References


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http://www.readingrockets.org/teaching/reading101/phonemic


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**Graphics: Emergent writing:**

My dad took me to school: In Scharer, P.L. & Pinnell, G. S. 2008. Guiding K-3 Writers to Independence. New York: Scholastic. P 34 Fig. 3-2

My dinky cars are little: Trehearne, M. P. 2011. *Learning to Write and Loving it!* London: SAGE p 37 Fig. 1.15
Appendix 1: A guide to using the Literacy DVDs

### LITERACY DVD 1- GRADE R

**CHAPTERS:**
1. Listening and perceptual skills
2. Unlocking prior knowledge
3. Teaching a new sound
4. Consolidation Activities

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Student Reflection Activity</th>
<th>Activity Description</th>
<th>DVD time indication</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>Imaginative play</td>
<td>09:50 – 14:13</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>Children’s prior knowledge</td>
<td>00:25 – 04:09</td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>Extending children’s knowledge</td>
<td>00:25 – 8:47</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>The use of resources in learning</td>
<td>06:27 – 08:30</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>Storytelling</td>
<td>00:28 – 02:54</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>Asking questions</td>
<td>00:27 – 04:08</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
<td>The world of print</td>
<td>00:25 – 06:27</td>
</tr>
<tr>
<td>3</td>
<td>29</td>
<td>Teaching a new sound</td>
<td>00:28 – 02:54</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>03:32 – 04:48</td>
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</tr>
<tr>
<td>3</td>
<td>31 Q1-4</td>
<td>Teaching a new sound: Review and reflection on lesson</td>
<td>00:24 – 2:54</td>
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<td>04:48 – 6:24</td>
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<td>12:40 – 14:06</td>
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<tr>
<td>4</td>
<td>31 Q5</td>
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<td>00:27 – 03:37</td>
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<td></td>
<td></td>
<td></td>
<td>03:40 – 13:20</td>
</tr>
</tbody>
</table>

### LITERACY DVD 2- GRADE 1

**CHAPTERS:**
1. Listening Skills
2. Prior Knowledge
3. Teaching a new sound
4. Consolidating Activities

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Student Reflection Activity</th>
<th>Activity Description</th>
<th>DVD time indication</th>
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<tr>
<td>1</td>
<td>12</td>
<td>Using home language to support learning</td>
<td>05:51 – 06:40</td>
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<td>4</td>
<td>13</td>
<td>Helping children learn through the LoLT</td>
<td>05:27 – 9:25</td>
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<tr>
<td>3</td>
<td>29</td>
<td>Teaching a new sound</td>
<td>00:36 – 9:47</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>Struggling to participate</td>
<td>02:38 – 09:25</td>
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<tr>
<td>4</td>
<td>33</td>
<td>Review consolidation activities</td>
<td>01:11- 09:25</td>
</tr>
</tbody>
</table>
Appendix 2: DVD 4 – Reflective practice

In this DVD a group of CPUT student teachers and their lecturers collaboratively reflect on five Critical Incidents in teaching Grades R and 1 language classrooms.

The following partial transcript guides you through the Reflective Practice DVD. It introduces each student, summarises each of the themes discussed with regard to her teaching and also provides the reflection questions.

An introduction and five different Critical Incidents are available on the menu of the disc. Each Critical Incident is followed by one or more retrospective guided reflective discussion and questions for further discussion. You may want to add your own reflective discussion.

Introduction of CPUT participants
Chloé (B Ed 4 FP), Thobeka (B Ed 3 FP), Jodie (B Ed 4 FP), Nici (FP lecturer), Shelley (FP lecturer), Elizabeth (B Ed 4 FP)

<table>
<thead>
<tr>
<th>Foundation Phase</th>
<th>Reflection 1</th>
<th>Reflection 2</th>
<th>Reflection 3</th>
<th>Reflection 4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Authentic contexts: the challenges of a multilingual classroom</td>
<td>Growing a teacher identity: teachers make mistakes too…</td>
<td>Qualitative indicators of teaching practices: Form focus and meaning making</td>
<td>Meta-reflection and considering alternative actions</td>
<td>Reflecting Collaboratively, using different lenses</td>
</tr>
<tr>
<td>Elizabeth Gr R class - multilingual</td>
<td>Question: How can I make provision for the different language needs in my classroom?</td>
<td>Questions: How does anxiety influence learning? What is more important: the needs of the learner/s or the requirements of the curriculum?</td>
<td>Questions: How can one use a story to enhance the teaching of phonics? What is the purpose of an introduction and a conclusion to a lesson? How could it affect the learning of your pupils if you leave one or both of these stages out?</td>
<td>Questions: How can I use the question “What if…” to inform my learning as student teacher or practising teacher? Why is this an important way to start a question? What is meant by the distinction between reflection in/on/for action on one hand and reflection through action on the other?</td>
<td>Questions: What have you learnt as a group of students by watching this Critical Incident, the reflections of the CPUT students and your own collaborative reflections?</td>
</tr>
</tbody>
</table>

You may want to watch this Critical Incident (Elizabeth in Grade R) again to reflect on teaching aspects other than the ones mentioned here.
Chloé Gr R: 18 English speaking learners

The case of the broken telephone reframed...
Questions:
What do YOU think caused the information gap?
What learning does one achieve through an activity like this? What aspects should be considered when planning for this activity? Why?
Elizabeth felt she had to simplify the story. Chloé felt she should have extended hers to build in more challenges. Yet both were Grade R classes.
What strategies can be used to either simplify or extend our input to suit our learners’ needs?

