

Stellar Home Language

Ukuxhaswa kokuphuhla kolwimi kunye nokufundisa ukufunda nokubhala kwiBanga-R

IsiKhokelo sooTitshala seentlanganiso zabazali

Ukwazisa inkqubo kaStellar kubazali babantwana beBanga R



Bonke abantwana kufanelekile ukuba babe nakho ukuzalisekisa izakhona zabo. Kufuneka qala sikwazi ukuqaphela ukuba eyona mpumelelo yabo iqala ngosuku lwabo lokuqala emhlabeni kwaye kufuneka ithathelwe ingqalelo into yokuba abazali bayinxalenye yokubaluleka kwayo

Gqirha Dana Suskind

Umbhali we *Thirty Million Words: Building a Child's Brain*



Inkqubo yelitherasi yabantwana abancinci kaWordworks



Dear Teacher

Wordworks is a non-profit organisation established in 2005 to support early language and literacy development. The Stellar programme was designed by Wordworks. It supports Grade R teachers in their important role as teachers of language and emergent literacy. We focus on Grade R because evidence shows that strong early language and literacy skills support all later learning.

EARLY LANGUAGE AND LITERACY DEVELOPMENT

In order to learn to read and write, children need to have opportunities to build their competence and understanding in two key areas:

- language skills (listening, speaking, vocabulary and comprehension)
- code-related skills (phonological awareness and letter–sound knowledge).

Children also need many opportunities to see how reading and writing work, and for these processes to be modelled by teachers and parents. They need to read and enjoy books and use drawing and early writing to share their ideas.

OUR PROGRAMME

Stellar provides theoretical and practical ideas to help you build a language-rich classroom that supports early literacy development. The programme has been developed and revised in response to feedback from Grade R teachers and trainers. Stellar aligns with CAPS requirements.

STELLAR TEACHER'S GUIDES

This *Teacher's Guide for parent meetings* assists you to work with parents to support language learning at home. It complements a set of guides for the teaching of Home Language, each 'starring' a new story! Each contains a two-week programme for teaching Home Language to your Grade R class every day.

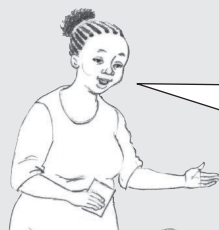
STELLAR TRAINING

For teachers training to use the Stellar programme, there is a set of workbooks that takes you through the different elements of the programme while deepening your understanding of early language and literacy.

YOUR STORIES

We know that teachers are creative about using whatever is available to them. We encourage you to adapt the activities in this guide to suit your context and the resources available.

MEET STELLA



Hi. I will keep you company on your learning journey. Sometimes I will give you advice based on my years of experience in the Grade R classroom. Teachers have affectionately come to call me Stella!

We hope you enjoy using this programme. You will be giving your Grade R learners the best possible gift – and we know you will enjoy learning with them!

Our best wishes,

Stella and the Wordworks Team



Titshala obekekileyo

IWordworks ngumbutho ongenzi nzuzo, usekwe ngowama-2005 ukwenzela ukuxhasa uphuhliso lolwimi nolwazi lokufunda nokubhala kwabasaqalayo. Inkqubo yabakwaStellar yayilwa ngabakwa Wordworks ukwenzela ukuxhasa ootitshala beBanga R kwindima ebalulekileyo abayidlalayo njengootitshala bolwimi nolwazi oluphuhlayo lokufunda nokubhala. Sijolisa kwiBanga R kuba kukho ubungqina bokuba isakhono esiluyilima kulwimi nakulwazi lokufunda nokubhala sinika inkxaso kuko konke ukufunda ekuhambeni kwethuba.

UKUPHUHLISWA KOLWIMI LOKUQALA KUNYE NOKUFUNDA NOKUBHALA

Ukuze umntwana afunde ukufunda nokubhala, abantwana kufuneka babe namathuba okukwakha ubuchule kunye nokuqonda kule miba mibini ingundoqo:

- Ubuchule bolwimi (ukumamela, ukuthetha, isigama kunye nokuqonda)
- Izakhono ezinxulumene nokusebenzisa oonobumba (ulwazi lwefonoloji kunye nolwazi loonobumba nezandi).

Kwakhona abantwana badinga amathuba amaninzi okubona ukuba ukufunda nokubhala kusebenza njani, ezi nkqubo ziboniswa ngootitshala nabazali. Kufuneka bafunde baze bonwabele iincwadi baze basebenzise imifanekiso abayizobileyo kunye nemibhalo yabasaqalayo ukwenzela ukwabelana ngezimvo.

INKQUBO YETHU

Inkqubo yethu iStellar inikezela ngezifundo kunye neengcebiso ukukunceda ukwakha iklasi etyebileyo ngolwimi exhasa uphuhliso lokufunda nokubhala lwabasaqalayo. Le nkqubo yenziwe yahlaziywa emva kokufumana ingxelo kootitshala nabahlohi beBanga R. IStellar iqhutywa ngokuhambelana neemfuno zikaCAPS.

IZIKHOKELO ZIKATITSHALA ZAKWASTELLAR

Esi siKhokelo sikaTitshala seentlanganiso zabazali sikuncedisa ukuba ubonise abazali ukuba baxhase ukufundi ulwimi ekhaya. Sifizekisa ukufundisa uLwimi lwaseKhaya, isikhokelo ngasinye sinebali elitsha elinkqenqweza phambili! Ngasinye siqulathe inkqubo ezimbini zokufundisa uLwimi lwaseKhaya ebantwaneni beBanga R mihla le.

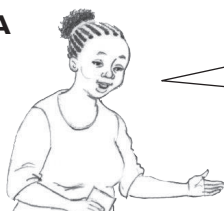
UQEQESHO LWESTELLAR

Ukusebenzisa inkqubo yeStellar ukuqeqesha ootitshala, kukho iseti yeencwadi zokusebenzela yoluhlu lwezifundo olukunceda ngemiba eyahlukeneyo yenkqubo ngelixa ikuxhobisa ukuba ube nolwazi olunzulu ulwimi lokuqala lokufunda nokubhala.

AMABALI ENU

Siyayazi ukuba ootitshala bangamachule malunga nokusebenzisa nokuba yintoni ekhoyo phambi kwabo. Siyanikhuthaza ukuba nilungelelanise ezi zifundo zikwesi sikhokelo ukuze zihambelane nemeko kwakunye nezixhobo zokufunda eninazo.

DIBANA NOSTELLA



Molo. Ndiza kuba nawe kule ndlela yokufunda uza kuyihamba. Ngamanye amaxesha ndiza kunika amacebo asekelwe kumava endinawo eminyaka exesha endilichithe kwigumbi lokufundela leBanga R. Ootitshala bandithiye eligama lithi Stella!

Siyathemba ukuba uza konwabela ukusebenzisa le nkqubo. Uza kube unika abafundi bakho beBanga R esona siphosifanelekileyo – kwaye siyayazi ukuba uza konwabela ukufunda nabo.

Ngeminqweno emihle

Stella neQela lakwaWordworks



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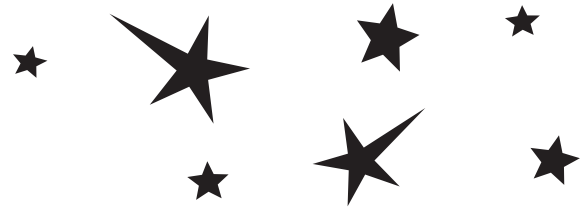


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Introduction

This *Teacher's Guide for parent meetings* has been developed by Wordworks to help you, the Grade R teacher, to get parents interested in their children's Grade R classroom, especially as you implement the Stellar Home Language programme. This guide provides you with tools to inspire parents to support their children's language and literacy learning at home.

Most teachers would like their children's parents to be more informed about, and involved in, their children's learning. Many parents want to support their children, but don't always know how to. Some parents don't see it as their role – they believe that the school is responsible for all education. Others will say that they are simply too busy to take an interest in what their children are learning at school.

We know from research that it is very important for parents to be involved in their children's learning, particularly when children are young. It is important for Grade R children to know that their parents appreciate the school, and know and respect their teacher. When parents are positive about what happens at school, this helps children hold two very important parts of their world together – the home part and the school part. When parents pay attention to their children talking and reading, writing and drawing, then children will believe these activities are valued and important.

We encourage you to invite parents to meetings at the school. These meetings will help you and the parents to get to know one another and they create a space in which to share ideas and experiences. We know that planning and holding meetings can be overwhelming on top of a busy teaching schedule, so this guide has been written to provide some assistance. The guide sets out clear guidelines for six meetings, supported by photocopiable handouts and practical ideas.



We made this book with alternating Xhosa and English pages. This will help teachers to work with parents who are more comfortable with English handouts and explanations and/or who use English at home. (The English pages are exactly the same as the pages in the English Teacher Guides.)

The English pages have a grey background so you can spot them easily.



Intshayelelo

Esi sikhokelo sikatitshala seentlanganiso nabazali siyilwe ngabakwaWordworks ukunceda wena titshala yeBanga R, ukuba ukhuthaze abazali babe nomdla kwigumbi lokufundela leBanga R, labantwana babo ingakumbi xa kusetyenziswa inkqubo yakwaStellar yolwimi lwasekhaya. Esi sikhokelo sikunika izixhobo zokukhuthaza abazali ukuba baxhase ukufundiswa kolwimi kunye nolwazi lokufunda nokubhala ekhayeni.

Ootitshala abaninzi bangathanda ukuba abazali babe nolwazi olubanzi, bathathe inxaxheba ekufundiseni ulwimi nolwazi lokufunda nokubhala ebantwaneni babo. Abazali abaninzi bayafuna ukubaxhasa abantwana babo nto nje abayazi ukuba bangakwenza njani oko. Abanye abazali, abayiboni iyindima emabayidlale le, bakholelwa ekubeni luxanduva lwesikolo imfundo yabantwana babo. Abanye baxakeke kakhulu ukuba banganomdla wokwazi into efundwa ngabantwana esikolweni.

Ngokophando siyayazi ukuba kubalulekile ukuba umzali athathe inxaxheba ekufundeni komntwana wakhe ingakumbi xa abantwana besebancinane. Kubalulekile ukuba abafundi beBanga R bayazi ukuba abazali basixabisile isikolo sabo, kwaye bayamazi kwaye bemhlonipha utitshala. Xa abazali beneengcinga ezintle ngokwenzeka esikolweni, oku kunceda abantwana ukuba bakwazi ukudibanisa izinto ezimbini ezibalulekileyo ebomini bakhe – icala lasekhaya nelasesikolweni. Xa abazali bekuthathela ingqalelo ukuthetha, ukubhala nokuzoba kwabantwana, oku kubafundisa ukuba le misebenzi ixabisekile kwaye ibalulekile.

Siya kukhuthaza ukuba ubameme abazali beze kwiintlanganiso zabazali zesikolo. Ezi ntlanganiso ziza kunceda wena nabazali esikolweni. Ezi ntlanganiso ziza kunceda ukuba wena nabazali ukuba nazane kwaye oku kuvula ithuba lokwabelana ngamacebo namava. Siyayazi ukuba ukuququzelela iintlanganiso phezu koludwe lwezinto zokufundisa ozenzayo, kungakoyikisa, ngoko ke, esi siKhokelo sibhalelwe ukukunika uncedo. Esi sikhokelo sikunika iinkcazelo ecacileyo ngokukhokela iintlanganiso ezintandathu, sixhaswa ngamaxwebhu akhutshwayo afotokotshwayo kunye namacebiso onokuwasebenzisa.



Siyenze le ncwadi ngokuthi sitshintshatshintshe amaphepha esiXhosa nesiNgesi. Ootitshala abaninzi bayicacisile into yokuba nangona befundisa isiXhosa njengoLwimi LwaseKhaya, bona bafundiswa ngesiNgesi, loo nto yabenza ukuba baqhele isigama sokufunda nokubhala sesiNgesi. Bayifumana iluncedo into yokufumaneka kwezi lwimi zombini.

Amaphepha esiNgesi kule ncwadi ayinguqulelo yamaphepha esiXhosa: awayiyo ikopi yesiKhokelo sootitshala sesiNgesi. Ngamanye amagama, iingoma, isigama, oonobumba nezandi yinguquleleo yesiNgesi esuka kwisiXhosa.

Amaphepha esiNgesi anombala ongwevu emva kwamagama ukwenzela ukuba uwafumane ngokulula.

★ How to use this guide

This guide is not designed for parents. It was written for you, the teacher, to use. It contains:

- Six meeting outlines: you may run the meetings as set out or adapt the structure for your particular needs.
- Photocopiable handouts: photocopy these information sheets for the parents.

Handouts are listed here to show you what you will need to photocopy for parents in advance.

★ Contents

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02	02	02
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This table shows you how to manage the time in the meeting and what to plan and prepare before the meeting.

The six meetings are listed on the Contents page.

We put key points in boxes. These are the points you must emphasise with parents.

MEETING 1 Introduction to Learning in Grade R

Planning and preparation

TIME	ACTIVITY	YOU WILL NEED
05 mins	WELCOME AND WARM UP	• Story cards and illustrations by parents • Bagpipes to read and discuss by parents
05 mins	TEACHER-LED DISCUSSION	• Photocopiable handout: Learning in Grade R (double-sided) • Double-sided copy of the handout with your own daily programme and themes if they are different to yours (double-sided)
05 mins	WHAT WE DO IN OUR CLASSROOM	• Three items for Show and Tell
05 mins	WHAT YOU CAN DO AT HOME	• Photocopiable handout: How families can support children's early language and literacy
05 mins	CLOSING COMMENTS	

Outline

Don't try to do too much. Focus on making parents feel welcome and acknowledge their important role as their children's first teacher. Many parents feel anxious about attending meetings at school, and it is important that you build trust. Use the first meeting to show that you value their contribution. They will pass on the increased confidence and comfort with school to their children.

WELCOME AND WARM-UP (5 MIN)

- Ask the parents to get into pairs and introduce themselves.
- Ask them to share why their child is in Grade R is a very important year in their child's school career.

TEACHER-LED DISCUSSION (5 MIN): THE GRADE R YEAR

- Ask a few parents to share what they discussed about the importance of the Grade R year.
- Have a go through the main headings of the double-sided photocopiable handout: Learning in Grade R. Suggest parents need to do at home.
- Invite the parents to ask questions. Take a few questions and provide answers. If there is a question that you cannot answer, be confident and say that you will find out after the meeting.
- In the discussion make sure you include the three key points.

KEY POINTS: TEACHER-LED DISCUSSION

- Children love having long before they get to school. It is a happy home environment, parents will encourage talking, writing, reading and writing in words, supportive and informal ways. Although parents are not teachers, it is important to school. Grade R teachers try to keep a balance between school-based learning activities and how they enjoy interacting children in the representation of school life.
- Children with strong oral language skills (good vocabulary and the ability to listen carefully) and explain their thoughts and ideas) and some knowledge of letters and sounds are more likely to learn to read and write successfully. For this reason, we give a lot of attention to oral language and emergent literacy in Grade R.

WHAT WE DO IN OUR CLASSROOM (5 MIN)

What do we do with the children in class, so that parents can get insight into how you support children's learning development.

- Ask for three volunteers to do a Show and Tell activity. Let each parent choose an object to show the group and to talk about. They should prepare their object first. Show them how to prepare you can with the children. See page 100 in any of our Teacher's guides for steps to do Show and Tell activities.
- Ask parents to chat in pairs and report to the class.
- What do they notice about the way the teacher responded to each child?
- How do they think the children feel?
- Open up discussion with the whole group. On the board, or on a separate, white sheet, write down the points made by the parents.

WHAT YOU CAN DO AT HOME (5 MIN)

- Ask a parent to get up for a role play in which they pretend to be a parent talking on their phone, and you are a child, trying to tell them about their school day.
- Ask the how they think the child felt and if they were an example of good listening time.
- Ask parents what they can do to encourage good listening time at home. Take time to hear.

KEY POINTS: WHAT WE DO IN OUR CLASSROOM

- Show and Tell: The teacher should partner and report for the children. She should ensure every minute the child made but provided the right of being things. She asked to what children and talk to their class. She asked questions that assessed children's thinking.
- The children felt important and that their input was interesting and valued. They learnt to take turns to listen carefully.

KEY POINTS: WHAT YOU CAN DO AT HOME

- Parents should be encouraged to think of what they can encourage good listening time, parents can be encouraged to talk about their child's school day, when they are home, and what they can do to encourage good listening time at home. Take time to hear.

Stella is here to help.



This tells you in which meeting you will use the handout.

Grade R: A typical daily programme

THE DAILY ROUTINE

TIME	ACTIVITY
08:00	ARRIVAL
08:00	ORIENTING ROUTINE
08:00	FOCUS ON READING
08:00	INDOOR/OUTDOOR
08:00	CREATIVE ACTIVITIES
08:00	TOILET ROUTINE
08:00	REFRESHMENTS
08:00	FOCUS ON LIFE SKILLS
08:00	OUTDOOR/INDOOR ACTIVITIES
08:00	TOILET ROUTINE
08:00	FOCUS ON READING LANGUAGE
08:00	STORY TIME
08:00	QUIET TIME AND DEPARTURE

Grade R themes (recommended by the Department of Education)

FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
Home	Home	Home	Home
At school	Safety	Transport	Resilience
In the classroom	Who family	Child protection	Classroom
Days of the week	Weather	Water	Wild animals
My body and healthy body	Activities	Food	Our world
Summer	Sound, light, touch	Vegetables	Sport
Places and objects	Animals and birds	Early learning	
Traditional and popular arts	Health and safety	Health environment	

Learning in Grade R

What we do in Grade R to build children's language and literacy development

Learning in Grade R is a language-rich environment that supports children's language and literacy development. We work with the children to build their language and literacy skills through a variety of activities. We encourage children to talk, listen, read and write about their experiences. We provide a rich and varied language environment that supports children's language and literacy development. We encourage children to talk, listen, read and write about their experiences. We provide a rich and varied language environment that supports children's language and literacy development.

Emergent reading

We encourage good talking time with the children. We encourage children to talk, listen, read and write about their experiences. We provide a rich and varied language environment that supports children's language and literacy development. We encourage children to talk, listen, read and write about their experiences. We provide a rich and varied language environment that supports children's language and literacy development.

Emergent writing

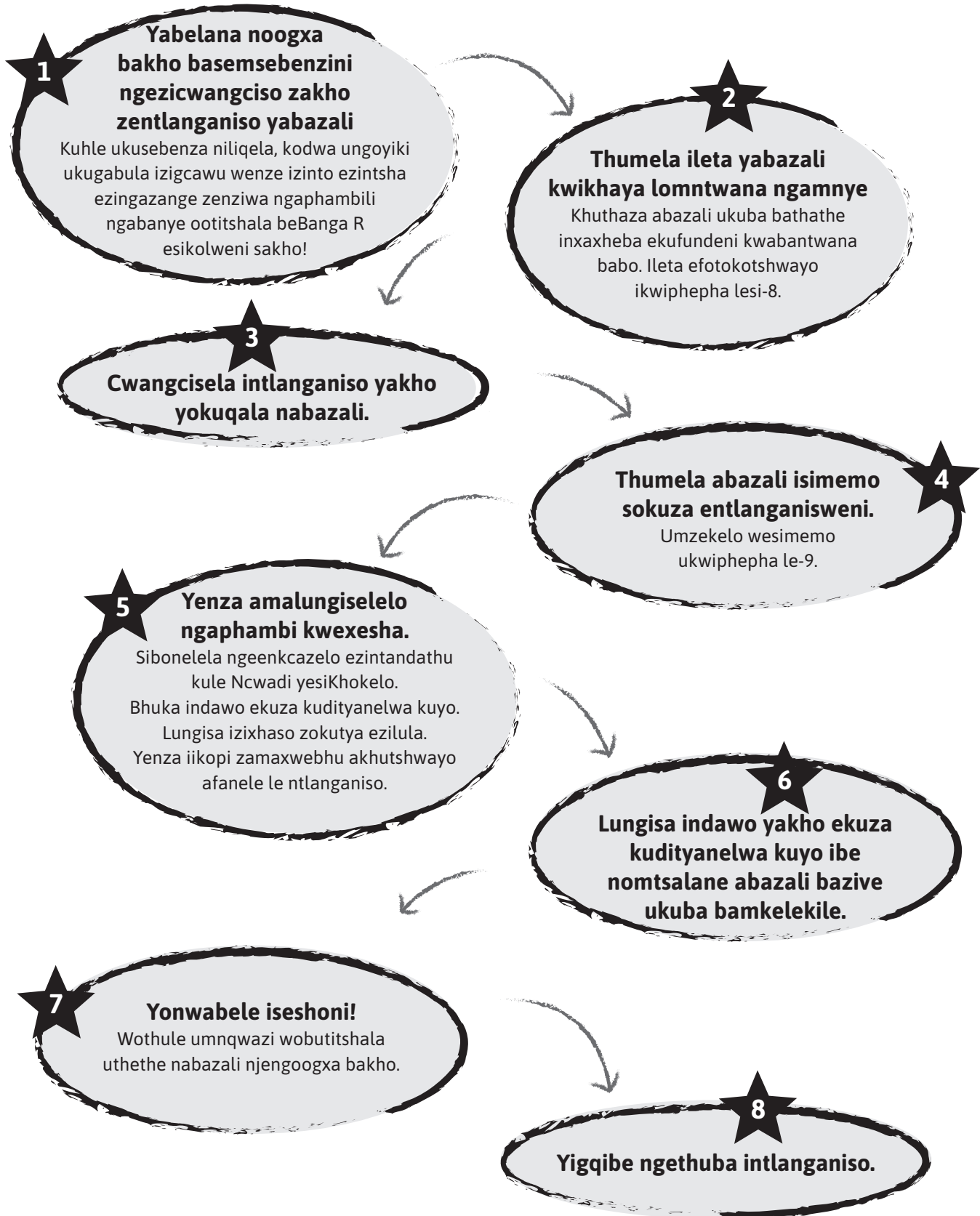
We encourage children to talk, listen, read and write about their experiences. We provide a rich and varied language environment that supports children's language and literacy development. We encourage children to talk, listen, read and write about their experiences. We provide a rich and varied language environment that supports children's language and literacy development.

Photocopiable handouts are at the back of the guide. Give yourself time to read them carefully before the parent meetings. You can also send these handouts home with the children throughout the year, when appropriate.



★ Ziququzelelwa njani iintlanganiso

Indlela yokuqalisa



Yintoni elandelayo?

1

Cwangcisa ezinye iintlanganiso.

Esi sikhokelo sikaTitshala siquka iinkcazelo zeentlanganiso ezintandathu. Intlanganiso nganye ijolisa kumba owohlukileyo wokufunda ulwimi kunye nolwazi lokufunda nokubhala.

