



*A Teacher's Guide
to Picture-Reading
in ECD A*



Building Pre-Reading Skills,
Storytelling, and Early Literacy



Introduction

At ECD A level, picture-reading is considered a pre-reading skill—a foundational stage in literacy development. The focus is not yet on formal recognition of letters or words, but rather on building the concepts and habits that prepare learners for reading.

Here's how it works:

- Picture recognition & description → Learners observe pictures, name objects, actions, and scenes.
- Vocabulary building → They acquire words for familiar objects and experiences.
- Comprehension skills → They begin to understand that pictures carry meaning, and they can tell or retell a story from them.

- Sequencing & prediction → Learners practice arranging pictures in order and predicting what might happen next.
- Symbol awareness → They start connecting spoken words with visual symbols, paving the way for letter recognition.

By the time they reach ECD B, learners are ready to:

- Recognize letters (sound-symbol relationship).
- Match letters with sounds (phonemic awareness).

By Grade 1, they transition to:

- Word reading (decoding).
- Simple sentence reading.



Picture-Reading at ECD A

Learning to Begin to Read / Pre-Reading Skills

competencies

outcomes

activities

home support

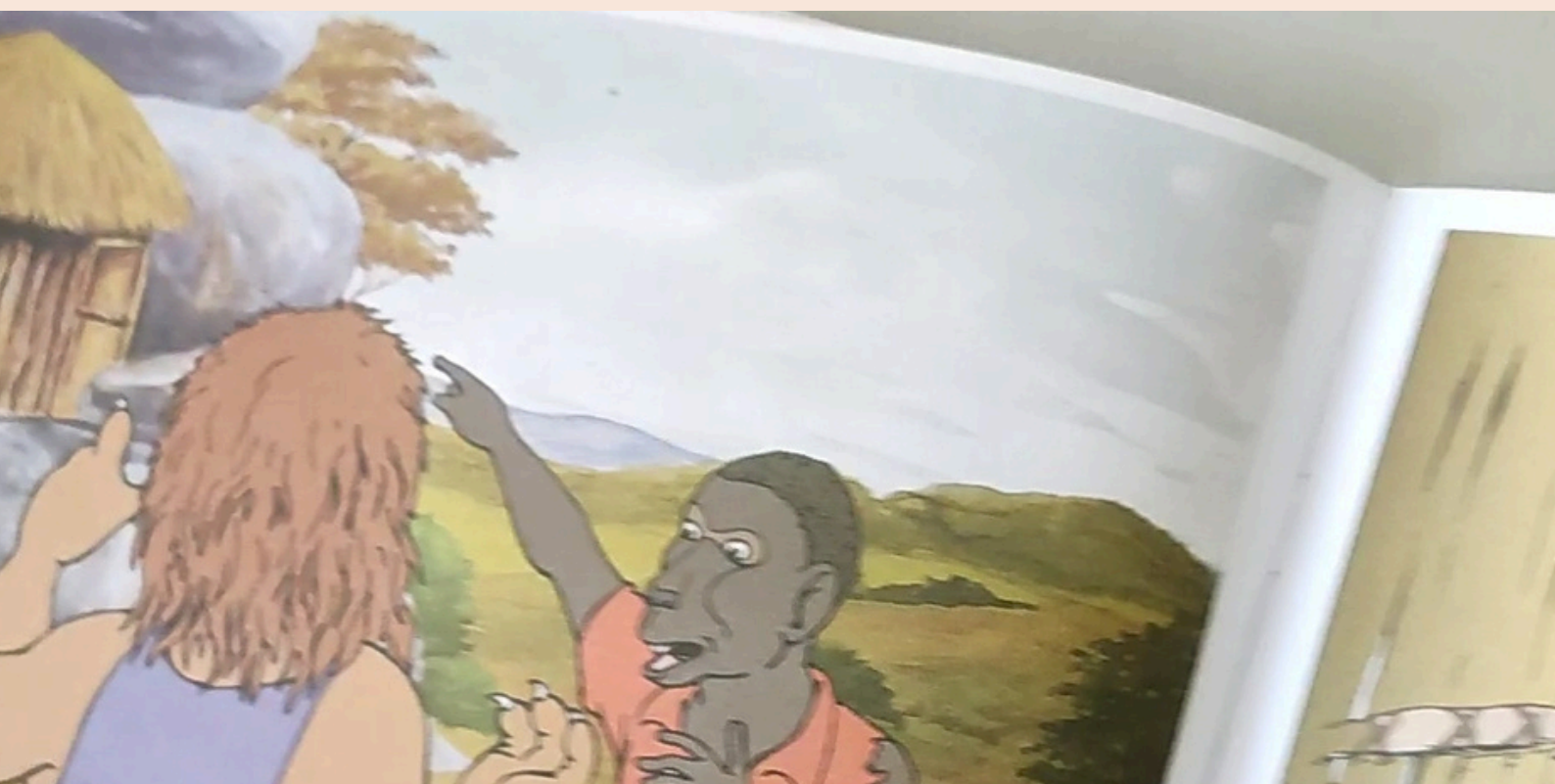
Competency Focus

- Develops pre-reading skills through picture recognition and storytelling.
- Builds oral vocabulary and comprehension skills.
- Encourages sequencing, prediction, and imagination.
- Promotes cultural identity and inclusivity through indigenous languages.
- Strengthens parental involvement in early literacy.

Suggested Teacher / Facilitator Activities

Using the **Rava ChiShona ECD A Picture Story Books** (also available in **Ndebele, Xhosa, Sotho, Kalanga, Tonga, Venda, and Nambya**):

1. Picture Walk - Hold up the book and guide learners through the pictures before reading. Ask: "What do you see? What is happening here?"
2. Naming & Vocabulary Building - Encourage learners to point at pictures and name objects/people in their home language.
3. Storytelling from Pictures - Ask learners to retell the story in their own words using the pictures as prompts.
4. Sequencing Games - Mix up picture cards and let learners arrange them in the correct story order.
5. Prediction Prompts - Pause mid-story and ask: "What do you think will happen next?"
6. Role-play / Dramatization - Let learners act out scenes from the picture story.



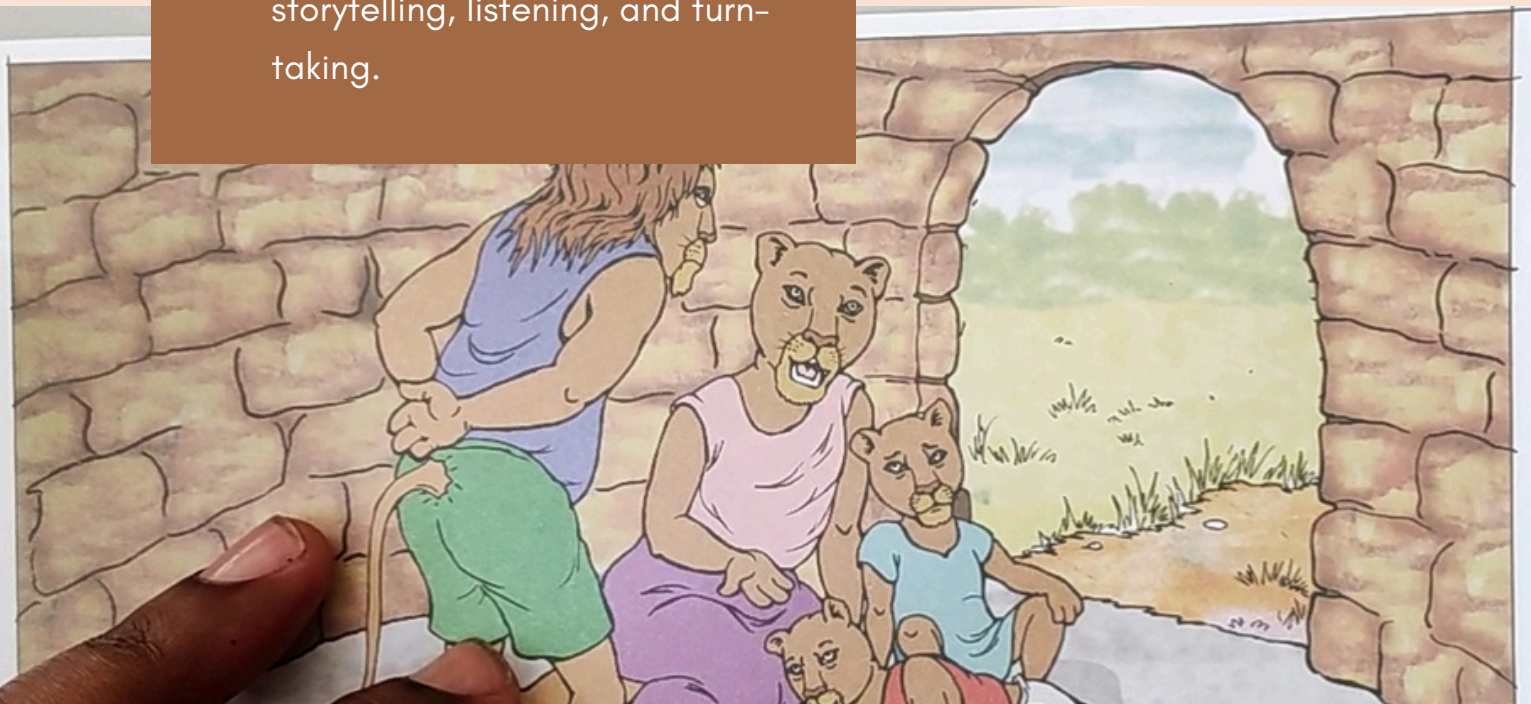
Learning Outcomes (By the end of ECD A)

