

# TEACHER NOTES

## TO SUPPORT ENGLISH CONNECTS MATERIALS

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## Teacher Notes

### Shared Reading:

Shared reading is an interactive reading experience where learners join in or share the reading of a Big Book or enlarged text, while guided and supported by a teacher.

Some aims of shared reading are:

- to provide learners with an enjoyable reading experience
- to give all learners support as they read the text
- to give purpose to reading in context
- to model fluency and develop concepts of print

### Procedure

The teacher plays the audio clip or models reading aloud a Big Book or any enlarged text which is at, or slightly above, the reading level of the whole class.

Shared Reading takes place during Reading time (at least 3 x 15 minute sessions per week).

- In the **first read**, the teacher models reading the text aloud to the whole class
- In the **second and follow-up reads** the learners read the text with the teacher

### Example

Follow this example from Gr 3 Big Book - Healthy Habits for ideas on how to use Shared Reading to assist learners.

## Teacher Notes

### Before reading



The teacher helps learners to engage with the text

- Read the title
  - Ask learners questions related to the title
  - e.g. For Healthy Habits:
    - How do you keep healthy?
    - What is a habit?
    - Give examples of habits e.g. Reading a story every night before going to bed; Brushing your teeth every day; Drinking fizzy drinks with every meal; etc.
    - Which are good things to do? Which are bad habits?
    - Do you have any habits?
- Discuss the cover
  - Ask learners what they can see in the picture
    - point to a part of the picture and ask learners to describe what they see e.g. How many pictures can you count around the star? What are they?
  - Link the picture to the learners' context
    - e.g. Do you like going to bed early? Why or why not? Is it healthy to stay up late?
  - Ask learners to predict what will happen in the story or text
    - e.g. What habits do you think we are going to read about in this book? Remember what we said and we can check if we were right
- Do a “picture walk” talking about the illustrations
  - Ask learners to describe what they see on each page
  - Elicit the vocabulary related to the pictures
    - e.g. What do we call foods like chicken and milk? (healthy foods) What are we doing when we play sports? (exercise)
  - Give learners the opportunity to express their opinions and ask questions

## Teacher Notes

### During reading



Everyday food



Sometimes food

To keep healthy, eat healthy food every day.

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- The teacher reads the text or plays the audio page by page, pointing to the words. If reading the text yourself, read clearly and with expression
  - Be careful not to obscure the words with your pointer or finger
- Pose at least one question per page related to the text.
- Questions should include both lower order questions (easily found in the text) and higher order questions (engaging prior and general knowledge and imagination)
- e.g. For the Healthy Habits book you could ask
  - What foods can you see in each circle? (lower order question)
  - Which foods do you think are healthy/unhealthy? (lower order question)
  - What foods can you eat every day? (lower order question)
  - Why should you only eat sweets sometimes? (higher order question)

## Teacher Notes

### After reading:

- **Listening and Speaking**
- Activities could include:
  - Listening for key words in the text and reacting when they hear it e.g. clapping, standing up, holding up a card with the word on it, etc
  - retelling of the story/text in the correct sequence
  - role play of different sections of the text (integrate with Performing Arts)
- **Vocabulary and flash cards**
- Activities could include:
  - Find the pictures in the Big Book which represent the key vocabulary words
  - Draw pictures to represent key vocabulary
  - Teacher displays and models reading the flashcards of key vocabulary to the class
  - Learners repeat the words while viewing the flashcards
  - Learners use the key vocabulary words in sentences
  - Flashcards are displayed on the Word Wall
    - the Word Wall should be read every week at least once
- **Comprehension**
- Activities could include:
  - asking questions to check comprehension – both lower and higher order questions
    - simple questions e.g.
      - how many healthy habits did we read about?
      - how many glasses of water should we drink every day?
    - open ended questions e.g.
      - what do you think the main message of the book was?
      - what was your favourite part?
      - do you think the title is a good fit for the book? Why or why not?
  - asking learners to check if their predictions about the text were correct
  - putting sentences from the text in the correct sequence
- Writing activities
  - drawing pictures to illustrate the story
  - completing activity sheets based on the Big Book
  - rewriting the text in own words
  - writing a similar text e.g. with a different ending