2

Nika abazali ezinye iikopi zamaxwebhu akhutshwayo.

Ezi zingathunyelwa amakhaya nabantwana okanye emva kwentlanganiso nabazali. Nokuba abazali abayanga entlanganisweni, bangafunda ikopi ezifotokotshwayo xa befuna ukuqonda ngendlela abanokuxhasa ngayo ukufunda okungekuko okwesikolo ekhayeni.

3

Nxibelelana nabazali ngazo zonke iindlela.

Thumela imiyalezo ebazalini ngokubhala encwadini yomntwana yemiyalezo; yabelana nabo ngemiyalezo ekhuthazayo ngendlela ebonakalisa ubuchule; lungiselela ukudibana nabazali bodwa ukwenzela ukuba nikwazi ukuthetha ngabantwana babo; ziphe ithuba lokuncokola nabazali xa bezokulanda abantwana okanye emicimbini yesikolo. Yiba ngutitshala onobubele, onentlonipho kwaye ozimiseleyo ukusebenzisana nabazali.

?

Amacebo onokuwasebenzisa xa uqhuba iintlanganiso nabazali.

- Dibana ngqo nabazali egumbini lakho lokufundela ukuze nazane ngcono nokwenzela ukuba abazali bafunde banzi ngendawo apho abantwana bachitha khona iintsuku zabo.
- Kwintlanganiso nganye, zama ukwenza oku kulandelayo:
 - nika abazali ulwazi oluluncedo nolunika umdla
 - benze bathathe inxaxheba ngokubanika umsebenzi
 - xa begoduka, banike into abanokuyifunda emakhaya.
- Musa ukuzama ukwenza izinto ezininzi nabazali. Sebenzisa iinkcazelo zentlanganiso xa ucwangcisa kwaye uzame ukwenza yonke into ngexesha elimisiweyo.
- Iintlanganiso ziqhube ngomoya okhululekileyo. Thetha nabo ngendlela ekhuthazayo kwaye efikelekayo ukwenzela ukuba abazali babe nomdla, bakuthembe kwaye bathathe inxaxheba.

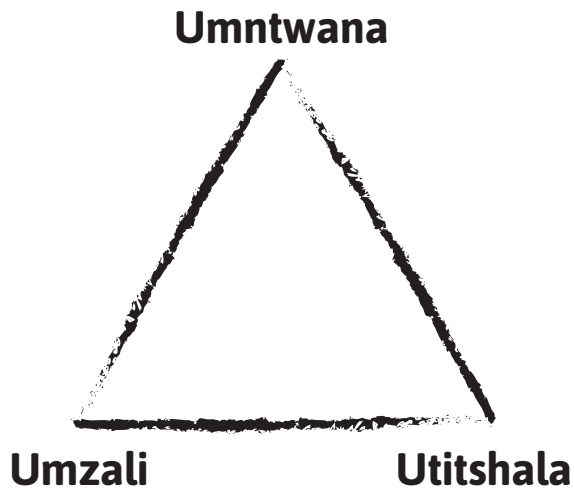




Ukwamkela abazali beBanga R

Bazali, ooMakhulu nooTatomkhulu ababekekileyo

Namkelekile kwiBanga R. Lo ngunyaka obaluleke kakhulu kwimfundo yomntwana wakho, njengoko siqinisekisa ukuba banesiqalo esiluhlakile kwimfundo yabo esesikweni. Thina, singootitshala, asikwazi ukuwenza sodwa lo msebenzi. Khumbula: wena ungomnye wabathathi-nxaxheba ababalulekileyo kunxantathu wokufunda komntwana wakho:



Umzuzwana ngamnye owuchitha nomntwana wakho ungalithuba lokufundisa nokufunda, KODWA kufuneka yonwabise, ibe yintsebenziswano! Siza kukunika iingcebiso ezininzi zokuba ungayixhasa njani imfundo yomntwana wakho.

Esona siphosikhulu ungasinika umntwana wakho kukuzinika ixesha lokuncokola naye yonke imihla. Oku kuza komeleza ubudlelwane phakathi kwenu nobabini nesakhono solwimi esibalulekileyo esinika inkxaso kuzo zonke ezokufunda. Siyakukhuthaza ukuba ube nonxibelelwano nomntwana wakho ngolwimi oluza lula kuwe. Ngale ndlela abantwana baza kuba namava ngolwimi olutyebileyo kwaye uya kuba nesisekelo esomeleleyo sokufunda ezinye iilwimi.

Esinye sezixhobo esiza kuzisebenzisa eklasini kulo nyaka yinkqubo yeStellar yokomeleza ulwimi nolwazi lokufunda nokubhala kwabasaqalayo. IStellar yinkqubo esekelwe ukubaliseni amabali, ngoko ke qho emva kweveki ezimbini okanye ezintathu, umntwana wakho uza kuva ibali elitsha. Abantwana baza kumamela eli bali linye yonke imihla kwaye baza kwenza imisebenzi emininzi eyahlukeneyo emalunga nebali nabalinganiswa balo. Ungathatha inxaxheba koku, ngokucela umntwana wakho akubalisele ibali mhlawumbi akuzobe into emalunga nebali elo. Ukuba ndithumele into ekhaya, nceda uthethe nomntwana wakho ngayo: buza imibuzo umamelisise iimpendulo.

Ukufunda ukubhala nokufunda amagama asinto eyenzeka ngosuku olunye kodwa xa ukukhuthaza ngendlela efanelekileyo kunye nokuba nomdla kwakho, uya kumangaliswa kukubona indlela umntwana wakho akhawuleza ngayo ukuba nomdla kwizandi, oonobumba, namagama, aqalise 'ukufunda' (okanye ukuzama) ukufunda nokubhala.

Sifuna ulonwabele olu hambo lumnandi nomntwana wakho. Eyona ndlela ingcono yokwazi ukuba umntwana wakho ufunda ntoni kwiBanga-R yeyokuba uze ezintlanganisweni zabazali. (Jonga izimemo!) Ungenza idinga lokuba sidibane sithethe emva kweeyure zesikolo. Ngale ndlela uya kuba liqabane lemfundo yomntwana wakho.

Bazali, siyanidinga!

Ozithobileyo,



Isimemo

Bazali ababekekileyo

Ingaba ukhe uzibuze na ukuba umntwana wakho wenza ntoni kwiBanga R imihla yonke?

Wakhe wanqwenela ukubona ukuba kwenzeka ntoni na eklasini yomntwana wakho yeBanga R?

Uyayazi ukuba ubuninzi bokufunda benzeka ngelixa abantwana bedlala?

Ungathanda ukwazi banzi ngekharithyulam yeBanga R?

Ungathanda ukwazi ukuba ungayixhasa njani imfundo yomntwana wakho kulo nyaka?

Uyamenywa kwintlanganiso yabazali yeBanga R ngomhla _____

ukususela _____ ukuya _____.

Siyathemba ukuba siza konwaba kakhulu ngaxeshanye sithethe ngeendlela zokwakha iziseko ezibalulekileyo zolwimi nolwazi lokufunda nokubhala kwiBanga R.

Qinisekisa ukuba uza kubakhona ngokuthi ugcwalise eli phepha ulibuyisele esikolweni ngomhla we

_____ (umhla)

.....

IPHEPHA LEMPENDULO:

Ndi/Si _____ umzali / umakhulu okanye utatomkhulu/ umgcini

womntwana _____ ndingathanda ukubakhona kwintlanganiso

yabazali ngo _____.

Inani labantu abadala abezayo: _____

Nceda uqaphele ukuba abantwana abancinane abavumelekanga kule ntlanganiso kuba ingxoxo nemisebenzi eza kwenziwa ilungiselelwe nina njengabazali. Eli iza kuba lithuba lakho lokufunda nokwabelana. Nceda wenze amalungiselelo omntu wokugcina umntwana wakho xa usentlanganisweni.

.....



MEETING 1

Introduction to learning in Grade R

Planning and preparation

TIME	ACTIVITY	YOU WILL NEED
10 mins	WELCOME AND WARM UP	<ul style="list-style-type: none">• Sticky labels and kokis to write names• Register to record attendance by parents
30 mins	TEACHER-LED DISCUSSION	<ul style="list-style-type: none">• Photocopiable handout: <i>Learning in Grade R</i> (Replace page 2 of the handout with your own daily programme and themes if they are different at your school.)
20 mins	WHAT WE DO IN OUR CLASSROOM	<ul style="list-style-type: none">• Three items for <i>Show and tell</i>
20 mins	WHAT YOU CAN DO AT HOME	<ul style="list-style-type: none">• Photocopiable handout: <i>How families can support children's early language and literacy</i>
10 mins	CLOSING COMMENTS	

Outline

Focus on making parents feel welcome and acknowledge their important role as their children's first teachers. Many parents feel anxious about attending meetings at school, and it is important that you build trust. Use the first meeting to show that you value their contribution. They will pass on this increased confidence and comfort with school to their children.

WELCOME AND WARM-UP (10 MINS)

- Welcome the parents.
- Ask the parents to get into pairs and introduce themselves.
- Ask them to share why they think Grade R is an important year in their child's school career.

TEACHER-LED DISCUSSION (30 MINS): THE GRADE R YEAR

- Ask a few parents to share what they discussed about the importance of the Grade R year.
- Go through the headings of the double-sided photocopiable handout: *Learning in Grade R*. Suggest parents read it in detail at home.
- Invite the parents to ask questions. Take a few questions and provide answers. If there is a question that you cannot answer, say that you will find out after the meeting.
- In the discussion make sure you include the three key points.

WHAT WE DO IN OUR CLASSROOM (20 MINS)

- You will now demonstrate an activity that you do with the children so that parents get insight into how you support children's language development.
- Ask for three volunteers to do a *Show and tell* activity. Let each parent choose an object to show the group and to talk about. They should pretend they are children! Follow the steps you use with the children. See page 6 in any of our *Teacher's Guides*.



KEY POINTS: TEACHER-LED DISCUSSION

- 1 Children start learning long before they get to school. In a learning home environment, parents will encourage talking, storytelling, reading and writing in warm, supportive and informal ways. Although parents are children's first teachers, home is not school.
- 2 Grade R is an important bridge from early childhood to school. Grade R teachers try to keep a balance between structured learning activities and free play, slowly introducing children to the expectations of school life.
- 3 Children with strong oral language skills (a good vocabulary and the ability to listen carefully and to explain their thoughts and ideas) and some knowledge of letters and sounds are more likely to learn to read and write successfully. For this reason, we give a lot of attention to oral language and emergent literacy in Grade R.

- Ask parents to chat in pairs.
 - What did they notice about the way the 'teacher' responded to each child?
 - How do they think the 'children' felt?
 - What do they think the 'children' learnt?
- Open up discussion with the whole group. Write down points made by the parents.

WHAT YOU CAN DO AT HOME (20 MINS)

- Ask a parent to join you for a role play in which they pretend to be a parent talking on their phone, and you are a child, trying to tell them something about your day.
- Ask them how they think the child felt and if this was an example of 'good talking time'.
- Ask parents what they can do to encourage good talking time at home. Take time to listen to and engage with their answers. Write up ideas.
- Inform parents that there is a handout (*How families can support children's early language and literacy*) that they can take home to read.

CLOSING COMMENTS (10 MINUTES)

- Ask a few parents to share what they learnt.
- Remind them of the photocopyable handouts to take home.
- Tell the parents that the next meeting will focus on listening, speaking and telling stories.



KEY POINTS: WHAT WE DO IN OUR CLASSROOM

- 1 In the role play, the teacher showed patience and respect for the 'children'. She didn't correct every mistake the 'child' made but modelled the right way of saying things. She added to what children said and built on their ideas. She asked questions that extended children's thinking.
- 2 The children felt important and that their input was interesting and valued. They learnt to take turns, to listen carefully.



KEY POINTS: WHAT YOU CAN DO AT HOME

- 1 If parents struggle to think of when they can encourage 'good talking time', ask them to think of what they could talk about on the way to school, or in the evening when they are preparing supper. Good talking time can happen anywhere, anytime. It can happen for just a few minutes, but children need opportunities every day to speak and be heard.
- 2 Parents can ask and answer questions, take turns to talk with their child, tell stories together and explain the meanings of new words.

Ukucwangcisa nokulungiselela

IXESHA	UMSEBENZI	UZA KUDINGA OKU
10 imizuzu	UKWAMKELA NENTSHAYELELO	<ul style="list-style-type: none"> • Iileyibhuli ezincamathelayo neekhoki zokubhala amagama • Irejista yokubhala amagama abazali abakhoyo
30 imizuzu	INGXOXO EKHOKELWA NGUTITSHALA	<ul style="list-style-type: none"> • Uxwebhu olukhutshwayo olufotokotshwayo: <i>Ukufunda kwiBanga R</i> (Endaweni yephepha lesi-2 kuxwebhu olukhutshwayo fakela inqubo nemixholo yakho ukuba ngaba yohlukile esikolweni sakho.)
20 imizuzu	ESIKWENZAYO KWIGUMBI LETHU LOKUFUNDELA	<ul style="list-style-type: none"> • Izinto zibe ntathu zokua <i>Bonisa uze usixelele</i>
20 imizuzu	ONOKWENZA EKHAYA	<ul style="list-style-type: none"> • Uxwebhu olukhutshwayo olufotokotshwayo: <i>Indlela iintsapho ezinokuxhasa ngayo abantwana kwizifundo zolwimi nolwazi lokufunda nokubhala</i>
10 imizuzu	AMAZWI OKUVALA	

Ingcaciso

Gxila ekwenzeni abazali bazive bamkelekile kwaye ukuthathele ingqalelo ukubaluleka kwendima yabo njengotitshala wabantwana wokuqala. Abazali abaninzi baphathwa lixhala xa besiya entlanganisweni yesikolo, kwaye kubalulekile ukuba ubanike ithemba. Sebenzisa ithuba entlanganisweni yokuqala ubabonise ukuba ulixabisile igalelo labo. Baya kulidlulisele ebantwaneni eli themba nokukhululeka okwandileyo ngesikolo sabantwana babo.

UKWAMKELA NENTSHAYELELO (IMIZUZU ELI-10)

- Yamkela abazali
- Cela abazali ukuba badibane ngababini bazazise omnye komnye.
- Bacele ukuba bathethe ngento abacinga ukuba yenza iBanga R libaluleke kakhulu kwinkqubela-phambili yobomi bomntwana esikolweni.

INGXOXO EZIKHOKELWA NGUTITSHALA (IMIZUZU ENGAMA-30): UNYAKA WEBANGA R

- Cela abazali abambalwa ukuba baxecele intlanganiso ngengxoxo ababenayo emalunga nokubaluleka konyaka weBanga R.
- Yiya kwizihloko ezikwixwebhu elikhutshwayo elifotokotshwa macala omabini: *Ukufunda kwiBanga R*. Cebisa abazali ukuba bazifundisele kakuhle emakhaya.
- Mema abazali ukuba babuze imibuzo. Thatha imibuzo embalwa uyiphendule. Ukuba kukho umbuzo ongakwaziyo ukuwuphendula, baxecele ukuba uza kufuna iinkcukacha ngaloo mba ukuphuma kwentlanganiso.
- Kwingxoxo yenu qinisekisa ukuba uquka amanqaku amathathu abalulekileyo.

SENZA NTONI EKLASINI YETHU (IMIZUZU ENGAMA-20)

- Bachazele ukuba ngoku uza kubabonisa umsebenzi owenza nabantwana eklasini, ukwenzela ukuba abazali bayiqonde indlela abanokuxhasa ngayo uphuhliso lolwimi lomntwana.
- Cela amavolontiya amathathu azokwenza umsebenzi othi *Bonisa uze uxele*. Umzali ngamnye makakhethe into aza kuyibonisa iqela kwaye athethe ngayo. Kufuneka bazenze abantwana! Landela amanyathelo

AMANQAKU ANGUNDOQO: INGXOXO EKHOKELWA NGUTITSHALA

- 1 Abantwana baqalisa ukufunda bengekayi esikolweni. Kwimeko yasekhaya yokufunda, abazali bakhuthaza ukuthetha, ukubalisa amabali, ukufunda, nokubhala ngobubele, benika inkxaso ngendlela ekhululekileyo. Nangona abazali bezititshala zokuqala zabantwana, emakhaya akukho sesikolweni.
- 2 IBanga R sisigaba esibalulekileyo ukusuka ebuntwaneni ukuya esikolweni. Ootitshala beBanga R bazama ukulinganisa phakathi kwemisebenzi ehleliweyo nokudlala, bafaka abantwana kancinci kancinci kwizinto ezilindelekileyo zobomi basesikolweni.
- 3 Abantwana abanezakhono eziluhlakile zolwimi oluthethwa ngomlomo (isigama esibanzi kwaye nokukwazi ukumamela kakuhle nokucacisa iingcinga zabo) kunye nolwazi analo ngonobumba nezandi, basethubeni elihle lokufunda nokubhala amagama ngempumelelo. Yiyo loo nto, sizinika ixesha elininzi lokuqwalasela ulwimi oluthethwa ngomlomo nolwazi oluhlumayo lokufunda nokubhala kwiBanga R.

owasebenzisa nabantwana. Jonga iphepha lesi-6 nakusiphi isikhokelo sethu sokuTitshala.

- Cela abazali badibane ngababini
 - Baqaphele ntoni ngendlela utitshala aphenjula ngayo 'umntwana' ngamnye?
 - Bacinga ukuba 'abantwana' baziva njani?
 - Bacinga ukuba 'abantwana' bafunde ntoni?
- Vula ingxoxo yeqela. Bhala onke amanqaku athethwe ngabazali.

ONOKWENZA EKHAYA (IMIZUZU ENGAMA-20)

- Cela umzali azokuba yinxalenye yomdlalo wokulinganisa, enze ngathi ungumzali othetha emnxebeni wakhe wena ungumntwana uzama ukumbalisela ngento eyenzekileyo emini.
- Babuze ukuba bacinga ukuba umntwana uziva njani nokuba lo ibingumzekelo omhle 'wexesha elifanelekileyo lokuncokola'.
- Buza abazali ukuba bangenza ntoni na ukuze bakhuthaze ixesha elifanelekileyo lokuncokola ekhaya. Ziphe ixesha ubamamele nithethe ngeempendulo zabo. Bhala phantsi izimvo abathethe ngazo.
- Xelela abazali ukuba kukho uxwebhu olukhutshwayo (*Indlela amakhaya anokunika ngayo abantwana inkxaso ekufundeni ngolwimi nangolwazi lokufunda nokubhala kwabaqalayo*) bangagoduka nayo bayifunde emakhaya. Beka uxwebhu olukhutshwayo edesikeni kwindawo efikelekayo apho baza kuluthatha khona ekupheleni kwentlanganiso.

AMAZWI OKUVALA (IMIZUZU ELI-10)

- Bakhumbuze ukuba bathathe amaxwebhu akhutshwayo afotokotshiweyo, bagoduke nawo.
- Xelela abazali ukuba isifundo esilandelayo siza kujolisa ekumameleni, ekuthetheni nasekubaliseni amabali.

AMANQAKU ANGUNDOQO: SENZA NTONI EKLASINI YETHU

- 1 Kumdlalo wokulinganisa, utitshala ubonakalise umonde nentlonipho 'ebantwaneni'. Ebengalungisi zonke iimpazamo ezenziwe ngumntwana kodwa ubabonise indlela efanelekileyo yokuthetha izinto. Ebesongeza koko kuthethwa ngumntwana aphuhlise izimvo zomntwana. Ubuze imibuzo eyenza ukuba abantwana bacinge banzi.
- 2 Abantwana bazibone bebalulekile babona nokuba igalelo labo lenza umdla kwaye lixabisekile. Bafunde ukunikana amathuba nokumamelisa.

AMANQAKU ANGUNDOQO: YINTONI ONOKUYENZA EKHAYA

- 1 Ukuba ngaba abazali bayasokola ukufumana ithuba lokukhuthaza 'ixesha elifanelekileyo lokuncokola', ungababuza ukuba bangancokola ngantoni xa besiya esikolweni, okanye ngexesha lesidlo sasebusuku xa besitya. Ixesha elifanelekileyo lokuncokola lingenzeka naphi na nanini na. Ingathatha imizuzwana nje kodwa abantwana balifuna imihla yonke ithuba lokuthetha kwaye bamanyelwe.
- 2 Njengokuba ootitshala besakha ulwimi ngemisebenzi efana no Bonisa uze uxele nabazali, bangabuza baphendule imibuzo, banikane amathuba okuncokola nomntwana wabo, babaliselane amabali, bongeze amagama amatsha kuloo nto bayixelelwa ngumntwana kwaye acaciselwe ngen-tsingiselo yamagama amatsha.

MEETING 2 Storytelling

Planning and preparation

TIME	ACTIVITY	YOU WILL NEED
10 mins	WELCOME AND WARM UP	<ul style="list-style-type: none"> Sticky labels and kokis to write names Register to record attendance by parents
30 mins	TEACHER-LED DISCUSSION	
20 mins	WHAT WE DO IN OUR CLASSROOM	<ul style="list-style-type: none"> Stellar story and puppets: <i>Spot goes to the shop</i> Display table with Teacher's Guide sequence pictures, Big Book, little books, samples of work
20 mins	WHAT YOU CAN DO AT HOME	<ul style="list-style-type: none"> Photocopiable handout: <i>Speaking and listening – building children's oral language</i>
10 mins	CLOSING COMMENTS	

Outline

Show parents how easy it is to get their children actively listening and speaking. Every adult can enjoy telling a story and then chatting with children about the story.

This meeting is a good opportunity to introduce parents to some of the Stellar materials.

WELCOME AND WARM-UP (10 MINS)

- Welcome the parents. Give a special welcome to anyone who wasn't at the first meeting.
- Play 'I spy with my little eye', focusing on colours. For example: "I spy with my little eye, something in this room that is red." The parent who identifies the red object you had in mind, now has a turn. You only have time for a few rounds. Encourage parents to play the game at home with their children.

TEACHER-LED DISCUSSION (30 MINS): STORYTELLING BUILDS YOUNG CHILDREN'S LANGUAGE

- Start off by saying: "Do you remember adults telling you stories when you were a child?"
- Ask the parents to get into pairs. For ten minutes, the pairs share one memory of storytelling from their childhood.
- Bring the group back together and encourage group sharing and discussion. You can use these questions to spark ideas:
 - Who was the storyteller in your home?
 - What stories did you like best? Do you remember asking for a story again and again?
 - Were the stories told in your home language?
 - Do you remember any particular storytelling techniques?
- On the board, or on newsprint, write down points made by the parents.

