



Bridging the Gap

Addressing Intermediate Phase Challenges to Strengthen
the GET Foundation

Passion • Literacy • The Responsibility to Build Stronger Learners



Why are you a teacher?

A question to carry with you throughout this presentation.

“

If we want to bridge the gaps, we need to look honestly at where they come from — and what we can do differently.

LOOK

Where are the gaps?

REFLECT

What impact do they have?

ACT

What can we change?

The Intermediate Phase: Where the Gap Becomes Visible

Learners move from developing foundational skills to using them independently across a demanding curriculum.

Reading without
understanding

Limited exposure
to texts

Knowing ≠ applying

Literacy across
the curriculum

Curriculum
fragmentation

Perceived
relevance

Home-school
relationship

Role of the
educator

“The common thread: the gap between learning a skill and owning a skill.

1. Reading Without Understanding

Reading words fluently does not automatically mean understanding the text.

- Identify the main idea and important information
- Make inferences and draw conclusions
- Interpret vocabulary using context
- Compare, explain and justify using evidence
- Understand what an assessment question is asking



“

Literacy is the vehicle through which learners access the curriculum.

2. Give Learners More Texts — and More Ways to Work With Them

Reading is the starting point, not the final destination.

Fiction

Read • question • compare • evaluate

Non-fiction

Read • question • compare • evaluate

Poetry

Read • question • compare • evaluate

News

Read • question • compare • evaluate

Visual texts

Read • question • compare • evaluate

Digital texts

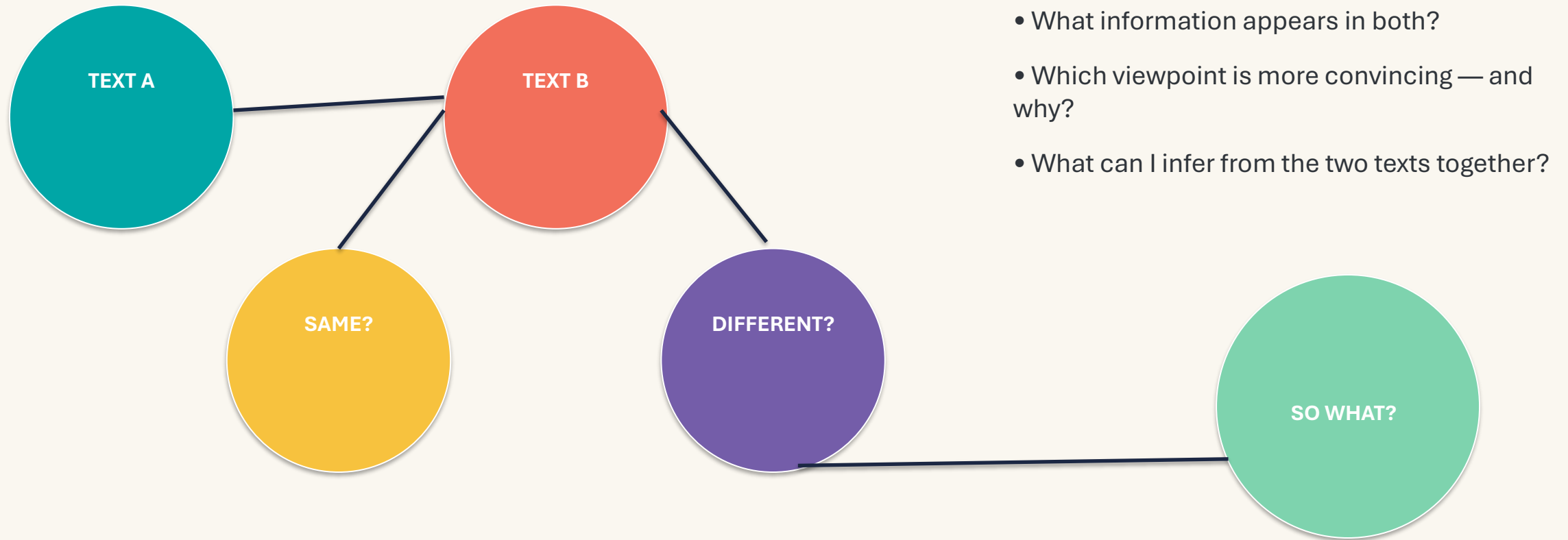
Read • question • compare • evaluate

“

Read → Understand → Analyse → Compare → Evaluate → Create

The Challenge of Comparison

Learners need to move from spotting a difference to understanding what the difference tells us.



3. Bridge the Gap Between Knowing and Applying

A learner can know a rule without knowing when, where and how to use it.



“

The real test of mastery: Can the learner use the skill independently, in a different context, across subjects and over time?

4. Literacy Does Not Belong to English

Reading, writing, spelling and comprehension are the tools learners use to access every subject.

