

'Approaches to Reading in the Gauteng Primary Language and Mathematics Strategy (GPLMS)'



Dr Lorraine Marneweck
Class Act Educational
Services



Reading Association of South Africa (RASA)
27 July 2013



INTRODUCTION

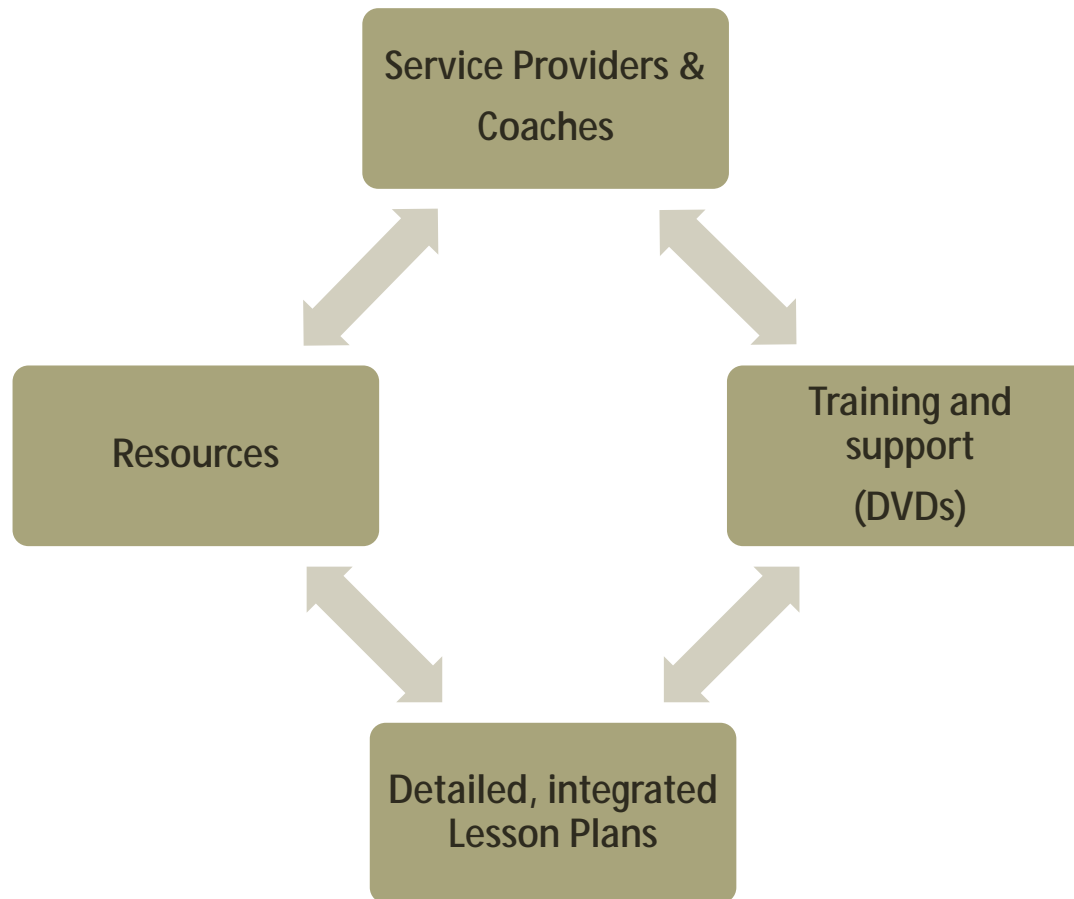
1. Background to the GPLMS
2. GPLMS Model
3. GPLMS Literacy Elements
 - a. Oral Literacy
 - b. Reading
 - c. Decoding
 - d. Vocabulary Words
 - e. Reading Comprehension
 - f. Reading Strategies
 - g. Writing
 - h. Grammar
4. Reading Successes
5. Reading Challenges
6. Conclusion



