

Teach someone to read 1

This is a full literacy course for adults or children whose home language is Afrikaans. It is geared to people who are not exposed to things like dinosaurs and robots, rockets and spaceships, but rather to the ordinary things of life, including plants and animals that occur in South Africa.

Contents of the course:

Chapter 1 : First sounds **k m s t a o n** and words with them.

Chapter 2 : New sounds **e p i a a y b l**

Chapter 3 : **h d ie**

Chapter 4 : **r ee** and the stories in the booklet *“Die Huis in Klipplaat”*

Chapter 5 : **oo v w** and the stories in *“Ben en Boet”*

Chapter 6 : **oe g** and the stories in *“Dit reën”*

Chapter 7 : **u f aai** and the stories in *“Ben en Boet 2”*

Chapter 8 : **eu** and the stories in *“Winkel toe”*

Chapter 9 : **j ui**

Chapter 10 : **ou ei** and the stories in *“Bettie en Jannie”*

Chapter 11 : **ng uu** and the stories in *“Die Jakkals”, “Die storm”* and *“Rosie”*

Chapter 12 : **tjie jie oei eeu** and then *“Boetie”,*

“Ben en Boet 3”

“Ben en Boet 4”

and *“Ben en Boet 5”*

Afrikaans sound charts – extracted from the course,
offered as a separate file



How to start

The first thing to do when meeting a new student is to find out what they already know. Ask them to write their name. This is the most important thing to know, one's own name. If they can't, check in their ID book how to spell their name, and write it neatly and clearly for them, using lower case and capitals, like this: **Piet Smit**.

If they can already write their name, write **Ek is** and then their name, in large clear script, and ask them to read what you have written. If they hesitate, teach them what the words say, and then have them copy them a few times.

Then we begin with phonics. The phonics charts I use are based on the principle "People love to learn, but do not love to be tested." I do use sounds on cards, but not for testing people, because I find that it makes them tense and sometimes sad! They underperform when sad. So the early sound charts use the "quest" principle, rather than "test". Instead of presenting a sound, telling what it is, and then asking, "what is this?", we use a chart with many copies of a given letter on it. The student will be searching for the letter they are busy with from among several others. This "quest" idea, people enjoy.



Look at the first sound chart, on the next page.

The person first identifies the pictures, and then the teacher teaches the first sound, saying **m** **man**, **m** **man**, **m** ... **man**, each time **finding** the letter in a different place, saying its sound, and pointing back to the picture. You then invite the student to do the same. To him or her this feels like a quest, it is fun finding all the **m**'s on a page.

You then, on a blank page, write a few **m**'s nice and big and clear, and invite the student to copy them, each time saying the sound as they write.

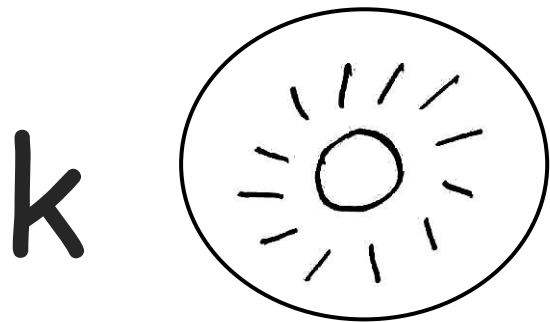
Note that you never say the NAME of the sound, *em*, but rather always the SOUND it makes, *mmmm*.

Once they can easily find all the **m**'s, proceed to the next sound, usually **s**. (Not **es**, but **ssss**.) As before, identify the picture, say the sound then the word as you point first to the sound and then the picture, and invite them to do the same. **s** ... **son**, **s** ... **son**, **s** ... **son**, over and over until all the **s**'s have been found. Then write the sound and let them copy it.

And after **s**, teach **k** in the same way, still using the first chart. Once the student is confidently able to find all the letters, pointing to them and to the relevant picture, and sounding them out as they go, you then introduce the second sound chart. It has the same sounds, but now **kat** instead of **kos**. Again, the student must always point to the letter, say its sound, and then point to the picture and say the word. As in **k** ... **kat**, **k** ... **kat**, **k** ... **kat**, over and over.

Here are the first two sound charts. Print them up and stick them into the student's exercise book, so that they can go home and practise the sounds.

