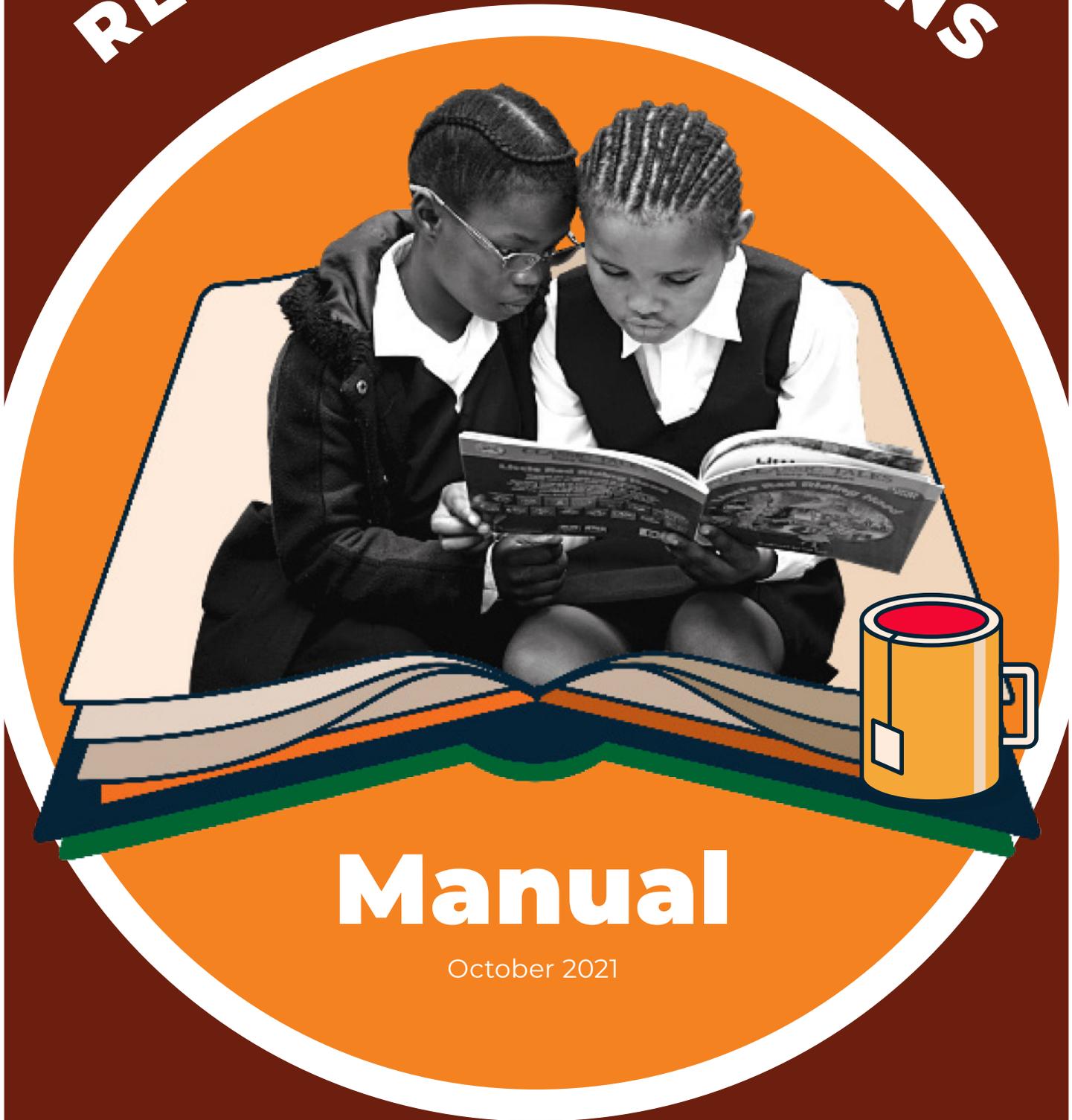




# READING CHAMPIONS



# Manual

October 2021



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# Welcome!



Dear Reading Champion,

Welcome to the programme! We are excited that you have chosen to impact children's lives by encouraging a love of reading through support in a school.

Reading is an important life skill. Research shows that reading grows the brain and unlocks remarkable powers such as the ability to focus and concentrate, to think critically, to make sound judgements and to construct a complex understanding of the world.

Listening to stories, and reading them, develops language ability, extends vocabulary, and improves a child's capacity to learn, retain information, and to apply it appropriately when making life decisions.

People - adults and children alike - have been telling and listening to stories with interest and enjoyment for thousands of years. You join those revered storytellers by engaging with children of all skills levels to foster the love of reading. This manual is your guide to delivering exciting listening and reading opportunities and activities, as your first step to enticing children to become readers themselves.

Additionally, the manual supports your important work by including information on the responsibilities and the tools you need to manage Reading Aloud, Shared Reading, Paired Reading and Independent reading. Strategies for readers struggling with basic reading is also included.

Remember, you are not alone: an orientation workshop, a refresher workshop, and Community of Practice (COP) meetings all provide support, encouragement, and assistance to ensure your successful implementation of the reading programme. This includes instructions on how to find materials on the NECT website and on how to use digital sites.

Thank you for joining this necessary and exciting programme. Your efforts are valued. We look forward to working with you!

Sincerely,  
The Department of Basic Education

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# Overview



The reading champion's goal is to promote a culture of reading, and to encourage children to read by engaging them in reading for enjoyment. Learners should be encouraged to engage meaningfully with books they read at school and at home. They should be encouraged to the point that they find reading exciting and fun. By the end of primary school they should be motivated, independent readers who have confidence and pride in their reading, at school and at home.

Reading aloud to children for enjoyment shows them that books are valued. They learn that spoken words can be represented as symbols on a page, as writing to be read. Reading for pleasure develops their vocabulary and language abilities, critical thinking and general cognition.



Reading is a magic carpet ride to visit new places, to meet interesting characters, and to explore the world and all its wonders. To provide this lifelong magic to South Africa's children, is the overarching purpose of Reading Champions Programme.



# Roles & Responsibilities



Reading Champion:	Reading Programme Coordinator:
<p>Your purpose is to promote a reading culture in schools and communities.</p> <p>Your main responsibilities are to:</p> <ol style="list-style-type: none"> <li>1 Engage learners with books in and out of school, and to be the link between school and home.</li> <li>2 Support teachers with exciting reading activities.</li> <li>3 Start and run reading clubs and activities.</li> <li>4 Support community reading initiatives and events.</li> <li>5 Celebrate literacy in the school and community</li> </ol>	<p>Your purpose is to provide support to the reading champions at school and community level, and to be a point of communication between them and the district.</p> <p>Your main responsibilities are to:</p> <ol style="list-style-type: none"> <li>1 Understand and communicate the ‘big picture’ of the project in each province.</li> <li>2 Liaise between schools, province, and NGOs.</li> <li>3 Coordinate school-based activities for reading champions.</li> <li>4 Provide administrative support in the recruitment process.</li> <li>5 Where necessary, assist with the orientation training.</li> <li>6 Provide school-based support to reading champions placed in schools.</li> </ol>
Teacher Mentor:	Principal:
<p>Your purpose is to support the reading champion(s) that are assigned to you.</p> <p>Your main responsibilities are to:</p> <ol style="list-style-type: none"> <li>1 Understand and communicate the ‘big picture’ of the project at school level.</li> <li>2 Liaise between schools, province, and NGOs.</li> <li>3 Mentor and support reading champions and coordinators.</li> <li>4 Ensure the submission of monitoring data.</li> </ol>	<p>As the key person at a school, you need to fully support the reading programme, and make sure that it operates smoothly.</p> <p>Your main responsibilities are to:</p> <ol style="list-style-type: none"> <li>1 Raise awareness of the reading programme, and encourage the community to support and participate in the programme.</li> <li>2 Orientate the reading champions to the school, including the space(s) and resources available.</li> <li>3 Identify teacher mentors beforehand and introduce them to the reading champion(s).</li> <li>4 Schedule a reading period for each class in Grades 1-7 and make sure the learners attend the reading period.</li> <li>5 Ensure that all school staff understand their responsibilities in supporting the reading champions.</li> </ol>

## Reading Champion Preparation

You need to begin preparing for the reading period before the reading session takes place. Think about what kind, and level, of books and stories you will use<sup>1</sup>:

- what interests young learners and how the text relates to their own lived experiences.
- the characters and storyline: Is the story humorous or sad? Is the story full of exciting action, or is it a gentle story? The type of story will influence how you tell it.
- the learners' age and reading stage, and the reading method for the session<sup>2</sup>.
- watch yourself read or tell the story in the mirror with the appropriate facial expressions, body language and tone of voice. Practise making eye contact as you read. Be an ACTOR/ ACTRESS: Use your face, body and voice to make the story come alive.
- keep storytelling fresh with new stories to tell, while also reading those that the learners know – younger children especially love repetition.



## Reading Champion Presentation

When you have considered all of the above, choose the story. Then:

- read it aloud to yourself with enjoyment and expression. Practise this at least 3 times. Fluent story reading and telling will keep learners focused and engaged.
- practise displaying or pointing to the pictures or text while reading the story.
- if you are telling a story, make of find pictures to support the storyline.
- make flashcard words for important vocabulary, and activity materials
- prepare and note down your prediction and story sequence questions and activities for the BEFORE, DURING and AFTER READING STORY questions and answers.

The definition of a reading culture is 'the habitual and regular reading for enjoyment and information'. This means frequently reaching for a book, a magazine, a newspaper or any other kind of text-based material in order to enjoy a story, or to find information and new knowledge. Think of dictionaries and encyclopaedia, train and bus timetables, and, of course, the internet and social media.

Children's concentration span now is less than in previous times, and the demand for instant gratification leaves children frustrated by the hard work of learning to read. Developing a school reading culture is the only antidote for this, along with parental interest in their child's learning.

Create a reading culture by supporting the DAAR time in the school week, where everyone sits quietly and reads. In this way, you place yourself as a role model for reading. Initiate as many opportunities as possible to read both for a specific purpose, as well as for pure enjoyment. This manual contains many ideas to on how to establish reading routines that cultivate and embed a reading culture.

<sup>1</sup> See the Book Levelling Criteria table in terms of content, illustration and design on page 15.)

<sup>2</sup> A Read Aloud story can be at a higher level of difficulty and complexity than the learners' own reading levels. A Shared Reading story should be at the level of the more able learner and slightly above the level of the weaker reader. In this way the stronger reader reads fluently and can help to raise the reading level of their weaker partner. Independent readers should read at their level, and slightly above their level to challenge their reading skills.

# The Five Reading Activities



Here are FIVE different kinds of reading activities that you can use to engage learners in reading.

	Storytelling	Read Aloud	Shared Reading	Paired Reading	Independent Reading
How is the class organised					
	Whole Group	Whole Class	Whole Class/ small group on mat	Pairs seated where they like	In library/ reading corner/ where they like



# 1. Storytelling

Whole Group



30  
mins

## Preparation



1. Start with what you know, so begin telling stories that you know well. These could be stories that you heard as a child or ones that you have enjoyed reading over the years.
2. Choose a story that will interest your listeners and that is appropriate for their ages. Young children love stories about themselves and about you when you were young, especially ones that are funny or about being naughty!
3. If you are telling a story, practise in advance. Check your facial expressions and gestures, and whether you use too many 'ums' or 'ahs'. Practise for your family too.
4. Keep storytelling exciting by finding new stories to tell – look in books or on the internet. Translate and adapt stories that are available in only one language.

## Welcome

3min



1. Learners should sit down quickly and quietly on the mat or at desks.
2. Welcome learners to the reading period and remind them of the library/reading period rules.
3. Explain the plan for today's reading period.

## Before Storytelling

7min



1. Introduce the story (the title and author's name if it is not your own story).
2. Teach learners 1-2 new vocabulary words. Use words in your own sentences.

## During Storytelling

10min



1. Tell your story clearly with expression and gestures. Move around the room if you can.
2. Help to create a sense of wonder and pictures in the minds of your listeners by using:
  - interesting and expressive words, and questions that invite the listeners to participate, for example, "And what do you think happened next?"
  - gestures, for example reaching up to show how tall a tree or a giant is
  - facial expressions, such as smiling to show how happy a character is expression in your voice – you can give each character a unique voice, such as a soft, squeaky voice for a mouse and a big, booming voice for a giant
  - eye contact with your listeners – don't be shy, look them in the eye!
  - Ask prediction questions: What do you think will happen next? How do you think the story ends?
  - Ask or remind learners of the meaning of the new vocabulary words as you use them.

