



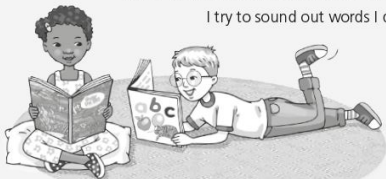
Literacy and play

LITASA Conferences
15 September 2024

Dr Shelley O'Carroll

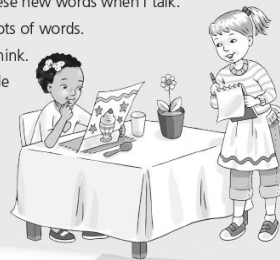
Emergent reading

- I like books and enjoy reading!
- I notice signs, logos and labels and try to read them.
- I know how to turn the pages of a book and point to words as I read.
- I use the pictures in books to help me read in my reading voice.
- I look for letters I know to help me guess what words say.
- I try to sound out words I don't know.



Listening and speaking (oral language)

- I know my own language well and I am learning to understand and speak other languages.
- I understand and use quite long sentences.
- I learn new words every day and I use these new words when I talk.
- I understand the meaning of lots of words.
- I talk about my ideas and I can explain what I think.
- I ask questions and give answers when people ask me questions.
- I love listening to stories. I can tell my own stories too!



I am confident to express my ideas in writing, and I can read and understand what I read.

Phonological awareness (awareness of sounds in words)

- I enjoy songs, rhymes and listening games.
- I can hear when words have the same sounds or different sounds.
- I can hear the beginning or focus sound in words.
- I can put syllables and sounds together to make words.
- I can break up words into syllables and sounds.



Letter-sound knowledge

- I am interested in letters.
- I write letters with crayons or with a stick in sand.
- I know the sounds that different letters make.



Drawing and emergent writing

- I draw pictures of things I see around me, of stories and things that happen.
- I try to write about my drawings or I ask someone to write what I say.
- I write with marks and scribbles.
- I make letters and cards for my family and friends.
- I copy writing I see around me.
- I try to listen to sounds in words and write letters for the sounds I hear.
- I know how to write my name and some common words.



PLAY

fun

enjoyable

“Play”: Children’s play as behaviour, activity, or processes initiated, controlled and structured by children themselves and it takes place whenever and wherever opportunities arise. Caregivers may contribute to the creation of environments in which it takes place, but play itself is non-compulsory, driven by intrinsic motivation and is undertaken for its own sake, rather than as a means to an end...

Reference: Committee on the Rights of the Child: General Comment No.17 (2013) on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (Article 31 of the United Nations Convention on the Rights of the Child).

no extrinsic goals

active engagement

all engrossing

non-productive

challenging

spontaneous

voluntary

uncertainty

Five types of play



Physical play



Object play/
Exploratory
& creative
play



Pretend or
symbolic
play



Socio-dramatic
play



Games with
rules

Language play

Experimenting
with rhyming
words, telling
jokes, puns.

Sociodramatic play, common from around 3 years of age, is pretend play with others, sustained role taking, and a narrative line. It can involve understanding others' intent, sophisticated language constructions, and development of (sometimes) novel and intricate story lines.

Physical play and play with objects: learning and using new vocabulary



Young children may use language as they play outside in physical play, or as they interact with other children while doing construction play. **However, the type of play that has been shown to be most important for the development of language and literacy is pretend or sociodramatic play.**

Sociodramatic, imaginative or pretend play has the following characteristics: make-believe play that involves roles (pretending to be Spot the dog); objects which children use to stand for something else (an old box for a car); situations (working in a shop); persists for at least 10 minutes; includes language and social interaction.

Pretend play, fantasy play, socio-dramatic play

Defined by the combination of the imaginary situation children create (a scenario), roles for the people and perhaps objects, and rules about what the players can and cannot do in the scenario

Pretend Play

TODDLER: Doll and cot (use a suitable box), large cars, plastic animals, tea set.

PRE-SCHOOLER: Dress-up clothes, make a stove out of a box, small cars, make a garage out of a box, doctor's set, make a shop's till out of a box and collect empty tins etc. for playing "shop". Later, enjoys acting out stories from books or TV.

kammaspel

PEUTER: Pop en bedjie (gebruik 'n geskikte boks), groot karretjies, plastiekdiere, teeset.

KLEUTER: Ai-ai kiere, klein karretjies, 'n dokter-stel; gebruik bokse om 'n garage of 'n stoof te maak asook 'n kontantlaai en versamel leë bilkkies ens. om winkel-winkel te speel. Later, geniet dit om boek- of TV-stories uit te leef.

papadi ya ho iketsisa

NGWANA E MONYANE: Popi le khoto ya lesea (sebedisa lebokose le lokelang), makoloi a maholo, diphoofole tsa polasetiki, sete ya teya.

YA ESONG HO QALE SEKOLO: Ho apara dipapara, ho etsa setofa ka lebokoso, makoloi a manyano, ho etsa keratjhe ka lebokoso, sete ya disebediswa tsa ngaka, ho etsa motjhini wa tjelele wa lebenkeleng ka lebokose le ho bokelelsa makotikoti a sa tshelang, ji, bakeng sa ho papala "lebenkele". Ha morao, o natefelwa ke ho papala dipale tsa dibukeng le thelevisheneng.

umdlalo wokuzenzisa

INGANE ECATHULAYO: Unodoli nekhothi ekulala kuyo ingane (sebenzisa ibhokisi elifanele), izimoto ezinkulu, izilwane ezakhiwe ngopulasitiki, isethi yetiye.



ukulinganisa ukudlala

INGANE ENGAKANGENI ESIKOLENI: Izibungo zokugqoka, yakha isitofu ngebhokisi, izimoto ezincane, yakha igalaji ngebhokisi, isethi kadokotela, yakha ithili lasesitolo ngebhokisi bese loqoqa amathini angenalutho nokunye ngokudlala "isitolo". Ekuhambeni kwesikhathi, ithokozela ukulingisa okwenziwa ezindabeni ezisemabhukwini noma komabonakude(TV).

