

CPD QTS MATERIALS

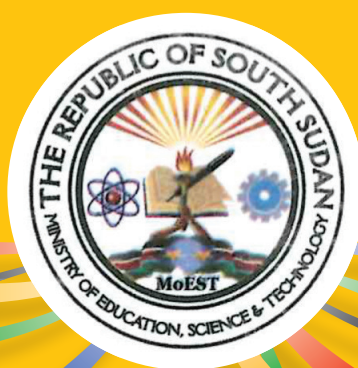
Tutor's Handbook

Part Time In-Service QTS Programme
Professional Studies

Course 4: Language Development

(5 days, 1 Credit)

South Sudan



Contents

Module 1: The Background Theory and the Importance of Talk	p3
This module explores the way in which language develops with our experience of the world and emphasises the importance of talk in learning.	
Module 2: Learning in a National Language and the Transition to English	p21
This module explores the specific features of learning in national language and why that is so important.	
Module 3: Pre-writing and Pre-writing	p41
This module explores the learning activities that are essential before children learn to read and write.	
Module 4: Developing Reading	p63
This module explores the development of early reading skills and the learning activities that promote these.	
Module 5: Developing Writing	p89
This module explores the development of early writing skills and the learning activities that promote these.	

Module 1: The Background Theory and the Importance of Talk

This module explores the way in which language develops with our experience of the world and emphasises the importance of talk in learning.

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Key Points:

- Be aware of the four key theories of language development, and understand why the semantic-cognitive theory is now most widely accepted
- Be able to relate the theory to promoting language development in the classroom
- Understand the reasons for learning to read and write in a national language before transitioning to English
- Understand the key teaching and learning approaches for learning in a national language
- Understand challenges facing young people in the transition to English and the language of instruction and how to support them
- Understand the principles of pre-writing and pre-writing activities, and the advice given for these activities in the South Sudan ECD curriculum guidance
- Understand that children of any age need these activities before they can learn to read and write
- Plan pre-writing and pre-writing activities
- Understand what is involved in the development of early writing skills and the requirements of the SS curriculum in terms of early writing
- Plan some learning activities that will promote early writing skills
- Make use of the SS textbooks to promote writing

Learning Outcomes:

By the end of the module, teachers will:

- Be aware of the four key theories of language development: Behavioural (Skinner); Nativistic (Chomsky); Social-pragmatic (McLaughlin); Semantic-cognitive (Goswami)
- Understand why the semantic-cognitive theory is now most widely accepted
- Be able to relate the theory to promoting language development in the classroom

Key Concepts

Language development is stimulated by talk and experience in early childhood.

Classroom practice need to build in talk to ensure success.

Talk is valuable when it stimulates thinking and ideas.

Talk continues to be the key development factor as children grow older.

Related Professional National Standards:

1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons.

References

Hulit, Howard, & Fahey, (2011) Born to Talk, Pearson

McLaughlin, (2006) Introduction to language development Singular Publishing, New York

Schulman B & Capone N (2010) Language Development Jones & Bartlet, Boston

Outline

Session	Content
1	Introduction to Course 4 <ul style="list-style-type: none"> • <i>Activity 1 – Assessment task. What observations were made? Share a few learning points across the whole group.</i> • <i>Activity 2 – Top 4 priorities for language development?</i>
2	Background to Language Development <ul style="list-style-type: none"> • <i>Activity 3 – What are the main theories of language development? Draw a model or picture for each.</i>
3	Talk for learning <ul style="list-style-type: none"> • <i>Activity 4 – Role play conversations in each photo.</i> • <i>Activity 5 – Talking about thinking skills.</i>
4	Assessment and talking through the ages <ul style="list-style-type: none"> • <i>Activity 6 – A game of Truth or Lies.</i>

School-based Activity Assessment Task

Either:

Plan, implement and evaluate a series of learning activities that promote pre-reading and pre-writing skills.

Or

Plan, implement and evaluate a series of learning activities that promote early reading and writing skills.

Course 4 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Importance of pre- or early reading and writing skills.
- Learning outcomes sought and how these relate to pre or early reading and writing.
- Learning activities planned to enable learners to meet these outcomes.
- Resources that will be needed
- The relationship to the learning theories studied.
- The challenges anticipated and how these will be overcome.
- An evaluation of the activities in terms of how well the learning outcomes were achieved.

Background information

Language Development

Behavioral Theory

The behavioural perspective states that language is a set of verbal behaviours learned through operant conditioning. Operant conditioning is a method of changing behaviour so that a desired behaviour is reinforced immediately after it occurs. B.F. Skinner is the father of the modern behavioural theory. This theory can be applied to many aspects of human learning including speech and language. The theory centres around the idea that children are conditioned by their environment and the reinforcement of their communication.

Behaviourists believe that language behaviours are learned by imitation, reinforcement, and copying adult language behaviours. They consider language to be determined not by experimentation or self-discovery, but by selective reinforcements from speech and language models, usually parents or other family members. Behaviourists focus on external forces that shape a child's language and see the child as a reactor to these forces. (Hulit, Howard, & Fahey, 2011).

Imitation and Practice

Two other concepts that are important for understanding the behaviourist ideas of speech and language development are imitation and practice. A young child will try to imitate sounds and words he hears his parents say the best he can. When a child says a word that sounds close to what the parents say, they accept and reinforce it. In other words, they begin shaping the word until the child can eventually say the word as well as the parents do.

An example of selective reinforcement:

A child says "mama" when his mother starts to pick him up. The mother is delighted to hear the child say this and gives the child a hug and kiss. The mother says "Mama, that's right, I'm Mama!" The mother's affectionate response makes it more likely that the child will say "mama" again. The mother's response to the child reinforced the behaviour.

Semantic-Cognitive Theory

The semantic-cognitive theory is a perspective of language development that emphasizes the interrelationship between language learning and cognition; that is, the meanings conveyed by a child's productions. Children demonstrate certain cognitive abilities as a corresponding language behaviour emerges. (Bloom & Lahey, 1978). The semantic meaning that a person wants to communicate determines the words and word order (syntactic form) the person uses. For example, children know what they want to communicate (cognition) but do not always use the correct semantics or grammar. Also, children may not know the correct use of a word or understand that a word can have more than one meaning.

Social-Pragmatic Theory

The social-pragmatic theory considers communication as the basic function of language. This perspective is first seen in infant-caregiver interactions in which the caregiver responds to an infant's sounds and gestures.

The prerequisites for the social-pragmatic theory are:

- 1) The infant must have a caregiver in close proximity to see, hear, or touch
- 2) The caregiver must provide the infant with basic physical needs such as food, warmth, and exploring the environment
- 3) The infant must develop an attachment to the caregiver
- 4) The infant and caregiver must be able to attend to the same objects or actions simultaneously
- 5) The infant and caregiver engage in turn-taking in both verbal and nonverbal behaviours (McLaughlin, 2006).

In ideal parent-child communication, all of the five prerequisites are met in most interactions. The social-pragmatic perspective emphasizes the importance of the communicative partner's role; the partner's interpretation of what is said defines the results of the speech act.

(Kayla Higgins, Alexa DeBenedictis, Andie Mack)

The Components of Language

Communication involves both speech and language. Speech is the verbal means of communication, and language is using shared rules to put words together to express thoughts and feelings.

There are four main components of language:

- Phonology involves the rules about the structure and sequence of speech sounds.
- Semantics consists of vocabulary and how concepts are expressed through words.
- Grammar involves two parts. The first, syntax, is the rules in which words are arranged into sentences. The second, morphology, is the use of grammatical markers (indicating tense, active or passive voice, etc.).
- Pragmatics involves the rules for appropriate and effective communication. Pragmatics involves three skills:
 - › using language for greeting, demanding, etc.
 - › changing language for talking differently depending on who it is you're talking to .
 - › following rules such as turn-taking and staying on topic.

LANGUAGE ACTIVITIES

Language is vital for learning and for communication. Children learn by doing things practically and by talking about what they do. Language gives young children the means by which to understand the world, and it forms the basis for reading and writing. It is through language that children access all the other subjects. Language gives young children the ability to express themselves, and the tools for relating to others, so it supports their social and emotional development. To develop good language skills children need an environment that is rich in talk, stories and books. Children's efforts at early writing need to be valued and they need to be listened to. Most of all they need lots of time to talk both to adults and to each other.

PP1	Learning Outcomes	<p>Speaking and Listening</p> <p>L1a Express themselves orally and begin to ask questions (talk about what they are doing and what they have seen, ask about things that puzzle them)</p> <p>L1b Listen with increasing attention and follow instructions (follow stories, join in games which involve giving and carrying out instructions)</p> <p>L1c Join in repeated refrains (eg in rhymes, poems, riddles,)</p> <p>L1d Look at books with some interest and handle them with care.</p> <p>L1e Understand that print carries meaning (realise that signs convey information, and that the teacher uses the print to read the story)</p> <p>L1f Draw with increasing control, and begin to ascribe meaning to their drawings and communications (as a prelude to writing)</p>
	Range	<p>Stories, rhymes, poems, news, riddles, books, drawing, painting, role-play, speaking, asking, replying and listening to other people (To include text and pictures on screen where possible)</p>
PP2	Learning Outcomes	<p>Speaking and Listening</p> <p>L2a Express themselves effectively, joining events and ideas. ("I like this because")</p> <p>L2b Talk about their interests and their learning (discuss their activities with their teacher and other children)</p> <p>L2c Listen attentively in a range of situations, and respond appropriately to stories with some anticipation, relevant comments and questions</p>
	Range	<p>L2d Follow stories and begin to recount a sequence of events</p> <p>L2e Recognise some simple words (their own names, familiar labels etc)</p> <p>L2f Begin to use writing as a form of communication (real and in role-play) with some letters properly formed and some simple words spelled correctly (eg their names and labels on drawings)</p> <p>Stories, rhymes, poems, news, riddles news telling books, drawing, painting, role-play, speaking, asking, replying and listening to other people. (To include other media and keyboards where possible)</p>

Two Truths and a Lie Activity Session 4

Time Required: 15-30 minutes

Start out by having every team member secretly write down two truths about themselves and one lie on a small piece of paper – Do not reveal to anyone what you wrote down! Once each person has completed this step, allow 10-15 minutes for open conversation – much like at a party – where everyone quizzes each other on their three statements. The idea is to convince others that your lie is actually a truth, while on the other hand, you try to guess other people's truths/lies by asking them questions. Don't reveal your truths or lie to anyone – even if the majority of the group already has it figured out! After the conversational period, gather in a circle and one by one repeat each one of your three statements and have the group vote on which one they think is the lie. You can play this game competitively and award points for each lie you guess or for stumping other players on your own lie. This game helps to encourage better communication in the office, as well as it lets you get to know your colleagues better.

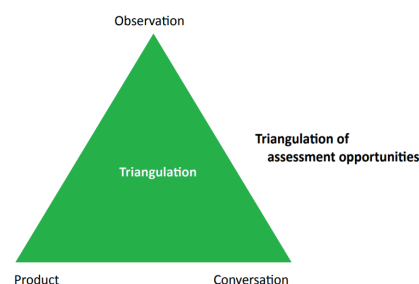
The Use of Language and Communication to Make Assessments

Opportunities occur in three forms. Dr Anne Davies (Making Classroom Assessment Work 2011) called these:

- Observation – watching students working (good for assessing skills)
- Conversation – asking questions and talking to students (good for assessing knowledge and understanding)
- Product – appraising the student's work (writing, science report, maths calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the student says.

When all three are used, the information can be checked against the other two forms of assessment opportunity. This is often referred to as "triangulation". To find these opportunities, look at the "Learn About" sections of the syllabus units. These

describe the learning that is expected and in doing so they set out a range of opportunities for the three forms of opportunity. Section Four: How do we find the opportunity to make formative assessments?



Key Messages and Approaches



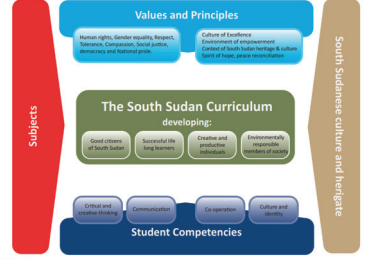
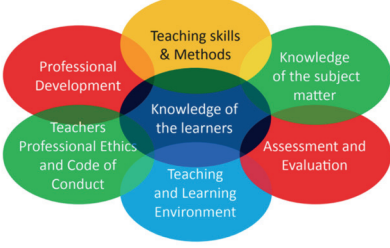
This module is quite practical in nature to reflect the need for this in teaching in order for student competencies to be developed.

There is a focus on talk during this module – and the whole course – to help teachers appreciate for themselves the benefits of language development. Provide as much opportunity as you can for teachers to ask questions, explain their ideas individually, in pairs, small groups and as a whole group.


- The key text is on the slides, but also in the Tutor's Handbook. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read section in turn.
- Nearly all the activities are discussion-based. Participants should be put into pairs, and the pairs put together into groups of four or six. If there is an uneven number of participants, then some will need to work in a three.
- Participants should be encouraged to use their workbook effectively to record what they are learning.
- Depending on the size of the class it may not be possible for every group to report back on every activity. So, it will be necessary to ensure that every group gets a chance during the day, and also, that it is not always the same person who speaks on behalf of the group.
- It may be particularly helpful for this course for teachers to keep a record of key vocabulary and key phrases. They should be encouraged to ask about any terms that are unfamiliar.

Tutor Course Notes

Presenting the Slides – Script

		Session 1
1		As teachers arrive ask them about some of their experiences of teaching over the last few weeks.
2		Ask teachers to tell you briefly why they think knowing about how language develops is important.
3		Ask teachers to tell you which of these aspects of the curriculum framework they think are particularly related to language development. They should mention the competencies, English and National Languages, ECD and the importance of valuing local languages.
4		Remind teachers of the National Professional Standards for Teachers. Remind them that these aspects are interrelated, just as language development spans the whole curriculum.

<p>5</p>	<p>8 Courses</p> <p>Course 1: How Children Learn Course 2: Curriculum Expectations Course 3: Teaching and Learning Course 4: Language Development Course 5: Learning Areas and Subjects (1) Course 6: Learning Areas and Subjects (2) Course 7: Assessment Course 8: Inclusion and Course Review</p>	<p>A reminder of the sequence of courses. Ask teachers to tell you what aspects of courses 1,2 and 3 they might encounter during course 4.</p>												
<p>6</p>	<p>Course 3 Assessment task</p> <ol style="list-style-type: none"> 1. Plan an activity to teach in your classroom that requires students to work together. 2. Make a note of the questions based on Bloom's Taxonomy 3. Choose 2 strategies to try with your class For example: <ul style="list-style-type: none"> • Wait time • Open-ended activities • Visible Thinking Routines 4. Observe 6 students 5. Make a note of the differences it makes to them 6. Ask students for their views 	<p>Activity 1 Ask teachers to talk in pairs about their assessment task for course 3. What observations did they make? They should write down two things that they learn from talking to their partner about the assessment task. Share a few learning points across the whole group.</p>												
<p>7</p>	<table border="1"> <thead> <tr> <th colspan="2">Course 4: Language Development</th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td>Background theory and the importance of talk</td> </tr> <tr> <td>Day 2</td> <td>Learning in a national language</td> </tr> <tr> <td>Day 3</td> <td>Pre-reading and pre-writing</td> </tr> <tr> <td>Day 4</td> <td>Developing Reading</td> </tr> <tr> <td>Day 5</td> <td>Developing Writing School-based task preparation</td> </tr> </tbody> </table>	Course 4: Language Development		Day 1	Background theory and the importance of talk	Day 2	Learning in a national language	Day 3	Pre-reading and pre-writing	Day 4	Developing Reading	Day 5	Developing Writing School-based task preparation	<p>Read through each of these descriptions about the content of this course. Suggest to teachers that they might like to create a list of key words and concepts for this course in their Workbook.</p>
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<p>8</p>	<p>Course 4: Language development</p> <ul style="list-style-type: none"> • Be aware of the four key theories of language development, and understand why the semantic-cognitive theory is now most widely accepted • Be able to relate the theory to promoting language development in the classroom • Understand the reasons for learning to read and write in a national language before transitioning to English • Understand the key teaching and learning approaches for learning in a national language • Understand challenges facing young people in the transition to English and the language of instruction and how to support them • Understand the principles of pre-writing and pre-writing activities, and the advice given for these activities in the South Sudan ECD curriculum guidance • Understand that children of any age need these activities before they can learn to read and write • Plan pre-writing and pre-writing activities • Understand what is involved in the development of early writing skills and the requirements of the SS curriculum in terms of early writing • Plan some learning activities that will promote early writing skills • Make use of the SS textbooks to promote writing 	<p>Activity 2 Ask teachers to work in pairs. Give teachers some time to read through further details of course 4 (also in their Workbook). Ask them to decide upon their 'Top 4' in terms of what they think are the priorities for learning about language development. After 10 minutes, ask each pair of teachers to speak with another pair of teachers to compare their 'Top 4'.</p>												

<p>9</p>	<p>Course 4 School-based Activity Assessment Task</p> <p><i>Either:</i> Plan, implement and evaluate a series of learning activities that promote pre-reading and pre-writing skills</p> <p><i>Or</i> Plan, implement and evaluate a series of learning activities that promote early reading and writing skills</p> <p><small>Course 4 Assessment Requirements After implementing the learning activity, the participant will submit a portfolio that contains the:</small></p> <p><small>Importance of pre- or early reading and writing skills Learning outcomes sought and how these relate to pre or early reading and writing Learning activities planned to enable learners to meet these outcomes Resources that will be needed The relationship to the learning theories studied The challenges anticipated and how these will be overcome An evaluation of the activities in terms of how well the learning outcomes were achieved.</small></p>	<p>Now we turn to look at the Assessment Task that teachers will conduct back in their schools after they have completed Course 4. Go through each element carefully and explain that as teachers work through the modules this week, they should think about which aspects might help them to plan their activities.</p>					
<p>10</p>	<p>Course 4: Language Development</p> <p>Module 1: The background theory and the importance of talk</p> <p>This module explores the way in which language develops with our experience of the world and emphasises the importance of talk in learning.</p> <p>Learning Outcomes</p> <p>By the end of the module, teachers will:</p> <ul style="list-style-type: none"> • Be aware of the four key theories of language development: Behavioral (Skinner); Nativistic (Chomsky); Social-pragmatic (McLaughlin); Semantic-cognitive (Goswami) • Understand why the semantic-cognitive theory is now most widely accepted • Be able to relate the theory to promoting language development in the classroom <p><small>Related Professional National Standards: 1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons.</small></p>	<p>This slide summarises learning for this week. Teachers may remember some of these names (Skinner etc.) from Course 1. Ask them to look back through their notes to course 1 to confirm this.</p>					
<p>11</p>	<table border="1"> <thead> <tr> <th>Key Concepts</th> </tr> </thead> <tbody> <tr> <td>Language development is stimulated by talk and experiences in early childhood</td> </tr> <tr> <td>Classroom practice needs to build in talk to ensure success</td> </tr> <tr> <td>Talk is valuable when it stimulates thinking and ideas</td> </tr> <tr> <td>Talk continues to be the key development factor as children grow older</td> </tr> </tbody> </table>	Key Concepts	Language development is stimulated by talk and experiences in early childhood	Classroom practice needs to build in talk to ensure success	Talk is valuable when it stimulates thinking and ideas	Talk continues to be the key development factor as children grow older	<p>These are the key concepts for this week. Give teachers a short time to talk with a partner about their experiences of each of these concepts in the classroom.</p>
Key Concepts							
Language development is stimulated by talk and experiences in early childhood							
Classroom practice needs to build in talk to ensure success							
Talk is valuable when it stimulates thinking and ideas							
Talk continues to be the key development factor as children grow older							
<p>12</p>		<p>Time for a break.</p>					

Session 2

13

LANGUAGE ACTIVITIES		
Language is vital for learning and for communication. Children have to bring things practically and to bring about what they do. Language gives some children the means by which to understand the world, and to bring the basis for writing and reading. It is through language that children learn about the other subjects.		
Language gives people the ability to express themselves, and the basis for relating to others, so supports their social and emotional well-being. It is through language that we can think about an experience that is over and over, think about ideas.		
Children often do some writing that is valued and they need to be listened to. Most of all they need lots of time to talk both to adults and to each other.		
951	Learning and Learning	114 Express themselves orally and begin to ask questions. Talk about what they are doing and what they have seen. Use about 1000 words (with some needs). 115 Listen with increasing attention and follow instructions. Follow stories, songs or games which involve singing and carrying out instructions. 116 Use in repeated phrases (eg. in rhymes, poems, riddles).
	Pre-reading and Pre-writing	117 Look to books with some interest and handles them with care. 118 Understand that print carries meaning (rather than signs names, information, and that the teacher can't read the print to read the story). 119 Draw with increasing control, and begin to ascribe meaning to their drawings and representations (as pictures to be read).
	Range	Stories, rhymes, poems, news, riddles, books, drawing, painting, role-play, singing, writing, reading and listening to other people (to receive text and pictures on screen where possible).
952	Learning and Learning	120 Express themselves effectively, joining names and ideas. ("I like this because...") 121 Talk about their interests and their learning. Discuss their activities with their teacher and other children. 122 Listen attentively to a range of situations, and respond appropriately to stories with some anticipation, relevant comments and questions.
	Pre-reading and Pre-writing	123 Enjoy books and begin to receive a enjoyment of them. 124 Recognise some simple words (their own names, familiar labels etc). 125 Begin to use writing as a means of communication (eg. post and writing cards) with some letters properly formed and some simple words spelled correctly (eg their names and labels on drawings).
	Range	Stories, rhymes, poems, news, riddles news using books, drawing, painting, role-play, singing, writing, reading and listening to other people. (To include other media and keyboards where possible).

ECD Curriculum

This slide reminds teachers of the language element of the ECD curriculum. Give teachers some time to read through these details in their workbook. Ask them a few questions to check their understanding of the learning outcomes. Remind them that language activities take place ACROSS THE CURRICULUM and throughout year groups.

14

Behaviour Theory of Language Development

Language is a set of verbal behaviours learned through operant conditioning.

