# Reading Strategy & Campaign 2022–2030

Improve Reading to Improve Learning

*Grade 1-9*

Province of the
EASTERN CAPE
EDUCATION

# Hon. Fundile David Gade

Member of the Executive Council of the Eastern Cape Department of Education



Hon. Fundile David Gade
Eastern Cape MEC for Education

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# Foreword to the ECDoE Reading Strategy and Reading Campaign 2022-2030

It was once said that if you plan for a decade, plant a tree, but if you plan for a century, teach the children.

The Eastern Cape Department of Education (ECDoE) envisages providing access to quality lifelong learning opportunities for all its learners – for both this century and the next. But centuries of inequality can not be remedied in a short space of time. It has been more than twenty years since the democratization of South Africa, but the legacy of poor reading ability in many of our learners persists to the detriment of our overall learning performance.

The Eastern Cape Province fully acknowledges the reading problem and is making a concerted effort to find a solution for the poor reading ability of learners. The department, therefore, developed a comprehensive reading strategy to address the problem of poor reading in schools.

The ECDoE's Reading Strategy and Reading Campaign: Improving Reading To Improve Learning 2022-2030 aims to build reading and language teaching best practices into the education system, that will ensure that all learners by the age ten can read for meaning in line with the call by the President of South Africa, Mr Cyril Ramaphosa, in his State of the Nation Address in 2019, that one of government's "five fundamental goals for the next decade" is that all children should be able to read for meaning by age ten.

Through this Reading Strategy and Campaign, the department aims to accelerate the Eastern Cape learners' reading skills by training every teacher to become a reading teacher and by providing them with the necessary resources they need to teach effective reading skills in schools, by 2030.

The 21$^{st}$ century 'knowledge economy' demands increasingly sophisticated reading levels from South Africa's learners. In pioneering a reading strategy of this magnitude, the ECDOE has demonstrated that solutions to the reading crisis exist and that with the help and support of likeminded private and public partners will be able to take the reading strategy to scale ensuring that every teacher is trained, and every classroom is print rich and have sufficient resources to teach reading.

We look forward to the challenge.

**Mr Fundile Gade**
*Member Of The Executive Council (MEC) For Education Eastern Cape*

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Early reading is the foundation that **determines a child's educational progress**, through school, through higher education and into the workplace.

– President Cyril Ramaphosa

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# Introduction

Over the past 20 years, South Africans have become increasingly concerned about the poor reading ability of school-going children. Several local and international tests of reading achievement show that our learners are not reading at the required levels in their home language or in the Language of Learning and Teaching (LoLT). In June 2019, the President of South Africa, Mr Cyril Ramaphosa, announced in his State of the Nation Address, that one of government's "five fundamental goals for the next decade" is that all children should be able to read for meaning by age ten.

In response to the call by the president, the Minister of Education and the Department of Basic Education (DBE) developed a National Sector Reading Implementation Plan for 2019 to 2023.

> **Early reading is the foundation that determines a child's educational progress, through school, through higher education and into the workplace." President Cyril Ramaphosa February 2019**

The Eastern Cape Department of Education's (ECDoE) Improve Reading to Improve Learning Campaign and Reading Strategy 2022-2030 is a further heed to the President's call for all children to '**read with meaning**' by the age of ten and goes beyond the call of only ensuring that ten year olds can read but extends itself more to include the reading needs of all learners from Grades 1-9 as the need has become more dire in the aftermath of the Covid 19 pandemic.

It should be noted that the ECDoE's Reading Strategy is squarely based on the National Sector Reading Plan with its 10 pillars to strengthen reading but firmly takes into account the context of the Eastern Cape. Whilst the national strategy introduces a top-down approach i.e., managing the strategy from the national and provincial levels down to schools, the Eastern Cape Department of Education has taken an approach to manage the reading strategy from the schools upward. This means that every school will take ownership of its own reading policy and needs with support from the provincial department and the districts in specific areas of the strategy. It further means that the reading strategy will mainly be designed and managed "by the school for the school" using the framework provided by the national and provincial departments.

This concept document aims to outline the provisions of the Improve *Reading to Improve Learning Campaign and Reading Strategy for Grades 1-9 (2022-2030)* necessary to assist all stakeholders to get onboard with the activities for the next 8 years.

The title of the Reading Strategy is twofold in the sense that it is both a *Campaign* and a *Strategy* that we are aiming to implement over the next 8 years. The *Campaign* part suggests that the implementation is ongoing and is driven by someone to keep the strategy alive by celebrating it at regular intervals so that we do not forget its importance. The *Strategy* part assumes that there is an approach that will be used that both the department and schools in order to follow its mandate.

# Primary Focus Of Reading In The ECDoE

- To build best practice in the teaching of reading and language skills
- To encourage an enthusiasm and desire for reading.
- To improve the reading ability of learners so that they are able to take their place in the job market and contribute to economic growth.
- To build teachers' capacity to provide top quality teaching in all grades.
- To provide teachers with the necessary reading resources to teach reading effectively.
- To provide the foundation of digital literacy that will enable learners to embrace the technological world.

# Broad Outcomes of Reading for Learners and Teacher

| Phase | Outcomes For Learners | Outcomes For Teachers |
|---|---|---|
| **Foundation Phase Grades 1-3** | 1. To develop listening, speaking, reading, and writing skills in the home language.<br>2. To extend the skills to the second language.<br>3. To overcome barriers as early as possible. | 1. To expose educators to a full range of methodologies for the development of early literacy.<br>2. To enable educators to diagnose barriers to the learning of early literacy and to intervene to overcome them.<br>3. To expose educators to best practice for teaching in a multicultural and multilingual classroom. |
| **Intermediate Phase Grades 4-6** | 1. To consolidate basic literacy skills in the home language.<br>2. To develop skills to the point of proficiency in the first additional language so that they are able to make the transition to secondary school effectively.<br>3. To overcome barriers to learning. | 1. To expose educators to a full range of methodologies for the consolidation of literacy skills in the home and first additional language.<br>2. To enable educators to diagnose barriers to the learning of language and intervene to overcome them.<br>3. To expose educators to best practice for teaching in a multicultural and multilingual classroom. |
| **Senior Phase Grades 7-9** | 1. To move towards independence in literacy skills in both the home and first additional language.<br>2. To develop the critical literacy skills necessary to function in the FET band and the world outside of school.<br>3. To develop the ability to think logically and analytically. | 1. To expose educators to a full range of methodologies for the development of independent literacy skills in the home and first additional language.<br>2. To enable educators to assist learners in bridging the gap between primary and secondary school and to develop the critical literacy skills learners needed to function in the FET Band and the world of outside of school.<br>3. To enable educators to diagnose barriers to the learning of language and intervene to overcome them. |
| **Fet Band Grades 10-12** | 1. To extend critical and visual literacy skills so that they are able to meet the demands of the FET phase.<br>2. To function effectively in the labour market or tertiary education. | 1. To enable educators to assist to develop the critical and visual literacy skills learners needed to function in the FET band and the world outside of school. |

# The National Sector Reading Implementation Plan For 2019 To 2023

The National Reading Implementation Plan is rooted in 10 Strands of which each strands has its own objectives to improve reading. The Ten strands are listed as follows:

**Strand 1:**      Strengthen the Sector
**Strand 2:**      Teacher Development
**Strand 3:**      Learner Support
**Strand 4:**      Provision of Resources
**Strand 5:**      The Reading Methodology
**Strand 6:**      Reading across the Curriculum
**Strand 7:**      Monitoring, Evaluation and Support
**Strand 8:**      Parental and Community Mobilisation
**Strand 9:**      Partnerships
**Strand 10:**    Advocacy and Communication

The ECDoE finds expression in the ten strands in the following manner:

**Strand 1:      Strengthen The Sector**

The department aims to:

- Instill a Reading Culture
- Rally everyone around a Provincial Reading Strategy
- All schools to take ownership of their own School Reading Policies
- Appoint school-based reading champions to drive the reading campaign
- Involve the whole community
- Seek donorships and partners to form part of the campaign
- Advocate the importance of reading as far wide as possible.

**Strand 2:      Teacher Development**

The professional development of teachers must be twofold i.e. trough pre-service training and in-service training.

- With respect to pre-service training, the department will engage with HEIs to ensure that:
- newly trained teachers are familiarised with the use of reading methodologies in subject teaching through their B.Ed  or PGCE programmes.
- the teaching of African languages is given attention.
- HEIs institute Accredited Certificates in Reading which can be done online or through physical contact.

In respect of in-service training will the department ensure that:

- Do an audit of reading skills among teachers
- Train teachers on a **common methodology** whilst taking into account the phonetic requirements and other characteristics of indigenous languages.
- Train teachers how to **assess reading ability.**
- Train teaching assistants and teaching assistants and teachers how to **support learners struggling** to read.

Teacher development courses on reading will be offered in three ways of which teachers will be able to select how to do their training courses in reading.

