



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Private Bag X895, Pretoria, 0001, Sol Plaatje House, 222 Struben Street, Pretoria, 0002, South Africa
Tel.: (012) 357 3000, Fax: (012) 323 0601, www.education.gov.za

Tel : 012 357 4188
Fax : 012 328 9828
Enquiries : Mr M Mwell

15 November 2012

**TO: MECs FOR EDUCATION
HEADS OF PROVINCIAL EDUCATION DEPARTMENTS
HEADS OF PROVINCIAL CURRICULUM SECTIONS
DISTRICT DIRECTORS
AFRICAN PUBLISHERS' ASSOCIATION
PUBLISHERS' ASSOCIATION OF SOUTH AFRICA
ALL SOUTH AFRICAN PUBLIC SCHOOLS (Including Section 21 schools)**

CIRCULAR S13 OF 2012

THE USE OF DIFFERENT LTSM IN THE BASIC EDUCATION SECTOR

It has come to the attention of the Department of Basic Education that there is some confusion regarding the similarities and differences between different types of LTSM and how they should be utilized in the schools.

1. TEXTBOOK/LEARNER BOOK

A Textbook/Learner Book refers to a publication of systematically organized activities and information and background on the content to be taught, comprehensive enough to cover the primary objectives outlined in the curriculum of a particular subject for the entire grade. Unlike a workbook, learners would not complete the activities in the publication but would record their answers in an exercise book or other additional resource.

A textbook also contains exercises, problems, and practice material to clarify and reinforce the lessons presented by the teacher. Learners can use it to practice what they are learning in a class. It contains learner activities that are graded, scaffolded and logical. It also provides resource information and background reading on the subject, and, in the case of languages, it may provide texts for the different genre. Lastly, a textbook has assessment activities and rubrics. Learners work from the textbook and record responses in an exercise book rather than writing in the book itself.

A textbook is usually accompanied by a Teacher Guide which provides guidance on mediating different topics in the textbook.

The life span of a textbook is at least five years.

2. WORKBOOK

A Workbook refers to a publication of systematically organized activities, comprehensive enough to cover the primary objectives outlined in the curriculum of a particular subject for the entire grade. Learners would complete the activities in the publication.

A Workbook contains exercises, problems, and practice material to clarify and reinforce the lessons presented by the teacher. Unlike a textbook that learners work from, learners write answers in the workbook. Learners can use it to practice what they are learning in a class. A workbook contains learner activities that are graded, scaffolded and logical.

The life span of a workbook is only one year. New workbooks need to be procured every year.

3. THE TEXTBOOK/WORKBOOK

There are cases where a workbook contain elements of a textbook and can be used as a replacement for a textbook. In this case the workbook provides content for the full curriculum. This will encourage learners to study for exam purposes. Learners in this case are not disadvantaged in any way. The Natural Science and Technology workbook is one such document.

4. FOUNDATION PHASE LANGUAGE RESOURCES FOR HOME AND FIRST ADDITIONAL LANGUAGE

The Curriculum and Assessment Policy Statement (CAPS) for Home Language and First Additional Language recommends the following resources for the effective teaching of the core linguistic skills at both Home and First Additional language levels:

- Big books
- Graded readers
- Phonics programme

Big Books are recommended for Whole Class shared reading in both Home Language and First Additional Language Reading sessions. The teacher models the reading process with the whole class in a 15 to 20 minute session in at least three reading sessions per week. Basic reading skills such as reading for meaning with visuals (picture walk and talk) and printed texts (sight words, phonics, contextual clues, punctuation) are taught.

The Big Book reading experience lays the foundations for group guided reading, paired and independent reading as well as whole class shared writing skills activities.

Graded Readers are recommended mainly for Group guided reading in both Home (Grades R to 3) and First Additional Language (Grades 1 to 3). The teacher models and teaches reading in small reading ability groups.

Phonics programmes are recommended for both Home (Grades R to 3) and First Additional Language (Grades 1 to 3). The purpose of a phonics programme is to enhance vocabulary, reading and writing skills in both Home and First Additional Languages.

You are all kindly requested to note and distribute this circular to all schools.

