new spoken words and how to spell and pronounce them correctly (SEDL, 2000). Semantic and syntactic awareness are the explicit understanding and knowledge that people have about the areas of semantics and syntax. Children who come from impoverished linguistic environments are comfortable with very simple syntactic structure, this leads to limited language comprehension (SEDL, 2000). Pragmatic awareness is the explicit knowledge that people have, regarding the knowledge in actual communication. Children use their pragmatic awareness to use language appropriately in social situations, which includes taking turns in conversation, rephrasing when misunderstood, how close to stand to someone when speaking, how to use facial expressions and eye contact (ASHA[3], 2010). With these skills people can effectively communicate and understand using language. In the transfer of spoken language to written language, it is phonological awareness that has been most commonly shown to be the most important of these four meta-cognitive[4] skills in reading acquisition (Gillon, 2004). Phonological awareness provides a foundation for later reading skills. Longitudinal studies show that children who don't have phonological awareness skills have difficulty in reading (Taylor, 1996). Moreover, experimental studies on phonological awareness suggest that the implementation of phonological awareness education have positive effects on the development of reading and spelling abilities (Mann and Foy, 2003; Phelps, 2003; Menzies et al., 2008).

2.4 WHY STUDY PHONOLOGICAL AWARENESS

The meta-linguistic skill of phonological awareness is largely believed to play an important part in learning to read through its role of linking spoken with written language.

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[2] SEDL refers to the American Southwest Educational Developmental Laboratory.

[3] ASHA refers to the American Speech-language-hearing Association

[4] The four aspects (meta-cognitive skills) of language are phonology, morphology, semantics and pragmatics, and syntax.

Written languages are derived from spoken languages (Bertelson, 1986). In alphabetic orthographies (like English, Afrikaans and Tswana) written language represents spoken language at a phonological level (Liberman and Shankweiler, 1991). The important role of phonological awareness in linking spoken language and written language has been found in a number of research studies, many of which have been longitudinal in nature. Children who have been taught phonological awareness before beginning school were found to be better equipped for learning to read and spell than are children who have not (Brennan and Ireson, 1997; Hindson, Byrne, Fielding-Barnsley, Newman, Hine and Shankweiler, 2005; Lundberg, Frost and Peterson, 1998; Schreinder, Küspert, Roth, Visé and Marx, 1997). Furthermore, children with greater phonological sensitivity and phonological awareness at kindergarten (grade R), or just before starting school, tend to be better readers (Stuart and Masterson, 1992; Rohl and Pratt, 1995; Sprenger-Charolles and Casalis, 1995), even up to eleven years later (MacDonald and Cornwall, 1995).

2.5 DEFINITION OF PHONOLOGICAL AWARENESS

Phonological awareness has long been considered an important meta-cognitive skill due to its relationship with later literacy and school achievement (Adams, 1990). What is less well agreed upon is the nature of phonological awareness. Hence, there is more than one definition as to what constitutes phonological awareness.

The problem with the definition of phonological awareness developed out of the use of different levels of phonological units: syllables, rhymes and phonemes. One definition of phonological awareness is that it is the explicit knowledge of and the ability to manipulate phonological units (Blachman, 1994; 1997). Such a definition of phonological units as separate units has been particularly highlighted by the early research on phonological awareness task comparability (Hoien, Lundberg, Stanovich and Bjaalid, 1995; Stanovich, Cunningham and Cramer, 1984; Yopp, 1995). This body of research suggests that phoneme segmentation tasks measure phonological awareness rather than the simpler rhyme awareness tasks which don't require explicit manipulation of phonological units. Stanovich (1986) exemplified this with his definition of phonological awareness as the "conscious access to the phoneme level of speech stream and some ability to cognitively manipulate representations at this level" (p. 362).

This definition was supported by Stanovich et al. (1984) and Yopp (1995) who both found evidence of two separate phonological variables, rhyme and phoneme. Each study was concluded using different interpretations of factor analysis results. In the Stanovich et al. (1984) study, the conclusion was based on the non-rhyming tasks loading more highly onto the first factor in their factor analysis, with the rhyming tasks having lower factor loadings. The rhyming tasks did not load onto their own factor. Yopp, in contrast, found two distinct factors in her results. This has also been found by Muter, Hulme, Snowling and Taylor (1998) in their longitudinal study of 38 preschoolers through to second grade. Phoneme segmentation and rhyme remained two distinct variables, with both remaining stable over time. However, the interpretation of these two factors was only clear for children when they were aged four and five years. At the age of six there were not two distinct factors, but four: phoneme segmentation, rhyme, phoneme blending and phoneme deletion.

Phonological awareness thus appears to have at least four important components. These four components are depicted in Figure 2.1. The first level of awareness is onset-rime sensitivity, followed by onset-rime manipulation. Developing an explicit knowledge of onset-rimes and being able to manipulate them help children become aware of phonemes, thus the second level of awareness is phoneme sensitivity and phoneme manipulation (Muter et al., 1998).

FIGURE 2.1
Progression of phonological awareness development

Onset-rime Sensitivity	⟹	Onset-rime Manipulation	⟹	Phoneme Sensitivity	⟹	Phoneme Manipulation

2.6 DISTINGUISHING BETWEEN PHONOLOGICAL AWARENESS, PHONEMIC AWARENESS AND PHONICS

Clarification of these three terms is of utmost importance, because the varying use of these terms – phonological awareness, phonemic awareness and phonics – may cause confusion for practitioners. Phonological awareness is often confused with phonics, but it is different. Phonics requires students to match letters or letter patterns with sounds

(decoding) and to use information to read words. Phonological awareness relates *only* to speech sounds, not to the alphabet letters or sound-spellings.

Another misunderstanding about phonemic awareness is that it means the same as phonological awareness. The two names are *not* interchangeable. Hempenstall (2003), distinguish between phonological awareness and phonemic awareness. Phonological awareness includes the ability to distinguish words in a stream of speech, rhyme words, count syllables and separate parts of words. Phonemic awareness concerns the structure of words.

In the reports from the subgroups of the National Reading Panel (NICHD, 2000), the difference between phonemic awareness and phonics is clear:

> *Phonemic awareness* refers to the ability to focus on and manipulate phonemes in spoken words. (p.2-1)
>
> Phoneme awareness is different from *phonological awareness*…which is a more encompassing term referring to various types of awareness, not only phoneme awareness but also awareness of larger spoken units such as syllables and rhyming words. Tasks of phonological awareness …might require students to generate words that rhyme, to segment sentences into words, to segment polysyllabic words into syllables, or to delete syllables from words (e.g., what is <u>cowboy</u> without <u>cow</u>?). (p.2-10)
>
> *Phonics* instruction entails teaching students how to use grapheme-phoneme correspondences to decode or spell words. (p.2-2)

Wagner and Torgesen (1987) define phonological awareness as: "The conscious ability to detect and manipulate sounds of language" (p.192). Phonological awareness is the knowledge that language is composed of sounds and that sounds can be manipulated. Phonological awareness is a necessary, but insufficient foundation for proficient decoding. Schuele and Boudreau (2008) explain that although phonological awareness is crucial in reading acquisition, it is not enough for successful decoding. The importance of phonological awareness is seen in the fact that alphabetic script makes little sense to a child who does not realize that words are composed of sounds. Therefore, once phonological awareness is established, orthographic knowledge must be acquired. Children must realize that:

- Words are made up of sounds.
- These sounds are represented by printed symbols.

According to Manning and Kato (2006), phonemic awareness is when you hear a word and can divide it into the smallest parts. Phonemic awareness is *not* phonics. Phonemic awareness is the understanding that the sounds of *spoken* language work together to make words. Phonics is the understanding that there is a predictable relationship between phonemes and graphemes, the letters that represent those sounds in *written* language. If children are to benefit from phonics instruction, they need phonemic awareness (NRP, 2000). Phonemic awareness involves auditory discrimination of language into discrete parts: words, syllables and individual sounds (phonemes) (Rule et al., 2006).

Schuele and Boudreau (2008) state that children demonstrate phonological awareness when they analyze the sound structure of oral language. Typical tasks would require children to analyze, make judgements about or manipulate sounds in spoken words – only spoken stimuli are needed. Children can be proficient in phonological awareness, without any understanding of sound-symbol awareness. Very important though is that children need phonological awareness to become proficient in phonics (Torgesen, Wagner and Rashotte, 1994).

According to Schuele and Boudreau (2008), access to phonics grows out of the acquisition of the alphabetical principle – the insight that language is composed of sounds and letter symbols and that the letter symbols represent the sounds. Very important is the fact that children can be confused if letter sound representations are introduced too soon, before children realize that words are composed of sounds. Letter sound representations should be introduced after phonological skills of segmentation and blending are established (Spector, 1995).

Manning and Kato (2006) explain that phonics is when you look at a word and then make a sound-symbol correspondence. Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words. The goal of phonics instruction is to help children learn and use the alphabetic principle: the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Knowing these relationships will help children recognize familiar words accurately and automatically, and *decode* new words. In short, knowledge of the alphabetic principle contributes greatly to children's ability to read words both in

isolation and in connected text (NRP, 2000).

2.7 THE IMPORTANCE OF PHONOLOGICAL AWARENESS IN PREVENTING READING PROBLEMS

The value of predicting reading ability lies in the fact that reading difficulties can be prevented. Phonological awareness skills are the indicators of future reading abilities (Blachman, 2000; Bryant, Bradley, Maclean and Corossland, 1989; McLaughlin, 1998). Problems on phonological awareness detected during preschool, will help predict reading problems (Chaney, 1992; Stanovich and Siegel, 1994; Torgesen 1998; Wagner, Torgesen, Rashotte, Hecht, Barker, Burgess et al., 1997). Thus, early intervention will help prevent future reading problems (Katzir, Wolf, O'Brien, Lovett and Morris, 2006). The earlier struggling learners are detected, the better the possibility for successful intervention. Reading performance not only affects academics; it can have a critical impact on self-image. Poor readers view themselves as less competent in reading, leading to negative self-concept in reading and possibly an overarching negative academic concept (Chapman and Tunmer, 2003). A study by Stanovich, Cunningham and Freeman (1984) confirmed this issue:

> Slow reading acquisition has cognitive, behavioural, and motivational consequences that slow the development of other cognitive skills and inhibit performance on many academic tasks. In short, as reading develops, other cognitive processes linked to it track the level of reading skill. Knowledge bases that are in reciprocal relationships with reading are also inhibited from further development. The longer this development sequence is allowed to continue, the more generalized deficits will become, seeping into more and more areas of cognition and behaviour. Or to put it more simply - and sadly - in the words of a tearful nine-year-old, already falling frustratingly behind his peers in reading progress, "Reading affects everything you do." (p.390)

Phonological awareness is a key component in preventing reading problems. Menzies et al., (2008) conducted a study with first grade students that were at risk for school failure, examining the progress that these students made in their reading ability. They provided reading instruction with three research-based components: (a) ongoing assessment of student progress and skill acquisition; (b) instruction with low student-teacher ratio and (c) explicit instruction for children who lacked phonemic awareness. Eight of the sixteen children attained advanced or above-grade-level reading ability. The students

who did not reach grade-level proficiency had challenges far beyond those faced by the rest of the students, but still made remarkable progress (Menzies et al., 2008).

Cohen and Plaza (2006) found evidence that letter name and sound knowledge, naming speed and phonological awareness are good predictors of multiple reading outcomes in grades 1 and 2. Their findings have provided support for implementing early training programmes requiring phonological (syllable manipulation), visual (fine-grain scanning) and cross-modal (visual-verbal matching) processing in children „at risk' in kindergarten (Cohen and Plaza, 2006).

Turan and Gul (2008) suggest that children who become familiar with rhymes and alliterations, beginning and end sounds during preschool are more successful than children who don't. They also suggest that children with reading problems have phonological problems, because these problems are related to the discrimination of rhymes into smaller parts.

Hugo et al., (2005) discussed phonological awareness as the key issue in identifying at-risk readers and as a helpful tool in developing early reading abilities. Their findings indicated that: "Solid phonological awareness goes hand in hand with future reading success" (p. 222). They emphasise the importance of phonological awareness as the prerequisite for phonics and suggest that it should be taught through games, which are developmentally appropriate for grade R learners (Hugo et al., 2005).

Performance on sound categorization tasks, such as identifying initial, middle, and ending sounds of words, for four- and five-year-old children were found to correlate with their performance on reading and spelling achievement measures up to two years later. Their performance on these phonological measures also accounted for a significant amount of the variance observed on the achievement measures. This finding remained stable despite controlling for age and IQ (Bradley and Bryant, 1985). A study by Wimmer, Landerl, Linortner, and Hummer (1991) indicated that preliterate phonological awareness predicts the level of achievement in reading and spelling ability at the end of the first year of learning to read. This finding is independent of intelligence, letter knowledge and reading ability. Students who learned to effectively segment and blend phonemes read novel words at a significantly faster rate than students without such skills (Torgesen, Morgan and Davis, 1992).

Having knowledge about the sound structure of language, means very little if this knowledge cannot be retrieved from memory. Therefore, phonological processing skills, phonological awareness, along with phonological memory and rapid serial naming is of utmost importance (Wagner and Torgesen, 1987) in learning to read.

2.8 PHONOLOGICAL PROCESSING

Phonological processing refers to the use of the sound structure of oral language to process written and oral information. These skills play an important role in acquiring literacy. The influence of the phonological processing abilities on the development of literacy has implications for the development of a programme in phonological awareness.

In a study conducted by Wagner and Torgesen (1987) three interrelated phonological processing abilities (PPA) were identified. These abilities are important for reading and writing: phonological awareness (PA), phonological memory (PM) and efficiency of phonological access to lexical storage, also called rapid naming (RAN).

- PA: Phonological awareness refers to the ability to manipulate the oral sounds in one's oral language. PA encompasses phoneme awareness, the ability to manipulate individual sounds (phonemes) in words and rudimentary phonological awareness skills, such as judging whether two words rhyme (Wagner and Torgesen 1987). Wagner et al. (1997) state that phonological awareness is assessed by determining whether the child can hear and manipulate sound units. According to Sodoro, Allinder, and Rankin-Erickson, (2002), units can be words, non-words, syllables, onset-rimes and individual phonemes.
- PM: Phonological memory refers to the coding of information in a sound-based representation system for temporary storage. PM is utilized during all cognitive tasks that involve processing sound information. Individuals' PM capacity is often operationalized by auditory span tasks, like digit span[5] (Wagner and Torgesen 1987). Torgesen (1995) defines phonological memory as a child's ability to represent phonological information in short term memory. This ability is assessed

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[5] Digit span refers to immediate or short-term memory.

when the child repeats numbers or non-words in the same order as they hear them represented.

- RAN: Refers to the efficiency of retrieving phonological codes from memory. These skills are typically assessed by tasks in which individuals verbally identify common objects, letters or numbers as quickly as possible (Anthony et al., 2007). Wolf, Bowers and Biddle (2000) define RAN as a child's rate of access to phonological information in long-term memory. This ability is assessed by tasks that ask the child to rapidly name letters, numbers, colours or pictures of common items (Sodoro et al., 2002).

Wagner et al. (1997) concluded that reading success in the early grades is predicted by phonological processing abilities in kindergarten. Liberman, Shankweiler and Liberman (1989) found that word reading difficulties are caused primarily by weaknesses in the ability to process the phonological features of language. These weaknesses have been demonstrated on a variety of non-reading tasks, including measures of phonological awareness, verbal short-term memory, speed of access to phonological information in long-term memory and some forms of speech perception (Torgesen, 1995). Chiappe, Siegel and Gottardo (2002) conducted a study with children from different language backgrounds. These authors observed that the acquisition of basic literacy skills for children from different language backgrounds develops similarly and that phonological processing fulfils an important role in early reading skills.

Anthony et al. (2007) investigated preschool children's latent phonological processing abilities and the relations of these to emergent literacy. The study was conducted with learners 3-5 years old, at risk of reading difficulties because of conditions associated with poverty. Their findings indicate that children who are more effective in accessing phonological codes for lexical items, also more readily learn the names of letters and the sounds associated with letters than children who are less efficient in phonological access. They also found that children's early literacy skills would be better predicted by assessments of their own phonological processing abilities than by assessments of their general cognitive ability (Anthony et al., 2007). Their study yielded five important findings:

- Each of the phonological processing abilities was found to be distinguishable from general cognitive ability.

- Phonological processing abilities are separate, but correlated in young learners.

- Relations among phonological processing abilities are identical in younger and older preschool children, but their levels of skill differ.

- Emergent literacy skills were uniquely related to phonological processing abilities, even after controlling for general cognitive ability.

- The influence of general cognitive ability on children's emergent literacy was indirect via their phonological processing (p. 134-135).

Anthony et al. (2007) explained the relation between phonological awareness and memory operation in the following way:

> Phonological awareness tasks involve attending to the sounds in one or more words and then performing some type of cognitive operation, like comparing sounds, blending sounds, deleting the sounds or moving the sounds around. That is all phonological awareness tasks require holding acoustic information in phonological short-term memory while the central executive performs some type of working memory operation on the phonological information. Thus, it is fitting that children's phonological awareness competencies are associated with their memory capacities, independent of general cognitive ability. (p.132)

Anthony et al. (2007) highlighted the importance of measures for phonological processing as a tool to identify learners at risk for reading difficulties. An important factor is that general cognitive ability only had indirect effects on emergent literacy – this suggests that phonological processing abilities may influence reading acquisition. Phonological awareness, phonological memory and rapid naming may serve as locus of instruction to support learners at risk of reading failure. These researchers made the following remark in their discussion:

> …that general cognitive ability only had indirect effects on emergent literacy permits a variety of phonological processing abilities to influence the reading acquisition process, and each of these phonological processing abilities may serve as a potential locus of instruction or early intervention for children at risk for reading failure. This is an exciting implication that brings optimism and hope, given that early childhood educators are more successful at teaching phonological awareness, for example, than raising IQ. (p.135)

Deficits in phonological processing skills are one of the precursors of reading difficulties (Stanovich, 1988; Stanovich and Siegel, 1994; Wagner et al., 1997; Torgesen, 1998). One of the most extensively developed theories of reading difficulties in children, the phonologically based core deficit theory, states that most reading difficulties stem from deficits in processing sound information rather than cognitive factors (Sodoro et al., 2002). Although other subtypes of reading disabilities may exist (Wolf et al., 2000), the most common subtype discussed in the literature is phonologically-based reading disabilities (Liberman et al., 1989).

2.9 THE ROLE OF PHONOLOGICAL AWARENESS IN READING ACQUISITION

Phonological awareness skills begin to develop at preschool ages and support the acquisition of reading skills during primary school. Phonological awareness skills are considered as the most important indicators of early reading skills. Literature suggests a strong positive correlation between phonological awareness skills and the development of reading skills (Turan and Gul, 2008). Longitudinal studies show that children who don't have phonological awareness skills have difficulty in reading (Taylor, 1996). Pre-school phonological awareness instruction impact positively on grade one reading outcomes (Foorman, Chen, Carlson, Moats, Francis and Fletcher, 2003).

It is accepted that phonological awareness is important for learning to read, but there is some debate as to the nature of the relationship between phonological awareness and reading (Bryant, 2002; Hulme, Hatcher, Nation, Brown, Adams, Stuart, 2002; Hatcher, Hulme and Snowling, 2004). Hulme and colleagues argue that phonological awareness is required for learning to read. Evidence for this relationship comes from training studies such as that by Lundberg et al. (1998). In the Lundberg study, training children in phonological awareness aided in their reading acquisition compared to a similar control group who received no phonological awareness training. In addition, longitudinal studies also indicated that phoneme awareness, a sub division of phonological awareness, as measured by segmentation, predicted how well children would read, once at school (Hulme, 2002).

An experimental study on phonological awareness suggests that the implementation of phonological awareness has positive effects on the development of reading and spelling difficulties (Mann and Foy, 2003). Phonological awareness is related to accurate and fluent identification of words and to applying letter/sound knowledge to decode unfamiliar words (Stanovich and Siegel, 1994). Furthermore, accurate and fluent word identification is related to reading comprehension (Stanovich, 2000). Thus, deficits in phonological awareness are related to problems with word identification, which causes comprehension problems (Sodoro et al., 2002).

It is important that children understand that the words they hear are composed of separate speech sounds, as this is the fundamental reading skill (Lyon, 1998). Wagner et al. (1997) indicated that phonological awareness is the strongest predictor of differences in word reading. Phonological awareness is called the "solid core" for building reading skills (Kozminsky and Kozminsky, 1995); it influences decoding, spelling, word reading and comprehension.

2.9.1 Phonological awareness and preschool literacy skills

Many studies have examined the relationship between phonological awareness and reading in school-aged children (Torgesen et al., 1994; Armbruster et al., 2001; Cohen and Plaza, 2006; Lyon, 1998). Yet, few studies have examined what children knew before they start school, before they are introduced to formal reading and writing instruction. Syllable and onset-rime awareness both develop prior to learning to read, but the awareness of such linguistic levels must have their beginnings somewhere. This and possible precursors of those levels of awareness, particularly the development of vocabulary and letter knowledge, is reviewed. Letter knowledge is reviewed comprehensively given its importance as one of the requirements for learning to read together with phonological awareness (Muter et.al., 1998; Nicholson, 2000; Lonigan, Phillips, Cantor, Anthony and Goldstein, 2003). Finally, types of preschool reading are discussed along with the relationship that preschool reading has with different levels of phonological awareness.

2.9.1.1 Vocabulary

The development of phonological awareness is based on the nature of representations of speech units that are stored in lexicon, or the level of phonological representations of words stored in the vocabulary (Walley, Metsala and Garlock, 2003; Wesseling and Reitsma, 2001). Phonological awareness abilities become more explicit as phonological representations become explicit and distinct.

There are at least two theoretical positions that have been proposed to explain the development of phonological representations and their relationship with phonological sensitivity. Awareness of phonemes or onset-rimes and the manipulation of these units require access to phonological representations stored in the mental lexicon (Mann and Foy, 2003). The first position is that phonological representations are not easily accessible in young children (Liberman, 1998). The second position is that phonological representations become increasingly segmented. Early phonological representations of words are holistic and become increasingly segmented between one and eight years of age (Fowler, 1991).

Liberman (1998; 1999) theorised that language is inherently phonological, which is why the alphabetic script was developed. Within spoken language there are two components, phonological structures and phonetic gestures. Phonetic gestures are the motor-controlled articulatory gestures that produce and perceive speech. Phonological gestures are made up of phonemes which are the abstract of those gestures. Learning to read an alphabetic script, unlike speaking a language, is not biologically inherent. In order for the phonological structure to be used, Liberman (1998; 1999) suggested that there is a phonetic module which automatically produces and perceives speech at the most specific level. The phonological representations of words are produced for the listener of speech, thus there is no need to segment the different phonetic components. When children are first asked to perform tasks that require phonological manipulation, they are often unable to do so because they have never had to use any conscious cognitive effort to access the phonological representations before. As they do become aware of the nature of phonetic structures, the phonemic level remains difficult to access due to the co-articulation of phonetic segments within words and even between words. It was suggested by Liberman (1998; 1999) that weaker phonetic modules would impair the ability to begin accessing the phonological representations and the development of phonological awareness is impaired.

Thus, children's phonological awareness is biologically determined by their phonetic structures and phonetic module.

Another theoretical position is one in which children's phonological representations become more segmented as they get older, as a result of increasing vocabulary (Walley et al., 2003). Research has found that early perception of speech is more holistic and of a syllabic nature (Houston, Santelmann and Jusczyk, 2004; Johnson, Jusczyk, Cutler and Norris, 2004). As children begin to have a greater understanding of language and begin to extract words out of the speech stream, they develop mental lexicon. This is initially based on the strength of syllable stress in the initial position of a word (Houston et al., 2004). Children find it easier to extract words that are monosyllabic. In the earlier stages of lexical development the number of words is relatively small and thus words can be represented as wholes (Walley at al., 2003). As children's word knowledge increases, their lexicons increase in size and phonological representations are divided into sub-syllabic units such as onsets and rimes (Walley at al., 2003). Finally, words are segmented into phonemic representations that allow for the fine-grained distinction required to distinguish between all words in the English, Afrikaans and Setswana languages.

This theory on phonological segmentation helps to explain why onset-rime and syllable sensitivity is easier for younger children and why more segmented phoneme sensitivity increases over time (Walley, 1993; Walley et al., 2003). The change in phonological sensitivity is due to the increase in vocabulary during early childhood. A smaller sized lexicon at younger ages means that words can be discriminated as wholes. The young infant or toddler will generally know a small number of nouns which are not similar, such as *mummy* (*mamma, mme*) or *cat* (*kat, katse*), which can be represented as wholes. As vocabulary and the child's mental lexicon increases in size, words become more similar and need to be discriminated by smaller sized units. Silven, Niemi and Voeten (2002) showed that learning to map word meanings to parts of extracted speech at the end of one year leads to phonological awareness at the age of four years. This may indicate that very early holistic vocabulary development plays a role in the development of phonological awareness.

The relationship between vocabulary development and phonological representations has been found in several studies examining the neighbourhood density of words. Many

words share phonological properties, for example, the word *rat* has *brat*, *rot* and *at* included as its neighbours (De Cara and Goswani, 2002). The larger the child's vocabulary, the more affected they will be by neighbourhood density, as they have more words to choose from in their lexicons. De Cara and Goswani (2002) conducted an oddity task with five year olds. The task had three conditions: odd word out by vowel change, odd word out by coda change, odd word out by rime change. Items were chosen from dense neighbours (*pit, wait*) and sparse neighbours (*bike, bird*). The children in their study who had higher receptive vocabularies performed better on oddity tasks that came from dense neighbours than those items from sparse neighbours, particularly on rhyme oddity. Children were more familiar with the rhymes in the task, were better equipped to tell when a word did or did not rhyme. Children who had lower receptive vocabulary, found it difficult to distinguish whether words did or did not rhyme. For the children with low vocabularies, words with both dense and sparse neighbourhoods were comparable as they did not have enough words in their lexicons to make up these dense neighbourhoods. For these children all words were from sparse neighbourhoods in their lexicons.

Caroll and Snowling (2001) found that the more phonologically similar words are, the greater their effect on children's ability to distinguish between them in phonological tasks such as onset and rime matching. The phonological similarity of words was calculated using phonological similarity ratings devised by Singh and Colleagues (Singh, Woods and Becker, 1972). Words are rated as phonologically similar based on phonetic properties.

The two words *dish* and *beach* are rated as similar because:

the vowels /i/ and /ea/ are both high front vowels

the onsets of /b/ and /d/ are both voiced oral stops

the codas of /sh/ and /ch/ are both voiceless palatals.

In contrast, the two words *dish* and *duck* are less similar, even though they share the same onset. In these two words the vowels do not share phonetic qualities and neither do the final consonants.

In Caroll and Snowling's (2001) study, tasks were chosen for their global phonological similarity to cue the word or for their semantic relationship to the cue word. In an analysis study, children were tested on onset and rime matching three times over a

year, beginning when their average age was 3 years and 8 months. The distracter items were used in matching the correct responses. Children had the most difficulty when the distracter word was phonetically similar to the cue word. Their difficulty with these tasks remained over the time period, suggesting that children were using phonological strategies and the global similarity of words. Children did not have segmented representations of words to be able to distinguish between the similar phonemes. The children found the rhyme matching task easier. This suggests that neighbourhood density was having an effect because neighbourhoods are denser at young ages than neighbourhoods based only on vowels or codas. When vowels and codas are combined to form rimes the words are easier to distinguish from each other.

Children with better vocabularies tend to have better phonological awareness (Frijters, Barron and Brunello, 2000; Dickenson, McCabe, Anastopoulus, Peisner-Feinberg and Poe, 2003). This is because vocabulary influences the increasing segmentation of phonological representations underlying phonological awareness. Researchers (Frijters et al., 2000; Dickenson et al., 2003) investigating pre-literacy development, but not phonological representations, have found strong correlations between vocabulary development and phonological awareness. Frijters et al. (2000) found a correlation as high as $r=.67$ between vocabulary and phonological awareness using a composite score of phoneme matching and deletion tasks in children aged five years who had some reading ability. In addition, Dickinson et al. (2003) reported a slightly lower, but still significant correlation ($r=.49$) between phonological awareness and vocabulary. The study was conducted with four-year-old children, whom are considered to be non-readers. These findings support the segmentation theory of Fowler (1991) and Walley et al. (2003).

Foy and Mann (2001) examined the relationships between expressive vocabulary and speech discrimination with rhyme and phoneme awareness in children between four and six years of age. It was found that speech discriminations were a significant predictor of rhyme awareness, but this relationship was independent of vocabulary. One explanation of this may be that the measure of vocabulary used was an expressive measure rather than a receptive measure; Children's expressive vocabularies often lag behind their receptive vocabularies (Bates, 1992). In the study conducted by Foy and Mann (2001) this could mean that children's vocabulary levels are underestimated. The relationship between

speech discrimination and rhyme awareness is still one that is expected by the segmentation theory of Fowler (1991) and Walley et al. (2003). Foy and Mann (2001) also found that phoneme awareness was predicted by letter knowledge, vocabulary and to a lesser extent, age. These three variables mediated the relationship between phoneme awareness and speech discrimination.

The research on vocabulary, speech representations and phonological awareness would seem to suggest phoneme awareness (a subdivision of phonological awareness) is the result of an increase in segmented phonological representations. The increasingly segmented representations are the result of explicit knowledge of letters and words. This segmentation theory of phonological representations may underlie the continuum model of increasing phonological sensitivity and manipulation. It also lends support to phonological awareness being a homogeneous concept, in which syllable, onset-rime and phoneme awareness are all one construct. In addition, the difficulty experienced by children on speech tasks that required sensitivity at the onset level is compatible with the proposed development of phonological awareness in which sensitivity to onsets develops after sensitivity to rimes.

2.9.1.2 Letter knowledge

Knowledge of the letters of the alphabet is another important skill that preschoolers develop. Adams (1990) emphasizes the fact that although letter knowledge is important, merely teaching the names of the letters in the alphabet has little value in reading acquisition.

In a study of environmental reading, Johnson, Beitchman, Young, Escobar, Atkinson, Wilson et al. (1999) found that product name reading was the key driver for letter-name knowledge. However, when Reutzel, Fawson, Young, Morrison and Wilcox (2003) asked children aged from four-years to seven-years of age to read product names that were changed systematically by colour, logo removal, font and spelling, they found that children did not use their letter or phonological knowledge to read. De Jong and Olsen (2004) found that initial letter knowledge in preschool children was best predicted by phonological memory with a small influence from rapid automatic naming (RAN). Letter names may, therefore, be learned initially as a new word in phonological memory and the

association with the grapheme stored in long-term memory. The association between the phonological form of the letter and its grapheme is related to RAN. RAN is thought to reflect the ability to learn arbitrary and the relationship between a grapheme and a letter name must be learned as paired-associates (Treiman and Kessler, 2003).

Treiman, Broderick, Tincoff and Rodriques (1998) found that children's initial letter-name knowledge was primarily derived from the letters in their own names. Molfese, Beswick, Molnar and Jacobi-Vessels (2006) found that four and five-year-old preschool children were better able to write their name than identify or write individual letters that may have been in their names. Arrow, Fletcher-Flinn and Nicholson (2003) found that four-year-olds who could identify their own name knew the letter-names from the letters in their own names better than other letters. These children also knew more letter-names overall compared to children who could not identify their own name. Evidence that their own names are salient and thus familiar enough for children to begin to derive letter-name knowledge from them comes from adults and children alike. Adults show a preference for their own name by being able to recognize their own name with rapid repetition, but not other words or names (Arnell, Shapiro and Sorenson, 1999). Children also show a preference for their own name and the letters in their own name over other children's names and other letters from the alphabet (Treiman et al., 1998). Children and adults are also more possessive of their first name through perceived ownership of that name (Hoorens and Nuttin, 1993; Jones, Pelham, Mirenberg and Hetts, 2002; Lipsitz and Gifford, 2003).

Treiman et al. (1998) also found that children learn the first letter in their own name before the other letters in their first and last names. This relates to the importance of learning the initial phonemes in words suggested by Byrne and Fielding-Barnsley (1995) from their training study. They found that training children in word initial phonemes, as representations of letter-sounds gave pre-readers some alphabetical insights, and that this insight could be generalised to other letters.

Letter-sound knowledge is derived from letter-name knowledge (Treiman et al., 1998). Letter-sound relationships are not learned as arbitrary triads of graphemes, letter-names and letter sounds. Familiarity with letter names allows children to begin to induce letter-sounds from names using the acro-phonic principle (Thompson, Fletcher-Flinn and

Cotrell, 1999). It is especially the case when the letter-sound is found at the beginning of the letter-name. Evans, Bell, Shaw, Moretti and Page (2008**)** provide evidence that the letters with sounds at the beginning of the letter-name are those letter sounds learnt first by kindergarten children.

Once letter-sound knowledge has developed out of letter-name knowledge there is a stronger relationship between letter knowledge and phonological awareness. Barron (1991) has put forward the proto-literacy hypothesis in which children's developing knowledge of letter-sounds influences the development of phonemic awareness. Proto-literacy refers to literacy related skills that develop prior to reading ability. The proto-literacy skill of letter-sound knowledge provides symbols for sounds which aids in accessing phonemes. Evidence of this relationship comes from Johnson et al. (1999) who found that preschool children did not display phoneme awareness unless they had some letter-sound knowledge. In addition, Byrne and Fielding-Barnsley (1989; 1990) showed that children aged from three to five years of age needed to have knowledge of the relevant letter-sound before they could correctly choose between the written words /mow/ and /sow/ for the spoken word /mow/ after being taught the words /mat/ and /sat/.

Correlational support for this hypothesis comes from the relationship found between letter-sound knowledge and performance on phonological awareness measures incorporating both rime and phoneme awareness in five-year-old nursery school children (Stuart and Coltheart, 1988). Letter-name knowledge also had correlations of the same strength with phonological awareness. McBride-Chang (1999) found strong correlations between letter-sound knowledge and performance on phonological awareness, measured with syllable and phoneme deletion as well as phoneme isolation, at four different times in five-year-old kindergartners. The concurrent correlations for letter-sound knowledge and phonological awareness stayed strong over time while the concurrent correlations between letter-name knowledge and phonological awareness became weaker.

The importance of letter-sound knowledge has been shown in meta-analyses of phonological awareness intervention studies (Ehri et al., 2001; NRP, 2000). The studies show that when letter exposure is controlled, phonological awareness training does not contribute much to reading; it only increases the phonological awareness of those given the intervention as compared to the control group. The NRP (2000) found the effects of

phonological awareness training were strongest when the training included letters. Although phonological awareness is important for learning to read, it is not sufficient on its own, letter knowledge is also required. However, it may also be that some level of phonological awareness of at least rime manipulation is first required to even be able to access letter-sound knowledge and thus phoneme awareness.

Vocabulary can mediate the relationship between letter knowledge and phoneme or rime awareness, as Bowey (1996) found in a sample of reading and non-reading preschoolers. Differences in phoneme awareness between readers and non-readers disappeared after controlling for vocabulary, as the two groups were significantly different in vocabulary measures. Increased vocabulary may result in more opportunities to allow children to induce letter sounds from more spoken words. This finding is in contrast to De Jong and Olson (2004) who found that vocabulary did not play a part in early letter knowledge. However, De Jong and Olson (2004) did not distinguish between letter names and letter sounds. Higher levels of letter-name knowledge would mask any potential relationship between letter-sound knowledge and vocabulary.

To summarize, letter knowledge begins with children learning letter names. Children begin to learn letters once they begin to understand what letters there are in their own names and how they can be represented in written language. Once they have letter-name knowledge they also begin to develop onset-rime awareness. It is this increasing onset-rime awareness that may allow children to deduce the sounds of letters out of the letter-names. Knowledge of letter names must be sufficiently secure for children to begin inducing sounds. After children have begun to deduce the sounds of letters this knowledge along with rime awareness may, help children develop phoneme sensitivity. Although Adams (1990) concluded that both letter knowledge and phoneme awareness is of critical importance to the beginning reader, Caravolas, Hulme and Snowling (2001) found that explicitly taught letter-sound knowledge may lead to phoneme awareness without requiring letter-name knowledge first.

2.9.1.3 Reading

Most preschoolers have no conventional reading ability when they begin school (Blaiklock, 2000). A small number of precocious readers do exist (Fletcher-Flinn and

Thompson 2000), but before attending school most children have very little reading ability (Adams, 1990). Jackson and Coltheart (2001) estimate that between 1 and 3% of children read at school entry. This seems regardless of the age of the child at school entry. Even in a sample of 235 Danish children who started school at the age of seven only one child was able to read at the age of six (Lundberg et al., 1998).

Preschoolers do have some form of functional reading ability that they make use of prior to formal instruction. One common preschool reading ability task measures children's ability to "read' environmental print (Adams 1990; Cronin, Farrell and Delaney, 1999; Kuby, Goodstadt-Killoran, Alridge and Kirkland, 1999). Environmental print is usually considered to be the marketing and commercial print that children encounter in their environment, such as the Coca-Cola, Wimpy and Spar logos. The ability to read environmental print has been found to be related to the development of letter-name knowledge (Johnson et al., 1999) and to the emerging phonological awareness in preschoolers (Burgess, 2006). Environmental print does not predict later reading ability well when controlling for concurrent letter-name knowledge and phonological sensitivity (Lonigan et al., 2003). Reutzel et al. (2003) found that children who could read were better at reading environmental print in and out of context but they did not use their letter knowledge or phonological sensitivity in the reading of them. This can explain why children are usually unable to read environmental print when it is out of context (Sonnenschein and Munsterman, 2002). When non-readers and beginning readers are reading environmental print it appears that they are using a logographic facility and not alphabetic strategies.

Environmental print reading may not just be using logographic strategies but could be evidence of reading with context and without decoding (Cronin et al., 1999). Cronin et al., for example, found that children could learn to read environmental print words out of context, but that learning was reduced when similarity decreased. The learning of the word *McDonald's,* for example, was reduced when the apostrophe was missing from the training card. However, Cronin et al. (1991) found that children learnt environmental print words out of context faster than they learnt control words matched on initial letter and word length. Their findings suggest that the visual graphics play some role in learning environmental print but that there may have been some recognition of the order of the

letters which helped in the learning out of context, a type of visuographic reading (Share and Gur, 1999).

It has been suggested that environmental print is an initial catalyst for letter-name knowledge, which in turn leads to phoneme awareness and manipulation (Johnson et al., 1999). There are studies indicating that there is not a relationship between environmental print reading and letter knowledge (Blair and Savage, 2006; Cardoso-Martins, Rodrigues and Ehri, 2003; Lonigan et al., 2003).

Cardoso-Martins et al. (2003) asked illiterate adults who knew an average of 64% letter names to read environmental print out of context. They averaged only 23% accuracy, compared to 87.5% when in context. In addition, these adults could not tell when letters had been altered on the environmental print logos, even when they knew more than half the names of letters, indicates that they are not using any letter knowledge when reading environmental print.

A second type of functional reading ability evident in preschool children is the identification and reading of their own names. Research (Treiman et al., 1998; Share and Gur 1999; Jones et al., 2002) on this second type of functional reading ability, suggests that reading your own and other children's names provide a better indicator of early reading ability. Share and Gur (1999) found that children with low letter knowledge and low phonological abilities were less able to identify the names of other children in their kindergarten and based their identification on accompanying information such as a sticker next to the name when shown their labelled lockers. Older kindergarten children were able to recognise more names in and out of context, as well as when normally salient initial or final letters were covered. This was interpreted as showing that pre-readers with no formal reading ability are able to use alphabetic information in the identification of words. Treiman et al. (1998) found a similar use of alphabetic knowledge with children's own names. Preschoolers, whose ages ranged from four years ten months to five years eight months, know the first letter of their own name more than they know other letters. There is also a trend that these young learners know the other letters in their names better than other alphabet letters. This preference in the knowledge of the first initial of the first name fits with research on adult name letter preference, in that we associate and prefer the first letter of our first name more than we do with other letters (Jones et al., 2002).

Thus, if environmental print is not the trigger for letter name knowledge or for understanding that words consist of letters, then it is possible that children's own names allow children to begin to attend to print and not just to the context (Share and Gur, 1999). Once children can identify their own name they have more skills than children who cannot identify their own name (Riley, 1996). In particular, letter-sound knowledge and phonological awareness of both rimes and phonemes were associated with own-name writing more that own-name identification (Blair and Savage, 2006). Using their own names as a springboard into alphabetic strategies was shown in kindergarten aged children who used the letters in their names when attempting to spell words they did not know (Treiman, Kessler and Bourassa, 2001). Thus, your own name is a word that you are very familiar with, and relate to, more than any other word in the beginning readers vocabulary. This increased familiarity could mean that the child can act upon and manipulate the printed form of their name, including the letters, with reduced cognitive load which allows the child to concentrate on what letters are used to make this word and the relationships with other letters and words. Young learners use their knowledge of sounds and knowledge of letters to experiment with writing and spelling.

2.9.1.4 Spelling

Conventional spelling is also not usual in preschoolers and the spelling ability of even precocious readers tends to lag well behind their reading ability (Fletcher-Flinn and Thompson, 2000; Stainthorp and Hughes, 1999). Treiman et al. (2001) provided evidence that kindergarten children's familiarity with their own name also allows them to use the letters from their own name when trying to spell new words. Once preschool children have knowledge of their own names they use that knowledge to attempt to spell new words, even if it is phonetically inappropriate.

Early spellers also seem to follow a pattern in the way they become able to accurately represent the sounds in a word when spelling. The initial phoneme is the first to be represented in a phonetically accurate way, followed by the final letter, with the medial letter trailing behind (Frost, 2001), for both preschool readers and non-readers (Uhry, 1999). Holligan and Johnston (1991) found that poor spellers are no different to age-

matched spelling controls on an initial phoneme odd-word-out task, but had more difficulty with medial and final phoneme odd-word-out tasks.

Environmental print is learnt using a logographic strategy, but learning their own name and other children's names utilises children's knowledge of letters. Reading, spelling, letter-name knowledge, letter-sound knowledge and phonological awareness are all closely tied to each other. When it comes to reading, preschoolers do not necessarily go through a series of stages. Rather, they initially learn to process different types of functional print using different strategies.

2.9.2 Learning to read

Learning to read implies learning to decode the spoken language encoded in the writing system and not just encoded meaning. It means that learning how to read must involve learning how alphabet letters are presented in spoken language (Perfetti, 2003). Learning to read means more than learning to get meaning from the text. This is just one of the functions of reading, but it is not reading itself. Decoding, understood as the mental process through which the individual assigns each written letter with a mental sound (phoneme) associated with it, is the required process when learning to read in any language (Ehri, 1998; 2002).

From the earliest stages of reading, children need phonetic clues to decode words; this skill influences their ability to comprehend printed material. Learning to read does not only occur as a natural process, but it is a learned one which involves the development of several skills. The development of phonological awareness enables learners to segment and blend phonemes, critically important for the development of decoding skills, reading fluency, and spelling (Ehri, 1998; 2002).

Decoding, the central task of the beginning readers of any language based on the alphabetic code, such as English, Afrikaans and Setswana, involves phonological awareness (PA). PA is considered a very important aspect of meta-linguistic development and a predictor element of success in the process of access to the mental lexicon from written symbols for monolingual readers (Gillon, 2004).

Phonological awareness refers to the child's ability to analyze the internal structure of spoken words; it involves the ability to isolate the phonemes that make up a word and

the ability to blend individual phonemes into whole words. This term refers to a general appreciation of the sounds of speech as distinct from their meaning. Phonological awareness is the ability to consciously attend to the sounds of language as distinct from its meaning to process oral and written language (Gillon, 2004).

Understanding the basic alphabetic principle requires awareness that spoken language can be analyzed into strings of separable words, words into syllables and syllables into individual phonemes. Spoken words can be phonologically subdivided at several levels of analysis. These include the syllable (e.g. in the word *protect* /pro/ and /tect/); the onset-rime within the syllable (/pr/ and /o/, and /t/ and /ect/), and the individual phonemes (/p/ /r/ /o/ /t/ /e/ /k/ /t/).

This evidence from scientific research shows that phonological awareness is a pre-requisite for successful reading acquisition (Perfetti, 2003; Gillon, 2004). However, phonological awareness is but one of the five components of reading and needs to be taught in a comprehensive literacy programme.

2.9.3 Approaches to reading instruction

Three common approaches to reading instruction are addressed: the explicit approach, the implicit approach, and the balanced approach (Foorman, Francis, Fletcher, Schatschneider, and Mehta, 1998; Fitzgerald and Cunningham, 2002).

The explicit approach views reading as a process that must be taught and learned, and therefore includes the systematic instruction of pre-reading, as well as reading skills, including phonemic awareness and phonics. These skills are used to break words down into smaller units to learn to read. Phonemic awareness, a sub-division of phonological awareness, deals with the identification and manipulation of individual speech sounds, and phonics deals with letter-sound correspondence (NRP, 2000).

The implicit or whole language approach teaches words as whole units, and enables reading skills to be learned within a meaningful context. It includes the incidental learning of reading skills through exposure to authentic texts (Foorman et al., 1998). This type of instruction is more child-managed and focuses on the meaning of print as opposed to the decoding of print. Students learning from this method may be exposed to choral and

guided reading, making predictions regarding literature content, and utilizing context clues to aid in the reading of novel words (Foorman et al., 1998).

The balanced or embedded approach values concepts from the explicit as well as the implicit approach, and so employs strategies from both. Proponents of this method do not believe that effective reading instruction can be accomplished with any single method. This type of instruction sees word recognition, comprehension and interpretation, and children's feelings toward reading as equally important components of reading instruction. A teacher utilizing this method will likely teach more than one strategy for students to learn a given skill (Fitzgerald and Cunningham, 2002).

In the *National Curriculum Statement* (2002), a balanced approach to literacy development is prescribed. It is balanced because it begins with children's emergent literacy, it involves them in reading real books and writing for genuine purposes and it gives attention to phonics. These are the things learners need in order to learn to read and write successfully. In reading, this means moving away from the ‚reading readiness approach', which held that children were not ready to start learning to read and write until they were able to perform certain sub-skills such as auditory discrimination and visual discrimination and had developed their fine and motor skills to a certain level. With the balanced approach, these skills:

- Do not have to be in place before a learner can start to read and write.
- Can and should be developed during children's early learning experiences (NCS, 2002).

The balanced approach in a grade R class implies that phonological awareness should be taught explicitly and systematically (Brown, 2007; Schuele and Boudreau, 2008), while the language experience approach offers a way to ease children into reading (Snow, Burns and Griffen, 1998). Moats (1999) emphasizes the fact that teachers, at every level, need to connect the skills with the joy of reading and writing. Reading aloud and the motivating activities of the whole language approach can be used for this purpose.

Ideal conditions for language learning to take place are those in which the learner is relaxed and enjoying the process.

Foorman and Torgesen (2001) state that a balanced literacy programme that emphasizes phonological awareness, language development and comprehension embedded in a literature-based approach should be the foundation for effective reading instruction.

2.10 TEACHING ACTIVITIES AND PHONOLOGICAL AWARENESS

Acquiring good reading skills involves cognitive, motivational and affective activity (Torgesen and Mathes, 2000). Therefore, it is necessary that learners should be motivated and the atmosphere in the reading instruction classroom should be relaxed, accommodating and warm – before one even takes into consideration which cognitive activities should take place. Over the past twenty years, there has been great emphasis on identifying, assessing and teaching children the underlying cognitive skills related to reading (Williams, 1980). These skills involve the ability not just to use language, but to think about it, play with it, talk about it, analyze its components and make judgements about acceptable versus incorrect forms (NRP, 2000). Adams (1990) makes the following remark:

> The materials and activities used in developing reading skill are, thus, of critical importance. To be maximally effective, they must consistently be selected with sensitivity to the needs and interest of the students with whom they will be used. …Fortunately for the purposes of schooling, little ones will go almost anywhere we lead them- as their guides, so long as they are neither frustrated nor bored. Yet, even as that eases our task it greatly increases our responsibility. It is up to us to lead them in the right direction. (p.5)

Indeed it is a huge responsibility to lay a solid foundation for reading. Any attempt to understand the conditions that must be in place to teach phonological awareness in such a way that it enhances reading acquisition and doesn't bore or frustrate learners, must address three questions: What should be taught? How should phonological awareness be taught? How much time should teachers be spending on teaching phonological awareness?

2.10.1 What should be taught?

The beginning of phonological awareness is when children participate in daily experiences that draw their attention to the structure of speech (like parents reading nursery rhymes). These activities gradually increase in difficulty until a learner in grade R is typically able to manipulate phonemes by segment and blend different phonemes.

Adams (1990) identified five levels of difficulty in tasks to teach phonological awareness. At the first level is the ability to remember rhyming words. The second level concerns the ability to identify and manipulate patterns of rhyme and alliteration in words. At the third level the child develops knowledge that syllables can be divided into phonemes, as well as a familiarity with the sounds of isolated phonemes. The fourth level of difficulty concerns tasks that require full segmentation of component phonemes. The most difficult tasks, seen as the fifth level, require the child to add, delete or move phonemes.

Schuele and Boudreau (2008) developed a sequence of phonological awareness instruction and intervention. Figure 2.2 indicates that tasks progress from less complex to more complex. Mastery at one step is not a prerequisite for the next step. Once a child has some skill at one step, he or she can begin to develop skill at the next step.

FIGURE 2.2
Sequence of phonological awareness instruction and intervention

							Delete manipulate phonemes
						Segment words into sounds	
					Blend sounds into words		
				Segment initial and final sounds			
			Onset-rime segmentation				
		Alliteration: Initial and final sounds sorts					
	Rhyme						
Words into syllables							

PHONOLOGICAL AWARENESS	
	PHONEMIC AWARENESS
LESS COMPLEXITY	MORE COMPLEXITY

*N*ote: From Schuele and Boudreau (2008, p.6).

. In practice it means that children should be exposed to nursery rhymes as young as possible and made aware of rhyming words. Even before grade R learners should be taught that certain words start with the same initial sounds. This can be done quite easily by starting with the child's name e.g.:

- English: *Mary* and add on words/names that start with /m/, like *Michael, moon, many, milk,* etc.

- Afrikaans: *Susan* and add on words/names that start with /s/, like *Sarel, son, sand, sout, ses,* etc.

- Setswana: *Neo* and add on words/names that start with /n/ like *nala, noka, nku, namune,* etc.

The sequence in figure 2.2 provides teachers with an overall plan for phonological awareness instruction. Effective teaching needs planning at each step of the sequence. Teachers should consider:

- The operation to be performed (rhyme, blending, segmenting, manipulation).
- The nature of the tasks (judge, match, sort).
- The unit to be analyzed (phrase, word, syllable).
- The linguistic characteristics of the stimuli (number of phonemes, number of syllables) (Anthony, Lonigan, Driscoll, Phillips, Burgess, 2003).

A successful programme in training phonological awareness for language learners also has to meet the language principles of second and foreign language learners (Brown, 2007). It has to provide enough visual input such as picture cards to help learners identify and understand vocabulary words and clarify the names and meaning of words. It has to include meaning-based activities which include the use of real words rather than pseudo-words. Activities should teach blending, segmentation and manipulation of individual phonemes independently in the first language. Speech sounds in English may be different from those of the learner's first language. It is also suggested that when teaching phonological awareness to learners it is suitable to teach groups of words that contain the same pattern, such as (Brown, 2007):

- English: /hat/, /cat/, /sat/.
- Afrikaans: /kat/, /mat/, /lat/.
- Setswana: /metsi/, /jesi/, /letsatsi/.

According to Schuele and Boudreau (2008), phonological awareness does not involve print, but Foorman and Torgesen (2001) state that phonemic awareness is most effective when alphabetical letters are included, there are fewer manipulations of phonemic units and instruction takes place in small groups. Including print, does not mean that children are expected to name the letters, but it makes children aware of different symbols used in reading.

An example of a longitudinal phonological awareness intervention study is provided by Byrne and Fielding-Barnsley (1995). In this study, 128 four-year-old preschool children matched on verbal intelligence, and a variety of literacy and phonemic awareness measures were placed into either an experimental or a control group. For twelve weeks, children in the control group were exposed to story-reading and semantic categorization activities;

specifically, children were taught to identify items belonging to categories (colour, shape, edibility, etc.). Throughout the same time period the experimental group received phonological awareness training referred to as *Sound Foundations*. This programme taught a set of nine phonemes with the use of illustrated pictures containing shared sounds. Children were taught to classify the pictures on the basis of whether the items share the same beginning or ending sound. Also included in this training were worksheets and card games that were used to practice identifying different sounds. Training focused only on a subset of phonemes to allow generalization to other phonemes and to lower the number of phonemes included in training. In the final stage of training, children were taught the letters that represented each phoneme.

Results from this study by Byrne and Fielding-Barnsley (1995) revealed that those trained in phonological awareness outperformed the controls on both trained and untrained sounds. On a word recognition test, children trained in phonological awareness decoded unfamiliar words. Furthermore, the experimental group outperformed the control group on letter knowledge, providing evidence that combining phonological awareness instruction with instruction in letter knowledge is useful for acquiring the alphabetical principle.

2.10.2 How should phonological awareness be taught?

The foundation of reading should be a balanced literacy programme that includes; phonological awareness, language development and comprehension (Foorman and Torgesen 2001; Brown, 2007). These three aspects should be embedded in a literature-based approach. Literature-based instruction emphasizes the use of authentic literature for independent reading, read-alouds and collaborative discussions (Foorman and Torgesen, 2001). In a review of literature-based reading instruction, Morrow and Gambrell (2000) report that literature-based instruction benefits literacy acquisition in kindergarten. Zeece (2006) states that engaging children in literature-related resources that emphasizes the sounds of language supports the development of phonological awareness.

Teachers should be provided with a systematic, explicit programme to teach phonological awareness (Brown, 2007). Schuele and Boudreau (2008) encourage specific, explicit instructional experiences in kindergarten and first grade. Such instruction provides greater proficiency in phonological awareness skills. The teaching of phonological

awareness must therefore be purposeful (providing a foundation for future reading skills) and teachers must be provided with a scientifically based programme that will inform them what to do and when to do it.

Rule et al. (2006) discuss the importance of variety in phonological instruction, because each child has unique learning needs, the teacher has the responsibility to include verbal, visual and multi-sensory approaches. They described two pre-school programmes: (a) focused on kinaesthetic activities that require large body movements; (b) focused on tactile activities that involve learners in manipulating objects. Participants were learners at risk for reading failure, grade one to three. The first group engaged in activities like songs, phonic card games, word games and writing. Games included Bingo and memory games. Kinaesthetic activities included indicating long or short vowel sounds, to practice discriminating vowel sounds (Rule et al., 2006).

The second group's programme focused on hands-on activities in which small objects were manipulated. Two sets of boxes were designed:

- Environmental print sets of words cut from food and boxes, mounted on coloured cardboard.
- Object boxes containing objects (toys, household items) along with printed cards for sorting (Rule et al., 2006).

The control group received extra literacy services through the regular programme in school. They engaged in activities such as sounding out words, searching for words in text and completing phonological awareness worksheets (Rule et al., 2006).

The *Phonological Awareness Test* (PAT) designed by Robertson and Salter (1997) was used as the pre-test and post-test in this study. Although students in the experimental group initially scored lower on the PAT than students in the control group, by the end of the intervention their scores matched the control group. These results indicate the importance of using a variety of strategies to teach phonological awareness.

Hugo et al. (2005) emphasized phonological awareness as the prerequisite for phonics. Activities should be developmentally appropriate for grade R learners, interesting, enjoyable and fun. Phonological awareness should be taught through games, songs and rhymes, which are developmentally appropriate for grade R learners. They also indicated that the teacher's personal view on reading methodology has an influence on the rate and

success of elementary reading abilities of learners. They state that phonological awareness training is not age-related, but that success can be achieved by practising. "Pre-school teachers should thus be trained to apply phonological awareness techniques in the classroom" (p. 223).

To ensure developmentally appropriate activities, Yopp (1995) offers the following general recommendations for activities: Keep a sense of playfulness and fun, avoid drill and rote memorization; use group settings that encourage interaction among children; encourage children's curiosity about language and their experimentation with it; allow for and be prepared for individual differences; make sure the tone of the activity is not evaluative but rather fun and informal.

Manning and Kato (2006) suggest two games:

- **Turtle talk:** Learners pretend to be talking like turtles, very slow, so they can hear each sound.
- **Itty Bitty Bit:** Learners say words bit by bit. Younger learners will segment by syllables (pen-cil) and ultimately they will segment by phonemes (p-e-n-c-i-l).

Phonological awareness should be taught with a scientifically research-based programme. This programme should provide explicit activities which progress in difficulty and all these activities should be developmentally appropriate, interesting, enjoyable and fun. Learners should also practice sounds and words to allow them to feel how these sounds are made in the mouth and throat. Finally, be aware that students may have difficulty learning and distinguishing some English sounds that are not present in their native language, so corrections must be given in a way that does not harm the language ego of the learners (Brown, 2007). Although phonological awareness should be taught in play-based activities, the careful planning of the sequence and progression of phonological awareness activities is of utmost importance.

2.10.3 Instructional planning and design

Kjeldsen et al., (2003) suggest that training should be strictly systematic to be effective. They further state that structure and planning are important elements for effective phonological awareness training. They emphasize that a careful training procedure is more

important than the quantity of the training. Time management and planning is extremely important, because teaching is taking place in play-based activities.

Schuele and Boudreau (2008) discuss the details of instructional design around three critical points:

- **Teach Don't test:** The responsibility of the teacher is to carry the child through the task. The teacher should not only ask questions, but should explain, model, high-light critical concepts, carefully sequence teaching, providing practice and scaffolds on the child's current level of performance. After a skill is learned, activities based on these skills should be presented, giving students the opportunity to practice and receive immediate corrective feedback (Foorman et al., 1998).

    Perhaps the most challenging aspect of teaching phonological awareness is that one cannot *make* a child analyze the sound structure of language. The teacher should repeatedly model analysis, using a think-aloud strategy, showing the child how to solve the problem. Importantly, different types of models will be appropriate at various stages of learning (Wanzek, Dickson, Bursuck and White, 2000). Table 2.1 illustrates the four types of models.

TABLE 2.1
A framework of models

Type of models	Example
Model only	Listen to the word bear. The first sound in bear is /b/.
Model-lead	Listen to the word bear. The first sound in bear is /b/. Say the first sound in bear with me, /b/.
Model-lead-test	Listen to the word bear. The first sound in bear is /b/. Say the first sound in bear with me, /b/. What's the first sound in bear? /b/.
Model-test	Listen to the word bear. The first sound in bear is /b/. What's the first sound in bear? /b/.

Note: From Wanzek et al. (2000, p.12).
Model: Teacher demonstrates skill.
Lead: Students repeat model with teacher
Test: Students complete example independently.

- **Plan strategic instruction:** According to Stage and Wagner (1992), sequencing in tasks should be driven by task complexity so that simpler tasks are targeted before complex tasks and earlier tasks lead to success on later tasks, for example:
  - Segmenting cupcake is easier to segment than feather (Schuele and Boudreau, 2008).

- Consonants are easier to segment than vowels (Stage and Wagner, 1992).
- Initial sounds are easier to segment than final sounds (Stage and Wagner, 1992).
- Shorter words are easier to segment than longer words (Treiman and Weatherstone, 1992).
- Syllable shape is critical. It is easier to segment an initial sound in a CVC[6] word than in a CCV[7] word (Treiman and Weatherstone, 1992).
- All words, used in phonological awareness training, should be firmly established in the child's lexicon (Metsala, 1999).
- Byrne and Fielding-Barnsley (1995) advise that during phonological awareness training, the focus should only be on a subset of phonemes to allow generalization to other phonemes.
- In a study by Sodoro et al. (2002) the results have shown that combining phonological awareness instruction with letters knowledge for acquiring the alphabetical principle.

- **Scaffold children's success:** The nature of a child's errors, as well as successes, indicate the type of scaffolding a child needs. At the outset of learning, the teacher literally carries the child through the task. As the child gains skill and independence, the adult provides less support (Vigil & van Kleeck, 1996). Learning is best characterized by moving a child from successful performance with maximal support to successful performance with little or no support.

- **Quantity of training:** Al Otaiba, Connor, Lane, Kosanovich, Schatschneider, Dyrlund, Miller, Wright (2008) concluded that teachers need to learn to manage their instructional time to meet the needs of their learners. Armbruster et al. (2001) recommended that teachers should provide 90 minutes of beginning reading instruction daily and that kindergarten teachers specifically should allocate a total of about 20 hours of phonemic awareness over the school year - about 10 minutes each day (Al Otaiba et al., 2008).

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[6] CVC is the acronym for consonant-vowel-consonant, e.g. cat.
[7] CCV is the acronym for consonant -consonant-vowel, e.g. who.

In *Teaching reading in the early grades - a teacher's handbook* (South Africa Department of Basic Education, 2007) teachers are advised to spend 1 hour 50 min daily on literacy activities. Activities include reading and writing, listening and speaking as well as additional languages. One hour should be allocated to *Reading and writing focused time*. This hour is divided into 30 minutes of *teacher guided reading*, and 15 minutes each for *whole class shared reading and writing* and *word level and/or sentence level*. No specific time for phonological awareness is indicated, however since phonological awareness includes work at *word level and/or sentence level* the South African teacher may allocate 10 minutes each day for phonological awareness activities as suggested by Al Otaiba et al. (2008).

Taking the activities suggested by the NRP (2000), the instructional sequence for phonological awareness intervention (Schuele and Dayton, 2000) as well as the progression of activities (Schuele and Boudreau, 2008) into account, Table 2.2 provides suggested activities, with progression, in English, Afrikaans and Tswana. The suggested activities in Table 2.2 have been used to compose three books that were used as part of the teacher training intervention (cf. chapter 6). These are:

Teachers' book of phonological awareness: English (Appendix D1).

Onderwysersgids om fonologiese bewustheid te onderrig (Appendix D2).

Teachers' book of phonological awareness: Setswana[8] (Appendix D3).

It is important to note that the Setswana language contains no CVC words. The structure of most short, two-syllable words is CVCV. Words were carefully chosen to ensure that all words are commonly known to learners in grade R. Setswana rhyme words are also scarce and no Setswana nursery rhymes with rhyming words could be found. However, the use of rhythm is very prominent in all Setswana nursery rhymes.

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[8] Instructions in this *Teachers' book of phonological awareness: Setswana* are in English, due to the lack of standardized Setswana terminology.

TABLE 2.2
Instructional sequence of phonological awareness, with progression

ENGLISH

DEFINITION	ACTIVITY
WORDS AND SYLLABLES	
• Segments sentences into monosyllabic words.	I have a black cat; Sue eats a pear; Please drink your milk; Bob likes his bike.
• Segment two-syllable compound words and clap hands with each syllable.	Bulldog; cupcake; doorbell; hairbrush; handbag; lipstick; necklace; speedboat; spotlight; toothbrush.
• Delete syllables in compound words.	Say bulldog, without bull.
• Segment two-syllable words + names and clap hands with each syllable.	Apple; candle; fairy; jersey; monkey; present; table; trumpet; window; Mary; Andre.
• Segment multi-syllabic words + names and clap hands with each syllable.	Butterfly; elephant; helicopter; ladybird; motorbike; umbrella; Aiden-Lee; Mohammed.
RHYMES	
Initially teach learners 5 rhyming pairs and extend when they understand. E.g.: House + mouse; hat + cat; door + floor; tap + cap: ball + wall.	
• Judge rhymes	Do house and mouse rhyme? Do hat and floor rhyme?
• Match rhymes	Find a word that rhymes with: house; hat; door; tap; ball.
• Odd-one-out rhymes	Which one does not rhyme? Floor; tap; door?
• Making oral rhymes	The boys play with toys. In the house is a mouse; The cat wears a hat and chases the bat.
PHONEMES	
Initial sounds • Learners name the sound that a word starts with. • Learners also name the sound their own names start with.	Axe begins with /a/: Axe; arm; ant; apple. Car; comb; cup; cat. Fence; fire; fork; fish. Hand; hen; house; heart. Pen; pot; pin; pan. Red; rabbit; ring; rake. Sun; six; sock; star. Tap; tie; teeth; two
Final sounds • Learners name the sound that a word ends with. • Learners also name the sound their own names end with.	Cap ends with /p/. Mask; duck; book; neck. Cap; stop; soap; tap. Car; pear; sister; star. Cat; hat; goat; ant.
Add printed words to pictures	
Segment initial sounds • Learners segment the sound that a word starts with. • Learners also segment the sound their own names start with	Mary, without /m/ is ary. Mask, without the /m/ is ask. Axe; arm; ant; apple. Car; comb; cup; cat. Fence; fire; fork; fish. Hand; hen; house; heart. Pen; pot; pin; pan. Red; rabbit; ring; rake. Sun; six; sock; star. Tap; toe; teeth; two
Segment final sounds • Learners segment the sound that a word ends with. • Learners also segment the sound their own names ends with	Book without /k/ is boo. Natasha without the /a/ is Natash. Mask; duck; book; neck. Cap; stop; soap; tap.

	Car; pear; sister; star. Cat; hat; goat; ant.
Phoneme isolation. (Mono-syllabic words). • Children recognise individual sounds in words.	/h/ /a/ /t/; Car; cup; cat; hen, pen, pot; pin; pan; red; sun; six; tap; cap; man; hat.
Phoneme identity. • Children recognise the same sounds in different words. • These are aural activities. The teacher can scribe the words, learners think about.	I can hear /r/ in: ring; car; star; red. I can hear /t/ in: cat; tap; hat; two. I can hear /p/ in: cap; pen; pan; tap.
Phoneme categorization. • Children recognise the word in a set of three/four words that has the „odd' sound.	**Initial sounds:** axe; arm; cup; apple car; comb; fork; cat fence; fire; house; fish hand; pin; house; heart ring; pot; pin; pan red; six; ring; rake sun; six; sock; star tap; toe; ant; two **Final sounds:** mask; duck; clap; neck cap; sister; clap; tap car; ant; sister; star cat; book; goat; ant
Phoneme blending and segmentation. • Children listen to a sequence of separately spoken phonemes, and then combine them to make a word. • Children break a word into separate sounds, saying each sound as they tap out/count it.	/c/ /a/ /t/ = cat car; cup; cat; hen; pen; pot; pin; pan; red; sun; six; tap; cap; man; hat. car = /c/ /a/ /r/ car; cup; cat; hen; pen; pot; pin; pan; red; sun; six; tap; cap; man; hat.
Phoneme deletion. • This is an aural activity, without pictures or print. • Children recognise the word that remains when a phoneme is removed from another word.	**Initial sounds** Say mat, without /m/. Say tan, without /t/. Say pat, without /p/. Say pin, without /p/. Say fan, without /f/. Say sad, without /s/. Say Sam, without /s/. Say lad, without /l/. Say fat, without /f/. Say tax, without /t/. Say pan, without /p/. Say slip, without /s/. **Final sounds** Say goat, without /t/. Say meal, without /l/. Say team, without /m/. Say heat, without /t/. Say soap, without /p/. Say road, without /d/. Say race, without /s/. Say wait, without /t/. Say gun, without /n/. Say beat, without /t/.

