

Government Gazette
Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 513 Pretoria, 14 March Maart 2008 No. 30880





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GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION

No. 306 **14 March 2008**

FOUNDATIONS FOR LEARNING CAMPAIGN

Laying solid foundations

I, Grace Naledi Mandisa Pandor, Minister of Education, hereby publish the contents of the Foundations for Learning Campaign that I am launching to improve learner performance in reading, writing and numeracy in all South African schools.

The Campaign provides clear directives to the entire education system on minimum expectations at each level of the General Phase of schooling. It sends out a Call to Action to all South Africans to join hands with the Department of Education to improve learning outcomes in these crucial areas.

G. N. M. Pandor

Grace Naledi Mandisa Pandor, MP

Minister of Education

Date: 13-03-2008

FOUNDATIONS FOR LEARNING CAMPAIGN: 2008 - 2011

Introduction

1. The ***Foundations for Learning Campaign*** is a four-year campaign to create a national focus to improve the reading, writing and numeracy abilities of all South African children.
2. It seeks to provide energy as well as direction and inspiration across all levels of the education system as well as in homes and the public domain to ensure that by 2011 all learners are able to demonstrate age appropriate levels of Literacy and Numeracy.
3. The campaign is a national response to national, regional and international studies that have shown over a number of years that South African children are not able to read, write and count at expected levels, and are unable to execute tasks that demonstrate key skills associated with Literacy and Numeracy.
4. The campaign will provide teachers and schools with clear directives on the Department of Education's expectations of schools and teachers to achieve the expected levels of performance.
5. The campaign will also ensure that support is provided towards the achievement of the campaign's objectives.
6. The initial focus will be on primary schooling – starting with the Foundation and Intermediate Phases – with the intention to ensure that ultimately learners and students across the system acquire and sustain a solid foundation for learning.
7. All primary schools will be expected to increase average learner performance in Literacy/Language and Numeracy/Mathematics to no less than 50% – indicating an improvement of between 15%-20% – in the 4 years of the campaign.
8. The Foundations for Learning Campaign will culminate with a national evaluation at the end of 2011 to assess the Literacy (Languages) and Numeracy (Mathematics) levels of grade 3 and 6 learners in South Africa in order to determine the impact of the campaign. For the duration of the campaign South Africa will not participate in

any regional or international studies assessing learner competency levels in Literacy and Numeracy in the GET Band.

9. The campaign will be managed by a National Steering Committee comprising key educationalists from universities, research institutions and NGOs with expertise and experience in these two critical areas, working with senior education officials from the national and provincial departments of education.
10. Provincial level steering committees will similarly be established to oversee, monitor and report on the implementation of the campaign.

Quality Teaching and Learning in the General Education and Training Band

Minimum Expectations

1. The ***teaching*** of Literacy and Numeracy (Languages and Mathematics) will be improved by ensuring that all teachers in Grades 1 – 3 actually teach reading and numeracy skills every day. We also expect that:
   - Every teacher in the Foundation and in the Intermediate Phase will spend at least 30 minutes daily on reading for enjoyment and at least 1hour on extended writing every week; and
   - Every teacher in the Foundation and Intermediate Phase will also teach Numeracy (Mathematics) for at least 1 hour every day. This will include 10 minutes of stimulating mental mathematics (arithmetic) exercises at the appropriate level in all grades.

2. Every teacher must have sufficient ***resources*** to ensure the effective teaching and learning of Literacy and Numeracy. This should include wall charts, number and phonic friezes, writing materials, suitable apparatus for teaching concepts, textbooks, reading series, workbooks and writing materials.

3. Every school must ***assess***, ***track*** and ***record*** learner progress and achievement in the key areas of reading, writing and numeracy. This must be done monthly for class records, and quarterly for submission to the District Office. Districts will report on these to head office.

4. Learner progress in Literacy and Numeracy (Languages and Mathematics) will be reflected in the ***individual records of each learner from Grade R to 6.***

5. All primary school learners will undergo ***annual national assessments*** in Literacy and Numeracy (Languages and Mathematics), using standardized tests, to measure progress towards achievement of set targets.

