



Early grade LTSM in African languages



JENNY KATZ

BRIDGE Early Grade Reading CoP

11th September 2019

083 450 5050

jenny@molteno.co.za

Why the name **VulaBula**?

It encompasses **all but one** of South Africa's indigenous African languages (Xitsonga – *pfula*).

vula means 'open' in **isiXhosa, isiZulu, isiNdebele, Siswati** and **Tshivenda** (and 'say' in Xitsonga)

bula means 'open' in **Setswana, Sesotho** and **Sepedi**

Children must **open** books to read and write,
and **open** their minds to learning and knowledge.

Direct translation from English into African languages is problematic in the early grades

The vast majority of early readers currently available in the African languages are directly translated from an original English source document. This leads to the creation of complex texts that are not commensurate with the learners' level of reading.

ENGLISH

SOCCER

ISIZULU

ibhola likanobhutshuzwayo

1 word

6 letters

2 syllables

2 words

24 letters

10 syllables

Example of English basal reader text:

The red fox and the big dog are in the hut.

The sad rat and the fat pig sit in the sun.

Sight words (Dolch or Fry's list)

the, and, are, in

Decodable phonics (CVC patterning)

red, fox, big, dog, hut, sad, rat, fat, pig, sun

Result of **translation** of this English text into isiXhosa:

Ingcuka ebomvu nenja enkulu zisendlini.

Impuku elusizi nehagu etyebileyo zigcakamele ilanga.

The deliberate selection of specific phonic structures become lost in translation

It's like writing an early English reader like this:

The hungry hippopotamus and the friendly giraffe
live in the game reserve.

Which text would you prefer to read aloud?

Amaxesha Onyaka

Ndihlala eRhawutini.

Ehlobo kushushu.

Ehlobo ndinxiba iimpahla ezipholileyo.

Ekwindla kukho umoya.

Ekwindla umoya uyandityhiliza.

Ebusika kuyabanda.

Ebusika ndinxiba iimpahla ezishushu ndifudumale.

Entlakohlaza akubandi kodwa akushushu.

Entlakohlaza ndithanda ukubukela iintyatyambo.

Elona xesha ndilithanda kakhulu kusehlobo!

Utata usele nosana

Utata usele nosana.

Usana luyalila.

Utata uyadanisa nosana.

Usana lusalila.

Utata uculela usana.

Usana lusalila.

Utata unika usana ipere.

Usana lusalila.

Utata unika usana ubisi.

Usana luyekile ukulila.

Usana ludiniwe luyalala ...

notata udiniwe uyalala!

Story text translated from English into isiXhosa – no control over phonic structures

Amaxesha Onyaka

Ndihlala eRhawutini.

Ehlobo kushushu.

Ehlobo ndinxiba iimpahla ezipholileyo.

Ekwindla kukho umoya.

Ekwindla umoya uyandityhiliza.

Ebusika kuyabanda.

Ebusika ndinxiba iimpahla ezishushu ndifudumale.

Entlakohlaza akubandi kodwa akuhshushu.

Entlakohlaza ndithanda ukubukela iintyatyambo.

Elona xesha ndilithanda kakhulu kusehlobo!

Story text written in isiXhosa – control over phonic structures

Utata usele nosana

Utata usele nosana.

Usana luyalila.

Utata uyadanisa nosana.

Usana lusalila.

Utata uculela usana.

Usana lusalila.

Utata unika usana ipere.

Usana lusalila.

Utata unika usana ubisi.

Usana luyekile ukulila.

Usana ludiniwe luyalala ...

notata udiniwe uyalala!

Research on early reading instruction

- ❑ Beginner readers should receive literacy instruction **using easily decodable texts** at their instructional reading level (Fountas & Pinnell 1996)
- ❑ From a diagnostic perspective, **a text in which a learner can read and comprehend 90% of the words easily is considered to be at that reader's instructional reading level**; more difficult text is considered to be at the reader's 'frustration level' and will require additional teacher support (Clay 1991)
- ❑ In transparent orthographies, **reading is typically taught using purely phonics-based approaches** focusing on grapheme-phoneme correspondences (Aro & Wimmer 2003: 622)