The reading courses will be offered as follows:

**18 months online Reading Course through Rhodes University**
Bursaries offered to especially HoDs to take reading forward in their schools

**Modular online Reading Course through the DBE Teacher Development Platform**
Course is free and SACE accredited

**4 week online Reading Course through The Reading Academy**
Course is free and SACE accredited

**3-5 Day In-house Reading Course**
Course free offered through the four EC TD Institutes and SACE accredited.

## Strand 3:        Learner Support

- Implementation of the SIAS Policy to identify learning challenges.
- Use of the Early Reading Assessment Tool to identify reading abilities.
- Provision extra support to bridge the gap between HL and LOLT from Grade 4 onward.
- Provision of Graded Readers and print rich classrooms
- Provision of remedial support to struggling learners
- Expose learners to national and international reading tests
- Motivational programmes for learners.

## Strand 4:        Provision Of Resources

Flood schools with
- Graded Readers and Readers for leisure
- Posters to create print rich classrooms

## Strand 5:        The Reading Methodology

The department is focused on using the Balanced Language Approach (BLA) to teach reading.
- The BLA methodology is balanced as it uses the four skills of listening, speaking, reading and writing to teach reading and writing effectively through the following methodologies as shown in Illustrations 1 &2 below:
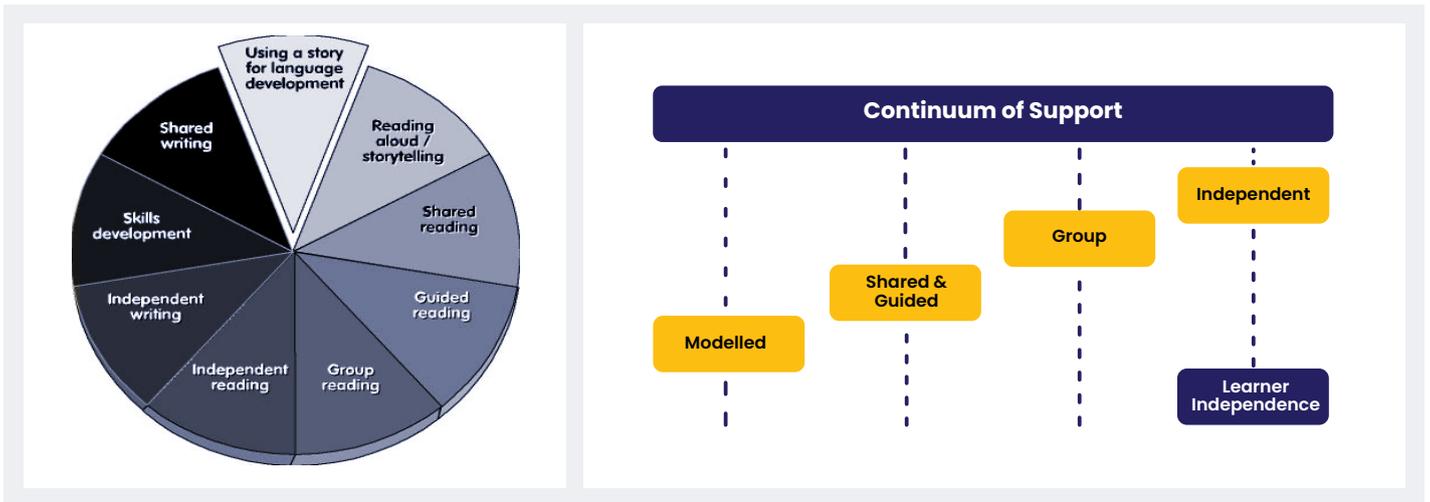
Illustration 1



Illustration 2

Why is the BLA so important in the teaching of reading?

Through the BLA method:
- Reading and writing are inseparable processes.
- The best approach to the teaching of reading and writing is a combination of approaches.
- Reading and writing for meaning is key and are powerful tools for learning in all subjects.
- Reading and writing experiences should be learner centered.
- Learners are exposed to a wide variety of texts as they read and write.
- Reading and writing flourish in a supportive environment.

The reading methodologies will be supplemented with:
- The Early Grade Reading Assessment to assess the learners' reading ability to support them at their point of need and
- A remedial support programme to help teachers to identify reading barriers and to support struggling learners with the relevant support that they need.

**Strand 6:      Reading Across The Curriculum**
- This strand aims to bring to the attention of the teaching fraternity that the teaching of reading is no longer just the responsibility of the language teacher and needs every teacher    to enhance the methods of reading through their subject teaching and through the use of different text types e.g. a textbook, workbook, poster, newspapers, activity sheet etc.

**Strand 7:      Monitoring, Evaluation And Support**
- Monitoring and Evaluation is an integral part of the Reading Strategy and requires of the department to constantly keep our "eye on the prize".  The end goal is to see improvement in reading through various tests at a national and international levels and to ensure that our learners can read at the appropriate grade and age levels.
- Subject Advisors and Circuit Managers will have the duty of monitoring the implementation of the School

Reading Policies at school level and will hold schools accountable for its implementation.

- The province will hold schools accountable through the learner's performance on a quarterly basis.
- Parents will hold their schools accountable for the improvement of reading and of learning.

## Strand 8:        Parental And Community Mobilisation

- Parents will be engaged and kept informed on the roll-out of the Improve Reading to
- Improve Learning Campaign and Reading Strategy for Grades 1-9 (2022-2030) through
- their schools and community advocacies

## Strand 9:        Partnerships

- Like-minded donors will be sourced to support the Learning Campaign and Reading Strategy for Grades 1-9 (2022-2030) and to rally with the department for a better outcome for our learners through the provision of financial, material or human resources where possible.

## Strand 10:       Advocacy And Communication

- The department will embark on a dedicated advocacy plan that will ensure the use of various media and timely advertisements to keep the province abreast with what is happening with the reading campaign.

*Improve Reading To Improve Learning Campaign &
Reading Strategy*

# The Beginning Of A New Journey To Improve Reading & Learning In All Schools & In All Grades

**punctuation** is used to signify pauses, intonation, and stress words

# 12 Strategies To Assist Schools To Improve Reading And Writing

**Strategy 1:** School Reading Self-Assessment Tool: To Assess The Effectiveness Of Reading Implementation In The School.

As a school body in order to assess the measure of the school's reading output, it is important that the school do a self-analysis to assess the extent to which the school is implementing reading and writing for effective language and literacy development in the school. This tool will assist schools to draw up a reading policy suited to their own conditions.

| Criteria for the implementation of a successful Reading Policy in schools. The school has... | Response by school | | |
|---|---|---|---|
| | This Is currently nothappening in my school | This is partially happening in my school | This is completely happening and is implemented in my school |
| Clear policies and guidelines that focus on the purpose, outcomes, roles, responsibilities, strategies, and methodologies for promoting reading. | | | |
| Clear policies and procedures that exist for promoting reading across the curriculum (i.e. reading is promoted in all subjects not just in the Languages). | | | |
| An environment and classrooms that are print-rich. | | | |
| A reading team lead by a reading coach/champion that plans and facilitates reading interventions for all subject teachers. | | | |
| Ensured that all Languages educators are skilled and qualified in the teaching of reading using the latest methodologies in reading and reading assessment? | | | |
| Included stakeholders (including educators, parents and learners) to be involved in the reading programme of the school? | | | |
| Made writing a mandatory activity in all subjects and is done after every lesson? | | | |
| Ensured that assessment is a continuous activity in all subjects. It is always purposeful, and is used to evaluate the current subject, and to plan for future growth in reading levels. | | | |

| Criteria for the implementation of a successful Reading Policy in schools. The school has... | Response by school | | |
| --- | --- | --- | --- |
| | **This Is currently nothappening in my school** | **This is partially happening in my school** | **This is completely happening and is implemented in my school** |
| Ensured that there is a clear collaboration between the school and the district office to provide the necessary support and resources for reading. | | | |
| Ensured that there are clear channels and strategies for addressing challenges to reading development in learners. | | | |
| Goals and action plans to improve reading and learning that are always implemented, monitored, and reported on. | | | |
| Teamwork is clear across all sectors of curriculum implementation. | | | |
| Clear communication channels that exist between all stakeholders (e.g., school and district office) involved in the improvement of teaching and learning at the school. | | | |
| There are silent reading times in the timetable. | | | |
| Extra mural programmes to enhance reading and writing, such as writing competitions, spelling competitions, public speaking, reading clubs etc. | | | |
| There is a strong emphasis on procedures and systems for managing and taking care of learning and teaching resources. | | | |
| Established links with role-models such as known members in the community who are readers of books themselves to lead and support the reading campaign of the school. | | | |
| Brought awareness about strategies for promoting comprehension and understanding of content through the questioning of content across all subjects. | | | |
| Established partnerships with NGOs, and other organisations to assist in promoting reading development. | | | |
| Professional development courses planned, forteachers to improve curriculum delivery and the results of the school? | | | |