	Say boil, without /l/. Say meat, without /t/.
Phoneme addition. • This is an aural activity, without pictures or print. • Children make a new word by adding a phoneme to an existing word.	**Initial sounds** Say an, but add a /p/ in front. Say an, but add a /f/ in front. Say at, but add a /m/ in front. Say at, but add a /c/ in front. Say lip, but add a /s/ in front. Say lip, but add a /c/ in front. Say nail, but add a /s/ in front. Say tick, but put a /s/ in front **Final sounds** Say boy, but add a /l/ at the back. Say go, but add a /t/ at the back. Say boy, but add a /l/ at the back. Say he, but add a /t/ at the back. Say so, but add a /p/ at the back. Say me, but add a /t/ at the back. Say row, but add a /d/ at the back.
Phoneme substitution. • Use pictures as well as print. • Children substitute one phoneme with another.	ten, tin; cat, cot; pen, pan, pin; cap, cop, cup; mat, cat, bat; ring, sing.

AFRIKAANS

DEFINITION	ACTIVITY
WORDS AND SYLLABLES	
• Segments sentences into monosyllabic words.	Koos eet sy pap; Sy het ,n strik op haar rok; Jan het ,n gat in sy broek; Die kat lê op die mat.
• Segment two-syllable compound words and clap hands with each syllable.	Bedlamp; blompot; handsak; langbroek; roomys; skilpad; sneeuman; teepot; voordeur.
• Delete syllables in compound words.	Sê blompot, maar moenie blom sê nie.
• Segment two-syllable words + names and clap hands with each syllable.	Appel; kasteel; kerse; koppie; lemoen; masker; prinses; tafel; venster; Adele; Pieter
• Segment multi-syllabic words + names and clap hands with each syllable.	Brandweerwa; helikopter; kameelperd; olifant; rugbybal; seerower; Adeleen; Marietjie; Karolien.
RHYMES	
Initially teach learners 5 rhyming pairs and extend when they understand. E.g.: huis + muis; jas +das; koek + boek; mat + kat; mes + ses; rok + bok; vark + hark.	
• Judge rhymes	Is huis en muis rymwoorde? Is kat en mat rymwoorde?
• Match rhymes	Kry nog ,n woord wat rym met: huis; jas; koek; mat; mes; rok; vark.
• Odd-one-out rhymes	Watter een rym nie? Huis; muis; kat?
• Making oral rhymes	In huis lê ,n muis. Die kat lê op die mat.
PHONEMES	
Initial sounds • Learners name the sound that a word starts with. • Learners also name the sound their own names start with.	Die beginklank in kat is /k/. Vurk; vis; voet; vark Hart; huis; hen; hek Kat; kas; kam; kar Nar; nag; net; nes Pen; pan; pers; pop Rok; rooi; ring; ram Ses; son; sak; seep Tak; tou; tas; tafel
Final sounds • Learners name the sound that a word ends with. • Learners also name the sound their own names end with.	Die eindklank van das is /s/. Das; kas; mes; bus; Kat; mat; pot; pet; Rok; bak; tak; sak Son; pen; hen; been
Add printed words to pictures	
Segment initial sounds • Learners segment the sound that a word starts with. • Learners also segment the sound their own names start with	Vurk; vis; voet; vark Hart; huis; hen; hek Kat; kas; kam; kar Nar; nag; nek; neus Pen; pan; pers; pop Rok; rooi; ring; ram Ses; son; sak; seep Tak; tou; tas; tafel Karel sonder /k/ is arel.
Segment final sounds • Learners segment the sound that a word ends with. • Learners also segment the sound their own names ends with	Das; kas; mes; bus; Kat; mat; pot; pet; Rok; bak; tak; sak Son; pen; hen; been Elzaan, sonder /n/ is Elzaa.
Phoneme isolation. (Mono-syllabic words). • Children recognise individual sounds in words.	/v/ /i/ /s/ Vis; hen; kar; kam; nag; nek; pan; pop; rok; son; tas; mes; bus; kat; tak.
Phoneme identity.	Ek hoor /s/ in das; sing; ses; bus

• Children recognise the same sounds in different words. • These are aural activities. The teacher can scribe the words, learners think about.	Ek hoor /t/ in tak; mat; tas; pet. Ek hoor /k/ in kat; bak; kas; rok. Ek hoor /p/ in pen; pop; pan; kop.
Phoneme categorization. • Children recognise the word in a set of three/four words that has the „odd' sound.	**Beginklanke** Vurk; vis; pot; vark Tou; huis; hen; hek Kat; das; kam; kar Nar; nag; net; sak Pen; kas; pers; pop Rok; bak; ring; ram Ses; pen; sak; seep Tak; hen; tas; tafel **Eindklanke** Das; dak; mes; bus; Kat; hen; pot; pet; Rok; nag; tak; sak Son; pot; hen; been
Phoneme blending and segmentation. • Children listen to a sequence of separately spoken phonemes, and then combine them to make a word. • Children break a word into separate sounds, saying each sound as they tap out/count it.	/v/ /i/ /s/ = vis Vis; hen; kar; kam; nag; nek; pan; pop; rok; son; tas; mes; bus; kat; tak. Hen = /h/ /e/ /n/ Vis; hen; kar; kam; nag; net; pan; pop; rok; son; tas; mes; bus; kat; tak.
Phoneme deletion. • This is an aural activity, without pictures or print. • Children recognise the word that remains when a phoneme is removed from another word.	**Initial sounds** Sê blou sonder die /b/. Sê kraai sonder die /k/. Sê blaai sonder die /b/. Sê swaai sonder die /s/. Sê klap sonder die /k/. Sê vloer sonder die /v/. Sê glas sonder die /g/. Sê boom sonder die /b/. Sê haan sonder die /h/. Sê vuil sonder die /v/. Sê hek sonder die /h/. Sê das sonder die /d/. **Final sounds** Sê myn sonder die /n/. Sê neem sonder die /m/. Sê goud sonder die /t/. Sê boor sonder die /r/. Sê sout sonder die /t/. Sê wiel sonder die /l/. Sê rym sonder die /m/. Sê hout sonder die /t/. Sê diep sonder die /p/. Sê byl sonder die /l/. Sê ryk sonder die /k/. Sê seer sonder die /r/.
Phoneme addition. • This is an aural activity, without pictures or print. • Children make a new word by adding a phoneme to an existing word.	**Initial sounds** Sê laai, maar sit /b/ vooraan. Sê raak, maar sit /k/ vooraan. Sê waai, maar sit /s/ vooraan. Sê laai, maar sit /b/ vooraan.

| | Sê lap, maar sit /k/ vooraan.
Sê las, maar sit /g/ vooraan.
Sê as, maar sit /d/ vooraan.
Sê loer, maar sit /v/ vooraan.
Sê aar, maar sit /n/ vooraan.
Sê raai, maar sit /k/ vooraan

Final sounds
Sê kan, maar sit /t/ agteraan.
Sê wol, maar sit /k/ agteraan.
Sê kam, maar sit /p/ agteraan.
Sê rot, maar sit /s/ agteraan.
Sê wol, maar sit /f/ agteraan.
Sê bok, maar sit /s/ agteraan.
Sê stêr, maar sit /t/ agteraan.
Sê stam, maar sit /p/ agteraan.
Sê wie, maar sit /l/ agteraan.
Sê hou, maar sit /t/ agteraan. |
| **Phoneme substitution**.
• Use pictures as well as print.
• Children substitute one phoneme with another. | kat, kas;
mat, mot;
pan, pen;
sak, sap;
pot, pet;
tak; sak. |

SETSWANA

DEFINITION	ACTIVITY
WORDS AND SYLLABLES	
• Segments sentences into monosyllabic words.	Neo o a ja. Ee ke jele. Mapula o ntse mo setilong; Mitta o ya sekoleng; Tiny o tshego thato; Sophie o bua le ditsala tsa gagwe; Martha o ja dijo tsa gagwe.
• Segment two-syllable compound words and clap hands with each syllable.	Monnamogolo; Mosimanegape.
• Delete syllables in compound words.	*No examples*
• Segment two-syllable words + names and clap hands with each syllable.	Motho; mmutla; nku; ntlu; peba; pitsa; pedi; podi; thipa.
• Segment multi-syllabic words + names and clap hands with each syllable.	Letsatsi; monwana; mosimane; pidipidi; segwagwa; serurubele.
RHYMES	
Initially teach learners 5 rhyming pairs and extend when they understand. E.g.: Bina + pina; kama + ama; mollo + bolo; pitse + itse; pula + bula; tlhaga + aga.	
• Judge rhymes	Bina + pina; kama + mollo
• Match rhymes	Find a word that rhymes with: bina; kama; mollo; pitse; pula; tlhaga.
• Odd-one-out rhymes	Which one does not rhyme? Kama; pitse; ama?
• Making oral rhymes	
PHONEMES	
Initial sounds • Learners name the sound that a word starts with. • Learners also name the sound their own names start with.	Bolo begins with /b/: Bolo; buka; bana; bese. Hutshe; heke; halo; hempe. Koko; kopi; kobo; kamo. Mme; mae; madi; mpho. Nku; ntlo; noga; ntswa. Pedi; pale; pene; pitse. Sukiri; setlhare; suru; sesepa. Tau; tlou; tlhapi; tafole.
Final sounds • Learners name the sound that a word ends with. • Learners also name the sound their own names end with.	Bolo ends with /o/. Bolo; kamo; kobo; mpho. Hutse; heke; hempe; mae. Pedi; sukiri; tlhapi; podi. Noga; ngaka; buka; bana.
Add printed words to pictures	
Segment initial sounds • Learners segment the sound that a word starts with. • Learners also segment the sound their own names start with	Bolo without /b/ is olo. Bolo; buka; bana; bese. Hutshe; heke; halo; hempe. Koko; kopi; kobo; kamo. Mme; mae; madi; mpho. Nku; ntlo; noga; ntswa. Pedi; pale; pene; pitse. Sukiri; setlhare; suru; sesepa. Tau; tlou; tlhapi; tafole. Lesego without /l/ is esego.
Segment final sounds • Learners segment the sound that a word ends with. • Learners also segment the sound their own names ends with	Bolo without /o/ is bol. Bolo; kamo; kobo; mpho. Hutse; heke; hempe; mae. Pedi; sukiri; tlhapi; podi. Noga; ngaka; buka; bana. Lesogo without /o/ is Leseg.

Phoneme isolation. • Children recognise individual sounds in words.	/b/ /o/ /l/ /o/; Bolo; buka; bana; bese; heke; podi; koko; kopi; kobo; kamo; mae; madi; noga; pedi; pene.
Phoneme identity. • Children recognise the same sounds in different words. • These are aural activities. The teacher can scribe the words, learners think about.	I can hear /k/ in: buka; heke; koko; kopi. I can hear /b/ in: bolo; kobo; buka; bana. I can hear /m/ in: kamo; madi; mae; mpho.
Phoneme categorization. • Children recognise the word in a set of three/four words that has the „odd' sound.	**Initial sounds:** Bolo; buka; tlhapi; bese. Hutshe; suru; halo; hempe. Koko; kopi; pene; kamo. Mme; buka; madi; mpho. Nku; ntlo; noga; ntswa. Pedi; bolo; pene; pitse. Sukiri; bese; suru; sesepa. Tau; tlou; halo; tafole. **Final sounds:** Bolo; podi; kobo; mpho. Hutse; heke; bana; mae. Pedi; bolo; tlhapi; podi. Noga; tlhapi; buka; bana.
Phoneme blending and segmentation. • Children listen to a sequence of separately spoken phonemes, and then combine them to make a word. • Children break a word into separate sounds, saying each sound as they tap out/count it.	/b/ /u/ /k/ /a/ = buka Bolo; buka; bana; bese; heke; halo; koko; kopi; kobo; kamo; mae; madi; noga; pedi; pene. Buka = /b/ /u/ /k/ /a/ Bolo; buka; bana; bese; heke; halo; koko; kopi; kobo; kamo; mae; madi; noga; pedi; pene.
Phoneme deletion. • This is an aural activity, without pictures or print. • Children recognise the word that remains when a phoneme is removed from another word.	**Initial sounds** Say bolo, without /b/. Say buka, without /b/. Say bese, without /b/. Say heke, without /h/. Say halo, without /h/. Say koko, without /k/. Say kopi, without /k/. Say kamo, without /k/. Say madi, without /m/. Say noga, without /n/. Say pene, without /p/. Say pedi, without /p/. **Final sounds** Say bolo, without /o/. Say buka, without /a/. Say bese, without /e/. Say heke, without /e/. Say halo, without /o/. Say koko, without /o/. Say kopi, without /i/.

	Say kamo, without /a/. Say madi, without /i/. Say noga, without /a/. Say pene, without /e/. Say pedi, without /i/.
Phoneme addition. • This is an aural activity, without pictures or print. • Children make a new word by adding a phoneme to an existing word.	Bua; buga.
Phoneme substitution. • Use pictures as well as print. • Children substitute one phoneme with another.	Nko; nku Noga; naga Pitse; potse Podi; pedi Kobo; koko

In the teacher's handbook, *Teaching reading in the early grades - a teachers' handbook* (DoBE, 2007) information about phonological awareness, is limited. It is stated that:

> Learners instinctively "know" about phonemes, otherwise they would not be able to speak or understand speech. When they learn to read and write, they need to become aware of these units of language – they need to know the sounds (phonemes) within each word. They also need to become aware that each sound can be written as a letter or group of letters. For example, they learn that the "buh" sound is written as "b". This link between the sound and letter is called phonics. (p.12)

A few activities, regarding phonemic awareness are named; however, phonological awareness is not even mentioned. Research indicates that phonological awareness is a crucial skill in reading acquisition and provides a foundation for reading; therefore teachers should be trained in phonological awareness (Taylor, 1996; Foorman et.al., 2003; Turan and Gul, 2008). Research further indicates that phonological awareness needs to be taught in a systematic, explicit way (Brown, 2007; Schuele and Boudreau, 2008). To enable teachers to teach and utilise this skill, they need more information in a user friendly format. These should include specific teaching activities in the required sequence.

The importance of the systematic, explicit teaching of phonological awareness, lies in the fact that these skills prevent reading problems (Menzies, Mahdavi and Lewis, 2008)*,* enhance reading acquisition (Rohl and Pratt, 1995; Sprenger-Charolles and Casalis, 1995;

Stuart and Masterson, 1992) and these learners still read better throughout their school career (MacDonald and Cornwall, 1995).

2.11 CONCLUSION

Phonological awareness should be taught in a balanced literature-based programme, which includes phonological awareness, language development and comprehension (Foorman and Torgesen, 2001). Given the fact that phonological awareness is one reading concept that provides the foundation for sound reading acquisition, teacher knowledge and training in this skill should receive more attention than is currently the case.

The relation between professional development and the tools used to teach reading is underestimated. Because teachers' instructional practices are dependent on their instructional tools, efforts to enhance teachers' effectiveness in the absence of effective tools (e.g. effectively designed materials, adequate time) may make the task not just more difficult but impossible (Chard, 2004). The materials serve as a professional development tool in addition to serving instruction directly.

The following chapter considers the professional development of teachers. What knowledge teachers need to become quality teachers and how this knowledge translates into greater student achievement.

CHAPTER 3
TEACHER KNOWLEDGE AND PROFESSIONAL DEVELOPMENT

3.1 INTRODUCTION

Professional development of teachers is concerned with the ongoing development of teacher knowledge and skills, with the purpose to enhance students' learning. The ultimate goal of teachers' professional development is positive impact on learning outcomes (Weiss, 2006).

According to West-Burnham and O'Sullivan (1998), professional learning should be designed around implementation as well as knowledge and skills. Adult learning has to facilitate success expressed through action – the design of any learning programme should have as a fundamental principle the enhancement of the individual's capacity to change his or her behaviour (West-Burnham and O'Sullivan, 1998). Smith, Hofer, Gillespie, Solomon and Rowe (2003) distinguish between change in thoughts and change in action. According to these authors thinking changes involve the way teachers think about learner motivation and teaching strategies, while changes in action involve general change in classroom and teaching activities.

Teachers of beginning reading need a defined knowledge base to teach phonological awareness successfully (Moats, 2005). Professional development programmes have a responsibility to teach a defined body of knowledge, skills and abilities that are based on the best research in the field. Outstanding professional development programmes, link content knowledge with classroom application (International Reading Association, 2007).

Once teachers change their way of thinking and acting to enhance learning outcomes, they need support to sustain these changes. In a report by the National Institute of Child Health and Human Development (NICHD) (2005) they comment that teacher training improves the quality of the classroom, but these improvements are only sustainable if supported by policy and the institution.

This chapter addresses two issues. Firstly, the focus is on professional development and secondly, the knowledge base, including support documents, that is required by teachers of beginning reading to teach phonological awareness successfully.

3.2 PROFESSIONAL DEVELOPMENT

In the current climate of accountability and research-based practices in reading instruction, professional development is often identified as one of the key elements needed to ensure success (Moats, 2002; Chard, 2004). When designing a teacher training programme, knowledge of adult learning theories enables effective, sustainable professional development (Trotter, 2006).

3.2.1 Adult learning theories

Adult learning theories provide a framework for understanding how adults are different from younger learners. Three theories are discussed briefly and it is indicated how they will impact on the development of the *Teacher training programme for phonological awareness* (cf. 6.2). The theories are: Age and stage theory, Cognitive development theory and Functional theory.

3.2.1.1 Age and stage theory

This theory indicates that as people age, they keep on learning; it recognizes lifelong learning as something that continues throughout the life cycle. This theory has two branches: Age theorists are interested in determining whether there were common concerns, problems or tasks at various times in an adult's life cycle (Bents and Howey, 1981). Stage theorists focus on modes of thinking as adults move through various stages of development that are not necessarily age related (Trotter, 2006).

Age theorists contend that the issues adults face change with chronological age. As individuals age, they become more reflective on their lives and of their careers.

Sheehy (1976) reports a mid-life transition period in the late thirties and early forties, where the adult reflects upon and evaluates life. Individuals during this stage are believed to think more about their context and cultures, which leads to a greater sense of membership in the community.

Levinson, Darrow, Klien (1979) believe that by the mid-forties and early fifties, adults move into a mid-life wilderness. During this time adults give more meaning to relationships, and spiritual commitments.

Trotter (2006) suggests teacher reflections during professional development to enable teachers to make meaning of the act of teaching.

Stage theorists are concerned with the ability to grow wiser and less concerned with growing older (Daloz, 1999). Piaget is accorded the title of fatherhood for the stage theorists (Trotter, 2006) who saw intelligence as something that has potential to evolve as adults try to make sense of the world.

Kegan (1982) found that individuals evolved through stages of development. The beginning stages are self-centred and impulsive; evolving into a stage that is characterised by interpersonal relationships and the final stage is evolutionary and involves a birth of a new self that is separate with a clear sense of self and merging with others. Individuals in the final stage are able to build bridges and make connections with others.

Trotter (2006) notes that the stage theory, the various stages of development and the recognition that teachers can move to a higher stage with appropriate professional development, should be taken into account when developing professional development programmes. Activities should be structured to increase stage growth, which will enable teachers to adapt their techniques and methods to meet the needs of their students. Another theory that should be taken into account when developing professional development programmes is the theory of cognitive development.

3.2.1.2 Cognitive development theory

Hunt (1975) describes cognitive development according to four levels. The first level, the low conceptual level, is one of concrete negativism, over generalization and focused on personal need. The second level is that of categorical judgements, acceptance of a single rule and reliance on external standards. The third level is one of awareness of alternatives and sensitivity to personal feelings. The fourth level shows reliance on internal standards, working with others and seeing events from multiple view points.

This theory emphasizes the fact that the cognitive development of adults moves from concrete to abstract. According to Trotter (2006), programmes of professional

development should realize the different needs of the targeted audiences. Veteran teachers are more likely to have a commitment to self affirmation, while beginning and mid-career teachers might be more interested in externally generated success.

Since teachers are adult learners and they contribute experience to professional development programmes, the functional theory should be taken into account.

3.2.1.3 Functional theory

Lindeman (1926) viewed experience as the adult learner's textbook. He contended that the learner (e.g. teacher) should be the primary focus in adult education and recognition should be given to the expertise that adult learners bring to the training.

Gibb (1960), Knox (1977), Brundage and Mackeracker (1980) and Simpson (1980), agree that teachers of adult learners should respect adult experiences and apply them to current situations to produce good educational results. According to functional theory, adults prefer educational topics and subjects that they can directly apply in their own classrooms.

The *Teacher training programme for phonological awareness* (cf. 6.2.) acknowledges that training will be provided to a diverse audience. Teachers from various backgrounds, ages and stages of personal and cognitive development will attend the training. All the teachers will bring experience from their different backgrounds with them and this should be utilized to the benefit of everyone attending the training. This will be done by providing opportunities for discussions at the end of each training session.

Theories of adult learning gave direction to the *Teacher training programme for phonological awareness* (cf. 6.2)*,* but professional development is influenced by many factors and has to be provided in a given context to be successful and influence learning outcomes.

3.2.2 Factors that influence professional development

Smith et al. (2003) identified five factors which have an influence on professional development and that may yield sustainable change in teachers' way of thinking and acting. These are model of professional development; amount (hours) of participation in professional development; quality of the professional development

group; quality of professional development and co-participation with other teachers in professional development. These five factors are discussed.

3.2.2.1 Model of professional development

Bos, Mather, Silver-Pacuilla and Narr (2000) define an interactive, collaborative model for professional development. According to them, an interactive model provides dialogue that fosters the synthesis of new information with personal knowledge. This interactive process helps teachers to see relationships and connections among ideas and practices (Bos and Anders, 1992). A collaborative model is based on the belief that teachers bring essential knowledge and skills to be shared (Cochran-Smith, Paris and Kahn, 1991) and that time for discussions and interactions should be provided.

Chard (2004) draws on Gilbert's (1978) model[1] of professional development to discuss aspects (information, instrumentation and motivation) that influence professional development.

- **Information**

Teachers need to be informed about the purpose of the professional development and outcomes should be clearly specified. It is important that teachers understand why suggested practices will be effective and how they will benefit their students (Chard, 2004).

Moats (2005) noted that teachers prefer: "Sound, rigorous content; a constant interplay between knowledge, understanding and improvement of classroom practices; permission to make gradual improvement over time; and the creation of a positive, rewarding professional and social context" (p.12).

In this study, the purpose of the professional development is to provide teachers of beginning reading with a knowledge base about phonological awareness, instructional approaches and materials, assessment and policy documents that will enable them to teach and assess phonological awareness in a grade R class.

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[1] Gilbert's Behaviour Engineering Model is used by Human Resource professionals to design professional development.

- **Instrumentation**

The second factor outlined in Gilbert's (1978) model involves the tools available for reading instruction. For reading, these tools and resources compromise instructional materials, time, personnel support and technology.

Ball and Cohen (1999) related high-quality professional development to well-constructed and validated instructional materials. They propose that these materials should not merely be disseminated, but that teachers' attitudes, goals and knowledge base should be taken into account.

In a study by Klingner, Vaugn, Hughes and Arguelles (1999) teachers indicated that they want materials readily available to use; they were unable to spend time searching for appropriate materials or redesigning materials. They needed all of the materials, copies and books readily accessible.

Chard (2004) comments that the importance of effectively designed instructional materials and technology should not be underestimated, because teaching reading are dependent on instructional tools. He argues that effectiveness in the absence of effective tools (e.g., effectively designed learning and teaching support materials) make the task not just difficult, but impossible.

- **Motivation**

The success or failure of professional development is based on teachers' motivation to use the knowledge and skills provided. Spear-Swerling et al. (2005) experienced that teachers are eager to acquire literacy-related knowledge if they understand its relevance to successful reading instruction.

Guskey (1997) argues that for teachers to be motivated to change the way they think about practice, they need to try the new practice with the learners for whom it was designed. If these practices turn out to be effective, teachers will respond favourably and use the practice again.

This notion is supported by Klinger et al. (1999) who indicated that teachers continue to use instructional practices because they are able to document clear gains in reading and writing. Teachers from this study also indicated that learners' acceptance of the instructional practice had an influence on whether they used it and how often.

3.2.2.2 Number of hours of participation in professional development

In a study by Smith et al. (2003), they hypothesized that attending professional development for more hours would lead to more change. Across the whole sample, this hypothesis was supported, with more hours of participation (from 0-18 hours) positively and significantly associated with both overall amount of change (r=.25, p<.05, n=95) and type of change.

Moats (2005) describes a multi-dimensional professional development programme that was introduced over a period of four years. Initially, teachers attended a 2-4 day workshop which focused on programme implementation; three courses each year which focused on concepts in teaching reading; bimonthly in-class visits from observers; monthly visits from programme consultants; semi-annual meetings with principals and regular contacts from senior projects staff.

Smith et al. (2003) concluded that professional development could be successful *if* it took place over time (not one session only), was integrated with the school context, and focused on helping teachers not just acquire new behaviours but change their assumptions and ways of thinking as well.

3.2.2.3 Quality of professional development group

The quality of the group that attend the professional development influences the outcome of the training (Smith et al., 2003). These authors identified six criteria to assess the quality of the group. These are: participants were looking for the correct answer versus testing assumptions; participants talked only to the facilitator, versus talking with each other; one person dominated the conversations, versus participants taking turns talking; conversation was dull, versus conversation being energetic and positive; participants asked for clarification of materials, exercises, or activities (i.e., when they were confused), versus participants indicating they were clear about expectations; the group experienced turbulence in attendance, versus all participants attending regularly.

3.2.2.4 Quality of professional development

According to Ball and Cohen (1999), high-quality professional development related to the implementation of curricular materials and assessment holds an important key to the success of any reading and language initiative.

In the report of the Maryland Teacher Professional Development Advisory Committee, *Helping teachers help all students* (2004), four features of high quality professional development were identified. Firstly, in the planning phase, content and learning activities should be determined as well as expectations and outcomes should be set.

The second feature entails the learning opportunities, which include explanations of key concepts and theories; demonstrations of skills and strategies; opportunities to practice skills and strategies; feedback and assessment of the understanding of key concepts and theories; feedback and assessment of the mastery of skills and strategies.

The third feature of high quality professional development is follow up, which includes ongoing opportunities for conversations and explanations; demonstrations of skills and strategies as well as feedback and assessment.

The last feature is the benefits, which includes increased knowledge of the subject; increased academic rigour; differentiated instruction and the ability to contribute to planned improvement efforts.

3.2.2.5 Co-participation with other teachers in professional development

In a study by Klingner et al. (1999) teachers reported that they are more likely to sustain an instructional practice in reading when they had other teachers to share ideas and resolve problems in their support network.

Chard (2004) concludes that professional development should be designed in a way that allows teachers to implement the practice with their learners in their classrooms in order to assess how learners benefit from the programme. The ideal would be to have coaching with feedback to ensure effective implementation.

Since professional development programmes have a responsibility to teach a defined body of knowledge, skills and abilities (Moats, 2002), the knowledge base for teachers of beginning reading, to teach phonological awareness successfully, is outlined. The historical trends in beginning reading instruction will provide teachers with background knowledge on the different ways in which reading was and is taught. This is followed by language and reading development, basic facts about reading and knowledge of language. The knowledge base further includes teaching activities and materials; assessment and relevant information in the support documents.

3.3 KNOWLEDGE BASE FOR BEGINNING READING TEACHERS

Teaching beginning reading is a complex endeavour. Teachers of beginning reading must develop a thorough understanding of language and reading development to ground their instructional decision making effectively (IRA, 2007).

3.3.1 Historical trends in beginning reading instruction

The importance of the history of beginning reading lies in the fact that an overview of the past provides us with an understanding of the study and practice of beginning reading. Such an historical perspective provides current research with a reasoned reflection and adds a critical dimension to the analysis of the present-day events and issues (Alexander and Fox, 2004).

Alexander and Fox (2004) identified five overlapping eras. These eras provide a useful platform to reflect on the research of reading and how it influenced teaching activities. These eras are:

- 1950-1965: The era of conditioned learning
- 1966-1975: The era of natural learning
- 1976-1985: The era of information processing
- 1986-1995: The era of socio-cultural learning
- 1995-present: The era of engaged learning

3.3.1.1 The era of conditioned learning

This period was characterized by the baby boom and a record number of children who entered the public schools (Ganley, Lyons and Sewall, 1993). As a consequence, the number of children experiencing difficulties in reading acquisition also increased.

At the beginning of this era children were taught to read by using a look-and-say method. The look-and-say method implied the identification of whole words by sight, rather than letter-sound knowledge (Beck and Hamilton, 2000). During the look-and-say period, the theory of reading readiness emerged (Flesch, 1981).

This theory, which hypothesized that children were not ready to read until the mental age of six and a half years (Morphett and Washburne, 1931), persisted in schools until the 1980's (Flesch, 1981). Followers of the reading readiness theory withheld formal reading instruction until the children had mastered basic developmental skills.

The prevailing belief associated with this theory was that parents as well as teachers could cause damage to children's reading ability if they attempted to teach reading to children who were too young (Flesch, 1981).

In 1955, Rudolph Flesch wrote a ground breaking, though controversial book, *Why Johny can't read – and what we can do about it.* This book exemplified a growing interest in reading research and its relevance to educational practice (Rudell, 2002). In this book, Flesch (1955) attacked the prevailing look-and-say method of reading instruction as a contributor to reading problems and referenced research that emphasized the effectiveness of phonics-based techniques. This book by Flesch (1955) eventually contributed to the resurgence of some phonics instruction by the mid 1960's (Beck & Hamilton, 2000).

Another influence of this era was the Skinnerian behaviourism, the prevailing research orientation at the time (Goetz, Alexander and Ash, 1992). Behaviourism seemed suitable to unravel the problem of reading acquisition, because it provided an analysis that explained behaviour. This analysis would presumably result in pedagogical techniques based on the understanding of physiological and environmental aspects of human behaviour (Glaser, 1978). Based on this perspective, the processes and skills involved in learning to read could be clearly defined and broken down into their constituent parts. These parts could be practiced and reinforced in a systematic and orderly fashion during classroom instruction (Pearson and Stephens, 1994).

3.3.1.2 The era of natural learning

By the mid-1960's, there was an unrest amongst the reading community with the precepts of Skinnerian behaviourism, which conceptualized reading as discrete skills passively drilled until reflexively demonstrated.

Research focused on the learner and the learning process (Ericsson and Smith, 1991). The attention of researchers had been drawn to the investigation of the reading process, the effect of the *nature* of reading on the *teaching* of reading (Alexander and Fox, 2004).

Chomsky (1957) perceived language to unfold naturally, to develop trajectory, in the form of a predisposition or innate capacity. Consequently, learning to read came to be viewed as an inherent ability (Halliday, 1969).

Holdaway (1979) also believed that literacy skills developed in the same, natural way as spoken language when the conditions for learning are comparable. He contributed to this era by explaining the use of big books; shared reading and the choice of stories. Children were taught to read by using the whole language approach. The whole language movement held that reading and writing were naturally learned through authentic experiences and that reading instruction should progress from whole to part. The primary strategy for teaching word recognition was using the context of the sentence to figure out the unknown word, which was a type of whole word strategy (Robinson, 1988).

3.3.1.3 The era of information processing

On the basis of research published between 1976 and 1985, cognitive psychology, and more specifically information-processing theory, dominated the domain of reading (Anderson, 1977). The construction of prior knowledge (scaffolding) and its potent influence on students' text-based learning were prominent in this era (Alexander and Murphy, 1998). Significant associations were established between readers' existing knowledge and their reading performance (Stanovich, 1986), comprehension (Alvermann, Smith and Readence, 1985), memory (Anderson, Reynolds, Schallert and Goetz, 1977) and strategic processing (Alexander and Judy, 1988).

The information-processing research of this period resulted in a multitude of cognition-related constructs, of which the schema theory remains one of the most potent legacies of the time (Alexander and Fox, 2004). Rumelhart (1980) called schemata the building blocks of cognition and emphasized the individuality of knowledge.

This era focused on the individual mind, because the computer-based guiding view shaped a model of individual knowledge acquisition and use. There was little, if any, consideration to socio-cultural or contextual influences on the processing of linguistic knowledge (Brewer, 1980).

Research activities of this period demonstrated that students' knowledge could be significantly modified through direct intervention, training or explicit instruction (Pressley, Goodchild, Fleet, Zajchowski and Evans, 1989; Paris and Winograd, 1990). This body of research highlighted the modifiability of the individual's approaches to information-processing.

It was during this era that emergent literacy (cf. 3.3.2.1) became prominent in schools. The emergent literacy theory *replaced* the reading readiness theory, and held that children's knowledge and literacy experiences were acquired before conventional reading and writing. The emphasis was on developmentally appropriate instruction and the use of the child's interest and experiences to encourage reading (Slegers, 1996).

3.3.1.4 The era of socio-cultural learning

This era was characterized by the fact that cognitive psychology, the earlier information-processing approach was replaced by a constructivist theory (Reynolds, Sinatra, Jetton, 1996). This shift in emphasis may have come to pass because the applications of the information-processing approach in classroom training programmes had less than ideal outcomes (Alexander and Fox, 2004).

Vygotsky (1986), Lave (1988) and others (Heath, 1983; Rogoff, 1990) provided a new viewpoint, that of qualitative modes of inquiring advocated in social and cultural anthropology. Along with these modes of inquiring came the practice of studying literacy with naturally occurring texts in natural settings, such as classrooms, homes and work places (Anderson, Wilson and Fielding, 1988). The goal of learning was the creation of a mutual understanding arising from social interaction of particular individuals in a particular context at a particular time (McLaren, 1988).

This era acknowledged the fact that learners arrive at school with an extensive prior body of conceptual knowledge guiding their understanding and use of language (Vygotsky, 1978; Alexander, 1992).

In 1990 when Adams published *Beginning to read*, she advocated for systematic phonemic awareness and phonics instruction along with emphasis on gaining meaning from text. Research studies began to investigate the various whole word and letter-sound claims with some distinct findings. Share and Stanovich (1995) consolidated the empirical reading research and found that, although the ultimate goal of reading is to gain meaning from print, learning to read is not natural and children need to be taught how to apply the alphabetic principle to read words.

3.3.1.5 The era of engaged learning

During this era there was a change in the way learners and learning were perceived within the literacy community. With the growing presence of hypermedia and

hypertext, the reading community began to consider the nature and form of these nonlinear and less traditional forms of text on students' learning (Alexander, Kulikowich and Jetton, 1994; Bolter, 1991). This influx of hypermedia also caused a focus on classroom discourse and its role in students' academic development (Alvermann, Commeyras, Young, Randall and Hinson, 1997).

The importance of motivation was also recognised in the reading community (Guthrie and Wigfield, 2000) and consideration was given to factors such as learners' interest, goals, self-efficacy beliefs, self-regulation and participation in reading (Pintrich and Schunk, 2001). Moreover, these motivational factors were studied in relation to factors such as students' knowledge, strategic abilities, socio-cultural background and features of the learning context. Students were reconceptualised as engaged and motivated readers (Guthrie and Wigfield, 2000).

In the late 1990's and early 2000's, additional studies supported the findings of Share and Stanovich (1995) that reading is not a natural process and needed to be taught systematically and explicitly (Lyon, 1998; Snow et al., 1998; Moats, 1999; NRP, 2000). In 1999 Burns, Griffin and Snow, published *Starting out right*. This publication provides information to all adults, teachers as well as parents, on how to guide young children in their emergent literacy, using developmentally appropriate ways.

Throughout the previous eras of reading research, stances revolved primarily around processes of reading acquisition. Neither orientation toward reading captures the complexity of reading or recognises the changing nature of reading as individuals continue their academic development (Alexander, 2003). Reading extends beyond the initial phase of acquisition, across the lifespan.

Alexander and Fox (2004) state:

> …reading is multidimensional in character, with significant relations among readers' knowledge, strategic processing, and motivation, simple models of theories based on a "learning to read" and "reading to learn" distinction need to be supplanted with more complex, reciprocal models of reading development. Specifically, investigation of the initial stages of reading acquisition should not be isolated from the issues emerging when comprehension of texts becomes the focus. This requires genuinely developmental theory of reading, spanning preliteracy reading readiness to proficient adult reading. (p.54)

In addition to the historical trends in beginning reading instruction, the content knowledge base for beginning reading should include language and reading

development, basic facts about reading, knowledge of language, teaching activities and materials as well as assessment.

3.3.2 Language and reading development

A substantial amount of literacy learning takes place before children begin grade 1. Therefore, grade R teachers should understand the complexities of learning to read. Burns et al. (1999) state that during the first months and years of life, children have language and literacy experiences and these form the basis for their later reading success. According to these authors, children with a broad language and literacy experience are better equipped to succeed in reading. They define the main accomplishments as oral language skills and phonological awareness; motivation to learn and appreciation of literate forms; print awareness and letter knowledge.

3.3.2.1 Emergent literacy

Literacy is no longer defined simply in terms of the formal instruction of decoding skills, but involves the building of concepts about print and the use of different kinds of texts. Children's first steps in becoming members of the reading community, involves building these concepts about print and meaning using different kinds of text (Merchant, 1999). Riley (1996) defines emergent literacy as: "Concerned with the earliest phase of understanding about print that enables the child to generate hypotheses about the nature of reading and writing" (p. 15).
Emergent literacy involves the skills, knowledge and attitudes that are developmental precursors to conventional forms of reading and writing. It constitutes the basic building blocks for how students learn to read and write and precede conventional literacy skills (Shanahan, 2005).

Grade R teachers and parents, are active participants in emergent literacy, modelling the processes of reading and writing. Emergent literacy follows a predictable course, regardless of the speed of reading acquisition (Moats, 1999). Beginning reading teachers should be aware of this and tailor their instruction accordingly. The signs of each stage are apparent to the observant teacher.

- At first, students realise that print carries meaning, but they are not aware that letters represent the sounds in words.

- Next, they use their knowledge of letters as well as their awareness of speech sounds to attempt spelling and reading by sounding out parts of words.
- Skill at sounding out words unfolds gradually as the child becomes aware of all the speech sounds and how letters can be matched to the sounds.
- With appropriate instruction, children learn quickly how print patterns represent speech.
- More advanced students will decipher words by larger chunks (Moats, 1999).

3.3.2.2 Concepts about print

Many young children are unaware of print and think that pictures in books contain all information. To become successful readers, children must understand how books and print work. They should know the parts of the books and their functions and that the print on the page represents the words that can be read aloud (Burns et al., 1999).

As children mature, their attention moves to the pages containing text. Children who develop healthy concepts of print will page through books from beginning to end, holding them right-side-up and as they point, they may even demonstrate that text is read from top to bottom and left to right (SEDL, 2000).

Marie Clay (1991) developed a list of criteria to determine learners' concepts of print:

- They distinguish between the front and back of a book.
- They know that pictures and words differ.
- They can indicate that the direction of reading is from left to right and from top to the bottom.
- They follow with their finger to indicate reading direction.
- Can identify the beginning and end of a story, page, line, sentence or word.
- Can indicate that a picture is upside down.
- Realizes when the teacher reads words in a sentence in the wrong sequence.
- Can identify words of which the sounds are in the wrong sequence.

Children who grow up with rich text experiences often develop print concepts without, explicit instruction, but children who grow up in a text-poor environment may

require explicit instruction. Burns et al. (1999) suggest dictation activities to help learners understand that all spoken words can be written. The teacher can write down stories that the learners dictate and then they illustrate and share them. Teachers can also write captions or titles for the learners' artwork.

Emergent literacy and concepts about print are two important factors in reading acquisition. There are however, other basic facts about reading that will enhance teachers' understanding of beginning reading instruction.

3.3.3 Basic facts about reading

Learning to read is not a natural process or easy for most children, it is an acquired skill (Moats, 1999). According to McEwan (2002), 5% of all learners learn to read with ease, 20%-30% learn to read easily with explicit instruction. About 60% of learners find it difficult to learn to read, while 15%-25% of learners find learning to read the most difficult thing they encounter in their lives. In the end, the remaining 5% will be identified as reading disabled. For 75%-80% of learners, teaching reading does make a difference. According to McNaught (2002), the risk for learners, of being a failure at reading is determined by the knowledge and skills of their teachers.

Surrounding children with books and creating a rich literature environment, will enhance reading development, but it is not sufficient for learning to read (Moats, 1999). Teachers must be knowledgeable about the content of teaching reading, namely the symbol system and its relationship to meaning.

When good readers scan a line in a book, they skim and process simultaneously. Although rapidly and unconsciously, they process the letters of each word in detail (Share and Stanovich, 1995; Adams, Treinman and Pressley, 1998). Comprehension acquires easy and fluent letter-wise text scanning. When word-identification is fast and accurate, a reader has ample mental energy to think over the meaning of text (Moats, 1999). The ability to sound out words easily, allows rapid recognition of words by sight. Before children can easily sound out or decode words, they must at least have implicit awareness of the speech sounds. Children who learn to read well are sensitive to linguistic structure; recognize redundant patterns; and connect letter patterns with sounds, syllables and meaningful parts quickly, accurately and unconsciously (Adams et al., 1998; Share and Stanovich, 1995; Pressley, 1998).

Apart from basic facts about reading, teachers need knowledge of language.

3.3.4 Knowledge of language

Teachers need an understanding of the components of effective reading instruction, as named by the National Reading Panel: phoneme awareness; phonics, word study, and spelling; reading fluency; vocabulary; and text comprehension (Armbruster et al., 2001). These principal elements encompass language instruction at the phoneme, grapheme, syllable, word, sentence and discourse levels. Teachers of beginning reading need specific and explicit linguistic knowledge to recognise and address the needs of all children regarding reading and language development (Moats and Foorman, 2003).

Moats and Foorman (2003) explain that instruction in phonological awareness requires the teacher to differentiate syllables and to count, produce, blend, segment, and manipulate the individual speech sounds in words. Phonics instruction requires the teacher to teach children spelling correspondences at sound, syllable, and morpheme level. Teaching fluency requires the instruction of automatic, accurate word recognition, which rests in part on the ability to process syllables and morphemes found in longer words. Instruction of vocabulary requires an understanding of semantic organization, word structure, grammatical rule and meaning. Comprehension instruction requires the teacher to know about text organization, genre and academic discourse. To integrate these components an informed teacher also understands that they are interdependent; for example, vocabulary learning is facilitated by phonological ability (Moats and Foorman 2003).

Linguistic knowledge is supported by three elements (SEDL 2000): Phonology, syntax and semantics. Phonology is the ability to hear, distinguish and categorize the sounds in speech. Syntax implies familiarity with word structure that place a constraint on the way words fit together. Semantics is the ability to understand the meaning of individual words and sentences and the relationships between them (cf. 2.3).

3.3.4.1 Word-level instructional strategies

Effective teaching requires knowledge of word structure so that print conventions can be explained, identified, classified and used for the purpose of word recognition and vocabulary development (Moats, 1999).

In beginning reading, word recognition implies that through early encounters with print, learners recognise the printed form of their own name, the title of their

favourite story or the brand name of their breakfast cereal. This is known as *logographic reading*, and should not be confused with the word recognition skills skilled readers engage in (Merchant, 1999).

Teachers tend to confound phonological awareness, phonemic awareness, and phonics (Spear-Swerling et al., 2005). A clear distinction is necessary, because knowledge about rhyme and syllables (phonological awareness) are a pre-requisite for teaching phoneme awareness, while instruction in phonics encloses the correspondence between the sounds and the symbols, for example /a/ for apple. The distinction is also important because phonological and phonemic awareness are excellent activities for grade R and provides a good foundation for later work in the sound-symbol correspondence of phonics (Merchant, 1999).

- **Phonological awareness**

Young children perceive spoken words as wholes. When a child becomes aware that spoken words are made up of sounds, phonological awareness has developed. Phonological awareness skills include the ability to rhyme words, the ability to break words into syllables and the ability to break syllables into onset and rime (SEDL, 2000).

When young children are involved with various phonological awareness tasks, they come to realise that one can actually ‚play' with language (Brown, 1998). They learn for instance that words can be changed, for example ‚cupcake' can be changed to ‚cup' if ‚cake' is deleted.

Moats and Foorman (2003) indicated that phonological awareness instruction requires the teacher to differentiate syllables (e.g., com-plete) from onsets and rimes (c-om; p-lete) and to count produce, blend, segment and manipulate the individual speech sounds in words (c-o-m-p-l-e-t-e). Phonemes must be differentiated from letters to clarify the nature of speech to print (e.g., which and witch; each three phonemes but five letters).

Teachers need to know the sequence in which phonological awareness should be taught, because phonological awareness should be taught explicitly and systemically (Kjeldsen et al., 2003). Schuelle and Boudreau (2008) provide a sequence of phonological awareness instruction, starting with less complex tasks and progressing to more complex tasks. According to this sequence, teaching starts with segmenting words into syllables, then rhyme, initial and final sounds, and onset rime segmentation,

segmentation of initial and final sounds, blending of sounds into words, segmentation of words into sounds, and finally, deletion and manipulation of phonemes.

In a study by Sodoro et al. (2002) research results indicated that the combination of phonological awareness with letter knowledge is useful for the acquisition of the alphabetical principal. According to the IRA[2] literacy dictionary, the alphabetic principle is the assumption underlying the alphabetic writing system that each speech sound or phoneme of a language should have its own distinctive graphic representation (Harris and Hodges, 1995).

Foorman and Torgesen (2001) state that helping children to see that the /m/ in moon and the /m/ in mat are the same sound and that the sound is represented by the same symbol, enables children to re-invent the alphabetical principal. According to them, mastering the alphabetical principle is one of the essential ingredients for reading success.

Once learners have acquired phonological awareness skills, they acquire phonemic awareness, which involves the manipulation of phonemes, with ease.

- **Phonemic awareness**

Phonemic awareness is the ability to hear, identify and manipulate individual sounds – phonemes – in spoken words (Armbruster et al., 2001). The National Reading Panel reviewed the literature and their meta-analysis revealed that phonemic awareness instruction causes improvement in students' phoneme awareness, reading and spelling. Phonemic awareness instruction is most effective when alphabetic letters are included; there are fewer rather than more manipulations of phonemic units and instruction is conducted in small groups (Foorman and Torgesen, 2001).

Typical phonemic awareness activities (Schuele and Boudreau 2008) in a grade R class would be:
- Identifying initial and end sounds, e.g. /c/ is the first sound of cat; /d/ is the last sound in bed.
- Isolating sounds, e.g. car equals /c/ /a/ /r/.
- Identifying sounds, e.g. I can hear /b/ in: bed; dog; hand.
- Blend sounds into words, e.g. /d/ /a/ /d/ equals dad.

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[2] International Reading Association.

- Segment words into sounds, e.g. hat equals /h/ /a/ /t/.

- Delete sounds, e.g. Say mat, without /m/; Say meal, without /l/.

- Add sounds to words, e.g. Say nail, but add an /s/; nails/snail.

- Substitute sounds: pen; pan.

- **Phonics**

Phonics instruction helps children to learn the relationships between the letters of written language and the sounds of spoken language, e.g. /a/ for apple. Effective phonics programmes are systemic and explicit. These programmes have ample opportunities for children to apply their knowledge about letters and sounds to the reading of words, sentences and stories (Armbruster et al., 2001).

Snow et al. (1998) conducted a large-scale study of reading research. They reported that systematic phonics instruction has a positive effect on learners' fluency. The National Reading Panel (2000) confirmed this finding when they conducted a meta-analysis of 38 phonics studies and found that systematic phonics instruction led to fluent reading and writing as well as improved comprehension.

- **Syntax and semantics**

The ultimate goal of language is to convey meaning. Syntax constrains the arrangements of words in language and semantics refers to the information contained within the language. English syntax prohibits us from rearranging words in sentences haphazardly; words in English sentences have a fairly stringent structure. Syntax instruction enhances the ability to figure out meanings of unfamiliar words. Without a moderately sophisticated understanding of the rules of syntax, language comprehension is limited (Hoover and Gough, 2001).

Merchant (1999) refers to *syntactic awareness*, becoming familiar with the patterning and sequencing of language. Activities to enhance syntactic awareness are through the repetition of phrases and sentences in learners' favourite stories.

Adams et al. (1998) suggest the following activities:
- **Describe a picture:** The teacher presents a large picture and learners take turns to each make a sentence in connection with the picture.
- **Build a story:** Learners sit in a circle and the teacher explains that they are going to build a story. She begins the story by giving the first sentence and then throws a bean bag to the learner who should continue. This learner has to add a sentence and once

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his/her sentence is completed, they can decide whom to throw the bean bag to. The learners observe that a story is compiled by a number of sentences.

This story can be scribed by the teacher, while the learners are made aware of the beginning, middle and end of the story. This story can be compiled into a blank storybook and learners can draw corresponding pictures in the following days.

- **Listen to words in sentences:** Each learner has blocks and they unpack the same amount of blocks that they hear in a sentence. For example, a sentence like: *John walks to school,* would allow the learner to unpack four blocks. The teacher should use monosyllabic words and extend the sentences gradually.

- **Substitute words in sentences:** Starts with a short sentence like *I eat bread.* Learners unpack three blocks. The teacher explains that the last word will be substituted (learners can also make suggestions). New sentences like *I eat meat; I eat sweets,* can be derived. Sentences can even be extended and then learners should add blocks to indicate that the sentences are longer.

- **Build a sentence:** In the very same way as „build a story', but learners are only allowed to add a word in order to build a sentence. (p.39)

3.3.4.2 Text-level comprehension strategies

Text-level comprehension and word-level strategies work in concert. Driven by research in vocabulary development, fluency, comprehension strategies and critical literacy, the best programmes teach multiple instructional approaches for enhancing reading comprehension (IRA, 2007). Learners need to know the meaning of words, and recognise them, to comprehend what they are reading.

- **Vocabulary development**

Vocabulary refers to the words we must know to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words recognized in print. Beginning readers use their oral vocabulary to make sense of the words they see in print. Readers must know what most of the words mean before they can understand what they are reading (Armbruster et al., 2001).

Text comprehension is linked to vocabulary development; therefore, it is critically important for reading instruction (NICHD, 2000). By repeatedly exposing readers to rich content materials and to multiple strategies to learn new words, teachers foster an active, intentional reading process that engages students with text.

Vocabulary can be developed indirectly when students listen to adults read to them and directly when students are explicitly taught both individual words and word learning strategies (Armbruster et al., 2001). Instruction of vocabulary requires an understanding of semantic organization and the relationships among word structure, grammatical rule and meaning.

- **Fluency**

Fluency is the ability to read a text accurately and quickly, it enables students to understand what they read. Reading fluency can be developed by modelling fluent reading (Armbruster et al., 2001). Teaching students to read with fluency necessitates the instruction of automatic, accurate word recognition, which rests in part on the ability to process syllables and morphemes found in longer words.

Fluency is linked to text comprehension, because students struggling to identify every word are unlikely to extract meaning from the entire text because all of their energies are being devoted to word recognition. Competent readers recognize words with such ease (and read them fluently) that they can focus on comprehension (Ehri, 1998, 2002). Fluency is developed through increased knowledge of words and experiences with text (Rayner, Foorman, Perfetti, Pesetsky and Seidenberg, 2001).

- **Comprehension**

The purpose of reading is to comprehend and interpret the text. Comprehension can be taught through explicit instruction and cooperative learning. Readers should be assisted in using strategies flexibly and in combination (Armbruster et al., 2001).

In a grade R class, the teacher should model text comprehension strategies by setting a purpose for reading, before reading a story and *thinking aloud* while reading the text (Armbruster et al., 2001). According to Burns et al. (1999), adults should include explicit instruction on strategies such as summarising the main idea and predicting events in upcoming text, while reading books to children.

Burns et al., (1999) state that if children lack vocabulary and general knowledge they will not be able to understand text. To enhance vocabulary and general knowledge they suggest rich classroom discussion, thoughtful question-and-answer periods, fun, engaging activities connected to texts and high-quality storybook readings. Useful activities include:

- Take children on field trips to interesting places that will give them new domains of knowledge and vocabulary. Also, encourage individual conversations in which children have a chance to describe what they have seen.

- Set up sharing time when children can bring object of interest for discussion. Create enriching conversational environment by responding to the sharer and expanding on his/her thoughts, inviting other children to participate.

- Use the above opportunities to inspire classroom discussions – both in a one-to-one and whole class format. Affirm children in their efforts to express themselves, but also gently nudge them to be more precise in their vocabulary and syntax. Enhance their syntactic abilities beyond the usual "and then, and then," by asking questions and encourage them to use words like "because," "after", "since," and "while" in their responses (Burns et al., 1999).

According to Burns et al. (1999), socio-dramatic play activities give children a chance to develop language and literacy skills, a deeper understanding of narrative and their own personal responses to stories. Children should be encouraged to retell, re-enact and dramatize stories they have heard.

Research shows that employing an integrated system of reading, discussion and writing about literary and informational text is a key component in improving comprehension (IRA 2007). In a grade R class this would typically be activities where learners draw illustrations of known stories or their own invented stories and the teacher writes the words dictated by the learners on the pictures.

To ensure success in teaching beginning reading, appropriate teaching activities and materials are important.

3.3.5 Teaching activities and materials

Yopp and Yopp (2000) state that phonemic awareness is critical but meaningless unless it is part of a more comprehensive literacy programme. According to these authors phonemic awareness instruction should be deliberate and purposeful and child appropriate. A teacher of a grade R class should promote literacy learning in ways that are developmentally sensitive and anticipate what will be required from the learners to function well in grade 1 (Snow et al., 1998).

Early childhood environments should promote language and literacy growth that address reading. Failure to develop an adequate vocabulary, understanding of print concepts or phonological awareness during the preschool years constitutes some risk for reading disabilities (Snow et al., 1998). These risk factors, should not be addressed in isolation, but should be addressed in a rich language and literacy environment that methodically includes the promotion of vocabulary, understanding of print concepts or phonological awareness. Teachers need knowledge about activities that promote literacy learning. Snow et al. (1998) suggest the following activities:

- Adult-child shared book reading that stimulates verbal interaction to enhance language (especially vocabulary) development and knowledge about print concepts.
- Activities that direct young childrens' attention to the phonological structure of spoken words (e.g., games, songs and poems that emphasize rhyming and manipulation of words).
- Activities that highlight the relations between print and speech.

Teaching activities (cf. 2.10) and phonological awareness were discussed. Effective teaching of phonological awareness in a grade R class should take place in a balanced literacy programme that includes; phonological awareness, language development and comprehension (Foorman and Torgesen, 2001; Brown, 2007). These three aspects should be embedded in a rich, literature-based environment.

3.3.5.1 Rich literature-based environment

According to the IRA (2007), effective literacy instruction occurs when teachers engage learners with instructional materials and other texts inside a rich, literature-based environment. Pressley, Warton-McDonald, Rankin, El-Dinary, Brown, Afflerbach, Mistretta and Jokoi (1997) documented that a key factor for effective reading instruction is teacher's creation and maintenance of literate environments (well-stocked in-class libraries and ample opportunities to read and write).

If teachers are to create and maintain a literate environment for their learners, teachers need to be knowledgeable about children's literature (McCutchen, Harry, Cunningham, Cox, Sidman and Covell, 2002). Teachers should be provided with knowledge of literacy, informal texts and other reading materials. Children's literature

has long been considered an important element in beginning reading (IRA, 1978), but a variety of instructional goals may be served by including children's literature as part of reading instruction (Scharer, Freeman, Lehman and Allen, 1993). Knowledge of children's literature is a logic pre-requisite for literature-based instruction (Grossman, Mitas, and Raghavachari, 1995).

Teachers' knowledge of children's literature forms an integral part of any language curriculum. The ability to apply this knowledge to classroom activities is a fundamental component of early reading instruction (Harste, Woodward and Burke, 1984; Sulzby and Teale, 1991; Stanovich 2000). It is well accepted that immersing children in quality literature from an early age helps them develop their literacy skills (Goodman, 1986; Manning and Manning, 1989).

In a study by Sweet, Guthrie and Ng (1998) teachers reported reading text that is of personal interest to their students was the primary mechanism for motivating them to become independent readers. Knowledge of children's literature enables teachers to provide an environment that encourages reading engagement and motivation to read (Cunningham, Perry, Stanovich and Stanovich, 2004).

Teaching should take place in a way that learners benefit maximally; serious consideration should be given to the size of the group in which teaching activities take place.

3.3.5.2 Working in groups

A balance should also be maintained regarding working with the whole class, small groups and individuals. The importance of small group work has been highlighted by Foorman and Torgesen (2001). They state that phonemic awareness instruction is most effective in small groups. According to Foorman and Torgesen (2001), working with individuals or in small groups increases the intensity of instruction and benefits high-risk learners.

A meta-analytic study by Elbaum, Vaughn, Hughes and Moody (1999) showed constant positive effects of grouping practices that intensify instruction. One interesting finding from these analyses is that one-to-one interventions in reading have not been shown to be more effective than small-group interventions. Although Torgesen, Alexander, Wagner, Rashotte, Voeller, Conway and Rose (2001) demonstrated very powerful instructional effects for one-to-one instruction (as opposed to the larger group

instruction typically provided) other studies have shown similar rates of growth for reading-disabled children using small groups of three or four children at a time (Rashotte, MacFee and Torgesen, 2001; Wise, Ring and Olsen, 1999).

3.3.5.3 Play-based instruction

Burns et al. (1999) emphasize the fact that instruction based in play activities is appropriate for instruction in kindergarten. These activities include singing songs, acting out stories and situations. By making use of these activities, teachers enhance the development of children' language skills, narrative abilities and a comfort with the idea that one thing can „stand for' something else.

Burns et al. (1999) suggest the following activities for phonological awareness:

- **Play the game SNAP using shared sounds e.g.**

Player 1 says, "ball" and "bat."	The others say "SNAP!" for the first sound.
Player 2 says, "sand" and "book."	Everyone is quiet.
Player 3 says, "run" and "tan."	The others say "SNAP!" for the last sound.
Player 4 says, "seed" and "beach".	The others say "SNAP!" for the middle sound.

- **A listening game with blocks**

Give out four blocks that can be used for counting phonemes - remember to count sounds, not letters. These are spoken words, not written ones. Start out with a two-phoneme word, such as "row". Explain that the word can be divided into two parts. The one block represents the /r/ and the other the /o/. If we put them together the word "row" is formed again. Next explain that another word can be formed when a block is added and form the word "grow".

- **A listening game** (blending onset and rime into meaningful one syllable words) Tell children that you are going to say a word broken into parts and you need them to put the word back together again. Begin by saying simple words aloud, pausing between the onset and rime. At first, vary the onset and keep the same rime e.g.:

/r/ an; /a/ an; /f/ an. Then keep the onset and vary the rime e.g.: /m/ an; /m/ ice; /m/ ix (Burns et al., 1999).

Moats (1999) notes that effective teachers engage in active, exploratory, engaging teaching strategies to raise awareness and proficiency in every level of language organization. These include sounds, syllables, morphemes, phrases, sentences, paragraphs and genres of text. Central to effective teaching, is the ability to design and deliver lessons to academically diverse learners, to select validated instructional methods and materials and use assessments to tailor instruction.

3.3.6 Assessment

The NCS (2002) defines assessment as a continuous, planned process of gathering information about the performance of learners measured against the assessment standards of the learning outcomes. It requires clearly-defined criteria and a variety of appropriate strategies to enable teachers to give constructive feedback to learners and report to parents and other interested people. The main purpose of assessment is to enhance learners' personal growth and development, to monitor the progress of learners and to facilitate learning.

The CAPS[3] (2010) requires that assessment practices in grade R should be informal and that learners should not be subjected to a *test* situation. Assessment should take place through observation with the teacher recording the results of the assessment using a checklist. Therefore, assessment tasks have not been included for grade R in this document.

The purpose of assessing phonological awareness before formal schooling commences, is to prevent reading failure (Shinn, 2002). The information collected through continuous assessment, enables a teacher to make informed decisions about appropriate instruction for each student. These assessments allow teachers to make programme modifications and implement reading interventions to address such difficulties.

In order to determine appropriate instructional content as well as monitoring progress, a system of ongoing assessment is critical. Without an established classroom

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[3] CAPS refer to the South African Curriculum and Assessment Policy Statement

system of assessment the teacher cannot routinely and frequently monitor the pace of every child's progress (Menzies et al., 2008).

Continuous assessment in a grade R class encompasses continuous observation to confirm that the recorded assessments are trustworthy and reliable. The learners in a grade R class, aged five to six years, need to be observed in a variety of situations to obtain reliable information. Davin and Van Staden (2004) define observation as: "Observation is to take notice, to watch attentively, and to focus on one particular aspect of the learners with a specific reason in mind. Observation is therefore more than mere looking and seeing, it is looking for a specific reason" (p. 243).

These authors discuss the assessment process in the grade R class in four phases namely, planning, implementing, interpreting and communicating.

3.3.6.1 Planning
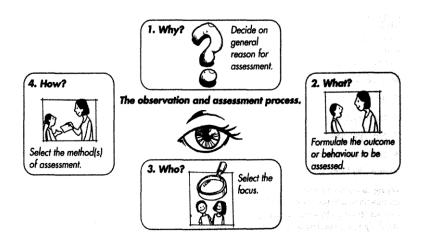
Davin and Van Staden (2004) emphasize the importance of planning in the assessment process to ensure reliable assessment results. When planning the assessment process of phonological awareness in a grade R class, the sequence of phonological awareness instruction (Schuele and Boudreau 2008; cf. 2.10.1), which illustrates the progression of activities, should be taken into account.

Davin and Van Staden (2004) discuss five steps in the planning phase (cf. Figure 3.1):

- **Why**: Decide on the reason for assessment. For the purpose of this study it will involve learners' abilities regarding phonological awareness, for example, can learners segment CVC words like, cat, pen or cup.

- **What**: Assessment should be conducted with a clearly defined reason. This „reason for assessment' should link with the learning outcomes from the NCS, e.g. Languages: Learning Outcome 1, Assessment Standard 4: Develops phonic awareness.

- **Who**: This could be an individual learners or a small group of learners. If all the learners in the class are divided into five small groups, all the learners can be assessed in a one-week period.

- **How**: Assessing young learners should also be done in developmentally appropriate ways. In the grade R class, portfolios (examples of a learner's work) and observations (which should be recorded) are most commonly used. If necessary parent interviews could be used to provide information about learners.

- ***When***: Davin and Van Staden (2004) emphasize the importance of assessment at different times of the day as well as in different situations. Furthermore, the completion of a developmental checklist can take a term, whereas the assessment of a learner's ability *to cut* can be assessed in ten minutes.

FIGURE 3.1

The reciprocal nature of assessment

Note. From Davin and Van Staden (2004, p. 231).

3.3.6.2 Implementing

The implementation process involves the collecting, storing and recording of assessment information. To be able to get a complete picture of, for instance, a learner's phonological abilities, a teacher needs more than one assessment collected with different assessment methods (Davin and Van Staden, 2004).

3.3.6.3 Interpreting

The interpretation of the gathered information enables a teacher to take informed decisions about an intervention programme for struggling learners as well as guide adjustments in teaching activities. Assessment determines students strengths and weaknesses and they provide teachers with feedback regarding instructional approaches (Traynelis-Yurek and Strong, 2000; Foegen, Espin, Allinder and Markell, 2001).

Moats (1999) advises teachers to interpret assessments and adjust their practice with regard to instructional planning and classroom grouping. According to the IRA

(1999), teachers need to know how to interpret assessment data and adjust classroom instruction accordingly.

3.3.6.4 Communicating

The results of the assessment process should be communicated with the different stakeholders, who are the parents, the teacher who will teach the learner the next year or other professionals, such as the professionals who support learners with special educational needs (Davin and Van Staden, 2004).

According to the South African NCS (2002), the accountability of teachers to learners and parents, takes place through reporting. Apart from written reports, oral reports or examples of learners' work might be used. Learners' reports should include constructive feedback in relation to the requirements of the three learning areas, literacy, numeracy and life skills.

Reporting to parents should be done on a regular basis to encourage parental involvement. Teachers must report at the end of each term using formal report cards.

3.3.7 Knowledge and implementation of relevant support documents

Teachers work in schools regulated by administrative policies as well as available resources (NAEYC/IRA, 1998). To teach effectively teachers need knowledge regarding the official policies for implementation of the learning programmes in grade R.

Every school should have all the policy documents available, this implies that teachers should have access to the documents; however this is not always the case. Grade R-teachers need knowledge of these policy documents, to enable them to align their teaching activities with the policy of the DoBE. Appendix E provides a summary of the *NSC* and *Foundations for learning: Government gazette 30880,* (2008) for use in the teacher training programme (cf. chapter 6). The reason being that few grade R teachers, even at primary school sites, have access to these support documents.

The identified limitations in the relevant documents are discussed in chapter 5 (cf. 5.5). Suggestions for possible amendments, to enhance the explicit teaching of phonological awareness, are provided in chapter 7 (cf. 7.6.5).

In the following section the support documents, that have an influence on teaching activities in grade R, are critically discussed.

3.3.7.1 National Curriculum Statements (NCS) Grades R-9

The Constitution of the Republic of South Africa (Act 108 of 1996) is the foundation for the NCS (2002). The aim of the NCS is to develop the full potential of each learner as a citizen of a democratic South Africa.

This document includes an overview of outcomes-based education (OBE), which is a learner-centred and activity-based approach and provides the grade R-teacher with basic knowledge and terminology regarding OBE.

The NCS outcomes build its learning outcomes on the critical and developmental outcomes that were inspired by the Constitution. The **critical outcomes** envisage learners who are able to:

- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organisation and community.
- Organise and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (NCS, 2002).

Knowledge of the critical outcomes will enable teachers to guide learners to identify and solve problems using critical and creative thinking. Teachers will also realise the importance of working effectively in a group. Most important is the influence of the fourth critical outcome: *organise and manage themselves and their activities responsibly and effectively*, on class management and discipline in the classroom. Especially in the grade R-class learners should be guided to take responsibility for their own behaviour. These young learners can also be taught to show responsibility towards their health and the environment.

Regarding phonological awareness and beginning reading, the two critical outcomes *communicate effectively* using visual, symbolic and/or language skills in

various modes; use science and technology effectively and critically, and *demonstrate an understanding of the world* are most relevant and of critical importance. Language development and background knowledge are two crucial elements of reading comprehension (Snow et al. 1998; SEDL 2000).

> The **developmental outcomes** envisage learners who are able to:
> - Reflect and explore a variety of strategies to learn more effectively.
> - Participate as responsible citizens in the life of local. National and global communities.
> - Be culturally and aesthetically sensitive across a range of social contexts.
> - Explore education and career opportunities
> - Develop entrepreneurial opportunities (NCS, 2002).