### After Storytelling

10min



1. Review what happened in the story: Ask Who? What? Where? When? questions
2. Help learners retell the story: What happened first? What happened next?
3. Ask “why” question(s): Why do you think the character did or felt that?
4. Review learners’ predictions: were predictions correct?



### Goodbye & check-out

Learners check-out books to take home if the school has resources to allow for this.



## 2. Reading Aloud

Whole Group



30  
mins

Materials needed: 1 storybook for you. Vocabulary word flashcards.

VIDEO

### CAPS Reading Activities Teacher Read Aloud

## What is Teacher Read Aloud?

33

WATCH NOW

### Preparation



1. Select a small book to read to the learners. Reminder: Book can be at a higher level than the learners' own reading level.
2. Read the book at least twice before the reading period. Identify 2-3 places in the story to ask prediction questions.
3. Select 1-2 vocabulary words from the book to teach the learners.

VIDEO

### CAPS Reading Activities Teacher Read Aloud

## What texts do I use for Read Aloud?

Ntsika reading a Nalibali story

38

WATCH NOW

**Welcome**

🕒 2min



1. Learners should sit down quickly and quietly on the mat or at desks.
2. Welcome learners to the reading period and remind them of the library/reading period rules.
3. Explain the plan for today's reading period.

**Before Reading**

🕒 5min



1. Introduce the book (read title, author's name, illustrator's name) and show the cover picture. If the book is small, walk around and make sure that all learners see the cover picture.
2. Ask prediction/comprehension questions. For example:
  - a. What do you think this story might be about?
  - b. Who do you think are the main characters?
  - c. What do you think happens to the main characters?
  - d. Do you have a \_\_\_\_\_ at home? (relate book to learners' lives)
  - e. Has \_\_\_\_\_ ever happened to you? (relate book to learners' lives)
3. Teach learners 1-2 new vocabulary words. Use words in your own sentences.

**During Reading**

🕒 8min



1. Read slowly and clearly with expression and gestures. Read following the punctuation marks.
2. Ask prediction questions: What do you think will happen next?

**After Reading**

🕒 15min



1. Review what happened in the book: Ask Who? What? Where? When? How? questions.
2. Help learners retell the story: What happened first? What happened next?
3. Ask "why" question(s): Why do you think the character did or felt that?
4. Review learners' predictions: were predictions correct?
5. Do any other activity relating to the story, as described in the reading routine.

**Goodbye & check-out**

Learners check out books to take home if the school has resources to allow for this.

# 3. Shared Reading

Whole Group



30 mins

Materials needed: Multiple copies of the same book at learners' reading level or a Big Book if available. Choose the book with the help of the teacher mentor. Vocabulary word flashcards.

VIDEO

CAPS Reading Activities  
Group Guided Reading

## What is Shared Reading?

Permie and Zaza discuss

63

WATCH NOW

## Preparation



1. Select a text to read WITH the learners. This text should be at the reading level of most of the learners in the class. Use multiple copies of the same small book or a Big Book if available. Try to source a Big Book that is in the home language of the learners.
2. Read the book at least twice before the reading period. Identify 2-3 places in the story to ask prediction questions.
3. Select 1-2 new vocabulary words to teach the learners. Reminder: words should appear in the book, or be taught using pictures in the book.

## Welcome

3min



1. Learners should sit down quickly and quietly on the mat or at desks.
2. Welcome learners to the reading period and remind them of the library/reading period rules.
3. Explain the plan for today's reading period.

### Before Reading

5min



1. Introduce the book (read title, author's name, illustrator's name) and show the cover picture.
2. Ask prediction/comprehension questions. For example:
  - a. What do you think this story might be about?
  - b. Who do you think are the main characters?
  - c. What do you think might happen to the main characters?
  - d. Do you have a \_\_\_\_\_ at home? (relate book to learners' lives)
  - e. Has \_\_\_\_\_ ever happened to you? (relate book to learners' lives)
3. Teach learners 1-2 new vocabulary words. Use words in your own sentences.

### During First Reading

5min



1. Read slowly and clearly with expression and gestures. Read following the punctuation marks.
2. Ask prediction questions: What do you think will happen next?
3. Ask or remind learners of the meaning of the new vocabulary words as you read them.

### After First Reading

10min



1. Review what happened in the book: Ask Who? What? Where? When? How? questions.
2. Help learners re-tell the story: What happened first? What happened next?
3. Ask "why" question(s): Why do you think the character did that?
4. Review learners' predictions: Were predictions correct?

### During Second Reading

7min



1. Read the book for a second time. Invite learners to read along and participate in the reading.
2. Ask learners to re-read interesting words/sentences, do actions or make sounds with you.

### Goodbye & check-out



1. Learners check out books to take home if the school has resources to allow for this.
2. Collect the books used during the Shared Reading period.



## 4. Paired Reading

Whole Group



30  
mins

Materials needed: 1 book for every 2 learners



### Welcome

3min



1. Learners sit down quickly and quietly on the mat or at desks.
2. Welcome learners to the reading period and remind them of the library/reading period rules.
3. Explain the plan for today's reading period.

### Before Reading

7min



1. Learners pick a partner and sit together. They can choose the person they are sitting next to, a friend, or anyone with whom they would like to read.
2. Organise access to books for the learners. Hand them out OR display them on a table and let learners come up in small groups to choose OR let pairs go to the shelves to pick a book to read together.
3. After pairs have picked a book, tell them to sit down quickly and quietly and to start reading together.

**During First Reading**

Partners

15min



1. As learners read, walk around the class and help pairs read, where necessary.
2. Listen to learners' read and praise their efforts. If the book is too difficult for either learner to read, help them select a book from an easier level.
3. When reading time is finished, have the class come back together.

**After First Reading**

Whole group

5min



1. Ask pairs to raise their hands and share what happened in their books. Some example questions:
  - Did you like your story? Why or why not?
  - What was one interesting thing that happened in your story?
  - What was your favourite part of the book? Why?
  - Was anything funny in your story? Or scary? Or happy? Or sad?
  - Do you think other children would like to read the story you chose? Why or why not?

**Goodbye & check-out**

1. Learners check out books to take home if the school has resources to allow for this.
2. Collect the books used during the paired reading activity.



## 5. Independent Reading

Whole Group



30  
mins

Materials needed: 1 book per learner at his or her level



### Welcome

3min



1. Learners sit down quickly and quietly on the mat or at desks (or in the designated reading space if in the library).
2. Welcome learners to the reading period and remind them of the library/reading period rules.
3. Explain the plan for today's reading period.

### Before Reading

7min



1. Make sure that books are arranged in levels. If you are in the library, remind learners where books at each level are located. Also remind learners to remember the section from where they take their book so it can be replaced correctly afterwards.
2. Call 10 learners to choose their books as quickly as possible, and then to find a place to sit quietly and read.
3. Once the first 10 learners have chosen a book, call up 10 more learners. Repeat this process as quickly as possible until everyone has chosen a book and is reading.



### During First Reading

Individual 15min



*TIP: Start at 10 minutes. As the term progresses, increase the time as learners are able to read silently for longer periods.*

1. While learners are reading, walk around and help.
2. Listen to learners' read, and praise their efforts. If the book seems too difficult for the learner to read, help him or her to select a book from an easier level.
3. When reading time is finished, end the session and have the class come back together.

### After First Reading

Group 5min



1. Ask learners to raise their hands and share what happened in their books. Some example questions:
  - Did you like your story? Why or why not?
  - What was one interesting thing that happened in your story?
  - What was your favourite part of the book? Why?
  - Was anything funny in your story? Or scary? Or happy? Or sad?
  - Do you think other children would like to read the story you chose? Why or why not?

### Goodbye & check-out



1. Learners check out books to take home if the school has resources to allow for this.
2. Make sure that library books are returned to the correct section OR collect all books provided for the independent reading activity.

# Literacy Activities For High School

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There are no reading periods in high school. Ask teachers if you may promote books and stories in the last 10 minutes of some of their lessons. Use the following ideas to stimulate interest in reading:

- **Tempt the learners to read the rest of a story or book** by reading only the first chapter or section to them. Then stop reading and tell the learners where they can find the rest of the story or book. Find downloadable resources at <http://www.fundza.co.za/resources/>. The catalogues are two pages of the beginning of a short play. Print out four copies, and invite confident learners to read them aloud with you. You can also find downloadable stories via FunDza on WhatsApp. Save FunDza as a contact on your phone 060 054 8676.
- **Use popular songs:** Print out the lyrics of popular songs for learners to listen. Display them on the wall. The learners read the text as they sing it. They also discover that singers can also be writers and poets.
- **Start a reading club:** Ask people to help you collect resources like interesting magazines and suitable books to start a reading club after school, or at break. The learners read the story/magazine/book, and then discuss the characters, storyline and information from the text(s).
- **Get learners writing:** Encourage learners to keep journals to express their thoughts, hopes and dreams. Encourage them to write poetry about what is important to them. Start a writing club see <https://live.fundza.mobi/home/library/resources-education/me-with-you-writing-course/>.
- **Special reading events:** Along with reading and writing clubs, there are important historical and social events that schools should support through community reading activities. You can find these special reading days in the Weekly Plans for 2021. For example, World Read Aloud Day will be celebrated on 3rd February 2021. On that day you can plan for the following:
  - Invite community leaders to read a story aloud to all the learners at assembly (e.g. the Nal'ibali World Read Aloud Day story).
  - Learners can read a variety of stories aloud to learners in a lower grade.
- **Read aloud:** Learners choose a story they would like to have read aloud in class. If they have no experience with books and stories, select a story or article to read to them.
- **Design a poster:** Invite learners to create posters that promote reading. They share their ideas on why reading is important.
- **Host a 'book election':** Learners can nominate their favourite storybook or story. They can bring these to school and read aloud a paragraph for the class. A list of winning titles can be compiled and displayed on the school notice board.
- **Host a reading competition** so learners can show off their reading skills.

## Remember!

Although learning to read is a serious skill, it must always be enjoyable, interactive and FUN! If you have fun reading and telling a story, the learners will have fun too!



# Reading Strategies



## Foundation Phase: Learners struggling with basic reading skills

Introduce the following strategies when working with learners who struggle to read. With practice, learners will begin to use these strategies on their own when they read independently.

1. **Picture clues:** Look at the picture. Is there something in the picture to help you?
2. **Context or meaning clues:** What is happening in the story? What might happen next? Which word would make sense there? What word would fit with the word that goes next?
3. **Phonic and spelling clues**

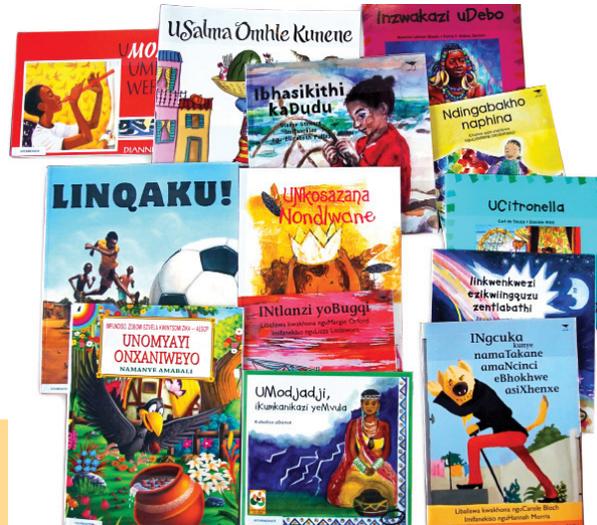


- What letter does the word start with? Do you know another word that looks like this? Try sounding out the word.
  - Look at the middle of the word. Can you say it? What other words look or sound like that?
  - Look at the last part of the word. What other word that ends like that could fit in here?
  - Try breaking the word into two (or three parts).
  - Look at the English word ending -ed. Cover it up. Now say the first part of the word. Now say it with the -ed ending.
  - Look at the English word ending -ing. Cover it up. Now say the first part of the word. Now say it with the -ing ending.
  - For African languages, you can break up words into syllables, e.g. in Sesotho: meno = me/no, sekolo = se/ko/lo; in isiZulu: amazinyo = a/ma/zi/nyo, isikole = i/si/ko/lo, umuntu = u/mu/ntu.
  - In Sesotho, the ending -ng normally denotes a place, e.g. sekolo – sekolong, kereke – kerekeng
  - 4. In isiZulu, the ending -ni normally denotes a place, e.g. isikole – esikoleni, isonto – esontweni, indlu – endlini.
4. **Grammar clues:** Which word would sound right in that place in the text? Which action word would fit in there? Try putting in a naming word. Look at this word. What word would describe it?
  5. **Self-correcting strategies:** Can you try re-reading the sentence from the beginning? Try practising the word before saying it aloud. Try reading to the end of the sentence, then come back and try to say the word. If a learner says the wrong word, try the following: Ask: Does that word make sense there? Look at the picture. Does it have ... in the picture? Is the story about ... ?

