



Directorate: ECD and GET Curriculum

**The Role of Grade R in
Strengthening Literacy and Numeracy in
Foundation Phase**

Theme: High Impact on Most Needy

EASTERN CAPE PROVINCIAL GRADE R STRATEGY TO IMPROVE TEACHING AND LEARNING (INTEGRATED SUBJECT IMPROVEMENT PLAN)

| FOCUS AREAS | RECOMMENDED TEACHING HINTS | DISTRICT SUPPORT PLAN |
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| <p>1. GRADE R – Integrated teaching</p> | <p>PART OF THE WHOLE CURRICULUM</p> <ul style="list-style-type: none"> ▪ Children learn while playing. Play should form the heart of every activity of the daily programme as learners learn by playing, moving and exposure to good language. It develops the vocabulary, language comprehension, and problem-solving strategies ▪ The learners should be able to explore and experience in a stimulating, but safe, environment. There is a direct link between play and learners ability to master numeracy and literacy skills ▪ Learners should discover concepts in everyday experiences: playing with blocks, playing in the sandpit, water, “shopping” and “banking” in the fantasy corner, making graphs to see who is the tallest in the class, measuring the growth of beans, etc. ▪ Mathematics, Language and Life Skills are integrated in all learning areas e.g. free play outdoors, movement activities, music, songs and rhymes, role play in the fantasy area, creative art, books and stories, games, puzzles, educational toys, blocks, science activities etc ▪ Grade R practitioners must follow a DAILY PROGRAMME (as stipulated by National Department of Education) which is different from the Time Table used by the rest of the Foundation Phase. The Grade R Daily Programme organizes the activities that will take place on a daily basis and should ensure that they take place during a morning of four hours and 36 minutes ▪ An example of the Daily Programme was printed by Province. It shows the time frames and indicates how the day can be organised in a Grade R classroom. ▪ The Daily Programme should be displayed on the Classroom Wall ▪ Grade R learners need lots of variety during the school day. They learn how to work and play alone, in small groups and with the whole class. ▪ The educator should present activities taking whole group time, small group time, routine times and Indoor or Outdoor Free Play, Literacy, Numeracy and Life Skills into consideration ▪ Refer to the Curriculums and Assessment Policy Statements how to teach: <ul style="list-style-type: none"> <li style="padding-left: 40px;">Small Group Activities (during Mathematics, Creative Activities, Languages etc.) <li style="padding-left: 40px;">Whole Class activities (indoors or outdoors) such as Greeting, Movement, Music and | <ul style="list-style-type: none"> ▪ See that the Grade R is not a mini Grade 1 classroom ▪ Learners are age appropriate for Grade R ▪ Use weekly planning templates ▪ Conduct frequent circuit meeting gatherings to guide and mentor teachers to implement the weekly plans and assessment examples ▪ Provide opportunities for professional gatherings to share ideas, material and to provide support e.g. circuit meetings, SBA Sessions, ‘How I Teach’, cluster meetings, subject committee meetings ▪ Conduct on-site support to assist with classroom organisation and methodology, especially small group work and independent work ▪ Remind teachers to consult the relevant national and provincial guidelines on “Teaching Reading in the Early Grades”, National DVDs, National Learner Workbooks, etc. |

