



Western Cape
Government

Education

**TEAM
READ**



Western Cape Reading Strategy 2020 – 2025

Unleash the power of reading



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1.1 FOREWORD



Mr Brian Schreuder

WCED Superintendent General

It gives me great pleasure to introduce to you the Western Cape Education Department (WCED) GET Curriculum Reading Strategy for Grades R-9.

The WCED vision is to ensure quality education for every child, in every classroom, in every school in this Province. Our vision will never become a reality if we do not start at the beginning and focus on the essentials of Reading and Language proficiency at an early age.

Language provides the foundation for all learning, in every subject, so we have to ensure that all learners can read and write at levels required for their grades.

If we get this right, then fewer learners will drop out of school and more learners will acquire the knowledge and skills they need to make it to matric and to pursue further study or career opportunities.

The Western Cape has a long track record of systemic testing that has informed our Language strategies, and we have invested heavily in teacher training, development and support over the years.

We are continuously learning from experience and best practice, as well as continuous engagement with specialists in Language development.

This strategy aims to further strengthen our existing Language and Mathematics Strategies and to support our educators in understanding, nurturing and developing learners' language development needs.



1.2 FOREWORD



Dr Peter Beets
Deputy Director General

Today, there is consensus that the ability to read with comprehension and pleasure is one of the most important skills developed in the school years, giving our learners not only access to knowledge, but the ability to use their acquired understanding to make sense of the world around them and take purposeful actions to create a better world.

The late Prof. Wally Morrow reminds us that “while formal access [to schools] is important in the light of our history of unjustifiable exclusions, epistemological access [that is access to knowledge] is what the game is all about”. All future learning will depend on learners’ ability to read with comprehension and them being able to use that competence in the way they communicate with the world around them.

A child’s reading skills are vitally important to success in school, as those skills will allow learners to access the breadth of the curriculum and improve their communication and overall language skills. In addition, reading can be fun and can spark the imagination of children, transporting them to all kinds of new worlds.

The 21st century context brings about new modes of reading that will require new reading practices. Examples of these new Modes are the use of WhatsApp and Instagram, reading the weather forecast illustrated with maps and graphs on a mobile device, and young people sharing photographs and posts with friends and followers via the Internet. These skills demand reading in new ways, as texts today are multimodal. While sounds, images, videos and words are purposefully combined to effectively communicate with the reader in today’s “digital” world, similar sets of reading skills and strategies as used previously, mainly for printed materials, will still have to be applied.

It is against this background and the urgency to support teachers (and parents) in helping all our learners in the different phases of the primary school to read at the appropriate levels of fluency, accuracy, prosody and comprehension, that this guideline document on the WCED GET Reading Strategy is welcomed. This reading strategy not only provides broad implementation directives, but it also clarifies pedagogical approaches and the needed continuity and progression clarification that underpin teaching reading skills from Grades R to 9.

Our hope however, is that the guideline will serve as a platform to reflect on current practices and the related successes at each school so that we can unlearn, relearn and learn to optimise the life chances of every learner through better reading with comprehension.



2. INTRODUCTION



The 2017 SAQMEC and PIRLS results showed that past efforts to improve reading levels have not yielded the expected results. We therefore realised that we need to do something differently. A steering committee was established to start to develop a reading strategy to address this.

This Reading Strategy is the product of careful development and consultations with key interest groups in education.

The Western Cape faces various limitations and challenges in preparing young people for further study and the world of work. One of these challenges is the low level of language competence, which contributes to high levels of attrition and failure.

Systemic research points to the fact that the language skills of the learners in the Western Cape are far below what is required from them to learn and develop effectively.

Understanding ‘how children learn’ provides the conceptual tools for teachers to deal with diverse learning contexts. The initial Language and Mathematics Strategy (LitNum) of the Western Cape has been strengthened to improve learner performance, with a focus on reading.

Language is vital for communicating with others in school and in the wider world, and is fundamental to learning in all subjects. In studying languages, learners develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Learners learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

The purpose of the Reading Strategy is to support quality teaching and learning in all languages; promote additive bilingualism; support learners to have a conversational level of an African language and to improve reading and reading comprehension throughout.

All provincial decisions are based on the following national policies, strategies and guidelines that inform the teaching of languages:

- › Language in Education Policy (LiEP)
- › National Curriculum Statement (NCS), including CAPS (Curriculum and Assessment Policy Statements for each subject)
- › Norms and Standards for Languages
- › English Across the Curriculum
- › The Guidelines for Inclusive Teaching and Learning (DBE, 2010)
- › Guidelines for responding to learner diversity in the classroom.

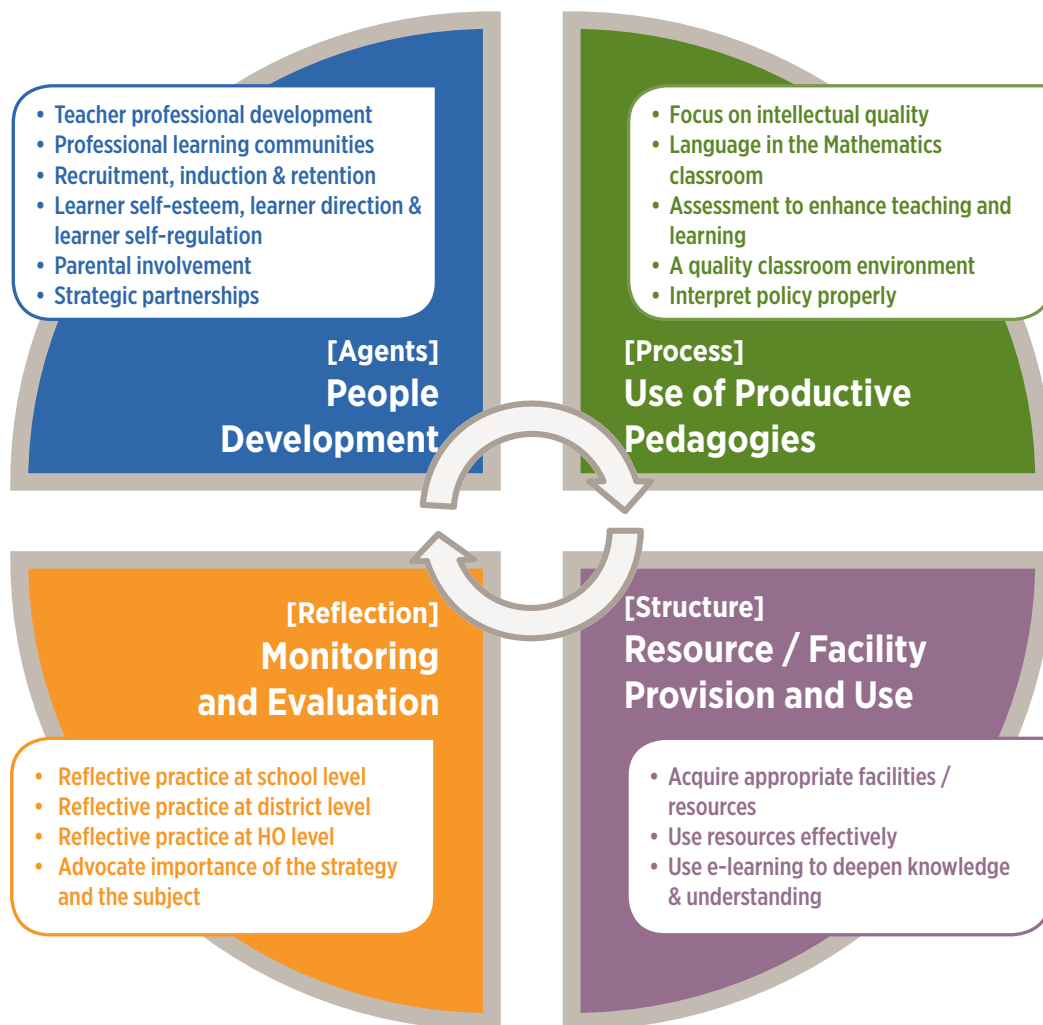
The plan is linked to the strategic goals of the Western Cape Education Department, indicating an improvement of literacy levels.