WHAT WE DO IN OUR CLASSROOM (20 MINS)

- Explain that the Stellar programme is built around stories because young children love stories. Show them the table where you have set up a display of Stellar story materials:



KEY POINTS: TEACHER-LED DISCUSSION

- 1 There are many kinds of stories: traditional stories passed down in our communities, stories that we can read in books, and personal narratives. A personal narrative is a story about events that you or your children were part of.
- 2 Stories that have a positive ending are always best for young children. This gives them a sense of confidence that, like the main character in the story, they will receive the help they need and are strong and smart enough to cope with challenges.
- 3 Tell stories in the language you speak at home! Even if you sometimes read stories in the official school language, it is very important for your child to hear you using your own language. When you do this, you will tell the most interesting stories in the most rich and descriptive language.

puppets, sequence pictures, Big Books and little books.

- Tell the story of *Spot goes to the shop* while the parents pretend that they are children. Use the puppets and change your voice for the different characters.
- When the story is finished, ask the parents: “Did you enjoy the story? What did you enjoy the most? Have you heard the story before from your children?”

WHAT YOU CAN DO AT HOME (20 MINS)

- Explain that parents will not naturally tell stories like you do in class, with puppets and props. However, at home you can tell stories about what happens in everyday life. Children love hearing stories about themselves and people they know.
- Parents work in pairs to practise telling personal narratives. These are stories about everyday events – a visit to grandparents, a car that got stuck, scoring a goal in a soccer game. One parent will role-play the ‘parent’; the other will role-play the ‘child’.
- Ask the ‘parents’ and the ‘children’: “Did you enjoy the stories? What did you enjoy the most?” Write down points made by the parents.

CLOSING COMMENTS (10 MINUTES)

- Ask a few parents to share what they learnt.
- Encourage them to tell stories to their child and listen to stories their children want to share.
- Give the handout called *Speaking and listening – building children’s oral language*.
- Tell parents that the next meeting focuses on reading and sharing books with children.



KEY POINTS: WHAT YOU CAN DO AT HOME

- 1 Personal narratives often mean the most to young children. Because your children might be a character in the story, they feel important and valued. This builds their confidence. Take care to make your child the hero in the story!
- 2 Make sure you give your children opportunities to contribute to personal narratives. In this way they become storytellers. They might remember the places, the sequence of events, and the characters and can help you tell the story. You are showing them that you value the experiences you share with them and you value their version of events. By showing your children that you trust them, you encourage them to share more of their life with you and you will have the joy of getting to know your children better.

Ukucwangcisa nokulungiselela

IXESHA	UMSEBENZI	UZA KUDINGA OKU
10 imizuzu	UKWAMKELA NENTSHAYELELO	<ul style="list-style-type: none"> • Ileyibhuli ezincamathelayo neekhoki zokubhala amagama abazali • Irejista yokubhala amagama abazali abakhoyo
30 imizuzu	INGXOXO EKHOKELWA NGUTITSHALA	
20 imizuzu	ESIKWENZAYO KWIGUMBI LETHU LOKUFUNDELA	<ul style="list-style-type: none"> • Amabali nonopopi beStellar: USpot uya evenkileni • Itafle enesiKhokelo sikaTitshala, ukulandelelanisa imifanekiso, iNcwadi eNkulu, iincwadi ezincinci, iisampuli zomsebenzi.
20 imizuzu	ONOKWENZA EKHAYA	<ul style="list-style-type: none"> • Uxwebhu olukhutshwayo: Ukuthetha nokumamela – ukwakhiwa kolwimi lwabantwana oluthethwa ngomlomo
10 imizuzu	AMAZWI OKUVALA	

Ingcaciso

Bonisa abazali ukuba kulula njani ukwenza abantwana bamamele kwaye bathethe. Wonke umntu omdala uyakuthanda ukubalisa ibali kwaye ancokole nabantwana ngelo bali.

Le ntlanganiso lithuba elihle lokuxelela abazali ngemathiriyeli kaStellar.

UKWAMKELA NENTSHAYELELO (IMIZUZU ELI-10)

- Yamkela abazali. Yamkela ngakumbi abazali abaqalayo ukuza entlanganisweni.
- Dlala u 'Qashi qashi ndibona ntoni ngeliso lam elincincinane', jolisa kwimibala. Umzekelo: "Qashi qashi ndibona ntoni ngeliso lam elincinane, kukho into enombala obomvu apha kweli gumbi." Umzali obone le nto ibomvu ubuthetha ngayo naye ufumana ithuba lokubiza into ayibonayo. Unexesha lezihlendo nje ezimbalwa. Khuthaza abazali ukuba badlale lo mdlalo nabantwana ekhaya

INGXOXO EKHOKELWA NGUTITSHALA (IMIZUZU ENGAMA-30): UKUBALISA AMABALI KWAKHA ULWIMI LWABANTWANA

- Qala ngokuthi: "Niyakhumbula nisengabantwana, nibaliselwa amabali ngabantu abadala?"
- Cela abazali badibane ngababini. Ngemizuzu elishumi, isibini ngasinye masincokole ngeenkumbulo zokubaliselwa ibali ebuntwaneni.
- Abantu mababuyele eqeleni uze ubakhuthaze ukuba babaliselane, kuxoxwe. Ungabuza le mibuzo ilandelayo ukuphemelela izimvo:
 - Ngubani owayebalisa amabali ekhaya?
 - Ngawaphi amabali owawuwathanda kakhulu? Uyazikhumbula ucela ukubaliselwa ibala kaninzi?
 - Amabali ayebaliswa ngolwimi lwasekhaya?
 - Zikhona indlela zokubalisa amabali ozikhumbulayo?
- Bhala ebhodini, okanye kwiphepha loshicilelo amanqaku abazali.

ESIKWENZAYO EKLASINI YETHU (IMIZUZU ENGAMA-20)

- Chazela abazali ukuba inkqubo kaStellar isekelwe emabalini abaliswayo kuba abantwana bayawathanda amabali. Babonise itafle apho ubeka khona imathiriyeli yamabali eStellar: oonopopi, imifanekiso elandelelanayo, iNcwadi eziNkulu neencwadi ezincinane.



Amanqaku angundoqo: Ingxoxo ekhokelwa ngutitshala

- 1** Zininzi indidi zamabali: iintsomi ezibaliswa eluntwini, amabali afundwa encwadini, namabali akho ubuqu. Ibali lakho ubuqu libali ngesiganeko esakwehlelayo okanye esehlela abantwana bakho.
- 2** Amabali anesiphelo esimnandi ngawona afanele abantwana abancinane. Ayabakhuthaza, abanike ukuzithemba, njengomlinganiswa ophambili ebalini, nabo baza kulufumana uncedo kwaye nabo bombelele kwaye bakrelekrele ngokwaneleyo ukuba nabo bakwazi ukumelana neningeni.
- 3** Balisa amabali ngolwimi lwasekhaya! Nokuba ngamanye amaxesha ubafundela amabali ngolwimi olusetyenziswa esikolweni, kubalulekile ukuba umntwana wakho akuve usebenzisa ulwimi lwasekhaya. Xa usenza ngolu hlobo, uya kubalisa awona mabali anomdla ngolwimi olutyebileyo olunika inkcazelo entle.

- Balisa ibali elithi *uSpot* uya *evenkileni* ngelixa abazali besenza ingathi bangabantwana. Sebenzisa oonopopi uguqule ilizwi lakho xa kuthetha abalinganiswa abohlukileyo.
- Xa ibali liphelile, buza abazali: “Nilonwabele na ibali? Yintoni oyithande kakhulu ngalo? Ukhe waliva eli bali libaliswa ngabantwana bakho ngaphambili?”

ONOKWENZA EKHAYA (IMIZUZU ENGAMA-20)

- Bachazele abazali ukuba abazukuvula babalise amabali ngolu hlobo ubalisa ngalo eklasini, ngoonopopinangezinto ezisetyenziswayo ebalini. Nangona kunjalo, ungabalisa amabali ngezinto ezenzekayo ebomini imihla ngemihla. Abantwana bayawathanda amabali abalisa ngezinto ezenziwa ngabo ubuqu nangabantu ababaziyo.
- Abazali basebenza ngababini bebaliselana amabali athetha ngabo ubuqu. Laa ngamabali eziganeko ezenzeka rhoqo – ukuya kubona umakhulu notatomkhulu, imoto eye yaxinga, ukukora kwakho kumdlalo webhola ekhatywayo. Omnye umzali uza kudlala indima ‘yomzali’ omnye adlale indima ‘yomntwana’.
- Buza ‘abazali’ nabantwana ukuba “niwathandile na la mabali? Yintoni eniyithande kakhulu ngawo?”
- Bhala ebhodini, okanye kwiphepha loshicilelo amanqaku abathethe ngawo abazali.

AMAZWI OKUVALA (IMIZUZU ELI-10)

- Buza abazali ukuba bafunde ntoni namhlanje. Thatha igalelo labazali ababini nokuba bathathu.
- Bakhuthaze ukuba bazinike ithuba lokubalisela abantwana babo amabali kwaye bawamamele amabali abaliswa ngabantwana babo.
- Baxebelele ukuba uxwebhu olukhutshwayo olubizwa ngokuthi *Ukuthetha nokumamela – ukwakhiwa kolwimi lwabantwana oluthethwa ngomlomo*.
- Xelela abazali ukuba intlanganiso elandelayo jolisa ekufundeni nasekwabelaneni ngeencwadi nabantwana.



AMANQAKU ANGUNDOQO: YINTONI ONOKUYENZA EKHAYA

- 1** Amabali abalisa ngobuqu bomntu adla ngokuxatyiswa kakhulu ngabantwana abancinane. Kuba abantwana bakho base-nokuba ngabalinganiswa ebalini, bazibona bebalulekile, bexatyisiwe. Oku kubanika ukuzithemba. Qinisekisa ukuba umntwana wakho uba ligorha ebalini!
- 2** Qinisekisa ukuba unika abantwana bakho amathuba okuba negalelo ekubaliseni amabali ngokwenzeka kubo ubuqu. Ngale ndlela baba ngababalisi bamabali. Bangakhumbula iindawo, ukulandelelana kweziganeko, nabalinganiswa kwaye bangakuncedisa ukubalisa ibali. Uyababonisa ukuba uwaxabisile amava abo kwizinto ezinehlela nikunye kwaye ibalulekile kuwe indlela ababona ngayo iziganeko. Ngokubonisa abantwana bakho ukuba ubathembile, uyabakhuthaza ukuba bakwazi ukuncokola nawe ngezinto ezenzeka ebomini babo. Uyakuvuyiswa kukuba nethuba lokubazi ngcono abantwana bakho.

MEETING 3

Reading and sharing books with children

Planning and preparation

TIME	ACTIVITY	YOU WILL NEED
10 mins	WELCOME AND WARM UP	<ul style="list-style-type: none"> Sticky labels and kokis to write names Register to record attendance by parents Enlarged alphabet chart
30 mins	TEACHER-LED DISCUSSION	<ul style="list-style-type: none"> Photocopiable handout: <i>How children benefit when an older person reads them a storybook</i> Display table with a collection of appealing fiction and non-fiction children's books in different languages
20 mins	WHAT WE DO IN OUR CLASSROOM	<ul style="list-style-type: none"> An age-appropriate storybook with colourful illustrations, limited text and an exciting storyline
20 mins	WHAT YOU CAN DO AT HOME	<ul style="list-style-type: none"> Photocopiable handout: <i>Tips for reading storybooks to young children</i>
10 mins	CLOSING COMMENTS	

Outline

Try to meet in a library for this meeting to inspire parents to use this precious resource. Parents will experience how books can be read in an interactive way, then they will practise this new way of reading.

WELCOME AND WARM-UP (15 MINS)

- Play 'I spy with my little eye' focusing on beginning sounds. For example: "I spy with my little eye, something in this room that begins with /b/." The parent who identifies your object now has a turn. Encourage parents to play 'I spy' at home.
- Use the alphabet chart to show the difference between letter sounds and letter names. Children need to know the sounds that letters make in order to learn to read and write.

TEACHER-LED DISCUSSION (30 MINS): READING AND SHARING BOOKS BUILDS YOUNG CHILDREN'S LANGUAGE AND LITERACY

- Begin by saying: "Can you remember anyone reading you a book when you were a child? Close your eyes and remember how it felt to be a child listening to someone reading to you."
- It is possible that some parents were not read to as children. Ask those who have memories to share them with the group. Ask them:
 - Who read books to you when you were a child?
 - How did you feel when the book was being read? Why do you think it felt that way?
 - Was the book in your home language? What language was it written in?
 - Does anyone remember a favourite book from their childhood or a book that they love to read to their own children? (Show parents your display table of children's books.)
 - Why do you think it is important to read books with children?

KEY POINTS: TEACHER-LED DISCUSSION

- 1 If children have memories of special, loving times with an adult reading them a book, they are more likely to learn to read easily and enjoy reading books throughout their lives.
- 2 By reading books with children, we are introducing them to new worlds and story language that is far more rich and descriptive than the language we use every day.

WHAT WE DO IN OUR CLASSROOM (20 MINS)

- Explain that you read the children a book every day.
- Demonstrate how you read for enjoyment in class. Introduce the book, title and author and do a picture walk through the book. Read the story with expression. Include a few open-ended questions and opportunity for prediction. (“How do you think she was feeling ... ? What would you have done if ... ? What do you think will happen next ... ?”) Listen carefully to the response of each ‘child’.
- When the story is finished, ask the parents:
 - Did you enjoy the story? What did you notice about how the story was read?
 - What kind of questions did I ask and how did I respond to each ‘child’?
 - Why is it important to read stories like this?
- On the board, or on newsprint, write down points made by the parents.

WHAT YOU CAN DO AT HOME (20 MINS)

- Encourage parents to try and set aside ten minutes a day to read a storybook to their child.
- Ask the parents to work in pairs to role-play reading a book to a child.
- They begin by choosing a book from the display. While they are at the display, explain the difference between storybooks and readers.
- Ask the ‘parent’ to read to the ‘child’ with expression using different voices.
- Remind parents that when they read to their children at home, they have a good opportunity to snuggle up close and use this special time to connect.

CLOSING COMMENTS (10 MINS)

- Ask a few parents to share what they learnt.
- Get them to think about when they can make time every day to read to their children.
- Tell the parents that the next meeting will focus on how children begin reading.

KEY POINTS: WHAT WE DO IN OUR CLASSROOM

- 1 Read storybooks to children in an interactive manner – talking about the book is as important as reading the book!
- 2 Closed questions are questions which have a right or a wrong answer. A closed question is something like: “Where were the children going?” If you ask a closed question, you are checking to see if the child has understood the basic elements of the story. When you ask open-questions, children need to think for themselves, give an opinion or imagine how it would be to be someone in the story.

KEY POINTS: WHAT YOU CAN DO AT HOME

- 1 Readers are not the best storybooks to read to young children. We encourage parents to go to the library and choose storybooks with colourful illustrations, not too much text and an exciting storyline.
- 2 Give parents the double-sided handout: *How children benefit when an older person reads them a storybook and Tips for reading storybooks to young children.*

Ukucwangcisa nokulungiselela

IXESHA	UMSEBENZI	UZA KUDINGA OKU
10 imizuzu	UKWAMKELA NENTSHAYELELO	<ul style="list-style-type: none"> Ileyibhuli ezincamathelayo neekokhi zokubhala amagama abazali Irejista yokubhala amagama abazali abakhoyo Itshati yoonobumba enkulu
30 imizuzu	INGXOXO EKHOKELWA NGUTITSHALA	<ul style="list-style-type: none"> Amaxwebhu akhutshwayo afotokotshwayo: <i>Indlela abantwana abazuzwa ngayo xa umntu omdala ebafundela incwadi yamabali</i> Itafile yomboniso wengqokelela yeencwadi zabantwana ezinomdla ezinamabali ayinyani nangeyonyani ezibhalwe ngeelwimi ezahlukeneyo
20 imizuzu	ESIKWENZAYO KWIGUMBI LETHU LOKUFUNDELA	<ul style="list-style-type: none"> Incwadi yamabali efanelekileyo ngokweminyaka enemifanekiso enemibala ngemibala, enamagama ambalwa nomxholo onomtsalane
20 imizuzu	ONOKWENZA EKHAYA	<ul style="list-style-type: none"> Uxwebhu olukhutshwayo olufotokotshwayo: <i>lingcebiso zokufundela abantwana abancinane iincwadi zamabali</i>
10 imizuzu	AMAZWI OKUVALA	

Ingcaciso

Zama ukuba niyibambele kwithala lencwadi le ntlanganiso. Khuthaza abazali ukusebenzisa esi sixhobo sibalulekileyo. Abazali baza kuzivela ngokwabo indlela yokufunda iincwadi ngentsebenziswano, kwaye baza kufumana ithuba lokufunda ukusebenzisa le ndlela intsha yokufunda.

UKWAMKELA NENTSHAYELELO (IMIZUZU ELI-15)

- Dlala umdlalo othi 'Qashi-qashi ndibona ntoni ngeliso lam?' ujolise kwizandi zasekuqalekeni kwegama. Umzekelo: "uQashi-qashi ndibona ntoni ngeliso lam elincinane, kukho into ekweli gumbi eqala ngo /b/." Ngoku ithuba linikwa umzali onike impendulo echanekileyo. Bakhuthaze abazali ukuba bawudlale ekhaya lo mdlalo uthi 'Qashi qashi ndibona ntoni'.
- Sebenzisa itshathi yoonobumba ukubonisa abantwana ngomahluko ophakathi kwezandi zoonobumba. Abantwana kufuneka bazi isandi esenziwa ngunobumba othile ukuze bafunde ukufunda amagama nokubhala.

INGXOXO EKHOKELWA NGUTITSHALA (IMIZUZU ENGAMA-30): UKUFUNDA NOKWABELANA NGEENCWADI KWAKHA ULWIMI LWABANTWANA NOLWAZI LOKUFUNDA NOKUBHALA

- Qala ngokuthi: "Ingaba uyakhumbula na ufundelwa incwadi usengumntwana? Vala amehlo uzikhumbuze ukuba kwakunjani ukuba ngumntwana omamele umntu emfundela incwadi."
- Kungenzeka ukuba abanye abazali abazange bafundelwe ncwadi besengabantwana. Cela abo banezo nkumbulo babalisele iqela ngazo. Babuze:
 - Ngubani owayekufundela iincwadi usengumntwana?
 - Wawuziva njani xa ufundelwa incwadi? Ucinga ukuba kwakutheni uzive njalo?
 - Ingaba incwadi leyo yayibhalwe ngolwimi lwakho lwasekhaya? Yayibhalwe ngoluphi ulwimi?
 - Ingaba ukhona umntu oyikhumbulayo incwadi awayeyithanda ebuntwaneni okanye incwadi athanda ukuyifundela abantwana bakhe? (Bonisa abazali itafile yakho yomboniso enencwadi zabantwana.)
 - Ucinga ukuba yintoni eyenza ukuba kubaluleke ukufunda nabantwana iincwadi?

AMANQAKU ANGUNDOQO: INGXOXO EKHOKELEWA NGUTITSHALA

- 1 Ukuba abantwana baneenkumbulo ezibalulekileyo, ezimalunga namaxesha othando lokufundelwa incwadi ngumntu omdala, basethubeni elihle lokufunda incwadi lula nokuthanda ukufunda incwadi ubomi babo bonke.
- 2 Ngokufunda iincwadi nabantwana, sibabonisa amazwe amatsha nolwimi lwamabali olutyebe kakhulu nolunika inkcazelo entle eyodlula ulwimi olusetyenziswa mihla le.

ESIKWENZAYO EKLASINI YETHU (IMIZUZU ENGAMA-20)

- Chazela abazali ukuba ufundela abantwana incwadi yonke imihla.
- Babonise indlela ofunda ngayo xa ufundela ukuzonwabisa eklasini. Baxebele ngencwadi, itayitile yayo nombhali wayo, utyhile amaphepha anemifanekiso. Funda ibali ubonakalise ukuvakalelwa. Quka nemibuzo efuna impendulo enabileyo nethuba lokuthelekelela. (“Ucinga ukuba ebeziva njani ...? Yintoni owawunokuyenza ukuba ...? Ucinga ukuba yintoni eza kulandela ...?”) Uze uyimamele kakuhle impendulo ‘yomntwana’ ngamnye.
- Xa ibali ligqityiwe, buza abazali:
 - Ingaba balithandile na ibali? Yintoni oyiqapheleyo ngendlela ibali elifundwe ngayo?
 - Ndibuze imibuzo enjani kwaye ndimphendule njani ‘umntwana’ ngamnye?
 - Kutheni kubalulekile ukufunda amabali olu hlobo?
- Bhala ebhodini okanye kwiphepha loshicilelo lamanqaku abazali.

ONOKWENZA EKHAYA (IMIZUZU ENGAMA-20)

- Khuthaza abazali ukuba bazame ukuzinika imizuzu elishumi ngosuku, bafundele abantwana incwadi yamabali.
- Cela abazali ukuba basebenze ngababini ukwenza ingathi bafundela abantwana babo iincwadi.
- Baqala ngokukhetha incwadi etafileni yomboniso. Ngeli xesha besetafileni yomboniso, zinike imizuzwana ubachazele ngomahluko phakathi kweencwadi zamabali nabafundi bencwadi.
- Cela ‘umzali’ ukuba afundele ‘umntwana’ incwadi. Bakhuthaze ukuba babonakalise ukuvakalelwa xa befunda kwaye basebenzise amazwi angafaniyo ukubonisa abalinganiswa abohlukileyo.
- Khumbuza abazali ukuba xa befundela abantwana emakhaya, banethuba elihle lokusondela ebantwaneni basebenzise eli xesha lilodwa, banxibelelane nabantwana babo.

AMAZWI OKUVALA (IMIZUZU ELI-10)

- Cela abazali bathethe ngento abayifundileyo namhlanje. Thatha izimvo zabazali ababini nokuba
- Baxebele ukuba bacinge ngokuba bangalithatha nini ixesha lokufundela abantwana iincwadi.
- Xelela abazali ukuba intlanganiso ezayo iza kujolisa kwindlela abantwana abaqala ngayo ukufunda.

AMANQAKU ANGUNDOQO: ESIKWENZAYO EKLASINI YETHU

- 1 Fundela abantwana amabali ngendlela evumela unxibelelwano – ukuthetha ngencwadi kubaluleke njengokufunda incwadi!
- 2 Imibuzo evalekileyo yimibuzo enempendulo echanekileyo okanye engeyiyo. Umbuzo ovalekileyo ufana nalo “Babesiya phi abantwana?” Ukuba ubuza umbuzo ovalekileyo ufuna ukubona ukuba umntwana uyibambile na imiba engundoqo ebalini. Xa ubuza imibuzo evulekileyo, abantwana kufuneka basebenzise iingqondo zabo, banike izimvo zabo okanye bazicingele ukuba kunganjani ukuba ngumntu osebalini.