UMNTWANA OMNCINANE: Unodoli nebhedl yakhe (sebenzisa ibhokisi elifanelekileyo), iimoto ezinkulu, izilwanyana zeplastiki, iseti yeti.

UMNTWANA OZAKUQALISA ISIKOLO: Iimpahla zokulinganisa, yenza isitovu ngebhokisi, iimoto ezincinci, yenza igaraji ngebhokisi, iseti kagajirha, yenza ithili yokuhlawulisa evenkileni ngebhokisi uze uqokelele iitoti ezingenanto, njalo njalo ozakudlala ngazo "ivenkile". Kamva, uyakorwabela ukulinganisa amabali asezinwadini okanye akwiTV.



10.1



10.2



10.3

- Mithangu Ya Kutiendisa → Kuti Ehlekelele • Thaloko Ya Go Itrisa → Boikgopolelo
- Mitambo Ya Edzisa Munwe → U Di Humbulela



10.4



10.5



10.6

- Pretend Play → Imagination • Umdlalo Wokuzenzisa → Ukucabangela
- Kammaspel → Verbeelding • Umdlalo Wokuzenzisa → Ukuzenzisa



10.7



10.8



10.9

- Papadi Ya Ho Iketsisa → Menahano • Ukulinganisa Ukudlala → Umfanekisongqondweni
- Motshameko Wa Go Itrisa → Ikgopolelo / Inaganelo

A setting for trying out literacy behaviours



CAPS Home Language

Listening and speaking
Emergent writing


Role-plays writing in play situations: takes a telephone message, writes a traffic fine, etc.
Copies print from the environment while playing

Learning about the purpose of print and trying out writing

wobliq
sits it 2 2 2
a wyl is wobliq
nids new peynt
noo oyol

Clipboard notes about a bike for repair
(wobbly seat, it squeaks, a wheel is wobbly,
needs new paint, new oil)

OFIS



Now Smoking

Labels and signs
(office, no smoking, Mr pipe garage, workshop)

Mr PIPE
garage



Workshop

How to chej
 2 1/2

 1. Undoow nuts and
 bolts wiv a
 spanner
 2. tec wiv a
 E. put nyoo wiv a
 spanner up nuts
 and bolts wiv a spanner

Instructions for changing wheels
 (How to change wheels: **1** Undo nuts and bolts
 with a spanner; **2** Take wheel off; **3** Put new wheel
 on; **4** Tighten up nuts and bolts with a spanner.)

a 4 G'f
 L L f
 K P L t e i
 K a l t e i

A telephone message
 (Is my bike fixed and ready?)

Play and narrative development

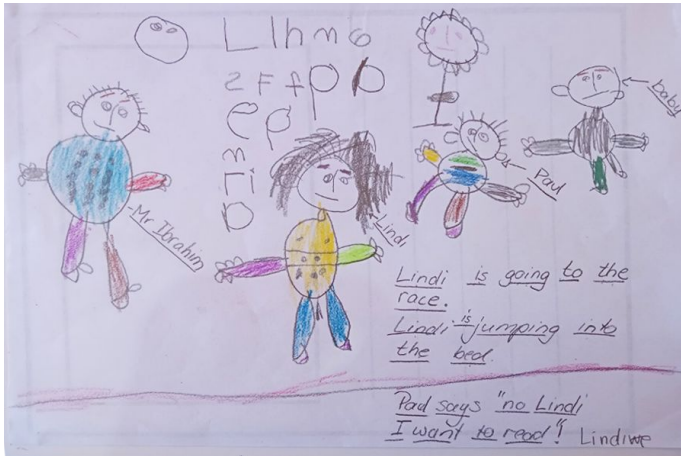
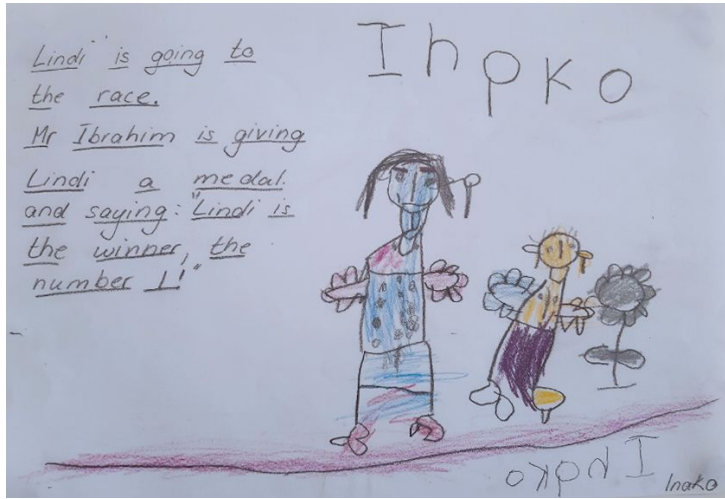
When children engage in sociodramatic play, they use elements of story structure, such as a setting (doctor's office), character roles (doctor, patient), and plot episodes (the patient is sick and needs a prescription for medicine).

... play narratives help
children develop the
building blocks of story

Play and seeing things from another's perspective



The ability to take other people's perspectives is critical for coordinating multiple roles and negotiating play scenarios.



