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Department
Education
PROVINCE OF KWAZULU-NATAL

READING STRATEGY

*“Leading Social Compact and Economic Emancipation
Through a Revolutionary Education for all”*

KZN MEC for Education, Honourable Kwazi Mshengu (2019)



*“Schools must have better educational outcomes
and every ten year old child must be able to read with meaning”*
- President of the Republic of South Africa.



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**DEPARTMENT OF EDUCATION
PROVINCE OF KWAZULU-NATAL**

Reading Strategy

2020 - 2025

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FOREWORD BY THE MEMBER OF THE EXECUTIVE (MEC)



The key points of the 2019 State of the Nation Address by His Excellency, President Cyril Ramaphosa include “Education, Skills and Health”. The President of the Republic of South Africa stated that schools must have better educational outcomes and every ten years old child must be able to read with meaning. This is inclusive of disabled pupils and therefore suggests that the ability to read with meaning must include braille learners and South African Sign Home Language learners.

The Department of Education in KwaZulu-Natal is joining a national call for a countrywide programme to focus on getting children to read with meaning. A national reading strategy supports the idea that foundation and intermediate teachers be trained to teach reading with meaning in African Languages and in English Language. However, realizing that the work load of teachers requires a more realistic approach to the reading programme, a cohort of trained coaches must be capacitated to provide high quality on-site support to teachers. There must be an emphasis on the importance of preparation for teaching reading by adding that lesson plans additional reading material. Professional support for teaching reading must be provided at all phases of schooling.

KwaZulu-Natal, like other eight provinces must make South Africa to read with meaning and the President’s pronouncement suggests that the schooling system must take a lead in the promotion of reading with meaning. The truth is that reading helps people to grow mentally, emotionally and psychologically. Every book gives a reader an opportunity to learn new things and explore new ideas. It is these new ideas that encourage readers to move to the next level of innovation.

The importance of reading is not limited to the abovementioned benefits. Reading also helps people to discover themselves as it imparts valuable lessons from years of experience. Reading also improves a person’s emotional health and improves the levels of focus and concentration. The Department of Education in KwaZulu-Natal hopes that this launch will open a new chapter in the campaign for reading with meaning. This must not only benefit the school going children but it must also encourage all people of KwaZulu-Natal, young and old, to be lifelong learners.

A handwritten signature in black ink, appearing to read 'Kwazikwenkosi Mshengu', written over a horizontal line.

Hon. Mr. Kwazikwenkosi Innocent Mshengu, MPL

MEC of the KwaZulu-Natal Education

29th October 2020

Introduction

According to the Annual National Assessment (ANA) diagnostic report (DoE, 2012) learners taking Language and Mathematics in grades 1- 6 and grade 9 experienced difficulties to read with comprehension.

The findings of Progress in International Reading Literacy Study (2016) found that South African learners achieve below expected levels in reading. The PIRLS study indicate that 78% of South African grade 4 learners do not reach the international benchmarks and therefore do not have basic reading skills by the end of the grade 4 school year, in contrast to only 4% of learners internationally. Further, the study shows that more than 80% of learners who were tested in an African language could not read for meaning. About 84% of boys could not read for meaning compared to 72% of girls.

The main recommendations of PIRLS speak to strengthening of the teaching of reading by training teachers to improve their pedagogical content knowledge in the Foundation Phase (FP) and African languages. In addition to increasing the time that learners spend on reading in the Foundation and Intermediate phases (IP), good reading habits and extra-mural reading must be promoted. Resources such as school libraries and classroom libraries must be available. Interventions must be designed for high-risk populations including boys and learners living in remote rural areas and townships.

KZN Education Department has therefore developed a long term Reading Promotion Program to advance academic performance of learners across the curriculum and grades.

Embedded in the Provincial strategy are the TEN focus areas. Intervention initiatives are aligned to the Provincial and National Reading Strategies.

The Provincial Reading Program directs all participants to ensure that *“every 10-year-old will be able to read for meaning,”* and collaboration with all communities to *“mobilise the entire nation behind a massive reading campaign”* as mandated in President Cyril Ramaphosa: State of the Nation Address (2019)

1. Rationale

In line with the main goal of the National Reading Strategy, the KZN Education Reading Strategy also seeks to address the findings and gaps identified within the system with regards to reading challenges as they pertain to the Province. The KZN Reading Strategy will assist the Department in reaching the goal of 90% of learners achieving 50% in Mathematics, Sciences and Languages by 2030. This strategy is premised on intentions to address teaching competencies, learning barriers and improving the provision of appropriate resources through broad professional, community and all education stakeholder collaborative strategies

The strategy is linked to various programmes and future interventions for Kwazulu-Natal Education to improve the capacity of teachers to teach reading skills with the aim of improving learners' reading performance. It is informed by the ten (10) strands in the Integrated Reading Sector Plan which highlights the importance of adopting a holistic approach to improve reading achievement.

2. Legislative framework

The following legislations inform the strategy:

- Language Framework
- National Development Plan - 2030
- Language in Education Policy
- Constitution of the Republic of South Africa
- Curriculum and Assessment Policy Statement.
- White Paper 6

3. Priorities of the Sixth Administration

The key points of the 2019 State of the Nation Address by President Cyril Ramaphosa include “Education, Skills and Health”. The President of the Republic of South Africa stated that schools must have better educational outcomes and every ten year old child must be able to read with meaning. This is inclusive of disabled pupils and therefore suggests that

ability to read with meaning must include braille learners and South African Sign Home Language learners.

The President of the Republic of South Africa called for a countrywide programme to focus on getting children to read with meaning. He added that a National Reading Coalition will be launched where all foundation and intermediate teachers will be trained to teach reading with meaning in African Languages and in English Language. However, realizing that the work load of teachers require a more realistic approach to the reading programme, the president added that a cohort of trained coaches will be trained to provide high quality on-site support to teachers. The President's address emphasised the importance of preparation for teaching reading by adding that lesson plans, additional reading material and professional support must be provided at foundation phase.

From what the President said in the 2019 State of the Nation Address, KwaZulu-Natal must celebrate that they are halfway in meeting the expectations of the sixth administration in reading. The province has contributed to the presidential vision as pronounced in the 2019 State of the Nation Address in which he declared that the government is committed to "implementing the Early Grade Reading Programme which consists of an integrated package of reading plans, additional reading material and professional support to foundation phase teachers.

KwaZulu-Natal, like the other eight provinces, must make South Africa read with meaning and the president's pronouncement suggests that the schooling system must take a lead in the promotion of reading with meaning. The truth in the President's statement about reading is that reading helps people to grow mentally, emotionally and psychologically. Every book gives a reader an opportunity to learn new things and explore new ideas. It is these new ideas that encourage readers to move to the next level of innovation. Sharma (2018) argues that the importance of reading is not limited to the abovementioned benefits. Reading also helps people to discover themselves as it imparts valuable lessons from years of experience. Reading also improves a person's emotional health and improves the levels of focus and concentration.

4. What is the mischief?

Various studies indicate the main cause of the reading problem in South Africa is that reading is taught in primary schools and not at secondary schools. The assumption is always that secondary school learners would have mastered reading skills from their primary

schools. What these scholars are not mentioning is that the teaching of reading becomes lesser and lesser in intensity as you move up the grades in South Africa. Therefore in grades 4, 5 and 6 the intensity of reading programmes weakens when compared to grades R, 1, 2 and 3.

Another challenge is that most of the teachers treat reading as an oral performance which is called “oratorical reading”. In this kind of reading approach the emphasis is on reading aloud, fluency, accuracy and correct pronunciation. All this is done at the expense of reading with comprehension and therefore learners cannot make sense of the written word. There is even doubt that children can tell what the story or passage is about as they read it. Most of the scholars argue that pronunciation, accuracy and fluency are important in mastering reading but they are valueless without comprehension. This explains why South Africa must imitate the developed world by paying increasing attention to reading with comprehension as demonstrated by their excellence in the international studies.

Whilst we are critical and sceptical about over-emphasis, “oratorical reading” evidence from the Progress in International Reading Literacy Study (PIRLS) of 2016, whose purpose was to establish the extent to which learners comprehend what they read, revealed that 78% of South African grade 4 learners fell below the lowest levels of the PIRLS scale of achievement. Other empirical evidence of the problem comes from researchers who contend that their findings in KwaZulu-Natal on reading, which involved an adult center and a rural school, indicate that the province’s reading programme is dominated by the oratorical approach as both children and adults were not reading with meaning thus not achieving literacy despite attending classes.

5. Where is the mischief?

The Reading Strategy of KwaZulu-Natal will not achieve its objectives if it does not start from the root cause of failure to read with meaning. It is clear from the exit examinations that some of the learners end up failing the examinations in certain content subjects because of poor or non-comprehension of questions. The following are seen as the factors that militate against the ability of children across the grade to read with meaning.

6. Deficiencies in Teaching as taught

The first problem is rote learning. Rote is an approach that was used to teach most of the current teachers in most of the pre-1994 education systems. One of the general causes of poor learner performance includes that teachers teach as they were taught. This means that

the Reading Strategy of KwaZulu-Natal must include teacher development and support. This, as the strategy hopes, will help to undo the oratorical reading approach in favour of reading with comprehension. Teacher training must be accompanied by a paradigm shift in assessment practices because research shows that currently oral marks are allocated on basis of oral reading performance. All this suggests that in KwaZulu-Natal and the rest of South Africa the problem of poor comprehension relies in how reading is taught and assessed.

7. Strengthening of reading teaching in the Pre and In-service teacher training

The provincial Reading Strategy accepts that there is no “silver bullet” to the challenge of reading in KwaZulu-Natal but there are only gradual but sure ones. One of the solutions will be a change of universities/teacher training schools in their approach and start to include the teaching of reading in their programs. KwaZulu-Natal with its great diversity and disadvantaged populations must begin to change the manner in which reading is taught. Realities of poverty and diversity suggest that the starting point should be reading in home languages when introducing learners to reading with comprehension before advancing to first additional languages.

8. Progress already made in KwaZulu-Natal

KwaZulu-Natal is a step ahead in the business of reading with meaning. The province has already begun the implementation of the National Reading Strategy by ensuring that there is an ‘integrated package and professional support’. All Foundation Phase teachers in KZN have been provided with lesson plans, CAPS Planners and Trackers, graded readers, posters and big books in both isiZulu (First Language) and English (First Additional Language) and with lesson plans, and CAPS Planners and Trackers in Mathematics. This material stresses the acquisition of reading in the first language, isiZulu, and provides a structured programme in phonics as well as structured opportunities to read for meaning, with appropriate text, in both isiZulu and English (FAL).

The implementation of a full early grade literacy and numeracy strategy by the NECT in KwaZulu-Natal Department of Education is a valuable contribution to the national project and an important base for system learning. This work will be used to inform how to embed early grade numeracy and literacy improvement strategies within the school and district support systems in other provinces. As the provincial department is increasingly taking ownership in the roll out and leadership of this professional support, the KwaZulu-Natal

Department of Education is well positioned to contribute correctly to the ambitious national sector goal that, “schools will have better educational outcomes and every 10-year-old will be able to read for meaning”.

9. Justification for the National Strands on reading promotion

Below are the ten (10) STRANDS (Strategies) for developing a Reading Program for KwaZulu-Natal.

9.1 Strengthening the capacity of the sector

There should be synergy among the different levels in the education sector, namely, Province, Districts and schools for the active promotion of reading programmes. Communication, collaboration and networking are essential for the effective implementation of the Provincial Reading Strategy.

Different Chief Directorates within the Department should collaborate and communicate on reading campaigns and programmes, resourcing of materials, provision of infrastructure as well as development of teachers. For this purpose, there should be consultation among the different “in-house” Chief Directorates.