**Isigama – amagama
amatsha amabawaqhele**

VOCABULARY

Izandi

PHONICS

**Amagama
abawabona rhoqo**

SIGHT WORDS

Display boards are used to help teachers frame and structure new language learning in the Foundation Phase classroom
(examples in isiXhosa)

Isakhelo sokubhala

WRITING

Correct reading skills and strategies

- **PHONICS and DECODING SKILLS** (knowing individual sounds) are important for learning to read in all languages, especially African languages:

ubisi, icawe, idada, isikwere, ihlosi, imvubu, ndlu, ilokhwe

- **SYLLABIFICATION SKILLS** (dividing words into syllables) are important for learning to read in all Nguni languages:

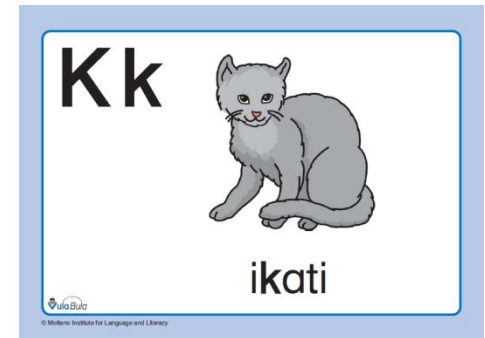
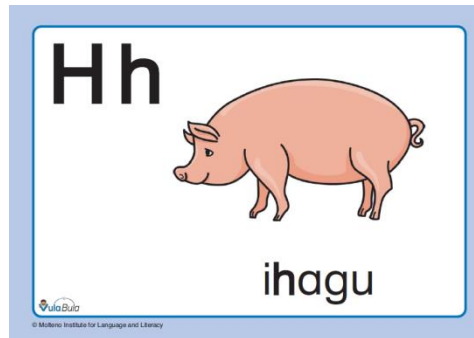
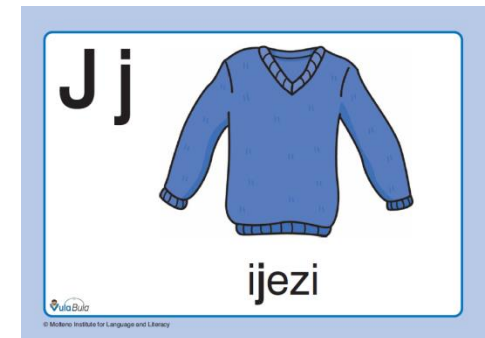
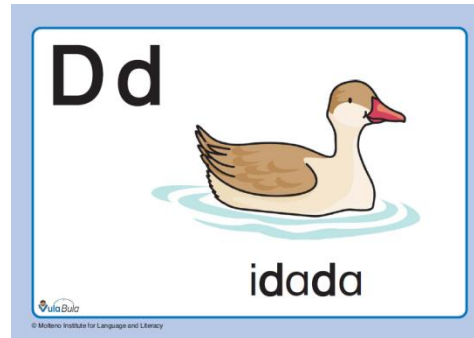
ba-le-ka, li-xe-sha, i-ncwa-di, i-si-lwa-na-ya-na

- **PREFIX, INFIX, ROOT WORD and SUFFIX RECOGNITION** is important for building fluency in all Nguni languages:

ndi-ngu-Zinzi, u-titshala-kazi, asi-na-mazinyo, nase-sipilini

Short and simple when starting to learn to read

- Short, simple, common words introduce the different sounds.
- Words are mostly phonically regular, enabling learners to read them easily



Cc



cat



© Molomo Institute for Language and Literacy
Creative Commons Attribution NonCommercial-NoDerivatives 4.0 International License
This work is licensed under a Creative Commons License. You are free to share and adapt the work using any device for personal use only. You are not allowed to redistribute this work for commercial purposes.
All rights reserved. No part of this work may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without prior written permission from the copyright owner.

ENGLISH

Dd



dog



© Molomo Institute for Language and Literacy
Creative Commons Attribution NonCommercial-NoDerivatives 4.0 International License
This work is licensed under a Creative Commons License. You are free to share and adapt the work using any device for personal use only. You are not allowed to redistribute this work for commercial purposes.
All rights reserved. No part of this work may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without prior written permission from the copyright owner.

