

2. READ

- Read aloud to your class at least once a day.
- Read different types of stories, poems and non-fiction books.
- Provide 'supportive conversations' before, during and after reading.
- Re-read favourite books – this builds familiarity and increases the likelihood that learners will attempt to 'read' these books on their own.

3. BUILD PHONOLOGICAL AWARENESS

Provide activities that increase learners' awareness of the sounds of language.

Activities should include:

- The playing of games.
- Listening to stories, poems and songs that rhyme (e.g. 'Jack and Jill went up the hill') or have alliteration (when several words begin with the same sound – e.g. 'Ziggy Zebra zigzags to the zoo').
- Sound-matching – for example, say the 'd' sound and let learners choose from cards of a bird, a dog, and a cat.

4. PROVIDE ALPHABET ACTIVITIES

Engage children with materials that promote identification of the letters of the alphabet, including:

- ABC books
- Magnetic letters
- Alphabet blocks and puzzles
- Alphabet charts

Teach letter names that have personal meaning for your learners – for example, 'Look, Thabiso and Tebogo's names both start with the same letter.

What sound does it make? That's right, they both start with T.'

5. SUPPORT EMERGENT READING

- Create a library corner with different types of reading materials.
- Re-read favourite books to encourage independent reading.
- Include functional print linked to class activities, e.g. daily schedules, a helper poster and labels.

6. SUPPORT EMERGENT WRITING

Encourage learners to use emergent forms of writing such as scribble writing and invented spelling by providing:

- A writing table stocked with pens, pencils, markers, paper, and bookmaking materials.
- Shared writing – the teacher writes down text dictated by learners.
- Play-related writing materials in the fantasy corner – e.g. pencils and notepads for taking orders in a restaurant, writing down telephone messages, etc.