Play builds connections between oral and written modes of expression

Games with rules

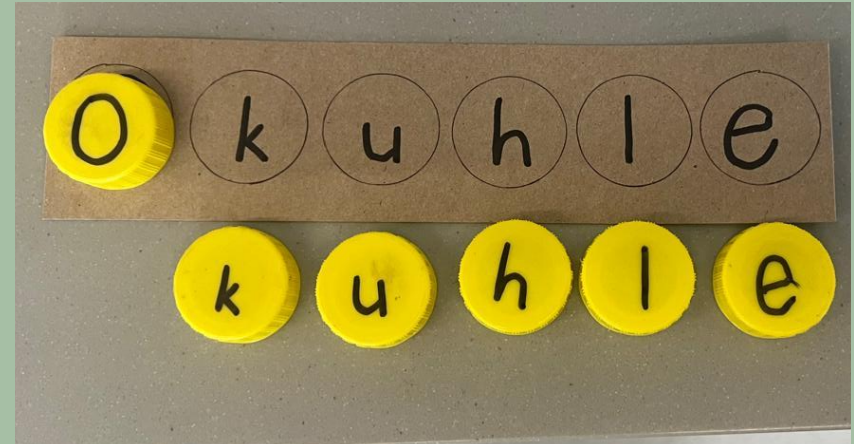
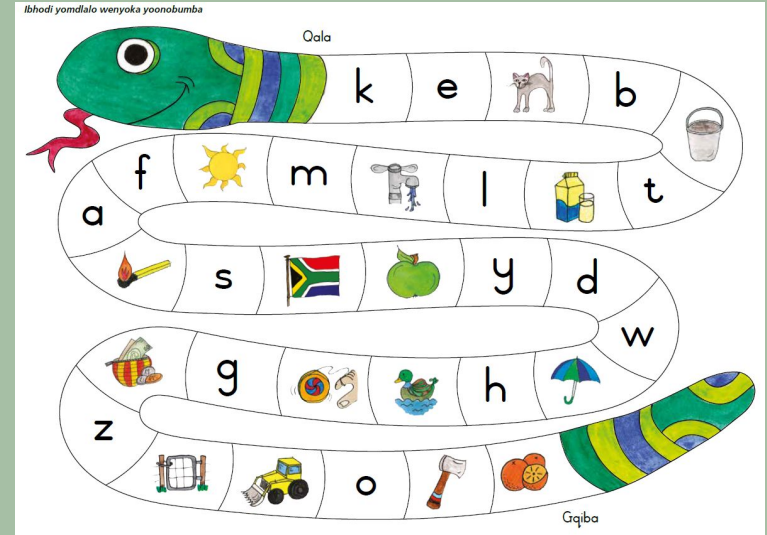




- Collect a few things from around the house and put them in a bag, for example: a spoon, a pen, an apple.
- You can start by saying, *In my bag I have something! What is it? Here are your clues: You find it in the kitchen. You eat with it. It has the s-s-s sound. (spoon)*
- Your child can ask questions to help them work out the answer.



In many ways, games operate like guided play, but with the game itself providing the rules, structure and learning goals, rather than those elements being provided by the adult. Since the game provides these rules, children may feel more agency than in adult-facilitated play activities. Still, adults have important roles to help young children getting started, including by introducing game rules and assisting them with taking turns.



Play facilitation

- Create time and space for play
- Organise activities and set up play areas
- Encourage children to engage in play activities
- Help children build on and extend their play
- Join in the play: assume a role in a pretend play scenario
- Be an appreciative audience

Role of adults



Too much direction usually means less interaction.