### Classroom Management and arrangement:

- Shared Reading is done with the whole class seated on a large mat in front of the class
  - If you do not have a mat or during extremely cold weather it is best to have learners seated on their chairs in the front of the classroom
  - If using a digital version of the text, make sure the image is large enough for all learners to see clearly
  - If using a print version of the text and your space is limited, learners can sit at their desks and the teacher can move around the class with the Big Book
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## Teacher Notes

### Teacher Read Aloud:

The teacher reads a text (both fiction and non-fiction texts are suitable) to the whole class at least three times a week (3 x 10 minutes during the Listening and Speaking lessons).

The text is usually at a level above that which the learners can read on their own and reflects rich language and literature.

In the English Connects programme the stories are based on the Life Skills themes.

#### Some aims of Teacher Read Alouds are:

- to develop vocabulary and comprehension skills through discussion and questioning
- to develop a love and enjoyment of reading
- to model skilled reading
- to create opportunities for learners to experience the pleasure that skilled reading brings
- to give learners the opportunity to enjoy stories which are “mirrors” (similar to their own context) and “windows” (stories that allow them to see into the world of people different from themselves)

Teacher Read-Alouds are a good time for both incidental and explicit vocabulary learning. Selecting 2-3 key vocabulary words to teach before reading helps learners to understand the story the first time they hear it.

*[National Framework for the Teaching of Reading in African Languages in the Foundation Phase]*

### Procedure

The teacher plays the audio clip/reads aloud a text or story which is above the reading level of the whole class. The teacher mediates the difficult words by drawing attention to the illustration on the poster, asking questions to check comprehension, relating the story to the learners’ own context and code-switching if necessary.

It takes place during Listening and Speaking.

### Example

Follow this example from Gr 2 - Things to watch out for for ideas on how to use Teacher Read Alouds to assist learners.

## Teacher Notes

### Before reading



The teacher links the story to the learners' context by activating their background knowledge

- e.g. in the story "Things to watch out for" ask questions about dangerous situations learners may have experienced
  - e.g. Have you ever been afraid when you crossed the road? Why?
  - Should you cross the road when a car is coming?

The teacher reads the title of the story

- Ask learners questions related to the title
  - e.g. for the story "Things to watch out for" ask
    - Do you think this story is about things that are happy or things that are sad?
    - What sort of things are dangerous for children?
- Learners look at and discuss the pictures on the poster with the teacher
  - Talk about each picture on the poster, one by one
  - Ask learners to describe what they see
    - e.g. How many cars can you see in this picture?
    - What is the little girl doing?
  - Ask what they think is happening in the picture
- Teach one or two key vocabulary words if desired

## Teacher Notes

### During reading

Read the text aloud

- Read with expression, at a good pace, using different voices for different characters
  - Keep eye contact with the learners
  - Use pauses to make the story meaningful
  - Point to the appropriate pictures as you read
  - Explain difficult words, code switching if necessary
- NB: don't ask too many questions while you are reading. It is important not to interrupt the flow of the story too much
- If the story is too long for a single reading, read one section each day
- As this is an additional language, repetition of the story is encouraged

### After reading

Listening and Speaking

- Activities could include:
  - Retelling of the story/text in the correct sequence
  - Role play of different sections of the text (integrate with Performing Arts)
  - Use the activities in the lesson plan
    - e.g. Have a class discussion about the most dangerous places on the roads near your school. Ask the children what they think they can do to keep safe at these places

Vocabulary and flash cards

- Activities could include:
  - Find the pictures on the poster which represent the key vocabulary words
  - Draw pictures to represent key vocabulary
  - Teacher displays and models reading the flashcards of key vocabulary to the class
  - Learners repeat the words while viewing the flashcards
  - Learners use the key vocabulary words in sentences
  - Flashcards are displayed on the Word Wall
    - the Word Wall should be read at least once every week