Yours sincerely



MR PB SOOBRAYAN
DIRECTOR-GENERAL

DATE: 03/12/2012

Omsendbrief S13 van die Nasionale Departement van Onderwys

Navrae: Mnr M Mveli
Tel: 012 357 4188
Faks: 012 328 9828

Aan: LUR'e vir Onderwys
Hoofde van Provinsiale Onderwysdepartemente
Hoofde van Provinsiale Kurrikulumafdelings
Distriksdirekteure
African Publishers' Association
Publishers' Association of South Africa
Alle Suid-Afrikaanse openbare Skole (artikel 21-skole ingesluit)

Onderwerp: Die gebruik van verskillende LOOM in die Basiese Onderwyssektor

Dit het onder die aandag gekom van die Departement van Basiese Onderwys dat daar verwarring bestaan oor die ooreenkomste en verskille tussen verskillende soorte LOOM en hoe dit in die skole gebruik moet word.

1. Handboek/leerderboek

'n Handboek/leerderboek verwys na 'n publikasie van sistematies-georganiseerde aktiwiteite en inligting en agtergrond oor die inhoud wat onderrig moet word, omvattend genoeg om die primêre doelwitte te dek soos in die kurrikulum van 'n besondere graad vir die hele graad uiteengesit. Dit verskil van die gewone werkboek daarin dat leerders nie die aktiwiteite in die publikasie self voltooi nie, maar hulle antwoorde in 'n oefeningboek of ander addisionele hulpbron verskaf.

'n Handboek bevat ook oefeninge, probleme, en oefeningmateriaal om die les wat deur die onderwyser aangebied is, te verduidelik en in te skerp. Leerders kan dit gebruik om te oefen wat hulle in die klas leer. Dit bevat leerderaktiwiteite wat gegradeer, gerangskik en logies is. Dit verskaf ook broninligting en agtergrondleeswerk oor die onderwerp, en, in die geval van tale, mag dit tekste verskaf vir die verskillende genres. Laastens het 'n handboek assesseringskaktiwiteite en rubrieke. Leerders werk uit die handboek en skryf hulle response neer in 'n oefeningboek eerder as om in die boek self te skryf.

'n Handboek word gewoonlik vergesel deur 'n onderwysersgids wat leiding verskaf oor verskillende onderwerpe in die handboek.

Die lewensduurte van 'n handboek is ten minste vyf jaar.

2. Werkboek

'n Werkboek verwys na 'n publikasie van sistematies georganiseerde aktiwiteite omvattend genoeg om die primêre doelwitte te dek soos in die kurrikulum van 'n

besondere graad vir die hele graad uiteengesit. Leerders voltooi gewoonlik die aktiwiteite in die publikasie.

'n Werkboek bevat oefeninge, probleme, en oefeningmateriaal om die lesse wat deur die onderwyser aangebied is te verduidelik en in te skerp. In teenstelling met 'n boek waaruit leerders werk, skryf leerders antwoorde in die werkboek. Leerders kan dit gebruik om te oefen wat hulle in die klas leer. 'n Werkboek bevat leerderaktiwiteite wat gegradeerd, gerangsike en logies is.

Die lewensduur van 'n werkboek is slegs een jaar. Nuwe werkboeke moet elke jaar aangeskaf word.

3. Die handboek/werkboek

Daar is gevalle waar 'n werkboek elemente bevat van 'n handboek en gebruik kan word om 'n handboek te vervang. In hierdie geval verskaf die werkboek inhoud vir die volle kurrikulum. Dit sal leerders aanmoedig om vir eksamendoeleindes te studeer. Leerders word in hierdie geval nie op enige manier benadeel nie. Die natuurwetenskap-en-tegnologie-werkboek is so 'n dokument.

4. Grondslagfase taalhulpbronne vir Huistaal en Eerste Addisionele Taal

Die Kurrikulum- en Assiseringsbeleidverklaring (KABV) vir Huistaal en Eerste Addisionele Taal beveel die volgende hulpbronne aan vir die effektiewe onderrig van die kerntaalvaardighede op Huistaal sowel as Eerste Addisionele Taal-vlakke:

- Groot boeke
- Gegradeerde leesboeke
- Klankmetodeprogram

Groot boeke word aanbeveel vir leeswerk wat deur die hele klas gedeel word in Huistaal sowel as Eerste Addisionele Taal se leeslesse. Die onderwyser bied die leesproses aan met die hele klas in 'n 15- tot 20-minute sessie in ten minste drie leessessies per week. Basiese leesvaardighede soos om te lees vir betekenis met visuele beelde ("picture walk and talk") en gedrukte tekste (sig, woorde, klankleer, kontekstuele leidrade, puntuasie) word onderrig.