9.2 Teacher Development and Support

Teachers are essential to the successful teaching of reading. Professional development and support is, therefore, a key pillar of the KZN Reading Strategy that is informed by the National Reading Strategy. A skills audit should be conducted to establish a database indicating teachers’ language competencies and experience to inform training and developmental needs.

Teacher Guidelines and study guides on strategies to address the strengths and weaknesses revealed by the PIRLS, SACMEQ and school based formal assessment results will be distributed to all schools. Relevant stakeholders will collaboratively compile these guidelines and study guides.

To support professional development, accredited training courses in strategies for teaching reading should be offered by tertiary institutions’ teacher development directorates. These courses in reading strategies, for both pre-service and in-service teachers, will focus on the pedagogy of reading and give special guidance for teaching reading. The courses will enable teachers to earn credit points in accordance with the South African Council for Educators (SACE) requirements for continuous professional teacher development.

Provincial and District officials will provide further support. All officials from various Teacher Development Directorates, Library services and Sub-directorates will be trained in reading strategies. This will ensure that there is common understanding of the reading material and other resources to ensure effective implementation.

9.3 Direct Learner Support

Learners who experience barriers to learning often do not receive the support that they need to become fluent readers, despite Inclusive Education policies that recognise the special needs of learners in all sectors of education.

The Province, together with relevant stakeholders, will develop early reading assessment protocols for schools to use in identifying reading barriers and design response programmes.

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some learners experiencing barriers may not be able to attain some of the aims as presented in the Curriculum and Assessment Policy Statement.

9.4 Parental and Community Support and Mobilisation

SGBs should encourage parents to support and monitor their children when reading at home.

Schools should furnish parents with plans indicating reading events that are celebrated if we are to change learners' attitudes towards reading, it will require a concerted effort from all those involved to promote the reading campaign to a point that learners see it as something exciting and adding value to their lives.

The majority of learners in KwaZulu-Natal come from homes without access to reading resources. The lack of reading culture contributes to learners being not inclined towards reading. Research indicates that learners growing up in print rich environments develop literacy skills easier.

9.5 Provisioning and Utilisation of LTSM

The Department of Education should continuously ensure the availability of quality, good and relevant reading resources in school libraries for easy access. These should be age, grade and level appropriate and cater for all languages spoken in the KZN province and braille material. Non-book material, manipulatives and reference material, promote active learning and reading with understanding. Research point to that good perceptual

development games and electronic media with learning and text-rich environment in schools encourages children to perform better.

Teachers need a variety of resources for the teaching of reading.

Schools are encouraged to use magazines and other materials to enrich the reading experience. Learners should be allowed to take books home in order to practise reading and encourage the whole family to engage in reading.

a) Libraries

It is imperative that centralised libraries are established in all schools in the KZN province. Libraries must be optimally utilised for reading, reference, research and assignment purposes. In the absence of a centralised library, the school should implement mobile libraries and classroom/ corner libraries.

It is recommended that a suitably qualified librarian be appointed to manage, maintain and sustain the library. Adequate and updated resources must be continuously procured.

b) Digital media and e-reading resources

Digital media has (in the 21st century) revolutionized the information society and advances in Information and Communication Technologies (ICTs) have dramatically changed the learning and teaching process. This has opened up new learning opportunities and provided access to educational resources well beyond those traditionally available.

The telecommunication infrastructure available for learning and teaching is gradually increasing. Schools should exploit e-reading resources as uploaded on National and Provincial Education Departments' websites e.g. KZN Funda and those developed by Publishers and NGOs to enhance the quality of reading.

9.6 Tracking Learner Performance in Reading Outcomes

It is important that learners' understanding of what they read is assessed and not just their ability to recognise or decode written words. Assessment of reading must also take place in a very relaxed and non-compelling environment. Reading Journal activities can be used and should focus on various reading and information skills with an intention to determine how much the learner has understood. Assessment tools used to assess learners' reading competency must be age, grade and language level appropriate.

Therefore, it is essential that learners' reading progress, assessed through both a formal and an informal assessment programme, be kept as this informs planning. Diagnostic

assessment such as Early Grade Reading Assessment (EGRA) should also be utilised by all schools.

Differentiating assessment involves the re-thinking of the traditional practice of having all learners do the same reading assessment tasks at the same time. Thus, teachers need an assessment approach and plan that is flexible enough to accommodate a range of learners' needs.

Participation in PIRLS and SACMEQ also assists in exposing learners to external reading assessments.

Learners will be assessed on the following reading competency levels.

- Pre reading
- Emergent reading
- Basic reading
- Reading for meaning
- Interpretive reading
- Inferential reading
- Analytical reading
- Critical reading

Teachers should take these levels into cognizance in the teaching of reading.

9.7 Research, Monitoring, Evaluation and Reporting

KZNDOE should make evidence informed policy decisions about reading strategies, teacher development and support materials informed by research. The initiatives designed to address learner achievement in reading must be informed by research conducted by KZNDOE, universities and specialist reading organisations at Provincial, National and International levels.

Research must be ongoing, in keeping with changing needs of the 21st century, in terms of skills and competencies.

The purpose of monitoring the KwaZulu-Natal *Reading Strategy* is to observe progress and support implementation. Monitoring is a critical part in the realisation of the desired outcomes of the Strategy.

The Province and districts will continuously monitor the implementation in schools during onsite support visits. The Province will develop an instrument to monitor implementation according to a schedule.

At school level, SMTs, SGBs and teachers are the key role players in the implementation of the KwaZulu-Natal Reading Strategy.

SMTs must make sure that:

- The school time table and the teachers' personal timetables, reflect reading periods
- Lesson plans indicating reading are in place and implemented
- They mentor and support teachers in teaching reading, conduct demonstration lessons, observe lessons and encourage team teaching.

Teachers need to be able to:

- Measure and record whether their teaching methodologies have improved learners' reading skills.
- Monitor the ongoing progress of the learners in reading, and also give support and guidance for further development.

9.8 Partnerships

Reading is a societal issue. It is critical that the Department establishes and sustains the ongoing support of other government departments, non-profit organisations, the business sector and the broader community in order to assist with resource provisioning, capacity development and promotion of extensive reading.

There should be synergy among the different levels in the education sector, namely, National Department, Provinces, Districts and schools for the active promotion of reading programmes. Communication, collaboration and networking are essential for the effective implementation of the National Reading Strategy.

9.9 Advocacy and Communication

Various campaigns that are relevant to learners need to be organised to promote extensive reading. The **Read to Lead Campaign**, for an example, was officially launched by the Minister of Basic Education on 22 July 2015. The focus is to improve the reading abilities of all learners and to ensure that they are able to demonstrate age appropriate levels of reading.

Relevant communication platforms such as road shows, circulars, social media, community radios, print and digital media must be utilised to promote reading.

Calendar events such the following, should be celebrated to promote reading.

- World Read Aloud Day
- Library Week
- World Radio Day
- Mother Tongue
- World Book Day
- International Literacy Day and
- Readathon

SGB support is important to promote these campaigns.

These campaigns call on a variety of partners and stakeholders to engage in developing and maintaining a reading culture.

The Department envisages that in the long term, a culture of reading will be reflected in sustained activities in schools, homes, communities and business sector.

9.10 Reading across the Curriculum

Well-developed reading skills are central to successful learning across the curriculum. Learners must develop a proficiency in reading and viewing a wide range of fictional, non-fiction, and non-book material [Charts, Globes, manipulatives etc.], including visual and audio text. Learners must be familiar with how genre and register reflect the purpose, audience and context of texts.

Teachers have a responsibility to design an effective reading programme that will enable learners to become skilful readers. They can help learners to become good readers by engaging them in different reading strategies i.e. group reading, shared reading, guided reading or instruction for independent reading and storytelling. Learners should engage in reading a variety of books to become critical and creative thinkers. They must be encouraged to do independent reading in their spare time.

Teachers should use the processes of pre-reading, during reading and post-reading in all phases to instil the reading culture.

Pre-reading, during reading and post reading strategies help learners to:

- Understand the text

- Engage in close and critical reading of the text (reading comprehension)
 - Demonstrate independent reading (reading a variety of texts for pleasure, information and learning)

Skilful readers make meaning when they read. They acquire knowledge of letters and letter sounds. In addition, they read fluently and apply different strategies when they read.

For learners to become good readers teachers must develop them to understand and use various reading techniques that foster reading for information and knowledge. Teachers must model good reading practice for learners to apply the skills appropriately and emulate them.

Some reading techniques are as follows:

- Skimming for main ideas
- Scanning for supporting details
- Deducing meaning of unfamiliar words
- Making notes
- Summarising main and supporting ideas
- Descriptive
- Review
- Evaluation

Enabling learners to acquire good reading techniques is a collaborative effort that demands a whole school approach involving the principal, teachers, district officials and the wider community including partnerships with NGOs.

10. Details of the KwaZulu-Natal Reading Strategy

The Reading Strategy of KwaZulu-Natal is founded on the ten strands of the Integrated Reading Sector Plan which highlights the importance of adopting a holistic approach to improve reading achievement and extends the responsibility of reading promotion to all sectors of the society and is crafted on a belief that “*what we see in schools is a reflection of what is happening in societies*”. This means that the creation of reading communities will eventually produce learners who are readers and who believe in reading. The province is aware of the fact that the improvement of reading with meaning will have far reaching positive spin-offs for the whole schooling system because all the schools’ books provided to learners are meant to be read with understanding so that learning outcomes can improve. The following is an outline of the strategy. The outline of the strategy deliberately begins with resources because they are critical for its success.

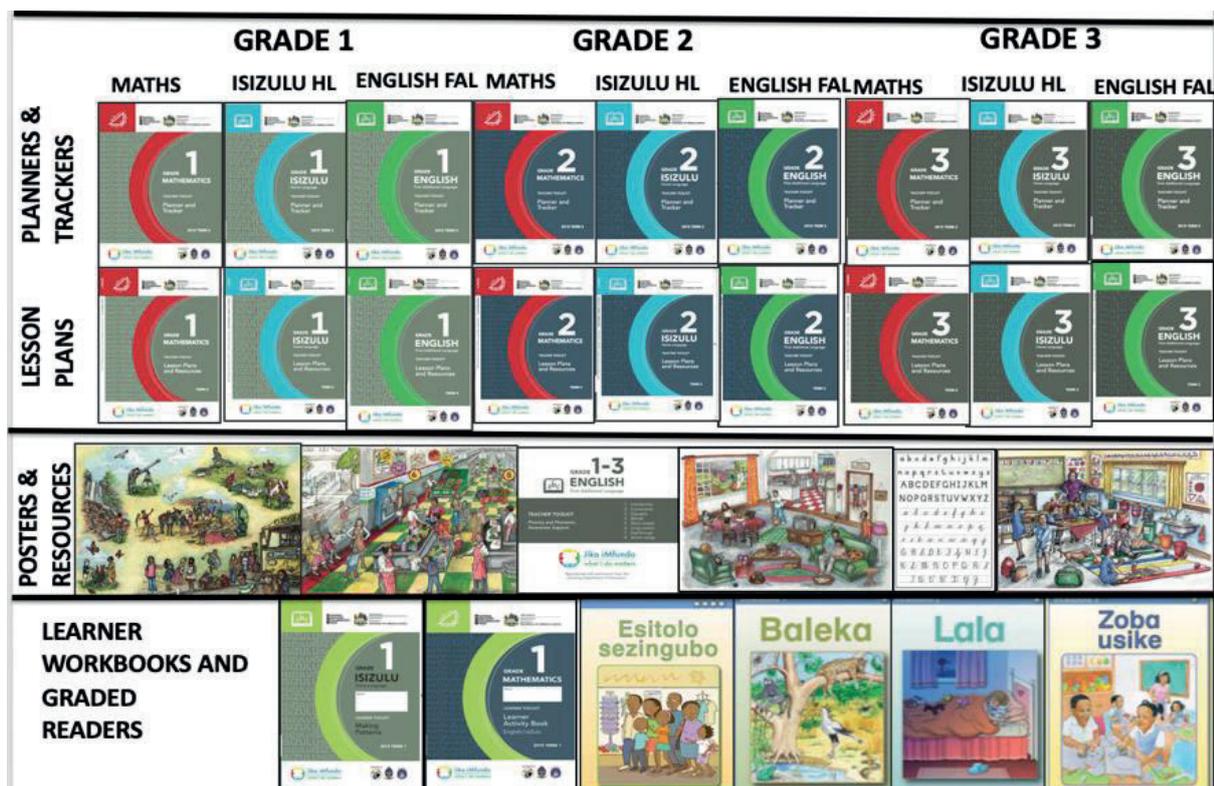
10.1 Resources required implementing the Reading Strategy

