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A case study of the Cognitive Approach to Literacy Instruction (CATLI) in a grade 3 class at a school for the deaf

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APPENDIX 1

SDRT VOCABULARY RESULTS

Learner	Pre test	Post test	Results	Improvements in %
1	R+L 7/14 below grade 2 level =50%	R+L 11/14 on grade 2 level= 78%	Some improvement	28%
	M+S 6/10 below grade 2 level = 60%	M+S 9/10 on grade 3 level = 90%	Improvement by one grade	30%
	SS+A 9/12 above grade 2 level = 75%	SS+A 9/12 on grade2 level = 75%	Some improvement	0%
2	R=L 4/14 below grade 2 level = 29%	R–L 12/14 on grade 3 level = 86%	Improvement by one grade	57%
	M+S 4/10 on grade 2 level = 29%	M+S 10/10 above gd 3 level =100 %	Improvement by one grade	71%
	SS+A 6/12 below grade 2level = 50%	SS+A 9/10 on grade 2 level =75%	Some improvement	25%
3	R+L 10/14 on grade level = 71%	R+L 13/14 above grade level = 93%	Improvement by one grade	22%
	M+S9/10 on grade level = 90%	M+S 9/10 on grade 3 level = 90%	Remaining on same grade	50%
	SS+A 4/12 below grade level = 33%	SS+A 9/10 on grade 2 level = 75%	Improvement by one grade	42%
4	R+L 9/14 below grade 2 level = 64%	R+L6/14 below grade 1 level =42%	Regressed	0%
	M+S 5/10 below grade 2 level = 60%	M+S 5/10 below grade 1 level =50%	No improvement	0%
	SS+A 7/12 below grade 2 level = 58%	SS+A 7/10 on grade 1 level =58%	No improvement	0%
5	R+L 6/14 below grade level 2 = 43%	R+L 10/14 below grade 2 level = 71%	Some improvement	28%
	M+S 5/10 below grade 2 level = 50%	M+S 8/10 on grade 2 level = 80%	Some improvement	30%
	SS+A 6/12 below grade 2 level = 50%	SS+A 10/12 on grade 3 level = 83%	Improvement by one grade	33%

APPENDIX 2

SDRT COMPREHENSION RESULTS

Learner	Pre test	Post test	Results	Improvements in %
1	Part A 15/28 below grade 2 level = 53% Part B 11/20 above grade 2 level = 55%	Part A 25/28 on grade level = 89% Part B 16/20 above grade 2 level = 80%	Improvement by one grade On same level	36% 54%
2	Part A 18/28 below grade 2 level = 64% Part B 16/20 on grade 3 level = 80%	Part A 25/28 on grade 3 level = 89% Part B 18/20 on grade 3 level = 90%	Improvement by one grade Remained on same grade	25% 10%
3	Part A 14/28 below grade level = 50% Part B 7/20 below grade 2 level = 35%	Part A 25/28 on grade 3 level = 89% Part B 17/20 below grade 3 level= 85%	Improvement by one grade Improvement by one grade	39% 50%
4	Part A 14/28 below grade level = 50% Part B 7/20 below grade level 2 = 35%	Part A 16/28 below grade 2 level=57% Part B 9/20 below grade 2 level = 45%	No improvement No improvement	7% 10%
5	Part A 20/28 above grade level 2 =71% Part B 6/20 below grade 2 level = 30%	Part A 22/28 below grade 2 level =78% Part B 18/20 on grade level 3 = 90%	Some improvement Improvement by one grade	7% 60%

SDRT WORD READING SUBTEST

Learner	Pre-test	Post-test	Results
1	20/30 recognized 60% of words.	27/30 recognized 90% of words.	Improvement
2	18/30 recognized 60% of words.	27/30 recognized 90% of words.	Improvement
3	25/30 recognized 83% of words.	20/28 recognized 71% of words.	Improvement
4	14/20 recognized 64% of words.	20/30 recognized 66% of words.	Some improvement
5	25/30 recognized 83% of words.	28/30 recognized 93% of words.	Improvement

INFORMAL READING

Learner	Pre-test	Post-test	Results
1	Recognized 95% if words	Recognized 96% of words.	Improvement
2	Recognized 78% if words	Recognized 89% if words	Improvement
3	Recognized 63% if words	Recognized 83% if words	Improvement
4	Recognized 69% if words	Recognized 44% if words	No improvement –learner regressed
5	Recognized 87% if words	Recognized 91% if words	Improvement