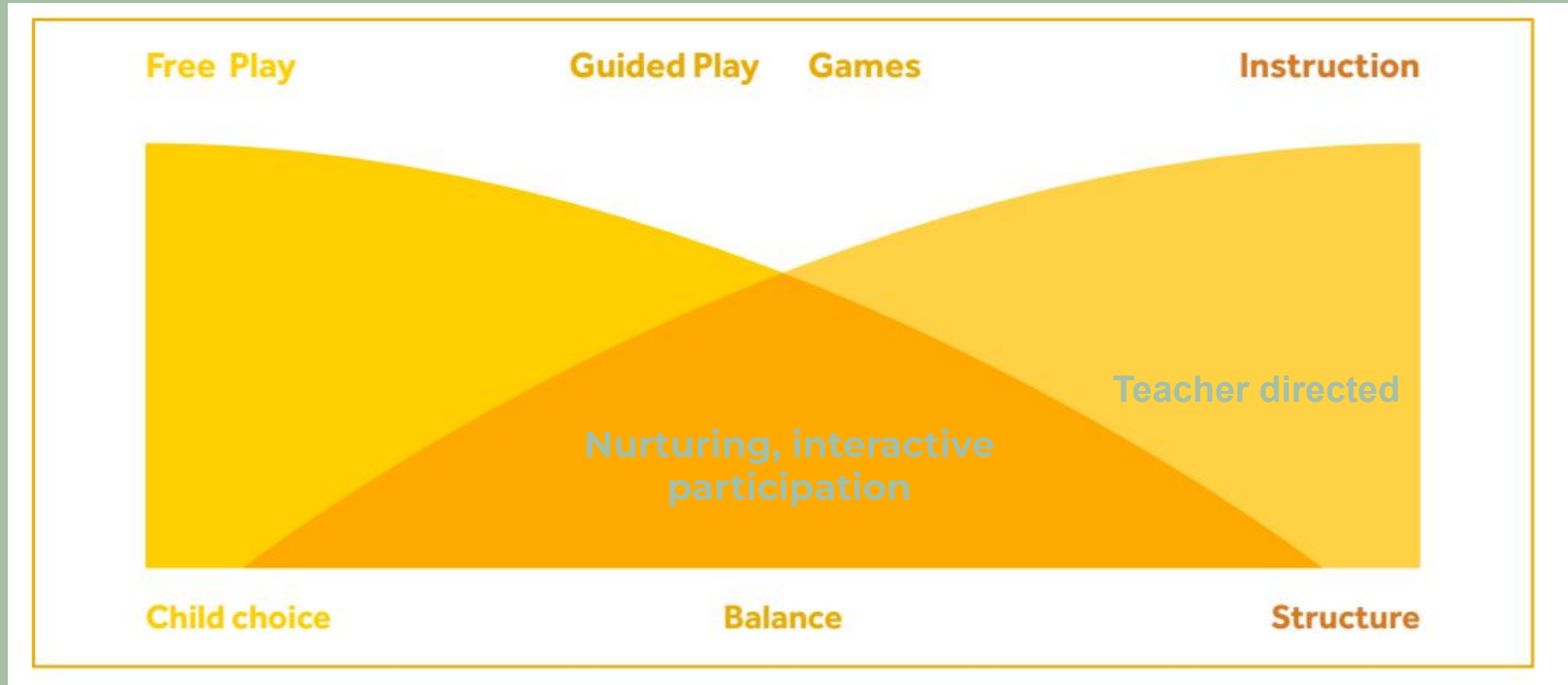


When you join in and play, the interaction takes off.

(From Weitzman, E. & Greenberg, J. (2002). *Learning language and loving it: A guide to promoting children's social, language and literacy development in early childhood settings*. Toronto: Hanen Centre.)



Continuum of different types of play: play that is freely chosen by children, adult guided play where adults scaffold child-led play, and adult structured activities where the teacher designs, sets rules and scaffolds play with a particular learning objective.



Jensen, H., Pyle, A., Zosh, J. M., Ebrahim, H. B., Zaragoza Scherman, A., Reunamo, J., & Hamre, B. K. (2019). Play facilitation: the science behind the art of engaging young children (white paper). The LEGO Foundation, DK.

In guided play, adults support children to achieve one or more learning goals within a play context. The idea is to scaffold children's attempts, and not to direct their actions – in guided play, children and adults share control of what to do and how. Adults can join children's play to extend the learning possibilities through questioning or suggestions. They can also initiate a guided play activity that builds on children's interests, for example by choosing materials that guide children to discover a learning goal.

Play at home

with your children



The LEGO Foundation

unicef | for every child

NATIONAL
EDUCATION
COLLABORATION
TRUST



Tips for playing with your baby or young child

You can support their play by:

- Allowing them **time and space** to play.
- **Providing materials to play with** – these need not be expensive toys. Simple, safe things around the house are fun to play with!
- Watching them as they play to **understand their interests and needs**.
- Providing them support so they can **play safely**.
- **Talking with them** about what they are doing.

Here are some ideas for things you can say while you watch your child play:

Show interest

I see you are busy with...

Describe what is happening

I see you are playing with...

Comment on their play

I see you are pretending to be...

Talk about feelings

You look so happy/ excited/ frustrated...

Motivate curiosity

You look like you may be thinking about...

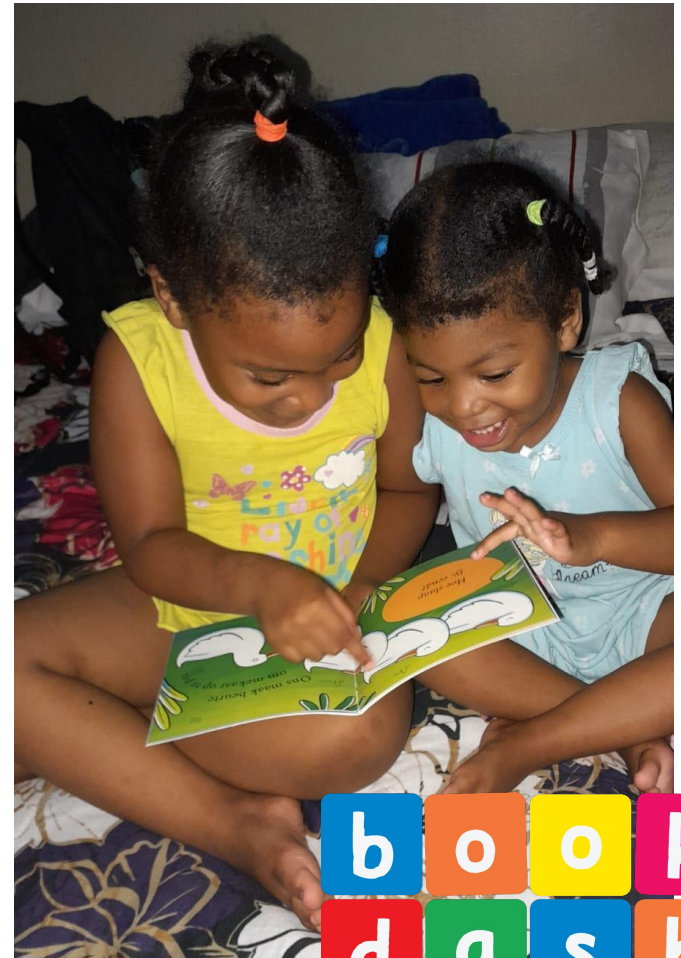
Encourage and inspire

That is so interesting. Please tell me about...

Adapted from Watch Me Play (2020). The Tavistock and Portman Clinic.

Integrating play, stories, reading and writing

- ‘... play-based integration with curriculum increases the likelihood that play experiences offer opportunities for children to practice and perfect important literacy skills and concepts’ (Roskos & Carroll, 2023. p.5)



A young girl with dark skin and hair in a bun is smiling broadly, her hands clasped in front of her. She is surrounded by a large pile of colorful children's books. The books have various covers with illustrations and text. Some visible titles include 'Tiky! Boom! Tish!', 'Toast', 'Queen', and 'Look out, Luthando'. The overall scene is bright and cheerful, emphasizing the joy of reading.