| Criteria for the implementation of a successful Reading Policy in schools. The school has... | Response by school | | |
|---|---|---|---|
| | **This Is currently nothappening in my school** | **This is partially happening in my school** | **This is completely happening and is implemented in my school** |
| Educators understand the need for self and external evaluation and appraisal, as this can be used to plan for their own development. | | | |
| A HoD for every phase to manage and drive the curriculum in that phase? | | | |
| Educators who regularly visit one another's classrooms in order to learn and share skills, ideas and knowledge. | | | |
| Allows district officials to visit and support the school. | | | |
| A mentoring system in the school that has positive impact on teaching and learning. | | | |
| A time to analyse the learner assessments on a quarterly basis and the results are used to plan, re-plan interventions in the school level. | | | |
| Ensured that politics and power games in the school are placed second to learner needs and effective curriculum delivery. | | | |
| Subject educators all use the Language of Learning and Teaching (LoLT) of the school in their classrooms. | | | |
| Ensured that there is a teacher for every subject. | | | |
| Ensured that every learner has a textbook. | | | |
| Ensured that the school sets its own benchmarks against which standards and progress can be evaluated –based on external best-practice and research. | | | |
| Ensures that all learners go through a baseline or diagnostic reading assessment in effort to improve reading and learning. | | | |
| Results from assessments are evaluated and used to monitor progress and to plan effectively for ongoing reading and language interventions. | | | |

| Criteria for the implementation of a successful Reading Policy in schools. The school has... | Response by school | | |
|---|---|---|---|
| | **This Is currently nothappening in my school** | **This is partially happening in my school** | **This is completely happening and is implemented in my school** |
| The teaching of Reading includes international best-practice methodologies such as the Balanced Language Approach that includes Group Reading, Shared Reading, Guided Reading, Independent Reading, Phonics, and Phonemic awareness. | | | |
| Functional referral channels are in place to assist learners with severe barriers to learning or reading | | | |
| Ensured that the timetable makes time available for discussing and problem-solving the improvement of reading at the school. | | | |
| Learners are grouped according to their reading ability when teaching reading. | | | |
| Ensures that the timetable makes provision for a DROP ALL (EVERYTHING) AND READ period. From the gateman to the principal. | | | |
| The school has a system for communicating learners' own progress with them, in ways that focus on positive reinforcement and goal setting for ongoing development. | | | |

*This reading evaluation tool should be done per phase and the final responses to be concluded into one tool*

## Strategy 2 - Develop A School Reading Policy

**Developing a School Reading Policy -** Linda Gwele



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### 1.   The need for a School Reading Policy

Reading is a critical aspect of learner development at school level. Reading and writing should be promoted throughout the schooling structure. For this to be purposeful, instead of 'accidental', and successful, it is useful to develop a reading policy that guides everyone in the school to what the school ethos is in relation to reading skills, and how and why these skills are developed involving all stakeholders. All teachers should be involved in the drawing up of the school's reading policy.

### 2.   Drawing up a School Reading Policy

Set a vision for the SRP

A. Define the scope of the reading intervention at school: What will happen at:
   - Level 1: Whole-school Reading intervention programmes
   - Level 2: Languages classroom intervention programmes
   - Level 3: Across Subject intervention programmes
   - Level 4: Remedial intervention programmes
B. Decide on the timeframes for the different reading intervention programmes?
C. When will the planning and development of the SRP take place annually?
D. Create a reading environment/corners/library. (How, who, when, what)
E. Manage reading and writing across the curriculum (How, who, when, what)
F. Select and adopt a specific approach to teach reading. (what, how)
G. Plan a Programme of Assessment that includes diagnostic assessments, Formal Assessment Tasks, systemic tests and internationally designed tests. (what, how)
H. Look at the provision of reading material for every grade and the management thereof.

I.        Decide on the number of motivational programmes such as:

Spelling Bee, Reading Clubs, Reading Buddies, Writing Competition, Readathons, Book/ Reader of the Week, celebrating reading events. Weekly themes etc.)

J.        Decide on staff professional development (how, when, what).

## Template To Develop A School Reading Policy

Plan a school language policy using the following elements.

Once complete print the School Reading Policy in A3 format and make a copy for every classroom.

Launch the School Reading Policy (SRP) with all key stakeholders of the school.

| Criteria | How Will It Be Implemented |
|---|---|
| What is the Language Policy of the school? How will it be implemented? | |
| Purpose of the School Reading Policy | |
| Does the school have a theme for their reading strategy? | |
| Who will lead or be the Reading Champions of the school and what are they expected to do, how often, when, where and with whom? | |
| How often will teachers be developed in the teaching of Reading? Where will they receive their development? | |
| How will the school obtain their reading resources sufficient for every classroom? What resources will every phase receive and how often will this happen? | |
| How will the school implement the The Drop All and Read (DAR) Programme. When and how? | |
| Who will orientate the subject teachers in the Intermediate and Senior Phase or the use of reading methodologies to enhance both teaching and reading through subject teaching? | |
| Language assessment> (what methods will the school employ to assess and improve reading? | |
| Reading and language development motivational programmes for learners. | |
| Any other interventions of the school to improve reading | |

## Strategy 3 – Appoint A Reading Champion

**Selecting a Reading Champion** - Noxolo Twalo



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### What is a Reading Champion?

A 'Reading Champion is a teacher or professional who, literally, promotes and facilitates reading and reading skills across the curriculum.

The Reading Champions role is similar to that of a sports coach – the coach provides a game plan for the team, selects the best training methods, analyses the team's, efficiency and identifies weak areas, motivates the team, provides goals and targets to work towards, keeps up-to-date with trends in the sport and helps players practise the best techniques.

A Reading Champion would play all of these roles as well – but in the sphere of reading and reading in the school. The Reading Champion should:

- Be an enthusiast and an ambassador for reading whose aim is to grow the reading practices in the school.
- Must lead by example
- Be committed to an ongoing process
- Be reflective of own practice.

### The roles and responsibilities of a Reading Champion

The roles and responsibilities of the Reading Champion are as follows:

- Ensures the development and implementation of targeted reading programmes through the School Reading Policy.
- Leads the reading programmes of the phase or school
- Evaluates the performance of the phase/school in reading.
- Guides teachers in using appropriate strategies.
- Helps to turn the school into a reading environment.

- Motivates for every class to have readers.
- Manages the Drop All and Read (DAR) Programme.
- Encourages the implementation of reading and writing across all subject.
- Establishes a Reading Network with outside organisations.
- Sets up motivational programmes to encourage reading.
- Ensures the involvement of parents to support reading at home. Liaises with administrators on all initiatives.

## **Strategy 4** – Institute A Drop All And Read (DAR) Programme



**Drop all and Read -** Ayanda Booi

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### 1. **What is the DAR programme all about?**

- The DAR programme encourages schools to set time aside for learners, teachers, ground staff and school management to drop all (everything they are doing) and dedicate that time to focus on reading
- The goal of the program is to prompt people to make reading a regular part of their routine whether they're reading individually or together with their classmates,
- Deciding to embark on the DAR programme means that schools pledges to "drop" everything that they are doing for a set period of time in order to read a given text or good book.

### 2. **How to implement the DAR programme**

The DAR can be implemented as follows:

- Dedicate 20 minutes every day to the reading for enjoyment.
- During this period, learners are allowed to select a text or book (fiction/non-fiction) of their choice or a portion of the book to read.
- The reading can be done alone or to one other learner or to a group of learners.
- The reading can be silent and sustained or it can be done out aloud.
- The emphasis must be placed on independent reading however it must be followed by the learner explaining to the class what she or he has read.
- This can be followed by questions that are asked to the reader by the rest of the group.
- A bookmark is placed where the learner has left their reading for it to continue the next day until the book is complete.
- Learners can be awarded with credits for the number of books or texts they have read.
- It should be noted that the DAR time is not stressful learning experience!

## **Strategy 5** - Set Up Of A Reading Corner/ Library Corner

A **Reading Corner** is the first basic library in a school which has no access to a library or media centre. In many poor families accessing reading books to read at home are still considered a luxury and taking books home from school to read is not an option by many schools as they are not oftened returned. It is therefore imperative that schools provide learners the opportunity to access as much reading material as they can whilst at school.

**A classroom should have a Reading Corner or Nook.**
A Reading corner or nook provides a comfortable, quiet place for learners to retreat to and curl up with a book of interest. The reading corner is not just for reading, but is great for drawing, writing, or listening to music and stories with earphones.

**How many books should a reading corner/ library corner have?**
A classroom library should have at least a variety of 40 books that is one for every learner to be exchanged once per week for 40 weeks with the hope that every learner would have read 40 books for the year.

**Types of reading material for the reading corner**
A variety of of literature genres;(novels, short stories, poems, dramas picture books, fiction/ non-fiction) books. Magazines, eBooks, maps, newspapers, encyclopaedias, posters, audio readings, videos

# How To Set Up A Library Or Reading Corner

**Step 1: Reading Corner Location**

Decide on where your library will fit in your room.