APPENDIX 3

INFROMAL WRITING

Learner	Pre-post	Post-test	Results
1	Sentences conveys ideas but are mixed up. Used literacy conventions, such as capitals but no full stops. No evidence of sequencing. No planning.	Sentence construction improved. Literacy conventions evident e.g. capitals and full stops. Evidence of sequencing. Able to use personal dictionary.	Improvement.
2	Good ideas. Poor sequencing. No literacy conventions such as capitals and full stops. No planning.	Good ideas. Sentences more sequences. Evidence of literacy conventions e.g. capitals and full stops. Improvement in vocabulary in sentences. Able to use personal dictionary.	Improvement.
3	Needed help to plan. Sentence construction mixed up but conveys ideas. No literacy conventions such as capitals and full stops. No sequencing.	Good sentence construction. Sequencing evident. Use of literacy conventions such as capitals and full stops. Planning evident. Able to use personal dictionary.	Improvement.
4	Was unable to write any sentences even though planning was done.	Simple sentence structure. Poor sequencing. Used literacy conventions such as capitals and full stops. Able to use personal dictionary.	Some improvement.
5	Sentence construction very mixed up. Some evidence of literacy conventions. No sequencing.	Sentence construction improved. Able to use literacy conventions such as capitals and full stops. Sequence stories. Able to use personal dictionary.	Improvement.

8 Activity Learner

Floating and Sinking

1. The boat is Floating on the water.
2. The knife is sinking in the water.
3. The Sponge is floating on the water.
4. The big spoon is sinking, in the wa
5. The metal box is floating on the wa

11 October

1. The man is pushing the trolly.
2. The man is sweeping the boat.
3. The bird is flying around the sh
4. The Ship is sailing the big boat.
5. The man is catching fish.
6. The Ship is sailing next to the boat.

Learner 2

13 October 2004

At the harbour.

The harbour is in Cape Town on the [illegible]
the harbour is full of water and big ships.
I ~~boat~~ is passenger on the ship.
The men are sleep on the ship
The ~~I~~ is people ~~the Ship~~.

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13 October 2004

Things that float and sink.

Things float because [illegible]
Things sink because [illegible]
The bottle sinks because it is heavy.
The bottle floats because it is light.
The full bottle is sinking because it is heavy.
The empty bottle is floating because it is light.
The empty bottle is floating because it is light.

Learner

12 October 2004

1. The man is ~~next~~ to the girl.
2. The man is on the floor.
3. The man is in the boat.
4. The bird is around the fly.
5. The boat is in round to the ship
6. The fish is under the sea.
7. The flag is flying above the of fly. boat
8. The man is behind the boat.

Learner 4

4 November 2004

1. The Airport bag is on .
. The Airport sky in is big .
. The Airport is hehcopter on .
. The Airpert in waving on big .
5. The Airpoirt is air hostess on .
. The Airport in bus big is .
. The Airport is tower cars in .

8 October 2004

Learner

Floating and Sinking

1. The Milk box is on The Water
2. The boat is Sea on The wat
3. The Spoon big is in The Sink
4. The Sponge is Floating on the w
5. The Knike is Sinking in on the wate
6.

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11 October 2004

1. The man is catching the fish
2. The man is sweeping the boat
3. The bird is flying around the harbour
4. The man is pushing the trolly
5. The tug boat is pulling the Big Sh
6.

APPENDIX 4

VOCABULARY ASSESSMENT

THEME: MY COUNTRY

VOCABULARY	LEARNER 1	LEARNER 2	LEARNER 3	LEARNER 4	LEARNER 5
live	✓	✓	✓	✓	✓
South Africa	✓	✓	✓	✓	✓
nine	✓	✓	✓	✓	✓
province	✓	✓	✓	●	✓
Gauteng	✓	✓	✓	●	✓
flag	✓	✓	✓	✓	●
Free state	✓	✓	✓	●	●
North west	✓	✓	✓	●	●
Limpopo	✓	✓	●	●	✓
name	✓	✓	✓	✓	✓
area	✓	✓	✓	●	✓
Johannesburg	✓	✓	✓	✓	✓
Western Cape	✓	✓	●	●	✓
Easter Cape	✓	✓	●	●	✓
Kwazulu Natal	✓	✓	●	●	●
Mpumalanga	✓	✓	●	●	●
people	✓	✓	✓	●	●
North Cape	✓	✓	✓	✓	✓