Operant conditioning is a method of changing behaviour so that a desired behaviour is reinforced immediately after it occurs. B.F. Skinner is considered to be the father of the modern behavioural theory.

The theory centres around the idea that children are conditioned by their environment and the reinforcement of their communication.

Behaviourists believe that language behaviours are learned by imitation, reinforcement, and copying adult language behaviours. They consider language to be determined not by experimentation or self-discovery, but by selective reinforcements from speech and language models, usually parents or other family members.

Behaviourists focus on external forces that shape a child's language and see the child as a reactor to these forces.

Imitation and Practice
 A young child will try to imitate sounds and words he hears his parents say the best he can. When a child says a word that sounds close to what the parents say, they accept and reinforce it. In other words, they begin shaping the word until the child can eventually say the word as well as the parents do.

Activity 3 This is the first of 4 detailed slides about language development. Give teachers 10 minutes to read through these in their workbooks – highlighting key words and phrases. (There is more detail in Workbook passages.) Now talk through this Behaviour Theory in particular. Challenge teachers to draw a model or picture to represent this theory.

15

Nativistic Theory of Language Development

A biologically-based theory which states that language is innate, physiologically determined, and genetically transmitted.

A newborn baby is "pre-wired" for language acquisition.

This theory believes that language is universal and unique to only humans.

Caregivers do not teach children the understanding of language and do not usually provide feedback about the correctness of their utterances.

Language Acquisition Device
 The main theorist associated with the nativist theory is Noam Chomsky. He came up with the idea of the *language acquisition device* (LAD). The LAD is a language organ that is hard-wired into our brains at birth. Once a child is exposed to language, the LAD activates.

In the same way as before, read through this theory and challenge teachers to draw a model or a picture to represent the theory.

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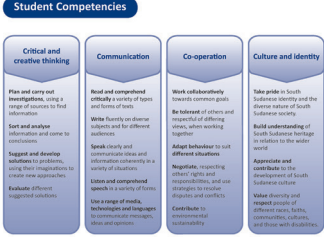


Social-Pragmatic Theory of Language Development


The social-pragmatic theory considers communication as the basic function of language.

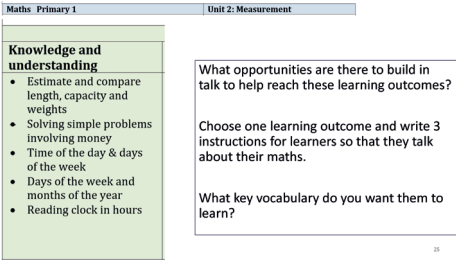
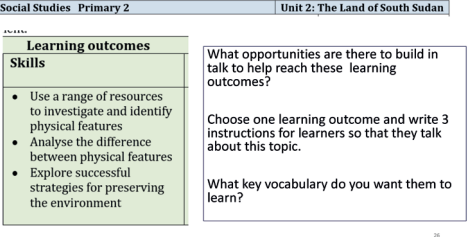
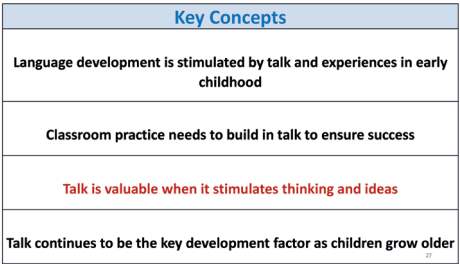
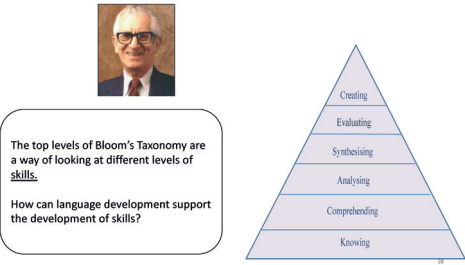
The prerequisites for the social-pragmatic theory are:

- 1.) The infant must have a caregiver in close proximity to see, hear, or touch
- 2.) The caregiver must provide the infant with basic physical needs such as food, warmth, and exploring the environment
- 3.) The infant must develop an attachment to the caregiver
- 4.) The infant and caregiver must be able to attend to the same objects or actions simultaneously
- 5.) The infant and caregiver engage in turn-taking in both verbal and nonverbal behaviours (McLaughlin, 2006).

Same as slide 15.


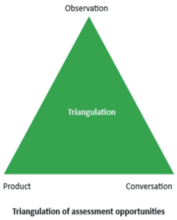

<p>17</p>	<p style="text-align: center;">Semantic-Cognitive Theory</p> <p>Language development that emphasizes the interrelationship between language learning and cognition. Children demonstrate certain cognitive abilities as a matching language behaviour emerges. The semantic meaning that a person wants to communicate determines the words and word order (syntactic form) the person uses. For example, children know what they want to communicate (cognition) but do not always use the correct semantics or grammar. Also, children may not know the correct use of a word or understand that a word can have more than one meaning.</p>	<p>Same as slide 15.</p> <p>Now give teachers time to compare their models and pictures. Talk as a whole group about why Semantic-Cognitive theory is the most relevant. What evidence of this is there in the classroom and in communities?</p>
<p>18</p>		<p>A reminder that one of the student competencies has a focus on communication. But critical and creative thinking and co-operation also benefit enormously from talk!</p>
<p>19</p>		<p>Nearly time for a lunch break! How many of these phrases do teachers recognise? How many ways are there in South Sudan alone to say, 'Enjoy your meal'. Spend a few minutes talking about these variations.</p>
<p>20</p>		<p>Time for lunch.</p>

		Session 3					
21	<p>Page 12: How young children learn</p> <p>Young children learn through doing things rather than by sitting and listening, and they learn through play, so activity and play must be the basis of teaching and learning.</p> <p>Teachers need to be facilitators of learning, arranging stimulating activities and resources, and engaging children in rich learning experiences.</p> <p>For effective learning to take place, these activities must be accompanied by talk. Teachers need to stimulate this talk and must 'model' (by example) good speaking and good listening.</p> <p>Children need to be encouraged to reflect upon their learning and to talk to others about what they are doing. This helps them make sense of new information.</p>	<p>Ask teachers if they enjoyed their lunch break? Why? Is it because they had the opportunity to talk??</p> <p>This slide is taken from page 12 of the curriculum framework. Read it together and talk about how this applies not only to young children, but to all learners, in all subjects.</p>					
22	<table border="1"> <thead> <tr> <th>Key Concepts</th> </tr> </thead> <tbody> <tr> <td>Language development is stimulated by talk and experiences in early childhood</td> </tr> <tr> <td>Classroom practice needs to build in talk to ensure success</td> </tr> <tr> <td>Talk is valuable when it stimulates thinking and ideas</td> </tr> <tr> <td>Talk continues to be the key development factor as children grow older</td> </tr> </tbody> </table>	Key Concepts	Language development is stimulated by talk and experiences in early childhood	Classroom practice needs to build in talk to ensure success	Talk is valuable when it stimulates thinking and ideas	Talk continues to be the key development factor as children grow older	<p>In the next two sessions we will go through each of the key concepts, thinking about what we can apply to our teaching in relation to what we know about language development.</p> <p>This first concept reminds us of the importance of talk in early childhood. Discuss briefly what support schools can give communities to promote talk for learning at home during the early years.</p>
Key Concepts							
Language development is stimulated by talk and experiences in early childhood							
Classroom practice needs to build in talk to ensure success							
Talk is valuable when it stimulates thinking and ideas							
Talk continues to be the key development factor as children grow older							
23		<p>Activity 4 Ask teachers to role play the conversations that might be taking place in each of these photographs. Each picture is showing a different experience and so, different vocabularies and phrases are being developed. After 10 minutes – ask for a few volunteer groups to ‘perform’ their role plays.</p>					
24	<table border="1"> <thead> <tr> <th>Key Concepts</th> </tr> </thead> <tbody> <tr> <td>Language development is stimulated by talk and experiences in early childhood</td> </tr> <tr> <td>Classroom practice needs to build in talk to ensure success</td> </tr> <tr> <td>Talk is valuable when it stimulates thinking and ideas</td> </tr> <tr> <td>Talk continues to be the key development factor as children grow older</td> </tr> </tbody> </table>	Key Concepts	Language development is stimulated by talk and experiences in early childhood	Classroom practice needs to build in talk to ensure success	Talk is valuable when it stimulates thinking and ideas	Talk continues to be the key development factor as children grow older	<p>Now we move to what is taking place within the classroom. How can we build in opportunities for talk?</p>
Key Concepts							
Language development is stimulated by talk and experiences in early childhood							
Classroom practice needs to build in talk to ensure success							
Talk is valuable when it stimulates thinking and ideas							
Talk continues to be the key development factor as children grow older							

<p>25</p>		<p>This is an example of a P1 syllabus unit. Give teachers a few minutes in pairs to think of different ways in which talk could be used to support progress towards these learning outcomes. Ask for a few examples and highlight the vocabulary and phrases that are key to mathematics.</p>
<p>26</p>		<p>Here is an example from another subject, this time in P2. These are skills compared to knowledge and understanding in the previous example. What opportunities for talk are there here?</p>
<p>27</p>		<p>Now we move on to thinking about the connection between talking and the development of thinking. What can teachers remember about thinking skills from previous modules?</p>
<p>28</p>		<p>Challenge teachers to link different levels of thinking to the learning outcomes they have just explored in P1 maths and P2 Social Studies.</p>

<p>29</p>		<p>Activity 5 Ask teachers to work in small groups to discuss how communication can enhance thinking skills and ways of learning. Ask them to select one learning outcome from either the maths or the social studies syllabus unit and to create a role play of a conversation between learners using two contrasting elements of this thinking skills chart.</p>
<p>30</p>		<p>Time for a break.</p>

		<p>Session 4</p>					
<p>31</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #e1eef6;">Key Concepts</th> </tr> </thead> <tbody> <tr> <td>Language development is stimulated by talk and experiences in early childhood</td> </tr> <tr> <td>Classroom practice needs to build in talk to ensure success</td> </tr> <tr> <td>Talk is valuable when it stimulates thinking and ideas</td> </tr> <tr> <td style="color: red;">Talk continues to be the key development factor as children grow older</td> </tr> </tbody> </table>	Key Concepts	Language development is stimulated by talk and experiences in early childhood	Classroom practice needs to build in talk to ensure success	Talk is valuable when it stimulates thinking and ideas	Talk continues to be the key development factor as children grow older	<p>Finally, we come to the importance of talk as children grow older. Discuss briefly how as adults, talking through problems can help us to solve them!</p>
Key Concepts							
Language development is stimulated by talk and experiences in early childhood							
Classroom practice needs to build in talk to ensure success							
Talk is valuable when it stimulates thinking and ideas							
Talk continues to be the key development factor as children grow older							
<p>32</p>	<p>Two truths and a lie</p> <p>My name is.....</p> <p>My favourite food is.....</p> <p>I like to go to.....</p>	<p>Activity 6 Play this game with teachers. See a fuller description in the background information. Don't spend too long on this, but do focus on how talk is used to inquire, consider, problem solve and build relationships etc.</p>					

<p>33</p>	 <p>What issues are shown here? Why are they important to young people? What other issues do young people face in South Sudan today?</p>	<p>These photos show just some of the important issues that face South Sudan. Discuss as a whole group what talk might be associated with each of these topics and which other topics there are in society that are worthy of talk and communication.</p>
<p>34</p>	<p>Triangulation is key to successful formative assessment</p> <p>When teachers combine the exploration of a product with conversation and observation, we have a powerful strategy for uncovering learning and planning for the next steps in teaching.</p> 	<p>This is a slide to help teachers understand the benefits of talk and language development to assessment. If a learner is talking about what they are learning, a teacher has a much better chance of understanding ...what the learner understands and can do! Explain that this aspect of assessment will be developed further in course 7.</p>
<p>35</p>	<p>Course 4: Language Development Module 1: The background theory and the importance of talk This module explores the way in which language develops with our experience of the world and emphasises the importance of talk in learning.</p> <p>Learning Outcomes</p> <p>By the end of the module, teachers will:</p> <ul style="list-style-type: none"> • Be aware of the four key theories of language development: Behavioral (Skinner); Nativistic (Chomsky); Social-pragmatic (McLaughlin); Semantic-cognitive (Goswami) • Understand why the semantic-cognitive theory is now most widely accepted • Be able to relate the theory to promoting language development in the classroom <p><small>Related Professional National Standards: 1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons.</small></p>	<p>This is a summary of learning today – a repeat of an earlier slide. Ask teachers to explain how they feel about what they have learnt today. Reassure them that more of this will be explored during the rest of the week to help them consolidate their learning.</p>
<p>36</p>	<p>Tomorrow is Module 2 Learning in a National Language</p> 	<p>Thank teachers for their attention today and pick out a few highlights.</p>



Module 2: Learning in a National Language and the Transition to English

This module explores the specific features of learning in national language and why that is so important.

Course 4: Language Development

Module 2: Learning in a National Language and the Transition to English

This module explores the specific features of learning in national language and why that is so important.

Learning Outcomes:

By the end of the module, teachers will be able to:

- Understand the reasons for learning to read and write in a national language before transitioning to English
- Understand the key teaching and learning approaches for learning in a national language
- Understand challenges facing young people in the transition to English and the language of instruction
- Support learners in the transition year and beyond

Key Concepts

International research shows that children learn to read and write best in their home language. Teachers need to build proficiency first with talk, then with text.

Learners need many opportunities to talk and use language in formal and informal situations.

Learners need to use both languages at times in the transition year. Some learners will need more support than others in the change to English.

Language confidence is key to the transition, so teachers need to give time and support. This support may need to continue beyond Year 4.

Outline

Session	Content
1	Mother Tongue and National Languages <ul style="list-style-type: none"> • <i>Activity 1 – Discussing own experiences of language.</i>
2	The importance of learning first in mother tongue <ul style="list-style-type: none"> • <i>Activity 2 – Considering how learning in mother tongue supports the goals of education.</i> • <i>Activity 3 – 5 questions to stimulate talk across the curriculum in mother tongue.</i>
3	Language development across the curriculum. <ul style="list-style-type: none"> • <i>Activity 4 – Opportunities for language development beyond English and National Language lessons.</i>
4	The Transition to English as the medium of instruction. <ul style="list-style-type: none"> • <i>Activity 5 – Purposeful Concurrent Learning. Prepare a short demonstration of a lesson in P4. Social Studies.</i> • <i>Activity 6 – Prepare a demonstration of Purposeful Concurrent Learning in a P4 Science Lessons.</i>

Background information

National and Foreign Languages

The medium of teaching in the ECD and P1-3 will be an official National Language. Materials will be produced in National Languages for these years.

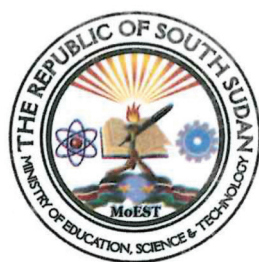
The language to be used in ECD and P1- 3 will be selected by the school to fit with the prevailing local circumstances. Learners will continue to study this National Language until P8. Some National Languages will also appear as options in S1-4.

P1-3 are the years in which young children learn to read and write, and this is best done in the language most familiar to the child. English will be learned alongside the national language, but for the first years the teaching and learning of English will be predominantly oral. Only when learners are secure

in reading and writing in the national language will they start to learn to read and write in English. All international evidence points to this being the best way to make the transition to English.

P4 and 5 will be 'transition years' where lessons will begin to be taught in English, but learners will still need support in the National Language they have been using. During these years, learners will develop their ability to read and write in English so that they will be able to do so confidently. By the end of P5, all subjects will be taught in English.

All learners will learn Arabic from P5 to P8. French, Kiswahili and Arabic will be optional subjects from S1.



General Education Act, 2012

The education system in the Republic of South Sudan shall be directed towards meeting the following goals:

- a) Eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens;
- b) Provide equitable access to learning opportunities for all citizens to redress the past inequalities in education provision;
- c) Achieve equity and promote gender equality and the advancement of the status of women;
- d) Contribute to the personal development of each learner and to the moral, social, cultural, political and economic development of the nation;
- e) Promote national unity and cohesion;
- f) Enhance the quality of education and encourage a culture of innovation and continuous school improvement and effectiveness; and
- g) Develop and promote a general scientific approach in education.

Language and education in Africa

Answering the questions

Multilingual Education Network of Eastern Africa. Angelina Kioko et al, 2008.

Since mother tongue is usually the languages the children speak when they come into the school system, children need to be taught through these languages in order to successfully make the bridge between their experience and learning at home and that at school. The child's home language facilitates quick understanding and clear explanations. It helps children learn concepts and vocabulary, thus bringing them to quick reading and understanding skills. One's own language enables one to express oneself easily, as there is no fear of making mistakes.

Mother tongue is also the best vehicles for teaching African culture. The child's culture best expresses itself in the language of his or her environment. This way the learning is complementary to other kinds of learning that the child does outside the school environment.

When mother tongue is used, parents and other community stakeholders can participate in the learning process of the child.

Will using African languages as languages of instruction hinder the learning of a second language or the learning process itself?

The role of language and language skills is critical to enabling individuals to participate in the social, cultural and intellectual life of their nation. For years, bilingual education researchers have substantiated the critical connection between primary language skills and academic success. The International Reading Association (2001) also states that literacy learning is easiest when schools provide initial instruction in the child's native/home language. Research also suggests that children learn a second language best after they have gained strong competence in a first language.

What are the outcomes of MLE in terms of language fluency?

Since the UNESCO declaration of 1953 that the mother tongue is the best medium for the early stages of a child's development, a lot of research has confirmed that effective acquisition of literacy skills and language proficiency in a second or even a third language depends on well developed first language proficiency.

Where multiple languages are being considered for use in school, learners should start schooling through their first language as the medium of instruction since this is the language they best understand and are already fluent in. Further, this gives them continuity in their linguistic identity and therefore enhances their knowledge acquisition.

Mother tongue education provides sound and continuous language grounding, making it easier to learn other languages as they are later introduced in school. The learners are better placed to understand and appropriately integrate the new knowledge being introduced at this stage with what they already know, since it is packaged in the language they know. Starting school in a language that the learners are at ease with lessens and even lifts the burden of having to learn a new language and demonstrate understanding of new concepts in a language that they can barely speak or understand.

Learners who do not receive education in their mother tongue, but instead are instructed in a new language from the start of schooling, experience delayed or ineffective fluency especially in reading and spelling in the new language. They are also found to be slow in acquiring reading and speech accuracy, speed and comprehension in the second language. Their ability to demonstrate learning is inhibited by their initial difficulties in expressing themselves in the new language of the school.

The benefits of multi-lingual education

(RTI, USAID, Pfllepsen. A et al, 2015)

There is growing awareness of the critical role that languages play in facilitating—or hindering—children’s access to schooling, as well as their ability to learn when they are in the classroom. The use of official, often exogenous (foreign) languages as languages of instruction has long privileged a minority of learners, while preventing the vast majority from meaningful interaction with their teachers. Evidence-based, strategic planning regarding the use of students’ own languages, and the learning of additional languages, is critical to ensuring that all children are offered the highest possible quality of education, and that they all leave school with the necessary knowledge and skills for contributing to their communities’ and their country’s well-being and growth.

The benefits of using children’s first languages (L1) or familiar languages to provide instruction in the education sector has long been established in terms of its effectiveness in facilitating language acquisition, reading development, and academic learning, as well as its merits in terms of human rights, language and cultural preservation, and, in recent years, feasibility and cost.

Other well-established benefits to children, their parents, teachers, and communities when children are able to learn in a familiar language are summarized below:

- Increased education access. Children who understand the language of instruction are more likely to enter school on time, attend school regularly, and drop out less frequently.
- Improved learning outcomes. Being able to read and understand the language used in the classroom in turn facilitates the learning of academic content.
- Facilitation of child-centred learning. Students can participate better in class, and teachers can engage them more actively, if they share a common, familiar language.
- Improved gender equity. L1-based education has been shown to have a positive effect on girls’ enrolment, attendance, and school participation.
- Accurate assessment of student learning. When students can express themselves in a familiar language, teachers can better monitor and evaluate learning outcomes and identify which students need further assistance.
- Increased cost-effectiveness. Providing instruction to children in a language they understand can be more cost effective, due to reductions in repetition, dropouts, and poor learning outcomes resulting from a mismatch between children’s language and the LOI.

- Greater parental and community involvement in education. L1 use in schools increases parents' ability to interact with school officials, understand what their children are learning and provide support to pupils.
- Provides socio-cultural benefits. Use of L1 and familiar languages in school helps to validate and preserve children's and their communities' language and culture.

* * * * *

Discussion Questions for Session 1.

- What was the first language you learned to speak from your parents/family?
- How many languages can you speak?
- How many languages can you read and write?
- Which language did you learn to read first?
- Do you think being literate in your mother tongue is important? What difference would it make in your community if the next generation could read and write your language?
- Are there many books in your area? What are they? What languages are they written in?

Further Reading

Adegbija, E. 2007. Language policy and planning in Nigeria. In R.Kaplan and R. Baldauf (eds), *Language Planning and Policy in Africa, Vol.2: Algeria, Côte d'Ivoire, Nigeria and Tunisia*. Clevedon: Multilingual Matters Ltd.

International Reading Association. 2001. *Second Language Literacy Instruction*. Newark, DE: IRA. Available online at http://www.reading.org/positions/second_language.html.

Baker, Colin. 2001. *Foundations of Bilingual Education and Bilingualism*. 3rd Edition. Toronto: Multilingual Matters.

Kishe, A.M. 2004. Kiswahili as vehicle of unity and development in the Great Lakes Region. In Muthwii, M.J and Kioko, A.N. (eds), *New Language Bearings in Africa: A Fresh Quest*. Clevedon: Multilingual Matters Ltd.

UNESCO. *Education in a Multilingual World*. Paris: UNESCO

Save the Children; *Steps Towards Learning. A guide to overcoming language barriers in children's education*. London: Save the Children.

Save the Children, CfBT Education Trust. *How to Help Schools in Low- and Middle-Income Countries Respond to Children's Language Needs*.