Books as a vital tool for play-based learning

book
dash

Play at home

with your children



The LEGO Foundation



for every child



Dear Parent

Thank you for joining us for the Play at Home Parents Workshop.

This booklet is for you to take home and use with the three Book Dash books you received.

This booklet offers helpful tips for reading with your baby, toddler, or young child. It also provides ideas for encouraging play at home.

Why is play important?

Children learn and develop through play. When your baby or young child plays, they learn how the world works. Play helps them build:

- **Thinking skills:** play encourages them to imagine, solve problems, and try new ideas.
- **Social skills:** play helps them learn about themselves and others. They learn valuable skills like sharing, caring for others, and managing their behaviour.
- **Language and communication:** play helps them build vocabulary and language skills, especially when you support their play.
- **Security and happiness:** when you play with them, you respond to their needs and building strong relationships with them. Playing together helps your baby or young child feel cared for and secure. This is very important for them to grow into healthy teenagers and adults.

Play ideas from 'Vuyo'

This book has many ideas for play. In the book, Vuyo sometimes plays alone, and sometimes with a trusted adult or older child.

Here are some ways to play with your baby or young child.

- **Play with a ball.** Roll a ball gently to your baby. Hide the ball under a blanket for your baby to find! Get your child to throw the ball to you, and throw you it back. Encourage them to kick the ball around!
- **Play lap games with your baby or child.** They love finger games, bouncing, tickling, and singing.
- **Play with things around the house.** Babies and young children love exploring safe household objects like pots or spoons. They enjoy putting objects into containers and taking them out again. Cardboard boxes can become houses or cars.





You will need:

- Puppets for the story
- Props: basket, real or pretend fruit, a blanket, a toy dog, real or pretend flowers
- Small mirror
- A letter box containing objects or pictures of objects that start with w: wallet, wand, whistle, wheel, wood, whale, watch, wool, warthog, wooden spoon, water bottle



Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: "When learners jumped into the river, they made a big ... Yes, the word is 'splash'."
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage words while the rest of the class
- 7 If there is time, you may want to

Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and settle them down quickly.
- 2 Read the rules for the pretend play corner and show them the new props.
- 3 Explain that they are going to have a pretend picnic. They can pack the food, go on a walk, set out the blanket and enjoy a picnic together. They could also travel to somewhere for their picnic: to the beach, a park, a nearby garden or pool.
- 4 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could arrive and say: "Hello! Here I am! Thank you for inviting me to this lovely picnic. What a beautiful place for a picnic. What have you packed in your basket?"
- 5 Invite learners to bring a teddy bear or favourite soft toy to join in the picnic next week.

Little Stars



Supporting early language and literacy teaching in pre-Grade R

An early literacy programme by Wordworks

Stellar Home Language



Supporting early language and literacy teaching in Grade R

An early literacy programme by Wordworks





The Three Billy Goats Gruff

About the story

Title: The Three Billy Goats Gruff

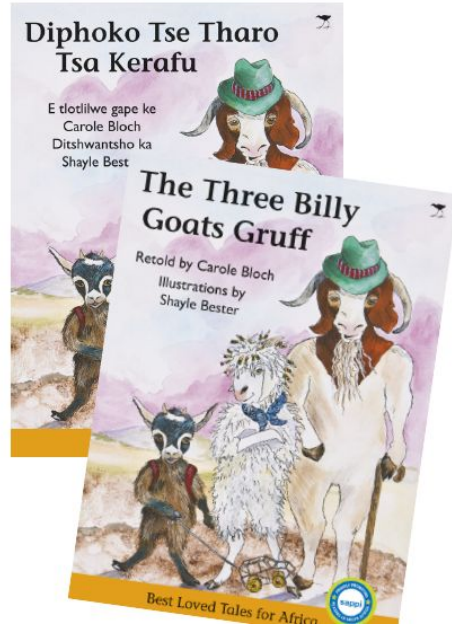
Author: Retold by Carole Bloch

Illustrations: Shayle Bester

Publisher: Jacana Media

Available in English, Afrikaans, isiXhosa, isiZulu, Sesotho and Setswana

In this South African retelling of a classic tale, three goats are hungry and tired of living in the dusty and thorny veld. Close by there is a koppie covered in sweet, green grass that they would love to eat. But they have to cross the bridge to get there and a fierce monster lives under the bridge.



What is Storyplay?



The local context

Knowledge, attitudes and practices of parents/ caregivers

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A STUDY ON KNOWLEDGE, ATTITUDES AND PRACTICES OF PARENTS/PRIMARY CAREGIVERS WITH CHILDREN FROM BIRTH TO SIX YEARS OLD REGARDING THE IMPORTANCE OF PLAY IN EARLY LEARNING:
EXECUTIVE SUMMARY

A total of 1429 participants were involved in the study:

- Total parent surveys: 1088 (a nationally representative sample)
- Total focus group participants (parents, local leaders): 310
- Total key informant interviews (national and provincial ECD and parenting programme providers): 31