BACKGROUND TO GPLMS

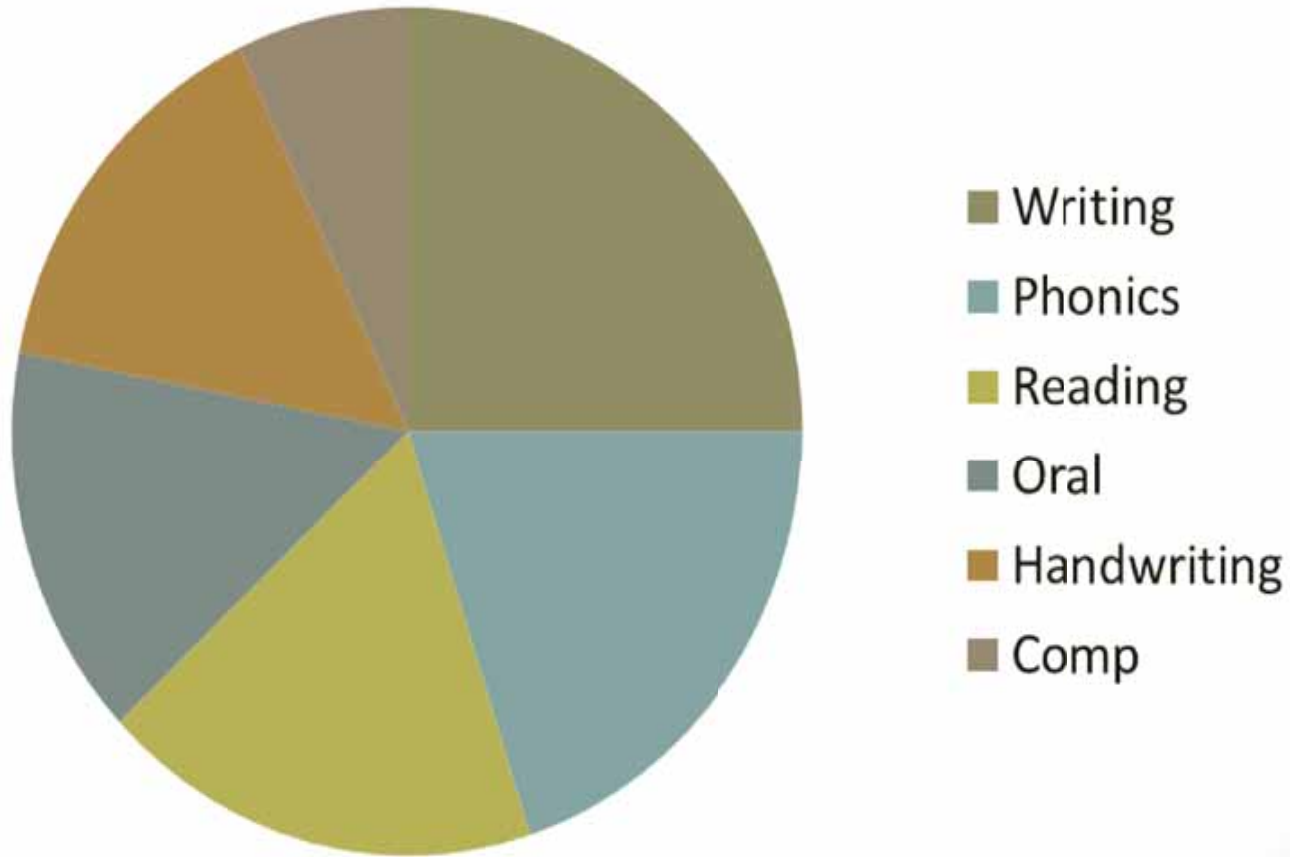
1. PIRLS, ANA results raise concerns
2. More than 800 schools selected across all districts in province
3. Objective: Improve levels of reading and writing
4. Aiming for change at the instructional core i.e. teacher practice
5. Implement a 'Balanced Model' of literacy development