ENGLISH

Read • write • interpret

SCIENCE

Follow instructions • explain

HISTORY

Interpret sources • infer

GEOGRAPHY

Extract information • compare

MATHS

Unpack problems • reason

“

The skills you learn in one classroom still apply when you enter another.

5–6. Make Learning Meaningful — and Build Independence

Learners need to understand why literacy matters beyond the test.

WHY DOES IT MATTER?

Language helps learners communicate, interpret, reason, persuade, question and express ideas.

BEYOND SCHOOL

CVs • emails • reports • applications • workplace communication

SPACE TO DISCOVER

Reading, storytelling, curiosity, imagination, problem-solving and perseverance.

“

We need to move learners from “Do I need to know this for the test?” to “Where can I use this, and why does it matter?”

Passion is not performance.

- It is caring deeply about whether learning actually takes place.
- It is reflecting when learners struggle.
- It is making learning meaningful.
- It is modelling curiosity and high expectations.



What Can We Do?

A practical shift from identifying problems to building habits that support transfer.

Shared language of learning

identify • explain • compare • infer • evaluate

Teach for transfer

Change the context. Ask: “Where else could you use this?”

Build retrieval

Revisit vocabulary, concepts and mixed skills regularly.

Make connections explicit

Show learners how previous knowledge can help.

Develop comprehension across subjects

Unpack questions, sources, vocabulary and evidence.

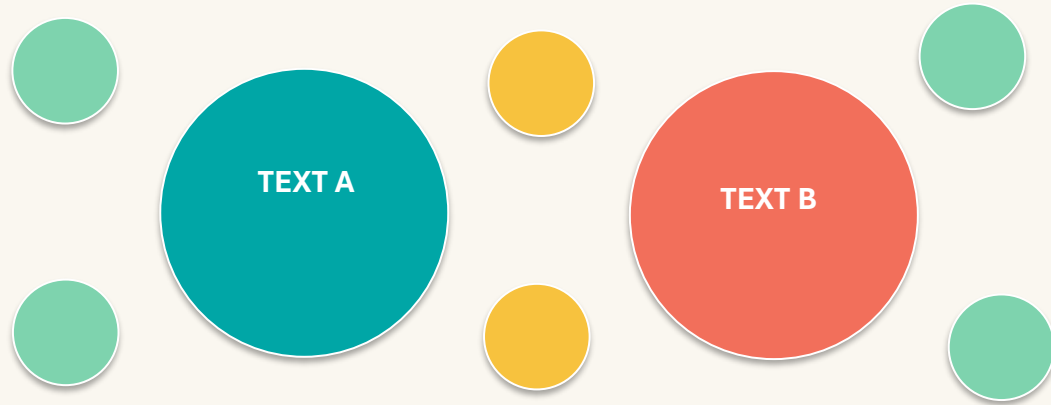
Value mastery, not only coverage

Revisit foundational skills that unlock future learning.

7. Create Space for Learners to Think and Work With Texts

Move learners beyond simply “finding the answer”.

THINKING MAPS: DOUBLE BUBBLE



DE BONO'S SIX THINKING HATS



“

Read • question • compare • respond • justify • create

Based on the presentation content provided.

What Could This Look Like in a Comprehension Lesson?

A simple routine that creates more active engagement with the text.

BEFORE READING

Predict • activate prior knowledge • ask questions

WHILE READING

Highlight evidence • clarify vocabulary • notice patterns

AFTER READING

Compare • infer • evaluate • explain thinking

EXTEND

Use a Double Bubble Map or Thinking Hats to deepen the response

“ **The goal is not more worksheets. The goal is more thinking.**



Turn the presentation into a conversation.



QUESTION 1

Which gap do you see most often in your learners?



QUESTION 2

What is one strategy you already use that works?



QUESTION 3

What could we do differently — together?

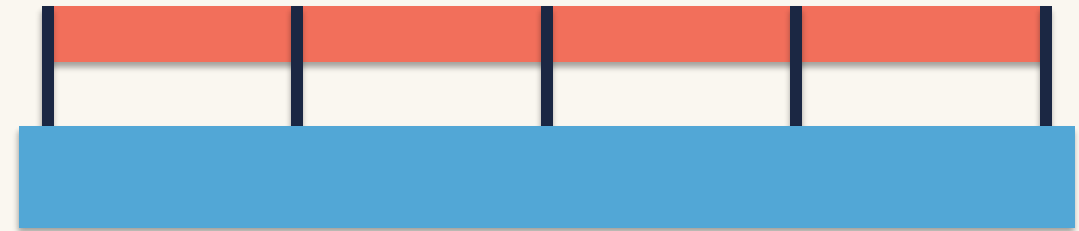
“ We do not have to solve everything today. We do have to start somewhere.

Bridging the Gap

We are not simply preparing learners for the next grade. We are strengthening the bridge to what comes next.

“

**Understand. Communicate.
Question. Think. Imagine.
Create. Find your voice.**



“Teachers plant seeds in gardens they may never get to see fully grown.”

THANK YOU