## Obtaining, Using And Managing Reading Resources



It is important to have a variety of reading resources to use across the primary school grades. You may need to find reading resources yourself, in addition to those provided by the Reading Champion Programme.



### Accessing hard copies of books

1. Borrow books from a local library.
2. Borrow books from a better resourced school for a specific time period. Then exchange and borrow more books on the same basis.
3. All schools will have the Rainbow Workbooks, which contain stories.
4. Ask for access to resource storage spaces at schools. You may find old books or textbooks. Pick out interesting stories and non-fiction texts. With the help of the teacher mentor, organise these according to learner levels. You can MAKE THESE FUN to read and listen to by using the strategies and activities described in the previous sections.

### Accessing digital copies of books

See the list of digital sites to access digital resources. A cell phone to display online resources is best for reading with one or two children. A laptop or tablet is better for reading with a whole class.

#### Zero-Rated Sites

Xander apps are a resource for young children to expand their mother tongue vocabulary, and to improve language acquisition. <https://xander.co.za/>

Africa Teen Geeks provides online resources centred around STEM subjects. Africa Teen Geeks caters for all grades, across all provinces. There is a literacy programme that covers English and indigenous South African languages. [www.africateengeeks.co.za](http://www.africateengeeks.co.za)

DBE and 2Enable partnership online platform provides learners with free access to the 2Enable mobile learning platform. 2Enable provides support through CAPS-aligned text based and video content, with assessment questions. Also available on the platform are readers for primary school learners. <https://www.2enable.org/Dashboard.aspx>

Vodacom e-School provides Grade 8-12 high school learners who are Vodacom subscribers with free access to curriculum aligned classroom content on their mobile device across all major subjects  
<https://www.vodacom.co.za/vodacom/services/vodacom-e-school>

African Storybook provides open access to hundreds of picture storybooks in the languages of Africa.  
<https://www.africanstorybook.org/>

CAMI offers South African learners 14 days free access to fun and interactive educational software consisting of Cami Literacy, a complete language system that helps learners develop a love of reading.  
<https://cami.co.za/>

Book Dash publications are available for free on their website. <https://bookdash.org/>

FunDza is an e-reading platform that caters to teens and young adults, and offers literature in 9 South African languages. <https://live.fundza.mobi/>

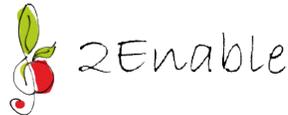
Nal'ibali has many storybooks and audiobooks on its website. <https://www.nalibali.org/>

Vula Bula offers graded readers in 8 African languages <https://vulabula.molteno.co.za/>

### Sites Not Yet Zero-Rated

Room to Read's Literacy Cloud provides original, high-quality children's storybooks in local languages.  
<https://literacycloud.org/>

<http://onedayonebook.org/>



## How to choose the right book

Picture books are very helpful in the early grades. They:

- encourage a love/habit of reading
- help children understand words and develop reading skills
- are often a child's first introduction to visual art
- invite children into new worlds, and spark imagination
- give children new ideas about how to handle issues in their lives.

These are the top 10 considerations when assessing whether a book is suitable for the learner(s). Think about the learners with whom you work, and then tick the appropriate box. Make an informed decision based on the result.

	Yes	No
<b>Content</b>		
1. Relevant and appealing topic		
2. Engaging character(s)		
3. Interesting plot		
<b>Illustrations</b>		
4. Diversity sensitive		
5. Engaging character(s)		
6. Varied perspectives		
7. Good use of colour		
<b>Design</b>		
8. Room for text		
9. Good balance between text and white space		
10. Appealing cover		

## Know your books, know the levels

It is very important that you know your books/set of resources thoroughly. Go through them as soon as you receive them, or find your own and work out:

1. What are the main topics or themes in the book? Who are the main characters? What age learner would this book appeal to?
2. What reading level is the book? With which grade or learner age would you use the book?
3. What kind of reading activity would you do with that grade or group of learners?
4. What kinds of activities would you be able to develop as after reading activities?

## Level your books for the Foundation Phase

The guidelines in the table below will help you level your books. Write the level in pencil in the book. Label the shelves with this level. Do NOT use level numbers; use colours or symbols as shown below.

Book Levelling Criteria <sup>1</sup>			
Levels	Criterion 1 Text length and complexity: Number of words and sentences	Criterion 2 Illustrations: page layout and quality	Criterion 3 Concept: familiarity, contextual, complexity
<b>L1 Red/ Bicycle</b>	Book with only pictures, words, phrases, or 0-1 sentences per page	90% of the page is illustrations	Familiar/simple concepts often repeated during the story
<b>L2 Green/ Scooter</b>	1-3 simple sentences per page. Not more than 8 words	At least 80% of the page is illustrations	Familiar/simple concepts often repeated during the story
<b>L3 Yellow/ Car</b>	2-5 sentences per page One or two long sentences Not more than 11 words	At least 80% pictures Of two facing pages, one should have the illustration	Series of events, unfamiliar concepts can be used
<b>L4 Orange/ Train</b>	3-6 simple sentences per page Some simple and some complex sentences. Not more than 16 words. Can be 3 paragraphs or a poem	At least 70% pictures Every alternate page can have a picture. Of two facing pages, one should have the illustration	Can introduce abstract themes/subjects, imaginative stories, etc.
<b>L5+ Blue/ Aeroplane</b>	4-8 simple and more complex sentences per page Not more than 20 words.	At least 60% illustrations	New themes, more variety

## Matching books to learners

At first, you will focus on doing Storytelling, Reading Aloud, and Shared Reading (if you have Big Books). Later in the programme, learners will read more on their own. Learners must be matched to the most suitable books, based on their interests, and reading level.

Have an assortment of different levelled books available. While learners are reading independently, call them up one by one to read aloud to you for five minutes. As the learner reads, count how many mistakes he or she makes:

- 5 or more mistakes in 5 sentences = book level is too high/difficult
- 0-1 mistakes in 5 sentences = book level is too low/easy.
- 2-4 mistakes in 5 sentences = book level is appropriate.

Record the results so you can monitor learners' reading progress through the term. While you continue to listen to others read, those learners who have read to you, may re-read their book on their own, until the end of the independent reading session.

<sup>1</sup> These book levelling criteria apply to English books. Go onto the NECT website of examples of the criteria for Sepedi and isiZulu.

## Managing reading resources

1. If there is a library at the school, the teacher or librarian will show you the books, and the resources management system. Teachers will show you these in the classroom library.
2. You will be responsible for managing the school resources, and/or those you have collected.
3. Invite responsible learners in each class to assist you as reading monitors.

### It is important to display books!

Books must be displayed so learners can easily find and select books to read that are at their correct reading level.

A learner's choice of text level is an indicator of their reading confidence. Observe their choices to identify struggling readers. Record your observation and advise the teacher.

Displayed books show their colourful covers and interesting images that entice learners to reach out and take one. Books on display make it easier for learners to choose one that interests them at their reading level or slightly above to challenge their reading skills.

Generally, learners have an intuitive recognition of text that matches their reading comfort level. A confident reader will select text that is above their reading comfort zone.

If a learner consistently selects books at a lower reading level, without progressing to the next level, guide them to find a slightly more challenging text, and read it together with them to build their confidence.



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### Book Care Rules!

1. Wash and dry hands before opening a book.
2. Turn pages carefully at the top right corner.
3. Do not fold pages, use a book mark.
4. Never write, draw in, or cut up a book.
5. Keep the book in a safe, clean place.
6. Return books on time.
7. Books are friends! Treat them gently.

### Create a print-rich environment

A print-rich environment has a variety of text and printed materials displayed in classrooms and throughout the school that encourage learners to read, think and ask questions. A print-rich environment provides opportunities for learners to practise reading and also motivates them to read and write. Displaying learners' writing gives them more ownership of the reading space.

- Display posters and other materials with printed text that children can read.
- Display children's creative writing on the walls or hanging from string.
- Display text written by the teacher or yourself that children can read.
- Regularly change displayed print-rich materials.
- In higher grades, display newspaper articles and other writings on topical issues.

### Manage book check-out

Encourage learners to take library books home. If there is no library system at the school, use a note book to create a simple book management and checkout system that includes a record (list) of all the resources showing the title and date when the resource was borrowed and returned<sup>1</sup>.

**Learners in Grades 1-3 can use the Class Book system for check-out.** The book has a class list in the front for reference and a page or half page allocated to each learner, in alphabetical order. The reading champion will record the check-out information on the learner's page and stamp the due date on the book sheet. On return of the book, the reading champion fills in the date and signs it. The returned book should be placed in the designated return area.

Name: Fikile Ncube				
Check-out date	Accession Number	Title	Date of return	Signature
01.02.21	15/008	Citende Cipati	08.02.21	FJM
08.02.21	16/012	Animals from Africa		

Page in Check-Out Book for Grades 1-3

**Learners in Grades 4-7 use the Learner Card system** for check-out. Each learner has a card with their name and grade. They record all the check-out information on that card and show the card and book to the reading champion, who writes or stamps the due date on the date sheet in the book, before the learner leaves the library. The cards should be filed in alphabetical order in a ring binder file or box. There should be one file or box for each class which remains in the library.

Upon return of the book, the Grade 4-7 learner finds his or her learner card, writes the return date next to the book title and shows the card and book to the reading champion who signs. The learner places the returned book in the designated area<sup>2</sup>.

Name: Lerato Maphutha		Grade/Class: 4-A		
Check-out date	Accession Number	Book Title	Return date	Signature of librarian/teacher
01.02.21	15/007	A Special Secret	08.02.21	S. Ncwele
08.02.21	16/025	Raleruo		

Example check-out card for Grades 4-7

<sup>1</sup> A loan period of one week is recommended. Where resources are taken home, the school needs to sanitise the book and keep it separate for a 7-day quarantine period to comply with COVID-19 regulations.

It is important that the information is recorded correctly and in time, in the check-out. Make an example of the check-out rules and procedures.

## Book Check-Out



**Step 1 Select a book to check out. You can take home one book at a time.**

**Step 2 Check out your book.**

Grade 1-3 learners: Bring the reading book to a teacher-librarian, teacher, or library assistant.

Grade 4-7 learners: Fill out the information on your Learner Card and show a teacher.

**Step 3 Return the book on, or before, the due date**

Grade 1 to 3 learners: Bring the book to a teacher-librarian, teacher or library assistant.

Grade 4 to 7 learners: Fill out the book return information on your Learner Card.