GPLMS MODEL

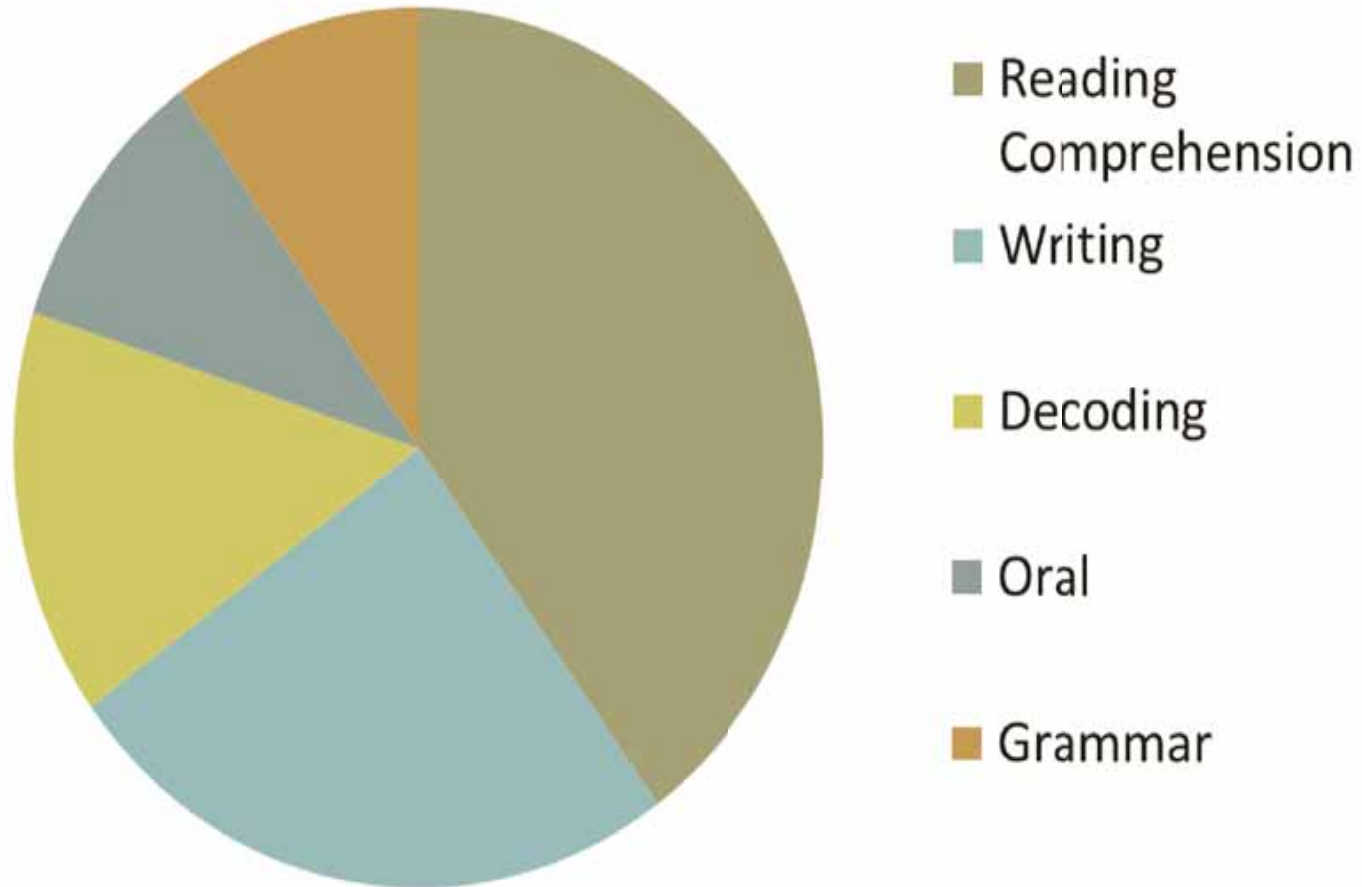


GPLMS LITERACY ELEMENTS

Foundation Phase



Intersen Phase



ORAL LITERACY



ORAL

- Language building across grades
- Focus on structural problem areas
- Use of Posters
- Relevant Content
- Build 'real' language
- Incidental Grammar
- Focused "unique" lessons



Assessment built into programme

Skehan 1998

Task-based approach:

This usually involves some type of input in the form of information that student's need, and some set of instructions that relate to the outcome of what the students are meant to achieve.

The following four criteria define what is involved in an oral task:

- Meaning is primary
- There is a goal which needs to be worked towards
- The activity is outcome-evaluated
- There is a real-world relationship

