



## FOUNDATION PHASE Grade 1-3



There are 3 main learning areas within the Foundation Phase:

- Literacy,
- Numeracy and
- Life Skills.

We endeavour to keep our lessons in the three learning areas vibrant and it is very important for the staff of Applewood to teach in a happy, relaxed environment.

### Literacy

In the Foundation Phase we encourage the children to express themselves with confidence. At Applewood our language of instruction is English but a number of our children speak Afrikaans or Xhosa as their first language. We are fortunate to have the services of a speech therapist to correct speech difficulties where necessary.

Children start learning basic Xhosa vocabulary in Grade 1. Conversational Afrikaans is being introduced as from June 2010.

We follow the Ginn reading scheme and the Wings Language Development programme. Applewood follows the Thrass system (teaching handwriting, reading and spelling skills). Although the children are encouraged to read at their own pace, we encourage a love of reading and each pupil's progress is carefully monitored to remedy any problems as soon as possible.

Teachers' assistants are employed in the Foundation Phase ensuring that the children receive individual attention.

### Life Skills

Our Life Skills programme at Applewood is child orientated. Our thematic approach includes social, environmental and cultural issues. Pupils are encouraged to express their thoughts, ideas and feelings during these lessons. We also stress respect of other people's feelings. Outings form part of the Life Skills programme and the children and their teachers visit places of interest. We constantly think of ways to make learning "hands on". The teachers use technology where possible to promote interest and variety to the lessons. Life Skills as a subject does not get taught in isolation but is woven into the daily activities, incidentally and formally.



### Numeracy

At Applewood we strive to make numeracy as interesting and exciting as possible. While teaching the basic concepts, we encourage the children to investigate and solve problems. Children progress through the stages and number ranges at their own pace; working first with concrete apparatus, semi-concrete and then on an abstract level.

The children are encouraged to develop their own strategies so that they have a good understanding of number and mathematical terminology. This is very important in order for the children to do well in mathematics throughout their school careers.