An analysis of the critical and developmental outcomes clearly shows that the mastering of language skills is crucial in achieving all learning outcomes. The language learning area is one of the eight learning areas in the NCS. The language learning area lays the foundation for other literate activities and it is the medium through which all other learning (such as Mathematics and Social Sciences) takes place. The language learning outcomes are: Listening; speaking; reading and viewing; writing; and language structure and use. The NCS emphasizes that although the five outcomes are presented separately, they should be integrated when taught and assessed.

The learning outcomes and assessment standards of the NCS (2002) form the backbone of teaching in a grade R class and knowledge of the learning outcomes and assessment standards should guide a teachers lesson planning and assessment. The importance of the clarification regarding the terms *phonological awareness, phonemic awareness and phonics* (cf. 2.6) is demonstrated in learning outcome three, assessment standard five (LO 3; Ass 5) as well as LO 1; Ass 4. In these two instances phonological awareness activities are named *phonic awareness.* The six literacy learning outcomes and a short description of each are provided in Table 3.1.

TABLE 3.1
Literacy learning outcomes of the NCS

LEARNING OUTCOMES	DESCRIPTION
1. Listening	The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
2. Speaking	The learner will be able to communicate confidently and effectively in a wide range of situations.
3. Reading and viewing	The learner will be able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.
4. Writing	The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
5. Thinking and reasoning	The learner will be able to use language to think and reason, as well as to process and use information for learning.
6. Language structure and use	The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

The NCS (2002) further provides guidance to the grade R-teacher regarding the three levels of planning:

- Learning programmes to specify the scope of learning and assessment activities.

- Work schedules that provide the pace and sequence of teaching activities through the year.

- Lesson plans that direct the daily teaching activities.

This document also identifies the three learning programmes Literacy, Numeracy and Life skills and prescribes the time allocation for each. The importance of the Literacy learning programme is reflected in the time allocation. Literacy should occupy 40% of the total teaching time, Numeracy 35% and Life skills 25%. The formal teaching time (per week) *for learners* in grade R, is 22 hours and 30 minutes, the very same as for grades one and two. However, the formal teaching time (per week) *for teachers* is 35 hours. This is an important difference, because teachers are expected to spend the difference of twelve hours and 30 minutes (per week) on planning and preparing resources for effective learning and teaching.

Having knowledge of the NCS will empower teachers to plan properly, knowing the critical, developmental and learning outcomes. Furthermore, it provides assessment standards, as well as the time that teachers should be spending on each learning area.

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3.3.7.2 Foundations for learning: Government gazette 30880

The purpose of the campaign was to improve the reading, writing and numeracy abilities of all South African children. It provides direction to teachers and schools regarding the expected levels of performance for all learners. The goal of the four year campaign (2008-2011) is to increase learner performance to an average of at least 50%. The campaign is steered on Provincial as well as National level.

The teaching and learning time corresponds with the NCS (cf. 3.3.7.1).

Although teachers are provided with relevant and useful knowledge in this document, Grade R is excluded regarding daily teacher activities as well as recommended learning and teaching support material (LTSM). Since grade R is the beginning of the Foundation Phase, this should have been included in the document.

3.3.7.3 Foundations for learning: Assessment Framework grade R

This document provides milestones for literacy, numeracy and life skills, specifically for grade R. Literacy milestones are grouped under: oral; reading; phonics and writing. Teachers are also provided with sample rubrics for each learner; the purpose of assessment and how to design a literacy assessment task.

In a letter from the minister, Angie Motshekga, she states that this document forms an integral part of the *Foundations for Learning Campaign* (2008-2011). The aim of the campaign is to provide directives to teachers about learner's minimum expectations at each level of performance.

The document has a twofold purpose: It organises the assessment standards of the NCS into manageable sections (milestones) and it provides suggested progression so that over the course of four terms learners progressively build on what has been learned before and also prepares them for future learning.

The document will assist teachers with informal assessment in grade R, to assess whether their learners reached the Milestones. Assessment tasks have not been included and teachers are referred to p.10-11 of this document and the *Laying Solid Foundations for Learning grade R kit* to design their own. The importance of perceptual work in grade R is emphasized and these activities have been printed in italics to draw the teacher's attention to them.

3.3.7.4 Laying Solid Foundations for learning Grade R kit

This kit is a long awaited and welcome resource in grade R classes. The kit contains a variety of texts: Teacher's Guide, Lesson Plans and Assessment, a Big Book storybook with 20 theme-linked stories, Learner's Resource book, Learner's workbook and 20 themed posters as well as a demonstration DVD. This kit was designed specifically for grade R teachers. The teacher's guide contains useful information, regarding classroom equipment for a grade R classroom, outdoor play and the daily plan.

- **Teacher's guide**

    o **Organising your grade R classroom:** Teachers receive excellent advice on the seven different learning areas in the grade R classroom. These include the literacy area, theme table, construction area, creative area, fantasy play, science table and library corner.

    o **Equipping your grade R classroom:** Practical ideas for learning and teaching support materials as well as recipes for play dough, paint and glue is provided.

    o **The outdoor classroom:** Teachers are guided on different areas and types of activities for outside play. Practical ideas for outdoor equipment are provided.

    o **The daily planner** (p. 7): A daily programme is provided.

    o **The grade R day** (p.8-10): The daily planner is discussed in more detail.

    o **Assessment and recording:** Teachers are provided with useful hints on assessment and recording. The number of assessment tasks. Different ways to assess learners (baseline assessment, continuous assessment, summative assessment and diagnostic assessment). Steps to follow when designing an assessment task include:
        - Choose a theme.
        - Choose the assessment standard and milestones.
        - Think of activities that will fulfil the assessment standard and milestones.

- Design one or two activities that will allow learners to demonstrate the skills, knowledge and values that need to be assessed.
- Describe the activities, write them down.
- Include different forms of assessment (observation, oral, practical).
- Include different ways of collecting evidence (observation book, checklist, rubric, learners' work).

- **How to use posters and visual aids in your classroom:** A detailed step-by-step guide on the use of posters and labels; as well as other visual aids like collages, photographs and puppets. A detailed section follows with comments on each of the included 20 posters.

- **The importance of play and how to use games in the classroom:** Play develops learners' ability to communicate, their vocabulary, language comprehension, attention span, imagination, concentration and curiosity. It helps learners develop problem-solving strategies and teaches them to participate and contribute to a group. There is a direct link between play and learners' ability to master numeracy and literacy skills. Teachers are then provided with information and ideas for large-motor play, fine-motor play, creative play, sensory play and construction play.

- **How to use flashcards, games and picture cards:** Teachers are directed in using LTSM provided in the kit.

- **Emergent literacy – reading and writing** (p.20): Emergent literacy is defined and strategies to develop Grade R learners' literacy skills are mentioned. Phonological awareness is mentioned as one of the ways to build emergent literacy skills. Teachers are provided with activities that increase learners' awareness of the sounds of a language. Activities should include games; listening to stories, poems and songs that rhyme or have alliteration.

On p. 21 one of the activities to enhance emergent literacy is named as *Teaching the alphabet and phonics*. Teachers are advised to use the sounds of the letters and introduce one letter per week, in any sequence they like.

The rest of the book provides useful information on the grade R child and accommodating learners with barriers to learning.

- **Lesson plans and assessment**

The programme is organised into 20 themes, from term 1 to 4. The aim is to cover 5 themes each term. Lesson planning involves three easy steps: The daily lesson plan; the weekly lesson planner and assessment.

The daily lesson plan provides activities and ideas for a whole day in the theme. It begins with arrival time and ends with story time. Teachers are provided with one daily lesson plan and invited to design the other nine themselves, using a template at the back of the book.

This manner of planning omits the work schedule as prescribed in the *NCS* (2002). The work schedule is useful to provide teachers with an overview of the years work as well as progression of activities, specifically phonological awareness.

Each theme is provided with a Daily Planner, Weekly Planner and Assessment. Each fortnight there is a *phonics focus*. In the first week, it is the letter *a*. Activities include the story of Afro Ant's adventure and naming words that start with „a'. At the end of each fortnight an *assessment wheel* is included where teachers assess the letter *a*, whether the learner begins the letter at the correct point, ends at the correct point, forms letters in various ways, write neatly and legibly. Neither phonics nor the writing of letters is included as a learning outcome for grade R. Phonics teaching and writing should commence in grade one (NCS 2002).

Although this kit does contain some phonological awareness activities, it is not presented in an instructional sequence (Schuele and Dayton, 2000) with progression of activities (Schuele and Boudreau, 2008).

This kit also contains colourful learning and teaching support material. The *Big Book* contains 20 stories, according to the themes in the learning programme; the *Learner's resource book* that provide a birthday chart, alphabet chart and 10 small , labelled pictures according to the theme; the *Learner's workbook* with suitable activities for grade R learners; as well as *20 Posters* according to the twenty themes of the learning programme.

Stories in the *Big Book* have been translated. The translations did not take the beginning sounds into account, for example *Our goat Godfrey,* has been translated as *Ons bok Godfrey* and *Godfrey podi ya rona.*The repeating beginning sound should have been taken into account. Suggestions for possible translations are: *Ons bok **B**ella* and ***P**ulane **p**odi ya rona* (cf. Appendix G).

If one attempts to make copies from the *Learner's workbook,* it is not clear, because some of the print work has been done in grey, for example worksheet 3 in the Afrikaans book (cf. Diagram 3.1).

Diagram 3.1
Example of worksheet 3

3.4 CONCLUSION

This chapter overviewed quality teachers' professional development to bring about change in teachers' behaviour. The purpose of this change is the improvement of teaching activities to enhance literacy learning outcomes.

Adult learning theories and how they impact on professional development were discussed, as well as other factors that influence professional development. This chapter also outlined the knowledge base for beginning reading teachers, which will enable grade R teachers to prepare an adequate base for reading instruction in grade 1.

The following chapter discusses the method of research that was utilized for this study.

CHAPTER 4
RESEARCH METHODOLOGY

4.1 INTRODUCTION

In this chapter, the research design and methodology selected for this study are presented in more detail. The qualitative approach is the research method being utilized, it is a purposeful case study conducted within the interpretative paradigm. The chapter focuses on providing an overview of the selected research approach. In addition, a rationale is provided for the choices made and the role of the researcher is briefly explored. Consideration is given to issues related to validity and ethics which are crucial features of research.

Justification of the chosen sampling procedure as well as techniques and methods of data collection, namely observations, questionnaires, interviews and document analysis are discussed. Thereafter, the data analysis is discussed. Finally, the chapter concludes by stating the trustworthiness and quality criteria.

4.2 CHOOSING A SUITABLE APPROACH

The goal of the research frames the way the research is approached and influences the research decisions taken. Yin (1989) explains that a "research paradigm is the logic that links the data to be collected to the initial questions of the study" (p. 27). Creswell (2009) notes that the nature of the issue addressed, influences the choice of approach. The chosen approach determines strategies for inquiry, methods for data collection, analysis and interpretation.

Strauss and Corbin (1990) state that interpretivism, or the qualitative approach, is a way to gain insight by improving our comprehension of the whole. Richness, depth and the complexity of the phenomena are characteristics of the qualitative approach. Qualitative research was chosen because the researcher is searching for meaning and understanding (Merriam, 2009).

A case study was chosen to explore teachers' in depth knowledge and implementation of phonological awareness. Data is collected by conducting interviews, observing teaching activities, analysing documents and questionnaires with open ended

questions.

4.2.1 Interpretative paradigm

This study is situated within an interpretivist paradigm. Interpretivists believe that reality is not objectively determined, but is socially constructed (Husserl, 1965). The interpretative paradigm is concerned with interpreting and understanding human action. The goal of interpretative research is to reach an understanding of some phenomenon that is not yet well understood. Interpretative research assumes that the best way to understand such a phenomenon is by studying it in natural contexts such as classrooms. The underlying assumption is that by placing people in social contexts, there is greater opportunity to understand the perceptions they have of their own activities (Hussey & Hussey, 1997). The aim is to provide a rich description of the phenomenon and, if possible, to develop some explanation for it (Ellis, 1993). This perspective places primary emphasis on the process of understanding. To accomplish understanding, the researcher identifies patterns of meaning that emerge and can be interpreted in order to gain a better understanding of the phenomenon (Connole, 1998). In essence, this research paradigm is concerned with the uniqueness of a particular situation, contributing to the underlying pursuit of contextual depth (Myers, 1997).

4.2.2 Qualitative research

Qualitative research is a form of interpretative research in which researchers make an interpretation of what they have seen, heard and understood (Creswell, 2009). Qualitative research and interpretative research are often used interchangeable and are based on the same assumption that reality is ever changing and constructed by individuals with their social worlds.

Qualitative research is an umbrella term used to describe forms of enquiry which assist us to understand and interpret the meaning of social phenomena with as little disruption to the natural setting as possible (Merriam, 2001).

Creswell (2009) provides a list of characteristics of qualitative research:

- **Natural setting:** Up close information is gathered in the natural setting by talking directly to people and seeing how they behave. All the relevant schools were visited for observation and interviews with teachers.

- **Researcher as key instrument:** The researchers are the ones to gather information. The researcher personally conducted the interviews and

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questionnaires as well as coached and supported every teacher.

- **Multiple sources of data:** Multiple data sources are used. These are organised into categories or themes that cut across all data sources. This study utilises questionnaires, individual interviews, focus group interviews and class observations to gather data. These sources provided all the data necessary to derive the themes.

- **Inductive data analysis:** Researchers build their themes from the bottom up, by organising the data into increasingly more abstract units of information. Four main themes were identified: Teacher knowledge; preparedness to teach; teaching activities; perceptions about support from the DoBE.

- **Participants' meanings:** The researcher focuses on learning the meaning the participant holds about the problem. In this study the focus was phonological awareness. The researcher gathered information about what knowledge teachers had about phonological awareness and how phonological awareness was implemented in grade R classrooms.

- **Emergent design:** The initial plan for research cannot be tightly described; the process may change as the researcher begins to collect data. The initial plan guided the research throughout, but several other issues arose, such as time management, the large size of classes and lack of planning skills.

- **Theoretical lens:** Provides an overall orientating lens, an advocacy perspective that shapes the type of questions being asked, informs how data are collected and provides a call for change. Vygotsky's constructivist theory was identified at the beginning of the study. This theory guided the questions and was used in all implemented teaching activities.

- **Interpretative inquiry:** Researchers interpret what they see, hear and understand. These interpretations cannot be separated from their own backgrounds, history, contexts and prior understandings. The researcher has extensive experience in teaching grade R learners; facilitating ECD students as well as the diversity in the ability of learners and teachers. This facilitated the interpretation of the data.

- **Holistic account:** Multiple perspectives are reported and many factors involved in a situation, are taken into account. A complex, holistic picture is developed. The perspective of each teacher, regarding her individual circumstances, training

and perceptions were taken into account to develop an holistic picture.

Taking the interpretative paradigm of the qualitative research design into account, a case study is a suitable approach to investigate teachers' knowledge and implementation of phonological awareness in grade R classes.

4.2.2.1 Case study

Stake (1995) defines case studies as a strategy of enquiry in which the researcher explores a programme, event, activity, process of one or more individuals in depth. Cases are bounded by time and activity and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.

A case study is utilized to provide in-depth description and analysis of a bounded system (Merriam, 2009). According to Creswell (2009), case study research involves the study of an issue explored through one or more cases within a bounded system. A case study can be described as the investigation of a contemporary phenomenon within a real-life context (Yin, 2003). According to Merriam (2009), a case might be selected to be an instance of a process, issue or concern. The case can also be chosen because it allows the researcher to have a full understanding of the phenomenon.

A case study method was adopted for this research. The purpose of the study is to explore the issue of teachers' knowledge of phonological awareness, their preparedness, their instructional practices, and their perceptions of support received from the DoBE. After implementation of a teacher training programme, specifically addressing phonological awareness, teachers' perceptions of the above-mentioned aspects were once again determined. This was done by means of a multiple case study in thirteen different grade R classes, reflecting the local languages: Afrikaans, English and Setswana as well as content analyses of the relevant DoBE support documents. The case is chosen to be purposeful and convenient, and will allow the researcher to have a full understanding of teachers' knowledge and implementation of phonological awareness.

A frequent criticism of case study methodology is that its dependence on a single case renders it incapable of providing a generalizing conclusion. The purpose of this research is not to generalize, but rather to provide a rich, thick description and holistic account of a phenomenon, namely teachers' knowledge and implementation of

phonological awareness, so that readers can learn vicariously from the experience of others and also, perhaps, come to their own conclusions. Anchored in real-life situations the case study offers insights and illuminates meanings that expand its readers' experiences. These insights can be constructed as tentative hypotheses that help structure future research.

In a case study, the researcher fulfils a crucial role. This role should be defined and concerns and prejudices should be stated at the outset of the study.

4.3 THE ROLE OF THE RESEARCHER

The researcher enacts a crucial role in qualitative research. Yin (1989) suggests that researchers should develop or already possess the following skills when pursuing truths through qualitative research: the ability to ask the right question and interpret answers; the willingness to be flexible and the ability to read the situation; and the distance to be unbiased. Creswell (2009) states that the researcher is key in collecting data and should clarify any existing bias from the outset of the study. The researcher should comment on all past experiences, biases and prejudices that may shape the interpretation of the study. This is done in the following two paragraphs:

The researcher believes that quality teaching is only possible if the teacher has scientific knowledge; is properly trained; has access to and knows how to use developmentally appropriate learning and teaching support material (LTSM). I believe that grade R teachers should be trained specifically to teach younger learners. I don't agree at all with the trend to employ primary school and even retired high school teachers to teach grade R classes, because the learning content and instructional practices are fundamentally different.

The researcher also believes that teaching can only take place when the number of grade R-learners per teacher is limited to a maximum of 25 learners. The researcher has experience in teaching 38 learners in a multi-lingual class. I believe that quality teaching by one teacher to such a lot of learners is impossible. If we are serious about the fact that the Foundation Phase lays the foundation for all further learning, then we must put in an extra effort to ensure quality teaching in this phase, by training grade R teachers with scientifically researched programmes, supply developmentally appropriate learning and teaching support material and limit the number of learners per class.

Research studies have ethical responsibilities towards the research participants. These responsibilities are discussed next.

4.3.1 Ethical responsibilities

Ethics is concerned with what is acceptable and what is unacceptable in terms of the research process. Ethics is about the trust relationship between the researcher and the participant. Stake (2005) observes that, "Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict" (p. 252).

To ensure that ethical practices were followed in the research, the following was done: I made appointments with the Institutional Support Coordinator as well as the concerned principals and teachers. I explained to them why the relevant sites were chosen, briefed them on the activities and assured them that no disruption of classrooms would take place. I promised to discuss the findings of the study with them and explained the content of the consent forms (Appendix C) to them.

- According to the consent forms, all participants will take part in the research project voluntarily, the individual's and school's privacy will be respected. Confidentiality and anonymity will be maintained at all times.
- The researcher will also maintain academic objectivity at all times.
- The project was approved by the ethics committee of the North-West University, NWU-00069-09-A2.

4.3.2 Challenges faced by the researcher

Creswell (2009) states that qualitative researchers collect data themselves through examining documents, observing behaviour or interviewing participants. When using an instrument for collecting data, they do not use instruments developed by other researchers. It was a challenge to design an instrument that specifically focused on phonological awareness, because phonological awareness should be presented in a literature based, balanced literacy programme. Especially after the observations many problem areas were identified and are commented on in chapter 5.

Openness and trust are essential elements in qualitative research. One of the challenges faced by the researcher was to build a professional, trustworthy relationship with all stakeholders. The researcher is well known in Lichtenburg and amongst grade R teachers; the participants were convinced that the motive for the research was honestly to serve the grade R community.

4.4 RESEARCH PARTICIPANTS AND SAMPLING STRATEGY

A purposeful, convenient sample was used for this study. Creswell (2009) suggests purposeful sampling, to show different perspectives on the problem. According to Merriam (2009), a purposeful sample is a sample from which the most can be learned. Therefore, the participants are grade R teachers and the following boundaries and features apply:

- 13 grade R teachers; four Afrikaans, one English and eight Setswana.
- Teachers from the Lichtenburg, Central District in the North West Education Department.
- All the teachers must teach a grade R class at a primary school site (to ensure that they have access to support documents from the DoBE)
- They must be specifically qualified for teaching grade R learners.

The sample is purposeful, because:

- It allows access to classrooms from the three languages spoken in the North West province.
- It allows the researcher to collect data about teachers' current in-depth knowledge of phonological awareness, their preparedness to teach phonological awareness as well as their implementation of instructional practices relevant to phonological awareness.
- It also allows the researcher to collect data on the teachers' perceptions about the support received from the DoBE, in terms of relevant documentation, teaching and learning support material and professional development.

Typically, a convenient sample is when the sample is selected on the basis of some constraints such as location, time and cost (Merriam, 2009). This sample is convenient, because all the schools are relatively close to one another and it is possible to reach all of them within two days. The principals and staff members are well known to the researcher and have agreed to participate in the study.

4.5 DATA COLLECTION METHODS

Ary, Jacobs and Razavieh (1990) argue that findings of a qualitative study may simply be a matter of opinion. Hopkins (1996) as well as Cohen, Marion and Morrison

(2000) state that the sources of data should be triangulated to ensure credibility. Therefore, to ensure the credibility of this qualitative research, triangulation was utilised. Data derived from the different sources: questionnaires; interviews; observations and document analyses, were used together to provide credibility, objectivity and validity to the interpretation of the data.

The following data collection methods were used in this study:

Questionnaires: The information gathered from the literature study was used to develop and design a structured questionnaire with open-ended questions, to gather information regarding teachers' in-depth knowledge about phonological awareness (Appendix A). The first questionnaire was administered individually and group administration of the second questionnaire was applied. The researcher administered the questionnaire personally.

Interviews: According to Merriam (2009), interviewing is necessary when behaviour cannot be observed, like how people interpret the world around them. The interviews intend to collect data about teaching activities; teachers' perceptions about their preparedness to teach phonological awareness and perceptions about teacher support from the DoBE in grade R classrooms.

Interactive semi-structured interviews were utilized in this study (Appendix B1 and B2). Individual interviews were conducted before the training to ensure openness and confidentiality. These interviews were conducted in each teacher's language of learning and teaching. A Setswana speaking colleague served as an interpreter, during the Setswana interviews. A focus group interview was conducted after the training to enhance discussion. The latter interview was conducted in the mutual language, English. Merriam (2009) states that: "A focus group is an interview on a topic with a group of people who have knowledge of the topic" (p.93). After the intervention had taken place, the teachers knew one another and were thoroughly informed about phonological awareness as well as the content of support documents from the DoBE.

The researcher compiled a discussion guide to ensure that the discussion process remained focused. The researcher played the role of moderator and was responsible for generating questions and scribing responses. Teachers had the opportunity to discuss problems encountered in classroom practice and had the opportunity to discuss the questions in the questionnaire in more detail.

Observations: Observations in the classrooms took place prior to and during the implementation of the training programme. Instructional practices regarding

phonological awareness were observed.

Notes, according to a coded system (Appendix I), were made to record data. To focus observations, Merriam (2009) suggests the following checklist:

- The physical setting: What is the context? How is space allocated? What objects, resources, technologies are in the setting?

- The participants: What are the relevant characteristics of the participants? What are the ways in which the people in the setting organize themselves?

- Activities and interactions: Is there a definable sequence of activities? How long does it last? How do the people interact with the activity and with one another? What norms or rules structure the activities and interactions?

- Conversation: What is the content of conversations in the setting? Who speaks to whom? Quote directly. Note silences and nonverbal behaviour that add meaning to the exchange.

- Subtle factors: Observe unplanned activities, nonverbal communication.

- Your own behaviour: What is your role? What are you thinking? How is it affecting the scene you are observing?

Document analyses: All relevant support documents from the DoBE were studied to ensure that the intervention adheres to departmental specifications, especially with regard to time spent on literacy teaching and assessment standards. Data from these documents served two purposes: to ensure that the intervention programme adhered to DoBE specifications and to identify limitations in these documents.

The data from these investigations, together with information gained from the literature study and teaching experience of the researcher was used to compose a systematic programme for teaching phonological awareness. This programme provides in-depth knowledge on phonological awareness; it includes structured learning material on phonological awareness as a tool for teaching literacy; as well as addresses the problem of time allocation to literacy in the grade R classroom.

4.5.1 Questionnaire

The information gathered from the literature study was used to develop and design a structured questionnaire with open-ended questions, to gather information regarding teachers' in-depth knowledge about phonological awareness. The researcher administered the first questionnaire personally with each teacher, after the first

classroom observations.

During the completion of the questionnaire, each participant discussed the questions with the researcher to ensure that they understood the questions correctly. This unplanned procedure provided the researcher with valuable information about what the teachers knew or did not know about phonological awareness.

4.5.2 Interviews

Bogdan and Biklen (1981) define an interview as: "a purposeful conversation usually between two people (but sometimes involving more) that is directed by one in order to get information" (p.135). Cohen et al. (2000) elaborate on this view; they see interviews as an emotionally engaged social interaction about people's real experiences in constructing their personal accounts on a particular topic. In this sense, the interview is not merely concerned with collecting data about life, it is part of life itself, it is inescapably human embedded (Cohen et al., 2000). In this study, individual as well as focus group interviews were utilized.

4.5.2.1 Individual interviews

In qualitative research, semi-structured interviewing is used, because it is open-ended and more flexible, allowing the researcher to probe in order to obtain in-depth data. In this type of interview specific information is required from all the respondents, which means sections of the interviews have to be structured. However, the interview is merely guided by a list of questions to be explored. This allows the researcher to respond to the situation at hand, to the emerging views of the respondent and to new ideas on the topic (Merriam, 2001).

The purpose of the interviews was to collect data on teaching activities; teachers' perceptions about their preparedness to teach phonological awareness and perceptions about teacher support from the DoBE in grade R classrooms.

Before the interviews, the interview process was explained to all participants; they were also informed that the interpretation of their responses would be checked with them to ensure that there was no misunderstanding. Everyone contributed eagerly and everyone was honest and open-hearted. The relationship of respect and trust was established easily and all respondents were grateful that someone was at last interested in their problems.

During the interviews, behaviour was observed and noted. These observations

allowed the researcher to "read between the lines" and allowed for data that would otherwise have been lost. All the teachers elaborated in detail on each question, irrespective of whether it would expose limitations in their schools or heads of department.

After the interviews, the researcher thanked each respondent personally for their contribution to the study and emphasized that every response was truly valued.

4.5.2.2 Focus group interviews

In this study, focus group interviews were also utilized. According to Krueger and Casey (2009) as well as Stewart, Shamdasani and Rook (2006), a focus group interview is an interview on a topic with a group of people who have knowledge on the topic.

Merriam (2009) suggests that a constructivist perspective underlies this data collection procedure, because the data is obtained from the interaction of a socially constructed group. Patton (2002) explains:

> In a focus group participants get to hear each other's responses and make additional comments beyond their own original responses as they hear what other people have to say. However, participants need not agree with each other or reach any kind of consensus. Nor is it necessary for people to disagree. The object is to get high-quality data in a social context where people can consider their own views in the context of the views of others. (p.386)

This interaction allowed for a detailed discussion, not only about the suggested topic, but also about the participants' behaviour, opinions, feelings and knowledge concerning phonological awareness. The guide for the individual interviews was adapted to serve the purpose of the focus group interviews (see Appendix B1 and B2).

4.5.3 Observations

The observations took place in a natural setting, the relevant classrooms. The researcher used a coded system to record her observations about instructional practices, regarding phonological awareness. The researcher acted as „observer as participant' – the researcher's activities were known to the group, but participation in the group was secondary to the role of information gatherer (Merriam, 2009). A Setswana-speaking colleague, served as co-observer and interpreter, in the Setswana classrooms. The

researcher deliberately tried to stay detached to observe and analyze (Merriam, 2009).

Detailed, highly descriptive notes, according to a coded system, were made during as well as just after the observations. Merriam (2009) suggests that observations should be focused on physical setting, the participants, activities and interactions, conversations as well as subtle matters and the researcher's own behaviour. These guidelines were followed:

- The classroom: Notes were taken on the context, allocation of space as well as what objects, resources and technologies were available.

- The teacher and learners: The relevant characteristics and organization of the participants.

- Teaching activities and interactions: Notes were taken on the sequence of activities and how long they lasted.

- Conversation between the learners as well as the teacher and learners: The content of conversations was quoted verbatim.

- Subtle factors: Planning of teaching activities and non-verbal communication.

- Researcher's behaviour: Thoughts were noted in a separate column for this purpose.

The researcher also made some relevant and useful observations during the three days of intervention. At the end of each three hour session, the researcher gave the participants the opportunity to reflect on the activities. During these reflections, useful information was obtained (cf. chapter 5).

4.5.4 Document analysis

Document analysis refers broadly to various procedures involved in analyzing data generated by the examination of documents and records relevant to a particular study (Schwandt, 1997). Documents of all types can help the researcher uncover meaning, develop understanding and discover insights relevant to the research problem (Merriam, 2001).

Researcher-generated documents are documents prepared by the researcher after the study has begun. The specific purpose for generating documents is to learn more about the situation, person or event being investigated (Merriam, 2001). For the purpose

of this study, four support documents from the Department of Basic Education were studied. Possible amendments were suggested to these documents, because of the lack of reference regarding phonological awareness in grade R. These adapted documents were used during the intervention programme to guide the teachers regarding teaching activities, assessment and time allocation for literacy (Appendix H).

The following support documents from the DoBE were studied:

- National Curriculum Statement.
- Foundations for learning: Government gazette 30880.
- Foundations for learning: Assessment Framework grade R
- Laying Solid Foundations for Learning Grade R kit

The content of the following scientifically researched-based international documents, were used to guide the researcher in developing the training programme for teacher professional development:

- Beginning to read: Thinking and learning about print (Adams, 1990).
- Preventing reading difficulties in young children (Snow et al., 1998).
- Put reading first (Armbruster et al., 2001).
- Teaching children to read (National Reading Panel, 2000).

Document analysis can be a valuable technique for gathering data. Perhaps more importantly, in the case of the present research, data from the document analysis was used as part of the triangulation process.

4.6 DATA COLLECTION PROCEDURE

Classroom observations took place in the natural setting, at the relevant grade R classrooms at the different primary schools. Data from the questionnaires and interviews were collected at an independent nursery school. Participants were invited to the school. This site was purposefully selected, because it is well equipped. The classrooms are furnished and arranged according to the prescriptions of *Laying Solid Foundations for learning Grade R kit.*

The outside play area is a shady, spacious play area with enough jungle gyms, sandpits and bicycles to accommodate all the learners in the school. The teaching resources, classrooms as well as outside play area can serve as examples for the

implementation of the intervention programme. The same site was used for the training of participants.

Data about grade R was gathered from support documents of DoBE. These included time allocations, assessment procedures and outcomes.

Data were collected in three phases, as depicted in Table 4.1.

Table 4.1
Phases of data collection

Phase 1	Classroom observation.
	Individual interviews with teachers.
	Completion of questionnaire on phonological awareness.
	Literature reviews, document analyses, programme design.
Phase 2 Intervention	Teacher training programme, 3 days.
	Completion of questionnaire on phonological awareness.
Phase 3	Implementation of intervention programme, 6 weeks. During this period the researcher visited the classrooms weekly to observe and support teachers.
	Classroom observation.
	Focus group interviews with the teachers.

Phase 1: During Phase 1, data were collected to inform the researcher on the current knowledge, of the teachers concerning phonological awareness, because this would influence the content of the intervention programme. The questionnaire was completed individually, on the same day as the first classroom observations, for two reasons:

1. The researcher needed the information from the questionnaire to inform the content of the intervention programme.
2. To allow open conversation between the researcher and the participants about the questions on phonological awareness.

Observations and interviews provided information about the teachers' teaching activities; perceptions about their preparedness to teach phonological awareness as well as their perceptions about support from the DoBE.

- Individual interviews were conducted to ensure openness and confidentiality and data were collected about teaching practices; perceptions about preparedness to teach phonological awareness and perceptions about support from the DoBE. The researcher scribed notes and verified responses with the participants.
- The researcher observed each teacher's teaching activities at the relevant sites: the Afrikaans teachers in their Afrikaans grade R classes at the Afrikaans

primary schools, the English teacher in her English grade R class at the English primary school and the Setswana teachers in their Setswana grade R classes at the Setswana primary schools. The researcher observed as an „observer as participant' and recorded data with a coded system (Appendix I), indicating when phonological awareness was applied as well as the other aspects mentioned (cf. 4.5.3).

- The researcher used the data obtained from phase 1 and information from a detailed literature study and document analyses of support documents from the DoBE and international documents, to compose an interactive teachers' workshop (i.e., an interactive programme lasting three days) on phonological awareness.

Phase 2: During phase 2, the intervention took place over three days in the form of an interactive workshop. Opportunity for reflection at the end of each three hour session provided the researcher with valuable information on teachers' knowledge as well as attitudes they had about the content and method of presentation of the intervention. At the end of the three days, the questionnaire on phonological awareness was administered again. This allowed the researcher to ensure that all participants had a clear understanding of phonological awareness, before they were expected to implement it in their grade R classes.

INTERVENTION PROGRAMME: The purpose of the programme is to facilitate the explicit teaching of phonological awareness in grade R classes. This component of reading formed an integral part of all the stories, rhymes and other teaching resources that were used. Activities in this programme were developmentally appropriate for learners five to six years old and are interesting, enjoyable and fun.

The programme was developed in three languages: Afrikaans, English and Setswana. For the Setswana programme, the Setswana colleague that served as co-observer assisted the researcher/observer. Learning outcomes[1] from the NCS (2002) were used, teachers were provided with teaching and learning resources and the programme adhered to the amount of time spent on literacy teaching as required in the Government gazette of 14 March 2008 in the *Foundations for Learning Campaign*. The

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[1] Learning Outcome 1, Assessment Standard 4; Learning Outcome 3, Assessment Standards 4 and 5; Learning Outcome 6, Assessment Standards 1, 3 and 5.

researcher ensured that the literacy programme was aligned with the teacher support documents of the DoBE, but at the same time adhered to research-based teaching activities. During the intervention, the different backgrounds, regarding training and circumstances, of the teachers was considered and accommodated. Explicit, systematic instruction was provided.

On the third day of the workshop, the questionnaire on the in-depth knowledge about phonological awareness was completed again. The reason was to establish whether the teachers' perceptions of their knowledge, etc. had improved and would enhance the implementation of phonological awareness instruction in the teachers' grade R classes.

Phase 3: Data collected through the questionnaire and observations, during the third phase enabled the researcher to compare teacher knowledge and teaching activities before and after intervention. It also provided information on the impact of professional development on the implementation of phonological awareness in the grade R class.

During the next six weeks, the researcher visited all thirteen classes on a weekly basis. Visits were unannounced, but in the literacy teaching time frame, according to the daily programme of the relevant classrooms.

Six weeks after the intervention, a focus group interview was conducted. Comparisons between the data collected in phases 1 and 3 were made to establish whether the workshop had an effect on teaching activities used; teachers' in-depth knowledge about phonological awareness and their perceptions about their preparedness to teach phonological awareness as well as how to interpret and use documents provided by the DoBE.

4.7 DATA ANALYSIS

This section describes the process of data analysis, which involves organising, analysing and interpreting data. Schwandt (1997) defines data analysis as:

> This is the activity of making sense of, interpreting or theorizing the data. It is both art and science and it is undertaken by means of a variety of procedures that facilitate working back and forth between the data and ideas. It includes the processes of organising, reducing and describing the data and warranting those interpretations. If data could speak for themselves analysis would not be necessary. (p.4)

4.7.1 Inductive data analysis

The researcher made use of inductive analysis. Creswell (2007) describes inductive analysis as follows:

> Qualitative researcher builds their patterns, categories, and themes from the bottom up, by organizing the data into increasingly more abstract units of information. This inductive process illustrates working back and forth between the themes and data base until the researcher has established a comprehensive set of themes. It may also involve collaborating with the participants interactively, so that the participants have a chance to shape the themes or abstractions that emerge from the process. (p.114)

Marshall (1995) proposes that categories and themes must be generated in the planning phase to ensure the focus of the study, but also warns that care must be taken to provide for the unusual and serendipitous. She suggests a balance between efficiency and flexibility. Themes for this case study are:

- Teachers' knowledge about phonological awareness.
- Teachers' use of support documents from the DoBE.
    Availability of support documents from the DoBE.
- The use of relevant teaching and learning support material.
    Availability of LTSM
- Management:
    - Class management.
    - Time management.
- Teaching activities, regarding phonological awareness

When analysing the data the researcher organized the data according to these themes. Data, which was collected with the questionnaires, classroom observations, interviews and the documents, were interpreted and summarized.

Questionnaires: The researcher analysed the questionnaires to establish each teacher's in-depth knowledge of phonological awareness.

Interviews: The researcher took notes, scribed answers to questions and summarized as the interview progressed, to accurately record data about teachers' instructional practices, their perceptions about their preparedness to teach phonological awareness as well as their perceptions about support from the DoBE. Interpretations and

conclusions were verified with the teachers, at the end of the interview, to validate the researcher's conclusions. The same analysis was followed with the individual and focus group interviews.

Observations: The researcher made use of notes to accurately and systematically record data about teachers' use of phonological awareness in instructional practices. An observational protocol was used; each page was divided with a line down the middle to divide descriptive notes from reflective notes. A coded system was followed to analyse the teaching practice.

Documents: Content analyses were used to analyse four support documents from the DoBE, to identify limitations in the documents. This, together with content analyses of the four leading, scientifically-based international documents, informed recommendations to identify limitations of support documents from the DoBE (cf. 7.6.5).

Stake (1995) maintains that data analysis is a process of unlocking information hidden in the data that the researcher transforms into meaningful and useful information. In this study, interpretative data analysis is used to analyse data. In this process, all the data from the questionnaires, observations, interviews as well as the content analyses of the documents, is closely examined to find constructs, themes and patterns. Thereafter, the themes and patterns are compared and analysed.

4.7.2 Themes

Boyatzis (1998) refers to thematic analysis as *a way of seeing*. He defines thematic analysis as: "a process that can be used with most, if not all, qualitative methods and that allows for the encoding of qualitative information" (p.1). A theme is a pattern found in the information that describes the possible observations or interprets certain aspects of a research problem. Themes can be observed directly in the information or can be underlying the phenomenon (Boyatzis, 1998).

4.7.3 Coding the data

Weaver and Atkinson (1994) state that: "The main reason for coding in qualitative research is the same as in quantitative research: to structure and facilitate analysis" (p. 31). Data can be organised according to similar themes. Looking for themes in raw data, involves coding. Passages of text or other meaningful phenomena from the questionnaires, interviews, observations or documents, must be identified and

labelled. These labels indicate clearly to which theme specific data belongs. This system enables the researcher to examine all the information together or compare different cases to one another (Appendix I).

Boyatzis (1998) sets criteria for the thematic codes:

- A clear label /name.

- A clear definition of the theme.

- A description of how to know when the theme occurs/how to flag the theme.

- A description of any exclusion of the identification of the theme.

- Examples to eliminate confusion when looking for the theme (p.2).

Strauss and Corbin (1990) suggest open coding in the initial phase. The researcher took information from Marshall (1995), Boyatzis (1998) and Strauss and Corbin (1990) to code the data as follows:

In the initial stages (open coding, according to Strauss and Corbin, 1990) all data were coded according to the possible themes. As the study progressed, the initial themes were defined more clearly (cf. Table 4.2).

Table 4.2
Definition of themes

Themes initially	Clearly defined themes
1. Teachers' knowledge 2. Teachers' use of support documents 3. The use of relevant LTSM 4. Class management 5. Teaching activities	1. Teachers' knowledge about phonological awareness 2. Preparedness to teach phonological awareness 3. Teaching activities, relevant to phonological awareness 4. Availability and implementation of support documents

The researcher worked through all the transcripts asking various "what, where, who, when and how' questions and put data into categories. Similar incidents were labelled together.

The latter stages (axial coding, according to Strauss and Corbin, 1990) involved the refinement of the initial list of themes. This coding formed part of the analytical process. Often, parts of data that were grouped during the initial stages had to be put back together to make new connections between these themes.

Merriam (2009) suggests two stages of analysis in a multiple case study:

- Within-case analysis: Each case (four Afrikaans, one English and eight

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Setswana) was first treated as a comprehensive case, so the researcher could learn as much about the contextual variables as possible.

- Cross-case analysis: The researcher then built a general explanation that fit the individual cases.

4.8 DATA MANAGEMENT, STORAGE AND RETRIEVAL

Without a clear system for storing and retrieving information, data can easily become mislabelled or mislaid. The amount of data in a qualitative study can be overwhelming. It is important that a system for data storage and retrieval be designed, before the actual data collection begins (Boyatzis, 1998). Lewins (2005) suggests that researchers keep an open mind when faced with the amount of data and organise the data in a systematic manner. In line with this suggestion the following was done:

- All data collected by means of the questionnaires, interviews, observations (in class and during intervention) as well as the content analyses of the relevant documents were consistently stored electronically.

- Multiple copies were made of the original data, as the same data may represent two or more themes.

- Manual records of these data were kept. The material was carefully labelled and filed so that referring back was easy and re-contextualisation was possible.

4.9 ENSURING RESEARCH TRUSTWORTHINESS AND QUALITY CRITERIA

Ary et al. (1990) argue that findings of a qualitative study may simply be a matter of opinion. As a measure to counteract this statement, the following strategies, suggested by Creswell (2007), were applied to ensure trustworthiness:

- **Clarification of bias**: The researcher clarified all existing bias from the outset of the study (cf. 4.2).

- **Building trust with participants**: Before data analysis, all data were checked by participants to clarify any misinterpretations. After analyses, interpretations and conclusions, the data were again taken back to the participants to verify the accuracy and credibility. A written copy of the findings was submitted to the participants for their verification.

- **Triangulation**: According to Creswell (2007), triangulation involves a process

of corroborating evidence from different sources to shed light on a theme or perspective. Cohen et al. (2000) define triangulation as "the use of two or more methods of data collection in the study of some aspect of human behaviour" (p.112). In this case, the four methods of collecting information - questionnaires, interviews (individual and focus group), observations and document analysis - were used together to determine if the data provided in-depth information on the topic under investigation. Thus, the four sources were used together to give credibility, objectivity and validity to the interpretation of the data.

- **Peer review:** A colleague of the researcher, a subject advisor for the North West Department of basic Education, asked questions about methods, meanings and interpretations - to ensure the researcher's honesty. Colleagues in the field were consulted to determine whether they agree or disagree with the conclusions drawn from the data obtained.

- Every situation was described in **rich detail** so that readers would be able to draw their own conclusions from the data presented.

- **Coded observations**: Observations were coded to focus and guide the researcher.

4.10 CONCLUSION

This chapter begins with a justification for the methodological framework thought to be the most appropriate in view of the goal of this study. It continued by looking at aspects of case study research. This is followed by an explanation of how the case and participants were selected, and an in-depth discussion of the methods of data collection, namely observations, questionnaires, interviews and document analysis are discussed. The approach to data analysis was reviewed. The next chapter focuses on the presentation and discussion of the results.

CHAPTER 5

PRESENTATION AND DISCUSSION OF RESULTS

5.1 Introduction

In the previous chapter, the selected methodology in the context of the research problem and the literature review, were justified. The processes used to gather, interpret and analyse the data were discussed.

This chapter presents and analyses the findings of the case study, which was conducted to investigate teachers' in-depth knowledge of phonological awareness, their preparedness to teach phonological awareness and the implementation of instructional practices relevant to phonological awareness. A closer look was taken at teachers' perceptions about the support that they received from the DoBE, in terms of relevant documentation, teaching and learning support material (LTSM) and professional development. Limitations in the teacher support documents of the DoBE, regarding the teaching of phonological awareness in grade R, were identified and suggestions are made in terms of improvement.

In this chapter, the patterns of themes that were elicited from the gathered data are discussed. In many cases the interviewees are quoted verbatim.

5.2 Description of the research participants and context

In this section the research participants and teaching context are described.

5.2.1 Profile of participants

This section gives a profile of the thirteen teachers that participated in the research project. It provides information about their qualifications, home language, the LoLT (Language of Learning and Teaching) and the school they are teaching at (cf. Table 5.1).

TABLE 5.1
Profile of participants

Numbers	Qualification	Year (qualification was obtained)	Home language	LoTL	School
1.	B. Ed Foundation phase	2000	Afrikaans	Afrikaans	Red
2.	T.H.O.D Pre-primary	1983	Afrikaans	Afrikaans	Blue
3.	UNISA Pre-primary	1990	Afrikaans	Afrikaans	Green
4.	ECD Level 4	2004	Afrikaans	Afrikaans	Yellow
5.	UNISA Pre-primary	1996	Setswana	English	Purple
6.	ECD Level 4	2006	Setswana	Setswana	Orange
7.	ECD Level 4	2006	Setswana	Setswana	Brown
8.	ECD Level 4	2006	Setswana	Setswana	Black
9.	ECD Level 4	2006	Setswana	Setswana	White
10.	ECD Level 4	2006	Setswana	Setswana	Turquoise
11.	ECD Level 4	2006	Setswana	Setswana	Maroon
12.	ECD Level 4	2006	Setswana	Setswana	Grey
13.	ECD Level 4	2006	Setswana	Setswana	Pink

Only schools with teachers that are specifically trained to teach grade R were included in the study. Nine of the teachers have an Early Childhood Development (ECD), level 4 qualification. All these teachers are enrolled with an FET college for distant training at a registered college, to obtain their NQF level 5 ECD qualification at the end of 2010.

Three of the teachers have a higher diploma in education and one of the teachers obtained a B.Ed Foundation Phase, degree. All the teachers, except one, teach in their home language. The teacher's home language is Setswana. It is noticeable that all recently obtained qualifications are those of the ECD level 4 teachers; the B.Ed degree was obtained in 2000 and the higher diplomas were obtained in 1983, 1990 and 1996. The teacher from the blue school mentioned that the only professional development she participated in, since 1983, was a training course in 1998, when she was introduced to Outcomes Based Education.

5.2.2 Context

This section provides the background of the grade R classes as well as the teaching circumstances that are not necessarily reflected in the interviews.

5.2.2.1 Afrikaans schools

The Afrikaans grade R classes are all at Afrikaans primary schools, previous model C schools. All the teachers' salaries are being paid by the School Governing Body; the salaries are about 50% of the amount earned by teachers employed by the DoBE. All the grade R classes are on the school grounds and the outside play area is neatly fenced in and safe. Parents have to ring a bell to get entrance to the school and parents fetch their children personally, providing an opportunity for teachers to frequently talk to parents about their children. There are lawns, sand pits and jungle gyms and the outside play area is well maintained.

- **The red school:** At the red school, the grade R class is situated in the nursery school on the primary school grounds, amongst the other classes from grade one upwards. The nursery school consists of two grade R classes and four other classes. The classroom is spacious, and accommodates 26 Afrikaans-speaking learners. The learners sit at two large tables (at a comfortable height for the learners) and enough small chairs. The whole floor is covered with industrial carpet. There is a green board, high on the wall with white chalk, several letters and numbers are written and circled on the board. The learning and teaching support material on the wall includes a birthday chart, number cards (nine and ten), and names of the months (all of them) and the days of the week.

- **The blue school:** At the blue school, the grade R class is amongst the grade one classrooms on the first floor of the building. Although there is a Nursery school on the primary school's grounds, there is not enough space to accommodate the grade R learners. The classroom is spacious and well maintained, accommodating 23 Afrikaans-speaking learners. The floor has a vinyl cover with a loose carpet in the front of the class. The tables and chairs are placed in three rows. Two learners each sit at a small table, like a typical grade one classroom. The learning and teaching support material against the wall includes a weather chart, a birthday chart, number cards and an alphabet cards. Each learner has his/her utensils with him/her and they use these mainly to work on worksheets. The playgrounds are on the nursery school's playgrounds, these different areas are divided by a fence and gate. The grade R learners enter through the gate for outside play.

- **The green school:** The green school has two grade R classes that were specifically built on the premises of the primary school. These buildings were funded by fundraising initiated by the School Governing Body. The classroom is spacious and well equipped, with teaching and learning support material. Learning and teaching support material includes the learners' names (on the round tables, store place for school bags at walls); a table where real (labelled) objects and labelled posters (according to a specific theme) are exhibited; number cards (one-ten); weather chart, birthday chart and calendar with the days of the week and the months of the year are indicated. There are different areas in the classroom: a construction area with big and small blocks, a book corner, jig-saw puzzles, creative area, clay and a fantasy play area.

- **The yellow school:** The yellow school only has one grade R class, in a nursery school on the primary school grounds. The class is functional, but not well equipped. The teacher explained that they are dependent on fundraising to equip the school – she supplied the principal with a list of required material and will receive equipment gradually. The 20 Afrikaans learners are grouped in four groups of five each and there are four round tables with five plastic chairs at each table. There are no books, puzzles, toys or construction material. The daily programme consists merely of playing (indoor and outdoor) and routine periods (feeding and hygiene).

5.2.2.2 English school

Although this is an English school, 93% of the learners attending the school are from homes where they speak Setswana. Only two learners, from local Indian families, speak English as their first language. Two more learners are from foreign countries (China and the Phillipines) whose parents work here on contracts for periods of two to five years.

- **The purple school:** This grade R class is at a former model C school, situated in a quintile 1[1] area, yet the learners that attend the schools are from poor communities and they have to make use of transport to get to school. The principal expressed his

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[1] South African schools are divided into quintiles, 1-5. Quintile 1 implies that a school is situated in a poor area and quintile 5 indicates a school in a rich area.

concern about the lack of public transport and the dangers and cost these children face to travel to school. The teacher's salary is being paid by the School Governing Body; the salary is about 30% of the amount earned by a teacher employed by the DoBE.

This grade R class has 30 learners and is situated in the corner of the primary school grounds. These learners have their own safe playground, with a proper fence and enough jungle gyms, toys and a lawn. This teacher did six weeks of practical teaching in the researcher's class in 2001, as part of a two year diploma from UNISA. Although the majority of the learners are Setswana speaking, the teacher needs to prepare them to begin with grade 1 in English. During the first half of the year she teaches them to speak English and she concentrates on English vocabulary. They have a class rule: in class everyone is to speak English, outside, while playing the teacher allows them to speak their first language.

The building previously served as a living quarters for workers who maintained the school grounds. There is no ceiling and while teaching takes place seeds from an adjacent tree constantly make a noise on the roof and some of the seeds fall through the roof, distracting the learners' attention (they were catching the seeds and showed them to one another). The class is well equipped with different areas for learning: construction toys, fantasy play, creative activities, puzzles and eight books from *Oxford's little library.* The daily programme makes provision for a variety of activities, including literacy, numeracy and life skills. The teacher has a class assistant to assist her with cleaning and routine activities.

5.2.2.3 Setswana schools

The teachers at the Setswana schools receive no salaries, but a stipend (part of a learnership), about 15% of the amount earned by a teacher employed by the DoBE. They are not called „teachers', but „ECD practitioners', because they are still in training. The schools are situated in townships and all the learners' and teachers' first language is Setswana. All of these schools are part of the National School Nutritional Programme (NSNP), where learners receive free meals daily. Although the feeding of the learners is essential, because most of the learners live in poverty, it takes up a lot of the teaching time.

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A serious concern is the age of learners in the grade R classes. All the schools have learners enrolled as young as four years. An important consequence of this practice is that the learners in grades one, two and three are also a year too young in their grades.

According to the SASA (South African Schools Act 84 0f 1996), learners should be enrolled in a grade R class the year in which they turn six. For example: In 2009, the learners enrolled in grade R should be born in 2003. The NEPA (National Education Policy Act No 27 of 1996) also states that learners in the foundation phase are between five and ten years of age and can be admitted to grade R the year they turn six. These policies are not applied in schools. Learners as young as four years are admitted to grade R. The problem is that learners are confronted with learning material that is too difficult for their stage of cognitive development.

All the teachers presented the same copy of a daily programme, but no one adhered to the time on the daily programme at all. When I asked about this practice, I was informed that they received the daily programme as part of their training programme, but were not able to stick to the prescribed time or activities. The reason being that there are many learners in a class and the routine activities take up most of their time. All quintile one, two and three schools are involved in the NSNP; the provision of the meals takes up to an hour each day, which impacts negatively on teaching time.

- **Orange school:** The grade R class at the orange school is situated amongst the other classes of the primary school. This is a newly built school, well equipped by the DoBE. The class that is used for the grade R class was intended for higher grades, but the principal decided to use it for grade R. The class is equipped with small tables and chairs, but no LTSM against the walls, toys, different learning areas or play activities. The daily programme adheres to the teaching times of the grade 1 classes. The teacher explains that the learners cannot play outside for a longer period, because it disturbs teaching in the higher grades. There is no separate play area for the grade R learners and no jungle gyms or swings.

  The teaching activities consist of large group activities. The time allocated to numeracy in this class is one and a half hours (8:00-9:30). The learners play outside without supervision, among older learners, up to grade seven (9:30-10:00). From

10:00-11:30, the learners are expected to complete a worksheet (numeracy) and draw a picture of their choice. They are not allowed to walk around the class or talk to one another; in fact they are often reminded to be quiet.

- **Brown school:** The majority of learners in this school come from the adjacent informal settlement and they are Setswana speaking. The teacher's first language is also Setswana and she teaches in Setswana. 65% of the learners in her class are too young to attend grade R, they are four years old. The teacher explained that the principal allowed these learners to come to school, because they have nowhere else to go and they can be part of the NSNP (National School Nutritional Programme). LTSM against the walls consists of a calendar, class list (with dates of birth) and weather chart. There are no toys, different learning areas, books, puzzles or fantasy areas. The teacher explained that the DoBE, would assist them in this regard.

    The daily programme consists of routine periods (feeding and hygiene), large group activities (counting and organised games outside), and the teacher tells a story at the end of the day. The learners walk home at twelve, without any supervision.

- **Black school:** The grade R class of the black school is situated among the classes of the older learners, grades one to seven. The grade R-learners do not have a separate outside play area, nor any outside jungle gyms or toys. There are 55 learners in the class, without any class assistant. This is the case throughout the school; the teachers accept the situation without complaining. The one teacher made a remark: "I like challenges." My personal thoughts: Though they can manage this number of learners (the majority of the classes were quiet and well behaved), how much learning is taking place?

    The 55 learners sit on the carpet and some of the tables and chairs are stacked at the back of the class. The classroom is spacious with enough tables and chairs for all the learners to be seated. The carpet size is 9"x12" - this is too small for the 55 learners.

    The one side of the class has a lot of homemade LTSM for numeracy. There are tins with numbers and dots on it and sticks for counters inside, different sizes of toothpaste boxes, as well as containers with different colours of bottle caps inside.

The teacher remarked that she could get numeracy LTSM anywhere, but with literacy it is difficult, because she cannot draw.

- **White school:** The grade R class of the white school is situated among the classes of the older learners, grades one to seven. It is a pre-manufactured classroom, which the DoBE supplied to accommodate grade R learners. There are 70 learners in the classroom, aged four to six. There are two teachers in this class, on the same level of training, but the one acts as a class assistant. The LTSM on the walls is a weather chart, birthday chart, various numeracy LTSM, including size, length and number cards. There are also pictures of a story about two birds, and various pictures and words of rhymes. All labels are written in Setswana.

  The creative activities were drawing and playing with clay. The teachers explained that the class is too small to allow the learners to move around or to allow fantasy play. Although they are aware of the importance of different learning areas, for example, construction area and fantasy play, they do not have space or equipment to allow these activities. There is no carpet on the floor and the learners stay seated at their desks for all activities.

  There are a few books that the teachers use to read to the learners. The teachers borrow these books from the library and don't allow the learners to touch the books. The learners memorize six rhymes, the anthem and different songs; about half the class can say the alphabet like a rhyme.

  Shortly after the completion of the research project the teachers were asked to leave the school premises (with the 70 learners) and go to a day care centre, because the principle needed the classroom to expand the higher grades.

- **Turquoise school:** The grade R class of the turquoise school is well equipped and situated amongst the older learners from grades one to seven. She is responsible for the 63 learners without any assistance. The tables and chairs are orderly arranged and there is a standard carpet where the learners sat for large group activities. To accommodate all the learners on the carpet, they sit in nine rows of seven learners each. There was also a table with labelled real objects.

  The LTSM is of a high quality and there are puzzles and magazines for the learners to page through. The teacher use pictures from magazines, which she labels

to make a „vocabulary book'. I complemented her on her classroom management and quality of the LTSM; she explained to me that she gets a lot of support from the community. Before she moved to the primary school, she was financially supported by the mine where her husband is employed as well as an international company whom she connected with through her church.

The grade R learners have no separate outside play area. Although there are some jungle gyms and swings, it is not well maintained and the children cannot use them. During free play outside, the teacher accompanies them outside and they play organised games for an hour.

- **Maroon school:** The grade R class at the maroon school is situated in a large pre-manufactured classroom, which the DoBE supplied to accommodate grade R learners. There are no steps at the classrooms door and learners struggle to get in and out of the classroom. There are 48 learners in the class. The classroom is equipped with enough tables and chairs, a large carpet for large group activities and a few puzzles, counters and utensils for drawing.

The LTSM against the walls are homemade. There is a weather chart, birthday chart, number cards and various rhymes with pictures. Literacy activities entail memorising of Setswana rhymes, the anthem and the alphabet (in English). Learners learn to write and sound out their names and the teacher tells a new story at the end of the day. They sing various songs during the day, which the learners know very well.

- **Grey school:** At the grey school there are 55 learners in the grade R class, with a very enthusiastic teacher. The atmosphere in the class is relaxed and friendly and the learners are allowed to talk to one another. There is enough furniture, which includes a table and chair for the teacher, but very little LTSM. The teacher explains: "I am a teacher, I teach with or without LTSM."

The majority of activities were numeracy activities. The creative activities are drawing – the whole class drew a picture of themselves.

Learners do not have access to a separate outside play area, during breaks they play on their own amongst the older learners (up to grade six), while the teacher stays in her class to attend to administrative responsibilities.

- **Pink school:** The grade R class at the pink school is clean, neat and has colourful LTSM against the walls. The LTSM on the walls are a weather chart, birthday chart, various numeracy LTSM, including size, length and number cards. There are also pictures of a story about two birds, and various pictures and words of rhymes. It reminded me of the grade R class at the white school. The teacher explained that she and the teacher from the white school attended a special workshop where they made the LTSM.

  The teacher tried to stick to the time as indicated on the daily programme. Two of the learners observed the weather and reported back to the class. Everyone repeated in a chorus: "Today is a sunny day." The teacher indicated the sunny day with a picture on the weather chart. They said a few rhymes, which they knew by heart.

  Everyone was seated and the teacher handed out worksheets which they had to complete independently. The teacher allowed 30 minutes for the worksheet and then she gathered them. Not all the worksheets had names on them and not all the worksheets were completed. At 10:00 the older learners brought the food from the feeding scheme. Everyone had to wash their hands and the food was handed out.

  The learners play amongst the older learners (up to grade six) during free play. The outside play area is situated amongst the play area of the older learners. The swings that are provided by the DoBE are all broken.

5.2.3 Summary

The circumstances at the Afrikaans, English and Setswana schools differ enormously. The absence of resources at newly established grade R classes, like the yellow school and all the Setswana schools, except the turquoise school, is a serious concern. The absence of books and other literacy LTSM, like stories, rhymes, pictures and labels, makes the teaching of literacy not only difficult, but impossible.

The inconsistency of the daily programmes and time allocation for the teaching of literacy is another factor that hampers literacy teaching in grade R.

5.3 SWOT ANALYSIS OF RESULTS

The schools were coded according to colours and the participants according to numbers, to enable the participants to stay anonymous and to ensure confidentiality.

The themes of the study emerged from the SWOT analysis of the teachers. These themes are discussed in this section. They are put in the context of the literature reviews and are supplemented with direct quotations from the individual teachers who participated in the study.

The intention of the study was to investigate teacher knowledge and implementation of phonological awareness. Before the intervention, with the initial interviews and class observations, I realized that a lot of things that I took for granted, like knowledge of learning outcomes and literacy activities in a balanced literature-based programme (like how to read a story, how to introduce a book, the variety of literacy activities, how to use story pictures) simply did not exist. I had to adjust the initially planned intervention that focused only on phonological awareness, to include basic knowledge about the literacy learning area.

Data was collected in three phases (cf.1.4.5):
In phase 1 data was gathered through observations and interviews focussing on the teachers teaching activities; their preparedness to teach phonological awareness as well as their perceptions about support from the DoBE, regarding relevant documentation, teaching and learning support material and professional development.

Phase 2 gathered data about teachers' in-depth knowledge about phonological awareness on two occasions, before and after the teacher training programme. The teacher training programme, to train teachers to explicitly teach phonological awareness also formed part of phase 2.

The purpose of phase 3 was to support teachers and to observe whether the skills and knowledge gained from the teacher training programme were implemented in the relevant grade R classes. However, this phase turned out to be an extension of the intervention in phase 2. Initially, the teacher training programme was intended to be the intervention of the study. However, the training continued into phase three, when interactive intervention took place. During the follow up visits training continued in the natural settings – the classrooms. The researcher re-arranged classrooms, trained teachers on small group work and time management and modelled the expected teaching activities before teachers could implement phonological awareness in the relevant grade R classrooms.

Six weeks after the initial teacher training programme, focus group interviews were conducted to gather information about the change that took place regarding

teaching activities; teachers' in-depth knowledge about phonological awareness and their perceptions about their preparedness to teach phonological awareness and support from the DoBE. These changes, regarding the structure of the study, are summarised in Table 5.2.

TABLE 5.2
Changes in the planned structure of the study

PLANNED	REAL
Phase 1. Before intervention	**Phase 1. Before intervention**
Observations + individual interviews	Observations + individual interviews
Phase 2. Intervention	**Phase 2. Intervention**
Questionnaire	Questionnaire
Teacher training programme	Teacher training programme
Questionnaire	Questionnaire
Phase 3. After intervention	**Phase 3. Interactive intervention**
Observations	Observations
Focus group interviews	Classroom changes
	Modelling of expected teaching activities
	Focus group interviews

The results are reported according to the themes, and the different phases in which the data were gathered. The main themes, sub themes and phases in which data was collected can be summarized as depicted in Table 5.3.

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TABLE 5.3
Themes and phases of data collection

MAIN THEME	SUB THEMES
1. **Teachers' in-depth knowledge about phonological awareness**	Research-based knowledge base
	Teachers' perceptions about own knowledge base
Phases in which relevant data was collected: Phase 1: Classroom observations Individual interview: Questions 4; 5; 6; 7; 8; 23 Phase 2: Questionnaires: Questions 1; 2; 3; 5 Phase 3: Focus group interview: Questions 5; 6; 7; 8; 9	
2. **Preparedness to teach phonological awareness**	Planning : Systematic
	Balanced literature-based programme
	The use of relevant LTSM
	Classroom and time management

Phases in which relevant data were collected: Phase 1: Classroom observations
   Individual interview: Questions 1; 2; 3; 9-16; 19-21; 27
Phase 2: Questionnaires: Question 4
Phase 3: Classroom observations and support
   Focus group interview: Questions 1; 2; 3; 4; 10-17; 20-22; 26; 27	

3. **Implementation of instructional practices relevant to phonological awareness**	Knowledge of children's literature
	Play-based instruction
	Working in groups
Phases in which relevant data were collected: Phase 1: Classroom observations Phase 2: Teacher training programme: Discussions before and after each session Phase 3: Classroom observations and support Focus group interview: Spontaneous remarks from participants	
4. **Perceptions of support from the DoBE**	Availability of relevant documentation and policy documents
	Availability of LTSM
	Professional development
Phases in which relevant data were collected: Phase 1: Classroom observations Individual interviews: Questions 17; 18; 22 Phase 3: Focus group interview: Questions 18; 19; 26	

5.3.1 Theme 1: Teachers' in-depth knowledge about phonological awareness

   According to Chard (2004), teachers are motivated when they understand why suggested practices will be effective and how these would benefit their students. Since phonological awareness is scientifically proven to enable learners to learn to read with ease (Rohl and Pratt, 1995; Sprenger-Charolles and Casalis, 1995; Stuart and Masterson, 1992) and to prevent reading problems (Menzies et al., 2008), teachers need to know how this can benefit their learners.

5.3.1.1 Phase 1: Before intervention

Classroom observations: During the class observations there were no activities to teach phonological awareness. One of the teachers realized that she needed to do more to prepare her learners. On my arrival she said: *"I am doing a little bit of the alphabet, but you will see just now."* These activities turned out to be the naming of alphabet letters in alphabetical order.

Individual interviews (questions 4; 5; 6; 7; 8): The answers from eleven of the teachers demonstrated that they had no knowledge of phonological awareness. They were not using songs or action rhymes to make learners aware of phonological awareness. Two of the teachers, from the red and the purple school, indicated that they do make learners aware of rhyme and similar sounds (question 6), but they only start with these activities in the fourth term. The teacher from the purple school also taught the learners to name the letters of the alphabet.

5.3.1.2 Phase 2: Intervention

Questionnaires (questions 1; 2; 3; 5): From the questionnaires completed before the intervention it was clear that all the teachers lacked knowledge of phonological awareness. They could not define the concept and they did not realise that phonological awareness can enhance reading acquisition. Answers on the questionnaires were vague; one teacher defined phonological awareness as *language sounds*; four teachers left blank spaces when they had to explain their understanding of phonological awareness; one teacher confused phonological awareness with phonics. The teacher from the orange school merely frowned and copied all the phrases from questions 1; 2; 3; 5. Not one of the teachers could name phonological awareness activities. Only one teacher, from the red school, attempted to provide examples of phoneme isolation; phoneme identity; phoneme blending; phoneme deletion. After the completion of the questionnaire, she said: *"I just figured it out, but I don't have a clue how it should be taught in a grade R class"*.

The questionnaires that were completed directly after the intervention, suggested that all the teachers gained knowledge of phonological awareness. Four teachers defined phonological awareness as: *"Phonological awareness involves the understanding that spoken language can be broken down and these smaller parts can be manipulated."* The rest of the teachers defined phonological awareness in an understandable way, e.g.:

"Phonological awareness is when learners realize that the stream of spoken words can be broken down into smaller parts and they can work with these parts; It is when learners learn that spoken words can be divided into sounds and other words can be formed with these sounds."

After the intervention all of the teachers could name activities (question 2) to teach phonological awareness and they realized the importance of phonological awareness to enable learners to achieve success in learning to read in the foundation phase (question 3). Every teacher could provide examples of phoneme isolation, phoneme identity, phoneme categorization, phoneme blending and segmentation, phoneme deletion and addition as well as phoneme substitution.

5.3.1.3 Phase 3: Interactive intervention

Focus group interview (questions 5; 6; 7; 8; 9): During the focus group interview it was very clear that the teachers gained knowledge from the teacher training intervention. They were confident to report on suggested as well as new activities they thought up themselves. The teachers reported that they use action songs, rhymes and dances while teaching phonological awareness. One of the teachers, from the red school, even created a new game. In this game the learners pretend to have an axe in their hands and they chop up the words in syllables. The teacher from the turquoise school said that she and her learners had so much fun with the picture cards and songs that the other teachers used to pop into her class during breaks to see what fun-activities they were up to.