READING

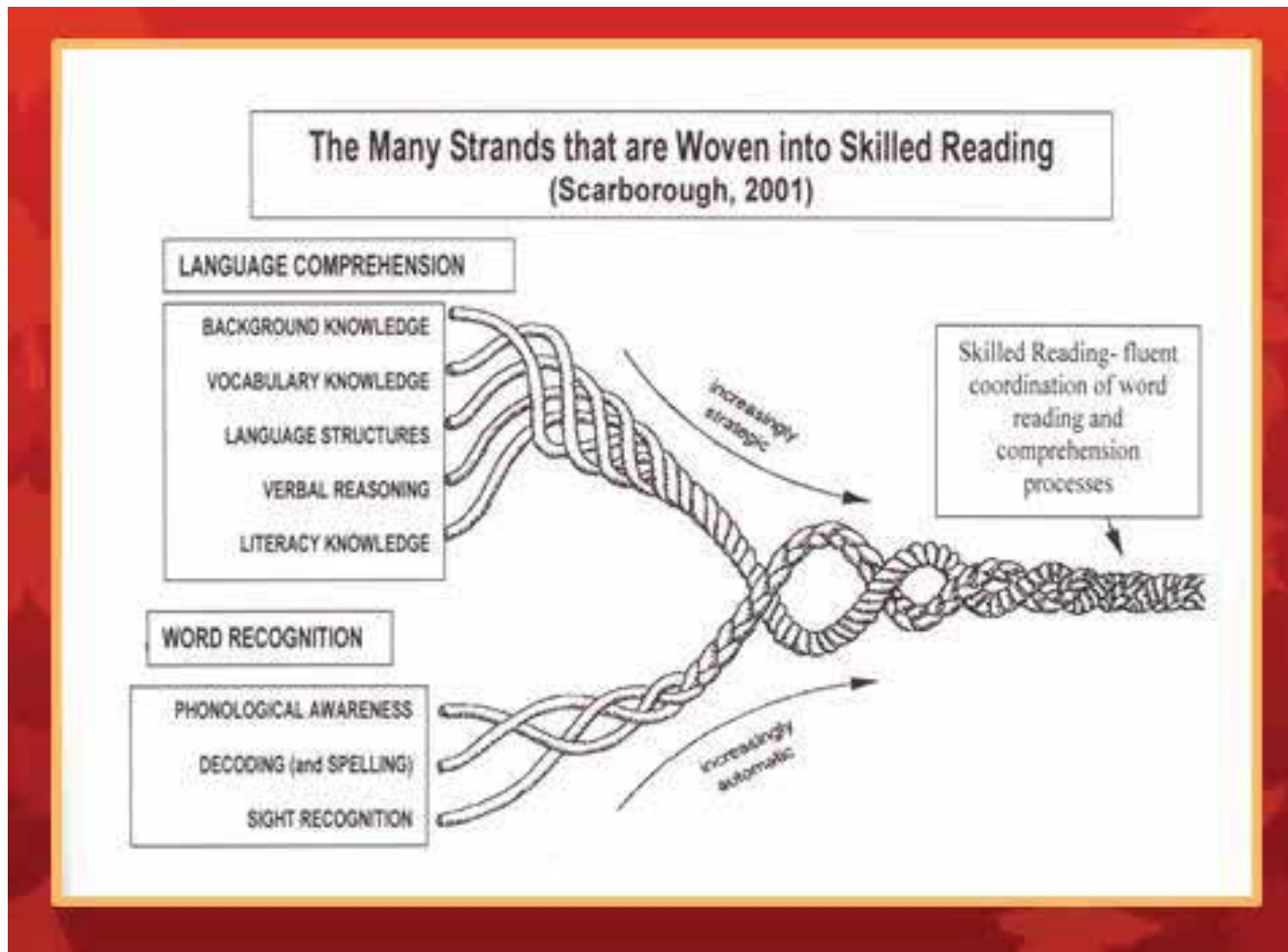
Wren 2009

Simple view of reading:

... reading is the ability to **decode and to comprehend**. This implies that for children to develop decoding skills, the words they decode should correspond to a language they comprehend. Otherwise reading comprehension will not result. This is profoundly problematic for second-language learners. Clearly, the teaching of decoding skills in the home language is crucial, if learners are to be able to apply those skills to any additional languages.

Scarborough (2001)

‘Rope’ model of reading development:



DECODING

Aa PHONICS (FP)

- Skill taught to lead to reading
- Phonics programme for each language
- Quality first teaching
- Sounds (Phonemic awareness)
- Then letters, then words
- Building reading/writing skills through activities, e.g. word building; break down / build up
- Move to 'real' reading
- Recycling not repetition
- Meaning emphasis

Aa SPELLING (IP)

- Words come from theme (poster)
- Contextual words
- Taught with flashcards
- Skills like syllabification
- Use words in activities
- Recycle words

Assessment built into programme (spelling tests)

VOCABULARY WORDS

Dutro and Moran (2003)

‘Brick’ and ‘mortar’ words:

Brick words are the vocabulary specific to the content and concepts being taught in a specific lesson (predator; prey; hunt), while **mortar words** are general utility vocabulary words required for constructing sentences (conjunctions; prepositions; verbs; pronouns; academic words). Mortar words are best taught explicitly as they don’t function alone but function within the context of a sentence or phrase along with brick words.

BUT

Look and say

- Linked to Class Readers (IP)
- Linked to Group Readers and DBE books (FP)
- Use of flashcards to memorise image
- Meaning emphasis
- Building automaticity
- Encounter words in different contexts

Assessment built into programme

READING COMPREHENSION

Gough (1996)

The Simple View of Reading:

Reading comprehension is the **product of language comprehension skills and decoding skills**. But this is multi-faceted as it is possible for a reader to understand all of the words in a passage, but still fail to comprehend the text as a whole. Similarly, it is possible for a reader to understand the explicit information in a text, but to fail to grasp the implicit message contained between the lines.



READING

- Explicit teaching of reading
 - Shared Reading
 - Group Reading
- Comprehension focus
 - Teach Question Words
 - Direct Recall, Inferences, Own Thoughts and Ideas
 - Model Answers

Assessment built into programme

SHARED READING

Holdaway, 1979

Shared reading:

This takes place when the **children and the teacher use the same text and when the teacher models the reading.**

WRITING

Wren 2003

Reading and writing:

...two directions in the same street, **two sides of the same coin**. The skills that are necessary to be a good reader are necessary to be able to write; and the skills that are developed when practising writing will help with reading.

Tribble 1996

Process writing:

While there are many different views on the stages that writers go through in producing a piece of writing, a typical model identifies four stages: **pre-writing; drafting; revising; editing.**



WRITING

- Writing daily
- Structured Writing Programme
- Writing Frames
- Process Writing
- Recycle skills
- Assessment rubrics

