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# Knowledge questionnaire (Pre-training)

NAME: …………………………………………………………DISTRICT: ………………………………………………

**PART A:**

**Tick the appropriate column to indicate how strongly you agree or disagree with the statements.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Statement** | | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| 1. | Children need to hear the same words many times in context to learn their meanings. | |  |  |  |  |  |
| 2. | Songs, rhythm and rhyme are fun but not very important for literacy and language learning. | |  |  |  |  |  |
| 3. | It is important to point out and talk to children about print in the environment. | |  |  |  |  |  |
| 4. | For language learning, it is important to talk about a book before, during and after reading it with children. | |  |  |  |  |  |
| 5. | Fantasy play helps children develop advanced forms of language. | |  |  |  |  |  |
| 6. | Children who enter school with limited vocabulary and poor oral language skills will struggle with reading and writing. | |  |  |  |  |  |
| 7. | Talking about abstract things such as thoughts, feelings or past events builds the kind of language that is important for school learning. | |  |  |  |  |  |
| 8. | Children only begin to learn to read and write in Grade One. | |  |  |  |  |  |
| 9. | If children are learning in their second language at school, they should be discouraged from using their mother tongue in the playground and at home. | |  |  |  |  |  |
|  | **Statement** | | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| 10. | Young children should be encouraged to experiment with writing before Grade One. | |  |  |  |  |  |
| 11. | | Listening games such as ‘I spy with my little eye’ are very important for learning to read and write. |  |  |  |  |  |
| 12. | | When choosing stories to read to children for enjoyment select those that have simple language and use familiar words. |  |  |  |  |  |
| 13. | | Grade R children get bored and don’t learn much when you tell or read the same story more than once. |  |  |  |  |  |
| 14. | | Children should be discouraged from writing words until they can spell them properly. |  |  |  |  |  |
| 15. | | It is important for Grade R learners to learn the sounds that letters make. |  |  |  |  |  |
| 16. | | Free drawing is a waste of classroom time and should be done at home. |  |  |  |  |  |
| 17. | | Parents should not be involved in developing their children’s literacy and language as they are not trained to be teachers. |  |  |  |  |  |
| 18. | | If a Grade R child brings you something he has ‘written’ with some letters facing the wrong way, it is more important to praise him for trying, than to correct his letter formation. |  |  |  |  |  |
| 19. | | If children do not understand the link between the sounds they hear in a word and the letters in the word they will have difficulty learning to read and write. |  |  |  |  |  |
| 20. | | An effective language teacher uses planned activities and also makes use of unplanned opportunities to encourage and extend children’s language in context. |  |  |  |  |  |

**PART B:**

**Circle a) or b) in order to complete the sentences below.**

1. The main purpose of reading a big book with a group of children, is to
2. expose them to rich language, unusual vocabulary and exciting stories.
3. model the reading process and teach them concepts about print.
4. The best way to learn how to form letters in Grade R is
5. using big movements and multisensory activities.
6. through frequent practice tracing letters in workbooks.
7. According to the balanced language approach, children learn to read by
8. being exposed to meaningful written text.
9. being exposed to meaningful written text, rich oral language, and instruction letters and sounds.
10. Role play is important for language development because
11. children have the opportunity to use the language of a story and make it their own.
12. children have the opportunity to practise correct pronunciation.
13. To encourage a child’s language development the teacher should
14. repeat what a child says, adding new vocabulary and information.
15. use simple words so she never has to explain word meanings.
16. Letters have both names and sounds. It is most important for emergent readers to know
17. the names of letters.
18. the sounds of letters.
19. Working with sequence pictures develops children’s
20. phonemic awareness.
21. narrative, prediction and comprehension skills.
22. An emergent reader will
23. show an interest in books and pretend-read using expression.
24. be able to sound out new words.
25. Teachers can support emergent writers
26. by spending time talking with children about an idea before they draw or write about it.
27. by giving them the correct words to copy.
28. When teachers talk out loud about what they are doing as they do practical chores in the classroom
29. children learn new language and build their knowledge about the world.
30. children get distracted from their important learning activities.

**PART C:**

**For each item, tick one column to match the learner competency with its area of language and literacy.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | ***AREA OF LANGUAGE AND LITERACY*** | | | |
|  | **Learner competency:** | ***Phonological Awareness*** | ***Concepts about print*** | ***Letter knowledge*** | ***Literate language*** |
| 1. | Knows the meaning of unusual words |  |  |  |  |
| 2. | Identifies letters of the alphabet |  |  |  |  |
| 3. | Moves their finger from left to right across the page of a book when pretend reading |  |  |  |  |
| 4. | Identifies the ﬁrst sound in a spoken word |  |  |  |  |
| 5. | Able to clap out the syllables in a word |  |  |  |  |

**For each item, tick one column to match the learner competency with its underlying skill.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | ***UNDERLYING SKILL*** | | |
|  | **Learner competency:** | ***Auditory processing*** | ***Visual processing*** | ***Fine motor skills*** |
| 6. | Follows verbal instructions |  |  |  |
| 7. | Uses crayons and pencils with ease |  |  |  |
| 8. | Notices detail in pictures |  |  |  |
| 9. | Can recognise letters in the environment |  |  |  |
| 10. | Can distinguish between different sounds at the start of words |  |  |  |