Learners should be able to:

1. Identify and name familiar objects, actions, and people in pictures.
2. Use pictures to tell or retell a simple story in their mother tongue.
3. Demonstrate sequencing (beginning, middle, end) using picture cues.
4. Predict what may happen next in a picture story.
5. Show awareness that pictures and spoken words can be connected.
6. Participate actively in group storytelling, listening, and turn-taking.



“The journey to literacy begins long before the child reads words; it begins when a child learns to understand meaning in pictures and sounds.”



Home / Parental Teaching Activities

***Parents and guardians can
support by:***

- Picture Talk at Home – Looking at the book together and asking: “What do you see? What is the boy doing? Where is the mother?”
- Daily Story Time – Allowing the child to “tell” the story from pictures, even without reading words.
- Cultural Sharing – Relating the story to family life, traditions, or everyday experiences.
- Language Richness – Encouraging storytelling in the child’s strongest home language for better vocabulary development.
- Family Participation – Older siblings can listen to or join in the picture-telling activity.



*“Stories stimulate
imagination, build
vocabulary, and connect
children to culture and
community.”*



Assessment (Informal / Continuous)

- Observe if learners can name objects in pictures correctly.
- Check if learners can retell stories with beginning, middle, and end.
- Listen for prediction attempts (even simple guesses count).
- Note participation in group storytelling and home feedback from parents.

Conclusion

Picture-reading is more than just looking at images — it's the first step in a child's journey to becoming a confident reader. By engaging children through storytelling, naming, and sequencing activities, teachers and parents lay the foundation for lifelong literacy and a love for reading.



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Get In Touch

Order the Books / Get Started

Bring Rava ChiShona, Bala IsiNdebele and other indigenous language picture books into your classroom or home today! Contact us to order your set/s and start nurturing confident early readers.

ORDERS: 0772147678/orders@cps.cp.zw

INQUIRIES: 0782027577/info@cps.co.zw

READING WORKSHOPS

Sign up for our FREE short training session for teachers and parents on early literacy and picture-reading strategies. Spaces are limited!

BOOKINGS: 0782027577/info@cps.co.zw

Every story told today is a step toward a lifelong love of reading. Start your child's journey now..

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