VOCABULARY ASSESSMENT

THEME: THE CIRCUS

VOCABULARY	LEARNER 1	LEARNER 2	LEARNER 3	LEARNER 4	LEARNER 5
travelling	✓	✓	✓	✓	✓
tent	✓	✓	✓	✓	✓
clowns	✓	✓	✓	✓	✓
funny	✓	✓	✓	✓	✓
elephants	✓	✓	✓	✓	✓
platform	✓	✓	✓	●	✓
trainer	✓	✓	✓	●	✓
whip	✓	✓	✓	✓	✓
top-hat	✓	✓	✓	✓	✓
acrobats	✓	✓	●	●	✓
lions	✓	✓	●	✓	✓
balances	✓	✓	✓	●	✓
through	✓	✓	✓	✓	✓
ring	✓	✓	✓	✓	✓
bicycle	✓	✓	✓	✓	✓
wheels	✓	✓	✓	✓	✓
juggler	✓	✓	✓	●	✓
balloons	✓	✓	✓	✓	✓
blow	✓	✓	✓	✓	✓
crowns	✓	✓	✓	●	✓
ring	✓	✓	✓	✓	✓
lights	✓	✓	✓	✓	✓
ticket	✓	✓	✓	✓	✓
juggles	✓	✓		●	✓
teaches	✓	✓	✓	✓	✓

VOCABULARY ASSESSMENT

THEME: TRANSPORT

VOCABULARY	LEARNER 1	LEARNER 2	LEARNER 3	LEARNER 4	LEARNER 5
places	✓	✓	✓	✓	✓
car	✓	✓	✓	✓	✓
buses	✓	✓	✓	✓	✓
trucks	✓	✓	✓	●	✓
aeroplane	✓	✓	✓	●	✓
helicopters	✓	✓	✓	●	✓
motorbikes	✓	✓	●	●	✓
ships	✓	✓	✓	✓	✓
boats	✓	✓	✓	✓	✓
another	✓	✓	●	●	✓
different	✓	✓	✓	●	✓
wagons	✓	✓	✓	●	✓
taxis	✓	✓	✓	✓	✓
bicycles	✓	✓	✓	✓	✓
vans	✓	✓	✓	✓	✓
trains	✓	✓	✓	✓	✓
donkeys	✓	✓	●	●	✓
horses	✓	✓	●	●	✓
move	✓	✓	●	●	✓
Long ago	✓	✓	✓	●	✓
wagons	✓	✓	✓	✓	✓
land	✓	✓	✓	✓	✓
road	✓	✓	✓	✓	✓
sea	✓	✓	✓	✓	✓
fly	✓	✓	✓	✓	✓
air	✓	✓	✓	✓	✓

VOCABULARY ASSESSMENT

THEME:TABLE MOUNTAIN

VOCABULARY	LEARNER 1	LEARNER 2	LEARNER 3	LEARNER 4	LEARNER 5
Cape Town	✓	✓	✓	✓	✓
place	✓	✓	✓		✓
beautiful	✓	✓	✓	✓	✓
mountain	✓	✓	✓	✓	✓
finished	✓	✓	✓	✓	✓
cannot	✓	✓	✓	●	✓
high	✓	✓	✓	✓	✓
up	✓	✓	✓	✓	✓
down	✓	✓	✓	✓	✓
below	✓	✓	✓	✓	✓
bottom	✓	✓	✓	✓	✓
Cable car	✓	✓	●	●	✓
take	✓	✓	✓	●	✓
top	✓	✓	✓	●	✓
sea	✓	✓	✓	●	✓
again	✓	✓	✓	●	✓
wire	✓	✓	●	✓	✓
frame	✓	✓	●	●	●
corner	✓	✓	●	✓	●
pulled	✓	✓	✓	✓	✓
string	✓	✓	✓	●	●
through	✓	✓	✓	✓	✓
turn	✓	✓	✓	✓	✓
wheels	✓	✓	✓	●	✓
enjoyed	✓	✓	✓	✓	✓
excited	✓	✓	✓	●	✓

VOCABULARY ASSESSMENT

THEME: AT THE AIRPORT

VOCABULARY	LEARNER 1	LEARNER 2	LEARNER 3	LEARNER 4	LEARNER 5
airport	✓	✓	✓	●	✓
aeroplane	✓	✓	✓	●	✓
jet	✓	✓	✓	●	✓
tower	✓	✓	✓	●	●
helicopter	✓	✓	✓	●	✓
pilot	✓	✓	●	●	●
air hostess	✓	✓	✓	●	✓
suitcase	✓	✓	✓	✓	✓
bus	✓	✓	✓	✓	✓
sky	✓	✓	✓	✓	✓
fly	✓	✓	✓	✓	✓
ticket	✓	✓	✓	✓	✓
stairs	✓	✓	✓	●	✓
gave	✓	✓	✓	✓	✓
bags	✓	✓	✓	✓	✓
counters	✓	✓	✓	●	✓
truck	✓	✓	✓	✓	✓
climb	✓	✓	✓	✓	✓
drinks	✓	✓	✓	●	✓
food	✓	✓	✓	✓	✓
Johannesburg	✓	✓	✓	✓	✓
trip	✓	✓	●	●	✓
beautiful	✓	✓	✓	✓	✓