 1088

Total surveys

 311

Total focus group participants

 31

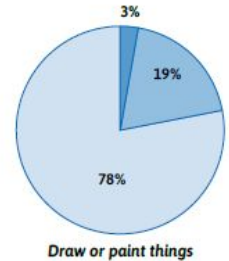
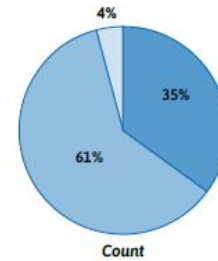
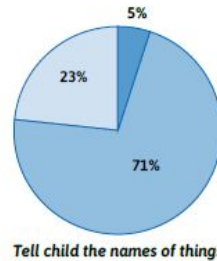
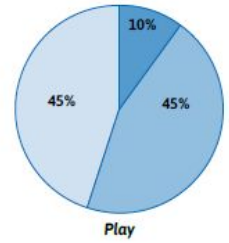
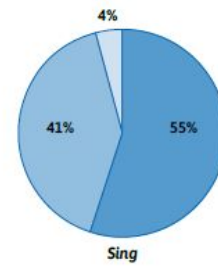
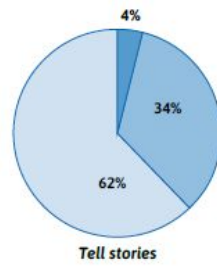
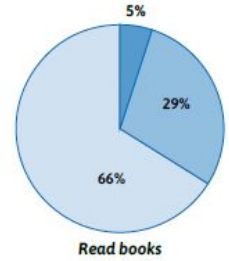
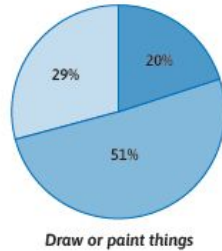
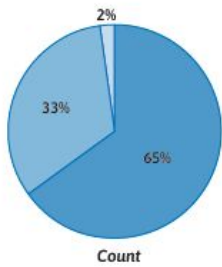
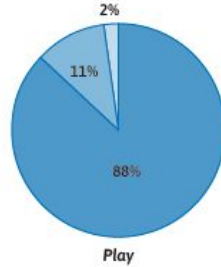
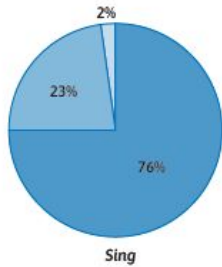
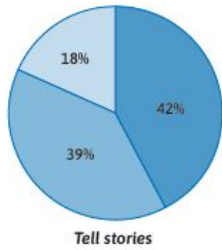
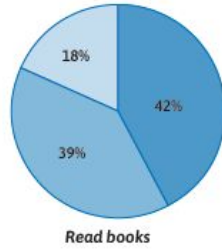
Total key informant interviews

PRACTICES

- Play was largely children playing with other.
- Not enough adult/child play was taking place.
- Not having time to play with the child was a reported constraint.
- Singing and physical play between adults and children was most common (close to two thirds).
- Significantly less engagement on early literacy and numeracy development.
- Less than a third told stories or read books. Less than 20% reported puzzles or construction toys.
- Outdoor play needed to be supervised.
- Playing indoors for safety reasons was emphasised. Indoor play lent itself to technology or TV watching, which was prevalent in all areas. This was found to have eroded active, exploratory play.

Indoor play involves more sedentary screen-based activities. A lack of puzzles, conceptual games, drawing materials and books is a challenge. Time-poor parents are often isolated and lack confidence in their parenting.

ELOM Home Learning Environment Questionnaire



ECERS Classroom Observation Scale

Inadequate
1

2

Minimal
3

4

Good
5

6

Excellent
7

21. Dramatic play*

- 1.1 Not enough materials, furniture for dramatic play for 2 children to be happily engaged (Ex: children compete for toys; dramatic play materials in poor repair; play encroaches on other areas).
- 1.2 Most dramatic play materials are broken, incomplete, or hard to access (Ex: few dishes and little play food; sink missing in kitchen cabinet; dress-up clothes stuffed into small drawer that is hard to open).
- 1.3 Staff usually ignore children in the dramatic play area, except to stop disruptive behavior (Ex: staff settle conflicts, manage rotation of turns, or ask children to lower their voices).
- 3.1 Some dramatic play materials and furniture accessible for at least 25 minutes during the observation so children can act out family roles themselves (Ex: dress-up clothes; housekeeping props; dolls).*
- 3.2 Staff are somewhat responsive to the children during dramatic play (Ex: helps in putting on some of the dramatic play clothes, or to dress a doll).
- 3.3 Most of the staff interaction is positive or neutral (Ex: talk while joining in play; ask about what children are doing; comment on the play).
- 5.1 Many and varied dramatic play materials, enough for number of children allowed, are accessible, including dolls, child-sized furniture, play foods and cooking/eating utensils, dress-up clothes for boys and girls.*
- 5.2 A dramatic play interest center meeting requirements in 5.1 is accessible for at least 1 hour during the observation (Ex: most storage is reasonably organized; the materials are easy to access).*
- 5.3 Staff carry on conversations with the children as they play, joining in but not taking over (Ex: relate children's play to their home experiences; discuss the roles children are playing; encourage play based on field trip).
Observe twice
- 7.1 At least 4 clear examples to represent diversity are included for dramatic play (Ex: dolls of different races/cultures; foods of different cultures; equipment used by people with disabilities).
- 7.2 Staff talk with children about print and numbers in dramatic play in a way that is meaningful to the children (Ex: discuss menus with prices for restaurants; help children make signs and price tags for store play; pretend to phone people using a home-made telephone book).*
Observe once



INTERNATIONAL
DAY OF PLAY

June 11th

A DAY FOR PLAY

In South Africa ... unstructured free play is associated with affluence, and disadvantaged settings lean towards directive approaches, a practice rooted in concerns for learning deficits among children from low-income homes.

Then there is the lack of relevant training, absence of programmatic guidelines, parental expectations and narrow perceptions of school readiness.¹⁰⁸ So, despite play-based learning being mandated, workbooks and scripted lessons continue to drive pedagogical efforts, and play is often merely associated with break time.



