

Ready, steady... read and write

4 hours

GRADE R TRAINING GUIDELINES

WELCOME AND REGISTRATION (15 minutes)

Welcome the tutors and thank them for coming.

- Introduce yourself and give a little of your own background.
- Ask the tutors to introduce themselves and say why they decided to tutor.
- Show the tutors the registration form and send it around for them to fill in their details. Ask them to write their names on a label.
- Hand out the tutor packs.



Checklist for tutor training sessions

- training notes
- DVD player OR projector
- training DVD
- copies of tutor agreement
- tutor kit to display
- sets of readers and sequence stories
- register
- programme posters
- a tutor kit for each tutor
- scissors for the group
- blank A4 paper
- pencils
- copies of the little books
- refreshments
- a letter box

INTRODUCTION TO THE RSRW PROGRAMME (20 minutes)

Tutors should have already attended an information session where they were shown the 'Intro to the ELP'.

Show DVD: ELP in focus (beginning to 7:10)

Before showing the DVD, explain to the tutors that they will see an overview of the programme first and then each step will be explained in more detail.

Hold up the posters with the four steps and ask the tutors to turn to p. 6 in their manuals where they will find the four steps. Emphasise the importance of the four steps of the programme.

Ask these questions:

- Would the children have understood the tutor reading to them if some of the vocabulary had not first been introduced with actions and then in the picture walk?
- Would the lesson work if the sequence of steps was different e.g. writing before talking?

OUR APPROACH TO WORKING WITH CHILDREN (20 minutes)

Checklist:

- RSRW manual
- positive phrases poster

Before showing the clip, explain to the tutors that the training will equip them with knowledge and skills to help young children learn to read. However, it is their way of working with the children that will be key to the success of the programme. Young children learn best when they are having fun. We have to make sure that children are treated with respect and kindness and that we value what they bring to the lessons.

Explain how the process of learning to read and write for young children is like a little baby learning to walk – they begin by crawling and then start standing up and holding onto objects, they rely on holding fingers of adults, eventually let one hand go and slowly walk alone. Our role as adults is to support each step and give children praise and support.

Sometimes we forget this when children are learning to read and write. We sometimes get cross with children if they make mistakes, or we are impatient when they are not learning to read and write quickly enough. Remind the tutors that when they are learning something new, they will not be able to do it correctly the first time – ‘having a go’ is more important than getting it right. Just as we saw in the DVD clip, we need to make sure that we gently lead children to the next level of development.

Ask tutors to refer to p. 2 in their manuals where they will find examples of positive phrases. Show the poster with positive phrases.

Show DVD: Training Part 1 (beginning to 15:00)

After showing the clip, ask the tutors the following questions:

- How did you feel watching the clips of the tutors? Why?
- Why do you think the children were so relaxed?
- How do we create a space that would encourage children to learn and have-a-go?

FORMAT OF THE READY, STEADY...READ AND WRITE LESSON

STEP 1: TALKING AND DOING (20 minutes)

Show DVD: Training Part 1 continued (15:00 – 20:54)

After showing the clip ask for comments and discussion on why it is important to do the 'picture walk'. Show some examples of the reading books that lend themselves to using props. Hand out a few books to allow the tutors to see the differences in the types of books and the content.

Activity

Demonstrate how to use props with your book and props. Then ask the tutors to choose a book and pretend they are going to be using this book with a child. They must work in pairs with another tutor and use p. 8 of their manual as a guide.

They need to:

- page through the book familiarising themselves with the text and the pictures.
- think how they could create a 'doing' activity with the book they have – could they bring props, what actions could they do etc.
- take turns to each be the 'tutor' and take the 'child' on a picture walk through their book.

After the role play, give the tutors time to talk about the experience. Tutors must keep their books for a later activity.

Checklist:

- readers
- your books
- props

STEP 2: READING (25 minutes)

Show DVD: Training Part 1 continued (20:55 – 25:08)

After showing the clip explain to the tutors that there are different types of books we can use for a lesson with children in Grade R. Choose a few books to show as examples and then discuss the different ways of using these books:

Picture dictionaries and books with words as labels	<ul style="list-style-type: none"> • name a picture and then point to the word for a picture • ask children to find a picture and then see if they can find the word for that picture • point out words that start with letters the children know • encourage children to try and read with you, even if they are reading from memory at first
Books with short sentences and a simple picture related to the text	<ul style="list-style-type: none"> • point to the words as you read the text • point out words with letters that the children know • ask children if they can find certain words e.g. where do you think it says 'cat'? • if the text is repetitive, encourage children to try and read with you, even if they are reading from memory at first
Books with longer sentences and an interesting story	<ul style="list-style-type: none"> • read the story but explain difficult words/replace with simpler words • use expression and point to the pictures as you read so that the children know what you are talking about • give an explanation after reading a page if you think the children had difficulty understanding; explain in their mother tongue where possible!

Activity

Ask the tutors to use the same book they used for the 'talking' role play and read the book with the person next to them, each taking turn to role-play being the tutor or the child. They need to follow the instructions on p. 10 of their manual.