AMANQAKU ANGUNDOQO: ONOKWENZA EKHAYA

- 1 Iincwadi zabantwana ezingenamifanekiso ayizoncwadi ezifanele ukufundwa ngabazali befundela abantwana abancinane. Sikhuthaza abazali ukuba baye kumaziko amathala eencwadi bakhethe iincwadi zamabali ezintle, ezinemifanekiso enemibala-bala, amagama abe mbalwa, umxholo webali ube nomtsalane.
- 2 Xelela abazali ukuba kukho uxwebhu olukhutshwayo olubhalwe macala omabini olulinde bona ukuba baluthathe, bagoduke nalo (*Indlela afumana ngayo inzuzo umntwana xa efundelwa incwadi yamabali ngumntu omdala kunye namaCebo okufundela abantwana abancinane iincwadi zamabali*).

MEETING 4 Emergent reading

Planning and preparation

TIME	ACTIVITY	YOU WILL NEED
15 mins	WELCOME AND WARM UP	<ul style="list-style-type: none"> Sticky labels and kokis to write names Register to record attendance by parents Shopping vouchers; advertising flyers; crayons
25 mins	TEACHER-LED DISCUSSION	<ul style="list-style-type: none"> Photocopiable handout: <i>How you can encourage emergent reading</i> Six cartoons cut from a copy of the photocopiable handout: <i>How you can encourage emergent reading</i> (do not include the smiling/frowning faces) plus copies for parents
20 mins	WHAT WE DO IN OUR CLASSROOM	<ul style="list-style-type: none"> <i>Spot goes to the shop</i> Big Book and sequence pictures. Enough copies of Stellar's <i>Spot goes to the shop</i> little book to fold Instructions to make little books; scissors
20 mins	WHAT YOU CAN DO AT HOME	<ul style="list-style-type: none"> Blank paper; scissors A variety of Stellar little books
10 mins	CLOSING COMMENTS	

Outline

This session gives parents ideas about how to use everyday events to encourage a child's curiosity about pictures, letters and words in their environment.

WELCOME AND WARM-UP (15 MINS)

- Welcome the parents and then hand out one shopping brochure and crayon to each pair of parents. Now have fun with a quiz, asking questions like:
 - Can you find something that comes from a cow?
 - Draw a circle around something that is orange.
 - Put your finger on something that starts with /b/.
 - Count the number of salty things on your page.
- Can they imagine having fun playing this game with their children? What will they learn from it? Did they realise that shopping brochures could be used for learning?

TEACHER-LED DISCUSSION (25 MINS): WHAT IS EMERGENT READING AND WRITING?

- Divide parents into six groups. Give each group one of the cartoons in the handout. Ask them to choose two people to act this out for the class. They have ten minutes to prepare.
- Ask each pair of actors to present, first the negative and then the positive examples. (Don't identify the cartoons like this to the parents. You want them to comment on the behaviour for themselves.)

- Ask parents to comment on the experience. How do you think the parents' different responses to the child's reading and writing impacted on the child's learning?
- Hand out and discuss the handout *How you can encourage emergent reading*. Ask a strong reader in the group to read the paragraph above the cartoons.

KEY POINTS: TEACHER-LED DISCUSSION

- 1 We all had a time in our lives when we had not yet realised that printed words could be read.
- 2 It is important for parents to affirm children whenever they behave like readers and writers.
- 3 Parents should point out writing and picture symbols to children and discuss them.

WHAT WE DO IN OUR CLASSROOM (20 MINS)

- Demonstrate how you use the Big Book.
- Hand out copies of the little book for the same story of the Big Book, a copy of the instructions and scissors.
- Guide the parents to fold a little book.
- Ask parents to 'read' the little book to a partner (even though there are no words!).
- Ask the parents if their children have brought home a little book. Have they 'read' the book to them? Share feedback.

WHAT YOU CAN DO AT HOME (20 MINS)

- Hand out blank paper and guide the parents as they fold a blank little book.
- Discuss what could go in the little books (e.g. a number book, a book about favourite things, an alphabet book with drawings of things that start with the same sound).
- In pairs, ask the parents to discuss what little book they would like to make with their child. Suggest that they fold the book, but let the child draw and write independently, with their positive support. Give them extra blank paper to take home.

CLOSING COMMENTS (10 MINS)

- Ask a few parents to share what they learnt.
- Remind them that whenever they are out they should point out environmental print.
- Tell the parents that the next meeting will focus on drawing and emergent writing.

KEY POINTS: WHAT WE DO IN OUR CLASSROOM

- 1 You only use the Big Book once you have told the story many times. The Big Book helps children make the connection between the words of the story and the words on the page.
- 2 In class, the children only receive a little book after they have heard the story many times. They have already acted the story, sequenced pictures about the story, and sung songs related to the story. This is why they can 'read' so well even though there are no words!

KEY POINTS: WHAT YOU CAN DO AT HOME

- 1 Whenever possible give your children opportunities to 'read' and 'write'. For example, if you make a little book, instead of making a beautiful one yourself – allow your child to do the writing and the illustrations. Then ask your child to read it to you. You'll be amazed at everything your child has thought about – even if the writing is just scribbles and the pictures are not that clear.
- 2 Sometimes it feels difficult to make time to play, read, draw and write with our children. Parents are very busy people! But even five or ten minutes of focused time with your child will make a big difference to your child's learning and to your relationship. Give it a try!

Ukucwangcisa nokulungiselela

IXESHA	UMSEBENZI	UZA KUDINGA OKU
15 imizuzu	UKWAMKELA NENTSHAYELELO	<ul style="list-style-type: none"> • Iileyibhuli ezincamathelayo neekhokhi zokubhala amagama • Irejista yokubhala amagama abazali abakhoyo • Iivawutsha zokuthenga; amaphetshana okubhengeza; iikhrayoni
25 imizuzu	INGXOXO EKHOKELWA NGUTITSHALA	<ul style="list-style-type: none"> • Kuxwebhu olufotokotshwayo: <i>Indlela yokukhuthaza ukufunda okusaphuhlayo</i> • Imifanekiso emithandathu yemizobo ehlekisayo esikwe kuxwebhu olukhutshwayo olufotokotshwayo: <i>Indlela yokukhuthaza ukufunda okusaphuhlayo</i> (Musa ukuquka ubuso obuncumileyo/ obuqumbileyo)
20 imizuzu	ESIKWENZAYO EKLASINI YETHU	<ul style="list-style-type: none"> • <i>USpot uya evenkileni</i> iNcwadi eNkulu nemifanekiso elandelelanayo. Iikopi ezaneleyo zencwadi kaSteller eth <i>USpot uya evenkileni</i>; incwadi encinane esongwayo • Imiyalelo yokwenza incwadi encinane; izikere
20 imizuzu	ONOKWENZA EKHAYA	<ul style="list-style-type: none"> • Iphepha elingenanto; izikere • Iindidi ezahlukeneyo zeencwadi zikaStellar ezincinci
10 imizuzu	AMAZWI OKUVALA	

Ingcaciso

Le seshoni inika abazali amacebo ngendlela yokusebenzisa izinto ezenzeka yonke imihla ukukhuthaza umdla nokufuna ukuqonda ngemifanekiso, oonobumba, amagama kwindawo akuyo.

UKWAMKELA NENTSHAYELELO (IMIZUZU ELI-15)

- Yamkela abazali emva koko, unike isibini ngasinye sabazali incwadana nekhayoni. Ngoku zonwabise ngale mibuzo, ubuze imibuzo efana nale:
- Yintoni onokuyifumana ephuma enkomeni?
- Zoba isangqa ngapha kwento engumbala o-orenji.
- Faka umnwe wakho kwinto enegama eliqala ngo /b/.
- Bala inani lezinto ezinetyuwa ephepheni.
- Niyazibona niwudlala nabantwana benu lo mdlalo wonwabisayo? Nifunde ntoni kuwo? Bayiqondile into yokuba iincwadana zentengiso zingasetyenziswa ekufundeni?

INGXOXO EKHOKELWA NGUTITSHALA (IMIZUZU ENGAMA-25): YINTONI UKUFUNDA NOKUBHALA OKUSAPHUHLAYO?

- Iqela ngalinye labazali abathandathu linike umfanekiso ozotyweyo ohlekisayo kuxwebhu. Bacele bakhethe abantu babe babini abaza kulinganisa umdlalo bebonisa iklasi.
- Cela isibini ngasinye sabalinganisi ukuba sinike intetho, siqale ngemizekelo engalunganga, emva koko, ibe yimizekelo efanelekileyo. (Ungayichazi ngolu hlobo kubazali imifanekiso yamaqhula. Ufuna baphawule ngezi zimbo ngokwabo).
- Bacele abazali ukuba bahlomle ngamava abo. Ucinga ukuba iimpendulo zabazali ezahlukeneyo kwindlela umntwana afunda ngayo nabhala ngayo zibe nefuthe elinjani ekufundeni kwakhe?
- Hambisa uxwebhu olufotokotshwayo ukuze ingxoxo' ethi '*Ungakukhuthaza njani ukufunda okusaphuhlayo*? Cela umntu ofunda kakuhle eqeleni ukuba afundele umntu wonke umhlathi ongentla komfanekiso ohlekisayo.

AMANQAKU ANGUNDOQO: INGXOXO EKHOKELEWA NGUTITSHALA

- 1 Kuthi sonke kukho ixesha ebomini xa besingaqapheli ukuba amagama ashicilelweyo ayefundeka.
- 2 Kubaluleke ukuba abazali bakhuthaze abantwana ngalo lonke ixesha beziphatha okwabafundi okanye ababhali.
- 3 Abazali, kufuneka bolathele abantwana iimpawu zokubhala nokufunda baze bancokole ngazo kunye.

Esikwenzayo eklasini yethu (imizuzu engama-20)

- Bonisa ukuba uyisebenzisa njani na iNcwadi eNkulu.
- Hambisa iikopi zeencwadi ezincinane zebali elifana neli likwiNcwadi eNkulu, ikopi yemiyalelo kunye nezikere.
- Babonise abazali indlela yokusonga incwadi encinci.
- Cela abazali ukuba 'bafundele' oogxa babo incwadi encinci (nangona kungekho magama!).
- Buza abazali ukuba abantwana bafika neencwadi ezincinci komawabo na. 'Babayifundela' le ncwadi? Zibekele ixesha lokumamela ingxelo esuka ebazalini.

Onokwenza ekhaya (imizuzu engama-20)

- Hambisa amaphepha angabhalwanga ubabonise abazali ukuba isongwa njani incwadi encinci.
- Thethani ngezinto ezinokungena ezincwadini ezincinci (umz. incwadi yamanani, incwadi yezona zinto zithandwayo, incwadi yoonobumba enemifanekiso ezotyweyo yezinto eziqala ngesandi esifanayo).
- Xa behleli ngababini, bacele abazali ukuba bathethe ngencwadi encinci abangathanda ukuyenza nomntwana wabo. Bacebise ukuba bayisonge incwadi kodwa bavumele umntwana azobe kwaye abhale, azenzele ngokwakhe konke oku, anikwe nje inkxaso eyakhayo. Banike elinye iphepha elingabhalwanga bagoduke nalo.

Amazwi okuvala (imizuzu eli-10)

- Bakhumbuze ukuba rhoqo xa bephumile, mabolathe imibhalo ebangqongileyo.
- Xelela abazali ukuba intlanganiso elandelayo iza kujolisa ekuzobeni nasekubhaleni okusaphuhlayo.

AMANQAKU ANGUNDOQO: ESIKWENZAYO EKLASINI YEKLASINI YETHU

- 1 Usebenzisa iNcwadi eNkulu yodwa emva kokuba ibali ulibalise izihlandlo ezininzi. INcwadi eNkulu inceda abantwana batsho bakwazi ukudibanisa amagama asencwadini namagama asephepheni.
- 2 Eklasini, abantwana bafumana incwadi encinci emva kokuba ibali believe izihlandlo ezininzi. Sele bewenzile umlinganiso webali, balandelelanisa iziganeko zebali, bacula namaculo amayelana neli bali. Yiyo le nto bekwazi 'ukufunda' kakuhle nangona kungekho magama nje!

AMANQAKU ANGUNDOQO: ONOKWENZA EKHAYA

- 1 Xa likhona ithuba, nika abantwana bakho ithuba 'lokufunda' kunye 'nokubhala'. Umzekelo, ukuba wenza incwadi encinci, endaweni yokuyenza ngokwakho ibe ntle – vumela umntwana wakho abhale amagama azobe nemifanekiso. Emva koko, cela umntwana wakho akufundele yona. Uya kumangaliswa yiyo yonke into aya kuyicinga – nokuba umbhalo ngamarhoqololo nemifanekiso engacacanga.
- 2 Maxa wambi kubangathi kunzima ukuba nexesha lokudlala, ufunde, uzobe ubhale nomntwana wakho. Abazali ngabantu abaxakekileyo! Kodwa ke, imizuzu nokuba mihlanu okanye ilishumi uzinze nomntwana wakho iya kwenza umahluko omkhulu ekufundeni komntwana wakho nakubudlelwane benu. Zama!

MEETING 5 Drawing and emergent writing

Planning and preparation

TIME	ACTIVITY	YOU WILL NEED
10 mins	WELCOME AND WARM UP	<ul style="list-style-type: none"> Sticky labels and kokis to write names Register to record attendance by parents A lovely short story book with lots of pictures
30 mins	TEACHER-LED DISCUSSION	<ul style="list-style-type: none"> Drawing paper for each parent and enough coloured crayons for parents to share. Photocopiable handout: <i>Affirming our children</i>
20 mins	WHAT WE DO IN OUR CLASSROOM	
20 mins	WHAT YOU CAN DO AT HOME	<ul style="list-style-type: none"> Photocopiable handout: <i>Examples of emergent writing</i>
10 mins	CLOSING COMMENTS	

Outline

Parents will discover that the way they react to their children's efforts is critically important. You will show them the difference between praising the person and praising the process.

WELCOME AND WARM-UP (10 MINS)

- Gather parents together and read them a lovely children's book. (Don't use a Stellar story.)
- Read in an interactive way, showing the pictures, using expression and different voices.

TEACHER-LED DISCUSSION (30 MINS): DRAWING AND EMERGENT WRITING

- Give each parent a blank piece of drawing paper and some colourful crayons.
- Ask parents to spend 5 minutes drawing their favourite part of the story. Give encouragement.
- Now ask parents to form pairs. Parent A shows Parent B their drawing. Parent B gives Parent A positive feedback on the drawing. Then change around.
- Ask the parents: "How did it feel to show your picture to someone else? How did it feel to comment on someone else's drawing?"
- Choose one willing parent's drawing and role play some different ways that an adult could respond to a child's drawing.

KEY POINTS: TEACHER-LED DISCUSSION

- Drawing is one of the most important ways that children can express what they are thinking. When children draw, they think through a number of things that are important for learning to write: What is happening? Who do I want to draw? Where are they? What are they doing?
- Drawing encourages children to observe things so they can represent them on paper.
- Children aren't born knowing how to draw, so we have to give them lots of opportunities to draw and lots of encouragement. It is frightening to show someone else your work.

- Talk about meaningful praise of process rather than outcomes, and go through the handout called *Affirming our children*.

WHAT WE DO IN OUR CLASSROOM (20 MINS)

- Choose another willing parent and sit next to him/her. Ask the other parents to group around and watch you role play the teacher while the parent role plays a child.
- Ask the 'child' to tell you what they want you to write about the drawing. Write it neatly and clearly on their drawing page, using their exact words.
- Now ask the 'child' to tell you something more about the picture and encourage them to try and write something about the drawing.
- Ask the child to read you what he/she has written, and give plenty of praise. Remind parents that we do not correct spelling at this early stage of learning to write.

WHAT YOU CAN DO AT HOME (20 MINS)

- Ask parents to think about their busy day at home. In groups, ask them to discuss when they could make time for drawing in their home and when they could encourage their child to write for a purpose (e.g. a birthday card).
- Discuss the handout: *Examples of emergent writing*.

CLOSING COMMENTS (10 MINS)

- Ask a few parents to share what they learnt.
- Tell the parents that the next meeting will focus on introducing sounds and letters.

KEY POINTS: WHAT WE DO IN OUR CLASSROOM

- 1** We encourage children to talk about their drawings and then offer to write down the child's words for them, so they know that their words are valuable.
- 2** As the child develops confidence, we encourage them to have a go at writing something themselves. They may start off by using scribbles. As children begin to link letters and sounds together, their writing may start to include letters and they may start leaving spaces between 'words'. We help them to separate out words, by counting words on our fingers, or drawing lines for them to write the words on.
- 3** As time goes on, children may use letters to represent sounds and we begin to make out what words they intend to write. We do not correct their spelling at this stage. We give lots of praise and assist them with sounding out the words they want to write.

KEY POINTS: WHAT YOU CAN DO AT HOME

- 1** Whenever possible, give your children opportunities to draw and 'write'. Remember to give targeted and genuine praise. At this age, there is no need to correct or change their drawing or writing.
- 2** Find at least one thing in your child's drawing to praise or to chat about. Comment on how the child took up the challenge – she was focused; he was imaginative. Praise is effective when it is genuine and specific.
- 3** Encourage your children to write next to you as you make lists, write down messages and write birthday and get well cards. When children see you writing, they learn how useful writing is.

Ukucwangcisa nokulungiselela

IXESHA	UMSEBENZI	UZA KUDINGA OKU
10 imizuzu	UKWAMKELA NETSHAYELELO	<ul style="list-style-type: none"> • lileyibhuli ezincamathelayo neekhokhi zokubhala amagama • Irejista yokubhala amagama abazali abakhoyo • Ibali elifutshane elimnandi elinemifanekiso emininzi
30 imizuzu	INGXOXO EKHOKELEWA NGUTITSHALA	<ul style="list-style-type: none"> • Iphepha lokuzoba lomzali ngamnye kunye neekhrayoni eziyimibala-bala ezaneleyo zokwabelana • Uxwebhu olufotokotshweyo: <i>Ukuqinisekisa inkxaso ekhuthazayo kubantwana bethu</i>
20 imizuzu	ESIKWENZAYO KWIGUMBI LETHU LOKUFUNDELA	
20 imizuzu	ONOKWENZA EKHAYA	<ul style="list-style-type: none"> • Uxwebhu olufotokotshweyo; <i>Imizekelo yokubhala okuphuhlayo</i>
10 imizuzu	AMAZWI OKUVALA	

Ingcaciso

Abazali baza kubona ukuba indlela abaphendula ngayo imizamo yabantwana babo ibaluleke kakhulu. Uza kubabonisa umahluko phakathi kokuncoma umntu nokuncoma inkqubo.

UKWAMKELA NENTSHAYELELO (IMIZUZU ELI-10)

- Qokelela abazali bahlale bonke uze ubafundele ibali elimnandi encwadini yabantwana. (Musa ukusebenzisa ibali eliphuma ku*Stellar*.)
- Funda ngendlela ekhuthaza unxibelelwano, ubabonise imifanekiso, usebenzise imvakalelo kunye nelizwi alahlukileyo.

INGXOXO EKHOKELEWA NGUTITSHALA (IMIZUZU ENGAMA-30): UKUZOBA NOKUBHALA OKUHLUMAYO

- Nika umzali ngamnye iphepha elingabhalwanga neekhrayoni eziyimibala-bala.
- Cela abazali bathathe imizuzu emihlanu bezoba eyona ndawo bayithandayo ebalini.
- Bakhuthaze kakhulu.
- Ngoku cela abazali bahlale ngababini. UMzali u-A abonise umzali u-B umzobo wakhe. Umzali u-B anike umzali u-A ingxelo ekhuthazayo ngomzobo wakhe. Emva koko, tshintshani izihlalo.
- Buza abazali ukuba: "Bekunjani ukubonisa omnye umntu umfanekiso owuzobileyo? Bekunjani ukuthetha ngomzobo womnye umntu?"
- Khetha umzobo womzali ozimiseleyo, uze ulinganise iindlela ezahlukeneyo anokuphendula ngazo umntu

AMANQAKU ANGUNDOQO: INGXOXO EKHOKELEWA NGUTITSHALA

- 1 Ukuzoba yenye yeendlela ezibalulekileyo umntwana anokuzisebenzisa uku-bonakalisa into ayicingayo. Xa abantwana bezoba, baye bazikise ukucinga ngezinto eziliqela ezibalulekileyo xa befunda ukubhala: Kuqhubeka ntoni? Ndifuna ukuzoba bani? Baphi? Benza ntoni?
- 2 Ukuzoba kukhuthaza abantwana uku-ba baqwalasele izinto ukuze bazikhuphele ephepheni.
- 3 Abantwana abazalwa naso isakhono sokuzoba, ngoko ke, kufuneka banikwe amathuba amaninzi okuzoba kwaye bakhuthazwe kakhulu. Kuyoyikisa uku-bonisa umsebenzi wakho emntwini.

omdala kumzobo womntwana.

- Thetha ngokuncoma inkqubo kakhulu endaweni yokuncoma iziphumo, nifunde uxwebhu olukhutshwayo, elibizwa; *Ukunika abantwana bethu inkxaso ekhuthazayo.*

ESIKWENZAYO EKLASINI YETHU (IMIZUZU ENGAMA-20)

- Khetha omnye umzali ozimiseleyo ukuthatha inxaxheba uze uhlale ecaleni kwakhe. Cela abanye abazali ukuba baqukane banibukele xa nidlala umdlalo wokulinganisa utitshala aze omnye umzali alinganise umntwana.
- Buza umntwana ukuba ufuna ukubhala ntoni ngomzobo. Yibhale kakuhle into ayithethayo usebenzise amazwi akhe njengokuba enjalo.
- Cela ke ngoku 'umntwana' ukuba akuxelele banzi ngalo mfanekiso, umkhuthaze ukuba makazame ukubhala ngento emalunga nomzobo.
- Cela umntwana ukuba akufundele into ayibhalileyo uze wena umncome kakhulu. Khumbuza abazali ukuba kwesi isigaba sokufunda ukubhala sabaqalayo, akulungiswa pelo magama.

ONOKWENZA EKHAYA (IMIZUZU ENGAMA-20)

- Cela abazali ukuba bacinge ngemini exakekileyo ekhaya.
- Kumaqela abo, bacele baxoxe ngokuba baza zinika nini ixesha lokuzoba kumakhaya abo nokuba bangakhuthaza njani abantwana babo ukuba babhale ngenjongo (umzekelo, ikhadi losuku lokuzalwa).
- Cela umzali ukuba azame ukufunda uxwebhu olukhutshwayo ekuthiwa yiMizekelo yokubhala okuhlumayo.

AMAZWI OKUVALA (IMIZUZU ELI-10)

- Cela abazali abambalwa ukuba babelane nani ngabakufundileyo
- Xeleta abazali ukuba intlanganiso elandelayo iza kujolisa ekuqaliseni izandi noonobumba.

