

For the parent/teacher

Reading is an essential skill to be mastered in the Foundation Phase. This is why 2 hours and 30 minutes per week are prescribed for **group guided reading**, and another 45 minutes for **shared reading**.

Group guided reading

Two types of group guided reading are used in the classroom:

- The entire class reads from the class reader.
- Learners are divided into smaller groups according to their reading ability and read from graded readers.

The class reader

The class reader is pitched at a level that makes it possible for the average learner to read the week's text fairly easily once it has been read and discussed with the learner. All learners read from the same reader. The story is often used as a basis for reading and writing activities.



This is the first of a set of two class readers for Grade 1. The approach is phonics based. Each reading lesson introduces 3-4 sounds, so that the learner knows all the single sounds by the end of the first term. The authors did their best to use only words containing familiar sounds. The weekly sight words are provided and also contain sounds known to the learner.

The reading lessons are presented in double-page spreads. A reading plan and step-by-step guidelines on teaching the lessons are provided at the back of the book. Also included are a number of fun reading games to practise quick word and sound recognition.

Graded readers for differentiated reading

Learners in a class have different reading abilities. Some may struggle to read the class reader, while others master the content with ease. Graded readers are available for differentiated-reading sessions, where learners read according to their ability. In Grade 1, graded readers are usually introduced in Term 2. The reading level is generally clearly indicated in the reader.

Shared reading

Shared reading involves the entire class or group and requires a large-format book with big, bold print.



This reader is a class reader and not a graded reader for differentiated reading. It also does not have enlarged text for shared reading.

Types of reading

Each reading lesson should include different types of reading. For example:

Speed-reading: A learner needs only 250 words to understand 60-75% of all reading material. These high-frequency words – it, is, the, not, and, just, was, etcetera – are called sight words. The faster learners can read sight words, the more time they have to decipher the rest of a sentence. Each reading lesson includes the speed-reading of sight words (which are provided with each lesson). Speed-reading exercises can be fun – tips are provided at the back of this book.

Pre-reading: Readers use pre-reading to predict what the text may be about. The learner is guided, for example, to find visual clues and, later, to read the first sentence of each paragraph.

Search-reading: We use search-reading to find a word, name, telephone number, fact, etcetera, in a text. Learners may be asked to look for words containing certain sounds or punctuation marks, etcetera. Each reading lesson should include search-reading activities. Search-reading techniques are explained at the back of the book.

Reading aloud and reading with feeling: Reading aloud doesn't necessarily equate to reading with expression. The latter takes into account intonation and variations in tone, volume and speed. The learner learns to read with feeling by mimicking the adult reader. Later, the learner does so spontaneously. This reader has been compiled to facilitate reading with feeling.

Happy reading! We hope this class reader will provide you – and the learner(s), of course – with hours of educational fun.

Mart Meij

Weekly lesson plans

Beforehand

Make flashcards for

- all the **single sounds, oo** and **ee** and **t/th**.



3–4 new sounds are introduced in each reading lesson, so that the learner will be familiar with all single sounds by Term 2.

- the **sight words**. The weekly sight words are provided on page 46. Only teach the sight words required for a specific lesson and those that have already been introduced.



The flashcards should be big enough, and the letters bold enough, that all learners in the class can decipher the sounds with ease. You'll be using these flashcards in a variety of games. The cards should therefore be sturdy enough to last the whole year.



The weekly sight words are provided with each reading lesson. These sight words contain sounds that are familiar to the learner. By the end of the week the learner should be able to read the sight words fluently, and also spell them correctly.

Weeks 1 and 2

Pages 2 and 3

Beforehand

1. Make the learners aware of the concepts “sounds” and “words”:
 - Ask learners to say their names. Help them identify the beginning sound of their name.
 - Name a few objects in the classroom. What sound does the word begin with?



Repeat the above activities daily until at least Week 4.

2. Discuss in detail how a book/reader should be handled. For example: clean hands, turning the pages, holding the book. Then distribute the readers.

How to teach pages 2 and 3



These activities can be repeated over and over again during the week.

1. Learners practise holding a book the right way and turning the pages correctly.
2. Open the reader at pages 2 and 3. Discuss the illustration, asking the following questions:
 - Pre-reading: Who or what do you see in the picture? What is the person/animal doing? What do you think will happen?
 - Sounds/auditory: What does the learner see on the page? What sound does the word begin with? Examples: laundry – **l**, mom – **m**, cat – **c**, basket – **b**, etcetera.
 - Introduce letter-sound relationships: Count the shirts. What do you see on each shirt? Ask learners to trace the letter with their fingers while saying the sound aloud. (Week 1 – **n, i, t, s**; Week 2 – **n, i, t, s** PLUS **m, o, e**)

3. Writing: The learners practise writing the letters on their writing boards. Do only one letter per day. Clearly show the beginning and end of the letter. Ask learners to say the sound aloud while writing the letter. Have learners use different-coloured crayons to write the letter over and over again.