The success of the KwaZulu-Natal Reading Strategy will depend entirely on the availability of reading, teaching and promotion resources. The province has identified the following as critical resources for the success of the strategy across all grades:

- Textbooks,
- Stationery
- Grade R Core Material
- LSEN Assistive Learning Devices
- e-LTSM
- Supplementary materials
- Reading Comprehension Assessment packs (RCP's)
- Lesson plans and Reading sheets
- Trackers to monitor progress
- Posters
- Graded readers
- Graded reading comprehension tests
- Central and Classroom libraries
- Video and audio
- Reading Coaches and Mentors
- Department of Basic Education workbooks
- Airtime in community radios
- Space/column in newspaper and digital media

Most of the resources that the strategy will need are available from the Department and the Jika-iMfundo programme as well as in schools in the province. The Jika iMfundo Foundation Phase Teacher Tool Kit is shown as an illustration below. All Foundation Phase teachers in the Province of KwaZulu-Natal have received the toolkit. The Jika-iMfundo team is working with the provincial and district Subject Advisors to provide material for them to train Foundation Phase Departmental Heads and Lead Teachers every term, for the first three terms of the year. Other available resources can be literature in senior classes.

SOME OF THE RESOURCES AVAILABLE FOR TEACHING OF READING IN KWAZULU-NATAL



10.2 The “Read to Lead” Campaign

The Province notes that today’s global village is mainly focused on knowledge economy and literacy is one of the most essential requirements. The starting point is the provision of access to books and promoting the joy of reading for pleasure from early stages of life. There is no society which is called an “informed society” without having people who read for education, for pleasure and for joy.

For the reasons cited above, the Province will put more impetus on the reading campaign called “Read to Lead”. The campaign seeks to encourage communities, parents, leaders, workers, worshippers, children, adults and business people to read and read with meaning. In order to run a successful reading campaign the province will use a diversified strategy which will include the following:

- Advertising the “Read to Lead” in the print media, electronic media and radio stations
- Speeches on the importance of reading by the leadership of the Department of Education and other government leaders in social gatherings, churches, community meetings, sports meetings
- Staged events where community members from various backgrounds demonstrate their reading ability through story-telling and poetry
- Persuasion programmes on reading where community leaders, church leaders, prominent people, the youth and the elderly demonstrate the joy of reading

- Grassroots reading promotion in which the province in 12 districts will recruit unemployed educated youth to influence other young people and community members to believe in reading and to read at all available times.
- Targeted reading programmes in which the province will target various social groups for reading and use material suitable for catching their interest
- Reading marketing programmes in which the Department of Education will prepare adverts and programmes that promote the “*Read to Lead*”

The campaign will use resources such as flyers, leaflets, electronic postcards, electronics reading business cards, customized envelopes, headed writing papers, posters, customized learner stationery, pin badges, stickers, flags, roller banners and customized departmental files.

The “*Read to Lead*” will target residential areas, shopping centres, malls, taxi ranks, bus terminals, railway stations, churches/places of worship, schools, workplaces, radio listeners, newspaper readers, worker and teacher formations, business owners, youth groups and libraries.

10.3 Changing the teaching practice

Another approach of the strategy will be to change the teaching practice so as to make a difference. From previous international studies, the province has noted that its strategy must be characterised by a shift from “*oratorical reading*” to “*reading for meaning*”. This calls for the inclusion of comprehension strategy to improve the teaching of reading. The province believes that teachers must know that comprehension is critical to the success of reading programmes. Therefore teaching learners to comprehend text is an essential part of the curriculum delivery strategy. The effective reading lesson plans that KwaZulu-Natal will be using will have the following critical components:

- Relevant reading lesson material/resources
- Clear teaching and learning objectives/outcomes
- Introductory/Background knowledge
- Direct instruction of reading and comprehension
- Activities for learners/learner participation
- Closure/Demonstration of lesson mastery

During the training of teachers on the use of reading lesson plans, the province will caution that the lesson plans must not be very long because they are intended to guide instruction and to maximize learner participation.

10.4 Linking Reading to Teacher Development

For teachers to change their approach to the reaching of reading and to add comprehension to oratorical reading, there must be teacher training, monitoring and support. It is known that teachers' learning must be central to the success of a reading programme. The strategy looks at the following aspects for training teachers to teach reading with meaning:

- Teaching comprehension strategies
- Using reading games
- Reading comprehension assessment
- Encouraging visualization
- Understanding reading comprehension for learners with Dyslexia
- Effective reading comprehension skills for Dyslexic children
- Diagnosis and remediation of reading difficulties
- Tapping on prior knowledge

The province will continuously organise and provide more and more teacher development sessions specifically for reading with meaning. These sessions will include learners with learning barriers so that the strategy becomes more inclusive.

10.5 Community and Faith Communities involvement

The Department of Education has identified reading proficiency as one of the many challenges in basic education. It is a department faced with expectations that all people who go through the education system must be fluent in speaking languages and be able to read with understanding. The Reading Strategy of KwaZulu-Natal is firmly based on recognition that in meeting these expectations, the provincial department of education must have a dynamic role to play in view of a dynamic population with its cultural dynamism.

The strategy wants to involve Faith Based Communities (FBC's) to play a supportive role in organizing communities to support reading programmes of schools in the 12 districts so that the province can build a reading and leading society. This partnership is possible because FBC's are united in shared values.

The partnerships will ensure that all learners have access to quality reading material for the optimum enhancement of their human potential because reading ability opens doors to all forms of knowledge and information. This is important because access to useful knowledge builds belonging, self-esteem, innovation, creativity, critical thinking, openness to new ideas and values.

Another benefit of the partnership will be that all learners must have the opportunity to easily use reading proficiency to learn in their home language (mother tongue). This will not only provide opportunities for families to play a supportive role in reading promotion but will also lead to opportunities of performing well in later grades thus opening the doors of learning in tertiary schools

The partnership between the Department of Education and parents will raise reading children and encourage them to read with meaning. In this way learners will leave school with formal recognition of their success which is linked to their performance in job interviews as they seek participation in the work place.

10.6 The role the youth groups

Makgatho (2018) argues that the promotion of youth literacy is critical for development of children. The department of education will create a data base of youth groups and disperse them across municipalities, districts and circuits. The youth groups will be linked to municipalities, districts and circuits for reading activities such as:

- Reading competitions
- Reading material exchanges
- Mentoring of learners to make reading a habit

Resources may be: African story books/Nal'ibali, local drama groups, short stories about national heroes, national plants, important South African animals, etc. The youth will add value to the Reading Strategy because they understand young people better than older people in terms of how the information can best be imparted to them.

10.7 Provisioning and Utilisation of LTSM

The Department of Education should continuously ensure the availability of quality, good and relevant reading resources in school libraries for easy access. These should be age, grade and level appropriate and cater for all languages spoken in the KZN province and

braille material. Non-book material, manipulatives and reference material promote active learning and reading with understanding.

Teachers need a variety of resources for the teaching of reading.

Schools are encouraged to use magazines and other materials to enrich the reading experience. Learners should be allowed to take books home in order to practise reading and encourage the whole family to engage in reading.

a) School media centres/libraries (central libraries)

The KZN Department of Education provides school media centres/libraries (central libraries) in all new public ordinary schools and when undertaking upgrade and addition projects at existing school, in compliance with the norms and standards for school infrastructure. Standard plans for libraries have been developed and are utilised for this purpose. A dedicated programme and budget is not presently available. The refurbishment of identified classrooms as libraries during repairs and renovations of existing schools will also assist in addressing the backlogs in this regard.

Libraries must be optimally utilised for reading, reference, research and assignment purposes. In the absence of a centralised library, the school should implement mobile libraries and classroom/ corner libraries.

It is recommended that a suitably qualified librarian be appointed to manage, maintain and sustain the library. Adequate and updated resources must be continuously procured.

SAMPLES OF CENTRAL LIBRARIES



b) Digital media and e-reading resources

Digital media has (in the 21st century) revolutionized the information society and advances in Information and Communication Technologies (ICTs) have dramatically changed the

learning and teaching process. This has opened up new learning opportunities and provided access to educational resources well beyond those traditionally available.

The telecommunication infrastructure available for learning and teaching is gradually increasing. Schools should exploit e-reading resources as uploaded on National and Provincial Education Departments' websites e.g. KZN Funda and those developed by publishers and NGOs to enhance the quality of reading.

c) Classroom/corner-libraries

Whilst the provision of reading material is making a demonstrable difference to the acquisition of reading and numeracy, the province notes that children in all grades must have access to reading material outside the teaching and learning time. The province also notes that one of the factors hindering good performance in reading is the non-availability of reading material, particularly in poor communities. The province will provide classroom/corner-libraries materials over a period of 5 years in schools as follows:

Years	Foundation Phase	Intermediate Phase	Senior Phase	Grade 10	Grade 11	Grade 12
2020	50	50	50	50	50	50
2021	50	50	50	50	50	50
2022	50	50	50	50	50	50
2023	50	50	50	50	50	50
2024	50	50	50	50	50	50

The introduction of classroom libraries will assist in creating the conditions for success for the learning improvements sought in such programmes as Jika iMfundo and allow for effective monitoring of the impact of reading at a close level.

A class library may be compact, such as book box or shelf that is kept in each classroom and is accessible to all learners to use. A classroom collection of books and other reading materials is the foundation for promoting good readers and enabling children to develop love for books. It should be varied to promote a wide scope of thought and discussion. Learners should be encouraged to select books they like to read in front of the class. The development of the learners' reading levels will determine the types of the books to be stored in the box.

d) Mobile library service

In partnership with South African Primary Education Support Initiative [SAPESI], the department continues to offer a mobile library service for previously disadvantaged schools.

Initially, six (6) Mobile Library Services operate in 6 Districts – Zululand, uMkhanyakude, Umlazi, iLembe, Amajuba and uMzinyathi - reaching out to seventy one (71) schools.

The mobile services is to be extended from 2022/23 onward to uMgungundlovu, Ugu, uThukela, Pinetown, Harry Gwala and King Cetshwayo, if the partnership is sustained.

10.8 Ikhotha Eyikhothayo Project

This project will encourage teachers to create reading activities for various grades so as to make reading exciting, entertaining and competitive for learners. The project will provide teachers with an opportunity to contribute to the promotion of reading for meaning by sponsoring some activities which can be used by other teachers.