VOCABULARY ASSESSMENT

THEME: TRAVEL BY SEA

VOCABULARY	LEARNER 1	LEARNER 2	LEARNER 3	LEARNER 4	LEARNER 5
boats	✓	✓	✓	✓	✓
ship	✓	✓	✓	✓	✓
harbor	✓	✓	✓	●	✓
passengers	✓	✓	✓	●	●
sea	✓	✓	✓	✓	✓
water	✓	✓	✓	✓	✓
sail	✓	✓	✓	✓	✓
Sea-gulls	✓	✓	✓	●	✓
welcome	✓	✓	✓	✓	✓
fishes	✓	✓	✓	✓	✓
boxes	✓	✓	✓	✓	✓
trolley	✓	✓	✓	●	✓
Tug-boat	✓	✓	✓	●	✓
rooms	✓	✓	✓	✓	✓
sleep	✓	✓	✓	✓	✓
Swimming pool	✓	✓	✓	✓	✓
swim	✓	✓	✓	✓	✓
sink	✓	✓	✓	✓	✓
put	✓	✓	✓	✓	✓
pulls	✓	✓	✓	✓	✓
help	✓	✓	✓	✓	✓
fly	✓	✓	✓	✓	✓
float	✓	✓	✓	✓	✓
excited	✓	✓	●	✓	✓
light	✓	✓	✓	✓	✓
heavy	✓	✓	✓	✓	✓

VOCABULARY ASSESSMENT

THEME: AT THE STATION

VOCABULARY	LEARNER 1	LEARNER 2	LEARNER 3	LEARNER 4	LEARNER 5
train	✓	✓	✓	✓	✓
Suit case	✓	✓	✓	●	✓
ticket	✓	✓	✓	●	✓
conductor	✓	✓	●	●	✓
Train driver	✓	✓	✓	●	✓
trolley	✓	✓	✓	●	✓
platform	✓	✓	●	●	●
tunnel	✓	✓	●	●	●
bags	✓	✓	✓	●	✓
workers	✓	✓	✓	✓	✓
people	✓	✓	✓	✓	✓
tracks	✓	✓	●	✓	✓
clocks	✓	✓	✓	✓	✓
traveling	✓	✓	✓	✓	✓
boxes	✓	✓	✓	✓	✓
hours	✓	✓	✓	✓	✓
also	✓	✓	✓	✓	✓
wait	✓	✓	✓	✓	✓
Durban	✓	✓	✓	✓	✓
watch	✓	✓	✓	✓	✓
drive	✓	✓	✓	✓	✓
laughing	✓	✓	✓	✓	✓
packing	✓	✓	✓	✓	✓
pack	✓	✓	✓	✓	✓
drive	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓

APPENDIX 5

1 A. Research question. Did vocabulary usage and understanding improve when reading and writing?
Data obtained from SDRT pre-post test results, written work , vocabulary assessment, researcher's observations.