ENGLISH

SETSWANA

Bb



buka

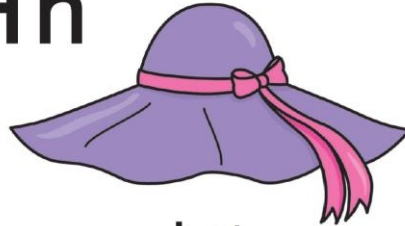


© Molomo Institute for Language and Literacy
Creative Commons Attribution NonCommercial-NoDerivatives 4.0 International License
This work is licensed under a Creative Commons License. You are free to share and adapt the work using any device for personal use only. You are not allowed to redistribute this work for commercial purposes.
All rights reserved. No part of this work may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without prior written permission from the copyright owner.

SETSWANA

ENGLISH

Hh



hat



© Molomo Institute for Language and Literacy
Creative Commons Attribution NonCommercial-NoDerivatives 4.0 International License
This work is licensed under a Creative Commons License. You are free to share and adapt the work using any device for personal use only. You are not allowed to redistribute this work for commercial purposes.
All rights reserved. No part of this work may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without prior written permission from the copyright owner.

ENGLISH

Ff



folaga



© Molomo Institute for Language and Literacy
Creative Commons Attribution NonCommercial-NoDerivatives 4.0 International License
This work is licensed under a Creative Commons License. You are free to share and adapt the work using any device for personal use only. You are not allowed to redistribute this work for commercial purposes.
All rights reserved. No part of this work may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without prior written permission from the copyright owner.

SETSWANA

ISIZULU

Dd



idada



© Molomo Institute for Language and Literacy
Creative Commons Attribution NonCommercial-NoDerivatives 4.0 International License
This work is licensed under a Creative Commons License. You are free to share and adapt the work using any device for personal use only. You are not allowed to redistribute this work for commercial purposes.
All rights reserved. No part of this work may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without prior written permission from the copyright owner.

Jj



uju



© Molomo Institute for Language and Literacy
Creative Commons Attribution NonCommercial-NoDerivatives 4.0 International License
This work is licensed under a Creative Commons License. You are free to share and adapt the work using any device for personal use only. You are not allowed to redistribute this work for commercial purposes.
All rights reserved. No part of this work may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without prior written permission from the copyright owner.

ISIZULU

Kk



ikati




© Molomo Institute for Language and Literacy
Creative Commons Attribution NonCommercial-NoDerivatives 4.0 International License
This work is licensed under a Creative Commons License. You are free to share and adapt the work using any device for personal use only. You are not allowed to redistribute this work for commercial purposes.
All rights reserved. No part of this work may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without prior written permission from the copyright owner.

Example of isiZulu phonic frieze and flashcard words


ISIZULU

dl



dlala

© Molteno Institute for Language and Literacy

 uBula

dl

dlala

dlula

idlozi

gudla

GRADED DECODABLE TEXTS

(Grade 1 and Grade 2)

Methodology

1. Words are selected that contain specific target sounds, e.g. ***g, f, mv, kh, tsh, ndl***.
2. The story is developed around these words.

Each story:

- is used to develop phonic decoding skills, whole word recognition (sight words), comprehension and vocabulary.
- facilitates the acquisition of visual literacy skills
- is followed by a comprehension activity.

The purpose of graded basal reading is for children to **practise their decoding skills** and to **gain reading fluency**.

Vula Bula Grade 1 and Grade 2 story titles and phonics programme

Story title	Phonics introduced	Story title	Phonics introduced
1. Bala	b, a	17. Ncedani!	nc, th
2. Hayi	h, i	18. Uphi uZinzi?	nz, sh
3. Vula vala	v, u	19. Sidlala undize	dl, nd
4. Coca	c, o	20. Sityiwe isonka	nk, ty
5. Baleka	k, e	21. Izinyo	lw, ny
6. Lala	l, n	22. Evenkileni yempahla	mp, nj
7. Zoba usike	s, z	23. Umnqathe omkhulukazi	nq, ts
8. Mamela	m, y	24. Ibali lobugqi	gq, rh
9. Jika	g, j	25. Gcinela ngomso	gc, nt
10. Umnikelo	p, r	26. Usuphu yelitye	ch, kw
11. Utata usele nosana	d, t	27. Idabi lomoya nelanga	qh, tsh
12. Sebeza	f, q	28. Umvundla nofudu	mv, ndl
13. Lelikabani eli vili?	w, x	29. Ingonyama nempuku	kr, nw
14. Ekhaya	hl, kh	30. Ukubhaka nomakhulu	dw, sw, ntl
15. Uhambo	mb, ng	31. Edolophini	ngq, nts
16. Yophukile ifestile	bh, ph	32. UMzantsi Afrika ngowethu	xh, zw

