Mono and multi-syllabic words

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| *Throughout* the *reflective* *practice*, this *self-study dominated* my thoughts and time. *Putting critical moments* into *perspective* was a *challenge* for me. Five years on this *journey* of *principal leadership* has *helped* me *develop perspective* as a way to ground my focus and to *continue attempting* to *positively affect* school *culture* and *facilitate* change through the lens of *servant leadership.* |

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| The *problem* is most *encountered* when *learners* change to *English* as *LoLT* in Grade 4. In this grade, most *subjects* are learnt through *English* and it is *believed* that they will have *acquired reading* and *writing competence during* this *transition* (Fleish 2008). *However*, *learners* are not yet *competent* to *perform* well in *English.* |