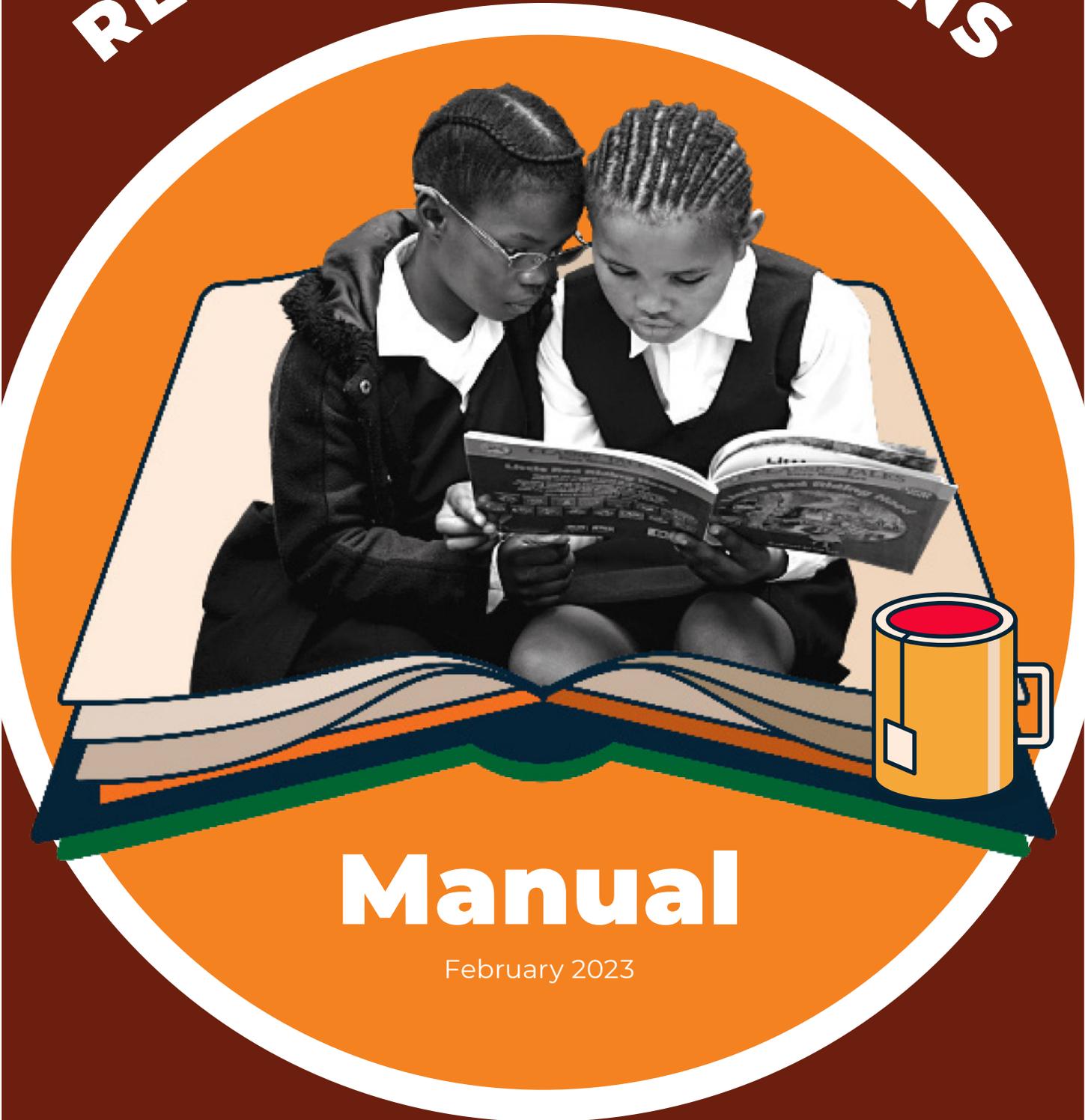




READING CHAMPIONS



Manual

February 2023



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**NATIONAL
EDUCATION
COLLABORATION
TRUST**

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. The key purpose of reading is about understanding the text. It is insufficient to be able to read aloud but not understand what one is reading. Supporting children to understand what they read is key and the reading champions need to keep this in mind for all reading activities. Each activity is meant to promote and encourage understanding.

Research shows that if children can read fluently in their home language that they are able to transfer these skills to their additional languages. Therefore it is very important that children have many opportunities to hear stories and read stories in the Mother tongue. The reading champions must prioritise Home Language reading, especially in the Foundation Phase.

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 and most of all develops their ability to make sense of what they read.



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



Roles & Responsibilities



Reading Champion:	District Official:
<p>Your purpose is to promote a reading culture in schools and communities.</p> <p>Reading Programme Activities Include:</p> <ol style="list-style-type: none"> 1. Activate and support teachers with exciting reading activities and routines in DAAR timeslots in schools (storytelling, creative reading strategies, singing, and games) 2. Start and run reading & writing for enjoyment clubs to drive learner participation and inspiration 3. Celebrate literacy calendar linked activities in schools (WRAD, World Book Day, Literacy Day etc.) as prescribed in the provincial literacy calendar of events. 4. Activate and transform reading spaces in schools (revival & support of school libraries, setting up reading and library corner or similar spaces) 5. Including creating a print rich environment (with children's work); and 6. Display books (to promote book selection).Administrative Programme Activities Include: 7. Register on the Reading Champion chatbot platform designed to track programme engagement 8. Regularly complete required monitoring and evaluation tools designed to track impact (baseline, weekly & endline tools) 9. Drive activation of Reading activities as per prescribed weekly plans on the Reading Champion chatbot platform. 10. Join the Reading Champion whatsAPP group platform, designed to support the milestone journey of the Reading Champion 11. Working with the school Teacher Mentor, to initiate and activate a whole school Reading Promotion plan (before school, during school and after school) 12. Participate in focus group discussion sessions, sharing of lived experience video clips and photo shoots at the discretion of programme coordinators. 	<p>Ensure the Reading Champion programme is integrated at district level.</p> <p>Your main responsibilities are to:</p> <ol style="list-style-type: none"> 1. Work with Provincial Support Partner 2. Facilitate the Reading Champion training 3. Digitally support Reading Champions on all programme delivery aspects via whatsapp group and chatbot interface. 4. Work with Provincial Support Partners and Provincial Leads 5. Use district level data and emerging insights to drive implementation and ensure maximum participation. 6. Understand and monitor the Teacher Mentor journey milestones (training & support) as directed on Teacher connect. 7. Sustain the Reading Activities that have been initiated by the Reading Champion Program
Teacher Mentor:	Principal:
<p>Your purpose is to support the reading champion(s) that are assigned to you.</p> <p>The role of the Teacher Mentor is as follows:</p> <ol style="list-style-type: none"> 1. Understand and communicate the big picture of the Reading Champion programme at school level 2. Ensure completion of the Reading Champion orientation training as prescribed by programme coordinators 3. Ensure completion of the Reading Champion milestone journey steps by the Reading Champion 4. Participate in Teacher Mentor WhatsApp groups as directed by programme coordinators 5. Continuous planning and review sessions with Reading Champions to ensure monitoring of progress. 6. Completion of programme observation monitoring tools as prescribed by programme coordinators. 7. Sustain the Reading Culture of the school 	<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"> 1. Raise awareness of the reading programme, and encourage the community to support and participate in the programme. 2. Orientate the reading champions to the school, including the space(s) and resources available. 3. Identify teacher mentors beforehand and introduce them to the reading champion(s). 4. Schedule a reading period for each class in Grades 1-7 and make sure the learners attend the reading period. 5. Ensure that all school staff understand their responsibilities in supporting the reading champions.

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 use¹:

- 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. How can I help children to understand the text?
- the learners' age and reading stage, and the reading method for the session².
- 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.

Essential to Practice Before Reading to the Class.

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. These questions are to promote understanding which is the ultimate goal of reading.



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!



If children start to view reading as enjoyable, fun and pleasurable they will want to read and this is the start of developing a culture of reading. By this we mean that reading becomes a selected, regular, daily habit. We can see if reading is a culture if children are reading before school, during break, after school; they are discussing books with each other, they browse the library for new books and they share exciting moments & characters from books with each other and their teachers. Reading is valued in the school and book reviews, reading contests, reading posters are visible in the school. The teachers model reading and adults in the schools are seen reading books and discussing what they have read. Unfortunately, children often view reading as difficult and they only read when the teacher tells them to. We need to change this and encourage children to find reading as something they do by choice and something they do for enjoyment.

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

² 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.

How is the class organised	Storytelling	Read Aloud	Shared Reading	Paired Reading	Independent Reading
	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

This is a great activity if you do not have access to books in the school. You need to read a story and remember it and then retell it to the children in an exciting way

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?

All these questions are to support the children to understand what you read.



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



Preparation



1. Select a small book to read to the learners. Reminder: Books 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



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?

Note: It is important that when children predict, you must remind them to use the text and pictures as a clue as to what might happen. They must not just make any predictions-it must be based on what has been read and then use that and their life experience to make a prediction. It is also useful to ask them what their predictions are based on and why they have predicted what they have.

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



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.

5min

Before Reading

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.

5min

During First Reading

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.

10min

After First Reading

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?

7min

During Second Reading

Note: The second and third reading take place on different days. that is the three readings take place over a week.

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.

Additional Activity Ideas: High School Support



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!



