NHLRP National Home Language Reading Programme

Teacher's Guide

GRADE 3

ENGLISH

HOME LANGUAGE



basic education
Department: Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

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Read to Lead
A Reading Nation is a Leading Nation

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Teacher's Guide

GRADE 3

ENGLISH

NHLRP | National Home Language Reading Programme

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Introduction

Welcome to the National Home Language Reading Programme (NHLRP).

The NHLRP is a structured learning programme (SLP) for home language. This means that a programme has been carefully designed for you to follow on a day-by-day basis as you teach home language to your learners.

This programme is the result of research, development and the sharing of best practices and experiences by the DBE, participating Provincial Departments, Civil Partners, Funders and NGOs.

We hope you find the NHLRP easy to use and enjoyable.



Overview of the NHLRP

The National Home Language Reading Programme is a structured literacy programme for Grade 1-3 Home Language.

Essentially, the NHLRP supports teachers by providing:

1. The knowledge needed to teach reading, writing and comprehension effectively
2. A framework for teaching home language
3. Resources to support the framework, or teaching plan
4. Guidelines on how to integrate other resources

1. What knowledge is needed to teach reading, writing and comprehension effectively?

a. **Some knowledge of linguistic structures, including an understanding of:**
   - The linguistic structures of African languages and English
   - The impact of these structures on literacy learning
   - The differences between the linguistic structures of African languages and English

b. **An up-to-date, evidence-based understanding of how children learn to read, write and comprehend, including knowledge and understanding of:**
   - What needs to be taught
   - What needs to be practiced
   - What needs to be continuously developed
   - When each literacy element / skill should be introduced
   - How to teach, practice and develop literacy knowledge and skills

c. **Knowledge of strategies to manage learners and the classroom effectively, including understanding:**
   - The importance of a safe learning space for literacy learning
   - How to create and maintain a safe learning space
   - How best to manage young children

2. What does the NHLRP framework consist of?

a. **A standardised two-week routine**
   - Aligned to policy
   - Logical, well designed
   - Covers all language components

b. **A set of activities or lessons for each language component**
   - Aligned to policy
   - Aligned to evidence of best practice
   - Listening & Speaking lessons and activities
   - Phonics lessons and activities
   - Group Guided Reading lessons and activities
   - Shared Reading lessons and activities
   - Handwriting lessons and activities
   - Writing and LSC lessons and activities

c. **Term by term assessment tasks and rubrics**
   - Aligned to policy
   - Integrated into lessons

d. **Term by term Oral Reading Fluency Tests**
   - A series of tests aligned to Funda Uphumelele National Survey (FUNS)
   - Formative testing to monitor and remediate reading fluency
   - Integrated into formal assessment programme where appropriate

3. What resources are provided to support the NHLRP Teaching Plan?

The NHLRP includes the following support resources:

a. Teaching Plans
b. Phonics Frieze Cards
c. Handwriting Posters
d. Core Readers
e. Anthologies
f. Flashcards
g. Assessment Booklets

4. Guidelines to integrate other resources

The NHLRP programme requires the following supplementary resources:

a. **Read-Aloud Stories**
   - Grade 1-3 teachers should read aloud to learners every day, for at least 15 – 20 minutes.
   - Additional Anthologies, Big Books and Storybooks must be sourced and used for this purpose.

b. **Phonics Frieze Cards**
   - The NHLRP provides a card for each phoneme/grapheme that is taught or revised in a grade.
   - The Teaching Plan requires teachers to use these cards to introduce the phoneme / grapheme to learners, to revise phonemes / graphemes, and to demonstrate the blending of phonemes / graphemes.

- If teachers have access to additional phonic cards or friezes they should use these for:
  - Classroom displays of phonemes and words
  - Small group remediation / consolidation activities

c. **Graded or Levelled Readers**
- The NHLRP provides a Core Reader for learners. This reader has a clear skills-development focus.
- It does not provide opportunities for extended reading or reading for pleasure.
- Teachers need to supplement the programme with additional reading materials for learners.
- Graded or Levelled Readers should be used during Group Guided Reading lessons, once learners have completed the Core Reader activities.
- Ideally, Readers should also be sent home with learners for additional reading practice.

d. **Shared Reading Texts**
- The NHLRP provides one Anthology story per week for Shared Reading.
- The focus of these lessons is to develop learners' oral language and comprehension skills.
- If districts or teachers want to use Big Books with enlarged texts from time to time, they could use Shared Reading time for this purpose.
- However, it is not recommended that this be done for all lessons – the development of oral comprehension is very important.

e. **Posters**
- Posters are useful tools for vocabulary development and discussions.
- The NHLRP Core Reader includes theme pictures for these purposes.
- Teachers may choose to supplement this with additional posters if available.

Understanding the Linguistic Structures of South African Languages: Implications for Literacy Teaching

Groome, P.S. (January 2026) Class Act Educational Services

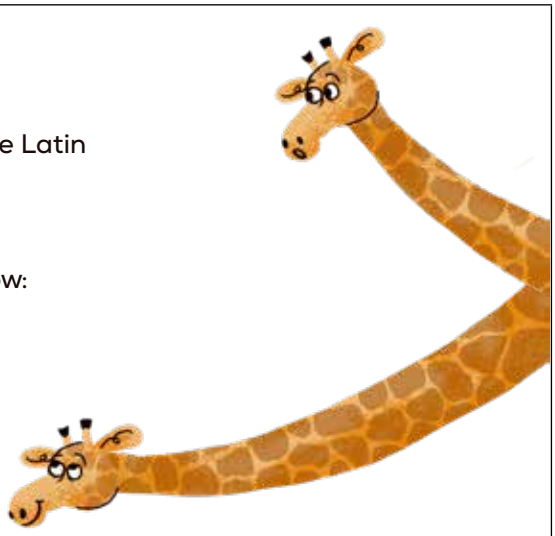
For many years, the approach to teaching literacy in all South African languages was based on the model used for the Germanic languages: English and Afrikaans. This is evident in the inclusion of concepts specific to English in African language policy documents, for example: specifying the teaching of vowel digraphs, or 'sight words'.

This has been detrimental to learners of the African languages and has impacted negatively on reading and comprehension results. In order to effectively teach literacy skills to African language learners, we need to understand some of the linguistic structures, and how they impact on literacy learning.

We must also remember that many African Language learners will learn English or Afrikaans literacy skills, and vice versa. Because of this, we need to be aware of the similarities and differences between the linguistic structures, in order to best teach literacy skills to learners in multiple languages, simultaneously.

Note: The explanations that follow are a simple introduction to understanding the linguistic structures of South African languages. These explanations are meant to unpack structures that have an impact on early grade literacy learning.

Alphabetic Languages



1. All South African languages are alphabetic, using the Latin Alphabet to represent speech sounds.
2. Most languages use all 26 letters of the alphabet. However, there are exceptions to this, as noted below:
   - Setswana & Sepedi: do not use **c, q, v, x, z**
   - Sesotho: does not use **c, v, x, z**
   - Tshivenda: does not use **c, j, q**
   - Siswati: does not use **x, q**

What does this mean for literacy learning?

1. It is important to make learners aware of the letters in the alphabet of their language.
2. When teaching two languages simultaneously, make learners aware of the differences in the alphabet of each language.

Phonemes and Graphemes



1. All South African languages have phonemes and graphemes.
2. Phonemes are the smallest distinctive speech sounds of a language.
3. Graphemes are the written representations of speech sounds.
4. In the South African languages, graphemes are formed in three different ways:
   - A single letter: **t, s, h, m**
   - A letter or letters with a diacritic: **ê, š, ë, ń**
   - A combination of letters: **sh, dl, tsh, tlh, ai, eeu**

What does this mean for literacy learning?

1. It is important to explicitly and systematically teach learners the full set of phonemes and graphemes for their language, as these are the building blocks of basic literacy.
2. It is also helpful for learners to know that there is a finite set of phonemes and graphemes to learn, and what that number is.
3. When teaching two languages simultaneously, make learners aware of how phonemes are pronounced in each language, for example:
   - All languages: same pronunciation of **s, t**

Setswana	English	isiNdebele	Afrikaans
sala	**s**ip	i**t**iye	**t**ien

   - African languages and English: different pronunciation of **a, u**

isiZulu	English	Sepedi	English
apul**a**	**a**nt	**u**ta	**u**mbrella

Note: *The isiZulu /a/ and the English /u/ produce the same sound. Think of how this could be confusing to a young learner.*

   - African languages that have click sounds and English: different pronunciation of **c, q, x**

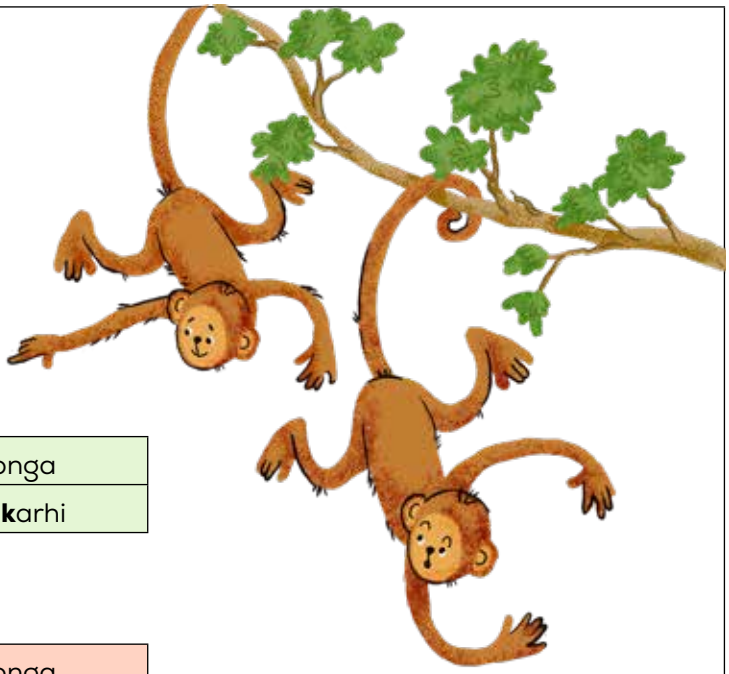
Siswati	English	isiNdebele	English	isiXhosa	English
li**c**i**c**i	**c**at	**q**ala	**q**ueen	**x**a	bo**x**

   - Tshivenda and English: **dzh** and **j** make the same sound

Tshivenda	English
dzhena	**j**ump

Note: *It is important for learners to understand that phonemes and graphemes are the building blocks of spoken and written words respectively. Because of this, learners must start to read and write simple words as early as possible. Learners must never be taught phonemes and graphemes in isolation.*

Consonant Blends



1. All South African languages include consonant blends.
2. In African Languages, many consonant blends are commonly formed by:
   - Adding 'n' before the phoneme **n+_**

Sepedi	Xitsonga
n+tl **ntl**ele	n+k **nk**arhi

   - Adding 'w' after the phoneme **_+w**

isiXhosa	Xitsonga
th+w **thw**ala	s+w **sw**eka

   - Adding 'n' before the phoneme and 'w' after the phoneme **n+_+w**

Tshivenda	isiXhosa
n+dv+w ligu**ndvw**ane	n+k+w **nkw**e**nkw**e

What does this mean for literacy learning?