**Step 2:  Furnishings, seating, and other 'stuff".**

What furnishings do you already have and what do you need? Will you provide seating or will children sit on the floor? What other things could you add?

**Step 3: Functions of the Reading Corner.**

What will the library be used for and how will this impact where you place your furnishings, shelves, books and other stuff?

**Step 4: Sourcing Books.**

What books do you already have?  Can your school provide books or do you have to purchase or raise funds to acquire them? Can you ask parents to donate unused books? or could apply for books through Donors.

**Step Five: Class theme.**

Do you have a classroom theme that can carry over to your library?

**Step 6:  Organizing and categorizing.**

How are you going to organize books, by color-coding book boxes or will you organise the books in graded levels or themes etc.?

**Step 7: Step up expectations.**

Model, discuss, praise, revisit what reading in the classroom looks like, sounds likes, feel like. Take photos of learners reading.

# Strategy 6 - Implement Reading Across The Curriculum

The teaching of reading is no longer just the responsibility of the language teacher and needs every teacher to enhance the methods of reading through their subject teaching through the use of different text types e.g. a textbook, workbook, poster, newspaper clipping, activity sheet etc.

Ideas to promote reading during subject teaching are as follows:

**Before The Lesson Starts**

- Ask the learners to:
- Read the title or topic of the lesson.
- Read the sub-headings/titles.
- Look at the illustrations.
- Make predictions on what the text or lesson is about.

**During The Lesson**

- Ask a learner to read the text out loud.
- Ask a few more learners to read different parts of the text.
- Learners can read together and individually.
- Identify new and unfamiliar words – find their meaning.
- Use new words in context of what is being taught.
- Place the new words on the word wall for the week.
- Correct the use of grammar and punctuation.
- Teach the topic.

**After The Lesson**

- Critically engage in the subject matter.
- Ask questions for understanding.
- Link content to own experience or opinions of others.
- Write about the subject matter taught through activities.
- Summarise in 1-3 paragraphs own understanding of the topic or a question on the topic.
- Provide learners with follow-up research on the topic.
- Learners make a poster on the topic

## **Strategy 7 –** Implement The Early Grade Reading Assessment (EGRA)



**Implementation of the Early Grade Reading Assessment (EGRA)** - Thembisa Jompolo

### What is the EGRA tool about?

The Early Grade Reading Assessment (EGRA) tool is an instrument in the form of a scaffolded chart used to assess learner's reading proficiency on four key reading components namely phonemic awareness, phonics, word recognition and oral comprehension.

The EGRA tool enables the teacher to assess and identify an individual learner's reading abilities and difficulties and can assist the teacher to plan differentiated reading activities that respond to individual learner's reading levels.

Assessment of reading proficiency will provide useful data for making decisions on screening of learners, diagnosing learner reading strengths and needs and monitor progress.

### Who must use the tool?

The tool comes in a form of a booklet or separate charts of four components. The teacher uses the tools to assess individual learners.

The learners use their own booklet for assessment. The results of the assessment of a booklet can show each learner's progress in terms of reading throughout the year.

## How is the EGRA tool used

Each learner is called individually to be assessed be assessed by the teacher.

The teacher explains to the learner what is expected and how assessment is going to be done. It is important that the learner is calm and do not feel like he/she is being tested learners are assessed on a word read per minute using a stopwatch.

The teacher will go through each assessment chart with the learner. The learner is given a grade appropriate text to read. The teacher crosses out words the learner reads incorrectly or cannot read and marks where the learner have stopped in the allocated minute provided. The teacher counts the words not read and the words read by the learner on each chart and records the results in a recording sheet.

The teacher analyses the scores of the whole class to identify weaknesses and areas that need intervention and plan for reteaching those components in a way that will improve reading proficiency. The next assessment will be in the new  and the same process is used to measure the progress of the individual learners.

## What are the benefits of using the EGRA tools?

EGRA establishes easily measurable criteria for tracking reading competency.
EGRA identifies challenges to beginning reading proficiency and provide reliable data to inform specific didactic and supportive interventions to improve reading and the overall quality of learning.

*Ask the subject advisor to assist the school in obtaining the EGRA Tool.

## Strategy 8 – Implement Motivational Programmes To Strengthen Reading

Foster a Home-School Collaboration to encourage reading and writing.

Foster an In-School Collaboration amongst linguistically diverse learners. School staff, as well as learners, should share their knowledge of other languages and cultures. This sharing is the first step in fostering the understanding that adds richness to reading instruction. Learners to participate in weekly Class Dictation and Spelling of words of the week activities.

Foster a Community-School Collaboration by involving the community in reading and writing projects, encouraging learners to make use of their school library and to join a community library, creating reading and creative writing competitions. Schools may create incentives for this purpose.

Establish small co-operative reading groups to allow learners to interact with peers in Reading Clubs. This will allow the learner to use language in meaningful and non-threatening ways as well as drawing on primary language skills while developing English language skills, dialogue, and fostering peer modelling and feedback.

Develop a school reading programme that will allow learners and teachers access to a wide variety of curricular support resources for cross-curricular use, suitable learning opportunities and reading programme development.

Encourage learners to keep a journal of the library books that they have read throughout the year. This should include a summary of the books they have read. Learners may be awarded with a certificate of recognition for their efforts in completing the journal.

## Strategy 9 - Institute Strategies To Help Learners Struggling To Read

**Trategies To Help Learners Struggling To Read** - Dr Glynis Pieterse



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Strong Reading skills are critical for learning across the curriculum.

Teachers can help learners who are struggling to reading in the classroom using the following strategies.

**Here Are 8 Strategies To Help Leaners To Read.**

1. Identify learners who need additional support in reading, through the SIAS Policy i.e. the Screening, Identification, Assessment/Adaptation and Support Policy. Refer the learner to the School Based Support Team (SBST). SBST to develop a support plan for the learner. Such as:

2. Personalise the learning path for the struggling reader so that s/he can learn at their own pace.

3. Scaffold the reading of struggling learners to their level of reading. E.g. If the learner is reading at a Grade 3 level and is in Grade 6 then start with Grade 3 readers to address the learning ability without any humiliation to the learner.  A struggling reader will only be able to read the level of words where he /she last could read. So it is incumbent of the teacher to assess at what Grade or age level the learner is able to read.

4. Use a variety of instructional techniques to move learners forward (e.g. the use of multi-sensory learning, shared and guided reading; use of phonemic awareness i.e. sounding the word through the phonic method; break the word in segments; use familiar words first. Ask the Foundation Phase teacher to assist the teachers in the higher grades to show how to teach the latter methods of reading.

5. Formulate a systemic and cumulative instruction; (i.e. build on the prior lesson e.g. start segmenting the word, sound it, write the word, find word with a similar sound; ask the meaning of the word read a few sentences with the same sound; build the sentences, read a paragraph and time the reading fluency etc.

6. Learner to keep a journal with words taught and the teacher to build a word wall of new words.

7. Supply at-home resources to practise the reading with the learner at home.

8. Motivate and reward success.

## **Strategy 10** – Use Grade Specific Norms To Improve Reading And Writing

**The Reading Norms and Standards -** Noxolo Twalo



The Department of Basic Education (DBE) has established reading and writing norms from Grades 1-9. The rationale for the establishment of these norms is based on a recommendation from the NEEDU report. The NEEDU report recommends the following:

- To develop norms in reading and writing to improve reading and writing outcomes in Grades 1-6. The purpose of this exercise in Grades 1-6 is to enhance "learning to read" and in Grades 7-9 is to enhance "reading to learn".
- All the norms are aligned to CAPS.
- The intention is to improve fluency and comprehension (automaticity) and to increase the number of books and words per minute (wpm) learners can master.
- See below Annexure K for the prescribed norms from Grades 1-9.