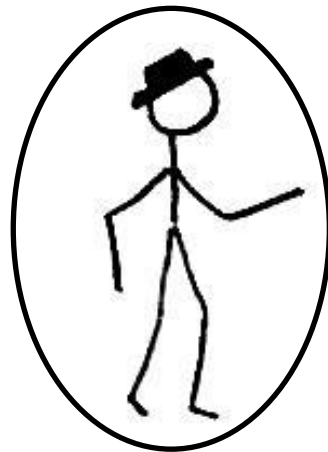
m s k



son

k m s

m s k m



man

m k s k



kos

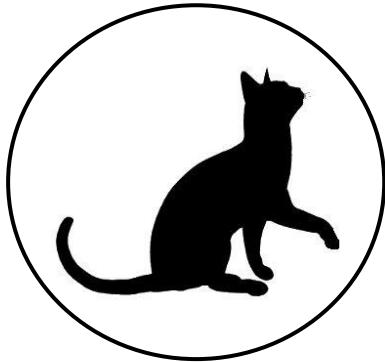
k m s

k s m k

k

s

m



m

k

s

kat

s

m

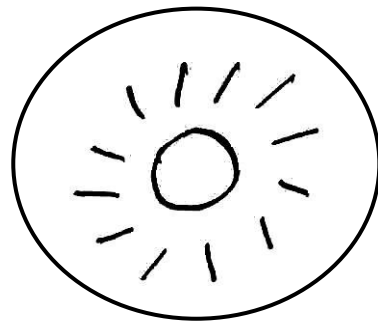
k

m

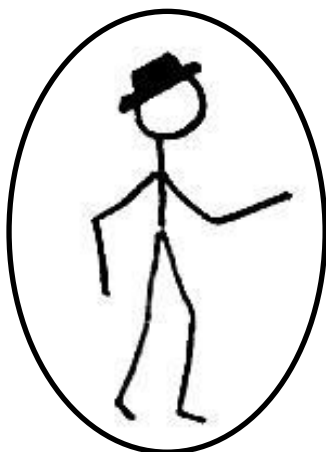
k

m

s



m



son

k

m

s

man

k

m

s

k

At this point, if the student is confident in reading these charts, I then introduce the third chart, with the new letters **o** and **a**.

Otherwise, if they are not sure yet, we return to writing the student's name, repeating the sentence

Ek is with their name, and then repeating the first two charts. We also practise writing the letters.

I also make and use letter cards.



If necessary we make many cards with the same letter, and spread them about, then ask the student to select

all the **m**'s, for example, and make a pile of them.

This again is a "quest", not a test. All this repetition helps the student be sure of what they are learning.



Making cards with the student's name and surname on them, is much enjoyed. Then you make an **Ek** card, and an **is** card, and make the sentence **Ek is** with cards. It all helps.

When the student is ready, proceed to the next chart – the sounds **o** and **a**. It is on the next page.

Once it has been mastered, I usually introduce the first complete word that the student will learn: **kos**.

I write it and help them to sound it out. Some students suddenly "hear" the word themselves, and are delighted to have read their first word. Others need to be helped.

But **k - o - s kos** is repeated over and over until they are sure. They write it, and next to the word I or they draw the picture of a bowl of food.

The fourth chart introduces the letter **t** along with a new word for **a**.

Try to go at a pace that makes sure that your student is sure of what they are learning, but never bored. Go forwards, then go back to repeat old stuff. Forwards and back....



a

o

a

o



o

a

op

o

o

a

a

o

a



o

a

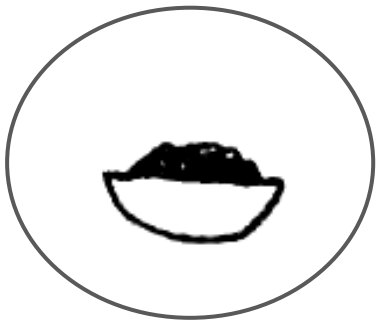
o

af

a

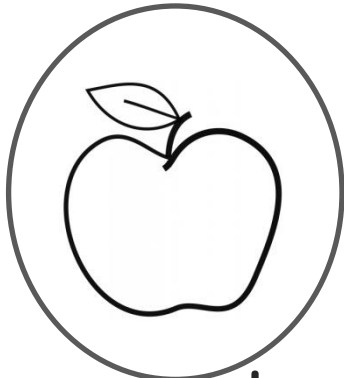
o

k a t


a  t k t

kos

k a a t

t k a  k

appel

 tee

k t a

t a t k

Once this has been mastered, your student now knows the letters **m, s, k, o, a,** and **t**, and is ready for some **word exercises**.