Additional Activity Ideas: To Support Struggling Learners



Foundation Phase: Learners struggling with basic reading skills

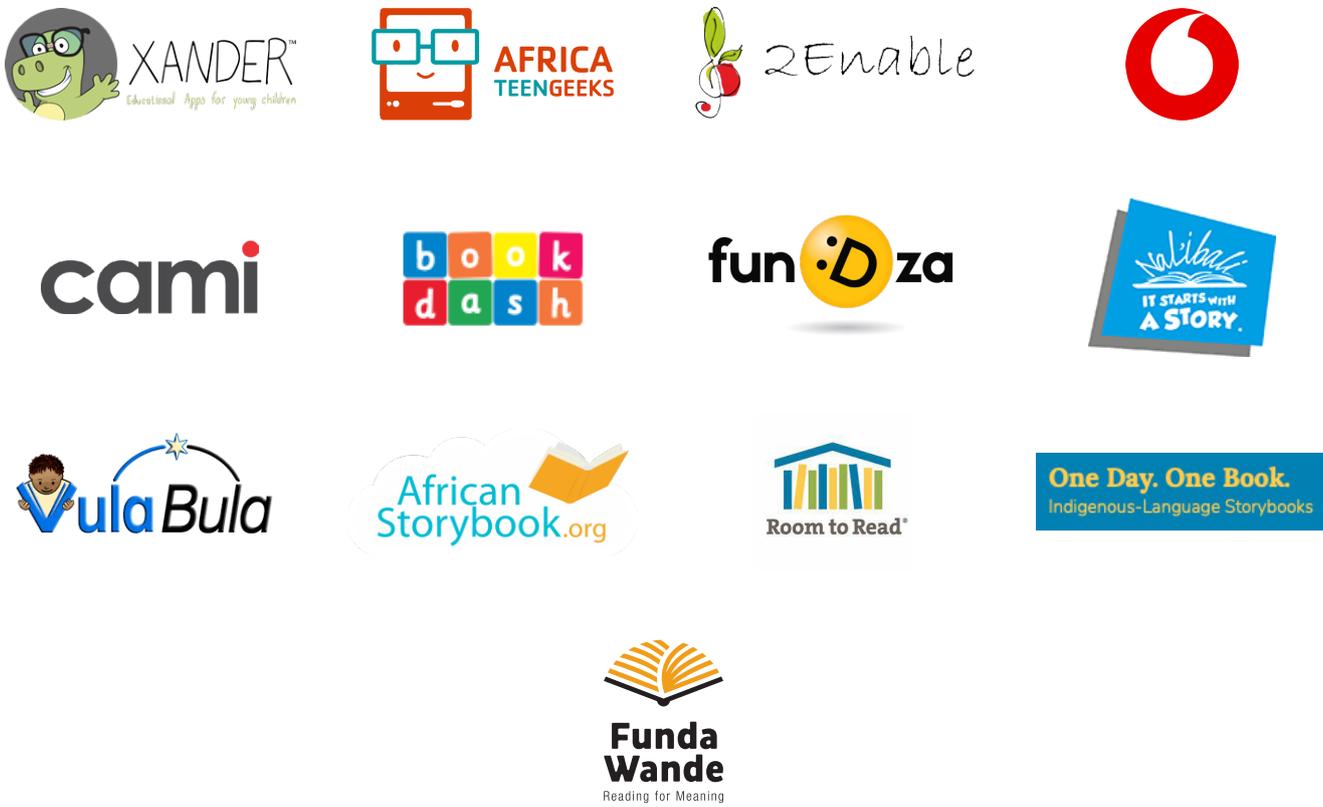
Introduce the following strategies when working with learners who struggle to read. With practice, learners will begin to use these strategies on their own when they read independently.

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 ... ?

<p>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</p>
<p>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/</p>
<p>Nal'ibali has many storybooks and audiobooks on its website. https://www.nalibali.org/</p>
<p>Vula Bula offers graded readers in 8 African languages https://vulabula.molteno.co.za/</p>
<p>Room2Read offers story books in 9 South African languages http://onedayonebook.org/</p>
<p>Sites Not Yet Zero-Rated</p>
<p>Room to Read's Literacy Cloud provides original, high-quality children's storybooks in local languages. https://literacycloud.org/</p>
<p>African Storybook provides open access to hundreds of picture storybooks in the languages of Africa. https://www.africanstorybook.org/</p>
<p>Book Dash publications are available for free on their website. https://bookdash.org/</p>
<p>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/</p>



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
Content		
1. Relevant and appealing topic		
2. Engaging character(s)		
3. Interesting plot		
Illustrations		
4. Diversity sensitive		
5. Engaging character(s)		
6. Varied perspectives		
7. Good use of colour		
Design		
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 ¹			
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
L1 Red/ Bicycle	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
L2 Green/ Scooter	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
L3 Yellow/ Car	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
L4 Orange/ Train	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.
L5+ Blue/ Aeroplane	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.

¹ 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 returned¹.

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 area².

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

¹ 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.

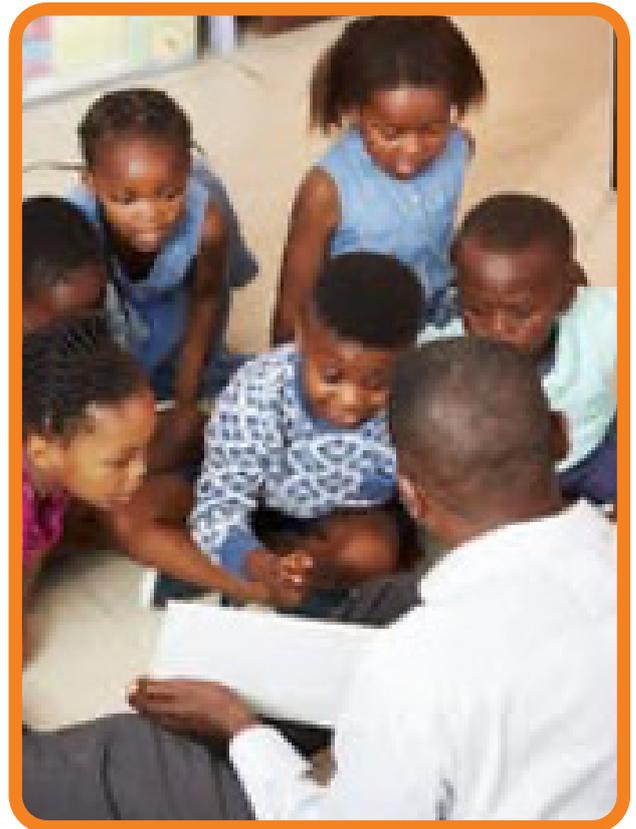
Grade 4 to 7 learners: Fill out the book return information on your Learner Card.

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 pictures¹. (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.



¹ 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.

Activating Reading Clubs



WATCH VIDEO

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.

Reading club is a place where children go by choice to enjoy books and stories. Nobody is forced to go. It's a relaxed environment that is more like home than school. It's a place where people who love stories and books meet regularly to read, tell stories and talk about what they are reading with children of all ages. All these things can happen in any language – in fact, lots of clubs tell and read stories in two or more languages! A reading club can be a place to learn to read if you can't read at all or to improve your reading if you don't read very well. Some clubs are big, with up to 50 children and five or six adult volunteers. All clubs meet regularly – at least once a week.

Before: Setting up a reading club

TIPS

Regularly use the home languages of the children as well as other languages they might be learning. Find out which libraries have good selections of books in all the languages of the children in your reading club. Choose stories, games, songs and other activities that you enjoy. If you enjoy something, it will show in the way you present it! Allow children to choose a book for you to read to them, and for them to read quietly to themselves or with friends. Give children chances to read aloud if they would like to.

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.



- » *DO NOT force children to read a book they don't want to. Rather help them to choose another.*
- » *DO NOT force children to answer questions after the story or write about it, if they don't want to. Rather let them choose a story activity they would enjoy more or choose another book to read.*
- » *DO NOT make children read aloud in front of others if they don't feel confident doing so. Rather suggest that they read to you or on their own.*
- » *DO NOT read the same books over and over if you and the children are tired of them. Swap books with friends, ask for advice from libraries about other stories to read for different age groups, and find out where you can get book donations.*
- » *DO NOT say or do anything that might make children feel ashamed or inadequate. Rather praise children for what they have achieved, and encourage them to try the next step*

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.



Please see [Appendix J](#) for the guide on how to manage book clubs that exceed 15 learners. You will also find tips on how to engage and bond with children.

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.

All activities done in the reading club should stem from reading. For example if you are doing a song, try to develop a song from a story that has been read. Also do dramas, debates, discussions, drawing and writing from the story or text. We want children to realise that reading is fun, pleasurable and useful. By linking activities to the stories, children get to really engage and understand the stories.



Community Activation

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

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
Week 1: 27 to 29 January			
Preparation	Foundation Phase (FP)	InterSen Phase (ISP)	
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>General Note 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 & magazines 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.

Are 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
Week 1: 30 to 3 June			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
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. You will need to ask the teacher to send out a letter to parents informing them about the Reading Club and details about dates and times and venue.</p> <p>Create a name for each reading club and reinforce with each visit.</p> <p>Mon and Wed – Foundation Phase Tues and Thurs – InterSen Phase Fri – admin and writing up reports, reflection time.</p> <p>Keep a reading log/record of books you have used throughout your stay at the school. You can also make comments about how the children responded to these books.</p>
General Note	<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>		
Week 2: 6 to 10 June			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
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: 1. Ask questions. 2. Have them draw a picture of a favourite character or part of a story.</p>	<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: 1. Ask questions. 2. Have them write some sentences of a favourite character or part of a story. Grade 4s could draw and label their character.</p>	<p>Mon and Wed – Foundation Phase</p> <p>Storytelling [go to the Reading Champion Chatbot to find suitable stories.</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. Consolidate the parents' responses to the reading club and hold your first reading club meeting with the children from whom you have obtained permission slips.</p>

Appendix C: Weekly Generic Plans - Foundation Phase And Intersen Phase			
Before School	During School		After School
General Note	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.		
Week 3: 13 to 17 June			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
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 them act out the story.	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. AFTER READING ACTIVITY: 1. Ask questions. 2. Have a discussion about the story.	Mon and Wed – Foundation Phase Reading short story [go to NECT resource site to find suitable stories – also 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.
General Note	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.		
Week 4: 4 to 24 June			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
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. Draw what they think happened after the story. Grade 3s can write two sentences about this.	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 them write a letter to their favourite character.	Mon and Wed – Foundation Phase Tues and Thurs – InterSen Phase Admin and reporting and reflection on Friday. Hold your second reading club. Ensure that you have gathered/obtained books from the library or teachers or from the community library to read to the children. Work with the school library to encourage children to check out books and to bring them to the reading club to do independent reading. Ask them to tell you and their peers about what they are reading.
General Note	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
Week 5: 27 to 1 June			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
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.	Storytelling [go to the Reading Champion Chatbot to find stories, see guidelines for storytelling; see resources for video links for demo storytelling]. Have your 3rd reading club meeting where you include songs and games to play with the children. Ask them to do a role play on the book you read to them, or tell them. They can read a section from their own book to each other to practice reading aloud. They can choose their reading club name and make up a jingle about their reading club, eg, We are the Diligent readers, we are here to read and have fun. Read and grow, read and grow. Admin and reporting and reflection on Friday.
General Note	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.		
Week 6: 4 to 8 June			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
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 the Reading Champion Chatbot to find stories; see guidelines for reading] Tues and Thurs – InterSen Phase Reading short story [go to the Reading Champion Chatbot to find suitable stories – also see guidelines for reading] Have your 4th reading club session. Try out some listening activities using songs, read some poems and get the children to write their own poetry using a writing guide that you create. Play some high activity games, such as Simple Simon says do this, do this, do that... Admin and reporting and reflection on Friday.
General Note	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
Week 7: 11 to 15 July			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
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 Tues and Thurs – InterSen Phase Admin and reporting and reflection on Friday. Reading club meeting #5. Tell the children a story and ask for volunteers to tell the group their own story. Get them to draw the main characters and give them time for independent reading. They must share their drawings. Ask them to think about what their next book will be about.
General Note	Remember to find non-fiction books for the activity for next week. Display their work.		
Week 8: 18 to 22 July			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
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 Tues and Thurs – InterSen Phase Reading club session #5. Select a nonfiction book to read to the children, Play some words games (such as I spy and find objects with the letter....). Provide a writing frame for children to write their own non-fiction using your story as a guide. Admin and reporting and reflection on Friday. Remember to keep records of the stories, books, poems and magazines you read each week.
General Note	Remember to display the posters.		

