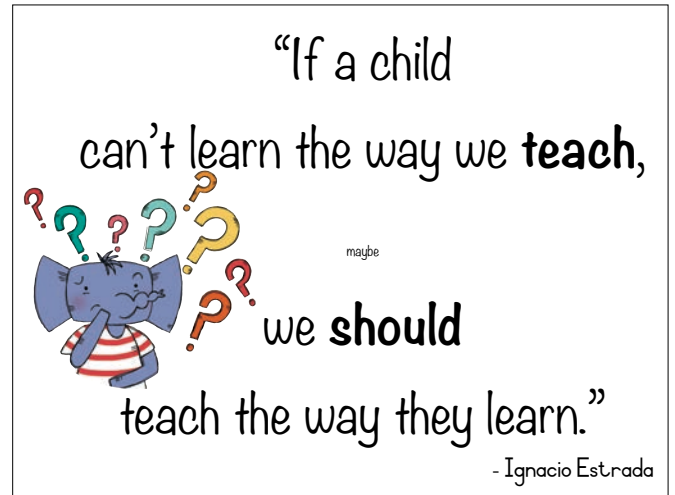


1



2

## READY, SET... GRADE R

- Do we need to teach Grade R?
- What do we teach in Grade R?
- Bela Bill?
  - Child development has remained the same.
  - Ages and stages.
  - Expectations / outcomes have changed.
  - Generation Alpha is weird and wonderful.

3

## ● Curriculum

- WHAT children should learn, not HOW children should learn.
  - Curriculum outcomes
    - Functional and meaningful
    - Method to our madness.
  - We need to think differently.
- Right or wrong?
  - Simply a different
- What skills are required for Grade 1?
  - Engagement between Grade R and 1!

4

## "Play is the work of the child"

A phrase famously coined by Maria Montessori—captures the idea that play is a child's primary occupation.

Through play, children process their experiences, make sense of the world, and build vital physical, emotional, and cognitive skills.

5

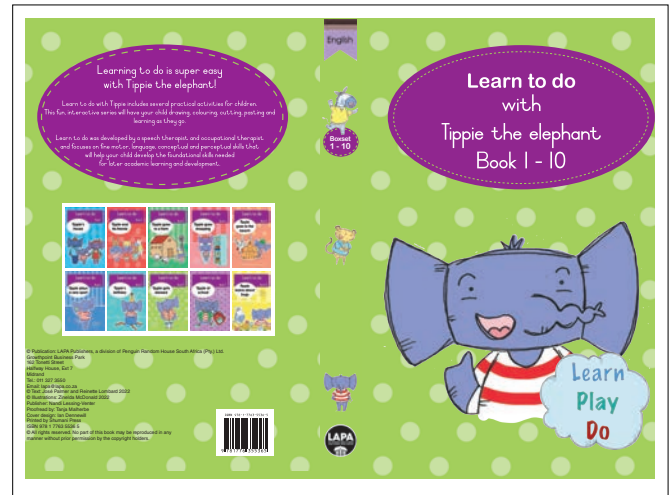
## WHAT WE CONSIDER

- Children learn optimally:
  - Concrete
  - Schematic
  - Abstract
- When there is:
  - Progressive development
  - Solid foundation
  - Pre-requisites and prior knowledge

6



7



8

**Language  
rely on  
vocabulary**

Shared meaning / comprehension

9

**WHY SHOULD WE THINK ABOUT THIS**

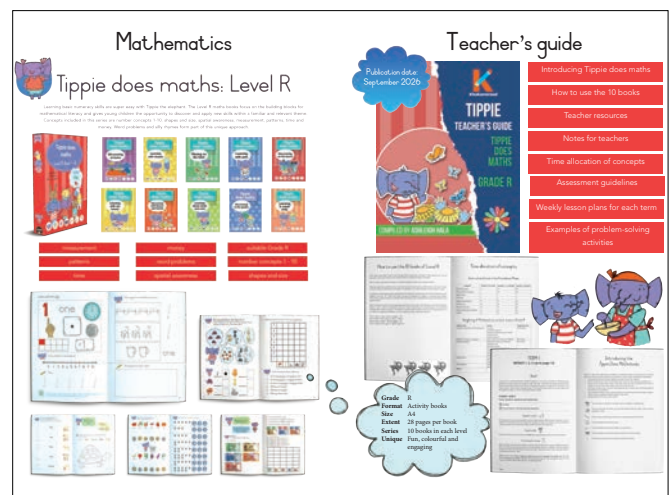
- Majority of learners are language poor
- Majority of learners are experience poor
  - Limited vocabulary
    - Socio economics
      - Parental involvement
      - Academic language
    - Screen exposure
  - Neurodiversity

