**APPENDIX C: WEEKLY PLANS - FOUNDATION PHASE AND INTERSEN PHASE**

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| **BEFORE SCHOOL** | **DURING SCHOOL** | | **AFTER SCHOOL** |
| **WEEK 1: 30 to 3rd 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. | Meet the classes and teachers you will work with.  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! | Meet the classes and teachers you will work with.  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.  You can just do 10–15 minutes as this is introductory. You are giving them a taste. Make it interesting, engaging and enjoyable! | 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.  Create a name for each reading club and reinforce with each visit.  Mon and Wed – Foundation Phase  Tues and Thurs – InterSen Phase  Fri – admin and writing up reports, reflection time.  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. |
| **GENERAL NOTE** | Make sure you get the reading period time-table and that it is displayed in all the classes you visit.  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. | |  |
| **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. | 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.  AFTER READING ACTIVITY:  1. Ask questions.  2. Have them draw a picture of a favourite character or part of a story. | 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.  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. | Mon and Wed – Foundation Phase  Storytelling [go to the Reading Champion Chatbot to find suitable stories.  Tues and Thurs – InterSen Phase  Storytelling [go to NECT resource site to find suitable stories – also see guidelines for storytelling; see resources for video links for demo storytelling].  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. |
| **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 the Reading Champion Chatbot to find suitable stories – also 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].  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 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. | |  |
| **WEEK 5: 27 to 1st 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 dramatize 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 dramatize the story they read. | Mon and Wed – Foundation Phase  Storytelling [go to the Reading Champion Chatbot to find suitable stories, see guidelines for storytelling; see resources for video links for demo storytelling]  Tues and Thurs – InterSen Phase  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 a Simple Simon says do this, do this, do that…  Admin and reporting and reflection on Friday. |
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| **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. | |  |

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| **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. | |  |
| **WEEK 9: 25 to 29 July** | | | |
| Poetry recitals. Have different learners read their poems which you have been doing in the Reading clubs | FOUNDATION PHASE (FP) | INTERSEN PHASE (ISP) | 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. |
| 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. |
| **WEEK 9: 1 to 5 August**  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. | FOUNDATION PHASE (FP) | INTERSEN PHASE (ISP) | 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. [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. |
| 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. |
| **WEEK 9: 8 to 12 August: Women’s** Day;  Find poetry, extracts, interview with strong women who have impacted positively on people’s lives. Read and dramatize relevant points. | FOUNDATION PHASE (FP) | INTERSEN PHASE (ISP) | 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. |
| 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. |
| **WEEK 9: 15 to 19th August**  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. | FOUNDATION PHASE (FP) | INTERSEN PHASE (ISP) | 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. |
| 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. | 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. |
| **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. | | | |

**APPENDIX D: WEEKLY PLANS – HIGH SCHOOL**

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| **BEFORE SCHOOL** | **DURING SCHOOL** | **AFTER SCHOOL** |
| **WEEK 1 30 to 3rd 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. | 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.  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.  Ask if any learners would like to sign up to after school writing or reading clubs. | 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).  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’). |
| **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. | At the end of classes:  Ask three or four questions to see who finished the fundza story from last week. Praise any who did.  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. | 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’.  For help with ideas for this, search for the article on fundza.mobi: Getting reading groups talking.  Admin and reporting and reflection on Friday. |

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| **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. | At the end of classes:  Ask three or four questions from the catalogue to see who finished it. Praise those who did.  Read a blog from fundza.mobi (e.g. Bullying must fall). You can also make a copy to put on the classroom wall. | 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’) | |
| **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. | At the end of classes:  Read a poem (e.g. ‘Sometimes when it rains’ on the fundza mobi site).  Ask them to write three lines starting with ‘Sometimes when it’s hot…’ Ask them to read their lines to a partner.  Put a poster of the poem up on a wall. | 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.) | |
| **WEEK 5: 27 to 1st 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** | | | |
| 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. | | | |