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| | <p style="text-align: center;">Discussion Lessons and Story Time.</p> <ul style="list-style-type: none"> ▪ Outdoor activities do not mean unsupervised play for the learners. The learners must be supervised at all times and structured activities need to be provided for outdoor play. Outdoor Free Play is determined by the season and the weather condition. ▪ The layout and structure of the Grade R classroom should be suitable for Grade R activities. An example and explanation thereof is in the Grade R Guideline Life Skills and Assessment Document <p>CLASSROOM ROUTINE:</p> <ul style="list-style-type: none"> ▪ Grade R teachers/practitioners follow the daily programme ▪ Learners should be actively involved in Indoor creative art activities on a daily basis. ▪ The educator must supervise break / snack times. Learners should sit at the tables or sit down eating their refreshments and not be allowed to run and play whilst eating, but should be encouraged to socialize. ▪ Toilet Time and Snack Time form part of routine activities. ▪ At the end of each day the learners listen to a story which is suitable for their age ▪ Departure Time. Learners should leave school at the end of the day in an orderly and disciplined way. There should be at least a few minutes for the group to sit quietly or rest before they leave. Grade R learners should not leave the school without supervision of adult or older siblings. <p>USE THE FOLLOWING TO PLAN:</p> <p>(SEE ASSESSMENT FRAMEWORK CHAPTER 5 AND CD)</p> <ul style="list-style-type: none"> ▪ CURRICULUM AND ASSESSMENT POLICY STATEMENTS <ul style="list-style-type: none"> Home Language Policy Document Mathematics Policy Document Life Skills Policy Document ▪ A Term plan according to your Themes Indicating the crucial skills, knowledge you want your learners to be able to do or know by the end of the term. ▪ Lesson Plans according to the Daily Programme <ul style="list-style-type: none"> Language Mathematics Life Skills | <ul style="list-style-type: none"> ▪ The Grade R Resource Pack ▪ DBE Grade R Rainbow Workbooks <ul style="list-style-type: none"> ▪ See that the Grade R Daily Programme is used in each class and adhered to |
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| <p>2. PLANNING</p> <p>2.1</p> | <p>THE LESSON PLANS</p> <ul style="list-style-type: none"> ▪ Select activities for each of the three subjects ▪ Divide the activities over the number of days for the context/theme/topic which will be presented ▪ Develop the activities for each day the theme/context will last ▪ Identify and make the appropriate learner/ educator support material ▪ Ensure that the time allocation from Language, Mathematics and Life Skills is catered for because this forms the basis of planning for your Daily Programme ▪ Use the correct assessment methods, tools and instruments that are suitable for Grade R learners. <ul style="list-style-type: none"> - Small Group Times (Educator-directed and independent group activities) - Whole Class times (Discussion, Music, Movement, Drama) - Individual Choice time (Creative Activities and others) - Whole class time (Story) ▪ Fill in on the Lesson Plan | <ul style="list-style-type: none"> ▪ Use template exemplars provided by province. It can either be the example in the CAPS training Manual for Participants or a weekly plan based on the daily programme can be used. |
| <p>2.2 ASSESSMENT- Observation</p> | <p>OBSERVATION IN GRADE R</p> <ul style="list-style-type: none"> ▪ Assessment in Grade R mainly takes place through OBSERVATION by the educator ▪ In Grade R, learners’ progress is observed and monitored during regular and daily learning activities, through observations, discussions, question-and-answer sessions and practical activities that the learner does independently, or in a pairs or groups. ▪ During the lesson the teacher should walk around in the classroom, speak to the learners and watch their behaviour and how they perform in the activities ▪ Focus on a small group of learners or individual learners ▪ By listening to and watching the learners as they work, you can write down progress. This can be helped by asking questions through mere observation of learners, important information can be gathered. The educator can observe how the learners do their tasks, what they are struggling with and how they work together. ▪ Observation notes are written in your note book. Note down your observations on your record sheet. These observations are also used to make the necessary adjustments and changes to the learning activities to help individual children in your class ▪ It is advisable to put these observations in a book or file. | <ul style="list-style-type: none"> ▪ Comments should be written in the observation book and learners with learning problems should be identified and intervention written down |
| <p>2.3 RECORDING AND REPORTING AND RECORD KEEPING</p> | <p>HOW DO WE ASSESS IN GRADE R?</p> <ul style="list-style-type: none"> ▪ It is impossible for the Grade R educator to assess all the learners every day. The teacher should divide the class into five groups. If there are 25 learners there will be five groups of 5. If there are 40 learners, there will be 5 groups of 8 learners. There should be mixed ability group ▪ Choose a few assessment activities on which you will concentrate until the whole class has been assessed (e.g. one or more from each of Language , Mathematics and Life Skills) ▪ Choose different ways to do the activities and give time to practice before you do the | <ul style="list-style-type: none"> ▪ Assessment should be recorded on assessment sheets as per example in the Grade R Assessment and Life Skills Guideline and CD |