Die Groot Boek se leeservaring lê die grondslag vir groepbegeleide leeswerk, gepaarde en onafhanklike lees sowel as heelklasgedeelde skryfvaardighedsaktiwiteite.

Gradeerde Leesboeke word aanbeveel hoofsaaklik vir Groepbegeleide leeswerk in Huistaal (graad R tot 3) en Eerste Addisionele Taal (graad 1 tot 3). Die doel van 'n klankleerprogram is om woordeskat, lees- en skryfvaardighede in Huistaal en Eerste Addisionele Tale uit te brei.

U word vriendelik versoek om kennis te neem van hierdie omsendbrief en dit aan alle skole te versprei.

Die uwe

Geteken: Mnr PB Soobrayan

Direkteur: Algemeen

Datum: 3 Desember 2012

Isetyhula S13 yeSebe leMfundo likaZwelonke

Imibuzo: Mnu M Mveli
Ifoni: 012 357 4188
Ifeksi: 012 328 9828

Iya: KuBaphathiswa bezeMfundo
KwiiNtloko zamaSebe eMfundo amaPhondo
KwiiNtloko zamaCandelo eKharityhulam amaPhondo
KuBalawuli beZithili zeMfundo
Kwi-African Publishers' Association
Kwi-Publishers' Association of South Africa
Kuzo zonke iZikolo zikaRhulumente zaseMzantsi Afrika (kubandakanywa neZikolo eziphantsi kweSiqendu 21)

Isihloko: Usetyenziso lwe-LTSM engafaniyo kwiCandelo leMfundo esiSiseko

ISebe leMfundo esiSiseko liqaphele ukuba kukho ukubhideka malunga nokufana kunye nokungafani kweentlobo ezahlukeneyo ze-LTSM nendlela ezifanele ukusetyenziswa ngayo ezikolweni.

1. Incwadi yesifundo/incwadi yomfundi

Incwadi yesifundo/incwadi yomfundi kuthetha upapasho lwemisebenzi ecwangcise ngobuchule nengcaciso namanqakwana okwandlalela ikhontenti eza kufundiswa, ebanzi ngokwaneleyo ukuba ikwazi ukufikelela kwiinjongo eziphambili ezicaciswe kwikharityhulam yesifundo esithile sebakala liphela. Ngokungafaniyo nencwadi yokwenza imisebenzi (*workbook*), abafundi abayi kwenza imisebenzi kwincwadi leyo ipapashiweyo koko banokubhala iimpendulo zabo kwincwadi yokubhala imisebenzi (*exercise book*) okanye kwesinye isibonelelo esongezelelweyo.

Incwadi yesifundo kwakhona inemisebenzi, inezinto ezixakileyo ezifuna ukusonjululwa (*problems*) nezinto zokuprekthiza ukucacisa nokubethelela izifundo ezifundiswa ngutitshala. Abafundi banokuyisebenzisa ukuprekthiza oko bakufundayo eklasini. Inemisebenzi yabafundi ehleliweyo (*graded*), yabekwa ngokwamanqanaba olwazi (*scaffolded*) yacwangciswa ngengqiqo. Ikwanika ingcaciso ngokubhaliweyo nolwazi olwandlalelayo omalufundwe ngesifundo eso, kwaye, kwiimeko zeelwimi, inokunika neeteksti zeentlobo ngeentlobo (*different genre*). Okokugqibela, incwadi yesifundo inemisebenzi yovavanyo neerubriki. Abafundi basebenzisa incwadi yesifundo baze babhale iimpendulo kwincwadi yokubhala imisebenzi (*exercise book*) endaweni yokubhala kwincwadi ngokwayo.

Incwadi yesifundo idla ngokuhamba neSikhokelo sikaTitshala esinika iingcebiso malunga nokuxoxwa kuphicothwe izihloko ezahlukeneyo kwincwadi yesifundo leyo.

Ubude bethuba lokusetyenziswa kwencwadi yesifundo yiminyaka emihlanu ubuncinane.

2. Incwadi yokwenza imisebenzi (*workbook*)

Incwadi yokwenza imisebenzi kuthetha upapasho lwemisebenzi ecwangcise ngobuchule, ebanzi ngokwaneleyo ukuba ikwazi ukufikelela kwiinjongo eziphambili ezicaciswe kwikharithulam yesifundo esithile sebakala liphela. Abafundi baya kwenza imisebenzi kwincwadi leyo ipapashiweyo.