Growing a teacher identity: Assumptions inform our actions...
Questions:
Think of an incident where your actions were informed by an assumption/s which proved to be wrong. What, do you think, informed your assumption?
Listen carefully to your own assumptions and those of the others in your group. What do your assumptions say about your understanding of learning and teaching for life?
Respond critically to the following statement: “It is important for a teacher in ECE to ensure that the tasks she sets her learners can be mastered easily by them”.

Authentic contexts: debating the trajectory from Grade R to Grade 1
Questions:
There are many myths and assumptions around the role of Grade R and what is appropriate teaching at this level.
What are these myths and assumptions and what is your view about them? (Think holistically).

You may want to watch this Critical Incident (Chloé in Gr R) again to reflect on teaching aspects other than the ones mentioned here.
Juliette Gr 1: Seven different home languages in this class

Qualitative indicators of teaching practices: but where does repetition fit in?

Questions:
Experience wires the brain and repetition strengthens the wiring. This understanding should be at the heart of all interactions with children (P Schiller, 2008)
What do you think Pam Schiller means when she says experience wires the brain and repetition strengthens the wiring?
How does Schiller’s statement relate to the incident you have just watched and the reflection that followed?
What do you think Schiller means when she says experience wires the brain and repetition strengthens the wiring?
How does Schiller’s statement relate to the incident you have just watched and the reflection that followed?

You may want to watch this Critical Incident (Juliette in Gr 1) again to reflect on teaching aspects other than the ones mentioned here.

Jody Gr 1: 3 languages of the Western Cape are represented in this class: isiXhosa, Afrikaans and English

Authentic Contexts: Learners can also be teachers...
Questions:
Shelley and Chloe discussed Vygotsky’s Zone of Proximal Development (ZPD). What can you add from the theory to this discussion in relation to the peer teaching incident you watched? The Coleman Report found that the extent to which individuals feel in control of their destiny, made more difference than all other school factors together (1966, 23). Reflect collaboratively on the implications for multilingual classrooms where teachers see the minority language group as “un-teachable”. How would you set about realising the aims of “learning to know, to do, to be and to live with others in your classroom?”

Qualitative indicators of teaching practices: The puzzling case of reading backwards
Questions:
The phrase “we don’t know” often leads to assumptions. Think of the Pygmalion Effect. How can this phenomenon be related to teacher assumptions? The girl who reads backward is actually a very confident learner. What could the consequences be if the teacher assumes she has a major learning problem? How would you attempt to remediate the problem?

Reflecting upon our reflections
Questions:
Making the tacit explicit in order to learn from and through experience, is one of the aims of Reflective Practice. What other aims can you think of? How has watching this DVD contributed to your understanding of: The teaching of language?
Using reflection as a tool to integrate theory and practice?

You may want to watch this Critical Incident (Jodi in Gr 1) again to reflect on teaching aspects other than the ones mentioned here.
Appendix 3: Transcript of Grade R lesson on DVD 1, Chapter 2, Unlocking prior knowledge

Transcript of Grade R lesson: Chapter 2, 00:25 – 08:47

[Teacher (T) in a private school]

Teacher So today I have a story for you and it is about an octopus.
[Teacher shows the class a picture of an octopus]
What can you tell me about this picture?
What can you see in this picture?
Lee I can see an octopus, he is smiling and he has eyes
T You see an octopus, that is smiling and he has eyes
If you are smiling, how do you feel?
How do you think the octopus feels?
Learners Happy
T Happy
Manoa, your hand is up.
Yes?
Manoa He has eight tentacles
T He has eight tentacles
Good!
He does
Tyler And he has eight legs
T And his tentacles. His legs are very long
Good!
T Lee?
Lee He is orange
T He is orange, the colour of him.
T Logan
Logan And he looks like a spider
T And he looks like a spider
Jordan, why do you think he reminds Logan of a spider?
Jordan Because he can walk
T Because he can walk
What does he walk with?
Class His tentacles
T The octopus moves with his tentacles.
What does a spider walk with?
Manoa Legs.
T With his legs.
How many legs does a spider have?
Class Eight.
T Eight.
And how many tentacles or legs does an octopus have?
Class Eight.
T Eight tentacles
Very good. Very, very good.