Important: Only do the letter-sound relationships on page 2 during Week 1. Add the letters/sounds on page 3 during Week 2.

4. Name a letter on a shirt. Ask learners to point to the correct shirt and to say the sound aloud.
5. Flash the sound cards. Learners read the sound and write the letter on their writing boards. Only flash sounds that have already been practised on the writing board (Step 3 above).
6. By the end of the week a speed-reading game (see page 45) can be used to reinforce quick recognition of sounds.



Repeat Steps 1–6 during Week 2, focusing on the sounds provided on page 3. Include Week 1 sounds in speed-reading activities.

From page 4 onward



Follow the steps below for each week.

Beforehand

- You'll find each week's new sounds in the table of contents. Ensure you have flashcards of both the new sounds and the sounds that have already been introduced.
- Ensure you have flashcards of the week's sight words (see page 46).



Each reading lesson consists of two pages. Enough material is provided for the whole week. Do not try to do it all in one day! However, you do need to start each day with the speed-reading of sounds and sight words (Steps 1–5 below).

The reading lesson

- ❖ It is advisable to do one double page per week.
- ❖ The daily reading lesson should last half an hour on average.
- ❖ Try to follow the same routine when teaching reading lessons. We suggest the following:

Step 1: Speed-reading of familiar sounds

- Begin by flashing familiar sounds. Have learners read the sounds as fast as possible. Keep learners engaged by playing one of the speed-reading games (page 45).

Step 2: Sounds of the week

- Introduce the new sounds. Flash a sound. The learners read the sound and write it on their writing boards. They say the sound aloud while writing the letter.



Learners practise writing one new sound per day on their writing boards. Ensure that learners know where the letter begins and ends.

- Revise familiar sounds at the end of the week. For example: Flash a sound. The learner reads the sound, such as **k**. Ask the learner to write the sound, for example: Write a yellow **k** in the middle of your writing board. Can you write a blue **k** over the yellow **k**? How big/small can you write a **k** on your writing board?

Step 3: Search-read sounds

- Flash the new sounds one by one. Learners read each sound and search for it in their reading lesson.
- Name a sound in the reading lesson. Who is first to find a word containing the sound? Focus on the new sounds that are being introduced.

Step 4: Speed-read sounds

- Shuffle the new sound(s) and the familiar sounds. Flash the sounds and play a speed-reading game.

Step 5: Analysis and synthesis

- Clap words in the lesson out in sounds and have learners say each word (synthesis). What sound does the word begin with? Learners identify the beginning sound and point to the letter in the reading lesson/illustration.
- Say a word and have learners clap the word out in sounds (analysis). What sound does each word begin with? Learners identify the sound and point to the letter in the reading lesson/illustration.

Step 6: Search-read words

- Name a word in the reading lesson. Who finds it first?
- Flash a word from the lesson. Learners read the word. Clap the word out in sounds. Who is first to find the word in the reading lesson?

Step 7: Sight words



The week's sight words, which are included in the reading lesson, are provided at the bottom of the right-hand page. You'll notice that learners find it much easier to read the lesson once they're able to recognise these words by sight. Learners should be able to read the new sight words fluently, and write them correctly, by the end of the week.

- Introduce the new sight words and ask learners to clap each word out in sounds.
- Flash the sight words. The learners read the sight words.
- On the following day, flash the sight words and play a speed-reading game.

Step 8: Reading to learners

- Read the story on the left-hand page together with the learners. Point to each letter/word while you're reading. Pay attention to intonation and vary reading speed, volume, etcetera.
- Repeat. Learners follow in their class readers.

Step 9: Reading comprehension

For the first reading lessons

- Clap the sentences out in words along with the learners. Explain what a sentence is. Explain that capital letters indicate the start of a sentence, and a full stop the end of a sentence. Have learners indicate the capital letters and full stops in the reading lesson.
- Explain that names are very important, and therefore begin with a capital letter. Ask learners to give their name and to name the beginning sound. Repeat, using more names/visible objects.

For subsequent reading lessons

- Ask learners to indicate punctuation marks and to explain how a particular punctuation mark affects a sentence.
- Ask some memory and comprehension questions. Remember that learners need to justify their answers.