| Indicators | Norm | Grade R | Grade 1 | Grade 2 | Grade 3 |
|---|---|---|---|---|---|
| **Frequency of instructional Reading** | Do Shared Reading and Group Guided Reading sessions at least 2 to 3 times a week | Everyday at least 30 minutes | 1 hour everyday | 1 hour everyday | 1 hour everyday |
| **Lesson Plan** | • Plan activities for <br> • Shared Reading <br> • Group Guided Reading <br> • Read Aloud <br> • Paired and Independent reading | • Shared Reading at least twice a week <br> • Story telling at least 3 times a week | • 3 x 20 minute Shared Reading sessions per week <br> • Group Guided Reading (30 mins per day x 2 groups) per week <br> • Story telling at least 2 times a week | • 3 x 20 minute Shared Reading sessions per week <br> • Group Guided Reading (30 mins per day x 2 groups) per week <br> • Story telling at least 2 times a week. | • 3 x 20 minute Shared Reading sessions per week <br> • Group Guided Reading (30 mins per day x 2 groups) per week <br> • Story telling at least once a times a week |
| **Teaching of Phonics** | Teach phonics as per CAPS requirements at least 4X15 minute sessions per week | Phonemic awareness activities and perceptual development skills | • Letter-sound relationships of single letters <br> • Word building with vowel blends and consonant blends and digraphs. | • Letter-sound relationships of single letters <br> • Word building with vowel blends and consonant blends, digraphs and trigraphs and double consonants. | • Letter-sound relationships of single letters <br> • Word building with vowel blends and digraphs <br> • consonant blends digraphs , trigraphs and double consonants <br> • Spelling patterns <br> • Silent letters in words |
| **Spelling** | Teach spelling skills and assess spelling | | Spelling from Term 2 onwards at least 5-10 words. | Spelling : <br> Term 1 :10 words per week <br> Term 2: 10-15 words per week <br> Term 3: 10-15 words per week <br> Term 4: 15 words per week | Spelling and dictation <br> Term 1 : 15 words per week and dictation <br> Term 2 to Term 4 : 20 words per week and dictation |
| **Word recognition** | Recognize and read high frequency sight words in grade appropriate texts | Recognize everyday common words in printed texts including logos | By end of: <br> • **Term 1** learner should be able to know at least **20 sight words** <br> • **Term 2** learner should be able to know at least **40 sight words** <br> • **Term 3** learner should be able to know at least **60 sight words** <br> • **Term 4** learner should be able to know at least **80-100 sight words** | By end of: <br> • **Term 1** learner should be able to know at least **100 sight words** <br> • **Term 2** learner should be able to know at least **120 sight words** <br> • **Term 3** learner should be able to know at least **140 sight words** <br> • **Term 4** learner should be able to know at least **160-200** sight words | By end of: <br> • **Term 1** learner should be able to know at least **200 sight words** <br> • **Term 2** learner should be able to know at least **250 sight words** <br> • **Term 3** learner should be able to know at least **300 sight words** <br> • **Term 4** learner should be able to know at least **500-sight words** |

| Indicators | Norm | Grade R | Grade 1 | Grade 2 | Grade 3 |
|---|---|---|---|---|---|
| **Reading Fluency** | Benchmark reading fluency | **Emergent Reading**<br>- Picture reading<br>- Recognize common sight words in reading texts<br>- Recite rhymes, songs and poems | By end of:<br>• Term 1 learner should be able to read 10 words per minute<br>• Term 2 learner should be able to read at least 20 words per minute<br>• Term 3 learner should be able to read at least 30 words per minute<br>• Term 4 learner should be able to read at least 50 to 60 words per minute | By end of:<br>- **Term 1** learner should be able to read at least **50 words per minute**<br>- **Term 2** learner should be able to read at least **60 words per minute**<br>- **Term 3** learner should be able to read at least **70 words per minute**<br>- **Term 4** learner should be able to read at least **90 words per minute** | By end of:<br>- **Term 1** learner should be able to read at least **100 words per minute**<br>- **Term 2** learner should be able to read at least **120 words per minute**<br>- **Term 3** learner should be able to read at least **130 words per minute**<br>- **Term 4** learner should be able to read at least **150 words per minute** |
| **Comprehension** | Teach and assess comprehension skills at grade appropriate levels | Visual and listening comprehensions skills | Recall and Literal comprehension skills | Recall, Literal, reorganization and inferential skills | Recall, Literal, reorganization, inferential skills and evaluation skills |
| **Integrated Reading Activities** | Teach and consolidate reading and writing activities using reading texts. | - re-telling story,<br>- role-playing<br>- sequencing events of a story<br>- jig saw puzzles (pictures) | • re-telling story,<br>• sequencing,<br>• role-playing,<br>• word building,<br>• comprension activities,<br>• story writing<br>• book making | • re-telling story,<br>• sequencing,<br>• role-playing,<br>• word building,<br>• comprension activities,<br>• story writing<br>• book making | • re-telling story,<br>• sequencing,<br>• role-playing,<br>• word building,<br>• comprehension activities,<br>• story writing,<br>• book making |
| **Writing** | Use CAPS norms for writing | • Emergent writing: drawing, tracing, writing patterns | • At least one written activity per week<br>• Write at least three sentences using capital letters and full stops at the end of Grade 1. | • At least two written activities per week<br>• Write two short paragraphs (at least 5-8 sentences) using correct punctuation and grammar at the end of Grade 2. | • At least three written activities per week<br>• Write two paragraphs of more than 10 sentences with a title using correct punctuation, spelling and grammar at the end of Grade 2 |
| **Assessment** | Develop conceptually appropriate assessment activities that are grade appropriate to assess Listening and speaking, Phonics, Reading, Comprehension, Writing skills | • School based assessment: listening and speaking | School based assessment:<br>• listening and speaking<br>• oral reading<br>• phonics<br>• comprehension<br>• writing activities | School based assessment:<br>• listening and speaking<br>• oral reading<br>• phonics<br>• comprehension<br>• writing activities | School based assessment:<br>• listening and speaking<br>• oral reading<br>• phonics<br>• comprehension<br>• writing activities |

| Indicators | Norm | Grade R | Grade 1 | Grade 2 | Grade 3 |
|---|---|---|---|---|---|
| **LTSM** | Levelled Reading texts to cater for differentiated reading levels and interests | • DBE Workbooks<br>• 8-10 Big Books with 2 -3 stories each<br>• Braille readers<br>• My first Wordbook<br>• An anthology of stories, rhymes and poems<br>• Library books<br>• Reading posters<br>• CDs and DVDs(stories, rhymes, poems)<br>• Phonic posters | • DBE Workbooks<br>• 10-12 Big Books. Braille readers<br>• My first Wordbook<br>• An anthology of stories, rhymes and poems<br>• Library books<br>• Reading posters<br>• CDs and DVDs(stories, rhymes, poems)<br>• Phonic posters | • DBE Workbooks<br>• 10-12 Big Books with 3-4 stories each<br>• At least two Reading schemes per class(at least 5 titles per reading level) Braille readers<br>• My first Wordbook<br>• An anthology of stories, rhymes and poems<br>• Library books<br>• Reading posters<br>• CDs and DVDs(stories, rhymes, poems)<br>• Phonic posters | • DBE Workbooks<br>• 10-12 Big Books with 4-5 stories each<br>• At least two Reading schemes per class(at least 5 titles per reading level) Braille readers<br>• My first Wordbook<br>• An anthology of stories, rhymes and poems<br>• Library books<br>• Reading posters<br>• CDs and DVDs(stories, rhymes, poems)<br>• Phonic posters |
| **Number of books to be read** | Read independently graded readers and library books | Read at least 1 picture book or every 2 weeks | By end of:<br>• **Term 1** learner to read at least **8-10 picture story books**<br>• **Term 2** learner to read at least **8-10 story books**<br>• **Term 3** to read at least **10 to 12 story books**<br>• **Term 4** learner to read **12-15 story books** | By end of:<br>• **Term 1** learner to read at least **10 to15 story books**<br>• **Term 2** learner to read at least **15 to 20 story books**<br>• **Term 3** learner to read at least **20-25 story books**<br>• **Term 4** learner to read **20 to25 story books** | By end of:<br>- **Term 1** learner to read at least **20 to 25 story books**<br>- **Term 2** learner should be able to read at least **20 to 25 story books**<br>- **Term 3** learner to read at least **30 to 35 story books**<br>- **Term 4** learner to read **30 to 35 story books & short novels.** |

| | Language Level | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|
| **Time Allocation For Reading** | **HL** | 5h00 | 5h00 | 5h00 |
| | **FAL** | 5h00 | 5h00 | 4h00 |
| **Reading Vocabulary** | **HL** | 2 500 – 3 000 words | 3 000 – 4 000 words | 3 500 – 5 000 words |
| | **FAL** | 1 000 – 2 500 words | 2 000 – 3 500 words | 3 000 – 5 000 words |
| **Reading Comprehension / Intensive Reading Texts** | **HL** | 150-200 | 200-250 | 250-300 |
| | **FAL** | 100-150 | 150-200 | 200-250 |
| **Prepared Reading** | **HL** | 2-3 min | 2-3 min | 2-3 min |
| | **FAL** | 3-5 min | 3-5 min | 3-5 min |
| **Text For Reading Aloud** | **HL** | 2 paragraphs of between 5-6 sentences | 2 paragraphs of between 5-6 sentences | 2 paragraphs of between 5-6 sentences |
| | **FAL** | 1 paragraph of between 5-6 sentences | 1 paragraph of between 5-6 sentences | 1 paragraph of between 5-6 sentences |
| **Summary** | **HL** | 40-50 words from 230 words text | 50-60 words from 250 words text | 60-70 words from 280 words text |
| | **FAL** | 30-40 words from 100 word text | 40-50 words from 120 word text | 60-70 words from 180 word text |
| **Extensive Reading** | | 5-6 pages per day | 6-8 pages per day | 8-10 pages per day |
| **Number Of Books To Be Read** | | • 35 titles to match learner teacher number ratio. (A book per learner) <br> • It is recommended that each class has enough titles to ensure that each learner always has a book to read. | | |

| Frequency Of Assessment | |
|---|---|
| Reading Aloud | Informal assessment – ongoing across the grades |
| | Formal assessment – once per term across the grades |
| Written – Reading Comprehension Test | Informal assessment – once per two week cycle across the grades |
| | Formal assessment – once or twice per term across the grades as per CAPS prescription |
| Written – Respond To Literature Genres Test | Informal assessment – once per two week cycle across the grades |
| | Formal assessment – once or twice per term across the grades as per CAPS prescription |

