Every child is a National Asset

DEPARTMENT OF BASIC EDUCATION

ECDOE READING WEBINAR
Understanding the milestones that learners need to achieve in Reading across Languages

15 OCTOBER 2021

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

Presentation Outline

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

1. Purpose of Presentation

To present the milestones that learners need to achieve in Reading across Languages to the Webinar for noting and discussion.

2. Background

2.1 Legislative Framework Policy, Strategies and Guidelines

Curriculum Policies and Reading Strategies and Guidelines:

❑ **The Revised National Curriculum Statement – Grades R-9**
- ▪ **Provides reading contents and concepts for each grade**

❑ **The Foundations for Learning and the LitNum Strategy**
- ▪ **The contents of the Foundations for Learning and the LitNum Strategy served as Framework Documents on the development of the National Curriculum Statement**

❑ **The National Reading Strategy**
- ▪ **Did it see the light**

❑ **The National Curriculum Statement – Grades 1-12**
- ▪ **The Curriculum and Assessment Policy Statement – Grades 1-12 (CAPS)**
- ▪ **Explicit provision of reading contents and concepts for each grade**
- ▪ **Breakdown of time allocation for each skill**
  - – **Reading and Phonics in the Foundation Phase**
  - – **Reading and Viewing post the Foundation Phase (Grades 4-12)**
  - – **Reading allocated more time**
  - – **Is the time for reading utilised optimally?**

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2.1 Legislative Framework Policy, Strategies and Guidelines

Curriculum Policies and Reading Strategies and Guidelines:

❑ **Reading Norms and Standards**

❑ **Language Guidelines**
- How to Teach and Assess Reading
- How to Teach and Assess Oral (included is reading aloud)
- How to Teach and Assess Literature

❑ **The National Reading Sector Plan**

❑ **Foundation Phase African Languages Reading Framework**
- Development of Phonics Programme for African Languages

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2.1 Legislative Framework Policy, Strategies and Guidelines

❑ **Professor Kader Asmal**, Minister of Education: 27 July 1999:

- Our Constitution is widely regarded as the most progressive Constitution in the world, second to none.
- We have excellent Education Policies and Laws for the 21st century.

❑ **Professor Jonathan Jansen**: Article April 2002: "Political symbolism as policy craft": Policies were never meant to be implemented, mere symbolism….

2.2 State of Reading in SA

❑ Reading is at the heart of Education.

❑ It is the number one priority of the Department of Basic Education (DBE).

❑ South Africa participated in the **Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ)** II (2000), III (2007) and IV (2013). During SACMEQ IV, South African learners, for the first time achieved a mean score above the centre point with 538 in reading and 552 in Mathematics.

  ▪ This represented an increase of 43 points in Reading and 57 points in Mathematics

❑ However, the **Progress of International Reading Literacy Study (PIRLS)** of 2016 revealed that 78% of Grade 4 learners in South Africa cannot read with understanding.

❑ South African learners scored 406 points, which is significantly below the PIRLS centre point of 500.

❑ The low performance of learners in the **Trends in Mathematics and Science Study (TIMMS)** is mainly as a result of lack of basic reading competency skills.

❑ Anecdotal evidence shows that teachers, particularly in lower grades, are not trained and supported on how to teach reading: (NECT; SLP; TRIPPLE COCKTAIL; PSRIP)

❑ Furthermore there are limited opportunities for learners to learn to read in African Home Languages and English First Additional Language in Quintiles 1 to 3 schools due to lack of reading resources.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

Four International Benchmarks of Reading Achievement

❑ **Advanced** International Benchmarks (625 points)

❑ **High** International Benchmarks (550 points)

❑ **Intermediate** International Benchmarks (475 points)

❑ **Low** International Benchmarks (400 points)
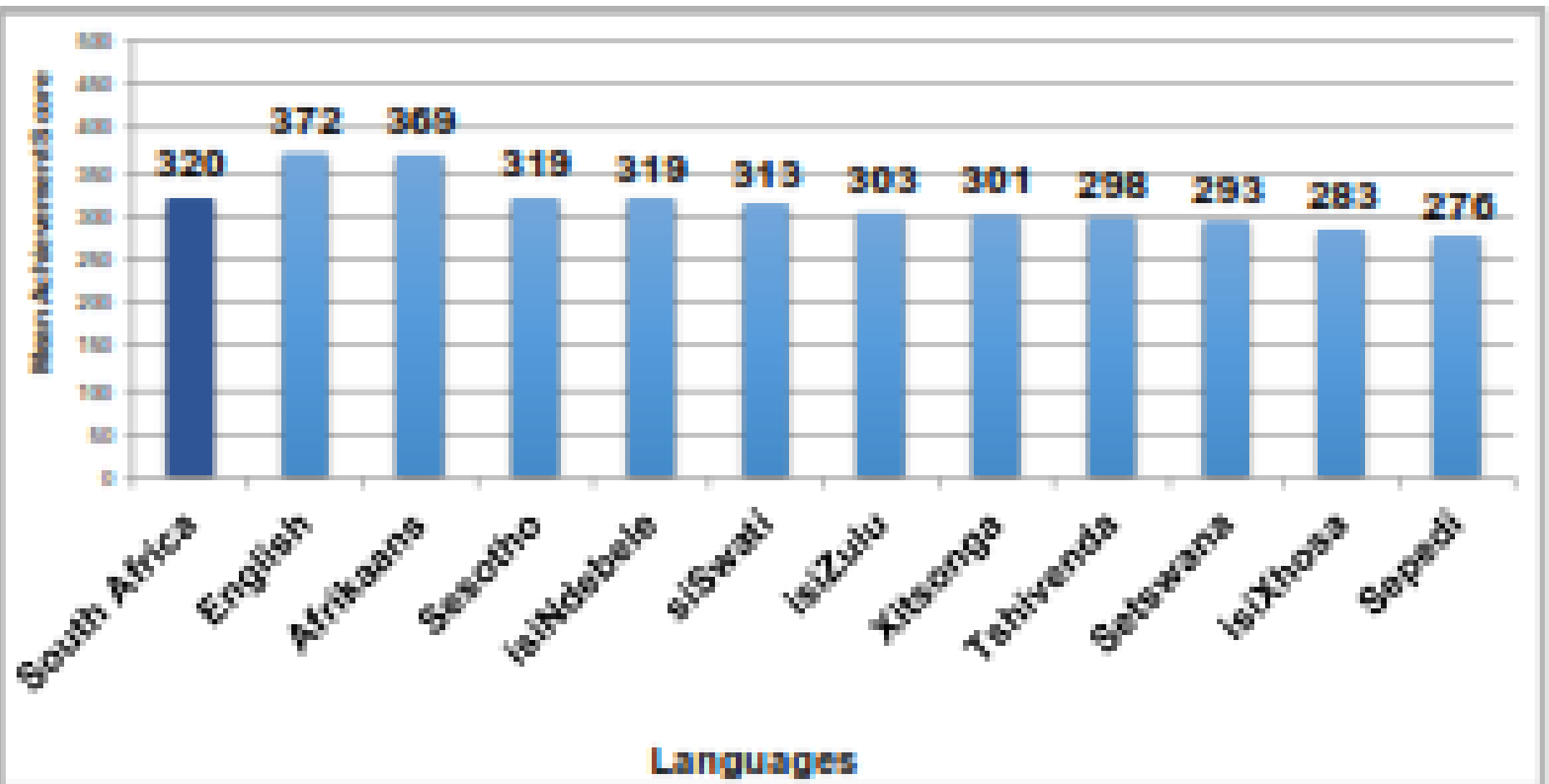
2.3 The National Reading Sector Plan