The Subject Advisors in each district will support the project by creating files (hard copy or electronic) for storing the activities. The reading promotion activities are shared amongst teachers in a district or circuit. Each activity comes with the name of the creator and the school. The following are examples of reading promotion activities designed and developed by teachers:

- a) **Music books:** In this activity the teacher will place chairs in a back to back arrangement but is a straight line. The teacher puts a book under each chair. Each learner stands next to a chair. The teacher plays music and learners begin to move around the chairs. When the music stops, learners sit down on any chair, take the book underneath and begin to read. After a few minutes, the teacher starts the music again and all learners must stop reading. The teacher then puts the books in a container marked “*MUSICAL BOOKS*” so that learners will, at a later stage read the rest of the story that they started to read. Fortnightly the teacher organise a session in which 10 learners tell the story that they read in their own words and give them marks. (Jennifer Vandyander, Jefferson Elementary School, Grade 2-2015)
- b) **Scavenger hunt:** In this activity the teacher divides the class into teams (2 teams or 4 teams or 6 teams) and gives each team a copy of the same book. Have learners find the pages with certain objects in the books within a specified time. (Lana Downing, Hanson Memorial School, Grade 6-2019)

- c) **Future readers future leaders:** In this activity the teacher wants to create future readers. The teacher asks learners to create picture books (with very colourful illustrations to catch babies attention) and assist them to laminate picture books and send them as gifts to new-borns at the local hospital. The teacher includes a letter to the parents telling them the importance of reading to their young children in order to instil the love of books early in life. The teacher asks the parents to read the pictures for them before they start schooling at RR. (Diane Cotton, Aiken School, Grade 1-8, 2018)
- d) **Qhude manikiniki:** In this activity the teacher create groups in class and give them a task to go and find readings about various animals. Group 1 is given a picture of a LION. Group 2 gets a picture of an ELEPHANT. Group 3 is given a picture of a TIGER. Group 4 gets a picture of an ANTELOPE. Group 5 is given a picture of a GIRAFFE. Each group prepares a story of 10 lines about their animal. On a given date each group goes to read about its animal to a chosen staff member. The staff member to whom the group reads responds to their effort by giving a mark out of ten. The group that gets the highest mark is given a privilege to read to the principal or the District Director (Themba Mkhwanazi, Zwelenkosi Primary School, 2017)
- e) **The snowball of 10 books:** The teacher chooses a group of ten learners to be first readers. They are given books to read over a certain period. Once they have read the books they recommend (within the class) the next person to read the same book (10 new readers are recommended to read). When each of the ten new readers have finished, they recommend the next readers until all learners have read the 10 books. This can be done in more than one round using different books. (Terrence Naidoo, Eastbury High School, Grade 10-11, 2019)

10.9 Support programme for struggling readers

This strategy supports the principles enshrined in the Policy on Screening, Identification, Assessment and Support (2014) and Education White Paper 6 on Special Needs Education: *Building an Inclusive Education and Training System* (2001), aimed at strengthening access to quality education for vulnerable learners and those who experience barriers to learning.

The following have been identified as critical areas for the support programme:

- Knowledge of different types of texts and the best strategies for reading them.
- Multiple and meaningful opportunities to practise reading in subject-specific contexts.
- Opportunities to practise reading with appropriate resources.
- Opportunities to talk about their reading and thinking.

- Background knowledge in subject areas.
- Expanded sight vocabularies and word-solving strategies for reading subject-specific texts.
- Strategies for previewing texts, monitoring their understanding, determining the most important facts
- Ideas and the relationships among them, remembering what they read, and making connections and inferences.
- Strategies for becoming independent readers in any context.

Struggling readers will be encouraged to join good readers in groups so that they get necessary support and motivation.

11. Classroom based activities

The provincial strategy involves identifying various approaches to support reading with meaning. The approaches are a mixture of those which have been used provincially and nationally. The difference is that some of the approaches are suitable for lower grades only and others are suitable for all grades.

11.1 First Approach: Read a book a week strategy (Grade 4-12)

In this approach each learner is expected to read a fiction book/ novel of his/her choice every week. This implies that each learner would read a minimum of 52 books in a year. Depending on the volume of the book and the speed of the reader more books can be read within the given period. This programme will work well if it is supported by a collection of readers or a functional classroom/ central library/ public library/ Education Resource Centre. The programme will be guided by three golden rules namely; comfort, choice and communication.

- Comfort relates to the language level – the learner must not choose a book whereby there are more than 5 unknown words in a paragraph.
- Choice relates to reading tastes and interests of the learner. A teacher should NOT choose for the learner. He/she can give guidance based on the learners' cues.
- Communication relates to book discussions, book reviews, book quizzes, and book summaries and so forth of what has been read.

This approach will enable learners to read meaningfully and fluently, create opportunities for learners to think and share about what they have read, to promote critical thinking and

sharing of ideas. to promote independent reading and reading for pleasure, to encourage learners' reading achievements, review what has been read on the basis of personal tastes and merit, content and style.

In implementing this approach for the promotion of reading, the province will encourage learners to read a book a week as a minimum requirement. Opportunities for reading will be provided from time to time and discussion of books that have been read will be facilitated. Incentives will be provided to best readers periodically to keep the momentum. It will also make a difference to celebrate books and reading during the World Book Day on 23rd April, South African School Library Week, etc. Over and above this the province will encourage learners to create their own dictionaries/ vocabulary notebook on the new words that they encounter when they read. The format of the notebook could entail new words; my definitions based on the text; dictionary definition and comparison.

11.2 Second Approach: Drop All and Read approach (Grade R-12)

The National Reading Strategy explains this programme as a requirement for all schools (primary and secondary schools). Each schools should arrange a mandatory half hour per week to *“Drop All and Read”*, staggered as follows:

- *Grade R to 1 = 15min*
- *Grade 2 to 3 = 20min*
- *Grade 4 to 9 = 30min*
- *Grade 10 to 12 = 30min*

Everyone – from learner to teacher, principal and support staff – can be seen reading for enjoyment for half an hour a day. According to the National Reading Strategy, if learners enjoy reading, this will raise literacy levels and improve the ability of learners to learn. This programme is also known as Drop Everything and Read [DEAR]; Free Voluntary Reading [FVR]; Weekly Independent Reading Time [WIRT] or Uninterrupted Sustained Silent Reading [USSR].

Each school should make time for reading and thus raise the reading profile. All learners will be engaged in reading using various reading materials such as newspapers, magazines, books, etc. which requires the sound of a designated bell upon which everyone in the school including the principal stop what they are doing and reads for pleasure for 30 minutes per week. To keep the momentum, periodic incentives will be given to best readers or linkages. A school reward system can be implemented whereby each learner earns points.

This part of the strategy is a school wide reading activity which is meant to develop the reading habits and value reading as foundational skill, encourage reading for both information and pleasure, raise awareness about reading as a prerequisite skill for social empowerment and create avid readers who can deal effectively with information.

In implementing this approach the province will set aside time for reading on a routine weekly basis. The province will use a reward system whereby learners are given points so as to keep the momentum and do close monitoring of this activity.

11.3 Third Approach: Reading mentors (Grades 4-7)

This strategy entails the use of Reading Mentors as a volunteer programme which will invite people in the community to make a positive contribution to education. Volunteers will serve as Reading Mentors. They will sit with the learners during the reading lessons and engage them in reading activities. Reading Mentors can read to learners a story and make reading fun as they can give learners positive attention. A teacher will be present during the reading activities. Mentoring should be a structured dialogue where reflection is facilitated by the mentor. Mentorship should be based on principles such as:

- The mentoring relationship should be based on trust, confidentiality, mutual respect and sensitivity.
- The relationship should be based on agreed boundaries and ground rules that address the power differentials between the mentor and mentee.
- Mentors should seek advice or assistance regarding sustaining and developing the mentoring interaction if needed.
- The mentor should allow the mentee to drive the relationship and encourage them to take increasing responsibility for their own self-reflection and development. There should be no coercion or mentor agenda.
- A mentor should help the mentee identify goals and challenges and set priorities for relevant personal growth.
- Mentors should acknowledge the benefits they gain from the process of mentoring.
- Mentors should seek to use supporting resources that facilitate and sustain the engagement of the mentee.

The usefulness of this approach lies in the fact that volunteers have a positive impact on the lives of children and can enrich them with a valuable community services. They talk about

books on a regular consistent basis thus improving learners' reading abilities and desires and they expand learners' opportunities for success by exposing them to information, enhancing imagination and building confidence in reading. The schools are able to raise their reading profiles and get learners to read with interest

This approach is useful because a Reading Mentor is a person who is older and more experienced than a Mentee and can be able to give advice, guidance and support to a less experienced person. His/ her job is to build trust, explore possibilities and navigate rough spots on a regular basis. Reading Mentorship creates opportunities because a school must invite volunteers and train them as Reading Mentors. It helps volunteers to practice good ethics because they must be reliable and show interests in reading and love learners as individuals.

11.4 Fourth Approach: Reading games (Grades R-6)

The province believes that this approach is relevant especially for younger learners. It is one of the best ways to get learners to learn and practice reading skills using games that are not too difficult for them but slightly more challenging than what makes them feel comfortable. Reading games will make a huge difference for children while they forget that they are learning. Reading games will cover language; phonemic awareness; word families; reading comprehension; reading fluency and so on. Reading games will be useful because they help to hone reading skills; increase reading abilities and reading motivation and to promote active learning. Reading games will serve as attention grabbers and they support different learning styles.

Reading games are easy to conduct because the school must choose a suitable reading game, be creative and think of the games that are out-of-the box which connect directly to the reading objectives and share much with colleagues to accumulate a repertoire of collection that will last for a while.

11.5 Fifth Approach: Effective use of picture books (Grade R-6)

This is an approach that requires learners to predict the story and use their own words in expressing what they visualize. It encourages multiple interpretations and multiple perspectives. It can serve as an introduction to the lesson or a medium to teach writing skills. It creates an enjoyable classroom activity. Pictures are a great resource for teachers in different subjects.

Picture books available today provide encouragement and stimulation for readers. Picture books can make a contribution in the many ways. Picture books can help to invite children into reading. The visual appeal of picture books makes them more accessible and less forbidding than pages and pages of text. Picture books can give children immediate access to the story. The reader gets an immediate impression of what the book is about and is tempted to pick up the book. Pictures give a general idea of what the text is about by providing clues for reading and provide an excellent focus for sharing. Picture books can be used to support the curriculum in the classroom. Picture books are exciting teaching tools in the classroom. They can be used to enhance a lesson, particularly in schools with limited resources. Pictures can be used successfully in all learning areas. A step-by-step method when using picture books is helpful and can provide an easy platform for learners to think and write creatively. Picture books promote incidental reading particularly in young children and thus improvement in learner confidence.

For this Reading Strategy to work the teacher must choose pictures that would create dialogue and creative thinking, keep a file for their pictures so as to use and re-use them, decide when to use pictures effectively and give ample time to learners to re-read the picture books, to re-look deeply at the illustrations and to react to the pictures, to formulate their ideas and opinions and so on

11.6 Sixth Approach: Using fiction to teach nonfiction (Grade 7-12)

This programme will use varied genres of fiction books to allow learners to explore many ways of looking at a given topic. Using fiction to teach subject content brings life to the sterile factual text. Learners will read a recommended book before embarking on the topic for discussion.

This approach will help to improve learners' understanding of the textbook material, enable learners to read and think critically while having an in-depth look at the subject, promote integration of language with history, geography, science, etc. by using fiction as a bridge to teach non-fiction, help to develop learners who can read with understanding and enjoyment and will continue to read throughout their lives, encourage collaboration among teachers of various subjects, allows progression and consolidation of knowledge, allows learners to work according to their pace and promotes multiple perspectives and dissects complex topics with contextual clues

When using this approach teachers will carefully choose fiction books that connect to various topics that are currently taught in the curriculum. Careful selection will be a pre-requisite. Chosen fiction will be good books that portray characters realistically.