Student 1	Student 2	Student 3	Student 4	Student 5
SDRT- AUDITORY VO CABULARY- Pre-Post test results				
1. Some improvement in R+L. 2. Improvement by one grade level in M+S. 3. Some improvement in SS+A	1. Improvement by one grade level in R+L. 2. Improvement by one grade level in M+S. 3. Some improvement in SS+A.	1.Improvement by one grade level in R+L. 2. Remaining on same grade level in M+S. 3. Improvement by one grade level in SS+A.	1. Regressed in R+L. 2. 2. No improvement in M+S. 3 No improvement in SS+A.	1. Some improvement in R+L. 2. Some improvement in M+S. 3. Improvement by one grade level in SS+A.
Written work				
1. Learner used all the vocabulary learnt in self constructed sentences in a meaningful manner	1. Learners used all the vocabulary learnt in self constructed sentences in a meaning manner	1. Learner used 80% of vocabulary in self constructed sentences in a meaningful manner	1. Leaner used 60 % of vocabulary in self constructed sentence in a meaning manner	1. Learner used 90% of vocabulary in self constructed sentences in a meaningful manner.
Vocabulary Assessment				
100 % instant recognition of vocabulary related to themes	100% instant recognition of vocabulary related to themes	80% instant recognition of vocabulary related to themes.	60 % instant recognition of vocabulary related to themes.	90% instant recognition of vocabulary related to themes.
Researchers Observations. 1) 100% of vocabulary used in themes was easily understood and recognized in reading group generated text. 2) Recognized all	1) 100% vocabulary used in themes was easily recognized and understood when reading group generated text. 2) Recognized all vocabulary	1) Recognized 80% of the vocabulary when reading group generated text. 2) Recognized 60% of vocabulary in the beginning. At the post test time could	1) Recognized 60% of the vocabulary when reading group generated text. 2) Recognized 60% of vocabulary in the beginning. At the post test time could recognize 80% of words in literacy practices.	1) Recognized 90% of the vocabulary when reading group generated text. 2) Recognized 60% of vocabulary in the beginning. At the post test time could recognize 90% of words in literacy practices. 3) Learner was able to recognize 90% of vocabulary learnt in commercial readers, magazines and other

vocabulary easily in literacy practices, such as word matching and playing word games with the vocabulary. 3) Learner was able to recognize 100% of vocabulary learnt in themes in commercial readers and magazines and other contents. 4) Learner was able to Link 100% of Vocabulary to Sign. 4) 100% improvement in usage of vocabulary when writing sentences.	easily in the beginning in literacy practices, such as word matching and playing word games with the vocabulary. 3) Learner was also able to recognize 100% of vocabulary learnt in themes in commercial readers, magazines and other contents. 4) Learner was able to link 100% of vocabulary to sign. 5) 100 % improvement of usage of vocabulary when writing sentences.	recognize 80% of words in literacy practices. 3) Learner was able to recognize 80 % of vocabulary learnt in themes in commercial readers, magazines and other contents. 4) 4. Learner was able to link 80% of vocabulary to sign. 5) 80 % improveme nt of usage of vocabulary when writing sentences.	3) Learner was able to recognize 60% of vocabulary learnt in themes in commercial readers, magazines and other content. 4) Learner was able to link 60% of vocabulary to sign. 5) 60 % improvement of usage of vocabulary when writing sentences.	contexts. 4) Learner could link 90% of vocabulary to sign. 5) 90% improvement of usage of vocabulary when writing sentences.

Results 1B- Research Question. Did reading comprehension improve i.e. getting meaning from text, using contextual clues and instant word recognition?
Data obtained from Pre-post results of SDRT Comprehension, informal reading and researcher's observation.

Student 1	Student 2	Student 3	Student 4	Student 5
SDRT – Comprehension subtest. 1. Part A. -Pre test below grade 2. Post test on grade 3 level. Improvement by one grade level. 2. Part B – Pre test above grade 2. Post test above	1) Part A-Pre test below grade level 2. Post test on grade level.3, improvement by one grade level. 2) Part B- Pre-test on grade level 3. Post test on grade level 3	1. Part A- below grade level 2. Posttest on grade level 3. Improvement by one grade level. 2. Part B- Post test below grade 2 level. Posttest below grade	1. Part A Below grade level 2. Posttest Below grade 2 levels. No improvement. 2. Part B Posttest below grade 2 level. Posttest below grade 2 levels. No improvement.	1. Part A Pre test above grade 2 level. Posttest below grade 2 levels. Some improvement. 2. Part B below grade 2 level. Part B above grade 3 level. 3. Improvement by one grade.

grade 2 level. Improvement by one grade level.	Remained on same level.	level 3. Improvement by one grade level.		
Informal Reading results. 1. Improvement in recognition of words from 78% to 89%	1. Improvement in recognition of words 78% to 89%	1. Improvement in recognition of words from 60% to 80%	1) No improvement in recognition of words. Recognized 69% of words in pre-test and 44% of words in post – test.	2. No improvement in recognition of words. Recognized 91% of words in pre-test and 87 % of words in Posttest.
Researcher's observations. 1. Improved understanding of self-generated text. 2. 100% improvement in understanding of published text 3. 100% improvement in instant recognition and meaning of all vocabulary related to themes. 4. Reading and sign pace haVE improved	1. Improved understanding of self generated text 2. 100% Improvement in understanding of published text. 3.100% improvement in instant recognition of vocabulary and meaning related to themes. 4. Reading and signing pace have improved.	1. Improved understanding of group generated text. 2. 80% improved understanding of published text . 3. 80% instant recognition of vocabulary and meaning related to themes. 4. Reading and signing pace have improved.	1. Improved understanding of group generated text. 2. Improved understanding of 60% of published text . 3. 60% instant recognition of vocabulary related to themes. 4. Reading and signing pace have improved.	1. Improved understanding of group generated text . 2. Improved understanding of 90% of published text . 3. 90% instant recognition of vocabulary and meaning related to themes. 4 Reading and signing pace have improved.