Appendix C: Weekly Generic Plans - Foundation Phase And Intersen Phase			
Before School	During School		After School
Week 9: 25 to 29 July			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Poetry recitals. Have different learners read their poems which you have been doing in the Reading clubs	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 draw a different ending for the story. Display their work.	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 write an alternative ending. Display their work.	Mon and Wed – Foundation Phase Pick characters from previous week’s story and ask learners to pretend to be those characters. Tues and Thurs – InterSen Phase Recap short story from previous week and get learners to role play a scene from the story. Reading club #6. Focus on poetry. Ask children to read poems and to write their own poems which they read to their peers. Admin and reporting and reflection on Friday.
Week 9: 1 to 5 August			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	Mon and Wed - Foundation Phase
Find a short video (on YouTube) to show the children. It can be nonfiction and teach them how to do something or informative. Check with your teacher that they support your video choice. Set a few questions to check that they have understood the key points from the video. This is to introduce the children to a new genre. Ask the children to tell you what the purpose of the video was, what did they learn, what do they still want to learn about the topic.	Do a PAIRED reading session. Show children how to read in pairs by sharing a book (or each having their own copy during Covid). They should each get a chance to “whisper read” to their partner. They can then retell their partner what they heard.	Do a PAIRED reading session. Show children how to read in pairs by sharing a book (or each having their own copy during Covid). They should each get a chance to “whisper read” to their partner. They can then retell their partner what they heard.	Pick characters from previous week’s story and ask learners to pretend to be those characters. Tues and Thurs – InterSen Phase Recap short story from previous week and get learners to role play a scene from the story. [go to the Reading Champion Chatbot to find suitable roleplay activities] Reading club #7: Read a great story to the learners. Sort the learners into pairs and ask them to read to each other. Make a list of new words that they have learnt in the past few weeks. Write them down and ask the learners to assist with explaining the meaning of these words.
Week 9: 8 to 12 August: Women’s Day			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Find poetry, extracts, interview with strong women who have impacted positively on people’s lives. Read and dramatize relevant points.	Woman’s Day: After reading a text on Great Women (in history or current), ask the children to write a song/ drama based on this story.	Children can research stories, history, articles, newspapers about famous women and then read extracts from them to the class. They can write a poem to a woman they admire.	Reading club #8 Do a debate on women leaders versus male leaders. Provide children with texts on famous female and male leaders and model how you would use these examples to illustrate your arguments in a debate. Children can write a short paragraph describing a women if their lives whom they admire and explain why they do.

Appendix C: Weekly Generic Plans - Foundation Phase And Intersen Phase			
Before School	During School		After School
Week 9: 15-19 Aug			
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
<p>Story retelling. Ask the children to prepare to retell their partner a story they have read. The Reading Champion should first model the retelling (provide a brief summary of the main plot and characters of their story) and then children must do the same with their partners.</p>	<p>Being able to retell a story in your own words is an important comprehension activity. The reading champion should model a retelling of a story they have read. It must be brief and only key points summarised. Then the children must get into pairs and do a retell to their partners. They only get 5 minutes to retell the whole story.</p>	<p>Reading champion to read an extract from a newspaper out aloud and then retell the class what they have read in their own words. Children then get a different extract to read on their own and then they must retell what they have read to their partner. The Reading Champion should walk around and listen to the retells. Then when everyone has finished, discuss how they did and hear from them how they found the activity. Ask them, how did they select what to tell, what did they leave in and what did they take out and why.</p>	<p>Reading club #9; Focus on newspapers. Bring a number of news papers to the club. Do a quick reading exercise with children to read out the headings of articles. Ask them to skim through the newspaper and choose an article to read. They must read it to a partner. Then as a group discuss how different it is to read a newspaper as opposed to a story (newspaper has headings, subheading, facts & some opinions, photos, cartoons.....) Also play some word games an sings some songs.</p>
Week 10: 22 to 26 August			
<p>Graduation Week: Remember to share your reading log which captures all the books/texts you have used in and out of school and which ones worked best and why.</p>			

Appendix D: Weekly Generic Plans – High School		
Before School	During School	After School
Week 1: 30 to 3 June		
Preparation	High School	
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 or remind them about your role. 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 (fundza.mobi). 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>	<p>Set up a reading or writing club. Start with a warm-up game (look on fundza.mobi for 'warm-up games for groups for ideas).</p> <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 of the funzine for ideas on how to run it (e.g. do the first session in the funzine Pedal Forward on 'Names').</p>
Week 2: 6 to 10 June		
Preparation	High School	
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 fundza 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>	<p>Continue with your reading and/or writing club, using the FunDza resources suggested in the manual. You could download the story 'I can be someone'.</p> <p>For help with ideas for this, search for the article on fundza.mobi: Getting reading groups talking.</p> <p>Admin and reporting and reflection on Friday.</p>
Week 3: 13 to 17 June		
Preparation	High School	
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, finding resource and stories on fundza.mobi, 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 catalogue to see who finished it. Praise those who did.</p> <p>Read a blog from fundza.mobi (e.g. Bullying must fall). You can also make a copy to put on the classroom wall.</p>	<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 Pedal Forward funzine (see resources on Fundza.co.za). Look at the session plans at the back for ideas on how to run it. (e.g. 'Something special')</p>
Week 4: 4 to 24 June		
Preparation	High School	
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, finding resource and stories on fundza.mobi, 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).</p> <p>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>	<p>Continue with your reading and/or writing club, using the FunDza resources suggested in the manual. (e.g. read another catalogue. 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.)</p>

Appendix D: Weekly Generic Plans – High School		
Before School	During School	After School
Week 5: 27 to 1 June		
Preparation	High School	
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, finding resource and stories on fundza.mobi, working with a group of learners who may have arrived early, etc	At the end of classes. 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.	Continue with your reading and/ or writing club, using the FunDza resources suggested in the manual. You could download the story 'Dreamgirl' and then get learners to discuss the story
Week 6: 4 to 8 June		
Preparation	High School	
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, finding resource and stories on fundza.mobi, working with a group of learners who may have arrived early, etc.	At the end of classes: Ask three or four questions to see who finished the story from last week. Praise any who did. Read a blog from the mobi site (e.g. Bullying must fall)	Continue with your reading and/ or writing club, using the FunDza resources suggested in the manual. You could download the story 'Love and science don't mix'. Get learners to write about the story. For help with ideas for this, search for the article on fundza.mobi: Getting reading groups writing. Admin and reporting and reflection on Friday.
Week 7: 11 to 15 July		
Preparation	High School	
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, finding resource and stories on fundza.mobi, working with a group of learners who may have arrived early, etc.	At the end of classes: Read one or two powerful poems (e.g. search for 'About some people' on fundza.mobi and find some there. Use the activity below to get learners to write a few lines of their own.) Put a poster of the poems up on a wall.	Continue with your reading and/ or writing club, using the FunDza resources suggested in the manual. You could download the story 'The hole in the sack' and get groups of learners to act out different scenes. Admin and reporting and reflection on Friday.
Week 8: 18 to 22 July		
Preparation	High School	
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, finding resource and stories on fundza.mobi, working with a group of learners who may have arrived early, etc.	At the end of classes: 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.	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 Pedal Forward 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 on My hood and get learners writing about their neighbourhood) Admin and reporting and reflection on Friday.
Week 9: 25 to 29 July		
Preparation	High School	
Say goodbye at assembly, giving a leaving message about the power of reading.	Encourage the learners to keep reading. Tell them about the course on fundza.mobi called 'Better than a pill' which explains the benefits of reading.	Finish off by doing a writing activity as found in the 'Wordplay' book on fundza.mobi (e.g. the Loading it on poetry activity)
Week 10: 22 to 26 August		
Graduation Week . Remember to share your reading log which captures all the books/texts you have used in and out of school and which ones worked best and why.		



Monitoring & Evaluation

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2023

Appendix E

Baseline Instrument for Reading Champion to Support Reading in Schools

The Baseline tool is to be completed by the Reading Champion one week after completing the training. The purpose of this tool is to measure where the school is when the Reading Champion starts with Phase 3 and how change will take place over the coming weeks when Reading Champions receive more support from the Teacher Mentor and their training partners.

Section A: School Information							
Province				District			
School Name				EMIS			
School	Primary	Secondary	Combined	Phase	FP Gr 1-3	IP Gr 4-6	SP Gr 7-9
Date of Completion							
Name of Reading Champion	First Name		Surname	ID Number			
				Contact no of Reading Champion			

Section B: Training		
B1. Did you receive training to be a Reading Champion?	YES	NO
B2. Was the training easy to follow?	YES	NO
B3. Have you completed the Comprehension Across the Curriculum	YES	NO
B4. Was this easy to follow?	YES	NO
B5. Are you clear on the purpose of a Reading Champion?	YES	NO
B6. Are you able to navigate the Chatbot	YES	NO
B7. Do you belong to a Reading Champion District WhatsApp group?	YES	NO

Section C: Planning		
C1. Have you developed a reading plan with your Teacher Mentor or by yourself?	YES	NO
C2. Are you using the Reading Champion weekly planner?	YES	NO
C2.1 If no, explain why not?		