❑ **The February 2019 State of the Nation Address (SONA) by the President of the Republic of South Africa directed the DBE to put measures in place to improve reading outcomes in order for every 10-year old to be able to read with understanding.**

❑ **In response to the SONA, the DBE has developed the National Reading Sector Plan.**

❑ **The National Reading Sector plan** maps out the a set of strands in response to improving reading outcomes **in the Foundation and Intermediate Phases**.

❑ **The strands are:**
- Strengthening the capacity of the sector;
- Teacher development and support;
- Direct Learner support;
- Parental and community support and mobilisation;
- Provisioning and utilisation of LTSM;
- Tracking learner performance in reading outcomes;
- Research, monitoring, evaluation and reporting;
- Partnerships; and
- Advocacy and communication (Every ones business)

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

3. African Languages Focus

3.1 Foundation Phase African Languages Reading Framework

❑ The overall aim of the FP African Languages Reading Framework is to help improve early reading instruction in the African languages.

❑ Acknowledgement that African languages are different from English and Afrikaans.

❑ Although the language components (phonetics and phonology, morphology, syntax, semantics and pragmatics) and the reading components (phonics, phonology, fluency, vocabulary, comprehension) are the same; their structures differ.

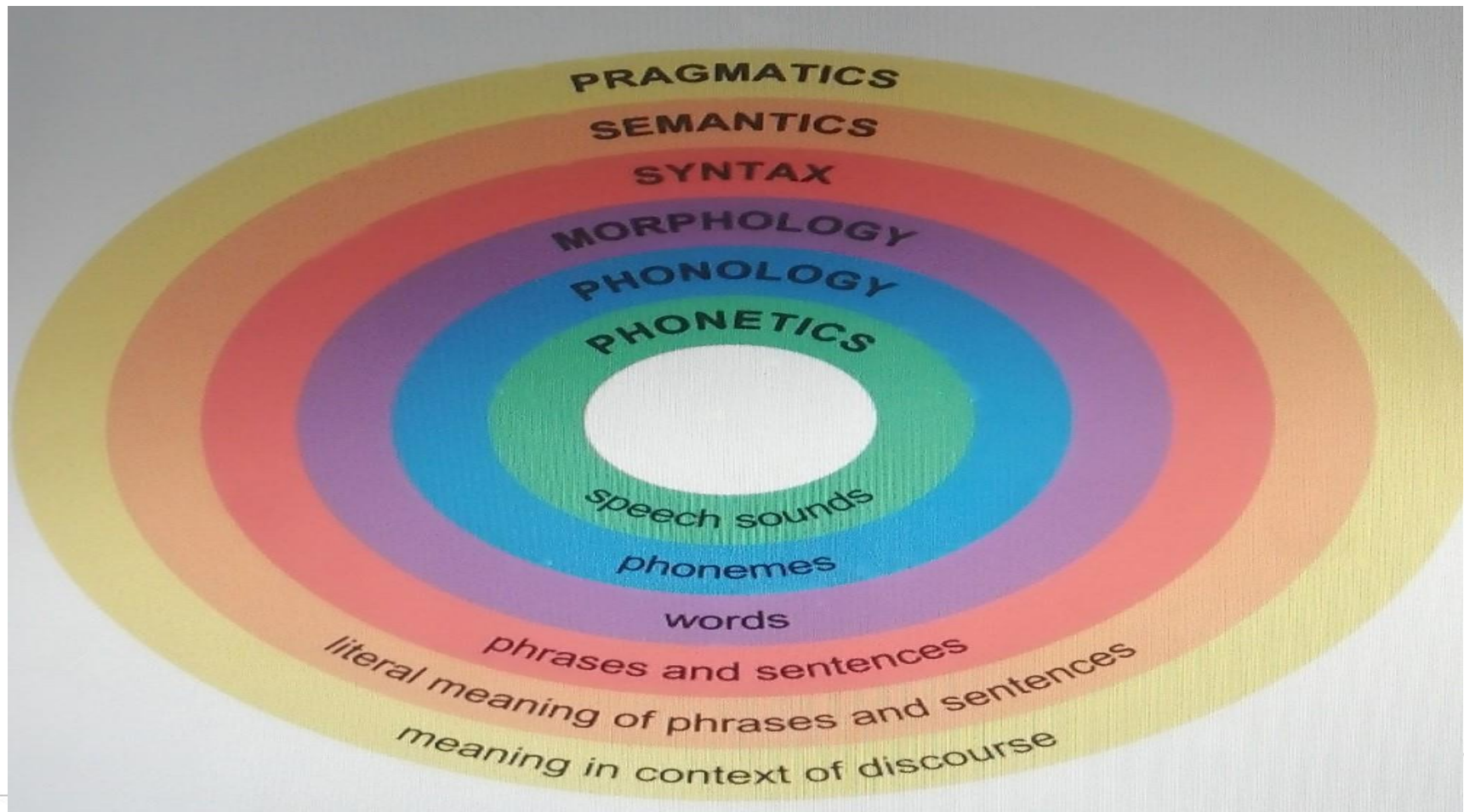❑ These differences must be taken into account in early reading instruction.