Key features:

- › Research based data
- › Home Language and First Additional Language including English in all programmes

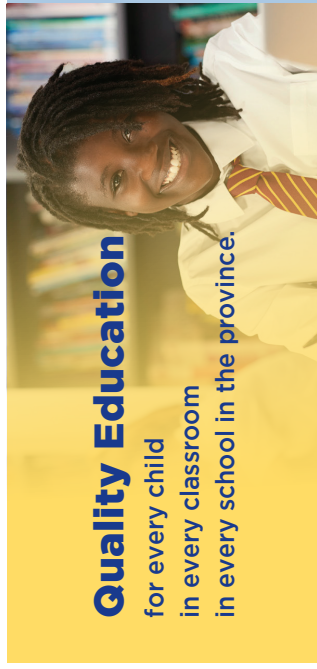
- A section for each phase:
 - Norms
 - Resources/ LTSM
 - Methodology/ Pedagogy
 - Assessment
 - Inclusivity/ Differentiation
 - Teacher Professional Development
- A section on the development and growth of African Languages

The reading strategy is based on the WCED language strategy.

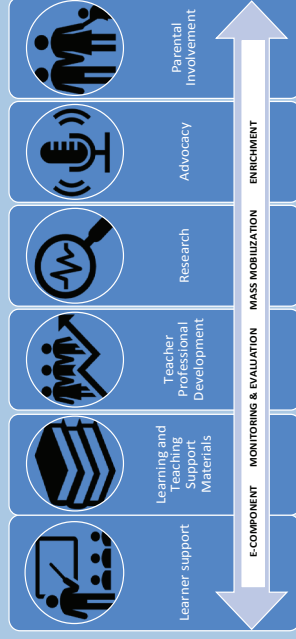


3. OVERVIEW OF THE READING STRATEGY

WESTERN CAPE EDUCATION DEPARTMENT - READING STRATEGY : GRADE R - 12



Quality Education
for every child
in every classroom
in every school in the province.



ALL CHILDREN TO READ FOR MEANING BY 10 YEARS OLD

South Africa's commitment as articulated by President Ramaphosa in the SONA, 20 June 2019



LITERACY ENHANCEMENT



Reading Clubs
Competitions

ACTIVE CITIZENSHIP

(Because it takes a village...)



Leaders to help strengthen leadership capacity in schools
Adults to read with children during school hours and after school
Partners for Reading to offer compassionate and loving support to foundation phase teachers
A Whole of Society (WOSA) approach to include all stakeholders
Elders (60+) encouraged to engage with children around reading

Graded readers in every Primary school classroom
Provide **reading norms** to benchmark standards
Teacher development to strengthen appropriate reading methodologies



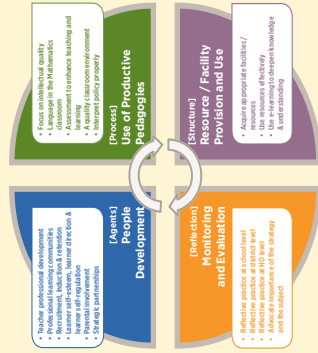
Print rich classrooms with a well resourced reading corner
Reading Coaches in Foundation Phase classrooms
Well-trained, motivated, energized and engaged teachers
Cohesive and aligned **School Leadership Teams** (who can motivate, energize and support teachers and engage parents)



We Are All In This Together



One of the basic reasons why **reading is important** is because it helps you grow mentally, emotionally and psychologically. Every book gives you an opportunity to learn new things and explore new ideas. **Reading** books increases your knowledge and makes you smarter.



A VALUES DRIVEN EDUCATION SYSTEM FOR ALL

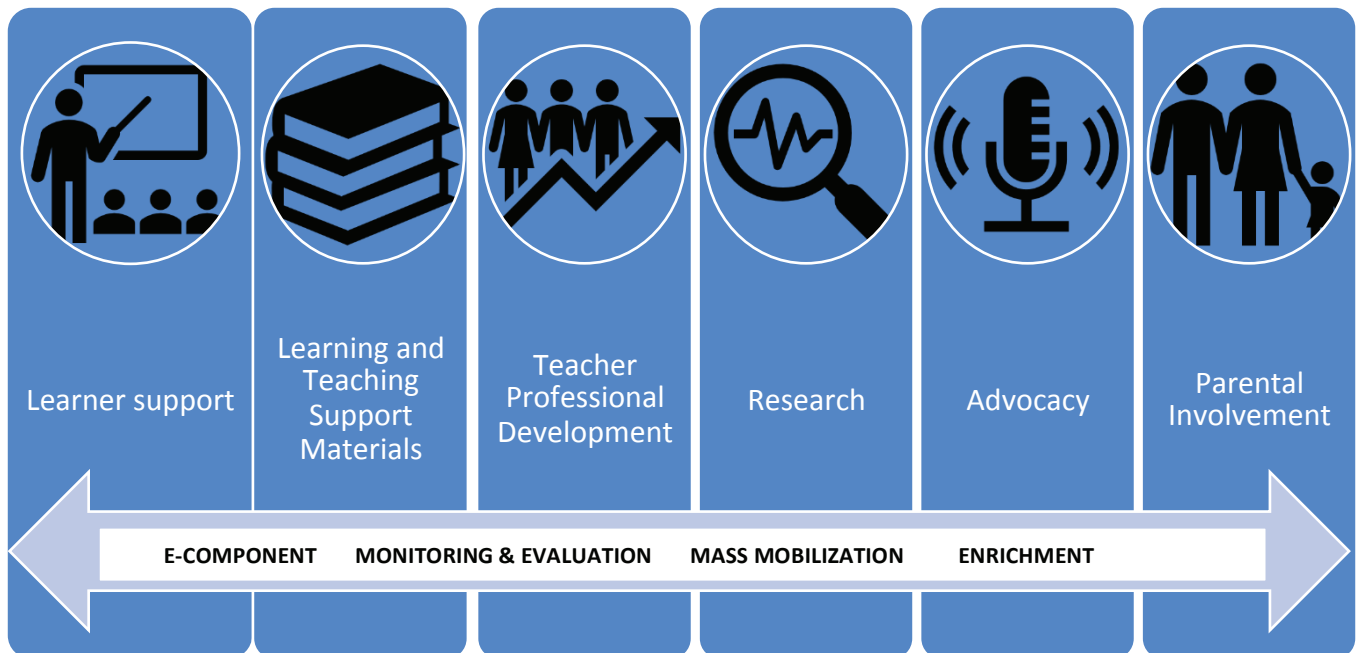


4. PILLARS OF THE READING STRATEGY

The reading strategy is built on six pillars:

- Learner support through different intervention strategies;
- Provision of Learning and Teaching Support Material to strengthen teaching practices;
- Teacher Professional Development to ensure quality teaching;
- Research to ensure that the right strategies are used;
- Advocacy through different mediums to ensure mass-mobilization;
- Parental/Community involvement to ensure all stakeholders are involved and fulfilling their role.