STEP 3: WRITING (25 minutes)

Show DVD: Training Part 1 continued (25:09 – end)

After showing the clip explain to the tutors that there are different ways of doing writing in Grade R. Depending on children's levels of confidence, they might do one of the following:

What child does...	What tutor can do
Refuses to write	<ul style="list-style-type: none"> • encourage child to draw a picture and then talk about their picture • tutor writes down the child's words
Scribbles	<ul style="list-style-type: none"> • praise writing attempt • ask child to read what they wrote • ask child if they would like to tutor to write their sentence at the bottom of the page
Tries to sound out words or uses invented spelling	<ul style="list-style-type: none"> • praise writing attempt • help the child if they get stuck and don't know a letter • ask child to read what they wrote

(It might be useful to write these notes on a flipchart for the tutors to see)

Checklist:

- blank paper
- pencils
- flip chart/whiteboard
- markers

Activity

Ask the tutors to use the same book that they used for the 'talking' and 'reading' role play. Hand out a piece of blank paper and a pencil to each person. Ask the tutors to open their manuals on page 12 and follow the instructions for writing and drawing.

- one person plays the role of the tutor and helps the 'child' to choose something to draw from the book and then think of something to say about their drawing
- the 'tutor' then writes for the child; or encourages the child to have a go at writing
- the tutor encourages the 'child' and asks her to 'read' her sentence when she has finished writing it. There will be a lot of giggling and fun interaction!

TEA (20 minutes)

USING SEQUENCE STORIES INSTEAD OF BOOKS

Explain to the tutors that a sequence story can be used in a lesson instead of a book.

Checklist:

- RSRW manual
- sets of sequence stories

Activity

Using a sequence story pack, demonstrate by showing the tutors these steps:

- using only the pictures, talk about each picture individually and place them on the table in a random order
- ask the tutors to help you put the pictures in the correct order
- ask them to retell the story
- shuffle the sentences, read each one and get the tutors to match them to the correct picture
- the writing and drawing is done in the same way as you would with a book

Ask the tutors to get into small groups and turn to page 9 in their manual. It is important that they start using the manual as a guide.

Hand out a sequence story pack to each group and explain to them that they will be role playing using picture sequences with one person being the tutor and the other a child.

Walk around and assist the groups while they do the activity. Make sure that they sequence the pictures from left to right and that they do the talking and sequencing before they match the sentences.

MAKING LITTLE BOOKS (10 minutes)

Demonstrate: How to make a little book

Explain that Wordworks has developed a set of little books that can be used in place of readers. These books can be made up by tutors or by the children. They can be taken home and children can read to their parents. Little books can also be made using a blank sheet of paper. Show the tutors a few samples that you have made up and then show them how to make their own little book (p. 5 in the manual).

Activity

Make sure that you know how to make the little books yourself before the session!

- Hand out a copy of a little book and a pair of scissors to each tutor.
- Demonstrate, step by step, how to make the book.
- Tutors can refer to the instructions in their manual (p. 5).
- Tutors keep the scissors for the next activity

Checklist:

- copies of little books
- scissors
- a folded sample book

PREPARING THE TUTOR KIT (10 minutes)

Demonstrate: How to prepare the games

Go through each item in the tutor kit. Ask the tutors to take out the contents in their kit while you explain to them what each item is for.

Activity

Ask the tutors to find the Letter-picture card-1. Explain that they will need to:

- cut along the border first and then cut each letter and corresponding pictures into strips.
- cut up the strips and put elastic bands around each pile with a letter and the corresponding pictures together.
- put these piles into the plastic bags marked 'Letter-picture cards'.
- the rest of the letter-picture cards can be cut up at home.

They are now ready to play the games!

PLAYING THE GAMES (60 minutes)

The materials needed to play most of these games will be in the tutor kits. There are some shared games in the co-ordinator's file that are easily stored in a cupboard. These games need to be shared by the tutors e.g. Bingo.

You will need to play the games yourself before you start training them, as the tutors will need assistance from you while they play. The DVD follows the manual and demonstrates how to play each game. Make sure that the tutors have their manuals open on their desks.

LETTER BOX

Show DVD: Training Part 2 (beginning – 8:35)

Show the tutors a letter box. Point out that it has a letter on the lid so that the children can feel the letter shape as well as see what it looks like. Show them the contents and explain that they can add objects to the letter boxes as they find them. They can also encourage the children to do the same.

GAMES

Show DVD: Training Part 2 (8:35 – end)

Stop the DVD after each game and get the tutors to find the materials they need, pair up and play the games. Walk around while they are playing to provide assistance.

QUESTIONS AND PRACTICAL ARRANGEMENTS FOR GETTING STARTED (15 minutes)

Child Protection: The tutors are the responsibility of the school/organisation and in order to ensure the safety of children:

- tutors always work as a team (a few tutors work together at the same time).
- each tutor is also required to sign the tutor agreement. Discuss the tutor agreement and hand out a copy for each tutor to complete and sign.
- it is recommended that tutors complete Form 30 so that this can be sent to the Department of Social Development (DSD) to establish that their name is not on the National Child Protection Register.

Allow time for questions or comments regarding the training. Discuss practical arrangements for getting started: day, time etc.

- Notify tutors about Wordworks facebook page: www.facebook.com/wordworksSA
- Give them the website address and tell them about the free online resources (www.wordworks.org.za)

THANKS AND GOODBYE

Thank everyone for coming to the training and giving up their time to be a tutor.