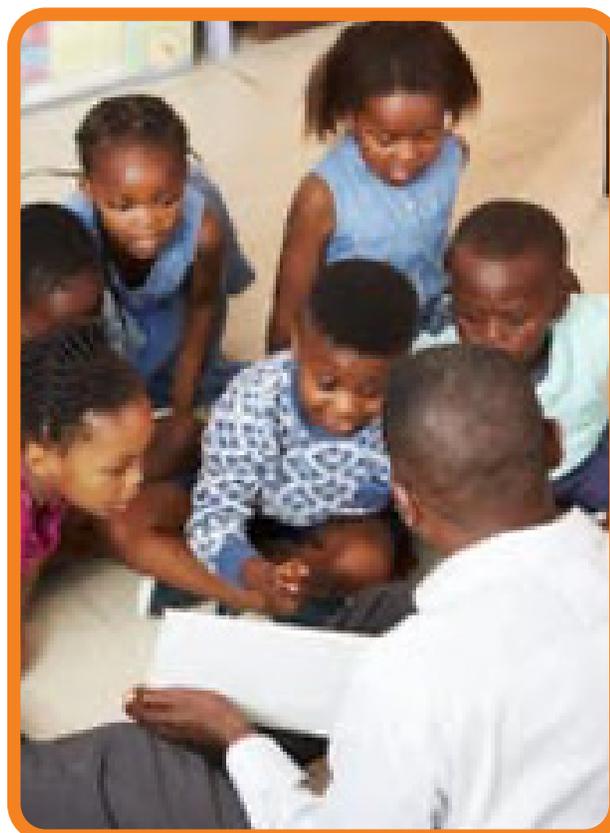
**Step 4 Put your book in the return area.**



## Set up a reading corner

The Reading Champions Programme targets less resourced schools. With creative thinking you can make a portable Reading Corner, so you can easily move it from class to class. The basics you need are:

- An identified space agreed to by the teacher/ librarian.
- Resources such as magazines and books (wherever these can be sourced).
- Mats, or folded down cardboard boxes for learners to sit on.
- A milk crate or two to carry the books in and to display them.
- Posters, labels and pictures<sup>1</sup>. (Change these termly.)
- Cut pre-used A4 paper in half, put out crayons and invite learners to draw or write.
- When you arrive for the reading period, lay the 'cardboard carpet' on the floor.
- Quickly set up the books in the crates.
- Display the posters, labels and pictures around the reading session space. Plastic bottles cut in half can hold crayons, pencils and paper.



<sup>1</sup> Make posters yourself using the back of old calendars, use cereal box cardboard to make labels, and cut and paste interesting pictures for learners to talk about. This will improve vocabulary and build knowledge.

# Extended Reading Support



## Reading Buddies

The Reading Buddies system pairs a more able reader (or an older, more fluent reader) with a struggling reader (or younger, less fluent reader). Learner-to-learner reading benefits both learners.

The more confident reader benefits by consolidating their own reading/phonic/phonemic and sight word skills when assisting the less skilled reader. Independent readers often complete work ahead of the class. Being a Reading Buddy means they are occupied and thinking critically about how to convey the skills to the other child. The less fluent reader benefits from the extra guidance by a non-judgmental peer. Be sure to match learners who can work together without conflict. The less strong reader can gain confidence by assisting a reader who is even less able than they are. This provides reading practice.



## Reading clubs

One of the most important things you can do to promote reading at schools and in communities is to set up reading clubs.

### BEFORE: Setting up a reading club

Planning checklist for your reading club session

As you plan your session, take into account factors like the space you are meeting in, ages of the children, the size of your group, and time available.

- Where will you host the reading club?
- Select a story or stories to read and/or tell.
- Decide who will read and/or tell the stories.
- Work out how much time you will need for stories, and any games and songs, etc.
- Decide what writing and other activities linked to the stories are going to be done.
- Decide whether you will invite the children to read in pairs and/or independently in this session.
- Work out how much time you need for the activities and paired/independent reading.
- Go over which languages you will be using for each of the stories and activities.
- Make sure you have written down your plan for the session.
- Check that you have all the materials you need for the session.
- Organise the children's snack (if you offer this).
- Confirm which volunteers will be attending.





## DURING: Activities in the reading club

Activities to do during a reading club session:

- **Games and songs:** Children learn easily and comfortably when they play, and these are fun ways to start a session. Think about games and songs that you used to play and sing as a child and teach these to the children. You can also ask older children to teach all of you a game that they know or have made up! Sing some songs in the home languages of all the children in the reading club. This should be a quick, five minute activity.
- **Reading aloud and storytelling:** Ideally, all sessions should include reading aloud and storytelling. Children learn about how stories work and how to read from listening to stories being read and told to them.
- **Shared reading:** Spending time sharing books in pairs or small groups allows children to select and share books they are interested in. Children who are able to read independently, can read books together in small groups or pairs.
- **Silent or independent reading:** Allow some time for children to look at and read books on their own. Children who already read often like to spend time alone with a book, reading silently.
- **Writing:** Give children opportunities to write for real reasons. Rhymes, songs and games can all be written down and read as shared activities.
- **Talking about books:** Spend some time introducing reading club members to books that you have at your club. Show the books to the children and tell them a little about each one. Afterwards, remember to display the books well so that children can find them easily.
- **Art, craft and drama:** Extend a story you have read or told by encouraging the children to paint or draw pictures, make puppets or other objects related to the story. Or, allow time for the children to act out the story.

## Getting the community involved

In order for children to succeed at school, they need to be supported by the adults around them in different ways. School provides one set of experiences for literacy learning. Homes can often provide others. Be sensitive to adults in the community who might not read and write themselves by always including oral activities that still enhance and support reading and writing development. Adults in the school's community are more likely to get involved if they feel they are valued. Invite them to take part in the reading-for-enjoyment activities your school offers before, during and after school. Here are some ways you can involve parents and other community members:

- **Telling stories:** Invite parents and other adults to visit your school to tell stories to the children.
- **Writing stories:** Develop a culture of writing at your school by inviting parents and children to write together.
- **Reading stories:** Invite parents and other adults to be reading club volunteers.
- **Helping out:** Find other ways to make parents feel needed by your school. For example, ask them to repair or make bookshelves and/or cushions for classroom reading corners.
- Encourage communities to **start up community-based reading clubs** that can be run by the community.



Community Activation

Initiatives	Details	Outcomes
<b>NECT contact: Bailey Nkuna, 071 475 1500, bailey@nect.org.za</b>		
<b>Book Collection Boxes</b>	<ul style="list-style-type: none"> <li>Assist with the placement of book collection boxes in malls and shops.</li> <li>Assist with the distribution of book collection bin flyers.</li> <li>Assess the books and whether they are suitable for the level of the learners you support.</li> <li>Manage the collection of books and the distribution to circuit offices.</li> <li>Assist with the packaging of books into boxes for collection / distribution.</li> <li>Manage the distribution of books to schools and community outlets (churches, clinics, etc.).</li> <li>Assist with entering books onto the online tracking system</li> </ul>	<ul style="list-style-type: none"> <li>Collect books monthly.</li> <li>Sort books into categories for end-users.</li> <li>Distribute books across the community.</li> </ul>
<b>Church Libraries</b>	<ul style="list-style-type: none"> <li>Assist with the establishment of reading corners in churches.</li> <li>Establish church reading clubs – do fun story extension activities such as role play, songs and games.</li> </ul>	<ul style="list-style-type: none"> <li>Use some of the books provided to populate the reading corner.</li> <li>Read to young children during Sunday school.</li> </ul>
<b>‘Out and About’ story telling</b>	<ul style="list-style-type: none"> <li>These are impromptu story readings.</li> <li>Out in the open – encourage children to congregate to listen to a story and to talk about the story.</li> <li>Hold a Community Spelling Bee.</li> <li>Organise an open book exchange drive.</li> <li>Do pop-up readings and storytelling in parks/open fields.</li> <li>Street book jam – distribute books collected via donations (taxi ranks, street corners).</li> <li>Place reading materials such as Nal’ibali supplement at local shops for distribution.</li> </ul>	<ul style="list-style-type: none"> <li>Children entertained</li> <li>Love of reading instilled</li> <li>Provide access to reading materials</li> </ul>
<b>Support to Circuit Managers</b>	<ul style="list-style-type: none"> <li>Provide assistance to circuit managers in ‘back to school’ procedures and protocols.</li> <li>Revitalise and/or begin circuit book clubs.</li> <li>Support national reading days (World Read Aloud Day on 3 February 2021 and South African National Library Week in March 2021)</li> </ul>	<ul style="list-style-type: none"> <li>Report to circuit office once a week to provide assistance to the circuit manager.</li> <li>Hold monthly book clubs.</li> </ul>
<b>NECT contact: Letlhogile Lecogo, 082 077-0847, Letlhogile@nect.org.za</b>		
<b>Radio Broadcasting</b>	<ul style="list-style-type: none"> <li>Work with NGO partners to secure radio broadcasting opportunities</li> <li>Assist with reading competitions on radio</li> <li>Provide support on curating broadcasting content according to established themes:                             <ul style="list-style-type: none"> <li>PSS Care and Support</li> <li>Read stories aloud</li> <li>Professional Learning Communities involvement in improving reading</li> <li>Reading comprehension strategies for primary school learners</li> <li>Effective study methods</li> <li>The impact of policy on reading</li> <li>How parents can effectively support reading in homes (Inculcating a culture of reading at home)</li> <li>Children should read to know, to grow and to become</li> <li>Back to school campaign</li> <li>Assist the NRC Project Manager to support the focused outcomes of DSC meetings (chairperson to go on radio with reading messages)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Report to NGOs working in the provinces</li> <li>Provide assistance with radio broadcasting plans</li> </ul>

# What To Expect When You Get To School



## Phase 1: Orientation

During this time, before you have received training and/or the resources to run the reading programme, you should present yourself at your assigned school and do the following.

1. Audit what books are available.
2. Orientate yourself to your assigned school: the space available, the time-table, the number of learners in the school, the different languages taught at the school.
3. Check whether there is a library or reading corners/classroom libraries so that you know what you will be working with.
4. Work with the school principal to create the Reading Period timetable for 2021.
5. Meet your Teacher Mentors.
6. Meet community stakeholders in the school community through the school principal, or other SMT or SGB members and tell them about the programme.
7. Find suitable spaces in the community in which to do your reading activities.

## Phase 2: Implementation

This should start as soon as you have received your orientation training and resources. The following is a weekly plan that you can follow. On page 26, you will find a plan for the entire time you are at the school.

Before School	During School		After School
<b>Week 1: 27 to 29 January</b>			
<b>Preparation</b>	<b>Foundation Phase (FP)</b>	<b>InterSen Phase (ISP)</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	Meet the classes and teachers you will work with. Have a storybook ready to READ ALOUD to them, following the ROUTINE FOR READING. You can just do 10–15 minutes as this is introductory. You are giving them a taste. Make it as interesting and engaging as possible!	Meet the classes and teachers you will work with. Have a storybook ready to READ ALOUD to them, following the ROUTINE FOR READING. This needs to be at a higher level than the book you used for the FP. You can just do 10–15 minutes as this is introductory. You are giving them a taste. Make it as interesting and engaging as possible!	Use this time to set up your reading clubs. Remember to take a register. Mon & Wed – FOUNDATION PHASE Introductory songs (go to the NECT resource site to find suitable songs) Tues & Thurs – INTERSEN PHASE Games (go to the NECT resource site to find suitable games) Fri – admin and writing up reports, reflection time
<p><b>General Note</b> Make sure you get the reading period time-table and that it is displayed in all the classes you visit.</p> <p>As you prepare, remember to alternate between the Home Language and English from week to week. If you do activities in the Home Language during school hours, then do activities in English in the reading clubs and vice versa.</p>			

**Phase 3: Final reflection and consolidation**

Work with other reading champions to reflect on the successes and challenges of the programme. Write this up in a report. Remember to include the parts you loved about the programme.

**Reading Activity Register**

It is important that you keep track of the activities you do at school by using a Reading Activity Register. This can be a few pages in your notebook.

The Reading Activity Register is a list of the library reading activities that you have facilitated. It is an important record to show the school and the Department of Education what you have been doing. It is also a useful place for you to comment on how successful an activity has been or how you would improve on this the next time.

Here is a sample of a **Reading Activity Register**:

Date	Grade/Class	Class teacher	Number of learners	Activity	Reading Champion signature	Reflection
23.02.2020	2B		41	Shared Reading	Sipho Mncube	Ms. S Mncube

**Why Reading For Enjoyment Is Important**

Always keep in mind that the goal of the Reading Champions Programme is to promote literacy and the habit of reading among children through engaging them in reading for enjoyment.

We envision children who read with understanding, and view reading as exciting and fun. By the completion of primary school, these children should be able and motivated to read independently and are eager and proud to read both at school and at home. Children engage meaningfully with books that they can check out and bring home.

In this programme, children are able to read and take part in reading activities in a welcoming, supportive and non-threatening environment.

Reading aloud to children for enjoyment:

- shows them that you value books and reading gives you things to talk about together
- builds a bond between you and them
- allows them to experience reading as a satisfying activity
- motivates them to learn to read for themselves, and then to keep reading
- shows them how we read and how books work
- let's them enjoy stories that are beyond their current reading ability
- develops their vocabulary and language abilities.