All six of these pillars are underpinned with an eLearning component, monitoring and evaluation as well as mass-mobilization.



4.1 PILLAR 1 - LEARNER SUPPORT

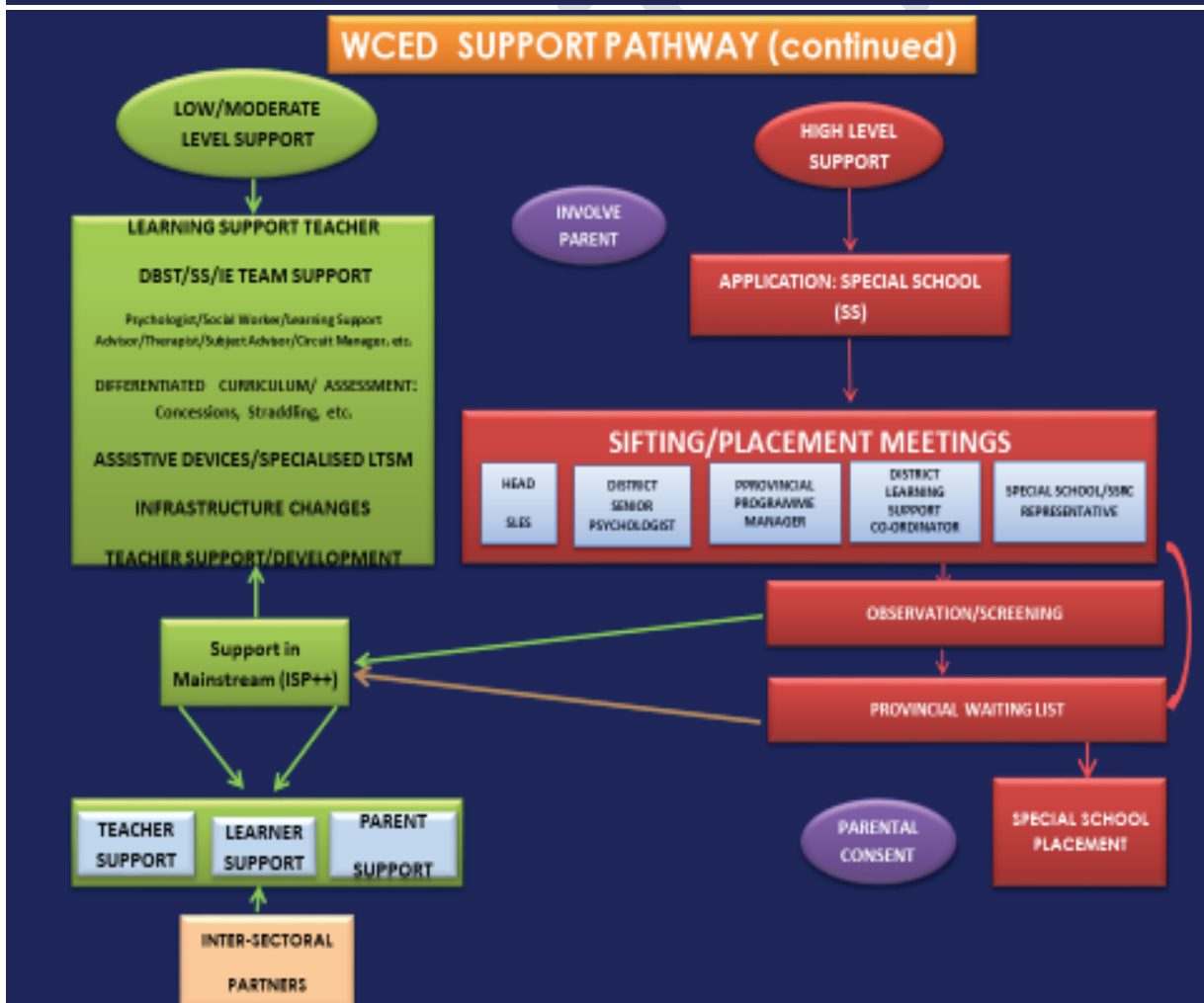
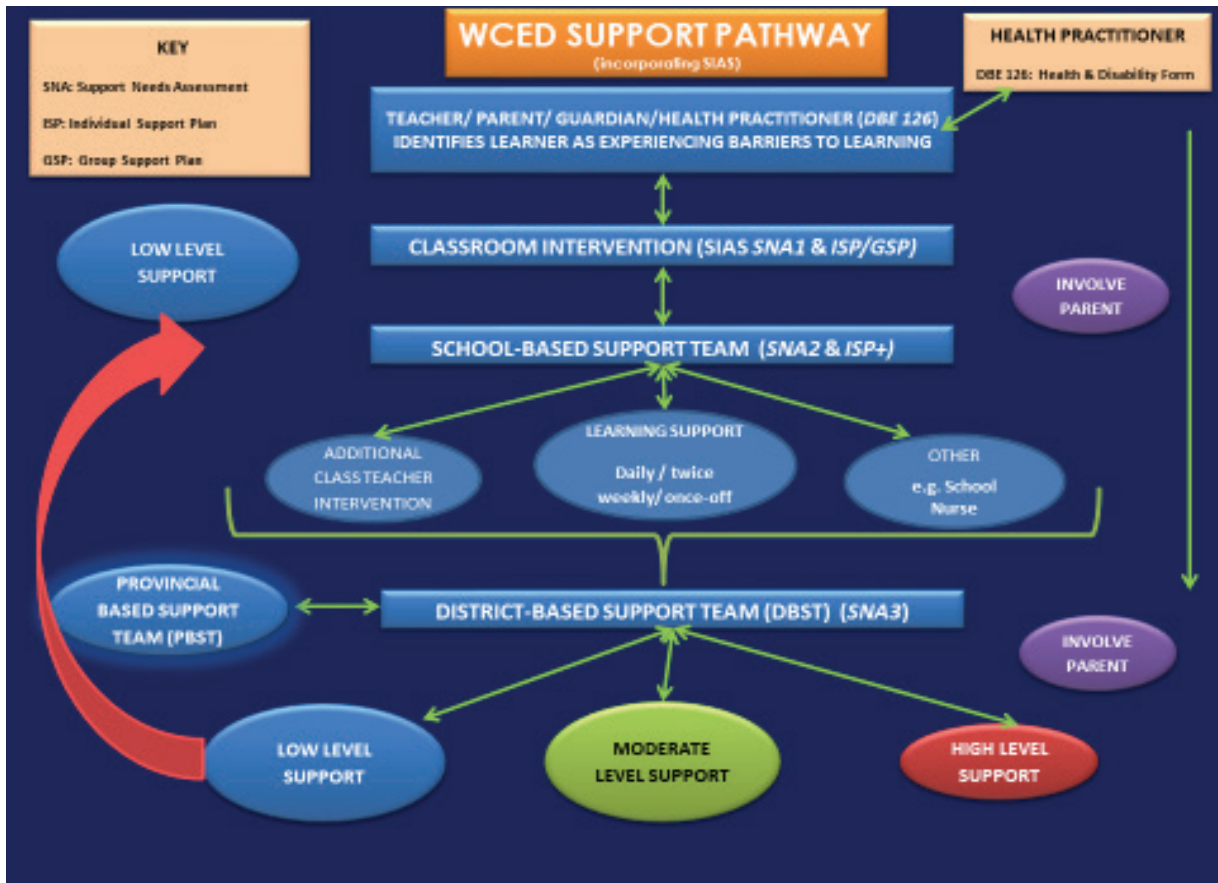