Step 10: Own reading

- Give learners the opportunity to read the lesson on their own.
- Selected learners read the lesson to the class.



Learning to read is hard work! Divide the text/steps into smaller units so that learners don't get tired or give up. You have a week to complete the steps, so don't rush.



Some word families are provided on the right-hand pages, in addition to the sight words. These words look similar and are practised to encourage the child to read with comprehension, without guessing.

From Week 11 onwards

Learners are used to the reading routine by now and can to some extent proceed independently. You can now divide the class into reading groups and also use complementary readers. Follow these steps:

Step 1: Sounds, speed-reading and sight words

- Begin by flashing the familiar sounds and have learners read the sounds as fast as possible. Turn it into a game using the suggestions on page 45.
- Speed-read sight words that have already been introduced.
- Introduce the new sight words.

Step 2: Search-reading

- Flash a sight word. Learners read the word and search for it in their reading lesson.
- Name a sound in the reading lesson. Who is first to find a word containing the sound? Focus on the new sounds that are being introduced.
- Name a word in the reading lesson. Who finds it first?

Step 3: Reading to learners

- Introduce the content by reading the lesson to the learners.
- Read the lesson again but stop every now and again and ask different learners to continue reading. This forces learners to not only listen but read along with you.

Step 4: Discuss the content of the reading lesson

- Ask the learners to indicate punctuation marks and to explain how a particular punctuation mark affects a sentence.
- Ask some memory and comprehension questions. Remember that learners need to justify their answers.

Step 5: Silent reading

- Allow learners time to read the lesson without your support. Encourage silent reading.

Step 6: Writing exercises

Learners are now able to do writing exercises. The exercises should be easy enough that learners are able to do them on their own.

- Explain the reading and writing exercise and put the learners to work.
- While learners are busy with these exercises, ask smaller groups to read to you from their differentiated readers.

Examples of easy writing exercises:

- How many words with * can you find in your reading lesson? Write the words on your writing board/in your workbook.

- Write the sight words on your writing board/in your workbook. Write as neatly as you can!
- Provide a list of five words, one of which is not in the reading lesson. Learners need to find and write the missing word.

OR

Provide a list of five words, only one of which is in the reading lesson. Learners need to find and write the word that has been included.

- Provide a worksheet containing a couple of sentences from the reading lesson. In each sentence, leave out a word or a sound in a word. The learner has to fill in the missing word/sound.
- What do you think will happen next? Draw a picture.
- Which character did you like most? Draw the character and write his/her name next to your picture.

Step 7: Differentiated reading

- Follow exactly the same steps as for class guided reading from the class reader, but now use the differentiated reader selected for the child or group.
- Focus on the sounds and sight words featured in the class reader.

Reading games

- Learners stand in a line, a few metres away from you. Flash the sounds/sight words. The first learner to read the flash card correctly may take a shoe-size step towards you. Who can touch you first?



Learners lose a turn if they shout out the answer.

- Same idea: Learners sit on their chairs. The first learner to answer correctly may stand on his/her chair, then on his/her table, then on his/her chair again. Once back on his/her chair, the learner has won and doesn't take part in the game any more.



By eliminating fast readers, you encourage slower readers to keep trying.

- Can you read the word/sound with your hands above your head? Oh! You can! But can you read the word if you're standing on your chair with your hands above your head? Wow! You are clever! I'm sure you can't read the word standing on your table with your hands above your head and balancing a bean bag on your head, etcetera.
- Read the words in a squeaky/growly voice. Can you read the words without moving your lips/with a rounded mouth, etcetera.
- Stick the sight words on surfaces in the classroom. Give rolled-up newspapers to five learners. Name a word. Who is first to "swat" the word? The winner may choose the next five learners to play the game.

Weekly sight words

Term 1	
Week 3 is, sit, this, on, in	Week 4 the, red, her, I, am
Week 5 has, go, to, let, put	Week 6 he, and, his, up, get
Week 7 no, big, not, my	Week 8 at, but, must, we, it
Week 9 from, run, as, that, then	Week 10 Revision of first 35 sight words
Term 2	
Week 11 all, will, us, him, with	Week 12 ten, can, sleep, tell, bed
Week 13 top, foot, look, good, do	Week 14 soon, need, week, help, keep
Week 15 of, me, for, ball, find	Week 16 or, she, lost, shut, help
Week 17 into, fall, look, any, old	Week 18-19 Revision of first 70 sight words
Week 20 Assess	