## Reading Norms

| Indicators | Norm | Deliverable | Resources | | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|---|---|
| **Reading Aloud** | Read aloud showing competency on the following:<br><br>• Speed, rate or pace<br>• Voice projection – volume, pitch and tone<br>• Articulation of words, phrases, clauses and sentences<br>• Self-correction<br>• Fluency and expression<br>• Gestures and motions<br>• Handling of reading text or script | • Model reading to learners<br>• Teach reading process to learners<br>  • Pre-reading<br>  • During reading<br>  • After reading<br>• Teach reading aloud criteria through which learners will be assessed based on – for formal assessment task – Oral<br>• Assess learners' reading aloud competency informally – to prepare them for formal assessment<br>• Assess learners reading aloud competency and enter marks as part of the Oral formal task of assessment – 15%<br>• Record reading aloud on a log register<br>• Identify and invite an influential member of the society to come and do model reading to learners | • CAPS<br>• Dictionaries<br>• Literature genres (Folktales, Short stories, Novel, Drama, Poetry)<br>• Workbooks<br>• Information texts<br>• Multimedia texts<br>• Electronic texts<br>• Print media<br>• Visual texts<br>• Texts used across the curriculum | | | | |

| | | | | | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|---|---|
| | | | | **Reading Time** | | | |
| | | | | HL | 5hrs | 5hrs | 5hrs |
| | | | | FAL | 5hrs | 5hrs | 4hrs |
| | | | | **Texts For Reading Aloud** | | | |
| | | | | HL | 2 paragraphs of between 5-6 sentences | 2 paragraphs of between 5-6 sentences | 2 paragraphs of between 5-6 sentences |
| | | | | FAL | 1 paragraph of between 5-6 sentences | 1 paragraph of between 5-6 sentences | 1 paragraph of between 5-6 sentences |

| Indicators | Norm | Deliverable | Resources | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|---|
| | Participate in school reading competition<br>• Readathon<br>• Assembly<br>• 30 minutes drop all and read | • Reward excellent readers<br>• Identify and enter learners to participate in reading competition<br>• Clusters, district, province and national | • CAPS<br>• Dictionaries<br>• Literature genres (Folktales, Short stories, Novel, Drama, Poetry)<br>• Information texts<br>• Multimedia texts<br>• Electronic texts<br>• Print media<br>• Visual texts<br>• Texts used across the curriculum | | | |

| Indicators | Norm | Deliverable | Resources | | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|---|---|
| Extensive Reading | Daily home reading – given text<br><br>• Read given text to parent / guardian / adult / senior learner (to be signed)<br>• Retell what has been read<br>• Reading corner and library<br>• Read books from the classroom reading corner and library<br>• Independent, paired, and group reading<br>• Participate in community reading activities<br>• Volunteer to read<br>• scriptures in church<br>• obituaries during mourning | • Teach reading methodologies<br>• Independent, paired, and group reading<br>• Teach reading strategies<br>• Skimming, scanning, predicting, inferring, visualizing, deducing, questioning, making notes, summarizing<br>• Develop homework reading diary<br>• Monitor and check homework reading diary<br>• Manage classroom reading corner and administer library – issuing reading books to learners | • CAPS<br>• Dictionaries<br>• Reading diary log register<br>• Literature genres (Folktales, Short stories, Novel, Drama, Poetry)<br>• Information texts<br>• Multimedia texts<br>• Electronic texts<br>• Print media<br>• Visual texts<br>• Texts used across the curriculum | | GR 4 | GR5 | GR 6 |
| | | | | | **Reading Texts** | | |
| | | | | HL | 150 - 200 | 200 - 250 | 250 – 300 |
| | | | | FAL | 100 - 150 | 150 – 200 | 200 - 250 |
| | | | | | **Number Of Pages To Read Per Day** | | |
| | | | | | 5-6 pages per day | 6 – 8 pages per day | 8 – 10 pages per day |
| Remedial Reading | Participate in remedial reading programme<br>• Do phonics programme<br>• Do phonemic awareness<br>• Build on vocabulary | • Focus on learners who can't read at the expected performance level<br>• Identify learners who need remedial intervention by professionals | • Dictionaries<br>• CAPS phonics programme – Foundation Phase CAPS<br>• Remedial reading programme<br>• Teachers Guide<br>• Learners Book<br>• Core Reader<br>• Readers<br>• Workbooks | | | | |

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**Creating Thinking in Reading -** Zaza Lubelwana



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| Indicators | Norm | Deliverable | Resources | | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|---|---|
| **Reading Comprehension** | Learns the language of assessment in comprehension – how they should respond to questions<br><br>• Multiple choice questions<br>• True / false and yes / no questions<br>• Circle the correct answer<br>• Rewrite the following sentence …<br>• Complete the following sentence…<br>• List / give …<br>• Knowledge, comprehension, application, analysis, synthesis and evaluation questions<br>• Write reading comprehension tests for informal and formal assessment tasks | Identify and select appropriate texts for reading comprehension activities:<br><br>• Narrative text for comprehension activities<br>• Visual / multimedia text for comprehension activities<br>• Comprehension text for Language Structures and Conventions activities<br>• Short text for summarizing<br><br>Teach the language of assessment to prepare learners on how to respond to questions<br><br>• Different questioning techniques<br>• Multiple choice questions<br>• True / false and yes / no questions<br>• Circle the correct answer<br>• Rewrite the following sentence … | • Dictionaries<br>• CAPS<br>• Teachers Guide<br>• Learners Book<br>• Literature genres<br>• Visual and multimedia texts Comprehension passages or articles from various sources Reading comprehension assessment exemplars from international or national tests<br>• Comprehension tests from other content subject | | | | |

| Indicators | Norm | Deliverable | Resources | | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|---|---|
| **Reading Comprehension (cont.)** | • Read and respond to narrative comprehension passage – languages and or content subject text<br>• Read and respond to visual text<br>• Read and respond to Language Structures and Conventions text<br>• Read and summaries a passage<br>• Complete reading comprehension activities in Workbooks<br>• Read and respond to comprehension passages from other content subject – NS, Tech, Maths, SS, EMS, LO and Creative Arts<br>• Read and respond to comprehension activities from international and national instruments – as provided by the Department | • Complete the following sentence...<br>• List / give ...<br>• Knowledge, comprehension, application, analysis, synthesis and evaluation questions<br>• Use reading comprehension activities from international and national assessments to prepare learners how to respond to comprehension questions<br>• Develop reading comprehension test programme for informal and formal assessment tasks<br>• Informal reading comprehension test<br>• End of each two week cycle – using text prescribed by CAPS for that cycle<br>• Formal reading comprehension test<br>• 4 times a year – once per term as per CAPS provisions | | | | | |
| **Reading Literature Genres** | Learn about the different types of literature genres<br>• Features of each genre<br>• Poetry<br>• Drama<br>• Narratives – novel, short stories and folktales<br>• Vocabulary development<br>• Pronunciation and spelling | Teach the different types of literature genres as outlined in CAPS<br>• Features of each genre<br>• Poetry<br>• Drama<br>• Narratives – novel, short stories and folktales<br>Develop writing programmes responding to literature study – informal and formal assessment tasks<br>• Informal assessment tasks – respond to literature study test<br>• End of each two week cycle – using genre prescribed by CAPS for that cycle<br>• Formal assessment tasks<br>• 4 times a year – once per term as per CAPS provisions | | | | | |

| | | Grade 7 | Grade 8 | Grade 9 |
|---|---|---|---|---|
| Time Allocation For Reading | HL | 3hours 30minutes | | |
| | FAL | 3 hours | | |
| Reading Vocabulary | HL | 5 000 – 6 000 words | 6 000 – 7 000 words | 7 000 – 10 000 words |
| | FAL | 5 000 – 6 000 words | 6 000 – 7 000 words | 7 000 – 10 000 words |
| Reading Comprehension / Intensive Reading Texts | HL | 350-400 | 400-450 | 450-500 |
| | FAL | 250-300 | 300-350 | 350-400 |
| Prepared Reading | HL | 2-3 min | 2-3 min | 2-3 min |
| | FAL | 3-5 min | 3-5 min | 3-5 min |
| Text For Reading Aloud | HL | 2 paragraphs of between 5-6 sentences | 2 paragraphs of between 5-8 sentences | 3 paragraphs of between 5-10 sentences |
| | FAL | 2 paragraphs of between 5-6 sentences | 2 paragraphs of between 5-6 sentences | 3 paragraphs of between 5-6 sentences |
| Summary | HL | 70-80 words from 250 words text | 70-80 words from 260 words text | 70-80 words from 280 words text |
| | FAL | 40 - 50 words for 220 words text | 50 - 60 words for 240 words text | 50 - 60 words for 260 words text |
| Number Of Books To Be Read | | 35 titles to match learner teacher number ratio. (One or more books per learner) It is recommended that each class has enough titles to ensure that each learner always has a book to read. | | |

| Frequency Of Assessment | |
|---|---|
| Reading Aloud | Informal assessment – ongoing across the grades |
| | Formal assessment – once per term across the grades |
| Written – Reading Comprehension Test | Informal assessment – once per two week cycle across the grades |
| | Formal assessment – once or twice per term across the grades as per CAPS prescription |
| Written – Respond To Literature Genres Test | Informal assessment – once per two week cycle across the grades |
| | Formal assessment – once or twice per term across the grades as per CAPS prescription |