All learners should receive the necessary support to ensure optimal learning.

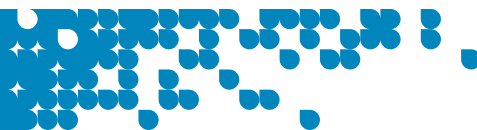
The following strategies can be employed to ensure all learners are able to learn:

- **Adaptation:** making lessons, activities and materials suitable for different learner needs by modifying and/or adapting it
- **Differentiation:** lessons are planned and presented in such a way that they range from the most basic level to the most complex level. Activities are differentiated to accommodate learners with barriers to learning.
- **Multilevel teaching:** lesson include a variety of teaching techniques aimed at reaching learners at all levels
- **Cooperative learning:** learners work together to ensure that all members in the group have learnt the same content.
- The learners engage in the different stages of **listening, speaking, reading and writing processes**. Each phase gives an easy breakdown of activities for the skill to be mastered.
- **Learning styles:** provide optional activities or different ways of doing same activity.
- **Pace of learning:** provide for both slower and faster learners by providing optional extra activities, additional reading or research.
- **Gifted learners** should not be neglected and they should be extended and challenged in various ways. Giftedness takes a wide variety of forms, many of which can find expression in most activities.
- **Dyslexic learners** need specialist multi-sensory tuition that is individualised to meet their needs. Never be tempted to put learners with dyslexia in groups solely based on their literacy skills. Give them time! Learners with dyslexia process information slowly.
- A **'Buddy System'** can be started so that able learners can assist hearing-impaired or visually impaired learners.

The WCED support pathway is as follows:



4.2 PILLAR 2 - LEARNING AND TEACHING SUPPORT MATERIAL



Learning and Teaching Support Material plays an integral part in successful teaching and learning.

In Foundation Phase each classroom should be resourced with the following:



Each learner should have:

- › A workbook to write in
- › A Graded Reader
- › A dictionary
- › DBE Workbook for Language
- › Access to a range of reading material to accommodate various reading levels e.g. a selection of readers with sufficient copies of texts at each level in a class and school.
- › Texts for shared reading in Grade 3. These may be books or other enlarged texts or the prescribed textbook or readers.

The teacher should have:

- › A Curriculum and Assessment Policy Statement
- › Core graded readers
- › Dictionaries and reference books (monolingual, bilingual and multilingual dictionaries; thesaurus; encyclopaedia, a good grammar reference book, etc.)
- › A Teacher's Resource File/Book: this may be a file made up of materials collected by the teacher or a commercially published Teacher's Guide
- › Access to reading material in a class, school and/or public library to guide learners' reading
- › Audio/visual aids
- › EGRA toolkits
- › Posters
- › Flashcards
- › Alphabet cards
- › Vocabulary illustrations
- › Games

Videos to assist in the Early Grade Reading Assessment (EGRA) can be found at the following links:

EGRA DEMONSTRATION VIDEO LINKS AND QR CODES		
English	http://qrs.ly/jz7by14	
Afrikaans	http://qrs.ly/y27c3d9	

Resources is also available on the ePortal : <https://wcedportal.co.za>

In Intermediate Phase each classroom should be resourced with the following: Each learner should have:

- An approved language textbook
- Core reader/readers containing the following genre / text types:
 - Short Stories
 - Poetry
 - Folklore
 - Plays
- A dictionary
- DBE Workbook for Language
- Access to a range of reading material to accommodate various reading levels e.g. a selection of readers with sufficient copies of texts at each level in a class and school.
- Texts for shared reading in Grade 4. These may be books or other enlarged texts or the prescribed textbook or readers.

The teacher should have:

- A Curriculum and Assessment Policy Statement
- Language in Education Policy (LiEP)
- The language textbook used by learners and other textbooks for resource purposes in addition to the approved text
- Core reader/readers containing the recommended genre / text types
- Dictionaries and reference books (monolingual, bilingual and multilingual dictionaries; thesaurus; encyclopaedia, a good grammar reference book, etc.)
- A Teacher's Resource File/Book: this may be a file made up of materials collected by the teacher or a commercially published Teacher's Guide
- Access to reading material in a class, school and/or public library to guide learners' reading
- Audio/visual aids

Resources is also available on the ePortal : <https://wcedportal.co.za>

In Senior Phase each classroom should be resourced with the following:

Home Language teachers should have:

- a Curriculum and Assessment Policy Statement
- the Language in Education Policy
- the prescribed language textbook used by learners and other textbooks for resource purposes in addition to the prescribed one
- a dictionary (monolingual, bilingual, multilingual, thesaurus)
- prescribed literature genres
- a variety of media materials: newspapers, magazines, brochures, flyers, etc.
- access to audio/visual aids to be used in the classroom
- other media resources (a variety of newspapers, magazines and brochures)

Classroom resources

- A range of texts to accommodate different reading levels, e.g. a selection of readers with sufficient copies of texts at each level for the class.
- A variety of media materials: newspapers, magazines, brochures, flyers, advertisements, posters, notices, etc.
- Audio/visual aids

Resources is also available on the ePortal : <https://wcedportal.co.za>

In the FET Phase each classroom should be resourced with the following:

Home Language teachers should have:

- the Curriculum and Assessment Policy Statement
- the Language in Education Policy
- the language textbook used by learners and other textbooks for resource purposes in addition to the approved text
- The following approved/prescribed literary genres:
 - Novel
 - Drama
 - Poetry
- Dictionaries
- access to audio/visual aids to be used in the classroom
- other media resources (a variety of newspapers, magazines and brochures)

First Additional Language teachers should have:

- the Curriculum and Assessment Policy Statement
- the Language in Education Policy
- the language textbook used by learners and other textbooks for resource purposes in addition to the approved text
- Two (2) of the following approved/prescribed literary genres:
 - Novel
 - Short stories
 - Drama
 - Poetry
- Dictionaries, both monolingual and bilingual, and a thesaurus
- A reference textbook for grammar
- access to audio/visual aids to be used in the classroom
- Media material: a variety of newspapers, magazines, brochures and flyers.
- Access to reading material in a class, school and public library in order to guide learners' extensive reading