LANGUAGE ACTIVITIES

Language is vital for learning and for communication. Children learn by doing things practically and by talking about what they do. Language gives young children the means by which to understand the world, and it forms the basis for reading and writing. It is through language that children access all the other subjects.

Language gives young children the ability to express themselves, and the tools for relating to others, so it supports their social and emotional development. To develop good language skills children need an environment that is rich in talk, stories and books.

Children's efforts at early writing need to be valued and they need to be listened to. Most of all they need lots of time to talk both to adults and to each other.

National Language Subject Overview

	P1	P2
Listening	<ul style="list-style-type: none"> Listen attentively to others and respond Respond to patterns in language (<i>eg rhymes and repetitions</i>) 	<ul style="list-style-type: none"> Listen carefully and respond with increasing appropriateness Remember specific points that interest them
Speaking	<ul style="list-style-type: none"> Talk about matters of immediate interest Convey simple meaning to a range of listeners 	<ul style="list-style-type: none"> Use growing vocabulary Show awareness of the listener by including relevant detail
Reading	<ul style="list-style-type: none"> Recognise, understand and read out familiar words in simple contexts Use knowledge of letters and sounds to read words and establish meaning 	<ul style="list-style-type: none"> Read simple texts with accuracy and understanding Use more than one strategy in reading unfamiliar words (<i>eg phonic, graphic, context</i>) Express opinions about stories, poems and non-fiction
Writing	<ul style="list-style-type: none"> Form letters that are clearly shaped and correctly oriented Communicate meaning through simple words and phrases 	<ul style="list-style-type: none"> Form letters accurately and consistent in size Spell simple words correctly Communicate meaning in both narrative and non-narrative forms Develop ideas in sequences of sentences appropriately punctuated

National Language Subject Overview

	P1	P2	P3	P4
Listening	Understand a range of familiar spoken words, phrases and differentiate facts, opinions	Understand the main points and some details from a spoken passage made up of familiar language in simple sentences	Understand the differences between the present, past and future events in a range of spoken materials	Understand longer passages including some unfamiliar materials from which attitudes and emotions can be recognised
Speaking	Answer simple questions and give basic information confidently to different people in different occasions	Speak clearly, fluently and confidently to different people in different situations	Give clearly, fluently and confidently a speech expressing opinions and answer questions about it using variety of structures	Narrate events, tell a story or relate the plot of a book or film and give opinions about it
Reading	In P1-3 learners should be prepared for reading English through learning to read out familiar words in simple contexts Use knowledge of letters and sounds to read words and establish meaning	Read simple texts with accuracy and understanding Use more than one strategy in reading unfamiliar words (<i>eg phonic, graphic, context</i>) Express opinions about stories, poems and non-fiction	Read independently, using strategies appropriately to establish meaning Read texts fluently and accurately Understand main points and express preferences in their reading	Make use of reading skills gained in National Language to develop reading in English Read simple texts relating to familiar contexts independently and fluently
Writing	In P1-3 learners should be prepared for writing English through learning to write Write or copy patterns, letters, words Letters clearly shaped and correctly oriented Communicate through simple words and phrases	Form letters accurately and consistent in size Spell simple words correctly Communicate meaning in both narrative and non-narrative forms Develop ideas in sequences of sentences appropriately punctuated	Write imaginatively, clearly and in an organised way Write sequences of sentences that extend ideas logically and where grammar is correct Choose words for variety and interest Spell polysyllabic words correctly Use punctuation appropriately	Make use of writing skills gained in National Language to develop writing in English Produce simple texts on familiar topics spelling words correctly and using punctuation appropriately
Knowledge about language	In P1-3 learners should develop their knowledge about language in both English and their National Language Introduction to parts of speech and simple sentences <i>e.g. names of people, things and places; tenses and parts of high frequency verbs - to be, to have and to do; use of capital letters, full stops.</i> Use of phonics to understand and develop words	Parts of speech (<i>nouns, pronouns, verbs, adjectives and adverbs</i>) and their use in simple sentences Begin to use conjunctions (<i>and, but</i>) to form compound sentences Use of present, past and continuous tenses; punctuate sentences using capital letters, full stops, commas, speech mark (quotation marks) question marks.	Form simple and compound sentences; begin to use subordinators (<i>if, so, while and since</i>) Respond to and use present, past, continuous, future tenses (<i>using simple, past, regular and irregular; subject verb agreement; negative and interrogative forms</i>) Adverbs and adjectives; Use full stop, speech marks, exclamation marks appropriately	Take account of the rules of grammar, and use punctuation effectively Choose words for more detailed and complex sentences using phrases and clauses Distinguish spelling and meaning of common homophones and distinguish between homonyms

Concurrent use of Languages

Random Code-switching

Both teachers and students use both languages to express themselves, change languages from sentence to sentence, and even within the same sentence. Potential danger: the mother tongue usually loses out.

Translating

Teacher repeats an explanation in one language using the other language. Potential danger: students get used to this technique and simply stop listening to their weaker language (usually L2) until the teacher explains the concept in their stronger language (usually mother tongue), thus losing the “bilingual” advantage.

Previewing and Reviewing

Teacher introduces a topic in one language (mother tongue) and then presents a more detailed and complete discussion in the other language (English). As with translating, this can slow down the pace of learning with lots of duplication.

Purposeful Concurrent Learning

As opposed to random concurrence use of the two languages, this approach carefully allocates equal time to both languages in all classroom functions and activities, thereby fostering the acquisition of a balanced bilingualism and biliteracy. This requires a very well-planned curriculum.

Tutor Course Notes

Key Messages and Approaches

This module is quite practical in nature to reflect the need for the need for language to be developed through application and activity.



There is a focus on talk during this module once again to help teachers appreciate for themselves the benefits of language development. Provide as much opportunity as you can for teachers to ask questions, explain their ideas individually, in pairs, small groups and as a whole group.




- The key text is on the slides, but also in the Tutor’s Handbook. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read section in turn.
- Nearly all the activities are discussion-based. Participants should be put into pairs, and the




pairs put together into groups of four or six. If there is an uneven number of participants, then some will need to work in a three.


- Participants should be encouraged to use their workbook effectively to record what they are learning.
- Depending on the size of the class it may not be possible for every group to report back on every activity. So, it will be necessary to ensure that every group gets a chance during the day, and also, that it is not always the same person who speaks on behalf of the group.
- It may be particularly helpful for this course for teachers to keep a record of key vocabulary and key phrases. They should be encouraged to ask about any terms that are unfamiliar.



Presenting the Slides – Script


		Session 1
1		Greet people in the local language as they arrive if you can today rather than in English.
2		Explain that today you will build on what was explored yesterday in relation to Language Theory and the importance of talk. Ask teachers about any challenges they face teaching in a local language or the transition into English in P4.

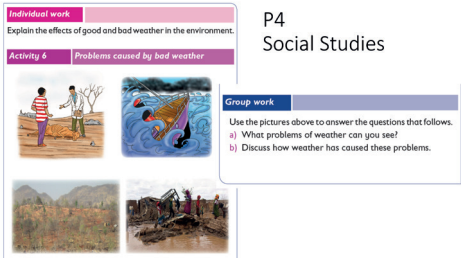
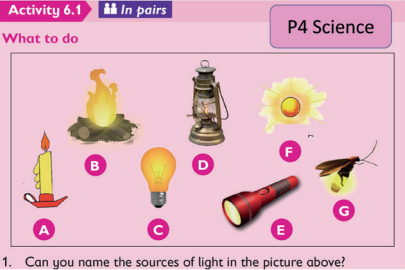

<p>3</p>	<p style="text-align: center;">Course 4: Language Development</p> <p style="text-align: center;">Module 2: Learning in a national language and the transition to English</p> <p>This module explores the specific features of learning in national language and why that is so important.</p> <p style="text-align: center;">Learning Outcomes</p> <p style="text-align: center;">By the end of the module, teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the reasons for learning to read and write in a national language before transitioning to English • Understand the key teaching and learning approaches for learning in a national language • Understand challenges facing young people in the transition to English and the language of instruction <ul style="list-style-type: none"> • Support learners in the transition year and beyond 	<p>Read through this together, checking that teachers understand by asking them to compare these learning outcomes to what they learnt yesterday.</p>
<p>4</p>	 <p>The Curriculum Framework p.18</p> <p>National and Foreign Languages</p> <p><small>The medium of teaching in the ECD and P1-3 will be an official National Language. Materials will be produced in National Languages for these years.</small></p> <p><small>The language to be used in ECD and P1-3 will be selected by the school to fit with the prevailing local circumstances. Learners will continue to study this National Language until P8. Some National Languages will also appear as options in S1-4.</small></p> <p><small>P1-3 are the years in which young children learn to read and write, and this is best done in the language most familiar to the child. English will be learned alongside the national language, but for the first years the teaching and learning of English will be predominantly oral. Only when learners are</small></p> <p><small>secure in reading and writing in the national language will they start to learn to read and write in English. All international evidence points to this being the best way to make the transition to English.</small></p> <p><small>P4 and 5 will be 'transition years' where lessons will begin to be taught in English, but learners will still need support in the National Language they have been using. During these years, learners will develop their ability to read and write in English so that they will be able to do so confidently. By the end of P5, all subjects will be taught in English.</small></p> <p><small>All learners will learn Arabic from P5 to P8. French, Kiswahili and Arabic will be optional subjects from S1.</small></p>	<p>This is what it says in the Curriculum Framework about the medium of instruction. It describes the policy relating to Language Development. It is supported of course by the Policy for Education. Teachers have this in their Workbook also.</p>
<p>5</p>		<p>These photos will be familiar! They were looked at yesterday to discuss conversation and language development, Using these same photographs, ask teachers to give examples of what the children might be saying in mother tongue. How many different languages can you hear??</p>
<p>6</p>	<p>Discuss these questions:</p> <ol style="list-style-type: none"> 1. What was the first language you learned to speak from your parents/family? 2. How many languages can you speak? 3. How many languages can your read and write? 4. Which language did you learn to read first? 5. Do you think being literate in your mother tongue is important? What difference would it make in your community if the next generation could read and write your language? 6. Are there many books in your area? What are they? What languages are they written in? 	<p>Activity 1 Introduce these questions by ask a teacher to read them to the group. Ask teachers to work in groups of 3 or 4 to answer these questions. They should note down answers to question number 5 in their workbook. Explain that after the break you will discuss the answer to these questions.</p>




<p>7</p>		<p>Time for a break. It is quite likely that teachers will continue to talk about this issue over the break – which is why you will gather responses after the break.</p>
<p>8</p>	<p>Why is it important to learn literacy first in one's own mother tongue?</p> 	<p>This question summarizes what was being explored in the questions before break. Ask teachers to talk in pairs for a few minutes to answer this question. Gather answers from 5 or 6 pairs of teachers.</p>
<p>9</p>	 <ol style="list-style-type: none"> 1. People learn best when you start with what is KNOWN and then teach what is UNKNOWN. 2. Learners start to value their language and their culture 3. Learner's confidence and self-esteem are boosted when they are using their mother tongue to learn. 4. Research shows starting literacy in the mother tongue is best 	<p>This slide gives some of the answers to the question just discussed. How many of these statements have you discussed already? Ask teachers if these statements reflect their experiences as both a person who can speak more than one language and as a teacher.</p>
<p>10</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> International research shows that children learn to read and write best in their home language. Teachers need to build proficiency first with talk, then with text. Learners need many opportunities to talk and use language in formal and informal situations. Learners need to use both languages at times in the transition year. Some learners will need more support than others in the change to English Language confidence is key to the transition, so teachers need to give time and support This support may need to continue beyond Year 4. 	<p>These are the key concepts for this module. The highlighted concept has just been illustrated as teachers have talked together about the importance of learning to read and write FIRST in their home language.</p>

<p>11</p>	<p>The education system in the Republic of South Sudan shall be directed towards meeting the following goals:</p> <ul style="list-style-type: none"> a) Eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens; b) Provide equitable access to learning opportunities for all citizens to redress the past inequalities in education provision; c) Achieve equity and promote gender equality and the advancement of the status of women; d) Contribute to the personal development of each learner and to the moral, social, cultural, political and economic development of the nation; e) Promote national unity and cohesion; f) Enhance the quality of education and encourage a culture of innovation and continuous school improvement and effectiveness; and g) Develop and promote a general scientific approach in education. 	<p>These statements are taken from the Education Act for South Sudan 2012.</p> <p>Activity 2 Ask teachers to discuss in pairs which of these goals they believe to be supported by allowing learners to develop language in their mother tongue before they learn English. Challenge them to identify which two of these goals are best supported by the policy relating to Language Development. After some discussion time, ask teachers to explain their ideas.</p>
<p>12</p>	<p style="text-align: center;">Languages and Learning</p> 	<p>Ask teachers what they think this image is describing. It is describing the fact that there needs to be a 'bridge' to help learners move from speaking only their mother tongue to using English as an additional language.</p> <p>**It might be that English has been chosen by a school as the language of instruction from P1 because so many people in the community speak this language – but this should not distract from the fact that learners need to embrace their mother tongue and that there is always a transition into another language. **Ask teachers what kinds of support they can think of to help learners learn an additional language.</p>
<p>13</p>	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Key Concepts</p> <p>International research shows that children learn to read and write best in their home language.</p> <p>Teachers need to build proficiency first with talk, then with text.</p> <p>Learners need many opportunities to talk and use language in formal and informal situations.</p> <p>Learners need to use both languages at times in the transition year.</p> <p>Some learners will need more support than others in the change to English</p> <p>Language confidence is key to the transition, so teachers need to give time and support</p> <p>This support may need to continue beyond Year 4.</p> </div>	<p>These highlighted concepts explore this issue of the need for learners to develop an additional language. This highlights the need for speaking and listening being the focus of learning an additional language. In P4 therefore, there should be a lot of talk and listening in English before learners start to read and write in English.</p>

<p>14</p>	<p style="text-align: center;">One day at School... ...many talking opportunities!</p> 	<p>Ask teachers to tell you what is happening in these pictures. Ask them if they think learning is taking place. Explain that language development takes places across the curriculum and across the school day. There are many instances and opportunities for learners to talk and listen to each other and to talk with their teacher.</p> <p>Activity 3 Ask teachers to work in pairs to write 5 questions that a teacher could ask learners as if they were in each of these photographs. For example, in the bottom left photo, the teacher could ask ‘What is your favourite part of your meal? What did you have to eat before schools? What food does your family like to eat? What food can you buy in a shop that can not grow on a farm?’</p>																				
<p>15</p>		<p>Time for lunch. Remind teachers that they will be learning over lunch...about each other, maybe some foods...and maybe some new language!</p>																				
<p>16</p>	<p style="text-align: center;">ECD Curriculum</p> <table border="1" data-bbox="191 1680 510 1948"> <thead> <tr> <th colspan="3">LANGUAGE ACTIVITIES</th> </tr> </thead> <tbody> <tr> <td colspan="3"> <p><small>Language is vital to learning and for communication. Children learn by doing things practically and by talking about what they do. Language grows when children play together, and by participating in the world and sharing the skills for writing and reading. It is through language that children learn all the other subjects.</small></p> <p><small>Language and writing children the ability to express themselves, and the tools for relating to others, as it supports their social and emotional development. To develop good language skills children need an environment that is rich in talk, stories and books.</small></p> <p><small>Children should be encouraged to read and they need to be listened to. 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Remind teachers again that Language activities take place across the school day – sometimes by design and at other times, just as part of everyday communications. Specifically designed language activities help learners to develop particular aspects of language, including the development of key vocabulary in relevant topics.</p>
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<p>23</p>	<p>Concurrent use of Languages:</p> <p>Random Code-switching: Both teachers and students use both languages to express themselves, change languages from sentence to sentence, and even within the same sentence. Potential danger: the mother tongue usually loses out.</p> <p>Translating: Teacher repeats an explanation in one language using the other language. Potential danger: students get used to this technique and simply stop listening to their weaker language until the teacher explains the concept in their stronger language (usually mother tongue), thus losing the “bilingual” advantage.</p> <p>Previewing and Reviewing: Teacher introduces a topic in one language (mother tongue) and then presents a more detailed and complete discussion in the other language (English). As with translating, this can slow down the pace of learning with lots of duplication.</p> <p>Purposeful Concurrent Learning: As opposed to random concurrence use of the two languages, this approach carefully allocates equal time to both languages in all classroom functions and activities, thereby fostering the acquisition of a balanced bilingualism and biliteracy. This requires a very well-planned curriculum.</p>	<p>Refer teachers to their Workbook to read these strategies for teaching in two languages at the same time, moving slowly away from instruction in Mother Tongue, to instruction in English. Explain each of these strategies, asking teachers to give examples of each in different subjects.</p>												
<p>24</p>	<table border="1" data-bbox="199 1794 657 2007"> <thead> <tr> <th colspan="2">Social Studies Primary 4</th> <th>Unit 2: Weather or Climate?</th> </tr> <tr> <th colspan="3">Learning outcomes</th> </tr> <tr> <th>Knowledge and understanding</th> <th>Skills</th> <th>Attitudes</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Know about and describe the pattern of local weather Describe similarities and differences between the seasons of South Sudan Know about how weather is caused Understand the term ‘climate change’ and its’ impact on a locality </td> <td> <ul style="list-style-type: none"> Investigate sources of information about weather in order to describe local weather patterns Explore the reasons for different types of weather Examine and begin to evaluate the evidence that describes climate change and the related effects Interpret information about weather </td> <td> <ul style="list-style-type: none"> Value aspects of some types of weather that help industries such as agriculture Appreciate the variety in seasons of the year Respect the need to adapt to different climates </td> </tr> </tbody> </table>	Social Studies Primary 4		Unit 2: Weather or Climate?	Learning outcomes			Knowledge and understanding	Skills	Attitudes	<ul style="list-style-type: none"> Know about and describe the pattern of local weather Describe similarities and differences between the seasons of South Sudan Know about how weather is caused Understand the term ‘climate change’ and its’ impact on a locality 	<ul style="list-style-type: none"> Investigate sources of information about weather in order to describe local weather patterns Explore the reasons for different types of weather Examine and begin to evaluate the evidence that describes climate change and the related effects Interpret information about weather 	<ul style="list-style-type: none"> Value aspects of some types of weather that help industries such as agriculture Appreciate the variety in seasons of the year Respect the need to adapt to different climates 	<p>Activity 5 With a focus on Purposeful Concurrent Learning, ask teachers to prepare a short demonstration of a lesson in P4. They should think carefully about the learning outcomes shown here before reading carefully through a related page in a textbook on the next slide.</p>
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<p>25</p>	 <p>P4 Social Studies</p>	<p>Talk through this activity and how it relates to the learning outcomes. Ask teachers to work in pairs to prepare a demonstration of this lesson taking place – just a 2 – 3 minutes example is good enough! Allow teachers 10 minutes to prepare their demonstration. After each demonstration, ask 2 teachers to comment on the effectiveness of the concurrent language learning.</p>												
<p>26</p>	<table border="1" data-bbox="204 922 660 1102"> <thead> <tr> <th colspan="2">Science Primary 4</th> <th>Unit 6: Light and Heat</th> </tr> <tr> <th colspan="3">Learning outcomes</th> </tr> </thead> <tbody> <tr> <td>Knowledge and understanding</td> <td>Skills</td> <td>Attitudes</td> </tr> <tr> <td> <ul style="list-style-type: none"> Investigate how light travels and its uses Explore the sources of heat and its uses </td> <td> <ul style="list-style-type: none"> Design fair test on how light and heat travel Investigate how light and heat travel Record results and explain them Apply the results to their homes </td> <td> <ul style="list-style-type: none"> Appreciate uses of light and heat in their daily activities </td> </tr> </tbody> </table>	Science Primary 4		Unit 6: Light and Heat	Learning outcomes			Knowledge and understanding	Skills	Attitudes	<ul style="list-style-type: none"> Investigate how light travels and its uses Explore the sources of heat and its uses 	<ul style="list-style-type: none"> Design fair test on how light and heat travel Investigate how light and heat travel Record results and explain them Apply the results to their homes 	<ul style="list-style-type: none"> Appreciate uses of light and heat in their daily activities 	<p>Activity 6 Here is another subject and another lesson. Ask teachers to work in different pairs to prepare another demonstration of this lesson, using concurrent languages. Once again ask 2 teachers after each demonstration to describe effective features of concurrent language learning.</p>
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<p>27</p>	 <p>1. Can you name the sources of light in the picture above?</p>	<p>Discuss the key vocabulary here.</p>												
<p>28</p>	 <p>2. Where do you use these sources of light? 3. Which sources of light do you use at home and in school? 4. Which sources of light are natural? 5. Which sources of light are man-made? 6. Find out the sources of light used in your community. Which fuel do they use?</p>	<p>Ask teachers which question they think is particularly rich in opportunities of language development. (Remember that this is a Science Lesson!)</p>												

<p>29</p>	<div data-bbox="209 465 660 712" style="background-color: #e6f2ff; padding: 10px;"> <p style="text-align: center;">Key Concepts</p> <p>International research shows that children learn to read and write best in their home language.</p> <p>Teachers need to build proficiency first with talk, then with text.</p> <p>Learners need many opportunities to talk and use language in formal and informal situations.</p> <p>Learners need to use both languages at times in the transition year.</p> <p>Some learners will need more support than others in the change to English.</p> <p>Language confidence is key to the transition, so teachers need to give time and support</p> <p>This support may need to continue beyond Year 4.</p> </div>	<p>Use this slide to recap the whole day. Ask teachers to remind you how these concepts relate to the Goals of education in South Sudan. Ask teachers to give you a few examples of how today's learning connects with what was studied in Module 1 yesterday.</p>
<p>30</p>		<p>As a final discussion, talk about how in this picture, the learner seems to be the teacher! Explain that teaching requires significant language skills. This means that teachers should look for opportunities to develop their own language skills and to also seek opportunities for learners to teach...so that they too have the opportunity to explain, ask questions, check for understanding, listen attentively etc.</p>
<p>31</p>	<div style="text-align: center;">  <p style="font-size: 24px; font-weight: bold;">Thank you</p> <p>Next Module: Pre-reading and Pre-writing</p>  </div>	<p>End of the day. Thank teachers in your mother tongue.</p>



Module 3: Pre-writing and Pre-writing

This module explores the learning activities that are essential before children learn to read and write.