Assessment built into programme

GRAMMAR



GRAMMAR

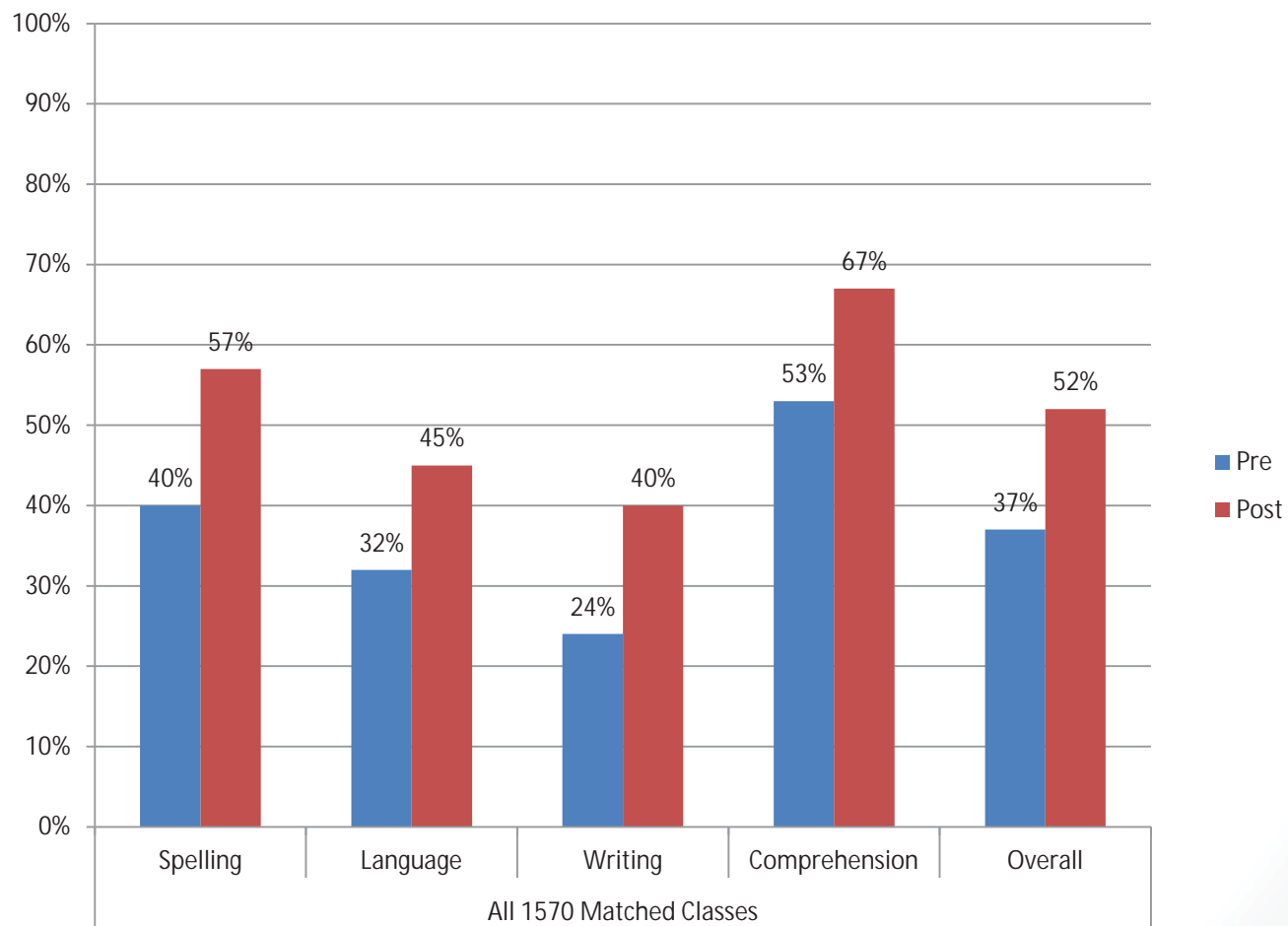
- Incidental grammar teaching
- Explicit grammar teaching
- Inductive approach