Second Additional Language teachers should have:

- the Curriculum and Assessment Policy Statement
- the Language in Education Policy
- the language textbook used by learners and other textbooks for resource purposes in addition to the approved text
- The same choice of short stories / poems / short novel / short drama as used by the learners
- Dictionaries, both monolingual and bilingual, and a thesaurus
- A reference textbook for grammar
- access to audio/visual aids to be used in the classroom
- Media material: a variety of newspapers, magazines, brochures and flyers
- Access to reading material in a class, school and public library in order to guide learners' extensive reading

4.3 PILLAR 3 - TEACHER PROFESSIONAL DEVELOPMENT



Teacher professional development will include the following:

The following strategies can be employed to ensure all learners are able to learn:

- CTLI Courses
 - Access online at www.wcedctli.co.za
- Cluster Workshops
 - Needs driven
 - Teaching practice and methodology
 - Interventions
 - Done at district level
 - LTSM
- Online Courses
 - Cel
- Professional Learning Communities (PLCs)
 - Small groups in same geographical area
 - Facilitated by Lead Teacher

In-service training for teachers should focus on specific needs such as:

- how to teach reading comprehension.
- computer-assisted teaching of writing.
- assessing oral presentations.
- helping beginner teachers set exam papers.
- teaching foreign language speakers in the First Additional Language classroom.
- integrated grammar teaching.
- how to use textbooks properly.

In-service training should form part of the broader teacher development strategy to enable teachers to grow and to avoid professional atrophy. In-service training should cater for specific target groups of teachers per topic. Teachers should be invited to attend.

- Teachers' professional development should enable teachers to grow and to avoid professional atrophy.
- Teachers' professional development should be informed by data, be needs-based and cater for specific target groups of teachers per topic.
- Specific topics that could be addressed include:
 - how to teach reading comprehension
 - computer-assisted teaching of writing
 - assessing oral presentations
 - helping beginner teachers set exam papers
 - teaching foreign language speakers in the First Additional Language classroom
 - integrated grammar teaching
 - how to use textbooks effectively
- Teachers should be invited to attend such workshops/sessions.

All Teachers' professional development interventions will be monitored and evaluated.

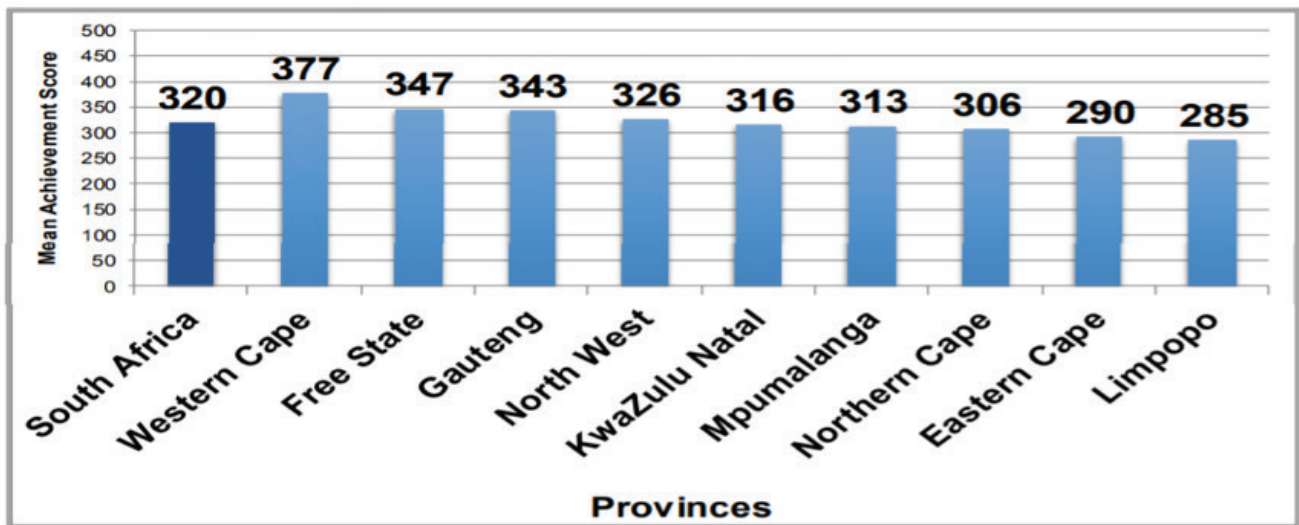
4.4 PILLAR 4 - RESEARCH



Research will form an integral part of the reading strategy. All interventions will be based on thorough research. New interventions will be carefully monitored and research will be done to determine the impact.

The 2016 PIRLS results showed that:

- **Nationally 78% of learners cannot read for meaning by the age of 10.**
- Although the Western Cape performed the best, the data shows that **55% of learners cannot read for meaning by the age of 10.**



The 2019 systemic tests shows that only **53% of Grade 3 learners could pass the component of Reading and Viewing.**

Lang Provincial Pass % Results 2011 - 2019											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	Diff 19/18	Diff 19/11
Gr3 Pass %	30.4	38.9	37.0	42.4	42.4	42.5	46.6	45.8	44.9	-0.9	14.5
Gr6 Pass %	31.5	36.9	29.5	37.9	36.8	40.1	38.7	38.5	42.8	4.3	11.3
Gr9 Pass %	44.2	48.2	47.8	47.6	53.0	55.1	53.0	52.6	53.6	1.0	9.4

Lang Provincial Results 2011 - 2019											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	Diff 19/18	Diff 19/11
Gr3 Ave %	38.7	43.7	42.7	45.0	45.0	45.5	47.3	45.4	44.2	-1.2	5.5
Gr6 Ave %	40.9	45.1	39.3	43.2	43.4	44.4	43.8	44.0	45.6	1.6	4.7
Gr9 Ave %	48.9	50.7	50.9	50.3	52.3	52.6	51.3	51.1	51.9	0.8	3.0

GRADE 3 LANGUAGE RESULTS 2013 - 2019

AREAS TESTED	No. of Learners 2019	Pass %								Average %							
		2013	2014	2015	2016	2017	2018	2019	Diff 19/18	2013	2014	2015	2016	2017	2018	2019	Diff 19/18
Reading and Viewing	95 452	37.0	43.2	42.6	43.4	46.7	49.4	53.0	3.6	43.7	45.5	45.2	46.2	47.6	48.0	49.2	1.2
Writing	95 452	33.9	51.8	55.3	48.2	56.3	37.4	36.9	-0.5	34.5	42.2	44.2	40.4	45.3	33.5	34.5	1.0
Thinking & Reasoning	95 452	37.2	42.4	44.2	46.3	50.7	44.9			42.7	45.0	46.7	46.5	48.4	44.9		
Language Structure and Use	95 452	50.2	67.6		27.6	29.8	42.1	62.7	20.6	53.0	65.6		29.7	31.4	31.0	43.0	12.0
PROVINCE	95 452	37.0	42.4	42.4	42.5	46.6	45.8	44.9	-0.9	42.7	45.0	45.0	45.5	47.3	45.4	44.2	-1.2