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

Structure of the FP AL Reading Framework

The Framework is presented in a way that clearly informs the teacher:

- ❑ **What each component is;**
- ❑ **Why is it important,**
- ❑ **When to teach it,**
- ❑ **How to teach it,**
- ❑ **What resources should be used**
- ❑ **How to identify the cracks** (learners experiencing barriers), and
- ❑ **How to assess.**

The African Languages Framework initiative REPRESENTS a radical DBE corrective measure to support the marginalised African Languages and for improving Reading Outcomes in the system, starting with the FP.

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

3. Components of Languages

PRAGMATICS

SEMANTICS

SYNTAX

MORPHOLOGY

PHONOLOGY

PHONETICS

speech sounds

phonemes

words

phrases and sentences

literal meaning of phrases and sentences

meaning in context of discourse

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.1 Components of Reading
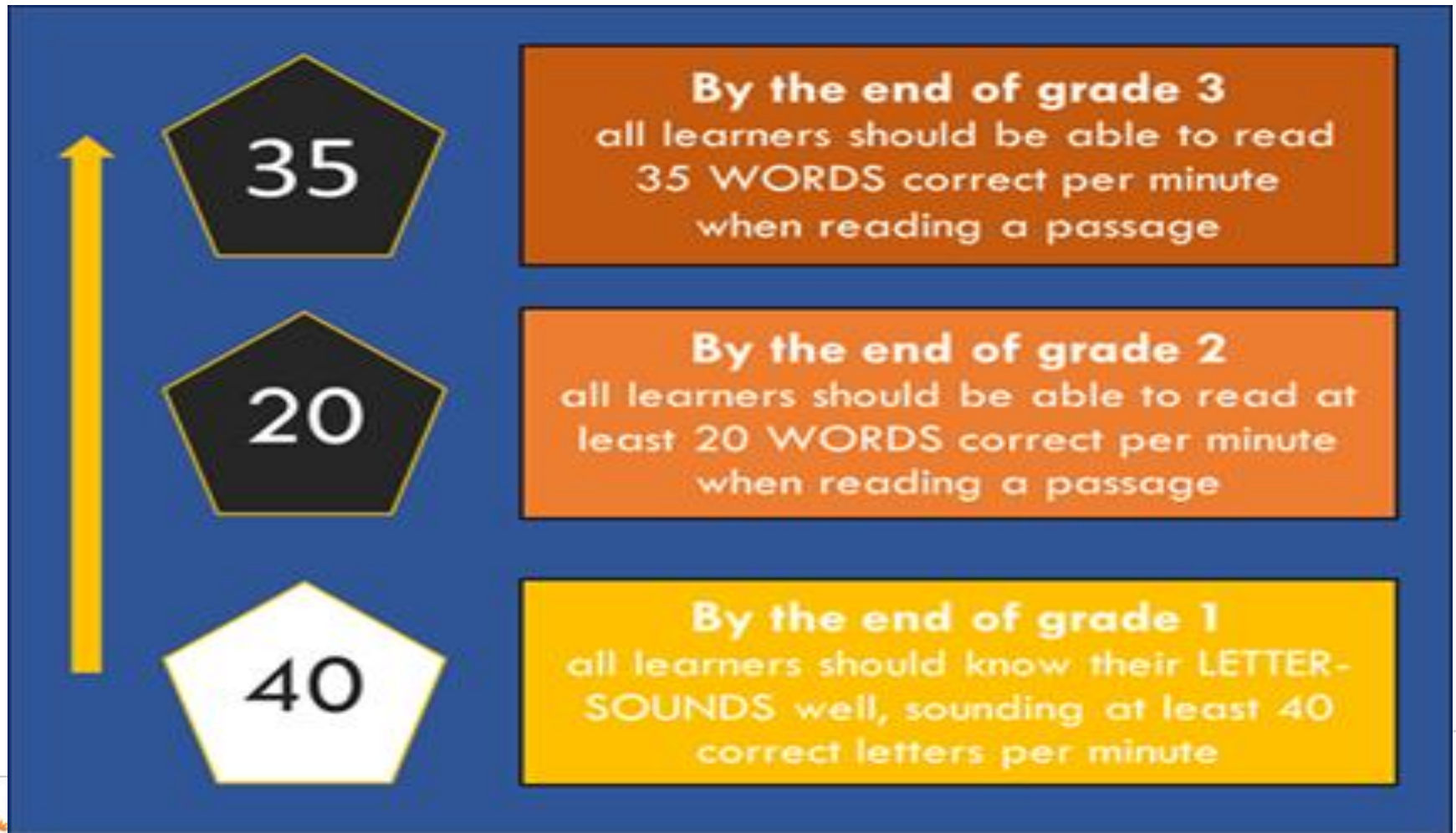

Florida Center for Reading Research, Essentials for Reading Success: Components of Reading

Early Grade Reading Benchmarks for English

Benchmarking Early Reading Skills in African Languages: (Work in progress)

❑ Letters and sounds Grade 1

❑ Grade 2 words

❑ Grade 3 reading fluency

❑ Nguni – Siswati, IsiZulu and IsiXhosa – ready

❑ Sotho – Sepedi, Sosotho and Setswana – ready in March 2022

❑ Xitsonga and Tshivenda – March 2023

Above is a ground breaking DBE initiative to support **African Languages** in our endeavour to improve Reading Outcomes.