Vula Bula FIRST READERS (isiXhosa)

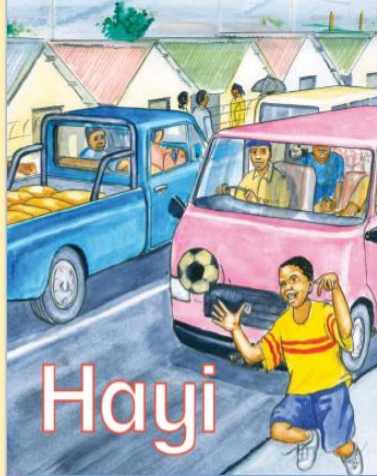
Incwadana 1

Bala



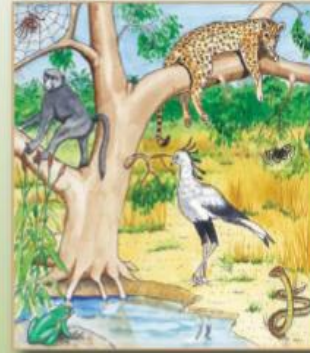
Incwadana 2

Hayi



Incwadana 1

Baleka



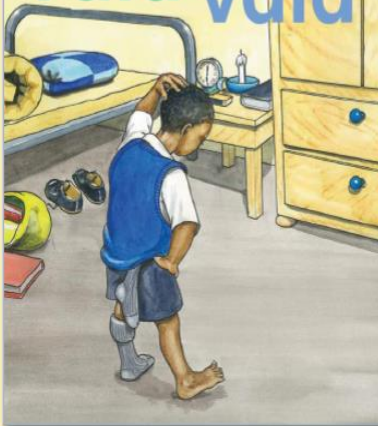
Incwadana 2

Lala



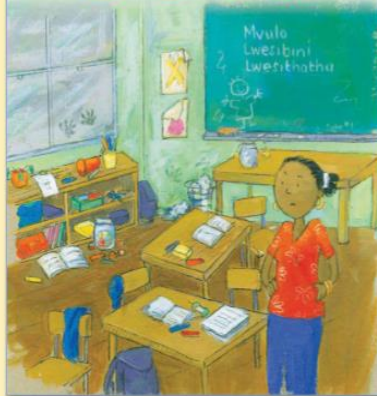
Incwadana 3

Vula vula



Incwadana 4

Coca



Incwadana 3

Zoba usike



Incwadana 4

Mamela



Reading Record

IINCWADI ZESIXHOSA	AMAGAMA AMATSHA AMABAWAQHELE	IZANDI	UMHLA NOMQONDISO NGOKUTYIKITYA NGUTITSHALA	UMHLA NOMQONDISO NGOKUTYIKITYA NGUMZALI
INQANABA Ioku-★				
Hayi!	uyacinga	ukuziqhelanisa izandi zonoobumba be-alfabetni		
Vula vala	iphi			
Baleka!	ndoda			
Lala	ixesha			
Bala	futhi			
Coca				
Zoba usike	mnye			
Mamela			nd	
INQANABA Iesi-★★				
Jika	kakhulu	ukuziqhelanisa izandi zonoobumba be-alfabetni		
Ukafa usele nosana	thula			
Umnikelo	enkosi			
Lelikabani e i vilii?	kakuhle, enkosi			
Uhambo	kakhulu	UKUQWALASELA KWAKHONA: nd NTSHA: mb, ng		
Sebeza	benje, namhlanje	UKUQWALASELA KWAKHONA: nd NTSHA: hl, th		
Ekhaya	apha, bonke, ilizwe	hl, kh		
INQANABA Iesi-★★★				
Ncedani!	ukhwela	UKUQWALASELA KWAKHONA: th NTSHA: nc		
Yophukile ifestile	ifestile	UKUQWALASELA KWAKHONA: nd NTSHA: bh, ph		
Uphi uzinzi?	uphi	UKUQWALASELA KWAKHONA: kh, nd, ng NTSHA: nz, sh		
Sityiwe isonka	efestileni, kodwa, uphinde	UKUQWALASELA KWAKHONA: kh, nd NTSHA: nk, ty		
Sidlala undize	UKUQWALASELA KWAKHONA: ixesha NTSHA: yho, ephi	UKUQWALASELA KWAKHONA: hl, kh, nd, ng, th NTSHA: dl, nk		
Izinyo	enowadini	UKUQWALASELA KWAKHONA: ng NTSHA: lw, ny		

