

UNIVERSITY OF FORT HARE

**FOUNDATION PHASE :
LANGUAGE
FPS 223 E**

**BACHELOR OF EDUCATION
NOVEMBER EXAMINATIONS**

2019

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Time: 3 HOURS

Subject: FPS 223 E

Marks: 100

This paper consists of 3 pages including the cover page

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INSTRUCTIONS

1. Answer ALL questions
2. Use the same numbering as in the question paper
3. Your writing should be legible

Question 1

The following statements are either TRUE or FALSE. State whether the statements are True or False.

1. Reading has cognitive consequences that extend beyond its immediate task of lifting meaning from a general passage. (1)
 2. The main purpose of writing a text is to enable the reader to answer questions that prove he/she has read it. (1)
 3. Comprehension is the ability to read texts smoothly, accurately and with understanding. (1)
 4. There is a direct link between teaching, learning and assessment. (1)
 5. Before children learn to read print, they need to become aware of how sounds in words work. (1)
- [5]

Question 2

1. Describe four theories associated with reading (2x4= 8)
 2. Give four cues that readers use for meaning making (2x4= 8)
 3. Explain three reading processes that can be used by a skillful reader. (6)
 4. Outline 6 stages of reading development. Give two characteristics of a reader in each stage. (2x6= 12)
 5. Explain an Interactive Learning Theory (1)
- [35]

Question 3

1. Every reader reads a text at one of the three levels. Name and explain each level and describe three characteristics of a learner who is in each level. (4x3=12)
 2. Describe how to do an error count reading levelling test. (2)
 3. Give any three activities you can do to help young learners who are struggling to read in the Foundation Phase (2x3= 6)
- [20]

Question 4.

Design a sufficiently detailed lesson plan for Grade 2 on Reading and Phonics. Use attached CAPS reference copy to choose your topic. You must have a clear FOCUS. Your lesson plan should explicitly demonstrate your knowledge of the following sub-headings.

1. Content area chosen (1)
 2. Topic relevant and appropriate for the grade (1)
 3. Aims (3)
 4. Introduction (4)
 5. Alignment between aims, lesson development and assessment (3)
 6. Lesson Development, (Presentation and Learning Activities stated) (10)
 7. Application of Bloom's Taxonomy in questioning (5)
 8. Resources (3)
 9. How you accommodate diversity (4)
 10. Conclusion (2)
 11. Assessment (What will you assess?, Who you will assess?, How will you assess?, What tools will you use to assess?) (4)
- [40]**

END

100 Marks