



Be the Best that You can Be

Cedarwood School

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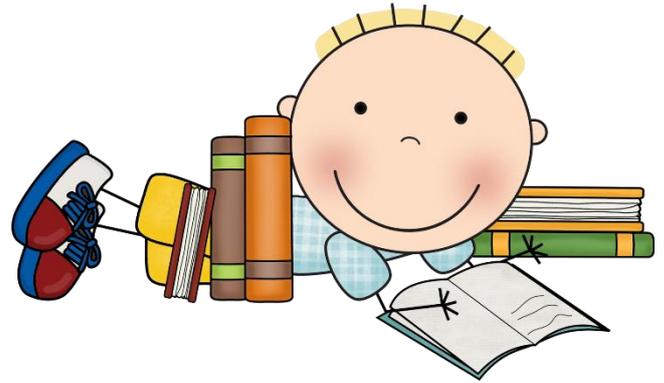
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- Give stories different titles, different endings etc.
- Ensure your child is attending before giving oral instructions/ explanations.

Practising Speaking:

- **Reading silently is not productive when learning language:** Get the child to use their voice! Read out aloud: think of it as training your mouth to make new sounds.
- Try to speak in **short, simple sentences** with plenty of pauses and if necessary, repetition.
- **Drills:** Get children to learn a short standard sentence, say it aloud and then substitute vocabulary, even unfamiliar words that need to be looked up. Subject and verb can change (e.g. I am going; you are going, etc.) Objects can change (e.g. I buy a car; I buy a CD, etc.)
- **In class, if a child's "answer" does not come to mind,** let them repeat the question aloud in the language so that they can hear it, alternatively encourage them to ask for assistance to understand the question. Perhaps a different phrasing of a question can assist its understanding.
- **Practising Vocabulary: Be inventive in acquiring new words.** Post note cards around your house to assist learning and to help identify what is in the room, e.g. computer, interactive white board, bookshelf, etc. Speak the list, focussing on singular and plural forms or tenses of a word.
- **Look up new words** and their definitions in a dictionary or online. Keep a personal dictionary with these words written down, for future reference. Add synonyms or antonyms to these and your sentences. Dictionary apps are motivating for older children.
- Always make use of **speech cards** and practise in front of an audience, record your speech and review your recording to see how you can improve upon it.
- Family games:
 - ✓ **I spy** something that begins with 'a' or something that rhymes with 'cat'
 - ✓ Choose a word and every member of the family have to give a word that **rhymes** with the chosen word.
 - ✓ One person chooses a word e.g. pen. The next person must **identify the last letter** and give a word that begins with that letter e.g. net.
 - ✓ Choose a topic e.g. countries. Start at the beginning of the alphabet and each family member gets a chance to say a country that matched that letter e.g. A = Australia, B = Botswana. This helps increase vocabulary and general knowledge.
- **Show interest** in your child's reading – discussion is important, allow them to sequence the story into beginning, middle and end. Encourage them to make links with other stories they have read.





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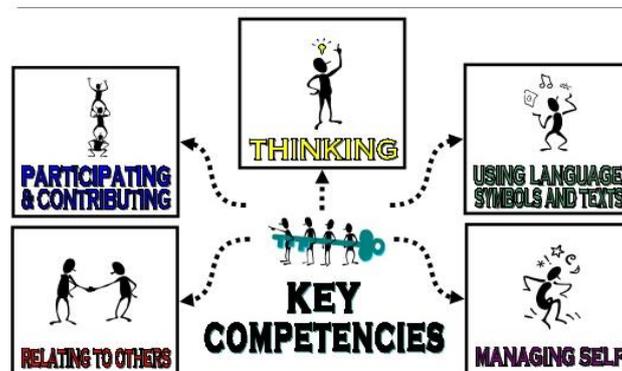
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Practise Reading:

- **Prepared Reading:** look at all the words first, then put everything aside and just read, even twice. Do not look up words while reading. Read a phrase or sentence as a “thought” to get its essence. Read aloud, record your reading and review and then listen to the final product. Repeat this until you are happy with the result, pronunciation, punctuation and fluency.
- **Read often:** Read/sing song lyrics of the language and articles of interest every day! **Daily reading is KEY!**
- Take photos of them reading and praise them for all their efforts.
- **Choose a page:** identify the 4th word on the second line, identify a word that has the ‘ch’ sounds, find a rhyming word, choose a word and use it in your own sentence and in a particular tense, identify the parts of speech, find synonyms (similar meaning words) or opposites.
- **As your skills advance, read novels:** but read for the story, not the vocabulary. Read a chapter and then, if you see repetitive vocabulary, look it up and then read it again.



Key Competencies of Learning Literacy



Practise Writing:

- **Write out sentences that you have practised orally.** Carefully construct the sentence in your head, say it out aloud, then write out the sentence, and read it again.
- **When answering questions:** read the question a few times making sure that you understand it. When answering the question, read the question again and then read the answer again. Always assume that the person reading the question does not understand the topic, so you need to explain carefully.
- **When you get corrections, re-write them.** Correct what you got wrong.
- **Practise Grammar.** Ensure that the rules are understood well and can be implemented and identified.
- **Keep a daily journal.** Give children writing prompts to start with and then let them write freely about any topic that they are interested in. A journal is not used for marking spelling



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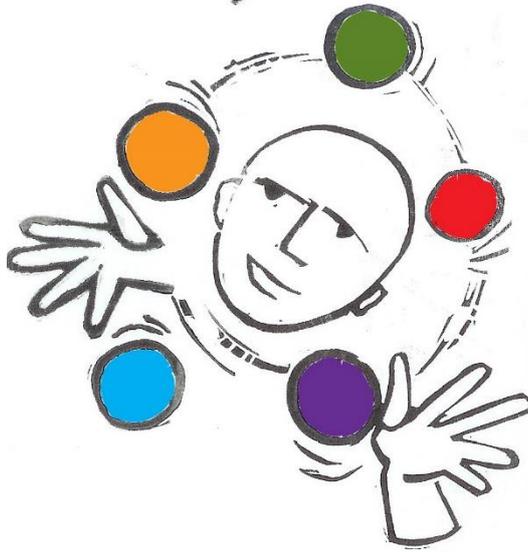
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or grammar, it used to practise and hone the art and skill of writing and to develop a love for it.

Adapted from a Study Skills Booklet, Cedarwood School, School Based Support Team.



listening
understanding
talking
writing
reading