Teaching and learning time

1. In terms of *Section 4 of the Employment of Educators Act, (1998),* the formal school day for teachers is seven hours, plus an additional one and a half hours for preparation and marking time per day.
2. The minimum contact teaching time for the Foundation Phase is set out in the following table:

Phase	**Grade**	**Time**	
Foundation Phase	R, 1 and 2	22 hrs	30mins
	3	25 hrs	
Intermediate Phase	4, 5 and 6	26 hrs	30mins

3. The formal teaching allocations for Literacy (Languages) and Numeracy (Mathematics) in the Foundation and Intermediate Phases are presented below as actual hours per grade.

Learning Programme	**Grade**	**Time Allocation per day**	**Total per week**
Literacy	R, 1 and 2	1 hour 50 minutes	9 hours 10 minutes
	3	2 hours	10 hours
Numeracy	R, 1 and 2	1 hour 30 minutes	7 hours 30 minutes
	3	1hour 45 minutes	8 hours 45 minutes
Languages	4, 5 and 6	1 hour 30 minutes	7 hours 30 minutes
Mathematics	4, 5 and 6	1 hour	5 hours

DAILY TEACHER ACTIVITIES DURING LITERACY TIME
GRADES 1-3

1.	**Oral work** at the beginning of each day • Mark the register and as learner's name is called they say how they are feeling etc. • 2-4 learners tell their news (personal experiences) • Day Chart, Month Chart, Birthday Chart and Weather Chart.	10 minutes		
Reading and Writing Focus Time		Minutes		
		Gr 1	Gr 2	Gr 3
2.	**Shared reading or shared writing** • Sing a song / say a poem/ or refer to a vocabulary chart if appropriate • Introduce the text and new vocabulary. Draw out learners' prior knowledge • Read the text, modeling a reading strategy, e.g. predicting, using illustrations, noticing punctuation, reading different types of text etc. • Read the text with the learners joining in, using shared reading techniques. Or write a short text using shared writing techniques. • Check understanding and encourage learners to respond to the text through focused questions.	15	15	15
3.	**Word and sentence level work:** Do one of the following: Phonics/spelling: • Say a rhyme (phonemic awareness): learners listen for target sound. Teach the new letter-sound or word family in context (shared text). Reinforce with a directed oral activity, e.g. a game, a sorting or matching activity etc. Sight words: • Show the word in context (shared text) and out of context (flashcard, board). Reinforce spelling, meaning and use, e.g. 'writing' it in the air, using it etc. Vocabulary: • Find the target words in shared text. Revise the meanings. Reinforce, e.g. learners make their own oral sentences with the words, make up riddles etc. Language:	15	15	15

	• Show language item in context (shared text). Reinforce with a directed oral activity, e.g. making own sentences, substitution table etc.			
4.	**Group, guided and independent reading/writing** **Learners work individually, in pairs or in groups to:** • Complete a written activity based on the class work, e.g. drawing a picture and writing a caption about the story, completing a simple comprehension, writing daily news, sentence completion, copying words into personal dictionaries, matching words, filling in words etc. **or** • Read graded readers or small versions of the shared text and complete a worksheet. **Guided reading** • While this is happening, groups of same-ability learners do **Guided Reading** with the teacher. They read a text at their developmental level (this can be the shared text or another text). The teacher uses the opportunity to: 1. revise reading skills and strategies already taught (sight words, sounding out, predication, etc.) 2. listen for fluency 3. check reading for meaning by asking a question.	30	30	30
5.	**Handwriting** • Copying writing patterns, letter formation, words and sentences.	10 X5	10 X2	15 X2
6.	**Writing** • Learners are given a writing frame using a shared text as a model and do own writing, e.g. a list, message, recipe, story.	10 X5	20 X3	20 X3
7.	**Listening and speaking** • Read aloud a story to the class • Have learners work with the story: respond to the story/re-tell the story/ dramatise the story/ discuss the story/ write the new vocabulary into their personal dictionaries etc.	10 X5	10 X2	10 X2
8.	**First Additional Language** • If learners are to use this language as the LOLT further on, use the same methodologies (shared reading, word and sentence level work	10 X5	20 X5	30 X5

	etc) to introduce the new language and, after the first 6 months of Grade 1, literacy in the new language.			
9.	**Reading for enjoyment** • Everyone, including the teacher, reads a book of their choice (reading for enjoyment).	30 minutes daily		