C3. Did your sign up a group of learners to participate in the Reading Champions Spelling Bee?	YES	NO
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C4. What did you do during the DAAR/DEAR period this week? (Anything to do with reading falls into the first 5)								
Making sure learners are reading	Helping learners who are struggling to read	Do one of the 5 reading activities e.g., storytelling, reading aloud etc.		Organising admin work	I have not been informed about the DAAR/DEAR period	No DAAR/DEAR period at school	Other	Nothing
C5. If Other, which of the following did you do?								
Spelling Bee	Debating	Drama -acting	Supervise homework	Teach	Marking	Singing/ Dancing	Athletics	
C6. If there is no DAAR/DEAR period, have you discussed this with your Teacher Mentor							YES	NO
C7. Have you taught book care rules to the learners							YES	NO
C8. Have you kept a log of all the story books/non-fiction books you have used this week?							YES	NO
C9. Have you looked up or used any of the online resources?							YES	NO

Section D: Reading Resources at School		
D1. Does the school have a library/reading room	YES	NO
D2. Does the school have reading corners/reading boxes?	YES	NO
D3. Does the school have Reading Trolleys?	YES	NO

Section E: Use of Reading Resources at School		
Answer the questions only if the school has the resource. (E.g., if you have ticked Library & reading corner reading box that is the only questions you can respond to)		
Library Room/Reading Room		
E1. Is there a timetable to use the library?	YES	NO
E2. If no, have you assisted in implementing a timetable to use the library	YES	NO
E3. Does the library have sufficient books?	YES	NO
E3.1 If no, what have you done to try and get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)		
E4. Have you displayed any of the learners works on the wall?	YES	NO
E5. Have you changed the book displays in the library?	YES	NO
E6. Have you organised anything in the library for the prescribed reading campaigns?	YES	NO
E7. If yes, was it attended by the SGB or parents? (If you did not organise a reading campaign in the past week tick N/A)	YES	NO
E8. Do you receive support in motivating learners to use the library?	YES	NO

Reading Corner/Reading Boxes

Reading Corner/Reading Boxes (this can be in the corner of the room as a Reading corner)		
E9. Does every classroom have a Reading corner or Reading Box?	YES	NO
E10. Does the Reading corner or Reading Box have sufficient books?	YES	NO
E11. If no, what have you done to try and get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)		
E12. Have you changed the displays on the walls in the classrooms?	YES	NO
E13. Have you displayed any of the learners works on the wall ?	YES	NO
E14. Have you organised anything in the school for the prescribed reading campaigns?	YES	NO
E15. If yes, was it attended by the SGB or parents? (If you did not organise a reading campaign in the past week tick N/A)	YES	NO
E16. Do you receive support in motivating learners to use the Reading corner/reading box?	YES	NO

Reading Trolley

E17. Is there a timetable for use of the trolley?	YES	NO
E18. Do the Trolleys have sufficient books?	YES	NO
E18.1. If no, what have you done to try and get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)	YES	NO
E19. Have you changed the displays on the walls in the classrooms?	YES	NO
E20. Have you displayed any of the learners works on the wall?	YES	NO
E21. Have you organised anything in the school for the prescribed reading campaigns?	YES	NO
E22. If yes, was it attended by the SGB or parents?	YES	NO
E22.1. If yes, was it attended by the SGB or parents? (If you did not organise a reading campaign in the past week tick N/A)	YES	NO
E23. Do you receive support in motivating learners to use the Reading Trolleys?	YES	NO

Section F: Reading Resources at School						
F1	Does the school have a library/reading room	YES	NO	I do not know what that is		
F2 Rate yourself on implementing the following reading strategies						
I understand how to use Story Telling	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training	
I understand how to use Reading Aloud	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training	
I understand how to apply Shared Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training	
I understand how to apply Paired Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training	
I understand how to implement Independent Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training	
F3. Do you think these activities are encouraging learners to read more?				YES	NO	NOT SURE
F4. Have you made learners aware of the difference between fiction and nonfiction books				YES	NO	
F5. Have you organised a book checkout system?				YES	NO	
F6. Do all learners have a reading record card which has the names of the books they have read?				YES	NO	
F7. Do you keep a book with the names of the learners and the books they have read?				YES	NO	
F8. Do you do any form of monitoring if they have read the book?				YES	NO	
F9. Are learners allowed to take books home to read?				YES	NO	
F10. 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	
Section G: Reading & Writing Clubs						
G1. Have you set up a reading club yet?				YES	NO	
G2. How many children are in your reading club?				Number	No reading club yet	
G3. How often does the club meet?		Daily	Weekly	Monthly	Other	No reading club yet
G4. Have you recruited volunteers for the reading club to assist you?				YES	NO	No reading club yet
G4.1 If yes, who have you recruited						
Other Reading Champions	Teacher Mentor	Education Assistants	Parents	Other	No reading club yet	
If other, specify						

G5. Where does your reading club meet?					
No venue yet	Classroom	Library	Hall	Outside	Other

Section H: Teacher Mentor

H1. Have you been allocated a teacher mentor?			YES	NO			
H2. Does the teacher mentor support you?			Number	No reading club yet			
H3. If yes, explain how the teacher mentor is assisting you (TICK N/A IF YOU DO NOT HAVE A TEACHER MENTOR)							
Gives me books to read to learners	Setting up reading times with learners	Explains what I should do if I do not understand	Shows me how to assist learners with reading difficulties	Provides the resources I need	Helps with disciplining learners	Helps me with completing the Bot	Other
G3.1. If other, specify							

Section I: Reading Champion

I1. Why did you apply to be a Reading Champion?
I2. What are you hoping to achieve by the end of your period as a Reading Champion?

Appendix F

Monitoring Instrument for Teacher Mentor to Support Reading Champions

This tool is to be completed by the Teacher Mentor of the Reading Champion/s. The purpose of the tool is to give feedback on how the Reading Champion is progressing in their role and for the Teacher Mentor to be able to assist and give guidance so that the RC can function to the best of their ability. The Teacher Mentor will complete a tool once a month on every Reading Champion at the school. This will assist in the tracking of their progress.

Section B: Support Of Reading Champion		
B1. Have you been orientated about the Reading Champions programme?	YES	NO
B2. How many Reading Champions are at the school?	N	
B3. How many Reading Champions are you mentoring?	N	
B3. Is your Reading Champion filling in the weekly Bot?	YES	NO

Section C: Resources		
C1. What resources do you have at school to assist the RC		
C2. Are you assisting the RC in finding support resources to make their task easier?	YES	NO

Section D: Reading Champions Support Of The School (Teacher & Learners)		
Has the Reading Champion done the following?		
D1. Set up reading corners in the classrooms	YES	NO
D2. Made classrooms or the library a print rich environment	YES	NO
D3. Engaged learners with reading activities in the classroom	YES	NO
C4. Engaged learners with reading activities out of school	YES	NO
D5. Encouraged learners to read daily in and out of school	YES	NO
D6. Supported teachers with exciting reading activities	YES	NO
D7. Supported prescribed Reading Campaigns e.g., Youth Day, Mandela Day, Woman's Day	YES	NO
D8. Does the Reading Champion 'track the signing of the reading log cards by the parents?	YES	NO
Has the Reading Champion managed to		
D9. Initiate reading clubs	YES	NO
D10. Support school and community reading initiatives and events.	YES	NO
D10.1. If yes, give examples (where possible send a picture of this to your supporting partners)		

Section E. Value of the Reading Champions		
E1 Has the Reading Champion been of any value to you	YES	NO
E1.1 Please explain your response		
E2 Has the Reading Champion helped to increase reading amongst learners.	YES	NO
E2.1 Please explain your response		
E3 Are you experiencing any challenges with this Reading Champion?	YES	NO
E3.1 If yes, what is the challenge? (If no, to the above question then write N/A)		
E3.2 How have you addressed these challenges?		

Appendix G

Weekly Monitoring Instrument for Reading Champion

This instrument is to be completed by the Reading Champion on a weekly basis. The purpose of this instrument is to observe the changes that takes place in a school over a period of time where a Reading Champion is active. The Reading Champion should complete it at the end of every week. The information gathered shows the insights gathered from the Reading Champions and their journey in this process.

Section A: School Information							
Province				District			
School Name				EMIS			
School	Primary	Secondary	Combined	Phase	FP Gr 1-3	IP Gr 4-6	SP Gr 7-9
Date of Completion							
Name of Reading Champion	First Name		Surname		ID Number		
					Contact no of Reading Champion		

Section B: Planning		
B1. Did you plan for the week using the weekly planner?	YES	NO
If not, explain why not?		

B2. What did you do during the DAAR/DEAR period this week? (Anything to do with reading falls into the first 5)								
Ensure all learners are reading	Assist struggling readers	Do one of the reading strategies	Motivate learners to Read	To instill a love of reading	I have not been informed about the DAAR/DEAR period	No DAAR/DEAR period at school	Other	Nothing

B2.1 If Other, which of the following did you do?							
Spelling Bee	Debating	Drama -acting	Supervise homework	Teach	Marking	Debates	Sport

B3. If there is no DAAR/DEAR period, what solution are you trying to find? (If there is a DAAR/DEAR period please tick N/A)		
B4. Have you taught book care rules to the learners	YES	NO
B5. Have you kept a log of all the story books/non-fiction books you have used this week?	YES	NO
B6. Have you downloaded any material to use from the suggested resources?	YES	NO

C. Use of Reading Resources at School

Library/Reading room

--

C1. Have you displayed any of the learners works on the wall this week?	YES	NO	
C2. How many learners' works did you display this week?	n		
C3. Have you changed the book displays in the library this week?	YES	NO	
C4. Have you organised anything in the library for the prescribed reading campaigns this week?	YES	NO	
C5. If yes, was it attended by the SGB or parents? (If you did not organise a reading campaign in the past week tick N/A)	YES	NO	N/A
C6. How many people attended. (If you did not do anything – tick N/A)	n		N/A

Reading Corner/Reading Boxes

C7. Have you displayed any of the learners works on the wall of the classroom this week?	YES	NO	
C8. How many learners' works did you display this week?	n		
C9. Have you changed the displays on the walls in the classrooms this week?	YES	NO	
C10. Have you organised anything at school for the prescribed reading campaigns this week?	YES	NO	
C11. If yes, was it attended by the SGB or parents? (If you did not organise a reading campaign in the past week tick N/A)	YES	NO	N/A
C12. How many people attended. (If you did not do anything – tick N/A)	n		N/A