AMANQAKU ANGUNDOQO:

ESIKWENZAYO EKLASINI YETHU

- 1 Siyabakhuthaza abantwana ukuba bathethe ngemizobo yabo, emva koko, sicele ukubabhalela phantsi ngamazwi abo, ukwenzela bayazi ukuba amazwi abo axabisekile.
- 2 Njengoko besiya bekhula ukuzithemba, siyabakhuthaza ukuba bazame ukuzibhalela ngokwabo. Bangaqala ngokubhala amarhoqololo. Njengoko abantwana beqalisa ukudibanisa oonobumba nezandi ezithile, umbhalo wabo ungaqalisa ukubonakalisa oonobumba kwaye imibhalo yabo ungaqalisa nokushiya izithuba phakathi 'kwamagama'. Siyabancedisa ukuba bawohlule amagama, ngokubala amagama ngeminwe okanye ngokubakrwelela imigca ukuze babhale kuyo amagama.
- 3 Ekuhambeni kwexesha, abantwana baza kusebenzisa oonobumba ukubonakalisa isandi esithile ukuze thina sizame ukudibanisa le nto bafuna ukuyibhala. Asiyilungisi indlela abapela ngayo kwesi sigaba. Siyabancoma kakhulu, bancedise ngokubabizela loo magama bafuna ukuwabhala.

AMANQAKU ANGUNDOQO:

ONOKWENZA EKHAYA

- 1 Xa ikhona indlela, nika abantwana bakho amathuba okuzoba 'nokubhala' ngolu hlobo senze ngalo namhlanje. Khumbula ukuba kufuneka umncomele into ethile ayenzileyo kwaye unyaniseke xa umncoma. Kwesi isigaba bakuso, akukho mfuneko yokulungisa okanye uguqule umzobo okanye umbhalo wabo ngaphandle kokuba bakucelile ukuba ubenzele loo nto.
- 2 Zama ukufumana into nokuba inye onokuyincoma okanye eninokuncokola ngayo ekumzobo womntwana. Uze nakanjani umncome umntwana ngendlela aye wazimisela ngayo - ebezinzile; ebebonakalisa ukuqiga. Ukuncoma kunefuthe kakhulu xa umntu esitsho enyanisekile encoma loo nto ithile.
- 3 Khuthaza umntwana wakho ukuba abhale ecaleni kwakho xa ubhala uluhlu lwezinto, bhala imiyalezo, ubhale namakhadi osuku lokuzalwa neminqweno emihle. Xa abantwana bekubona ubhala, bafunda ukuba ukubhala kuluncedo.

MEETING 6 Introducing sounds and letters

Planning and preparation

TIME	ACTIVITY	YOU WILL NEED
10 mins	WELCOME AND WARM UP	<ul style="list-style-type: none"> Sticky labels and kokis to write names Register to record attendance by parents Photocopiable handout: <i>Listening games to support emergent reading and writing</i>
30 mins	TEACHER-LED DISCUSSION	<ul style="list-style-type: none"> Two letter boxes containing objects or pictures that start with a specific sound
20 mins	WHAT WE DO IN OUR CLASSROOM	<ul style="list-style-type: none"> Display table with letter boxes, playdough letters, letters written on whiteboards, sand trays, chalk, paintbrushes and rainbow letters.
20 mins	WHAT YOU CAN DO AT HOME	<ul style="list-style-type: none"> Alphabet chart Photocopiable handout: <i>Games to play using the alphabet chart</i> Word bird game
10 mins	CLOSING COMMENTS	

Outline

In this last meeting, parents will be introduced to letters and the sounds they make. Encourage parents to use the sounds, rather than the names of letters with their children.

WELCOME AND WARM-UP (10 MINS)

- Welcome the parents and play all the listening games on the photocopiable handout: *Listening games to support emergent reading and writing*.
- Discuss how these listening games encourage children to listen for sounds in words.

TEACHER-LED DISCUSSION (30 MINS): LETTERS AND SOUNDS

- Ask parents to discuss these questions in small groups then share with the big group:
 - Do you think children should learn about letters in Grade R?
 - What children need to learn about letters?
- Write parents' responses on flipchart paper. Don't worry if parents have different opinions.
- Now do a shortened letter box activity with the parents. Take the objects out of one box and ask parents to name them in their home language.
 - Ask questions: "Have you seen one of these? What do we use this for?"
 - Emphasise the beginning sounds of words, for example: t-t-tissues, t-t-torch and ask the parents, "Can you hear what sound 'torch' starts with?"
 - Now show them the letter on the letter box and say: "This is how we write t." Demonstrate how to 'write' the letter in the air.

- Now go back to the responses you wrote on the flipchart paper and explain that it is very important that children learn about letters in Grade R. The letter box activity has given parents an idea of the different things children need to learn about letters.

KEY POINTS: TEACHER-LED DISCUSSION

- 1 Explain that research has taught us that children who enter Grade 1 with a strong knowledge of letters and sounds are more likely to become strong, confident readers and writers.
- 2 This does not mean that young children should copy letters on paper. Children learn best when they are having fun and letters are best learnt through games and activities that involve all their senses.
- 3 Remind parents that although children learn the names of letters in the alphabet song (*ay, bee, cee, dee* etc), it is the sounds that help children sound out words. We would therefore like parents to focus on the sounds that letters make, rather than letter names.

WHAT WE DO IN OUR CLASSROOM (20 MINS)

- Ask the parents to pretend they are children and take them through the four steps of introducing a new letter: listening for beginning sounds in words; saying the sounds; generating words that begin with that sound; forming the letter that goes with the sound.
- Show parents a table where you have set up a display of multisensory activities. Demonstrate how the children use these different materials to write using big movements.

WHAT YOU CAN DO AT HOME (20 MINS)

- Remind parents about the 'I spy game' that you played at earlier sessions. This is good for building awareness of beginning sounds.
- Give each parent a copy of the alphabet chart, the photocopiable handout, *Games to play using the alphabet chart* and the Word bird game.
- Read through the games with the parents and play a few games together.

CLOSING COMMENTS (10 MINS)

- Ask a few parents to share what they learnt.
- Ask: When can they make time every day for listening games and alphabet chart games?
- Thank parents for being your partner in a wonderful year of learning.

KEY POINTS: WHAT WE DO IN OUR CLASSROOM

- 1 With each new Stellar story, you introduce the children to two new letters. You help them to listen for sounds in words, and show them how to write the letter that goes with each sound.
- 2 Young children struggle to hold a pencil properly and to write small letters neatly. This is why we form letters using big movements and different writing materials.

KEY POINTS: WHAT YOU CAN DO AT HOME

- 1 Remind parents that it takes time to learn about letters, and they should never be impatient with their children if they make mistakes or don't remember a letter when playing games.

Ukucwangcisa nokulungiselela

IXESHA	UMSEBENZI	UZA KUDINGA OKU
10 imizuzu	UKWAMKELA NENTSHAYELELO	<ul style="list-style-type: none"> • lileyibhuli ezincamathelayo neekhokhi zokubhala amagama • Irejista yokubhala amagama abazali abakhoyo • Uxwebhu olukhutshwayo olufotokotshiweyo: <i>Imidlalo yokumamela ukuxhasa ukufunda nokubhala okusaphuhlayo</i>
30 imizuzu	INGXOXO EKHOKELWA NGUTITSHALA	<ul style="list-style-type: none"> • libhokisi ezimbini zoonobumba ezinezinto okanye imifanekiso eziqala ngesandi esithile.
20 imizuzu	ESIKWENZAYO EKLASINI YETHU	<ul style="list-style-type: none"> • Itafle yomboniso eneebhokisi zoonobumba, oonobumba abenziwe ngentlamba yokudlala, oonobumba ababhalwe kumacwecwe amhlophe, itreyi yentlabathi, itshokhwe, iibhrashi zokupeyinta kunye noonobumba abanemibala yomnyama
20 imizuzu	ONOKWENZA EKHAYA	<ul style="list-style-type: none"> • Itshati yoonobumba • Uxwebhu olufotokotshwayo: <i>Imidlalo edlalwa ngetshati yoonobumba</i> • Umdlalo weNtaka yamagama
10 imizuzu	AMAZWI OKUVALA	

Ingcaciso

Kule ntlanganiso yokugqibela, abazali baza kuqalisa ukufunda ngoonobumba nezandi ezenziwa ngoonobumba. Khuthaza abazali ukuba basebenzise izandi, endaweni yoonobumba.

UKWAMKELA NENTSHAYELELO (IMIZUZU ELI-10)

- Yamkela abazali nidlale yonke imidlalo yokumamela ekuxwebhu olufotokotshiweyo: *Imidlalo yokumamela enika inkxaso ukufunda nokubhala okusaphuhlayo.*
- Xoxa ngendlela le midlalo yokumamela ekhuthaza ngayo abantwana ukuba bamamele izandi zamagama.

INGXOXO EKHOKELWA NGUTITSHALA (IMIZUZU ENGAMA-30): OONOBUMBA NEZANDI

- Cela abazali ukuba baxovule imibuzo kumaqelana abo emva koko bazokuthetha ngayo eqeleni elikhulu:
 - Ucinga ukuba kufanelekile ukuba abantwana bafunde ngoonobumba kwiBanga R?
 - Zintoni kufanele bazazi abantwana ezimalunga noonobumba?
- Bhala iimpendulo zabazali ephepheni kwitshati etyhilwayo. Ungabi naxhala xa abazali benezimvo ezahlukileyo.
- Ngoku yenza nabazali umsebenzi webhokisi yeleta eshunquliweyo:
- Khupha izinto ezisebhokisini uxelele abazali ukuba bazibize ngamagama azo.
- Ngeelwimi zabo zasekhaya:
 - Buza imibuzo ngezo zinto: *“Wakhe wayibona enye yezi zinto? Zisetyenziswa entweni?”*
 - Gxininisa isandi sokuqala segama, umzekelo: b-b-b-buso, b-b-b-bala emva koko ubuze oku ebazalini *“ingaba uyasiva na isandi esiqala ngalo eligama lithi bala?”*
 - Ngoku ke, babonise unobumba osebhekisini yoonobumba, wakugqiba uthi kubo: *“Ubhalwa ngolu hlobo u- b.”* Babonise ‘ngokubhala’ lo nobumba emoyeni.

- Buyela kwiimpindulo zabo ezisephepheni letshathi etyhilwayo wandule ukubacacisela ukuba kubaluleke kakhulu ukuba abantwana bafunde ngoonobumba kwiBanga R. Umsebenzi webhokisi yoonobumba uza kube ubanike ufifi lwezinto ezahlukileyo ezifunekayo ukwenzela abantwana bafunde ngoonobumba.

AMANQAKU ANGUNDOQO: INGXOXO EKHOKELEWA NGUTITSHALA

- 1** Bachazele ukuba uphando lusifundisa ukuba abantwana abangena kwiBanga 1, benolwazi olubanzi ngoonobumba nezandi, basethubeni elihle lokuba ngabafundi beencwadi nababhali abanobuchule.
- 2** Oku akuthethi ukuba abantwana abancinane bafanele ukukopa oonobumba emaphepheni. Abantwana bafunda kakuhle xa bonwabile kwaye oonobumba bafundeka ngcono xa kudlalwa imidlalo nemisebenze esebenzisa iimvakalelo zabo.
- 3** Khumbuza abazali ukuba nangona abantwana befunda oonobumba ngengoma yoonobumba (*ay, bee, cee, dee, njalo njalo*) zizandi zamagama ezinceda ukuba abantwana bakwazi ukuwabiza. Ngoko ke, singathanda ukuba abazali bajolise kwizandi ezenziwa ngoonobumba.

ESIKWENZAYO EKLASINI YETHU (IMIZUZU ENGAMA-20)

- Cela abazali ukuba benze ingathi bangabantwana, ubenzise amanyathelo amane okufundisa okokuqala ngonobumba omtsha; mamelala isandi sokuqala; ukulinganisa isandi eso; ukwenza amagama aqala ngeso sandi ahambelana neso sandi.
- Bonisa abazali itafile obeke kuyo imiboniso yemisebenzi yokwenza oonobumba. Babonise ukuba abantwana bayisebenzisa njani imathiriyeli eyahlukeneyo xa bebhala besebenzisa iintshukumo ezinkulu.

ONOKWENZA EKHAYA (IMIZUZU ENGAMA-20)

- Khumbuza abazali ngomdlalo 'kaqashi-qashi' okhe wadlalwa kwiiseshoni ezingaphambili. Oku kuluncedo xa usakha ulwazi ngezandi.
- Nika umzali ngamnye ikopi yetshati yoonobumba, uxwebhu olukhutshwayo olofotokotshwayo, *iMidlalo enokudlalwa kusetyenziswa itshathi yoonobumba*, nomdlalo weNtaka yamagama.
- Funda le midlalo nabazali nidlale kunye imidlalo embalwa.
- Nika abazali ithuba l ngxoxo nelokubuzwa imibuzo.

AMAZWI OKUVALA (IMIZUZU ELI-10)

- Cela abazali abambalwa ukuba babelane ngabqkufundileyo.
- Babuze: Ningalenza nini ithuba lokudlala imidlalo yokumamela, neyeshati yemidlalo yee-alfabhethi?
- Babulele ngobambiswano kulo nyaka mhle wokufunda.

AMANQAKU ANGUNDOQO: ESIKWENZAYO EKLASINI YETHU

- 1** Kwibali ngalinye le*Stellar*, ufundisa abantwana ngoonobumba ababini abatsha. Ubancedisa ukuba bamamele isandi esisemagameni, ubabonise ukuba ubhalwa njani unobumba ohambelana neso sandi.
- 2** Abantwana abancinane bafumana ubunzima xa bezama ukubamba ipensile kakuhle ukwenzela babhale oonobumba abancinci kakuhle. Yiyo loo nto sisenza oonobumba kuqala kufundiswe ngeentshukumo ezinkulu nemathiriyeli yokubhala engafaniyo.

AMANQAKU ANGUNDOQO: ONOKWENZA EKHAYA

- 1** Khumbuza abazali ukuba ukufunda oonobumba kuthatha ixesha, kufuneka bangadinwa xa abantwana besenza iimpazamo okanye belibala unobumba xa kudlalwa imidlalo.



Learning in Grade R

What we do in Grade R to build children's language and literacy development

During the Home Language period each day, we work with one of the Stellar stories and do the related activities. We engage with the same story in different ways, every morning, for two weeks. The first time children hear the story, they remember simple things such as who the characters are and a few words or a phrase from the story. As children become more familiar with the story, they are able to grasp more detail, understand the sequence of the story and make predictions about what will happen next. Children start remembering new words and phrases, and have the confidence to use these words and phrases when they talk.

We work as a whole class to discuss, act out, read and write about the story. Eventually it will be the children who tell the story, using the new vocabulary they have learnt. They will draw pictures about the story with some 'writing' to describe their pictures, and will bring home little books that they will 'read' to you. This early reading and writing is absolutely appropriate for Grade R. It is something to be encouraged and celebrated. We call it emergent literacy.

Speaking and listening

We encourage good talking time every day, giving new vocabulary as we talk. We ask and answer questions, especially 'how' and 'why' questions. We sing together and do action rhymes. We tell and retell stories, with a beginning, a middle and an end. We read books aloud in an interactive way. We encourage children to play and give them simple props to encourage pretend play.

Emergent reading

We notice words and numbers all around us and we read them together: labels and signs, birthday dates and names. We talk about books we are reading and we read lots of books. We encourage children to read their favourite stories to us, even if they are remembering or guessing the words.

Drawing and emergent writing

We offer daily opportunities for children to draw and to talk about their pictures. We help children to write their names. We encourage children to try writing down their own ideas or we write for them as they share their ideas. We tell children about what we are writing. We write things together with children and read the writing back to them.

Knowledge of sounds and letters

We sing together and do action rhymes. We play 'I spy' and other listening games. We learn about letters and what sounds they make. We learn about sounds in words. We break words up into syllables. We form letters in the sand or using paint and chalk.

Grade R: A typical daily programme

TIME	ACTIVITY	WHAT WE DO IN THIS TIME
	ARRIVAL	• Greet teacher, hang up bag, fruit in bowl
10 mins	GREETING ROUTINE	• Form a circle, sing, discuss weather
50 mins	FOCUS ON MATHS	• Grade R Mathematics (Emergent Numeracy)
45 mins	INDOOR/OUTDOOR CREATIVE ACTIVITIES	• Drawing, cutting and pasting, painting, box construction, book corner, fantasy area, block corner and construction area, educational games and puzzles
10 mins	TOILET ROUTINE	
20 mins	REFRESHMENTS	
30 mins	FOCUS ON LIFE SKILLS	• Personal and Social Wellbeing, Beginning knowledge, Creative Arts, Physical Education
30 mins	OUTDOOR/INDOOR ACTIVITIES	• Sand play; water play; sensopathic play; climbing; balancing; wheeled toys; balls/beanbags; fantasy play
10 mins	TOILET ROUTINE	
60 mins	FOCUS ON HOME LANGUAGE	• At our school we use the Stellar programme. This is a story-based daily Home Language programme, with associated activities and games, which has been shown to prepare children successfully for Grade 1.
15 mins	STORY TIME	• A different story every day, read aloud, for enjoyment
	QUIET TIME AND DEPARTURE	

Grade R themes (recommended by the Department of Education)

FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
Me	Home	Winter	Spring
At school	Safety	Transport	Reptiles
In the classroom	My family	Jobs people do	Dinosaurs
Days of the week	Weather	Water	Wild animals
My body & healthy living	Autumn	Fruit	One wild animal
Summer	Sound, sight, touch	Vegetables	Sport
Shapes & colours	Taste & smell	Dairy farming	
Festivals & special days		Wool farming	
		Healthy environment	



Ukufunda kwiBanga R

Esikwenzayo kwiBanga R ukwakha uphuhliso lolwimi nolwazi lokufunda nokubhala

Ngexesha loLwimi lwaseKhaya kusuku ngalunye, sisebenzisa elinye lamabali eStellar senze nemisebenzi ehambelana nalo. Sisebenza ngebali elinye ngendlela ngendlela qho ngeMivulo, iiveki ezimbini. Xa abantwana beqala ukuliva ibali, bakhumbala izinto ezilula ezinjengokuba ngoobani abalinganiswa, amagama ambalwa okanye ibinzana elisebalini. Xa besiya beliqhela ibali, bayakwazi ukubamba iinkcukacha eziliqela, baqonde nolandelelwaniso ebalini, bathekelele iziganeko ezilandelayo. Abantwana baye baqale bakhumbule amagama amatsha namabinzana, kwaye babe nokuzithemba xa besebenzisa la magama okanye amabinzane xa bencokola.

Sisebenza sonke eklasini ukuxoxa, sillinganisa, sifunda kwaye sibhale ngeli bali. Ekugqibeleni iba ngabantwana ababalisa ibali besebenzisa amagama amatsha abawafundileyo. Baye bazobe imifanekiso ngebali elo kubekho 'nemibhalo' enika inkcazelo ngemifanekiso, bagoduke neencwadi ezincinci abaza kufundela zona. Le ndlela yokufunda nokubhala yefanelekileyo kakhulu kwiBanga R. Yinto efanelwe ukukhuthazwa, ibhiyozelwe. Siyibiza ulwazi olusaphuhlayo lokufunda nokubhala.

Ukuthetha nokumamela

Sikhuthaza ixesha elifanelekileyo lokuthetha yonke imihla, sifundisa isigama esitsha njengoko sithetha. Sibuzisa size siphendule imibuzo, ngakumbi imibuzo equka oo 'njani' 'ngoba kutheni'. Sricula sonke, senze nezicengcelezo ezihamba nomlinganiso. Sibalisa size siphinde siwalalise amabali, abe nesiqalo, isiqu nesiphelo. Sifunda sikhwaza iincwadi ngendlela ekhuthaza unxibelelwano. Sikhuthaza abantwana ukuba badlale kwaye sibanika izinto ezisetyenziswayo ebalini, sibakhuthaza ukuba badlale.

Ukufunda okusaphuhlayo

Siqwalasela amagama namanani asingqongileyo, siwafunde sonke: iileyibhuli neempawu, imihla yokuzalwa kunye namagama. Sithetha ngeencwadi esizifundayo, kwaye sifunda iincwadi ezininzi. Sikhuthaza abantwana ukuba basifundele amabali abawathandayo nokuba amagama bawakha entloko okanye bayaqashisela.

Umzobo kunye nokubhala okusaphuhlayo

Abantwana sibanika amathuba amaninzi okuzoba nokuthetha ngemifanekiso yabo mihla le. Sincedisisa abantwana ukuba babhale amagama abo. Sikhuthaza abantwana ukuba bazame ukubhala phantsi izinto abazicingayo okanye sibabhalele phantsi xa besichazela ngazo. Sixelela abantwana ngezinto esizibhalayo. Sibhala izinto kunye nabantwana size sibafundele oko kubhaliweyo.

Ulwazi lwezandi noonobumba

Sricula sonke senze izicengcelezo ezihamba nomlinganiso. Sidlala u-'Qashi-qashi' neminye imidlalo yokumamela. Sifunda ngoonobumba nezandi abazenzayo. Sifunda ngezandi zamagama. Sohlula-hlula amagama abe ngamalungu amancinci. Sibhala amagama esantini okanye sisebenzise ipeyinti okanye itshokhwe.