RECOMMENDED RESOURCES FOR LITERACY IN GRADES 1-3

For the walls	*For each learner*	*Resources for the teacher*
Alphabet frieze Alphabet chart (letter, word, picture) Birthday chart Weather chart Numbers word chart Colour word chart Vocabulary charts (words and pictures) e.g. • My Body Chart • My Family Chart • Fruit Chart • Farm animals • Actions Learners' names on flashcards Sight words on flashcards	A Workbook or Learners' book (to provide systematic development of literacy, phonic and language skills) Set of small alphabet cards (for word building) Sight words on sheets/cards (to cut up and keep in a box – e.g. 25 words per term) Un-lined Jotter Lined Handwriting book Lined Phonics book Lined Spelling book Lined Language/Writing book Personal Dictionary *(lined exercise book with letters of the alphabet on different pages)* Wax crayons Pencils Sharpener Soft eraser Blank paper for drawing	Big Books Graded readers A list of reading words per reader Read-aloud stories (for teacher) Independent reading books (different topics, different levels) A systematic programme which includes: • Phonemic awareness • Phonic development • Sight words • Language development (If one or other of these elements is missing, a supplementary programme will be needed). The programme(s) should include a workbook or learners' book for each learner – see below

Additional resources
Sets of plastic alphabet letters Sets of cards: • Alphabet cards • Alphabet and picture cards for matching • Alphabet and word cards for matching • CVC word cards for sounding out • Blends and picture cards for matching (2 packs) • Vowel combinations cards (Sorting, matching) • Sight words sets (Sorting, matching) Cork board for learners' work Library box or boxes to store books Flipchart stand and paper and kokis

DAILY TEACHER ACTIVITIES DURING LANGUAGES TIME
GRADES 4-6

Literacy Focus Time (60 min)

3 X per week in LOLT/HL

2 X per week in FAL/HL

Language development (30 min)

Learners do Writing and Listening and Speaking in the LOLT each once a week and in the FAL each once a week. The SAL can be introduced in the fifth weekly time-slot.

1.	**Weekly whole school assembly** • Learners from one class do a Literacy presentation for the school: read part of an interesting book/ give a brief review of a book/read part of a text they have written/recite a poem etc.	10 minutes

Literacy Focus Time

2.	**Shared reading or shared writing** • Introduce the text and new vocabulary. Draw out learners' prior knowledge • Read the text, modeling a reading strategy, e.g. predicting, noticing story structure, reading different types of text, reading diagrams and graphs etc. • Read the text with the learners joining in, using shared reading techniques. Or write a short text using shared writing techniques. • Check understanding and encourage learners to respond to the text through focused oral questions.	15 minutes
3.	**Word and sentence level work:** Do one of the following: Spelling: • Teach the new spelling pattern in context (shared text). Provide more examples. Reinforce with a directed activity, e.g. making sentences with the words, finding similarities between words. Sight words: • Show the word in context (shared text) and out of context (flashcard, board). Reinforce spelling, meaning and use e.g. 'writing' it in the air, using it etc. Vocabulary: • Find the target words in shared text. Revise the meanings. Reinforce, e.g. learners make their own oral sentences with the words, make up riddles etc. Language: • Show language item in context (shared text). Reinforce with a directed oral	15 minutes

	activity e.g. making own sentences, substitution table etc.	
4.	**Group, guided and independent reading/writing** **Learners work individually, in pairs or in groups to:** • Complete a written activity based on the class work, e.g. complete a written comprehension based on the shared text, write in their journals, sentence completion, copying spelling words and vocabulary into their personal dictionaries, using the words in sentences etc. **or** • Read graded readers and complete a worksheet. **Guided reading** • While this is happening, groups of same-ability learners do **Guided Reading** with the teacher. They read a text at their developmental level (this can be the shared text or another text). The teacher uses the opportunity to: - revise reading skills and strategies already taught (sight words, predication, etc.) - listen for fluency - check reading for meaning by asking a question.	30 minutes

Language Development

5.	**Writing (Three times a week – once in FAL and twice in LoLT)** • **Writing**: Learners are given a writing frame, and using a shared text as a model, do their own writing, e.g. a greeting card, set of instructions, letter, informational paragraph, story etc. One piece of writing is brainstormed, drafted, revised, edited and 'published over the course of two weeks.	30 minutes X3
6.	**Listening and speaking (Two times a week – once in FAl and once in LoLT)** • Teach 3-7 vocabulary words based on a story. • Read aloud the story to the class • Have learners work with the story: respond to the story/ re-tell the story in groups/ dramatise the story in groups/ critically discuss the story/ write the new vocabulary into their personal dictionaries/ debate issues in the story etc.	30 minutes X2