GRADE 6 LANGUAGE RESULTS 2013 - 2019

AREAS TESTED	No. of Learners 2019	Pass %								Average %							
		2013	2014	2015	2016	2017	2018	2019	Diff 19/18	2013	2014	2015	2016	2017	2018	2019	Diff 19/18
Reading and Viewing	89 834	29.5	37.9	36.8	44.1	43.0	41.9	50.3	8.4	39.3	43.2	43.4	46.3	46.0	46.0	49.3	3.3
Writing	89 834	19.3	30.9		22.2	18.0	31.2	33.0	1.8	16.0	25.6		19.4	15.6	35.0	38.2	3.2
Thinking and reasoning	89 834	27.2	35.3	36.8	40.1	38.7	30.3			38.7	42.6	43.4	44.4	43.8	37.8		
Language Structure and Use	89 834						31.2								35.0		
PROVINCE	89 834	29.5	37.9	36.8	40.1	38.7	38.5	42.8	4.3	39.3	43.2	43.4	44.4	43.8	44.0	45.6	1.6

GRADE 9 LANGUAGE RESULTS 2013 - 2019

AREAS TESTED	No. of Learners 2019	Pass %								Average %							
		2013	2014	2015	2016	2017	2018	2019	Diff 19/18	2013	2014	2015	2016	2017	2018	2019	Diff 19/18
Reading and Viewing	70 551	81.0	80.2	88.6	89.7	91.5	90.9	60.5	-30.4	65.0	64.4	71.5	72.5	72.9	73.7	54.7	-19.0
Writing	70 551	27.1	22.6	23.1	26.0	21.4	25.1	51.2	26.1	36.6	31.8	31.0	34.9	32.2	33.1	48.7	15.6
Thinking & Reasoning	70 551	32.1	26.5	33.8	39.3	30.9	40.5			38.9	35.6	42.5	45.5	42.0	43.9		
Language Structure and Use	70 551	44.1	42.2	51.0	53.4	49.8	61.1	28.7	-32.4	42.9	39.9	53.7	55.5	52.8	61.1	33.6	-27.5
PROVINCE	70 551	47.8	47.6	53.0	55.1	53.0	52.6	53.6	1.0	50.9	50.3	52.3	52.6	51.3	51.1	51.9	0.8

SA underperformed in reading compared to SAQMEC average.

- The % of learners that performed at interpretive and inferential reading levels improved, but performance at the analytical and critical reading levels require URGENT attention.
- The % of learners achieving at the higher SACMEQ levels of reading competence was significantly low.

SACMEQ II (2000) & SACMEQ III (2007)			
Percentage of Grade 6 pupils at each level:			
		2000	2007
Level 1	Pre Reading	12.2%	9.9%
Level 2	Emergent Reading	18.8%	17.3%
Level 3	Basic Reading	19.1%	21.1%
Level 4	Reading for Meaning	16.0%	14.7%
Level 5	Interpretive Reading	9.4%	10.6%
Level 6	Inferential Reading	7.0%	9.6%
Level 7	Analytical Reading	10.9%	10.2%
Level 8	Critical Reading	6.6%	6.6%

4.5 PILLAR 5 - ADVOCACY



A successful language programme requires an effective principal, as a curriculum leader and manager. Every aspect of the above language plan must be addressed by the principal and the school management team.

This includes:

- › Demonstrating respect for the unique characteristics and needs of the phase and the learners, teachers and parents.
- › Recognising, understanding and taking remedial actions for the specific language challenges faced in the FP.
- › Regularly reviewing the school language policy, in consultation with stakeholders, in the best interests of the learners and community.
- › Celebrating World Book Day which is an internationally recognised event that celebrates books and a love of reading, and emphasizes the importance of reading for life-long learning, cognitive development and psychological well-being.
- › Schools are requested to organise reading activities for all grades leading to International Literacy Day.

To strengthen reading and to get all stakeholders on board it is important that advocacy should be done to schools, parents and learners. This will be done through various platforms:

› Live Streaming



› Social Media



› Radio



› Emails



› Pamphlet on reading

4.6 PARENTAL INVOLVEMENT

Parental involvement is of utmost importance. The school and parent should form a partnership to ensure that the learner can develop optimally. Tips for parents will include the following:



THE BENEFITS OF READING EBOOKS

eBooks are more flexible than paper books. For those who have trouble reading the typical book-sized font, eBook readers can enlarge the font size to make reading more pleasurable and easier on the eyes.

WHY READ?

Have you ever heard of the saying 'leaders are readers'? There is no doubt about it. People who read more, are more likely to be seen as leaders to their peers due to their expert knowledge. Reading helps learners to learn about cool new things, such as how the world works or about new exotic places around the globe.

READING TIPS FOR PARENTS

Let your child read for fun in any language she or he prefers.

Chat to your children about what they are reading – who are the main characters, what happened to them, why, was this good or bad? (This provides a good opportunity to talk about values).

Explore books together – ask questions, point out new words and ideas, discuss pictures, discuss characters and their motivation, relate these to your family's life.



Encourage older children to read the story, retell the story in their own words then write a few sentences about the story.



Tell stories together, talk together about your family history, and discuss your memories of your trips together.

Visit the library often – encourage your children to get their own library cards, join family book clubs, identify favourite authors and join your child in looking for interesting books.

Read! Sounds simple and is simple. If we're going to encourage children to read, then we need to do it too. Read for pleasure, information, instructions, connecting with others and so on. Just read.

Encourage children to find new books on their own to read. As you read with your children, keep them involved by asking



questions about the story, and let them fill in the blanks.

Use proper language when cooking/shopping/doing home chores. Play language games with your child e.g. Scrabble / I spy with my little eye...

Encourage your child to read for enjoyment. Involve all family members in reading. Reading together is a powerful tool in motivating your child to read. Fill your home with books.

HOW TO SUPPORT YOUR CHILD IN READING AND WRITING

Let your child read to you every day. Let your child see you reading for your work, for pleasure and for study purposes.

READING TIPS FOR TEACHERS

Before the lesson:

- Pre-teach difficult vocabulary and concepts. State the objective, providing a reason for listening
- Teach the mental activities involved in listening — mental note-taking, questioning, reviewing. Provide consolidation worksheets

During the lesson:

- Provide visuals via the board or electronically
- Use flash cards
- Have the learner close his eyes and try to visualize the text
- Give explanations in small, distinct steps
- Provide written as well as oral directions
- Have the learner repeat directions
- Shorten the listening time required
- Provide written and manipulative tasks
- Be concise with verbal information: "Amy, please sit," instead of "Amy, would you please sit down in your chair."
- Have graded readers/relevant reading materials for all learners. Implement reading norms. Do reading every day. Have a visible reading corner in the classroom. Have print rich classrooms e.g. word walls, book club hubs. Participate in reading competitions.
- Make use of visual learning when teaching new vocabulary. Incorporate all learning styles when teaching reading. Incorporate the use of dictionaries in lessons.



READING TIPS FOR LEARNERS

When you read for enjoyment, you choose what you read, and mostly, when to read. You do not have to finish a book if you don't like it. Nor do you have to talk about it or write about it afterwards – you may choose to, but you don't have to.