Incwadi yokwenza imisebenzi inemisebenzi, inezinto ezixakileyo ezifuna ukusonjululwa (*problems*) nezinto zokuprekthiza ukucacisa nokubethelela izifundo ezifundiswa ngutitshala. Ngokungafaniyo nencwadi yesifundo (*textbook*), abafundi basebenzela kuyo, abafundi babhala iimpendulo zabo kwincwadi yokwenza imisebenzi (*workbook*). Abafundi banokuyisebenzisa ukuprekthiza abakufundayo eklasini. Incwadi yokwenza imisebenzi inemisebenzi yabafundi ehleliweyo (*graded*), yabekwa ngokwamanqanaba olwazi (*scaffolded*) yacwangciswa ngengqiqo.

Ubude bethuba lokusetyenziswa kwencwadi yokwenza imisebenzi ngunyaka omnye kuphela. Incwadi zokwenza imisebenzi ezintsha kufuneka zithengwe qho ngonyaka.

3. Incwadi yesifundo/incwadi yokwenza imisebenzi

Kukho iimeko apho incwadi yokwenza imisebenzi ineempawu zencwadi yesifundo kwaye inokusetyenziswa endaweni yencwadi yesifundo. Kule meko incwadi yokwenza imisebenzi inika ikhontenti yekharithulam epheleleyo. Oku kuya kukhuthaza abafundi ukuba bafundele iinjongo zoviwo. Abafundi kule meko abadlelwa ndlala nangayiphi na indlela. Incwadi yemisebenzi yeeSayensi zeNdalo neThekhnoloji ilolunye uhlobo lweencwadi ezinje ngezi.

4. Izibonelelo zolwazi zeLwimi zeSigaba seSiseko zoLwimi lweNkobe noLwimi lokuQala oLongezelelweyo

I-*Curriculum and Assessment Policy Statement (CAPS) for Home Language and First Additional Language* inika ingcebiso yokuba kusetyenziswe ezi zibonelelo zibalandelayo ukufundisa ngempumelelo izakhono zeelwimi ezingundoqo kumanqanaba eelwimi kuLwimi lweNkobe nakuLwimi lokuQala oLongezelelweyo:

- lincwadi ezinkulu
- lincwadi zokufunda ezihleliweyo (*graded readers*)
- Iprogram yezandi (*phonics programme*)

Incwadi eziNkulu ekunikwa ingcebiso ngazo zeKlasi Yonke zokwabelwana ngokufunda ngeeshoni zokufundisa uLwimi lweNkobe noLwimi oLongezelelweyo lokuQala (*Home Language and First Additional Language Reading sessions*). Utitshala ubonisa ngomzekelo inkqubo yokufunda kwiklasi yonke kwiseshoni yemizuzu eyi-15 - 20 ubuncinane iiseshoni zokufunda ezintathu ngeveki. Kufundiswa izakhono zokufunda eziqhelekileyo ezinjengokufundela ukufumana intsingiselo kusetyenziswa imifanekiso (inkqubo yokufunda esebenzisa imifanekiso (*picture walk and talk*) nemibhalo

eprintiweyo (ukujonga, amagama, izandi, izinto zokunika intsingiselo kwimeko ethile, ukusetyenziswa kweziphumlisi).

Amava okufunda iNcwadi eNkulu (*Big Book*) abeka iziseko zokufunda ngokwamaqela ancediswayo, ukufunda ngababini nokufunda ngokuzimeleyo kwakunye nemisebenzi yezakhono zokubhala ekwabelwana ngayo yiklasi yonke.

IiNcwadi zokuFunda eziHleliweyo (*Graded Readers*) zicetyiswa kakhulu ekufundeni ngokwamaqela ancediswayo ngoLwimi lweeNkobe (kumaBakala R - 3) nangoLwimi lokuQala oLongezelelweyo (kumaBakala 1 - 3). Injongo yeprogram yezandi kukuphucula isigama, izakhono zokufunda nokubhala ngoLwimi lweeNkobe nangoLwimi lokuQala oLongezelelweyo.

Kucelwa uthathele ingqalelo le setyhula kwaye uyithumele kuzo zonke izikolo.

Ndim ngenene

Isayinwe: **NGU-MNU PB SOOBRAYAN**

UMLAWULI-JIKELELE

UMHLA: 3 Disemba 2012