The teacher from the pink school was very excited: *"I grouped my learners according to the beginning sounds in their names and the one little girl (she was struggling to remember the initial sound of her name) she called out: "We are all /m/!" She only realized that when I did the grouping."*

There was consensus amongst the teachers that fun and action was preferable to worksheets. Two of them commented: *"Once I started with the fun activities, I realized I was actually punishing the kids with those daily workbook activities. I only use worksheets once in two weeks now."*
"Once you made us aware of it, I realized that the kids do not really experience success with the worksheets – they actually struggled through it. I think we used worksheets, because we did not know about alternatives."

5.3.1.4 Summary

Teachers tend to overestimate their knowledge. In a study conducted by Cunningham et al. (2004) they state that the results of their analysis indicated that teachers had negligible ability to calibrate their knowledge in the domain of phonological awareness. Teachers' perceptions of their knowledge of phonological awareness were very inaccurate. They also found that teachers tend to overestimate, rather than underestimate their knowledge. Overestimation of knowledge limits one's level of receptivity to learn new information.

The results of a study conducted by Spear-Swerling et al. (2005) demonstrated that high-background teachers (those with relatively high levels of reading-related preparations and experience) perceived themselves as more knowledgeable than did low-background participants.

The results of the present study support the findings of these two studies. All the teachers with qualifications from a University had perceptions that they were adequately prepared to teach phonological awareness, while the results of the questionnaires indicated the opposite – only one of the teachers could describe 50% of phonological awareness activities (question 5). The teachers with NQF level 4 qualifications admitted that they were not adequately prepared; all of them left blank spaces where they had to describe activities related to phonological awareness (question 5). After the intervention, during the focus group interview, one of the teachers said: *"Let me be honest – when you called me* (to invite her to be part of the study)*, my first thoughts were: I have been teaching for 28 years, what on earth can you still teach me about grade R learners? But you proved me wrong – thank you!"*

The **strengths** regarding theme one, teachers' in-depth knowledge about phonological awareness, was the fact that after the first questionnaire, the teachers acknowledged the fact that they lacked knowledge. They were eager to gain this knowledge and co-operated positively during the teacher training intervention. This positive, co-operative attitude was the biggest advantage throughout the study, because the teachers supported one another with ideas as well as teaching and learning support material.

The **weakness** is the fact that it is impossible for teachers who do not have *any* knowledge about the concept, to teach it. More so, the teachers also lacked knowledge about a literature rich, balanced approach to literacy teaching in grade R. The total

absence of books, stories and suitable rhymes, is a threat not only to phonological awareness but to all literacy learning.

The **opportunities** arise as soon as the challenges are identified. Once they gained knowledge of phonological awareness, the teachers could make informed decisions about phonological awareness and identify the needs, regarding phonological awareness, in their classrooms. The teachers accepted responsibility and took ownership of their classrooms. They visited libraries, made LTSM to use, exchanged ideas, stories and rhymes amongst each other and even after the completion of the study, kept contact with one another and the researcher.

There are no threats regarding the teachers' in-depth knowledge about phonological awareness. Nothing can take the teachers' knowledge away from them. Even if they are not supported to sustain the implementation of phonological awareness in grade R classes, they will always have the knowledge they gained from the teacher training intervention and they will be able to apply this knowledge in other applicable circumstances, like learner support or reading intervention.

5.3.2 Theme 2: Preparedness to teach phonological awareness

The planning process of activities to teach phonological awareness is extremely important. Planning involves the implementation of the results of assessment; choice of learning outcomes; choice of appropriate activities to achieve outcomes and LTSM. Planning also involves time. Activities should be planned while taking the limited attention span as well as the time allocation in the daily programme into account. Learners scaffold more complex activities on the knowledge of less complex activities; therefore it is important that in a programme to teach phonological awareness, activities should be planned systematically. In a study by Lundberg et al. (1988) it is suggested that "training must be strictly systematic in order to be effective" (p. 11). Schuele and Boudreau (2008) developed a sequence of phonological awareness instruction and intervention (cf. 2.10). This sequence indicates that tasks progress from less complex to more complex.

5.3.2.1 Phase 1: Before intervention

Classroom observations: The observations in the classes before intervention revealed that the overall planning of teaching activities was neglected. Teachers did not

adhere to the suggested daily programmes and there was no evidence of any of the three levels of planning as suggested by the DoBE (*Teacher's guide to the development of learning programmes,* 2003).

Nine of the grade R classes that were involved in this study were sparsely equipped with LTSM. The teachers were unaware of the importance of phonological awareness, but LTSM for teaching other literacy activities, like stories and rhymes, were also not used. In three of the Afrikaans classes and the one English class, a few story books were available, but only for the teacher's use. Only one class made use of a *theme of the week* to organise teaching activities and in this class there were no real objects relating to the theme, the pictures were black and white copies and the pictures were not labelled, nor were there copies of the labels available for the learners to match. At the purple school, *theme discussion* was merely the teacher talking about the specific theme (in this case it was *In the garden*) without any pictures, real objects or labels or input from the learners' side.

In six of the classrooms, the teacher to learner ratio was 1:30+, in one classroom even 1:70. The physical space in these classrooms is too small – the learners do not fit in on a standard sized carpet. The furniture has to be moved to one side of the classroom to allow activities. Time runs out while the teacher is running around handing out meals and moving around furniture.

Individual interviews (questions 1; 2; 3; 9-16; 19-21; 23): Not one of the teachers knew how much time should be spent on literacy activities, according to policy documents. Ten of them reported that they spent 30 minutes each day on literacy activities and three did not know how much time they were spending on literacy activities. One of the Setswana teachers assumed that literacy learning takes place whenever she is talking. The only lesson plan that could be presented was a standardized lesson plan from the brown school, which was not complete. Five of the teachers were using *Teacher guides.* Teacher guides are books that can be bought from bookstores, these contain weekly planning as well as daily lesson plans to assist teachers. The books that were used were from *ACE* or *All-in-one*.

Planning should be informed by continuous assessment. However, twelve of the teachers only assess learners before they complete report cards once a term. Only one teacher, from the purple school, collected examples of the learners' work in a portfolio.

Five of the teachers were reading stories from *Teacher guides.* These stories are not illustrated and they read a new story each day, therefore learners were unable to retell stories. The teacher from the purple school made use of *Oxford's little library.* This library contains nine stories and the learners knew them by heart and could retell them. None of the teachers had a story that taught rhyme or beginning sounds.

5.3.2.2 Phase 2: Intervention

Teacher training programme: Phonological awareness should be taught in a rich literature-based environment. Such an environment was non-existent. For the purpose of the study the researcher had to provide, apart from the picture cards used for teaching phonological awareness, labelled pictures regarding the different themes, real objects, rhymes with pictures and the words, songs, storybooks, pictures of the stories, which the learners could put in sequence and retell the stories with. When the LTSM was handed to the teachers they were very excited, one made a remark: *"I am so excited, with all this LTSM. Teaching is going to be a ball!"*

During the teacher training programme, teachers gained knowledge not only about phonological awareness, but also about the beginnings of reading, the use of relevant LTSM as well as time and class management. These skills enabled them to implement a balanced literature-based literacy programme, with phonological awareness in their classrooms. The teacher from the purple school remarked after the first day of the teacher training intervention: *"I used to think that the teaching of reading commences with the teaching of phonics. Today I learned that it starts much earlier and I am also teaching the beginnings of reading."*

Questionnaire (question 4): Before the intervention teachers thought that phonological awareness activities were the same as teaching phonics. The answers to question four all revealed that the teachers used alphabet cards to make learners aware of letters in grade R. After the intervention, when they knew what phonological awareness activities were, they realised that they should use picture cards, songs, rhymes and stories to teach it.

5.3.2.3 Phase 3: Interactive intervention

Classroom observations: During the intervention, six overcrowded classrooms were identified. The researcher made appointments with these teachers and went to six

classrooms (over a weekend while the learners were at home). Firstly, we divided the class into small groups of about six learners (see Appendix F for an example). Then we moved the furniture in such a way that there was enough space for every learner to have a seat of his/her own. We labelled these places with their names and the researcher taught the teachers strategies to rather rotate the activities between the different groups, because the classrooms were simply too crowded to allow the learners to move around freely (the ideal practice in grade R).

Focus group interview (questions 1; 2; 3; 4; 10-17; 20-22; 26): After the intervention the teachers knew how much time should be spent on daily literacy activities. When I asked question one: According to the policy of the Department of Education, how much time should be spent daily on teaching literacy skills in grade R? They answered in a choir: *"One hour 50 minutes!"* The teacher from the red school remarked: *"At first it seemed like ages, but with all the ideas, LTSM and stories, you provided, time actually flies!"* Another teacher remarked: *"You know the principal does not respect the time frames of the NWED. Every now and then he has different suggestions."*

Like what?

"On Monday it was a staff meeting in teaching time, then I missed out on the last 40 minutes of the school day. On Wednesday I had to attend to a planned fundraising event discussed on Monday's meeting, I only got into my class at 9:30. The actual amount of time spent on literacy activities daily was half an hour." The teacher from the blue school noted: *"I now realize that I need more structure at school. A lot of time and opportunities are wasted, because things are simply not organised."*

Not one of the teachers could stick to the suggested daily programme. The teacher from the green school said: *"I tried to stick to those time frames, but I could not fit in all the activities. For instance toilet routine takes more than 10 minutes, almost half an hour – the very same with refreshments, I could not manage to let the learners eat and clean up the class in 15 minutes – this ended up that I skipped the music and movement ring, which I consider very important."*

5.3.2.4 Summary

The **strengths** of theme two, preparedness to teach phonological awareness, are that teachers realised the importance of a balanced literature-based programme with

phonological awareness. Once they realised the importance of this activities; they planned systematically with appropriate activities, used relevant LTSM and managed their teaching time.

The **weaknesses** add up to one thing: *misinterpretation* or *lack of knowledge* about appropriate activities and LTSM to teach phonological awareness as well as integration of learning areas and management of teaching time.

Chard (2004) emphasizes the importance of effectively designed instructional materials and technology. According to Klingner et al. (1999), materials should be readily available to use. Teachers in this study reported that they were unable to spend time searching for appropriate materials or redesigning materials. They needed all of the materials, copies and books to be readily accessible. Brown (2007) emphasizes the fact that LTSM has to provide enough visual input such as picture cards to help learners identify and understand vocabulary words and clarify the names and meaning of words.

Although twelve of the teachers could provide a daily programme of teaching activities, only two adhered to the planned activities. The consequence of the current practice of a daily programme without specific time frames for literacy and numeracy is that teachers underestimate the importance of beginning reading activities in the grade R class. Teacher perceptions that the learners in a grade R class should mainly play, may contribute to the absence of the planning of teaching activities. In one of the classes the learners merely played (without toys) inside until 9:30, then they had food and then played outside until their parents fetched them at 12:30.

One of the teachers revealed that the absence of planning was due to the fact that she applied *integrated teaching.* When asked for an example, she replied: *"For instance when the learners take out their lunch boxes, I will make individuals aware of the shape of their sandwiches, that's numeracy, isn't it?"* This is a clear example that teaching activities lack explicitness.

Chard (2004) noted that schools must consider the time needed to adequately teach reading effectively. Armbruster et al. (2001) recommend that teachers should provide 90 minutes of beginning reading instruction daily. These authors also suggest that 20 hours should be allocated to the teaching of phonological awareness over the school year - about 10 minutes each day. According to the *NCS* (DoBE 2002), the daily teaching time for literacy activities in a grade R class is 1 hour 50 minutes. This time

also corresponds with the support document *Laying solid foundations for learning*: *teacher's guide* (DoBE 2010).

Al Otaiba et al. (2008) conclude that teachers need to learn to manage their instructional time to meet the needs of their learners. Time management in a grade R class is extremely important, because teaching is taking place through games and because the learners are still young they can concentrate for short periods of time only. The teacher must have all planned activities for the day readily available in order not to waste time with the transition from one activity to the next.

The **opportunities** regarding preparedness to teach phonological awareness, is that the misconceptions named under the weaknesses could be cleared easily. As soon as the teachers have knowledge and a clear understanding about appropriate activities and LTSM to teach phonological awareness, integration of learning areas and management of teaching time, they can apply this knowledge and teach successfully.

The **threats** entail two crucially important factors, i.e. absence of continuous assessment and large class sizes.

Not one of the teachers had a good, working system of continuous assessment. Planning includes the planning of assessment. The lack of recorded assessments, results in the inability to make informed changes in teaching activities to support learners. One of the advantages of phonological awareness is that struggling learners can be identified and supported early, before reading problems occur.

The large number of learners in classrooms, which is an accepted practice in all the Setswana schools, has a paralysing effect on teaching in the grade R classes. The classrooms are too small to accommodate more than 30 learners. These young learners need space to play inside the classroom, therefore, the classroom must be arranged in different areas as prescribed in the support document *Laying Solid Foundations for learning Grade R* (DoBE, 2010).

5.3.3 Theme 3: Implementation of instructional practices relevant to phonological awareness

The absence of a variety of books and the teachers' ignorance of this practice was an eye opener. In the initial interviews, eight teachers reported that they didn't have books at all; two got books from a library; two were taking turns with other teachers at

their school to have books in their classrooms and the teacher from the purple school had the *Oxford's little library*.

5.3.3.1 Phase 1: Before intervention

Classroom observations: The initial class observations revealed that learners were sitting quietly, listening to their teachers for extensive periods (in one instance one hour and twenty minutes). In all the classes, worksheets were part of the daily activities. There were no activities to teach phonological awareness.

5.3.3.2 Phase 2: Intervention

Teacher training programme (discussions before and after each session cf. Chapter 6): During the intervention, I explained to the teachers that phonological awareness activities should be taught in small groups. The teachers were uncomfortable with the idea of working with six learners while the other learners (sometimes 64) are taking part in other activities without teacher involvement.

During the intervention teachers were also introduced to play-based activities to teach phonological awareness. During the teacher training intervention, the teachers would ask questions about small group work and play-based activities. It was clear that these were new concepts to them. They were teaching in big classes and they did not understand what should happen to the other learners while they are teaching a small group.

5.3.3.3 Phase 3: Interactive intervention

Classroom observations: During the follow up class visits, I had to demonstrate how to teach in small groups. The classes were divided into small groups of six learners each (see Appendix F). For example, in a class of 54 learners, there would be nine groups of six learners each. During the planning process the teacher has to provide for nine different activities (e.g. painting, drawing, puzzles, cutting and pasting, numeracy games, clay, block-play, books, threading) as well as the main activity which might be phonological awareness activities. After implementation, they realized that it did not only enhance learning, but also simplified assessment.

The classroom observations also indicated that teachers integrated phonological awareness activities with all literacy activities, during theme discussion, rhymes, songs

and stories; they would make learners aware of rhyming words, beginning sounds and syllables in words.

After the teachers were introduced to play-based activities to teach phonological awareness, the teachers as well as their learners enjoyed the learning. The learners at the yellow school often remarked: *"Monate"* which means: *This is nice.* During one of the observations, one of the teachers from an adjacent classroom came in and said: *"I am even more excited than them; it seems like a big party!"*

5.3.3.4 Summary

The **strengths** related to the implementation of instructional practices relevant to phonological awareness is that the teachers immediately implemented the instructional practices once they realized the value of these practices. The success the teachers achieved once they applied teaching in small groups, motivated them to sustain the implementation. The importance of small group work has been highlighted by Foorman and Torgesen (2001). They state that phonemic awareness instruction is most effective in small groups, because working in a small group increases the intensity of instruction and benefits high-risk learners.

Once they have the knowledge, the teachers are able to integrate phonological awareness into all literacy learning activities, for example, during theme discussions, songs, rhymes and storytelling, learners are made aware of sentences, compound words or beginning sounds, etc.

The teaching activities became playful, interesting and fun (cf. 2.10.2). The atmosphere in all the classes changed from being quiet and boring to being exciting and filled with fun. The teachers as well as the learners were enthusiastic and looked forward to literacy activities.

The **weaknesses** are the fact that the teachers did not realize the importance of relevant instructional practices before the teacher training intervention; neither did they know how to organize their time or classrooms. After the interactive intervention, when classrooms were re-arranged and instructional practices were demonstrated, the teachers could apply it and they were convinced of the success of teaching in small groups.

Another weakness was the confusion about what *play* entails in a grade R class. Although the importance of play (fantasy play, building with construction material, movement and music, as well as creative activities) should not be underestimated, the

importance of *learning* through play should be emphasized. Burns et al. (1999) named the learning activities of preschool learners' *play-based activities.* Using this term may clear the misconception that learners are either learning (in large groups with worksheets) or playing (without structure or planning).

There are **opportunities** to create authentic Setswana children's literature. Grade R teachers who know the interest of the children and who take the requirements for children's stories into account can supply in an urgent need in grade R Setswana classrooms.

The total absence of Setswana storybooks is a very serious **threat**. The learners at these schools (quintile one, two and three) are from homes with low socio-economic status. At home they are not exposed to books and they do not have access to books at school. This problem needs to be addressed as soon as possible, because a rich literature based environment is very important for the development of emergent literacy. This consistent lack of authentic story books can lead to boredom and lost of interest. Teachers should not underestimate the importance of variety of literature when teaching young learners. Although they tend to have *favourite stories* they want repeated and can retell, new story books should be available to keep their interest.

5.3.4 Theme 4: Perceptions of support from the DoBE

According to the support document, *Foundations of learning: Government gazette 30880* (DoBE 2008), support should be provided by all District Offices. This support would include a visit by officials from the District Offices each term and include the provision of resources. Furthermore, support would also be provided to grade R teachers, parents and caregivers to stimulate emergent literacy and numeracy in preschool children.

The purpose of this section is to determine teachers' perceptions of support from the DoBE.

5.3.4.1 Phase 1: Before intervention

Classroom observations: Not one of the teachers had ever seen or implemented one of the support documents that are related to teaching in a grade R class. Eight of the nine Setswana schools that were in quintile one received plastic tables and chairs from the DoBE.

Of the thirteen participating teachers, only four had obtained grade twelve and four years teacher training, while the other nine had grade twelve and two years of teacher training. These nine teachers are currently enrolled in further training (cf. 5.2.1). According to the requirements of SAQA, these teachers should be supported by teaching coaches at schools (Hattingh, 2008). However, there are no teaching coaches at primary schools with knowledge or experience of teaching in grade R classes.

Individual interviews (questions 17; 18; 22): With the individual interviews, none of the teachers were aware of the policy documents related to teaching in grade R classes. All of the Afrikaans teachers had access to the documents, but they admitted that they never looked at them or attended a meeting where the content and the implications for teaching were discussed.

5.3.4.2 Phase 3: Interactive intervention

Focus group interview (questions 18; 19; 26; 27): The teachers reported that they found training on the support documents useful (question 18) and that *Foundations for learning: Assessment framework grade R* and *Laying solid foundations for learning: Grade R kit* (DoBE, 2010), had the biggest input on your teaching activities. The fact that they had access to the summaries of these documents, resulted in the teachers referring back to them to inform their assessment and instructional practices.

The response to question 26, *do you feel that you are better prepared to teach phonological awareness,* was very positive. The teachers did not only understand the concept of phonological awareness, but were adamant that they should share this knowledge with colleagues to benefit all grade R classes.

I quote four of the answers to question 27, from the interviews:

Do you feel that support from the DoBE, regarding professional development is sufficient?

- *No. I have been here for 7 years. Neither the H.O.D. nor the principal visit me – I think they both were here once. They don't support me in any way, not to mention professional development. I don't have any support; I rely on the media or books to guide me. What you see here, it is "My own everything!"*

- *Professional development? No, they don't know what to do, even with a simple thing like the outside play area– the sandpit is so small, only four children can*

play there and I have 55. (She hesitates) *I got a cassette of Thakanyane… I got that from the Department* (of Basic Education).

- *No. I started teaching at this school in March. No one ever visited my class, guided me – nothing. When I asked for guidance, the principal replied that I am doing a good job and did not need it. I might be shifted to the higher grades next year; the principal thinks that I am over qualified for grade R. I think the head of the foundation phase should supervise the pre-school activities. You know we take in learners as young as two years – yet nobody really knows what to do – but they are doing it!*

- *I once attended a workshop for an afternoon. I think the facilitator must have been a Cuban lady – her English accent was incomprehensible – we did not understand a word! Yet we just sat quietly and listen to her!*

5.3.4.3 Summary

Ongoing professional development is essential for quality teaching. Grade R teachers in this study had little opportunity for professional development. Individual teachers have to take responsibility for their own professional development.

There was consensus about the lack of support from the DoBE. When I visited the schools to ask if they would participate in the study I had a warm welcome at each school – my perception was that everyone concerned with grade R was relieved that someone, at long last, was attending to their problems.

The principal from the English school remarked: "*Since we got no guidelines from the Department, the teacher is all on her own, but she's coping and no one complains. Unfortunately, I don't have time to visit her class.*"

The **strengths** regarding perceptions of support from the DoBE, is that the DoBE has excellent support documents. There are few limitations and overall the support documents can provide teachers with useful knowledge and information, which can contribute to successful instruction. The *Laying solid foundations for learning; Grade R kit* (DoBE, 2010) provides teachers with LTSM as well as lesson plans and ideas for assessment.

The **weakness** encompasses the fact that these documents are not available to the teachers. Teachers need to be trained on how to use these documents; they need to know how these documents should be implemented.

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The positive attitude of everyone concerned created **opportunities.** This attitude motivated the researcher to walk more than the extra mile. Even after the study, the participants and their colleagues phoned or visited for advice and support. At the end of the focus group interview, one participant remarked: *"You taught me more in three days than I have learned in 15 years!"*

The overall perception that there is no support from the DoBE regarding relevant documentation, LTSM and professional development, is a serious **threat.** To be motivated, teachers need to experience success; success without support from the DoBE is impossible – the DoBE will have to create sustainable support to teachers in grade R classes.

5.4 INTERPRETATION OF THE *SWOT* ANALYSIS

Before the intervention, teachers lacked knowledge about phonological awareness, they were not prepared to teach phonological awareness and they did not implement instructional practices related to teaching phonological awareness. Furthermore, they had perceptions that the DoBE did not support them with regard to relevant LTSM as well as professional development. They were however, positive, eager to learn and improvised to obtain LTSM without resources.

During the teacher training programme, they gained knowledge about phonological awareness and after the teacher training programme they were better prepared to teach phonological awareness. Unfortunately, they lacked the ability to implement instructional practices to teach phonological awareness. It was only once these teaching activities were demonstrated and further training on classroom organization, time management as well as teaching in small groups, took place that they could successfully implement instructional practices to teach phonological awareness.

The positive attitude amongst all of these teachers was the most important component that attributed to the success of this study. They kept on asking questions, supported one another and found time and resources to duplicate the relevant LTSM.

5.5 IDENTIFIED LIMITATIONS IN SUPPORT DOCUMENTS OF THE DoBE

The following limitations were identified in the teacher support documents provided by the DoBE, regarding the teaching of phonological awareness in grade R. Recommendations for possible amendments are discussed in chapter 7 (cf. 7.6.5).

5.5.1 Limitation 1: Misinterpretation of concepts. This limitation occurs in all relevant support documents: *National Curriculum Statement Grades R-9, Foundations for learning: Government gazette 30880, Foundations for learning: Assessment framework grade R* and *Laying solid foundations for learning grade R kit.* There is a lack of distinction between the essential concepts phonological awareness, phonemic awareness and phonics (cf. 2.6). Literature indicates that there is a distinct difference between these three concepts. According to Hempenstall (2003) phonological awareness includes the ability to distinguish words in a stream of speech, while phonemic awareness concerns the structure of words. Manning and Kato (2006) distinguish between phonemic awareness and phonics: Phonemic awareness is the understanding that the sounds of *spoken* language work together to make words. Phonics is the understanding that each spoken sound has a predictable relationship with a letter (*written* language).

       Implication: The varying use of phonological awareness, phonemic awareness and phonics – may cause confusion for practitioners. In *Laying Solid Foundations for learning Grade R kit,* activities that encompasses phonemic awareness and phonics, are described as *phonics awareness.* If teachers do not understand the different concepts, the sequential, explicit teaching of phonological awareness is impossible (cf. 2.10.2).

       One of the advantages of phonological awareness is that once learners realize that words are made up of sounds, they understand that these sounds are represented by printed symbols (Schuele and Boudreau, 2008).

5.5.2 Limitation 2: Lack of explicit time frames for literacy teaching in the grade R daily programme. This limitation occurs in two of the relevant support documents: *Foundations for learning: Government gazette 30880* and *Laying solid foundations for learning grade R kit.* Al Otaiba et al. (2008) indicated that teachers should allocate a total of about 20 hours of phonemic awareness over the school year - about 10 minutes each day (cf. 2.20.3).

       In *Laying Solid Foundations for learning Grade R kit* a daily programme is suggested, but this programme does not indicate literacy activities or the time allocated to literacy. In this suggested daily programme, the time allocated to literacy-related activities (theme discussion and story time) does not add up to one hour and fifty minutes as required by the *NCS.*

Implication: Teaching in a grade R class happens in an integrated manner – this integration between the learning programmes, Literacy, Numeracy and Life skills should be indicated on the lesson plans. Although teaching in a grade R class should be flexible and the emotional needs of the learners should always be taken into account, the teachers need to know what they should teach when. The danger of grade R learners merely playing without any planned, structured activities occurred in two classes in which data were collected.

5.5.3 Limitation 3: Lack of daily phonological awareness teaching activities. This limitation occurs in two of the relevant support documents: *Foundations for learning: Government gazette 30880* and *Laying solid foundations for learning grade R kit.* There are no guidelines as to what daily phonological awareness activities should take place during the literacy teaching time and there are no suggested literacy LTSM that should be used to teach phonological awareness in a grade R class.

Literature suggests that phonological awareness should be taught in a rich, literature based reading programme (cf. 3.3.5). According to Yopp and Yopp (2000), phonemic awareness is critical but meaningless unless it is part of a more comprehensive literacy programme. Furthermore, Snow et al. (1998) state that phonological awareness should be addressed in a rich language and literacy environment.

In *Foundations for learning: Government gazette 30880* specific activities for literacy teaching in grades one to three are provided. Though grade R is mentioned in this document, no specific activities or LTSM are mentioned.

Implication: Teachers don't have specific guidelines about teaching activities regarding phonological awareness. They furthermore don't have knowledge about this concept and the necessity of phonological awareness for reading acquisition. Therefore, they don't know how to implement this crucial concept into literacy programmes in grade R.

5.5.4 Limitation 4: Lack of explicit definition of assessment tasks. This limitation occurs in two of the relevant support documents: *Foundations for learning: Assessment framework grade R* and *Laying Solid Foundations for learning Grade R kit.* These support documents and the *NCS* are specific about the number of literacy assessment

tasks that should take place each term (four) and annually (sixteen). However, the support documents are vague about what these tasks should encompass. Assessment was discussed in detail in section 3.3.6. The purpose of assessing phonological awareness is to prevent reading failure (Shinn, 2002). Teachers should know exactly what activities they should assess for phonological awareness, but they should also know how and when to assess these activities. In *Foundations for learning: Assessment Framework grade R* teachers are provided with milestones, however the activities that refer to phonological awareness are called *phonic awareness* (p. 6) and *work with words* (p.9). However, the activities on the *assessment wheel* (p. 11*)* don't correspond with the assessment standards in the *NCS* or the milestones provided in *Foundations for learning: Assessment Framework grade R*.

Implication: If teachers don't have assessment tasks that are clearly defined, assessment can easily be a subjective activity where teachers allow personal feelings to influence judgements about learners' performance. Another problem is the practical implication of the recording of the *assessment wheels*. Suppose a teacher has 50 learners in her class, with 16 literacy assessment tasks each year, it means she will have to compile, record and store 800 *assessment wheels*.

5.5 SUMMARY

A possible reason for the absence of phonological awareness in the policy documents is the fact that phonological awareness can be introduced to learners at an age younger than 5 years, when learners are not in grade R, but still attend ECD centres.

However, there is no evidence that learners in ECD centres are introduced to phonological awareness. Phonological awareness enhances the acquisition of phonemic awareness. The sequence of teaching (cf. 2.10.2) provides learners with the opportunity to apply prior knowledge (like segmenting sentences and compound words) to new knowledge (segmentation of phonemes).

5.6 CONCLUSION

This chapter focussed on the results relating to teacher knowledge about phonological awareness; preparedness to teach phonological awareness; teaching activities relevant to phonological awareness and perceptions of support from the DoBE. The next chapter outlines the teacher training programme.

6.1 INTRODUCTION

The knowledge gained from the literature study, data analysis of the classroom observations and interviews, questionnaires completed by 13 grade R teachers and the document analyses were used to structure a teacher training programme to enhance the implementation of phonological awareness in grade R classes.

This chapter explains the purpose of the teacher training programme, who will benefit from the training and how the teacher training programme was designed. The design includes the design of the LTSM, *Teachers' book to teach phonological awareness*, activities and pictures to teach phonological awareness.

Finally, the implementation of the teacher training programme is discussed.

6.2 DESIGN OF THE TEACHER TRAINING PROGRAMME

The teacher training programme, with a solid scientific research base, was designed specifically for grade R teachers. The use of appropriate teaching and learning support material is a very important aspect of teaching young learners; the use of pictures while teaching grade R learners enhances their understanding as well as their memory skills.

The literature review focussing on professional development informed the structure of the teacher training programme (cf. 6.2.3.1). The literature study related to phonological awareness and teacher knowledge informed the learning content of the teacher training programme (cf. 6.2.3.2).

6.2.1 Purpose of the teacher training programme

The purpose of the teacher training programme is fourfold: to address the lack of a solid scientific base with regard to phonological awareness; to assist teachers with explicit instructional practices required to teach phonological awareness; to model and present activities relevant to phonological awareness; to provide teachers with in-depth

knowledge of phonological awareness which will enable them to implement phonological awareness in grade R classes. This knowledge is complemented by relevant teaching activities and LTSM. Furthermore, the LTSM must be of a high quality, because the learners should be able to handle, learn and play with the picture cards.

Another purpose of this teacher training programme is to help teachers to interpret and implement the support documents of the DoBE, taking the recommended amendments (cf. 7.6.5) into consideration.

6.2.2 Who will benefit from the teacher training programme

The researcher designed this teacher training programme with the purpose of enabling all grade R teachers to implement phonological awareness in grade R classrooms, with children aged 5-6 years. A characteristic of this programme is the use of LTSM during the implementation of the literacy learning programme, focussing on phonological awareness. The LTSM is provided in all the official languages of the North West province: Afrikaans, English and Setswana.

Teachers are expected to use a wide range of activities and resources that promote emergent literacy such as: storytelling, compiling own story books, shared writing, listening comprehension, labelling, rhymes, rhythms, word play, emergent reading, pictures, displays, formal and informal discussions, weather charts, birthday charts, helper charts, number and letter posters, phonological awareness activities, games, activity centres, dramatise role plays, drawing.

Although the emergent literacy approach is not intended to be privileged by this programme, it is expected that teachers will be able to work with each learner according to their own levels of development and within different socio-cultural contexts. Furthermore, teachers in this training programme are provided with a research-based, systematic programme, as well as relevant teaching activities to implement phonological awareness. They are also provided with relevant, high quality learning and teaching support material to use when implementing phonological awareness in grade R classrooms.

6.2.3 Design of the teacher training programme

This teacher training programme was designed, specifically to enable grade R teachers to implement the theory, regarding phonological awareness, into practice. To

enable these teachers to implement phonological awareness into grade R classrooms, they are provided with:

- *Teachers' book to teach phonological awareness* in Afrikaans, English and Setswana.

  This is a research-based, systematic programme, which includes the sequence of progression of phonological awareness, as well as examples of relevant teaching activities.

- Examples of the different levels of planning:
  - Learning programme.
  - Work schedule.
  - Lesson plans.
  - Two weekly planning.

- Teaching activities and relevant LTSM, in Afrikaans, English and Setswana:
  - Games.
  - Stories: books and pictures.
  - Illustrated rhymes.
  - Picture cards.

- The purpose of assessment as well as 16 literacy assessment tasks with progression.

Teachers were trained to develop a literacy learning programme with phonological awareness, as part of a balanced literature-based literacy learning programme in grade R.

The researcher conducted a thorough literature study about phonological awareness as well as teacher training to provide the theoretical knowledge base for the design of the programme. Two main factors guided the researcher in the design of the teacher training programme:

- The context for successful professional development.
- The knowledge base for beginning reading teachers.

6.2.3.1 The context for the teacher training programme

The context for the teacher training programme was based on an interactive, collaborative model (Bos et al., 2000). Therefore, care was taken to provide

opportunities for the synthesis of new information with prior knowledge and the design took into account that the teachers bring essential knowledge and skills to be shared during the training (Cochran-Smith et al., 1991). At the end of each session of the teacher training programme a period of 15 minutes was provided for discussions, interactions and assessments, to enable teachers to share relevant skills and knowledge.

Throughout the training, care was taken that the teachers understand why suggested practices will be effective and how they would benefit their students (Chard, 2004). Progress monitoring tools (in this case literacy and phonological awareness assessment) were designed to support teachers with continuous assessment of phonological awareness. The relationship between the instruction and the assessment was explained to teachers (Chard, 2004).

Specific outcomes were formulated (cf. 6.2.4.4) and the progress of the teachers, during the teacher training programme, was monitored utilizing six formative assessments and one final summative assessment. Since the training took place over multiple days, with intervals, teachers were expected to implement the skills and knowledge of the training in their classrooms.

6.2.3.1.1 Rationale for manner of presentation and timeframe

Chard (2001) notes that professional development combined with coaching and feedback ensures effective implementation. After the intervention programme of this study, teachers were coached in the relevant classrooms and the researcher received feedback. However, coaching for larger groups in a bigger area would not be cost or time effective. Therefore, it is suggested that training programmes take place over three days, but with intervals in between, for example: Each Monday for three consecutive weeks. This practice is supported by Gersten and Dimino (2001) as well as Kamps and Greenwood (2005) who emphasize the fact that teachers need ongoing support to successfully implement new knowledge. They suggest collaboration time with colleagues and coaching or multiday trainings.

6.2.3.1.2 Point of departure of the teacher training programme

Malouf and Schiller (1995) suggested three factors that need to be considered in the application of research-based practices:
- Increasing teacher knowledge by building on their existing knowledge base.

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- Understanding teachers' attitudes toward research and the manner in which it affects their teaching.

- Understanding how the demands of the local teaching context will affect implementation.

These factors were also considered in the design of this teacher training programme. Especially, the differences in the teaching context of Afrikaans, English and Setswana classrooms. Most of the Setswana classrooms were overcrowded, while 94% of the learners in the English classroom were learning in their second language.

Gersten, Chard and Baker (2000) discuss the importance of finding a balance between programmes too narrow in scope and those so broad that they lack practical strategies for implementation. Programmes must be flexible enough for teachers to make them their own, but powerful enough to improve student outcomes. Although teachers are provided with a systematic programme to teach phonological awareness as well as relevant LTSM, teachers do their own planning of the balanced, literature-based literacy programme.

Baker, Gersten, Dimino and Griffiths (2004) suggest a close connection between the programme and the district's curriculum. This teacher training programme also adheres to this aspect, because the learning outcomes and assessment standards of the NCS, as well as all specifications in support documents were taken into account while designing the teacher training programme.

This programme adheres to all the suggestions made by these researchers. Table 6.1 provides a summary of all requirements that the literature study revealed.

TABLE 6.1
Requirements for successful implementation of professional development

Requirement	
Increasing teacher knowledge by building on their existing knowledge base	✓
Understanding teachers' attitudes toward research and the manner in which it affects their teaching	✓
Understanding how the demands of the local context will affect implementation	✓
Programmes must be flexible enough for teachers to make them their own, but powerful enough to improve student outcomes	✓
Close connection between the programme and the district curriculum	✓
Collaboration time with colleagues	✓
Coaching or multiday trainings	✓

The implementation of the newly gained knowledge into classrooms was a great concern throughout the designing process. Chard (2004) identified professional

development as one of the key elements to implement research-based practices in reading instruction. The purpose of this teacher training programme was that the newly gained teachers' knowledge and teaching activities related to phonological awareness should be implemented in classrooms to improve learners' learning. This teacher training programme will serve no purpose if teachers gain knowledge, but teaching activities are not changed and implemented effectively.

6.2.3.2 The knowledge base for the teacher training programme

The main aim and contribution of this study was to design a teacher training programme to teach teachers about phonological awareness. Phonological awareness is an essential pre-requisite for successful reading acquisition (Perfetti, 2003; Gillon, 2004). However, phonological awareness is but one of the five components of reading and needs to be taught in a balanced literature-based literacy programme.

The knowledge base for the teacher training programme includes in-depth knowledge of phonological awareness. This includes the definition of phonological awareness, the purpose of training phonological awareness, assessment, teaching activities and relevant LTSM.

The **literature study** revealed that effective teaching of phonological awareness in a grade R class should take place in a balanced literacy programme that includes; phonological awareness, language development and comprehension (Foorman and Torgesen 2001; Brown, 2007). These three aspects should be embedded in a rich, literature-based environment. In a review of literature-based reading instruction, Morrow and Gambrell (2000) report that literature-based instruction benefits literacy acquisition in kindergarten. According to the IRA (2007), effective literacy instruction occurs when teachers engage learners with instructional materials and other texts within a rich, literature-based environment. Pressley et al. (1997) documented that a key factor for effective reading instruction is teachers' creation and maintenance of literate environments (well-stocked in-class libraries and ample opportunities for reading and writing).

The **classroom observations** and teacher **interviews** (cf. 5.3) revealed the absence of balanced, literature-based reading programmes as well as relevant LTSM in classrooms. Phonological awareness teaching requires only 10 minutes per day in a balanced, literature-based reading programme. Knowledge about a balanced, literature-based reading programme was included in the teacher training programme. The

following teaching activities are included in the teacher training programme and were modelled by the researcher, because the need for this component of the training was identified during the classroom observations (cf. 5.3):
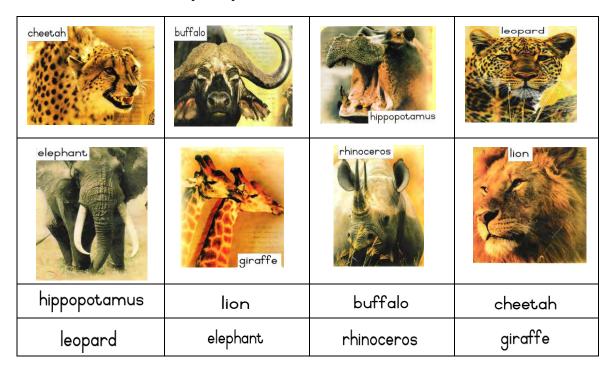
i.   Theme discussion as a means of teaching phonological awareness

An exhibit of real, labelled items as well as colourful labelled pictures is made according to the theme of the learning programme (cf. Figure 6.1). During the theme discussion the teacher would ask questions like:

- Lion starts with a /l/ and with what sound does it end?
- Whose name starts with a /l/?
- Whose name ends with a /n/?
- Can you think of other words that start with a /l/?
- Can you think of other words that end with a /n/?
- Long words like crocodile and hippopotamus are „chopped up' (while we talk like turtles) into: cro-co-dile and hip-po-po-ta-mus. The syllables are counted and we decide which word is the longest.

Duplicates of the labels are provided and learners have the opportunity to match the labels with the labels in the exhibition. This activity encourages learners to pay attention to other words and learners make spontaneous remarks like: "Leopard and lion both start with /l/."

FIGURE 6.1

Examples of pictures and labels for theme discussion

cheetah	buffalo	hippopotamus	leopard
elephant	giraffe	rhinoceros	lion
hippopotamus	lion	buffalo	cheetah
leopard	elephant	rhinoceros	giraffe

ii. Storytelling as a means of teaching phonological awareness

Due to the lack of authentic Setswana stories, a story from *Laying Solid Foundations for learning Grade R kit,* the *Big Book,* was utilized. The story is: *My goat Godfrey,* on p. 40-42.

Step one involves paging through the book and discussing the pictures. The teacher ensures that all the learners understand the vocabulary and allows discussions and anticipations from the learners' about what they think is going to happen in the story. Discussions include concepts about print as well as the facial expression of the characters in the book and detail in the pictures. This activity creates a purpose for listening because the learners are curious about what is about to happen.

Step two involves the teacher reading the story, while pointing to the script and indicating the direction in which reading takes place. After the storytelling, the teacher asks questions to ensure that each learner knows the content of the story.

Step three involves the re-reading of the story on multiple days. While reading takes place, the beginning sounds or rhyme words are being emphasized by either speaking out louder when it is read or whispering. The pictures from the book can be duplicated to create individual pictures or story-cards.

Step four comprises the re-telling of the story with picture cards which are a duplicate of the story. The learner, who tells the story, has to arrange the story-cards in the correct sequence and may sit on the teacher's chair to tell the story to fellow learners.

Step five: By now, all the learners know the story by heart and use fantasy clothes or masks to dramatise the story.

Step six involves the learners in drawing a picture of the story and the teacher writes the words. In some cases the learners are provided with a blank book and they create their own story according to the one that they have learned.

The pictures from the *Big book* could not be copied successfully (cf. Figure 6.2). The colours were too dark and lines from the back of the pages became prominent (cf. Figure 6.3). Therefore, other pictures were used to illustrate the different characters in the story of *My goat Godfrey* (cf. 6.4).

FIGURE 6.2
Examples of pages from the *Big book: Our goat Godfrey*

FIGURE 6.3

Examples of story-cards from the *Big book: Our goat Godfrey*

FIGURE 6.4

Examples of alternative story-cards for *my goat Godfrey*

iii.   Songs for teaching phonological awareness

The pictures and printed words are used to support the teaching of a song. If this method is used, young learners memorize the songs easily, even songs and rhymes that seem too difficult for learners 5-6 years of age.

Step one: The teacher models the song, pointing to the pictures as she sings.

Step two: The individual pictures are discussed in detail (cf. figure 6.5).

Step three: The teacher ensures that every learner understands the vocabulary in the song. Attention is also given to the pronunciation of difficult words; beginning and ending sounds, phoneme substitution, for example, d**i**ngle, d**a**ngle and fl**i**ppy, fl**o**ppy in the modelled song: *Dingle, dangle scarecrow.* Learners are also encouraged to substitute other sounds, like d**i**ngle, d**a**ngle, d**e**ngle, d**o**ngle and fl**i**ppy, fl**o**ppy, fl**e**ppy, fl**a**ppy

Step four: The teacher introduces the words (accompanied by the pictures) of the song. She and the learners sing the song, pointing to the pictures (cf. Figure 6.6).
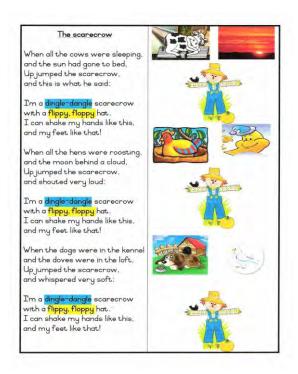
Step five: The teachers and the learners sing the song and do the actions.

Step six: Individuals take turns to sing the song, doing the actions or using the printed words and pictures.

FIGURE 6.5
Example of individual pictures to teach *Dingle, dangle scarecrow*

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FIGURE 6.6
Example of pictures and words of *Dingle, dangle scarecrow*

iv.   Rhymes for teaching phonological awareness

The pictures and printed words are used to support the teaching of a rhyme, in the very same way as teaching a song. If this method is used, young learners memorize the rhymes easily.

Step one: The teacher models the rhyme, pointing to the pictures as she speaks.

Step two: The pictures are discussed in detail.

Step three: The teacher ensures that every learner understands the vocabulary in the rhyme. Rhyming words are emphasized either by speaking out louder or whispering. Learners are encouraged to make *nonsense rhymes* like: *The fly is in the sky, but maybe he'll die.*

Step four: The learners say the rhyme, doing the actions or pointing to the pictures.

Step five: Individuals take turns to say the rhyme, using actions or the pictures.

Step six: If the content of the rhyme can be dramatised, the learners dramatise the rhyme, if not, they draw a picture to illustrate the rhyme (in a follow up activity).

To teach the rhyme, *The old lady,* the following printed pictures were used (cf Figure 6.7).

FIGURE 6.7
Picture cards to teach *The old lady*

v.   **Small group work for teaching phonological awareness with picture cards**

Learners are taught in small groups of not more than six learners. This is done especially when something new, with regard to phonological awareness, is introduced. The rest of the learners are independently occupied with free play inside, art activities, mathematical games or reading books.

The teacher should be cautious not to introduce too many new words on a day, a maximum of eight well known words are used per lesson. This activity lasts for only ten minutes, to allow all learners enough time to engage in free play and other activities.

Examples of all the picture cards are in the *Teachers' book to teach phonological awareness* (Appendix D)*.*

Step one: Involves the introduction of four picture cards and ensuring that learners understand the meaning of each word. Each word can be said slowly, imitating a turtle to focus their attention on the individual phonemes.

Step two: The teacher asks the learners if they can notice any similarities between the words, saying the words again, emphasizing the beginning or ending sounds.

Step three: The same procedure is followed with four more cards. The picture cards *are* unpacked in sets of four, for example, in the case of final sounds (cf. Figure 6.8):

ca**r**; pea**r**; siste**r**; sta**r**

ca**t**; ha**t**; goa**t**; an**t**

Step four: The teacher removes all the cards, unpacking four, but with an odd-one-out, for example: ca**r**; pea**r**; ha**t**; siste**r.** The learners must indicate which one is the odd-one-out.

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Step five: The learners play with the cards, creating quizzes for each other.

FIGURE 6.8
Picture cards to teach final sounds

The observations in the different classrooms indicated that all the teachers needed strategies to manage their classrooms. In a study by Al Otaiba et al. (2008) they note that teachers need to learn to manage their instructional time to meet the needs of their learners. Time management and planning is extremely important if one takes into consideration that teaching is taking place through games. The teacher must know what to do and when. Armbruster, Lehr and Osborn (2001) recommend that teachers should provide 90 minutes of beginning reading instruction daily and that kindergarten (grade R) teachers specifically should allocate a total of about 20 hours of phonological awareness over the school year - about 10 minutes each day (Al Otaiba et al., 2008). Therefore, the implementation of the time requirements of the support documents was included in the teacher training programme. Teachers are also provided with a suggested daily programme which indicated when to do what (cf. Table 6.9) (Appendix G 2).

TABLE 6.2
Daily programme with specific timeframes and activities

THEME:				GROUP: Grade R		
TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30	**N: 30x5**	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
8:00		TOILET ROUTINE				
8:10	**L: 20x5**	Literacy	Literacy	Literacy	Literacy	Literacy
8:30	**L: 30x5** **N: 30x5**	Art Activities + Free play inside	Art Activities + Free play inside	Art Activities + Free play inside	Art Activities + Free play inside	Art Activities + Free play inside
9:30		TIDY UP TIME				
9:40	**N:20x5**	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
10:00		REFRESHMENTS				
10:15		Music + Movement	Music + Movement	Music + Movement	Music + Movement	Music + Movement
10:35		FREE PLAY OUTSIDE				
11:30		TIDY UP TIME				
11:40		TOILET ROUTINE				
11:50	**L: 30x5**	Literacy	Literacy	Literacy	Literacy	Literacy
12:20	**L: 25x5**	Literacy	Literacy	Literacy	Literacy	Literacy
12:45		REFRESHMENTS				
13:00		DEPARTURE				

Given the variety in grade R teachers' training and background, historical trends in beginning reading instruction (cf. 3.3.1), language and reading development (c.f. 3.3.2) and basic facts about reading (c.f. 3.3.3) was included in the knowledge base of the teacher training programme.

The document analyses of the relevant support documents of the DoBE, revealed gaps regarding phonological awareness (c.f. 5.5). These gaps prevent teachers from understanding the concept of phonological awareness and how it should be implemented. Therefore, recommendations on possible amendments were made (c.f. 7.6.5) and knowledge about the relevant support documents was included in the teacher training programme.

Teachers should be able to assess not only their learners, but also the success of their own teaching. This can be done by frequent reflection on activities in the

classroom. The teacher training programme concludes with *Evaluate the effectiveness of the literacy learning programme.* This comprehensive evaluation of all classroom activities includes the atmosphere in the classroom, because the acquisition of good reading skills involves cognitive, motivational and affective activity (Torgesen, 2000).

6.2.3.3 Design of the support material for the teacher training programme

Teachers are provided with a detailed, all inclusive research-based programme to teach phonological awareness; this section discusses the design of this support material.

6.2.3.3.1 Teachers' booklet in Afrikaans, English and Setswana

This is a research-based, systematic programme, which includes the instructional sequence of phonological awareness (Schuele and Boudreau, 2008) as well as examples of relevant teaching activities. These products can be viewed in Appendix D1 (English), D2 (Afrikaans) and D3 (Setswana).

Figure 6.10 provides an example of pp 18 and 19 from the English *Teachers' book to teach phonological awareness.* The picture cards are used to teach learners, in small groups, about the final sounds of the words illustrated by the pictures.

8. Final sounds

- Own name
  Learners say:"My name is Michael and it starts with /m/, and ends with /l/."
- Say words that end with the same sound:
  The last sound of ask is /k/.
  1. mask; duck; book; neck
  2. cap; stop; soap; tap
  3. car; pear; sister; star
  4. cat; hat; goat; ant

Teachers need to know the sequence in which phonological awareness should be taught, because the effective teaching of phonological awareness takes place explicitly and systemically (Kjeldsen et al., 2003). In the strategic planning of the teaching activities and LTSM for the phonological awareness activities, care was taken that the choice of tasks was driven by task complexity. This implies that simpler tasks are targeted before complex tasks and these simpler tasks lead to success on later, more complex tasks. This increase in complexity is clear in the *Teachers' book to teach phonological awareness*, which includes all phonological awareness activities. These books were composed according to the requirements as discussed in *Instructional planning and design* and Table 2.2 (cf. 2.10.3).

In the planning phase, before this book was designed, an in-depth literature study of phonological awareness was undertaken. The researcher implemented the progressive phonological awareness activities over seven years in her teaching activities in a grade R class and changed and refined the sequence of the activities as she gained more knowledge.

The researcher always ensured that all activities were aligned with the learning outcomes and assessment standards of the *NCS*, and that they were developmentally appropriate and fun.

6.2.3.3.2 Examples of the different levels of planning

An example of the learning programme is given in Appendix G 2 and the work schedule in Appendix G 4. Appendix I provides examples of fourteen literacy lesson plans to teach phonological awareness. A DVD with recordings of the fourteen lesson plans is included to use during the teacher training programme.

- Learning programme: The learning programme is influenced by the context and culture of the school and therefore each school's teachers of the Foundation Phase decide as a team about the Learning programme.
- Work schedule: The work schedule provides a summarised overview of the progression of all phonological awareness activities.
- Lesson plans: Fourteen exemplar lesson plans are provided, together with a DVD where the lessons are modelled by the researcher. This enables teachers to see how phonological awareness is linked to the existing literacy learning outcomes.
- Two weekly planning: This planning enables teachers to have a view of all teaching activities for a period of two weeks; this planning also adheres to the expected teaching time as prescribed by the *NCS* (DoBE, 2002).

6.2.3.3.3 Teaching activities and relevant LTSM

Chard (2004) emphasizes the importance of effectively designed instructional materials. In a study by Klingner et al. (1999) teachers reported that they were unable to spend time searching for appropriate materials or redesigning materials. Appropriate learning and teaching support materials should be readily available to use: the teachers need all of the materials, copies and books to be readily accessible. A successful programme has to provide enough visual input such as picture cards to help learners

identify and understand vocabulary words and clarify the names and meaning of words (Brown, 2007).

- Games: Some of the games were discovered during the literature study (Turtle Talk) (Manning and Kato, 2006). Others are well known like ‚Simon Says', „I spy with my little eye'.
- Stories: books and pictures.
- Illustrated rhymes.
- Picture cards: The 164 pictures were chosen with great care to ensure that pictures support learners' concepts, for example: „soap' could be liquid soap, solid soap or soap used to wash clothes; the word „bag' in English could be a plastic bag, school bag or handbag; the word „heke' in Setswana, was indicated by a farm gate, since a lot of the Setswana learners come from rural areas.

6.2.3.3.4 Sixteen literacy assessment tasks with progression

The Milestones from *Foundations for learning: Assessment Framework grade R,* were used to compile 16 literacy assessment tasks. The progression of phonological awareness activities was taken into account to supply teachers with a comprehensive document, not only for assessment, but also to inform the planning of teaching activities (Appendix H). Table 6.11 provides an example of the first assessment task of the first term.

TABLE 6.3
Example of a literacy assessment task with phonological awareness

Literacy FIRST TERM FIRST ASSESSMENT	1.	2.	3.	4.	5.	6.
ORAL						
Listens to simple instructions and acts on them.						
Talks about personal experiences.						
Talks about pictures.						
PHONOLOGICAL AWARENESS						
Identify rhyming words.						
Identify syllables in spoken words. "I can clap my name."						
Can identify that oral sentences are made up of words.						
READING						
Recognises and points out objects in pictures.						
Identify a simple picture from a background.						
Uses pictures to predict what the story is about.						
Make up own story from pictures.						
WRITING						
Holds pencil correctly.						
Draws a picture to convey a message, e.g. my family/myself.						
Understands that writing and drawing are different.						
Manipulate paint brushes, chunky crayons and coki pens						
Fine motor activities: Fasten pegs around plastic lid.						

6.2.4 Implementation of the teacher training programme

Firstly, the teachers gained a thorough overview and understanding of how literacy is developed, facilitated and assessed; discussed teaching activities and appropriate learning and teaching support materials; considered relevant support documents; planned a literacy learning programme which included phonological awareness; prepared learning activities for phonological awareness; implemented the planned literacy learning programme; assessed children's progress in the literacy learning programme and evaluated the effectiveness of the literacy learning programme, which focused on phonological awareness.

6.2.4.1 The programme conforms to SAQA guidelines

The South African Qualifications Authority (SAQA, 2005) sets certain guidelines to ensure quality training. For the unit standard 7409, *Facilitate a literacy learning programme,* these are:

- **Time:** The notional hours for teacher training about developing a literacy learning programme, is 50 hours. 30% of the training will take place during the teacher training programme and 70% will take place at the workplace (SAQA, South African Qualifications Authority, 2005). The length of the professional development will therefore be 15 hours, 7 training sessions, ranging from 1 to 3 hours each (cf. Table 6.12).

- **Outcomes:** The *specific outcomes 1-6* used are those specified by SAQA.

- **Assessment:** The six formative assessments and one summative assessment are the proposed assessment tasks for unit standard 7409, *Facilitate a literacy learning programme.*

TABLE 6.4
Summary of how the teacher training programme conforms to SAQA guidelines

DAY 1 (6 hours)
Specific outcomes 1 and 2
1. Describe how literacy is developed, facilitated and assessed.
2. Plan a literacy learning programme.
Formative assessments 1 and 2
1. Groups of teachers discuss how literacy develops in young children; the importance of home language in language acquisition; the requirements of the *NCS* in grade R; sequencing of literacy activities.
2. Groups of teachers plan a literacy learning programme on three levels, taking the sixteen required literacy assessment tasks into account.
DAY 2 (6 hours)
Specific outcomes 3, 4 and 5
3. Prepare literacy learning activities and learning materials.
4. Assess children's progress in the literacy learning programme.
5. Implement planned literacy programme.
Formative assessments 3, 4 and 5
3. Teachers critically analyse exemplar literacy lessons and make comments for improvements.
4. Teachers should assess learners continuously to inform practice and assist individual learners.
5. The implemented literacy learning programme should use a variety of appropriate techniques; learners should work in groups and use thinking and problem-solving strategies.
DAY 3 (3 hours)
Specific outcome 6
6. Evaluate the effectiveness of the literacy learning programme.
Formative assessment 6
Summative assessment
Plan and implement a literacy learning programme, focussing on phonological awareness, independently.

6.2.4.2 Timeframe of the teacher training programme

The training is conducted over three days. The first day teachers are provided with knowledge about language, which describes how phonological awareness fits into a literacy learning programme as well as information from support documents, regarding planning, assessment and the five components of reading. Day two focuses on the in-depth knowledge about phonological awareness, including teaching activities and appropriate LTSM. Day three focuses on the implementation of phonological awareness and how to evaluate an effective literacy learning programme.

6.2.4.3 Content of the teacher training programme

An overview of the learning content for the teacher training programme is provided in Table 6.5. Specific outcomes and assessment activities are indicated. The slide shows for the training are provided in Appendix L. Since the literature study provides most of the content of this programme, cross references to the relevant chapters, are indicated.

6.2.4.4 Teaching activities during the teacher training programme

Teachers are trained using Power point slides (Appendix L) and handouts. Frequent discussions, at the end of each session, allowed teachers to share their concerns, experience and ideas with the group. Formative assessments were done in small groups, to inform the facilitator about the teachers' understanding.

6.2.4.5 Methods of assessment during the teacher training programme

The teacher training programme, endorses the critical and developmental outcomes of Outcomes Based Education. Teachers were challenged to organise and manage themselves and their teaching activities effectively in order to implement the planned literacy learning programme and evaluate information relating to the learners' development as emergent readers and writers.

Teachers were further expected to communicate effectively with learners verbally and through visual and print materials; keep written records and reports; and be culturally and aesthetically sensitive across a range of social contexts through the selection of LTSM for learners.

The teacher training programme further identified certain essential embedded knowledge as required by SAQA. Teachers were able to understand, analyse and

explain language and reading development and the implications thereof for a literacy learning programme; the principles and processes of literacy acquisition and the importance of supporting home language use; how literacy can be developed in young children through an integrated learning programme; the requirements of the *NCS* in the Foundation Phase, especially with regard to grade R; principles of integrating and sequencing learning programmes and teaching activities; the importance of offering a rich programme designed to empower all learners as well as assessment methods and tools for assessing young children's emergent literacy.

Teachers were expected to demonstrate the following attitudes and values: respect for cultural, religious and language diversity; recognition of the importance of emergent literacy in the Reception Year; sensitivity to the views of parents and family members.

All these outcomes were assessed through formative and summative assessments, during the implementation of the teacher training programme. Contemporary, authentic assessment methods were used, such as small group discussions and the critical analysis of video clips. During formative assessment, individual assignments and group work assignments were utilized. During the summative assessment individuals were expected to develop an example of the literacy learning programme, work schedule as well as a lesson plan. The assessments are indicated in Table 6.5: *A detailed summary of the three days of teacher training programme.*

TABLE 6.5
A detailed summary of the three days of the teacher training programme

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DAY 1
Specific outcome 1 and 2
Formative assessment 1 and 2

Handouts:
- Summary of support documents
- Templates used to plan a literacy learning programme:
  - Learning programme
  - Work schedule
  - Lesson plan
  - Two weekly planning with time allocations
- Checklists to inform continuous assessment:
  - Record sheet
  - 16 literacy assessment tasks

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1. FIRST SESSION, 10:00-11:30:
SPECIFIC OUTCOME 1:
DESCRIBE HOW LITERACY IS DEVELOPED, FACILITATED AND ASSESSED.
1.1 Why are we here? (cf. 2.9)
1.2 Historical trends in beginning reading (cf. 3.1)
1.3 Language and reading development (cf. 3.3.2)
1.3.1 Emergent literacy
1.3.2 Concepts about print
1.3.3 Basic facts about reading
1.3.4 Knowledge of language
- Word-level instructional strategies
- Text-level comprehension strategies

DISCUSSION 15 MINUTES

2. SECOND SESSION, 11:30-13:00:
2.1 Teaching activities and materials for literacy in grade R (cf. 3.3.5)
2.1.1 Approaches to reading instruction
2.1.2 Rich literature-based environment
2.1.3 Working in groups
2.1.4 Play-based instruction
2.2 Five components of reading
2.3 What is phonological awareness? (cf. 2.5)
2.4 Distinguish between phonological awareness, phonemic awareness and phonics (cf. 2.6)
2.5 Phonological awareness in a literacy learning programme (cf. 2.9)
2.6 The sequence of teaching phonological awareness (cf. 2.10)

FORMATIVE ASSESSMENT 1:
Teachers discuss in small groups and are expected to explain the following topics orally and give feedback to the large group:
1. How literacy develops in young children:
- Ways in which literacy is developed are described in terms of relevant research.
- The implications for implementation in an integrated Literacy Learning Programme.
2. The process of literacy acquisition, taking into account the importance of home language use.
3. The requirements of the National Curriculum Statement in the Foundation Phase; particularly with regard to the reception year.
4. The sequencing of activities in a literacy programme:
- The importance of offering a rich, literature-based balanced literacy programme.

- How does sequencing of activities benefit learners with special educational needs and barriers to learning?

DISCUSSION + FORMATIVE ASSESSMENT 1; 15 MINUTES

3. <u>THIRD SESSION</u>, 14:00-17:00
SPECIFIC OUTCOME 2:
PLAN A LITERACY LEARNING PROGRAMME.
3.1 Relevant support documents (cf. 3.3.7)
3.1.1 National Curriculum Statement Grades R-9
3.1.2 Foundations for learning: Government gazette 30880
3.1.3 Laying solid foundations for learning, Grade R kit
3.1.4 Foundations for learning: Assessment framework grade R; Milestones.

FORMATIVE ASSESSMENT 2:
Teachers received templates for the three levels of planning as well as the 16 literacy assessment tasks. Teacher-groups are expected to use the templates and to plan, in writing, on the handouts:
1. A culturally relevant and unbiased literacy learning programme.
2. A work schedule that sequences outcomes, indicates progression and allows for integration.
3. A lesson plan that:
   o Corresponds with learning outcomes.
   o Identifies developmentally appropriate learning activities.
   o Includes phonological awareness activities in large group, small group and individuals.
   o Provides child-centred experiences that relate to real life experiences.
4. Lesson plans should take prior knowledge and group work into account.
5. Describe the methods and tools for assessing young children's literacy.

These planned activities must be implemented in the following week in the relevant grade R classes. Teachers give feedback about the implementation on day 2.

DAY 2
Specific outcome 3; 4; 5.
Formative assessments 3; 4; 5

Handouts:
- Teachers' books for phonological awareness.
- Fourteen literacy lesson plans to teach phonological awareness.

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4. FOURTH SESSION, 10:00-13:00
SPECIFIC OUTCOME 3:
PREPARE LITERACY LEARNING ACTIVITIES AND MATERIALS.
4.1 Phonological awareness
4.1.1 What is it? (cf. 2.5)
4.1.2 Why is it important? (cf. 2.7; 2.9)
4.1.3 How is it taught? (cf. 2.10.2)

FORMATIVE ASSESSMENT 3:
- **Teachers are supplied with lesson plans and examples of LTSM to teach phonological awareness.**
- **Teachers watch video clips of:**
  - o **Storytelling to teach phonological awareness**
  - o **Small group activities to teach phonological awareness**
- **Teachers analyse these critically and make comments for improvement.**

Assessment criteria to be used in critical analyses:
1. Learning experiences are prepared to enable children to listen, read and view, write, communicate, think and reason effectively according to the *NCS*.
2. Learning activities and LTSM support the emergent reading approach and are in line with the principles of early literacy development.
3. Activities are set up to help children develop phonological awareness.
4. Learning activities and materials are prepared to encourage children to understand the structure and use of language
5. All activities provided are culturally relevant and promote an unbiased approach.

5. FIFTH SESSION 14:00-17:00
SPECIFIC OUTCOME 4:
ASSESS CHILDRENS' PROGRESS IN THE LITERACY LEARNING PROGRAMME
5.1 Assessment of phonological awareness (cf. 3.3.6)
5.1.1 How is it assessed?
5.1.2 Milestones
5.1.3 Monitoring progress
5.1.4 Assessment tools

FORMATIVE ASSESSMENT 4:
Teachers are expected to use the provided assessment tools to:
1. Assess each child's progress in the literacy learning programme on a continuous basis as an integral part of the learning-teaching process, thus informing practice and assistance to individual learners.
2. Assess without interfering unduly with the teaching and learning process.
3. Keep assessment records updated and use for feedback and planning learning, including intervention.

SPECIFIC OUTCOME 5
IMPLEMENT PLANNED LITERACY LEARNING PROGRAMME
FORMATIVE ASSESSMENT 5: On day 2, the teachers received:
- **Fourteen lesson plans and LTSM**

- **The assessment criteria of specific outcome 5, which are:**
1. A literacy learning programme was implemented using a range of appropriate techniques and strategies to facilitate active and integrated learning.
   a. Techniques include visual, auditory, tactile and kinaesthetic.
   b. Strategies include code-switching.
2. The learning activities and experiences are organized so that children are able to work individually, in pairs, and in small and large groups.
3. Opportunities for thinking and problem-solving are apparent in the early literacy activities.
4. Children are invited to plan, select their own materials and carry out and reflect on projects to their own satisfaction.
5. A range of facilitation skills were used appropriately to support and extend children's learning, including helping children to reflect on learning experiences and achievements.

Each individual is expected to implement the literacy learning programme focussing on phonological awareness in a grade R class, in the following week and give feedback on day 3.

Handouts:
Evaluate a learning programme

6. SIXTH SESSION, 10:00-11:00
Implementation of phonological awareness in a balanced, literature-based literacy learning programme:
- Feedback on formative assessment 4 and 5
- Align timeframes with support documents
- Suggested daily programme
- Lesson plans and appropriate LTSM

7. SEVENTH SESSION, 11:00-12:00
Discuss the handout: Evaluate a learning programme.
SPECIFIC OUTCOME 6
EVALUATE THE EFFECTIVENESS OF THE LITERACY LEARNING PROGRAMME
- Evaluate programme systematically
- Identify strengths and weaknesses in:
  o Planning and teaching
  o Teaching activities
  o Classroom
  o Learner assessment
- Plan to adjust, to fit the learners' needs, including learners with special educational needs.

   FORMATIVE ASSESSMENT 6:
   Teachers are expected to evaluate the implemented literacy learning programme focussing on phonological awareness in the following ways:
   1. Evaluate the effectiveness of the literacy learning programme systematically and critically on a continuous basis.
   2. The evaluation identifies strengths and weaknesses in:
      - The three levels of planning
      - Teaching activities
      - Classroom
      - Learner assessment
   3. The evaluation helps to identify ways in which strategies can be modified to build on strengths and deal with weaknesses in the planning and facilitation of literacy.

8. EIGHTH SESSION, 12:00-13:00
   SUMMATIVE ASSESSMENT:
   Teachers receive blank forms of the learning programme, work schedule, lesson plan and two weekly planning. They are expected to complete independently.

   Teachers use the knowledge and skills that they have gained over the past three weeks, to independently plan the learning programme, work schedule and lesson plans. The two weekly planning provides a summary of all these planned learning activities.