IINCWADI ZESIXHOSA	AMAGAMA AMATSHA AMABAWAQHELE	IZANDI	UMHLA NOMQONDISO NGOKUTYIKITYA NGUTITSHALA	UMHLA NOMQONDISO NGOKUTYIKITYA NGUMZALI
INQANABA Iesi-★★★★				
Evenkileni yempahla	umnqwazi	UKUQWALASELA KWAKHONA: bh, hl, kh, lw, nd, ng, nk, ph, th NTSHA: mp, nj		
Umqathe omkhulukazi	kwiqagu, impuku, yatsho	UKUQWALASELA KWAKHONA: bh, kh, mb, ng, nk, ny, th NTSHA: nq, ts		
Ibali lobugqi	watsho	UKUQWALASELA KWAKHONA: kh, nd, ng, nk, sh, th NTSHA: gq, rh		
Gcinela ingomso	emazantsi	UKUQWALASELA KWAKHONA: hl, mb, nd, ng, nk, nz, ph, th, ty NTSHA: gc, nt		
Isuphu yelitye	itswele, iminqathe	UKUQWALASELA KWAKHONA: kh, mb, nd, ng, nk, ny, nz, ph, th, ty NTSHA: ch, kw, nt		
INQANABA Iesi-★★★★★				
Idabi lomoya nelanga	amandla, ixhathisile	UKUQWALASELA KWAKHONA: gq, hl, kh, kw, lw, mb, nd, ng, nk, nt, ny, nz, ph, sh, th, ts NTSHA: qh, tsh		
Umvundla nofudo	UKUQWALASELA KWAKHONA: watsho NTSHA: ukuqhayisa	UKUQWALASELA KWAKHONA: dl, gq, hl, kh, kw, lw, nd, ng, ny, ph, sh, th, ts NTSHA: mv, ndl		
Ingonyama nempuku	UKUQWALASELA KWAKHONA: yatsho NTSHA: xhakamfu, utitshakazi, emva, inowadi	UKUQWALASELA KWAKHONA: bh, ch, gq, hl, kh, kw, mb, mp, nc, nd, ng, nj, nt, ny, nz, ph, th, ts, ty NTSHA: kr, nw		
Ukubhaka nomakhulu	UKUQWALASELA KWAKHONA: kodwa NTSHA: izandla, amaqebengwana, imvuthuluka	UKUQWALASELA KWAKHONA: bh, hl, kh, kw, lw, mb, nc, nd, ng, nt, ny, nz, ph, sh, th, ty NTSHA: qh, sw, ntl		
Edolophini	ibomvu, yindlu, owaka	UKUQWALASELA KWAKHONA: bh, dl, gc, gq, kh, kw, lw, mb, mp, nc, nd, ng, nk, nt, ny, nz, ph, rh, sh, th NTSHA: ncw, ngq, nts		
UMzantsi Afrika ngowethu	UMzantsi Afrika, ngokutsha, ngesixhobo, ingwenkala, indwe, isiqwane, yintyatyambo	UKUQWALASELA KWAKHONA: bh, hl, kh, kw, lw, mb, nc, nd, ng, nk, nq, nt, ny, nz, ph, rh, sh, th, ts, ty NTSHA: kr, zw, ndl, ntl		

Receptive language is more advanced than reading knowledge at this time

Reader



ULulu ubala izilayi zekeyiki.

1 2 3 4 5 6

Big Book story

Namhlanje, lusuku lokuzalwa lukaLulu. Iminyaka yakhe, mithandathu qwaba.

Umama umenzela itheko elincinane uLulu ukubhiyozela lo mhla. Amabhaso akhe uwasongele ngelona phepha lakhe lalihle. Itafile iyabukeka, idekiwe ngooni nooni, yaye inomtsalane zezo bhaloni ezimibala-bala ezijinga phezu kwayo. Umama umbhakele ikeyiki yetshokoletshi ayithanda kakhulu uLulu!