When you have read because you want to, your biggest reward is the satisfying feeling that comes from having experienced a good book. It comes from entering another world, or learning about something you're interested in.

Use proper language when using social media/playing. Use a dictionary to develop

Vocabulary. Use reading as a tool for every subject (Reading across curriculum).

Make use of visual resources to improve your understanding of what you are reading.

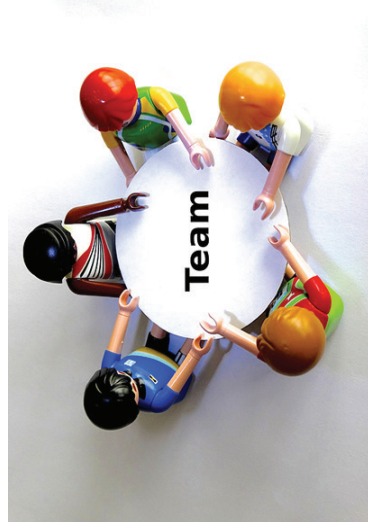
5. TIPS FOR PRINCIPALS AND SCHOOL MANAGEMENT TEAMS

TIPS FOR PRINCIPALS



- ❖ Create a reading culture in the school.
- ❖ Appoint a reading champion.
- ❖ Reward good readers.
- ❖ Advocate the importance of reading to parents.
- ❖ Use norms and standards to buy graded readers for all classes.

TIPS FOR SCHOOL MANAGEMENT TEAMS



- ❖ Support the principal in setting up a reading culture at the school.
- ❖ Advocate the importance of reading to parents.
- ❖ Add a reading slogan on newsletters going out to parents.
- ❖ Motivate budget to buy graded readers.

TIPS FOR DEPARTMENTAL/ SUBJECT HEADS



- ❖ Ensure that reading norms are implemented in all classrooms.
- ❖ Encourage reading by modelling.
- ❖ Send good readers to the principal's office to be rewarded.
- ❖ Support the reading champion in initiatives on reading.
- ❖ Motivate budget to buy graded readers.
- ❖ Advocate the importance of reading to parents.
- ❖ Reward good readers with stickers.

6. ELEARNING: DIGITAL LITERACY



Digital Literacy: definition and essentials

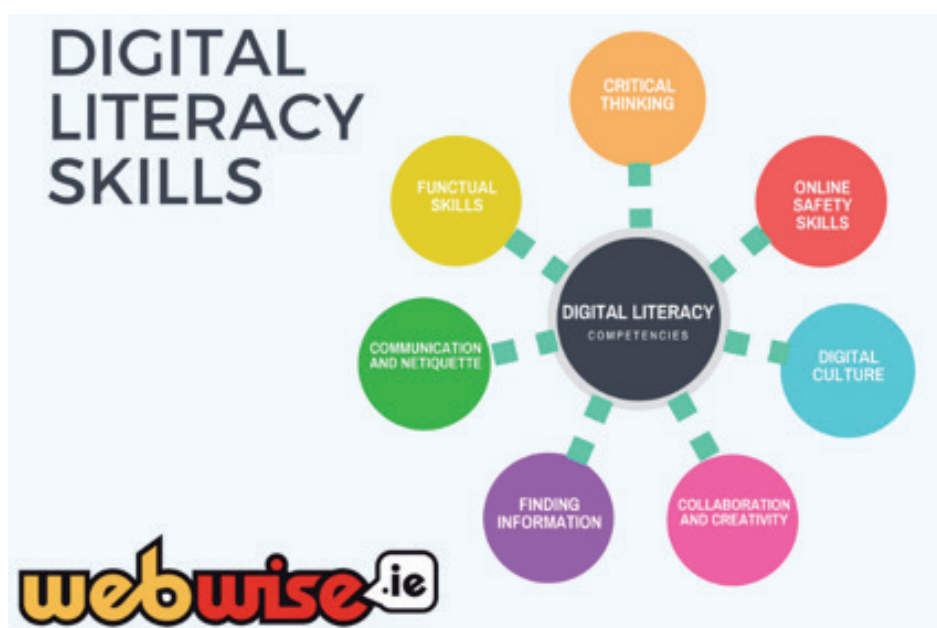
The word “literacy” alone generally refers to reading and writing skills, however when we attach the word ‘digital’ before it, the term encompasses much more.

One definition for digital literacy is,

“A person’s ability to perform tasks effectively in a digital environment ... includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.” -- Barbara R. Jones-Kavalier and Suzanne L. Flannigan: Connecting the Digital Dots.

Cornell University offers this definition: “Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”

Digital literacy, by this definition, encompasses a wide range of skills, all of which are necessary to succeed in an increasingly digital world. When we consider the vast influence of digital technologies as well as the online world on education and the lifestyles of our children, regardless of age, it becomes an imperative that the curriculum speaks to the essential skills of digital literacy.



As depicted in the Digital Literacy Skills competency wheel, certain competencies/skills need to be developed in our learners to strengthen their digital literacy skills. These include:

- Critical Thinking
- Functional Skills
- Online Safety Skills
- Digital Culture
- Collaboration and Creativity
- Finding information
- Communication and Netiquette

These 7 competencies develop a sense of digital citizenship. A digital citizen acts appropriately and ethically in an online environment.

Citation: https://www.webwise.ie/teachers/digital_literacy/

Integrating Digital Literacy into the curriculum

Digital literacy is not only essential to lifelong learning, but the online world is an extremely employed environment in our everyday lives and in education. Teachers are required to inculcate a level of digital literacy in their teaching practice. Teachers need to address digital literacy within the curriculum. This can be done through the everyday use of technological devices and online platforms. Teachers should iterate elements of digital literacy.

A number of key themes worthy of exploration would be, amongst others:

- Ethics and Empathy
- Digital Branding: Consumer Awareness
- Digital Balance and cyber wellness
- Privacy and Security
- Digital identity and Footprint
- Relationships, Communication and Community
- Cyberbullying: Be kind online
- News and media literacy
- Online marketing and purchasing
- Plagiarism and image copyrighting
- Internet safety
- Social media
- Stranger danger
- Netiquette (online etiquette)

7. VISUAL LITERACY



Visual literacy is the ability to interpret, negotiate, and make meaning from information presented in the form of an image, extending the meaning of literacy, which commonly signifies interpretation of a written or printed text. It involves closely examining diverse visual texts across a range of text types. Text types include non-fiction, textbooks, picture books, art, advertisements, posters, graphic novels, comic strips, animations, film clips, web pages and more. Visual literacy is concerned with how meaning is made in still and moving image texts.

The written word is not the only means to share our thoughts and ideas. In the age of the digital media, we are constantly seeing images - both static and moving. It is essential that our learners develop the necessary visual literacy skills to navigate our image-rich world. As with other types of literacy, visual literacy is about communication and interaction and while it has much in common with those other forms of literacy, it has some unique aspects of its own that learners will need to explore specifically.

WHY IS VISUAL LITERACY IMPORTANT?

Learners are receiving information that is a combination of both written text and images. It is essential that they are fully equipped to process information in all its forms.