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| <p>3 3.1 : MATHEMATICS</p> | <p>assessment.</p> <ul style="list-style-type: none"> ▪ Decide how you are going to assess the learners, whether it is through observation, conversation (discussions, questions) or practical activities such as drawings ▪ For each activity decide which group you are going to watch/observe. ▪ As you observe the learners, write down on the recording sheets. Use a pencil ▪ Concentrate on the next group of learners on the following day. ▪ After a week all the learners have been assessed. Those learners that still the activity difficult should be given another chance. ▪ The following week you concentrate on the next few activities • Educators should provide learners with verbal and/or written feedback on the informal assessment tasks. This feedback can also be provided to the School Management Team and parents if necessary, for example, when significant barriers to learning are encountered or poor levels of participation are experienced ▪ Every teacher is expected to keep a file that includes: <ul style="list-style-type: none"> A Daily Programme Lesson Plans A Programme of Assessment Record sheets (Evidence of informal assessment) ▪ All teachers are expected to keep evidence of all documents related to assessment. It is the teachers’ responsibility to ensure that the evidence is kept up to date. It should be available on request at all times for moderation and accountability purposes. ▪ Exemplars on Recording and Reporting on learner achievement are reflected in the Provincial Grade R Assessment and Life Skills Guideline Document. ▪ When the Grade R educator notices that a child usually avoids certain activities, she should be alert that this could indicate an area of possible weakness or difficulty. ▪ The Report Card must provide a clear holistic picture of the learner’s achievement in the three Subjects .The Report Card should be sent to parents once a term as prescribed in the National Policy on Assessment <p>AS FOUNDATION PHASE LEARNERS WRITE ANA IN GRADE 1 IT IS IMPORTANT THAT THE GRADE R TEACHER SHOULD LAY A SOLID FOUNDATION FOR FUTURE LEARNING IN LANGUAGE AND MATHEMATICS .HERE ARE SOME GUIDANCE ON CONCEPTS</p> <p>COUNTING</p> <ul style="list-style-type: none"> ▪ Matching is preliminary to counting and basic to the understanding of equivalence and the concept of conservation. | <ul style="list-style-type: none"> • Use Grade R DBE Rainbow Workbooks • Grade R Resource Packs (See Teacher’s Guide) |
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- When this is grasped, saying the numbers 1, 2, 3, 4, can be matched with objects and counting becomes reliable.
- Concrete objects are important. Real objects, such as small toys, crayons, fruit, leaves, stones, flowers, household objects, shells, buttons, bottle caps, cotton reels, wooden beads, shells, buttons, fruit pips, plastic animals, counters etc. should be used
- When counting, the child should touch each object
- Count from left to right
- Count body parts
- Three is three, no matter how it is arranged – vary position of counters/pictures (Conservation)
- Count backwards and forwards
- Recognise and identify number symbols
- Write numbers (0-10) first tracing letters in sand, make with clay, paint and then trace on dotted lines and then attempt on own

ADDITION AND SUBTRACTION

- Orally solves addition and subtraction of word problems with whole number up to (1-10)
- Everyday experiences: Sipho has 2 cars, Pinky gives him 4 more. How many cars does Sipho have altogether?
- Werna has 4 dolls, she gives 1 to Ntsiki, and how many dolls does she have?
- Zanele has 3 blue cars and 2 red ones. How many cars does he have?

CONCEPT OF ORDERING

- Develops an awareness of ordinal numbers e.g. first, second, third up to sixth and last (use learners to demonstrate this concept)
- This involves placing objects in a sequence from first to last.
- Objects should be ordered from smallest to largest, shortest to tallest, lightest to heaviest.
- Children should make balls of different sizes with clay, order according to size.
- Paint lines from the longest to the shortest, thickest to thinnest, etc.