7.	**Reading for enjoyment** • Everyone, including the teacher, reads a book of their choice and records the title on a reading record card. • In the last 10 minutes, learners share their responses to their books with others in pairs, groups or the whole class.	30 minutes daily

RECOMMENDED RESOURCES FOR LANGUAGES IN GRADES 4-6

For the walls	*For each learner*	*Resources for the teacher*
Word wall Sight-word chart/list per year Writing charts/writing frames showing different genre (e.g. dialogues, research report, recipe, book review, letter, instructions, etc) Reading Motivation posters	Personal dictionary Language textbook and Languages exercise book Work cards per Reading book Bookmarks/reading record cards	Vocabulary flashcards as needed Grade-level shared texts of different types (as per NCS: informational texts, short stories, poems etc) in the form of Big Books, textbooks or readers Reading vocabulary list for the year Spelling list for the year Graded Grade level readers or other texts Read-aloud texts e.g. short novels, newspaper articles etc. Collection of 'library' books, including different level fiction and non-fiction books, dictionaries. Published dictionary
Additional resources		
Teacher's Reference Books Educational Magazines Children's encyclopedias		

DAILY TEACHER ACTIVITIES DURING NUMERACY TIME GRADES 1-3

		Minutes		
		Gr1	Gr2	Gr3
1.	**Count with the whole class according to their level** • count using a number square • count on the number line • count forwards and backwards • count forwards and backwards from a given number to a given number • count in multiples • odd and even numbers etc.	5	5	10
2.	**Oral mental maths and number sense problems** • flash cards with + and - combinations • games such as 'I have ...' 'Who has...'? • simple oral word problems • doubling and halving etc.	10	10	10
3.	**Giving instructions and hand out books**	5	5	5
4.	**Work with group according to their level** • **Concept development (10 minutes –Grades1-3)** - data handling - estimation (measurement) - sequencing - 2D and 3D - adding, subtracting, multiplying, dividing, etc. • **Problem Solving and investigation (15 minutes for Grades 1-2) (20 minutes for Grade 3)** - Pose problem based on concepts being developed - Allow learners to find own solution to problem - Feedback from learners as to how they solved the problem - Discussion on different methods, answers, thinking etc. - Group is given work to do at their desks	25x2	25x2	30x2
5.	**Supervision of learners doing independent tasks**	10 x2	10x2	10x2

NB: Work with 2 groups every day. While you are working with the groups, the other groups are working independently at their desks. The work they do must be consolidation of concepts already learnt. This independent work needs to be varied.

RECOMMENDED RESOURCES FOR NUMERACY IN GRADES 1-3

For the walls	*For the learners*	*Apparatus*
Number line Number frieze with: Cardinal value cards Matching pictures Dots arrays Number names Colour chart Birthday chart Weather chart Height chart Calendar Large Number square Working clock 24 - hour desk clock	Individual number squares counters Spinners Number dice Place value or flash cards Individual small abacus Small White boards and pens or small chalk-boards and chalk	2-D shapes, e.g. pattern blocks tangrams; cardboard cut-outs 3-D objects, eg blocks, collection of different shaped boxes Collection of containers of different shapes and sizes Tape measures Bathroom scale Plastic Balance scale Teacher's abacus Dice Coloured sticks of different lengths or sticks for measurement bundling into HTUs Coloured beads and threads Geoboards/pegboards Grid paper Plastic measuring containers for capacity
***Additional resources*:**		
Playing cards Dominoes Board games Lego or other construction apparatus Container to keep apparatus in Pin-up board Posters		