A good use of this approach will require that the teacher reads the book and also give learners time to read the book. The teachers will develop activities around the book that would teach various aspects of the curriculum such as values; spelling, sentence construction, punctuation, etc.; historical facts about realities in a certain era; transportation, ways of communication; animals and their behaviours; human behaviours, etc.. Collaborative planning of teachers will be necessary to encourage reading with meaning as well as integration of knowledge.

11.7 Seventh Approach: The storytelling approach (Grade R-6)

Traditionally, storytelling is transmitted through oral means from generation to generation. In the African culture the custodians of this art form have been grandparents and the elderly. These stories called 'izinganekwane' are sometimes improvisational in nature. The audience interacts where necessary. It is an approach that will be used to address the scarcity of reading materials despite the limited access to good reading materials.

The benefits of this approach include the following:

- Storytelling is the most natural and enjoyable method of introducing children to reading. Storytelling has been used to pass on history, morals and cultural values. With the advancement of technology, this activity can be improved by parents, educators and librarians.
- Stories can be used as a bridge to teaching reading as well as to teach thinking skills such as sequencing and problem solving. Telling stories develops language, listening and speaking skills. It also allows for more audience participation and can be adapted to audience age and language needs of learners as well as extension of learners' vocabularies.
- Educators can motivate their learners to read through storytelling. Educators should also expose their learners to storytellers in the community and the media. This could be one way of promoting other aspects of learning such as those found in oral tradition. Grandparents can be invited to schools during storytelling session to share some of the folktales with learners.

- Storytelling activities may entail telling stories in different languages and/or acting out stories as well as role playing certain characters in books. These will stimulate as well as entertain children.

One of the important ways of using the story telling method is to provide opportunities for prediction at the beginning of the story, e.g. after reading the title of the book, ask what they think the story is all about

11.8 Eighth Approach: Story writing (Grade 4-12)

In this approach learners will be encouraged to write stories focusing on specific themes such as stories on teenage pregnancy, HIV/AIDS, drug abuse, etc. These stories will be compiled into an anthology which can be circulated among learners to read and enjoy. Every learner has the potential for writing well. These activities will motivate learners to write and will make teaching writing interesting for teachers. The key in motivating learners towards writing is to plan activities that will capture the curiosity of learners and that will be fun.

This approach will encourage creative writing so that learners learn to express their opinions systematically, develop the library collection at the school and develop writers of the future, thus building a culture of self-reliance and bringing back the spirit of African Renaissance. The activities which will be used in this approach will include:

- Three minute writing: The learners will be given a specific topic or title to write about with the understanding that they only have three minutes in which to write about it. The fun is in the time limit and in the interesting paragraphs that students develop. After the students have had some experience with writing within a time limit, their writing will become more and more creative.
- Pass the story: This will involve a piece of paper with an opening sentence or paragraph on it. Learners will add a few more sentences in the time allocated and then pass it on to another learner. Learners will continue adding to the story until everyone has had an opportunity to write a part of the story. Reading the final story aloud will be the highlight of the activity.
- Comments phase in which learners will create things for their teachers: Learners will be given the opportunity to use writing skills to create a letter for their teacher. Specific topics will be assigned, such as classroom suggestions, something special about me, etc. Students could also write to a teacher in another classroom or to the principal.

11.9 Ninth Approach: Formation of reading clubs (Grade 9-12)

A Reading Club is a forum where people who love stories and books meet regularly to read and to discuss what they are reading. It can happen in any language either in IsiZulu or English. It's all about telling, reading, listening to and talking about stories and other things. It's also about writing because reading and writing go together. A reading club can also be a place to learn to read or to improve your reading if you can't read at all, or if you don't read very well. A reading club can have mixed aged reading clubs or clubs for the same age group. It's a relaxed environment, more like home than school, because nobody is forced to come; it's something you choose to do.

The strategy suggests that schools initiate reading clubs for a group of 8 – 12 learners who are avid readers. Each school will have 10 or more clubs guided by learners' reading tastes and interests. Learners will need proper guidance on formation of reading clubs where they share books that they have read and express their views on what they have read. Each reading club will observe a set of rules and standards of behaviour that each member is familiar with. It is suggested that the club meet once a month for an hour to discuss a book that all members have read. These clubs will be great social forums that will do wonders for communication skills.

11.10 Tenth Approach: Reading aloud to learners (Grade R-6)

Reading aloud is an approach that will be adopted to address the scarcity of reading materials. Despite the limited access to good reading materials, the available meagre resources can be effectively utilized to promote reading. It demonstrates to learners how much a principal/ a teacher/ a departmental official enjoys reading and just how much fun reading can create. When an adult reads to learners, it sends a message to learners that reading is valued.

FIVE YEAR READING IMPLEMENTATION PLAN

STRAND 1: Activities		Targets			
		2020	2021	2022	2023
Strengthening the capacity of the sector (aligned and integrated with Sector capacity to monitor and support, Research & Monitoring, Direct learner support, Partnerships, Teacher Development, Provisioning of LTSM, Advocacy and Communication, Parental Involvement and Community mobilisation)					
1. Training on perceptual Skills in Grade R.	<ul style="list-style-type: none"> 33 Advisors 4 125 Departmental Heads 5 189 teachers 	<ul style="list-style-type: none"> Strengthen and conduct mop up training. 	<ul style="list-style-type: none"> Strengthen and conduct mop up training. 	<ul style="list-style-type: none"> Strengthen and conduct mop up training. 	<ul style="list-style-type: none"> Strengthen and conduct mop up training.
2. Training on Phonics in Grades 1 to 3.	<ul style="list-style-type: none"> 40 Advisors, 4 125 Departmental Heads 6 253/ 6 253 Grade 1 teachers 	<ul style="list-style-type: none"> Strengthen and conduct mop up training. 40 Advisors , 4 125 Departmental Heads 5 883/ 5 883 Grade 2 teachers 	<ul style="list-style-type: none"> 40 Advisors , 4 125 Departmental Heads 5 862/ 5862 Grade 3 teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 1-3 teachers and Departmental Heads. 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 1-3 teachers and Departmental Heads
3. Training on Early Grade Reading Assessment (EGRA) in Grades R to 3.	<ul style="list-style-type: none"> 40 Advisors, 4 125 Departmental Heads 5 189 Grade R teachers 6 000/17 998 Grades 1 -3 teachers 	<ul style="list-style-type: none"> 40 Advisors, 4 125 Departmental Heads 5 189 Grade R teachers 6 000/17 998 Grades 1-3 teachers 	<ul style="list-style-type: none"> 40 Advisors, 4 125 Departmental Heads 5 189 Grade R teachers 6 000/17 998 Grades 1 -3 teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades R -3 teachers and Departmental heads. 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades R -3 teachers and Departmental heads

STRAND 1:		Targets				
Activities		2020	2021	2022	2023	2024
Strengthening the capacity of the sector (aligned and integrated with Sector capacity to monitor and support, Research & Monitoring, Direct learner support, Partnerships, Teacher Development, Provisioning of LTSM, Advocacy and Communication, Parental Involvement and Community mobilisation)						
4. Training on reading methodologies in African Languages	<ul style="list-style-type: none"> 63 Advisors, 8 250 Departmental Heads 12 169 Grade 1 and 4 teachers 	<ul style="list-style-type: none"> 63 Advisors, 8 250 Departmental Heads 11 485 Grade 2 and 5 teachers 	<ul style="list-style-type: none"> 63 Advisors, 8 250 Departmental Heads 11 155 Grade 3 and 6 teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 1-6 teachers and Departmental heads. 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 1-6 teachers and Departmental heads. 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 1-6 teachers and Departmental heads.
5. Training on Primary School Reading Improvement Programme (PSRIP) - EFAL	<ul style="list-style-type: none"> 61 Advisors, 840 Departmental Heads 11 600/34 809 grades 1-6 teachers 	<ul style="list-style-type: none"> 61 Advisors, 840 Departmental Heads 11 600/34 809 grades 1-6 teachers 	<ul style="list-style-type: none"> 61 Advisors, 840 Departmental Heads 11 600/34 809 grades 1-6 teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 1-6 teachers and Departmental heads. 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 1-6 teachers and Departmental heads. 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 1-6 teachers and Departmental heads.
6. Training on methodologies to improve reading skills in:	<ul style="list-style-type: none"> 360 grades 3,6,and 9 Lead teachers 3 600 teachers 	<ul style="list-style-type: none"> 360 grades 3,6,and 9 Lead teachers 3 600 teachers 	<ul style="list-style-type: none"> 360 grades 3,6,and 9 Lead teachers 3 600 teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 3,6 and 9 teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 3,6 and 9 teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up of grades 3,6 and 9 teachers
a) English Home Language and English First	<ul style="list-style-type: none"> 7498 grades 1-3 teachers 2000 grades 4-6 teachers 2540 grade 7 -9 teachers 	<ul style="list-style-type: none"> 7498 grades 1-3 teachers 2200 grades 4-6 teachers 2720 grade 7-9 teachers 	<ul style="list-style-type: none"> 7498 grades 1-3 teachers 2400 grades 4-6 teachers 3300 grade 7-9 teachers 	<ul style="list-style-type: none"> 7498 grades 1-3 teachers 3000 grades 4-6 teachers Follow up training and conduct mop up of grades 7-9 	<ul style="list-style-type: none"> 7498 grades 1-3 teachers 3000 grades 4-6 teachers Follow up training and conduct mop up of grades 7-9 	<ul style="list-style-type: none"> 7498 grades 1-3 teachers 3000 grades 4-6 teachers Follow up training and conduct mop up of grades 7-9
b) Add Language						

STRAND 1:	Strengthening the capacity of the sector (aligned and integrated with Sector capacity to monitor and support, Research & Monitoring, Direct learner support, Partnerships, Teacher Development, Provisioning of LTSM, Advocacy and Communication, Parental Involvement and Community mobilisation)				
	Targets				
Activities	2020	2021	2022	2023	2024
7. Training and induction on: a) School Library Development Programmes and library automation – SASAMS (SACE Approved) b) Information Literacy Skills c) ICT Skills Integration into the Curriculum d) Reading Promotion strategies	<ul style="list-style-type: none"> 33 School Library Advisors 600 Primary and Secondary school teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up 600 Primary and Secondary school teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up 600 Primary and Secondary school teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up 600 Primary and Secondary school teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up 600 Primary and Secondary school teachers
8. Training on: a) Basic and advanced Library Processing Skills b) Mobile Library Guidelines and integration c) Basic and advanced Cataloguing and Moodle skills d) Basic and advanced Computer Skills	<ul style="list-style-type: none"> 60 Library Assistants 13 Mobile Library Drivers 13 Librarians 	<ul style="list-style-type: none"> 60 Library Assistants 13 Mobile Library Drivers 13 Librarians 	<ul style="list-style-type: none"> 60 Library Assistants 13 Mobile Library Drivers 13 Librarians 	<ul style="list-style-type: none"> Follow up training and conduct mop up 	<ul style="list-style-type: none"> Follow up training and conduct mop up