10

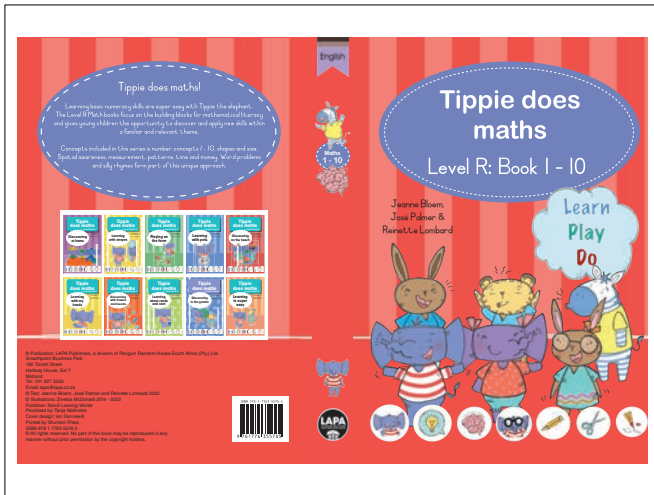
**Children should hold  
Maths in their hands  
before they can hold  
it in their heads.**

**Maths = Language**

11



12



13

In the Foundation phase children learn to read.

**Foundation Phase: Grade R - 3**

In the Intermediate phase children read to learn.

14

**Reading relies on letter (sounds)**

Phonics and Science of reading

15

English: Home Language  
Grade R  
Teacher's guide

Publication date: January 2022

**Tippie write-and-wipe series**

This series was developed in collaboration with an experienced teacher to include content with the most used sounds in the English language. The series includes the following: individual sound cards, with each sound on a blue background and a 3-dimensional support with phonics and writing. The series is a single book for each sound.

40 Weekly lesson plans  
Write-and-wipe series  
Tippie learns sounds  
Level R5 and R6  
Core Reader R: Meet Tippie  
Additional resources  
Curious Readers

Format: Encapsulated, no audio  
Size: A4  
Pages: 28 pages per book  
Series: Writing patterns  
Visual perception  
Numbers and digits  
Letter formation

16

One! The bird fly high.

spots two eggs from the sky.

two

17

**Tippie learns sounds**

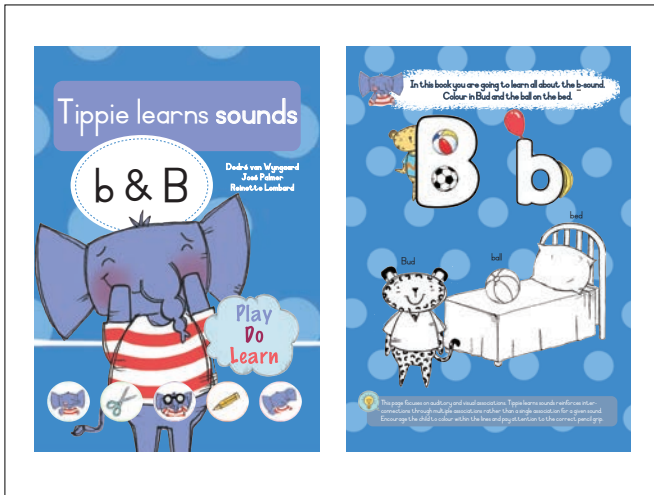
Learning sounds is fun with Tippie the elephant!

This series was developed in collaboration with an experienced teacher to include content with the most used sounds in the English language. The series includes the following: individual sound cards, with each sound on a blue background and a 3-dimensional support with phonics and writing. The series is a single book for each sound.

Learning sounds is key to our approach, emphasizing fun, child-centred and age-appropriate multi-sensory activities.