'Yizani nonke etafileni sibhiyoze. Konke sele kulungile,' uyababiza umama.

Umama ulumeka amakhandlela amathandathu amele iminyaka kaLulu. ULulu uphefumla kakhulu, ebizela umoya, abe sele ewavuthela omathandathu ngaxesha nye, cimi, pam!

Khawubone olo ncumo nolonwabo kuye ngeli lixa usapho lonke lumculela ingoma emyoli, u-mini emnandi kuwe. Nditsho nenjana yakhe, uBobby, ingenelele, ikhonkotha ngehlombe.



LEVEL 1 READER

Bala



ULulu ubala izilayi zekeyiki.

1 2 3 4

LEVEL 3 READER

Iqhekeza lokugqibela



Umama udlulisa iqhekeza lesibini kumakhulu.
ULulu uyabala kwakhona. Nye, mbini, ntathu,
ne. Ngoku, kusele amaqhekeza amane.

'Mmmm!' uyanambitha umakhulu, umlomo
ugcwele yikeyiki emnandi.

ULulu ukhotha umlomo. Sekungathi kuye utya
iqnube elibomvu lekeyiki.







UBobby naye ukhotha owakhe umlomo, unukisa
iqnube.

Each story is followed by an **after-reading activity**. These activities are levelled and become more demanding as the learner progresses.

Story 1 Bala

Umsebenzi

Yelisa amakhandlela nenani lawo.

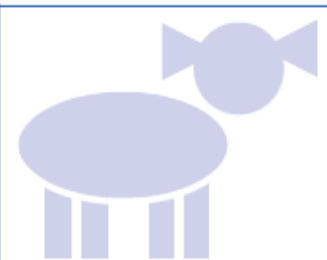
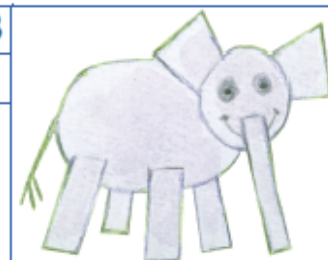

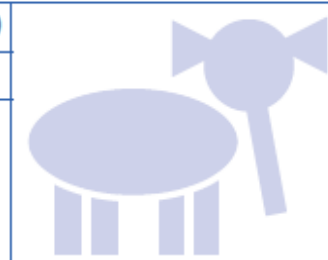

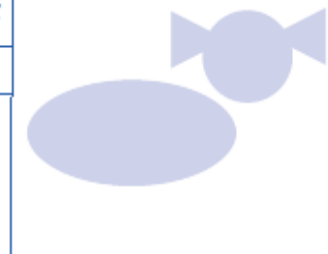
1.		<input type="checkbox"/>	1
2.		<input type="checkbox"/>	2
3.		<input type="checkbox"/>	3
4.		<input type="checkbox"/>	4
5.		<input type="checkbox"/>	5
6.		<input type="checkbox"/>	6

A dashed line connects the two candles in row 1 to the number 2 in row 2.

Story 7 Zoba usike

UMSEBENZI

Nikeza izithombe izinombolo ezizilandelanisayo.

A		B	
C		D	
E		F	

Story 22 Evenkileni yempahla

UMSEBENZI

Umuntu ngamunye ubefunani esitolo? Qedelela imisho.



isikhafu



ihembe



amasokisi



izicathulo



zonke izingubo



isigqoko



izibuko zelanga

1. Umama ufuna _____.
2. Ubaba ufuna _____.
3. Ugogo ufuna _____.
4. Usisi ufuna _____.
5. Umkhulu ufuna _____.
6. Umfowethu ufuna _____.
7. U-Ayoyo ufuna _____.

Story 30 Ingonyama nempuku

UMSEBENZI

Sesiphi isivakalisi esihambelana nomfanekiso?



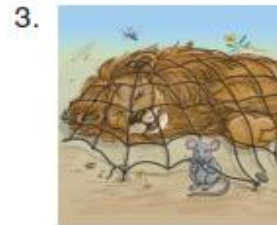
1.

- A. Ingonyama yabamba impuku.
- B. Impuku yabamba ingonyama.
- C. Ingonyama yatya impuku.