Course 4: Language Development

Module 3: Pre-writing and Pre-writing

This module explores the learning activities that are essential before children learn to read and write.

Learning Outcomes

By the end of the module, teachers will be able to:

- Understand the principles of pre-writing and pre-writing activities
- Understand the advice given for these activities in the South Sudan ECD curriculum guidance
- Understand that children of any age need these activities before they can learn to read and write
- Plan pre-writing and pre-writing activities

Key Concepts

Children's readiness to learn to read and write depends upon pre-writing and pre-writing activities.

The SS ECD Curriculum is based on this approach.

Activities need to be planned for the classroom to promote these activities.

Older learners unable to read and write well still need these activities.

Related Professional National Standards:

2.2 Teachers understand and use a variety of teaching strategies to effectively teach the central concepts and skills of the discipline.

Outline

Session	Content
1	Introduction to pre-reading and writing <ul style="list-style-type: none">• <i>Activity 1 – 3 questions to check understanding of the Background Reading.</i>
2	Details of pre-reading and pre-writing <ul style="list-style-type: none">• <i>Activity 2 – Pre-reading and pre-writing across the school day and across the curriculum.</i>
3	Pre-reading <ul style="list-style-type: none">• <i>Activity 3 – 8 activities for pre-reading.</i>
4	Pre-writing and language development of older learners <ul style="list-style-type: none">• <i>Activity 4 – 8 activities for pre-reading and pre-writing.</i>

Background information

Guidance for the Early Childhood Development Curriculum

Pre-Reading and Pre-Writing

Children should not be introduced formally to reading and writing at the ECD phase. The new curriculum makes this clear. It is much more important that children develop their “pre-reading and pre-writing skills” and these are developed through the range of learning activities in which they engage.

This means:

- Spoken language (in terms of vocabulary and the way they speak in sentences) through a wide range of opportunities to talk to adults and other children
- Listening skills through listening and responding to talk and to stories, and also listening to music and discriminating sounds
- Ability to recognise rhymes and rhythms through songs and repeated refrains in poems and stories
- Manipulative skills through drawing, painting, making models etc, so that they will be able to form letters and words at a later stage
- Shape recognition skills through sorting, matching, drawing and puzzles to help the recognition of letters and words. Letter sounds are important, but young children often find it easiest to recognise whole words first through names and labels and later in some key words in simple story-books being read to them. All the evidence suggests that if the “pre-reading skills” are well developed and children have a wide range of experience and a confidence in learning, then learning to read and write will come quickly.

Best Practices in Creating a Rich Learning Environment

A Physical, Social & Emotion Environment

The learning environment is an important and powerful teaching tool in itself. Much of the early childhood teacher’s work is done before the children ever arrive – by arranging for a rich learning environment. If the environment is set up with the knowledge of how children learn and develop, it can positively support both learning and teaching. The ECD setng or classroom is usually much less formal than a primary school. Young children do not learn well by sitting in rows and listening to a teacher. They need to be active and engage in practical learning activities, so the environment needs to reflect this.

The Physical Environment

The physical environment should be stimulating and provide the range of materials for the children to explore and use. This does not mean that there has to be expensive equipment or facilities. Local and ‘found’ materials can be stimulating and can provide a variety of learning opportunities. But it does mean that the physical space should not be set out formally with rows of seats or desks. Ideally the physical environment will provide a range of resources and potential activities that will provide some degree of independence and choice for the children.

For example:

- A role-play area set up as a shop or a house or something that is familiar to the children
- An art area with materials for drawing, painting or collage
- A maths area with things to count, sort, weigh or measure
- A construction or modelling area with things to make or join or shape (clay, card, wood etc)
- A “reading” area with picture books

- A “writing” area where children can pretend to write (often with a set purpose linked to role play – such as a shopping list etc)
- A play area with jig-saw puzzles or other games and puzzles

It is recognised that many settings and schools will lack many resources. However, the above list shows the sorts of things that can be done, and often local or ‘found’ materials can be used inventively. In some ECD settings, children are given a choice of activities for at least some of the day, and will move from one area to another. Many of these are the “ongoing” activities that are a feature of ECD settings. The physical environment can valuably include words and labels, especially at PP2. If children get used to seeing simple words attached to objects (door, window, reading corner etc) then reading comes much easier at a later stage.

The Social Environment

The ECD phase is an important time for children to develop socially and learn to cooperate, mix and be part of a larger group. This is also important to their language development. This is helped in a social environment where children are provided with opportunities and encouraged to work in pairs and small groups. It is also important that they are encouraged to talk to others, and not be expected to be silent.

The Emotional Environment

The key to a successful learning environment is that children need to feel secure and valued. They need a network of strong relationships so that they gain the confidence to explore and try things out. Above all, they must not fear failure. Children learn from experience, and there is often more to learn when things go wrong. Teachers need to help children to understand this and to have the confidence to go on. In this way, children will become ‘life-long learners’. A major cause of children dropping out of school is fear of failure and being reprimanded for getting things wrong. Teachers should be encouraging and help

children to be successful. For all these reasons, the emotional environment is in many ways even more important than the physical one.

In creating a positive early childhood environment, the following practices should be observed:

- The classroom should be organised to foster exploration with learning materials.
- Learning materials should be relevant to a child’s own life experiences (open- ended but purposeful).
- The classroom environment should be set up for choices.
- Learning experiences should be planned so that there are teacher-initiated and child-initiated learning opportunities in small group contexts.
- Schedules should reflect active and quiet learning activities; large group, small group and individual learning time; teacher-directed and child-initiated activities; and, where possible, indoor and outdoor activities. The role of the teacher is to facilitate learning by creating a rich physical, social and emotional environment.

Early stages of communication

- Pre-reading
- Visual perception
- Pre-writing
- Listening Skills & Phonological Awareness
- Speaking Skills & Expressive Language

Pre-writing

Why are writing readiness (pre-writing) skills important?

Pre-writing skills are essential for the child to be able to develop the ability to hold and move a pencil fluently and effectively and therefore produce legible writing. When these skills are underdeveloped it can lead to frustration and resistance due to the child not being able to produce legible writing or to 'keep up' in class due to fatigue. This can then result in poor self esteem and academic performance.

What are the building blocks necessary to develop writing readiness (pre-writing)?

- **Hand and finger strength:** An ability to exert force against resistance using the hands and fingers that allows the necessary muscle power for controlled movement of the pencil.
- **Crossing the mid-line:** The ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides.
- **Pencil grasp:** The efficiency of how the pencil is held, allowing age appropriate pencil movement generation.
- **Hand eye coordination:** The ability to process information received from the eyes to control, guide and direct the hands in the performance of a task such as handwriting.
- **Bilateral integration:** Using two hands together with one hand leading (e.g. holding and moving the pencil with the dominant hand while the other hand helps by holding the writing paper).
- **Upper body strength:** The strength and stability provided by the shoulder to allow controlled hand movement for good pencil control.
- **Object manipulation:** The ability to skilfully manipulate tools (including holding and moving pencils and scissors) and controlled use of everyday tools (such as a toothbrush, hairbrush, cutlery).
- **Visual perception:** The brain's ability to interpret and make sense of visual images seen by the eyes, such as letters and numbers.
- **Hand dominance:** The consistent use of one (usually the same) hand for task performance, which allows refined skills to develop.
- **Hand division:** Using just the thumb, index and middle finger for manipulation, leaving the fourth and little finger tucked into the palm stabilizing the other fingers but not participating.

What can be done to improve writing readiness (pre-writing) skills?

- **Hand dominance:** Determine and reinforce the dominant hand use in precision task performance.
- **Experience:** Encourage participation in activities that involve grasping and manipulating small objects such drawing, puzzles, opening containers, threading or other related tasks.
- **Poking and pointing:** Practice tasks that use just one or two fingers (not all at once) e.g. poking games.
- **Praise and encouragement** when your child engages in fine motor activities, especially if they are persistent when finding an activity difficult.
- **Hand and finger strength** (e.g. scrunching, paper, using tweezers, play dough, pegs).
- **Sensory play** activities (e.g. rice play, finger painting) to assist the development of tactile awareness.

- **Hand-eye coordination:** Practice activities that involve hand-eye coordination (e.g. throwing and catching) and crossing the mid-line (e.g. reaching across the body to pick up items).
- **Upper limb strength:** Encourage play activities that develop upper limb strength (e.g. climbing ladders, wheelbarrow walking).

What activities can help improve writing readiness (pre-writing) skills?

- **Threading and lacing** with a variety of sized laces.
- **Dough and mud** activities that may involve rolling with hands or a rolling pin, hiding objects such as coins in the play dough or just creative construction.
- **Scissor** projects that may involve cutting out geometric shapes to then paste them together to make pictures such as robots, trains or houses.
- **Tongs** to pick up objects.
- **Drawing or writing** on a vertical surface.
- **Every day activities** that require finger strength such as opening containers and jars.
- **Pre writing shapes:** Practice drawing the pre-writing shapes (l, —, O, +, /, square, \, X, and Δ).
- **Finger games:** that practice specific finger movements such as Incy wincy Spider.
- **Craft:** Make things using old boxes, egg cartons, wool, paper and sticky or masking tape.
- **Construction:** Building with blocks, stones, sticks etc.

Visual Perception

What is visual perception?

Visual perception refers to the brain's ability to make sense of what the eyes see. This is not the same as visual acuity which refers to how clearly a person sees (for example "20/20 vision"). A person can have 20/20 vision and still have problems with visual perceptual processing.

Why is visual perception important?

Good visual perceptual skills are important for many every day skills such as reading, writing, completing puzzles, cutting, drawing, completing math problems, dressing, finding your sock on the bedroom floor as well as many other skills. Without the ability to complete these every day tasks, a child's self esteem can suffer and their academic and play performance is compromised.

What are the building blocks necessary to develop visual perception?

- **Sensory Processing:** Accurate registration, interpretation and response to sensory stimulation in the environment and the child's own body.
- **Visual Attention:** The ability to focus on important visual information and filter out unimportant background information.
- **Visual Discrimination:** The ability to determine differences or similarities in objects based on size, colour, shape, etc.
- **Visual Memory:** The ability to recall visual traits of a form or object.
- **Visual Spatial Relation Ships:** Understanding the relationships of objects within the environment.
- **Visual Sequential-Memory:** The ability to recall a sequence of objects in the correct order.
- **Visual Figure Ground:** The ability to locate something in a busy background.
- **Visual Form Constancy:** The ability to know that a form or shape is the same, even if it has been made smaller/larger or has been turned around.

- **Visual Closure:** The ability to recognise a form or object when part of the picture is missing.

What can be done to improve visual perceptual skills?

- **Visual cues:** For example, use a coloured dot or sticker to show what side of the page to start writing on or reading from, or place a texta mark on stick on the inside of the child's shoes so they know which foot to put them on (dots face inwards).
- **Directional arrows:** To help with direction or starting position (e.g. for letter formation).
- **Graph paper:** To help with word spacing and sizing.
- **Highlight the line:** To encourage correct line alignment.
- **Paper copies:** Provide the child work that is to be copied on a piece of paper to put on their desk, rather than asking them to copy it from the board.
- **Alphabet strip:** Place on the child's table that they can refer to for correct letter formation.
- **Eliminate clutter:** Encourage the child to keep their desk clear of distractions and clutter.
- **Position desk away from distractions:** Sit the child's desk in an area closer to the front to avoid the distractions of other students.
- **Eliminate visual distractions:** Remove as much of the visually stimulating classroom wall decorations as possible, especially near the child's desk.
- **Keep worksheets clear and simple:** Avoid unnecessary decorations (e.g. place only one activity on a page, remove pretty borders on worksheets).
- **Outline boundaries:** Use a red marker to outline the boundaries for coloring, mazes or cutting tasks.
- **Break visual activities into small steps:** When working on puzzles, present one piece at a time and cover unneeded pieces of the puzzle.

What activities can help improve visual perception?

- **Hidden pictures games** in books such as "Where's Wally".
- **Picture drawing:** Practice completing partially drawn pictures.
- **Dot-to-dot** worksheets or puzzles.
- **Review work:** Encourage your child to identify mistakes in written material.
- **Memory games:** Playing games such as Memory.
- **Sensory activities:** Use bendable things such as pipe cleaners to form letters and shapes (because feeling a shape can help them visualize the shape). The letters can then be glued onto index cards, and later the child can touch them to "feel" the shape of the letter.
- **Construction-type activities** such as Duplo, Lego or other building blocks.
- **Flash cards** with a correct letter on one side and an incorrectly formed letter on the other side. Have the child try to draw the letter correctly, then turn over the card to see if it is right. (Have them write in sand or with finger paint to make it more fun).
- **Word search puzzles** that require you to look for a series of letter.
- **Copy 3-D block designs**
- **Identify objects by touch:** Place plastic letters into a bag, and have the child identify the letter by "feel".

Pre-reading

What is reading?

Reading is the ability to decode written symbols and signs, understand the meaning of words and coordinating these skills together in order to read fluently.

Why is reading important?

Reading is an important skill needed to achieve academic success at school and university, but it is also important in daily life for negotiating the environment, for relaxation and for self regulation. A lot of information available to us is in written form (e.g. newspapers, books, internet articles, signs). In order to have access to this information a person needs to be able to read. Reading also aids in the development of language, as it exposes children to new vocabulary and deepens their understanding of the structure of language. It opens up a world of information to a child including factual and fictional information and ideas.

Reading can also develop a child's social skills. For example, being read to by an adult or older sibling or even reading to a younger child is a shared experience and can strengthen relationships. In addition, other activities which facilitate social interaction include talking about books together and sharing information with peers, listening to stories within group times and discussing aspects of the stories.

What are the building blocks necessary to develop reading?

- **Hearing** to hear the difference between sounds and to be able to blend sounds together.
- **Phonological awareness skills:** The awareness of what sounds are and how they come together to make words. Skills include the ability to rhyme, segment words into syllables and single sounds, blend sounds together, identify sounds in different positions in words and manipulate sounds within words.
- **Oral language skills:** This includes a child's understanding and use of language and their abilities to describe, give instructions and tell stories as well as their vocabulary knowledge.
- **Print awareness:** Understanding that symbols, pictures and letters have meaning and also comprehending how books work.

What can be done to improve reading skills?

- **Phonological awareness:** Determine whether the foundation skills such as phonological awareness are intact and focus on developing these skills.
- **Work collaboratively** with preschool/school staff to set up joint communication goals and develop strategies to help support the child within the classroom setting.
- **Reading time:** Set aside a regular time to read to and with the child every day.
- **Reading materials:** Provide a range of reading materials around the house to encourage the child to read (e.g. letters, newspapers, magazines, comics, picture books). Place items in the lounge room, in the bedroom and even in the bathroom.
- **Family reading:** Set aside a regular time for the whole family to sit down and read together.
- **Everyday activities:** Encourage the child to read material in everyday situations (e.g. recipes for cooking, signs they can see when in the car, directions for games).
- **Visit the library:** This will encourage the child to read more and they will be able to access a wide range of reading materials. Also, the library may offer reading programs which may further increase the child's interest in reading.
- **Electronic programs:** Enhance your child's joy of reading by utilising other activities, such as books on tape, using programs on the computer (e.g. Reading Doctor, Reading Eggs) or the iPad.

What activities can help improve reading abilities?

For the pre-school child and early reader:

- **Listen to sounds** in the environment, songs, stories, words and speech sounds.
- **Look at books** together from an early age.
- **Make sounds:** Talk about how sounds are made with your mouth and practice making different sounds in front of the mirror (e.g. a snake makes a “sssss” sound).
- **Read books** together, which have an emphasis on sound play (e.g. rhyme, alliteration, or words that start with the same sound).
- **Identify sounds in words.** For example, talk about the sound at the start of words: ‘Listen, mummy starts with a /m/ sound. Let’s find more words that start with a /m/ sound’.
- **‘I Spy’:** Play games like ‘I Spy’ and take turns to find objects that begin with a specific sound (e.g. ‘I spy with my little eye something beginning with /t/’).
- **Sing songs** together as they often contain rhyming or alliteration.
- **Alphabet:** Look at alphabet books and sing alphabet songs, put alphabet posters in the child’s room.
- **Clap or drum out syllables** in words (e.g. ‘butterfly’: but – ter –fly).
- **Poems:** Make up silly poems together.
- **Label pictures** that the child draws.
- **Shopping:** Make up grocery lists together, write the word and draw a simple picture next to it.
- **Letter Awareness:** Expose the child to letters and numbers as often as you can through books, newspapers, magazines, signs in the environment.
- **Choose books to read** that the child is interested in so that the activity is fun for the child (e.g. if they love cars, choose a book about cars; if they like to lift flaps, choose books that have pull tags).
- **Ask questions** about what is happening in stories and what might happen next.

- **Vocabulary:** Explain any unfamiliar vocabulary and try to re-use any new words again within daily activities. The more times the child hears a word, the more likely they are to learn it and to begin using that word.

For the early school age child:

- **Listen to the child read.** Notice how they are reading and choose books appropriate to their reading level.
- **Take turns reading aloud.** Begin with the child only reading a small section (and the adult reading the rest) and then increase the amount as they get more confident.
- **Sound out words:** Help the child when they get stuck on a word. Help them to use what they know about letters to sound out the word. Alternatively, ask them to skip the word and read the whole sentence and then think about what word might go in the sentence or provide them with the word with which they are having difficulty.
- **Send letters** and notes to the child to read and encourage the child to send letters/notes to you, other family members or friends.
- **Rhymes:** Use rhymes such as “When two vowels go walking, the first one does the talking” to help the child apply spelling rules to their reading.
- **Spelling Rules:** Teach the child specific spelling rules to apply to their reading (e.g. the silent ‘e’ rule (also known as the magic ‘e’ or the bossy ‘e’) changes a short vowel into a long vowel (e.g. cap versus cape).

Improving fluency of reading:

- **Model** fluent reading to the child with a variety of reading materials (e.g. newspaper, fiction, non-fiction, poems and recipes). After listening to an adult read fluently and with expression, talk about exactly what it was that made it ‘good reading’.
- **Repetition:** Practice reading fluently by reading the same passage, poem or song lyrics several times to help develop expression and fluency.
- **Read aloud:** Ask the child to ‘echo’ or repeat the sentence back to you in the same way that you read it.

Listening Skills & Phonological (Sound) Awareness

What is phonological (sound) awareness?

Phonological awareness (sometimes referred to as 'sound awareness') is the awareness of what sounds are and how they come together to make words. Skills include the ability to rhyme, segment words into syllables and single sounds, blend sounds together, identify sounds in different positions in words and manipulate sounds within words.

Why is phonological (sound) awareness important?

Phonological awareness is an important pre-literacy skill because if there are difficulties in this area it can often lead to reading and writing difficulties. Children develop phonological awareness skills in a sequential pattern which is as follows:

- The ability to hear rhymes and alliteration.
- Hearing words in spoken language.
- Hearing syllables in spoken words and then being able to clap out syllables.
- Hearing sounds at the beginning of words and then being able to produce words that begin with certain sounds.
- Recognising and identify rhyming words and then being able to produce rhyming words.
- Being able to hear individual sounds in words.
- Being able to blend individual sounds together to make a word (e.g. c_a_t = cat).
- Being able to segment sounds in words (e.g. cat = c_a_t).
- Deleting, substituting and manipulating sounds in words.

What are the building blocks necessary to develop phonological (sound) awareness?

- **Attention and concentration:** Sustained effort, doing activities without distraction and being able to hold that effort long enough to get the task done.

- **Hearing:** Adequate hearing for the detection of speech sounds.
- **Middle ear functioning:** A child with on-going ear infections, glue ear or colds which block the ears may have fluctuating hearing levels which can affect speech and sound awareness.
- **Auditory Processing:** The ability to hear sounds, distinguish between similar sounds or words, and separate relevant speech from background noise.
- **Receptive (understanding) language:** Understanding simple concepts, such as beginning, end, middle, long, short, loud and soft.
- **Articulation:** Clarity of speech sounds and spoken language.
- **Working memory:** The ability to temporarily retain and manipulate information involved in language comprehension, reasoning, and learning new information; and to update this information as change occurs.

Following Instructions

What is following instructions?

Following instructions is a part of everyday life. It is the child's ability to act on requests by others. Following instructions requires the child to attend to detail in spoken language, to sequence the information in the appropriate steps and to seek clarification if they have trouble remembering or recalling the information. At home, parents ask their children to do things around the house (e.g. "Put the cup on the table") and at school teachers ask their students to follow commands within the classroom (e.g. "Go to your bag and get your lunch") and within academic tasks (e.g. "Copy the spelling words on the board, then put each of them into a sentence"). When children engage with their peers, they often give each other instructions in play (e.g. "Can you put the doll in the bed?" or "Let's make the train go to the station, then get all the people").

What can be done to improve following instructions?

- **Eye contact:** Get the child's visual attention before giving them an instruction.
- **Single instructions:** Give your child only one instruction at a time.
- **Simple language:** Keep language simple and direct.
- **Break verbal instructions into parts:** Instead of "Go and get your lunchbox and your hat and go outside", say "Get your lunchbox." When the child has followed that instruction, say "Now get your hat" then "OK, now you can go outside".
- **Repeat:** Get your child to repeat the instruction to ensure that they have understood what they need to do (e.g. "Go and get your bag then sit at the table. What do I want you to do?").
- **'First/Then':** Use this concept to help the child know what order they need to complete the command (e.g. "First get your jacket, then put on your shoes").
- **Clarify:** Encourage the child to ask for clarification if they forget part of the instruction or have trouble understanding what they need to do. Encourage them to ask for the command to be repeated or clarified (e.g. "Can you say that again please?").
- **Visual aids** (e.g. pictures, gestures, body language and facial expression) can be used to assist the child's comprehension and recall of the instruction.
- **Visual cues** can often be very useful to help the child to follow longer instructions as it provides them with something to refer back to if they are having difficulty remembering what they need to do. It also highlights the order in which they need to complete the instruction.

Speaking Skills & Expressive Language (Using Words And Language)

What is expressive language (using words and language)?