## Appendix A: Checklist - Managing The Programme At School



### Check that you know which space/s you will work in

Does the school have a library room or a spare classroom you can use?	
Does the school have a classroom library or reading corner in each class or in one class per grade that you can use?	
Is it an option to do a reading activity during assembly on the days that there is assembly?	
Are there any other spaces at the school that you can use to work with learners?	

### Set up furniture and display books

Set up the space you are going to use so that it is conducive to your activity.	
There is space for learners to sit during reading activities.	
Try and obtain a mat or carpet or clean blanket for learners to sit on; make sure you have a chair.	
Make and display Book Care rules poster.	
As far as possible, display books so that covers are visible.	
Display books at a height that children can reach on their own.	

### Create a print-rich environment

Display posters and other materials with printed text that children can read.	
Display children's creative writing on the walls or hanging from string.	
Display text dictated by children that you or the teacher records.	
Display text written by the teacher that children can read.	
Teach children how to make print-rich material for display.	
Regularly change displayed print-rich materials, especially those done by children.	
Display charts with collages of newspaper articles and other writings on topical issues. Change these regularly.	

### Manage the reading period timetable

Obtain the Reading Period Timetable from the school principal/teacher mentor. Create and display the Reading Period Timetable in the library.	
Through the school principal or other school management, encourage all teachers to display the Reading Period Timetable in their classrooms, in the reading corners and in the school library if there is one. If the school already has a library period, then use this.	
With the rotational/alternating system of school attendance, the timetable might need to include 1 to 3 periods per class to allow for the different groups that attend school at different times.	

### Maintain registers and records

Create a Reading Activity register. Record each activity that you do in this register.	
Is there sufficient reading records for each learner?	
Create a book for reading records for Grades R to 3.	



**Appendix B: Checklist – Managing the programme after school and in the community**



**Check that you know which space/s you will work in and who you will work with**

Is there a community centre, tribal office or church hall you can use?	
Have the correct authorities agreed that the space can be used?	
Have you had an initial meeting with the authorities controlling the space to explain the programme and your requirements?	
Does the school have a spare classroom you can use? Or is there someone in the community that will let you use their homes, e.g. garage, lounge and even under a tree, as long as if it is a safe space.	
Ensure the space is safe and that children can get to it safely and securely.	
Do you know who the community stakeholders are that can support you and the activities you are planning?	

**Check furniture**

Ensure that there is enough space for all the children who will join the activity.	
Ensure that furniture is sufficient and safe for the activity you have planned.	
Ensure there is an open area where children can sit during reading activities.	
Ensure that the space for children to sit is comfortable: take a mat, old carpet or clean blanket for this purpose. Old car tyres are also an option if you are able to use the same space each time.	

**Maintain registers**

Create registers for learners that will join your activity.	
Appoint reading club or after school reading monitors to help you so that these are filled out regularly and correctly.	

**Display books and posters**

Display your Book Care poster here.	
Ensure books are displayed at a height that children are able to reach them on their own.	
As much as possible, continue to display books so that covers are visible.	
If the school has its own collection of books (reading corners, classroom libraries or a school library), work through your teacher mentor to make sure that the books are organised in levels.	

**Care of books**

Check how children turn pages when they are reading, and show them how to do so correctly, if required.	
Continue to remind children to take care of books.	
Repair books, as needed.	

**Create a print-rich environment**

Display text written by children, usually on pictures they have drawn.	
Teach children how to make print-rich material for display.	
Regularly change displayed print-rich materials, especially those done by children.	
Display charts with collages of writings related to your activity. Change these regularly.	

**Manage the timetable**

Does your reading club timetable reflect all the groups you are working with, the times and the venue(s)?	
Work with community stakeholders and parents to make sure that the timetable works for all.	
Display the timetable on a poster every time you hold a reading club event and remind children to check when they will next see you.	

**Check on reading club set up**

Display text written by children, usually on pictures they have drawn.	
Teach children how to make print-rich material for display.	
Make sure the space is suitable for the activity you have planned.	
Make sure you have written down your plan for the session.	
Check that you have all the materials and assistance you need for the session.	



**Appendix C: Weekly Generic Plans - Foundation Phase And Intersen Phase**

Before School	During School		After School
<b>Week 1:</b>			
<b>Preparation</b>	<b>Foundation Phase (FP)</b>	<b>Intersen Phase (ISP)</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Meet the classes and teachers you will work with.</p> <p>Have a story book ready to READ ALOUD to learners, following the ROUTINE FOR READING. You can just do 10–15 minutes as this is introductory. You are giving them a taste. Make it interesting, engaging and enjoyable!</p>	<p>Meet the classes and teachers you will work with.</p> <p>Have a story book ready to READ ALOUD to learners, following the ROUTINE FOR READING. This needs to be at a higher level than the book you used for the FP.</p> <p>You can just do 10–15 minutes as this is introductory. You are giving them a taste. Make it interesting, engaging and enjoyable!</p>	<p>Use this time to set up your reading clubs for the Foundation Phase. Remember to take a register.</p> <p>Do an interesting activity to get them coming back. Introduce the song that you introduce your reading club with [lyrics on the NECT resource site online].</p> <p>Create a name for each reading club and reinforce with each visit.</p> <p>Mon and Wed – Foundation Phase</p> <p>Tues and Thurs – InterSen Phase</p> <p>Fri – admin and writing up reports, reflection time.</p>
<b>General Note</b>	<p>Make sure you get the reading period time-table and that it is displayed in all the classes you visit.</p> <p>As you prepare, remember to alternate between the Home Language and English from week to week. If you do activities in the Home Language during school hours, then do activities in English in the Reading clubs and vice versa.</p>		
<b>Week 2:</b>			
<b>Preparation</b>	<b>Foundation Phase (FP)</b>	<b>Intersen Phase (ISP)</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Do a READING ALOUD activity using a different type of book to what you chose in the first week. You may use different books for Grades 1, 2 and 3 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> <li>1. Ask questions.</li> <li>2. Have them draw a picture of a favourite character or part of a story.</li> </ol>	<p>Do a READING ALOUD activity using a different type of book to what you chose in the first week. You may use different books for Grades 4 to 7 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> <li>1. Ask questions.</li> <li>2. Have them write some sentences of a favourite character or part of a story. Grade 4s could draw and label their character.</li> </ol>	<p>Mon and Wed – Foundation Phase</p> <p>Storytelling [go to NECT resource site to find suitable stories – also see guidelines for storytelling; see resources for video links for demo storytelling].</p> <p>Tues and Thurs – InterSen Phase</p> <p>Storytelling [go to NECT resource site to find suitable stories – also see guidelines for storytelling; see resources for video links for demo storytelling].</p> <p>Admin and reporting and reflection on Friday.</p>



Appendix C: Weekly Generic Plans - Foundation Phase And Intersen Phase			
Before School	During School		After School
<b>General Note</b>	Remember to get a Big Book for the Shared Reading activity with the Foundation Phase next week, or enough little books for the learners to each have one. DISPLAY learners work.		
<b>Week 3:</b>			
<b>Preparation</b>	<b>Foundation Phase (FP)</b>	<b>Intersen Phase (ISP)</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Do a SHARED READING activity using different books for Grades 1, 2 and 3 according to their level.</p> <p>AFTER READING ACTIVITY: 1. Ask questions. 2. Have them act out the story.</p>	<p>Do a READING ALOUD activity using a different type of book to what you chose in the previous week. You may use different books for Grades 4 to 7 according to their level.</p> <p>AFTER READING ACTIVITY: 1. Ask questions. 2. Have a discussion about the story.</p>	<p>Mon and Wed – Foundation Phase</p> <p>Reading short story [go to NECT resource site to find suitable stories – also see guidelines for reading]</p> <p>Tues and Thurs – InterSen Phase</p> <p>Reading short story [go to NECT resource site to find suitable stories – also see guidelines for reading].</p> <p>Admin and reporting and reflection on Friday.</p>
<b>General Note</b>	Remember to make sure that you have enough books for a whole class (or part of a class) for the INTERSEN PHASE for next week.		
<b>Week 4:</b>			
<b>Preparation</b>	<b>Foundation Phase (FP)</b>	<b>Intersen Phase (ISP)</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Do a READING ALOUD activity using different books for Grades 1, 2 and 3 according to their level.</p> <p>AFTER READING ACTIVITY: 1. Ask questions. 2. Draw what they think happened after the story. Grade 3s can write two sentences about this.</p>	<p>Do a PAIRED READING activity using books that are suitable for Grades 4 to 7 according to their level.</p> <p>AFTER READING ACTIVITY: 1. Ask questions. 2. Have them write a letter to their favourite character.</p>	<p>Mon and Wed – Foundation Phase</p> <p>Story chain [go to NECT resource site to find pictures and guidelines for starting up story chains and writing up the story afterwards].</p> <p>Tues and Thurs – InterSen Phase</p> <p>Story chain [go to NECT resource site to find pictures and guidelines for starting up story chains and writing up the story afterwards]</p> <p>Admin and reporting and reflection on Friday.</p>
<b>General Note</b>	Remember to make sure that you have enough books for a whole class (or part of a class) for the FOUNDATION PHASE for next week. Display their work.		



Appendix C: Weekly Generic Plans - Foundation Phase And Intersen Phase			
Before School	During School		After School
<b>Week 5:</b>			
<b>Preparation</b>	<b>Foundation Phase (FP)</b>	<b>Intersen Phase (ISP)</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	Do a PAIRED READING activity using different books for Grades 1, 2 and 3 according to their level.  AFTER READING ACTIVITY: 1. Ask questions. 2. Ask for volunteers to dramatise the story they read.	Do an INDEPENDENT READING activity using books that are suitable for Grades 4 to 7 according to their level.  AFTER READING ACTIVITY: 1. Ask questions. 2. Ask for volunteers to dramatise the story they read.	Mon and Wed – Foundation Phase  Storytelling [go to NECT resource site to find suitable stories, see guidelines for storytelling; see resources for video links for demo storytelling]  Tues and Thurs – InterSen Phase  Storytelling [go to NECT resource site to find stories, see guidelines for storytelling; see resources for video links for demo storytelling].  Admin and reporting and reflection on Friday.
<b>General Note</b>	Remember to make sure that you have enough books for a whole class (or part of a class) for the INTERSEN PHASE for next week.		
<b>Week 6:</b>			
<b>Preparation</b>	<b>Foundation Phase (FP)</b>	<b>Intersen Phase (ISP)</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	Do a SHARED READING activity using different books for Grades 1, 2 and 3 according to their level.  AFTER READING ACTIVITY: 1. Ask questions. 2. Have learners act out or draw and label their favourite part of the story.	Do a PAIRED READING activity using books that are suitable for Grades 4 to 7 according to their level.  AFTER READING ACTIVITY: 1. Ask questions. 2. Have learners role-play characters in the story they read and have the partner interview him/her.	Mon and Wed – Foundation Phase  Reading short story [go to NECT resource site to find stories; see guidelines for reading]  Tues and Thurs – InterSen Phase  Reading short story [go to NECT resource site to find suitable stories – also see guidelines for reading]  Admin and reporting and reflection on Friday.
<b>General Note</b>	Remember to make sure that you have enough books for a whole class (or part of a class) for the FOUNDATION PHASE and the INTERSEN PHASE for next week. Display their work.		



Appendix C: Weekly Generic Plans - Foundation Phase And Intersen Phase			
Before School	During School		After School
<b>Week 7:</b>			
<b>Preparation</b>	<b>Foundation Phase (FP)</b>	<b>Intersen Phase (ISP)</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	Do an INDEPENDENT READING activity using different books for Grades 1, 2 and 3 according to their level. Help the Grade 1s to find books with lots of pictures and have them talk to you about the pictures.  AFTER READING ACTIVITY: 1. Ask questions. 2. Learners can role-play characters in the story and other learners interview them.	Do an INDEPENDENT READING activity using books that are suitable for Grades 4 to 7 according to their level.  AFTER READING ACTIVITY: 1. Ask questions. 2. Have learners draw and label or write about their favourite characters in the story.	Mon and Wed – Foundation Phase  Story chain [go to NECT resource site to find pictures and guidelines for starting up story chains and writing up the story afterwards]  Tues and Thurs – InterSen Phase  Story chain [go to NECT resource site to find pictures and guidelines for starting up story chains and writing up the story afterwards]  Admin and reporting and reflection on Friday.
<b>General Note</b>	Remember to find non-fiction books for the activity for next week. Display their work.		
<b>Week 8:</b>			
<b>Preparation</b>	<b>Foundation Phase (FP)</b>	<b>Intersen Phase (ISP)</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	Do a READING ALOUD activity using different books for Grades 1, 2 and 3 according to their level.  AFTER READING ACTIVITY: 1. Ask questions. 2. Have learners make a poster of their non-fiction book.	Do a READING ALOUD activity using books that are suitable for Grades 4 to 7 according to their level.  AFTER READING ACTIVITY: 1. Ask questions. 2. Have learners make a poster of their non-fiction book.	Mon and Wed – Foundation Phase  Reading short story [go to NECT resource site to find stories; see guidelines for reading]  Tues and Thurs – InterSen Phase  Reading short story [go to NECT resource site to find stories; see guidelines for reading]  Admin and reporting and reflection on Friday.
<b>General Note</b>	Remember to display the posters.		