Comprehension

- Activities could include:
  - Asking questions to check comprehension – both lower and higher order questions
    - simple questions e.g.
      - How many things to watch out for did we read about?
      - What did the girl do when you get lost at the beach?
    - open ended questions e.g.
      - What do you think the main message of the story was?
      - What was your favourite part?
      - What other ways can we keep safe?
- Writing activities
  - Drawing pictures to illustrate the story
  - Completing activity sheets based on the read aloud story
  - Rewriting the text in own words
  - Writing a similar text e.g. with a different ending



## Teacher Notes

### **Classroom Management and arrangement:**

Read the text aloud

- Teacher Read Aloud stories are done with the whole class seated on a large mat in front of the class
  - If you do not have a mat or during extremely cold weather it is best to have learners seated on their chairs in front of the class.
  - If using the digital version of the materials, make sure it is projected so that all learners can see clearly
  - If using a print copy of the poster and you have limited space learners can sit at their desks and the teacher moves around the class with poster
  - Display a print version of the poster in the classroom and refer to it each day
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## Teacher Notes

### Group Guided Reading (GGR)

Group guided reading is a teaching technique that involves a teacher working with a group of children who read at similar levels. The teacher organises the learners in ability groups of 6 –10 children and then selects a reader appropriate for their level. The teacher works with each group once a week for 15 minutes while the other groups are involved in Paired or Independent Reading or doing activities related to a reading text.

Some aims of Group Guided Reading are:

- The teacher is able to give learners individual attention in order to
  - Build decoding skills
  - Practice reading sight words and high-frequency words aloud (word attack skills)
  - Improve reading fluency
  - Build confidence
  - Record progress of learners
  - Build understanding of punctuation and language conventions

### Procedure

- Divide the class into small groups with not more than 8 learners in each group
- Group the learners according to their ability (top, middle and bottom)
- With each group
  - Introduce the text; talk about the topic for 2–3 min
  - Picture talk or browsing – introduce new words
  - First reading – learners read; teacher prompts and praises learners
    - Discussion – include phonics, grammar and comprehension
  - Second and subsequent reading – re-read
    - vary the manner you read e.g. whisper read, read in pairs, read individually
    - provide an opportunity for more vocabulary development
    - comprehension
  - In the small group activity teacher explains Activity sheet 1 on Day 1 with each group for 5–6 minutes in the GGR session and Activity sheet 2 on Day 2

**NB: The whole class must be kept busy purposefully (reading for leisure, DBE Workbook, written work etc) whilst teacher is busy with each small group on the mat in front of the class.**

## Teacher Notes

### Vocabulary Development using Flashcards

- The flashcards are used to teach the tricky/high frequency words from the text
- The teacher displays and models reading each flash card
- Learners repeat each word 3 times
- The teacher copies the flashcard word onto the board/prints the card and sticks it on the board
- After the lesson display print copies of the flashcards on the Word Wall
- The Word Wall should be read by the whole class at least once a week



### Vocabulary Development using Sentence Cards

- Sentence cards are used to teach children to read tricky / high frequency words in context
- Sentence cards give children additional reading practice
- Learners read each sentence card with teacher 3 times
- After the lesson, display the sentence cards on the board
- Ask learners to copy the sentence cards into their classwork books and draw pictures
- Display the sentence cards in the classroom reading corner

## Phonemic Awareness and Phonics: an overview of the teaching of phonics in English

### What is Phonological Awareness?

Phonological awareness is the ability to recognise and manipulate the spoken parts of sentences and words. Examples include being able to identify words that rhyme, recognising alliteration, segmenting a sentence into words, identifying the syllables in a word, and blending and segmenting onset-rimes. Phonological awareness, or the awareness of and ability to work with sounds in spoken language, sets the stage for decoding, blending, and, ultimately, word reading.

### What is Phonemic Awareness?

Phonemic awareness is the ability to hear and manipulate the sounds in spoken words, and the understanding that spoken words and syllables are made up of sequences of speech sounds, which is essential to learning to read in an alphabetic writing system, because letters represent sounds or phonemes. Without phonemic awareness, phonics makes little sense.