Expressive language is the use of words, sentences, gestures and writing to convey meaning and messages to others. Expressive language skills include being able to label objects in the environment, describe actions and events, put words together in sentences, use grammar correctly (e.g. "I had a drink" not "Me dranked"), retell a story, answer questions and write short story.

Why is expressive language (using words and language) important?

Expressive language is important because it enables children to be able to express their wants and needs, thoughts and ideas, argue a point of view, develop their use of language in writing and engage in successful interactions with others.

What activities can help improve expressive language?

- **Name items together** when looking at a book, in the car, looking outside, in play, while they are playing, whilst shopping.
- **Choice-making:** Offer the child choices so that they are encouraged to use words to make a request rather than relying on gesture.
- **Day-to-day activities:** Engage in lots of "day-to-day" activities (e.g. going shopping, to the park, to the zoo, to the museum) then talk about/draw/act out what you did and saw.
- **Play** something together that the child really enjoys and throughout the game model new words and phrases.
- **Look at books** together and talk about what you see.
- **Ask questions** about what is happening in a story and why it is occurring.

- **Sing songs** together.
- **Use pictures/drawings/photos** to make a book or sequence of events and make up a story about the pictures.
- **Read stories** to help model correct use of language.
- **Write letters** to friends.
- **Pictures:** Talk together about a picture and then write down what you said.

(Kid Sense Child Development, Academics and Learning New Skills - Kid Sense Child Development)

Further Reading

Wildová & Kropáčková (2015). Early Childhood Pre-reading Literacy Development. *Procedia - Social and Behavioral Sciences* 191

Riley, J. (2003). *The teaching of reading: The development of literacy in the early years*. London, New York:

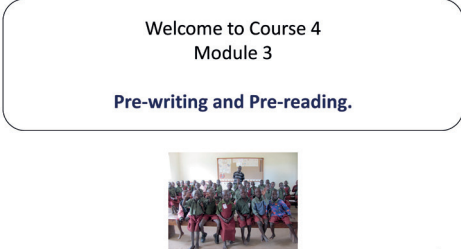

McGraw-Hill. Wildová, R. (2005). *Development of initial of reading literacy*. Prague : Charles University in Prague, Faculty of Education.



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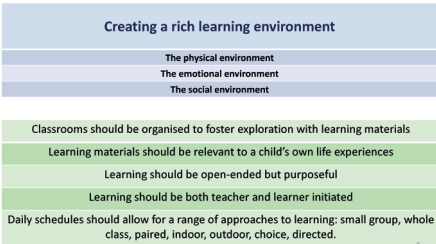

Bryce-Clegg A (2015) *Best Practice in the Early Years*, Bloomsbury


Tutor Course Notes




Presenting the Slides – Script

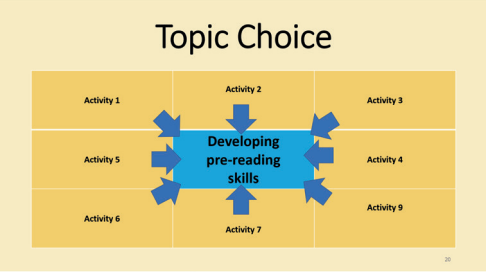


		Session 1
1	 <p>Welcome to Course 4 Module 3</p> <p>Pre-writing and Pre-reading.</p>	<p>Welcome teachers as they arrive and suggest they read through some of the background information for today because there is quite a lot!</p>
2	 <p>Welcome!</p> <p>CPD for In-Service Teachers leading to Qualified Teacher Status (QTS)</p>	<p>Remind teachers that this module is part of their progress towards achieving qualified teachers' status.</p>
3	<p>Course 4: Language Development Module 3: Pre-writing and pre-writing</p> <p>This module explores the learning activities that are essential before children learn to read and write.</p> <p>Learning Outcomes</p> <p>By the end of the module, teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the principles of pre-writing and pre-writing activities • Understand the advice given for these activities in the South Sudan ECD curriculum guidance • Understand that children of any age need these activities before they can learn to read and write • Plan pre-writing and pre-writing activities 	<p>Read through this together – referring teachers to this detail in their Workbooks. Focus on the fact that the ECD Guidance integrates and promotes these principles of pre-reading and pre-writing. Confirm that what was learnt yesterday about language development is supported by this unit and vice versa.</p> <p>Pre-reading and pre-writing is most effective if it is done in Mother Tongue. This is important!!</p>

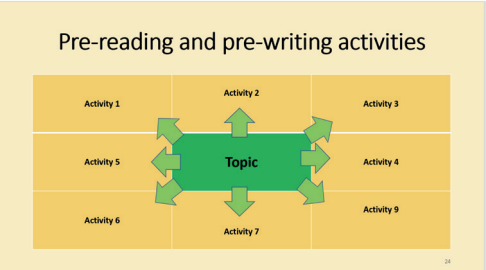
<p>4</p>	<p style="text-align: center;">Key Concepts</p> <p>Children's readiness to learn to read and write depends upon pre-writing and pre-writing activities</p> <p>The SS ECD Curriculum is based on this approach</p> <p>Activities need to be planned for the classroom to promote these activities</p> <p>Older learners unable to read and write well still need these activities</p>	<p>These key concepts are very similar to the learning outcomes. Briefly discuss the idea that older learners will still need this approach. This process is especially important – jumping straight to formal reading and writing is not a good way to learn.</p>
<p>5</p>	<p style="text-align: center;">The Seven Areas of Learning in the ECD Curriculum</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Language Activities</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Artistic and Creative Activities</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 5px 0;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Mathematics Activities</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Outdoor and Physical Activities</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 5px 0;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Environmental Activities</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Personal Development Activities</div> </div> <div style="border: 1px solid black; padding: 2px; margin: 2px auto; width: 100px; text-align: center;">Religious Education</div>	<p>This is a reminder of the seven areas of learning within the ECD curriculum. Ask teachers to suggest links between these areas. How is learning in mathematics for example supported by outdoor and physical activities? Ask for an example, then comment on how this activity might also serve to support pre-reading and pre-writing.</p>
<p>6</p>	<p style="text-align: center;">ECD Guidance p.4</p> <p style="text-align: center;">What are the five key pre-reading and pre-writing skills?</p> <ul style="list-style-type: none"> • Spoken language • Listening skills (including music) <ul style="list-style-type: none"> • Rhythm and rhyme • Manipulative skills • Shape recognition 	<p>These are the key elements of pre-reading and pre-writing. You might need to explain what is meant by ‘manipulative skills’ – the ability to move and hold objects effectively and purposefully.</p>
<p>7</p>	<ul style="list-style-type: none"> • Spoken language (in terms of vocabulary and the way they speak in sentences) through a wide range of opportunities to talk to adults and other children • Listening skills through listening and responding to talk and to stories, and also listening to music and discriminating sounds • Ability to recognise rhymes and rhythms through songs and repeated refrains in poems and stories • Manipulative skills through drawing, painting, making models etc, so that they will be able to form letters and words at a later stage • Shape recognition skills through sorting, matching, drawing and puzzles to help the recognition of letters and words. <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<p>This slide explains the previous points in more detail. Ask teachers to link each of these descriptions to an activity they have done with children in their class. Confirm which learning area(s) these examples cover also.</p>



<p>8</p>		<p>This is a description of the different types of learning environments. Ask teachers to tell you what they think each of these environments is about – and how it can be developed. There is some guidance in their Workbooks taken from the ECD Guidance Document.</p>
<p>9</p>		<p>This slide explains a little more about the way teachers should design their classroom and curriculum to enable learning to take place in ECD and in P1. Explain that this approach allows for language to flourish, including creating a pathway towards reading and writing.</p>
<p>10</p>		<p>Activity 1 Give teachers some time individually to read the background information about pre-reading and pre-writing. Ask them to prepare 3 questions that they could ask the rest of the group to check understanding. Remind them that they can highlight sections of the background information too in their Workbook if that helps them, as well as writing notes.</p> <p>Finish the session by asking teachers how the young girl in this picture is learning to read and write? (Possibly for example: speaking or singing in time and/or to a rhyme; clapping a rhythm with a group; developing a sense of story; responding to a picture or a question.)</p>

<p>11</p>		<p>Time for a break.</p>
<p>12</p>	<p style="text-align: center;">Key Concepts</p> <p>Children’s readiness to learn to read and write depends upon pre-writing and pre-writing activities</p> <p>The SS ECD Curriculum is based on this approach</p> <p>Activities need to be planned for the classroom to promote these activities</p> <p>Older learners unable to read and write well still need these activities</p>	<p>In this session we will move not thinking more about how to plan pre-reading and pre-writing activities by looking carefully at components of each.</p>
<p>13</p>	<p>PRE-WRITING LINE DEVELOPMENT</p> <p>Vertical Line Horizontal Line Circle Shape</p> <p>Cross Shape Square Shape Right/Left Diagonal Lines</p> <p>"X" Shape Triangle Shape</p>	<p>Here are some marks that learners need to learn to make before they are able to write. So this is ‘pre-writing’. Explain that this can be done by using a finger to draw in the sand/soil, by using a stick to draw in the mud or by holding a pencil to make marks on the paper.</p>
<p>14</p>	<ul style="list-style-type: none"> • Hand and finger strength: An ability to exert force against resistance using the hands and fingers. • Crossing the mid-line: The ability to cross the imaginary line running from a person’s nose to pelvis. • Pencil grasp: The efficiency of how the pencil is held. • Hand eye coordination: The ability to process information received from the eyes to control, guide and direct the hands in the performance of a task such as handwriting. • Bilateral integration: Using two hands together with one hand leading (e.g. holding and moving the pencil with the dominant hand while the other hand helps by holding the writing paper). • Upper body strength: The strength and stability provided by the shoulder to allow controlled hand movement for good pencil control. • Object manipulation: The ability to skilfully manipulate tools. • Visual perception: The brain’s ability to interpret and make sense of visual images seen by the eyes. • Hand dominance: The consistent use of one (usually the same) hand for task 	<p>Explain that actually holding a pencil is only a part of the skills need to write. Read these through together to understand more skills.</p>

<p>15</p>	<p>One day at School... ...many learning opportunities</p> 	<p>Activity 2 Building on these two previous slides and the background information, review each of these pictures to consider where there are opportunities to develop pre-writing skills across the school day and across the curriculum. It will help that teachers looked at these pictures yesterday. Ask teachers to work in pairs to write 2 or 3 pre-writing activities for each picture. Take some time to listen to ideas and encourage teachers to ask each other questions for clarification.</p>
<p>16</p>		<p>Time for lunch.</p>
<p>17</p>	<p>Pre-reading</p> <p>Hearing to hear the difference between sounds and to be able to blend sounds together.</p> <p>Phonological awareness skills: The awareness of what sounds are and how they come together to make words. Skills include the ability to rhyme, segment words into syllables and single sounds, blend sounds together, identify sounds in different positions in words and manipulate sounds within words.</p> <p>Oral language skills: This includes a child's understanding and use of language and their abilities to describe, give instructions and tell stories as well as their vocabulary knowledge.</p> <p>Print awareness: Understanding that symbols, pictures and letters have meaning and also comprehending how books work.</p>	<p>In this session we will focus a little more on pre-reading. You might need to explain that 'phonological' means sounds. Read each statement together and discuss what opportunities there are for these to be developed in the ECD and P1 classroom.</p>
<p>18</p>		<p>This model is taken again from the ECD Guidance document, but it reflects a general planning principle for the curriculum as a whole.</p> <p>'One learning outcomes needs to be explored in a number of ways'.</p> <p>Read through the details on this slide to see how learners could work towards this learning outcome through a variety of learning experiences.</p>

<p>19</p>	<p>Take a topic...</p> <table border="1" data-bbox="220 521 641 696"> <tr> <td>The Mountains</td> <td>Farm Animals</td> <td>Going to the shops</td> </tr> <tr> <td>Food and Drink</td> <td>My Family</td> <td>Cars and other vehicles</td> </tr> <tr> <td>The Story of the Crocodile</td> <td>It's raining</td> <td>A baby is born</td> </tr> </table>	The Mountains	Farm Animals	Going to the shops	Food and Drink	My Family	Cars and other vehicles	The Story of the Crocodile	It's raining	A baby is born	<p>Explain to teachers that they are going to suggest a range of learning activities to help learners develop pre-reading skills. They should work in pairs and select one topic as the context for their activities.</p>
The Mountains	Farm Animals	Going to the shops									
Food and Drink	My Family	Cars and other vehicles									
The Story of the Crocodile	It's raining	A baby is born									
<p>20</p>	<p>Topic Choice</p> 	<p>Activity 3 Teachers should suggest 8 learning activities that should allow pre-reading skills to be developed. They should write their ideas down in their Workbook. Take some time to exchange ideas.</p>									
<p>21</p>		<p>Time for a break.</p>									
<p>22</p>		<p>This model represents another planning principle. One learning activity leads to many learning outcomes. Read the activity together in the centre and discuss how they enable this range of learning outcomes to be achieved.</p>									

<p>23</p>	<p>Take a topic...</p> <table border="1" data-bbox="220 521 641 696"> <tr> <td>The Mountains</td> <td>Farm Animals</td> <td>Going to the shops</td> </tr> <tr> <td>Food and Drink</td> <td>My Family</td> <td>Cars and other vehicles</td> </tr> <tr> <td>The Story of the Crocodile</td> <td>It's raining</td> <td>A baby is born</td> </tr> </table>	The Mountains	Farm Animals	Going to the shops	Food and Drink	My Family	Cars and other vehicles	The Story of the Crocodile	It's raining	A baby is born	<p>Activity 4 In a similar way to Activity 3, ask pairs of teachers to select one topic. This time it will be used to provide the context for a range of activities to be designed to promote the development of pre-reading and pre-writing activities.</p>
The Mountains	Farm Animals	Going to the shops									
Food and Drink	My Family	Cars and other vehicles									
The Story of the Crocodile	It's raining	A baby is born									
<p>24</p>	<p>Pre-reading and pre-writing activities</p> 	<p>Give teachers some time to suggest a range of learning activities. They should be prepared to share some of their ideas with the rest of the group.</p>									
<p>25</p>	<p>Key Concepts</p> <p>Children's readiness to learn to read and write depends upon pre-writing and pre-writing activities</p> <p>The SS ECD Curriculum is based on this approach</p> <p>Activities need to be planned for the classroom to promote these activities</p> <p>Older learners unable to read and write well still need these activities</p>	<p>This is final summary of learning today about strategies for pre-reading and pre-writing. It is very important however to acknowledge that all learning to read and write needs to go through this very practical process – not matter how old the learner is. If a learner is older their manipulative skills might be better, but they still need to develop the fine motor control to write letters etc. If a learner is older, it is mainly the context for learning that will be a little different in order to reflect their level of maturity and greater life experiences.</p>									

26		<p>To finish the day. See how quickly teacher can tell you 10 ways in which this child is potentially learning to read and write...</p>
27	 <p>Thank you</p> <p>Next Module: Developing Reading</p>	<p>Final slide. Thanks teachers for their ideas today and explain that the next module tomorrow will explore the next stage of reading, getting ready for formal reading. Ideas about 'developing writing' will take place on Friday.</p>



Module 4: Developing Reading

This module explores the development of early reading skills and the learning activities that promote these.

Course 4: Language Development

Module 4: Developing Reading

This module explores the development of early reading skills and the learning activities that promote these.

Learning Outcomes:

By the end of the module, teachers will be able to:

- Understand what is involved in the development of early reading skills
- Understand the requirements of the SS curriculum in terms of early reading
- Plan some learning activities that will promote early writing skills
- Make use of the SS textbooks to promote writing

Key Concepts

The development of the ability to read depends on the acquisition of pre-reading skills.

The SS curriculum and textbooks set out ways of promoting reading skills.

Activities beyond the textbooks are needed for reading skills to develop.

It is necessary to monitor reading progress and design activities accordingly.

Learners need continued support from all teachers to extend their reading skills.

There are strategies within all subjects to promote these reading skills.

Related Professional National Standards:

1.1 Teachers must be knowledgeable of the development needs of the learners including physical, psychological, socio-economic and intellectual development.

Outline

Session	Content
1	<ul style="list-style-type: none">• <i>Activity 1 – Create a poster to summarise key information about language development.</i>
2	<ul style="list-style-type: none">• <i>Activity 2 – Design additional activities for a P1 English textbook page to enhance reading skills. List activities with a focus on sound and shape recognition.</i>
3	<ul style="list-style-type: none">• <i>Activity 3 – Design reading activities to enhance these science activities at each level.</i>
4	<ul style="list-style-type: none">• <i>Activity 4 – Select two contrasting topics and create a list of possible key phrases for each and then write a question that could explore how well learners have read and understood the topic.</i>

Background information

Learning to Read

(from Reading Rockets)

Learning to read is a lengthy process that begins very early in development and clearly before children enter formal schooling.

Children who receive stimulating literacy experiences from birth onwards have an advantage when it comes to vocabulary development, understanding the goals of reading, and developing an awareness of print and literacy concepts.

Children who are read to frequently at very young ages become exposed in interesting and exciting ways to the sounds of our language, to the concept of rhyming, and to other word and language play activities. This provides the foundation for the development of phoneme awareness.

As children are exposed to literacy activities at young ages, they begin to recognize and discriminate letters. The learning of letter names is also important because the names of many letters contain the sounds they most often represent, thus orienting learners early to the alphabetic principle or how letters and sounds connect.

Ultimately, children's ability to understand what they are reading is inextricably linked to their background knowledge. Very young children who are provided opportunities to learn, think, and talk about new areas of knowledge will gain much from the reading process. With understanding comes the clear desire to read more and to read frequently, ensuring that reading practice takes place.

Understanding how sounds are connected to print

A child must figure out the relationship between sounds and letters. They must learn the connections between the sounds spoken (the phonemes), and the letters of the alphabet.

In order for a beginning reader to learn how to connect or translate printed symbols (letters and letter patterns) into sound, they must understand

that our speech can be segmented or broken into small sounds and that the segmented units of speech can be represented by printed forms (phonics).

The development of reading fluency

While the ability to read words accurately is a necessary skill in learning to read, the speed at which this is done becomes a critical factor in ensuring that children understand what they read.

Children vary in the amount of practice that is required for fluency and automaticity in reading to occur. Some youngsters can read a word only once to recognize it again with greater speed; others need 20 or more exposures. The average child needs between four and 14 exposures to automatize the recognition of a new word.

Therefore, in learning to read, it is vital that children read a large amount of text at their independent reading level.

It is also important to note that spelling instruction fosters the development of reading fluency. Through spelling instruction, children receive many examples of how letters represent the sounds of speech and also alert the young reader to the fact that written words are made up of larger units of print (like syllables). This insight lets the developing reader know that word recognition can be accomplished by reading words in larger "chunks" rather than letter-by-letter.

Constructing meaning from print

The ultimate goal of reading instruction is to enable children to understand what they read.

The ability to understand what is on several factors. Children who comprehend well, activate their relevant background knowledge when reading – that is, they can relate what is on the page to what they already know. This is why exposing learners to a range of topics is crucial to their reading development.

Good readers can summarize, predict and clarify what they have read, and they frequently use

questions to guide their understanding. **Teachers need to provide opportunities for learners to practice these skills.**

In general, if children can read the words on a page accurately and fluently, they will be able to construct meaning at two levels. At the first level, literal understanding is achieved. However, constructing meaning requires far more than literal comprehension.

The children must eventually actively guide themselves through text by asking questions like, "Why am I reading this and how does this information relate to my reasons for doing so?," "What is the author's point of view?," "Do I understand what the author is saying and why?," "Is the text internally consistent?," and so on. It is this second level of comprehension that leads readers to reflective, purposeful understanding of the meaning of what they have read.

Seven Strategies of Highly Effective Readers

Strategy	Definition
Activating	"Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text
Inferring	Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text
Monitoring-Clarifying	Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups
Questioning	Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering
Searching-Selecting	Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information
Summarizing	Restating the meaning of text in one's own words — different words from those used in the original text
Visualizing-Organizing	Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text

Early Reading in National Languages

	P1	P2	P3	P4
Reading	<ul style="list-style-type: none"> • Recognise, understand and read out familiar words in simple contexts • Use knowledge of letters and sounds to read words and establish meaning 	<ul style="list-style-type: none"> • Read simple texts with accuracy and understanding • Use more than one strategy in reading unfamiliar words (<i>eg phonic, graphic, context</i>) • Express opinions about stories, poems and non-fiction 	<ul style="list-style-type: none"> • Read independently, using strategies appropriately to establish meaning • Read texts fluently and accurately 	<ul style="list-style-type: none"> • Read simple texts relating to familiar contexts independently and fluently • Understand main points and express preferences in their reading

Learning in English (Subject overview)

There is a marked difference between the English curriculum in P1-3 and that of P4 onwards.

The P1-3 curriculum is an intensive programme of English as a foreign language, while learners learn other subjects through the medium of the appropriate national language for the location of the school.

From P4 onwards proficiency in English continues to be developed through learners' learning in there is English lessons and across the whole curriculum.

In English lessons after P3, an increasing emphasis is placed on literature, media, presentation, creative writing and writing for different purposes.

In P1-3 speaking and listening are developed through oral language. International evidence shows that

reading and writing skills are best developed through the learners' National Language so that these skills can then be transferred to the second language. Hence the National Language is the medium for early reading strategies such as letter and word recognition and for developing manual dexterity, forming letters and words, and building them into phrases, simple and compound sentences.

In P4, the transition year, these skills are used to accelerate the development of learners' reading and writing in English.


From P6 the focus of the Reading strand moves more to the understanding of and appreciation of a range of literature.