<b>Appendix C: Weekly Generic Plans - Foundation Phase And Intersen Phase</b>			
<b>Before School</b>	<b>During School</b>		<b>After School</b>
<b>Week 9:</b>			
<b>Preparation</b>	<b>Foundation Phase (FP)</b>	<b>Intersen Phase (ISP)</b>	
Poetry recitals. Have different learners read their poems which you have been doing in the Reading clubs	<p>Do a SHARED READING activity using different books for Grades 1, 2 and 3 according to their level.</p> <p><b>AFTER READING ACTIVITY:</b></p> <ol style="list-style-type: none"> <li>1. Ask questions.</li> <li>2. Have learners draw a different ending for the story. Display their work.</li> </ol>	<p>Do a READING ALOUD activity using books that are suitable for Grades 4 to 7 according to their level.</p> <p><b>AFTER READING ACTIVITY:</b></p> <ol style="list-style-type: none"> <li>1. Ask questions.</li> <li>2. Have learners write an alternative ending. Display their work.</li> </ol>	<p>Mon and Wed – Foundation Phase</p> <p>Pick characters from previous week’s story and ask learners to pretend to be those characters.</p> <p>Tues and Thurs – InterSen Phase</p> <p>Recap short story from previous week and get learners to role play a scene from the story. [go to NECT resource site to find suitable roleplay activities]</p> <p>Admin and reporting and reflection on Friday.</p>
<b>Week 10:</b>			
Wrap up. Complete reports and so on. Critical reflection on the programme with other reading champions in a Community of Practice meeting.			



Appendix D: Weekly Generic Plans – High School		
Before School	During School	After School
<b>Week 1:</b>		
<b>Preparation</b>	<b>High School</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Find the language teachers of the school and introduce yourself. Ask if you can have the last 10 minutes of some of their lessons to promote reading. Make a schedule of when you can visit the classes they want you to come to.</p> <p>Read the first chapter of a FunDza story to the classes. End on a cliff-hanger. Tell learners where to find the rest of the story, and put up a poster of the story with instructions on where to find it.</p> <p>Ask if any learners would like to sign up to after school writing or reading clubs.</p>	Set up a reading or writing club. Start with a warm-up game (look on fundza.mobi for 'warm-up games for groups'). Then use downloadable material as in the handbook e.g. download the story 'Covered in Blood' from the funza.co.za site and make a few copies of it or, if you have access to a library, encourage learners to take out books.
<b>Week 2:</b>		
<b>Preparation</b>	<b>High School</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>At the end of classes: Ask three or four questions to see who finished the story from last week. Praise any who did.</p> <p>Make four copies of a chattalogue (see resources on fundza.co.za). Get confident learners to read it out loud with you. Tell learners to read the rest at home on fundza.mobi. Put a poster up reminding learners to read it.</p>	Find material to read in your reading club. You could download and copy a page or two of the funzine (see resources on fundza.co.za). Look at the session plans at the back for ideas on how to run it (e.g. do the session in Double Trouble on Languages and Me).
<b>Week 3:</b>		
<b>Preparation</b>	<b>High School</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>At the end of classes: Ask three or four questions from the chattalogue to see who finished it. Praise those who did. Read a blog from fundza.mobi (e.g. Do you love me or my carvelas?). You can also make a copy to put on the classroom wall.</p>	Continue with your reading and/or writing club, using the FunDza resources suggested in the manual. (e.g. read another chattalogue. Before the club, find the rest of the play on fundza.mobi and download and copy it so that you can read the whole play in your session.)
<b>Week 4:</b>		
<b>Preparation</b>	<b>High School</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>At the end of classes: Read a powerful poem (e.g. 'That's where I'm from' on the fundza mobi site). Ask them to write three lines starting with 'I'm from a place where...' Ask them to read their lines to a partner. Put a poster of the poem up on a wall.</p>	Continue with your reading and/or writing club, using the FunDza resources suggested in the manual. You could download and copy a page or two of the funzine (see resources on fundza.co.za). Look at the session plans at the back for ideas on how to run it. (e.g. do the session in Double Trouble on Manhood).



## Appendix D: Weekly Generic Plans – High School

Before School	During School	After School
<b>Week 5:</b>		
<b>Preparation</b>	<b>High School</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>At the end of classes: Read the first chapter of a FunDza story to the classes. End on a cliff-hanger.</p> <p>Tell learners where to find the rest of the story, and put up a poster of the story with instructions on where to find it.</p>	Continue with your reading and/or writing club, using the FunDza resources suggested in the manual. You could download and copy a page or two of the funzine (see resources on fundza.co.za). Look at the session plans at the back for ideas on how to run it. (e.g. do the session in Double Trouble on My home my hood)
<b>Week 6:</b>		
<b>Preparation</b>	<b>High School</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>At the end of classes: Ask three or four questions to see who finished the story from last week. Praise any who did.</p> <p>Read a blog from the mobi site (e.g. Yellow-bones)</p>	Continue with your reading and/or writing club, using the FunDza resources suggested in the manual. You could download a story from WhatsApp or fundza.co.za and get learners to act scenes out (e.g. Heart strings on fundza.co.za) Admin and reporting and reflection on Friday.
<b>Week 7:</b>		
<b>Preparation</b>	<b>High School</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>At the end of classes: Read a powerful poem (e.g. Sometimes when it rains on the fundza mobi site).</p> <p>Ask them to write three lines starting with 'Sometimes when it's hot' Ask them to read their lines to a partner. Put a poster of the poem up on a wall.</p>	Continue with your reading and/or writing club, using the FunDza resources suggested in the manual. (e.g. read another chattalogue. Before the club find the rest of the play on fundza.mobi and download and copy it so that you can read the whole play in your session.) Admin and reporting and reflection on Friday.
<b>Week 8:</b>		
<b>Preparation</b>	<b>High School</b>	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>At the end of classes: Read the first chapter of a FunDza story to the classes. End on a cliff-hanger.</p> <p>Tell learners where to find the rest of the story, and put up a poster of the story with instructions on where to find it.</p>	Continue with your reading and/or writing club, using the FunDza resources suggested in the manual. You could download and copy a page or two of the funzine (see resources on Fundza.co.za). Look at the session plans at the back for ideas on how to run it. (e.g. do the session in Double Trouble on Goodnight, Miss Dorah) Admin and reporting and reflection on Friday.



Appendix D: Weekly Generic Plans – High School		
Before School	During School	After School
<b>Week 9:</b>		
<b>Preparation</b>	<b>High School</b>	
Say goodbye at assembly, giving a leaving message about the power of reading.	<p>After the classes: Ask three or four questions to see who finished the story from last week. Praise any who did.</p> <p>Read a poem reflecting some aspect of South African resistance to injustice (e.g. The shrinking and fencing in of the land on fundza.mobi) Put up a copy of the poem in the school.</p> <p>2. Have learners write an alternative ending. Display their work.</p>	Finish off by doing a writing activity as found on Me With You writing workshop on fundza.mobi (e.g. the two Playing with images activities)
<b>Week 10:</b>		
Wrap up. Complete reports and so on. Critical reflection on the programme with other reading champions in a Community of Practice meeting.		

Appendix E: Facilitator's Guide For Reading Champions		
Time	Day 1	Day 2
08h00-08h30	<b>Registration, Free Reading, Engagement And Tea</b>	
<b>Session 1</b> 08h30-10h30 (2 hours)	<ol style="list-style-type: none"> <li><b>1. Introductions, expectations/timetable, ground rules</b> [Do a round of one line introductions; ask participants to say their name and a little about themselves; suggest rules for the training, display these rules on the board/ flipchart]</li> <li><b>2. Official welcome by DBE official</b> [If possible, have a DBE Official welcome participants and explain the importance of this programme]</li> <li><b>3. Activity: Best memories of reading</b> [Ask participants to discuss what book they are currently reading/ or the last book they read; ask them why they enjoy/ed it, etc; ask participants to describe their favourite memories of a book and why it impressed them; make notes on reasons why participants have happy reading memories and discuss these].</li> <li><b>4. COVID-19 protocols when training</b> [Make a list of Covid-19 safety precautions to adhere to for the training; discuss these and ask participants to add to your list].</li> <li><b>5. Reading Champions Programme:</b> why this programme is important, and why reading for enjoyment is important (p. 3 and 23 in manual) [Use the points on p. 23 to write key words about the importance of the programme. Discuss these and ask participants to explain how they can help the programme reach it's objectives].</li> <li><b>6. Activity: Your role as a Reading Champion</b> Your role as a reading promotion activist (teaching vs promoting) - interactive discussion of key roles and responsibilities (p. 4 in manual) [Discuss the relevant roles on p.4 and ask participants to suggest how they might carry these out. Facilitate a discussion].</li> </ol>	<ol style="list-style-type: none"> <li><b>1. What to expect when you get to school?</b> [Facilitate a discussion on the challenges and the realities in schools. Ask participants what they are expecting to encounter and iron out any misconceptions. Provide guidance on how to conduct themselves when they arrive at schools].</li> <li><b>2. Weekly plans (p. 26 – 34 in manual)</b>[Discuss and explain the weekly plans to prepare participants for the kind of support they will need to provide. Highlight the different approaches for different age groups. Allow participants to ask questions for clarity – this is the core of the work that they will do].</li> <li><b>3. Formal spaces</b> (classroom and library) and alternative spaces (assembly, in the school yard) [Talk about how reading can be encouraged in formal and non-formal environments. Place learners in groups and ask them to suggest how reading can be encouraged in these different places. Discuss the suggestions of each group].</li> <li><b>4. Learner groupings:</b> <ul style="list-style-type: none"> <li>Leading a whole class/group</li> <li>Learners reading on their own in pairs/ individually</li> <li>One-on-one with a learner (p. 14 in manual on reading strategies)Reading buddies - more competent reader with a less competent reader (p. 19 in manual).</li> </ul>           [Use the notes on pages 14 and 19 to ask participants how they can get learners to encourage and support each other to read better. Discuss how they can use the buddy system to promote reading at school and in communities. Also talk about how they can be good role models/ ambassadors for reading].         </li> </ol>
10h30-11h00	<b>Tea</b>	
<b>Session 2</b> 11h00-13h00 (2 hours)	<ol style="list-style-type: none"> <li><b>1. Reading routine to use with all stories:</b> a standard approach to engaging with a story (before, during, after) [Demonstrate a reading routine by using the notes on p. 6 – 8. Ask participants to observe what you do to create a routine, and discuss these after].</li> <li><b>2. Five reading activities</b> (p. 6 - 8 in manual)           <ul style="list-style-type: none"> <li>Storytelling (led by RC to whole class or group)</li> <li>Shared reading (led by RC to whole class or group)</li> <li>Reading Aloud (led by RC to whole class or group)</li> <li>Paired reading (learners quietly on their own in pairs)</li> <li>Independent reading (learners quietly on their own) [Explain each reading activity and use participants to demonstrate each of them].</li> </ul> </li> <li><b>3. Activity: Reading Activities</b> [Groups/pairs prepare and practise any of the five reading activities using the outlines in the manual. During preparations, move around and support the preparations. Give groups an opportunity to present the activity].</li> <li><b>4. Guided reflection discussion</b> [If time allows facilitate a discussion on what participants have learnt about different reading activities].</li> </ol>	<ol style="list-style-type: none"> <li>Setting up reading clubs: at schools and in the community (p. 19 – 20 in manual) [Explain to participants what needs to be considered when setting up a reading club. Then discuss the activities that can be done at reading clubs. Place participants into groups and ask them to discuss how they might best do these activities when they get to schools].</li> </ol>