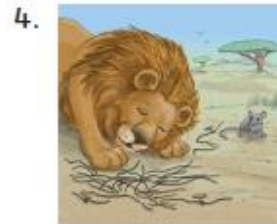
2.

- A. Ingonyama yayikhululekile.
- B. Ingonyama yayonwabile.
- C. Ingonyama yayibhajiwe.



3.

- A. Impuku zange iyinceda ingonyama.
- B. Impuku yayinceda ingonyama.
- C. Ingonyama yayinceda impuku.



4.

- A. Ingonyama yayihleka impuku.
- B. Impuku yayiyoyika ingonyama.
- C. Ingonyama yayibulela impuku.

GRADE 3

Each story is followed by:

- **COMPREHENSION QUESTIONS**
- **a LANGUAGE USAGE activity**
- **a WRITING ACTIVITY**

The activities link to the Grade 3 CAPS.

In addition, the comprehension questions are modelled on the type of questions asked in the ANAs and in PIRLS.

A. Comprehension

1. Whose birthday is it?
2. How do you know that it is someone's birthday party?
 - a) There are presents and balloons.
 - b) There is a cake with candles.
 - c) Everyone sings the *Happy Birthday* song.
 - d) All of the above.
3. Why does Mama cut the cake into six slices?
4. Who was the first person to get a slice?
5. What three parts of the cake does Lulu dream about eating?
6. Why wouldn't Lulu share her cake with Bobby?
 - a) Bobby has his own cake.
 - b) Lulu wants to eat the whole slice herself.
 - c) Dogs don't like cake.
7. Why did Mama give Bobby a dog biscuit instead of cake?

B. Language usage

Write a list of adjectives (describing words) that tell you about the cake.

C. Writing

Write half a page about a special day in your life, for example a birthday party or Christmas Day or a relative's wedding.

GRADE 3 story: Sidlala undize

Sidlala undize

A. Uvavanyo lokuhlola ulwazi

Sebenzisa izivakalisi ukuphendula imibuzo.

1. Umninawa kaSandile uNdamiso wangenelela emdlalweni kuba _____.
 - a) wayefuna ukudlala nabantwana abadala
 - b) abahlobo bakaSandile bamcela ukuba adlale nabo
 - c) kwakubanda ngaphandle
2. Kwakutheni uSandile ebala ukuya kutsho ku-20?
3. Zintoni ezamkhokelela ukuba abafumane abahlobo bakhe uSandile?
4. Wabafumana kwawaphi amagumbi endlu abahlobo bakhe uSandile?
 - a) egumbini lokuvasela, elokulala nelokuphekela
 - b) egumbini lokuphumla, elokulala nelokutyela
 - c) egumbini lokuphekela, elokulala nelokuphumla
5. Ingaba umama kaSandile wayebabizela ntoni abantwana?
6. Khangela kwiphepha lama-157. Sesiphi isivakalisi esikuchazela ukuba abantwana babesonwabele isidlo.
7. Wayezimele phi uNdamiso?
8. Phawula ngenani elingu-1 ukuya ku-4 izivakalisi ngokulandelelana kwazo ebalini:

a) USandile wathi nguye ophumeleleyo.	
b) USandile wabala ukuya kutsho ku-20 ukunika abahlobo bakhe ithuba elaneleyo lokuzimela.	

- | | |
|---------------------------------------------------------------------------|--|
| c) UNdamiso wathi nguye ophumeleleyo kuba uSandile wayengazange amfumane. | |
| d) USandile wabafumana bobathathu abahlobo bakhe. | |

B. Ukusetyenziswa kolwimi

Incwadi yomsebenzi yoku-1 yeBanga lesi-3 yakwa-D&E: Iphepha 21
Incwadi yomsebenzi yesi-2 yeBanga lesi-3 yakwa-D&E: Iphepha 21

Khetha isinqxi (.) okanye uphawu lombuzo (?) okanye uphawu lwesikhuzo (!) ukugqibezela izivakalisi ezilandelayo.