The first word exercise is on the next page.

Here, the teacher first checks that the student can recognise the pictures, what words they represent. Then you sound out the first word, and help the student point to the correct picture. They then draw a line from the word to the picture. Once they have read all the words and connected them to the right pictures, the student can then copy each word on the line provided. Encourage them to say the sounds to themselves as they write the word.

It is a good idea to make all the letters on cards, and get the student to build the words using the cards.

k a t

You can also write the words themselves on cards, and have the student pick them out from amongst other words.

As I've said before, try not to use the cards to "test" your student too much. Having a card held out in front of them and being asked to identify the sound on it sometimes makes people underperform, being tense and anxious. Rather, if they are unsure, keep returning to the sound charts, where there is a sense of "quest" rather than "test".



The first three word exercises follow here.

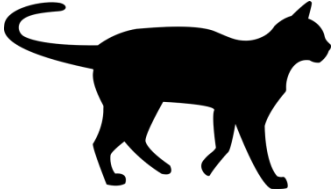
o

a

k

s

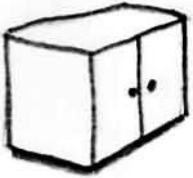
t



kos _____



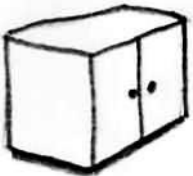
kas _____



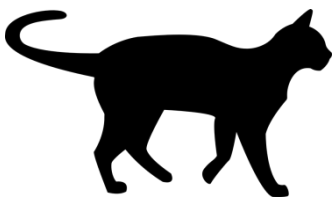
kat _____



kas _____



kat _____



kos _____

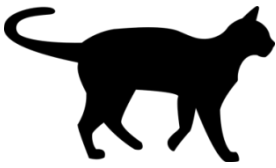
m o a k s t



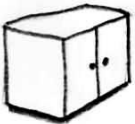
kat _____



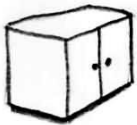
mat _____



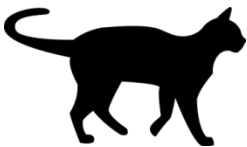
kas _____



kos _____



mat _____



kos _____

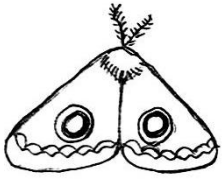


kas _____



kat _____

o a k m s t



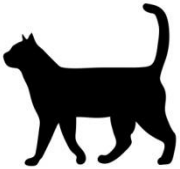
kat _____



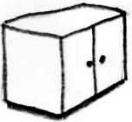
mat _____



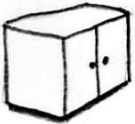
mot _____



kas _____



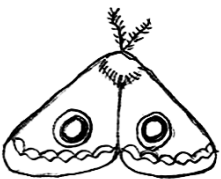
kos _____



mot _____



mat _____



kos _____



kas _____

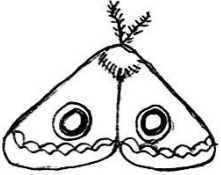


kat _____

o a k m s t



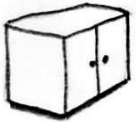
kat _____



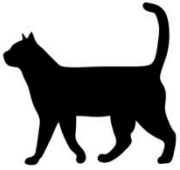
mat _____



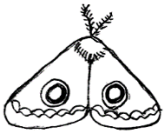
mot _____



kos _____



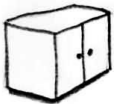
kas _____



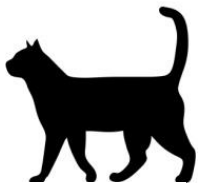
sak _____



mot _____



mat _____



kos _____



kas _____



kat _____

If your student is not confident yet in reading sounds and words, it might be useful to make all these early words on cards, and design some “quest” exercises with them.

kat

mat

mot

kas

kos

Say a word and point to it on the worksheet, or just say it, and invite the student to find the word from amongst all the others, on cards. Perhaps make multiple copies of each word, so that they have much to search for. They enjoy doing a “quest” like this, whereas a learner can get flustered if a word card is “flashed” at them, as in the old-fashioned “flash cards”.



Once your student knows these sounds and how to sound out these words, you can move on.

Students differ widely. Some adults who never went to school have been yearning to learn to read all their lives, and have picked up quite a lot along the way. They learn very quickly. But some struggle. And children still at school who cannot read may have learning difficulties and will need to go slowly, with lots of repetition.