DAILY TEACHER ACTIVITIES DURING MATHEMATICS TIME

GRADES 4-6

		Minutes
1.	**Oral and Mental Work**: Use this time to develop learners' mental skills where they practise using their number facts. This can be either mental or quick written practice. Examples could cover counting forwards and backwards in different multiples, completing number bonds (e.g. 600 +? = 2 000) and practise their multiplication and division facts (tables) e.g. Ask questions like "How many groups of 8 in 72?" "What multiplied by 5 makes 60?" The focus of the questions should be both on revising skills learned in previous lessons and on supporting the introduction of the lesson of the day.	10 minutes
2.	**Review and correct homework** from previous day.	10 minutes
3.	**Teacher introduces the concept** of the day's lesson on the board. E.g. Addition of 3 and 4–digit numbers. Learners first listen and learn from the teacher's example. Learners then practise doing similar examples from their textbooks or in worksheets prepared by the teacher. Time is allocated to go over the examples together, to clear up any confusion some learners may have. More able learners can be given further examples to do while waiting for the teacher who is dealing with learners who need help.	20 minutes
4.	**Problem solving**: Interactive group or pair work should follow where learners engage with a problem or challenging investigation where they have to apply what they've learned in the earlier part of the lesson. Opportunities for learners to try out different ways to solve the problem should be encouraged, e.g. rounding off or adding on to subtract as two possible strategies for adding 3-and 4-digit numbers. The teacher should once again leave time for a short whole class or group review where different learners share and explain their thinking, methods and answers. Sufficient attention shall be given to questions requiring higher order thinking and the solving of word problems in particular.	15 minutes
5.	**Homework** tasks are given out and explained by the teacher. These may include doing corrections from the previous day as well as practising what they've done in the day's lesson. Examples should include, where possible, problems that learners must solve with real life contexts.	5 minutes

RECOMMENDED RESOURCES FOR MATHEMATICS IN GRADES 4-6

For the Walls	*Stationery*	*Printed Stationery*
Charts/ illustrating the following concepts with examples: Multiplication Tables Addition/ Subtraction/ Division/ Multiplication Fractions Measurement: • Capacity/ Volume (l; ml) • Mass (g; kg) • Length (cm; km) • Distance (km) • Time (minutes; hours; days; week; months; years) Geometric Shapes Angles Area and Perimeter Number line Graphs Shapes	A4 paper A3 paper Scissors Glue Pins String Rubber bands Coloured pens Crayons Cello tape Coloured paper Rulers Prestick	Large paper money for demonstration by the teacher Squared paper – squares of different sizes printed on A4 for the children and A3 for the teacher Squared paper (large) for the teacher for demonstration A large calendar for the teacher to demonstrate Dotty paper – squared and triangular, large and small Copies of different geometric nets

Hard Apparatus
3 D and 2D shapes of different sizes for investigations and for using as templates to draw around
Metre rule
Tape measure
Large dice
Wooden or plastic cubes for building blocks
Measuring jugs, spoons and cups
Kitchen scale
Containers for capacity
Trundle wheel
Thermometers
Large compass
Large protractor
Large clock of demonstration
Large digital clock for demonstration

MONITORING AND SUPPORT

Monitoring and support will be conducted at two levels, namely, by the Department of Education and the nine provincial departments of education jointly; and the education districts:

- The Department of Education and the nine provincial departments of education will monitor the overall implementation of the campaign activities and outcomes jointly.
- District support is critical to the success of the campaign and district officials will:
    - always be available to assist principals and teachers as well as be accessible to parents;
    - visit all schools within the District at least once per term, with more frequent visits to schools that require stronger support, for monitoring and guidance;
    - ensure that all schools procure and receive the necessary resources in time for teaching to commence, in line with national norms and standards determined for these; and
    - assist all schools to improve their performance by working towards agreed targets, ensuring that regular tests are conducted, and that the results are reported to parents. A framework for quarterly tests will be provided to all schools for all grades.

ADVOCACY

To provide national energy and visibility to increase learner performance:

- The primary focus will be to highlight the importance of literacy and numeracy as a basis for achieving quality education for all;
- A National Communication Strategy will be directed to all South Africans, emphasizing the role that all can play to support young South Africans in these critical areas;

- Support materials will be developed and provided to assist parents/guardians with home-based assessment and support for their children's learning;
- Enhanced support will be provided to Grade R teachers, parents and caregivers to stimulate emergent literacy and numeracy in preschool children; and
- The campaign should create awareness that it takes a village to raise a child and therefore all South Africans, whoever they are and wherever they are, have a role to play in providing quality education for every South African child.

Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001
Publications: Tel: (012) 334-4508, 334-4509, 334-4510
Advertisements: Tel: (012) 334-4673, 334-4674, 334-4504
Subscriptions: Tel: (012) 334-4735, 334-4736, 334-4737
Cape Town Branch: Tel: (021) 465-7531

Gedruk deur en verkrygbaar by die Staatsdrukker, Bosmanstraat, Privaatsak X85, Pretoria, 0001
Publikasies: Tel: (012) 334-4508, 334-4509, 334-4510
Advertensies: Tel: (012) 334-4673, 334-4674, 334-4504
Subskripsies: Tel: (012) 334-4735, 334-4736, 334-4737
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