A range of topics across the English curriculum during the early stages of reading

Primary 1		
Unit	Title	Links
1	Greetings	Peace Education
2	Myself	Life Skills
3	Our house	Life Skills
4	Our school	
5	Our environment	Environment and sustainability
6	Transport and travel	
7	Accidents and safety	Life Skills
8	Health and hygiene	Life Skills
9	Nutrition	Life Skills
10	Weather	
11	Occupations	TVET
12	Games and sports	
13	Telling time	Life Skills
14	Peace	Peace education
15	Technology	ICT




Primary 2		
Unit	Title	Links
1	Politeness	Life Skills
2	Myself	
3	Our school	
4	Our home	Life Skills
5	Economic activities	Life Skills
6	Health and hygiene	Life Skills
7	Nutrition	Life Skills
8	Our environment	Environment and sustainability
9	Sports and games	
10	Accidents and safety	Life Skills
11	Children's rights	Peace Education
12	Peace and security	Peace Education
13	Social events	Life Skills
14	Technology	ICT

Examples of early reading activities in English Textbooks

<p>D Story</p> <p>Activity 1: Listen and say</p> <p style="text-align: center;">Playtime</p> <p>Ochol and Riya are friends. Riya and Ochol play with toys and dolls. Sometimes they make balls using leaves and papers. They also play football, hide and seek, and skipping.</p>  <p>Activity 2: Tell us</p> <p>a) Talk about your best game. b) Teach your classmates a game.</p> <p style="text-align: right; font-size: 2em; border: 1px solid black; border-radius: 15px; padding: 5px;">PB</p>	<p>D: Story (Refer to the Learner's Book page 66)</p> <p style="text-align: right; font-size: 2em; border: 1px solid black; border-radius: 15px; padding: 5px;">TG</p> <p>Activity 1: Listen and say</p> <p>Key word</p> <p style="border: 1px solid black; padding: 2px;">paper</p> <p>Learning activities</p> <p>Let the learners study the picture in the story and let them use the words they have studied in previous lessons to describe what they see. Ask them to guess what the story is about with reference to the picture description.</p> <p>Read the story 'Playtime' in the learners' book. Read the story again and this time let the learners repeat the sentences after you.</p> <p>Ask the learners to identify any familiar words that they have come across in the story and let them mention in what context the words were used in the previous lessons.</p> <p>Activity 2: Tell us</p> <p>Learning activities</p> <p>Read the sentences to the learners orally and guide them in completing them with the right answers.</p> <p>Assessment Opportunities</p> <p>Conversation</p> <p>Talk to the learners to see whether they can identify the words that they have already used in previous lessons and the context in which they were used.</p>
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Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand a range of familiar spoken words and phrases about games and sport 	<ul style="list-style-type: none"> Answer simple oral questions and give basic information about games and sports Communicate through simple words and phrases 	<ul style="list-style-type: none"> Show increasing confidence in speaking to different people in different occasions about games and sports
<p>Contribution to the competencies: Creating thinking: Application of good playing habits Communication and Co-operation: Pair, group work and singing</p>		
<p>Links to other subjects: Physical education Life skills: staying healthy</p>		

F Say the greeting.

a	
b	
c	

PB

F: Say the greeting (Refer to the Learner's Book page 7)

Learning activities

Let the learners study the pictures in the learners' book and let them say what they can see. Let them say what time of day they think it is. Let as many learners as possible respond.

Ask the learners to match the pictures with the words that they have learnt in this unit. This will enhance their **critical thinking** skills.

Help them to discuss the pictures in details and give all the necessary explanations and assistance needed. This exercise is supposed to be done orally and **in groups**.

Expected answers

- a) Good evening
- b) Good morning
- c) Goodbye

Assessment opportunities

Conversation

Talk to groups of learners as they work in groups and ask them to explain their reasoning for answers to the questions.

Observation

Observe how the learners are working in groups so as to match the words and the pictures. Are they able to coordinate well and come to an agreement?

TG

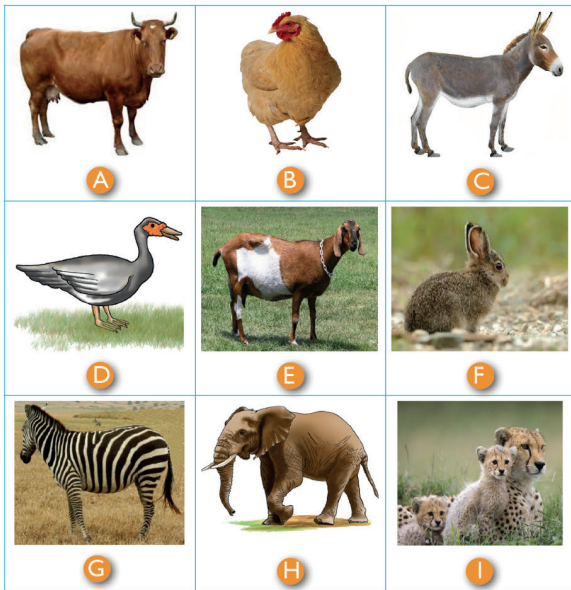
Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> · Understand a range of familiar spoken words related to greetings and farewell · Recognise and understand familiar words in simple context related greetings and farewell 	<ul style="list-style-type: none"> · Answer simple questions and give basic information confidently to different people in different situations related to greetings and farewell · Communicate through simple words and phrases 	<ul style="list-style-type: none"> · Understand a range of familiar spoken words related to greetings and farewell · Recognise and understand familiar words in simple context related greetings and farewell
<p>Contribution to the competencies:</p> <p><u>Communication and Co-operation:</u> Pair and group practice in greetings and bidding farewell</p>		
<p>Links to other subjects:</p> <p><u>Peace Education:</u> Promoting harmonious living</p>		

Progression in Science and a progression reading



Activity 2.9

In pairs



- 1) Name the animals shown above.
- 2) Which animals are found at your home?
- 3) Which animals are found in the bush?

Learning point

- Animals found at home are called domestic animals.
- Animals found in the forest are called wild animals.

P1

Animals that live in water

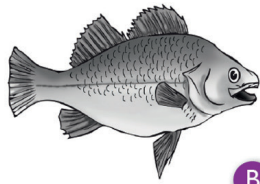


Activity 15

Individually



A



B



C



D

1. Name the animals shown in the pictures above.
2. Where are they live?

Learning point

Animals that live in water include crocodile, fish and hippopotamus.

P2

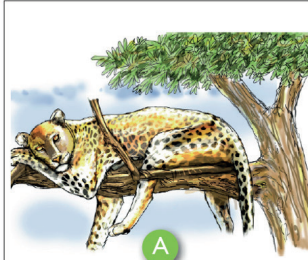
Habitats of different plants and animals



Let us talk

P3

Look at the pictures below. Name the things you can see?



A



B

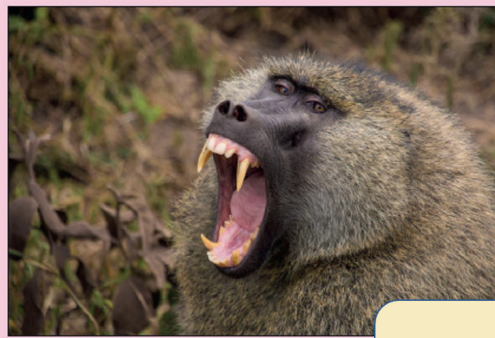


C



D

Did you notice different places in which animals and plants above live? Can you name the places?



P4

What to do

1. Name the animal shown in the picture above.
2. Study the teeth of the animal in the picture. What do you notice?
3. What do you think the animals in the picture feeds on? Tell your teacher.
4. Now tell your deskmate to show you his or her teeth. Compare them with those of the animals in the picture. What do you notice?
5. Tell your teacher the food you eat. Compare your list with the list of food the animal in the picture eats. What do you notice?

Examples of activities in textbooks which require reading skills across the curriculum

5.3 Modelling with soil

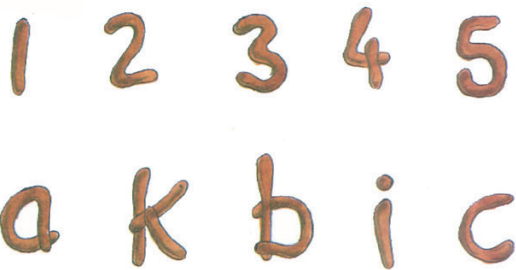


Activity 5.5

Science P1

In pairs

- 1) Using a container, collect different types of soil like clay, sand and gravel.
- 2) In pairs, mix each type of soil with water to make a dough (mud).
 - From your observation, mention the soil that makes dough (mud) when mixed with water:-
- 3) Choose the best soil that you can model with and use it.
- 4) Roll the dough on a flat surface to make ribbons.
- 5) Use the ribbons to model numbers and letters as shown below.



Maths P1

Sorting, Matching and Grouping by Colour



Activity 2: In pairs.

Discuss the colours of the above objects.

Are there other objects you know that have same colours? In turns, say the colour and your partner says the object.

The creation story

God is the creator of all we see.

Time to draw

1. Draw the sun in your book.
2. Colour the sun you have drawn.

God created day and night on the first day.
He separated the light from the darkness.
God was pleased with what he saw.



Day and night

CRE P1



Social Studies P1

Who are the people who help us?

Look at the pictures below.

A

An illustration of a doctor in a white coat and a nurse in a blue uniform examining a patient at a desk in a clinic. There are posters on the wall, including one with a cross and another with a handprint.



Asking Thinking Questions

I can use the information:

to build new ideas

Creating

What might be a solution to...? Can you make a proposal that would...? What theory can you come up with for...? What might happen if...? How many ways can you...? How could you create/improve/develop...?

To express and back up my opinion

Evaluating

What would happen if...? What is your opinion of...? What shows you that... happened? How could... be improved? Using what you know how would you explain...? What evidence would support your view? Do you agree with the outcome..”

By breaking it down to understand it better

Analysing

What is similar to/or different from...? Is the information based on fact or opinion? What is the underlying theme/meaning? Who do you think...? What conclusions can you draw? Can you explain what would have happened when...?

in a new way

Applying

How / why is... an example of...? What would happen if...? What can you use to show or explain...? How is... an example of...? Can you group/sort by features such as...? Which factors would you change if...? How would you solve...?

to explain ideas

Understanding

How would you compare/contrast? How would you summarise? Who do you think...? What example could you give of...? How would you say... tell in your own words? How would you explain...? What might have happened next...?




to remember facts

Remembering


What is...? Where is...? How many...? How would you explain... describe... show...? What happened after...? Can you identify/ select/ picture...? Who spoke to...? Who or what were...? How did... happen? Can you outline...?

Tutor Course Notes

Presenting the Slides – Script

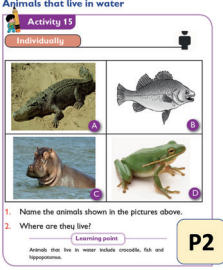

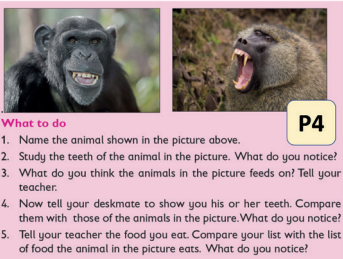
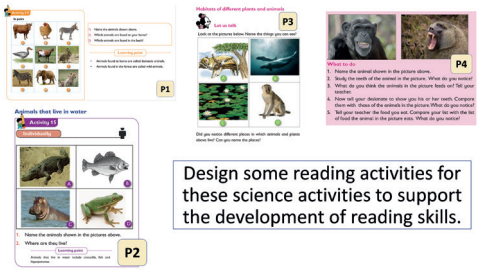
		Session 1
1		<p>Welcome teachers as they arrive. Ask them to read the ‘Learning to Read’ and ‘Seven Strategies of Highly Effective Readers’ in their Background information.</p>
2		<p>Explain that today the focus will be on early reading. This means that we will be thinking about how to move from pre-reading activities towards formal reading. How can we bridge that gap? Discuss what is happening in this picture and then ask ‘What else is there in our environment that we need to be able to read?’ Give teachers a few minutes in pairs to discuss. Listen to a few examples.</p>
3		<p>This picture shows a number of different aspects of reading. Signs, posters, news, computers, notices and even money! Remind teachers that learning to read therefore is not just about learning to read books. It is about learning to read a variety of everyday texts in our environment so that we can stay safe, stay informed and benefit from the detailed descriptions that writing brings.</p>
4	<div style="border: 1px solid black; padding: 10px;"> <p>Course 4: Language Development</p> <p>Module 4: Developing reading</p> <p>This module explores the development of early reading skills and the learning activities that promote these.</p> <p>Learning Outcomes</p> <p>By the end of the module, teachers will be able to:</p> <ul style="list-style-type: none"> • Understand what is involved in the development of early reading skills • Understand the requirements of the SS curriculum in terms of early reading • Plan some learning activities that will promote early writing skills <ul style="list-style-type: none"> • Make use of the SS textbooks to promote writing </div>	<p>Read through the learning outcomes for today's module. Pay particular attention to the fact that reading is a skill that continues to be developed as learners move ‘up’ the school as they access more complex texts.</p>


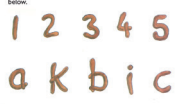




<p>5</p>	<p style="text-align: center;">Key Concepts</p> <p>The development of the ability to read depends on the acquisition of pre-reading skills</p> <p>The SS curriculum and textbooks set out ways of promoting reading skills</p> <p>Activities beyond the textbooks are needed for reading skills to develop</p> <p>It is necessary to monitor progress and design activities accordingly</p> <p>Learners need continued support from all teachers to extend their reading skills</p> <p>There are strategies within all subjects to promote reading skills</p>	<p>Read these key concepts about reading. Ask teachers to tell you which of these key concepts they think is the hardest to develop.</p>
<p>6</p>	<p>Pre-reading</p> <p>Hearing to hear the difference between sounds and to be able to blend sounds together.</p> <p>Phonological awareness skills: The awareness of what sounds are and how they come together to make words. Skills include the ability to rhyme, segment words into syllables and single sounds, blend sounds together, identify sounds in different positions in words and manipulate sounds within words.</p> <p>Oral language skills: This includes a child's understanding and use of language and their abilities to describe, give instructions and tell stories as well as their vocabulary knowledge.</p> <p>Print awareness: Understanding that symbols, pictures and letters have meaning and also comprehending how books work.</p>	<p>This is a reminder of what was explored yesterday. During the early stages of reading in P1 and P2, it is likely that learners will continue to benefit from these approaches.</p>
<p>7</p>	<p style="text-align: center;"> The ability to read starts with a familiarity with books and texts and an enjoyment of talking about what they contain. The ability to distinguish letter shapes is supported by a range of activities involving line and shapes and the ability to detect patterns. <small>(National Languages Subject Overview)</small> </p>	<p>This is taken from the Syllabus overview for National Languages. Discuss briefly how this is related to early writing.</p>
<p>8</p>	<p style="text-align: center;">The Seven Areas of Learning in the ECD Curriculum</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Language Activities</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Artistic and Creative Activities</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Mathematics Activities</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Outdoor and Physical Activities</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Environmental Activities</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">Personal Development Activities</div> </div> <div style="border: 1px solid black; padding: 2px; margin: 2px; text-align: center; width: fit-content; margin: 2px auto;">Religious Education</div>	<p>A reminder of the ECD Learning Areas. Re-enforce the message from yesterday that these areas are related to one another. Religious Education is supported by personal Development Activities and vice versa for example: Learners listen to a story about the Angel Gabriel and think about how they can help others also. Ask teachers to work in pairs to create other examples and ask them to further explain where early writing might be involved.</p>


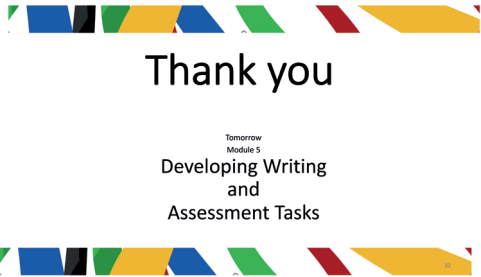
<p>9</p>	<p>There is a marked difference between the English curriculum in P1-3 and that of P4 onwards.</p> <p>The P1-3 curriculum is an intensive programme of English as a foreign language, while learners learn other subjects through the medium of the appropriate national language for the location of the school.</p> <p>From P4 onwards proficiency in English continues to be developed through learners' learning in English lessons and across the whole curriculum.</p> <p>In English lessons after P3, an increasing emphasis is placed on literature, media, presentation, creative writing and writing for different purposes.</p> <p>In P1-3 speaking and listening are developed through oral language. International evidence shows that reading and writing skills are best developed through the learners' national language so that these skills can then be transferred to the second language. Hence the National Language is the medium for early reading strategies such as letter and word recognition and for developing manual dexterity, forming letters and words, and building them into phrases, simple and compound sentences.</p> <p>In P4, the transition year, these skills are used to accelerate the development of learners' reading and writing in English.</p> <p>From P6 the focus of the Reading strand moves more to the understanding of and appreciation of a range of literature.</p>	<p>This text is taken from the subject overview for English.</p> <p>Activity 1 Ask teachers to talk in pairs about this text and then to work individually to create a poster in their workbook to summarise this information.</p> <p>After many of the posters are completed, ask teachers to work in groups of 4 to explore each other's posters. What are the key elements? What are the key words? Are there different interpretations on the text?</p>																																		
<p>10</p>	<p>Early Reading in National Languages</p> <table border="1"> <thead> <tr> <th></th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td> <ul style="list-style-type: none"> Recognise, understand and read out familiar words in simple contexts Use knowledge of letters and sounds to read words and establish meaning </td> <td> <ul style="list-style-type: none"> Read simple texts with accuracy and understanding Use more than one strategy in reading unfamiliar words (sp, phonic, graphic, context) Express opinions about stories, poems and non-fiction </td> <td> <ul style="list-style-type: none"> Read independently, using strategies appropriately to establish meaning Read texts fluently and accurately </td> <td> <ul style="list-style-type: none"> Read simple texts relating to familiar contexts independently and fluently Understand main points and express preferences in their reading </td> </tr> </tbody> </table> <p>Early Reading in English</p> <table border="1"> <thead> <tr> <th></th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td> <p>In P1-3 learners should be prepared for reading English through learning to read in their National Language.</p> <ul style="list-style-type: none"> Recognise, understand and read out familiar words in simple contexts that knowledge of letters and sounds to read words and establish meaning </td> <td> <ul style="list-style-type: none"> Read simple texts with accuracy and understanding Use more than one strategy in reading unfamiliar words (sp phonic, graphic, context) Express opinions about stories, poems and non-fiction </td> <td> <ul style="list-style-type: none"> Read independently, using strategies appropriately to establish meaning Read texts fluently and accurately Understand main points and express preferences in their reading </td> <td> <ul style="list-style-type: none"> Make use of reading skills gained in National Language to develop reading in English Read simple texts relating to familiar contexts independently and fluently </td> </tr> </tbody> </table>		P1	P2	P3	P4	Reading	<ul style="list-style-type: none"> Recognise, understand and read out familiar words in simple contexts Use knowledge of letters and sounds to read words and establish meaning 	<ul style="list-style-type: none"> Read simple texts with accuracy and understanding Use more than one strategy in reading unfamiliar words (sp, phonic, graphic, context) Express opinions about stories, poems and non-fiction 	<ul style="list-style-type: none"> Read independently, using strategies appropriately to establish meaning Read texts fluently and accurately 	<ul style="list-style-type: none"> Read simple texts relating to familiar contexts independently and fluently Understand main points and express preferences in their reading 		P1	P2	P3	P4	Reading	<p>In P1-3 learners should be prepared for reading English through learning to read in their National Language.</p> <ul style="list-style-type: none"> Recognise, understand and read out familiar words in simple contexts that knowledge of letters and sounds to read words and establish meaning 	<ul style="list-style-type: none"> Read simple texts with accuracy and understanding Use more than one strategy in reading unfamiliar words (sp phonic, graphic, context) Express opinions about stories, poems and non-fiction 	<ul style="list-style-type: none"> Read independently, using strategies appropriately to establish meaning Read texts fluently and accurately Understand main points and express preferences in their reading 	<ul style="list-style-type: none"> Make use of reading skills gained in National Language to develop reading in English Read simple texts relating to familiar contexts independently and fluently 	<p>This shows the similarity and difference between learning in National Languages. Ask teachers to 'spot the difference'!</p>														
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<p>14</p>		<p>This is a page taken from a P1 English textbook. Give teachers some time to look at it – including the supporting guidance given for teachers and the syllabus unit it was taken from on the next page. All of this in in their Workbook.</p>																																																
<p>15</p>	<p style="text-align: center;">English Unit 1 Greetings</p> <table border="1"> <thead> <tr> <th colspan="3">Learning outcomes</th> </tr> <tr> <th>Knowledge and understandings</th> <th>Skills</th> <th>Attitudes</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Understand a range of familiar spoken words related to greetings and farewell Recognise and understand familiar words in simple context related greetings and farewell </td> <td> <ul style="list-style-type: none"> Answer simple questions and give basic information confidently to different people in different situations related to greetings and farewell Communicate through simple words and phrases </td> <td> <ul style="list-style-type: none"> Understand a range of familiar spoken words related to greetings and farewell Recognise and understand familiar words in simple context related greetings and farewell </td> </tr> </tbody> </table> <p>Contribution to the competencies: Communication and Co-operation: Pair and group practice in greetings and bidding farewell Links to other subjects: Peace Education: Promoting harmonious living</p>	Learning outcomes			Knowledge and understandings	Skills	Attitudes	<ul style="list-style-type: none"> Understand a range of familiar spoken words related to greetings and farewell Recognise and understand familiar words in simple context related greetings and farewell 	<ul style="list-style-type: none"> Answer simple questions and give basic information confidently to different people in different situations related to greetings and farewell Communicate through simple words and phrases 	<ul style="list-style-type: none"> Understand a range of familiar spoken words related to greetings and farewell Recognise and understand familiar words in simple context related greetings and farewell 	<p>Discuss together how this activity promotes reading. Focus on the development of language and the way that 'Greetings' is useful topic because it will be familiar to learners. What sounds are associated with key words here? What letters and sound help learners to read these key words and phrases.</p>																																							
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<p>16</p>		<p>Here is another page from a P1 English book. Again, give teachers time to read through the activities and the accompanying Syllabus unit.</p>																																																