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

3.2 The Incremental Introduction of African Languages (IIAL) Strategy

Overview

❑In **2013** the Department of Basic Education (DBE) announced plans to strengthen the teaching of African languages through the **Incremental Introduction of African Languages (IIAL) Strategy.**

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

Implementation of the IIAL Strategy

❑ The implementation of the IIAL Strategy, according to the Basic Education IIAL Strategy Sector Plan: 2017-2029, is illustrated below as follows:

Phase	Grades R -12	Grade	Year
Planning and Sector Readiness			1 July – 31 October 2017
Phase 1	Foundation Phase (FP)	Grade 1-3	2018-2020
Phase 2	Intermediate Phase (IP)	Grades 4-6	2021-2023
Phase 3	Senior Phase (SP)	Grades 7-9	2024-2026
Phase 4	FET Phase	Grades 10-12	2027-2029

Implementation of the IIAL Strategy …

❑ **IIAL target: 2 584** schools that are currently **not offering** a previously marginalised official African language.

❑ **Actual:** There are currently **2 144** schools that are implementing.

❑ **% Implementation: (83%).**

❑ **Shortfall: 440 schools.**.

❑ The **Covid-19 impacted** learning and teaching in schools and the focus for 2020/23 is mainly on the **fundamentals** – Reading and Writing on HL and FAL.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

Schools Implementing

Province	Target Schools	Implementation				Shortfall
		2018		**2019/20**		
GP	517	356	69%	356	69%	161
KZN	279	258	92%	259	93%	20
MP	45	40	89%	32	71%	13
EC	308	138	45%	138	45%	170
NW	108	44	39%	89	82%	19
FS	139	136	100%	139	100%	0
NC	235	101	43%	190	81%	45
LP	50	42	84%	38	76%	12
WC	903	260	29%	903	100%	0
Total	**2 584**	**1375**	**53%**	**2 144**	**83%**	440

Teacher Provisioning and Training

❑ <u>All the schools </u>that are implementing the IIAL Strategy have **a teacher**.

❑ Provinces are using **different** teacher **provisioning** <u>model</u>:

- Teachers from **existing** staff establishment;
- Permanent / temporary IIAL teachers;
- **Itinerant** teachers;
- Retired teachers.

❑ <u>All the teachers </u>were **orientated** on how to teach IIAL at Second Additional Language level.

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

Provision of LTSM: Foundation Phase

❑ The DBE, over the years, has been developing and distributing IIAL Foundation Phase **SAL Toolkit** to all schools that are implementing a previously marginalised official African language.

❑ All the schools that are implementing the IIAL have been provided with the **necessary** LTSM.

❑ The Foundation Phase SAL **Toolkit** comprises:

- **Foundation Phase Curriculum and Assessment Policy Statement, Second Additional Language;**
- **Workbooks;**
- **Big Books;**
- **A set of Conversational Posters;**
- **An anthology of Stories, songs and poems in all 11 languages;**
- **An Audio (Compact disk) with songs and dialogues in all 11 languages;**
- **Lesson Plans which include activities and exemplar informal assessment tasks;**
- **Digital Lesson Plans; and**
- **Yearly Audio Lesson Activities**.

❑ Through the IIAL THE DBE is now taking the **PSRIP** to the SAL level, hopefully to be followed by the HLs, beyond the FP.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

3.3 Mother Tongue Based Bilingual Education

Language of Learning and Teaching (LoLT)

❑ **Section 29(2)** of the <u>Constitution</u> of the Republic of South Africa provides that "**Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is REASONABLY PRACTICABLE.**"

❑ The <u>Language in Education Policy</u> provides for single and dual medium schools.

❑ Home Language or First Additional Language can be used as LoLT and can be selected from any of the eleven official languages, including the South African Sign Language.

❑ Learners in SA are <u>encouraged to learn through their HL</u>, particularly in the Foundation Phase where learners learn important literacy skills like reading, writing and counting.

❑ Only <u>English</u> and <u>Afrikaans</u> are used as LoLT throughout the system.

❑ <u>African languages</u> are mostly used as LoLT in the Foundation Phase.

❑ Most African learners learn through <u>English</u> from Grade 4 onwards.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

Mother Tongue Based Bilingual Education Pilot: Eastern Cape

- ❑ **MTBBE pilot:** Initiated by the ECDOE.
- ❑ **Initial participation:** 2 024 schools.
- ❑ **Subjects taught in HL:** Mathematics, Natural Science and Technology
- ❑ **Languages used beyond grade 3:** IsiXhosa and Sesotho HLs.
- ❑ **Origin:** Started in 72 Confimvaba schools in Grade 4 in 2012 and incrementally in subsequent grades and it is being implemented up to Grade 9 in 2019.

- ❑ **Success story 1:** The MTBBE learners outperformed the non-MTBBE cohort in the June Common Examinations on 17 out of 18 questions.
- ❑ **Success story 2:** The 2020 Grade 12 learners, for the first time in the history of the NCS, could READ and RESPOND to preliminary Examination Question Papers in their Home Languages (IsiXhosa and Sesotho).

4. Reading Remediation Strategies (Milestones??)

READING REMEDIATION STRATEGIES: THE LONG AND UPHILL UNDULATED GRAVEL ROAD:

❑ To <u>teach</u> the FP and IP learner <u>to read</u> is a taught skill. (Plant/ deploy…)

❑ <u>Learning to read</u> is a challenge to many children (40%), so is teaching reading.