IBanga R: Inkqubo eqhelekileyo yemihla ngemihla








IXESHA	UMSEBENZI	ESIKWENZAYO NGELI XESHA
	UKUFIKA	• Kubuliswa utitshala, kuxhonywe iibhegi
10 imizuzu	UMBULISO WESIQHELO	• Kwenziwe isangqa, kuculwe, kuxoxwe ngemozulu
50 imizuzu	UKUJOLISA KWIZIBALO	• Izibalo zeBanga R (Ukufunda ngamanani okusaphuhlayo)
45 imizuzu	IMISEBENZI YOBUCHULE YANGAPHAKATHI/ YANGAPHANDLE	• Ukuzoba, ukusika, ukuncamathisela, ibhokisi yokwakha, ikona yeencwadi, indawo yamaphupha, ikona yeebhloko nendawo yokwakha, imidlalo efundisayo neephazile
10 imizuzu	ISITHETHE SOKUYA NGASESE	
20 imizuzu	UKUTYA	
30 imizuzu	UKUJOLISA KWIZAKHONO ZOBOMI	• Impilo yoMntu neNtlatontle yoLuntu, uLwazi lokuqala, EzoBugcisa, iziFundo zokoLula uMzimba
30 imizuzu	IMISEBENZI EYENZIWA NGAPHANDLE/ NGAPHAKATHI	• Ukudlala ngesanti; ukudlala ngamanzi; imidlalo yokubamba ngezandla imidlalo yemvakalelo; ukukhwela; ukuxhathisa; izinto zokudlala ezinamavili; iibhola/iingxowa ezihlohlwayo; umdlalo wamaphupha
10 imizuzu	ISITHETHE SOKUYA NGASESE	
60 imizuzu	UKUJOLISA KULWIMI LWASEKHAYA	• Esikolweni sethu sisebenzisa inkqubo yeStellar. Le yinkqubo yoLwimi lwaseKhaya esekelwe ekubaliseni amabali, kunye nemisebenzi nemidlalo enxulumene nayo, ebonakala ilungiselela ngempumelelo abantwana abaya kwiBanga loku-1.
15 imizuzu	IXESHA LEBALI	• Ibali elahlukileyo yonke imihla, ukufundela phezulu, ukuzonwabisa.
	IXESHA LOKUZOLA NELOKUHAMBA	

Imixholo yeBanga R (ngokucetyiswa liSebe lezeMfundo)

IKOTA YOKUQALA	IKOTA YESIBINI	IKOTA YESITHATHU	IKOTA YESINE
Mna	Ekhaya	Ubusika	Intwasahlobo
Esikolweni	Ukhuseleko	Izithuthi	Izirhubuluzi
Eklasini	Usapho lwam	Imisebenzi eyenziwa ngabantu	liDayinaso
Iintsuku zeveki	Imozulu	Amanzi	Izilwanyana zasendle
Umzimba wam nempilo entle	Ekwindla	Iziqhomo	Isilwanyana sasendle esinye
Ihlobo	Isandi, ukubona, ukubamba	Imifuno	Ezemidlalo
Ukumila nemibala	Ukungcamla nokujoja	Ifama zobisi	
Umnyhadala neentsuku ezikhethekileyo		Ukufama ngeWulu	
		Indawo eneMpilo	



How families can support children's early language and literacy

	<p>Talk and listen</p> <p>Through talking, listening and being listened to, children learn words and how to communicate.</p> <p>ACTIVITY</p> <p>Follow what interests your child and respond using comments, questions and careful listening.</p>
	<p>Help children play</p> <p>Play is the most natural way of learning for children. Pretend play helps children to develop language.</p> <p>ACTIVITY</p> <p>Let children take the lead in their games. Give simple equipment like a hat or a box to encourage pretend play. As you play alongside children, introduce new language and ideas.</p>
	<p>Enjoy stories and books</p> <p>Telling and reading stories creates lots of opportunities to learn, as children hear new words, find out about their world and talk about what is going on.</p> <p>ACTIVITY</p> <p>Involve children in storytelling by making it a time full of conversation. Welcome children's comments and help them relate the story to their own lives and think about what is going on.</p>
	<p>Enjoy songs and rhymes</p> <p>Songs and action rhymes are fun ways for children to express themselves and to hear and use new language.</p> <p>ACTIVITY</p> <p>Sing songs and do action rhymes often.</p>
	<p>Point out print (writing)</p> <p>When children notice the printed writing around them they start to understand that it is speech written down. Children are keen to have a go at writing when they see what it is for.</p> <p>ACTIVITY</p> <p>Point out print on labels and signs and in storybooks. Encourage children to 'read' the print around them.</p>
	<p>Support drawing and mark-making</p> <p>Children love to draw and paint. Drawing is a way of representing what we see around us or what is in our head. This is similar to how writing works.</p> <p>ACTIVITY</p> <p>Help children to notice how things look. Encourage them to draw what they see. Ask children to say what they have drawn.</p>
	<p>Encourage early writing</p> <p>Children's early attempts at writing may look like scribbles or marks. It is important for you to encourage, and not correct, these early writing efforts.</p> <p>ACTIVITY</p> <p>Let children see you writing and write down children's words for them. Give children materials to enable them to include pretend writing in their play. Help children to write their name.</p>



Indlela iintsapho ezinokuxhasa ngayo abantwana kwizifundo zolwimi nolwazi lokufunda nokubhala

	<p>Thetha umamele Ngokuthetha, ukumamela nokumanyelwa, abantwana bafunda amagama neendlela zoxibelelwano.</p> <p>UMSEBENZI Landela loo nto yenza umdla emntwaneni wakho ukuze uphendule ngezimvo zakho, ngemibuzo nangokumamelisa</p>
	<p>Nceda abantwana badlale Ukudlala kumnandi kwaye yeyona ndlela idaliweyo abantwana abafunda ngayo. Umdlalo wokulingisa unceda abantwana baphuhlise ulwimi.</p> <p>UMSEBENZI Bayeke bakhokele emidlalweni yabo. Banike izixhobo ezilula ezifana nomnqwazi okanye ibhokisi ukubakhuthaza ukuba badlale umdlalo wokulingisa. Xa udlala nabantwana, sebenzisa amagama amatsha nezimvo ezintsha.</p>
	<p>Yonwabela amabali neencwadi Ukubalisa nokufunda amabali kudala amathuba amaninzi okufunda, kuba abantwana beva ukusetyenziswa kwamagama amatsha, bafunde ngelizwe labo kuze kuthethwe ngezinto ezenzekayo.</p> <p>UMSEBENZI Bathathise inxaxheba ngabom abantwana ekubaliseni amabali ngokuzinika ixesha lokuncokola. Yenza zamkeleke izimvo zabantwana ubancedise banxulumanise ibali nento eyenzeka ebomini babo kwaye bacinge ngokwenzekayo.</p>
	<p>Yonwabela iingoma nezicengcelezo Iingoma kunye nezicengcelezo ezihamba nomlinganiso ziindlela ezonwabisayo zokwenza abantwana bazithethele, bamamele, basebenzise ulwimi olutsha.</p> <p>UMSEBENZI Culani amaculo nenze imilinganiso yezicengcelezo kaninzi.</p>
	<p>Yalatha okubhaliweyo (ukubhala) Xa abantwana beqaphela umbhalo oshicilelweyo kwindawo abakuyo baqale baqonde ukuba yintetho ebhalwe phantsi leyo. Abantwana baba nomdla wokufunda umbhalo xa bewubona ukuba ngowokuthini na.</p> <p>UMSEBENZI Yolatha okushicilelweyo kwiileyibhuli nakwiimpawu nakwiincwadi zamabali. Khuthaza abantwana xa bezama 'ukufunda' okushicilelweyo kwindawo abakuyo.</p>
	<p>Xhasa ukuzoba nokwenza uphawu Abantwana bayakuthanda ukuzoba nokupeyinta. Ukuzoba yindlela yokubonakalisa izinto esizibonayo okanye esizicingayo entloko. Oku kuyafana nendlela ukubhala okusebenza ngayo</p> <p>UMSEBENZI Ncedisa abantwana baqwalasele inkangeleko yezinto. Bakhuthaze ukuba bazobe le nto bayibonayo. Bacele baxele ukuba bazobe ntoni.</p>
	<p>Khuthaza ukubhala besebancinane Imizamo yabantwana yokuqala ukubhala ingakhangeleka ngathi ngamarhoqololo okanye iimpawu. Kubalulekile kuwe ukubakhuthaza baze bangazilungisi ezi nzame zokuqala.</p> <p>UMSEBENZI Sebenzela ukuba abantwana bakubone ubhala kwaye ubabhalele phantsi amazwi abo. Nika abantwana imathiriyeli yokulingisa ukubhala xa bedlala. Bancedise abantwana babhale amagama abo.</p>



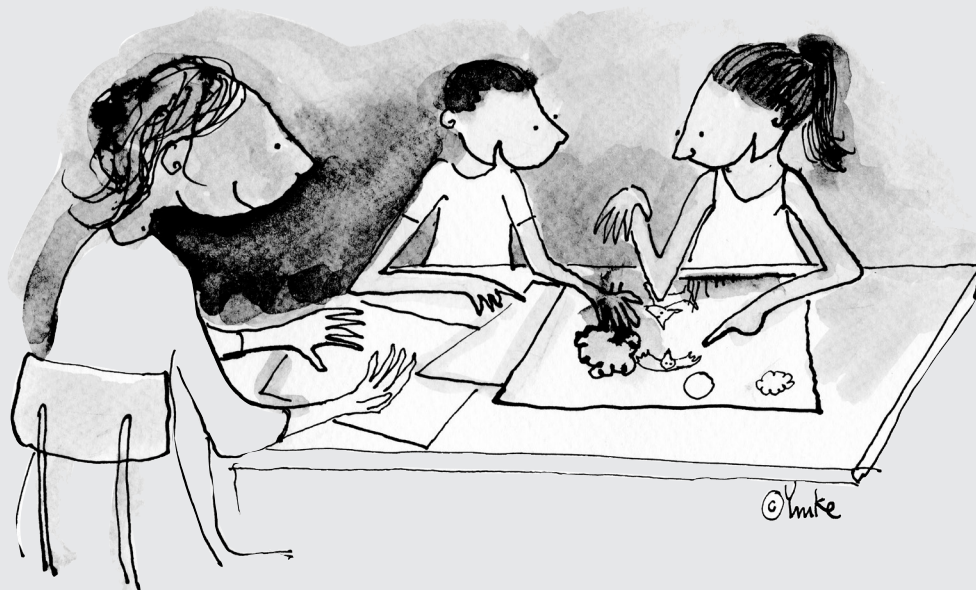
Speaking and listening – building children’s oral language

The more opportunities young children have to speak and be spoken to, the stronger their language and communication skills will become. Children with good language and communication skills are likely to find it easier to learn to read and write.

The language we use when we are caring for and communicating with our children is very different from the language used in stories and in the classroom. We could call the one ‘everyday language’ and the other ‘abstract language’. Abstract language is used in explanations, pretend play, stories and books. If our children are exposed only to ‘everyday language’ in the years before Grade 1, they will find it very difficult to adjust to the ‘abstract language’ used in books. So, by telling and reading many stories, we can make it easier for them to adjust to the more complex ‘abstract language’ they are expected to understand and use at school.

Try to use every opportunity to listen to and speak with your children.

- Ask your child to tell you something specific about their school day.
For example: “Tell me about the big playground clean up you all did today.”
- Give your child detailed instructions.
For example: “Please will you get three carrots and four potatoes out of the veggie rack, wash them and bring them to me with the peeler from the top drawer? Thanks.”
- Ask your child questions and listen attentively to their answers, encouraging detail, description and opinion. (Now, listen to and answer their questions.)
Remember, if children ask questions it means they are really thinking, and thinking is the basis of good learning!
- Ask your children for their opinions.
For example: “Do you think we should bake a cake or make some curry to take to Aunt Doris when we go there to see her new baby?”
- Encourage your child to make predictions.
For example: “What do you think will happen if it rains during your soccer game tomorrow?”





Ukuthetha nokumamela – ukwakhiwa kolwimi lwabantwana oluthethwa ngomlomo

Xa abantwana befumana amathuba amaninzi okuthetha naxa kuthethwe nabo, oko komeleza izakhono zabo zolwimi nonxibelelwano. Abantwana abanezakhono kulwimi nonxibelelwano, bakufumanisa kulula ukufunda amagama nokubhala.

Ulwimi esilusebenzisayo xa sinakekela naxa sinxibelelana nabantwana bethu lohlukile kulwimi olusetyenziswa emabalini naseklasini. Olunye singathi 'lulwimi lwemihla ngemihla' olunye sithi 'lulwimi nesicatshulwa. Isicatshulwa sisetyenziswa kwiingcaciso, kulingiso, emabalini nasezincwadini'. Ukuba kuxhaphake 'ulwimi lwemihla ngemihla' kwiminyaka engaphambi kokuba angene iBanga loku-1, umntwana uya kufumana ubunzima xa edibana 'nolwimi nesicatshulwa' olusetyenziswa kwiincwadi. Ngoko ke, ngokubalisa nokufunda amabali; senzela lula abantwana ukuba bakhawuleze baluqhele kwisicatshulwa esintsonkothileyo 'sabafundayo' ekulindeleke ukuba baluqonde baze balusebenzise esikolweni.

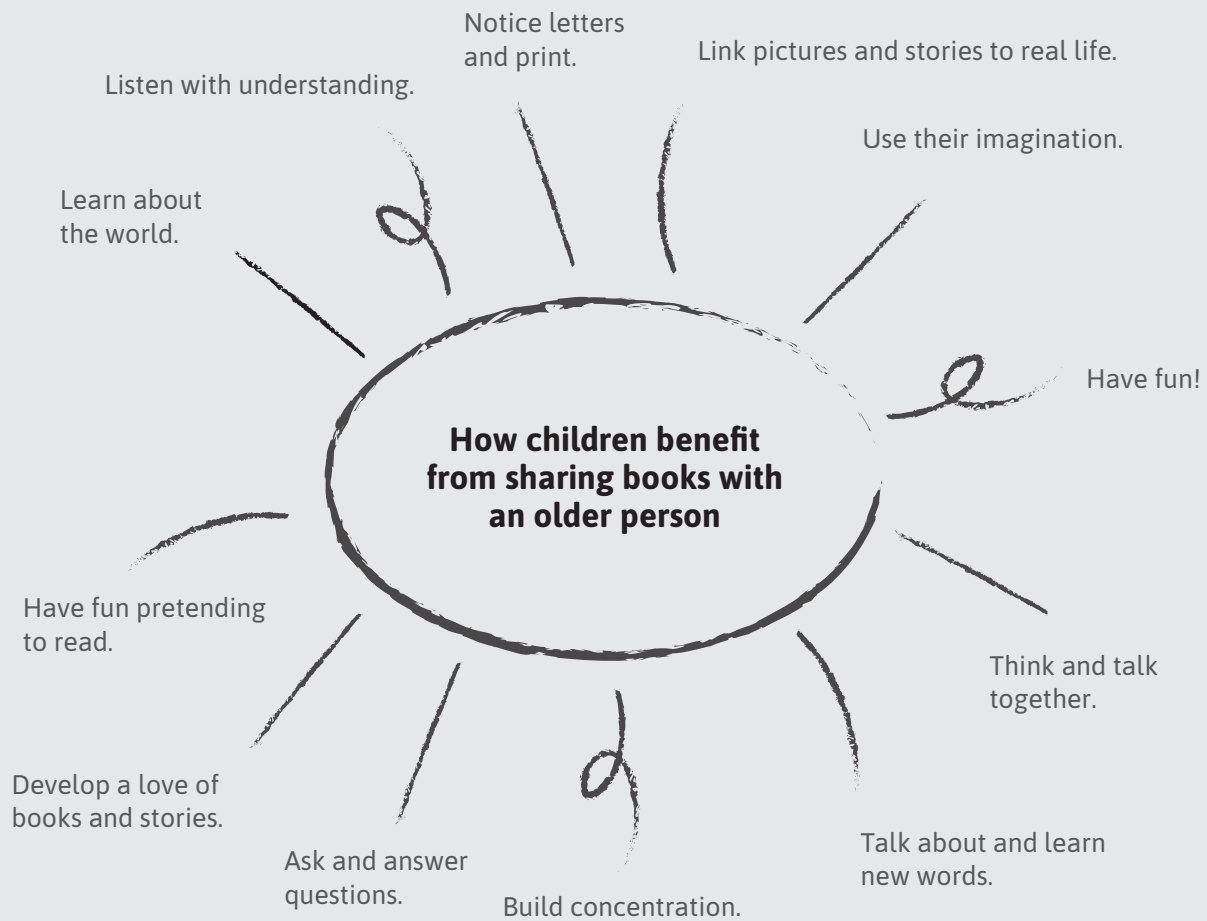
Zama ukusebenzisa onke amathuba owafumanayo umamele kwaye uthethe nabantwana bakho.

- Cela umntwana wakho akubalisele ngento ethile emalunga nosuku lwakhe esikolweni.
Umzekelo: "Ndibalisele ngokucoca kwenu nonke ibala elikhulu lasesikolweni namhlanje."
- Nika umntwana wakho imiyalelo eneenkcukacha ezithe vetshe.
Umzekelo: "Nceda undithathele iminqathe emithathu kunye neetapile ezine kulaa tyesi yemifuno, zihlambe uzizise apha kum uze undiphathele nento yokukera kulaa drowa iphezulu. Enkosi."
- Buza umntwana wakho imibuzo uze umamele xa ekunika impendulo, ukhuthaze inkcukacha, inkcazelo kunye noluvo. (Ngoko ke, mamela uze uphendule imibuzo yabo.) Khumbula, ukuba xa abantwana bebuza imibuzo loo nto ithetha ukuba umntwana uyacinga kwaye ke ukucinga sisiseko sokufunda kakuhle!
- Buza abantwana ngoluvo lwabo.
Umzekelo: "Ucinga ukuba ndibhake ikeyiki okanye ndenze ikheri ndiyise kumakazi uDoris xa sisiya kubona usana lwakhe olusanda ukuzalwa?"
- Khuthaza umntwana wakho ukuba athelekelele ukuba kuza kwenzeka ntoni na.
Umzekelo: "Ucinga ukuba kuza kwenzeka ntoni ukuba inokuna imvula ngomso xa nidlala ibhola ekhatywayo?"



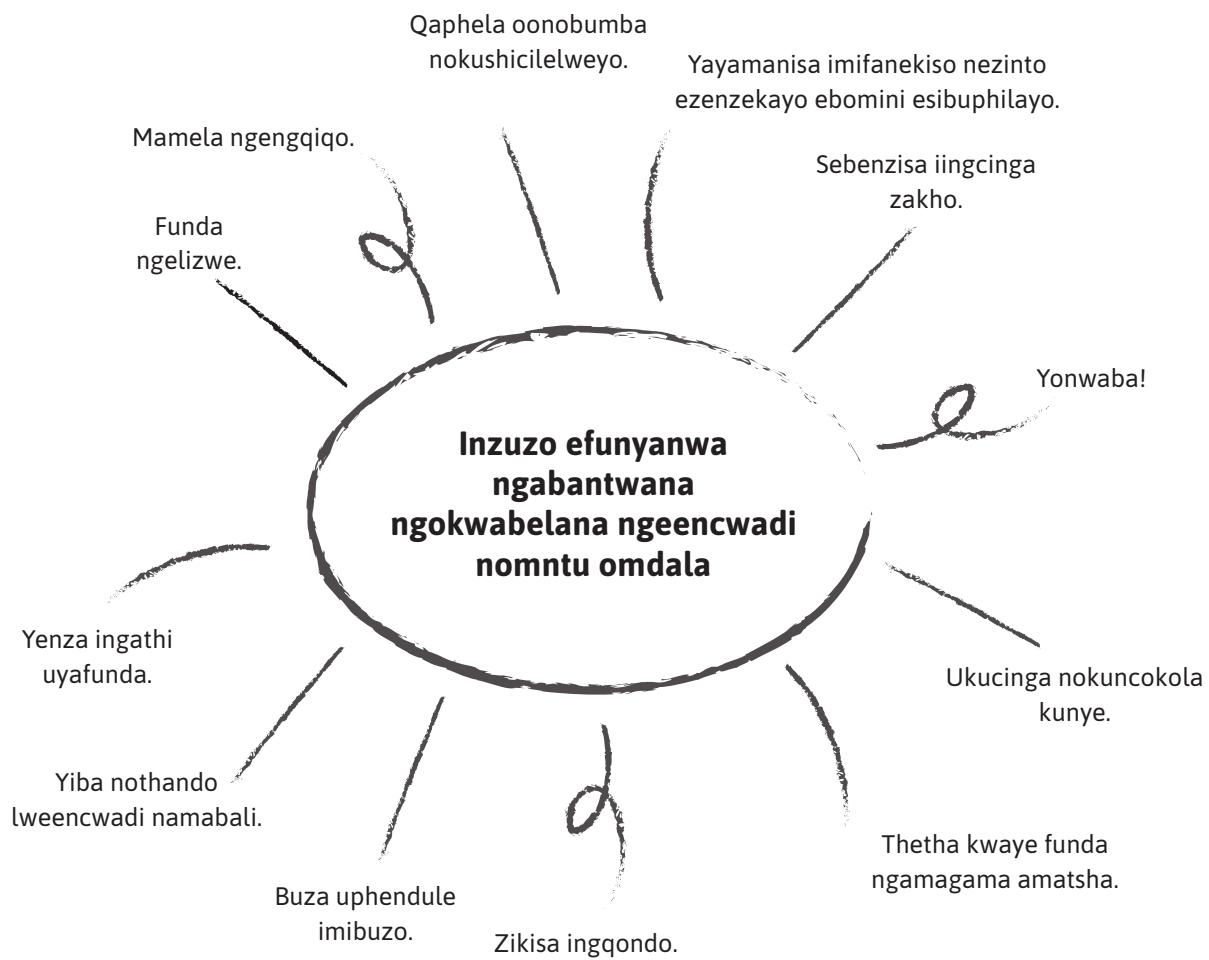


How children benefit when an older person reads them a storybook





Indlela abantwana abazuza ngayo xa umntu omdala ebafundela incwadi yamabali





Tips for reading storybooks to young children

Before reading

1. Snuggle up comfortably so that your child can see the text and the pictures.
2. Look at the cover of the book together. Ask your child what they think the story will be about.
3. Take a picture walk through the book, looking at the pictures and chatting about what is happening on some of the pages.
4. Read the title of the story, and point out the name of the author and the illustrator.
5. Link the story to some of your child's own experiences.

During reading

1. Read with expression, using different voices for different characters, as well as facial expressions.
2. Keep your child involved by asking a few questions and making some comments that link the story to everyday life. Try not to interrupt the flow of the story too much.
3. Ask questions that will help your child predict what is coming next in the story, e.g. "Who do you think is behind the rock ...?"
4. Ask open ended questions that make your child think. For example: "I wonder why he ...?" or: "How do you think he was feeling?"

After reading

1. Encourage your child to talk about the story, to ask questions and share their personal responses to the story.
2. Ask and answer questions about the story.
3. Be prepared to re-read parts of the story if your child asks you to.
4. If there is time you can ask your child to tell you the story in their own words, or you can sit together and draw a picture about the story.

Storybooks and stories to share with children are available online at:

www.bookdash.org

www.africanstorybook.org

www.nalibali.org

Try accessing these websites on your phone.

Remember that joining a library is free. All that you need to take along is your ID book and a municipal account. You can borrow books and keep them for two weeks at a time.





lingcebiso zokufundela abantwana abancinane iincwadi zamabali

Phambi kokufunda

1. Sondela uhlale kamnandi ukuze umntwana wakho awubone umbhalo kunye nemifanekiso.
2. Jongani kunye iqweqwe lencwadi. Buza umntwana wakho ukuba ucinga ukuba ibali lingantoni
3. Thatha umfanekiso wohambo lwale ncwadi, utyhile amaphepha, nibuke imifanekiso kwaye nincokole ngezinto ezenzekayo kuloo maphepha.
4. Funda isihloko sebali, kwaye walathe igama lombhali nelomzobi.
5. Nxulumanisa ibali nezinto ezenzekayo emntwaneni wakho.