## Reading Norms

| Indicators | Norm | Deliverable | Resources | | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|---|---|
| **Reading Aloud** | Read aloud showing competency on the following:<br>• Speed, rate or pace<br>• Voice projection – volume, pitch and tone<br>• Articulation of words, phrases, clauses and sentences<br>• Self-correction<br>• Fluency and expression<br>• Gestures and motions<br>• Handling of reading text or script | • Model reading to learners<br>• Teach reading process to learners<br>  • Pre-reading<br>  • During reading<br>  • After reading<br>• Teach reading aloud criteria through which learners will be assessed based on – for formal assessment task – Oral<br>• Assess learners' reading aloud competency informally – to prepare them for formal assessment<br>• Assess learners reading aloud competency and enter marks as part of the Oral formal task of assessment – 15%<br>• Record reading aloud on a log register<br>• Identify and invite an influential member of the society to come and do model reading to learners | • CAPS<br>• Dictionaries<br>• Literature genres (Folktales, Short stories, Novel, Drama, Poetry)<br>• Workbooks<br>• Information texts<br>• Multimedia texts<br>• Electronic texts<br>• Print media<br>• Visual texts<br>• Texts used across the curriculum | | **Reading Time** | | |
| | | | | HL | 5hrs | 5hrs | 5hrs |
| | | | | FAL | 5hrs | 5hrs | 4hrs |
| | | | | **Texts For Reading Aloud** | | |
| | | | | HL | 2 paragraphs of between 5-6 sentences | 2 paragraphs of between 5-6 sentences | 2 paragraphs of between 5-6 sentences |
| | | | | FAL | 1 paragraph of between 5-6 sentences | 1 paragraph of between 5-6 sentences | 1 paragraph of between 5-6 sentences |
| | Participate in school reading competition<br>• Readathon<br>• Assembly<br>• 30 minutes drop all and read | • Reward excellent readers<br>• Identify and enter learners to participate in reading competition<br>• Clusters, district, province and national | • CAPS<br>• Dictionaries<br>• Literature genres (Folktales, Short stories, Novel, Drama, Poetry)<br>• Information texts<br>• Multimedia texts<br>• Electronic texts<br>• Print media<br>• Visual texts<br>• Texts used across the curriculum | | | | |

| Indicators | Norm | Deliverable | Resources | | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|---|---|
| **Extensive Reading** | Daily home reading – given text<br><br>• Read given text to parent / guardian / adult / senior learner (to be signed)<br>• Retell what has been read<br>• Reading corner and library<br>• Read books from the classroom reading corner and library<br>• Independent, paired, and group reading<br>• Participate in community reading activities<br>• Volunteer to read<br>• scriptures in church<br>• obituaries during mourning | • Teach reading methodologies<br>• Independent, paired, and group reading<br>• Teach reading strategies<br>• Skimming, scanning, predicting, inferring, visualizing, deducing, questioning, making notes, summarizing<br>• Develop homework reading diary<br>• Monitor and check homework reading diary<br>• Manage classroom reading corner and administer library – issuing reading books to learners | • CAPS<br>• Dictionaries<br>• Reading diary log register<br>• Literature genres (Folktales, Short stories, Novel, Drama, Poetry)<br>• Information texts<br>• Multimedia texts<br>• Electronic texts<br>• Print media<br>• Visual texts<br>• Texts used across the curriculum | | GR 4 | GR5 | GR 6 |
| | | | | | **Reading Texts** | | |
| | | | | HL | 150 - 200 | 200 - 250 | 250 – 300 |
| | | | | FAL | 100 - 150 | 150 – 200 | 200 - 250 |
| | | | | | **Number Of Pages To Read Per Day** | | |
| | | | | | 5-6 pages per day | 6 – 8 pages per day | 8 – 10 pages per day |
| **Remedial Reading** | Participate in remedial reading programme<br>• Do phonics programme<br>• Do phonemic awareness<br>• Build on vocabulary | • Focus on learners who can't read at the expected performance level<br>• Identify learners who need remedial intervention by professionals | • Dictionaries<br>• CAPS phonics programme – Foundation Phase CAPS<br>• Remedial reading programme<br>• Teachers Guide<br>• Learners Book<br>• Core Reader<br>• Readers<br>• Workbooks | | | | |

| Indicators | Norm | Deliverable | Resources | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|---|
| **Reading Comprehension** | Learns the language of assessment in comprehension – how they should respond to questions<br><br>• Multiple choice questions<br>• True / false and yes / no questions<br>• Circle the correct answer<br>• Rewrite the following sentence …<br>• Complete the following sentence…<br>• List / give …<br>• Knowledge, comprehension, application, analysis, synthesis and evaluation questions<br>• Write reading comprehension tests for informal and formal assessment tasks<br>• Read and respond to narrative comprehension passage – languages and or content subject text<br>• Read and respond to visual text<br>• Read and respond to Language Structures and Conventions text<br>• Read and summaries a passage<br>• Complete reading comprehension activities in Workbooks<br>• Read and respond to comprehension passages from other content subject – NS, Tech, Maths, SS, EMS, LO and Creative Arts<br>• Read and respond to comprehension activities from international and national instruments – as provided by the Department | Identify and select appropriate texts for reading comprehension activities:<br><br>• Narrative text for comprehension activities<br>• Visual / multimedia text for comprehension activities<br>• Comprehension text for Language Structures and Conventions activities<br>• Short text for summarizing<br><br>Teach the language of assessment to prepare learners on how to respond to questions<br><br>• Different questioning techniques<br>• Multiple choice questions<br>• True / false and yes / no questions<br>• Circle the correct answer<br>• Rewrite the following sentence …<br>• Complete the following sentence…<br>• List / give …<br>• Knowledge, comprehension, application, analysis, synthesis and evaluation questions<br>• Use reading comprehension activities from international and national assessments to prepare learners how to respond to comprehension questions<br>• Develop reading comprehension test programme for informal and formal assessment tasks<br>• Informal reading comprehension test<br>• End of each two week cycle – using text prescribed by CAPS for that cycle<br>• Formal reading comprehension test<br>• 4 times a year – once per term as per CAPS provisions | • Dictionaries<br>• CAPS<br>• Teachers Guide<br>• Learners Book<br>• Literature genres<br>• Visual and multimedia texts Comprehension passages or articles from various sources Reading comprehension assessment exemplars from international or national tests<br>• Comprehension tests from other content subject | | | |

| Indicators | Norm | Deliverable | Resources | Grade 4 | Grade 5 | Grade 6 |
|---|---|---|---|---|---|---|
| **Reading Literature Genres** | Learn about the different types of literature genres<br>• Features of each genre<br>• Poetry<br>• Drama<br>• Narratives – novel, short stories and folktales<br>• Vocabulary development<br>• Pronunciation and spelling | Teach the different types of literature genres as outlined in CAPS<br>• Features of each genre<br>• Poetry<br>• Drama<br>• Narratives – novel, short stories and folktales<br>• Develop writing programmes responding to literature study – informal and formal assessment tasks<br>• Informal assessment tasks – respond to literature study test<br>• End of each two-week cycle – using genre prescribed by CAPS for that cycle<br>• Formal assessment tasks<br>• 4 times a year – once per term | | | | |

## Strategy 11 - Creating a print rich classroom

**Print Rich Classroom -** Ayanda Booi



A print rich environment is one in which learners interact with many forms of print that helps to fosters the skills of reading. The print rich environment contains different texts that use the print for various purposes. It helps learners to extend their knowledge about how letters, words, sentences, and texts. The print rich environment can be developed in collaboration with the learners in the class. Different corners of the classroom can be filled with the print of different subjects. A print rich environment is full of different text types such as: signs, posters, magazines, newspapers, timetables, word walls, books, letters etc.