STRAND 1:	Strengthening the capacity of the sector (aligned and integrated with Sector capacity to monitor and support, Research & Monitoring, Direct learner support, Partnerships, Teacher Development, Provisioning of LTSM, Advocacy and Communication, Parental Involvement and Community mobilisation)			
	Activities			
Activities	Targets			
	2020	2021	2022	2023
9. Training on: a) Digital Library resources management and utilisation b) Office 365 c) Moodle system	<ul style="list-style-type: none"> 33 School Library Advisors 600 Primary and Secondary school teachers 	<ul style="list-style-type: none"> 33 School Library Advisors 600 Primary and Secondary school teachers 	<ul style="list-style-type: none"> 40 School Library Advisors 600 Primary and Secondary school teachers 	<ul style="list-style-type: none"> Follow up training and conduct mop up 600 Primary and Secondary school teachers
	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 1 and 4 learners All teachers for above grades 	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 2 and 5 learners All teachers for above grades 	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 3 and 6 learners All teachers for above grades 	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 7 and 10 learners All teachers for above grades
10. Train subject advisors and teachers on the Reading to Learn Methodology in all GET and FET subjects using the Reading to Learn Foundation	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 1 and 4 learners All teachers for above grades 	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 2 and 5 learners All teachers for above grades 	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 3 and 6 learners All teachers for above grades 	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 7 and 10 learners All teachers for above grades
	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 8 and 11 learners All teachers for above grades 	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 8 and 11 learners All teachers for above grades 	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 8 and 11 learners All teachers for above grades 	<ul style="list-style-type: none"> 280 Subject Advisors 2880 grade 10 teachers 12 169 Grade 8 and 11 learners All teachers for above grades

STRAND 2:	Teacher development and support (aligned and integrated with Sector capacity to monitor and support, Research & Monitoring, Direct learner support, Partnerships, Provisioning of LTSM, Advocacy and Communication)				
	Activities				
	Targets				
	2020	2021	2022	2023	2024
1. Conduct an audit of the relevant accredited CPTD programmes offered by HEIs: Providers-endorsed by SACE 2. Enrolling teachers for CPTD programmes in partnership with HEIs with a focus on: a) Post Graduate Diploma in Information Science b) Information & Knowledge Management. c) Strategies for teaching and promotion of reading 3. Capacitation on Reading to Learn Methodology 4. Co-ordinate training of Departmental Heads (HODs) on Primary School Reading Improvement Programme (PSRIP) - EFAL as mentioned in Strand 1 Activity Number 5	6 Institutions	<ul style="list-style-type: none"> • 120 teachers • 10 Advisors 	<ul style="list-style-type: none"> • 240 teachers • 10 Advisors 	<ul style="list-style-type: none"> • 240 teachers • 10 Advisors 	<ul style="list-style-type: none"> • 240 teachers • 10 Advisors
	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads
	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads
	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads 	<ul style="list-style-type: none"> • 280 Subject Advisors • 840 Departmental Heads

STRAND 2:	Activities	Targets				
		2020	2021	2022	2023	2024
		<ul style="list-style-type: none"> 120 Educators 	<ul style="list-style-type: none"> 120 Educators 	<ul style="list-style-type: none"> 120 Educators 	<ul style="list-style-type: none"> 120 Educators 	<ul style="list-style-type: none"> 120 Educators
	<p>5. Collaborate with SACE to ensure where endorsed programmes on Reading do not exist, that such programmes be developed. Where SACE-endorsed programmes on Reading exist, identify external providers with such programmes and request that they be funded through the Skills Business Fund</p> <p>6. Establish Professional Learning Communities (PLCs) in Quintile 1-3 schools to promote Early Grade Reading (EGRA) in Foundation Phase and Intermediate Phase</p>	<ul style="list-style-type: none"> 50 Schools per district 	<ul style="list-style-type: none"> 100 Schools per district 	<ul style="list-style-type: none"> 150 Schools per district 	<ul style="list-style-type: none"> 200 Schools per district 	<ul style="list-style-type: none"> 250 Schools per district

Teacher development and support (aligned and integrated with Sector capacity to monitor and support, Research & Monitoring, Direct learner support, Partnerships, Provisioning of LTSM, Advocacy and Communication)

STRAND 3	Activities	Targets				
		2020	2021	2022	2023	
		2024				
1. Promote learner participation in:	a) Spelling Bee	<ul style="list-style-type: none"> • 3000 learners in grades 4-6 • 600 schools 	<ul style="list-style-type: none"> • 3200 learners in grades 4-6 • 600 schools 	<ul style="list-style-type: none"> • 3400 learners in grades 4-6 • 600 schools 	<ul style="list-style-type: none"> • 3500 learners in grades 4-6 • 600 schools 	<ul style="list-style-type: none"> • 3600 learners in grades 4-6 • 600 schools
	<ul style="list-style-type: none"> b) Reading clubs c) Creative writing d) Readers' Cup e) Debates f) Dramatization g) Read a book a week strategy h) Drop all and Read i) Reading games j) Storytelling k) Using fiction to learn subject content l) Peer reading mentorship m) Reading clubs n) Creative writing and Publishing of learners stories 					

STRAND 4: Activities	Parental and Community Support and Mobilisation (aligned and integrated with Direct learner support, Partnerships, Provisioning of LTSM, Teacher Training and Support, Advocacy and Communication)				
	Targets				
	2020	2021	2022	2023	2024
1. Establish Provincial, District and Circuit Reading Committees	<ul style="list-style-type: none"> • 201 Circuits • 12 Districts • 1 Provincial 	<ul style="list-style-type: none"> • 201 Circuits • 12 Districts • 1 Provincial 	<ul style="list-style-type: none"> • 201 Circuits • 12 Districts • 1 Provincial 	<ul style="list-style-type: none"> • 201 Circuits • 12 Districts • 1 Provincial 	<ul style="list-style-type: none"> • 201 Circuits • 12 Districts • 1 Provincial
2. Conduct a Reading Seminar in partnership with NGOs, labour and HEIs	<ul style="list-style-type: none"> • 1 Provincial • 1 per District 	<ul style="list-style-type: none"> • 1 Provincial • 1 per District 	<ul style="list-style-type: none"> • 1 Provincial • 1 per District 	<ul style="list-style-type: none"> • 1 Provincial • 1 per District 	<ul style="list-style-type: none"> • 1 Provincial • 1 per District
3. Conduct advocacy to SGBs on National Parents Reading Module	<ul style="list-style-type: none"> • 1 200 schools 	<ul style="list-style-type: none"> • 1 200 schools 	<ul style="list-style-type: none"> • 1 200 schools 	<ul style="list-style-type: none"> • 1 200 schools 	<ul style="list-style-type: none"> • 1 200 schools
4. Mobilise community support through QLTC structures at all levels through the involvement of Labour, DSAC, LMs, Churches, Business Chambers, NECT and NGOs	<ul style="list-style-type: none"> • 10 District Municipalities • 1 Metro • NECT Districts (Pinetown and King Cetshwayo 	<ul style="list-style-type: none"> • 10 District Municipalities • 1 Metro • NECT Districts (Pinetown and King Cetshwayo 	<ul style="list-style-type: none"> • 10 District Municipalities • 1 Metro • NECT Districts (Pinetown and King Cetshwayo 	<ul style="list-style-type: none"> • 10 District Municipalities • 1 Metro • NECT Districts (Pinetown and King Cetshwayo 	<ul style="list-style-type: none"> • 10 District Municipalities • 1 Metro • NECT Districts (Pinetown and King Cetshwayo

STRAND 5:	Provisioning and Utilisation of LTSM (aligned and integrated with Direct learner support, Partnerships, Teacher Training and Support, Tracking reading progress, Advocacy and Communication)				
	Targets				
	2020	2021	2022	2023	2024
Activities					
1. Audit the state of school library provisioning models and library resources: a) Models for library provisioning e.g. an empty classroom, mobile libraries, library boxes b) Access to public libraries	120 schools.	120 schools.	240 of schools	360 of schools	360 of schools
2. Provide physical infrastructure (buildings) for central school libraries/media centres a) Provide central libraries/media centres at all new schools and when undertaking upgrades and additions at existing schools without libraries b) Refurbish identified classrooms as media centres when undertaking repairs and renovations to existing schools	15 New libraries	13 New libraries	10 New libraries	10 New libraries	10 New libraries
	Refurbishment: This is currently not a reported item and 15 schools will have to be estimated	Refurbishment: This is currently not a reported item and 15 schools will have to be estimated	Refurbishment: This is currently not a reported item and 15 schools will have to be estimated	Refurbishment: This is currently not a reported item and 15 schools will have to be estimated	Refurbishment: This is currently not a reported item and 15 schools will have to be estimated
3. Ensure implementation of National initiatives to make reading hour mandatory to all schools e. g. Reading half hour. World Read Aloud Day, Drop All and Read	• All schools	• All schools	• All schools	• All schools	• All schools
4. Ensure functionality of Classroom/corner libraries	• In all Classrooms of 4125 schools	• In all Classrooms of 4125 schools	• In all Classrooms of 4125 schools	• In all Classrooms of 4125 schools	• In all Classrooms of 4125 schools

STRAND 5: Activities	Provisioning and Utilisation of LTSM (aligned and integrated with Direct learner support, Partnerships, Teacher Training and Support, Tracking reading progress, Advocacy and Communication)				
	Targets				
	2020	2021	2022	2023	2024
5. Provide print and digital format lesson Plans for a structured reading programme in PSRIP for both FP and IP	• 457 of schools	• 457 of schools	• 457 of schools	• 457 of schools	• 457 of schools
6. Provide lessons plans for a structured reading programme in African languages for both FP and IP	• All grades	• All grades	• All grades	• All grades	• All grades

STRAND 5: Activities	Provisioning and Utilisation of LTSM (aligned and integrated with Direct learner support, Partnerships, Teacher Training and Support, Tracking reading progress, Advocacy and Communication)			
	2020	2021	2022	2023
7. Provide: a) Library books to encourage reading at home b) Catalogues and of supplementary readers c) Print-rich environment for learners in schools d) Graded reader anthologies to every child in Grades R – 3 e) Download of the App with e-readers by teachers, parents f) Monitor and support utilisation	<ul style="list-style-type: none"> Resourcing of 25% of schools libraries Minimum 50 titles readers (Reading for Enjoyment) Monitor and support utilisation 	<ul style="list-style-type: none"> Resourcing of 120 school libraries Minimum 50 titles readers (Reading for Enjoyment) Monitor and support utilisation 	<ul style="list-style-type: none"> Resourcing of 240 school libraries Minimum 50 titles readers (Reading for Enjoyment) Monitor and support utilisation 	<ul style="list-style-type: none"> Resourcing of 360 school libraries Minimum 50 titles readers (Reading for Enjoyment) Monitor and support utilisation
				<ul style="list-style-type: none"> Resourcing of 430 school libraries Minimum 50 titles readers (Reading for Enjoyment) Monitor and support utilisation

STRAND 5: Activities	Provisioning and Utilisation of LTSM (aligned and integrated with Direct learner support, Partnerships, Teacher Training and Support, Tracking reading progress, Advocacy and Communication)			
	2020	2021	2022	2023 2024
1. Development of a FP Resource Pack: Core in all languages and EFAL a) Phonics programme b) Core Vocabulary Lists in all languages and EFAL c) Picture Books d) Theme Posters e) Handwriting Charts: Print (Grade 1 and 2); Cursive (Grade 2 and 3) f) Reading Series Grades R-3 g) Dictionaries (Bilingual) (e.g. Lexicography Unit	<ul style="list-style-type: none"> 100% of schools procure and utilise core FP resources 	<ul style="list-style-type: none"> 100% of schools procure and utilise core FP resources 	<ul style="list-style-type: none"> 100% of schools procure and utilise core FP resources 	<ul style="list-style-type: none"> 100% of schools procure and utilise core FP resources
2. Development of an IP Resource Pack: Core in all languages and EFAL a) Textbook with Teacher Guide b) Dictionary c) Readers containing Folklore, Drama/Play, Short Stories, Poetry d) Novel	<ul style="list-style-type: none"> 100% of schools procure and utilise core IP resources 	<ul style="list-style-type: none"> 100% of schools procure and utilise core IP resources 	<ul style="list-style-type: none"> 100% of schools procure and utilise core IP resources 	<ul style="list-style-type: none"> 100% of schools procure and utilise core IP resources