Learners: Teacher, she looks like an orange.

T: Why do you think he looks like an orange?

Learner: Because his body is orange.

T: Because his body is orange and he is round like an orange.

Learner: I have seen a giant octopus in my book.

T: You have seen a giant octopus in your book before.

And where does the octopus live?

Class: Sea

T: Luke?


T: And he lives in the sea.

Jordan: In the sea.

T: In the sea.

Does he walk in the sea like we walk on the ground?

Class: No

T: What does he do?

Class: [Echoes] Swims ... Flies

T: He swims and sometimes he looks like he is . . .

Class: Floating.

T: Floating.

So let’s swim like an octopus.

[Teacher and class demonstrates swimming movement]

Let’s swim like an octopus with our eight legs.

Good! That’s how an octopus moves

T: And if something is coming, what does the octopus do?

Brings his legs together and shoots backwards, away from the enemy that is coming.

So let’s move like an octopus and then something is coming towards it.....and what happens?

Shoo... and shoots backwards.

And when the octopus shoots backwards, he often shoots something out towards his enemy.

Does anybody know what it is?

Learner: Web

T: Not a web

A spider has eight legs and a spider has a web.

Learner: Water.

T: He doesn’t shoot water. He shoots something into the water.

T: Tyler?

Learner: I know! Ink!

T: What colour is the ink that he shoots out?

Learner: Black.

T: Black! Why do you think the octopus would shoot black ink at his enemy?

Why would he want the water to be black?

T: Jordan?

Jordan: So the fish can die.
| T | Maybe it might kill them. Ok! |
| Learner | So the fish can’t see where he is going, maybe he will go to the octopus to eat him. |
| T | If the enemy wants to eat the octopus, he shoots out black ink and then the enemy can’t see the octopus. He will be able to get away. |
| Learner | And if there comes sharks? |
| T | And if there are sharks coming and he makes the water black, then the sharks won’t be able to see him. True! |
Appendix 4:
Challenges of teaching isiXhosa phonics in the Foundation Phase: Grade R-3

The following findings emerged from a number of informal interviews with in-service teachers in the Western Cape reflecting on the teaching and learning of phonics in isiXhosa:

**Poor training of learning and teaching isiXhosa phonics**
In-service teachers mentioned that methods of teaching isiXhosa phonics were not included in their pre-service training and pre-service teachers highlighted that they do not remember learning about other aspects of phonics in Foundation Phase i.e. categorization of sounds/phonics.

Example: isiXhosa sounds are catagorised in this manner:
- **1 letter**- q, m, n, b
- **2 letters**- mb, nz, bh, dl, gq
- **3 letters**- tsh, ntl

Another feature is that isiXhosa sounds blend with vowels e.g. qa, qe, qi, qo, qu or tsha, tshe, tshi, tsho, tshu.

Teachers may find it difficult to teach phonics in the way prescribed by CAPS. The basic principles refer to English and do not translate directly into isiXhosa. For example in isiXhosa the learners “see, hear, say and locate” the sounds in a word, e.g. if you say they must identify o in the word isongololo- they need to see the word and hear, say and locate the o.

**Lack of resources**
In-service and pre-service teachers mentioned that:
- they are not equipped with relevant skills to be innovative with their teaching aids
- there are few textbooks available with information on isiXhosa phonics or how to teach them
- there are a limited number of rhymes in isiXhosa that can be used to teach phonics
- teachers often find themselves trying to make literal translations from English.

**Lack of school support**
In-service teachers highlighted:
- a need for competent teachers and researchers who know isiXhosa well
- incorrect practice: teaching ‘f’ and using a picture of a fish (ifishi instead of intlanzi). There is direct translation in this example and this can confuse learners, because in intlanzi there are 2 consonants (ntl) and (nz) - ufudo would be the right animal to be used not intlanzi if you are teaching “f”
- a lack of collaboration between FP teachers and other stakeholders - ongoing interaction with education facilitators is needed.
Lack of parental support

- parents have a negative attitude towards helping their children in isiXhosa activities. They want their children to know English as an international language. Many parents are not informed about the implications of becoming literate in a language which is not the home language of the child.

Recommendations

- Good collaboration between language methodology and language(academic) lecturers, for example at CPUT, isiXhosa students acquire the methodology to teach phonics in the subject “Language-in-Education” (methodology of teaching a first and first additional language, focusing on English), as well as the subject “isiXhosa First Language” where the methodology of teaching isiXhosa is incorporated onto the subject knowledge and skills.
- Ongoing interaction with and support from the Department of Education is needed.
- Pre-service teachers should be taught how to use a variety of resources to enhance the teaching and learning.
- More focus is needed on creative writing in isiXhosa, allowing learners to be creative with their written work e.g. teach them to make big books, create rhymes or stories in their languages.
- Parents need to be informed about the need for quality mother tongue support and the advantages and disadvantages of becoming literate in a language other than the first/ home language of the learner.