Results 1C- Research Question – Did written language improve i.e. was writing more meaningful, was word order correct, was there use of literacy conventions and was there use of correct spelling.
Data obtained from written work and researcher's observations.

Student 1	Student 2	Student 3	Student 4	Student 5
Written work				
1. Improvement in meaning conveyed in sentence construction from 70% to 90%. 2. Improvement in word order in simple sentences. 3. Improvement of ideas in more complex sentences but word order still mixed up. 4. Improvement in the use of the following literacy conventions i.e. capital letters, full stops and use of a title for a story.	1. 1.Improvement in meaning conveyed in sentence construction from 70% to 90%.. 2. Improvement in word order in simple sentences. 3. Improvement in ideas in more complex sentences but word order still mixed up. 4. Improvement in the use of the following literacy conventions i.e. capital letters, full stops and use of a title for a story.	1. 1.Improvement in meaning conveyed in sentence construction from 60% to 80%. 2. Improvement in word order in simple sentences. 3. Improvement in ideas in more complex sentences but word order still mixed up. 4. Improvement in the use of the following literacy conventions i.e. capital letters, full stops and use of a title for a story.	1. Improvement in meaning conveyed in sentence construction from 30% to 60% 2. Improvement in use of following literacy conventions i.e. capital letters and full stops.	1. Improvement in meaning conveyed in sentence construction from 70% to 90%. 2. Improvement in word order in simple sentences. 3. Improvement in ideas in more complex sentences but word order still mixed up. 4. Improvement in the use of following literacy conventions i.e. capital letters, full stops and use of a title for a story.

Researchers Observations				
1. Improvement in motivation to write as well as recognizing mistakes in written work. 2. Able to use GO and sequence stories. 3. Improvement in legibility of writing. 4. Improvement in the ability to use a dictionary resulting in improvement of spelling. 5. Improvement in learner's ability to self generates and publishes own text.	1. Improvement in motivation to write as well as recognizing mistakes in written work. 2. Able to use GO and sequence stories. 3. Improvement in legibility of writing. 4. Improvement in the ability to use a dictionary resulting in improvement of spelling 5. Improvement in learners' ability to self generate and publish own text.	1. Improvement in motivation to write as well as recognizing mistakes in written work. 2. Able to use GO and sequence stories. 3. Improvement in legibility of writing. 4. Improvement in the ability to use a dictionary resulting in improvement of spelling. 5. Improvement in learners' ability to self generates and publish own text.	1. Improvement in motivation to write, unable to recognize mistakes in written work . 2. Needs assistance to use GO and sequence stories. 3. Improvement in legibility of writing. 4. Needed assistance in the use of a dictionary. Struggled with spelling. 5. Needs assistance in generating and publishing own text.	1. Improvement in motivation to write. 3. Able to use GO and sequence stories. 4. Very little Improvement in legibility of writing due to hemapligia. 5. Improvement in generating and publishing own text.

Results 1D- did signing improve (i.e. linking sign language to vocabulary learnt and knowledge gained from activities)?
Data obtained from: signs representing vocabulary, signs representing grammar, signs representing complex sentence construction and researcher's observations.

Student 1	Student 2	Student 3	Student 4	Student 5
Signs representing vocabulary.				
1. 100% improvement in linking all signs from themes to vocabulary	1. 100% improvement in linking all signs from themes to vocabulary	1. 80% improvement in linking signs from themes to vocabulary.	1. 60% improvement in linking signs from themes to vocabulary	1. 90% improvement in linking signs from themes to vocabulary.
Signs representing grammar.				
1. 100%	1. 100%	1. 80%	1. 60%	1. 90%

Improvement in using signs while signing out simple sentences.	improve-ment in using signs while signing out simple sentences.	improve-ment in using signs while signing out simple sentences.	improve-ment in using signs while signing out simple sentences.	improvement in using signs while signing out simple sentences.
Signs representing complex sentence construction. 80% improvement in signing complex sentences.	80% improvement in signing complex sentences.	0% improvement in signing complex sentences.	Unable to sign complex sentences.	70% improvement in signing complex sentences.
Researchers Observations. Signs more fluently and uses all signs learnt, when constructing sentences and during discussion times.	Signs more fluently and uses all signs learnt, when constructing sentences and during discussion times	Signs more fluently and uses all signs learnt, when constructing sentences and during discussion times	Signs more fluently but unable to use all signs learnt when constructing sentences and during discussion times.	Signs more fluently and uses all signs learnt , when constructing sentences and during discussion times.