1. First, ensure that learners know the individual consonant phonemes. Then, teach them the skill of blending the consonants to form blends (or consonant clusters).
2. Make learners aware of the commonly used blend 'patterns' **(n+_ / _+w / n+_+w)**. Once they are aware of this, blending seems more manageable.
3. Introduce learners to 2-letter consonant blends first, for example: **l+w**
4. Systematically progress to more complex and longer consonant blends, for example: **n+tlh+w**
5. In English and Afrikaans, the same principles apply to blending, but with different blend patterns, for example: adding 'r' or 'l' after another consonant:

English / Afrikaans **b+r**	English / Afrikaans **s+l**
brain, **br**ood	**sl**eep, **sl**aap

Note:

- *In African languages, **n+g > ng** and **n+y > ny** are phonemes and not blends.*

Vowel Digraphs and Vowel Sequences

1. Vowel digraphs are mostly used in English and Afrikaans.



2. A vowel digraph is a pair of vowel letters that come together to make a single vowel sound. For example:
   - **'ai' in rain**
   - **'ee' in feet**
   - **'eu' in deur**
   - **'aa' in maan**

   We do not hear the sounds of each separate vowel.
3. In African languages, most vowels appearing next to each other are vowel sequences – they each make their own sound.
4. To test this, do the following with the **Sesotho** example provided, and then with a word from your language, if applicable:
   a. Write the word down: **bosiu**
   b. Say the word aloud: **bosiu**
   c. Clap the word into syllables: **bo-si-u**
   d. Draw in the syllable breaks: **bo/si/u**
   e. Take note of the result: The two vowels do not come together to make one vowel sound. They clearly each make their own sound, and are part of two different syllables.
5. In some instances in African languages, when a vowel is doubled, it does form a digraph. For example:

Sesotho	Xitsonga	Sepedi	isiXhosa
f**ee**la	ah**ee**	b**aa**gi	**ii**mpahla

What does this mean for literacy learning?

1. Explicitly teach learners the following:
   - Vowels are special sounds.
   - Words can be broken into syllables – the parts of the word we hear when we clap it out.
   - There is always a vowel in every syllable.
2. Then, introduce the following concepts to learners as they arise:
   - A vowel can form a syllable together with another sound, for example: **ba, me, phi, dla**
   - A vowel can form a syllable with two other sounds, for example: **ra-tang**
   - A vowel can also be a syllable on its own, for example: **a-ma, bo-e-la**
3. Do not confuse African language learners by teaching vowel sequences as vowel digraphs. Learners must understand that vowels may appear next to each other, but this does not change their individual sounds.

Note:

- *We must remember that the /m/ is syllabic in the Nguni languages. The /m/ can therefore be a syllable on its own in certain environments, e. g. /u/m/fa/na/.*
- *The same is true for /m/, /n/ and /l/ in Sotho.*

Opaque Orthography



1. An opaque orthography means the relationship between the phonemes and graphemes is not clear or easy to see.
2. English has 44 phonemes represented by over 250 graphemes. This means English has an opaque orthography.
3. For example, the sound **/f/** can be written as:
   - **f** as in **fish**
   - **ff** as in **cliff**
   - **ph** as in **photo**
   - **gh** as in **laugh**

What does this mean for literacy learning?

1. This kind of orthography makes the teaching of phonics and decoding more complex.
2. It also means that it will take longer to teach learners the phonics of the language.
3. Teach the phonemes / graphemes in the order of frequency of use. This helps learners to read and write phonetically whilst they continue to learn more complex graphemes.
4. Do not penalise learners for writing a word phonetically if they have not yet learnt the correct grapheme. For instance, if a child who has not yet learnt the English grapheme '**ph'** writes **foto** instead of **photo**, they should be praised for using their phonological knowledge.
5. When introducing a new grapheme for a phoneme, remind learners of other graphemes they have been taught. For example, you could say:
   - You have learnt that in English, we can write the **/f/** sound as **'f'**.
   - When we write the **/f/** sound at the end of a word, we write it as **'ff'**, like: **cliff** or **sniff.**

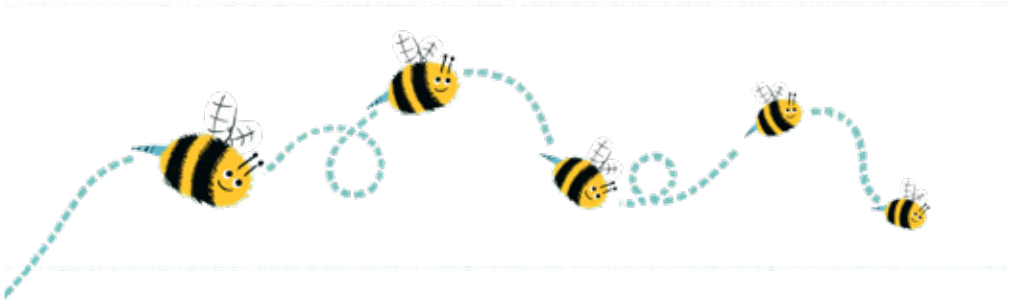
Transparent Orthography

1. Languages with a transparent orthography have a (close to) one-to-one relationship between phonemes and graphemes.
2. This means that a speech sound is only written in one way.
3. All African languages have strong transparent orthographies, with very few exceptions.

What does this mean for literacy learning?

1. The teaching of phonics and decoding is much more straightforward and should therefore happen at a quicker pace in the African languages, if we consider the transparency of the orthography.
2. Tell learners the number of phonemes / graphemes that must be learnt for their language.
3. Explain to learners that once they know how to read these sounds and how to blend the sounds, they will be able to read any word in their language!
4. Make learners aware that this is a finite number. Help learners to monitor and track their progress in learning the phoneme/grapheme relationships.

Note:
This is why it is critical for learners to master the reading and writing of phonemes / graphemes early on. The ORF testing of sounds and word reading is a useful tool to monitor this. If learners struggle to decode words, that process takes up their working memory. This means learners then don't have the working memory to determine the meaning of what is read.



Word Structures

1. In this instance:
   - **C** represents consonant
   - **V** represents vowel
2. African languages use a **VCV** or **CVCV** word structure.
3. English and Afrikaans use a **CVC** word structure.

What does this mean for literacy learning?

1. When children first start reading words, these are the structures they will encounter.
2. Knowing that there is a predictable pattern to words can be helpful to learners.
3. For African languages, make learners aware that most words are made up of **CVCV** patterns. For example:

d̰	**u**	**vh**	**a**
C	V	C	V

4. A word may start with a vowel as a single syllable, but then the **CV** pattern continues. For example:

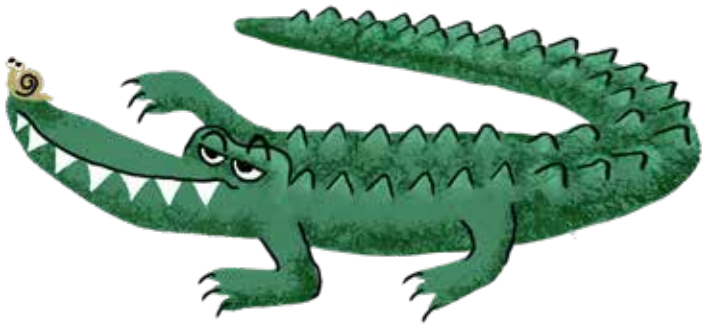
u	**m**	**a**	**m**	**a**
V	C	V	C	V

5. For learners learning English or Afrikaans literacy, the first words you will teach them to read follow a **CVC** pattern, like:

c	**a**	**t**
C	V	C

p	**a**	**n**
C	V	C

6. Using **CVCV** or **CVC** words for early decoding is a useful strategy because it teaches learners that words have patterns.
7. In African languages, the basic pattern is **CVCV.**
8. In English and Afrikaans, the basic pattern is **CVC**. This also teaches learners that words have a beginning, a middle and an end sound.
9. It is important to make learners of two languages aware of the differences in word structures, in order to avoid confusion.



Morphemes



1. All South African languages have morphemes.
2. A morpheme is the smallest unit of meaning in language.
3. African languages have noun class systems.
   - Every noun is marked by a prefix, that indicates the class of the noun.
   - These prefixes are morphemes, each carrying meaning. For example:

Language:	isiZulu	isiZulu	Setswana	Setswana
Word:	umuntu	abantu	molelo	melelo
Prefix:	umu	aba	mo	me
Denotes:	noun class 1 (personal - singular)	noun class 2 (personal – plural)	noun class 3 (non-personal - singular)	noun class 4 (non-personal - plural)

4. In English or Afrikaans the plural of a noun is usually indicated by a suffix, for example:

Language:	English	English	Afrikaans	Afrikaans
Word:	dogs	buses	honde	katte
Suffix:	s	es	e	te
Denotes:	plural	plural	plural	plural

What does this mean for literacy learning?

1. Teach learners to recognise morphemes early, even in a simple way by classifying prefixes, bases (roots and stems), and suffixes.
2. Once learners are aware of these different parts of a word, they can be taught:
   - To look for familiar morphemes in long or difficult words
   - To change the meaning of a word by substituting or adding a morpheme
   - To work out the meaning of an unknown word by unpacking the morphemes
   - To make new words from a base by adding morphemes
3. Make learners of two languages aware of the different ways that morphemes are used to show the same thing. For example, when teaching plurals, explain that:
   - In African languages, plurals are indicated by a prefix
   - In English and Afrikaans, plurals are indicated by a suffix

Conjunctive / Disjunctive Orthography

1. Conjunctive and disjunctive refer to the writing system of a language - how a language is written.
2. A conjunctive orthography is a writing system that links parts together in one long word. For example:

isiZulu				
subject concord	present tense morpheme	verb root	final categorial morpheme	sentence
ngi-	-ya-	-bhal-	-a	Ngiyabhala.

3. A disjunctive orthography is a writing system that tends to write some morphemes as separate words. For example:

Sesotho				
subject concord	present tense morpheme	verb root	final categorial morpheme	sentence
ke-	-a-	-ngol-	-a	Ke a ngola.

4. The Sotho languages, Tshivenda, Xitsonga, English and Afrikaans have a more disjunctive writing system.
5. The Nguni languages have a more conjunctive writing system.

What does this mean for literacy learning?

1. It is important to know the orthography of your language, and to teach it correctly.
2. In the Nguni languages, this system can result in young learners having to read very long words.
3. Teach learners additional strategies to help with this, for example:
   - Break words into syllables, then blend the syllables together to read the word
   - Identify and read familiar morphemes first, then read the rest of the word



Learning to read and write in an African language should be a relatively fast, straightforward process, if proper instruction is given and is not based on the English model. Phonics and reading resources must also be well-structured and specific to the language. Once young children can decode efficiently, literacy teaching can focus on developing learners' fluency, comprehension and critical thinking, in order to properly prepare them to ***read to learn***.