6.3 CONCLUSION

This chapter outlined the activities and learning outcomes of the teacher training programme. It provided information on the design of the teacher training programme, how teachers are trained to successfully implement phonological awareness in a literacy learning programme. The *Teachers' book to teach phonological awareness* and relevant LTSM were discussed. Two characteristics distinguish this teacher training: The teachers are provided with all relevant learning and teaching support material (including lesson plans and assessment tasks); the programme is developed in the three official languages of the North West province. The timeframe in which the training takes place is provided along with the learning content of the seven sessions.

In chapter 7 the conclusion, implications and recommendations for document revisions and implications of the study are discussed.

CHAPTER 7
CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

7.1 INTRODUCTION

This final chapter concludes with a summary of the research results and the implications thereof for the Department of Basic Education, policy makers, teacher training institutions and schools. The contribution of the study is defined and limitations are identified. Suggestions are made for the improvement of support documents and future research, which could add value in the ongoing research process.

The importance of phonological awareness has been discussed (cf. chapter 2). *How* phonological awareness is taught is very important. In order to be effective, phonological awareness has to be taught systematically in a specific sequence. Kjeldsen et al. (2003) emphasize that a careful training procedure is more important than the quantity of the training.

When phonological awareness is introduced, is also of crucial importance. Phonological awareness skills need to be well established *before* instruction in phonics commences. Hugo et al. (2005) note that phonological awareness is a prerequisite for phonics. Therefore, it should be introduced *before* phonics.

In her research, Adams (1990) states that:
 "Faced with an alphabetic script, children's level of phonemic awareness on entering school may be the single most powerful determinant of the success he or she will experience in learning to read" (p.134). In order to benefit from phonics instruction (in grade one), developing readers need phonological awareness. According to Adams (1990), they need to understand the internal structure of words; that words are made up of discrete sounds. Once children understand this concept - that words can be divided into individual phonemes and that those phonemes can be blended into words - they can use that knowledge of letter-sound relationships to read and build words.

Torgesen and Mathes (2000) confirmed these findings when they tested children on the growth of their sight words (word identification) and word attack (phonemic

decoding) skills. When they compared those children who began first grade with average phonological awareness skills to those who began first grade below that threshold, they found that those with higher phonemic awareness in first grade tested higher for sight words and word attack skills in *every* grade. The achievement gap in the scores between these two groups of children grew considerably larger starting in third grade and continued to grow dramatically in fourth and fifth grades. Torgesen and Mathes (2000) concluded that those children with sufficient phonemic awareness, before phonics instruction was introduced, had a better understanding of *how words work*, and were therefore able to identify and read words by sounding them out.

Torgesen and Mathes (2002) state:

> Children who are delayed in the development of phonemic awareness have a very difficult time making sense out of "phonics" instruction, and they certainly have little chance to notice the phonemic patterns in written words on their own. A simple way to say this is that for individual children, phonemic awareness is what makes phonics instruction meaningful. If a child has little awareness that even simple words like *cat* and *car* are composed of small "chunks" that are combined in different ways to make words, our alphabetic way of writing makes no sense. (p.13)

We know that reading problems impact badly on learners, we know that phonological awareness, taught in a specific way, can prevent reading problems. Therefore, teachers need to be trained to implement phonological awareness in grade R.

The purpose of this study was to determine:
- ➢ What a SWOT analysis reveals about grade R-teachers':
    - o Current in-depth knowledge of phonological awareness.
    - o Preparedness to teach phonological awareness.
    - o Implementation of instructional practices relevant to phonological awareness.
    - o Perceptions of the support received from DoBE, in terms of relevant documentation, teaching and learning support material and professional development.
- ➢ The limitations, if any, in the teacher support documents of the DoBE, regarding the teaching of phonological awareness in grade R and to make suggestions with regard to the improvement thereof.

➢ What the perceptions of grade R teachers are about their in-depth knowledge, instructional practices and preparedness, concerning phonological awareness, after the implementation of a teacher training programme, focussing specifically on phonological awareness.

The study also explored the context of professional development to ensure that the improvement in the teachers' knowledge base has a positive impact on teaching practices. Once teaching practices change, learning outcomes will change. According to Guskey (1999) and Chard (2001), teachers are motivated to change their teaching practice, once they have tried the new practice with the students for whom it was designed and it turns out to be effective. Therefore, the teacher training programme was designed specifically to enable teachers to change teaching practices to improve learning outcomes. The LTSM was designed with the main purpose of enhancing the learning of phonological awareness. However, the LTSM was also designed to be easy to use, readily available and attractive to children.

7.2 SUMMARY OF THE RESEARCH RESULTS

The research results indicated that teachers' knowledge, preparedness to teach, teaching activities and perceptions about phonological awareness can change after a teacher training programme, focussing on phonological awareness. It further indicates that the four themes that evolved from the data analyses are interrelated and a pre-requisite for success in teaching phonological awareness in grade R.

Before the intervention, teachers did not have adequate knowledge (theme one) to implement phonological awareness in grade R; they were not prepared to teach (theme two) phonological awareness (or even literacy) in grade R; there were no teaching activities relevant to phonological awareness (theme three); the negative perceptions about support from the DoBE (theme 4) turned out to be more than just lack of support. Teachers are unmotivated and feel isolated, because of the way in which grade R classes were integrated into primary schools.

7.2.1 Teachers' knowledge of phonological awareness

Theme one related to the knowledge teachers have of phonological awareness. The implications of a lack of knowledge are self-evident. If a teacher is not aware of a concept like phonological awareness and they lack knowledge about the importance

thereof in reading acquisition, how can they teach it? How can they even try to create learning activities or LTSM?

The English and Setswana participants in the study acknowledged their lack of knowledge relating to phonological awareness. They realised that they knew they should do more to prepare their learners for reading in grade R, but did not know what to do. The Afrikaans teachers, on the other hand, overestimated their knowledge. The perception of these teachers was that they did not need to engage in professional development, because they knew everything about literacy teaching in grade R. However, they did not have adequate knowledge about phonological awareness to teach phonological awareness in a grade R class (theme 2).

7.2.2 Teachers' preparedness to teach phonological awareness

Theme 2 dealt with teachers' preparedness to teach phonological awareness. Before the intervention, teachers were not prepared to teach phonological awareness, but after the intervention they were motivated to plan and implement phonological awareness activities.   The fact that there were no storybooks in the classes was a great concern. According to the IRA (1998): "…a minimum of five books per child is necessary to provide even the most basic print-rich environment" (p.3). It is so alarming, because in the same document they emphasize that the single most important activity for building skills for reading success is *high quality book reading to children* (IRA, 1998). Although phonological awareness is crucial for reading acquisition and the prevention of reading problems, without adequate language development in a literature rich environment, it is insufficient.

I would like to use an analogy to explain the interdependence of phonological awareness and a balanced literacy programme in grade R. To bake a cake, one needs a lot of ingredients, for example, flour, eggs, baking powder, sugar, oil and salt. Phonological awareness is like the baking powder in the cake; without baking powder success is impossible, but with baking powder alone it is impossible to produce a cake.

Before the intervention, the lack of basic skills, namely how to plan teaching activities for a week in advance; how to choose relevant story books and how to read them; and how to manage the class and teaching time, was prominent among the teachers.

However, after they gained the skills and tools (templates of planning forms) to plan teaching activities, their enthusiasm was overwhelming. It was clear that these teachers wanted to teach, but they did not know *how*.

The teachers had no knowledge of phonological awareness (theme 1), this affected their preparedness (theme 2), which resulted in limited to no use of developmentally appropriate teaching activities relevant to phonological awareness (theme 3). However, after the intervention and coaching, when teachers had knowledge about phonological awareness and relevant LTSM were supplied, the use of teaching activities to enhance phonological awareness was evident in their grade R classes.

7.2.3 Implementation of instructional practices relevant to phonological awareness

Theme three explored teaching activities relevant to phonological awareness. In the position statement of the IRA (1995) they define *inappropriate* teaching practices *not* suitable for and *ineffective* with children in early grades:

> Teaching practices associated with outdated views of literacy development and/or learning theories are still prevalent in many classrooms. Such practices include extensive whole-group instruction and intensive drill and practice on isolated skills for groups or individuals. These practices, not particularly effective for primary-grade children, are even less suitable and effective with preschool and kindergarten children. Young children especially need to be engaged in experiences that make academic content meaningful and build on prior learning (p.2).

Activities, like these described above, were prevalent in the Setswana classes and two of the Afrikaans classes. In these classes teaching took place only in large groups, for extensive periods of time (ranging from 35 minutes to one hour and 15 minutes). In two of the Afrikaans classes and the English class, there was a balance in teaching large and small groups, but no evidence of any phonological awareness activities.

The IRA (1995) also recommends that phonological awareness activities should be taught by utilizing songs, games, poems, finger plays and stories with rhyme and alliteration. However, teachers need the script and/or pictures of these songs, games, poems, finger plays and stories.

Chard (2004) notes the importance of effectively designed instructional materials. According to Klingner, Vaugn, Hughes and Arguelles (1999), materials should be readily available to use. Teachers reported that they were unable to spend time searching for appropriate materials or redesigning materials. They needed all of the materials, copies and books readily accessible. Brown (2007) emphasized that a successful training programme in phonological awareness has to provide enough visual

input such as picture cards to help learners identify and understand vocabulary words and clarify the names and meaning of words.

Once the teachers had the script and pictures to teach the rhymes, songs and stories, they taught enthusiastically. They as well as the learners enjoyed the teaching activities to enhance phonological awareness.

7.2.4 Perceptions of the support received from the DoBE

Theme four dealt with perceptions teachers had about support from the DoBE, in terms of relevant documentation, teaching and learning support material and professional development. The data revealed that support documents and resources do not adequately address the teaching of phonological awareness in grade R. Although the support documents should be available at all primary schools, the teachers did not have access to them, in most cases the teachers were not even aware that they existed. The DoBE does not create opportunities where the teachers can develop professionally. Professional development is one of the teacher's own responsibilities.

Once the participants had knowledge of the relevant support documents, knew what to do, when to do it, and had the relevant LTSM, teaching activities to teach phonological awareness took place. In addition, teachers were motivated to teach phonological awareness and they did so enthusiastically and with confidence.

7.2.5 Limitations in the teacher support documents

Four limitations were identified in the relevant support documents. In chapter 5 (cf. 5.5) the implications of these limitations were discussed. These limitations need to be addressed with the purpose of providing a scientific knowledge-base to all teachers, regarding phonological awareness in grade R.

7.2.5.1 Misinterpretation of concepts

The concepts phonological awareness, phonemic awareness and phonics are not clearly defined in any of the support documents. The term *phonics awareness* is used in the *NCS* and *Laying solid foundations for learning: grade R kit.* The result of this practice is that teachers teach phonics in grade R, because they do not understand the difference between phonological awareness and phonics. The term phonological awareness is only mentioned once, on p. 20 of the *Teacher's guide.*

7.2.5.2 Lack of explicit time frames for literacy teaching

Teaching in a grade R class takes place in an integrated manner. However, teachers should be aware of what learning areas they are integrating while teaching. If the support documents of the DoBE prescribe one hour and fifty minutes for literacy teaching, each teacher's planning and teaching should adhere to the prescriptive times.

7.2.5.3 Lack of daily phonological awareness teaching activities

The absence of suggested phonological awareness activities in the support documents, together with the lack of knowledge of phonological awareness as revealed by the data, results in a total absence of phonological awareness activities in the grade R classrooms. Not one of the relevant support documents suggests activities or explains the importance of the sequence and progression of phonological awareness.

7.2.5.4 Lack of explicit definition of assessment tasks

The literacy assessment tasks should enable a teacher to immediately recognize learners that do not reach the literacy milestones. This information will guide the teacher to support those learners immediately and adjust teaching activities to accommodate all learners.

7.2.6 Teachers' perceptions about their knowledge, preparedness and instructional practices after the teacher training programme

After the intervention the teachers realised the importance of the concept of phonological awareness. They had knowledge of the concept as well as how to implement it into the classroom with developmentally appropriate activities and learning and teaching support material. They were confident that they were able to share this knowledge with colleagues who did not attend the teacher training programme.

7.3 LIMITATIONS OF THE STUDY

Although the trustworthiness of the study was strengthened by triangulation, the results cannot be generalized. Findings should not be generalised, because the interpretations were made on the personal experiences of the teachers in a unique context. However, to generalize was never the intention. It was a qualitative study that intended to investigate and reach an understanding of a specific phenomenon: teacher knowledge and implementation of phonological awareness.

The participants were thirteen grade R teachers from the North West province, Department of Basic Education. The relatively small sample might be a limitation, although the depth could facilitate further studies in this field. The identified themes are not necessarily typical of all classrooms.

Further research, to confirm the results of the study, should include a more diverse group of participants.

7.4 IMPLICATIONS OF THE RESULTS

The results of the study have implications for different stakeholders: the DoBE; teacher training institutions and schools. To improve learning outcomes, teacher training and support should improve.

7.4.1 The Department of Basic Education and policy makers

Teachers work in schools regulated by administrative policies as well as available resources. School principals and administrators are critical in establishing a supportive climate for sound, developmentally appropriate teaching practices; and policy makers whose decisions determine whether adequate resources are available for high-quality early childhood education (IRA, 1995). The Department of Basic Education and policy makers should start thinking strategically about training grade R teachers. Teachers cannot be expected to reach the learning outcomes of the *NCS*, without the necessary systems of support. The importance of teacher training is well known and well documented (Moats, 2002; Chard, 2004). To ensure quality education in grade R classes, support systems must be in place and relevant resources need to be allocated.

The support documents are only available in English and Afrikaans. There are no examples of how to teach phonological awareness to Setswana learners. Such examples are crucial, because the structure of Setswana differs from Afrikaans and English.

Teachers need professional development, because they need knowledge about phonological awareness and relevant teaching activities, to enable them to implement a sustainable programme of phonological awareness.

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7.4.2 Teacher training institutions

The results of this study have implications for teacher training institutions. Teacher training programmes have a responsibility to stay informed about the latest scientific research-based teaching activities and these should be included in training programmes. The results of this study indicate that teachers need knowledge about phonological awareness and relevant teaching activities; therefore it should be included in all teacher training programmes for the Foundation Phase.

7.4.3 The schools

To ensure quality education, schools will have to revisit their language policies. To enrol learners who are not fluent in their mother tongue, to start their education in a second language has serious implications for the learners' literacy development.

The importance of grade R should be reflected in the school's budget. Resources should be allocated to equip the classroom and outside play area.

7.5 CONTRIBUTION OF THE STUDY

This study falls within the sub-programme: Reading Literacy Within Diverse Teaching-Learning Environments. It addresses an aspect that is specifically focussed on in Project 1: Early Childhood Education: Preschool through Foundation Phase, namely teachers' lack of preparedness and training with regard to teaching phonological awareness in Grade R. This study contributes the following to the scientific knowledge base of literacy instruction in Grade R.

The main contribution of this study is the development of a teacher training programme in English, Afrikaans and Setswana. This teacher training programme is a researched based, direct, explicit, systematic teacher training programme, with teaching resources. This programme supports the implementation of instructional practices relevant to phonological awareness in grade R classrooms. It further provides teachers with scientific evidence-based knowledge of phonological awareness and enhances preparedness to teach phonological awareness.

The content of the training may differ in order to comply with the different needs that exist in quintile one through to quintile five schools. The circumstances, regarding number of learners in classrooms, availability of teaching resources, as well as initial teacher training of these teachers differs very much. For example, the large number of learners in the classrooms of quintile four and five schools calls for explicit

training in classroom management and group work. Whereas the teachers from the quintile one schools need training in the correct choice and application of learning and teaching support material.

The study also identified limitations and made suggestions about improvements on the current teacher support documents provided by the DoBE, regarding the teaching of phonological awareness in grade R.

Firstly, all the support documents need to make a clear distinction between the essential concepts phonological awareness, phonemic awareness and phonics. This is extremely important, because if children are introduced to phonics (which includes the visual recognition of letters) *before* phonological awareness (which includes the aural recognition of sounds) is well established; it impedes the development of reading skills (Torgesen and Mathes, 2000). Should learners need intervention, phonological awareness activities are certainly one of the components to be utilized.

One of the purposes of phonological awareness is the early identification of learners that might have reading problems (Lyon et al., 2003). If these learners are identified in grade R, early intervention can prevent reading problems. The sequence in which phonological awareness activities are taught is extremely important, because the acquisition of easier phonological awareness tasks (like dividing sentences into words) supports more complex phonemic awareness tasks (like dividing words in sounds).

Teachers need to be aware of the progression from phonological awareness to phonics to ensure that they focus on phonological awareness before moving on to phonics teaching.

Secondly, *Foundations for learning: Government Gazette 30880* and the *Laying solid foundations for learning grade R kit* lack explicit time frames in the daily programme for literacy teaching in grade R.

7.6 RECOMMENDATIONS FOR SUPPORT DOCUMENTS AND FUTURE RESEARCH

The following recommendations will contribute to the implementation of phonological awareness in grade R and ultimately to improve literacy learning outcomes – not only in grade R, but in the Foundation Phase.

7.6.1 Limitations that need to be addressed in the teacher support documents

The four limitations were discussed in section 5.5 and section 7.5.2. The following are recommendations for adjustments:

7.6.1.1 National Curriculum Statement Grades R-9

Two changes to this document are suggested:

i. Learning outcomes and assessment standards should be complemented with developmentally appropriate activities to implement in the grade R class. Although the outcomes and assessment standards give specific guidelines to teachers, teachers often struggle to translate these into developmentally appropriate activities for grade R learners. In Appendix G 1, the unchanged learning outcomes and assessment standards are supplemented with developmentally appropriate activities.

ii. **Limitation one** (as formulated earlier): the use of the terminology, namely phonological awareness, phonemic awareness and phonics is not interchangeable. It is essential for teachers to realize the difference between phonological awareness, phonemic awareness and phonics (cf. 2.6). To provide a solid foundation for reading acquisition, phonological awareness should be taught in a sequence where previous learning experiences support the learning of new knowledge. Studying the following two assessment standards, it is clear that the distinction between phonological awareness, phonemic awareness and phonics is not clear enough; neither is the progression of activities made explicit. Suggestions for possible amendments are provided in Table 7.1:

TABLE 7.1
Suggested changes to NCS

Original document	Suggested changes

• Learning Outcome 1: LISTENING; Assessment Standard 4: Develops **phonic awareness.**
 	
  - Recognises that words are made up of sounds.
  - Distinguishes between different sounds, especially at the beginning and end of words.
  - Segment oral sentences into individual words (using words of one syllable at first).
  - Segments spoken multi-syllabic words into syllables (e.g. ba-na-na) using clapping/drumbeats.
  - Recognise some rhyming words in common rhymes and songs such as "We're going to the zoo, zoo, zoo; You can come too, too, too."
	• Learning Outcome 1: LISTENING; Assessment Standard 4: Develops **phonological awareness:**
	
	  - Divide sentences into mono-syllabic words, e.g. Sue drinks her milk.
	  - Divide compound words into syllables, e.g. Hand-bag; tooth-brush; motor-bike; cup-cake.
	  - Divide multi-syllabic words into syllables, e.g. E-le-phant; um-brel-la; but-ter-fly.
	  - Rhyming words, e.g. house + mouse; hat + cat; door + floor; tap + cap; ball + wall.
	  - Initial sounds, e.g. Words that start with /s/: Sun; six; sand; sock; star; shoe; snake.
	  - Ending sounds, e.g. Words that end with /t/: Cat; net; set; plant; hot; hat.

• Learning Outcome 3: READING AND VIEWING; Assessment Standard 5: Begins to develop **phonic awareness**:
 	
  - Recognises initial consonant and short vowel sounds.
  - Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with.
  - Recognises some rhyming words in common rhymes + songs such as "We're going to the zoo, zoo, zoo; You can come too, too, too."
	• Learning Outcome 3: READING AND VIEWING; Assessment Standard 5: Begins to develop **phonemic awareness:**
	
	  - Phoneme isolation, e.g. /c/ /a/ /r/; /h/ /e/ /n/; /p/ /e/ /n/; /m/ /a/ /n/.
	  - Phoneme identity, e.g. I can hear /f/ in: follow; cough; deaf.
	  - Phoneme categorization, e.g. Hat; house; dog; hand.
	    Children recognise the word in a set of three/four words that has the ‚odd' sound. Group pictures of the four words, let the children pronounce each word and recognize the ‚odd' beginning sound.
	  - Phoneme blending, e.g. /c/ /a/ /t/ = cat.
	  - Phoneme segmentation, e.g. Hat = /h/ /a/ /t/.
	  - Phoneme deletion, e.g.
	  - Beginning sounds: Say mat, without /m/.
	  - Ending sounds: Say goat, without /t/.
	  - Phoneme addition, e.g.
	  - Beginning sounds: What did I add to loss, to get floss?
	  - Ending sounds: What did I add to wind, to get window?
	  - Phoneme substitution, e.g. Sit, sat; cat, cot; get, got; mat, met; luck, lick.

7.6.1.2 Foundations for learning: Government Gazette 30880

The following limitations are identified: one (misinterpretation of concepts), two (lack of explicit time frames for literacy teaching) and three (lack of daily phonological awareness teaching activities). Another limitation in this document is that recommendations for grade R are totally omitted. Grade R is mentioned on pages six (regarding progress reports), eight (about time allocations), and 23 (to promise enhanced support to teachers, parents and caregivers) in this document, but further references to grade R are excluded from this document.

The NCS expects grade R teachers to spend 1 hour 50 minutes on literacy instruction. This should be reflected in the daily programme. This document should guide grade R teachers in this regard. Teaching in a grade R class should take place in an integrated manner. Teachers should therefore adhere to the prescribed time for literacy and they should know what they are teaching and when they should be teaching it. It is also important that teachers know what activities are suitable for teaching in grade R classes and what learning and teaching support materials should be used. Please see Appendix G 2 for possible amendments to this document.

7.6.1.3 Foundations for learning: Assessment framework grade R

This support document provides teachers with useful information on the design of assessment tasks. This document indicates that a teacher should have a page per assessment task, per learner, which adds up to 16 literacy assessment „pages' in each learner's portfolio. Considering the fact that there are sometimes 55 learners in a class, it adds up to an enormous amount of paperwork.

The purpose of assessment is twofold, monitoring learners' progress and adjusting teaching accordingly. I suggest that the 16 literacy assessment tasks that have to be conducted annually should be simplified. This will enable teachers to see progression and know what activities should be included in their lesson plans. Another advantage of having all the information on one page is that learners that need support can be identified immediately and supported accordingly. The recommended literacy assessment tasks are checklists to enable teachers to see at a glance which learners need support and with what literacy component. It is recommended that teachers use these literacy assessment tasks at least once every two weeks. This practice corresponds with continuous assessment in the *NCS*.

In the design of the 16 literacy assessment tasks, the given milestones of *Foundations for learning: Assessment framework grade R*, were utilized, but adjustments were made to include activities for phonological awareness (cf. Appendix G 3).

7.6.1.4 Laying Solid Foundations for learning Grade R kit

This kit provides two support documents for teachers: *Teacher's guide* and *Lesson plans and assessment*.

The *Teacher's guide* is a document that provides information that is applicable to grade R classes and very useful to teaching in grade R. However, the *daily plan* (p.7) does not adhere to the prescriptive time for literacy activities in grade R. This daily planner also doesn't direct teachers to know when they are teaching literacy. Consult Appendix G 2 for recommendations about a daily programme that indicates the teaching activities and relevant teaching time.

This is the first document that mentions phonological awareness (p.20), but teachers need more detailed information to realize the importance of phonological awareness and how to implement it.

The *Lesson plans and assessment* provides teachers with clear directions on teaching, however teachers cannot easily link this to the learning outcomes, assessment standards or milestones provided in the *NCS* and *Foundations for learning: Assessment framework grade R*.

Initially, the *phonics focus* is one letter every two weeks, but from week 15 it increases to two letters every two weeks. Although there are some phonological awareness activities like segment names into syllables, identifying beginning sounds (weeks 1-40) and final sounds (week 27), this is not adequate to provide a solid foundation for reading acquisition. According to Schuele and Boudreau (2008), phonological awareness should be taught in a sequence where previous learning experiences support the learning of new knowledge.

If phonological awareness assists learners in reading acquisition, then it should be taught in such a way that spoken language is linked to written language (cf. 2.1 and 7.1). The importance of phonological awareness is seen in the fact that alphabetic script makes little sense to a child who does not realize that words are composed of sounds.

Teachers should be provided with a systematic, explicit programme to teach phonological awareness (Brown, 2007). Schuele and Boudreau (2008) encourage

specific, explicit instructional experiences in kindergarten (grade R) and first grade. Such instruction provides greater proficiency in phonological awareness skills. The teaching of phonological awareness must therefore be purposeful (providing a foundation for future reading skills) and teachers must be provided with a scientifically based programme that will inform them what to do and when to do it (cf. 2.9.2).

Although the programme in the *Teachers' guide* provides teachers with some direction, it needs to be adapted to include systematic phonological awareness activities with progression, to enhance reading acquisition.

According to this support document, a lot of time should be spent on the correct formation of letters, something that is not mentioned in the assessment standards of the *NCS* or *Foundations for learning: Assessment framework grade R.* Therefore, time is wasted on inappropriate activities, not prescribed for grade R.

7.6.2 Future research

The data of this study identified an area that needs serious attention. This is the large class sizes and the age of learners that obtain admission to grade R.

One of the researcher's concerns, defined in chapter one, was that of class size. The research results confirmed that quality teaching in the Foundation Phase cannot take place in an overcrowded grade R class. This increasing phenomenon needs to be investigated to determine what encourages this practice and what practical solutions can be given to teachers forced to teach under these circumstances.

Quality education is dependent on a limited number of learners per teacher. For example, phonological awareness is best taught in small groups of six learners. According to the IRA (1995), young learners benefit most from being taught in small groups or individually, because there are such a wide range of individual differences amongst learners. They recommend a small class size to increase the likelihood that the teachers will be able to accommodate children's diverse abilities and interest, strengths and needs.

Five of the participating classes were huge. There were respectively 54; 70; 63; 48 and 55 learners in these classes. It was a challenge to convince teachers to work with learners individually and in small groups. Having 54 learners sit relatively quietly while the teacher is talking – simply is not teaching, because no learning takes place. During the coaching phase the researcher had to demonstrate this teaching activity, because it was not familiar to the teachers. It was hard to convince them that there are some

activities (like playing with clay, building with construction material, paging through books, drawing pictures, painting pictures and playing numeracy games) that can be done without the teacher's constant supervision. Once they grasped this new idea, their lives became a lot easier and they could attend to six learners in a small group, teaching phonological awareness.

7.7 CONCLUSION

Quality teaching in the early years is of critical importance to provide a solid foundation for learning. Learning to read is a crucial prerequisite for future success and learning. Moreover, learning to read and write is one of the most important and powerful achievements in life.

Phonological awareness skills are the strongest predictors of later reading achievement. Research reveals that they are among the first, fundamental skills that all children need to master for successful reading as they progress through school. Teachers can effectively teach these skills through play-based teaching activities and with appropriate learning and teaching support material that enhance the learning of phonological awareness skills.

The contribution of this study, a research-based teacher training programme (in English, Afrikaans and Setswana)*,* with a scientific knowledge base and relevant LTSM enables teachers to implement phonological awareness in grade R classes, thus providing a solid foundation for literacy learning.

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APPENDIX A

Phonological Awareness

The purpose of the questionnaire is to establish teachers' in-depth knowledge of the importance of phonological awareness in teaching emergent literacy.

Part 1: Personal Details
Your name and surname/or pseudonym if you wish to stay anonymous.

Training:

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:	

Teaching experience:

0-5	5-10	10-15	15-20	20-25	25-30	30-35	35-40	40-45

Age:

20-25	25-30	30-35	35-40	45-50	50-55	55-60	60-65

Part 2: Knowledge

1. Explain your understanding of: "Phonological awareness".

_____

_____

_____

2. Name the activities that you use to teach phonological awareness.

_____

_____

_____

3. In your opinion, what skills do grade R-learners need in order to achieve success in learning to read in the foundation phase?

_____

_____

_____

4. List the teaching and learning support material that you use to teach phonological awareness.

_____

_____

_____

5. Please provide an example of the following:
- Phoneme isolation: _____
- Phoneme identity: _____
- Phoneme categorization:_____
- Phoneme blending: _____
- Phoneme segmentation: _____
- Phoneme deletion: _____
- Phoneme addition: _____
- Phoneme substitution: _____

APPENDIX B 1

Individual Interviews

CLASS MANAGEMENT

1. According to the policy of the Department of Basic Education, how much time should be spent daily on teaching literacy skills in grade R?
2. What amount of time are you currently spending daily on teaching literacy skills?
3. How does literacy fit into your daily teaching programme?

ACTIVITIES

4. How do you include movement and physical activity while teaching phonological awareness?
5. What activities do you use to teach phonological awareness?
6. Do you make learners aware of rhyme and similar sounds while teaching phonological awareness?
7. Do you make use of worksheets or workbooks while teaching?
8. Do you teach learners to name the alphabet?

TEACHING AND LEARNING SUPPORT MATERIAL

9. Do you use pictures when telling stories?
10. Do you allow the learners to use the pictures when they retell the stories?
11. Do you read stories every day?
12. When reading stories, do you make learners aware of the meaning of the written words?
13. Are storybooks freely available to the learners?
14. Do you make use of Big Books when telling stories?
15. Do you allow learners to talk freely during free play activities in class?
16. Do you reflect on each lesson to ensure that the set learning outcomes are reached?

DoBE TEACHER SUPPORT DOCUMENTS

17. Have you read or received training on any of the following?
    o National Curriculum Statement Grades R-9
    o Foundations for learning: Government Gazette 30880

- Foundations for learning: Assessment framework grade R
- Laying solid foundations for learning grade R kit

18. Do you have access to these documents?

ASSESSMENT

19. How do you assess the progress of learners?

20. How do you record assessments?

21. How do you report assessments?

TEACHERS' PERCEPTIONS: PROFESSIONAL DEVELOPMENT

22. Do you feel that support from the DoBE, regarding professional development is sufficient?

TEACHERS' PERCEPTIONS: PREPAREDNESS TO TEACH

23. Do you feel that you are adequately prepared to teach phonological awareness?

APPENDIX B 2

Focus Group Interviews

CLASS MANAGEMENT

1. According to the policy of the Department of Basic Education, how much time should be spent daily on teaching literacy skills in grade R?

2. Suppose you could decide on how much time should be spend on literacy, what do you think would be adequate.

3. What amount of time did you spend daily, this week, on teaching literacy skills?

4. What do you think about the suggested daily programme?

ACTIVITIES

5. Did you include movement and physical activity while teaching phonological awareness? In which way?

6. What activities did you use to teach phonological awareness?

7. Did you make learners aware of rhyme and similar sounds while teaching phonological awareness? What were the learners' reactions?

8. Did you make use of worksheets or workbooks while teaching? If not, why not.

9. Did you teach learners to name the alphabet? If so, in what way? Could they name the letters of the alphabet?

TEACHING AND LEARNING SUPPORT MATERIAL

10. Did you use pictures when telling stories? How did you use it? Why did you use it?

11. Did you allow the learners to use the pictures when they retell the stories? What do you think of this activity?

12. Did you read stories every day? Do you think reading stories in a grade R class serves a purpose? If so, what is the purpose?

13. When reading stories, did you make learners aware of the meaning of the written words?

14. Were storybooks freely available to the learners?

15. Did you make use of Big Books when telling stories?

16. Do you allow learners to talk freely during free play activities in class? How did you experience it? Do you think it serves a purpose?

17. Did you reflect on each lesson to ensure that the set learning outcomes were reached?

DoBE TEACHER SUPPORT DOCUMENTS

18. Did you find the training on the support documents useful? Which document had the biggest input on your teaching activities?
    - National Curriculum Statement grade R-9.
    - Foundations for learning: Government gazette 30880.
    - Foundations for learning: Assessment framework grade R.
    - Laying solid foundations for learning: Grade R kit.

19. You had access to these documents. Did you ever, during the past six weeks, refer to them?

ASSESSMENT

20. How did you assess the progress of learners?
21. Did you record assessments?
22. How did you report assessments?

TEACHERS' PERCEPTIONS: PROFESSIONAL DEVELOPMENT

23. Do you feel that the training provided was sufficient to improve the literacy activities in your class?
24. Suppose we could redo the training. What would you like to (a) include additionally (b) exclude?
25. Do you think that all teachers might benefit from similar training?

TEACHERS' PERCEPTIONS: PREPAREDNESS TO TEACH

26. Do you feel that you are better prepared to teach phonological awareness?
27. Do you feel that support from the DoBE, regarding professional development is sufficient?

Teacher consent of participation

STUDY TITLE:

Teacher knowledge and implementation of phonological awareness in grade R.

STUDY PURPOSE AND RATIONALE:

To investigate the current knowledge teachers have about phonological awareness and how phonological awareness is implemented in grade R classrooms. Findings from this research may help teachers to better understand literacy teaching activities in grade R classrooms.

INCLUSION/EXCLUSION CRITERIA:

Participants consist of teachers from Lichtenburg, and the adjacent towns, Koster, Coligny and Boikutso, North West Department of Basic Education. All the teachers teach in grade R class at a primary school site and they are qualified for teaching grade R learners.

PARTICIPATION PROCEDURES AND DURATION:

- Two questionnaires to be completed approximately 20 minutes each.
- Two interviews of approximately 45 minutes each.
- Three days of training (interactive workshops) approximately 6 hours each.
- Two observations of teaching activities in the classroom, approximately 4 hours each.
- Questionnaires will be completed after school hours.
- The first interview will be one-on-one and the second one a focus-group interview. Both will be conducted after school hours.
- Training will be provided each day 10:00-13:00 and 14:00-17:00.
- Observation of teaching activities in the classroom, 8:30-12:30.

DATA CONFIDENTIALITY OR ANONYMITY:

All data will be maintained as confidential and no identifying information such as names will appear in any publication or presentation of the data.

STORAGE OF DATA:

Paper data will be stored in a locked steel cabinet in the researcher's office and will then be destroyed after six months. The data will also be entered into a software programme and stored on the researcher's password-protected computer for one year and then deleted.

RISKS OR DISCOMFORTS:

No possible risks to participants are envisaged. However, in the event of questions that may be perceived as threatening or causing discomfort, participants may decline to answer such questions without providing any reason for doing so.

BENEFITS:

One benefit teachers may gain from participating in this study is enriching teaching activities, to enhance emergent literacy skills

VOLUNTARY PARTICIPATION:

Participation in this research is completely voluntary. Participants may at any stage, refuse to participate and or withdraw at any time.

CONTACT INFORMATION:

The research is conducted by Doctoral student, Elsabé Wessels, under the supervision of Prof. Carisma Nel, from the School of Educational Sciences: North-West University, Potchefstroom Campus. Prof. Nel can be reached at 018 299 1854 (o/h) for questions regarding this research project. This research has been ethically approved by the North West Ethics Committee (NWU-00069-09-A2).

CONSENT:

I, _____, agree to participate in this research project entitled, *Teacher knowledge and implementation of phonological awareness in grade R*. I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my consent to participate. I understand that 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 (described on the previous page) in this study.

_____ _____

Name   Signature

_____

Date

APPENDIX C 2

Primary school consent of participation

RESEARCHER: Wessels, E.

TITLE OF RESEARCH PROJECT:

Teacher knowledge and implementation of phonological awareness in grade R.

PURPOSE OF THE RESEARCH:

To investigate the current knowledge teachers have about phonological awareness and how phonological awareness is implemented in grade R classrooms.

DURATION:

- Two questionnaires to be completed approximately 20 minutes each.
- Two interviews of approximately 45 minutes each.
- Three days of training (interactive workshops) approximately 6 hours each.
- Two observations of teaching activities in the classroom, approximately 4 hours each.

PROCEDURES:

- Questionnaires will be completed after school hours.
- The first interview will be one-on-one and the second one a focus-group interview. Both will be conducted after school hours.
- Training will be provided each day 10:00-13:00 and 14:00-17:00.
- Observation of teaching activities in the classroom, 8:30-12:30.

POSSILE RISKS:

No possible risks to participants are envisaged. However, in the event of questions that may be perceived as threatening or causing discomfort, you may decline to answer such questions without providing any reason for doing so.

BENEFITS:

One benefit teachers may gain from participating in this study is enriching teaching activities, to enhance emergent literacy skills.

VOLUNTARY PARTICIPATION:

Participation in this research is completely voluntary. You may at any stage, refuse to participate and or withdraw at any time.

CONFIDENTIALITY:

All data will be maintained as confidential and no identifying information such as names will appear in any publication or presentation of the data.

CONTACT:

The research is conducted by a Doctoral student, Elsabé Wessels, under the supervision of Prof. Carisma Nel, from the School of Educational Sciences: North-West University, Potchefstroom Campus. Prof. Nel can be reached at 018 299 1854 (o/h) for questions regarding this research project. This research has been ethically approved by the North West Ethics Committee (NWU-00069-09-A2).

CONSENT:

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

_____   _____

Name   **Signature**

_____

Date

Institution consent of participation:

ISC Area Project Office

STUDY TITLE:

Teacher knowledge and implementation of phonological awareness in grade R.

STUDY PURPOSE AND RATIONALE:

To investigate the current knowledge teachers have about phonological awareness and how phonological awareness is implemented in grade R classrooms. Findings from this research may help teachers to better understand literacy teaching activities in grade R classrooms.

INCLUSION/EXCLUSION CRITERIA:

Participants consist of teachers from the Lichtenburg, Central District in the North West Department of Basic Education. All the teachers teach in grade R class at a primary school site and they are qualified for teaching grade R learners. The following schools agreed to participate:

- One English school.
- Four Afrikaans schools.
- Eight Setswana schools.

PARTICIPATION PROCEDURES AND DURATION:

- Two questionnaires to be completed approximately 20 minutes each.
- Two interviews of approximately 45 minutes each.
- Three days of training (interactive workshops) approximately 6 hours each.
- Two observations of teaching activities in the classroom, approximately 4 hours each.

PROCEDURES:

- Questionnaires will be completed after school hours.

- The first interview will be one-on-one and the second one a focus-group interview. Both will be conducted after school hours.

- Training will be provided each day 10:00-13:00 and 14:00-17:00.

- Observation of teaching activities in the classroom, 8:30-12:30.

DATA CONFIDENTIALITY OR ANONYMITY:

All data will be maintained as confidential and no identifying information such as names will appear in any publication or presentation of the data.

STORAGE OF DATA:

Paper data will be stored in a locked steel cabinet in the researcher's office and will then be destroyed after six months. The data will also be entered into a software programme and stored on the researcher's password-protected computer for one year and then deleted.

RISKS OR DISCOMFORTS:

No possible risks to participants are envisaged. However, in the event of questions that may be perceived as threatening or causing discomfort, participants may decline to answer such questions without providing any reason for doing so.

BENEFITS:

One benefit teachers may gain from participating in this study is enriching teaching activities, to enhance emergent literacy skills.

VOLUNTARY PARTICIPATION:

Participation in this research is completely voluntary. Participants may at any stage, refuse to participate and or withdraw at any time.

CONTACT INFORMATION:

The research is conducted by Doctoral student, Elsabé Wessels, under the supervision of Prof. Carisma Nel, from the School of Educational Sciences: North-West University, Potchefstroom Campus. Prof. Nel can be reached at 018 299 1854 (o/h) for

questions regarding this research project. This research has been ethically approved by the North West Ethics Committee (NWU-00069-09-A2).

CONSENT:

I, _____, agree to participate in this research project entitled, *Teacher knowledge and implementation of phonological awareness in grade R*. I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my consent to participate. I understand that 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 (described on the previous page) in this study.

_____   _____

Name   **Signature**

_____

Date

Teachers'

book to teach

PHONOLOGICAL

AWARENESS

ENGLISH

PHONOLOGICAL AWARENESS

Progression of activities

Stage	Activity	Page

1. Sentences	• Segment sentences into words
	• Extend sentences
	• Build a story
	• Know characteristics of a sentence:
	   o Capital letter
	   o Spaces between words
	   o Full stop
	• Count the words in a sentence
		254

2. Words	• Define words according to function Something to eat with? Spoon, fork. • I spy with my little eye… • Build a sentence • Listen to words in sentences, unpack blocks • Substitute words in sentences	256
3. Compound words	• Segment two-syllable compound words and clap hands with each syllable • Delete syllables in compound words *Say toothbrush, without tooth*	257
4. Words into (2) syllables	• Segment two-syllable words + names and clap hands with each syllable	259
5. Words into (3 or more) syllables	• Segment multi-syllabic words + names and clap hands with each syllable	261
6. Rhyme	• Read/say nursery rhymes • Judge rhymes • Match rhymes • Odd-one-out rhymes • Make own oral rhymes, like: *The boys play with toys.*	263
7. Initial sounds	• Own name • Say words that start with the same sound: *Axe, arm, ant, apple*	266
8. Final sounds	• Own name • Say words that end with the same sound: *Mask, duck, book, neck.*	269
Add words to the pictures		
9. Segment initial sounds	• Own name /c/ar; /c/omb; /c/up; /c/at.	271
10. Segment final sounds	• Own name ca/p/; sto/p/; soa/p/; ta/p/.	275
11. Phoneme isolation: Children recognise individual sounds in words.	/h/ /a/ /t/; *Car; hen; pen; man; pot; ant; cat; hat; sun; six.*	278

PHONOLOGICAL AWARENESS

Teaching activities

PHONOLOGICAL AWARENESS
Progression of activities

1. Sentences

- Know characteristics of a sentence:
  - Capital letter
  - Spaces between words
  - Full stop
- Segment sentences into words
- Count the words in a sentence
- Count the words in a sentence
- Extend sentences
- Describe a picture: The teacher presents a large picture and learners take turns to each make a sentence in connection with the picture. Teacher scribes the words.
- Draw a picture of the rhyme/story. Teacher scribes the rhyme/story on the picture.
- Build a story: Learners sit in a circle and the teacher explains that they are going to build a story. She begins the story by giving the first sentence and then throws a bean bag to the learner who should continue. This learner has to add a sentence and once his/her sentence is completed, they can decide whom to throw the bean bag to. The learners observe that a story consists of a number of sentences. The teacher transcribes the story, explaining that each story has an introduction (which explains where a story „happens'), a problem and solution as well as an end. The next day each learner receives a blank booklet and illustrates one page a day.

I have a black cat.

Sue eats a pear.

Please drink your milk.

Bob likes his bike.

2. Words

- Define words according to function:
  - Something to eat with? Spoon, fork.
- I spy with my little eye…
  - Something which is white, a square and with blue and red paint on it. *Picture*
- I think about something…
  - I can eat it on a sunny day. It tastes sweet and it is cold. It is white and can be on a cone or in a bowl. *Ice cream.*
- Build a sentence: Learners sit in a circle and the teacher explains that they are going to build a sentence. She begins the sentence by giving the first word and then throws a bean bag to the learner who should continue. This learner has to add a word and can then decide whom to throw the bean bag to. The learners observe that a sentence is compiled by a number of words. The teacher transcribes the sentence, making learners aware that the sentence starts with a capital letter, have spaces between the words and ends with a full stop. Sentences can be cut apart and learners then count the words.
- Listen to words in sentences, unpack blocks: Each learner has blocks and they unpack the same amount of blocks as words that they hear in a sentence. For example, a sentence like: *John walks to school*, would allow the learner to unpack four blocks. The teacher should use monosyllabic words and extends the sentences gradually.
- Substitute words in sentences: Start with a short sentence like *I eat bread*. Learners unpack three blocks. The teacher explains that the last word will be substituted (learners can also make suggestions). New sentences like *I eat meat*; *I eat sweets*, can be derived. Sentences can even be extended and then learners should add blocks to indicate that the sentences are longer.

3. Compound words

- Segment two-syllable compound words and clap hands with each syllable.
- Delete syllables in compound words, e.g. Say *toothbrush*, without *tooth*.
    1. bulldog
    2. cupcake
    3. doorbell
    4. hairbrush
    5. handbag
    6. lipstick
    7. necklace
    8. speedboat
    9. spotlight
    10. toothbrush

4. Words into two syllables

Segment two-syllable words + names and clap hands with each syllable.
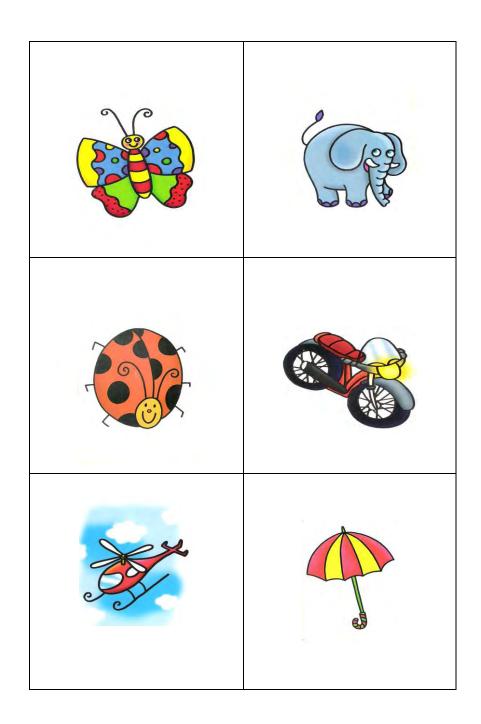
1. apple
2. candle
3. fairy
4. jersey
5. monkey
6. present
7. table
8. trumpet
9. window
10. Mary; Andrew; Susan

5. Words into three or more syllables

Segment multi-syllabic words + names and clap hands with each syllable.

1. butterfly
2. elephant
3. helicopter
4. ladybird
5. motorbike
6. umbrella
7. Aiden-Lee; Muhammed; Mary-Anne

6. Rhyme

Initially teach learners 5 rhyming pairs and extend when they understand.

E.g.: 1. house + mouse; 2. hat + cat; 3. door + floor; 4. tap + cap; 5. ball + wall.

- Read/say nursery rhymes.

  The teacher can whisper the non-rhyming words and say the rhyming words out loud, e.g.

  > Hickory, dickory DOCK
  >
  > The mouse ran up the CLOCK
  >
  > The clock stroke ONE
  >
  > The mouse ran DOWN
  >
  > Hickory, dickory, DOCK!
  >
  > Tick, TOCK!

- Judge rhymes

  Do *house* and *mouse* rhyme? Do *hat* and *floor* rhyme?

- Match rhymes

  Find a word that rhymes with:

  House, hat, door, tap, ball

- Odd-one-out rhymes

  Which one does not rhyme?

  Floor; tap; door?

  Present pictures with words, encourage the learners say the words out loud and judge for themselves.
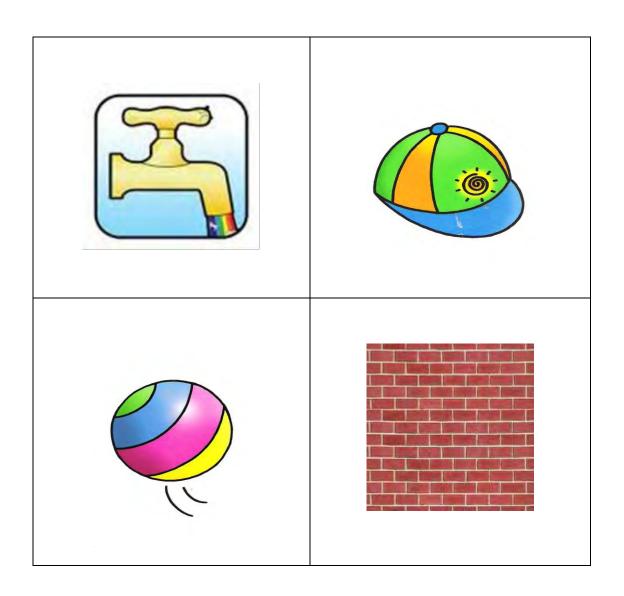
- Make own oral rhymes, like:

  The boys play with toys.

  In the house is a mouse.

  The cat wears a hat and chases the bat.

7. Initial sounds

- Own name

  Learners say: "My name is Michael and it starts with /m/."

  Learners can be divided into groups, e.g. everyone whose name starts with /t/ sits together, etc.

- Say words that start with the same sound:

  The first sound of axe is /a/:

  1. axe; arm; ant; apple

  2. car; comb; cup; cat

  3. fence; fire; fork; fish

  4. hand; hen; house; heart

  5. pen; pot; pin; pan

  6. red; rabbit; ring; rake

  7. sun; six; sock; star

  8. tap; tie; teeth; two

- Sing the following song on the tune of "Old McDonald":
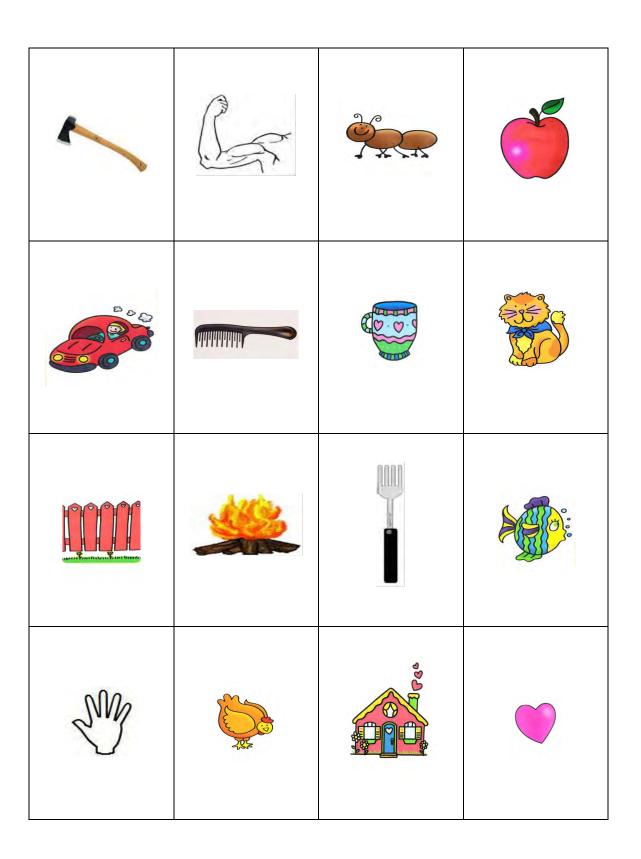
  With which sound do these words start? Apple, arm and axe.

  /a/ is the sound with which they start – apple, arm and axe.

  With an /a/, /a/, here and an /a/, /a/ there

  Here an /a/, there an /a/, everywhere an /a/, /a/,

  /a/ is the sound with which they start – apple, arm and axe.

8. Final sounds

- Own name

  Learners say: "My name is Michael and it starts with /m/, and ends with /l/."

- Say words that end with the same sound:

  The last sound of ask is /k/.

  1. mask; duck; book; neck

  2. cap; stop; soap; tap

  3. car; pear; sister; star

  4. cat; hat; goat; ant

9. Segment initial sounds
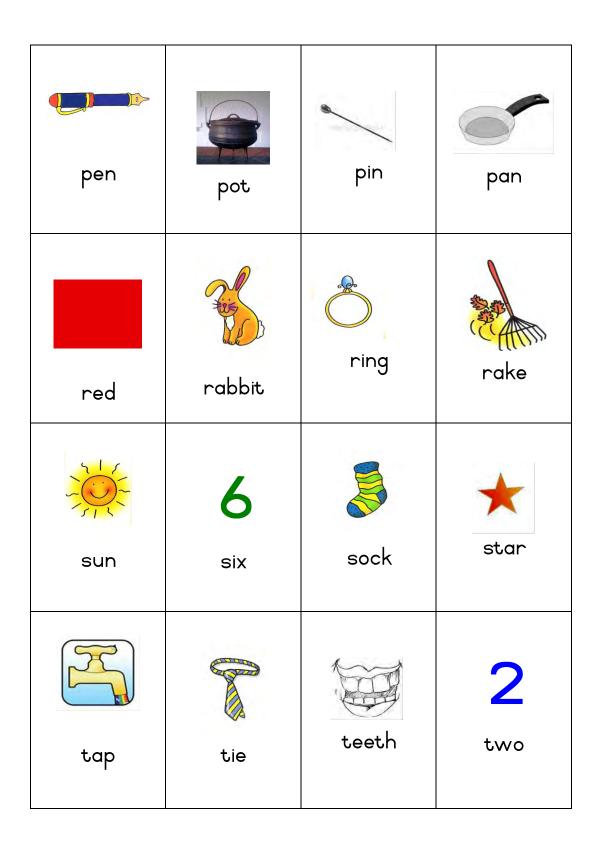
Use the same pictures as in 8 Initial sounds, but add words.

- Own name. Mary without /m/ is …ary.
- Say words without the initial sounds:

  Car without /c/ is …ar.

  1. /a/xe; /a/rm; /a/nt; /a/pple
  2. /c/ar; /c/omb; /c/up; /c/at
  3. /f/ence; /f/ire; /f/ork; /f/ish
  4. /h/and; /h/en; /h/ouse; /h/eart
  5. /p/en; /p/ot; /p/in; /p/an
  6. /r/ed; /r/abbit; /r/ing; /r/ake
  7. /s/un; /s/ix; /s/ock; /s/tar
  8. /t/ap; /t/oe; /t/eeth; /t/wo

- Make copies of the words:
  - Draw learners' attention to the beginning sounds that looks the same.
  - Cut of all /a/ sounds and pronounce the last parts, e.g. *apple* becomes *„pple.*
  - Let learners fit the words to the picture cards.

axe	arm	ant	apple
car	comb	cup	cat
fence	fire	fork	fish
hand	hen	house	heart

pen	pot	pin	pan
red	rabbit	ring	rake
sun	six	sock	star
tap	tie	teeth	two

axe	arm	ant	apple
car	comb	cap	cat
fence	fire	fork	fish
hand	hen	house	heart
pen	pot	pin	pan
red	rabbit	ring	rake
sun	six	sock	star
tap	tie	teeth	two

axe	arm	ant	apple
car	comb	cap	cat
fence	fire	fork	fish
hand	hen	house	heart
pen	pot	pin	pan
red	rabbit	ring	rake
sun	six	sock	star
tap	tie	teeth	two

10. Segment final sounds

Use the same pictures as in 9 final sounds, but add words.

- Own name. Natasha without /a/ is Natash.
- Say words that end with the same sound:

  The last sound of ask is /k/.
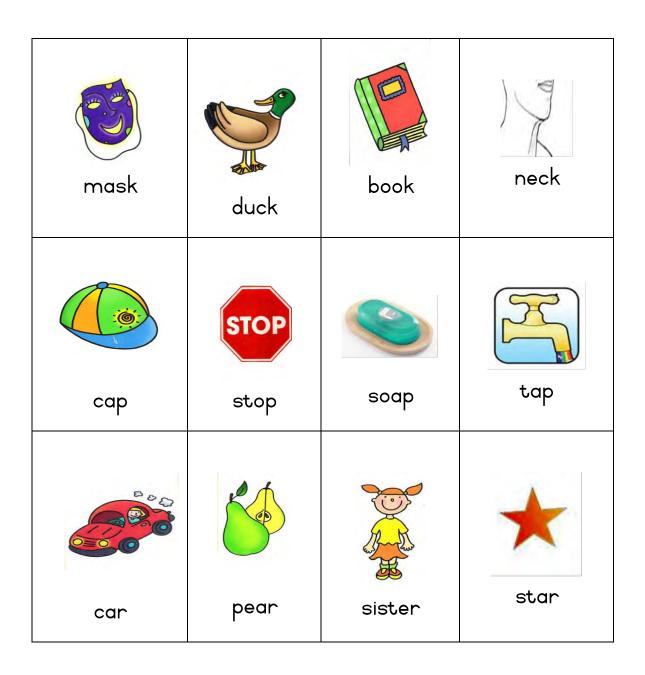
  1. mas/k/; duc/k/; boo/k/; nec/k/
  2. ca/p/; sto/p/; soa/p/; ta/p/
  3. ca/r/; pea/r/; siste/r/; sta/r/
  4. ca/t/; ha/t/; goa/t/; an/t/

- Make copies of the words:
  - Draw learners' attention to the ending sounds that look the same.
  - Cut of all /k/ sounds and pronounce the last parts, e.g. book becomes boo'.
  - Let learners fit the words to the picture cards.

mask	duck	book	neck
cap	stop	soap	tap
car	pear	sister	star
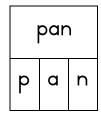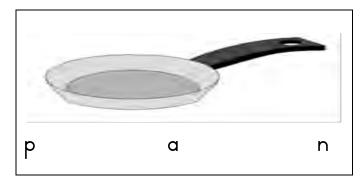
mask	duck	book	neck
cap	stop	soap	tap
car	pear	sister	star
cat	hat	goat	ant

mask	duck	book	neck
cap	stop	soap	tap
car	pear	sister	star
cat	hat	goat	ant
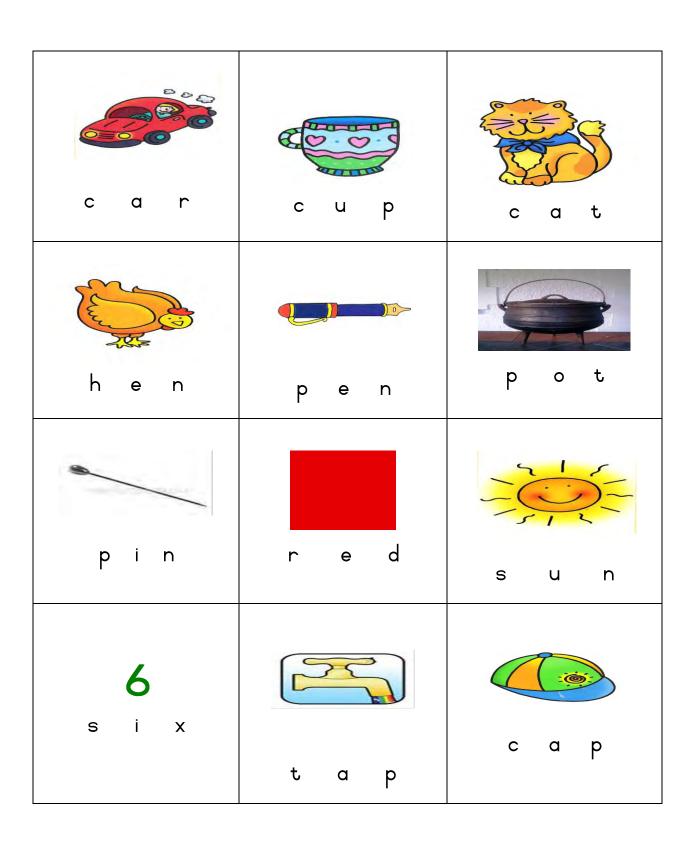
11. Phoneme isolation.

/c/ /a/ /r/
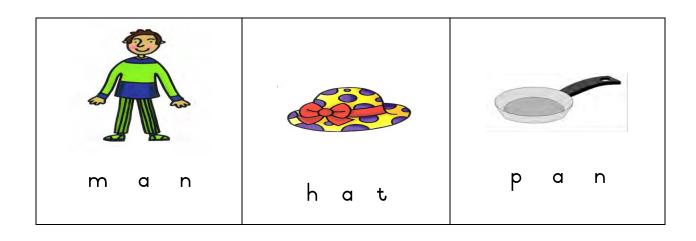
1. car;
2. cup;
3. cat;
4. hen;
5. pen;
6. pot;
7. pin;
8. pan;
9. red;
10. sun;
11. six;
12. tap;
13. cap;
14. man;
15. hat.

- Use the words with the pictures.
- Introduce the word with the picture, e.g.

pan		
p	a	n

- The pictures can be cut up to be used like a puzzle.
- The words can be cut up and learners should be allowed to play with the letters and try to build new words or their names.

c a r	c u p	c a t
h e n	p e n	p o t
p i n	r e d	s u n
6 s i x	t a p	c a p

m a n	h a t	p a n

car	cup	cat
hen	pen	pot
pin	red	sun
six	tap	cap
man	hat	pan
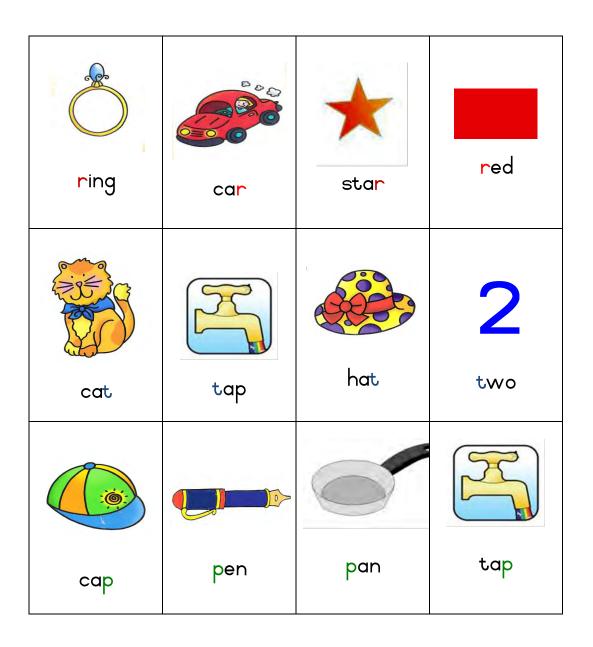
c	a	r	c	u	p	c	a	t
h	e	n	p	e	n	p	o	t
p	i	n	r	e	d	s	u	n
s	i	x	t	a	p	c	a	p
m	a	n	h	a	t	p	a	n

12. Phoneme identity.

Children recognise the same sounds in different words.

1. I can hear /r/ in: /r/ing; ca/r/; sta/r/; /r/ed
2. I can hear /t/ in: ca/t/; /t/ap; ha/t/; /t/wo
3. I can hear /p/ in: ca/p/; /p/en; /p/an; ta/p/

- Explain to learners that they should listen to the sound, anywhere in the word, it may be in the beginning or it may be at the end.
- As they progress in identifying the sounds they hear, ask them to add words.
- The teacher can scribe these words, indicating the desired sound, e.g. robot, dress, heart, pear.

ring	car	star	red
cat	tap	hat	two
cap	pen	pan	tap

<div align="center">

13. Phoneme categorization.

Use words from pages 272-274; 276-277.

</div>

Children recognise the word in a set of three/four words that has the „odd' sound. Group pictures of the four words, let the children pronounce each word and recognize the „odd' beginning/ending sound.

Beginning sounds:

1. axe; arm; cup; apple
2. car; comb; fork; cat
3. fence; fire; house; fish
4. hand; pin; house; heart
5. ring; pot; pin; pan
6. red; six; ring; rake
7. sun; six; sock; star
8. tap; toe; ant; two

Ending sounds:

1. mask; duck; clap; neck
2. cap; sister; clap; tap
3. car; ant; sister; star
4. cat; book; goat; ant

14. Blend and segment sounds

Use the pictures and words on p.279-281

- Game, Turtle talk: Learners pretend to be talking like turtles, very slow, so they can hear each sound.

  /c/ /a/ /r/ = car

  car = /c/ /a/ /r/

  1. car;
  2. cup;
  3. cat;
  4. hen;
  5. pen;
  6. pot;
  7. pin;
  8. pan;
  9. red;
  10. sun;
  11. six;
  12. tap;
  13. cap;
  14. man;
  15. hat.

15. Phoneme deletion: Initial sounds

- Start with the well known words and picture cards in 14; even if the end product is a non-sense word like *ar* or *ot.*
- Progress to the following aural activities:
  1. Say mat, without /m/.
  2. Say tan, without /t/.
  3. Say pat, without /p/.
  4. Say pin, without /p/.
  5. Say fan, without /f/.
  6. Say sad, without /s/.
  7. Say Sam, without /s/.
  8. Say lad, without /l/.
  9. Say fat, without /f/.
  10. Say tax, without /t/.
  11. Say pan, without /p/.
  12. Say slip, without /s/.

16. Phoneme deletion: Final sounds

- Start with the well known words and picture cards in 14; even if the end product is a non-sense word like *ca* or *cu.*
- Progress to the following aural activities:
    1. Say goat, without /t/.
    2. Say meal, without /l/.
    3. Say team, without /m/.
    4. Say heat, without /t/.
    5. Say soap, without /p/.
    6. Say road, without /d/.
    7. Say race, without /s/.
    8. Say wait, without /t/.
    9. Say gun, without /n/.
    10. Say beat, without /t/.
    11. Say boil, without /l/.
    12. Say meat, without /t/.

17. Phoneme addition: Initial sounds
Aural activities

1. Say an, but add a /f/ in front.
2. Say an, but add a /p/ in front.
3. Say an; but add a /m/ in front.
4. Say ap, but add a /c/ in front.
5. Say ap, but add a /t/ in front.
6. Say are, but add a /c/ in front.
7. Say at, but add a /c/ in front.
8. Say at, but add a /c/ in front.
9. Say at, but add a /h/ in front.
10. Say at, but add a /m/ in front.
11. Say ed, but add a /r/ in front.
12. Say en, but add a /h/ in front.
13. Say en, but add a /p/ in front.
14. Say ix, but add a /s/ in front.
15. Say lip, but add a /c/ in front.
16. Say lip, but add a /s/ in front.
17. Say nail, but add a /s/ in front.
18. Say ot, but add a /p/ in front.
19. Say tick, but add a /s/ in front.
20. Say up, but add a /c/ in front.
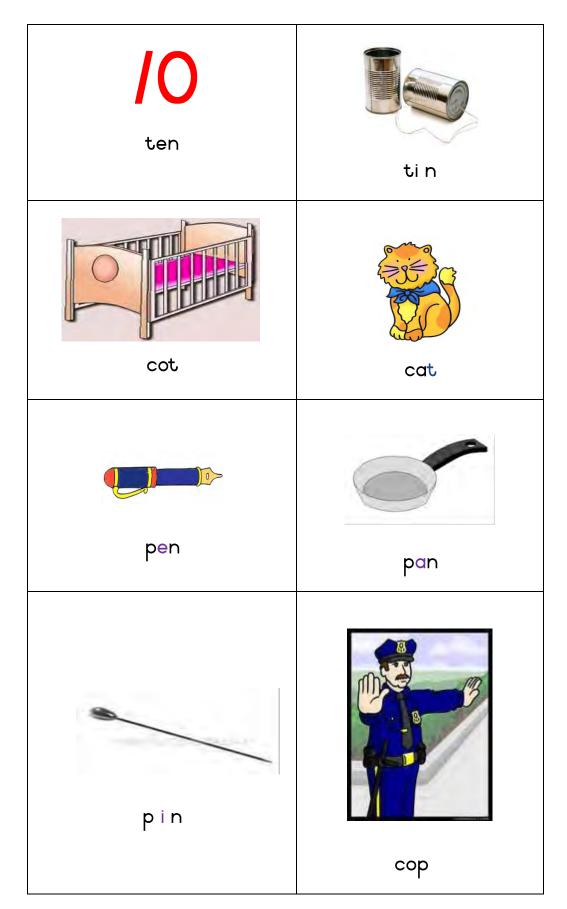
18. Phoneme addition: Final sounds
Aural activities
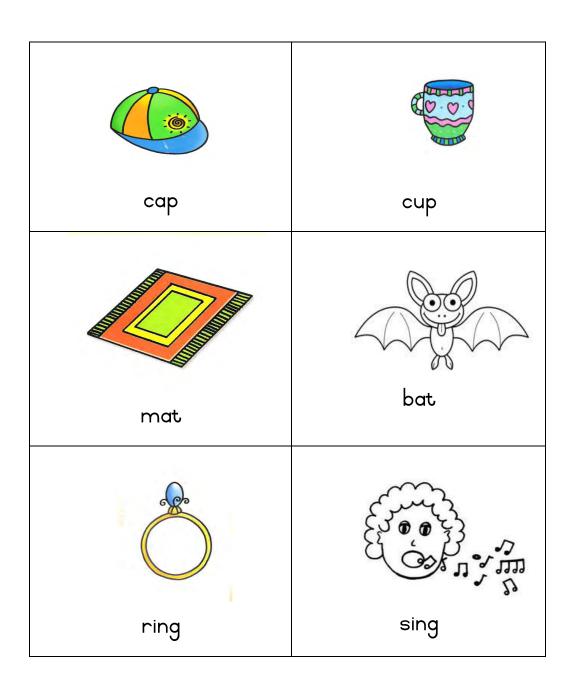
1. Say boy, but add a /l/ at the back.
2. Say go, but add a /t/ at the back.
3. Say he, but add a /t/ at the back.
4. Say so, but add a /p/ at the back.
5. Say me, but add a /t/ at the back.
6. Say row, but add a /d/ at the back.