Ngexesha lokufunda

1. Bonakalise ukuvakalelwa usebenzisa amazwi ohlukeneyo kubalinganiswa abohlukileyo, nobuso bubonakalise ukuvakalelwa.
2. Yenza umntwana wakho ahlale enomdla ngokumane ubuza imibuzo, uthethe nangemiba enxulumanisa ibali nezinto ezenzeka imihla yonke. Zama ukuba ungayiphazamisi indlela elihamba ngayo ibali.
3. Buza imibuzo eza kuncedisa umntwana wakho athelekelele ukuba yintoni elandelayo eza kwenzeka ebalini, umzekelo; 'Ucinga ukuba ngubani ozifihle ngaphaya kwelitye?'
4. Buza imibuzo evulekileyo eyenza umntwana wakho aqiqe. Umzekelo: "Ingaba kutheni e ...?" okanye "Ucinga ukuba wayeziva njani?"

Emva kokufunda

1. Khuthaza umntwana wakho ukuba athethe ngeli bali, abuze imibuzo, nabelane ngeempendulo zakhe kweli bali.
2. Buza ukuze uphendule imibuzo emalunga neli bali.
3. Zilungiselele ukuphinda ufunde iindawo ezithile kweli bali ukuba umntwana wakho uyakucela uziphinde.
4. Ukuba kukho ixesha, ungamcela umntwana wakho ukuba akubalisele eli bali ngamazwi akhe, ukuba niyakwazi ukuhlala kunye azobe umfanekiso malunga neli bali.

Iincwadi zamabali namabali onokwabelana ngawo nabantwana akhona kwi-intanethi kwa:

www.bookdash.org

www.africanstorybook.org

www.nalibali.org

Zama ukungena kula makhasi ngokusebenzisa umnxeba wakho.







Khumbula ukuba lilungu kwiziko lethala lencwadi, akuhlawulelwa. Into efunekayo, sisazisi sakho ne-akhawunti yakho kamasipala. Ungaboleka iincwadi zihlale kuwe iiveki zibe mbini ngexesha.

[Footer: Intlanganiso 3 | Iingcebiso zokufundela abantwana abancinane iincwadi zamabali

UXWEBHU OLUKHUTSHWAYO OLUFOTOKOTSHWA MACALA OMABINI

★ How you can encourage emergent reading

Children love to show how they can 'read' what is written, even if they are just saying the words from memory or using the pictures or letters as clues to what the print says. Children also love to 'write' letters, lists and stories even if these start off as scribbles, made-up letters and parts of words. Remember, if we criticise children and correct them often, they lose confidence in themselves and stop trying. When they are young, it is important to encourage them to read and write often, even if they are not getting it all right. Learning to read and write takes time and we need to give children the space to try without being afraid of mistakes.

☹️	<p>Oh stop pretending...you are not really reading... you are still too young!</p>  <p>Once upon a time</p>	😊
😊	<p>Cornflakes! I can read Pa! I can read!</p> <p>Yes, good reading my boy! Now show me where it says /m/ for milk.</p> 	☹️
😊	<p>I am going to the shop just now with Mom. See, I have made a list. What does my list say, Granny?</p> <p>I can see exactly what you are going to buy: sugar and tea and rice. What a great shopping list. Let me add something here. /a/ apples. I think we need some fruit!</p> 	☹️
	<p>Wow, you are reading so beautifully! And your teddy is loving it. Well done!</p>  <p>Once upon a time</p>	
	<p>Cornflakes! I can read Pa! I can read!</p> <p>Stop talking and eat your cereal... I'm busy reading the paper</p> 	
	<p>I am going to the shop just now with Mom. See, I have made a list. What does my list say, Granny?</p> <p>I can see three words but they are not correct. I think I should rather write the list for you so that your mom will be able to read it.</p> 	



Ungakukhuthaza njani ukufunda okusaphuhlayo

Abantwana bayakuthanda ukubonisa ukuba bayakwazi 'ukufunda' into ebhaliweyo, nokuba babiza amagama nje abawakhumbulayo okanye basebenzise imifanekiso okanye oonobumba ukubanika umkhondo ngamagama ashicelelweyo. Kwakhona, abantwana bayakuthanda 'ukubhala' oonobumba, uluhlu lwezinto namabali nokuba oku kuqala ngamarhoqololo, oonobumba abazenzeleyo namagama angaphelelanga. Khumbula, ukuba umntwana simgxeka kaninzi simlungise kaninzi, baphelelwa kukuzithemba; bayeke ukuzama. Xa abantwana bebancinane, kubalulekile ukuba sibakhuthaze ukuba bafunde kwaye babhale rhoqo nokuba abayichani kakuhle into. Ukufunda ukubhala nokufunda kuthatha ixesha kwaye kufuneka sinike abantwana ithuba lokuzama bengenaxhala lokwenza zimpazamo.

Khawuyeke ukwenza ngathi uyafunda... awufundi. Usemncinci kakhulu!

Kwathi ngaminazana ithile



Yho, ufunda kamnandi! Kwaye nonopopi olibhere wakho uyayithanda. Uqhube kakuhle!

Kwathi ngaminazana ithile



Cornflakes! Ndiyakwazi ukufunda tamkhulu! Ndiyakwazi ukufunda!

Ewe, ufunde kakuhle mzukulwana! Ndibonise ke ngoku indawo ethi /b/ ubisi.



Cornflakes! Ndiyakwazi ukufunda tamkhulu! Ndiyakwazi ukufunda!

Khawuyeke ukuthetha utye ukutya kwakho ...Ndixakekile ndifunda iphepha



Ndiya evenkileni nomama. Uyabona ndibhale uluhlu lwezinto makhulu. Luthini uluhlu lwam, makhulu?

Ndizibona kakuhle izinto oza kuzithenga: iswekile, iti nerayisi. Uluhlu oluhle kangaka. Mandongeze apha. /a/ apile. Ndinga ukuba kufuneka iziqhamo!



Ndiya evenkileni nomama. Uyabona ndibhale uluhlu lwezinto makhulu. Luthini uluhlu lwam, makhulu?

ndibona amagama amathathu nto nje awabhalwanga kakuhle. Kungangcono ndikubhalele uluhlu ukuze umama wakho akwazi ukulufunda.



6



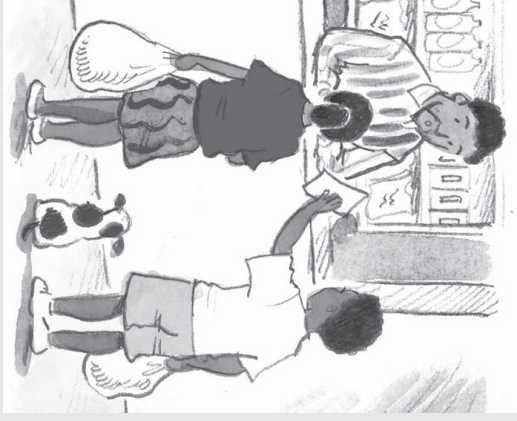
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4



3



9

This book
belongs to:
.....

1

Spot goes to
the shop



2



6



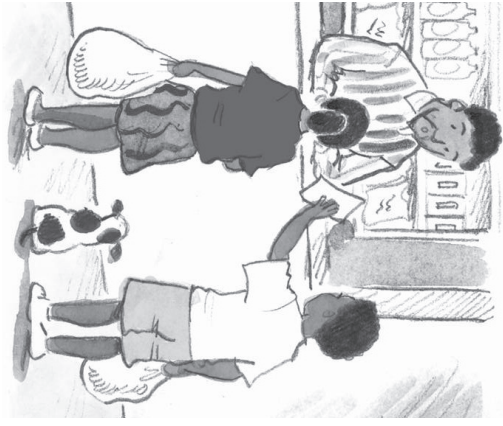
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4



3



9

Le ncwadi
yeka:



© 2014
Wordworks

1

USpoti uya
evenkileni



2



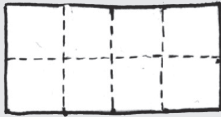
★ How to make a little book

You will need

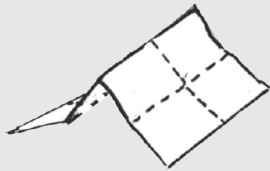
Photocopy of little book for this story

STEPS

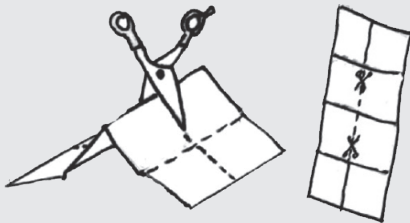
1. Fold an A4-sized copy of the little book into eight pieces. Unfold.



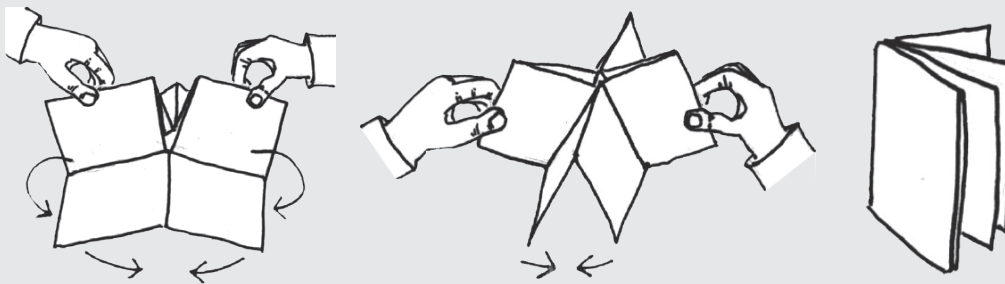
2. Fold the page in half.



3. Cut on the middle fold. (The illustration shows you where to cut.)



4. Hold the page between your finger and your thumb on both sides.
5. Bring your hands down and together. Follow the diagrams to complete the four-paged little book.





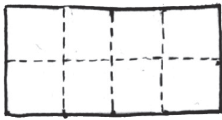
Indlela yokwenza incwadi encinci

Uza kudinga oku

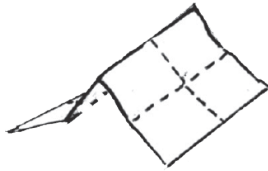
Ikopi yencwadi encinci yeli bali

AMANYATHELO

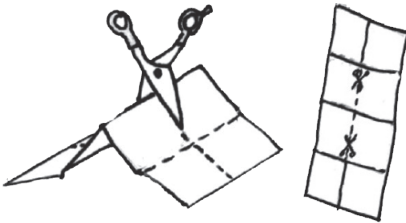
1. Songa ikopi ye-A4 yencwadi encinci ibe ziziqwenga ezisibhozo. Yolule.



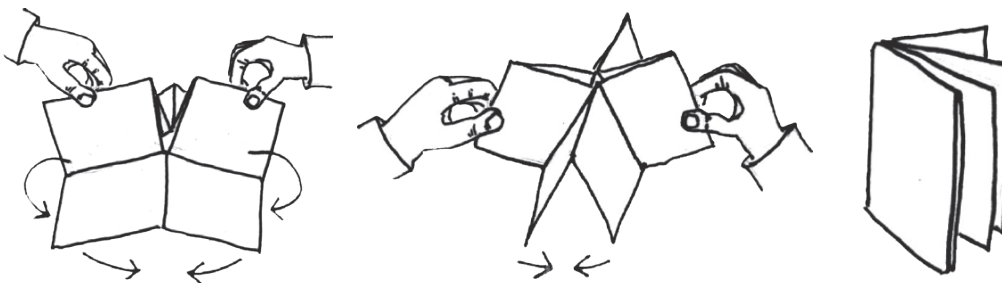
2. Songa iphepha libe ngamacala amabini alinganayo.



3. Sika phakathi kule ndawo isongiweyo. (Umfanekiso uyakubonisa ukuba usike ndawoni.)



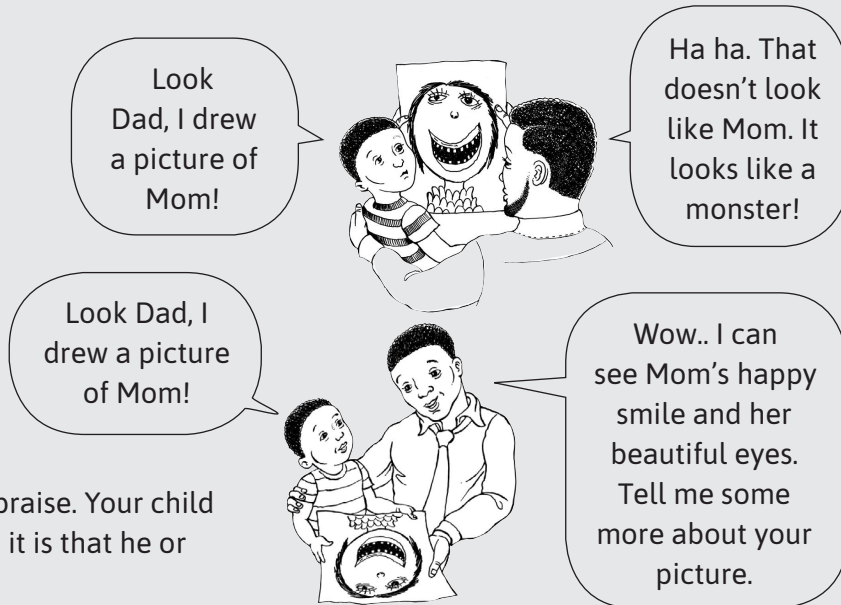
4. Bamba iphepha ngomnwe nobhontsi macala omabini.
5. Dibanisa izandla zakho. Landela umzobo ukugqibezela incwadi encinci enamaphepha amane.



★ Affirming our children

How we react to our children's drawing, writing, pretend reading and talking is very important. It can either encourage our child to do more and go further, or it can make our child shut down and not try at all.

As parents and teachers, we should always try to give meaningful praise and commend the child for something specific, such as the detail in a drawing, or the act of sharing, or the use of please and thank you. Words like 'nice', 'good', 'wonderful' are very general and they don't make it clear why your child has earned your praise. Your child needs to know exactly what it is that he or she has done well.



It is possible to respond in an honest way and still affirm or praise a child's efforts.

Here are some examples of how you can encourage/affirm your child:

1. I like the way you coloured in the sun in that deep warm yellow.
2. That's the best face you've ever drawn – you remembered the eyes, the ears the mouth and the nose!
3. I can see this is difficult for you and I am so proud that you are trying again.
4. I love hearing you reading that story to your baby sister – and look how happy she is!
5. Yes, that is a 'B' just like in your name, Benjamin! I like the way you are thinking.
6. I know it's hard to find the right puzzle piece, but you are almost there.
7. You handled it really well when Grandma didn't listen to your story. Come sit here and tell it to me.
8. Look at how you helped each other – terrific teamwork!
9. Keep thinking ... keep thinking! ... I spy something that starts with /f/.
10. Yes, it is soccer today! Good remembering!
11. Yes, that is the sign for Pick n Pay. Good noticing!
12. Well done – what a beautiful m! Have you been practising your letters at school?
13. You're feeling really sad that Langa has gone to another school? Thank you for saying how you feel. You are really going to miss him, aren't you?
14. Its okay to make a mistake – making mistakes is part of learning!
15. Thank you for telling me all about it. I can see you have really thought about your drawing - well done!
16. Gosh, you listened really well – these are exactly the shoes I wanted! Thank you for fetching them!



Ukuqinisekisa inkxaso ekhuthazayo kubantwana bethu

Ibalulekile indlela esiphendula ngayo imizobo, umbhalo, ukulingisa ukufunda nokuthetha kwabantwana bethu. Iyakwazi ukukhuthaza abantwana bethu ukuba baqhubekeke benze ngaphezulu okanye iyakwazi ukwenza umntwana arhoxe angabe aphinde enze imizamo.

Njengabazali nootitshala, kufuneka sisoloko sizama ukubancoma ngokunyanisekileyo, sibancome ngento ethile abayenzileyo, njengeenkukacha ezikumzobo, okanye ukwabelana nabanye, ukusebenzisa amagama anjengo ndiyacela nondiyabulela. Amagama anjengo 'intle', 'ilungile', 'iyabukeka' ngamagama abanzi awacacisi ukuba kutheni umntwana wakho umncoma nje. Umntwana kufuneka ayazi ukuba yintoni kanye kanye le ayenze kakuhle.

Jonga tata ndizobe umfanekiso kamama!

Jonga tata ndizobe umfanekiso kamama!



Ha ha. Lo mfanekiso awufani nomama ufana nesigebenga!




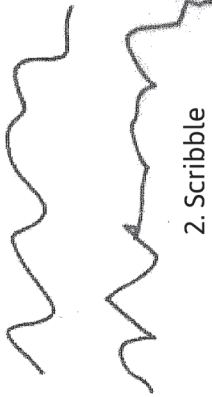
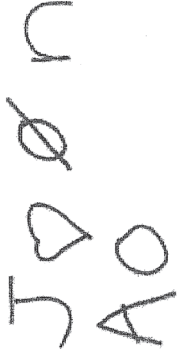


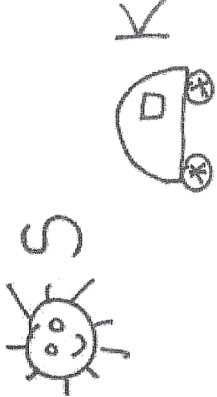


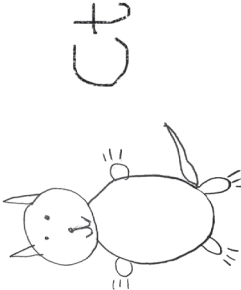
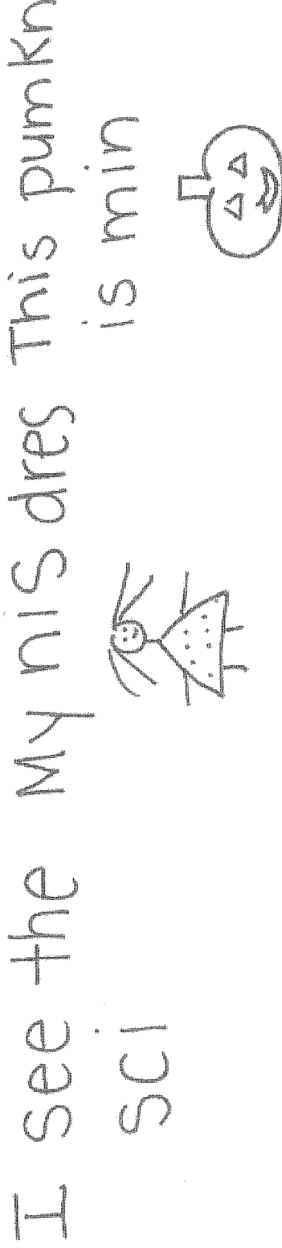
Awu... Ndibona uncumo lukamama oluhle kunye namehlo akhe amahle. Ndixelele okunye ngomfanekiso wakho omhle.

Kuyenzeka ukuphendula ngendlela enyanisekileyo kwanjalo unike umntwana inkxaso ekhuthazayo okanye uncome imizamo yakhe.


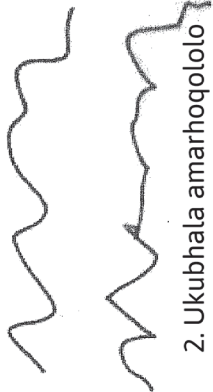





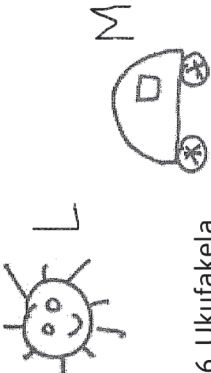




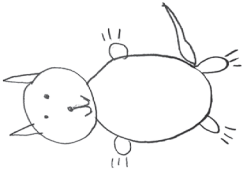





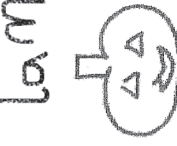
Nantsi imizekelo yendlela onokumkhuthaza ngayo/umnike inkxaso emkhuthazvayo umntwana:

1. Ndiyayithanda indlela osebenzise ngayo imibala elangeni walenza umbala ofudumeleyo omthubi.
2. Ngowona mzobo mhle owakhe wawenza – uwakhumbule amehlo, iindlebe, umlomo nempumlo!
3. Ndiyabona ukuba le nto inzima kuwe kodwa ndiyazingca ngawe kuba uyazama kwakhona.
4. Ndiyakuthanda ukukumamela xa ufundela udade wenu omncinci ela bali – jonga naye indlela onwabe ngayo!
5. Ewe, ngu 'B' njengegama lakho, uBenjamin! Ndiyayithanda le ndlela ucinga ngayo.
6. Ndiyayazi ukuba kunzima ukufumana iceba elifanelekileyo lomdlalo wephazile, kodwa sele uza kugqiba.
7. Umphendule ngendlela efanelekileyo umakhulu xa ebengamamelanga ibali lakho. Yiza apha, uhlale apha ubalisele mna.
8. Jongani indlela enincedisene ngayo – ngumsebezi omhle weqela!
9. Qhubeka ucinge ... qhubeka ucinge! ... Qashi-qashi ndibona into iqala ngo /f/.
10. Ewe, yibhola ekhatywayo namhlanje! Wenze kakuhle wakhumbula!
11. Ewe, luphawu lakwaPick n Pay oluya. Uyaqaphela!
12. Usebenzile – ngu- **m** omhle nyani lo! Ubumane uziqhelisa oonobumba bakho esikolweni?
13. Ukhathazeke nyani kukuhamba kukaLanga esiya kwesinye isikolo? Ndiyabulela ngokuthi uthethe ngendlela oziva ngayo. Uza kumkhumbula nyani, akunjalo?
14. Kulungile xa wenze impazamo – iimpazamo ziyinxalenye yokufunda!
15. Ndiyabulela ngokundibalisele ngayo. Ndiyabona ukuba uwucingisisile lo mzobo – Usebenzile!
16. Thiza, umamele kakuhle – zizo kanye ezi zihlangu bendizifuna! Ndiyabulela ngokundilandela zona!