A CHILD'S RIGHT TO PLAY A Policy Brief for South Africa

A review of the status of the child's right to play in South Africa, as protected by the United Nations Convention on the Rights of the Child's article 31 and the African Charter on the Rights and Welfare of the Child's article 12

May 2017

Commissioned by A Chance to Play Southern Africa
with funding from child aid agency terre des hommes Germany

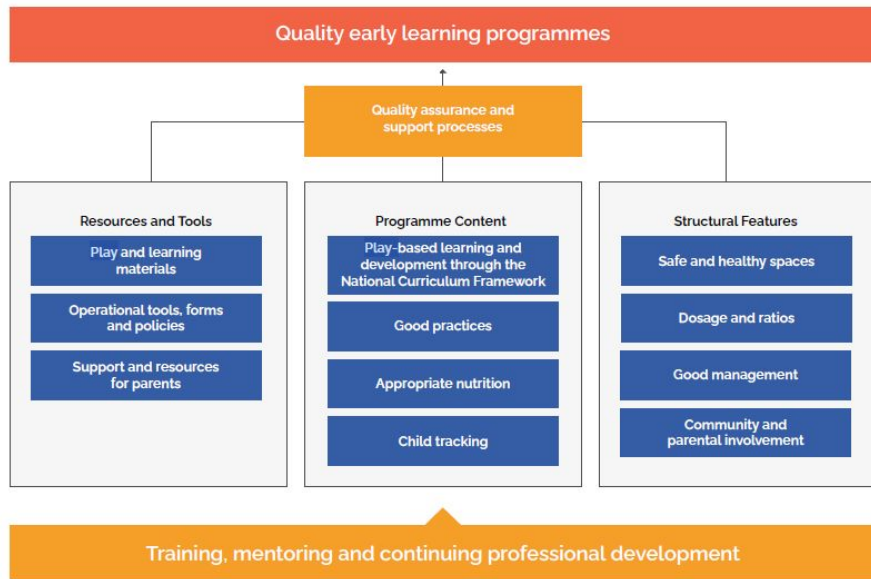
researched and written by
Patricia Martin of Advocacy Aid



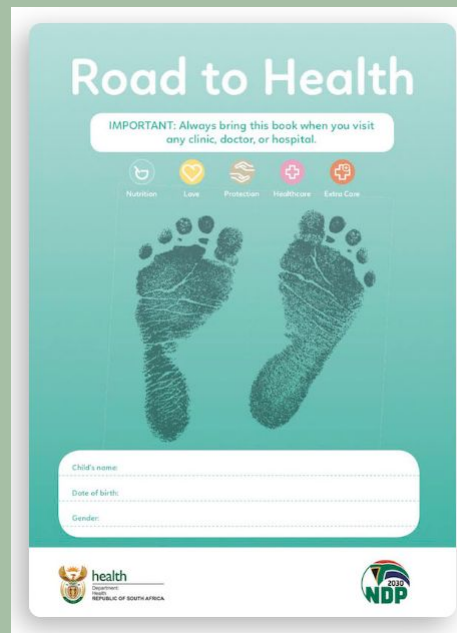
SOUTH AFRICA'S 2030
STRATEGY FOR EARLY CHILDHOOD
DEVELOPMENT PROGRAMMES
EVERY CHILD MATTERS



Figure 6: Critical features of high quality early learning programmes



ECD policy context



Love, play and talk for healthy development

Young children need a safe environment and loving caregivers who can help them explore the world around them. Ordinary loving things that you do such as holding, talking, playing and reading to your child are what helps them grow and develop.

There are some basic things you can do to help your child develop and learn:

- **Be there for your child.** You are the most important person in your child's life. All children want to feel safe, loved and cared for.
- **Bond with your child.** Keep your baby close to you as much as possible in the first weeks of life. This will help to calm them and help them to sleep, grow and feed well.
- **Be responsive.** Pay attention to your child's interests, emotions and their likes and dislikes and respond to them – this will help you to understand them better and to best meet your child's needs.
- **Your baby learns from birth.** Hold, hug, sing, and talk to your baby, especially during feeding, bathing, and dressing.
- **Children learn through playing, exploring and interacting with others.** Give your child the chance to explore and play in a safe space and to play with clean household objects or toys.
- **Tell stories and read to your child.** Talk about the pictures, let them ask questions, allow them to tell you a story or what happened in the storybook as you go along.

8

Studies show the links between play and many foundational skills and complex cognitive activities such as memory, self-regulation, distancing and decontextualization, oral language abilities, symbolic generalization, successful school adjustment, and better social skills.



The importance of play for brain development

'Serve and return'

The local context: play and literacy

LEARNING THROUGH PLAY

Funda Udlale Nathi: Learning Through Play

[View Course details](#)



A Course for Grade RR and R
Teachers and Practitioners

Online training courses

Children of all ages love to play. Our **PLAY** courses will show you how to turn this natural behaviour into a powerful teaching tool. From crawling to basic mathematics, **PLAY** helps children learn in a fun, exciting environment.

