



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
FIRST SEMESTER TAKE HOME EXAMINATION
JUNE EXAMINATION 2014

PROGRAMME: B Ed Foundation Phase
MODULE: Methodology for Foundation Phase Teaching 2A10
Methodology for Teaching Foundation Phase 2A10
CODE: MFT 2A10/MTF 2A10
MARKS: 100
DATE: 3 JUNE
VENUE: GNB 219
SUBMISSION TIME: 8H30 TO 9H30
EXAMINER: Mrs. K Peter
MODERATOR: Dr. G. Dampier

(This paper consists of two questions and two pages)

INSTRUCTIONS:

1. Answer all the questions.
2. Look at the mark allocation and structure your answers accordingly.

QUESTION ONE

"The process of learning to read builds on a child's developing oral language skills"
(McBride-Chang, 2001).

- 1.1 Describe how emergent literacy and home environment experiences map onto subsequent developing language- and literacy-related abilities.

[20]

1.2 Goodman and Goodman (1979) highlight three important elements in creating a reading-ready child, namely:

- a. Fostering an environment of literacy
- b. Incorporating literacy into play
- c. Reading for a purpose

In as much detail as possible, explain how you would implement these three elements in a Grade one classroom with learners who speak English as a second language.

[3x10=30]

Total for Question One = 50 marks

QUESTION TWO

"Speaking a language comes naturally to most children. Reading, by contrast, is not *natural*. The process of learning to read is far different from the process of learning to speak." (Spear-Swerling, 2002).

2.1 Describe the nature of written English.

[10]

2.2 What are the reading risk indicators for children at the following grade levels:

- a. Risk indicators for Grade R children

[10]

- b. Risk indicators for children in Grade one

[10]

- c. Risk indicators for children in Grades Two and Three

[10]

2.3 Explain how you will assist an at-risk child.

[10]

Total for Question Two = 50

TOTAL= 100 marks

*Marked
24/04/2014*



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FACULTY OF EDUCATION
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24/04/2014