Assessment built into writing programme

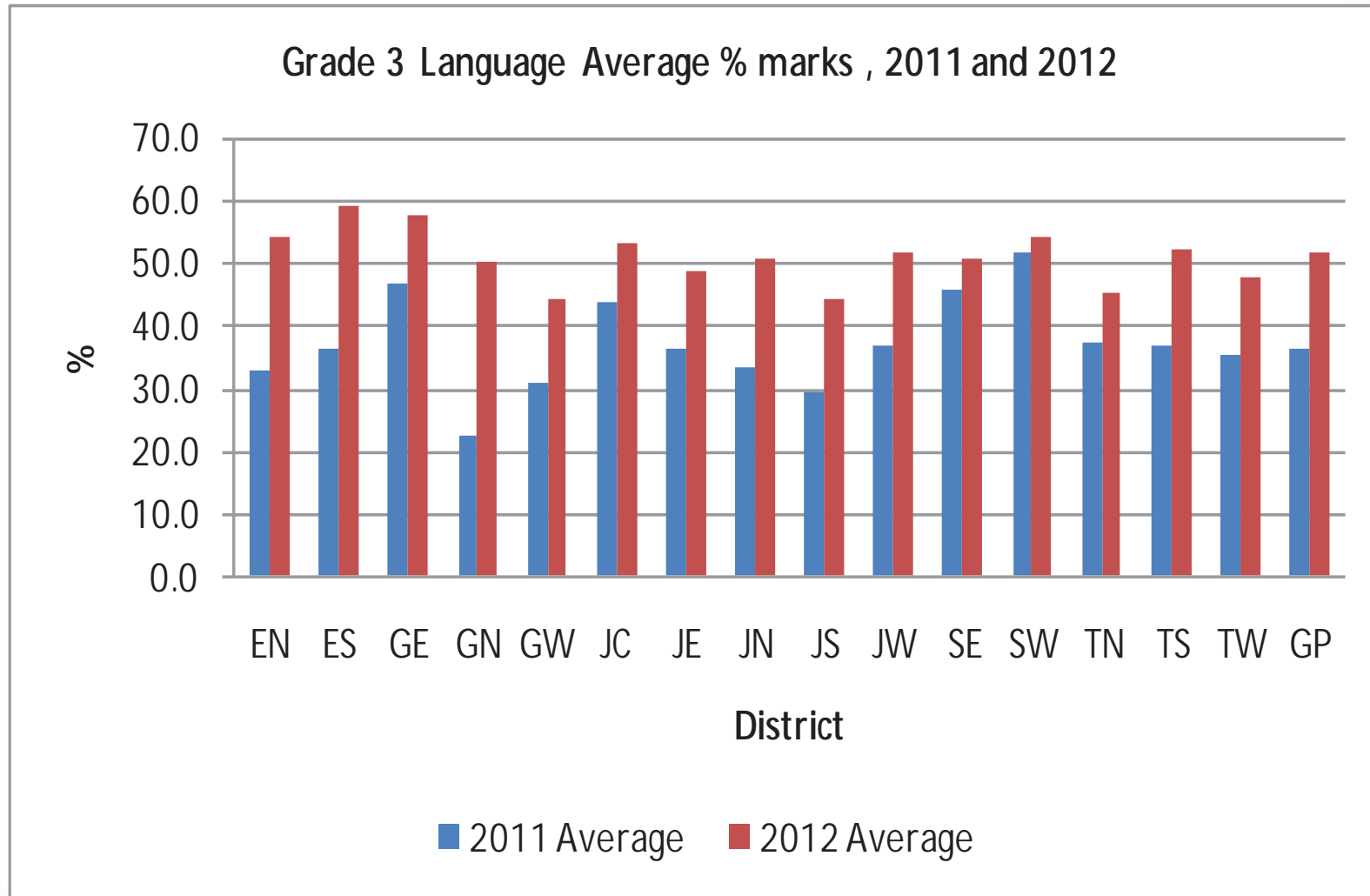
READING SUCCESSES

- Phonics programmes
- Deep analysis of reading material for 'known' and 'unknown' words
- Children now reading age-appropriate material
- Acknowledgement of the importance of meaning
- Literacy resources provided:
 - Group Readers
 - Class Readers
- Lesson Plans provided and implemented
- Methodological routines established
- Deepening understanding on how to teach reading

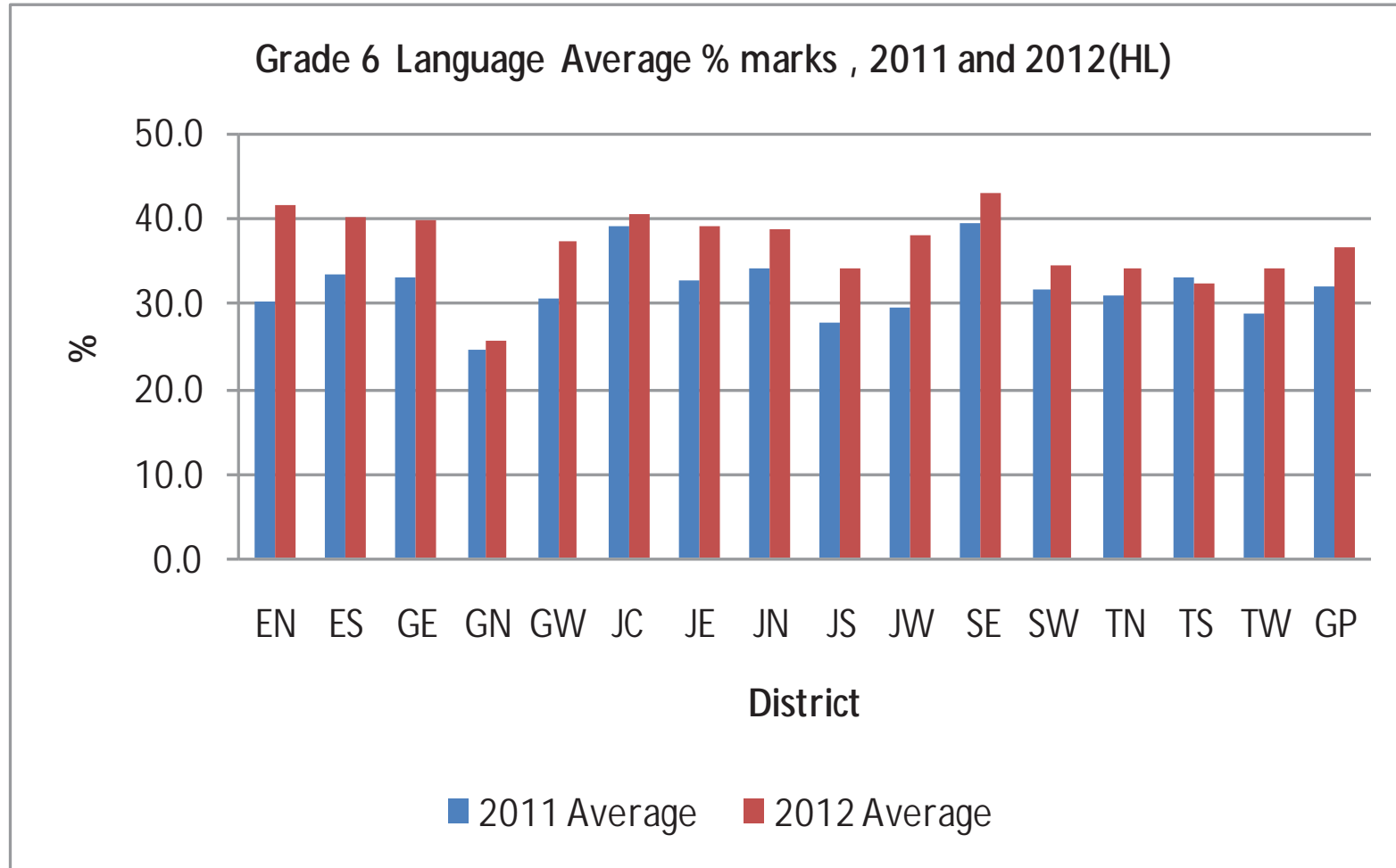
Intersen Catch UP Programme (Term 1 2012)