1. Sendifikile, nokuba umntu akakayifumani indawo yokuzimela
2. USandile ubaleka ungena egumbini lokuphumla
3. Inokuba aphi la mantombazana

C. Ukubhala

Incwadi yomsebenzi yoku-1 yeBanga lesi-3 yakwa-D&E: Iphepha 24
Incwadi yomsebenzi yesi-2 yeBanga lesi-3 yakwa-D&E: Iphepha 24

Balisa okukhumbulayo ngebali. Sebenzisa esi siseko singezantsi ukukunceda.

Igama: _____ Umhla: _____

Igama lebali: _____

- Ngobani abalinganiswa abaphambili?
- Bhala isishwankathelo esifutshane sebali. Isishwankathelo sakho kufuneka sibe nesiqalo, isiqu nesiphelo.
- Yeyiphi eyona ndawo oyithandayo ebalini?
- Ulithandile eli bali? Kungani ulithandile okanye ungalithandanga?



Vocabulary development is crucial

Shapes and colours



a **yellow**
circle



a **red**
square



a **blue**
triangle



a **green**
rectangle



an **orange**
diamond



a **purple**
oval



a **pink**
heart



a **black**
star



a **white**
cross



a **brown**
box












a **turquoise**
ball



a **grey**
cone



























Izimo nemibala

 isiyingi esiphuzi	 isikwele esibomvu	 unxantathu oluhlaza okwesibhakabhaka	 unxande oluhlaza okotshani	 idayimani elisawolintshi	 i-ovali esomi
					
 inhliziyi ephinki	 inkanyezi emnyama	 isiphambano esimhlophe	 ibhokisi elinsundu	 ibhola eliluhlazana	 ikhowuni empunga
					

SEPEDI

ISIZULU

Dibopego le mebala

 sediko se serolwane	 khutlonne ye khubedu	 khutlotharo ye botalalerata	 khutlonnethwi ye tala	 taamane ya mmala wa namune	 sekalee sa boperese
					
 pelo ye pink	 naledi ye ntsho	 sefapano se sešweu	 lepokisi le letsothwa	 kgwele ye thekoise	 khouni ye tshelha
					

isiXhosa poster





Numbers • Days of the week

Amanani			Iintsuku zeveki	
nye	1	●	Mvulo	
mbini	2	●●	Lwesibini	
ntathu	3	●●●	Lwesithathu	
ne	4	●●●●	Lwesine	
ntlanu	5	●●●●●	Lwesihlanu	
ntandathu	6	●●●●●●	Mgqibelo	
sixhenxe	7	●●●●●●●	Cawe	
sibhozo	8	●●●●●●●●	imini ubusuku 	
lithoba	9	●●●●●●●●●		
lishumi	10	●●●●●●●●●●		

isiXhosa poster

Months of the year • Seasons • Weather

Iinyanga, amaxesha onyaka nemozulu

<p>uDisemba eyomNga uJanuwari eyoMqungu uFebruwari eyoMdumba</p>  <p>kunelanga kushushu</p> <p>ihlobo</p>	<p>uMatshi eyoKwindla u-Aprili uTshazimpunzi uMeyi uCanzibe</p>  <p>kunomoya kupholile</p> <p>ukwindla</p>
<p>intlakohlaza</p>  <p>kunamafu kufudumele</p> <p>uSeptemba eyoMsintsi u-Oktobha eyeDwarha uNovemba eyeNkanga</p>	<p>ubusika</p>  <p>kuyana kuyabanda</p> <p>uJuni eyeSilimela uJulayi eyeKhala u-Agasti eyeThupha</p>



www.vulabula.co.za

RESOURCES AVAILABLE ON THE WEBSITE

- Alphabet friezes - PHONICS
- Alphabet flashcard words - PHONICS
- Phonic friezes - PHONICS
- Phonic flashcard words - PHONICS
- Graded readers - SCAFFOLDED READING PRACTICE
- Big Books – RECEPTIVE WHOLE LANGUAGE
- Vocabulary posters - VOCABULARY
- High frequency word lists - AUTOMATICITY
- Story anthologies – SCAFFOLDED READING PRACTICE
- Teacher booklets – BRINGING IT TOGETHER IN CAPS

LANGUAGES

- isiNdebele
- isiXhosa
- isiZulu
- Siswati
- Sepedi
- Sesotho
- Setswana
- Tshivenda
- Xitsonga
- English
- Afrikaans

★ NGIYABONGA ... ENKOSI ... KE A LEBOHA ... THANK YOU ★