Understanding How Children Learn to Read and Write

SOME USEFUL TERMINOLOGY

- ***phonemes**: the smallest sound units of a language*
- ***graphemes**: the written symbols used to represent the sound units (phonemes) of a language*
- ***encode**: turning the oral form of a language into the written form*
- ***decode**: turning the written form of a language into the oral form*
- ***phonics**: the process of learning phoneme/grapheme relationships*
- ***morpheme**: the smallest part of a word that has meaning*
- ***morphology**: understanding how the parts of words, called morphemes, create meaning*

Our primary goal as foundation phase educators is to ensure that our learners can read and write with fluency and understanding by the time they leave Grade 3.

In order to do this, we need to take our learners through the stepping stones to literacy.



Stepping Stone 1: Learners need to develop phonological and phonemic awareness

a. Phonological and phonemic awareness are pre-reading skills.
b. Learners can do this with their eyes closed – they do not need to read anything.
c. Learners must be taught how to:
   - Identify different environmental sounds
   - Hear and copy rhythm and rhymes
   - Hear the words in a sentence
   - Hear the different sounds in a word
   - Remove a sound from a word and say what is left
   - Change a sound in a word to make a new word

Stepping Stone 2: Learners need to learn phonics and handwriting

Learners must be taught:

- The relationship between the sounds (phonemes) and written representation of sounds (graphemes) in their language.
- To read and write all the sounds of their language with automaticity.
- To correctly form the letters to represent sounds. (handwriting)

Stepping Stone 3: Learners need to learn how to decode and encode words

a. Learners must be taught:
   - How to read written words (decode)
   - How to write spoken words (encode)

b. To do this, they need to learn how to break an unknown word into sounds. (segmenting)

c. They must then know how to blend the sounds together to read the word. (blending)

d. To become successful encoders and decoders, learners need many opportunities to strengthen their phonic knowledge through reading and writing activities.



Stepping Stone 4: Learners need practice to store words in their memories

a. We need to give learners enough reading and writing practice to read and write words with automaticity.
   - Learners will 'map' a word in their brains once they:
     - Can hear and recognise the word (the sound of it)
     - Can read the word
     - Understand the meaning of the word
     - Have encountered the word many times in context

b. This will allow learners to recall words quickly in order to read or write them.

c. This is an important link between decoding and fluency. (orthographic mapping)

Stepping Stone 5: Learners need to develop reading fluency

a. We need to help learners to read with accuracy.
   - This means they must be able to read with few or no mistakes.

b. We need to help learners to read at a good pace.
   - Ideally, learners must read at a speaking pace.
   - If reading is too slow, comprehension will not be possible.

c. We need to help learners to read with the correct tone and expression. (prosody)
   - Reading with appropriate expression shows that the text is understood.
   - Tone can affect the meaning of a word or phrase, so it must be read correctly.

Stepping Stone 6: Learners also need to develop writing fluency

a. We need to help learners to write with accuracy.
   - This means they must know the 'norms' of the written language, how to form words, how to spell them, where to leave spaces, how to use punctuation and diacritics.

b. We need to help learners to write at a good pace.
   - To do this they need lots of practice to be able to recall words quickly.
   - They also need practice to build writing stamina.

c. Mostly, learners need to develop the confidence to put their own thoughts and ideas onto paper, and to write independently.



Stepping Stone 7: In order to read and write with meaning, we need to build learners' knowledge.

a. Learners need to develop a broad and deep vocabulary to understand the words they read.

b. They need to develop a broad and deep general knowledge to be able to link a text to what they already know.

c. They need to build an understanding of language structures and conventions.
   - Understanding the structures of the language help learners to make meaning of it.

Stepping Stone 8: We need to help our young learners to develop a love of language learning.

a. We must help learners understand that language learning is a lifelong journey.
b. We must do our best to ensure that language learning is a rewarding, enjoyable experience.
c. We must provide a safe and nurturing space for language learning.

Stepping Stone Support and Development

As the NHLRP is implemented, a series of Support and Development resources will be developed and shared.

These will include the following:

SES / Departmental Heads:

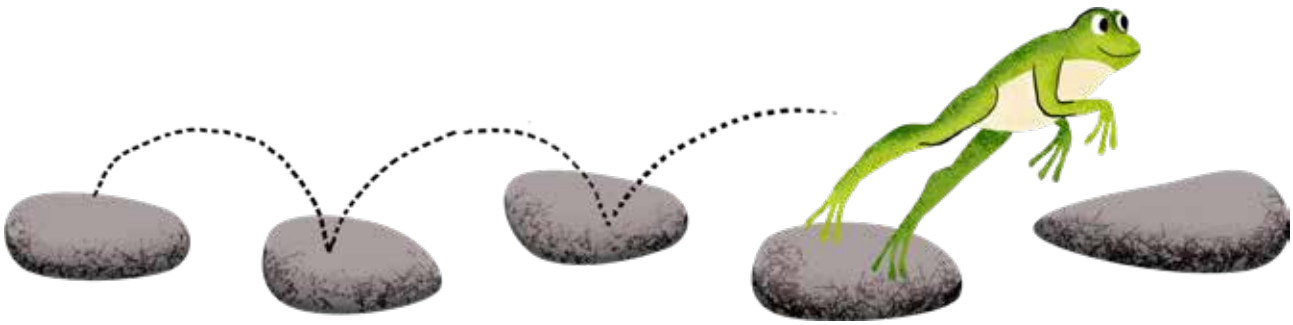
- Monitoring & Support Tool

Teachers:

- 'How to' guides
- 'How to' videos
- Additional ORF tests C - reading passages
- Additional ORF tests D - comprehension questions

In addition, the NHLRP invites all interested parties to contribute to a repository of support resources.

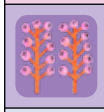
Do so by emailing: **materials@nect.org.za**



Weekly Routines

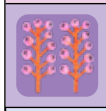
Grade 1 – 3 Maximum Time (8 hours per week)

- The structured learning programme follows the same routine every week.
- This makes it easy for teachers and learners to follow.
- Learners can prepare for the next activity once they know the routine.
- The routine is based on the CAPS maximum time for home language: 8 hours per week.

	MONDAY 1 hour 30 minutes		TUESDAY 1 hour 30 minutes		WEDNESDAY 1 hour 50 minutes		THURSDAY 1 hour 35 minutes		FRIDAY 1 hour 35 minutes	
	Listening & Speaking	15	Listening & Speaking	15	Listening & Speaking	15			Listening & Speaking	15
	Phonics	15	Phonics	15	Phonics	15	Phonics & Morphology	15	Phonics & Morphology	15
	Handwriting	15	Handwriting	15	Handwriting	15	Handwriting	15		
	Shared Reading	15	Shared Reading	15	Shared Reading	15	Shared Reading	15	Shared Reading	15
					Writing	20	Writing	20	Writing	20
	Group Guide Reading / Paired & Independent Reading	30	Group Guide Reading / Paired & Independent Reading	30	Group Guide Reading / Paired & Independent Reading	30	Group Guide Reading / Paired & Independent Reading	30	Group Guide Reading / Paired & Independent Reading	30

Grade 3 Minimum Time (7 hours per week)

- This routine is based on the CAPS minimum time for home language.

	MONDAY 1 hour 20 minutes		TUESDAY 1 hour 15 minutes		WEDNESDAY 1 hour 55 minutes		THURSDAY 1 hour 5 minutes		FRIDAY 1 hour 25 minutes	
			Listening & Speaking	15	Listening & Speaking	15			Listening & Speaking	15
	Phonics	15	Phonics	15	Phonics	15	Phonics	15		
	Handwriting	15	Handwriting	15	Handwriting	15				
	Shared Reading	20			Shared Reading	20			Shared Reading	20
					Writing	20	Writing	20	Writing	20
	Group Guided Reading / Paired & Independent Reading	30	Group Guided Reading / Paired & Independent Reading	30	Group Guided Reading / Paired & Independent Reading	30	Group Guided Reading / Paired & Independent Reading	30	Group Guided Reading / Paired & Independent Reading	30

Adaptations

Listening & Speaking	**Week 1 of theme, Tuesday**: Combine the Monday & Tuesday lessons – introduce the theme, go through the language enrichment, and teach the vocabulary.
Shared Reading	**Monday:** Combine the Monday & Tuesday lessons – introduce the Anthology text and do the Pre-Read activity. **Wednesday:** Do a thorough First Read of the text as learners will miss the Second Read lesson that takes place on Thursdays in the maximum time routine.

Resources

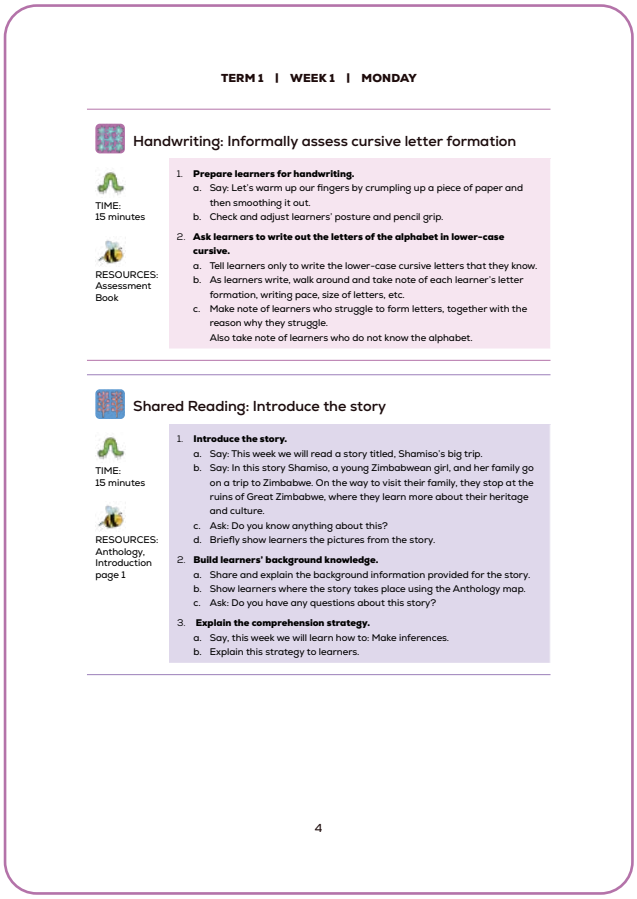
The NHLRP includes the following resources:

1. Teaching Plan
2. Phonics Frieze
3. Handwriting Charts
4. Anthology: Shared Reading Stories
5. Flashcards
6. Core Reader
7. Assessment Booklet

Teaching Plan

- A Teaching Plan is provided for every term.
- When first using the programme, it is a good idea to follow the routine and the to use the lesson plans provided.
- Once you have mastered the routine and pedagogies of the programme, feel free to adjust the programme to suit your teaching style and requirements.





TERM 1 | WEEK 1 | MONDAY

Handwriting: Informally assess cursive letter formation

TIME: 15 minutes

RESOURCES: Assessment Book

1. **Prepare learners for handwriting.**
   a. Say: Let's warm up our fingers by crumpling up a piece of paper and then smoothing it out.
   b. Check and adjust learners' posture and pencil grip.
2. **Ask learners to write out the letters of the alphabet in lower-case cursive.**
   a. Tell learners only to write the lower-case cursive letters that they know.
   b. As learners write, walk around and take note of each learner's letter formation, writing pace, size of letters, etc.
   c. Make note of learners who struggle to form letters, together with the reason why they struggle.
   Also take note of learners who do not know the alphabet.