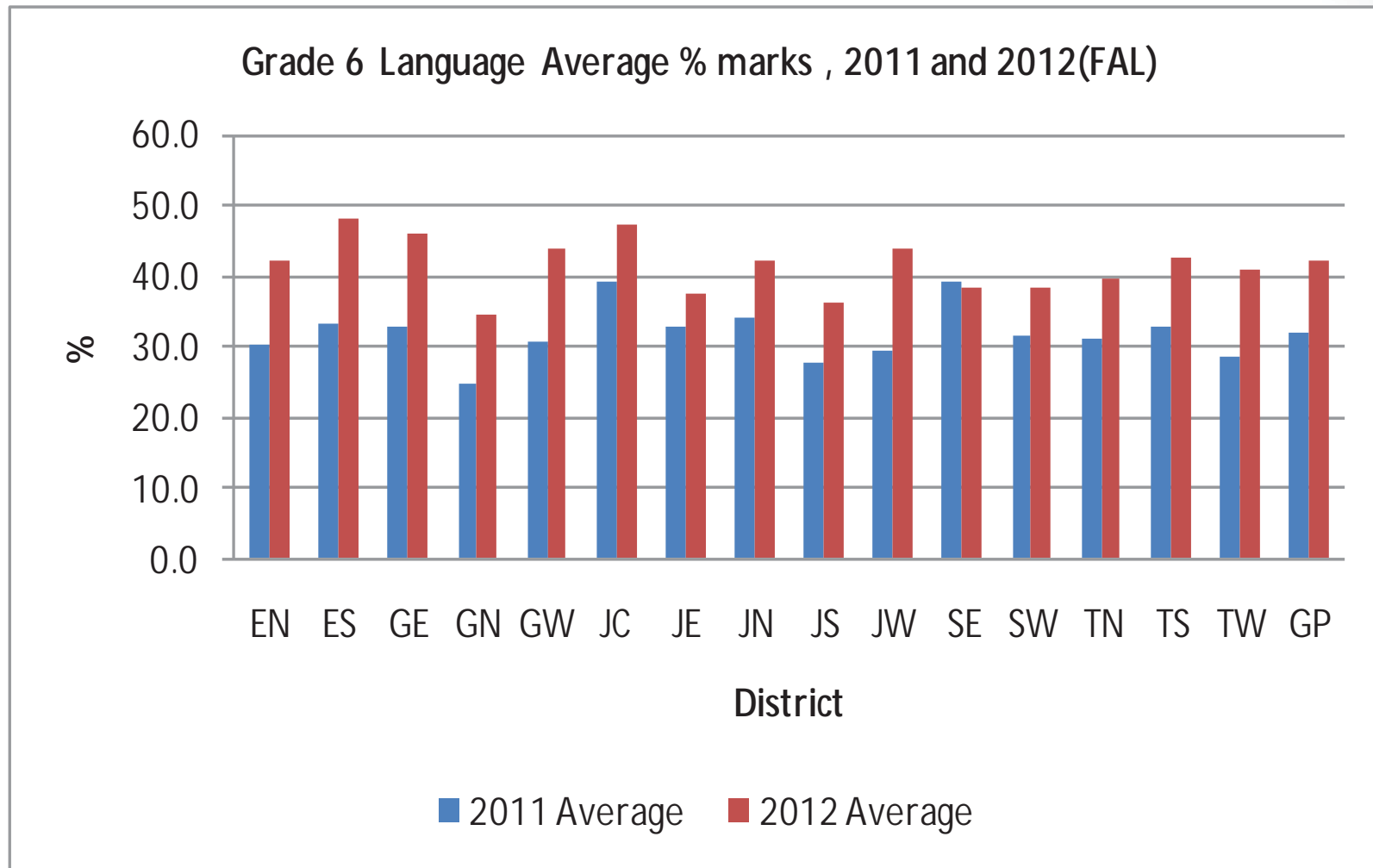
ANA Comparison (2011 / 2012)