Appendix E: Facilitator's Guide For Reading Champions		
Time	Day 1	Day 2
13h00-13h50	Lunch	
13h50-14h00	<p><b>Energiser</b> [Do an activity of your choice, e.g.]</p> <ol style="list-style-type: none"> <li>1. Change: put participants in pairs; instruct them to stand in front of each other and observe each other; then instruct them to turn back-to-back and change three things (e.g. take off glasses, loosen button, etc); they should then turn and face each other and recognise what has changed.</li> <li>2. Guess the drawing: put participants into pairs. One member of each pair should face the back of the room, while the facilitator shows the other person in the pair a word (e.g. blanket, anchor, flag, biscuit, pear, windmill, etc). These participants then attempt to draw the word and partner guesses the word. Swap and give the other person a chance to draw.</li> </ol>	
<p><b>Session 3</b> 14h00-16h00 (2 hours)</p>	<p><b>Getting and using reading resources</b></p> <ol style="list-style-type: none"> <li>1. <b>Accessing hard copies of books and digital resources</b> (p. 13 in manual) [Discuss how Reading Champions can assist learners and communities to access digital and hard copy resources. Encourage them to think about where they might access resources in their communities].</li> <li>2. <b>Activity: Know your books, know your levels</b> – choosing the right book, matching books to learners, practise levelling books, using the five finger rule (p. 14 – 15 in manual for levelling criteria and five finger rule. [Discuss the notes on p. 14 – 15. Have some reading books/texts available (hardcopy or digital). Use these to facilitate a discussion for deciding on the level of difficulty of the books/texts using the table on p. 15].</li> <li>3. <b>Managing your resources</b> (p. 16 in manual) [Ask participants for ideas in how to best manage reading resources at school and in homes. Facilitate a discussion. On their responses using the notes on p. 16].</li> <li>4. <b>Print rich environment</b> (displaying children's work) – handout with pictures (p. 17 – 18 in manual) [Read the notes on p 17 – 18 and then ask participants for other ideas on how to create print rich environments in schools and homes].</li> <li>5. <b>Record cards for learners</b> (p. 18 in manual) [Discuss the importance of record cards for learners and how these motivate and encourage reading. Brainstorm ways of making these cards, where resources or printing are difficult].</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Getting the community involved</b> (p. 20 – 21 in manual) [Use the notes on p 20 – 21 to encourage a conversation about how participants can create a culture of reading in their communities. Get participants to discuss the actions needed for each suggestion in the manual].</li> <li>2. <b>What support can you, the reading champion expect:</b> <ul style="list-style-type: none"> <li>• At the school, teacher mentors</li> <li>• Communities of Practice – one per month</li> <li>• Resources online, including videos</li> <li>• From NGO staff in the province</li> <li>• Reporting formats</li> </ul> </li> </ol> <p>[Explain each level of support that Reading Champions can expect].</p>



# Oral Reading Fluency

Term 1 & 2 2022 | Training Handout

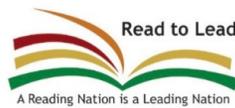


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*A child who reads will be an adult who thinks*

Sasha Salmina



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### What does ORF stand for?

- ORF stands for Oral Reading Fluency.
- We use an ORF test to assess how many words a learner can read in 1 minute.
- Remember: Speed is not the only important factor.
- There is a difference between reading with speed and reading with fluency and comprehension.
- Many learners can read a text with speed but do not comprehend (understand) what they are reading.
- However, learners will also struggle to comprehend what is being read if they read too slowly.

### What does WCPM stand for?

- When we do an ORF test we are looking to see how many words are read correctly in 1 minute.
- WCPM = Words Correct Per Minute.

### What will I need to conduct a ORF test?

1. Your laminated copy of the text.
2. The text for the learner.
3. A whiteboard marker.
4. A cloth or tissue paper.
5. A pencil.
6. Your recording sheet.
7. A timer (usually on a cell phone).

### Preparation

1. The test must be conducted in a quiet room with no distractions.
2. Have your copy of the text ready and the learner text ready.
3. Have your whiteboard marker and cloth ready.
4. Have your recording sheet in a plastic sleeve.
5. Have the names of all the learners in the class written on the recording sheet.
6. Learners must be given all the instructions before the test.
7. Remember to smile and make the learners feel calm.

### Instructions to learners

1. Greet the learner with a smile, introduce yourself and ask them their name.
2. Tell the learner that you want to listen to them read.
3. Explain that they must not be nervous.
4. Tell the learner that you will give them a story to read.
5. They must try their best to read the story to you.
6. If they come to a word that they do not know, they can try to sound it out.
7. If they cannot sound the word out, they must just skip that word and carry on.
8. Tell the learner that when they hear the alarm go off, they must stop reading.
9. Ask the learner if they have any questions.
10. Always encourage students to do their best reading, not their fastest reading.
11. This gentle reminder helps learners understand that the purpose is to read well even though you are timing them.



“ ***Before anything else, Preparation is the key to success*** ”  
Alexander Graham Bell

### What do I need to do to get started?

Follow the steps below to test the learner’s reading speed, fluency, and words-per-minute (wpm).

### Have the learner and instructor reading passages ready

1. All learners in the class must be assessed.
2. The learner will use the learner version.
3. As an instructor, use the instructor version of the reading passage.
4. The instructor copy has word counts on the right-hand side to make it easy to count the number of words read after the timed reading.
5. Once you have listened to a learner read you must mark their score on the recording sheet.

### Time the learner for one minute while they read the passage aloud

1. Follow along with your printed and laminate instructor version.
2. Mark any mistakes discreetly using the whiteboard marker.
3. You can tilt your paper up so that the learner will not see you make any marks.
4. If the learner sees you react as they are reading, it will distract them and could give inaccurate results.
5. Do not help learners if they do not know a word.
6. If a child stops at word for three seconds, tell them to leave the word out and to carry on reading.
7. At the end of 1 minute draw a line after the word that the learner read.

### Calculate the total number of words per minute the learner reads and the total mistakes/errors

1. Mistakes/errors are:
  - Mispronunciation or dropped endings
  - Skipped words (Skipped lines count as one mistake)
  - Omissions
  - Substitutions
  - Repeated words
  - Inserting words that are not there
2. Only count one error per word.
3. This gives you the words correct per minute (wpm).
4. The words correct per minute represent students’ fluency levels.

“ ***We can change the world and make it a better place  
It is in our hands to make a difference*** ”  
Nelson Mandela



## ORF Example

### Oral Reading Fluency Assessment - English

I threw my sister's favourite bracelet out the window. I knew it was wrong. I don't know why I did it. I was angry with her, so I took it off her wrist and just threw it. My sister started crying and then I felt bad. I went to buy her a new bracelet. Now we both feel better.

My teacher told us to write about our news. I did not do anything fun over the holidays. I did not want to write about my news. I wrote news that was not true. I knew that it was wrong to write news that it was not true. I did not want my teacher to know that I did not do anything fun.

### Learner Copy - English

I threw my sister's favourite bracelet out the window. I knew it was wrong. I don't know why I did it. I was angry with her, so I took it off her wrist and just threw it. My sister started crying and then I felt bad. I went to buy her a new bracelet. Now we both feel better.

My teacher told us to write about our news. I did not do anything fun over the holidays. I did not want to write about my news. I wrote news that was not true. I knew that it was wrong to write news that it was not true. I did not want my teacher to know that I did not do anything fun.



# Orf Recording Sheet

Instructor: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

	Learner Name	Start of T1	Challenges	End of T1	Challenges	Start of T2	Challenges	End of T2	Challenges	Comments
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



# Orf Recording Sheet

Instructor: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

	Learner Name	Start of T1	Challenges	End of T1	Challenges	Start of T2	Challenges	End of T2	Challenges	Comments
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



# Orf Recording Sheet

Instructor: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

	Learner Name	Start of T1	Challenges	End of T1	Challenges	Start of T2	Challenges	End of T2	Challenges	Comments
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



# Orf Recording Sheet

Instructor: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

	Learner Name	Start of T1	Challenges	End of T1	Challenges	Start of T2	Challenges	End of T2	Challenges	Comments
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



# Orf Recording Sheet

Instructor: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

	Learner Name	Start of T1	Challenges	End of T1	Challenges	Start of T2	Challenges	End of T2	Challenges	Comments
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



# Orf Recording Sheet

Instructor: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

	Learner Name	Start of T1	Challenges	End of T1	Challenges	Start of T2	Challenges	End of T2	Challenges	Comments
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



## Analysis of Challenges and Strengths

At the end of each assessment, it is important to analyse the challenges that learners experience.

1. Firstly, look at the reading speeds. Find the learners who are scoring really low in the ORF.
  - Make time to work with these learners as individuals, or in small groups.
  - Go back to where the challenges began – this may involve revising all single phonic sounds, and then helping learners to blend and segment sounds of simple words.
  - Try to work with these learners as frequently as possible – every day if you can.
2. Secondly, try to identify common challenges experienced by many learners.
  - If many learners struggle to decode the same sound or word, reteach this sound or word to the whole class.
  - This may involve some repetition – it can take some learners a while to internalise and remember a challenging sound or word.
3. Thirdly, identify learners who are scoring really well on the ORF.
  - It is important to ensure that these learners have access to materials for independent reading.
  - Try to ensure that the books or texts they have access to are of an appropriate level.



***Children are our greatest treasure.  
They are our future***

Nelson Mandela



## Appendix G:

### National Reading Coalition - Reading Champions Baseline Monitoring Instrument For Reading Champion To Support Reading In Schools

Section A: School Information					
1. Province			2. District		
3. School Name			4. EMIS		
5. Quintile No			6. Grade	3	6
7. Date of Completion					9
8. Name of Reading Champion	First Name	Surname	9. Contact no of Reading Champion	Area code and no.	

Section B: Teaching Options In School					
Which rotation option is the class using, tick	B1. Traditional (All learners come every day)	B2. Alternate Days	B3. Weekly	B4. Bi-Weekly	B5. Other
<input checked="" type="checkbox"/>					

Section C: Training			
C1	Did you receive training to be a Reading Champion?	Yes	No
C2	Do you understand how to implement the Oral Reading Fluency Task (ORF)	Yes	No
C3	Do you understand how to complete the Google form	Yes	No

Section D: Reading Resources			
D.1 Evidence Of Reading Resources			
D1	Does each classroom timetable indicate a daily DAAR/DEAR time allocation? (DAAR = DROP ALL AND READ) (DEAR = DROP EVERYTHING AND READ)	Yes	No
D1.2	Which reading resources does the school have? Tick all that is available		
	D1.2.1 Library/ Reading Room	D1.2.2 Reading Corner	D1.2.3 Reading Trolley
		D1.2.4 Reading Box	D1.2.5 Other
D1.2.5.1	If other, please specify		
D1.3	Has every teacher been provided with a book/file as a reading log to track reading?	Yes	No

#### Section D2: Reading Resources At School

	Answer the questions only if the school has the resource. (E.g., if you have ticked reading corner and reading box that is the only questions you can respond to)			
D2	Library Room			
D2.1	Is there a timetable to use the library?		Yes	No
D2.2	If no, have you assisted in implementing a timetable to use the library		Yes	No
D2.3	Is the library open during break time ?		Yes	No
	Is the library open after school?		Yes	No
D2.4	How often do learners have access to the library	2.4.1 Daily	2.4.2 Weekly	2.4.3 Not at all
D2.5	Does the Library have books for reading for enjoyment?		Yes	No
D2.6	Have you organised book displays in the library		Yes	No

D3.	Reading Corner				
D3.1	Does every Grade 3,6 or 9 classroom have a reading corner?			Yes	No
D3.2	If no, which grades do not have a reading corner				
D3.3	How often do learners have access to this corner?	3.4.1	3.4.2	3.4.3	
		Daily	Weekly	Not at all	
D3.4	Does the Reading corner have books for reading for enjoyment?			Yes	No
D3.5	Have you organised a print rich environment in the classroom?			Yes	No

D3.	Reading Trolley				
D3.1	Does the school have Reading Trolleys?			Yes	No
D3.2	If the school has Reading Trolleys, how many are at the school?		number		
D3.3	Is there a timetable for use of the trolley?			Yes	No
D3.4	How often do learners have access to the Reading Trolleys?	D3.4.1	D3.4.2	D3.4.3	
		Daily	Weekly	Not at all	
D3.5	Does the Trolley have books for reading for enjoyment?			Yes	No
D3.6	Have you organised a print rich environment in the classroom?			Yes	No