❑ To <u>remediate</u> learners <u>reading</u> is an equally complex subject.

❑ It is imperative for teachers to have some idea of how children <u>learn to read</u>.

❑ The biggest challenges that teachers will face are related to time and commitment.

❑ Teachers will have to find regular time, amidst their busy schedule, in their week to work with learners who have barriers to reading.

❑ Reading is integral to all academic learning.

❑ Learners will not progress if they cannot read.

Dr. Jenny Joshua, DBE: 2008 ECDOE FFL Roadshow: "Reading is the most fundamental skill that learners must master in order to be successful in school…"

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.1 Phonemic Awareness and Phonics

Letter and Sound Recognition

❑ This essentially means that children must learn to read through <u>letter</u> and <u>sound</u> recognition.

❑ Learners must know all the <u>letters</u> in the alphabet and the <u>sound</u> the letter makes.

❑ They must be able to read <u>letters</u> quickly and identify the <u>sound</u> they make correctly.

NEXT PAGE:

EXAMPLE OF AN EARLY GRADE READING ASSESSMENT TO CHECK LETTER AND SOUND ABILITY:

❑ This table is for teacher reference – it is not suitable for learners.

❑ A grapheme is a letter or a group of letters that represents a sound. There are 26 letters in the English language. This differs from Language to Language.

❑ A phoneme is a speech sound. There are 44 different speech sounds in the English language.

❑ A grapheme is the written form of a phoneme.

❑ Below is a list of the 44 English phonemes and the most common graphemes.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.1. Letter and Sound Recognition

	GRAPHEME (LETTER OR GROUP OF LETTERS REPRESENTING A PHONEME)	PHONEME (SPEECH SOUND)	EXAMPLE
CONSONANT SOUNDS: by Dawn Reithaug (2002)			
1	b, bb	/b/	big, rubber
2	d, dd,	/d/	dog, add, filled
3	f, ph	/f/	fish, phone
4	g, gg	/g/	go, egg
5	h	/h/	hot
6	j, g, ge, dge	/j/	jet, cage, barge, judge
7	c, k, ck, ch, cc,	/k/	que cat, kitten, duck, school, occur, antique, cheque
8	l, ll	/l/	leg, bell
9	m, mm,	/m/	mad, hammer, lamb
10	n, nn, kn, gn	/n/	no, dinner, knee, gnome

4.1. Letter and Sound Recognition

RATIONALE FOR LEARNERS TO DEMONSTRATE THIS ABILITY:
- ❑ This is the foundation for spelling and for recognizing words.
- ❑ This is a good predictor of whether the learner will be able to demonstrate the next ability, i.e. to recognize words in order to eventually read well.
.
TYPICAL CHALLENGES:
- ❑ The learner doesn't show interest in playing with sounds or words.
- ❑ The learner cannot identify the different sounds in a word.
- ❑ The learner cannot break words up into syllables.

CORRECTIVE MEASURES:
- ❑ Identify a <u>sound</u> that learners seem to struggle with.
- ❑ Build in a quick <u>sound game</u> once or twice a week.
- ❑ Get learners to <u>say</u> the sound after <u>you</u>, and to try and identify words that use the sound.

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.2 Word Recognition

❑ 'High frequency' words are words that occur frequently in text.

❑ Because these words appear so frequently, learners must be able to recognize them easily on sight.

❑ Below is a list of the 200 most frequently occurring words in the English language

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.2 Word Recognition

NEXT 100 HIGH FREQUENCY WORDS IN ORDER
EXAMPLE OF AN EARLY GRADE READING ASSESSMENT TO CHECK WORD RECOGNITION ABILITY:
(For teacher reference purposes): Table from Masterson, et al (2003)

water	bear	find	these	these
away	can't	more	began say	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head

4.2 Word Recognition

RATIONALE FOR LEARNERS TO DEMONSTRATE THIS ABILITY:
❑ Learners who can read a large number of words automatically on sight, will be able to demonstrate the next skill which is reading fluency.

TYPICAL CHALLENGES:
❑ The learner struggles to read many words.
❑ The learner reads stop-stop, and in a word-by-word manner.
❑ The learner cannot recognize many high frequency words.

CORRECTIVE MEASURES:
❑ Make flashcards of the high frequency words.
❑ Go through four or five flashcards per day.
❑ Show the first card to learners, say the word and use the word in a sentence. (Modelling by the teacher).
❑ Next, flash the words to learners in a random order, and ask learners to read the word as they see it. (Guided practice/ Joint construction).
❑ Display these words somewhere in the classroom for learners to see. (Building the field).

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.3 Vocabulary

VOCABULARY DEVELOPMENT

❑ Learners cannot read and understand words that they do not know.

❑ We must constantly be developing children's vocabularies in various ways: Vocabulary book; CALP, BICS; Spelling bees; Grow smart competitions; Glossaries/ word lists for topics across subjects; Word lists for creative & transactional writing etc.

READING SKILLS

❑ In every reading lesson, learners need to be taught certain reading skills.

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

4.3 Vocabulary: Word list on Reading Skills (Example) for Descriptive Writing Lesson/ EMS: Grade 9 on Financial Literacy

WORD	DEFINITION
Predicting .	A prediction is an educated guess. Predicting is used in pre-reading to get a general idea of what is about to be read.
Skimming	Skimming is a method of quickly moving your eyes over a text with the purpose of getting the main idea and a general overview of the text.
Scanning	Scanning is a method of quickly moving your eyes over a text with a purpose of finding a specific piece of information.
Summarizing	In a summary, you give a quick overview of the main points.
Retell	Condense and summarise the major events or main ideas of a text in their own words.
Pictures	One should look carefully at the images / visuals that accompany a text. Often the pictures give us clues as to what the text is about.
Relates text to own life	The ability to find similarities or parallels between the text and the reader's own life.
Using context clues to determine meaning	Good readers use the following clues in the sentence or paragraph to help find the meaning of unknown words:
Role plays the story / part of the story	This is when a reader is able to act out a story or part of a story after reading it.
Interprets the information	The ability to make sense of the information one has read.