STRAND 6:		Tracking Learner Performance in Reading Outcomes (Aligned and integrated with Sector capacity to monitor and support, Research & Monitoring, Direct learner support, Partnerships, Teacher Development, Provisioning of LTSM, Advocacy and Communication, Parental Involvement and Community mobilisation)				
Activities		Targets				
		2020	2021	2022	2023	2024
1. Track learner performance for sampled schools implementing PSRIP using DDD		<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools
2. Compare current PIRLS results with the forthcoming one		<ul style="list-style-type: none"> Grade 4 and 5 learners 	–	–	–	<ul style="list-style-type: none"> Grade 4 and 5 learners
3. Conduct of the Early Learning National Assessment study		<ul style="list-style-type: none"> Grade 1 learners 	<ul style="list-style-type: none"> Grade 1 learners 	<ul style="list-style-type: none"> Grade 1 learners 	<ul style="list-style-type: none"> Grade 1 learners 	<ul style="list-style-type: none"> Grade 1 learners
4. Use SASAMS to track reading comprehension		<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools
5. Conduct research in partnership with HEIs to track learner performance		<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools 	<ul style="list-style-type: none"> FP: 6/112 schools IP: 13/273 schools

STRAND 7: Research, Monitoring, Evaluation and Reporting					
Activities	Targets				
	2020	2021	2022	2023	
				2024	
1. Audit reading resources accessibility with the view of making them available in all formats for all differently abled learners and teachers (including digital and non-print resources).	<ul style="list-style-type: none"> 16 ELITS Advisors appraised. 120 schools reached. 	<ul style="list-style-type: none"> 16 ELITS Advisors appraised. 120 schools reached 	<ul style="list-style-type: none"> 20 ELITS Advisors appraised. 150 schools reached 	<ul style="list-style-type: none"> Conduct mop up. 	<ul style="list-style-type: none"> Conduct mop up.
2. Monitor and support implementation of reading for meaning interventions including EGRA, PSRIP in schools.	<ul style="list-style-type: none"> 592 F/Phase schools 840 I/ Phase schools 	<ul style="list-style-type: none"> 603 F/Phase schools 857 I/ Phase schools 	<ul style="list-style-type: none"> 614 F/Phase schools 874 I/ Phase schools 	<ul style="list-style-type: none"> 626 F/Phase schools 891 I/ Phase schools 	<ul style="list-style-type: none"> 647 F/Phase schools 908 I/ Phase schools
3. Monitor and support implementation of Reading to Learn Methodology in schools.	<ul style="list-style-type: none"> 240 schools (Grade 10) 	<ul style="list-style-type: none"> 600 schools (Grade 10) 	<ul style="list-style-type: none"> 1200 schools (Grade 10) 	<ul style="list-style-type: none"> All 1780 schools (Grade 10) 	<ul style="list-style-type: none"> Conduct the evaluation and report on the impact of the Reading Strategy
4. Implement interventions in schools by Library advisors and curriculum coordinators and use their competences to professionally support implementation of the reading for meaning	<ul style="list-style-type: none"> Toolkits finalised for printing for 2021 rollout in 100 schools, equip library advisors and curriculum coordinators with competences to use toolkits to monitor and support reading for meaning interventions 	<ul style="list-style-type: none"> 50 % of schools implementing reading for meaning program 	<ul style="list-style-type: none"> 75 % of schools implementing reading for meaning program 	<ul style="list-style-type: none"> 100 % of schools implementing reading for meaning program 	<ul style="list-style-type: none"> 100 % of schools implementing reading for meaning program

STRAND 8: Activities	Partnerships				
	2020	2021	2022	2023	2024
1. Mobilise communities, businesses, professional bodies and publishers to support reading for meaning campaigns in society	<ul style="list-style-type: none"> 12 Education districts District municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> 12 Education districts District Municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners.
2. Strengthen relationships with Local Municipalities and Department of Arts and Culture as custodians of community-based libraries	<ul style="list-style-type: none"> 1 community-based library per municipality 	<ul style="list-style-type: none"> Circuit Reading Committees 12 District Reading Committees 1 Provincial Reading Committee 	<ul style="list-style-type: none"> Circuit Reading Committees 12 District Reading Committees 1 Provincial Reading Committee 	<ul style="list-style-type: none"> Circuit Reading Committees 12 District Reading Committees 1 Provincial Reading Committee 	<ul style="list-style-type: none"> Circuit Reading Committees 12 District Reading Committees 1 Provincial Reading Committee

STRAND 8: Activities	Partnerships			
	2020	2021	2022	2023
3. Incentivise reading for meaning by collaborating and working in partnership with the Department of Arts and Culture (DSAC), Local Government Municipalities (LGM) local newspapers and community radio stations to promote and recognise reading champions	<ul style="list-style-type: none"> 50 schools per district participating. 24 F/Phase schools 24 Intermediate and Senior phase schools 	<ul style="list-style-type: none"> 50 schools per district participating. 24 F/Phase schools 24 Intermediate and Senior phase schools 	<ul style="list-style-type: none"> 50 schools per district participating. 24 F/Phase schools 24 Intermediate and Senior phase schools 	<ul style="list-style-type: none"> 50 schools per district participating. 24 F/Phase schools 24 Intermediate and Senior phase schools
	<ul style="list-style-type: none"> 50 schools per district participating. 24 F/Phase schools 24 Intermediate and Senior phase schools 	<ul style="list-style-type: none"> 50 schools per district participating. 24 F/Phase schools 24 Intermediate and Senior phase schools 	<ul style="list-style-type: none"> 50 schools per district participating. 24 F/Phase schools 24 Intermediate and Senior phase schools 	<ul style="list-style-type: none"> 50 schools per district participating. 24 F/Phase schools 24 Intermediate and Senior phase schools
4. Conduct Advocacy on the Read to Lead campaign to mobilise parental support and reading at home (parents/guardians to monitor and sign homework books)	<ul style="list-style-type: none"> 6000 schools All parents/guardians from 6000 schools 	<ul style="list-style-type: none"> 6000 schools All parents/guardians from 6000 schools 	<ul style="list-style-type: none"> 6000 schools All parents/guardians from 6000 schools 	<ul style="list-style-type: none"> 6000 schools All parents/guardians from 6000 schools
	<ul style="list-style-type: none"> 6000 schools All parents/guardians from 6000 schools 	<ul style="list-style-type: none"> 6000 schools All parents/guardians from 6000 schools 	<ul style="list-style-type: none"> 6000 schools All parents/guardians from 6000 schools 	<ul style="list-style-type: none"> 6000 schools All parents/guardians from 6000 schools
5. Implementation of a 5-year roll-out plan to set up Reading Clubs by the NRC	<ul style="list-style-type: none"> 1000 Reading clubs 			
	<ul style="list-style-type: none"> 1000 Reading clubs 			

STRAND 9: Activities		Advocacy and Communication			
		2020	2021	2022	2023
1. Mobilise stakeholders through QLCT (social partners, communities, businesses, professional bodies and publishers) to support reading for meaning campaigns in society	<ul style="list-style-type: none"> Develop a plan to mobilise businesses, professional bodies and publishers to support reading for meaning across curriculum campaigns in society 	<ul style="list-style-type: none"> Field-test the plan to mobilise businesses, professional bodies and publishers to support reading for meaning across curriculum campaigns in 10% of districts 	<ul style="list-style-type: none"> Use field-testing data to review the plan to mobilise businesses, professional bodies and publishers to support reading for meaning across curriculum campaigns in society 	<ul style="list-style-type: none"> Extended the plan to mobilise businesses, professional bodies and publishers to support reading for meaning across curriculum campaigns in society to 50% of districts 	<ul style="list-style-type: none"> Extended the strengthened plan to mobilise businesses, professional bodies and publishers to support reading for meaning across curriculum campaigns in society to 50% of districts
	<ul style="list-style-type: none"> Education districts district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners.
2. Use print and electronic media through KZN Education Communications to mobilise all in society to support reading for both pleasure and general-academic purposes	<ul style="list-style-type: none"> Education districts district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners.
	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners. 	<ul style="list-style-type: none"> Education districts 10 district municipalities One (1) metro 43 local municipalities Each district to increase the number of partners.

STRAND 10: Activities	Reading Across the Curriculum			
	2020	2021	2022	2023
1. Review, advocate for and implement the Reading campaign through the interventions like <i>Drop All And Read</i> Campaign to promote reading for enjoyment 2. Promote infusion of reading skills in all content subjects using English Across the Curriculum 3. Implementation of the Reading to Learn Methodology across all subjects / schools	Staggered 15 – 30 minutes reading period • All ECD grade R classes • All Primary and High schools	Staggered 15 – 30 minutes reading period • All ECD grade R classes • All Primary and High schools	Staggered 15 – 30 minutes reading period • All ECD grade R classes • All Primary and High schools	Staggered 15 – 30 minutes reading period • All ECD grade R classes • All Primary and High schools
	• 4125 Primary schools • 1780 High schools	• 4125 Primary schools • 1780 High schools	• 4125 Primary schools • 1780 High schools	• Follow up training and conduct mop up
	• 240 schools (grade 10) • 1200 schools (grade 10)	• 600 schools (grade 10)	• 1200 schools (grade 10)	• Grade 10 in 1780 schools

COST PLAN (Est.)

		COST PLAN					
GRAND TOTAL		58 370 500	57 520 500	57 605 500	53 690 500	53 275 500	280 462 500
STRANDS	ACTIVITIES	2020/21	2021/22	2022/23	2023/24	2024/25	
1 Strengthening the capacity of the sector	1.1 Training on perceptual Skills in Grade R.	0	0	0	0	0	0
	1.2 Training on Phonics in Grades 1 to 3.	4 000 000	4 000 000	4 000 000	1 500 000	1 000 000	14 500 000
	1.3 Training on Early Grade Reading Assessment (EGRA) in Grades R to 3.	NECT Fund	0				
	1.4 Training on reading methodologies in African Languages	0	0	0	0	0	0
	1.5 Training on Primary School Reading Improvement Programme (PSRIP) - EFAL	NECT Fund	0				
	1.6 Training on methodologies to improve reading skills in English Home Language	0	0	0	0	0	0
	1.7 Training on methodologies to improve reading skills in English First Add Language	0	0	0	0	0	0
	1.8 Training and induction on:	0	0	0	0	0	0
	a) School Library Development Programmes and library automation – SASAMS (SACE Approved)	0	0	0	0	0	0
	b) Information Literacy Skills	0	0	0	0	0	0
c) ICT Skills Integration into the Curriculum	0	0	0	0	0	0	
d) Reading Promotion strategies,	4 500 000	4 500 000	4 500 000	4 500 000	4 500 000	22 500 000	

“A reading strategy to promote reading awareness, skills for reading with comprehension, parental involvement, community participation and change of practice.”