Reading Trolley

C13. Have you displayed any of the learners works on the wall of the classroom this week?	YES	NO	
C14. How many learners' works did you display this week?	n		
C15. Have you changed the displays on the walls in the classrooms this week?	YES	NO	
C16. Have you organised anything at school for the prescribed reading campaigns this week?	YES	NO	
C17. If yes, was it attended by the SGB or parents? (If you did not organise a reading campaign in the past week tick N/A)	YES	NO	N/A
C18. How many people attended. (If you did not do anything – tick N/A)	n		N/A

Section D: Tracking of Reading Activities

D1. Do you have a reading activity register	YES	NO	I do not know what that is
D2. Which week are you on for your weekly planner?	n =		

D3. Indicate which of the following activities you did this week? You may select more than one.					
Story Telling	Reading Aloud	Shared Reading	Paired Reading	Independent Reading	Other
If other, please specify					

D4. If you did Storytelling, which of these activities did you cover with your learners? (If you did not do this activity, select N/A)					
Story Telling	Told the story with expression	Asked questions – Who? What? Where? When?	Helped Learners retell the story	Asked Why questions	N/A

D5. If you did Reading Aloud, which of these activities did you cover with your learners (If you did not do this activity, select N/A)								
Reading Aloud	Introduced the book	Asked prediction questions about the cover & pictures	Teach new vocabulary words	Read and asked prediction questions	Helped Learners retell the story	Asked Why ?	Any other activity	N/A

D6. If you did Shared Reading, which of these activities did you cover with your learners. (If you did not do this activity, select N/A)						
Shared Reading	Introduced the book	Read Clearly & asked prediction questions	After first reading – Help learners retell story? Ask Why?	Second read- Ask learners to read along. Ask learners to re-read interesting sentences	N/A	
D7. If you did Paired Reading, which of these activities did you cover with your learners. (If you did not do this activity, select N/A)						
Paired Reading	Learners sit in pairs.	Learners read and listen to them read	As you move around help them with their reading	Ask learners to share what they read	N/A	
D8. If learners did Independent Reading, which of these activities were you involved in. (If you did not do this activity, select N/A)						
Independent Reading	Learners select their book	While they read walk around and help	Listen to learners read	Ask learners to share what they read	N/A	
D9. Have you tried the reading strategies mentioned in the Reading Champion manual to assist learners who are struggling to read?					YES	NO
D10. Do all learners have a reading record card which has the names of the books they have read?					YES	NO
D11. If there are no reading record cards for learners', do you keep a book with the names of learners and the books they have read?					YES	NO
D12. Do you do any form of monitoring if they have read the book					YES	NO
D13. Are learners allowed to take books home to read?					YES	NO
D14. How many books have been checked out from the library, reading corner, reading box, reading trolley for the Phase you are reporting on? (Please only the number of books taken out by learners in that phase for E.G. FP – Gr 1-3, IP – Gr 4 – 6, SP – Gr 7) DO NOT MAKE UP THE NUMBERS				Fiction	Non-Fiction	
D15. 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

Section E: Reading & Writing Clubs						
E.1 Have you set up a reading club yet?					YES	NO
E.2 Have you named your reading club					YES	NO N/A
E.3 How many children are in your reading club?				number	N/A	
E.4 How often does the club meet?		F4.1 Daily	F4.2 Weekly	F4.3 Monthly	F4.4 Other	F4.5 N/A
E.5 Have you recruited volunteers for the reading club to assist you?					YES	NO N/A
E5.1 If yes, who have you recruited						
Other Reading Champions	Teacher Mentor	Education Assistants	Parents	Other		
If other, specify						
E6. Have you a written plan for what you intend to do when the reading club meets. (If you do not have a Reading Club, select N/A)					NO	Have not got a Reading Club yet?
E7. Which of the following activities do you do in your reading club?						
I do Reading Aloud					YES	NO N/A

Children read aloud from books	YES	NO	N/A
I tell stories	YES	NO	N/A
Children do a storytelling or drama activity	YES	NO	N/A
I do shared reading	YES	NO	N/A
The Children do Silent or Independent reading	YES	NO	N/A
Children read together	YES	NO	N/A
I talk to Children about books	YES	NO	N/A
Children tell me about a book they read	YES	NO	N/A
Children paint, draw or make objects related to a story the I have read	YES	NO	N/A
Children do a writing activity	YES	NO	N/A
Children take club books or library books home	YES	NO	N/A
Children do a storytelling or drama activity	YES	NO	N/A
Adults from the community read to the Children	YES	NO	N/A
Adults from the community tell stories to children	YES	NO	N/A

Section F: Teacher Mentor

F1. Have you been allocated a teacher mentor		YES	NO				
F2. Does the teacher mentor support you		YES	NO	N/A			
F3. If yes, explain how the teacher mentor is assisting you (Select N/A if you do not have a teacher mentor)							
Gives me books to read to learners	Setting up reading times with learners	Explains what I should do if I do not understand	Shows me how to assist learners with reading difficulties	Provides the resources I need	Helps with disciplining learners	Helps me with completing the Bot	Other

Section G: Reading Champion Reflection

G.1 Please share ONE thing you achieved this past week that you are proud of
G2. Please share ONE challenge you faced this past week.

Appendix H

Endline Instrument for Reading Champion

The Endline tool is to be completed by the Reading Champion at the end of their contract at a school. The purpose of this is to measure where the school is at when the Reading Champion finished in Phase 4. It will be compared with the baseline and how change occurred during the period that the Reading Champion was at the school. You need to select a phase for reporting and focus only on that phase for reporting.

Section A: School Information							
Province				District			
School Name				EMIS			
School	Primary	Secondary	Combined	Phase	FP Gr 1 - 3	IP Gr 4 - 6	SP Gr 7 - 9
Date of Completion							
Name of Reading Champion	First Name		Surname	ID Number			
				Contact no of Reading Champion			

Section B: Training		
B1 Did you complete the Reading Champion online training?	YES	NO
B2 Was the training easy to follow?	YES	NO
B3 Have you completed the Comprehension Across the Curriculum	YES	NO
B4 Was this easy to follow?	YES	NO
B5 Are you clear on the purpose of a Reading Champion?	YES	NO
B6 Are you able to navigate the Chatbot	YES	NO
B7. Do you belong to a Reading Champion District WhatsApp group?	YES	NO

Section C: Planning								
C1. Have you developed a reading plan with your Teacher Mentor or by yourself?							YES	NO
C2. Are you using the Reading Champion weekly planner?							YES	NO
C2.1 If no, explain why not?								
C3. Did your sign up a group of learners to participate in the Reading Champions Spelling Bee?							YES	NO
C4. What did you do during the DAAR/DEAR period this week? (Anything to do with reading falls into the first 5)								
Making sure learners are reading	Helping learners who are struggling to read	Do one of the 5 reading activities e.g. story telling, reading aloud etc.	Encouraging learners to Read	Organising admin work	I have not been informed about the DAAR/DEAR period	No DAAR/ DEAR period at school	Other	Nothing
C5. If Other, which of the following did you do?								
Spelling Bee	Debating	Drama -acting	Supervise homework	Teach	Marking	Singing/ Dancing	Athletics	

C6. If there is no DAAR/DEAR period, have you discussed this with your Teacher Mentor	YES	NO
C7. Have you taught book care rules to the learners	YES	NO
C8. Have you kept a log of all the story books/non-fiction books you have used this week?	YES	NO
C9. Have you looked up or used any of the online resources?	YES	NO

D. Reading Resources at School

D1. Does the school have a library/reading room	YES	NO
D2. Does the school have reading corners/reading boxes?	YES	NO
D3. Does the school have Reading Trolleys?	YES	NO

E. Use of Reading Resources at School

Library/Reading Room

Answer the questions only if the school has the resource. (E.g., if you have ticked Library & reading corner reading box that is the only questions you can respond to)			
Library Room/Reading Room			
E1. Is there a timetable to use the library?	YES	NO	
E2. If no, have you assisted in implementing a timetable to use the library	YES	NO	
E3. Does the library have sufficient books?	YES	NO	
E3.1 If no, what have you done to try and get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)			
E4. Have you displayed any of the learners works on the wall?	YES	NO	
E5. Have you changed the book displays in the library?	YES	NO	
E6. Have you organised anything in the library for the prescribed reading campaigns this week?	YES	NO	
E7. If yes, was it attended by the SGB or parents? (If you did not organise a reading campaign in the past week tick N/A)	YES	NO	N/A
E8. Do you receive support in motivating learners to use the library?	YES	NO	

Reading Corner/Reading Boxes

Reading Corner/Reading Boxes (this can be in the corner of the room as a Reading corner)			
E9. Does every classroom have a Reading corner or Reading Box?	YES	NO	
E10. Does the Reading corner or Reading Box have sufficient books?	YES	NO	
E11. If no, what have you done to try and get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)			
E12. Have you changed the displays on the walls in the classrooms?	YES	NO	
E13. Have you displayed any of the learners works on the wall ?	YES	NO	
E14. Have you organised anything in the school for the prescribed reading campaigns?	YES	NO	
E15. If yes, was it attended by the SGB or parents? (If you did not organise a reading campaign in the past week tick N/A)	YES	NO	N/A
E16. Do you receive support in motivating learners to use the Reading corner/reading box?	YES	NO	

Reading Trolley

E17. Is there a timetable for use of the trolley?	YES	NO
E18. Do the Trolleys have sufficient books?	YES	NO
E18.1 If no, what have you done to try and get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)		
E19. Have you changed the displays on the walls in the classrooms?	YES	NO
E20. Have you displayed any of the learners works on the wall?	YES	NO
E21. Have you organised anything in the school for the prescribed reading campaigns?	YES	NO
E20. If yes, was it attended by the SGB or parents?	YES	NO
E21. If yes, was it attended by the SGB or parents? (If you did not organise a reading campaign in the past week tick N/A)	YES	NO
E22. Do you receive support in motivating learners to use the Reading Trolleys?	YES	NO

Section F: Tracking of Reading Activities

F23. Do you have a reading activity register	YES	NO	I do not know what that is
--	-----	----	----------------------------

F24. Rate yourself on implementing the following reading strategies					
I understand how to use Story Telling	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training
I understand how to use Reading Aloud	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training
I understand how to apply Shared Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training
I understand how to apply Paired Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training
I understand how to implement Independent Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training

F25. Do you think these activities are encouraging learners to read more?	YES	NO	NOT SURE
F26. Have you made learners aware of the difference between fiction and nonfiction books	YES	NO	
F27. Have you organised a book checkout system?	YES	NO	
F28. Do all learners have a reading record card which has the names of the books they have read?	YES	NO	
F29. Do you keep a book with the names of the learners and the books they have read?	YES	NO	
F30. Do you do any form of monitoring if they have read the book?	YES	NO	
F31. Are learners allowed to take books home to read?	YES	NO	
F32. 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	

Section G: Reading & Writing Clubs

G1. Have you set up a reading club yet?	YES	NO			
G2. How many children are in your reading club?	number	No reading club yet			
G3. How often does the club meet?	Daily	Weekly	Monthly	Other	No reading club yet

G4. Have you recruited volunteers for the reading club to assist you?	YES	NO	No reading club yet
---	-----	----	---------------------

G4.1 If yes, who have you recruited

Other Reading Champions	Teacher Mentor	Education Assistants	Parents	Other	No reading club yet
If other, specify					

G5. Where does your reading club meet?