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

4.3 Vocabulary

RATIONALE FOR LEARNERS TO DEMONSTRATE THIS ABILITY:
- ❑ A learner who has a large vocabulary is likely to be a <u>good reader</u>.
- ❑ The learner cannot understand what he reads if he does not <u>understand</u> many of the words.
- ❑ In <u>marginalised communities</u>, or where learners are second or third language speakers, their vocabularies are likely to be limited.
- ❑ It is up to the teacher to try and <u>enrich the vocabulary</u> learning of these learners.

TYPICAL CHALLENGES:
- ❑ The learner uses the same words over and over.
- ❑ When reading, the learner does not understand some words.
- ❑ The learner does not link words from a text to another text, or to real life.

CORRECTIVE MEASURES:
- ❑ Label as many items in the classroom in the various Languages as far possible.
- ❑ Don't shy away from using more complex or technical words.
- ❑ <u>Use these words</u> in, <u>spell</u> the words, provide learners with the <u>definition</u> and use the words in <u>sentences</u>.
- ❑ Encourage learners to try and use new words in their own <u>writing</u>.
- ❑ Praise these learners when they manage to use a new words in their own writing.

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.4 Fluency

WORDS READ CORRECTLY PER MINUTE WCPM)

❑ Find a passage of approximately 250 words at grade level.

❑ Ask learners to read the passage for one minute.

❑ The text should be read aloud with speed, accuracy and proper expression.

❑ Mark any uncorrected errors made by the learner. Errors include: misinterpretations, substitutions, reversals, omissions or words pronounced incorrectly. Please note, after a waiting period of 2-3 seconds without an attempt or response from the learner, ask the learner to continue. Mark the point in the text where the learner has come to, after one minute of reading.

❑ At the end of the one minute, the teacher directs the learner to stop reading and subtracts the total number of errors from the number of words read.

❑ The WORDS CORRECT PER MINUTE (WCPM) score can now be compared to the reading norms.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.4 Fluency

GRADE	LEVEL OF READING	NUMBER OF CORRECT WORDS PER MINUTE					
		HOME LANGUAGE			FAL		
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Grade 4	Advanced	145	166	180	119	129	152
	Moderate	94	112	123	68	87	98
	Beginner	45	61	72	45	61	72
Grade 5	Advanced	166	182	194	139	156	168
	Moderate	110	127	139	85	99	109
	Beginner	61	74	83	61	74	83
Grade 6	Advanced	177	195	204	153	167	177
	Moderate	127	140	150	98	111	122
	Beginner	68	82	93	68	82	93

4.4 Fluency: Derived from

GRADE	LEVEL OF READING	NUMBER OF CORRECT WORDS PER MINUTE					
		HOME LANGUAGE			FAL		
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Grade 7	Advanced	180	192	202	156	165	177
	Moderate	128	136	150	102	109	123
	Beginner	79	88	98	79	88	93
Grade 8	Advanced	185	199	203	161	173	177
	Moderate	133	146	151	106	115	124
	Beginner	77	84	97	77	84	97

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.4 Fluency

RATIONALE FOR LEARNERS TO DEMONSTRATE THIS ABILITY:
❑ In order to understand what they read, learners must be able to read fluently.

TYPICAL CHALLENGES:
❑ It takes the learner a long time to read a passage.
❑ The learner cannot read many words.
❑ The learner reads with no expression.
❑ The learner does not pause in the correct places.
❑ The learner moves his mouth when reading silently.
❑ The learner gets frustrated when reading.

CORRECTIVE MEASURES:
❑ Model fluent reading for the class at every opportunity. (I do, you watch).
❑ Once you have read a text aloud, ask the class to read the same text with you. (I do, you help).
❑ Keep reading at the same pace, and do not read in a sing-song rhythm.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.5 Reading Comprehension

READING COMPREHENSION
- ❑ Reading without understanding has no purpose.
- ❑ We must teach children strategies to try and understand what they are reading.