If a child cannot hear that “man” and “moon” begin with the same sound or cannot blend the sounds /rrrrruuuuunnnn/ into the word “run”, he or she may have great difficulty connecting sounds with their written symbols or blending sounds to make a word. This is essential to learning to read in an alphabetic writing system. It is a strong predictor of children who will experience early reading success.

### What is Phonics?

Phonics is the relationship between the letters of the alphabet and the sounds they make.

It is a method for teaching children how to read and write an alphabetic language such as English. It is done by demonstrating the relationship between the sounds of the spoken language (phonemes), and the letters or groups of letters. English is an alphabetical language with 26 letters (21 consonants and 5 vowels) and 44 phonemes.



## Teacher Notes

A **phoneme** is the smallest unit of sound. The phonemes used when speaking English are:

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sting	ear near	air stair	ure sure	er writer

The **44 phonemes** consist of the following sounds:

- Five short vowel sounds: short **a**, short **e**, short **i**, short **o**, short **u**
- Five long vowel sounds: long **a**, long **e**, long **i**, long **o**, long **u**
- Two other vowel sounds: **oo**, **ōō**
- Five r-controlled vowel sounds: **ar**, **ār**, **ir**, **or**, **ur**

Children will be taught where they need to start with each letter and how the letters need to be formed in relation to each other. **Letters** (or groups of letters) that represent **phonemes** are called **graphemes**.

The **graphemes** are divided into four categories:

- **Single-letter graphemes:** sounds that we shape by one letter
- **Digraphs:** sounds that we represent by two letters (like tie)
- **Trigraphs:** sounds that we represent by three letters (like lower)
- **Quadgraphs:** sounds that we represent by four letters (like cough)

The aim is for children to be able to **see a letter and then say the sound it represents out loud**. This is called **decoding**.

In most phonics programmes the most common phonemes are taught first: **s, a, t, p, i, n**.

This is because once children know each of these letter sounds, they can then arrange them into a variety of different words (for example: sat, tip, pin, nip, tan, tin, sip, etc.). While children are learning to say the sounds of letters out loud, they will also begin to learn to **write these letters (encoding)**.

## Teacher Notes

Children need to go from saying the individual sounds of each letter, to being able to **blend the sounds and say the whole word**. *This can be a big step for many children and takes time*. Children will focus on decoding (reading) three-letter words arranged consonant, vowel, consonant (CVC words) for some time.

**Blending:** is the process of saying the individual sounds (phonemes) in a word then running them together to make the word. For instance sounding out **d-o-g** and making dog.

**Segmentation:** The separation of words into phonemes e.g. **c---a---t**.

**Onset-rime:** The onset is the part of the word before the vowel; not all words have onsets. The rime is the part of the word including the vowel and what follows it e.g. **s** is the onset and **at** the rime.

### Blending and Segmenting with *s, a, t, p, i, n*

Short vowel	Consonant	Blend	Two-letter word CV	Three-letter word CVC
<b>a</b>	<b>t</b>	<b>a-t</b>	<b>at</b>	<b>s-a-t p-a-t</b>
	<b>n</b>	<b>a-n</b>	<b>an</b>	<b>p-a-n</b>
<b>i</b>	<b>n</b>	<b>i-n</b>	<b>in</b>	<b>t-i-n p-i-n</b>
	<b>t</b>	<b>i-t</b>	<b>it</b>	<b>s-i-t p-i-t</b>
	<b>p</b>	<b>i-p</b>		<b>s-i-p t-i-p</b>

Children will go on to learn other letter sounds, such as the consonants **g, b, d, h**, and the remaining vowels **e, o, u**. Often, they will be given letter cards to put together to make CVC words which they will be asked to say out loud.

Children will also learn about consonant clusters: two consonants located together in a word, such as tr, cr, st, lk, pl. Children will learn to read a range of CCVC words (consonant, consonant, vowel, consonant) such as trap, stop, plan. They will also read a range of CVCC words (consonant, vowel, consonant, consonant) such as milk, fast, cart.

