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# Knowledge questionnaire *(to be administered at the end of training)*

**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. | Grade R teachers should read to children every day. |  |  |  |  |  |
| 2. | Children need to hear the same words many times to learn their meanings. |  |  |  |  |  |
| 3. | It is important for Grade R children to learn how print works and how to use books. |  |  |  |  |  |
| 4. | It is important for children to colour in often. |  |  |  |  |  |
| 5. | Songs, rhythm and rhyme are fun but not very important for literacy and language learning. |  |  |  |  |  |
| 6. | It is important for teachers and parents to point out and talk about print in the environment.  |  |  |  |  |  |
| 7. | The size of a child’s vocabulary is an indicator of later reading success. |  |  |  |  |  |
| 8. | Fantasy play helps children develop advanced forms of language. |  |  |  |  |  |
| 9. | Children who enter school with poor oral language skills are more likely to struggle with reading and writing. |  |  |  |  |  |
| 10. | Discussing things in the past or things planned for the future builds language important for school learning. |  |  |  |  |  |
|  | **Statement** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| 11. | Learning to read and write begins before children start formal schooling. |  |  |  |  |  |
| 12. | Parents and caregivers who are not literate cannot help their children prepare for school learning.  |  |  |  |  |  |
| 13. | If children are learning in their second language at school, they should not speak in their mother tongue at home. |  |  |  |  |  |
| 14. | Young children should be encouraged to experiment with writing before Grade One. |  |  |  |  |  |
| 15. | Children should be discouraged from writing words until they can spell them properly. |  |  |  |  |  |
| 16. | Listening games such as ‘I spy with my little eye’ are very important for learning to read and write.  |  |  |  |  |  |
| 17. | When choosing stories to read to children for enjoyment select those that have simple language and use familiar words. |  |  |  |  |  |
| 18. | Children learn more effectively in a Grade R class where the language of learning and teaching is the same as their home language. |  |  |  |  |  |
| 19. | Grade R children are too young to take books home or use them without supervision in the classroom. |  |  |  |  |  |
| 20. | Grade R children get bored and don’t learn much when you tell or read the same story more than once. |  |  |  |  |  |

**PART B:**

**Tick the statement that you agree with in order to complete the sentences below.**

1. Reading is:
2. the ability to sound out words correctly.
3. making meaning from written text.
4. The main purpose of a Shared Reading lesson, such as with a big book, is to:
5. expose children to rich language, unusual vocabulary and exciting stories
6. model the reading process and teach children concepts about print
7. The best way to learn how to form letters in Grade R is:
8. using big movements and multisensory activities
9. through frequent practice tracing letters in workbooks.
10. Phonological awareness is:
11. knowing the sound each letter makes.
12. the awareness of sounds in words.
13. According to the balanced language approach, children learn to read by:
14. being exposed to authentic, meaningful written text.
15. exposed to authentic, meaningful written text, rich oral language, and instruction in the skills needed to decode text.

1. An example of a syllable blending question is:
2. which word would you have if you put these parts of words together: ‘to-ma-to’
3. which word would you have if you put these parts of words together: ‘b-oo-k’.
4. Role play develops children’s
5. grammar and sentence structure, vocabulary and narrative skills
6. phonological and phonemic awareness
7. To encourage a child’s language development the teacher should
8. repeat what a child says, adding new vocabulary and information.
9. use simple words so she never has to explain word meanings.
10. It is most important for emergent readers to know
11. the names of letters
12. the sounds of letters
13. When a Grade R child writes letters facing the wrong way or upside down
14. Ask him what he has written and praise him for writing his ideas
15. Show him how to write the letters correctly

**PART C:**

**Tick the appropriate column to match the learner competency with its area of language and literacy.**

|  |  |  |
| --- | --- | --- |
|  |  | ***AREA OF LANGUAGE AND LITERACY*** |
|  | **Learner competency:** | ***Phonological Awareness*** | ***Print Concepts*** | ***Letter knowledge*** | ***Literate language*** |
| 1. | Knows the meaning of unusual words |  |  |  |  |
| 2. | Identifies all the letters of the alphabet |  |  |  |  |
| 3. | Identifies the front, back, and title of a book |  |  |  |  |
| 4. | Identifies the ﬁrst sound in a spoken word |  |  |  |  |
| 5. | Identifies words that end with the same sound |  |  |  |  |

**Tick the appropriate column to match the learner competency with its underlying skill.**

|  |  |  |
| --- | --- | --- |
|  |  | ***UNDERLYING SKILL*** |
|  | **Learner competency:** | ***Auditory processing*** | ***Visual processing***  | ***Fine motor skills*** |
| 6. | Pays attention during storytelling  |  |  |  |
| 7. | Uses crayons and pencils with ease |  |  |  |
| 8. | Notices detail in pictures  |  |  |  |
| 9. | Discriminates between different letters |  |  |  |
| 10. | Identifies the ﬁrst sound in a spoken word  |  |  |  |

**PART D:**

**Tick the appropriate column to indicate how important you think it is for children to be able to do these things when they enter Grade One.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **It is important for children entering Grade One to be able to** | **Not at all important** | **A little important** | **Important** | **Essential** |
| 1. | Represent their ideas through drawing  |  |  |  |  |
| 2. | Copy words accurately from the board |  |  |  |  |
| 3. | Match letters with the sounds they make |  |  |  |  |
| 4. | Ask and answer questions without anxiety  |  |  |  |  |
| 5. | Identify the ﬁrst sound in a spoken word  |  |  |  |  |
| 6. | Tell a personal story with a beginning, middle, and end |  |  |  |  |
| 7. | Sing the alphabet song. |  |  |  |  |
| 8. | Retell a ﬁctional story using newly-learned vocabulary  |  |  |  |  |
| 9. | Write neatly between lines in their book |  |  |  |  |
| 10. | Blend syllables into words  |  |  |  |  |