D4	Reading Boxes				
D4.1	Does every Gr 3, 6 or 9 classrooms have a reading box?			Yes	No
D4.2	If no, which grades do not have reading boxes				
D4.3	How often do learners have access to this corner?	4.3.1	4.3.2	4.3.3	
		Daily	Weekly	Not at all	
D4.4	Have you organised a print rich environment in the classroom?			Yes	No
D4.5	Does the Reading box have books for reading for enjoyment?			Yes	No
D4.6	Have you organised a print rich environment in the classroom?			Yes	No

Section E: Tracking Of Reading Activities											
E1	Do you have a reading activity register			Yes	No	I do not know what that is					
E2	Have you taught Book Care rules to the learners						Yes	No			
E3	Have you made learners aware of the difference between fiction and nonfiction books						Yes	No			
E4	As a RC which of the following activities did you do this week? You may tick more than one										
E4.1	E4.2	E4.3	E4.5	E4.6	E4.7	E4.8	E4.9	E4.10	E4.11	E4.12	
Monitor Reading	Read stories aloud	Tell stories	Help learners who struggle with reading	Reading competitions	Shared Reading	Paired Reading	Assist learners with pronunciation	Assist learners with writing	Debates	Other	
E4.12.1 If Other, please specify											
E5	How many books have been checked out from the library, reading corner, reading box, reading trolley for the Grade you are reporting on. (Gr3, 6 or 9)						Fiction		Non-Fiction		
E6	What is the total number of reading activities you conducted in the week with the Grade you are reporting on.						number				
E7	Are learners allowed to take books home to read?						Yes		No		
E5	Is there evidence that the learners have read books at home (e.g., a parent's signature on a reading record card or in the homework book)						Yes		No		
E8	Do all learners have a reading record card?						Yes		No		



E9	If they do not have a reading record card explain how you keep track of learners reading at school		
E10	Have you been onto any zero-rated sites to access books	Yes	No
E11	Have you set up a reading club yet?	Yes	No

Section F: Teacher Mentor							
F1.	Have you been allocated a teacher mentor					Yes	No
F2.	Does the teacher mentor support you					Yes	No
F3	If Yes, explain how the teacher mentor is assisting you						
F4	Is there someone else at school who is supporting you in your role					Yes	No
F5	If yes, who	Principal/ School Manager	Librarian	Another Reading Champion	Another teacher at the school	Other	
F6	Were the teachers whose classes you have been assigned to aware of you coming?				Yes	No	I have not been assigned to any class
F.7 Please share 2 positive experiences you have experienced in the week							
F8. Please share 2 challenges you have experienced in the week.							



Appendix H:

Monitoring Instrument For Teacher Mentor To Support Reading Champions

Section A: General Information			
1. Province		2. District	
3. Name of School		4. Teacher Mentor Name	First name Surname
5. Name of Reading Champion	First name Surname	6. Contact details of Monitor	Cell No:

Section B: Support Of Reading Champion			
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B1.	Have you been orientated about the Reading Champions programme?	Yes	No
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Section C: Reading Champions Support Of The School ( Teacher & Learners )			
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	Has the Reading Champion done the following?	Yes	No
C1	Set up reading corners in the classrooms	Yes	No
C2	Engaged learners with books in the classroom	Yes	No
C3	Encouraged learners to read daily in and out of school	Yes	No
C4	Supported teachers with exciting reading activities.	Yes	No
C5	Does the Reading Champion 'track the signing of the reading log cards by the parents?	Yes	No
	Has the Reading Champion managed to:	Yes	No
C6	Initiate reading clubs and activities.	Yes	No
C7	Support school and community reading initiatives and events.	Yes	No
C7.1	If yes, give examples		

Section D. Value Of The Reading Champions			
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D1	Has the Reading Champion been of any value to you	Yes	No
D1.1	Please explain your response		
D2	Has the Reading Champion helped to increase reading amongst learners.	Yes	No
D2.1	Please explain your response		

## Appendix I

### National Reading Coalition - Reading Champions Baseline

Monitoring Instrument For Reading Champion To Support Reading In Schools

Section A: School Information					
Province			District		
School Name			EMIS		
Quintile No			Grade	3	6
Date of Completion					
Name of Reading Champion	First Name	Surname	Contact no of Reading Champion	Area code and no.	

Section B. Teaching Options In School					
Which rotation option is the class using, tick <input checked="" type="checkbox"/>	B1. Traditional (All learners come every day)	B2. Alternate Days	B3. Weekly	B4. Bi-Weekly	B5. Other

Section C. Training			
C6	Did you receive training to be a Reading Champion?	Yes	No
C6.1	Was the training easy to follow?	Yes	No
C6.2	Are you clear about the following methodologies		
	C6.2.1 Storytelling	Yes	No
	C6.2.2 Reading Aloud	Yes	No
	C6.2.3 Shared Reading	Yes	No
	C6.2.4 Paired Reading	Yes	No
	C6.2.5 Independent Reading	Yes	No
C6.3	Do you understand how to implement the ORF task	Yes	No
	If no, what did you not understand, please explain		
C6.4	Do you understand how to complete the Google form	Yes	No

Section D: Reading Resources					
D. EVIDENCE OF READING RESOURCES					
D1	Does each classroom timetable indicate a daily DAAR/DEAR time allocation? (DAAR = DROP ALL AND READ) (DEAR = DROP EVERYTHING AND READ)	Yes	No		
D1.1	Have you observed a DAAR/DEAR period?	Yes	No		
D1.2	If you have observed a DAAR period, explain briefly what you observed				
D1.3	As a RC what have you been informed to do during the DAAR/DEAR period? Explain briefly				
D1.4	Which reading resources does the school have? Tick all that is available				
	Library/ Reading Room	Reading Corner	Reading Trolley	Reading Box	Other
D1.4.1	If other, specify				
D. USE OF READING RESOURCES					
D2	Has every teacher been provided with a book/file as a reading log to track reading?	Yes	No		

Answer the questions only if the school has the resource.					
D3.1	Library/Reading Room				
D3.1.1	Is there a timetable to use the library?	Yes	No		
D3.1.2	Is there a person in charge of the library?	Yes	No		
D3.1.3	Is the library open during break time?	Yes	No		

D3.1.4	Is the library open after school?			Yes	No
D3.1.5	How often do learners have access to the library	D3.1.5.1 Daily	D3.1.5.2 Weekly	D3.1.5.3 Not at all	

D3.1.5	Does the Library have books for reading for enjoyment?			Yes	No
D3.1.6	Do all Grades & Classes visit the library?			Yes	No
D3.1.7	If no, which Grades & Classes do not visit?				
D3.2	Reading Corner				
D3.2.1	Does every classroom have a library corner?			Yes	No
D3.3.2	If no, which grades do not have a library corner				
D3.2.3	Does the Reading corner have books for reading for enjoyment?			Yes	No
D3.2.4	How often do learners have access to this corner?	Daily	Weekly	Not at all	

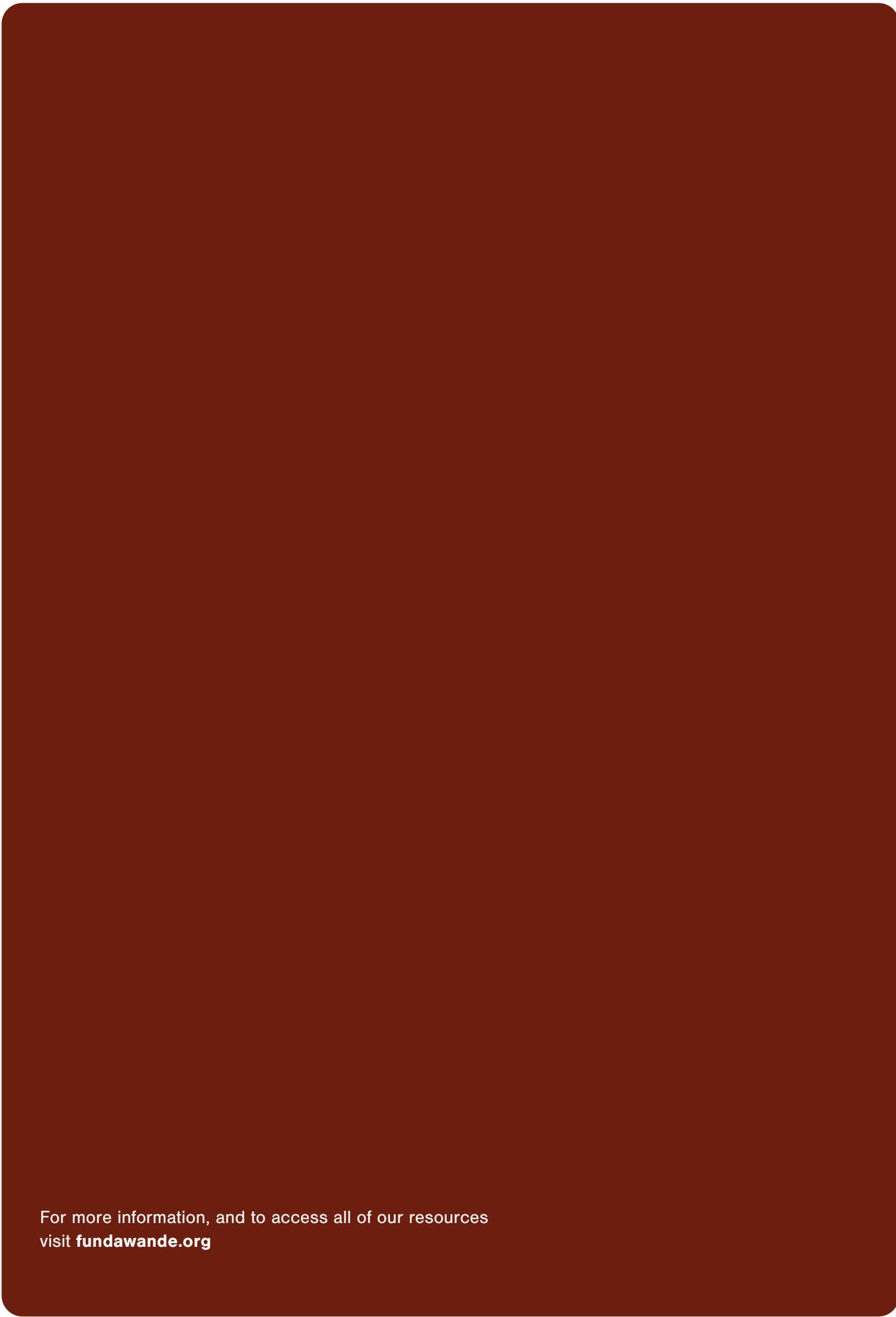
D3.3	Reading Trolley				
D3.3.1	Does the school have Reading Trolleys?			Yes	No
D3.3.2	If the school has Reading Trolleys, how many are at the school?		number		
D3.3.3	Is there a timetable for use of the trolley?			Yes	No
D3.2.4	How often do learners have access to the Reading Trolleys?	Daily	Weekly	Not at all	
D3.3.5	Does the Trolley have books for reading for enjoyment?			Yes	No
D3.4	Reading Box				
D3.4.1	Does every classroom have a reading box			Yes	No
D3.4.2	How many Reading Boxes does the school have?		number		
D3.4.3	Does the Reading Box have books for reading for enjoyment?			Yes	No
D3.4.4	How often do classes have access to the Reading Box	Daily	Weekly	Not at all	

**Section E: Tracking Of Reading**

E.1	Does every learner have a reading record card?			Yes	No
E2	Indicate which activities are being done at school				
E2.1	E2.2	E2.3	E2.4	E2.5	E2.6
Reading at Assembly	Story Telling	Dramatising a story	Reading out aloud in class	Debates	Paired Reading
E3	Are learners allowed to take books home?		Yes	No	

**Section F: Teacher Mentor**

F1.	Have you been allocated a teacher mentor			Yes	No
F1.2	Were the teachers whose classes you have been assigned to aware of you coming?		Yes	No	I have not been assigned to any class
F.3	Is there any information you would like to share that you feel will affect your role as Reading Champion in your school				



For more information, and to access all of our resources  
visit [fundawande.org](http://fundawande.org)