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<p>18</p>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;"> <p>F Say the greeting.</p> <p>PB</p> </div> <div style="text-align: center; margin-right: 20px;"> <p>What else?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;"> <p>D Story</p> <p>Activity 1: Listen and say</p> <p>Playtime Ochoh and Rigo are friends. Rigo and Ochoh play with toys and dolls. Sometimes they make balls using leaves and papers. They also play football, hide and seek, and skipping.</p> <p>Activity 2: Tell us a) Talk about your best game. b) Teach your classmates a game.</p> <p>PB</p> </div> </div>	<p>Activity 2 Ask teachers to look again at both of these P1 activities. What additional activities can they think of to enhance language development? Ask teachers to work in pairs to create a list of additional activities thinking particularly about how to recognise the shapes of the letters in these key words and phrases and the sounds within them.</p> <p>Share some of the ideas created – asking teachers to add to their lists if they hear an example from another pair of teachers that they like!</p>												
<p>19</p>		<p>Time for lunch.</p>												
<p>20</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Activity 2.9</p> <p>In pairs</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ol style="list-style-type: none"> 1) Name the animals shown above. 2) Which animals are found at your home? 3) Which animals are found in the bush? </div> <p style="text-align: center; margin-top: 10px;">Learning point</p> <ul style="list-style-type: none"> • Animals found at home are called domestic animals. • Animals found in the forest are called wild animals. <p style="text-align: right; margin-top: 10px;">P1</p> </div>	<p>Now we will look at some progress required in reading. We will look at some science texts to highlight the fact that reading is required across the curriculum, so skills developed in English and National Languages need to be applied and practiced in other subjects!</p> <p>Discuss what language skills are required for this P1 page of activities and how they will help reading.</p>												

<p>21</p>		<p>This is P2 Science. Discuss in what ways the language is now more complex.</p>
<p>22</p>		<p>This is P3 Science. Discuss what language developed in P1 and P2 is required for this activity. What is the language associated with the key scientific concepts here?</p>
<p>23</p>		<p>This is P4 Science. Discuss what strategies learners will need to read these questions. Discuss techniques such as decoding, looking at words in context and other strategies described in the background information @learning to Read’.</p>
<p>24</p>		<p>Activity 3 Ask teachers to work in 2s or 3s to design some activities for each of the science texts that will help learners to develop their reading skills. Teachers should make these as interactive as possible to include a lot of speaking and listening. Select 3 groups of teachers to ‘teach’ their activities to the rest of the group.</p>

<p>25</p>		<p>Time for a break.</p>
<p>26</p>	<p style="text-align: center;">Key Concepts</p> <p>The development of the ability to read depends on the acquisition of pre-reading skills</p> <p>The SS curriculum and textbooks set out ways of promoting reading skills</p> <p>Activities beyond the textbooks are needed for reading skills to develop</p> <p>It is necessary to monitor progress and design activities accordingly</p> <p>Learners need continued support from all teachers to extend their reading skills</p> <p>There are strategies within all subjects to promote reading skills</p>	<p>Recap these key concepts. Ask teachers in what ways these have been explored so far today.</p>
<p>27</p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="204 1294 405 1563"> <p>5.3 Modelling with soil</p> <p>Activity 5.3</p> <p>Science P1</p> <p>In pairs:</p> <ol style="list-style-type: none"> Using a container, collect different types of soil like clay, sand and gravel. In pairs, mix each type of soil with water to make a dough (mud). From your observation, mention the soil that makes dough (mud) when mixed with water. Choose the best soil that you can model with and use it. Roll the dough on a flat surface to make ribbons. Use the ribbons to model numbers and letters as shown below.  </div> <div data-bbox="421 1294 667 1563"> <p>Activity 2: in pairs</p> <p>Maths P1</p> <p>Colouring and Grouping by Colour</p>  <p>Activity 2: in pairs</p> <p>Discuss the colours of the above objects.</p> <p>Are there other objects you know that have same colours?</p> <p>In turns, say the colour and your partner says the object.</p> </div> </div>	<p>Now we are going to look at the way that there is opportunity for early reading to be developed across the curriculum in P1. Talk about sounds, phrases and shapes in these to textbook pages. Check back to the Syllabus Overview for P1 – discuss how are these activities supporting the learning outcomes?</p>
<p>28</p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="220 1751 421 2020"> <p>The creation story</p> <p>God is the creator of all we see.</p> <p>Time to draw</p> <ol style="list-style-type: none"> Draw the sun in your book. Colour the sun you have drawn. <p>God created day and night on the first day. He separated the light from the darkness. God was pleased with what he saw.</p>  <p>Day and night</p> </div> <div data-bbox="437 1751 667 2020"> <p>Who are the people who help us?</p> <p>Look at the pictures below.</p>   <p>Social Studies P1</p> </div> </div>	<p>Same as above.</p>

<p>29</p>	<table border="1"> <thead> <tr> <th colspan="3">Primary 8</th> </tr> <tr> <th>Unit</th> <th>Title</th> <th>Links</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Democracy</td> <td>Life Skills</td> </tr> <tr> <td>2</td> <td>Climate change</td> <td>Environment and Sustainability</td> </tr> <tr> <td>3</td> <td>A sustainable economy</td> <td>TVET</td> </tr> <tr> <td>4</td> <td>Conflict resolution</td> <td>Life Skills</td> </tr> <tr> <td>5</td> <td>World culture</td> <td></td> </tr> <tr> <td>6</td> <td>HIV/AIDS</td> <td></td> </tr> <tr> <td>7</td> <td>World Poetry</td> <td>ICT</td> </tr> <tr> <td>8</td> <td>World Drama</td> <td>ICT</td> </tr> <tr> <td>9</td> <td>20th Century literature</td> <td>ICT</td> </tr> <tr> <td>10</td> <td>19th Century literature</td> <td>ICT</td> </tr> </tbody> </table>	Primary 8			Unit	Title	Links	1	Democracy	Life Skills	2	Climate change	Environment and Sustainability	3	A sustainable economy	TVET	4	Conflict resolution	Life Skills	5	World culture		6	HIV/AIDS		7	World Poetry	ICT	8	World Drama	ICT	9	20 th Century literature	ICT	10	19 th Century literature	ICT	<p>The next two slides show the other end of the scale!! These tables show the topics for National Language lessons in P7 and P8.</p> <p>Activity 4 Ask teachers to select two contracting topics and create a list of possible key phrases for each and then write a question that could explore how well learners have read an understood the topic. They might want to refer to the Question Suggestions in their background information.</p>
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<p>30</p>	<table border="1"> <thead> <tr> <th colspan="3">Primary 8 National Language</th> </tr> <tr> <th>Unit</th> <th>Topic</th> <th>Links</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Rights and Responsibilities</td> <td>Life Skills</td> </tr> <tr> <td>2</td> <td>National Peace & Reconciliation</td> <td>Peace Education</td> </tr> <tr> <td>3</td> <td>International Peace & Reconciliation</td> <td>Peace Education</td> </tr> <tr> <td>4</td> <td>Future Expectations and My Core Values</td> <td>Life Skills</td> </tr> <tr> <td>5</td> <td>Future Choices</td> <td></td> </tr> <tr> <td>6</td> <td>Utopia</td> <td>Peace Education/Life Skills</td> </tr> <tr> <td>7</td> <td>National Languages and ICT</td> <td>ICT</td> </tr> </tbody> </table>	Primary 8 National Language			Unit	Topic	Links	1	Rights and Responsibilities	Life Skills	2	National Peace & Reconciliation	Peace Education	3	International Peace & Reconciliation	Peace Education	4	Future Expectations and My Core Values	Life Skills	5	Future Choices		6	Utopia	Peace Education/Life Skills	7	National Languages and ICT	ICT	<p>See above. Discuss some of the questions. How well do they explore understanding and reading competency?</p>									
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<p>31</p>		<p>Finally today, discuss briefly how the professional skills of teachers relate to their ability to teach reading effectively.</p>																																				
<p>32</p>		<p>Thank teachers for their attention today. Suggest that they should read the background information in preparation for the final session tomorrow in this module about early writing and the Assessment Task.</p>																																				





Module 5: Developing Writing

This module explores the development of early writing skills and the learning activities that promote these.

Course 4: Language Development

Module 5: Developing Writing

This module explores the development of early writing skills and the learning activities that promote these.

Learning Outcomes:

By the end of the module, teachers will be able to:

- Understand what is involved in the development of early writing skills
- Understand the requirements of the SS curriculum in terms of early writing
- Plan some learning activities that will promote early writing skills
- Make use of the SS textbooks to promote writing

Key Concepts

The development of the ability to write depends on the acquisition of pre-writing skills.

The SS curriculum and textbooks set out ways of promoting writing skills.

Activities beyond the textbooks are needed for writing skills to develop.

It is necessary to monitor progress and design activities accordingly.

Learners need continued support from all teachers to extend their writing skills.

There are strategies within all subjects to promote these.

Related Professional National Standards:

1.1 Teachers must be knowledgeable of the development needs of the learners including physical, psychological, socio-economic and intellectual development.

Outline

Session	Content
1	<ul style="list-style-type: none">• <i>Activity 1 – Design 2 additional early writing activities to accompany each page of these textbooks.</i>
2	<ul style="list-style-type: none">• <i>Activity 2 – Read the writing expectations for P5 to P8. Design a writing challenge on a topic of your choice for P5, P6, P7 and P8.</i>
3	<ul style="list-style-type: none">• <i>Activity 3 – Write a poem or a song to summarize the importance of speaking and listening to the development of reading and writing.</i>
4	<ul style="list-style-type: none">• <i>Activity 4 – Note down some ideas for your school-based task.</i>

ECD	Pre-Reading and Pre-Writing	L1d Look at books with some interest and handle them with care.
		L1e Understand that print carries meaning (realise that signs convey information, and that the teacher uses the print to read the story)
		L1f Draw with increasing control, and begin to ascribe meaning to their drawings and communications (as a prelude to writing)

Writing	English	<ul style="list-style-type: none"> Form letters that are clearly shaped and correctly oriented Communicate meaning through simple words and phrases 	<ul style="list-style-type: none"> Form letters accurately and consistent in size Spell simple words correctly Communicate meaning in both narrative and non-narrative forms Develop ideas in sequences of sentences appropriately punctuated 	<ul style="list-style-type: none"> Write imaginatively, clearly and in an organised way Write sequences of sentences that extend ideas logically and where grammar is correct Choose words for variety and interest Spell polysyllabic words correctly Use punctuation appropriately 	<ul style="list-style-type: none"> Produce simple texts on familiar topics spelling words correctly and using punctuation appropriately Take account of the rules of grammar, and use punctuation effectively Choose words for more detailed and complex sentences using phrases and clauses

Writing	In P1-3 learners should be prepared for writing English through learning to write their National Language			
	National Language	<p>Write or copy patterns, letters, words</p> <p>Letters clearly shaped and correctly oriented</p> <p>Communicate through simple words and phrases</p>	<ul style="list-style-type: none"> Form letters accurately and consistent in size Spell simple words correctly Communicate meaning in both narrative and non-narrative forms Develop ideas in sequences of sentences appropriately punctuated 	<ul style="list-style-type: none"> Write imaginatively, clearly and in an organised way Write sequences of sentences that extend ideas logically and where grammar is correct Choose words for variety and interest Spell polysyllabic words correctly Use punctuation appropriately

English in National Languages

	P5	P6	P7	P8
Writing	<p>Produce formal and informal texts on familiar topics</p> <p>Communicate ideas creatively and accurately in an appropriate style</p>	<p>Structure writing to produce a coherent text in an appropriate register for specific purposes (e.g. <i>An application letter for a job or an account of a visit</i>)</p>	<p>Write coherent text in an appropriate register for different purposes (e.g. <i>a review, an article or a report</i>)</p>	<p>Write extended texts using a wide range of language in a variety of register covering more specialised context (e.g. <i>work related or in a specialised area of study</i>)</p>

English

	P5	P6	P7	P8
Knowledge about Language	<p>Adapt sentence construction for different purposes and readers</p> <p>Understand and use adverbs, adjectives, nouns prepositions and conjunction appropriately</p> <p>Use punctuation appropriately to create effects</p> <p>Spell words containing unstressed vowels (e.g. <i>actually, similar</i>)</p> <p>Know and use common prefixes (e.g. <i>im..., ir...</i>)</p>	<p>Develop the use of complex sentences using connectives and subordinate clauses effectively</p> <p>Use grammatical structures correctly (tense, agreement, plural)</p> <p>Understand and use abstract nouns, adverbs, adjectives, nouns substitutes, prepositions and conjunction appropriately</p> <p>Use a range of strategies to spell difficult and unfamiliar words; use a range of strategies to correct their own work</p>	<p>Apply complex language elements in all ways of life to make oneself well understood in an efficient manner, drawing on a full range of punctuation to clarify meaning, aid cohesion and create a variety of effect</p>	<p>Understand complex language usage and critical application of the elements across subjects in both familiar and unfamiliar contexts</p>


Scaffolding Early Writing Skills

Sonia Q. Cabell, Laura S. Totorelli, Hope Gerde

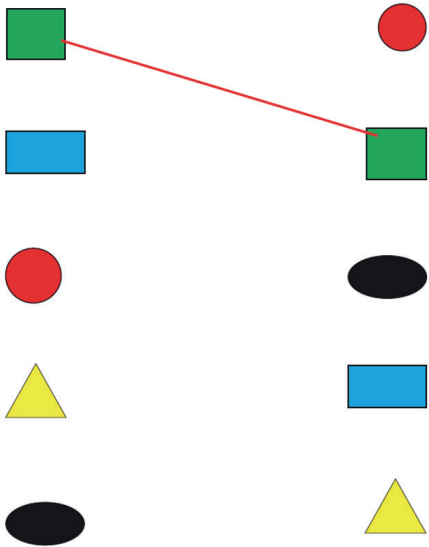
Level of development	Goals for children	Examples of appropriate strategies to support writing		
		Learning zones and activities	Journals	Morning Message
Drawing and Scribbling	<ul style="list-style-type: none"> To distinguish writing as separate from drawing. To write with individual units. Expanding name writing from initial letter to complete name. 	<ul style="list-style-type: none"> Create sign-in for children to tick as they arrive. Incorporate writing into play activities (e.g., take an order, sign for a package). Initiate opportunities to write down the words children speak. 	<ul style="list-style-type: none"> Ask children to tell you about their drawing and write their words. Ask children to sign their work, praising scribbles, letter-like scribbles, and initials. 	<ul style="list-style-type: none"> Point out children's name letters in the message. Invite children to respond to the morning message and take dictation from them, drawing attention to this process by stating that you are writing their words down.
Letters and Letter-Like Forms	<ul style="list-style-type: none"> To represent salient or beginning sounds in words. To make connections between print and sound. 	<ul style="list-style-type: none"> Provide play activities in which children write names (e.g., tour guide name tag, tickets for airplane, sign in at doctor's office). Offer activities that promote letter-sound correspondence. Brainstorm and write a list of words that begin with the same sound. 	<ul style="list-style-type: none"> Provide writing prompts that support children to draw and write about themselves, their family, and peers. Ask children to identify initial sounds/letters in words and write those letters. Support children to verbalize what they will write first. Then ask what sounds they hear. 	<ul style="list-style-type: none"> Emphasize beginning sounds in words while writing. Draw attention to words in the message that begin with the same letter or sound, particularly name letters. Invite children to write their name as they participate in interactive writing.

Level of development	Goals for children	Examples of appropriate strategies to support writing		
		Learning zones and activities	Journals	Morning Message
Salient and Beginning Sounds	<ul style="list-style-type: none"> To write beginning and ending sounds in words. 	<ul style="list-style-type: none"> Provide play activities in which children write words (e.g., signs for the zoo they built in blocks, label a map). Sort picture cards with contrasting beginning sounds (e.g., /m/ and /s/) to solidify beginning sound knowledge. Play games to recognize ending sounds; begin with children's names. 	<ul style="list-style-type: none"> Provide writing prompts that support children to draw and label. Ask children to verbalize what they want to write. Have a child identify the initial sound, then say the word again and identify the ending sound. Enunciate syllables and ending sounds to help children hear more than the initial sound in words. 	<ul style="list-style-type: none"> Enunciate beginning and ending sounds in words as you model writing. Invite children to respond to the morning message and write their names and some words in their dictated sentence.
Beginning and Ending Sounds	<ul style="list-style-type: none"> To include the middle vowel sound. To write complete words. 	<ul style="list-style-type: none"> Sort simple word families (e.g., -at and -an). Provide play activities for children to generate sentences (e.g., write a letter to a peer, a recipe, scientist notes) and encourage them to write down all the sounds they hear in each word. 	<ul style="list-style-type: none"> Draw attention to middle sounds and ask children which sounds they hear. Ask children to illustrate their work to generate more detail for stories. Then have children tell you about the details and write about them. As they write more words, children have more opportunity to practice stretching out the sounds in words. 	<ul style="list-style-type: none"> Invite children to share the pen by writing several words in their dictated sentences. Draw horizontal lines to represent each letter of a word to provide a cue for each sound/letter in the word. Support the child to listen for each sound in a word as they say the word.

Sorting, Matching and Grouping by Shape

Activity 8a: Individually 

Draw, colour and match these shapes.

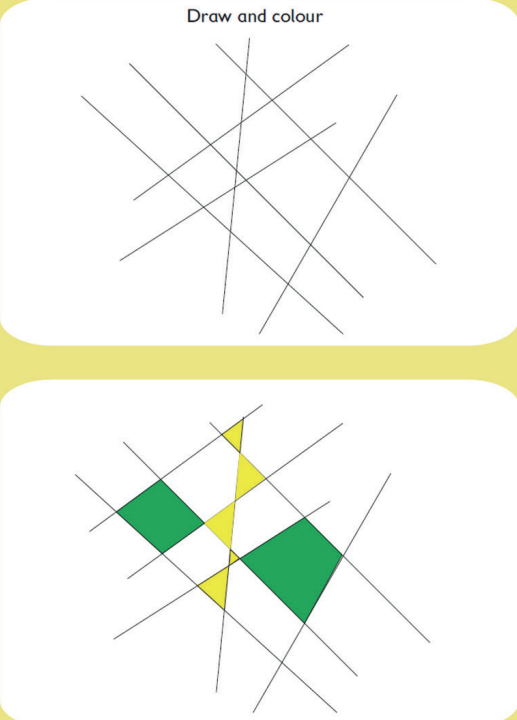


13

Maths P1

Lines

Draw and colour



105

B Common play materials

Activity 1: Look and name

<p>a</p>  <p>toys</p>	<p>b</p>  <p>balls</p>
<p>c</p>  <p>rope</p>	<p>d</p>  <p>rocks</p>
<p>e</p>  <p>doll</p>	<p>f</p>  <p>balloon</p>

Activity 2: Draw your toy

P1 English

2) Trace your longest finger when stretched on a drawing paper.

P1 Science



Learning point

- Bones and joints work together with muscles to help in movement.

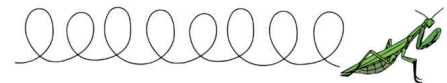


Ana



Samuel

Wurjö



Bari Pupil Book P1



derja



lokore

Munu lojem
Nan a met munu lojem.



Mama derja lokore.
Leperj korja lokore.
Kuri a jekara lokore.



m M mama

derja lokore

Course 4 School-based Activity

Either:

Plan, implement and evaluate a series of learning activities that promote pre-reading and pre-writing skills.

Or

Plan, implement and evaluate a series of learning activities that promote early reading and writing skills.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 4 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Importance of pre- or early reading and writing skills
- Learning outcomes sought and how these relate to pre or early reading and writing
- Learning activities planned to enable learners to meet these outcomes
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome
- An evaluation of the activities in terms of how well the learning outcomes were achieved.

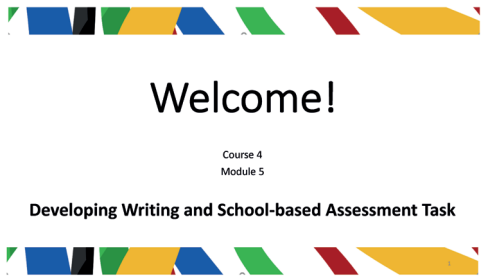
Course 4 Assessment Criteria

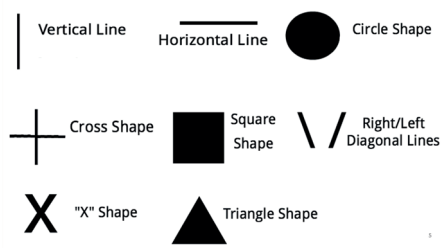
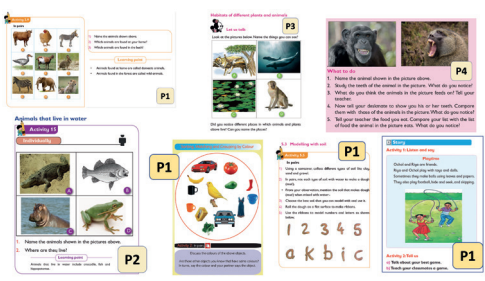
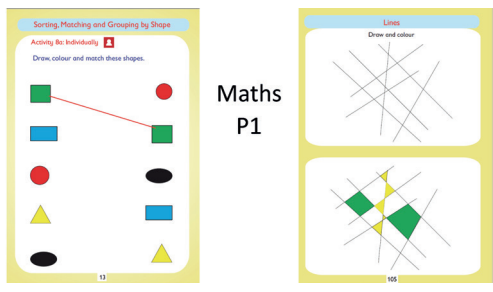
The assessment will be based on how well the portfolio covers the requirements. **It does not matter whether or not the planned activities turn out to be successful.** What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory, and has analysed the outcomes.

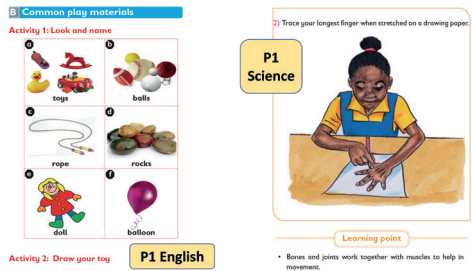



Distinction	The portfolio covers each of the requirements very effectively. The Importance of pre- or early reading and writing skills is very clearly explained. Learning outcomes in terms of pre or early reading and writing are clearly defined and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.
Credit	The portfolio covers each of the requirements effectively. The Importance of pre- or early reading and writing skills is adequately explained. Learning outcomes are defined and some activities are planned to enable learners to attain these outcomes. There is an attempt to relate these activities to the learning theory. Some possible challenges are identified and some solutions are put forward. The evaluation mentions the participation of learners, problems encountered and any solutions found. An attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.
Re-submit	The portfolio does not cover the requirements. The Importance of pre- or early reading and writing skills is not explained. Learning outcomes are not defined sufficiently clearly, and activities are not planned to enable learners to attain these outcomes. There is little attempt to relate these activities to the learning theory. Possible challenges are not identified and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.