No venue yet	Classroom	Library	Hall	Outside	Other
--------------	-----------	---------	------	---------	-------

Section H: Teacher Mentor

H1. Have you been allocated a teacher mentor	YES	NO
--	-----	----

H2. Does the teacher mentor support you	YES	NO	N/A
---	-----	----	-----

H3. If yes, explain how the teacher mentor is assisting you (TICK N/A IF YOU DO NOT HAVE A TEACHER MENTOR)

Gives me books to read to learners	Setting up reading times with learners	Explains what I should do if I do not understand	Shows me how to assist learners with reading difficulties	Provides the resources I need	Helps with disciplining learners	Helps me with completing the Bot	Other

H3.1 If other, specify

Section I: Reading Champion

I1. Why did you apply to be a Reading Champion?

I2. What are you hoping to achieve by the end of your period as a Reading Champion?

Appendix I

Welcome

Reading Champ Manual

A basic guide on how to navigate the
Reading Champ chat service



Welcome onboard Reading Champ!

1 What is a chatbot?

If you've never interacted with chatbots, put simply, they are a support system that uses natural language processing to simulate conversations with users through messaging applications - like WhatsApp.

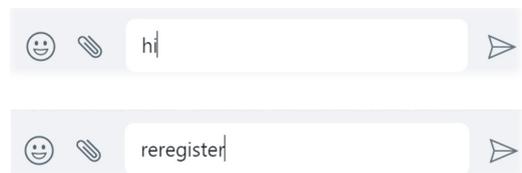


2 Say HI!

Save the Reading Champions WhatsApp chatbot line on your phone 060 015 0000

Say 'hi' on WhatsApp if you are accessing the chatbot line for the first time

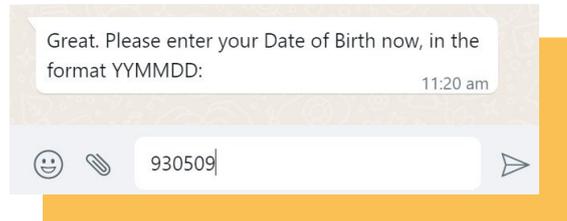
If you are already registered, reply 'Reregister' to register for the new phase



3 Provide your details!

This is what we collect at registration

- Name & surname
- Date of Birth
- Province, District & School
- Phase and Role (Note: Reading Champions will be required to fill in their Teacher Mentor's name)



4 Numeric triggers

Every message you send to the Bot triggers a response. Numbers are a natural language for chatbots (other than Global triggers).

Numeric triggers are the easiest responses that a chatbot can understand. They limit errors, case sensitivity and languages issues.

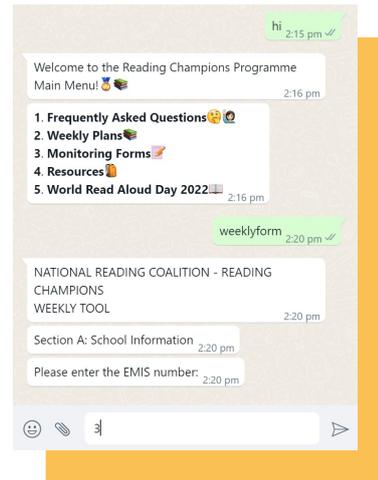
TIP: Always reply with the NUMBER relevant to the options provided.



5 Global triggers

Global triggers are set words you can use to jump straight to specific items on the chatbot. You can reply:

Hi	= Main menu
Faq	= Frequently Asked Questions
Weeklyplans	= Weekly Plans
Forms	= Monitoring forms
Baseline	= Baseline Tool
Weeklyform	= Weekly Form
Orf	= Oral Reading Fluency Form
Wrad22	= World Read Aloud Day 2022



6 Session messages

The chatbot runs in **24hr sessions**. This simply means that the Bot will automatically end the **conversation/session if 24hrs have passed** since your last interaction.

TIP: Reply Hi to start a new conversation



7 Menu Items

FAQs:

This is the first item on the main menu. Frequently asked questions are updated timeously to provide solutions to chatbot related issues/glitches.

FAQs

1. Why is the chatbot not responding to my texts? 🤔😞
2. What are numeric triggers? 🗿📱
3. Global Triggers explained 🌐
4. _
9. Back to main menu

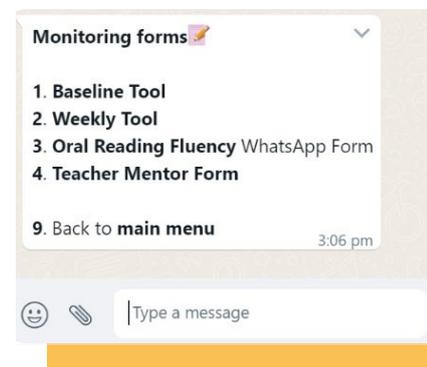
8 Monitoring Tools

All forms on the chatbot are saved automatically as you complete them.

Below is a list of all the monitoring tools that are currently operational on the chatbot.

Baseline Tool: Once a month

The Baseline tool is to be completed by the Reading Champion one week after completing the training. The purpose of this tool is to measure where the school is when the Reading Champion starts with Phase 3 and how change will take place over the coming weeks when Reading Champions receive more support from the Teacher Mentor and their training partners.



8 Monitoring Tools (cont'd)

Weekly Tool: Once a week

This instrument is to be completed by the Reading Champion on a weekly basis. The purpose of this instrument is to observe the changes that takes place in a school over a period of time where a Reading Champion is active. The Reading Champion should complete it at the end of every week. The information gathered shows the insights gathered from the Reading Champions and their journey in this process.

Teacher Mentor form: Once a month

This tool is to be completed by the Teacher Mentor of the Reading Champion/s. The purpose of the tool is to give feedback on how the Reading Champion is progressing in their role and for the Teacher Mentor to be able to assist and give guidance so that the RC can function to the best of their ability. The Teacher Mentor will complete a tool once a month on every Reading Champion at the school. This will assist in the tracking of their progress.

Weekly Plans

for Foundation Phase, Intersen Phase and High school

Resources

The resources section is the hub for multilingual reading materials and free training courses.



Preparation 📄👓

Use this time to look through your baseline form (also on the Reading Champion Bot) to make sure that you understand all the information that needs to be collected by the end of this week in your school. 📚👤👤

2:56 pm

During School 🏫👤

Continue to observe school routines but also complete the baseline tool.

Use a hard-copy to start with, then transfer all data onto the **monitoring forms** section of the Reading Champion Chatbot 📱 to submit your baseline tool.

Appendix J

Managing Large Reading Clubs

-  Reading clubs are based on numbers of children and adults, therefore the formation of a reading doesn't matter but for the **club to have an impact will need to balance the equation.**
-  Reading club can be established with a **minimum of 5 children to a 100 children** per club.
-  Therefore, the important part is when one has **five children as reading club members, they could literally run the club on their own.**
-  Nal'ibali recommends the **minimum children in a reading club facilitated by one person should be at least 15 children.**
-  When you are **having more children** than the recommended number above it **means that you will need to recruit more people** to be part of the club and work together to manage the club.
-  Let's say you have more children for example 50 children per reading club, you **might need 5,6 or more volunteers** to be part of the club.
-  Hypothetically you have 50 children in a club and it's a RC day, you can have a plenary for the first session which includes all the children thereafter divided them into groups for other sessions. Let's say **10 children per group and one facilitator.** The other important aspect is to **divide them by age**, in a school set up dividing them by grades makes more sense in this regard.
-  Venue, in a case you have 50 children at a school and after the plenary session you will identify **different classrooms where the groups will have their sessions** separately based on the grades or ages.
-  The above approach does apply to a variety of context, **Library, School & home.**
-  In instances you do not have volunteers and you have about 50 and above children, you can **break them into manageable groups** and see them in different days and you can have more reading clubs.
-  **Volunteers can be adults and can also be teenagers** who have an interest in literacy.



Appendix J

Importance of Bonding with Learners



The central role of adults as interactive role models When children see others around them using literacy in daily life (i.e. modelling meaningful uses of reading and writing) they begin learning about the functional value of print. But it is more than just modelling. Mediation is at the centre of human existence (Vygotsky 1978, Wells, 1986). One of the factors inherent to learning is that meaning is created between a child and another, more capable person (Wertsch 1985). When children are apprenticed to more experienced others and become involved in and communicate around a shared activity - something that the children are keen to be involved in, the children join in an activity ... in such a way that they handle manageable but comfortably challenging subgoals of the activity that increase in complexity with children's developing skill and understanding (Rogoff 1990:18). This concept can help us see that children come to behave like readers and to make sense of reading as they experience and explore real texts. Moreover, it allows not only the transfer of literacy skills, but of attitudes, values, motives and emotions.



Through reading and telling stories, educators and children are able to **get to know one another** in relaxed and nurturing ways.



Stories provide examples to children of how people meet the challenges that they face in life. **Children learn appropriate ways to respond** to situations emotionally and socially.



Learners and educator **develop feelings of empathy** through stories. For example, when children identify with the **experiences and feelings** of story characters, they grow emotionally.



Through enjoying stories, children experience the **power of reading**, which helps to **stimulate their desire to have stories read to them** and to read by themselves.



For children being told stories and being read to at school & home are the things most likely to **help make children successful learners** at school.

Appendix K

Weekly Monitoring Instrument Reading Champion to Support Reading In Schools

This tool is to be completed by the Teacher Mentor of the Reading Champion/s. The purpose of the tool is to give feedback on how the Reading Champion is progressing in their role and for the Teacher Mentor to be able to assist and give guidance so that the RC can function to the best of their ability. The Teacher Mentor will complete a tool once a month on every Reading Champion at the school. This will assist in the tracking of their progress.