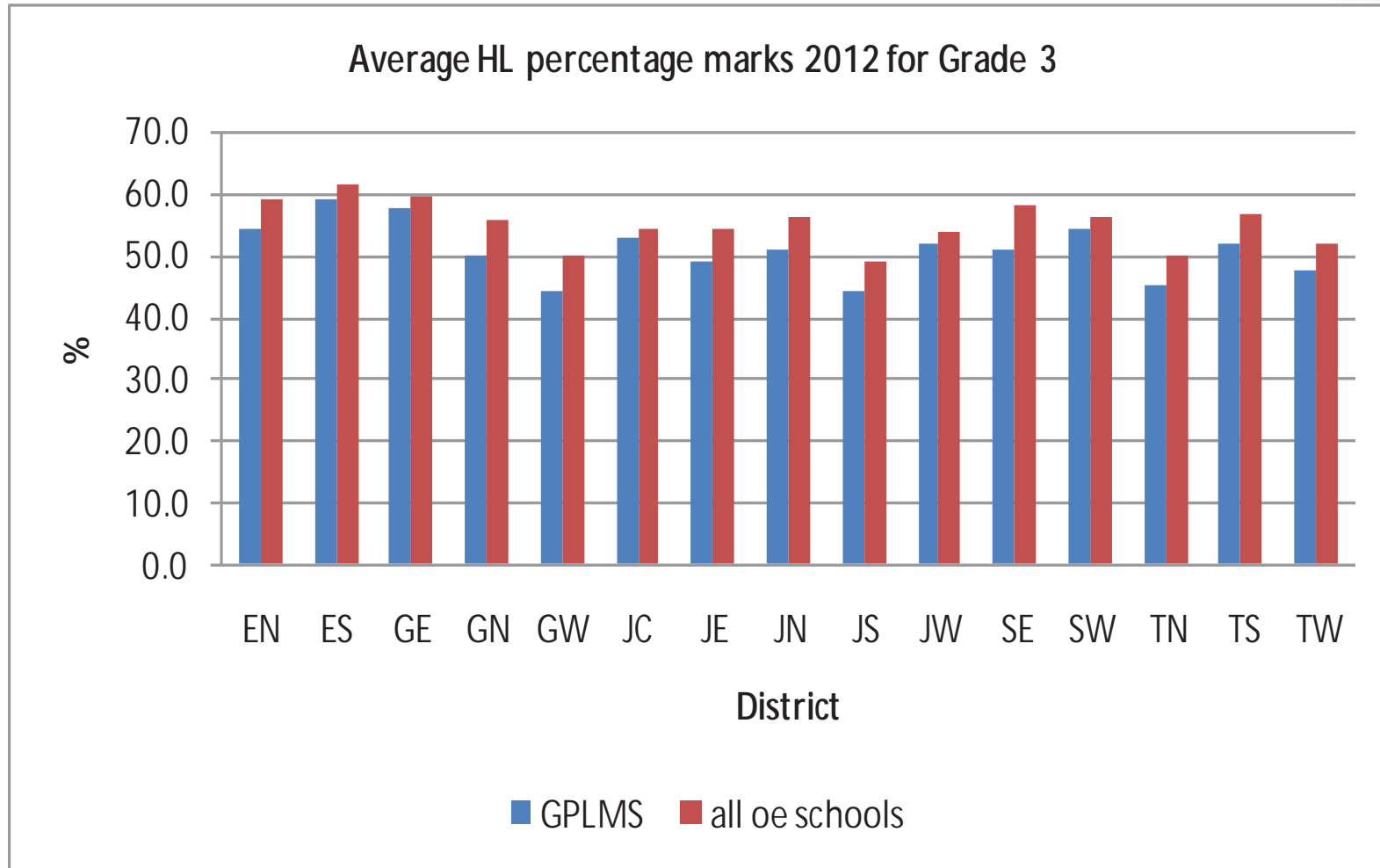
ANA Comparison (2011 / 2012)



ANA Comparison (2011 / 2012)



ANA Comparison (2011 / 2012)



READING CHALLENGES

- Lack of a culture of reading
- Need to encourage, nurture and value independent reading in the classroom
- Difficulties with class size
- Management of time challenges:
 - Tendency to neglect group reading
- Skills listed in CAPS do not always relate to content in readers
- CAPS assumes that by Grade 4 the children have 'mastered' decoding and comprehension skills

“I declare after all there is no enjoyment like reading”

Jane Austen

“A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.”

Nelson Mandela

THANK YOU