Results 2. Did general knowledge improve in the following themes: Our country, transport and the circus and animals in the circus?
Data obtained from themes, linking knowledge to writing and researcher's observations.

Student 1	Student 2	Student 3	Student 4	Student 5
OUR COUNTRY. Improvement in knowledge of geographical positions. TRANSPORT (road, rail, sea, air) Improvement in knowledge of the different types of transport. THE CIRCUS AND ANIMALS. Improvement of knowledge of the circus and different animals performing in the circus.	OUR COUNTRY. Improvement in knowledge of geographical positions. TRANSPORT (road, rail, sea, air) Improvement in knowledge of the different types of transport. THE CIRCUS AND ANIMALS. Improvement of knowledge of the circus and different animals performing in the circus.	OUR COUNTRY. Improvement in knowledge of geographical positions. TRANSPORT (road, rail, sea, air) Improvement in knowledge of the different types of transport. THE CIRCUS AND ANIMALS. Improvement of knowledge of the circus and different animals performing in the circus.	OUR COUNTRY. Improvement in knowledge of geographical positions. TRANSPORT (road, rail, sea, air) Improvement in knowledge of the different types of transport. THE CIRCUS AND ANIMALS. Improvement of knowledge of the circus and different animals performing in the circus.	OUR COUNTRY. Improvement in knowledge of geographical positions. TRANSPORT (road, rail, sea, air) Improvement in knowledge of the different types of transport. THE CIRCUS AND ANIMALS. Improvement of knowledge of the circus and different animals performing in the circus.

Linking knowledge to writing 100% improve-ment in linking general knowledge to written work	100% improvement in linking general knowledge to written work	80% improvement in linking general knowledge to written work	60% improvement in linking general knowledge to written work	90% improvement in linking general knowledge to written work
Researcher'S Observations. Learners was able to contribute more during discussion time. Learner was able to link knowledge to reading as well as read supplementary books on the above themes. Learners was able to link knowledge to the same theme when seen in a different context e.g. magazines, pictures and library books.	Learner was able to contribute more during discussion time. Learner was able to link knowledge to reading as well as read supplementary books on the above themes. Learner was able to link knowledge to the same theme when seen in a different context e.g. magazines, pictures and library books.	Learner was able to contribute more during discussion time. Learner was able to link knowledge to reading as well as read supplementary books on the above themes. Learner was able to link knowledge to the same theme when seen in a different context e.g. magazines, pictures and library books.	Knowledge improved, was able to make some contribution to discussion. Could link some of the knowledge to the self-generated text but struggled with supplementary readers.	Learners was able to contribute more during discussion time. Learner was able to link knowledge to reading as well as read supplementary books on the above themes. Learners were able to link knowledge to the same theme when seen in a different context e.g. magazines, pictures and library books.

Results 3. Did metacognitive strategies improve?
Data obtained from research observations of the learners when using the following strategies: - planning and sequencing, use of contextual clues, prediction, self-monitoring, self-correction and focusing on meaning.

Student 1	Student 2	Student 3	Student 4	Student 5
Researcher's observation when learners used the following. Planning and	Planning and	Planning and	Planning	Planning and