Section A: School Information							
Province				District			
School Name				EMIS			
School	Primary	Secondary	Combined	Phase	FP Gr 1-3	IP Gr 4-6	SP Gr 7-9
Date of Completion							
Name of Reading Champion	First Name		Surname		ID Number		
					Contact no of Reading Champion		

Section B: Planning		
B1. Did you plan for the week using the weekly planner?	YES	NO
If no, explain why not?		

B2. What did you do during the DAAR/DEAR period this week? (Anything to do with reading falls into the first 5)								
Ensure all learners are reading	Assist struggling readers	Do one of the reading strategies	Motivate learners to Read	To instill a love of reading	I have not been informed about the DAAR/ DEAR period	No DAAR/ DEAR period at school	Other	Nothing
B2.1 If Other, which of the following did you do?								
Spelling Bee	Debating	Drama -acting	Supervise homework	Teach	Marking	Debates	Sport	

Has the Reading Champion managed to:		
C9. Initiate reading clubs and activities.	YES	NO
C10. Support school and community reading initiatives and events.	YES	NO
C10.1. If yes, give examples (where possible send a picture of this to your supporting partner or on Teacher Connect)		

Section D. Value Of The Reading Champions		
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		
D3. Are you experiencing any challenges with this Reading Champion?	YES	NO
D3.1. If yes, what is the challenge? (If no, to the above question then write N/A)		
D3. How have you addressed these challenges?		

Appendix L

Monitoring Instrument For Reading Champion To Support Reading In Schools

This instrument is to be completed by the Reading Champion on a weekly basis. The purpose of this instrument is to observe the changes that takes place in a school over a period of time where a Reading Champion is active. The Reading Champion should complete it at the end of every week. The information gathered shows the insights gathered from the Reading Champions and their journey in this process.

Section A: School Information							
Province				District			
School Name				EMIS			
School	Primary	Secondary	Combined	Phase	FP Gr 1 - 3	IP Gr 4 - 6	SP Gr 7 - 9
Date of Completion							
Name of Reading Champion	First Name		Surname	ID Number			
				Contact no of Reading Champion			

Section B: Training		
B1. Did you complete the Reading Champion online training?	Yes	No
B2. Was the training easy to follow?	Yes	No

Section C: Reading Resources							
Evidence of Reading Resources							
C2. What do you do during the DAAR/DEAR period? You may select more than one							
C2.1 Ensure all learners are reading	C2.2 Assist struggling readers	C2.3 Do one of the reading strategies	C2.4 Motivate learners to Read	C2.5 To instill a love of reading	C2.6 I have not been informed about the DAAR/DEAR period	C2.7 No DAAR/DEAR period at school	C2.8 Other
C2.8.1 .1 If other, specify (TICK N/A IF NO TO ABOVE QUESTIONS)							
C3 If there is no DAAR/DEAR period, when do you work with the children?							
C3.1 After school		C3.2 In the Reading Club		C3.3 During class time		C3.4 Other	
C3.4.1 If other specify							

Section D: 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)

D1. Library Room/Reading Room		
D1.1. Is there a timetable to use the library?	YES	NO
D1.2. If no, have you assisted in implementing a timetable to use the library	YES	NO
D1.3. Does the library have sufficient books?	YES	NO
D1.4. If no, what have you done to try and get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)		
D1.5. Have you used the Funza.mobi to assist you with your activities?	YES	NO
D1.6. Have you displayed any of the learners works on the wall?	YES	NO
D1.7. Have you changed the book displays in the library this week?	YES	NO
D1.8. Have you organised anything in the library for the prescribed reading campaigns	YES	NO

D2. Reading Corner/Reading Boxes/Reading Shelf		
D2.1. Does every classroom have a Reading corner or Reading Box or Reading Shelf?	YES	NO
D2.2. Does the Reading corner or Reading Box or Reading Shelf have sufficient books?	YES	NO
D2.3. If no, what have you done to try and get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)		
D2.4. Have you changed the displays on the walls in the classrooms?	YES	NO
D2.5. Have you displayed any of the learners works on the wall?	YES	NO
D2.6. Have you organised anything in the school for the prescribed reading campaigns?	YES	NO

D3. Reading Trolley		
D3.1. Does the school have Reading Trolleys?	YES	NO
D3.2. Is there a timetable for use of the trolley?	YES	NO
D3.3. Does the Trolleys have sufficient books?	YES	NO
D3.4. If no, what have you done to try and get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)		
D3.5. Have you changed the displays on the walls in the classrooms?	YES	NO
D3.6. Have you displayed any of the learners works on the wall?	YES	NO
D3.7. Have you organised anything in the school for the prescribed reading campaigns?	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. Are you following the weekly plans on the Reading Champion Chatbot?	YES		NO

E3. Which week are you on for your weekly planner?	N =
E4. If you are not following the plans, what is the reason?	

E5. Indicate which of the following activities you did this week? You may tick more than one					
E5.1 Story Telling	E5.2 Reading Aloud	E5.3 Shared Reading	E5.4 Paired Reading	E5.5 Independent Reading	E5.6 Other
E5.6.1 If Other, please specify					

E6 Of the activities you did this week please provide more details by ticking what you did?									
E6.1 Story Telling	Told the story with expression		Asked – Who? What? Where? When?		Helped Learners retell the story		Asked Why ?	N/A	
E6.2 Reading Aloud	Introduced the book	Asked prediction questions about the cover & pictures		Teach new vocabulary words	Read and asked prediction questions	Helped Learners retell the story	Asked Why ?	Any other activity	N/A
E6.3 Shared Reading	Introduced the book	Read Clearly & asked prediction questions		After first reading – Help learners retell story? Ask Why?		Second read - Ask learners to read along. Ask learners to re-read interesting sentences		N/A	
E6.4 Paired Reading	Learners sit in pairs.	Learners read and listen to them read		As you move around help them with their reading		Ask learners to share what they read		N/A	
E6.5 Independent Reading	Learners select their book		While they read walk around and help		Listen to learners read	Ask learners to share what they read		N/A	

E6. Have you taught Book Care rules to the learners	YES	NO
E7. Have you made learners aware of the difference between fiction and nonfiction books	YES	NO
E8. Have you organised a book checkout system?	YES	NO
E9. 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 8, 9)	Fiction	Non-Fiction
E10. Are learners allowed to take books home to read?	YES	NO
E11. 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

Section F: Reading & Writing Clubs

F1. Have you set up a reading club yet?	YES	NO			
F2. Have you named your reading club	YES	NO	N/A		
F3. How many children are in your reading club?	number		N/A		
F4. How often does the club meet?	F4.1 Daily	F4.2 Weekly	F4.3 Monthly	F4.4 Other	F4.5 N/A

F4.1. If other explain					
F5. Have you a written plan for what you intend to do when the reading club meets.			YES	NO	N/A
F6. Which of the following activities do you do in your reading club?					
F6.1 Reading Champion does Reading Aloud			YES	NO	N/A
F6.2 Learners read aloud from books			YES	NO	N/A
F6.3 Reading Champion does Story Telling			YES	NO	N/A
F6.4 Children do a storytelling or drama activity			YES	NO	N/A
F6.5 Shared Reading			YES	NO	N/A
F6.6 Silent or Independent reading			YES	NO	N/A
F6.7 Children read together			YES	NO	N/A
F6.8 Reading Champion talks to learners about books			YES	NO	N/A
F6.9 Children paint, draw or make objects related to a story the RC has read			YES	NO	N/A
	Children do a writing activity		YES	NO	N/A
	Children take club books or library books home		YES	NO	N/A
	Children do a storytelling or drama activity		YES	NO	N/A
	Adults from the community read to children		YES	NO	N/A
	Adults from the community tell stories to children		YES	NO	N/A

Section G: Teacher Mentor							
G1. Have you been allocated a teacher mentor			YES	NO			
G2. Does the teacher mentor support you			YES	NO	N/A		
G3. If yes, explain how the teacher mentor is assisting you (TICK N/A IF YOU DO NOT HAVE A TEACHER MENTOR)							
G3.1 Gives me books to read to learners	G3.2 Setting up reading times with learners	G3.3 Explains what I should do if I do not	G3.4 Shows me how to assist learners with reading difficulties	G3.5 Provides the resources I need	G3.6 Helps with disciplining learners	G3.7 Helps me with completing the Bot	G3.8 Other
G3.8.1 If other, specify							
G4. Is there someone else at school who is supporting you in your role			YES	NO			
G5. If yes, who	G5.1 Principal/ School Manager	G5.2 Librarian	G5.3 Another Reading Champion	G5.4 Another teacher at the school	G5.5 Other		
G6. Were the teachers whose classes you have been assigned to aware of you coming?				Yes	No	I have not been assigned to any class	

G7. Please share how well this past week went. Keep it short.
G8. Please share 2 challenges you have experienced in the week.

Appendix M

Reading Champion Planning Process

As a Reading Champion your role is to build a reading culture in your school. This will ensure that your school works to promote reading and create a literate environment. This will allow for opportunities for children to read for enjoyment before school, as part of teaching time, during the day and after school through reading clubs. When reading is prioritised at a school – there will be:

- Different forms of print used (children's work) and displayed.
- Access to reading resources (printed or digital)
- Children motivated to read and write
- Children engaged and confident including willingness to try new things
- Children reading and writing together alone, in pairs and in groups – in class (DAAR period), school library or reading clubs
- Parents involved and encouraged through the reading card system
- Literacy events celebrated

To achieve the above, you need a plan to set yourself up for success. Staying on track during your time as a reading champion will be supported by the

- Monthly Planner
- Reading Activity guide

See below

Appendix M

Monthly Planner

	Action Questions	Timeline	Target	Additional Notes
1	Have you been assigned to a Teacher Mentor for your time at the school?	February - March	Once-off	If not, please speak to your principal for him/her to allocate a teacher mentor. See page xxx for the role of the teacher mentor.
2	Have you registered yourself on the Reading Champion Chatbot?	February - March	Once-off	If not, please go to 060 015 0000 and say 'Hi' on WhatsApp to begin registration.
3	Have you completed the Reading Champion Training on the Chatbot?	February - March	Once-off, Face2Face or self-paced	If not, please go to 060 015 0000 on the chatbot to complete
4	Have you completed the comprehension across curriculum course?	February - March	Once-off	If not, please go to 060 015 0000 on the chatbot to complete
5	Have you joined the Reading Champion WhatsApp group in your district?	February - March	Once-off	If not, please go to 060 015 0000 on the chatbot to view who to contact for assistance.
6	World Read Aloud Day: Have you accessed your event brief for the month of February?	January - February	Once-off	If not, please go to 060 015 0000 to access the brief
7	<p>Have you spent time with your Teacher Mentor to draw up the school reading plan?</p> <p>In order to confirm the following reading opportunities in your school:</p> <p>Before School (e.g Involvement in school assembly)</p> <p>During School (eg. Involvement in classroom or school library support – activation of 5 reading strategies)</p> <p>After school (eg. Activation of reading clubs and spelling Bee activities)</p> <p>CONSIDER THE READING CHAMPION ACTIVITY GUIDE BELOW</p>	February - March	Once-off	<p>If not, please go to 060 015 0000 on the chatbot and fill in a form to alert us</p> <p>This school reading plan MUST include the sourcing and mapping of reading material</p>