Children are then introduced to vowel digraphs. A digraph is two vowels that together make one sound such as: **oa, oo, ee, ai**. They will move onto sounding out words such as deer, hair, boat, etc., and will be taught about split digraphs (or 'magic' **a-e, e-e, i-e, o-e, u-e** in words such as cap-cape, pet-Pete, kit-kite, hop-hope, tub-tube).

They will also start to read words combining vowel digraphs with consonant clusters, such as: train, groan and stool.

Children will also learn the consonant digraphs (two consonants that together make one sound) **ch** and **sh** and start blending these with other sounds to make words, such as: chat, shop, chain and shout.

Alongside this process of learning to decode (read) words, children will need to continue to practise forming letters which then needs to move onto encoding. Encoding is the process of writing down a spoken word, otherwise known as spelling.

This approach to teaching phonics will enable children to start to produce their own short pieces of writing, spelling the simple words correctly in Years 2 and 3 in English as an Additional Language. It goes without saying that reading a range of age-appropriate decodable texts as often as possible will really support children in their grasp of the reading and spelling of all the phonemes.

Teacher Notes

## Procedure for teaching phonics

### Letter/sound association





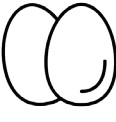
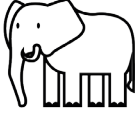
- The frieze for the phoneme group or sound cluster is displayed
- The teacher clearly articulates the sound/plays the associated audio and says the words associated with the pictures
- Learners repeat the sounds paying attention to pronunciation



Grade | Phonemic Awareness and Phonics

# 2 | Sound Card

### Phonics Group 2

C	 cat	 carrot
k	 kettle	 key
e	 egg	 elephant

## Teacher Notes

### Blending and segmenting

#### How to teach segmenting

An example of CVC (consonant-vowel-consonant) words:

- Say the word c-a-t aloud letter by letter and end with a loud clap
- Ask the learners how many sounds they heard in the word

c-a-t

- Do the same for the words: mat, dog, pig, log, hen, pan, pot
- Read the sentence :

The fat cat sat on the mat.

- Ask the learners to repeat the sentence with you
- Say: Tell me how many words there are in the sentence. Use your word cards and make the sentence
- Call six learners and give them each one word of the sentence
- The rest of the class reads the sentence
- Practice the sentence with the word cards with 2 more groups of learners
- Write the sentence on the chalkboard. The learners copy it and draw pictures
- Display the sight words on the Word Wall:

The the on



## Teacher Notes

### How to teach blending

An example of CVC (consonant-vowel-consonant) words:

- Display a simple word e.g. sun
- Draw a dot under each letter

sun



- Point to each dot and learners say the sound e.g. s – u - n
- Now slide your finger under the dots
- Learners say the sounds continuously e.g. sssuuunnn
- Learners say the word quickly - sun
- Learners copy the word on a board or in their book, and draw dots below the letters, then practice blending the words

#### **NB: To make this easier for learners**

- Start by using continuous sounds ie sounds that can be said slowly without a stop like any of the vowels and s, f, l, m, etc (not d, b, p, etc)
  - With new readers start by blending two sounds first
- As learners become more accomplished, help learners to blend two letters first, and then blend the first group with the rest of the word

eg.

dot



chop



## Teacher Notes

### Other activities include:

- Rhyming words and alliteration
- Encoding - writing words and sentences
- Spelling
- Reading decodable texts which include the targeted phonics
- Writing short stories

### Written activities

- Worksheets are provided for each weeks' phoneme/sound cluster
- These worksheets are photocopiable

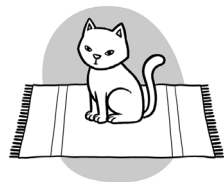


Grade **2** | Phonemic Awareness and Phonics  
**Lesson 2 Activity 1**

### Making words

Fill in the letters in the right boxes.

a t



b e



e n



a t



## References

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