sequencing Before intervention was unable to plan and sequence stories. After intervention could plan and sequence stories independently. Use of contextual clues. Before intervention did not use contextual clues. After intervention would use the context for clues. Prediction. Before intervention could not predict while reading or during discussions, after intervention was able to predict while reading and during discussions. Self- monitoring. Before intervention was unable to self-monitor after intervention would pause, think and sign sentences to her before writing the sentences.	sequencing Before intervention was unable to plan and sequence stories. After intervention could plan and sequence stories independently Use of contextual clues. Before intervention did not use contextual clues. After intervention would use the context for clues. Prediction. Before intervention could not predict while reading or during discussions, after intervention was able to predict while reading and during discussions. Self-monitoring. Before intervention was unable to self- monitor after intervention would pause, think and sign sentences to her before writing the sentences.	sequencing Before intervention was unable to plan and sequence stories. After intervention could plan and sequence stories independently Use of contextual clues. Before intervention did not use contextual clues. After intervention would use the context for clues. Prediction. Before intervention could not predict while reading or during discussions, after intervention was able to predict while reading and during discussions. Self-monitoring. Before intervention was unable to self- monitor after intervention would pause, think and sign sentences to him before writing the sentences.	and sequencing Need assistance with planning at all times. Was able to sequence stories with assistance. Use of contextual clues Unable to make use of any contextual clues Prediction. Unable to predict both before and after intervention. Self-monitoring. Unable to self – monitor while writing sentences.	sequencing Before intervention was unable to plan and sequence stories. After intervention could plan and sequence stories independently Use of contextual clues. Before intervention did not use contextual clues. After intervention would use the context for clues. Prediction. Before intervention could not predict while reading or during discussions, after intervention was able to predict while reading and during discussions. Self-monitoring. Before intervention was unable to self- monitor after intervention would pause, think and sign sentences to him before writing the sentences.

Self- correction. Before intervention was unable to spot mistakes in written work. After intervention could spot mistakes omitted words, capitals and full stops. Focus on meaning. Focused on meaning and written work was more meaningful.	Self-correction. Before intervention was unable to spot mistakes in written work. After intervention could spot mistakes omitted words, capitals and full stops. Focus on meaning. Focused on meaning and written work was more meaningful.	Self-correction. Before intervention was unable to spot mistakes in written work. After intervention could spot mistakes omitted words, capitals and full stops. Focus on meaning. Focused on meaning and written work was more meaningful.	Self-correction. Unable to spot errors in her work. Focus on meaning. Found it difficult to focus on meaning written work was still very mixed up.	Self-correction. Before intervention was unable to spot mistakes in written work. After intervention could spot mistakes omitted words, capitals and full stops. Focus on meaning. 1. Focused on meaning and written work was more meaningful.

Results 4- did social and emotional development improve: - i.e. confidence in working on their own or in a group, performance anxiety, motivation to learn, knowledge of social skills, collaboration and self-esteem? Data obtained from researcher's observations.

Student 1	Student 2	Student 3	Student 4	Student 5
Outcomes				
1. Improvement in confidence in working on her own. Extremely confident when working with other learners and educators. 2. Before intervention there was performance anxiety, after intervention no performance anxiety, eager to perform tasks, 3. Improved	1. Improvement in confidence in working on her own. Extremely confident when working with other learners and educators. 2. Before intervention there was performance anxiety, after intervention no performance anxiety, eager to perform tasks. 3. Improved Motivation and enthusiastic to learn especially when commencing new themes. 4. Knowledge of social skills	1 Improvement in confidence in working on his own. Confident when working with other learners and educators. 2 Before intervention there was performance anxiety, after intervention still indications of performance anxiety even though he was eager to perform	1. Still unsure when working on her own . no improvement in her confidence. 2. Before intervention there was performance anxiety, after intervention still very anxious when performing tasks. 3. Improved Motivated and enthusiasm to learn. 4. Slight improvement of Knowledge of social skills had to be reminded to wait her turn.	1. Improvement in confidence in working on his own. Extremely confident when working with other learners and educators. 2 Before intervention there was performance anxiety , after intervention no performance anxiety, eager to perform tasks, 3. Improved Motivated and enthusiasm to learn especially when commencing new themes. 4. Knowledge of social skills improved i.e.

motivation and enthusiastic to learn especially when commencing new themes. 4. Knowledge of social skills improved i.e. waited her turn, did not interrupt others while signing. 5. Improved collaboration with learners in the group, more acknowledge-ments of others in the group. 6. Improvement in self-esteem, learner is more empowered.	improved i.e. waited her turn, did not interrupt others while signing. 5. Improved collaboration with learners in the group, more acknowledge-ment of others in the group. 6. Improvement in self-esteem, learner is more empowered	tasks. 3. Improved Motivation and enthusiastic to learn especially when commencing new themes. 4. Knowledge of social skills improved i.e. waited his turn, did not interrupt others while signing. 5. Improved collaboration with learners in the group, more acknowledge-ment of others in group. 6. Improvement in self-esteem, learner is more empowered	5. Improved collaboration with some of the learners in the group, would acknowledge some of the members in the group. 6. Improvement in self-esteem not empowered.	waited his turn, did not interrupt others while signing. 5. Improved collaboration with learners in the group, more acknowledge-ment of others in group. 6. Improvement in self-esteem, learner is more empowered