Some sound charts lend themselves to story-telling. Make up a story about each one, where possible. For example, with the one that follows, you might say:

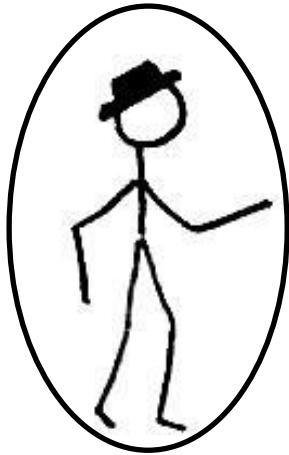
“A man goes for a walk in the veld. He walks under a tree, and looks up into the branches. And there, on one of the branches, he sees a nest.”

This can make the **t ... tak, t... tak** and **n ... nes, n ... nes** more fun and more memorable.

m

n

t



n

t

m

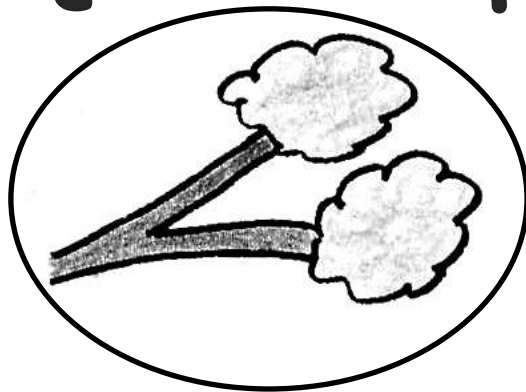
man

m

n

t

n



t

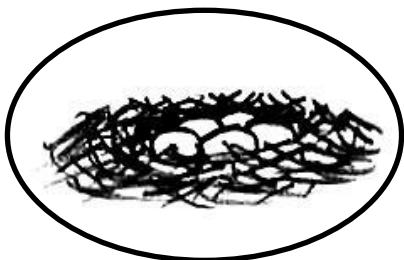
n

m

t

tak

n



t

m

n

nes

m

n

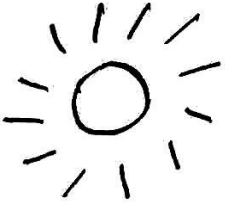
t

n

o a k m n s t



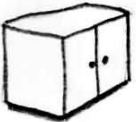
son _____



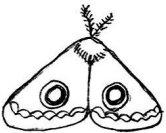
man _____



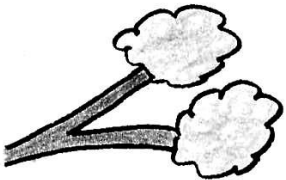
mat _____



mot _____



kas _____



kos _____



kat _____



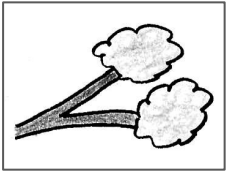
tak _____



sak _____

Remember that if your student is not quite sure of something, to go back and revise. Return to the sound charts, and repeat them. Use sounds on cards, and words on cards.

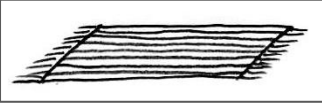
Here is a revision exercise, to use if necessary before going on to the next sound, "e".



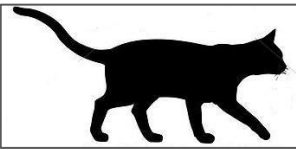
man _____



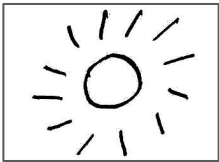
mat _____



tak _____



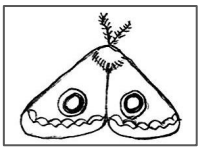
son _____



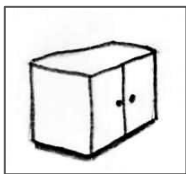
kos _____



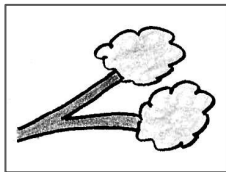
kat _____



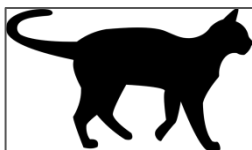
kas _____



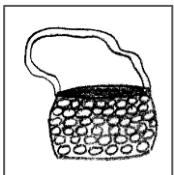
sak _____



mot _____



tak _____



kat _____