PATTERNS

- Based on:
Geometric attributes, e.g. circle, triangle, square, box, cylinder, etc.
Sequence: first there is a red bead, then yellow, and then blue

ACTIVITIES FOR PATTERNS

- Play *follow my leader*. One child is the leader and do 3 different actions in sequence, the rest of the group follow the child's directions.
- The teacher jumps in a sequence; children follow and take turns to make their own jumping sequence.
- Use body parts and do percussion to a pattern. Children take turns to form their own pattern.

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| <p>3.2 LANGUAGE</p> | <ul style="list-style-type: none"> ▪ Invent patterns to thread with waste material; polystyrene chips, tops of bottles, plastic straws cut in lengths, toilet rolls, cotton reels, etc. ▪ Copy a pattern to arrange dishes on a placemat. ▪ Form patterns with blocks. ▪ Children design patterns as a border for their painting, etc. <p>SHAPES</p> <ul style="list-style-type: none"> ▪ Knows basic shapes such as triangle, square, rectangle and circle ▪ They learn about boxes, cylinders, etc. by using the objects. (Tissues, chips, cold drink) ▪ Form shapes with bodies, body parts. ▪ Play shape games. ▪ Put blocks together to form new shapes, etc. <p>MEASUREMENT</p> <ul style="list-style-type: none"> ▪ Measuring should be experienced as part of the daily activities of learners. It is the process of comparing size (length), volume, weight, capacity, time or quantity to a standard. ▪ Children discover the concept of measurement when they experiment to find out how many blocks, pieces of string, hands, feet, arm lengths, equal the length of the table. ▪ How many tablespoons of flour equals a cup, etc. ▪ Compare their height with the heights of their friends, and so forth. ▪ Early experiences should be informal, using concrete materials, deal with comparative measurements, which might emerge during sand or water play. ▪ One toy car may weigh the same as two blocks, five wooden beads or one cup of water. How many cups of sand fill the large/small pail, which spade is the longest, etc? <p>DATA HANDLING</p> <ul style="list-style-type: none"> ▪ Reads and identify pictographs ▪ Graphs are used to show a comparison of information visually. When children make graphs, they use the basic skills of classifying, comparing, counting and measuring to make a picture which reflects information. ▪ Real objects can be used, such as blocks, stacking cubes, Lego blocks, boxes, party cups, clay, etc. ▪ Beads, drawings, dowels and cotton reels, buttons and squares, carton circles, match boxes, can be used to make graphs, representing, for instance, how many girls or boys in the class, classification by hair colour, clothes, etc. <p>THE GRADE R ORGANISATION OF LANGUAGE LEARNING IS BASED ON PRINCIPLES OF INTEGRATION AND PLAY-BASED LEARNING.</p> <ul style="list-style-type: none"> ▪ Opportunities should arise spontaneously through a range of child-centred activities, such as free-play in the fantasy corner or block construction site, and teacher-directed activities such as a story 'ring' or other 'rings'. | <ul style="list-style-type: none"> • Use Grade R DBE Rainbow Workbooks • Grade R Resource Packs |
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| | <ul style="list-style-type: none"> ▪ A traditional, formal classroom-based learning programme should be avoided as it does not optimise literacy acquisition for the Grade R child. ▪ Focus should be on informal and spontaneous learning in various ‘rings’ during the day. ▪ The entire school day should be viewed as possibilities for enhancing literacy learning through planned mediated moments, including teacher-guided activities ▪ Specific teacher-guided literacy learning opportunities should be offered during the morning language ring (for example, theme/topic discussion/language ring; daily weather discussions; telling ‘news’; show and tell rings and story time). ▪ The teacher must have a clear idea of what learning s/he wants to promote) creative art activities, perceptual rings, movement, music and dramatisation rings can have a very specific literacy focus especially in refining the perceptual-motor concepts and skills which underpin formal reading. ▪ Routines provide excellent opportunities for incidentally promoting various literacy skills. For example, instead of letting the children stand in a queue and wait to go to the bathroom, the teacher can use this time to promote Phonemic awareness. All children whose names begin with the letter/sound ‘S’ go to the bathroom, now children whose names begin with the letter/sound ‘N’ etc. ▪ Children should be playing word games such as ‘I spy with my little eye’ or having vocabulary reinforced, for example, what rhymes with dog; what do you think dogs like to eat? ▪ Snack time and tidy up time provide similar learning opportunities as the teacher encourages the children to play fun sound and word games. ▪ During free-play the teacher can promote literacy in two ways. Firstly, through the structuring of the free play area. The teacher provides choices based on the types of learning opportunities she/he would like to promote. Outdoor free play such as climbing on a wooden climbing frame or riding on the cycle track might promote spatial awareness behaviours such as crossing the midline (one of the important perceptual-motor behaviours for acquiring both reading and writing skills) and encourage letter/word recognition by providing opportunities for children to ‘read’ road signs. ▪ Indoor free play activities should provide similar literacy learning opportunities. A memory game encourages visual memory and a fantasy corner promotes speaking and listening opportunities. ▪ In a balanced, flexible language rich daily programme, literacy learning opportunities are offered throughout the day. <p>HOW CAN PHONICS, SHARED READING AND HANDWRITING BE IMPROVED?</p> <p>PHONICS</p> <p>Introduce letter that has been enlarged and decorated. Tell the learners about the letter</p> <ul style="list-style-type: none"> • Introduce a sound by means of rhyme or song e.g. Ring a ring o’- roses • Put articles on the table starting with the sound e.g. rug, rubber, ring etc • Point to the items on the table and say their names. (sound them out slowly and emphasise individual words ,make a special point of emphasising the first sound of the letter you are | <p>(See Teacher’s Guide)</p> <p>Use the correct methodology to teach phonics and handwriting. See letter formation in the Handwriting document in Languages.</p> |
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teaching)

