**ELRU STELLAR WORKSHOP PROGRAMME**

**29 October 1.30-5pm**

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| **Times** | **Focus** | **Materials** | **Trainer** |
| 1.30-1.55 | Activity 3.5: Drawing and Emergent Writing Activity 3.6: Read and do | Paper and crayons | Asanda |
| 1.55-2.35 | MODULE 41 Understanding more about phonological awareness and letter-sound knowledgeActivity 1.1: What is phonological awareness and why is it important for learning to read and write?Activity 1.2: Is learning about letters important in Grade R?Reference to CAPS document | CAPS documents exerpts | Shelley |
| 2.35-3.05 | Activity 1.3: Letter-sound knowledge, phonological awareness and emergent writing. Show video of Liam first and then reflect; use infographic to add letter and PA puzzle piecesActivity 1.4: Observing and tracking the development of letter-sound knowledge and phonological awareness  | Video: LiamInfographic poster | Shelley |
| 3.05-3.20 | 2 Building phonological awareness and letter-sound knowledge across the daily programmeActivity 2.1: Guiding principles. Highlight importance of doing this with teachers but don’t go through whole exercise.Activity 2.2: A view of a Stellar classroom Discuss importance of isiXhosa letter friezes including prefixes  |  | Shelley |
| 3.20-3.35 | TEA |  |  |
| 3.35-4.00 | **3** Phonological awareness and letter-sound knowledge activities in the Stellar ProgrammeActivity 3.1 Introducing a new letter from a story. Model how to follow steps while participants look at steps in Guide.Activity 3.2 Forming the letterActivity 3.2: Listening to beginning and end sounds in words | Choose a story; Guide with steps for introducing a new letterExamples of multisensory activities | Asanda |
| 4.00-4.15 | Activity 3.3 Using letter boxes to build letter-sound knowledge Show video and then explain how to adapt and use in the classroom | Letter boxes | Asanda |
| 4.15-4.30 | Activity 3.4: Listening for beginning and end soundsSomeone in group role plays being the teacherActivity 3.5: Blending and segmenting words into syllables and sounds Show video and then discuss how there are different activities for different stories | Video: Blending and segmenting syllables and sounds | Asanda |
| 4.30-4.50 | Activity 3.7: Letter puzzles and games  | Letter gamesLetter box activity led by facilitator | Asanda |