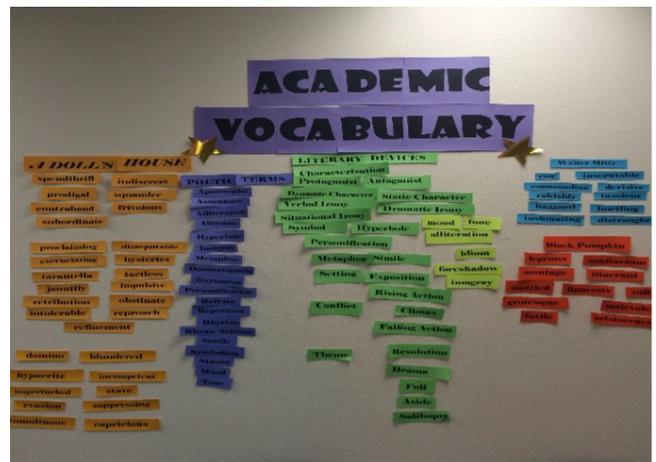Examples of a print rich environment:

## The Mathematics Hub



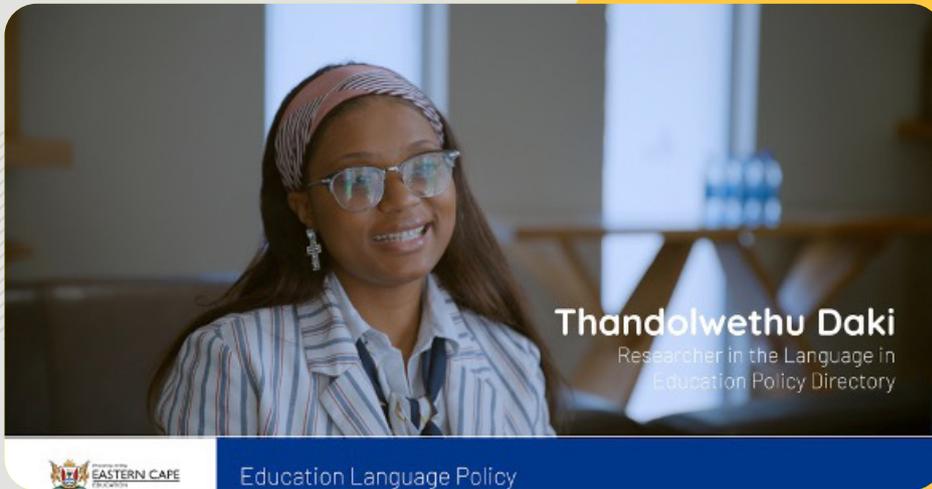## The Languages Corner



## The Word Wall





## Reading Corner

## Strategy 12 – The Importance Of Using Mother Tongue Based Bilingual Education (MTBBE) In Schools?



**What is the MTBBE and why should we implement it?**

MTBBE is about how best children learn in a language they are best familiar with, such as their mother tongue and who can demonstrate and express themselves optimally and freely through their mother tongue throughout their school life.

MTBBE is implemented to reduce the burden of inaccessible subject content, language barriers, requisite education skills experienced by Xhosa/ Sotho/ South African Sign Language (SASL) learners in all districts, thus teaching and assessment is reimagined to encompass translanguaging pedagogy, where indigenous languages are used to promote cognition.

The goal of the department is to encourage schools to allow learners to learn in their mother tongue for as long as possible in order to maximise opportunities for the learners to become  proficient learners who produce excellent results.

The Language in Education Plan which is the transformation agenda of the department is designed to work hand in hand with the Master Plan for Languages in the province. Mother Tongue -Based-Bilingual Education (MTBBE) is key to the comprehensive provincial strategy to improve (i) the Literacy and Numeracy performance in Grade 1-3, (ii) the Foundations for Learning Campaign, (iii) the Grade 12 Multilingual Trial Examination Program, (iv) the LAIS and the QTLC programmes. Implementing the MTBBE policy is intended to transform teaching; learning and assessment throughout the entire schooling system; it should NOT be viewed as an add-on strategy but should be infused into the existing projects and programs of the department.

**What Happens To Learners Who Do Not Learn In Their Mother Tongue?**

If children are taught in a language that they can understand they are more likely to learn than if they have to learn a new language and make sense of new concepts at the same time. While learners who have the option of learning through English and Afrikaans do not have to struggle to understand new concepts in the languages they were raised in, children with indigenous African Languages as their mother tongue have to learn twice as hard to understand concepts in languages that are most likely their second. third or sometimes fourth language. These learners have to cope with a number of dynamics at the same time i.e. – the language of the subject, the language of teaching and learning, the translation of the concepts and to make meaning of it all at the same time. This phenomenon is called dual translation. It has a negative effect on what children learn hence the quality) of the learning gets lost in translation and ultimately influence how much (i.e. the quantity) of the learning they will absorb as a lot of time is spent on repetition than actual learning. While acknowledging that a reversal of this situation will take time as it is not an event but rather a process as it will take place in stages, it is the intention of the ECDoE to do the following:

**Objectives Of Implementation Of The MTBBE Programme:**

- To ensure that all parties (parents, school staffs, learners) fully understand the consequences of choosing a language medium option; which may have serious negative educational effects on learners.
- To develop a Language and Literacy Program aimed at improving learners' literacy skills in the mother tongue and in English as a First Additional language in the Foundation Phase and post-Foundation phase.
- To examine incremental bi/multingualism teaching pedagogy and multilingual assessment strategies as an answer to our dilemma in education.
- Formulate a Resource strategy to develop and source materials in isiXhosa/Sesotho to enhance teaching and learning in the province from Grades 4-12 including
- To enlarge the pool of officials who can support Mother Tongue Based -Bilingual Education schools by offering training.
- To offer training to teachers on multilingual pedagogy to manage language transitions so that learners develop mother tongue proficiency while adding a second language, to a point where learners can use the additional language as a medium when required.
- To build multilingual corpus/terminology/glossary across all subjects.
- To embrace 4RI in order speed up a process to developing the indigenous languages.
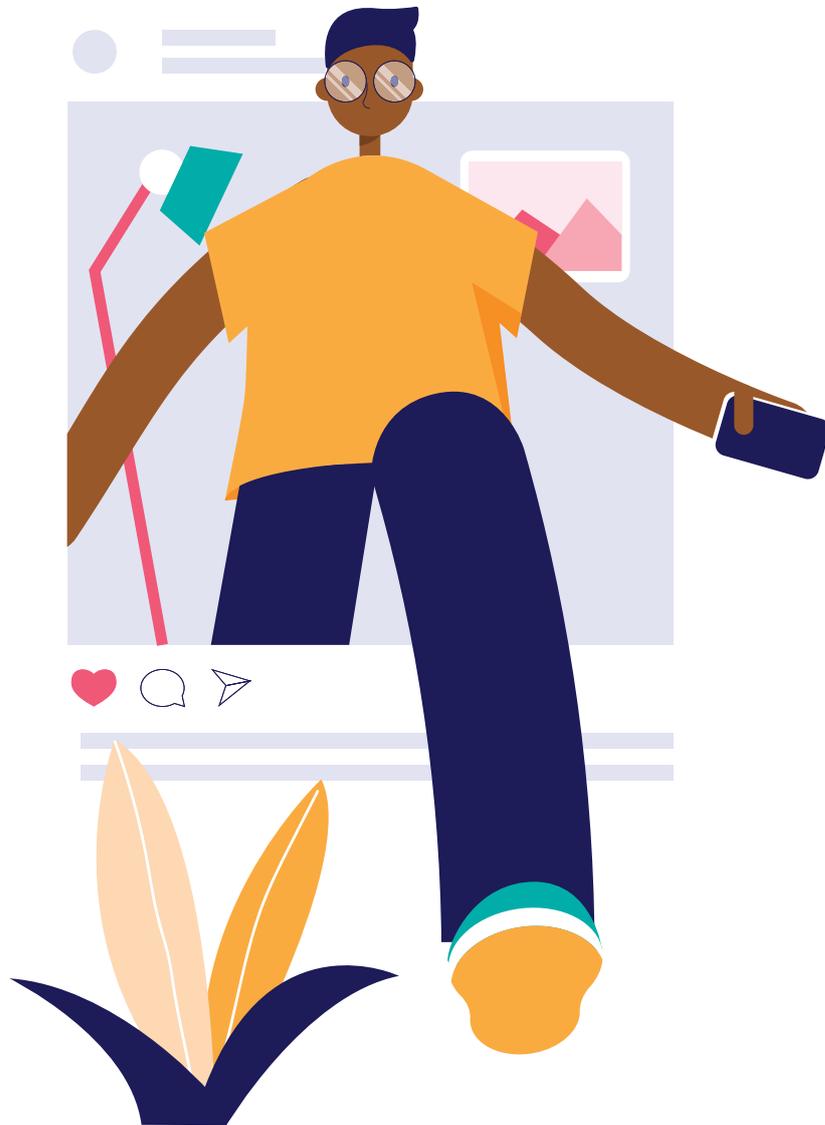
*Post, follow and tag on all social media*

# #ImproveReadingtoImproveLearning

# Reading Strategy
# & Campaign
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