Initiation

	Actions	Timeline	Targets	Additional Notes
1	Have you completed the baseline tool on the Reading Champion Chatbot?	March – April	Once-off	If not, please go to 060 015 0000 on the chatbot to complete the baseline tool.
2	Have you set up and activated your school Reading Club?	March – April	Atleast one Reading Club Meeting per week	If not, please go page xxx of manual to understand more about how to set up a reading club. Also refer to pages xxx of the manual for more details.
3	<p>Have you activated the prescribed reading routine per week</p> <p>Reading aloud (everyday)</p> <p>Independent reading (everyday)</p> <p>Shared reading reading (3x times a week)</p> <p>Paired reading (3x times a week)</p> <p>Storytelling (twice a week)</p> <p>SEE READING ACTIVITY GUIDE BELOW TO ACTION</p>	March – April	3 Activities per day in a week (ie.15 activities per week)	If not, please refer to page xxx of the manual and the activity guide for ideas

	Actions	Timeline	Targets	Additional Notes
5	Have you started completing your weekly Tool?	March – April	Weekly	If not, please go to 060 015 0000 to complete and submit your weekly tool in order to report on all completed actions
6.	Have you accessed and activated the event briefs for the following literacy events for this period? <ul style="list-style-type: none"> • March - 3, World Book Day • March – 27, World Poetry Day • March – International Day of Multilingualism • April – 27, Freedom Day 	March – April	Atleast 1 event activation a month	If not, please go to 060 015 0000 to access the briefs on what needs to be done

Routine Activation

	Actions	Timeline	Targets	Additional Notes
1	Have you carried on with prescribed the prescribed reading routine per week Reading aloud (everyday) Independent reading (everyday) Shared reading reading (3x times a week) Paired reading (3x times a week) Storytelling (twice a week) SEE READING ACTIVITY GUIDE BELOW TO ACTION	May-August	5 Activities per day in a week (ie.25 activities per week)	If not, please go to 060 015 0000 to complete and submit your weekly tool in order to report on all completed actions
2	Have you carried on with the running of your school reading club?	May-August	Atleast one Reading Club Meeting per week	If not, please go to 060 015 0000 to understand more about how to set up a reading club. Also refer to pages xxx of the manual for more details
3	Are you still completing your weekly tool?	May - August	Weekly	If not, please go 060 015 0000 to complete and submit your weekly tool in order to report on all completed actions
4	Have you accessed and activated the event briefs for the following literacy events for this period? <ul style="list-style-type: none"> • May - 14, Mother's Day • June - 16, Youth Day • June – 18, Father's Day • July, Mandela day • August- 9, National Women's Day 	May - August	Atleast 1 event activation a month	If not, please go to 060 015 0000 to access the briefs on what needs to be done

Close-Out

	Actions	Timeline	Targets	Additional Notes
1	<p>Have you carried on with the prescribed reading routine per week</p> <p>Reading aloud (everyday)</p> <p>Independent reading (everyday)</p> <p>Shared reading reading (3x times a week)</p> <p>Paired reading (3x times a week)</p> <p>Storytelling (twice a week)</p> <p>SEE READING ACTIVITY GUIDE BELOW TO ACTION</p>	September	3 Activities per day in a week (ie.15 activities per week)	If not, please refer to page xxx of the manual and the activity sheet for ideas
2	Are you still completing your weekly tool?	September	Weekly	If not, please go 060 015 0000 to complete and submit your weekly tool in order to report on all completed actions
3	Have you carried on with the running of your school reading club? (During this month also work with Teacher Mentor to hand-over the Reading Club back to the school for continuity)	September	Atleast one Reading Club Meeting per week	To understand more about how to set up a reading club refer to pages xxx of the manual for more details
4	<p>Have you accessed and activated the event briefs for the following literacy events for this period?</p> <p>- September - 8, Literacy Day</p>	September	Once a month	If not, please go to 060 015 0000 to access the briefs on what needs to be done
5	Have you completed the endline tool to close off your Reading Champion experience and receive certificate?	September	Once off	If not, please go to 060 015 0000 to complete and submit your endline tool in order to access your certificate for programme completion.

Appendix N

Reading Activity Guide

Reading activity	Number of times per week	Reading resources	Activity ideas	Period	Space
Read Aloud	Every day-for Foundation phase and Intermediate phase	<ul style="list-style-type: none"> Picture story-book Poem Blog Digital story Section of a longer story Comic/graphic novel Newspaper article Non-fiction Chapter book Nali Bali stories (newspaper supplement) 	<ul style="list-style-type: none"> Pre-during-post reading activities Show pictures from what you've read Show pictures and ask learners to predict Read title and do prediction Read half of text and children must compose their own ending Draw a picture to show understanding Comprehension questions Write a poem Write a headline based on understanding Create a dialogue between two of the characters Make a poster about the story/text Do a retell of the story Write a summary Tell you which part they enjoyed and why Tell you which character they enjoyed and why Create a short song based on the story 	<ul style="list-style-type: none"> Before school starts If a teacher is late for a class Just before break when children are restless When they return from break During break At the end of the school day After school 	<ul style="list-style-type: none"> In individual classrooms Outside on the playground In the reading club In the library In the community library At assembly

Reading activity	Number of times per week	Reading resources	Activity ideas	Period	Space
Storytelling	2xs a week	<ul style="list-style-type: none"> • Story that you remember • A story that you read • A folktale • A historical event • A film/news/documentary that you saw 	<ul style="list-style-type: none"> • Read with expression using voice, gestures, movement, pausing, pacing and drama • Start the story and ask learners what they think will happen next • Let learners join in during chorus or refrains, or repetitions • Allow learners to join in and make sound effects (animal sounds, spooky noises, walking, running, banging, crying....) • Ask questions about what you told them • Ask them to draw a picture from your story • Ask them to draw a character • Draw a timeline of events • Retell the story • Complete a table about the plot, the characters, the setting • Ask learners to tell you their stories • Dramatize a story (in a circle- each learner to add on to the story) • Leave learners to read silently on their own • Reading champions can ask them questions about what they are reading, what the story is about, why they chose it..... • At end of period, one learner gets to tell the others about what she has read • Write a review about the book that has been read • In pairs tell each other about what they have read • Write a short summary about their book • Present a review of the story • Complete a reading card of all books read during the week 	<ul style="list-style-type: none"> • Before school starts • If a teacher is late for a class • Just before break when children are restless • When they return from break • During break • At the end of the school day • After school 	<ul style="list-style-type: none"> • In individual classrooms • Outside on the playground • In the reading club • In the library • In the community library • At assembly

Reading activity	Number of times per week	Reading resources	Activity ideas	Period	Space
Independent Reading	Every day	<ul style="list-style-type: none"> Graded readers Story books Newspapers Magazines Library books Community library books Comics Non-fiction books Poetry Plays/dramas Textbook Nali Bali stories Digital stories 	<ul style="list-style-type: none"> Read with expression using voice, gestures, movement, pausing, pacing and drama Start the story and ask learners what they think will happen next Let learners join in during chorus or refrains, or repetitions Allow learners to join in and make sound effects (animal sounds, spooky noises, walking, running, banging, crying....) Ask questions about what you told them Ask them to draw a picture from your story Ask them to draw a character Draw a timeline of events Retell the story Complete a table about the plot, the characters, the setting Ask learners to tell you their stories Dramatize a story (in a circle- each learner to add on to the story) Leave learners to read silently on their own Reading champions can ask them questions about what they are reading, what the story is about, why they chose it..... At end of period, one learner gets to tell the others about what she has read Write a review about the book that has been read In pairs tell each other about what they have read Write a short summary about their book Present a review of the story Complete a reading card of all books read during the week 	<ul style="list-style-type: none"> Before school starts If a teacher is late for a class Just before break when children are restless When they return from break During break At the end of the school day After school In the DAAR period 	<ul style="list-style-type: none"> individual classrooms Outside on the playground In the reading club In the library In the community library At home When they have finished their work in class While waiting for the class to start

Reading activity	Number of times per week	Reading resources	Activity ideas	Period	Space
Shared Reading	3xs a week	<ul style="list-style-type: none"> • Big Books • Picture books • Stories written on newsprint • Poems written on newsprint • Posters that have text 	<ul style="list-style-type: none"> • Allow learners to see the print • Pre-during-post reading • In early grades, point to the words as you read them • Ask them about the pictures- what is happening and what do they think the story will be about using clues from the picture. • Ask them to join you when there are choruses or refrains • Ask them questions before, during and after reading • Ask a few learners to read a sentence for you • During the reading ask them what they think will happen next • Ask them about background knowledge of the topic (eg. Have any of you ever visited a farm, tell us what you did on the farm, how is a farm different from living in the suburbs... 	<ul style="list-style-type: none"> • Before school starts • Before school ends • If a teacher is busy working with a small group, you can read with the rest of the class • In the DAAR period • While waiting for the class to start 	<ul style="list-style-type: none"> • individual classrooms • Outside on the playground • In the reading club • In the library • In the community library
Paired Reading	3xs a week	<ul style="list-style-type: none"> • Graded readers • Picture books • Stories from Nali Bali • Digital stories • textbooks 	<ul style="list-style-type: none"> • Set up pairs • Get them to select the books they want to read with a partners • They can select a partner • They can read together • They can each read a page • One can read and the other asks question, then they swop • One can read narrative and the other reads the dialogue/ direct speech • Each one reads a paragraph • Make a poster of all the paired reading activities or rules for paired reading 	<ul style="list-style-type: none"> • While the teacher is doing group guided reading • While the teacher is working with a small group of learners, the rest can do paired reading • In the DAAR period • While waiting for the class to start 	<ul style="list-style-type: none"> • individual classrooms • In the reading club • In the library • In the community library • In the playground • At home with friends or sibings