★ Examples of emergent writing

 <p>1. Scribble stage (starting point at any place on the page)</p>	 <p>2. Scribble (left to right progression)</p>	 <p>3. Mock letters (can be personal or conventional)</p>	 <p>4. Letter string (left to right and progressively downward)</p>
 <p>5. Groups of letters with space in between to resemble words</p>	 <p>6. Picture labeling (matching beginning letter to sound)</p>	 <p>7. Copies environmental print</p>	 <p>8. Uses first letter of a word to represent the word</p>
 <p>9. Uses beginning letter and ending letter to represent the word</p>			<p>10. Uses invented spelling and writes words with beginning, middle and ending letters</p>

★ Imizekelo yokubhala okuphuhlayo

<p></p> <p>1. Inqanaba lokubhala amarhoqololo (Kuqalwa naphi na ephepheni)</p>	<p></p> <p>2. Ukubhala amarhoqololo (Ukubhala ukusuka ekhohlo ukuya ekunene)</p>	<p> </p> <p>3. Oonobumba abaqanjweyo (Aba ingangoonobumba aziqambela bona okanye abokwenyani)</p>	<p> </p> <p>4. Uludwe loonobumba (Ukusuka ekhohlo ukuya ekunene ezama ukwehla)</p>
<p></p> <p>5. Amaqela oonobumba abanezikhewu phakathi kwabo bakhangeleka oonobumba</p>	<p></p> <p>6. Ukufakela iilebhuli kwimifanekiso (Ukutshatisa unobumba wokuqala nesandi sikanobumba)</p>	<p> </p> <p>7. Iikopi zokushicilelweyo kwiindawo ezisingqongileyo</p>	<p> </p> <p>8. Usebenzisa unobumba wokuqala egameni ukuba ameke igama</p>
<p></p> <p>9. Usebenzisa unobumba wokuqala nowokugqibela ukuba bamele igama</p>	<p> </p> <p>10. Usebenzisa upelo oluqingqiweyo okanye oluyiliweyo, abhale amagama ngonobumba wokuqala, ophakathi nowokugqibela.</p>	<p> </p> <p> </p>	



Listening games to support emergent reading and writing

Here is a selection of different listening games to play with your children.

1. Break words up into parts or syllables and clap or jump for each syllable.
 - Examples: Za | ne | le (3 syllables). Si | mon (2 syllables).
 - More examples: po | ta | to; te | le | phone
2. Slow talk: ask your child to guess what word you are saying.
 - Example: Say “n-ose” and point to your nose; say “m-outh”; say “f-oot”.
3. Play ‘I spy’: one person starts by choosing something in the room or in a picture and saying the first sound of that object. Say, “I spy with my little eye, something beginning with ...”. The other players must guess the word. If you prefer, just say, “I’m thinking of something and it starts with ...”.
4. Choose a sound and see how many words you can think of starting with that sound. It is a good idea to start with /b/, /s/, /t/, /m/, /f/, /p/, /r/ as many things start with these sounds (e.g. bus, ball, butterfly, banana, beetroot, bag, beach, balloon, book).
5. Choose a sound and a category (such as food or girls’ or boys’ names) and see how many words you can think of that start with that sound (e.g. /c/ – cake, carrots, cauliflower, custard, cream, cabbage). Note: chocolate and cheese start with the sound /ch/ not /c/.
6. Ask your child to listen carefully.
 - Example: “Clap when you hear a word that starts with /m/: dog, bird, lion, man, pig, horse, moo, must.”

When playing these games, always start with easy tasks so that children succeed from the beginning.



- When you play ‘I spy’, you can start with parts of the body (mouth, nose, finger toes) or with children’s names, for example: “I spy with my little eye somebody special and his name starts with /s/” (Simpiwe).
- When you play, always praise the child for trying. If your child isn’t ready to play these games, just leave them for a while or play with older siblings so your child can listen and learn from them.



Imidlalo yokumamela ukuxhasa ukufunda nokubhala okusaphuhlayo

1. Cazulula amagama abe ngamalungu uze uqhwebwe okanye utsibe ngelungu ngalinye elibizwayo egameni.
 - Imizekelo: Za | ne | le (amagama anamalungu ama-3), Si | mon (amagama anamalungu ama-2).
 - Eminye imizekelo: i | ta | pi | le, i | fo | wu | ni
2. Thetha ngokucothayo: cela umntwana wakho ukuba aqashele igama olibizayo.
 - Umzekelo: Yithi "i-mpu-m-lo" uze wolathe impumlo yakho; yithi "u-mlo-mo"; yithi "u-nya-wo".
3. Dlala 'Ngeliso lam...ndibona'. Umntu uqala ngokukhetha into egumbini okanye emfanekisweni aze avakalise isandi sayo sokuqala. Yithi, "Ndicupha ngeliso lam elincinci, ndibona into eqala ngo ...". Abanye abadlali kufuneka baqashele igama. Ungakhetha ukuthi, "Ndicinga ngento eqala ..."
4. Khetha isandi nize nicinge ngokuba mangaphi amagama aqala ngeso sandi eninokucinga ngawo. Kuhle ukuqala ngezi zandi /b/, /s/, /t/, /m/, /f/, /p/, /bh/ nize nicinge ngezinto ezininzi eziqala ngazo (umz. ubusi, ibala, ibali, ibona, abantu, abalimi, Babalwa, Bulelwa, Bongwe).
5. Khetha isandi nehlelo esikulo (elifana nokutya okanye abantu okanye ezinto) uze ubone ukuba mangaphi na amagama onokucinga ngawo aqala ngeso sandi (umz. /c/ - icici, ucango, icangci). Qaphela: amagama: ichankcele, ichule, uchumani aqala ngesandi u /ch/ hayi u/c/.
6. Cela umntwana wakho ukuba amamele ngononophelo.
 - Umzekelo: "Qhwaba izandla zakho xa usiva igama eliqala ngo /m/: inja, intaka, ingonyama, ihagu, ihashe, imela, imali."

Xa udlala le midlalo, qala ngemisebenzi elula ukuze abantwana baphumelele kwasekuqaleni.



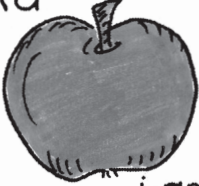
























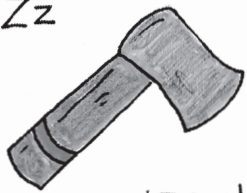
- Xa udlala umdlalo othi 'ngamehlo am ndibona' ungaqala ngamagama amalungu omzimba (umlomo, impumlo, iminwe, iinzwane) okanye uqale ngamagama abantwana, umzekelo:
- "ngamehlo am ndibona umntu okhethekileyo kwaye igama lakhe liqala ngo/s/" (Simpfiwe).
- Xa udlala kufuneka usoloko umncoma umntwana ngokuzama. Ukuba umntwana wakho akakulungeli ukudlala le midlalo, bayeke okwexeshana okanye udlale nabantwana abadala ukuze umntwana wakho amamele aze afunde kubo.

★ Alphabet chart

Aa  apple	Bb  bed	Cc  cat	Dd  dog
Ee  elephant	Ff  fish	Gg  gate	Hh  hat
Ii  inside	Jj  jump	Kk  key	Ll  lion
Mm  man	Nn  nest	Oo  oranges	Pp  pen
Qq  queen	Rr  radio	Ss  sun	Tt  table
Uu  umbrella	Vv  van	Ww  watch	Xx  x-ray
Yy  yo-yo	Zz  zebra	a b c d e f g h i j k l m n o p q r s t u v w x y z	



Itshati yoonobumba

Aa  i-apile	Bb  baleka	Cc  ucango	Dd  dada
Ee  i-emele	Ff  funda	Gg  igusha	Hh  ihagu
Ii  iinwele	Jj  jonga	Kk  ikati	Ll  ilokhwe
Mm  imoto	Nn  inesi	Oo  i-orenji	Pp  ipensile
Qq  iqanda	Rr  irabha	Ss  sela	Tt  itafile
Uu  umthi	Vv  ivili	Ww  iwotshi	Xx  ixoxo
Yy  iyeza	Zz  izembe	a b c d e f g h i j k l m n o p q r s t u v w x y z	

★ Games to play with the alphabet chart

Children in Grade R are naturally curious about letters. In the Stellar stories and activities, we start to show them that certain letters represent certain sounds. In other words, we show children that there is a link between the letters they see and the sounds they hear in words.

As parents, you can do the same at home. Here are a few games to play with the alphabet chart.

1. It is best to focus on beginning sounds in words, for example: "Your name starts with /b/. Yes /b/ for Benjamin!" (Be sure to use the letter sound, rather than the letter name.)
2. Point to each picture on the alphabet chart and ask your child to tell you what it is. Then ask what sound it starts with. Be patient and do not expect your child to get them all right. Learning to hear the sounds in words and linking these sounds to letters is not easy for young children. Start with a few pictures and build up gradually.
3. Look at the pictures on the alphabet chart, and say the word for each picture slowly, while you emphasise the beginning sound for example, sun. ssssun. Ask your child to name some pictures and say the beginning sound of the word.
 - Say a sound, and see if your child can match it with the correct letter on the alphabet chart.
 - Point to a letter on the alphabet chart, and ask your child to say the sound the letter makes.
 - Ask your child if he can recognise any letters from his name on the alphabet chart; look for an /m/ for mom or a /d/ for dad.
 - Choose a letter on the alphabet chart and write it with your finger on the palm of your child's hand. Ask your child to write the letter in the sand or in the air.
 - Choose a letter and then see how many examples of that letter your child can find on one page of a newspaper. Circle the letter.
 - Always remember that making mistakes is part of learning; we need to encourage our children to 'have a go'! When playing these games, always start with easy tasks so children succeed from the beginning.



Children love to sing the alphabet song which uses the names of letters, BUT to be able to sound out words, they need to know and to use the sounds of the letters.



Imidlalo edlalwa ngetshati yoonobumba

Abantwana abakwiBanga R banomdla indalo koonobumba. Kumabali nemisebenzi ye*Stellar*, sibabonisa ukuba oonobumba abathile bamele isandi esithile. Ngamanye amazwi, sibonisa abantwana ukuba kukho unxibelelwano phakathi kwamagama abawabonayo nezandi abazivayo emagameni.

Njengomzali, nawe ungayenza loo nto ekhaya. Nantsi imidlalo embalwa enokudlalwa ngetshathi yoonobumba.

1. Kungcono ukujolisa kwizandi zokuqala zamagama, umzekelo: "Igama lakho liqala ngo /b/. Ewe /b/ kaBenjamin!" (Qinisekisa ukuba usebenzisa isandi sikanobumba, ungasebenzisi igama likanobumba.)
2. Yolatha umfanekiso ngamnye okwitshati yoonobumba uze ucele umntwana wakho akuxelele ukuba yintoni. Emva koko, ubuze ukuba iqala ngesiphi isandi. Yiba nomonde ungalindeli ukuba umntwana wakho uza kuzikha zonke. Akululanga ebantwaneni ukufunda ukuva isandi egameni uze usinxulumanise nesandi soonobumba. Qala ngemifanekiso embalwa wandise kuyo kancinci kancinci.
3. Jonga imifanekiso ekwitshathi yoonobumba, ulibize ngokucothayo elo gama, ugxininisa kwisandi esisekuqaleni umzekelo, isisu - issssisu. Cela umntwana wakho ukuba abize eminye imifanekiso abize isandi sokuqala segama.
 - Biza isandi ukuze ujonge ukuba umntwana wakho uyakwazi na ukusidibanisa nonobumba ochanekileyo kwitshathi yoonobumba.
 - Yolatha unobumba okwitshati yoonobumba, ucele umntwana wakho abize isandi sikanobumba.
 - Buza umntwana wakho ukuba uyakwazi na ukubona oonobumba abakwigama lakhe etshatini; khangela u /m/ ka mama okanye /t/ ka tata.
 - Khetha unobumba kwitshati yoonobumba uyibhale ngomnwe wakho esandleni somntwana wakho. Cela umntwana wakho ukuba abhale loo nobumba esantini okanye emoyeni.
 - Khetha unobumba uze ujonge ukuba mingaphi imizekelo yaloo nobumba enokufunyanwa ngumntwana wakho kwelinye lamaphepha-ndaba. Yenza isangqa kuloo nobumba.
 - Khumbula ngamaxsha onke ukuba ukwenza iimpazamo yenye yeendlela zokufunda; kufuneka sibakhuthaze abantwana ukuba 'bazame ukufunda'! Xa bedlala imidlalo, ngalo lonke ixesha, qala ngemisebenzi elula ukuze umntwana aphumelele ekuqaleni.



Abantwana bayathanda ukucula ingoma yoonobumba esebenzisa amagama oonobumba. KODWA ukwazi ukubizela igama ngaphandle, badinga ukuzazi baze bazisebenzise izandi zoonobumba.

★ Inspirational messages

Tips for using inspirational messages



On the next pages, you will find messages you can use in different ways to inspire parents to be more involved in their children's learning. Be creative!

You can:

- send them home in each child's message book
- print them out and cut them up and ask each parent to pull one out of a container
- enlarge them, print on colourful paper and stick them up around the meeting room
- display them before a meeting and let each parent choose the one they like and speak about it
- select the ones that are relevant to each meeting and discuss them with the parents
- share them with your colleagues so that other teachers can also acknowledge and inspire their children's parents.



Imiyalezo ekhuthazayo onokuyisebenzisa nabazali bakho

lingcebiso zokusebenzisa imiyalezo ekhuthazayo



Kumaphepha amabini alandelayo, uza kufumana imiyalezo onokuyisebenzisa ngeendlela ezahlukeneyo ukukhuthaza abazali ukuba bathathe inxaxheba ekufundeni kwabantwana babo. Yiba nobuchule!

Unga:

- yifaka encwadini yomntwana yemiyalelo agoduke nayo
- yishicilela ukuze uyisike ucele umzali ngamnye ukuba akhuphe eyakhe ibe nye enkonkxeni
- yandisa, uyishicilele ephepheni elinemibala ngemibala uze uyincamathisele egumbini ekuqhutyelwa kulo intlanganiso
- yibeka etafileni yomboniso uze uvulele umzali ngamnye ukuba akhethe ayithandayo ze athethe ngayo nabanye abazali
- khetha leyo ifanele intlanganiso nganye kuze kuxoxwe ngayo nabazali
- belana ngayo noogxa bakho ukuze nabanye ootitshala bakhuthaze abazali babantwana babo.

**You are your
child's first
teacher!**

**You are the wind
beneath your
children's wings.**

**IT ONLY TAKES A FEW
MINUTES EVERY DAY TO
MAKE A BIG DIFFERENCE.**

**Young children who become used to listening
carefully to sounds, and thinking about what they are
hearing, grow into six-year olds who can more easily
sound out and spell words.**




**READING OR TELLING
STORIES IS LIKE BRUSHING
TEETH - YOU NEED TO DO IT
EVERY DAY!**

**Children are never
too young or too old
for stories.**

**Encourage your child to
draw often and anywhere.**

**Children who have heard
a lot of story language will
start to use it in their play
and in their writing.**



**WHEN WE READ WITH CHILDREN,
THEY LEARN THAT WRITING
IS SPOKEN WORDS WRITTEN DOWN.**

**Stories can help
children explore
their feelings.**

**Every time someone reads a story,
children learn a little more about
what it means to be a reader.**

**Ungutitshala
wokuqala ngqa
womntwana!**

**Ungumoya
ongaphantsi
kwamaphiko
abantwana bakho.**

**KUTHATHA IMIZUZU
NJE EMBALWA YONKE IMIHLA
UKWENZA UMAHLUKO
OMKHULU.**

**Abantwana abancinane abaqhele ukumamela izandi
ngenyameko, bacinge ngaloo nto bayimameleyo,
bakhula babe neminyaka emithandathu bekwazi
ukuvakalisa izandi bapele namagama.**



**UKUFUNDA NOKUBALISA
AMABALI KUFANA
NOKUBHRASHA AMAZIYO
- KUFUNEKA YENZIWE
YONKE IMIHLA!**

**Abantwana
abancinci nabadala
bayawathanda
amabali.**

**Khuthaza umntwana wakho
ukuba azobe rhoqo naphina
apho akhoyo.**

**Abantwana abaluve
kaninzi ulwimi lwamabali
baye balusebenzise
emidlalweni nasekubhaleni.**

**XA SIFUNDA NABANTWANA,
BAFUNDA UKUBA UKUBHALA
NGAMAGAMA ATHETHWAYO
ABHALWE PHANTSI.**

**Amabali ayakwazi
ukunceda abantwana
bahlole iimvakalelo
zabo.**

**Rhoqo umntu efunda ibali,
abantwana bafunda into
eyongezelelweyo ngokuba
kuthetha ukuthini ukuba
ngumfundi weencwadi.**

Children do important 'brainwork' when they think and draw and notice. Encouraging children to notice things is one of the ways we can help them to learn.



When I ask you to read to your child, I don't want it to sound like medicine, I want it to sound like CHOCOLATE!

When an adult loves a book, a child catches that feeling and is more likely to love books too.



When children draw, they are putting their ideas on paper. Drawing is the beginning of writing.

Parents can help by praising and encouraging children's attempts at drawing and writing.

POINTING OUT WRITING ALL AROUND US HELPS CHILDREN TO UNDERSTAND WHAT WRITING IS FOR.



Children learn that writing a message is a way of talking to someone who is not there.

When children make their own books, they are learning that all books have an author and that their own ideas and stories are important.

Abantwana benza umsebenzi obalulekileyo wengqondo xa becinga, bezoba, beqaphela. Ukukhuthaza abantwana ukuba baqaphele izinto yenye yeendlela esinokuba nceda ngayo bafunde.



Xa ndikucela ukuba ufundele umntwana wakho, andifuni ukuba loo nto ibe ngathi liyeza ... ndifuna ibe ngathi YITSHOKOLETHI!

Xa umntu omdala eyithanda incwadi, umntwana uyayibamba lo mvakalelo kwaye usehubeni elihle lokuzithanda iincwadi naye.



Abantwana xa bezoba, babeka izimvo zabo ephepheni. Ukuzoba sisiqalo sokubhala.

Abazali bangancedisa ngokuncoma kwaye bakhuthaze imizamo yomntwana yokuzoba nokubhala.

UKWALATHA UMBHALO OSELUDONGENI KWIINDAWO ESIKUZO KUNCEDA ABANTWANA BAWUQONDE UMSEBENZI WOKUBHALA.

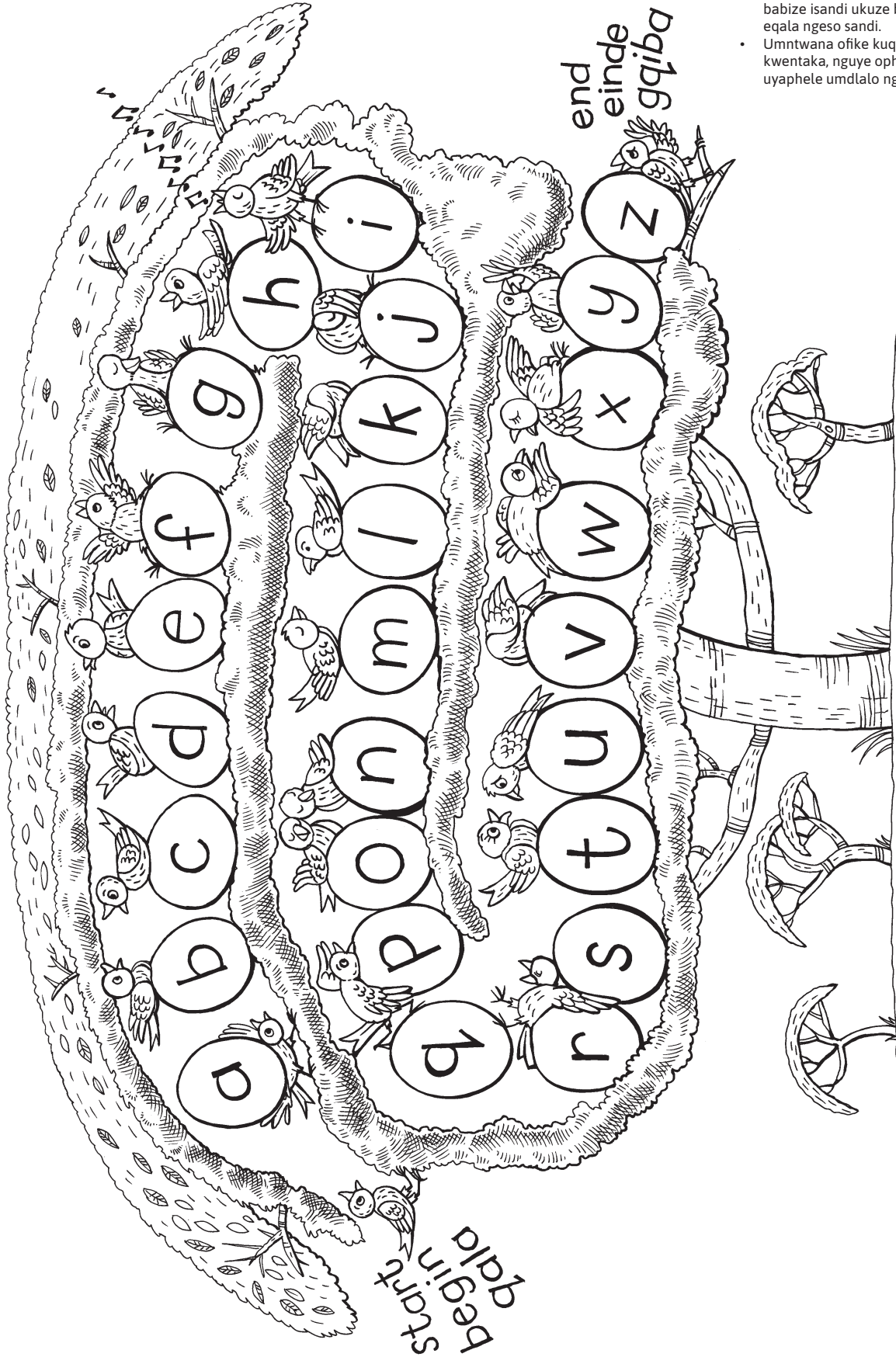


Abantwana bafunda ukuba ukubhala umyalezo yindlela yokuthetha nomntu ongekho kuloo ndawo.

Xa abantwana bezenzela iincwadi zabo, bafunda ukuba zonke iincwadi zinababhali kwaye izimvo zabo namabali abo abalulekile.



Umdlalo wentaka yamagama



AMANYATHELO

1. Beka ibhodi yomdlalo emethini nabantwana ababini ukuya kwabathathu bahlale bejikeleze imethi.
2. Cacisela abantwana ngemithetho:
 - Abantwana babeka izixhobo zabo zokubala kwiqhosha elithi Qala.
 - Umntwana ngamnye ufumana ithuba lokujula idayisi ukuze ahambise isixhobo sakhe sokubala siye ngokwenani lezithuba elandela indlela yentaka esemthini wentaka yamagama.
 - Xa befikelele kunobumba, kufuneka babize isandi ukuze banike igama lento eqala ngeso sandi.
 - Umntwana ofike kuqala ekupheleni kwentaka, nguye ophumelelayo ube uyaphele umdlalo ngolo hlobo.