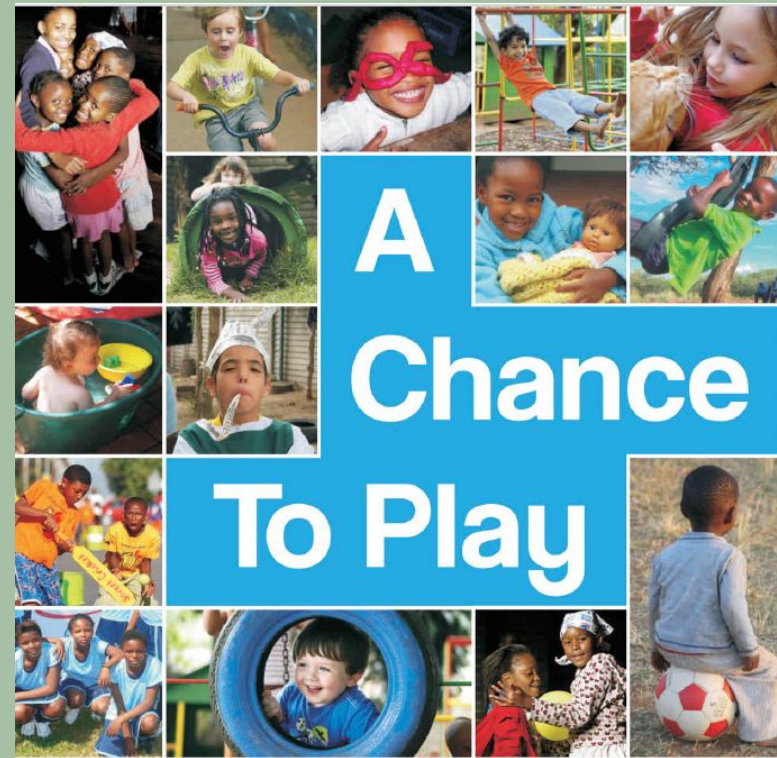
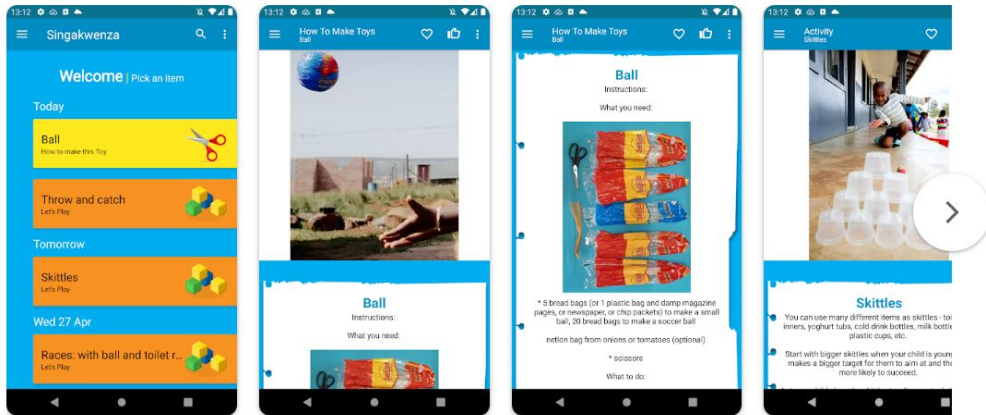
Register for **FREE** to get

- Online training courses to complete anytime and anywhere.
- ▲ Rewards throughout the course with helpful play-based learning ideas.
- An accredited certificate that will help you get ahead in the workplace.



Powerful Learning Around You

Birth to 2
2-5 years
Grade R
Grade 1-3



Play@Home with Singakwenza
The Reach Trust

A manual promoting play for children in Southern Africa



About the Programme

An essential part of Grade R education is promoting opportunities for children to:

- explore
- be exposed to
- participate in mathematics and language.

The Grade R Mathematics and Language Improvement Programme offers a child-centred and play-based approach to teaching and learning mathematics and language. Children are naturally motivated to play. A play-based approach builds on this motivation, using play as a context for learning. In this context, children can explore, experiment, discover, and solve problems in imaginative and playful ways. The target audience is the FP participants. They will be equipped with innovative methods to mediate FP concepts effectively. The Programme finds its expression in the Curriculum Assessment Policy Statement (CAPS). The Programme draws from the evidence-based Grade R interventions developed by Wordworks in language and the University of Cape Town: School Development Unit in Mathematics.



Principles

The following key principles guide the work of the GDE and the Programme.

- **Be embedded in the GDE, be systemic**, be at scale, implemented across the province, and linked to FP to sustain impact.
- **Be premised on the capacity of the GDE** by providing quality training to trainers, Grade R teachers and practitioners, thus strengthening the transition from Grade R to Grade 1.
- **Utilise a tested intervention** while benefiting from lessons learnt from the Western Cape.
- **Be inclusive** across all provincial levels including fifty-five special schools which will be involved from 2022.
- **Incentivise Grade R teachers and practitioners through training approved** by a tertiary institution or endorsed by the South African Council for Educators (SACE).

Zazi iZandi: Leveraging the public employment stimulus to lay literacy foundations in Grades R and 1

1. Background and Overview

The problem: By the end of two years in school only half of grade 1 learners can identify all the letters of the alphabet

81% of Grade 4 children can't read for meaning in any language, and while the extent of this travesty is shocking, it's also unsurprising given that by the end of two years in school only 50% of children can sound out all 26 letters of the alphabet (Mohohlwane et al. 2022, p.102). South African data shows that if children achieve the national letter-sound benchmark of 40 letter sounds correct per minute, they are much more likely to be on track to read for meaning in Grade 4².



Overview of the HSP session's for parents and caregivers



Session 1



Focus on parents and caregivers as our children's first teachers.

Session 2



Focus on learning language.

Session 3



Focus on drawing and have-a-go writing.

Session 4



Focus on reading and writing.

Session 5



Focus on developing children's big and small muscles, and games to support physical development.

Session 6



Focus on early maths using the world as our classroom.

Session 7



Focus on using card and board games to promote language and learning.

Session 8



Summing up the programme, feedback and planning ahead, celebration and certificates.

Together In My Education

Learner Activity Book Grade R - Term 2



Wordworks

English

redink

Vygotsky: In the ZPD children learn through social interaction with adults/more competent peers.

Vygotsky also viewed play itself as a ZPD:
“In play, a child is always above his average age, above his daily behaviour; in play it is as though he were a head taller than himself”

Play is a self-help tool
that enables children
to achieve higher
levels of functioning