Shared Reading: Introduce the story

TIME: 15 minutes

RESOURCES: Anthology, Introduction page 1

1. **Introduce the story.**
   a. Say: This week we will read a story titled, Shamiso's big trip.
   b. Say: In this story Shamiso, a young Zimbabwean girl, and her family go on a trip to Zimbabwe. On the way to visit their family, they stop at the ruins of Great Zimbabwe, where they learn more about their heritage and culture.
   c. Ask: Do you know anything about this?
   d. Briefly show learners the pictures from the story.
2. **Build learners' background knowledge.**
   a. Share and explain the background information provided for the story.
   b. Show learners where the story takes place using the Anthology map.
   c. Ask: Do you have any questions about this story?
3. **Explain the comprehension strategy.**
   a. Say, this week we will learn how to: Make inferences.
   b. Explain this strategy to learners.

4

Phonics Frieze

- A Phonics Frieze card is included for every phoneme taught or revised.
- These cards are not included for consonant blends, as all consonant blends are a combination of phonemes.
  - Learners must understand that once they have learnt the individual phonemes, they can blend these together in different ways.
  - They can blend a consonant and a vowel, for example: m-a = ma
  - They can blend two consonants, for example: s-p = sp

Example phonics frieze cards:



Print Handwriting Chart

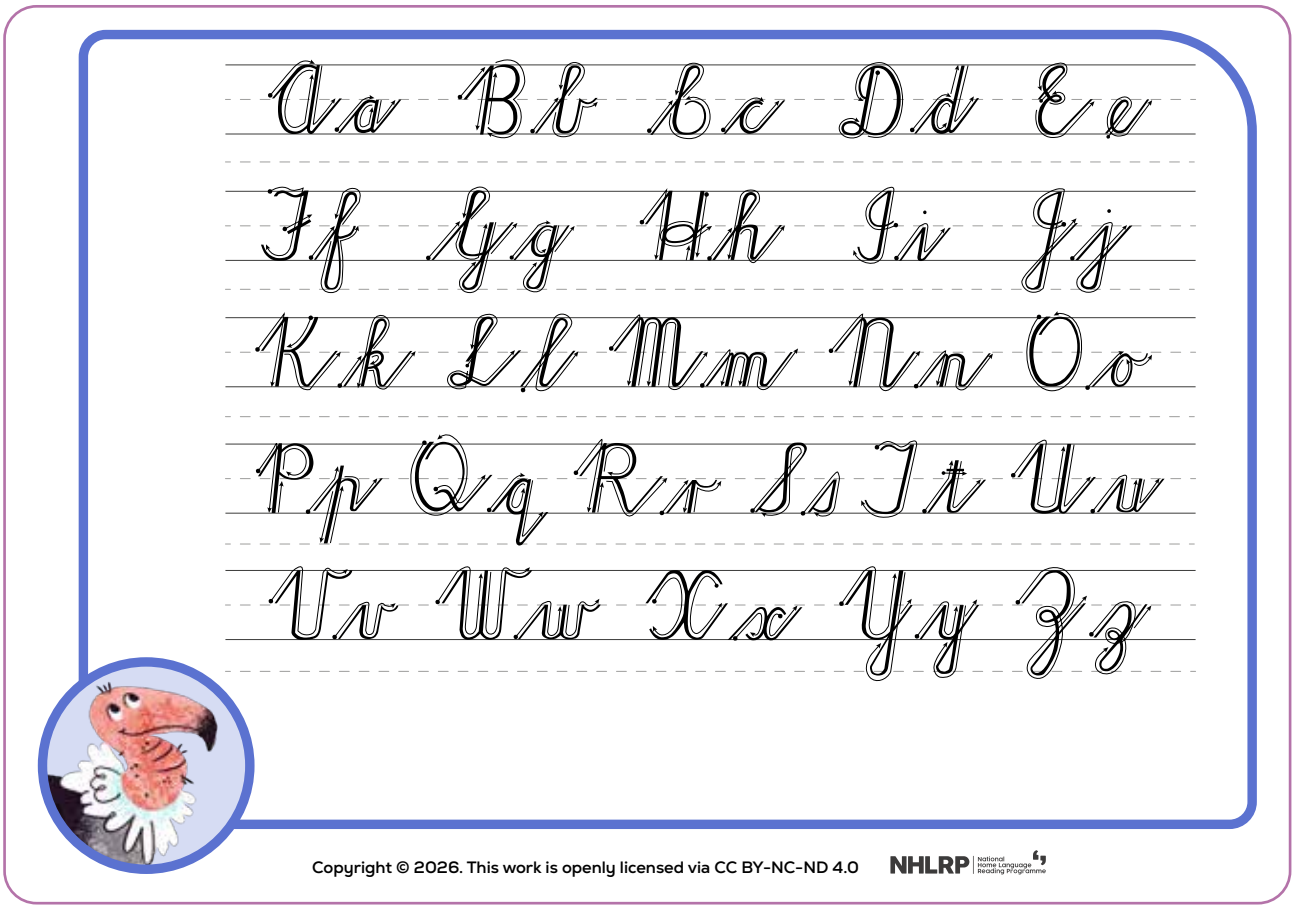
- A print handwriting chart is included as part of the resource pack, to support correct letter formation.



Cursive Handwriting Chart

Cursive writing is taught from Grade 2 Term 3 up to and including Grade 3 Term 4.

- From the middle of Grade 2, learners must learn to write using a linked script.
- Once learners have mastered a linked script, they are able to write with increased fluency.
- A cursive handwriting chart is included as part of the resource pack, to support correct letter formation.



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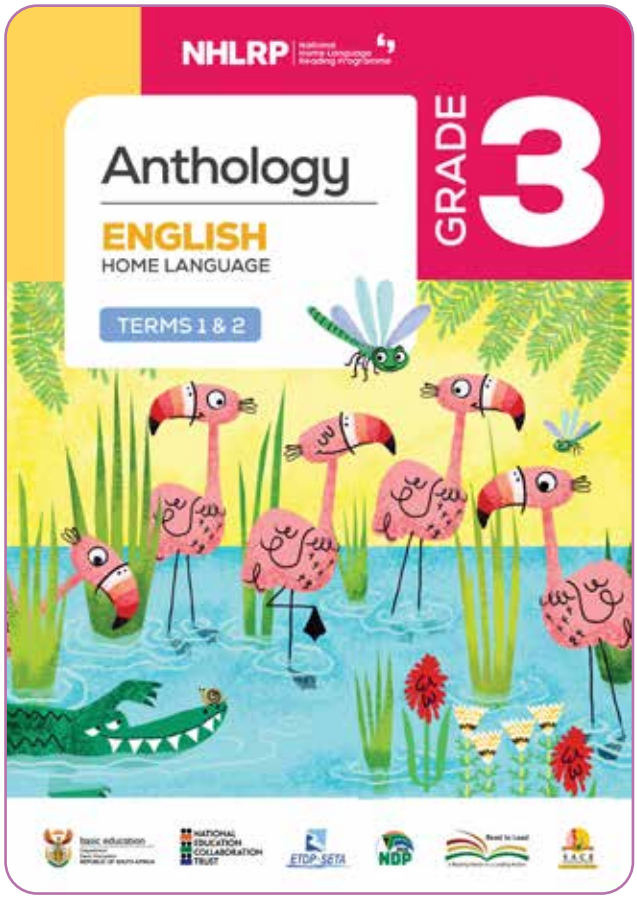
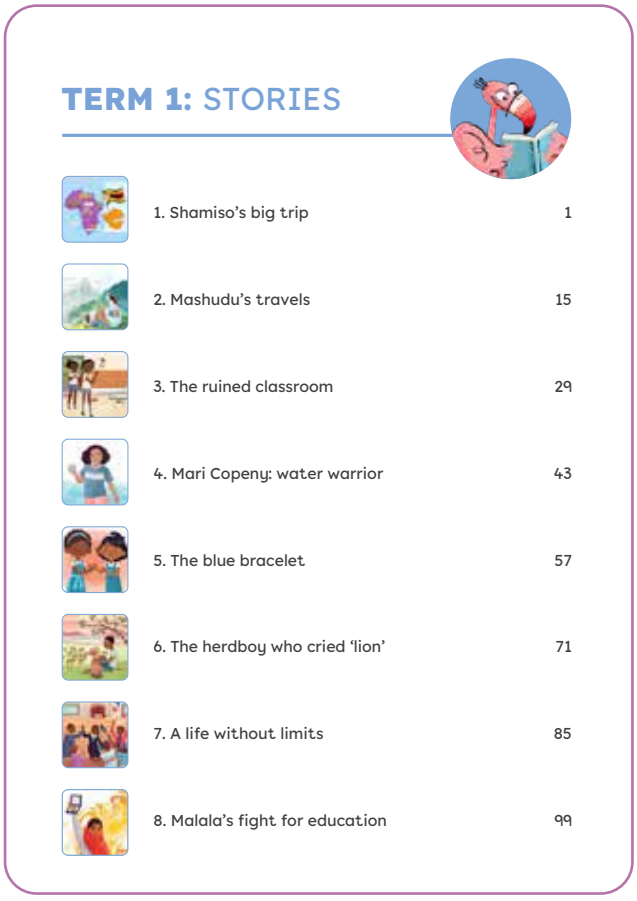
Anthology: Shared Reading Stories

- The Anthology includes 8 stories per term, two per theme.
- Every story begins with a pre-read section.
- This is followed by an illustrated story.
- Every story ends with a post-read section.
- The stories are designed to expand learners' vocabulary and background knowledge.
- They are also designed to develop learners' comprehension and critical thinking skills.





Flashcards

- Flashcards are provided per term, for use in different lessons.
- These cards are designed to be used as a teaching aid during the lesson.
- Flashcards may then be displayed in the classroom as part of the phonics or theme display.
- Develop a system to effectively manage your flashcards.
- Have a plastic sleeve or envelope for every theme.
- Label the plastic sleeve or envelope with the term and the theme title.
- Replace missing flashcards by making your own.

travel

Zimbabwe

palace

Core Reader

- The Core Reader is organised according to two-week themes. Every theme starts with a theme page, that includes:

    a. The theme title.
    b. The titles of the theme-related anthology stories.
    c. Language enrichment – a theme-based idiom, proverb, riddle, quotation, poem, rhyme or song to teach learners.
    d. Theme vocabulary words together with simple definitions.
    e. A discussion question or two, designed to involve families.

- Next, the Core Reader includes a series of activities for each day of the week, for eight weeks of every term.

- The Core Reader activities are carefully structured to systematically develop:

    a. Phonics knowledge
    b. Decoding skills
    c. Encoding skills
    d. Morphological awareness
    e. Fluency, and
    f. Reading comprehension

- On Wednesdays, theme-related images are included in the Core Reader as follows:

    a. On the first Wednesday of the theme, a theme picture is included to encourage learners to think more deeply about the theme. The Teaching Plan includes vocabulary words and discussion questions related to the picture.
    b. On the second Wednesday of the theme, a creative storytelling picture is included. This picture shows a 'moment in time' that must be included in every learner's own story. The Teaching Plan includes a prompt that can be used to help learners get started.