19. Phoneme substitution

Use pictures with words and flash cards on p. 291- 293.

1. ten, tin;
2. cat, cot;
3. pen, pan, pin;
4. cap, cop, cup;
5. mat, cat, bat;
6. ring, sing.

10 ten	ti n
cot	cat
pen	pan
p i n	cop

cap	cup
mat	bat
ring	sing
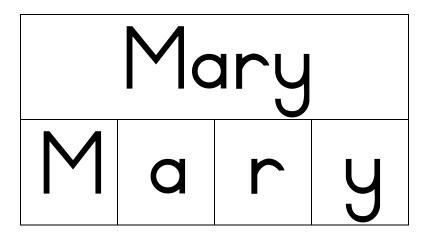
t__n	e	i	
c__t	a	o	
p__n	a	i	e
c__p	a	o	u
__at	m	c	b
__ing	r	s	

20. Manipulate phonemes in own name.

- Break own name into sounds, count the letters, name the sounds and blend to form own name.
- Play with letters and try to build or copy new words.
- Learners can also be taught to name the letters in their names, e.g. Mary.
  - The sounds of my name are /m/ /a/ /r/ /i/.
  - The names of the letters in my name are M A R Y.

Mary			
M	a	r	y

PHONOLOGICAL AWARENESS
Teaching activities

1. Theme discussion as a means of teaching phonological awareness

An exhibit of real, labelled items as well as colourful labelled pictures is made according to the theme of the learning programme. During the theme discussion the teacher would ask questions like:

- Lion starts with a /l/ and with what sound does it end?
- Whose name starts with a /l/?
- Whose name ends with a /n/?
- Can you think of other words that start with a /l/?
- Can you think of other words that end with a /n/?
- Long words like crocodile and hippopotamus are „chopped up' (while we talk like turtles) into: cro-co-dile and hip-po-po-ta-mus. The syllables are counted and we decide which word is the longest.

Duplicates of the labels are provided and learners have the opportunity to match the labels with the labels in the exhibition. This activity encourages learners to pay attention to other words and learners make spontaneous remarks like: "Leopard and lion both start with /l/."

Examples of pictures and labels for theme discussion

cheetah	buffalo	hippopotamus	leopard
elephant	giraffe	rhinoceros	lion
hippopotamus	lion	buffalo	cheetah
leopard	elephant	rhinoceros	giraffe

2. Storytelling as a means of teaching phonological awareness

Choose a story that contains examples of rhyming words; beginning or final sounds.

Step one involves paging through the book and discussing the pictures. The teacher ensures that all the learners understand the vocabulary and allow discussions and anticipations from the learners' about what they think is going to happen in the story. Discussions include concepts about print as well as the facial expression of the characters in the book and detail in the pictures. This activity creates a purpose for listening because the learners are curious about what is about to happen.

Step two involves the teacher reading the story, while pointing to the script and indicating the direction in which reading takes place. After the storytelling, the teacher asks questions to ensure that each learner knows the content of the story.

Step three involves the re-reading of the story on multiple days. While reading takes place, the beginning sounds or rhyme words are being emphasized by either speaking out louder when it is read or whispering. The pictures from the book can be duplicated to create individual pictures or story-cards.

Step four comprises the re-telling of the story with picture cards which are a duplicate of the story. The learner, who tells the story, has to arrange the story-cards in the correct sequence and may sit on the teacher's chair to tell the story to fellow learners.

Step five: By now, all the learners know the story by heart and use fantasy clothes or masks to dramatise the story.

Step six involves the learners in drawing a picture of the story and the teacher writes the words. In some cases the learners are provided with a blank book and they create their own drawings according to the story that they have learned.

This activity provides excellent opportunities to teach concepts of print. Learners write their own names on the front page, because they can be the author or illustrator of the book. The pages follow on one another and they experience that the pictures correspond with the words.

Examples of story-cards

Example of a book drawn by a learner

Goeie môre Paul polisieman. Het jy dalk my bok Bella gesien?
1

Goeie môre Ben brandweerman. Het jy dalk my bok Bella gesien?
2

Goeie môre verpleegster Fransie. Het jy dalk my bok Bella gesien?
3

Goeie môre Piet posman. Het jy dalk my bok Bella gesien?
4

Goeie môre Frans die vullisverwyderaar. Het jy dalk my bok Bella gesien?
5

Goeie môre Ben bibliotekaris. Het jy dalk my bok Bella gesien?
6

Goeie môre juffrou Jurine. Het jy dalk my bok Bella gesien?
7

Haai Bella! Is hy nie slim nie... *hy* het *ons* gekry!
8

3. Songs for teaching phonological awareness

The pictures and printed words are used to support the teaching of a song. If this method is used, young learners memorize the songs easily, even songs and rhymes that seem too difficult for learners 5-6 years of age.

Step one: The teacher models the song, pointing to the pictures as she sings.

Step two: The individual pictures are discussed in detail.

Step three: The teacher ensures that every learner understands the vocabulary in the song. Attention is also given to the pronunciation of difficult words; beginning and ending sounds, phoneme substitution, for example, d**i**ngle, d**a**ngle and fl**i**ppy, fl**o**ppy in the modelled song: *Dingle,dangle scarecrow.* Learners are also encouraged to substitute other sounds, like d**i**ngle, d**a**ngle, d**e**ngle, d**o**ngle and fl**i**ppy, fl**o**ppy, fl**e**ppy, fl**a**ppy

Step four: The teacher introduces the words (accompanied by the pictures) of the song. She and the learners sing the song, pointing to the pictures.

Step five: The teachers and the learners sing the song and do the actions.

Step six: Individuals take turns to sing the song, doing the actions or using the printed words and pictures.

Example of individual pictures to teach *Dingle, dangle scarecrow*

Example of pictures and words of *Dingle, dangle scarecrow*

The scarecrow

When all the cows were sleeping,
and the sun had gone to bed,
Up jumped the scarecrow,
and this is what he said:

I'm a dingle-dangle scarecrow
with a flippy, floppy hat.
I can shake my hands like this,
and my feet like that!

When all the hens were roosting,
and the moon behind a cloud,
Up jumped the scarecrow,
and shouted very loud:

I'm a dingle-dangle scarecrow
with a flippy, floppy hat.
I can shake my hands like this,
and my feet like that!

When the dogs were in the kennel
and the doves were in the loft,
Up jumped the scarecrow,
and whispered very soft:

I'm a dingle-dangle scarecrow
with a flippy, floppy hat.
I can shake my hands like this,
and my feet like that!

4. Rhymes for teaching phonological awareness

The pictures and printed words are used to support the teaching of a rhyme, in the very same   way as teaching a song. If this method is used, young learners memorize the rhymes easily.

Step one: The teacher models the rhyme, pointing to the pictures as she speaks.

Step two: The pictures are discussed in detail.

Step three: The teacher ensures that every learner understands the vocabulary in the rhyme. Rhyming words are emphasized either by speaking out louder or whispering. Learners are encouraged to make *nonsense rhymes* like: *The fly is in the sky, but maybe he'll die.*

Step four: The learners say the rhyme, doing the actions or pointing to the pictures.

Step five: Individual take turns to say the rhyme, using actions or the pictures.

Step six: If the content of the rhyme can be dramatised, the learners dramatise the rhyme, if   not, they draw a picture to illustrate the rhyme (in a follow up activity).

To teach the rhyme, *The old lady,* the following printed pictures were used:

Picture cards to teach *The old lady*

A learner's drawing of *The old lady*

5. Small group work for teaching phonological awareness with picture cards (Examples of all the picture cards are in this *Teachers' book to teach phonological awareness*).

Learners are taught in small groups of not more than six learners. This is done especially when something new, with regard to phonological awareness is introduced. The rest of the learners are independently occupied with free play inside, art activities, mathematical games or reading books.

The teacher should be cautious not to introduce too many new words on a day, a maximum of eight well known words are used per lesson. This activity lasts for only ten minutes, to allow all learners enough time to engage in free play and other activities.

Step one: Involves the introduction of four picture cards and ensuring that learners understand the meaning of each word. Each word can be said slowly, imitating a turtle to focus their attention on the individual phonemes.

Step two: The teacher asks the learners if they can notice any similarities between the words, saying the words again, emphasizing the beginning or ending sounds.

Step three: The same procedure is followed with four more cards. The picture cards *are* unpacked in sets of four, for example, in the case of final sounds:

ca**r**; pea**r**; siste**r**; sta**r**

ca**t**; ha**t**; goa**t**; an**t**

Step four: The teacher removes all the cards, unpacking four, but with an odd-one-out, for example: ca**r**; pea**r**; ha**t**; siste**r.** The learners must indicate which one is the odd-one-out.

Step five: The learners play with the cards, creating quizzes for each other.

Onderwysersgids

om

FONOLOGIESE

BEWUSTHEID

te onderrig

AFRIKAANS

FONOLOGIESE BEWUSTHEID

Progressie van aktiwiteite

Stadium	Aktiwiteit	Bladsy

1. Sinne	• Segmenteer sinne in woorde
	• Verleng sinne
	• Bou „n storie
	• Kenmerke van „n sin:
	   o Hoofletter
	   o Spasies tussen woorde
	   o Punt
	• Tel die woorde in „n sin
		308

2. Woorde	• Definieer woorde volgens funksie: Iets om mee te eet? Vurk of lepel • Ek sien met my kleine ogie… • Bou „n sin • Luister na woorde en pak blokkies uit • Vervang woorde in sinne	310
3. Saamgestelde woorde	• Segment saamgestelde woorde met twee lettergrepe en klap hande met elke lettergreep • Laat een lettergreep in die saamgestelde woorde weg: *Sê blompot, maar moenie blom sê nie.*	311
4. Verdeel woorde in 2 lettergrepe	• Segmenteer woorde + name met twee lettergrepe; klap hande vir elke lettergreep	313
5. Verdeel woorde in 3 of meer lettergrepe	• Segmenteer meer-lettergrepige woorde + name; klap hande vir elke lettergreep	315
6. Rymwoorde	• Lees/sê rympies • Beoordeel rymwoorde • Pas rymwoorde • Watter een pas nie? • Maak eie mondelinge rympies, soos: *Die vark val oor die hark in die park.*	317
7. Beginklanke	• Eie name • Sê woorde wat met dieselfde klank begin: *Vis; vurk; voet; vark.*	320
8. Eindklanke	• Eie name • Sê woorde wat met dieselfde klank eindig: *Das; kas; mes; bus*	323
Voeg woorde by prente		
9. Segmenteer beginklanke	• Eie name • /h/ek; /d/as; /s/ak.	325
10. Segmenteer eindklanke	• Eie name • he/k/; da/s/; sa/k/.	329

11. Foneem isolasie Kinders herken individuele klanke in woorde	/v/ /i/ /s/; *Vis; hen; kar; kam; nag; nek; pan; pop; rok; son; tas; mes; bus; kat; tak.*	332
12. Foneem identifisering: Kinders herken dieselfde klank in verskillende woorde	Ek hoor /k/ in: *tak; kas; kar; dak.*	335
13. Foneem kategorisering: Kinders herken die woord wat nie pas nie.	*Vis; vurk;* kas*; voet.* Groepeer die prente in groepe van vier, laat die kinders elke woord uitspreek en daarna luister. Daarna identifiseer hulle die woord met die beginklank wat nie pas nie	337
14. Samevoeging en segmentering van klanke	/k/…/a/…/t/ is *kat* en *vis* is /v/…/i/…/s/	338
15. Foneem weglating: Beginklanke	Sê *kas* sonder /k/	339
16. Foneem weglating: Eindklanke	Sê *myn*, sonder /n/	340
17. Foneem byvoeging: Beginklanke	Sê *as*, maar sit /k/ aan die begin	341
18. Foneem weglating: Eindklanke	Sê *ry*, maar sit /m/ aan die einde	342
19. Foneem vervanging	*Kat; kas; kam.*	343
20. Verdeel eie name in klanke, tel die letters, benoem die klanke en voeg saam om eie naam te vorm		344

FONOLOGIESE BEWUSTHEID

Onderrig-aktiwiteite

FONOLOGIESE BEWUSTHEID

Progressie van aktiwiteite

Sinne

- Kenmerke van sinne:
    - Hoofletter
    - Spasies tussen woorde
    - Punt
- Segmenteer sinne in woorde.
- Tel die woorde in die sinne**.**
- Brei die sinne uit.
- Beskryf „n prentjie: Die onderwyser maak gebruik van „n groot prent. Die kinders maak beurte om elkeen „n sin, ten opsigte van die prent, te maak. Die onderwyser skryf die sinne neer.
- Die kinders teken „n prent van „n rympie of storie. Die onderwyser skryf die storie of rympie op die prent.
- Bou „n storie: Kinders sit in „n kring en die onderwyser verduidelik dat hulle „n storie gaan bou. Die onderwyseres begin die storie met die eerste sin en gooi dan die boontjiesakkie na die leerder wat moet aangaan. Nadat hierdie leerder sy/haar sin bygedra het, gooi hy/sy weer die boontjiesakkie na die leerder wat moet aangaan. Die leerders neem waar dat „n storie saamgestel word uit „n aantal sinne. Die onderwyser skryf die storie neer en verduidelik dat elke storie „n inleiding (wat verduidelik waar die storie ‚gebeur'), probleem en oplossing, asook „n einde het. Die volgende dag ontvang elke leerder „n blanko boekie en illustreer elke dag een bladsy.

Koos eet sy pap.

Sy het 'n strik op haar rok.

Jan het 'n gat in sy broek.

Die kat lê op die mat.

2. Woorde

- Definieer woorde volgens funksie:
    - Iets om mee te eet? Lepel of vurk
- Ek sien met my kleine ogie…
    - Iets wat wit en vierkantig is met rooi en blou verf op het.
      Prentjie
- Ek dink aan iets…
    - Ek eet dit op „n warm dag. Dit smaak soet en is koud. Dit is wit en kan in „n bakkie of in „n horinkie geëet word. *Roomys.*
- Bou „n sin: Kinders sit in „n kring en die onderwyser verduidelik dat hulle „n sin gaan bou. Die onderwyser begin die sin deur die eerste woord te sê en gooi dan die boontjiesakkie na die leerder wat moet aangaan. Nadat hierdie leerder sy/haar woord bygedra het, gooi hy/sy weer die boontjiesakkie na die leerder wat moet aangaan. Die leerders neem waar dat „n sin saamgestel word uit „n aantal woorde. Die onderwyser skryf die sin neer en beklemtoon die hoofletter, spasies en punt. Daarna kan die sinne opgesny word in woorde en die woorde word getel.
- Luister na die aantal woorde in die sin en pak blokkies uit: Elke leerder het blokkies en luister hoeveel woorde hy/sy in die sin hoor. Dieselfde hoeveelheid blokkies word dan uitgepak. Byvoorbeeld, in die sin *Die kat lê op die mat,* sal die leerders vyf blokkies uitpak. Gebruik een-lettergrepige woorde en maak die sinne geleidelik langer.
- Vervang woorde in sinne: Begin met „n kort sin, soos: *Ek eet brood,* leerders pak dan drie blokkies uit. Die onderwyser verduidelik dat die laaste woord vervang kan word (leerders kan ook voorstelle maak). Nuwe sinne word afgelei, byvoorbeeld *Ek eet lekkers* of *Ek eet vleis.* Sinne kan selfs langer gemaak word en dan word meer blokkies uitgepak om die langer sin aan te dui.

3. Saamgestelde woorde
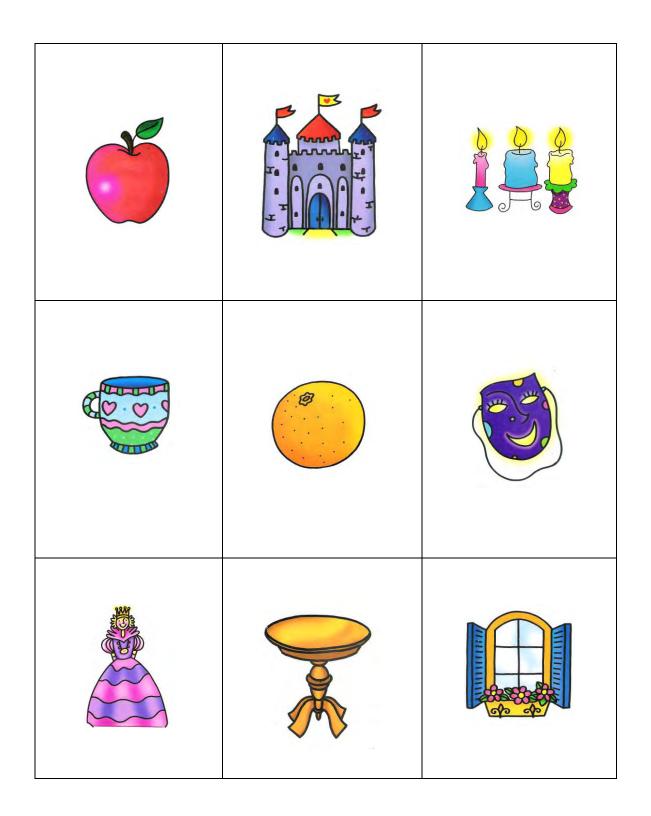
- Segmenteer saamgestelde woorde met twee lettergrepe en klap hande met elke lettergreep.
- Laat lettergrepe uit, bv. Sê *voordeur* sonder *deur*.
  1. voordeur
  2. roomys
  3. blompot
  4. handsak
  5. langbroek
  6. sneeuman
  7. teepot
  8. skilpad

4. Woorde in lettergrepe

Segmenteer twee-lettergrepige woorde + name en klap hande met elke lettergreep.

1. appel
2. kasteel
3. kerse
4. koppie
5. lemoen
6. masker
7. prinses
8. tafel
9. venster
10. Marie; Anton

5. Woorde in drie of meer lettergrepe

Segmenteer woorde en name en klap hande met elke lettergreep.

1. brandweerwa
2. helikopter
3. kameelperd
4. olifant
5. rugbybal
6. seerower
7. Adeleen; Marietjie; Karolien

6. Rymwoorde

Onderrig aanvanklik vyf pare rymwoorde en brei uit namate leerders se begrip toeneem.

 Bv: Huis + muis; jas + das; koek + boek; mat + kat; mes + ses; rok + bok; vark + hark.

- Lees of sê bekende rympies.

  Die onderwyser kan die rymwoorde hardop sê en die ander woorde fluister, bv:

  > As boetie BAD, is alles NAT,
  >
  > wat in die kamer staan.
  >
  > Die kat dra gou haar kleintjies weg
  >
  > en sussie gryp haar POP.
  >
  > Ou wagter loer net een slag skuins
  >
  > En soek die tuintjie OP!

- Beoordeel die rymwoorde:

  Is *muis* en *huis* rymwoorde? Is *vark* en *huis* rymwoorde?

- Pas rymwoorde:

  Watter woord rym met:

  Huis, jas, koek, rok

- Watter een rym nie?

  Jas, koek, das

  Gebruik die relevante prentkaarte en moedig leerders aan om die woorde hardop te sê en self te besluit.

- Maak eie mondelinge rympies, soos:
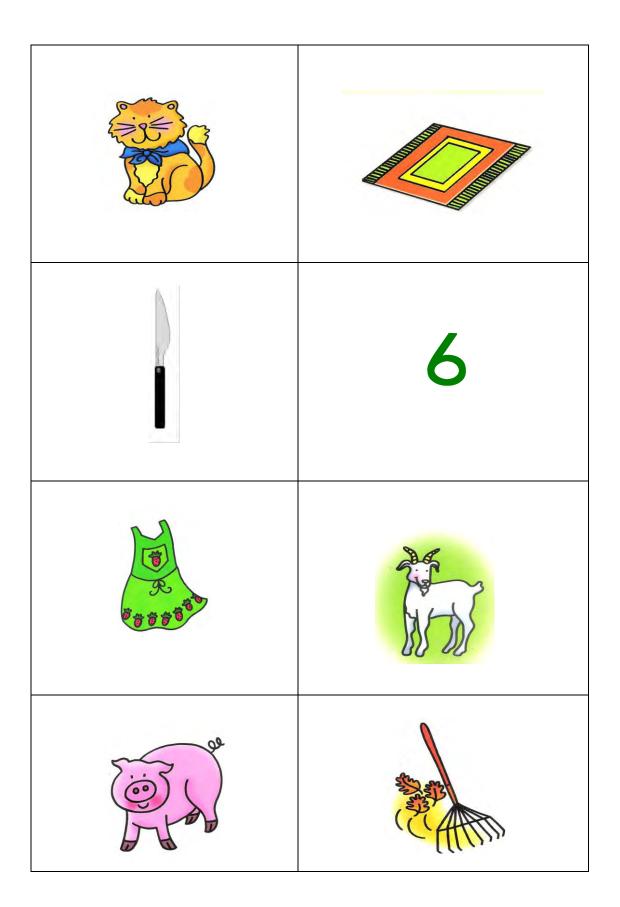
  Die vark val oor die hark.

  In die huis is „n muis.

  Die das en die jas hang in die kas.

6

7. Beginklanke

- Eie name

  Leerders sê: "My naam is Marie en begin met /m/."

  Leerders kan in groepe verdeel word volgens die beginklanke van hul name, bv:

  Elkeen wie se naam met /m/ begin sit bymekaar, ens.

- Sê woorde wat met dieselfde klank begin:

  Die beginklank van *vurk* is /v/:

  1. vurk; vis; voet; vark
  2. hart; huis; hen; hek
  3. kat; kas; kam; kar
  4. nar; nag; net; nes
  5. pen; pan; pers; pop
  6. rok; rooi; ring; ram
  7. ses; son; sak; seep
  8. tak; tou; tas; tafel

- Sing die volgende liedjie op die wysie van "Old McDonald":
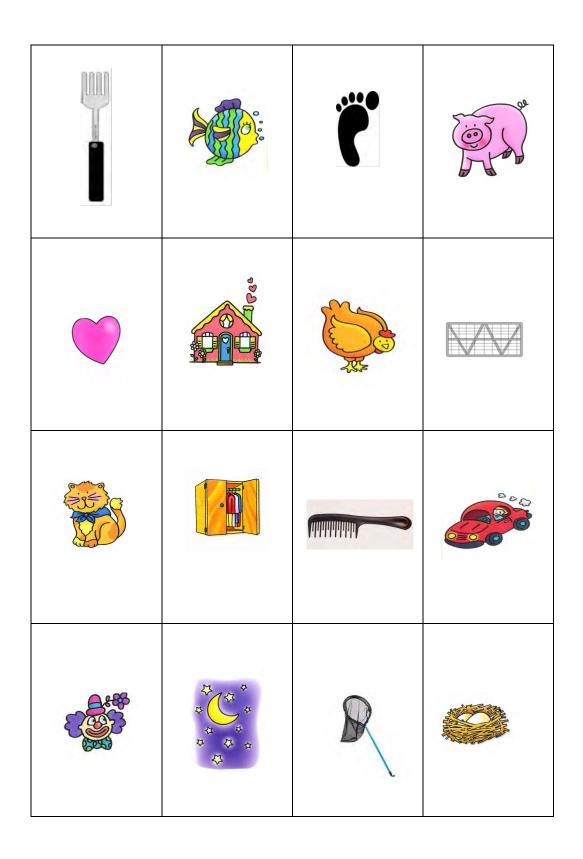
  Met watter klank begin die woorde tafel, tak en tou?
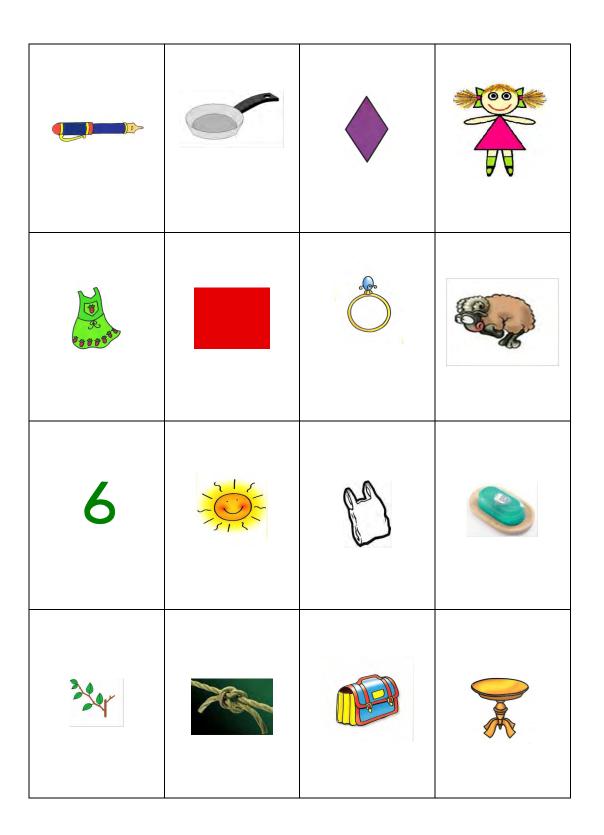
  /t/ is die klank waarmee hul begin tafel, tak en tou!

  Met „n /t/ /t/ hier en „n /t/ /t/ daar

  Hier „n /t/, daar „n /t/ oral „n /t/ /t/

  /t/ is die klank waarmee hul begin tafel, tak en tou!

8. Eindklanke
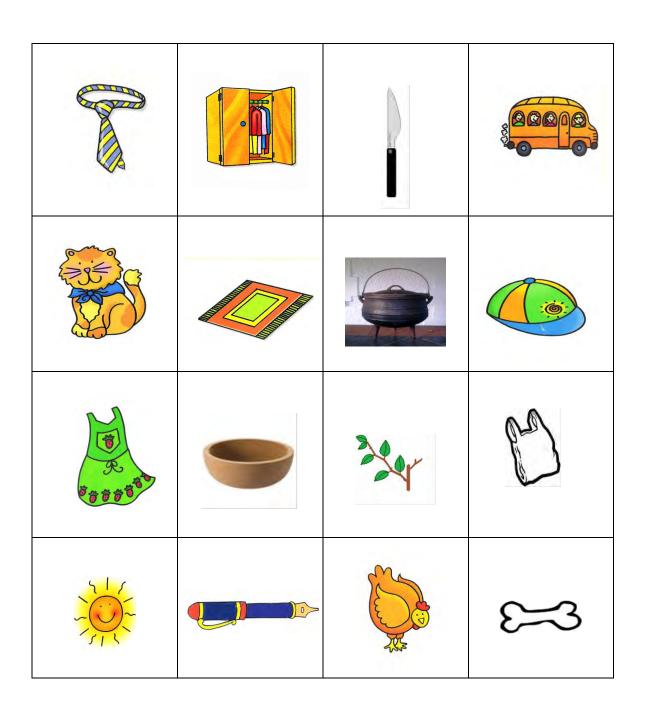
- Eie naam

  Leerders sê: "My naam is Kyla en begin met 'n /k/ en eindig met 'n /a/."

- Sê woorde met dieselfde eindklank:

  Die laaste klank in das is /s/.

  1. das; kas; mes; bus;

  2. kat; mat; pot; pet;

  3. rok; bak; tak; sak

  4. son; pen; hen; been
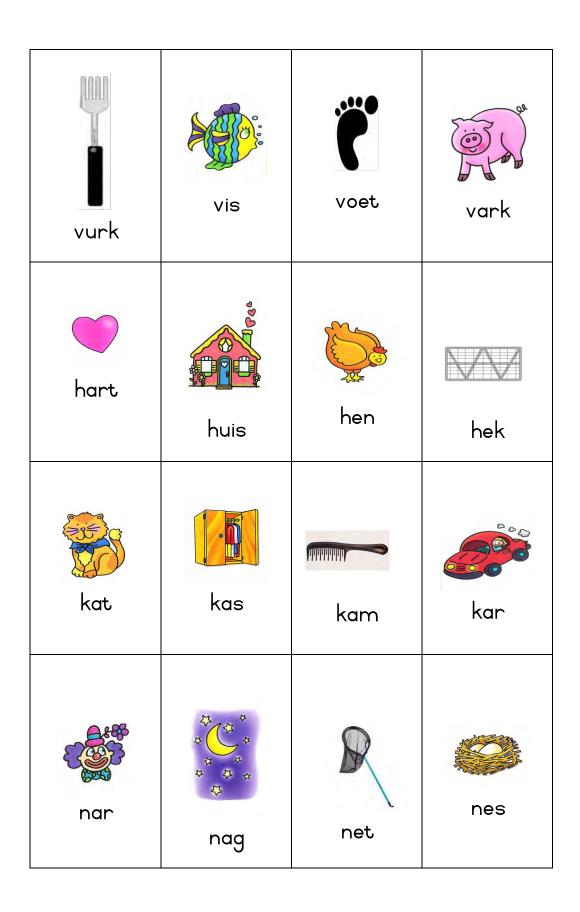
9. Segmenteer beginklanke
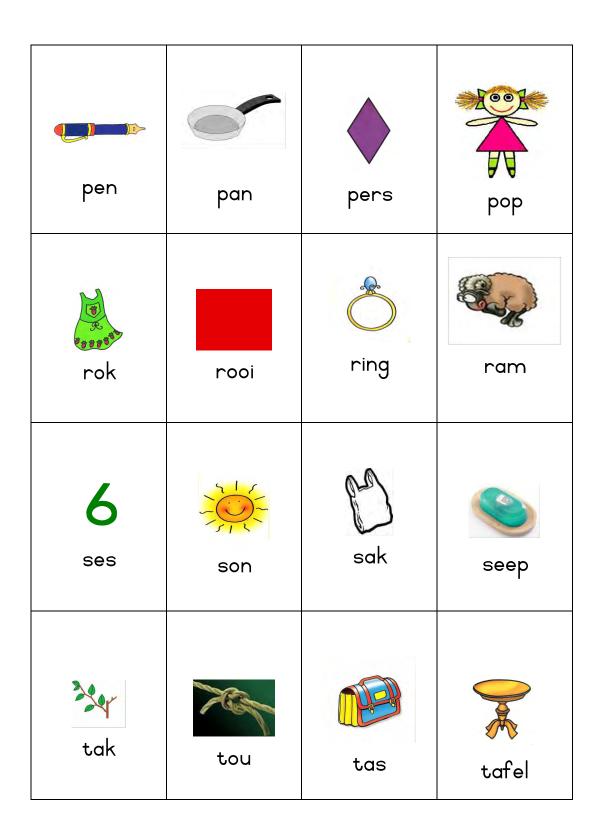
Gebruik dieselfde prente as by 8, *beginklanke,* maar voeg woorde by.

- Eie naam. Herman, sonder /h/ is …erman.
- Sê woorde sonder die beginklanke:

  Vurk, sonder /v/ is …urk:

  1. /v/urk; /v/is; /v/oet; /v/ark
  2. /h/art; /h/uis; /h/en; /h/ek
  3. /k/at; /k/as; /k/am; /k/ar
  4. /n/ar; /n/ag; /n/et; /n/es
  5. /p/en; /p/an; /p/ers; /p/op
  6. /r/ok; /r/ooi; /r/ing; /r/am
  7. /s/es; /s/on; /s/ak; /s/eep
  8. /t/ak; /t/ou; /t/as; /t/afel

- Maak duplikate van die woorde:
  - Maak leerders bewus daarvan dat al die beginklanke dieselfde lyk.
  - Sny die beginklanke af en sê slegs die laaste deel van elke woord, bv: *urk; is; oet; ark.*
  - Laat die leerders die woorde by die prentkaarte pas.

vurk	vis	voet	vark
hart	huis	hen	hek
kat	kas	kam	kar
nar	nag	net	nes

pen	pan	pers	pop
rok	rooi	ring	ram
ses	son	sak	seep
tak	tou	tas	tafel

vurk	vis	vark	voet
hart	huis	hen	hek
kat	kas	kam	kar
nar	nag	nek	neus
pen	pan	pers	pop
rok	rooi	ring	ram
ses	son	sak	seep
tak	tou	tas	tafel

vurk	vis	vark	voet
hart	huis	hen	hek
kat	kas	kam	kar
nar	nag	nek	neus
pen	pan	pers	pop
rok	rooi	ring	ram
ses	son	sak	seep
tak	tou	tas	tafel
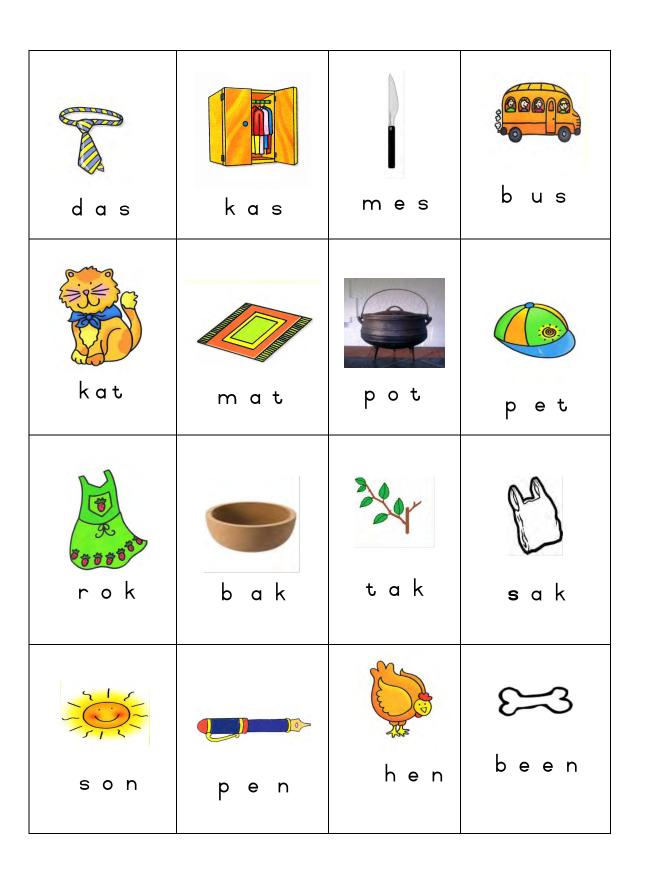
10. Segmenteer eindklanke

Gebruik dieselfde prente as vir 9, *eindklanke*, maar voeg woorde by.

- Eie naam: Koos, sonder /s/ is Koo.
- Sê woorde sonder die eindklanke:

  Das, sonder /s/ is da.

  1. Da/s/; ka/s/; me/s/; bu/s/
  2. Ka/t/; ma/t/; po/t/; pe/t/
  3. Ro/k/; ba/k/; ta/k/; sa/k/
  4. So/n/; pe/n/; he/n/; bee/n/
  5. Maak duplikate van die woorde:

     o Maak leerders bewus daarvan dat al die eindklanke dieselfde lyk.

     o Sny die eindklanke af en sê slegs die eerste deel van elke woord, bv: *da; ka; me; bu*.

     o Laat die leerders die woorde by die prentkaarte pas.

d a s	k a s	m e s	b u s
k a t	m a t	p o t	p e t
r o k	b a k	t a k	**s** a k
s o n	p e n	h e n	b e e n

das	kas	mes	bus
kat	mat	pot	pet
rok	bak	tak	sak
son	pen	hen	been
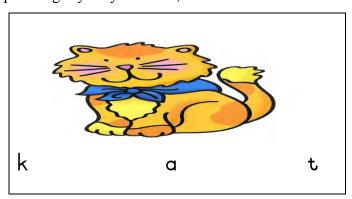
das	kas	mes	bus
kat	mat	pot	pet
rok	bak	tak	sak
son	pen	hen	been

11. Foneem isolasie

/d/ /a/ /s/
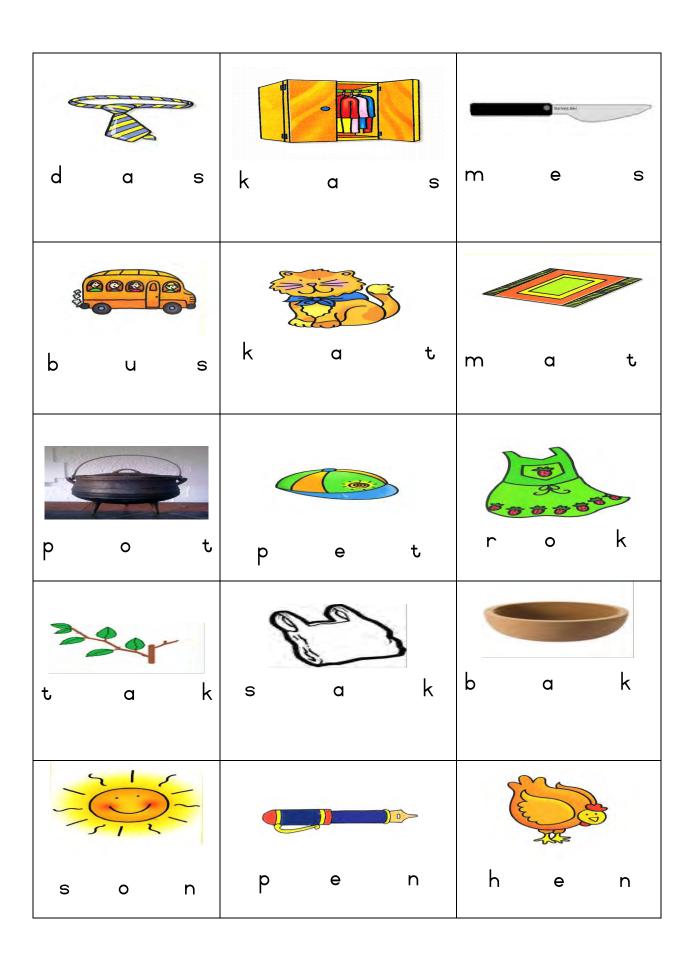
1. das
2. kas
3. mes
4. bus
5. kat
6. mat
7. pot
8. pet
9. rok
10. bak
11. tak
12. sak
13. son
14. pen
15. hen

- Gebruik die woorde saam met die prente.
- Stel die woord en prent tegerlykertyd bekend, bv:

- Die prente kan in drie dele geknip word en soos „n legkaart gebou word.
- Leerders speel met die letters van die opgesnyde woorde en probeer hulle eie name of ander woorde bou.
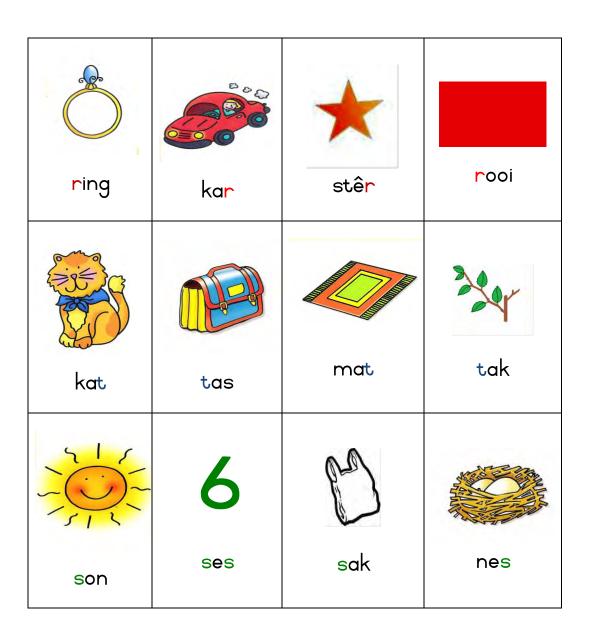
d a s	k a s	m e s
b u s	k a t	m a t
p o t	p e t	r o k
t a k	s a k	b a k
s o n	p e n	h e n

das	kas	mes
bus	kat	mat
pot	pet	rok
bak	tak	sak
son	pen	hen

d	a	s	k	a	s	m	e	s
b	u	s	k	a	t	m	a	t
p	o	t	p	e	t	r	o	k
b	a	k	t	a	k	s	a	k
s	o	n	p	e	n	h	e	n

12. Foneem identifisering

Kinders herken dieselfde klank in verskillende woorde.

1. Ek hoor /r/ in: /r/ing; ka/r/; stê/r/; /r/ooi.
2. Ek hoor /t/ in: ka/t/; /t/as; ma/t/; /t/ak
3. Ek hoor /s/ in: /s/e/s/; /s/ak; ne/s/

- Verduidelik dat die leerders moet luister vir die klank, ongeag of dit „n begin- of eindklank is.
- Namate die leerders vorder om die klanke wat hulle hoor te identifiseer, kan hulle self klanke byvoeg.
- Die onderwyser kan die woorde neerskryf en die verlangde klank met „n ander kleur aandui, bv: ring, kar, stêr, rooi.

ring	kar	stêr	rooi
kat	tas	mat	tak
son	ses	sak	nes

13. Foneem kategorisering.

Gebruik die woorde en prentkaarte op bladsye 326-327; 330.

Kinders herken die klank wat nie pas nie in „n stel van drie of vier woorde. Plaas vier prentkaarte uit, bv: hart, huis, son, hek. Laat die leerders elke woord hardop sê en aandui watter begin- of eindklank pas nie.

Beginklanke:

1. vurk; vis; voet; vark.
2. hart; huis; hen; hek
3. kat; kas; kam; kar
4. nar; nag; net; nes
5. pen; pan; pers; pop
6. rok; rooi; ring; ram
7. ses; son; sak; seep
8. tak; tou; tas; tafel

Eindklanke:

1. das; kas; mes; bus
2. kat; mat; pot; pet
3. rok; bak; tak; sak
4. son; pen; hen; been

14. Samevoeging en segmentering van klanke

Gebruik die woorde op bladsy 333.

- Leerders praat eers so stadig soos skilpaaie, sodat die leerders elke klank hoor en dan weer blitsvinnig.

/d/ /a/ /s/ = das

das = /d/ /a/ /s/

1. das;
2. kas;
3. mes;
4. bus;
5. kat;
6. mat;
7. pot;
8. pet;
9. rok;
10. bak;
11. tak;
12. sak;
13. son;
14. pen;
15. hen;

15. Foneem weglating: Beginklanke

- Begin met die bekende woorde en prentkaarte van 14, laat leerders die woorde sê, selfs al is dit woorde soos …as; …es; …us.

- Vorder dan na die volgende ouditiewe aktiwiteite, sonder prentkaarte:

1. Sê das, sonder /d/.
2. Sê kas, sonder /k/.
3. Sê mes, sonder /m/.
4. Sê bus, sonder /b/.
5. Sê kat, sonder /k/.
6. Sê mat, sonder /m/.
7. Sê pot, sonder /p/.
8. Sê pet, sonder /p/.
9. Sê rok, sonder /r/.
10. Sê bak, sonder /b/.
11. Sê tak, sonder /t/.
12. Sê sak, sonder /s/.
13. Sê son, sonder /s/.
14. Sê pen, sonder /p/.
15. Sê hen, sonder /h/.
16. Sê blou sonder die /b/.
17. Sê kraai sonder die /k/.
18. Sê blaai sonder die /b/.
19. Sê swaai sonder die /s/.
20. Sê klap sonder die /k/.
21. Sê vloer sonder die /v/.
22. Sê glas sonder die /g/.
23. Sê boom sonder die /b/.
24. Sê haan sonder die /h/.
25. Sê vuil sonder die /v/.

16. Foneem weglating: Eindklanke

- Begin met die bekende woorde en prentkaarte van 14, laat leerders die woorde sê, selfs al is dit woorde soos da …; ka…; me…; bu….

- Vorder dan na die volgende ouditiewe aktiwiteite, sonder prentkaarte:

1. Sê das, sonder /s/.
2. Sê kas, sonder /s/.
3. Sê mes, sonder /s/.
4. Sê bus, sonder /s/.
5. Sê kat,sonder /t/.
6. Sê mat, sonder /t/.
7. Sê pot, sonder /t/.
8. Sê pet, sonder /t/.
9. Sê rok, sonder /k/.
10. Sê bak, sonder /k/.
11. Sê tak, sonder /k/.
12. Sê sak, sonder /k/.
13. Sê son, sonder /n/.
14. Sê pen, sonder /n/.
15. Sê hen, sonder /n/.
16. Sê neem sonder die /m/.
17. Sê goud sonder die /t/.
18. Sê boor sonder die /r/.
19. Sê sout sonder die /t/.
20. Sê wiel sonder die /l/.
21. Sê rym sonder die /m/.
22. Sê diep sonder die /p/.
23. Sê byl sonder die /l/.
24. Sê ryk sonder die /k/.
25. Sê seer sonder die /r/.

17. Foneem byvoeging: Beginklanke

- Begin met die bekende woorde en prentkaarte van 14, laat leerders die woorde hardop sê.

- Vorder dan na die volgende ouditiewe aktiwiteite, sonder prentkaarte:

1. Sê as, maar sit „n /d/ vooraan.
2. Sê as, maar sit „n /k/ vooraan.
3. Sê es, maar sit „n /s/ vooraan.
4. Sê us, maar sit „n /b/ vooraan.
5. Sê at, maar sit „n /m/ vooraan.
6. Sê at, maar sit „n /k/ vooraan.
7. Sê ot, maar sit „n /p/ vooraan.
8. Sê et, maar sit „n /p/ vooraan.
9. Sê ok, maar sit „n /r/ vooraan.
10. Sê ak, maar sit „n /b/ vooraan.
11. Sê ak, maar sit „n /t/ vooraan.
12. Sê ak, maar sit „n /s/ vooraan.
13. Sê on, maar sit „n /s/ vooraan.
14. Sê en, maar sit „n /p/ vooraan.
15. Sê en, maar sit „n /h/ vooraan.
16. Sê laai, maar sit /b/ vooraan.
17. Sê raak, maar sit /k/ vooraan.
18. Sê waai, maar sit /s/ vooraan.
19. Sê laai, maar sit /b/ vooraan.
20. Sê lap, maar sit /k/ vooraan.
21. Sê las, maar sit /g/ vooraan.
22. Sê loer, maar sit /v/ vooraan.
23. Sê aar, maar sit /n/ vooraan.
24. Sê raai, maar sit /k/ vooraan.
25. Sê op, maar sit /k/ vooraan.
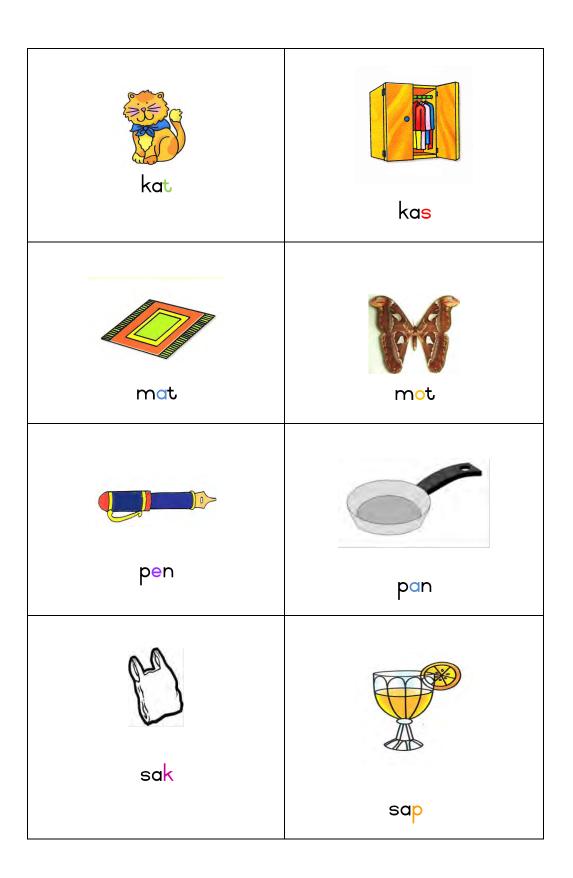
18. Foneem byvoeging: Eindklanke
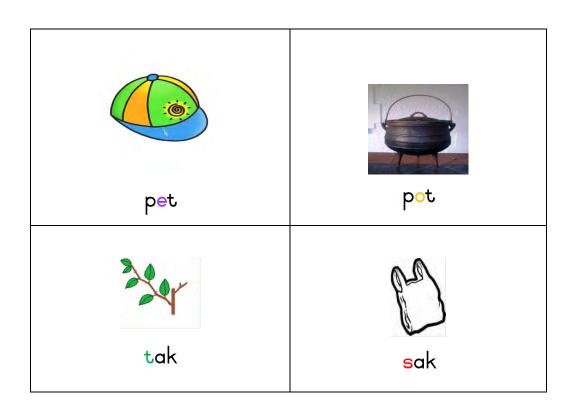
- Begin met die bekende woorde en prentkaarte van 14, laat leerders die woorde hardop sê.

- Vorder dan na die volgende ouditiewe aktiwiteite, sonder prentkaarte:

1. Sê da, maar sit „n /s/ agteraan.
2. Sê ka, maar sit „n /s/ agteraan.
3. Sê se, maar sit „n /s/ agteraan.
4. Sê bu, maar sit „n /s/ agteraan.
5. Sê ma, maar sit „n /t/ agteraan.
6. Sê ka, maar sit „n /t/ agteraan.
7. Sê po, maar sit „n /t/ agteraan.
8. Sê pê, maar sit „n /t/ agteraan.
9. Sê ro, maar sit „n /k/ agteraan.
10. Sê ba, maar sit „n /k/ agteraan.
11. Sê ta, maar sit „n /k/ agteraan.
12. Sê sa, maar sit „n /k/ agteraan.
13. Sê so, maar sit „n /n/ agteraan.
14. Sê pê, maar sit „n /n/ agteraan.
15. Sê hê, maar sit „n /n/ agteraan.
16. Sê kan, maar sit /t/ agteraan.
17. Sê wol, maar sit /k/ agteraan.
18. Sê kam, maar sit /p/ agteraan.
19. Sê rot, maar sit /s/ agteraan.
20. Sê wol, maar sit /f/ agteraan.
21. Sê bok, maar sit /s/ agteraan.
22. Sê stêr, maar sit /t/ agteraan.
23. Sê stam, maar sit /p/ agteraan.
24. Sê wie, maar sit /l/ agteraan.
25. Sê hou, maar sit /t/ agteraan.

19. Foneem vervanging

Gebruik prentkaarte en woorde op bladsye 344-346.

1. Kat; kas
2. Mat; mot
3. Pan; pen
4. Sak; sap
5. Mes; nes
6. Pot; pet
7. Tak; sak

kat	kas
mat	mot
pen	pan
sak	sap

pet

pot

tak

sak

ka__	s	t	
m__t	a	o	
p__n	a	e	
sa__	k	p	
p__t	e	o	
__ak	t	s	

20. Manipuleer foneme van eie naam.

- Verdeel eie naam in klanke, tel die letters, benoem die klanke en voeg saam om eie naam te vorm.
- Speel met die letters en probeer om nuwe woorde te bou en af te skryf.
- Leerders kan ook bewus gemaak word van die lettername in hul eie name:
    - Die klanke in my naam is /s/ /u/ /s/ /a/ /n/.
    - Die name van die letters in my naam is S U S A N.

Susan				
S	u	s	a	n

FONOLOGIESE BEWUSTHEID

Onderrig-aktiwiteite

1. Die onderrig van fonologiese bewustheid met die Temabespreking.

Werklike voorwerpe (met byskrifte) en kleurvolle prente (met byskrifte), volgens die gegewe tema (na aanleiding van die leerprogram) word uitgestal. Tydens die temabespreking vra die onderwyser vra soos:

- Tier begin met „n /t/ en met watter klank eindig tier?
- Wie se naam begin met /t/?
- Wie se naam eindig met /r/?
- Kan jy aan ander woorde dink wat met /t/ begin?
- Kan jy aan ander woorde dink wat eindig met /r/?
- Lang woorde soos krokkodil en olifant word „opgekap', (terwyl ons soos skilpaaie praat) krok-ko-dil en o-li-fant. Die lettergrepe word getel en ons besluit watter woord is die langste.

Duplikate van die byskrifte word voorsien en leersders kry geleentheid om die duplikate by die byskrifte van die uitstalling te pas. Hierdie aktiwiteit maak leerders bewus van die woorde en letters en hul maak spontane opmerkings soos: "Jagluiperd en luiperd is amper dieselfde."

Voorbeelde van prente en byskrifte vir die Temabespreking

leeu	seekoei	kameelperd	luiperd
olifant	buffel	jagluiperd	renoster

2. Die onderrig van fonologiese bewustheid met 'n storie

Kies „n storie wat voorbeelde van rymwoorde, begin- of eindklanke bevat.

Stap een behels die deurblaai van die boek en die bespreking van die prente. Die onderwyser maak seker dat die leerders die woordeskat in die boek verstaan en moedig besprekings oor die prente aan. Vra vrae soos:

- Hoe lyk sy gesig? Is hy hartseer of bly? Hoekom dink jy is hy hartseer?
- Wat dink jy gaan gebeur?

Hierdie aktiwiteit maak leerders nuuskierig en skep afwagting en „n dœl om aandagtig te luister wanneer die storie gelees word.

Tydens **stap twee** lees die onderwyser die storie terwyl sy na die teks wys om die leesrigting aan te dui. Nadat die storie voorgelees is, word inhoudsvrae gevra om te verseker dat die leerders die inhoud verstaan en onthou.

Stap drie behels die herhaling van die storie oor verskeie dae. Terwyl die storie gelees word, word die rymwoorde/beginklanke/eindklanke beklemtoon deur dit of harder te sê of the fluister. Die prente in die boek kan gedupliseer word om ses tot agt storie-kaarte te maak.

Tydens **stap vier** kry individuele leerders kans om die prentkaarte in die regte volgorde te plaas en die storie oor te vertel. Hy/sy mag dan op die onderwyser se stoel sit, terwyl die storie vertel word.

Stap vyf behels die dramatisering van die storie, met maskers en/of fantasieklere.

Tydens **stap ses** teken die leerders „n prent van die storie waarby die ondrwyser die woorde skryf. Leerders kan ook voorsien word met „n boekie (met woorde en bladsy nommers) wat hulle illustreer.

Voorbeelde van storie-kaarte

Voorbeeld van 'n boekie wat deur 'n leerder geïllustreer is

my bok Bella ky la Pollard	Goeie môre Paul polisieman. Het jy dalk my bok Bella gesien? 1	Goeie môre Ben brandweerman. Het jy dalk my bok Bella gesien? 2
Goeie môre verpleegster Fransie. Het jy dalk my bok Bella gesien? 3	Goeie môre Piet posman. Het jy dalk my bok Bella gesien? 4	Goeie môre Frans die vullisverwyderaar. Het jy dalk my bok Bella gesien? 5
Biblioteek Goeie môre Ben bibliotekaris. Het jy dalk my bok Bella gesien? 6	Goeie môre juffrou Jurine. Het jy dalk my bok Bella gesien? 7	Haai Bella! Is hy nie slim nie... *hy* het *ons* gekry! 8

3. Die onderrig van fonologiese bewustheid met 'n liedjie

Prentkaarte en die gedrukte/geskryfde teks van die liedjie ondersteun die onderrig van die liedjie. Indien hierdie metode gevolg word, memoriseer die leerders die liedjie maklik, selfs liedjies en versies wat te moeilik lyk vir 5-6 jariges.

Tydens **stap een** sing die onderwyser die liedjie terwyl sy na die prentjies wys.

Stap twee behels die bespreking van die prentjies in detail.

Stap drie behels die woordeskat in die liedjie. Die onderwyser maak seker dat almal al die woorde verstaan, reg kan uitspreek en leerders word bewus gemaak van begin- of eindklanke en rymwoorde. In die geval van *Dingle Dangle Scarecrow* word die leerders bewus gemaak van foneem vervanging: *dingle, dangle* asook *flippy, floppy*. Leerders word aangemoedig om ander klanke te vervang, soos *dingle, dangle, dengle, dongle and flippy, floppy, fleppy, flappy.*

Tydens **stap vier** stel die onderwyser die woorde (met kleiner prente) bekend. Terwyl almal saam die liedjie sing, wys die onderwyser na die woorde om die leesrigting aan te dui.
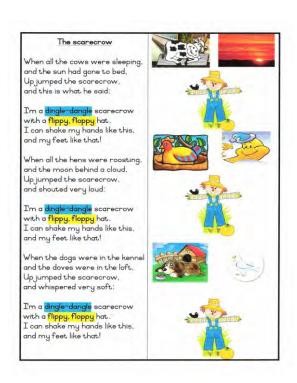
Stap vyf behels die aksies van die liedjie. Die leerders sing en voer die aksies uit.

Stap ses behels dat individue die liedjie sing, terwyl hulle die aksies uitvoer of na die prente wys.

Voorbeeld van individuele prentkaarte om *Dingle, dangle scarecrow* te onderrig

Voorbeeld van prente en woorde van *Dingle dangle scarecrow*.

4. Die onderrig van fonologiese bewustheid met 'n rympie

Die prente en gedrukte/geskryfde woorde word gebruik as onderrig-en-leer hulpmiddels op dieselfde wyse as vir „n liedjie.

Tydens **stap een** modelleer die onderwyser die rympie, terwyl sy na die prente wys.

Stap twee behels die gedetaillerde bespreking van die prente.

Tydens **stap drie** maak die onderwyser seker dat elke leerder al die woorde in die rympie verstaan. Rymwoorde word beklemtoon deur of harder te praat of the fluister. Leerders word aangemoedig om eie rympies van rymwoorde te maak.
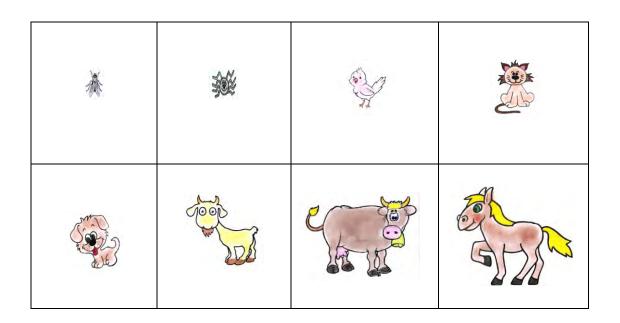
Stap vier behels dat die hele groep die rympie saam voordra, terwyl die onderwyser visuele leidrade met die prente verskaf.

Tydens **stap vyf** maak individue beurte om die rympie voor te dra met die prentkaarte.

Tydens **stap ses** word die rympie gedramatiseer of leerders kan „n prent van die rympie teken.

Om die rympie, *The old lady,* aan te leer is die volgende prente gebruik:

Prentkaarte om *The old lady* te onderrig

Voorbeeld van 'n leerder se verf-en-teken prent van *The old lady*

5. Die onderrig van fonologiese bewustheid in 'n klein groep

(Voorbeelde van al die prentkaarte is ingesluit in *Onderwysersgids om fonologiese bewustheid te onderrig*).

Leerders word in klein groepe van nie meer as ses leerders, onderrig. Dit is veral noodsaaklik wanneer „n nuwe aktiwiteit vir fonologiese bewustheid bekendgestel word. Die res van die leerders is onafhanklik besig met vryspel binne die klas, kunsaktiwiteite, wiskunde speletjies of die „lees' van boekies.

„n Maksimum van agt welbekende woorde word per les gebruik. Hierdie aktiwiteite duur slegs tien minute, sodat leerders genoeg tyd het om aan al die ander aktiwiteite deel te neem.

Stap een behels die bekendstelling van vier prentkaarte en die versekering dat die leerders die woorde verstaan. Die woorde word stadig uitgespreek (soos skilpaaie), sodat die leerders bewus gemaak word van die verskillende klanke.

In **stap twee** vra die onderwyser of die leerders iets in die woorde hoor wat dieselfde is. Die onderwyser herhaal die woorde stadig – met klem op die begin- of eindklanke wat die leerders moet hoor.

Tydens **stap drie** word dieselfde prosedure as stap twee gevolg met vier nuwe prentkaarte. Die prentkaarte word uitgepak in stelle van vier, bv:

das**;** ka**s;** me**s;** bu**s**

ka**t**; ma**t**; po**t**; pe**t**

Tydens **stap vier** pak die onderwyser vier prentkaarte uit – met een wat nie pas nie – byvoorbeeld:

da**s;** pe**t;** me**s;** bu**s**

Die leerders moet aandui watter een nie pas nie.

Stap vyf: Die leerders speel met die kaartjies en probeer mekaar „uitvang'.

Teachers'

book to teach

PHONOLOGICAL

AWARENESS

SETSWANA

Instructions in this *Teachers' book of phonological awareness: Setswana* are in English, due to the lack of standardized Setswana terminology.

PHONOLOGICAL AWARENESS

Progression of activities

Stage	Activity	Page

1. Sentences	• Segment sentences into words
	• Extend sentences
	• Build a story
	• Know characteristics of a sentence:
	  o Capital letter
	  o Spaces between words
	  o Full stop
	  o Count the words in a sentence
		361

2. Words	• Define words according to function Something to eat with? Spoon, fork. • I spy with my little eye… • Build a sentence • Listen to words in sentences, unpack blocks. • Substitute words in sentences.	363
3. Compound words	• Segment two-syllable compound words and clap hands with each syllable. • Delete syllables in compound words.	364
4. Words into (2) syllables	• Segment two-syllable words + names and clap hands with each syllable.	365
5. Words into (3 or more) syllables	• Segment multi-syllabic words + names and clap hands with each syllable.	367
6. Rhyme	• Read/say nursery rhymes. • Judge rhymes • Match rhymes • Odd-one-out rhymes • Make own oral rhymes, like: The boys play with toys.	369
7. Initial sounds	• Own name • Say words that start with the same sound: bolo; buka; bana; bese	372
8. Final sounds	• Own name • Say words that end with the same sound: bolo; kamo; kobo; mpho	375

Add words to the pictures		
9. Segment initial sounds	• Own name • /b/olo; /b/uka; /b/ana; /b/ese	377
10. Segment final sounds	• Own name • Bol/o/; kam/o/; kob/o/; mph/o/	381
11. Phoneme isolation. Children recognise individual sounds in words.	/b/ /o/ /l/ /o/ bolo; buka; bana; bese; heke; podi; koko; kopi; kobo; kamo; mae; madi; noga; pedi; pene	384
12. Phoneme identity. Children recognise the same sounds in different words.	I can hear /k/ in: buka; heke; koko	388
13. Phoneme categorization. Children recognise the word in a set of three/four words that has the „odd' sound.	bolo; buka; tlou; bese Group pictures of the four words, let the children pronounce each word and recognize the „odd' beginning sound.	389
14. Blend and segment sounds	/b/…/a/…/n/…/a/ equals bana buka equals /b/…/u/…/k/…/a/	391
15. Phoneme deletion: Initial sounds	Say bese, without /b/.	392
16. Phoneme deletion: Final sounds	Say buka, without /a/.	393
17. Phoneme addition: Initial sounds	Say uka, but add /b/ at the beginning.	394
18. Phoneme addition: Final sounds	Say bol, but add /o/ at the end.	395
19. Phoneme substitution	Podi; pedi.	396
20. Break own name into sounds, count the letters, name the sounds and blend to form own name		397

Phonological awareness: Teaching activities	
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3. Songs for teaching phonological awareness	405
4. Rhymes for teaching phonological awareness	407
5. Small group work for teaching phonological awareness with picture cards	409

PHONOLOGICAL AWARENESS
Progression of activities

1. Sentences

- Know characteristics of a sentence:
  - Capital letter
  - Spaces between words
  - Full stop
  - Count the words in a sentence
- Segment sentences into words
- Extend sentences
- Describe a picture: The teacher presents a large picture and learners take turns to each make a sentence in connection with the picture. Teacher scribes the words.
- Draw a picture of the rhyme/story. Teacher scribes the rhyme/story.
- Build a story: Learners sit in a circle and the teacher explains that they are going to build a story. She begins the story by giving the first sentence and then throws a bean bag to the learner who should continue. This learner has to add a sentence and once his/her sentence is completed, they can decide whom to throw the bean bag to. The learners observe that a story is compiled by a number of sentences. The teacher transcribes the story, explaining that each story has an introduction (which explains where a story ‚happens'), a problem and solution as well as an end. The next day each learner receives a blank booklet and illustrates one page a day.

Neo o aja.

Mitta o ya sekoleng.

Tiny o tshego thato.

Martha o ja dijo tsa gagwe.

2. Words

- Define words according to function:
    - Something to eat with? *Spoon, fork.*
- I spy with my little eye…
    - Something which is white, a square and with blue and red paint on it. *Picture*
- I think about something…
    - I can eat it on a sunny day. It tastes sweet and it is cold. It is white and can be on a cone or in a bowl. *Ice cream.*
- Build a sentence: Learners sit in a circle and the teacher explains that they are going to build a sentence. She begins the sentence by giving the first word and then throws a bean bag to the learner who should continue. This learner has to add a word and can then decide whom to throw the bean bag to. The learners observe that a sentence is compiled by a number of words. The teacher transcribes the sentence, making learners aware that the sentence starts with a capital letter, have spaces between the words and ends with a full stop. Sentences can be cut apart and learners then count the words.
- Listen to words in sentences, unpack blocks: Each learner has blocks and they unpack the same amount of blocks as words that they hear in a sentence. For example, a sentence like: John walks to school, would allow the learner to unpack three blocks. The teacher should use mono syllabic words and extents the sentences gradually.
- Substitute words in sentences: Starts with a short sentence like „I eat bread'. Learners unpack three blocks. The teacher explains that the last word will be substituted (learners can also make suggestions). New sentences like „I eat meat'; I eat „sweets', can be derived. Sentences can even be extended and then learners should add blocks to indicate that the sentences are longer.