Kwazulu-Natal Reading Promotion Strategy

1.9 Training on:		0	0	0	0	0	0	0	0
a) Basic and advanced Library Processing Skills		0	0	0	0	0	0	0	0
b) Mobile Library Guidelines and integration		90 000	90 000	90 000	90 000	90 000	90 000	90 000	450 000
c) Basic and advanced Cataloguing and Moodle skills		0	0	0	0	0	0	0	0
d) Basic and advanced Computer Skills		0	0	0	0	0	0	0	0
1.10. Training on:		0	0	0	0	0	0	0	0
a) Digital Library resources management and utilisation		0	0	0	0	0	0	0	0
b) Office 365		0	0	0	0	0	0	0	0
c) Moodle		0	0	0	0	0	0	0	0
1.11 Train subject advisors and teachers on the Reading to Learn Methodology in all GET and FET subjects using the Reading to Learn Foundation		0	0	0	0	0	0	0	0
Annual Totals		8 590 000	8 590 000	8 590 000	8 590 000	6 090 000	5 590 000	37 450 000	
COST PLAN									
STRANDS	ACTIVITIES	2020/21	2021/22	2022/23	2023/24	2024/25	5yr Total		
2. Teacher Development and Support	2.1 Conduct an audit of the relevant accredited CPTD programmes offered by HEIs: Providers-endorsed by SACE	0	0	0	0	0	0	0	0
	2.2 Enrolling teachers for CPTD programmes in partnership with HEIs with a focus on:	0	0	0	0	0	0	0	0
	a) Post Graduate Diploma in Information Science	0	0	0	0	0	0	0	0

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b) Information & Knowledge Management.	0	0	0	0	0	0	0	0
c) Strategies for teaching and promotion of reading	0	0	0	0	0	0	0	0
2.3 Capacitation on Reading to Learn Methodology	0	0	0	0	0	0	0	0
2.4 Co-ordinate training of Departmental Heads (HODs) on Primary School Reading Improvement Programme (PSRIP) - EFAL as mentioned in Strand 1 Activity Number 5	NECT Funds	0						
2.5 Collaborate with SACE to ensure where endorsed programmes on Reading do not exist, that such programmes be developed. Where SACE-endorsed programmes on Reading exist, identify external providers with such programmes and request that they be funded through the Skills Business Fund	2 400 000	2 400 000	2 400 000	2 400 000	2 400 000	2 400 000	2 400 000	12 000 000
2.6 Establish Professional Learning Communities (PLCs) in Quintile 1-3 schools to promote Early Grade Reading (EGRA) in Foundation Phase and Intermediate Phase	1 020 000	170 000	255 000	340 000	425 000			2 210 000
Annual Totals	3 420 000	2 570 000	2 655 000	2 740 000	2 825 000	2 825 000	14 210 000	

		COST PLAN					
STRANDS	ACTIVITIES	2020/21	2021/22	2022/23	2023/24	2024/25	5yr Total
3. Direct Learner Support	3.1 Promote learner participation in:	0	0	0	0	0	0
	a) Spelling Bee	28 200	28 200	28 200	28 200	28 200	141 000
	b) Coding and robotics	0	0	0	0	0	0
	c) Reading clubs	234 000	234 000	234 000	234 000	234 000	1 170 000
	d) Creative writing	0	0	0	0	0	0
	e) Readers' Cup	234 000	234 000	234 000	234 000	234 000	1 170 000
	f) Debates	234 000	234 000	234 000	234 000	234 000	1 170 000
	g) Dramatization	0	0	0	0	0	0
	h) Read a book a week strategy	0	0	0	0	0	0
	i) Drop all and Read	0	0	0	0	0	0
	j) Reading games	0	0	0	0	0	0
	k) Storytelling	0	0	0	0	0	0
	l) Using fiction to learn subject content	0	0	0	0	0	0
	m) Peer reading mentorship	0	0	0	0	0	0
	n) Reading clubs	0	0	0	0	0	0
o) Creative writing and Publishing of learners stories	0	0	0	0	0	0	
Annual Totals		730 200	730 200	730 200	730 200	730 200	3 651 000
		COST PLAN					
STRANDS	ACTIVITIES	2020/21	2021/22	2022/23	2023/24	2024/25	5yr Total
4. Parental and Community Support and Mobilisation	4.1 Establish Provincial, District and Circuit Reading Committees	18 000	18 000	18 000	18 000	18 000	90 000
	4.2 Conduct a Reading Seminar in partnership with NGOs, labour and HEIs	150 000	150 000	150 000	150 000	150 000	750 000
	4.3 Conduct advocacy to SGBs on National Parents Reading Module	300 000	300 000	300 000	300 000	300 000	1 500 000

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4.4 Mobilize community support through QLTC structures at all levels through the involvement of Labour, DSAC, LMs, Churches, Business Chambers, NECT and NGOs		100 000	100 000	100 000	100 000	100 000	100 000	500 000
Annual Totals		568 000	568 000	568 000	568 000	568 000	568 000	2 840 000
COST PLAN								
STRANDS	ACTIVITIES	2020/21	2021/22	2022/23	2023/24	2024/25	5yr Total	
5. Provisioning and Utilisation of LTSM	5.1 Audit the state of school library provisioning models and library resources:	0	0	0	0	0	0	0
	a) Models for library provisioning e.g. an empty classroom, mobile libraries, library boxes	19 500	19 500	19 500	19 500	19 500	97 500	97 500
	b) Access to public libraries	19 500	19 500	19 500	19 500	19 500	97 500	97 500
	5.2. Ensure implementation of National initiatives to make reading hour mandatory to all schools e. g. Reading half hour. World Read Aloud Day, Drop All and Read	0	0	0	0	0	0	0
	5.3 Ensure functionality of Classroom/corner libraries	19 500	19 500	19 500	19 500	19 500	97 500	97 500
	5.4 Resource and set up:	0	0	0	0	0	0	0
	a) Central libraries / Media Centres in 12 districts	3 600 000	3 600 000	3 600 000	3 600 000	3 600 000	18 000 000	18 000 000
	b) Mobile library services	1 500 000	1 500 000	1 500 000	1 500 000	1 500 000	7 500 000	7 500 000
	5.5 Provide print and digital format lesson Plans for a structured reading programme in PSRIP for both FP and IP	0	0	0	0	0	0	0

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5.6 Provide lessons plans for a structured reading programme in African languages for both FP and IP	0	0	0	0	0	0	0	0
5.7 Provide:	0	0	0	0	0	0	0	0
a) Library books to encourage reading at home	36 000 000	36 000 000	36 000 000	36 000 000	36 000 000	36 000 000	36 000 000	180 000 000
b) Catalogues and of supplementary readers	0	0	0	0	0	0	0	0
c) Print-rich environment for learners in schools	0	0	0	0	0	0	0	0
d) Graded reader anthologies to every child in Grades R – 3	0	0	0	0	0	0	0	0
e) Download of the App with e-readers by teachers, parents	0	0	0	0	0	0	0	0
f) Monitor and support utilisation	0	0	0	0	0	0	0	0
5.8 Development of a FP Resource Pack: Core in all languages and EFAL	0	0	0	0	0	0	0	0
a) Phonics programme	2 000 000	2 000 000	2 000 000	2 000 000	500 000	500 000	500 000	7 000 000
b) Core Vocabulary Lists in all languages and EFAL	0	0	0	0	0	0	0	0
c) Picture Books	0	0	0	0	0	0	0	0
d) Theme Posters	0	0	0	0	0	0	0	0

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e) Handwriting Charts: Print (Grade 1 and 2); Cursive (Grade 2 and 3)	0	0	0	0	0	0	0	0	0	0
f) Reading Series Grades R-3	0	0	0	0	0	0	0	0	0	0
g) Dictionaries (Bilingual) (e.g. Lexicography Unit	0	0	0	0	0	0	0	0	0	0
5.9 Development of an IP Resource Pack: Core in all languages and EFAL	0	0	0	0	0	0	0	0	0	0
a) Textbook with Teacher Guide	0	0	0	0	0	0	0	0	0	0
b) Dictionary	0	0	0	0	0	0	0	0	0	0
c) Readers containing Folklore, Drama/Play, Short Stories, Poetry	0	0	0	0	0	0	0	0	0	0
d) Novel	0	0	0	0	0	0	0	0	0	0
Annual Totals	45 158 500	45 158 500	45 158 500	45 158 500	43 658 500	43 658 500	43 658 500	43 658 500	222 792 500	222 792 500

COST PLAN							
STRANDS	ACTIVITIES	2020/21	2021/22	2022/23	2023/24	2024/25	5yr Total
6. Tracking Learner Performance in Reading Outcomes	6.1 Track learner performance for sampled schools implementing PSRIP using DDD	0	0	0	0	0	0
	6.2 Compare current PIRLS results with the forthcoming one	0	0	0	0	0	0
	6.3 Conduct of the Early Learning National Assessment study	0	0	0	0	0	0
	6.4 Use SASAMS to track reading comprehension	0	0	0	0	0	0
	6.5 Conduct research in partnership with HEIs to track learner performance	0	0	0	0	0	0
	Annual Totals		0	0	0	0	0
COST PLAN							
STRANDS	ACTIVITIES	2020/21	2021/22	2022/23	2023/24	2024/25	5yr Total
7. Research, Monitoring, Evaluation and Reporting	7.1 Audit reading resources accessibility with the view of making them available in all formats for all differently abled learners and teachers (including digital and non-print resources).	0	0	0	0	0	0
	7.2 Monitor and support implementation of reading for meaning interventions including EGRA, PSRIP in schools.	0	0	0	0	0	0
	7.3 Monitor and support implementation of Reading to Learn Methodology in schools.	0	0	0	0	0	0
	7.4 Implement interventions in schools by Library advisors and curriculum coordinators and use their competences to professionally support implementation of the reading for meaning	0	0	0	0	0	0
Annual Totals		0	0	0	0	0	0

COST PLAN							
STRANDS	ACTIVITIES	2020/21	2021/22	2022/23	2023/24	2024/25	5yr Total
8. Partnerships	8.1 Mobilise communities, businesses, professional bodies and publishers to support reading for meaning campaigns in society	0	0	0	0	0	0
	8.2 Strengthen relationships with Local Municipalities and Department of Sports Arts and Culture as custodians of community-based libraries	0	0	0	0	0	0
	8.3 Incentivise reading for meaning by collaborating and working in partnership with the Department of Sports, Arts and Culture (DSAC), Local Government Municipalities (LGM) local newspapers and community radio stations to promote and recognise reading champions	0	0	0	0	0	0
	8.4 Conduct Advocacy on the Read to Lead campaign to mobilise parental support and reading at home (parents/guardians to monitor and sign homework books)	0	0	0	0	0	0
	8.5 Implementation of a 5-year roll-out plan to set up Reading Clubs by the NRC	0	0	0	0	0	0
Annual Totals		0	0	0	0	0	0

COST PLAN							
STRANDS	ACTIVITIES	2020/21	2021/22	2022/23	2023/24	2024/25	5yr Total
9. Advocacy and Communication	9.1 Mobilise stakeholders through QLCT (social partners, communities, businesses, professional bodies and publishers) to support reading for meaning campaigns in society	234 000	234 000	234 000	234 000	234 000	1 170 000
	9.2 Use print and electronic media through KZN Education Communications to mobilise all in society to support reading for both pleasure and general-academic purposes	130 000	130 000	130 000	130 000	130 000	650 000
Annual Totals		364 000	364 000	364 000	364 000	364 000	1 820 000
COST PLAN							
STRANDS	ACTIVITIES	2020/21	2021/22	2022/23	2023/24	2024/25	5yr Total
10. Reading across the Curriculum	10.1 Review, advocate for and implement the Reading campaign through the interventions like Drop All And Read Campaign to promote reading for enjoyment	270 000	270 000	270 000	270 000	270 000	1 350 000
	10.2 Promote infusion of reading skills in all content subjects using English Across the Curriculum	0	0	0	0	0	0
	10.3 Implementation of the Reading to Learn Methodology across all subjects / schools	0	0	0	0	0	0
Annual Totals		270 000	270 000	270 000	270 000	270 000	1 350 000