Grade R  
Format: Activity books  
Size: A4  
Pages: 28 pages per book  
Series: 26 books in a box set  
Everything you need  
Practical, engaging and ready-to-use

18



19



20

# LEVEL RR AND R

- Not decodable readers
- Level R: contextual vocabulary
- Level RR: emergent literacy
- Linking “letters” with images
- Reading behaviour
- 35% of children starting school: less than 1 book in the household

21



22

WEEK 21	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Listening &amp; Speaking</b> (20 min. x 5 days) (P)	Learners take turns sharing news about their weekend. Learners take turns sharing what winter is like and discussing their experiences during winter. Poster: Seasons, clothes and colours. Use during class discussions where appropriate.	Learners discuss the weather in winter and identify signs of winter shown on the poster.	Learners discuss the weather in winter and explain why these clothes are needed.	Learners discuss how winter affects people, animals and plants.	Learners discuss how winter affects people, animals and plants.
<b>Shared Reading</b> (20 min. x 5 days) (LR) Level R, Book 1: I am Tippie	<b>Focus:</b> Prediction, book orientation and vocabulary development. <b>Teacher does:</b> <ul style="list-style-type: none"> <li>Introduce the title, I am Tippie</li> <li>Show the front cover and discuss the illustration</li> <li>Conduct a picture walk through the reader without reading the text</li> <li>Introduce the main characters</li> <li>Encourage learners to observe details in the illustrations</li> <li>Introduce 2-3 key vocabulary words from the story</li> <li>Ask prediction questions such as:               <ul style="list-style-type: none"> <li>Who do you think Tippie is?</li> <li>What do you think the story will be about?</li> <li>What clues do the pictures give us?</li> </ul> </li> </ul> <b>Learners do:</b>	<b>Focus:</b> Understanding characters, events and vocabulary. <b>Teacher does:</b> <ul style="list-style-type: none"> <li>Read the entire story aloud</li> <li>Model enjoyment and expression while reading</li> <li>Pause occasionally to discuss characters and events</li> <li>Encourage learners to use picture clues to support understanding</li> <li>Clarify unfamiliar vocabulary</li> <li>Ask simple comprehension questions during and after reading</li> </ul> <b>Learners do:</b> <ul style="list-style-type: none"> <li>Listen attentively to the story</li> <li>Follow the illustrations while listening</li> <li>Discuss characters and events</li> </ul>	<b>Focus:</b> Recall, sequencing and oral language development. <b>Teacher does:</b> <ul style="list-style-type: none"> <li>Reread the entire story</li> <li>Discuss the beginning, middle and end of the story</li> <li>Model how to retell the story using the illustrations</li> <li>Ask questions that encourage learners to recall events</li> <li>Guide learners in sequencing events orally</li> </ul> <b>Learners do:</b> <ul style="list-style-type: none"> <li>Participate in discussions</li> <li>Recall events from the story</li> <li>Sequence events using illustrations</li> <li>Retell parts of the story orally</li> <li>Respond to recall questions</li> </ul>	<b>Focus:</b> Concepts of print, vocabulary and comprehension. <b>Teacher does:</b> <ul style="list-style-type: none"> <li>Engage learners in shared reading of the story</li> <li>Model tracking text from left to right and top to bottom</li> <li>Draw attention to selected sight words</li> <li>Discuss vocabulary and illustrations</li> <li>Ask questions that encourage learners to think about the story</li> </ul> <b>Learners do:</b> <ul style="list-style-type: none"> <li>Participate in shared reading</li> <li>Track text while reading</li> <li>Identify selected sight words</li> <li>Discuss vocabulary and illustrations</li> <li>Answer simple comprehension questions</li> </ul>	<b>Focus:</b> Retelling, role play and reading confidence. <b>Teacher does:</b> <ul style="list-style-type: none"> <li>Reread the story with learners</li> <li>Facilitate a discussion about the story</li> <li>Encourage learners to take on the roles of the characters</li> <li>Guide learners in acting out the story in the correct sequence</li> <li>Celebrate learners' participation and progress</li> </ul> <b>Learners do:</b> <ul style="list-style-type: none"> <li>Participate in shared reading</li> <li>Retell the story orally</li> <li>Act out the story using the characters and events from the reader</li> <li>Demonstrate understanding through role play and discussion</li> </ul>

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