3. Compound words

- Segment two-syllable compound words and clap hands with each syllable.
- Delete syllables in compound words, e.g. Say monnamogolo, without monna.
  1. Monnamogolo
  2. Mosimanegape

4. Words into two syllables

Segment two-syllable words + names and clap hands with each syllable.
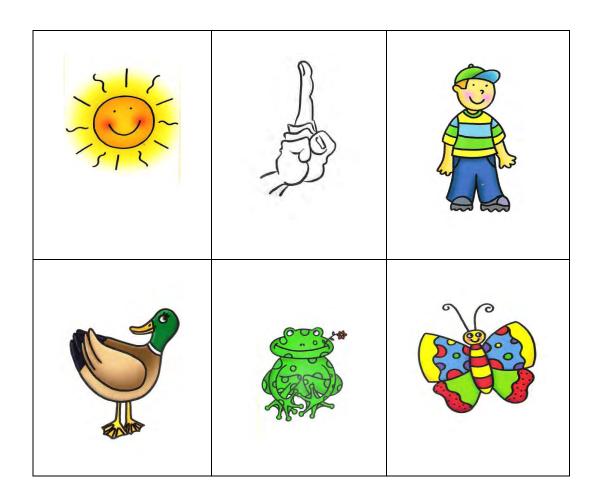
1. Motho
2. Mutla
3. Nku
4. Ntlo
5. Peba
6. Pitsa
7. Pitse
8. Podi
9. Thipa

5. Words into three or more syllables

Segment multi-syllabic words + names and clap hands with each syllable.

1. Letsatsi
2. Monawana
3. Mosimane
4. Pidipidi
5. Segwagwa
6. Serurubele

6. Rhyme

Initially teach learners 5 rhyming pairs and extend when they understand.
Bina + pina; kama + ama; mollo + bolo; pula + bula;
tlhaga + aga.

- Read/say nursery rhymes.
  The teacher can whisper the non-rhyming words and say the rhyming words out loud, e.g.

  > Hickory, dickory DOCK
  > The mouse ran up the CLOCK
  > The clock stroke ONE
  >
  > The mouse ran DOWN
  > Hickory, dickory, DOCK!
  > Tick, TOCK!

- Judge rhymes

  Do *bina* and *ama* rhyme? Do *mollo* and *pula* rhyme?

- Match rhymes

  Find a word that rhymes with:

  > bina
  > kama
  > mollo
  > pula
  > tlhaga

- Odd-one-out rhymes
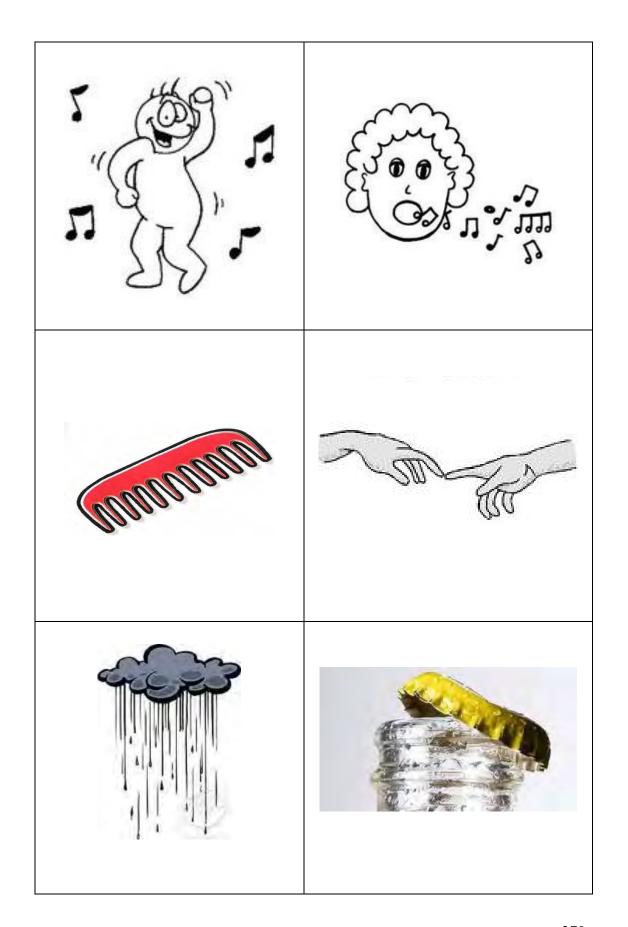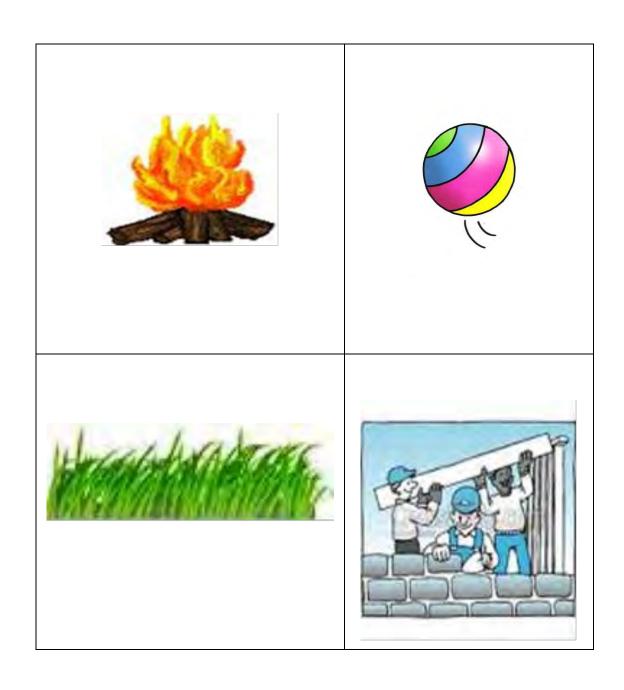
  Which one does not rhyme?

  Bina; kama; pina?

  Present pictures with words, let the learners say the words out loud and judge for themselves.

- Make own oral rhymes.

7. Initial sounds

- Own name

  Learners say:"My name is Lesego and it starts with /l/."

  Learners can be divided into groups, e.g. everyone whose name starts with /t/ sits together, etc.

- Say words that start with the same sound:

  The first sound of *bolo* is /b/:

  1. bolo; buka; bana; bese
  2. hutse; heke; hamore; hempe
  3. koko; kopi; kobo; komo
  4. mme; mae; madi; mpho
  5. nku; noga; ntswa; ntlo
  6. pedi; podi; pale; pene
  7. sukiri; stlhare; suru; sesepa
  8. tau; tlou; tlhapi; tafole

- Sing the following song on the tune of "Old McDonald":
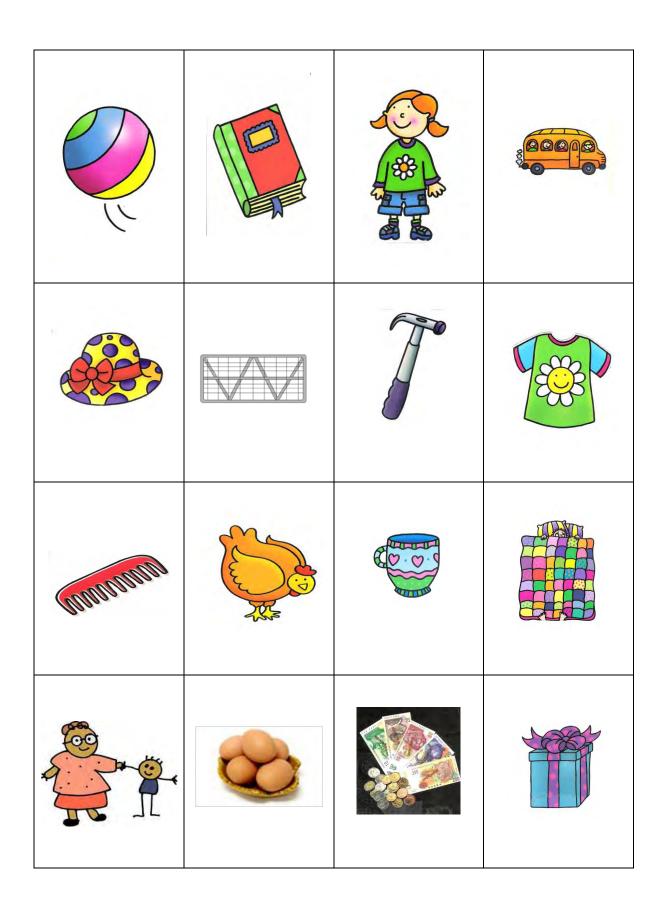
  With which sound do these words start?

  Apple, arm and axe.

  /a/ is the sound with which they start – apple, arm and axe.

  With an /a/, /a/, here and an /a/, /a/ there

  Here an /a/, there an /a/, everywhere an /a/, /a/,

  /a/ is the sound with which they start – apple, arm and axe.

2

8. Final sounds

- Own name

  Learners say:"My name is Michael and it starts with /m/, and ends with /l/."

- Say words that end with the same sound:
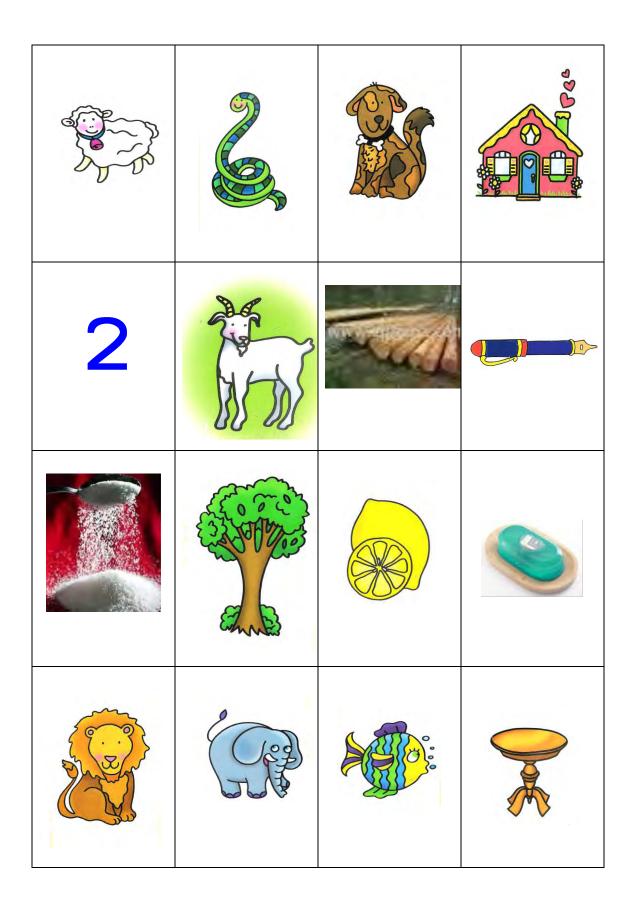
  The last sound of bolo is /o/.

1. Bolo; kamo; kobo; mpho.
2. Hutse; heke; hempe; mae.
3. Pedi; sukiri; tlhapi; podi.
4. Noga; ngaka; buka; bana.

2			

9. Segment initial sounds

Use the same pictures as in 8 Initial sounds, but add words.

- Own name. Mary without /m/ is …ary.
- Say words that start with the same sound:

  The first sound of *bolo* is /b/; *bolo* without /b/ is *olo*

  1. bolo; buka; bana; bese
  2. hutse; heke; hamore; hempe
  3. koko; kopi; kobo; komo
  4. mme; mae; madi; mpho
  5. nku; noga; ntswa; ntlo
  6. pedi; podi; pale; pene
  7. sukiri; stlhare; suru; sesepa
  8. tau; tlou; tlhapi; tafole

- Make copies of the words:
  - Draw learners' attention to the beginning sounds that looks the same.
  - Cut of all /b/ sounds and pronounce the last parts, e.g. *buka* becomes *'uka.*
  - Let learners fit the words to the picture cards.

bolo	buka	bana	bese
hutse	heke	hamore	hempe
komo	koko	kopi	kobo
mme	mae	madi	mpho

nku	noga	ntswa	ntlo
2 pedi	podi	pale	pene
sukiri	stlhare	suru	sesepa
tau	tlou	tlhapi	tafole

bolo	buka	bana	bese
hutse	heke	hamore	hempe
koo	kopi	kobo	komo
mme	mae	madi	mpho
nku	noga	ntswa	ntlo
pedi	podi	pale	pene
sukiri	stlhare	suru	sesepa
tau	tlou	tlhapi	tafole

bolo	buka	bana	bese
hutse	heke	hamore	hempe
koko	kopi	kobo	komo
mme	mae	madi	mpho
nku	noga	ntswa	ntlo
pedi	podi	pale	pene
sukiri	stlhare	suru	sesepa
tau	tlou	tlhapi	tafole

10. Segment final sounds

Use the same pictures as in 9 final sounds, but add words.

- Own name. Natasha without /a/ is Natash.
- Say words that end with the same sound:

  The last sound of bolo is /o/: *bolo* without /o/ is *bol*.

  1. bolo; kamo; kobo; mpho.
  2. hutse; heke; hempe; mae.
  3. pedi; sukiri; tlhapi; podi.
  4. Noga; ngaka; buka; bana.

- Make copies of the words:
  - Draw learners' attention to the ending sounds that looks the same.
  - Cut of all /a/ sounds and pronounce the last parts, e.g. *noga* becomes *nog'*.
  - Let learners fit the words to the picture cards.
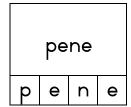
bolo	kamo	kobo	mpho
hutse	heke	hempe	mae
2 pedi	sukiri	tlhapi	podi
noga	ngaka	buka	bana

bolo	kamo	kobo	mpho
hutse	heke	hempe	mae
pedi	sukiri	tlapi	podi
noga	ngaka	buka	bana
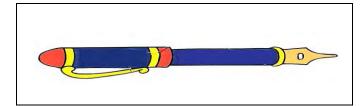
bolo	kamo	kobo	mpho
hutse	heke	hempe	mae
pedi	sukiri	tlapi	podi
noga	ngaka	buka	bana

11. Phoneme isolation.
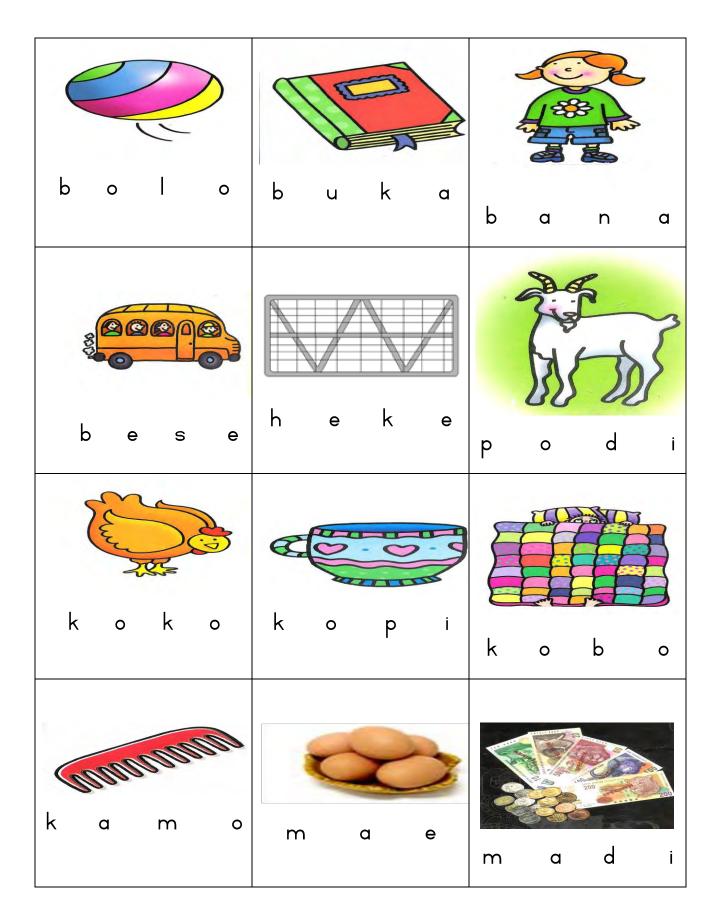
/b/ /o/ /l/ /o/
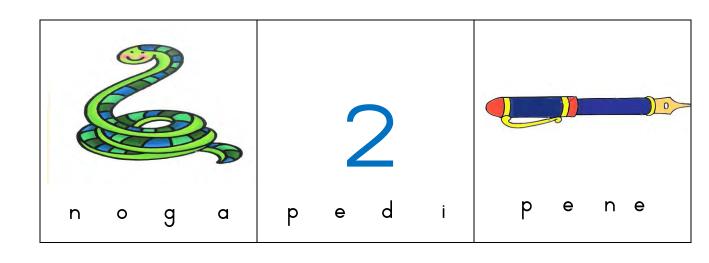
1. bolo
2. buka
3. bana
4. bese
5. heke
6. podi
7. koko
8. kopi
9. kobo
10. kamo
11. mae
12. madi
13. noga
14. pedi
15. pene

- Use the words with the pictures.

- Introduce the word with the picture, e.g.

| pene |
| p | e | n | e |

- The pictures can be cut up to be used like a puzzle.

- The words can be cut up and learners should be allowed to play with the letters and try to build new words or their names.

b o l o	b u k a	b a n a
b e s e	h e k e	p o d i
k o k o	k o p i	k o b o
k a m o	m a e	m a d i

	2	
n o g a	p e d i	p e n e
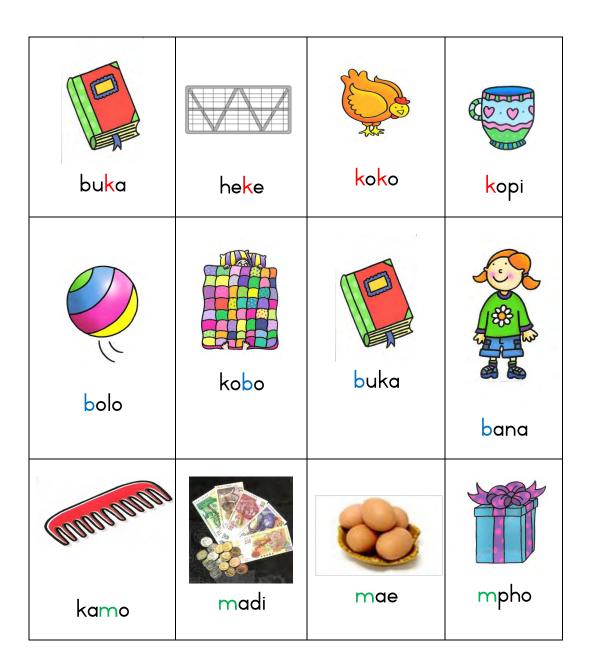
bolo	buka	bana
bese	heke	podi
koko	kopi	kobo
kopi	kobo	madi
mae	madi	pene

b	o	l	o	b	u	k	a	b	a	n	a
b	e	s	e	h	e	k	e	p	o	d	i
k	o	k	o	k	o	p	i	k	o	b	o
k	o	p	i	k	o	b	o	m	a	d	i
m	a	e		m	a	d	i	p	e	n	e

12. Phoneme identity.

Children recognise the same sounds in different words.

1. I can hear /k/ in: buka; heke; koko; kopi.

2. I can hear /b/ in: bolo; kobo; buka; bana.

3. I can hear /m/ in: kama; madi; mae; mpho.

- Explain to learners that they should listen to the sound, anywhere in the word, it may be in the beginning or it may be at the end.
- As they progress in identifying the sounds they hear, ask them to add words. The teacher can scribe these words, indicating the desired sound, e.g. buka; heke; koko; kopi.

buka	heke	koko	kopi
bolo	kobo	buka	bana
kamo	madi	mae	mpho

13. Phoneme categorization.

Children recognise the word in a set of three/four words that has the „odd' sound. Group pictures of the four words, let the children pronounce each word and recognize the „odd' beginning/ending sound.

Beginning sounds:
1. bolo; buka; bese; tlou;
2. hutse; heke; bana; hamore;
3. koko; hempe; kopi; kobo;
4. mme; komo; mae; madi;
5. mpho nku; noga; ntswa; ntlo;
6. pedi; ntlo podi; pale;
7. sukiri; pene; suru; sesepa;
8. tau; stlhare tlhapi; tafole.

Final sounds:
1. Bolo; kamo; buka kobo;
2. Hutse; mpho heke; hempe;
3. Mae; pedi; sukiri; tlhapi;
4. Noga; ntswa; podi; bana.

14. Blend and segment sounds

- Game, Turtle talk: Learners pretend to be talking like turtles, very slow, so they can hear each sound.

/p/ /e/ /n/ /e/ = pene

pene = /p/ /e/ /n/ /e/

1. bolo
2. buka
3. bana
4. bese
5. heke
6. podi
7. koko
8. kopi
9. kobo
10. kamo
11. mae
12. madi
13. noga
14. pedi
15. pene

15. Phoneme deletion: Initial sounds

1. Say bolo, without /b/.
2. Say buka, without /b/.
3. Say bese, without /b/.
4. Say heke, without /h/.
5. Say mae, without /m/.
6. Say koko, without /k/.
7. Say kopi, without /k/.
8. Say kamo, without /k/.
9. Say madi, without /m/.
10. Say noga, without /n/.
11. Say pene, without /p/.
12. Say pedi, without /p/.

16. Phoneme deletion: Final sounds

1. Say bolo, without /o/.
2. Say buka, without /a/.
3. Say bese, without /e/.
4. Say heke, without /e/.
5. Say mae, without /e/.
6. Say koko, without /o/.
7. Say kopi, without /i/.
8. Say kama, without /a/.
9. Say madi, without /i/.
10. Say noga, without /a/.
11. Say pene, without /e/.
12. Say pedi, without /i/.

17. Phoneme addition: Initial sounds
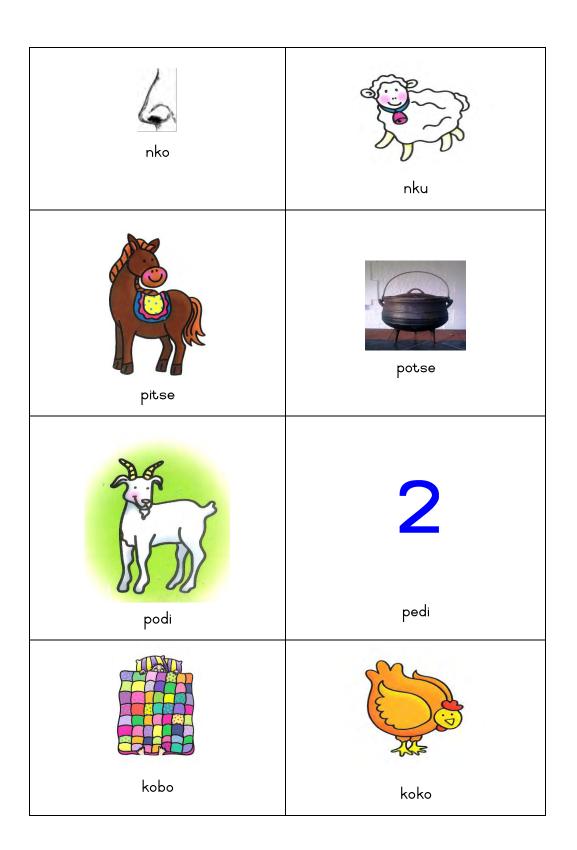
1. Say olo, but add /b/ at the beginning.
2. Say uka, but add /b/ at the beginning.
3. Say ese, but add /b/ at the beginning.
4. Say eke, but add /h/ at the beginning.
5. Say ae, but add /m/ at the beginning.
6. Say oko, but add /k/ at the beginning.
7. Say opi, but add /k/ at the beginning.
8. Say amo, but add /k/ at the beginning.
9. Say adi, but add /m/ at the beginning.
10. Say oga, but add /n/ at the beginning.
11. Say ene, but add /p/ at the beginning.
12. Say edi, but add /p/ at the beginning.

18. Phoneme addition: Final sounds

1. Say bol, but add /o/ at the end.
2. Say buk, but add /a/ at the end.
3. Say bes, but add /e/ at the end.
4. Say hek, but add /e/ at the end.
5. Say ma, but add /e/ at the end.
6. Say kok, but add /o/ at the end.
7. Say kop, but add /i/ at the end.
8. Say kam, but add /o/ at the end.
9. Say mad, but add /i/ at the end.
10. Say nog, but add /a/ at the end.
11. Say pen, but add /e/ at the end.
12. Say ped, but add /i/ at the end.

19. Phoneme substitution

1. Nko; nku
2. Pitse; potse
3. Podi; pedi
4. Kobo; koko

nko	nku
pitse	potse
podi	2 pedi
kobo	koko

nk__	o	u
p__tse	i	o
p__di	o	e
ko__o	b	k

20. Manipulate phonemes in own name.

- Break own name into sounds, count the letters, name the sounds and blend to form own name.
- Play with letters and try to build or copy new words.
- Learners can also be taught to name the letters in their names, e.g. Mary.
    - The sounds of my name is /m/ /a/ /r/ /i/.
    - The names of the letters in my name are M A R Y.

Tsepho					
T	s	e	p	h	o

Teaching activities

1. Theme discussion as a means of teaching phonological awareness

An exhibit of real, labelled items as well as colourful labelled pictures are made according to the theme of the learning programme. During the theme discussion the teacher would ask questions like:

- Lion starts with a /l/ and with what sound does it end?
- Whose name starts with a /l/?
- Whose name ends with a /n/?
- Can you think of other words that start with a /l/?
- Can you think of other words that end with a /n/?
- Long words like crocodile and hippopotamus are „chopped up' (while we talk like turtles) into: cro-co-dile and hip-po-po-ta-mus. The syllables are counted and we decide which word is the longest.

Duplicates of the labels are provided and learners have the opportunity to match the labels with the labels in the exhibition. This activity encourages learners to pay attention to other words and learners make spontaneous remarks like: "Leopard and lion both start with /l/."

Examples of pictures and labels for theme discussion

tau	kubu	thutlwa	nkwe
tlou	nare	tshukudu	lengau

2. Storytelling as a means of teaching phonological awareness

Choose a story that contains examples of rhyming words; beginning or final sounds.

Step one involves paging through the book and discussing the pictures. The teacher ensures that all the learners understand the vocabulary and allow discussions and anticipations from the learners' about what they think is going to happen in the story. Discussions include concepts about print as well as the facial expression of the characters in the book and detail in the pictures. This activity creates a purpose for listening because the learners are curious about what is about to happen.

Step two involves the teacher reading the story, while pointing to the script and indicating the direction in which reading takes place. After the storytelling, the teacher asks questions to ensure that each learner knows the content of the story.

Step three involves the re-reading of the story on multiple days. While reading takes place, the beginning sounds or rhyme words are being emphasized by either speaking out louder when it is read or whispering. The pictures form the book, can be duplicated to create individual pictures or story-cards.

Step four comprises the re-telling of the story with picture cards which are a duplicate of the story. The learner, who tells the story, has to arrange the story-cards in the correct sequence and may sit on the teacher's chair to tell the story to fellow learners.

Step five: By now, all the learners know the story by heart and use fantasy clothes or masks to dramatise the story.

Step six involves the learners in drawing a picture of the story and the teacher writes the words. In some cases the learners are provided with a blank book and they create their own drawings according to the story that they have learned.

Examples of story-cards

Example of a book drawn by a learner

1. my bok Bella / KyK Pollard

1. Goeie môre Paul polisieman. Het jy dalk my bok Bella gesien?

2. Goeie môre Ben brandweerman. Het jy dalk my bok Bella gesien?

3. Goeie môre verpleegster Fransie. Het jy dalk my bok Bella gesien?

4. Goeie môre Piet posman. Het jy dalk my bok Bella gesien?

5. Goeie môre Frans die vullisverwyderaar. Het jy dalk my bok Bella gesien?

6. Biblioteek. Goeie môre Ben bibliotekaris. Het jy dalk my bok Bella gesien?

7. Goeie môre juffrou Jurine. Het jy dalk my bok Bella gesien?

8. Haai Bella! Is hy nie slim nie... *hy* het *ons* gekry!

3. Songs for teaching phonological awareness

The pictures and printed words are used to support the teaching of a song. If this method is used, young learners memorize the songs easily, even songs and rhymes that seem too difficult for learners 5-6 years of age.

Step one: The teacher models the song, pointing to the pictures as she sings.

Step two: The individual pictures are discussed in detail.

Step three: The teacher ensures that every learner understands the vocabulary in the song. Attention is also given to the pronunciation of difficult words; beginning and ending sounds, phoneme substitution, for example, d**i**ngle, d**a**ngle and fl**i**ppy, fl**o**ppy in the modelled song: *Dingle, dangle scarecrow.* Learners are also encouraged to substitute other sounds, like d**i**ngle, d**a**ngle, d**e**ngle, d**o**ngle and fl**i**ppy, fl**o**ppy, fl**e**ppy, fl**a**ppy.

Step four: The teacher introduces the words (accompanied by the pictures) of the song. She and the learners sing the song, pointing to the pictures.

Step five: The teacher and the learners sing the song and do the actions.

Step six: Individuals take turns to sing the song, doing the actions or using the printed words and pictures.

Example of individual pictures to teach *Dingle, dangle scarecrow*

Example of pictures and words of *Dingle, dangle scarecrow*

4. Rhymes for teaching phonological awareness

The pictures and printed words are used to support the teaching of a rhyme, in the very same   way as teaching a song. If this method is used, young learners memorize the rhymes easily.

Step one: The teacher models the rhyme, pointing to the pictures as she speaks.

Step two: The pictures are discussed in detail.

Step three: The teacher ensures that every learner understands the vocabulary in the rhyme. Rhyming words are emphasized either by speaking out louder or whispering. Learners are encouraged to make *nonsense rhymes* like: *The fly is in the sky, but maybe he'll die.*

Step four: The learners say the rhyme, doing the actions or pointing to the pictures.

Step five: Individual take turns to say the rhyme, using actions or the pictures.

Step six: If the content of the rhyme can be dramatised, the learners dramatise the rhyme, if not, they draw a picture to illustrate the rhyme (in a follow up activity).

To teach the rhyme, *The old lady,* the following printed pictures were used:

Picture cards to teach *The old lady*

A learner's drawing of *The old lady*

5. Small group work for teaching phonological awareness with picture cards

(Examples of all the picture cards are in this *Teachers' book to teach phonological awareness*).

Learners are taught in small groups of not more than six learners. This is done especially when something new, with regard to phonological awareness is introduced. The rest of the learners are independently occupied with free play inside, art activities, mathematical games or reading books.

The teacher should be cautious not to introduce too many new words on a day, a maximum of eight well known words are used per lesson. This activity lasts for only ten minutes, to allow all learners enough time to engage in free play and other activities.

Step one: Involves the introduction of four picture cards and ensuring that learners understand the meaning of each word. Each word can be said slowly, imitating a turtle to focus their attention on the individual phonemes.

Step two: The teacher asks the learners if they can notice any similarities between the words, saying the words again, emphasizing the beginning or ending sounds.

Step three: The same procedure is followed with four more cards. The picture cards are unpacked in sets of four, for example, in the case of final sounds:

bol**o**; kam**o**; kob**o**; mph**o**

Nog**a**; ngak**a**; buk**a**; ban**a**

Step four: The teacher removes all the cards, unpacking four, but with an odd-one-out, for example: bol**o**; kam**o**; buk**a**; kob**o** The learners must indicate which one is the odd-one-out.

Step five: The learners play with the cards, creating quizzes for each other.

Summary of relevant support documents

> The following support documents will be summarized:
>
> 1. **NCS**
>
> 2. **Foundations for learning: Government gazette 30880**

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2. FOUNDATIONS FOR LEARNING: GOVERNMENT GAZETTE 30880

2.1 Introduction

2.2 Quality teaching and learning in the General Education and Training Band

2.3 Teaching and learning time

2.3.1 The formal teaching time

2.3.2 Daily teacher activities during literacy time grades 1-3

2.3.3 Recommended resources for Literacy grades 1-3

2.3.4 Monitoring and support

1. NATIONAL CURRICULUM STATEMENT GRADES R-9

1.1 Introduction

The National Curriculum Statements (NCS) Grades R-9 includes an overview; provide learning outcomes and assessment standards for the eight Learning Areas: Languages, Mathematics, Natural Sciences, Social Sciences, Arts and Culture, Life Orientation, Economic and Management Sciences as well as Technology. For the purpose of this study only the Curriculum Statements for Languages, Home Language, Foundation Phase, will be included.

1.2. Chapter 1: Introduction

The basis for curriculum transformation is provided by The Constitution of the Republic of South Africa (Act 108 of 1996). The aim of the curriculum is to develop the full potential of each learner as a citizen of a democratic South Africa.

1.2.1 Outcomes-Based Education

Outcomes-based is a learner-centred and activity-based approach. The NCS outcomes build its learning outcomes for the General Education and Training Band (schools) on the critical and developmental outcomes that were inspired by the Constitution.

The critical outcomes envisage learners who are able to:
o Identify and solve problems and make decisions using critical and creative thinking.
o Work effectively with others as members of a team, group, organisation and community.
o Organise and manage themselves and their activities responsibly and effectively.
o Collect, analyse, organise and critically evaluate information
o Communicate effectively using visual, symbolic and/or language skills in various modes.
o Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
o Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are able to:

o   Reflect and explore a variety of strategies to learn more effectively.

o   Participate as responsible citizens in the life of local. National and global communities.

o   Be culturally and aesthetically sensitive across a range of social contexts.

o   Explore education and career opportunities

o   Develop entrepreneurial opportunities.

1.2.2 National Curriculum Statement: Learning Area Statements

The eight Learning Areas are: Languages; Mathematics; Natural Sciences; Social Sciences; Arts and Culture; Life Orientation; Economic and Management Sciences; Technology. The Learning Area Statements identifies the learning outcomes and assessment standards. The assessment standards indicate how conceptual and skill development can take place over time. Assessment standards can be integrated within, as well as across grades. Progression from grade to grade is central to this curriculum.

1.2.3 National Curriculum Statement: Learning Programmes

The RNCS aims commitment and competence among teachers and they will be responsible for the development of learning programmes according to policy guidelines. The underlying principles of the NCS underpin the Learning Programmes; Learning Areas stipulate the concepts, skills and values, while learning programmes specify the scope of learning and assessment activities for each phase. Learning programmes contain work schedules that provide the pace and sequence of teaching activities through the year, as well as lesson plans to be implemented.

In the Foundation Phase there are three learning programmes: Literacy, Numeracy and Life skills. Time allocation for each Learning Area is prescribed for all grades and phases.

1.2.4 Time allocations

The formal school day for teachers is seven hours, 35 hours per week.

1.2.5 Assessment

Each Learning Area Statement includes a detailed section on assessment. Amongst other, assessment should help students make judgements about their own performance, set goals for progress and provoke further learning.

1.2.6 The kind of teacher that is envisaged

Teachers are key contributors to transformation of education in South Africa. The NCS envisions qualified, competent, dedicated, caring teachers.

1.2.7 The kind of learner that is envisaged

Values for personal development and a national South African identity should be promoted. These values will inspire the learners who will act in the interest of society based on respect for democracy, equality, life and social justice. The NCS seeks to create lifelong learners who are confident and independent, literate, numerate, multi-skilled, compassionate - active citizens with respect for the environment.

1.2.8 Introducing the Languages Learning Area – English

The language learning area includes:
- o All eleven official languages:

   English, Afrikaans, Setswana, isiZulu, isiXhosa, isiNdebele, Sepedi. SiSwati, Sesotho, Tshivenda and Xitsonga.
- o Braille and South African Sign Language.

In a multilingual country like South Africa it is important that learners reach high levels of proficiency in at least two languages and that they are able to communicate in other languages.

1.2.9 The additive approach to multilingualism

School Governing Bodies select a school language that is appropriate for circumstances and in line of additive multilingualism. The languages Learning Area Statements follow an additive approach to multilingualism:
- o All learners learn their home language and at least one additional official language.

- Learners become competent in their additional language, while their home language is maintained and developed.
- All learners learn an African language for a minimum of three years by the end of the GET band. It may be learned as a second additional language.

The home, first additional and second additional languages are approached in different ways:

- The assessment standards of the home language assumes that learners come to school able to understand and speak the language.
- The first additional language assumes that learners do not necessarily have any knowledge of the language when they arrive at school.
- The second additional language is intended for learners who wish to learn three languages. The third language may be an official or foreign language. It is assumed that less time will be allocated to learning the second additional language than the home language.

1.2.10 Language of learning and teaching (LoLT)

The learners' home language should be used for learning and teaching wherever possible. This is particularly important in the Foundation phase when learners learn to read and write.

Where learners have to make a transition from their home language to an additional language as the language of learning and teaching, this should be carefully planned:

- The additional language should be introduced as a subject in Grade 1
- The home language should continue to be used alongside the additional language as long as possible.
- When learners enter a school where the LoLT is an additional language for the learner, teachers should make special provision for assistance and supplementary learning of the additional language, until such time as the learners is able to learn effectively in the language of teaching and learning.

1.2.11 Purpose

Languages are central to our lives. We communicate and understand the world through language. Language serves a variety of purposes. Which are reflected in the

Language Learning Area statement. These are personal; communicative; educational; aesthetic; cultural; political and critical.

1.2.12 Unique Features and Scope

How does the Languages Learning Area contribute to the curriculum?

- o It develops reading and writing, the foundation for other literacies.
- o It is the medium through which other learning (such as mathematics and Social Sciences) takes place.
- o It encourages intercultural understanding, access to other views and a critical concept of culture.
- o It stimulates imaginative and creative activity and thus promotes the goals of arts and culture.
- o It provides a way of communicating information, and promotes many of the goals of arts and culture.
- o It develops the critical tools necessary to become responsible citizens.

Languages: combining knowledge, skills and values.

There are six main learning outcomes:

- o The first four outcomes cover five different language skills – listening, speaking, reading, viewing and writing.
- o Outcome 5 deals with the use of languages for thinking and reasoning, which is especially important for the LoLT. This outcome is not included in the curriculum for second additional languages, since its aim is not to prepare learners to use this language as a LoLT.
- o Outcome 6 deals with the core language of knowledge – sounds, words and grammar – in texts. This knowledge is put into action through the language skills described in the other outcomes.

A central principle of the Languages Learning Area Statement is therefore the integration of these aspects of language through the creation and interpretation of texts.

1.2.13 Language learning outcomes

Learning Outcome 1: Listening: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

Learning Outcome 2: Speaking: The learner will be able to communicate confidently and effectively in a wide range of situations.

Learning Outcome 3: Reading and Viewing: The learner will be able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Learning Outcome 4: Writing: The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Learning Outcome 5: Thinking and Reasoning: The learner will be able to use language to think and reason, as well as to process and use information for learning.

Learning Outcome 6: Language Structure and Use: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

1.2.14 Integration and Outcomes

Listening and speaking; reading and viewing; writing; thinking and reasoning and knowledge of sounds, words and grammar – although presented as separate outcomes – should be integrated when taught and assessed.

1.2.15 Creating and interpreting texts

Texts can be oral, written, a combination of written and visual and multimedia. Knowledge of language and texts includes knowledge about context, text structure, language-related social practices and conventions, grammar, sounds and vocabulary, writing and spelling, images and design.

1.2.16 Integrating language learning: values

All texts carry values, which may be positive or negative. Learners need to become conscious and critical of the values present in the texts they read and view, or create themselves.

1.2.17 Integrating language learning: themes

Language learning can be integrated through themes. Using a theme allows the learner to build vocabulary related to the topic. Theme should be selected carefully to stimulate the interest of all learners. Selected theme and topics can be linked to the Critical and Developmental outcomes.

1.2.18 Human rights and environmental justice

Languages are an important tool for achieving human rights and environmental justice. Learners should become confident bilingual speakers, who have the critical tools to read their world and texts spoken and written about it. They should be able to analyse these texts and 'rewrite' them in ways that expand possibilities in relation to human rights and environmental justice.

1.3 Chapter 2: Foundation Phase
1.3.1 Introduction

All learners come to school with prior knowledge about and a high level of proficiency in their home language. Because environments differ, the knowledge children bring with them to school differ. However, whatever they know should be used in their language development. This is central to their personal growth, their interactions with others, and their access to learning and the world around them.

1.3.2 Focus

Learners come with a certain culture and language development. The classroom should respects and builds on what learners already know.

1.3.3 Language development: A gradual process

Language development involves a gradual process of improving. Mistakes are a natural part of this process.

1.3.4 A balanced approach to literacy development

In this curriculum a 'balanced approach' to literacy development has been used. It is balanced because it begins with children's emergent literacy, it involves them in reading real books and writing for genuine purposes and it gives attention to phonics.

These are the things learners need in order to learn to read and write successfully. In reading, this means moving away from the 'reading readiness approach', which held that children were not ready to start learning to read and write until they were able to perform certain sub-skills such as auditory discrimination and visual discrimination and had developed their fine and motor skills to a certain level. With the balanced approach, these skills:

- o Do not have to be in place before a learner can start to read and write.
- o Can and should be developed during children's early learning experiences.

1.3.5 Building on knowledge

The languages curriculum recognises that learners begin to develop written language knowledge from the moment they are first exposed to reading and writing at home. The classroom should continue this process and encourage learners to become more skilled readers and writers.

1.3.6 Encouraging practice

The curriculum says that it is necessary to:

- o Encourage and support learners to do wide reading.
- o Give learners frequent opportunities for writing and for developing their vocabulary and language use.
- o Help learners to discover techniques and strategies to unlock the 'code' of the written word, for example:
  - The development of various word recognition and comprehension skills such as phonemic awareness (sensitivity to the sounds of language).
  - Knowledge of letter-sound correspondences (phonics).
  - Knowledge of blending (putting together two or three letters to make a sound).

1.3.7 Integrating learning outcomes

Remember: Learners cannot be expected to speak a language they have not heard, nor to write or produce texts they have never before read or seen.

1.3.8 Learning outcomes

The learning outcomes are briefly defined under the headings.

Learning Outcome 1: Listening

Learning Outcome 2: Speaking

Learning Outcome 3: Reading and Viewing

Learning Outcome 4: Writing

Learning Outcome 5: Thinking and Reasoning

Learning Outcome 6: Language Structure and Use

1.3.9 Assessment standards and texts for grade R

- o Examples are given of texts that can be used for integrated learning.
- o If learners did not attend grade R, concepts, skills and strategies for grade R need to be taught and consolidated in grade 1.
- o Recommended texts for Oral: Stories (often dramatised and including choruses for learners to join in); simple instructions; recounts; simple descriptions; action rhymes; songs; games.
- o Recommended texts for Written/Visual: Picture stories and books with very simple captions; picture puzzles; familiar advertisements and posters; photographs.
- o Recommended texts for Multimedia: Television and Children's films.

The learning outcomes and assessment standards are provided.

1.4 Chapter 5: Learner assessment

The assessment framework of NCS is based on the principles of outcomes-based education. Assessment should:

- Provide indications of learner achievement in the most effective and efficient manner and ensure that learners integrate and apply knowledge and skills.
- Help students to make judgements about their performance, set goals for progress and provoke further learning.

To assist the process of learner assessment, this NCS:

- Outlines the learning outcomes and assessment standards in each learning area and for each grade.
- Contextualises the Critical and Developmental Outcomes within the learning outcomes and assessment standards.
- Place assessment standards at the heart of the assessment process in every grade.

1.4.1 Assessment principles and outcomes-based education

- **Definition**

Assessment in the NCS is a continuous, planned process of gathering information about the performance of learners measured against the assessment standards of the learning outcomes. It requires clearly-defined criteria and a variety of appropriate strategies to enable teachers to give constructive feedback to learners and report to parents and other interested people.

- **Key Elements**

Outcomes-based education is a way of teaching and learning which makes it clear what learners are expected to achieve. The principle by which it works is that the teacher states beforehand what learners are expected to achieve. The teacher's task is to teach in order to help learners to satisfy the requirements of the assessment standards in the curriculum; the learners' task is to learn or do what the assessment standards expect. To help learners to reach their full potential, assessment should be:

  - Transparent and clearly focused.
  - Integrated with teaching and learning.
  - Based on predetermined criteria and standards.
  - Varied in terms of methods and contexts.
  - Valid, reliable, fair, learner-paced and flexible enough to allow expanded opportunities.

- **Purposes of assessment (p.126)**

The main purpose of assessment is to enhance learners' personal growth and development, to monitor the progress of learners and to facilitate learning. Other uses

include: baseline assessment; diagnostic assessment; formative assessment; summative assessment; systemic assessment.

- **Continuous assessment**

Continuous assessment (CASS) is the chief method by which assessment takes place in the NCS. It covers all the outcomes-based education assessment principles and ensures that assessment:
  - Takes place over a period of time and is ongoing: Learning is assessed regularly and the records of learners' progress are updated throughout the year.
  - Supports the growth and development of learners.
  - Provides feedback from learning and teaching.
  - Allows for integrated assessment.
  - Uses strategies that cater for a variety of learner needs (language, physical, psychological, emotional and cultural).
  - Allows for summative assessment.

- **Assessment strategies**

The methods chosen must be appropriate to the assessment standards to be assessed, and the purpose of the assessment must be clearly understood by learners and teachers. The choice of assessment strategies is subjective and dependant on the teacher's professional development.

- **Managing assessment (p.128)**
  - **People involved in assessment**

The school and teachers have overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process.

  - **School assessment programme**

Each school should have a school assessment programme and team, team members should be representatives from each Phase and Learning Area.

The school assessment programme must outline how continuous assessment is planned and implemented, how records are kept, how assessment codes are determined,

how internal verification is done, how moderation takes place, how and when reporting will take place, how monitoring will be done and staff training.

- **Keeping records**
  - o **Record Books**

Good record keeping is essential in continuous assessment. All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. Each teacher must keep a record book with the following information:

- Learners' names.
- Dates of assessment.
- Name and description of assessment activity.
- Results of assessment activities, according to learning area/Learning programme
- Comments for learner support purposes.

- **Codes to use for assessment**

Assessment codes are used to express how the learner is performing against the Learning Outcomes. Codes used must be clear and understood by learners and parents.

A number of factors that influence assessment activities are discussed, as well as the usefulness of comments in assessment records. Amongst others, class size (p.129).

National Codes

4 Learner's performance has exceeded the requirements of the learning outcome for the grade.

3 Learner's performance has satisfied the requirements of the learning outcome for the grade.

2 Learner's performance has partially satisfied the requirements of the learning outcome for the grade.

1 Learner's performance has not satisfied the requirements of the learning outcome for the grade.

- **Progression schedules**

  Progression schedules must be completed at the end of each school year; it is a summary of the progress of all learners in the grade and school. This schedule should include:

  - o Name of the school and school stamp.
  - o List of learners in each grade.
  - o Codes for progress in each Learning Area (National Coding System).
  - o Codes for progress in each grade (to the next grade or stay in same grade).
  - o Comments on strengths and areas for support in each Learning Area.
  - o Date and signatures of:
    - Principal.
    - Teacher.
    - Departmental official.

- **Learner profiles (p.131)**

  Learner profiles are continuous records of information that gives an all-round impression of a learner's progress. This profile should accompany learners throughout their school careers.

- **Reports**

  - o **Information to be included in reports**

  Teachers need to be accountable to learners, parents, the education system and the community in assessing their learners, this take place through reporting. In addition to written reports, oral or practical or practical presentations, displays of learner's work and exhibitions might be used.

  Every report on a learner's overall progress should include information on: The learning achieved learner's competencies, support needed and constructive feedback. Constructive feedback should contain comments about the learner's performance in relation to peers and the learner's previous performance in relation to the requirements of the Learning Areas.

  - o **Report Cards**

  The minimum requirements for a report card are:

- Basic information: name of the school; name of the learner; grade of the learner; date of birth of the learner; year and term; date and signature of parent/guardian; date and signature of teacher; date and signature of principal; dates of closing and opening of school; school stamp; school attendance profile; explanation of national coding system.

- Strengths and needs: Give a description of strengths/areas of support in each Learning Area, In the end of the year report, the overall performance of the learner in all Learning Areas should be shown.

- Comments on each Learning Area: Give comments on each Learning area, especially strengths/areas of support. These comments can be linked to the Assessment standards. These comments will allow parents, learners and other educators to gain understanding of what support the learner needs.

2. FOUNDATIONS FOR LEARNING: GOVERNMENT GAZETTE 30880

For the purpose of this study, pages 14-21, literacy activities grades 4-6 as well as all numeracy activities will be omitted.

2.1 Introduction

The purpose of the campaign is to improve the reading, writing and numeracy abilities of all South African children. It provides direction to teachers and schools regarding the expected levels of performance for all learners. The goal of the four year campaign (2008-2011) is to increase learner performance to an average of at least 50%. The campaign will be steered on Provincial as well as National level.

2.2 Quality teaching and learning in the General Education and Training Band

- Literacy should be taught each day. In literacy 30 minutes daily should be spend on reading for enjoyment and 1 hour, weekly, on extended writing activities.

- Every teacher must have resources to ensure effective teaching, a few is named and a detailed table about resources appears on p.12.

- Learner progress should be assessed, tracked and recorded. These assessments should be done monthly, for class records and quarterly for the District Office.

- Learner progress will be reflected in the individual records of each learner, Grade R-six.

- All primary school learners will undergo annual national assessments, using standardized tests, to measure progress towards targets.

2.3 Teaching and learning time

School day for teachers is seven hours and additionally one and a half hours for preparation and marking, daily.

2.3.1 The formal teaching time (per week) for learners in the Foundation Phase is 22 hours and 30 minutes for grades R, 1, 2 and 25 hours for grade 3.

The formal teaching time for the learning Programmes in the Foundation Phase is as follows:

Learning programme	Literacy 40%	Numeracy 35%	Life skills 25%
Grades R, 1 and 2			
Per week	± 9 hrs 10 min	± 7 hrs 30 min	± 5 hrs 50 min
Per day	± 1 hrs 50min	± 1 hrs 30 min	± 1 hrs 10 min
Grade 3			
Per week	10 hrs	8 hrs 45 min	6 hrs 15 min
Per day	2 hrs	1 hrs 45 min	1 hrs 15 min

2.3.2 Daily teacher activities during literacy time grades 1-3

Teachers, grade 1-3, are provided with daily teaching activities in literacy. Grade R is excluded. Please see Annexure C for possible amendments.

2.3.3 Recommended resources for Literacy grades 1-3

Teachers, grade 1-3, are provided with recommended resources in literacy. Grade R is excluded. Please see Annexure C for possible amendments.

2.3.4 Monitoring and support

Support will be provided by all District Offices, which will include a visit each term and provision of resources. Schools will also be assisted to ensure that regular tests are conducted and reported to parents.

Enhanced support will be provided to grade R teachers, parents and caregivers to stimulate emergent literacy and numeracy in preschool children.

Class Management: Small groups

A model for a class of 54 learners; 9 groups.

	Mo	Tue	Wed	Thu	Fri	Mo	Tue	Wed	Thu	Fri
Drawing	R	B	G	Y	○	△	□	▯	☆	R
Clay	☆	R	B	G	Y	○	△	□	▯	☆
Cutting	▯	☆	R	B	G	Y	○	△	□	▯
Painting	□	▯	☆	R	B	G	Y	○	△	□
Blocks	△	□	▯	☆	R	B	G	Y	○	△
Numeracy	○	△	□	▯	☆	R	B	G	Y	○
Books	Y	○	△	□	▯	☆	R	B	G	Y
Threading	G	Y	○	△	□	▯	☆	R	B	G
Main Activity	B	G	Y	○	△	□	▯	☆	R	B

APPENDIX G 1

Possible amendments to National Curriculum Statement Grade R-9

1. The outcomes and assessment standards are clear. Teachers are however struggling to implement this document into practice, because they find it hard to link developmentally appropriate activities with the outcomes. This is a suggestion for possible amendments. The following tables provide teachers with activities linked to the different literacy outcomes:

2. The academic year is divided in 20 academic weeks. Each academic week entails two calendar weeks. The first column *WEEK* indicates the week in which the assessment standard should be a part of the teaching activities and assessed, these activities are also reflected in the work schedule.

3. Regarding phonological awareness: LO 3; Ass 5 and LO 1; Ass 4. The activities correspond with phonological awareness activities, but in the original NCS, it is named phonic awareness. In this amended document it is called phonological awareness and the sequence and progression is reflected in the 16 literacy assessment tasks (cf. Appendix G 3) as well as in the column *WEEK*. This sequence and progression of the phonological awareness activities are also indicated in the work schedule (c.f. Appendix G 4).

TABLE G 1.1
Activities and assessment linked to literacy learning outcomes.

		Outcome 1: LISTENING. The learner will be able to listen to information for enjoyment, and respond appropriately and critically in a wide range of situations.	
WEEK		**ASSESSMENT STANDARDS**	**ACTIVITIES**
1-20	1	Listens attentively to questions, instructions and announcements, and responds appropriately.	Theme discussion, story time, art activities. Teacher and learner dialogue.
1-20	2	Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for speaker, and taking turns to speak.	Daily with news activity, etc. (Bead on rope: teacher provide a rope with a bead laced in, only the one touching the bead are allowed to talk, the others should listen).
1-20	3	Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), and shows understanding: -<u>acts out</u> parts of the story, song or rhyme; -joins in <u>choruses</u> at the appropriate time; -<u>draws a picture</u> of the story, song or rhyme; -puts pictures in the right <u>sequence</u>	Songs, rhymes, poems and stories. Dramatization. Repeat choruses. E.g. Never ever! Drawings reflecting the script. Retell of stories; using pictures.
1-20 4-20 6-20 8-20 1-20	4	Develops phonic awareness: -recognises that words are made up of <u>sounds</u>; -distinguishes between different sounds, especially at the <u>beginning and end</u> of words; -segment oral sentences into <u>individual words</u> (using words of one syllable at first); -segments spoken multi-syllabic <u>words into syllables</u> (e.g. ba-na-na) using clapping/drumbeats; -recognise some <u>rhyming words</u> in common rhymes and songs such as "We're going to the zoo, zoo, zoo You can come too, too, too"	Cut words up in sounds/clap syllables. Pictures and labels of beginning and ending sounds. Card games. Write/print sentences and cut them into words. Own names and surnames/multi-syllabic words, (like hand-bag) clap in syllables. Read rhymes/Make up nonsense rhymes

WEEK		ASSESSMENT STANDARDS	ACTIVITIES
1-20	1	Talks about family and friends.	Bead and rope/ news
2-20	2	Expresses own feelings and the feelings of real or imaginary people.	Dramatization of different emotions. Naming emotions when learners experience it, e.g. Are you feeling sad?
1-20	3	Sings and recites simple songs + poems	New song + rhyme each fortnight.
4-20	4	Uses language imaginatively for fun and fantasy (e.g. to make up rhyming words)	Nonsense rhyme/ making up own story.
1-20	5	Asks questions and responds to questions.	Language activities, during the day. When the teachers asks questions and learners respond.
10-20	6	Passes on messages	During the day - to other teachers.
1-20	7	Recounts own experiences.	News from outside play.
1-20	8	Tells own stories + retells stories of others in own words.	Retell known stories/make up own story; D\drawing pictures and tell the „story' of the picture.
1-20	9	Participates confidently and fluently in a group.	Class divided in groups? During the day.
1-20	10	Shows sensitivity when speaking to others.	Conversations during the day.
5-20	11	Role-play different kinds of manners of speech (e.g. telephone conversation)	Fantasy play, e.g. ordering in a restaurant or talking like „the wolf'.

Outcome 2: SPEAKING. The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

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		Outcome 3: READING AND VIEWING. The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.	

WEEK		ASSESSMENT STANDARDS	ACTIVITIES
1-20 1-20 5-20 10-20 1-20	1	Uses visual cues to make meaning; -looks carefully at pictures + photographs to <u>recognise common objects</u> and experiences; -<u>identifies a picture</u>/figure from the background -make sense of <u>picture stories</u>. -match pictures and words. -<u>uses illustrations to understand</u> simple captions in story books.	Theme discussion – pictures. Who can see the blue ribbon? Identify, e.g. a carrot, flower from the large picture. Retell stories with pictures/derive a story from a picture/ guess what will happen looking at a new book. Labelled pictures + loose duplicate words. Making own books, draw exactly what words „say'.
1-20 5-20 5-20	2	Role-play reading: -<u>holds a book the right way up</u>, turns pages appropriately, looks at words + pictures and understands the relationship between them; -<u>uses pictures to construct ideas;</u> -<u>distinguishes pictures from print;</u>	Teach learners about how to handle a book, e.g. clean hands, paging, etc. Make own book. Look at pictures and derive logic ideas. Draw picture, teacher writes a sentence or two.
1-20 10-20 10-20 5-20	3	Makes meaning of written text: -understands the <u>purpose of print</u> (e.g. a written word can signify own name); -„reads' in a group with teacher; -<u>makes links to own experience</u> when reading with the teacher/viewing TV; -describes and <u>gives opinions</u> of characteristics in stories/TV programmes.	Recognise own name amongst others. Big book. Enough opportunity to speak. What do you think?
1-20 5-20 10-20	4	Starts recognising + make meaning of letters and words: -recognises that <u>written words refer to spoken words;</u> -recognises and r<u>eads high frequency words such as own name </u>+ print in the environment, such as STOP; -„<u>reads' picture books</u> with simple captions or sentences.	Teacher writes story, while they tell. Learner's names, brand names. Story books readily available. Teacher reads story, they look at pictures and retell story.
7-20 1-20 1-20	5	Begins to develop phonic awareness: -recognises <u>initial consonant and short vowel sounds;</u> -recognises + name some common letters of the alphabet, such as the <u>letter the learner's name begins with</u>; -recognises some <u>rhyming words</u> in common rhymes + songs such as "We're going to the zoo, zoo, zoo You can come too, too, too"	Cut the first letter of their names apart-they must look for it and paste it onto pictures. Name the letters of their names. Read rhymes/Make up nonsense rhymes

Outcome 4: WRITING. The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.		

WEEK	ASSESSMENT STANDARDS	ACTIVITIES
5-20	1 Experiments with writing: -creates and uses <u>drawings</u> to convey a message, as a starting point for writing;	Learners draw a picture and teacher writes the sentences.
1-20	-<u>forms letters</u> in various ways(e.g. writing in sand);	Forms letters, e.g. with paint, tracing their names.
1-20	-understands that <u>writing and drawing is different;</u>	Let them draw a picture of themselves and write their names with. Make them aware of the difference.
10-20	-‚<u>writes</u>' and asks others to give meaning of what has been written;	Merely copy letters and ask meaning. Copy brand names.
10-20	-<u>imitate ‚writing</u>' for a purpose (e.g. shopping list);	Learners attempt to write a name list of their group/ copy list of ingredients needed for baking activities.
15-20	-uses known letters and numerals, especially <u>letters from own name and age;</u>	Write own name with correct letter forming.
15-20	-‚<u>reads' own emergent writing</u> when asked to do so;	Merely copy letters and ask meaning. Teacher asks: "What do you think?"
5-20	-<u>awareness of directionality</u> (e.g. left to right, top to bottom).	Pages before them, before art activity, ask questions about directionality.
9-20	-<u>copies labels</u> on household items;	Brand names.
1-20	-manipulates <u>writing tools</u> like crayons and pencils.	Variety, freely available.

WEEK	ASSESSMENT STANDARDS		ACTIVITIES

Outcome 5: THINKING AND REASONING. The learner will be able to use language to think and reason, as well as access, process and use information for learning.

WEEK		ASSESSMENT STANDARDS	ACTIVITIES
1-20	1	Uses language to develop concepts: -demonstrates <u>developing concepts</u> such as quantity, size, shape, direction, colour, speed, time, age, sequence.	Name colours and shapes. Game with chairs.
1-20	2	Uses language to think + reason: -identifies and describes <u>similarities and differences;</u> -<u>matches</u> things that goes together, and <u>compares</u> things that are different; -<u>classifies</u> things according to shape/colour. -<u>identifies parts</u> from the whole (e.g. parts of the body).	"The very, very same" pictures as well as pictures with differences. Picture cards + labels. Own books: Which letters is alike. Words on pictures. Sorting of real objects. Own body/ house has a roof, a door and windows.
1-20 5-10 1-20	3	Uses language to investigate + explore: -<u>asks questions</u> and searches for explanations; -<u>gives explanations</u> and offers solutions; -<u>solves and completes puzzles.</u>	Take time to listen and answer! What do you think? Puzzles, riddles. Homemade puzzles.
1-20	4	Processes information: -<u>picks out selected information</u> from a description.	Answer questions after story time.

Outcome 6: LANGUAGE STRUCTURE AND USE. The learner will know and be able to use sounds, words and grammar of the language to create and interpret texts.			

WEEK		ASSESSMENT STANDARDS	ACTIVITIES
1-20 5-20	1	Relates sounds to letters and words: -recognise that <u>words are made up of sounds;</u> -recognise the sounds at the <u>beginnings</u> of some words;	Cut up words, e.g. cat, hat, and count the sounds. Game. Picture cards/game.
5-20 8-20	2	Works with words: -<u>group</u> words (e.g. words that rhyme). -i<u>dentifies</u> a word, a letter and a space in print.	Make own book. Make them aware of word, letter and space. When do I use capital letters?
8-20	3	Works with sentences: -communicates ideas using descriptions + action words.	Big books/Own books.
10-20	4	Works with texts: -talks about texts (e.g. stories) using terms like <u>beginning, middle and end.</u>	Make up own story; make them aware of beginning, middle and end. Choose a name for your story.
15-20	5	Uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, and end).	Teacher sets the example.

APPENDIX G 2

Possible amendments to Foundations for learning: Government gazette 30880

1. TEACHING AND LEARNING TIME

TABLE G.2.1
Recommended daily programme and time allocations to different learning areas

THEME:				GROUP: Grade R		
TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30	**N: 30x5**	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
8:00		TOILET ROUTINE				
8:10	**L: 20x5**	Literacy	Literacy	Literacy	Literacy	Literacy
8:30	**L: 30x5** **N: 30x5**	Art Activities + Free play inside	Art Activities + Free play inside	Art Activities + Free play inside	Art Activities + Free play inside	Art Activities + Free play inside
9:30		TIDY UP TIME				
9:40	**N:20x5**	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
10:00		REFRESHMENTS				
10:15		Music + Movement	Music + Movement	Music + Movement	Music + Movement	Music + Movement
10:35		FREE PLAY OUTSIDE				
11:30		TIDY UP TIME				
11:40		TOILET ROUTINE				
11:50	**L: 30x5**	Literacy	Literacy	Literacy	Literacy	Literacy
12:20	**L: 25x5**	Literacy	Literacy	Literacy	Literacy	Literacy
12:45		REFRESHMENTS				
13:00		DEPARTURE				

TEACHING TIME FOR LITERACY	
Expected time per day	Expected time per week
1 hour 50 min	9 hours 10 min
Real time per day	Real time per week
1 hour 45 min	8 hours 45 min

2. RECOMMENDED DAILY TEACHING ACTIVITIES DURING LITERACY TIME, GRADE R:

2.1 Oral work at the beginning of the day:…………………………………10 min
- Mark the register and as the learner's name is called they can:
  - Say how they feel.
  - Repeat their names (in syllables), add their surnames, addresses or birthdays.
- 2-4 learners tell their news (personal experiences).
- Day chart, month chart, birthday chart, weather chart.

2.2 Shared reading:……………………………………………………..10 min
- Sing a song/say a poem. Refer to written version and picture.
- Theme discussion with relevant pictures and labels, introduce the text and new vocabulary. Draw from learners' prior knowledge.
- Check understanding and encourage learners to respond to the text through focused questions.

2.3 Word and sentence level work:……………………………………….15 min

Do one of the following:

Phonological awareness:
- Identify rhyming words: Jack and Jill went up the hill.
- Make own oral rhymes: The cat wears a hat.
- Segments sentences into monosyllabic words: Sue eats a pear.
- Delete syllables in compound words: Handbag; toothbrush; motorbike; ladybird.
- Identify and work with syllables in spoken words: My name is Ti-mo-thy.
- Identify and work with individual phonemes in spoken words:
  - Initial sounds: /c/ up.
  - Final sounds: cu /p/.
  - Phoneme isolation: /c/ /u/ /p/.

*Phonemic awareness***:**

Phonemic instruction teaches children to notice; think about and work with (manipulate) sounds in spoken language.

- <u>Phoneme isolation</u>: Children recognize individual sounds in a word, e.g. c-a-t.

- <u>Phoneme identity</u>: Children recognize the same sounds in different words, e.g. /d/og; be/d/; han/d/.

- <u>Phoneme categorization</u>: Children recognize the word in a set of three/four words that has the 'odd' sound, e.g. Hat; house; dog; hand.

- <u>Phoneme blending</u>: Children listen to a sequence of separately spoken phonemes, and then combine them to make a word, e.g. c-a-t = cat

- <u>Phoneme segmentation</u>: Children break a word into separate sounds, saying each sound as they tap out/count it, e.g. cup =c-u-p

- <u>Phoneme deletion</u>: Children recognise the word that remains when a phoneme is removed from another word, e.g. Say mat, without /m/.

- <u>Phoneme addition</u>: Children make a new word by adding a phoneme to an existing word, e.g. /s/ + nail = snail

- <u>Phoneme substitution</u>: Children substitute one phoneme with another to make a new word, e.g. hen, pen; pin, pan.

Vocabulary:

- Make learners aware of labels on pictures

- Allow learners to match duplicates of these words.

- Ensure that learners know the meaning of all the new words.

- Rapid naming: Show the pictures to the learners and they must name the pictures as fast as they can.

Language:

Reinforce oral activity, e.g. making own sentences with words.

- **Group guided and independent reading/writing: 30 min**
    - Teacher cut up a written sentence into words, making learners aware of sentences, words, letters, capital letters, spaces and full stops.
    - Extend sentences, while teacher scribes e.g: I have a cat; I have a fat, black, cat; I have a fat black cat that lays in the sun.

Reading:

Learners 'read' through story books, handling it correctly and looking at pictures to derive a story. These books are read by the teacher at the end of the day in *reading for enjoyment.*

Writing:

- Complete an activity based on class work, e.g. draw a picture of a rhyme or story.
- Teacher writes stories dictated by learners, learners illustrate
- Illustrates well known rhymes.
- Copy names, pictures or writing patterns.

2.4 Listening and speaking: …………………………………………….20 min

Read a story aloud. Have learners to respond to the story:

Re-tell the story, using the book/pictures.

Join in choruses, while the teacher is reading/telling the story.

Answer questions on the story.

Dramatise the story.

Discuss the story, talk about the beginning, end, middle, plot, and the name of the story.

2.5 Reading for enjoyment:…………………………………………...25 min

Teacher reads a variety of stories to learners, modelling fluent reading, with emotion.

Read the text, indicating the text direction and modelling reading strategies, e.g. predicting, using illustrations, noticing punctuation, reading different types of text.

3. Recommended resources

TABLE G 2.2
Recommended resources for a grade R class

For the walls	For each learner	For the teacher
Calendar with: Days of the week Months of the year Birthday chart. Colours with labels Labelled pictures according to themes. Learners' names. Pictures of rhyming words; initial and final sounds. Script and pictures of rhymes and songs. Pictures of stories.	Own name: Whole name Individual sounds Variety of blank paper (shape and size) Variety of writing material, including coki-pens, wax crayons and colouring pencils.	Big books Story books Picture sets of stories Picture cards Systemic programme, with relevant LTSM, which includes: Language development Phonological awareness Phonemic awareness

RECORD SHEET FOR GRADE R

LEARNING AREA: _____ Literacy

CLASS: _____

TASK	TERM 1		TOTAL	TERM 2		TOTAL	TERM 3		TOTAL	TERM 4		TOTAL	FINAL CODE
DATE OF ASSESSMENT													
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
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23.													
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25.													