- Think of other words starting with the letter
- Ask whose name starts with the letter to stand up
- Show learners the r sound and write the 'r' sound on the chalkboard
- Learners identify the 'r' sound by looking for objects that start with the same sound e.g. on wall charts, posters, magazines etc.
- The teacher says words with a sound that does not belong in a sequence:" Which one does not belong; rat, ring, ball, red

These steps can be followed on a daily basis when teaching phonics

SHARED READING

Follow these steps on a daily basis when doing Shared Reading :

- Use a Big Book or enlarged text and the title must be based on the theme/topic for the week
- Discuss the cover page with the learners through question and answer
- Introduce the title of the book emphasising the word so learners can know what the word 'title means
- Discuss pictures in the book
- Identify similarities and differences in pictures
- Read the story now half way and ask learners to predict the end of the story
- Continue to read the story pointing to each word whilst reading it to the end
- Read the story again and ask learners to repeat as you read
- Show words on flash cards based on the story in order to develop learners vocabulary
- Ask questions based on the story
- Arrange pictures of the story in a sequence
- Learners 'Read' own story or others from the pictures
- Learners retell the story

HANDWRITING

- The teacher writes the 'r' on the chalkboard. Show learners the direction and verbalise e.g. down, up and around
- Learners trace the 'r' letter which is sculpted in sandpaper or beans etc.
- Learners write the 'r' in the air with their index finger, on each other's backs, on the ground, in sand trays
- Learners mould the 'r' using clay/play dough
- Learners paint the 'r'
- Learners trace the 'r' letter dotted on paper
- Learner attempt to write the letter independently

THE FOLLOWING ARE DIFFERENT ACTIVITIES TO BE DONE ON A DAILY BASIS FOR WRITING

- Learners draw the pictures of the story
- Learners can paint characters from the story
- Learners can mould characters from the story
- Learners can cut and paste pictures in sequence based on the story
- Learners 'write ' the story by drawings

FACTORS THAT COULD INFLUENCE PERFORMANCE IN GRADE R

- Large learner numbers per class
- Under or unqualified Grade R Practitioners
- SMTs do not fully understand the learning methodologies that are required to be employed for effective learning in Grade R
- Insufficient reading material , flash cards and phonic posters
- Learners with barriers in the mainstream
- Lack of proper planning
- Not sufficient emphasis on teaching and consolidation of content, concepts and skills
- LOLT not the HL of learners
- Low-socio economic conditions