Tutor Course Notes

Presenting the Slides – Script

		Session 1									
1	 <p style="text-align: center;">Welcome!</p> <p style="text-align: center;">Course 4 Module 5</p> <p style="text-align: center;">Developing Writing and School-based Assessment Task</p>	<p>Welcome teachers as they arrive and suggest they read through the background information.</p>									
2	<p style="text-align: center;">Course 4: Language Development</p> <p style="text-align: center;">Module 5: Developing writing</p> <p style="text-align: center;">This module explores the development of early writing skills and the learning activities that promote these.</p> <p style="text-align: center;">Learning Outcomes</p> <p style="text-align: center;">By the end of the module, teachers will be able to:</p> <ul style="list-style-type: none"> • Understand what is involved in the development of early writing skills • Understand the requirements of the SS curriculum in terms of early writing <ul style="list-style-type: none"> • Plan some learning activities that will promote early writing skills <ul style="list-style-type: none"> • Make use of the SS textbooks to promote writing 	<p>Read through these learning outcomes and ask teachers to explain how this builds on what they learnt yesterday and previously in the week about writing.</p>									
3	<p style="text-align: center;">Key Concepts</p> <p style="text-align: center;">The development of the ability to write depends on the acquisition of pre-writing skills</p> <p style="text-align: center;">The SS curriculum and textbooks set out ways of promoting writing skills</p> <p style="text-align: center;">Activities beyond the textbooks are needed for writing skills to develop</p> <p style="text-align: center;">It is necessary to monitor progress and design activities accordingly</p> <p style="text-align: center;">Learners need continued support from all teachers to extend their writing skills</p> <p style="text-align: center;">There are strategies within all subjects to promote these</p>	<p>Read through these key concepts and discuss briefly how teachers can monitor progress in writing. It can be done by looking in exercise books, but also in letters that learners might write, in their planners and where they are labeling diagrams etc.</p>									
4	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; vertical-align: middle;">ECD</td> <td style="width: 20%;">Pre-Reading and Pre-Writing</td> <td style="width: 60%;"> L1d Look at books with some interest and handle them with care. L1e Understand that print carries meaning (realise that signs convey information, and that the teacher uses the print to read the story) L1f Draw with increasing control, and begin to ascribe meaning to their drawings and communications (as a prelude to writing). </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">National Languages</td> <td style="vertical-align: top;"> Writing <ul style="list-style-type: none"> • Form letters that are clearly shaped and correctly oriented • Communicate meaning through simple words and phrases </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Form letters accurately and consistent in size • Spell simple words correctly • Communicate meaning in both narrative and non-narrative texts • Develop ideas in sequences of sentences appropriately punctuated </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">English</td> <td style="vertical-align: top;"> Writing <p>To P3 learners should be prepared for writing English through learning to write their National Language</p> Write or copy names, letters words Letters clearly shaped and correctly oriented Communicate through simple words and phrases </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Write imaginatively, clearly and in an organised way • Write sequences of sentences that extend ideas logically and where grammar is correct • Choose words for variety and interest • Spell polysyllabic words correctly • Use punctuation appropriately <p>Produce simple texts on familiar topics spelling words correctly and using punctuation appropriately</p> </td> </tr> </table>	ECD	Pre-Reading and Pre-Writing	L1d Look at books with some interest and handle them with care. L1e Understand that print carries meaning (realise that signs convey information, and that the teacher uses the print to read the story) L1f Draw with increasing control, and begin to ascribe meaning to their drawings and communications (as a prelude to writing).	National Languages	Writing <ul style="list-style-type: none"> • Form letters that are clearly shaped and correctly oriented • Communicate meaning through simple words and phrases 	<ul style="list-style-type: none"> • Form letters accurately and consistent in size • Spell simple words correctly • Communicate meaning in both narrative and non-narrative texts • Develop ideas in sequences of sentences appropriately punctuated 	English	Writing <p>To P3 learners should be prepared for writing English through learning to write their National Language</p> Write or copy names, letters words Letters clearly shaped and correctly oriented Communicate through simple words and phrases	<ul style="list-style-type: none"> • Write imaginatively, clearly and in an organised way • Write sequences of sentences that extend ideas logically and where grammar is correct • Choose words for variety and interest • Spell polysyllabic words correctly • Use punctuation appropriately <p>Produce simple texts on familiar topics spelling words correctly and using punctuation appropriately</p>	<p>Ask teachers to look at the details of these descriptors in their background information. Ask teachers to talk in pairs briefly about the progression in writing, comparing that which is expected in ECD to P4.</p>
ECD	Pre-Reading and Pre-Writing	L1d Look at books with some interest and handle them with care. L1e Understand that print carries meaning (realise that signs convey information, and that the teacher uses the print to read the story) L1f Draw with increasing control, and begin to ascribe meaning to their drawings and communications (as a prelude to writing).									
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<p>5</p>	<p>PRE-WRITING LINE DEVELOPMENT</p> 	<p>Remind teachers of this chart and the ideas on the next slide. Early writing is a combination of many things – including mark making and some confidence in speaking, listening and reading.</p>
<p>6</p>	<ul style="list-style-type: none"> • Hand and finger strength: An ability to exert force against resistance using the hands and fingers. • Crossing the mid-line: The ability to cross the imaginary line running from a person's nose to pelvis. • Pencil grasp: The efficiency of how the pencil is held. • Hand eye coordination: The ability to process information received from the eyes to control, guide and direct the hands in the performance of a task such as handwriting. • Bilateral integration: Using two hands together with one hand leading (e.g. holding and moving the pencil with the dominant hand while the other hand helps by holding the writing paper). • Upper body strength: The strength and stability provided by the shoulder to allow controlled hand movement for good pencil control. • Object manipulation: The ability to skilfully manipulate tools. • Visual perception: The brain's ability to interpret and make sense of visual images seen by the eyes. • Hand dominance: The consistent use of one (usually the same) hand for task 	<p>Discuss some of these ideas again – make the link between reading and visual perception and early writing.</p>
<p>7</p>		<p>This is a summary of all the early reading tasks looked at yesterday. Discuss briefly what opportunities these present for early writing.</p>
<p>8</p>	 <p>Maths P1</p>	<p>The next three slides show examples of early writing in some P1 textbooks. Ask teachers read through the table in the background information 'Scaffolding Early Writing Skills' and ask them to make links between the ideas there and what is being asked of the learner in this P1 maths textbook.</p>

<p>9</p>	 <p>B Common play materials</p> <p>Activity 1: Look and name</p> <p>1 toys, 2 balls, 3 rope, 4 rocks, 5 doll, 6 balloon</p> <p>Activity 2: Draw your toy</p> <p>P1 English</p> <p>P1 Science</p> <p>Trace your longest finger when stretched on a drawing paper.</p> <p>Learning point</p> <p>Bones and joints work together with muscles to help in movement.</p>	<p>Again, ask teachers to describe how these activities in science and English are supporting the development of writing skills.</p>
<p>10</p>	 <p>Bari Pupil Book P1</p> <p>derja, lokore</p> <p>Mama loyem. Nan a ma! Mama loyem.</p> <p>Mama derja lokore. Lepes kurja lokore. Kuri a jekara lokore.</p> <p>m M mama derja lokore</p>	<p>Remind teachers that it is in their mother tongue that they will begin writing first, once they have begun to read and have developed some fluency in relation to speaking and listening. Look particularly at the pattern making here.</p>
<p>11</p>	 <p>Maths P1</p> <p>P1 Science</p> <p>Bari Pupil Book P1</p>	<p>Activity 1 Ask teachers to design 2 additional early writing activities to accompany each page of these textbooks. They should be prepared to share their ideas with the rest of the group.</p>
<p>12</p>		<p>Time for a break.</p>

Session 3

13

Activity 3: Point and name
 blue chair, red ruler, yellow bag, chalkboard, brown locker

Activity 4: Talk and role-play
 headteacher, games, walk, sports, swimming, ball, release

Activity 18: Listen and tell
 About the football
 Ask a new game called Ask how football. At home, Ask makes a ball using bricks and old papers. She then plays with her friends. Ask always scores many goals.

One day a boy called Kang wanted to play with Ask's team. Ask allowed him to play with them instead of fighting other children.
 "Hi!" Ask said Kang. She said him it is bad manners to fight other players.
 Kang was sorry he said he will not fight again. All children began to play. They all played happily.

P2 English

This slide and the next slide shows the progression from P1 up to P3 in writing. A reminder once more that writing is developed in mother tongue first!! Ask teachers to tell you about the writing opportunities in P2 in these examples.

14

Activity 3: Sing and do
 1. Tell your partner to do the following.
 jump sing clap sit point
 2. Name change roles.
Activity 5: Games on commands
 Sing and do
 Example song
 Sing sing ever-fully sing
 Clap clap ever-fully clap
 Sing sing Ask to sing
 Sing sing Ask to sing
 Clap clap ever-fully clap

Activity 5: Games on commands
 Play the game. Your teacher will direct you.
 Sit down.
 Clap.
 Stand up.
 Point.
 Sing the song "Ever-fully sing"
 Sit down, say thank you.
 Run and sit up your team group members.

Unit 11 OCCUPATIONS IN OUR PAYAM
Activity 1: Naming occupations
 a) Look and name
 b) Read and say
 Nurse, Teacher, Doctor, Police officer, Driver

P3 English

Look at these examples also, and ask teachers to tell you about the opportunities for writing and how they build on what was expected in P1 and in P2.

15

English and National Languages

	P5	P6	P7	P8
Writing	Produce formal and informal texts on familiar topics. Communicate ideas creatively and accurately on an appropriate occasion.	Structure writing to produce a coherent text in an appropriate register for specific purposes (e.g. An application letter for a job or an account of a visit).	Write coherent text in an appropriate register for different purposes (e.g. a review, an article or a report).	Write extended texts using a wider range of language in a variety of register covering more specialised content (e.g. areas related to a specialised area of study).

English

	P5	P6	P7	P8
Knowledge about language	Adapt sentence construction for different purposes and readers. Understand and use adverbs, adjectives, nouns, prepositions and conjunctions appropriately. Use punctuation appropriately to create effects. Spell words containing unaccented vowels (e.g. actually, similar). Know and use common prefixes (e.g. anti-, etc.).	Develop the use of complex sentences using connectives and subordinate clauses effectively. Use grammatical structures correctly (tense, agreement, plural). Understand and use abstract nouns, adverbs, adjectives, nouns, conditionals, prepositions and conjunctions appropriately. Use a range of strategies to spell difficult and unfamiliar words; use a range of strategies to correct their own work.	Apply complex language elements in all ways of life to make oneself well understood in an efficient manner, drawing on a full range of punctuation to clarify meaning, aid cohesion and create a variety of effect.	Understand complex language usage and critical applications of the elements across subjects in both familiar and unfamiliar contexts.



Activity 2 Read these writing expectations for P5 to P8. By this time in Primary school, the language of instruction will be English and all work will be in English except for in National Language Lessons and Arabic lessons (which begin in P5). Ask teachers to work in pairs to design a writing challenge. They should create a writing task based on a topic of their choice for P5, P6, P7 and P8. These should be shared before lunch and teachers could copy some of the ideas presented to take back to their school to use as assessment tasks.



16







Time for lunch.

<p>17</p>		<p>During this afternoon session you will summarise all that has been learnt this week and prepare teachers for the school-based task. Ask teachers to explain how they think being a good writer will enable learners to reach the aims of the curriculum.</p>												
<p>18</p>	<p>8 Courses</p> <ul style="list-style-type: none"> Course 1: How Children Learn Course 2: Curriculum Expectations Course 3: Teaching and Learning Course 4: Language Development Course 5: Learning Areas and Subjects (1) Course 6: Learning Areas and Subjects (2) Course 7: Assessment Course 8: Inclusion and Course Review 	<p>A reminder of the 8 courses. We are half way through!!</p>												
<p>19</p>	<table border="1"> <thead> <tr> <th colspan="2">Course 4: Language Development</th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td>Background theory and the importance of talk</td> </tr> <tr> <td>Day 2</td> <td>Learning in a national language</td> </tr> <tr> <td>Day 3</td> <td>Pre-reading and pre-writing</td> </tr> <tr> <td>Day 4</td> <td>Developing Reading</td> </tr> <tr> <td>Day 5</td> <td>Developing Writing School-based task preparation</td> </tr> </tbody> </table>	Course 4: Language Development		Day 1	Background theory and the importance of talk	Day 2	Learning in a national language	Day 3	Pre-reading and pre-writing	Day 4	Developing Reading	Day 5	Developing Writing School-based task preparation	<p>A reminder of the modules from this week.</p>
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<p>20</p>	<p>Course 4: Language development</p> <ul style="list-style-type: none"> • Be aware of the four key theories of language development, and understand why the semantic-cognitive theory is now most widely accepted • Be able to relate the theory to promoting language development in the classroom • Understand the reasons for learning to read and write in a national language before transitioning to English • Understand the key teaching and learning approaches for learning in a national language • Understand challenges facing young people in the transition to English and the language of instruction and how to support them • Understand the principles of pre-writing and pre-writing activities, and the advice given for these activities in the South Sudan ECD curriculum guidance • Understand that children of any age need these activities before they can learn to read and write • Plan pre-writing and pre-writing activities • Understand what is involved in the development of early writing skills and the requirements of the SS curriculum in terms of early writing • Plan some learning activities that will promote early writing skills • Make use of the SS textbooks to promote writing 	<p>A reminder of the key areas of language development studied this week. Ask teachers which of these points they have enjoyed considering the most. Which of these points has caused them to think about how they might change their practice?</p>												

<p>21</p>	<p>Behaviour Theory of Language Development</p> <p>Language is a set of verbal behaviours learned through operant conditioning. Changing behaviour so that a desired behaviour is reinforced immediately after it occurs. B.F. Skinner is considered to be the father of the modern behavioural theory.</p> <p>Nativistic Theory of Language Development</p> <p>A biologically-based theory which states that language is innate, physiologically determined, and genetically transmitted. A newborn baby is "pre-wired" for language acquisition. This theory believes that language is universal and unique to only humans.</p> <p>Social-Pragmatic Theory of Language Development</p> <p>The social-pragmatic theory considers communication as the basic function of language. The prerequisites for the social pragmatic theory are: proximity between child and caregiver; physical needs met; attachment; simultaneous actions; turn-taking and nonverbal behaviours.</p> <p>Semantic-Cognitive Theory</p> <p>Language development that emphasizes the interrelationship between language learning and cognition. Children demonstrate certain cognitive abilities as a matching language behaviour emerges. The semantic meaning that a person wants to communicate determines the words and word order (syntactic form) the person uses.</p>	<p>A summary of the Language Theories. A reminder that Sematic-cognitive theory is the most widely and highly regarded.</p>
<p>22</p>	<p>Why is it important to learn literacy first in one's own mother tongue?</p> 	<p>Ask teachers this question again! They should be faster to answer!</p>
<p>23</p>	 <ol style="list-style-type: none"> 1. People learn best when you start with what is KNOWN and then teach what is UNKNOWN. 2. Learners start to value their language and their culture 3. Learner's confidence and self-esteem are boosted when they are using their mother tongue to learn. 4. Research shows starting literacy in the mother tongue is best 	<p>How many of these answers did they get?</p>
<p>24</p>	<p>PRE-WRITING LINE DEVELOPMENT</p> <ul style="list-style-type: none"> Vertical Line Horizontal Line Cross Shape Square Shape "X" Shape Triangle Shape Circle Shape Right/Left Diagonal Lines <ul style="list-style-type: none"> Hand and finger strength: An ability to exert force against resistance using the hands and fingers. Crossing the mid-line: The ability to cross the imaginary line running from a person's nose to pelvis. Pencil grasp: The efficiency of how the pencil is held. Hand eye coordination: The ability to process information received from the eyes to control, guide and direct the hands in the performance of a task such as handwriting. Bilateral integration: Using two hands together with one hand leading (e.g. holding and moving the pencil with the dominant hand while the other hand helps by holding the writing paper). Upper body strength: The strength and stability provided by the shoulder to allow controlled hand movement for good pencil control. Object manipulation: The ability to skilfully manipulate tools. Visual perception: The brain's ability to interpret and make sense of visual images seen by the eyes. Hand dominance: The consistent use of one (usually the same) hand for task performance. Hand division: Using just the thumb, index and middle finger 	<p>A summary of the early stages of writing.</p>

<p>25</p>	<p>Pre-reading</p> <p>Hearing to hear the difference between sounds and to be able to blend sounds together.</p> <p>Phonological awareness skills: The awareness of what sounds are and how they come together to make words. Skills include the ability to rhyme, segment words into syllables and single sounds, blend sounds together, identify sounds in different positions in words and manipulate sounds within words.</p> <p>Oral language skills: This includes a child's understanding and use of language and their abilities to describe, give instructions and tell stories as well as their vocabulary knowledge.</p> <p>Print awareness: Understanding that symbols, pictures and letters have meaning and also comprehending how books work.</p>	<p>A summary of the early stages of reading.</p>
<p>26</p>		<p>A reminder that reading occurs in many places!!</p>
<p>27</p>		<p>A reminder that reading and writing comes AFTER speaking and listening through games, conversations, questions and singing etc.</p> <p>Activity 3 Ask teachers to write a poem or a song about the importance of speaking and listening to develop reading and writing. They can work in pairs or small groups. Ask a few to share their ideas before the break. This is a good chance for you to listen to how well key areas of learning about language has been understood.</p>

<p>28</p>		<p>Time for a break.</p>						
<p>29</p>	<p>Course 4 School-based Activity Assessment Task</p> <p>Either: Plan, implement and evaluate a series of learning activities that promote pre-reading and pre-writing skills</p> <p>Or Plan, implement and evaluate a series of learning activities that promote early reading and writing skills</p> <p><small>Course 4 Assessment Requirements After implementing the learning activity, the participant will submit a portfolio that contains the:</small></p> <ul style="list-style-type: none"> <small>Importance of pre- or early reading and writing skills</small> <small>Learning outcomes sought and how these relate to pre or early reading and writing</small> <small>Learning activities planned to enable learners to meet these outcomes</small> <small>Resources that will be needed</small> <small>The relationship to the learning theories studied</small> <small>The challenges anticipated and how these will be overcome</small> <small>An evaluation of the activities in terms of how well the learning outcomes were achieved.</small> 	<p>Read this description of the school-based task together. Give teachers time to ask questions about what they have to do. Remind them that evidence of this task can be in a variety of forms including photographs of activities, a diary style descriptions and examples of learners' work. They should add it to their portfolio.</p>						
<p>30</p>	<p>Course 4 Assessment criteria The assessment will be based on how well the portfolio covers the requirements. It does not matter whether or not the planned activities turn out to be successful. What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory, and has analysed the outcomes.</p> <table border="1" data-bbox="194 1370 663 1576"> <tr> <td style="background-color: #e0e0e0;"><small>Distinction</small></td> <td><small>The portfolio covers each of the requirements very effectively. The importance of pre- or early reading and writing skills is very clearly explained. Learning outcomes in terms of pre or early reading and writing are clearly defined and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.</small></td> </tr> <tr> <td style="background-color: #e0e0e0;"><small>Credit</small></td> <td><small>The portfolio covers each of the requirements effectively. The importance of pre- or early reading and writing skills is adequately explained. Learning outcomes are defined and some activities are planned to enable learners to attain these outcomes. There is an attempt to relate these activities to the learning theory. Some possible challenges are identified and some solutions are put forward. The evaluation mentions the participation of learners, problems encountered and any solutions found. An attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.</small></td> </tr> <tr> <td style="background-color: #e0e0e0;"><small>Not submit</small></td> <td><small>The portfolio does not cover the requirements. The importance of pre- or early reading and writing skills is not explained. Learning outcomes are not defined sufficiently clearly, and activities are not planned to enable learners to attain these outcomes. There is little attempt to relate these activities to the learning theory. Possible challenges are not identified and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.</small></td> </tr> </table>	<small>Distinction</small>	<small>The portfolio covers each of the requirements very effectively. The importance of pre- or early reading and writing skills is very clearly explained. Learning outcomes in terms of pre or early reading and writing are clearly defined and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.</small>	<small>Credit</small>	<small>The portfolio covers each of the requirements effectively. The importance of pre- or early reading and writing skills is adequately explained. Learning outcomes are defined and some activities are planned to enable learners to attain these outcomes. There is an attempt to relate these activities to the learning theory. Some possible challenges are identified and some solutions are put forward. The evaluation mentions the participation of learners, problems encountered and any solutions found. An attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.</small>	<small>Not submit</small>	<small>The portfolio does not cover the requirements. The importance of pre- or early reading and writing skills is not explained. Learning outcomes are not defined sufficiently clearly, and activities are not planned to enable learners to attain these outcomes. There is little attempt to relate these activities to the learning theory. Possible challenges are not identified and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.</small>	<p>Activity 4 Give teachers time to read through these descriptors. They should then talk in pairs about which of the school-based tasks they might complete and how they might implement what they have learnt this week They should note down initial ideas in their workbook.</p>
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<p>31</p>		<p>A final reminder of the key elements of professionalism and standards for teachers.</p>						

<p>32</p>	<div data-bbox="209 465 643 584" style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p>Thank you! Good luck back in your classrooms and communities.</p> </div> <div data-bbox="333 595 515 728" style="text-align: center;">  </div>	<p>Thank teachers for their time and commitment.</p>
<p>33</p>	<div data-bbox="236 891 657 1160" style="text-align: center;">  </div>	<p>Say goodbye.....in any way that you can!!!</p>