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COMMENTS FOR SUPPORT

1.	
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16.	17.	18.	19.	20.	21.	22.	23.	24.	25.

LITERACY First term First assessment	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Listens to simple instructions and acts on																									
Talks about personal experiences.																									
Talks about pictures.																									
PHONOLOGICAL AWARENESS																									
Identify rhyming words.																									
Identify syllables in spoken words. "I can																									
Can identify that oral sentences are made																									
READING																									
Recognises and points out objects in																									
Identify a simple picture form a back																									
Uses pictures to predict what the story is																									
Make up own story from pictures.																									

WRITING																							
Holds pencil correctly.																							
Draws a picture to convey a message, e.g.																							
Understands that writing and drawing are																							
Manipulate paint brushes, chunky																							
Fine motor activities: Fasten pegs around																							

LITERACY

First term

Second assessment

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Listens without interrupting.																									
Listens to and repeat rhythmic patterns.																									
Says poems and rhymes and do the actions.																									
Participate in discussions.																									
Segment oral sentences into individual words.																									
PHONOLOGICAL AWARENESS																									
Can identify words in compound words, e.g. Say cupcake, without cup.																									
Identify syllables in spoken words. "I can clap my name." As well as other multi-syllabic words.																									

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READING												
Looks at pictures to understand text.												
Uses pictures to predict what the story is about.												
Make up own story from pictures, 'reads' the picture.												
"Reads" learners' names												
WRITING												
Directionality/midline activities												
Copies simple pictures (trace/clay).												
Traces own name.												

LITERACY First term Third assessment	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Says poems and rhymes and does the actions.																									
Describe objects in terms of colour, size, and shape.																									
Recall simple word sequences, like big, beg, bag.																									
Matches thing s that goes together (toys in a box, books in a shelve)																									
Name the parts of the body																									
PHONOLOGICAL AWARENESS																									
Say own name slowly to identify syllables																									
Identify beginning sounds. My name begins with /t/.																									

Recognises that two words can be put together to form a new word, e.g. hand + bag.							
Name 'odd-one-out', e.g. House, mouse, tree, spouse.							
name pictures rapidly							
READING							
Match words to objects or duplicate words.							
Understands that pictures and words are different.							
Make up own story from pictures, 'reads' the picture.							
WRITING							
Holds pencil and crayon correctly.							
Draws a picture to convey a message, e.g. myself							
Identify own name							

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LITERACY First term Fourth assessment	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Picks out selected information from a description																									
Listens to stories and join in at choruses																									
Asks questions and gives answers																									
Can retell stories using pictures																									
PHONOLOGICAL AWARENESS																									
Teacher says name slowly, e.g. S-a-m. Learners identify names: Sam.																									
Recognises initial sound of own name.																									
Learners identify 'odd-one-out', e.g. Tom, Tamryn, Suzy, Thulani.																									
READING																									
Holds the book the right way and turn the pages.																									
Describes characters in stories.																									
Make up own story from pictures, 'reads' the picture.																									

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Sequence three picture cards/ pictures of a story.														
Draws a picture of a story or rhyme														
WRITING														
Identify all learners' names														
Traces own name (from left to right).														
Uses meta-language: Sound, letter, rhyme, space.														

LITERACY Second term First assessment	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Listens to questions and gives answers																									
Joins in the choruses of songs and rhymes.																									
Make own oral rhymes.																									
PHONOLOGICAL AWARENESS																									
Recognises that words are made up of sounds																									
Distinguish (orally) sounds at the beginning of words.																									
Can anticipate rhyming words and complete the sentence																									
Name the letter his/her name begins and ends with.																									

READING												
Looks carefully at pictures and photographs to recognise and talk about common experiences.												
Uses clues in pictures to understand passage read.												
Acts out story, rhyme or song.												
WRITING												
Understands that writing and drawing is different.												
Forms letters in different ways; paint brushes, fingers.												
Tells story to match picture – teacher writes it down.												

LITERACY Second term Second assessment	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Listens to announcements and responds appropriately																									
Takes turns to speak.																									
Talks about personal experiences.																									
Solves And complete 10-piece puzzles.																									
PHONOLOGICAL AWARENESS																									
Recognise beginning sounds: The first sound in sit is /s/.																									
Recognise beginning sounds of friends' names.																									
READING																									
Looks at words and pictures and understand the relationship between them.																									

Answers questions based on the passage read.																												
Uses pictures to predict what the story is about.																												
Recalls details of story and states main idea.																												
WRITING																												
Manipulate writing tools with confidence																												

LITERACY Second term Third assessment	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Says poems and rhymes and does the actions.																									
Acts out a story.																									
Memorises songs and rhymes and recite known songs and rhymes																									
Concepts: Direction, quantity, time and sequence.																									
PHONOLOGICAL AWARENESS																									
Recognise ending sounds: The last sound in sit is /t/.																									
Recognises beginning and ending sound of own name.																									

READING								
Understands that print conveys meaning.								
Recognises that written words refer to spoken words.								
Recognises and reads high frequency words in the environment, e.g. STOP.								
WRITING								
Group words, e.g. words that share the same initial sound.								
Begins to write own name, looking at example.								

LITERACY Second term Fourth assessment	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Participates in discussions																									
Listens to two or three instructions and acts on them																									
Listens without interruption, showing respect for the speaker.																									
Sings songs and does actions.																									
PHONOLOGICAL AWARENESS																									
Identify ending sounds in all words, e.g. cat; mat; sat																									
Recognise beginning and ending sounds of friends' names.																									

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READING	
Uses clues in pictures to understand text	
Recognises that written words refer to spoken words	
"Reads' high frequency words, like weather names and names of peers.	
Sequence pictures in a story.	
Contributes ideas for a class story.	
WRITING	
Understands directionality. Traces patterns from left to right.	

LITERACY Third term First assessment	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Listens to stories with interest and enjoyment.																									
Listens to stories and identify the main idea.																									
Sequence pictures of stories and use them to retell stories.																									
PHONOLOGICAL AWARENESS																									
Recognise that words are made up of sounds.																									
Segment oral sentences into individual words.																									
Segment initial and ending sounds.																									
Recognize individual sounds in words (phoneme isolation) /h/ /a/ /t/.																									

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READING																										
Uses the book cover to predict what the book is about.																										
Understands that pictures and photographs convey meaning about events.																										
Can isolate images from the foreground and/or background in pictures and simple designs.																										
WRITING																										
Understands that writing and drawing are different.																										
Copies letters and words.																										
Identify a word, a letter and a space in print.																										

LITERACY

Third term

Second assessment

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Recites rhymes and poems independently																									
Identifies and describe similarities and differences.																									
Tells own stories.																									
PHONOLOGICAL AWARENESS																									
Recognize the same sound in different words, e.g. dad; hand; dog; Donald.																									
Recognize the word (in a set of 3-4 words) that has the "odd" sound, house; hard; dog; Hannes.																									

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READING												
Make sense of picture stories												
Uses pictures to make up own stories												
Contributes ideas for a class story, which the teacher writes down.												
WRITING												
Writes own name independently.												
Is aware of capital letters and full stops.												
Draws pictures of a story or rhyme; with help add a word or two.												

LITERACY

Third term

Third assessment

ORAL																													
Listens to string of instructions and acts them out.																													
Role-play different situations, e.g. dramatize story.																													
Talks about personal experiences.																													
Concepts: Quantity, size, speed, time.																													
PHONOLOGICAL AWARENESS																													
Listen to a sequence of separately spoken phonemes and combine them to make a word.																													
Breaks words into separate sounds, saying each sound as they tap it out.																													

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READING																															
Identifies the sequence of events, in what was read.																															
Recognise own name and others.																															
Understands that print communicates different kinds of information (stories, news and names).																															
Makes links to own experience when reading with the teacher/viewing television or pictures.																															
WRITING																															
Imitate writing for a purpose, e.g. a friend's telephone nr.																															
Awareness of directionality.																															
Copies labels on household items.																															

LITERACY
Third term
Fourth assessment

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Listens to longer stories with enjoyment.																									
Identify parts from the whole, e.g. parts of a picture																									
Asks questions and looks to books for answers.																									
Solves and complete 20-piece puzzles																									
PHONOLOGICAL AWARENESS																									
Recognise the word that remains when a phoneme is removed, e.g. say mat without /m/																									
Make new words by adding a phoneme to an existing word, e.g. s + nail=snail																									

Can substitute rhyming words in common songs and rhymes when asked to do so.																							
Can sound out own name																							
READING																							
Recalls details of story and states main idea.																							
Draws a picture of a story, rhyme or song.																							
Sequence pictures of a story																							
WRITING																							
Writes own name independently																							
Can match words to objects																							
Uses pictures to understand simple sentences																							

LITERACY
Fourth term
First assessment

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Listens to stories and express feelings about the story																									
Recites rhymes and poems with confidence																									
Retell known stories.																									
PHONOLOGICAL AWARENESS																									
Manipulate phonemes with confidence.																									
Can substitute one phoneme for another, e.g. pen → pan																									
READING																									
Identifies part from the whole (2D format) and constructs in 3D (copies a picture with blocks.																									
Rapid naming of shapes, colours, numbers.																									

WRITING																										
Writes own name independently; traces surname																										
Adds caption or single sentence to picture with help.																										
Understands that writing and drawing is different.																										

LITERACY

Fourth term

Second assessment

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Listens to stories and express feelings about the story																									
Sequence pictures of stories.																									
Retell known stories.																									
PHONOLOGICAL AWARENESS																									
Can cut own names into letters and 'build' it correctly.																									
Count the letters in the names, identify long and short names.																									
READING																									
"Reads" picture books with simple captions.																									
Reads all the names of learners in class.																									
Can name the beginning sound of all names																									

WRITING																							
Imitate writing for a purpose, e.g. a friend's telephone nr.																							
Awareness of directionality.																							
Copies labels on household items.																							

LITERACY
Fourth term
Third assessment

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Listens for details in stories and answers questions.																									
Passes on messages.																									
Tells own stories and retell known stories, with or without pictures.																									
PHONOLOGICAL AWARENESS																									
Name the sounds in own name.																									
READING																									
Page through books and predict story independently.																									
Can indicate similar words in text.																									
Identify shop name/brand names.																									

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WRITING																											
Is aware of directionality																											
Good control over a variety of drawing utensils																											
Draws pictures with detail																											
Copies print from environment																											

LITERACY
Fourth term
Fourth assessment

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
ORAL																									
Listen for the detail in stories and answer questions																									
Passes on messages																									
Retell stories																									
PHONOLOGICAL AWARENESS																									
Name the sounds in own name.																									
READING																									
Pretend to be reading by showing to script, indicating directionality.																									
Uses picture clues to anticipate the content of a story.																									
Explains opinions of characters in stories or TV programmes.																									

WRITING																								
Copy simple sentences such as: My name is Suzy.																								
Good control over a variety of drawing utensils																								
Draws pictures with detail																								

Laying Solid Foundations for learning grade R kit

Four possible amendments are recommended. One would be on p.20, paragraph 3, to explain phonological awareness; two is the inclusion of a work schedule as part of the planning process; replace the *phonics focus* with phonological awareness activities as depicted in the work schedule and *Teachers' handbook to teach phonological awareness* (Appendix C 1) and four concerns ajustments in the translation of the stories in the *Big Book.*

1. PHONOLOGICAL AWARENESS

Phonological awareness is the knowledge that language is composed of sounds and that sounds can be manipulated. When teaching phonological awareness, teachers should build on learners' prior knowledge, starting with easy tasks like segmenting sentences into words and gradually building up to difficult tasks like blending sounds into words. The suggested sequence is:

1. Segment sentences into mono-syllabic words: Bob likes his bike.
2. Segment compound words: cupcake = cup + cake.
3. Segment two-syllable words into syllables: Su-zy; ap-ple
4. Segment multi-syllabic words and names into syllables: Jo-na-than; but-ter-fly.
5. Onsets and rimes: Initially teach learners 5 rhyming pairs and extend when they understand, e.g.: house + mouse; hat + cat; door + floor; tap + cap; ball + wall. Learners' use these words to judge rhymes; match rhymes; identify odd-one-out rhymes and make own oral rhymes.
6. Working with phonemes:
    o Initial sounds
    o Final sounds
    o Phoneme isolation
    o Phoneme identity: Children recognise the same sounds in different words.
    o Phoneme categorization: Children recognise the word in a set of three/four words that has the ‚odd' sound.

- o Phoneme blending: Children listen to a sequence of separately spoken phonemes, and then combine them to make a word.
- o Phoneme segmentation: Children break a word into separate sounds, saying each sound as they tap out/count it.
- o Phoneme deletion: Children recognise the word that remains when a phoneme is removed from another word.
- o Phoneme addition: Children make a new word by adding a phoneme to an existing word.
- o Phoneme substitution: Children substitute one phoneme with another.

Phonological awareness activities should be introduced with play based-instruction. Burns, Griffen and Snow (1999) emphasize the fact that instruction based in play activities is appropriate for instruction in kindergarten. These activities include singing songs, acting out stories and situations. By making use of these activities, teachers enhance the development of children's language skills, narrative abilities and a comfort with the idea that one thing can „stand for' something else. Burns *et al.,* (1999) suggest the following activities for phonological awareness:

- Play the game SNAP using shared sounds e.g.

  Player 1 says, "ball" and "bat." The others say "SNAP!" for the first sound.

  Player 2 says, "sand" and "book." Everyone is quiet.

  Player 3 says, "run" and "tan." The others say "SNAP!" for the last sound.

  Player 4 says, "seed" and "beach". The others say "SNAP!" for the middle sound.

- A listening game with blocks e.g.

  Give out four blocks that can be used for counting phonemes - remember to count sounds, not letters. These are spoken words, not written ones. Start out with a two-phoneme word, such as "row". Explain that the word can be divided into two parts. The one block represents the /r/ and the other the /o/. If we put them together the word "row" is formed again. Next explain that another word can be formed when a block is added and form the word "grow".

- A listening game, blending onset and rime into meaningful one syllable words e.g.

Tell the children that you are going to say a word broken into parts and you need them to put the word back together again. Begin by saying simple words aloud, pausing between the onset and rime. At first, vary the onset and keep the same rime e.g.:

/r/ an; /a/ an; /f/ an.

Then keep the onset and vary the rime e.g.:

/m/ an; /m/ ice; /m/ ix.

2. WORK SCHEDULE.

This work schedule has been composed to compliment learning programme and stories of the *Laying Solid Foundations for learning grade R kit.* The sequence of teaching phonological awareness, with progression, is clearly indicated in this work schedule.

TABLE G 4.1
Literacy work schedule for grade R

WEEK	WORK SCHEDULE: LITERACY			
	LEARNING PROGRAMME	STORY	RHYME/ SONG	PHONOLOGICAL AWARENESS
1	My body	Adventures of Afro Ant		Segments sentences into words
2	My senses	Vuzi and the vuvuzela		Segment compound words
3	My family	Surprise for Gogo		Segment syllables in own name and surname
4	Staying clean and fit	Messy Maria		Segment syllables in multi-syllabic words
5	Healthy food	Mmmm, mud cakes		Rhyming words
6	Friends	I am proud of it		Rhyming words
7	This is what I wear	Harry the hippo		Initial sounds: own names and other words
8	Shapes and colours	Yellow Yvonne		Initial sounds: own names and other words
9	Opposites	Friends		Final sounds: own names and other words
10	Gardens and insects	The fast flea		Final sounds: own names and other words
11	Time and weather	Clouds		Initial and final sounds
12	Safety	A boy's best friend		Phoneme isolation
13	The sky	Queen Quellerina		Phoneme identity
14	People in my community	Our goat Godfrey		Phoneme blending
15	Helping hands	I enjoy helping		Phoneme segmentation
16	New life	A spring surprise		Phoneme deletion
17	This is where I stay	Who lives here?		Phoneme addition
18	Emotions	How do you feel today?		Phoneme substitution
19	My beautiful country	Our beautiful country		Phonics: Segment names and count letters
20	On the move	Rules for the road		Phonics: Sound out the letters of own name

4. BIG BOOK

When stories are translated, care should be taken that the initial sounds should stay applicable.

TABLE G 4.2
Story names currently in the *Big Book*

English	Afrikaans	Setswana
1. Afro Ant's Adventure	1. Die avonture van Afro mier	1. Bogatlamelamasisi Afro Tshoswane
2. Vusi and the vuvuzela	2. Vuzi en die Vuvuzela	2. Vusi le vuvuzela
3. A surprise for Gogo	3. „n Verrassing vir ouma	3. Go gakgamatsa Koko
4. Dirty Duduzile	4. Morsige Meraaitjie	4. Lerato yo o Leswe
5. Mmm, mud pies	5. Mmm, modderkoekies	5. Mmm, diphae tsa seretse
6. I'm different	6. Ek is ek en trots daarop	6. Ke a lthata
7. Ntombi Hippo	7. Sandra die seekoei	7. Kitso Kubu
8. Yellow Yolanda	8. Geel Gerda.	8. Seipeng yo o Serolwana
9. Friends	9. Vriende	9. Ditsala
10. Fastest, smartest, smallest	10. Vinnigste, flinkste vlooi	10. Ntshi e e bonako thato,e e botlhale
11. Clouds	11. Wolke	11. Maru
12. A boy's best friend	12. „n Seun se beste vriend	12. Tsala e kgoloya mosimane
13. Queen Quallerina	13. Koningin Quallerina	13. Kgosigadi Quellerina
14. Our goat Godfrey	14. Ons bok Godfrey	14. Godfrey podi ya rona
15. I like to help	15. Ek hou daarvan om te help	15. Ke rata go thusa
16. A spring surprise	16. „n Lenteverrassing	16. Kgakgamatso e ken eng ke sa e lebelela
17. Who lives here?	17. Wie woon hier?	17. Go nna mang fano?
18. How do you feel today?	18. Hoe voel jy vandag?	18. Ikutlwa jang gompieno?
19. Our lovely land	19. Ons pragtige land.	19. Naga ya rona e ntle
20. Rules of the road	20. Padreëls	20. Melao ya tsela

TABLE G 4.3
Recommended story names for the Afrikaans stories

Names of stories currently used	Recommended name
1. Die avonture van Afro mier	1. Manie mier se maniere
2. Vuzi en die Vuvuzela	
3. „n Verrassing vir ouma	
4. Morsige Meraaitjie	
5. Mmm, modderkoekies	
6. Ek is ek en trots daarop	
7. Sandra die seekoei	
8. Geel Gerda.	
9. Vriende	
10. Vinnigste, flinkste vlooi	
11. Wolke	
12. „n Seun se beste vriend	
13. Koningin Quallerina	
14. Ons bok Godfrey	
15. Ek hou daarvan om te help	13. Koningin Karin
16. „n Lenteverrassing	14. Ons bok Bella
17. Wie woon hier?	
18. Hoe voel jy vandag?	
19. Ons pragtige land.	
20. Padreëls	

TABLE G 4.4
Recommended story names for the Setswana stories

Names of stories currently used	Recommended name
1. Bogatlamelamasisi Afro Tshoswane	
2. Vusi le vuvuzela	
3. Go gakgamatsa Koko	3. Go makatsa Mmemogolo
4. Lerato yo o Leswe	
5. Mmm, diphae tsa seretse	
6. Ke a lthata	
7. Kitso Kubu	
8. Seipeng yo o Serolwana	
9. Ditsala	
10. Ntshi e e bonako thato,e e botlhale	10. Ditshenekegi tsa tshingwana
11. Maru	
12. Tsala e kgoloya mosimane	12. Molekane o magdo wa mosimane
13. Kgosigadi Quellerina	13. Kgosigadi Kgomotso
14. Godfrey podi ya rona	14. Pulane podi ya rona
15. Ke rata go thusa	15. Diatla tse di dirisanana
16. Kgakgamatso e ken eng ke sa e lebelela	16. Dimakantso tse Dimakatsang
17. Go nna mang fano?	
18. Ikutlwa jang gompieno?	18. Botsogo bokae?
19. Naga ya rona e ntle	19. Naga e ntle
20. Melao ya tsela	20. Tsamaiso ya tsela

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Coding the data

DEFINITION	CODE
Words and syllables	
Segments sentences into monosyllabic words.	SS
Segment two-syllable compound words.	SCW
Delete syllables in compound words.	DS
Syllable substitution.	SB
Segment two-syllable words + names.	STn
Segment multi-syllabic words + names.	SMn
Rhymes	
Judge rhymes	JR
Match rhymes	MR
Odd-one-out rhymes	OR
Making oral rhymes	MOR
Phonemes	
Initial sounds	IS
Final sounds	FS
Phoneme isolation	PI
Phoneme identity	PId
Phoneme categorization	PC
Phoneme blending	PB
Phoneme segmentation	PSeg
Phoneme deletion	PD
Phoneme addition	Pa
Phoneme substitution	PSub
Teacher knowledge about phonological awareness.	TK
Research-based knowledge base	RB
Teacher's perceptions about own knowledge base	TP
Preparedness to teach phonological awareness	Ptt
Planning	P
Balanced literature programme	BLP
The use of relevant teaching and learning support material.	LTSM
Class management.	CM
Time management.	TM
Teaching activities.	TA
Teaching activities relevant to phonological awareness	IpPA
Rich literature based environment	RL
Knowledge of children's literature	CL
Balanced approach	Ba
Play-based instruction	PBI
Working in groups	G
Perceptions of support from the DoE	DoE
Availability of relevant documentation and policy documents	PDa
Availability of LTSM	LTSMa
Professional development	PDev

Fourteen literacy lesson plans

- Fourteen literacy lesson plans to indicate sequence and progression to teach phonological awareness.
- The term *phonic awareness* is currently being used in the *NCS*, to indicate phonological awareness activities. The same term is being used in the learning outcomes in each lesson.

PROGRESSION OF PHONOLOGICAL AWARENESS	
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. Names: Segment and name letter sounds

<table>
<tr><td colspan="2" align="center">LITERACY FOUNDATION PHASE
LESSON PLAN</td></tr>
<tr><td>Grade R</td><td>Time: 10 min</td></tr>
<tr><td colspan="2">1. PHONOLOGICAL AWARENESS: SENTENCES AND WORDS</td></tr>
</table>

Learning outcomes + Assessment standards	Content/Concepts/Skills
L O 1: LISTENING Ass 4: Develops phonic awareness: -segment oral sentences into individual words (using words of one syllable at first); **L O 3: READING AND VIEWING** Ass 4: Starts recognising + make meaning of letters and words: -recognises that written words refer to spoken words; **L O 6: LANGUAGE STRUCTURE + USE** Ass 3: Works with sentences. Ass 5: Uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, and end). **INTEGRATION** Numeracy LO 1, Ass 2.	Listens attentively to simple questions and announcements Listens without interrupting Understands that print communicates meaning Understands that written words refer to spoken words Can indicate the capital letter, space, words and full stop.

<table>
<tr><td colspan="2" align="center">Learning Activities</td></tr>
<tr><td colspan="2" align="center">TEACHER INPUT:</td></tr>
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Activities:	Resources:
Teacher writes a sentence with mono-syllabic words, while making learners aware of direction, capital letters, space, full stop. Count sentences, cut them apart and work with one sentence at a time. With each sentence: Count words; cut words apart. Each learner has blocks and they unpack the same amount of blocks that they hear in a sentence. For example, a sentence like: John walks to school, would allow the learner to unpack four blocks. The teacher should use mono syllabic words and extents the sentences gradually. Re-arrange words in „wrong' sequence, e.g. Mary runs fast.→runs Mary fast. Starts with a short sentence like „I eat bread'. Learners unpack three blocks. The teacher explains that the last word will be substituted (learners can also make suggestions). New sentences like „I eat meat'; I eat „sweets', can be derived. Sentences can even be extended and then learners should add blocks to indicate that the sentences are longer.	Thick, black coki-pen. Large paper Possible sentences: Afrikaans: Koos eet sy pap; Sy het „n strik op haar rok; Jan het „n gat in sy broek; Die kat lê op die mat. Engels: I have a black cat; Sue eats a pear; Please drink your milk; Bob likes his bike. Setswana: Neo o a ja; Ee ke jele;Mapula o ntse mo setilong; Mitta o ya sekoleng; Tiny o tshego thato; Sophie o bua le ditsala tsa gagwe; Martha o ja dijo tsa gagwe.

<table>
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Activities:	Assessment:
Count sentences and words with teacher. Indicate capital letter and full stop. Individuals re-arrange words to correct sentences. Suggest new sentences. Indicate number of words in sentences.	Can learners: Segment oral sentences into individual words. Recognise + make meaning of letters and words. Recognise that written words refer to spoken words. Works with sentences and communicate ideas using descriptions + action words.

Evaluation & Reflection:

LITERACY FOUNDATION PHASE LESSON PLAN		
Grade R	Time: 10 min	
2. PHONOLOGICAL AWARENESS: COMPOUND WORDS		
Learning outcomes + Assessment standards		**Content/Concepts/Skills**
L O 1: LISTENING Ass 4: Develops phonic awareness: Segments spoken multi-syllabic words into syllables (e.g. ba-na-na) using clapping/drumbeats;		Divides compound words into syllables (e.g. using clapping or drumbeats on each syllable in the word) Say the remaining word if one syllable is omitted, e.g. Cupcake, without *cup* is *cake.*
Learning Activities		
TEACHER INPUT:		
Activities:		**Resources:**
Encourage learners to think up compound words by using real objects, pictures and examples. Talk about each picture and ensure that the words are well established in the learners' vocabulary.		Lists of possible words; real objects or pictures. Afrikaans: Bedlamp; blompot; handsak; langbroek; motorfiets; roomys; skilpad; sneeuman; teepot; voordeur. Sê bedlamp, maar moenie bed sê nie. Engels: Bulldog; cupcake; doorbell; hairbrush; handbag; lipstick; necklace; speedboat; spotlight; toothbrush. Setswana: Mosimane + gape; Monna + mogolo;
LEARNER INPUT:		
Activities:		**Assessment:**
Clap the two parts of the compound word. Name the two words, e.g. cup + cake. Put out a block for each word. Say cupcake, without cup.		Can learners: Segment spoken compound words into syllables (e.g. cup-cake) using clapping/drumbeats. Delete one part of the compound word and say the mono syllabic word that remains.
Evaluation & Reflection:		

LITERACY FOUNDATION PHASE	
LESSON PLAN	
Grade R	Time: 10 min
3. PHONOLOGICAL AWARENESS:	
SYLLABLES: NAMES; TWO AND MULTI SYLLABIC WORDS	
Learning outcomes + Assessment standards	Content/Concepts/skills
L O 1: LISTENING Ass 4: Develops phonic awareness: Segments spoken multi-syllabic words into syllables (e.g. ba-na-na) using clapping/drumbeats; INTEGRATION	Divides multisyllabic words into syllables (e.g. using clapping or drumbeats on each syllable in the word)

Learning Activities	
TEACHER INPUT:	
Activities:	**Resources:**
Say each learner's name (as slow as a turtle) indicating the syllables with a nod of the head. Say each learner's name, indicating the syllables with claps of the hand/music instrument, e.g. Su-san. Count the syllables in names. Segment two-syllable words + names and clap hands with each syllable. Segment multi-syllabic words + names and clap hands with each syllable.	Class list with names and surnames of learners. Picture cards of vocabulary Afrikaans: Appel; kombers; kasteel; kerse; koppie; lemoen; masker; prinses; tafel; venster; Adele; Pieter Engels: Apple; candle; fairy; jersey; monkey; present; table; trumpet; window; Mary; Andre. Setswana: Motho; mmutla; monwana; ntlo; peba; pitsa; pedi; meno; thipa.
LEARNER INPUT:	
Activities:	**Assessment:**
Each learner: Say his/her name/surname as slow as a turtle, indicating the syllables with a nod of the head. Clap the syllables of his/her own name. Count the syllables, while saying the name and unpack small blocks to indicate number of syllables. Copies teacher's example: Segment two-syllable words + names and clap hands with each syllable. Copies teacher's example: Segment multi-syllabic words + names and clap hands with each syllable. Unpack small blocks to indicate number of syllables.	Can learners: Segment their names into syllables, using clapping/drumbeats. Count the syllables in their names. Segment spoken multi-syllabic words into syllables (e.g. ba-na-na) using clapping/drumbeats. Unpack blocks to indicate number of syllables.
Evaluation & Reflection:	

LITERACY FOUNDATION PHASE LESSON PLAN	
Grade R	Time: 10 min
4. PHONOLOGICAL AWARENESS: RHYME	

Learning outcomes + Assessment standards	Content/Concepts/Skills
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognise some rhyming words in common rhymes and songs such as "We're going to the zoo, zoo, zoo You can come too, too, too" L O 3: READING AND VIEWING Ass 4: Starts recognising + make meaning of letters and words: Recognise some rhyming words in common rhymes + songs such as "We're going to the zoo, zoo, zoo You can come too, too, too" L O 6: LANGUAGE STRUCTURE + USE Ass 2: Works with words: Group words (e.g. words that rhyme). INTEGRATION	Identifies rhyming words Anticipates rhyming words

Learning Activities	
TEACHER INPUT:	
Activities:	**Resources:**
Say well-known rhymes, making learners aware of rhyming words. Initially teach learners 5 rhyming pairs, increase with time. Judge rhymes: Do house and mouse rhyme? Do hat and floor rhyme? Match rhymes: Find a word that rhymes with: house; hat; door; tap; cap Odd-one-out rhymes: Which one does not rhyme? Floor; tap; door? Making oral rhymes: In the house is a mouse; The cat wears a hat and chases the bat.	Picture cards of the words to be used. Afrikaans: huis + muis; jas +das; koek + boek; mat + kat; mes + ses; rok + bok; vark + hark. Engels: House + mouse; hat + cat; door + floor; tap + cap; ball + wall. Setswana: Bina + pina; kama + ama; mollo + bolo; pula + bula; tlhaga + aga.
LEARNER INPUT:	
Activities:	**Assessment:**
Memorize rhyming words. Judge rhymes: Do house and mouse rhyme? Match rhymes: Find a word that rhyme with hat. Odd-one-out rhymes: Which one does not rhyme? Hat, cat, door. Make oral rhymes: The cat wears a hat; boys play with toys.	Can learners: Recognise some rhyming words in common rhymes and songs. Group words (e.g. words that rhyme).
Evaluation & Reflection:	

LITERACY FOUNDATION PHASE LESSON PLAN		
Grade R		Time: 10 min
5. PHONOLOGICAL AWARENESS: INITIAL SOUNDS NAMES AND WORDS		
Learning outcomes + Assessment standards		**Content/Concepts/Skills**
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. L O 3: READING AND VIEWING Ass 5: Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; L O 6: LANGUAGE STRUCTURE + USE Ass 1: Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words; <u>INTEGRATION</u>		Recognises initial spoken sounds Understands that words consist of more than one sound Can recognise sounds at the beginning of some words e.g. friends' names
Learning Activities		
TEACHER INPUT:		
Activities: Say each learner's name and make them aware of the initial sound, e.g. /p/ eter; /m/ary. Group learners according to the initial sounds in their names. Introduce learners to picture cards and initial sounds of the vocabulary of the picture card, e.g. /m/at. Present four pictures, e.g. sun; sand; six and pen. Learners indicate the „odd one out'. Present 4 pictures. Teacher says: "Guess the word I am saying" (Stretch the beginning sound: sssnake; rrrobot). Sing "The first sound song" to the tune of "Old MacDonald". Lyrics: What's the sound that starts these words? Rabbit, ring and rake? /r/ is the sound that starts these words rabbit, ring and rake. With a /r/ /r/ here and a /r/ /r/ there, here a /r/, there a /r/, everywhere a /r/ /r/. /r/ is the sound that starts these words rabbit, ring and rake.		Resources: Picture cards, without words. Afrikaans: Vurk; vis; voet; vark Hart; huis; hen; hek Kat; kas; kam; kar Nar; nag; net; nes Pen; pan; pers; pop Rok; rooi; ring; ram Ses; son; sak; seep Tak; tou; tas; tafel Engels: Axe; arm; ant; apple. Car; comb; cup; cat. Fence; fire; fork; fish. Hand; hen; house; heart. Pen; pot; pin; pan. Red; rabbit; ring; rake. Sun; six; sock; star. Tap; toe; teeth; two Setswana: Bolo; buka; bana; bese. Hutshe; heke; halo; hempe. Koko; kopi; kobo; kama. Mme; mae; madi; mpho. Nku; ntlo; noga; ntswa. Pedi; pale; pene; pitse. Sukiri; setlhare; suru; sesepa. Tau; tlou; tlhapi; tafole.
LEARNER INPUT:		
Activities:		**Assessment:**

Name words beginning with specific sound, e.g. Sun; six; sock; star.	Can learners:
Indicate „odd one out', e.g. sun; six; red; star.	Recognise that words are made up of sounds;
Memorize the song: "First sound song".	Distinguish different sounds, especially at the beginning of words.
Propose new words for the song.	Recognise initial consonant and short vowel sounds.

LITERACY FOUNDATION PHASE
LESSON PLAN

Time:	30 min

6. PHONOLOGICAL AWARENESS: FINAL SOUNDS NAMES AND WORDS

Learning outcomes + Assessment standards	Content/Concepts/Skills
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. L O 3: READING AND VIEWING Ass 5: Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; L O 6: LANGUAGE STRUCTURE + USE Ass 1: Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the endings of some words. INTEGRATION	Recognise that words are made up of sounds; Recognise the sounds at the endings of some words.

Learning Activities
TEACHER INPUT:

Activities:	Resources:
Say each learner's name and make them aware of the final sound, e.g. Pete/r/; Mar/y/. Group learners according to the final sounds in their names. Introduce learners to picture cards and final sounds of the vocabulary of the picture card, e.g. ma/t/. Present four pictures, e.g. Cat; hat; stop; ant. Learners indicate the „odd one out'. Sing "The first sound song" to the tune of "Old MacDonald". Lyrics: What's the sound that ends these words? Pear and car and star? /r/ is the sound that ends these words pear and car and star. With a /r/ /r/ here and a /r/ /r/ there, here a /r/, there a /r/, everywhere a /r/ /r/. /r/ is the sound that ends these words pear and car and star.	Picture cards, without words. Afrikaans: Das; kas; mes; bus; Kat; mat; net; pet; Rok; bak; tak; sak Son; pen; hen; been Engels: Mask; duck; book; neck. Cap; stop; soap; tap. Car; pear; sister; star. Cat; hat; goat; ant. Setswana: Bolo; halo; kobo; mpho. Hutse; heke; hempe; mae. Pedi; sukiri; tlhapi; podi. Noga; ntswa; buka; bana.

CHILD INPUT:

Activities:	Assessment:
Say out loud: The last sound in my name is /n/. Name words ending with specific sound.	Can learners: Recognise that words are made up of sounds; Distinguish different sounds, especially at the end of words. Recognise end consonant and short vowel sounds;

Evaluation & Reflection:

LITERACY FOUNDATION PHASE
LESSON PLAN

Grade R	Time: 30 min

7. PHONOLOGICAL AWARENESS: INITIAL AND FINAL SOUNDS NAMES AND WORDS.

Learning outcomes + Assessment standards	Content/Concepts/Skills
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. L O 3: READING AND VIEWING Ass 5: Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; L O 6: LANGUAGE STRUCTURE + USE Ass 1: Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words. <u>INTEGRATION</u>	Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. Begins to develop phonological awareness: Recognises initial and final consonant and short vowel sounds;

Learning Activities
TEACHER INPUT:

Activities:	Resources:
Teacher model by saying: My name is Herman. The initial sound is /h/ and the final sound is /n/. Shows a picture and model by saying: This is a book, the initial sound is /b/ and the final sound is /k/.	Picture cards (without words), used with initial and final sounds.

CHILD INPUT:

Activities:	Assessment:
Each learner say out loud: My name is John, it begins with /j/ and ends with /n/. Name words beginning and ending with specific sounds, e.g. cat starts with /k/ and ends with /t/.	Can learners: Recognise that words are made up of sounds; Distinguish different sounds, especially at the beginning and end of words. Recognise initial and end consonant and short vowel sounds.
Evaluation & Reflection:	

LITERACY FOUNDATION PHASE
LESSON PLAN

Grade R	Time: 30 min

8. PHONOLOGICAL AWARENESS: PHONEME ISOLATION

Learning outcomes + Assessment standards	Content/Concepts/Skills
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. L O 3: READING AND VIEWING Ass 5: Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with. L O 6: LANGUAGE STRUCTURE + USE Ass 1: Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words; INTEGRATION	Distinguishes aurally between different sounds Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with. Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words. Understands that words consist of more than one sound.

Learning Activities
TEACHER INPUT:

Activities:	Resources:
1. Present a picture, e.g. of a cat and say: cat starts with a /k/ and ends with a /t/. 2. If I talk like a turtle, I will say: c-a-t. 3. Repeat with 4 cards each day.	Picture cards that were used with beginning and end sounds. Afrikaans: Vis; hen; kar; kam; nag; nek; pan; pop; rok; son; tas; mes; bus; kat; tak. English: car; cup; cat; hen; pen; pot; pin; pan; red; sun; six; tap; cap; man; hat. Setswana: Bolo; buka; bana; bese; heke; podi; koko; kopi; kobo; kamo; mae; madi; noga; pedi; pene.

CHILD INPUT:

Activities:	Assessment:
1. Learners handle cards and say c-a-t. 2. In small groups they have the opportunity to teach one another.	Can learners: Recognise that words are made up of sounds; Distinguish different sounds, especially at the beginning and end of words. Recognise beginning and end consonant and short vowel sounds; Recognise + name some common letters of the alphabet, such as the letter the learner's name begins and ends with.

Evaluation & Reflection:

| LITERACY FOUNDATION PHASE |
| LESSON PLAN |

Grade R	Time: 10 min

9. PHONOLOGICAL AWARENESS: PHONEME IDENTIFICATION

Learning outcomes + Assessment standards	Content/Concepts/Skills
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. L O 3: READING AND VIEWING Ass 5: Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with. L O 6: LANGUAGE STRUCTURE + USE Ass 1: Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words; INTEGRATION	Develops phonological awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with.

Learning Activities
TEACHER INPUT:

Activities:	Resources:
1. Present a set of 4 pictures, e.g. of a cat, car, comb, candle. 2. Say the words out loud. 3. Ask learners what sound is in all four words. 4. Repeat with 4 other cards.	Picture cards that were used with beginning and end sounds. English: I can hear /r/ in: ring; car; star; red. I can hear /t/ in: cat; tap; hat; two. I can hear /p/ in: cap; pen; pan; tap. Afrikaans: Ek hoor /s/ in das; sing; ses; bus Ek hoor /t/ in tak; mat; tas; pet. Ek hoor /k/ in kat; bak; kas; rok. Setswana: I can hear /k/ in: buka; heke; koko; kopi. I can hear /b/ in: bolo; kobo; buka; bana. I can hear /m/ in: kama; madi; mae; mpho.

CHILD INPUT:

Activities:	Assessment:
1. Learners handle cards and say cat, car, comb, and candle. 2. In small groups they have the opportunity to teach one another.	Recognise that words are made up of sounds; Distinguish different sounds, especially at the beginning and end of words. Recognise beginning and end consonant

	and short vowel sounds; Recognise + name some common letters of the alphabet, such as the letter the learner's name begins and ends with.
Evaluation & Reflection:	

LITERACY FOUNDATION PHASE		
LESSON PLAN		
Grade R		Time: 10 min
10. PHONOLOGICAL AWARENESS: PHONEME SEGMENTATION AND BLENDING		

Learning outcomes + Assessment standards	Content/Concepts/Skills
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. L O 3: READING AND VIEWING Ass 5: Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with. L O 6: LANGUAGE STRUCTURE + USE Ass 1: Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words; INTEGRATION	Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words; Distinguishes aurally between different sounds

Learning Activities	
TEACHER INPUT:	

Activities:	Resources:
• Teacher introduces the words and ensures that all learners are familiar with the meaning of the words. • Make sentences with the words. • Try to find rhyming words. • Indicate initial and final sounds. • Say the words like turtles and then very fast like cheetahs. • Count the sounds.	Pictures, with labels, of: English car; cup; cat; hen; pen; pot; pin; pan; red; sun; six; tap; cap; man; hat. Afrikaans vis; hen; kar; kam; nag; net; pan; pop; rok; son; tas; mes; bus; kat; tak. Setswana Bolo; buka; bana; bese; heke; halo; boko; kopi; kobo; kamo; mae; madi; noga; pedi; pene.

CHILD INPUT:	

Activities:	Assessment:
• Make sentences with the words. • Try to find rhyming words. • Indicate initial and final sounds. • Say the words like turtles and then very fast like cheetahs. • Count the sounds.	Can learners: Recognise that words are made up of sounds; Distinguish different sounds, especially at the beginning and end of words. Recognise beginning and end consonant and short vowel sounds; Recognise + name some common letters of the alphabet, such as the letter the learner's name begins and ends with.

Evaluation & Reflection	

LITERACY FOUNDATION PHASE	
LESSON PLAN	
Grade R	Time: 10 min
11. PHONOLOGICAL AWARENESS: PHONEME DELETION	
Learning outcomes + Assessment standards	**Content//Concepts/Skills**
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. L O 3: READING AND VIEWING Ass 5: Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with. L O 6: LANGUAGE STRUCTURE + USE Ass 1: Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words; INTEGRATION	Develops phonological awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with.

Learning Activities	
TEACHER INPUT:	
Activities:	**Resources**:
• Teacher introduces the words and ensures that all learners are familiar with the meaning of the words. • Make sentences with the words. • Try to find rhyming words. • Indicate initial and final sounds. • Say the words like turtles and then very fast like cheetahs. • Count the sounds. • Say the word without the first or last sound, e.g. If I don't say the /c/ of cup; it becomes up	Pictures, with labels, of: English car; cup; cat; hen; pen; pot; pin; pan; red; sun; six; tap; cap; man; hat. Afrikaans vis; hen; kar; kam; nag; net; pan; pop; rok; son; tas; mes; bus; kat; tak. Setswana Bolo; buka; bana; bese; heke; halo; boko; kopi; kobo; kamo; mae; madi; noga; pedi; pene.
CHILD INPUT:	
Activities:	**Assessment:**
• Make sentences with the words. • Try to find rhyming words. • Indicate initial and final sounds. • Say the words like turtles and then very fast like cheetahs. • Count the sounds. • Say the word without the first or last sound, e.g. If I don't say the /c/ of cup; it becomes up • Say own names without first or last sound.	Can learners: Recognise that words are made up of sounds; Distinguish different sounds, especially at the beginning and end of words. Recognise beginning and end consonant and short vowel sounds; Recognise + name some common letters of the alphabet, such as the letter the learner's name begins and ends with.
Evaluation & Reflection:	

LITERACY FOUNDATION PHASE LESSON PLAN	
Grade R	Time: 10 min
12. PHONOLOGICAL AWARENESS: PHONEME ADDITION	
Learning outcomes + Assessment standards	**Content/Concepts/Skills**
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. L O 3: READING AND VIEWING Ass 5: Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with. L O 6: LANGUAGE STRUCTURE + USE Ass 1: Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words; INTEGRATION	Develops phonological awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with.

Learning Activities	
TEACHER INPUT:	
Activities:	**Resources:**
• Teacher introduces the words and ensures that all learners are familiar with the meaning of the words. • Make sentences with the words. • Try to find rhyming words. • Indicate initial and final sounds. • Say the words like turtles and then very fast like cheetahs. • Count the sounds. • Say a word/nonsense word and the add a first or last sound, e.g. If I say up and add a /c/ infront; it becomes cup.	Pictures, with labels, of: English car; cup; cat; hen; pen; pot; pin; pan; red; sun; six; tap; cap; man; hat. Afrikaans vis; hen; kar; kam; nag; net; pan; pop; rok; son; tas; mes; bus; kat; tak. Setswana Bolo; buka; bana; bese; heke; halo; boko; kopi; kobo; kamo; mae; madi; noga; pedi; pene.
CHILD INPUT:	
Activities:	**Assessment:**
• Teacher introduces the words and ensures that all learners are familiar with the meaning of the words. • Make sentences with the words. • Try to find rhyming words. • Indicate initial and final sounds. • Say the words like turtles and then very fast like cheetahs. • Count the sounds. • Say a word/nonsense word and the add a first or last sound, e.g. If I say up and add a /c/ infront; it becomes cup.	Can learners: Recognise that words are made up of sounds; Distinguish different sounds, especially at the beginning and end of words. Recognise beginning and end consonant and short vowel sounds; Recognise + name some common letters of the alphabet, such as the letter the learner's name begins and ends with.
Evaluation & Reflection:	

LITERACY FOUNDATION PHASE	
LESSON PLAN	
Grade R	Time: 10 min
13. PHONOLOGICAL AWARENESS: PHONEME SUBSTITUTION	

Learning outcomes + Assessment standards	Content/Concepts/Skills
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. L O 3: READING AND VIEWING Ass 5: Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with. L O 6: LANGUAGE STRUCTURE + USE Ass 1: Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words; INTEGRATION	Develops phonological awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with. Learner realizes that a new word can be formed, by substituting one phoneme.

Learning Activities	
TEACHER INPUT:	
Activities:	**Resources:**
- Teacher introduces the words and ensures that all learners are familiar with the meaning of the words. - Make sentences with the words. - Try to find rhyming words. - Indicate initial and final sounds. - Say the words like turtles and then very fast like cheetahs. - Say for example, t-i-n and t-e-n slowly and ask learners if they can hear the difference. - Use the coloured letters as well as pictures to indicate how the word and the meaning of the word changes if only one phoneme changes.	Labelled picture cards of the following words: English: ten, tin; cat, cot; pen, pan, pin; cap, cop, cup; mat, cat, bat; ring, sing. Afrikaans: kat, kas; mat, mot; pan, pen; sak, sap; pot, pet; tak; sak. Setswana: Nko; nku Noga; naga Pitse; potse Podi; pedi Kobo; koko
CHILD INPUT:	
Activities:	**Assessment:**

- Make sentences with the words. - Try to find rhyming words. - Indicate initial and final sounds. - Say the words like turtles and then very fast like cheetahs. - Say for example, t-i-n and t-e-n slowly and listens if they can hear the difference. - Plat with the coloured letters as well as pictures to indicate how the word and the meaning of the word changes if only one phoneme changes.	Can learners: Recognise that words are made up of sounds; Distinguish different sounds, especially at the beginning and end of words. Recognise beginning and end consonant and short vowel sounds; Recognise + name some common letters of the alphabet, such as the letter the learner's name begins and ends with.

Evaluation & Reflection:

501

LITERACY FOUNDATION PHASE		
LESSON PLAN		
Grade R		Time: 10 min
14. PHONOLOGICAL AWARENESS: PHONEME SEGMENTATION + NAMING		

Learning outcomes + Assessment standards	Content/Concepts/Skills
L O 1: LISTENING Ass 4: Develops phonic awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. L O 3: READING AND VIEWING Ass 5: Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with. L O 6: LANGUAGE STRUCTURE + USE Ass 1: Relates sounds to letters and words: Recognise that words are made up of sounds; Recognise the sounds at the beginnings of some words; INTEGRATION	Develops phonological awareness: Recognises that words are made up of sounds; Distinguishes between different sounds, especially at the beginning and end of words. Begins to develop phonic awareness: Recognises initial consonant and short vowel sounds; Recognises + name some common letters of the alphabet, such as the letter the learner's name begins with. Division of own names into phonemes Name the letter sounds of own name

Learning Activities	
TEACHER INPUT:	
Activities:	Resources:
- Explain to learners that each phoneme can be sounded out. - If my name have 6 letters; it also has 6 sounds. - Cut up each name, saying the sound out loud. - Put the sounds back together again to indicate the whole name. - Mixes up the letters and hand to learner.	Each learner's name: - Whole name - Individual phonemes
CHILD INPUT:	
Activities:	Assessment:
- Say own name; indicating the beginning and end sound, e.g: My name is Peter, it starts with a /p/ and ends with a /r/. - Say own name slowly, indicating each sound. - Glue individual sounds together to form name.	Can learners: Recognise that words are made up of sounds; Distinguish different sounds, especially at the beginning and end of words. Recognise beginning and end consonant and short vowel sounds; Recognise + name some common letters of the alphabet, such as the letter the learner's name begins and ends with.
Evaluation & Reflection:	

APPENDIX I 2

DVD: Teaching activities

Evaluate a learning programme

Learning programme:

- Do the themes correlate with learners experience and interest?

Work schedule:

- Is their progression?
- Does it correlate with the learning outcomes?

Lesson plans:

- Learning Outcomes and Assessment standards: Indicated and linked with milestones?

TEACHER

Is she the facilitator, involved with and learning with the learners?
Does she reflect often on teaching and learning?

CLASSROOM
Physical
- Is the furniture appropriate?
- Are the furniture appropriately grouped?
- Are there different learning areas?
- Is there enough light and fresh air?
- Is the classroom print rich?

Emotional
Is the atmosphere secure + positive?

Cognitive
- Are there challenges? (ZPD)
- Collaboration – does everybody work together?
- Are all learning styles accommodated?
- (Visual; Audio; Kinaesthetic)
- Skills, knowledge, attitudes + values should be included.
- New learning should ALWAYS build on prior learning.

Teaching Activities and LTSM
- Is the programme literature-based?
- Are activities developmental appropriate?
- Is the range and variety adequate?
- Are the activities fun, stimulating, interesting, real-life experiences?
- No cultural, race or gender bias?
- Are there a variety of activities?
  - Directed + spontaneous
  - Groups (small+ large)
  - Individual
  - Inviting + stimulating
  - Flexible

MOTIVATE

ASSESSMENT
16 Literacy Assessment tasks
+
OBSERVATION
- Concentration
- Involvement
- Learning or not?
- Social interaction
- Independence

LEARNERS
Physical
- Are they comfortable
- Does the activity adhere to their concentration span?

Emotional
- Are they empowered?
- Are their confidence build? "I can"

Cognitive development and Learning
- Are they actively involved?
- Do they accept responsibility and complete tasks?
- Are their ample opportunities for language development?

APPENDIX K 1

Summary of teacher training programme

DAY 1	10:00-11:30	Literacy development	**Slides 1-10** • Why are we here? • Historical trends in beginning reading • Language and reading development
	11:30-13:00	Teaching phonological awareness	**Slides 10-14** • Teaching activities and materials for literacy in grade R • Five components of reading • What is phonological awareness? • Distinguish between phonological awareness, phonemic awareness and phonics. • Phonological awareness in a literacy learning programme • The sequence of teaching phonological awareness

	14:00-17:00	Plan a literacy learning programme	**Slides 15-17**
			• **Support documents**
			   ○ NCS
			   ○ Foundations for learning: Government gazette 30880
			   ○ Laying solid foundations for learning, Grade R kit
			   ○ Foundations for learning: Assessment framework grade R; Milestones.
			• **Three levels of planning**

DAY 2	10:00-13:00	Prepare literacy learning activities and	**Slides** • What is it? • Why is it important? • How is it taught?
	14:00-17:00	Assessment	**Slides** • How is phonological awareness assessed? • Milestones • Monitoring progress • Assessment tools
DAY 3	10:00-13:00	Implement a literacy learning programme	**Slides** • Align timeframes with support documents • Suggested daily programme • Lesson plans and appropriate LTSM

		Evaluate a literacy learning programme	**Slides**
			• Identify strengths and weaknesses in:
			   ○ Planning and teaching
			   ○ Teaching activities
			   ○ Classroom
			   ○ Learner assessment
			• Plan to adjust, to fit the learners' needs, including learners with special educational needs.

Teacher Training

Day 1

Literacy development

- Why are we here?

- Historical trends in beginning reading.

- Language and reading development.

Why are we here?

- Phonological awareness skills:

  - Support the acquisition of reading skills.

  - Important indicators of early reading skills.

  - Important in the development of reading skills

Historical trends in beginning reading:

- 1950-1965: The era of conditioned learning

- 1966-1975: The era of natural learning

- 1976-1985: The era of information processing

- 1986-1995: The era of socio-cultural learning

- 1995-present: The era of engaged learning

Language and reading development:

1. Emergent literacy

2. Concepts about print

3. Basic facts about reading

4. Knowledge of language

   4.1 Word-level instructional strategies

   4.2 Text-level comprehension strategies

1. Emergent literacy:

- Involves the building of concepts about print.

- Grade R teachers and parents models the processes of reading and writing.

- Emergent literacy follows a predictable course.

2. Concepts about print:

- They distinguish between the front and back of a book.

- They know that pictures and words differ.

- They can indicate that the direction of reading.

- They follow with their finger to indicate reading direction.

- Can identify the beginning and end of a story.

- Can indicate that a book is upside down.

- Realizes when the teacher reads words in a sentence in the wrong sequence.

3. Basic facts about reading:

- Learning to read is not a natural process or easy for most children.

- Before children can easily sound out or decode words - they must have awareness of the speech sounds.

4. Knowledge of language

5 Components of reading:

- Phonological awareness

- Phonics

- Fluency

- Vocabulary

- Comprehension

4.1 Word-level instructional strategies:

- Phonological awareness

- Phoneme awareness

- Phonics instruction

- Syntax and semantics (sentences)

4.2 Text level instructional strategies:

- Vocabulary development

- Fluency

- Comprehension

Teaching activities and materials:

- Rich literature-based environment

- Working in groups

- Play-based instruction

Phonological Awareness

- Young children perceive spoken words as wholes.

- Phonological awareness skills include the ability to rhyme words and to break words into syllables.

Is phonological awareness the same as phonemic awareness and phonics ?

- **Phonological awareness** relates to speech sounds. It involves identifying and manipulating <u>larger parts </u>of **spoken** language.

- **Phonemic awareness** is a subset of phonological awareness, it is when you heard a <u>word</u> and can divide it into the smallest parts.

- **Phonics** requires students to match letters with sounds. It involves the understanding that there is a predictable relationship between phonemes and graphemes, the letters that represent those sounds in **written** language.

Sequence of teaching phonological awareness

Start with less complex tasks and progress to more complex tasks:

Words into syllables		Rhyme		Initial and final sounds		Segmentation and blending		Phoneme Manipulation

Support documents:

- NCS
- Foundations for learning: Government gazette 30880
- Laying solid foundations for learning, Grade R kit
- Foundations for learning:
  - Assessment framework grade R
  - Milestones.

Three levels of planning:

- Learning programme

- Work schedule

  - Planning for two weeks

- Lesson plans

What have we learned today?

- The importance of phonological awareness

- Language and reading development

- Teaching activities and materials

- Planning of teaching activities

Phonological awareness

- What is it?

- Why is it important?

- How is it taught?

- How is it assessed?

What is it?

Phonological awareness involves the understanding that **spoken language** can be broken down and these smaller parts can be manipulated.

Phonological awareness concepts

				Blending and segmentation of individual **phonemes**
			Onset-rime blending and segmentation	
		Syllable blending and segmentation		
	Sentence segmentation			
Rhyming **songs**				

Is phonological awareness the same as phonemic awareness and phonics ?

- Phonological awareness
- Phonemic awareness
- Phonics

Why is it important?

- Important in reading acquisition

- Preventing reading problems

- Important indicators of early reading skills.

- Important in the development of reading skills

Instruction of phonological awareness (1)

- Many children benefit from explicit instruction in phonological awareness in grade R, because it enhances reading acquisition.

- Those who progress slowly in phonological awareness activities should receive special attention, to prevent reading problems.

Instruction of phonological awareness (2)

Play-based instruction

- Developmental appropriate activities.
- Music and movement activities.
- Playful and fun.
- Interaction among children.
- Encourage curiosity.
- Not evaluative - informal.
- Turtle talk

Systematic, with progression

- Well known, short words.
- Always include learners' own names.
- Rhymes: Initially teach fewer examples and allow for generalisation.
- Syllable shape: CVC

Sequence of activities

- **Short sentences:** Bob likes his bike.

- **Compound words:** Handbag; toothbrush; ladybird.

- **Two syllable words:** Apple; monkey; jersey; present.

- **Multi syllabic words:** Elephant; umbrella.

- **Rhyme:** Fewer examples and allow for generalisation.

- **Initial sounds:** Pen; pot; pin; pan.

- **Final sounds:** Cat; hat; goat; ant.

Knowledge and skills

- First term
- Second term
- Third term
- Fourth term

Monitoring progress of Phonological Awareness

- Observe nature of errors
- In the beginning – more support
- With progression – less support
- Learning is best characterized by moving a child from:

    successful performance with **maximal support** $\rightarrow$ successful performance with little or **no support**.

Keeping track of progress: Example of Assessment tool

Literacy THIRD TERM FOURTH ASSESSMENT	1	2	3	4	5	6	7	8	9
PHONOLOGICAL AWARENESS									
Recognise the word that remains when a phoneme is removed, e.g. say mat without /m/									
Make new words by adding a phoneme to an existing word, e.g. s + nail=snail									
Can substitute rhyming words in common songs and rhymes when asked to do so.									

The relationship between: Teaching and Assessment

- Effective teaching does not separate teaching from assessment.
- Effective teaching is informed by assessment:
  - the pace
  - the progression in difficulty
- Assessment is a planned, continuous process:
  - identifying
  - interpreting information

Teaching activities

- 16 lesson plans included.

- Repeat activities during the day:

  - "Turtle talk" names when taking the register.

  - Sing "Beginning sound song" while visiting the bath room.

  - Ask beginning and ending sounds while putting up labels for theme discussion.

What have we learned today?

- The importance of phonological awareness

- Distinguish: phonological awareness + phonics

- Teaching activities

- Assessment

Teacher training Day 3

- Evaluate a literacy learning programme

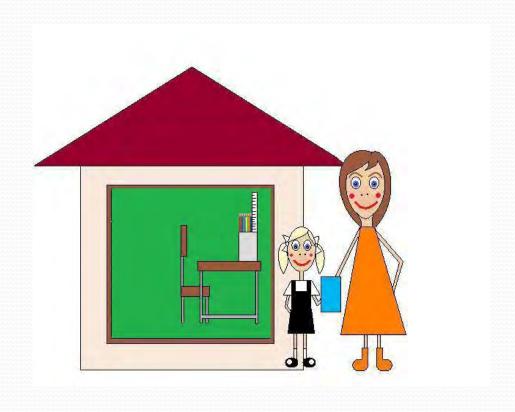- Implement a literacy learning programme

Implement the learning programme

- Timeframe
  - Literacy: One hour fifty minutes daily
- Daily programme
  - Balance between activities
- Three levels of planning
  - Learning programme
  - Work schedule
  - Lesson plans

Daily programme

07:00-07:30	Arrival
07:30-08:00	Numeracy
08:00-08:10	Toilet routine
08:10-08:30	Literacy
08:30-09:30	Art activities and free play inside
09:30-09:40	Tidy up time
09:40-10:00	Numeracy
10:00-10:15	Refreshments
10:15-10:35	Music and movement
10:35-11:30	Free play outside
11:30-11:40	Tidy up time
11:40-11:50	Toilet routine
11:50-12:20	Literacy
12:20-12:45	Literacy

Evaluate The Effectiveness of the Literacy Learning Programme

Summary

Teacher

- Motivate
- Manage
- Monitor

Learner

- Look
- Listen
- Learn

What have we learned?

- The importance of phonological awareness

- Teaching activities

- How to implement

- Evaluate own effectiveness

APPENDIX L
Attempts to translate *Varkie Viljoen*

This story contains rhyme, initial sounds and repetition. This is very good example of a suitable story to teach phonological awareness. However, when one attempts to translate a story into another language care should be taken to maintain the rhyme, initial sounds and repetition.

Varkie Viljoen woon op Vrede. Sy mamma is vet en sy pappa is vaak.

Varkie Viljoen is nie vet of vaak nie, net vuil en vol speel.

"Toe, toe, Varkie Viljoen, roer jou vuil lyfie! Hierdie hok lyk vandag net soos „n varkhok!" Roep mamma Viljoen.

Varkie Viljoen weet sommer wanneer sy mamma die dag so praat, gaan die modder spat soos sy skoonmaak.

Hier moet hy liewer weg, dink Varkie Viljoen. „n Maat is wat hy vandag soek:

„n Maat met krulletjies in sy stert en kreukels in sy snoet,

„n maat met „n pensie wat hou van pampoene en pap,

mielies en moerbeie, vye en vrot tamaties.

„n Maat wat kan rol en tol in die modder tot hy lyk en ruik soos „n varkie moet lyk en ruik.

Varkie Viljoen staan en wonder. Sal hy maar met die hoenders speel?

Nooit as te nimmer!

Hulle hou nou wel van mielies en moerbeie, vye en vrot tamaties, maar kan hulle raas!

Hulle kekkel en kraai sodat „n vark se kop skoon draai.

Varkie Viljoen staan en wonder. Sal hy maar met die honde speel?

Nooit as te nimmer!

Hulle het nou wel krulletjies in die stert en kreukels op die snoet maar hulle swaai hulle sterte en spog met hul sterte! En dan is elke stert nog vol vlooie ook!

Varkie Viljoen staan en wonder. Sal hy maar met die bokke speel?

Nooit as te nimmer!

Sy vet pensie sal nooit so kan bokspring nie!

Varkie Viljoen staan en wonder. Sal hy maar met die eende speel?

Nooit as te nimmer!

Eende hou nou wel van modder en mors, maar netnou wil hê hy moet saam in die dam gaan bad!

Varkie Viljoen staan en wonder. Sal hy maar met die mense speel?

Nooit as te nimmer!

Die Viljoens van Vrede is fluks en werk vinnig. Vir kuier en klets het hulle min kans.

Hier moet hy weg, dink Varkie Viljoen, voordat hulle hom vang om te slag en te eet.

Maar hy kom nie weg nie, want „n vragmotor vol varke skommel en skud die plaas binne.

Die nuwe varke skree en storm met „n plank na onder. Die ander diere word amper flou, want die varke stink so!

Varkie Viljoen staan en wonder. Sal hy maar hier soek vir „n maat?

Sy pensie gee „n ruk en „n pluk, want hier is sowaar dan „n maat met:

Krulletjies in sy stert en kreukels in sy snoet.

„n pensie wat hou van pampoen en moerbeie, vye en vrot tamaties,

wat kan rol en tol in die modder tot hy lyk en ruik soos „n varkie moet lyk en ruik.

"Sal jy met my speel?"

Piggy Piglet

Piggy Piglet lives on a farm near Pretoria. His mommy can panic, but his daddy is perfect. Piggy Piglet does not panic, nor is he perfect; he is just pleasant and playful.

"Come on Piggy Piglet, hurry up. This pigsty needs to be cleaned today. Piggy Piglet knows, he must rather get away quickly. Once his mom is cleaning the pigsty it means hard work! He needs to go and play.

Piggy Piglet needs a friend:
A friend with a curly tail and crumples on his snout,
a friend with a belly that loves pumpkin and porridge,
mealies and mangoes, rice and rotten tomatoes.
A friend that can roll in the mud, a friend that looks and smells like a pig should look and smell.

Piggy Piglet thinks: Shall I play with the chickens?
Never ever!
They do like pumpkin and porridge,
mealies and mangoes, rice and rotten tomatoes BUT they make a lot of noise!
They cackle and crow …. No, no. no!

Piggy Piglet thinks: Shall I play with dogs?
Never ever!
They do have curly tails BUT they brag about their tails and their tails are full of fleas!

Piggy Piglet thinks: Shall I play with the ducks?
Never ever!
They do love playing in the mud BUT suppose they want him to take a bath?

Piggy Piglet thinks: Shall I play with the people of the farm?

Never ever!

They are hard workers and suppose they catch him and eat him?

He should rather leave in a hurry!

But before he can get away, a big lorry of pigs arrives at the farm.

The pigs are so smelly – the other animals run away.

Piggy Piglet thinks:

Will I find a friend here?

He is so excited, because here, in front of him is:

A friend with a curly tail, crumples on his snout, a friend with a belly that loves

pumpkin and porridge, mealies and mangoes, rice and rotten tomatoes.

A friend that can roll in the mud, a friend that looks and smells like a pig should look and

smell.

Will you play with me?

Kolojane Kibobone

Kolojane Kibobone e ne e nna ka kgololosego.

Mma yona o ne a none fa rra jona a tshwarwa

Ke boroko. Kolojane Kibobone e ne e sa nona e bil

E sa tshwarwa ke boroko, fela e ne e le leswe

E tletse motshameko.

Itlhaganele Kolojane Kibobone ka mmele o o leswe!

Bona hook e gompieno e tshwana le hook ya dikolobe.

Ga bua mme kolobe. Kolojane Kibobone o ne a

Itse gore fa mmaagwe a bua jaama go ya go

Bola go sa senyega fa a phepefatsa.

Kolojane Kibobone o a ipotsa. A ke ka ke tshameke

Le kikoko? Gongwe!

Di utlwana le mmidi le moerbeie, vye le ditamati

Tse di bodileng, gape di a tlhodia di a kekeretsa

Ga fitlhela tlhogo ya kolobe e dikologo.

Kolojane Kibobone o a ipotsa, kgotsa ke tshameke

Le dintsa. Gongwe!

Di na le dikola mo melgatleng e bile

Disosobane dinko, fela ditshameka ka

Megatla di ikgatla ka megatla.

Gape megatla ya tsona e tletse dintshi.

Kolojane Kibobone a ipotsa. A ke tshameke le dipadi?

Gangwe!

Fela ka mpa ya me e nonneng ga

Ke na go kgona ga tlola dipodi.

Kolojane Kibobone a ipotsa. A le tshameke le dipidipidi?

Gangwe!

Di rata seretse le go tlatse leswe, fela jaanong

Di batla go tlhapa mo letamong.

Kolojane Kibobone a ipatsa. A ke tshameke le batho?

Gangwe!

Borra Kibobone ba tletse kgotso ebile ba

Dita tiro ka bafelfo. Go tlotla le go seba ga

Ba go bonele nook. Fa ke tshwanetse go

Emela kgakala, ga nagana kolojane,

Pelega ba ntshwara ba ntlhaba.

Fela a seke a kgo dikolobe nag a sia, ka go tsena

Koloi e tletse diklobe e kgorokgotsega mo Polasing.

Dikolobe din e di goa di kgorommetsana

Di nkga! Ke leswe.

Koojane Kibobone a ipotsa. E seng ke ipatlele tsala fa?

Mpa ya gagwe ya kurutla, fa ke ditsala tsa megatla

E e dikola le dinko tse di sosobaneng, disala tse

Dimpa tsa tsona di tletseng maputshe le bogobe.

Mmidi le moerbeie, vye le ditamati tse di bodileng:

Ditsala tse di tletseng seretse e bile di nkga! Jaana

Ke ka fa kolobe e tshwanetseng go lebega ka teng.

A le ka tshameka le nna?