RATIONALE FOR LEARNERS TO DEMONSTRATE THIS ABILITY:
- ❑ Readers who have good comprehension can respond to various text types that they are exposed to: (I.e. Literary/ non-literary texts/ visual texts/ literature texts etc.)
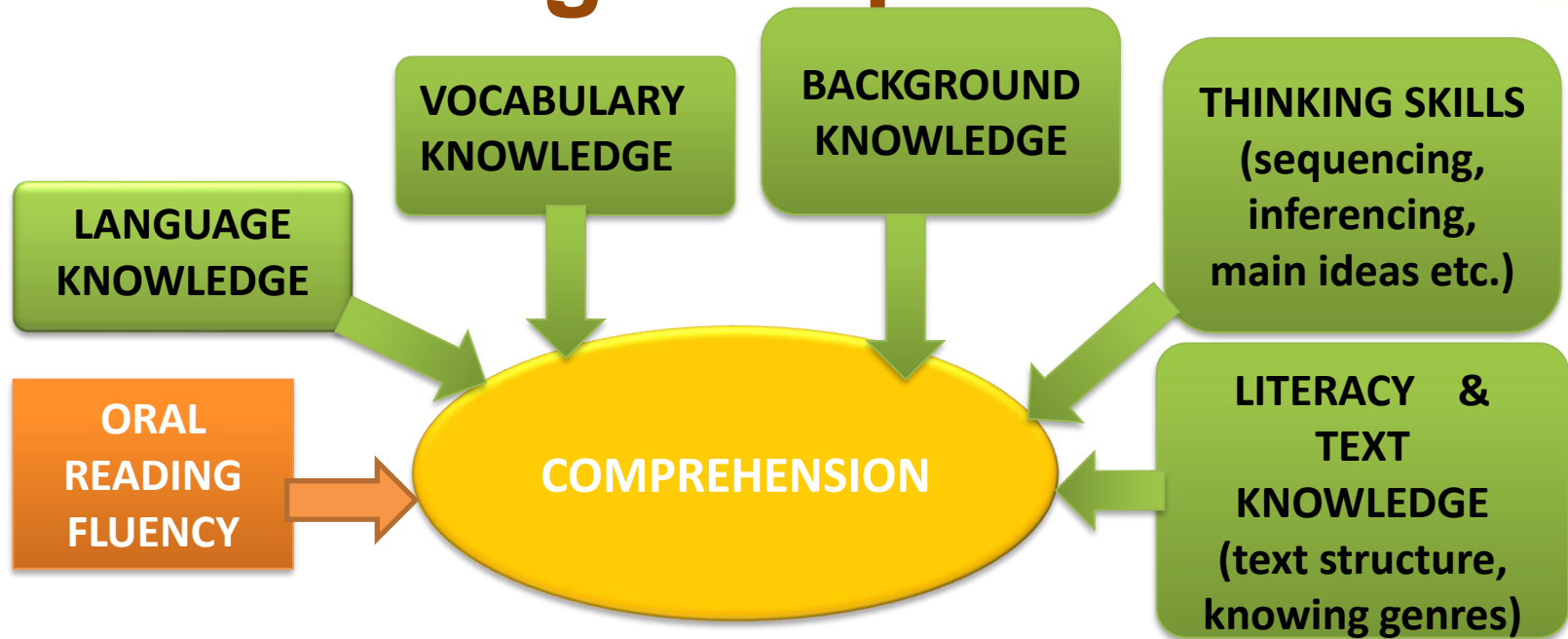
TYPICAL CHALLENGES:
- ❑ The learner cannot recall details from the text.
- ❑ The learner does not know the main idea of the text.
- ❑ The learner cannot say what happened first, what happened next, and what happened last.
- ❑ The learner cannot summarise the text etc…

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.5 Reading Comprehension

CORRECTIVE MEASURES:

❑ Explain the meaning of <u>unknown words</u> in the text to the class.

❑ Ask the class different <u>levels of questions</u>.

❑ Help the class to identify <u>where</u> in the text to find the answers.

❑ <u>Model answers</u> to complex comprehension questions.

❑ When asking a complex question, allow learners to answer.

❑ Help the group to <u>summarise</u> the text.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

4.5 Reading Comprehension

VOCABULARY KNOWLEDGE

BACKGROUND KNOWLEDGE

THINKING SKILLS (sequencing, inferencing, main ideas etc.)

LANGUAGE KNOWLEDGE

ORAL READING FLUENCY

COMPREHENSION

LITERACY & TEXT KNOWLEDGE (text structure, knowing genres)

- ❑ There are lots of different components that contribute to reading comprehension.
- ❑ Children's oral language proficiency can influence their reading comprehension.
- ❑ Decoding (as assessed by oral reading fluency) is a necessary but not sufficient condition for comprehension.
- ❑ Children need to learn and practise how to use their knowledge to make sense of the text that they are reading.
- ❑ By the end of Grade 3 they should be able to make use of their knowledge to understand both literal and inferential information in texts.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation
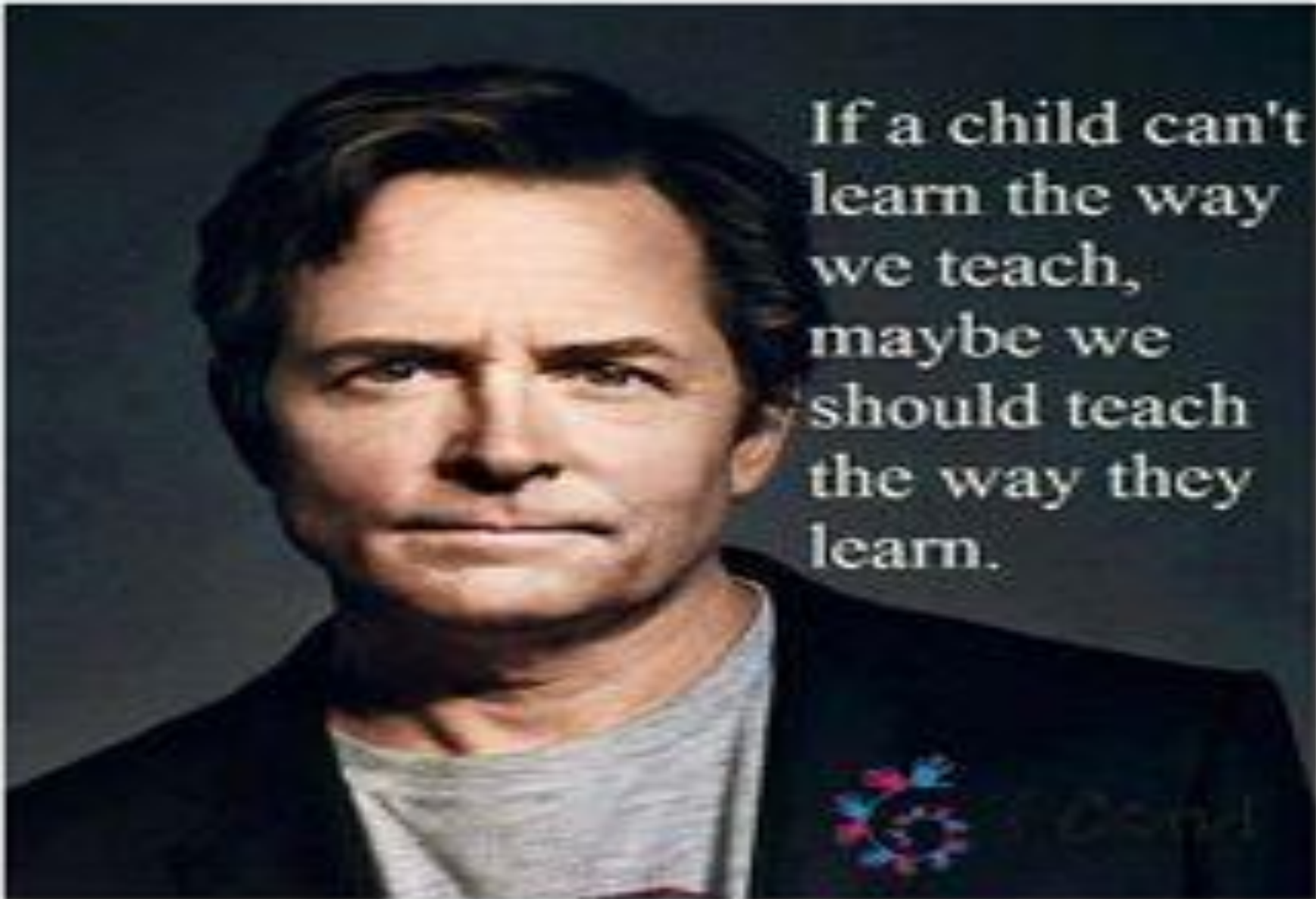
If a child can't learn the way we teach, maybe we should teach the way they learn.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