- The Core Readers are used in Phonics & Morphology lessons, for teachers to explicitly teach and develop skills with the whole class.

- In addition, learners use the Core Readers on a daily basis during Group Guide Reading lessons.

NHLRP National Home Language Reading Programme

Core Reader

GRADE 3

ENGLISH

HOME LANGUAGE

TERMS 1 & 2



ETDP-SETA NDP

TERM 1 | WEEK 1 | MONDAY

Theme: **We travel**

Language Enrichment:

Poem

definition

Oh, The Places You'll Go! By Dr Seuss (excerpt)
You have brains in your head
You have feet in your shoes
You can steer yourself
In any direction you choose.

This means that where you choose to go in your life if up to you. You need to use your brain to think and make decisions. You need to use your feet (and the rest of your body) to do the work to take you places. This poem can be about going to different places in the world through travelling. But it can also be about where you decide to go in life, through the choices you make and the work you put in.

Stories:

Shamiso's big trip



Mashudu's travels



Vocabulary

travel:	To go somewhere, usually by car, bus, train, or plane.
Zimbabwe:	A country in Southern Africa, north of South Africa.
palace:	A very large and beautiful house where a king or queen might live.
ancestors:	People in your family who lived a long time ago, like a great-great-grandparent.
ancient:	Very, very old; from long ago (like old buildings or stories).

2



Example Theme Picture



Example Creative Storytelling Picture

Assessment Booklet

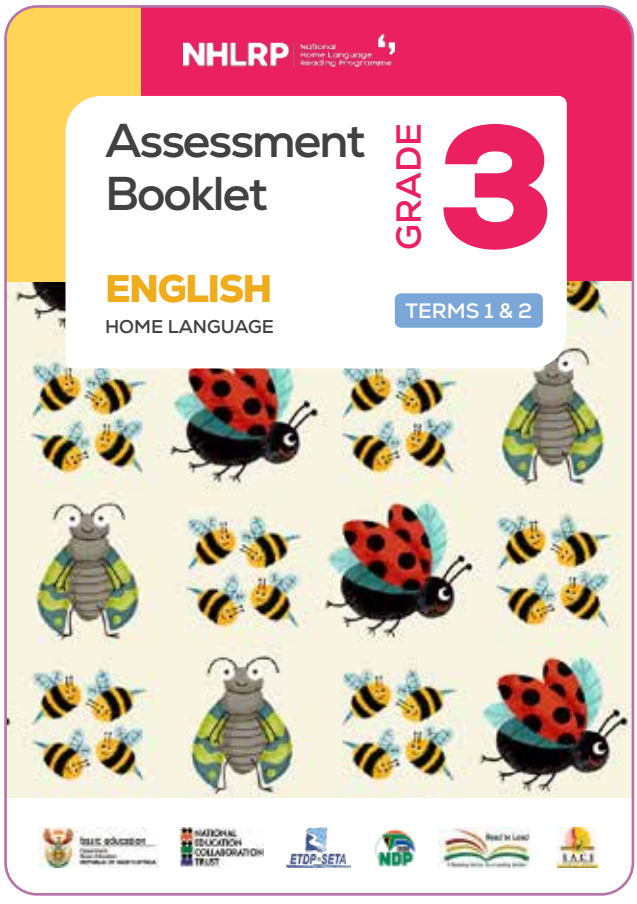
The Assessment Booklet includes:

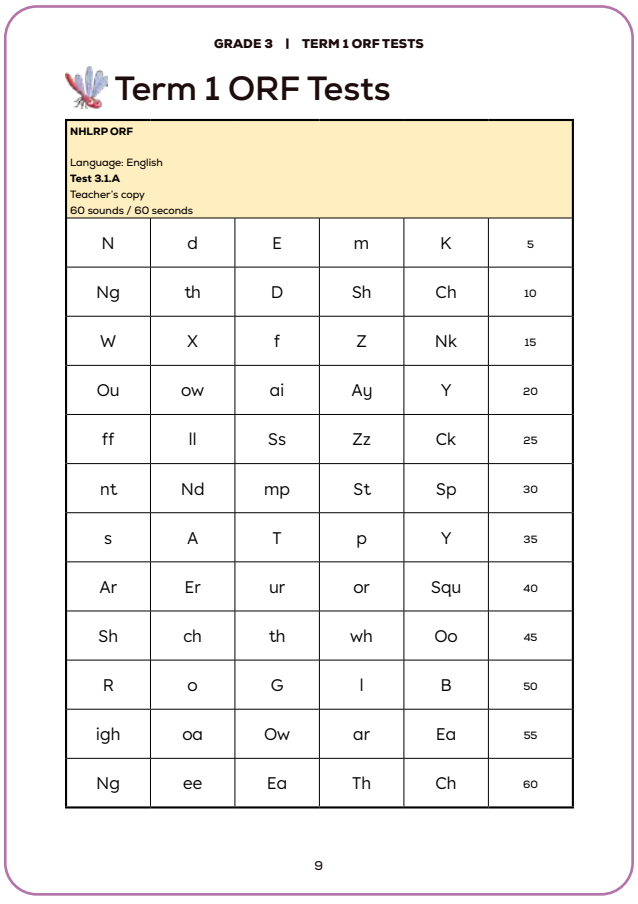
CAPS Formal Assessments

- Programme of Assessment
- Example Assessment Tasks
- Example Rubrics and Memoranda

Oral Reading Fluency

- National Benchmarks
- Administering the Tests
- Calculating Reading Fluency
- Analysing and Using Results
- Termly ORF Tests





GRADE 3 | TERM 1 ORF TESTS

Term 1 ORF Tests

NHLRP ORF

Language: English
Test 3.1.A
Teacher's copy
60 sounds / 60 seconds

N	d	E	m	K	5
Ng	th	D	Sh	Ch	10
W	X	f	Z	Nk	15
Ou	ow	ai	Ay	Y	20
ff	ll	Ss	Zz	Ck	25
nt	Nd	mp	St	Sp	30
s	A	T	p	Y	35
Ar	Er	ur	or	Squ	40
Sh	ch	th	wh	Oo	45
R	o	G	I	B	50
igh	oa	Ow	ar	Ea	55
Ng	ee	Ea	Th	Ch	60

9



Classroom Management Strategies

It is much easier to implement a learning programme in a classroom that is organised and well-managed. Here are some classroom management strategies that you may want to use.

1. Calling On Learners

When?

- Whenever you ask a question or instruct a learner to do a task.

Why?

- It is important for all learners to have the opportunity to speak as individuals.
- Directing and distributing tasks and questions ensures they all have this opportunity.

What to do:

- Write all learners names onto a name stick.
- Have two jars – place all the name sticks into Jar 1.
- When you need a learner to answer a question or perform a task, take a name stick from the jar.
- Call on the learner to perform the task, and then move the name stick to the second jar, to show that this learner has had a chance.
- Once you have moved all the name sticks from Jar 1 to Jar 2, start the process again.
- Don't forget which jar you are taking names from and which jar you are transferring names to!

Calling on Learners

Name jar

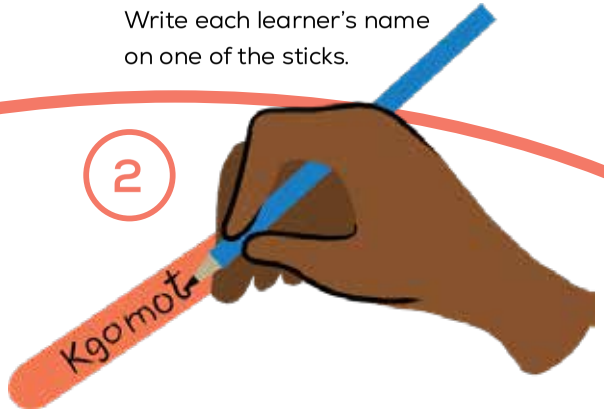
1

- Keep a jar filled with flat sticks.
- Label this jar '1'.



2

Write each learner's name on one of the sticks.



3

Call on a learner by selecting a name stick from the Jar.



4



5

Move the stick from **Jar 1** to **Jar 2**, to show that Peter has had a turn.
Give all learners a turn and move their name sticks from Jar 1 to Jar 2, before starting again.



2. Attention Getters

When?

- Whenever you need to gain learners' attention or settle the class down.

Why?

- These short activities help you to control the class in a fun, active way.
- They also teach learners to listen and co-operate.

What to do:

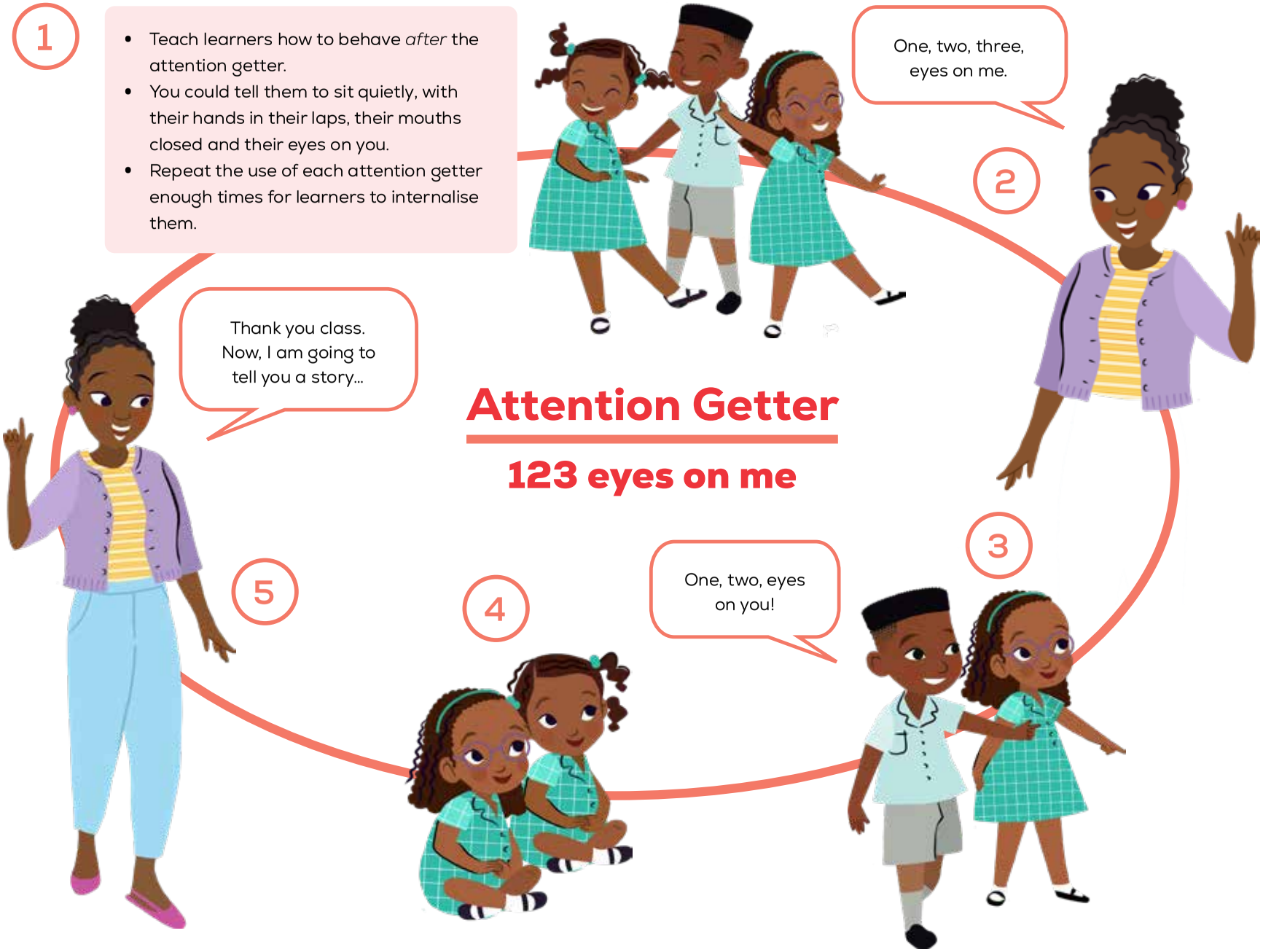
- *Note: Make sure to teach learners how to behave after hearing attention getters before you use them.*
- Use one of the attention getters to get the learners' attention in a playful way.
- You may have to repeat the attention getter.
- Once you have learners' attention, be ready to give them the next instruction.

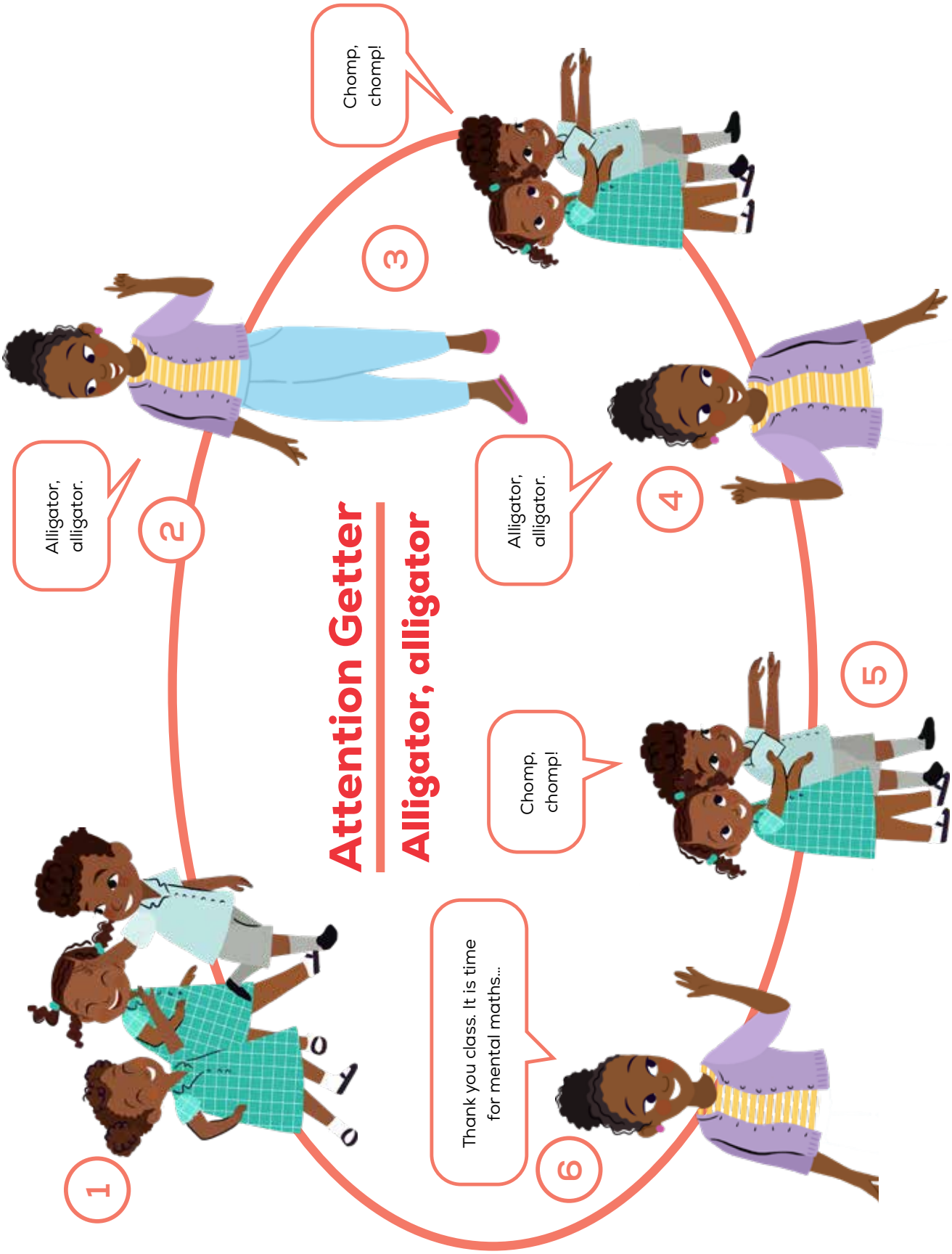
Attention Getter

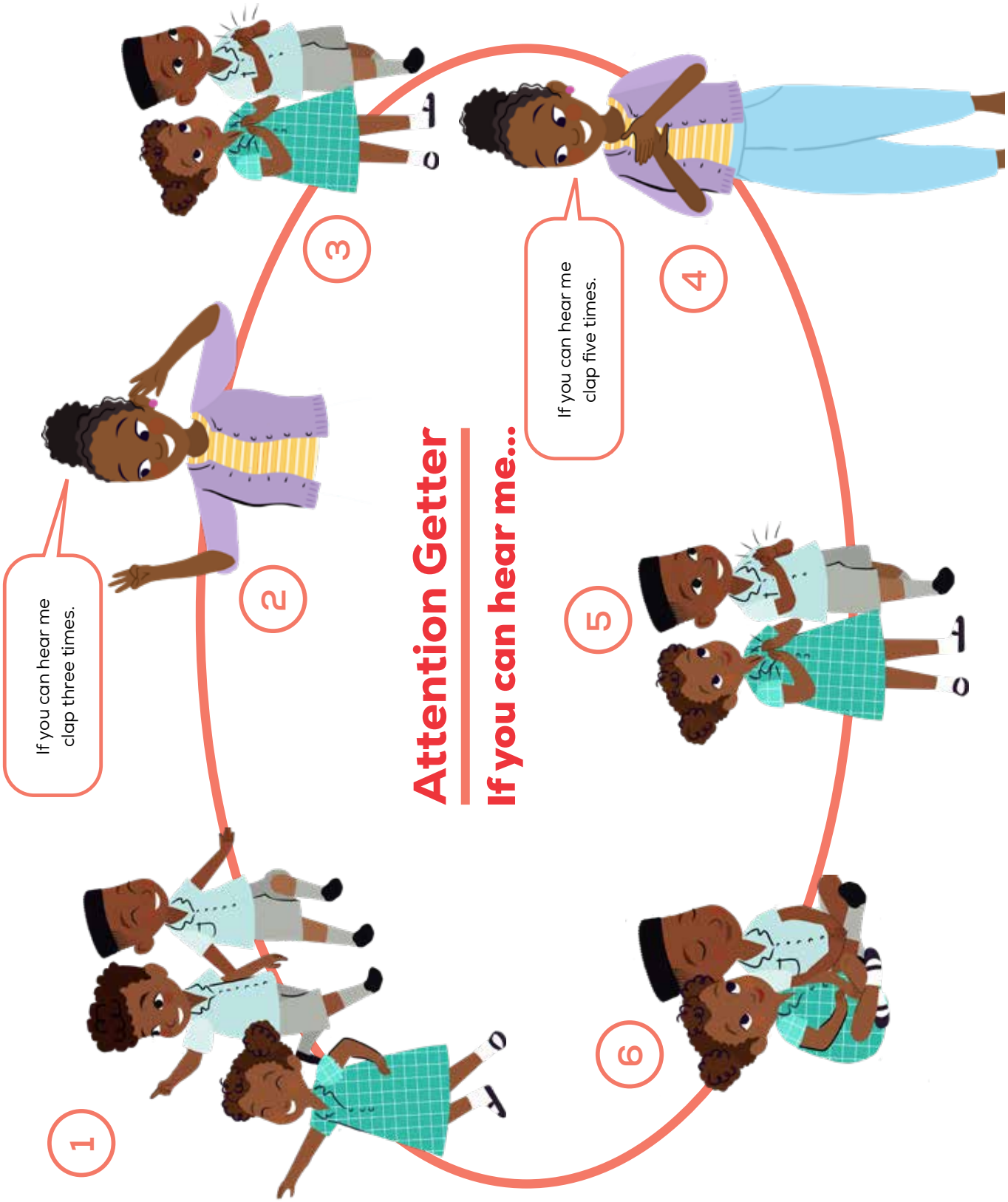
123 eyes on me

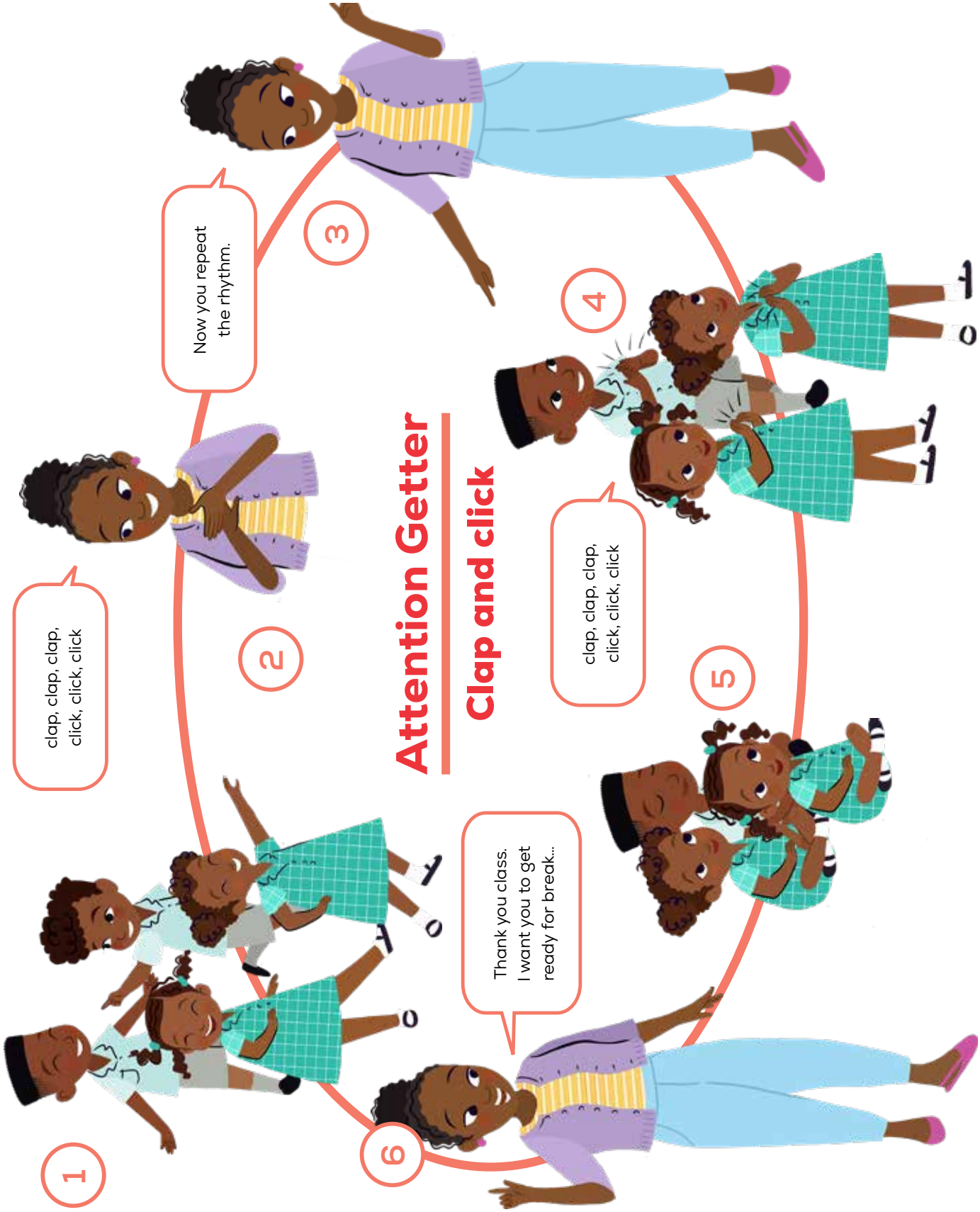
1

- Teach learners how to behave *after* the attention getter.
- You could tell them to sit quietly, with their hands in their laps, their mouths closed and their eyes on you.
- Repeat the use of each attention getter enough times for learners to internalise them.




Attention Getter
Alligator, alligator
1
2
Alligator, alligator.
3
Chomp, chomp!
4
Alligator, alligator.
5
Chomp, chomp!
6
Thank you class. It is time for mental maths...


Attention Getter
If you can hear me...
If you can hear me clap three times.
If you can hear me clap five times.
1
2
3
4
5
6


Attention Getter
Clap and click
1
clap, clap, clap, click, click, click
2
Now you repeat the rhythm.
3
4
clap, clap, clap, click, click, click
5
Thank you class. I want you to get ready for break...
6

3. Setting Behaviour Standards

When?

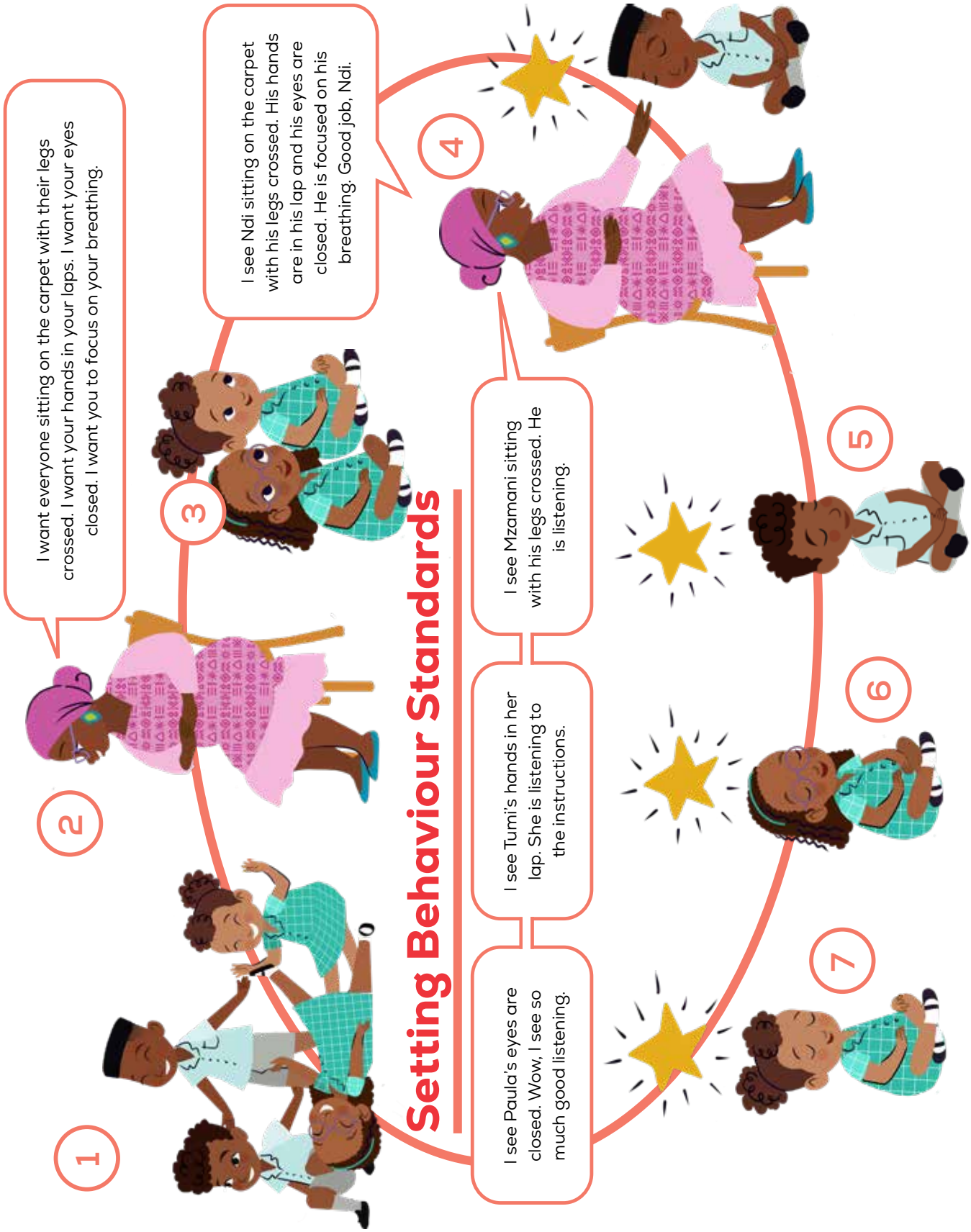
- At the beginning of the year and the start of each term.

Why?

- It is important to explicitly teach young learners how to behave at certain times.
- For instance, when you are about to explain a new concept, or read a story, you want the learners to sit quietly and to focus their attention on you.
- If you explicitly teach learners how to behave, then it is reasonable to expect them to behave correctly.

What to do:

- Do an attention getter and then say:
  - I want everyone to sit on the carpet with their bottoms on the floor, and their legs crossed.
  - I want your hands in your laps.
  - I want your eyes closed.
  - I want to see you focusing on your breathing.
- Give learners the instruction to get settled, and then wait for 30–45 seconds.
- Then, point out learners who are doing a good job, explicitly pointing out what they are doing correctly.
- Say: 'I see Nomsa is sitting with her bottom on the floor and her legs crossed. Her hands are in her lap, and her eyes are closed. Good job Nomsa, now focus on your breathing, breath in, and out…'
- Repeat this a few times, focusing on the 'correct responses' of a few learners.


Setting Behaviour Standards
I want everyone sitting on the carpet with their legs crossed. I want your hands in your laps. I want your eyes closed. I want you to focus on your breathing.
I see Ndi sitting on the carpet with his legs crossed. His hands are in his lap and his eyes are closed. He is focused on his breathing. Good job, Ndi.
I see Mzamani sitting with his legs crossed. He is listening.
I see Tumi's hands in her lap. She is listening to the instructions.
I see Paula's eyes are closed. Wow, I see so much good listening.
1
2
3
4
5
6
7

4. Managing Group Discussions

When?

- In home language, groups discuss the shared reading stories on Fridays.

Why?

- It is important to explicitly teach young learners how to behave during discussions.
- It is also important to give them strategies to help them take turns.

What to do:

- Train learners to do this as follows:
  - First, learners must get into their small groups.
  - Next, learners must take note of the discussion questions or frame.
  - Then, every learner must have a turn to answer each question.
- It can be a good idea to use a 'talking stone' to control this.
- Give each group an item like a colourful stone.
- The person who holds the stone speaks and everyone else in the group listens.
- Once the first learner has spoken, he or she must pass the stone to the next learner, and so on.

Managing Group Discussions

1

Discussion Frame

1. Did you like the story? Why or why not?
2. Which character did you like best? Why?
3. What did you learn from this story?



2



3

You need to take turns and listen to each other.



4

This is your 'talking stone'. You may only talk when it is your turn to hold the stone. Take turns to answer each question.



5

I liked the story because it was about friends and the beach. I want to go to the beach.



6

I also want to go to the beach and build a sandcastle with a friend. I liked the story too.



5. Transition Activities

When?

- Between activities or lessons, or whenever learners are restless and need a break.

Why?

- It is very difficult for young learners to stay still and focussed for long periods of time.
- These transition activities will energise and re-focus learners, and will help them to enjoy learning.

What to do:

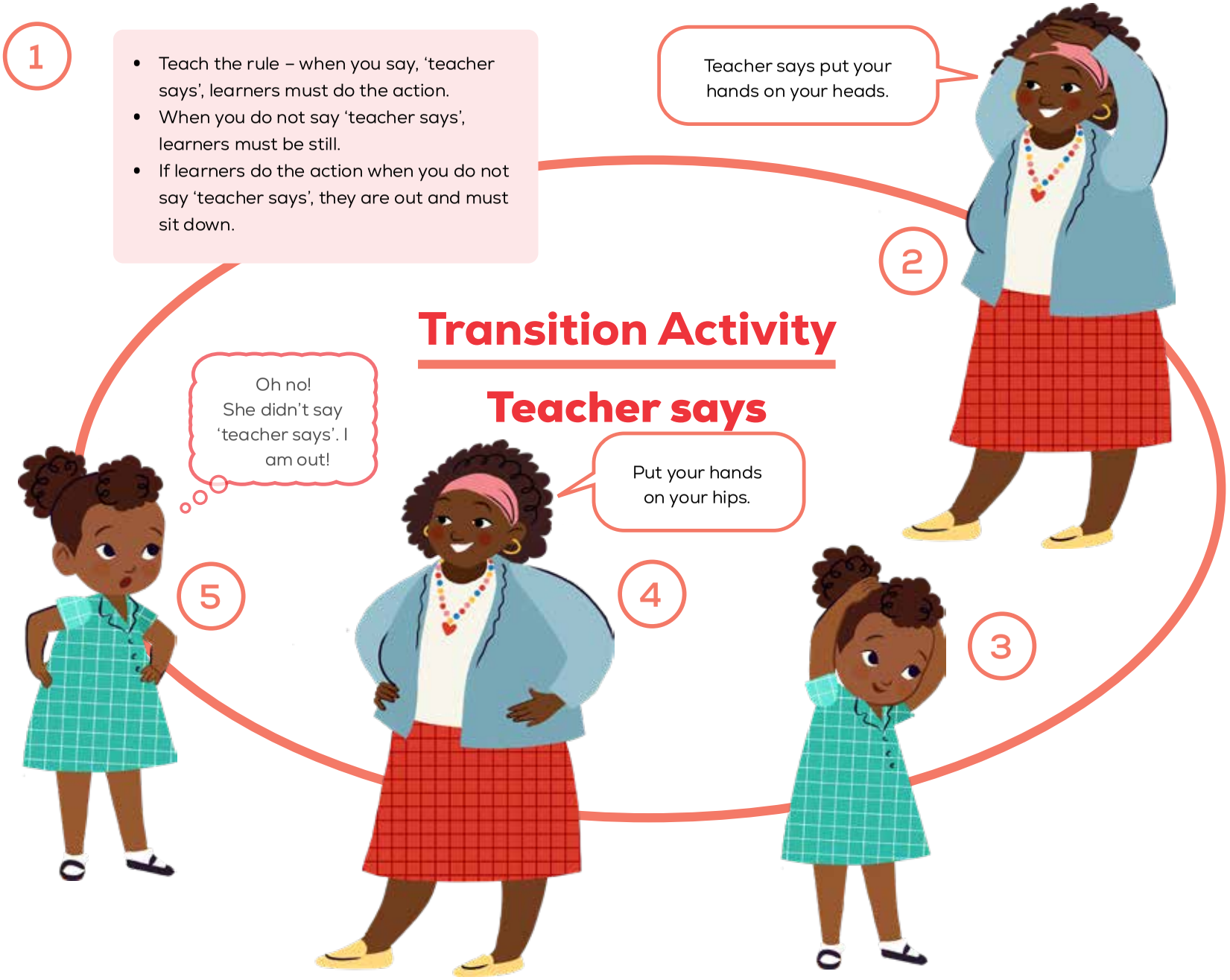
- Use one of the transition activities to energise or focus learners in a playful way.
- Once you have settled all learners, be ready to give them the next instruction.

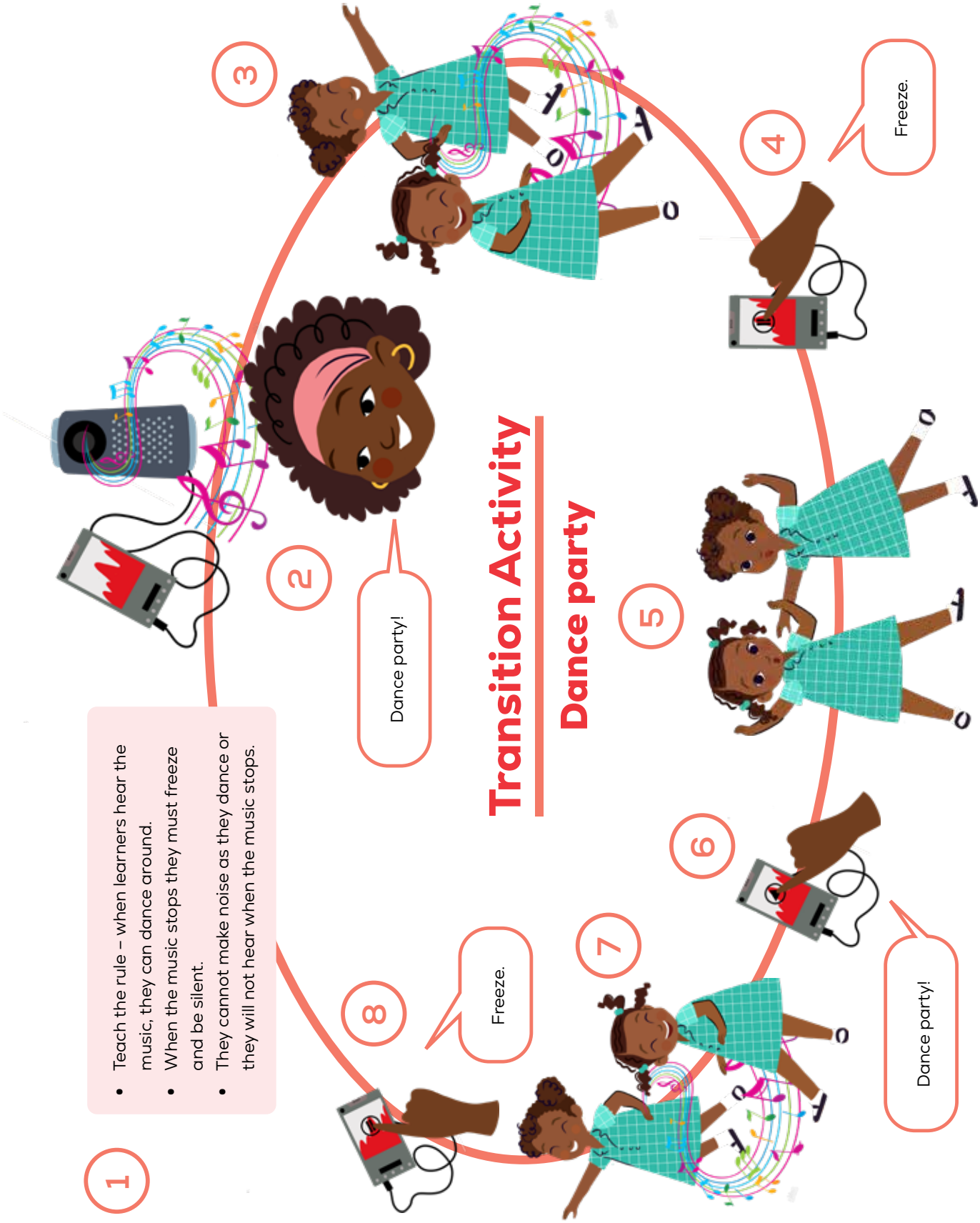
Transition Activity

Teacher says

1

- Teach the rule – when you say, 'teacher says', learners must do the action.
- When you do not say 'teacher says', learners must be still.
- If learners do the action when you do not say 'teacher says', they are out and must sit down.



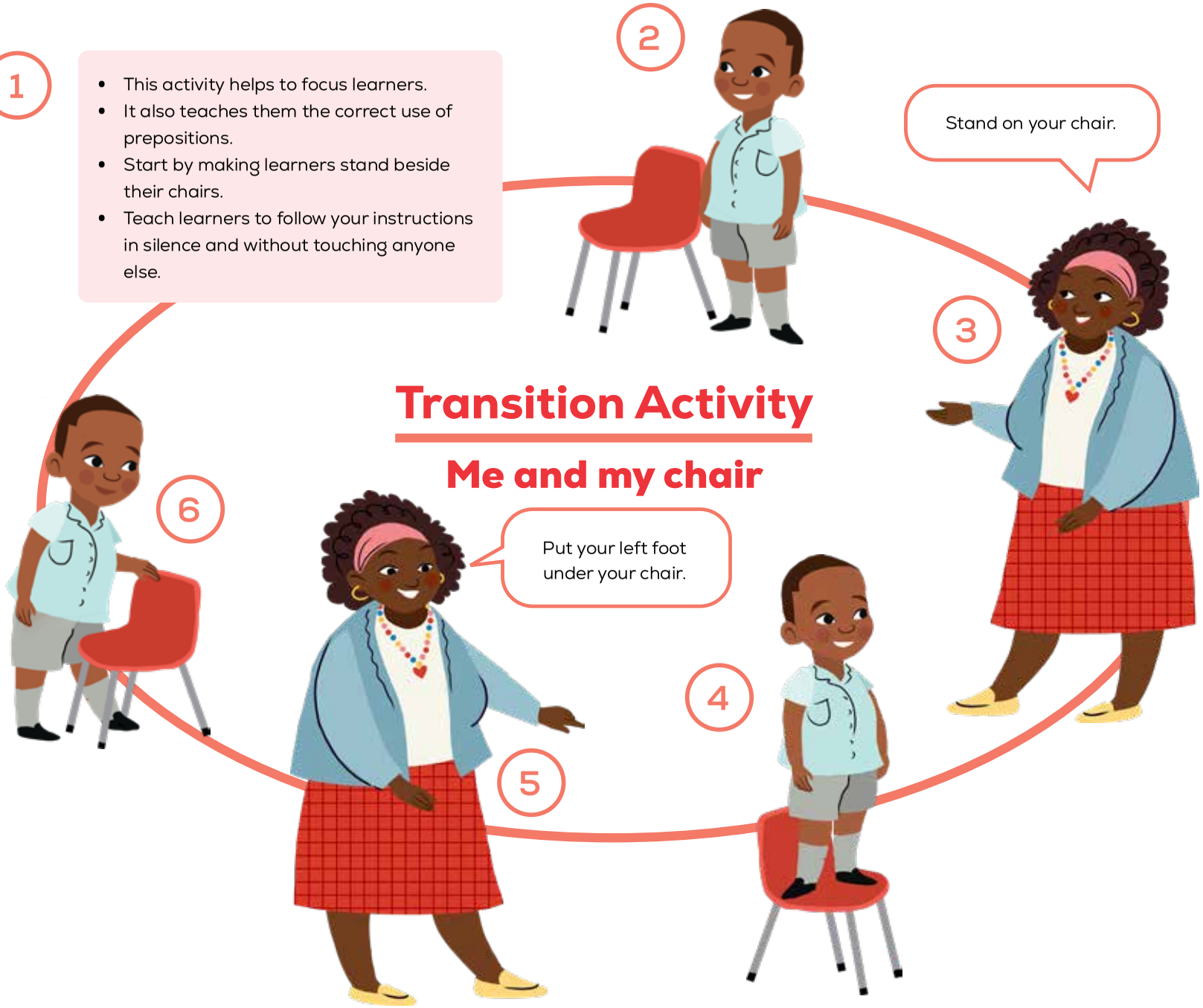

Transition Activity
Dance party
1
Teach the rule – when learners hear the music, they can dance around.
When the music stops they must freeze and be silent.
They cannot make noise as they dance or they will not hear when the music stops.
2
Dance party!
3
4
Freeze.
5
6
Dance party!
7
8
Freeze.

Transition Activity

Me and my chair

1

- This activity helps to focus learners.
- It also teaches them the correct use of prepositions.
- Start by making learners stand beside their chairs.
- Teach learners to follow your instructions in silence and without touching anyone else.



Transition Activity

Stretch and contract

1

- Learners must start in a 'closed' position. They should be crouched down low in a tight ball.
- Teach learners that as you say 'slowly stretch' they must slowly extend every part of their bodies until they cannot extend any further.
- Learners must hold that position for a few seconds.
- Then, when you say 'contract', learners must contract back into a small ball.
- Teach learners to follow your instructions in silence and without touching anyone else.



Thank you!

The Department of Basic Education deeply appreciates the efforts and expertise of our foundation phase teachers. We hope you enjoy using this programme, and that you make it your own.

Together we can reach the 2030 goal of ensuring that every child reads for meaning by age ten.

We thank you for your hard work, dedication and commitment to the children of South Africa.





NHLRP | National Home Language Reading Programme