Research shows that there are a wide range of benefits derived from improved visual literacy including:

➤ **Visual information is more memorable**

One of the most effective ways to ensure that information is not only stored in the short-term memory, but the long-term memory is to pair text with images. Studies show that we retain approximately 10-20% of written or spoken information, but around 65% of information when it is presented visually.

➤ **Visual information is transferred faster**

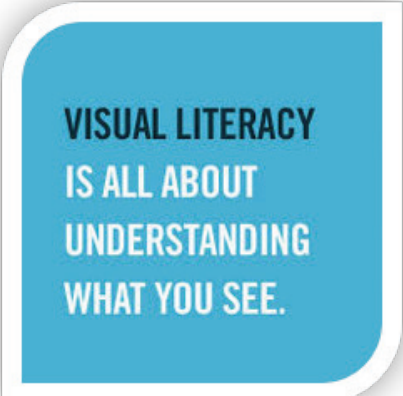
Information presented visually is processed extremely quickly by the brain. Around 90% of the information transmitted to the brain is visual in nature.

➤ **Helps learners communicate with the world around them**

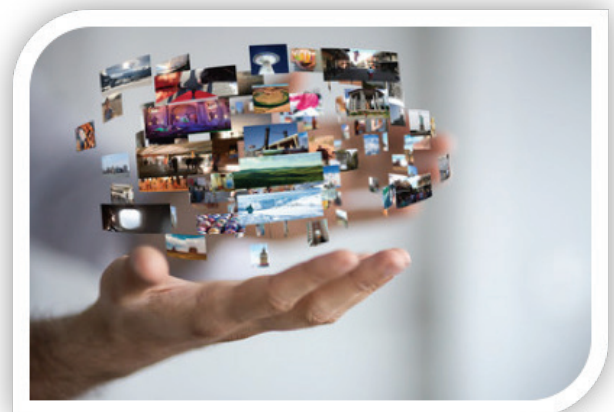
Traditionally, we think teaching literacy as the two-way street of reading and writing. We can think of visual literacy as involving similar processes of interpreting

➤ **Enriches understanding**

While images can be used in isolation, they often accompany text or audio. Images can greatly enrich the learners' understanding of a text or other media, but to be able to interact with these deeper levels of meaning, learners must possess the necessary skills to access those depths.

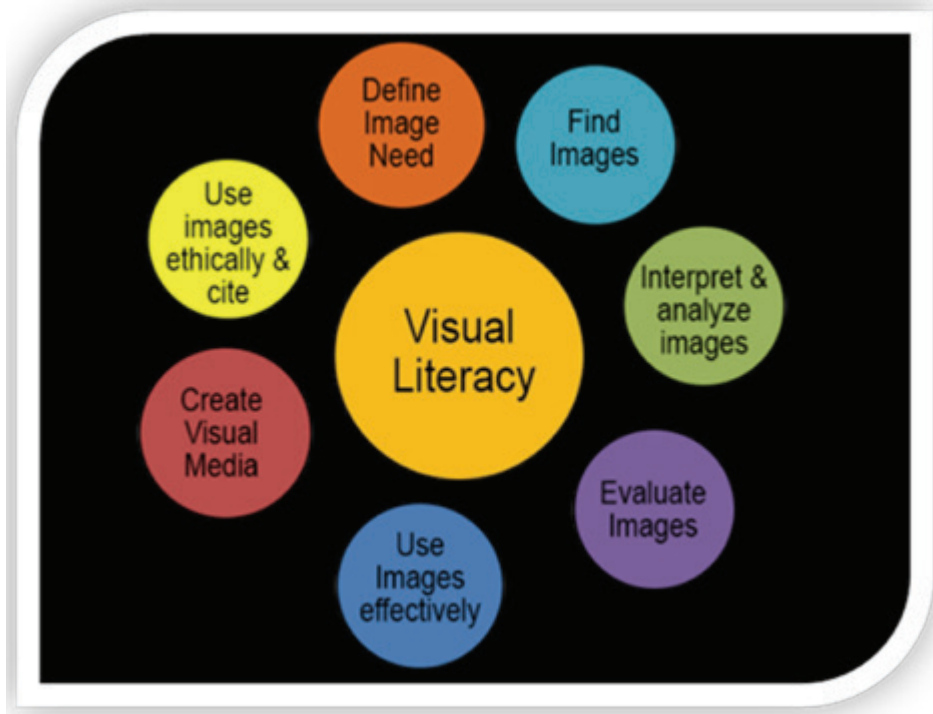


**VISUAL LITERACY
IS ALL ABOUT
UNDERSTANDING
WHAT YOU SEE.**



➤ **Increases enjoyment**

Not only does increased visual literacy enrich the understanding of our learners of the media they consume, but it can also enrich their enjoyment too. As informed readers of images in a range of modalities, learners are exposed to an exciting dimension of shape, color and texture and more.



WHAT FORMS OF VISUAL TEXT ARE USED IN THE CLASSROOM?

Learners are exposed to a vast array of visual media. They are exposed to billboards, photographs, television, video, maps, memes, digital stories, video games, timelines, signs, political cartoons, posters, flyers, newspapers, magazines, Facebook, Instagram, movies, DVDs, and cell phones wallpaper and a lot more!

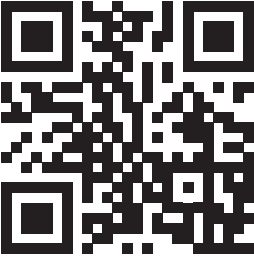

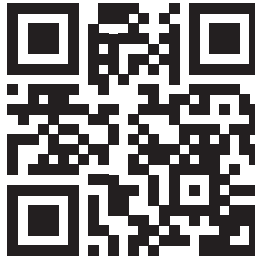
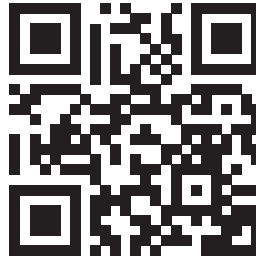
The impact of visual literacy stretches far beyond the limits of the Language classroom into all areas of our lives. From the mathematics learner interpreting graphs to the music learner following musical notation, or the geography learner poring over Google Earth. For a multitude of purposes, in an array of modalities, visual literacy is ever more important.

8. READING STRATEGY AND NORMS



The reading strategy and norms serves as a guideline and benchmark for teachers to determine which learners need interventions. These are the minimum norms a learner need to achieve. Learners not meeting the norm will need intervention while learners achieving above the norm will need enrichment.

Reading strategies and norms are available at the following QR codes/links:

FOUNDATION PHASE	INTERMEDIATE PHASE	SENIOR PHASE	FET PHASE
			
https://qrs.ly/51b2v9d	https://qrs.ly/55b2v7w	https://qrs.ly/ovb2v75	https://qrs.ly/hpb2v8o

The comprehensive reading strategy can be downloaded from the following link:

https://drive.google.com/file/d/1KjcrPsSpEoFkIJP_ZUz0-QCX69m_bn7e/view?usp=sharing

The moment where you doubt
whether you can fly, you cease for
ever being able to do it”.

PETER PAN BY JM BARRIE



**Western Cape
Government**

Education