5. Reading Norms and Standards

READING NORMS AND STANDARDS

- **The DBE is in the process of developing reading norms and standards.**
- **Different reading components will be normed and standardised**

Reading Component	What is it all about	Progress
Reading Aloud	❑ There would be 16 reading aloud activities	Annual Teaching Plan Guide
	❑ Number of Words Correctly Read per Minute (IsiXhosa vs English)	❑ The DBE Languages Specialists conducted an exercise to benchmark the number of words correctly read per minute for Tshivenda, Sepedi, SiSwati and IsiZulu to cover both conjunctive and disjunctive languages. ❑ The DBE Research Unit still to conduct a proper research.

Reading Comprehension	❑ There would be 16 formative reading comprehensions per annum
	  ▪ 7 x literary / non-literary texts;
	  ▪ 5 x Visual texts; and
	  ▪ 4 x Summary texts
		❑ Annual Teaching Plan Guide

Literature	❑ 11 Formative literature activities per annum – covering poetry, short stories, folktales, novel and drama
	  ▪ Semester 1: (Poetry, Folktales and Novel)
	  ▪ Semester 2: (Poetry, Short Stories and Drama)
		❑ Annual Teaching Plan Guide

Classroom Reading Corner with 40 titles and more	❑ For each classroom to have a minimum of 40 titles for learners to read the prescribed number of pages per grade per day as homework.	❑ Still need to be institutionalised

5. Reading Norms and Standards

Reading Component	What is it all about	Progress

Extended Reading	❑ Reading card that prescribes the number of pages that learners should read per day per grade
	    ▪ Grade 4: 7-10 pages
	    ▪ Grade 5: 10-12 pages
	    ▪ Grade 6: 12-15 pages
	    ▪ Grade 7: 12-15 pages
	    ▪ Grade 8: 15-20 pages
	    ▪ Grade 9: 20-25 pages
	❑ For extended reading there should be a reading card that prescribes the number of pages that learners should read per day per Grade (Homework to inculcate the culture of reading).
	❑ The reading card should have a signature of the parent, guardian, or an elder brother / sister / cousin / neighbour, etc. (to accommodate different family contexts).
		❑ Annual Teaching Plan Guide

Drop All and Read (DAR)	❑ 30 minutes dedicated for reading by everyone in the school premise.	❑ The concept was presented at the TDCM. ❑ A decision still needs to be taken to institutionalise the DAR.
Time-tabling	❑ Optimal utilisation of the time allocated for reading.	❑ Still need to be finalised and institutionalised.
Reporting	❑ The report card should be in accordance to the different language skills	❑ The draft report card for Languages, Mathematics and the other Content Subjects has be developed and still need to be institutionalised.

6. The Teacher at the epicenter

World teachers day: Let us appreciate and regard our teachers in high esteem.

2021 Annual National Teachers Awards: Celebrating excellence in teaching.

SONA 2019 President Ramaphosa: Train the teacher, coach & support the teacher, provide the teacher with materials.

Sixth Administration (2019-2024): Structured Learning Programme Approach (Teacher training; Materials provisioning; Teacher coaching & support: PSRIP).

Action Plan 2019 Towards Schooling 2030 (Goal 16: Improve teacher subject knowledge, teacher teaching skills, teacher professionalism & teacher computer skills).

Our READING journey over the years took us through READING campaigns, statements, frameworks, strategies, guidelines, plans ALL heavily loaded with reading fundamentals and priorities and now even a revolution, a reading revolution as per the National Reading Coalition.

Our journey to the mountain top, to the promised land, goes through our teachers, of course WITH THE SUPPORT of ALL, without exception.

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

7. Concluding remarks

DBE approach to ECDOE Webinar topic:

Milestones approached in this presentation as in <u>achievables</u>; <u>building blocks</u>; <u>early grade reading skills</u>; <u>remedial reading strategies</u>; <u>core methodologies</u> that the teacher CAN and MUST assist the SA learner with in the long journey from:

❑   Learning to Read to Reading to Learn
❑   Beginner Reader to Proficient Reader

The learners that we refer to, are often deprived, marginalized, excluded and seriously disadvantaged. Many of whom we find in Ndabakazi, Enqeleni, Magusheni, Cala and on the banks of the Mbashe river in rural Eastern Cape.

It is life CHANGING, what a privilege to be part of the process.

Viva, the struggle continues…….
We shall overcome….
Victory is in sight…..
We thank you…..

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

8. Recommendation

It is recommended that the ECDOE Reading Webinar notes and discusses the presentation.

Thank you!

www.education.gov.za
facebook: DBE SA
twitter: @DBE_SA

callcentre@dbe.gov.za
callcentre: 0800 202 933

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation